

**Nutrition
Integrated
Activities**
**for Summer & After
School Programs**



By:

**Department of Nutritional
Sciences**

The University of Arizona

Tucson Parks & Recreation

Food group pass and catch

Objective: Students will be able to name the five food groups and provide an example food for each food group.

Materials: One basketball or bouncy ball for every five students

Activity: Put students into groups of five, forming a circle. Each group will represent one of the 5 food groups (meat and beans, dairy, fruits, vegetables, and grains). One student will start off with the ball and will bounce it across to another student while yelling out their food group. The next student who catches the ball yells out an example of a food in that group. That student will then bounce the ball and say their food group while bouncing to the next student and so on. After a couple of rounds change the style of ball toss to behind the back, then between the legs and then “Harlem Globetrotter” or silly style.

Review: Ask students to name the five food groups and share examples of foods they used during the game..



Bean Bag Freeze

Objective: Students will be able to identify different sources of protein.

Materials: One beanbag for each student, except for the 3 students chooesen to be the “taggers”

Activity: Explain the value of beans as a good source of protein. Say to students “Beans are an excellent source of protein and protein helps make your muscles big and strong” (teacher will show the students their muscles). Talk to the students about different sources of protein. Give them examples of good proteins such as lean meats, fish, and beans. Choose 3 students to be the following “taggers,” chicken, fish and beans. This is how the game is played: everyone will begin skipping around the room. If they are tagged by either the “chicken”, “fish” or “bean” they will do 5 jumping jacks and give an example of a protein. That student then becomes the “tagger”, replacing the original “tagger:” Every other game, change the physical activity they must do from jumping jacks to push ups, jump rope in place, etc.

Review: Have students list different sources of proteins they heard during the game.

Name Fruit Stomp



Objective: Learn all of the students’ names and list several types of fruits and vegetables.

Activity: In a circle, students say their name and a fruit or vegetable (go in order in a clock-wise direction). They must stomp for every syllable in their name and for every syllable in their fruit or vegetable they call out. To make this game more active, students can do jumping jacks or hop up and down for each syllable.

Nutrition Enhanced Activities for Summer and After school Programs



Review: Ask students to name any new fruits or vegetables they heard during the game.

Veggie Smiles

Objective: Students learn about new and different vegetables.

Activity: Explain that people are encouraged to eat more vegetables and fruits: the more the better. Students form a circle with one person in the middle. The person in the middle steps to someone in the circle and asks “Do you like vegetables?” The person has to answer “I like vegetables, but I can’t smile.” If they smile, they must call out a vegetable then enter the circle and join those trying to make people smile. They can make faces, and act goofy to get someone to smile. The game ends when everyone is smiling. End the game by explaining to students that it is important to eat a variety of vegetables.

Review: Ask students to share the different types of vegetables they heard during the game.

Calcium Hoop Tag

Objective: Students will be able to name foods that contain calcium

Materials: 4 hoops

Activity: Share with students that calcium helps make your bones strong. As a group, come up with different food items that contain calcium (milk, cheese, yogurt, ice cream, leafy greens, many types of nuts, sardines and calcium fortified foods). Designate 2 kids to be “taggers”. Place 4 hoops around the room. The hoops represent “calcium safety zones.” For the first round these safety zones will be yogurt, cheese, milk and ice cream. Students will play the tag game. If they are tagged they then become the tagger. Students are safe from taggers in the safety zones, but can only stay in the safety zone for 10 seconds. The taggers are not allowed to guard the safety zones and must keep moving at all times. Change the safety zones to different foods containing calcium with each game.



Review: Ask students to identify food sources of calcium

Calcium Tag

Objective: Students will be able to name foods that are good sources of calcium and identify combination foods that contain these foods; such as quesadillas and smoothies.

Activity: Explain that calcium is vital for healthy, strong bones. Students are divided into 3 groups: milk, yogurt and cheese. All 3 groups will start the activity on one side of the room. One student is

Nutrition Enhanced Activities for Summer and After school Programs

designated as the tagger. The tagger will call out one of the 3 groups. Students that are in that group must try to run to the other side of the room without being tagged. If a student does get tagged, they then join the tagger and become part of the tagging team. The designated tagger continues to call out the groups until all the students have been tagged. For the second game, the groups will be cereal, fruit smoothies and quesadillas. Explain to the students that these are combination foods that are good sources of calcium. With each round of play you can change the high calcium foods and dishes



Review: Ask students to name sources of calcium and how to incorporate calcium into different dishes.

