BODY QUEST

FOOD OF THE WARRIOR

LEADER'S GUIDE

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USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program—SNAP, which provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact a local SNAP office.

www.BodyQuest.aces.edu
www.aces.edu

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INTRODUCTION to BODY QUEST!

WELCOME TO BODY QUEST

Welcome to *Body Quest: Food of the Warrior!* This curriculum encourages elementary students to prevent childhood obesity by developing healthy behaviors (eating, physical activities, sleep hygiene, and family involvement). Specifically, Body Quest focuses on fruit and vegetable consumption. The curriculum prepares students to explore their feelings and thoughts about eating fruits and vegetables and to discover new ways of looking at the benefits of eating fruits and vegetables. Eating more fruits and vegetables is a healthy habit to begin on the road to a healthy weight.

This curriculum is designed for use by leaders and facilitators with varying backgrounds and educational experiences, including teachers, after-school program leaders, SNAP-Ed educators, parent volunteers, community volunteers, 4-H program leaders, and others. The curriculum is explicit in its instruction, including direct guidance for each step of the lessons.

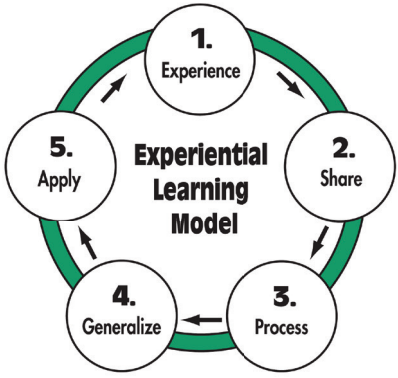
Body Quest: Food of the Warrior has two unique aspects. First, the curriculum can supplement a kindergarten through grade 5 classroom core curriculum or it can be incorporated into an after-school program. (Related national standards for kindergarten through grade 5 are included in this Leader's Guide.) Second, the curriculum content can be augmented and reinforced in different ways: the traditional pencil-and-paper format, cross-curricular activities, showcase activities designed to develop deeper thinking skills, and other enhancing opportunities.

EXPERIENTIAL LEARNING MODEL

The *Body Quest* curriculum is based on the Experiential Learning Model, which is often discussed in terms of discovery learning. In this learning model, children learn through reflection on their experiences.

Though children need to have various experiences in order to learn, experience alone is not enough. Children's learning is deepened when they are encouraged to share and process their experiences and to generalize and apply new understandings to their own lives.

In the *Body Quest* curriculum, students **Get Started** with engagement—responding to specific questions that will prepare them for the experiential activity. This gives students an opportunity to activate their prior knowledge or to personalize before they begin the **Experience**. Then students are encouraged to **Reflect** on their experiences, sharing and processing in whole group, small group, with partners, or independently. Students then **Apply** what they have learned to their own lives, making generalizations about the life skill(s) they are working on. At the end of each lesson, students have an opportunity to **Sum Up**, to use their own words to articulate what they have learned. And finally, students **Take Home** their learning to family members. This allows them another opportunity to personalize and share their experiences with those closest to them.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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DIVERSITY AND FAMILY LIFE

All children and families are unique. For some families, fresh fruits and vegetables are not affordable or readily available. There might also be distinctive regional and ethnic foods among the students in your classroom. For example, a child from the rural South may be accustomed to eating grits and collard greens, while a child from the urban Southwest may be more familiar with yucca and black beans or pigeon beans.

Children also have unique lifestyles, including individual exercise and sleep routines. Many children, for example, do not have access to a quiet or consistent place to sleep. Some children get only six hours of sleep each night, while others get ten hours.

Research suggests that the increase in childhood obesity during the past twenty years is partly the result of environmental factors in the home. Parents and other family members can play an important role in influencing children's eating habits, physical activity habits, and sleeping habits.

HOW TO USE THE *BODY QUEST* CURRICULUM

This curriculum has seven lessons: an introductory lesson and lessons 1 through 6. Each lesson is designed to take approximately a half hour to complete, not including the supplemental activities. If all supplemental activities and discussions are incorporated, each lesson could take up to one and a half hours. This is designed to fit well with an after-school program or to supplement a core classroom curriculum. Facilitators can choose to include some, all, or none of the supplemental activities.

Each lesson includes the following parts:

OVERVIEW PAGE

The overview page identifies the following:

- objectives and success indicators to guide your informal assessments as you work through each lesson
- life skills to clarify big-picture goals, such as communication and understanding self
- related national health education standard
- necessary materials for each lesson

LESSON FOUNDATION

This is the core of the lesson that can be completed in a half hour. The lesson foundation is influenced by the Experiential Learning Model and includes the following steps:

- Get Started
- Experience
- Reflect
- Apply
- Sum Up
- Take Home

STANDARDS CORRELATIONS

Body Quest lessons correlate with national health education standards identified by the Centers for Disease Control and Prevention. Refer to the introduction to each lesson to find health standards and performance indicators.

Cross-curricular activities included in each lesson are correlated to national standards or guidelines for math, science, social studies, and the arts as prepared by the following organizations: the National Council of Teachers of Mathematics, National Council on Economic Education, International Society for Technology in Education, National Academies of Science, National Geographic Society, National Council for Civic Education, National Center for History in the Schools, and the Consortium of National Arts Education Associations.

MATH

Introductory Lesson: Place value words (Number and Operations)

Lesson 1: Fractions (Number and Operations)

Lesson 2: Addition and subtraction (Number and Operations)

Lesson 3: Sorting and classifying (Algebra)

Lesson 4: Patterns (Algebra)

Lesson 5: Two-dimensional shapes (Geometry)

Lesson 6: Organizing and representing data (Analysis and Probability)

SCIENCE

Introductory Lesson: Vitamins and nutrition (Science as Inquiry)

Lesson 1: Fiber and digestive health (Personal and Social Perspectives)

Lesson 2: High-fiber foods (Personal and Social Perspectives)

Lesson 3: Aim for health (History of Nature and Science)

Lesson 4: Healthy discoveries (Science and Technology)

Lesson 5: Snacking over time (Personal and Social Perspectives)

Lesson 6: Sustaining fruits and vegetables (Life Science)

SOCIAL STUDIES

Introductory Lesson: Living and working together (U.S. History: Living and Working Together in Families and Communities, Now and Long Ago)

Lesson 1: Healthy citizens (Civics: Roles of the Citizen)

Lesson 2: Strong leaders (Civics: What Is Government?)

Lesson 3: Finding balance (U.S. History: The History of Peoples of Many Cultures Around the World)

Lesson 4: Journey through history (U.S. History: The History of Students' Own State or Region)

Lesson 5: Growing snacks (Geography: Environment and Society)

Lesson 6: Marketing good health (Economics: Role of Competition)

ART

Introductory Lesson: Still life paintings (Visual Arts: Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas)

Lesson 1: Songwriting (Music: Composing and Arranging Music Within Specified Guidelines)

Lesson 2: Choices in motion (Dance: Understanding Choreographic Principles, Processes, and Structures)

Lesson 3: Life reflected in theater (Theater: Understanding Context by Recognizing the Role of Theater, Film, Television, and Electronic Media in Daily Life)

Lesson 4: Art in history and culture (Visual Arts: Understanding the Visual Arts in Relation to History and Cultures)

Lesson 5: Energy in color (Visual Arts: Reflecting Upon and Assessing the Characteristics and Merits of Their Work and the Work of Others)

Lesson 6: Warrior improvisation (Theater: Directing by Planning Classroom Dramatizations)

BODY QUEST MATERIALS

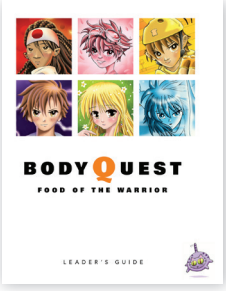
The *Body Quest* curriculum is designed to be adaptive to available resources. Listed below is a core set of materials needed to teach the seven lessons comprising Body Quest. Optional, supplemental activities are also described and are available for use depending on available time, student abilities, and educational goals.

An additional resource for Body Quest is the website at **www.BodyQuest.aces.edu**. In addition to classroom activity ideas and resources, all printable materials in a pdf format are available.

CORE MATERIALS

Leader's Guide

This manual guides the educator through each lesson, including materials needed and activities.



Card Decks

Directions for using the card decks are included in the instruction for each lesson. Students will have specific purposes for working with the cards with partners or small groups. You can also assign students to work with (or play with) the cards at other times as appropriate.

Character Posters

Hang these three posters on the classroom walls to reinforce healthy eating habits and to familiarize students with the Body Quest warrior characters.

Vow Poster

Instructions for using this poster are included in the introductory lesson. Students will sign this poster after taking the vow on the first day of the program. Hang this poster on a classroom wall as a reminder to students of the vow they took.

Vow Cards

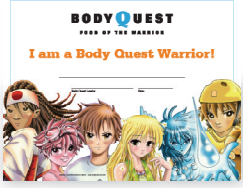
After taking the vow, give each student a vow card to keep in his or her desk, locker, or backpack.

Battle Cry

Distribute this handout to students to reinforce healthy habits and to familiarize students with Body Quest goals.

Graduation Certificate

This graduation certificate should be customized and sent home with the student to recognize that the student has completed the curriculum and become a Body Quest Warrior.



Family Discussion Prompts: see Appendix E

These short written prompts correlate with each lesson and are designed for students to take home and share with their families.

Family Warrior Tool – Calendar: see Appendix E

Students can take this calendar home and customize it with their family. It can be hung on the refrigerator to keep track of healthy eating, activity, and general habits.

Family Warrior Tool – Sleep: see Appendix E

This handout is for students to take home and share with family members to learn about the benefits of developing healthy sleeping habits.

SUPPLEMENTAL ACTIVITIES

- Let's Write! – journaling tied to a graphic organizer
- Let's Get to Work! – pencil-and-paper or showcase activities related to the lesson content
- Body Quest Odysseys – cross-curricular activities related to the Body Quest characters and lesson content
- Warrior Workouts – physical activities with a fruit and vegetable twist
- Warrior Tastings – opportunities for tasting fruits and vegetables

Let's Write!

This is a writing prompt related to the graphic organizer in each lesson. Students can create their own Body Quest journals with their own drawings and visual interpretations of the characters. You might choose to set aside time in the introductory lesson for students to prepare their journals for future *Let's Write!* activities. Note that the writing prompts are placed near the graphic organizers in each lesson, but you can choose to introduce the prompts at a time that best suits your students and classroom structure. If you do choose to introduce the prompts at another time, remember to display the related graphic organizer for students' reference. This will help trigger their opinions and ideas about the topic.

LET'S WRITE!

Invite students to write about a specific warrior power and how they would use that power in their day-to-day lives. How would it be useful to have more energy or pride or bravery?

Let's Get to Work!

This reminder is included in each lesson, inviting you to assign students to work on one of two types of activities:

- pencil-and-paper activities
- showcase activities

Printable handouts for these activities are available at **www.BodyQuest.aces.edu**. Students can work independently, with partners, or in small groups on any of the Let's Get to Work! activities. Instruction is flexible so you can determine the most appropriate groupings for your students. Content for pencil-and-paper and showcase activities is closely aligned with lesson content. Pencil-and-paper activities are designed to reinforce core objectives in each lesson through additional processing of information. Showcase activities prepare students to work on a class presentation on the overarching idea from the lesson foundation.

You can allot time during each lesson for students to share their pencil-and-paper work, or you can choose to simply send the work home with students. You can also arrange for students to share their showcases at the conclusion of each lesson or on the final day of the program.

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

Body Quest Odysseys

Each lesson includes an odyssey or journey into math, science, social studies, and the arts. Body Quest Odysseys are tied to national standards for correlations. Instruction includes discussion prompts for whole group, small group, and partner conversations, as well as directions for student-directed research projects and physical, hands-on activities related to the lesson content and the particular curricular area. Instruction for the odysseys is also tied to the Body Quest characters and their eating habits and special powers. Note that the odysseys are written at a range of levels, from kindergarten through grade 5. You can adapt this instruction as necessary to suit the students in your class.

Warrior Workouts

A reminder to guide students through a Warrior Workout is included in each lesson. This is an opportunity for students to practice physical activity and to discuss the role physical activity plays in their lives. See Appendix C for Warrior Workout instructions.

Warrior Tastings

Each lesson concludes with a reminder to provide students an opportunity to taste fruits and vegetables (if time and budget allow). Consider introducing fruits and vegetables as snacks you can wash and eat or peel and eat as well as super snacks that include a fruit or vegetable AND a source of protein (apple slices with peanut butter).

BODY QUEST WARRIORS

The animé-style warrior characters included in this curriculum each have their own strengths and powers associated with consuming healthy foods.

Think of these characters as the kings and queens in a card deck. In each card deck, you will find two cards for each of these characters: one describing what they eat and why, and one suggesting warrior tips for staying physically active.

Body Doctor has the power to prevent disease. She eats fruit.

Shining Rainbow has the power to look and feel good. She eats vegetables.

Graino Supa has energy power. He eats whole grains.

Muscle Max has strength and muscle power. He eats meat, beans, and milk products.

There are also two "jokers" in this curriculum: *Fiberlicious* and *Super Slurper.* The joke is in these characters' functions—Fiberlicious has pooping powers, and Super Slurper has peeing powers. In each card deck, you will find one card for each of these characters.

Super Slurper

Fiberlicious

And finally, there is a "naughty" Body Quest character: *Trans Fat Cat.* This character likes to eat greasy, fried foods, and in general he's just a flabby and drabby guy. He pops up here and there in the curriculum with unhealthy ideas about food consumption, trying to convince students to follow his wild ways. In each card deck, you will find four Trans Fat Cat cards explaining where trans fat is hidden (in what foods) and how it affects the body.

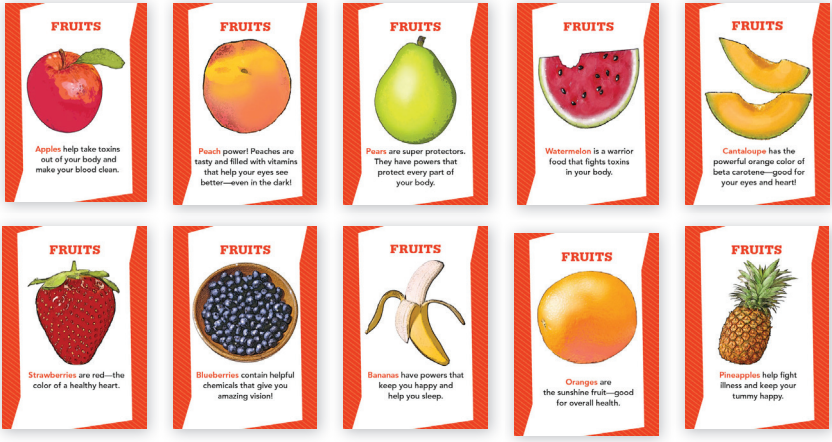
Trans Fat Cat

The Body Quest warriors, as well as Trans Fat Cat, are incorporated throughout the curriculum in content-area activities (math, science, social studies, and the arts) and pencil-and-paper activities. Also, students will come across these characters as they work in partners and in small groups with the card decks.

BODY QUEST BATTLE GROUPS

The traditional food groups are represented in the Body Quest card deck, which has suits similar to a standard deck of cards. The suits are called battle groups: Battle Group Fruits, Battle Group Vegetables, Battle Group Grains, and Battle Group Meat, Beans, and Milk. The card deck serves as the manipulative for Body Quest and is a primary educational component of the curriculum. For simplicity, the card deck consolidates Meat, Beans, and Milk into one battle group. Body Quest instruction and curricular components reinforce students' understanding that meat is a distinct source of protein and iron, beans provide protein and fiber, and milk is a specific source of protein and calcium.

BATTLE GROUP FRUITS



BATTLE GROUP VEGETABLES

VEGETABLES

Tomatoes are filled with the super chemical lycopene, which fights disease.

VEGETABLES

Dark leafy lettuce leads to a strong heart and provides fiber to keep your body clean.

VEGETABLES

Spinach is a super food. It has more good stuff than most other foods.

VEGETABLES

Peppers pep up your bones and blood and protect the tiniest parts of your body—your cells!

VEGETABLES

Carrots are the favorite food of warriors who want good skin. They have the extra-special chemical beta carotene.

BATTLE GROUP GRAINS

GRAINS

Pasta (like spaghetti) gives you energy for the long journey.

GRAINS

Grits (try them with cheese!) are an excellent source of vitamins and minerals.

GRAINS

Bagels can be almost too big, so eat only a half!

GRAINS

Brown rice feeds your warrior muscles and cells.

GRAINS

Oatmeal is a warrior food. It gives you energy and cleans out toxins from your system.

