



# LESSON 1

# Food Group Fun

Student Learning Objectives:	National Health Education Standards:
1. Explain the importance of eating a variety of foods from all of the food groups.	• Self Management
2. Classify foods according to the food groups.	• Core Concepts

## Lesson Synopsis

Describe a variety of nutritious foods using food footprints. Introduce the five food groups and give examples of foods belonging to each group. Play musical food footprints to categorize foods into food groups. Sort food footprints into food groups and review the reasons to eat a variety of foods from all five food groups.



Activity	Time in Minutes	Materials Needed
<b>Introduction</b>	5	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Food Footprints, Educational Materials Center</li> <li>• Food Photos, Educational Materials Center OR Food Models, National Dairy Council (Suggestion)</li> <li>• Book: <i>Food Alphabet</i>, by David Drew (Extension Activity)</li> <li>• Book: <i>Elmo's Breakfast Bingo (Happy Healthy Monsters)</i>, by Random House and Louis Womble (Extension Activity)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Food Footprint Directions" (Suggestion)</li> <li>• Teacher Reference: "Food Footprint Pattern" (Suggestion)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Poster board, many colors (Suggestion)</li> <li>• Glue (Suggestion)</li> <li>• Scissors (Suggestion)</li> </ul>
<b>Teacher Input</b>	7	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Poster Set: "MyPyramid: Know Your Food Groups," Educational Materials Center</li> <li>• Book: <i>Oliver's Milk Shake</i>, by Vivian French (Extension Activity)</li> <li>• Food Photos, Educational Materials Center OR Food Models, National Dairy Council (Extension Activity)</li> </ul>
<b>Application or Skill Practice</b>	15	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Food Footprints, Educational Materials Center</li> <li>• Food Photos, Educational Materials Center OR Food Models, National Dairy Council (Extension Activity)</li> <li>• Book: <i>I Will Never Not Ever Eat a Tomato</i>, by Lauren Child (Extension Activity)</li> <li>• Book: <i>Our Lunch Boxes</i>, by Anne Givlieri (Extension Activity)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Music for footprint game, any song can be used</li> <li>• Cassette or CD player</li> </ul>

<b>Closure</b>	3	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Bulletin Board Set: “Children Around the World,” Frank Schaffer (Extension Activity)</li> <li>• Book: <i>The Ugly Vegetables</i>, by Grace Lin (Extension Activity)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Family Resource Sheet: “Food Group Fun”</li> <li>• Teacher Reference: “Family Letter: Healthy Snacks”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• World map (Extension Activity)</li> <li>• Yarn (Extension Activity)</li> <li>• Art supplies (Extension Activity)</li> <li>• Magazines (Extension Activity)</li> </ul>
<b>TOTAL</b>	<b>30</b>	

### Preparation

For Introduction:

- **Prepare** the food footprints. There are two options:
  - **Use the Food Footprints**, produced by the Educational Materials Center. Cut out the footprints and laminate them, if possible.
  - **Read** the teacher references, “Food Footprint Directions” and “Food Footprint Pattern.” **Assemble food footprints**, one per student, according to directions in the teacher reference. If you wish, have students help you. This option is listed as a suggestion.

For Teacher Input:

- **Display** the poster set, “MyPyramid: Know Your Food Groups.” Spread out the signs for the different food groups so that when students are classifying foods they will have space to make a stack of “foods.”
- **Read** the family resource sheet, “Food Group Fun,” to gain information on the food group guidelines for first graders.

For Closure:




- **Duplicate** the family resource sheet, “Food Group Fun,” for students to take home.
- **Personalize and duplicate** the teacher reference, “Family Letter: Healthy Snacks,” for students to take home.

