



EatHealthy
I eat (and drink) the best foods for my body every day.

4 ACTIVITY

Get to Know the Food Groups

Objective
Students will classify foods into food groups and identify the nutrients and health benefits that come from eating foods from the five food groups.

GRADE LEVEL: **Intermediate**

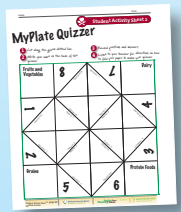
TIME: **60 minutes**

GROUPING STRUCTURE: **Whole and small group/ independent/partner**

SUBJECTS:
Health
Science
Physical Education
English Language Arts – listening, writing, and speaking

Materials/Preparation

- ➔ **Classroom Materials**
 - Crayons, colored pencils, and/ or markers
 - Blank paper (one sheet/ student)
 - Two small bean bags (the size that fits into the palm of your hand)
 - Chart paper (one piece)
- ➔ **Provided in the Healthy Steps for Healthy Lives Kit**
 - MyPlate poster
 - Food Cards
- ➔ **Before the Activity**
 - Post poster
 - Copy Student Activity Sheet 2 on page 22 (one copy/student)
 - Set up for the Food Group Toss Across (see directions on page 17) - If weather permits, consider playing the game outdoors



Opening the Activity

1. **Call attention to the uncovered side of the MyPlate poster (make sure only the side of the poster with MyPlate is visible).**
2. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**
 - The poster is a tool to help us learn how to think, eat, and move healthy.
 - There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

How to make a simple beanbag

- Fill a small plastic sandwich or snack baggie with about one cup of beans (rice also works) and close the baggie.
- Put the baggie inside of a paper lunch bag.
- Fold the lunch bag down until it is close to the baggie of beans and staple shut.

- For now, part of the poster is covered because we are going to play a game to see if you might already know some of the information on the other side of the poster.

3. Call attention to the MyPlate icon.

- One of the important symbols on the poster is the MyPlate icon.
- MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
- MyPlate tells us, "Before you eat, think about what and how much food goes on your plate or in your cup or bowl."
- MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.
- MyPlate reminds us that we need to eat foods from all food groups every day.



4. Review the five food groups.

- The food groups are represented by different colored portions on the plate and in the cup.
- In the cup: the blue portion is for Dairy.
- On the plate: orange is for Grains; green is for Vegetables, red is for Fruits, and purple is for Protein.

5. Tell students that they're going to play a game called Food Group Toss Across.

It is a game that will help them try to remember which foods belong in each of the food groups.

Food Group Toss Across Directions

1. Form two even teams (in the case of an uneven number of students in the class, one student can take an extra turn).
2. Place two groups of 25 food cards on the floor with the pictures facing up. Arrange the cards into a 5x5 grid. Each team of students should stand around the edge of their grid forming a semi-circle.
3. Give a beanbag to each team.
4. Decide which team will go first.
5. Take turns (one student from one team at a time) tossing the beanbag onto the grid.
6. Correctly name the food group pictured on the card where the beanbag lands.
7. Teacher/judge checks to see if the student is correct.
 - If the student is correct, pick up the beanbag and flip the card over (face down), and proceed with Team B's turn.
 - If the student is incorrect, then student picks up the beanbag and passes it to the next student on the team, and proceed with Team B's turn.
8. The object of the game is to get five cards flipped over (face down) in a row (either diagonally, horizontally, or vertically). Once a team connects a row of food cards, they get a point. Flip those cards back over and start trying to get another row.
9. Teacher/judge will keep a tally chart with points on the board.
10. Continue to take turns between the teams, with students rotating turns in order through their own teams until every team member has gone twice.
11. After every student has had two turns, the team with the most points wins.
12. Team Help — each team has two Team Helps per game, this is an option students can take when they are unsure of their answer, they can ask for support from their team for consensus before giving their final answer.
13. Teams may not connect the exact same row of cards more than once.



6. Explain the directions for Food Group Toss Across on page 17. Divide the class evenly into two teams and play Food Group Toss Across.

7. Explain that different health benefits come from different foods (i.e., strong bones). What do healthy foods have that provide us with health benefits? The answer is “nutrients.”

8. Explain the meaning of the word nutrient and how it relates to other words that have to do with eating healthy (i.e., nutrition and nutritious).

9. Explain that foods have been put in food groups based on the nutrients they provide (i.e., Dairy Foods are grouped together because the foods in the group provide the nutrient, calcium). Tell students that you will be discussing the food groups and nutrients in greater detail.



Leading the Activity

10. Give each student a blank piece of paper. Fold the paper in half creating two columns. Number the left column of their papers from one to eight. As you are sharing information, students should record eight facts they think are important to remember. They should record the facts in the left column (leaving the right column blank).



11. Discuss each food group, using the Food Group Talking Points chart on pages 19 and 20 and the Common Nutrients Chart on page 18. Uncover the other half of the poster and use it as a reference.



