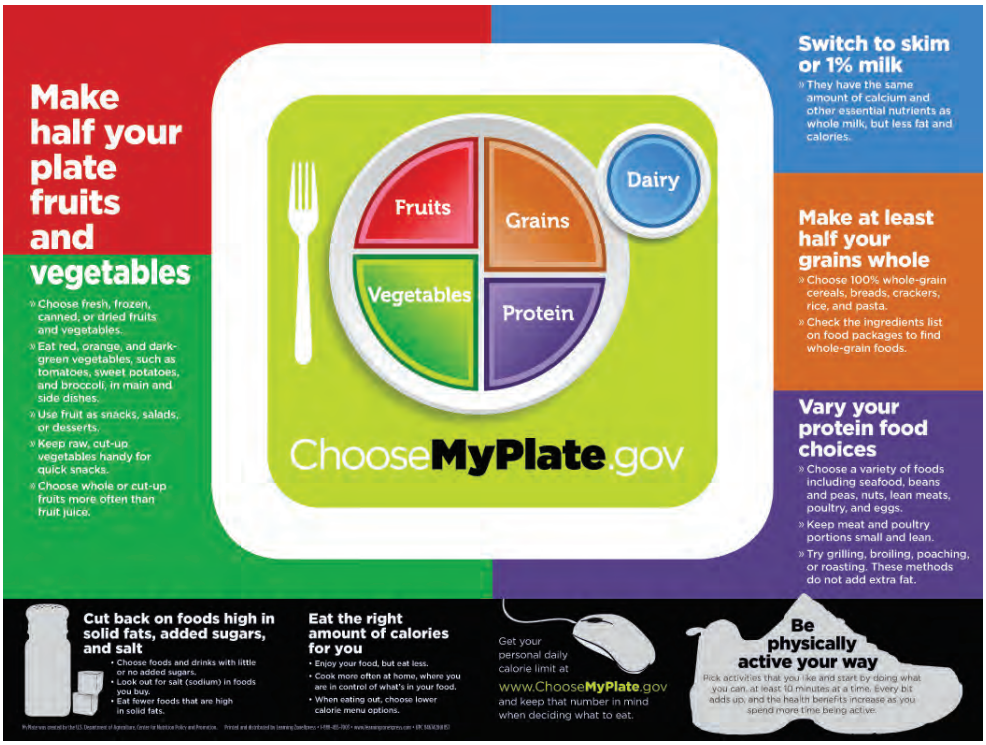

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USDA MyPlate Poster
18" x 24" Laminated
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Price: $14.95

Empowering Kids to Choose MyPlate Lesson Plan

National Health Education Content Standards:

- 2. Students will demonstrate the ability to access valid health information and health promoting products and services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- 6. Students will demonstrate the ability to use goal-setting and decision-making stills to enhance health.

A Note for the Teacher:

This lesson plan is designed to help you assist students in making healthy eating choices using the new MyPlate icon. You can choose to do the lesson in one day or stretch it out over several days. It is also designed to be adaptable for grades K-5, so choose the activities that best match the grade level you teach. A family letter is included to clue families in to the simplicity and importance of making healthy eating choices.

The MyPlate icon is divided into four portions with a glass on the side for dairy. Each section is described briefly in the poster above.

Through this lesson, students will learn practical ways to implement these suggestions. The lesson will be divided into the following categories:

- Intro to MyPlate
- Make Half of Your Plate Fruits and Vegetables
- Make at Least Half Your Grains Whole
- Vary Your Protein Food Choices/Switch to Fat-Free or Low-Fat Milk
- Be Physically Active Your Way

Additional resources include:

- Printable MyPlate images (black and white and color)
- Games and activities for students
- After-lesson assessments

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Intro to MyPlate

You will need:

- ✓ **A colored MyPlate printout**
- ✓ **A black and white MyPlate printout for each student**
- ✓ **Crayons/markers/colored pencils for students**

Directions:

- » Briefly introduce MyPlate. Emphasize the importance of eating a variety of healthy foods and how easy it can be.
- » Show the students the colored printout of MyPlate. Point out each section and, depending on the grade level you are working with, have the students identify the colors and or labels of each section.
- » **For Younger Students:** Instruct them to color their plate one section at a time as you name each section. As they color, have them take turns listing foods that fit in that category. After they finish coloring, have them write or draw three foods that belong in each section.
- » **For Older Students:** Instruct them to color their plate and then label the categories. Partnering up with other students, they will list at least ten foods that fit in each category. Then have them come back to the whole group and discuss the foods they listed.

