

LESSON TITLE: *MyPlate Project*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding and applying the food recommendations of MyPlate

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Understanding the types of food to eat according to MyPlate
- Language Arts: Active listening, responding, recalling information from memory
- Health Science: Understanding the nutritional value in the recommended foods
- Social Studies: Developing self-help skills

Key Concepts:

- Making healthy food choices
- Choosing a variety of foods

What you need for the Lesson:

- *MyPlate Project* book
- The Kidney Brothers beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 19 and 20 or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

Getting Ready:

- Read and familiarize yourself with the book.

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show the illustrations.

* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
How many of you have seen this?	Point to the MyPlate icon on the front of the book.	Respond and answer questions by raising hands.
Today we are going to hear a story from The Kidney Brothers about how they are helping to spread the word about MyPlate with FUN materials and how easy it is use as a guide for healthy eating. Listen closely.	As you read the book, have the students answer any questions or interact if they are supposed to. Sit The Kidney Brothers next to you and read the book (WITH ENTHUSIASM)!	Sit quietly and listen until interactive parts of book.
What do the different sections/colors represent on the MyPlate icon? (ANSWER: Food Groups)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents FRUITS? (ANSWER: red)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some examples of fruits that Sir Rebrum suggests? (ANSWER: apples, cherries, bananas, kiwis, strawberries, peaches, etc.) How many of you have tasted a kiwi?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents VEGETABLES? (Answer: green)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some examples of GREEN vegetables? This is an easy way for you to remember what Green represents! (ANSWER: broccoli, spinach, zucchini, and green beans)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents GRAINS? (ANSWER: Orange)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What types of foods does Peri Stolic suggest that are included in the Grains section? (ANSWER: whole grain bread, popcorn, whole grain cereal, whole grain pasta, brown rice, etc.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

<p>Which color represents PROTEINS? What does Madame Muscle suggest?</p> <p>(ANSWERS: (1) purple; (2) skinless chicken, lean steak, nuts, beans, eggs, seafood)</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>What mineral does food from the milk group contain? Which foods does Calci list for this group?</p> <p>(ANSWERS: (1) calcium; (2) yogurt, cheese)</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>Which color represents the MILK group? What items does Calci hide in the park scene?</p> <p>(ANSWER: (1) blue; (2) organic milk, cottage cheese, yogurt, frozen yogurt and cheese.</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>What items does Hardy Heart want to make sure is added?</p> <p>(ANSWER: good fats – olive oil, olives, etc)</p>	<p>Call on students who have raised their hands to answer the question</p>	<p>Respond and answer questions by raising hands</p>
<p>What else do The Kidney Brothers add to the scene?</p> <p>(ANSWER: water)</p>	<p>Call on students who have raised their hands to answer the question</p>	<p>Respond and answer questions by raising hands</p>

Optional Follow-up Activity (if using companion activity books):

- Use pgs. 19 and 20 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.