An Educator’s Guide

Welcome to the show!

*Kid Power’s Operation Lunch Line 3D!* is a highly interactive musical show designed to help children in grades K-5 learn the value of good Nutrition & Exercise. Using spectacular visual effects in 3D, the audience travels inside the human body of a boy named Max. Through participation, the kids not only educate and motivate Max, but in doing so, learn they too are special, filled with all the "kid power" needed to FEEL GREAT! Souvenir 3D glasses included.

All students, teachers and chaperones will receive souvenir 3D glasses for the show. The show runs 1 hour.

This field trip experience merges live theatre, 3D animation, movie technology, puppets, and audience participation. It is a unique field trip experience that is loaded with educational content and entertainment.

This program is presented as part of the Artists-in-the-Schools Program, which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.
Before the Show

Show Synopsis

We’re excited to have you join us for Kid Power’s Operation Lunch Line 3D!

Kid Power is the leader of Operation Lunch Line. He believes kids have the power to feel great by eating healthy foods and exercising daily. His base of operations is Mission Control which is uniquely powered solely from audience participation. Today’s operation: Help a child feel great. Using spectacular visual effects in 3-D, the entire audience miniaturizes, joining Kid Power on an amazing journey inside the human body of a boy named Max, who feels lousy because he doesn't eat or move properly. The operation, aided by anatomical sidekicks, such as the brain and heart, monitors Max’s inactive behaviors and poor food choices in the school lunch line day after day. Through audience participation the kids not only educate and motivate Max, but in doing so, learn they too are special, filled with all the "kid power" needed to develop the knowledge, skills, and behaviors necessary to make health-enhancing choices and feel great.

CHARACTERS

An exciting element of this show is the various characters and how they appear in different art and media forms including live performance, live role playing, movie acting, and animation. Use this character list to introduce themes and ideas to your class to coordinate your lesson plans with the field trip.

Main character:
Kid Power: A nutrition superhero and leader of Operation Lunch Line. His task is to help kids have all the power they need to feel great.

Animated 3D Characters:
Brain, Heart, Lungs, & Stomach
They appear in the story to tell about their jobs in Max’s body.

Movie Characters:
Max: A boy who doesn’t feel great most of the time. He is our focus during Operation Lunch Line. It’s our task to help Max learn to make good food and movement choices.
Kaitlyn: Max’s friend through the journey and the leader of the Everybody Go Crazy Night Talent Show group.
Roberto: Max’s pal that is also learning.
Live characters role playing:
These characters are the played by Kid Power within the story of *Operation Lunch Line* through costumes and accent changes.
Professor Nerdmeister: Teaches the audience about **digestion**. Kids learn about **nutrients** and **enzymes**.
Carlos: A satirical character who sings a song that brings awareness to loving the body you have and ignoring pop culture’s unrealistic idea of image, reiterating the importance of **balancing calories IN / calories OUT**.
Sugar Sheriff: This character sings about **nutrition labels** and understanding **ingredients** through the tune, “High Fructose Corn Syrup”.
Ethel the Lunch Lady: In a duet with the Stomach, Kid Power, as the lunch lady, sings a song titled, “Life Is Not an All-You-Can-Eat Buffet”. This song teaches **portion control**.

Puppet Characters:
VaRoo: The Thinnest Supermodel. She appears with Carlos the Fashion Designer.
VaRoo’s story is about not eating enough food to stay healthy and the pressure that the media puts on appearance.

As you can tell this musical has a wide variety of characters for students to learn from, relate to, and be entertained by.

**Standards: (animated characters)**
*SC.K.L.14.1*: Recognize the five senses and related body parts.
*SC.1.L.14.1*: Make observations of living things and their environment using the five senses.
*SC.2.L.14.1*: Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.
*SC.5.L.14.1*: Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

**Standards: (live characters)**
*PE.3.L.4.7*: Read food labels for specific nutrition facts.
*SP.PK12.US.8.7*: Select food based on available options, preference, and nutritional value.

**MORE PRE-SHOW CLASSROOM EXERCISES AND ACTIVITIES**
**Fantastic Voyage**: In the performance your students will be asked to imagine that they are miniaturized and put inside a human body. Ask them how they imagine that experience would feel. What would they see in different parts of the body? Also, what is the value of pretending and imagination?

