Lesson 6

This document contains Lesson 6: Get Physically Active, of the *2013 Nutrition to Grow On: A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children (Second Edition)* prepared under the direction of the Nutrition Services Division, California Department of Education. The entire publication is available at http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp.

Lesson 6

Get Physically Active

OBJECTIVES

- To understand the importance of both physical and mental activities
- To understand the importance of the heart, warm-ups, stretches, and water to the body, especially for physical activity
- To learn how to incorporate exercise into our daily lives
- To water and fertilize the garden

APPLICABLE CONTENT STANDARDS

- English–language arts
- Mathematics
- Science

(See the matrix in Appendix B.)

Materials for In-class Lesson and Activities	Materials for Gardening Activity
Handouts: 6-1 What Is My Pulse? 6-2 Physical Activity Crossword Puzzle "10 tips" Fact Sheet for Adults Recommendations for Physical Activity (Spanish) Water bottles for students (if possible)	Fertilizer (Check with a master gardener in the county or a local nursery to find the most effective fertilizer for your garden.) Additional tools may be needed depending on the fertilizer used.

Preparation for In-class Lesson and Activities	Preparation for Gardening Activity
Day before the lesson: Photocopy handouts 6-1, and 6-2, "10 tips," Fact Sheet, and Recommendations (as needed) Fill water bottles.	**Day before the lesson:** Gather materials.
Just before the lesson: Have students take out nutrition folders.	

Nutrition Lesson Activities
(60 min.)

1. Review of Lesson 1

- During the first lesson, we talked about several things that our bodies need to grow and stay healthy: *food, water, air, exercise, and sleep*
- So far we have spent a lot of time learning about the foods we need. Today we are going to look at the types of exercise our bodies need and why we need water.

2. Introduction

- To stay healthy, there are two types of activity we need to do every day:
  Mental activity: Our minds are put to work.
  Physical activity: Our bodies are put to work. *(Use energy and burn calories.)*
- What are some mental activities you like to do?
  Studying, learning, planning a garden, watching an educational video, playing an educational computer game, thinking, sleeping (Our brain gets a chance to rest.)
- What are some physical activities you like to do?
  Growing, jumping jacks, running, playing sports, lifting weights, gardening (and related outdoor activities), cleaning
- Why is it so important to keep our bodies and minds active?
  Keeps us healthy, prevents injury, helps us play sports, strengthens muscles, makes us smart
- To be "inactive" means that you are not using your mind or your body. What are some mentally and physically *inactive* things that you do?

  Watching TV, playing computer/video games

  Today we are going to use our minds as we learn how to use our bodies to stay healthy.

3. The heart muscle

- Does anyone know which muscle in your body is the most important?
  (Heart muscle) Why do you think it is so important?

  (Because it pumps blood throughout your entire body all day and every day.)
- It is about the size of your fist and continually pumps blood throughout your body. Its job is to bring blood, filled with oxygen from the lungs, to all the cells in our body. Our heart has a very important job to do. To make sure that it stays in shape, we must exercise it as we do all our other muscles. We can do this by staying physically active.

4. Finding our pulse

- Today we are going to take a look at how hard our heart works for us. The number of times your heart beats in one minute is called your *pulse.*

- Locate your pulse and you will be able to feel the beating of your heart. There are four simple ways to find your pulse. (Everyone needs to be very still and quiet; apply some pressure but do not push too hard.)

  a. Place two fingers gently on one side of the neck just below the chin and off to the side. It sometimes helps to start by grabbing your earlobe and then sliding your two fingers down the underside of your jawbone to your throat. Can you feel your pulse?

  b. With the palm of one hand up, slide two fingers of the opposite hand down the side of your thumb to your wrist. You will notice a small groove just on the underside of your wrist, below the heel of your hand by the thumb. Can you feel your pulse?

  c. Bend the wrist of one hand forward, cup two fingers from the opposite hand around the bone on the middle of the bent wrist (fingertips should be below the thumb). Can you feel your pulse?

  d. Place the palm of the hand over the chest. (This is a last resort because it is the least accurate method.) Can you feel your pulse?

- Taking our pulse (Help students find their pulse as you distribute the What Is My Pulse? handout [6-1]; encourage students to help each other.)
  - Relax.
  - Practice counting beats.
  - Count number of beats for six seconds starting with zero. (Clearly say "start" and "stop.")
  - Multiply the number by ten and demonstrate on the board. (There are 60 seconds in a minute and that is why we multiply by 10.)
  - Record the resting pulse on the What Is My Pulse? handout (6-1). (The students' resting pulse should be about 80 beats per minute.)

