Grade Level: Middle School

National FCS Standard:
Apply various dietary guidelines in planning to meet nutrition and wellness needs.

Objectives:
Students will…
• Utilize MyPlate food guide to gain updated nutritional information.
• Examine meal menu and make changes to increase nutritional value.

Career Clusters (& Pathways):
• Hospitality and Tourism
• Education and Training
• Agriculture, Food, and Natural Resources

FCCLA Connections:
• Program — Student Body
• STAR Events — Advocacy, Early Childhood, Focus on Children, Food Innovations, Nutrition and Wellness, Teach and Train

Materials List:
• MyPlate Tear Pad with Food Group Tips (WA29393H)
• MyPlate Cling Kit (WA29397H)
• MyPlate PowerPoint® (WA29398H)
• MyPlate Mind Map Handout (go to eNasco.com/page/lesson19 and print)
• Paper plates
• Paper (8½” x 17”)
• Camera and printer with compatible software to print pictures
• Assorted classroom materials (food replicas, colored pencils for drawing, food magazines to cut up, food clings, scissors, glue sticks, etc.)

Lesson Developed by Catherine Lader, Retired FACS Teacher & FCCLA Adviser
Prior to Class
Teacher should become familiar with MyPlate PowerPoint® slides, file titled MyPlate Express, and print a copy of the MyPlate Handout file (go to eNasco.com/page/lesson19) to assist as a narrative of slides.

Introduction (5-10 minutes)
Ask students, “What does eating healthy mean to you?” Students share their ideas. Challenge each student to put together a visual representation/model/picture of their favorite meal on a paper plate. Class may use any materials available to them — food replicas, colored pencils for drawing, food magazines to cut from, food clings, etc. Set these “meals” aside.

Activity 1 (20-25 minutes)
Select from MyPlate PowerPoint® CD the file titled MyPlate Express. Distribute MyPlate Mind Map Handout (go to eNasco.com/page/lesson19 and print) to class and ask students to identify the types of information they will be listening for during the slide presentation. Notes will be from Part I: How to Make MyPlate. During Part II: Plate Makeovers, discuss with students how meals were altered to become healthier to eat. Finish up with Part III: Six Messages from USDA.

Activity 2 (10-15 minutes)
Each student receives a sheet from the MyPlate Tear Pad (WA29393H) to use as a resource (indicate there is information on both sides). Divide the class into five groups: fruits, vegetables, grains, protein, and dairy. Each group creates a summary of their assigned food group based on the tear pad and mind map notes. Share summaries with class.

Activity 3 (5-10 minutes)
Each student creates a “makeover” of their favorite meal from the Introduction Activity. Either attach two plated meals to an 8½” x 17” piece of paper or take pictures of two plates, print them out, and attach to a large sheet of paper.

Summation (5-10 minutes)
Students provide reasons (a minimum of three) why their “makeover” meal is healthier for them versus the original meal. Attach reasons to a large sheet of paper with their two meals illustrated on paper plates. If time permits, have students work with a partner to conduct a review of the “makeover” meal and reasoning.
Grade Level: High School

National FCS Standard:
Analyze sources of food and nutrition information, including food labels, related to health and wellness.

Objectives:
Students will…
• Utilize MyPlate nutrition information when making food choices.
• Differentiate between labeling on food items that is reliable versus not factual.

Career Clusters (& Pathways):
• Hospitality and Tourism
• Education and Training
• Agriculture, Food, and Natural Resources

FCCLA Connections:
• Program, Power of One — Unit, A Better You
• Program — Student Body
• STAR Events — Advocacy, Early Childhood, Focus on Children, Food Innovations, National Programs in Action, Nutrition and Wellness, Teach and Train

Materials List:
• MyPlate Poster (WA29391H)
• MyPlate Tear Pads/Place Mats (WA29394H)
• MyPlate Food Kit (WA29168H)
• MyPlate Cling Kit (WA29397H)
• Computer lab with Internet access
• Self-adhesive notes
• Large question mark and SoFAS sign (go to eNasco.com/page/lesson19 and print)
• Graphic of retired MyPyramid: Steps to a Healthier You (poster, text, or model)
Prior to Lesson
Students collect three examples of food items (packaging, ads, actual food items) and bring to class.

Introduction (5-10 minutes)
Examine food items and determine who is supplying information. Students identify factual information from their food item packaging versus wording/claims used for marketing purposes. Refer to the acronym USDA — ask what it stands for. And what is the purpose of the USDA? Share with the class that the USDA has a history of providing consumers with food graphics to encourage healthy eating.

Activity 1 (15-20 minutes)
Introduce MyPlate and each student receives a tear pad sheet/place mat (WA29394H). Students make comparisons between MyPlate and the 2005 MyPyramid: Steps to a Healthier You (the major difference is MyPyramid stresses a day’s intake while MyPlate is just one meal at a time). Divide the class into three groups with the following tasks to complete in the computer lab using the www.MyPlate.gov website.

NOTE: Questions located on reverse side of MyPlate Tear Pad/Place Mat.

<table>
<thead>
<tr>
<th>Group</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Answer questions #1-9</td>
</tr>
<tr>
<td>Group B</td>
<td>Answer questions #10-20</td>
</tr>
<tr>
<td>Group C</td>
<td>Answer questions #21-26</td>
</tr>
<tr>
<td></td>
<td>Use food models and clings to set up sample meals for a day, including a snack.</td>
</tr>
</tbody>
</table>

Activity 2 (10-15 minutes)
Large group discussion. What have we learned so far? Groups go through their MyPlate questions and answers with class. Check for the accuracy of information by using the answer key located at the bottom of the MyPlate place mat’s question side. Examine the sample meals created by Group C – how do they support healthy eating and wellness? Using MyPlate information, what changes ought to be made?

Activity 3 (5 minutes)
Place the MyPlate poster on a centrally located flat surface. Print the large question mark and the acronym SoFAS (go to eNasco.com/page/lesson19 to print) and place on the table/counter next to the poster. Based on the MyPlate place mat, students explain the meaning of SoFAS (Solid Fats and Added Sugars) and provide examples. Students will sort their food items onto the poster (i.e., juice box placed on red fruit section) along with available food replicas and food clings. When a student is unsure where a food item belongs, they place it on the large question mark and use the SoFAS sign for unhealthy food items.

Summation (10-15 minutes)
Three student groups (from Activity 1) review food items on their section(s) of the poster. They determine which are examples and non-examples of healthy food choices. Group and label foods accordingly using self-adhesive notes. Each group shares two examples and two non-examples of healthy choices with the class and explains their rationale (i.e., whole grain versus processed). Assign students to dissect a food ad or package prior to the next class. They will highlight factual information and underline wording/claims used for marketing purposes.
**MyPlate Mind Map**

**FRUITS**
- Forms of Fruit (4):
  1. 
  2. 
  3. 
  4. 
- How many cups daily?
- 1 cup looks like…

**DAIRY**
- Forms of Dairy (3) (besides milk):
  1. 
  2. 
  3. 
- How many cups daily?
- 1 serving looks like…

**VEGETABLES**
- List 5 Subgroups:
  1. 
  2. 
  3. 
  4. 
  5. 
- How many cups daily?
- 1 serving looks like…

**PROTEIN**
- Types of Protein (8):
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7. 
  8. 
- How much daily?
- 1 oz. looks like…

**GRAINS**
- Forms of Grain (5):
  1. 
  2. 
  3. 
  4. 
  5. 
- Diagrams:
  Whole Kernel | Processed Kernel
  | 1 oz. looks like…
SoFAS
(Solid Fats & Added Sugars)