

It's All
About
Kids



Nutrition Games
Volume 2

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It's All About Kids



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Run and Draw

Grades: K-5th

Time: 10 minutes

Oklahoma: Physical Education Standards: 1 3 **Health Education Standards:** 1, 4, 5, 6

Objectives:

- To identify different foods in each of the five food groups.

Equipment and Supplies:

- Blank paper
- Pencils, markers, or crayons
- Clipboards or books, if playing outside and no hard surface to draw
- Cones, if playing outside

Directions:

- Pair up students in partners and line them up at one end of the gym. (Modification: this can also be played outside. Place cones where the students will start. For the drawing station, make sure it's on a hard surface, such as cement or tables. If that's not available, bring clip boards or books for the students to use).
- Place paper and markers (or crayons or pencils) at the other end of the gym.
- The teacher will tell the class a food group (fruits, vegetables, protein, dairy, or grains).
- On GO, the first person from each group runs across the gym and begins drawing a picture using the food group instructed from the teacher. The students *cannot discuss* with each other what they're drawing. (Modification: K-1 can discuss and talk with each other). Once the first player arrives, they have 8-10 seconds to start and work on their drawing. After 8-10 seconds, tell the students to switch and they will quickly run back and give a high 5 to their partner. This partner then runs across the gym and continues the artwork... relaying back and forth every 8-10 seconds until most of the students are completed with their artwork. If one group finishes before the others, have them start a new fruit (or whatever food group that may be assigned) on the same paper.
- Can continue this game and go through each of the 5 food groups (fruits, vegetables, grains, protein, and dairy).

Teaching Moment:

- Put the completed masterpieces in a circle for a gallery review at the end.
- Review with the students the drawings and verifying they're in the correct food group that was initially given by the teacher. If they're not in the right food group, explain what food group they belong.
- Ask the students why they think it's important to eat foods from all food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy.
- Have students make a goal to try one new fruit or veggie that week. Identify who can help them achieve this goal, such as their parents, relatives, friends, etc. Use your parents as a resource to help you try a new fruit or veggie that week.

Source: Chip Candy's "Run and Draw".

Partner Face-off

Grades: K-5th

Time: 8-10 minutes

Oklahoma: Physical Education Standards: 1, 3, 4 **Health Education Standards:** 1, 5, 6

Objectives:

- To identify different foods in each of the five food groups.

Supplies:

- Food models (K-2) or pictures of food (3-5) from all five food groups.

Directions:

- Choose two food groups for each round.
- Have the students get into partners. Each set of partners will have two models or pictures in front of them (one from each of the food groups). For example, if fruits and vegetables are chosen, make sure to have one fruit and one vegetable model or picture for each set of partners.
- Sets of partners will be spread out. Partners will be sitting crisscross, facing each other with their hands on their knees.
- Each set of partners will have the food model between them for grades K-2 (for grades 3-5, have a food label between them). (Two total of food models or labels for each set of partners: one from each of the chosen food groups).
- Music will be playing, when the music stops, the teacher will yell out one of the chosen food groups. (For example, if fruit and vegetables are chosen this round, the teacher will yell out one of those food groups).
- The partners will race each other to grab the food model or label first that is in the food group that the teacher chose. (For example, if the student has a carrot and apple in front of them and the teacher yells out “vegetable”, then the student should grab the carrot). The partner that does not grab the food model or label first, will do one exercise chosen by the teacher. (For example, 5 jumping jacks, 2 push-ups, 3 squats, 5 arm circles, etc.). If one of the partners grabs the food model or picture first but grabbed the wrong one, then that student will do the chosen exercise. (For example, the teacher yelled out vegetable food group but the student grabbed the apple).
- After 3 rounds, have the students pass their food models or labels on to the next set of partners.

Teaching Moment:

- Take all the food models and pictures and review in what food group they belong. Go through at least 5 of food models or pictures.
- Ask the students why they think it’s important to eat foods from all food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy.
- Raise your hand if you grabbed the right food when told to grab the right food group. Discuss ways to add this food into your meals or snacks today. Use your parents as a resource to help you achieve the goal of eating 5 fruits and veggies every day.

Center Line Spelling Dash / Find That Food

Grade Levels: K-5th

Time: 15 minutes

Oklahoma: Physical Education Standards: 1, 3, 4 Health Education Standards: 1, 5, 7

Objectives:

- To work with partners to spell out different foods from all five food groups.
- To identify what foods belong to what food groups.

Supplies:

- Two sets of the whole alphabet. Each letter on a piece of paper or poly spot. (3-5)
- Two sets of pictures of food (K-2)
- Flash cards with pictures of food (matching above) – with spelling of it as well.
- Tape to stick pictures or letters to plastic poly spots.

Directions:

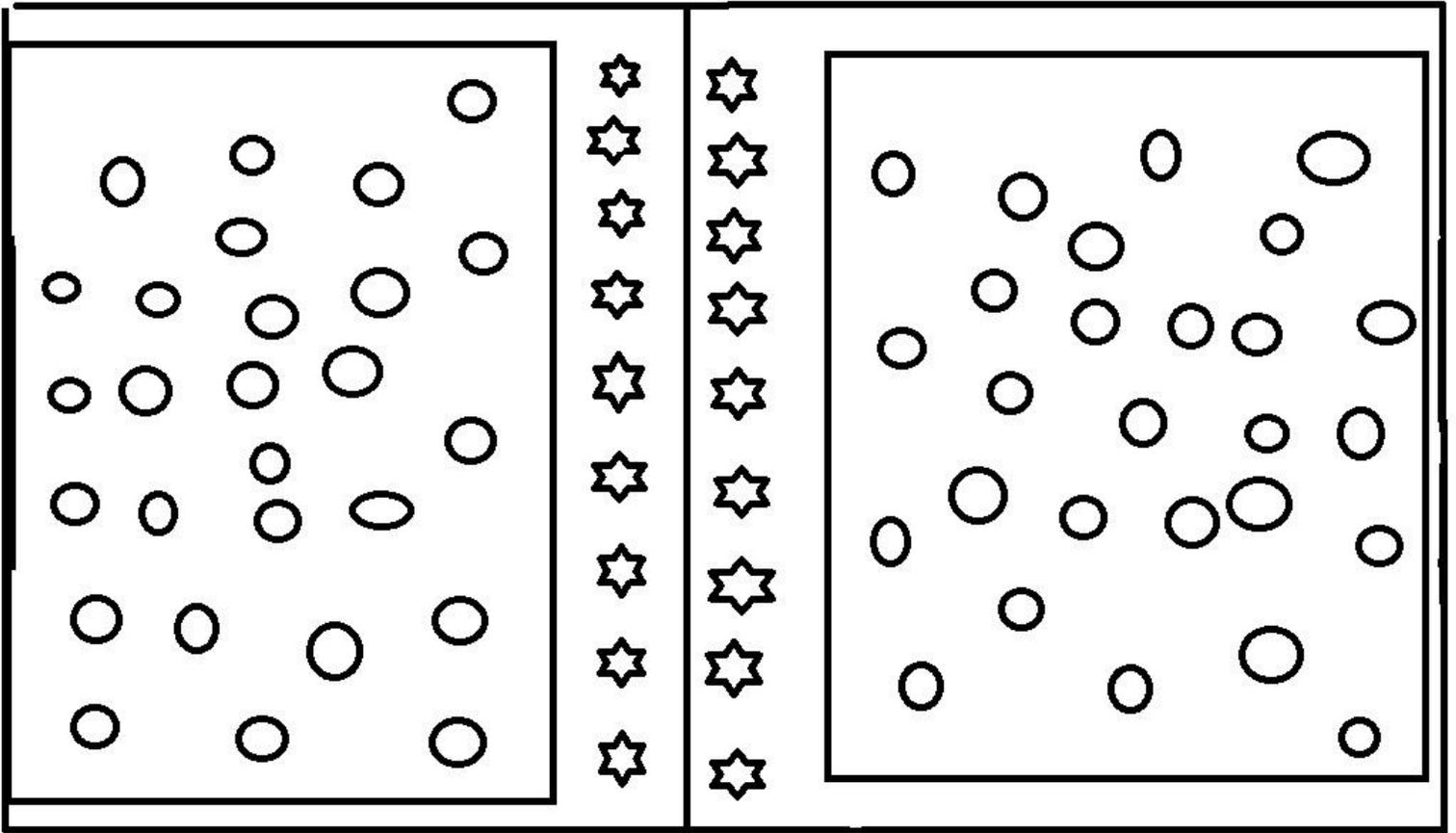
- Randomly place one set of the alphabet or pictures of food on one side of the court. Do the same on the other side of the court with the second set of the printed alphabet or pictures of food. (Modification: can do this outside by making boundaries of where the pictures or letters will be placed and designating a center line for the middle where the students will stand).
- Pair up the students into partners.
- The partners will stand on the half court line in the gym side-by-side. One partner will stand on one side of the line and the other on the other side of the line, all facing the teacher.
- The teacher will choose a food and show the flashcard with the picture of the food on it. (For example, asparagus). The teacher will ask the students what food group this food belongs then...
 - **For Grades 3-5:** The partners will work together to spell out the food. Partner A (on the left side of the court) will run and find the first letter of the word (For example, if the word is “asparagus”, Partner A will find the letter “A” on their side of the court). Partner A will come back to their partner and give them a high five (partner B). Partner B will then go and find the letter “s” on the right side (their side) of the court. Partner B will come back to Partner A and will give them a high five, then Partner A will find the next letter of the word. They will do this until they’ve spelt out the whole word.
 - **For Grades K-2:** The partner on the teacher’s right side will begin by running out on their side of the court to find the matching picture of the food. They will then run back to the line and give their partner a high-five. That partner will then run out on their side of the court to find the same picture.

Teaching Moment:

- Ask the students why they think it’s important to eat foods from all food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all 5 food groups every day is important to get all the nutrients we need to grow and be healthy.
- Encourage 5 fruits and veggies every day.
- Ask the students to give healthy options for a particular meal. (For example, choose breakfast and have the students list some healthy options to eat).

Adapted from Chip Candy’s “Alphabet Spelling”

DIAGRAM



 = Kids

 = Polyspot Letters or Pictures

Mirror It

Grade Levels: K-5th

Oklahoma: Physical Education Standards: 1, 3, 4 Health Education Standards: 1

Objectives:

- To work with partners to spell out different foods from all five food groups.
- To identify what foods belong to what food groups.

Supplies:

- Flash cards with pictures of different food. Try to find pictures that have the food spelled out underneath the picture.

Directions:

- Pair up the students into partners. They will be standing, facing each other.
- The teacher will show the students a picture of a food and ask them in what food group it belongs.
 - **(Grades 3-5):** Then, one partner will spell out that food (for example, if the food is turkey, one partner will draw in the air the letters to spell turkey, starting with the letter “T”). The other student will mirror their partner’s drawings of letters. Encourage the students to draw the letters as large as they can!
 - **(Grades K-2):** One partner will draw the picture of the food while the other partner will mirror the picture. For example, if there is a picture of a turkey, one will draw the outline of a turkey and the other will mirror their drawing.
- For the next round, choose a different food and have the students rotate who writes the word and who has to mirror them.

Teaching Moment:

- Ask the students why they think it’s important to eat foods from all food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy.
- Review with the students the foods that were chosen in the game and in what food group the particular food belongs.
- Choose a few students to demonstrate to the rest of the class how they drew a food or spelled out a food with their partner.

Adapted from “Reverse Alphabet” from Achieving Fitness, An Adventure Activity Guide by Jane Panicucci (and friends)

Hula Hoop Food Group Dice

Grade Levels: K-5th

Time: 20-25 minutes

Oklahoma: Physical Education Standards: 1, 2, 3, 4 **Health Education Standards:** 1, 5, 7

Objectives:

- To identify what foods belong in the 5 food groups and “sometimes” or “whoa” foods.
- To incorporate activity into the game.

Supplies:

- Hula Hoops (one hoop for every 2-3 students)
- Multiple pictures of foods for 3-5 (or bean bags for K-2) from all food groups.
- One sheet of activities; numbered 1-6 (see next page for activities) (grades 3-5)
- Picture exercises (grades K-2)
- One numbered die for each group (2-3 students)
- One die with all 5 food groups (one food group on each side of the die). For the 6th side, it will be labeled as “activity.”

Directions:

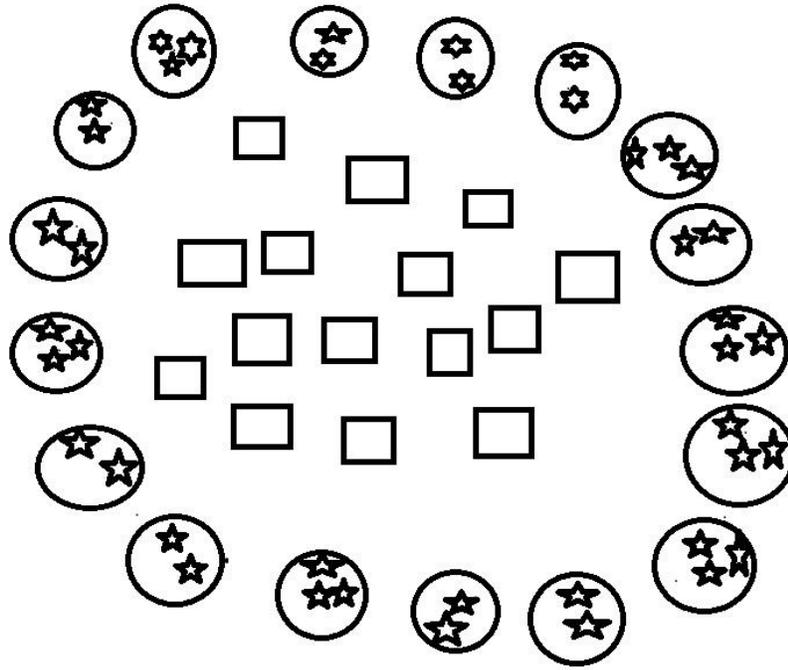
- Hula hoops will be spread across the court on the outside to make a wide circle. In the middle of the circle of hula hoops and pictures of food (grades 3-5) or food models (grades K-2) scattered around. Place the sheet of exercises labeled #1-6 (for grades 3-5). Place the pictures of exercises scattered about for grades K-2.
- 2-3 students will be assigned to each hula hoop. In each hula hoop, there will either be two dice or one die, depending on the grade level (**K-2**: one die, **3-5**: two die). For grades 3-5, they will have two dice – one with only numbers and one with the different food groups and exercise. One student will roll the dice. They will take the number and the food group or exercise that they find, and search for the food group or an exercise and touch their toe to the food group or exercise and run back to their hula hoop. For example, if they land on “4” on number die and “fruits” on another die, they will run and touch their toe to *different* 4 fruits before returning to the hula hoop for the next player for their turn.
- **For grades 3-5:** If a student lands on the “exercise side” of the die, they will also roll the number die. They will run to the middle and tap their food on the exercise sheet and read the number that coincides with the number on the die that they rolled. For example, if they rolled #6 on “exercise” side, they will run to the sheet and find what the exercise is for #6.
- **For Grades K-2:** Scatter the pictures of exercises scattered around by the pictures or models of the food. When the student lands on the “exercise” side of the die, they will run and tap their foot on an exercise. They will read what it says and run back to their group to tell them. They will all do the exercise together before the next person is assigned.
- ****NO repeat exercises unless they’ve gone through them all one round.**

Teaching Moment:

- Ask the students why they think it’s important to eat foods from all food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy
- Ask the students why they think it’s important to exercise every day and to include different types of exercises.

Adapted from Let’s PLAY Training with Chip Candy and Dave Blackney.

Diagram



= Kids



= Hula Hoops



= Pictures of Food Groups or Activities

Give Me 2

Grade Levels: 3rd – 5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1, 3 **Health Education Standards:** 1, 5, 7, 8

Objectives:

- To gain knowledge and answer questions pertaining to the different food groups.

Supplies:

- About 20 sheets of “Give Me 2” questions printed out. May need more or less to accommodate more students.

Directions:

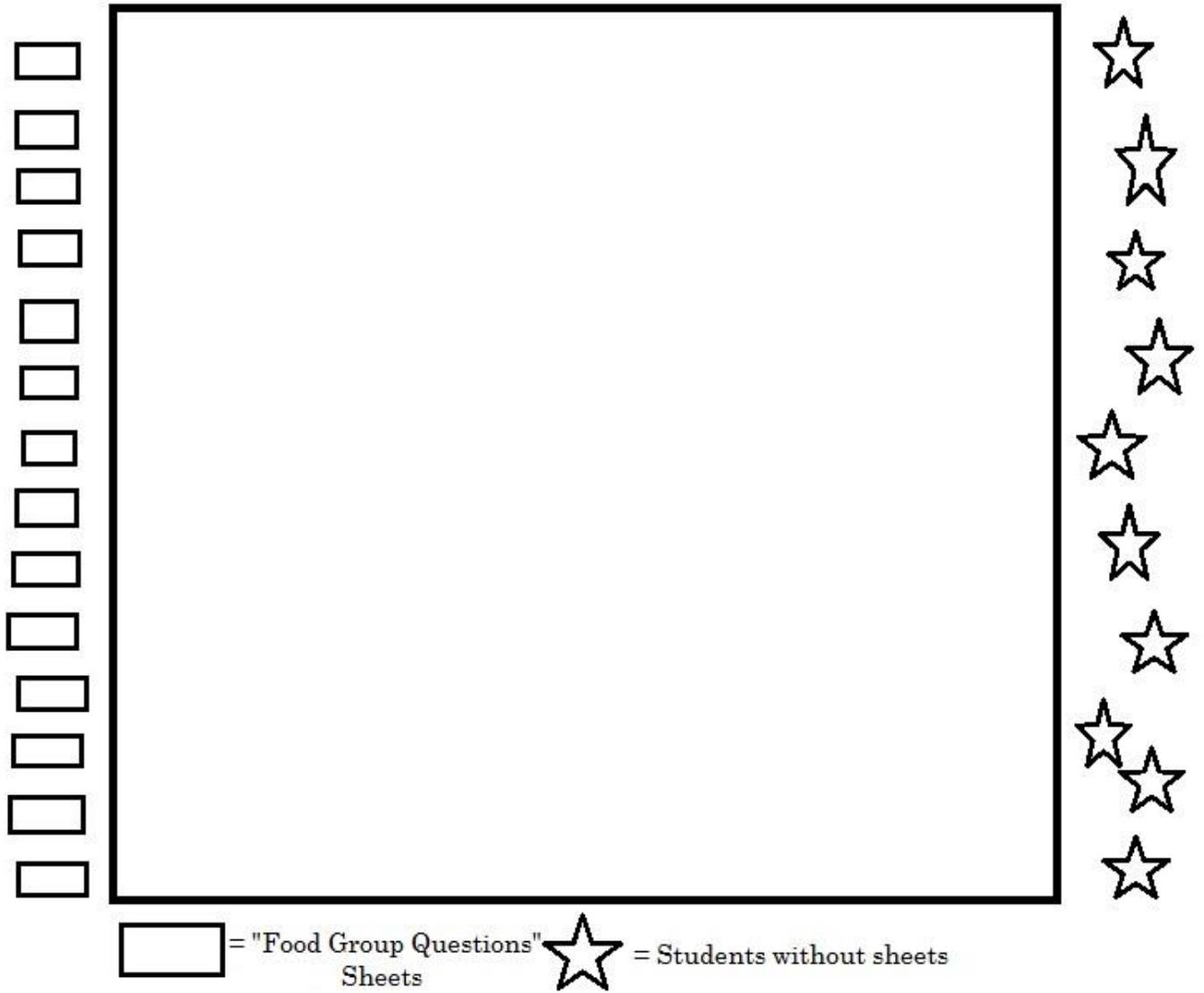
- Spread out the “Give Me 2” sheets on one of sidelines.
- Divide the students in half. Students will line up on one of the sideline by the sheets and the other half on the sideline without the sheets (for example, if there are 20 students, 10 of them will be holding a sheet and 10 of them will be on the sideline without sheets). On go, the students without the sheets will run across the quart to the other sideline where the students are holding the “Give Me 2” sheets. The student holding the sheet will ask the student running one of the questions from the sheet. The running student will answer, sprint back to their sideline to touch it and then sprint back to find a new partner. No repeat partners. Have them do this for about 3 minutes.
- After 3 minutes, have the students switch places (the ones running will now be holding the “Give Me 2” sheets). Repeat about the same with the new set-up. No repeat partners.

