



## Lesson Plans



### **Louisiana Public Broadcasting**

7733 Perkins Road, Baton Rouge, LA 70810

225.767.5660 • 800.272.6121

Fax: 225.767.4299

[www.lpb.org](http://www.lpb.org)

[www.lpb.org/stepbystep](http://www.lpb.org/stepbystep)

## Food for Thought

**Recommended Grades:** 3-5

**Overview:**

This is a fun-filled activity using movement to solidify the cognitive knowledge of the food pyramid. The game can be played with an unlimited number of individuals. The object of the game is to collect food items and to categorize them based on the daily recommended amounts from the food pyramid.

**Time Duration:** 30 minutes

**Standard 1:** Demonstrates competency in many movement forms and proficiency in a few movement forms.

**Benchmark: 1-E-1:** Demonstrates mature forms in locomotor, non-locomotor, and manipulative skills (e.g., locomotor – run, jump, skip; non-locomotor – bend, stretch, lunge; manipulative – catching, throwing, kicking).

**1-E-3:** Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).

**Interdisciplinary Connections:**

**Health: Standard 3:** Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

**Benchmark: 3-E-1:** Identify personal health needs

**3-E-2:** Demonstrate responsible personal health behaviors

**Objectives:**

1. The student will be able to demonstrate cognitive knowledge of information relating to the food pyramid.
2. The student will perform locomotor skills necessary for sudden change of direction and running.
3. The student will work cooperatively to reach a specific objective.

**Materials:**

Large sheets, plastic shower linings, carpet squares, or coarse paper  
Markers  
Laminated pictures of food or predesigned stuffed food objects  
Scrimmage pennies  
Laminated benefit words

## **Background Information:**

### *Prior Knowledge:*

The students should be familiar with or practice moving safely within the designated game area. The students should have prior knowledge of the food pyramid including the foods, daily recommended amounts, and benefits of the food categories. The students should have previously participated in and/or observed cooperative learning behaviors.

### *Teacher Notes:*

The constructional design of the pyramid can be tailored to your preference and financial abilities. You will need to construct a food pyramid with a base of at least 30 to 35 feet, and divide the pyramid into food groups according to the model in attachment 2. Storage space also needs to be a consideration in your choice of design. You can choose to have the students just lay the items on your food pyramid, or you can attach sticky tape or Velcro to the backs of your laminated items. A prerequisite for the activity is to have the students find food pictures themselves or to give them color pages of food types to later use in game play. Another alternative is that students draw or trace food designs to be cut as patterns for the game. If you know someone who can sew the patterns, you can create unstuffed food items which can later be stuffed by the students and sealed with fabric glue. In attachment three, you will find examples of food items you can enlarge to use with this project. The food pyramid boards should be placed before the students begin the game. It is your choice to preplace the food items and benefits or to allow the students to randomly place the items throughout the playing area. The boards' tips should be about thirty to forty feet from each other. The entire playing area will be about 100 feet, the approximate size of a basketball court.

## **Procedure:**

### *Engagement:*

The activity could begin as a question and answer session. How many of you remember what a food pyramid is? Can you tell me some foods which are healthy for you? Can you tell me, for example, how many cups of fruit you should eat per day? Can you tell me the benefits of these food items to your bodies? For example, the dairy group provides our body with needed calcium for strong bone growth. For each question, allow the students a few minutes to answer the question.

### *Lesson Activity:*

1. Set up the food pyramids and the food objects in their respective places around the playing area. If you include the benefits as part of your game, distribute them around the playing area as well.
2. Separate the students into two evenly numbered teams. Distribute to each member of a team a scrimmage penny for team identification. Place each team respectively behind an end line at the base of the food pyramid.
3. On the go signal each team will race onto the playing surface to collect the food and/or the benefits.
4. The students will place the food items on the pyramid according to the daily recommended allowances for each food group. For example, if the pyramid

- indicates two to three cups, the students will have the option of placing two to three items per section on the food pyramid board.
5. The game continues until both teams have completed their food pyramid.
  6. A point is scored for each correct food item placed in the correct partition of the food pyramid. For example, if the servings are two to three cups, then students can score two to three points for this section according to the number of items they placed in each section. Double points can be scored if the student is able to add a benefit to the section of the food pyramid. For example, if they scored two points for the fruit section of the food pyramid, and they also added a benefit to the section the total score would be 4 points for that particular part.

*Closure:*

This is a time for reflection by the students to review the importance of the food pyramid and the information learned from the food pyramid game. There are two means of obtaining this knowledge from the students: a question and answer session or a more proactive approach to question and answer. In the proactive approach the students could collect the food items in your choice of storage container and return in a show-in-tell mode, demonstrating to the group their knowledge of the collected materials. This also contributes to the stimulation of cooperative learning through group effort.

