



TRACKS Lesson Plan

MyPlate and Energy Balance

MyPlate Power

Special Needs Students – Any Grade

I. Nutrition Education Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, student will know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks
2. Being physically active every day as part of a healthy lifestyle

II. Pennsylvania Educational Standards

- A. 11.3 Food Science and Nutrition
- B. 1.6 Speaking and Listening
- C. 10.1 Concepts of Health
- D. 10.2 Healthful Living

III. Outcomes

- A. Students will select a healthy diet based on 2010 Dietary Guidelines and MyPlate.
- B. Students will identify foods within each food group: dairy, protein, grains, fruits, and vegetables
- C. Students will describe the importance of physical activity

IV. Materials

- A. Visual: MyPlate Poster
- B. Handout: MyPlate mini poster
- C. Activities: Listed in Developmental Section under Procedure
- D. Food Tasting
- E. Supplies: as needed to prepare and serve food tasting
- F. Gloves
- G. Hand wipes
- H. Reinforcement that conveys the appropriate nutrition message
- I. Caregiver Newsletter: *MyPlate*
- J. Extension lessons (noted at end of this lesson)

V. Procedure

A. Introductory

1. **Icebreaker** - Go around the room and have each student say one healthy food or drink he or she had yesterday and one type of physical activity he or she did yesterday. If they can't think of anything, ask them if they can tell you what healthy food or drink they would like for the next meal time.

2. **MyPlate Basics** – Show the MyPlate Poster and distribute mini-posters to the students. The poster(s) will help the students follow along with the lesson. Use the smart/black board to write foods the students list during the lesson. Describe, in detail, 10 tips for healthy eating:
 - 1) *Make half of your plate veggies and fruits* – Vegetables and fruits are full of vitamins and other nutrients the body needs for good health. Ask the students to list fruits and vegetables they enjoy (you may write on the board, going around the room asking students to list a fruit and/or vegetable). Explain to the students that by eating a wide variety of fruits and vegetables (red, orange, and dark green), they can get an array of necessary nutrients. They may choose fresh, frozen, canned or dried fruits and vegetables.
 - 2) *Add lean protein* – Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate. Ask the students why protein is necessary. Explain that protein is necessary for growth and repair of muscle. Ask the students to list proteins they enjoy. What are some proteins students consume at breakfast, lunch, and/or dinner?
 - 3) *Include whole grains* – Aim to make at least half of grains to be whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Explain to the students that whole grains provide more nutrients – especially fiber, versus refined grains. Ask the students to list whole grains they enjoy. What are some whole grains students consume at breakfast, lunch, and/or dinner?
 - 4) *Avoid extra fat* – Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, eating broccoli is great, but overloading it with cheese sauce increases fat intake – be mindful of the portion or use a sprinkle of parmesan cheese or a squeeze of lemon instead. Ask the students where they can find other extra fat sources (fried chicken, mozzarella sticks, fried potatoes, etc.).
 - 5) *Don't forget the dairy* – Aim for at least 3 cups of dairy per day. Pair a meal with a cup of fat-free or low-fat milk. Explain to the students that low-fat/skim milk has the same amount of calcium and other essential nutrients as whole milk, but has less fat and calories. Ask the students why calcium is important. Ask the students to list dairy foods they enjoy. What are some dairy foods students consume at breakfast, lunch, and/or dinner?
 - 6) *Take your time* – Savor food. Eat slowly, enjoy the taste and textures, and pay attention to satiety and level of fullness. Be mindful. Eating

very quickly may cause someone to eat too much. Ask the students what are some strategies they could do (sit at the table, eat in the kitchen, avoid eating in front of the TV, etc.)

- 7) *Cut back on foods high in solid fats, added sugars, and salt* – Ask students where they might find these nutrients in the foods they eat. Why are they recommended to be limited in the diet? Explain that drinks, for example, often have added sugars – seeking 100% fruit juice is an ideal option.
- 8) *Try new foods* – Ask the students what new/interesting foods they have tried lately. Emphasize to have fun with food and pick out new foods they never tried before such as mango, kale, lentils, etc. Ask the students why variety in the diet is important and explain that variety creates a better nutrient profile and better health for their bodies.
- 9) *Get 60 minutes of physical activity each day* – Ask the students what kinds of physical activity they enjoy. Explain to the students that it is helpful to engage in activities they like. Start by doing only what they can in the beginning – at least 10 minutes at a time because every bit adds up and health benefits increase as more time is spent being active.
- 10) *Satisfy your sweet tooth in a healthy way* – Indulge in a naturally sweet dessert dish... fruit! What are some creative ideas (baked apple, frozen yogurt topped with peaches, fruit and yogurt parfait, etc)?