Teaching Moment:

- Ask the students why they think it’s important to eat a variety of foods from all five food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be health.
- Review some of the questions from “Give Me 2” and have the students answer. Go over answers and give more answers. If time permits, review at least 10 of the questions.
- Have each student make a goal to try one new food or new way to eat a food that they learned from the answers of “Give Me 2.”

Adapted from Chip Candy’s “Give Me 2”

Diagram



Questions for “Give Me 2”

1. Two favorite fruits
2. Two whole grains to eat for breakfast
3. Two dairy foods
4. Two protein foods that are from the sea.
5. Two proteins food that go well with carrots.
6. Two vegetables that start with a “C.”
7. Two foods that are considered a fruit or a vegetable.
8. Two different kinds of grains.
9. Two ways you can drink milk.
10. Two toppings for a yogurt.
11. Two protein foods that are white.
12. Two plant proteins.
13. Besides water, two healthy drinks.
14. Two toppings for oatmeal.
15. Two vegetables that could go in a smoothie.
16. Two purple vegetables.
17. Two red fruits.
18. Two orange vegetables.
19. Two green fruits.
20. Two kinds of squash.
21. Two types of herbs.
22. Two types of seasoning for pizza.
23. Two healthy liquids can put in a smoothie.
24. Two vegetables that could go on a hamburger.
25. Two ways to cook chicken.
26. Two ways to cook an egg.
27. Two ways to cook potatoes.
28. Two ways to eat fruit.
29. Two ways to eat low-fat yogurt.
30. Two types of milk.
31. Two toppings for cottage cheese.
32. Two ways to eat an egg.
33. Two vegetables to go in an omelet.

Answers to “Give Me 2”

1. Cherries, bananas, apples, mango, watermelon, blackberries, etc.
2. Oats, whole wheat toast, pancakes, etc.
3. Yogurt, milk, ice cream, frozen yogurt, etc.
4. Salmon, shrimp, cod, lobster, etc.
5. Hummus, black bean dips, etc.
6. Carrots, cucumber, cauliflower, celery, cabbage, etc.
7. Tomato, pepper, pumpkin, squash, etc.
8. Oats, amaranth, wheat flour, white flour, cornmeal, bulgur, etc.
9. In coffee, in a smoothie, in oatmeal, etc.
10. Dried fruit, fresh fruit, granola, etc.
11. Chicken, turkey, cod, tilapia, etc.
12. Soy, peanuts, peanut butter, beans, etc.
13. 100% juice, milk, etc.
14. Dried fruit, fresh fruit, milk, nuts, etc.
15. Carrots, kale, spinach, etc.
16. Eggplant, carrots, beets, cauliflower, red cabbage, etc.
17. Apples, strawberries, grapes, etc.
18. Carrots, peppers, etc..
19. Grapes, kiwi, apples, etc.
20. Pumpkin, spaghetti, acorn, butternut, etc.
21. Basil, oregano, parsley, rosemary, mint, etc.
22. Basil, oregano, red pepper flakes, etc.
23. Milk, water, 100% fruit juice.
24. Lettuce, tomatoes, onion, mushrooms, green chilies, etc.
25. Baked, grilled, broiled, fried, etc.
26. Poached, soft boiled, hard boiled, scrambled, over-easy, fried, etc.
27. Baked, fried, mashed potatoes, etc.
28. On top of oatmeal, with yogurt dip, yogurt parfait, in a smoothie, etc.
29. In a smoothie, in oatmeal, with toppings, etc.
30. Low-fat, skim-milk, whole milk, 2%, flavored.
31. Oranges, almonds, nuts, cherries, etc.
32. “toad in a hole”, with cheese, in a muffin, etc.
33. Green chilies, onions, mushrooms, peppers, etc.

Food Group Questions

Grade Levels: 3rd - 5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1, 3 **Health Education Standards:** 1, 5, 7, 8

Objectives:

- To gain knowledge and answer questions pertaining to the different food groups, using math problems.

Supplies:

- About 40 sheets of “Food Group Math Problems” questions printed out; 20 on each side of the sidelines. May need more to accommodate more students.

Directions:

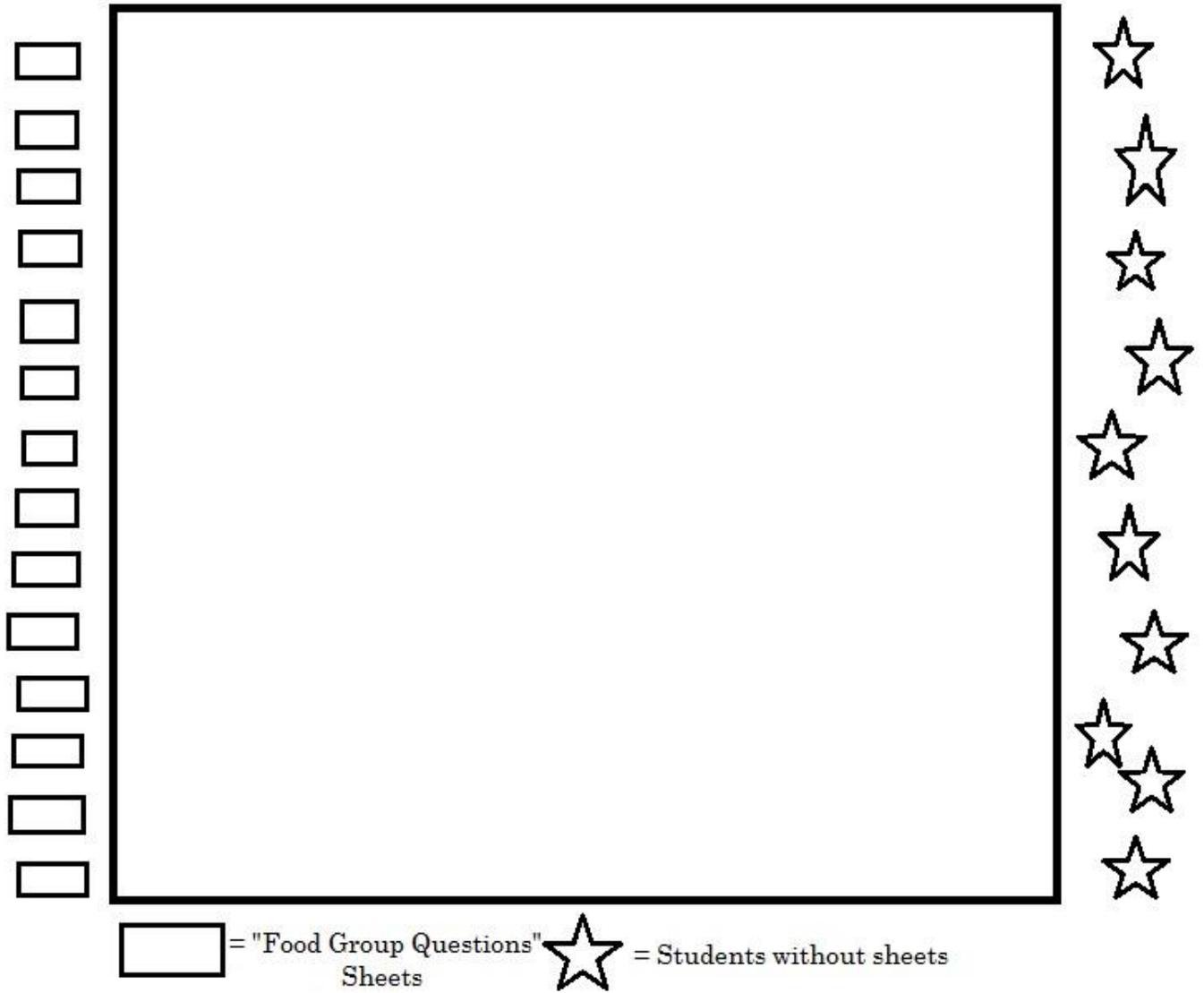
- Spread out the “Food Group Math Problems” sheets on one of sidelines.
- Line students line up on one of the sideline by the sheets and the other half on the sideline without the sheets (for example, if there are 20 students, 10 of them will be holding a sheet and 10 of them will be on the sideline). On go, the students without the sheets will run across the quart to the other sideline where the students are holding the “Food Group Math Problems” sheets. The student holding the sheet will ask the student running one of the questions from the sheet. The running student will answer, sprint back to their sideline to touch it and then sprint back to find a new partner. No repeat partners. Have them do this for about 3 minutes.
- After 3 minutes, have the students switch places (the ones running will now be holding the “Food Group Math Problems” sheets). Repeat about the same with the new set-up. No repeat partners.

