



TRACKS Extension Lesson

My Plate

Combination Foods

Grade 9-12

I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole-grain products, fruits and vegetables, low-fat milk, and calcium-rich foods for meals and/or snacks.
2. Eating from each food group every day.

II. Pennsylvania Educational Standards:

- A. 1.2 Reading Critically in All Content Areas
- B. 1.6 Speaking and Listening
- C. 10.2 Healthful Living

III. Outcomes:

- A. Students will identify the key messages of MyPlate: balancing calories, foods to increase, and foods to reduce.
- A. Students will demonstrate knowledge of combination foods and how those foods fit into MyPlate.

IV. Materials:

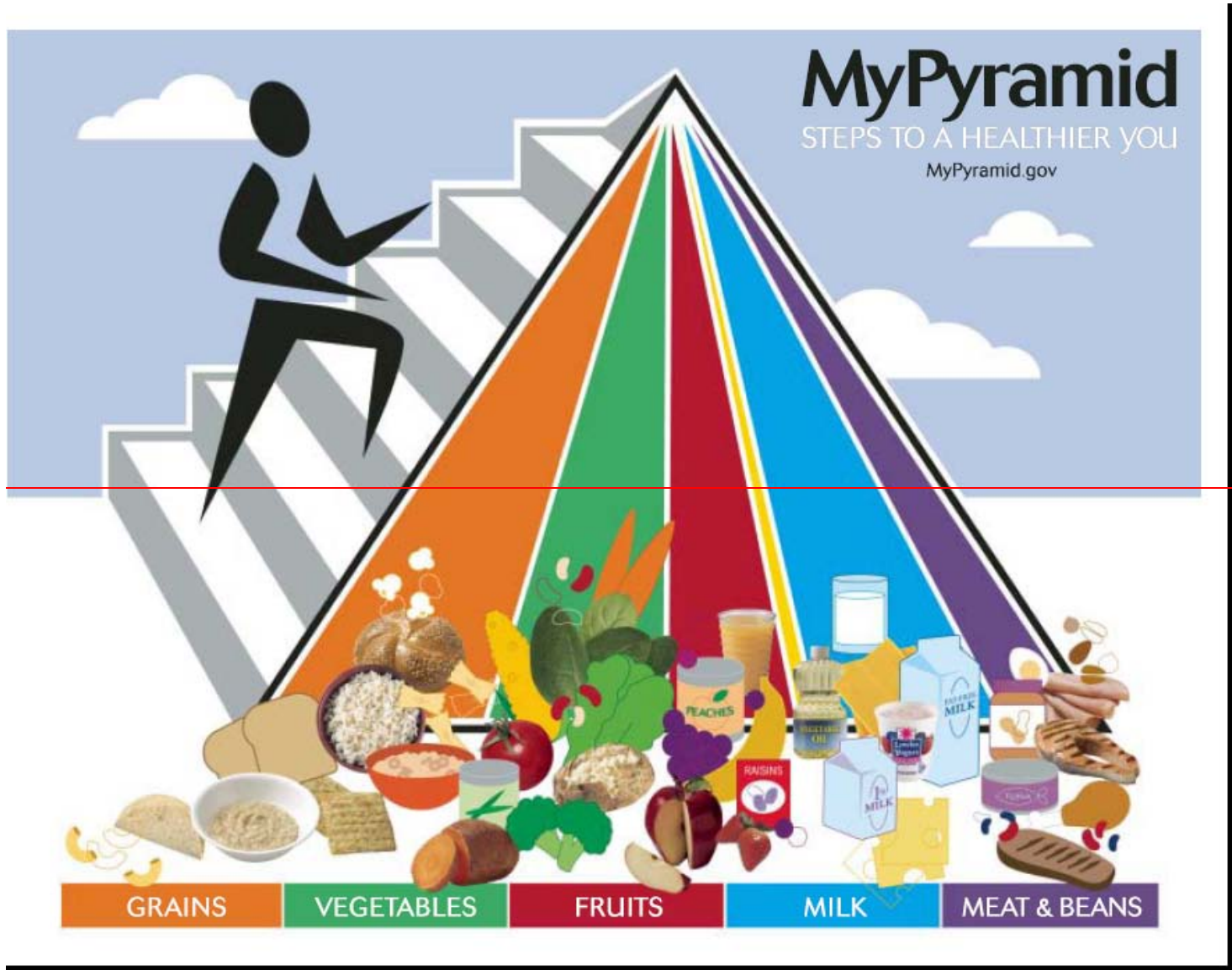
- A. Handout: "MyPlate" double-sided handout from Learning ZoneXpress
- B. Handout: "*MyPlate Combination Foods*"

