



TRACKS Lesson Plan

MyPlate

Build a Healthy Plate

Grades 5-8

I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating from each food group each day

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Plan strategies for performing health-enhancing practices.

II. Pennsylvania Educational Standards:

- A. 11.3 Food Science and Nutrition
- B. 1.6 Speaking and Listening
- C. 10.1 Concepts of Health
- D. 10.2 Healthful Living

III. Outcomes:

- A. Students will identify MyPlate food groups and examples of foods from each group.
- B. Students will explain the importance of consuming foods from each food group every day.
- C. Students will identify nutrient-dense foods and foods high in empty calories from solid fats and added sugars.
- D. Students will explain the health risks associated with consuming a diet high in calories, SoFAS, and sodium
- E. Students will describe the importance of daily physical activity.

IV. Materials:

- A. Visuals- MyPlate poster
- B. Handouts: *"Get to Know MyPlate Food Groups"*, *"MyPlate"* information sheet (tear-off tablet from Learning Zone Express), *"Build a Healthy Plate"*
- C. Optional handouts- *"Fruit and Vegetable Word Scramble"*, *"Fruits and Vegetables"* worksheet
- D. Alternate Activities: MyPlate hanging felt chart and food model pictures, MyPlate Bingo
- E. Supplies: Pencils
- F. Reinforcement- MyPlate magnet (or any other appropriate reinforcement)

- G. Hand-wipes
- H. Food Tasting – String cheese (Sub: whole Wheat Crackers and cheese)
- I. Caregiver Newsletter: MyPlate
- J. Extension lessons for teacher

V. Procedure:

A. Introductory:

1. Lesson Introduction
 - a. *Introduce the Eat.Right.Now program and the educator presenting the topic.*
 - b. *Explain that today the students will be learning how to eat healthfully according to MyPlate. They will learn what foods are in each food group and how to use MyPlate to build a healthy meal.*
2. *Review previous lesson, if applicable*
3. *Ask students: Why is a healthy diet important? Discuss responses*
 - a. *A healthy diet can help to manage weight and reduce the risk of overweight and obesity.*
 - b. *Ask students: What are the health risks associated with being overweight or obese? Overweight and obesity can cause an increased risk for chronic diseases such as Type 2 diabetes, heart disease, and high blood pressure.*
 - c. *A healthy eating pattern is important to establish as a daily habit now because the earlier in life you begin to make healthier food choices, the lower your risk for being overweight or obese and having adult chronic diseases*
4. Icebreaker
 - a. *Distribute copies of “Get to Know MyPlate Food Groups” worksheet to each student. Ask the students to see if they can write the foods listed at the bottom of the page in the correct food groups. Explain that the “Empty Calories” column would consist of foods with solid fats and added sugar and few other nutrients, and that we want to limit our intake of these foods.*
 - b. *After students complete the activity, go over the answers with the class.*
 - c. *This activity can also be completed as a contest. The first student who writes all the foods in the correct groups wins a prize.*
5. Alternate Icebreakers:
 - a. “Fruit and Vegetable Word Scramble “
 - b. “Fruits and Vegetables” worksheet

B. Developmental:

1. *Hang MyPlate poster on available chalkboard or bulletin board. Distribute copies of “MyPlate” handout.*
2. *Ask Students: What is MyPlate? What does it show us? Discuss responses.*
3. *MyPlate is a tool that reminds us how to eat healthfully. It shows the five food groups and how they can be arranged on your plate to build a healthy meal. MyPlate can help you visualize what foods and how much to eat at each meal.*
4. *Discuss each food group in more detail. Explain why it is important to consume foods from each food group. Use handout as a guide for discussion.*
 - a. *Grains: Make half at least your grains whole*
 - b. *Fruits and Vegetables: Make half your plate fruits and vegetables*

