



The following approved lesson plan was submitted to Sustainable Jersey for Schools during the 2016 Certification Cycle.

School Name: Lake Riviera Middle School (Brick Township, NJ)

Lesson Title: MyPlate

Grades: 6 - 8

2/2/15

My Plate Lesson

Materials: Laptop, Grade book, folders, pens/pencils, Notes worksheet, Chromebooks

Learning Goal

SWBAT understand the importance of My Plate and how to apply it to creating a balanced diet for one full day

Activity/Procedure of Class

- * Students will come in get folders/writing utensil and sit down
- * Teacher will take attendance while students are completing the Do Now: You have about 5 minutes to complete the following on the worksheet provided.... Write down what food/drinks you had yesterday
- * Class discussion will include a PowerPoint with a description of My Plate.
- *Activity- My Plate Blast Off Game [Click here to play](#)
- Mission- To Fuel up your My Plate spaceship with smart food choices and 60 minutes of physical activity to get to Planet Power
- Fuel Plan- Fill up your spaceship with food for 1 day. Just like you the spaceship needs food to give it fuel to last all day, so remember to add food to each meal. Be careful, though make sure you fuel up all your food groups but don't overload your fuel tank
- Drag and drop the items you would have as meals & drinks for one day.
- After inputting all your items click blast off
- If you did not make it to planet power read the mission report and find out why and see how you can fix your selections to have a better balanced diet for the day.

Closure

Students will rate themselves on the learning scale in accordance to the learning goal of the day

Exit Slip

Complete the following in full sentences and paragraph format

- During the Blast Off activity were you able to get your rocket to planet power on the first try? Why or Why not?
- Why do you think is it important to plan your meals using My Plate?
- Evaluate your daily eating plan. Based on what you learned today, what changes do you think you could make to eat healthier on a daily basis?

Nutrition Project

Learning Goals:

*SWBAT recall and apply healthy nutritional concepts that they learned from previous lessons.

Activity / Procedures of class:

*Students will get their folders and sit down

*Teacher will take attendance, while students are reviewing the project requirement on the white board.

*Class Discussion will include a powerpoint with a description of the project they are going to have 3 days to complete.

*Activity: Students will create a healthy restaurant menu based on the my plate concepts that they learned.

Closing:

*Students will rate themselves on the learning scale in accordance to the learning goals of the day.

*Exit Slip: Name two healthy nutritional strategies that you used today on your menu.

Materials: grade book, folders, pencil, markers, paper, Teen Health Course 1 text book, powerpoint

Nutrition and Fitness

Content Area: **PE/Health**

Course(s): **Phys Ed/Health, Health and Physical Education (S)**

Time Period: **Generic Time Period**

Length: **1**

Status: **Published**

Unit Overview

Taking Reasonability For Ones Own Nutrition choices is an essential step towards developing and maintaining and maintaining a health, active life style.

Required Daily Activities

Attendance

Daily Do Now

Introduce Learning Goal

Closure- After each class period the teacher will review new material

Rules/Procedures

Teacher will follow rules and procedures as per board policy

Standards

HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.

Objectives

Students will:

- Examine the My Plate and the important nutrient contained in each of the food groups.

- Discuss the influences on teen food choices and eating disorders are addressed.
- Understand the benefits of physical activity.

Modifications

Any modifications necessary for learning included but not limited to: 504, IEP's, and differentiated instructional practices

Vocabulary

Dietary choices
 Fads
 Nutritional content
 Nutritional habits
 Disease
 Maintain, lose, and gain weight
 Fitness goals
 Physical activity

Health and Hygiene

Content Area: **PE/Health**
 Course(s): **Phys Ed/Health, Health and Physical Education (S)**
 Time Period: **Generic Time Period**
 Length: **1**
 Status: **Published**

Unit Overview

Practicing healthy hygiene habits will prevent illness and promote positive self-image.

Required Daily Activities

Attendance

Daily Do Now

Introduce Learning Goal

Closure- After each class period the teacher will review new material

Rules/Procedures

Teacher will follow rules and procedures as per board policy

Standards

HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Objectives

Students will understand healthful practices involved in proper hygienic care.

Students will identify common communicable and non communicable diseases and how they can be prevented.

