



# WHAT'S ON MY PLATE?

— *Grades 3-5* —

**BEEF  
LOVING  
TE★ANS**®

TEXAS BEEF COUNCIL

## OBJECTIVES

- ★ Describe the importance of protein for building strength
- ★ Label the sections of the MyPlate diagram, given a diagram outline
- ★ List foods included in each food group, given the names of the five food groups

## Texas Essential Knowledge and Skills

- 110.5.b.1.A. – Listen actively, ask relevant questions to clarify information, and make pertinent comments
- 110.5.b.6.D – Create mental images to deepen understanding
- 110.5.b.6.G – Evaluate details read to determine key ideas
- 115.5.b.1.A. – Explain how personal-health habits affect self and others
- 115.5.b.1.B – Describe ways to improve personal fitness
- 115.5.b.1.C. – Identify types of nutrients
- 115.5.b.1.D – Describe food combinations in a balanced diet
- 115.5.b.11.A – Practice critical-thinking skills when making health decisions

## Materials

Pens/Pencils, Crayons/Markers

Five objects that make up one theme  
(e.g., shell, meat, lettuce, salsa, cheese)

SuperFood MyPlate Poster

Masking Tape  
(Unless located in a gym or on a court)

Handouts:

- Five Clues Fill in the Blank  
(one copy per 4-5 students)
- Protein for You, Protein for Me!  
(drawing activity, one copy per student)
- Build a Plate! Take-Home Activity  
(one copy per student)
- 25 Names/Images of food  
(each item cut out and placed around the room)

# Activity Sequence

## PREPARE:

- Place five objects that connect to one theme around the room to complete the activity (one set of five for each group). Divide students into teams of five.
- This could be any combination of five items that equal one theme:
  - Five ingredients of a taco printed on paper (e.g., shell, meat, lettuce, salsa, cheese). The clue given to the group is “Taco” and they must find the ingredients.
  - Five items of sports equipment (jersey, shorts, ball, net, SHOWS shoes etc.)

## Engage:

Divide the students into groups of five.

*As a class we will be divided into teams. Your team’s challenge will be to complete a relay to find five objects that relate to a clue your team will receive in just a moment. The items you’ll look for all relate to your clue. For example, if your clue was banana split, you would look for items such as pictures of strawberry ice cream, vanilla ice cream, chocolate ice cream, cherry, and bananas.*

*The items that relate to your clue can be found anywhere in the room. Each of you must wait your turn until you are high-fived to go find your item. Once you have found one of the items, return to your group as fast as possible and high five the next teammate.*

*While you are waiting for your turn, jump side to side.*

*Once all of your items are retrieved, jump up and down as a group! Your goal is to be the first group to all be jumping up and down! You have to keep jumping until all of the groups have finished!*



Once the activity is complete, allow students to stand still and to touch their heart. Ask them to raise their hands if their heart is beating faster now than it was before they started the activity.

*Think about all the energy you burned during that activity! Your heart is beating fast, that's a great thing! How much of this type of activity do you need daily? Listen for: 60 minutes or 1 hour.*

*Name some activities that would help get your heart beating faster?*

Ask the students to hold up the five items they all collected. Have them describe the role of their five items, and why they are each an important piece.

*Once you have completed a high heart rate activity, like running or swimming, what should you do next to make sure your body has energy for the rest of the day? Listen for: eat food*

*How to fuel our body is what today is all about! Let's start learning by looking at each of the items you collected. Who will share what items they found?*

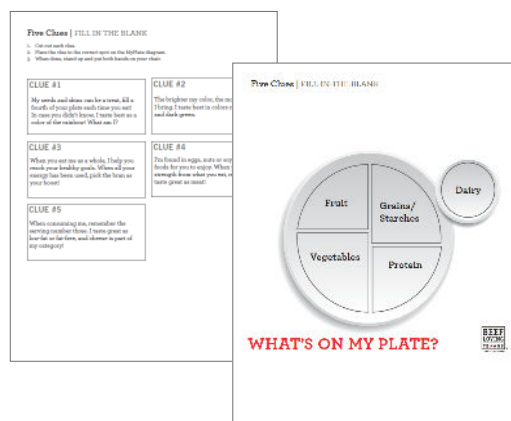
## Explore:

### Discovering MyPlate

Provide each table with a set of clues and safe scissors to cut the clues out.

