

## Activity: My Healthy Plate

Activity Level: Beginner

Source: *Florida Agriculture in the Classroom*

### PURPOSE

Students will become familiar with the foods they eat and healthy eating habits while learning about the MyPlate food campaign.

### EXAMPLE TOPICS IT SUPPLEMENTS

MyPlate; Health; Balanced Diet; Decision-Making; Processing Information.

### ACTIVITY SNAPSHOT

1. Organize and Prepare Supplies
2. Read Background Information
3. Interest Approach
4. Conduct Activity  
Share Nebraska MyPlate Poster and MyPlate Diagram. Place students in groups with paper to write down their favorite food. Have students place each piece of their favorite food into a food group.
5. Ask follow-up questions and make the connection to agriculture
  - Are our food choices healthy?
  - Where did these foods come from?
  - Who grew these foods?
  - How can I make better food choices?

### STATE STANDARDS IT SUPPORTS

- LA 2.2.1.f—Provide oral and/or written descriptive feedback to other writers.
- LA 2.3.2.c—Complete a task following multi-step directions.
- LA 2.3.3.e—Collaboratively converse with peers and adults on grade appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

### MATERIALS

- Paper for each student
- Crayons
- [Nebraska MyPlate Poster](#)
- MyPlate diagram for each student
- MyPlate Diagram (Print in a large size)

### WHAT'S THE CONNECTION TO AGRICULTURE?

Agriculture Literacy Outcomes

#### Culture, Society, Economy & Geography

- Discuss what a farmer does.
- Trace the sources of agricultural products (plant or animal) used daily.

#### Food, Health, and Lifestyle

- Identify healthy food options
- Recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.

## PROCEDURES:

### 1. Organize and Prepare Supplies

See “Materials” on cover page.

### 2. Background Information

#### *Vocabulary*

**MyPlate**—U.S. Department of Agriculture’s color-coded image of a plate that illustrates the five food groups that are the building blocks for a healthy diet using a familiar image.

**Dairy**—all milk products, including milk, yogurt, and cheese.

**Fruit**—any product of vegetable growth useful to humans or animals.

**Grain**—a small, hard seed, particularly the seed of one of the food plants wheat, corn, rye, oats, rice and millet.

**Meals**—one of the regular occasions during the day when food is eaten.

**Menu**—a list of the dishes or food available at a restaurant.

**Protein**—an important part of a daily diet that helps humans and animals build muscles.

**Vegetables**—any herbaceous plant whose fruits, seeds, roots, tubers, bulbs, stems, leaves or flower parts are used as food.

### 3. Interest Approach

Begin a discussion with students and ask, “What did you have for breakfast this morning?”

Record the student’s responses on a flip chart or whiteboard. Ask the following questions:

- “Where did these foods come from?” (*examples: eggs from a chicken, milk from a dairy cow, or bread from wheat*)
- “Who grew the food you ate for breakfast?” (*farmers and ranchers*)
- “Why is eating breakfast so important?” (*gives you energy to begin your day*)

Display a *Food Card* to the class and ask the students to select a food category found on the *MyPlate Diagram*; Fruits, Vegetables, Proteins, Grains, or Dairy.

- Banana (fruits)
- Eggs (protein)
- Milk (dairy)
- Apple juice (fruits)
- Granola bar (grain)
- Breakfast burrito (combination food - protein, dairy, grain)

Some students may have eaten ‘combination’ foods for breakfast and therefore can become confused on how to categorize these items.

# VOLUNTEER ENRICHING ACTIVITY

- j. Combination foods are a single serving of a dish that contains two or more of the required meal components, such as a breakfast burrito that may have eggs (meat/meat alternative component), cheese (dairy, dairy alternate component) and wheat (grain/grain alternate component) in the tortilla.

Tell students when categorizing combination foods to dissect the components and place them into the different areas of MyPlate. If desired, use this [website](#) to help students learn about combination foods.

Show students the *MyPlate Diagram* and tell them they will be using this to place foods into the correct categories to help them make good food choices for a healthier diet.

#### 4. Conduct Activity

- Post *Nebraska MyPlate poster and MyPlate diagram* on the wall or board to help students determine where foods would be placed on this chart. On the *MyPlate diagram* show students how you would place their lunch food onto the correct areas of the poster.
- Place students in groups of four. Have students engage in a think-pair-share about their favorite foods. Think about where each food would go on the plate. (10 seconds). Students share with their group for one minute about where their food would go on the *MyPlate Diagram*. Have each partner draw their lunch item.
- Have each group place their food drawing on the class *MyPlate* poster for discussion. During the class discussion, move any incorrect foods into the correct category.

#### 5. Ask Follow-Up Questions and Make the Connection to Agriculture

According to the foods placed on the *MyPlate* poster, ask the following questions.

- Are these food selections good, healthy choices?

*Answers will vary.*

- Where did these foods come from?

*Give the direct source for each food - ex. hamburger, beef cattle.*

- Who grew these foods?

*Farmers*

- How can I make better food choices?

*Selecting foods from the 5 food categories found on MyPlate*

Choose **MyPlate**.gov