Teaching Moment:

- Ask the students why they think it’s important to eat a variety of foods from all five food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy
- Review some of the questions from “Food Group Questions” and have the students answer. Go over answers and give more answers. If time permits, review at least 10 of the questions.

Adapted from Chip Candy’s “Give Me 2”

Diagram



Questions for “Food Group Questions”

1. For lunch, I ate a baked chicken, cooked carrots, and yogurt with strawberries. What food group am I missing?
2. How many letters are in “banana?” Divide that number by 2.
3. Name the four kinds of milk.
4. How many food groups are there?
5. How many servings of vegetables do you need per day?
6. How many servings of fruit do you need per day?
7. How many servings of milk do you need per day?
8. Potato belongs to what food group?
9. What food group is the main source of energy for our brains?
10. French fries belong in what food group?
11. What nutrient is important for building strong bones?
12. Which food groups should take up the most space on your food plate?
13. They are a type of fruit. They are red, purple, or green. They can be as small as beans. What are they?
14. I am round and red. My meat is also red. Some people think I am a vegetable, but I am also a fruit. People like to use me in a salad. What am I?
15. Throw out my outer. Keep my inner. Eat my outer. Throw out my inner. What am I?
16. It looks green, it opens red. What you eat is red, but what you spit out is black.
17. Take off my skin, I won't cry but you will. What am I?
18. This word comes before mustard and also before barbeque. It is a favorite type of food by a bear called, Winnie the Pooh.
19. What is orange and sounds like a parrot?
20. This is something that looks like sugar, but it's definitely not sweet. Nowadays, it's used to add flavor. In the old days, it was used to preserve meat.
21. What do you call 150 strawberries bunched together?
22. What do you have to break before you can use it?
23. What helps clean out your system?
24. How many letters are in the word “fruit?” Multiple that number by 5.
25. Name at least two types of foods that we eat that are the seeds of the plant.

Answers for “Food Group Questions”

1. Grains
2. 3
3. Skim, low fat, 2%, whole
4. 5
5. 3
6. 2
7. 3
8. Vegetables
9. Grains
10. Vegetables
11. Calcium
12. Fruits and vegetables
13. Grapes
14. Tomato
15. Corn
16. Watermelon
17. Onion
18. Honey
19. Carrot
20. Salt
21. Jam
22. Egg
23. Fiber
24. 25
25. Sunflower seeds, beans, pumpkin seeds, peanuts, peas, etc.

Low or High

Grade Levels: K-5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1 **Health Education Standards:** 1, 2, 3, 5, 7, 8

Objectives:

- To learn about what foods that are higher in sodium, fat, etc. than others.

Supplies:

- Pictures of canned and fresh foods or food models.

Directions:

- Line students up on the centerline of the court. The teacher will stand at the top of the centerline and will hold up one food in one hand and another food in another hand and ask a question pertaining to the food. For example, the teacher may hold up canned green beans in their right hand and fresh green beans in their left hand. They will ask which one they think is higher in sodium, the students, depending on what food they think is higher, will either run to the left side of the gym to the sideline or the right side of the gym to the other sideline – whichever represents that particular food.
- Other questions can include using different macronutrients, such as which one is higher in fat, sugar, etc.

Teaching Moment:

- Ask the students why they think it's important to read a food label.
- Ask the students why they think it's important to reduce foods that are higher in sodium and saturated fats. Explain to students the difference between good and bad fats and what foods those belong. I.E.:
 - Fried chips, pizza, French fries, etc: saturated fats
 - Avocado, salmon, olive oil, etc: mono and polyunsaturated fats
- Explain the importance of fat: keeps us fuller longer, fat in food helps to absorb nutrients, fat in our bodies helps protect our organs, etc.

Food Group Run

Grade Levels: K-5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1, 3 **Health Education Standards:** 1, 5, 6, 7

Objectives:

- To learn about the different food groups and what foods belong in those groups.

Supplies:

- Multiple sheets of paper with questions about different food groups. (Grades 3-5)
- Foam food models for each of the students to have one (Grade K-2).
- Pens and small sheets of paper, enough for each student for goal setting at the end.

Directions:

For Grades K-2:

- The entire group will be in a circle, facing inward.
- Each student will be holding one foam food model.
- Going either clockwise or counter-clockwise, each student will have their turn to say what food group the food they're holding belongs. If they get it right, the whole group will do 3 squats while repeating each time the food and what food group it belongs. (For example, if the student is holding an apple, the whole class will say "Apple, Fruit" while doing a squat for 3 times). If the student has it wrong, they will do 3 jumping jacks while repeating the food and the food group.

For Grades 3-5:

- The entire group should be in a circle, each with a partner and a sheet listing foods in different food groups.
- After 1 minute of studying/reviewing as a group, one partner runs across the circle to any of the partners that are left on the outside with the "Food Groups" sheet. The person will give them a food group and the runner must respond with a food that belongs in that food group (or can give them a food and ask for the food group in which it belongs).
- If the runner gets it right, they get a high 5 and move on to another sheet holder. If the response is wrong, they must say the correct answer while doing a jumping jack, repeating the correct answer 3 times. After traveling to 3 different people, the runner switches places with the sheet holder.

Teaching Moment:

- Ask the students why they think it's important to eat a variety of foods from all five food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy
- Have each student to set a goal to try one new fruit or vegetable that week. Have them write that food down and keep it with them. For the younger students, have them draw a new food they would like to try.

