MyPlate and Whole Grains
Food For Thought
Grades 5 – 8 Girls’ Club

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 a variety of whole grain products, fruits and vegetables, low fat milk and calcium-rich foods for meals and/or snacks.
   2. Eating foods that are high in fiber.
   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. Develop a goal to adopt, maintain, or improve a personal health practice.

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 the benefits of including whole grain foods in their diets.
   B. Students will describe the recommended daily amounts of fruits and vegetables to consume based on MyPlate.
   C. Students will explain how to use food labels to identify whole grain foods.
   D. Students will sample a whole grain food at snack time.

IV. Materials:
   A. Supplies: Name tags, pencils, crayons or markers, stop watch
   B. Visuals: Whole grains poster, MyPlate/MyPlate for Kids poster
   C. Health Bingo Cards
   D. MyPlate food group card set, felt board, or pocket model
   E. National Dairy Council ® Food Models corresponding to the chosen model above
F. Laminated Food labels of grain food (some whole grain, some refined grain sources)
G. Job cards and container to draw them out of
H. Wrap ingredients for taste testing: whole wheat tortillas, turkey, cheese, salsa, and water
I. Supplies for taste-testing: Serving bowls and spoons, paper napkins/plates, cups trash bag, tablecloth
J. Gloves, antibacterial wipes/gel
K. Reinforcement that conveys the appropriate nutrition message
L. Caregiver Newsletter

V. Procedure:
A. Introductory:
   1. Icebreaker: Health Bingo
      a. Give each student a Health Bingo card and something to write with.
      b. Tell the students they will be playing bingo to learn more about each other
      c. The object is to be the first one to achieve “bingo” by filling in 4 squares in a row, sideways, diagonally, or vertically
      d. When the game begins, students must mingle around to find other students who fit the description indicated in each of the squares on the Health Bingo card.
      e. Once a student has found another student who agrees with one of the statements on the bingo card, the other student places his or her initials or signature in the square on the Health Bingo card.
      f. The first person to score “bingo” by acquiring initials in each of 4 squares in a row wins.
      g. Go over the answers and discuss results.

   2. Welcome
      1. Tell girls how great it is to see them and meet again in this all-girl’s club.
      2. Ask for a volunteer to summarize what happened last week for anyone who is new to the club.
      3. Remind the girls of the goal set last week. How many tried to reach this goal? How many were successful? Why was it easy or hard to do? Encourage girls to keep trying to reach the goal if they didn’t do it last week, changing it a bit if that is helpful.
      4. Briefly discuss MyPlate/MyPlate for Kids (show poster)
         i. 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.
         ii. Discuss the food groups. How many are there? What are the names of the groups? What foods and/or drinks fit into these groups? Explain why it is important to consume foods from each food group.
            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
   i. Choose activities you like to build up 60 minutes every day of exercise.
   ii. Students brainstorm different sports/activities/exercises they like to do.
   iii. There are many different kinds of exercise:
       • Aerobic – breath 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
   iv. 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.
   v. Ask them to find the person watching TV and playing video games. Since
       they can’t find it, these are not things we must do every day to be healthy.

6. 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.

B. Developmental:
   1. Activity 1: Find the Food Group
      a. Set up the MyPlate food group cards on a large, flat area.
      b. If there are two sets, set them both up in different areas, one for each
         team. Otherwise, have the group work together as one team.
      c. Give each team an identical group of food models.
      d. When you say go, each team should work together to put all of their
         foods on the correct food group card. Use a stopwatch to keep the time
         (may need one for each group). The group should try to be fast and
         accurate since foods placed in the wrong group can count against them!
e. When all the foods are placed, the girls should all sit down so the educator knows they are done.

f. When both groups are done, the educator will go through the foods and make sure they were placed in the correct groups. A time penalty can be given for each incorrect food or the team can have a chance to fix them.

g. Whichever team ends up with the shortest time wins the game. If there is only one team, have them repeat the activity to see if they can beat their fastest time.

h. ALTERNATE OPTIONS: Follow the same procedure above, using the pocket model or felt version of MyPlate

