



Grade 4 Sample Lesson Plan: You Are What You Eat

Objectives/Goals

- The student will be able to
 - explain significance of the MyPlate food guide and the reasons it is used now versus the older methods like the pyramid
 - classify foods and beverages as part of nutrient-rich diet or moderation foods
 - identify personal diet choices and how they may impact growth

Materials

- [You Are What You Eat Slides/Presentation](#)
- [You Are What You Eat Notes](#)
- Coloring supplies
- White paper for project

Procedure

Step 1

- Give each student a copy of the “You Are What You Eat Notes” and have them complete the notes throughout the slide presentation.
- Ask them what a “food guide” is and/or what it’s used for?

Step 2

- Slide 2 and 3 Individually or in small groups have students write the year on the line they think the food guide was introduced/used.
- Tell them to make educated guesses on the way it looks including images and if they think it was improved from older years to present day.

Health Smart Virginia Sample Lesson Plan

Step 3

- Slide 4 and Slide 5 Have them either write the food groups in color or color the edges of each shape to help remember the present-day food guide MyPlate.
- Ask students “Why did they change this to a plate instead of the food guides they used in the past?” A plate shows what you eat off of and better represents portion size. Basically, it’s easier to understand because we eat off a plate every day.

Step 4

- Slide 6 Before discussing each group specifically ask students what makes a fruit a fruit and a vegetable a vegetable?
- Simply discuss that a fruit has seeds and vegetables don’t, however some foods are classified as both at times based on taste (tomatoes, cucumbers).

Step 5

- Slide 7, Slide 8, Slide 9, Slide 10 and Slide 11 Have the students list at least five foods in each group and write one way they know it’s a healthier option within the group.
 - Fruit – strawberry, banana, orange, kiwi, grapefruit
 - Healthier – bitter taste, less sweet
 - Vegetable – lettuce, broccoli, mushroom, spinach, onion
 - Healthier – green, especially dark green
 - Grain – pasta, cracker, whole grain bread, taco shell, rice
 - Healthier – WHOLE or darker brown
 - Protein – chicken, steak, soy, eggs, crab
 - Healthier – whiter in color
 - Dairy – milk, mozzarella, yogurt, ice cream, cheddar cheese

Step 6

- Slide 12 You Are What You Eat project – explain that if they morphed into what they ate, what would they look like?
- They will first list 6 of their favorite foods (to keep it simple suggest avoiding combination foods; or point out pepperoni pizza is great, but falls into several food groups so be aware)
- They will then list the food group(s) that each of their favorite foods is a part of
- Using the slide ask students “Is this a well-balanced diet?” No, it’s all grains. Point out that they may have a You Are What You Eat food person that is heavy in one food group – and that’s ok.
- Slide 13 explains the assignment in greater detail.
- After they draw a rough draft of their favorite foods, they should

Health Smart Virginia Sample Lesson Plan

complete this on a final copy piece of white paper.

- They should draw all 6 foods with color, label them, and place the food group(s) they are a part of in parenthesis. Finally, somewhere on the front of the paper they should explain in a few sentences if their food human represents a well-balanced diet and why.

References

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Stacy Adams, Shaler Area Elementary School

