Exploring MyPlate
with Professor Popcorn

Grade 1: Experiencing Food
Grade 1: Lesson 1 (1:1) – MyPlate

**Objectives**

Upon completion of Lesson 1, youth will:

1. State how healthy food and physical activity relate to growth and overall health.
2. Classify foods as coming from a plant or animal source.
3. State why it is important to wash hands before touching or eating food.
4. Demonstrate recommended steps in handwashing.

**KCAS**

*Health, Nutrition 2.31, 5.1*
*Health, Psychomotor Skills 2.31*
*Health, Safety 2.3, 3.2*

**Materials Needed**

- Display board
- Visual packet for Grade 1, Lesson 1 (1:1)
- Copies of prelesson evaluation (Lesson/Activity 1)
- Soap or waterless hand cleaner (Lesson/Activity 8)
- Copies of postlesson evaluation (Lesson/Activity 10)
- Snack supplies (Lesson/Activity 11)
- Copies of recipes (Lesson/Activity 11)
- Copies of take-home handouts: “Parent Letter, Lesson 1”
- MyPlate Poster

**Evaluation Questions Addressed in this Lesson:**

- #4 Circle when you should wash your hands before cooking or eating? Pictures include: combing hair, tying shoes, petting a dog, coughing, or sneezing
- #5 What is a physical activity? Circle the activities that are physical activities. Pictures include: computer, walking, swinging, riding a bike, watching TV

**Lesson/Activity**

1. **Prelesson Evaluation Tools**
   *(Use only EFNEP approved evaluation tools)*

2. **Interest Approach**
   Ask, “*Can you name one food that you have eaten today?*”
   Ask for a description of that food — color, taste, size, and shape.

3. **Why Do We Eat?**
   **Illustrated talk:** Use Visual 1:1A. Ask the children why they think we eat. Use the visuals to refer to their comments and explain that these are some of the reasons why we eat.
   You just identified much of why we eat — the pleasing qualities of food, such as taste, smell, etc. Here are some other reasons:
   - Because we are hungry.
   - To grow taller and stronger.
   - To share with friends and family.
   - We like the taste of certain foods.
   - To build our bones and teeth.
   - To grow. Parents tell us what to eat.
   - To look good (hair and skin).
   - It’s good for us.

4. **MyPlate**
   *(For background information, visit www.choosemyplate.gov)*
   *(Note: In first grade, the MyPlate graphic serves only as a way to show the children that there are different food groups. The majority of the lessons will focus on experiencing food at their level.)*
   **Illustrated talk using Visuals 1:1B and 1:1C.**
   Scientists have thought of a way to help us remember what is important for us to eat. It is called MyPlate. Professor Popcorn is going to help us explore MyPlate and learn how to make healthy food choices.
   Professor Popcorn found that we need food from many different groups of food. He also learned that we need to be active. Professor Popcorn also learned that each food group has its own color, because each group is important. We use the word “variety” to describe a collection or a mixture of many different things. MyPlate has a *variety* (mixture) of colors to show that we need to eat a *variety* (mixture) of foods each day. Let’s look at the food groups: Grains, Vegetables, Fruits, Dairy, and Protein Foods.
   Use some of the examples given in Lesson/Activity 2 above and mention the food group that each food belongs to.

**Materials Needed**

1. 1 Approved EFNEP youth evaluation tool.

1:1A – Why We Eat
   - Hunger
   - Share
   - Good looks
   - Health
   - Build bones and teeth
   - Enjoy
   - Growth
   - Parents tell us
   - Tastes good
   - Muscle
   - Good for us

1:1B – Professor Popcorn
1:1C – MyPlate

### Lesson/Activity

5. **Where Do Our Foods Come From?**

   **Illustrated talk:** Ask if any of the students have a garden, have ever been to an apple orchard, a farmer’s market, or have visited a grocery store.

   **Explain** that we get our food from a garden, orchard, or grocery store. The items in the grocery store or market get there from farms, gardens, and orchards.

   **Using Visual 1:1D,** have the youth identify which category the following foods fit under, then place them on the display board.

