



Use the Fuel Food/Idle Food activity cards to play the following games.

Notes:

- *Print, cut and laminate Activity Cards prior to playing. (if not already done)*
- *For variations of each game, substitute exercises of your choice for any of those listed in the instructions.*
- *Discuss the differences between a fuel food and idle food. A fuel food is a food that has the nutrients and energy your body needs to move forward and keep going, while an idle food only has the energy for you to move in place (or idle) for a short amount of time. * this can be a class activity or a full class lesson*

MyPlate in Motion

Goal: Further explore the five food groups and work together to build a complete plate in a short amount of time.

Materials: 1 set of activity cards (large cards), FUEL food cards (set aside IDLE food cards for this game)

- Shuffle the cards and place the stack face down (hiding the food names from view). Each student should pick one card. Instruct them not to look at the front of their card until the timer has started.
- Start the timer. Each student must scramble to find other students with cards showing the four remaining food groups to create their balanced plate (Five students total in each group). Once each group has found members representing each food group, the five students will sit down in a circle and shout "MyPlate". Stop the timer and record the winning time. The first group to sit down wins.
- Have the winning team share their MyPlate foods with the entire class for an example of a balanced meal.
- Read back the winning time. This time indicates the number of exercises the ENTIRE class will complete (exp. 37 seconds= 37 jumping jacks)
- The winning team picks the exercise the class will do (ex: jumping jacks, push-ups, sit-ups). Reshuffle, redistribute the cards and repeat.

Variation: You can now add in the idle cards and they have to find all six (6) elements of a balanced plate.

MyPlate Relay

Goal: For each team to fill their team's placemat with at least one of each of the five food groups and one idle food. There may be multiple cards within each group before the relay game ends. The game ends when one team's placemat is complete.

This is a good game to continue to introduce and talk about the different food groups and how a balanced plate is beneficial for a healthy lifestyle.

Materials: 1 full set of activity cards; 2 MyPlate placemats

- Divide students into two teams and have each team line up into single-file lines for the relay.
- Place the laminated placemats at the opposite end of the gym or classroom, one placemat in front of each relay team. (you may have more than 2 teams)
- Shuffle all the activity cards and place them face down in a stack, or face down scattered around the placemat.
- When you say go, the first student will run to the placemat, pick a card and place it on the correct food group or on the side of the placemat if it is an idle food. They will run back to the end of the relay line, initiating the next student to run. There will be duplicate food groups. The students keep adding to the pile until all five food groups and one idle food are represented.
- The first team to fill their MyPlate placemat with all five foods and an idle food wins.
- There are many variations to facilitate this relay race. Be creative!

Fuel Food, Idle Food (Twist on Red Light, Green Light)

Goal: Students will work together to move across the gym with their team quickly and correctly while reviewing fuel and idle foods.

Materials: 1 full set of Activity Cards

- Line students up shoulder to shoulder on the back wall, divided into two teams.
- Pick a finish line (ex: other side of the gym, cones across the room, etc.). These teams will move in unison towards the finish line.
- Announce how the students will move forward for this round (ex: baby steps, skipping, lunges, heel-to-toe, etc.). A different movement can be chosen for each game.
- Choose a student from each group to be the 'coach'. Have them stand at the finish line across from their team. They will be responsible for reading the cards to move their team toward the finish line.
- Shuffle the cards and split the deck in half. Give each 'coach' a deck. Have the 'coach' choose one card at a time and read the food, food group and the activity in the red bar on the left side of the card (ex: Apple is a fruit. Advance 3 lunges). The entire team will complete the activity according to the 'coach' until ALL students in the team cross the finish line. The first team to have all of its members cross the finish line wins.

I Like to Move It!

Goal: Students will think quickly on their feet as FUEL and IDLE foods are reviewed in combination with physical activity.

Materials: 1 full set of Activity Cards

- Shuffle the cards. You (the teacher) will be calling out the foods to your students for this game. The faster you go, the harder the game
- Have all students stand in a ½ circle, being sure you can see every student.
- Explain to the students that if a FUEL food is called out, they must jump with their hands in the air. If they are wrong, they must hold a squat until another FUEL food is called. If an IDLE food is called out, they must touch their toes. If they are wrong, they must hold a squat until another IDLE food is called.
- Start the game by having all students begin quick/fast feet in place.
- Turn over 1 card at a time and call out the food item on the card.
- Watch students to determine who should hold a squat each round.
- The game ends when time is called. This time will vary according to the teacher's preference.

Variation: This can also be played in a smaller space and with the small cards

Activity Cards (large card) variations:

- For PreK- 2nd: Find magazines or food pictures online. Have students cut out the pictures and glue/paste onto the backs of the cards.

Research cards (small cards) variations:

- Utilize these cards for older students who have access to cell phones or computers. Have them look up the FUEL food item on their card and list 2 (or the number of your choice) nutrients and why they are important. Have them share with the class.
- Look up nutrients and write a paragraph detailing how they are essential to your health. Give an example of a balanced meal consisting of that item.
- Other ideas: List the digestive cycle from beginning to end. How long does digestion take? Track your item through the body and tell where some of the vitamins, minerals and nutrients end up and why they are important. You can go further with this project.
- Use the numbers in the triangles in the corner to complete an activity (squats, jumping jacks, etc.) behind their chair, in a circle or outside.

