**Course:** Family and Consumer Sciences

**Audience/age group:** Grade 8

**Unit:** MyPlate

**Lesson topic:** MyPlate – Putting It All Together

**Lesson description:** Students will apply what they have learned from the MyPlate unit and create an advertisement (poster or brochure) encouraging middle school students to eat healthy. Students will need knowledge of the five food groups prior to completing this assignment.

**Time Frame:** 40 minutes (2 days)

**Learning goal/objective:** Design a brochure or poster that encourages middle school students to eat healthy and follow MyPlate’s recommendations.

**Nebraska standards:**

HSE.MS.6.1 Identify the MyPlate groups, foods, importance of each, recommended amounts, and how this visual helps to make better eating choices.

HSE.MS.6.11 Incorporate technology tools & skills as they complete research projects throughout unit.

**Lesson:**

1. **Set activity:** Have students generate a slogan or catchphrase encouraging middle school students to follow MyPlate’s guidelines. Ex: Don’t be a fool, MyPlate is cool.
2. **Activity #1:** Introduce the MyPlate – Putting It All Together activity:
	* Middle school students struggle to make healthy eating choices every day and following MyPlate’s recommendations. How can we help our classmates and peers learn and understand what they should eat/guidelines to follow and live a healthier lifestyle?
	* Students will create a poster or brochure encouraging students to follow MyPlate’s guidelines. Their poster/brochure should have the following components:
		+ Title (MyPlate)
		+ The five food groups
		+ The recommended value of each food group they should consume each day (this amount will vary based on their age/gender)
		+ Three examples of foods that fit into each group
		+ 3 tips to encourage students to better incorporate MyPlate into their diet (example: eat fruits and vegetables that are in season)
		+ A rationale for following MyPlate
		+ A slogan/catchphrase (generated from the set activity)
			- *The information listed above was covered in the days prior to starting the assessment. The information may need to be accommodated based on what is covered with each class.*
	* Posters are typically completed on paper with pencils/markers/crayons etc. Students do have the option of completing the assignment on their computer, however, students may not copy and paste the MyPlate graphic. Instead, students need to create something different/unique.
3. **Activity #2:**
	* Students will have two work days to complete their poster/brochure.
4. **Activity #3:**
	* *Optional:* On the third day after completing the posters, the class can vote for the most motivating/creative poster. The top three get a prize (usually a healthy snack following MyPlate’s recommendations).
5. **Closure:**
	* Closure each day can be a pair-share with a partner explaining one component of their poster, such as recommended values or examples for food in each group.
	* Another form of closure is students showing their progress on the assignment to the teacher.

Assessment:

* Formative assessment: N/A
* Summative assessment: Poster – graded using rubric

Supplemental Information:

* Rubric