

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.1

The Food Pyramid

Unit:
FOOD AND NUTRITION

PRECEPTS

G. Physical Growth

G1. Practice healthy eating habits

NATIONAL STANDARDS

CS.02.01.01.a. Identify how healthy and unhealthy food affects one's body.

NL-ENG.K-12.12 – Applying Language Skills

NS.K-4.6 – Science in Personal and Social Perspectives



Lesson Type:
Large Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- List the food groups on the food pyramid and give examples of foods from each group.
- Determine tips for successfully fulfilling daily food pyramid requirements.
- Brainstorm ways to substitute less healthy snacks for fruit and vegetables.





TIME

Instruction time for this lesson: **50 minutes.**



RESOURCES

MyPyramid.gov. (2010). *Tips & Resources*. Retrieved January 31, 2010, from United States Department of Agriculture website: http://www.mypyramid.gov/tips_resources/index.html.

United States Department of Agriculture Food and Nutrition Service. (2005). *MyPyramid*. Retrieved January 31, 2010, from United States Department of Agriculture website: http://www.fns.usda.gov/TN/Resources/mpk_poster2.pdf.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Paper and writing utensils for brainstorming
- ✓ Food magazines
- ✓ PALS3.1.LG.AS.A
- ✓ PALS3.1.LG.AS.B
- ✓ PALS3.1.LG.AS.C
- ✓ PALS3.1.LG.ASSESS.A - one per student
- ✓ PALS3.1.LG.TM.A
- ✓ PALS3.1.LG.TM.B
- ✓ PALS3.1.LG.TM.C
- ✓ PALS3.1.LG.TM.D
- ✓ PALS3.1.LG.TM.E
- ✓ PALS3.1.LG.TM.F
- ✓ Colors
- ✓ Scissors
- ✓ Glue
- ✓ Overhead projector
- ✓ Three examples of items from each food group; food product examples are listed under Objective 1

KEY TERMS



The following term is presented in this lesson and appears in *bold italics*:

Food pyramid



CONTENT OUTLINE

Objective 1. | List the food groups on the food pyramid and give examples of foods from each group.

1. The *food pyramid*
 - A. Create a model of the *food pyramid*
 - B. Label food groups on the pyramid
 - C. Identify suggested servings per day for each group
 - D. Give two examples of foods from each group

Objective 2. | Determine tips for successfully fulfilling daily food pyramid requirements.

1. Tips for success
 - A. Whole grains
 - B. Varying veggies
 - C. Fruit
 - D. Calcium
 - E. Lean protein
 - F. Balance food and activity

Objective 3. | Brainstorm ways to substitute less healthy snacks for fruit and vegetables.

1. Swapping veggies for sweets
 - A. Veggie challenge

INTEREST APPROACH

Students will begin by listing everything they have eaten in the last 24 hours. Instruct students to be specific. For example, if they had a cheeseburger, they should list a bun, hamburger and slice of cheese.



Who has eaten within the last 24 hours? Just as I predicted, we have all eaten in the past day. Using your sheet of scratch paper, take the next two minutes to list everything you have eaten in the last 24 hours. Be specific. Instead of listing a cheeseburger for example, list a hamburger patty, slice of cheese and bun. What questions are there? Two minutes begin now!

Travel around the room to survey students' progress. If students are just learning how to write, discuss what they have eaten as a large group.



Let's take a look at our lists. Who believes they have a balanced list in front of them? What makes your list balanced? What on your list makes it unbalanced?

Solicit responses from students to the questions above. Answers should include something about there being an equal amount of fruits, lots of vegetables, too many sweets, etc.



We certainly have some interesting ideas about this. Let's take a journey through the **Food Pyramid**. Today our challenge is to discover how we can eat more balanced and healthy diets. It's sure to be an exciting journey, so let's not waste any time!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | List the food groups on the food pyramid and give examples of foods from each group.



