



Lesson Plans



Louisiana Public Broadcasting

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The Hunt for Healthy Food

Recommended Grades: 3-5

Overview:

This is a fast-paced game involving mental challenges. The students utilize fast twitch muscles and movement skills involving change of direction as they sprint from cone to cone in search of the foods to complete their balanced diet. The students also invoke memory skills as they turn the cones over to find the food items for which they are searching. The more the students can memorize the items under the cones the better able they will be to complete their diet in a reasonable time limit.

Time Duration: 45 – 60 minutes

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmark: 7-E-2: Engages in the challenges of new activities.

7-E-3: Participates enthusiastically in independent and interactive physical activities.

Interdisciplinary Connections: Science:

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

Benchmark: 3-M-1: Identify personal health needs and develop long-term goals for a healthy lifestyle.

Objectives:

1. Students will be able to choose foods appropriate for a well-balanced diet.
2. Student will develop cooperative learning skills related to task completion.

Materials:

Cones
Cards with types of food items
Challenge questions
Spinner
Clothesbasket

Background Information:

Prior Knowledge:

Students should know some general facts related to a balanced diet. Students need to know about the food pyramid and the importance of each food group to the body. In addition, students should be able to relate exercises and balanced diet to overall health.

Teacher Notes:

In attachment one, there are general food facts to review with your students prior to the game plus ideas for challenge questions. Review with the students how to play one round to ensure they understand the correct procedure for playing the game. This game does require movement within a confined space by more than one individual so review safety techniques for this type of movement.

Procedure:

Engagement:

Ask the students to give you some examples of types of foods, which fit into the different categories on the food pyramid. Once the students are able to give you examples of the food categories, lead them into combining the foods to create a balanced diet using the examples the students suggested. Ask the students to give you reasons why exercise is important along with a balanced diet to maintain a healthy lifestyle.

Lesson Activity:

1. The object of the game is to complete a balanced diet in the shortest period.
2. Students are divided into groups of six.
3. Each group has a spinner with the food groups on it.
4. Assign each student in the individual groups a number one through six.
5. Student one spins the spinner. For example, student one lands on the category meat. Student one then sprints onto the playing area to as many individual cones as possible within a ten second time limit.
6. The student raises the cone and shows his teammates the food item found under the cone. If the food item represents the meat group, then the student races back to his group, and student two spins and continues the process. If student one does not find a meat under any cone in the ten second time limit, then he returns to his group empty handed and student two spins. Remind students this game involves memory techniques so everyone needs to pay attention to the items located under the cones.
7. Randomly placed under the cones are challenge questions. If a student gets a challenge question, the student runs to a specific area and hits a bell. Once the bell is hit, everyone stops dead in his or her tracks. The student reads the challenge question out loud to everyone. The student (student A) who found the challenge question has five seconds to answer the question, or the student can challenge another student on the playing area. If student A answers the question correctly, then student A can choose any food item from the basket of food. If student A challenges another student and that student (student B) answers the question incorrectly, student A can still choose an item from the food basket to complete his or her balanced meal. If student B answers the question correctly, then student B can steal the challenge and choose an item from the food basket.
8. The game continues until each group has completed a balanced diet.

Closure:

The students remain in their group of six with their balanced diet in front of them. Ask the students in the group to tell the other groups about the food items they collected for

their balanced diet. Also, interject information about how heart rates increased and decreased as they sprinted between the cones and their sitting positions.

Assessment:

See attachment two

Accommodations/ Modifications:

The size of the playing area can be decreased for children with a physical handicap that involves motor skills.

Development Resources:

<http://mypryamid.gov/>

Reproducible Resources:

Attachment 1: Facts sheet

Attachment 2: Teacher Assessment

Reflections:

The students enjoyed the combination of physical activity accentuated with mental benefits. The students needed to be well informed about foods which formulate a well-balanced diet in order to create a more competitive playing environment. The game created a stimulating, fun means of learning about the food pyramid and exercise.

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Attachment 1

1. You should eat more whole grains, and substitute a whole-grain product for a refined product – such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.
2. Every night with your dinner, include a green salad.
3. Some examples of vegetables are white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, winter squash, spinach, lentils, kidney beans, and split peas.
4. Some examples of types of fruits are bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
5. Low-fat or fat-free milk should be included as a beverage at meals.
6. Examples of the meat include beef, ham, pork, turkey and chicken.
7. You should exercise at least 30 minutes a day.
8. It is important to have fun while you were exercising.
9. It is important to walk, skate, or cycle more.
10. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.
11. Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product.
12. Grains are divided into 2 subgroups, whole grains and refined grains.
13. You should eat more dark green and orange vegetables.
14. You should eat a variety of fruits fresh and/or frozen.
15. Most of your fat sources come from fish, nuts and vegetable oils.
16. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not.
17. All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of the meat and bean group.
18. You should bake, broil or grill your meats.
19. You need a certain number of calories to keep your body functioning and provide energy for physical activities.
20. Physical activity increases calorie needs, so those who are more physically active need more total calories and have a larger discretionary calorie allowance.
21. You should cut back on foods containing saturated fats, *trans* fats and cholesterol to lower your risk of heart disease.

Attachment 2

Name _____

Date _____

Period _____

Skills	Criteria			Points
	1	2	3	
Participation The teacher observed the student actively engaged in activity.	Without a doubt	Maybe not sure	Not at all	
Cooperative The teacher observed the student working in groups.	Without a doubt	Maybe not sure	Not at all	
Knowledge The teacher observed the student collecting foods for completing a balanced diet.	Without a doubt	Maybe not sure	Not at all	
Safety The teacher observed the student demonstrating safety procedures while actively engaged in the activity.	Without a doubt	Maybe not sure	Not at all	
Sportsmanship The teacher observed the student encouraging and supporting others within the game.	Without a doubt	Maybe not sure	Not at all	

Total points _____

Teacher comment