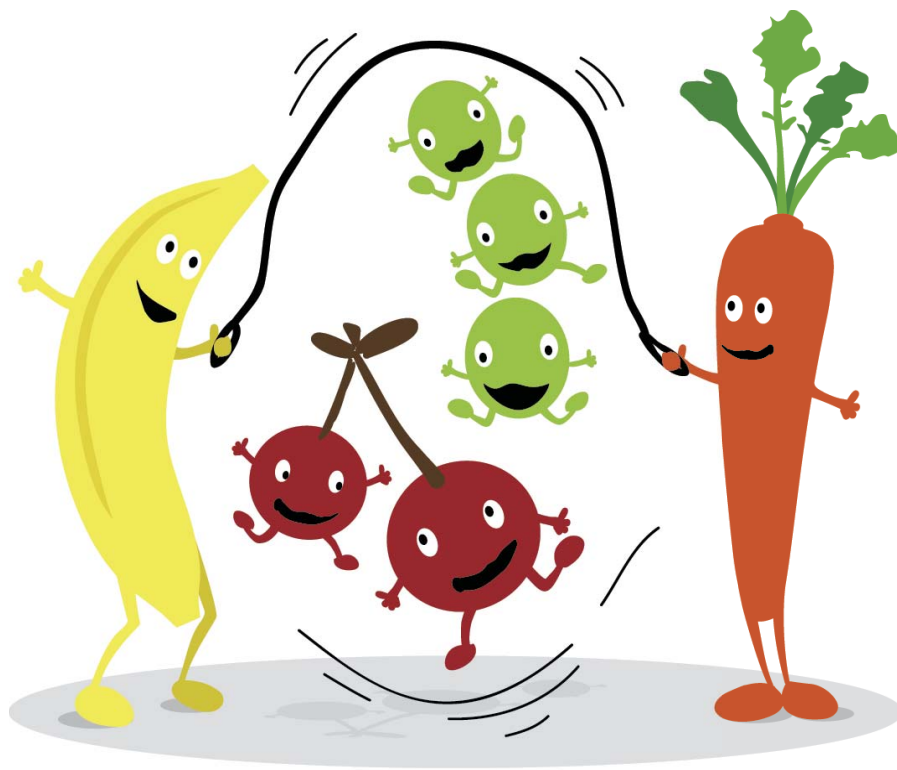


Together we STRIDE  
Juntos, pasos adelante



# Teacher Curriculum

*Plan de estudios para maestros*



# Welcome to Together We STRIDE!

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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### Activity Breaks

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- Purpose and how to use modules
- Modules (1 page)
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  - Module 9 Ask Your Parents for Help
  - Module 10 What Can Your Community Do?

### Resources

#### Posters

- **Media Literacy Poster—Mighty Media Detectives**
- **Activity Breaks Poster—Track Your Progress**

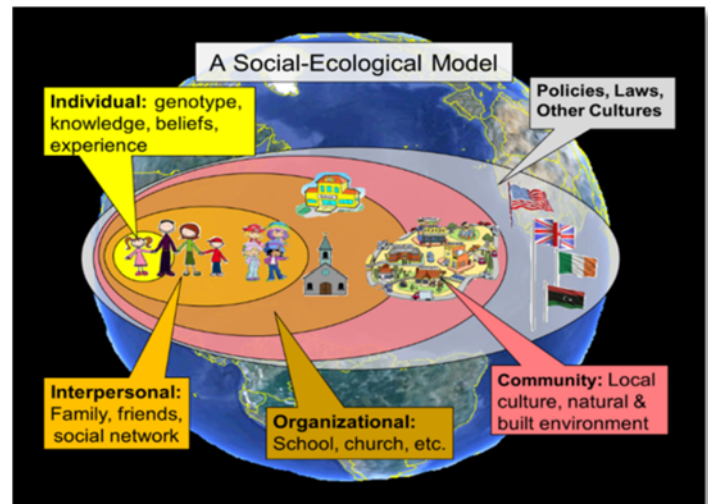
### Technical Support



# Together We STRIDE!

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.





# Physical Activity Breaks

**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).

GoNoodle Plus	Activities
Mega Math Marathon	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).
Bodyspell	Turns the body into a dynamic alphabet, and makes spelling a full-body experience as the class follows along with a spelling robot!
Word Jam	Helps explore vocabulary by acting out word meanings in a zany sequence of movement, each representing a new vocabulary word.
Freeze It	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.
Montana James and the Palace of Peril	Enables students to practice fluency in grammatical concepts while using cross-lateral movements.
Field Trip	Helps students inspire curiosity in science and technology, then uses the content as a jumping-off to dig deeper into the knowledge.
Think on Your Feet	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.
My Questions	Creates custom sets of questions to review key concepts, review lessons, and practice topics for upcoming tests.
Ultimate Champ Training	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.
Flow and Think About it	Includes additional videos on movement.

## 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!





Together we STRIDE  
Juntos, pasos adelante

# Time to Explore!

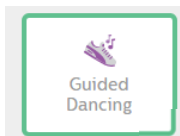
GoNoodle has over 200 videos to play, but as you're getting started, here are a few tips to help you find the right ones for your classroom.



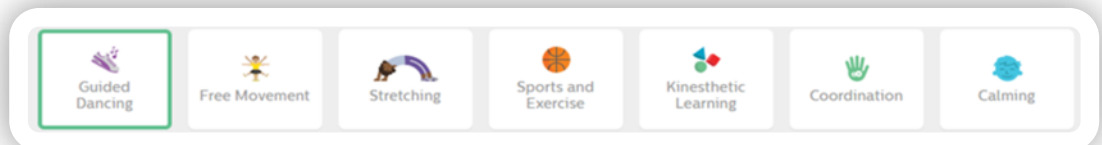
**Explore:** Looking for what's new or relevant based on the time of year? Check out the Explore page. You will find recommendations on the newest and most relevant videos GoNoodle has to offer. You can also filter activities by category, video duration, and energy level at the top of the Explore page.



**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](#)





# Mighty Media Detectives

## Purpose

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 (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>). 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.



# Module 1

## Food Packaging

### 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

#### 3<sup>rd</sup> 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?

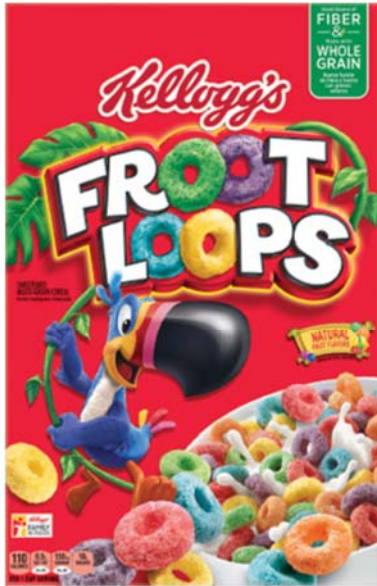
#### 4<sup>th</sup> and 5<sup>th</sup> Grades

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







# Module 2

## Healthy Portions

### 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

#### 3<sup>rd</sup> 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?

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

1. Why do you think food places are selling bigger and larger food products?



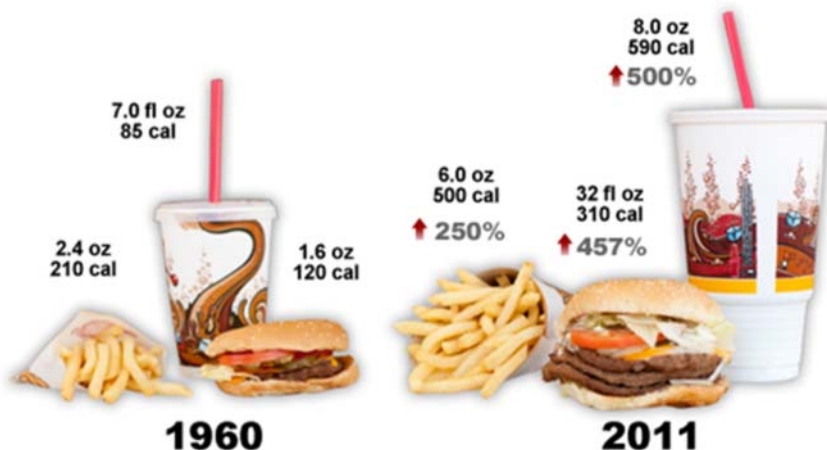
# Pocket Resources

## Portion Distortion

20 YEARS AGO	TODAY	DIFFERENCE	20 YEARS AGO	TODAY	DIFFERENCE
 <p><b>333 Calories</b></p>	 <p><b>590 Calories</b></p>	<p><b>257 MORE CALORIES</b></p>	 <p><b>45 Calories</b></p>	 <p><b>350 Calories</b></p>	<p><b>305 MORE CALORIES</b></p>
<p>Lifting weights for <b>1 HOUR AND 30 MINUTES</b> burns approximately 257 calories* <i>*Based on 130-pound person</i></p>			<p>Walking <b>1 HOUR AND 20 MINUTES</b> burns approximately 305 calories* <i>*Based on 130-pound person</i></p>		
 <p><b>500 Calories</b></p>	 <p><b>850 Calories</b></p>	<p><b>350 MORE CALORIES</b></p>	 <p><b>210 Calories</b></p>	 <p><b>500 Calories</b></p>	<p><b>290 MORE CALORIES</b></p>
<p>Playing golf (while walking and carrying your clubs) for <b>1 HOUR</b> burns approximately 350 calories* <i>*Based on 160-pound person</i></p>			<p>Vacuuming for <b>1 HOUR AND 30 MINUTES</b> burns approximately 290 calories* <i>*Based on 130-pound person</i></p>		
 <p><b>500 Calories</b></p>	 <p><b>1,025 Calories</b></p>	<p><b>525 MORE CALORIES</b></p>	 <p><b>55 Calories</b></p>	 <p><b>275 Calories</b></p>	<p><b>220 MORE CALORIES</b></p>
<p>Housecleaning for <b>2 HOURS AND 35 MINUTES</b> burns approximately 525 calories* <i>*Based on 130-pound person</i></p>			<p>Washing a car for <b>1 HOUR AND 15 MINUTES</b> burns approximately 220 calories* <i>*Based on 130-pound person</i></p>		

