### Making Healthy Food Choices

#### Lesson Four:
How do you make your plate look like MyPlate?

For December

“Healthy Hop ‘N Shop” from GROWING IN THE GARDEN: LOCAL FOODS AND HEALTHY LIVING, Iowa State University Extension and Outreach.

Students learn to categorize foods into the correct food group, create a personal MyPlate poster, find out why they should exercise, and eat foods from all five food groups. They tell others about foods that can be raised or grown locally. Students will be grocery shoppers, by hopping through a maze to pick up foods from various food groups.

#### Content objectives:
- Categorize foods into food groups
- Explain why it’s important to eat foods from each food group and exercise every day
- Eat foods from all five food groups
- Identify local foods

#### Life Skill objectives:
- Healthy lifestyle choices
- Critical thinking
- Communication
- Cooperation
- Decision making
- Problem solving

#### Core and STEM concepts and skills:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Concepts and Skills</th>
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<tbody>
<tr>
<td>Science</td>
<td>Science as inquiry, Life science</td>
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<tr>
<td>Math</td>
<td>Number and operations, Geometry, Data analysis and probability, Algebra, Reasoning and proof, Connections, Representation</td>
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<tr>
<td>Language Arts</td>
<td>Vocabulary, Reading, Inferring, Interpreting, Listening, Speaking</td>
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<tr>
<td>Social Studies</td>
<td>Behavioral science, Geography</td>
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#### Healthy snack:
- Food Group Wrap

#### Additional and supporting resources:
Go to [www.choosemyplate.gov/kids](http://www.choosemyplate.gov/kids) for games, songs, videos and additional activities.
Lesson Four, December: How do you make your plate look like MyPlate?

Contents

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Choose MyPlate Graphic and Coloring Sheet
   United States Department of Agriculture
Choose MyPlate for Kids
   Oregon State University

Fight BAC®: Four Simple Steps to Food Safety
   North Dakota State University Extension Service

Lesson: Healthy Hop ‘N Shop
   from Growing in the Garden: Local Foods and Healthy Living
   Iowa State University Extension and Outreach

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BEFORE THE LESSON

1. **Grade 3, December: Healthy Hop 'N Shop**
   This document contains most of the curriculum items and resources you need for this lesson. *You will need to download the MyPlate Kids Poster separately.* All lesson downloads are located on the [www.peoplesgarden.wsu.edu](http://www.peoplesgarden.wsu.edu) Educational Toolkit.

2. **MyPlate, USDA and MyPlate for Kids, Oregon State University**
   **Fight BAC®: Four Simple Steps to Food Safety, North Dakota State University Extension**
   Please make copies (colored, if possible) of the MyPlate mini posters and display them as a reference throughout the lesson. If you haven’t already done so, make a simple mini poster summarizing the four steps that the students will need to remember when preparing food. Upon request, or if you think they will be used at home, you may also make copies to send with the students.

3. **Garden Journals**
   Make a copy of the MyPlate mini poster or activity sheet found at the back of the lesson and include it as a page in the Garden Journals. On the back of the mini poster, have the students write an individual-sized recipe for a MyPlate Wrap complete with the recipe title, number of servings, supplies, ingredient list, and assembly instruction.

4. **Food Group Wrap Recipe**
   Collect the supplies and ingredients. Prepare before class and store everything in the refrigerator or a cooler.

THE LESSONS

1. **Healthy Hop 'N Shop**
   This is a lesson that you can divide into more than one day. The suggested breaks are written into the lesson.

AFTER THE LESSON

1. Complete the Garden Journal page as described in **Before the Lesson** number 3 above.

2. Challenge the students to use what they learned about MyPlate at home. Check in once in a while to see what they did.
Choose MyPlate.gov
Choose MyPlate.gov
MyPlate
Eat Right. Exercise. Have Fun.

ChooseMyPlate.gov

This material was funded by USDA's Supplemental Nutrition Assistance Program (SNAP). The Oregon State University Extension Service is a service of Oregon State University Extension Service, Oregon State University and United States Department of Agriculture, and its cooperators, including state and local governments, and nonprofit organizations.