GRAINS

Whole wheat bread is a muscle and energy food that helps keep your system clean.

GRAINS

Corn bread (without butter) is filled with vitamins and minerals. And whole grain cornmeal has plenty of fiber.

GRAINS

Whole grain cereals are full of healthy carbohydrates—for energy.

GRAINS

Popcorn (without butter or salt) is a great snack food and a great source of fiber.

GRAINS

Tortillas (especially the whole grain kind) help your muscles and cells to be active.

BATTLE GROUP MEAT, BEANS, AND MILK

MEAT, BEANS & MILK

Yogurt is good for your tummy, and it builds super strong and powerful bones.

MEAT, BEANS & MILK

Nuts, such as pecans and peanuts, are good warrior foods with plenty of protein for energy and vigor.

MEAT, BEANS & MILK

Peas and beans are full of protein for muscles and fiber for body cleansing.

MEAT, BEANS & MILK

Milk has protein for power and calcium for your bones.

MEAT, BEANS & MILK

Fish helps to protect your heart, your hair, and your overall health.

MEAT, BEANS & MILK

Cheese is a bone-building power food.

MEAT, BEANS & MILK

Lean beef has ZIP—Zinc, Iron, and Protein: zinc for skin and muscles, iron for healthy blood, and protein for growth and energy.

MEAT, BEANS & MILK

Lean pork (without fat) keeps you lean and warrior strong.

MEAT, BEANS & MILK

Chicken and turkey have protein that helps you build strong muscles—and also makes your tummy feel full!

MEAT, BEANS & MILK

Eggs are good for building powerful brains and overall strength.

INTRODUCTORY LESSON

THE QUEST BEGINS

▶ OBJECTIVES

Youth will:

- Learn key terms associated with Body Quest
- Recognize the strengths of a Body Quest warrior
- Understand the goal of the quest
- Learn about the warrior vow

▶ SUCCESS INDICATORS

Youth will be able to:

- Define the terms *quest* and *warrior*
- Describe how Body Quest works
- Name the strengths of a Body Quest warrior
- Take and sign the warrior vow

▶ LIFE SKILLS

Youth will work on:

- Communication
- Goal setting

▶ NATIONAL HEALTH EDUCATION STANDARD

Setting Goals for Good Health

- Youth will demonstrate the ability to use goal-setting and decision-making skills to enhance health

▶ LESSON MATERIALS

- Body Quest card decks
- Vow poster
- Vow cards
- Carrot scepter (tape plastic carrot to ruler)
- Chalkboard, chart paper, or interactive white board
- Family Discussion Prompt
- Family Warrior Tool–Calendar
- Battle Cry

GET STARTED

Tell students they will be beginning a journey today, a journey to become stronger and healthier. Tell them they will become brave Body Quest warriors.

Have you ever heard the word *quest*? What do you think a quest is?

Allow time for students to share their ideas. Explain that a quest is when a person goes on a journey in search of a great prize. Tell students their great prize will be to become strong and healthy, and to learn how to stay healthy.

Do you know what a warrior is?

Invite students to share their ideas. Explain that a long time ago, a warrior was a soldier—like a great ninja or a great Native American chief. Tell students that warriors are like superheroes, but with real powers. Explain that warriors are brave and have great strength.

Tell students they will be going on a quest to become strong warriors. Explain that they are not going to be warriors who hurt people or cause destruction. Explain that the greatest warriors help others and are known for being kind to those who are weak.

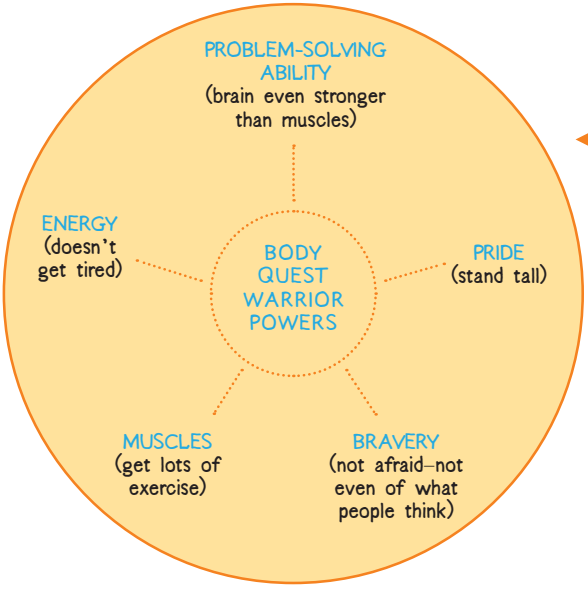
Do you want to become a good warrior? Why? What does a good warrior do?

Encourage students to share their thoughts. Remind students that good warriors help people and take care of those who need protection. Point out that good warriors are nice—they show younger and older people the right things to do, and they build their warrior skills by learning and practicing good warrior ways.

What kinds of powers do you think a Body Quest warrior, or any warrior, needs?

Write students' ideas on the chalkboard, white board, or on chart paper. Encourage students to explain their thoughts about each of the powers they suggest.

Guide students to the following:



LET'S WRITE!

Invite students to write about a specific warrior power and how they would use that power in their day-to-day lives. How would it be useful to have more energy or pride or bravery?

Tell students that today they will get a special tool to use in Body Quest training: the Body Quest card deck. Separate students into partners or small groups, and distribute the card decks, one to each group. Help students find the Body Quest warrior cards: Body Doctor, Shining Rainbow, Graino Supa, Muscle Max, Fiberlicious, and Super Slurper.

Using the three Body Quest classroom posters, introduce the Body Quest warriors one at a time. Describe their warrior powers—the kinds of foods they eat and how these foods help them become more powerful.

EXPERIENCE

Tell students they will be participating in an imagining activity.

What does it mean to use your imagination?

Allow time for students to share their ideas.

Ask students to stand up tall with their shoulders back. Ask them to close their eyes and think of themselves as great Body Quest warriors. Invite them to think about the following:

Think about what you look like.

Think about what skills and powers you have.

Think about how you will train for your quest.

Think about the people who will go on the quest with you.

Have students open their eyes. Ask the following questions:

How does a great warrior prepare for the quest?

What sort of food does a great warrior eat for strength and energy?

What sort of drinks does a great warrior drink?

How does a great warrior show bravery?

What do you think a vow is?

Invite students to share their ideas. Then explain that a vow is an important promise.

Tell students that today they will each make an important promise—to one another and to themselves. Explain that this is called the *Body Quest Vow of a Warrior.*

Ask students to listen carefully as you recite the vow:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Have each student come forward, one at a time, to sign the poster, be "knighted" with the carrot scepter, and receive the Body Quest vow card.

REFLECT

SHARE

What did you like about taking the Vow of a Warrior and receiving your card? Why did you enjoy that? How did it make you feel?

PROCESS

Why is it important to keep promises that you make?

GENERALIZE

Remind students that they are with a group of people who have made promises to one another and to themselves.

What are some times in life when other people depend on you, or when you depend on other people to do what they say they are going to do?

APPLY

Tell students they are going to think about the promises they made and how they will keep those promises.

What will you do to carry out your vow to try new fruits and vegetables? What will you do if you change your mind and don't want to taste one of the fruits or vegetables?

What will you do to carry out your vow to share what you learn with family and friends? How will you share the information?

What will you do to carry out your vow to eat healthy foods each day? Where will you get the healthy foods?

What will you need to do to carry out your vow to have fun on your quest? What are some ways you can make this warrior quest fun?

SUM UP

Remind students that they are beginning a great journey together—a body warrior quest.

What are some of the special powers we hope to gain on this quest?

Refer students to the list on the chalkboard or chart paper if necessary. Remind students that they are aiming to become healthier and stronger, that they will be brave and try new things, and that they will help one another along the way.

TAKE HOME

Ask students to take home their Body Quest vow card and to ask their family members to take the vow. Tell students that at the next lesson you will be asking them to report back to you with news about their family members who took the vow.

Distribute the Family Discussion Prompt for students to share with their families.

Distribute the Family Warrior Tool–Calendar for students to share with their families.

Don't forget to collect students' card decks!

WARRIOR! WORKOUT + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING

If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ PLACE VALUE WORDS

Introduce the character Muscle Max to the class. Tell students that Muscle Max has strong muscles because he eats plenty of healthy meat, beans, and milk products. Explain that meat, beans, and milk are good sources of protein. Guide students to list examples of protein, including healthy lean meats, eggs, beans, nuts, and dairy products. Tell students that over the course of a lifetime, people will eat millions of calories from proteins. Write on the board and say aloud the following place value words: *ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions.* Then write the number 2,965,473 on the board. Tell students that Muscle Max has been keeping track and he has eaten 2,965,473 protein calories over the years. Underline the 3 and tell students that in this large number there are *3 ones*. Write *3 ones* on the board. Erase the underline under the 3 and then underline the

number 7. Tell students that there are 7 *tens*. Write *7 tens* beneath *3 ones*. Continue in this fashion. As appropriate, call on students to help you determine how many there are of each place value word. Provide another example, and have students work in small groups to figure out how many there are of each place value word.

2,965,473

- 3 ones
- 7 tens
- 4 hundreds
- 5 thousands
- 6 ten thousands
- 9 hundred thousands
- 2 millions

SCIENCE ODYSSEY

▶ VITAMINS AND NUTRITION

Introduce the character Body Doctor to the class. Explain that Body Doctor is powerful because she understands that fruits have healing powers and can prevent illnesses. Ask students to describe what they know about the healing powers of fruits and vegetables. For example, what do they know about oranges? What vitamin can be found in oranges? *(vitamin C)* What is vitamin C good for? *(healing wounds, strengthening the immune system)* Invite students to work in small groups and research the Internet for information about the vitamins in various fruits and vegetables. Ask students to create a KWL chart (What I Know, What I Want to Know, What I Learned) to present their findings to the class. Provide students several Web sites that will be particularly helpful in their odyssey.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED
Oranges have lots of vitamin C.	What is vitamin C good for?	Vitamin C helps my body heal wounds and it helps me not be sick.

SOCIAL STUDIES ODYSSEY

▶ LIVING AND WORKING TOGETHER

Introduce the character Graino Supa to the class. Tell students that Graino Supa has a lot of energy because he eats grains every day. Remind students about the promise they made in this lesson. Tell students that it takes motivation and commitment to keep promises. Explain that when people are healthy, they are better able to stay motivated and committed because they have good energy. Share a time when you were sick and therefore less motivated to keep a promise. Ask students to share a time when they weren't feeling well and had to break a promise due to lack of energy. Lead a discussion about the class as a whole and how much happier and more committed to one another students would be if everyone were healthy. Discuss how healthy bodies and minds can lead to better communication among people. Divide students into small groups and ask them to use their healthy bodies and minds to work together to create a name and slogan for an imaginary fresh produce store. Allot time for students to share their store names and slogans with the class.

ARTS ODYSSEY

▶ STILL LIFE PAINTINGS

Introduce the character Shining Rainbow to the class. Explain that Shining Rainbow has healthy looking and shiny skin because she eats plenty of colorful vegetables. Guide students to help you name the colors of the rainbow and to think of vegetables with rainbow colors (e.g., red peppers, orange carrots, yellow squash). Explain that many great artists have explored the beauty in colorful vegetables, fruits, and flowers by painting "still life" images—bowls of fruits or vegetables, or vases of flowers. Have available (as favorites on your browser or as color printouts) images of famous paintings to show

students, such as Matisse's *Still Life with Vegetables* or Picasso's *Bread and Fruit Dish on a Table*. Arrange a still life with fruits and vegetables in the classroom, provide students with colored pencils, and invite them to draw the still life image. Allow time for students to share their work with one another.

LESSON

BRAVE HEART

▶ OBJECTIVES

Youth will:

- Discuss foods they like and dislike
- Explore fears associated with food
- Learn ways to confront fears
- Build up the confidence to challenge themselves
- Help others challenge themselves

▶ SUCCESS INDICATORS

Youth will be able to:

- Explain what they like and dislike about particular foods
- Begin to articulate why they "fear" some foods
- Try a new vegetable
- Retry a vegetable that they don't like
- Convince friends to try a new vegetable or retry a vegetable they think they don't like

▶ LIFE SKILLS

Youth will work on:

- Understanding self
- Developing good habits

▶ NATIONAL HEALTH EDUCATION STANDARD

Setting Goals for Good Health

- Youth will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Family Discussion Prompt
- Battle Cry

GET STARTED

Begin the lesson by having students restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Did you get someone in your family to take the Vow of the Warrior?

Allow time for students to share. Commend students for talking to their family members about Body Quest.

What kinds of interesting conversations did you have with your family about fruits and vegetables and healthy foods?

What questions did your family members have about the Vow of the Warrior?

EXPERIENCE

Tell students they will be discussing fears. Explain that everyone has fears. Share a fear you had when you were young. Discuss what you did to overcome your fear.

When you were little, were you afraid of the dark?

Why were you scared of the dark?

What did you do to get over your fear of the dark?

Do you think warriors or superheroes are ever afraid?

What do you think warriors are afraid of?

How do they get over their fears?

Are you afraid of eating new foods? Do you say "ewww!" before you even try something new?

What is it that you are afraid of?

Distribute the Body Quest card decks to student partners or small groups of students. Allow a few minutes for students to become familiar with the cards, and then ask them to remove the character cards.

Create a chart like the following on the chalkboard, white board, or on chart paper:

Ask students to create their own chart like the one on the board. Tell students they will be working with their partners to look at the cards and categorize the foods (foods they have never tried; foods they like; and foods they don't like). Model looking at a few cards and partially filling in the chart on the board.

Allot several minutes for students to discuss and categorize the foods on the cards. Then ask students to review the items listed in the "don't like" column on their chart. Remind students about the vow they took.

LET'S WRITE!

Encourage students to write about a fear they have overcome and what they did to overcome this fear. If time permits, invite students to write about someone they know who is brave.

Are you a brave Body Quest warrior?

Prompt students to answer "yes" together, and then congratulate them on their bravery.

Ask students to pick out one fruit or vegetable from their chart that they think they don't like but will be brave enough to try again. Have them circle this item in their chart. Congratulate them on a job well done.

Then invite students to review the "never tried" foods on their chart and ask them to pick out one fruit or vegetable they will be brave enough to try. Have them circle this item in their chart.

Congratulate students on a job well done.

REFLECT

SHARE

What kind of foods do you like?

What kind of foods do you dislike?

What foods have you never tried? Why not?

PROCESS

What is it that you like about some foods?

What is it that you dislike about some foods?

GENERALIZE

Why is it important to learn to do things that you don't like to do?

Why do you think it is important to learn to like fruits and vegetables?

APPLY

What is the bravest thing you have ever done?

What is something that you used to be scared of that doesn't scare you anymore?

How can you show people that you are a brave eater?

Guide students to discuss how some of their family members might not serve them kiwi fruit or spinach because they "know" they don't like these fruits and vegetables. Help students to realize that they can ask to have a bite instead of making a face when they see fruits and vegetables they think they might not

like. Remind them that they can try fruits and vegetables at school lunch and they can bring fruits and vegetables from home to eat for lunch.

Have students promise that they will ask for a bite next time. Tell them that when you see them again, you will want to hear their warrior reports.

SUM UP

What did we learn about in today's lesson?

Remind students that sometimes they have to be brave. Remind them that in order for warriors to do great things, they must learn to overcome fears.

Encourage students to think about their favorite athletes or musicians. Explain that athletes and performers are like real warriors—they have to have lots of energy, good muscles, strong bones, and they have to be brave!

Do you think athletes and performers are "afraid of food"? What makes you think that?

Allot time for students to share their thoughts. Guide students to conclude that athletes and performers have to eat healthy foods so they can be at their best.

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

TAKE HOME

Have students take home the list of fruits and vegetables they want to try and the list of fruits and vegetables they want to retry. Tell them they will report back at the next body warrior training.

Distribute the Family Discussion Prompt for students to share with their families.

Don't forget to collect students' card decks!

WARRIOR! WORKOUT! + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING!

If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ FRACTIONS

Introduce the character Trans Fat Cat. Tell students that Trans Fat Cat is tired because he doesn't eat enough fruits and vegetables. Tell students that they can be good role models for Trans Fat Cat by being brave and tasting a new fruit or vegetable today. Remind students that they promised to try a new fruit or vegetable even if they are afraid they won't like it. Have available several red, orange, or yellow peppers. Hold up one pepper for students to see and tell them that they are going to help you divide the pepper into equal portions so each student can try a bite. Guide students to understand fractions by first cutting the pepper in half, then in quarters, then eighths, and so on. As you slice the pepper, draw

visual representations of the fractions on the chalkboard or on chart paper. Consider using colored chalk or marker to color the fractioned piece. For example, you might say, "Let's cut this pepper into four equally sized slices." "Now let's color one of the slices green." "Now let's write the fraction of the slice that is green."

