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**Teach Health & Nutrition Education through Movement Games**

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"On a low-carb diet, do goldfish crackers count as seafood?"

SDA 2016 1

**MyPlate Sort Short (Game 2)**

- Children sort the following:
  - Foods into food groups.
  - Food gps into serving sizes (math: measuring, cutting, etc.).
  - Stay in gps, relay back/forth collecting cards until finished. Then sort.

Ages 9-13	Grains	Vegetables	Fruits	Dairy	Protein
Girls	5 servings	2 cups	1½ cups	3 cups	5 ounces
Boys	6 servings	2½ cups	1½ cups	3 cups	5 ounces <sub>30</sub>



**First Course: MyPlate Colors**

- Display MyPlate poster.
- Explain the 5 colors & what they represent (i.e. what to eat everyday).
- Children are given smaller myplate placemat, without colors.
- Scattered around the room are same # & correct size of each food color for each child to find & put on their plate.
- 20 people, 2 each station to play.
- Assessment: Check plate correctness. Discuss w/students.

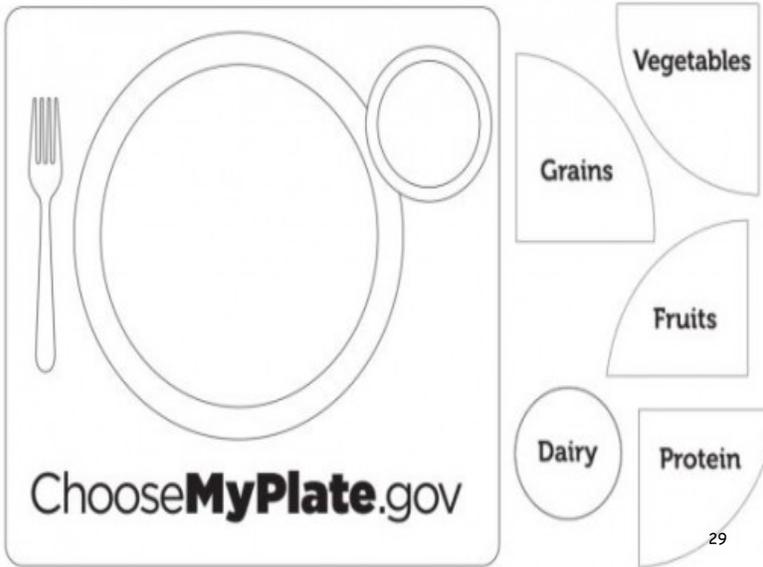



**Extreme Sorting (great for older students)**

- Put a bowl of plastic fruits, vegetables (or whatever) on a table (or food cards for each individual or pair of students).
- Have students sort the items.
- Combine into group of 4.
- Children observe each other's sorting work (smooth, bumpy, fuzzy, color, size, shape, taste (sweet/sour), how prepared (raw, cooked).




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ChooseMyPlate.gov

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**Second Course: MyPlate Salad! (Understanding the Food Groups)**

- Place food cards in center of activity space (fruit, vegs, work best).
- Children around perimeter individually or in pairs with a myplate.
- For each round, teacher calls out a food group (e.g., fruit).
  - Children run (hop, skip, jump, scooter, etc.) to the middle, pick up a card in that food group & brings it back to their plate.




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## Other Ideas: Food Groups 1

- Place MyPlate colors around the room (1 on each wall, w/1 wall having 2).
- Children are given a food card (each w/healthy & not so healthy foods).
- Move around classroom on signal.
- On another signal (to stop), students move to food gp their Food Card belongs. For example, a student with a pineapple on his or her Food Card should stand in the RED Fruit Group section.



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## Card Breakdown

- Just color card
- Color card w/correct color food: Strawberry for Fruit (Red)
- Color food group card, different color foods (kiwi on a red card). Use other food groups (not just fruit & vegetables)
- All foods on a white card



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## Other Idea: Food Groups 2 (older)

- Organize children into healthy "meals" based on MyPlate (groups of five students representing all food groups).
- For example, if a student's card is broccoli, s/he represents the Vegetable Group. When the music stops, s/he finds four other students, one from each food group, to create their "meal."



