

**EatHealthy**

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

Healthy Food Hunt

GRADE LEVEL:
PrimaryTIME:
30 minutesGROUPING STRUCTURE:
Whole groupSUBJECTS:
**Health
Science
English Language Arts**
– listening and speaking**Objective****Students will name the food groups and identify foods in each group.**

Materials/Preparation

➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



➔ Before the Activity

- Post poster
- Set aside the following Food Cards: Carrot, Strawberry, Swiss cheese, Cheddar cheese, Kidney beans, Popcorn
- Write additional Healthy Food Hunt clue sets as needed (five sets are provided)

How to write Healthy Food Hunt clue sets:

- Pick a food.
- Create one or two clues that describe the food (e.g., appearance, color, shape, taste, smell, feel, sound it makes when you eat it).
- Create one or two clues stating something interesting and well known about the food (e.g., an animal known to eat the food or a holiday for which the food is popular).
- Create a clue about how the food can be prepared or a dish it is commonly used in.
- Create a clue by describing a healthy snack that can be created with the food.
- Place the clues in order so that the less obvious clues are given first.



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).
- One very important symbol on the poster is the MyPlate icon.

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 uses different colors to show portions of each food group on the plate and in the cup.
- MyPlate reminds us that we need to eat foods from all food groups every day at every meal.



3. Point to each food group and have students name the group out loud.
4. Tell students that you are going to name some foods to see if they can guess the food group that they belong in. When they think they know the food group, they can call out the name.
5. Start by naming several vegetables. Continue until students call out “Vegetables”. Repeat the process for each food group.
6. 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

7. Pick a Clue Set. Give one clue at a time and give one or two students a chance to guess the food. If a correct guess is not given, read the next clue in the set. Continue giving clues and taking guesses until a student guesses correctly.

Clue Set 1:

- “My healthy eyes spot a food that tastes great in soups and stews.” (GUESS FROM STUDENT #1)
- “Horses and rabbits like this food.” (GUESS FROM STUDENT #2)
- “The food I spot crunches when you eat it.” (GUESS FROM STUDENT #3)
- “This food I spot makes a great snack with ranch dressing for dipping.” (GUESS FROM STUDENT #4)
- “The food I spot is orange.” (CORRECT GUESS FROM STUDENT #5 – IT IS A CARROT)

Clue Set 2:

- “My healthy eyes spot a food that helps our bodies fight disease.” (GUESS FROM STUDENT #1)
- “The food I spot is a food that we use in salads and smoothies.” (GUESS FROM STUDENT #2)
- “The food I spot makes a great snack with yogurt for dipping.” (GUESS FROM STUDENT #3)
- “The food I spot is red.” (GUESS FROM STUDENT #4)
- “The food I spot has lots of seeds on the outside.” (CORRECT GUESS FROM STUDENT #5 – IT IS A STRAWBERRY)

Clue Set 3:

- My healthy eyes spot a food that helps make our bones strong.” (GUESS FROM STUDENT #1)
- “The food I spot is a food that is used on sandwiches and pizza.” (GUESS FROM STUDENT #2)
- “The food I spot comes in many shapes and sizes. It is cubed, sliced, shredded, stick-shaped, and it even has holes in it sometimes.” (GUESS FROM STUDENT #3)

- “The food I spot is made from milk.” (GUESS FROM STUDENT #4)
- “Mice are known to like this food.” (CORRECT GUESS FROM STUDENT #5 – IT IS CHEESE)

Clue Set 4:

- “My healthy eyes spot a food that is rich in potassium. Potassium is good for our hearts.” (GUESS FROM STUDENT #1)
- “The food I spot is fat-free.” (GUESS FROM STUDENT #2)
- “The food I spot is dark red.” (GUESS FROM STUDENT #3)
- “The food I spot is used in chili.” (GUESS FROM STUDENT #4)
- “The food I spot is smaller than a peanut and bigger than a pea.” (CORRECT GUESS FROM STUDENT #5 – IT IS KIDNEY BEANS)

Clue Set 5:

- “My healthy eyes spot a food that can make a healthy snack.” (GUESS FROM STUDENT #1)
- “Some people think that this food looks like miniature white clouds.” (GUESS FROM STUDENT #2)
- “The food I spot crunches when you eat it.” (GUESS FROM STUDENT #3)
- “The food I spot makes a popping sound when you cook it.” (GUESS FROM STUDENT #4)
- “Sometimes we enjoy this food when we are watching a movie or baseball game.” (CORRECT GUESS FROM STUDENT #5 – IT IS POPCORN).



8. Once the correct guess is given, point out the food and group on the poster and show students the Food Card.

9. Repeat the game until at least one food from each group has been identified. A clue set for each food group is provided.



Closing the Activity

10. Review all of the foods on the poster. Point to each food and have students call out the name together.

11. Review the steps to build a healthy plate by choosing foods from the five food groups.

12. Discuss why it is important to know the food groups.

- Ideal responses: So we can be sure to eat foods from all food groups every day; So that when we are hungry we can pick a food from a food group that we have not eaten enough of that day; So that we remember to build a healthy plate by choosing foods from the five food groups.

Modifications

Adjust the suggested time for this activity by spreading it over a five-day period. Take five minutes per day and give clues for one or two foods per day. This is a great way to provide ongoing practice for identifying foods and food groups. For older students, provide practice with adjectives by having them write Healthy Food Hunt clues. For younger students, adapt this activity by having them search for healthy foods that you have hidden in the classroom. Use the food cards provided with the Healthy Steps for Healthy Lives Kit. Hide the food cards around the room. Have students find one card and bring it back to their seats. Ask each student to share the food on their card and discuss the food group that the food belongs in.

Healthy steps to a build a healthy plate:

1. Make half your plate fruits and vegetables.
2. Switch to skim or 1% milk.
3. Make at least half your grains whole.
4. Vary your protein food choices.