“Putting the Pieces Together”
Integrating Health into Elementary Classrooms
Who’s in the Room?
Each participant select a card/picture from the table that best describes how it is going as you are “Putting the Pieces Together” in Health Education.

Share with a partner:
1. Your name and school/organization
2. Why you selected your particular picture (how it is going as you are “Putting the Pieces Together” in Health Education)

Then participants will rotate to a new partner, as directed by the presenters.
Session Goals

1. Introduce the District Sample Curriculum Project
2. Review the elements of an integrated instructional unit designed by Colorado teachers
3. Nutrition instruction in the Elementary classroom
4. Nutrition instruction integrated into the Physical Education
5. Nutrition Education as it is supported throughout the school and community
...the greatest effects on student LEARNing occur when the TEACHers become LEARNers of their own TEACHing and...

...when students become their own TEACHers.

John Hattie
-Visible Learning
Nutritional Skills & Concepts Addressed in Colorado Academic Standards

H.S. - K

Analyze the benefits of a healthy diet and the consequences of an unhealthy diet
Analyze how family, peers, media, culture, and technology influence healthy eating choices
Demonstrate ways to take responsibility for healthy eating
Promote and enhance health through disease prevention
Analyze factors that influence healthy eating behaviors
Demonstrate the ability to make healthy food choices in a variety of settings
Access valid and reliable information, products, and services to enhance healthy eating behaviors
Nutritional Skills & Concepts Addressed in Colorado Academic Standards

H.S. – K continued
Demonstrate the ability to engage in healthy eating behaviors
Demonstrate the ability to set a goal in order to enhance personal nutrition status
Examine the connection between food intake and physical health
Demonstrate the ability to make and communicate appropriate food choices
Identify eating and drinking behaviors that contribute to maintaining good health
Eating a variety of foods from the different food groups is vital to promote good health
Identify the major food groups and the benefits of eating a variety of foods
Colorado’s District Sample Curriculum Project
Big Picture

From its beginning, the District Sample Curriculum Project has had a singular focus: to build the capacity of teachers to use their content expertise and passion for student learning to create samples that support teaching to student mastery of the Colorado Academic Standards.
Curriculum Definition

Standards

Curriculum provides a road map for instruction

Textbooks

Resources

Instructional Materials

Curriculum: An organized plan of instruction that engages students in mastering the standards
Curricular Planning

- Standards
- Curriculum Overviews
- Instructional Units
- Lesson Plans
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: JANUARY 2017
### Content Area: Core Health and Physical Education

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical and Personal Wellness</strong></td>
<td>- Demonstrate the ability to set a goal to enhance personal nutrition&lt;br&gt;- Examine the connection between food intake and physical health&lt;br&gt;- Explain that the dimensions of wellness are interrelated and impact personal health</td>
<td>CH09-GR.4-S.2-GLE.1&lt;br&gt;CH09-GR.4-S.2-GLE.2&lt;br&gt;CH09-GR.4-S.2-GLE.3</td>
</tr>
<tr>
<td><strong>Movement, Competence and Understanding</strong></td>
<td>- Identify the major characteristics of mature locomotor, non-locomotor, manipulative and rhythmic skills&lt;br&gt;- Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills</td>
<td>PE09-GR.4-S.1-GLE.1&lt;br&gt;PE09-GR.4-S.1-GLE.2</td>
</tr>
<tr>
<td><strong>Physical and Personal Wellness</strong></td>
<td>- Explain how the health-related components of fitness affect performance when participating in physical activity&lt;br&gt;- Recognize the relationship between healthy nutrition and exercise&lt;br&gt;- Recognize the benefits derived from regular, moderate and vigorous physical activity</td>
<td>PE09-GR.2-S.2-GLE.1&lt;br&gt;PE09-GR.2-S.2-GLE.2&lt;br&gt;PE09-GR.2-S.2-GLE.3</td>
</tr>
<tr>
<td>4. Prevention and Risk Management</td>
<td>- Identify and describe the benefits, risks and safety factors associated with regular participation in physical activity</td>
<td>PE09-GR.2-S.4-GLE.1</td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

**Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently

- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

### Integrated Curriculum Design:

This interdisciplinary approach matches basic concepts in science and social studies — interdependence, region, environment, adaptation — forming overlaps in instruction of certain topics in an authentic integrated model.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Castaways</td>
<td>At Teacher’s Discretion</td>
<td>At Teacher’s Discretion</td>
</tr>
<tr>
<td>Focusing Lens(es)</td>
<td>Buddy Builders</td>
<td>Standards and Grade Level Expectations Addressed in This Unit</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Nutrition and Healthy Lifestyles</td>
<td>CH09-GR.4-S.2-GLE.1</td>
<td>PE09-GR.4-S.2-GLE.3</td>
</tr>
<tr>
<td>PE09-GR.4-S.1-GLE.1</td>
<td>CH09-GR.4-S.2-GLE.3</td>
<td></td>
</tr>
<tr>
<td>PE09-GR.4-S.1-GLE.2</td>
<td>CH09-GR.4-S.2-GLE.1</td>
<td></td>
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<tr>
<td>PE09-GR.4-S.2-GLE.1</td>
<td>CH09-GR.4-S.2-GLE.2</td>
<td></td>
</tr>
<tr>
<td>PE09-GR.4-S.2-GLE.2</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry Questions (Engaging-Debatable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do food choices affect the brain? (CH09-GR.4-S.2-GLE.2-EO.a; IQ,4) (CH09-GR.4-S.2-GLE.3-EO.a,b)</td>
</tr>
<tr>
<td>Why do we sometimes eat even when we’re not hungry? (CH09-GR.4-S.2-GLE.2-EO.b; IQ,2)</td>
</tr>
<tr>
<td>How would you go about improving your physical fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ,4; RA,1; N.2)</td>
</tr>
<tr>
<td>What’s the difference between the overload principle and “no pain, no gain?” (PE09-GR.4-S.2-GLE.1-EO.a,d; IQ,4; RA,1; N.1,3)</td>
</tr>
<tr>
<td>Do different types of physical activities produce different results? (PE09-GR.4-S.2-GLE.1-EO,b,d; IQ,2; RA,4,5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Personal Wellness in Comprehensive Health</td>
</tr>
<tr>
<td>Physical and Personal Wellness in Physical Education</td>
</tr>
<tr>
<td>Movement Competence and Understanding in Physical Education</td>
</tr>
<tr>
<td>Prevention and Risk Management in Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content, Demonstration, Comparison, Explanation, Measurement, Identification, Description, Documentation, Assessing, Recognition, Development, Analysis, Body Functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will Understand that...</td>
</tr>
<tr>
<td>Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity and overall health and wellness. (CH09-GR.4-S.2-GLE.2-EO.a) (CH09-GR.4-S.2-GLE.3-EO.a,b) (PE09-GR.4-S.2-GLE.1-EO,b.d; IQ,2; RA,4,5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual</td>
</tr>
<tr>
<td>How can you increase physical activity during the school-day? (CH09-GR.4-S.2-GLE.2-EO.a; IQ,3)</td>
</tr>
<tr>
<td>If two foods have the same amount of calories, are they equally healthy? (CH09-GR.4-S.1-GLE.2-EO.a; IQ,2)</td>
</tr>
<tr>
<td>Conceptual</td>
</tr>
<tr>
<td>Why do most people feel better after they eat? (CH09-GR.4-S.2-GLE.2-EO.a; IQ,1)</td>
</tr>
<tr>
<td>What foods do you eat every day that have the highest amount of calories?</td>
</tr>
<tr>
<td>What are the primary components of fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ,4; RA,1; N.2)</td>
</tr>
<tr>
<td>Why is goal setting important?</td>
</tr>
<tr>
<td>What is the role of fitness testing in overall wellness?</td>
</tr>
</tbody>
</table>
### Critical Content:
**My students will Know...**
- Goal setting skills (CH09-GR.4-S.2-GLE.1-EO.a)
- A variety of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b)
- Appropriate portion sizes (CH09-GR.4-S.2-GLE.1-EO.c)
- Body signals (CH09-GR.4-S.2-GLE.1-EO.c) (CH09-GR.4-S.2-GLE.2-EO.b)
- Physical activity effects (CH09-GR.4-S.2-GLE.2-EO.a; IQ.3)
- Activities for various components of fitness (PE09-GR.4-S.2-GLE.1-EO.c)
- Personal performance fitness goals (PE09-GR.4-S.2-GLE.3-EO.b)
- Health related components of fitness (PE09-GR.4-S.2-GLE.1-EO.b)
  (PE09-GR.4-S.2-GLE.3-a) (PE09-GR.4-S.2-GLE.2-EO.b)
- The F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a)

