

## Health, Health, Hurrah!

### Purpose

Students will be able to explain that eating a variety of healthful foods helps people stay healthy.

### Materials

*For the teacher:* chalk, chalkboard

*For each student:* copy of Black Line Master (BLM) *Healthy Menu*, scissors, glue

*For the class:* poster of the food pyramid, magazines containing pictures of food

### Activity

#### A. Pre-Activity Discussion

1. Ask students what they think of when you say the word *food*. List their suggestions on the chalkboard under the heading "Food."
2. Ask students what they think of when you say *healthy food*. Again, list students' ideas on the chalkboard, this time under the heading "Healthy Food."
3. Remind students that food is an important need for us and our health can depend on what type of food we eat.
4. Discuss the different types of food with students by asking questions such as:
  - Is all food good for you?
  - Are some foods better for you than others? How do you know what kinds of foods to eat?
  - How do the people who prepare your food (parents, cafeteria workers, etc.) know what food is good for you?

#### B. A Balanced Meal

1. Ask students to explain in their own words and give examples of what *balance* means. Ask students: "What do you think it means to eat a *balanced* meal?"
2. Introduce the food pyramid to students.
3. Review the types of food in each group on the food pyramid and discuss how the size of the group in the pyramid relates to the number of servings suggested for daily consumption (e.g., fats, oils, and sweets at the top should be eaten less than grains in the larger section at the bottom).

(continued)

EXTENDING  
THE



ACTIVITY

Have students plan a healthy snack for the class to enjoy. Have students brainstorm ideas and vote for the healthiest choice.

MEETING  
INDIVIDUAL



NEEDS

Have students who need a challenge explore all of the factors that create a healthy lifestyle. Have students research healthy lifestyles and then give presentations.

Standards Links  
3.1.4, 3.4.2

**Activity (continued)**

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4. Guide students to think about creating a balanced meal by asking questions such as: “Would it be healthy to eat from only one group? Should you eat more grains or fruits?”
5. Distribute magazines containing pictures of foods.
6. Instruct students to cut out pictures of food from the magazines and then sort them into each of the groups on the food pyramid.
7. Have students share with the rest of the class how they sorted their foods.
8. Discuss any discrepancies or misunderstandings as a class.

**C. A Healthy Menu**


1. Distribute the BLM *Healthy Menu* to students and tell them they will be selecting from the foods they cut out to make a menu for a day that includes three balanced meals.
2. Instruct students to use their food pictures to create balanced meals for breakfast, lunch, and dinner.
3. Instruct students to glue the pictures of food in the corresponding boxes and then write an explanation for their choices in the space provided at the bottom of the BLM.
4. When all students have completed constructing their healthy menus, have them share their menus with the rest of the class.
5. Have students justify the way they made a balanced meal. Some students may be vegetarian or vegan; emphasize that this can also be a healthy choice and that there are many plant-based sources of protein, such as nuts and soy.


**Questions for Review**

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**Basic Concepts and Processes**


After students have completed their menus, ask questions such as:


 Does eating healthful food help you stay healthy?


 How do you know?

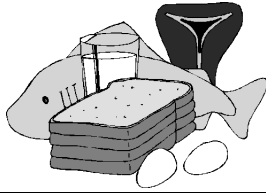
 What are some healthful foods?

 Explain your menu to me.

 How did you decide what foods to include?

 What does the shape of the food pyramid tell you about the foods it includes?

 How did that affect the foods you included on your menu?



Name: \_\_\_\_\_

# Healthy Menu

## BREAKFAST

## LUNCH

## DINNER

This menu is healthy because: \_\_\_\_\_

\_\_\_\_\_