Lesson 1: Build a Healthy, Balanced PLATE!
FACILITATING THE LESSON

PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
  - **Warm-up Exercise.** — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on page 16 of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
  - **Introduction.** — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
  - **Group Learning Activity.** — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
  - **Individual Application.** — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
  - **Snack Time.** — During snack time, youth share new learning and insights.
  - **Take-home Challenges.** — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.
- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson’s topic.
LEADING THE ACTIVITIES

Before an Activity. You will have more success if you do the following before each lesson:
- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

During an Activity. While conducting the activities/lessons, be sure to:
- **Establish Ground Rules.** Make it clear what behaviors will be acceptable and what behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

After an Activity. At the end of each activity or session, it is a good idea to do the following:
- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.
LESSON 1

LESSON OVERVIEW
Participants work in small teams to assemble large “MyPlate” puzzles; they then practice matching a variety of foods with the appropriate food groups.

ESTIMATED TIME: 30 minutes

OBJECTIVES
1. Identify food groups from the USDA ChooseMyPlate.gov food system.
2. Name at least one or two foods in each food group.
3. Understand that food and beverages provide fuel for the body, also known as calories.
4. Become aware of the idea of energy balance.
5. Understand the benefits of 60 minutes of physical activity per day.
6. Become aware of the foods (and food groups) typically included in their diets.

MATERIALS
• Heavy card stock
• Ziploc bags (small)
• Scissors (regular and blunt-tip)
• Glue sticks
• Markers and other art materials
• Pens or pencils

RESOURCES AND HANDOUTS
• Energy Balance (page 65)
• MyPlate Graphic (page 66)
• Move It! Choose Your Fun! Poster (page 67)
• MyPlate Puzzle Template (optional) (page 68)
• Food Cut-Outs (page 69)
• MyPlate for Kids Worksheet (page 77)
ADVANCE PREPARATION

1. Visit USDA’s ChooseMyPlate.gov website to become familiar with the food groups and dietary guidelines.
2. Make one copy of the Energy Balance resource so you can refer to it during the session (or draw the simple graphic on a piece of flip chart paper).
3. Copy Food Cut-Outs onto heavy card stock (one for each team). Do not cut apart.
4. Reproduce the MyPlate Graphic at 200 percent of the original size. Copy onto heavy card stock, cut apart and place the pieces in small Ziploc bags (one for each team). You also can reproduce the MyPlate Puzzle Template at 200 percent on the back side of each one, so you will have a guide for cutting the puzzle pieces.
5. Copy the MyPlate for Kids Worksheet, one for each child.
6. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- Eating a variety of foods from all the food groups keeps us healthy.
- Food and beverages provide fuel for the body, also known as calories.
- It is important to balance calories taken in from food and beverages (energy in) with calories burned off through physical activity (energy out).
- Kids should do physical activity for 60 minutes each day to stay healthy.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about USDA’s MyPlate? What do you want to know about USDA’s MyPlate?”
2. Display the MyPlate Graphic and review the basics with the group.
3. Remind the group that it is important to eat foods from all the different food groups. This gives our bodies what it needs to grow and stay healthy.
4. Point out that just as we need gas to run our cars, we need “fuel” to keep our bodies working. We get this fuel from the food we eat and the beverages we drink.
5. Ask if anyone knows what a “calorie” is. Even though we hear this word a lot, we often do not know what it means. Say that a calorie is a measurement — like an inch or cup — that tells how much energy is in foods we eat and beverages we drink.

A CALORIE is a measurement — like an inch or a cup — that tells how much energy is in the foods we eat and the beverages we drink.
6. Explain that when a food or beverage has 100 calories, it describes to us how much energy our bodies get from eating or drinking it.

7. Tell participants that, just as we take in energy through foods and beverages, we burn off energy through physical activity — walking, running, playing sports, climbing stairs, even from breathing, thinking, resting and sleeping.

8. Stress to the group that balancing energy intake with energy output is important to staying healthy. Show the group the Energy Balance graphic and explain that it is an illustration of a weight scale like some grocery stores use to weigh fruit.

9. Say that kids need to take in enough calories to do all the things they want to do and to keep growing and developing (energy in), and they need to balance that with the right amount of activity (energy out).

10. Ask if the scale graphic shows a balance or not. Explain that being in balance is important for good health.

11. Ask why some food group portions on MyPlate are bigger? Explain that the different sizes tell us to choose more foods from groups that take up more space on the plate.

12. Briefly review each food group, asking for examples and providing them as needed.

13. Fill in any foods youth might not consider, such as whole-grain options in the grains group; beans, peas, nuts, seeds, fish and eggs in the proteins group; fresh juice or canned, frozen or dried options in the fruits and vegetables group; low-fat and non-fat yogurt and cheese in the dairy group; and low- and no- and low-calorie beverages.

14. Remind participants that activity is important for energy balance and that all kids should move around for 60 minutes every day — walking, running, bike riding, swimming, playing sports, etc.

15. Tell youth that they do not have to do 60 minutes all at once. It is okay to do smaller chunks — 10 minutes at a time — throughout the day.

III. GROUP LEARNING ACTIVITY — MYPLATE PUZZLE

1. Divide the large group into small teams of three children each.

2. Distribute one MyPlate Puzzle to each team.

3. Ask team members to work together to assemble the puzzle.

4. When they have completed the puzzles, ask youth to cut out the food items pictured on the Food Cut-Outs and place them on the MyPlate in the right food group.

