

# Health and Wellness: Biggest Generation Part 2

## Lesson Title: Plan for a Healthy You!

Grade Level: 3-5



### Essential Question:

Why is it important to practice healthy eating habits?

### Materials:

- Copies of the completed food pyramid and **Choose My Plate** (one per student)
- Paper plates for the Choose My Plate exercise (one per student)
- Colored pencils/markers
- Journals/student agenda books

## Procedure:

### Introduction:

1. Begin the lesson by introducing Part 2 of THE BIGGEST GENERATION: Schools must play a role in working to decrease childhood obesity. A nutritional planner, exercise at school, bringing back Physical Education, and promoting healthy eating are four tips that schools can use to fight childhood obesity.
2. Ask students to identify and define any of the key vocabulary words from the last session in the description. Encourage them to listen for those words in Part 2.
3. Watch the video.
4. After watching the video, ask students any/all of the following discussion questions:
  - What is a nutritional planner?
  - What happens when kids are strong and fit? How does it affect their grades and performance in school?
  - What happens to your body when you exercise and eat healthy foods? Why?

### Direct Instruction (I do):

1. Ask students to share the vocabulary they noticed in the video. Point out how you heard a lot being said about healthy eating habits and that there are ways to help us plan healthy meals.
2. Distribute the food pyramid handout or display a copy for all students to see. Review the pyramid — explain each food group and how much (the number of servings) of each food it is recommended for us to consume each day. Be sure to explain the concept of a pyramid — that the tip of the pyramid suggests the smallest amount or portions.

### Guided Exploration (We do):

1. Continue the discussion to explain that the guidelines for what we eat and how much we eat can also be thought of as our plate. Review the **Choose My Plate** design. What do they notice about the **Choose My Plate** design?
2. Review where the kinds of food they eat at home and at school fall on the food pyramid and the **Choose My Plate**.
3. Ask students what they ate for one of their meals the day before (if most students eat school lunch, this is a good place to start). What food group/part of the plate was it a part of? Did they eat everything that was served? Did they make healthy decisions? How would having this plate help them eat healthy meals?

### Independent Practice (You do):

1. Distribute a paper plate to each student. With a marker, have them divide and label the plate into the appropriate sections: Fruits, Grains, Vegetables; Protein; and Dairy. Explain that students should create their own plate with words and pictures of the types of foods that they will try to eat each day. Remind students to follow the healthy eating example provided in the completed food pyramid guideline. They should use their colored pencils/markers to be creative.
2. Suggest that students take home their personal **Choose My Plate** and display it as a healthy reminder.

### Conclusion:

Ask students to help you summarize what they learned in today's lesson and why it is important to practice healthy eating habits.

