



United States Department of Agriculture



POWER UP!



SUPERCHARGE YOUR
FOOD & FITNESS

Table of Contents

Program Introduction

Leveraging the Classroom to Improve Health.....	2
Getting Down to Basics.....	3
What You Will Find.....	4
Lesson Highlights.....	7
A Holistic Approach: The Role of PSEs in the School Environment.....	6

Curriculum

Lesson 1: Track Your Snack.....	12
Lesson 2: Recipe Makeover: Team Project Kickoff.....	26
Lesson 3: What's Your Plan?.....	32
Lesson 4: Recipe Makeover.....	42
Lesson 5: Three-Day Food Record.....	46
Lesson 6: Healthy Food Shopping.....	56
Lesson 7: Balance Your Calories.....	61
Lesson 8: Finding Balance.....	75
Lesson 9: Get Active.....	81
Lesson 10: Adding Physical Activity To Your Day.....	95
Lesson 11: Build Healthy Meals.....	100
Lesson 12: The Healthy Reveal.....	113

Bringing the Lessons to Life: Supplemental Activities

Vending Machine Revamp.....	118
Make Your Own Music Video.....	120
Food Spies.....	122
Culinary Culture: Exploring the World.....	125
Your Body, Your Image.....	127
Teen Cooking Show.....	135
The Role of Sleep as Part of Your Overall Health.....	138

Tools and Terms.....	143
-----------------------------	------------

Print-Ready Tools.....	148
-------------------------------	------------

Supplemental Teacher Resources.....	156
--	------------

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By opening these pages, you have already shown how much you care about teens and their health. You're not alone. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has identified teens, especially those in low-income households, as a group at risk for the problems associated with unhealthy eating patterns and limited physical activity.

Diet quality often declines during adolescence, when teens assume more responsibility and greater autonomy in choosing what they consume.

To help reach this group of soon-to-be adults, USDA has created a resource targeted to their needs and interest. Why? Because adolescence is the last chance to give them the knowledge, the tools—and yes, hopefully the motivation—to eat healthfully and be physically active before they become full-fledged busy adults.

You probably know that poor eating habits and sedentary lifestyles have resulted in an obesity epidemic. What you may not know is its cost: an estimated \$150 billion in associated medical costs annually (Centers for Disease Control and Prevention, 2015) in the United States alone. Obesity has its roots in childhood and adolescence, when habits are established that will last a lifetime. As with many other public health problems, obesity and weight-related illnesses strike low-income and minority groups the hardest. For example, obesity rates are 145 percent greater in the poorest U.S. counties compared with the wealthiest (Poverty and Obesity in the US, Diabetes Journal, 2011).

Leveraging the Classroom to Improve Health

School is where the majority of teens spend their days. That makes the classroom an ideal setting to teach them about the benefits of healthy eating and physical activity. The goal is to provide teens with the knowledge, skills and tools to instill healthy habits that will serve them for life.

To design an effective school-based program, we started by conducting 10 focus groups with teens and with teachers like yourself in towns and cities throughout the Nation. Then, we pilot tested the curriculum in three high schools – two in Florida, and one in Washington, DC – followed by additional focus groups with the students and teachers who participated. Here's what we heard:

- **Group interaction and team-based activities motivate teens.** They like interactive activities that involve multimedia. Making videos is a student favorite.
- **Teens are interested in activities that boost their confidence** and make them feel like they are in charge.
- **Most teens say they care about both food *and* health** and acknowledge feeling better when they are active and eat healthy foods.
- **Many teens exercise**, but feel challenged when it comes to finding ways to eat healthy food, which they view as expensive, difficult to make and not tasty.
- **Most teens care about their appearance.** If they feel that a habit will help improve or maintain how they look, they say that they are more apt to make an effort to change.
- **Cooking intrigues both young men and women.** Quite a number said that they are interested in learning how to make ethnic foods. In general, teens want to know how to cook meals that are tasty, easy to cook, healthy, and don't cost a lot.

- **Health class seems boring and irrelevant** to many teens, but they said that adding nutrition and physical activity could capture their interest, especially if they learned practical ways to personalize such information and skills.

If you **ask teens** what makes it easier or harder for them to make healthy choices, they report that family support and easy access to healthy foods fosters smarter choices.

Teen focus groups and a pilot study of this curriculum revealed that what often hinders healthy behavior is a perceived lack of time for grocery shopping and cooking, limited understanding of healthy food choices, and a belief that healthy food costs more and doesn't taste as good as other foods.

Getting Down to Basics

Power Up! is designed to give high school students the information, tools and motivation needed to make healthier choices. Power Up! builds in social interaction, hands-on activities, friendly competition and opportunities for them to use their computer savvy.

Teens thrive on competition and fun. So activities are designed around teams—which can be carried out either within a class or between classes. This connection to game theory is intended to engage teens through competition, incremental successes and rewards.

Online activities are second nature to teens. This curriculum leverages USDA's interactive SuperTracker (Link: <https://www.supertracker.usda.gov/>)—an online, digital tool that helps students think critically about their food and physical activity choices. SuperTracker also encourages students to set personal goals and helps them measure accomplishments along the way.

Power Up! includes elements from a broad range of USDA's nutrition education materials, as well as:

- *MyPlate, MyWins* campaign, which was released as part of the 2015-2020 Dietary Guidelines.
- FNS *Team Nutrition* materials.
- FNS SNAP-Education guidance on making policy, systems and environmental changes an integral part of healthy eating and increased physical activity initiatives. Such changes offer an opportunity for teens to own and act on the lessons delivered through more traditional methods.
- *MyPlate SuperTracker Lesson Plans for High School Students*—developed by USDA's Center for Nutrition Policy and Promotion.
- The Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT) is another benefit aligned with Power Up!

Target Audience

- 9th-12th graders.

Overall Program Objectives

- Choose to eat food and beverages consistent with the recommendations based on the Dietary Guidelines and MyPlate.
- Increase physical activity.

What You Will Find

This program was developed with flexibility in mind. We know teachers have competing priorities, limited time, and a lot to cover with students. As you review the content, keep in mind that its flexible design provides choices to meet the requirements of your individual school and classroom, as well as the interests and needs of your students. While it is desirable to complete Power Up! in its entirety, the structure allows you to choose the combination of individual lessons and activities that best fit your circumstances.

Overall Curriculum Features

- There are six lessons which alternate with engaging group activities, resulting in a total of 12 classroom lessons. This combination delivers basic information, tools to use that information and interesting applications in which students interact and compete. The result is a package of many opportunities for students to learn, practice, and receive reinforcement for making healthy choices.
- Nearly all the lessons require access to the Internet. If such access isn't available in your classroom, consider use of a computer lab or library. Teachers may also consider having students complete web-based activities as homework.
- Additional resources and activities, as well as a glossary and links to more material, are included.

Specific Program Goals

Follow: An eating plan for healthy growth and development.

Consume daily:

- Fruits and vegetables.
- Whole grain products.
- Healthy snacks.
- Wide variety of foods within each food group to meet the recommended daily intake.
- Variety of protein foods weekly.
- Fat-free or low-fat milk or milk products.
- Water.

Prepare: Food in healthful ways.

Balance: Calorie intake with calorie expenditure.

Choose: To be physically active.

Help: Others to eat healthfully.

Limit: Foods and beverages high in added sugars and salt, as well as unhealthy saturated fats, trans fats, and sodium.

Individual Lesson Structure

In each lesson you will find:

- Guidance on lesson timing and information about the core components of each lesson.
- An overview of what will be covered.
- Ideas for starting or kicking off individual lessons to engage students.
- Steps to prepare for each lesson including material and set-up requirements.
- Lesson objectives.
- Detailed teaching instructions.
- Ideas for wrapping up each lesson.

While the estimated timeframe to complete each lesson is approximately 40-60 minutes, the total amount of time it takes to cover any one lesson will be determined by a variety of factors: e.g., amount of discussion, which additional lesson components are implemented, number of students in the class, etc. In each lesson, we have highlighted the core components to help you focus on the fundamentals, in the event of limited time.

There are also a variety of lesson supplements for your consideration. These additional elements are introduced with the icons shown here:

	Activities Hands-on group activities to bring lesson topics to life.
	Tips Helpful ideas to add to class discussion and provide interesting tools.
	Resources Additional information that can be used to provide more valuable content to teens.
	Beyond the Classroom Activities intended to influence school policies, systems, and/or the environment in ways that create more opportunity and reinforcement for healthy choices.
	Homework Assignments Multiple uses, from prompts for classroom conversation to group activities for extra credit.

Before introducing the details of individual lessons, the chart below provides a brief profile of each one. The chart is organized around the following elements:

- **Lesson Topic:** the title of the lesson/topic to be covered.
- **Lesson Goals:** the learning objectives for the lesson—what we hope your students will take away from the class.
- **Beyond the Classroom:** descriptions of the additional activities that your students could use to influence school policies, systems, and/or the environment in ways that create more opportunity for and reinforcement of healthy choices.
- **Supplemental Activities:** additional activities outside of the primary curriculum. The chart identifies which supplemental activities pair well with each lesson.

A Holistic Approach to Promoting Healthy Food Choices: The Role of Policy, Systems, and Environmental (PSE) Change

USDA's Supplemental Nutrition Assistance Program (SNAP) is committed to promoting healthy eating and increased physical activity through a combination of educational experiences focused on individual change and modifications to the policies, systems and environments in which individual choices are made. That commitment is reflected in SNAP's national guidance and financial support for initiatives that integrate these targets. SNAP-Ed Guidance is available here: <https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>.

This program encourages your students to apply what they've learned in class to become agents of healthy change for their families, schools and communities. Every lesson offers one or more suggestions so your students can use what they learn in class to influence others.

