



Diabetes Curriculum

What is Diabetes?

My Pyramid

Food Guide Pyramid

Nutrition Facts Label Activity

How to Read a Nutrition Facts Label

Decode This

Diabetes Concentration Game

Eating Good for Better Health

Fruit and Vegetable Color Chart

Fruit and Vegetable Matching

Importance of Physical Activity

My Favorite Physical Activities

Physical Activity

Jump Rope Rhymes

Nutrition and Exercise Web Resources



What is Diabetes?

What is Diabetes?

Most of the food that we eat is turned into **glucose**, or sugar, which our bodies then use for energy. The **pancreas** is an organ near the stomach that makes a **hormone** called **insulin**, which helps glucose get into the body's cells. Diabetes is a disease in which the body can't make or use insulin properly. In diabetes, glucose can't get into the cells to be used for energy so it stays in the **bloodstream**. The level of glucose, or sugar, in the blood then becomes higher than normal. High blood glucose levels are dangerous and can easily cause a number of health related problems.

There are two major types of diabetes. Type 1 diabetes is when the body doesn't make enough insulin. Type 2 diabetes is when the body doesn't respond properly to insulin. Type 2 is much more common and can be prevented. There is evidence that diabetes is **genetic**, meaning that a child who gets diabetes most likely has at least one parent who already has the disease. Most people who develop Type 2 diabetes are **overweight**. Excess fat and **inactivity** reduce the body's ability to respond to insulin. Increasing activity and losing weight can prevent type 2 diabetes. Children and teens with diabetes are also more likely to develop other health issues, such as high blood pressure and high cholesterol. Long-term **complications** of diabetes include stroke, kidney damage, heart disease, and blindness.

Symptoms of Diabetes

Some **symptoms** of diabetes are very dry skin, sudden vision changes, unexplained weight loss, sores that are slow to heal, extreme hunger or thirst, and frequent urination. Stomach pains, nausea, and vomiting may also be symptoms.

Treatment for Diabetes

It's best to prevent type 2 diabetes by exercising, healthy eating, and maintaining a healthy weight. The basic treatment for both types of diabetes is healthy eating and plenty of physical activity. For people with type 1 diabetes, blood glucose levels must be closely monitored through frequent testing and insulin **injections** are required. Some people with type 2 diabetes need pills and occasionally insulin injections. Healthy eating helps maintain a normal body weight that allows the body to grow and develop. Smaller portions, eating non-fried foods and avoiding beverages full of sugar are also important. For help in creating nutritious meals, the **food pyramid** should be used. Exercise burns **calories** and increases the body's response to insulin. Diabetes is treatable, but requires **responsibility** and **awareness** each and every day.



What is Diabetes?

Name: _____

Directions: Using the worksheet **What is Diabetes**, choose the best answer to the following questions. Be sure to consider key words.

-
- 1) **Inactivity** is another name for:
A) exercising indoors
B) little or no exercise
C) eating too much
D) being highly excited
 - 2) Which of the following words means **genetic**?
A) Burns calories
B) Nausea
C) Inherited
D) Stroke
 - 3) Dry skin and weight loss are:
A) Symptoms of Diabetes
B) Treatments for Diabetes
C) Long-term complications of Diabetes
 - 4) Lemons are to oranges as sugar is to:
A) Hormones
B) Salt
C) Glucose
D) Juice
 - 5) Healthy eating is a one treatment for diabetes: TRUE FALSE
 - 6) Kidney damage and heart disease are examples of _____.
 - 7) **Glucose** is used by the body and turned into _____.

A **fact** is something known to be true. An **opinion** is something thought to be true. Circle Fact or Opinion for each sentence below.

- 8) Diabetes is a disease that involves blood sugar levels. FACT OPINION
- 9) All overweight people will get Diabetes. FACT OPINION
- 10) The pancreas creates a hormone called insulin. FACT OPINION
- 11) Maintaining a normal body weight is important. FACT OPINION



***Selection Tips**

Choose lean or low-fat meat and poultry. If higher fat choices are made, such as regular ground beef (75 to 80% lean) or chicken with skin, the fat in the product counts as part of the discretionary calorie allowance. [Click here for more details on discretionary calories.](#)

If solid fat is added in cooking, such as frying chicken in shortening or frying eggs in butter or stick margarine, this also counts as part of the discretionary calorie allowance. [Click here for more details on discretionary calories.](#)

Select fish rich in omega-3 fatty acids, such as salmon, trout, and herring, more often (See [Why is it important to include fish, nuts, and seeds?](#)).

