

All About Food Swaps

Target Audience

Elementary school students in grades K-2 and 3-5

Program Objectives

- Raise awareness of ways to improve nutrition by swapping food choices
- Encourage children to choose balanced nutrition and physical activity to support lifelong health-promoting habits
- Engage families in improving food and activity choices

Program Components

Visit ymiclassroom.com/pork-allabout for:

- This teacher's guide
- Activities for grades K-2
- Activities for grades 3-5
- A standards alignment chart
- A feedback form

How to Use This Program

This program includes one activity sheet for grades K-2 and one for grades 3-5. Download, copy, and distribute the sheet or share the PDFs through your school's digital platform if you're connecting with students remotely. You can also share the program link with parents to do the activities with their children. Students will need pencils, crayons, or markers to complete the activity sheet. Have students take the completed sheet home to share the messages with their families.

Introduce the Topic

Ask the students to explain how a car moves. What does it need to perform well? It needs fuel! And you can't just put anything into a car's engine and expect it to run well.

The same goes for our bodies. We need to fuel our bodies with food that will help us grow and perform well. Some foods do a better job of that than others. Eating balanced meals with fruits, vegetables, low-fat dairy, whole grains, and lean proteins like pork, for example, provides our bodies with important vitamins, minerals, and nutrients that fuel our activities and help support our muscles, bones, and the other parts of our bodies. Nutritious foods are the better choice when it comes to deciding what we eat.

And the same holds true for physical activity. A car that is left to sit may become hard to start and get rusty. But if it is driven and maintained, it will perform for a long time. Our bodies need to move to help them stay strong.

Dear Educator,

Teach your students to make a positive change in their eating habits, one "swap" at a time. Swapping cookies for apples, for example, can be a small change that makes an impact — especially when those swaps add up. And swaps are not limited to food — students can swap playing a video game for a bike ride, or swap watching TV shows for reading a book!

This free program from the National Pork Board and the curriculum specialists at Young Minds Inspired provides ideas that will encourage children and families to look for ways to make food and activity swaps that can support lifelong health-promoting habits.

These engaging, standards-based activities for grades K-2 and 3-5 can be completed by students at home or in class and include ideas to involve family members in the learning experience as well.

Be sure to share these materials with your colleagues. Check ymiclassroom.com/pork-allabout for additional lessons to be rolled out during the upcoming school year. Although the materials are protected by copyright, you may make copies. Please visit ymiclassroom.com/feedback-pork-allabout to let us know your thoughts on this program.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



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Questions? Contact YMI toll-free at 1-800-859-8005, or by email at feedback@ymiclassroom.com.

Activity for Grades K-2

Food Swaps!