5. Three tips

- **Warm up.** Exercise requires the use of our muscles (tissue in our bodies). We need muscles to help us move and even to help us stand still. (Have everyone stand still and take notice of some of the muscles that are holding him or her up.)

  Have everyone march in place and swing arms for one minute as they take notice of the muscles that are currently working. Go through each muscle group. Do you feel the muscles in your legs working? Your arms? Your heart?

  At the end of one minute, have the students quietly and quickly find their pulse. They count the beats for six seconds and record their pulse on handout 6-1 in the box across from "Warm-up."

- **Stretch.** Now that our muscles are warmed up, we need to stretch them to make sure they are ready for our activity. Think of your muscles as tight rubber bands that move the whole time you exercise. It is important that we stretch them before we exercise; otherwise we could get

hurt. We need muscles to be *flexible* before we are physically active. *Flexible* means that a muscle is able to move easily; *inflexible* means that it is stiff. Do the flamingo and tree-limb stretch (see "Background Information"). Hold each stretch for 10–15 seconds on each side. Make sure to talk about safety: hold the stretch, do not bounce, stop if you feel pain, keep breathing. We must also remember to do these stretches before we work in the garden because we use muscles in our arms and legs. It is important to stretch *after* we exercise and allow our bodies to cool down and help the muscles to relax.

Have students recheck their pulse for six seconds and record on handout 6-1 (quietly and quickly while sitting at their desks).

- **Drink water.** Brainstorm about why we need water. Water is the most important nutrient and the one that is most often forgotten. Our bodies are made up of about 65% water. Some of this water is lost every day when we go to the bathroom, sweat (our body sweats to cool down), and even breathe (have everyone breathe onto their hand and feel the moisture). To replace the water, we need to drink the equivalent of about eight glasses of water every day. We need to drink even more water if we are physically active. Why do you think this is true? *(We breathe faster, our blood is flowing more quickly, and our body sweats more to cool down.)* It is important to drink plenty of water before, during, and after exercising.

  Distribute water to students. Have them drink some now, some during the exercises, and some at the end of the lesson.

  Plants need water too. They use some water to make food and some evaporates, so plants need to be watered continually. How do plants get their water? *(From the soil, through their roots)* What happens if they get too little water? Too much water?

6. Physical activity

- Now that we have warmed up, stretched, and have had some water, let's get physically active!
- There are two types of exercise that we can do: aerobic and anaerobic. During aerobic exercise, our bodies use oxygen to produce the energy we need. (*Hint:* You tend to breathe faster during this type of exercise; think of "air"-obic exercises.) During anaerobic exercise, our bodies do not use oxygen to produce energy. (*Hint:* These exercises work your muscles to get them big and strong.) Have the students think of other ways to remember which exercise is which. Some activities fit into both categories. Let's go through examples of each:

  Aerobic

  - Brainstorm some examples.
    (Running, jumping, playing sports, swimming, biking, skiing, raking, digging)
  - Have the students do 25 jumping jacks. (Allow for elbow space between students.)
  - Recheck the pulse for six seconds and record on handout 6-1 (quietly and quickly).
  - Drink some water.
  - How many felt your pulse increase?

Anaerobic

- Brainstorm some examples.
  (Lifting weights, strengthening muscles, lifting heavy bags and tools, planting)
- Have the students do 10 desk push-ups and 10 tiptoe heel raises. (See details in "Background Information.")
- Recheck pulse for six seconds and record on handout 6-1 (quietly and quickly).
- Drink some water.
- How many felt your pulse go down from where it was following the aerobic exercise?

7. Cool down

- Cooling down is important because it signals to our bodies that our physical activity is ending. Our heart rates start to slow down, and our muscles start to cool.
- Have the students slowly raise their hands above their heads. They stretch toward the ceiling and take a deep breath. Repeat. Have the students quietly sit down at their desks.
- Recheck the pulse for six seconds and record on handout 6-1 (quietly and quickly).

8. Review activity

- Have students complete the crossword puzzle by using the vocabulary from this lesson.
- If there is time, have the students play a game of charades. Have them act out an activity in groups. The group that guesses correctly gets the next turn. Do not forget to drink your water.

Gardening Activity
(30 min.)

Consider taking half of the class out to the garden while the other half works in the classroom on the crossword puzzle activity.

In the garden, talk to the students about the importance of water to the plants. The plants should already have received water for the past several weeks. Just as our bodies would dehydrate following physical activity without water, so will the plants. Growth is a plant's primary form of physical activity.