Adapted from Chip Candy's "Capital Run"

Food Groups for “Food Group Run”

FRUITS

Grapes	Kiwi	Fig
Grapefruit	Starfruit	Honeydew Melon
Strawberries	Banana	Pear
Blackberries	Nectarine	Pineapple
Raspberries	Avocado	Pumpkin
Mango	Apricot	Plum
Pineapple	Cherry	Watermelon
Oranges	Clementine	Peaches
Apples		

VEGETABLES

Carrot	Tomato	Spinach
Butternut Squash	Zucchini	Corn
Brussels Sprouts	Bell peppers	Herbs (basil, rosemary, etc)
Green Beans	Jalapeno	Spaghetti squash
Mushroom	Cauliflower	Beets
Peas	Russet potatoes	Cucumber
Radish	Sweet potatoes	Cabbage
Rhubarb	Celery	Artichoke
Turnip	Asparagus	Turnip

GRAINS

Oats	English Muffins	Crackers
Amaranth	Bagels	Rice
Barley	Biscuits	Spaghetti
Quinoa	Cereal	Tortillas
Sandwich bread	Cornbread	
Pancakes	Popcorn	

PROTEIN

Chicken	Lunch Meat	Tuna
Beef	Tofu	Codfish
Turkey	Peanut Butter	Beans and Peas
Eggs	Salmon	

DAIRY

Milk	Yogurt	Ice cream
Cheese	Frozen yogurt	

Make MyPlate

Grade Levels: K-5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1, 3 **Health Education Standards:** 1, 5, 7

Objectives:

- To have students work together, silently, to get together to form all food groups.
- To identify what foods belong in what food groups.
- To identify all 5 food groups.

Supplies:

- Pictures of different foods from all 5 food groups to place on a student's back. Make sure the picture has the name of the food on it. (**Grades 3-5**)
- Food models or food pictures (**Grades K-2**)
- Bucket filled with different exercises.
- Tape to stick picture of food on student's back.

Directions:

- **Grades 3-5:**
 - Without the student knowing what food they will have, stick a picture of a food on each of the student's back with tape.
 - There are 5 food groups, so make sure to have all 5 food groups spaced out as evenly as possible among the group. (i.e., if there are 25 students, make sure there are 5 pictures of fruit, 5 pictures of vegetables, etc.)
 - The students are unable to speak to each other. They will get into a group to form all 5 food groups. They will not know what food or food group is on their back.
 - Once they're in a group, the teacher will check and verify. The group will then go together to a bucket to pick out an exercise, still not speaking to each other.
 - They will all complete the exercise then move on to a different group with no-repeat partners, if possible. If it's a smaller group, they may get a new picture of a food taped to their back.
- **Grades K-2:**
 - Pass out one picture or food model to each student. Allow the students to hold the picture and talk amongst their fellow students.
 - There are 5 food groups, so make sure to have all 5 food groups spaced out as evenly as possible among the group. (i.e., if there are 25 students, make sure there are 5 pictures of fruit, 5 pictures of vegetables, etc.)
 - They will be holding a picture and find the other students that belong in their food group. For example, if a student is holding an orange, they'll find other students in the fruit group.
 - Once they're in a group, the teacher will check and verify. The group will then go together to a bucket to pick out an exercise. They will all complete the exercise. They will then get a new picture of food model of a food and find students in that group.

Teaching Moment:

- Ask the students why they think it's important to eat a variety of foods from all five food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy

Fill Your Pantry

Grade Levels: 3rd - 5th

Time: 20-30 minutes

Oklahoma: Physical Education Standards: 1, 2, 3, 4 **Health Education Standards:** 1, 7

Objectives:

- To fill your “pantry” with as much fruits and vegetables to have more than the opposing team.

Supplies:

- Food bean bags and food models
- Scarfs or jerseys to distinguish between teams (one set).
- Markers or cones

Directions:

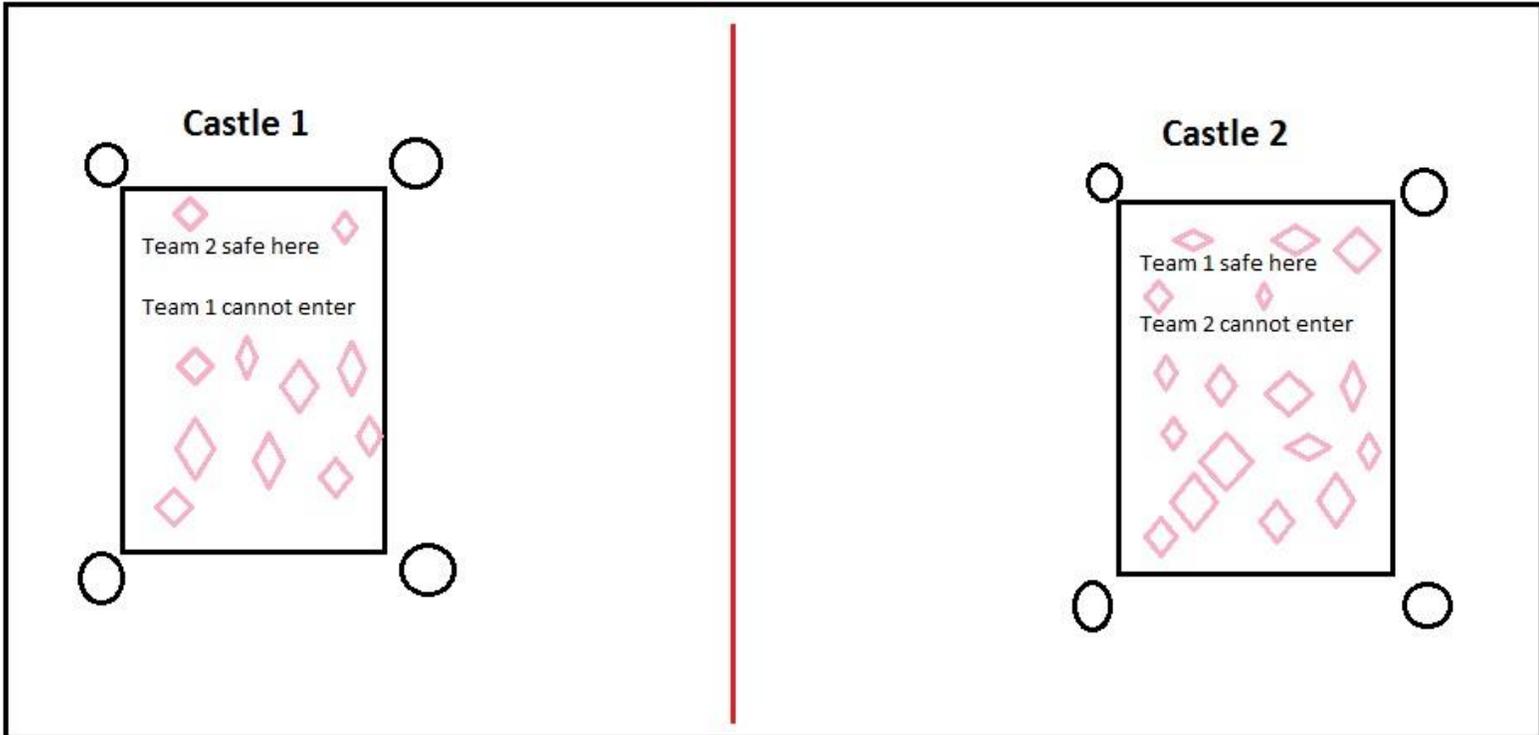
- **Set up the field:**
 - Field can be as large as you’d like (try not to make it too small). If indoors, can also use a basketball court.
 - To make the centerline and the two pantries, use markers or cones. Please see graphic for set-up on next page.
 - The food models and bean bags will be placed evenly in each team’s pantry.
- **Rules:**
 - There will be 2 teams divided evenly. Give one team scarfs or jerseys to distinguish between the two.
 - The centerline will define the safe area for each of the team. One team on the left, one team on the right. In the centerline of their area, a player is safe and free to roam around except for the pantry area. The pantry is the safe area for an opposing team player who makes it through the defense into the pantry however, they want to be able to fill and guard this pantry. In this area, the opposing team cannot be tagged... if any enemy player makes it through to the pantry without being tagged, they are safe there because no player from the other team can enter that pantry.
 - Once in the pantry, the player can take one food bean bag or model and attempt to bring it back through the defense to their safe side and put it into that pantry.
 - If a player is tagged when running through the defense while holding a food model or bean bag, they must stop and give the food model or bean bag back to the player who tagged them. They then must sit or kneel down and wait to be tagged back in to the game. The only way they can be tagged back into the game is if one of their teammates crosses the defense without being tagged and can tag that player back into the game.
 - No player can hide or throw the food models or bean bags. They must keep the food models or bean bags in plain sight when taking them. They may only take ONE food model or bean bag at a time.
 - The game ends when one team gets all the food bean bags or models or when time is up.

