

PE & Health

Grades K-12



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of April 13 & 20

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**National Physical Education Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Topic** **Benefits of Physical Activity & Social Personal Skills**

**Materials Needed:** Pen/Pencil and paper

- Day 1-10**
- K-5** Write a paragraph on the benefits of physical activity. Focus the paragraph on how physical activity enhances your health.
  - 6-12** Write a two-page essay on the benefits of physical activity. Focus the essay on how physical activity enhances your health, citing several sources throughout the essay.
  - K-12** Show responsibility, respect for others, following directions, best effort, self-control, and compassion for others at home in a game of your choice of your choice. Also, show these skills on social media or with family members at least three times a day for five days.



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of April 27

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Topic** **Aerobic Fitness**

**Materials Needed:** N/A

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**Day 1-5** {Warm-up by doing jumping jacks and stretching your arms and legs.}

*\*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house. \**

Run around the perimeter of a space outside 10-50 times non-stop or run in place for 5-10 minutes non-stop.



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of May 4

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Topic** **Anaerobic Fitness**

**Materials Needed:** N/A

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**Day 1-5** {Warm-up by doing jumping jacks and stretching your arms and legs.}

*\*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house.\**

**Do the following:**

Three sets (10-30 reps) of sit-ups  
Three sets (10-60 reps) of push-ups  
Three sets (20-80 reps) of squat thrusts  
Three sets (10-40) burpees



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of May 11

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Topic** **Non-Locomotor Skills**

**Materials Needed:** N/A

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**Day 1-5** {Warm-up by doing jumping jacks and stretching your arms and legs.}

*\*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house. \**

### **K-5**

Turns – Turn clockwise five times and then turn counterclockwise five times.

Balance – Stand on your right leg for 30 seconds and then stand on your left leg for 30 seconds.

Moves – Rock, roll, twist, push, pull, duck, swing, strike, kick, bend over, crouch, squat, twist, duck, and dodge. Have a parent or sibling call out the moves and demonstrate them when asked to do so.

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## 6-12

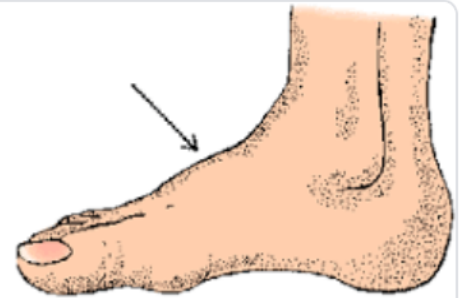
Balance – Stand on the right leg for 60 seconds and then stand on your left leg for 60 seconds

Moves – Using an object such as a ball, box, or balled up clothes. Perform a **Drop Step** ten times to your left & ten times to your right, **Pivot** ten times to your left & ten times to your right, **Reverse Pivot** ten times to your left & ten times to your right.

Use the handout title “Instep Definition” to reference where your Instep is located on your foot. Perform an **Instep Kick** with a soft ball [soccer ball, volleyball, or punt kick a football] ten times with your left foot & then Instep Kick a ball ten times with your right foot. If you don’t have a ball, you may perform the Instep Kick in the air.

## Instep Definition

: the arched middle portion of the human foot in front of the ankle joint especially : its upper surface. More from **Merriam-Webster** on **instep**. Mar 2, 2020





# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of May 18

**Directions:** Please work with an adult & follow all safety measures

**Target Standard(s)** **National Physical Education Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Topic** **Locomotor Skills**

**Materials Needed:** Pen/Pencil and Paper

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**Day 1-5** {Warm-up by doing jumping jacks and stretching your arms and legs.}

*\*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house. \**

**K-5**

Walk, run, skip, gallop, leap, hop, and slide with proper form ten times each back and forth.

**6-12**

Vertical jumps and horizontal jumps (measure for distance and height each day). You may attempt as many jumps in a day as you want.



