

FISH FOOD

>>> Objectives

- Learn and develop motor skills.
- Recognize that fish and other seafood are an important part of a healthy diet.
- Be active and have fun.

>>> Preparation

- Review game instructions for Octopus and Sharks and Minnows.
 - Octopus is the lead activity for this section.
 - Be sure students understand and have played Octopus before they play Sharks and Minnows.
 - The difference between the two games is that tagged players in Octopus are frozen in their spot and become tentacles in the next round. In Sharks and Minnows, all tagged players become moving sharks in the same round.
- Photocopy the family tip sheet to send home with students.

>>> Materials

- Large open space
- Sponge ball
- Cones or other objects to mark boundaries for Sharks and Minnows

>>> Cool Moves

Muscle Madness—Students hold filled water bottles (or cans of food) and perform arm curls. They start with arms straight and hands at sides, holding the bottle with palms facing up; they then bend arms at the elbow and curl the bottle up to shoulder height. Tell them to exhale on the way up and inhale on the way down. They do curls for 10 seconds and then switch arms. Repeat for one minute.

>>> Directions and Key Talking Points

1. Gather students in a circle or cluster.
2. Ask, “Which food group does fish belong to?” (Answer: protein group)
3. Ask, “Along with fish and other seafood, which other foods belong in the protein group?” (Answer: beef, pork, poultry, beans and peas, processed soy products, eggs, nuts, and seeds)
4. Tell students that fish is a good source of energy and gives bodies the nutrients they need to grow and stay strong.
5. Say, “Since fish have a healthier type of fat than other meats, such as beef and pork, they are good choices for getting enough protein.”
6. Ask if anyone can name types of fish that are good to eat. (Answer: salmon, tuna, haddock, halibut, herring, mackerel, pollock, sea bass, snapper, trout, cod, tilapia, flounder, swordfish, catfish, etc.)
7. Say, “Some fish live in the ocean, and some fish live in fresh water such as rivers, lakes, and streams. Today we are going to play a game about fish that live in the ocean.”

8. Say, "Our game is named after an animal that has eight arms, lives in the ocean, and likes to eat fish. Can anyone guess the name of our game?" (Answer: octopus)
9. Play Octopus.
10. If time allows, transition to Sharks and Minnows. Say, "Besides octopus, what other animals live in the sea?" If no one mentions sharks or minnows, name them yourself to transition to the new game.
11. Play Sharks and Minnows.

>>> **Octopus**

Equipment

- Cones or other objects to mark boundaries
- Sponge ball or other soft object for throwing

Setup

Divide an area—"the ocean"—by creating two boundaries at opposite ends of a room or outdoor space.

Directions

1. Designate one student to start as the octopus and give him or her a sponge ball. Other students will be the fish.
2. The object of the game is for the octopus to "eat" the fish by tagging them or hitting them with the ball.
3. Tagging should be done between the shoulder and waist, preferably on the back.
4. The octopus roams the ocean while the rest of the fish gather behind one of the boundary lines.
5. The octopus calls out, "Fishes, fishes, swim in my ocean!"
6. The fish then try to swim (run, walk, hop, etc.) across the ocean to the opposite boundary line where they are safe from the octopus.
7. If a fish is tagged by the octopus or hit by the ball that the octopus throws, that fish is frozen in place (facing the direction in which he or she was swimming).
8. In the next round, all frozen fish become octopus tentacles and can reach with their arms to tag other fish. Tentacles cannot move their feet or change directions.
9. When the octopus again invites the fish to swim in the ocean, they can be tagged by the outstretched arms of the stationary tentacles as well as by the roaming octopus with the ball.
10. Play for 10 to 15 minutes, alternating the movements the fish use to "swim" across the ocean (e.g., walking, running, hopping, skipping). Or, to simplify, have the group walk first, then run, then hop, and then skip before finally walking again to cool down.

Teaching Cues and Safety Tips

- Remind students that the movement pattern is from one boundary line to the other.
- Emphasize the importance of moving carefully so no one gets hurt.

>>> **Sharks and Minnows**

Equipment

Cones or other objects to mark boundaries.

Setup

Divide an area—"the ocean"—by creating two boundaries at opposite ends of a room or outdoor space.

Directions

1. Depending on the size of the group, select one to three students to be sharks and the rest to be minnows. You should have one shark for every 8 to 10 minnows.
2. The minnows stand on a boundary line facing the sharks.
3. Both sharks and minnows call out, "Sharks and minnows!"
4. The minnows run from one boundary line to the other, trying to avoid the sharks. As the minnows run, the sharks try to tag them.
5. If a minnow is tagged, he or she becomes a shark and now moves around the playing area trying to tag minnows.
6. Tagging should be done between the shoulder and waist, preferably on the back.
7. Play until all students become sharks.
8. Try having students use movements such as galloping, sliding, jogging, jumping, and hopping to get from one boundary line to the other. You can also designate that sharks use one movement pattern and minnows use another (e.g., sharks must jump and minnows must skip).