Changes in school policy, systems, or environments, however, are likely to require ongoing commitments and coordination with school administrators and staff. Wellness councils, or nutrition advisory groups, are sometimes the vehicle for promoting and achieving such goals. Consequently, one of the curriculum add-ons includes general guidance on establishing such a group in high schools.

Some high schools and communities already have such a group with teen participants. So, the curriculum introduced here includes some ideas for activities that focus on broader and more substantial changes to policy, systems, and environment. These may be identified as "Beyond the Classroom" suggestions or supplemental activities. Additional policy, systems and environment (PSE) examples of how schools and other organizations have implemented PSE goals can be found in the SNAP-Ed Toolkit: <https://snapedtoolkit.org/>

Lesson Highlights

Lesson Topics	Lesson Goals	Beyond the Classroom: Shaping Policies, Systems, and Environments	Supplemental Activities
<p>1. Track Your Snack</p>	<p>Know how to choose a healthy snack whether in school, on a team, at home or out with friends.</p> <p>Able to use SuperTracker to compare different snacks and identify healthier choices.</p>	<p>In School Develop posters or other displays to compare results of snack analysis – e.g., good choices at fast food restaurants; amount of calories, fat and sugar in popular beverages; ways to make a snack category work for you.</p> <p>Out of School Make a shopping list of healthy snacks and share with family. Agree on a list family will actually buy/try to promote better snacking habits at home.</p>	<p>Vending Machine Revamp</p> <p>Coordinate with school principal/cafeeteria manager to inventory snacks available in school vending machines, a la carte cafeteria line or sold at school sports events.</p> <p>Analyze calories, added fats and sugars for items sold and share information with school administrators, cafeteria manager, etc.</p>
<p>2. Recipe Makeover- Team Project Kickoff</p>	<p>Learn and practice team building skills and working together towards a common goal focused on healthy eating.</p> <p>Learn how to set parameters for the group activity.</p>	<p>In School Engage cafeteria staff to participate in a recipe makeover contest – e.g., promote contest, provide space/materials for preparations and tasting, serve as judges and/or provide prizes.</p>	

Lesson Topics	Lesson Goals	Beyond the Classroom: Shaping Policies, Systems, and Environments	Supplemental Activities
<p>3. What's Your Plan?</p>	<p>Learn about the MyPlate food groups, how to calculate daily calories and the importance of eating a variety of foods daily.</p>	<p>In School Work with Food Service to make 1-2 changes that help students plan and act more healthfully – e.g., 1) provide key nutrition facts about school entrees served; 2) compare key nutrition facts about school entrees compared to fast food alternatives.</p> <p>Out of School Test nutrition knowledge of family members; talk about the difference between what the family knows and does; agree on one family goal and track progress.</p>	<p>Make Your Own Music Video</p> <p>Develop their own music video “parody” that demonstrates student knowledge.</p>
<p>4. Recipe Makeover</p>	<p>Learn how ingredients and preparation can affect nutrition quality and calories.</p>	<p>In School Develop a list of catchy prompts for use in cafeteria to promote recipes that appeal to students</p> <p>Out of School Share updated recipes with family and try them at home. Consider making both the “before” and “after” recipes to prompt discussion.</p>	<p>Food Spies</p> <p>Conduct an “investigation” into unfamiliar foods, learning about the history and origin, health benefits and preparation ideas for foods they have not tried before.</p> <p>This activity could be carried out with involvement of school food service to reach more students.</p>

Lesson Topics	Lesson Goals	Beyond the Classroom: Shaping Policies, Systems, and Environments	Supplemental Activities
<p>5. Three-Day Food Record</p>	<p>Learn how to track food eaten over time to assess diet quality.</p>	<p>In School Work with Food Service staff to post calorie and key nutrient information about menu items. Create handouts or announcements to post around school to encourage using SuperTracker.</p> <p>Out of School Encourage friends and family to track food consumption; create SuperTracker user groups for friends or family.</p>	<p>Culinary Culture</p> <p>Research healthy foods from around the world. This could be done in conjunction with foreign language, economics or geography classes.</p>
<p>6. Healthy Food Shopping</p>	<p>Learn how to shop for healthy foods on a budget, including checking food labels in the grocery aisles.</p>	<p>In School Work with art teacher to develop posters that promote healthful shopping: smart navigation of supermarket layout; checking the fine print (nutrition facts); avoiding impulse purchases at checkout.</p> <p>Out of School Interview store managers to learn marketing strategies used to encourage purchase of specific items. Create a family shopping list and go shopping for everything together.</p>	

Lesson Topics	Lesson Goals	Beyond the Classroom: Shaping Policies, Systems, and Environments	Supplemental Activities
7. Balance Your Calories	Learn about calories, what they measure and why they are important. Learn that calorie balance is an equation of calories eaten vs. calories burned through activities.	<p>In School</p> Post infographics and tip sheets around the school that focus on health eating active lifestyles for teens. <p>Out of School</p> Create personal family plan of small changes to increase calorie balance (e.g. take the stairs, park farther from store) and try it out for a week.	<p>Body Image</p> Develop a critical eye to evaluate the messages about body types used in the media. Identify ways to promote body image acceptance within themselves and others.
8. Finding Balance	Learn how to calculate calories in a favorite meal and identify activities to burn them off.	<p>In School</p> Create a series of “Move More” tips and share as part of morning announcements.	
9. Get Active	Learn what amount and what types of physical activity are important for teen health. Use SuperTracker to track activity.	<p>In School</p> Create inventory of 60-second fitness bursts. Recruit teachers to introduce as mid-day energizer. <p>Out of School</p> Track the number of steps to popular community sites (e.g. parks, corner store, bus stop, etc.) and look for opportunities to increase steps.	

Lesson Topics	Lesson Goals	Beyond the Classroom: Shaping Policies, Systems, and Environments	Supplemental Activities
<p>10. Adding Physical Activity to Your Day</p>	<p>Learn about lifestyle exercise and how to develop a lifestyle compatible workout plan.</p>	<p>In School Find innovative ways to complete parts of personalized plan during school hours. Create competition for different lifestyle categories – athletes, video game vegetable, etc.</p> <p>In and Out of School Organize a school fundraiser based on sponsored participation in obstacle course, 5K walk, mini Olympics, etc.</p>	
<p>11. Build Healthy Meals</p>	<p>Learn how to create a daily meal plan using SuperTracker’s Food Tracker feature.</p>	<p>In School Help create a menu for extracurricular school activity (dinner dance, athletic banquet, etc.).</p> <p>Out of School Create weekend menu of healthy meals for family.</p> <p>Teach friends, family or small group the components of a healthy meal.</p>	<p>Teen Cooking Show</p> <p>Develop a short video in which students host their own cooking show. Requires students to research and present calorie and other nutrient information about their food choices and to provide an overview of the food preparation.</p>
<p>12. The Healthy Reveal</p>	<p>Successfully make over a favorite recipe to be more healthy, tasty, and affordable.</p> <p>Learn how to communicate goals, procedures and outcome to an audience.</p>	<p>In School Work with food service staff to make and serve recipes that were successfully made over.</p> <p>Find a way to recreate the in-class presentation to share with other students—e.g., video, cafeteria demo, part of assembly, PTO meeting.</p> <p>Out of School Take a family favorite recipe and make it over with a relative.</p>	

Lesson 1: Track Your Snack

Lesson 1: Track Your Snack

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn about what makes a healthy snack, including information about total calories, added sugars, saturated fat, and sodium (salt). SuperTracker's Food-A-Pedia feature is a quick-and-easy search tool that allows you to look up and compare the nutrition information for foods. Food-A-Pedia can be used without an account and is a good starting place for those new to the SuperTracker application. Choosing healthy snacks is an example of a small step students can take to begin working toward an overall healthy eating pattern. Students will complete the *Track Your Snack* handout to reflect on what they've learned and discover the nutrition content of their favorite snack foods.

Getting Started

- **Why is this lesson important?** Snacking is an important part of teens' overall food consumption patterns. According to the USDA's Agricultural Research Service, snacking by teens has increased markedly in recent decades, and snacks provide an average of 23 percent of teens' daily calorie intake. Typical snacks are also often high in added sugars, sodium (salt), and saturated fats.
- **What can you do about it?** It is critical that teens take snacking into account when considering what and how much to eat. Snacking is often a mindless activity, and your students may not even realize how much of their food intake comes from snacking. Frame this lesson as an opportunity to have your students think about their current snacking patterns and understand how to incorporate healthier options into this part of their diet.



While not a required part of each lesson, consider using instructional time to get your students up and moving! Take 5 minutes at the beginning of each class to have students stand up from their desks and do a few movements and stretches to get their mind and body ready to learn. Do the following exercises for 30 seconds each:

- Reach for the sky
- Touch your toes

- Arm circles
- Neck circles
- Shoulder rolls
- Jumping with “invisible jump rope”
- Walking lunges back and forth across the room
- Do windmills with your arms
- Chair squats

Teacher’s Lesson Preparation

SuperTracker	<ul style="list-style-type: none"> • Watch the Food-A-Pedia site tour video, Getting Started: How to Use Food-A-Pedia, on YouTube. Link: https://www.youtube.com/watch?v=-EZI-Zfhd78&feature=youtu.be • Review navigation of the SuperTracker website. Link: https://www.supertracker.usda.gov/default.aspx • Familiarize yourself with the Food-A-Pedia feature. Link: https://www.supertracker.usda.gov/foodapedia.aspx
Materials	<ul style="list-style-type: none"> • Track Your Snack handout (found at the end of this lesson), copies made for each student. • MyPlate MyWins Hacking Your Snack and Videos Link: https://www.choosemyplate.gov/myplate-mywins-tips-hacking-your-snacks https://www.youtube.com/playlist?list=PL8wgGeKVh_7d4x7icBCNj99MsachAACHi
Setup	<ul style="list-style-type: none"> • Computers with Internet access for each student in your classroom; if not available, then arrange for another location, such as a library or a computer lab, with internet access. • Screen and projector.