USDA is an equal opportunity provider and employer.
Be a BAC Fighter
Make the meals and snacks from your kitchen as safe as possible. **CLEAN:** wash hands and surfaces often; **SEPARATE:** don’t cross-contaminate; **COOK:** to proper temperatures, and **CHILL:** refrigerate promptly. Be a BAC Fighter and Fight BAC®

**SAFE COOKING TEMPERATURES**

<table>
<thead>
<tr>
<th>Ground Meat and Meat Mixtures</th>
<th>Internal temperature</th>
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</thead>
<tbody>
<tr>
<td>Beef, Veal, Lamb, Pork</td>
<td>160°F</td>
</tr>
<tr>
<td>Chicken, Turkey</td>
<td>165°F</td>
</tr>
<tr>
<td>Fresh Beef, Veal, Lamb</td>
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<tr>
<td>Medium-rare</td>
<td>145°F*</td>
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<tr>
<td>Medium</td>
<td>160°F</td>
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<tr>
<td>Well-done</td>
<td>170°F</td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
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<tr>
<td>Chicken and Turkey, whole</td>
<td>165°F</td>
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<tr>
<td>Poultry Parts</td>
<td>165°F</td>
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<tr>
<td>Duck and Goose</td>
<td>165°F</td>
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<tr>
<td>Stuffing (cooked alone or in bird)</td>
<td>165°F</td>
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<tr>
<td>Fresh Pork</td>
<td></td>
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<tr>
<td>Medium-rare</td>
<td>145°F*</td>
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<tr>
<td>Medium</td>
<td>160°F</td>
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<tr>
<td>Well-done</td>
<td>170°F</td>
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<tr>
<td>Ham</td>
<td></td>
</tr>
<tr>
<td>Fresh (raw)</td>
<td>160°F</td>
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<tr>
<td>Precooked (to reheat)</td>
<td>140°F</td>
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<tr>
<td>Eggs and Egg Dishes</td>
<td></td>
</tr>
<tr>
<td>Eggs</td>
<td>Cook until yolk and white are firm</td>
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<tr>
<td>Egg Dishes</td>
<td>160°F</td>
</tr>
<tr>
<td>Seafood</td>
<td></td>
</tr>
<tr>
<td>Fin fish</td>
<td>145°F</td>
</tr>
<tr>
<td>or flesh is opaque and separates easily with fork</td>
<td></td>
</tr>
<tr>
<td>Shrimp, looser and crab</td>
<td>flesh pearly and opaque</td>
</tr>
<tr>
<td>Clams, oysters and mussels</td>
<td>shells open during cooking</td>
</tr>
<tr>
<td>Scallops</td>
<td>milky white or opaque and firm</td>
</tr>
<tr>
<td>Leftovers and Casseroles</td>
<td>165°F</td>
</tr>
</tbody>
</table>

*Allow three-minute rest time

**Apply the heat... and Fight BAC!®**

Cooking food to the proper temperature kills harmful bacteria. So Fight BAC® by thoroughly cooking your food as follows:
**SEPARATE: Don't cross-contaminate**

Cross-contamination is how bacteria can be spread. When handling raw meat, poultry, seafood and eggs, keep these foods and their juices away from ready-to-eat foods. Always start with a clean scene—wash hands with warm water and soap. Wash cutting boards, dishes, countertops and utensils with hot soapy water.

- Separate raw meat, poultry, seafood and eggs from other foods in your grocery shopping cart, grocery bags and in your refrigerator.
- Use one cutting board for fresh produce and a separate one for raw meat, poultry and seafood.
- Never place cooked food on a plate that previously held raw meat, poultry, seafood or eggs.

**COOK: Cook to proper temperatures**

Food is safely cooked when it reaches a high enough internal temperature to kill the harmful bacteria that cause illness. Refer to the chart on the back of this brochure for the proper internal temperatures.

- Use a food thermometer to measure the internal temperature of cooked foods. Make sure that meat, poultry, egg dishes, casseroles and other foods are cooked to the internal temperature shown in the chart on the back of this brochure.
- Cook ground meat or ground poultry until it reaches a safe internal temperature. Color is not a reliable indicator of doneness.
- Cook eggs until the yolk and white are firm. Only use recipes in which eggs are cooked or heated thoroughly.
- When cooking in a microwave oven, cover food, stir and rotate for even cooking. Food is done when it reaches the internal temperature shown on the back of this brochure.
- Bring sauces, soups and gravy to a boil when reheating.

**CHILL: Refrigerate promptly**

Refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria. Do not over-stuff the refrigerator. Cold air must circulate to help keep food safe. Keeping a constant refrigerator temperature of 40°F or below is one of the most effective ways to reduce the risk of foodborne illness. Use an appliance thermometer to be sure the temperature is consistently 40°F or below. The freezer temperature should be 0°F or below.