5. Encourage team members to color and decorate their MyPlate Puzzles, including the food items they have selected.

6. When all teams have finished, invite them to share their puzzles with the group.

7. End by asking, “What did you learn about MyPlate?”
**SPOTLIGHT ON PHYSICAL ACTIVITY**

Help youth understand the importance of fitness. Explain that 60 minutes of physical activity is not an “add-on,” but an important component of good health. Young people need to see that, in order to be healthy, their energy intake — the foods they eat — must be balanced by their energy output — the physical activities they do. It is all about balance, balancing nutritious foods with active play, sports and fitness exercises.

*Get a Move On!* Show youth the Move It! Choose Your Fun! Poster. Discuss the categories on the poster and ask youth what they think the poster is telling us. Point out that there are some things we do — like watching TV — that use up our time and keep us from being active. These are the things we should do *less*. And there are other things we do that keep us moving — and make us more healthy and fit. Encourage youth to spend a few minutes talking with a partner to identify activities in the four categories.

**IV. INDIVIDUAL APPLICATION**

1. Distribute the MyPlate for Kids Worksheet.
2. Ask youth to list foods they ate yesterday for breakfast, lunch, dinner and snacks.
3. Ask them to fit the foods into the food groups (may need help with combinations).
4. Have youth rate how nutritious their meals were and set a goal for tomorrow.

**V. SNACK TIME**

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to identify which food groups are in today’s snack. Invite them to share what they remember most from today’s activity.

**VI. TAKE-HOME CHALLENGES**

Challenge group members to do one of these activities before you meet again.

1. Try one new food and be ready to tell what it was and how they liked it.
2. Try one new physical activity for 10 minutes every day.

**ADDITIONAL RESOURCES**

- Find detailed descriptions of the MyPlate food system — as well as interactive games, tips and resources — at USDA’s ChooseMyPlate.gov website.
- A Healthy Eating Calculator is available from the Children’s Nutrition Research Center.
- Let’s Move! is one of many websites featuring a special section to help kids take steps toward healthy eating and physical fitness.
**TIP**

Remind youth to take one step at a time to eat healthy and stay physically active. They can start with one small step and move gradually toward more healthy habits.

**CLEANLINESS AND FOOD ALLERGIES**

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, egg, fish, shellfish, nuts, wheat, peanuts and soybeans.
Lesson Overview

Participants play a game of bingo to help them learn and practice associating a variety of foods with the appropriate food groups.

Estimated Time: 30 minutes

Objectives

1. Identify the five food groups from the USDA ChooseMyPlate.gov food system.
2. Name several foods in each food group.
3. Increase understanding of basic nutrition terms.
4. Understand that food and beverages provide fuel for the body, also known as calories.
5. Become familiar with the concept of energy balance.
6. Recognize the benefits of 60 minutes of physical activity per day.
7. Learn to pay attention to the foods (and food groups) typically included in their diets.

Materials

- Pens or pencils

Resources and Handouts

- MyPlate Graphic (page 66)
- Move It! Choose Your Fun! Poster (page 67)
- Food Bingo (page 78)
- MyPlate for Kids Worksheet (page 77)

Advance Preparation

1. Visit USDA’s ChooseMyPlate.gov website to become familiar with the food groups and dietary guidelines.
2. Copy Food Bingo, one for each youth.
3. Copy the MyPlate for Kids Worksheet, one for each youth.
4. Select a snack to serve during the session wrap-up.
KEY TEACHING POINTS

- It is important to eat a wide variety of foods from each food group every day.
- Food and beverages provide fuel for the body, also known as calories.
- It is important to balance calories taken in from food and beverages (energy in) with calories burned off through physical activity (energy out).
- Kids should do physical activity for 60 minutes each day to help stay healthy.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about USDA’s MyPlate? What do you want to know about USDA’s MyPlate?”
2. Display the MyPlate Graphic and review basics of the food groups.
3. Point out that just as we need gas to run our cars, we need “fuel” to keep our bodies working. We get this fuel from food we eat and beverages we drink.
4. Ask if anyone has heard the word “nutrient.” Briefly define it for the group.

NUTRIENTS are the vitamins, minerals and other things found in foods and beverages that our bodies need to grow, have energy and stay healthy.

5. Explain that foods and beverages have different kinds and amounts of nutrients, and it is good to eat from each of the different food groups to get a variety of nutrients.
6. Ask if anyone knows what a “calorie” is. Even though we hear this word a lot, we often do not know what it means. Say that a calorie is a measurement — like an inch or cup — that tells how much energy is in foods we eat and beverages we drink.

A CALORIE is a measurement — like an inch or a cup — that tells how much energy is in the foods we eat and the beverages we drink.

7. Tell participants that, just as we take in energy through foods and beverages, we burn off energy through physical activity — walking, running, playing sports, climbing stairs, even from breathing, thinking, resting and sleeping.
8. Stress to the group that balancing energy intake with energy output is important to staying healthy. Say that youth need to take in enough calories to do all the things they want to do and to keep growing and developing (energy in), and they need to balance that with the right amount of activity (energy out).
9. Ask why some food group portions on MyPlate are bigger? Explain that the different sizes tell us to choose more foods from groups that take up more space on the plate.

10. Briefly review each food group, referring to the MyPlate Graphic.

11. Point out that foods in the dairy group have an important nutrient called “calcium,” which we will learn about later, and also vitamin D. Dairy foods also contain “fats.” Although the word makes us think it is something we should not eat, fats are an important part of a healthy diet.

