Together we STRIDE
Juntos, pasos adelante

Teacher Curriculum
Plan de estudios para maestros
Welcome to the Fred Hutchinson Cancer Research Center’s Together We STRIDE Project. STRIDE is an acronym for Strategizing Together Relevant Interventions for Diet and Exercise. STRIDE is an academic-community partnership project, that is, the community members in the Lower Yakima Valley gave input throughout the project to make it relevant to the community. The community members who are part of our community advisory board (CAB) represent schools, outreach programs, and agencies that provide social services, clinics, and community advocates.

History of Together We STRIDE (Juntos, Pasos Adelante)
In 2011, we met with the CAB to ask them about the health concerns of the community, and the group collectively said childhood obesity. In January of 2013, we received a grant from the National Institutes of Health to build a youth obesity prevention program in the Yakima Valley. Together with our CAB and the Center for Community Health Promotion in Sunnyside (WA), we created and launched nutrition and physical activity programs in the Yakima Valley on a smaller scale.

Where We Are Today
A second grant from the National Institutes of Health has enabled us to scale up the nutrition and physical activity programs for children, their families, and the community. We met with the district superintendents and principals who have been very supportive of the work. We plan to implement several programs in the community including at schools. If the intervention is successful in helping children eat healthy and be more physically active, we plan to disseminate our program across the communities in the Yakima Valley.

Your Role and the Handbook
As a teacher, you have an opportunity to impact the health of your students. The school-wide activities are developed to be fun, focus on learning, and foster classroom support with minimal disruption of your classroom or teaching time.

The purpose of this handbook is to serve as a “how-to” manual for motivating children to eat healthy and be physically active. It includes simple steps, materials, and resources on how to do the activities with your students. The staff members from the Center of Community Health Promotion are partners with you. They can provide information and assist if needed. Let us know if you have any questions about the program by contacting us at 1-866-809-6846. We welcome your ideas and encourage you to share your experience with us. Thank you for partnering with us to improve the health of your students.

Sincerely,

Together We STRIDE Team
Together We STRIDE!

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Technical Support
The goal of Together We STRIDE is to implement a community-wide program to improve nutrition and physical activity among children, their families, and their communities. The program was developed based on findings from many scientific studies which showed how children are able to adopt healthier behaviors if programs are created for them in addition to other sectors of the society that can influence their health decisions, such as families, organizations that they are part of, and the community.

This way of thinking is called a socio-ecological model, which is illustrated in the picture on the right. To affect the nutrition and physical activity of the girl in the far-left (circled in yellow), programs and policies need to be aimed at her, her family, friends, school, church, the local community, and nationally. Together We STRIDE was created following this model, and the program consists of 4 different components aimed at children themselves, their families, their schools, and their local community.

Together We STRIDE programs:
- Educational comic books for children
- Nutrition and physical activity classes for families
- Activities at schools and in classrooms
- Annual community-wide nutrition and physical activity events
- Support the farmers market

Classroom Activities
Teachers are key influencers of children and can create a supportive environment as role models for nutrition and physical activity. The classroom-based activities were designed to be fun, easy to use, and can be integrated into the curriculum with minimal effort and time from teachers.

Here is the breakdown of the activities:
- **Mighty Media Detectives**: brief 10-15 minute sessions focused on how to respond critically and thoughtfully to food advertising and screen time.
- **Physical Activity/Brain Breaks**: brief 3-10 minute sessions focused on movement that can be incorporated into math, writing, reading, geography, science, and technology.
- **School challenge**: there are two challenges: within school and across schools.
  - **Within school challenge**: The third, fourth and fifth grade classrooms at your school are participating in the program. At the end of each semester, we will collect the two activity posters from each classroom. The classroom(s) with the most stickers on their posters will win a yogurt and fruit salad party, and the teacher’s wish lists will be replenished.
  - **Across school challenge**: There are currently 3 schools participating in the project. At the end of the year, the school with the most stickers on their posters will receive new physical activity equipment.
When you move more, you learn more! Research shows that physical activity (PA) affects your body in many ways. Regular physical activity:

- Helps build healthy bones and muscles
- Reduces the risk of developing obesity and chronic diseases, such as diabetes and cardiovascular disease
- Reduces feelings of depression and anxiety and promotes psychological well-being
- May improve students’ academic performance, such as academic achievement and grades, academic behavior (e.g., time of task), and classroom concentration and attentiveness

There are many resources available on how to incorporate bouts of physical activity (activity breaks) in the classroom. The Together We STRIDE project uses GoNoodle, which is a web-based platform with 3-10 minute physical activity videos that can be integrated into math, reading, writing, geography, science and technology in the classroom.

What is GoNoodle

GoNoodle is a web based platform that makes it easy and fun to be active. GoNoodle is designed with K-5 classrooms in mind.

