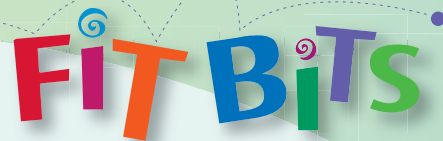


Name That Five



Objective: Students will identify the names of the five food groups.

Nutrition Notes: The goal of this activity is to help students learn the names of the groups, not to name foods in each group or to classify foods named into the groups.

Equipment/materials: MyPyramid for Kids classroom poster or mini-poster* (optional)

ACTIVITY

1. Write the following on the board or where students can see it:

Grains: march
Vegetables: side step
Fruits: rock
Milk: toes
Meat & Beans: flap

Note: "March" means march in place. "Rock" means to rock from side to side. "Toes" means students should stand on their tip-toes. And "flap" means that students should flap their arms. If possible, replace the names of the food groups with pictures or drawings for easier recognition by early readers.

2. Point to the names of each of the five food groups and say each one (and its movement) out loud to students.

*See ordering information in For Teachers Only section under "Materials."

Year Long:



FRUITS/VEGS

HEALTHY SNACKS

FOOD SAFETY

Name That Five continued

3. Have all students stand next to their seats and begin by doing a front crawl (i.e., swimming) movement with their arms.
4. Tell students that when you point to them, they need to name a (any) food group and then everyone will start doing the action listed for that group.
5. Allow students to do that movement for 10-20 seconds before calling on another student. If students say the same groups repeatedly, direct their responses by asking questions such as, "What group hasn't been named recently?"
6. Continue until all students have a chance to name a group, or for several minutes.

ALTERNATIVES

- If you have a small class or students with a lot of energy, use more high-energy actions such as hopping on one foot, jumping jacks, straddle jumps, scissor jumps, boxer jumps, etc.
- If you have the MyPyramid for Kids poster, have students walk (run, skip, etc.) to the poster and point to the name of the food group, instead of saying it out loud, and then return to their spot and do the related activity.

LANGUAGE ARTS CONNECTION

- *Eating Well* by Melanie Mitchell (Lerner, 2006)



Step Wide, Move Forward **FIT BITS**

Equipment/materials: Music with a clear, steady beat (optional)
Fit Bits Responsibility posters (optional)

ACTIVITY

1. Tell students the personal/social message: *"Responsibility" means "tell yourself to do the right thing." One of the ways we show that we are responsible is by thinking first and being prepared. In this activity, we'll have to think ahead and be prepared for the next steps in order to do well.*
2. Write the following on the board:
↖ ↗
⇌
↓ ↓
↑ ↑
3. Explain and demonstrate the steps to the students:
 - Step forward and slightly to the left with the left foot.
 - Step forward and slightly to the right with the right foot.
 - Step toward the middle with the left foot.
 - Bring the right foot next to the left foot.
 - Step back with the left foot.
 - Step back with the right foot.
 - Step forward with the left foot.
 - Step forward with the right foot.

These are cues for the steps students will learn.

Term 2:



RESPONSIBILITY

○ SELF-CONTROL

○ RESPECT

○ COMPETITION

Step Wide, Move Forward continued

Note: Cue students by saying: Out, out, in, in, forward, forward, back, back. Remind students that “out” really means out and forward.

4. Students will move forward one step each time they repeat these steps. Once students become proficient, have them move to the perimeter of the classroom and all face counterclockwise so they can move forward freely.
5. Discuss with students:
 - *What does “responsibility” mean? [Tell yourself to do the right thing]*
 - *How did we demonstrate responsibility in this activity? [Thought ahead; were prepared for next steps]*
 - *In this activity, the only consequences for not thinking ahead or being prepared for the next steps were that you might not have done the steps correctly. Frequently, there are larger consequences for not thinking ahead or being*

prepared. What is the consequence for not thinking ahead when planning what time to leave for school? [Might miss bus or be late]

- *What happens if you don't prepare for a test? [Might not do well]*
- *What happens if a parent doesn't think ahead about what he or she might fix for dinner? [Might not have ingredients; might not have dinner ready on time]*
- *Why is it important to think ahead and be prepared? [Fewer bad consequences; don't run into unexpected problems]*

ALTERNATIVES

- Turn this into a memory game by having students try to remember the order of the steps without giving them cues.
- Start out with slow 8 counts (1-2-3-4-5-6-7-8) and gradually increase the speed as students become more proficient.