FATS are nutrients that promote healthy skin and normal cell growth. Fats also help carry certain vitamins to wherever they are needed in the body. Fats may be added to foods to make them taste better, encouraging people to take in the other nutrients their bodies need.

12. Ask youth for examples of foods in the proteins group. Fill in foods such as beans, peas, nuts, seeds, fish and eggs. Say that foods in the protein group help maintain and repair body tissue. Muscles and organs are made up of proteins.

PROTEINS are the nutrients our bodies need to build and repair cells and tissue.

13. Ask youth to identify a few things we eat and drink that do not fit into food groups. Point out that some are oils — liquid fats like butter, margarine or salad dressing.

14. State that others are foods and beverages containing extra “sugars” — sugar, syrup, honey, jelly, jam, candy, ice cream, chocolate milk, fruit drinks or other beverages. Some foods contain extra fats and extra sugars: cakes, cookies, pies and ice cream.

SUGARS occur naturally in foods like fruit, milk and honey. Sugar may be added to foods to make them taste better, and small amounts can help encourage eating of other nutrients — such as those found in whole grains and low-fat/non-fat dairy products.

15. Remind participants that activity is important for energy balance and that all kids should move around for 60 minutes every day — walking, running, bike riding, swimming, playing sports, etc.

16. Let them know they do not have to do 60 minutes all at once. It is okay to do smaller chunks — 10 minutes at a time — throughout the day.

III. GROUP LEARNING ACTIVITY — FOOD BINGO

1. Distribute one Food Bingo sheet to each youth.

2. Call out food items at random. As you do, ask youth to write the name of the food in one of the squares for that food group. (For example, if you say “carrot,” they write “carrot” in one of the vegetable squares.)

3. The first youth to fill five squares horizontally, vertically or diagonally wins.

4. Check the winner’s responses by having him or her read off the names in the squares.

5. End by asking, “What did you learn about MyPlate?”
Lesson 1

Healthy Habits, Too Resource Guide > Lesson 1: Build a Healthy, Balanced Plate! > Ages 10 to 12 Years

SPOTLIGHT ON PHYSICAL ACTIVITY

Help youth understand the importance of fitness. Explain that 60 minutes of physical activity is not an “add-on,” but an essential component of good health. Young people need to see that, in order to be healthy, their energy intake — the foods they eat — must be balanced by their energy output — the physical activities they do. It is all about balance, balancing nutritious foods with active play, sports and fitness exercises.

Get a Move On! Show youth the Move It! Choose Your Fun! Poster. Discuss the categories on the poster and ask youth what they think the poster is telling us. Point out that there are some things we do — like watching TV — that use up our time and keep us from being active. These are the things we should do less. And there are other things we do that keep us moving — and make us more healthy and fit. Encourage youth to spend a few minutes talking with a partner to identify activities in the four categories.

IV. OPTIONAL GROUP LEARNING ACTIVITY — MYPLATE SANDWICHES

If time and budget allow (and if volunteers are available to help), youth can make actual sandwiches to familiarize themselves with the food groups and to learn to choose and create nutritious combinations.

1. Visit the KidsHealth® website to review Being Safe in the Kitchen.
2. Gather a variety of foods from each food group:
   - grains — whole-wheat bread, rye bread, bagels, whole-wheat tortillas, English muffins or whole-wheat pita bread;
   - vegetables — lettuce or spinach leaves; tomato slices, cucumber slices, pepper rings, onion slices, mushroom slices, grated carrots, eggplant slices;
   - fruits — banana slices, raisins, applesauce, pineapple pieces; berries, kiwi slices;
   - dairy — low-fat ricotta cheese, reduced-fat or low-fat cheese slices, reduced fat or low-fat grated cheese, fat-free plain yogurt and fruit-flavored yogurt;
   - proteins — peanut butter, lean sliced turkey, ham or roast beef, water-packed tuna and refried beans; and
   - extras — butter, margarine, mayonnaise, jam or jelly (individual packets, if possible).
3. List all the available food items on a flip chart page.
4. On a long table or surface, set out the food items, grouped by food group.
5. Make available plastic gloves, plates, plastic knives for spreading and napkins.
6. Divide the large group into small groups of three members each.
7. Call group members’ attention to the flip chart page you have prepared.
8. Tell them that they are going to work in teams to make MyPlate sandwiches.
9. Ask them to take a few minutes to talk about the sandwich they wish to create, making sure to include a food from each food group. Remind them to select foods that provide more nutrients. Reinforce the fact that all calories count.
10. Encourage them to be as creative as they can in making combinations and to give their sandwich an imaginative name. Let youth know that the winning team will be the one with the most inventive, nutritious and delicious sandwich creation.
12. After thorough hand washing, instruct youth to put on the plastic gloves and refrain from touching anything other than the food during the activity.
13. Invite teams to come to the table to select the items for their sandwiches.
14. After all teams have finished, invite them to describe their creations to the group.
15. Remind youth that, in addition to choosing nutritious items to put on their sandwiches, they also can consider nutritious or low-calorie beverages: low-fat/non-fat milk, 100-percent fruit juice, water or any low-calorie or zero-calorie beverage.

V. INDIVIDUAL APPLICATION
1. Distribute the MyPlate for Kids Worksheet.
2. Ask youth to list foods they ate yesterday for breakfast, lunch, dinner and snacks.
3. Ask them to fit the foods into the food groups (may need help with combinations).
4. Have youth rate how nutritious their meals were and set a goal for tomorrow.

VI. SNACK TIME
1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to identify which food groups are in today’s snack. Invite them to share what they remember most from today’s activity.