Teaching Cues and Safety Tips

- Remind students they must move from one boundary line to the other.
- Emphasize the importance of moving carefully so no one gets hurt.

FAMILY TIP SHEET

Fish Food

Your child learned that

- Ⓢ fish and seafood are part of the protein food group, which also includes beef, pork, poultry, beans and peas, processed soy products, eggs, nuts, and seeds;
- Ⓢ fish are a good source of protein and contain a more healthful type of fat (omega-3) than other meats such as beef and pork; and
- Ⓢ protein foods are an important part of a healthful diet.



Fish and other seafood are healthy foods in the protein food group, but they might contain traces of mercury, which can affect cognitive function, including memory and attention. Thus pregnant women, nursing mothers, young children, and women who might become pregnant should limit the amount of fish they eat to two to three servings per week (12 total ounces). Women who are pregnant or nursing should not eat swordfish, tilefish, shark, or king mackerel. The fish that have been found to contain low levels of mercury, and are thus good choices for at-risk people, include canned chunk light tuna, catfish, pollock, salmon, and shrimp.

Why is this important?

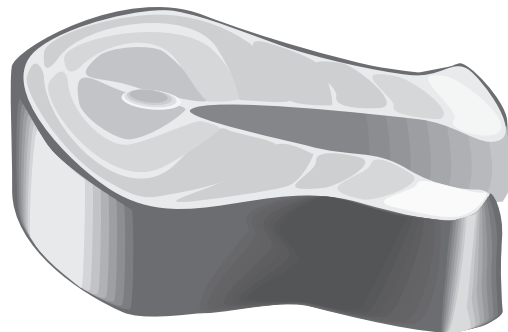
Healthy sources of protein, such as fish, provide students with the energy and nutrients they need to grow, play, and learn.






Here's what you can do:

- Ⓢ Choose fish or other seafood at least twice per week as your main protein food. Choices with heart-healthy fats include salmon, trout, and herring.
- Ⓢ Try the tasty recipe (included in this tip sheet) for healthy fish sticks.
- Ⓢ Be adventurous—the next time you're at the store, buy a fish or seafood you haven't tried before. Some good choices are salmon, shrimp, canned tuna packed in water, catfish, and pollock.

Know your fats!

This table provides information on the types of fats found in certain foods and gives recommendations on how much of these fats you should consume in your diet.



Type of fat	Profile	Sources	Recommendation
Monounsaturated 	Healthy when consumed in moderation; liquid at room temperature	Olive oil, nuts, avocados	Consume in moderation. About 10-15% of daily calories should come from foods rich in monounsaturated fats.
Polyunsaturated 	Healthy when consumed in moderation; some are considered essential; liquid at room temperature	Corn oil, soybean oil, sunflower oil	Consume in moderation. About 8-10% of daily calories should come from foods rich in polyunsaturated fats.
Omega 3 fatty acid 	A type of polyunsaturated fat that might be beneficial for heart health	Fish, flaxseed oil, walnuts	Consume two servings of low-mercury fish (e.g., salmon or canned light tuna) per week.
Saturated 	Solid at room temperature	Whole milk, cheese, butter, meats	Limit saturated fat consumption to less than 7-10% of your total daily calories.
Trans 	Solid or semisolid at room temperature	Many baked and fried foods, shortening	Avoid consuming trans fats.

Based on American Heart Association.

RECIPE

Healthy Fish Sticks

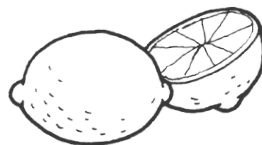
INGREDIENTS (serves two)

Tartar Sauce

- 2-1/2 tablespoons low-fat mayonnaise
- 1-1/2 tablespoons sweet pickle relish
- 3 teaspoons fresh lemon juice

Fish Sticks

- 2-1/2 cups cornflakes
- 2 teaspoons grated lemon peel
- 2 egg whites
- 3/4 pound white fish fillets (e.g., haddock, cod, halibut, orange roughy) cut crosswise into strips three quarters of an inch wide



DIRECTIONS

1. Preheat oven to 500 degrees Fahrenheit. Mix mayonnaise, relish, and 1-1/2 teaspoons lemon juice

- in small bowl. Season to taste with salt and pepper and set aside.
2. Grind cornflakes into coarse crumbs in a food processor (or put cornflakes in a bowl and crush with a fork). Transfer to a clean bowl; mix in lemon peel.
3. Mix egg whites and half a teaspoon of lemon juice in medium bowl. Season fish fillets with salt and pepper and dip them into the egg mixture. Then dip them into the cornflake mixture, coating them completely.
4. Arrange fish on a greased baking sheet (you can use nonstick spray). Sprinkle with any remaining cornflake mixture. Bake until cooked through, about 10 minutes. Serve with tartar sauce and a salad.