*Give students PALS3.1.LG.AS.A. Instruct students to color each section of the **food pyramid** with the appropriate color – from left to right: Orange, green, red, yellow, blue, purple. Next, instruct students to label each section – from left to right: grains, vegetables, fruits, oils, milk, meat and beans. Use PALS3.1.LG.TM.A to label each section as you instruct the students to do the same.*



This is the **food pyramid**. This pyramid serves as a guide for us to maintain a balanced and healthy diet. There are five sections to this pyramid. Color and label each section as follows; starting from the far left, this section is orange and is labeled grains. Next, comes the green strip labeled vegetables. Fruits are next and colored in red. The skinny strip in the middle is yellow and labeled oils. Oils are not a food group in themselves but are important in moderation. Next is the blue milk section. Finally the purple section is labeled meat and beans.

*Travel around the room helping students correctly color and label their **food pyramids**. As students begin to finish, instruct them to find a magazine. Cut out at least three pictures that fit into five of the food groups (total of 15 pictures). Glue these pictures into or around the appropriate food group.*



These **food pyramids** are coming together. Next, use these food magazines to find at least three pictures that fit into each of the five food groups. What is the total number of pictures needed? *Answer is 15 pictures.* Excellent! Cut out these pictures and glue them in or around the appropriate food group. What clarification is needed? Take seven minutes to complete your pyramids. Let's get rolling!

*At the conclusion of seven minutes, have students share the food pictures on their pyramid with a partner. Next, solicit two or three students to share the foods they found in each group. During this process, instruct students to add two of the foods from each group to the appropriate section of their **food pyramid**.*



Let's see what our classmates found in their food magazines. As we share, capture two of the foods from each group and add them to the appropriate section of your **food pyramid**. At the end of this activity, we should all have three pictures of food and two written foods in each section of our pyramids. What questions are there? Who will be the first to share the foods they found for grains?

Continue this process for all five groups. Foods may include, but are not limited, to the following:

Grains – bread, cereal, pasta, crackers

Vegetables – corn, green beans, broccoli, potatoes, carrots, lettuce

Fruits – orange juice, banana, grapefruit, apples

Milk – cheese, yogurt, ice cream, milk, cottage cheese

Meats and beans – peanut butter, tuna, pork, beef, nuts, chicken, eggs

As students are identifying foods for each group, use PALS3.1.LG.TM.A to record the food examples students are sharing.



We have identified all five groups, and have a list of foods that fit into each group. Now, it's time to determine how much of each group we should be eating daily.

Record the following recommended servings on PALS3.1.LG.TM.A and instruct students to do the same.



Record these recommended servings on the bottom of each section of the **food pyramid**:

Grains – 6 ounces

Vegetables – 2½ cups

Fruits – 1½ cups

Milk – 3 cups

Meat and Beans – 5 ounces



The challenge for us and consumers everywhere is to balance our diets accordingly so we are able to eat these recommended servings each day. Let's dive into these recommendations and get acquainted with the look of these serving sizes.

Illustrate what each serving size looks like by showing sample products for each food group. After you have displayed these items for the students, they will use the Hieroglyphics e-Moment® to draw a picture representing the serving size.



We are supposed to get six ounces of grains each day. One ounce can come in the form of the following: one slice of bread, one ready-to-eat cup cereal, a half cup cooked rice, cooked pasta or cooked cereal.

Show students one slice of bread, a half cup cooked rice, cooked pasta or cooked cereal.



Take a moment to illustrate one or two of these items on your activity sheet.

Allow students 30 seconds to quickly illustrate one of the items previously shown.



Two and a half cups of vegetables are a healthy amount to eat each day. One cup amounts to about 12 baby carrots, one large sweet potato, one large ear of corn, 20 medium-sized French fries, or one large tomato.

Display at least three of the items for the students and have them illustrate one or two of them on their activity sheet.



Illustrate one or two of these examples on the activity sheet.

Allow students 30 seconds to quickly illustrate one of the items previously shown.



One and a half cups of fruit are recommended for daily consumption. One cup amounts to one large banana, one small apple, eight large strawberries, one medium grapefruit or one large orange.

