

Teacher Lesson Plan & Activities

Theme: Balanced Meals

Overview:

This lesson consists of 3 mini lessons or acts. Follow them in sequence.
Estimated time for each act is 25 minutes.

Curriculum:

Primary alignment with health education. Curriculum connections include science, language arts, reading and music.

Act One: My Pyramid

Objective:

Students will identify the color coded food groups and foods.

Lesson:

Students color and add words to a My Pyramid worksheet while the teacher provides a step by step lesson on the anatomy of the food pyramid.

Activity:

Students participate in a food pyramid relay.

Outcome:

Students will match food cards with the right pyramid category.

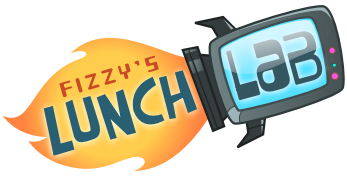
Resources:

www.mypyramid.gov
<http://teamnutrition.usda.gov/>



<http://pbskids.org/lunchlab>

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Teacher Lesson Plan & Activities

Theme: Balanced Meals

Act One: My Pyramid

Materials:

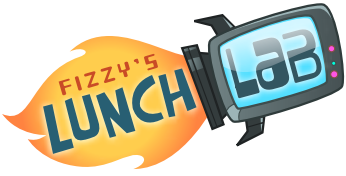
- Copy of My Pyramid coloring sheets for each student
- Crayons or markers
- 6 grocery bags (each labeled with a different food group)
- Pyramid Food Cards (cut prior to starting activity)
- Teacher Guide to My Pyramid



Teacher Talking Points for Class Discussion:

- What does this pyramid mean to you?
- What is the girl/boy on the side of the pyramid doing?
- Why is it important to be physically active every day?
- As we go through each of the Food Groups, follow along by writing the name of the group on your sheet & coloring section. (Grains-orange, vegetables-green, fruits-red, milk-blue, meat & beans-purple, fats & oils - yellow)
- Refer to your Teacher's Guide to offer food options students may not name-
- Name foods in the Grain group.
- Name foods in the Vegetable group.
- Name foods in the Fruit group.
- Name foods in the Milk/Dairy group.
- Name foods in the Meat & Beans group.
- Name foods in the Oils group.
- Now time for some fun! Pick the Activity Option that best suits your classroom!





Act One: My Pyramid

Activity (3 options):

1. Relay Race:

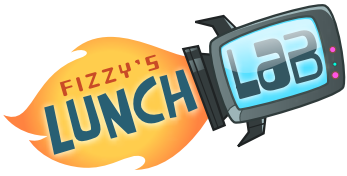
- Divide class into 2 or 3 teams.
- Each student picks a Pyramid Food Card, then runs to put it in the correct Food Group bag and runs back.
- Continue until all Pyramid Food Cards are in the pyramid bags.
- When relay is finished, pull out the cards from each bag and determine which ones are right and wrong.

2. For a classroom set up with desks in groups:

- Distribute Pyramid Food Cards to students (4-6 cards per student).
- Place one pyramid bag on each group of desks.
- Have students go to each bag and put their cards in the correct food group.
- When finished, pull out the cards from each bag and determine which ones are right and wrong.

3. For a classroom set up in rows:

- Distribute Pyramid Food Cards to students (4-6 cards per student).
- Name each food group; when students hear a food group that matches their Pyramid Food Card have them come put their card in the bag.



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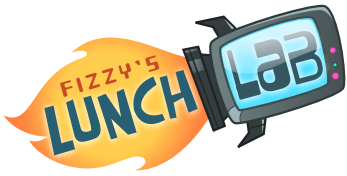
Act One: My Pyramid

Teacher's Talking Points Supplement: Food Groups

- All foods are not the same.
- Some foods give us quick energy (orange juice) to run fast and play.
- Some foods give us energy for school work (cereal with milk and banana).
- It's important to eat foods from all the food groups every day.
- Some foods are better for us (fruits, vegetables); eat more of these.
- Some foods are not as good for us (butter, oil, mayonnaise); eat less of these.
- Eat foods from some food groups more than others - some color stripes are wider than others. Pick more foods from groups with the widest stripes.