ACTIVITY: ChooseMyPlate.gov

- » Have students visit the website www.ChooseMyPlate.gov and select the "Get a Personalized Plan" option. Have them enter their personal information and print off the computer's calculations for their daily food needs. Encourage students to keep this printout and take it home to show their parents. Younger students will need assistance with entering their information and understanding the results.
- » **Variation:** Do a sample for the class on your computer screen or SmartBoard. Have the students complete their Personalized Plan at home.

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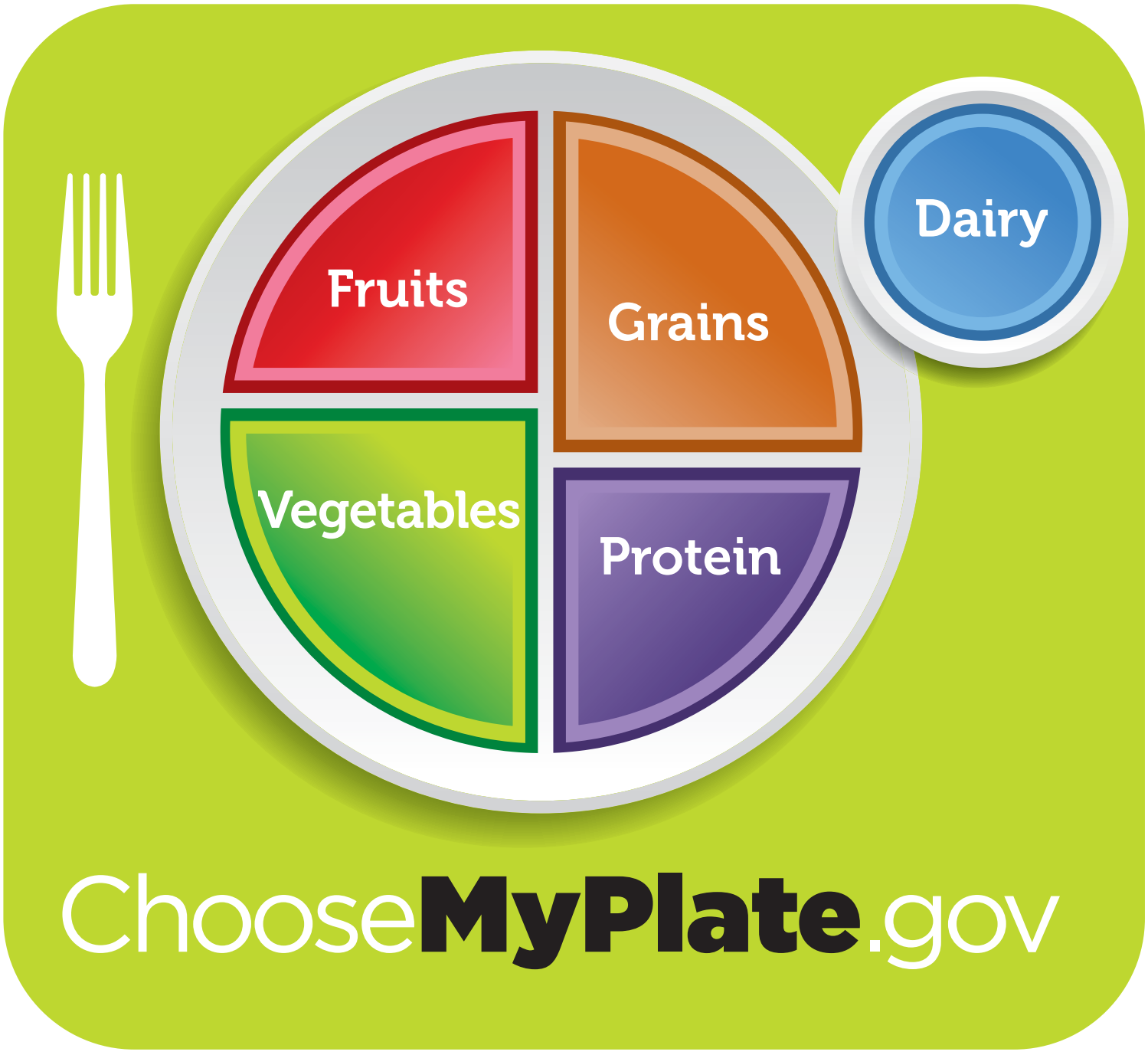