### Key Skills:
**My students will be able to (Do)...**
- Set goals for healthy eating (CH09-GR.4-S.2-GLE.1-EO.a)
- Explain the importance of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b)
- Identify appropriate sizes of food (CH09-GR.4-S.2-GLE.1-EO.c)
- Recognize body signals for the need to eat (CH09-GR.4-S.2-GLE.2-EO.b)
- Demonstrate an activity for each component of fitness. (PE09-GR.4-S.2-GLE.1-EO.c)
- Record heart rate and water intake. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.2-EO.a)
- How to compare personal performance fitness goals. (PE09-GR.4-S.2-GLE.3-EO.b)
- Identify the health related component of fitness and their importance to overall health. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-a) (PE09-GR.4-S.2-GLE.2-EO.b)
- Explain the F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a)
Integration Codes

• **GREEN**  Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

• **BLUE**  Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.

• **PINK**  Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.

• **YELLOW**  Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.
Colorado Teacher-Author Sample Instructional Unit

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”

A student in ___________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I will be able to identify a variety of food choices and develop healthy eating habits that will positively improve my physical activity and overall health.

Improvement of personal fitness is developed through an understanding of health related fitness concepts that will promote lifelong wellness.

**Academic Vocabulary:** Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content, Measurement, Comparison, Physical Activity, Fitness, Demonstrate

---

**GREEN**

Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

**BLUE**

Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.

**PINK**

Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

**YELLOW**

Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

---

**Unit Description:**

This unit implements a variety of learning experiences that provides students with opportunities to develop their understanding of nutrition, calories, healthy lifestyle choices and the F.I.T.T. (Frequency, Intensity, Time and Type of exercise) Principle. The concepts of choices, lifestyle habits, body signals, health, wellness, and the identification of nutritional value are the main focus of this integrated comprehensive health and physical education unit. An active game called “Nutrition Island” requires students to utilize their nutritional knowledge and provides the culminating assessment for this unit.

**Unit Generalizations**

**Key Generalization (s):** Healthy eating habits and food choices with nutritional content, value and appropriate calories, may impact a person’s quality of movement, physical activity and overall health and wellness.

**Supporting Generalizations:**

- Body signals tell people when they are hungry or full and helps one to eat appropriate portion sizes to maintain a healthy weight and overall sense of wellness.
- Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions and help one to develop goals for healthy eating.
Colorado Teacher-Authored Sample Instructional Unit

Skills:
- health
- wellness
- exercise
- fitness

Assessment:
Students will be given a homework assignment. They will complete the homework throughout the month to promote physical fitness and activity outside of school. https://drive.google.com/open?id=1kb1RkkFx-MkvKh48Y4_u4tpcFYNfIRvXrWSPe6RQ3hlo (Homework assignment)

Prior Knowledge and Experiences
These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as choices, health, wellness, value, comparison, and measurement. However, it is understood that not all 4th graders have the same prior life experiences when it comes to these concepts.

Learning Experience #1
The teacher may review daily serving requirements and the food categories on the nutrition labels so students can analyze components of healthy versus unhealthy food.

Integration Continuum Color: GREEN BLUE PINK YELLOW
Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.

