

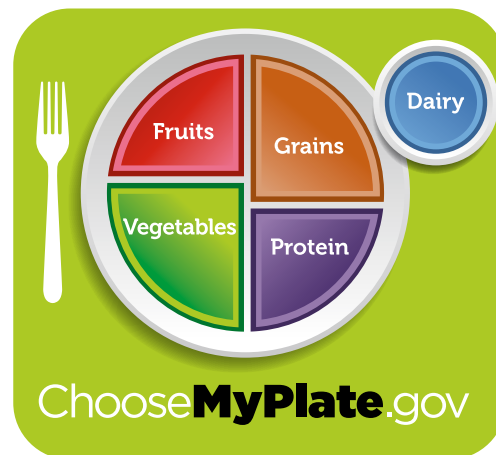
## MYPLATE

Volume 19 / Middle School

Developed with Catherine Lader,  
Retired FCS Teacher & FCCLA Advisor

### NASAFACS 9

**14.3.1** Apply current 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 TearPad™ with Food Group Tips (WA29393)
- MyPlate Cling Kit (WA29397)
- MyPlate Mind Map Handout
- Free What's MyPlate All About? Infographic (choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf)
- 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.)



### Prior to Class:

Teacher should use the What's MyPlate infographic and the MyPlate Handout to assist as a narrative of slides.

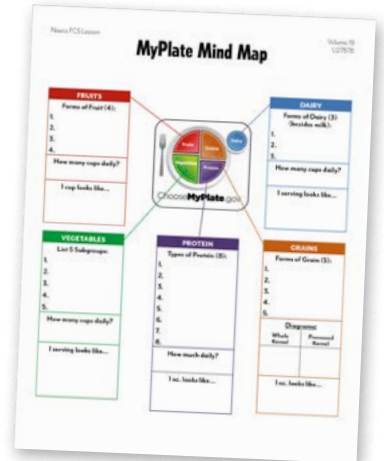
### Introduction (5-10 minutes)

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)

Use the MyPlate infographic to discuss and fill out the MyPlate Mind Map. Use the ChooseMyPlate.gov website ([www.choosemyplate.gov/ten-tips-choose-myplate](http://www.choosemyplate.gov/ten-tips-choose-myplate)) to find the six messages from the USDA (there are 10 tips total):

1. Balance calories
2. Enjoy food but eat less
3. Avoid oversized portions
4. Make half your plate fruits and veggies
5. Make half your grains whole grains
6. Switch to fat-free or low-fat dairy



### Activity 2 (10-15 minutes)

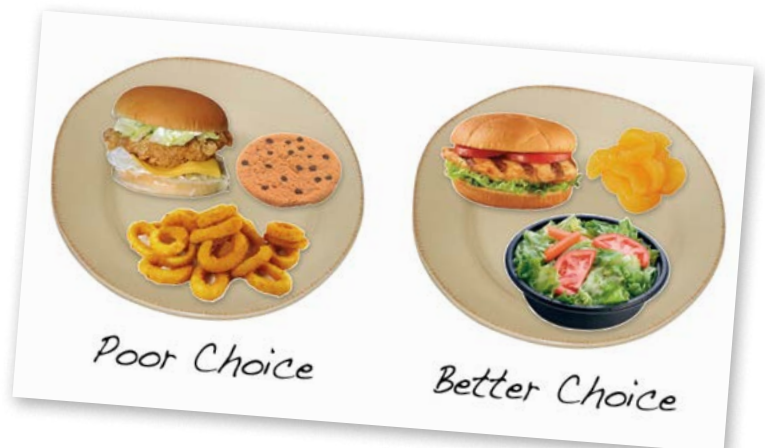
Each student receives a sheet from the MyPlate TearPad™ (WA29393) to use as a resource (indicate there is information on both sides). Divide the class into five groups: fruits, vegetables, grains, protein, and dairy. Each group creates a summary of their assigned food group based on the TearPad™ and mind map notes. Share summaries with class.

### Activity 3 (5-10 minutes)

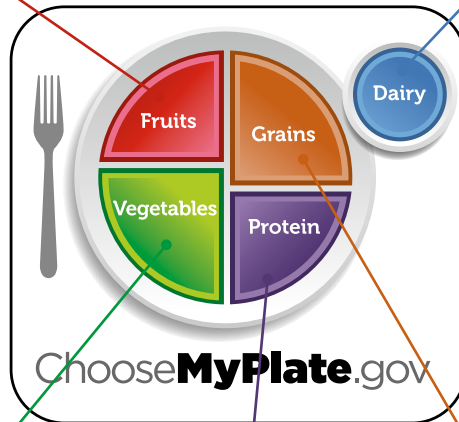
Each student creates a "makeover" of their favorite meal from the introduction activity. Either attach two plated meals to an 8½" x 17" piece of paper or take pictures of two plates, print them out, and attach to a large sheet of paper.

### Conclusion (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.



FRUITS
<b>Forms of Fruit (4):</b>
1.
2.
3.
4.
<b>How many cups daily?</b>
<b>1 cup looks like...</b>



DAIRY
<b>Forms of Dairy (3) (besides milk):</b>
1.
2.
3.
<b>How many cups daily?</b>
<b>1 serving looks like...</b>

VEGETABLES
<b>List 5 Subgroups:</b>
1.
2.
3.
4.
5.
<b>How many cups daily?</b>
<b>1 serving looks like...</b>

PROTEIN
<b>Types of Protein (8):</b>
1.
2.
3.
4.
5.
6.
7.
8.
<b>How much daily?</b>
<b>1 oz. looks like...</b>

GRAINS	
<b>Forms of Grain (5):</b>	
1.	
2.	
3.	
4.	
5.	
<b>Diagrams:</b>	
Whole Kernel	Processed Kernel
<b>1 oz. looks like...</b>	