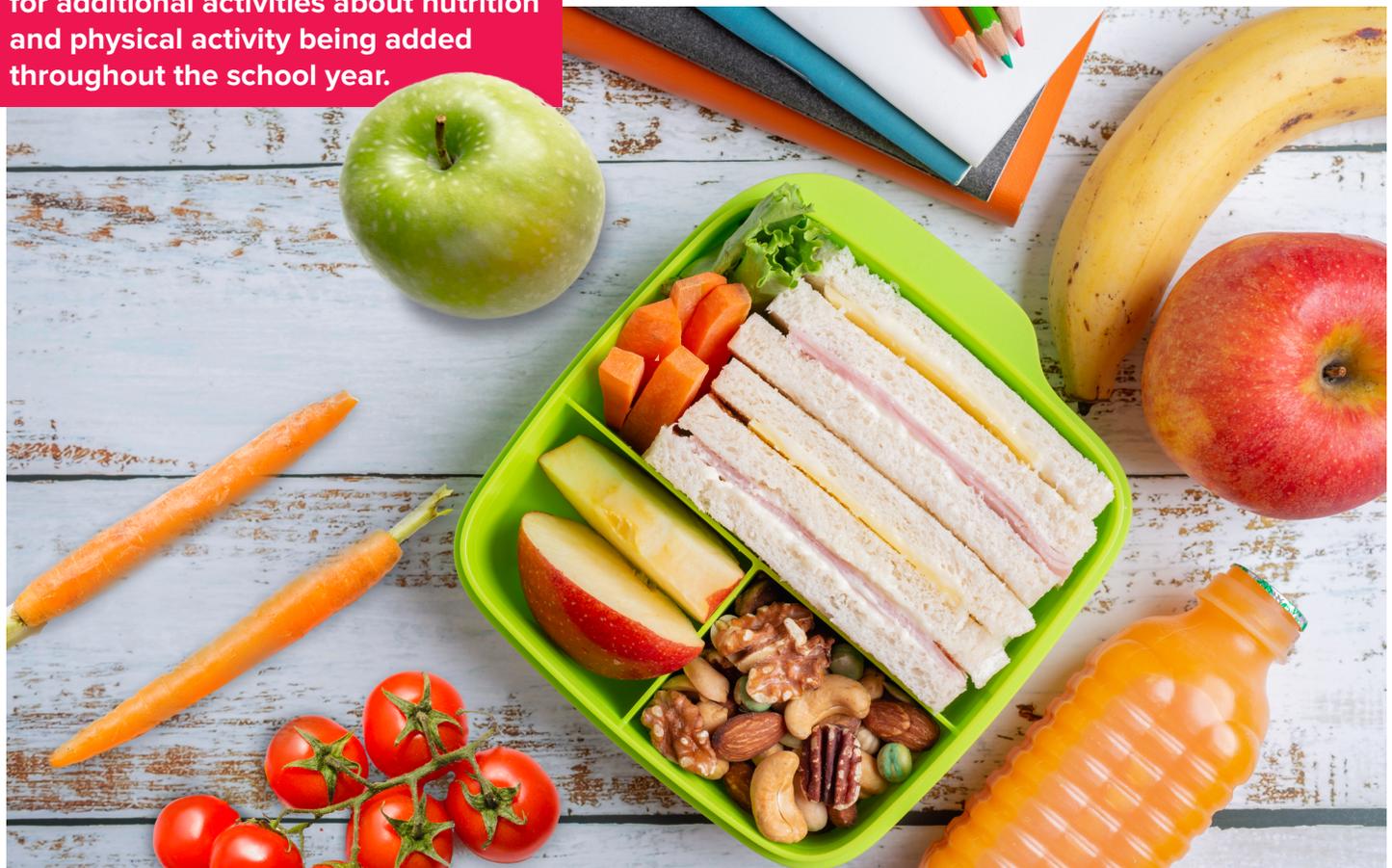
Tell students that you are going to play a game about food. Ask them to squat down low to the ground. Each time you name a food they should stand a little taller if they think it's better for them than the food you previously named. Begin with “cookies” (they should stay squatting), then “crackers” (they should straighten up a little bit), and finally “carrots” (they should stand tall).

Explain that they can “level up” by making food swaps. Swapping crackers for cookies is one way to level up, but swapping carrots for cookies is even better. Carrots have vitamins that help our bodies. Ask students to brainstorm other nutritious foods and write them on the board as they name them. Ask: Why is it important to eat foods that are good for your body?

Pass out the activity sheet and review the instructions. Older students may be able to work independently, while teachers of kindergarten students may do the activity as a class. The activity sheet includes a writing extension for grade 2 students. Younger classes can do this as a class exercise or with an adult.

Part 1 Answers: soda for milk, chips for carrots, cookies for apples, pizza for ham sandwich, fries for salad.

Visit [ymiclassroom.com/pork-allabout](https://www.ymiclassroom.com/pork-allabout) for additional activities about nutrition and physical activity being added throughout the school year.



Activity for Grades 3-5

Swap It!

Ask students if they've ever traded something with a friend or sibling, or if they've ever played a game where they swap something, such as a gift swap game during the holidays. What did they swap? What did they get in return? Who got the better end of the deal? Explain that when you swap items, the goal is usually to end up with something better or more meaningful. And that's true when it comes to health as well. It's important to think about your food and activity choices. Can your usual foods and activities be traded up — or “swapped” — for something that is better for you?

Ask students to brainstorm some foods and physical activities that they enjoy and write them on the board. Which are their favorites? Prompt students to share ways they can swap any sugary or high-fat foods for more nutritious foods, and swap sedentary activities like playing video games for more physical activities like bike-riding or soccer.

Pass out the activity sheet and review the instructions. Have students share their “swap-it” slogans and meal swaps.

Part 1 Answers: bike, grapes, water, carrots, ham, lettuce, tomato.

Resources

- YMI: [ymiclassroom.com/pork-allabout](https://www.ymiclassroom.com/pork-allabout)
- National Pork Board: [pork.org/cooking/pork-nutrition](https://www.pork.org/cooking/pork-nutrition)
- MyPlate: [choosemyplate.gov](https://www.choosemyplate.gov)

Food Swaps!

Part 1: Fill in the correct vowels to make a more nutritious swap for the foods and drinks below.

Swap S _ _ D _ _ for M _ _ L K.