Liver and other organ meats are high in cholesterol. Egg yolks are also high in cholesterol, but egg whites are cholesterol-free.

Processed meats such as ham, sausage, frankfurters, and luncheon or deli meats have added sodium. Check the ingredient and [Nutrition Facts label](#) to help limit sodium intake. Fresh chicken, turkey, and pork that have been enhanced with a salt-containing solution also have added sodium. Check the product label for statements such as "self-basting" or "contains up to ___% of ___", which mean that a sodium-containing solution has been added to the product.

Sunflower seeds, almonds, and hazelnuts (filberts) are the richest sources of vitamin E in this food group. To help meet vitamin E recommendations, make these your nut and seed choices more often.



Food guide Pyramid Lesson Plan

State Standard Addressed: 1 CH-E8 PO2

Objective: Using the food guide pyramid, the students will be able to construct a healthy breakfast, lunch, and dinner menu using at least one serving from each food group.

Materials: Food Guide Pyramid handout

Grade Level: 4 – 6

Activity: The Food Guide Pyramid is an outline of what to eat each day based on dietary guidelines. The vitamins, minerals, carbohydrates, and protein they provide are needed to maintain healthy weight. The amount of food that counts as one serving is listed below. Divide students into groups of 2 or 3. After discussing the Food Pyramid and its function, allow each group to construct one day's menu including breakfast, lunch, and dinner.

Practice:

1. Review food groups and portions with the students.
2. Divide students into groups of 2 or 3. Inform them they will design a menu for one day including breakfast, lunch, dinner and a beverage. Encourage creativity.
3. Provide time for students to work. As students finish, identify which of the food groups each of the ingredients belongs to.

Closure: As a class, make a cookbook. Discuss the menus and share the groups' meal ideas. Have students edit and make a final copy on special paper or computer and turn in to you. With student input, design an attractive cover, laminate pages, and bind. Display the cookbook in the classroom during conference or in the library for the rest of the school to enjoy.

Assessment:

1. Have students identify which food group each ingredient in their menu belongs to.
2. Determine if each menu includes at least one item from each food group.



Food Guide Pyramid Activity

Partner Names: _____

Directions: *Using the Food Pyramid, construct balanced meals for breakfast, lunch and dinner.*

* * * * *

BREAKFAST

LUNCH

DINNER



Nutrition Facts Label Activity

Name: _____

Directions: *Cut out and bring in the nutrition facts label from an already used food package in your home. Using the label, answer the following questions. When finished, staple the nutrition label to this paper.*

* * * * *

1. What type of food is your label for? _____
2. How many grams (g) of carbohydrates does it contain? _____
3. Does your food contain vitamin C? _____ If yes, how much? _____
4. How many grams (g) of protein does it contain? _____
5. What is the serving size for your label? _____
6. What is the % Daily Value for cholesterol ? _____
7. How many grams of fat are in this food/ _____
8. How many milligrams (mg) of sodium does it contain? _____
9. After reading this label, do you think this food is a healthy choice/ _____

10. Briefly describe why reading labels is important to a healthy lifestyle.



How to Read a Nutrition Facts Label

Nutrition labels, found on the back of all food packaging, gives us the knowledge to choose the best food for health, energy and life. By studying nutrition labels and becoming familiar with their content and meaning, you will be able to better choose which foods are healthy for you and which foods you should avoid.

Serving sizes are expressed in familiar units, such as cups or pieces, followed by the number of grams (g) in that particular food. They tell you the amount of food typically eaten at one time.

Calories provide a measure of how much energy you get from a serving of food.

Proteins help repair tissues and build strong muscles.

Calcium is a mineral that builds strong bones and teeth.

Carbohydrates give you energy to think and energy to help you move your muscles.

The % of Daily Value informs you how much one serving counts toward your total needs for the day. Percent Daily Values are based on a 2000 calorie diet.