Lesson Objectives

Following this lesson, your students should be able to:

1. Summarize why healthy snacking is important.
2. Choose healthier snacks based on their nutritional content (calories, added sugars, saturated fat, and sodium).
3. Explain the importance of monitoring total calorie, added sugars, saturated fat, and sodium intake in their diet.

Teaching Instructions

1. Start the class by providing a brief overview of the topics to be covered and what you hope your students will get out of the lesson.
 - **Kick off the lesson with one or more of these discussion starters:** **Ask your students** to talk about their favorite snacks. What do they snack on? How do they decide what snacks to eat? Why do they find themselves snacking? Explore the motivations behind why, when and what your students are choosing when snacking.
2. Offer some information about healthy snacking and how your students can make healthier choices.
 - Snacks can help you get the nutrients you need to develop, stay energized and maintain a healthy weight.
 - Choose a variety of snacks from each of the major food groups. Mix and match over the course of a week. Since foods contain different nutrients, eating a variety of foods from each food group is important for a healthy diet. **Ask your students** to give you some examples from each food group. Use the chart below for ideas.

Grains	whole grain crackers, whole grain cereal, rice cakes made with brown rice or whole grain brown rice, whole wheat bread, whole wheat mini bagels, whole wheat tortillas
Vegetables	carrots, celery, bell peppers, cherry tomatoes, broccoli, green beans, sugar peas, avocados
Fruits	apple, tangerine, strawberry, banana, pineapple, kiwi, peach, mango, nectarine, melon, grapes, berries, dried apricots
Dairy	low-fat cheese slices or string cheese, low-fat or fat-free yogurt, fat-free or low-fat milk, low-fat cottage cheese
Protein Foods	boiled egg, peanut butter, bean dip, hummus, slices of lean turkey or chicken, nuts and seeds
Oils	salad dressing, olive oil



Resource

Share the **National, Heart, Lung and Blood Institute's Healthy Snack site** (Link: <https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/healthy-cooking.htm>) with your students. Ideas include:

- Toss sliced apples, berries, bananas, or whole-grain cereal on top of fat-free or low-fat yogurt.
 - Put a slice of fat-free or low-fat cheese on top of whole-grain crackers.
 - Make a whole-wheat pita pocket with hummus, lettuce, tomato, and cucumber.
 - Pop some fat-free or low-fat popcorn.
 - Microwave or toast a soft whole grain tortilla with fat-free or low-fat cheese and sliced peppers and mushrooms to make a mini-burrito or quesadilla.
 - Drink fat-free or low-fat milk (blend it with a banana or strawberries and some ice for a smoothie).
-
- Talk about how simple swaps or substitutions with foods lower in added fats and sugars, as well as calories, can be an easy way to make healthier choices
 - Calories are the measure of energy a food or beverage provides—from the carbohydrates, fat, and protein it contains. Calories are the fuel you need to work and play. Foods and beverages vary in how many calories and nutrients they contain. When choosing what to eat and drink, it's important to get the right mix—enough nutrients, but not too many calories.
 - In general, you will gain weight when the calories you eat and drink are greater than the calories you burn. The current high rates of overweight and obesity in the United States mean that many people are taking in more calories than they burn.
 - Explain that many common snacks are high in added sugars and saturated fat. Discuss how choosing snacks with relatively few to no calories from added sugars or saturated fats can help your students pick healthier snacks.
 - **Added Sugars:** These are sugars and syrups which are added to foods or beverages when they are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruits.
 - Added sugars provide calories without providing additional nutrients.
 - **Saturated Fats:** Foods that contain more saturated fat—for example, butter—are usually solid at room temperature and are sometimes called “solid” fat. Foods that contain more unsaturated fat—for example, vegetable oil—are usually liquid at room temperature.
 - Saturated fat raises the level of cholesterol in your blood, which can increase your risk of heart disease and stroke.
 - Information about the amounts of saturated fat and added sugar can be found on the labels and ingredient lists for most products.

- **Ask your students** to brainstorm common snacks that are likely high in added sugar and saturated fat. Have them compare the food labels of several popular snacks, looking for added sugars and fats compared to the other nutrients.
- Explain the importance of choosing snacks that are lower in sodium. **Ask your students** to think about the snacks they choose in a typical day – how many of them are salty? Try to choose snacks with less than 200 milligrams (mg) of sodium per serving.
 - Sodium is found in salt.
 - Too much sodium is bad for your health.
 - Eating less sodium can reduce risk for high blood pressure and can help keep your heart healthy for sports, reduce your risk for serious illness, and help you look and feel good.

 Tip

Tell your students about the American Heart Association pledge to cut sodium. Ask them to consider taking the pledge and to share it with their family members, especially parents and grandparents to see if they would take the pledge too. (Link: <http://sodiumbreakup.heart.org/pledge/>)

 Tip

Snacks can help teens get the nutrients needed to grow and maintain a healthy weight. Review the Hacking Your Snack tipsheet to get more tips on choosing a satisfying and healthy snack. (Link: <https://www.choosemyplate.gov/myplate-mywins-tips-hacking-your-snacks>)

 Tip

Have your students browse CDC information about salt: <https://www.cdc.gov/salt/>

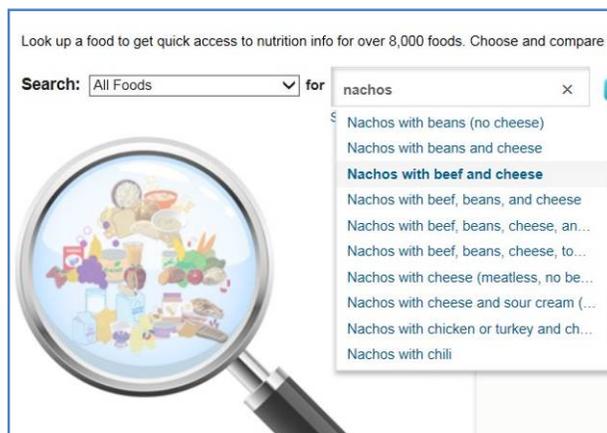
 Tip

Show your class USDA's Infographic on Healthy Snacks for 100 calories. Then, using the SuperTracker, challenge them to come up with 10 more options as either an exercise in class or as homework. (Link: <https://www.nhlbi.nih.gov/health/educational/wecan/downloads/hundredcalories.pdf>)

- Demonstrate the Food-A-Pedia feature by showing the “Getting Started: How to Use Food-A-Pedia” SuperTracker site tour video available on YouTube (2 min. 8 sec.).
Link: <https://www.youtube.com/watch?v=-EZI-Zfhd78&feature=youtu.be>
- Go to the SuperTracker website. If your students have individual computers, have them follow these steps. Otherwise, this can be demonstrated for the class via a projected computer screen in the classroom, library or other school facility with computer access.
Link: <https://www.supertracker.usda.gov/default.aspx>
- Show students how to navigate to the Food-A-Pedia feature.



- Demonstrate how to search for a food using Food-A-Pedia. For example, search for the food “nachos” and select “nachos, with beef and cheese”.



7. Show your students where to find the (1) total calories, (2) food groups, (3) calories from added sugars, (4) calories from saturated fat, and (5) sodium content. Discuss the healthfulness of this snack. Consider the number of food groups, total calories, calories from added sugars and saturated fat, and sodium content.

Nachos with beef and cheese

Choose an amount:

+ Add to Food Tracker

Food Info | Nutrient Info

1 **Total Calories: 306**

Food Groups		Limits	
Grains	1 oz.	Added Sugars	0 Calories
Dairy	1/2 cup(s)	Saturated Fat	81 Calories
Protein Foods	1 1/2 oz.	Sodium	258 mg
Oils	1 tsp.		

3 **4** **5**

8. Show students how to compare two foods. For example, compare 1 cup of “Milk, fat free (skim)” to 1 cup of “Milk, whole”.

Milk, fat free (skim)

Choose an amount:

+ Add to Food Tracker

Food Info | Nutrient Info

Total Calories: 83

Food Groups		Limits	
Dairy	1 cup (s)	Added Sugars	0 Calories
		Saturated Fat	1 Calories
		Sodium	103 mg

Milk, whole

Choose an amount:

+ Add to Food Tracker

Food Info | Nutrient Info

Total Calories: 149

Food Groups		Limits	
Dairy	1 cup (s)	Added Sugars	0 Calories
		Saturated Fat	41 Calories
		Sodium	105 mg

9. Point out the similarities and differences in food groups, total calories, saturated fat, and sodium between the two foods.

	1 cup of skim milk	1 cup of whole milk
Food Groups	1 cup Dairy	1 cup Dairy
Total Calories	83 calories	149 calories
Added Sugars	0 calories	0 calories
Saturated Fat	0 calories	45 calories
Sodium	103	105

10. Show students how to compare 1 bottle (12 fl oz) of “Powerade sports drink” to 1 bottle (12 fl oz) of “Water, bottled, unsweetened”.

The screenshot shows two side-by-side panels for a nutrition tracking application. Each panel has a 'Remove' button in the top right corner.

