



Lesson 1: MyPlate: Fruits and Vegetables

Nutrition Objectives:

1. Students will be able to identify the five food groups on MyPlate.
2. Students will be able to state that half of their plate should be filled with fruits and vegetables.

Supplies/Materials:

- MyPlate poster
- Fill your Plate with Healthy Foods handout (front) and worksheet (back)
- Paper
- Pens or pencils
- Let's Get Descriptive (reference sheet for teacher located in front of binder)

Lesson:

Say→Today we are going to learn about MyPlate and the five food groups.

- Show the students the MyPlate poster

Ask→What do you notice about the plate on this poster? *(There are five different colors, each representing a different food group.)*

Say→This is called MyPlate and it is used as a guide to teach us how to eat healthy. There are five food groups on MyPlate.

Ask→Does anyone know what that means? Who can name the five food groups?

Say→There are all sorts of foods that we eat, and they fall into certain groups. These groups are all important for our bodies because they help our bodies in different ways. We need to make sure we eat some foods from every food group, every day.

Say→Let's look at the **fruit** group first. Fruits help to keep you healthy.

Ask→Can anyone name their favorite fruit?

Say→Let's look at the **vegetable** group next. Vegetables keep you growing strong.

Ask→Can anyone name their favorite vegetable?

Say→The next group is **grains**. Grains give you energy so you can go to school and be active outside.

Ask→Can anyone think of foods that belong in the grains group? *(bread, rice, pasta, & cereal)*

Say→The next food group is **protein**. Foods in the protein group help build strong muscles.

Ask→What are some foods in the protein group? *(beef, chicken, eggs, beans, fish and nuts)*

Say→Our last food group is **dairy**.

Ask→ Does anyone know what nutrient is found in dairy foods? *(Calcium)*

Say→ Foods in the dairy group have milk in them so think of foods that come from cows. Other non-dairy sources that have added calcium, include fortified almond milk and/or soy milk or low-fat lactose-free milk. Calcium rich-foods help build strong bones and teeth.

Ask→What are some foods in the dairy group? *(milk, cheese, yogurt)*

Say→We need to have foods from all the five food groups every day to make us grow and give us energy. All of the five food groups are important, especially the fruit and vegetable groups.

Say→Let's take a closer look at the fruit (red) and vegetable (green) groups.



Ask→How much of the plate is full if you combine the fruit and vegetable groups? (*one half*)

Ask→What meal do you eat that looks most like this plate? (*example lunch or dinner*)

Say→This means that at least half your lunch or dinner plate should be filled with foods that come from plants.

Ask→Is your lunch or dinner plate at home half full of fruits and vegetables?

Ask→Maybe you can ask the person who cooks in your house to buy and/or prepare more fruits and vegetables?

Say→Try to eat fruits and veggies every day this week and don't be afraid to try something new.

Say→Remember: Fruit helps keep you healthy, and vegetables keep you growing strong, so you should try to eat them every day. During the next few lessons, you're going to be learning about the amount of fruits and veggies you should eat every day and how different colored fruits and vegetables help different parts of your body.

Activity #1: Fill Your Plate with Healthy Foods Every Day

Read through the food groups with the key messages to the class. Have students use the backside of the worksheet to write as many foods in each food group they can think of. Use the MyPlate poster to assist them if necessary.

Activity #2: How Many Fruits and Vegetables Can You Think Of?

- Group the students in teams of two. Give them about 3 minutes to write down as many fruits and vegetables as they can think of. Share the teams' results.
- Which team thought of the most? Does any team have a fruit or vegetable that no one else thought of?
- Have students circle the fruits and vegetables on their lists that they have **never tried**. Put a star next to the fruits and vegetables they're **willing to try** for the first time or **try again**.

Activity #3: Write a Haiku (Curriculum Connection/Language Arts) Have students write a haiku about their favorite fruit or vegetable. Suggest describing its color, shape, texture, and taste! Refer to "Let's Get Descriptive" in the front of the binder. (*A haiku is a short poem arranged in three lines. The poem has a total of 17 syllables, in the pattern 5-7-5.* Example:

Apple

Red, round, and shiny,
Considered nature's toothbrush
Refreshingly sweet

Potatoes

Earthy, humble roots,
Mashed, fried, or baked, they delight,
Comfort in each bite.