



Food Smarts: *MyPyramid for Kids* Teacher's Guide

Grade Level: K-5

Curriculum Focus: Health

Lesson Duration: 1–2 class periods

Program Description

Children have so many food choices that it can be very difficult to separate what tastes good from what's good for them. *Food Smarts: MyPyramid for Kids* follows a group of campers as they learn how to make food choices that are delicious and nutritious by learning about USDA's MyPyramid food guidelines. The campers also learn that staying healthy and fit takes a combination of eating a balanced diet and getting enough physical activity.

Lesson Plan

Objectives

- Describe the six color bands on MyPyramid and what each represents.
- Select a variety of food items from one food group and determine whether they are nutritious choices.
- Use charts to determine recommended individual nutrition recommendations.
- Create a menu of healthy food choices for breakfast, lunch, dinner, and a snack.

Materials

- *Food Smarts: MyPyramid for Kids*
- Supermarket advertisements (There should be enough for each student to find foods from each food group.)
- Plain paper (8½" x 11" or larger)
- Scissors
- Glue or glue sticks
- Copies of the charts found at http://www.mypyramid.gov/downloads/MyPyramid_Calorie_Levels.pdf and http://www.mypyramid.gov/downloads/MyPyramid_Food_Intake_Patterns.pdf

Procedures

1. After watching the first segment of the video, open a class discussion on eating habits. What are their favorite foods? Which groups do these foods belong in? Which foods do they like the least? Why?
2. Divide students into five groups and assign each a food group. Distribute the supermarket circulars to each group.
3. Have students go through the circulars and cut out the food items that belong to their food group. (It's fine to have several copies of the same type of food e.g., cheese, these will be needed later.) Have the groups discuss and answer the following questions:
 - What are the health benefits of eating from this food group?
 - What foods belong in the wide part of this food group's color band? (Foods that should be eaten more often.)
 - What foods belong in the narrow part of the band? (Foods that should be eaten less often.)
4. Using the MyPyramid charts, have each student determine how many calories per day he or she should have and how much of this food should be eaten every day.
5. Have each student select four or five of the cut out food items that they think belong in the wide part of the band.
6. Form new groups made up of one student from each of the original groups. (Each group should have one member with cutouts of grains, one with vegetables, etc.)
7. Ask the students to work together to form a nutritious meal plan using the food items they brought from their first group. They should decide on breakfast, lunch, and dinner, as well as a snack. Give each group a large piece of paper on which they can glue their choices. They may want to draw rows and columns with labels like this:

	Grains	Vegetables	Fruit	Milk	Meat & Beans
Breakfast					
Lunch					
Snack					
Dinner					

8. When the meal plans are done have each group report to the class on the choices they made. Did they pick different colors of fruits and vegetables? Did they remember to select whole grains? If they chose fried foods, ice cream, or other foods high in fat or sugar, refer back to MyPyramid and ask which part of the color band those foods would belong in.

Assessment

Use the following three-point rubric to evaluate participants' work during this lesson.

- 3 points: The student accurately described what each color band on MyPyramid represents, correctly identified a number of foods within the assigned food group and determined whether each food was a nutritious choice, calculated his or her individual calorie needs, and created a well-balanced menu plan.
- 2 points: The student described what some color bands on MyPyramid represent, correctly identified some foods within the assigned food group and was able to point out a few of the more nutritious choices, calculated his or her individual calorie requirements, and created a somewhat balanced menu plan.
- 1 point: Student did not describe what any of the color bands on MyPyramid represent, did not identify foods within the assigned food group or determine which foods were the more nutritious choices, was unable to calculate his or her individual calorie requirements, and did not create a balanced menu plan.

Vocabulary

carbohydrate

Definition: Starches and sugars that provide the body with most of the energy it needs

Context: Eating whole grain breads and cereals are a good way to make sure your body gets enough carbohydrates.

diet

Definition: The foods and drinks you usually eat

Context: To stay healthy your diet should include foods from all of the food groups.

fat

Definition: A high-energy nutrient

Context: Some fat is important for good nutrition, but too much can cause health problems.

fiber

Definition: The part of fruits, grains, and vegetables that can't be digested

Context: Getting enough fiber in your diet is important for good digestion.

nutrients

Definition: Substances in foods that people need to stay healthy

Context: Apples are rich in nutrients, including fiber and vitamins A and C.

protein

Definition: A naturally occurring substance found in animal products and some plant products

Context: Our bones and teeth need protein, which is found in meats, fish, eggs, beans and nuts.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows how to maintain and promote personal health
 - Health: Knows essential concepts about prevention and control of disease
 - Health: Understands the fundamental concepts of growth and development
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for

TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Food Smarts: MyPyramid for Kids (9 min.)

A group of campers learns about MyPyramid for Kids and the importance of eating foods from each of the five food groups. Practice deciding which foods belong with which groups, and learn some tips for remembering how to make the most of your food choices.

II. MyPyramid Every Day (8 min.)

Knowing what you should eat is one thing, putting into practice is another. Join the campers as they play several games to learn more about using MyPyramid for Kids to make everyday changes in their diets.

III. Keep Moving (8 min.)

Staying healthy requires more than just making healthier food choices; you need to keep your body active and strong. The campers practice some different ways to get more exercise, and learn about the importance of drinking enough water.

Curriculum Units

1. A Rainbow of Colors

Pre-viewing question

What types of food can you name?

Grains, such as bread, rice, and oats; vegetables, such as carrots, peas, and corn; fruits, such as apples, oranges, and bananas; dairy products, such as milk, cheese, and yogurt; meats and beans, such as chicken, fish, kidney beans, and peanuts.

Post-viewing question

Why are the pyramid color bands wide at the bottom and narrow at the top?

Every food falls into one of the food groups, but that doesn't mean they're all equally good for you. The wide part of the color band is for foods with the most nutrition; the narrow part is for foods that might be high in fats and calories, so you should only eat them once in a while. For example: an apple would be in the wide part of the red fruit band, a slice of apple pie would be in the narrow part.

2. Fun Phrases for Food Groups

Pre-viewing question

Q: What does “make half your grains whole” mean?

A: Half of the grains you eat every day should come from whole grains—whole wheat bread, brown rice, or whole grain pasta are some examples. Whole grains are the entire seed of a plant, so they have all their nutrients. When grains are “refined” they lose some of those nutrients, especially fiber.

Post-viewing question

Q: What are some sources of protein?

A: Beef, chicken, pork, fish, beans such as black beans, soybeans, and kidney beans, and all types of nuts and seeds.

3: How Sweet It Is

Pre-viewing question

Q: What's your favorite beverage?

A: Answers will vary.

Post-viewing question

Q: Why is a piece of fruit a healthier choice than a glass of fruit juice?

A: Fruit contains fiber, fruit juice does not. Fruit juice also has a lot of sugar and drinking too much isn't good for your body or your teeth. 100% fruit juice does have vitamins and minerals so it's OK to have once a day, but don't drink too much.

4. Making Healthy Choices

Pre-viewing question

Q: What do you like to eat for lunch?

A: Answers will vary.

Post-viewing question

Q: Why is it important to eat different types of foods?

A: Different foods have different nutrients. If you eat a lot from one food group and only a little from another you may be getting too much of one kind of nutrient and not enough of the other nutrients you need to stay healthy.

5. Workout

Pre-viewing question

Q: How much exercise should you get every day?

A: Answers will vary.

Post-viewing question

Q: What is your favorite way to get exercise?

A: MyPyramid for Kids recommends that all children get 60 minutes of physical activity every day.