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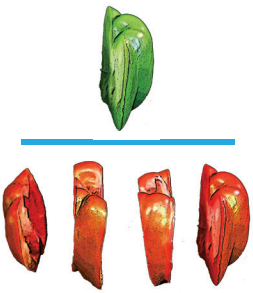


SCIENCE ODYSSEY

▶ FIBER AND DIGESTIVE HEALTH

Introduce the character Fiberlicious to students. Explain that Fiberlicious loves to eat delicious foods with fiber, such as fruits, vegetables, grains, and dried peas and beans. Discuss how eating foods with fiber helps to keep food moving through the digestive system, which keeps the bowel functioning properly.

Distribute the Body Quest card deck and guide small groups of students to find the Fiberlicious card. Invite one student to read the card aloud to the class. Explain that eating foods with fiber can also help to prevent diseases such as diabetes and heart disease. Invite students to work in their small groups and research fiber-rich foods in the school library. Remind them that they can use resources such as books, magazines, and the Internet to do their research. Have each group create a poster board representation of their findings. Allot time for students to present and explain their poster boards to the class.

Foods with Fiber

SOCIAL STUDIES ODYSSEY

▶ HEALTHY CITIZENS

Introduce the character Super Slurper. Tell students that Super Slurper is super at a lot of things, but he's especially super at slurping eight full glasses of water each day. Explain that drinking lots of water is good for the body because it helps the body digest food and get rid of waste. Tell students they get rid of waste in their bodies by peeing and pooping. Explain that drinking water helps them do this.

Distribute the Body Quest card deck and guide small groups of students to find the Super Slurper card. Invite one student to read the card aloud to the class. Discuss how all people all around the world have things in common—everyone pees, everyone poops, and everyone has to drink water! Lead a discussion about similarities and differences among people. Consider charting students' ideas on the chalkboard or on chart paper. Guide students to the understanding that people's similarities help them relate to one another, and their differences offer opportunities to learn from one another. Discuss how it's important to share similarities and celebrate differences and how this sharing leads to a society filled with productive and caring individuals. Introduce and define the term *citizen*. Encourage students to discuss their ideas about what it means to be productive, caring, and contributing citizens.

ARTS ODYSSEY

▶ SONGWRITING

Remind students that Body Doctor knows that eating fruits and vegetables will help to prevent illness. Lead a discussion about why bravery is important when it comes to good health. Provide an example of a time you were brave and overcame a fear because you needed to protect your health (for example, going to the dentist for a cleaning). Invite students to share their own examples. Have available a recording of a familiar song and play it for the class. Tell students they will be working in small groups to come up with lyrics for a new song about bravery and healthy eating set to the tune of the song

you choose. For example, students could write to the tune of "The Wheels on the Bus": *The children in the class eat apples and pears, apples, and pears, apples and pears. The children in the class eat apples and pears, each and every day.*

LESSON

NAMING THE BATTLE GROUPS

▶ OBJECTIVES

Youth will:

- Recognize that there are different Body Quest battle groups
- Learn to identify foods within each group
- Understand the importance of eating a variety of foods
- Begin to recognize that people have choices when it comes to food and what they put in their mouths

▶ SUCCESS INDICATORS

Youth will be able to:

- Sort or categorize foods into different Body Quest battle groups
- Articulate why variety is important in a healthy diet
- Discuss the importance of trying new and diverse experiences

▶ LIFE SKILLS

Youth will work on:

- Problem solving
- Using knowledge
- Making good choices

▶ NATIONAL HEALTH EDUCATION STANDARD

Setting Goals for Good Health

- Youth will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Family Discussion Prompt
- Battle Cry

GET STARTED

Begin the lesson by having students restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Invite students to share their warrior reports.

What new fruit or vegetable did you try since the last battle warrior training?

What fruit or vegetable did you retry?

What fruits and vegetables did you really like?

Do you feel braver for trying something new? How would you describe the way you feel?

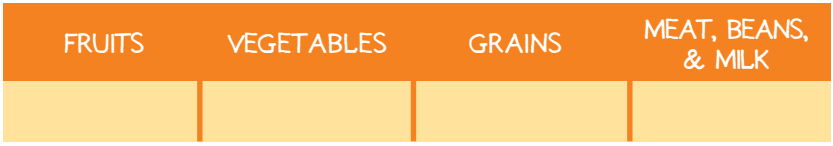
EXPERIENCE

Tell students they will be discussing how food can be grouped by type.

What do you know about how we can group or categorize foods?

What is an example of a type or group of food? Can you think of another type or group of food?

Guide students to name fruits, vegetables, grains, and proteins such as meat, beans, and milk products.



Draw a four-column chart on chart paper or on the chalkboard or white board. Title the columns "Fruits," "Vegetables," "Grains," and "Meat, Beans, and Milk."

What is an example of a fruit?

A vegetable? A food with grains?

A meat, bean, or milk product?

Call on students to record their examples on the chart.

Separate students into partners or small groups and distribute the Body Quest card decks. Shuffle your card deck, and invite students to shuffle theirs. (Note that not all students will have mastered this skill. Tell students that simply mixing the cards up will do the trick.)

Explain that a regular card deck has hearts, diamonds, clubs, and spades. Tell students that the Body Quest card deck has four battle groups: fruits; vegetables; grains; and meat, beans, and milk. Explain that Battle Group Fruits is red, Battle Group Vegetables is green, Battle Group Grains is orange, and Battle Group Meat, Beans, and Milk is blue.

Who can tell me an example of a red battle group food—fruit?

What is an example of a green battle group food—vegetable?

An orange battle group food—grains?

A blue battle group food—a meat, bean, or milk product?

Repeat this line of questioning until multiple students have had opportunities to share their examples.

LET'S WRITE!

Invite students to write about their favorite fruits, vegetables, grains, and foods with protein. If they could eat any fruit, vegetable, grain, or food with protein, which would they choose and why?

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

Ask students to divide their cards into the four battle groups. Tell them that once they have sorted their cards, they will have ten fruits, ten vegetables, ten grains, and ten meat, beans, or milk products. Have students set aside their Body Quest character cards.

Discuss how building strong bodies is kind of like building a strong school. For example, you need a foundation, four walls, and a roof. You want running water, electricity, and heat. You want a body that has strong bones and muscles. You want to have eyes to see, ears to hear, a nose to smell, and a strong heart. Ask students to choose a card from one of the battle groups and try to build a school building with it.

Why can't you build a school with one card?

Allow several students to share their ideas.

Ask students to select a card from another battle group and try to build a school with two cards.

Why can't you build a school with two cards?

Invite students to share.

Continue in this fashion until students have concluded that they need to use at least four cards so the walls of the school have support. Note that even with four cards this is a difficult task. Guide students to the conclusion that if they had multiple cards

from each food group and a little glue, they would more easily be able to build a strong school with interesting features. Discuss the concept of a school having a strong foundation and strong walls. Talk about students eating a variety of food to build a strong foundation for their bodies.

REFLECT

SHARE

How many cards did it take to build your school?

What was hardest about building your school?

PROCESS

What are the different materials that go into building a solid school?

What are the different materials that make a strong body?

How is building a strong body like building a school building?

What do you imagine you would think of a school that was made only of bricks—a brick floor, brick walls, a brick roof, bricks for windows?

What would happen if you built your body using only one kind of food?

Guide students to discuss how strong bodies are built—with foods from all four battle groups.

What does *variety* mean?

Lead students to "different kinds of things" as a definition.

GENERALIZE

Why is it important to eat a variety of foods?

What would it be like if you did the same exact thing every day—for example, if you watched one movie over and over again and never watched anything else? How do you think you would feel? Why?

APPLY

Lead a discussion about how people make choices each day—who to sit with or talk to, what book to read, what game to play. Guide students to conclude that it is also a choice to eat a variety of healthy foods.

Why is it sometimes difficult to make good choices?

When is a time that you had to make a choice and you made a good choice?

Do you think some choices are more important than others? Why do you think that?

What is an example of an important choice?

What are some important choices that you will have to make when you get older?

SUM UP

What have we learned today? How would you explain what you learned to a friend or family member?

Tell students that eating different kinds of healthy foods will help them to become better Body Quest warriors. Discuss how eating a variety of foods will give them strength and energy, and will help them to think better. Remind students that it is important to make fruits and vegetables a regular part of what they eat. Explain that the brighter the color of the fruit or vegetable, the stronger their armor will be.

Tell students that you look forward to their warrior reports the next time you see them. Remind them that you will want to hear about the different fruits and vegetables they ate, where they ate them (at home or at school), and what colors they were.

TAKE HOME

Challenge students to talk to their family about the four Body Quest battle groups and how important it is to have fruits, vegetables, grains, and foods with protein—meat, beans, or milk products. Ask students to help their family members identify the different battle groups they are eating. Prepare students to report on their conversations when you meet for the next lesson.

Distribute the Family Discussion Prompt for students to share with their families.

Don't forget to collect students' card decks!

WARRIOR WORKOUT! + BODY QUEST BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR TASTING!

If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ ADDITION AND SUBTRACTION

Reintroduce Shining Rainbow and emphasize that Shining Rainbow is powerful because she eats a lot of vegetables. Remind students that one of the powers of a warrior is the ability to solve problems. Ask students to use their warrior powers to solve this problem: Shining Rainbow is buying fruits and vegetables for her family for the week. She has a bag of apples ($4.00), a bag of oranges ($4.50), a bunch of bananas ($1.25), six stalks of broccoli (50 cents each), three yellow squash (25 cents each), one onion (75 cents), and three ripe avocados (50 cents each). Shining Rainbow gives the cashier a $20 bill, and

the cashier gives her $5.50 in change. Because Shining Rainbow is an honest warrior, she knows she must return the money she was overpaid. How much money should Shining Rainbow give the cashier? *(Answer: $1.25)*

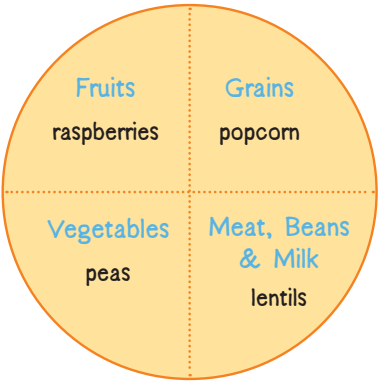
SCIENCE ODYSSEY

▶ HIGH-FIBER FOODS

Remind students that Fiberlicious eats foods that are high in fiber. Name a few high-fiber foods and ask students to think of several more (strawberries, whole grain bread or cereal, beans). Write "Favorite Foods for Fiberlicious" on the board and draw a large circle divided into four equal sections. Label the sections "Fruits," "Vegetables," "Grains," and "Meat, Beans, and Milk." (Tell students that in Battle Group Meat, Beans, and Milk only beans are high in fiber!) Separate students into partners and distribute a blank sheet of paper to each pair. Ask students to draw their own circle chart like the one on the board. Allow 10 minutes for students to research high-fiber foods in books or on the Internet and record their findings. Note: Good examples of high-fiber foods include fruits such as raspberries, pears, apples, and strawberries; vegetables such as peas, broccoli, and

turnip greens; grains such as whole wheat spaghetti, popcorn, bran flakes, and oatmeal; protein such as lentils, black beans, lima beans, and sunflower seeds.

FAVORITE FOODS FOR FIBERLICIOUS



SOCIAL STUDIES ODYSSEY

▶ STRONG LEADERS

Point out Muscle Max's muscles and lead a discussion about what it takes to get big muscles. Guide students to the understanding that building muscles requires exercise as well as healthy eating—and specifically exercise that builds muscles. Discuss how people have different body shapes and there is no one shape that is best for everyone. As you lead this discussion, be sensitive to students' feelings about their own bodies. Have available photographs of influential leaders. Guide students to the conclusion that healthy people strive to have a strong mind and heart as well as a strong body, and that some of the world's strongest leaders had

particularly strong minds and hearts even if their bodies did not look like Muscle Max's body (for example, Franklin D. Roosevelt, Ghandi, Stephen Hawking). Discuss leaders from the United States and other countries who were influential in governing people, managing disputes, and solving significant problems.

ARTS ODYSSEY

▶ CHOICES IN MOTION

Remind students that Super Slurper drinks a lot of water. Discuss how people sometimes think they are hungry when they are actually just thirsty. Lead a discussion about making healthy choices when it comes to drinking. Invite students to share the kinds of drinks they have throughout the day. What do they drink for breakfast? For lunch? For dinner? What do they sip on in between meals? Introduce the term *modern dance* and describe the art form for the students. Explain that modern dancers and choreographers often create a dance piece in order to express their feelings, portray an event, or teach the audience a lesson. Play a short clip of a modern dance from a video-sharing Web site or other source. Allow time for students to share their thoughts about the dance. Tell students that dances, like stories, have a beginning, middle, and end. Explain that dancers and choreographers tell stories with their dances. Play the

clip again and ask students to watch for the beginning, middle, and end. Tell students they will be creating their own modern dances to tell a story about making healthy beverage choices. Separate students into small groups and allow time for students to discuss and practice their dance. Remind students that their dance should include a beginning, middle, and end. To jumpstart students' creativity, offer several ideas for how to incorporate a beginning, middle, and end (for example, waking up, making drinking choices, going to bed).
Note: No music is necessary for this activity.

LESSON

WARRIOR TRAINING

▶ OBJECTIVES

Youth will:

- Remember the battle groups and the food groups they represent
- Understand the concept of a balanced meal
- Recognize that meals are balanced if they include foods from the different battle groups
- Learn how to create balanced meals

▶ SUCCESS INDICATORS

Youth will be able to:

- Define *balanced meal*
- Explain what it takes to create a balanced meal
- Create balanced meals (breakfast, lunch, and dinner) using their card decks to represent the different foods and battle groups

▶ LIFE SKILLS

Youth will work on:

- Decision making
- Communication skills
- Critical thinking

▶ NATIONAL HEALTH EDUCATION STANDARD

Setting Goals for Good Health

- Youth will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Carrot scepter
- Family Discussion Prompt
- Family Warrior Tool–Sleep
- Battle Cry

GET STARTED

Welcome the Body Quest warriors and begin by having students restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Tell students that you're going to get started today by getting their warrior reports. Ask them to form a straight line at the back of the classroom, facing you. Tell them that you're going to ask a few questions—if they can answer "yes" to the questions, they should take a giant step forward.

Have you eaten a green fruit or vegetable since I saw you last?

Call on one student to name a fruit or vegetable he or she ate.

Have you eaten a yellow or orange fruit or vegetable?

Call on one student to name a yellow or orange fruit or vegetable he or she ate.

Have you tried a fruit or vegetable that you have never had? Or have you retried a fruit or vegetable that you thought you didn't like?

Call on one student to name the fruit or vegetable he or she tried or retried.

Have you been trying your school lunch fruits and vegetables? Have you been bringing your fruits and vegetables from home?

Are you brave now when it comes to trying fruits and vegetables?

For the students who have taken giant steps all the way to the front of the room, touch them on each shoulder with your scepter:

I hereby declare you a brave and noble Body Quest warrior.

For students who do not make it to the front of the room, encourage them to keep working toward eating fruits and vegetables.

EXPERIENCE

Introduce the term *balanced meal*.

What do you think a balanced meal is?

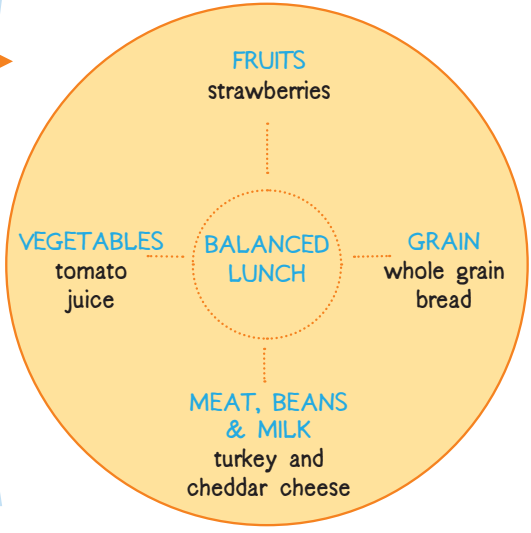
Encourage students to share their ideas.

Explain that a balanced meal is one that has a food from each of the battle groups. Ask students to name the four Body Quest battle groups.

Tell students that you want to think about creating a balanced lunch. Draw a plate (circle) on the board and separate it into four equal parts. Guide students to help you think of foods to create a balanced lunch.

LET'S WRITE!