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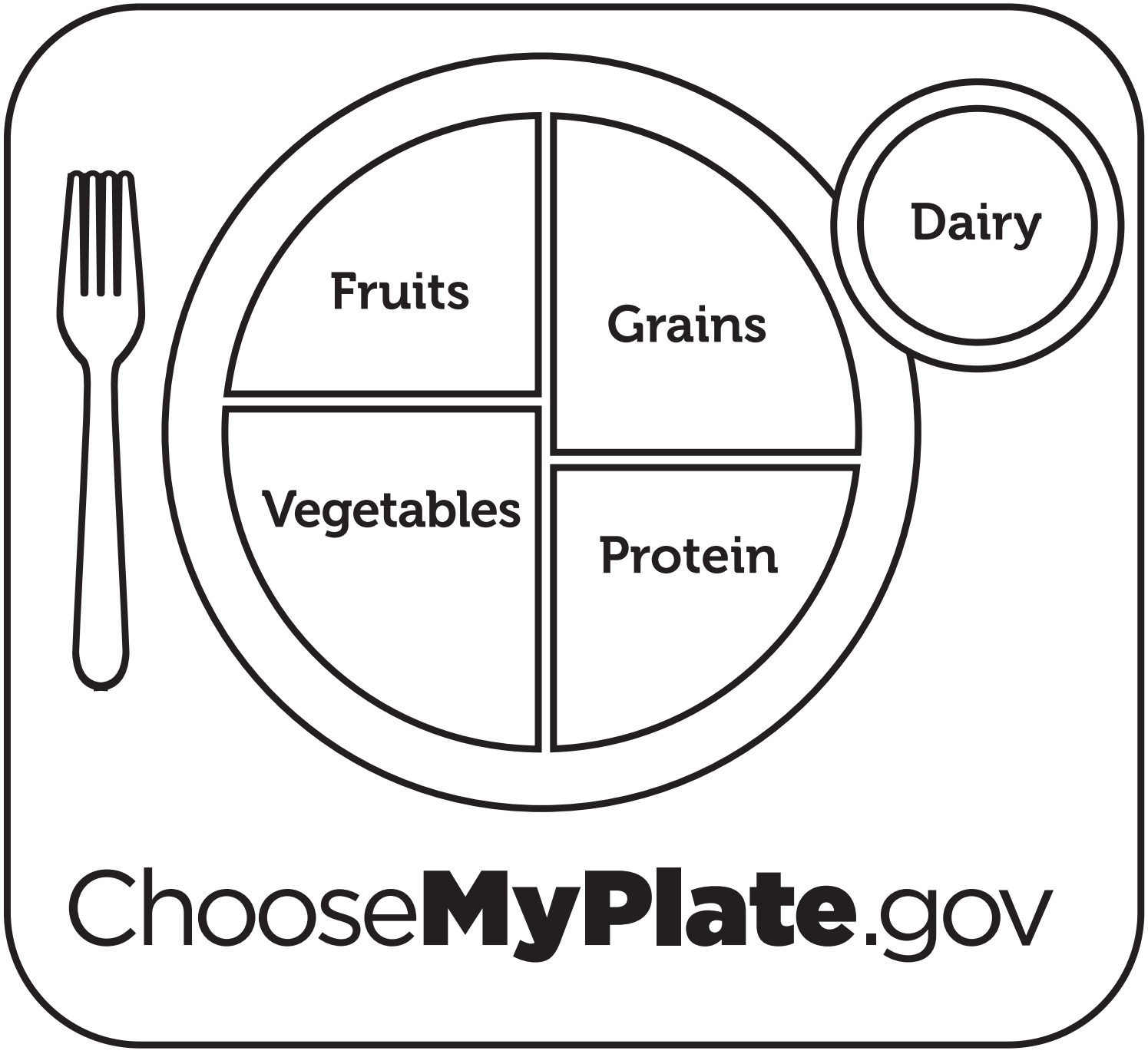

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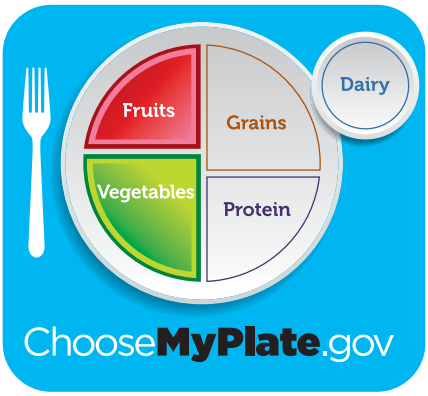
Make Half of Your Plate Fruits and Vegetables



Directions:

Start with a class discussion. Have each student list his or her favorite fruit and vegetable. Ask the students how much of their plates are normally taken up by fruits and veggies. Ask them how they feel about trying new fruits and vegetables. What could make it easier?