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

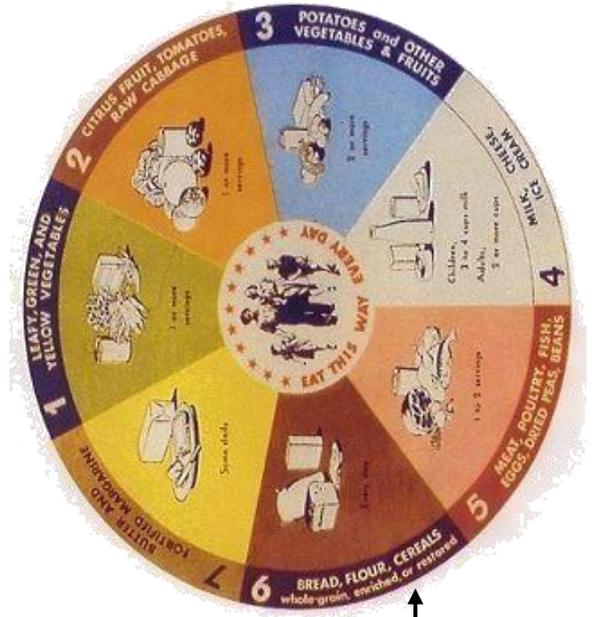
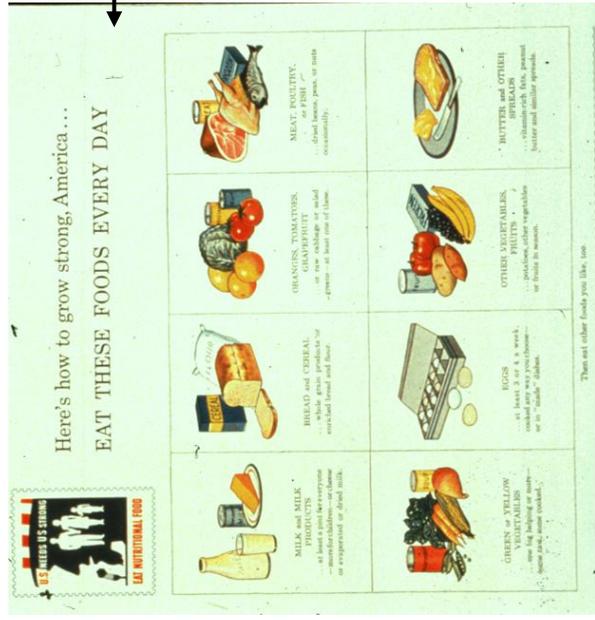
LESSON: MyPlate, You Are What You Eat

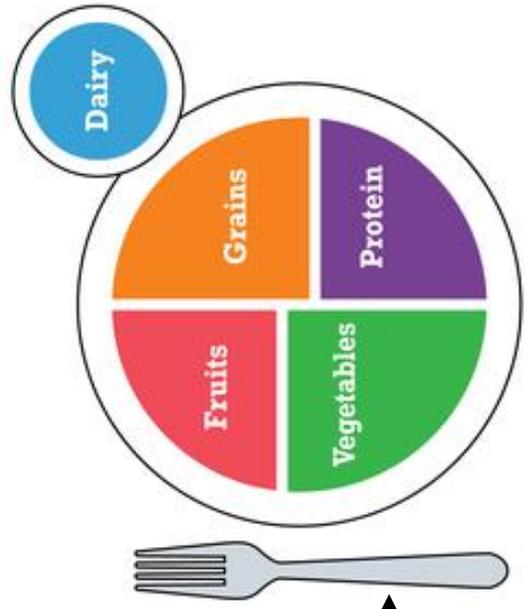
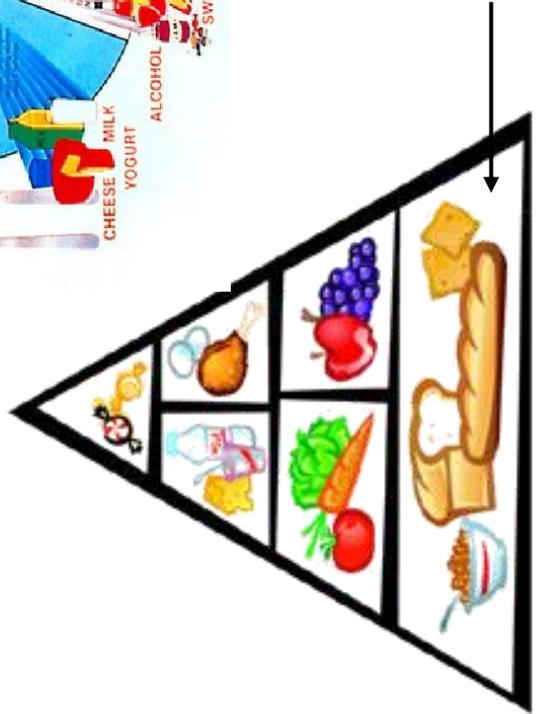
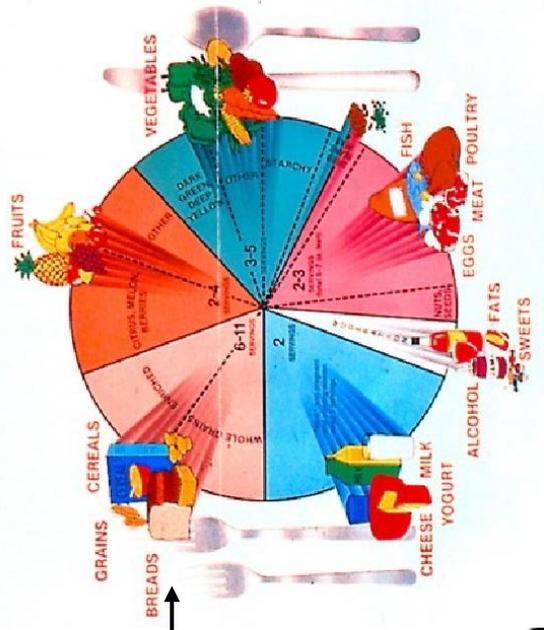
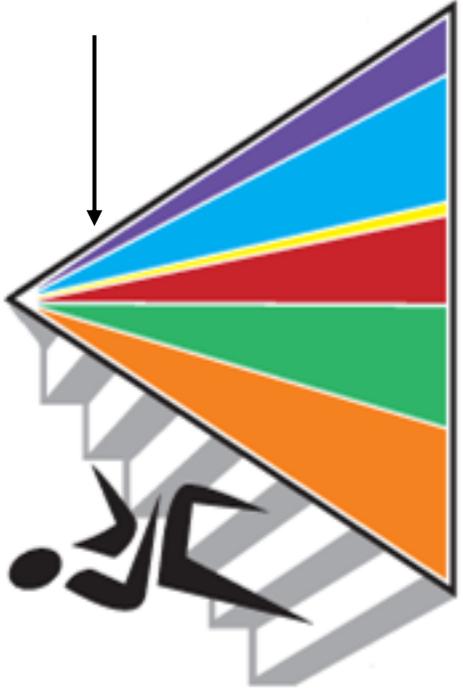