*We saw that each item is important to create a complete picture. Just as each of these items are needed to complete the activity, we have five different fuel foods we can give our body! In order to be at our best in sports, school, at home, or spending time with our friends, we have to make sure we have the fuel to do it. Let's keep exploring these five food groups! At each of your tables is a set of riddles. Raise your hand if you know what a riddle is. What is it? Listen for: A question that is like a puzzle to solve.*

*In a moment, you will receive a list of riddles, scissors, and a MyPlate diagram. With the list of riddles, your task is to cut each from the paper, and place it in the correct spot of the MyPlate diagram if you believe the riddle is describing one of the five MyPlate sections. Once you have placed each riddle on the diagram, stand up and put both hands on your chair to let us know you are done!*



Clues include:

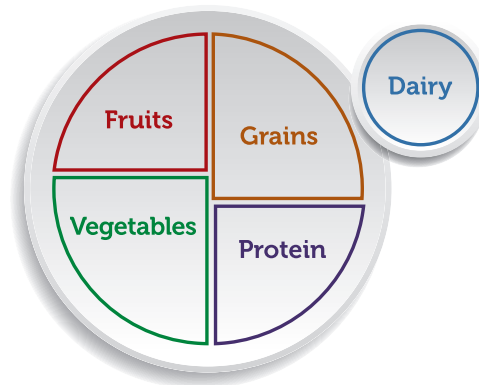
**Fruit:** My seeds and skins can be a treat, fill a fourth of your plate each time you eat! In case you didn't know, I taste best as a color of the rainbow! What am I?

**Vegetables:** The brighter my color, the more nutrients I bring. I taste best in colors red, orange, and dark green.

**Grains/Starches:** When you eat me as a whole, I help you reach your healthy goals. When all your energy has been used, pick the bran as your boost!

**Protein:** I'm found in eggs, nuts or soy, as easy foods for you to enjoy. When you need strength from what you eat, remember I taste great as meat!

**Dairy:** When consuming me, remember the serving number three. I taste great as low-fat or fat-free, and cheese is part of my category!



Once all of the students have correctly matched the riddle to the correct food group on the diagram, discuss each item in more depth.

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*Point to the fruit section of your MyPlate. When choosing fruit to eat, what color should we look for?* Listen for: Colors of the rainbow, bright colors, lots of color.

*What do you notice about how much of our plate should be fruits or vegetables?* Listen for: Half of the plate, a lot of the plate, one fourth of each.

*How many sections, make the whole plate?* Listen for: four sections.

*Try to eat as many colors as you can throughout the week. Remember, you can eat some of the seeds and skins for more nutrients!* Tell some examples: strawberries, apples

*Point to the vegetable section. What does the rhyme say about the color of vegetables you should eat?* Listen for: Red, orange or dark green.

*Yes! And with those colors, look at the brightness of the color. The brighter the better! Similar to fruit, can you eat the skins and seeds? (Allow response) Yes!*

*What are some fruits you can eat the skins or seeds of?* Listen for: Apples, strawberries or raspberries.