GoNoodle provides many different options for short movement breaks that get kids up and moving. Some are dances, some are songs, some simulate running, jumping, and some are calming breathing exercises.

Access to GoNoodle’s standard library of videos is free, but there is a fee for additional options (GoNoodle Plus). Teachers participating in Together We STRIDE will receive an annual license for GoNoodle Plus for free. The Plus feature includes access to additional content designed to integrate physical activity and core-subject practice.

What Teachers Say About GoNoodle

“I use GoNoodle as a transition between reading instruction and writing instruction… helps students refocus and get some energy out before getting to work on writing. I also use it to “wake up” the class, if they seem really tired. A good community building tool. Some activities require them to engage with each other…allows them to be silly, willingness to take risks, and feeling less concerned about with saying a correct answer. If I need to get something set up, (or find something I have misplaced) it gives me a few minutes to do so.”

What does GoNoodle Plus Include?

Once registered with GoNoodle, you can log in and create pages for your class. You can select a “champ” avatar who represents the class and who grows as more videos are watched. The Dashboard is where you can browse all the videos by category. You will be able to open, play, and save videos whenever and as often as you like.

GoNoodle Plus includes all the features of standard GoNoodle with additional options (see table next page).
<table>
<thead>
<tr>
<th>GoNoodle Plus</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mega Math Marathon</td>
<td>Enables students to practice math fluency and set goals as they sprint toward the finish line, answering math questions based on core subjects (addition, subtraction, multiplication, division, number sense, time, money, and geometry).</td>
</tr>
<tr>
<td>Bodyspell</td>
<td>Turns the body into a dynamic alphabet, and makes spelling a full-body experience as the class follows along with a spelling robot!</td>
</tr>
<tr>
<td>Word Jam</td>
<td>Helps explore vocabulary by acting out word meanings in a zany sequence of movement, each representing a new vocabulary word.</td>
</tr>
<tr>
<td>Freeze It</td>
<td>Allows students to dance around the room until the music stops, freeze and respond to a flash card, then dance again! Choose from math, reading, geography, emotions, letters, colors, etc.</td>
</tr>
<tr>
<td>Montana James and the Palace of Peril</td>
<td>Enables students to practice fluency in grammatical concepts while using cross-lateral movements.</td>
</tr>
<tr>
<td>Field Trip</td>
<td>Helps students inspire curiosity in science and technology, then uses the content as a jumping-off to dig deeper into the knowledge.</td>
</tr>
<tr>
<td>Think on Your Feet</td>
<td>Enables you to turn your classroom into a game show as students participate in a fast-paced quiz incorporating a variety of simple exercises and trivia questions.</td>
</tr>
<tr>
<td>My Questions</td>
<td>Creates custom sets of questions to review key concepts, review lessons, and practice topics for upcoming tests.</td>
</tr>
<tr>
<td>Ultimate Champ Training</td>
<td>Introduces concepts, reinforces what students should already know, and encourages a more meaningful conversation about healthy eating, physical activity, sleep, cyber safety, and bully prevention.</td>
</tr>
<tr>
<td>Flow and Think About it</td>
<td>Includes additional videos on movement.</td>
</tr>
</tbody>
</table>

**How to get started with GoNoodle Plus**

*If you already have an account with GoNoodle under your school email address*, your account has been upgraded to Plus. See below for how to get started with Plus.

*If you do NOT already have an account with GoNoodle under your school email address*, we have created an account for you.

- GoNoodle Plus Login: Your School Email Address
- Default Password: healthykids

You can change your password in ‘Account Settings’ after you log in and create a class for the first time. Just click on “LOG IN” in the upper right corner of the GoNoodle home page (https://www.gonoodle.com), enter your information above, and get started!
GoNoodle has over 200 videos to play, but as you’re getting started, here are a few tips to help you find the right ones for your classroom.

**Explore**: Looking for what’s new or relevant based on the time of year? Check out the Explore page. You will find recommendations on the newest and most relevant videos GoNoodle has to offer. You can also filter activities by category, video duration, and energy level at the top of the Explore page.

**Channels**: GoNoodle is like a music collection – think of Channels as artists! If you know you want to dance with Zumba Kids, you can go straight to the Zumba Kids channel.

**Categories**: Think of Categories as genres – to see all the dancing videos, head to the "Guided Dancing" category. A variety of genres make it easy to find the right video for your classroom’s energy level. You can find Categories at the top of the Explore page.

**Search**: Searching GoNoodle is easy. Simply type keywords to see all the videos that match. Try “mindfulness,” “Pop See Ko,” or even “2 minutes” for videos around a certain length.

**Recommendations**
We recommend searching through GoNoodle, and watching several videos from different categories and channels to get a feel for what you and your class can do. Use the "Demo Class" though, so you’re not actually growing your Champ under your new class.