12. Call attention to the picture of the Nutrition Facts Label on the poster.

Another key reminder on the poster is the picture of the nutrition facts label. This can help us in a few ways. Some foods contain greater amounts of nutrients than others. Some foods contain extra sugars and solid fats. In some cases MyPlate encourages us to eat foods with specific ingredients (i.e., whole grains).

13. Call attention to the picture of ChooseMyPlate.gov and discuss the “Eat the right amount of food for you” message.

| | Calcium | Fiber | Carbohydrates | Protein | Iron | Potassium | Vitamins | Minerals |
|------------|---------|-------|---------------|---------|------|-----------|----------|----------|
| Grains | | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Dairy | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| Vegetables | | ✓ | | | | ✓ | ✓ | ✓ |
| Fruits | | ✓ | | | | ✓ | ✓ | ✓ |
| Protein | | | | ✓ | ✓ | | ✓ | ✓ |



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continued

| Food Group Talking Points | | | | | |
|--|--|---|---|--|---|
| | Grains | Vegetables | Fruits | Dairy | Protein |
| What are they? | Foods made from wheat, rice, oats, cornmeal, or barley | Vegetables or 100% vegetable juice | Fruits or 100% fruit juice | Foods made from milk that retain their calcium | Foods made from meat, poultry, fish, beans, peas, eggs, or nuts |
| What are some foods in the group? | Bread Pasta Breakfast cereals Oatmeal Tortillas | Corn Carrots Green beans Red peppers Broccoli | Apples Oranges Strawberries Bananas Grapes | Milk Cheese Yogurt Cottage cheese | Lean meat Chicken Turkey Fish Eggs Peanut butter Nuts |
| Why is it important to eat foods from this group? | We get fiber from foods in the Grains Group, which helps our heart stay healthy. | We get vitamins from vegetables. Carrots are high in Vitamin A, which helps keep our eyes and skin healthy. | We get vitamins from fruits. Strawberries are high in Vitamin C, which helps heal cuts and wounds. | We get calcium from foods in the Dairy Group, which helps give us strong bones and teeth. | We get protein from foods in the Protein Foods Group, which helps to build muscle. |
| What is the daily recommended amount? | 6 portions (6 oz.) 1 portion size = approximately 1 oz. <i>Tip:</i> choose whole over refined grains. | 5 portions (2½ cups) 1 portion size = approximately ½ cup <i>Tip:</i> choose dark-green, red, and orange vegetables and make half your plate vegetables and fruits. | 3 portions (1½ cups) 1 portion size = approximately ½ cup <i>Tip:</i> choose whole or cut-up fruits more often than fruit juice and make half your plate vegetables and fruits. | 2 ½ portions (estimated) (2 ½ cups) 1 portion size = approximately 1 cup <i>Tip:</i> choose skim or 1% milk. | 2 portions (estimated) (5 oz.) 1 portion size = approximately 2 - 3 oz. <i>Tip:</i> choose lean meats and eat more fish. |
| What counts as one portion? | Examples: • 1 slice of bread • ½ cup cooked pasta • 1 cup of ready-to-eat cereal • ½ cup of cooked oatmeal • 1 small tortilla | Examples: • ½ cup of green beans • 6 baby carrots • 1 cup of lettuce • ½ small potato • ½ corn on the cob | Examples: • ½ cup of applesauce • 1 small apple • 1 small banana • 16 grapes | Examples: • 1 cup of milk • 1 regular container yogurt • 2 ounces processed American cheese (1 slice of processed cheese is equivalent to 1/3 cup milk) | Examples: • 1 small half chicken breast = 3 oz. • 1 small lean hamburger = 2-3 oz. • 2 tbsp. peanut butter = 2 oz. • 1 cup of split pea, lentil, or bean soup = 2 oz. • 2 eggs = 2 oz. |

Get to Know the Food Groups

continued

Food Group Talking Points

| | Grains | Vegetables | Fruits | Dairy | Protein |
|-----------------------------------|---|---|---|---|---|
| Frequently Asked Questions | <p>What is the difference between whole and refined grains? Whole grains contain the entire grain kernel ((bran, germ, and endosperm). Refined grains have been through a process that removes the bran and germ. To tell if a food is considered whole grain, read the nutrition label and look for one of the following ingredients first on the label's ingredient list:</p> <ul style="list-style-type: none"> • brown rice • bulgur • graham flour • oatmeal • whole-grain corn • whole oats • whole rye • whole wheat • wild rice | <p>Do beans and peas count? Peas and beans are excellent sources of fiber, protein, and iron. They can be counted in either the Vegetables or Protein Foods Group.</p> | <p>Do canned and frozen fruits count? Yes, canned and frozen fruits count. Choose fruits canned in their own juices and not in heavy syrup which adds extra calories. (And, canned and frozen vegetables count for the Vegetable Group too.)</p> | <p>Do butter, cream and cream cheese count? Foods made from milk that have little or no calcium (e.g., cream, butter, cream cheese) are not considered a part of this group.</p> | <p>Does lunch meat count? Processed meats such as ham, sausage, hot dogs, and lunch or deli meats count, but have added sodium. When choosing between foods with added sodium (salt), we should choose foods with lower numbers.</p> |

Note: based on a 1,800-calorie pattern.