Teaching Moment:

- Ask the students why they think it’s important to eat a variety of foods from all five food groups.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all 5 food groups every day is important so we get all the nutrients we need to grow & be healthy.
- Ask the students why they think it’s best to have a variety of options in their pantry at home.
- Ask the students to share their favorite snack from the fruit food group.

Adapted from Dave Blackney’s “Braveheart”

Diagram



=Food Bean Bags and/or Models

Food Catcher

Grade Levels: K-5th

Time: 10-20 minutes

Oklahoma: Physical Education Standards: 1, 3 **Health Education Standards:** 1, 5, 7

Objectives:

- To identify what foods belong in what food group.

Supplies:

- Food bean bags

Directions:

- Pass out food bean bags to the students; one per student. Try to divide them evenly so that all 5 food groups are included. If there's a smaller group, only do two food groups.
- Line up the players on one side of the court or field.
- Choose a food group... have those team players be the taggers. Or can also choose a color... this will not be the color of the bean bag but the color of the food they have on their bean bag. For example, if you choose to say "orange" color, only the orange foods will be taggers, not the grain group (carrots, oranges, etc.).
- The players will line up in the center of the court or field and be the taggers.
- On go, the players will run across the field to get to the other side to be safe, avoiding the taggers. If they're tagged, they will need to go to the sidelines. One of the teachers will come over to ask whether they'd like a nutrition question or an activity. If they want a nutrition question, ask a question found on the "Food Catcher Questions." If they answer wrong, give them the correct answer and have them repeat if 5 times will doing jumping jacks. If they ask for an activity, give them an activity found on "Food Catcher Activities." Once they answer the question or complete the activity, they can be back in the game.

Teaching Moment:

- Ask the students why they think it's important to eat a variety of foods from all five food groups and different colors.
- Encourage 5 fruits and veggies every day.
- Explain that the foods that fit into a food group are generally healthiest for us. Eating foods from all five food groups every day is important so we get all the nutrients we need to grow and be healthy.

Recipe Maker

Grade Levels: 3rd – 5th

Time: 10-15 minutes

Oklahoma: Physical Education Standards: 1, 2, 3, 4 **Health Education Standards:** 1, 2, 3, 4, 5, 7

Objectives:

- To identify foods that make up a particular recipe.

Supplies:

- Pictures of different foods on cards that make up a recipe. See “Recipes” on the next page for the ingredients. Have two sets of each recipe.
- Brown paper bags or boxes.

Directions:

- Group students together of 3-5 students in each group, depending on the size of the group.
- Designate an area, can either be outside or in the gym, enough room for the students to sprint.
- At one end, place the bags or boxes filled with pictures that make up a recipe. (For example, all the ingredients that make up Thai Coconut Curry). Make sure to leave out the actual picture of the recipe and show that to the students at the end.
- The students will not know what recipe is in their bag and will have to guess. Each team will be figuring out the same recipe. Each group will stand at the other end of the gym or field. One at a time, one student will sprint down to their bag or box filled with their recipe. They will grab one picture and sprint it back. They will text their next team member and they will do the same. After obtaining all pictures or at least 5, they may guess the recipe.
- The teacher will confirm the recipe and show them a picture of it.

Teaching Moment:

- At the end, go over each recipe with the students. Allow time for them to ask about any particular ingredients that are unfamiliar to them.
- With each recipe, see if it hits all of the food groups. If it doesn't have all the food groups, discuss different ways that they can add foods to make sure to have all 5 food groups. For example, with the Thai Coconut Curry, having pineapple with yogurt for a desert to have the dairy and fruit food groups.
- Review with students why they think it's hard to get all five food groups in one meal. Discuss barriers with children and how to overcome (not watching TV while eating, helping mom or dad or caregiver to make the food, if able, etc.)
- Ask the students why it's important to eat foods from all five food groups.

Adapted from New York State Department of Health

1. Thai Coconut Curry Ingredients:

- Brown rice
- Chicken broth
- Coconut milk
- Ginger root
- Ground pork
- Jalapeno
- Onion
- Chopped onion
- Rainbow carrots
- Red bell pepper
- Tamari (soy) sauce
- Basil

2. Gyros

- a. Cherry tomatoes
- b. Feta cheese
- c. Kalamata Olives
- d. Lamb Meat
- e. Pita on a plate
- f. Pita in a package
- g. Spring Mix
- h. Tzatziki
- i. Olive oil
- j. Salt
- k. Sugar
- l. Whole wheat flour
- m. Yeast

3. Pizza

- a. Crust: flour, yeast, salt, water, sugar, olive oil
- b. Bacon
- c. Chicken breast
- d. Italian seasoning
- e. Jalapeno
- f. Red bell pepper
- g. Basil
- h. Mozzarella
- i. Oregano
- j. Red onion – whole and chopped
- k. Rosemary
- l. San Marzano whole tomatoes
- m. Thyme
- n. Tomato paste
- o. Tomato sauce

4. Fajitas

- a. Cheddar Cheese
- b. Chicken
- c. Chili powder
- d. Cumin
- e. Green pepper
- f. Red pepper
- g. Mixed lettuce
- h. Olive oil
- i. Onion
- j. Salt
- k. Sour cream
- l. Water
- m. Whole wheat flour

Charades

Grade Levels: K-5th

Time: 20-30 minutes

Oklahoma: Physical Education Standards: 1, 2, 3, 4 **Health Education Standards:** 1

Objectives:

- To work together as a group to perform different charades involving cooking foods.

