



Handout 1.10: Build a Plate

Lesson: 1.10 MyPlate Beyond the Food Groups **Print:** Pages 1 and 2, one per student. Page 3 (the plate check) is private; print it on its own sheet so it can be folded and handed in face down.

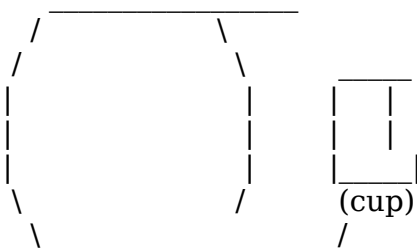
Page 1: MyPlate is about how much

Name: _____ Date: _____ Period: _____

Part A. Fix your do now circle. Divide the plate below the way MyPlate really does it. Label the four sections on the plate and the cup beside it. Write one food in each.

The four rules:

1. Half the plate is fruits and vegetables. Vegetables get a little more room than fruit.
2. The other half is grains and protein foods. Grains get a little more room than protein foods.
3. Dairy is on the side in a cup (milk, yogurt, or a calcium-fortified soy drink).
4. Make half your grains whole grains.



[Sal: replace this with a large blank circle and a cup outline before printing.]

Section 1 (top left): _____ Food: _____ Section 2 (top right):
 _____ Food: _____ Section 3 (bottom left): _____
 Food: _____ Section 4 (bottom right): _____ Food:
 _____ Cup: _____ Food: _____

Part B. Serving or portion? Write each one in your own words.

A serving is _____

A portion is _____

The family size chip bag on the demo table: my guess for servings in the bag _____. The label says _____.

Page 2: Build your plate

Directions: Use the food cards and your paper plate. Build a dinner that follows the four rules. Every section filled. At least one whole grain. Protein foods from two different sources if you can (for example, beans and chicken). Then draw it here.

My plate (draw and label)

Whole grain on my plate: _____

Two protein foods: _____ and _____

Partner check. Trade handouts. Look at your partner's plate. Name one section that looks too big or too small, or write "matches MyPlate."

Partner's comment: _____

Partner's signature: _____

Serving and portion on my plate. Pick one food from your plate.

Food: _____ One serving of it is about _____ (use the slide). The portion I would actually eat is about _____.

Grade 8 stretch: build the plate for the teen athlete OR the grandparent from Lesson 1.9. Which section changed and why? _____

Page 3: My plate check (private)

This page is yours. Nobody reads what you ate. I check that it is filled in, not what is on it. Fold it in half and hand it in face down.

Yesterday, I ate: (list foods, or just circle the groups you ate from if you would rather)

Morning: _____

Midday: _____

Evening: _____

Snacks: _____

Groups I ate from yesterday (circle): Fruits / Vegetables / Grains / Protein foods / Dairy

Movement yesterday. Minutes I moved (walking to school, gym, sports, dancing, chores, anything that got you breathing harder): about _____ minutes.

The guideline for ages 6 to 17 is 60 minutes or more a day.

What came up short? Circle ONE MyPlate group that was missing or small: Fruits / Vegetables / Grains / Protein foods / Dairy

Movement was: under 60 minutes / about 60 / more than 60

One change I could actually make this week (small enough to really happen):



Teacher key

Page 1, Part A. MyPlate sections, clockwise from top left: Vegetables (top left, the largest section, a little more than a quarter), Fruits (bottom left, a little less than a quarter), Grains (top right, a little more than a quarter), Protein Foods (bottom right, a little less than a quarter), Dairy (the cup on the side). Any correct food in each section counts. Common errors to correct: fruit larger than vegetables; protein larger than grains; dairy drawn on the plate instead of in the cup.

Page 1, Part B. A serving is the standard amount on a label or in MyPlate (for example 1 cup of cereal, 1 ounce of chips, 3 ounces of cooked meat, about the size of a deck of cards). A portion is how much you choose to put on your plate or eat. Accept any wording that gets “standard amount set by the label” versus “the amount you actually eat.” The chip bag answer depends on the bag you use. *[Sal: write the real number here after you buy it: _____ servings.]*

Page 2. Score complete, partial, or missing: a plate with all five parts, one whole grain named, a partner signature, and a serving and portion for one food is complete. The partner check is not scored for being right; it is scored for being done.

Page 3. Score complete or not complete only. Never comment on the foods. A student who fills in only the movement line and the change line has done enough. If a page suggests a student is not getting enough to eat at home, follow the school’s process and tell the counselor; do not raise it with the student in class.

Serving sizes for the slide and the “one serving” line, from MyPlate and the FDA label rules: 1 cup dry cereal; 1 slice bread; 1/2 cup cooked rice or pasta; 1 cup raw leafy greens; 1/2 cup cooked vegetables; 1 medium fruit; 1/2 cup fruit; 3 ounces cooked meat, poultry, or fish (a deck of cards); 1 egg; 1/4 cup cooked beans; 1 tablespoon peanut butter; 1 cup milk or yogurt; 1 1/2 ounces cheese (about four dice); 1 ounce chips (about 15 potato chips or 7 to 10 tortilla chips). *[Sal: check myplate.gov once a year; the group names have not changed since 2011 but the “what counts as a cup” pages get edited.]*