Left Panel: Powerade sports drink

- Choose an amount: 1 bottle (12 fl oz)
- + Add to Food Tracker
- Total Calories: 117**
- Food Info** / Nutrient Info
- Food Groups: (empty)
- Limits:
 - Added Sugars: 85 Calories
 - Saturated Fat: 0 Calories
 - Sodium: 80 mg

Right Panel: Water, bottled, unsweetened

- Choose an amount: 1 bottle (12 fl oz)
- + Add to Food Tracker
- Total Calories: 0**
- Food Info** / Nutrient Info
- Food Groups: (empty)
- Limits:
 - Added Sugars: 0 Calories
 - Saturated Fat: 0 Calories
 - Sodium: 7 mg

11. Point out the similarities and differences in food groups, total calories, added sugars, and sodium between these two beverages.

	12 fluid ounce bottle of sports drink	12 fluid ounce bottle of water
• Food Groups	None	None
• Total Calories	117 calories	0 calories
• Added Sugars	85 calories	0 calories
• Saturated Fat	0 calories	0 calories
• Sodium	80 mg	7 mg

12. **Ask your students** to come up with a list of snack foods that they think might be a healthy choice. Remind them that the snacks should have less than 200 calories per portion, contribute to at least one food group, and have less than 200 milligrams sodium per portion. Have your students practice using Food-A-Pedia on computers in the classroom or library to test their hypothesis and determine whether the snacks suggested meet these criteria. Your students could also use the internet on their phones to conduct this research, if this is permitted by school and classroom rules.

13. Distribute the *Track Your Snack* handout to your students.

14. Assign as homework, extra credit or use for classroom discussion:

- Have your students analyze, review, and compare their favorite snack items using Food-A-Pedia.
- Have students complete the *Track Your Snack* handout, which requires them to use Food-A-Pedia to learn about the healthfulness of snack choices.

Reflection, Evaluation and Discussion

Summarize the class discussion. Encourage your students to reflect on the topics presented by asking discussion questions such as:

- Why do we need foods from all the MyPlate food groups?
- Why is it important to make healthy snack choices?
- What prevents you from making healthy snack choices? How can you overcome these barriers?

Additional questions from the handout could also be used to supplement in-class discussion.

Check for understanding and encourage your students to ask questions if they need any further clarification of the lesson.



Beyond the Classroom

In School

Develop posters or other display to compare results from a snack analysis – e.g., good choices at fast food restaurants or in the school cafeteria, amount of calories, fat and sugar in popular beverages, ways to make a snack category work for you. Post these in a hallway, display cases, or cafeteria, as permitted.

Out of School

Make a shopping list of healthy snacks and share with family. Have your students agree on a list that their family will actually buy/try to promote better snacking habits at home. Make it fun! You can turn a trip to the grocery store or convenience store into a scavenger hunt for the most tasty and healthy snack.

Wellness Council

Coordinate with school administrator to conduct nutrient analysis of vending machine options, a la carte cafeteria choice, and/or items available at school event concessions.

Notes

Record any notes about this lesson. For example, did your students understand the material? Are there any changes to the lesson you would like to make for next time?

Name: _____

Date: _____

Track Your Snack

Instructions

Use SuperTracker's Food-A-Pedia feature to answer the questions below. You can access Food-A-Pedia here: <https://www.supertracker.usda.gov/foodapedia.aspx>

1. Search for your favorite snack using Food-A-Pedia and select the amount you typically eat.

A. What is your favorite snack? _____

B. How many food groups are in it? _____ food groups

C. What are the food groups? _____

D. How many total calories does it have? _____ total calories

E. How much saturated fat does it have? _____ calories from saturated fat

F. How much added sugars does it have? _____ calories from added sugars

G. How much sodium does it have? _____ mg

H. Based on this information, will you be choosing this snack: (check one)

More often

Less often

The same

Why? _____

2. What is another snack you like to eat? _____

3. Compare this snack to your favorite snack in Food-A-Pedia. Is one of the snacks a better choice? If yes, why?

- Compare 1 cup of "100% Apple juice" and 1 cup of "Fruit drink".

Which option contributes to the food fruit group?

- Which option has more added sugars?

- Which option is the better choice? Why?

5. Use Food-A-Pedia to find a snack that (1) has less than 200 calories per portion, (2) contributes to at least one food group, and (3) has less than 200 mg sodium per portion.

- What snack did you find? _____
- Choose an amount you typically eat. What amount did you choose? _____
- What food group(s) does it contribute to? _____
- How many total calories does it have? _____ total calories
- How much saturated fat does it have? _____ calories from saturated fat
- How much added sugars does it have? _____ calories from added sugars
- How much sodium does it have per portion? _____ mg

6. Think of two snacks that you typically eat. Look up the nutrition content of both snacks using Food-A-Pedia and compare (1) the number of food groups, (2) the number of calories, (3) the amount of added sugars, (4) the amount of saturated fat, and (5) the amount of sodium.

7. Why is healthy snacking important?

8. Identify one barrier that prevents you from making healthy snack choices. How can you overcome this barrier?



Lesson 2:
Recipe Makeover -
Team Project Kickoff

Lesson 2: Recipe Makeover - Team Project Kickoff

Time Required:

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

Create student teams; these will be part of the rest of the program. In this session, students learn about the group project, including overall goals, suggested recipe budget and final presentation. Each team is then tasked to choose a team name and select a team captain.

Getting Started

- **Why is this activity important?** This activity sets up an interactive group dynamic for the rest of Power Up!. The specific activity is designed to help your students apply what they learn in class to the real-life food choices they make outside of the classroom. Because this session kicks off a group project that will last throughout the class, it's important to set the stage for a productive dynamic.
- **What can you do about it?** Present the group activity as a fun and social way for your students to take charge of their own meal planning. Assign individuals to groups in advance to avoid your students self-selecting to work with their friends. Note: if students do not know the members of their own group, a team building activity will be especially helpful. Provide your expectations to your students about how you expect the groups to function (i.e., all members contribute, respect each member's ideas, allow for differences of opinion).



Have teams conduct a short team-building activity to kick off the lesson. For example, play "Knots", where teams form a circle and then grab hands with another person across the circle. Then the team must "untangle" themselves to form an unbroken circle (Link: https://www.fns.usda.gov/sites/default/files/EmpYouth_ch4.pdf under "4. Games for Small Spaces"). Additional icebreaker ideas are available here: <https://snaped.fns.usda.gov/training/icebreakers-and-training-tools>



Explore these guidelines for improving group work among students.

Link: <http://www.facultyfocus.com/articles/effective-teaching-strategies/10-recommendations-improving-group-work/>

Teacher's Lesson Preparation

Lesson Preparation	<ul style="list-style-type: none">• Assign your student teams in advance of the class.• Review proposed group activities for the semester and determine which activities you plan to incorporate into the class. Power Up! is designed with six activities, but can be condensed to fit your school and classroom's constraints. There are also several supplemental team activities that are described in the appendix and may be considered as alternatives.• Become familiar with options for budget, presentation and prizes so that these can be shared with your students.
Setup	<ul style="list-style-type: none">• None required.

Additional Considerations

Before conducting this lesson, consider the following factors and choices that will affect how you implement the group activity.

1. Final Presentation

Power Up! is designed to culminate in final team presentations which can be made in class or at a school assembly. Alternatively, students could create videos instead of presenting live. Determine at the beginning of the semester what works best for your class, and make the assignment as appropriate.

2. Budget

The group project involves a "recipe makeover," where your students create and test a recipe. We have included suggested budget parameters, but understand that funds may not be available for your students to actually purchase the ingredients.

We suggest working with your school administrator to determine if there is funding for your students to purchase ingredients for this challenge. It is also possible that a local grocery store would be willing to donate gift cards to cover associated costs. However, if there are budget constraints, then this activity could be done as a "virtual" recipe makeover. In this scenario, students use online grocery store websites to "shop" for ingredients within the proposed budget and do not actually prepare the recipes.

For clarification on allowable costs in SNAP-Ed programming, please refer to the current year's SNAP-Ed Plan Guidance, Section 3: Financial and Cost Policy. <https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>

3. Prizes

At the culmination of the project, it is suggested that the “winning” teams be awarded a prize. While we have provided options for non-monetary prizes, such as extra credit or an interview and picture in the school paper, it may be possible to work with school administrators to determine if funds or in-kind rewards (e.g., basketball game tickets) can be provided. Alternatively, you could approach local businesses to ask for in-kind donations or gift cards. Determine what’s possible at the beginning of the semester before the project is introduced.

Lesson Objectives

1. Create opportunity for student interaction and engagement.
2. Understand group activity process.
3. Practice team building skills.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, start the class by providing an overview of the group activity plans for the semester. Explain that students will work together in teams to compete with each other to create the best “healthy” version of a favorite recipe. If possible, the students will have the opportunity to cook and share their made over recipes. Independent judges will determine the best recipe makeover. The first place team could even win a prize!
3. Assign your student teams (groups of four to seven students, depending on class size).
4. Discuss the purpose, timing and expectations of group activity.
 - A. Your students will remain working in their teams for all group activities.
 - B. Let your students know that the group activities are planned to let them practice what they’re learning and to think about how they might use these skills outside of school.
 - C. Explain that each team will be asked to pick a favorite recipe to remake in a healthier way, with ingredients substitutions and perhaps a new way to cook the dish.
 - D. Point out that budgeting is part of most families’ meal planning. Explain that each team is provided a budget parameter in which to create their recipe.
 - Twenty dollars for six to eight servings is a suggested budget limit to ensure that the groups are creating recipes with equivalent values. Work with your school administrator to determine if there is funding for your students to actually purchase ingredients for this challenge. Alternatively, you could see if a local grocery store would be willing to donate gift cards for these costs. However, if there are budget constraints, then this activity could be done as a “virtual” recipe makeover, using an online grocery store website to price out ingredients for the recipe.
 - E. Explain that the group activity culminates in a class or school event, where teams demonstrate what they’ve learned and present their final makeover. The final presentation will include nutrition information from their SuperTracker analysis, the food groups represented, the physical activity necessary to burn off the calories and budget.
 - **NOTE:** See above considerations on options for final presentation, and inform your students accordingly based on what works best for your school. This could include:

- Cooking at home and presenting via video.
 - Cooking at home, then presenting in class/at school.
 - Cooking and sampling the recipe in school.
- F. The winning team presentation will be scored by independent judges on a variety of parameters in order to select a winner with the most MyPlate “Stars.” **Ask your students** to participate in discussion about parameters for selecting the winner. Judges will consider some or all of the following:
- Most significant calorie difference between original and updated recipe.
 - Largest representation of food groups in updated recipe.
 - Most innovative interpretation of updated recipe (e.g., use of unusual ingredients).
 - Best tasting recipe.
 - Best presentation (i.e. most attractive plating, most delicious looking recipe, most colorful).
 - Most budget friendly.
 - Best teamwork.
- G. **Ask your students** to find out what reward would be exciting to them and add to the list below.
NOTE: For items with a monetary value, work with school administrators to determine if there are funds available. Alternatively, approach local businesses to ask for in-kind donations or gift cards.
- Gift card to local restaurant.
 - Extra class credit.
 - Certificate for a workout class at a local gym.
 - Ability to skip a homework assignment.
 - Team photo in cafeteria.
5. **Ask your student teams** to select a team name and a team captain and share with the class.
6. Have your students begin to prepare and plan for the group activity:
- A. Set up a timeline to help your students plan their presentation. Include intermediate milestones to keep students on track. Basic steps could include:
- Assigning team roles.
 - Conducting research on recipe options.
 - Conducting research on ingredient costs.
 - Recipe testing.
 - Developing final presentation.
 - Practicing final presentation.

- B. Help them assign roles for the presentation, from designing a PowerPoint presentation to speaking roles and arranging for any equipment needed to presentation.
- C. Schedule a dress rehearsal as time permits.



Beyond the Classroom

In School

Engage cafeteria staff to participate in a recipe makeover contest for one of the school menu items – e.g., promote contest in the cafeteria, as well as provide space/materials for student preparations and tasting. Food service staff could also serve as judges and/or provide prizes.

Wellness Council

Explore the possibility of making the contest an annual event to raise health consciousness, engage students, as well as improve nutrition and appeal of one or more menu items for the school.



Tip

Sometimes in our day-to-day lives it feels impossible to make healthy eating habits and fit in physical activity. Between school commitments, friends and family, part time jobs and extracurricular activities, students have a lot of competing priorities. The good news is that incorporating healthy eating habits and physical activity into your day doesn't have to be a chore; it simply requires some planning.

- Think of healthy eating as a part of your day, every day – Don't think of eating healthfully or adding physical activity as an "extra" to do. Make it part of your regular activities just like sleeping.
- Look for small ways to incorporate physical activity throughout the day – Walk while talking to your friends on the phone, stretch during commercials during your favorite show, walk home from school, take the stairs instead of the elevator. Little additions of physical activity can add up over a day or week!
- Have some healthy food options on hand for when you are on the go – Buy frozen or canned vegetables, beans or fish to base a healthy meal on when time is scarce. A little planning can go a long way to establishing good eating habits.
- Plan your week – Review your schedule for the week on Sunday and figure out where you can add a little physical activity. Maybe you've got an extra hour after school before you have to be home or to practice. Use that time to walk the track at school for some extra physical activity.
- Keep it simple – Don't get too focused on counting calories, focus instead on incorporating color, texture, variety and fresh ingredients into your diet.
- Control portion sizes – Make sure that you are eating the correct amount of different foods for each meal. Just controlling portions can go a long way to establishing better eating habits. Mindless eating can result in eating more and not realizing you are full.

Lesson 3: What's Your Plan?

Lesson 3: What's Your Plan?

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience:

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn about the food groups and their role in building a healthy meal. They will also discover how many calories they need and how much of each food group they should eat. Your students will create a SuperTracker profile to get a personalized food plan. Your students will complete the *What's Your Plan* handout to reflect on their personalized food plan.

Getting Started

- **Why is this lesson important?** Understanding the food groups is a critical element of a healthy diet. By learning about the food groups, what is included in each group and how that might apply to their daily lives, your students will develop a better understanding of the concepts of healthy eating.
- **What can you do about it?** Start this lesson by **asking your students** to talk about what they think the major food groups are and what types of food fall into each. Have them talk about how many food groups their main meal or daily eating pattern typically includes and what they could do to increase the number of different food groups and variety within each group.
 - Discuss cultural and ethnic foods and how they fit into the food groups.
 - Make sure to reinforce the idea that the variety within each food groups makes it possible to make choices that fit each student's access and tastes.

Teacher's Lesson Preparation

SuperTracker

- Watch the My Plan site tour video, Getting Started: How To Get My Plan, on YouTube (2 min. 59 sec.).
Link: <https://www.youtube.com/watch?v=MukLDO5kGh8&feature=youtu.be>
- Review navigation of the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
- Familiarize yourself with the Create Profile process.
Link: <https://www.supertracker.usda.gov/CreateProfile.aspx>

Materials	<ul style="list-style-type: none"> Familiarize yourself with My Plan. Link: https://www.supertracker.usda.gov/myplan.aspx
	<ul style="list-style-type: none"> MyPlate, MyWins tip sheet, copies made for each student. <p>Link: http://www.choosemyplate.gov/sites/default/files/misc/dietaryguidelines/MyPlateMyWins.pdf</p> <ul style="list-style-type: none"> What's Your Plan? handout (found at the end of this lesson), copies made for each student.
Setup	<ul style="list-style-type: none"> Computers with Internet access for each student in your classroom; if not available, then try to arrange for another location, such as a library or a computer lab, with internet access. Screen and projector.

Lesson Objectives

Following this lesson, your students will be able to:

1. Identify how many calories they need in a day.
2. Understand the major food groups and devise strategies for meeting their daily foodgroup targets.
3. Describe the importance of eating a variety of foods to meet daily nutrient and calorie needs.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. **Ask your students** about their current knowledge of the food groups. Have they ever seen MyPlate? (Your students may also mention the "Food Pyramid.") Do they know how many calories they should be eating in a day? Discuss where and how they have learned about what and how much they should be eating. Review the learning objectives.
3. Distribute the *MyPlate, MyWins* tip sheet (found at the end of this lesson) and discuss the importance of eating a variety of foods:
 - A. Why is it important to include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy and lean protein?
 - B. The major food groups are the building blocks for a healthy diet.
 - C. Each food group provides important nutrients that your body needs. Before offering examples, **ask your students** what they think different food groups do for them.



- Show your students this short video about MyPlate or ask them to view it as homework. (Link: https://www.youtube.com/watch?v=i7CcaUZrUoE&list=PL8wgGeKVh_7d4x7icBCNj99MsachAAChi&index=3)
 - Ask them to name three new nutrition facts that they learned from the video.
 - Ask them to create a 10 question quiz for their families about what they have learned on MyPlate. You may want students to use an online survey tool as the software tool. Have students give the survey to family members and discuss the results.

- Many foods in the Grains group are important sources of B vitamins (thiamin, riboflavin, niacin, and folate). B vitamins play a key role in metabolism (helping your body get energy from foods) and are also essential for a healthy brain to keep you sharp.
 - Many foods in the Vegetables group are important sources of nutrients like dietary fiber. Fiber is important for your digestive system and may help lower risk of heart disease.
 - Many foods in the Fruit group are good sources of nutrients such as vitamin C, which plays a key role in helping wounds heal quickly, keeping your heart healthy, and giving you a healthy smile!
 - Foods in the Dairy group provide calcium and vitamin D, which will help you build strong bones. This is a foundation for developing an active body.
 - Foods in the Protein group are important in helping you develop healthy, lean muscles, clear skin, and nice hair.
4. **Ask students** for their take on key healthy eating messages. Briefly discuss each message or choose one or more that you would like to highlight with your students. Additional details can be found in the What's On Your Plate? handout (found at the end of this lesson) and at <http://www.ChooseMyPlate.gov>. **Ask students** which ideas seem easiest to apply in their own lives. How many of these do they already follow? Which one or ones present the most challenge? Ask them to share their own tips for healthy eating.

- Make half your plate fruits and vegetables.
 - Focus on whole fruits.
 - Vary your veggies.
- Switch to fat-free or low-fat (1%) milk and yogurt.
- Make at least half your grains whole.
- Drink and eat less sodium, saturated fat, and added sugars.
- Enjoy your food, but eat less.
- Avoid oversized portions.
- Be active your way.
- Drink water instead of sugary drinks.

5. Demonstrate the Create Profile feature by showing the “Getting Started: How To Get My Plan” See the SuperTracker site tour video available on YouTube (2 min. 59sec.).

Link: <https://www.youtube.com/watch?v=MukLDO5kGh8&feature=youtu.be>

6. Go to the SuperTracker website. Link: <https://www.supertracker.usda.gov/default.aspx>

7. Show students how to create a profile.

Please Note: If you would like students to be able to save data and access their account on an ongoing basis, they should complete the registration section in addition to the personalization section on the Create Profile page.



Create Your Profile

Step 1
Personalize Your Profile (Optional but recommended)

If you'd like a personal Calorie limit and food plan, provide the information below. For best results and access to more features, include your height and weight.

* Required information to personalize.



* Profile Name: Enter a display name (not your legal name) for your profile, such as JM12, Jules, or Mom.

* Age:

* Gender:

* Physical Activity:

* Height: ft. in.

* Weight: lbs.