Grains	Veggies	Fruits	Milk/Dairy	Meat/Beans	Fats/Oils
Bread	Broccoli	Apples	Low-fat milk	Lean Beef	Olive Oil
Couscous	Tomatoes	Honeydew	Cheddar Cheese	Black Beans	Margarine
Pretzels	Cauliflower	Blueberries	Yogurt	Lean Ham	Butter
Crackers	Asparagus	Prunes	Swiss Cheese	Eggs	Lard
Grits	Carrots	Raspberries	Frozen yogurt	Salmon	Corn Oil
Cereal	Beets	Cherries	Cottage cheese	Kidney Beans	Soybean Oil
Oatmeal	Lettuce	Kiwi	String cheese	Lean Pork	Canola Oil
Pita Bread	Eggplant	Watermelon	Frozen yogurt	Tofu	
Brown Rice	Onions	Peaches		Nuts	
Tortillas	Potatoes	Lemons		Tuna fish	
Corn Bread	Celery	Pineapple		Chicken	





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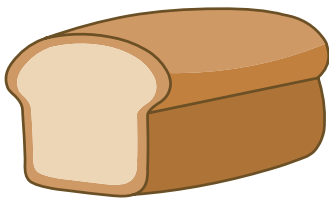
Theme: Balanced Meals

Act One: My Pyramid

Food Pyramid Relay: Card Samples

- See related PDF for flash card printouts
- Please print out, cut apart and then pass out to students.
- Students place food cards in the correct pyramid grocery bag.

GRAINS



Whole wheat bread

FRUITS



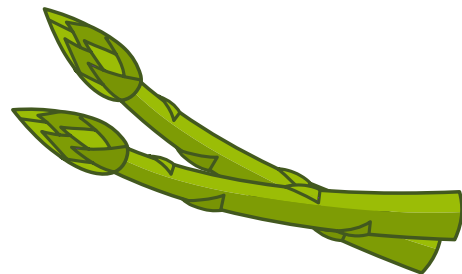
Bananas

DAIRY

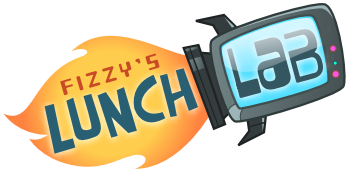


Yogurt

VEGETABLES



Asparagus



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Act One: My Pyramid

Food Group Labels - Print out, cut apart and tape onto grocery bags.

GRAINS

VEGETABLES

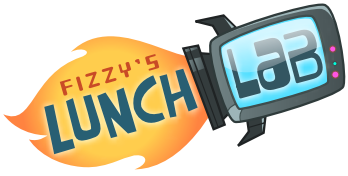
FRUITS

MILK

MEAT & BEANS

FATS & OILS





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Theme: Balanced Meals

Act Two: My Food & My Health

Objective:

Students will identify food as a source of energy and growth for a healthy body.

Lesson:

Students learn the lyrics to “Rock Your Body With Color”, a food pyramid rap.

Activity:

Students are organized into pyramid rap teams. Teams practice the rap lyrics and then perform the rap as a class.

Outcome:

Students perform the “Rock Your Body With Color” rap.

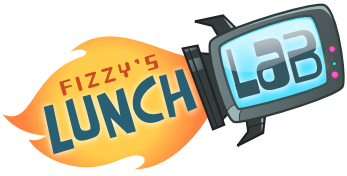
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Teacher Lesson Plan & Activities

Theme: Balanced Meals

Act Two: My Pyramid & My Health

Materials:

- Copy of “Rock Your Body With Color” rap for each student.

Teacher Talking Points for Class Discussion:

- Food is a source of energy.
- Eat different kinds of foods each day, from each food group.
- Eat more whole-grain breads and cereals, fruits and vegetables.
- Eating the right kinds of food helps our bodies grow and stay healthy.
- Being active every day helps our bodies grow and stay healthy.
- The “Rock Your Body With Color” rap helps us understand the link between what we eat and our body (health).

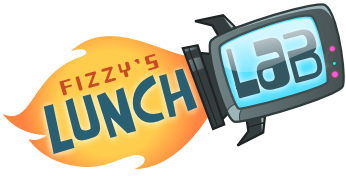
Activity:

- Lead the students in the rap.
- Organize students into 5 teams; each representing a food group.
- Appoint a leader for each team to guide each team practicing the rap.
- Each team decides on an action move to do while repeating the rap (i.e. clap hands, walk in place).
- Reconvene the class and coordinate the rap performance.
- Discuss with class the health connection to the food groups.

Questions to ask:

- In section 1, we rapped about fruit. What does the verse say is packed into fruit?
- In section 2, we rapped about vegetables. What ways does it say we can eat vegetables?
- In section 3, we rapped about grains. What in whole grain foods keep us healthy?
- In section 4, we rapped about milk & dairy. How do milk, cheese & yogurt help our bodies?
- In section 5, we rapped about meat & beans. What did the “P” stand for and why is it important?





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Rock Your Body With Color Rap

Red stands for fruit let me tell you this true fact.
These fruity flavors are vitamin and mineral packed.
Oranges, apples, bananas, grapes, raisins and pears,
Grab them on the go to show your body you care.
Now rock these fruits to the red rhythm rap!