Modifications

Any modifications necessary for learning included but not limited to: 504, IEP's, and differentiated instructional practices

Vocabulary

Health Triangle

Physical – illnesses, ailments, disease

Mental/Emotional – self-image, self-esteem

Social – Bullying, Peer acceptance

Communicable Diseases

Non-Communicable Diseases

Body Care – skin, teeth, hair, nails, hands and feet)

Assessments

Formative

Summative

Do Now

- Come in quietly
- Grab your folder/pencil/pen & find your seat
- You have about 5 minutes to complete the following on the worksheet provided
 - Write down what food/drinks you had yesterday

Learning Goal

To understand the importance of MyPlate and how to apply it to creating a balanced diet for one full day.

Learning Scale

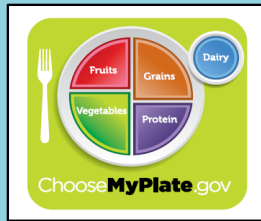
- 100m- I have no idea why MyPlate is important and cannot create a day of balanced diet according to MyPlate standards without help from others/internet
- 200m- I somewhat understand why MyPlate is important and can create ½ day of a balanced diet according to MyPlate standards with some help from others/internet
- 300m- I understand why MyPlate is important and can create one full day of a balanced diet according to MyPlate standards with some help from others/internet
- 400m- I understand why My Plate is important and can create one full day of a balanced diet according to MyPlate standards with not help from others/internet.

What is MyPlate?

MyPlate was released in June 2011. It is a new generation icon with the intent to prompt people to think about building a healthy plate at meal times. Recommendations are for 2 years of age and older.

My Plate is divided into 5 food groups

- Fruits
- Vegetables
- Grains
- Protein
- Dairy

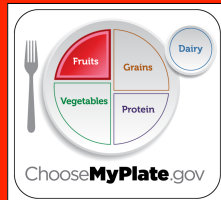


Fruits Group

1. Use fruits as snacks, salads or desserts.
2. Choose whole or cut up fruits more often than fruit juice.

Key Consumer Message:

Make half your plate fruits and vegetables.

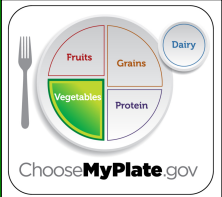


Boys 9-13	1 ½ c. daily
Boys 14-18	2 c. daily
Girls 9-18	1 ½ c. daily

Vegetable Group

1. Choose fresh, frozen, canned or dried.
2. Eat red, orange and dark green vegetables.

Key Consumer Message:
Make half your plate fruits and vegetables.

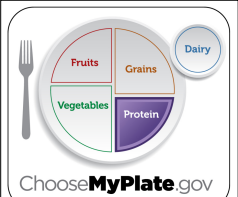


Boys 9-13	2 ½ c. daily
Boys 14-18	3 c. daily
Girls 9-13	2 c. daily
Girls 14-18	2 ½ c. daily

Protein Group

1. Choose a variety of different protein sources.
2. In place of *some* meat and poultry, choose 8 oz. seafood per week.
3. Try grilling, broiling, poaching or roasting.

Key Consumer Message:
Keep meat and poultry portions small and lean.

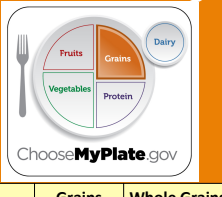


Boys 9-13	5 oz. daily
Boys 14-18	6 ½ oz. daily
Girls 9-18	5 oz. daily

Grains Group

1. Choose 100% whole grain cereals, breads, crackers, rice and pasta.
2. Check the ingredients list on food packages to find whole grain foods.

Key Consumer Message:
Make half your grains whole grains.

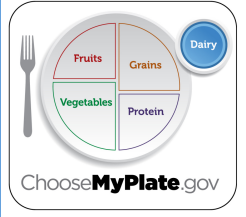


	Grains	Whole Grains
Boys 9-13	6 oz. daily	3 oz. daily
Boys 14-18	8 oz. daily	4 oz. daily
Girls 9-13	5 oz. daily	3 oz. daily
Girls 14-18	6 oz. daily	3 oz. daily

Dairy Group

1. Low-fat or fat-free dairy products have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.

Key Consumer Message
Switch to low-fat or fat-free milk. Get your calcium rich foods.