- Refrigerate or freeze meat, poultry, eggs and other perishables as soon as you get them home from the store.
- Never let raw meat, poultry, eggs, cooked food or cut fresh fruits or vegetables sit at room temperature more than two hours before putting them in the refrigerator or freezer (one hour when the temperature is above 90°F).
- Never defrost food at room temperature. Food must be kept at a safe temperature during thawing. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.
- Always marinate food in the refrigerator.
- Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.
- Use or discard refrigerated food on a regular basis. Check USDA cold storage information at [www.fightbac.org](http://www.fightbac.org) for optimum storage times.
CONTENT OBJECTIVES
Categorize foods into food groups, Explain why it's important to eat foods from each food group and exercise every day, Eat foods from all five food groups, Identify local foods

LIFE SKILL OBJECTIVES
Healthy living, Learning to learn, Decision making, Communicating, Citizenship

INDICATORS
Categorize foods into the correct food group, Create a personal MyPlate poster, Exercise, Eat foods from all five food groups, Tell others about foods that can be raised or grown locally, Place empty food containers in the correct food group, Complete the activity sheet including foods and exercises that they would eat and do at home, Sort healthy food choices from plants and animals as potential local foods growing or being raised near where they live

EVALUATIONS

SUBJECT STANDARDS
21st Century Skills: Employability skills, Health literacy
Science: Science as inquiry, Life science
Social Studies: Behavioral sciences, Geography
Literacy: Vocabulary, Reading, Inferring, Interpreting, Listening, Speaking
Mathematics: Number and operations, Geometry, Data analysis and probability, Algebra, Reasoning and proof, Connections, Communications, Representation

CORE CONCEPTS AND SKILLS
Linguistic-words, Logical-mathematical, Spatial-visual, Bodily-kinesthetic, Interpersonal, Intrapersonal, Natural

LEARNER TYPES

MATERIALS
Choose MyPlate poster (found at chooseMyPlate.gov)
Letter to home (optional, one per person, found at the end of this lesson)
Empty, clean food containers such as boxes, bags, or cans without sharp edges (these can be brought from home; see the letter at the end of the lesson.)
5 paper grocery sacks; one each of orange, green, red, blue, and purple paper or marker (label the sacks as shown on page 5: Grain=orange, Vegetables=green, Fruit=red, Dairy=blue, and Protein=purple)
One roll masking tape, colored electrical tape, or colored chalk to mark the floor
One hula-hoop or circle
Food Group Wrap recipe (one per person, found at the end of this lesson)
Food Group Wrap ingredients kept in a cooler with ice (one wrap per person, see Apply section TEACHER’S NOTES and the recipe at the end of this lesson)
Serving spoons, forks, or tongs for Food Group Wrap ingredients
Paper plates and napkins (one per person)
MyPlate activity sheet (one per person, found at the end of this lesson)
Crayons or colored pencils

This is a revised version of The Healthy Hop 'n Shop from Growing in the Garden 4H-905A3.
**TEACHER’S NOTES:** One week before the lesson, read the letter found at the end of this lesson to the students. Then show them the MyPlate for Kids poster. Help the students fill in the blanks on the letter. Send the letters home with the students.

On the day of this lesson, select a place with enough open space to make a large MyPlate rectangle on the floor. The students will be making the The Healthy Hop ’n Shop grocery store as illustrated on the next page. Each food group will become a section that the students will hop to. Have the paper grocery sacks labeled and ready to place in the middle of each food group section. Go through the food containers that the students brought and make sure that there is one package for each student and that all of the food groups are represented in The Healthy Hop ’n Shop grocery store. Display the MyPlate for Kids poster in a place where everyone can see it.

**How important is food to you?**

Have some of the students share their thoughts with the rest of the group.

Let’s do a quick survey to see what you think about the food you eat. If you agree with the statement, pat the top of your head; if you disagree, rub your stomach. Do a practice round of patting your head and rubbing your stomach.

1. I need to drink pop every morning to wake up. If you agree, pat your head. If you disagree, rub your stomach.
2. My parents make me eat, otherwise I don’t eat.
3. I have to eat to stay alive.
4. Candy keeps me going through the day.
5. Eating breakfast gives me energy.
6. Eating the right foods can help me be strong, healthy, and active.
7. I like to eat fruits and vegetables.
8. I don’t think drinking milk is important.
9. I can survive longer without food than I can without water.
10. If I eat right and exercise, I’ll probably have a happier, healthier life.