Let's review each GoNoodle Activity closely. For more information, check out the GoNoodle PLUS INTEGRATION GUIDE
The purpose of the mighty media detectives is to teach children to respond critically and thoughtfully to food marketing advertisements and to minimize the use of devices that increase screen time.

The mighty media detectives’ curriculum consists of 10 modules.

1. Food Packaging
2. Healthy Portions
3. Marketing Appeal
4. Technology and You
5. Screen Time and Physical Activity
6. Kid Food vs. Adult Food
7. Eat Your Rainbow
8. Food Placement in Kid’s Movies
9. Ask Your Parents for Help
10. What Can Your Community Do

Modules are not organized in a specific order. Teachers can choose to start with any module in any order that they would like.

How to use the modules

In the handbook, each module is organized in three sections: 1) the module instruction, 2) power point slides, and 3) resources (please see clear pockets). All materials (modules, power points, and resources) are also saved on a USB flash drive that you will receive today.

Each module instruction follows the same format which includes: 1) learning objective, 2) what is needed, 3) how to do the activity, 4) questions for discussion, and 5) resources.

The module instruction was created to help familiarize teachers with the content and how to perform the activity. The power point slides can be used to do the activity in the classroom.

Each session will run 10-15 minutes. Preparation time is 2-3 minutes.

Discussion questions are tailored to specific grade levels (3rd, 4th, and 5th). Teachers can start with the questions in the module instruction, or as follow-up questions based on students’ responses.

We ask that you give at least three sessions per year and place a sticker (which we will provide) on the poster “Mighty Media Detectives” when sessions are completed.
LEARNING OBJECTIVE
Students will learn to critically analyze food products and identify at least 1 way that some food products are being marketed as healthy when they are not healthy.

WHAT IS NEEDED
- Power point slides: Module 1 — Food Packaging
- Posters of Food Products: Cheetos, Pop-tarts, Roll-ups, Soda and Froot Loops

HOW TO DO THIS ACTIVITY
Introduction: Today, we will learn about how popular children’s food products pretend to be healthy. I will share a food product with your group and I want you to look at it for 1-2 minutes and investigate how they are pretending to be healthy.

1. Have students form 5-6 groups of 4-5 depending on the size of the class.
2. Assign one food poster to each group.
3. Tell students to investigate the food packaging for 1-2 minutes. Ask them to pay attention to big and colorful letters and pictures.
4. Engage students using the questions below.

QUESTIONS FOR DISCUSSION
3rd Grade
1. What words and images do you see?
2. What are these words and images trying to tell you?
3. Do you think these are healthy foods for kids? Why or why not?

4th and 5th Grades
1. How do these products pretend to be healthy? Are there healthy slogans? Images?
2. What are some other snacks that would be a healthier option?
Pocket Resources

- Kellogg's Froot Loops
- Cheetos Crunchy
- Fruit Roll-Ups
- Pop-Tarts
- Crush Orange
- Pepsi
- Mountain Dew Brisk
- Pepsi
- 7Up
LEARNING OBJECTIVE
Students will learn to review portion sizes and identify the correct portion size for a healthy diet.

WHAT IS NEEDED
- Power point slides: Module 2 — Healthy Portions
- Food distortion poster
- Fast food portion poster
- Soda size
- “Snack” size

HOW TO DO THIS ACTIVITY

Introduction: Today we will learn about portion sizes. I will give each group a poster with food products. I would like your group to investigate how the size of these products have changed with time.

1. Have students form 5-6 groups of 4-5 depending on the size of the class.
2. Assign one food poster to each group.
3. Tell students to investigate the food poster. Ask them to pay attention to how the portion size has changed with time.
4. Engage students using the questions below.

QUESTIONS FOR DISCUSSION

3rd Grade
1. What do you think is happening to the food sizes?
2. Why do you think food places are selling bigger food sizes?
3. Which size do you think kids your age should choose? Why?

4th and 5th Grades
1. Why do you think food places are selling bigger and larger food products?
Pocket Resources

Portion Distortion

20 YEARS AGO | TODAY | DIFFERENCE
---|---|---
Baked Corn, Brie (cheese) | 333 Calories | 257 Calories | 590 Calories | **MORE CALORIES**
Lifting weights for 1 HOUR AND 30 MINUTES burns approximately 257 calories* "Based on 130-pound person

20 YEARS AGO | TODAY | DIFFERENCE
---|---|---
Coffee, 8 oz with whole milk and sugar | 45 Calories | 305 Calories | **MORE CALORIES**
Mocha Coffee, 16 oz with steamed whole milk and mocha syrup
Walking 1 HOUR AND 20 MINUTES burns approximately 305 calories* "Based on 130-pound person

20 YEARS AGO | TODAY | DIFFERENCE
---|---|---
Pizza Slice | 500 Calories | 850 Calories | **MORE CALORIES**
Playing golf (while walking and carrying your clubs) for 1 HOUR burns approximately 350 calories* "Based on 165-pound person

