



## Lesson 6

# Let's Play, Let's Party!

Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play. Parents are invited to participate in a cumulative activity and celebration that includes a healthy snack and move-and-groove activity.



## Learning Objectives

Students will be able to...

- Name two reasons why it's important to be physically active every day.
- Explain that eating foods from the five food groups helps the body be physically active.
- Identify three different ways to be physically active each day.
- Make a healthy snack based on **MyPlate**.

## Essential Questions

- Why is it important to be active every day?
- What gives us the energy to be active?
- What are some ways to be active?

# Let's Play, Let's Party!

## Supplies and Preparation

### Discover MyPlate Components\*

- *Reach for the Sky* song
- Food Cards
- *Food Group Friend Look and Cook Recipe* (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 89–91.)
- *Emergent Reader: A MyPlate Meal* (Teacher and student versions)
- Food Group Friends Profile Cards
- Student Workbook [WB; Activities 1–2, pp. 26–27]
- STAR Chart
- Parent Handout: *Move, Play, Have Fun!*

### Additional Supplies

- Suggested books\*\* for **Book Club**:
  - *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
  - *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees
  - *Move!* by Lolly Hopwood and YoYo Kusters
- White 8.5" x 11" paper (1 sheet per student)
- 5 buckets or boxes (shoe-box size)
- Pictures of foods to represent each food group
- Crayons, construction paper, scissors, glue, star stickers

\* Order or download at [TeamNutrition.USDA.gov](http://TeamNutrition.USDA.gov).

\*\* Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



### Food Safety



Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

### Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

## Warm Up (Whole Group; 20 minutes)

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: *Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices?* Invite students to share their responses. Display the **MyPlate Nate and Kate Profile Card** on the board or a flip chart. Remind students that Nate and Kate like to eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.
2. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be active and move (for example, "I like to play soccer" or "I like to dance"). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a "Healthy Foods Give Us a Boost" bulletin board.

## Book Club (Whole Group; time will vary)

Continue the conversation about different ways to be active and play by reading books with your class that include forms of physical activity. **Review Appendix A: Book Club (pp. 100–101) for suggested books with questions.** You may also find other selections in your library that can be used to generate a similar discussion.

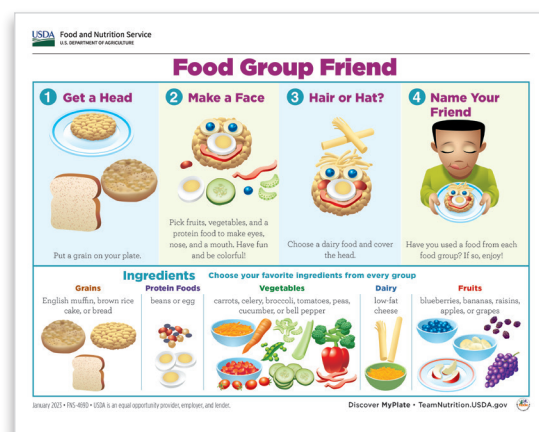


**Food Club** Whole Group (25 minutes)**Food Group Friend Look and Cook Activity**

(See pp. 89–91 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, children and parents work together to create a snack using foods from all five food groups. Involving parents in this activity helps connect the lesson to the home, and provides the opportunity for children to observe their parents eating healthy foods. By allowing children to use their creativity to build their own **Food Group Friend**, children apply their knowledge of what foods belong to each food group and build skills needed to create healthy snacks at home.

1. Review the recipe and directions for making the **Food Group Friend** on pp. 89–91. The recipe serves 20, so adjust the recipe amounts to suit the size of your class and to provide samples for attending adults.
2. Talk with parent volunteers or school nutrition services to decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Since parents are to participate in this activity, you will probably want your whole class to do it at the same time. Make sure your space has enough room for both parents and children to participate in the activity.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 64. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (p. 89) so students and parents can clearly see it as they prepare their **Food Group Friend**. Provide a copy of the recipe for each student/family. Review the steps and demonstrate how everyone will be making their **Food Group Friends**. Show students and parents the different food choices in each food group.
6. Give parents and students a plate and instruct them to begin by choosing a whole-grain base for their face (either a brown rice cake, slice of whole-wheat bread, or half of a toasted whole-wheat English muffin). Remind them to use the serving utensils, not fingers, to select foods. If parents/caregivers are present, invite them to assist their child as needed.
7. Ask children to share their finished creations and identify foods they used with the rest of the class in a short show-and-tell. If your class is large, do this sharing in small groups (for example, have students present their creation to others sitting at their table). If possible, take pictures of children and their parents with their **Food Group Friend** creations. Finish the activity by enjoying a meal together! Send the **Look and Cook Recipe** home with parents/caregivers or students.
8. Clean up. Have students work with parents and adult volunteers to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