Choose **MyPlate**.gov

Boys 9-18	3 c. daily
Girls 9-18	3 c. daily

Daily Food Plan

Use this tool to determine the amount of food YOU need from each food group.

[Daily Food Plan](#)

Test your knowledge with the MyPlate Blast off game

[Click here to play](#)



PLAY THE GAME!
QUIT GAME

Mission/Fuel Plan

- Mission- To Fuel up your MyPlate spaceship with smart food choices and 60 minutes of physical activity to get to Planet Power
- Fuel Plan- Fill up your spaceship with food for 1 day. Just like you the spaceship needs food to give it fuel to last all day, so remember to add food to each meal. Be careful, though make sure you fuel up all your food groups but don't overload your fuel tank

Instructions

- Drag and drop the items you would have as meals & drinks for one day.
- After inputting all your items click blast off
- If you did not make it to planet power read the mission report and find out why and see how you can fix your selections to have a better balanced diet for the day

Exit Slip

Complete the following in full sentences and paragraph format

- During the Blast Off activity were you able to get your rocket to planet power on the first try? Why or Why not?
- Why do you think is it important to plan your meals using MyPlate?
- Evaluate your daily eating plan. Based on what you learned today, what changes do you think you could make to eat healthier on a daily basis.

Do Now

- Get folder & paper
- Sit quietly & answer the Do Now
- Describe in 2 sentences what you think it means to lead a healthy life.




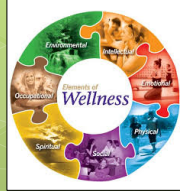
Health & Wellness

What is Health?

- **Physical** – condition of your body
 - Exercise a few times a week for about an hour
 - Eat foods that are healthy, treat yourself sometimes
 - Sleep 8-10 hours each night
 - Drug-Free from alcohol, tobacco and illegal drugs
- **Emotional** – your thoughts and feelings
 - Take time to study, think and learn
 - Express your feelings in an appropriate way
- **Social** – the way you relate to other people
 - Spend time with family
 - Make good friends your family approves of


Health Triangle

- Physical
- Mental/Emotional
- Social

To be "Well" and Healthy – all three sides of the Triangle must be balanced.

Each side of your triangle is equally important to good health. By working to keep the sides balanced, you will be on your way to becoming a healthy person.



- In other words, being healthy also **means** feeling good about yourself and getting along with others. Health is a combination of physical, mental/emotional, and social/spiritual well-being. The three sides of your health are connected, like the sides of a **triangle**.



- **Physical Health**- includes total care of your body.
 - Keeping your body fit, practicing cleanliness and good grooming habits, and eating a balanced diet.
 - I eat three meals a day and healthy snacks
 - I am active a few times a week (sports, gym)
 - I sleep at least 8 hours a night
 - I do not use drugs, tobacco or alcohol
 - I have good hygiene habits
 - I follow safety rules



- o **Mental/Emotional Health- includes liking who you are and accepting yourself.**
- o Expressing emotions in a healthy way, facing life's problems, and dealing with its pressures and stresses in a positive way.
- o I feel good about who I am
- o I can name a few things I do well
- o I keep a positive attitude
- o I ask for help when I need it
- o I am able to handle stress
- o I try to improve myself

- o **Social Health- getting along with others**
- o Working or playing well in a group, making and keeping friends, and giving and getting support when needed.

I relate to family, friends and classmates
 I try to work out any differences I have w/others
 I express my feelings in positive ways
 I treat others with respect
 I can say no to risky behaviors
 I communicate well with others

- Feeding your soul – becoming the person you were intended to be...THE BEST MODEL



- o People who practice lifestyle factors appear to live longer happier lives.
- o Positive Lifestyle Factors can affect your life now and for years to come.
 1. Never miss breakfast
 2. Eating three meals a day at regular times
 3. Getting 8 to nine hours of sleep each night
 4. Staying at recommended level of weight
 5. Doing vigorous exercise for 30 minutes at least 5 days a week.
 6. Avoid tobacco, alcohol, and other drugs
 7. Engage in positive relationships with others





LABEL YOUR PAPER

My Wellness Triangle

Physical Wellness	Mental/Emotional	Social/Spiritual
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