FOOD GUIDE THROUGH THE YEARS

1940 1956 1970 1979 1984 1992 2005 2011

DIRECTIONS: Write the year on the line when you think it was introduced to the public.





FOOD FOR FITNESS A Daily Food Guide

MILK GROUP
Some milk for everyone
Children: 3 to 4 cups
Teenagers: 4 to more cups
Adults: 2 to 3 more cups

MEAT GROUP
3 or more servings
Beef, pork, lamb, poultry, fish, eggs
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

BREAD CEREAL GROUP
4 or more servings
Whole grain, enriched or refined

VEGETABLE FRUIT GROUP
4 or more servings
Includes fruit or other food or vegetable supplement for vitamin C
A: dark green or orange-red vegetables for vitamin C
Other: vegetables and fruit, including potatoes

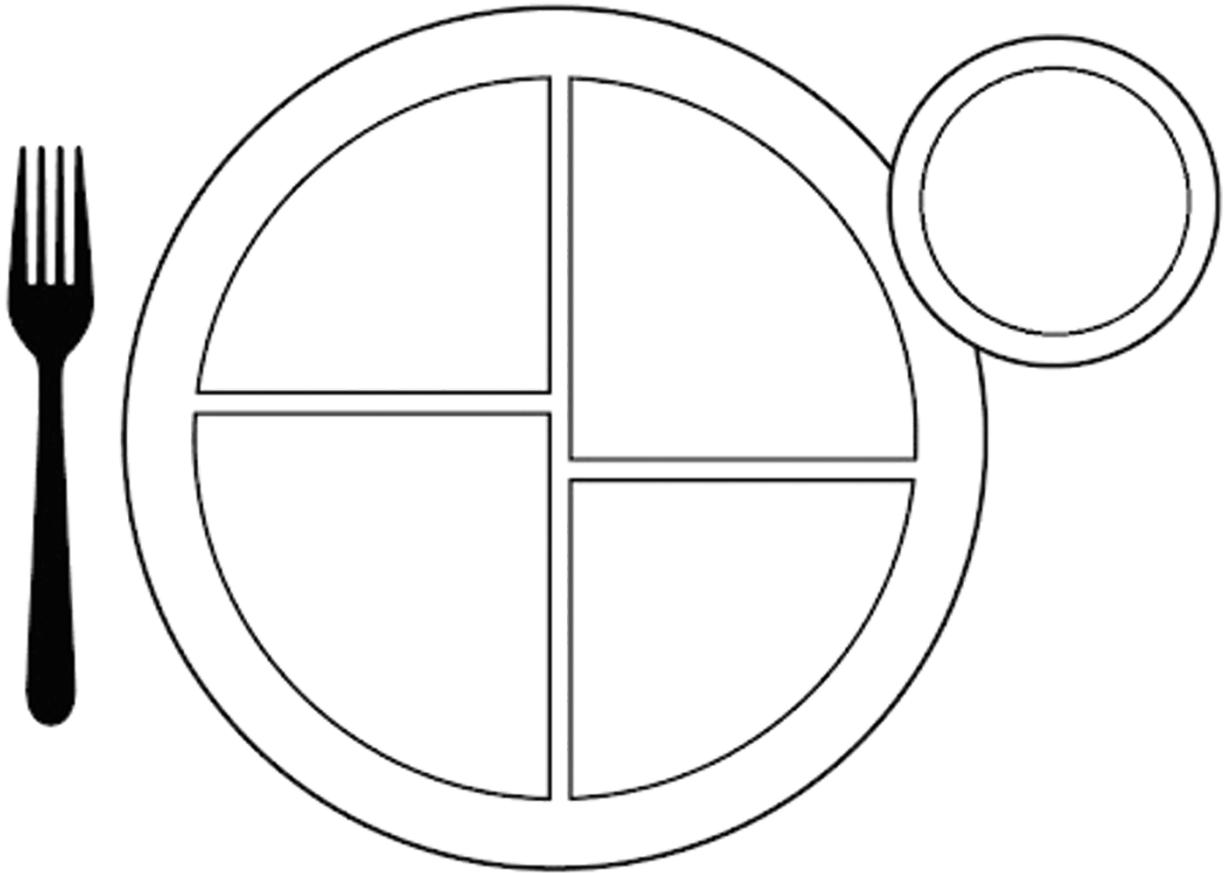
Plus other foods as needed to complete meals, and to provide additional food energy and other food values.