**Taste Testing Activity**

If you don't have enough time or resources to make the **Food Group Friend**, introduce the students to just the beans (or another protein food) in a taste testing activity.

- Display the **Dean Protein Profile Card** on the board or flip chart. Tell the students some beans are part of the Protein Food Group. They can also be part of the Vegetable Group. Talk about the other foods that are part of the Protein Food Group (chicken, ham, eggs, peanuts, chickpeas, lentils).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

# Whole Group Activities (continued)

## Discover MyPlate Celebration! (Whole Group; time will vary)

Invite parents or caregivers to attend this special “event” (see the invitation template under **Extra Helpings** on p. 69). Use the **Food Club** activity on p. 65, have students read **A MyPlate Meal** aloud as part of the celebration, or show off bulletin board displays. Be sure to post a full set of parent handouts (p. 102) to reinforce the many **Discover MyPlate** activities and learnings the children have enjoyed! As part of the celebration, have students act out and sing the **Reach for the Sky** song for families. Invite parents to join in and act out the motions in an encore performance! Share with parents their children’s achievements by showing them the **STAR Charts**. To close out the celebration, present certificates to students (see **Reflection & Assessment**). Design the celebration event to suit your time schedule. If some students’ parents/caregivers are unable to attend the event, assign attending parents or adult volunteers to help more than one child at a time.



## MyPlate Celebration Agenda Ideas

- **Food Club** Tasting Event
- Storytime with a **MyPlate Meal**
- **Reach for the Sky** performance
- **STAR Charts** showcase
- Certificate presentation

## Celebration Invitation

Send an invitation home to family members for the culminating celebration activity. See template on p. 69.



## Cafeteria Connection (Whole Group; 20 minutes, around lunchtime)

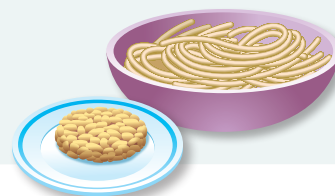
### Eat Smart and Play Hard!

Look at the school lunch menu for the following week. Invite students to come up with physical activity-themed names for each menu option. For example: “Home Run Sliders,” “Touchdown Turkey,” “Skater Salad Shakers,” “All-Star Burritos,” and “High Jump Broccoli.” Ask students to make drawings for signs to go with each dish, and display the drawings when the menu items are being served.

## ★Teacher Tip★

**How Can You Tell If It Is a Whole Grain?** When selecting the grains to use in the Food Group Friend recipe, follow these guidelines to identify whole-grain options:

- Check the information on the package. Choose breads that have “100% Whole Grain” (or “100% Whole Wheat”) on the package.
- Check the ingredients list and look for the word “whole” before the first ingredient.
- Look for rice cakes made with brown rice. Brown rice is a whole grain.





## Lesson 6

# Small Group Activities

Choose any of the following activities for students to do during Center Time.

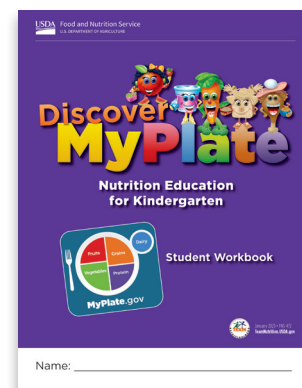
### Literacy Center (Small Group; time will vary)

Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

### Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups. At the conclusion of the lesson, send workbooks with completed **STAR Charts** home with students and their parents.

- **Run, Jump, Play!** [WB, p. 26] Students will categorize pictures that show the best ways to be active and play.
- **Field Day Fun!** [WB, p. 27] Students complete a maze to help **MyPlate Nate** and **Kate** find their way to the park for their school's field day by spelling out MY PLATE.
- **Discover MyPlate Certificate** [WB, p. 29] This page features a certificate for students. You may award these at the conclusion of the celebration activity (see **Reflection & Assessment** on next page). Encourage students to keep up the good work and help their families shop for and prepare meals following **MyPlate**. Remind them that being physically active together as a family is great fun and good for everyone.