Which option is best for me?
Your physical activity level affects your Calorie limit. Choose options 1, 2, or 3 to estimate OR option 4 to calculate based on at least one week of activities you have entered.

What if I do vigorous instead of moderate activity?
When doing moderate activity you can talk, but not sing (like brisk walking). When doing vigorous activity you cannot say more than a few words without pausing for breath (like running).

Height and weight are optional but are needed to calculate the estimated calories burned by physical activities.

8. After creating a profile, “My Plan” will open in new window. Or, if popup blockers are on, navigate to the My Plan page.

Link: <https://www.supertracker.usda.gov/myplan.aspx>

9. Point out where to find the (1) total calorie allowance, and (2) food group targets in the plan.

My Plan

This plan shows your daily food group targets — what and how much to eat within your Calorie allowance. Enter your meals in Food Tracker to see how you stack up. Talk with your health care provider about an eating pattern and physical activity program that is right for you.

EM123's Plan

Your plan is based on a 2000 Calorie allowance. You can set a personal Calorie goal in My Top 5 Goals.

Calories	Allowance		
Total Calories	2000 per day 1		
Food Group	Food Group Amount	“What counts as...”	Tips
Grains 2	6 ounce(s) per day	1 ounce of Grains	Tips
<ul style="list-style-type: none"> • Whole Grains 	<ul style="list-style-type: none"> • ≥ 3 ounce(s) per day 	<ul style="list-style-type: none"> • 1 slice of bread (1 ounce) • ½ cup cooked pasta, rice, or cereal • 1 ounce uncooked pasta or rice • 1 tortilla (6 inch diameter) • 1 pancake (5 inch diameter) • 1 ounce ready-to-eat cereal (about 1 cup cereal flakes) <p style="font-size: 10px; text-align: center;">See more Grain examples</p>	<ul style="list-style-type: none"> • Eat at least half of all grains as whole grains. • Substitute whole-grain choices for refined grains in breakfast cereals, breads, crackers, rice, and pasta. • Check product labels – is a grain with “whole” before its name listed first on the ingredients list?
Vegetables 2	2½ cup(s) per day	1 cup of Vegetables:	Tips
<ul style="list-style-type: none"> • Dark Green • Red & Orange • Beans & Peas • Starchy • Other 	<ul style="list-style-type: none"> • 1½ cup(s) per week • 5½ cup(s) per week • 1½ cup(s) per week • 5 cup(s) per week • 4 cup(s) per week 	<ul style="list-style-type: none"> • 1 cup raw or cooked vegetables • 1 cup 100% vegetable juice • 2 cups leafy salad greens <p style="font-size: 10px; text-align: center;">See more Vegetable examples</p>	<ul style="list-style-type: none"> • Include vegetables in meals and in snacks. Fresh, frozen, and canned vegetables all count. • Add dark-green, red, and orange vegetables to main and side dishes. Use dark leafy greens to make salads. • Beans and peas are a great source of fiber. Add beans or peas to salads, soups, side dishes, or serve as a main dish.

10. **Ask your students** why it is important to know their daily allowance for calories.

- Calories
 - Calories are the measure of energy a food or beverage provides—from the carbohydrates, fat, and/or protein it contains. Calories are the fuel you need to work and play. Foods and beverages vary in how many calories and nutrients they contain for a given amount.
 - In general, you will gain weight when the calories you eat and drink are greater than the calories you use.



Tip

- **Ask your students** to test their knowledge of fruit and vegetables using the MyPlate Quizzes found at: <http://www.choosemyplate.gov/quiz>
- Challenge another class at school to take it too and see which class does best.

11. Guide your students through the process to get a personalized “My Plan.”

12. Distribute the What’s Your Plan? handout to students.

13. Assign homework, extra credit or use the handout for further classroom discussion:

- Have your students review their SuperTracker plan.
- Have your students complete the What’s Your Plan? handout to reflect on the recommendations in their personalized food plan.

Reflection, Evaluation and Discussion

Summarize the class discussion. Check for understanding and encourage your students to ask questions if they need further clarification of the lesson. Discussion questions could include:

- On a typical day, do you eat foods from all major food groups?
- Can you think of a lunch menu that includes all food groups?
- What are some strategies for including all major food groups in your daily diet?
- What motivates you to make healthy food choices?

Check for understanding and encourage your students to ask questions if they need further clarification of the lesson.



Beyond the Classroom

In School

Work with food service to make one to two changes that help students plan and act more healthfully – e.g.,

(1) provide key nutrition facts about school entrees served; (2) compare key nutrition facts about school entrees compared to fast food alternatives. Have your students create a short survey to assess their peers' knowledge on healthy eating.

Out of School

Test nutrition knowledge of family members; talk about any gaps between what each family knows and does; agree on one family goal and track progress.

Wellness Council

Develop a school garden and use produce in the school meal preparation or allow students to take home.

Notes

Record any notes about this lesson. For example, did your students understand the material? Are there any changes to the lesson you would like to make for next time?

Name:

Date:

What's Your Plan?

Instructions

Personalize a SuperTracker profile and review your personalized plan (My Plan).

You can create a profile here: <https://www.supertracker.usda.gov/CreateProfile.aspx>

You can access your plan here: <https://www.supertracker.usda.gov/myplan.aspx>

1. According to your plan, how many calories should you eat in a day? _____ calories

2. Are you surprised by your daily calorie allowance? Check one:

- I thought it would be higher
- I thought it would be lower
- I got the calorie allowance I expected

3. What are the five food groups?

4. List three foods that are in the Grains group and the amount of each that counts as 1 ounce of Grains.

5. Take a look at your daily food group targets.

- How many ounces of Grains do you need in a day? _____ ounces
- How many cups of Vegetables do you need in a day? _____ cups
- How many cups of Fruits do you need in a day? _____ cups
- How many cups of Dairy do you need in a day? _____ cups
- How many ounces of Protein Foods do you need in a day? _____ ounces

6. Do you think you meet your daily food group targets on a typical day? Check one:

Yes

No

If you answered no, which food group(s) could you improve on?

7. According to your plan, how much seafood should you eat per week? _____

8. Why is it important to eat from each food group every day?

9. Are there any changes you would like to make to your diet based on your plan? If yes, what are they?

Lesson 4: Recipe Makeover

Lesson 4: Recipe Makeover

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

During this lesson your students will be asked to bring in their favorite recipes and assess their nutritional value using SuperTracker. Your students will then review the nutritional value of each team member's recipe and discuss ways to make them healthier. The goal for this session is to select one recipe for each group to 'make over' and present at the final session.

Getting Started

- **Why is this lesson important?** This is your students' first chance to try out some of the practical skills they've been learning and to apply it. We know that when it comes to what teens are deciding to eat, taste and convenience are two of the most important factors. Allowing your students to make over their own favorite recipes will help them understand how to balance taste and health when creating meals.
- **What can you do about it?** Frame the lesson as an opportunity for your students to take charge of what they eat and understand that food can be both healthy and tasty. Use this opportunity to help your students reflect on why certain foods are their favorites. It is also a chance for your students to learn about and try new, healthier foods that they may not have tried before in place of their "old favorites."

Teacher's Lesson Preparation

Preparation	<ul style="list-style-type: none">● Review the daily recommendations for each of the MyPlate food groups and the MyPlate section on teens: https://www.choosemyplate.gov/teens
Setup	<ul style="list-style-type: none">● Computers with Internet access for each student in your classroom; if not available, then try to arrange for another location, such as a library or a computer lab, with internet access.● Screen and projector.

Lesson Objectives

1. Select a recipe to make over substituting healthier ingredients or modifying preparation.
2. Using SuperTracker, select healthy substitutions for recipe ingredients.
3. Depending on the recipe, consider whether an alternative cooking approach would make the recipe more healthful, e.g., baking instead of frying.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, start the lesson by providing a brief overview of the group activity for the day.
3. Ask your students to break into their teams to discuss the recipes that they brought to class.
 - Prompt your students to discuss the reasons why these recipes are their favorites (e.g., taste, texture, memory or feeling it provokes).
 - Have your students discuss whether they think their favorite foods are healthy. How do they fit into the MyPlate guidelines as discussed previously? Have they ever thought about ways to make their favorite recipes healthier?
4. Have teams take turns putting their recipe into SuperTracker to assess its health qualities (e.g., variety of food groups, nutrient amounts and percent of daily target or limit).
5. After the content of all of the team's recipes have been analyzed by SuperTracker, ask your students to discuss the results of each recipe. Were they surprised at how healthy or unhealthy their favorite dish is? Ask your students to brainstorm ideas, or conduct online research, for potential substitutions to make their recipes healthier (e.g., skim milk in place of whole milk; ground turkey in place of ground beef; fresh tomatoes in place of tomato sauce with added sugar).
6. Ask teams to select one recipe that they would like to "make over" as part of the group activity. The teams should select an entrée or main dish for ease of comparison between the various recipe options.
 - Remind your students of the parameters that will be used to select a winning team, including:
 - Most improved nutrient density between original and updated recipe.
 - Largest representation of food groups in updated recipe.
 - Most innovative interpretation of updated recipe (e.g., use of unusual ingredients).
 - Best tasting recipe.
 - Best presentation (i.e. most attractive plating, most delicious looking recipe, most colorful).
 - Most budget friendly.
 - Best teamwork (i.e. supportive and encouraging of teammates, good communication and equal division of responsibility among teammates).
7. Have your students input their "makeover" recipe into SuperTracker and substitute different, healthy ingredients in the recipe to increase nutrients and lower calories.