Ask students to write about their favorite lunch. If they could have anything they wanted for lunch that included something from each of the four battle groups, what would it be? Remind them to include a fruit, vegetable, grain, or food with protein—meat, beans, or milk product.



BODY QUEST BALANCED MEAL CHALLENGE

Tell students they will play a card game called the Body Quest Balanced Meal Challenge. Separate students into groups of five or six and give each group a Body Quest card deck with the Body Quest characters removed. Place one object (e.g., carrot, pencil) for each player (less one) in the center of the playing area. (If you have six players, place five objects in the center.)

Explain that the goal of the game is to be the first to collect four cards, one of each color (a balanced meal). Tell students that when someone gets four cards, one of each color, the goal of the other players is get the object in the center before the others do. (Students may know this game as "spoons.")

Assign a dealer for each group, or let student groups select their own dealers. Ask the dealers to shuffle the cards and deal four cards to each player. Have dealers place the remaining cards face down in a stack.

CHALLENGE RULES

Explain the following rules:

Dealer takes one card from the stack and passes one card (the one that was drawn or another one) to the player on the left. Dealer immediately passes and draws another card, so there is constant drawing and passing.

Trying to get one from each battle group, the player on the left keeps one card and passes one card. This passing of cards goes all the way around until it gets back to the person on the dealer's right. That person places the last card face down in another stack.

No one should ever have more than four cards in his or her hand; therefore, it is against the rules to pick up a new card before passing one.

When a player collects one card from each food group, he or she (as secretively as possible) takes an object from the center.

When one player gets an object, every other player tries to get an object. The player without an object loses the round. Any player who gets one card from each group calls out the four foods in his or her hand and the battle group each represents.

If time permits, encourage students to play three or four rounds.

REFLECT

SHARE

What was the hardest part of this game? Why do you think that was so difficult?

What was it like to have to follow the rules?

What do you think it would have been like if anyone made up his or her own rules?

PROCESS

What would it be like if a football team had only quarterbacks or linemen? Would they be able to play? Why or why not?

What would it be like if you only ate foods from one battle group—like fruit?

Why is it important to have a variety of foods?

GENERALIZE

What does the word *balance* mean?

What does it mean to have a balanced meal?

How did this card game show you what a balanced meal would look like?

APPLY

Separate students into small groups of two or three. Give each group a card deck. Ask students to use the cards to create their own balanced dinners, with one card from every battle group. Allow a minute or two for students to create their meals.

Invite two or three students to share the four cards they chose.

Did (student name) include all four battle groups?

What are some creative ways that you can eat fruits and vegetables for breakfast? For lunch? How about for snacks?

SUM UP

How would you summarize what we learned today? How would you explain what we learned to a friend or family member?

Discuss how it's easy to eat lots of grains (bread, cereal, pasta) and foods with protein—meat, beans, and milk products (hamburgers, ham and eggs, even peanut butter or pizza). Explain that to be a strong Body Quest warrior students have to be smart *and* brave, finding ways to include plenty of fruits and vegetables in what they eat, too!

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

TAKE HOME

Tell students that their warrior challenge is to talk with their family members about eating more fruits and vegetables to gain variety in their diet. Ask them to spend the next week finding creative ways to put more fruits and vegetables in what they eat, including snacks.

Distribute the Family Discussion Prompt for students to share with their families.

Distribute the Family Warrior Tool–Sleep for students to share with their families.

Don't forget to collect students' card decks!

WARRIOR! WORKOUT! + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING!

If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ SORTING AND CLASSIFYING

Remind students that Fiberlicious eats foods with fiber to cleanse her body of toxins. Tell students that Fiberlicious could use some help creating balanced meals. Explain that they will be helping Fiberlicious sort and classify fruits, vegetables, grains, and food with protein from meat, beans, and milk products by looking at size, number, and other properties such as color. Have available coupon pages or promotional pages from grocery stores (included in newspapers) and ask students to cut out foods from the different food groups. Then have students separate into partners or small groups, and have them sort and classify their food cutouts by size and number and color. Check students' work, and then invite them to use their cutouts to create balanced meals for Fiberlicious. If time permits, invite partners or small

groups to show the class their sorting and classifying work. Encourage them to talk through their process of sorting and classifying.

YELLOW FOODS

- bananas
- squash
- popcorn
- cheddar cheese

SCIENCE ODYSSEY

▶ AIM FOR HEALTH

Remind students that Body Doctor understands that eating balanced meals and a variety of healthy foods will help to prevent disease. Lead a discussion about good health as a human endeavor—people strive to eat well and lead healthy lives. Discuss science as a human endeavor as well—people strive to learn more about science, and how and why things work the way they do, to make scientific discoveries. Explain that the journeys (or odysseys or quests) associated with science and health are common to all people all around the world. Invite pairs of students to share their ideas about health-related scientific endeavors. Have them write a list of scientific discoveries they hope will be made in their lifetime (for example, a cure for cancer). What would they like to study and learn more about? What would they like to discover?

SCIENTIFIC DISCOVERIES

- cure for cancer
- _____
- _____

SOCIAL STUDIES ODYSSEY

▶ FINDING BALANCE

Tell students that Trans Fat Cat has trouble maintaining a healthy weight because he doesn't eat balanced meals. Lead a discussion about balanced meals. Invite students to share the kinds of meals they have at home. What kinds of fruits; vegetables; grains; and meat, beans, and milk products do they eat? Who prepares the meals? Who sets the table? What family traditions do they have? Guide students to understand that for many families living in the United States, dinner is the biggest meal of the day, and families share the meal and time together. Discuss how some families have several courses for dinner, including soup or salad, the main course, and then dessert. Explain that in some other parts of the world, lunch is the biggest meal of the day, and many families eat several courses for lunch. Tell students that in some cultures, lunch is followed by an afternoon nap! Lead a discussion about finding balance—in foods and in life in general. What does it mean to find balance? Talk about how people need a balance of healthy eating, play, work, and sleep. If time allows, invite partners or small groups to research eating habits in different parts of the world.

ARTS ODYSSEY

▶ LIFE REFLECTED IN THEATER

Tell students that Shining Rainbow likes to do a lot of walking to get exercise and fresh air and sunshine. Ask students to share about where they like to walk. What do they see on their walks? Who do they walk with? Lead a discussion about theater and what students know about plays and performing on stage. Invite students to share their experiences visiting the theater or acting in the theater. Discuss how theater often reflects life—this is what makes it interesting to audiences. Help students think about the ways in which theatrical productions they have seen reflect the real world. Record students' ideas on the board. Help students brainstorm ideas for a play that would reflect life and include Shining Rainbow, the other Body Quest

characters, or themselves. Guide students to think about how they could incorporate healthy eating and exercise (like walking) into the play. Note: Adapt this odyssey as necessary to accommodate the students in your class. If students have not seen live theater, provide an example from a video-sharing Web site. You may also explain to students how theater compares to film.

LESSON

ARMOR YOUR BODY

▶ OBJECTIVES

Youth will:

- Recognize the nutritional and health value of battle group foods
- Understand why eating foods with nutritional and health values is good for them
- Begin to recognize ways in which they can improve their diets
- Think about how eating good foods is like strengthening the armor for their bodies

▶ SUCCESS INDICATORS

Youth will be able to:

- Explain the nutritional and health value of different battle group foods
- Articulate why eating foods with nutritional and health values is good for them
- Identify ways in which they can improve their diets
- Describe how foods armor their bodies for good health

▶ LIFE SKILLS

Youth will work on:

- Decision making
- Team building
- Critical thinking

▶ NATIONAL HEALTH EDUCATION STANDARD

Reducing Health Risks

- Youth will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Carrot scepter
- Family Discussion Prompt
- Battle Cry

GET STARTED

Welcome the Body Quest warriors and invite students to restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Tell students that it's time to for them to give their warrior reports. Ask them to form a straight line at the back of the classroom, facing you.

If you are braver about trying new foods, step forward.

If you ate two or more servings of fruit this week, step forward.

If you ate two or more servings of vegetables this week, step forward.

If you think eating fruits and vegetables is good for you, step forward.

If you talked to your family about eating more fruits and vegetables, step forward.

For students who have taken giant steps all the way to the front of the room, touch them on each shoulder with your carrot scepter:

I hereby declare you a brave and noble Body Quest warrior.

For students who do not make it to the front of the room, encourage them to keep working toward eating fruits and vegetables.

Discuss how being healthy requires people to get plenty of exercise and sleep, and to make good food choices.

Talk about how it's not always easy to make good choices, and that it's unrealistic to expect that we will always make good choices when it comes to exercising, sleeping, and eating. Point out that all we can do is our very best, knowing that we will have some failures along the way.

Introduce the term *journey* and invite students to share their ideas about what a journey is.

Have you ever heard someone say, Life is like a journey? What do you think that means?

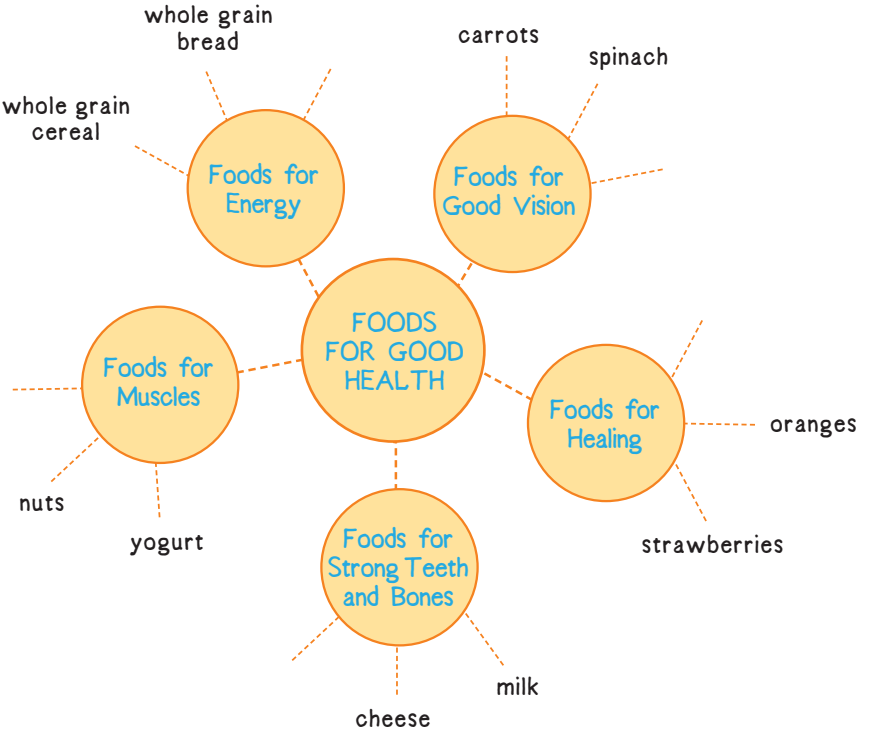
Explain that being healthy is like a journey, too. Discuss how the road to good health has lots of twists and turns and ups and downs—that it's never a straight line to success; people have to try and fail before they figure out how to succeed. This is part of what taking a journey is all about.

Review with students what it means to make good food choices. Remind students that they want to choose foods that do the following:

- Give them energy
- Improve their vision
- Prevent disease
- Help strengthen their teeth and bones
- Help them develop strong muscles

EXPERIENCE

Create a word web on the board as follows:



Separate students into small groups and distribute the Body Quest card deck. Tell students that they will be looking at the clues on their cards to determine which foods are good for strong muscles, which are good for strong teeth and bones, etc. Ask students to work together to separate the cards into piles representing the categories on the word web. Remind them to set aside additional cards that don't fit into the categories.

REFLECT

Encourage students to answer the questions below, naming the foods on their cards. Write the foods on the word web, or ask a student to serve as recorder for this task.

SHARE

What kinds of foods give you energy?

What kinds of foods improve your vision?

What kinds of foods have healing powers?

What kinds of foods give you strong teeth and bones?

What kinds of foods give you muscles?

PROCESS

Why is it important to know which foods give you energy, strong muscles, and other Body Quest powers?

What do you know about body armor?

Why does a warrior need strong body armor?

Why does a warrior need a helmet and a shield?

Why do warriors need to protect their energy, vision, teeth, bones, and strong muscles?

Discuss how Body Quest warriors need to eat healthy foods from all the battle groups in order to protect their different warrior powers.

GENERALIZE

What do you think you need to work on to be the best Body Quest Warrior you can be?

If a younger child said to you, "I want to be a baseball player" or "I want to be a school teacher," what advice would you offer this child about the kinds of foods he or she needs to eat to develop a strong brain and body to be successful?

APPLY

Lead a discussion about how nutritious and healthy foods can help to armor the body.

How will you use what you learned today to make good food choices?

What will you keep in mind about the road to good health being a journey? Why do you think this is important to remember?

How can you use what you learned to help your family get strong and healthy?

SUM UP

How would you summarize what we learned today? How would you explain what we learned to a friend or family member?

Discuss how eating nutritious food is important to being healthy. Explain that every day we make choices about what we eat—and therefore choices about being strong, having good teeth and muscles, and lots of energy. Guide students to conclude that some foods, like fruits and vegetables, are great foods for their bodies. Look at the "Foods for Good Health" word web with students, and ask them to name fruits and vegetables they should eat regularly in order to keep their Body Quest warrior bodies strong and healthy.

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

TAKE HOME

Tell students that their warrior challenge is to talk with their family members about the benefits of different foods. Ask them to discuss with their families how they can work together to create healthy meals that include a variety of foods and lots of fruits and vegetables.

Distribute the Family Discussion Prompt for students to share with their families.

Don't forget to collect students' card decks!

WARRIOR! WORKOUT! + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING!

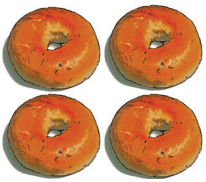
If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ PATTERNS

Remind students that Super Slurper drinks lots and lots of water in order to keep his body clean. Tell students that Super Slurper usually drinks eight full glasses of water each day. Have available cardboard cutouts or photocopies of water glasses; fruits; vegetables; grains; and meat, beans, or milk products. Remind students that each food in the Body Quest battle groups helps the body in a special way. Invite students to discuss the powers hidden in each of the foods. Then tell students that Super Slurper drinks water at different times during the day. For example, he drinks a glass of water in the morning, then he has a piece of fruit, then a grain, then a food with protein, then another glass of water, and so on. Distribute the

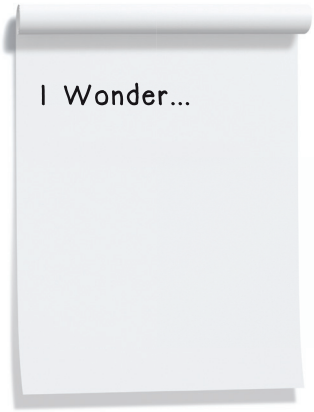
food photocopies or cutouts and ask student partners to create patterns using the different foods. What might the pattern look like on Monday? On Tuesday? Tell students to experiment with silly water and food patterns. For example, perhaps Super Slurper drinks one glass of water, eats two fruits, three vegetables, four grains, five foods with protein, etc.



SCIENCE ODYSSEY

▶ HEALTHY DISCOVERIES

Tell students that Muscle Max eats lots of protein to build his muscles. Write a list of high-protein foods (meat, beans, and milk) on the board with input from students. Pose the question: I wonder who discovered that foods with protein help to build strong muscles? Lead a discussion about science as inquiry and the concept in science of posing questions and working to find answers. What do students wonder about? Create an "I Wonder" chart on the board and list questions from students about health, food, exercise, building strong bodies and minds, etc. Guide students to discuss science and technology and how technology improves abilities of scientists to research and discover new knowledge. How is technology used in agriculture and food production? *(to get rid of bugs)* In the study of foods? *(to grow bigger plants)* Help students distinguish between natural and human-made foods, such as soy beans versus energy bars, or peanuts versus peanut butter. If time permits, invite students to choose one of their "I Wonder" questions and search online or school library for answers.



SOCIAL STUDIES ODYSSEY

▶ JOURNEY THROUGH HISTORY

Remind students that Fiberlicious eats a lot of high fiber foods. Prompt students to explain the importance of fiber in a diet. Why do we need to eat fiber? What are some high fiber foods we can eat? *(fruits, vegetables, grains, beans)* Write suggestions from students on the board. Then, look at the list and discuss which of these foods include ingredients that are produced in your state. Maybe your state produces a lot of strawberries or blueberries or apples. Explain that different parts of the United States—and different parts of the world—are known for producing specific kinds of foods. For instance, tell students that broccoli, which is very high in fiber, is grown in China, Spain, and India, but most people living in the United States eat broccoli grown in California. Remind

students that they are on a journey to achieve good health and healthy eating habits. Tell students that they will be taking a journey through the history of your state to discover what foods have been produced in your area over time. Invite student partners to research online or in the school library to find out about the produce of your region and the people who made contributions to agriculture and produce at different points in history.