Generalization Connection(s):
Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity, and overall health and wellness.

Teacher Resources:
https://drive.google.com/open?id=1bajl833ROPAHiciw5_VNKi-Gh_nDSZIIPFa7allCe5yE (Food Label worksheet)
https://drive.google.com/open?id=1GV-F6uwl0QppWhY8izX-n4q8XYI1eLEZkdWVlzgsoE (e.g., Food Label picture to hang on wall)
http://www.choosemyplate.gov/multilanguage-spanish (e.g., Food pictures, nutrition information)

Student Resources:
http://kidshealth.org/en/kids/labels.html (Figuring out food labels)
http://www.learnnc.org/ip/editions/nutrition/6425 Blank samples of food labels
http://www.choosemyplate.gov/multilanguage-spanish (e.g., Food pictures, nutrition information)

Assessment:
Students will work in partners to complete their Food Label Scavenger Hunt Cards.
https://drive.google.com/open?id=1bajl833ROPAHiciw5_VNKi-Gh_nDSZIIPFa7allCe5yE (Food Label worksheet)
Set up around the gym will be pictures of ten various food items with their nutrition labels attached. Students will work with their partner to find the answers to all of the questions on their worksheets using the pictures and nutrition labels set up around the gym. After students answer each question they will slip one lap around the gym. https://drive.google.com/open?id=1GV-F6uwl0QppWhY8izX-n4q8XYI1eLEZkdWVlzgsoE (e.g., food label pictures to hang on wall)

Differentiation:
Access (Resources and/or Process) Expression (Products and/or Performance)
### Colorado Teacher Authored Sample Instructional Unit

| Multiple means for students to access content and multiple modes for student to express understanding. | The teacher may:  
- Provide adaptive learning materials (e.g. Spanish materials)  
http://www.choosemyplate.gov/multilanguage-spanish | Students may:  
- Work individually |

| Extensions for depth and complexity: | N/A | Students may:  
- Student groups may share their findings with another group  
- Students may compare food labels and determine which foods are healthy choices |

| Critical Content: |  
- Goal setting skills  
- A variety of healthy foods  
- Appropriate portion sizes |

| Key Skills: |  
- Set goals for healthy eating  
- Explain the importance of healthy foods  
- Identify appropriate sizes of food  
- Recognize body signals for the need to eat |

| Critical Language: | Choices, Health, Wellness, Value, Content, Comparison, Measurement, Identification, Description, Documentation, Recognition, Analysis |

---

**Learning Experience #2**

The teacher may review the different food categories and discuss the components of “My Plate” so students can determine what types of food they should be eating to stay healthy.

**Integration Continuum Color:** **GREEN BLUE PINK YELLOW**

**Green:** Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

| Generalization Connection(s): | Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity and overall health and wellness. |

| Teacher Resources: |  
https://drive.google.com/file/d/0B70t5SCFheAcQbms0M1NtsINmSFE/view (Jessica Shawley’s Nutrition Lessons)  
http://www.choosemyplate.gov/10-tips-nutrition-education-series (My Plate 10 Tips for Nutrition)  
https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FtFbwdZNZndBcrnc (My Plate: Make Your Plate Great)  
https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FtVl0MEV8V0vZ1Q (Spinners for Lesson) |

| Student Resources: |  
http://www.choosemyplate.gov/10-tips-nutrition-education-series (My Plate 10 Tips for Nutrition)  
https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FtFbwdZNZndBcrnc (My Plate: Make Your Plate Great)  
https://drive.google.com/file/d/0B70t5SCFheAcQbms0M1NtsINmSFE/view (Jessica Shawley’s Nutrition Lessons)  
https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FtVl0MEV8V0vZ1Q (Spinners for Lesson) |
Chef Solus Food Label Guide

Food labels can seem confusing but if we break them up into blocks, you will see they are actually very easy to use! All the blocks work together to help you pick smart foods that will keep you healthy and feeling great!