8. Help your students assess their “makeover” recipes to consider whether or not their proposed swaps will work well. Have them consider multiple ingredient choices and have them decide which options are best based on criteria such as:
 - Is the consistency similar to the original ingredient? (e.g., yogurt is more similar to sour cream than cottage cheese)
 - Is the texture similar to the original ingredient (e.g., sweet potato compared to regular potato)?
 - Is the flavor appropriate for the recipe (e.g., taking into account savory vs. sweet, spicy vs. bland)?
9. Ask your students to finalize their selection for the makeover recipe, as well as the healthy ingredients and any preparation changes they will make in the updated version.
 - NOTE: Instruct your students on next steps, depending on which final presentation format you have decided for the class. Potential considerations include:
 - Whether your students will present in class, at a larger school event or via video.
 - Whether your students will do a “real life” or virtual makeover.
 - Whether your students will cook at home or at school.



Beyond the Classroom

In School

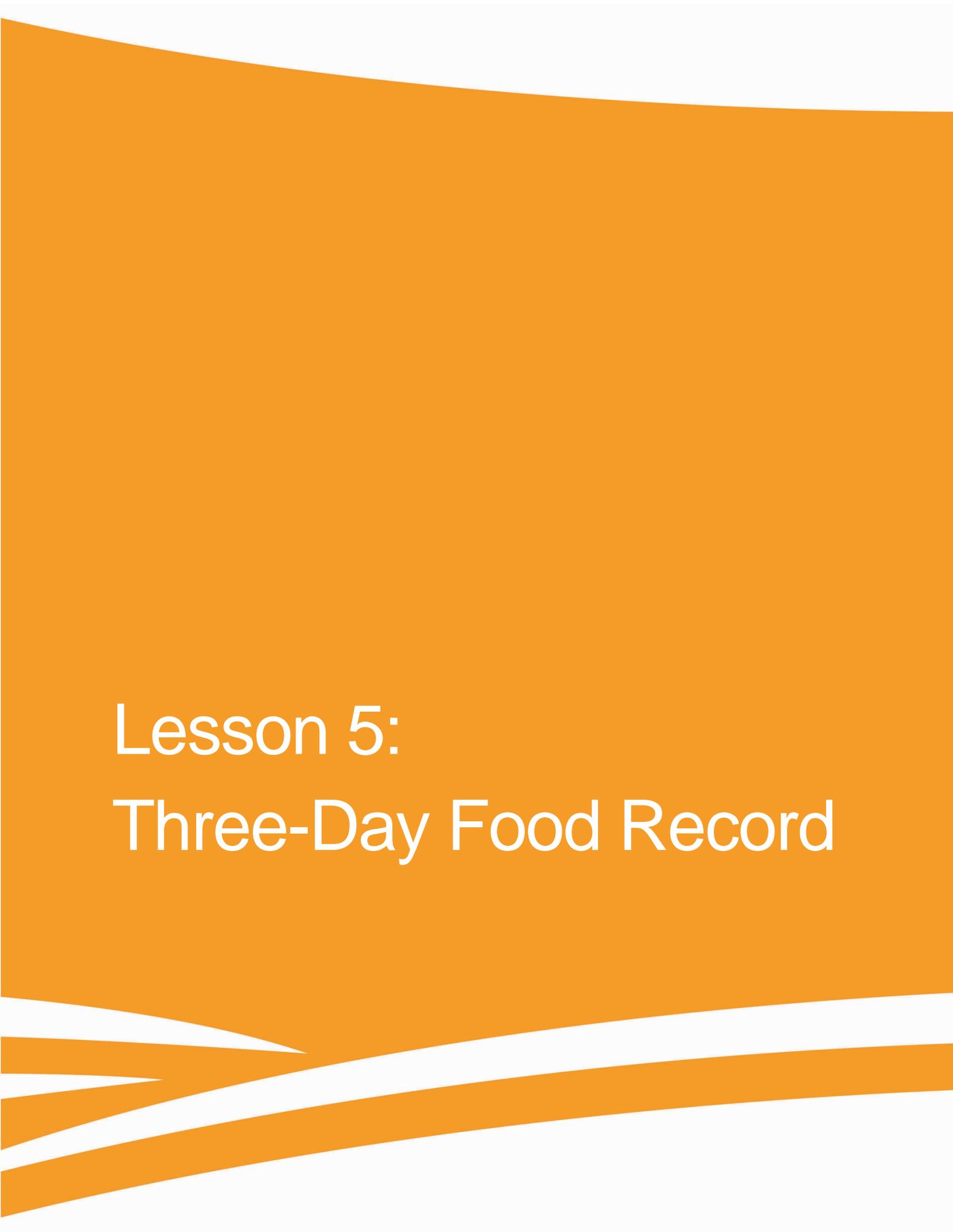
Develop a list of catchy prompts for use by school food service to make recipes sound more healthful, intriguing and tasty to students.

Out of School

Share updated recipes with family and try them at home, and consider making both the before and after recipes to prompt discussion.

Wellness Council

Work with administration to explore possibility of spotlighting a student recipe on the school lunch menu once a month.



Lesson 5: Three-Day Food Record

Lesson 5: Three-Day Food Record

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn how to track and analyze their dietary intake. They will enter their daily food choices (what foods and how much of each) for three days using SuperTracker's Food Tracker feature and analyze their average intake of food groups and calories using SuperTracker's Food Groups & Calories Report. Your students will complete the Three-Day Food Record handout to reflect on their eating habits.

Getting Started

- **Why is this lesson important?** Often, we don't pay attention to what we eat beyond thinking of our next meal. However, it is important to have healthy food patterns, which means considering what we eat on a long-term basis, and understanding how it affects us. Tracking food is a way to help your students think more broadly about their food patterns. Practice will equip them with a skill they can use for a lifetime.
- **What can you do about it?** Reinforce for your students that tracking food and physical activity is a personal reminder about the healthfulness of their choices and a way to see progress toward their goals. It helps build healthy habits. Provide guidance on how they might do this daily. The SuperTracker is one tool to track food and physical activity. They can also keep a handwritten food log or use other apps or tools. Explain that tracking throughout the day is the easiest way to make sure they're recording their intake accurately.



If you would like to monitor whether your students have entered foods and/or view their reports, consider setting up a SuperTracker group prior to the lesson. Teachers can create a group for a class and invite students to join (via email or with a group-specific access code). Group members use SuperTracker to track their foods and opt to share this information with their group leader.

Learn more: <https://www.supertracker.usda.gov/Documents/SuperTracker%20Groups%20And%20Challenges%20User%20Guide.pdf>

Teacher's Lesson Preparation

SuperTracker	<ul style="list-style-type: none">• Watch the Food Tracker site tour video, How to use Food Tracker: Tracking foods, on YouTube (3 min. 8 sec.). Link: https://www.youtube.com/watch?v=dZ49FuUpxnE&feature=youtu.be• Review navigation of the SuperTracker website. Link: https://www.supertracker.usda.gov/default.aspx• Familiarize yourself with the Food Tracker feature. Link: https://www.supertracker.usda.gov/foodtracker.aspx• Familiarize yourself with the Food Groups & Calories Report. Link: https://www.supertracker.usda.gov/FoodGroupCalorieReport.aspx
Materials	<ul style="list-style-type: none">• Three-Day Food Record handout (found at the end of this lesson), copies made for each student.
Setup	<ul style="list-style-type: none">• Computers with Internet access for each student in your classroom; if not available, then try to arrange for another location, such as a library or a computer lab, with internet access.• Screen and projector.

Lesson Objectives

Following this lesson, your students should be able to:

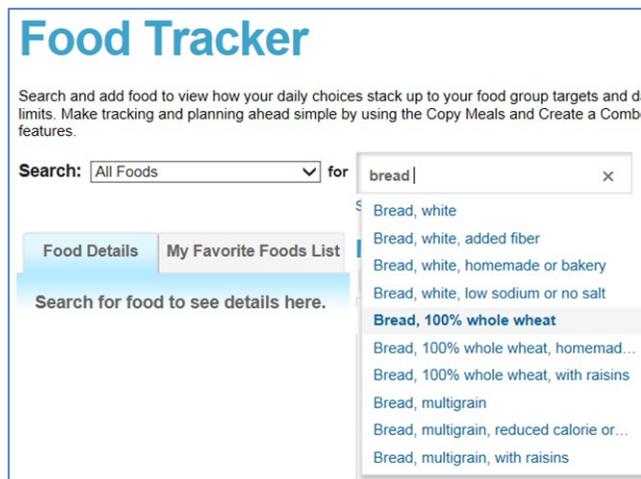
1. Track their foods, daily.
2. Determine whether their food selections meet their daily food group targets, on average.
3. Determine whether their selections fall within their daily calorie allowance, on average.

Teaching Instructions

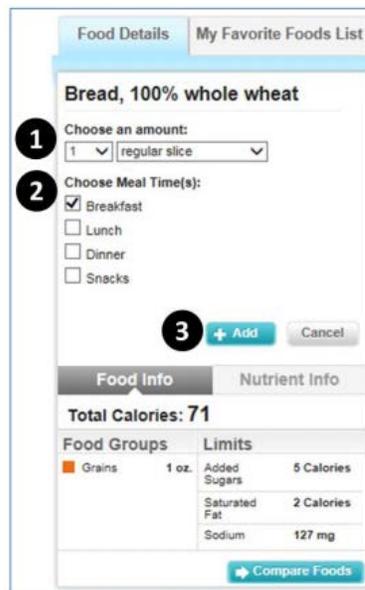
1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, review the topics for discussion and the learning objectives. Ask your students if they have ever kept track of what they eat on a daily basis? Why or why not? If yes, did they find it helpful? What do they see as the pro/cons of keeping track of daily food intake?
3. Have your students log in to their SuperTracker profiles.
4. Demonstrate the Food Tracker feature by showing the “How to use Food Tracker: Tracking foods” SuperTracker site tour video available on YouTube (3 min. 8 sec.)
Link: <https://www.youtube.com/watch?v=dZ49FuUpxnE&feature=youtu.be>
5. Show your students how to navigate to the Food Tracker feature.