*Point to the grains and starches section. When choosing what grains and starches to eat, what type of grain does the riddle say to look for?* Listen for: Whole grains

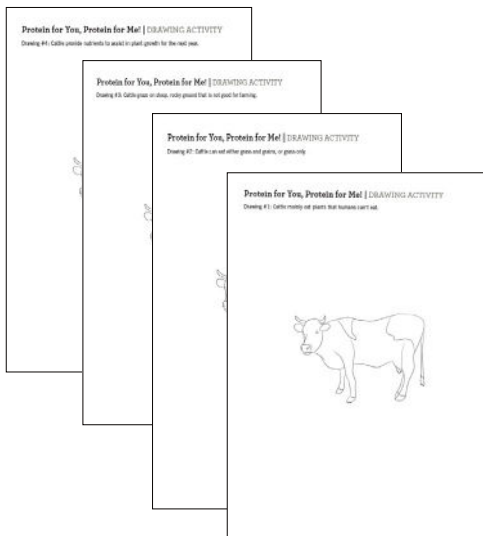
*Whole grains are a great option! Grains are what give you a boost of energy when you need one. What do you notice about how much grain/starch you should have?* Listen for: It's 1/4th of the plate.

*There are a lot of ways to put grains in your meal. Raise your hand if you think popcorn is considered a whole grain! (Allow time to raise hands) Yes! Popcorn is an example of a whole grain!*

*Point to the dairy section of the diagram. What's the number to remember for dairy?* Listen for: Three!

*Three servings in a day will help keep your bones strong. Raise your hand if you've had dairy today.*

# Protein for You, Protein for Me!



Next we have protein. Point to protein on your diagram. Protein helps you build muscles in your body! What type of protein did the riddle talk about? Listen for: Meat, nuts, eggs, soy.

Having a variety of protein, like eggs, nuts, soy, and meat are all important for helping keep your muscles strong and healthy!

An easy way to remember how much protein is in a healthy serving of cooked meat, like a hamburger or steak, is to think about a deck of cards. Hold up your hands to show how much you think a deck of cards is. This is a quick way to measure if you have a healthy amount!

Provide each table with a new piece of paper and colored pencils/markers.

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Beef is an example of a protein source that is nutritious for us, while also a sustainable choice for the environment. Each table will receive a sentence to teach the rest of us why that is the case with a picture. Your group will have five minutes to draw on your piece of paper.

Respond to questions, and then begin. As groups draw, monitor their progress and answer questions they might have about the content.

**Drawing #1:** Cattle mainly eat plants that humans can't eat.

**Drawing #2:** Cattle eat either grass and grains, or grass only.

**Drawing #3:** Cattle graze on steep or rocky ground that is not good for farming.

**Drawing #4:** Cattle provide nutrients to assist in plant growth for the next year.

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After five minutes, ask each group to share their drawing and read their sentence. After a group shares, ask the class for any questions. If there are more than four groups and multiple groups received the same content, ask the other group(s) with the same content to show their poster as well and add any additional thoughts. Fill in gaps as needed.

Allow students a place to write down their questions if there are more remaining. If time is available, use the following resources to explore more about beef.

- First three videos on the Raw Truth About Beef experience page (<https://rawtruthaboutbeef.com/the-experience/>)
- The sustainability information on the Raw Truth About Beef resource page (<https://rawtruthaboutbeef.com/beef-resources/>).
- <https://www.beefresearch.org/sustainability/index.html>
- <https://beef.widen.net/s/www5hblhp>

## Apply:

Next, students will identify examples of each food.

Place the 25 food names around the room.

Depending on the number of students in the room, students may find more than one food example. Finding the foods for each could be finding them placed around the room, hidden under chairs, or on a wall.

### Food Examples | FIND THE FOOD!

Cut out and place the 25 food names around the room.

Apple	Oranges
Banana	Pasta
Beef	Pork
Black Beans	Popcorn
Broccoli	Red Peppers
Brown Rice	Romaine Lettuce
Carrots	Spinach
Cheese	Strawberries
Crab	Turkey
Eggs	Tomatoes
Kidney Beans	Whole Wheat Bread
Milk	Yogurt



## Find the Food!

Challenge each student to find one of the foods around the room, decide which food group it fits in, and think of one meal they could eat with it.

