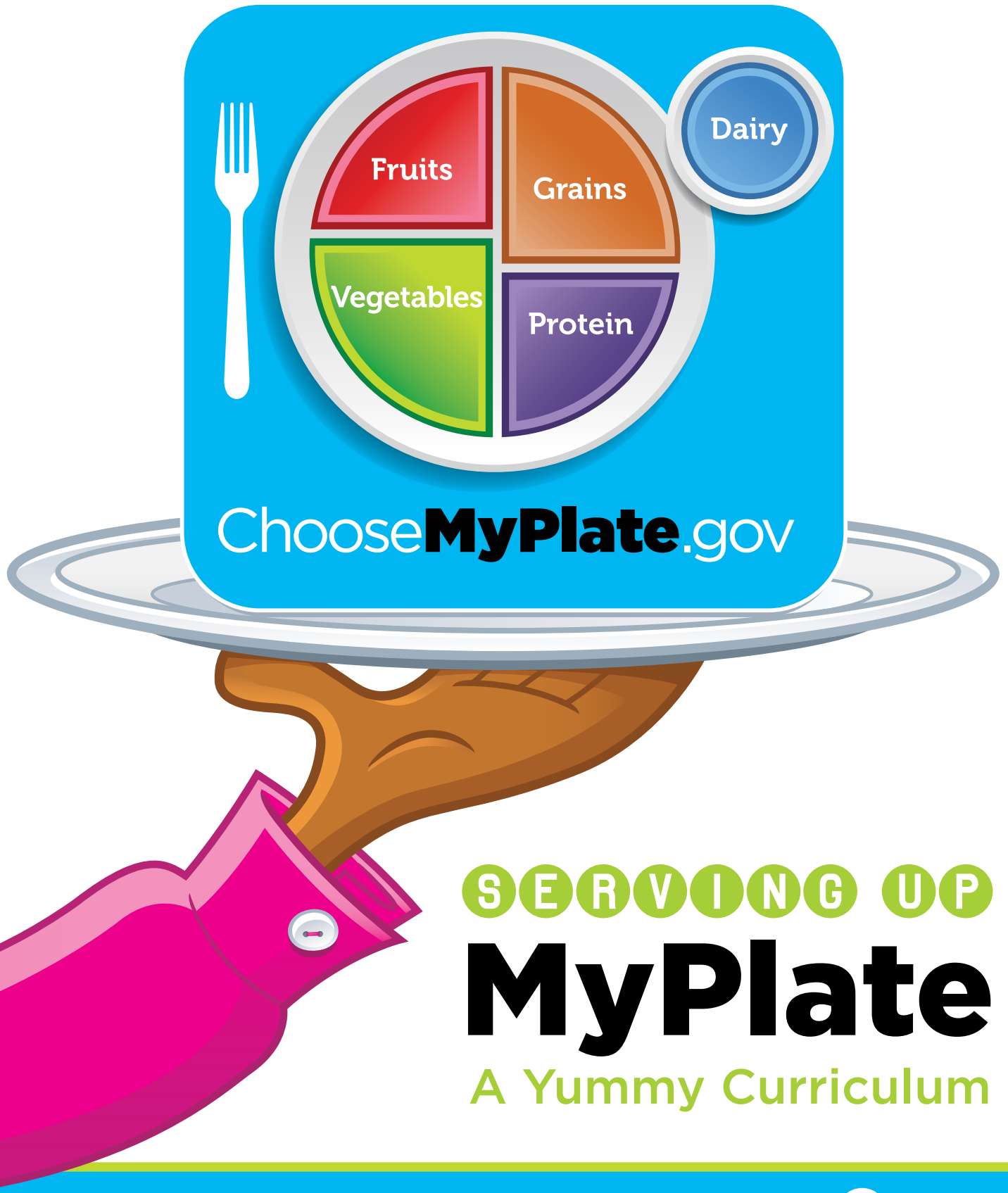


LEVEL 3

Grades 5 & 6



S E R V I N G U P

MyPlate

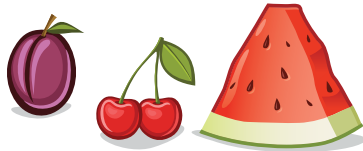
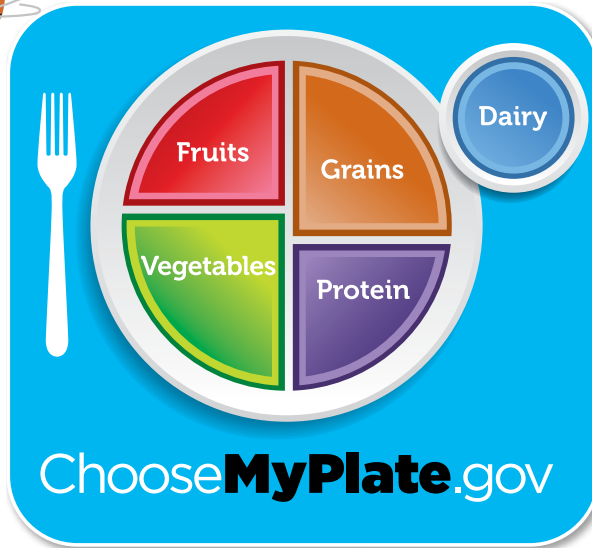
A Yummy Curriculum



Standards-Based Nutrition Education



SERVING UP MyPlate



Fruits: Fuel Up With Fruits at Meals or Snacks

Pears, watermelon, plums, raisins, berries, and applesauce (without extra sugar) are just a few of the great choices. Make sure your fruit juice is 100% juice.



Vegetables: Color Your Plate With Great- Tasting Veggies

Try to eat more dark-green, red, and orange vegetables, and beans and peas.



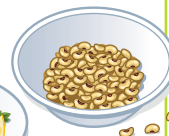
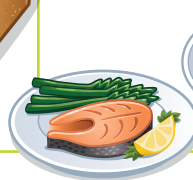
Grains: Make at Least Half Your Grains Whole Grains

Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and popcorn, more often.



Protein: Vary Your Protein Foods

Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish taco, shrimp stir-fry, or grilled salmon.



Dairy: Get Your Calcium-Rich Foods

Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.



Keep on Moving!

Kids need at least 60 minutes of physical activity every day. Whether that's running, biking, tossing a ball, or playing tag, every little bit counts. So, run around at recess, jump rope with friends, ride your scooter, or play a sport. It all adds up!



Know Your "Sometimes" Foods

Look out for foods with added sugars or solid fats, such as candy, cake, cookies, chips, ice cream, soda, fruit punch, lemonade, hot dogs, and bacon. They fill you up so that you don't have room for the foods that help you eat smart and play hard. Enjoy these every once in a while, not every day.



LETTER TO Teachers

Dear Teacher,

What are healthy food choices? What is a balanced diet? The U.S. Department of Agriculture's Food and Nutrition Service is providing these lessons under its Team Nutrition initiative in order to help teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This yummy curriculum introduces the importance of eating from all five food groups using the new **MyPlate** icon and a variety of hands-on activities. Students will also learn the importance of physical activity to staying healthy.

In this Teacher's Guide, you'll find three inquiry-driven lessons that help 5th and 6th grade children discover nutrition, explain their understandings, and reflect upon their experiences — all of which encourage a lasting awareness of what it means to be healthy. In addition to subject-driven learning, each lesson offers valuable and easy-to-implement cafeteria activities and home connections. We encourage you to include these in your planning, as they will provide your students with further practice and real-world experience. Let your students' parents know what their children will be learning about in class so they can support these new skills at home.

You will also find:

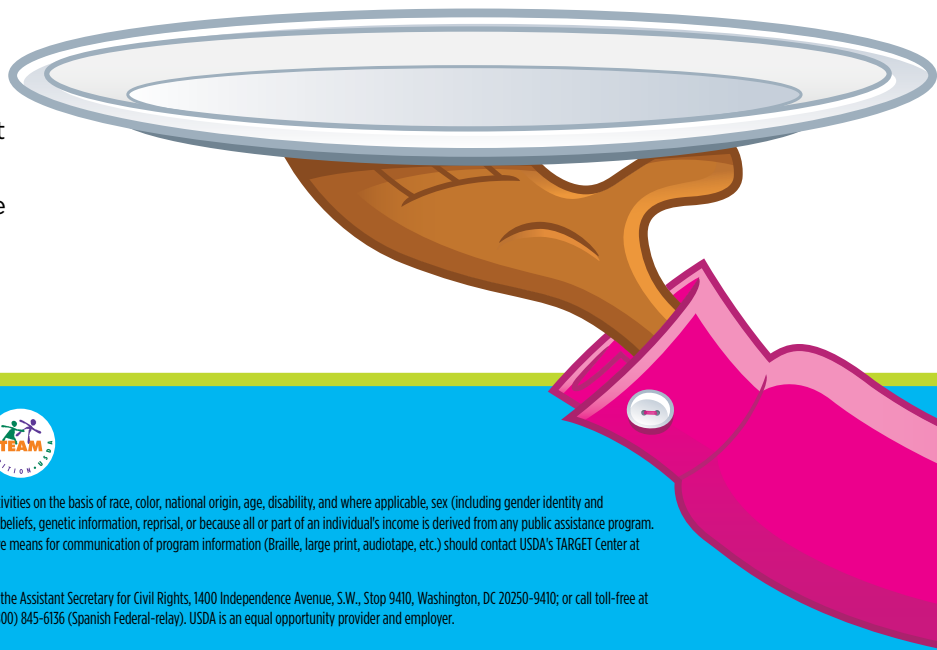
- **A Pacing Guide:** time required per activity and recommended pacing to help you plan each lesson
- **Teacher's Morsels:** helpful resources, background, and tips
- **Extra Helpings:** ideas on how to extend the learning beyond the lesson
- **Savor the Learning:** valuable ways to connect the learning to the school cafeteria and/or students' homes to provide real-world practice
- **Student Handouts:** easily reproducible handouts designed to appeal to students while reinforcing lesson objectives