ARTS ODYSSEY

▶ ART IN HISTORY AND CULTURE

Remind students that Graino Supa has lots of energy because he eats grains. Discuss how outdoor activities are a good way to expend energy. Point out that hiking is an outdoor activity that requires a lot of energy and is also a bit like taking a journey. Invite students to share their thoughts about this concept. Tell students that many artists and photographers create images of landscapes. Lead a discussion about how artists might be influenced while looking at nature on a hike. Display an image of a Van Gogh landscape and invite students to describe it. Then, display an image of a Monet landscape and invite students to describe it. Show students other landscape images, including photographs (Ansel Adams), and lead a discussion about objects found in nature that can inspire art.

Tell students that they will be taking a journey through history to look at art inspired by nature in different cultures around the world. What does Native American art throughout history look like? African art? Asian art? North American folk art? Allow time for student partners or small groups of students to look online or in the classroom or school library to study art from various cultures around the world.

LESSON

BATTLE SNACKS

▶ OBJECTIVES

Youth will:

- Think about the foods they eat for snacks
- Understand what a healthy snack looks like
- Recognize that it can be easy to prepare fruits and vegetables for snacks

▶ SUCCESS INDICATORS

Youth will be able to:

- Identify snack foods they currently eat
- Explain what kinds of foods make healthy snack foods
- Identify healthy snacks that are easy to prepare
- Make healthy snacks with an emphasis on fruits and vegetables

▶ LIFE SKILLS

Youth will work on:

- Decision making
- Planning and organizing
- Critical thinking

▶ NATIONAL HEALTH EDUCATION STANDARD

Reducing Health Risks

- Youth will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Family Discussion Prompt
- Battle Cry

GET STARTED

Welcome the Body Quest warriors and invite students to restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Tell students that it's time for them to give their warrior reports.

What foods have you been eating to give you energy? *(grains)*

Invite several students to share.

What have you been eating to improve your vision? *(vegetables)*

Call on several students.

What have you been eating to help prevent disease? *(fruits)*

What have you been eating to strengthen your teeth and bones? *(milk products)*

What have you been eating to develop strong muscles? *(meat, beans, and milk)*

Prompt students to recall what a journey is. Then help them recall what a quest is—a journey in search of a great prize.

What quest are we on as Body Quest warriors?

Guide students to remember that good health is their prize.

Does this quest ever end, or is it a quest we will be on for the rest of our lives? Why?

What sort of snacks do you enjoy eating?

Call on several students to respond.

What sort of crunchy snacks do you like?

What sort of sweet snacks do you like?

What sort of salty snacks do you like?

What snacks do you eat that come in packages or boxes or bags?

Explain that children are still growing and they need lots of healthy foods to help them grow—even snack foods in between meals. Lead a discussion about how healthy snacks give warriors extra energy and strength between meals.

EXPERIENCE

Tell students they will be working with partners or in small groups to select healthy snacks from their Body Quest card decks. Separate students into small groups of two or three and distribute the card decks.

Prompt students with the following:

Using one card deck, select foods that would be healthy, crunchy snacks. What did you find?

Find foods that you could snack on without cooking or preparation. What did you find?

Select foods that would be healthy, sweet snacks. What did you find?

Select foods that would be healthy, salty snacks. What did you find?

Remind students that they shouldn't eat too many salty foods.

REFLECT

SHARE

How did you decide which snacks to choose?

How did you and your classmates work together to make choices?

What surprised you about this activity?

PROCESS

When you are watching television, what sort of snacks do you eat?

When you go to the grocery store or gas station, what sort of snacks do you see for sale?

What is the hardest part about selecting good snacks?

What is the easiest part about selecting good snacks?

What did you learn today about choosing snacks?

GENERALIZE

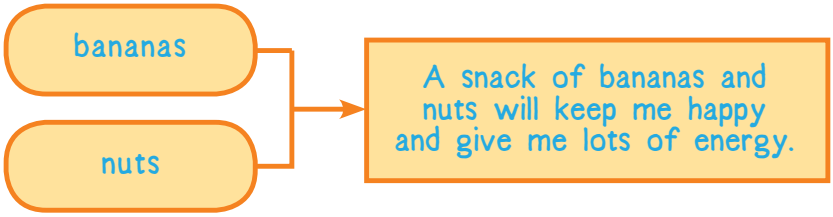
Which of these healthy foods do you already like to snack on?

If you went into the convenience store this afternoon, what healthy snacks could you find?

When you go home this afternoon, what healthy snacks could you find?

APPLY

Create a flow chart on the board and fill it in as an example of a healthy combination of snack foods that will help strengthen Body Quest warriors. Think aloud as your fill in the chart.



Tell students that a combination of healthy snack foods creates a "super snack." Explain that super snacks strengthen more than one warrior power at the same time, like happiness and energy.

Tell students that they will be working with their small groups to create combinations of foods that would taste good together and would create a super snack. Ask them to think about snacks that would be easy to prepare using just two or three cards.

Allot several minutes for this activity, and then invite students to record their super snacks on flow charts on the board.

LET'S WRITE!

Ask students to write about a combination of healthy snack foods they could prepare on their own. Is the snack crunchy, sweet, salty? How will that snack help them on their quest for good health?

SUM UP

What did you learn about in today's lesson? How would you describe what you learned to a friend who wasn't here today?

Tell students that you want to let them in on an important secret: Body Quest warriors eat very special snacks, and not the stuff that we see advertised on television. Explain that Body Quest warriors choose fruits and vegetables, bread and cheese, and fruit and yogurt. Discuss how Body Quest warriors choose snacks that will make them strong, give them energy, and protect their bodies, like armor.

TAKE HOME

Tell students that their warrior challenge is to talk with their family members about eating delicious, healthy, and easy-to-prepare snacks. Challenge them to prepare and eat snacks that don't come packaged in a bag or box. Remind them that these will include fruits and vegetables they can wash and eat or peel and eat.

Distribute the Family Discussion Prompt for students to share with their families.

Don't forget to collect students' card decks!

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

WARRIOR! WORKOUT + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING

If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ TWO-DIMENSIONAL SHAPES

Remind students that Muscle Max eats protein from meat, beans, and milk products for strong bones and muscles. Tell students that it's especially important for Muscle Max to find healthy snack foods. Help students recall two-dimensional shapes such as circles, squares, rectangles, and triangles. Ask for examples of these shapes in the classroom. Tell students that Muscle Max is on a hunt for healthy snacks that come in different shapes—for example, a square whole grain cracker with a square piece of cheese, or an oval egg, or a small triangle slice of pizza. Draw these shapes on the chalkboard and label them. Help students brainstorm about foods in different shapes. Create a chart on the board and list ideas from students under

the appropriate shape. Invite student partners or small groups of students to look through their Body Quest card deck and identify foods in different shapes. Encourage students to think about how food can be cut into different shapes. If time allows, provide students with pieces of yarn, and encourage them to use the yarn to form two-dimensional shapes.

▲	■	●
pizza	cracker	orange

SCIENCE ODYSSEY

▶ SNACKING OVER TIME

Tell students that Trans Fat Cat has a particular weakness for snacks. He snacks all the time—and not on healthy fruits and vegetables. Lead a discussion about snacking—what do students snack on, how often, what times of day? Create a chart on the board listing snacking habits of students, and guide students to compare and contrast their habits. What similarities do you find as a class? What differences do you find? Discuss personal perspectives of students on eating and health as compared to social perspectives. What do we think when we see someone eating fast food in a car? What do we think when we see someone eating carrot sticks on a park bench outside? Why do we think the way we do? What messages do we get from one another, the media, school, home, etc? Encourage students to share their thoughts about these kinds of questions in small groups. Then invite students to research snacking habits throughout history. What did people snack on in the 1970s? How about in the 1940s? The 1880s? If time permits, invite students to share their findings with the class.

SOCIAL STUDIES ODYSSEY

▶ GROWING SNACKS

Remind students that Shining Rainbow eats a lot of fruits and vegetables. Tell students that Shining Rainbow particularly enjoys planting and growing her own fruits and vegetables. Discuss the advantages of gardening and eating homegrown foods. Guide students to think about and discuss from a social perspective shopping for foods versus growing foods at home. What are the pros and cons of each? Record students' ideas on the board. What kinds of fruits and vegetables are grown in your region? What is the growing season? What can people grow in pots versus a raised bed or garden plot? What kinds of snack foods could students grow at home?

Provide gardening books for students to study in small groups. Be sure to include books on container gardens so students living in all homes, including apartments and condominiums, are able to participate. Allot time for students to list, describe, and illustrate snack foods they could grow at home.

Shopping for Food		Growing Food at Home	
Pros	Cons	Pros	Cons

ARTS ODYSSEY

▶ ENERGY IN COLOR

Display an image of Graino Supa and ask students what they recall about this character. What does he eat? Why is it important to eat grains? Remind students that Graino Supa gets an energy boost from eating grains. Ask students to evaluate the drawing of this character. What do they like about the artwork? What don't they like about it? Why? How might the character be drawn to show that he has a lot of energy? Guide students to the understanding that there are various purposes for creating works of art and that their opinions count. Discuss the importance of reflecting upon and assessing artwork created by themselves and others—the relevance of developing evaluation skills and the ability to articulate an opinion. What are some reasons you might like or dislike a piece of art, including stories, cartoons, paintings, music, etc? Why is it important to be able to come to your own conclusions

about something, rather than just accepting what others say? Why might one person like a piece of art but another person dislikes it? What do past experiences have to do with this? Allot time for students to create their own brand new Body Quest warrior. Help students describe features of the warrior (lots of energy, for example) before beginning. After students have completed their artwork, help them compare and contrast their characters. How are the warriors similar? How are they different? What do they like and dislike about their work?

LESSON

THE WAY OF THE WARRIOR

▶ OBJECTIVES

Youth will:

- Understand the benefits of eating fruits and vegetables
- Recognize the importance of helping others to understand these benefits
- Learn about the concept of persuasion
- Understand that they can use words and images to persuade friends and family members

▶ SUCCESS INDICATORS

Youth will be able to:

- Articulate the benefits of eating fruits and vegetables
- Explain why it is important to help others learn the benefits of eating fruits and vegetables
- Define the word *persuade*
- Use words and images to create a persuasive poster for eating fruits and vegetables

▶ LIFE SKILLS

Youth will work on:

- Influencing skills and persuasion
- Expressing self
- Identifying relevant information

▶ NATIONAL HEALTH EDUCATION STANDARD

Health Promotion and Disease Prevention

- Youth will comprehend concepts related to health promotion and disease prevention.

▶ LESSON MATERIALS

- Body Quest card decks
- Chalkboard, chart paper, or interactive white board
- Drawing paper
- Markers, crayons, colored pencils
- Family Discussion Prompt
- Graduation Certificate
- Battle Cry

GET STARTED

Welcome the Body Quest warriors and invite students to restate the warrior vow as a group:

I will enter into the quest for health, strength, and wisdom.

I will try new fruits and vegetables.

I will share what I learn with my family and friends.

I will learn to eat healthy foods every day.

I will have fun on my quest.

Invite students to share their warrior reports.

What are some things you have learned about eating good foods?

What are some things you have changed about what you eat?

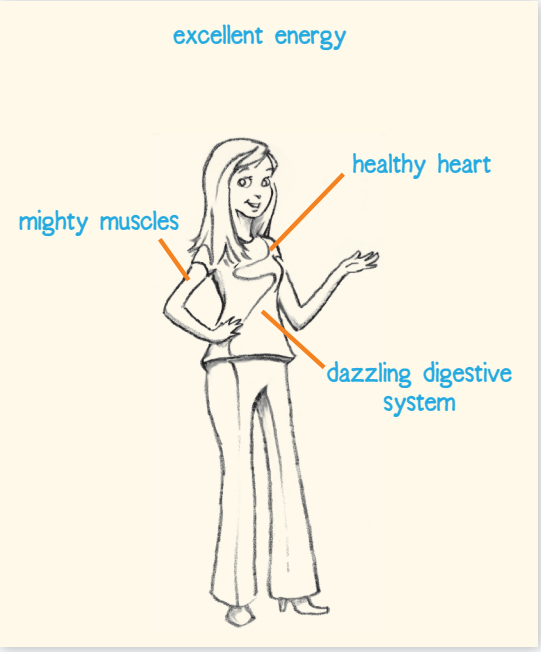
What have you shared with your family and friends?

What snacks did you have this week?

EXPERIENCE

Remind students what it means to be a Body Quest warrior—to be brave and strong and to make good food choices. Tell students that today they will draw a picture of themselves as a Body Quest warrior and they will use this drawing for an illustrated talk about what it means to be a Body Quest warrior and to persuade or convince others to be Body Quest warriors.

Display a sample drawing of yourself as a Body Quest warrior and explain why you included specific details in your picture. Discuss why you used specific words or phrases, and why you think these words would be persuasive or convincing.



Define and discuss the words *persuade* and *convince*.

What does it mean to persuade someone or to convince someone of something?

Why is it a good idea to persuade people to eat more fruits and vegetables?

When have you been persuaded to do something?

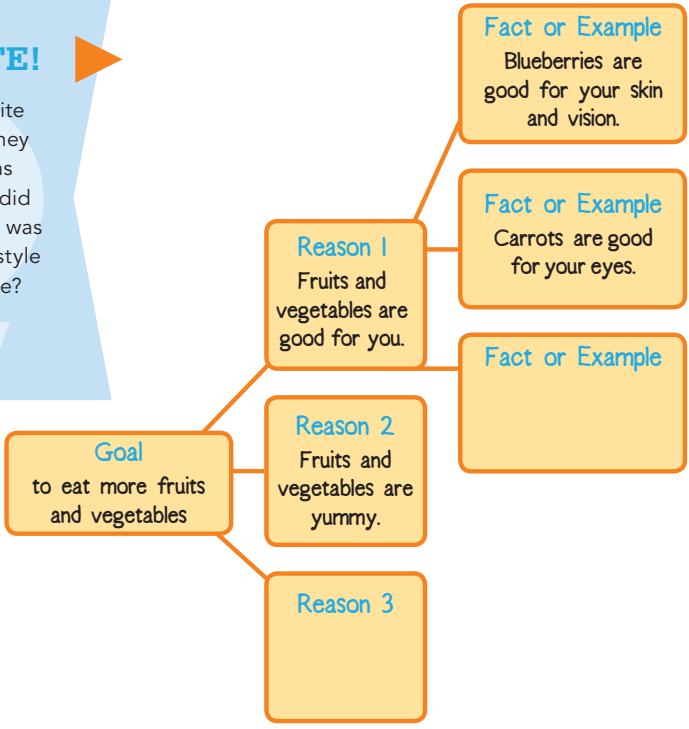
What was it that convinced you?

Draw a persuasion map on the board and guide students to help you fill in the map.

Distribute drawing paper and markers or crayons, and invite students to create their own drawings of themselves as Body Quest warriors. Remind students to use persuasive images and text that will encourage others to become healthy Body Quest warriors. Allow ample time for students to complete their work.

LET'S WRITE!

Ask students to write about something they have read that was persuasive. Where did they read this? What was it about the writing style that was persuasive?



Model giving an illustrated talk about your drawing, explaining how and why you consider yourself to be a Body Quest warrior. Mention the journey you are on to make good food choices and to be brave about trying new foods, and your goal to have a strong and healthy body.

Invite students to share their drawings one at a time. As students present their work, encourage them to talk about the benefits of eating fruits and vegetables. Gently remind them to be as persuasive as possible. (Note that some students will be self-conscious about presenting in front of the group. Prompt these students by asking questions about specific details in their drawing. If appropriate, stand at the front of the room with these students and interview them for a "talk show.")

REFLECT

SHARE

How did it feel to talk to your classmates about eating fruits and vegetables?

What have you learned from listening to your classmates talk about good eating?

PROCESS

When have you seen cartoons or pictures used to sell food?

What did you learn about using pictures to tell an important story?

What did you learn about using words to tell an important story?

What did you learn about talking in front of people? Did it help to have your drawing to show your classmates? How?

GENERALIZE

When are some other times you could use pictures and words to help you tell a story?

APPLY

Discuss with students how they can use their drawings to persuade their families and friends to eat more fruits and vegetables. Invite students to share their ideas.

What else could you use to persuade your friends and family members to follow The Way of the Warrior?

Do you think some images or words might be more persuasive for some people and less for others? Why? What are some examples of this?

Lead a discussion about how people are persuaded by different things—for example, some might be persuaded by the promise of good health and others might be persuaded by the promise of attractive skin. Allot time for students to discuss their thoughts.

