

# Intro to MyPlate

## 2nd Grade



### UTAH CORE STANDARDS:

2.N.1 Identify food and beverage choices that contribute to good health.

2.N.2 Define calorie as a measurement of energy and describe how calories are necessary for good health.

PE 2.5 Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family. Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

PE 2.5.1 Recognize the value of a healthy balance between nutrition and physical activity.

### MATERIALS NEEDED

- Captain CREATE puppet or Captain CREATE poster
- MyPlate Plate, MyPlate Poster or MyPlate Chart
- Plastic Food Models – at least one for each student. Make sure all food groups are evenly represented and remove combination foods
- Make a Healthy Plate Coloring poster
- Crayons or markers or colored pencils
- 2 medium baskets or containers
- Depending on class size – 1 or 2 set(s) rubber poly spots – minus the yellow spot
- Whistle
- Taste Experience Ingredients and Supplies
- Recipes Handout

Optional- If you 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 identify healthy and less healthy foods and beverages from the five food groups.

OBJECTIVE 2: The students will play a physically active game that is fun and engaging.

## MYPLATE MESSAGE

*Sample text for instructor is in blue font*

Hi, my name is \_\_\_\_\_ with Utah State University CREATE Better Health and I'd like to introduce you to my friend Captain CREATE. This is Captain CREATE and he's here to talk about MyPlate! Hold up Captain CREATE puppet. MyPlate shows the different kinds of foods we need to eat every day to be healthy. Point to each section on Captain CREATE puppet's tummy or Captain CREATE shield on the poster, as you count. There are five sections because there are five food groups. I'll point to each section and say the name- then you repeat, ok? Repeat with each food group.

Hand out Make a Healthy Plate Coloring Poster or Make a Healthy Plate with Captain CREATE coloring page to each student. Ask students to pull out their own crayons/ markers/ colored pencils or pass out ones that you have brought.

Lay colored poly spots down in the front of the class on a table with a basket of model foods next to them and an empty basket. Let's talk about some foods that are in this basket that are in each of the five food groups. The different kinds of foods in each food group, provide different nutrients that our bodies need to work their best. Some foods are everyday foods. That means that those foods provide the most nutrition and help our bodies work and feel our best. These everyday foods, we want to eat EVERY DAY. "Sometimes" foods are foods that are okay for us to eat, but we want to eat them "sometimes" because they do not provide as much nutrition or they may have too much sugar in them. If we eat too much of these "sometimes foods", we will not feel our best. Look at the dairy foods section on your page. Raise your hand if you know a food that is in the dairy group. Allow students to give answers and then hold up an ice cream and milk food model from dairy (set out beforehand). Both of these are in the dairy group, but which one do you think is healthier. Allow students to give answers then place the healthier dairy food (the milk) on the blue colored poly spot. Ice cream is a "sometimes" food because it isn't as healthy for you but milk you should drink every day. We'll place

the less healthy foods in this basket. Encourage students to write the names or draw some examples of dairy foods on their posters and/or color the foods in that group.

Hold up hot dog or bologna and chicken breast or fish filet plastic foods. Ask which protein food is healthier. Have students answer, then place the healthier protein food model (chicken or fish) on the purple poly spot. Remember, some foods are every day foods and others are sometimes foods. Now, I will call on a student to come up and pick a food/beverage model out of the basket and decide first, which color poly spot it should be placed on and second, is it a healthy food or beverage choice. I will call on you one at a time. If you need help, the class can help you. Repeat for each food group and place all of the food models from the basket on the color poly spot that match with the food group color. For example, a piece of chicken would go on the purple poly spot because purple represents protein. The less healthy food choices will go in the empty basket. Continue as time allows.

There is also another important thing that our bodies can do to be healthy. Can you guess what it is? (Students make guesses) That's right! Be Active!! I like to look at it as Energy in (our food) and energy out (exercise).

## ON THE MOVE

Place two different sets of colored rubber poly spots in a half circle on the floor. Next to each set of poly spots place, a container of plastic food models.

Divide the class into two different groups.

Want to play a game? Line up in your team (across from the rubber poly spots) and when I blow the whistle, the first person from each line will run to his or her container with food models and pick up a food. Run back to your line and show your team. Discuss which group it belongs to, then race back to place the food model on the colored spot that matches the food group color. For example, if you pick a fruit, then you would place the fruit on the red color poly spot. You would then run back to your line and tag the next person on your team. He/she would then run over to pick a food, come back to the team to show them the food and if needed get help to know which color poly spot it belongs to. Finally he/she would race back and tag the next player on the team. Once your whole team has all had a chance to pick a food and place that food on a color poly spot, everyone start jumping up and down, that way, I will know that you are done! I will then check to see how you did in placing your food models on the right color poly spot. Good luck and have fun!

When all the students have had a turn, the teacher and students check each color spot to see how the students did in matching the food cards to the corresponding color spots.

Optional activities if needed: Play Duck Duck Goose using Fruit, Fruit, Vegetable or play freeze tag using the names of food, to be safe, before being tagged.

## 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. Educator/Ambassador, wash and/or prep the food beforehand.*

### Five Food Group Fishing Snack

Give each child a plate with all the ingredients. Show how you can use the pole, dip it in the lake and then pick up the whole grain fish crackers. Eat and repeat. As children make and eat the snack hold up the MyPlate plate or poster or Captain Create puppet/poster and ask which food group each ingredient from the snack is in.

Lake: 1 cup plain low fat yogurt, 1 tsp vanilla,  $\frac{3}{4}$  cup almond butter (or peanut butter if allowed in the school)\*\*

Bait: Whole grain fish crackers and blueberries

Fishing Pole: Baby carrot cut in half or thinly sliced celery

\*\*If no nuts are allowed in school try 1 cup Greek yogurt, 1 tsp vanilla,  $\frac{3}{4}$  cup all natural no sweetener added jam.

\*\*Sunflower butter is allergen free and can be used in place of almond butter.