### Notes:

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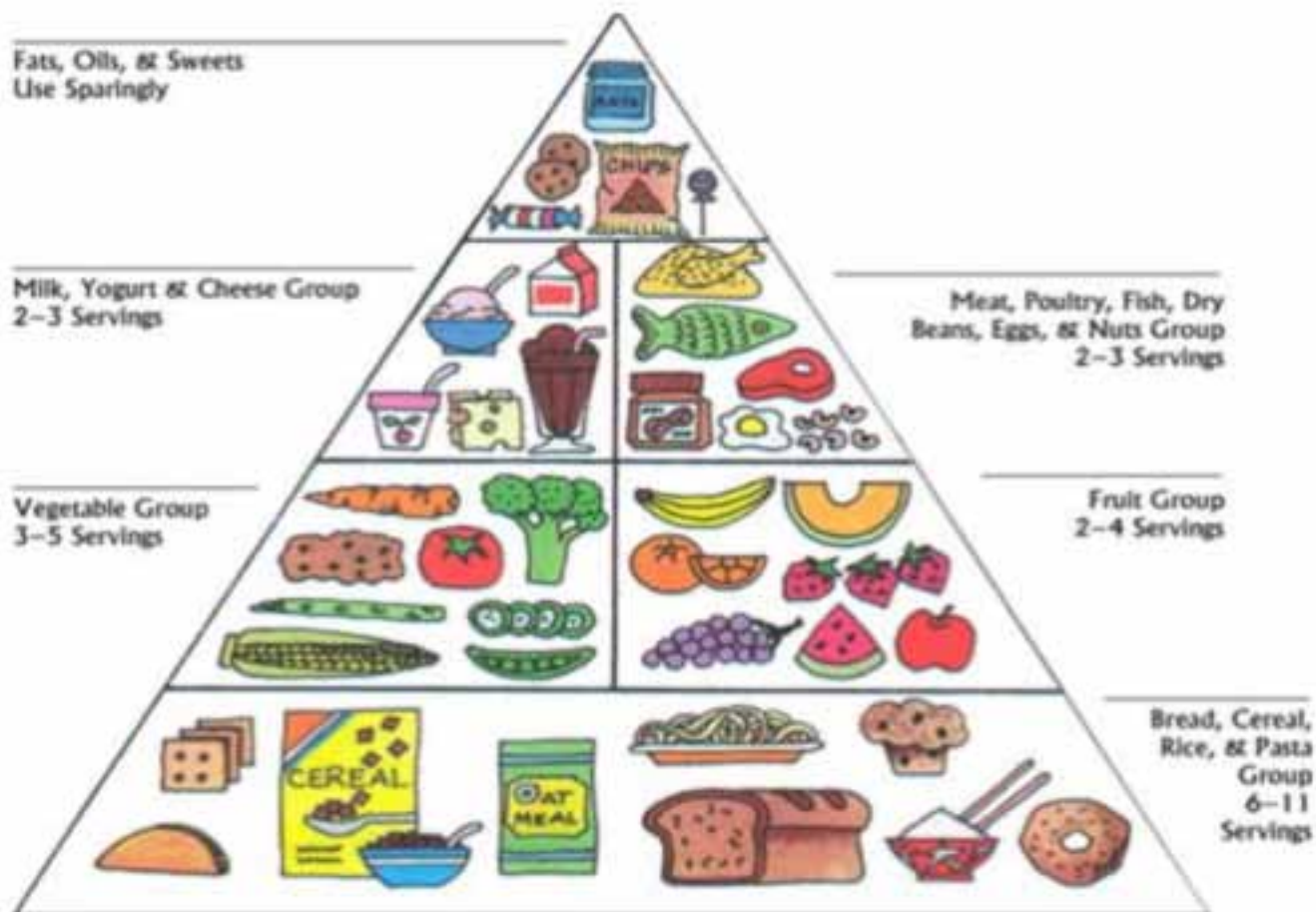
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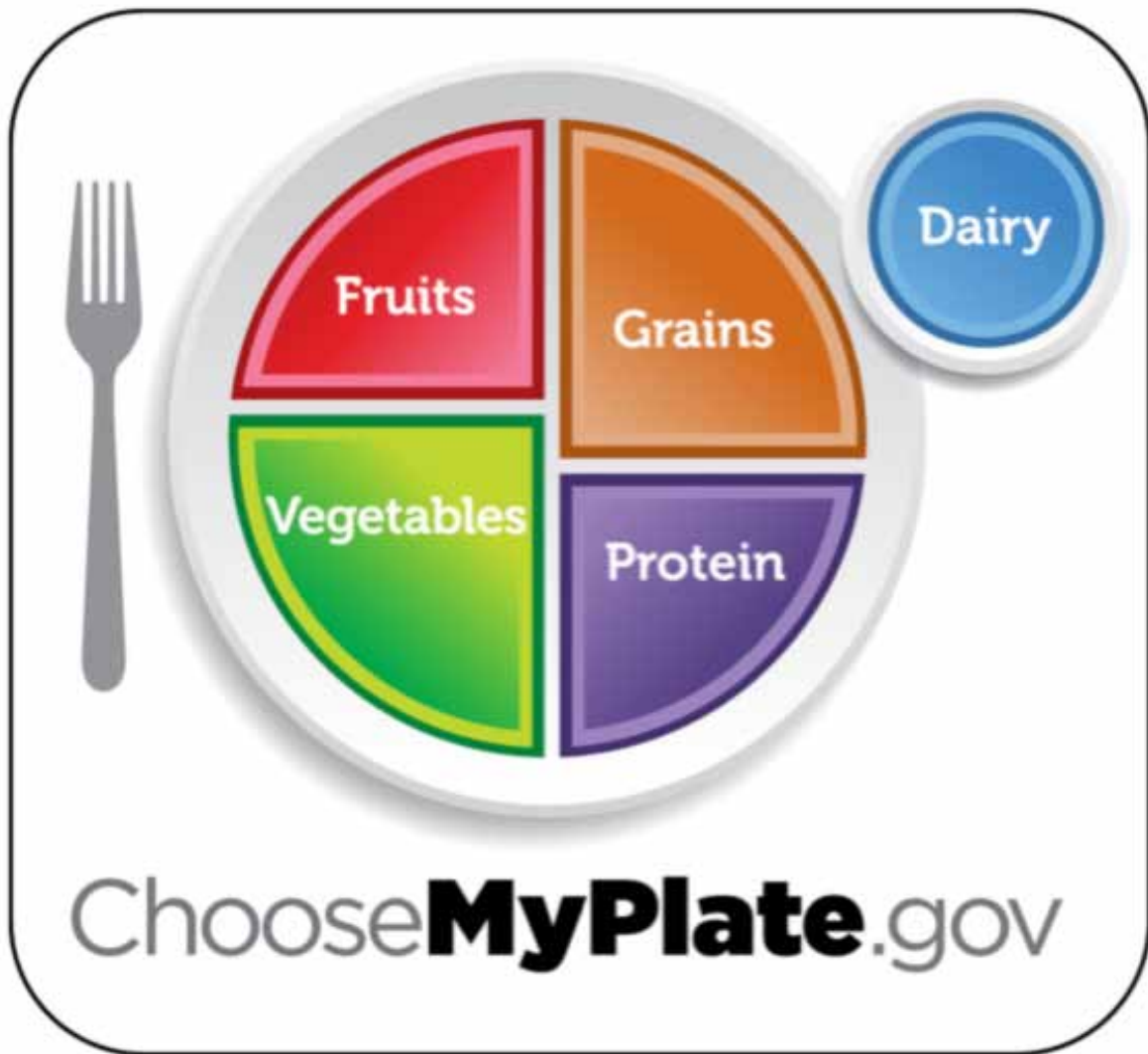
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# The Food Pyramid

## My Healthy Plate



## Your Food Pyramid: Plan for a Healthy You!



# The Food Pyramid

## My Healthy Plate