List and discuss the following tips:

- Choose fresh, frozen, canned, or dried fruits and vegetables. *(Which forms are the best?)*
- Eat red, orange, and dark green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes. *(What are some examples of dishes you like that include these foods?)*
- Use fruit as snacks, salads, or desserts. *(Why is fruit a good dessert choice?)*
- Keep raw, cut-up vegetables handy for quick snacks. *(List some veggies you could use for this.)*
- Choose whole or cut-up fruits more often than fruit juice. *(Why is this a good idea?)*
- Check juice labels to ensure that they are 100% juice.

ACTIVITY: Crazy Colors

You will need:

- ✓ ***Crazy Colors*** **worksheet for each student, timer**

Directions:

- Set a timer for 1 minute, 2 minutes, or whatever amount fits the needs of the students. Instruct the students to list as many fruits and vegetables as they can for each color (you may decide to have students work in pairs for this). When the timer sounds, have the students count how many foods they came up with for each color. The person or group with the most foods listed wins.
- **Variation (older students):** Have each group tell the class the foods they recorded. If another group has the same foods, they must cross them off. The winning group is the one with the most foods left on the list.
- **Variation (younger students):** Draw the foods under each color heading.

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Crazy Colors Worksheet

Green	White	Red	Yellow/Orange	Blue/Purple

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Crazy Colors

Green	White	Red	Yellow/Orange	Blue/Purple

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Crazy Colors Worksheet Key

Green	White	Red	Yellow/Orange	Blue/Purple
Artichokes	Bananas	Beets	Apricots	Black currants
Arugula	Brown pears	Blood oranges	Butternut squash	Black salsify
Asparagus	Cauliflower	Cherries	Cantaloupe	Blackberries
Avocados	Dates	Cranberries	Carrots	Blueberries
Broccoflower	Garlic	Guava	Golden kiwifruit	Dried plums
Broccoli	Ginger	Papaya	Grapefruit	Eggplant
Broccoli rabe	Jerusalem artickoke	Pink grapefruit	Lemon	Elderberries
Brussel sprouts	Jicama	Red grapefruit	Mangoes	Grapes
Celery	Kohlrabi	Pomegranates	Nectarines	Plums
Chayote squash	Mushrooms	Radicchio	Oranges	Pomegranates
Chinese cabbage	Onions	Radishes	Papayas	Prunes
Cucumbers	Parsnips	Raspberries	Peaches	Purple Belgian endive
Endive	Potatoes	Red apples	Persimmons	Purple potatoes
Green apples	Shallots	Red bell peppers	Pineapples	Purple asparagus
Green beans	Turnips	Red chili peppers	Pumpkin	Purple cabbage
Green cabbage	White corn	Red grapes	Rutabagas	Purple carrots
Green grapes	White nectarines	Red onions	Sweet corn	Purple figs
Green onion	White peaches	Red pears	Sweet potatoes	Purple grapes
Green pears		Red peppers	Tangerines	Purple peppers
Green peppers		Red potatoes	Yellow apples	Raisins
Honeydew		Rhubarb	Yellow beets	
Kiwifruit		Strawberries	Yellow figs	
Leafy greens		Tomatoes	Yellow pears	
Leeks		Watermelon	Yellow peppers	
Lettuce			Yellow potatoes	
Limes			Yellow summer squash	
Okra			Yellow tomatoes	
Peas			Yellow watermelon	
Snow peas			Yellow winter squash	
Spinach				
Sugar snap peas				
Watercress				
Zucchini				

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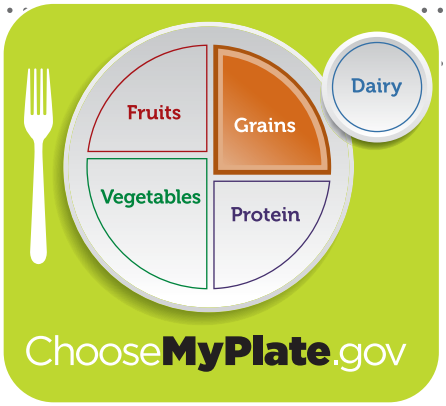
Make At Least Half Your Grains Whole



You will need:

- ✓ **Visual of a whole grain**
- ✓ **Food labels from various foods—some containing whole grains and some not**

Directions:

- » Begin by asking the students to name some grains. *(Wheat, corn, barley, oats, rice, etc.)*
- » Explain that every grain that grows is a whole grain in its original form. A whole grain is made up of three parts. (Show the visual of a whole grain). Each of the three parts contains important components for our nutrition. The bran is the outer shell of the grain which protects the seed. It has fiber and B vitamins. The endosperm is in the middle of the grain and provides carbohydrates and protein which give us energy. The germ is the inner part of the grain that sprouts when the grain is planted. It has antioxidants, vitamin E and B vitamins and healthy fat. Emphasize that at least half of the grain choices we make should be whole grain.
- » The difference between whole grains and refined grains is that whole grains include all three parts of the grain and refined grains have been stripped, leaving only the endosperm portion of the grain.
- » **Variation (younger students):** With students, make a list of grains.

  Explain that grains are a part of a special type of a plant. (If possible, have a corn cob, wild rice plant, or wheat sheaf to share with students.) A whole grain is the entire grain. A whole grain is made up of three parts. (Show the visual of a whole grain.) There is the outside part (shell), the middle part that gives the new plant energy, and the inside part that becomes the new plant. When we eat foods with grains in them – bread, cereal, rice, pasta – at least half of it should have the whole grain in it. For example, when we eat whole grain bread, there are all three parts of the grain in the bread. But, when we eat white bread, only the middle part of the grain is in it.

ACTIVITY: Read Food Labels

For Older Students:

- » Divide the students into groups of 3-5 and give each group a food label. Allow a couple of minutes for the students to look at the labels. Then ask each group to tell whether or not their food contains whole grains or not and how they can tell.

For Younger Students:

- » Bring in a small sample of refined white flour and a small sample of whole wheat flour. After explaining the difference between whole and refined grains, have the students observe any difference they see between the two samples. Then, have students take turns feeling the textures of the two flours. Finally, ask students to describe any differences they feel or see.

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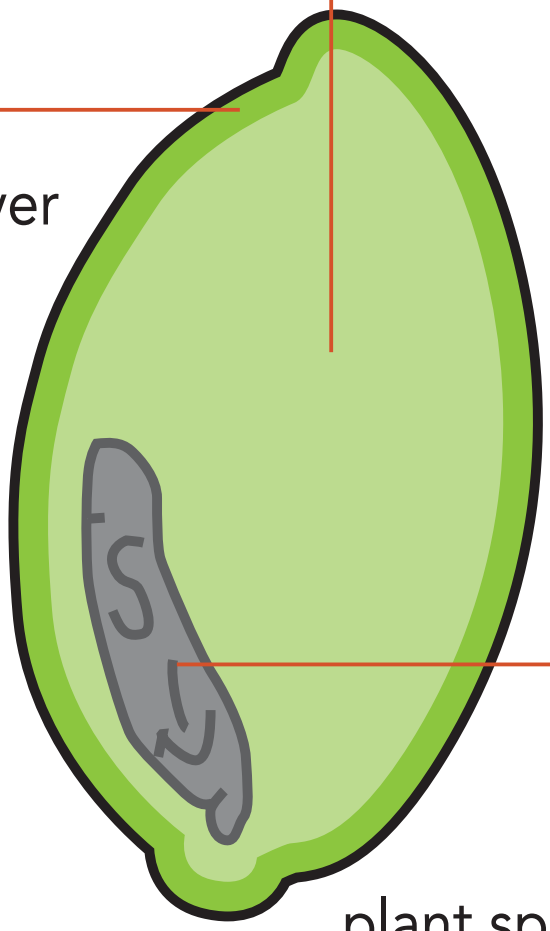
THE Whole Grain Kernel

Endosperm

The bulk of the kernel that contains small amounts of vitamins and minerals. Refined grains contain mostly endosperm.

Bran

This outer layer of the grain kernel is rich in fiber.



Germ

This inner layer is where a new plant sprouts. The germ is rich in nutrients.