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*Around the room is a variety of foods. Each of the items fits into either vegetable, fruit, protein, grains/starches, or dairy. Your task is to find one of the examples, find a partner who had a different food group than you do as fast as you can, each of you decide which food group it fits in, and each decide what meal you could eat with that food. Remember, find the food, find a partner with a different food group, you and your partner each name the food group, and each of you decide a meal to eat with it! Once completed, sit with your partner where you are in the room. An example is a strawberry. It belongs in the fruits, and I could have a serving as a smoothie for breakfast!*

Examples for each:

**Fruit:** Apples, bananas, grapefruit, grapes, mango, oranges, peaches, plums, raisins, and strawberries

**Vegetables:** Broccoli, asparagus, bell pepper, tomato, onion, cucumber, lettuce, spinach and carrots

**Grains/Starches:** Brown rice, whole wheat breads, oatmeal, and popcorn

**Protein:** Lean beef, chicken, eggs, fish, beans, nuts, and soy.

**Dairy:** Low-fat or fat free milk and cheese are all great dairy choices.

Allow students to find a food, name the food group, and share with a partner.

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*Each pair will share one of their examples, what food group it fits in, and one meal you would have with it! Who will go first?*

After students have discussed examples for each, ask them for examples of meals they could have beef and healthy vegetables with. Beef and veggie stir-fry, meatloaf with mixed vegetables, or a hamburger with carrot sticks are great meals to fuel you and provide your body important nutrients so you are healthy and strong.

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*Raise your hand if your example included beef with a healthy vegetable. If your example was different, what is a meal you could have that would have both beef and a vegetable in it?* Listen for: Beef and veggie stir-fry, meatloaf with mixed vegetables, or a hamburger with carrot sticks, etc.

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## ALTERNATE ACTIVITY

NOTE: Activity Variation depending on the grade could be the following:

Learners write A-Z on a piece of paper or markerboard.

Students have five minutes to write a food next to each letter of the alphabet. (Ex. A Apple, B Banana, C Carrot)

Students compete to fill out the most items that correctly fit into the five food groups.

*In a moment, you'll have five minutes to write as many examples of the five food groups as you can that all start with a letter of the alphabet. For example, A, could be for apple. Once your group has completed all 26 items, sit down and hold up your markers.*

Once the time is up, have the students who had the most answers begin by sharing one example from each food group. Go around the room as time permits for each group to share. at least one example from each category.

## Process:

Activity Variation: Allow students to come up with an action of their own for each food group or share an example for each food group depending on the time available.

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Repeat each food group while doing the action for students to follow along.

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Go through each action multiple times to ensure students have an understanding. Once they have mastered the actions, continue the lesson.

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*To remember the five food groups we learned about today, let's come up with five actions to represent each group. To remember to eat colorful fruit, stand up, spread out your feet, and use both hands to touch your left foot. Then slowly stand up and reach for the ceiling to create an arch, like a rainbow, and then bend back over to touch your right foot. Let's try it together. While doing this action, say "Colorful fruit!"*

Demonstrate and lead students through actions for the remaining food groups, as follows.

- **Fruit:** Rainbow for remembering to eat all the colors.
- **Vegetable:** Jump in a "bright star" pattern (heads and feet all spread out to ceiling and floor while jumping) to remember to eat bright veggies.
- **Protein:** Stand and flex their muscles to represent building strength in their bodies
- **Grains/Starches:** Spin a quick circle to represent the quick energy or fuel grains and starches provide
- **Dairy:** Dairy gives strong bones, so high five a classmate three times to represent three servings

*Now that we have gone through each action, let's practice to make sure our memory is sharp! When I say a food group, we'll all do the action! Ready? Let's begin!*

*You all are becoming masters! This time, I will only say the food group-your job is to remember the action!*

# Evaluate

*Think back to the relay we completed at the beginning of class. This time, your task is to run to the other end of the room, shout one of the food groups, do the action, and before you can come back you have to shout two foods that are an example of that group! When you come back, high five the next person. They choose one of the remaining four categories. We'll do this until everyone in the group has gone and all the food groups have been listed! Ready? Let's begin!* NOTE: This can be done walking and writing if it is in a classroom.