### Food Cards (Small Group: 3–4 students; 20 minutes)

#### Food Group Relay

As part of the celebration, set up a relay in the gym or on the playground. (Parents can help supervise and facilitate.) Place five buckets labeled with pictures of foods from the five food groups at different areas. Working in two teams of 3–4 students each, give each team several **Food Cards** (at least enough so that each student will get a turn twice). When the game starts, the first students from both teams pick a card from their decks at random and run to put it in the correct food group bucket. When they come back, they tag the next student in line. The game continues until a team correctly sorts all of the cards. The first team to do so wins. After the game, the whole group should review the cards in each bucket to see whether they were placed correctly and to discuss any that were not. Repeat play until every student has had a turn.



### Dramatic Play (Small Group; 15 minutes)

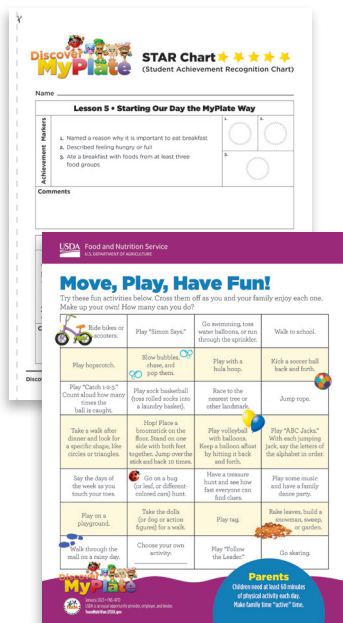
#### Act Out!

Have students choose an adventure or job they would like to act out that requires them to be physically active. For example, they could go “pretend camping,” in which they would hike, fish, and canoe (cardboard boat), then make a healthy snack to eat at the campground. Alternatively, they could run a pretend dance studio with classes or create a firefighter-training center where students have to carry or pass buckets of water.



## Lesson 6

# Reflection & Assessment



At the end of this final lesson, talk and reflect with students about what they have learned in **Discover MyPlate**, including:

- The names of the five food groups and foods that belong to each group.
- Using the **MyPlate** icon as a reminder to eat a variety of foods from the five food groups.
- How fruits and vegetables come in many colors, help keep us healthy, and are grown from seeds to plants.
- Why eating breakfast every day is important.
- How healthy food choices and physical activity help the body grow, stay healthy, play, and learn.

Reward students with a star or sticker for their efforts and ability to meet the achievement markers of this lesson. Students may add their stars or stickers to the **STAR Chart**.

Ask students to think about three things that they learned. Have them make a drawing for each and label with new words they have learned. Alternatively, you may work with students in small groups to discuss each of these points, then have each group share with the rest of the class. Review information with individual students who need more assistance. If there is extra time, you can create a bulletin display for other classes, teachers, and parents to share what your students have learned.

Finally, to conclude the unit and the celebration, present each student with a **Discover MyPlate Certificate** (found at the end of the **Student Workbook**). Remember to send home the **Move, Play, Have Fun! Parent Handout**, **Food Group Friend Look and Cook Recipe**, **Emergent Readers**, and completed **Student Workbooks**.

## Lesson 6 Achievement Markers

- Named three different ways to be physically active
- Named two reasons why it is important to be physically active every day
- Explained that healthy food choices help fuel our bodies to play and be active
- Prepared (and tasted!) a **MyPlate** snack

★ Award a star or sticker for each achievement!

## Extra Helpings

### Celebration Invitation

Use and modify the following template to send home to family members inviting them to the culminating celebration activity. Download an electronic version that you can customize at **TeamNutrition.USDA.gov**.

**Dear Parent,**

You're invited to attend a special event on \_\_\_\_\_ to see  
date  
how much your child has learned about healthy eating and being  
physically active. RSVP at \_\_\_\_\_ by \_\_\_\_\_.  
email date

We can use some extra hands, so let us know if you  
would like to volunteer.

We hope you celebrate with us! \_\_\_\_\_  
teacher's signature