## Portion Sizes—Then and Now

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



# TOO BIG TO GULP



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



# Module 3

## Marketing Appeal

### 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](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

#### 3<sup>rd</sup> 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?

#### 4<sup>th</sup> and 5<sup>th</sup> 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?







# Module 4

## Technology and You

### 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=detail&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

#### 3<sup>rd</sup> 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?

#### 4<sup>th</sup> and 5<sup>th</sup> 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?





# Module 5

## Screen Time and Physical Activity

### 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

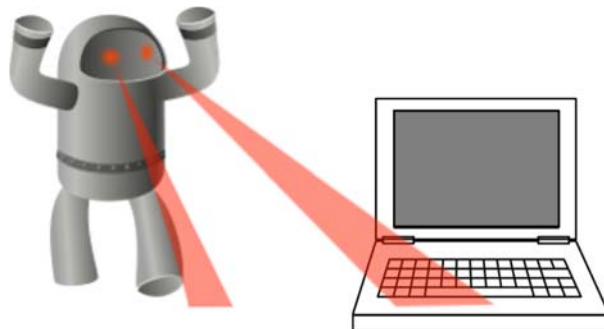
**Introduction:** Today, we will watch two short videos and talk about how technology use can take away our time from other activities.

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

### QUESTIONS FOR DISCUSSION

#### 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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?







# Module 6

## Kid Food vs. Adult Food

### 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/rohfoodliteracy/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

#### 3<sup>rd</sup> 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?

#### 4<sup>th</sup> and 5<sup>th</sup> 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?





# Module 7

## Eat Your Rainbow

### 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

#### 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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?





# Module 8

## Food Product Placement in Movies

### 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

#### 3<sup>rd</sup> Grade

1. Do you remember seeing these food products in movies?
2. Why do you think food products are put in kids' movies?

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

1. What food products are being promoted in your group's picture?
2. How do you feel about these pictures?

# Pocket Resources





# Module 9

## Ask Your Parents for Help

### 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

#### 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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?







# Module 10

## What Can Your Community Do?

### 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=oYTP6EXUFB>

### 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

**3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> 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?







# Technical Support

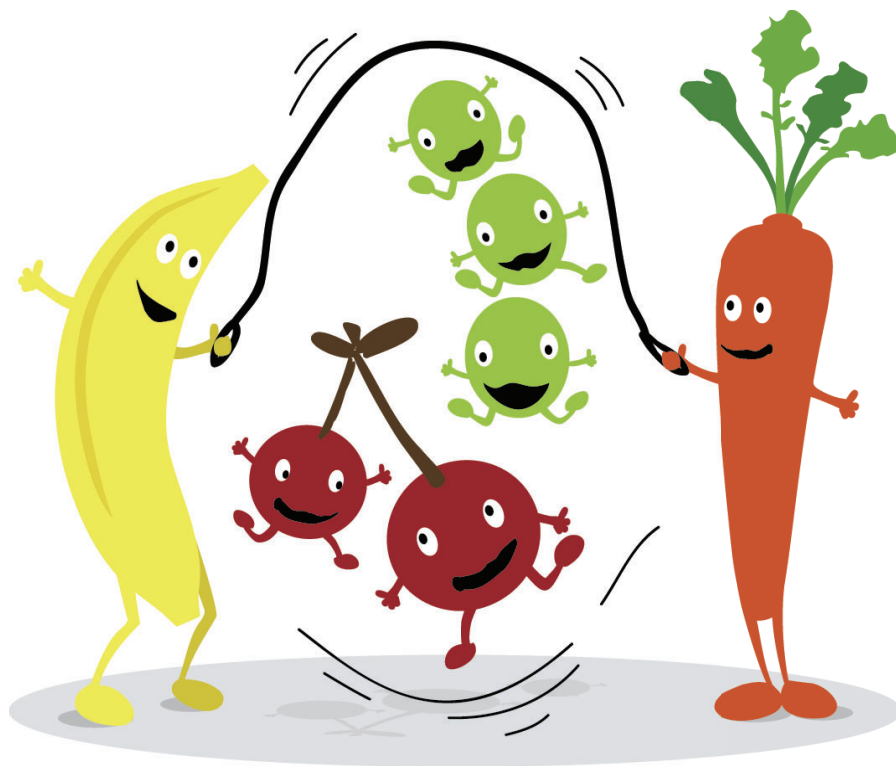
## We're here to help!

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.

Position	Institution	Name	Contact Information
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















