

Lesson 1.10: MyPlate Beyond the Food Groups

Unit: Unit 1, Kitchen Skills and Smart Eating (Nutrition and Wellness) **Topic:** 1.3 Nutrients, MyPlate, and Labels **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (classroom or FACS lab tables; no cooking today)

Standards

- NYS module line: NYS N&W 2. Nutrition Across the Lifespan a) Identify nutrient groups, common sources of nutrients, and nutrient requirements across the lifespan
- NYS module line: NYS N&W 2. Nutrition Across the Lifespan b) Describe the relationship of nutrition and physical activity to the wellness of individuals and families
- CTE theme line: CTE HSW 1. Health Practices a) Define physical health, social health, and mental/emotional health and describe how they interact as dimensions of overall wellness
- CTE theme line: CTE HSW 1. Health Practices c) Identify personal health practices that promote overall good health
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator: Students understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.
- CDOS Standard 3a Universal Foundation Skills: Managing Information
- National FCS 3.0: 14.2.1 Judge how nutrition affects health, wellness, and performance.
- National FCS 3.0: 14.3.1 Use current dietary guidelines to plan for nutrition and wellness needs.

Note on the theme line: the HSW 1. Health Practices topic has no line that names physical activity by itself. Line a) (dimensions of wellness) and line c) (personal health practices) are the closest verbatim lines and are what this lesson teaches. Physical activity is covered by the NYS module line N&W 2. b), which does name it.

Health class coordination

Health class typically covers: the five MyPlate food groups by name, “eat a variety,” and often a MyPlate coloring or labeling worksheet. Some health programs cover body image and healthy weight here. FACS does not teach body image; that stays with health.

This lesson goes further: students treat MyPlate as proportions on a real plate, not a list of five names. They build a plate with physical food cards, measure the difference between a serving and a portion with real cups and bowls, and check one day of their own eating

privately. Physical activity is taught as the other half of wellness, using the 60 minutes a day guideline for ages 6 to 17. *[Sal: tell the health teacher the plate check is private and never shared aloud, so it does not overlap with any body image lesson.]*

Enduring understanding and essential question

Big idea: MyPlate is a picture of how much, not just what. A healthy plate is about proportions, and a healthy day is food plus movement. **Essential question:** If you ate a MyPlate dinner but sat all day, was it a healthy day?

Objectives

By the end of this lesson, students will be able to:

1. (Low: understand) Given a blank plate outline, draw the five MyPlate sections in the right proportions and label each with one example food.
2. (Mid: apply) Given food cards and a paper plate, build a dinner that matches MyPlate proportions and explain the difference between a serving and a portion using one food from the plate.
3. (High: evaluate) Given a private record of one day of their own eating and movement, judge which MyPlate group and how much activity was missing and write one change they could actually make this week.

Vocabulary

Tier 2 (general academic): proportion, portion, variety, judge Tier 3 (FACS): MyPlate, serving, food group, whole grain, physical activity. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Nutrient Sort Cards from Lesson 1.9, one set per team (they double as food cards today)
- Paper plates, one per student, plus a bowl outline printed on the handout for dairy
- Real measuring tools at the demo table: a 1 cup dry measure, a 1/2 cup, a cereal bowl from home, a large cereal bowl, a drinking glass, a 1 ounce bag of chips and a family size bag
- Build a Plate handout, one per student: Handout 01.10 - Build a Plate.md
- Slides: Slides 01.10 - MyPlate Beyond the Food Groups.md (outline; build the deck from it)
- Setup notes: put the two cereal bowls and the two chip bags on the demo table where students can see them as they walk in. Allergy check: the chip bags stay sealed; nothing is eaten.

Pre-assessment

Yesterday's exit cards (Lesson 1.9) and the pre-assessment item "what is a serving size" from Lesson 0.5. If more than half the class defined serving size as "how much you eat,"

Step 2 (serving versus portion) needs the full four minutes. If most got it, cut Step 2 to two minutes and add them to Step 3.

Do now and hook (Time: 5 min)

On the board: “Draw a circle. Divide it into the food groups the way you think a healthy dinner should look. Label each part. Do not look it up.”

Debrief: hold up three drawings (with permission) that look different. Ask: “Which one is right? How would you know?” Then the hook: pour dry cereal into the small bowl to the line (one serving, 1 cup) and into the large bowl the way a student actually pours it (about 3 cups). “Same cereal. Same box. One of these is a serving and one is a portion. By the end of today you will know which is which and why it matters.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: MyPlate as proportions	Show the MyPlate graphic. Say the four proportion rules: half the plate fruits and vegetables, a little more vegetables than fruit; a little more grains than protein foods; dairy on the side in a cup; make half your grains whole grains. Show three real dinners as photos and ask the class to rate each one “close” or “not close.”	Fix the do now circle on the handout so it matches the real proportions. Label each section with one food.	7 min
2. Demo: serving versus portion	At the demo table: a serving is the standard amount on a label or in MyPlate (1 cup of cereal, 1 ounce of chips, 3 ounces of cooked chicken, about the size of a deck of cards). A portion is how much you choose to put on the	Write the two definitions on the handout in their own words. Estimate the servings in the family bag, then record the real number.	4 min

	plate. Show the 1 ounce chip bag next to the family size bag. Ask how many servings are in the big bag; read the label to confirm.		
3. Learning activity: build a plate	Give each team a card set and each student a paper plate. Task: build a dinner that matches MyPlate. Every section filled, at least one whole grain, protein foods from two different sources if you can. Then a partner check: the partner names one section that is too big or too small.	Build the plate with cards. Draw it on the handout. Partner checks and signs. Write one serving and one portion from the plate.	10 min
4. Learning activity: the plate check (private)	Explain the rules: this page is yours, nobody reads it, it is scored complete or not, never on what you ate. Students list what they ate yesterday and how many minutes they moved (walking counts, gym counts, sports count). Then show the activity guideline: 60 minutes a day for ages 6 to 17, most of it moderate to vigorous. Ask each student to circle the one MyPlate group and the activity line that came up short.	Fill the plate check privately. Circle what was missing. Write one change for this week that is small enough to actually happen.	8 min