VII. TAKE-HOME CHALLENGES
Challenge group members to do one of these activities before you meet again.
1. Try one new food and be ready to tell what it was and how they liked it.
2. Try one new physical activity for 10 minutes every day.

ADDITIONAL RESOURCES
- Find detailed descriptions of the MyPlate food system — as well as interactive games, tips and resources — at USDA’s ChooseMyPlate.gov website.
- A Healthy Eating Calculator is available from the Children’s Nutrition Research Center.
- Let’s Move! is one of many websites featuring a special section to help kids take steps toward healthy eating and physical fitness.
- Youth can create a personalized nutrition and physical activity plan using the ChooseMyPlate.gov SuperTracker.

TIP
Remind youth to take one step at a time to eat healthy and stay physically active. They can start with one small step and move gradually toward more healthy habits.
Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, egg, fish, shellfish, nuts, wheat, peanuts and soybeans.
Lesson Overview

Participants work in small teams to assemble a mobile that “balances” nutritious foods from the five food groups and represents a day’s food intake.

Estimated Time: 45 minutes

Objectives

1. Identify the five food groups from the USDA ChooseMyPlate.gov food system.
2. Understand basic nutrition terms.
3. Understand that food and beverages provide fuel for the body, also known as calories.
4. Understand the concept of energy balance — the need to balance energy intake (calories from food and beverages) with energy output (calories burned through physical activity).
5. Recognize the benefits of 60 minutes of physical activity per day.
6. Learn to pay attention to the foods (and food groups) typically included in their diets.

Materials

• Heavy card stock
• Coat hangers (one for each team)
• String
• Short sticks, dowels or chop sticks
• Blank index cards
• Hole punch
• Scissors
• Markers and other art materials
• Pens or pencils

Resources and Handouts

• MyPlate Graphic (page 66)
• Food Cards (page 88)
• How to Make a Food Mobile (page 98)
• MyPlate Worksheet (page 99)
• Physical Activity Charades (page 100)
ADVANCE PREPARATION

1. Visit USDA’s ChooseMyPlate.gov website to become familiar with the food groups and dietary guidelines.
2. Copy Food Cards onto heavy card stock and cut apart (three or four sets).
3. Lay the cards out on a table face up, keeping food groups together.
4. Copy the MyPlate Worksheet and How to Make a Food Mobile, one for each youth (and several extras for group activity).
5. Copy Physical Activity Charades and cut apart.
6. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- It is important to eat a wide variety of foods from each food group every day.
- Foods and beverages provide fuel for the body, also known as calories.
- It is important to find a balance of energy intake — the foods we eat and beverages we drink — with energy output — the physical activities we do.
- Youth should do physical activity for 60 minutes each day to stay healthy.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about USDA’s MyPlate? What do you want to know about USDA’s MyPlate?”
2. Display the MyPlate Graphic and review the basics with the group.
3. Point out that just as we need gas to run our cars, we need “fuel” to keep our bodies working. We get this fuel from the food we eat and the beverages we drink.
4. Ask if anyone has heard the word “nutrient.” Briefly define it for the group.

NUTRIENTS are the vitamins, minerals and other things found in foods and beverages that our bodies need to grow, have energy and stay healthy.

5. Explain that foods and beverages have different kinds and amounts of nutrients, and it is good to eat from each of the different food groups to get a variety of nutrients.
6. Ask if anyone knows what a “calorie” is. Even though we hear this word a lot, we often do not know what it means. Say that a calorie is a measurement — like an inch or cup — that tells how much energy is in foods we eat and beverages we drink.
A CALORIE is a measurement — like an inch or a cup — that tells how much energy is in the foods we eat and the beverages we drink.

7. Tell participants that, just as we take in energy through foods and beverages, we burn off energy through physical activity — walking, running, playing sports, climbing stairs, even from breathing, thinking, resting and sleeping.

8. Stress to the group that balancing energy intake with energy output is important to staying healthy. Youth need to take in enough calories to do all the things they want to do, and they need to balance that with the right amount of activity.

9. Ask why some food group portions on MyPlate are bigger? Explain that the different sizes tell us to choose more foods from groups that take up more space on the plate.

10. Briefly review each food group, referring to the MyPlate Graphic.

11. Point out that foods in the dairy group have an important nutrient called “calcium,” which we will learn about later, and also vitamin D. Dairy foods also contain “fats.” Although the word makes us think it is something we should not eat, some fats — in foods like avocados, olive oil, nuts and fish — are an important part of a healthy diet.

FATS are nutrients that promote healthy skin and normal cell growth. Fats also help carry certain vitamins to wherever they are needed in the body. Fats may be added to foods to make them taste better, encouraging people to take in the other nutrients their bodies need.

12. Ask youth for examples of foods in the proteins group. Fill in foods such as beans, peas, nuts, seeds, fish and eggs. Say that foods in the protein group help maintain and repair body tissue. Muscles and organs are made up of proteins.

PROTEINS are the nutrients our bodies need to build and repair cells and tissue.

13. Ask youth to identify a few things we eat and drink that do not fit into food groups. Point out that some are oils — liquid fats like butter, margarine or salad dressing.

14. State that others are foods and beverages containing extra “sugars” — sugar, syrup, honey, jelly, jam, candy, ice cream, chocolate milk, fruit drinks or other beverages. Some foods contain extra fats and extra sugars: cakes, cookies, pies and ice cream.