V. Procedure:

- A. *Introductory:*
 1. Teacher will distribute "MyPlate" double-sided handout. Speak briefly about MyPlate: the key messages, the five food groups, and 10 tips to build a healthy plate.
- B. *Developmental:*
 1. Explain the concept of combination foods. Combination foods fit in more than one food group.
 2. Distribute "Combination Foods" worksheet to students. Students will circle each of the food groups that a combination food contains. Lastly, they will name a combination food and circle which food groups it contains.
- C. *Concluding:*
 1. Teacher will review answers to handout and discuss other combination food options.



Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, a part of USDA's Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DPW's toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.



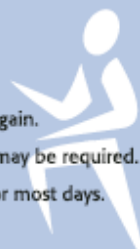
GRAINS Make half your grains whole	VEGETABLES Vary your veggies	FRUITS Focus on fruits	MILK Get your calcium-rich foods	MEAT & BEANS Go lean with protein
<p>Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day</p> <p>1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta</p>	<p>Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens</p> <p>Eat more orange vegetables like carrots and sweetpotatoes</p> <p>Eat more dry beans and peas like pinto beans, kidney beans, and lentils</p>	<p>Eat a variety of fruit</p> <p>Choose fresh, frozen, canned, or dried fruit</p> <p>Go easy on fruit juices</p>	<p>Go low-fat or fat-free when you choose milk, yogurt, and other milk products</p> <p>If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages</p>	<p>Choose low-fat or lean meats and poultry</p> <p>Bake it, broil it, or grill it</p> <p>Vary your protein routine – choose more fish, beans, peas, nuts, and seeds</p>

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day	Eat 2 1/2 cups every day	Eat 2 cups every day	Get 3 cups every day; for kids aged 2 to 8, it's 2	Eat 5 1/2 oz. every day
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Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



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 Center for Nutrition Policy and Promotion
 April 2005
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Anatomy of MyPyramid

One size doesn't fit all

USDA's new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

Activity

Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

Moderation

Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.

Personalization

Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds and amounts of food to eat each day at MyPyramid.gov.

Proportionality

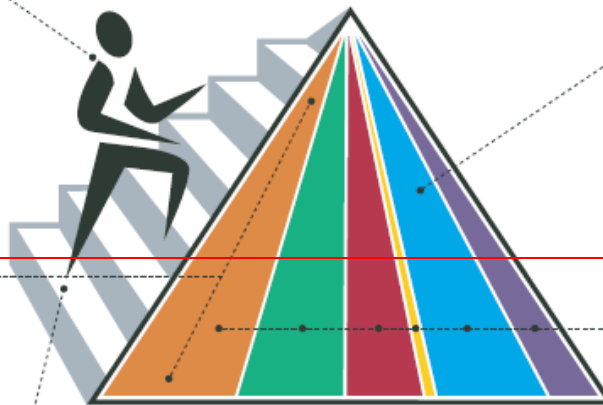
Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the Web site for how much is right for you.

Variety


Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

Gradual Improvement

Gradual improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.



MyPyramid.gov
STEPS TO A HEALTHIER YOU

 U.S. Department of Agriculture
Center for Nutrition Policy
and Promotion
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GRAINS

VEGETABLES

FRUITS

OILS

MILK

MEAT &
BEANS

Name _____

MyPlate Combination Foods

Many of the foods we eat are combined from different ingredients and different food groups. Break down each food into its ingredients. Circle each of the food groups that a particular food contains.