**Standards:**
*TH.K5.C.1*: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
*TH.K5.C.3*: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
**Vocabulary:** Play the Jeopardy game with the vocabulary words above - you give the definition and they must come up with the word, in the form of a question.

<table>
<thead>
<tr>
<th>Organs</th>
<th>Heart</th>
<th>Brain</th>
<th>Stomach</th>
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<tr>
<td>Lungs</td>
<td>Cells</td>
<td>Muscles</td>
<td>Esophagus</td>
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<td>Nerve</td>
<td>Optic Nerve</td>
<td>Bone</td>
<td>Tissue</td>
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<td>Blood</td>
<td>Abdomen</td>
<td>Small Intestines</td>
<td>Large Intestines</td>
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<td>MyPlate</td>
<td>Dairy</td>
<td>Vegetable</td>
<td>Fruit</td>
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<td>Digestion</td>
<td>Nutrients</td>
<td>Protein</td>
<td>Carbohydrates</td>
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<tr>
<td>Vitamins</td>
<td>Minerals</td>
<td>Water</td>
<td>Fats</td>
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<td>Enzymes</td>
<td>Pepsin</td>
<td>Lipase</td>
<td>Amylase</td>
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<td>Processed Food</td>
<td>Natural Food</td>
<td>Calorie</td>
<td>Portion</td>
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<tr>
<td>Fatigue</td>
<td>Famished</td>
<td>High Fructose Corn</td>
<td>Syrup</td>
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</tbody>
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**Standards:**

*LA.FS.K12.L.3.6:* Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Brain Storm:** Make a chart with two lists: BEST FOODS FOR HEALTH and BEST ACTIVITIES FOR FITNESS. Urge the students to give their suggestions when asked during the show.

**Standards:**

*HE.K5.P.7:* Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

*PE.K5.R.6:* Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Theater Etiquette**

**Remind the students of appropriate audience behavior for a theatre field trip.**

- If you like the performance, clapping at the end of a song and at the end of the show is the best way to let the performer know.
- Listen closely to Kid Power - sometimes he will ask you to say something all together, other times he will ask you to raise your hand if you’d like to answer a question or volunteer on stage.
- Twice during the show Kid Power will ask you to move and dance - please stay in your own space; be careful not to touch or bump into your neighbor.
- If you don’t like the show, the appropriate thing to do is sit quietly and respectfully.
- Please do not bring food, drinks, or gum into the theatre.
- Please do not put your feet on the seats in the theatre.

**Standards:** *TH.K5.S.1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
After the Show

Discussion Questions

This activity can be for the whole class or for small groups. This may be an activity that you can initiate on the bus, at lunchtime, or in the classroom.

This is a fun time of discussion and the best opportunity to focus on the lessons the show teaches about food and movement choices. Before your class discussion you may have your students draw pictures to represent their experience at the field trip show or their favorite part of the production.

What was your favorite musical number in the show? (You may allow the students to freely answer or you can lead them according to a lesson that may follow the discussion time.)

“You Can Feel Great” – Kid Power
“30,000 Plants” – Kid Power
“Calories In/Calories Out” – Kid Power as a Rapper
“The Thinnest Supermodel” – Carlos
“High Fructose Corn Syrup” – Sugar Sheriff
“Life Is Not an All-You-Can-Eat Buffet” – The Lunch Lady
“Everybody” – Kid Power (not in all show versions)

Which character did you like the most? Is there a character in the show you didn’t like? Why? Was this an example of artistic expression?
Which costume did you like? Why? Which costume was most intricate? Where did the actor store his costumes?

What elements of STEM were incorporated in this program?
How was technology a part of this production?

Standards:

LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SP.K5.SA.10.1: Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
SP.PK12.US.4.4: Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker’s perspective and nonverbal messages.
**POST-SHOW ACTIVITIES**

**Veggie Graph.** Have your class keep a record of the number of different vegetables they eat in a week. (For example, Heather had corn twice, green beans once, etc.) At the end of the week, tally the servings of vegetables eaten by the students and create a class graph to show how many servings of each vegetable were consumed. What was the most popular vegetable? (Note: You might want a category called "mixed salad.")

