

Healthy Island

Learning Objectives

- I can identify and collect a variety of healthy food and drink items while limiting unhealthy choices.
 - I can correctly identify at least 3-4 food and drink items on a MyPlate assessment.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
- Nutrition
- b) Explain that all foods can fit into a healthful diet through balance, variety, and moderation.

Teacher Notes

- [MyPlate diagram](#)
- 200 food and drink cards
- 5 sets of buckets, hoops, cones and scooters (red, orange, green, blue, purple)
- 1-2 XL or L hoops
- 2 pink scooters and noodles
- Assessment materials – 1 MyPlate diagram and 5 food/drink cards (1 per category)

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Review 5 food groups of MyPlate (name, color, examples of each)
- Discuss the pink category which represents the limit group.

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Sharks in game are a reminder that we can maintain a healthy diet through balance, variety, and moderation. We don't need to eat everything or all of what we want or see.

Step 3 (Application – how student will apply/practice new learning)

- Healthy Island
 - On “go” signal, one player from each team (each team represents a category of MyPlate, and their equipment matches the color) will “swim” on a scooter to the center island (hoop holding all the food/drink cards), grab 1 card and bring it back to group bucket without being tagged by a shark (on pink scooters holding pink noodles). If tagged, you must return your card to the center and switch with a teammate. Switch taggers often. Rotate groups to different categories.

Assessments

- As a class, review the cards the teams collected for each category and correct the ones that are wrong.



- My Plate Assessment (Nutrition)
 - Use the food/drink item cards and place them in the correct food group on the MyPlate diagram.

S+	S	S-	N
The student can identify all (5 out of 5) food groups on My Plate using the cards provided.	The student can identify most (3-4 out of 5) food groups on My Plate using the cards provided.	The student can identify some (1-2 out of 5) food groups on My Plate using the cards provided.	The student cannot identify any (0 out of 5) food groups on My Plate using the cards provided.

Resources/References

- Adapted from **Dawn Burke** in Virginia Beach, VA pecentral.org
- myplate.gov