



**FITNESS CURRICULUM
LESSON PLAN 9**



Lesson 9-Building a Healthy Plate

Primary Subject: Health

Objectives:

- The goal of this lesson is to help students understand how different nutrients are derived from different food groups, the relationship between different nutrients and where they come from, and the process of building a plate (making smart food choices) so that students receive all necessary nutrients. This lesson is lengthy and may take extra time in the classroom and can be tailored for younger or older elementary students.

Materials:

- Nametags for students and teachers (and extra for activity)
- Signs for the 5 food groups (meat, vegetables, fruit, grains, dairy)
- Cut Outs of:
 - Meats- Chicken, fish, beef, pork, turkey,
 - Veggies- carrots, celery, potatoes, broccoli, lettuce, spinach, corn, squash, peanuts
 - Fruit- apples, bananas, pineapple, watermelon, peach, berries,
 - Dairy- Cheese, Yogurt, Milk, eggs, ice cream
 - Grains- rice, pasta, oats, bread, crackers, cookies,
- Print out of the food plate (attached to this lesson plan)
- Survey for each student (attached to this lesson plan)

Introduction:

1. Anticipatory Set

- **Question Students about healthy snacks**
- What do they think is a good snack before any type of physical activity?
Possible answers include:
- Nuts (which will keep you full longer, give you the most energy), low fat cheese, apples, bananas, grapes, carrots and hummus and celery and peanut butter are all good options.

2. Purpose: Review last weeks lesson about natural and processed foods.

Major Instructional Sequence:

1. **Using flip chart paper/chalkboard or whiteboard, ask students to define the following words one at a time; even have them just say words that come to mind when they hear the words.**

- **Protein**
- **Carbohydrate**
- **Fat**
- **Vitamin/Mineral**

- **After students offer their ideas on the definitions, go over the actual definition (see below) and ask if there are any questions about what each word means**

2. Activity: Learning how to build a well-balanced meal;

- **Food Plate Shopping Activity (10-12 minutes)**
- Create an interactive food market where students will have the opportunity to create a plate for themselves. Each “teacher” will take up a vending station handing out different



food items. Allow the kids to freely select what food they want. The vendors include a butcher, a baker, fruit, vegetable and dairy sellers. Students pick five items from any stands of their choosing to create a plate of food. They will then answer a survey to analyze their selections. This will spark a conversation about the choices they made, and choices that allow for us to obtain necessary nutrients.

- Materials include cut outs of all of the foods including:
 - Meats- Chicken, fish, beef, pork, turkey,
 - Veggies- carrots, celery, potatoes, broccoli, lettuce, spinach, corn, squash, peanuts
 - Fruit- apples, bananas, pineapple, watermelon, peach, berries,
 - Dairy- Cheese, Yogurt, Milk, eggs, ice cream
 - Grains - rice, pasta, oats, bread, crackers, cookies,

3. Procedure

- explain carefully to the class that they are going to go food shopping in the classroom market.
- They can pick any five items out of the market to create a plate of food for dinner.
- After they walk around and interact with the vendors around the classroom they are to return to their seats.

4. Introduce the food plate & Survey:

- Show students the food plate and have them fill out a short survey

Concluding Sequence:

1. Ultimately the goal of this lesson is to discuss/understand why we need to have a balanced diet/ eat many food groups. Use framing questions to push the conversation towards the food plate model, and that certain nutrients in certain proportions are necessary for your body to function properly.

2. Guiding questions-

- Go over the survey
- Why did you choose the food you did?
- Is it necessary to gain nutrients from all types of food?
- When building a plate how much variety should there be?
- Do you need a food from every food/nutrient group? How much?

3. Throughout the discussion make sure to take some time to stop and provide facts about why each nutrient/ food group is important. Reference the food plate, to guide the discussion as a strong model for a healthy diet. It may also be important to mention that every individual's diet is different because all humans have different dietary needs. For example, exercise is a big factor in determining the amount of food one should consume.

Background:

After learning so much about healthy foods, it is important that students apply their knowledge. They will learn how to create a healthy meal using the "plate" guidelines provided by the federal government.



Vocabulary:

Protein: Compounds that help your body grow; required to build, maintain and replace the important tissues in your body (organs, bones, skin, etc.). Proteins are made up of AMINO ACIDS...in digestion, proteins are broken up into their different amino acids which perform different functions in your body; Often found in meats, beans, dairy products, seeds, nuts, etc.

Carbohydrate: Compounds the body breaks down into sugars to use for energy

Simple Carbohydrate: Body breaks down sugars in simple carbs (found in fruits/veggies, but also plain refined sugar) quickly, so you feel hungry soon after eating these

Complex Carbohydrate: Also referred to as starches; more complex structure that takes the body longer to break down and keeps you full for longer; examples include whole grain breads, oatmeal, etc.

Fat: Component found in food that is stored in our body for energy; need some amount of fat in our diet, but excess fat storage is not healthy; fat found in meats, nuts, oils, butter, etc.