SUM UP

What have you learned from Body Quest warrior training?

Why is what you have learned important?

How will you use your training and knowledge in the future?

Congratulate students for becoming great warriors—wise and committed to helping others. Remind them that the journey of the Body Quest warrior never ends, that they will always have choices that will keep their heart and muscles strong. Tell them that they will always need fruits and vegetables to keep them healthy, and sometimes they will need to be brave and not take the easy path.

Remind students that it's always easier to choose cookies or chips, but the wise warrior doesn't choose the easy way—the wise warrior chooses the right way (fruits and vegetables)!

LET'S GET TO WORK!

Guide students to work independently, with partners, or in small groups on one of the following:

- pencil-and-paper activity
- showcase activity

Create these groupings as appropriate to the students in your class.

Printable handouts for this lesson can be found at **www.BodyQuest.aces.edu**. See the appendixes for descriptions. If time allows, invite students to share their pencil-and-paper work with the class. Note that showcases can be presented at the conclusion of this lesson or on the final day of Body Quest.

TAKE HOME

Tell students it is important that they share what they have learned with their family—to encourage their family members to make good food choices just as *they* make good food choices. Remind students to use their drawing to persuade their family members to become Body Quest warriors. Suggest that they keep their drawing displayed in the kitchen as a reminder to make healthy choices.

Distribute the Family Discussion Prompt for students to share with their families.

Distribute customized Graduation certificates to each student.

Distribute card decks for students to take home and keep (optional).

WARRIOR! WORKOUT! + BODY QUEST! BATTLE CRY!

Tell students that every time they meet for Body Quest training, they will conclude the lesson with a Warrior Workout followed by the Body Quest Battle Cry!

Turn to Appendix C to find instructions for the Warrior Workout. Distribute the Battle Cry. Have students stand up and sing or recite this chant. Collect the Battle Cry from students for use at the next lesson.

WARRIOR! TASTING

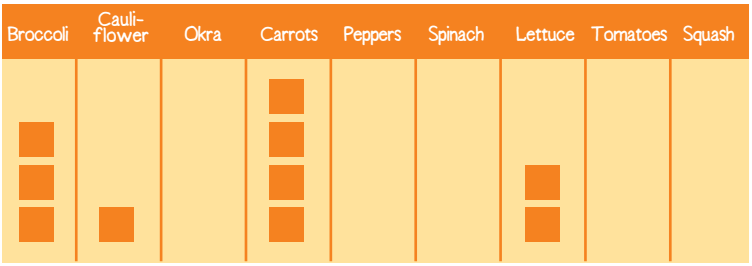
If time and budget allow, invite students to taste a fruit and/or vegetable. Introduce these tastings as snacks they can wash and eat or peel and eat—or super snacks that include a fruit or vegetable AND a grain or a source of protein!

MATH ODYSSEY

▶ ORGANIZING AND REPRESENTING DATA

Remind students that Shining Rainbow eats vegetables to look and feel good. Lead a discussion about the vegetables students have been eating since they have been studying to become Body Quest warriors. What are their favorite vegetables? What makes them their favorites? Allow time for students to share. Encourage them to persuade their classmates to try their favorite vegetables. Why should we eat broccoli? What is so good about it? Tell students that together you will create a bar chart to determine which vegetable students like the most. Write the names of the different Body Quest vegetables across the top of a piece of chart paper. One at a time,

ask students which of the vegetables is their favorite. Ask them to come to the front of the room and draw a small square at the bottom of the appropriate column on the chart. Once you have the completed bar chart, help students analyze why that particular vegetable is most liked. Which is least liked? Why?



SCIENCE ODYSSEY

▶ SUSTAINING FRUITS AND VEGETABLES

Reintroduce the character Body Doctor to students. Remind students that Body Doctor is committed to eating foods that protect her body and keep her from getting sick. Tell students that plants such as fruits and vegetables help to sustain people and animals. Explain that all animals depend on plants. Lead a discussion about how human and animal behavior depends on the environment. For example, some people eat only food from their garden because that is all they have to eat; others eat fast food simply because it is available. Encourage students to think about ways in which their behavior is influenced by their environment. What are some things in the environment that students should watch out for? How can they use the power of persuasion to convince themselves to commit to a lifestyle of healthy eating? Record ideas of students on the chalkboard.

Watch Out for...

- fast food
- snack machines
- TV ads for unhealthy foods

SOCIAL STUDIES ODYSSEY

▶ MARKETING GOOD HEALTH

Reintroduce the character Muscle Max and remind students that Muscle Max eats protein from meat, beans, and milk products in order to be strong and healthy. Tell students there are a lot of products that advertise that they help people stay healthy. Discuss the concept of supply and demand. If there is high demand for a product, there is more competition in the market. Ask students to brainstorm products and services for good health and to think about how producers market their goods. How are soccer products marketed? Running shoes? Tennis rackets? Healthy yogurt products? Fruit drinks? Frozen fruit Popsicles? Separate students into small groups and ask them to research health products online or in magazines and make a list of products and the marketing tactics used by the companies. In whole group, have small-group members share their findings.

Lead a discussion about the power of persuasion and how businesses and organizations rely on market research and clever marketing tactics to entice consumers. Discuss why there is a current demand for products and services that lead to good health.

ARTS ODYSSEY

▶ WARRIOR IMPROVISATION

Remind students that the Body Quest warriors are healthy because they eat lots of healthy fruits, vegetables; grains; and meat, beans, and milk products. Ask students to discuss Trans Fat Cat's eating habits. Encourage them to share how he might feel about himself. Do you think he has lots of energy, or do you think he is tired? Do you think he is a strong warrior? Separate students into small groups (of seven, if possible) and have them self-assign roles for all seven of the Body Quest characters. Tell students that they will be improvising a scene in which the Body Quest warriors are trying to persuade Trans Fat Cat to lead a healthier lifestyle. Remind students that in order to be persuasive, they will have to provide reasons and facts or examples. Allow ample time for students to practice their improvisations and then perform them for the class.

APPENDIXES A–E!

APPENDIX A: PENCIL-AND-PAPER ACTIVITIES

Pencil-and-paper activity sheets are designed as optional, supplemental activities for students with a range of writing and drawing skills. Print and distribute the sheets most appropriate to the developmental level of the students in your class.

Printable files in pdf format can be found at **www.BodyQuest.aces.edu**.

LESSON 1

BRAVE WARRIORS

BRAVE! WARRIORS

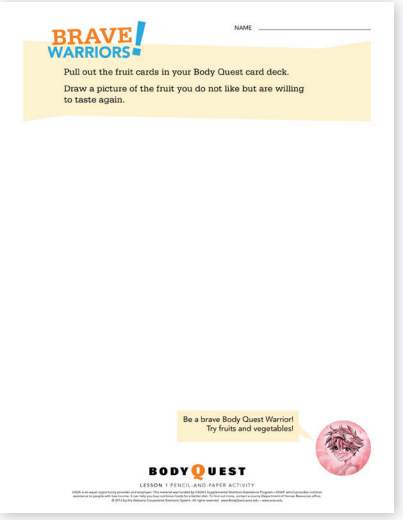
NAME _____

Everybody gets scared sometimes. Brave Body Quest warriors get scared too.

Circle the items that scare you. Draw a square around the items that do not scare you.

BODY QUEST

LESSON 1 PENCIL-AND-PAPER ACTIVITY


BRAVE! WARRIORS

NAME _____

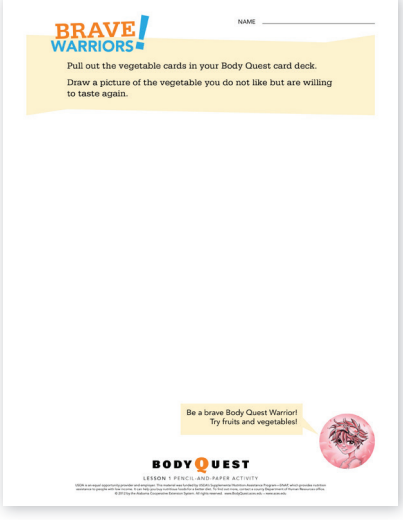
Pull out the fruit cards in your Body Quest card deck.

Draw a picture of the fruit you do not like but are willing to taste again.

Be a brave Body Quest Warrior!
Try fruits and vegetables!

BODY QUEST

LESSON 1 PENCIL-AND-PAPER ACTIVITY


BRAVE! WARRIORS

NAME _____

Pull out the vegetable cards in your Body Quest card deck.

Draw a picture of the vegetable you do not like but are willing to taste again.

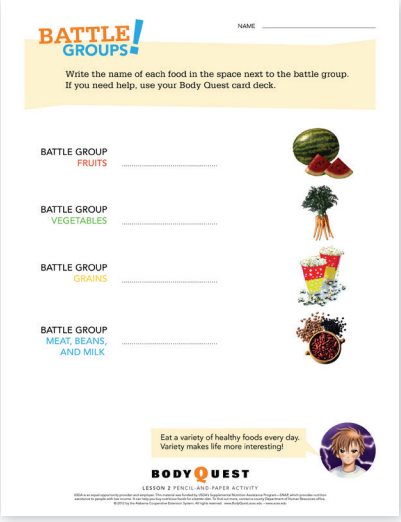
Be a brave Body Quest Warrior!
Try fruits and vegetables!

BODY QUEST

LESSON 1 PENCIL-AND-PAPER ACTIVITY

LESSON 2

BATTLE GROUPS



BATTLE GROUPS!

NAME _____

Write the name of each food in the space next to the battle group. If you need help, use your Body Quest card deck.

BATTLE GROUP FRUITS .....

BATTLE GROUP VEGETABLES .....

BATTLE GROUP GRAINS .....

BATTLE GROUP MEAT, BEANS, AND MILK .....

Eat a variety of healthy foods every day. Variety makes life more interesting!

BODY QUEST

LESSON 2 PENCIL-AND-PAPER ACTIVITY

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BATTLE GROUPS!

NAME _____

Can you tell which food doesn't belong? Circle the food in the wrong battle group. If you need help, use your Body Quest card deck.

BATTLE GROUP FRUITS

BATTLE GROUP VEGETABLES

BATTLE GROUP GRAINS

BATTLE GROUP MEAT, BEANS, AND MILK

Eat a variety of healthy foods every day. Variety makes life more interesting!

BODY QUEST

LESSON 2 PENCIL-AND-PAPER ACTIVITY

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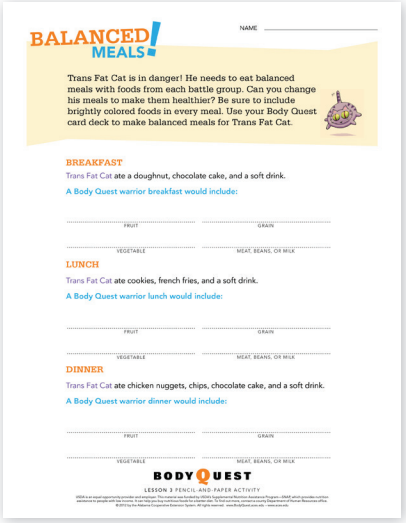
LESSON 3

BALANCED MEALS



BALANCED! MEALS

NAME _____

Trans Fat Cat is in danger! He needs to eat balanced meals with foods from each battle group. Can you change his meals to make them healthier? Be sure to include brightly colored foods in every meal. Use your Body Quest card deck to make balanced meals for Trans Fat Cat.

BREAKFAST

Trans Fat Cat ate a doughnut, chocolate cake, and a soft drink.

A Body Quest warrior breakfast would include:

FRUIT ..... GRAIN .....

VEGETABLE ..... MEAT, BEANS, OR MILK .....

LUNCH

Trans Fat Cat ate cookies, french fries, and a soft drink.

A Body Quest warrior lunch would include:

FRUIT ..... GRAIN .....

VEGETABLE ..... MEAT, BEANS, OR MILK .....

DINNER

Trans Fat Cat ate chicken nuggets, chips, chocolate cake, and a soft drink.

A Body Quest warrior dinner would include:

FRUIT ..... GRAIN .....

VEGETABLE ..... MEAT, BEANS, OR MILK .....

BODY QUEST

LESSON 3 PENCIL-AND-PAPER ACTIVITY

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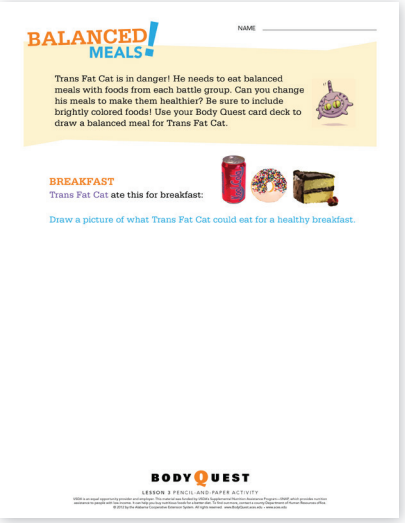

BALANCED! MEALS

NAME _____

Trans Fat Cat is in danger! He needs to eat balanced meals with foods from each battle group. Can you change his meals to make them healthier? Be sure to include brightly colored foods! Use your Body Quest card deck to draw a balanced meal for Trans Fat Cat.

BREAKFAST

Trans Fat Cat ate this for breakfast:

Draw a picture of what Trans Fat Cat could eat for a healthy breakfast.

BODY QUEST

LESSON 3 PENCIL-AND-PAPER ACTIVITY

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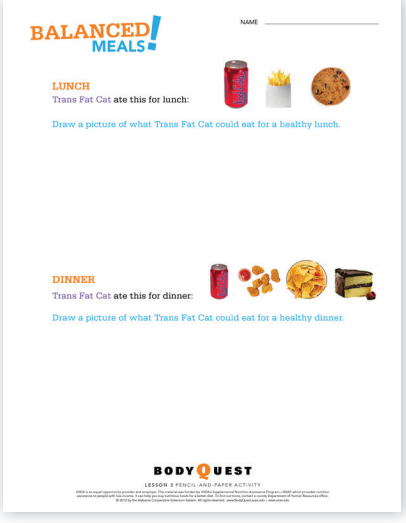

BALANCED! MEALS

NAME _____

LUNCH

Trans Fat Cat ate this for lunch:

Draw a picture of what Trans Fat Cat could eat for a healthy lunch.

DINNER

Trans Fat Cat ate this for dinner:

Draw a picture of what Trans Fat Cat could eat for a healthy dinner.

BODY QUEST

LESSON 3 PENCIL-AND-PAPER ACTIVITY

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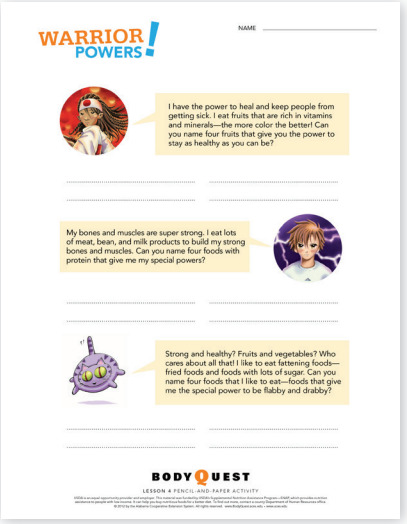
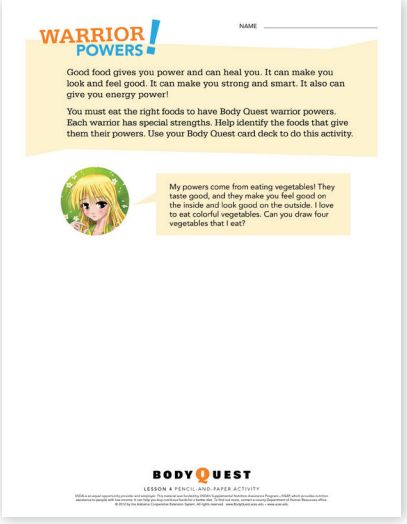
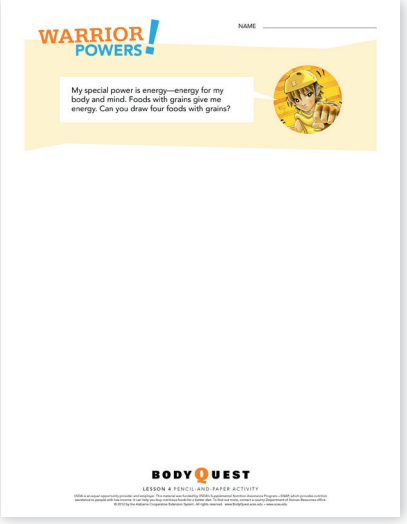
LESSON 4

WARRIOR POWERS







WARRIOR POWERS!

