Lesson Plan

Essential Question: What can be done to develop a greater understanding of attitudes and influences on nutrition?

Lesson Question: How do my nutritional needs relate to a healthy lifestyle?

Kansas Family and Consumer Sciences Crosswalk

Basic Skills (*underline*): Language Arts, Math, Science, Social Studies

21st Century Process Skills (*check all that apply*):
- Thinking and Problem Solving: Critical Thinking, Problem Solving (Flexibility), Creativity (Innovation)
- Information Literacy and Communication Skills: Communication (Media Literacy, Technology)
- Leadership and Collaboration: Leadership (Initiative), Management (Productivity), Goal Setting, Decision Making, Cooperation

Career Cluster Alignment (*check all that apply*):
- Agriculture: Agriculture Science
- Architecture and Construction: Design and Pre-Construction
- Arts, Audio Visual Technology and Communication: Visual Arts
- Business Management and Administration: Business Entrepreneurship and Management
- Education and Training: Teaching and Training
- Government and Public Administration: Government and Public Administration
- Hospitality and Tourism: Restaurant and Event Mgmt./Travel and Tourism
- Human Services: Consumer Services/Early Child Dev and Services/Family Comm Services
- Science, Technology, Engineering and Mathematics (STEM): Biomedical

Learning Objectives

The learner will:
1. Recognize and apply information from the USDA Choose MyPlate website.
2. Develop skills in selecting nutritious foods.

Vocabulary:
- Dietary Guidelines
- Nutrients

National FCS Standards


Area of Study: 14 Nutrition and Wellness
Content Standard: 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.
Competency: 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
INSTRUCTION

Bell Work: List five of the foods you eat most often for meals or snacks. Why do you choose these foods? (Example: taste, convenience, appearance, etc.)

ANTICIPATORY SET

Approximate Time: 5 minutes

Materials to prepare:
- Print and display the “This” poster on one side of the classroom, and the “That” poster on the opposite side of the classroom
- “This or That” presentation

1. This or That:
   - Students stand beside their seat.
   - The teacher starts the “This or That” presentation or reads the food comparisons listed below. Whichever item the student believes to be the healthier choice, the student moves (walk, run, jump, etc.) toward the designated poster. After all students have moved, show the answer on the presentation or discuss the answer below.

   - Which has fewer calories?
     - THIS slice of regular crust cheese pizza (231)
     - OR
     - THAT ¼ lbs. cheeseburger (592)

   - Which has fewer calories?
     - THIS medium scoop of vanilla ice cream (137 calories)
     - OR
     - THAT piece of white cake (no icing) (154 calories)

   - Which has less sugar?
     - THIS medium powdered sugar doughnut (9 g sugar)
     - OR
     - THAT blueberry muffin (31 g sugar)

   - Which has less sugar?
     - THIS medium chocolate chip cookie (5 g sugar)
     - OR
     - THAT 12 oz can of soda (33 g sugar)

   - Which has less fat?
     - THIS burrito with beans and rice (19 grams total fat)
     - OR
     - THAT 1 cup of Caesar salad (15 grams total fat)

   - Which has less fat?
     - THIS grab-sized bag of potato chips (17 grams total fat)
     - OR
     - THAT small order of French fries (14 g total fat)

   - Which has less sugar?
     - THIS medium powdered sugar doughnut (9 g sugar)
     - OR
     - THAT blueberry muffin (31 g sugar)

   - Which has less sodium?
     - THIS grab-sized bag of potato chips (301 mg)
     - OR
     - THAT small order of French fries (164 mg)

   - Which has less sodium?
     - THIS 1 slice of white bread (177 mg)
     - OR
     - THAT 1 oz slice of cheddar cheese (176 mg)

2. Ask students:
   - Do you make good choices when choosing what to eat on a regular basis?
   - How do you think the foods you choose impact your health?

Optional activity: Have students take this “Healthy Eating” quiz, developed by the American Heart Association: https://media.heart.org/fc/quiz/index-3.html?xmlHash=d5caa76b92e8a8f980b9e79199

According to the Dietary Guidelines for Americans 2010 report, on average Americans consume too few vegetables, fruits, whole grains, low-fat milk products, and seafood and they eat too much added sugars, solid fats, refined grains, and sodium. Solid fats and added sugars make up approximately 35% of the calories in an average American’s diet, when they should make up no more than 5 to 10% of calories.