1. Hawaiian Style Pizza (Pineapple, Ham and Cheese):

Grains Fruit Vegetable Dairy Protein Foods

2. Bacon Cheeseburger with lettuce, tomato and a pickle:

Grains Fruit Vegetable Dairy Protein Foods

3. Chicken Fajita with guacamole:

Grains Fruit Vegetable Dairy Protein Foods

4. Lasagna:

Grains Fruit Vegetable Dairy Protein Foods

5. Chicken Gumbo:

Grains Fruit Vegetable Dairy Protein Foods

Adapted from: www.teachhealthk-12.uthscsa.edu



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TRACKS Extension Lesson

MyPlate

Vegetarian Diets and MyPlate

Grade 9-12

I. Nutrition Education Goal and Objectives:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole-grain products, fruits and vegetables, low-fat milk, and calcium-rich foods for meals and/or snacks
2. Eating from each food group every day.

II. Pennsylvania Educational Standards:

- A. 1.2 Reading Critically in All Content Areas
- B. 1.6 Speaking and Listening
- C. 10.2 Healthful Living

III. Outcomes:

- A. Students will analyze components of vegetarian diets.
- B. Students will plan a vegetarian diet that meets MyPlate guidelines.

IV. Materials:

- A. Handout: "How Much Should I Eat?"
- B. Handout: "Are Vegetarian Diets Good Choices for Teens?"
- C. Handout: "Planning for Vegetarian Eating with MyPlate"

V. Procedure:

A. Introductory:

1. After distributing "*How Much Should I Eat?*" begin speaking about the MyPlate guidelines. Ask student how those guidelines apply to vegetarians. Explain that MyPlate works for vegetarians and non-vegetarians. For vegetarians, it takes a bit more effort and planning to meet those guidelines and their nutritional needs.
2. Ask students to name some of the reasons people become vegetarian:
 - a. Cost
 - b. Health concerns
 - c. Environmental Concerns
 - d. Animal rights

e. Religious Beliefs

B. Developmental:

1. Teacher will distribute “*Are Vegetarian Diets Good Choices for Teens?*” to each student. Discuss the different types of vegetarians with are noted in detail on handout. There are many of type vegetarians. Generally, they eat food that only comes from plant sources. Vegetarians are named based on what they do or do not eat.
 - a. Semi-Vegetarian
 - b. Lacto-ovo Vegetarian
 - c. Ovo-Vegetarian
 - d. Vegan
2. Discuss the importance of nutrient balance in a vegetarian diet. Especially for teens it is important to monitor intake of calcium, vitamins B12 and D, and zinc. All of these nutrients are addressed on the “Planning for Vegetarian Eating with MyPlate” handout.
3. Distribute “*Planning for Vegetarian Eating with MyPlate*” to each student. Explain that with planning it is possible to eat a balanced, nutrient-dense vegetarian diet. The key is variety and planning. Students will complete activity by creating a nutrient-balanced 1-day menu.

C. Concluding:

1. Teacher will review and discuss finished menus with students.

Adapted from: University of Missouri “Show me Nutrition” Lesson 7



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Planning for Vegetarian Eating with MyPlate



Grains 5 to 7 ounces 3 ounces whole grains	Vegetables 2 to 3 cups	Fruits 1½ to 2 cups	Dairy 3 cups	Protein Foods 5 to 6 ounces
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Oils, fats and sugars: use in small amounts to balance your calorie needs

*Higher numbers are for boys. Individual calorie needs may vary.
Depending on your activity level, you may need more from food groups.*

Use MyPlate to plan these meals and snacks:

Breakfast:

Mid-morning snack:

Lunch:

Mid-afternoon snack:

Dinner:



How Much Should I Eat?

