

NUTRITION in PHYSICAL EDUCATION

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Bowling for Nutrient Rich Foods

Teaching Plan:

1. Review the Five Food Groups and the number of daily servings needed from each food group.
2. Divide the class into teams, lining up relay-style.
3. At the word “go” the first person on each team rolls his/her ball trying to knock down a bowling pin/water bottle. Once a bowling pin/water bottle has been knocked down, the bowling pin/water bottle is placed in the proper food category on the MyPlate poster and the ball is given to the next person in line. Teams continue until all bowling pins/water bottles have been placed on a MyPlate poster. The objective is for each team to “collect” foods representing each of the food groups.
4. Once all bowling pins/water bottles have been knocked down and placed on a poster, check each team’s poster for correct categorization of foods. Discuss with each team their food choices and how each food was categorized.
5. Have each team place foods on their MyPlate placemat, each team creates a balanced meal (a meal including at least three of the Five Food Groups).

Discussion and assessment check points:

- A balanced meal should include what?
- When would you eat this meal?

Activity Synopsis: Using physical activity, students will select nutrient-rich foods, and correctly categorize the foods into food groups. Using the foods selected, students will also plan a balanced meal. For the purposes of this lesson, a balanced, nutrient-rich meal includes foods from a minimum of three food groups.

Activity Outcome: Using the MyPlate graphic, students will learn to categorize foods correctly into each food group, and plan a balanced meal.

Materials:

- Six large MyPlate posters to tape to the floor: Download or order free MyPlate graphics from www.choosemyplate.gov
- Bowling pins or Water bottles, each with a single Food Model picture attached (use single food pictures only). You will need six to eight water bottles per group.
- For a more challenging lesson, add either “Others” category or Combination Foods Food Models, or both. For a list of these foods, refer to the back of the educational insert included in your Food Model set
- Colored balls for bowling (a different color for each team)

Advance Preparation:

- Tape a Food Model picture to each water bottle.
- Distribute water bottles throughout the gym floor.

Food Group Bingo

Enlarge and duplicate the Bingo card below. Distribute a copy to each participant or group. Have students run to the center of gym and select a Food Model. Students place the Food Model in an appropriate food group square on their cards. The first player/or group to fill in five squares horizontally, vertically, or diagonally wins. To check for understanding, have the winner read off the name of the winning food in the food group squares.

Dairy	Protein	Vegetables	Fruit	Grain
Combination	“Other”	Dairy	Protein	Vegetables
Fruit	Grain	Dairy	Combination	“Other”
Dairy	Protein	Vegetables	Fruit	Grain
Combination	“Other”	Dairy	Protein	Vegetables

Help Me!! Help Me!! Tag Game

Purpose: Introduce LDLs (the bad cholesterol) and learn what a Cardiologist does! Discuss the "bad characters" of the game... fried fish, fried chicken, bacon, French fry, and we discuss what makes all of these bad, and why it's so important to eat them in MODERATION!!

Materials: 3-5 red hula hoops= ambulances that transport the cardiologist, LDLs represented by: rubber chicken=fried chicken, rubber pig=bacon, rubber fish=fried fish, 1/2 foam noodle= French fry, foam shaped ring=donut, yellow foam ball="icky sticky cholesterol GLOB! ... Look through your equipment, and be creative! *Hospitals are optional, you can scatter aerobic benches around your playing field or use another color of hula hoop.

Description of Idea

There are three jobs: □#1) LDLs (bad cholesterol) will cause a heart attack once they tag any of the students running around!!! □#2) The Cardiologists run around in their ambulances (hula hoops) saving student lives. If they see a student frozen in place yelling "help me, help me" they must run over and say "don't worry I'm a Cardiologist, I can save you... let's EXERCISE!!" The Cardiologist and heart attack victim jump up and down while saying "I love PE" 3x... The victim is then healthy and able to run free!! (If you use the hospitals, the students tagged by the LDLs run to one of them and still yell "help me, help me" so the Cardiologist knows they are having a heart attack and need medical attention! □#3) Healthy students are trying to move around enough to avoid the LDLs! After a few minutes of playing, regroup and let the students change jobs!

Assessment Ideas: A group discussion or write an essay on the question "How was this game similar to real life?"... If we avoid the LDLs by staying active and making smart food choices, we have less of a chance of needing help from a Cardiologist! Another question could be: " How did the Cardiologist save our lives?" By prescribing exercise!! ("I love P.E.")

Food Groups Relay

Purpose: This activity gives the students an opportunity to learn about My Plate and the numbers of foods that are suggested to eat from each of the groups each day.

Materials: 2 long beach noodles, Beanbags - orange, green, blue, red, purple.

Description of Idea

The number of servings of foods we should get each day from the food groups: 2 meat/beans (purple,) 3 fruits (red,) 3 dairy (blue,) 4 vegetables (green,) and 5 grains (orange.) This is a great starting point for students to begin to determine if they are getting foods from all of the food groups, and if their servings are balanced.

Inside the center circle are 1 or 2 students who will hold wooden spoons (long pool/beach noodles.) On the circle are beanbags in orange, green, red, blue, and purple. Around the perimeter of the gym are 4-6 teams of up to 4-5 students on each relay team. Have the smallest number of students in a group as possible; 2-3 is best. The object of the activity is to collect all of the recommended servings, as represented by the color of the beanbags. If tagged, the beanbag must be returned. If not tagged, the student returns with the beanbag, and the team continues to collect beanbags until they have all of the recommended servings.

Variations: You could have the people standing in line waiting to go do an exercise (to act like the body using the calories) of that food group (bean bag). Example: a red beanbag is a serving of fruit, roughly 30 calories. They could do 3 jumping jacks to burn off 10 calories each.

Assessment Ideas: Name the food groups. □ How many servings are suggested that we eat each day? □ How many servings in the meat/beans group? dairy? grains? vegetables? fruits?