FOOD GROUP MENU

ACTIVITY DESCRIPTION:
Fill Out the MyPlate Menu attachment based on what you ate in the last 3 days and notice patterns.

Did you know? Kid’s can be afraid of trying new foods and this can mean you don’t eat enough variety. It’s important to try different kinds of foods from different food groups (1).

SUPPLIES:
- Pen or pencil
- Worksheet (provided)

STEPS:
1. Use the food group my plate sheet to help you learn about each food group
2. Use the MyPlate worksheet to fill out what you ate in the last 3 days
3. What groups did you have the most foods in? What foods did you have the least foods in? Write a couple sentences describing your observations.
4. Fill out days 4 and 5 with ideas of what you normally eat at home that would help you get all the food groups – challenge: no repetition!

HOW TO EXPAND:
- Watch the 5 minute video about food groups linked below and play the game at the end.
- Then answer this question: Why is eating a variety of food groups important?

ADAPTATIONS/GOING VIRTUAL:
This activity can be done from home.

DISCUSSION QUESTIONS:
- What are your favorite foods to eat and what food group are they a part of?
- How often do you get all your food groups in one meal?
MyPlate Plan Menu

Record the food groups you eat and drink during the day for breakfast, lunch, dinner, and your snacks.

<table>
<thead>
<tr>
<th></th>
<th>FRUITS</th>
<th>VEGETABLES</th>
<th>GRAINS</th>
<th>PROTEIN FOODS</th>
<th>DAIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td></td>
<td></td>
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<tr>
<td>DAY 2</td>
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<td>DAY 6</td>
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<td>DAY 7</td>
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</tbody>
</table>
## MyPlate Food Groups

<table>
<thead>
<tr>
<th>Food Group</th>
<th>What Counts As...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fruits</strong></td>
<td>1 cup of Fruit</td>
</tr>
<tr>
<td>- Whole Fruit</td>
<td>• 1 cup fresh or canned fruit</td>
</tr>
<tr>
<td>- Fruit Juice</td>
<td>• 1 cup 100% fruit juice</td>
</tr>
<tr>
<td></td>
<td>• 1/2 cup dried fruit</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>1 cup of Vegetables</td>
</tr>
<tr>
<td>- Dark Green</td>
<td>• 1 cup fresh or canned vegetables</td>
</tr>
<tr>
<td>- Red and Orange</td>
<td>• 1 cup 100% vegetable juice</td>
</tr>
<tr>
<td>- Beans and Peas</td>
<td>• 2 cups leafy salad greens</td>
</tr>
<tr>
<td>- Starchy</td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
</tr>
<tr>
<td><strong>Grains</strong></td>
<td>1 ounce of Grains</td>
</tr>
<tr>
<td>- Whole Grains</td>
<td>• 1 slice of bread (1 ounce)</td>
</tr>
<tr>
<td>- Refined Grains</td>
<td>• 1/2 cup cooked pasta, rice, or cereal</td>
</tr>
<tr>
<td></td>
<td>• 1 ounce uncooked pasta or rice</td>
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<tr>
<td></td>
<td>• 1 tortilla (6 inch diameter)</td>
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<td></td>
<td>• 1 pancake (5 inch diameter)</td>
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<tr>
<td></td>
<td>• 1 ounce ready-to-eat cereal (about 1 cup cereal flakes)</td>
</tr>
<tr>
<td><strong>Protein Foods</strong></td>
<td>1 ounce of Protein Foods</td>
</tr>
<tr>
<td>- Seafood</td>
<td>• 1 ounce lean meat, poultry, or seafood</td>
</tr>
<tr>
<td>- Meat, Poultry, and Eggs</td>
<td>1 egg</td>
</tr>
<tr>
<td>- Nuts, Seeds, and Soy</td>
<td>1 Tablespoon peanut butter</td>
</tr>
<tr>
<td></td>
<td>• 1/2 ounce nuts or seeds</td>
</tr>
<tr>
<td></td>
<td>• 1/4 cup cooked beans or peas</td>
</tr>
<tr>
<td><strong>Dairy</strong></td>
<td>1 cup of Dairy</td>
</tr>
<tr>
<td>- Milk and Yogurt</td>
<td>• 1 cup milk</td>
</tr>
<tr>
<td>- Cheese</td>
<td>• 1 cup fortified soymilk (soy beverage)</td>
</tr>
<tr>
<td></td>
<td>• 1 cup yogurt</td>
</tr>
<tr>
<td></td>
<td>• 1 1/2 ounce natural cheese (e.g., Cheddar)</td>
</tr>
</tbody>
</table>

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MY PLATE MATCH

ACTIVITY DESCRIPTION:
Match foods to MyPlate and learn how to build a healthy balanced plate.

SUPPLIES:
- Crayons or colored pencils
- Child safe scissors
- Tape or glue stick
- Worksheet (provided)

STEPS:
1. Use the MyPlate template provided and cut out and color the food cut outs provided on the next page
2. Match and tape them to the correct MyPlate category
3. Check your answers to see how you did, then turn over your MyPlate so that you can’t see it
4. Use the blank my plate template and see if you can remember what the plate looks like, and add the foods you can remember in each group.