In addition, as we need to eat a variety of fruit, vegetable, dairy, protein, and grain products to give our bodies needed nutrients for proper growth, plants need to get needed nutrients for proper growth. Remember, as plants grow, they take nutrients from the soil, and those nutrients eventually need to be replaced. Replacement of nutrients can be accomplished by using worms or compost as discussed in Lesson 2 or by adding other fertilizers. The fertilizer you use will depend on the type of soil in your garden and the crops being grown. One fertilizer option is a liquid fish emulsion, which is available for purchase at most nurseries. It is important to dilute it before adding it to the soil because it is concentrated. Watering and fertilizing can be accomplished at the same time because

fish emulsion may be diluted in a watering can. It is a bit smelly, so try to keep if off your skin and clothes. Consult a master gardener or local nursery for other fertilizer options.

Have the students fertilize their garden. This may also be a good time to pull some of the weeds that may have started to surface. Have the students refer to their activity from Lesson 4.

If space is available, consider preparing a new garden bed for another project or another class. This is an excellent form of physical activity. Do not forget to rehydrate yourself after all this work.

Additional Activities

1. Make a power shake. Consult the nutrition services staff for ideas. Encourage the students to choose the ingredients. Try to use only 100% real fruit or vegetable juices (check the label to see what percentage of the juice is actually fruit), low-fat yogurts, and fruits or vegetables. The goal is to make a snack that rehydrates the body but does not contribute a lot of fat.
2. Have the students keep track of their water consumption and exercise habits for one to three days.
3. Set and record exercise goals.
4. Have the students write two short stories as a reinforcement activity: one about the life of a very active person and one about the life of a very sedentary person. Encourage several students to share their stories with the class. This is an opportunity to see whether the students recognize some of the benefits of an active lifestyle.
5. Have the students write a report on a disease for which the treatment calls for physical activity. Examples are cardiovascular disease, osteoporosis, obesity, diabetes, and arthritis.
6. Teach the entire lesson in the garden and use more garden-related activities and tools.
7. If you have a garden that is not close to the classroom, walk the students to the garden and back every day on the way to recess or lunch. This walk also sparks students' interest in the garden.
8. Take the students out to the garden to discuss the use of tools and the physical activity involved in using them. Pick several tools and practice using them. Remember to discuss tool safety.

Background Information

Physical activity is a vital component of children's lives and helps them to grow properly. Childhood obesity is the result of inadequate physical activity and excess food consumption. Teach children that exercise can be fun and that every little bit counts.

Here are some details on the stretches and exercises discussed previously. These are very simple exercises that were designed to be done in the classroom. Many different exercises may be done outside; consult the physical education teacher for more ideas.

- **Flamingo stretch:** Students stand next to their desks with one hand resting on their desks. They bend one knee and pull that leg behind them, holding that position for 10 to 15 seconds. Remind them not to bounce or pull too tightly. Repeat with the other leg.
- **Tree-limb stretch:** This exercise is for the arms. Students stretch their right arms in front of them. Then, using their left arms, they pull the right arm across their bodies. Hold for 10 to 15 seconds. Repeat with the other arm.
- **Jumping jacks:** These exercises are done in the classroom with elbows bent (to avoid injury) rather than with arms fully extended.
- **Desk push-ups:** The students stand facing their desks. Very carefully, they place the palms of both hands about 12 inches apart on the desk and slowly go down without bending the knees while they try to touch the chest to the desk. They come up and repeat the exercise ten times.
- **Tiptoe heel raises:** The students stand next to their desks. With one hand on the desk for support, students rise up onto their toes. They slowly lower and repeat 10 times.

NAME: **DATE:**

Handout 6-1

What Is My Pulse?

PULSE: the number of times that my heart beats in one minute

How many seconds are in one minute?

Activity	Number of Times My Heart Beats in 6 Seconds	Multiply by 10	My Pulse
Resting		x 10 =	
Warm-up		x 10 =	
Stretching		x 10 =	
Aerobic Activity		x 10 =	
Anaerobic Activity		x 10 =	
Cooldown		x 10 =	

Answer the questions by using the numbers on this chart.