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of May 25

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Topic** **Lifelong Physical Activity-1**

**Materials Needed:** Mat/Towel, Internet or Yoga Chart

<b>Days 1-5</b>	<p><i>{Warm-up by doing jumping jacks and stretching your arms and legs.}</i></p> <p><i>*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house. *</i></p> <p><b>Yoga Routine-</b> Choose one of the following Options.</p> <p>Option 1 - Go to YouTube and type in the search "Yoga for Complete Beginners- 20 Minute Home Yoga Workout!". Then follow along with the instructor and do the same routine for the next five days.</p> <p>Option 2 - Use the Yoga Chart Handout and complete the Yoga routine for the next five days.</p>	
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# Beginner's Lesson 1

(One yoga posture)



Begin by sitting on the floor- and however is comfortable to sit  
If you have a yoga mat that's great, though not necessary until lesson 2  
You can always sit on a cushion, a book/books, or a yoga block  
If it's too much to sit on the floor, sit on a chair or stool to start with  
Keeping the face relaxed, gently bring your awareness to your breath  
Feel the body breath and the sensation of inhalation and exhalation  
It's a simple instruction but can you keep your attention on the breath?  
How many breaths can you take before the mind starts wandering?  
The challenge in a yoga practice is to remain in this quieter place  
Additionally stay tuned into the sensations throughout the entire body  
Be patient and stay here with the focus on the breath for 5 minutes or so

Yoga, as it is traditionally practiced in India, and the East, comes primarily from a place of awareness, or mindfulness. It is a way of life which is integrated into each daily routine, beyond the physical yoga practice itself

One of the reasons yoga was originally practiced was to ultimately enable the practitioner to comfortably sit still for longer periods of time, to essentially meditate. And in addition to this, all of the benefits of keeping the physical body strong and supple

You could think of any yoga practice as a short series of meditations: once still in the posture (some which might be more challenging) the idea is to match the stillness of the posture with a still steady and alert quality to the mind

This meditation (awareness, mindfulness) is important, because there is nothing more important than your mind- it's all you have! It's the mechanism of how you experience absolutely everything in this world, and therefore it is worth taking a little time to make sure this "consciousness" we have is in a good, healthy state

It actually doesn't matter how flexible you are (how "good" you are, or think you are at yoga, or at any physical activity), how much money you have, how big your house is, how many friends you have- you're potentially not going to enjoy any of it if you are constantly distracted by a continuous, non-stop stream of thinking. A mind that simply can't stop moving from one (neurotic, worrying) thought to another, a mind that is essentially a voice in our head that we seem spellbound to listen too without question

So, your first yoga lesson is to explore this quieter quality to the mind sitting in one easy posture. To let this stream of incessant thinking become a little more like background noise while you tune in to the sensation of breath. You could repeat this yoga posture every day for a few days- see if you can sit for 5 minutes at a time, remembering you can always adjust your seated posture if you need to

This sets us up to move on to lesson 2 when you feel you are ready. We do more postures, but the most important thing we do is to stay alert to this quieter, more peaceful place

# Beginner's Lesson 2

(Gentle warm up postures)

Begin lying down, soles of feet on mat, knees together. Mouth and eyes gently closed, face relaxed. Breathe steadily in through the nose, and out through the nose. Hands on abdomen to feel the support of this steady breath. Keep awareness turned inwards to sensations within the body.



Arms out to the side  
Relax shoulders  
Steady breathing



Knees gently to the right  
Look over left shoulder  
Repeat opposite side



Draw both knees to chest  
Point the toes, face relaxed  
Option to lift head to knees



Lift right leg and foot up  
Keep left foot firmly down  
Repeat opposite side

←X2→



Cat posture: look gently down  
Shoulders above wrists  
Hips above knees, feet apart



Breathe in: start to look forwards  
Lift the chest, shoulders roll back  
Feel the abdomen drawing down

← X5 →



Breathe out: start to look back  
Arch the back like a cat  
Draw the abdomen up



Relax: Child's Pose  
Head down, arms in front  
Knees apart, feet point back



Return to Cat Posture



Right arm lifts to extend forwards  
Left leg lifts to extend back  
Repeat opposite side



Optional Child's Pose



Return to Cat Posture



Downward Facing Dog  
Hips lift and go back  
Neck relaxed: look back



Cat Posture: relax



Downward Facing Dog  
Eventually legs straighter  
Keep moving chest to feet



Relax in Child's Pose: close the eyes, let the breath come and go naturally  
Release the neck and the shoulders, feeling the forehead gently on the mat  
Stay alert to every breath you take, keeping your mind quiet and steady



