

Mis-Matched

Activity for Grades K-2

Objectives:

By the end of this lesson, students should be able to:

- Identify foods from the food pyramid and recognize where they belong.
- Explain why our bodies need foods from the food pyramid.

Ideas for Classroom Discussion:

- Download the USDA's food pyramid from MyPyramid.gov and use it to review the food groups with your class.
- Talk with the class about the foods pictured in this activity. Have the class name each of them and identify which one doesn't belong. Ask them why it doesn't belong.
- Talk with the class about how food is fuel for our bodies, like gas is fuel for a car. If you want your car to run well, you put good gas in it. If you want your body to run well, you eat foods that are good for you. Talk about what some of these "good for you" foods are, and ask students to name foods that they like that are good fuel for their bodies. Ask the class what foods at each level of the pyramid do for our bodies.

Take It Further:

- Talk about foods that aren't "good for you" foods. Does the fact that they aren't good for you mean that we should NEVER eat them? Emphasize that "eating healthy" can include these foods sometimes. They shouldn't eat these foods every day, only occasionally. Talk about "occasionally." What does that mean? How often is "occasionally?"
- Talk with local grocery stores to see if any offer field trips for children. Many stores will even have a nutritionist show your class foods from the various food groups and how they fit into a healthful eating plan. Afterward, ask students to draw pictures of foods they would pick for a healthy grocery cart.

Additional Resources:

Visit the American Diabetes Association School Walk for Diabetes Web site at diabetes.org/schoolwalk to access additional tools and resources. In addition, visit the Shaping America's Health Web site at obesityprevention.org for more information on weight management and obesity prevention. Shaping America's Health is a nonprofit organization founded by the American Diabetes Association.

This lesson aligns with National Standards!

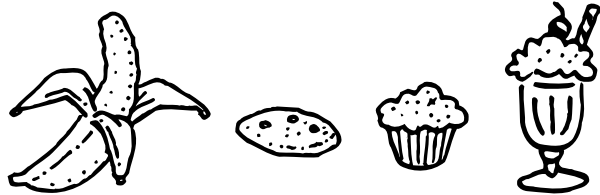
National Health Education Standards

Standard 1: Core Concepts – Students will be able to explain the importance of food for health and identify a variety of food groups.

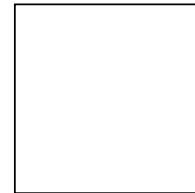
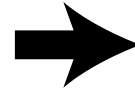
Standard 5: Decision Making – Students will be able to choose healthy foods.

Read more about the National Health Education Standards and National Standards for Physical Education in the Classroom Lessons tab of the School Walk for Diabetes Kit.

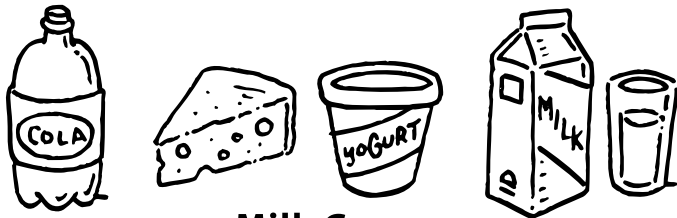
Mis-Matched!



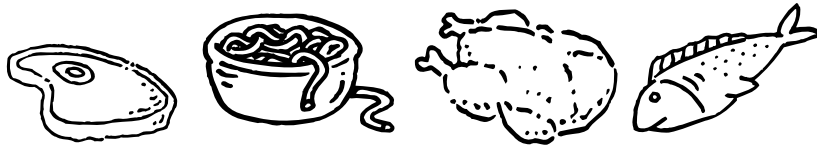
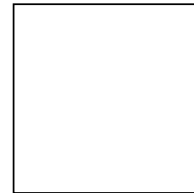
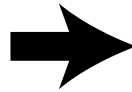
Fats & Sweets



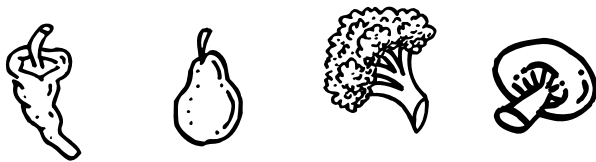
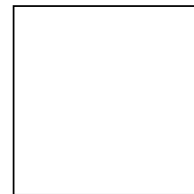
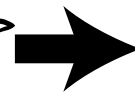
Draw the food that is in the wrong category.



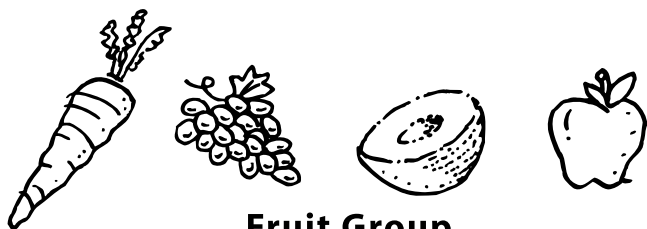
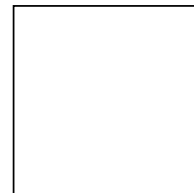
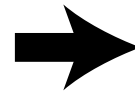
Milk Group



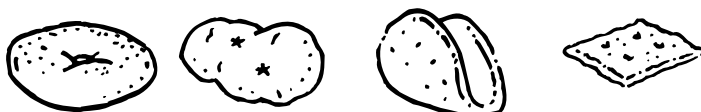
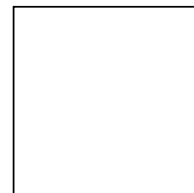
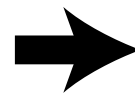
Meat & Beans Group



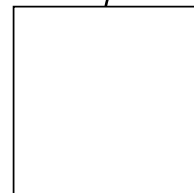
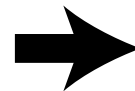
Vegetable Group



Fruit Group



Grain Group



Largest Pancake
 The world's biggest pancake was 15.01 m (49 ft 3 in) in diameter, 2.5 cm (1 in) deep, and weighed 3 tonnes (2.95 tons). It was made in Manchester, UK, on August 13, 1994, for the 150th anniversary of the Co-Operative movement.