SUGARS occur naturally in foods like fruit, milk and honey. Sugar may be added to foods to make them taste better, and small amounts can help encourage eating of other nutrients — such as those found in whole grains and low-fat/non-fat dairy products.

15. Remind group members that all calories count, whatever the source. Point out that Americans eat about a third of their total calories from solid fats and added sugars (and the recommended amount is only about five to 15 percent).
16. Remind participants that activity is important for energy balance and that all kids should move around for 60 minutes every day — walking, running, bike riding, swimming, playing sports, etc.

17. Let them know they do not have to do 60 minutes all at once. It is okay to do smaller chunks — 10 minutes at a time — throughout the day.

III. GROUP LEARNING ACTIVITY — FOOD-MOBILES

1. Divide the large group into small teams of three members each. Tell teams that they will work together to create food mobiles.

2. Say that the goal for each team is to create a mobile that “balances” nutritious foods from the five food groups and represents a day’s food intake.

3. Distribute copies of the MyPlate Worksheet and tell teams to use it as a guide to know how much of each food group to place on their mobiles.

4. Draw youth’s attention to the materials. Say that they can select from the Food Cards (or use blank cards to draw, write or do cut-outs) to represent different foods.

5. Distribute copies of How to Make a Food Mobile. Encourage teams to decorate or enhance their mobiles in any way they like.

6. When all teams have completed their mobiles, invite them to share their creations — and daily menus — with the large group.

7. End by asking, “What did you learn about MyPlate?”

SPOTLIGHT ON PHYSICAL ACTIVITY

Help youth understand the importance of fitness. Explain that 60 minutes of physical activity is not an “add-on,” but an essential component of good health. Young people need to see that, in order to be healthy, their energy intake — the foods they eat — must be balanced by their energy output — the physical activities they do. It is all about balance, balancing nutritious foods with active play, sports and fitness exercises.

Physical Activity Charades. Try this game to get members thinking about the need for physical activity. Give each youth a strip of paper from the handout, Physical Activity Charades. Ask them to take turns acting out the activity described on their slip of paper. While they do, the rest of the group identifies the activity and decides if it is a sedentary, moderate or vigorous activity. When all activities have been identified, point out that, in order to stay fit, kids should do a moderate or vigorous activity for 60 minutes every day. If they do, they will notice that their lungs will be breathing more, their heart will beat more rapidly and they may be getting warmer. Challenge them to try one of these activities this week.

IV. INDIVIDUAL APPLICATION

1. Distribute the MyPlate Worksheet.

2. Ask youth to list today's choices for all food groups and for physical activity.

3. Have youth rate how nutritious their choices were.

4. Ask them to set a food goal and an activity goal for tomorrow.
V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to identify which food groups are in today's snack. Invite them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Try one new “everyday food” and be ready to tell what it was and how they liked it.
2. Try one new physical activity for 10 minutes every day.

ADDITIONAL RESOURCES

- Find detailed descriptions of the MyPlate food system — as well as interactive games, tips and resources — at USDA’s ChooseMyPlate.gov website.
- A Healthy Eating Calculator is available from the Children’s Nutrition Research Center.
- Let’s Move! is one of many websites featuring a special section to help kids take steps toward healthy eating and physical fitness.
- Youth can create a personalized nutrition and physical activity plan using the ChooseMyPlate.gov SuperTracker.

TIP

Remind youth to take one step at a time to eat healthy and stay physically active. They can start with one small step and move gradually toward more healthy habits.

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, egg, fish, shellfish, nuts, wheat, peanuts and soybeans.
LESSON FOR YOUTH AGES 16 TO 18 YEARS

Lesson Overview
Participants are given brown bags containing cards to represent various food items; they trade with others to create meals that are balanced, nutritious and include all food groups.

Estimated Time: 45 minutes

Objectives
1. Identify the five food groups from the USDA ChooseMyPlate.gov food system.
2. Understand basic nutrition terms.
3. Understand that food and beverages provide fuel for the body, also known as calories.
4. Understand the concept of energy balance — the need to balance energy intake (calories from food and beverages) with energy output (calories burned through physical activity).
5. Recognize the benefits of 60 minutes of physical activity per day.
6. Learn to pay attention to the foods (and food groups) typically included in their diets.

Materials
- Heavy card stock
- Scissors
- Paper bags (small, lunch-size)
- Pens or pencils

Resources and Handouts
- MyPlate Graphic (page 66)
- Food Cards (page 88)
- MyPlate Worksheet (page 99)
- Physical Activity Charades (page 100)

Advance Preparation
1. Visit USDA’s ChooseMyPlate.gov website to become familiar with the food groups and dietary guidelines.
2. Copy Food Cards onto heavy card stock and cut apart (three or four sets).
3. Place six or seven Food Cards into a paper bag, including items that make up a typical meal. Make enough bags so that each teen can have one.
4. Make a variety of additional cards available.
5. Copy the MyPlate Worksheet, one for each youth.
6. Copy Physical Activity Charades and cut apart.
7. Select a snack to serve during the session wrap-up.
KEY TEACHING POINTS

- It is important to eat a wide variety of foods from each food group every day.
- Foods and beverages provide fuel for the body, also known as calories.
- It is important to find a balance of energy *intake* — the foods we eat and beverages we drink — with energy *output* — the physical activities we do.
- Kids should do physical activity for 60 minutes each day to stay healthy.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about USDA’s MyPlate? What do you want to know about USDA’s MyPlate?” Display the MyPlate Graphic and review the basics.
2. Ask if anyone has heard the word “nutrient.” Briefly define it for the group.

