Background Information

MyPlate is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person’s plate fruits and vegetables.

**Fruit: Focus on fruits.** Fruits are an important source of vitamins, minerals, and fiber. Servings of fruit can be from fresh, canned, dried, pureed, or frozen fruit, as well as 100% fruit juices. Examples of fresh fruits are oranges, apples, bananas, and strawberries. Common dried fruits include raisins, apricots, and prunes (dried plums).

**Vegetables: Vary your veggies.** Vegetables offer many vitamins and minerals as well as fiber. Vegetables are divided into five subgroups, depending on nutrient content:

1. Dark green vegetables (e.g., spinach, kale)
2. Starchy vegetables (e.g., potatoes, corn)
3. Red/orange (e.g., carrots, red bell peppers, tomatoes)
4. Beans and peas (e.g., black beans, kidney beans)
5. Other (e.g., beets, avocados, bok choy)

Servings of vegetables can come from fresh, canned, dried, pureed, or frozen, as well as 100% vegetable juice.

**Grains: Make at least half your grains whole.** Grains are foods made from wheat, rice, oats, cornmeal, barley or another cereal grain. They provide nutrients such as carbohydrates, B vitamins, iron, and dietary fiber. Grains are organized into two groups: whole grains and refined grains. It is suggested that whole grains comprise at least half of the recommended serving of grains because they have more nutrients than refined grains. Whole grains include whole wheat flour, bulgur (cracked wheat), oatmeal, and brown rice. Refined grains are foods that have been milled to a finer texture, removing the bran and germ. This process removes nutrients like B vitamins, iron and fiber. Many refined grain products are enriched, meaning the vitamins and minerals are added back into the final product. However, fiber is not put back into the product. Refined foods include: white flour, white rice.

**Protein: Go lean with protein.** Protein can come from animal and plant sources. Examples of food rich in protein include: meats, like beef and pork; poultry, like chicken and turkey; eggs; beans and peas; soy products; nuts and seeds; and seafood. In addition to the amino acids found in proteins that are important to humans’ diets, these foods provide iron and B vitamins.

**Dairy: Get your calcium-rich foods.** Dairy foods are important sources of calcium and also provide other nutrients like protein, vitamins, and minerals. Dairy foods include products made from milk that are high in calcium, including liquid milk, milk-based desserts, cheese, and yogurt. Calcium-fortified soy beverages also count as dairy foods. However, foods that are made from milk and are low in calcium, like cream, butter, and cream cheese, do not count as dairy foods. MyPlate recommends that calcium-rich foods should be fat-free or low-fat (1% Milk Fat).

Although not included as one of the five food groups, oils are included in MyPlate because this food category can also provide important nutrients. Oils represent a type of fat that is liquid at room temperature. Oils can be founds in foods like olives, avocados, nuts, and some fish.
Concepts and Vocabulary

- **Dairy:** Foods that are made from milk and are high in calcium, like liquid milk, cheese, and yogurt. Calcium-fortified soy beverages count as dairy. Examples of one serving of dairy: 1 cup of milk; 1 cup of calcium-fortified soy beverage; 1½ ounces of cheese; or 1 cup of yogurt.

- **Fruits:** Foods that are whole fruits, 100% fruit juice, or dried fruit. Examples of one serving of fruit: 1 cup of fresh fruit; 1 cup of 100% fruit juice; or ½ cup of dried fruit.

- **Grains:** Foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. Examples of one serving of grains: 1 cup of cereal; 1 slice of bread; 1 cup of rice; or 1 cup of oats.

- **Protein foods:** Foods that are good sources of protein, like meat, fish, eggs, peanut butter, nuts, and beans. Examples of one serving of protein: 1 ounce of meat; 1 ounce of fish; 1 egg; 1 tablespoon of peanut butter; ½ ounce of nuts; or ¼ cup of cooked beans.

- **Oils:** Fats that are liquid at room temperature and can provide important nutrients.

- **Refined Grains:** Grains that have been milled - a process that removes the bran and germ of the grain kernel. This process gives grains a finer texture and improves their shelf life, but it also removes dietary fiber, iron, and many B vitamins.

- **Vegetables:** Foods that are whole vegetables or 100% vegetable juice. Examples of one serving of vegetables: 1 cup of raw or cooked vegetables; 1 cup of 100% vegetable juice; 2 cups of raw leafy greens; or 1 cup of cooked leafy greens.