20 YEARS AGO | TODAY | DIFFERENCE
---|---|---
1 cup spaghetti with sauce and 3 small meatballs | 500 Calories | 525 Calories | **MORE CALORIES**
1,025 Calories
Housecleaning for 2 HOURS AND 35 MINUTES burns approximately 525 calories* "Based on 130-pound person

20 YEARS AGO | TODAY | DIFFERENCE
---|---|---
2 cups spaghetti with sauce and 3 large meatballs
Vacuuming for 1 HOUR AND 30 MINUTES burns approximately 290 calories* "Based on 130-pound person

Portion Sizes—Then and Now

Fast food portions have increased dramatically since 1960. Here’s how they stack up, then and now:

1960
- 7.0 fl oz 
  - 85 cal
- 2.4 oz 
  - 210 cal
- 1.6 oz 
  - 120 cal

2011
- 8.0 oz 
  - 590 cal
- 6.0 oz 
  - 500 cal
- 32 fl oz 
  - 310 cal
- 1.6 oz 
  - 210 cal
- 2.4 oz 
  - 120 cal
- 3.5 oz 
  - 270 cal
- 1.5 oz 
  - 55 cal
- 3.5 oz 
  - 275 cal
- 1.0 oz 
  - 120 cal
- 0.5 oz 
  - 50 cal
TOO BIG TO GULP

Original size of a McDonald’s Coke, 1953
Still thirsty? You’d have to order two.

McDonald’s kid-sized soda, today
Average child’s bladder capacity: 10 ounces

Largest McDonald’s Soda, 1974
Average adult’s bladder capacity: 20 ounces

7-11 Big Gulp, 1986
Slogan: “Freedom of choice”

McDonald’s Supersize, 1999
Dropped in 2006 as part of a “Healthy lifestyle initiative”

KFC “Mega Jug,” 2001
Si donated for juvenile diabetes research for each one sold

Kum & Go’s HumUgous, 2005
When full of Coke, it contains 1,200 calories and 27 pounds of sugar.

7-11 Team Gulp, 2006
A full gallon, nearly twice the size of a two-liter bottle

—Aron Chonowsky

5 cups 270 calories
Tub 630 calories
3-inch diameter 140 calories
5-6-inch diameter 350 calories

333 calories
590 calories

Original 8-ounce bottle 97 calories
20-ounce bottle 242 calories
LEARNING OBJECTIVE

Students will learn to think critically about food industries’ use of marketing strategies to appeal to children.

WHAT IS NEEDED

- Power point slides: Module 3 — Marketing Appeal
- A video clip of food commercials aimed at children and teens
  https://www.youtube.com/watch?v=xk_hkdGf1tc

HOW TO DO THIS ACTIVITY

**Introduction:** Today, we will watch a short video on food advertising and we will talk about how food industries make their food products to be liked by children.

1. Watch the video clip above that shows a compilation of food commercials.
2. Engage the students using the questions below.

QUESTIONS FOR DISCUSSION

**3rd Grade**

1. Which commercial did you like the most? Why?
2. Most of these food products have a lot of sugar that are not good for people. How can we promote healthy foods, like broccoli and carrots, to be liked by children?

**4th and 5th Grades**

1. What were some things on the video clip that made the food products more likeable?
2. How could healthy foods, such as broccoli or carrots, be advertised like this to get kids’ attention?
LEARNING OBJECTIVE
Students will understand the benefits of technology and how to use it optimally.

WHAT IS NEEDED
- Power point slides: Module 4 — Technology and You
- A video clip of screen time from Ruff Ruffman

http://www.bing.com/videos/search?q=screen+time+video+youtube&view=detai1&mid=7531EA78E8F768220C597531EA78E8F768220C59&FORM=VRDGAR

HOW TO DO THIS ACTIVITY
Introduction: Today, we will watch a short video about technology. As you watch the video, think about why technology is important. When the video is over, we will have a short discussion.

1. Watch the video clip above.
2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION
3rd Grade
1. As shown in the video, technology includes laptop, computer, TV, tablets, and phones. Do you think technology is useful? Why or why not?
2. If we use technology too much, it can be unhealthy. What are some things that you or your family can do to avoid spending too much time with technology?

4th and 5th Grades
1. Why do you think technology is important?
2. Why do you think kids need to be careful about using technology?
3. How can kids get the most use from technology?
LEARNING OBJECTIVE
Students will learn the importance of limiting screen time and engaging more in physical activity.

WHAT IS NEEDED
- Power point slides: Module 5 — Screen Time and Physical Activity
- Video clips of screen time and physical activity
  
`https://www.youtube.com/watch?v=IF4h7aLI88`  
`https://www.youtube.com/watch?v=Lk-AdtfkpTc`

HOW TO DO THIS ACTIVITY

Introduction: Today, we will watch two short videos and talk about how technology use can take away our time from other activities.