Swap C H _ _ P S for C _ _ R R _ _ T S.

Swap C _ _ _ K _ _ _ S for an _ _ P P L _ _.

Swap P _ _ Z Z _ _ for a H _ _ M sandwich.

Swap F R _ _ _ S for a S _ _ L _ _ D.

Eating balanced meals is important for good health. Fresh fruits and vegetables, low-fat dairy, whole grains, and lean proteins all provide nutrients our bodies need. That's why we should swap sugary, salty, and fatty foods for more nutritious choices. These swaps are better for you!



Families!

What food swaps can you make that will boost nutrition, but still taste great? Start with nutrient-rich, protein-packed pork and then add sides that sizzle. Visit pork.org/cooking/pork-nutrition for ideas that will fuel the body and also delight your taste buds.

Part 2: Draw a picture of your favorite meal below. Does it contain any foods that you could swap? Draw your food swap next to your favorite meal.

MY FAVORITE FOOD

MY SWAP

Writing Extension: Can you build a better sandwich? Use nutritious swaps to take a ham sandwich to the next level. Imagine that you have a lunch that features a ham sandwich loaded with mayonnaise on white bread. The lunch also includes soda, chips, and a chocolate chip cookie. Build a more nutritious ham sandwich by writing about what you can swap for the white bread and mayonnaise. Then, swap the soda, chips, and cookie with more nutritious options. Finally, draw a picture of your swapped-up lunch!



Swap It!

Eating balanced meals is important for good health. Fresh fruits and vegetables, low-fat dairy, whole grains, and lean proteins all provide nutrients our bodies need. That's why we should swap sugary, salty, and fatty foods for more nutritious choices. And swap low-energy activities for activities that get you moving!

Part 1: Solve it, then swap it! Fill in the missing letters in the sentences below to find ideas for swapping some food and activity choices for ones that are better options for your health.

- Instead of watching YouTube, go for a ride on your ___ _ _ e.
- Pass on eating cookies and grab a handful of sweet g ___ _ p ___ _ instead.
- Skip the soda and reach for a cool glass of ___ _ t ___ r. Your body will thank you.
- Level up your snack by swapping chips for c ___ _ ___ ts.
- Trade in that cheese pizza for a lean h ___ m sandwich with l ___ t ___ u ___ e and t ___ m ___ t ___.



Families!

What food swaps can you make that will boost nutrition, but still taste great? Start with nutrient-rich, protein-packed pork and then add sides that sizzle. Visit pork.org/cooking/pork-nutrition for ideas that will fuel the body and also delight your taste buds.

Part 2: Create a slogan or rap using the words “swap it” to promote making nutritious swaps in your food and activity choices.

Writing Extension: Think about your meal choices. Can you make swaps for better nutrition? Choose one meal you normally eat and describe it. Write about swaps you could make to improve the nutrition your body can get from the meal. Then share your swap-it plan with your family to encourage everyone to make healthy food choices!



National Pork Board
“All About” Nutrition and Physical Fitness
Standards Alignment Grades K – 5

Common Core State Standards—English Language Arts Standards¹

KINDERGARTEN

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

GRADE 1

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE 2

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

GRADE 3

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

GRADE 4

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE 5

Reading Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing: Text Types and Purposes

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening: Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

National Health Education Standards²

<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Grades K-2</p> <ul style="list-style-type: none">• 1.2.1 Identify that healthy behaviors impact personal health.• 1.2.2 Recognize that there are multiple dimensions of health. <p>Grades 3-5</p> <ul style="list-style-type: none">• 1.5.1 Describe the relationship between healthy behaviors and personal health.• 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Grades K-2</p> <ul style="list-style-type: none">• 5.2.1 Identify situations when a health-related decision is needed. <p>Grades 3-5</p> <ul style="list-style-type: none">• 5.5.5 Choose a healthy option when making a decision.• 5.5.6 Describe the outcomes of a health-related decision.
<p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Grades K-2</p> <ul style="list-style-type: none">• 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. <p>Grades 3-5</p> <ul style="list-style-type: none">• 7.5.1 Identify responsible personal health behaviors.
<p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>Grades K-2</p> <ul style="list-style-type: none">• 8.2.1 Make requests to promote personal health. <p>Grades 3-5</p> <ul style="list-style-type: none">• 8.5.1 Express opinions and give accurate information about health issues.• 8.5.2 Encourage others to make positive health choices.

Sources:

1. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
2. Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Available at <https://www.cdc.gov/healthyschools/sher/standards/index.htm>.