## LESSON PROCEDURE

**Introduction:** Describe the importance of eating a variety of healthy foods.



Approximately 5 minutes


Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce the unit.	<i>We are going to learn about eating healthy and being physically active, two very important health habits. Let's start with healthy eating.</i>	

<p>Identify foods on food footprints.</p>	<p>Place food footprints in a large circle on the floor.</p> <p>Ask each student to stand beside a footprint and name the food.</p> <p><i>You are standing beside a footprint with a picture of a food on it. When I stand by you, I want you to tell the class what your food is. Then you may sit down on or next to your footprint.</i></p>	 <p>Use the teacher reference, "Food Footprints Directions," as a reference if you are creating your own footprints using food photos or food models.</p> 
<p>Discuss the importance of eating a variety of foods.</p>	<p><b><i>What do you think all of these foods have in common?</i></b></p> <p>Answers: They all help our bodies to grow, have energy, and be healthy.</p> <p><b><i>How do you think these foods are different from one another?</i></b></p> <p>Answers: They belong to different food groups. Each food group gives us different things we need to grow and stay healthy, such as vitamins, minerals, and other nutrients.</p> <p><i>It is important to eat a variety of foods in order to get all the different things our bodies need to grow and be healthy, such as vitamins, minerals and other nutrients. We can be sure we are getting a good variety of food if we eat foods from the five food groups each day.</i></p>	 <p>Read one or both books, <i>Food Alphabet</i> and/or <i>Elmo's Breakfast Bingo</i>, to reinforce the importance of eating a variety of foods from each food group.</p>
<p>Introduce the lesson topic.</p>	<p><i>Today, we will learn about the five food groups so we can pick foods wisely.</i></p>	

**Teacher Input:** Introduce the five food groups.





Approximately 7 minutes



<p><b>Instructional Steps</b></p>	<p><b>Script &amp; Detailed Directions</b></p>	<p><b>Extensions &amp; Suggestions</b></p>
<p>Name each food group and identify foods from each group. Use the poster set, "MyPyramid: Know Your Food Groups," as a visual.</p>	<p><i>Let's find out what foods will keep your body healthy.</i></p> <p>Name each food group and point out the food group on the poster.</p> <ul style="list-style-type: none"> <li>• Grains</li> <li>• Vegetables</li> <li>• Fruits</li> <li>• Milk, yogurt, and cheese</li> <li>• Meat and beans</li> </ul> <p>Ask students to name some foods from each food group.</p> <p>Augment the information on the food groups by selecting information appropriate for your students from the family resource sheet, "Food Group Fun."</p>	 <p>Use the food photos or food models to classify foods into different categories, such as food that is soft versus crunchy, food eaten with fingers versus eaten with utensils, etc.</p>  <p>Read the book, <i>Oliver's Milk Shake</i>.</p>

<p>Explain foods that don't belong in the five food groups.</p>	<p><i>Some foods don't belong to any of our food groups because they do not have enough nutrients and/or have too much fat and sugar. These foods may be some of your favorite desserts or treats, such as chocolate or soda pop. But they don't give our bodies nutrients to stay healthy. It's okay to eat them once in awhile, but not too much and not too often.</i></p>	 <p>Foods that do not belong to a food group do not have a recommended number of servings per day. Rather, these foods should be eaten sparingly. They are typically high in calories without the benefits of nutrients.</p>
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**Application or Skill Practice:** Practice naming foods and classifying foods into food groups.



Approximately 15 minutes



<b>Instructional Steps</b>	<b>Script &amp; Detailed Directions</b>	<b>Extensions &amp; Suggestions</b>
<p>Explain how to play musical food footprints.</p>	<p><i>Let's review the five food groups by playing musical food footprints. I will play some music. While the music is playing, walk or march from footprint to footprint. When the music stops, stop and stand beside a footprint close to you.</i></p> <p><i>When I stop the music, I will select three or four of you to name the food on the footprint closest to you and identify the food group to which it belongs.</i></p> <p><i>Then, I will start the music once again, and we'll repeat the process until all of you have identified a food and its food group.</i></p> <p><i>Stand up and get ready to move when the music starts.</i></p>	 <p>Have students make up a Food A, B, C's by naming a food for each letter of the alphabet.</p>  <p>Read the book, <i>I Will Never Not Ever Eat a Tomato</i>.</p>  <p>Read the book, <i>Our Lunch Boxes</i>, to reinforce identification of food groups.</p>
<p>Play musical food footprints.</p>	<p>Play the music and remind the students to walk or march around the circle.</p> <p>Stop the music and wait until all the students are standing beside a footprint.</p> <p>Call on three or four students to name their food and the food group to which it belongs.</p> <p>Repeat until all students have had an opportunity to respond.</p>	 <p>Use variations of the footprint activity. When the music stops, instruct students who are standing on a food from a particular food group to make a gesture. For example, "If you are standing on a food that belongs in the grain group, touch your nose. If you are standing on a food that belongs in the milk, yogurt and cheese group, squat down."</p>