Grain Group: *Make half your grains whole*
5 to 7* ounces daily, 3 ounces whole grains, 2 to 4 ounces other grains

1 ounce equals:

- 1 slice whole-grain bread or bread enriched with iron and vitamin B-12
- 1 cup ready-to-eat cereal
- ½ cup cooked cereal
- ½ cup cooked rice, pasta or other grain
- ½ (3-inch) bagel or ½ English muffin
- ½ hamburger bun, ½ hotdog bun
- 1 (4½-inch) pancake
- 1 (6-inch) tortilla
- 3 cups popcorn (popped)

Vegetable Group: *Vary your veggies*
2 to 3 cups daily, dark green and orange vegetables, beans several times/week

1 cup equals:

- 1 cup cooked or chopped raw vegetables
- 1 cup cooked or 2 cups raw, leafy vegetables
- 1 medium baked potato
- 1 (8-ounce) cup vegetable juice
- 1 cup cooked dry beans

Fruit Group: *Focus on fruits*
1½ to 2 cups daily

1 cup equals:

- 1 (8-ounce) cup 100 percent fruit juice
- ½ cup dried fruit
- 1 cup chopped fruit, raw or canned in juice
- 1 medium-size piece of fruit, such as a banana, apple or orange
- 1 medium-size grapefruit

Milk Group: *Get your calcium-rich foods*
3 cups daily

1 cup equals:

- 1 cup milk or yogurt (low-fat or nonfat)
- 1½ ounces natural cheese (low-fat)
- 2 ounces processed cheese (American)
- 2 cups cottage cheese
- If you don't eat dairy products, select other foods rich in calcium, such as tofu processed with calcium sulfate, orange juice with calcium added, soy milk, breakfast cereal fortified with calcium, broccoli, sunflower seeds, nuts, legumes, and leafy vegetables like kale, collards and mustard greens

Meat & Beans Group: *Go lean with protein*
5 to 6 ounces daily

1 ounce equals

- ¼ cup cooked dry beans or peas
- 1 egg or 2 egg whites
- ½ ounce nuts or seeds
- 2 ounces tofu (¼ cup)
- 1 tablespoon peanut butter
- 1 ounce lean beef, pork, poultry or fish
- portions of soy-based meat substitutes (follow package instructions)

Oils: *You need some for good health*

Get your oils from fish, nuts and liquid oils

Fats and Sugars: *Know your limits*

Candy, desserts, soda pop and sweetened drinks, margarine, salad dressing, cream cheese, sour cream, etc.:

- Use small amounts sparingly
- Use sometimes, not all the time
- Use to balance out your calorie needs

**Note that higher numbers in each recommended amount range are for teen boys. Individual calorie needs may vary. Depending on activity level, you may need more from food groups.*

Choices and Challenges • Lesson 7 handout

JF-75



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Are Vegetarian Diets Good Choices for Teens?

Q: What do vegetarians eat?

A: In general, being vegetarian means eating no meat, poultry or fish. Instead, vegetarians eat plant foods like vegetables, fruits, grains, beans, peas, seeds and nuts.

Q: Do all vegetarians eat only plant foods?

A: Different types of vegetarian eating are based on the foods a person does or does not eat:

- *Semi-vegetarian*
Eats small amounts of red meat and poultry along with plant foods.
- *Lacto-ovo vegetarian*
Eats dairy products and eggs along with plant foods.
- *Lacto vegetarian*
Eats dairy products but not eggs, plus plant foods.
- *Ovo-vegetarian*
Eats eggs but no dairy products along with plant foods.
- *Vegan (pronounced VEE-gahn or VEHJ-ahn)*
Eats a more restricted diet excluding all meat, poultry, fish, dairy products and eggs. Vegans may also exclude animal by-products like honey or gelatin.



Q: Do I have to worry about getting enough nutrients if I eat a vegetarian diet?

A: Vegetarian teens should pay attention to several key nutrients:

- *Calcium*
Teens need 1,300 mg. of calcium daily to help lay down strong, dense bones. If you don't eat dairy products, be sure to include alternative sources of calcium, such as tofu, dried figs, and leafy greens like kale and collards. Read

labels to find foods fortified with calcium, like soy and rice beverages, orange juice and some breakfast cereals.