Activity

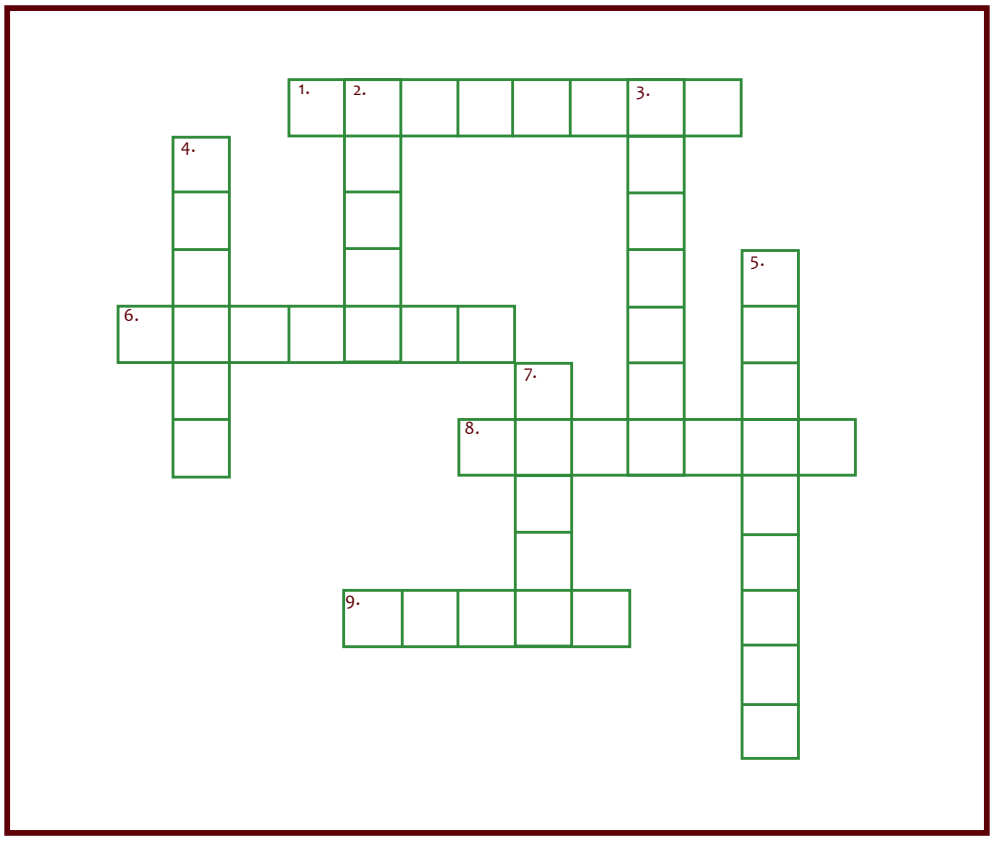
When was my heart beating the slowest? _____

When was my heart beating the fastest? _____

NAME: **DATE:**

Handout 6-2

Physical Activity Crossword Puzzle



Across

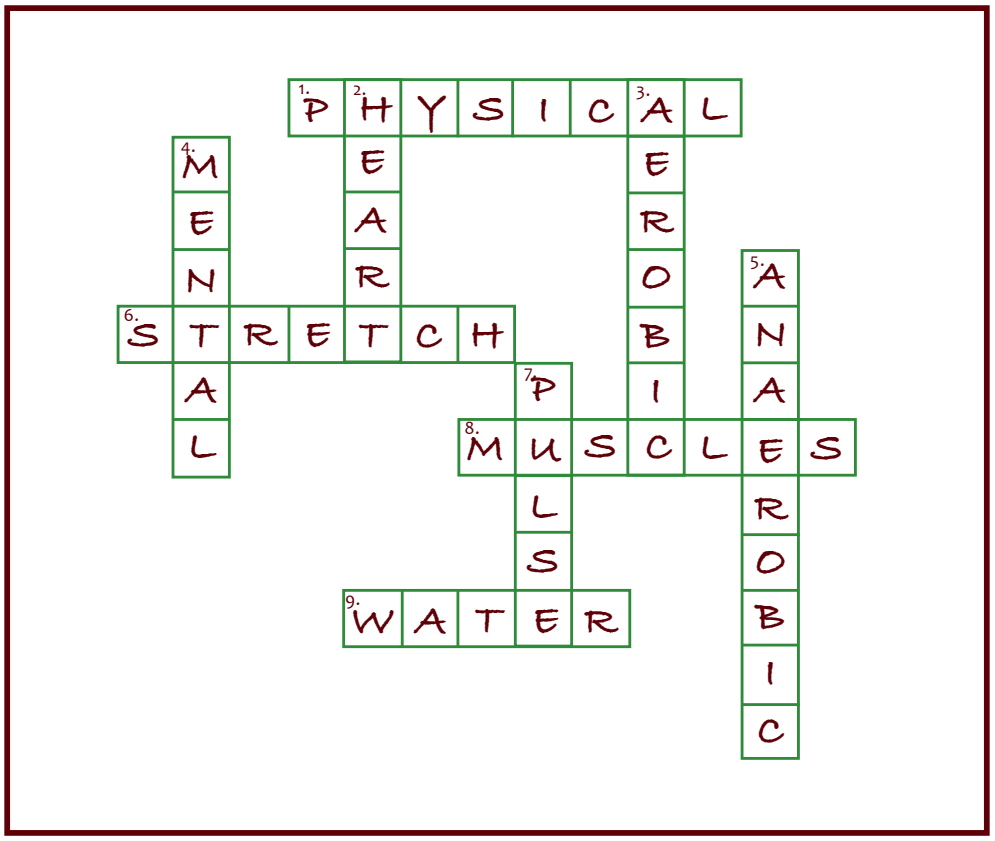
1. A _____ activity is one that calls for the use of your body.
6. It is important to _____ your muscles before exercising so you don't get hurt.
8. The _____ in your body help you move and stay active.
9. It is very important to drink plenty of _____ before, during, and after exercise.