Encourage students as they complete the activity. Ensure each group is sharing the information and listen for any gaps.

Provide students with the take-home activity to and encourage them to have their parents assist.

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## BUILD A PLATE! TAKE-HOME ACTIVITY

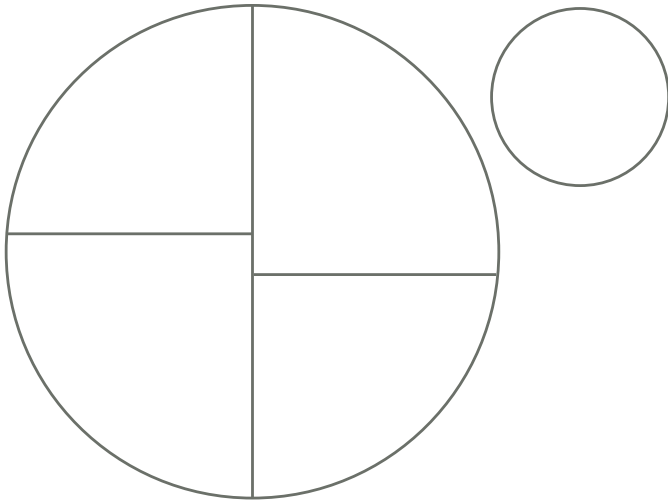
Use this optional take-home activity as an additional method of evaluating students' learning. The activity can be modified as needed. For example, the timeframe of the activity can be modified to fit the course schedule.

Each student will receive three blank MyPlate handouts to take home. Students will be tasked with drawing and coloring in the plate for three meals (breakfast, lunch, dinner). The student must complete each of the sections and bring the plates back to class to share what they filled in. This can be a meal they work with a parent to plan for their family or a meal they imagine having. All five food groups must be included.



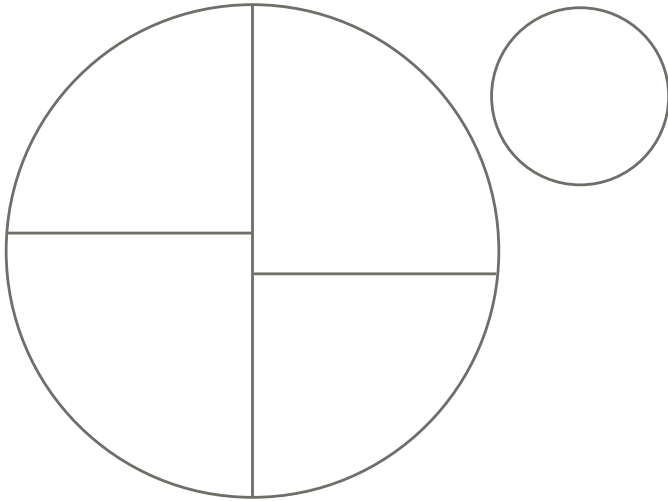
# Build a Plate

**Breakfast**



Think about all the meals you eat in a day. Plan out what you would like to eat for breakfast, lunch and supper. Be sure to fill all of the sections so that you have fruit, vegetables, grains/starches, protein, and dairy. After you complete the three charts, fill out the snack column.

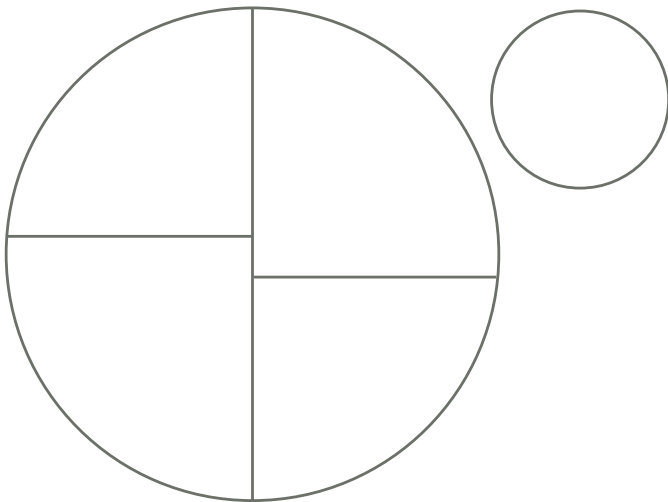
**Lunch**



**Snack**

A large, empty rectangular box intended for drawing or writing a snack.