- **Three Original Songs:** *Do Your Body Right* and *Do/Be* help students learn about healthy choices in an engaging and memorable way and are incorporated into the lessons. Dancing and singing along to an additional song called *Alive With 5 Food Groups* may be a fun extension activity in the first lesson. All of the songs are provided on the enclosed CD, along with the lyrics, and may be downloaded at <http://teamnutrition.usda.gov/myplate.html>.
- **Eat Smart To Play Hard With MyPlate Poster:** a two-sided poster showing the **MyPlate** icon and foods in the five food groups. The blank **MyPlate** on the reverse can be used as a tool to assess students' understanding.
- **MyPlate at Home:** a colorful handout to share with parents that reinforces the lesson at home. It's also available in Spanish. Additional copies are free for schools at <http://teamnutrition.usda.gov/myplate.html>.

We hope you and your students enjoy the process of learning how to make healthy choices. It's an education that will last a lifetime!

Sincerely,

Your Friends at Team Nutrition



USDA United States Department of Agriculture
Food and Nutrition Service • FNS-446
September 2012



The U.S. Department of Agriculture (USDA) prohibits discrimination in all of its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex (including gender identity and expression), marital status, familial status, parental status, religion, sexual orientation, political beliefs, genetic information, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotope, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

To file a complaint of discrimination, write to USDA, Assistant Secretary for Civil Rights, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Stop 9410, Washington, DC 20250-9410; or call toll-free at (866) 632-9992 (English) or (800) 877-8339 (TDD) or (866) 377-8642 (English Federal-relay) or (800) 845-6136 (Spanish Federal-relay). USDA is an equal opportunity provider and employer.

TABLE OF Contents

Lesson Title	Essential Question	Learning Objectives	Student Handouts
<p>First Course: MyPlate, MySelf</p> <p>Time Required: Session 1 (40 minutes) Session 2 (30 minutes) Session 3 (40 minutes)</p>	<p>What choices can I make to <i>be</i> and <i>stay</i> healthy?</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify the five food groups and name a variety of examples from each. Explain how MyPlate serves as a reminder to eat from all five food groups. Create and describe a healthy meal containing foods from each food group, including whole-grain options and a variety of vegetables. Discuss the importance of physical activity as part of a healthy lifestyle. 	<p>1. MyPlate, MySelf (2 pages)</p>
<p>Second Course: Know Your Nutrients</p> <p>Time Required: Session 1 (40 minutes) Session 2 (40 minutes) Session 3 (60 minutes)</p>	<p>Why is it important to eat a variety of foods from all food groups?</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify the six main nutrients and a variety of foods that contain them. Explain how nutrients help us grow and stay healthy. Apply knowledge of healthy foods and food groups to create a healthy meal or snack. 	<p>1. <i>Nutrient Knowledge</i></p>
<p>Third Course: Decisions, Decisions!</p> <p>Time Required: Session 1 (40 minutes) Session 2 (40 minutes) Session 3 (60 minutes)</p>	<p>What foods should I eat less of, and why? How can I make better choices?</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify ways to limit the consumption of solid fats, added sugars, and sodium. Read, compare, and analyze <i>Nutrition Facts</i> labels to determine which snack is a healthier alternative. Summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium. 	<p>1. <i>Nutrition Label Comparison</i></p> <p>2. <i>Ad Awareness</i></p>



TABLE OF Contents

Lesson Title	Standards Met*
<p>First Course: MyPlate, MySelf</p>	<p>English Language Arts: Language Standards: Conventions of Standard English, Vocabulary Acquisition and Use (5.1, 6.1): <i>Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking</i>; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly</i>; Presentation of Knowledge and Ideas (5.4, 6.4): <i>Report on a topic or text, or present an opinion</i>. Writing Standards: Text Types and Purposes (5.2, 6.2): <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</i>.</p> <p>Science: Standard (A): Science as Inquiry: <i>Understandings about Scientific Inquiry</i>.</p> <p>Health: Standard (8.5.1): <i>Encourage others to make positive health choices</i>; Standard (6.2.1): <i>Identify a short-term personal health goal and take action toward achieving the goal</i>.</p>
<p>Second Course: Know Your Nutrients</p>	<p>English Language Arts: Language Standards: Conventions of Standard English (5.1, 6.1): <i>Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking</i>; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly</i>; Presentation of Knowledge and Ideas (5.4, 6.4): <i>Report on a topic or text</i> (5.5, 6.5): <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations</i>.</p> <p>Math: Measurement and Data (5, 6): <i>Represent and interpret data</i>.</p> <p>Science: Standard (F): Science in Personal and Social Perspectives: <i>Personal Health</i>.</p> <p>Health: Standard (1.5.1): <i>Describe the relationship between healthy behaviors and personal health</i>; Standard (5.5.5): <i>Choose a healthy option when making a decision</i>; Standard (8.2.1): <i>Encourage peers to make positive health choices</i>.</p>
<p>Third Course: Decisions, Decisions!</p>	<p>English Language Arts: Language Standards: Conventions of Standard English, Vocabulary Acquisition and Use (5.1, 6.1): <i>Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking</i>; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly</i>; Presentation of Knowledge and Ideas (5.4, 6.4): <i>Report on a topic or text</i> (5.5, 6.5): <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations</i>.</p> <p>Science: Standard (A): Science as an Inquiry: <i>Understandings about scientific inquiry</i>; Standard (F): Science in Personal and Social Perspectives: <i>Personal Health</i>.</p> <p>Health: Standard (1.5.1): <i>Describe the relationship between healthy behaviors and personal health</i>; Standard (8.5.1): <i>Encourage others to make positive health choices</i>.</p>

*Sources: **English Language Arts** and **Math** standards — Common Core; **Science** education standards — National Academy of Sciences; **Health** standards — American Cancer Society



Original Songs LYRICS



Do Your Body Right

Chorus:

Do your body right
Make your day a better day
Go on and help yourself
It's going to feel real good
You've got the choice
To eat foods in a smarter way
Better for your health
Here's why you should

You're ready to eat breakfast
But you're not sure what to eat
There's a box of sugary cereal
But you know that can be beat
Some dairy, fruit, and protein
Can help give you an edge
So you open up plain yogurt
Throw in some berries and nuts instead (all right)
(mmm hmm)

Chorus

The soccer game is over
And you're feeling kind of drained
You need something to recover
To get that spring in your step again
You got a glass of milk or a sugary drink
And they both taste oh so nice
But only one will help you be at your best
Yeah, the milk will do you right
(mm hmm)

Chorus

You're finishing up dinner
With your family at night
And you feel like you're still hungry
A dessert sounds just right
You've got a fresh fruit cup or chocolate cake
But you want to keep in shape
Well, reach out for those peaches, yeah
That's the smarter choice to make

(Let's sing that chorus one more time)

Chorus



Do/Be

Chorus:

Nutrients are good for me
Some help me do and some help me be
Some help me run and jump and grow
Others keep me feeling like a pro
Nutrients are good for me
Some help me do and some help me be
Working all together to keep me healthy

Those five food groups we learned about
They've got nutrients we need
To do things at our peak
To be more healthy
Some help give our skin a healthy glow
Some help keep us from catching colds
And others strengthen bones and muscles
So round those bases we can hustle

Chorus

That candy, cookies, soda, ice cream
Sometimes we eat too much
They don't have as many nutrients
No, they don't have quite the touch
So, how about we substitute
The sweet stuff with a piece of fruit
Because fruit's got the stuff we're talking about
So many nutrients — there is no doubt

Chorus





Main Ingredients

Recommended Pacing:

Session 1 (40 minutes) — First Taste

Session 2 (30 minutes) — Digging In

Session 3 (40 minutes) — Digesting It All

Essential Question:

What choices can you make that help you stay healthy?

Learning Objectives:

Students will be able to...