"100%" whole grain uses all 3 parts

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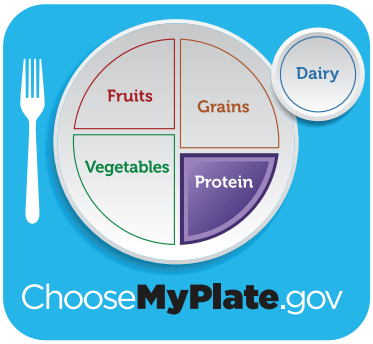
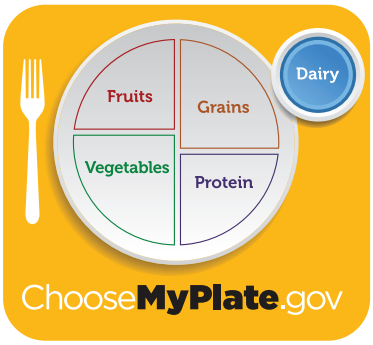
Vary Your Protein Food Choices/Switch to Fat-Free or Low-Fat Milk

Directions:



- Begin by telling students that protein is necessary for building strong muscles and body tissues and that it helps sustain energy so that we do not tire as quickly. There are many sources of protein—meat and non-meat. It is important to eat from a variety of protein sources. Protein portions should be small and lean (not fatty).
- Explain to students that dairy products contain calcium—a nutrient that helps build strong bones. Using fat-free (skim) or 1% milk still gives a person the same amount of calcium as 2% or whole milk but with less fat and fewer calories.
- Draw a T-chart on the board or a large piece of paper. Label one side protein and the other dairy. Have students list as many foods as they can think of that would fit in each of those categories. Then have volunteers circle the healthiest choices (i.e. grilled or broiled meats, low fat or fat-free dairy products).



ACTIVITY: One of These Foods Doesn't Belong

You will need:

- ✓ **A copy of *One of These Foods Doesn't Belong* sheet for each student**

Directions:

- Instruct students to put an X through the food in each row that would not be a healthy source of protein

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One of These Foods Doesn't Belong

We have many choices when it comes to including protein and dairy in our diets. Each row below lists some choices of either protein or dairy sources. Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

milk	rice	string cheese	yogurt	These foods are examples of: **Protein** **Dairy**
grapes	fish	black beans	lean deli ham	These foods are examples of: **Protein** **Dairy**
egg	tofu	corn	sunflower seeds	These foods are examples of: **Protein** **Dairy**
low-fat frozen yogurt	cheddar cheese	low-fat cottage cheese	hummus	These foods are examples of: **Protein** **Dairy**

Write or draw your answers to the following questions:

What is your favorite healthy source of protein?	What is your favorite healthy source of dairy?

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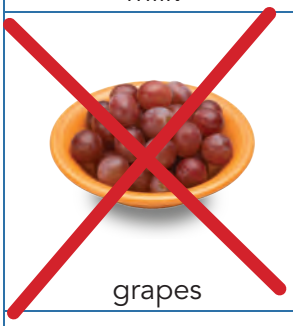
One of These Foods Doesn't Belong KEY

We have many choices when it comes to including protein and dairy in our diets. Each row below lists some choices of either protein or dairy sources. Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

milk	rice	string cheese	yogurt	These foods are examples of: **Protein** **Dairy**
 grapes	fish	black beans	lean deli ham	These foods are examples of: **Protein** **Dairy**
egg	tofu	corn	sunflower seeds	These foods are examples of: **Protein** **Dairy**
low-fat frozen yogurt	cheddar cheese	low-fat cottage cheese	hummus	These foods are examples of: **Protein** **Dairy**

Write or draw your answers to the following questions:

What is your favorite healthy source of protein?	What is your favorite healthy source of dairy?

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Be Physically Active Your Way

Directions:

- Begin by listing several activities like walking, swimming, gardening, jumping, skipping, etc. and ask the students what those things are examples of (physical activity). Explain to the students that physical activity is a very important part of staying healthy. The energy we get from food is used when we are active.
- Most children and adolescents need 60 minutes of physical activity each day. Ask the students to share their favorite ways to be physically active. Then have them list some ways that families can be active together.

ACTIVITY: MyPlate Relay

You will need:

- ✓ **One set of food and activity cards cut out for each relay line**
- ✓ **One bowl or basket per relay line**
- ✓ **One MyPlate printout per line**

Directions:

- Print out the number of food and activity card sets you need. *(1 per team)*
- Divide the students into even teams (at least 2) and have them line up behind a starting line. Place one basket at the starting line for each team. The cards should be placed in the starting line basket. The MyPlate printout should be placed at the finish line for each team.
- Students line up single file behind the basket. The first child draws a card and does the activity listed on it (running, walking, skipping, crab walking, etc.) to get to the finish line. He or she then places the card on the corresponding part of the plate (i.e. grilled chicken on purple protein section). The child runs back to the starting line and tags the next player. The team that finishes first and has their cards on the right parts of the plate wins.

