



## Intro to MyPlate 3<sup>rd</sup> Grade



### UTAH CORE STANDARDS:

3.N.1 Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

3.N.2 Identify healthy foods, including snacks, in appropriate portion sizes.

PE 3.38 Compare the balance of good nutrition and physical activity.

### MATERIALS NEEDED

- MyPlate Plate, MyPlate Poster or MyPlate Chart (in Food, Fun and Reading Kit)
- MyPlate sticker roll (included in Captain CREATE Kit) Once all stickers are used that were in Captain CREATE kit and you want more contact [darlene.christensen@usu.edu](mailto:darlene.christensen@usu.edu) or order from Oriental Trading.
- Plastic Food Models (In Captain CREATE kit)– at least one for each student - make sure all food groups are evenly represented and remove combination foods
- Depending on class size – 1 or 2 set(s) rubber poly spots – minus the yellow spot (in Food, Fun and Reading kit)
- MyPlate Coloring Sheet - Blank copy or plate with category (depending on class size and situation- choose one - for each student)
- Taste Experience Ingredients and Supplies (listed in Taste Experience section)
- “At Home” Recipes Handout – give to each student or to teacher to put in backpack to take home
- Optional- If have additional time or smaller class – MyPlate board game in Captain CREATE kit or MyPlate Mania Board Game (given several years ago to each county)

**OBJECTIVE 1:** The students will be able to identify why MyPlate is important and how the five food groups help with good health.

**OBJECTIVE 2:** The students will be able to put the five food groups together to make balanced meal.

### MYPLATE MESSAGE

*Sample text for instructor is in blue font.*

Hi, name is \_\_\_\_\_ with Utah State University CREATE Better Health. Show the students MyPlate poster, plate or chart. This is MyPlate. Have you seen it before? (allow students to say yes or no). What do you know about MyPlate? (allow students to give answers.) MyPlate was designed to help us remember that everything we eat and drink matters. The right mix of healthy foods and drinks can help us be healthier now and in the future. MyPlate shows us how to include foods from all of the different food groups. These foods provide different nutrients that our bodies need to be our healthiest. The foods on MyPlate are divided into 5 different food groups. Each food group has a separate color. (Point to each group on MyPlate plate, poster or chart and explain that food group). Notice that the food groups you should eat more of are larger- for example you should make half of your plate fruits and vegetables. Give each student a blank MyPlate handout. Think about the last meal you ate. Picture it clearly. Now either write or draw what you ate on the MyPlate handout. As you do it- try to arrange the foods in the right section according to this MyPlate poster/chart/plate (point to plate/poster/chart and then give students a few minutes to draw or write their meal.) Remember that some foods contain more than one food group, such as pizza. Pizza has cheese from the dairy group, pizza crust from the grains group, pepperoni from the protein group, green peppers from the vegetable group, pineapple from the fruit group (allow a few children to give description of their meal and show their coloring page. Discuss how it compares to MyPlate standards. Focus on what was in line with MyPlate and what could be improved upon.

## ON THE MOVE

*Sample text for instructor is in blue font.*

This poster is here to help us remember the five food groups. You can look at this to help us as we play our active game. Give each student a food group sticker. Make sure to evenly include all food groups. For example- if you have 20 children- give four students dairy; four students grains; four students protein; four students vegetables and four students fruit. Place a variety of food models representing all food groups in a central area. Place the rubber poly spots (minus yellow one) spread out in different locations in the room.

Now that you know about the MyPlate food groups, we are going to play a game to see how well you know each group and what kind of foods go in them. When I say go- you will look at your sticker – decide which food group the food on it is in and carefully run to the corresponding color poly spot on the ground. Let's go through the food groups and what color they are related to once again. Show the MyPlate plate/poster or chart and identify each food group and color. Once you think you have everyone that has a food from your food group start doing jumping jacks so I know you are done! Ready, set- go! (Students race around to find their right color food group/poly spot).

Look around the room and see what the different groups look like. Let's look at the different stickers in the vegetable group. (Students say what the foods are on their stickers). Would you like to eat a lunch with only vegetables? No! That would be boring! Most meals should include a food from each food group. Now, let's see if we can create

a full meal with the food stickers that you have in your hands. When I say go, your job is to find students with different food group stickers. For example, if you are in the fruit group, you would want to find four friends who each have either a vegetable, dairy, protein and grain sticker. You would finish the meal with your fruit sticker. This is your “meal.” If you don’t have a group, because there are already five food groups represented, go and pick a food model from the center of room and join a group. Over half of your plate should be filled with fruits and vegetables, so I would encourage you to pick a fruit or vegetable model out of the pile to complete your “meal.” If there aren’t enough people in your group to complete your five food group “meal,” decide as a team what food group is missing. Choose someone to go to the pile of food models in the center of the room, choose the food you need and return to your team to finish your “meal.” When your team has “made a meal” with all five food groups represented, do jumping jacks all together, so I can see that you are done. Here we go. Are you ready to “make your meal?” Ready set go!

When the meal groups are done select a group to come up and show what their “meal” includes. *Would you like to eat these foods together as a meal? If not what would you do different?* Encourage them to give suggestions for which foods might go well together and discuss what would make the meal healthy.

Now let’s enjoy a snack that has a food from each of the five food groups. It’s called a “MyPlate Kabob”!

## **TASTE EXPERIENCE**

*Before giving a snack, make sure you ALWAYS check for any allergies. If teaching in a school-make sure to get a list of food allergies in the school, you DO NOT need a list of students with allergies. If any child in the school has an allergy to a certain food-do not use it as part of the snack. Instruct students to wash hands before passing out their snack or eating it. Educators/Ambassadors, wash and/or prep the food beforehand.*

### **MyPlate Kabob**

Give each child a wooden skewer and a piece or two of foods from each food group listed below. Have students place the foods onto their skewers. As they enjoy the snack, go over which foods are in which food group.

- Wooden skewers
- Food from each food group such as:
  - a) Vegetables – tomatoes or cucumbers
  - b) Fruit- strawberries, orange sections
  - c) Dairy- cheese cube
  - d) Protein- ham cube
  - e) Grains- small piece of bread or soft pretzel