- Identify the five food groups and name a variety of examples from each.
- Explain how **MyPlate** serves as a reminder to eat from all five food groups.
- Create and describe a healthy meal containing foods from each food group, including whole-grain options and a variety of vegetables.
- Discuss the importance of physical activity as part of a healthy lifestyle.

Subject Connections:

English Language Arts, Health, Science

Materials & Preparation:

- Notebooks
- Computers
- **Student Reproducible 1: MyPlate, MySelf** (2 pages)
- **Eat Smart To Play Hard With MyPlate Poster**



We Are What We Eat

What's Cooking?

In this lesson, students learn about making healthy food choices and being physically active. Through interactive and engaging lessons that meet curriculum standards in English Language Arts, Science, and Health, students will be introduced to the five food groups, explore the vegetable subgroups, and discuss differences between whole grains and refined grains.

FIRST TASTE: Engage (40 minutes)

1. Begin the lesson by asking students to close their eyes and think about their favorite meal or dish. Encourage them to think about the taste, texture, and colors of their favorite meal. Invite students to share and brainstorm descriptive words to use when talking about food. (*For example: Texture — soft, chewy, crunchy; Taste — sweet, sour, spicy; Feeling — comforting, happy, warm*) List these words on the board.
2. Give students 10 – 15 minutes to write about their favorite meal in their notebooks. Ask them to answer the following questions:
 - **What is your favorite meal? Does it have a name?**
 - **What specific foods and beverages are part of your favorite meal?**
 - **Why is it your favorite meal?** (*Prompts: Is there a specific memory around the meal, when it is served, or who prepares it?*)
 - **How would you describe it to someone?** (*Prompts: Can you think of 10 or more words that describe your favorite meal? Think about the taste, what it looks like, and the colors it has, the texture, the feeling you get when you eat the meal.*)
3. When students are finished, invite volunteers to share their favorite meals and answer the questions.
4. Next, ask students what they think it means to be healthy. What does one need to eat to be healthy? (*Accept all answers at this stage. Students will likely mention that it is important to eat fruits and vegetables.*) Explain to students that eating fruits and vegetables every day is important for healthy eating. Fruits and vegetables represent **two** important food groups, out of **five**. Do students know what the other food groups are? (*Accept all answers.*)
5. Display the **MyPlate** poster. Explain that this icon shows the five different food groups: **Fruits, Vegetables, Grains, Protein, and Dairy**, and serves as a visual reminder to eat foods from all five food groups. By eating a variety of foods from each of the food groups, we can make sure we are feeding our bodies what we need to have energy, play hard, learn, grow, and stay healthy.



TEACHER'S Morsel

6. Explain that the Vegetable Group has five subgroups: **Dark-Green, Red and Orange, Beans and Peas, Starchy,** and **Other.** Eating vegetables from all of the subgroups helps us get different kinds of nutrients — and also makes eating more interesting and fun. Most Americans need to eat more dark-green, red, and orange vegetables, and beans and peas. Can they think of some vegetables from these subgroups that they like? Are there any that are served on the school lunch menu?
7. The **Grain** Group is also divided into two subgroups. But first, what is a grain? Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.
8. The two subgroups of the Grain Group are **Whole Grains** and **Refined Grains.** Whole grains contain the entire grain kernel: the bran, germ, and endosperm. (Whole grains include foods such as 100% whole-wheat bread, brown rice, oatmeal, popcorn, whole-wheat tortillas, and whole-grain cereal.) Refined grains have been sent through a mill to remove the bran and germ of the grain. This process also removes some nutrients we need for good health. Examples of refined grain foods are white bread, corn bread, regular pasta, white rice, cornflakes and puffed rice cereal, and most pretzels, crackers, and cookies. **MyPlate** encourages us to replace some of the refined grains we are eating with whole grains, so that at least half of the grains we eat are whole grains. Instead of making a sandwich with white bread, make it with whole-wheat bread. Or have oatmeal for breakfast instead of a bagel made with refined grains.
9. Ask students to think about how their favorite meal fits **MyPlate.** Are all five food groups represented in their meal? If not, can they think of substitutions to make their favorite meal more balanced and in line with **MyPlate?** Have students make these adjustments and substitutions on another page in their notebook. Students may refer back to **MyPlate** if they need ideas. Encourage them to try it with

What Are Whole Grains? Learn more about what foods are considered whole grains and what are considered refined grains by visiting <http://www.chooseMyPlate.gov/food-groups/grains.html>.

Know Your Vegetables: What veggies belong to which subgroup? For a list of commonly eaten Dark-Green Vegetables (e.g., spinach), Red and Orange Vegetables (e.g., red peppers), and Beans and Peas (e.g., lentils), go to: <http://www.chooseMyPlate.gov/food-groups/vegetables.html>.

Challenge your class to try a new vegetable from each subgroup once a week.

a new vegetable or with a whole-grain food like brown rice or a whole-wheat tortilla. Also, not every meal or snack may have something from every food group. So, if breakfast has no veggie, suggest to students that they can try munching baby carrots for an after-school snack.

10. Invite volunteers to share their favorite meals with the class and explain how they made adjustments, if needed, to fit into **MyPlate.** If there is time, have students create a colorful illustration of their favorite meal.

DIGGING IN: Explore (30 minutes*) **MyPlate Quiz Show**

11. Next, your class will play a game, much like a quiz show, to learn about **MyPlate** and healthy habits. Divide students into teams of five. Explain that they will play a game where both teams are asked questions. Teams may have 30 seconds to discuss their answer before they must share it. If necessary, they may use a pen and paper on some of the longer questions. Whichever team gets the question correct gains a point. If all teams are correct, they all win a point.
12. Use the questions on the next page to get started. Tell your students that there are some trick questions as well as bonus points to be gained in the game! The questions start off easy and get more challenging as they go on. Play as long as you want, until you run out of questions, or to a certain number of points. Some answers may vary. (Add to the list and make up your own questions.) Visit <http://www.chooseMyPlate.gov> for more ideas.

*Can vary based on class size and number of questions used in game





TEACHER'S Morsel

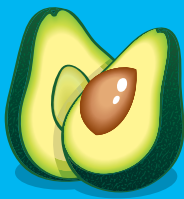
- a. How much of your plate at meals should be fruits and vegetables? (*Half*)
- b. What food groups does a beef taco fit into? (*Protein Foods: ground meat; Vegetable: lettuce, tomato; Grain: tortilla/taco shell; Dairy: cheese*)
- c. Shrimp belongs to what food group? (*Protein Foods*)
- d. Yogurt belongs to what food group? (*Dairy*)
- e. Beans and peas are special. They belong to two food groups. What are they? (*Vegetables and Protein Foods*)
- f. 100% orange juice is part of what food group. (*Fruits*)
- g. At least 60 minutes of _____ is recommended each day for a healthy lifestyle. (*Physical activity*)
- h. Cream cheese is part of what food group? (**TRICK!** *It's not part of any food group. Cream cheese is mostly fat. It does not contain enough nutrients to be part of the Dairy Group.*)
- i. Provide two examples of a whole-grain food. (*Answers can vary, e.g., brown rice, whole-wheat bread/pasta/tortilla/crackers, oatmeal, buckwheat, quinoa, popcorn*)
- j. Water is part of what food group? (**TRICK!** *It's not. But it is an essential nutrient, and some fruits and vegetables, like cucumber, celery, apple, orange, tomato, and watermelon, have high water content.*)
- k. Dark-Green, Starchy, Red and Orange, Beans and Peas — these are subgroups of foods in what food group? (*Vegetable*)
- l. What is a whole-grain alternative to white rice? (*Brown rice*)
- m. A Hawaiian pizza, with pineapple and ham as toppings, belongs to what food group? **BONUS 2 points** (*All five! Fruit: pineapple; Vegetable: tomato sauce; Protein Foods: ham; Dairy: cheese; Grain: crust.*)
- n. Kale is an example of a _____. (*Vegetable; specifically a dark-green vegetable*)
- o. Which of the following are examples of physical activity? Jumping rope, playing soccer, taking a walk, raking leaves, yoga, dancing, and sleeping. (*All except for sleeping*)
- p. Name five vegetables beginning with the same letter. **BONUS 5 points** (*Answers can vary, e.g.,*

Food Group 411: For more examples of healthy food options in each food group, visit <http://www.chooseMyPlate.gov/food-groups>.

Healthy Rewards: For the winning team, try a healthier reward. Instead of candy or sweets, give nonfood prizes or privileges, like a chance to listen to music in the classroom, or free time to read a book of their choice or play.

carrot, celery, collard greens, corn, cassava, cabbage, cauliflower.)