Vitamins & Minerals: Substances that are found in foods that are required for our body to work properly and each play different roles; often found in fruits/vegetables/dairy. Examples include:

Vitamin D: Found in milk- helps your bones grow

Vitamin C: Found in orange fruits/vegetables helps your body heal

Vitamin A: Found in veggies, especially carrots, help you to see at night

B Vitamins: Found in dark green leafy veggies, help your body make protein



What nutrients do you have on your plate? Round 1

Circle the foods on your plate now:

Carbohydrates	Fats	Proteins	Vitamins & Minerals
Potatoes Rice Pasta Oats Bread Crackers Cookies Ice Cream	Chicken Beef Pork Fish Turkey Peanuts Yogurt Cheese Milk Ice Cream Cookies	Chicken Beef Pork Fish Turkey Eggs	Carrots Celery Broccoli Lettuce Spinach Corn Squash Peanuts Apples Bananas Pineapple Watermelon Peach Berries

Are you missing any nutrients from your plate? If so, which ones?

If you are missing a nutrient, what food could provide that nutrient? What could you exchange off of your plate for it?

Which food group do you usually eat the most of?

Which food group do you usually eat the least of?

Do you think that it is important to eat all of these nutrients? Why?



What nutrients do you have on your plate? Round 2

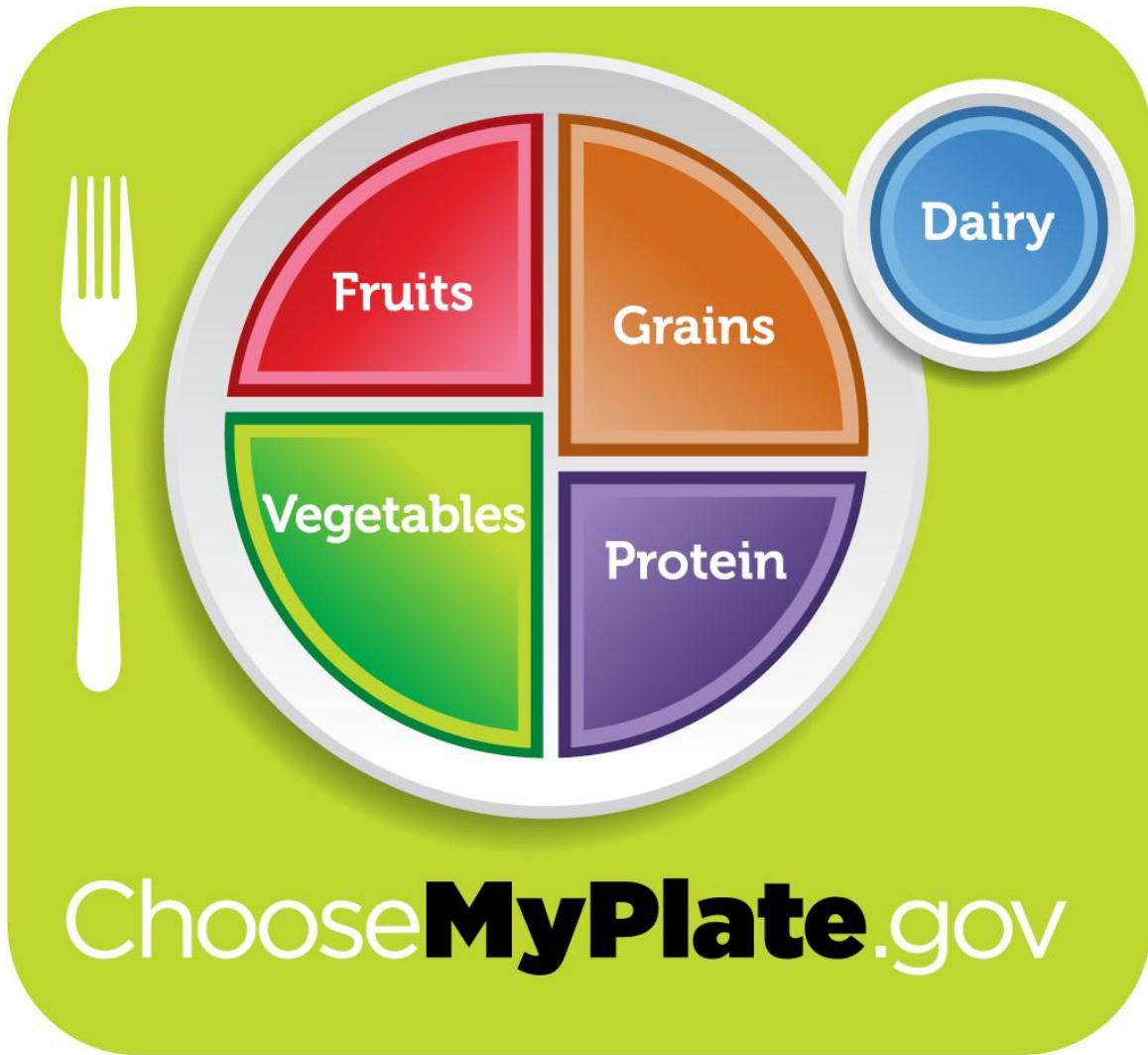
After our discussion, circle the foods you would put on your new plate:

Carbohydrates	Fats	Proteins	Vitamins & Minerals
Potatoes Rice Pasta Oats Bread Crackers Cookies Ice Cream	Chicken Beef Pork Fish Turkey Peanuts Yogurt Cheese Milk Ice Cream Cookies	Chicken Beef Pork Fish Turkey Eggs	Carrots Celery Broccoli Lettuce Spinach Corn Squash Peanuts Apples Bananas Pineapple Watermelon Peach Berries

Why did you make these new choices?

If you want some more information about the FoodPlate (fun games! Food plans!) go to www.choosemyfoodplate.gov!





Choose **MyPlate**.gov