B. Developmental

Activities are marked high functional (HF), low functional (LF), or both (B) for a quick guide, however, it may vary depending on class. At least one of the following activities should be completed during the lesson. More than one is appropriate if time allows. Activities should be selected based on the needs and skill level of your students. Refer to the explanations of each activity at the end of the lesson plan.

Activity 1 (LF): *MyPlate Stickers*

Activity 2 (B): *Activities Charades*

C. Concluding

1. Review concepts from the lesson and activities
2. Encourage students to remember all the things they have learned today. Try to eat a variety of healthy foods and drinks from MyPlate and get some physical activity every day.

D. Taste Testing

1. Students should wash hands or use antibacterial wipes/gel if no sink is available.
2. If students are helping prepare the snack, hand out gloves
3. Prepare and distribute food tasting.
4. Talk about which food groups are represented in this snack.
5. Clean up area properly.

VI. Conclusion

- A. Thank the participants for their time and answer any questions they may have.
- B. Distribute caregiver newsletter.
- C. Distribute reinforcements and explain the reasoning for the reinforcement.
- D. Remind teacher of extension lessons that correspond with this lesson in their binder.

VII. Extension lessons (*Located in Special Needs Binder*)

These activities should be given to the classroom teacher for use after the lesson. They will reinforce the concepts learned during this MyPlate lesson. They can also be used during the lesson if desired. Remind teachers that MyPlate for Kids materials may be applicable to a variety of ages and skill levels.



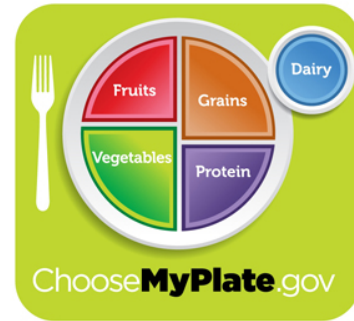
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Activity 1 Lesson Plan

MyPlate Stickers

Materials Needed:

- Black and white MyPlate
- Food stickers from each food group

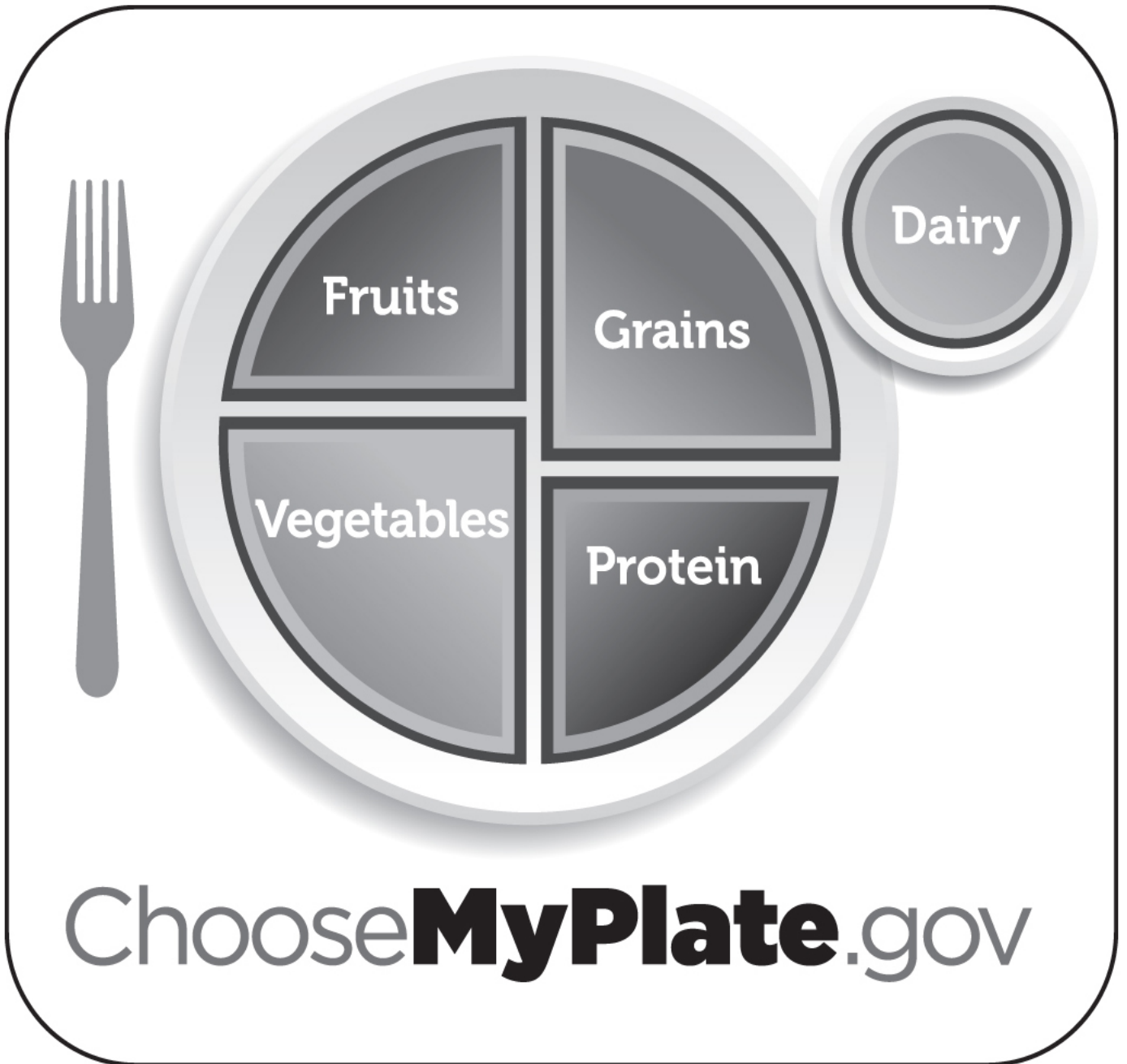


Procedure:

1. Give each student a black and white MyPlate and stickers from various food groups
2. The student should stick the appropriate foods onto the appropriate food groups. The MyPlate can be colored in or labeled first to help with identification.



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Choose **MyPlate**.gov



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Activity 2 Lesson Plan

Activity Charades



Materials Needed:

- Activity charades cards (preferably laminated and/or on cardstock)
**Can use blank cards to make new activities

Procedure:

Option 1 – Team competition

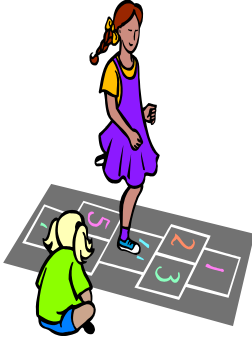
1. Divide class into teams of 5-6 members.
2. Give each participant at least 1 activity card.
3. Each team member takes turns acting out the activity listed on the card without using words or sounds.
4. Other teammates try to guess the activity.
5. Once teammates correctly identify the activity, next team member gets up and acts out his or her activity.
6. First team to correctly identify all of the activities listed on their cards wins.

Option 2 – Class works together

1. Have one team.
2. Each student takes a turn drawing a card and acting out the activity for the group.
3. Other students try to guess the activity.
4. Once guessed, another volunteer draws a new card and the group tries again to guess.
5. Game ends when all students have had a chance to act out an activity.








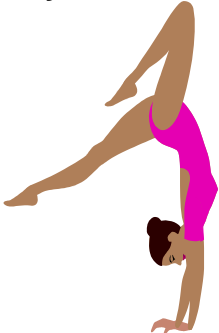


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<p>Jump Rope</p> 	<p>Dance</p> 	<p>Hopscotch</p> 	<p>Basketball</p> 
<p>Work Out</p> 	<p>Running</p> 	<p>Swimming</p> 	<p>Riding a bike</p> 
<p>Skateboarding</p> 	<p>Tennis</p> 		



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<p>Volleyball</p> 	<p>Roller Skating</p> 	<p>Cheerleading</p> 	<p>Softball</p> 
<p>Ice skating</p> 	<p>Soccer</p> 	<p>Walk a dog</p> 	<p>Gymnastics</p> 



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