



ThinkHealthy I know what being healthy means. **3** ACTIVITY

What's On Your Plate?

Objective
Students will analyze the MyPlate messages, "Make half your plate fruits and vegetables", "Switch to skim or 1% milk", "Make at least half of your grains whole", "Vary your protein food choices."

GRADE LEVEL:
Intermediate

TIME:
30 minutes

GROUPING STRUCTURE:
Whole and small group

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

Materials/Preparation

Classroom Materials

- Chart paper (one piece per each small group of 5-6 students)
- Markers



Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



Before the Activity

- Post poster
- Prepare the food cards
 - Divide food cards into groups
 - Pick one food card at a time from each group until you have picked enough food cards for the number of students in your class
 - Mix the cards you have picked so that they are no longer in order by food group
 - Set aside the cards

Opening the Activity

1. Introduce the MyPlate poster.

- The poster is a tool that can help us understand how to eat and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating and drinking healthy) and physical activity (which means moving healthy).

2. Why do students think the phrase, "What's on your plate?" is included on the poster.

- Possible responses: We need to remember to think about what we are putting on our plate; To remind us to create a plate that looks like the MyPlate picture; To remind us to eat healthy.
- The phrase is there to remind us of an important part of a Think Healthy message: "Before you eat, think about what goes in your plate or in your cup or bowl."
- The answer to the question, "What's on Your Plate?" should be "Foods from the five food groups."
- The MyPlate icon shows us how to build a healthy plate. The healthy plate we see on the poster is made of different colored portions. The colored portions represent the five food groups and remind us to build our healthy plate at each meal by choosing foods from the five food groups.

3. Tell students that they will be learning more about the steps to build a healthy plate in today's activity.



Leading the Activity

4. Explain the steps to build a healthy plate.
5. Give each student a food card from the pile that you have prepared.



Students stand, hold out the food card, and walk around the room until they find at least one other student with a card from each food group and form a team.

- If time permits, play music as students walk around the room and have them act out different physical activities for extra movement while they are walking (i.e., pretending to swim, ski, jump on a trampoline).
 - Depending on the size of your class, some teams may end up with more than one student from a food group.
 - Make sure that each team has at least one member from each of the five food groups.
6. Have students work in teams to create a healthy plate using the foods on their cards. Designate a working area for each of the teams.
 - Use the steps to build a healthy plate to help you determine how to put your plate together.
 - Use all of the foods on the cards you have.
 - You will create a poster to show what your team plate looks like.
 - Use the section on the MyPlate poster about the food groups for additional information.
 7. Have small groups share their posters and plates with the rest of the class.



Closing the Activity

8. Have students return the original food card they were given. Shuffle the food cards and pass them out again.
9. Move around the room and find all of the other students with cards from the same food group and form a circle.
 - Make sure your group can name the step to build a healthy plate that goes with your food group.
 - Go around the circle and share a goal for carrying out the step and name a person or source of information that can help you reach your goal.



Modifications/Extensions

- Integrate writing by having students put the steps together into an explanatory essay (i.e., write a "How To" paper).
- Assess the small group work by creating or utilizing an existing rubric for participation.
- Integrate math by having students create, exchange, and answer Build A Healthy Plate word problems.