



Middle School Lesson Plan

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, solid fats, added sugars, 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. Optional: 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>) 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 eating style important? Discuss responses.*
 - b. *A healthy eating style 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 is 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.*
2. *Ask Students: What is MyPlate? What does it show us? Discuss responses.*
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.*
 - a. Find your healthy eating style
 - b. Make half your plate fruits and vegetables
 - c. Focus on whole fruits
 - d. Vary your veggies
 - e. Make at least half your grains whole grains
 - f. Move to low-fat or fat-free milk or yogurt
 - g. Vary your protein routine
 - h. Drink and eat beverages and food with less sodium, saturated fat, and added sugars
 - i. Drink water instead of sugary drinks.
 - j. Everything you eat and drink matters
 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. *Optional: 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.*

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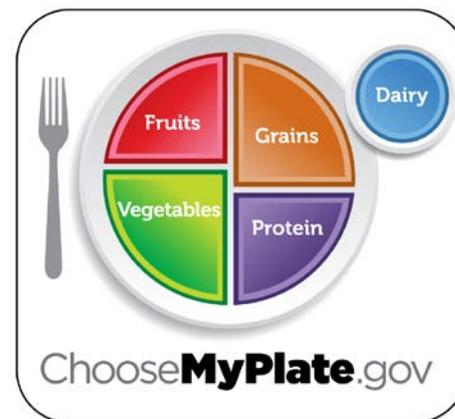
Get to Know MyPlate Food Groups

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 | Lemonade | 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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Get to Know MyPlate Food Groups

Name Answer Key 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 |
|--|--|--|---|---|---|
| Tortilla Rice Cereal Toast Oatmeal | Tomato Spinach Zucchini Corn Black Beans (also Protein) Sweet Potato | Kiwi Mango Orange Juice Raisins Strawberries | Yogurt Pudding Chocolate Milk Cheddar Cheese | Salmon Peanut Butter Black Beans (also Vegetables) Eggs | Soda Candy Bar Potato Chips Lemonade Mayonnaise Butter |

| | | | | | |
|---------------|----------------|-----------------|--------------|----------|--------------|
| Tomato | Soda | Spinach | Candy Bar | Lemonade | 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: 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.

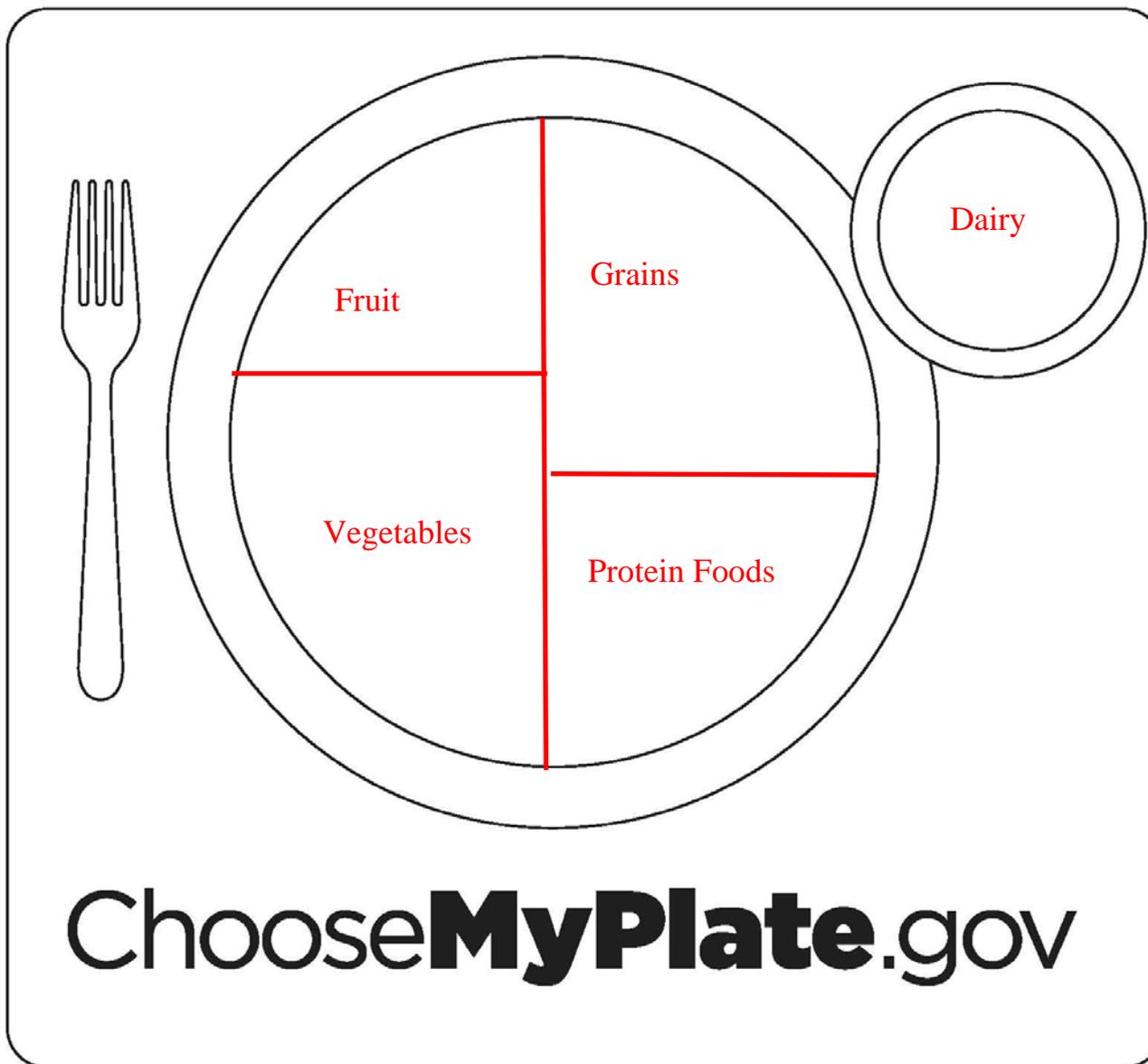


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Build a Healthy Plate

ANSWER KEY

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.



Names of foods that you could eat from each group will vary.

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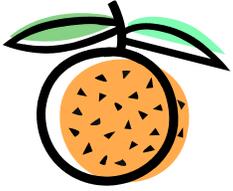
Fruit & Vegetable Word Scramble



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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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. uoaacntlp 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.

| Red | Orange | Blue and Purple | Green | White |
|-----|--------|-----------------|-------|-------|
| | | | | |

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Fruits and Vegetables

ANSWER KEY

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 |
|-----|--------|-----------------|-------|-------|
| | | | | |

Answers will vary.

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