Go/Slow/Whoa Food Bean Bag Toss

Objective: Student will be able to categorize foods as either Go, Slow or Whoa foods

Materials: Markers, construction paper, glue, magazines, scissors, 1 bean bag per student

Activity: Explain the concept of Go/Slow/Whoa foods. **Go** foods are foods that you can eat almost anytime. **Slow** foods are foods that you eat sometimes, or less often. **Whoa** foods are foods that you eat once in a while or on special occasions. A list of examples of Go, Slow and Whoa foods can be found at: <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/go-slow-whoa.pdf> Have students cut out different pictures of foods from magazines. Ask students to categorize foods as Go, Slow or Whoa. Paste individual pictures of foods on pieces of construction paper labeled Go, Slow or Whoa. Spread Go foods close, Slow foods farther and Whoa foods farthest away in the room. Have students throw the bean bag at different foods, then run to go get the beanbag. They will soon realize that they must run further and work harder to burn calories from Whoa foods. Vary the throw: left-handed, underhanded, behind the back.

Review: Ask students to explain what Go, Slow and Whoa foods mean and name a food in each category.



Lime Name Game

Objective: Students will be able to identify different citrus fruits and understand they are a good source of vitamin C.

Materials: 2 limes or any citrus fruit

Activity: Students will form a large circle (you can make several smaller circles for larger groups). Explain that vitamin C is important for keeping your body working and developing properly. Vitamin C

Nutrition Enhanced Activities for Summer and After school Programs

is essential for the development of healthy bones, teeth, gums and blood vessels. Vitamin C also strengthens your immune system, helps the body absorb other nutrients, helps cuts heal and keeps your brain working properly. To play the game: One student will start by tossing the lime (or other citrus fruit) to someone across from them while saying the name of a citrus fruit. The student who catches it will repeat this task by also tossing it to someone while saying the name of a citrus fruit. You may not toss the fruit to someone directly on your right or left and the same fruit can not be repeated back to back.

Examples of citrus fruits include: Clementine, lime, grapefruit, mandarin, tangerine, kumquat, tangelo, lemon, orange and pummelo

Review: Students will be able to identify different citrus fruits and explain the importance of vitamin C.

Citrus Blanket Toss

Objective: Students will be able to name different types of citrus fruit and list benefits of vitamin C.

Materials: 2 limes, a grapefruit and a blanket or parachute

Activity: Review citrus fruits and benefits of vitamin C (see above lesson). Form a circle with the students holding a blanket or parachute. Toss a lime into the middle of the blanket. Students toss the lime in the air by lifting the sides of the blanket. Count how many times the students can toss the lime without it falling to the floor. Every time the lime falls to the floor the teacher will choose someone to name a citrus fruit. To make this activity more physically active, have students move clockwise doing different types of locomotor movements while doing this activity rather than in a stationary position.

Review: Ask students to name citrus fruits, and list the benefits of vitamin C.



Pin the Nutrient on the Body

Objective: Students will learn about various nutrients found in foods and connect nutrients with good health.

Materials: Index cards listing the following: nutrient, body part helped by that nutrient and sources of that nutrient (guide on page 9). Two blindfolds, masking tape, two 6 ft. by 4 ft pieces of paper, markers

Activity: This is a variation of Pin the Tail on the Donkey. Have two volunteers lay on the large pieces of paper. Two more kids trace the volunteers, so that you get two large outlines of the body. Meanwhile, explain to students that vitamins and minerals are found in foods and that they are necessary to maintain good health. Tape the outlines to the wall. Divide into two teams. For each

Nutrition Enhanced Activities for Summer and After school Programs

team, one student is blindfolded while another student reads the nutrient card aloud. Put masking tape on the back of the card. The blindfolded student tries to tape the card onto the body part that corresponds with the nutrient. Teammates can help by yelling lower, to the right etc. Use a time limit. Proceed with the rest of the cards. At the end, check to see how well they pinned the nutrients to the correct body parts.

Review: Ask students to name sources of food for the various nutrients and how they effect the body.

Fruit and Vegetable Song

Objective: Students will be able to name different fruits and vegetables and understand the importance of eating more fruits and vegetables.