Below the black bar, **vitamins and minerals** (and their % Daily Values) are listed.



8 ounces of Apple Juice

Nutrition Facts

Serving Size 1 cup 248g (248 g)
Servings per container 4

Amount Per Serving

Calories 117 **Calories from Fat** 2

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat

Cholesterol 0mg 0%

Sodium 7mg 0%

Total Carbohydrate 29g 10%

Dietary Fiber 0g 1%

Sugars 27g

Protein 0g

Vitamin A 0% • **Vitamin C** 4%

Calcium 2% • **Iron** 5%

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

| | | Calories | 2,000 | 2,500 |
|--------------------|-----------|----------|---------|---------|
| Total Fat | Less than | | 65g | 80g |
| Sat Fat | Less than | | 20g | 25g |
| Cholesterol | Less than | | 300mg | 300mg |
| Sodium | Less than | | 2,400mg | 2,400mg |
| Total Carbohydrate | | | 300g | 375g |
| Fiber | | | 25g | 30g |

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com



Decode This

Directions: Decipher the code below using the words and symbols. Good Luck!

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| ♥ | ∫ | @ | ↔ | ◆ | ⊕ | ⌘ | # | ə | ∴ | ❖ | ∅ | \$ | ≈ | = | • | + | % | - | ? | ^ | ∇ | & | □ | * | ! |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ↔ | ə | ♥ | ∫ | ◆ | ? | ◆ | - | ə | - | ♥ | - | ◆ | % | ə | = | ^ | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| ↔ | ə | - | ◆ | ♥ | - | ◆ |
|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ♥ | ∇ | = | ə | ↔ | ə | ? | ∫ | * | ∅ | ə | ∇ | ə | ≈ | ⌘ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| & | ə | ? | # | # | ◆ | ♥ | ∅ | ? | # | ♥ | ≈ | ↔ | ◆ | ♥ | - | ◆ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|



Diabetes Concentration Game Lesson Plan

State Standard Addressed: 1CH-E3 PO 2; 2CH-E1 PO 2; 7CH-E2 PO 2

Objective: Given a set of diabetes related picture and word cards, the students will be able to identify and distinguish the different terms associated with diabetes.

Materials: 2 copies of Diabetes Concentration cards per group of 2 students (heavy tag board works best).

Grade Level: 4-6

Activity: 1) Using the Diabetes Overview, review with the class important terms related to diabetes, its symptoms and its treatment 2) Give each group of two students 2 copies of Diabetes Concentration and have them carefully cut them out 3) Instruct the students that they will learn the names and definitions of words and objects related to diabetes 4) Have the students shuffle their cards and lay them picture side down on the floor or table 5) The students take turns flipping over one card, followed by one more in hopes of matching the first card. Each time they flip a card over they must say the name on the card. If the second card does not match the first they must turn the cards face down and it is then the next person's turn. If the student gets a matching pair they keep that pair and may repeat their turn until they do not have a matching pair. 6) Play until all the cards have been matched. Students with most matched pairs wins!

Assessment: After playing several times, have students construct eight complete sentences correctly using the diabetes-related definitions. Class may share answers upon completion.



These cards will be on the left hand side of the playing surface face down.

| | | |
|------------|-------------------|-----------------------|
| DIABETES | GLUCOSE | PANCREAS |
| INSULIN | HORMONE | BLOODSTREAM |
| SYMPTOMS | GENETIC | HEALTHY WEIGHT |
| INACTIVITY | COMPLICATIONS | EXERCISE |
| INJECTIONS | RESPONSIBILITY | FRUITS AND VEGETABLES |
| GRAINS | DAIRY | FOOD PYRAMID |
| CALORIES | HEALTHY BEVERAGES | REGULAR CHECKUPS |



These cards will be on the right hand side of the playing surface face down.