- q. (1) What food groups are missing from this meal: Fish, beans, broccoli, milk? (*Grain, Fruit*)
(2) Name two options from each missing food group. **BONUS 2 points** (*Answers can vary, e.g., 100% orange juice, mango, brown rice, whole-wheat pasta.*)
- r. Walnuts, almonds, and peanuts are examples of what, and all belong to what food group? **BONUS 2 points** (*Nuts, Protein Foods*)
- s. Which of the following is **not** a whole grain? Oatmeal, shredded wheat, whole-wheat toast, corn flakes? (*Corn flakes*)
- t. Identify four types of beans that are Protein Foods. (*Answers can vary, e.g., black, kidney, soy, pinto, navy*)
- u. What are five foods from the Fruit Group that make good on-the-go snacks? (*Examples include raisins, apples, plums, unsweetened applesauce cups, 100% fruit juice. Note that flavored gummies do not count as fruit.*)
- v. Make at least half your grains each day whole grains. Which of the following are examples of whole grains? Animal crackers, corn bread, cheese puffs, pretzels, whole-wheat crackers. (*Only the whole-wheat crackers*)
- w. Create a breakfast with foods from the Protein Foods, Fruit, Dairy, and Grain Groups. Make your grain a whole grain. **BONUS 4 points** (*Answers can vary; e.g., whole-wheat English muffin, scrambled egg, strawberries, fat-free milk.*)
- x. Create a healthy and delicious-sounding snack to help you soar through your



FOOD FOR Thought

Share these tips with your students, parents, and school.
Cool Snack! Place your favorite fat-free or low-fat yogurt into an ice cube tray, add some berries, and freeze it.
Rainbow Salad: Think of new ways to make your garden salad grow with color. Try tomatoes, avocados, yellow peppers, black beans, and romaine lettuce.

day like a rocket ship. Your snack must have ingredients from at least three of the five food groups. **BONUS 4 points** (Answers can vary; e.g., yogurt with almonds and berries = Protein Foods, Dairy, Fruits.)

DIGESTING IT ALL: Explain, Evaluate

(40 minutes)

13. As a final activity, students will create a healthy 5-day dinner meal plan including a variety of foods from each food group, using **MyPlate** as a guide. Remind students that their meals can include more than one food group in an entrée or main dish, such as a stir-fry, soup, salad, or sandwich.

- At least half of their grains must be whole grains.
- Use at least one food from the Beans and Peas subgroup.
- Use at least one vegetable from the Dark-Green Vegetable subgroup.
- Use a variety of proteins. Each protein food may be used only once.

14. The second part of their task is to create a physical activity plan. How can they be active for at least 60 minutes a day? Their plan must include a variety of activities that they can do on their own, with friends or on a team, or with their family.

15. Finally, they need to set one **MyPlate** goal for themselves. What would they like to accomplish? More activity? Trying new foods? Have students share their plans with a partner.

SAVOR THE LEARNING: Elaborate

Cafeteria:

- Analyze the menus from the cafeteria for 1 week. How do the foods offered fit into the five food groups? If they selected the school lunch, would half their trays be fruits and vegetables? Are all the vegetable subgroups offered throughout the week? Invite the school food service director to talk to the class about how the school lunch provides foods from all food groups, and get input from students about items they would like to see on the menu.

- Have the students make a *My Lunch Tray* poster that illustrates how the school lunches provide foods from all of the food groups. You can divide the class into small groups to make different posters for different school meals.
- Hold a contest to see which student can create the best tray liner, placemat, or table tent featuring positive **MyPlate** messages that can be used in the cafeteria.

At Home:

- Have students take home the **MyPlate at Home** parent reproducible and the **MyPlate, MySelf** menu planner reproducible they worked on in class. Encourage students to talk with their families about trying these meals at home.

EXTRA HELPINGS: Elaborate (15 minutes*)



Blast Off! Game: Divide students into pairs and have each play the computer game called **Blast Off**. One student in each team will act as pilot and enter his/her name in the Control Panel. The game challenges players to reach **Planet Power** by fueling their rocket with smart food choices from the five food groups and 60 minutes of physical activity. It reinforces the importance of choosing foods from all five food groups in order to be healthy. Did their rockets make it to Planet Power? Print a copy of their “Mission Report” for information on their “fuel” choices. Discuss with the class how many teams reached their goal for each food group. Did any team not reach its goal for a particular food group? What advice does the Mission Report offer students about reaching their goal the next time? To access the game, go to http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html.

*Can vary.



MyPlate, MySelf

FIRST COURSE • REPRODUCIBLE 1-A



Create 5 days of healthy dinner meals that you would enjoy. Use *MyPlate* as your guide to create delicious dinners that include all five food groups. Use the resources and checklist on this page to design *My 5-Day Dinner Menu Planner* on page 2. After you complete the plan, follow directions to create *My Physical Activity Plan* and *My MyPlate Goal*.

Remember to:

- Make at least half of your grains whole grains.
- Include at least one food from the Beans and Peas Vegetable Subgroup.
- Include at least one vegetable from the Dark-Green Vegetable Subgroup.
- Have a variety of proteins. Each protein food may be used only once.

MyPlate's Food Group Menu Options

The five food groups are important for a healthy diet. Choose a variety of foods from each for your menu. Use the following chart to get your meal plan started. (Not a complete list. Visit <http://www.chooseMyPlate.gov> for more.)



FRUITS	Apple, grapefruit, blueberries, watermelon, cantaloupe, plum, banana, kiwi fruit, grapes, papaya, orange, 100% fruit juice, raisins, strawberries
VEGETABLES	Dark-Green (broccoli, spinach, kale, bok choy, collard greens, romaine lettuce); Red and Orange (tomato, carrots, sweet potato, red pepper, butternut squash); Beans and Peas (black beans, pinto beans, soybeans, lentils, split peas); Starchy (potatoes, corn, green peas, plantains); Other (avocado, beets, okra, asparagus, mushrooms, celery)
GRAINS	Whole Grains (whole-wheat breads, pastas, and tortillas; whole-grain or whole-wheat crackers; popcorn; oatmeal; brown rice; and whole-wheat breakfast cereal); refined grains (white breads and rolls, flour tortillas, white rice, cornbread, and most pretzels, crackers, cookies, and noodles)
PROTEIN	Meats (lean beef, pork, lamb), poultry (chicken, turkey), eggs, beans and peas (black beans, falafel), processed soy products (veggie burgers, tofu), nuts and seeds (almonds, cashews, sesame seeds, peanut butter), seafood (cod, shrimp, salmon, tuna)
DAIRY	Milk (fat-free, low-fat, flavored, lactose-free), cheese (string cheese, cheddar, cottage cheese, mozzarella), yogurt, calcium-fortified soy milk

Menu Planner Checklist: Did You...

- Include whole grains in at least three of your dinners?
What are your whole grains? _____
- Include at least one food from the Beans and Peas Subgroup?
List your beans and peas here: _____
- Include at least one vegetable from the Dark-Green Vegetables Subgroup?
List your dark-green vegetables here: _____
- Include a variety of proteins?
List your protein foods here: _____



Serving Up *MyPlate* — Grades 5 & 6

U.S. Department of Agriculture • Food and Nutrition Service • September 2012 • FNS-446

<http://teammnutrition.usda.gov>








MyPlate, MySelf

FIRST COURSE • REPRODUCIBLE 1-B



Name: _____ Date: _____

My 5-Day Dinner Menu Planner

	SAMPLE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
FRUITS  Peach						
VEGETABLES  Spinach						
GRAINS  Whole-wheat roll						
PROTEIN  Chicken						
DAIRY  Milk						

My Physical Activity Plan

Make a plan to be active for at least 60 minutes a day!
Think of new ways you can move.

Ideas for activities that I can do on my own:

Ideas for activities that I can do with friends:

Ideas for activities that I can do at home:

My MyPlate Goal

What do you want to achieve for yourself? Do you want to be more physically active? Try new foods? Learn to make healthy recipes? Pick up a new sport?





Main Ingredients

Recommended Pacing:

Session 1 (40 minutes) — First Taste

Session 2 (40 minutes) — Digging In

Session 3 (60 minutes) — Digesting It All

Essential Question:

What can nutrients in foods do for me?

Learning Objectives:

Students will be able to...

- Identify the six main nutrients and a variety of foods that contain them.
- Explain how nutrients help us grow and stay healthy.
- Apply knowledge of healthy foods and food groups to create a healthy meal or snack.

Subject Connections:

English Language Arts, Math, Health, Science

Materials & Preparation:

- Index Cards (enough for each student to have 3 – 4)
- Notebooks
- Computer, CD or MP3 player with speakers
- **Original Song & Lyrics:** *Do/Be*
- **Student Reproducible 1:** *Nutrient Knowledge*

Know Your Nutrients

What's Cooking?

In this lesson, students will explore the concept of nutrients in foods. Utilizing a range of engaging learning activities that meet curriculum standards in English Language Arts, Science, Health, and Math, students will learn how nutrients affect how they look and feel and can help them do what they need and want to do, better.