# K-12 Physical Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of June 1 & 8

**Directions:** Please work with an adult & follow all safety measures.

**Target Standard(s)** **National Physical Education Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  
**National Physical Education Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Topic** Lifelong Physical Activity-2 & 3

**Materials Needed:** Music, Timer, Video Camera or Mirror

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**Day 1-10** {Warm-up by doing jumping jacks and stretching your arms and legs.}

*\*If the weather permits and you can go to a safe place outside, or you can do this in an open space (free of any obstructions) in the house. \**

### **Lifelong Physical Activity 2**

Create a 30 second to one-minute dance routine that has at least ten dance moves included.

### **Lifelong Physical Activity 3**

Create two physical games you can play with your family divided into teams.

- 1.) Include a goal and rules.
- 2.) You must have at least two non-locomotor skills.
- 3.) You must have at least one locomotor skill included in the game.



# 6-12 Health Education

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Weeks of April 14-June 8

**Directions:** Complete each of the following activity logs for the next nine weeks to track your: Physical Activity, Food Intake, and Sedentary Activity.

**Target Standard(s)** **National Health Education Standard 5-** Students will demonstrate the ability to use decision-making skills to enhance health.

**National Health Education Standard 6-** Students will demonstrate the ability to use goal-setting skills to enhance health.

**National Standard 7-** Students will demonstrate the ability to practice health- enhancing behaviors and avoid or reduce health risks.

**Topic** **Physical Health**

**Materials Needed:** Pen/Pencil and Log Sheets

**Objective #1:** Your Physical Activity goal should be to exercise for at least 60 minutes per day.

**Objective #2:** Your goal for Food Intake is to meet the Daily Recommend My Plate Guidelines.

**Objective #3:** Your goal for Sedentary Activity is to track how much time you are inactive per day.



# PHYSICAL ACTIVITY LOG

## 9-Week Physical Activity Log

Use this activity log is to track your physical activity **minutes** for 9 weeks.

Have an adult sign their initials next to each day that you completed.

### Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
	Outside Physical Activity	Inside Physical Activity	Mild to Moderate Physical Active (Walk, Stand, & Carry)	Minutes
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

### Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



# PHYSICAL ACTIVITY LOG

## 9-Week Physical Activity Log

Use this activity log is to track your physical activity **minutes** for 9 weeks.

Have an adult sign their initials next to each day that you completed.

### Week 3:

Day	Activity 1 Outside Physical Activity	Activity 2 Inside Physical Activity	Activity 3 Mild to Moderate Physical Active (Walk, Stand, & Carry)	Total Minutes
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

### Week 4:

Day	Activity 1	Activity 2	Activity 3	Total
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



# PHYSICAL ACTIVITY LOG

## 9-Week Physical Activity Log

Use this activity log is to track your physical activity **minutes** for 9 weeks.

Have an adult sign their initials next to each day that you completed.

### Week 5:

Day	Activity 1 Outside Physical Activity	Activity 2 Inside Physical Activity	Activity 3 Mild to Moderate Physical Active (Walk, Stand, & Carry)	Total Minutes
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

### Week 6:

Day	Activity 1	Activity 2	Activity 3	Total
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



# PHYSICAL ACTIVITY LOG

## 9-Week Physical Activity Log

Use this activity log is to track your physical activity **minutes** for 9 weeks.

Have an adult sign their initials next to each day that you completed.

### Week 7:

Day	Activity 1 Outside Physical Activity	Activity 2 Inside Physical Activity	Activity 3 Mild to Moderate Physical Active (Walk, Stand, & Carry)	Total Minutes
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

### Week 8:

Day	Activity 1	Activity 2	Activity 3	Total
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				





# PHYSICAL ACTIVITY LOG

## 9-Week Physical Activity Log

Use this activity log is to track your physical activity **minutes** for 9 weeks.

Have an adult sign their initials next to each day that you completed.