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	jump carrots		skip whole-wheat bread
	crab walk peaches		gallop milk
	tip-toe grilled chicken		crawl egg
	spin spinach		hop on two feet grapes
	hop on one foot cheese		dance eggplant

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	sway squash		roll sunflower seeds
	walk whole-wheat pasta		run watermelon
	walk heel-to-toe peanut butter		walk backwards low-fat yogurt
	take giant steps red pepper		grape-vine walk sweet potato
	duck-walk brown rice		wheelbarrow-walk (with a friend) fish

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Review Activity:

Create MyPlate

You will need:

- ✓ **A white paper plate for each child**
- ✓ **Markers, crayons, colored pencils**
- ✓ **Magazines with food pictures, scissors, glue**

Directions:

- » Have the students use a black marker or crayon to divide their plate into four sections as you model this on the board.
- » Instruct the students to build a healthy plate for themselves by following the MyPlate guidelines of making half the plate fruits and veggies (make sure they include both fruits and veggies), making half the grains whole, varying the protein choices, and using skim or 1% dairy choices.
- » Students can draw the foods and label them or cut out and glue on magazine pictures. When everyone is finished, have each child share his or her plate with the class and explain why he or she chose those particular foods. Then have him or her give one example of an enjoyable physical activity.

Final Assessment Grades K-2:

You will need:

- ✓ **MyPlate black and white handout for each child (labeled)**

Directions:

- » Guide students through this activity by pointing to and naming each section of the plate. When you name a section, instruct the students to draw a food that would fit in that section. They can also label the food if they are able to write.
- » On the back of the paper, have the students draw a physical activity that they enjoy doing.

Final Assessment Grades 3-5:

You will need:

- ✓ **MyPlate black and white handout for each child (NO labels)**

Directions:

- » Instruct the students to label each section of the plate and list a minimum of 5 foods that would fit in each section.
- » On the bottom of the page, have the students list 3 physical activities that they enjoy.

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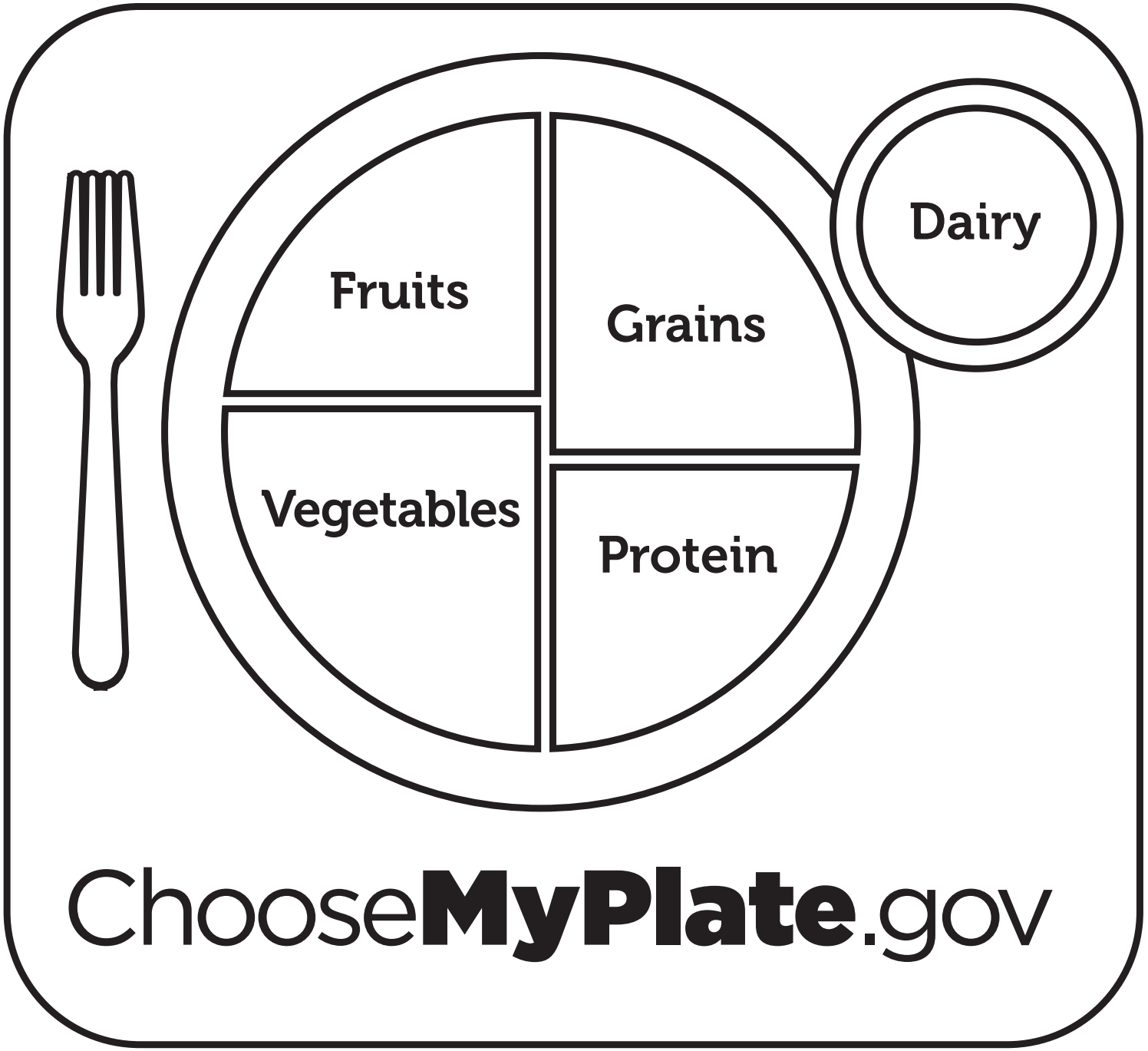
MyPlate Final Assessment

