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|  | |  | | --- | |  | | Lesson: Energy Balance | |  | |
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| |  | | --- | |  | | Project Skills: | | * To be able to learn about the term calories and about the energy food gives to us. | |  | | Life Skills: | | * Identification of healthy food and knowledge of food processing. * Following directions/writing directions. * To know how to eat enough calories to maintain energy balance and not gain or lose weight. | |  | |  | |  | |  | | Grade Levels: 3-5 | |  | | Time: 30-35 Minutes | |  | | Supplies Needed: | | * Poster board for the four posters. Breakfast, lunch, snack, and dinner. | | Do Ahead: | | * Make posters with foods and their corresponding steps/money amount. | |  | | Sources/Adapted From: | |  | |  | | |  | | --- | | BackGround | | Students participating in this lesson will learn the importance of eating for energy. Students will also learn why it is important to eat within a range of energy that is right for you. Too much, and you will gain weight and begin to develop health problems. Too little, and you will lose weight and begin to develop health problems. | |  | | WHAT TO DO | | Activity 1:  Ask students about where they get their energy through the day. Is it from energy drinks or soda? All of our energy comes from our food, and to give ourselves the right amount of energy, we need to eat the right amount of calories. Calories is a fancy word for the energy you get from food! How do we know what the right amount of calories is for us? We can look it up online using many different resources, just google resting metabolic rate. | |  | |  | | **Activity 2:**  We know everyone needs energy. Some foods have more energy than others. If we eat a lot of energy from breakfast, should we eat a big meal full of lots of energy for lunch and dinner too? The best way to get our energy is to have a balance. That way we get just enough energy at the right times and we aren’t really hungry at some time of the day. | |  | | **Activity 3:**  Make 4 posters. Label them: breakfast, lunch, snack, and dinner. Each poster should have common food items you might eat at breakfast lunch snack and dinner. There should be some food items that are healthy and some that are not. Steps should be assigned to each food item. For example, eating a pop tart for breakfast might be 11 steps, while eating toast and peanut butter might be 6 steps. Students should start on one baseline of the gym and by choosing foods, they choose how many steps they take. The goal is to take enough steps to land on the baseline of the gym, not going over, and not stopping before it. | |  | |  | |  | | Talk IT OVER | | **Reflect: Was it hard to take just enough steps to land on the other end safely? Did some of you go over? Did some go under? What would be some strategies in real life you could use to make sure you don’t go over or under your energy balance?** | |  | | **Apply:** Check out what your basal metabolic rate is online at this website: <http://www.myfitnesspal.com/tools/bmr-calculator>  **Measure to see how many calories you are eating per day and if that number matches up to your BMR.** | |  | | ENHANCE/Simplify | | **Enhance for Older Children:**  Children are told that they can take five steps back, if they do 25 jumping jacks. This is like in real life. If you eat too many calories, you can exercise to burn off some of them. | |  | | **Simplify for Younger Children:**  Instead of using steps, use monopoly money and have the kids buy foods. Keep track of if kids go over or under. | |  | |  | | HELPFUL Hints:  If in a classroom students can use monopoly money and try to budget it out that way. if they spend too much on one meal, they will have to measure and ration out their remaining dollars on their other meals. Making a budget for money and food is very similar. | |  | |  | | ADDITIONAL Web LINKS:  <http://www.myfitnesspal.com/tools/bmr-calculator> | |  | |  | |  | |