### Week 9:

Day	Activity 1	Activity 2	Activity 3	Total
	Outside Physical Activity	Inside Physical Activity	Mild to Moderate Physical Active (Walk, Stand, & Carry)	Minutes
Sample	0	60	10	70
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



# Sedentary

## ACTIVITY LOG

### 9-Week Sedentary Activity (No Movement) Time Activity Log

Use this activity log to track your Screen Time minutes for 9 weeks. Have an adult sign their initials next to each day that you completed.

#### Week 1:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
	Social Media Mins.	TV Mins.	Phone Mins.	Sleep	Studying	Video Games	Minutes
Sample	27	43	50	4	1	25	150
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

#### Week 2:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							



# Sedentary

## ACTIVITY LOG

### 9-Week Sedentary Activity (No Movement) Time Activity Log

Use this activity log to track your Screen Time minutes for 9 weeks. Have an adult sign their initials next to each day that you completed.

#### Week 2:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
	Online Mins	TV Mins	Phone Mins	Sleep	Studying	Video Games	Minutes
Sample	27	43	50	4	1	25	150
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

#### Week 4:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							



# Sedentary

## ACTIVITY LOG

### 9-Week Sedentary Activity (No Movement) Time Activity Log

Use this activity log to track your Screen Time minutes for 9 weeks. Have an adult sign their initials next to each day that you completed.

#### Week 5:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
	Online Mins	TV Mins	Phone Mins	Sleep	Studying	Video Games	Minutes
Sample	27	43	50	4	1	25	150
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

#### Week 6:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							



# Sedentary

## ACTIVITY LOG

### 9-Week Sedentary Activity (No Movement) Time Activity Log

Use this activity log to track your Screen Time minutes for 9 weeks. Have an adult sign their initials next to each day that you completed.

#### Week 7:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
	Online Mins	TV Mins	Phone Mins	Sleep	Studying	Video Games	Minutes
Sample	27	43	50	4	1	25	150
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

#### Week 8:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							



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Detroit, Michigan 48202



# Sedentary

## ACTIVITY LOG

### 9-Week Sedentary Activity (No Movement) Time Activity Log

Use this activity log to track your Screen Time minutes for 9 weeks. Have an adult sign their initials next to each day that you completed.

#### Week 2:

Day	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							



# Food Intake ACTIVITY LOG

## 9-Week Food-Intake Activity Log

Use this activity log to track your food serving size for 9 weeks. Use the Key of My Plate Recommended Serving to check off if you met the requirement for the Recommendation. If you went over the recommendation put a check plus. Have an adult sign their initials next to each day that you complete.

### Week 1:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
My Plate Key	2 Cups	2 1/2 Cups	6 Ounces	3 Cups	5 1/2 Ounces	0
Sample	✓	✓	✓+			✓
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						

### Week 2:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						



# Food Intake ACTIVITY LOG

## 9-Week Food-Intake Activity Log

Use this activity log to track your food serving size for 9 weeks. Use the Key of My Plate Recommended Serving to check off if you met the requirement for the Recommendation. If you went over the recommendation put a check plus. Have an adult sign their initials next to each day that you complete.

### Week 3:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
My Plate Key	2 Cups	2 1/2 Cups	6 Ounces	3 Cups	5 1/2 Ounces	0
Sample	✓	✓	✓+			✓
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						

### Week 4:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						





# Food Intake ACTIVITY LOG

## 9-Week Food-Intake Activity Log

Use this activity log to track your food serving size for 9 weeks. Use the Key of My Plate Recommended Serving to check off if you met the requirement for the Recommendation. If you went over the recommendation put a check plus. Have an adult sign their initials next to each day that you complete.

### Week 5:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
My Plate Key	2 Cups	2 1/2 Cups	6 Ounces	3 Cups	5 1/2 Ounces	0
Sample	✓	✓	✓+			✓
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						

### Week 6:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						



# Food Intake ACTIVITY LOG

## 9-Week Food-Intake Activity Log

Use this activity log to track your food serving size for 9 weeks. Use the Key of My Plate Recommended Serving to check off if you met the requirement for the Recommendation. If you went over the recommendation put a check plus. Have an adult sign their initials next to each day that you complete.