Down

2. The _____ is the most important muscle in your body.
3. Running makes you breathe faster and is a type of _____ exercise.
4. A _____ activity is one that calls for the use of your mind.
5. Lifting heavy garden tools is a type of _____ exercise that strengthens your muscles.
7. Your _____ tells how many times your heart beats in one minute.

Handout 6-2

Physical Activity Crossword Puzzle—Answer Key



Across

1. A ***PHYSICAL*** activity is one that calls for the use of your body.
6. It is important to ***STRETCH*** your muscles before exercising so you don't get hurt.
8. The ***MUSCLES*** in your body help you move and stay active.
9. It is very important to drink plenty of ***WATER*** before, during, and after exercise.

Down

2. The ***HEART*** is the most important muscle in your body.
3. Running makes you breathe faster and is a type of ***AEROBIC*** exercise.
4. A ***MENTAL*** activity is one that calls for the use of your mind.
5. Lifting heavy garden tools is a type of ***ANAEROBIC*** exercise that strengthens your muscles.
7. Your ***PULSE*** tells how many times your heart beats in one minute.

Be Active Your Way: A Fact Sheet for Adults

Finding out what kind and how much physical activity you need

How do I do it?

It's your choice. Pick an activity that's easy to fit into your life. Do at least 10 minutes of physical activity at a time. Choose aerobic activities that work for you. These make your heart beat faster and can make your heart, lungs, and blood vessels stronger and more fit. Also do strengthening activities which make your muscles do more work than usual.

Why should I be physically active?

Physical activity can make you feel stronger and more alive. It is a fun way to be with your family or friends. It also helps you improve your health.

How many times a week should I be physically active?

It is up to you, but it is better to spread your activity throughout the week and to be active at least 3 days a week.

How do I build up more physical activity?

Do a little more each time. Once you feel comfortable, do it more often. Then, you can trade activities at a moderate level for vigorous ones that take more effort. You can do moderate and vigorous activities in the same week.

How much physical activity do I need to do?

This chart tells you about the activities that are important for you to do. Do both aerobic activities and strengthening activities. Each offers important health benefits. And remember, some physical activity is better than none!

Aerobic Activities	Muscle Strengthening Activities
If you choose activities at a **moderate** level, do at least **2 hours and 30 minutes** a week. If you choose **vigorous** activities, do at least **1 hour and 15 minutes** a week.	Do these at least **2 days** a week.
♡ Slowly build up the amount of time you do physical activities. The more time you spend, the more health benefits you gain. Aim for twice the amount of activity in the box at left. ♡ Do at least 10 minutes at a time. ♡ You can combine moderate and vigorous activities.	♡ Include all the major muscle groups such as legs, hips, back, chest, stomach, shoulders, and arms. ♡ Exercises for each muscle group should be repeated 8 to 12 times per session.

How can I tell an activity at a moderate level from a vigorous one?

Vigorous activities take more effort than moderate ones. Here are just a few moderate and vigorous aerobic physical activities. Do these for 10 minutes or more at a time.

Moderate Activities (I can talk while I do them, but I can't sing.)	Vigorous Activities (I can only say a few words without stopping to catch my breath.)
Ballroom and line dancing	Aerobic dance
Biking on level ground or with few hills	Biking faster than 10 miles per hour
Canoeing	Fast dancing
General gardening (raking, trimming shrubs)	Heavy gardening (digging, hoeing)
Sports where you catch and throw (baseball, softball, volleyball)	Hiking uphill
Tennis (doubles)	Jumping rope
Using your manual wheelchair	Martial arts (such as karate)
Using hand cyclers—also called ergometers	Race walking, jogging, or running
Walking briskly	Sports with a lot of running (basketball, hockey, soccer)
Water aerobics	Swimming fast or swimming laps
	Tennis (singles)

For more information, visit www.healthfinder.gov and type **activity** in the search box.

