

NUTRITION AND PHYSICAL ACTIVITY

Grades 1-3

This lesson is meant to be done in collaboration with the classroom teacher.

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade-Level Outcomes

- Differentiates between healthy and unhealthy foods (S3.E6.1)
- Recognizes the “good health balance” of nutrition and physical activity (S3.E6.2)
- Identifies foods that are beneficial before and after physical activity (S3.E6.3)

Lesson Objectives

The learner will:

- Discuss good nutrition as a component of health and wellness
- Categorize food according to MyPlate

Materials and Equipment

- 3-by-5-inch (7.5 by 12.5 cm) index cards cut in quarters
- Math cubes (four colors)
- White paper plates, one per child
- Student journals, pencils
- Crayons or markers

Introduction

Remind students of earlier discussions of the “good health balance,” eating healthy foods for good performance, and the importance of eating well before and after activity embedded in past lessons.

Can you remember what you ate for dinner last evening? How about snacks? Did you have a snack before bedtime? Today we are going to look at the foods we have eaten in a one-day period. We will then compare our eating with MyPlate to see whether we have a balanced food intake in one day.

LEARNING EXPERIENCE: FOOD LOGS

- On a selected day, have students list their responses to the following: What did you eat for dinner last night? For breakfast this morning? For lunch today or yesterday? Snacks?
- Allow time for students to record their listing for each in their journals.

Record Food Items

Prepare quarter-size index cards by cutting 3-by-5-inch (7.5 by 12.5 cm) index cards into four equal pieces. Have enough for each child to record all the foods eaten in response to the preceding questions.

Have students record each food item, one per square on the quarter index cards, listing only one food item per square. Some children may need assistance in breaking down certain items, such as a sandwich, into the components—lettuce, mayo, meat, and so on.

LEARNING EXPERIENCE: BUILD A PLATE

You are going to “build a plate” by using the squares of your food choices—breads, cereals, and pastas together; fruits; vegetables; dairy products; meats, beans, and eggs together; and all sweets together.

- Have students divide their plates into four parts by drawing with a crayon or marker. They are to place the squares that represent the foods on the section of the plate that matches the category: fruit, vegetable, grain, protein. All the squares for dairy are to be placed beside the plate, as if there is a separate small plate to hold the dairy squares.

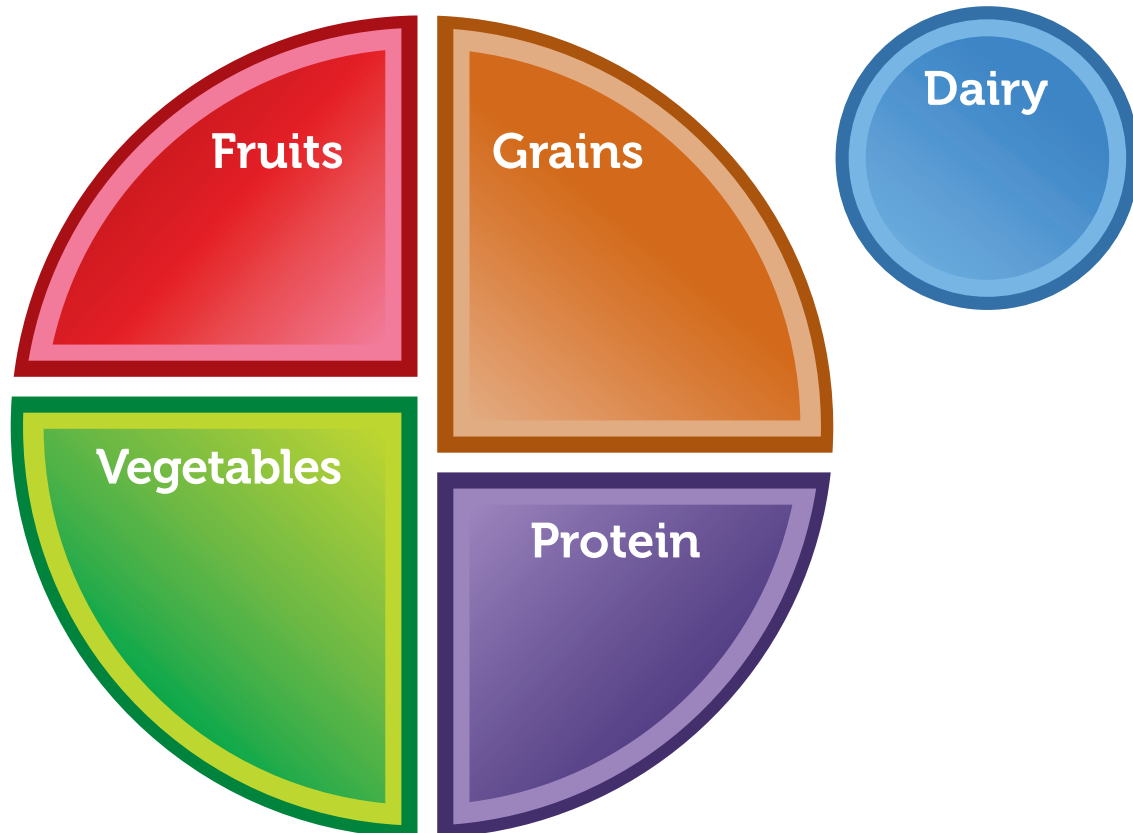
Recommended portions of MyPlate are not divided equally into four measures, but the division of the plate into quarters will give students the general idea. You can make the exact divisions in advance if you so desire.

- Instruct students to place all the sweets that they have eaten on the other side of their plates, opposite the dairy squares.

If you have colored cubes that represent the food categories, give each child the number needed—one color cube per food square. Students then place the cubes on the plate to match the appropriate food category.

Compare the Plates

Using MyPlate as a model, students compare their completed plates with the model recommended for good health. Discuss nutrition and its relationship to good health and wellness. Talk about foods that should make up a lesser or greater amount of the daily intake.



Assessment

Have students write a personal goal for nutrition in their journals. Remind them that foods are not good or bad; balance is the key.

Closure

- Were you surprised at the types of food you ate during a single day?
- Was your plate balanced with all four categories plus dairy?
- Why is good nutrition important when you are young?

Reflection

- Do students understand the role of nutrition in good health?
- Can they analyze their food intake in relation to MyPlate?