



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Integrating Gender and Nutrition within Agricultural Extension Services

Nutrition Activity Sheet 5

A Goodie Bag for the Whole Family

Age:

8-12 years

Time:

80 minutes

Materials Needed:

- A bag
- 120 pictures of food
- One dish per child
- 4 Dice

Introduction

Children need to eat a variety of foods to support adequate growth, increase strength, increase brain function (do well in school), and improve health (less illness). The goal of the “Goodie Bag” activity is for children to eat balanced meals on a daily basis.

Objectives

After this lesson, children will be able to:

- 1) Identify the 3 basic groups
- 2) List foods associated with each basic group
- 3) Understand the importance of the entire family consuming these foods
- 4) Create a meal that uses food from each of the 3 basic groups

Guide

Use the table below to associate the 3 basic groups and some example foods (think about more foods too!).

Group	Examples
Energy Giving	Rice, bread, grains and cereals, roots and tubers, sugar, oil, coconut, ghee
Body Building	Meat, fish, egg, milk, lentils, nut, seeds
Body Protecting	Dark green leafy vegetables, yellow vegetables, orange vegetables, fruits

Class Activity

- I. Awareness and prompt. Use the table above to guide the discussion.
 - a. The instructor asks the children to name the 3 basic groups. (~ 5 minutes) (objective 1)
 - b. The instructor discusses the 3 food groups, the foods associated with these food groups, and the importance of consuming these foods on a daily basis.

2. Group activity. Prior to beginning the game, the instructor fills a bag with 120 pictures of foods (there could be three of the same).

There should be equal amounts of food from each of the basic groups: Energy giving, body building, body protecting.

- a. Break the children into four teams of five students each. If there are more children, break them into more teams. (~ 5 minutes).
- b. Place the bag in the front of the room. Each team should identify as a family, and appoint someone as a mother, father, brother, sister, and mother-in-law (~ 5 minutes)
- c. Give each team a die. Each family member within a team will need to roll a die once. The number they rolled will determine the number of food items they will get from the bag. For example, the “father” rolls the number 4 on the die. He will get 4 food pictures from the bag. (~ 10 minutes)
- d. Once all the team members have drawn food pictures, instruct them to lay their foods in front of them. This is their “meal” (~ 5 minutes).
- e. Ask the following questions to the teams, in which the children need to respond based on the characters they are portraying (e.g., father, mother, etc.) (~ 10 minutes):
 - Who has the most food on your team?
 - Who has the least amount of food on your team?
 - Who has food items from each of the basic groups?

(Objective 2)

- f. Explain to the children, that whether they are representing a mother, father, etc., they should all receive balanced meals. Ask the children why it is important to consume foods from the basic groups (objective 3) (~ 5 minutes)
 - g. Pass out a plate to each team member within the teams. The team must now create balanced meals for all their team members. If all the team members do not have balanced meals, the team must work with the other teams to achieve balanced meals (objective 4) (~ 15 minutes)
3. Take home and conclusion. The instructor observes each teams’ food “dishes”, and asks the following questions for everyone to respond (~ 20 minutes):
 - What are the basic food groups? (objective 1)
 - Who had to give food to a member on their team? Which food did you have to give? (objective 2)
 - Why is it important to share with your food with the rest of your team/family? (objective 3)
 - Would you share food with your own family? Why or why not?

