

Weller Health Education Center

Food Feud
Nutrition and Fitness
Grades 3-5

Table of Contents

Program Objectives	2
English Activity	3
Math Activity.....	4-7
Large group Activity	8-9
Answer Key	10-11
Note to teacher	11
Connection with home: Letter to guardian	12



Program Objectives

Program Description:

Students will be jumping out of their seats to participate in this interactive game show that teaches students about calories, nutrients, energy expenditure, and reading food labels. Warning: Students may not want this program to end!

Standards:

PA Standards 10.1.3c, 10.1.6c, 10.2.3b, 10.2.6b, 10.2.6d, 10.4.3ab, 10.4.6a, 10.4.6b

NJ Standards 2.1.2a, 2.1.2c, 2.1.4c, 2.1.6c

Objectives:

Upon Completion of this program the student will be able to:

1. Define the term calorie
2. Identify two nutrients
3. Interpret a Nutrition Facts Label
4. Relate body movement to calorie use

Terms:

calorie – energy trapped in food

energy - power

exercise - movement

fat - a type of tissue built from excess calories that are in the body

food group – a classification of foods according to the nutrients the foods provide

food pyramid – a government model to guide the U.S. to healthy eating and exercising habits

nutrient – substance needed to build a living thing (carbohydrates, proteins, fats, vitamins, minerals, water)

nutrition facts panel – nutrition information found on food packaging

serving size – the recommended amount of a food used to fill the food groups on the food pyramid



Word Scramble

Directions: Unscramble the words to answer the questions. Write the word correctly on the line.

1. This is a tissue that the body builds from unused food calories. **tfa**

2. This is a measure of the energy in food. **elcoira**

3. Any movement of the body counts as this. **xiserece**

4. This means being in good health or physical condition. **tif**

5. This nutrition information is found on food packaging. **dofb lael**

6. This is a colorful government guide to good nutrition. **dfo yrpmdia**

7. This refers to the substances that living things need to live and grow. **ttuneinr**

Add the Calories



Directions:

1. Read the story and list each food and the number of calories in the food on the Calorie Record Table following the story. (In the story, the number after the food is the number of calories in the food.)
2. After all foods are listed, add up the calories to see how many calories were taken in that day. (There should be sixteen foods listed on the table.)
3. Identify whether there were more or less than 1800 calories taken in that day. Answer the three questions under the Calorie Record Table.
4. If the calorie total is more than 1800 calories, select an activity from the list that will use the extra calories that were taken in. Write down the activity and the number of calories it uses. (Activities are the approximate calories used in one hour of that activity for a third, fourth or fifth grader who weighs about 95 pounds.) The Calories Used During Exercise Table is below.

CALORIES USED DURING EXERCISE FOR ONE HOUR AT 95 POUNDS

ACTIVITY	CALORIES USED
basketball	280
weightlifting	130
biking	110
dancing	160
running	370
skating	210
soccer	190
climbing	160
swimming	170
walking	80



Samil's New Day



Samil woke up bright and early and feeling excited about his first day of school in his new neighborhood. He enjoyed a breakfast of one peach (60), a bran muffin (125) and a glass of milk (150) before he hurried off to the bus stop. The bus ride and the start of the day seemed to pass by in a flash. Before Samil knew it, he was getting to know his new classmates on the playground during recess and getting quite hungry. Lucky for Samil, his mom had stuck a honey and oats granola bar (130) in his pocket and Samil didn't forget about it! In just a few quick bites, the granola bar was on its way to fueling Samil's busy and exciting day.



Lunch in the cafeteria was ordinary – cheesy fries (800) and a cheeseburger (320) along with an apple (60) and lemonade (160). The afternoon seemed to take forever and Samil was feeling a little tired as his tummy slowly worked to grab the energy from his food. Three, two, one and dingggggg, the end of the day bell signaled Samil to hurry off to the bus and head home.



At the bus stop, Grandma was there to hear all about Samil's new school and when they got home, Grandma gave Samil three freshly baked chocolate chip cookies (150) and an extra large glass of milk (230) which Samil enjoyed with his favorite TV show, The Afternoon Food Gurus. After the show, Samil

[5]



played his new video game until it was time for dinner. Dad came home from work and was too tired to cook, so Samil, Grandma and Dad headed out to the fast food restaurant to grab crispy fried chicken strips (340), a large fries (540) and a chocolate milk shake (500).



When they got home, Samil grabbed three pretzel sticks (115) and zipped outside to ride his bike. Samil rode his bike for an hour to check out the sights of his new neighborhood. When he got home, the light of the day was beginning to disappear and Samil showered for bedtime. A quick bowl of frosted corn flakes (120) with milk (80) and Samil was ready to drift away to sleepy land to get ready for another new day.