**Supper**



**Snack**

A large, empty rectangular box intended for drawing or writing a snack.

## Five Clues | FILL IN THE BLANK

1. Cut out each clue.
2. Place the clue in the correct spot on the MyPlate diagram.
3. When done, stand up and put both hands on your chair.

### CLUE #1

My seeds and skins can be a treat, fill a fourth of your plate each time you eat! In case you didn't know, I taste best as a color of the rainbow! What am I?

### CLUE #2

The brighter my color, the more nutrients I bring. I taste best in colors red, orange, and dark green.

### CLUE #3

When you eat me as a whole, I help you reach your healthy goals. When all your energy has been used, pick the bran as your boost!

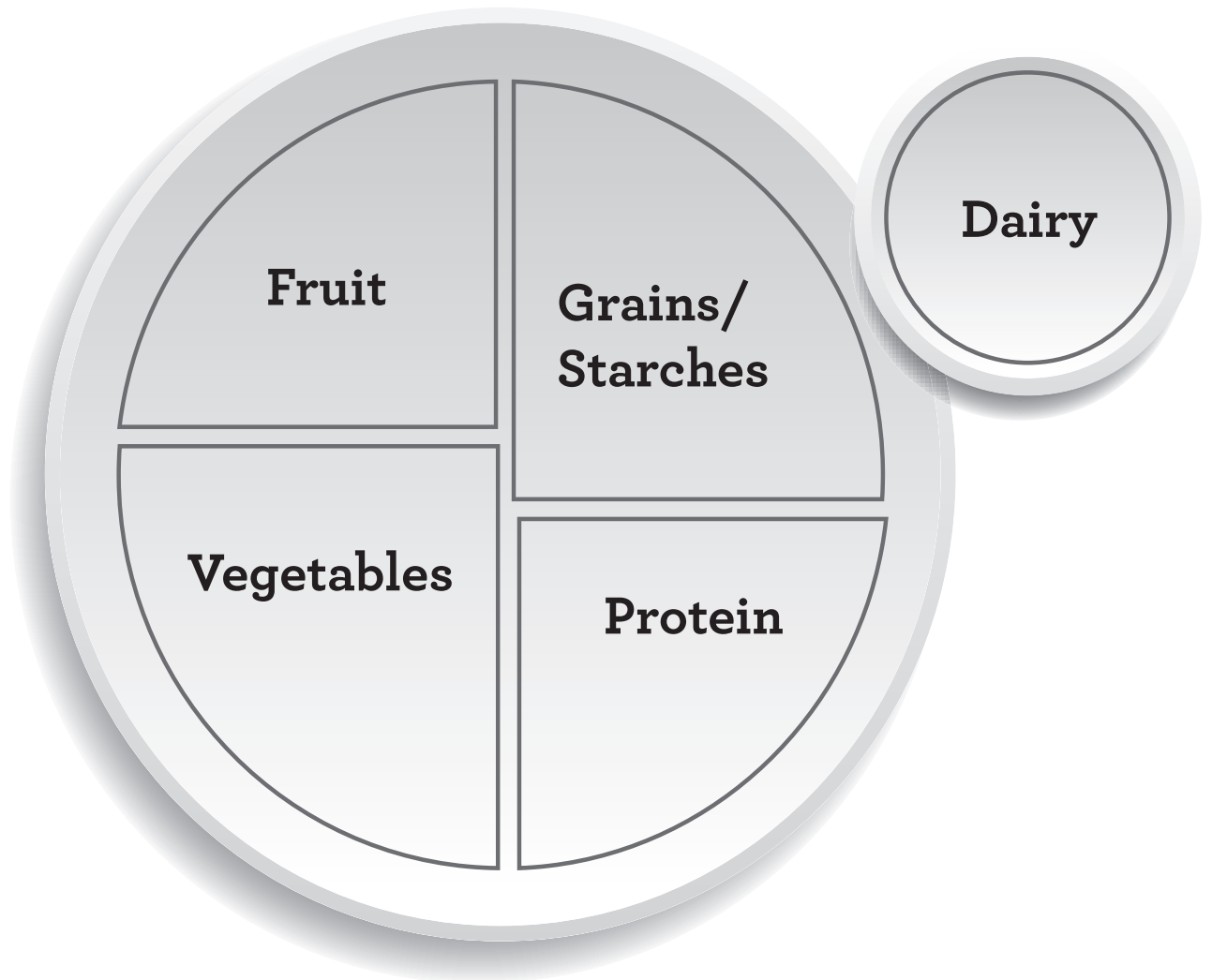
### CLUE #4

I'm found in eggs, nuts or soy, as easy foods for you to enjoy. When you need strength from what you eat, remember I taste great as meat!

### CLUE #5

When consuming me, remember the serving number three. I taste great as low-fat or fat-free, and cheese is part of my category!

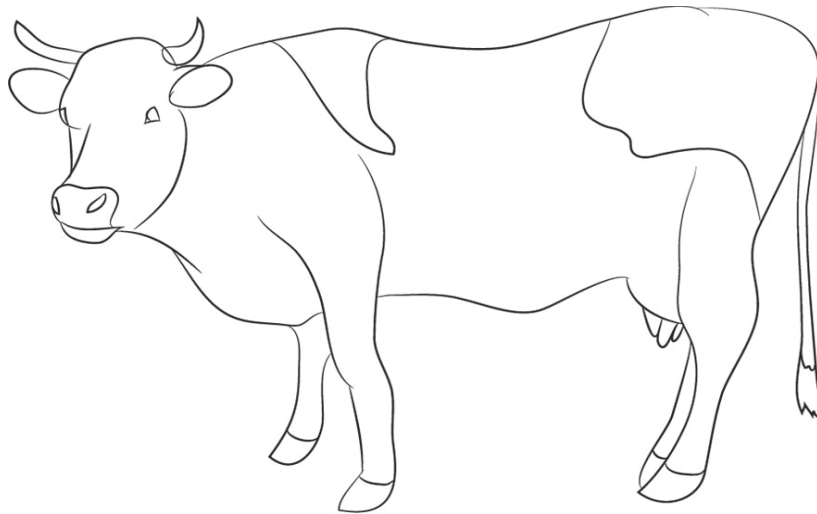
## Five Clues | FILL-IN-THE-BLANK



**WHAT'S ON MY PLATE?**

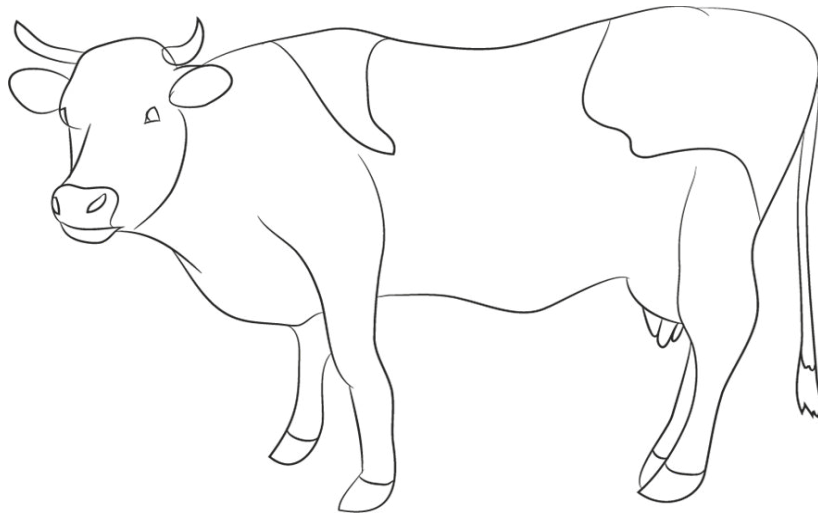
# Protein for You, Protein for Me! | DRAWING ACTIVITY

Drawing #1: Cattle mainly eat plants that humans can't eat.