   **NUTRIENTS** are the vitamins, minerals and other things found in foods and beverages that our bodies need to grow, have energy and stay healthy.

3. Explain that foods and beverages have different kinds and amounts of nutrients, and it is good to eat from each of the different food groups to get a variety of nutrients.
4. Ask if anyone knows what a “calorie” is. Even though we hear this word a lot, we often do not know what it means. Say that a calorie is a measurement — like an inch or cup — that tells how much energy is in foods we eat and beverages we drink.

   **A CALORIE** is a measurement — like an inch or a cup — that tells how much energy is in the foods we eat and the beverages we drink.

5. Tell participants that, just as we *take in* energy through foods and beverages, we *burn off* energy through physical activity — walking, running, playing sports, climbing stairs, even from breathing, thinking, resting and sleeping.
6. Stress to the group balancing energy *intake* with energy *output* is important to staying healthy. Youth need to take in enough calories to do all the things they want to do, and they need to balance that with the right amount of activity.
7. Ask why some food group portions on MyPlate are bigger? Explain that the different sizes tell us to choose more foods from groups that take up more space on the plate.
8. Briefly review each food group, referring to the MyPlate Graphic.

9. Point out that foods in the dairy group have an important nutrient called “calcium,” which we will learn about later, and also vitamin D. Dairy foods also contain “fats.” Although the word makes us think it is something we should not eat, some fats — in foods like avocados, olive oil, nuts and fish — are an important part of a healthy diet.

FATS are nutrients that promote healthy skin and normal cell growth. Fats also help carry certain vitamins to wherever they are needed in the body. Fats may be added to foods to make them taste better, encouraging people to take in the other nutrients their bodies need.

10. Ask youth for examples of foods in the proteins group. Fill in foods such as beans, peas, nuts, seeds, fish and eggs. Say that foods in the protein group help maintain and repair body tissue. Muscles and organs are made up of proteins.

PROTEINS are the nutrients our bodies need to build and repair cells and tissue.

11. Ask youth to identify a few things we eat and drink that do not fit into food groups. Point out that some are oils — liquid fats like butter, margarine or salad dressing.

12. State that others are foods and beverages containing extra “sugars” — sugar, syrup, honey, jelly, jam, candy, ice cream, chocolate milk, fruit drinks or other beverages. Some foods contain extra fats and extra sugars: cakes, cookies, pies and ice cream.

SUGARS occur naturally in foods like fruit, milk and honey. Sugar may be added to foods to make them taste better, and small amounts can help encourage eating of other nutrients — such as those found in whole grains and low-fat/non-fat dairy products.

13. Remind group members that all calories count, whatever the source. Point out that Americans eat about a third of their total calories from solid fats and added sugars (and the recommended amount is only about five to 15 percent).²

14. Explain that “nutrient-rich foods” provide high amounts of valuable nutrients compared to the calories they provide. These are foods like brightly-colored fruits, vibrant vegetables, fiber-rich whole-grain foods, low-fat milk, cheese and yogurt and lean meats, chicken, fish, beans, nuts and eggs.

15. Remind participants that activity is important for energy balance and that all kids should move around for 60 minutes every day — walking, running, bike riding, swimming, playing sports, etc.

16. Let them know they do not have to do 60 minutes all at once. It is okay to do smaller chunks — 10 minutes at a time — throughout the day.

III. GROUP LEARNING ACTIVITY — BROWN-BAG EXCHANGE

1. Give each group member a brown bag with the Food Cards enclosed.

2. Explain that the cards in the bag represent a typical meal. Point out that teens are to
   • trade with others to get any items missing from their meals;
• make sure all food groups are represented;
• remember that all calories (from any source) count.
• attempt to decrease the amount of added sugars in the meal;
• attempt to decrease the amount of fat in the meal; and
• attempt to increase the amount of nutrient-rich foods in the meal.

3. Let teens know that they may use additional cards available to augment their meals.
4. After everyone has finished trading and adding to their bags, invite each to present their nutritious and balanced meal to the group.
5. End by asking, “What did you learn about MyPlate?”

### SPOTLIGHT ON PHYSICAL ACTIVITY

Help youth understand the importance of fitness. Explain that 60 minutes of physical activity is not an “add-on,” but an essential component of good health. Young people need to see that, in order to be healthy, their energy intake — the foods they eat — must be balanced by their energy output — the physical activities they do. It is all about balance, balancing nutritious foods with active play, sports and fitness exercises.

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Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, egg, fish, shellfish, nuts, wheat, peanuts and soybeans.
ENERGY BALANCE
It is important to find a balance between...

**Energy In**
The amount of calories taken in from foods you eat and beverages you drink

**Energy Out**
The amount of calories you burn through physical activity and things you do in your normal daily life
MOVE IT! CHOOSE YOUR FUN! POSTER

FOOD CUT-OUTS — GRAINS (ORANGE)

- Bread
- Crackers
- Corn Tortilla
- Pasta
- Rice
- Cereal
FOOD CUT-OUTS — GRAINS (ORANGE)

- French Bread
- Pancakes
- Pita Bread
- Oatmeal
- Pretzel
- Muffin
Lesson 1: Build a Healthy, Balanced Plate!