- Assessment: Let's write the foods in each meal on the board.

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## Preparing a Balanced Meal

- Children individually or in pairs.
- Give food cards (middle of gym or station) & menu card (same card/same meal; different card/different meal).
- On signal, they must find everything on the menu card & put it in the correct portion on the plate.
- Children can take from the middle (younger) or take from neighbor (older).
- Older children can do this with a recipe.



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## Other Ideas: Food Groups 2 (continued)

- Ask groups to share "meal."
- Would they rearrange a meal as a class to make it tastier?
- Any substitutions to make the meal healthier?
- Explain they may not be able to get every food group in one meal, but if they ate a protein food, dairy, fruit, & grain for breakfast, they could have a vegetable later for a snack.



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## Sushi Roll

- Place food cards on floor.
- Each student gets a ball.
- On teacher's signal, roll ball with hand (or foot if coordinated), in general playing area.
- Teacher calls out one of the food group colors (red, orange, blue, purple, green).
- Children roll ball over color & stays there
- Assessment: Teacher checks.



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## Sushi Roll (continued)

- For older children, have them roll over a food representing the color (green = vegetable)
- When moving from rolling with hand to control with foot, children can move in space slowly at first, then walk faster, kick with dominant (favorite) foot, then just non dominant foot, etc.



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## Food Explorers

- Create food cards with unfamiliar foods & place with other food cards & scatter.
- On signal, children explore the "Food Jungle" searching for foods they've never seen or tried.
- On new signal, they go to the food and pick it up so the teacher can identify & talk about it.



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## Portion Size Tag

- Children get a food color necklace (color = easier/food = harder)
- Review serving sizes (have poster)
- Everybody is a tagger tagging each other
- When tagged:
  - See what color/food tagged you
  - Go to poster & look at serving size of food that tagged you
  - Pick up/carry/place # of colored balls into a goal
  - Get back into the tag game



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## Food is good for the Body

- Create a self image collage (small or large; color in, etc.).
- Place at perimeter of activity area.
- Scatter food cards.
- On signal find food cards and place next to parts of the body the food helps (milk near teeth, carrots=eyes; etc.).
- Discuss food alternatives for those w/ allergies.
  - Hang in classroom.



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## Portion Size Tag (cont)

- Have students perform (a) Jumping Jacks, (b) Push Ups, (c) Sit Ups, (d) Trunk Twists, (e) jog in place.
- Perform movements to goal while holding balls:
  - Crab walk balancing equipment on stomach,
  - Hold ball with/on different body parts (i.e. arm pit, between legs, etc.).



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## Food is good for the Body (Part 2)

- Balance challenges using: Beanbags, Face cloth; Tissues; Scarves on body parts a food group is good for.
  - Balance on favorite/non favorite hand
  - Standing on one foot
  - With eyes closed
  - Touch ground w/o it falling off
  - Traveling around the room



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- <https://wedishnutrition.wordpress.com/tag/myplate/>
- <http://www.blisstree.com/2011/11/14/food/nutrition/healthy-thanksgiving-divide-your-plate-to-fit-your-diet-144/>
- <http://www.extension.org/pages/65011/myplate-for-preschoolers#.ViWje36rTIU>
- <https://it.pinterest.com/pin/573786808744481652/>

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## Resources

- <http://www.nhlbi.nih.gov/health/educational/wecan/>
- <http://www.cdc.gov/obesity/childhood/causes.html>
- <http://www.cdc.gov/obesity/data/databases.html>
- [http://www.cdc.gov/healthyschools/npao/pdf/pan\\_guidelines\\_executive\\_summary.pdf](http://www.cdc.gov/healthyschools/npao/pdf/pan_guidelines_executive_summary.pdf)
- <http://www.cdc.gov/healthyschools/npao/pdf/mmwr-school-health-guidelines.pdf>
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- [Childhealthonline.org](http://Childhealthonline.org)

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