## Protein for You, Protein for Me! | DRAWING ACTIVITY

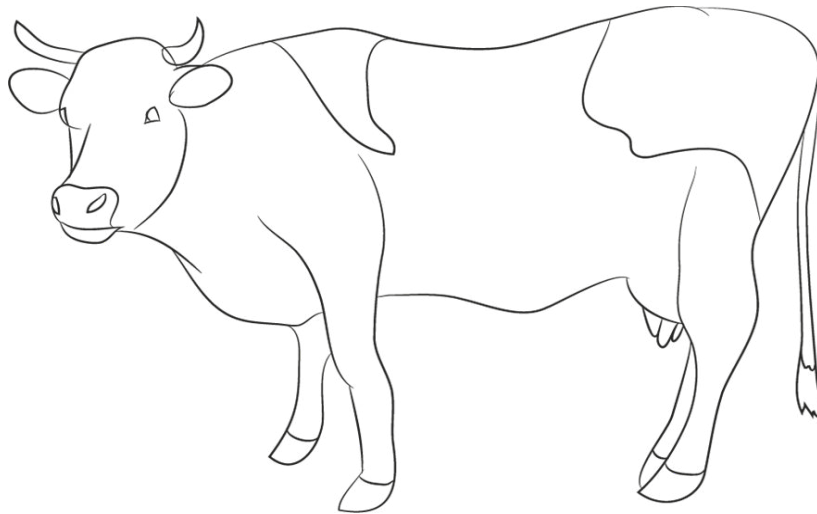
Drawing #2: Cattle can eat either grass and grains, or grass only.





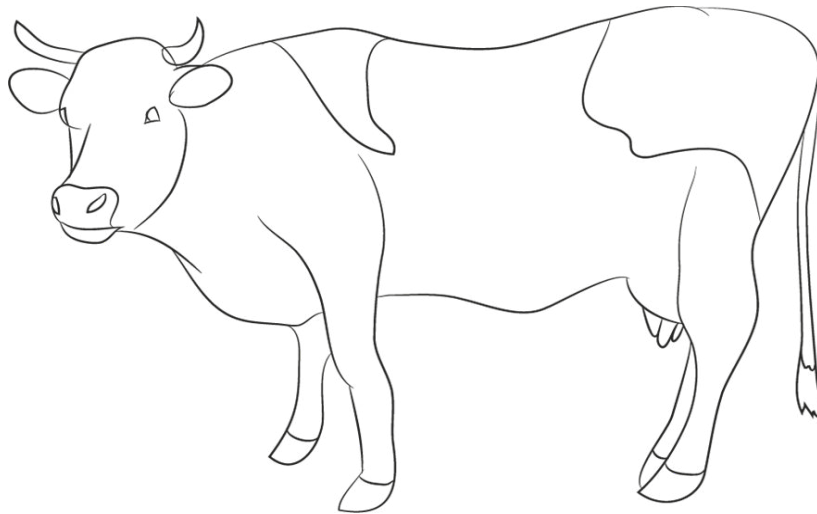
## Protein for You, Protein for Me! | DRAWING ACTIVITY

Drawing #3: Cattle graze on steep, rocky ground that is not good for farming.



## **Protein for You, Protein for Me! |** DRAWING ACTIVITY

Drawing #4: Cattle provide nutrients to assist in plant growth for the next year.



## **Food Examples** | FIND THE FOOD!

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