Display at least three of the items for the students and have them illustrate one or two of them on their activity sheet.



Illustrate one or two of these examples on the activity sheet.

Allow students 30 seconds to quickly illustrate one of the items previously shown.



Three cups of milk products should be consumed each day. One cup would include 8 ounces of yogurt, one-third cup shredded cheese, one cup pudding, 1½ cups of ice cream or one cup of milk.

Display at least three of the items for the students and have them illustrate one or two of them on their activity sheet.



Illustrate one or two of these examples on the activity sheet.

Allow students 30 seconds to quickly illustrate one of the items previously shown.



Finally, five ounces of meat and beans are recommended. One ounce amounts to one tablespoon of peanut butter; one ounce of meat, poultry or fish; or one egg.

Display at least three of the items for the students and have them illustrate one or two of them on their activity sheet.



Illustrate one or two of these examples on the activity sheet.



Allow students 30 seconds to quickly illustrate one of the items previously shown.



Luckily, we have a few tips and tricks to help us meet these daily recommendations.

OBJECTIVE 2. | Determine tips for successfully fulfilling daily *food pyramid* requirements.



Copy and post PALS3.1.LG.TM.B – PALS.3.1.LG.TM.G randomly around the room. Allow students three minutes to travel to these six points, recording one tip or suggestion on PALS3.1.LG.AS.B that will help them get the recommended servings for each food group.



Take a quick glance around the room. Notice there are six papers posted randomly throughout our classroom. When I say MOVE, travel to each of these six papers and locate one tip or suggestion that is most appealing to you. Record that tip on your assignment sheet and move onto the next paper. At the conclusion of four minutes, we will gather back at our seats for time to share. What questions do we have?

MOVE!

Observe students' progress as they move around the room completing their assignment sheet. At the conclusion of four minutes, use the *Hieroglyphics e-Moment®* to have students draw an illustration to help them remember the tip they choose for each food group.



To ensure that we remember these tips and tricks, take the next two minutes to draw an illustration representing the tip found on your assignment sheet.

OBJECTIVE 3. | Brainstorm ways to substitute fruit and vegetables for less healthy snacks.



Number students off into groups of four.



Who likes to snack? Just as predicted, most of us enjoy a little something between meals. There are so many choices when it comes to snacking. Take one minute to brainstorm as a group all the snacks we can think of. Record these snacks on scratch paper. Sixty seconds starts NOW!

Wrap up the brainstorm in 5, 4, 3, 2 and 1. Let's examine our lists. How many snacks did each group come up with total?

Solicit these responses from the group and record on a white board if available.



Take a look at the list again. How many of these snacks are fruits and vegetables?

Solicit responses from each group and record this number on the white board. Lead a discussion about how we could substitute fruit and vegetables for some of the less healthy snacks listed.



It seems as though a lot of us chose snacks other than fruits and vegetables. Why might that be?

Responses may include: Vegetables don't taste as good, chips and sweets are better, sweets are more of a treat, etc.



A really easy way for us to get our recommended daily servings of fruits and vegetables is to eat them for snacks in addition to our main meals. Take a look at your group's list again. Take the next three minutes to brainstorm fruit and vegetable replacements for the less healthy snacks on your lists. Be creative; this could be a new snack that we have never eaten before. Choose something that would be a yummy replacement for something like chips or candy. We will meet back to share these new ideas.

At the conclusion of three minutes, have one representative from each group share the top two most creative ideas from their group. Students will record these ideas on the bottom of PALS3.1.LG.AS.B



Which group will share their new and innovative ideas first? As each group shares, record at least three of these new ideas on the bottom of assignment sheet letter B.



REVIEW / SUMMARY

Today we have discovered how to balance our diets using the **food pyramid** and the recommended daily serving guides. Let's take a look at the lists of food we made earlier in the class. Take the next three minutes to divide the list into the five food groups. Count the number of servings for each group and be prepared to report back to the class.

GO!

Move around the room to assist students dividing and counting the servings on their lists. At the conclusion of three minutes, take a class survey of which students successfully ate the recommended daily value for all five food groups.