1. Watch the video clip above.
2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION

3rd, 4th, and 5th Grades

1. Health experts say that screen time at home should be limited to **2 hours or less a day**, including weekends. Some kids spend more time than that. What are the downsides of spending too much time in front of a screen?
2. What are some ways kids your age can spend their time instead?
LEARNING OBJECTIVE
Students will critically analyze why people differentiate between kid food and adult food.

WHAT IS NEEDED
- Power point slides: Module 6 — Kid Food vs. Adult Food
- Video clips for kid and adult foods
  https://vimeo.com/channels/rohkfoodliteracy/119367080

HOW TO PERFORM THIS ACTIVITY

Introduction: Today, we will watch a short video on kid food and adult food. Then, we will talk about why people think they are different.

  1. Watch the video clip above.
  2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION

3rd Grade

  1. Some kids think that salads are only for grown-ups. How can we encourage kids to think that salads are for them too?
  2. How can we make kid food to look more like adult food?

4th and 5th Grades

  1. Why do you think kid food is different from adult food?
  2. How can we make kid food to be more like adult food?
LEARNING OBJECTIVE

Students will identify at least 2 food groups that are part of the rainbow.

WHAT IS NEEDED

- Power point slides: Module 7 — Eat Your Rainbow
- Video clips of Eat Your Rainbow
  https://www.youtube.com/watch?v=1u5HOURq7kQ

HOW TO DO THIS ACTIVITY

Introduction: Today, we will watch a short video on foods that are part of the rainbow and talk about how we can add more rainbows to our meals.

1. Watch the video clip above.
2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION

3rd, 4th, and 5th Grades

1. What are the colors of the rainbow that you remember seeing in the video?
2. What are the fruits and veggies that you think you should try to eat more of and why?
LEARNING OBJECTIVE
Students will identify at least 1 food product that is advertised in kids’ movies and understand why food products are placed in movies.

WHAT IS NEEDED
- Power point slides: Module 8 — Food Product Placement in Movies
- Elf movie poster
- Smurf movie poster
- Bee movie poster
- Teenage Mutant Ninja Turtles poster

HOW TO DO THIS ACTIVITY
Introduction: Today, we will look at some posters from different movies, and talk about food products that are placed in movies.

1. Have students form 5-6 groups of 4-6 students depending on the size of the class.
2. Give a poster to each group and ask them to talk to their group about:
   - What food products are being advertised in these pictures?
   - How do they feel about these pictures?
3. Have the groups report back to the whole class.

QUESTIONS FOR DISCUSSION

3rd Grade
1. Do you remember seeing these food products in movies?
2. Why do you think food products are put in kids’ movies?

4th and 5th Grades
1. What food products are being promoted in your group’s picture?
2. How do you feel about these pictures?
LEARNING OBJECTIVE
Students will identify at least 1 way to get their parents to help them eat healthy.

WHAT IS NEEDED
- Power point slides: Module 9 — Ask Your Parents for Help
- Watch the video clip
  https://www.youtube.com/watch?v=1Jj-9f8Yj8g

HOW TO DO THIS ACTIVITY
Introduction: Today, we will watch a short video on how kids can ask their parents for help with eating healthy. Remember that parents are there to help. Give them ideas on how their parents can help them.

1. Watch the video clip above.
2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION
3rd, 4th, and 5th Grades
1. Can you think of ways how parents can help their children eat healthy?
2. What are some things that you can ask your parents to do to help you eat healthy when you get home today?
LEARNING OBJECTIVE
Students will learn about food deserts and how activities in the community can help increase access to fruits and vegetables to their residents.

WHAT IS NEEDED
- Power point slides: Module 10 — What Can Your Community Do?
- A video clip on food deserts
  https://www.youtube.com/watch?v=oYTP6EXUFBI

HOW TO DO THIS ACTIVITY
Introduction: Today, we will watch a short video about food deserts and learn about how one community is working together to make fruits and vegetables more available to their residents.

1. Watch the video clip above.
2. Lead a class discussion using the questions below.

QUESTIONS FOR DISCUSSION
3rd, 4th, 5th Grades
1. How is the community in the video making fruits and vegetables more available for their residents?
2. Why do you think it is important to make fruits and vegetables more available in the community?
If you find you have questions, need additional supplies, support in the classroom or need general support from the GoNoodle team, we are happy to help. Below is a list of contacts.