- *Vitamin B-12*

This vitamin is widely available in foods of animal origin. Vegetarians who eat dairy products, eggs or small amounts of meat don't usually have problems. Strict vegans should read food labels carefully — some breakfast cereals, soy milk and vegetarian burger patties are fortified with vitamin B-12.

- *Vitamin D*

Very few foods naturally contain vitamin D, so milk in the United States is fortified with it. If you don't drink milk, check food labels.

Most breakfast cereals and soy or rice beverages are fortified with vitamin D. Your body also makes vitamin D when you are exposed to sunlight. It takes 20 to 30 minutes of exposure on the hands and face two or three times a week. People with darker skin or limited sun exposure may need supplements.

- *Iron*

Iron can be a problem for vegetarians who don't eat any meat. Many plant foods contain iron, but it is not as well absorbed as iron in meat. To make sure you get enough iron, start by eating plant foods that contain iron, like dried beans and peas, dried figs and raisins, tofu, pumpkin seeds, and enriched or whole-grain products such as breakfast cereal and bread. Include a good source of vitamin C with each meal to increase iron absorption. Good choices are orange juice, broccoli, tomatoes and green peppers.

- *Zinc*

Vegetarians who don't eat meat, poultry, fish,



eggs or dairy products may come up short on zinc. Many plant foods contain zinc, but not as much as animal foods. If you don't eat any animal products, eat a wide variety of plant foods that contain zinc, like whole-grain breads, dried beans and peas, tofu, nuts and seeds.

Q: I've heard that protein is a problem for vegetarians. Is this true?

A: A mixture of plant proteins eaten throughout the day will provide plenty of protein. High-protein alternatives to meat include: milk, cheese, yogurt, eggs, dried beans and peas, nuts, peanut butter, sunflower

seeds, tofu, soy milk and soy-based meat substitutes.

Q: Are vegetarian diets good choices for teens?

A: The *Planning for Vegetarian Eating with MyPyramid* handout can help teens plan a vegetarian diet that will provide all the nutrients necessary for growth and development.

Q: I'm thinking of becoming a vegetarian. Do I need to take a vitamin or mineral supplement?

A: Lacto-ovo vegetarians probably don't need a supplement as long as they get enough iron from plant sources. Vegans may need extra calcium, iron, zinc, vitamin D and vitamin B-12. Consult a registered dietitian if you think you might need a supplement.





TRACKS Extension Lesson

MyPlate

What's Your Goal?

Grades 9-12

I. Nutrition Education Goals and Objectives:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole-grain products, fruits and vegetables, low-fat milk, and calcium-rich foods for meals and/or snacks.
2. Eating from each food group every day.

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Assess personal health practices.
2. Develop a goal to adopt, maintain, or improve a personal health practice.

II. Pennsylvania Educational Standards:

- A. 1.4 Types of Writing
- B. 1.6 Speaking and Listening
- C. 2.3 Measurement and Estimation
- D. 3.7 Technological Devices
- E. 10.1 Concepts of Health
- F. 10.2 Healthful Living
- G. 11.2 Balancing Family, Work and Community Responsibility
- H. 11.3 Food Science & Nutrition

III. Outcomes:

- A. Students will utilize a food diary to record everything they eat and drink during one day prior to the lesson.
- B. Students will determine their nutrition needs based on their age, gender, and activity level by visiting the ChooseMyPlate.gov website.
- C. Students will compare their recommended needs to what they actually consumed according to one-day food diary.
- D. Students will create nutrition goals to reflect changes they intend to make based on the recommendations of MyPlate.

