

Physical Best: Physical Education for Lifelong Fitness and Health

Hoop It Up With Food

Level

K-2 (primary)

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

NATIONAL HEALTH EDUCATION STANDARDS

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Learning Objective

Students will collect samples of fruits, vegetables, and other foods and identify the food groups on MyPlate (or the Food Guide Pyramid) that contribute to a balanced diet.

Health-Related Fitness Component

Body composition

Fitness Concepts

- Intensity
- Type

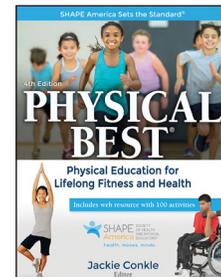
Equipment

- Fast music
- Five hoops (or collection containers)—one to match each color of MyPlate or the Food Guide Pyramid (orange, green, red, blue, purple)

Reproducibles

- Hoop It Up With Food Pictures (or serving-size pictures from the National Dairy Council with nutritional information on the back)

Lesson excerpted from *Physical Best: Physical Education for Lifelong Fitness and Health* by Jackie Conkle



2019

Book with online resources, activities and ancillaries.

376 pages

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- MyPyramid Poster
- Hoop Cards
- Fill Your Plate Homework Sheet—one per student

Duration

5 to 7 minutes

Setup

This activity requires a simple setup with the five hoops spread out along one wall of the activity space and the reproducibles ready at hand.

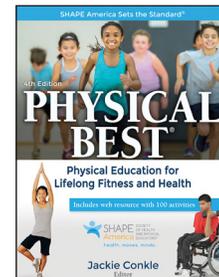
Introduction of Concepts

Begin this lesson by emphasizing the importance of eating a variety of foods and including the recommended number of servings for all food groups each day.

Directions

1. This activity should be done after the preliminary introduction of the MyPlate (or Food Guide Pyramid); students must possess basic knowledge of the food groups. Ask students to study the MyPlate (or the pyramid) picture so that they can see the size of each food group as it relates to the recommended daily amount.
2. Scatter the Hoop It Up With Food Pictures around the gym or along the wall opposite the hoops.
3. Place five hoops in a horizontal line along one wall, allowing some space between them. Lay the hoops from left to right in the order (as best you can) of the MyPlate (or Food Guide Pyramid) colors as follows: orange, red, green, blue, and purple. Use the Hoop Cards to label the hoops. (Use your discretion on blue and purple since they are perfectly aligned on MyPlate.)
4. Explain to students that as the music plays, they will move about the area using a designated locomotor movement (e.g., walk, jog, skip, hop, gallop, jump). They are to move about without touching or stepping on any of the Hoop It Up With Food Pictures.
5. Explain to students that when the music stops, they are to reach down, pick up the food item nearest them, and decide which hoop includes the food. Then they walk to the chosen hoop, place the picture inside it, and stand behind it in a line.

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6. Start the music and repeat the activity two or three times. Give students sufficient time to move about before stopping the music. This interval allows you to make a visual assessment of locomotor skills.
7. After students have placed several Hoop It Up With Food Pictures in the hoops, have them stand at a hoop and check the cards to determine whether all of the cards have been placed in the appropriate hoop. Encourage discussion among students. The MyPlate (or MyPyramid) poster on the wall can help with this activity. You should continually walk past the hoops to watch how students are doing but remain silent if a card is placed in the wrong hoop. Initially, allow students to evaluate their own hoops. When all of the hoops have been completed, you can take the opportunity to discuss the results and point out some of the foods that are in each hoop. The benefits and drawbacks of the foods in each hoop can also be discussed.
8. Continue doing the activity until all cards have been placed in the hoops. Remember to change the locomotor skill each time the music is played.

Closure

- We collected food today and placed it in the appropriate container based on the food groups from the MyPlate (or Food Pyramid). How many food categories are included in the MyPlate (or Food Pyramid)?
- What portions of foods do you see on MyPlate? Why is that? Does it show how much of each you should eat? (If you are using the pyramid, refer to foods shown at the top of the pyramid and ask if these are “sometimes” foods.)

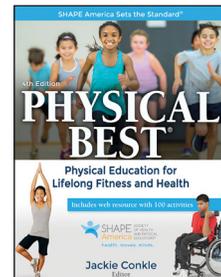
Teaching Tip

This activity can be used as a lesson or as a warm-up before another activity.

Assessment

- Observe students’ placement of the Hoop It Up With Food Pictures in the various hoops.
- Facilitate group decisions when students are working with the food groups. Observe how well students are working together, correcting each other if necessary, and supporting each other when correct.
- Ask students this question: Why would we need to perform more exercises or other physical activities for the smaller sections of MyPlate (or the pyramid)?

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Variations

- To generate more discussion, you can manipulate how many cards will end up in each color of hoop. Perhaps one time the game is played, the largest number of Hoop It Up With Food Pictures could end up in the orange hoop, which represents grains. The class can then discuss what might happen to a person whose diet consisted mainly of this food group. Another time, the cards could be manipulated to favor one of the other food groups. In this way, students learn about the consequences of not having a well-balanced diet.
- List simple exercises on the wall above each hoop. Indicate that the largest sections of the pyramid require less exercise than the smaller sections do. For example, the meats and beans category may have students do 20 jumping jacks, whereas the grains category may have them do 5. Ask students to do the exercise when they are finished evaluating their cards in the hoop. Explain why the smaller sections of the MyPlate (or Food Guide Pyramid) might require more activity to burn off the calories.
- Add a skill to the locomotor movement, such as dribbling a basketball or soccer ball, kicking a soccer ball, or catching a beanbag. Place the equipment and task card at each hoop. When you are finished discussing the MyPlate (or Food Guide Pyramid), repeat the activity using the equipment.
- Provide three crates, bags, or boxes. On each, put a sign with a smiley face and the word always on one crate, a sign with a straight face and the word sometimes on the second crate, and a sign with a sad face and the word sparingly on the third crate. Let each student group move the foods to the crate that they think best describes the recommended consumption of their food. Discuss the results.

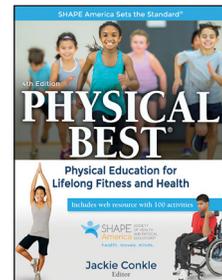
Adaptation and Inclusion

- Students with disabilities can move around at their own pace and are allowed to have someone else pick up a card off the floor as needed.
- The cards can be placed at a higher level (e.g., tabletop, stool) so that they are easily accessible by students who use a wheelchair or who have difficulty with maintaining balance while bending to a low level.

Home Extension

Distribute the Fill Your Plate Homework Sheet and ask students to fill it out. They should return it (after they have completed their plates) for discussion during class.

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