14. Tell students that they are now going to use the top eight facts that they recorded in order to quiz each other about what they have just learned.

- Turn your eight facts into questions.
- Beside each fact (in the right column), list a question and answer.
- If you need help creating questions and answers, use the MyPlate poster.

Sample MyPlate Quizzer questions

- Name a food in the Protein Foods Group
- Name a food that has Calcium
- What counts as a serving of Dairy?
- How much fruit should a person around age eat everyday?
- What food group does spinach belong to?

15. Using Student Activity Sheet 2, have students make MyPlate Quizzers.

Explain the directions and show students how to fold the paper in order to make the quizzer.

- Cut along the green dotted line.
- Write your name on back.
- Copy your eight questions and answers onto their quizzer template.
- Fold the paper to make the quizzer.



Closing the Activity

16. Have students use their MyPlate Quizzers to ask each other questions.

Assign students partners and use their quizzers to ask each other a question. Call “switch” and have students find a new partner.

17. Ask students how they did answering each other’s quizzer questions.

Was it easy or challenging? What have they learned that will help them eat healthier?



Modifications/Extensions

- Provide practice by having students play the ChooseMyPlate, Blast Off Game designed for children ages 6-11. The game can be found at www.choosemyplate.gov/information-educators.html.
- Extend the activity by having students use the quizzers at home with their family members.
- If you have less time, break this activity into two or three shorter sessions:
 - Session 1: Play Food Group Toss Across
 - Session 2: Learn the information
 - Session 3: Make the quizzers
- Repeat the Food Group Toss at the end of the activity and have students name the food group and a nutrient found in the food that their beanbag lands on.
- The MyPlate Quizzer created in this activity is a form of paper art called Origami, integrate art and social studies by learning more about Origami.



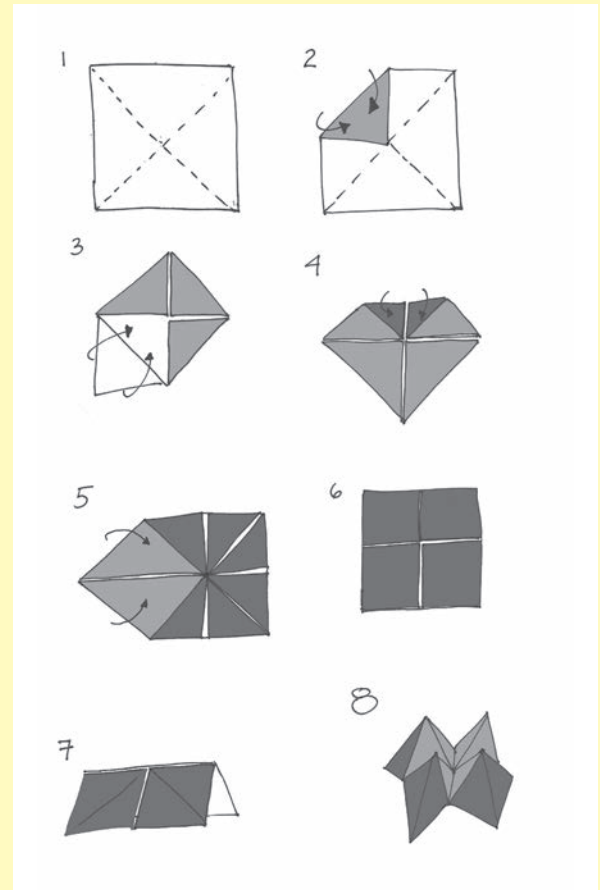
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How to make MyPlate Quizzer





Student Activity Sheet 2

MyPlate Quizzer

- 1** Cut along the green dotted line.
- 2** Write your name on the back of the quizzer.
- 3** Record questions and answers.
- 4** Listen to your teacher for directions on how to fold your paper to make your quizzer.

| | | | | |
|------------------------------|-------------|------------------------|------------------------|----------------------|
| Fruits and Vegetables | 8 | Question 8: | 7 | Dairy |
| 1 | Question 1: | Answer 8: Answer 1: | Answer 7: Answer 4: | 4 |
| 2 | Question 2: | Answer 2: Answer 5: | Answer 3: Answer 6: | 3 |
| Grains | 5 | Question 5: | Question 6: | Protein Foods |
| | | | 6 | |