NAME _____

I have the power to heal and keep people from getting sick. I eat fruits that are rich in vitamins and minerals—the more color the better! Can you draw four fruits that give you the power to stay as healthy as you can be?

BODY QUEST

LESSON 4 PENCIL-AND-PAPER ACTIVITY

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WARRIOR POWERS!

NAME _____

My bones and muscles are super strong. I eat lots of meat, bean, and milk products to build my strong bones and muscles. Can you draw four foods with protein that give me my special powers?

BODY QUEST

LESSON 4 PENCIL-AND-PAPER ACTIVITY

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WARRIOR POWERS!

NAME _____

Strong and healthy? Fruits and vegetables? Who cares about all that! I like to eat fattening foods—fried foods and foods with lots of sugar. Can you draw four foods that I like to eat—foods that give me the special power to be flabby and drabby?

BODY QUEST

LESSON 4 PENCIL-AND-PAPER ACTIVITY

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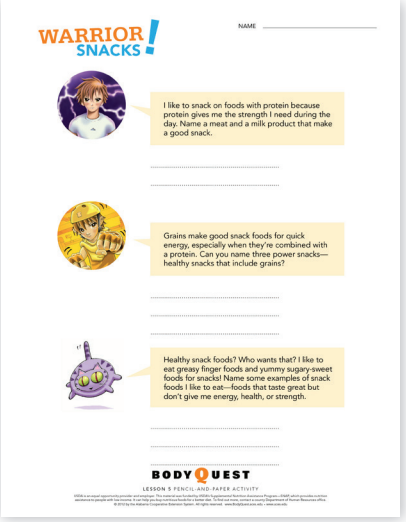
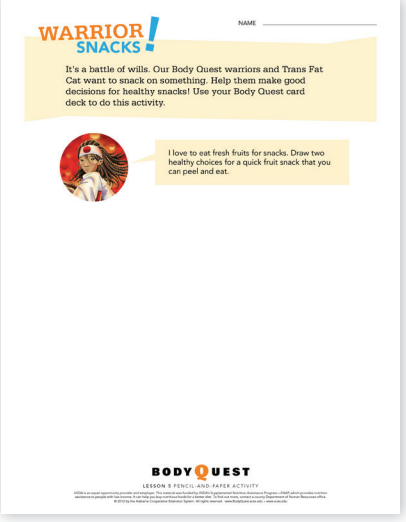
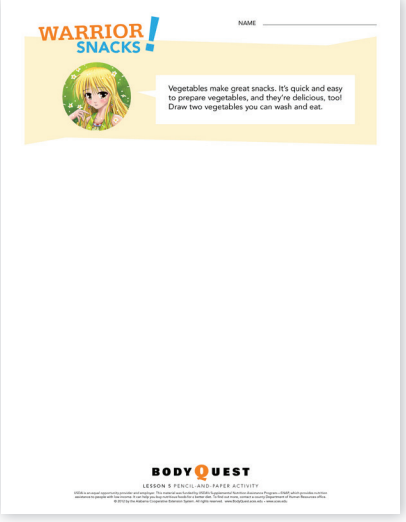
LESSON 5

WARRIOR SNACKS







WARRIOR SNACKS!

NAME _____

I like to snack on foods with protein because protein gives me the strength I need during the day. Draw one each of a meat and a milk product that makes a good snack.

BODY QUEST

LESSON 5 PENCIL-AND-PAPER ACTIVITY

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WARRIOR SNACKS!

NAME _____

Grains make good snack foods for quick energy, especially when they're combined with a protein. Can you draw three power snacks—healthy snacks that include grains?

BODY QUEST

LESSON 5 PENCIL-AND-PAPER ACTIVITY

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WARRIOR SNACKS!

NAME _____

Healthy snack foods? Who wants that? I like to eat greasy finger foods and yummy sugary-sweet foods for snacks! Draw some examples of snack foods I like to eat—foods that taste great but don't give me energy, health, or strength.

BODY QUEST

LESSON 5 PENCIL-AND-PAPER ACTIVITY

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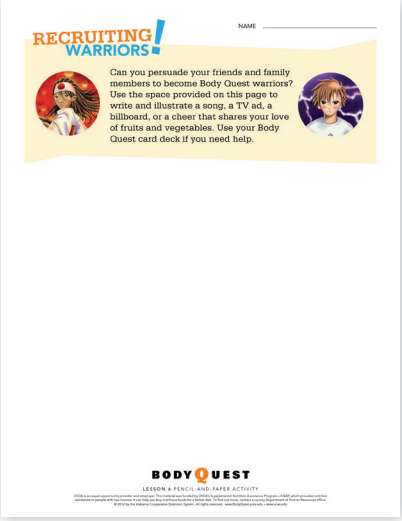
LESSON 6

RECRUITING WARRIORS


RECRUITING WARRIORS!

NAME _____

Can you persuade your friends and family members to become Body Quest warriors? Use the space provided on this page to write and illustrate a song, a TV ad, a billboard, or a cheer that shares your love of fruits and vegetables. Use your Body Quest card deck if you need help.

BODY QUEST

LESSON 6 PENCIL-AND-PAPER ACTIVITY

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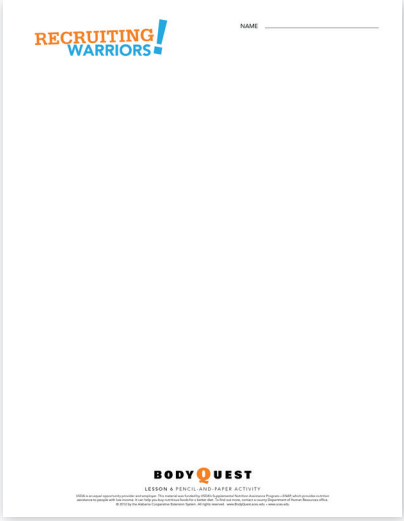
RECRUITING WARRIORS!

NAME _____

BODY QUEST

LESSON 6 PENCIL-AND-PAPER ACTIVITY

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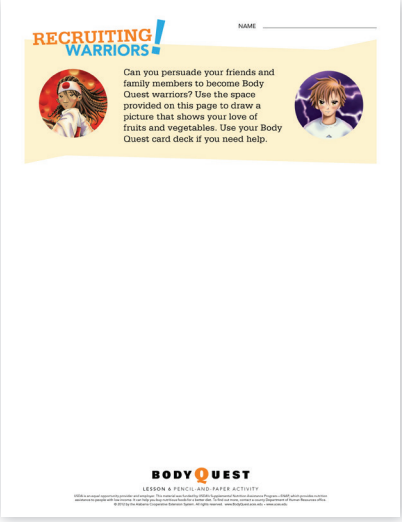
RECRUITING WARRIORS!

NAME _____

Can you persuade your friends and family members to become Body Quest warriors? Use the space provided on this page to draw a picture that shows your love of fruits and vegetables. Use your Body Quest card deck if you need help.

BODY QUEST

LESSON 6 PENCIL-AND-PAPER ACTIVITY

SNAP-Ed is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program—SNAP, which provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact a county Department of Human Resources office.
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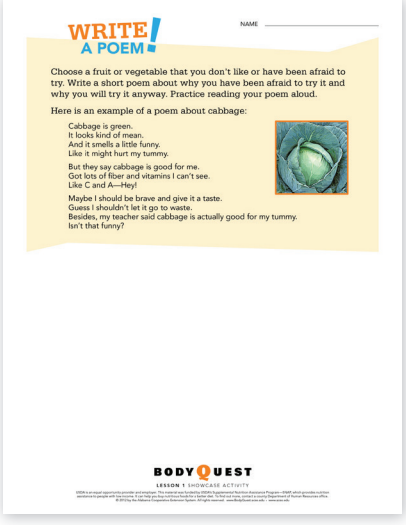
APPENDIX B: SHOWCASE ACTIVITIES

Showcase activity sheets are designed as optional, supplemental activities for students. A blank page is included for each showcase for younger students who need more room to draw or write.

Printable files in pdf format can be found at **www.BodyQuest.aces.edu**.

LESSON 1

WRITE A POEM


WRITE! A POEM!

NAME _____

Choose a fruit or vegetable that you don't like or have been afraid to try. Write a short poem about why you have been afraid to try it and why you will try it anyway. Practice reading your poem aloud.

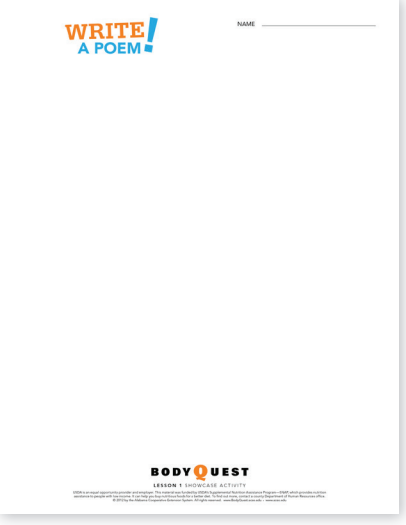
Here is an example of a poem about cabbage:

Cabbage is green.
It looks kind of mean.
And it smells a little funny.
Like it might hurt my tummy.

But they say cabbage is good for me.
Got lots of fiber and vitamins I can't see.
Like C and A—Hey!

Maybe I should be brave and give it a taste.
Guess I shouldn't let it go to waste.
Besides, my teacher said cabbage is actually good for my tummy.
Isn't that funny?

BODY QUEST
LESSON 1 SHOWCASE ACTIVITY

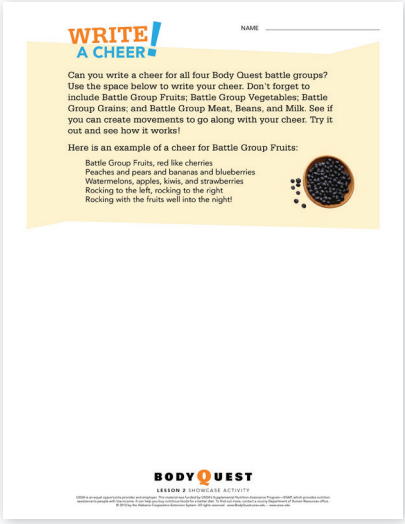

WRITE! A POEM!

NAME _____

BODY QUEST
LESSON 1 SHOWCASE ACTIVITY

LESSON 2

WRITE A CHEER



WRITE! A CHEER

NAME _____

Can you write a cheer for all four Body Quest battle groups? Use the space below to write your cheer. Don't forget to include Battle Group Fruits; Battle Group Vegetables; Battle Group Grains; and Battle Group Meat, Beans, and Milk. See if you can create movements to go along with your cheer. Try it out and see how it works!

Here is an example of a cheer for Battle Group Fruits:

Battle Group Fruits, red like cherries
Peaches and pears and bananas and blueberries
Watermelons, apples, kiwis, and strawberries
Rocking to the left, rocking to the right
Rocking with the fruits well into the night!

BODY QUEST
LESSON 2 SHOWCASE ACTIVITY

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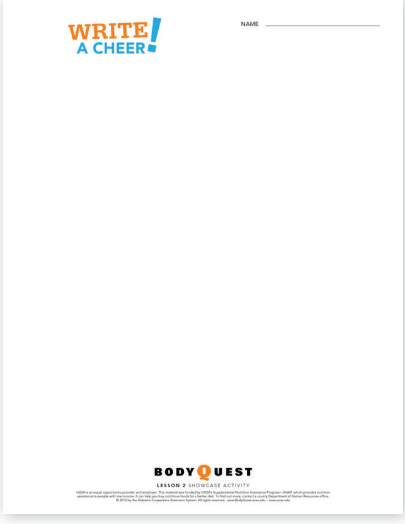

WRITE! A CHEER

NAME _____

BODY QUEST
LESSON 2 SHOWCASE ACTIVITY

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LESSON 3

CREATE A MEAL

CREATE A MEAL!

NAME _____

Can you create a balanced meal? Which meal would you like to create—breakfast, lunch, or dinner?

Draw a picture of a balanced meal on your plate.

Be ready to share your drawing with the class!

BODY QUEST

LESSON 3 SHOWCASE ACTIVITY

CREATE A MEAL!

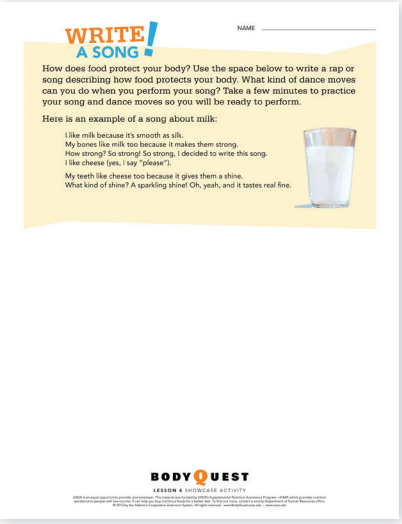
NAME _____

BODY QUEST

LESSON 3 SHOWCASE ACTIVITY

LESSON 4

WRITE A SONG



WRITE! A SONG

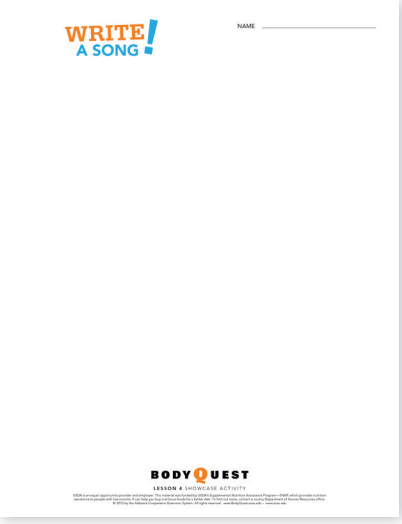
NAME _____

How does food protect your body? Use the space below to write a rap or song describing how food protects your body. What kind of dance moves can you do when you perform your song? Take a few minutes to practice your song and dance moves so you will be ready to perform.

Here is an example of a song about milk:

I like milk because it's smooth as silk.
My bones like milk too because it makes them strong.
How strong? So strong! So strong, I decided to write this song.
I like cheese (yes, I say "please").

My teeth like cheese too because it gives them a shine.
What kind of shine? A sparkling shine! Oh, yeah, and it tastes real fine.



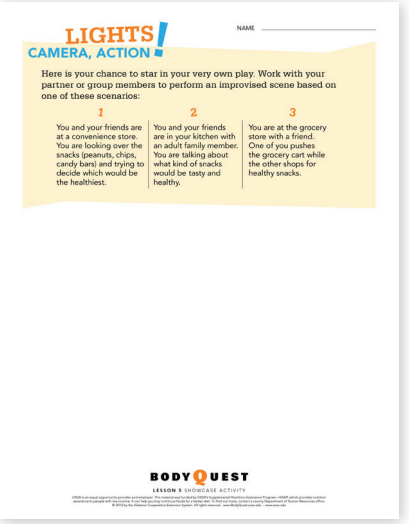
WRITE! A SONG

NAME _____

BODY QUEST
LESSON 4 SHOWCASE ACTIVITY

LESSON 5

LIGHTS, CAMERA, ACTION



LIGHTS CAMERA, ACTION!

NAME _____

Here is your chance to star in your very own play. Work with your partner or group members to perform an improvised scene based on one of these scenarios:

1	2	3
You and your friends are at a convenience store. You are looking over the snacks (peanuts, chips, candy bars) and trying to decide which would be the healthiest.	You and your friends are in your kitchen with an adult family member. You are talking about what kind of snacks would be tasty and healthy.	You are at the grocery store with a friend. One of you pushes the grocery cart while the other shops for healthy snacks.

BODY QUEST
LESSON 5 SHOWCASE ACTIVITY

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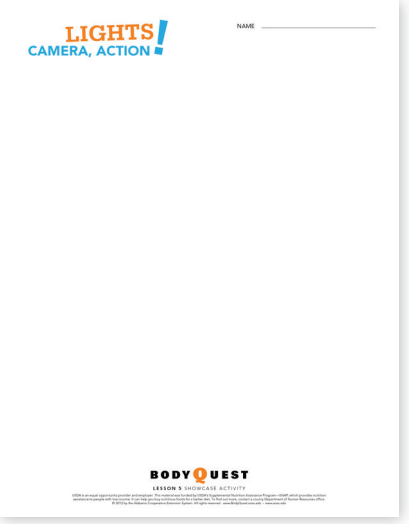

LIGHTS CAMERA, ACTION!