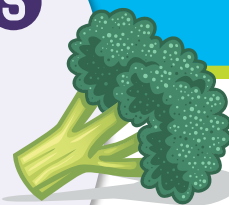
FIRST TASTE: Engage (40 minutes)

1. Begin this lesson by asking students to think about and then write down their definition of a “healthy” food. Ask them how they think “healthy” foods can benefit them. (*List their answers on the board.*) Ask students what it is about these foods they think makes them “healthy.” (*Accept all answers.*)
2. Next, play the song *Do/Be* once and ask students to listen to the lyrics carefully. Write the word “nutrient” on the board and ask students to explain what they think it means. Explain that a **nutrient** is something found in foods that helps us grow and stay healthy. Different nutrients **do** different things for our bodies and help us **be** healthy. Play the song again, this time inviting students to dance and move around the room expressing the lyrics. The song lyrics give us examples of benefits the nutrients in foods can give us. (*Giving us energy, building our muscles, strengthening and growing our bones*)





TEACHER'S Morsel



The six main nutrients are **carbohydrates, fats, proteins, minerals, vitamins, and water.**

For an in depth look at nutrients and what they do for our bodies, see page 17.



3. Foods are categorized into the different food groups based upon the nutrients they contain and also how we normally eat them. Eating different foods from all five food groups helps us get all of the nutrients we need to grow, play hard, and be healthy.
4. Can anyone name a nutrient? Explain to students that there are six main categories of nutrients. Write the names of the following six main nutrients on the board: **carbohydrates, proteins, fats, vitamins, minerals, water.**
5. Have students create a **KWL** chart in their notebooks. (What do I **K**now? What do I **W**ant to know? What have I **L**earned?) Allow time for students to write down what they **Know** about these nutrients, and what they **Want** to know. Then invite volunteers to share with the class.

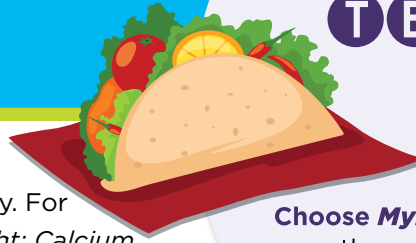
6. Next, hand out the *Nutrient Knowledge* reproducible to all students. Explain that this chart is a good way to help students remember the six main nutrients, along with important vitamins and minerals, and understand what they can do to help students look and feel their best, and in what food groups these nutrients can be found. Students will use this chart as a reference throughout the lesson.

DIGGING IN: Explore (40 minutes)

Power Up Poetry

7. Next, divide your class by asking students to count off in fives. Students should gather in their groups according to their number. Explain that, for this activity, each group will need to work together, using what they've already learned about nutrition and healthy behavior, along with their creative language skills and vocabulary, to create short phrases. Distribute index cards so that every student has at least 3 - 4 cards. First have students write their designated group number on one side of each card. Then, give students time to generate their phrases and write one per card.
 - **Ones** will need to write a short, creative sentence or phrase about what they need and like to do each day (at home, at school, at play). For example: *Complete my social studies project; Rehearse my play; Practice my dance routine; Run five laps during soccer practice.*
 - **Twos** will identify a nutrient (e.g., carbohydrates, protein, fats, water, vitamins, or minerals) and what it does for the body. For example, *carbohydrates give me energy to play hard.* For vitamins and minerals, students can list a specific vitamin (e.g., vitamin C, vitamin A) or mineral





TEACHER'S Morsel

(e.g., calcium) and how it helps the body. For example: *Vitamin A helps me see at night; Calcium helps my bones stay strong.*

Choose MyPlate: For more information on the nutritional benefits of foods from each food group visit <http://www.chooseMyPlate.gov> and click on each food group for more information.

- **Threes** will provide one example per card of foods from each of the five food groups. They will add a descriptive word or adjective to each food item. They must be sure to represent each food group at least once. For example: *(Dairy) ice-cold milk, creamy yogurt, yummy yogurt pops, melted cheese; (Vegetables) crunchy carrots, crisp lettuce greens, juicy tomatoes, creamy hummus chickpea dip.*
- **Fours** are challenged to come up with a creative phrase describing an eating occasion. For example: *"In-the-Car Breakfast," "Power Lunch,"* or *"Sports Snack."*
- **Fives** are challenged to come up with how and where they can get a variety of foods from a food group. For example: *In the school cafeteria, asking Mom or Dad, grow it in a garden, fish it out of the sea, buy it in the supermarket.*

Give groups enough time to work on their phrases, so that each student completes at least three index cards.

8. Once they are done, collect all the cards, keeping them in their numbered categories so that there are five decks. Next, regroup students so that each group has someone from groups 1, 2, 3, 4, and 5. Ask each student to pull one card from each deck of cards (or more if you have left over). Explain that teams now have the challenge to create a **Power Poem** — a poem explaining how eating a variety of foods can be fun, and provide the nutrients they need to eat smart and play hard. Groups must use all the cards they have chosen, but they can add or repeat words.

Challenge: Tell your students that not all of the phrases selected may work accurately with a particular nutrient or food group. For example, protein is not a nutrient found in crisp lettuce. Let them know that they may trade phrases with other teams to revise their poems to be accurate.

9. Give teams 10 - 15 minutes to create a healthy **Power Poem**, then have them present it to the rest of the class. Let each group explain its message and understanding. You may want to display these power poems in the cafeteria on a poster or bulletin board titled **MyPlate Power Poems**. *(Poems will vary. For example, from the store, I get thin-sliced turkey. It's a great on-the-go nibble that builds my muscles so I can ride my bike.)*

DIGESTING IT ALL: Explain, Evaluate (60 minutes — 40 minutes to complete project, 20 minutes to present)

10. As a summative assessment, students will create projects to "show what they know" and spread the word about how eating foods from all five food groups helps them get all the nutrients they need to play hard, be healthy, and grow. Divide students into small groups (3 - 4 students). Students should use their *Nutrient Knowledge* handout as a guide. First, they need to identify an audience and age group with whom they would like to share their information. Next, they will need to decide how best to communicate their message. Suggest different project ideas, and let students choose from the following:
 - Create a billboard, magazine ad, or brochure to visually communicate information about a food group and the nutrients it provides. *Encourage students to think about what catches their eye. They should think about imagery, color, and lettering.*
 - Create a news program to spread the word about why it's important to make half of your plate fruits and vegetables. *Encourage students to use*



FOOD FOR Thought

descriptive words. They will want to think about how to present information in a way that will catch viewers' attention.

They're watching you! Let your students see you making healthy food choices and being active at school. Ask other teachers, staff, or students to join you for a walk, to shoot some hoops — whatever activity works for you.

- Write a song or rap to teach others about the different types of foods in the Protein Foods Group and why it's important to eat from this group. Include a message that encourages people to choose seafood (fish or shellfish) or beans and peas instead of meat at some meals. *Students may want to use various instruments or improvise their own.*
 - Survey the class or peers at school to determine what whole grains they've eaten, then graph the results. *Students should think about how they explain to their peers the difference between whole grains and refined grains, as well as why it's important to eat more whole grains.*
11. Give students a full class period to explain their project ideas to their peers, and another class period to present them.



SAVOR THE LEARNING: Elaborate

At Home:

- Have students share their **Power Poems** with their parents.

Cafeteria:

- Share findings about students' favorite whole grains with school food service. Work with the school food service director to conduct a taste test of possible new whole-grain items for the school lunch or breakfast menu.

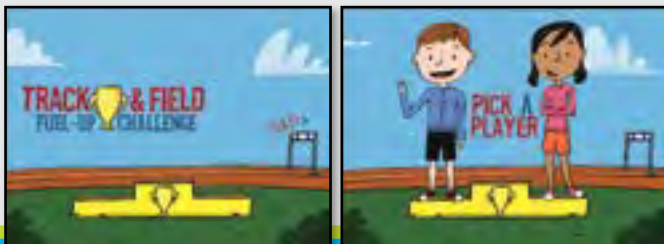
Community:

- Have students work with a chef in the community to create the food described in their **Power Poems**.
- Invite local farmers, growers, food producers, or Cooperative Extension staff to discuss where foods come from. For example, invite a local dairy farmer to discuss where milk comes from and how it is prepared for sale. Or invite a local mill to discuss how wheat is made into flour.

EXTRA HELPINGS: Elaborate (15 minutes*)

Track & Field Fuel-Up Challenge Game: In this interactive game, kids “go for the gold” by responding to time-sensitive questions about making healthier food choices. Children answer nutrition questions related to low-fat milk, fruits, vegetables, and whole grains as they compete in the javelin, high jump, long jump, and dash. The faster kids answer questions correctly, the more skill their player has in his or her event. The game also gets kids up and moving to prepare for the next event. Go to <http://www.fns.usda.gov/multimedia/games/trackandfield/index.html>

*Can vary.



