



## Dear Educator,

Equip your students with the tools they need to “fuel up” their bodies and minds for a successful school year. The American Dairy Association of Indiana (ADAI) has teamed with the curriculum specialists at Young Minds Inspired to help you introduce students to **Fuel Up to Play 60**, a free school nutrition and fitness program from the National Dairy Council (NDC) and the NFL in collaboration with the U.S. Department of Agriculture. **Fuel Up to Play 60** offers schools and families a host of resources that encourage kids to eat nutrient-rich foods and get at least 60 minutes of physical activity every day.

Designed for K-12 students, the program features a very special MVP — Blue, the Indianapolis Colts mascot — and an easy-to-implement activity to help K-3 students make healthy breakfast choices, including the protein power of milk and other low-fat dairy products.

As you probably know, research shows that students who start the day with a balanced breakfast have improved cognitive functions — particularly memory — as well as higher academic grades and standardized test scores. Add physical fitness into the mix and these benefits also include positive classroom behaviors and regular school attendance.\*

Whether your students are in the classroom or connecting remotely, **Fuel Up to Play 60** can serve as an important resource as schools continue to adjust. We hope that your school will join **Fuel Up to Play 60**, and that you will share these materials with your colleagues, administration, and families.

Please let us know your opinion of the **Fuel Up to Play 60** program by visiting [ymiclassroom.com/feedback-adai](http://ymiclassroom.com/feedback-adai). We look forward to your comments and suggestions.

Sincerely,

*Meg Magamen*

Youth Wellness Program Manager  
American Dairy Association Indiana

\*[https://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-academic-achievement.pdf](https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf)



Questions? Contact YMI toll-free at 1-800-859-8005 or by e-mail at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).

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## Get Your Students in the Game. Sign up today at [www.FuelUpToPlay60.com/join](http://www.FuelUpToPlay60.com/join)

### TARGET AUDIENCE

Grades K-3

### PROGRAM OBJECTIVES

- Educate students on the importance and nutritional benefits of eating a healthy breakfast
- Encourage students and the school community to be active for at least 60 minutes a day

### PROGRAM COMPONENTS

Available at [ymiclassroom.com/adai](http://ymiclassroom.com/adai):

- This one-page teacher's guide
- A reproducible student activity sheet
- An online feedback form
- Standards alignment chart
- Additional **Fuel Up to Play 60** materials

### ABOUT FUEL UP TO PLAY 60

Launched by NDC and the NFL in cooperation with the U.S. Department of Agriculture (USDA), **Fuel Up to Play 60** empowers youth to take action to improve nutrition and physical activity at their school and for their own health. The ultimate goal is to ensure changes made at school are sustainable, making it possible for children to have more opportunities to be physically active and choose tasty, nutrient-rich foods (low-fat and fat-free dairy foods, fruits, vegetables, and whole grains).

Having access to the **Fuel Up to Play 60** Playbook, grants, fun rewards, and additional resources help make the customizable program easy for any school to implement and any student to be engaged. This program even helps to meet school wellness goals. Learn more at [winnersdrinkmilk.com/schools/fuel-up-to-play-60/](http://winnersdrinkmilk.com/schools/fuel-up-to-play-60/). By empowering students to take control of their health, **Fuel Up to Play 60** has helped students in thousands of schools nationwide stay at the top of their game.

### ACTIVITY — KICK OFF THE DAY!

Begin by engaging students in a discussion about the importance of eating a healthy breakfast, whether at home or at school. Help them understand that eating a nutritionally balanced breakfast can help them fuel their bodies to learn and play in the day ahead. For example, you might have students name foods they had for breakfast that morning, their favorite breakfast foods, or foods they think might have the best nutritional power to fuel the energy they need to do their best at school and during play.

**Part 1:** Distribute the activity sheet and review the directions with students. Guide them in analyzing the MyPlate graphic. Ask them to share what they see in the image and what they think it means. Explain that MyPlate is a helpful way to learn about the five food groups.

Point out the breakfast food items featured. After students have circled the nutritious breakfast food choices, have them identify which food group(s) they belong to. Students should circle all food choices except for the chocolate muffin, fruit roll-up, and cereal bar. Explain that these items have high sugar content and do not offer nutrients like

the other featured foods. Point out that some foods, like a smoothie, include several of the MyPlate food groups and thus count as a combination food item.

**Part 2:** Have students brainstorm ideas for different breakfast items and record them on the board or on chart paper. Have them refer to this list as they create menus for three different healthy breakfast meals to serve the Indianapolis Colts, knowing how important it is for them to fuel their bodies with good foods. Each menu should include dairy, plus other food groups. Teachers of older students may encourage them to write a story based on the imaginary scenario of the Colts' visit. Display student work in the classroom.