**FOOD CUT-OUTS — VEGETABLES (GREEN)**

- Avocado
- Broccoli
- Carrot
- Tomato
- Corn
- Artichoke
**FOOD CUT-OUTS — VEGETABLES (GREEN)**

- Asparagus
- Bean Sprouts
- Cabbage
- Potatoes
- Green Beans
- Lettuce
FOOD CUT-OUTS — FRUITS (RED)

Apple

Banana

Grapefruit

Grapes

Watermelon

Orange
FOOD CUT-OUTS — FRUITS (RED)

- Pear
- Strawberries
- Blueberries
- Cherries
- Cantaloupe
- Peach
FOOD CUT-OUTS — MILK (BLUE)

Cheese

Milk

Yogurt

Butter

Ice Cream

Cottage Cheese
FOOD CUT-OUTS — MEAT AND BEANS (PURPLE)

- Chicken
- Beans
- Eggs
- Fish
- Sausage
- Beef or Steak
**MYPLATE FOR KIDS WORKSHEET**

Name_____________________________________________________

Check how well you did yesterday and set a goal to aim for tomorrow!

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<td>Grains:</td>
<td>5 to 6 servings</td>
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<td>Snack:</td>
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<td>Lunch:</td>
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<td>2½ to 3 servings</td>
<td>Switch to fat-free or low-fat (1%) milk</td>
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<td>Dinner:</td>
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<td>4 to 5 servings</td>
<td>Go lean with protein</td>
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<th>At least 60 minutes of physical activity a day (most days)</th>
<th>Get moving every day at home and at school</th>
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*Some foods do not fit into any group. Remember that the calories from these “extras” count toward your total calories/energy intake.

Source: Adapted from USDA's MyPyramid resources (2010).
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<td>OILS</td>
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<tr>
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</tbody>
</table>
### FOOD BINGO

<table>
<thead>
<tr>
<th></th>
<th>OILS</th>
<th>MILK</th>
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<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
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</tr>
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<td></td>
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<td>FRUIT</td>
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</tr>
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<td>VEGETABLE</td>
</tr>
</tbody>
</table>

Healthy Habits, Too Resource Guide > Lesson 1: Build a Healthy, Balanced Plate!
### FOOD CARDS

<table>
<thead>
<tr>
<th>Fried Chicken</th>
<th>Hot Dog</th>
<th>Hamburger Patty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>Tuna Fish</td>
<td>Grilled Chicken</td>
</tr>
<tr>
<td>Chicken Tenders</td>
<td>Fish Sticks</td>
<td>Roast Beef</td>
</tr>
<tr>
<td>Sliced Turkey</td>
<td>Meatloaf</td>
<td>Meatballs</td>
</tr>
<tr>
<td>Bologna</td>
<td>Ham</td>
<td>Pork Sausage</td>
</tr>
</tbody>
</table>
**Food Cards**

<table>
<thead>
<tr>
<th>Pork Chops</th>
<th>Bacon</th>
<th>BBQ Ribs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Bacon</td>
<td>Black-eyed Peas</td>
<td>Black Beans</td>
</tr>
<tr>
<td>Kidney Beans</td>
<td>Baked Beans</td>
<td>Lima Beans</td>
</tr>
<tr>
<td>Scrambled Eggs</td>
<td>Fried Eggs</td>
<td>Hard-boiled Eggs</td>
</tr>
<tr>
<td>Soft-boiled Eggs</td>
<td>Poached Eggs</td>
<td>Omelet</td>
</tr>
</tbody>
</table>
## Lesson 1: Build a Healthy, Balanced Plate!

### FOOD CARDS

<table>
<thead>
<tr>
<th>Peanuts</th>
<th>Cashews</th>
<th>Almonds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanut Butter</td>
<td>Pumpkin Seeds</td>
<td>Mixed Nuts</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Cucumbers</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Corn on the Cob</td>
<td>Carrots</td>
<td>Green Peas</td>
</tr>
<tr>
<td>Green Beans</td>
<td>Lettuce</td>
<td>Tomatoes</td>
</tr>
</tbody>
</table>
## FOOD CARDS

<table>
<thead>
<tr>
<th>Onions</th>
<th>Baked Potatoes</th>
<th>Sweet Potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Fries</td>
<td>Hashed Browns</td>
<td>Mashed Potatoes</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Radishes</td>
<td>Mushrooms</td>
</tr>
<tr>
<td>Zucchini</td>
<td>Eggplant</td>
<td>Olives</td>
</tr>
<tr>
<td>Spinach</td>
<td>Asparagus</td>
<td>Avocado</td>
</tr>
<tr>
<td>Turnip Greens</td>
<td>Acorn Squash</td>
<td>Beets</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Green Peppers</td>
<td>Red Peppers</td>
<td>Tomato Juice</td>
</tr>
<tr>
<td>Apples</td>
<td>Oranges</td>
<td>Lemons</td>
</tr>
<tr>
<td>Raisins</td>
<td>Bananas</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Strawberries</td>
<td>Grapes</td>
</tr>
</tbody>
</table>
### FOOD CARDS

<table>
<thead>
<tr>
<th>Grapefruit</th>
<th>Blueberries</th>
<th>Raspberries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pineapple</td>
<td>Pears</td>
<td>Peaches</td>
</tr>
<tr>
<td>100-percent Apple Juice</td>
<td>100-percent Orange Juice</td>
<td>100-percent Grape Juice</td>
</tr>
<tr>
<td>Whole-wheat Bread</td>
<td>Rye Bread</td>
<td>White Bread</td>
</tr>
<tr>
<td>English Muffin</td>
<td>Pita Bread</td>
<td>Flour Tortilla</td>
</tr>
</tbody>
</table>
## FOOD CARDS