Be active **your way** by choosing activities you enjoy!

Source: http://www.health.gov/paguidelines/factSheetAdults.aspx

Recomendaciones sobre actividad física para los estadounidenses (2008)
(2008 Physical Activity Guidelines for Americans)

Manténgase activo a su manera: información para adultos

Cómo averiguar el tipo y la cantidad de actividad física que necesita

¿Cómo debo hacerlo?
Todo depende de usted. Elija una actividad que encaje fácilmente en su vida y dedíquele al menos 10 minutos en cada ocasión. Elija actividades **aeróbicas** que sean adecuadas para usted. Estas actividades hacen que su corazón lata más rápido y pueden fortalecer y hacer funcionar mejor el corazón, los pulmones y los vasos sanguíneos. Además, realice actividades de **fortalecimiento** que hagan que los músculos trabajen más que de costumbre.

¿Por qué me conviene mantenerme activo?
La actividad física puede hacerlo sentir más fuerte y más lleno de vida. Es una forma entretenida de pasar el tiempo con sus familiares o amigos. Además, mejora su salud.

¿Cuántas veces por semana debo realizar actividades físicas?
Depende de usted, pero lo mejor es distribuir la actividad a lo largo de toda la semana y realizarla al menos tres días por semana.

¿Cómo debo aumentar la actividad física?
Hágalo gradualmente. En cuanto se sienta cómodo, realice actividades físicas con más frecuencia. Luego, puede reemplazar las actividades moderadas por actividades intensas que requieran más esfuerzo. Puede realizar actividades moderadas y actividades intensas en la misma semana.

¿Cuánta actividad física tengo que realizar?

En este cuadro se mencionan las actividades importantes para usted. Realice **ambos** tipos de actividades: aeróbicas y de fortalecimiento. Cada una ofrece beneficios importantes para la salud. Y recuerde que algo de actividad física es mejor que nada.

Actividades aeróbicas

Si decide realizar actividades **moderadas,** dedíqueles por lo menos **2 horas y media** a la semana.	Si elige actividades **intensas,** dedíqueles al menos **1 hora y cuarto** a la semana.

- Aumente poco a poco la cantidad de tiempo que dedica a las actividades físicas. Entre más tiempo les dedique, más se beneficiará su salud. Propóngase realizar el doble de la actividad que se indica arriba.
- Realice la actividad por lo menos durante 10 minutos en cada ocasión.
- Puede combinar actividades moderadas e intensas.

Actividades para fortalecer los músculos

Realícelas al menos **dos días** a la semana.

- Ejercite todos los grupos musculares importantes: piernas, caderas, espalda, pecho, abdomen, hombros y brazos.
- Los ejercicios para cada grupo muscular deben repetirse entre 8 y 12 veces en cada sesión.

Manténgase activo, sano y feliz.

¿Cómo puedo distinguir una actividad moderada de una intensa?
Las actividades intensas requieren más esfuerzo que las moderadas. A continuación hay una lista de actividades físicas aeróbicas, tanto moderadas como intensas. Realícelas durante **10 minutos o más** en cada ocasión.

Actividades moderadas

(Puede hablar mientras las realiza, pero no puede cantar).

- Practicar el baile o las danzas de grupo, como la salsa en rueda al estilo cubano
- Hacer ciclismo en terreno plano o ligeramente montañoso
- Remar en canoa
- Realizar labores generales de jardinería (rastrillar hojas, podar arbustos)
- Participar en deportes en los que se atrape y lance una bola (béisbol, voleibol, *softball*)
- Jugar al tenis por parejas (dobles)
- Usar una silla de ruedas manual en vez de una silla de ruedas automática
- Usar una bicicleta que se hace funcionar con las manos (llamada también ergómetro de brazos)
- Caminar a paso rápido
- Hacer aeróbicos acuáticos

Actividades intensas

(Solo puede decir unas pocas palabras sin perder el aliento).