### IDEAS TO EXTEND THE LEARNING

- Have students poll their family members about their three favorite breakfast foods, then record and tally the answers. Create a bar graph with the class's responses. How many included dairy as a favorite?
- Brainstorm ways to complete at least 60 minutes of physical activity a day that students enjoy and can do as a family event. Check out our Walking Journal at [ymiclassroom.com/adai](http://ymiclassroom.com/adai) for fitness tips. Have students track their activity for one week, recording what they do and for how long. At the end of the week, have students share what they did and how it made them feel.

### BECOME A TOUCHDOWN SCHOOL!

Take your school to the next level by becoming a “Touchdown School!” Simply register as a **Fuel Up to Play 60** Program Advisor (visit [FuelUpToPlay60.com](http://FuelUpToPlay60.com) and click “Join Now!”), and follow three simple steps:

**1. Kickoff** — Put together a winning team of students, educators, and food service staff to identify the specific wellness goals that will best benefit your school.

**2. Eat Healthy** — Select a Healthy Eating Play from the Playbook that fits your school's needs.

**3. Get Moving** — Check out the Playbook for ideas to get students (and teachers) up and moving each day for at least 60 minutes.

For questions or more information on **Fuel Up to Play 60**, visit American Dairy Association Indiana at [winnersdrinkmilk.com](http://winnersdrinkmilk.com) and follow us at @INDairy!

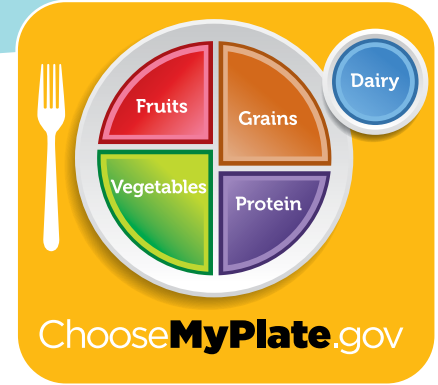


# Kick Off the Day!

★ Reproducible Master

Eating a healthy breakfast gives your body energy and helps you stay focused, so you can do your best at school and at play! MyPlate helps you see how to plan your meals with healthy choices that include all five food groups.

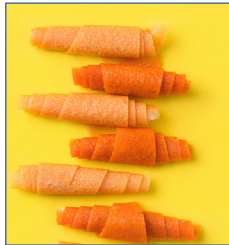
**Part 1:** Circle the healthy breakfast choices from the pictures below.



PLAIN YOGURT WITH FRESH FRUIT



TACO WITH BEANS, CHEESE AND TOMATO



FRUIT ROLL-UPS



BANANA AND STRAWBERRY SMOOTHIE



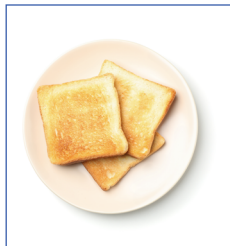
WHOLE GRAIN CEREAL WITH MILK



SPINACH AND CHEESE OMELET



CHOCOLATE MUFFIN



TOAST



GLASS OF MILK



ORANGE JUICE



HARD-BOILED EGG



CEREAL BAR

**Part 2:** Imagine that the Indianapolis Colts are going to have breakfast with you! These players need a nutritious breakfast to stay strong and play hard — just like you! What will you serve?

1. Plan menus for three different breakfast meals on a separate sheet of paper.
2. Each breakfast meal must include a dairy item and foods from at least two other MyPlate food groups.
3. Draw a picture and write a menu for each breakfast meal.

## Parents and Caregivers,

Whether your child is attending school in person or remotely, a healthy breakfast can help them tackle their day, while physical activity can help them sustain focus and drive. Try these ideas:

- Eat together as a family. Mornings can be a challenge but sharing the first meal of the day together is a positive kick-off.
- Engage children in breakfast menu planning. Visit the MyPlateMyState resources at [choosemyplate.gov/eathealthy/myplate-mystate/indiana](http://choosemyplate.gov/eathealthy/myplate-mystate/indiana).
- Schedule activity time so all members of the family get at least 60 minutes of physical activity daily.

## Remember to keep moving!

Along with eating balanced meals — especially breakfast — staying physically active for at least 60 minutes each day helps keep you healthy and strong. This includes activities like bike-riding, running, sports, dancing, walking, and tossing a ball.