5. Share and debrief	Ask for volunteers only: “Who wants to share the change, not the food?” Take three. Close with the essential question: MyPlate dinner, sat all day, healthy day or not?	Volunteers share a change. Class votes on the essential question with a reason.	2 min
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Questions to ask

Monitor understanding:

- Which is bigger on MyPlate, vegetables or fruit? Grains or protein foods?
- What is one serving of cereal? What is your portion?
- Where does the dairy go on the plate?

Deepen learning:

- Why do you think the government changed from the food pyramid to a plate?
- If a food company sells chips in a family size bag, why would the label say a serving is one ounce?
- What counts as physical activity that you already do without calling it exercise?

Check for understanding

Clipboard checklist during Step 3: for each student’s plate, yes or no on “fruits and vegetables cover about half,” “the plate has a whole grain,” and “the student can point to one serving and one portion on the plate and say which is which.” Two yeses and a correct serving versus portion answer means the student is ready for labels tomorrow. A student who calls a portion a serving gets the chip bag question again in Step 5.

Closure (Time: 4 min)

3-2-1 exit card: 3 MyPlate groups and the size of each (big, medium, small), 2 differences between a serving and a portion, 1 thing you will do for movement this week. Three students read one line aloud. Sort the cards into “got it” and “needs more.” The “needs more” pile on serving versus portion decides how long the serving size slide runs in Lesson 1.11.

Differentiation and supports

- ELL: the MyPlate graphic on the slide is labeled in English, Turkish, Portuguese, and Spanish (see Vocabulary 01.md); the food cards have pictures in words; sentence starters on the handout: “A serving is . **A portion is** .” Pair each ELL student with a partner for the plate check explanation, but the plate check itself stays private.

- IEP and 504 (general): the plate outline is pre-divided on the handout for any student who asks; the plate check can be done as a checklist (circle the groups you ate from) instead of a written list; a student who does not want to write about food at all may complete only the activity line and the change line, scored complete.
- Grade 6 support: build a plate for one meal (dinner) only; the plate check asks for yesterday's dinner, not the whole day.
- Grade 8 stretch: build the plate for a specific person from Lesson 1.9 (the teen athlete or the grandparent) and adjust the proportions; write why the grains section changed. On the plate check, estimate how many servings of the missing group would fix the day.
- UDL checkpoint used: multiple means of engagement (the plate check is private and self-scored, which lowers the threat of sharing food habits) and multiple means of representation (the proportion rules shown as a graphic, as real bowls, and as cards on a plate).
- No-kitchen or no-machine alternative: not needed; no cooking today. If real measuring cups are not available, the slide shows the bowl comparison as a photo.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Draw the proportions and label each group	N&W 2. a); National FCS 14.3.1	Handout plate outline, Step 1	Formative; handout checked for five sections in proportion with a food each (complete, partial, missing)
2. Build a plate and explain serving versus portion	N&W 2. a); Std 1 PI A; CDOS 3a Managing Information	Build a plate, Step 3	Formative; clipboard checklist; partner-signed plate drawing
3. Judge one day of eating and movement and write one change	N&W 2. b); HSW 1. a) and c); National FCS 14.2.1	Plate check, Step 4	Formative; scored complete or not complete only; never scored on content

Objectives 1 and 2 are assessed summatively on the Label Reading Quiz at the end of this topic (serving size items) and on the \$40 project MyPlate check in Lesson 1.19.

Homework

None. Optional: at one meal this week, look at your plate before you eat and ask “what is missing?” Be ready to say the group, not the meal.

Connections

Inside the building: the physical education teacher. FACS gives PE a class that can say why 60 minutes a day matters; PE gives FACS a count of what activity students already get in school, which makes the plate check honest. Health: the body image piece stays with health; FACS sends the plate check rules so the two lessons do not collide.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nycotecenter.org, June 2018), lines 2. a) and 2. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness, lines 1. a) and 1. c). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- CDOS Standard 3a, Managing Information. Same file.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 14.2.1 and 14.3.1.
- MyPlate proportions and group names: USDA, myplate.gov. Physical activity guideline: Physical Activity Guidelines for Americans, 2nd edition (health.gov), ages 6 to 17, 60 minutes or more daily. *[Sal: check both sites once a year; the MyPlate graphic has not changed since 2011 but the wording of the tips does.]*
- Sal's own materials: "MyPlate Budget" and "Nutrition Dungeon Quest" existed as names only; the build a plate task here is a fresh version. Nutrition Dungeon Quest can return as a review game before the Unit 1 test. *[Sal: if you have the game rules written somewhere, send them and I will fold them in.]*

Teacher notes

- If time runs short, cut Step 5 entirely and take the volunteers in the closure. Never cut Step 4; the private plate check is the piece health class does not do.
- Common mistake: students fill the dairy cup with cheese cards and the protein section with more cheese. Ask: "Where does the milk go on MyPlate? Where does the chicken go?"
- The plate check is private for a reason. Some students are on restricted diets, some do not have enough food at home, and some are in the middle of a body image fight. Score it complete or not, and say so out loud before they write.
- *[Sal: your Brentwood students knew MyPlate from health but could not tell a serving from a portion. That is why the two bowls are the hook. Use your own bowl from home; it lands harder.]*
- The plate photo you take today (cards on a paper plate) can be the cover image for the \$40 project poster later.