The United States Department of Agriculture MyPlate is a guide to help us choose what to eat and how to exercise and have fun every day so we can do the best we can to keep our bodies healthy.

**What is the shape of the plate?**

*It could be round or a rectangle like a lunch tray.*

**How many food groups are there?**

*Count them together. Emphasize that there are five main food groups. Have them say the name of each food group. Saying the colors may help them to distinguish between the different food groups.*

Show the students the MyPlate Garden Poster – project it on a smart board or project it from the link at [www.extension.iastate.edu/4h/growinginthegarden](http://www.extension.iastate.edu/4h/growinginthegarden).

**What are the children doing around MyPlate?**

Talk about the activities illustrated on the poster and the importance of exercise and eating right for good health.
What are some of your favorite exercises or physical activities?
Ask them one by one or ask a few to share. You may even want them to demonstrate some of their exercises.

We are going to use MyPlate to make The Healthy Hop ’n Shop grocery store to help us learn to eat right, exercise, and have fun. We’ll start by forming a large rectangle to represent a MyPlate lunch tray. Please count off as one, two, three, or four and remember your number by holding up one, two, three, or four fingers.

Have the “ones” stand side by side to form the base of the rectangle. The “twos,” “threes,” and “fours” will form the other sides. When the students are standing on a side, have them put their hands on their hips and stand elbow to elbow to form a larger rectangle with even sides. Give the end of the masking tape to a student standing in a corner of the rectangle and unroll the tape until it reaches another corner; then tear the tape. Have the students on that side of the rectangle put the tape on the floor in front of their feet. That will form one of the four outside walls of the store. Repeat the procedure until all four walls are formed. Place a hula-hoop or make a tape circle in the upper right of the MyPlate lunch tray “store” for the dairy group. Place the food group grocery sacks in each section as illustrated above. Make each food group section by taping lines around the sacks.

You have just created an a-mazing grocery store! The food groups are going to become the sections of the maze and you will be hopping to the shopping bags to deliver your food.

Have the students remain standing along the four walls of the Hop ’n Shop grocery store.

On the poster, what does it say under MyPlate for Kids?
It says, “Eat right. Exercise. Have fun.” We’re going to do all three at The Healthy Hop ’n Shop.
Let’s start with some exercise to get limbered up for work in our grocery store.

**EXERCISE ONE**

1. Reach up to the sky with both hands.
   *What do you need from the sky to keep you healthy?*
   Sun, air, water (from rain)
   With your hands reaching for the sky, say the words “sun, air, water.”

2. Keep standing straight and touch the ground in front of you with both hands.
   *What do you need from the ground to keep you healthy?*
   Food from plants and animals and a place to live and exercise
   With your hands touching the ground, say the words “food, shelter, exercise.”

3. Repeat this exercise three to five times by reaching up to the sky and saying “sun, air, water” and touching the ground and saying “food, shelter, exercise.”

**EXERCISE TWO**

1. While marching in place with your knees coming up high, say “One, two, three, four, five. Eat foods from five food groups.” You can march and clap and say the numbers “one, two” as two long beats and “three, four, five” as three short beats. Once you have the rhythm down, replace the numbers with “grains, veggies, fruit, dairy, protein.”

2. Repeat this exercise five times.

**WORKING AT THE HEALTHY HOP ’N SHOP GROCERY STORE**

You are ready to shop in The Healthy Hop ’n Shop grocery store.

*Have the students sit on the floor around the plate. Distribute the empty food containers. Go around the rectangle and have the students say what food they have and what food group it belongs to. Work together if the student is not able to identify the food and the group it belongs in.*

*Demonstrate how students are going to become grocery shoppers or consumers buying food at the Healthy Hop ’n Shop grocery store. Use a grain product container. Stand up from where you are sitting around the rectangle and say, “I’m buying cereal (or whatever food you have).” Hop along the taped lines of the maze to the grain sack and put your container in it. Then hop back to your seat following the taped lines of the grocery store maze.*

*Have students take turns hopping through the food maze to the food group sacks.*

*Repeat this until all students have put their grain, vegetable, fruit, milk, and protein items into the sacks at The Healthy Hop ’n Shop grocery store.*

**GO, GLOW, GROW**

*Have the students turn the sacks around so everyone can see the labels. You may want to the students to stand as you proceed with the following activities.*
GRAINS give us power to “go.”
Most of our grains come from big gardens or farm fields; what are some names of grains?
Corn, soybeans (grown as a grain but really a legume), wheat, and oats can be grown in many states. Iowa is a leading producer of corn and soybeans. Rice is another popular grain.