### Nutritional Facts

**Serving Size:** 1 cup (228g)

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Calories From Fat</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>12g</td>
<td>18%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
<td>15%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium</td>
<td>470mg</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>81g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

### Serving Per Container

Some foods are low in calories and fat if you have only one serving. But if you eat more than one serving, then calories and fat can really add up! See how many servings this label shows - 2 servings!

### Calories:

This tells you how much energy you will get from one serving of this food. If you don’t use up that energy, it gets stored as fat.

### Calories from Fat:

This tells you how much energy of that food comes from fat. Your heart likes foods lower in fat.

### Total Fat:

This is the amount of all the different kinds of fat in one serving. Your body needs some fat. Avoid foods high in saturated fats and look for zero Trans fats. These fats are not good for your heart.

### Cholesterol and sodium (salt):

This tells you how much of that nutrient is in one serving. Pick foods that are low in cholesterol and sodium. Look for 5% or less!

### Fiber:

This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams or more is high in fiber and good for you!

### Sugars:

This is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don’t need.

### Protein:

This is very important because it is the building blocks for all cells. Read carefully. High protein foods can be high in fat.

### Vitamin Section:

See if these foods are high in vitamins. Vitamins help your body stay healthy. 20% or more is high and makes your body very happy!


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3 Steps in Using Food Label

STEP 1:
Size Up Your Servings and Calories.
How much is a serving?
Is it too little and you will probably eat more than one serving?
How much energy will you need to burn to use up those calories.

STEP 2:
See What Is In the Food.
Try to pick foods lower in fat, cholesterol, sodium and sugar. Your body will thank you!
Look for foods higher in fiber, protein and vitamins!

STEP 3:
Decide If This Is The Right Food For You!

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Food Label Reference Guide

Watch out for the red areas. Don’t get fooled by forgetting to look at how many servings are in the package. The nutrition information is based on only 1 serving!

![Food Label](image)

Look for foods that are high in these green areas. That’s the good stuff your body need!

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Pretzels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serving Size</strong></td>
<td>28g (about 42 pretzels)</td>
</tr>
<tr>
<td><strong>Servings Per Container</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Calories</strong></td>
<td>110</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>10</td>
</tr>
<tr>
<td><strong>% Daily Value</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>0mg</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>440mg</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>21g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>3g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Percentage Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Use the 5% and 20% rule. 5% is low and 20% is high for any of these nutrients.

Go higher in the Green areas
Stay lower in the red areas

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Is Your Food A Healthy Choice?

Use your Nutrition Facts Label to fill in the chart and answer the questions. See if your food is a healthy choice.

Name of food or snack __________________________

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serving Size</strong></td>
</tr>
<tr>
<td><strong>Servings Per Container</strong></td>
</tr>
<tr>
<td><strong>Amount per Serving</strong></td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td><strong>% Daily Value</strong></td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Vitamin C</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
<tr>
<td>Iron</td>
</tr>
</tbody>
</table>
Answer the following question using the Nutrition Facts Label from your food or snack.

1. What percent of calories are from fat? __________________
2. How many servings are in the package? __________________
3. How many grams of fiber does the food or snack have? ______________
4. How many grams of protein does the food or snack have? ____________
5. Does your food have any vitamin A? _____If so, what is the percent? ______
6. Does your food have any calcium? _____If so, what is the percent? ________
7. Does your food have any vitamin C? _____If so, what is the percent? ______
8. Does your food have any iron? _____If so, what is the percent? ____________

Is this a good choice for a snack?________
Why or why not?
School-wide Nutrition Education Integration

• School-wide efforts of integration are an important component of our health instruction, reinforcing skills and knowledge throughout the school day outside the classroom!