- **Whole Grains:** Grains that contain the entire kernel, including the bran, germ, and endosperm.

Life Skills

Critical Thinking, Organizing, Record Keeping, Portion Sizing, Mathematically Converting and Basic Arithmetic

Subject Links

Science, Mathematics, Nutrition, Health Education

Educational Standards Supported

Discovering Healthy Choices curriculum supports Next Generation Science Standards, Common Core State Standards, and California Nutrition Education Competencies. For specific details on standards and grade levels, please see page 9.
Activity 5.1: Classroom Activity

Getting Ready

1. Make copies of the MyPlate Icon (Appendix 5A), one for each group.
2. Make copies of the Character Profiles (Appendix 5B), one character for each group.
3. Make copies of the Food Photos (Appendix 5C), one set for each group.
4. Make copies of MyPlate Recommendations (Appendix 5D), one for each group.
5. Make copies of MyPlate for a Day (Appendix 5E), one for each group.
6. Organize the class into small groups of 3 to 4 youth.

Facilitator Tip: These can be the same groups that were formed in Lesson 1.1. By doing so, the youth may continue developing teamwork skills with the same group members.

7. Provide each group with a copy of the MyPlate icon to answer opening questions.
8. Provide each group with a sheet of flip chart paper and markers to answer opening questions.

Opening Questions/Prompts

Ask youth to respond to each question below by recording them on the flip chart paper provided and sharing their ideas verbally.

- Based on what you observe on the handout, explain what you think the purpose of this illustration might be.
- Explain how this might or might not relate to the foods you eat.

Procedure (Experiencing)

1. Provide each group with one character profile. Ask the youth to read about their character.
2. Provide each group a set of the Food Photos. Ask the youth to look through them to become familiar with foods, paying attention to the food groups and what counts as one serving from each food group.
3. Provide each group with the MyPlate Daily Recommendations handout. Explain that the chart includes recommendations for different ages, genders, and physical activity levels. Ask the youth to use this chart to determine the recommendations for their character.
4. Provide each group with the MyPlate for a Day handout. Ask the youth to use the Food Photos as a guide to select the foods they want to choose for each meal. Ask them to record the food and the number of servings needed to meet the MyPlate recommendations for their character on the MyPlate for a Day handout.

Facilitator Tip: Youth may need to be reminded that not all five groups need to be represented in each meal; however, it is important to meet the recommendations of all five food groups in one day. Youth may also choose foods that are not pictured, but should use the explanation of what counts as a serving in each food group when choosing alternate foods.
Sharing, Processing, and Generalizing

1. Have the groups present their character profile, and the foods and number of servings they chose for each meal on the MyPlate for a Day chart.

2. Follow the groups’ lines of thinking developed through general thoughts, observations, and questions and if necessary, ask more targeted questions:
   - Explain what you noticed about the different foods that count as a serving in each of the food groups.
   - Explain how you went about choosing the foods to meet the MyPlate daily recommendation.
   - Explain what you noticed about your character’s physical activity level and the MyPlate recommendations for him/her.
   - Explain why a person’s physical activity level might be important in considering how much food to eat.
   - Explain why a person’s gender or age might make a difference in choosing how much food to eat.
   - Explain what you think about how the recommendations might vary for you compared to the character profile.

Concept Term Discovery/Introduction

Make sure that youth understand the importance of the different MyPlate recommendations for every food group based on age and physical activity level. Youth should also understand that in each food group there are different amounts of foods that count as one serving. Make sure that the key messages of MyPlate are either discovered by the youth or introduced to them. These include:
   - Make half your plate fruits and veggies
   - Make half your grains whole,
   - Go lean with protein,
   - Switch to fat-free or low-fat (1%) milk

Additionally, make certain that vocabulary terms are either discovered by the youth or introduced to them: fruits, vegetables, grains, protein foods, dairy, refined grains, and whole grains.
Activity 5.2: Classroom Concept Application

**Getting Ready**

1. Make copies of *MyPlate Recommendations* (Appendix 5D), one for each youth.
2. Make copies of *MyPlate for a Day* (Appendix 5E), one for each youth.