LEAFLET NO. 24
U.S. DEPARTMENT OF AGRICULTURE

LESSON: MyPlate, You Are What You Eat



MYPLATE



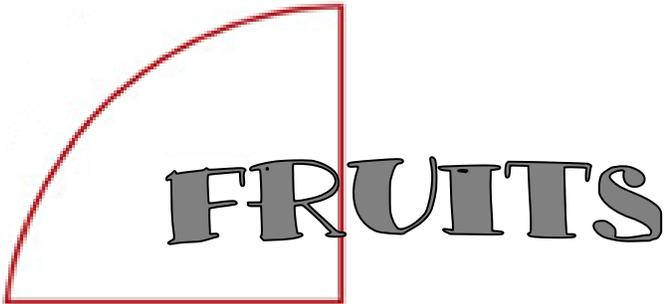
MyPlate illustrates the food groups that are building blocks for a healthy diet.

Why did they change this to a plate instead of the images they used in the past?

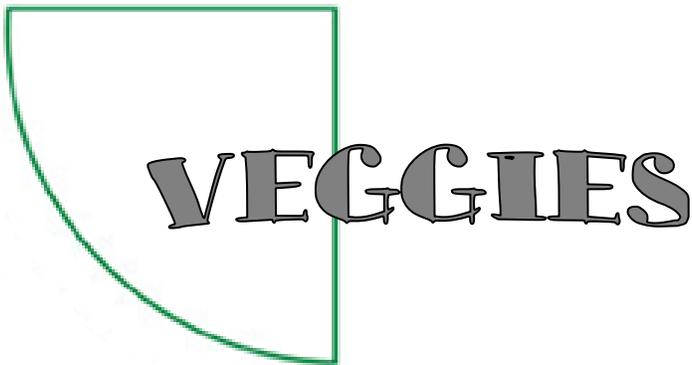
LESSON: MyPlate, You Are What You Eat



DIRECTIONS: Next to the MyPlate group, list AT LEAST 6 foods that belong in each category. Next to the word "healthier" write one way you can determine that food is better for you than the others within the same category.



Healthier =



Healthier =

LESSON: MyPlate, You Are What You Eat



Healthier =

GRAINS

PROTEIN

Healthier =

DAIRY

Healthier =

LESSON: MyPlate, You Are What You Eat



YOU ARE WHAT YOU EAT

DIRECTIONS: Have you heard of the saying “You Are What You Eat”? If you looked just like what you ate, how would you look? To find out, make a list of your favorite foods. List **AT LEAST 6** foods! Next to each food also write the food group category it is a part of. On a piece of scrap paper draw a rough draft showing your body made from these foods.

6 FAVORITE FOODS:	FOOD GROUP CATEGORY:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____