



Be Healthy!

Lesson

Goals

Students will learn how to interpret MyPlate and will be introduced to the idea of growing and eating healthy foods.

Objectives

Students will compare healthy and non-healthy behaviors and activities through brainstorming. Students will begin to make connections between eating healthy and growing healthy foods by looking at the food groups outlined in USDA's MyPlate.

Standards

Science: Life Science

GR.5-S.2-GLE.2

Comprehensive Health: Physical & Personal Wellness in Health

GR.K-S.2-GLE.1

GR.1-S.2-GLE.1

GR.2-S.2-GLE.1

GR.3-S.2-GLE.1

GR.4-S.2-GLE.1

GR.5-S.2-GLE.1

GR.6-S.2-GLE.1 & GLE.4

Did you know?

Today, chips and french fries make up half of all of the vegetables children eat. Children who eat fast food tend to weigh more than their peers who do not, even if they are active.

Total Time – 60 minutes

Materials

- MyPlate nutrition poster
- MyPlate Handouts (Available on DUG's curriculum website: <http://dug.org/school-garden-curriculum/resource-sheets/myplate-information.html>)
- Crayons, markers or colored pencils (optional)
- Journals
- Various seed packets

Vocabulary

connections

gardening

MyPlate

recipe

dairy

grains

nutrition

vegetables

fruits

ingredients

protein

Mentor Texts

- *Rookie: Grains*. Carol Alexander, 2005.
- *Rookie: Fruits and Vegetables*. Susan DerKazarian, 2005.
- *Rookie: Dairy*. Susan DerKazarian, 2005.
- *Rookie: Proteins*. Justine and Ron Fontes, 2005.
- *Rookie: Fats, Oils and Sweets*. Carol Parenzan Smalley, 2005.

Background for Teachers

This is a great introductory lesson to get your students to begin thinking about gardening and nutrition and the connection between the two and their own health.

In June 2011, the USDA's nutrition guidance tool changed from MyPyramid to MyPlate. For more information on this new tool, please visit: <http://www.choosemyplate.gov/>. The *My Plate* lesson on our website goes into more detail about this new tool.

http://dug.org/storage/school-garden-curriculum/My_Plate.pdf

Method

Introduction (20 minutes)

1. Begin by explaining that the class will be learning about nutrition and gardening. The focus of the classes will be to learn how to prepare, eat and grow healthy food.
2. Introduce and hand out the garden/nutrition journals to the class. Explain that they will be used for taking notes, writing stories or poetry and collecting recipes. Have each student write on the cover his/her name and Garden Journal (or other appropriately named title).
3. On the board draw two columns labeled "Healthy" and "Not Healthy." Have the class start by brainstorming actions/behaviors that they know are healthy. Then have the students come up with actions/behaviors that they know are unhealthy. Go back and forth between the two sides as students continue brainstorming.
 - a. Encourage them to think real hard by stating a goal: *I challenge you to come up with at least 15 actions/behaviors, can you do it?*
 - b. Let the behaviors and actions they come up with lead to discussion and more creative higher level thinking. Such as asking the class: *What can we do to make watching TV more healthy (exercise during commercials)? Should you use an elevator or take the stairs? Etc.*
4. Transition the activity to MyPlate.
5. Display the brightly colored plate for all the students to see. Discuss the different food groups to help the class understand what grains, dairy, fruits, vegetables and protein entail.
6. Hand out the MyPlate worksheet.
 - a. Have students work in groups or on their own to correctly label the food group sections on the MyPlate worksheet. Students can color the plate if time allows.

Activity (15 minutes)

1. Tell the students that you can hold at least 200 carrots in one hand, while holding about 100 lettuces in the other. Have the class problem solve on how this would be possible.
2. After the students guess, pull out your seed packets and hold them in your hands explaining that each seed turns into a whole plant—one little lettuce seed can grow into a head of lettuce.
3. Explain to the class that all of our fruits, vegetables and grains are plants that are grown from seeds. Get them excited about seeds by telling them they will get to plant lots of seeds and grow their own fruits and vegetables later in the year. This is a good way to connect eating

healthy and growing healthy food in the garden.

4. Have the students write in their journals about what they learned and what they hope to plant later.

Snack (10 minutes)

While students are eating, discuss how the snack they are enjoying connects to the discussion on healthy behaviors, MyPlate and growing food in their garden. (*Did they find seeds in the fruit they are eating? What parts of the salad go into which part of MyPlate? Are all of the sections on MyPlate filled up by the snack?*)

Conclusion (15 minutes)

Have students create their own MyPlate in their journal. The students will put the ingredients of the salad in the proper sections. Students will complete their journal activity with a sentence reflecting on why the Glorious Fresh Fruit Salad was chosen for today's snack.

Assessment Tools

- Journal
- MyPlate Worksheets
- Participation

Modifications

- Have students only draw the ingredients of the Glorious Fresh Fruit Salad on their MyPlate worksheet.
- Have students help make the snack by having different teams cut up the various types of fruit (using a butter knife).

Extensions

- Challenge students to add one more ingredient in each of the MyPlate sections to make the today's salad healthier.
- Discuss and demonstrate how to use measuring cups and spoons (this is an easy and great way to incorporate math into the lesson). Discuss how to read recipes and how to double or reduce recipes is another great way to incorporate math. Challenge students to rewrite the recipe for today's snack by either doubling it or reducing it by half.
- Discuss with the class general cooking and cutting techniques. Show the class how to safely use their knives and teach them cutting terms such as cut, slice, julienne, dice, etc. Have them practice their new vocabulary.

Glorious Fresh Fruit Salad

Kids love fruit. Feel free to experiment with other fruits that may be in season.

- 2 apples
- 1 cup seedless grapes
- 1 banana
- 1 can (16 oz) pineapple chunks, drained
- 1 cup cantaloupe
- 1 kiwi
- ¼ cup low fat sour cream
- 1 cup low fat cottage cheese (creamed)
- 1 cup low fat vanilla yogurt
- 1 Tbsp honey
- 2 tsp limejuice

Preparation (10 minutes): To make the dressing, combine sour cream, cottage cheese and yogurt. Mix well. Blend in honey and limejuice. Peel the banana, kiwi and cantaloupe. Cut all fruit into bite-sized pieces. Combine first five fruits with a little dressing. Garnish with slices of kiwi and serve with extra dressing.

Sources

United States Department of Agriculture. *USDA's MyPlate*. Web. 27 June 2011.

<http://www.choosemyplate.gov/tipsresources/printmaterials.html>.

Mott's Fresh Apples. *Salad Recipes*. Web. 27 June 2011. <http://www.mottsfresh.com/salads.asp>.

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