		 <p>Highlight the importance of physical activity as you conduct the footprint activity using different body movements to identify foods from a particular food group. If possible, go outside or to a large, open area in your school to allow for more vigorous movements.</p>
Classify foods by food group.	<p><i>Now, switch food footprints with the person sitting beside you.</i></p> <p>Ask students, one at a time, to:</p> <ul style="list-style-type: none"> <li>• walk to the bulletin board,</li> <li>• show the class their food footprint,</li> <li>• name the food, and</li> <li>• place it under the correct food group picture.</li> </ul> <p>Repeat until all students have placed their food footprint under the correct food group.</p>	 <p>Distribute the food photos or food models. Play Twenty Questions to try to guess which food picture a student is hiding. Ask questions that can be answered “yes” or “no.”</p>

**Closure:** Summarize by reviewing five food groups and the importance of eating a variety of foods.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to review what they learned.	<p><b><i>Who can tell me the name of one of the food groups and an example of a food from that group?</i></b></p> <p>Call on students until all five food groups have been named.</p> <p><b><i>Think about one of your favorite foods. Tell your neighbor what it is and what food group it belongs in.</i></b></p> <p><b><i>Why is it important to eat foods from all of the food groups, not just your favorite food?</i></b></p> <p>Answer: We can get all the things our bodies need to grow and stay healthy, such as vitamins, minerals, and other nutrients, when we eat many different foods from all five food groups.</p>	 <p>Display a world map near the “Children Around the World” bulletin board set, and use yarn to connect the children to their countries. Discuss how the climate, vegetation, and animal life of each country affects food choices.</p>  <p>Read the book <i>The Ugly Vegetables</i>.</p>

<p>Distribute the family resource sheet, "Food Group Fun."</p> <p><b>B</b></p> <p>Distribute the personalized teacher reference, "Family Letter: Healthy Snacks."</p> 	<p><i>Be sure to share this information with your families so they will know the five food groups, too.</i></p> <p><i>I need some help from your families. This sheet explains what I need. Please take it home and share it with your parents.</i></p>	 <p>Explain that students should strive to have all, or most, food groups represented in each meal. Have them brainstorm a meal they would enjoy and that contains the five food groups. Create a picture of the meal by drawing or cutting out magazine pictures. Share their picture with the class and their families.</p>
<p>Introduce the next lesson.</p>	<p><i>In our next health lesson, we will learn about choosing healthy snacks.</i></p>	