### Week 7:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
My Plate Key	2 Cups	2 1/2 Cups	6 Ounces	3 Cups	5 1/2 Ounces	0
Sample	✓	✓	✓+			✓
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						

### Week 8:

	Fruit	Vegetable	Grain	Dairy	Protein	Junk Food
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						
Day 7						



# **Food Intake** **ACTIVITY LOG**

## **9-Week Food-Intake Activity Log**

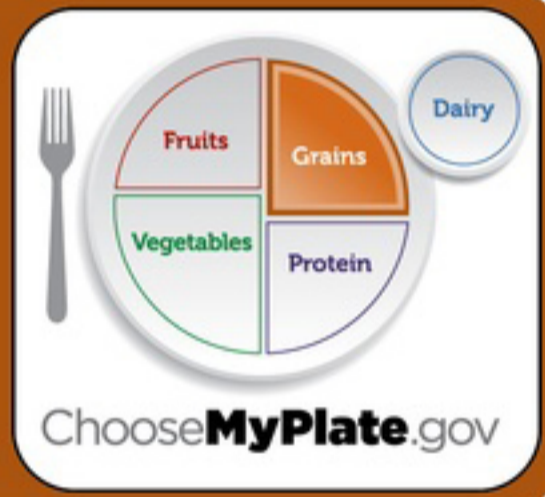
Use this activity log to track your food serving size for 9 weeks. Use the Key of My Plate Recommended Serving to check off if you met the requirement for the Recommendation. If you went over the recommendation put a check plus. Have an adult sign their initials next to each day that you complete.

### **Week 9:**

	<b>Fruit</b>	<b>Vegetable</b>	<b>Grain</b>	<b>Dairy</b>	<b>Protein</b>	<b>Junk Food</b>
<i>My Plate Key</i>	2 Cups	2 1/2 Cups	6 Ounces	3 Cups	5 1/2 Ounces	0
<b>Sample</b>	✓	✓	✓+			✓
<b>Day 1</b>						
<b>Day 2</b>						
<b>Day 3</b>						
<b>Day 4</b>						
<b>Day 5</b>						
<b>Day 6</b>						
<b>Day 7</b>						