Nutrition Scavenger Hunt

Directions:

- 1.) Allow twenty minutes total for the activity.
- 2.) Arrange the class into groups of three and/or four and scatter these groups of four around the perimeter of the classroom.
- 3.) Students within each group begin working on the answers to the questions below.
- 4.) Every so often a signal (a whistle or buzzer) will allow a student from each group to visit one of the other groups to look for help. The student will only have 60 seconds to ask for help and when they are signaled, they must return to their group. (Note: once a student has asked that group for help, they cannot return to that group again.)
For added difficulty, the teacher can make a rule that says the students can only get an answer if they give an answer
- 5.) Repeat this until the twenty minutes is up.
- 6.) Share answers with the entire class.
- 7.) Group with the most correct answers wins the hunt.

Nutrition Scavenger Hunt

Name _____

1. This vegetable that grows underground has a name that comes from a Latin word that means large pearl.

2. A North American Indian named George Crum invented this food made from a root vegetable.

3. If this dairy drink is left out in light, it loses its' Vitamin B.

4. This food that grows underground and is in the Meat and Beans group is used to manufacture dynamite.

5. Since the middle Ages it was believed that a lemon would dissolve the bones of this food if you swallowed it.



6. The average McDonald's Big Mac has 198 of these seeds on it!

7. One of these toaster snack foods has the same number of calories as five apples or ten cups of green beans.

8. These pasta squares are filled with meat, cheese or vegetables and covered with sauce. Many food groups are represented in this one food.

9. This very healthy green vegetable that grows above ground is actually flowers that haven't opened yet.

10. This weed is eaten as a salad green when it is very, very young and tender.



Word Scramble Answer Key

- | | | |
|-------------|---------------|-----------------|
| 1. fat | 4. fit | 6. food pyramid |
| 2. calorie | 5. food label | 7. nutrient |
| 3. exercise | | |

Add the Calories Answer Key

CALORIE RECORD

FOOD	CALORIES
one peach	60
bran muffin	125
glass of milk	150
granola bar	130
cheesy fries	800
cheeseburger	320
one apple	60
glass of lemonade	160
three chocolate chip cookies	150
extra large glass of milk	230
three fried chicken strips	340
large fries	540
chocolate shake	500
three pretzels sticks	115
bowl of frosted corn flakes	120
milk (on cereal)	80

TOTAL CALORIES 3880

1. Was the total calories greater or less than 1800 calories? Circle your answer. On the line, write the math problem that shows how to figure out the extra calories that were taken in by Samil.

Greater Than $3880 - 1800 = 2080$

2. Which food had the most calories? **cheesy fries**
3. Which food had the least calories? **peach and apple**
4. Pick an exercise that Samil can do to use some of the extra calories and write the calories that will be used.

Exercise: **running** Calories: **370**



Nutrition Scavenger Hunt

Answer Key:

1. onion
2. potato chip
3. milk
4. peanuts
5. fish
6. sesame
7. pop-tart
8. ravioli
9. broccoli
10. dandelion

Note to teacher- the following letter is intended for your students to take home as a follow-up for the days program. Please copy and distribute as you see fit in order to enable caregivers of students to reinforce the lesson of this program effectively.



Weller Health Education Center

Dear Caregiver,

Your child has participated in a program called “Food Feud” that was presented by the Weller Health Education Center. As educators, we understand the importance of nutrition and the effects and benefits it has on school children. At an age-appropriate level the students learn about the appropriate number of calories they need, the six nutrients, energy expenditure, and the existence of food labels. The Weller Health Education Center emphasizes the importance of eating healthy and fresh food, understanding the importance of nutrition, and daily exercise to allow our bodies to be at optimal health

Statistics show that 1 in 3 children are overweight. Overweight children and adolescents are more likely to have risk factors associated with cardiovascular disease like high blood pressure, high cholesterol, and Type 2 diabetes than other children and adolescents. Overweight children and adolescents are also more likely to become obese as adults. One study found that approximately 80% of children who were overweight at aged 10–15 years were obese adults at age 25 years. Researchers find that people who eat healthy food choices, like fruits and vegetables, as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases.

Below you will find some sample activities to guide you in taking steps to improve family health and continue the message started today in our program. For additional resources you are welcome to utilize the parent, teacher and student resource links found on our website at www.wellercenter.org.

Sample Activities:

1. Each weekend, dedicate half a day towards being physically active. It can be any activity that keeps you moving and having fun. On bad weather days-look for indoor kinds of exercise.
2. When going to the grocery store, be sure to compare food by looking at the food labels. First look at the calorie content, serving size, fat, cholesterol and sodium, and nutrients. Try to eat foods that are low in fat and limit cholesterol and sodium while having many vitamins and minerals.
3. To guide you in reading nutrition facts panels, follow the five and 20 rule. Stay above 5%, which is considered a relatively low percentage included of a nutrient, and below 20%, which is a relatively high percentage included of a nutrient.
4. Involve your students when making meals, let them help in the kitchen with age-appropriate tasks, or let them plan some different meals.

Yours in good health,
Weller Health Education Center