The teacher may review daily serving requirements and the food categories on the nutrition labels so students can analyze components of healthy verses unhealthy food.



The teacher may review the different food categories and discuss the components of "My Plate" so students can determine what types of food they should be eating to stay healthy.



The teacher may pose the question "Do you know what it means when I say, calories in verses calories out?" so students can synthesize the relationships between caloric intake and calorie expenditure through exercise.



The teacher may show examples of various activities (e.g. jump rope, sit and reach, sit ups, push-ups, ) so students can analyze the different components of fitness in order to make connections to the F.I.T.T Principle. (e.g. muscular strength, muscular endurance, cardiovascular endurance, flexibility)



The teacher may show a video that analyzes a nutritional food label so students can draw conclusions about the important components of a nutrition food label.



You and 2-3 of your fellow peers have become stranded as "Nutrition Castaways" on an island with no food. Your mission is to swim (e.g. on their stomachs, students will use their arms and legs to move on a scooter) to Nutrition Island and collect various food items that will create healthy meals (e.g. breakfast, lunch, dinner). Sharks will use the same scooter skill while tagging castaways who are swimming to Nutrition Island. All students will run one lap around the gym as an exercise component.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.