

Nutrition in PE

Grade: PreK-5th Grade (3rd-5th is in red)

National Health Education Standards

1. Recognize multiple dimensions of health (e.g., physical, social, emotional, and intellectual). (1.2.1)
2. List ways to engage in healthy practices and behaviors (e.g., brushing teeth daily). (1.2.6)
3. List examples of the physical, social, emotional, and intellectual dimensions of health. (1.5.1)
4. Explain ways to engage in healthy practices and behaviors (e.g., daily moderate to vigorous physical activity). (1.5.6)
5. Identify situations that need a health decision. (5.2.1)

Oklahoma Health Standards

1. Identify a variety of healthy foods and snacks. (1.NU.2.2)
2. Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains). (1.NU.5.2)

Oklahoma Academic Standards for Physical Education

1. Throwing; underhand and overhand (S1.E13)
2. Recognizes the importance of the balance between nutrition and physical activity. (S3.E6).

Health Behavior Outcomes

1. Eat lots of fruits and vegetables. (HBO FN-3)
2. Choose a variety of options within each food group. (HBO FN-2)

Objectives

- Students will practice identifying fruits and vegetables.
- Students will practice making nutrition related decisions.
- Students will practice identifying foods in each of the five food groups.
- Students will engage in physical activity.



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Nutrition Introduction

The foods that we eat every day are fuel for our bodies. A car cannot run without fuel, and neither can our bodies! Some foods are very nutritious and make our bodies stronger, whereas other foods may not make our bodies feel good.

Ask and Discuss

- Have you ever heard of MyPlate?
 - MyPlate is an accurate and reliable health resource that explains a way to categorize the foods we eat into food groups.
- Does anyone know how many food groups there are?
 - There are 5 food groups.

Summarize

MyPlate shows us how to put our foods into groups. Each color represents a different food group.

- Fruit (red)- strawberry, banana, peach, pineapple
- Vegetable (green)- Broccoli, carrots, asparagus, potatoes
- Protein (purple)- chicken, steak, beans, fish
- Grains (Orange)- whole grain bread, pasta, oatmeal
- Dairy (Blue)- Milk, cheese, yogurt

MyPlate is something we can use to make good decisions when it comes to filling up our plates. It is important to try and eat these 5 food groups everyday and eat a variety of foods. That means eating lots of different types of foods and trying new foods when we can! Our food contains nutrients that makes our bodies strong and healthy. Snacks are a great way to get those nutrients throughout the day, it is good to have a snack with at least 2 food groups, like cheese and whole grain crackers or apples and peanut butter.

Ask & Discuss

- What are examples of fruits?
- What are examples of vegetables?
- What are examples of proteins?
- What are examples of grains?
- What are examples of dairy?



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Summarize

It is important to make good decisions when it comes to the foods that we eat. When we eat a variety of healthy foods our bodies can grow stronger and we can feel good. But sometimes, that decision can be hard. Safe grownups can help you with picking healthy foods and they can help you make sure a food is safe to eat.

Ask and Discuss

- Who are examples of safe grownups that you could ask to help you make a decision?
 - Parents, guardians, teachers, cafeteria workers, lunch monitors, nurse



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Activity 1: Musical Poly Spots

Objective

- Students will practice identifying colors
- Students will practice identifying food groups
- Students will practice locomotor skills and following instructions

Materials

- Nutrition Poly Spots
- Speaker

Set-up

- Put the poly spots throughout the play area, making sure to put down each of the five colors (red, blue, orange, purple, green).

Directions

- Play music and instruct the students to walk around the play space.
- Pause the music and call out a color (red, blue, orange, purple or green), the students will find a poly spot and stand on it.
- Any students that did not get a poly spot will come to the front and face the class.
- Ask the students for a food that they are standing on. Have the students that did not get a poly spot choose an exercise for the class to do. Have them lead the exercise while spelling that food.
 - Ex. If you call out red, you can spell apple while doing 5 jumping jacks.
- Repeat with different variations.

Variations

- Have the students practice different locomotor skills while the music is playing.
 - Hop, skip, dance, march, tiptoe, sidestep, gallop
 - Slow-motion, walking like a dinosaur, jumping like a frog, no gravity
- Multiple colors
- Fruits or vegetables
- **Call out a food group**
 - **Fruits, vegetables, protein, grains, dairy**



Activity 2: Nutrition Bean Bag Bonanza

Objectives

- Students will practice under-hand tossing and aiming.
- Students will practice decision-making.
- Students will practice creating meals and snacks.

Materials

- Large bucket
- Bean Bags (red, blue, orange, purple, green)
- 5 Cones (red, blue, orange, purple, green).
- Nutrition Poly Spots

Set-up

- Set up the five cones in a circle around the play area, each with one bean bag.
- Put the bucket in the center of the play area
- Scatter the nutrition poly spots around the bucket, putting some close and some farther away
- Put the students on teams and have them stand in a line behind the cone. The first person in line should pick up the bean bag.

Directions

- When the game begins, the first person in each line runs down and stands on a poly spot of any color and tries to underhand toss their bean bag into the bucket.
- If the student makes it in the bucket, they must grab the poly spot and put it next to their cone.
- If the student misses, they will leave the poly spot.
- They will then retrieve their bean bag and gently hand it off to the next student in line.
- Once all of the poly spots are collected, have the students count up their spots and then start creating meals with the foods. They should try to include all 5 food groups in their meal and two food groups for snacks.
- Make sure to emphasize not to throw the bean bags in the air or at other students.