Time's up! Who ate according to the **food pyramid**'s recommended daily servings within the last 24 hours?

Solicit responses and respond accordingly. If most had, congratulate them and encourage them to continue doing this. If most had not, encourage them to try this next week. Hand out PALS3.1.LG.AS.C for students to track their meals for the next week.



It looks like most of us are on our way, but let's try a little harder this week. Coming around is a chart that will allow us to track our meals each day. Record everything eaten each day. At the end of the day, count the total servings for each of the five food groups. We will regroup next week and see how we did!

APPLICATION



Small Group Idea

Have PALS groups research serving sizes of their favorite foods. Have them create a chart or collage of helpful tips for remembering serving sizes – three ounces of meat is the size of one deck of cards, etc.



One-on-One Idea

*PAL and mentor will create a sample menu for one week that meets and/or exceeds the recommended daily servings as according to the **food pyramid**.*

PALS3.1.LG.ASSESS.A | EVALUATION ANSWER KEY

Grains – Six ounces of cereal, bread, crackers, etc.

Vegetables – Two and a half cups broccoli, peas, potatoes, etc.

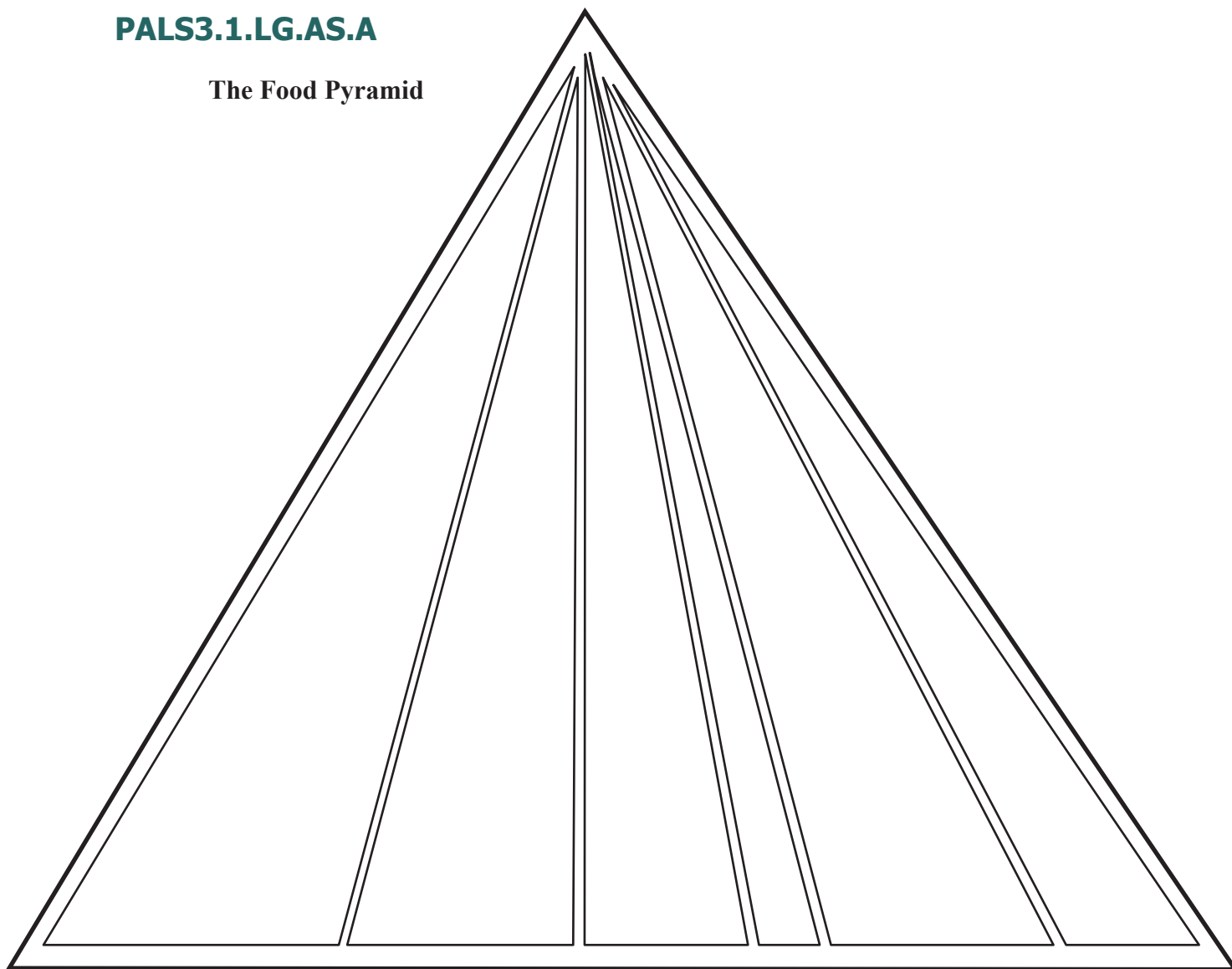
Fruits – One and a half cups bananas, apples, oranges, etc.

