



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

Grade 3rd

Unit      **Food Groups/My Plate**

#### SOLs:

- 3.5 B- Identify **one food per group** to create a health meal that meets USDA guidelines.
- 3.5 E- Identify foods that are healthy sources of each macronutrient.

**Title:**      **Protein Builders**

#### Objectives/ Goals:

[Students are learning about the protein food group and why our bodies need protein]

- Students will learn that protein is one of the 3 energy sources that our bodies need (macronutrients).
- Foods in the protein group are all high in protein, but some foods in other groups like dairy have strong protein content also. Students will be able to provide examples of foods high in protein.
- Students will learn that protein is needed to build muscle, along with other important functions in the body.

#### Materials:

[Equipment and Set Up]

- Food cards- set face up in 1 corner of the gym- Try to include as many foods as you can from the protein group, but also put in a few high protein dairy items and some others like fruits that have little to no protein content.
- Foam bricks- in another corner- need as many as possible
- Hula hoops- 1 per group of 3-5 students

## **Procedure:**

### **Intro-** Discussion should cover:

- Protein is one of 3 macronutrients (primary energy sources for our body).
- Protein is needed to build muscle, repair tissue and make enzymes. Protein consumption + strength exercises lead to muscle growth.
- All foods in the protein group are great sources of protein. Foods in this group include: meat and fish, nuts, beans, seeds.
- Some foods from other groups, like dairy and some vegetables also make good protein sources.
- It is important to choose proteins carefully. Some, like animal meats and high fat dairy contain a lot of saturated fat. It is important to get at least some of your protein from other sources like nuts, seeds, beans, peas and seafood.

### **Description-**

Students must do 10 reps of a muscular strength or muscular endurance exercise. When they complete their exercise, they earn a trip to the grocery store where the food cards are. Students may select 1 card per trip. For every 10 grams of protein (I always round up) they earn, they get to trade it for a brick (grams of protein per serving are listed on the cards). The bricks stand for muscle. The object is to build the largest “muscle” in their space using the bricks. Exercise plus protein consumption builds muscle.

Extension: Limit students to 1 meat product per person. Challenge them to seek out alternative protein sources lower in saturated fat.

### **Closure-**

- What does our body use protein for?
- Name foods in the protein group
- Name a few foods from other food groups that are also high in protein

## **Assessments, References & Sources:**

### **Resources:**

- <https://www.webmd.com/men/features/benefits-protein#1>
- <https://www.choosemyplate.gov/protein-foods>

### **Assessments:**

Use the exit slip found below. The “My Plate” assessment is also designed as a culminating assessment for the unit.

Lesson Created by Tommy Landseadel and Luke Noble

In class today, we learned about proteins. Please answer the following question:

List 3 foods that are a healthy source of protein:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_