

MYPLATE – PART 2

Volume 58 / High School

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NASAFACS 9

14.2.4 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 (WA29391)
- MyPlate TearPad™/Place Mat (WA29394)
- MyPlate Food Kit (WA29168)
- MyPlate Cling Kit (WA29397)
- Computer lab with Internet access
- Self-adhesive notes
- Large question mark and SoFAS sign
- 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 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 TearPad™ sheet/place mat (WA29394). Students make comparisons between MyPlate and the 2005 Pyramid: 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 www.MyPlate.gov website.

NOTE: Questions located on reverse side of MyPlate TearPad™/Place Mat.

Group A	Answer questions #1-9
Group B	Answer questions #10-20
Group C	Answer questions #21-26 Use food models and clings to set up sample meals for a day, including a snack.



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** and place on the table/counter next to the poster. Based on the MyPlate place mat, students explain the meaning of **SoFAS** (**S**olid **F**ats and **A**dded **S**ugars) 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.



Conclusion (10-15)

Three students 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 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.

SOFAAS

(Solid Fats & Added Sugars)