Nutrient KNOWLEDGE

SECOND COURSE • REPRODUCIBLE 1



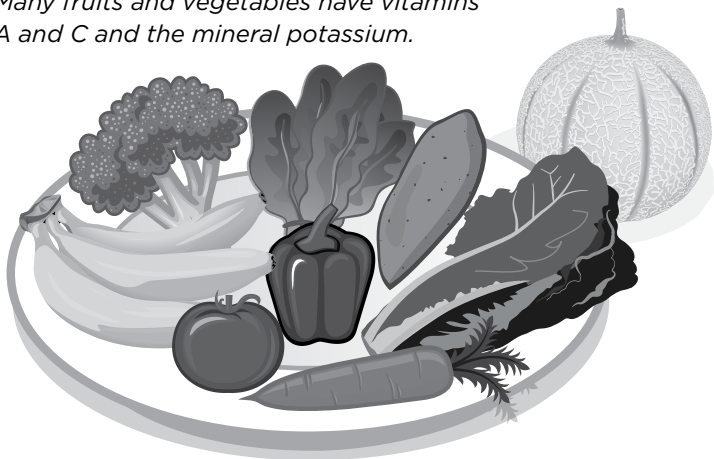
Did you know that eating foods from all five food groups helps you get the nutrients you need to grow, play hard, and be healthy? It's true! Nutrients include vitamins, minerals, carbohydrates, protein, water, and fats. Learn more about what types of foods have them and how they help your body.

Vitamins

Your body needs vitamins to grow and stay healthy. Some vitamins include:

- **Vitamin A** — helps protect your eyes and skin. It plays an important role in helping you see at night. Vitamin A also helps you fight off infections so you stay feeling your best.
Where to find it: dark-green, red, and orange fruits and vegetables, such as cantaloupe, carrots, sweet potato, tomatoes, spinach, and romaine lettuce.
- **The B Vitamins** (lots of different ones) — help your body tap into the energy from food so you can play hard.
Where to find them: chicken, fish, and other protein foods; beans and peas, cereals, and some breads.
- **Vitamin C** — helps your body heal cuts and scratches. Smile! It also helps keep your teeth and gums healthy.
Where to find it: fruits and some vegetables, such as oranges, grapefruits, kiwi fruit, strawberries, tomatoes, bell peppers, potatoes, and broccoli.
- **Vitamin D** — helps the body have strong bones.
Where to find it: most milk has added vitamin D. Also, some soy milks, breakfast cereals, and yogurt have added vitamin D. Some fish (tuna, salmon) have it, too.

Many fruits and vegetables have vitamins A and C and the mineral potassium.



*Those five food groups we learned about
They've got nutrients we need
To do things at our peak
To be more healthy*



Minerals

Your body needs minerals to grow and stay healthy. Some minerals are:

- **Potassium** — keeps your muscles and nervous system working right. It may also play a role in helping your heart pump blood easily through your body.
Where to find it: dairy foods such as milk, yogurt, and soy milk; fruits and vegetables such as bananas, dried apricots, cantaloupe, honeydew melon, orange juice, sweet potatoes, white potatoes, white beans, kidney beans, tomato sauce, and spinach.
- **Calcium** — builds strong bones and teeth.
Where to find it: milk, yogurt, cheese, and calcium-fortified soy milk.
- **Iron** — helps you have healthy blood. Your body uses iron to carry oxygen from your lungs to the rest of the body.
Where to find it: protein foods such as turkey, chicken, fish, beef, beans and peas; grains such as breads and cereals.



Serving Up **MyPlate** — Grades 5 & 6

U.S. Department of Agriculture • Food and Nutrition Service • September 2012 • FNS-446

<http://teammnutrition.usda.gov>





Carbohydrates

- Carbohydrates give you energy to run, jump, and even blink your eyes.
Where to find them: vegetables, fruits, milk and yogurt, and grains like breads, cereals, and pasta.
- Fiber is a type of carbohydrate that the body cannot digest. It has many health benefits though. It helps move food through the digestive tract and helps you feel full.
Where to find it: fruits, vegetables, and whole grains.

Protein

- Protein is used by the body to build muscle, skin, bone, and more. Protein can also be used for energy.
Where to find it: protein foods (such as meat, chicken, fish, eggs, and beans) and milk.

Water

When you sweat, your body is using water to help you stay cool. Water also helps your body move nutrients to the places they need to go.

Where to find it: Water is in most foods, especially fruits and vegetables. Drinking water instead of a sweet beverage, like soda, is a healthy way to cool off and satisfy your thirst.

Fats

Fats help your body absorb, or take in, certain vitamins and have healthy skin. The body also uses fats for energy.

- Liquid fats, like oils, provide us with good-for-you fats and some vitamins. Fats that are solid, or hard, at room temperature, like butter and stick margarine, are not good for our hearts.
Where to find them: Heart-healthy oils are found in avocados, olives, nuts, seeds, and some fish. Solid fats can be found in some foods in the protein foods and the dairy group, such as the skin on chicken and the milk fat in regular cheese and whole milk. Fats are also added to many foods during cooking, such as when frying potatoes.

*Nutrients are good for me.
Some help me do and some help me be.
Some help give my skin a healthy glow.
Some help keep me from catching colds.
And others strengthen bones and muscles
So round those bases I can hustle.*





Main Ingredients

Recommended Pacing:

Session 1 (40 minutes) — First Taste

Session 2 (40 minutes) — Digging In

Session 3 (60 minutes) — Digesting It All

Essential Question:

What foods should I eat less of, and why?
How can I make better choices?

Learning Objectives:

Students will be able to...

- Identify ways to limit the consumption of solid fats, added sugars, and sodium.
- Read, compare, and analyze *Nutrition Facts* labels to determine which snack is a healthier alternative.
- Summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium.

Subject Connections:

English Language Arts, Science, Health

Materials & Preparation:

- Notebooks and pencils
- Six food packages to be used with assumption activity (fill five packages with different contents than labeled)
- Index cards
- Computer, CD or MP3 player with speakers
- **Original Song & Lyrics:** *Do Your Body Right*
- **Student Reproducible 1:** *Nutrition Label Comparison*
- **Student Reproducible 2:** *Ad Awareness*



Decisions, Decisions!

What's Cooking?

In this lesson, students develop the skills needed to compare and evaluate foods and beverages in order to make healthful choices. Through song, label reading, and decision-making activities, which meet curriculum standards for English Language Arts, Science, and Health, students will practice choosing foods lower in solid fats, sodium, and added sugars.

FIRST TASTE: Engage (40 minutes)

Food Assumptions:

- 1. Preparation:** Set up six packages of food on a table or against a wall. Number each package 1 - 6. Five out of the six should contain something other than what they advertise. (*For example: Macaroni shells in a cereal box, beans in an empty milk carton, sugar in a pasta box, water in a soda bottle. Something that could remain the same would be a canned food like tuna or corn. You don't need to use food items or packaging to make this assumption activity work. You can use beads, tissues, pencils, and other objects in empty containers. Use packaging that you have, as long as it is labeled and you can't see the contents from the outside.*)
- 2.** Begin by telling students that their first activity will be an easy test. Hand out a piece of paper and a pencil. Give them the following directions, and repeat them if anyone questions the purpose of the test:
 - **Please write down, in order, the content of each container.**
 - **There will be no talking until everyone is done with this test.**
- 3.** After students have finished, check his or her answers by opening up each container one at a time and showing what is actually inside. Ask students why they answered the way they did. Explain that we all make assumptions, or quick guesses, based on information that we receive right away. Our assumptions, however, are not always correct. (*One container should have the correct contents inside to show that sometimes we make the right assumption.*)
- 4.** Start a discussion with students on how they make decisions about what to eat. What factors do they consider? Do they decide by taste? How food looks? How it smells? What makes them willing to try something new? (*Accept all answers.*) Explain that people generally like to eat foods that taste good. But how do we know what is in the foods we eat? How do we know that a muffin has carrots in it, or soup has vegetable broth? Is there a way to figure out what is in food, aside from tasting it? And why is it important to know what's inside our food? (*Answers may vary, but we need to know a food's ingredients so that we can make*



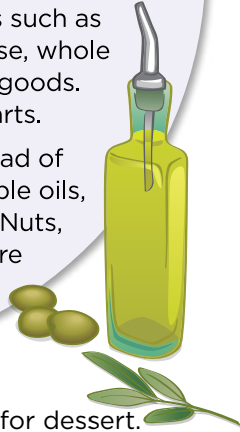
TEACHER'S Morsel

Foods To Reduce: Help your students understand what these are, using the definitions below.

Solid Fats are fats that are solid at room temperature, for example butter, stick margarine, chicken fat, beef fat, and shortening. They are found in foods such as hot dogs, sausages, bacon, regular cheese, whole milk, cakes, cookies, and other baked goods.

Solid fats are not good for our hearts.

Healthier Alternatives: Use oils instead of solid fats. Oils are fats, such as vegetable oils, that are liquid at room temperature. Nuts, avocados, olives, and some fish are also high in oils. Oils are good for your heart.



grab for breakfast, a healthy snack for after sports or play, or what to choose for dessert.

healthier decisions. The Nutrition Facts label and ingredients list on packaged food items provide information about the food's contents and nutrients.)