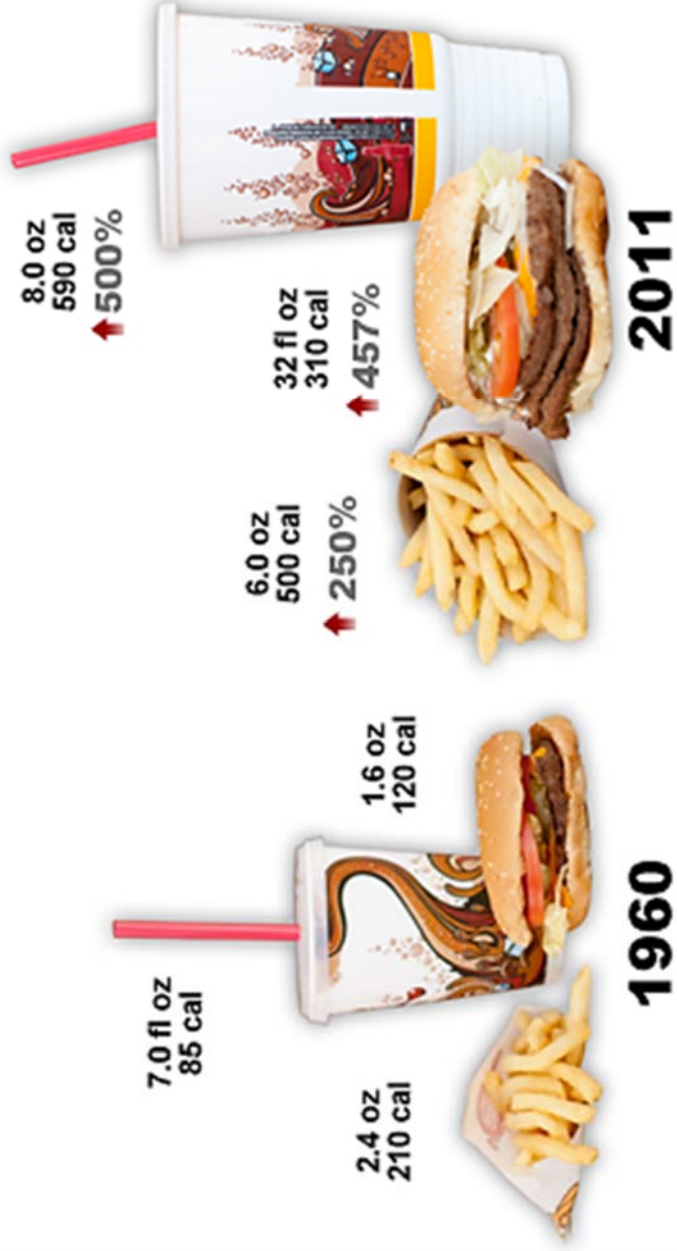






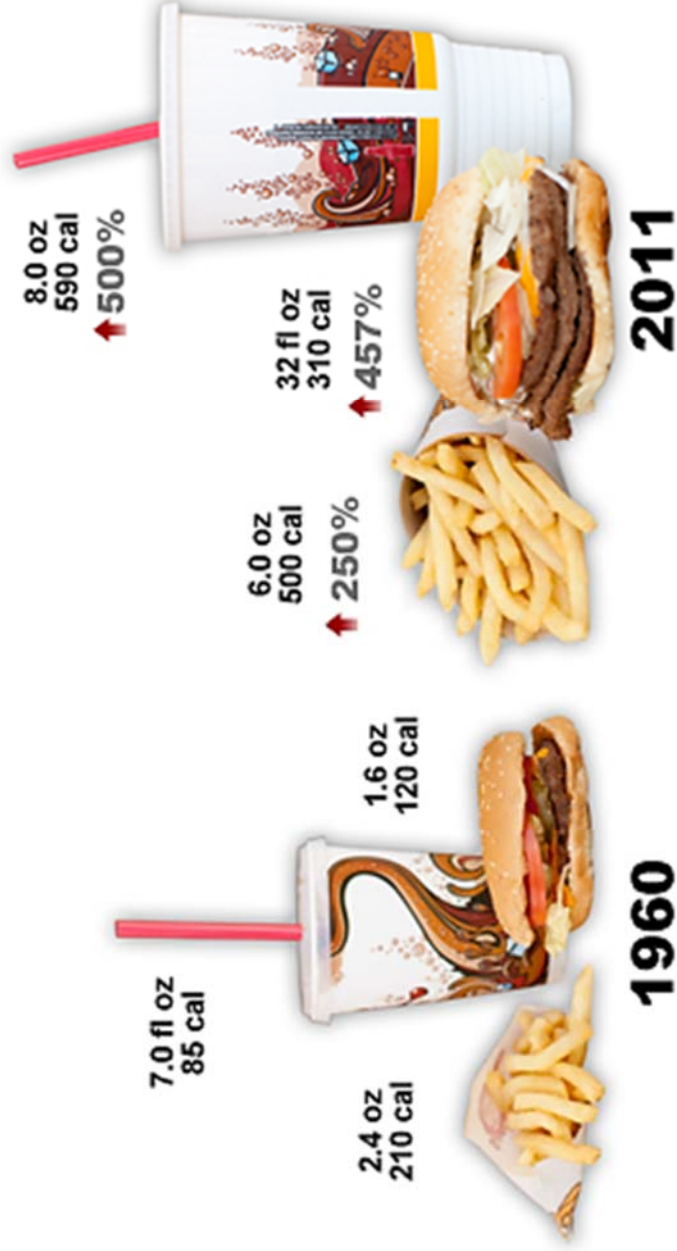
# Portion Sizes—Then and Now

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



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



# Portion Distortion

What you're served



1/2 lb. cheeseburger, French fries, 3/4 cup ketchup, tomato slice and lettuce.

**1,345 calories**  
**53 grams fat**

What's one serving



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

**685 calories**  
**33 grams fat**

## DID YOU KNOW?

- Americans are the heaviest of people in developed countries. The U.S. surgeon general has called obesity a national epidemic.
- 61 percent of Americans are overweight.

- Consuming an extra 100 calories daily for a year, without using them up, can lead to a weight gain of 10 pounds.
- Every gram of carbohydrate or protein equals 4 calories.

- The number of overweight people in the world – 1.1 billion – now equals the number of undernourished people.
- With each decade as we age, we need 100 fewer calories per day.

- Every gram of fat equals 9 calories.
- 10 calories a day (2 hard candies) of unexpended energy puts on an extra pound a year.



The Change Campaign for Health Promotion is funded by the USDA Food Stamp Program, The University of North Carolina, and the National Cancer Institute. For more information, visit [www.letsmove.gov](http://www.letsmove.gov) and USDA for more opportunity providers and employers. [www.letsmove.gov](http://www.letsmove.gov)

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# Portion Distortion

20 YEARS AGO	TODAY	DIFFERENCE	TODAY	DIFFERENCE
 <p><b>333 Calories</b> Cancer Institute</p>	 <p><b>590 Calories</b></p>	<b>257 MORE CALORIES</b>	 <p>renee.mogurk.com www.rickr.com Mocha Coffee, 16 oz (with steamed whole milk and mocha syrup)</p>	 <p>Coffee, 8 oz (with whole milk and sugar)</p>
<p>Lifting weights for <b>1 HOUR AND 30 MINUTES</b> burns approximately 257 calories* *Based on 130-pound person</p>	<p>Lifting weights for <b>1 HOUR AND 30 MINUTES</b> burns approximately 590 calories</p>		<p><b>305 MORE CALORIES</b></p>	<p><b>350 Calories</b></p>
 <p><b>500 Calories</b></p>	 <p><b>850 Calories</b></p>	<b>350 MORE CALORIES</b>	 <p>4 oz <b>500 Calories</b></p>	 <p>1.5 oz <b>210 Calories</b></p>
<p>Playing golf (while walking and carrying your clubs) for <b>1 HOUR</b> burns approximately 500 calories* *Based on 160-pound person</p>	<p>Playing golf (while walking and carrying your clubs) for <b>1 HOUR</b> burns approximately 850 calories</p>		<p>Vacuuming for <b>1 HOUR AND 30 MINUTES</b> burns approximately 290 calories* *Based on 130-pound person</p>	<p>Vacuuming for <b>1 HOUR AND 30 MINUTES</b> burns approximately 500 calories*</p>
 <p><b>500 Calories</b></p>	 <p><b>1,025 Calories</b></p>	<b>525 MORE CALORIES</b>	 <p>3.5 diameter <b>275 Calories</b></p>	 <p>1.5 diameter <b>55 Calories</b></p>
<p>1 cup spaghetti with sauce and 3 small meatballs</p>	<p>2 cups spaghetti with sauce and 3 large meatballs</p>		<p>Walking a car for <b>1 HOUR AND 15 MINUTES</b> burns approximately 220 calories* *Based on 130-pound person</p>	<p>Walking a car for <b>1 HOUR AND 15 MINUTES</b> burns approximately 220 calories*</p>

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5 cups  
270 calories



Tub  
630 calories



5-6-inch diameter  
350 calories



3-inch diameter  
140 calories



333 calories



590 calories



Original 8-ounce bottle  
97 calories



20-ounce bottle  
242 calories



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5-6-inch diameter  
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590 calories



Original 8-ounce bottle  
97 calories



20-ounce bottle  
242 calories



# TOO BIG TO GULP

Original size of a McDonald's Coke, 1955

7 ounces

Still thirsty? You'd have to order two.

McDonald's kid-sized soda, today

12 ounces

Average 8-year-old's bladder capacity: 10 ounces

Largest McDonald's soda, 1974

21 ounces

Average adult's bladder capacity: 20 ounces

7-11 Big Gulp, 1980

32 ounces

Slogan: "Freedom of choice"

McDonald's Supersize, 1999

42 ounces

Dropped in 2004 as part of a "healthy lifestyle initiative"

KFC "Mega Jug," 2011

64 ounces

\$1 donated for juvenile diabetes research for each one sold

Kum & Go's HuMUGous, 2005

100 ounces

When full of Coke, it contains 1,200 calories and 0.7 pounds of sugar.

7-11 Team Gulp, 2006

128 ounces

A full gallon, nearly twice the size of a two-liter bottle  
—*Azeen Ghorayshi*

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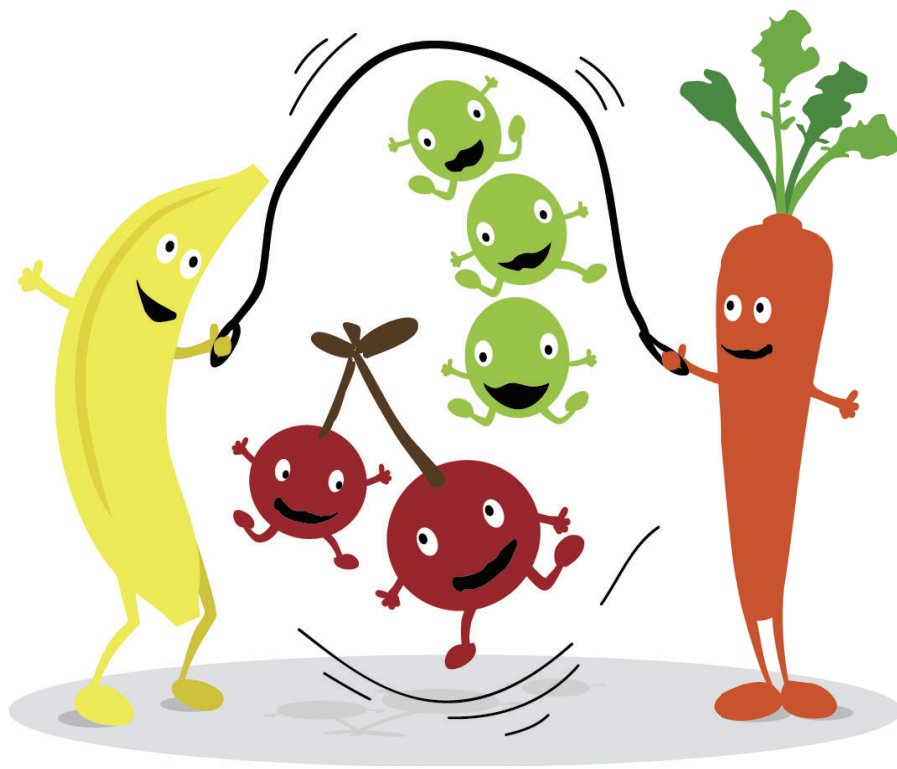