Good nutrition can:
1. Help fight chronic diseases such as diabetes, hypertension, and certain cancers and
2. Decreases the risk of being overweight and obese.
LEARNING PROCESS TH ACTIVITIES

Approximate Time: 45 minutes

Materials to prepare:
- MyPlate Webquest worksheet
- Sidewalk Chalk
- Kansas State Department of Education (KSDE) developed videos

1. Display the MyPlate Graphic:
   - Discuss with the students the components of the plate. Ask them, “What is the significance of the shape?” Share with them the shape illustrates the desired ratio of servings from each food group for each meal. Point out that half of the plate is fruits and vegetables.
   - Ask students what they think a typical meal looks like for them compared to the components of MyPlate. Discuss where the oils and sweets category fits in.

2. Have students complete the MyPlate Webquest Worksheet.
   *Note: Sections can be broken apart among students if time is restricted.*

3. MyPlate Hopscotch:
   - Take students to an area that can be marked on with sidewalk chalk. Have students draw a hopscotch board with 6 boxes. Label the boxes: Fruits, Vegetables, Grains, Dairy, Protein, and Oils. Ask students questions derived from the answers students have come up with from the MyPlate Webquest. After the question is asked, the student hops to the box that they believe is the answer. Challenge students by having them balance on one leg, jump in place, pat their head and rub their stomach while hoping, etc.
   *Note: If unable to use sidewalk chalk, print off labels and have students tape them to the floor.*

ASSESSMENT

Approximate Time: 40 minutes

Materials to prepare:
- MyPlate Menu worksheet
- Classroom materials for menu activity (*markers, scissors, etc.*)

1. MyPlate Menu:
   - Distribute a MyPlate Menu worksheet to each student. Provide them with necessary classroom materials to complete the assessment. If time allows, present main course.
   *Note: Activities can be easily changed to fit classroom needs.*

DEBRIEFING QUESTIONS

Technical:
- What is the concern when it comes to nutrition?
- What information do you need to make healthy eating decisions?

Interpretation:
- What criteria should be used for you to make wise eating choices?
- Do you have any new goals for your eating choices or decisions?

Reflective:
- What effect will learning about MyPlate have on your personal nutrition choices?
- Is the information from MyPlate reliable?
RESOURCES/HANDOUTS NEEDED

- MyPlate Webquest worksheet
- MyPlate Menu worksheet

MATERIALS

- Sidewalk Chalk

FCCLA INTEGRATION

- Power of One ➔ Integrate the “Family Ties” unit by having students work with family members to plan healthy meals using MyPlate.

OPTIONAL/ADDITIONAL LEARNING ACTIVITIES/FOLLOW UP

MyPlate WebQuest

Directions:
- Go to www.choosemyplate.gov.
- Follow the instructions to fill out the blanks.

Use the articles found under the “MyPlate” tab to answer the following:
What **5 food groups** should be included in your diet?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

**FRUITS**

Give an example of a food that counts as part of the **fruit** group?

________________________________________________________________________

What are 3 of your favorite **fruits** from the “**Commonly Eaten Fruits**” list?

________________________________________________________________________

What amount of **fruit** you need depends on 3 things:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Looking at the chart, how many cups of **fruit** do you currently need? _____________

How much will you need when you are 30? ________________

What are 3 nutrients commonly found in **fruits** and what do the nutrients do for our bodies?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

What are 3 health benefits to eating **fruit**?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Looking at the “**Tips to Help You Eat Fruits**” what are 2 realistic things you could do to eat more **fruit**?

1. ____________________________________________________________
2. ____________________________________________________________
**VEGETABLES**

Give an example of a food that counts as part of the *vegetable* group?

What are 3 of your favorite *vegetables* from the “Commonly Eaten Vegetables” list?

What amount of *vegetables* you need depends on 3 things:
1. 
2. 
3. 

Looking at the chart, how many cups of *vegetables* do you currently need? ____________

How much will you need when you are 30? _________________

What are 3 nutrients commonly found in *vegetables* and what do the nutrients do for our bodies?
1. 
2. 
3. 

What are 3 health benefits to eating *vegetables*?
1. 
2. 
3. 

Looking at the “Tips to Help You Eat Vegetables” what are 2 realistic things you could do to eat more *vegetables*?
1. 
2. 
GRAINS

What counts as part of the grains group?

The grains are divided into 2 subgroups. What are they and how are they different?