- c. Dairy: Switch to skim (fat-free) or 1% milk
 - d. Protein – Vary your protein food choices
5. Physical Activity
- a. Choose activities you like to do to build up 60 minutes every day of exercise.
 - i. *Have students brainstorm different sports/activities/exercises they like to do.*
 - ii. There are many different kinds of exercise:
 - Aerobic – breathe hard, strengthens your heart
 - Muscle strengthening – weight lifting, push ups
 - Bone strengthening – weight bearing and jumping moves
 - Balance and flexibility – yoga and martial arts reduce risk of injury
 - b. Physical activity is a great way to maintain a healthy weight, make new friends and reduce your risk of developing chronic diseases later in life.
6. Key Messages: *Use the back of the handout (the side titled “Build a Healthy Plate”) to guide a discussion about the MyPlate Key messages.* There are several key messages that go along with MyPlate based on the 2010 Dietary Guidelines for Americans. The messages are grouped into three areas where you can start making changes to work toward a healthy diet and lifestyle.
- a. Balancing Calories
 - i. Enjoy your food, but eat less
 - ii. Avoid oversized portions
 - b. Foods to Increase
 - i. Make half your plate fruits and vegetables
 - ii. Make at least half your grains whole grains
 - iii. Switch to fat-free or low-fat (1%) milk
 - c. Foods to Reduce
 - i. Cut back on foods high in solid fats and added sugars (SoFAS), and salt (sodium)
 - Added sugars and fats load foods with extra calories you don’t need. Too much sodium may increase your blood pressure.
 - *Ask students to name examples of foods containing solid fat, added sugar, or sodium.* Examples include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.
 - ii. Compare sodium in foods like soup, bread, and frozen meals, and choose the foods with lower numbers.
 - iii. Drink water instead of sugary drinks.
7. Activity: Build a Healthy Plate
- a. *Distribute copies of “Build a Healthy Plate” worksheet to students. Read directions and explain that students will fill in the names of the food groups and draw lines on the plate in the correct place. Then in each section they will write the name of a food that they could eat from that food group as part of a healthy meal. Remind students that they are trying to make a meal, so they should choose foods that they would eat together in one meal.*
 - b. *When students complete the worksheet, have a few volunteers share the foods they chose to make a healthy meal.*

8. Alternate Activity: Build a Healthy Plate using MyPlate Felt Chart
 - a. *Hang green felt square with empty plate on an available board. Ask for student volunteers to stick the colored felt sections that represent the food groups on the plate in the correct place. Then have volunteers stick the food group name cards on the correct groups.*
 - b. *Arrange food model cards on an available desk or table. Have student volunteers pick one food from each food group and stick them on the felt on the correct food groups to build a healthy meal.*
9. Alternate Activity: MyPlate Bingo

VI. Conclusion:

- A. *Distribute hand wipes.*
- B. *Provide each student with a food tasting and encourage him or her to make small changes in his or her diet now. Explain why the food is a healthy option.*
- C. *Distribute the reinforcement, read the message and/or explain the reason why they are receiving the reinforcement.*
- D. *Distribute caregiver newsletter*
- E. *Thank the students for their participation and answer any questions the students may have.*

VII. Extension Lessons:

- A. Food for Thought- MyPlate Tracker
- B. Food for Thought- What is It?
- C. Fruits and Vegetables- MyPlate Challenge



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Get to Know MyPlate Food Groups

Name _____ Date _____

Directions: Look at the list of foods below and write them in the correct food group.

Grains	Vegetables	Fruits	Dairy	Protein Foods	Empty Calories

- | | | | | | |
|---------------|----------------|-----------------|--------------|----------|--------------|
| Tomato | Soda | Spinach | Candy Bar | Kool-Aid | Oatmeal |
| Peanut Butter | Pudding | Tortilla | Potato Chips | Cereal | Sweet Potato |
| Kiwi | Chocolate Milk | Zucchini | Corn | Raisins | Strawberries |
| Yogurt | Salmon | Cheddar Cheese | Black Beans | Toast | Mayonnaise |
| Rice | Mango | Grilled Chicken | Orange Juice | Eggs | Butter |



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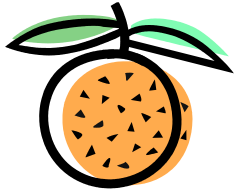
Build a Healthy Plate

Directions: Write the names of the food groups on the plate in the correct place and draw lines to show how much of each group to eat. Then in each section write the name of a food you could eat from that group to build a healthy meal.



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Fruit & Vegetable Word Scramble



Unscramble the letters below to make fruits or vegetables. The person with the most correct will win a prize.

1. ryerch _____
2. aoomtt _____
3. goman _____
4. iealepppn _____
5. nanaba _____
6. achspin _____
7. colibroc _____
8. plganteg _____
9. yberblreu _____
10. uoaaecntlp _____
11. plape _____
12. orartc _____



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Fruits and Vegetables

Directions: Think of as many fruits and vegetables as you can. Write them in the correct column according to their color.

Red	Orange	Blue and Purple	Green	White



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