**Procedure (Experiencing)**

1. Provide a copy of *MyPlate Recommendations* and *MyPlate for a Day* handouts to every youth.
2. Ask the youth to complete the *MyPlate for a Day* chart for themselves, using the *MyPlate Recommendations*.

**Sharing, Processing, and Generalizing**

1. When the youth have returned with the completed *MyPlate for a Day* chart, have the youth share them.
2. Follow the youths' lines of thinking through general thoughts, observations and questions, and if necessary, ask a more targeted question:
   - Explain how your recommendations differed from those for the character profile in the previous activity.

Activity 5.3 Garden Concept Application

**Getting Ready**

1. Make a copy of the *Vegetable Comparison Chart* (Appendix 5F), one for each youth.
2. Purchase or harvest vegetables from each of the five MyPlate vegetable subgroups. Recommended foods are provided in Examples of Vegetables (Appendix 5G). Enough vegetables are needed for each group of youth to have one whole vegetable from each MyPlate subgroup, and each youth to have one sample from every MyPlate subgroup.
3. Prepare the whole vegetables by washing them.
4. Prepare the vegetable samples in each MyPlate subgroup by cutting them into bite-size pieces if necessary. Place the samples into small paper cups, one for each youth.

**Facilitator Tip:** In order to reinforce the connection with the garden, choose vegetables that are growing in the garden.

5. Organize the class into small groups of 4 youth.

**Facilitator Tip:** These can be the same groups that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same group members.

6. Provide each group with a sheet of flip chart paper and markers to answer opening questions.
Opening Questions/Prompts

Ask youth to respond to each question below by sharing their ideas on flip chart paper.

- Name some vegetables that you eat. Explain why you like them.
- Explain what you know about the different nutrients found in different vegetables.
- Explain some of the similarities and differences you notice about the different vegetables.

Procedure (Experiencing)

1. Provide each youth with the MyPlate Vegetable Comparison chart. Explain that the youth need to fill it out during both the observation and the tasting parts of the activity.
   
   Facilitator Tip: Youth may need some prompting to describe each of the sensory questions. Visually, they may describe color, size, and texture. From the standpoint of touch, they may describe the texture, weight, temperature, and softness. For its smell, they can describe the character of the smell, or compare it to something familiar to them. Youth may even use their sense of hearing. They can tap the vegetable with their index finger and describe the volume or pitch. In describing the taste of the vegetable, they can describe the taste as well as texture of the vegetable in their mouth.

2. Provide each group with one whole vegetable from the Dark Green Vegetables group. Ask each youth to observe the vegetable using sight, sound, touch, and smell. Then ask them to discuss it within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

3. Give each youth a bite-sized sample from the Dark Green Vegetables group. Have each youth taste the vegetable. Ask them to discuss their observations within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

4. Provide each group with one whole vegetable from the Beans and Peas group. Ask each youth to observe the vegetable using sight, sound, touch, and smell. Then ask them to discuss it within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

5. Give each youth a bite-sized sample from the Beans and Peas group. Have each youth taste the vegetable. Ask them to discuss their observations within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

6. Provide each group with one whole vegetable from the Starchy Vegetables group. Ask each youth to observe the vegetable using sight, sound, touch, and smell. Then ask them to discuss it within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

7. Give each youth a bite-sized sample from the Starchy Vegetables group. Have each youth taste the vegetable. Ask them to discuss their observations within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

8. Provide each group with one whole vegetable from the Red and Orange Vegetables group. Ask each youth to observe the vegetable using sight, sound, touch, and smell. Then ask them to discuss it within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

9. Give each youth a bite-sized sample from the Red and Orange Vegetables group. Have each youth taste the vegetable. Ask them to discuss their observations within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

10. Provide each group with one whole vegetable from the Other Vegetables group. Ask each youth to observe the vegetable using sight, sound, touch, and smell. Then ask them to discuss it within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.

