



Grade: Basic/K-3

Objective:
Students will recognize how a balance of activity and diet are needed to maintain a healthy level of body composition.

Equipment:

- Foam Balls
- Cones

CCSS:
RI.3
Gr K-3
SL.1, 3, 6
Gr K-3
L.1, 5, 6
Gr K-3

Energy In/Energy Out

Explanation:

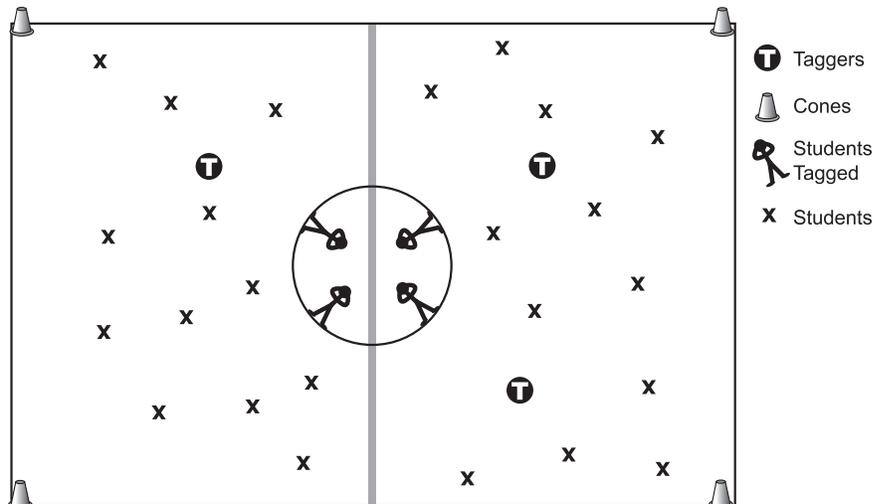
Food provides energy. If we put more energy (food) in our body than we use, our body will become fat. The only way to use more energy is to be more active.

Directions:

1. Choose 3-4 taggers to represent fatty foods such as cupcakes, doughnuts, French fries, and potato chips, etc.). Fatty foods stand in the center circle (the body). Everyone else spreads out around the gym.
2. At the signal, fatty foods leave the body and attempt to tag as many people as possible with a foam ball.
3. If a fatty food tags someone, it represents calories going into the body. The tagged person goes to the body (center circle) and lays down on his/her back with feet touching the circle and hands clasped under the head.
4. No one is allowed to run through the body (center circle).
5. The untagged students represent activity and they can rescue calories by pulling them out of the body (center circle) by the feet.
6. Play the game 2-3 minutes and then choose new taggers.
7. Explain how diet and activity affect the amount of fat stored in the body.
8. To show how an imbalance of diet and activity affect the outcome of the game, add more fatty foods (taggers).

Assessment:

Use class discussion questions at the end of the unit to check for understanding after playing the game.



Key Concept:
Balanced Diet

Objective:
Students will select foods necessary to create 3 balanced meals (meals for an entire day).

Equipment:

- Nutrition Cards (Lily Pads)
- Large Container for Nutrition Cards (Pond)
- Bean Bags—1 for each team (Frogs)
- Paper Plates—3 for each team (Meals)

CCSS:
RI. 7
Gr K-6
RST. 4, 7
Gr 6-12
SL. 1
Gr K-8
SL. 2
Gr K-2
SL.6
Gr K-3
L. 1, 6
Gr K-12

Food Pond

Explanation:

Every time we eat a meal it should include a balance of food from all five food groups. When we eat a balanced meal it provides our body with the nutrients it needs to stay healthy.

When we eat a meal that includes all five food groups plus a small amount of oils, we are eating a balanced meal.

