

Integrating Gender and Nutrition within Agricultural Extension Services

Nutrition Activity Sheet 2

Draw Your Plate

Age:

7-10 years

Time:

75 minutes

Materials Needed:

- Pictures of foods
- Blank Paper
- Pens or Pencils
- Crayons
- Pictures of a sample healthy meal (large enough that children can see, using the dish, bowl, etc. that is commonly used in that community)

Introduction

Children need to eat a variety of foods to support adequate growth, increase strength, increase brain function (do well in school), and improve health (less illness). The goal of the “Draw your Plate” activity is to encourage children to eat a variety of foods from the food groups on a daily basis.

Objectives

At the end of the lesson, children will be able to:

- 1) Identify foods that are energy producing, body building, and body protection
- 2) Understand the importance of eating energy producing, body building, and body protection foods on a daily basis
- 3) Create a meal that incorporates energy producing, body building, and body protection foods

Guide

Use the table below to associate the 3 basic groups and some example foods (think about more foods too!). Color coding helps visualize these groups on a dish.

Color	Group	Examples
Red	Energy Giving	Rice, bread, grains and cereals, roots and tubers, sugar, oil, coconut, ghee
Yellow	Body Building	Meat, fish, egg, milk, lentils, nut, seeds
Blue	Body Protecting	Dark green leafy vegetables, yellow vegetables, orange vegetables, fruits

Class Activity

1. Awareness and prompt. Use the table to guide the discussion. Show children the pictures of the various foods and describe if they are “energy producing”, “body building”, and “body protecting”. Explain the importance of consuming these foods on a daily basis. (~15 minutes)
2. Group Activity. In this activity, children will learn about the different food groups, foods associated with these foods, and the importance of consuming these foods on a daily basis.
 - a. Hand out a blank sheet of paper and red, yellow, and blue colored crayons to each child.
 - b. Instruct the children to draw a big circle in the middle of the paper. This is their “dish” that they will be drawing on. Ask them to fill their dish with foods they typically eat at meal time. (~10 minutes)
 - c. Once the children have finished drawing their meal, the instructor will ask children to share what they drew. The children will need to discuss the foods they drew and in which food group they can be found in. (objective 1) (~15 minutes)
 - d. As the instructor, draw an ideal meal that represents the various foods that are energy producing, body building, and body protecting with the red, yellow, and blue colored crayons. Show the children what you drew and explain why these foods are important to eat. (~10 minutes)
 - e. Ask the children to add onto their previous meal dish with foods that are energy producing, body building, and body protecting. (objective 3) (~10 minutes)
3. Take home and conclusion. Ask the following questions to help students understand what they learned during this activity (objectives 1, 2, and 3) (~15 minutes)
 - What did you add on your plate and why?
 - What foods on your plate are energy giving /body building/body protecting?

References

"Nutrition Country Profiles: Bangladesh Summary." Nutrition Country Profiles: Bangladesh Summary. N.p., n.d. Web. 19 Apr. 2016. http://www.fao.org/ag/agn/nutrition/bgd_en.stm



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