Ask and Discuss

- Can anyone share a meal they made?
- Can anyone share a snack they made?
- Discuss with your group what foods you like the most out of your spots and what foods would you like to try?

Variations

- If you have time to play it again, have them strategize with their teams what foods they want to get the second time around now that they have made their meals.
- Give the students a certain meal to create with their spots so they should decide as a team what foods to go for.
- Have the students count their spots and do that many of an exercise of their choice.
- Have students only collect the food group of their cone color.
 - Ex. Red cone will collect all of the fruit spots.



Activity 3: Food Collectors

Objectives

- Students will practice identifying fruits and vegetables.
- **Students will practice identifying foods in each food group.**

Materials

- Food Models
- 5 cones (red, blue, orange, purple, green)
- 5 of the labeled food buckets (red, blue, orange, purple, green)

Set-up

- Set up the 5 cones in a circle around the play area
- Put the food models (should be foods from each food group) in the center of the play area.
 - If in a gym, put them in the center circle of the court.
- **Set up the labeled food buckets with the matching cone.**
- Put the students in five groups in a line behind their cone.

Directions

K-2nd

- Three of the groups will be collecting fruits
- Two of the groups will be collecting vegetables
- When the game starts, the students will go one at a time and choose a food model that matches with their group.
 - With younger students, you may need to help them with going one at a time.
 - Make sure to watch and correct them if they choose the wrong food.
- They will put the food model next to their cone (or in a bucket).
- Once all of the food models are collected help the students count up how many foods their group collected and have them doing that many of any exercise of their choice.



3rd-5th

- Each group will be collecting foods that match their cone color
 - Red-Fruits
 - Green- Vegetables
 - Blue-Dairy
 - Orange-Grains
 - Purple-Proteins
- When the game starts, the students will go one at a time and collect their food and put it in the bucket next to their cone.
- After all of the foods are collected, have the groups count up how many foods they collected and do that many of any exercise of their choice.

Variations

- If you have time to play again, have students rotate clockwise so that they will collect another food group and repeat.



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Activity 4: Food Group Buckets

Objectives

- Students will practice identifying foods in different food groups.
- Students will practice locomotor skills.

Materials

- 5 cones
- 5 food group buckets (red, green, blue, orange, purple)
- Food group bean bags
- Dome Cones

Set-up

- Place the food group buckets in a line at the start of the play area
- Set up 5 cones in a line for students to be put in 5 groups
- Put the bean bags spread out on the other side of the play area and cover them with the dome cones.
 - Some dome cones can be empty, and the colors do not need to match.

Directions

- Have the students go one at a time from each team and they will run down and look for a bean bag under the dome cones.
- Once they find one, they will run back down and put it in the correct bucket.
 - Most of the bean bags match the colors.
 - Make sure to help them with sorting.
- Once all of the bean bags are sorted, reset and play again if time permits.
- There are some bean bags that do not go into the five food groups (candy, chips, etc), the students can put those in a pile next to the buckets.

Variations

- For 3rd-5th, the students can collect only one bean bag of each food group, so if they find a duplicate, they will need to put the bean bag back underneath the dome cone. The first team that collects all 5 wins.
- For each round, instruct the students to do a different locomotor skill
 - Hop, skip, dance, march, tiptoe, sidestep, gallop



Activity 5: Fruit and Vegetable Tag

Objectives

- Students will practice identifying fruits and vegetables
- Students will practice locomotor skills

Materials

- 4 or 8 cones to mark the lines

Set-up

- Divide students into two equal teams, one fruit and one vegetable team and have them line up shoulder to shoulder equal distances from the middle line.
 - If in a gym, use the center court line and have each team stand a couple of yards from the line on both sides facing each other.
- Designate two safe zones for each of the teams with the cones or existing lines.
- Explain that taggers can only tag arms and upper back and to be gentle when tagging.

Directions

- Determine which team is the fruits team and which is the vegetables team.
- The educator will say a fruit or a vegetable. (For younger grades, start with just saying “fruit” or “vegetable”).
- If a fruit is said, the fruit team will become the runners and the vegetables team becomes the taggers. The fruit team will try to make it to the vegetables safe zone, where they cannot be tagged. If they do get tagged by a vegetable, they will then join the vegetable team. Once all of the fruit team members are safe or caught, reset in the middle of the gym and play again.
- If a vegetable is said, the vegetable team becomes the runners and the fruits become the taggers. If the vegetable team makes it to the fruit safe zone, they are safe. If they are tagged by a fruit, they will become a fruit. Reset in the middle of the gym and repeat.
- Whichever team has the most players at the end wins.



Variations

- After a running round, call out different locomotor skills for each round.
 - Hop, skip, dance, march, tiptoe, sidestep, gallop
- Split the students into two teams and designate some taggers to stand in the middle, they can be called “desserts”. If a student gets tagged by a dessert while trying to reach their safe zone, then they will go to the sideline and do 10 jumping jacks. They will reenter on the line with all of the other students. The lines will become mixed with fruits and vegetables, but the students will remember their food group so that they only run when a food from their food group is called.
- Use different food groups for the tag game.

Review

- How many food groups are there?
- What are examples of fruits?
- What are examples of vegetables?
- If we ever have questions about the food that we eat or we need help making a decision, who should we ask?

Resources:

Blaydes, J. (2000). Thinking on Your Feet. Action Based Learning.

USDA. “Fruits.” *MyPlate*, www.myplate.gov/eat-healthy/fruits. Accessed 30 May 2023.

USDA. “Vegetables.” *MyPlate*, www.myplate.gov/eat-healthy/vegetables. Accessed 30 May 2023.

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