| | | |
|--------------------------------------------------|----------------------------------------------|-----------------------------------------------------------|
| A disease that affects how the body uses glucose | A sugar our body uses for energy | Organ that makes the hormone <i>insulin</i> |
| Hormone produced by the pancreas | Substance created by the body's organs | Carries needed minerals and nutrients throughout the body |
| An indication of a disease or other disorder | Occurring among members of a family | A persons normal weight according to their height and age |
| Passive or not moving | Negative things that can occur from diabetes | Bodily training for the improvement of health |
| Introduced into the body by a syringe | Having reliability or dependability | Apples, oranges, broccoli, carrots |
| Good source of fiber | Milk, yogurt, cheese | Food groups of a healthy diet |
| The energy value of food | Water, low fat milk, no soda | Visit your doctor often |



Eating Well for Better Health

Eating healthy is vital to living a long life and avoiding many of the diseases that someone older or in poor shape may experience. Fruits and vegetables are an important part of staying healthy and fit as you age. They help in the fight against cancer, heart disease, cataracts and diabetes complications. Most fruits and vegetables are available throughout the year, but can be more expensive when not in season. Five to nine servings are recommended each day. Frozen produce or dried fruits are just as nutritious as fresh. They are also convenient and are usually better priced than off-season produce. Remember that it is important to wash all fruits and vegetables before eating them.

Learning to snack healthy is also essential to good fitness. Avoiding foods and beverages high in sugar and fat content is vital. Instead of a cookie or candy bar after school, try grabbing an apple, a peach, or a bowl of grapes. Raw veggies with low fat dip are also tasty. Dried fruits, nuts and dry cereal, along with berries, melon, or peaches in your yogurt or cottage cheese are also good. Chopped vegetables with your scrambled eggs are delicious in the morning along with 100% orange juice or cranberry juice. Soda, even diet, just isn't very healthy. You can also make a smoothie with fresh, frozen or canned fruit. Baked or mashed sweet potatoes instead of white potatoes are a good choice. For meat, potatoes, and fish use fresh lime juice to season instead of salt or pepper. Remember it's your body. If you don't take care of it, where will you live?



Eating Well for Better Health

Name: _____

Directions: Using the attached worksheet, place the correct answer in the blank.

- 1) A smoothie can be made from _____, _____ or _____ fruit.
- 2) How many servings of fruits and vegetables are recommended each day?

- 3) Most fruits and vegetables are available throughout the year: TRUE FALSE
- 4) What is a good substitute for a cookie or a candy bar?

- 5) Before eating any fruits and vegetables, you should always _____ them.
- 6) Eating fruits and vegetables help fight against many things. Name two.

- 7) Diet pop is a good substitute for water: TRUE FALSE
- 8) In your own words, tell why a healthy lifestyle is important.



Fruit and Vegetable Color Chart

Eating 5 to 9 servings of fruits and vegetables each day may help reduce your risk of cancer, heart disease, diabetes, and other conditions associated with aging. Depending on their color, some fruits and vegetables help us in different ways. Healthy eating and regular exercise are a winning combination for a long and vigorous life!

RED

Red grapes, cherries, tomatoes, radishes, beets, peppers, raspberries, strawberries, red-skin apples, cranberries, pink grapefruit

Red protects your heart and memory and may protect against some cancers.

GREEN

Asparagus, peas, spinach, avocados, green grapes, kiwi, limes, cabbage, green beans, celery, peppers, zucchini, green apples, honeydew melon, broccoli, Romaine lettuce

Green fruits and vegetables protect our eyes from cataracts, build strong bones and teeth, and may protect you from some cancers.

PURPLE-BLUE

Raisins, blackberries, blue potatoes, eggplant, peppers, blueberries, dried plums, purple/black grapes

Purple-blue helps you with memory, may protect against some cancers, and helps you to age gracefully.

WHITE

Potatoes, garlic, white peaches or nectarines, bananas, cauliflower, mushrooms, onions, turnips

White fruits and vegetables help you have a healthy heart and may help you avoid some cancers.

YELLOW-ORANGE

Carrots, corn, cantaloupe, yellow-skin apples, oranges, peaches, pineapples, mangos, lemons, tangerines, pumpkin, peppers, sweet potatoes, apricots, grapefruit, papayas, yellow pears, butternut squash

Yellow-orange promotes a healthy heart and immune system and may reduce the risk of some cancers.