# What's MyPlate All About?



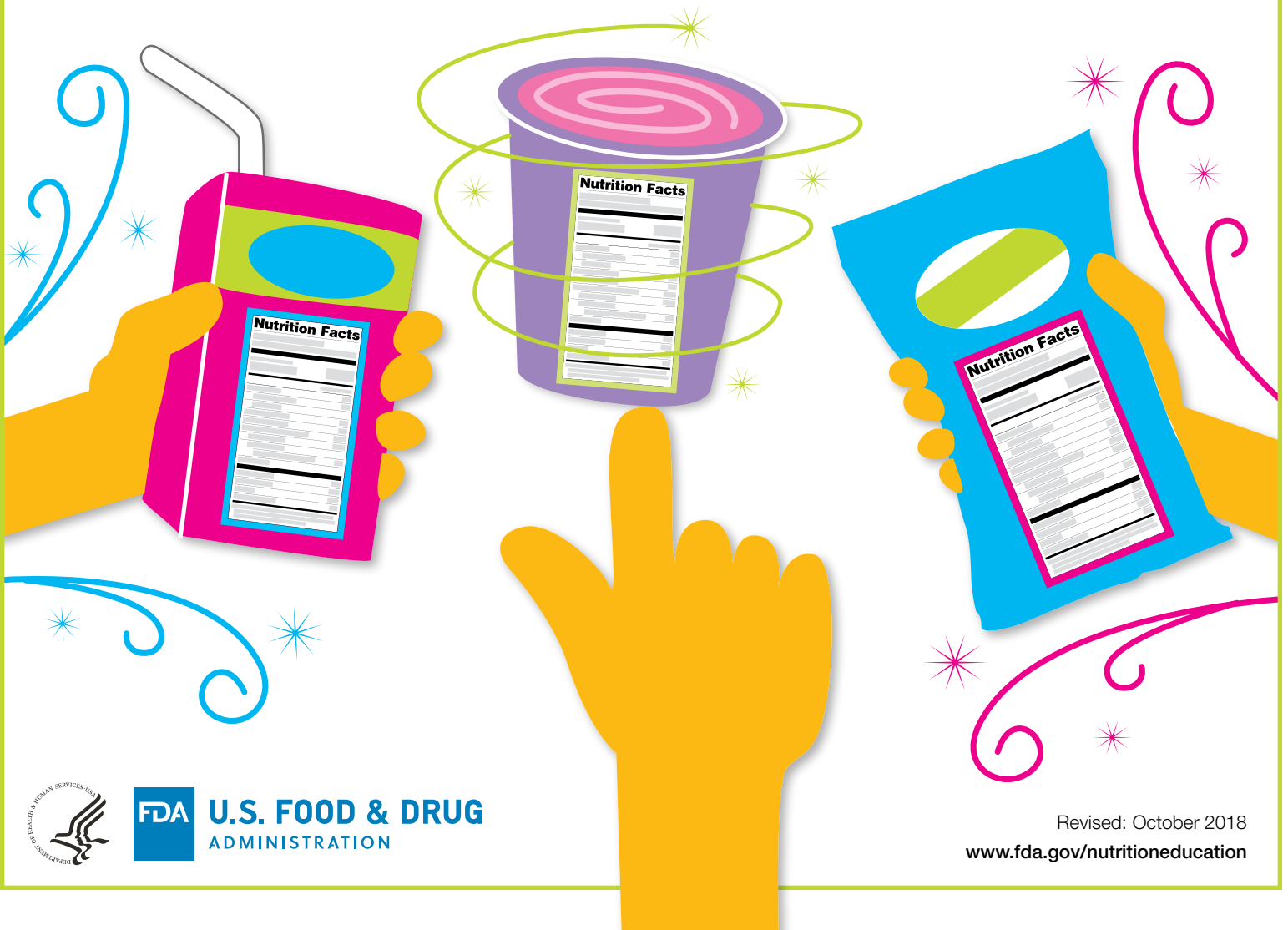


**Nutrition Facts**

**Read the Label**

# COOL TIPS FOR KIDS

Use the  
**Nutrition Facts Label**  
to Make  
**Smart Food Choices**



**FDA** U.S. FOOD & DRUG  
ADMINISTRATION

Revised: October 2018  
[www.fda.gov/nutritioneducation](http://www.fda.gov/nutritioneducation)

# Using the Nutrition Facts Label

Look for the **Nutrition Facts** label on food and beverage packages. Once you spot it, you'll find a wealth of information to make **healthy food choices**.

Using the Nutrition Facts label is as easy as 1-2-3!

**1**

## Size up Servings

The information listed on the Nutrition Facts label is usually based on one serving of the food. **Pay attention to the serving size and the number of servings you eat** or drink to discover the total number of calories and nutrients you are consuming.

If you eat or drink two servings of the food or beverage, you are getting double the calories and nutrients that are listed on the label. And keep in mind, packages can—and often do—contain more than one serving!

**2**

## Consider the Calories

Calories from food provide the energy your body needs to function and grow. When you are active, you “burn” calories. **To keep your body healthy, balance the number of calories you eat and drink with the number of calories your body uses.**

Everyone’s calorie needs are different and depend on age, sex, height, weight, and physical activity level. Curious about calorie needs? Check out [www.choosemyplate.gov/MyPlatePlan](http://www.choosemyplate.gov/MyPlatePlan).

- TIP**
- **100 calories** per serving of an individual food is considered a **moderate** amount
  - **400 calories** or more per serving of an individual food is considered **high** in calories

Nutrition Facts	
4 servings per container	
<b>Serving size 1 1/2 cup (208g)</b>	
<b>Amount per serving</b>	
<b>Calories</b>	<b>240</b>
% Daily Value*	
<b>Total Fat</b> 4g	<b>5%</b>
Saturated Fat 1.5g	<b>8%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 430mg	<b>19%</b>
<b>Total Carbohydrate</b> 46g	<b>17%</b>
Dietary Fiber 7g	<b>25%</b>
Total Sugars 4g	
Includes 2g Added Sugars	<b>4%</b>
<b>Protein</b> 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**3**

## Choose Nutrients Wisely

**% Daily Value (%DV) shows how much a nutrient in a serving of the food contributes to a total daily diet.** Use %DV to see if a serving of the food is high or low in an individual nutrient and to compare food products.