5. Explain that there are some foods that have “hidden” ingredients which we should eat less often, or in smaller amounts. Ask students whether they can think of any foods that we should eat only sometimes, and why? (*Accept all answers.*) Health experts recommend we eat foods that are lower in solid fats, sodium (salt), and added sugars. Ask students why eating too many foods high in solid fats, added sugars, and sodium (salt) is not good for the body. Filling up on these foods means they probably are not getting enough of the other healthier food choices in the five food groups — and all of the nutrients they need to grow, learn, play, and be healthy. Eating too many foods that are high in solid fats and added sugars also makes it harder to stay at a healthy weight. Too much sodium (salt) or solid fats is not good for our hearts, and foods that are high in added sugars can cause tooth decay, which can lead to cavities.
6. Play the song *Do Your Body Right* for the class. Ask the students to listen carefully to the lyrics. Invite a student to describe the general theme of the song. Ask students to volunteer examples of healthier options they could choose in place of the “sometimes” foods mentioned in the song: sugary cereals, sugary drinks such as soda, and chocolate cake. (*Foods from the five food groups, such as fruits and vegetables, whole grains, lean proteins, and low-fat dairy foods. These alternatives have nutrients that can give us what our bodies need to be active and play hard.*)
7. Divide the class into pairs, or small groups, and assign a verse of the song to each pair, then replay the song. You may assign the same verse to more than one pair of students. Ask them to listen carefully to the part that is assigned to them, and have them create a skit where they act out a scenario in which they would have to make a healthy choice. For example, they may role-play what to

DIGGING IN: Explore (40 minutes)

8. Now that they know why it's important to eat healthy foods from each food group and limit foods that are high in solid fats, sodium, and added sugars, ask students if they have any ideas on how they can make better choices. Accept all answers. If no one suggests reading the food packaging ingredients list or **Nutrition Facts label**, ask students if anyone has ever noticed and looked at one before. Hold up a container of packaged food (for example, a box of cereal), and point to the **Nutrition Facts label** and ingredients list.
9. Next, distribute the *Nutrition Facts Label Comparison* handout and divide the class into pairs. Direct the class to look at the far-left label (Plain Fat-Free Yogurt). Invite students to share what information they notice and explain what they think it means. Can students identify any of the following from the label?
 - **Serving Size:** Ask students to look for the words “Serving Size” on the label. In this example, the serving size is 1 cup. What if they ate everything in the package? How many servings would that be? (4) The information on the label is based on one serving. When they eat more, they need to multiply the nutrient information by the number of servings they ate.
 - **Calories:** Next, have students find the number of calories in a single serving of the plain



TEACHER'S Morsel

fat-free yogurt and the vanilla-flavored yogurt. Calories are a measure of the amount of energy the food provides (see page 22). The vanilla-flavored yogurt has more calories than the plain fat-free yogurt, because it contains more solid fats and added sugars. Solid fats and added sugars add calories to a food.

- **Solid Fats:** Students can tell the amount of solid fats in the food by looking at the grams of saturated fat and *trans* fat on the label. These are two types of solid fats. For *trans* fat, look for foods that have 0g of *trans* fat. For saturated fat, the label also provides the percent daily value (% DV). The % DV is a number that tells you if there is a lot or a little of something in a serving of the food. A % DV of 5 or less is low; 20% or more is high. Choose foods that are low in saturated fat.
- **Vitamins and Minerals:** At the bottom of the label, students will find numbers followed by percent signs. This is where they find the amounts (% DV) of nutrients that the product contains, such as calcium, iron, and vitamins A and C. 5% Daily Value or less of a nutrient is low; 20% Daily Value or more is high, and therefore a better choice.
- **Sodium:** Have students find the % DV for sodium. Which snacks are lowest in sodium?

The **Nutrition Facts label** does not identify the amount of added sugars in a product. You can find added sugars by looking at the ingredient list. Some other names for added sugars are: high-fructose corn syrup, sugar, sucrose, dextrose, fructose, lactose, maltose, honey, anhydrous dextrose, brown sugar, confectioner's powdered sugar, and corn syrup. *Tip! If one of those is in the first three ingredients, you can be sure that added sugar is a major ingredient.*

10. Next, give students 15 minutes to work with their partners to compare and analyze the nutrition labels. They should study and compare the four snack foods. After evaluating the data, they will conclude which are the healthier options and explain their reasoning.

Foods To Reduce: Help your students understand what these are, using the definitions below.

Sodium: While our body needs only small amounts of sodium, or salt, almost all of us eat too much. **Healthier Alternatives:** For a crunch, try baby carrots or unsalted nuts instead of potato chips.

Added Sugars: Foods that have “added sugars” are those that contain sugars, syrups, and sweeteners that are added to foods during processing. Most of us eat too many foods that are high in added sugars, such as soda, sugar-sweetened drinks, cakes, ice cream, and candy. **Healthier Alternatives:** Choose naturally sweet fruits for a snack instead of candy or cookies. Save sweet baked treats for special occasions. Sip smarter — drink water instead of sweetened drinks like soda and sports beverages.

Amount Per Serving		% Daily Value*
Calories 250		Calories from Fat 110
		Total Fat 12g
	Saturated Fat 3g	15%
	<i>Trans</i> Fat 3g	
	Cholesterol 30mg	10%
	Sodium 470mg	20%
	Total Carbohydrate 31g	10%
	Dietary Fiber 0g	0%
	Sugars 5g	
	Proteins 5g	
	Vitamin A	4%
	Vitamin C	2%
	Calcium	20%
	Iron	4%

1 Serving Size

2 Amount of Calories

3 Limit These Nutrients

4 Get Enough of These Nutrients

5 Percent (%) Daily Value

6 Footnote With Daily Values (DVs)

DIGESTING IT ALL: Explain, Evaluate (60 minutes – 40 minutes to complete project, 20 minutes to present)

11. In this final summative activity, students will reflect on their consumption of foods that are high in added sugars, solid fats, or sodium. Students will discuss the role of advertising in decision making, and learn about common advertising techniques. Then, they will apply their learning by creating an ad designed to promote healthy food choices. First, ask students to think about advertising they have seen in the past.





FOOD FOR Thought

Where have they seen it? (e.g. television, movies, newspapers, magazines, or billboards) What is its purpose? (e.g. to sell products, to promote ideas, to promote candidates)

12. Divide the class into teams of 3 – 4 students, pass out an *Ad Awareness* handout to each team, and ask volunteers to read out loud. Explain that advertising techniques are used by companies to sell their products and promote their ideas.
13. Explain that each team will use one of the techniques and develop an ad (skit, song, print, or video) to promote healthy eating and help their friends and family make better choices. For example, teams might:
 - Create a skit showing how people eat smart and play hard.
 - Write a jingle about healthy treats to try instead of “sometimes” foods.
 - Create a poster showing a “makeover” of a snack with healthier food choices.

Before teams get started, make sure they understand each technique. Remind students to use everything they have learned about **MyPlate**, eating a variety of foods from all five food groups, and limiting “sometimes” foods.

Extra Helpings: Elaborate

(20 minutes)

Grocery Bag Shake-Up! Fill a grocery bag with **Nutrition Facts labels** (one for each student). Use food labels or download samples at <http://teamnutrition.usda.gov/NutritionLabels.pdf>. Divide the room into “Low” and “High,” with space in-between. Have students pick a label, read the percent daily value (% DV) of saturated fat, and move to the corresponding section of the room. For example, they should go to the “High” section if they feel the food is high in saturated fat, or to “Low” if they feel it is low. If their food is neither, have them stand in the middle. Remember, a % DV of 5% or less is low; 20% or more is high.

Calories are the energy foods give us to grow and play. We use calories to make our bodies function and for physical activity. If we eat/drink more calories than we use in physical activities and body processes (breathing, blinking, digesting food, etc.), the extra calories get stored as fat in our bodies. Added sugars and solid fats load foods with extra calories we may not need. Foods like candy and soda can be high in solid fats (candy) and/or added sugars (soda and candy) and provide few nutrients. For this reason, they do not fall into any food group.

A moderately active 10-year-old girl has room for 160 calories from solid fats and added sugars in her daily meal plan. This is not much when you consider that one medium order of French fries provides 168 calories from solid fats, and one regular soda provides 136 calories from added sugars.



14. Give students a class period to put together their ideas. Then, have them present to the rest of the class or share with other students at school.

SAVOR THE LEARNING: Elaborate

School:

- Do students have access to snack foods through vending machines, school stores, or fundraisers? Have students look at foods that are available through these sources, and identify healthier alternatives they think their friends would like. For instance, instead of selling candy bars for a fundraiser, try selling fruits. Invite the principal, a PTA representative, and others within the school community to hear student suggestions.

At Home:

- Have students examine the snack options available at home, identify and determine what food groups they belong to, and decide if they are “sometimes” foods.

