

# Method #3: Learning More From MyPlate



## LESSON 2

### Student Learning Objective:

- Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.

### National Health Education Standard:

- Core Concepts

### Lesson Synopsis

Review the messages from the video in Lesson 1. Examine the dietary guidelines for healthy eating and physical activity. Identify personalized guidelines for healthy eating and physical activity by using information from the MyPlate website. Summarize the lesson by noting any surprises in students' personal plans.



**Teacher Note:** It is more effective for students to explore MyPlate on the website, either demonstrated by you or in a lab where they can explore the site directly. Choose one of these two options if possible. This alternate method of delivering the lesson can be used if no internet access is available. You will need to refer to Lesson 2 in the “Lessons” section of this manual, or the Teacher Resources flash drive, for all worksheet and handout copy masters.

Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	20 minutes	<p>Health Resource Materials</p> <ul style="list-style-type: none"> <li>Poster Set: “MyPlate: Steps to a Healthier You,” Michigan Model for Health Clearinghouse</li> <li>Pamphlet Set: “Steps to a Healthier You,” twelve sets, Michigan Model for Health Clearinghouse</li> <li>Pamphlet: “Finding Your Way to a Healthier You,” twelve sets, Michigan Model for Health Clearinghouse</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: “Looking for Information”</li> <li>Slide Master: “Daily Food Plan for 2600 Calories”</li> <li>Slide Master: “Daily Food Plan for 2200 Calories”</li> <li>Slide Master: “Daily Food Plan for 2000 Calories”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Samples of 1%, 2%, fat free, and soymilk (Extension Activity)</li> <li>Samples of whole grain and refined grain bread (Extension Activity)</li> <li>Slides</li> <li>Projector</li> </ul>
Application	20 minutes	<p>Teacher Manual Resources</p> <p>See Lesson 2 in the “Lessons” section for the following teacher references:</p> <ul style="list-style-type: none"> <li>Teacher Reference: “Daily Food Intake Pattern Calorie Levels” (Suggestion)</li> <li>Teacher Reference: “Daily Food Intake Patterns” (Suggestion)</li> </ul>

<b>Application (Continued)</b>		<p>See Lesson 2 in the “Lessons” section, or the Teacher Resource CD, for the following handout masters:</p> <ul style="list-style-type: none"> <li>• Student Handout: “Daily Food Plan Calorie Levels for 7<sup>th</sup> and 8<sup>th</sup> Grade Students”</li> <li>• Student Handout: “1600 Calorie Daily Food Plan”</li> <li>• Student Handout: “1800 Calorie Daily Food Plan”</li> <li>• Student Handout: “2000 Calorie Daily Food Plan”</li> <li>• Student Handout: “2200 Calorie Daily Food Plan”</li> <li>• Student Handout: “2400 Calorie Daily Food Plan”</li> <li>• Student Handout: “2600 Calorie Daily Food Plan”</li> <li>• Student Handout: “2800 Calorie Daily Food Plan”</li> <li>• Student Handout: “3000 Calorie Daily Food Plan”</li> </ul>
<b>Closure</b>	2 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet, “Two Days in My Life” (from Lesson 1)</li> </ul> <p>See Lesson 2 in the “Lessons” section, or the Teacher Resource flash drive, for the following family worksheet:</p> <ul style="list-style-type: none"> <li>• Family Worksheet: “Eating Healthy Foods at Home”</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- **Decide what method** you will use to present this lesson. Use this alternate activity only if no Internet access is available. (See Lesson 2 in the “Lessons” section of this manual for Internet-based activities.)
  - **Review** the website [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov). **Click** on the “MyPlate” tab. Become familiar with the five food groups.
  - **Read** the student handout, “Daily Food Plan Calorie Levels for 7<sup>th</sup> and 8<sup>th</sup> Grade Students.”
  - **Ask students their age and activity levels** if you are not using a computer lab. This information will tell you how many of each of the student handouts, “Daily Food Plans,” to **duplicate**. These handouts will be used in the Application section of this lesson. *A computer lab or these handouts will be necessary for this lesson.*

- For Input**
- **Display** the poster, “MyPlate: Steps to a Healthier You.” Have the poster pieces stating the recommended amount of each food group ready to display later in the lesson.
  - **Remove** the pamphlets on physical activity and reading food labels from the pamphlet sets, “Steps to a Healthier You.” (Suggestion)
  - **Prepare slides** of the slide masters, “Looking for Information,” “Daily Food Plans for 2600 Calories,” “Daily Food Plans for 2200 Calories,” and “Daily Food Plans for 2000 Calories.”