- TIP**
- **5% DV** or less of a nutrient per serving is considered **low**
  - **20% DV** or more of a nutrient per serving is considered **high**

Choose foods that are higher in nutrients to get more of (dietary fiber, vitamin D, calcium, iron, and potassium) and lower in nutrients to get less of (saturated fat, *trans* fat, sodium, and added sugars).



# At Home

## Tips for Kids

See how easy and fun it can be to get your food facts first!

### Measure out Single Servings of Snacks

Read the Nutrition Facts label on your favorite snacks and measure out single servings according to the serving size listed on the label. Keep them in resealable plastic bags or containers so you can quickly grab-and-go!



### Add Healthy Choices to the Family Shopping List

Read the Label on food packages in your pantry and refrigerator. Then, add items to your family's shopping list that are higher in nutrients to get more of and lower in nutrients to get less of.



### Challenge Your Friends and Family

Challenge your friends and family to Read the Label when choosing a favorite snack. Look for interesting facts on Nutrition Facts labels ... and then try to stump each other.

Ask them to guess things like:

- How big is one serving of the snack?
- How many servings are in the package?
- Which snacks are higher or lower in calories or in a particular nutrient?

When you're done—choose your favorite healthy snacks and dig in (watch the serving size, of course)!



### Play a Game

Hang out with other kids at the Snack Shack in the virtual world of Whyville. Play two fun games—Label Lingo and Snack Sort—and practice reading the label and making healthy snack choices!

**Nutrition Facts**  
**Read the Label**

# At Lunch Time



## Tips for Kids

See how easy and fun it can be to get your food facts first!

### Read the Label in the Cafeteria Line

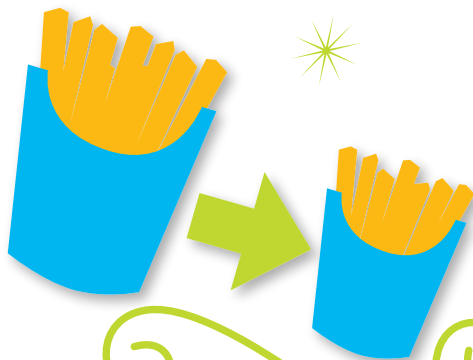
Look for the Nutrition Facts label on food and beverage packages like dairy products, snacks, and other foods in your school cafeteria. Choose the ones that are higher in nutrients to get more of and lower in nutrients to get less of.



### Take the Great Lunchbox Challenge

Can you pack a healthy, 600-calorie (or other calorie amount) lunch? Read the Label on breads, sandwich ingredients, and snacks to put together a tasty lunch. Try a whole grain pita or tortilla as an alternative to some breads ... try spreads like mustard or hummus instead of mayonnaise ... and measure out single servings of snacks.

# At Restaurants

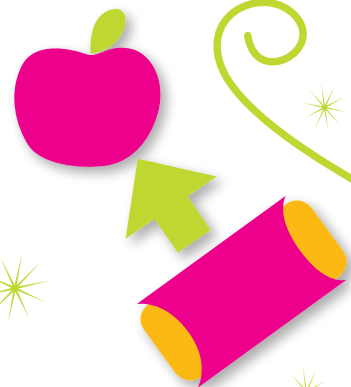


### Check out the Nutrition Information

Look for nutrition information at restaurants. If it's not posted, ask if it's available. You can also check online before you head out to eat — just visit your favorite restaurant's website.

### Swap Out One Item

See if you can figure out which menu items are lower in nutrients to get less of. Then replace one food you would have ordered that is higher in saturated fat, sodium, or sugars with one that is lower in these nutrients. Now that's smart swapping!



### Compare Different Foods and Meal Sizes

Check out the differences in calories and nutrients between various menu choices. Compare foods that are prepared different ways, like grilled chicken vs. fried chicken, baked potatoes vs. French fries ... and compare small vs. large portions. And remember, a "super-sized" item can mean doubling (or tripling) the calories and nutrients because the serving size is larger.

**Nutrition Facts**  
**Read the Label**



# At The Supermarket

## Tips for Kids

See how easy and fun it can be to get your food facts first!

### Check out the Cereal Aisle

Try to find a cereal that is lower in added sugars and higher in dietary fiber. Compare that cereal to ones you currently have at home.