**Assessment:**

A formative assessment is used to evaluate a student's knowledge of the food pyramid through the use of locomotive skills in a cooperative game. Both the students and the teacher assess these skills with the checklists found in Attachments one and two.

**Accommodations/ Modifications:**

Provide movement-impaired students a partner to help in retrieval of the objects, and/or allow physically challenged students to hold the object on their lap while returning the food item to the pyramid.

**Development Resources:**

<http://mypyramid.gov/>

**Reproducible Materials:**

- Attachment 1: Teacher Checklist
- Attachment 2: Student Checklist
- Attachment 3: Stuffed Bean Pattern
- Attachment 4: Food Pictures

**Reflections:**

This game provided not only a physical challenge but a mental challenge as well. The student needed a good background in the food pyramid and all it represents. If they did not possess a good knowledge, the game slowed down and lost its excitement.

**Contact Information:**

**Janie Ryland**

**Physical Education Specialist**

**Email: [trailrunnerjr@cox.net](mailto:trailrunnerjr@cox.net)**

**Phone: (225) 673-2122**

## **ATTACHMENT 1**

### **Food for Thought Teacher Checklist**

- \_\_\_\_\_ Student utilizes locomotive and manipulative skills proficiently.
- \_\_\_\_\_ Student demonstrates knowledge of the types of food categories on the food pyramid.
- \_\_\_\_\_ Student demonstrates knowledge of the daily recommended amounts necessary per group.
- \_\_\_\_\_ Student demonstrates knowledge of the benefits of the foods in each group.
- \_\_\_\_\_ Student works cooperatively to complete the food pyramid.
- \_\_\_\_\_ Student works safely while participating in teams to achieve the final outcome.

## Attachment 2

### Food for Thought

Student's Name: \_\_\_\_\_

P.E. Hour \_\_\_\_\_

#### Student Self-Assessment

For each food group below, write in the number of items you collected from the playing area and correctly placed on the food pyramid game board. If you added a benefit to the food pyramid, write the number in the correct food group area and circle this number.



Orange (grains) = 5-6 ounces  
Yellow (oils) = 4-5 teaspoons  
Purple (meat/beans) = 3-5 ounces

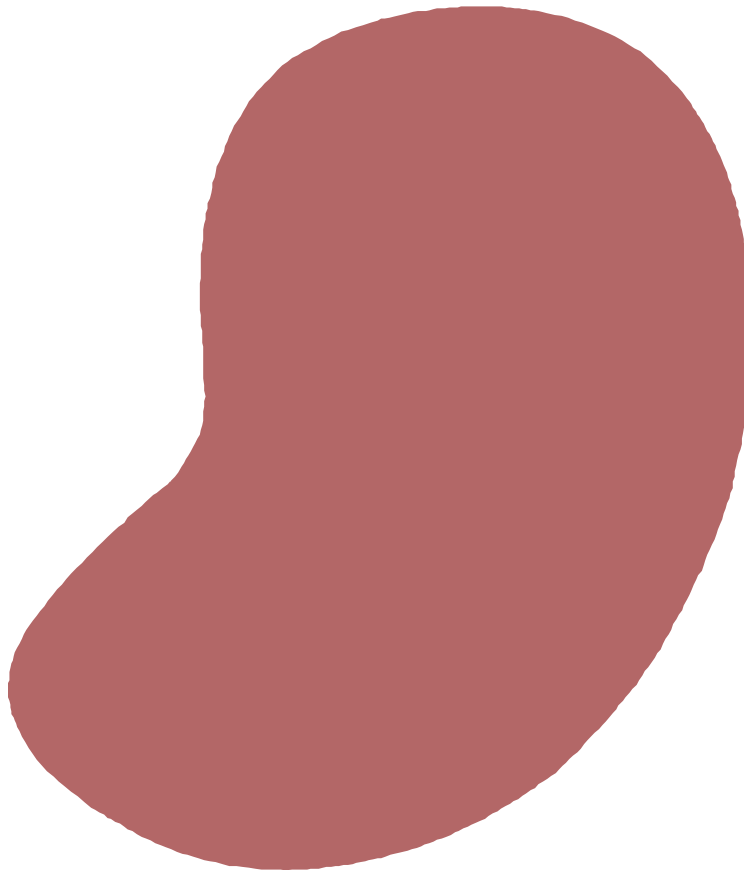
Green (vegetables) = 1-2 cups  
Blue (milk) = 2-3 cups

Red (fruits) = 1-2 cups

### **Attachment 3**

#### **Stuffed Bean Pattern Idea**

You will have two pieces of material 9 x 6 inches. Pin the bean pattern to your material. Cut away the excess material from around the pattern. Place the two pieces of material with right sides together. Pin the two pieces together and stitch, leaving an opening to allow for stuffing. Trim and then turn the right side out. Stuff the bean and hand stitch the opening or use fabric glue.





Attachment 4