PHYSICAL WELLNESS

1. I get at least eight hours of sleep each night.

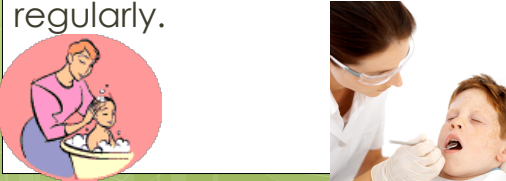
PHYSICAL WELLNESS

2. I eat a well balanced diet, including a healthful breakfast each day.



PHYSICAL WELLNESS


3. I keep my body, teeth, and hair clean and go to the doctor and dentist regularly.



The image contains two illustrations. On the left, a woman in a pink shirt is washing her hair in a white sink. On the right, a dentist in a white coat and mask is examining a young boy's teeth.

PHYSICAL WELLNESS

4. I do at least 60 minutes of moderate physical activity each day.



The image is a collage of three photos. The first shows a person in a red shirt playing basketball on a court. The second shows a person in a blue shirt riding a bicycle on a path. The third shows a person in a blue shirt running on a treadmill in a gym.

PHYSICAL WELLNESS


5. I avoid using tobacco, alcohol, and other drugs



The image is a collage of three items. On the left is a blue sign with a white circle and a red slash over a cigarette, indicating no smoking. In the center is a white tray containing several colorful pills. On the right is a silver aluminum soda can with a pull tab.

PHYSICAL WELLNESS

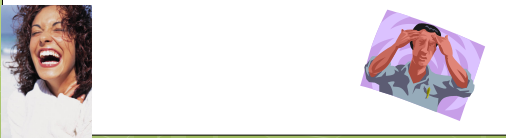
6. I wear my seatbelt or helmet and practice basic safety.



The image contains two illustrations. On the left is a purple helmet with yellow stars. On the right, a woman in a yellow shirt is teaching a child in a red shirt how to use a vacuum cleaner.

Mental/Emotional Wellness


1. I generally feel good about myself and accept who I am.



The image contains two photographs. On the left, a woman with dark hair is laughing joyfully. On the right, a man in a blue shirt is covering his face with his hands, appearing distressed or sad.

Mental/Emotional Wellness



2. I express my feelings clearly and calmly, even when I am angry or sad.



The image is a cartoon illustration of a girl with red hair and large green eyes, looking sad with a downturned mouth.

Mental/Emotional Wellness

3. I accept helpful criticism.





Mental/Emotional Wellness

4. I have at least one activity that I enjoy.





Mental/Emotional Wellness

5. I feel like people like and accept me.



Mental/Emotional Wellness

6. I like to learn new information and develop new skills.



Social /Spiritual Wellness

1. I have at least one close friend.



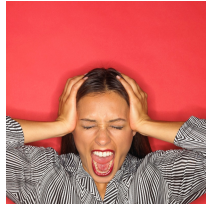
Social /Spiritual Wellness

2. I respect and care for my family



Social /Spiritual Wellness

3. I know how to disagree with others without getting angry.



Social /Spiritual Wellness

4. I am a good listener.



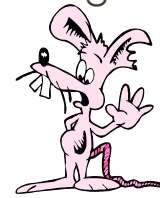
Social /Spiritual Wellness

5. I get support from others when I need it.



Social /Spiritual Wellness

6. I say no if people ask me to do something harmful or wrong.



RESULTS

Add up the number of yes answers for each of the 3 main categories of Health that you just answered questions for

WELLNESS TRIANGLE

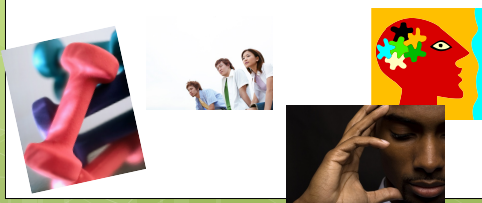
CREATE A TRIANGLE ON YOUR PAPER WITH YOUR YES ANSWERS

LABEL YOUR TRIANGLE SIDES



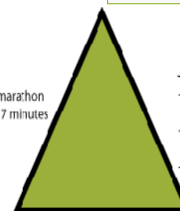
THINK ABOUT IT

- 1.) Does your Health Triangle have equal sides?
- 2.) Is there one area that you are strong in?
- 3.) Is there an area that you need to work on?