(Grades K-2)



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MyPlate Final Assessment

(Grades 3-5)

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Goal Setting

You will need:

- ✓ **One *Goal Setting* sheet for each student**

Directions:

- » Instruct the students to write down two goals that they want to work on in regards to healthy eating and activity (i.e. eat more green veggies, play outside instead of watching TV, etc.). Collect the papers.
- » After one week, hand the papers back and have the students fill out the response questions. Discuss as a class how everyone did with their goals.
- » **Adaptation:** Younger students may need to simply verbalize their goals while the teacher fills in the blanks. Or this could simply be a class discussion for younger children.

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Goal Setting Worksheet

Now that you have learned a little more about MyPlate and making healthy food and activity choices, it's time to come up with some personal goals to help you stay healthy. Fill in the blanks with your goals.

Healthy Eating Goal

This week I plan to_____

Physical Activity Goal

This week I plan to _____

Response questions (to be completed after one week)

1. On a scale of 1-5 (1 being unsuccessful and 5 being very successful), how would you rate your success with your healthy eating goal?

1 2 3 4 5

2. On a scale of 1-5 (1 being unsuccessful and 5 being very successful), how would you rate your success with your physical activity goal?

1 2 3 4 5

3. What changes or additional goals do you plan to put in place for next week?

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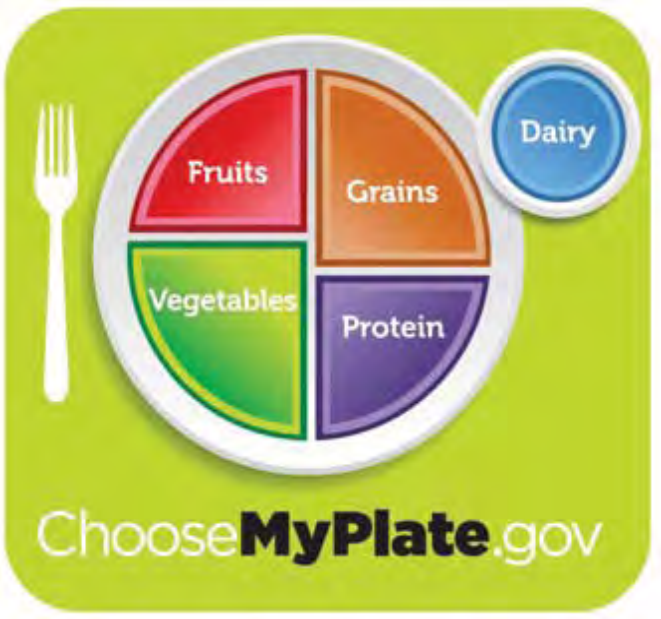
Dear Families,

In June of 2011, the USDA unveiled a new icon to help people make healthy eating choices. It is called MyPlate. Healthy eating is an important part of every person's life, and this week your child will have the opportunity to learn more about making those healthy choices. We will be covering the main parts of the MyPlate icon (fruits and vegetables, grains, protein, and dairy) as well as the importance of physical activity.

Students will visit the www.ChooseMyPlate.gov website and do many activities to reinforce the importance of healthy food choices. Your child will be bringing home a visual of MyPlate as well as some recipes that might be fun to try at home.

You are invited to visit www.ChooseMyPlate.gov to learn more about this great educational tool. Happy healthy eating!

Sincerely,



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