11. Give each youth a bite-sized sample from the Other Vegetables group. Have each youth taste the vegetable. Ask them to discuss their observations within their groups, and record their thoughts on the MyPlate Vegetables Comparison chart.
Sharing, Processing, and Generalizing

1. Have the youth share their observations from their MyPlate Vegetables Comparison chart.

2. Follow the lines of thinking developed through general thoughts, observations, and questions raised by the youth as they share and compare their thoughts and ideas relative to the vegetable food groups and MyPlate recommendations. If needed, use more targeted questions:
   - Explain what you noticed about the vegetables you just observed and tasted.
   - Explain how you went about making the observations of each vegetable.
   - Describe your reaction to the taste of each vegetable. Did you like it? Why or why not?
   - Explain why you think MyPlate categorizes these vegetables in different groups.
   - Discuss some other vegetables that may go in the different groups.
   - According to MyPlate, half of our plate should be fruits and vegetables. Discuss what vegetables you might choose to eat to fulfill your MyPlate recommendation.

Concept Term Discovery/Introduction

Make sure that youth understand that there are five different MyPlate subgroups based on the different nutrients in each. They should also learn the types of vegetables that belong in each category:

- Dark green vegetables (e.g., broccoli, kale, swiss chard, romaine lettuce)
- Beans and peas (e.g., black beans, garbanzo beans, lentils, split peas)
- Starchy vegetables (e.g., potatoes, corn)
- Red and orange vegetables (e.g., red bell peppers, sweet potatoes, carrots)
- Other vegetables (e.g., cauliflower, beets, green beans)

Activity 5.4: Goal Setting

Getting Ready

1. Make copies of MyPlate Recommendations (Appendix 5D), one for each youth.

2. Make copies of MyPlate Goal Setting (Appendix 5H), one for each youth.

Procedure (Experiencing)

1. Provide a copy of MyPlate Goal Setting handouts to every youth.

2. Ask the youth to bring home this lesson’s goal setting worksheet and complete it with a family member. They will answer the following questions:
   - Describe some things you can do to help meet your MyPlate vegetable recommendations.
   - Describe some things your family members can do to help meet the MyPlate vegetable recommendations.

3. When the youth return with the completed worksheet, ask them to share the goals that they set for eating their recommended amounts of vegetables.
Activity 5.5: Home Concept Application

Getting Ready

1. Make copies of Growing a Garden for MyPlate (Appendix 5I), enough for each youth.

Procedure (Experiencing)

1. Provide a copy of the Growing a Garden for MyPlate handouts to every youth.

2. Explain to the youth this is an optional home project. Tell them they can work with their families to create a MyPlate Garden at home. Explain that if they have space to grow multiple plants, to try and grow one vegetable from each MyPlate subcategory. If they have limited space, try growing one vegetable in a container.
APPENDIX 5A: My Plate Icon

![My Plate Icon]

Choose MyPlate.gov
APPENDIX 5B: Character Profiles

Hi, I’m Lily!

6-year-old Lily is about to go into the 1st grade. She takes ballet classes for 30 minutes, 3 times a week. She loves the color pink and likes to twirl in her pink tutu. Right when she gets home from practice, Lily likes singing and dancing to her favorite songs.

Hi, I’m Karla!

Karla is 6 years old. Her favorite thing to do in the whole wide world is draw, paint, and color. She does not like sports because she always seems to get hurt. Karla wants to be a painter when she grows up.
APPENDIX 5B: Character Profiles

Hi, I’m David!

14-year-old David is growing fast. In just one year, David was able to grow two inches taller. David loves baseball. He plays baseball for at least one hour, five days a week. When he is not playing baseball he also loves to ride his bicycle with his friends.

Hi, I’m Alexander!

Alexander is 14 years old. He learned to read when he was 4. Ever since then, he hasn’t been able to put a book down. He is now 14 years old and is in the 8th grade. His favorite books to read are comic books. He reads them whenever he can.
Hi, I’m Louisa!

Louisa is a 23-year old college youth, where she has been playing volleyball. She met most of her friends through volleyball. Recently she decided to coach volleyball at an elementary school. Louisa also runs two miles at 7:00 am every morning, 5 days a week. She also plays volleyball with her friends three times a week, and games can last two to three hours.

Hi, I’m Olivia!

Olivia, 23 years old, has never been athletic. She loves to read and watch TV. Olivia’s favorite book of all time is James and the Giant Peach. She is a secretary at Dr. Stone’s dental office. She and her husband like to play board games together.
Hi, I’m Joseph!

30-year-old Joseph is a successful manager at an accounting firm. His job is very demanding and he typically works starting at 7:00 am, and is usually not home until 8:00 pm. When he gets home from work, he is so exhausted that all he wants to do is relax on the couch and then go to sleep.