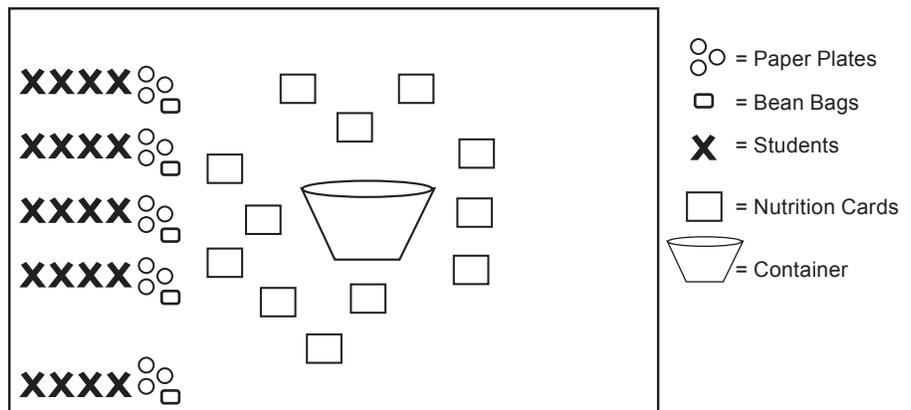
If we always eat three balanced meals each day, then we have a balanced diet.

Directions:

1. Place a large container (the pond) in the center of the playing area.
2. Scatter Nutrition Cards around the container.
3. Divide students into groups of 4-5.
4. Give each team three paper plates (one for each meal), and a different colored bean bag (frog).
5. Instruct teams to line up at the end boundary line.
6. Have students take turns running out to the center. They are to stand on a Nutrition Card (lily pad) and attempt to throw the bean bag (frog) into the container (pond).
7. If the frog lands in the pond, they get to take their lily pad (Nutrition Card) back to the team and place it on a paper plate.
8. The goal is to create three balanced meals for an entire day. Each meal (plate) needs to have Nutrition Cards from each of the five food groups and a card from oils or empty calories/fats/sweets. The first team to create three balanced meals wins.

Assessment:

After the activity, have students share with a partner what makes a balanced meal and why it is important to include foods from all food groups.



Key Concept:
Energy Content of
Macronutrients

Objective:
Students will recognize that
carbohydrates, fat and protein
supply different amounts and
types of energy to the body.

Equipment:

- Small Foam Balls
- Large Foam Balls
- Foam Footballs
- Plastic Bowling Pins

CCSS:
SL. 1
Gr K-8
L. 1, 6
Gr K-12

Energy Pin-Down

Explanation:

Our bodies receive energy from the food we eat every day (Energy In, Energy Out). Energy in food is measured by the number of calories it contains. Energy in food is found in carbohydrates, fats, and proteins.

Carbohydrates provide 4 calories in each gram. Exercises that are higher in intensity will use carbohydrates as their energy source.

Fat provides 9 calories in each gram. Exercises that are low in intensity will use fat as their energy source.

Protein provides 4 calories in each gram and is used primarily to build and repair body muscle.

Directions:

1. Place 15 plastic bowling pins throughout the playing area.
2. Send one student to each pin.
3. The remaining students spread out on the outside of the boundary lines.
4. On the signal to start, students on the inside guard their pin while attempting to throw or roll balls at the other pins.
5. The students standing on the outside retrieve balls that leave the play area and wait for a pin to open up.
6. If a student's pin is knocked down with a ball, he/she goes to the outside of the play area and performs an exercise that corresponds to the type of ball his/her pin was hit by:
 - **Small Foam Balls** represent carbohydrates and receive quick energy. To burn off carbohydrates, the student does 4 rocket blasters.
 - **Large Foam Balls** represent fat and receive a lot of energy. To burn off fat, the student does 9 jumping jacks.
 - **Foam Footballs** represent proteins and receive energy and also the ability to repair muscle. To burn off protein, the student does 4 push-ups.
7. When a student completes his/her exercise, he/she stands on the outside of the play area to retrieve balls and waits for a pin to open up.

Assessment:

Throughout the activity, periodically stop and ask students what types of energy carbohydrates, fat, or protein provide and their calorie amounts.