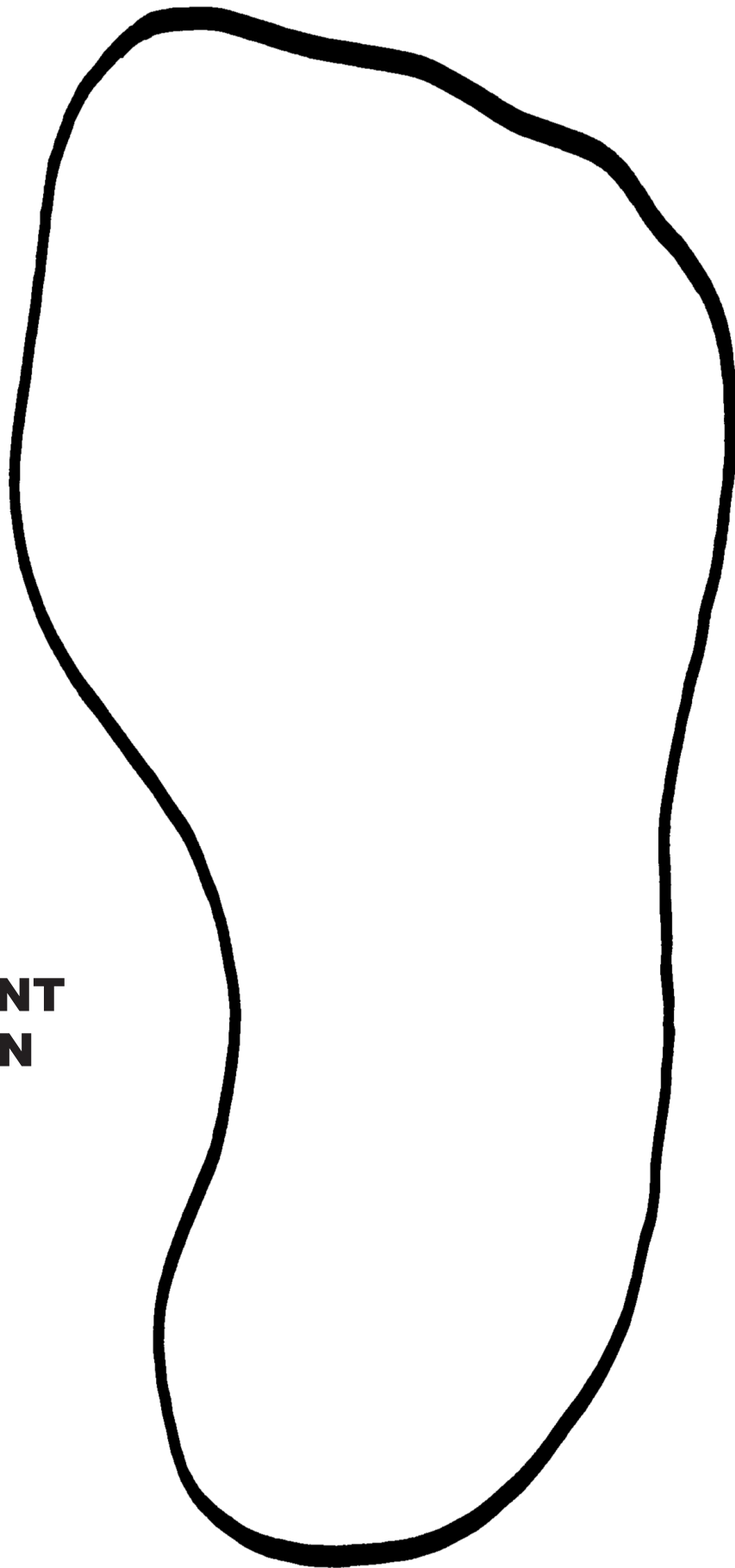


## FOOD FOOTPRINT DIRECTIONS

<b>Materials</b>	<p><b>Health Education Resources</b></p> <ul style="list-style-type: none"><li>• Food Photos, Educational Materials Center OR Food Models, National Dairy Council</li></ul> <p><b>Teacher Manual Resources</b></p> <ul style="list-style-type: none"><li>• Teacher Reference: “Food Footprint Pattern”</li></ul> <p><b>Supplied by the Teacher</b></p> <ul style="list-style-type: none"><li>• Poster board (many colors)</li><li>• Glue</li><li>• Scissors</li></ul>
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<b>Directions</b>	<ol style="list-style-type: none"><li>1. Trace around the footprint pattern on the poster board until you have enough footprints for one per student. Enlarge the footprint pattern on your copy machine to accommodate a few of the larger food models, such as lettuce leaves and cereal bowls.</li><li>2. Cut out the footprints.</li><li>3. Select the same number of food models as footprints. Choose nutritious foods and make sure all five food groups are represented. Avoid food models that depict foods representing more than one food group, or combination foods.</li><li>4. Place one food model on each footprint and glue in place.</li><li>5. You may want to laminate the completed footprints to improve the durability.</li></ol> <p><b>NOTE:</b> Have students help.</p>
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**FOOD  
FOOTPRINT  
PATTERN**