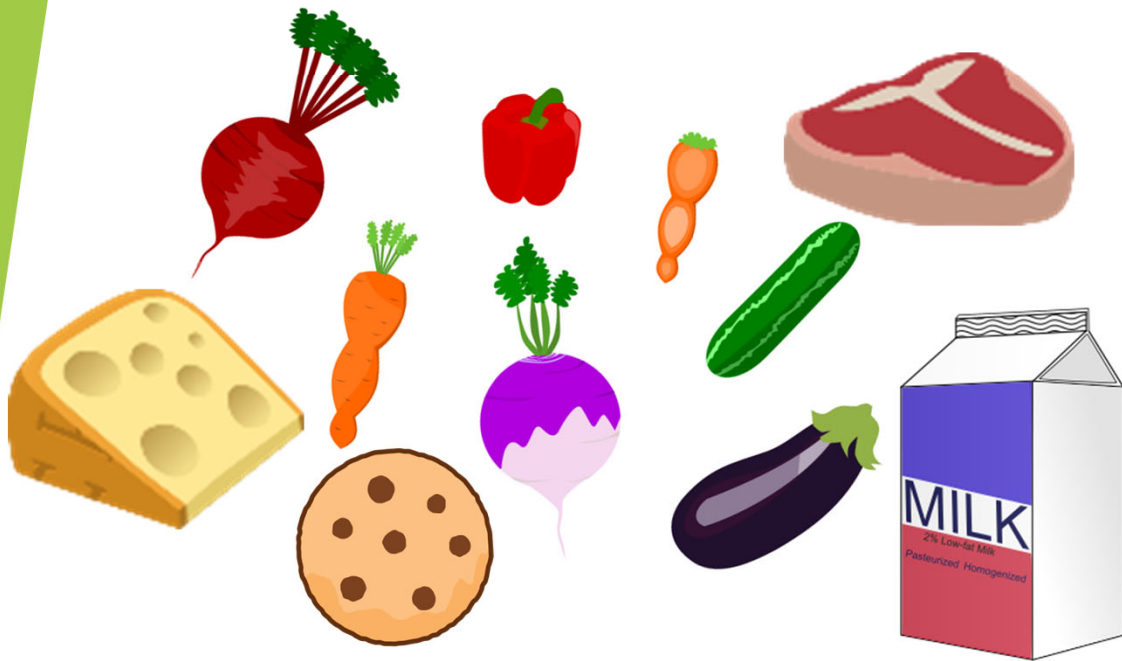
# 3rd Grade Module PowerPoints Slides



Together we STRIDE  
Juntos, pasos adelante

# MIGHTY MEDIA DETECTIVE

## Module 1 - Food Packaging



# Introduction

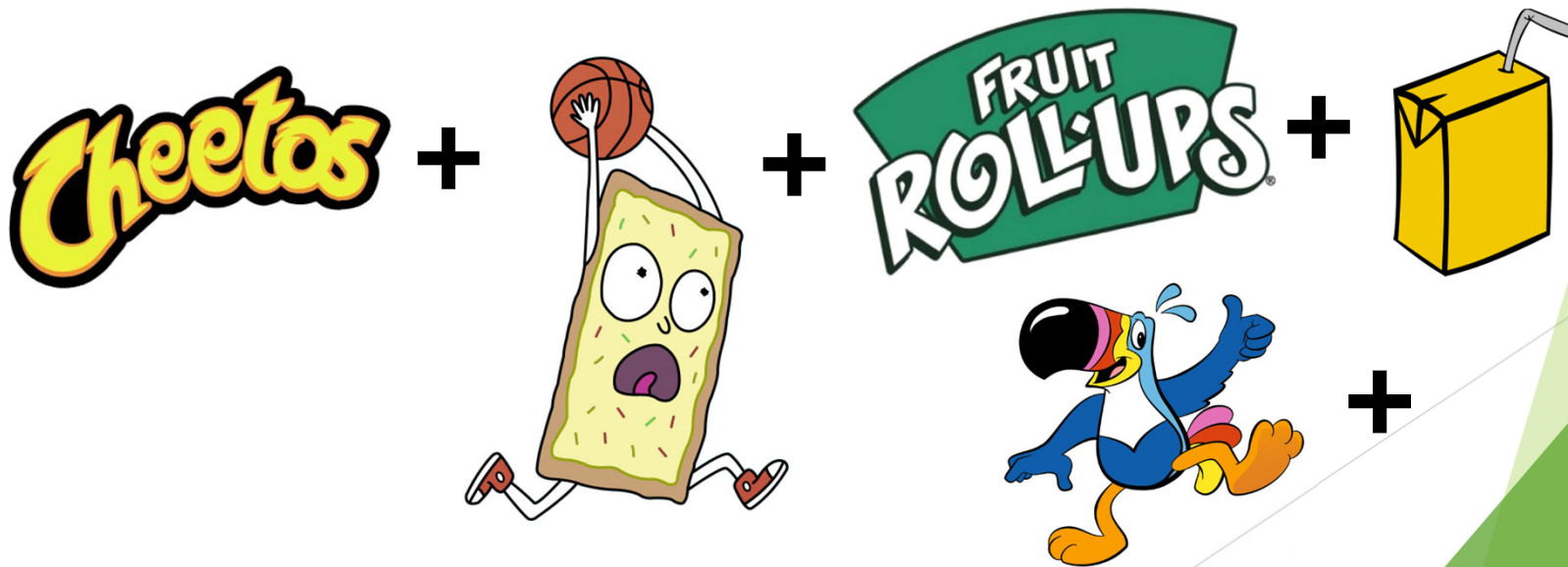
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- ▶ I will share a food product with your group and I want you to look at it for 1-2 minutes and investigate how they are pretending to be healthy.





# Investigate your food product

- ▶ Snack Products (Cheetos, Pop tarts, Roll-ups, Soda and Froot Loops)



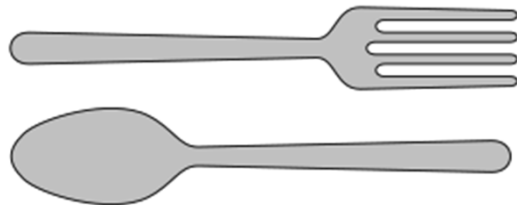


# Questions for Discussion



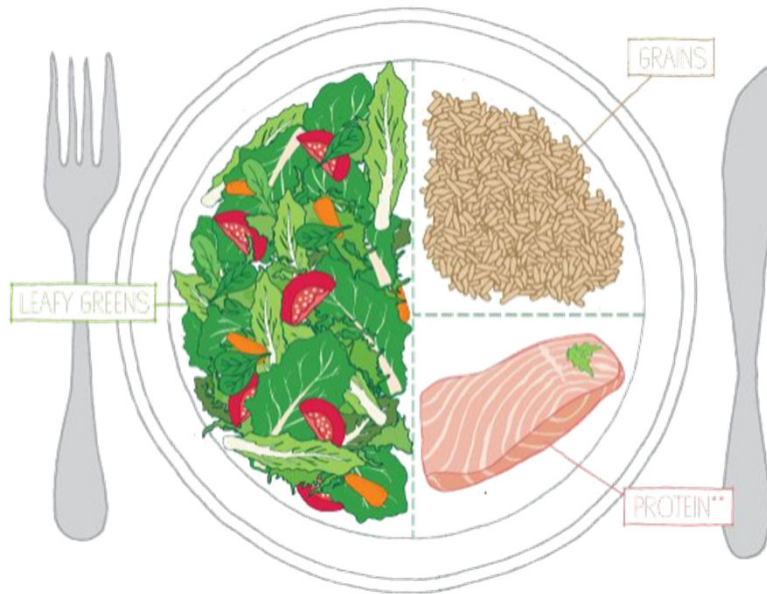
## 3<sup>rd</sup> Grade

- ▶ 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?



# MIGHTY MEDIA DETECTIVE

## Module 2 - Healthy Portions



# Introduction

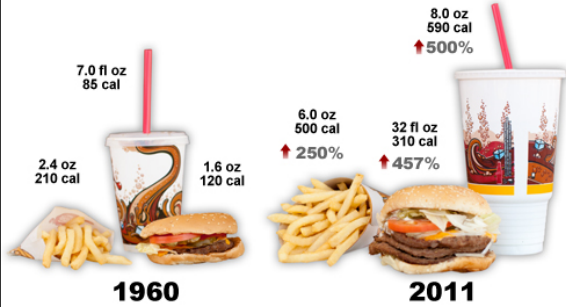
- ▶ Today, we will learn about portion sizes. I will give each group a poster with food products.
- ▶ I would like your group to investigate how the size of these products have changed with time.





## Portion Sizes—Then and Now

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



## Portion Distortion

What you're served



1/2 lb. cheeseburger, French fries, tomato slices, ketchup: 214 mg. fat (high), 3,345 calories, 53 grams fat

What's one serving



1/4 lb. cheeseburger, with half the French fries, and 2 ketchup packets: 865 calories, 33 grams fat

