



Food Card Warm-Up

STUDENT TARGETS

- ✔ **Skill:** I will maintain a steady pace that increases my heart rate.
- ✔ **Cognitive:** I will identify beneficial foods from each food group.
- ✔ **Fitness:** I will discuss the reasons why drinking water is important to my health and activity performance.
- ✔ **Personal & Social Responsibility:** I will work independently with no reminders.

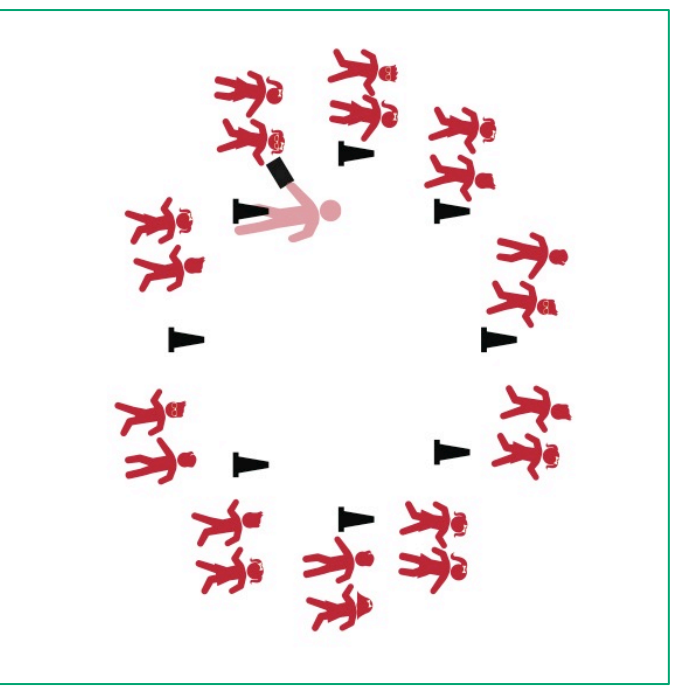
TEACHING CUES

- ✔ Walk or Jog at a Good Pace
- ✔ Collect a Card and Keep Moving

ACTIVITY SET-UP & PROCEDURE

- Equipment:**
- ✔ 5 MyPlate Food Group Cards per student

- Set-Up:**
1. Set-up a walk/run course around the perimeter of the activity area.
 2. Students walk and/or jog at their own pace.



- Activity Procedures:**
1. Today we're going to complete a Food Card Warm-Up.
 2. You'll collect as many MyPlate Food Cards as you can in 3 minutes. Each time you complete a lap, I'll hand you a card.

- Grade Level Progression:**
- 3rd: Focus on the benefits of physical activity and healthy food choices.
 - 4th: Discuss the importance of hydration and the different drinks students can choose in order to stay hydrated.
 - 5th: Prompt students to identify foods that they regularly choose from each food group. Then analyze those food choices in relation to performance and personal health.



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CHALLENGE PROGRESSIONS

- ✔ Emphasize the concept of pacing with students by challenging them to maintain a jog at an equal speed throughout the duration of the activity.

MODIFICATIONS

- ✔ Have students begin with a walk, then slowing build up to a jog.

ACADEMIC LANGUAGE

Active Lifestyle, Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Fitness, Health-Related Fitness, Body Composition, Skill-Related Fitness, Speed

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for before and after physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal behavior in a variety of physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What food groups are included on the MyPlate nutrition guide?
- ✔ **DOK 2:** Name 1 food from each group that you like to eat.
- ✔ **DOK 3:** Are the foods you named beneficial for your health? Provide proof to support your answers.
- ✔ **DOK 4:** Use the information you know about health and nutrition to describe a perfectly balanced MyPlate meal.
- ✔ **DOK 1:** What do you need to do in order to stay hydrated?
- ✔ **DOK 2:** Why is it important to stay hydrated?
- ✔ **DOK 3:** How is hydration related to physical activity?
- ✔ *Begin the Nutrition and Hydration sections of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Help students revise knowledge: Modern media and culture seems to manufacture misinformation when it comes to nutrition, diet, and exercise. Students are exposed to these messages and can often come into class with a distorted wellness lens. Take the time and energy to learn what your students believe is true and help them build a new and healthy perspective from which they can view their physical fitness journey.