Supplies:

- List of different charades. (See next page).

Directions:

- Group students together with 3-5 students in each group, depending on the size of the group.
- Designate an area, can either be outside or in the gym, enough room for the students to spread out and plan their charade.
- Go around to each of the groups and assign them a group charade. You may also give them an option after they've done a few of these to make one up on their own.
- Students will have 5 minutes to work together to show the rest of their class their activity. When they're showing the rest of the class, they may not speak.
- Each group will have 90 seconds, give or take, to perform their activity.
- At the end, the class will guess their activity.

Teaching Moment:

- Discuss with students their different charades. Ask the students if they've ever done those charades in real life.
- Review some of the charades with them. For example, review making and cooking pancakes. Discuss how to make them. Discuss what food group they belong, the grains group. Discuss ways with students to make healthier options for toppings on their pancakes to add more food groups. For example, top with Greek yogurt and berries to add in the dairy and fruit food group. Discuss how this is a healthier option on most days to have this topping instead of maple syrup.
- Discuss the importance of activity every day for at least 60 minutes a day. Have the students share ways they like to be active.

Adapted from New York Department of Health.

Group Charades

1. Making and cooking pancakes
2. Making a smoothie
3. Cleaning an oven
4. Reading and following a recipe
5. Stuffing a turkey
6. Setting a table
7. Making a campfire
8. Aerobics class
9. Building a sandcastle
10. Gathering eggs from a hen house
11. Having a food fight
12. Making scrambled eggs
13. Picking apples from a tree and
14. baking a pie with them
15. Grocery Shopping
16. Chopping an onion

Jeopardy

Grade Levels: 3rd – 5th

Time: 30-45 minutes

Oklahoma: Physical Education Standards: 1, 4 **Health Education Standards:** 1, 2, 5, 7

Objectives:

- For students to work together as a team to understand the five food groups more, how you're affected by the food you eat,

Supplies:

- Chalk board or white board (chalk or dry erase markers)
- Jeopardy Board (found on next page)
- Jeopardy Questions (found in the following pages)

Directions:

- Divide students into group of 4-5. Have them sit together as a team.
- Have each team create their own team name.
- On a chalk/whiteboard, draw a Jeopardy Board in a grid of 5 columns x 6 rows, with the "Score Board" of team names to one side. (Or see next page and print to bring to class).

FOOD GROUPS	TRUE OR FALSE	WHAT FOOD AM I?	KNOW YOUR FOODS	FOOD AND YOUR BODY
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

- Each team will take turns picking a category and a "value" within that category. Once a question is used, you will cross it out.
- Make sure the students answer the question with "What is..."
- If any is answered incorrectly and once find the correct answer, have the students perform different activities, i.e., 10 jumping jacks, 10 squats, etc. While performing the activity, have them repeat the correct answer.
- Once all questions are crossed out, tally up the points and award the winner!

Teaching Moment:

- Review with the students the five food groups.
- Ask why they think it's important to eat a variety of foods from all five food groups.
- Allow time for students to ask questions over the questions/answers during Jeopardy.
- Discuss sugar in drinks. Ask students why they think it's important to limit sugar in their drinks. Should have 10 teaspoons or less of added sugar per day (drinks, cakes, cookies, etc.) Discuss with students that water is their best option when thirsty. Pop and Gatorade have a lot of added sugar that is not needed. Only need Gatorade if exercising for long periods of time.

Adapted from: kids@shapeupri.org

FOOD GROUPS	TRUE OR FALSE	WHAT FOOD AM I?	KNOW YOUR FOODS	FOOD AND YOUR BODY
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

QUESTION AND ANSWER KEY

Correct answers are bolded.

FOOD GROUPS

1. You had a turkey sandwich with an apple and a glass of milk for lunch. You ate these food groups.
 - a. **What is dairy, grain, fruit, and protein**
2. These food groups should fill half your plate.
 - a. **What is fruits and vegetables**
3. Blueberry yogurt and strawberry ice cream belong to this food group.
 - a. **What is the dairy group**
4. Potato belongs to this food group.
 - a. **What is vegetables**
5. Cheese pizza is considered a combination food group. It belongs in these food groups.
 - a. **What is vegetable, Dairy, Grain**

TRUE OR FALSE

1. True or **False**: All you need is one fruit or vegetable per day to be healthy.
 - a. 5 total fruits and vegetables per day
2. **True** or False: You should have three servings of dairy per day.
 - a. Examples: Yogurt, milk, cheese
3. True or **False**: Gatorade is the best drink option after exercising for 30 minutes.
 - a. Water.
4. **True** or False: You should eat about 1-3 hours pre-workout, depending on how your body tolerates food.
5. True or **False**: On race or game day, your friend brings you a new sandwich that you've never tried before to have before the race or game. You already have your normal snack before your games. It's okay to go ahead and eat what your friend brought instead.

WHAT FOOD AM I?

1. I have a pit, I have yellowish/pink fuzzy skin. I grow on trees. I'm very juicy.
 - a. **What is a peach**
2. I grow on a stalk. I am yellow. When I'm dried, you can "pop" me!
 - a. **What is corn**
3. I am orange. I grow in the ground and am the root of a plant. Rabbits like to eat me.
 - a. **What is a carrot**
4. I am white. I grow in the ground and am the root of a plant. I have a strong smell. I make you cry.
 - a. **What is an onion**

5. I am very large. I grow on a vine. I am green on the outside and pink and black on the inside. You can enjoy me in the summer.
 - a. **What is a watermelon**

KNOW YOUR FOODS

1. Apples are grown on this perennial plant.
 - a. **What is a tree.**
2. This is the main macronutrient in skinless chicken breast.
 - a. **What is protein.**
3. On a packaged food product, such as a granola bar or bagged baby carrots, this is where you can find information on the food's macronutrients.
 - a. **What is the Nutrition Facts Label**
4. These are the three macronutrients.
 - a. **What is carbohydrates, fat, and protein**
5. Spaghetti is composed mainly of this macronutrient.
 - a. **What is carbohydrates**

FOOD AND YOUR BODY

1. This would be the best snack to eat before a big soccer game.
 - a. A bag of chips
 - b. **A banana with some peanut butter**
 - c. A candy bar
 - d. A large cheeseburger and French fries
2. This macronutrient is your body's favorite fuel for your muscles and brain.
 - a. **What is carbohydrates**
3. This macronutrient helps build and repair your muscles.
 - a. **What is protein**
4. This is the best drink option to have during exercise.
 - a. **What is water**
5. This macronutrient helps protect your organs, helps you absorb particular vitamins, helps you feel fuller longer, and more!
 - a. **What are fats**

It's All
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