Fruit and Vegetable Matching

Directions: Using the fruit and vegetable color chart, list the fruits and vegetables beneath their correct color category. Once you have five words in each category, place a number listing where the word falls alphabetically. The first one has been done for you. Beneath each color category, list two ways in which that color fruit or vegetable helps promote good health.

- Oranges
- Bananas
- Tomatoes
- Eggplant
- Avocados
- Cherries
- Raisins
- Mangos
- Garlic
- Kiwi
- Pumpkin
- Blackberries
- Cranberries
- Zucchini
- Potatoes
- Radishes
- Dried plums
- Pineapples
- Mushrooms
- Limes
- Apricots
- Strawberries
- Celery
- Onions
- Blue potatoes

| RED | | PURPLE-BLUE | |
|---------------|---|-------------|--|
| | | | |
| | | | |
| Radishes | 3 | | |
| Benefits: | | Benefits: | |
| YELLOW-ORANGE | | GREEN | |
| | | | |
| | | | |
| | | | |
| | | | |
| Benefits: | | Benefits: | |
| WHITE | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Benefits: | | | |



Importance of physical activity

- **Know the good stuff**

Being active is good for the heart, making it work harder and stronger

Good for getting rid of stress

Good for keeping in tune with friends and family

Good for your bones, making them stronger

Good for losing weight and keeping it off

Maintains healthy weight

Prevents chronic illness, such as diabetes

Reduces blood pressure to avoid stroke

Reduces lipid: cholesterol, triglycerides

Improves mental health

- **Tips for becoming active**

Make a definite plan

Decide your activity plan for the week. Use a calendar on your wall or refrigerator to plan ahead of time your active times. (activity: develop calendar)

Guidelines recommend that everyone should participate in 60 minutes of physical activity everyday.

Physical activity is for families, and friends

Having an active lifestyle includes walking instead of driving, sports activities with family and friends

Keeping a calendar to schedule or record activity progress

Learning about and practice physical activity safety

Safe physical activity includes

- warm up and cool downs to avoid muscle or bone injury
- walking, biking and sports in safe areas, and low traffic areas. Always wear a helmet when you ride your bicycle.
- stretching before aerobic activities, such as slow stretches or toes touches- without bouncing and holding stretch to count of 10
- *Be active in groups.*
- *Practice safe pedestrian behavior when active.*

- *Use Crosswalks*
- *Work with local police to enforce speeds in and around the neighborhood and school.*
- *Have your parents request crossing guards for children on their way to and from school.*
- *Tell parents and school teachers about bullies or gangs loitering at street corners, or strangers lurking in our neighborhoods.*



My Favorite Physical Activities

Make a list of your favorite Outdoor Activities

Now, circle the activities that will help your heart and bones stay strong:

- Fishing
- Hiking
- Bowling
- Tennis
- Running
- Walking
- Video games
- Billiards
- Jogging
- Homework
- Basketball
- Jump rope
- Television
- Text messaging
- Listening to music
- Football
- Baseball
- Dance



Physical Activity

True/False

1. Jogging around the block once a week is enough exercise for everyone.

TRUE FALSE

2. Doing 10 toe touches will improve my heart health.

TRUE FALSE

3. Starting out with 10 minutes each day of walking or jogging and building up to 30 minutes will help me stick to the activity.

TRUE FALSE

3. Walking to church, school and shopping is a physical activity I can do with my family.

TRUE FALSE

4. Listening to my downloads will help prevent diabetes.

TRUE FALSE

5. If you don't like playing sports, listening to downloads is a good substitute activity

TRUE FALSE



WARM UP

Stretching and flexing before a fast walk or running will keep you from injury.

Warm Up Activities help stretch muscles to help avoid injury: here are some to try:

Reach for the sky, using both hands, then bend at the waist and reach for the floor.. sweep the floor with your hands.. repeat 10 times.

Stand with feet apart and toes pointed forward. Place one hand on hip and extend the other arm up over your head to the side with hand on hip. Hold for count to 10. Repeat 5 times, then switch arms.

Lift your shoulders to your ears, hold, then relax.. repeat 10 times.

Sit with legs in front and straight, feet together. Reach your fingers towards your toes, and touch your knees with your chin, hold to count of 5; repeat 5 times.