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Together We STRIDE Field Manager | Center for Community Health Promotion/ Sunnyside office | Geno Ibarra           | T: 509-837-6359  
|                              |                                            |                       | E: gibarra@fredhutch.org                   |
| Together We STRIDE Project Manager | Fred Hutchinson Cancer Research             | Sonia Bishop          | T: 206-667-5952  
|                              |                                            |                       | E: sbishop@fredhutch.org                   |
| GoNoodle Account Specialist  | GoNoodle                                  | Sydney Kochmanski     | E: Sydney.kochmanski@gonoodle.com           |
| GoNoodle Technical Support   | GoNoodle                                  |                       | E: support@gonoodle.com                    |
Class Resources

Together we STRIDE
Juntos, pasos adelante
Portion Sizes—Then and Now

Fast food portions have increased dramatically since 1960. Here’s how they stack up, then and now:

1960
- 7.0 fl oz | 85 cal
- 2.4 oz | 210 cal
- 6.0 oz | 500 cal
- 1.6 oz | 120 cal

2011
- 8.0 oz | 590 cal
- 32 fl oz | 310 cal
- 6.0 oz | 500 cal
- 1.6 oz | 120 cal

500% increase
457% increase
Portion Distortion

What’s one serving?

DID YOU KNOW?

- Americans are the heaviest of all industrialized countries.
- The U.S. government has cited obesity as a national epidemic.
- 61 percent of Americans are overweight.
- Every gram of fat equals 9 calories.
- Consuming an extra 100 calories daily for a year without using those extra 5000 can lead to a weight gain of 10 pounds.
- With each decade we age, we need fewer calories per day.
- 100 fewer calories per day can equal 5 pounds per year.

1/2 lb. cheeseburger, French fries, 1/4 cup ketchup, tomato slice, lettuce.

495 calories
89 grams fat
2,295 milligrams sodium

1/2 lb. cheeseburger, half the French fries. Ketchup, tomato slice and lettuce.

685 calories
33 grams fat
2,295 milligrams sodium

Portion Distortion

What’s one serving?

DID YOU KNOW?

- Americans are the heaviest of all industrialized countries.
- The U.S. government has cited obesity as a national epidemic.
- 61 percent of Americans are overweight.
- Every gram of fat equals 9 calories.
- Consuming an extra 100 calories daily for a year without using those extra 5000 can lead to a weight gain of 10 pounds.
- With each decade we age, we need fewer calories per day.
- 100 fewer calories per day can equal 5 pounds per year.

1/4 lb. cheeseburger, French fries, 2 tablespoons ketchup, tomato slice and lettuce.

685 calories
33 grams fat
2,295 milligrams sodium

1/4 lb. cheeseburger, half the French fries, 2 tablespoons ketchup, tomato slice and lettuce.

495 calories
89 grams fat
2,295 milligrams sodium
3rd Grade Module
PowerPoints Slides

Together we STRIDE
Juntos, pasos adelante
MIGHTY MEDIA DETECTIVE

Module 1 - Food Packaging
Introduction

- Today, we will learn about how popular kids’ food products pretend to be healthy.
- I will share a food product with your group and I want you to look at it for 1-2 minutes and investigate how they are pretending to be healthy.
Investigate your food product

- Snack Products (Cheetos, Pop tarts, Roll-ups, Soda and Froot Loops)
Questions for Discussion

3rd Grade

- What words and images do you see?
- What are these words and images trying to tell you?
- Do you think these are healthy foods for kids? Why or why not?
Introduction

- Today, we will learn about portion sizes. I will give each group a poster with food products.
- I would like your group to investigate how the size of these products have changed with time.
Portion Sizes—Then and Now

Fast food portions have increased dramatically since 1965. Here's how they stack up, then and now:

<table>
<thead>
<tr>
<th>1960</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 oz 210 cal</td>
<td>5.0 oz 590 cal</td>
</tr>
<tr>
<td>3.4 oz 500 cal</td>
<td>6.0 oz 590 cal</td>
</tr>
<tr>
<td>1.6 oz 126 cal</td>
<td>2.9 oz 310 cal</td>
</tr>
</tbody>
</table>

Portion Distortion

What you're served | What's one serving

**20 YEARS AGO**

- 333 Calories
- Playing golf (while walking and carrying your clubs) for 1 HOUR burns approximately 257 calories
- *Based on 150-pound person*

**TODAY**

- 590 Calories
- *350 MORE CALORIES*

**DIFFERENCE**

- *257 MORE CALORIES*

**20 YEARS AGO**

- 500 Calories
- Vacuuming for 1 HOUR AND 30 MINUTES burns approximately 210 calories
- *Based on 150-pound person*

**TODAY**

- 1,035 Calories
- *525 MORE CALORIES*

**DIFFERENCE**

- *290 MORE CALORIES*

Portion Distortion

**20 YEARS AGO**

- 355 Calories
- Original 9-ounce bottle 107 calories
- 8-ounce bottle 197 calories