IV. Materials:

- A. Computer access to use <http://choosemyplate.gov>
- B. Handout: *"Feed Me Food Diary"*

C. Handout: “*What’s Your Goal?*”

V. Procedure:

A. Introductory:

1. Student will be instructed to complete a one-day food diary and record everything they eat and drink in one day. The teacher can distribute copies of handout: “*Feed Me Food Diary*”. The teacher will go over the basic instructions at the top of the handout and give examples. This assignment can be done as homework the day before the lesson. If the food diary cannot be completed the day prior to the lesson, students can try to remember everything they ate the day before and record that information.
2. They should save the last two bullet points of the instructions to do in class.

B. Developmental:

1. MyPlate
 - a. Students will need to access <http://choosemyplate.gov>. They will click on “Interactive Tools” followed by “Daily Food Plan.” On this page, they will enter their age, gender and activity level. Once the information is entered, their personalized Daily Food Plan can be printed.
 - b. Now discuss actual food groups and recommended serving sizes. On the <http://choosemyplate.gov> website, each food group has a section called “What counts as a...?” Students can learn what counts as a cup or an ounce of a food group. They can then complete the last column of their “*Feed Me Food Diary*” with appropriate food groups and serving sizes.
 - c. Students should then add up how much of each food group they consumed over the day. They should compare these numbers to the recommendations they received from the Daily Food Plan. How did they do?
 - d. The teacher can ask some of the students to share their conclusions. Are any students close to consuming what they should be eating based on their recommendations from the MyPlate activity? Are any students way off?
2. Setting Goals
 - a. The teacher can lead a discussion about setting goals.
Ask the students: Have you ever set any personal goals? Was it hard to achieve the goal? What did you do to motivate yourself? Did you ever fail at a goal you really wanted to achieve? Do you reward yourself when you achieved the goal? Did anyone help you achieve the goal?
 - b. Distribute handout: “*What’s Your Goal?*” Each student will need to come up with one nutrition goal based on the recommendation from their MyPlate activity. Have students share ideas. What improvements can they make based on what they learned from their food diary and MyPlate recommendations?

C. Concluding:

1. The teacher can follow up a few days/weeks after the students complete the activity. Have any students reached their goals? Has anyone had problems or setbacks? Do any other students have suggestions or ways to make goal setting easier?



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Feed Me Food Diary

Name _____ Date _____

Instructions: Keep a food diary for one day. *To do at home:*

- **Record what you eat and drink:** Write down everything you eat and drink during one day. Include milk on cereal, cheese or lettuce on a burger, dressing on your salad and butter and jelly on bread.
- **Record your helpings:** Record your helping size – How much you put on your plate or pour into your glass. It's okay to estimate, or you can measure if you're not sure.

To do in class:

- **MyPlate Food Group and Serving Sizes:** Look at the website to determine what food groups you ate from and how much you ate in terms of MyPlate serving sizes
- Add up the total number of ounces/cups you ate from each food group. How did you do compared to the MyPlate recommendations you got from the website?

	MEAL	HELPING	MYPLATE FOOD GROUP AND SERVING SIZE (in ounces or cups)
MORNING:			
MIDDAY:			
EVENING			
SNACKS:			

Modified from Team Nutrition, USDA, Student Activity Guide



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What's Your Goal?

Name _____ Date _____

Instructions: Goal setting can help you be at your best. Use this six-step plan to reach your personal goals.

2. **Set realistic goals** – one that's right for you, not someone else.
3. **Make a plan** – match your needs. Plan for small, step-by-step changes.
4. **Prepare for challenges** – Allow enough time for change to happen.
5. **Ask for help** – Support others as they try to achieve their goals. Share your goal and plans with your family and ask for their help.
6. **Give yourself a break** – if you stray from your plan now and then.
7. **Celebrate** – Pat yourself on the back to celebrate your success!

Reach Your Goal!
Step 1. What's your goal?
Step 2. How can you reach your goal(s)? When would you like to reach it?
Step 3. What are your challenges?
Step 4. Who can help you? How?
Step 5. What if you stray from your plan? How will you get back on track?
Step 6. How will you reward yourself?

Modified from Team Nutrition, USDA, Student Activity Guide



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