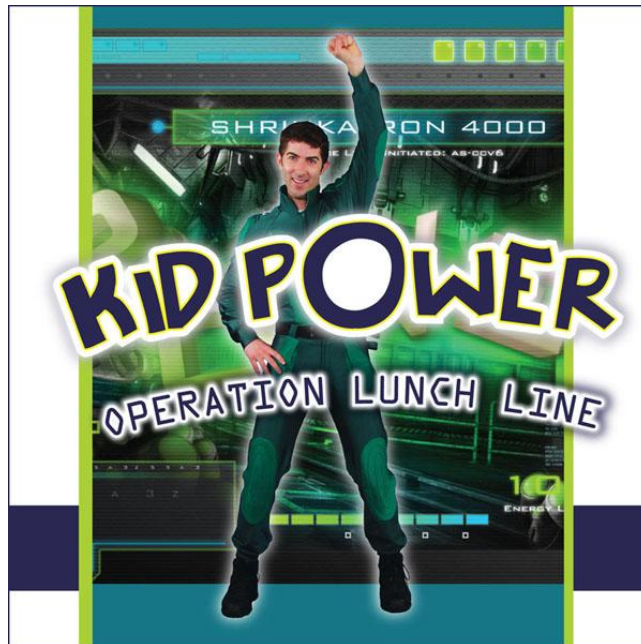


# *Kid Power's Operation Lunch Line 3D!*

## By Kid Power Programs



## 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 Arts and Science Council.

# 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 realize they have all the power they need to feel great.

#### **Animated 3D Characters:**

Brain, Heart, Lungs, Stomach and Cells

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: The science teacher who teaches the audience about **digestion**.

Kids learn about **nutrients** and **enzymes**.

Carlos: A satirical fashion designer who sings a song bringing 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.

**MORE PRE-SHOW CLASSROOM EXERCISES AND ACTIVITIES**

**Fantastic Voyage**: In the performance your students will be asked to imagine they are miniaturized and traveling 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?

**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.

Organs	Heart	Brain	Stomach
Lungs	Cells	Muscles	Esophagus
Nerve	Optic Nerve	Bone	Tissue
Blood	Abdomen	Small Intestines	Large Intestines
MyPlate	Dairy	Vegetable	Fruit
Digestion	Nutrients	Protein	Carbohydrates
Vitamins	Minerals	Water	Fats
Enzymes	Pepsin	Lipase	Amylase
Processed Food	Natural Food	Calorie	Portion
Fatigue	Famished	High Fructose Corn Syrup	Photosynthesis

**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.

## 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.



# 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*

*“Muscle-Powered Travel Song” – Kid Power (Omitted in some performances)*

*“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 (Omitted in some performances)*

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?



# **Common Core Standards Correlations**

## English Language Arts Anchor Standards

### **Reading R4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*Throughout the presentation students learn vocabulary relating to the various story lines which cover nutrition and exercise, addressing USDA MyPlate, digestion, nutrients, portion control, food labels, calories IN / calories OUT, body image, & anti-bullying.*

### **Speaking and Listening SL2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

*The program combines live musical theater, movie storytelling, audience participation, and 3D animation to engage the students to learn.*

### **Language L4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

*Because the program covers a wide variety of topics and information in a story format, students are able to use the diverse media formats to understand new vocabulary through context.*

### **Reading R6**

Assess how point of view or purpose shapes the content and styles of a text.

### **Reading R7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

### **Speaking and Listening SL.6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Language L5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



## **NC Essential Standards Correlations**

### **NC Essential Standards Healthful Living – Health Education, Grades K-5 Interpersonal Communication and Relationships**

**K-5.ICR.1** Understand healthy and effective interpersonal communication and relationships.

#### **Nutrition and Physical Activity**

**K-2.NPA.1** Understand MyPlate as a tool for selecting nutritious food.

**3-4.NPA.1** Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

**5.NPA.1** Apply tools (MyPlate) to plan healthy nutrition and fitness.

*Students are introduced to the MyPlate through a lesson called 30,000 Plants that describes many different kinds of edible plants.*

**K-5.NPA.2** Understand the importance of consuming a variety of nutrient dense food and beverages in moderation.

*Students learn about portion control through a call and response exercise that features a Lunch Lady character and an animated stomach.*

**1-2.NPA.3** Remember fitness concepts to enhance quality of life.

**4-5.NPA.3** Understand the benefits of nutrition and fitness to disease prevention.

#### **Personal and Consumer Health**

**3-5.PCH.1** Understand wellness, disease, prevention, and recognition of symptoms.

### **NC Essential Standards Healthful Living – Physical Education, Grades K-5 Motor Skills**

**K-5.MS.1** Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

#### ***Brain Break***

##### **Movement Concepts**

**K-5.MC.2** Understand concepts, principles, strategies, and tactics, that apply to the learning and performance of movement.