## Portion Distortion



## TOO BIG TO GULP

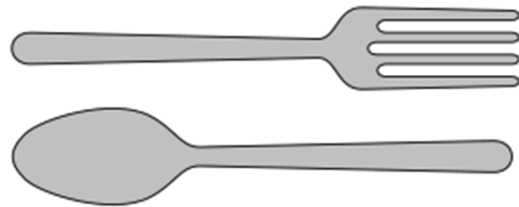


# Questions for Discussion



## 3<sup>rd</sup> 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

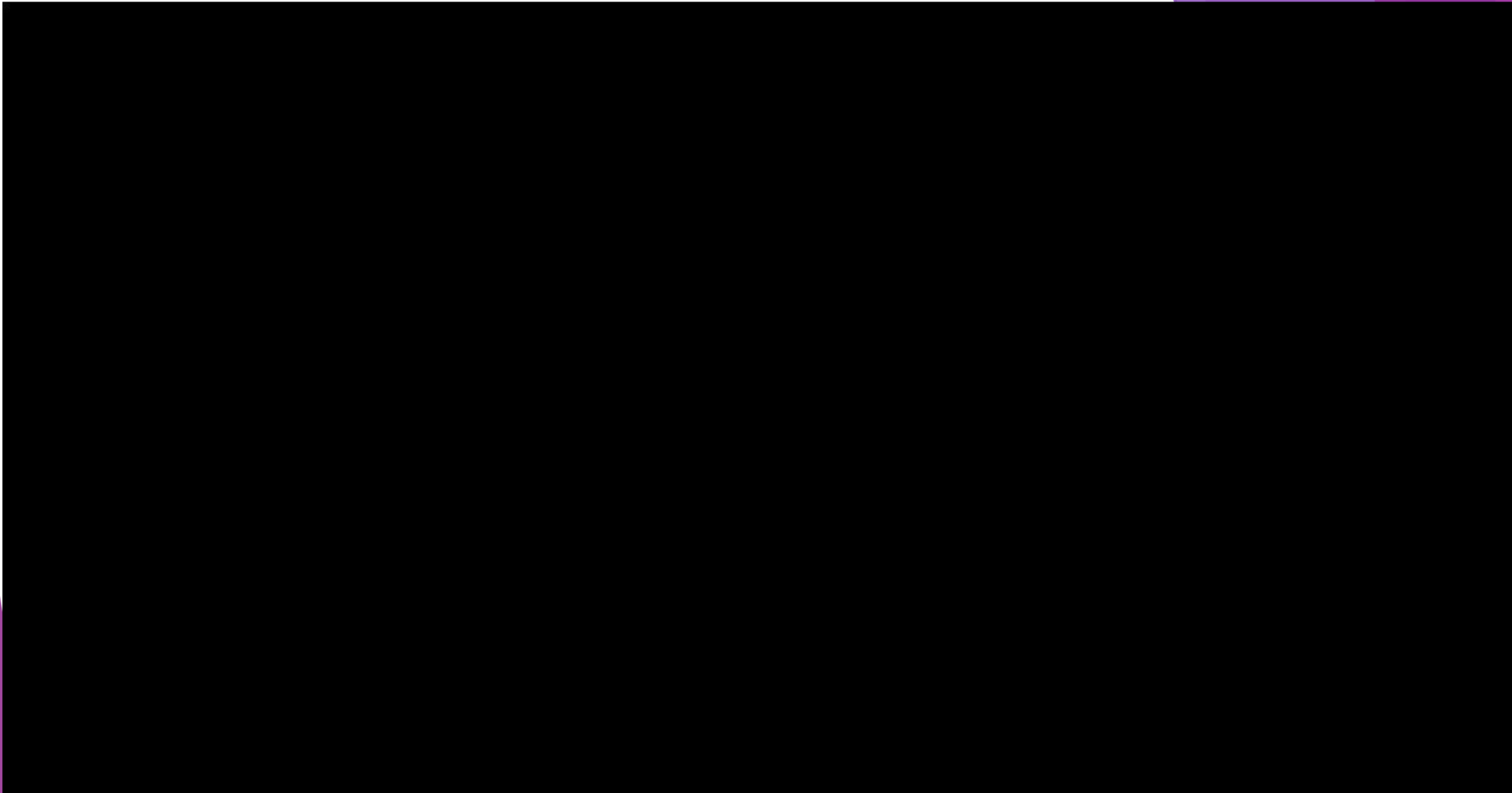




# Introduction

- ▶ 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



## 3<sup>rd</sup> 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?

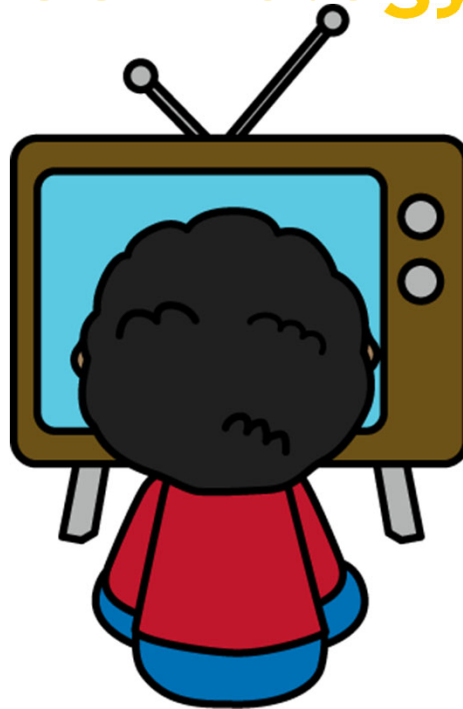


eat well • live healthy



# 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.





<https://www.youtube.com/watch?v=ImR12T2fV2I>



# Questions for Discussion



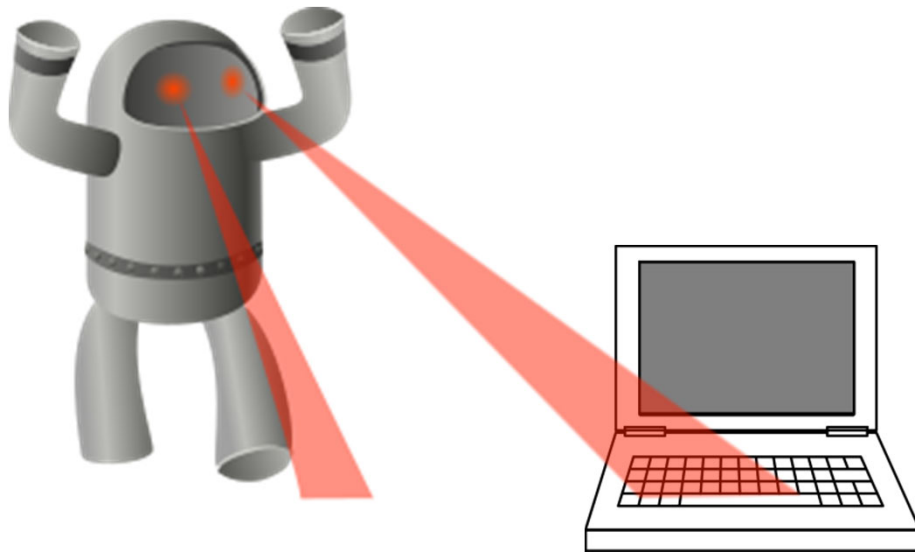
## 3<sup>rd</sup> Grade

- ▶ 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 away our time from other activities.







[https://www.youtube.com/watch?v= IF4h7aLI88](https://www.youtube.com/watch?v=IF4h7aLI88)



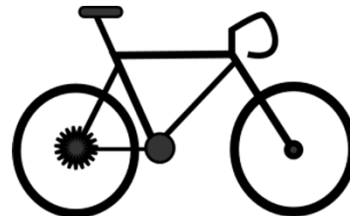
<https://www.youtube.com/watch?v=Lk-AdtfkpTc>

# Questions for Discussion



## 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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



Get a taste of  
the berry best for you.

### BERRY ALMOND CHICKEN SALAD

**NEW**  
FRESH FOR THE  
SEASON

**WENDY WISE**  
FRESH SALAD FACTS

- Provides 70% of the daily recommended amount of vitamin C.
- A good source of fiber.
- Our full-size salad is only 330 calories without chicken.

A bowl of Berry Almond Chicken Salad with strawberries, blueberries, and almonds.

# 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.



<https://vimeo.com/channels/rohkfoodliteracy/119367080>

## Questions for Discussion



### 3<sup>rd</sup> Grade

- ▶ 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?





# MIGHTY MEDIA DETECTIVE

## 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.





<https://www.youtube.com/watch?v=1u5HOURq7kQ>

# Questions for Discussion



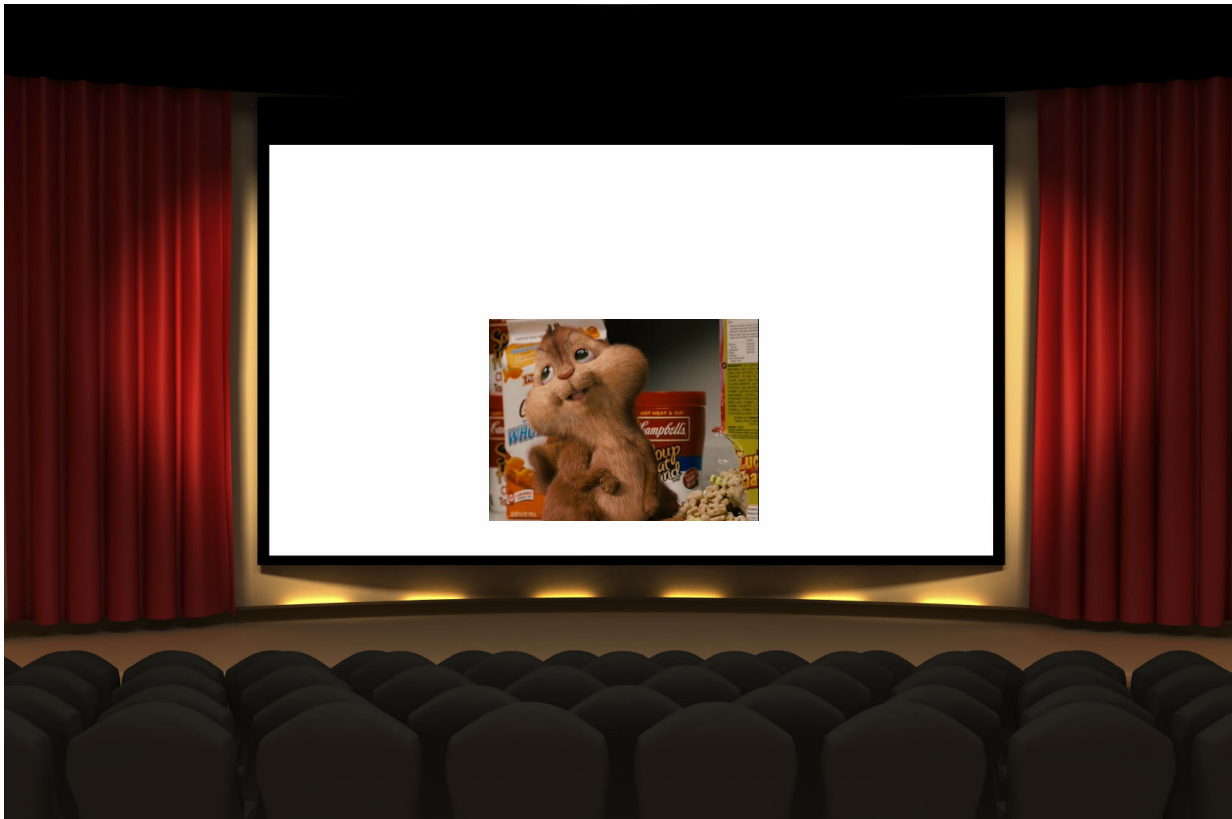
## 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grades

- ▶ 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



### 3<sup>rd</sup> Grade

- ▶ Do you remember seeing these food products in movies?
- ▶ Why do you think food products are put in kids' movies?





# 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.



<https://www.youtube.com/watch?v=1Jj-9f8Yj8g>

## Questions for Discussion



### 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> 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?





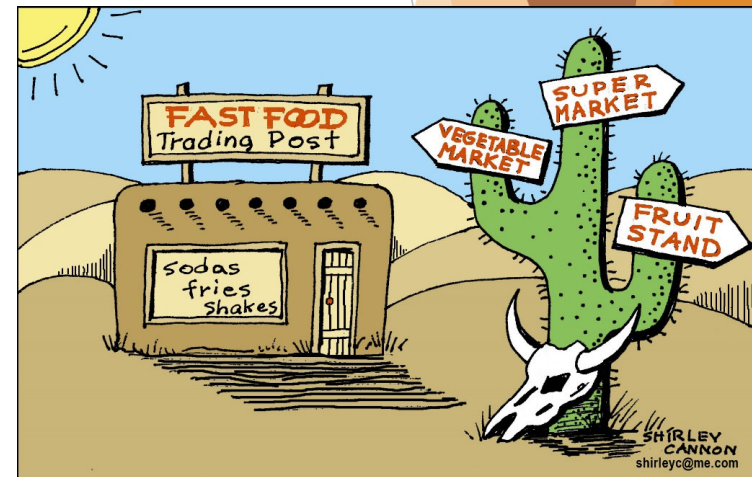
# MIGHTY MEDIA DETECTIVE

## 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.





<https://www.youtube.com/watch?v=oYTP6EXUFBI>

## Questions for Discussion



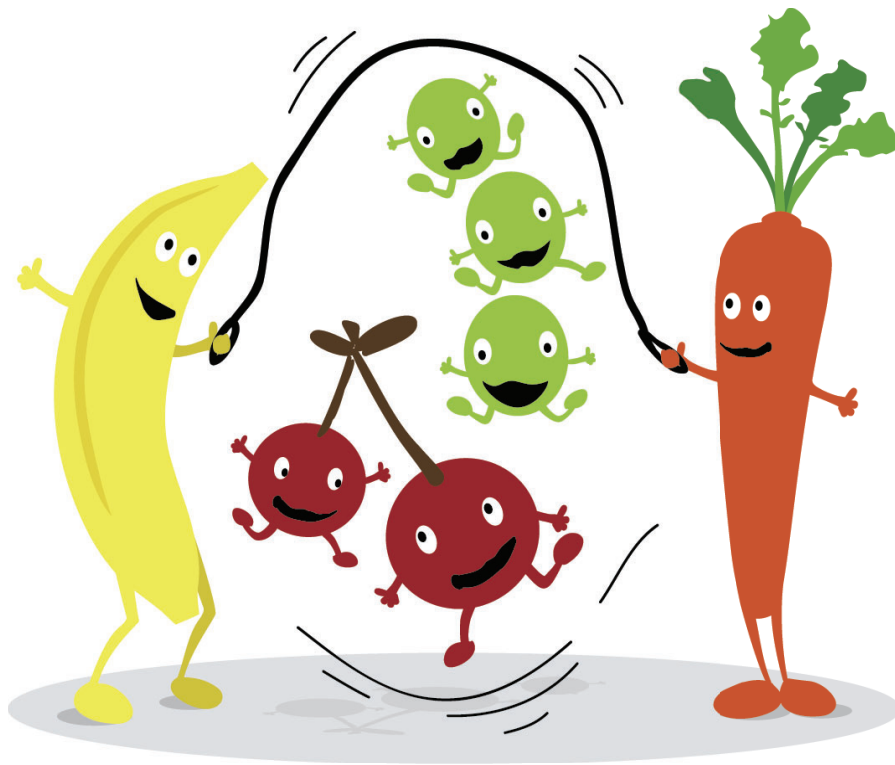
3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grades

- ▶ 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?





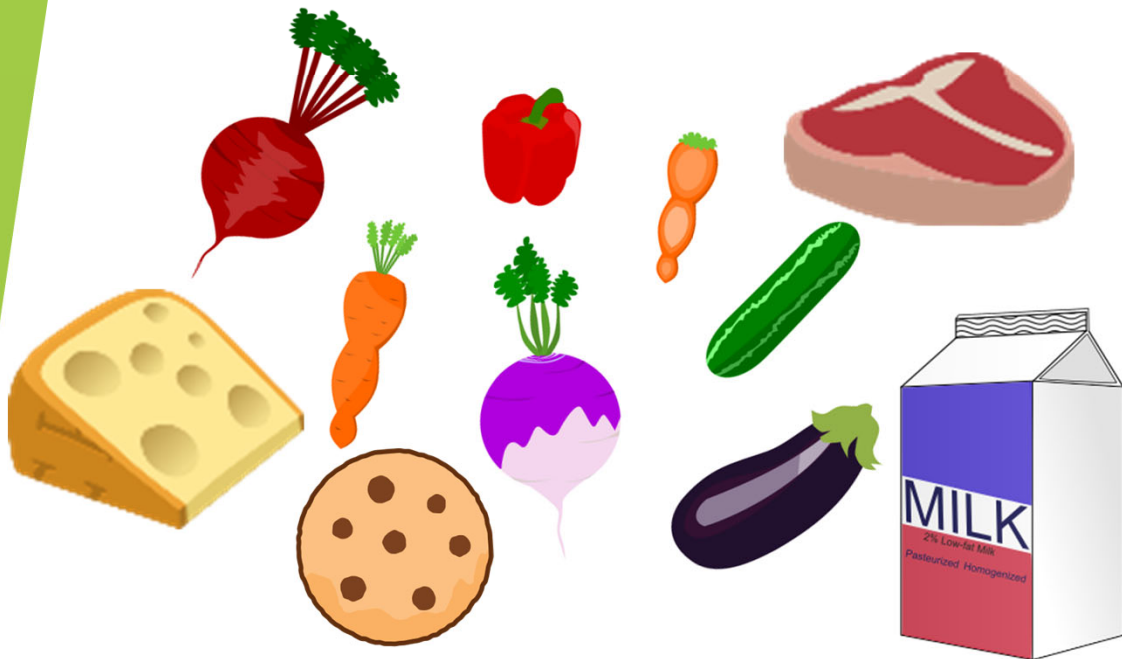
# 4th/5th Grade Module PowerPoints Slides



Together we STRIDE  
Juntos, pasos adelante

# MIGHTY MEDIA DETECTIVE

## Module 1 - Food Packaging



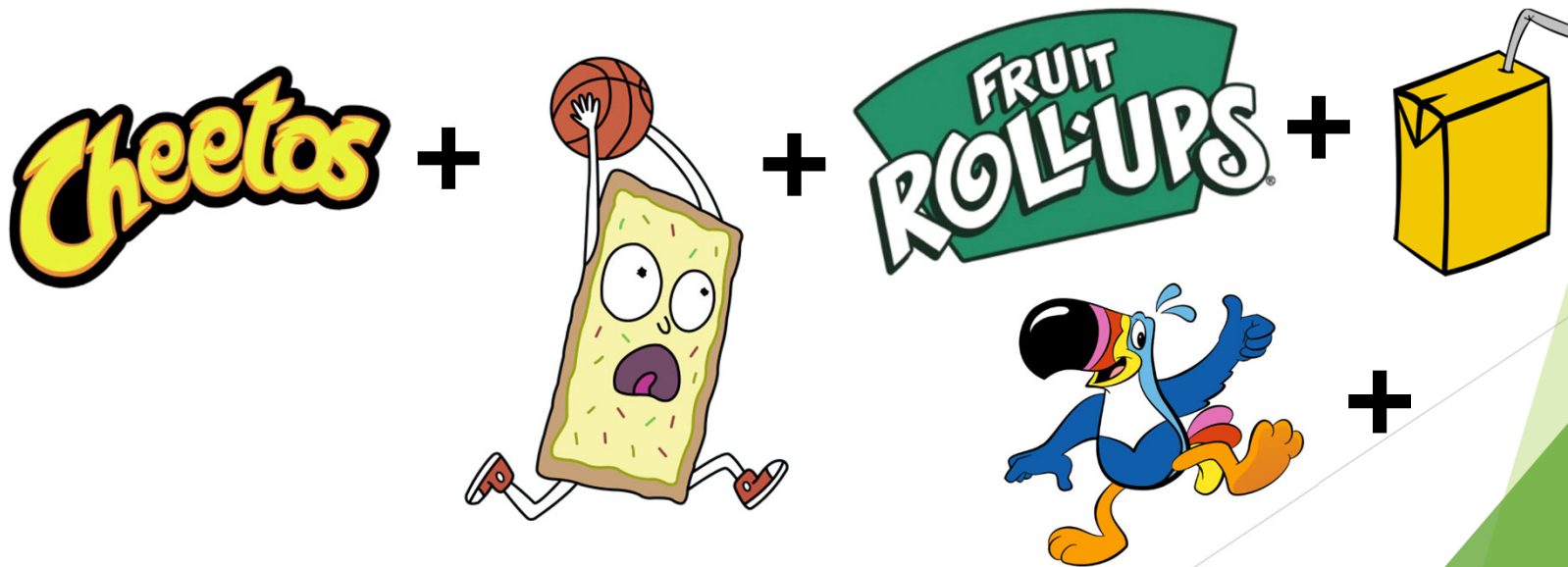
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# Investigate your food product

- ▶ Snack Products (Cheetos, Pop tarts, Roll-ups, Soda and Froot Loops)

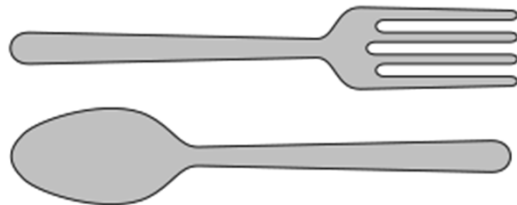




# Questions for Discussion ?

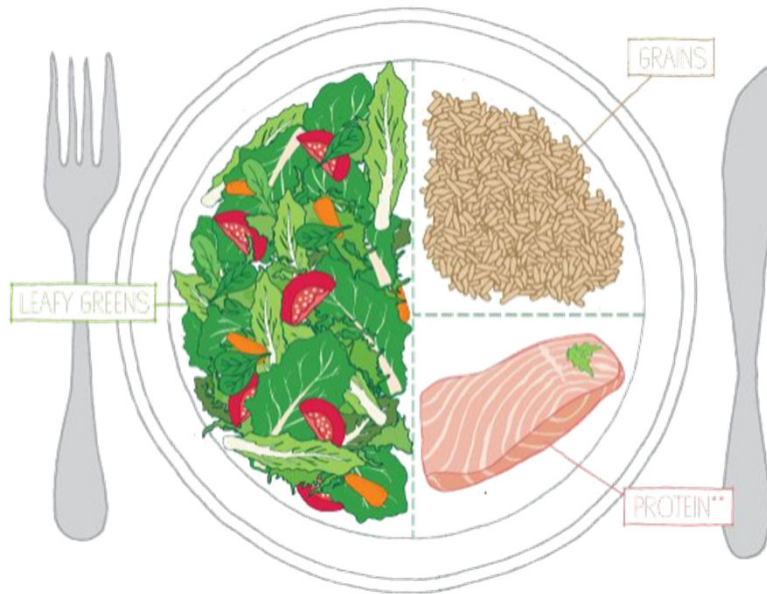
## 4<sup>th</sup> and 5<sup>th</sup> Grades

- ▶ 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



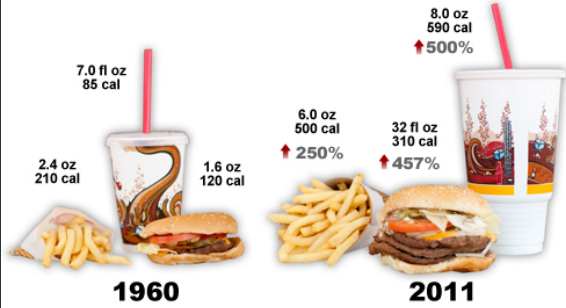
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Fast food portions have increased dramatically since 1960. Here's how they stack up, then and now:



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## Portion Distortion



## TOO BIG TO GULP



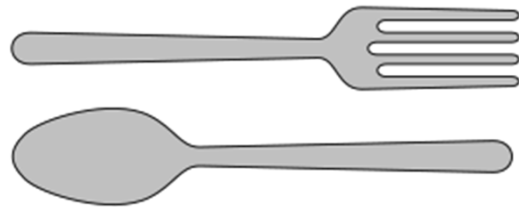


# Questions for Discussion



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

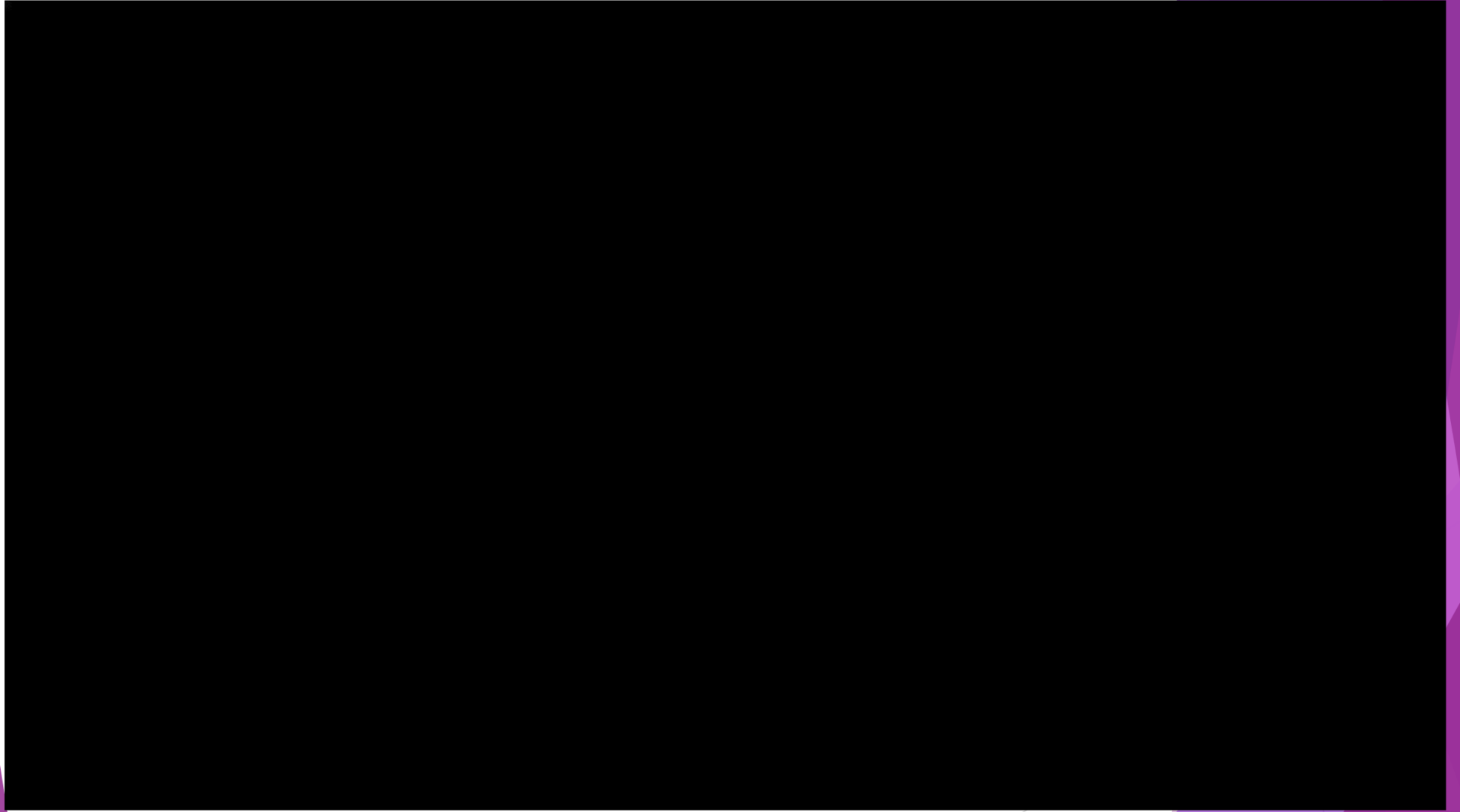
## Module 3 - Marketing Appeal



# 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



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

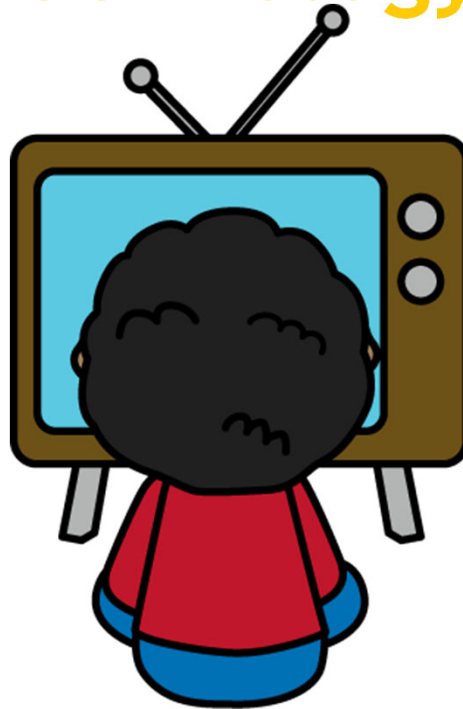
- ▶ What were some things on the video clip that made the food products more likeable?
- ▶ How could healthy foods, such as broccoli or carrots, be advertised like this to get kids' attention?



eat well • live healthy

# MIGHTY MEDIA DETECTIVE

## Module 4 - Technology and You



# Introduction

- ▶ Today, we will watch a short video about technology.
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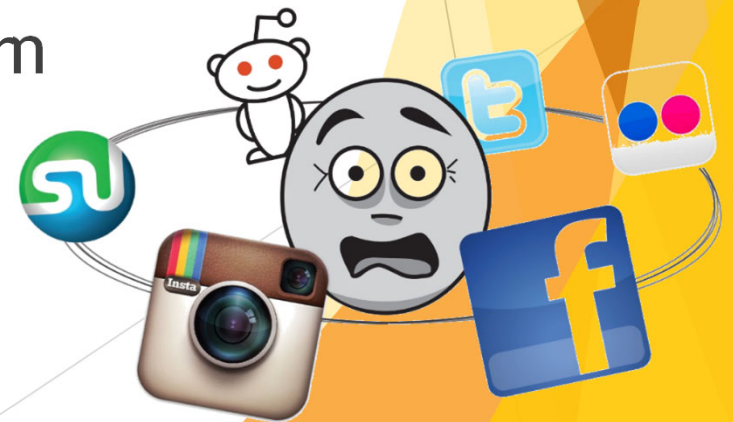


# Questions for Discussion



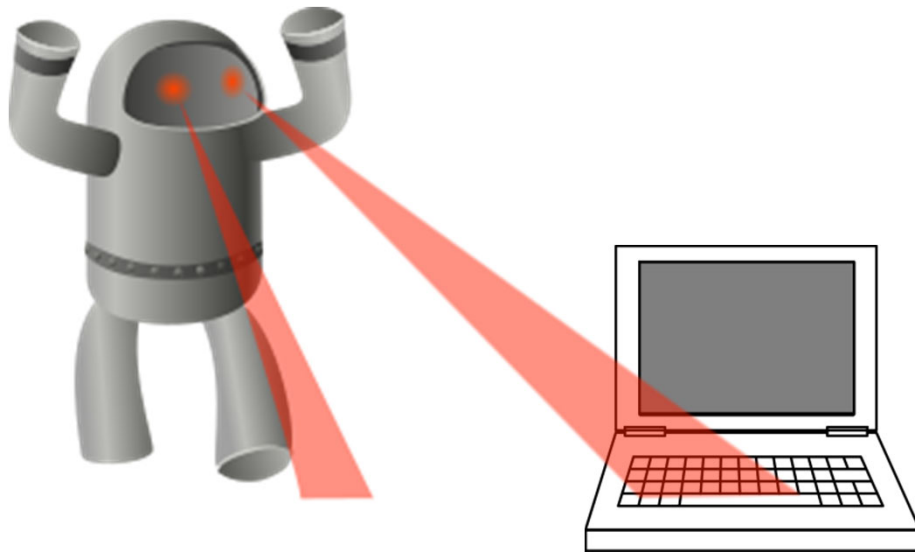
## 4<sup>th</sup> and 5<sup>th</sup> Grades

- ▶ 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?



# 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 away our time from other activities.





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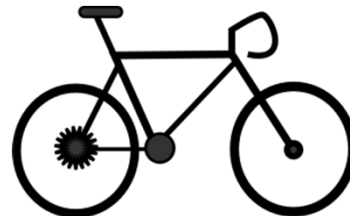
<https://www.youtube.com/watch?v=Lk-AdtfkpTc>

# Questions for Discussion



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- ▶ 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?
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# MIGHTY MEDIA DETECTIVE

## Module 6 - Kid Food vs. Adult Food



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### BERRY ALMOND CHICKEN SALAD

**NEW**  
FRESH FOR THE  
SEASON

**WENDY WISE**  
FRESH SALAD FACTS

- Provides 70% of the daily recommended amount of vitamin C.
- A good source of fiber.
- Our full-size salad is only 330 calories without chicken.

A bowl of Berry Almond Chicken Salad with strawberries, blueberries, and almonds.

# 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.





<https://vimeo.com/channels/rohkfoodliteracy/119367080>

## Questions for Discussion



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

- ▶ Why do you think kid food is different from adult food?
- ▶ How can we make kid food to be more like adult food?



# MIGHTY MEDIA DETECTIVE

## 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.







<https://www.youtube.com/watch?v=1u5HOURq7kQ>

# Questions for Discussion

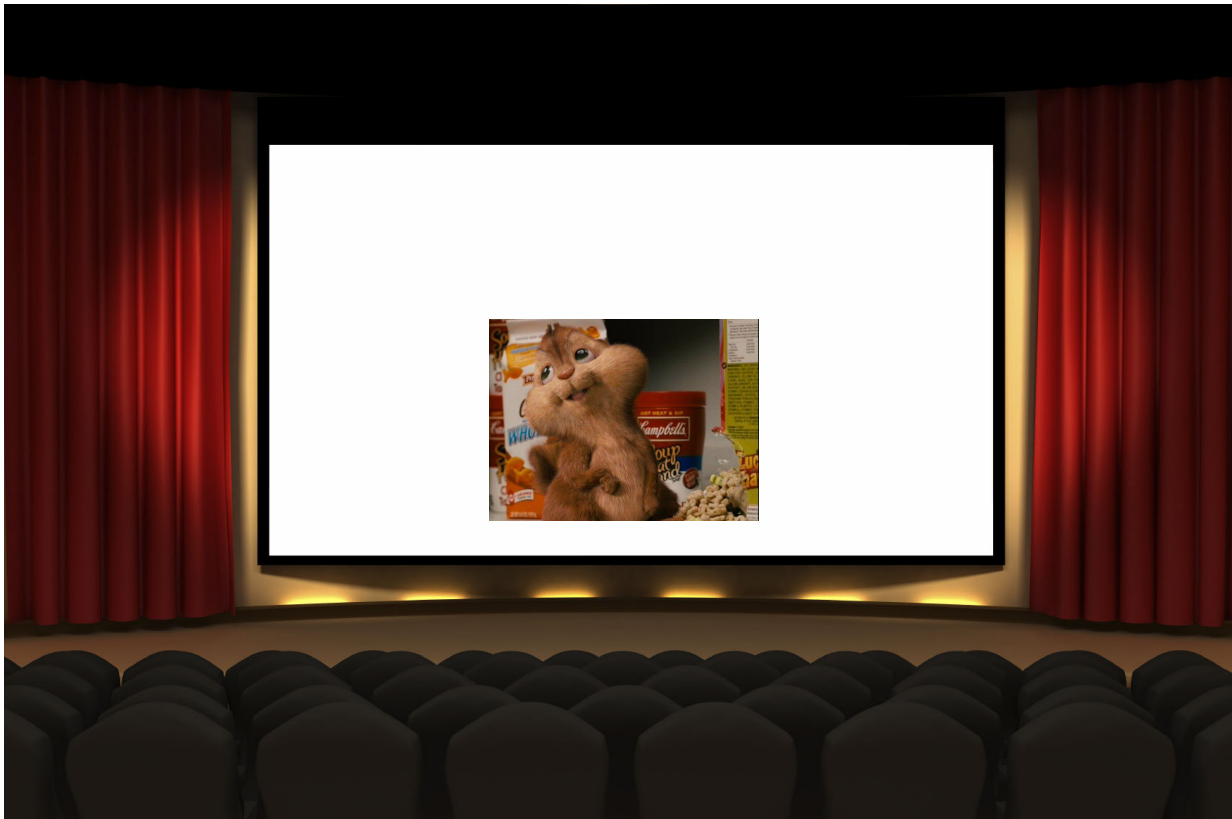


## 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grades

- ▶ 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.





<https://www.youtube.com/watch?v=1Jj-9f8Yj8g>

## Questions for Discussion



### 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> 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?



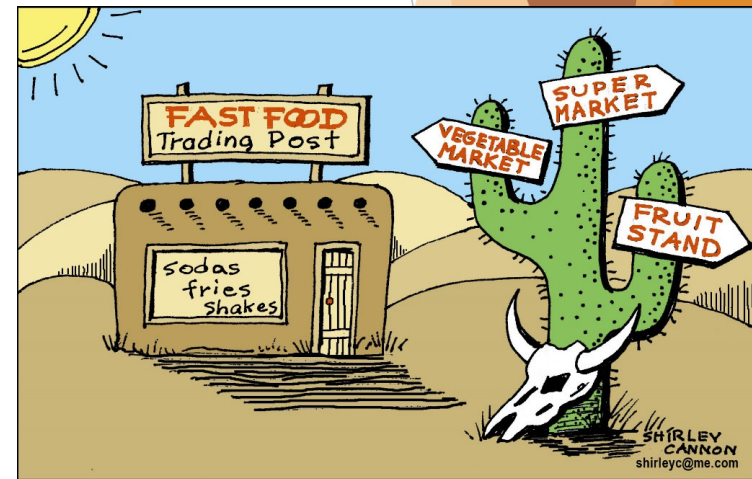
# MIGHTY MEDIA DETECTIVE

## 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.







<https://www.youtube.com/watch?v=oYTP6EXUFBI>

## Questions for Discussion



3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> 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?