1. ___________________________ — ___________________________

2. ___________________________ — ___________________________

How much of your grains should be whole grains? ___________________________

The amount of grains you need depends on what 3 things:

1. ___________________________

2. ___________________________

3. ___________________________

Looking at the chart, how many servings of grains do you currently need? ___________________________

How much will you need when you are 30? ___________________________

What counts as an ounce of grains? ___________________________

What are 3 nutrients commonly found in grains and what do the nutrients do for our bodies?

1. ___________________________

2. ___________________________

3. ___________________________

What are 3 health benefits to eating grains?

1. ___________________________

2. ___________________________

3. ___________________________

Looking at the “Tips to Help You Eat Whole Grains” what are 2 realistic things you could do to eat more grains?

1. ___________________________

2. ___________________________
PROTEINS

What counts as part of the protein group? ____________________________________________

What are 3 of your favorite protein foods from the “Commonly Eaten Proteins” list?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

The amount of protein foods you need depends on what 3 things:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Looking at the chart, how many servings of protein foods do you currently need? ____________________

How much did you need when you were 6? ____________________________

What counts as an ounce of protein? _______________________________________

What are 3 health benefits to eating protein?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Diets that are high in cholesterol can raise what? __________________________

Is this type of cholesterol good or bad? __________________________

How many ounces of cooked seafood are recommended per week? __________________________

Eating peanuts and certain tree nuts may reduce the risk of what? __________________________

Nuts and seeds are usually high in ____________________________, so eat them in ____________ portions.

What are 4 important tips for eating protein?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________

What are 3 proteins vegetarians can eat?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
**DAIRY**

What counts as part of the dairy group? ____________________________________________

What type of dairy products should you eat? __________________________________________

What are 3 of your favorite dairy products from the “Commonly Eaten Dairy Products” list?

1. __________________________________________

2. __________________________________________

3. __________________________________________

The amount of dairy you need depends on: __________________________________________

Looking at the chart, how many servings of dairy do you currently need? _________________

How much did you need when you were 6? __________________________________________

How much will you need when you are 30? __________________________________________

What is one example of what is considered a 1 cup serving from the dairy group? _________________

What are 2 health benefits of consuming dairy products?

1. __________________________________________

2. __________________________________________

What are 3 nutrients commonly found in dairy and what do the nutrients do for our bodies?

1. __________________________________________ — __________________________________________

2. __________________________________________ — __________________________________________

3. __________________________________________ — __________________________________________

Why should you choose fat-free or low-fat products from the dairy group? _________________

Looking at the “Tips for Making Wise Choices in the Dairy Group” what are 2 realistic things you could do to consume more dairy?

1. __________________________________________

2. __________________________________________
O I L S

What is an example of a commonly eaten oil?

What is an example of a food naturally high in oils?

Are oils a food group?

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MY PLATE VIDEO

Return to the homepage of www.choosemyplate.gov.

Click on, "MyPlate Videos." Choose one of the videos to watch.

Name of video:

Watch the video and then write a one-sentence summary to summarize what you learned.
# MyPlate Menu

**Directions:** Choose one appetizer, one side dish, and one main course to complete.

Take note of the rubric below to see how you will be assessed.

<table>
<thead>
<tr>
<th>APPETIZER</th>
<th>SIDE DISH</th>
<th>MAIN COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch 3 nutrition goals you would like to focus on in the next month.</td>
<td>Create a Venn diagram to compare the health benefits of 2 food groups.</td>
<td>Write the script and film a 30 second Public Service Announcement (PSA) to promote smart snacks for school using MyPlate recommendations.</td>
</tr>
<tr>
<td>List 3 nutrition goals you would like to focus on in the next month.</td>
<td>Create a Pinterest board with at least 5 healthy recipes you would like to try.</td>
<td>Find a copy of your favorite recipe. Give it a recipe makeover to make it healthier. Write a 1-page report describing what you changed and why.</td>
</tr>
<tr>
<td>Create a poem about 3 nutrition goals you would like to focus on in the next month.</td>
<td>Sketch a magazine cover and include 5 headlines about MyPlate.</td>
<td>Write a 1-page review for a nutrition app. Evaluate how well it follows MyPlate guidelines.</td>
</tr>
</tbody>
</table>

## MyPlate Menu Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td>Originality</td>
<td>Products show a large amount of original thought. Ideas are creative and inventive.</td>
<td>Products show some original thought. Work shows new ideas and insights.</td>
<td>Products appear rushed, and there is little evidence of original thinking.</td>
<td>Products are rushed and unorganized. No evidence of original thinking.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Three or fewer misspellings and/or mechanical errors.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>More than 4 errors in spelling or grammar.</td>
</tr>
</tbody>
</table>