NAME _____

BODY QUEST
LESSON 5 SHOWCASE ACTIVITY

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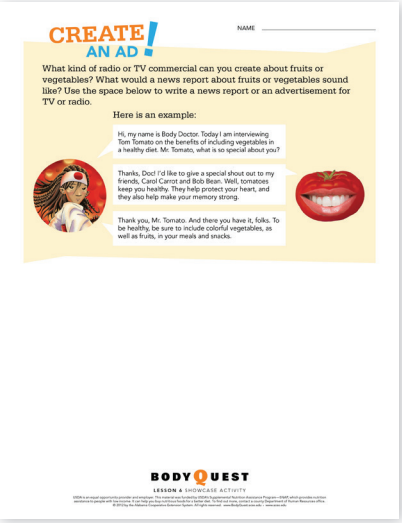
LESSON 6

CREATE AN AD



CREATE AN AD!

NAME _____

What kind of radio or TV commercial can you create about fruits or vegetables? What would a news report about fruits or vegetables sound like? Use the space below to write a news report or an advertisement for TV or radio.

Here is an example:

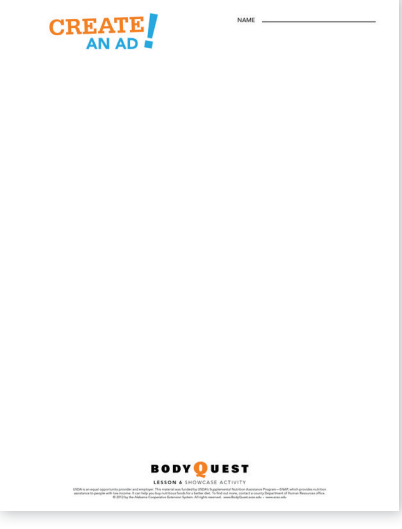
Hi, my name is Body Doctor. Today I am interviewing Tom Tomato on the benefits of including vegetables in a healthy diet. Mr. Tomato, what is so special about you?

Thanks, Doc! I'd like to give a special shout out to my friends, Carol Carrot and Bob Bean. Well, tomatoes keep you healthy. They help protect your heart, and they also help make your memory strong.

Thank you, Mr. Tomato. And there you have it, folks. To be healthy, be sure to include colorful vegetables, as well as fruits, in your meals and snacks.

BODY QUEST

LESSON 6 SHOWCASE ACTIVITY



CREATE AN AD!

NAME _____

BODY QUEST

LESSON 6 SHOWCASE ACTIVITY

APPENDIX C: WARRIOR WORKOUTS

At the end of each session, students will engage in simple exercises that include stretching, cardiovascular training, strength training, and a cool down.

STRETCHING

CARROT TWISTS (10 of each)

Place your hands on your hips and face forward. Carrot twist to the right, and then carrot twist to the left.

CABBAGE FORWARD ARM CIRCLES (10 of each)

Stand with your feet apart and hold your arms in the air, parallel to the floor. Make small cabbage circles to the front, and then large cabbage circles to the front.

CABBAGE BACKWARD ARM CIRCLES (10 of each)

Give your arms a break. Then hold your arms in the air, parallel to the floor again. Make small cabbage circles to the back, and then large cabbage circles to the back.

CARDIOVASCULAR TRAINING

Choose from the following activities:

OVER, UNDER, AROUND, AND THROUGH

Ask students to find a space in the room where they are an arm's length away from their classmates. Guide students to go over, around, and through imaginary or real objects as discussed below.

Example 1: Motion in the Ocean

- Swim over the ocean with giant swimming strokes.
- Dive under the sea like a whale would dive—deep, deep, deep under the ocean.
- Walk around on a beach. The sand is hot—pick up your feet quickly and raise them high.
- Swim through a school of stinging jellyfish—swerve from side to side so you don't get stung.

Example 2: Jungle Boogie

- Walk over a rope bridge swinging between two mountains. It's pretty shaky—hold on!
- Squat down to sneak under a tree that has a big, scary snake in it.
- Walk on tiptoes to get around a lion that is sleeping in the middle of the path.
- Wade through quicksand that keeps pulling at your legs.

Example 3: Big City Breakdown

- Walk over a tightrope that is tied between two skyscrapers. Watch your step and keep your balance!
- Stand under a big bridge and quickly turn your body to watch every car that passes overhead.
- Cross a busy street and dodge around to keep from being hit by all the traffic.
- Walk through a big rainstorm and try to keep your feet dry.

SUPER ACTION

Ask students to stand at their desks. Call out the following sports skills and have students pantomime each for 10 to 15 seconds:

- Shoot a jump shot—rebound. Shoot again—score!
- Play basketball defense. Guard another player and keep him or her from scoring.
- Pick up your feet and run through tires in a football drill.
- Swing and miss a baseball. Miss again. Now, hit it out of the park—home run!
- Jump into a swimming pool. Swim forward and then backward.
- Crouch down and use your ski poles to ski quickly down a dangerous hill.
- Jump up and hit a volleyball over a net. Again—and again!
- Swing a golf club five times and watch the ball roll.
- Throw a football all the way down the field. Now jump and catch it.
- Bounce a soccer ball on your head and keep it up in the air.
- Take arrows from a quiver on your back and shoot them high into the air—then catch them.
- Swim deep underwater.
- Bend and catch a ground ball and throw it to first base. Again—and again!

ACT UP A STORM

Ask students to stand at their desks. Read each sentence aloud and have students act out each sentence for 20 to 30 seconds. (If time permits, invite individual students to the front of the room and have them call out their own ideas for students to act out.)

- A big scary bear is chasing you. Hide from it, and then run away!
- You are popcorn popping. Hop in place.

- You accidently stepped into a giant bowl of chocolate pudding. Wade through it until you get out.
- Reach up into the air with both hands and catch balloons. Put the balloons in a bag.
- You are playing the drums in a marching band. March in place.
- Your head is a giant paint brush. Stretch up and paint the ceiling.
- Swim as if you are in a pool full of sharks and stinging jellyfish.
- Move your feet on the floor as if you are roller-skating. Fall down and get up again.
- Shake your body as if you are a wet dog. Get all the water out!

USE YOUR BODY

Have student partners ball up a piece of paper and place it on the floor. Ask partners to work together to pick up the paper using specific body parts. Call out the following one at a time:

- One little finger
- Backs of hands
- Elbow and elbow
- Toes
- Foot and foot
- Knee and knee
- Forearm and elbow
- Foot and elbow
- Knee and elbow
- Forehead and back of hand

Students can place the paper ball back on their desks or move it to other parts of the room.

STRENGTH TRAINING

POTATO MASHER (3 repetitions, 10 seconds each)

Pretend you have a potato between your hands. Press your hands together as hard as you can.

PEPPER PULL APART (3 repetitions, 10 seconds each)

Put your hands together and lock your fingers. Pretend there is a really hot pepper between your hands and you are trying to squeeze out all the juice.

SQUASH SQUAT (15 repetitions)

Imagine you have a giant squash on your shoulders. Squat as low as you can go and then lift (the squash) as high as you can.

CABBAGE MASHER (3 repetitions, 10 seconds each)

Pretend you have a head of cabbage between your knees. Press your knees together as hard as you can.

CARROT LEGS (3 repetitions, 10 seconds each)

Imagine that your legs are carrots. Tighten all the muscles in your legs and make them really stiff.

TURNIP TUMMY (3 repetitions, 10 seconds each)

Pretend your stomach is hard as a turnip. Tighten your tummy muscles as tight as you can.

COOL DOWN

RAINBOW REACH (5 repetitions)

Stand on tiptoes. Reach as high as you can and part the clouds with your fingertips.

LOOK BACK (5 repetitions)

With your feet spread slightly apart, turn your head to the left, your chin over your left shoulder, and hold for 10 seconds. Then, turn your head to the right, chin over your right shoulder, and hold for 10 seconds.

CORN IN THE WIND (10 repetitions on each side)

Bend at your waist, turn slightly to the right, and make a big circle with your upper body. Then, turn to the left and make a big circle with your upper body.

APPENDIX D:
BODY QUEST BATTLE CRY

Heroes drink zero
sweet-ened drinks.

Don't be sour – be a flower.
Get up and
Be active for one hour.

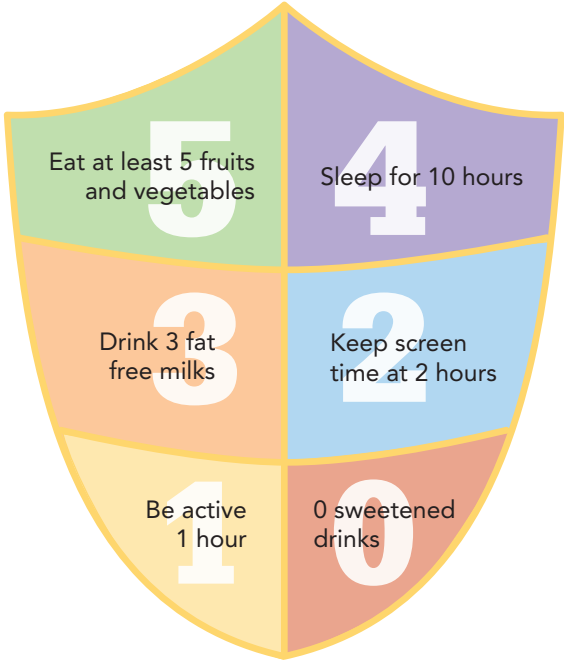
Video-ideo TV time
two hours only
or it's a crime.

Milk in a tree.
All fat free.
Going to drink 'em: 1 – 2 – 3.

Close your eyes!
And realize: you gotta sleep
for ten.

Five jive
fruits and vegetables
Five jive
fruits and vegetables
Five jive
fruits and vegetables

Now we're to the end.



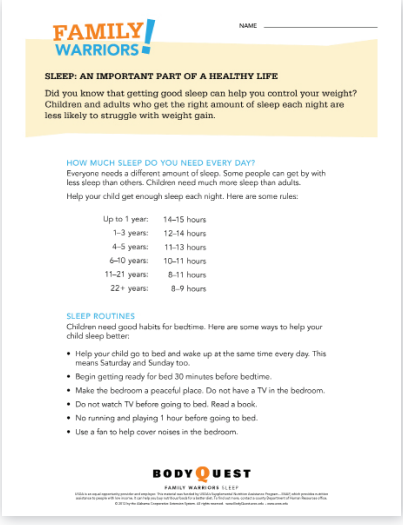
APPENDIX E:
FAMILY WARRIOR TOOLS

Printable files in pdf format can be found at **www.BodyQuest.aces.edu**.

SLEEP INFORMATION SHEET

This handout explains in easy-to-read language the benefits of developing healthy sleep habits.

Print this two-sided flyer and distribute to students to take home to their family members.



FAMILY WARRIORS

NAME _____

SLEEP: AN IMPORTANT PART OF A HEALTHY LIFE

Did you know that getting good sleep can help you control your weight? Children and adults who get the right amount of sleep each night are less likely to struggle with weight gain.

HOW MUCH SLEEP DO YOU NEED EVERY DAY?

Everyone needs a different amount of sleep. Some people can get by with less sleep than others. Children need much more sleep than adults.

Help your child get enough sleep each night. Here are some rules:

Up to 1 year:	14–15 hours
1–3 years:	12–14 hours
4–5 years:	11–13 hours
6–10 years:	10–11 hours
11–21 years:	8–11 hours
22+ years:	8–9 hours

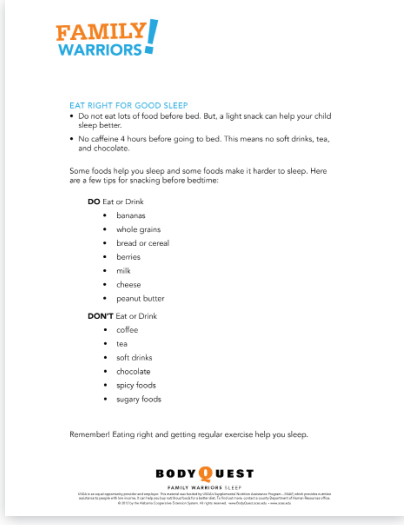
SLEEP ROUTINES

Children need good habits for bedtime. Here are some ways to help your child sleep better:

- Help your child go to bed and wake up at the same time every day. This means Saturday and Sunday too.
- Begin getting ready for bed 30 minutes before bedtime.
- Make the bedroom a peaceful place. Do not have a TV in the bedroom.
- Do not watch TV before going to bed. Read a book.
- No running and playing 1 hour before going to bed.
- Use a fan to help cover noises in the bedroom.

BODY QUEST

FAMILY WARRIORS SLEEP



FAMILY WARRIORS

EAT RIGHT FOR GOOD SLEEP

- Do not eat lots of food before bed. But, a light snack can help your child sleep better.
- No caffeine 4 hours before going to bed. This means no soft drinks, tea, and chocolate.

Some foods help you sleep and some foods make it harder to sleep. Here are a few tips for snacking before bedtime:

DO Eat or Drink

- bananas
- whole grains
- bread or cereal
- berries
- milk
- cheese
- peanut butter

DON'T Eat or Drink

- coffee
- tea
- soft drinks
- chocolate
- spicy foods
- sugary foods

Remember! Eating right and getting regular exercise help you sleep.

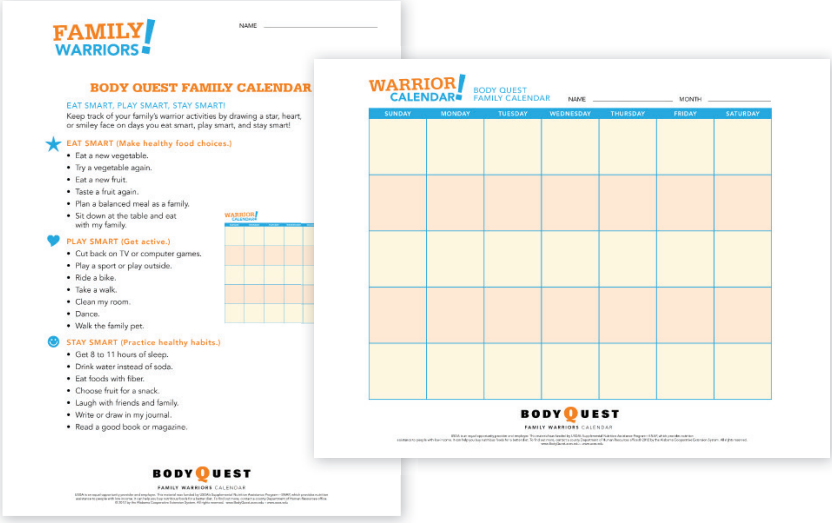
BODY QUEST

FAMILY WARRIORS SLEEP

FAMILY CALENDAR

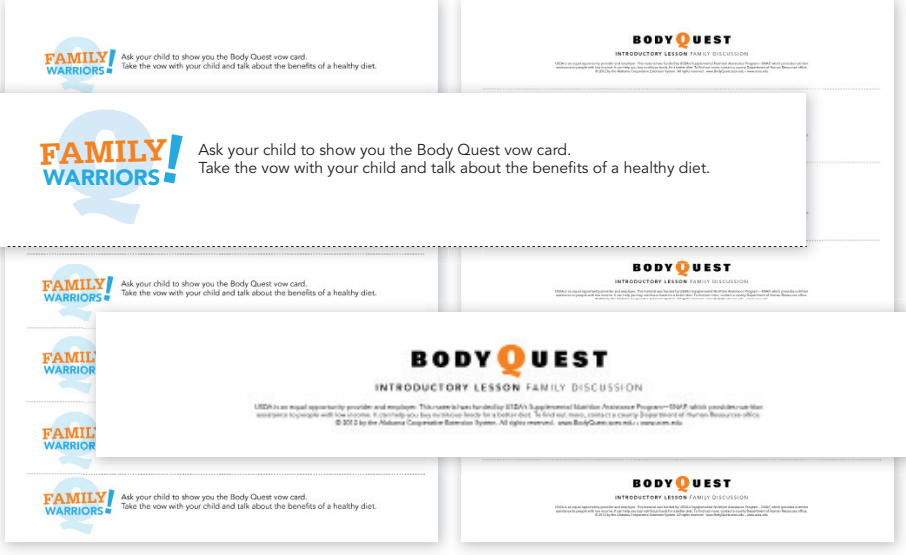
Families can hang the calendar on their refrigerator to keep track of their healthy eating, healthy activities, and general healthy habits, such as getting good sleep and drinking plenty of water. Instructions are written at a low reading level so all families can participate in this ongoing activity.

This calendar and accompanying instructions can be printed front and back. Families will write in the month at the top of the calendar.



FAMILY DISCUSSION PROMPTS

These discussion starters correlate with the Take Home instruction in each lesson. You will find a page of discussion prompts for each lesson, each prompt repeated seven per page. You can print these and cut along the dotted line to distribute to students. Remind students to share their Take Home discussions with their families. (You can also use a sticker to affix the discussion strips to students' shirts or book bags.)



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