- Practicar danzas aeróbicas
- Hacer ciclismo a más de 10 millas por hora (a más de 16 kilómetros por hora)
- Bailar al son de ritmos rápidos
- Realizar labores pesadas de jardinería (cavar, preparar la tierra con un azadón antes de sembrar)
- Practicar el montañismo
- Saltar a la cuerda
- Practicar artes marciales (como el karate)
- Practicar la marcha atlética, trotar o correr
- Participar en deportes en los que haya que correr mucho (basquetbol, fútbol, *hockey*)
- Nadar rápidamente o nadar de un extremo a otro de la piscina varias veces
- Jugar al tenis individual

Si desea obtener más información, visite el sitio web http://www.healthfinder.gov/espanol/ y escriba "actividad física" en la casilla de búsqueda.

Manténgase activo a su manera con actividades que le gusten.

Publicación N.º U0038S del ODPHP

Traducción al español de enero de 2011

10 tips
Nutrition Education Series

make better beverage choices

10 tips to get started

What you drink is as important as what you eat. Many beverages contain added sugars and offer little or no nutrients, while others may provide nutrients but too much fat and too many calories. Here are some tips to help you make better beverage choices.

1 drink water

Drink water instead of sugary drinks when you're thirsty. Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed.To maintain a healthy weight, sip water or other drinks with few or no calories.

2 how much water is enough?

Let your thirst be your guide. Water is an important nutrient for the body, but everyone's needs are different. Most of us get enough water from the foods we eat and the beverages we drink. A healthy body can balance water needs throughout the day. Drink plenty of water if you are very active, live or work in hot conditions, or are an older adult.

3 a thrifty option

Water is usually easy on the wallet. You can save money by drinking water from the tap at home or when eating out.

4 manage your calories

Drink water with and between your meals. Adults and children take in about 400 calories per day as beverages—drinking water can help you manage your calories.

5 kid-friendly drink zone

Make water, low-fat or fat-free milk, or 100% juice an easy option in your home. Have ready-to-go containers filled with water or healthy drinks available in the refrigerator. Place them in lunch boxes or backpacks for easy acccess when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice* each day.

*100% juice is part of the Fruit or Vegetable Group. Juice should make up half or less of total recommended fruit or vegetable intake.

6 don't forget your dairy**

When you choose milk or milk alternatives, select low-fat or fat-free milk or fortified soymilk. Each type of milk offers the same key nutrients such as calcium, vitamin D, and potassium, but the number of calories are very different. Older children, teens, and adults need 3 cups of milk per day, while children 4 to 8 years old need 2½ cups and children 2 to 3 years old need 2 cups.

7 enjoy your beverage

When water just won't do—enjoy the beverage of your choice, but just cut back. Remember to check the serving size and the number of servings in the can, bottle, or container to stay within calorie needs. Select smaller cans, cups, or glasses instead of large or supersized options.

8 water on the go

Water is always convenient. Fill a clean, reusable water bottle and toss it in your bag or brief case to quench your thirst throughout the day. Reusable bottles are also easy on the environment.

9 check the facts

Use the Nutrition Facts label to choose beverages at the grocery store. The label contains information about total sugars, fats, and calories to help you make better choices.

10 compare what you drink

Food-A-Pedia, an online feature available at ChooseMyPlate.gov/SuperTracker, can help you compare calories, added sugars, and fats in your favorite beverages.

** Milk is a part of the Dairy Group. A cup = 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 19
May 2012

10 consejos
Serie de educación en nutrición

seleccione sus bebidas saludablemente

10 consejos para empezar

Lo que bebes es tan importante como lo que comes. Muchas bebidas contienen azúcar y ofrecen pocos o casi ningún nutriente, mientras que otras contienen nutrientes pero mucha grasa y también muchas calorías. Aquí presentamos algunos consejos para ayudarte a seleccionar mejor tus bebidas.

1 bebe agua

Cuando tengas sed, bebe agua en vez de bebidas azucaradas. Las gaseosas o refrescos, bebidas energéticas y otras bebidas azucaradas contienen mucha azúcar, estas bebidas contienen más calorías de las que necesitas. Para mantener un peso saludable bebe agua u otras bebidas sin o con pocas calorías.

2 cuánta agua es suficiente?

Deja que tu sed te guíe. El agua es un nutriente importante para el cuerpo, pero cada uno tiene necesidades diferentes. Muchos de nosotros adquirimos agua suficiente de los alimentos y las bebidas que consumimos. Un cuerpo saludable puede balancear los requerimientos de agua. Bebe abundante agua si eres muy activo, si vives o trabajas en condiciones calurosas, o si eres de la tercera edad.

3 una opción barata

El agua es usualmente barata. Puedes ahorrar dinero tomando agua potable de la casa o cuando vas a comer fuera.