What foods have grains in them?
Cereal, bread, rice, pancake mix, popcorn, and so on

Grain foods give us power or energy to “go.”
Show what you look like when you run out of power or energy – like a car that’s running out of gas.
You may feel that way when you don’t eat breakfast, which usually includes a grain product.
Now show what you look like when you have lots of power or energy to “go.”

VEGETABLES and FRUITS give us power to “glow.”
Where do vegetables and fruits come from?
Vegetables and fruits are from plants grown in gardens, orchards, berry patches, or big fields.

What are some popular vegetables and fruits that grow in our state?
Vegetables include lettuce, spinach, peas, beans, tomatoes, peppers, corn, carrots, potatoes, onions, okra, broccoli, cabbage, Brussel sprouts, rutabagas, beets, squash, and so on. Fruits include strawberries, blueberries, raspberries, grapes, apples, pears, peaches, plums, cherries, watermelon, cantalope, and so on. Maybe some of you have gardens, berry patches, vineyards, fields, or orchards with these crops.

Vegetables and fruits keep us healthy and glowing.
Show what you look like when you have a stomachache.
Now smile really big to show what you look like when you have healthy gums, skin, eyes, hair, and bodies.

DAIRY and PROTEIN products give us power to “grow.”
Where do dairy and protein products come from?
Mostly animals, except for soy milk from soybean plants and beans from bean plants

What is your favorite dairy product?
Have a few students share their responses.

What is your favorite protein?
Have a few students share their responses.

Dairy products help our bones and teeth to grow strong and healthy.
Everyone smile and show us your teeth.
Raise your hand if you have lost some of your baby teeth and your new permanent teeth are coming in.
You will have these teeth until you are very old. What can you do to make sure they remain in good shape?
Keep them clean, drink milk, and visit the dentist.

Protein products help our bodies to heal, and they help to build strong muscles.
Stand up and show me your muscles.
Athletes, in particular, like to eat lots of meat such as lean beef, pork, turkey, and lamb. Eggs have the highest quality protein. Protein gives athletes what they need for their active muscles.
Remind the students that they were consumers or shoppers in The Healthy Hop’n Shop grocery store. Now they are going to work in the store as grocers to stock the shelves. Have the students empty the grocery sacks and arrange the food in the correct sections in the grocery store. You may want to pile the rest of the food containers they brought near the base of the plate so that they can place those items in the correct section. Proceed with the following discussion.

How many food groups are in The Healthy Hop’n Shop grocery store?
Let’s count and name the food groups together: one – grain, two – vegetables, three – fruits, four – dairy, five – protein.

Should we eat food from all five food groups every day?
Yes.
Why?
Eating a variety of foods from each of the food groups gives us the nutrients we need to keep us going, glowing, and growing.

How many food items do we have in each section or food group?
(Count the number of packages in each food group and record the numbers on the board.)

Which food group looks like it’s the largest food group in MyPlate?
Grain
Why is it the largest?
We should eat more foods from the grain group to give us power and energy to “go” all day long.

Do we have more food items in our grain section than any other section?
(Compare the number of packages. If we need the most foods from the grain group, it would make sense to have the most food products in the grain section.)

Which food group or groups look like they are the next largest?
Vegetables and dairy look like they are the next largest. We need to eat more vegetables filled with vitamins, minerals, and fiber to keep us glowing or feeling good. We need calcium from dairy products to keep our teeth and bones strong, especially as we grow.

Do we have more food items in our vegetable and dairy groups than our remaining food groups?
(Compare the number of packages. If the vegetable and dairy food groups are larger than the fruit and protein groups, it would make sense to have more food products in the vegetable and dairy sections.)

Other than vegetables, what else do you eat to help you “glow” and stay healthy?
Fruits also contain vitamins, minerals, and fiber. The rule of thumb is that we should eat three servings of vegetables and two servings of fruits every day.

Do we have fewer food items in our fruit aisle then our vegetable aisle?
If so, the number of our food packages represents the recommended number of servings of vegetables and fruits.