Sit with feet apart and hands clasped in front. Twist at the waist, rotating slowly to the right, then the left, holding each twist for 5 seconds.



Jump Rope rhymes

*Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back
She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
Jump the fence, fence fence
They jumped so high, high, high
They touched the sky, sky, sky
And didn't come back, back, back
Till the fourth of July, July, July*

*I had a little puppy
His name was Tiny Tim
I put him in the bathtub, to see if he could swim
He drank all the water, he ate a bar of soap
The next thing you know he had a bubble in his throat.
In came the doctor, (person jumps in)
In came the nurse, (person jumps in)
In came the lady with the alligator purse (person jumps in)
Out went the doctor (person jumps out)
Out went the nurse (person jumps out)
Out went the lady with the alligator purse (person jumps out)*

Down by the river, down by the sea,

Johnny broke a bottle and blamed it on me.

I told ma, ma told pa,

Johnny got a spanking so ha ha ha.

How many spankings did Johnny get?

1, 2, 3....Keep counting until the jumper messes up.



Nutrition and Exercise Web Resources

AMERICAN DIABETES ASSOCIATION YOUTH ZONE

What is Diabetes?

Information on Type 1 and Type 2, Diabetes Educator Lou, Diabetes Symptoms, Complications, Why do I have diabetes?, Cure

<http://www.diabetes.org/youthzone/what-is-diabetes.jsp>

Fun & Games

Build a Healthy Kid, Fix Frank, Build a Healthy Plate, Crossword, Food Fight, Wizdom Ball, Food Safari

<http://www.diabetes.org/youthzone/fun-games.jsp>

Diabetes Care

Choosing a Blood Glucose Meter, Blood Glucose Checking, About Insulin, Hypoglycemia, Hyperglycemia, Sick Days, Insulin & Medications, Your Diabetes Care Team

<http://www.diabetes.org/youthzone/diabetes-care.jsp>

Living with Diabetes

Special Occasions, Away from Home, Dealing With Diabetes, Friends & Family, Diabetes Camps

<http://www.diabetes.org/youthzone/living-with-diabetes.jsp>

Healthy Eating

The Food Pyramid, The Big Three, Meal Planning, Portion Sizes, The Scoop on Sugar

<http://www.diabetes.org/youthzone/healthy-eating.jsp>

Exercise

Why Exercise?, Exercise & Blood Glucose, Safe Exercise Checklist, Tips for Excellent Exercising, Exercise & Healthy Weight, Get Active!, But I hate to Exercise!, Going the Distance

<http://www.diabetes.org/youthzone/physical-activity.jsp>

Diabetes & the Law

<http://www.diabetes.org/youthzone/diabetes-law.jsp>

GIRLS ISSUES

Center for Young Women's Health

<http://www.youngwomenshealth.org/>

Offers quizzes, info and games on aspects of girl's health. Includes body, nutrition and fitness, and emotional health.

Girl Power

<http://www.girlpower.gov/>



Sponsored by the U.S. Dept. of Health & Human Services. Geared to motivate girls from ages 9-12 to a healthy body, nutrition, exercise and body image. Good graphics on each page but primarily text once you click in one level.

Girls Health – Office of Women’s Health

<http://www.girlshealth.gov/>

<http://www.4girls.gov/>

Both websites seem to work, not sure which is better to use.

This is mostly articles but it does focus on girl’s health, body image and nutrition.

Powerful Bones, Powerful Girls

<http://www.cdc.gov/powerfulbones/index.html>

Focus is on bone & calcium health specifically for tweens and teen girls. Bright and interactive with some games.

FITNESS & NUTRITION

BAM! – CDC Kid site on Body & Mind

<http://www.bam.gov/>

Includes info. on diseases, nutrition, exercise as well as safety and body image. Interactive in how it presents the information but no games.

FDA Kids Site

<http://www.fda.gov/oc/opacom/kids/default.htm>

Pretty basic site – mostly text on food safety and pet info. It has a strange game of “inspect the warehouse” and a online wordfind on foods and drugs.

FDA for Kids, Teens & Educators

<http://www.cfsan.fda.gov/~dms/educate.html>

Links to other websites and some of their own on food safety and hand-washing.