• Using the Whole School, Whole Community, Whole Child (WSCC) model, we look where integration can occur involving our whole school – staff, parents, and community.
Whole School, Whole Community, Whole Child

Physical Education/Physical Activity
Health Education
Nutrition Environment and Services
Health Services
Counseling
Physical Environment
Community Involvement
Family Engagement
Social and Emotional Climate
Staff Wellness
Food Services

• A great partner of Integration!
• Nutrition Education within the lunchroom environment using food service staff as “Nutrition Ambassadors, Lunchroom Educators!”
• Nutrition Integration aligning to the instruction happening within the classroom through
  – Taste Tests with students.
  – Nutrition Facts throughout the lunchroom.
  – Marketing through menus, nutrition newsletters
  – Media resources
Taste Tests with Chef Chris

Partnership with LiveWell ... Chefs in the Kitchen.....
Health Services

• Integration of Nutrition into health service departments can look like….
  – Reinforcing health skills with students who come into the nurse’s office for health issues. Always asks questions regarding their nutrition and eating behaviors.
  – Including nutrition education in Health Newsletters to parents.
  – Health Service promotes Healthy Nutrition in school health office and in classrooms.
  – Student counseling for healthy diets, weight managements.
School Environment

• Utilizing **commons areas** to integrate Nutrition Education.
  • **Bulletin Boards** that highlight instruction that are visible to students, staff, and families.
  • **Hallways** to display student work completed in the classroom; art work, nutrition student campaigns.
  • **Lunchroom Education Displays** on Nutrition.
Parent and Community Involvement

• Parents and community are invaluable integration partners!
• Efforts can look like…
  1. Newsletters
  2. Family Involvement through take home lessons.
  3. School-wide “Family Nights” – PA & Healthy Eating
  4. Student Health Fairs – Nutrition Focus
  5. Fundraising efforts focus around nutrition education.
Think about where and who can be your Nutrition Integration Partners.... Place at least one strategy and/or partner within your school that can help with the integration of a “Nutrition School-Wide” Effort.
Nutrition Castaway’s Unit

Student Learning Objectives

Students can:

• analyze components of healthy verses unhealthy food.
• determine what types of food they should be eating to stay healthy.
• synthesize the relationships between caloric intake and calorie expenditure through exercise.
• draw conclusions about the important components of a nutrition food label.
• analyze the different components of fitness in order to make connections to the F.I.T.T Principle.
Andy Horne’s #50MillionStrong Video/Rap

https://vimeo.com/203756342
Sample Curriculum Resources

- **District Sample Curriculum Project (DSCP)**
  - [http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject](http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject)

- **Resources**
  
  **Common Curriculum Toolkit**

  **All instructional unit samples & Process Guides**
  - [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples)
At the end of Fourth Grade, students can...

Comprehensive Health Learning Expectations for Fourth Grade

Physical and Personal Wellness
Set a goal to enhance personal nutrition and examine the connection between food and health (physical, emotional, social).

Emotional and Social Wellness
Identify the positive behaviors that support relationships; define stress and stress management.

Prevention and Risk Management
Use interpersonal communication skills to avoid tobacco; identify positive and negative uses for medicines; prevent conflict from escalating to violence.

Throughout the Fourth Grade, you may find students...

- Explaining how healthy foods provide energy for daily activities and how nutrients are necessary for good health, proper growth, and development.
- Discussing and demonstrating how daily physical activity can make a person feel (increased energy and concentration).
- Identifying peers and adults who can support school success and encourage responsible behavior.
- Demonstrating how stress management helps build positive mental health.
- Communicating personal health needs and wants.
- Communicating physical and emotional consequences of violence.
- Effectively communicating to support healthy behaviors in others.
A Guide to the Colorado Academic Standards

Working Together
To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Fourth Grade Comprehensive Health. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?
Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas—emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Comprehensive Health for Elementary Schools (k-5)
The Comprehensive Health standards in the elementary years focus on developing individual skills to enhance physical, emotional and social wellness and using those individual skills in family, school and community environments. In each grade, the standards ask students to investigate healthy eating/living habits, explore positive communication strategies, examine effective decision-making, and identify ways to ensure personal and community safety.

Where can I learn more?
- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp
- Phyllis Reed, Comprehensive Health at 720-498-2059, Reed_p@cde.state.co.us
Thank you!
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