What is the smallest food group?
Protein
Why is it the smallest?
It is the smallest because we need fewer servings from the protein food group then the other food groups.
Does that mean that it’s not as important to eat foods from the protein food group?

No.

Why or why not?
Protein helps our muscles grow and repair themselves. Remember that eggs are part of this group, too. They contain the highest quality protein. Athletes and heart surgery patients sometimes drink protein shakes to help their muscles. These protein sources can also give us energy.

We just learned how to eat right by eating a variety of foods from each of the food groups.

What did we do to exercise?
We reached to the sky and touched the ground as we discovered what we needed from the sky and the ground. We marched in place to identify the five food groups. We hopped down the sections of The Healthy Hop ’n Shop grocery store.

Jump up and down if you had fun working and shopping at the grocery store.

What foods in our grocery store can we find growing near where we live?
Go and shop for one food that you think could have been grown or raised near where we live.

If you think it came from a plant that can grow around here, pick up the food container and stand on a side of the rectangle near the grain, vegetable, or fruit food groups.

If you think it came from an animal that you see around here, pick up the food container and stand on a side of the rectangle near the dairy or protein food groups.

If you think your food choice came from both plants and animals, stand on the side with the grocery sacks.

Have the consumers check out each other’s purchases within their groups by asking the following questions one at a time. Give them a few minutes to work on the answers together. As a way of reporting back to the larger group, have each group share some examples.

Look at everyone’s food purchases; does everyone in your group have something from a plant, an animal, or both plants and animals?
Help each other find a matching group.

Look at everyone’s food purchases; do you all agree that all the foods in your group could be grown or raised near where we live?
Discuss what plant or animal it came from and if you have seen it growing or being raised around here. You may have to read the label for clues. If it doesn’t seem like it could be grown or raised near where you live, put the food item back in the grocery store.

When you buy foods that are grown near where you live, they are called local or regional foods.

Why are the local consumers (students) with foods from plants standing near the grains, vegetables, and fruits food groups on MyPlate?
The food in those categories comes from plants. Beans in the protein food group also come from plants.
Why are the local consumers (students) with foods from animals standing near the dairy or protein food groups on MyPlate?
The food in these categories usually comes from animals. Soy milk would come from a soybean plant and beans from a bean plant.

Why are the local consumers (students) with foods from both plants and animals standing at the base of MyPlate?
They have foods that contain ingredients from many of the food groups.

Can eating local foods help you to be healthy?
Yes.
Why?
They come from a variety of food groups on MyPlate that will help us GO, GLOW, and GROW. Some people say that local foods taste better, so people eat more of them. Some say they are fresher, harvested at just the right time for flavor and texture, and are less processed – all aspects that may make them healthier. They are also more environmentally efficient because less energy and less money may be used in transporting the foods to the consumer.

If you had a choice between eating foods grown locally or eating foods grown far away from here, what would you choose?
Hold up your food container if you would rather eat foods grown near where you live. Count the responses.
Now hold up your container if you would rather eat foods grown far away from here? Count the responses.

TEACHER’S NOTES: You will be making the Food Group Wrap recipe found at the end of this lesson. Please copy one recipe for each student to follow and take home. Wash and separate the lettuce leaves and wash and slice the apples. Put them in separate food storage bags and store them in a cooler. Using a knife or pizza wheel, cut each eight-inch tortilla shell in half. As students wash their hands, wash a table and your hands. On the clean table, put out one paper plate per student. Then put the rest of the Food Group Wrap ingredients on each plate. The students will assemble their own wraps.

If we started a garden near here that helped us to eat right, exercise, and have fun, what foods could we grow?
You may want to list the crops on the board or a big piece of paper.

What food group includes these garden crops?
They would fit into the vegetable food group.
(FYI: Garden produce containing seeds is referred to as fruit. However, the food groups in MyPlate are categorized by the nutrients they provide. That means things such as peppers and tomatoes are classified as vegetables. You may want to think of vegetables as something you serve as a main or side dish and fruits as a sweet dessert or side dish.)

How can gardening help us to be healthy?
Hint: Think of the words “Eat Right. Exercise. Have fun.” We will exercise to plant, maintain, and harvest the garden. We will eat the vegetables that come from the garden.
Vegetables help us to “glow” and feel good. It will be fun to work together to see our plants grow and then to eat them!