4 maneje sus calorías

Beba agua con las comidas y entre las comidas. Los adultos y los niños beben cerca de 400 calorías por día, beber agua podría ayudarte a manejar tus calorías.

5 zona de bebidas para niños

Haz que el agua, la leche sin o baja en grasa, o los jugos 100% de frutas sean una opción fácil en casa. Prepara y ten listos en el refrigerador botellas de agua o bebidas saludables para cuando salgas de casa, guárdalos en las mochilas o las loncheras de los niños. Dependiendo de la edad, los niños pueden beber de ½ a 1 taza de jugo* 100% de frutas o vegetales al día y los adultos pueden beber hasta una taza.

*Jugo 100% es parte del grupo de las frutas y vegetales. Los jugos deben constituir la mitad o menos de la recomendación para el grupo de frutas y vegetales.

6 no olvides tu leche**

Cuando tomes leche u otras bebidas alternativas, selecciona leche sin o baja en grasa, o leche de soya fortificada. Cada tipo de leche ofrece la misma cantidad de nutrientes como calcio, vitamina D, y potasio, pero el número de calorías varía. Los niños mayores, adolescentes y adultos necesitan 3 tazas de leche por día, los niños de 4 a 8 años de edad 2½ tazas y los niños de 2 a 3 años 2 tazas.

7 disfruta tu bebida

Cuando no desees agua, disfruta tu bebida favorita pero en pocas cantidades. Recuerda chequear el número de porciones en la etiqueta de la lata, botella o vaso para mantener las calorías que necesitas. Selecciona envases pequeños en vez de los grandes.

8 agua para el camino

El agua es siempre conveniente. Llena una botella reusable limpia con agua y ponla en tu bolsa para cuando estés sediento. Las botellas reusables también protegen el medio ambiente.

9 chequea la información de la etiqueta

La etiqueta contiene información nutricional sobre la cantidad total de azúcares, grasas y calorías, úsalas para escoger mejor tus bebidas.

10 compara los nutrientes de tus bebidas

Food-A-Pedia, es una opción disponible online en ChooseMyPlate.gov/SuperTracker, para ayudarte a comparar las calorías, azúcares y grasas de tus bebidas favoritas. (Food-a-pedia y SuperTracker están disponibles sólo en inglés.)

**La leche es parte del grupo de los lácteos. Una taza = 1 taza de leche o yogur, 1½ onza de queso natural, o 2 onzas de queso procesado.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Visite www.ChooseMyPlate.gov para obtener más información.

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Family Activity

Directions: Find all of the words listed on the right in the puzzle below. They are hidden across, down, and diagonally. Good luck!

P	Q	W	D	F	G	Y	B	I	O	P	L	Z	N	V	H
M	H	E	A	R	T	M	U	S	C	L	E	G	D	S	W
A	X	Y	V	L	B	N	U	T	R	I	E	N	T	S	M
G	P	O	S	Q	N	Y	K	J	D	F	M	E	S	L	E
J	U	M	P	I	N	G	J	A	C	K	S	D	S	A	N
D	L	A	C	R	C	H	P	O	I	U	Y	G	F	D	T
W	S	H	K	A	G	A	R	D	E	N	I	N	G	N	A
J	E	E	C	X	M	N	L	V	D	S	W	E	R	T	L
L	E	A	R	N	I	N	G	A	D	Y	H	J	O	A	A
X	C	L	B	H	M	S	F	C	C	V	T	N	G	S	C
D	E	T	I	K	E	T	I	R	E	T	H	I	L	W	T
F	Y	H	R	J	H	B	S	C	D	F	I	B	K	Q	I
J	E	T	K	B	O	N	L	E	M	E	N	V	X	P	V
K	A	C	F	R	I	W	A	T	E	R	K	O	I	E	I
O	M	T	E	J	P	E	H	G	D	R	I	A	N	T	T
A	Y	A	R	J	K	L	U	P	W	A	N	B	T	U	Y
B	O	A	N	A	E	R	O	B	I	C	G	Z	M	K	I

Physical activity
Mental activity
Jumping jacks
Gardening
Thinking
Learning
Health
Heart muscle
Pulse
Aerobic
Anaerobic
Nutrients
Water

Parents: Ask your child what some of these words mean. Students learned about them in class!

Water and Physical Activity Log

For the next few days, keep track of how often you drink water and are physically active. Remember to warm up, stretch, and drink plenty of water before you begin your activity!

Give yourself a star * each time you drink water or are active.

	Monday	Tuesday	Wednesday	Thursday	Friday
Number of times I drank water today					
Number of times I was active today					