Hi, I’m Filip!

Filip, 30 years old, has been playing soccer since he was seven. He plays professional soccer in Brazil and is one of the best players on his team. He practices six days a week for five hours a day. When he doesn’t have practice, he runs at least five miles.
Hi, I’m Mrs. Strutter!

45-year-old Mrs. Strutter is a mother of two children that are in middle school. While they are at school, she does errands, cooks and cleans her home. Her favorite thing to do is to tend to her well-kept, vegetable garden. She spends at least 30 minutes in her garden every day. Mrs. Strutter tries to stay physically active and eat healthfully.

Hi, I’m Ms. Rodriguez!

Ms. Rodriguez is 45 years old and is a Math Facilitator at a high school. She lives with her cat named Lucy. In the evenings after she is done grading her youth’ math homework, she likes to watch movies. One of Ms. Rodriguez’s favorite hobbies is to make scrapbooks with her favorite photos.
APPENDIX 5C: Food Photos

Cheddar Cheese
1.5 ounces

Dairy
1 ½ ounces of cheese counts as 1 cup of dairy

Yogurt
1 cup

Dairy
1 cup of yogurt counts as 1 cup of dairy
APPENDIX 5C: Food Photos

1% Milk
1 cup

Dairy
1 cup of milk counts as
1 cup of dairy

White Rice
½ cup

Grains
½ cup of rice counts as
1 ounce of grains
APPENDIX 5C: Food Photos

Cereal
1 cup

Grains
1 cup of cereal counts as 1 ounce of grains

Whole Wheat Bread
1 Slice

Grains
1 slice of whole wheat bread counts as 1 ounce of grains
APPENDIX 5C: Food Photos

Raw Spinach
2 Cups

Vegetables
2 cups of raw leafy greens count as 1 cup of vegetables

Cooked Spinach
1 Cup

Vegetables
1 cup of cooked leafy greens counts as 1 cup of vegetables
APPENDIX 5C: Food Photos

**Corn**
1 Cup

**Vegetables**
1 cup of corn counts as 1 cup of vegetables

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**Turkey Deli**

**Meat**
1 ounce

**Protein**
1 ounce of meat or fish counts as 1 ounce of protein
APPENDIX 5C: Food Photos

Egg
1 Egg

Protein
1 egg counts as
1 ounce of protein

Black Beans
¼ Cup

Protein
¼ cup of beans counts as
1 ounce of protein
APPENDIX 5C: Food Photos

Fish
1 ounce

Protein
1 ounce of meat or fish counts as 1 ounce of protein

Mixed Nuts
½ ounce

Protein
½ ounce of nuts counts as 1 ounce of protein
APPENDIX 5C: Food Photos

Peanut Butter
1 tablespoon

Protein
1 tablespoon of peanut butter counts as 1 ounce of protein

100% Orange Juice
1 cup

Fruit
1 cup of 100% fruit juice counts as 1 cup of fruit
APPENDIX 5C: Food Photos

Raisins
½ cup

Fruit
½ cup of dried fruit counts as 1 cup of fruit

Strawberries
1 cup

Fruit
1 cup of fresh fruit counts as 1 cup of fruit
APPENDIX 5D: MyPlate Recommendations

*Levels of Physical Activity*
Moderate Physical Activity: walking briskly, hiking, gardening/yard work, and dancing.
Vigorous Physical Activity: running/jogging, swimming laps, and aerobics.

