



Healthy Living YOUTH Initiative

Lesson 1: My Plate/Food Groups

DO: Opening Activity (5 minutes)

- Red Light Green Light

DO: Relating Game Activity to Wellbeing (Anchor)– 5 minutes

- Q and A - Discussion activity

DO: Processing what is a good food choice: (Add) – 15 minutes

DO: Creating a Vision of positive food choices for health (Apply)– 15 minutes (Content Delivery)

- Discuss meanings of ‘health’ and choice’
- Identify food groups
- My Plate poster/graphic— portions
- Identify food group game

REFLECT: Application and Reflection (Away)– 5 minutes

- My Plate Relay OR
- Stoplight game

REFLECT: Summarize key points

- MyPlate is the tool to help us decide which foods are best for us.
- Positive food choices are important to good health.

APPLY: Assessment

Bridge to Next Lesson: (2 minutes) preview topic



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Lesson Details

Time: 35 - 45 Minutes

Learners will:

Be able to identify five main food groups.

Be able to explain how ‘My Plate’ can help them choose healthy meals.

Opening Active Play Games:

Red Light, Green Light

Closing Active Games

My Plate Relay or Stop Light Game

Teaching Aids

Red, Green and Yellow Circles cut from colored paper, 6” or ore in diameter

Food models or pictures

Paper bags

My Plate poster/graphic

Handouts: 1-1 Optional

My Plate

Choose Your Plate

Make a Positive Choice

Visual Aids:

‘My Plate’ poster

Materials and Supplies Needed

| | | |
|----------------------|--|---|
| Handouts | Optional: Coloring Sheet ColoringSheet.pdf Choose Your Plate 8_S15 Choose Your Plate activity.pdf Take a Positive Step Take a Positive Step Lesson 1 My Plate handout.docx | 1 copy per student (https://www.choosemyplate.gov/) |
| Visual Aids/ Posters | My Plate poster myplate_green.pdf | https://www.choosemyplate.gov/ |
| Teaching Supplies | → Red, Green and Yellow Circles cut from colored paper, 6” or ore in diameter CHFFF Go-Slow-Stop Circles.pdf → Optional: Food Models (food pictures for Stop light activity) Food-Models-and-Guide.zip OR for use with ‘Relay’ → My Plate Relay My plate activities relay.pdf <ul style="list-style-type: none"> ● Paper bags ● Food cut outs or food models Food-Models-and-Guide.zip | |
| Lesson Goal | <p>Lesson Goal(s): Making choices that promote a healthy lifestyle</p> <p><i>Key Understanding: Choosing the right foods are important for good health. My Plate is a tool that can help make positive food choices.</i></p> <p>Objectives: Learners will be able to....</p> <ul style="list-style-type: none"> ● Identify the five main food groups ● Explain how MyPlate is a guide for choosing healthy meals | |
| Resources | (Sanford Health, 2019) Fit 4 Schools https://fit4schools.sanfordfit.org/courses/kids/topics/8_fit_food_choices (USDA, 2019) https://www.choosemyplate.gov/kids <p><u>Optional Activities and Resources</u></p> <p>My Plate Crossword Puzzle: https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/CrosswordPuzzle.pdf</p> <p>My Plate Secret Code: https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/SecretCode.pdf</p> | |

MyPlate Snack Tips: https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf

Take Home Tips for Parents can be found at:

<https://www.choosemyplate.gov/kids-parents-educators>

<https://www.choosemyplate.gov/families>

The Lesson

Lesson Goals

Lesson Goal(s): Making choices that promote a healthy lifestyle

Key Understanding: Choosing the right foods are important for good health. My Plate is a tool that can help make positive food choices.

Share objectives:

Learners will be able to...

- Identify the five main food groups
- Explain how MyPlate is a guide for choosing healthy meals

Curriculum Introduction

□ Introduce yourself to the group

□ Stand where everyone can see you and hear what you say

↶ Welcome students to 'Healthy YOUth'

↶ Provide an overview of the program – the three to six lessons to be presented:

Example: Welcome to 'Healthy YOUth'! Each time we get together we will learn about making choices that help us be well and healthy.

DO: Opening Activity

□ Play a version of Red Light, Green Light – Game Time! (NOTE: you might want to have 3 large circles made – one for each color of the stoplight. [CHFFF Go-Slow-Stop Circles.pdf](#) OR [Lesson 1 Food Groups Stop light .docx](#))

□ Serve as the game leader and give the following directions: The Teen Teacher serves as the game leader holding up different colored 'lights'. Instruct the students:

- If the leader selects 'green light': students march in place, lifting knees and arms high.
- If the leader selects 'Yellow light': students move in slow motion, march slowly and move arms in slow motion.
- If the leader selects 'Red light': students stop and stand still.