**How can gardening help others to be healthy?**
If we plant enough of the right crops, we will be able to share healthy foods with others. We will also be able to share what we learn with our families and friends.

**Raise both hands if you are hungry enough to eat foods from all the food groups on MyPlate.**

**What foods do you like to eat that have ingredients from more than one food group?**
Examples include pizza, lasagna, stir-fry, casseroles, filled omelets, sandwiches, tacos, etc. Discuss how the ingredients come from different food groups.

We are going to make Food Group Wraps that include ingredients from each of the food groups. *(Distribute Food Group Wrap recipes and the MyPlate activity sheets and use them for the following activities.)*

Please take out your crayons or colored pencils. Write your name at the top of the MyPlate activity sheet. Use your orange crayon or colored pencil and circle the word “grain” on the plate. Use the MyPlate poster and circle the names of the rest of the food groups with the matching color *(green = vegetables, red = fruits, blue = dairy, purple = protein).*

Put your recipes next to your MyPlate activity sheets. Take a look at the recipe ingredient list. Ingredients are the foods that go into the recipe to come up with the final product, in this case, a wrap.

**What is the first ingredient?**
Half of an eight-inch flour tortilla

**Because this is called a wrap, what do you think we are going to do with the tortilla?**
We are going to use it to wrap up the rest of the ingredients into a food package we can eat with our fingers.

**Which food group includes tortillas?**
The grain group includes tortillas because they are made of flour from wheat plants or corn from corn plants.

**Will the tortilla give us energy to GO, good health to GLOW, or strength to GROW?**
The tortilla will give us energy in the form of carbohydrates to GO.

Draw and color a tortilla in the correct food group on your MyPlate activity sheet.

**What is the second ingredient?**
Lettuce leaves

**Which food group includes lettuce leaves?** The color of the leaves might give you a hint.
Vegetables

**Will the lettuce leaves give us energy to GO, good health to GLOW, or strength to GROW?**
The lettuce leaves will give us vitamins and minerals to help us GLOW and be healthy.

Draw and color a lettuce leaf in the correct food group on your MyPlate activity sheet.

**What is the third ingredient?**
Apple slices
Which food group includes apple slices? The traditional color of an apple might give you a hint. Fruits
Will the apple slices give us energy to GO, good health to GLOW, or strength to GROW? The apple slices will give us vitamins and minerals to help us GLOW and be healthy. Draw and color an apple in the correct food group on your MyPlate activity sheet.

What is the fourth ingredient?
Cheese
Which food group includes cheese?
Dairy
Will the cheese give us energy to GO, good health to GLOW, or strength to GROW? The cheese will give us calcium to GROW strong bones and teeth. Draw and color a slice of cheese in the correct food group on your MyPlate activity sheet.

What is the fifth ingredient?
Deli-sliced meat, such as ham, turkey, chicken, and beef; eggs; beans; nuts; or peanut butter
Which food group includes meat, eggs, beans, and nuts?
Protein
Will the meat, eggs, beans, and nuts give us energy to GO, good health to GLOW, or strength to GROW? These foods will give us protein to strengthen and GROW our muscles and every cell in our bodies. Draw and color a slice of meat, hard-cooked eggs, beans, or nuts in the correct food group on your MyPlate activity sheet.

Will the Food Group Wraps we are about to make contain foods from all five food groups?
Yes.

Which ingredient in the wrap recipe represents each of the food groups?
Grain - tortilla, vegetable - lettuce, fruit - apple, dairy - cheese, protein - meat, eggs, beans, nuts

We are almost ready to make Food Group Wraps. First, we need to follow some food safety practices.

You may want to project the recipe on a screen or distribute copies for students to take home and share with their families.

What are some important food safety things we should do to make sure our wraps will be free of germs and harmful bacteria?
Wash our hands for 10 to 15 seconds with soap and water and dry them thoroughly. Make sure the table is clean. The ingredients have been stored in a cooler with ice.

Refer back to the instructions in the Teacher's Notes at the beginning of the Apply section and the Food Group Wrap recipe at the end of this lesson to prepare to make the wraps. Have students wash their hands.
After everyone has a plate of Food Group Wrap ingredients, talk about each ingredient and which food group it belongs to while the students assemble their wraps in the order on the recipe. Have the students roll up or fold their wraps.

After everyone has eaten and cleaned up the area, return to the MyPlate activity sheet and have the students complete it according to the following discussion.