### Compare Frozen Pizzas and Veggies

Chill out in the freezer section and Read the Label. Compare frozen pizzas and vegetables (with and without sauce). Look for ones that are lower in saturated fat and sodium and are higher in dietary fiber, vitamin D, calcium, iron, and potassium.

### Read the Label on Nuts and Seeds

Nut butters and unsalted nuts and seeds can make great snacks because they are good sources of protein, healthy fats, dietary fiber, vitamins, and minerals. However, it's easy to eat more of these snacks than intended, so don't forget to check out the serving sizes.

### Look for Healthy Sweets

Try fruits as healthy sweet snacks and desserts and use fruit to top foods like cereal, yogurt, and pancakes instead of sugars, syrups, or other sweet toppings. Choose fresh fruits or packaged fruits (such as frozen, dried, and canned in 100% fruit juice) that are lower in added sugars and higher in dietary fiber, vitamins, and minerals.



**Nutrition Facts**

**Read the Label**

Revised: October 2018

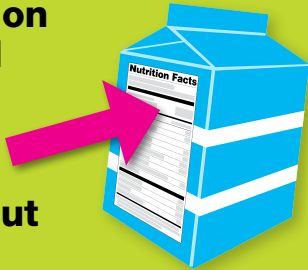
[www.fda.gov/nutritioneducation](http://www.fda.gov/nutritioneducation)



# The Nutrition Facts Label

## Look for It and Use It!

Information you need to make healthy choices throughout your day



Found on food and beverage packages



Use it to compare and choose foods!



**Check the serving size and servings per container.** The nutrition information listed on the Nutrition Facts label is usually based on one serving of the food.

**Packages can—and often do—contain more than one serving!** If you eat multiple servings, you're getting "multiples" on calories and nutrients, too.

**2SERVINGS=CALORIES&NUTRIENTSX2**

Calories from food provide the energy your body needs to function and grow. **Balance the number of calories you eat and drink with the number of calories you burn during physical activity.** Curious about calorie needs? Check out [www.choosemyplate.gov/MyPlatePlan](http://www.choosemyplate.gov/MyPlatePlan).



**TIP: 100 calories** per serving of an individual food is considered a **moderate** amount and **400 calories** or more per serving of an individual food is considered **high** in calories.

**Size up Servings**

**Consider the Calories**

**Use %DV**

% Daily Value (%DV) is the percentage of the Daily Value (reference amounts of nutrients to consume or not to exceed each day for adults and children 4 years of age and older) and shows how much a nutrient in a serving of the food contributes to a total daily diet. **Use %DV to see how a food's nutrients stack up and choose foods that are higher in nutrients to get more of and lower in nutrients to get less of.**

**TIP: 5% DV** or less per serving is **low** and **20% DV** or more per serving is **high**

**Choose Nutrients Wisely**

**Nutrients To Get More Of**

Compare and choose foods to get **100% DV** of these on most days:

- Dietary Fiber
- Iron
- Vitamin D
- Potassium
- Calcium

**Nutrients To Get Less Of**

Compare and choose foods to get **less than 100% DV** of these each day:

- Saturated Fat
- Sodium
- Added Sugars
- *Trans* Fat (Note: *Trans* fat has no %DV, so use grams as a guide)

**Eat a variety of foods to get the nutrients your body needs, including:**

- Fruits and vegetables
- Lean meats and poultry
- Beans and peas
- Whole grains
- Eggs
- Soy products
- Dairy products
- Seafood
- Unsalted nuts and seeds

Nutrition Facts	
4 servings per container	
Serving size 1 1/2 cup (208g)	
Amount per serving	
<b>Calories</b>	<b>240</b>
% Daily Value*	
<b>Total Fat</b> 4g	<b>5%</b>
Saturated Fat 1.5g	<b>8%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 430mg	<b>19%</b>
<b>Total Carbohydrate</b> 46g	<b>17%</b>
Dietary Fiber 7g	<b>25%</b>
Total Sugars 4g	
Includes 2g Added Sugars	<b>4%</b>
<b>Protein</b> 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**Nutrition Facts**  
**Read the Label**

Revised: October 2018



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