

LESSON TITLE:

Simon's Pyramid Pursuit

LESSON DESCRIPTION:

In this animated activity, students will be challenged to identify where healthy foods belong on the food pyramid. Students will play this game with Simon as their partner. The game is finished when all food groups on the pyramid are full, showing how many daily servings we need to eat from each food group. Accumulate more points than Simon to win the game!



GRADE LEVEL:

4-6

INSTRUCTION PHASE:

Knowledge, Comprehension

DURATION:

Varies – depending upon how many rounds the instructor allows the students to play the *Simon's Pyramid Pursuit* game.

DELIVERY METHOD:

Individual

MATERIALS:

1. Computer(s) with Internet access or Kit on CD
2. Projector

MANAGEMENT:

- For this activity, students can be working individually in a computer lab or at computer stations available in the classroom.
- If done as an instructor-led activity, it is suggested that the teacher ask students what Simon should have done differently when he incorrectly places food cards.
- *The educator will need to reserve computer lab time for this activity. Please be aware that the lesson activity after this one may also require the use of this same equipment. If needed, please adjust equipment reservation time accordingly.*

LESSON OBJECTIVES & STANDARDS:

The students will be able to:

1. Identify the food groups on the food guide pyramid.
2. Select foods that belong to each food group.
3. Recall how many servings of each food group should be eaten daily.

National Standards

[Health](#): 1, 2, 3, 4, 6

PA State Standards

[Health, Safety and Physical Education](#): 10.1.6 C; 10.2.6 B

ANTICIPATORY SET:

Begin by relating student experiences to the objectives of the lesson by asking the following:

- *What did you have for breakfast/lunch this morning?*
- *What do you have planned for lunch today?*
- *What did you eat for dinner last night?*
- *What food groups do these meals fall into?*
- *How many servings of each food group should you be eating each day?*
- *Did you have 3 servings of fruit yesterday? 5 serving of vegetables? 6 servings of grains? 3 servings of milk? 5 servings of meat and beans?*

TEACHING – Input:

Lesson Terms

1. **Fats** are nutrients that provide a source of energy and help carry certain vitamins throughout the body.
2. **MyPyramid** is a guide that reflects balancing what we eat with physical activity.
3. **Serving size** is an amount of food listed on a nutrition food label to help people understand how much they're eating.
4. **Sugar** is a type of carbohydrate that usually tastes sweet. Sugars can be naturally occurring (fruits and milk) or added (soda, candy).

TEACHING – Check for Understanding:

1. There are five food groups on the food guide pyramid.
 - What group is represented by the orange slice? Green slice? Red slice? Blue slice? Purple slice?
 - How many servings of grains should 9-11 year olds get each day? Vegetables? Fruit? Milk? Meat & Beans?
 - Why is it important to eat a variety of healthy foods from the five food groups?
2. It is essential to have oils in our diets for good health.
 - Where is oil represented on the food guide pyramid?
 - Are oils a food group?
 - From where should we get our oils?
3. Find a balance between food and physical activity.
 - How much physical activity should you get each day?
 - What are some examples of physical activity that gets us moving?
 - Why is it important to have good calorie balance (calories in vs. calories out)?

CLOSURE:

Review key points of the lesson to help students form a coherent understanding of the lesson objectives. Ask students to tell or show you what they have learned, using questions similar to those found in **Check for Understanding**.