- For Application**
- **Duplicate** the student handout, “Daily Food Plan Calorie Levels for 7<sup>th</sup> and 8<sup>th</sup> Grade Students,” for each student.
  - **Duplicate** the appropriate student handouts, “Daily Food Plans,” based on your students ages and activity levels.

- For Closure**
- **Duplicate** the family worksheet, “Eating Healthy Foods at Home,” for students to take home and complete.

## LESSON PROCEDURE

**Introduction:** Review the main messages from the video and introduce the lesson.

**3 minutes**

Instructional Steps	Script and Detailed Directions
Review the information learned during the previous lesson.	<p><b><i>Who can remember one of the main messages of the dietary guidelines?</i></b></p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. Maintain calorie balance overtime. Enjoy your food, but eat less.</li> <li>2. Focus on eating nutrient-dense foods and beverages.</li> <li>3. Cut down on solid fats and added sugars.</li> <li>4. Increase the calories you expend through physical activity.</li> </ol> <p>Gather answers until all messages are given.</p> <p><b><i>How many food groups are there?</i></b></p> <p>Answer: five</p> <p><b><i>Who can name one?</i></b></p> <p>Call on students until all five food groups are named:</p> <ul style="list-style-type: none"> <li>• Grains</li> <li>• Vegetables</li> <li>• Fruits</li> <li>• Dairy</li> <li>• Protein Foods</li> </ul> <p><b><i>What benefits of healthy eating and daily physical activity did we mention?</i></b></p> <p>Answers: any of the ideas suggested during the last lesson</p>
Introduce the lesson.	<p><i>Today we will continue to explore the MyPlate to find out how to decide what foods to eat and how to be physically active.</i></p> <p>Redistribute the folders if you collected them or ask students to get them out.</p>

**Input:** Examine the MyPlate guidelines for healthy eating and physical activity.

**20 minutes**

Instructional Steps	Script and Detailed Directions
<p>Form small groups and assign group roles.</p> <p>Review dietary guidelines for nutrition. Refer to the posters in the poster set, “MyPlate: Steps to a Healthier You.”</p>	<p>Divide your students into small groups with three students in each group. Assign a leader in each group.</p> <p><i>We learned from the video that the MyPlate website was created by health experts to explain our national guidelines for healthy eating and physical activity. This plate diagram represents those guidelines. Let’s look inside the plate to learn all about it.</i></p> <p>Refer to the posters in the poster set.</p>

Review the information on the MyPlate website by using the pamphlet set, “Steps to a Healthier You.”

Display the slide, “Looking for Information.”



Distribute a pamphlet set, “Steps to a Healthier You,” to each small group. Have them set aside the pamphlets on reading food labels and physical activity if you have not removed them.

Have the leader in each group distribute two of the six pamphlets to each of his or her small group members.



Pair the pamphlet on “Oils” with either “Protein Foods” or “Dairy.” “Oils” is the shortest and the “Protein Foods” and “Dairy” are the longest.

*These pamphlets contain information from the MyPlate website. When you have access to the Internet, I recommend you go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) website and explore all the information that is there.*

Write the website address on the board.

Display the slide, “Looking for Information.”

*During class today, your job is to review the two pamphlets you have and be ready to tell your small group:*

- *Reasons a person should consume foods or beverages from your food group or oils.*
- *Some examples of food or beverages from your group or oils.*
- *Easy ways to tell how much to eat.*
- *The range of recommended amounts for males and females your age.*
- *Other interesting facts.*

*Study your pamphlets silently for ten minutes. Then you can share what you learned with your small group.*

After ten minutes, have students share their reports.

If you want to sample the information they gathered, call on various students to share their answers for each of the items on the slide for each food group and oils.