<table>
<thead>
<tr>
<th>Plant</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Chicken leg</td>
</tr>
<tr>
<td>Corn</td>
<td>Eggs</td>
</tr>
<tr>
<td>Rice</td>
<td>Cheese</td>
</tr>
<tr>
<td>Bagel</td>
<td>Cheese</td>
</tr>
<tr>
<td>Tortilla</td>
<td></td>
</tr>
</tbody>
</table>

6. **Healthy Food + Physical Activity = A Healthy Person (Me)**

   Professor Popcorn stays in shape while having fun. **What can we do to stay active?**

   **Illustrated talk:** Using Visuals 1:1B and 1:1E, have the youth decide if the activity is “resting” or “physical.” **How did you decide?**

<table>
<thead>
<tr>
<th>Resting</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>Jump rope</td>
</tr>
<tr>
<td>Books</td>
<td>Baseball</td>
</tr>
<tr>
<td>Computer</td>
<td>Skateboard</td>
</tr>
<tr>
<td></td>
<td>Roller skates</td>
</tr>
</tbody>
</table>

   **What other activities can you think of? Are they resting or physical?**

   **What types of activities do you like to do? Are they resting or physical?**

   **Is there something you would like to try that you haven’t done?**

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### Materials Needed

<table>
<thead>
<tr>
<th>1:1D – Headers &amp; Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong></td>
</tr>
<tr>
<td>Apple</td>
</tr>
<tr>
<td>Rice</td>
</tr>
<tr>
<td>Corn</td>
</tr>
<tr>
<td>Bagel</td>
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<td>Tortilla</td>
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<table>
<thead>
<tr>
<th>1:1B – Professor Popcorn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resting</strong></td>
</tr>
<tr>
<td>Television</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Computer</td>
</tr>
<tr>
<td>Baseball</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1:1E – Be Healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy food +</td>
</tr>
<tr>
<td>= Healthy person</td>
</tr>
<tr>
<td><strong>Resting</strong></td>
</tr>
<tr>
<td>Television</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Baseball</td>
</tr>
<tr>
<td>Baseball</td>
</tr>
</tbody>
</table>

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Lesson/Activity

7. Physical Activity
We have just mentioned several types of physical activity. Let’s spread out and act them out. **Call out** the type of activity and ask the youth to act it out. **Ask** them to come up with activities for the group to do as well. If space is cramped, act out in place.

8. Food Safety Activity
(For background information, see “Food Safety Concepts” in the Introductory Materials.)

**If we have been playing hard and it’s time to eat, what do you think we should do before we eat?**
(Wash our hands.)

Professor Popcorn has found some rules we should follow to keep our food safe. They are called the “Fight BAC!” Rules.

Activity: **Use Visual 1:1F and discuss** the rules.
One of the easiest rules for everyone to follow is “clean.” We should always wash our hands before we eat or prepare food.

**Can you think of other times we should wash our hands?**
(After playing, after touching a pet, after using the bathroom, and after sneezing.)

**Student Handwashing Activity:** Wash hands with soap and water or **squeeze** dime-size amount of alcohol-based hand sanitizer into each child’s hand. Have them sing **Happy Birthday** for 20 seconds while they are rubbing their hands together. **Tell them** this is how long they should spend washing their hands to make sure they are clean before they eat or handle food.

<table>
<thead>
<tr>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1:1F – Fight BAC! Rules</strong></td>
</tr>
<tr>
<td>Clean</td>
</tr>
<tr>
<td>Cook</td>
</tr>
</tbody>
</table>

**Soap and water, or waterless, alcohol-based hand cleaner**
(Soap and water are best — use waterless cleaner for demonstration or when soap and water are not available.)

### Lesson/Activity

9. Let’s Review
   Ask the children to do the following:
   - Describe how healthy food and physical activity are related to growth and overall health.
   - Tell how you would classify foods as coming from a plant or animal source.
   - Explain why it is important to wash hands before touching or eating food.
   - Demonstrate recommended steps in handwashing.

10. Postlesson Evaluation Tools
    (Use only EFNEP approved evaluation tools)

11. Snack
    While distributing the snack, ask the youth to identify the food groups represented and if the food came from plants or animals.
    - MyPlate Sampler
    - Peanut Faces
    - Apple Merry Go Round

12. Take Home
    Parent Letter, Lesson 1

### Materials Needed

1.1 Approved EFNEP youth evaluation tool.

MyPlate Recipes

Take-home handouts
    Parent Letter, Lesson 1


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