Meat and Beans – Five ounces tuna, poultry, pork, beef, nuts, etc.

Milk – Three cups yogurt, milk, cheese, etc.

PALS3.1.LG.AS.A

The Food Pyramid



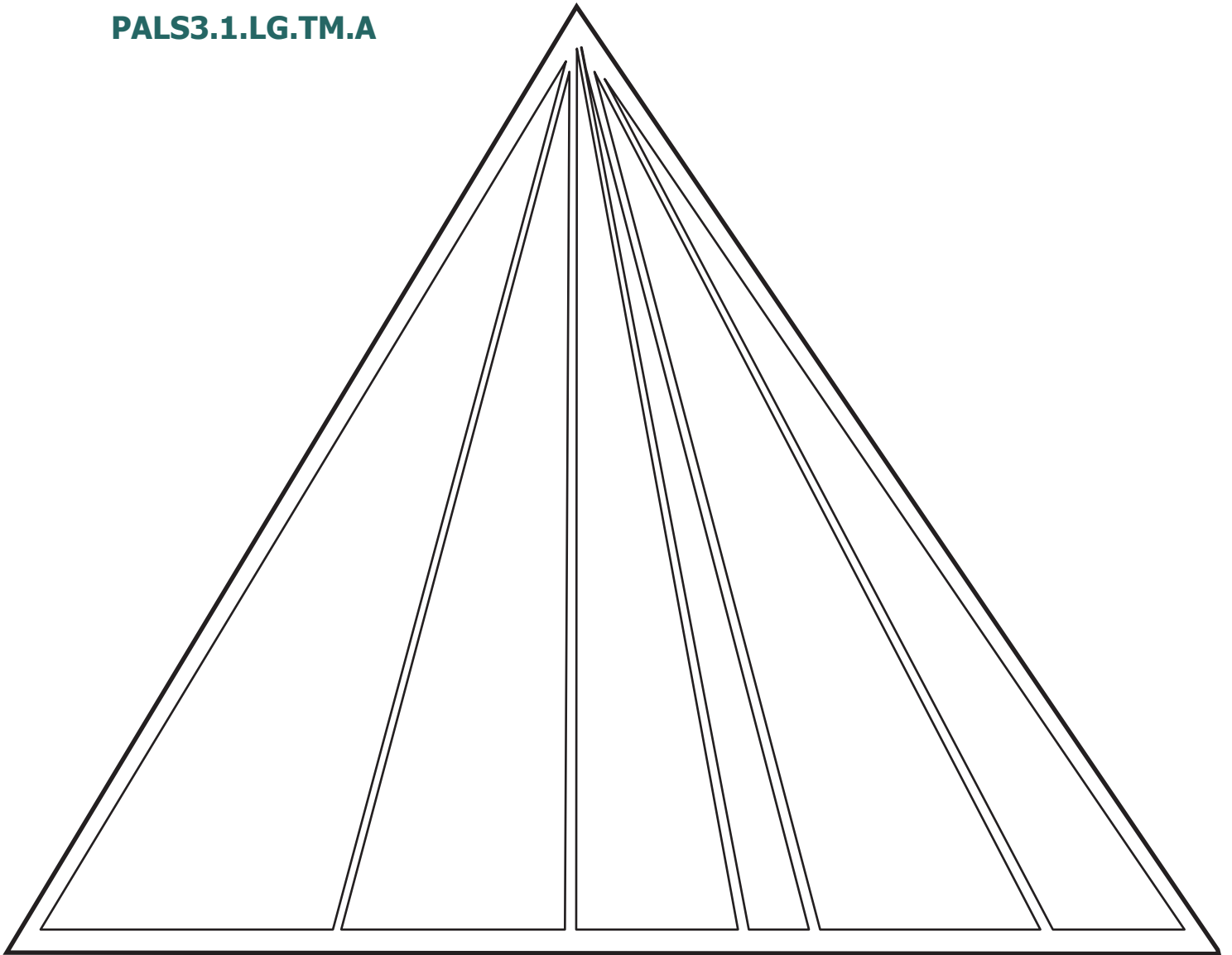
PALS3.1.LG.AS.B

Balancing Your Pyramid

GRAINS	VEGETABLES
FRUITS	MILK
MEATS AND BEANS	EXTRA TIPS

Snack Ideas:

PALS3.1.LG.TM.A





PALS3.1.LG.TM.B

GRAINS

- Make half your grains whole.
- Snack on whole-grain cereal.
- Eat whole-grain chips or baked chips.
- Choose foods with a higher percentage of daily value for fiber.
- Choose foods with fewer sugars, fats and oils.
- Snack on popcorn.



PALS3.1.LG.TM.C

VEGETABLES

- Vary the vegetables in your diet.
- Buy fresh vegetables.
- Stock up on frozen veggies.
- Buy vegetables that have no salt added.
- Make vegetables the main dish at meals.
- Eat a green salad for dinner every night.
- Try a veggie pizza.
- Grill vegetables.
- Eat veggies with a low-fat or fat-free dip or dressing.

PALS3.1.LG.TM.D

FRUITS

- Fruits can be eaten fresh, dried, canned or frozen.
- Whole or cut-up fruit is better than juice.
- Choose canned fruits with 100 percent fruit juice or water, not syrup.
- Top cereal with fruit.
- Add fruit to a green salad.
- Try baked fruit for dessert.
- Dried fruit makes a great snack.
- Frozen juice bars are great snacks.