Eat Smart Play Hard Collection – USDA Food and Nutrition Service

<http://www.fns.usda.gov/eatsmartplayhard/Collection/main.html>

Pink Panther is the main character and encourages kids to eat healthy and be fit. No online games but offers print outs and has sections for parents and teachers. Also offers materials in Spanish. Good site to get information and ideas.

Health Finder for Kids

<http://www.healthfinder.gov/kids/>

Links to lots of online and print out games from other sites. Unfortunately it does not describe where you are going or why you would want to go there.

Keeping Kids healthy – free pediatrician site

<http://www.keepkidshealthy.com/index.html>



Talks about all kinds of topics including vaccines, health, but a big section on weightloss in children, anorexia and bulimia. More for parents and teachers but might give some useful hints and tips. Tabs at the top let you explore based on the age of your child.

Kids Health for Kids

<http://www.kidshealth.org/kid/index.jsp>

Mostly articles on health and body issues. Has a game component but not very interactive.

Kidnetic

<http://www.kidnetic.com/>

Created to inspire kids to get physical. Interactive games – including dance, games both on the computer and do at home, and recipes. Section for parents as well.

Learn to be Healthy

<http://www.learntobehealthy.org/for-students/>

Very interactive and is broken down by subject areas: Nutrition & Fitness, 5 senses, tobacco and other inhalants, adolescent, dental health, and eating healthy. Plus they tell you what grades each section is appropriate for. Some of the subject areas are for younger elementary but the nutrition, adolescent, and tobacco areas are for grades 4-6.

MyPyramid Lauch Game (USDA)

http://www.mypyramid.gov/kids/kids_game.html

Game is very interactive and cute but I'm not sure how often the kids will want to do the game.

MyPyramid Info site (USDA)

<http://www.mypyramid.gov/kids/index.html>

Lots of print outs – also links up to the Kid's MyPyramid game site (see above)

National Eating Disorders Association

<http://www.nationaleatingdisorders.org/>

All informational but it does gear it to girls and boys and gives a lot of good advice and tips on how to eat well. As well for parents and teachers how to deal with these issues.

President's Council on Physical Fitness & Sports

<http://www.fitness.gov/>

Assoc. with President's Challenge

Does have links but more informational than fun and games

President's Challenge

(more informational than fun)

http://www.presidentschallenge.org/home_kids.aspx

Slim Goodbody – teaching physical fitness

<http://www.slimgoodbody.com/>



This is on their campaign for children's fitness. Lots of handouts. Might be useful to see if they will be coming to visit AZ.

Smart Mouth

<http://www.cspinet.org/smartmouth/>

This was cool as you got to pick a menu and find out how many calories and fat each item contains and recommendations of what to eat. It is very quirky characters and info that I think will appeal to the age group we are targeting.

Verb Yellowball – CDC Youth Exercise Campaign

<http://www.cdc.gov/youthcampaign/>

<http://www.verbnow.com>

Available in Spanish and for tweens that is very interactive with games and creating a characters. Has a login section to show how to play using their verb yellow ball. Might have some good inspiration ideas for the FLC.

We Can! – National Heart Lung and Blood Assoc.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>

Tips and ideas to improve activity and healthy eating for families. This site might be helpful to give us ideas of what to focus on with our own website.

ZIP for Tweens (Zinc, Iron & Protein)

<http://www.zip4tweens.com/>

Focuses on getting good levels of zinc, iron and protein in a teen's diet and focus on food pyramid. Several games to choose from that were pretty fun.

DENTAL

ADA Game site

<http://www.ada.org/public/games/index.asp>

From the American Dental Assoc. Has games as well as printouts for activities.

Dental Fun

<http://dentalfun.mihs.org>

From Maricopa Integrated Health System. Has interactive games and curriculum.

Other Resources

<http://www.cdc.gov/HealthyYouth/physicalactivity/projects/index.htm>

<http://www.brightfutures.org/physicalactivity/about.htm>

<http://www.cdc.gov/HealthyYouth/physicalactivity/publications.htm>

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>

http://www.bam.gov/sub_physicalactivity/index.html

<http://www.nubodfitness.com/resourcecenter.php>