HOW TO EXPAND:
- What are foods you eat at home that you didn’t see in the activity that you could match to the MyPlate?
- Turn to a neighbor and compare these ideas - what are the similarities and differences?

ADAPTATIONS/GOING VIRTUAL:
This activity can be completed from home. Instead of comparing ideas with a classmate, a family member could help see where foods eaten at home fit.

DISCUSSION QUESTIONS:
- Which food groups were easier to match?
- Which food group was harder to remember?
Choose MyPlate.gov
WHOLE GRAINS

ACTIVITY DESCRIPTION:
Learn the difference between whole grains and refined grains.

Did you know? A whole grain means that the grain contains the entire grain kernel: bran, germ, and endosperm. Whole grains are rich in fiber, B vitamins and minerals. When a grain is refined the outside of the grain is removed (1).

Why these are important:
Fiber: Cannot be digested and helps move food through your body. Additionally high fiber foods such as whole grains, fruits, and vegetables provide many health benefits (2).
B vitamins: Essential nutrients that are important for your brain (3)

SUPPLIES:
● Pens and pencils
● Worksheet provided

STEPS:
1. Read and complete the USDA whole grain lesson.
2. Circle any whole grains you already eat.
3. Come up with 3 meals that you eat at home that contain grains. Are the grains whole or refined? If they are refined, make a list of swaps you could make based on whole grains from the list in the whole grain lesson sheet.
4. Draw a picture of each of these meals containing whole grains.

HOW TO EXPAND:
● Using the whole grain list, complete the USDA whole grain word search
● Watch this video about the importance of whole grains.
   What is one thing you remember from the song that you learned about?
● How many grains can you find in your home? Count how many grains you found overall. How many of those are whole grains?
● Did you know that some grains are fortified with metals like iron that are important for our body? Iron helps your red blood cells carry oxygen to your body.
Choose a whole grain, such as oatmeal, when you have hot cereal.

Read the label on a cereal box to find the word “whole” listed with the first ingredient.

For a change, try brown rice or whole-wheat pasta.

When baking, substitute whole-wheat or oat flour for at least half of the flour in a recipe.

Eat whole-grain crackers.

Serve and eat whole grains every day with meals or as snacks. Popcorn, a whole grain, can be a healthy snack.
WORD SCRAMBLE-WHOLE GRAINS

Grab Some Grains!
Unscramble the words and place the correct spelling in the boxes. Copy the letters from the numbered boxes into the boxes at the bottom of the page with the same number to decode the hidden message.

PCNROPO

NRBOW ICER

LEISUM

EKAWTBHCU

HOEWL TEWAH ABDER

TEAMALO

LEWOH NIAGR YABELR

Answer Key: Popcorn, bran, rice, multigrain, buckwheat, brown, bread, oatmeal, whole, grain, barley.
ADAPTATIONS/GOING VIRTUAL:
This activity can be completed from home.

DISCUSSION QUESTIONS:
- What grains do you eat the most at home?
- How do grains make you feel when you eat them?
- Based on the USDA whole grain lesson, why do you think taking the outside of the grain off when refining grains makes them less healthful?
FIBER

ACTIVITY DESCRIPTION:
Learn the importance of fiber through a game showing how fiber helps nutrients move through the body.

Did you know? Fiber rich foods can help prevent obesity because these foods tend to have a lower caloric density, a slower rate of ingestion and may help with satiety (1). Fiber also helps keep digestive systems regular to prevent uncomfortable symptoms like constipation (2).

Foods high in fiber include fruits, vegetables, whole grains, beans, and peas (3).

SUPPLIES:
- Pens and pencils
- Internet connection
- Food list
- Table sugar
- Bowl
- Timer
- ½ measuring cup

STEPS:
1. Cut out the pictures of the foods provided
2. Use the list of foods below and look up grams of fiber in each one (you can just search “grams of fiber in __ __ __”). Next to the grams of fiber there will be a number of holes.
   a. An apple
   b. 1 cup of carrots
   c. A chocolate bar
   d. A cup of ice cream
   e. A banana
   f. A bowl of white pasta
   g. A bowl of whole wheat pasta
   h. A piece of white bread
   i. A piece of whole grain bread
   j. A bag of chips
3. Draw each food about the same size on paper, poke the appropriate number of holes (large enough for sugar to pass through) in them with a pencil towards the center of the food. Foods with more fiber have less holes.

4. For each food, you will pour a ½ cup of sugar over the holes slowly with the bowl underneath to catch it while timing how long it takes for all the sugar to pass through.

5. Write the time down in the list next to the food.

6. Write your observations and answer the questions:
   a. Which foods took the longest?
   b. Which foods took the shortest?

HOW TO EXPAND:
- Watch this video about fiber.
- What high fiber foods look tasty to you?
- Do an internet search of high fiber foods. Can you find any of these at home? How many can you find?

ADAPTATIONS/GOING VIRTUAL:
This activity can be completed from home, if supplies are not available, try to draw out the experiment and guess instead how fast the sugar will travel and have an adult check your predictions.