Green is for vegetables, your mama tells you so.
Eat them raw or cooked, they will help you grow.
Spinach, lettuce, tomatoes - just to name a few.
Fill your plate with color - it keeps you healthy too.
Now rock your body to the green veggie rap!

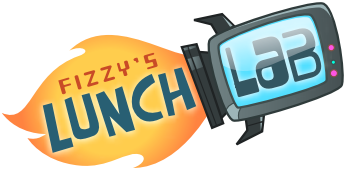
Ohh... Orange is for grain, providing energy for your brain.
Eat oats, wheat, and pasta to keep your body well maintained.
Packed full of fiber to keep you running smooth,
Whole grain choices will keep you on the move.
Now rock your body to the orange rhythm rap!

Dairy's color is blue - that is very true.
It builds up your bones and keeps your muscles toned.
Milk, cheese or yogurt - eat or drink it morning, noon and night.
Keeps you growing like a week - faster than the speed of light.
Now rock your body to the blue groove!

Pump, pump, pump it up with Purple.
P is for protein, the lean and mean machine.
This group keeps your muscles looking toned and extreme.
Eat the purple power in meat, beans, eggs and nuts,
So don't be sour, rock your body with purple power.

-Rap provided by Nutritainment





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Act Three: My Balanced Plate

Objective:

Students will connect foods on the school lunch menu with My Pyramid.

Lesson:

Students identify the foods on the lunch menu and the food group.

Activity:

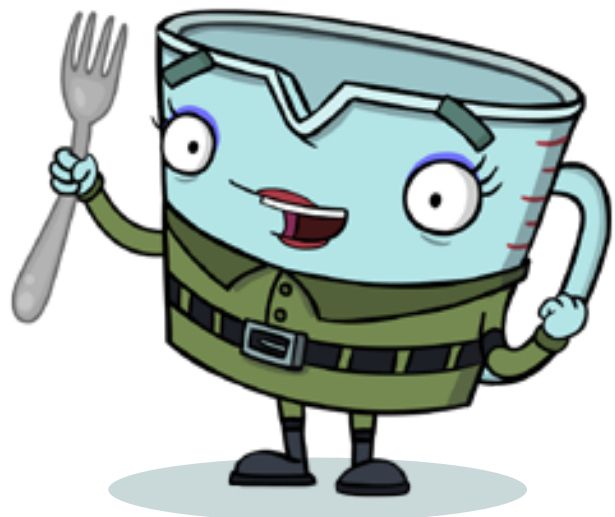
Using an actual school lunch meal that's served on a tray, students list the foods and food group(s) represented on the tray

Outcome:

Students determine if a meal is balanced, using the pyramid as a guide.

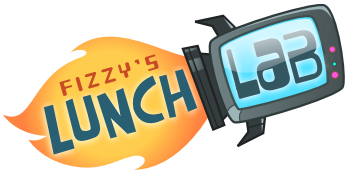
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Act Three: My Balanced Plate

Materials:

- Copies of My Pyramid for students.
(http://teamnutrition.usda.gov/resources/mpk_poster2.pdf)
- Copies of My Pyramid Worksheet for students.
- Lunch tray from school cafeteria with an actual reimbursable school lunch meal.
- Copy of the lunch menu with food items listed (from school website or posted menu in cafeteria).

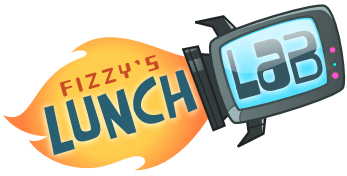
Teacher Talking Points for Class Discussion:

- Review food groups and foods with students.
- Discuss the importance of a balanced pyramid.
(Eat a variety of foods from each food group, every color every day.)
- Discuss the concept of combination foods (i.e. pizza is a combination food and represents several food groups - grain, meat/beans, milk, vegetable).
- The school lunch tray may have combination foods.

Activity:

- Read the menu and ask students to write each menu item on their worksheet.
- Ask students to circle the food group(s) beside each menu item.
- As a class, complete the Report Card - Rate the School Lunch.
- Determine if the tray was balanced (included a variety of food groups).
- If there is a group missing, ask students to identify the group and recommend what they would add or subtract to balance the tray.





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My Pyramid Worksheet

Write down the foods on the lunch tray	Circle the food group(s) for each food item on the lunch tray
	Grains Vegetables Fruits Milk Meat/Beans
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	Grains Vegetables Fruits Milk Meat/Beans
	Grains Vegetables Fruits Milk Meat/Beans
	Grains Vegetables Fruits Milk Meat/Beans

Report Card - Rate The School Lunch

Balanced (includes foods from several food groups)
Milk
Fruit or Vegetable
Grains
Meat or Beans

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

