

## The Match Up

### Activity for Grades 3-4

#### Objectives:

By the end of this lesson, students should be able to:

- Identify foods from the food pyramid and the section of the food pyramid where they belong.
- Explain why our bodies need foods from the food pyramid.

#### Ideas for Classroom Discussion:

- Download the USDA food pyramid mini poster from [MyPyramid.gov](http://MyPyramid.gov) and review the food groups with the class.
- Guide the class through each pyramid section and ask them to identify the foods they see. Ask students to name foods they enjoy from each group.
- Talk with the class about how food is fuel for our bodies, like gas is fuel for a car. If you want your car to run well, you put good gas in it. If you want your body to run well, you eat foods that are good for you. Talk about what some of these “good for you” foods are and ask students to name foods that they like that are good fuel for their bodies.
- Ask students to name foods they ate that day for breakfast or lunch and identify the appropriate pyramid level.

#### Take It Further:

- Call out foods and ask students to name their respective food groups. Some are easy, like candy. Others are harder. For example, fruit-filled cereal bars contain cereal from the grain group. They also have fruit that is in the fruit group. But what about all the sugar used to make the fruit filling sweet? That’s from the top. Ask students which group they think fruit-filled bars come from. Inform students that some foods like cereal bars contain foods that belong to more than one group. So if you’re eating one, you may count it as coming from more than one level. Like fruit and cereal bars—usually they count as one or more servings of carbohydrate and a fat.

- Talk about foods that aren’t “good for you” foods. Does the fact that they aren’t good for you mean that we should NEVER eat them? Emphasize that eating healthy can include these foods sometimes. They shouldn’t eat these foods every day, only as a special treat; for example, after a soccer game on Saturdays or on holidays or other special days.
- Talk with local grocery stores to see if any offer field trips for children. Many stores will even have a nutritionist show your class around the store, talking about foods from the various food groups and how they fit into a healthful eating plan. Afterwards, ask students to draw pictures of what they learned.
- Have a “healthy snacks party.” Invite the class to bring in healthy snacks to share and have a party sampling all of the different foods.

#### Additional Resources:

Visit the American Diabetes Association School Walk for Diabetes Web site at [diabetes.org/schoolwalk](http://diabetes.org/schoolwalk) to access additional tools and resources. In addition, visit the Shaping America’s Health Web site at [obesityprevention.org](http://obesityprevention.org) for more information on weight management and obesity prevention. Shaping America’s Health is a nonprofit organization founded by the American Diabetes Association.

#### This lesson aligns with National Standards!

##### National Health Education Standards

*Standard 1: Core Concepts* – Students will be able to explain that food is fuel for the body and identify where different foods belong on the food pyramid.

Read more about the National Health Education Standards and National Standards for Physical Education in the Classroom Lessons tab of the School Walk for Diabetes Kit.

# The Match-up

Can you match the food on the right with the correct category on the left?

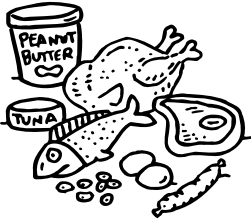
Fats & Sweets



Milk Group



Meat Group



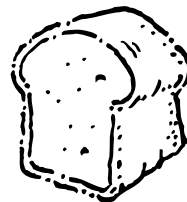
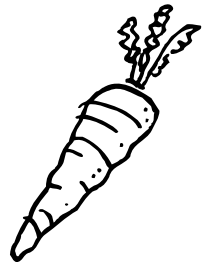
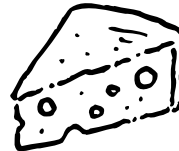
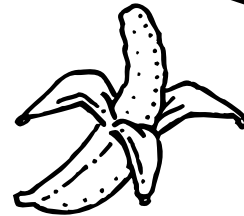
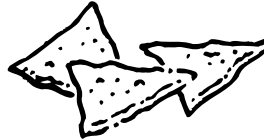
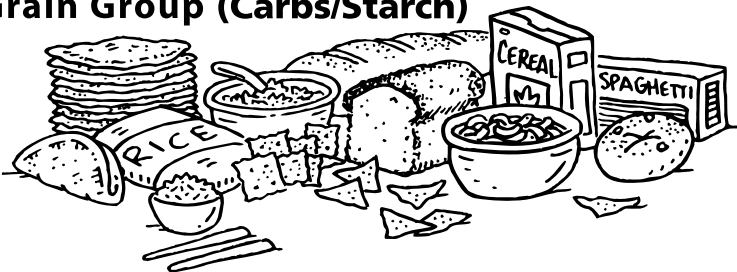
Vegetable Group



Fruit Group



Grain Group (Carbs/Starch)



**Largest Apple**  
 Alan Smith, of  
 Loddington Farm,  
 Linton, Kent, England,  
 grew an apple weighing  
 1.67 kg (3 lb 11 oz) in  
 October 1997.