**TODAY**

- 128 OUNCES
- *7.41 Team Gulp, 1070 calories*
- *100 OUNCES*

**DIFFERENCE**

- *128 OUNCES*

TODAY

- 64 OUNCES
- *32 OUNCES*

**PORTION SIZE**

- KFC’s Extra Crispy, 99¢
- McDonald’s Big Gulp, 99¢
- McDonald’s soda, 38¢
- Average adult’s bladder capacity = 20 ounces
- Average adult’s bladder capacity = 20 ounces
- Drop-in among part of a *Healthy Victory Initiative*®
- *$5 donated for juvenile diabetes research for each one sold*
- *When full of Coke, itcontains 1,590 calories and 52 pounds of sugar*

TODAY

- 7-11 Team Gulp, 43¢
- *7.41 Team Gulp, 1070 calories*
- *42 OUNCES*

**DIFFERENCE**

- *32 OUNCES*

TODAY

- 128 OUNCES
- *7.41 Team Gulp, 1070 calories*
- *100 OUNCES*

**DIFFERENCE**

- *128 OUNCES*
Questions for Discussion

3rd Grade

► What do you think is happening to the food sizes?
► Why do you think food places are selling bigger food sizes?
► Which size do you think is healthier? Why?
MIGHTY MEDIA DETECTIVE

Module 3 - Marketing Appeal
Introduction

Today, we will watch a brief video on food advertising and we will talk about how food industries make their food products to be liked by children.
Questions for Discussion

3rd Grade

- Which commercial did you like the most? Why?
- Most of these food products have a lot of sugar that are not good for people. How can we make healthy foods, like broccoli and carrots, to be liked by children?
MIGHTY MEDIA DETECTIVE
Module 4 - Technology and You
**Introduction**

- Today, we will watch a short video about technology.
- As you watch the video, think about why technology is important. When the video is over, we will have a short discussion.
Questions for Discussion

3rd Grade

- As shown in the video, technology includes laptop, computer, TV, tablets, and phones. Do you think technology is useful? Why or why not?

- If we use technology too much, it can be unhealthy. What are some things that you or your family can do to avoid spending too much time with technology?
MIGHTY MEDIA DETECTIVE

Module 5 - Screen Time and Physical Activity
Introduction

Today, we will watch two short videos and talk about how technology use can take way our time from other activities.
Questions for Discussion

3rd, 4th, and 5th Grades

- Health experts say that screen time at home should be limited to **2 hours or less a day**, including weekends. Some kids spend more time than that, what are the downsides of spending too much time in front of a screen?

- What are some ways kids your age can spend their time instead?
MIGHTY MEDIA DETECTIVE

Module 6 - Kid Food vs. Adult Food
Introduction

Today, we will watch a short video on kid food and adult food. Then, we will talk about why people think they are different.
Some kids think that salads are only for grown-ups. How can we encourage kids to think that salads are for them too?

How can we make kid food to look more like adult food?
Module 7 - Eat Your Rainbow
Introduction

Today, we will watch a short video on foods that are part of the rainbow and talk about how we can add more rainbows to our meals.
Questions for Discussion

3rd, 4th and 5th Grades

- What are the colors of the rainbow that you remember seeing in the video?
- What are the fruits and veggies that you think you should try to eat more of and why?
Module 8 – Food Product Placement in Movies
Introduction

Today, we will look at some posters from different movies, and talk about food products that are placed in movies.
Questions for Discussion

3rd Grade

- Do you remember seeing these food products in movies?
- Why do you think food products are put in kids’ movies?
Module 9 - Ask Your Parents for Help
Introduction

Today, we will watch a short video on how kids can ask their parents for help with eating healthy.

Remember that parents are there to help. Give them ideas on how their parents can help them.
Questions for Discussion

3rd, 4th and 5th Grades

- Can you think of ways how parents can help their children eat healthy?
- What are some things that you can ask your parents to do to help you eat healthy when you get home today?
Module 10 - What Can Your Community Do?
Introduction

Today, we will watch a short video about food deserts and learn about how one community is working together to make fruits and vegetables more available to their residents.
Questions for Discussion

3rd, 4th and 5th Grades

- How is the community in the video making fruits and vegetables more available for their residents?
- Why do you think it is important to make fruits and vegetables more available in the community?
4th/5th Grade Module
PowerPoints Slides

Together we STRIDE
Juntos, pasos adelante
Introduction

- Today, we will learn about how popular kids’ food products pretend to be healthy.
- I will share a food product with your group and I want you to look at it for 1-2 minutes and investigate how they are pretending to be healthy.
Investigate your food product

- Snack Products (Cheetos, Pop tarts, Roll-ups, Soda and Froot Loops)
Questions for Discussion

4th and 5th Grades

- How do these products pretend to be healthy? Are there healthy slogans? Images?
- What are some other snacks that would be a healthier option?
MIGHTY MEDIA DETECTIVE

Module 2 - Healthy Portions
Introduction

- Today, we will learn about portion sizes. I will give each group a poster with food products.
- I would like your group to investigate how the size of these products have changed with time.
Portion Sizes—Then and Now
Fast food portions have increased dramatically since 1965. Here’s how they stack up, then and now:

1960
7.0 oz 850 cal
5.4 oz 210 cal
1.6 oz 120 cal
8.6 oz 590 cal
6.0 oz 500 cal
32 fl oz 310 cal

2011
8.0 oz 900 cal
7.0 oz 290 cal
1.8 oz 120 cal
9.0 oz 620 cal
6.0 oz 550 cal
32 fl oz 310 cal

Portion Distortion
What you’re served
Portion Distortion
What’s one serving

20 YEARS AGO
TODAY
DIFFERENCE
Portion Distortion

333 Calories
500 Calories
525 MORE CALORIES
Lifting weights for 1 HOUR AND 30 MINUTES burns approximately 257 calories* Based on 180-pound person
350 Calories
Walking for 1 HOUR AND 20 MINUTES burns approximately 305 calories* Based on 180-pound person

275 Calories
257 MORE CALORIES
Housecleaning for 2 HOURS AND 35 MINUTES burns approximately 525 calories* Based on 180-pound person

240 Calories
220 MORE CALORIES
Washing a car for 1 HOUR AND 15 MINUTES burns approximately 290 calories* Based on 180-pound person

500 Calories
1,035 Calories

Portion Distortion

TOO BIG TO GULP

Original size of a McDonald’s soda, 205
McDonald’s full-sized soda, 270
Largest McDonald’s soda, 370
12 oz Big Gulp, 640
KFC’s Mega log, 500
7-11 Team Gulp, 1,280

7 oz
12 oz
21 oz
32 oz
42 oz
64 oz
100 oz
128 oz

333 calories
590 calories
Original 8-ounce bottle 17 calories
20-ounce bottle 242 calories

Coffee, 6 oz sans whole milk and sugar
Macchiato Coffee, 6 oz sans whole milk and hazelnut syrup

55 Calories
275 Calories

A full gallon, nearly twice the size of a 2-liter bottle—Almost 4,000 calories!
Questions for Discussion

4th and 5th Grades

- Why do you think food places are selling bigger and larger food products?
- How can kids your age choose healthier food portions?
MIGHTY MEDIA DETECTIVE

Module 3 - Marketing Appeal
Introduction

Today, we will watch a brief video on food advertising and we will talk about how food industries make their food products to be liked by children.
Questions for Discussion

4th and 5th Grades

▶ What were some things on the video clip that made the food products more likeable?
▶ How could healthy foods, such as broccoli or carrots, be advertised like this to get kids’ attention?
Introduction

- Today, we will watch a short video about technology.
- As you watch the video, think about why technology is important. When the video is over, we will have a short discussion.
Questions for Discussion

4th and 5th Grades

- Why do you think technology is important?
- Why do you think kids need to be careful about using technology?
- How can kids get the most use from technology?
Introduction

Today, we will watch two short videos and talk about how technology use can take away our time from other activities.
Questions for Discussion

3rd, 4th, and 5th Grades

▶ Health experts say that screen time at home should be limited to 2 hours or less a day, including weekends. Some kids spend more time than that, what are the downsides of spending too much time in front of a screen?

▶ What are some ways kids your age can spend their time instead?
Introduction

Today, we will watch a short video on kid food and adult food. Then, we will talk about why people think they are different.
Questions for Discussion

4th and 5th Grades

Why do you think kid food is different from adult food?

How can we make kid food to be more like adult food?
Module 7 - Eat Your Rainbow
Introduction

Today, we will watch a short video on foods that are part of the rainbow and talk about how we can add more rainbows to our meals.
Questions for Discussion

3rd, 4th and 5th Grades

- What are the colors of the rainbow that you remember seeing in the video?
- What are the fruits and veggies that you think you should try to eat more of and why?
MIGHTY MEDIA DETECTIVE
Introduction

Today, we will look at some posters from different movies, and talk about food products that are placed in movies.
Questions for Discussion

4<sup>th</sup> and 5<sup>th</sup> Grades

- What food products are being promoted in your group’s picture?
- How do you feel about these pictures?
MIGHTY MEDIA DETECTIVE
Module 9 - Ask Your Parents for Help
Introduction

Today, we will watch a short video on how kids can ask their parents for help with eating healthy.

Remember that parents are there to help. Give them ideas on how their parents can help them.
Questions for Discussion

3rd, 4th and 5th Grades

- Can you think of ways how parents can help their children eat healthy?
- What are some things that you can ask your parents to do to help you eat healthy when you get home today?
Module 10 - What Can Your Community Do?
Introduction

Today, we will watch a short video about food deserts and learn about how one community is working together to make fruits and vegetables more available to their residents.
Questions for Discussion

3rd, 4th and 5th Grades

How is the community in the video making fruits and vegetables more available for their residents?

Why do you think it is important to make fruits and vegetables more available in the community?