DISCUSSION QUESTIONS:
- If the timer represents the time it takes digestion to happen and when the sugar is gone it means you’re hungry again - what happens to food that has more fiber?
- Does it take longer or shorter to digest?
- What does this mean for hunger?
GROCERY STORE SCAVENGER HUNT

ACTIVITY DESCRIPTION:
Go on a scavenger hunt in a grocery store near you and cross the items off your list and figure out what aisle they are in.

SUPPLIES:
- Pen or pencil
- Access to a grocery store

STEPS:
- Find the following items in your grocery store and cross them off the list, next to them note which aisle you found the foods in?
  - Banana
  - Apple
  - Yogurt
  - Egg
  - Orange
  - Rice
  - Pasta
  - Carrots
  - Bread
  - Grapes
  - Milk
  - Cereal
  - Lettuce
- Then answer the questions below:
  - What was easiest to find?
  - What was hardest to find?
  - Which aisle do you think is healthiest and why?

HOW TO EXPAND:
- Go to two different types of grocery stores – do you notice any differences in how easy or hard it was to find the items on the list?
- Watch this video field trip to a grocery store – what is similar or different about this grocery store compared to yours?
ADAPTATIONS/GOING VIRTUAL:
- This could be done from home by looking for these items at home and seeing how many you can find

DISCUSSION QUESTIONS:
- Do you think choosing healthy food is easy or difficult at the grocery store?
- Why do you think a grocery list is helpful?
- Where did you find the most healthy foods at the grocery store?
BUT WHY?

ACTIVITY DESCRIPTION:
Become the expert on a certain food to answer the questions provided and then tell your friend about it to convince them why they should eat it.

SUPPLIES:
- Pencil and paper
- Access to the internet (computer or phone)

STEPS:
1. Do an internet search of one of these fruits and one of these vegetables: carrots, blueberries, bell peppers, oranges, broccoli, lettuce, sweet potatoes, apples
2. Look up this food and answer these questions:
   a. What does this food look like?
   b. What does this food taste like?
   c. What makes food taste this way?
   d. Why is this food good for you?
   e. How can you cook this food?
   f. What is a delicious recipe you can make with this food?
3. Put together a 3–5 minute talk that would convince a friend that they should eat this food.
4. Pick a partner who chose a different food and take turns convincing each other why you should eat them?

HOW TO EXPAND:
- Interview a friend or family member from a different culture and ask them the questions from step 2 about a fruit or vegetable commonly used in their culture.

ADAPTATIONS/GOING VIRTUAL:
If at home, teach a family member about the food you researched instead of a friend.
DISCUSSION QUESTIONS:

- What is your favorite thing you learned about the food you researched?
- How do you think you did with convincing your friend to eat the food?
- How did your friend do convincing you? What food did they talk about and why do you think you should eat it?
WHAT’S IT IN?

**ACTIVITY DESCRIPTION:** Let’s look at different ingredients and the recipes we can find them in and make a poster to share with others about your ingredient.

**SUPPLIES:**
- Poster
- Markers
- Internet connection

**STEPS:**
1. Come up with 3 ingredients that you think you’ve seen in many dishes (some ideas: onions, garlic, cinnamon, chilis, potatoes) and draw your ingredients on a poster board with their name underneath.
2. For each ingredient, come up with a list of as many dishes you can think of that these ingredients are in and write.
3. Do an internet search to find more dishes that you may have missed or forgotten to expand your list.
4. Think about what these dishes have in common and how they are different: in which ways do you think this ingredient makes these dishes taste similar, and which ways the dishes taste different.
5. Think of the different ways the ingredients you chose were prepared to make those dishes and write these down (for example: were they chopped, peeled, cooked in a pan, put in the oven, mashed, fried, etc.).
6. Finally, for each of your 3 ingredients choose 3 dishes that are your favorites and draw these and write their name under your ingredient picture.
7. Next to them write some of the flavors in the dish and circle the ones your ingredient contributed to.
8. Share your ingredients with the class and talk about your favorite dishes and the flavors from your ingredients.

**HOW TO EXPAND:**
- Think of the different tastes: sweet, salty, sour, bitter, umami. Can you think of which foods fall under these categories? Look these up to get more ideas. Which flavors are your favorite and your least favorite? Why? Discuss the sensation you get from each.
- taste - ex: does your mouth pucker up from something sour?
● Watch [this video](#) about tasting. Can you draw a tongue with taste buds?

**ADAPTATIONS/GOING VIRTUAL:** This activity can be completed from home if necessary.

**DISCUSSION QUESTIONS:**
- What ingredients do you use the most at home?
- What ingredients do you use the least?
- How do different tastes affect what you like to eat?
CREDIT/SOURCES:

FOOD GROUP MENU


MY PLATE MATCH

1. Choosemyplate.gov

2. [https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/](https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/)

3. [https://www.nutrition.gov/topics/nutrition-age/children/kids-corner](https://www.nutrition.gov/topics/nutrition-age/children/kids-corner)

WHOLE GRAINS


FIBER


GROCERY STORE SCAVENGER HUNT


**BUT WHY?**


**WHAT’S IN IT?**