Activity: Introduce the students to the *More Matters* campaign. Explain to the students they should try to eat more fruits and vegetables everyday at meals and as snacks. As a group think of ways to incorporate more fruits and veggies into meals. Divide the students into groups of three. Pick vegetables and fruits with three syllables: blueberry, banana, cucumber, pineapple, potato, tomato, strawberry, papaya, green pepper. The first group sings the first syllable, the second group sings the second syllable and the third group sings the third syllable. Have students march around the activity space and when it comes time for their group to sing their part students in that group freeze, sing their part and then do 2 jumping jacks while the rest of the students continue marching.

Review: Ask students what fruits and vegetables they have eaten the day before. Challenge them to eat more fruits and vegetables.



Fruit and Vegetable Energy Ball

Objective: Students will be able to name a variety of fruits and vegetables.

Materials: One ball of any type

Activity: Have students form a circle. Review the More Matters campaign (see to eat more fruits and vegetables throughout the day. Ask students to name past week. To start the game fruits and vegetables they have eaten in the students pass the ball to the right and say a them to try to go as fast as possible. When gone, then switch to passing to the left. Next,



for every two kids.

circle. Review the More Matters campaign (see to eat more fruits and vegetables throughout the day. Ask students to name past week. To start the game fruits and vegetables they have eaten in the students pass the ball to the right and say a them to try to go as fast as possible. When gone, then switch to passing to the left. Next,

Nutrition Enhanced Activities for Summer and After school Programs

challenge students by having them toss the ball to someone across from them while saying a fruit or vegetable. If they do not say a fruit or vegetable in the given time limit they step outside the circle, do five jumping jacks, then join the circle again.

Review: Ask students what new fruit or vegetable they heard during the game. Encourage them to try new fruits and vegetables.

Colorful Foods Scramble

Objective Students will be able to identify fruits and vegetables with a variety of different colors.

Activity: Explain to students that fruits and vegetables are many different colors and that the different colors often come with different nutrients. Encourage students to eat more fruits and vegetables with a variety of colors to get all the nutrients their bodies need. To start the game the teacher calls out a fruit or a vegetable. Students must touch something in the room of that color. Red: apples, strawberries, and tomatoes; Green: broccoli, spinach, and limes; Yellow: lemon, corn, and squash; Brown: coconut, brown pear, and potatoes; Blue: blueberries; Purple: grapes, plums, eggplant; White: cauliflower, jicama, banana; Black: prunes, raisins, blackberries; Orange: pumpkin, tangerine, and orange. Have the students do different types of movements while going to touch their object—run, jog, skip, hop, etc.

Review: Ask students to identify fruits and vegetables of each color. Ask students what colors they ate the day before.

Food Group Wall Ball

Objective: Students will be able to name the 5 food groups and provide 3 examples from each group.

Materials: Five bouncing balls or markers and tape

Activity: Before the activity begins talk



name the 5 food groups and provide

basketballs, construction paper,

about MyPyramid and the

Activities Developed at Your Site:

Activity Resource for Pin the Nutrient on the Body:

Nutrient	Part of the Body	Sources
Vitamin A	Eyes	Carrots, Broccoli
Vitamin B1	Heart	Cereal, Brown rice, Oatmeal, Asparagus
Vitamin B2	Lips	Bananas, Milk, Eggs, Fish, Okra
Vitamin B3	Brain	Chicken, Nuts, Mushrooms, Tomatoes, Carrots
Vitamin B9	Blood	Spinach, Soybeans, Avocado, Beans
Vitamin B12	Nervous System	Turkey, Tuna, Spinach, Melon
Vitamin C	Skin	Citrus fruits, Papaya, Kiwi, Strawberries
Vitamin D	Kidney, Bone	Fish, Eggs, Mushrooms, Milk
Calcium	Bones, Teeth	Milk, Cheese, Yogurt, Almonds, Beans, Sardines
Fiber	Intestines	Oatmeal, Beans, Whole grains, Fruits and Vegetables
Iron	Blood	Red meat, Fish, Chicken, Beans, Spinach
Magnesium	Bones	Nuts, Soybeans, Beans
Potassium	Blood pressure	Tomatoes, Orange juice, Beans, Potatoes, Bananas
Protein	Muscles	Lean meats, Fish, Beans, Cottage cheese,

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*Be a part of the
Arizona Nutrition Network
and help grow a healthy child!*