DO: Relating Game Activity to Wellbeing (Anchor) 5 minutes

□ Ask students questions about the game experience, for example:

↶ **How did you feel when you were marching in place?**

Possible response: excited, tiring

↶ **Which of the activities took more energy?**

Marching

↶ **Where do we get energy?**

-From the food we eat.

DO: Processing – what is a ‘good’ food choice? (Add)

□In your own words:

□explain that we need to know what foods give us energy and which foods we should choose to give us what we need to be able to work hard and to stay healthy.

□Stoplight is a fun ‘move’ game but it can also be used to help you think about your food.

□You might wish to show the stop lights again as you go through the following.

□Green light foods: Go for it!

□Yellow light foods: Slow – eat just a little

□Red light foods: Stop, think about your choice

DO: Creating a Vision of what are positive food choices for health. (Content Delivery)

□Share objectives:

Learners will be able to....

- Identify the five main food groups
- Explain how MyPlate is a guide for choosing healthy meals

□Content Delivery:

(You may wish to write the ‘terms’ on a white board as you discuss them.)

1. First ask students to:

- think about the word “health” and what it means to them,

-then about the word “choice.” What do they think it means to make a healthy choice?

-What do they think a healthy food choice would be?

□Accept all answers and take note of student responses. (You may wish to write responses on a board or poster.)

□The Food Groups and MyPlate (<https://www.choosemyplate.gov/>)

□Ask students if they have heard of, explain, or identify any of the food groups?

□Introduce students to MyPlate and the five food groups (Fruit, Vegetable, Grain, Protein Foods, Dairy) by **displaying the MyPlate poster OR [myplate green.pdf](#) OR [ColoringSheet.pdf](#)**

□Hand out a MyPlate coloring sheet or paper plate to each student.

□You may wish to show pictures of food or food models for students to identify and categorize [Food-Models-and-Guide.zip](#)

□Invite students to share what they observe about MyPlate.

- five
- Can they identify and give examples of foods they think belong in each of the five food groups?
 - Do they notice any differences in the food groups shown on the MyPlate icon?

□ Explain:

- The portion sizes of each are slightly different because we need different amounts from each food group.
- For example, we need more vegetables than fruit.

-(Students should also notice that our plates should be half fruits and vegetables.)

- What are some foods that fit in each food group?

□ Explain:

“MyPlate” is a tool that we can use to help us decide which foods are best for us is MyPlate.

‘MyPlate’ shows us the 5 food groups that are the building blocks for a healthy diet.

REFLECT: Application and Reflection (Apply)

□ Choose one of the following activities:

↪ MyPlate Relay – [My plate activities relay.pdf](#)

□ Directions

- Players team up into groups of five and line up together.
- Thirty feet from the starting line, place five open shopping bags, each labeled with a different food group name.
- Prepare a separate bag filled with images of various foods from each of the five food groups. *(Do not include pictures of foods such as pizza that include more than one food group).*
- When the relay starts, the first player in each line reaches into the picture bag and grabs one picture, running to place the picture in the correct food group bag. After successfully placing his or her picture in the right bag, each player runs back to the start and tags the hand of the next player in line.
- Play continues until all players have completed the relay. The team that finishes first and places its pictures in the correct food group bags wins.

OR

↪ Stoplight Game Revisited

-Replay the stoplight game from Session 2.

-□ Show a picture of a food, Students respond with Green, Yellow, or Red actions. (below)

[Food-Models-and-Guide.zip](#)

Game Time!

Look at the foods pictured on the next slides. Use your body to show whether they are green, yellow, or red foods.



FOOD is POWER!

REFLECT: Summarize Key Concepts

- Go: Green foods are the best fuel for your body. Go ahead, eat a bunch!
- Slow down: Only eat yellow foods once in a while. Green foods are better fuel.
- Stop: Red foods are not good fuel. You can make a better choice.
- MyPlate is the tool to help us decide which foods are best for us.

APPLY: Assessment and Goal Setting (10 Minutes) (Away and Goal-Setting)

Complete the 'Choose Your Plate' activity. [8 S15 Choose Your Plate activity.pdf](#)

-This can be handout for each student OR led by you as teacher.

Complete the 'Take a Positive Step' [Take a Positive Step Lesson 1 My Plate handout.docx](#)

Take A Positive Step!
Choose one action you will take this week.
Eat an apple a day this week.
Exercise for 20 minutes each day
Try a new vegetable.
Try a new grain.
My idea _____

Name _____