

# Healthy Eating Patterns

## Summary

Students will explore healthy eating patterns as they relate to MyPlate. There is a PowerPoint and a note guide to accompany this lesson. A mini-lab recipe, (a lab that will only take half of a class period), will be provided to help teach the concepts of the lesson.

## Main Core Tie

Food And Nutrition I

[Strand 6 Standard 2](#)

## Time Frame

1 class periods of 70 minutes each

## Materials

- Healthy Eating Patterns Lesson Plan
- Healthy Eating Patterns PowerPoint
- Healthy Eating Patterns Note Guide
- Healthy Eating Patterns Note Guide KEY
- Recipe: Baked Potato Nachos

## Background for Teachers

Become familiar with healthy eating patterns as they relate to MyPlate. Review the PowerPoint and the teacher notes for each slide of the PowerPoint.

## Student Prior Knowledge

Basic knowledge of the current Dietary Guidelines and MyPlate.

## Intended Learning Outcomes

Students will demonstrate knowledge of healthy eating patterns.

## Instructional Procedures

### **Introduction: (5 Minutes)**

Explain to students the outline for the day. Ask them if they have any questions. Review the concepts of MyPlate.

### **Mini Lab- Baked Potato Nachos: (20 Minutes)**

Turn 20 minutes of class time over to practice working in the lab. Review basic lab duties and give lab directions. Remind students they need be back in their seats, with their food, in 20 minutes. The potatoes will take a little longer to cook so they will need to have one person from their group checking on it as we take notes. Their kitchens should be mostly clean. They will have the last few minutes of class to do any final dishes.

### **Healthy Eating Patterns Power Point: (20 Minutes)**

Have students look at the page healthy eating patterns notes. Show the power point that covers the healthy eating patterns. Discuss the importance of knowing them and how living their concepts can lead to a healthier life.

Turn the rest of class over to students to do any final cleaning. Remind students they need to have their lab clean before they will be excused.

**Conclusion: (5 Minutes)**

Check each lab unit for cleanliness and encourage students to return their packet to their filing cabinet drawer.

**Bibliography**

See [www.choosemyplate.gov](http://www.choosemyplate.gov)

**Authors**

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