**American Dairy Association Indiana  
Fuel Up to Play 60  
Kick Off the Day!  
Standards Alignment Grades K-3**

## INDIANA ENGLISH/LANGUAGE ARTS\*

### KINDERGARTEN

#### **Reading: *Nonfiction***

##### Learning Outcome

**K.RN.1** Actively engage in group reading activities with purpose and understanding.

##### Key Ideas and Textual Support

**K.RN.2.3** With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Reading: *Vocabulary***

##### Learning Outcome

**K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and non-fiction texts to build and apply vocabulary.

##### Vocabulary Building

**K.RV.2.2** Identify and sort picture of objects into categories.

#### **Writing**

##### Learning Outcome

**K.W.1** Writing for specific purposes and audiences.

##### Writing Genres: Argumentative, Informative, and Narrative

**K.W.3.3.** Use words and pictures to narrate a single event or simple story, arranging ideas in order.

#### **Speaking and Listening**

##### Learning Outcome

**K.SL.1** Listen actively and communicate effectively with a variety of audiences and for different purposes.

##### Discussion and Collaboration

**K.SL.2.1** Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups.

**K.SL.2.3** Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

### GRADE 1

#### **Reading: *Nonfiction***

##### Learning Outcome

**1.RN.1** With support, read and comprehend nonfiction that is grade-level appropriate.

##### Key Ideas and Textual Support

**1.RN.2.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

\*<https://www.doe.in.gov/standards/englishlanguage-arts>

\*\* <https://www.doe.in.gov/sites/default/files/standards/prek-12-health-standards-final-dec6-2017.pdf>

**Reading: *Vocabulary***Learning Outcome

**1.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

**1.RV.2.2** Define and sort words into categories.

**Writing**Learning Outcome

**1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.

Writing Genres: Argumentative, Informative, and Narrative

**1.W.3.2** Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement

**Speaking and Listening**Learning Outcome

**1.SL.1** Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

**1.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and large groups.

**1.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

Presentation of Knowledge and Ideas

**1.SL.4.2** Add drawings or visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

**GRADE 2****Reading: *Nonfiction***Learning Outcome

**2.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

**2.RN.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

**Reading: *Vocabulary***Learning Outcome

**2.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary in Literature and Nonfiction Texts

**2.RV.3.2** Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

**Writing**Learning Outcome

**2.W.1** Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

Writing Genres: Argumentative, Informative, and Narrative

**2.W.3.2** Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

\*<https://www.doe.in.gov/standards/englishlanguage-arts>

\*\* <https://www.doe.in.gov/sites/default/files/standards/prek-12-health-standards-final-dec6-2017.pdf>



## **Speaking and Listening**

### Learning Outcome

**2.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### Discussion and Collaboration

**2.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

**2.SL.2.3** Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

### Presentation of Knowledge and Ideas

**2.SL.4.2** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

## **GRADE 3**

## **Reading: *Nonfiction***

### Learning Outcome

**3.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

### Key Ideas and Textual Support

**3.RN.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

## **Reading: *Vocabulary***

### Learning Outcome

**3.RV.1** Build and use accurately conversational, general academic, and content-specific words and phrases.

### Vocabulary in Literature and Nonfiction Texts

**3.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area

## **Writing**

### Learning Outcome

**3.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

### Writing Genres: Argumentative, Informative, and Narrative

**3.W.3.2** Write informative compositions on a variety of topics that: ● State the topic, develop a main idea for the introductory paragraph, and group related information together. ● Develop the topic with facts and details. ● Connect ideas within categories of information using words and phrases. ● Use text features (e.g., pictures, graphics) when useful to aid comprehension. ● Provide a concluding statement or section

## **Speaking and Listening**

### Learning Outcome

**3.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### Discussion and Collaboration

**3.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

\*<https://www.doe.in.gov/standards/englishlanguage-arts>

\*\* <https://www.doe.in.gov/sites/default/files/standards/prek-12-health-standards-final-dec6-2017.pdf>

**3.SL.2.3** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

Presentation of Knowledge and Ideas

**3.SL.4.2** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

**INDIANA HEALTH AND WELLNESS EDUCATION STANDARDS\*\***

**Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- Grades K-2: 2.1.1 Identify that healthy behaviors affect personal health.
- Grade 3: 5.1.1 Describe the relationship between healthy behaviors and personal health.

**Standard 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

- Grade 3: 5.3.1 Identify characteristics of valid health information, products, and services.

**Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.

- Grades K-2: 2.5.1 Identify personal health decisions.
- Grade 3: 5.5.1 Identify personal health decisions and influences.

**Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

- Grades K-2: 2.8.1 List personal, family, school or community health and safety concerns.
- Grade 3: 5.8.1 Identify personal, family, school or community health and safety concerns.

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