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|  | |  | | --- | |  | | Lesson: MyPlate Hopscotch | |  | |
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| |  | | --- | |  | | Project Skills: | | * To be able to identify the five food groups. * To be able to identify what sometimes foods are. * To know what healthy choices are available within each food group. | |  | | Life Skills: | | * Identification of healthy food and knowledge of food groups. * Know how to make choices that benefit your body by choosing foods that fit into the food groups. | | **Academic Standards:** | |  | |  | |  | | Grade Levels: 1-5 | |  | | Time: 30-35 Minutes | |  | | Supplies Needed: | | * MyPlate Poster * Sidewalk chalk | | Do Ahead: | | * Prepare snack | |  | | Sources/Adapted From: | | N/A | |  | | |  | | --- | | BackGround | | Students will learn the different food groups and what food choices are in each food group. Students will then create a hopscotch board that contains different foods from each food groups, and some “sometimes” foods that don’t belong on MyPlate! | |  | | WHAT TO DO | | Activity 1:  Show students the MyPlate Poster. Ask the students if they have ever seen this poster before. Ask students to identify what is on the poster/what are the five food groups. Go through each group and ask students to give examples of what choices are that would fall into each food group. Make sure to ask if Apple Pie would fit into fruit (or a similar question) to introduce the concept of sometimes foods. Sometimes foods are foods we only eat sometimes because they don’t fit on MyPlate in any group. | |  | |  | | **Activity 2:**  Tell students to grab a piece of sidewalk chalk and find a nice open space outside. Draw an example of a MyPlate Hopscotch board for the kids. This hopscotch board has squares that have healthy foods in them, and squares that have sometimes foods in them. At the end is the goal section that says Eat Healthy! Students will try to jump through the hopscotch course and land in the squares that have each of the food groups represented, while avoiding the sometimes foods squares. The perfect hopscotch board is one that has a square for Dairy, Protein, Fruit, Vegetables, and Grains, and the kids can jump through and land on each square, making a complete meal! They want to avoid the squares that have sometimes foods. | |  | | **Activity 3:**  As students are starting to finish up playing hopscotch in pairs, have them gather around and talk about their hopscotch boards. Have them go through and identify what foods they drew, what food groups they go into, and what sometimes foods they drew to avoid. Talk again about the importance of eating all of these food groups. | |  | |  | |  | | Talk IT OVER | | **Reflect:** Can it be hard to get in all five food groups throughout the day? Which food group do you find yourself eating too much of? Too little of? | |  | | **Apply:** Next time you eat a meal, try to identify what group each food goes into. If it is not in a group/is a sometimes food, decide if that food should be something you eat that day. | |  | | ENHANCE/Simplify | | **Enhance for Older Children:**  Have children make more vegetable and grain squares in their hopscotch course to represent that they should get more of those food groups because those are bigger on MyPlate. They can also make their hopscotch courses much more challenging. | |  | | **Simplify for Younger Children:**  Help the younger kids by making a visual poster of what foods fall into which category. Many children won’t know what grains are or what foods are grains, so we are going to want to show them and remind them for when the time comes to make hopscotch courses. | |  | |  | | HELPFUL Hints:  Stress the importance of consuming each of the five food groups everyday. If a hopscotch course doesn’t have each of the food groups represented, make sure they add squares for the missing groups. Have kids try other hopscotch courses and talk about which foods are in each others hopscotch courses. | |  | |  | | ADDITIONAL Web LINKS:  myplate.gov | |  | |  | |  | |