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|  | |  | | --- | |  | | Eat Real/Myplate lesson | | Activity Plan | |
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| |  | | --- | |  | | Project Skills: | | * To gain an appreciation for why to eat more whole foods and fewer processed foods * Create a specific action plan for positive change. | |  | | Life Skills: | | * As a result of this lesson, students will eat more whole foods from plants and animals and fewer overly processed foods. | | **Academic Standards:** | | * C.4.2 Identify a healthy eating habit. * E.4.1 Understand that people eat many * different foods as part of a healthy diet. * F.4.1 Recognize foods by name. * F.4.3 Categorize foods by source (plant,   animal), including  processed foods. | |  | |  | | Grade Levels: 1-4 | |  | | Time: 45-60 minutes | |  | | Supplies Needed:   * Eat real action plan worksheet * Myplate blank graphic sheet * Pictures of whole, slightly processed, and heavily processed foods. | |  | | Do Ahead: | | * Bring in pictures of whole foods, slightly processed foods, and heavily processed foods * Bring in eat real action plan worksheet from the food day curriculum * Bring in blank my plate graphics | |  | | Sources/Adapted From: | | * Food Day School Curriculum | |  | | |  | | --- | | BackGround | | Students are often accustomed to filling their diets with food items that are heavily processed and stripped of many of the nutrients the original food once contained. The graphics that are shown to the students in the eat real lesson combined with the introduction of the myplate graphic to the students will teach students about the benefits of eating whole, unprocessed or lightly processed foods. | |  | | WHAT TO DO | | Activity 1:  Ask students to look at the food cards posted up around the room. Ask them what these foods have in common. The cards have pictures of an orange, a chicken breast, a whole piece of corn on the cob, rice, and milk. These foods are all whole foods, and are pretty much unchanged from the way they are found in nature. The chicken has been cut and cooked, and the rice has had its outer layer taken off, but for the most part, they are unprocessed. Post the next set of food cards, this set has been lightly processed, the pictures are canned corn, fruit flavored yogurt, white rice, orange juice, and fried chicken. These foods have only been processed a medium amount, and have lost only a bit of their original nutritional value. Then hang the last set of food cards. The cards are processed corn breakfast cereal, orange soda, chicken nuggets, American cheese, and rice krispie. These have been completely processed and lost most of their nutritional value. It is important to see the value in these “real” foods, as that is the healthiest version of said food. | |  | |  | | **Activity 2:**  Handout blank MyPlate graphic. Ask if anyone has seen the myplate graphic before. MyPlate is a guide to tell us what to eat each day. What kinds of foods belong on MyPlate? Answer: whole or lightly processed foods. All other foods are called “sometimes foods”, examples of these are fried chicken, orange soda, sugar cereal. These kinds of foods shouldn’t be eaten everyday. Allow students to read off some of the categories on the MyPlate. Let them know they can fill in some of the categories with foods they would like to eat that fall within that category. Have them write or draw the foods on their MyPlate sheet. | |  | | **Activity 3:**  After students have given examples of foods that go into each category on MyPlate, hand out the “eat real action plan” sheet. Have them fill out the sheet with one option for replacing a processed food with a less processed food. Tell them to take home their action plans and myplate graphics and teach someone else about the myplate! | |  | |  | |  | | Talk IT OVER | | **Reflect: Tell the students to reflect on their eat real action plans in the following weeks to see if they have achieved their goals. If they haven’t, challenge them to create new goal!** | |  | | **Apply: Challenge students to continue adding new foods to their myplate as they discover what kinds of foods fall into what categories.** | |  | | ENHANCE/Simplify | | **Enhance for Older Children: Bring in mystery food items that aren’t easily recognized by elementary students and have them try to place them into categories. Bring in items that shouldn’t belong on myplate also so they are challenged.** | |  | | **Simplify for Younger Children: Give them MyPlates with already filled in examples due to their lack of knowledge about food groups.** | |  | |  | | HELPFUL Hints  Bring in examples of each food group and make sure to remind students of which food group the snack you feed them falls into on Myplate. | |  | |  | | ADDITIONAL Web LINKS <http://edibleschoolyard.org/sites/default/files/Food_Day_School_Curriculum_2012_NO_BRAND.pdf> | |  | |  | |  | |
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