**Less than 30 minutes** of moderate physical activity* per day:

<table>
<thead>
<tr>
<th>Gender and Age Groups</th>
<th>Fruits</th>
<th>Vegetables</th>
<th>Grains</th>
<th>Protein</th>
<th>Dairy</th>
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<td>1 cup</td>
<td>3 ounce equivalent</td>
<td>2 ounce equivalent</td>
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<td>4 – 8 years</td>
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<td><strong>Girls: 9 – 13 years</strong></td>
<td>1 ½ cups</td>
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<td>3 cups</td>
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<tr>
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<td>6 ounce equivalent</td>
<td>5 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Boys: 9 – 13 years</strong></td>
<td>1 ½ cups</td>
<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
<td>5 ounce equivalent</td>
<td>3 cups</td>
</tr>
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<td>14 – 18 years</td>
<td>2 cups</td>
<td>3 cups</td>
<td>8 ounce equivalent</td>
<td>6 ½ ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Women: 19 – 30 years</strong></td>
<td>2 cups</td>
<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
<td>5 ½ ounce equivalent</td>
<td>3 cups</td>
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<tr>
<td>31- 50 years</td>
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<td>6 ounce equivalent</td>
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<td>51+ years</td>
<td>1 ½ cups</td>
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<td><strong>Men: 19 – 30 years</strong></td>
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<td>31- 50 years</td>
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<td>7 ounce equivalent</td>
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<td>3 cups</td>
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<tr>
<td>51+ years</td>
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<td>5 ½ ounce equivalent</td>
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# APPENDIX 5D: MyPlate Recommendations

## 30 to 60 minutes of moderate or vigorous physical activity* per day

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<tr>
<th>Age and Gender Group</th>
<th>Fruits</th>
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<th>Protein</th>
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<tr>
<td><strong>Boys</strong>: 9 – 13 years</td>
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<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
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<td>3 cups</td>
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<td>3 ½ cups</td>
<td>10 ounce equivalent</td>
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<td>3 cups</td>
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<tr>
<td><strong>Women</strong>: 19 – 30 years</td>
<td>2 cups</td>
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<td>7 ounce equivalent</td>
<td>6 ounce equivalent</td>
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## More than 60 minutes of moderate or vigorous physical activity* per day

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<th>Age and Gender Group</th>
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<tr>
<td>4 – 8 years</td>
<td>1 ½ cups</td>
<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
<td>5 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Girls</strong>: 9 – 13 years</td>
<td>2 cups</td>
<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
<td>5 ½ ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>14 – 18 years</td>
<td>2 cups</td>
<td>3 cups</td>
<td>8 ounce equivalent</td>
<td>6 ½ ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Boys</strong>: 9 – 13 years</td>
<td>2 cups</td>
<td>3 cups</td>
<td>7 ounce equivalent</td>
<td>6 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>14 – 18 years</td>
<td>2 ½ cups</td>
<td>4 cups</td>
<td>10 ounce equivalent</td>
<td>7 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Women</strong>: 19 – 30 years</td>
<td>2 cups</td>
<td>3 cups</td>
<td>8 ounce equivalent</td>
<td>6 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>31 - 50 years</td>
<td>2 cups</td>
<td>3 cups</td>
<td>7 ounce equivalent</td>
<td>6 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>51+ years</td>
<td>2 cups</td>
<td>2 ½ cups</td>
<td>6 ounce equivalent</td>
<td>5 ½ ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td><strong>Men</strong>: 19 – 30 years</td>
<td>2 ½ cups</td>
<td>4 cups</td>
<td>10 ounce equivalent</td>
<td>7 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>31 - 50 years</td>
<td>2 ½ cups</td>
<td>3 ½ cups</td>
<td>10 ounce equivalent</td>
<td>7 ounce equivalent</td>
<td>3 cups</td>
</tr>
<tr>
<td>51+ years</td>
<td>2 cups</td>
<td>3 ½ cups</td>
<td>9 ounce equivalent</td>
<td>6 ½ ounce equivalent</td>
<td>3 cups</td>
</tr>
</tbody>
</table>
APPENDIX 5E: MyPlate for a Day

Who is this profile for? ____________________________

How many servings of each of the food groups does MyPlate recommend for this person for the whole day? _______ Fruits, _______ Vegetables, _______ Grains, _______ Protein, _______ Dairy

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snack</th>
<th>Daily Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRUITS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VEGETABLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAINS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROTEIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAIRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Instructions

Answer the following questions for all the different vegetables during both the observation and tasting parts of the activity.