Review what each of the sections represents on the poster set, “MyPlate: Steps to a Healthier You.”



Refer to the Appendix E, Ethnic Food Plates, and mention foods commonly eaten in other cultures for each food group. This is particularly important if you have a diverse student population. It is critical to include all students in the discussion of healthy eating. It can also increase awareness of other food possibilities.



With the increased interest in vegetarian diets, you may want to review Appendix F. It contains basic information on vegetarianism and examples of foods that can be selected from each food group. You may also want to explore the MyPlate website's resources on this topic. Visit the U.S. Department of Agriculture's website, [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov). Click on "Healthy Eating Tips." Then, click on "Tips for Vegetarians." There is a link to a list of helpful resources at the bottom of the page.



Bring to class slices of whole grain bread and refined grain bread as you talk about the advantages of making half of the daily grains consumed whole grains.



Conduct a blind taste test of 1%, 2%, fat free, and soymilk. Ask students which tastes best and which has more fat. Be sure to follow your district's policies related to food shared in the classroom.

Review MyPlate guidelines for physical activity.

*MyPlate recommends something else that helps us have energy and stay healthy. **Stand up if you think you know what it is.***

Call on a student to give the answer: physical activity.

*For health benefits, young people should get 60 minutes of physical activity every day. Most of the 60 minutes should be either moderate- or vigorous-intensity aerobic physical activity. In addition, three days a week you should be sure to include:*

- *vigorous-intensity physical activity.*
- *muscle-strengthening activities, like climbing.*
- *bone-strengthening activities, like jumping.*

*It's okay to be active in short bursts of time, at least 10 minutes, rather than for long periods of time. These short bursts can add up to meet physical activity needs.*

Ask students to identify types of physical activity.





Explain empty calories.



*There is one more piece of information you need. It's about empty calories. "Empty calories" are calories from solid fats and/or added sugars. Solid fats and added sugars add calories to the food but few or no nutrients. For this reason, the calories from solid fats and added sugars in a food are often called empty calories.*

The foods and beverages that provide the most empty calories for Americans are:

- Cakes, cookies, pastries, and donuts (contain both solid fat and added sugars)
- Sodas, energy drinks, sports drinks, and fruit drinks (contain added sugars)
- Cheese (contains solid fat)
- Pizza (contains solid fat)
- Ice cream (contains both solid fat and added sugars)
- Sausages, hot dogs, bacon, and ribs (contain solid fat)




In some foods, like most candies and sodas, all the calories are empty calories. A small amount of empty calories is okay, but most people eat *far more* than is healthy.

Instructional Steps	Script and Detailed Directions
<p>Identify recommendations for healthy eating for a typical physically active seventh or eighth grade student.</p> <p>Display the slide, “Daily Food Plan for 2600 Calories.”</p> 	<p><i>There is a page on the MyPlate website that allows each of us to create our own personalized Daily Food Plan. Each of our plans is based on our age, sex, and activity level. Our personal plan will tell us how much to eat from each of the five food groups. I will show you an example that I pulled from the website.</i></p> <p><i>I entered information for a 13-year-old male who gets the recommended 60 minutes or more of physical activity each day. Although you can enter your height and weight if you like, it is not required.</i></p> <p>Display the slide providing information on the 2600 Daily Food Plan.</p> <p><i>MyPlate told me that this student should eat a 2600 calorie diet and explained how much should be eaten from each food group.</i></p> <p>Review the information on the slide.</p>
<p>Compare recommendations for healthy eating for a typical seventh or eighth grade student who is less physically active. Display the slide, “Daily Food Plan for 2200 Calories.”</p>  <p>Display the slide, “Daily Food Plan for 2000 Calories.”</p>  <p>Distribute the student handout, “Daily Food Plan Calorie Levels for 7<sup>th</sup> and 8<sup>th</sup> Grade Students,” and display the poster pieces from the poster set, “MyPlate: Steps to a Healthier You.”</p> 	<p><i>Now let’s see what happens if this student only gets 30 to 60 minutes of physical activity each day.</i></p> <p>Display the slide with the information on 2200 calorie plan.</p> <p><i>This student should eat a 2200 calorie diet. See how the amounts to be eaten from each food group are reduced.</i></p> <p><i>Now let’s compare this to the same student again if he gets less than 30 minutes of physical activity each day.</i></p> <p><i>This student should eat a 2000 calorie diet. Again, see how the amounts to be eaten from each food group are reduced.</i></p> <p>Distribute the student handout, “Daily Food Plan Calorie Levels for 7<sup>th</sup> and 8<sup>th</sup> Grade Students.” Post the recommended amount of food and beverages for each group from the poster set, “MyPlate: Steps to a Healthier You.”</p> <p><i>This handout shows how calorie needs change based on age, gender, and physical activity. <b>If your physical activity changes, what must you change if you want to maintain a healthy weight?</b></i></p> <p>Answer: You must reduce the amount of food you eat each day if you are less active. You must eat more healthy food if your activity level increases.</p>
<p>Explain the difference in calorie recommendations for males and females.</p>	<p><i>On your handout, look at the recommended number of calories for a male who is 13 years old and moderately active. Now look at the recommended number of calories for a female who is 13 years old and moderately active. They are different.</i></p>

