**MyPlate**  
*Build a Healthy Plate*  
*Grades 5-8*

**I. Lesson Objectives:**
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 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.

**II. Behavior Outcomes:**
A. Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products.  
B. Maintain appropriate calorie balance during each stage of life.  
C. Limit foods high in fat, sodium and added sugar.

**III. 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  
E. 10.4 Physical Activity

**IV. Materials:**
A. MyPlate poster  
B. Handouts: “APPetite for Health” workbook (pages 4-7) OR “MyPlate” information sheet (tear-off tablet from Learning Zone Express), “Get to Know MyPlate Food Groups” worksheet, “Build a Healthy Plate” worksheet (for 7th & 8th grade)  
C. Optional Handouts: “Fruit & Vegetable Word Scramble”, “Fruits and Vegetables” worksheet  
D. Alternate Activities: MyPlate pocket chart and food model pictures, MyPlate Bingo  
E. Reinforcement that conveys the appropriate nutrition message  
F. Hand wipes  
G. Food Tasting and any necessary supplies  
H. Ten Tips Fact Sheet: Choose MyPlate (available from: [http://choosemyplate.gov/healthy-eating-tips/ten-tips.html](http://choosemyplate.gov/healthy-eating-tips/ten-tips.html)) or other appropriate fact sheet
V. Procedure: Text in italics are instructions for the presenter, non-italicized text is the suggested script.

A. Introductory:

1. Lesson Introduction:
   a. Introduce yourself and the nutrition education program/organization presenting the lesson.
   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. Icebreaker:
   a. Ask students: Why is a healthy diet important? Discuss responses.
   b. A healthy diet can help to manage weight and reduce the risk of overweight and obesity.
   c. Ask students: What are the health risks associated with being overweight or obese? Discuss responses. Overweight and obesity can cause an increased risk for chronic diseases such as Type 2 diabetes, heart disease, and high blood pressure.
   d. 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.

3. Optional Icebreaker: Distribute copies and have students complete “Fruit & Vegetable Word Scramble” or “Fruits and Vegetables” worksheet.

4. Distribution of workbooks:
   a. If using “APPetite for Health” workbooks, distribute one book to each student.
   b. Explain: Each “APP” in the book represents a different nutrition topic that we will learn about. For each topic/app you will learn about simple changes that you can make to your diet or physical activity habits.
   c. Have students write their names on the front cover of their books, then open to page 4. Review the name of the app for today’s lesson, “Build a Healthy Plate” and the “Highlights” box at the top of the page.

B. Developmental:

1. Hang MyPlate poster on available chalkboard or bulletin board. Refer to page 4 in workbook, “Build a Healthy Plate”, or distribute copies of “MyPlate” handout.


3. Have students read each bullet point out loud and discuss each point or discuss the points below.
   a. MyPlate is a tool that reminds us how to eat healthfully.
   b. It shows the five food groups and how they can be arranged on your plate to build a healthy meal.
   c. MyPlate can help you visualize what foods and how much to eat at each meal.

4. Discuss each food group in more detail. Use workbook or handout as a guide for discussion. Refer to the MyPlate poster as needed while explaining each food group. Explain: It is important to consume foods from each food group every day.
   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. Discuss the importance of physical activity.  
a. Physical activity is also an important part of staying healthy.  
b. Choose activities you like to do to build up 60 minutes of exercise every day.  
c. Have students brainstorm different sports/activities/exercises they like to do.  
d. 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: Refer to page 5 in workbook, “Choose MyPlate”, or 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 current 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)  
      a) Added sugars and fats load foods with extra calories you don’t need. Too much sodium may increase your blood pressure.  
      b) 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: Get to Know MyPlate Food Groups (all grades)  
a. Have students turn to page 6 in their workbooks or distribute copies of “Get to Know MyPlate Food Groups” worksheet to each student.  
b. Review the instructions with the class. Ask the students to see if they can write the foods listed at the bottom of the page in the correct food groups. Explain: “Empty Calories” are foods with solid fats and added sugar and few other nutrients, and we want to limit our intake of these foods.  
c. After students complete the activity, go over the answers with the class. Discuss any foods that the students were unsure about and how the foods are categorized into their food groups. For example, mayonnaise, butter, eggs, peanut butter, and tomato are often difficult for students to categorize correctly.  
d. This activity can also be completed as a contest. The first student who writes all the foods in the correct groups wins a prize.
8. Activity: Build a Healthy Plate (7th & 8th grade)
   a. Have students turn to page 7 in workbooks or distribute copies of “Build a Healthy Plate” worksheet to students.
   b. 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.
   c. When students complete the worksheet, have a few volunteers share the foods they chose to make a healthy meal.

9. Alternate Activity: Build a Healthy Plate using MyPlate Pocket Chart
   a. Hang MyPlate pocket chart on an available board. 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 chart in the correct food groups to build a healthy meal.

10. Alternate Activity: MyPlate Bingo

C. Conclusion:
   1. Distribute hand wipes.
   2. 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.
   3. Distribute the reinforcement, read the message and/or explain the reason why they are receiving the reinforcement.
   4. Distribute Ten Tips Fact Sheet (or other appropriate fact sheet) and encourage students to share it with their families.
   5. Thank the students for their participation and answer any questions the students may have.
Get to Know MyPlate Food Groups

Name _______________________________________________________________ Date __________

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

<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Dairy</th>
<th>Protein Foods</th>
<th>Empty Calories</th>
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</thead>
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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        |

Funded by the Pennsylvania (PA) Department of Human Services (DHS) through PA Nutrition Education Tracks, a part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DHS toll-free Helpline at 800-692-7462 or 215-430-0568. USDA is an equal opportunity provider and employer.

Drexel University, MS MyPlate Evaluation Lesson Plan, Revised 7/15, page 5
Build a Healthy Plate

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

[Diagram of a plate with sections for different food groups]
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_________________________________
Fruit & Vegetable Word Scramble

ANSWER KEY

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

1. ryerch  _cherry______________________________
4. aoomtt_ _tomato______________________________
5. goman_ _mango______________________________
4. iealepppn_ _pineapple________________________
5. nanaba__ _banana___________________________
6. achspin_ _spinach____________________________
7. colibroc_ _broccoli___________________________
8. plganteg_ _eggplant___________________________
9. yberblreu_ _blueberry________________________
10. uoaaecntlp_ _cantaloupe______________________
11. plape_ _apple_______________________________
12. orartc_ _carrot_____________________________
## Fruits and Vegetables

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

<table>
<thead>
<tr>
<th>Red</th>
<th>Orange</th>
<th>Blue and Purple</th>
<th>Green</th>
<th>White</th>
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