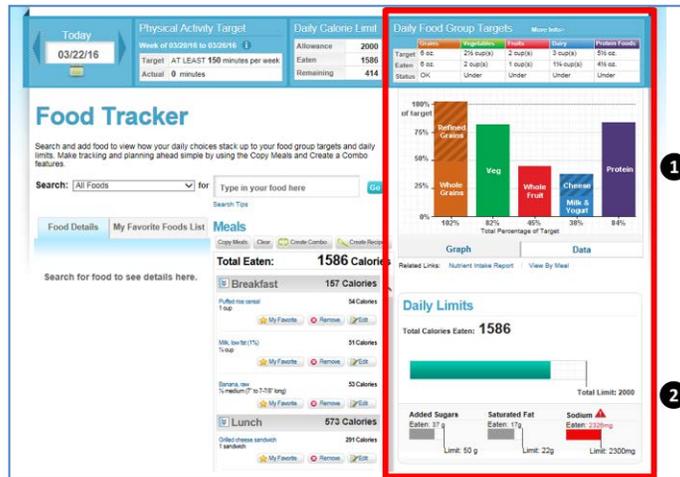
- Demonstrate how to search for a food using Food Tracker. For example, search for the food “bread” and select “bread, 100% whole wheat”.



- Show your students how to add the food to their tracker by (1) choosing the amount, (2) selecting a meal or snack, and (3) clicking the blue “Add” button. For example, add one regular slice of 100% whole wheat bread to breakfast.



- Continue adding foods to the day and show your students where to see their progress toward their (1) daily food group targets and (2) daily calorie limit. For the purposes of this exercise, have your students use their best recollection of the food they ate the day before.



- Assist your students as they practice adding foods to meals using their own SuperTracker accounts.



- Show your students how to access the Food Groups and Calories Report.
- Show your students how to run a Food Groups and Calories Report by (1) selecting the date range and (1) clicking the "Create Report" button.



12. Show your students where to find their (1) Target, (2) Average Eaten, and (3) Status for each item in the Food Groups and Calories Report. Ask your students about their report – were they surprised by anything they found? Did they eat more or less of a certain food group than they expected? How does their actual food intake compare to the target?

Food Groups and Calories Report 03/22/16 - 03/24/16

Your plan is based on a default 2000 Calorie allowance.

Food Groups	Target ¹	Average Eaten ²	Status ³
<input type="checkbox"/> Grains	6 ounce(s)	6 ounce(s)	OK
<input type="checkbox"/> Whole Grains	≥ 3 ounce(s)	2 ounce(s)	Under
<input type="checkbox"/> Refined Grains	≤ 3 ounce(s)	3½ ounce(s)	OK
<input type="checkbox"/> Vegetables	2½ cup(s)	2¼ cup(s)	OK
<input type="checkbox"/> Dark Green	1½ cup(s)/week	2 cup(s)	Over
<input type="checkbox"/> Red & Orange	5½ cup(s)/week	3¾ cup(s)	Under
<input type="checkbox"/> Beans & Peas	1½ cup(s)/week	0 cup(s)	Under
<input type="checkbox"/> Starchy	5 cup(s)/week	0 cup(s)	Under
<input type="checkbox"/> Other	4 cup(s)/week	1¼ cup(s)	Under
<input type="checkbox"/> Fruits	2 cup(s)	1¼ cup(s)	Under
<input type="checkbox"/> Whole Fruit	No Specific Target	1¼ cup(s)	No Specific Target
<input type="checkbox"/> Fruit Juice	No Specific Target	¼ cup(s)	No Specific Target
<input type="checkbox"/> Dairy	3 cup(s)	2½ cup(s)	Under

13. Demonstrate how to drill down on an individual item by clicking the plus sign icon to the left of the name. For example, click the plus sign next to “Added Sugars” to find the top sources of added sugars eaten during the report timeframe.

Limits	Limit	Average Eaten	Status
<input type="checkbox"/> Total Calories	2000 Calories	1895 Calories	OK
<input type="checkbox"/> Added Sugars	< 200 Calories	214 Calories	Over
Food Sources		Tips	
1. Gummy candy (gummies)	21% of intake	1. Drink few or no regular sodas, sports drinks, energy drinks, and fruit drinks. Choose water, fat-free milk, 100% fruit juice, or unsweetened tea or coffee.	
2. Soft drink, ginger ale	19% of intake	2. Eat less cake, cookies, ice cream, candy, and other desserts.	
3. Ice cream, regular, chocolate	17% of intake	3. Use the ingredients list to choose breakfast cereals and other packaged foods with little or no added sugars.	
4. Yogurt, vanilla, fat free	14% of intake		
5. Fruit-flavored thirst quencher beverage (Sports Drink)	8% of intake		

14. Distribute the Three-Day Food Record handout to your students.

15. Assign as homework:

- Have your students use SuperTracker’s Food Tracker to track all foods they eat for the next 3 days. You can have them write down the foods they eat for three days and input this information into SuperTracker during a future class period if your students do not have internet access outside of class.
- After 3 days, have your students run a Food Groups & Calories Report for the 3 days they tracked foods.
- Then have students complete the Three-Day Food Record handout to answer questions about their intake.

Reflection, Evaluation, and Discussion

Check for understanding and encourage your students to ask questions if they need further clarification of the lesson.

Encourage your students to reflect by asking them questions such as:

- How can SuperTracker help you determine whether you are eating the right amount of calories and food groups?
- Why is tracking important?
- Are there other ways you might consider tracking your food on a daily basis?
- Have you tried other websites or apps for food and activity tracking?

After your students have completed tracking for 3 days, revisit the discussion to ask them:

- Did you find anything surprising about your food intake over three days? Were your food choices generally as healthy, healthier, or less healthy than you expected?
- Are there any changes you would like to make to your diet based on the results of your Food Groups & Calories Report? If yes, what are they?
- Will you continue to use SuperTracker to help you track your foods and beverages? Why or why not?



Beyond the Classroom

In School

Work with Food Service staff to post calorie and key nutrient information about menu items. Also, create handouts to post around school to encourage using SuperTracker.

Out of School

Encourage friends and family to track food consumption; create SuperTracker user groups for friends or family.

Notes

Record any notes about this lesson. For example, did students understand the material? Are there any changes to the lesson you would like to make for next time?



Show this brief video or have your students view it on their own. Ask them to describe what they think their food intake for a week would look like.

Link: <http://food.unl.edu/quiz-do-you-really-know-how-much-you-eat>

Name:

Date:

Three-Day Food Record

Instructions

Track your foods and beverages for 3 days in a row using SuperTracker's Food Tracker feature. Run a Food Groups & Calories Report for those 3 days, and use your report to answer the questions below.

- You can access Food Tracker here: <https://www.supertracker.usda.gov/foodtracker.aspx>
- You can access the Food Groups & Calories Report here: <https://www.supertracker.usda.gov/FoodGroupCalorieReport.aspx>

1. Which food groups did you eat the right amount of (Status = OK)? Check all that apply:

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

2. Which food groups did you not eat enough of (Status = Under)? Check all that apply:

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

3. Choose one of the food groups that you did not eat enough of (Status = Under), and list three foods in that group that you like to eat and one food that have you never tried.

- I did not eat enough of the _____ food group
- Three foods I enjoy from this food group are:

-
- A food I have never tried before from this food group is:

4. Which food groups did you eat too much of (Status = Over)? Check all that apply:

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

5. What was your average calorie intake for the 3 days? _____ calories

6. What was your average daily intake of added sugars intake for the 3 days? _____ calories

7. Of the foods and beverages you consumed over the 3 days, which three were the top contributors to your intake of added sugars? Click the plus sign icon next to “Added Sugars” to find the food sources you ate.

8. What was your average daily saturated fat intake for the 3 days? _____ calories

9. Of the foods and beverages you consumed over the 3 days, which three were the top contributors to your intake of saturated fat? Click the plus sign icon next to “Saturated Fat” to find the food sources you ate.

10. Are there any changes you would like to make to your diet based on the results of your Food Groups and Calories Report? If yes, what are they?

Lesson 6: Healthy Food Shopping

Lesson 6: Healthy Food Shopping

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

For this lesson, your students will learn from a registered dietitian how to navigate a supermarket, shop on a budget, find and select healthy foods, and read a nutrition label. Your students will use these skills to inform their recipe makeover presentation (Lesson 12). Specifically, facilitate student feedback about where they found their alternative ingredients, how the nutrition labels differed between original and substitute ingredients, and what they learned from their shopping experience.

Getting Started

- **Why is this lesson important?** Shopping for groceries can be a daunting task, especially for those students who have never shopped for themselves or their families. They may not know where to find the foods they want to buy, how to compare prices to find the best value or how to know if they're selecting the healthiest choice. Grocery shopping is an important life skill. This lesson will help your students feel confident in their ability to prepare for and undertake a grocery shopping trip as they move closer to adulthood and making their own food purchase decisions.
- **What can you do about it?** Frame this lesson as an opportunity to demystify the grocery shopping process. Explain to students the importance of this life skill and how it will help them be healthier in the short and long term. Bringing in a registered dietitian as a guest speaker with a question-and-answer segment is a fun way for your students to learn. Building this skill will help empower them to make the right decisions the next time they shop and to share this information with their families.

Lesson Objectives

Your students will gain new skills to:

1. Navigate the grocery store.
2. Shop for groceries on a budget and compare prices.
3. Read nutrition facts labels and front of package labels.
4. