

Ohio SFSP Lesson in a Box JIFF Lesson 6 – On the Go

Lesson #: 6 Lesson Title/Topic: On the Go

Curricula: Adapted from Jump Into Food and Fitness (JIFF), Michigan State Univ.

Targeted Message: Choose healthful snacks

Page | 1

Objectives for the lesson:

1. Cooperate with each other in a physical activity setting.
2. Identify foods from each food group that they can eat as snacks.
3. Practice planning their own snacks.

Materials needed for the lesson (including handouts):

- Snack foods prepared for sampling (choose foods that require no cooking and minimal preparation)
- Napkins
- Hand sanitizer (if no sink with soap and water available)
- Whistle
- Timing device (watch/timer)
- National Dairy Council Food models and/or food packages
- Masking tape
- Pencils (children will use to write in the snack ideas)
- Dry erase board/flip chart paper
- (Dry erase) markers
- Physical activity cards (use for Anchor)
- MyPlate poster or printout
- Snack Cards (cut the form longwise into 2 parts)
- CD Player & music (optional)

Preparation:

- Make copies of indirect materials to send home for the parents (see pages 113-114 in the JIFF curriculum)
- Prepare snacks for sampling
- Cut Snack Cards lengthwise (have sufficient copies for each team)
- Set up the “Anchor” activity stations – one activity card per station
- Set up the 3 “Apply” snack activity stations and designate with station cards (balloons, soccer ball, or bicycle); set out food models or food packages at each station

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- If this is the last session in the series for this audience, pass out the youth evaluation form at the end of the session (if feasible), making sure to read the questions out loud to the participants.

Ohio SFSP Lesson in a Box

JIFF Lesson 6 – On the Go

Anchor

Arrange the six physical activity cards as stations throughout the room. Be sure to spread out the cards so children have plenty of room for the activities. The cards can be taped on walls, or placed on tables or floors.

Let's form teams of 2-3 people. Each team should go to one of the activity stations that are set up around the area. In your teams, do the activity that is shown in the picture. These activities are movements you can do anytime, anywhere.

Give the children 2-3 minutes at each station and then blow the whistle to move to the next station (optional: play music and when music stops move to the next station). Continue this process until all groups have participated in all the stations.

Page | 2

Add

Snacks are “small meals” we can eat any time to help us refuel—to have energy to work and play. Food provides energy for your bodies to play, do sports and enjoy all other physical activities, like the ones we just did. In addition, we all need energy to do everyday tasks such as walking down the hall, brushing our hair, climbing stairs and playing with a pet. When you choose snacks you should choose a variety of foods from the five food groups in each snack. For example, a peanut butter sandwich is a good snack. Adding an apple makes it an even better snack.

Use a poster of MyPlate to demonstrate to the children where the different food groups are on MyPlate.

Apply

Using food models or food packaging, review the five food groups and where they appear on MyPlate.

Here are some food models of some common foods. Who can name an example or two of foods from each food group that you might eat as a snack?

We will work together in teams to come up with more foods from the five food groups on the MyPlate poster that you can eat as snacks.

There are several stations set up. Each station has a variety of foods from the different food groups. *(Depending on the knowledge base of the children, foods could be separated by food groups to emphasize the various food groups).* I will divide you up into 3 groups – some of you will start at the Balloon station, some of you will start at the Soccer ball station, and some of you will start at the Bicycle station. *(If possible, put older children with younger children on teams.)* Once at your station, work with the others on your team to come up with snack ideas using foods from 2-3 different food groups. An example of a snack using foods from 3 food groups would be a peanut butter sandwich and an apple, like we talked about earlier. The name of each food is spelled on the food models if you need to look at the spelling. Write your ideas down in the box that

Ohio SFSP Lesson in a Box

JIFF Lesson 6 – On the Go

has your station's picture. For example, if you are at the Balloon station, you will write down your team's snack idea in the Balloon box.

Give the teams 2-3 minutes at each station. Once the team has agreed to a snack, wait for the whistle to sound to move to the next station. Instruct the children to leave the food models at each station for the next group to use. Repeat the process until they have gone through all the stations.

Page | 3

Away

Think about all the snacks you helped prepare with the food models. Think about what new snack your team prepared that you would be willing to try at home. Who would like to share? Write on the dry erase board/flip chart the suggestions that the children share with the group so everyone can see them.

Facilitator's Notes:

Facilitator's Checklist:

- Have I gathered all of the pertinent materials needed for the lesson?
- Did I spend the requisite amount of time covering the targeted message?
- Did I create a comfortable and functional learning atmosphere?
- Did I fill out an FNP Program Log with the necessary program information?
- Did I collect the youth evaluation forms? (Only for the last session with the particular audience – end of series)