*Teachers have students create a graph based on your specific grade’s standards.*

**Standards:**
- **MAFS.K12.MP.5.1:** Use appropriate tools strategically.
- **SP.K12.US.1.4a:** Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
- **MAFS.K.MD.2.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- **MAFS.1.MD.3.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- **MAFS.2.MD.4.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- **MAFS.3.MD.2.3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 veggies.*
- **MAFS.4.MD.2.4:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, break the class into groups and have them report their number of different veggies for the selected period of time. From a line plot find and interpret the difference in consumption of veggies between the most and least variety from 30,000 plants.*
- **MAFS.5.MD.2.2:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, ask students to determine what fraction of the week they consumed veggies individually and as specific veggies a class.*

**Rhyming Riddles:** Have the students write rhyming clues about their favorite fruit. Then have the other students guess the answers. Example:

```
My skin is yellow  My taste is mellow.
I grow on bunches on a tree  I have lots of Vitamin B.  What am I?
```

*Standards:*
- **LAFS.K.RF.2a:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.

**USDA MyPlate:** Create a large USDA MyPlate portions chart. Let students find pictures of foods in magazines and/or on the internet and paste them onto the respective sections of the plate. (http://www.choosemyplate.gov) Besides identifying what food goes where
on the MyPlate, by the end of this activity students should recognize that ½ of the MyPlate should be covered by fruits and vegetables.

**Standards:**

**HE.K5.P.7:** Health Literacy Promotion

Idea 7 **HE.K5.P.7** Self Management – Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

*This activity is especially strong for 2nd & 5th graders to tie Language Arts and Science together.*

**Organ Autobiography:** Have students research one of the organs from the show (brain, heart, stomach, lungs). Then have them write the “Autobiography” of that organ, as if they were the organ talking. They can then read their autobiography to the other students. You might ask students to incorporate something they learned from the show in their autobiography. You may want to develop lead sentences for the students to use.

**Stomach:** I am the size of two fists put together.

**Heart:** I beat 115,000 times a day.

**Brain:** I store memories.

**Lungs:** I am one of several organs that is a twin.

**Standards:**

**LAFS.K12.SL.2:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**LAFS.K12.ELL.SC**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

**LAFS.K.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.1.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.2.W.3.8:** Recall information from experiences or gather information from provided sources to answer a question.

**SC.2.L.14.1:** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

**LAFS.3.W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**LAFS.4.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**LAFS.5.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**SC.5.L.14.1:** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
The following exercise can be adjusted for students to respond to what they learned from the field trip experience to share with the class. Use the discussion questions above to help the students with their response.

**School Cafeteria Visit & Response:** Arrange a visit to your school’s cafeteria and meet with a food service staff member. Take a tour of the kitchen and learn how the food is prepared for your meals. Have the students prepare questions about how the cafeteria staff creates the menus with particular attention to their health benefits. When students return from the visit ask them to journal about their experience.

**Standards:**

**LAFS.K.W.2.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  
Kindergartners might draw pictures of something they learned about and write letters or words they identified in the kitchen.

**LAFS.1.W.2.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  
First graders might words they learned or foods they want to try after the visit.

**LAFS.2.W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
Second graders might write sentences about they learned and experienced.

**LAFS.3.W.2.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
Third graders might write a note to take home to their parents about what they learned, and what they like to eat at school.

**LAFS.4.W.2.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
Fourth graders might write a review about their visit with facts and opinions.

**LAFS.5.W.2.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
Fifth graders might write a tweet/social media post to get other students excited about this week’s menu. After writing their own tweet they might work in small groups to revise the tweet with classmates. The class can share their best tweets with nutrition services. This exercise would require that students use concise vocabulary. This exercise can also be used to share their field trip experience with the class, their parents, or school.

**Body Types:** Healthy bodies come in many different shapes and sizes. Have your kids find images of different healthy bodies in magazines and on the Internet. Make a collage or poster of the images they find. Discuss how someone who weighs 200 pounds and someone who weighs 100 pounds can both be healthy and fit.

**Standards: HE.K5.C.2:** Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Kid Power's 30,000 Plants Word Search & Maze

Max's knowledge of plants is a jumbled mess! Let's clear things up by circling the words from the list of edible plants.

Let's connect our memory interface to Max's brain so we can upload this lesson on eating tasty plants. Draw a line from the ship's computer to Max's brain. Don't get lost!

Connection established! Thanks for lending your KID POWER!
Kid Power Cares, Inc. is a non-profit organization with a mission to educate kids through entertainment, empowering them to develop the knowledge, skills, attitudes and behaviors needed to live healthier, more productive lives.

Thank you for attending a Kid Power Cares, Inc. & Kid Power Programs Field Trip. We welcome your comments.

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