

MyPlate Run

Learning Objectives

- I can identify the MyPlate food groups.
- I can identify food items from the MyPlate food groups.

1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.

Nutrition

- b) Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).

Teacher Notes

- Post a visual of the MyPlate diagram.
- Have examples of foods from each food group.
- 6 cones – red, blue, green, purple, orange, pink or different color for the limit group
- Poly spots - 1 per group
- Projector/Smartboard
- [MyPlate Run Slideshow](#)

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Q and A (1 minute) Who can name one of the food groups? Who can name a food from a food group?

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Introduce/review the food groups from MyPlate. Discuss different food items from each of the food groups. Introduce the limits group. Discuss different food items from the limits group. Review the colors that coordinate with each of the food groups.

Step 3 (Application – how student will apply/practice new learning)

- MyPlate Run
 - Spread cones out in a straight line. The order of the cones does not matter except for the pink or the limit cone. The limit cone should be the cone that is the farthest away. Students line up in groups of 2 or 3 at the poly spots. Project and play the MyPlate Run PowerPoint for the students to see. On the “go” signal or when the first slide appears, students race out to that color cone and back, then go to the end of their line. Once everyone has returned, switch to the next slide. If the slide is a food item, students must race out to the correct food group color. This can also be done in a relay race format.

Assessments

- Teacher calls out a food group or a food item. Students move to the correct cone and sit down.



Extensions/Connections

- Can be used as practice for the PACER assessment or other cardiorespiratory assessments.

Resources/References

- HPE Educators from the JMU HPAI Institute
- Adapted from Brian McPherson, Goshen Post Elementary School