NUTRITION LABEL Comparison

THIRD COURSE • REPRODUCIBLE 1



Name: _____ Date: _____

The **Nutrition Facts label** on food packages can give you helpful information about what's inside. Below is a group of labels for snack foods. Work with a partner to read and compare the labels. Which is the healthier snack alternative?

YOGURT, FAT-FREE, PLAIN	YOGURT, WHOLE MILK, VANILLA	APPLE SLICES	FRENCH FRIES, SMALL
<p>Nutrition Facts Serving Size 1 cup (245g) Servings Per Container 4</p> <hr/> <p>Amount Per Serving</p> <p>Calories 140</p> <hr/> <p style="text-align: right;">%Daily Value*</p> <p>Total Fat 0g 0 % Saturated Fat 0g 0 % Trans Fat 0g</p> <p>Cholesterol 5mg 0 % Sodium 175mg 7 % Total Carbohydrate 19g 6 % Dietary Fiber 0g 0 % Sugars 13g</p> <p>Protein 14g</p> <hr/> <p>Vitamin A 0% • Vitamin C 4% Calcium 50% • Iron 0%</p> <p><small>* Percent Daily Values are based on a 2,000 calorie diet.</small></p>	<p>Nutrition Facts Serving Size 1 cup (245g) Servings Per Container 4</p> <hr/> <p>Amount Per Serving</p> <p>Calories 230 Calories from Fat 70</p> <hr/> <p style="text-align: right;">%Daily Value*</p> <p>Total Fat 8g 12 % Saturated Fat 5g 25 % Trans Fat 0g</p> <p>Cholesterol 30mg 10 % Sodium 125mg 5 % Total Carbohydrate 30g 10 % Dietary Fiber 0g 0 % Sugars 29g</p> <p>Protein 8g 16 %</p> <hr/> <p>Vitamin A 6% • Vitamin C 0% Calcium 30% • Iron 0%</p> <p><small>* Percent Daily Values are based on a 2,000 calorie diet.</small></p>	<p>Nutrition Facts Serving Size 1 bag (68g) Servings Per Container 1</p> <hr/> <p>Amount Per Serving</p> <p>Calories 35 Calories from Fat 0</p> <hr/> <p style="text-align: right;">%Daily Value*</p> <p>Total Fat 0g 0 % Saturated Fat 0g 0 % Trans Fat 0g</p> <p>Cholesterol 0mg 0 % Sodium 0mg 6 % Total Carbohydrate 9g 3 % Dietary Fiber 2g 8 % Sugars 7g</p> <p>Protein 0g</p> <hr/> <p>Vitamin A 0% • Vitamin C 30% Calcium 2% • Iron 2%</p> <p><small>* Percent Daily Values are based on a 2,000 calorie diet.</small></p>	<p>Nutrition Facts Serving Size 1 serving (68g) Servings Per Container 1</p> <hr/> <p>Amount Per Serving</p> <p>Calories 210 Calories from Fat 90</p> <hr/> <p style="text-align: right;">%Daily Value*</p> <p>Total Fat 10g 15 % Saturated Fat 1.5g 8 % Trans Fat 0g</p> <p>Cholesterol 0mg 0 % Sodium 135mg 6 % Total Carbohydrate 26g 9 % Dietary Fiber 2g 8 % Sugars 0g</p> <p>Protein 3g</p> <hr/> <p>Vitamin A 0% • Vitamin C 15% Calcium 0% • Iron 2%</p> <p><small>* Percent Daily Values are based on a 2,000 calorie diet.</small></p>

Study the labels. Use your notebook to record the data for all four snack foods, and then answer the questions.

	PLAIN YOGURT	VANILLA YOGURT	APPLE SLICES	FRENCH FRIES
Serving size				
Calories in entire container				
% DV for saturated fat per serving				
% DV for calcium per serving				
% DV for sodium per serving				

Which snack food has the most calcium with the lowest amount of calories? _____

Which snack foods are the lowest in saturated fat? _____

Which snack food is the lowest in sodium (salt)? _____

Which snack foods are healthier alternatives? _____

Explain how you came to your conclusion. Were any of your results surprising? _____





Name: _____ Date: _____

Organizations use advertising to promote a product or idea. Below are common advertising techniques. Read through them carefully. Can you think of an example you saw on TV or in a magazine? Discuss with your team members to decide which technique you will use to promote a healthy message to inspire your friends and family to make better choices.

Bandwagon Effect

To persuade potential consumers by telling them that many other people are happy or successful by doing the same thing. (Example: You might show a group of very happy students who are drinking water instead of soda.)

Celebrity Endorsement

To use a famous personality to sell a product. (Example: You might collaborate with the principal to endorse a fundraising idea that gets the school active instead of selling sweets.)

Glittering Generalities

To use appealing words and images to sell the product. The message this commercial gives is that if you buy the item, it will change your life. (Example: You might convince the audience that by using herbs and spices instead of sodium, their meals will taste out of this world.)

It Worked for Me

Testimonials in ads are aimed at giving consumers proof that they aren't wasting their time. (Example: You might feature a student who is eating smarter and now has more energy to play hard.)

No-Risk Free Trial

This technique involves offering free trials to entice consumers to try a new product. (Example: You could work with the school cafeteria to encourage classmates to choose a vegetable side at lunch by offering free samples or holding a taste test.)

Everyday Folks

To suggest that the product is a practical product of good value for ordinary people. (Example: If the school has a garden, you might show how ordinary students in the school are snacking on the garden's produce instead of chips and other less-healthy snack foods.)

Wit and Humor

To attract consumers to products by giving them a reason to laugh or to be entertained. (Example: You might dress like a healthy sweet potato and show how that vegetable can easily squash a bag of potato chips.)

Be the First

To focus on the idea that using a certain product puts the user ahead of the game. (Example: You might encourage the audience to be the first on their block to participate in a nutrition program that keeps an eye on different types of fats.)

Repetition

To repeat a product's name at least four times in the advertisement.



Acknowledgements

Serving Up MyPlate was developed by the Food and Nutrition Service (FNS) of the U.S. Department of Agriculture. FNS wishes to extend a sincere thank you to those individuals who provided their extensive knowledge and expertise to this program from concept to finish.

USDA Project Managers/Members

Project Officer:

Alicia H. White, MS, RD

Child Nutrition Division

USDA Food and Nutrition Service

Project Team:

Heidi Bishop, BS

Erika Pijai, MS, RD

Child Nutrition Division

USDA Food and Nutrition Service

Judy F. Wilson, MSPH, RD

Office of Research and Analysis

USDA Food and Nutrition Service

Jackie Haven, MS, RD

Donna Johnson-Bailey, MPH, RD

USDA Center for Nutrition Policy and Promotion

Pilot Schools:

Michener School, Adrian, MI

Immaculate Conception, Bronx, NY

Reviewers:

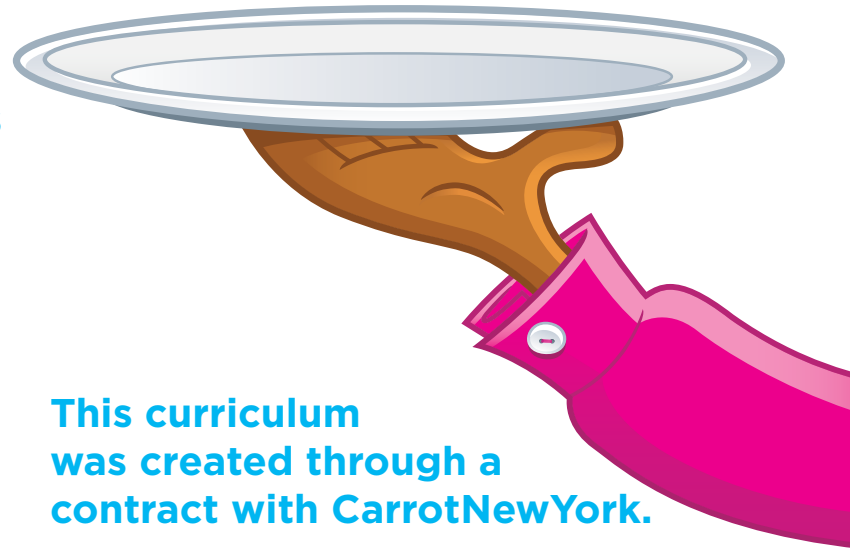
Gayle Coleman, MS, RD, CD

Betsy Kelley, MS

University of Wisconsin-Extension

Carol R. Miller, RD, MEd, LDN

University of Maryland Extension



**This curriculum
was created through a
contract with CarrotNewYork.**

CarrotNewYork Project Team:

Huma Mody

Deb Levy

Filiz Soyak

Jack Roberts

Lance Campbell

Marissa Lippert, MS, RD

Art Director/Designer:

Mabel Zorzano

Illustrator:

Gary Lacoste

Singer/Songwriter:

Ari Hest

Teacher Advisors:

Suzanna Elkin

Rona Ily

Stephanie Krinsky