	<p><i>Up to age 9 or 10, the calorie recommendations for males and females are about the same. Then a person's body changes. Males begin to develop muscles and need more calories. As they get taller and their body mass becomes larger than females, their bodies demand more calories to have the energy to move and grow.</i></p>
<p>Create personalized Daily Food Plans using the student handouts, "Daily Food Plans."</p>	<p><i>Now you can examine your own personalized healthy eating recommendation. The information on these handouts was taken from the MyPlate website. I asked each of you to tell me your age and activity level. Then, I copied the correct plan for you.</i></p>  <p>Refer to the teacher references, "Daily Food Intake Pattern Calorie Levels" and "Daily Food Intake Patterns" to guide students as they interpret their personalized calorie and food intake needs.</p> 

**Closure:** Summarize the lesson by noting any surprises in students' personal plans and preview the next lesson.

**2 minutes**

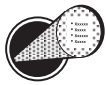
<b>Instructional Steps</b>	<b>Script and Detailed Directions</b>
<p>Signal if students were surprised by their personal plan.</p>	<p><b>Show me a thumbs up if you were surprised by any of the information on your personal plan.</b></p>
<p>Remind students of their homework assignments.</p> <p>Remind students of the student worksheet, "Two Days in My Life."</p>  <p>Distribute the family worksheet, "Eating Healthy Foods at Home."</p> 	<p><i>Remember. You have three homework assignments from our previous lesson. I am also going to add a fourth.</i></p> <ol style="list-style-type: none"> <li><i>Please collect and bring in as many food packages as you can. We will use them in future lessons.</i></li> <li><i>If you are near a restaurant, stop in and ask if they have a nutrition content pamphlet you can have. Many chain restaurants also have nutrition information online. Download information from your favorite restaurant, print it, and bring it to class.</i></li> <li><i>Keep a log of your eating and physical activity for two days. Record everything you eat and drink as well as all your physical activity on your worksheet. It is due (date of Lesson 3).</i></li> <li><i>Complete the family worksheet and talk with an adult family member or other trusted adult about your answers. Have the person you talked with sign the paper. Sign the paper yourself and bring it back to class for your folder.</i></li> </ol>  <p>Ask students to bring foods to class that are under 100 calories so that classmates can try them. This is an extension activity in Lesson 6 and reinforces use of food labels. Be sure to follow your district's policies related to food shared in the classroom.</p> <p>Collect the students' folders or ask students to bring them to each class.</p>
<p>Introduce the next lesson on personal application of MyPlate guidelines.</p>	<p><i>In our next health lesson, you will explore how to use your personal plan to improve your eating and physical activity.</i></p>



# Looking for Information

- Reasons a person should consume foods or beverages from your food group or oils
- Examples of food or beverages from your group or oils
- Easy ways to tell how much to eat
- The range of recommended amounts for males and females your age
- Other interesting facts





# Daily Food Plan for **2600** Calories

*Daily recommended amount per food group*

GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN FOODS
<b>9</b> ounces	<b>3 1/2</b> cups	<b>2</b> cups	<b>3</b> cups	<b>6 1/2</b> ounces

Aim for these amounts **each week:**

**Dark green veggies**  
2 1/2 cups

**Orange veggies**  
7 cups

**Dry beans and peas**  
2 1/2 cups

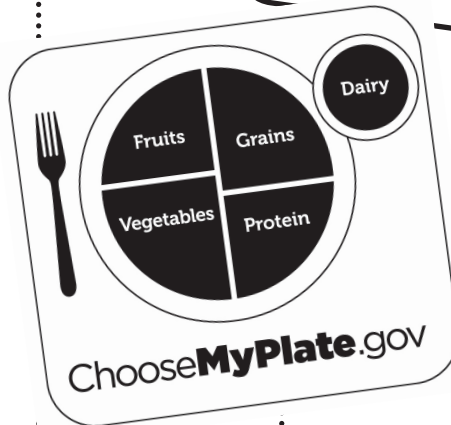
**Starchy veggies**  
7 cups

**Other veggies**  
5 1/2 cups

*Know your limits on fats, sugars, and sodium*

Your allowance for oils is **8 teaspoons a day**

Limit empty calories—solid fats and added sugars—to **360 calories a day**



*Be physically active for at least **60 minutes every day***



# Daily Food Plan for 2200 Calories

*Daily recommended amount per food group*

GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN FOODS
<b>7</b> ounces	<b>3</b> cups	<b>2</b> cups	<b>3</b> cups	<b>6</b> ounces

Aim for these amounts **each week:**

**Dark green veggies**  
2 cups

**Orange veggies**  
6 cups

**Dry beans and peas**  
2 cups

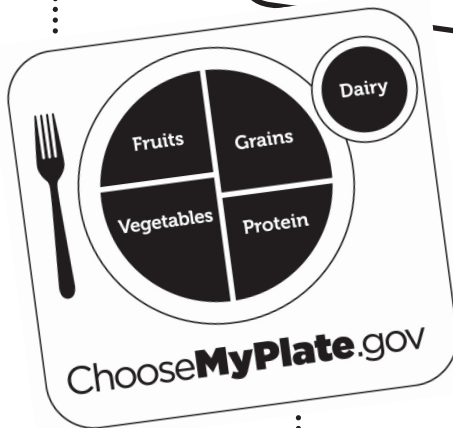
**Starchy veggies**  
6 cups

**Other veggies**  
5 cups

*Know your limits on fats, sugars, and sodium*

Your allowance for oils is **6 teaspoons a day**

Limit empty calories—solid fats and added sugars—to **270 calories a day**



*Be physically active for at least **60 minutes every day***



# Daily Food Plan for 2000 Calories

*Daily recommended amount per food group*

GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN FOODS
<b>6</b> ounces	<b>2 1/2</b> cups	<b>2</b> cups	<b>3</b> cups	<b>5 1/2</b> ounces

Aim for these amounts **each week:**

**Dark green veggies**

1 1/2 cups

**Orange veggies**

5 1/2 cups

**Dry beans and peas**

1 1/2 cups

**Starchy veggies**

5 cups

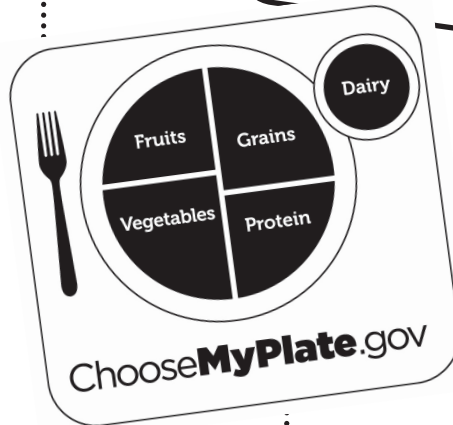
**Other veggies**

4 cups

*Know your limits on fats, sugars, and sodium*

Your allowance for oils is **6 teaspoons a day**

Limit empty calories—solid fats and added sugars—to **260 calories a day**



*Be physically active for at least **60 minutes every day***