Physical Health

- Want to be able to run a marathon
- Want to run a mile under 7 minutes
- Want to feel energized



Social Health

- Want friends who enjoy running to train with
- Create a group that meets at least once a month for coffee
- Start scrapbooking for fun!

Mental/Emotional Health

- Control clutter in my life to reduce stress
- Take 5 minutes at the start of each day to reflect on goals
- Prioritize to-do list

Decision Making

- List 2 decisions you had to make this week. Did you make a good decision that promoted the components of the health triangle? Why or why not?

Wellness

- A state of well-being or balanced health
- To maintain wellness
 - Take care of health issues
 - Prevent health issues
 - Improve your health
- To achieve wellness
 - Develop good health habits
 - A habit is a pattern of behavior that you follow without thinking
 - School schedule, sports moves, brushing your teeth



Skills for Good Health

1. Prevention

- keeping something from happening
- you can prevent illness and injury in many ways
- Physical – health screenings, wear a seatbelt and helmet, exercise daily, eat a good diet
- Emotional – talk to a trusting adult about health-concerns, manage stress, think positively
- Social – try to get along with all people, avoid gossiping and spreading rumors, choose good friends, respect others

Skills for Good Health

2. Accessing the correct health information

- Knowing how to find out current health facts

- Knowledgeable adults: parents/guardians, teachers, nurses, doctors
- Mass media: news reports and articles
- Internet: websites and articles (.org or .net)
- Community Resources: hospitals and health organizations like the American Red Cross

Skills for Good Health

3. Taking Care of Yourself

- Self-management with help from adults
- Practice Healthy Behaviors
 - Eating nutritious foods, exercising, sleep 8+ hours
 - You can become ill if you do not care
- Stress Management
 - It's a part of life, you need to learn how to deal
 - You can control how to manage it
 - Exercise, yoga, shopping, planning, doing what you like to do

Skills for Good Health

4. Analyzing Influences

- Internal influences come from inside you
 - Personal likes and dislikes
 - Foods, activities, friends
- External influences come from outside you
 - Parents, teachers, friends, classmates
 - TV shows, advertisements, books, movies, culture, environment, FaceBook

Skills for Good Health

5. Communicating with Others

- Refusal Skills: just say "no" to others
 - Pressuring you into doing something unsafe or uncomfortable
 - Strategy for dealing with unsafe situations
- Conflict Resolution: problems with others
 - Settle problems in a way that satisfies everyone
 - Talking calmly and reasonably and truthfully
 - Everyone works together to find a solution

Skills for Good Health

6. Decision Making and Goal Setting

- Set a goal, then make decisions to accomplish it
 - Try out for a team; lose weight;
- Step-by-step processes that requires thought
- Shape your life in positive ways
- Help cope with challenges in life

Decision Hill (The Decision Making process)

- State the situation
- List the options
- Weigh the possible outcomes
- Consider the values
- Make a decision and act on it
- Evaluate the decision

Types of Decisions

- Physical Health-
 - What kinds of foods will I eat? How much exercise will I get today?
- Mental/Emotional Health-
 - How much time will I spend studying? Which people can I talk to about my problems?
- Social Health-
 - Who will my friends be? What activities will I do in my free time?

AMY'S FOOD & ACTIVITY REPORT



BREAKFAST MENU:

Water (1 glass)

Whole Grain Cereal (Raisin Bran) (1 cup)

+ Fat-free Milk

Banana (1 medium)

Yogurt (6 ounces (lowfat strawberry))

LUNCH MENU:

Turkey and Cheese Sandwich (White) (2 ounces turkey, 1 slice cheese, 2 slices white bread)

+ Mayonnaise

Water (1 glass)

Tortilla Chips (9 chips)

+ Salsa

Vegetable Medley (1/2 cup (raw carrots and celery))

SNACKS MENU:

Water (1 glass)

Cantaloupe (1 cup melon balls)

Frozen Yogurt (1 cup)

DINNER MENU:

Broccoli (1/2 cup (flowerets, cooked))

Chicken Stir-fry (1 cup (chicken, noodles, and vegetables))

Side salad (1 cup (mixed greens, tomato))

+ Italian Dressing

Whole Wheat Dinner Roll (1 roll (1 1/2 ounces))

+ Butter

ACTIVITY LIST:

Soccer

40 minutes