<table>
<thead>
<tr>
<th>Sensory Questions</th>
<th>Dark Green Vegetables MyPlate Subgroup</th>
<th>Beans and Peas MyPlate Subgroup</th>
<th>Starchy Vegetables MyPlate Subgroup</th>
<th>Red and Orange Vegetables MyPlate Subgroup</th>
<th>Other Vegetables MyPlate Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does it feel?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does it smell like?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kinds of sounds does it make when you shake it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how it tastes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX 5G: Recommended Vegetables

## Example Vegetables

<table>
<thead>
<tr>
<th>Dark Green Vegetables MyPlate Subgroup</th>
<th>Beans and Peas MyPlate Subgroup</th>
<th>Starchy Vegetables MyPlate Subgroup</th>
<th>Red and Orange Vegetables MyPlate Subgroup</th>
<th>Other Vegetables MyPlate Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bok Choy</td>
<td>Black Beans</td>
<td>Cassava</td>
<td>Acorn Squash</td>
<td>Artichokes</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Black-Eyed Peas (mature, dry)</td>
<td>Corn</td>
<td>Butternut Squash</td>
<td>Asparagus</td>
</tr>
<tr>
<td>Collard Greens</td>
<td>Garbanzo Beans (chick-peas)</td>
<td>Fresh Cowpeas, Field Peas, Black-Eyed Peas (not dry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dark Green Leafy Lettuce</td>
<td>Kidney Beans</td>
<td>Green Bananas</td>
<td>Pumpkin</td>
<td>Carrots</td>
</tr>
<tr>
<td>Kale</td>
<td>Lentils</td>
<td>Green Peas</td>
<td>Red Peppers</td>
<td>Hubbard Squash</td>
</tr>
<tr>
<td>Mesclun</td>
<td>Navy Beans</td>
<td>Green Lima Beans</td>
<td>Sweet Potatoes</td>
<td>Butternut Squash</td>
</tr>
<tr>
<td>Mustard Greens</td>
<td>Pinto Beans</td>
<td>Plantains</td>
<td>Tomatoes</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Romaine Lettuce</td>
<td>Soy Beans</td>
<td>Potatoes</td>
<td>Tomato Juice</td>
<td>Cauliflower</td>
</tr>
<tr>
<td>Spinach</td>
<td>Split Peas</td>
<td>Taro</td>
<td></td>
<td>Celery</td>
</tr>
<tr>
<td>Turnip Greens</td>
<td>White Beans</td>
<td>Water Chestnuts</td>
<td></td>
<td>Cucumbers</td>
</tr>
<tr>
<td>Watercress</td>
<td></td>
<td></td>
<td></td>
<td>Eggplant</td>
</tr>
</tbody>
</table>

APPENDIX 5H: Goal Setting

MyPlate Goal Setting

How many servings of vegetables are recommended for you to eat every day?

How many servings of vegetables are recommended for your family member to eat every day?

What are some things you can do to meet your vegetable recommendation?

What can your family member do to meet their vegetable recommendation?
Growing a Garden for MyPlate

Plant a home garden with vegetables from different MyPlate subcategories:
1. Dark green vegetables (examples: spinach, kale, Swiss chard)
2. Starchy vegetables (examples: potatoes, corn)
3. Red/orange (examples: carrots, tomatoes)
4. Beans and peas (examples: black beans, kidney beans)
5. Other (examples: beets, cauliflower, bok choy)

A home garden can be planted in the ground, raised beds, or containers. If you have limited space, start with just one vegetable in a small container. Most vegetables require full sun, with at least 6-8 hours of sunlight.

These are some vegetables that are recommended for planting in cool weather seasons:

- **Spinach**
  Sow seeds 1/2 inch to 1 inch deep, covering lightly with soil. Sow about 12 seeds per foot of row or container.

- **Snow peas**
  Plant 1 inch deep (deeper if soil is dry) and 2 inches apart.

- **Potatoes**
  Potatoes can be started by seed or by planting a small whole potato or small pieces of a whole potato, with at least 2 eyes per piece. If you are cutting up potato pieces for planting, do so a 1-2 days ahead of time. This will give them the chance to form a protective layer, both for moisture retention and rot resistance. Plant potatoes one foot apart, 4 inches deep, with the eye of the potato facing up. Make sure potatoes are planted in well-drained, loose soil.

- **Carrots**
  Plant seeds 3-4 inches apart in rows. Rows should be at least a foot apart.

- **Beets**
  Plant seeds ½ inch deep and 1-2 inches apart.

**More Resources for Building a Home Garden**

- California Agriculture and Natural Resources Garden Web
  http://ucanr.org/sites/gardenweb/

- California Master Gardeners
  http://camastergardeners.ucdavis.edu/