We are going to fill the rest of our plates with foods that you would be willing to try or eat from each food group.

What is another vegetable other than lettuce that you would like to eat from your plate?
Have some of the students share their answers.

Have you seen those vegetables growing near where we live?
Discuss the evidence that the vegetables are or could be growing near where you live. Maybe the students or their families have grown them, were given them by a local gardener, or saw them at a farmers’ market, produce stand, or local store. Talk about the possibilities of growing them in a school, community, family, or neighborhood garden.

Have you eaten those fresh vegetables?
Talk about how they ate them such as raw, cooked, in a recipe, etc., and what they thought about them.

Draw or write the name of the vegetable in the correct section on your plate.

Repeat a similar discussion for fruits and grains.

What is another dairy product other than cheese that you would like to eat from your plate, bowl, or glass?

Where do dairy products come from?
Milk cows, milk goats, soybean plants, coconuts, almonds, and other animals and plants are any of those animals or plants being raised or grown in your state?

Draw or write the name of the dairy product in the correct section on your plate.

Are any of those animals or plants being raised or grown in your state?

What is another protein product that you would like to eat from your plate?

Where does that product come from?

Is it being raised or grown in your state?

Draw or write the name of the protein product in the correct section on your plate.
Date

Dear ________________________,

On Day of the week ________________________, Month ________________________, Date ________________________, Year ________________________, our class will be learning about eating right, exercising, and having fun with MyPlate.

We will be setting up The Healthy Hop 'n Shop grocery store. We need to gather samples of food products from each of the MyPlate food groups.

By Day of the week ________________________, Month ________________________, Date ________________________, Year ________________________, please send one empty, clean container with labels you can read (boxes, bags, cans without sharp edges) from each of the food groups shown on MyPlate.

We will use your food items to make The Healthy Hop 'n Shop grocery store. This lesson is from an Iowa State University Extension and Outreach 4-H Youth Development resource called Growing in the Garden: Local Foods and Healthy Living.

Thank you,

______________________________

Your name

MyPlate for healthier eating!
**FOOD GROUP WRAP**

Makes one serving.

½ (8 inch) flour tortilla
2 lettuce or spinach leaves
½ apple, sliced very thin
2 tablespoons of shredded cheddar cheese
2 slices of thinly sliced deli meat, or hard-cooked egg, chopped
1 tablespoon of beans or peanut butter
1 tablespoon of salad dressing (French, ranch, or Italian)

Keep ingredients cold before use except tortillas and peanut butter. To prepare the wrap, make sure hands, counters, utensils, and food are thoroughly washed. Place the tortilla on a paper plate. Have each person put the ingredients on half of the tortilla in the following order: lettuce or spinach leaves; apple slices; meat, eggs, beans, or peanut butter; cheese; and one small squeeze of salad dressing. Roll up or fold wrap.

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**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size Half of a Wrap (106g)</th>
<th>Servings Per Container</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>180 Calories from Fat 80%</td>
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<td>% Daily Value*</td>
<td>14%</td>
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<td>Total Fat g</td>
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<td>4g</td>
</tr>
<tr>
<td>Protein g</td>
<td>4g</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Keep ingredients cold before use except tortillas and peanut butter. To prepare the wrap, make sure hands, counters, utensils, and food are thoroughly washed. Place the tortilla on a paper plate. Have each person put the ingredients on half of the tortilla in the following order: lettuce or spinach leaves; apple slices; meat, eggs, beans, or peanut butter; cheese; and one small squeeze of salad dressing. Roll up or fold wrap.
MyPlate
United States Department of Agriculture

Activity Sheet
The Healthy Hop ’n Shop

Name

Fruits
Vegetables
Grains
Protein
Dairy

GROWING IN THE GARDEN: LOCAL FOODS AND HEALTHY LIVING
The Healthy Hop ’n Shop

Lesson 1A

Growing in the Garden: Local Foods and Healthy Living
The Healthy Hop ’n Shop
Lesson 1A

www.ChooseMyPlate.gov

IOWA STATE UNIVERSITY
Extension and Outreach
Healthy People. Environments. Economies

4-H Youth Development
4H-905LFHL | July 2013

16
Great Tasters...

- Try new foods
- Don’t say Yuck
- Wait until everyone is served
- Are kind to others
- Do not make faces
- Say “Yes” or “No, thank you”
- May not like a food the first time and are willing to try again

Together We Grow Healthy Kids.