#### ***Calories In/ Calories Out***

##### **Health Related Fitness**

**K-5.HF.3** Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

#### ***Caitlyn & Max's story***

##### **Personal/ Social Responsibility**

**K-5.PR.4** Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

*Throughout the story of Operation Lunch Line, the students will learn about a boy's food and movement choices and consequences. By the end of the program, students will have learned that they have the power to make their own healthy behavioral strategies.*



## **NC Essential Standards Science, Grades K-5**

### ***30,000 Plants***

#### **Earth Systems, Structures and Processes**

**1.E.2** Understand the physical properties of Earth materials that make them useful in different ways.

### ***30,000 Plants***

#### **Ecosystems**

**1.L.1** Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.

1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

**3.L.2** Understand how plants survive in their environments.

#### **Molecular Biology**

**1.L.2** Summarize the needs of living organisms for energy and growth.

1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.

**4.L.2** Understand food and the benefits of vitamins, minerals and exercise.

4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.

4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

*Students will learn about Digestion through an interactive lesson about enzymes.*

#### ***Tour***

#### **Structures and Functions of Living Organisms**

**3.L.1** Understand human body systems and how they are essential for life: protection, movement and support.

3.L.1.1 Compare the different functions of the skeletal and muscular system.

**5.L.1** Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.

5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.

5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

### ***30,000 Plants***

#### **Matter: Properties and Change**

**5.P.2** Understand the interactions of matter and energy and the changes that occur.

5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).

## **NC Essential Standards Arts Education Theatre Arts, Grades K-5**

#### **Analysis**

**K-5.A.1** Analyze literary texts and performances.

#### **Aesthetics**

**K-5.AE.1** Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

**Culture**

**K-5.CU.1** Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

**NC Essential Standards Arts Education Dance, Grades K-5**

**Creation and Performance**

**K.CP.1** Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**K.CP.2** Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**Dance Movement Skills**

**K-5.DM.1** Understand how to use movement skills in dance.

**Responding**

**K-5.R.1** Use a variety of thinking skills to analyze and evaluate dance.

**Connecting**

**K-5.C.1** Understand cultural, historical, and interdisciplinary connections with dance.

**NC Essential Standards Arts Education Music, Grades K-5**

**Musical Response**

**K-5.MR.1** Understand the interacting elements to respond to music and music performances.

**Contextual Relevancy**

**K-5.CR.1** Understand global, interdisciplinary, and 21<sup>st</sup> century connections with music.

**NC Essential Standards Information and Technology, Grades K-5**

**Technology as a Tool**

**K-5.TT.1** Use technology tools and skills to reinforce classroom concepts and activities.

**NC Essential Standards Social Studies, Grades K-5**

*Everybody*

**Culture**

**K.C.1** Understand how individuals are similar and different.

**NC Essential Standards Arts Education Visual Art, Grades K-5**

**Contextual Relevancy**

**K-5.CX.2** Understand the interdisciplinary connections and life applications of the visual arts.

# 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.

ALFALFA  
BEETS  
CABBAGE  
CARROT  
CASSAVA  
CHARD  
DANDELION  
GINGKONUT  
KALE  
KOHLRABI  
MANGO  
PEACH  
POKEWEED  
QUINOA  
RADICCHIO  
SNOWPEA  
SQUASH  
TOOTHWORT  
WATERCRESS

M	T	S	B	E	E	T	S	P	O	K	E	W	E	E	D
H	Y	T	Q	N	O	I	L	E	D	N	A	D	I	N	R
P	Y	B	O	U	I	X	K	E	B	D	A	E	N	Q	A
I	W	R	M	O	A	C	A	B	B	A	G	E	P	A	D
C	A	R	R	O	T	S	N	V	N	D	S	A	M	E	I
R	A	K	A	L	E	H	H	E	T	E	F	G	L	P	C
C	Y	S	P	T	W	Z	W	D	E	L	H	M	F	W	C
X	W	A	S	K	Y	H	T	O	A	E	J	A	H	O	H
K	B	P	E	A	C	H	A	F	R	I	V	N	Z	N	I
Q	M	Y	I	W	V	T	L	O	N	T	Y	G	P	S	O
D	R	A	H	C	O	A	G	I	N	G	K	O	N	U	T
J	X	W	A	T	E	R	C	R	E	S	S	V	B	H	S
Q	U	I	N	O	A	D	I	K	O	H	L	R	A	B	I



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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