Exploring MyPlate
with Professor Popcorn

Grade 2: Enjoying Food
Grade 2: Lesson 5 (2:5) – Vary your Protein Food Choices

**Objectives**

Upon completion of Lesson 5, youth will:

1. State that eating foods from the Protein Foods Group helps people be healthy and grow.

2. Identify foods in the Protein Foods Group.

3. Identify healthy choices at a fast-food restaurant.

4. Describe how to pack foods for a safe lunch.

**Materials Needed**

Display board
Visual packet for Grade 2, Lesson 5 (2:5)
Copies of prelesson evaluation (Lesson/Activity 1) *Use approved EFNEP evaluation tools
Copies of in-class handout 2:5G, “Making Food Unsafe” (Lesson/Activity 7)
Paper food models of apple, French fries, cake, banana, carrots, grapes. (Lesson/Activity 8)
Copies of postlesson evaluation (Lesson/Activity 10) *Use approved EFNEP evaluation tools
Snack supplies (Lesson/Activity 10)
Copies of recipes (Lesson/Activity 11)
Copies of take-home handout, “Parent Letter, Lesson 5”
MyPlate Poster

**Evaluation Questions Addressed in this Lesson:**

- ✓ #3 Circle the snacks that are best for your body. Pictures include: apple, French fries, cake, banana, carrot, grapes
- ✓ #10 Circle the food from the Protein Foods group. Pictures include: meat, vegetables, milk, yogurt

**KCAS**

Health, Nutrition 2.31, 2.3, 5.4
Safety 5.1

Lesson/Activity

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

2. Interest Approach
   Use Visuals 2:5A and 2:5B and review the basic concepts in MyPlate – healthy food and physical activity.
   Ask, “What foods have you tried since our first lesson? What physical activity have you tried? Whole grains? Variety of vegetables and fruits? Dairy Group foods?”
   We’ve learned about the Grains Group, Fruits Group, Vegetables Group, and Dairy Group. Ask, “What group do you think is missing?” The final group of MyPlate for us to discuss is the Protein Foods Group. This group has food from plants and from animals, but both keep us healthy.

3. Plants and Animals
   Explain that foods in the Protein Foods Group are not just from animals. Use Visual 2:5C and ask the children to match the food with whether it is from a plant or animal.

<table>
<thead>
<tr>
<th>Plant</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almonds</td>
<td>Steak</td>
</tr>
<tr>
<td>Peanut butter</td>
<td>Pork chop</td>
</tr>
<tr>
<td>Tofu</td>
<td>Chicken leg</td>
</tr>
<tr>
<td>Beans</td>
<td>Tuna</td>
</tr>
<tr>
<td>Nuts</td>
<td>Turkey</td>
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</tbody>
</table>

   Protein Foods Group foods from plants are dried beans, dried peas, nuts, and seeds.
   Was it easy to divide these up? What challenges were there?

4. Combination Foods
   During each lesson we have discussed if foods come from plants or animals. Some foods are a combination. Most of these usually involve the Protein Foods Group.
   Use Visual 2:5D to give examples.
   • Chicken and noodles (noodles = plant; chicken = animal)
   • Taco (shell, tomato, and lettuce = plant; cheese and meat = animal)
   • Pepperoni pizza (crust and sauce = plant; pepperoni and cheese = animal)
   Can you think of other combination foods? What food groups might be included?

Materials Needed

2.5 Approved EFNEP youth evaluation tool.

2:5A – Professor Popcorn
2:5B – MyPlate

2:5C – Protein Foods
   Plant  | Animal
   ------|---------
   Tofu   | Beans
   Nuts   | Steak
   Pork chop | Turkey
   Tuna | Almonds
   Peanut butter
   Chicken leg

2:5D – Combo Foods
   Chicken and noodles
   Taco
   Pepperoni pizza

5. Put It All Together

**Divide** into small groups. **Assign** a meal (breakfast, lunch, or dinner) or a snack to each group. During each lesson we have looked at where foods fit into what we eat during a day. Now it is your turn. Each group is to come up with what they think is a healthy meal or snack with as many of the foods groups in it as possible.

Let’s do an example together. Let’s pick lunch. **Use Visual 2:5E.**

- Grilled chicken sandwich
- Veggie sticks
- Apple
- Milk

*What groups are included? Are any missing?*

Now have each group work on their “menu.” After each group completes its task, **ask** for a volunteer to say their “menu.” For each food named, ask the larger group to identify which of the food groups it represents.

*What about this was easy? Difficult? What food groups were hard to put into a meal?*

6. Physical Activity

**Play Follow the Leader**

Professor Popcorn likes to walk around and climb up things. I’ll show you some of the things he might do, and you follow with me.

**Variations:**
- You are the first leader.
- Classroom contact can be the second leader.
- Choose a child to lead for one or two items, then pass along to the next “leader.”

*Some ideas:*
- Stretch high
- Do arm circles
- Jump like a frog
- Walk like a lame dog
- Stand on one leg
- Touch your toes
- Flap your arms like a bird
- Do 10 marches or jumping jacks

*(Come up with your own.)*

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### Lesson/Activity

**7. Food Safety Activity**

Illustrated talk using Visual 2:5F.

*Remember the Fight BAC! Rules?*

(Clean, separate, cook, and chill.)

**Activity:** Distribute in-class handout 2:5G and tell the children to remember those rules as they look for food safety problems in the picture. We need to eat food to be healthy, but if we don’t take care of our food, we will get sick. Professor Popcorn needs your help finding all the places in this picture that show how food can become unsafe.

*The second page of the handout is the answer key.*

**8. What Kinds of Foods Makes a Healthy Snack?**

Now let’s take a few minutes to talk about snacks. Do you like to eat snacks? What kinds of foods do you like to eat for snacks?

Professor Popcorn has helped us learn about all of the different food groups on MyPlate. *Ask “Think about MyPlate. What kinds of foods might make healthy snacks?”*

**Activity:** Show youth models of the following foods: apple, French fries, cake, banana, carrots, grapes. Ask which of these foods would make a good snack and which would not. What other foods might be healthy snacks?

**9. Let’s Review**

Ask the children to do the following:

*Describe how eating Protein Foods and being active helps to keep us healthy.*

*Name two foods from the Protein Foods Group.*

*Describe how to make healthy choices when eating out.*

*Review ways we can keep our food safe when we pack a lunch.*

*List two examples of healthy snacks.*

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### Materials Needed

**2:5F – Fight BAC! Rules**

<table>
<thead>
<tr>
<th>Clean</th>
<th>Separate</th>
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<tbody>
<tr>
<td>Cook</td>
<td>Chill</td>
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**2:5G – In-class Handout**

*Making Food Unsafe*

Paper food models of apple, French fries, cake, banana, carrots, and grapes.

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<tr>
<th><strong>Lesson/Activity</strong></th>
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<tr>
<td><strong>10. Postlesson Evaluation Tools</strong>&lt;br&gt; (<em>Use only EFNEP approved evaluation tools</em>)</td>
<td>2.5 Approved EFNEP youth evaluation tool.</td>
</tr>
<tr>
<td><strong>11. Snack — Protein Foods Group Tasting Party</strong>&lt;br&gt;Tastes of Beans, Nuts &amp; Seeds&lt;br&gt;Choose a variety of dried beans, peas, nuts, and seeds.&lt;br&gt;Prepare them for tasting.</td>
<td>Protein Foods Recipes</td>
</tr>
<tr>
<td><strong>12. Take Home</strong>&lt;br&gt;Parent Letter, Lesson 5</td>
<td>Take-home handout&lt;br&gt;<em>Parent Letter, Lesson 5</em></td>
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