



EatHealthy

I eat (and drink) the best foods for my body every day.

Around the Kitchen

GRADE LEVEL:
Primary

TIME:
10 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:
**Health
Science
English Language Arts –
listening and speaking**



Objective

Students will classify foods into food groups.



Materials/Preparation

➔ Classroom Materials

- Crayons and/or colored pencils
- Blank paper (one sheet/student)



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



Opening the Activity

1. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

2. Introduce the MyPlate icon.

- MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
- MyPlate tells us, "Before you eat, think about what and how much food goes on your plate or in your cup or bowl."
- MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.
- MyPlate reminds us that we need to eat foods from all food groups every day at every meal.



3. Introduce the five food groups.

- The food groups are represented by different colored portions on the plate and in the cup.
- In the cup: the blue portion is for Dairy.
- On the plate: orange is for Grains; green is for Vegetables, red is for Fruits, and purple is for Protein.

4. Point to each food group and have students name the group out loud.

5. Tell students that they're going to play a game to help them remember which foods belong in each of the food groups.



Leading the Activity

6. Explain the directions for Around the Kitchen (steps 7 - 9) needs.

7. Randomly select one student to be the head chef.

- Head chef – the person in command of the kitchen; first person in charge of the kitchen; leader or boss



8. Have the remaining students (sous-chefs) stand beside their desks.

- Sous-chef (soo-shef) – assistant chef; the second in command in a kitchen; the person who assists the head chef

9. The head chef travels around the kitchen, taking a turn standing beside each sous-chef. The head chef and the sous-chef that they are standing beside face-off in a food group challenge.

Face-off:

- The object of the game is to be the first person to call out the correct food group for the food pictured on the Food Card.
- Each person gets one chance to guess correctly. If the first person to call out the food group name is incorrect, then the second person automatically gets to guess.



- If both students in the pair give an incorrect guess, then give the correct answer and place that card on the bottom of the pile to be used again. The head chef keeps their title and continues to travel around the kitchen to the next sous-chef's desk.
- If the head chef is the first person to correctly name the food group, then they remain as the head chef and continue to travel around the kitchen to the next sous-chef's desk.
- If the sous-chef is the first person to correctly name the food group, then they become the head chef. The head chef takes their place as sous-chef. The new head chef walks to the next sous-chef desk.
- The winner of the face-off holds on to the Food Card.
- The game ends when all of the Food Cards have been used.

10. Have students return to their own seats and count their cards. The student with the most Food Cards is the Around the Kitchen winner.



Closing the Activity

- Using the colors orange, green, red, blue, and purple have students draw and color a rainbow on blank paper. For each color, write the name of the food group on one end of the arc and on other end, draw a picture of a food that belongs in that color food group.**
- Have students share pictures with the rest of the class.**



Modifications

For a fun variation of this game, use the Activity Cards provided at www.nestleusa.com/healthysteps. In addition to the Food Cards, show the two competing students an Activity Card and have them call out the intensity level of the activity (sedentary, moderate, or vigorous). Students are encouraged to be physically active for at least 60 minutes every day and moderate and vigorous activities count. To help students learn more about the importance and types of physical activity, refer to Activity 11 – “Guess My Rule” or Activity 12 – “Move It, Move It”.