- Try fruit smoothies made with low-fat yogurt or milk.
- Eat raisins or dried fruit instead of candy.



PALS3.1.LG.TM.E

MILK

- Choose fat-free or low-fat milk for a meal beverage.
- Fat free or low fat yogurt is a great snack.
- Make fruit dip using yogurt.
- Fat-free or low-fat pudding makes a great dessert.
- Use low-fat shredded cheese instead of regular cheese.

PALS3.1.LG.TM.F

MEATS and BEANS

- Choose a lean protein.
- Choose skinless chicken pieces or take off the skin.
- Choose lean lunch meats instead of bologna or salami.
- Trim away visible fat.
- Drain off fat.
- Broil, grill or roast instead of fry.
- Snack on nuts.



PALS3.1.LG.TM.G

OTHER TIPS

- Balance food and activity.
- Exercise everyday.
- Take up outdoor activities instead of sitting inside.
- Try new sports.
- Do exercises while watching TV.
- Join a sports team.
- Have fun and be active!

PALS3.1.LG.ASSESS.A

Name _____

Listed below are the five food groups. Identify the recommended daily servings and three foods found in each group.

Grains

Vegetables

Fruits

Meats and Beans

Milk

PALS3.1.LG.TM.C

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Milk						
Meat and Beans						
Grains						
Vegetables						
Fruits						
Breakfast						
Snack						
Lunch						
Snack						
Dinner						