2. Activity 2: Whole Grains Label Reading
   a. Explain that some foods within each food group are healthier than others. This week, we will talk about how this works in the grain group.
   b. When we think of the grain group, we should remember to “Make Half Our Grains Whole.”
   c. What is a whole grain? (Talk briefly about seeds and how whole grains have more fiber remaining than refined grains. Use whole grain poster to illustrate)
   d. Whole grains are healthier for us than refined grains because they have more fiber. What are some foods in the grain group that have whole grains? (oatmeal, brown rice, whole wheat bread, whole grain breakfast cereals)
   e. We will learn later that fruits and vegetables also have lots of fiber.
   f. Why is fiber important?
      i. Keeps our hearts healthy.
      ii. Helps us digest our food properly.
   g. How can we tell if a Grains food has whole grains? Distribute some food labels from whole and refined grain products. Make comparisons between the two as you follow this discussion:
      i. Look at the package. “Whole grains” may be written on the front of the package somewhere (breakfast cereals for example).
      ii. Look at the nutrition label on the back of the package. This is where we can find out what nutrients are in the food and how much. See if the food has fiber, then look at the ingredients list to see if you see the word “whole” listed.
      iii. As a shortcut, we can also look to see if the food is darker brown (brown rice vs. white, whole wheat bread vs. white). But, this doesn’t always work so we need to be food detectives and read the labels to make sure.

C. Concluding:
   1. Discuss one goal the group can set for the upcoming week about whole grains. Make it something realistic and attainable (Example: We will eat one whole grain food this week.) Write this goal down so it can be discussed next week. If desired, keep a running list of weekly goals.
2. Distribute the reinforcement, read the message and/or explain why they are getting the reinforcement.
3. Distribute Caregiver Newsletter.
4. Thank girls for coming. Remind them to think about eating more whole grains this week. Be label detectives!

D. Taste testing: Food Group Wrap-Up
1. Give out job cards to divide preparation tasks.
2. Students are to wash hands or use antibacterial wipes/gel.
3. Make wraps using whole wheat tortillas, turkey, cheese, and salsa. Pairs of students can share a wrap.
4. Sit down, slow down, savor and enjoy!
5. Illustrate connection between the sandwich and MyPlate. (*Snack represents one food from all groups.*)
6. Everyone should help clean up by putting things in trash bag and cleaning up any spills or dropped food.
# JOB CARDS FOR SNACK PREPARATION

(cut out and place in container to be drawn at random)

<table>
<thead>
<tr>
<th>1. Spread out the tablecloth</th>
<th>2. Arrange the plates, cups and napkins in piles on the serving table</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Open the tortillas and place them all on a plate. Cut them in half.</td>
<td>4. Open the cheese and pour it into a bowl. Add a spoon to the bowl.</td>
</tr>
<tr>
<td>5. Open the salsa, pour it into a bowl, and add a spoon.</td>
<td>6. Pour a cup of water for each girl. Be careful not to spill!</td>
</tr>
<tr>
<td>7. You are the clean up patrol. Help collect garbage and make sure there are no spills or dropped food.</td>
<td></td>
</tr>
</tbody>
</table>
Health Bingo

- Take your bingo card around the room with you.
- Once you find someone fitting the description in the box, have her sign your form in the correct box.
- Continue until you get “Bingo” (4 in a row across, down, or diagonal)

<table>
<thead>
<tr>
<th>Find someone who likes sweet potatoes</th>
<th>Find someone who likes baby carrots and low fat dip as a snack</th>
<th>Find someone who is friendly to others</th>
<th>Find someone who knows what a pomegranate is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who rode a bike over the weekend</td>
<td>Find someone who loves tomatoes</td>
<td>Find someone who eats breakfast every day</td>
<td>Find someone who drinks water every day</td>
</tr>
<tr>
<td>Find someone who smiles a lot</td>
<td>Find someone who knows how to roller-skate</td>
<td>Find someone who eats salad at least twice a week</td>
<td>Find someone who can name a whole grain food</td>
</tr>
<tr>
<td>Find someone who does not smoke</td>
<td>Find someone who drinks low fat milk</td>
<td>Find someone who knows a healthy choice to buy in a fast food restaurant</td>
<td>Find someone who knows what can happen if you eat too much sugar</td>
</tr>
</tbody>
</table>

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