<table>
<thead>
<tr>
<th>Kaiser Roll</th>
<th>Hamburger Bun</th>
<th>Hot Dog Bun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biscuit</td>
<td>Salted Crackers</td>
<td>Wheat Crackers</td>
</tr>
<tr>
<td>Brown Rice</td>
<td>Oatmeal</td>
<td>Grits</td>
</tr>
<tr>
<td>Corn Flakes</td>
<td>Wheat Cereal</td>
<td>Puffed Rice Cereal</td>
</tr>
<tr>
<td>Noodles</td>
<td>Cornbread</td>
<td>Couscous</td>
</tr>
</tbody>
</table>
### FOOD CARDS

<table>
<thead>
<tr>
<th>Spaghetti</th>
<th>Macaroni</th>
<th>Pretzels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-wheat Pasta</td>
<td>Corn Tortilla</td>
<td>Granola</td>
</tr>
<tr>
<td>Graham Crackers</td>
<td>Popcorn</td>
<td>White Rice</td>
</tr>
<tr>
<td>Nonfat Milk</td>
<td>Low-fat Milk</td>
<td>Reduced-fat Chocolate Milk</td>
</tr>
<tr>
<td>Whole Milk</td>
<td>Whole-milk Yogurt</td>
<td>Low-fat Yogurt</td>
</tr>
</tbody>
</table>
## FOOD CARDS

<table>
<thead>
<tr>
<th>Swiss Cheese</th>
<th>Cheddar Cheese</th>
<th>American Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pudding</td>
<td>Frozen Yogurt</td>
<td>Mozzarella Cheese</td>
</tr>
<tr>
<td>Whipped Cream</td>
<td>Ice Cream</td>
<td>Low-fat Ice Cream</td>
</tr>
<tr>
<td>Milkshake</td>
<td>Cottage Cheese</td>
<td>Potato Chips</td>
</tr>
<tr>
<td>Apple Pie</td>
<td>Chocolate Cake</td>
<td>Fruit Salad</td>
</tr>
</tbody>
</table>
### FOOD CARDS

<table>
<thead>
<tr>
<th>Soda Pop</th>
<th>Fruit-flavored Drink</th>
<th>Iced Tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Lemonade</td>
<td>Donut</td>
</tr>
<tr>
<td>Cupcake</td>
<td>Cookie</td>
<td>Cinnamon Roll</td>
</tr>
<tr>
<td>Pop Tart</td>
<td>Chocolate Bar</td>
<td>Hard Candy</td>
</tr>
<tr>
<td>Jello</td>
<td>Brownie</td>
<td>Corn Chips</td>
</tr>
</tbody>
</table>
HOW TO MAKE A FOOD MOBILE

Use the coat hangers, sticks, dowels or chop sticks to create a food mobile. You can use one of the following illustrations as a model — or make up one of your own. Once you have made the basic frame, use the hole-punch to make holes in the cards and hang them with string on your mobile. Move them around until you find the right balance.
### MyPLate Worksheet

Check how well you did yesterday and set a goal to aim for tomorrow!

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast:</td>
<td>Grains:</td>
<td>5 to 8 ounces</td>
<td>____ ounce equivalents</td>
<td>Make at least half your grains whole grains</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 ounce is about 1 slice of bread, 1 cup of dry cereal or 1/2 cup of cooked rice, pasta or cereal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch:</td>
<td>Fruits:</td>
<td>1½ to 2 cups</td>
<td>____ cups</td>
<td>Make half your plate fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 ounce is about 1 slice of bread, 1 cup of dry cereal or 1/2 cup of cooked rice, pasta or cereal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack:</td>
<td>Vegetables:</td>
<td>2 to 3 cups</td>
<td>____ cups</td>
<td>Make half your plate fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 cup of vegetables is about 2 medium carrots, 3 broccoli spears or 1 medium potato)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner:</td>
<td>Dairy:</td>
<td>3 cups</td>
<td>____ cups</td>
<td>Switch to fat-free or low-fat (1%) milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 cup of milk is equal to a small carton of milk or container of yogurt)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Protein:</td>
<td>5 to 6½ ounces</td>
<td>____ ounce equivalents</td>
<td>Go lean with protein</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 ounce is about 1 egg, a sandwich slice of turkey or about 12 almonds)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Physical Activity:**

At least 60 minutes of physical activity a day (most days) ____ minutes Get moving every day at home and at school

*Some foods do not fit into any group. Remember that the calories from these “extras” count toward your total calories/energy intake.

How well did I do yesterday in making positive choices? _____ Good _____ So-So _____ Not-so Good

Source: Adapted from USDA’s MyPyramid resources (2010).
## PHYSICAL ACTIVITY CHARADES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast Dancing</td>
<td>Vigorous</td>
</tr>
<tr>
<td>Walking at Moderate Speed</td>
<td>Moderate</td>
</tr>
<tr>
<td>Drawing</td>
<td>Sedentary</td>
</tr>
<tr>
<td>Watching TV</td>
<td>Sedentary</td>
</tr>
<tr>
<td>Playing Football</td>
<td>Vigorous</td>
</tr>
<tr>
<td>Leisurely Bicycling</td>
<td>Moderate</td>
</tr>
<tr>
<td>Swimming</td>
<td>Vigorous</td>
</tr>
</tbody>
</table>
PHYSICAL ACTIVITY CHARADES

Playing a Video Game
(Sedentary)

Playing Volleyball
(Moderate)

Stretching
(Moderate)

Riding in a Car
(Sedentary)

Walking Up Stairs
(Vigorous)

Playing Frisbee®
(Moderate)

Running
(Vigorous)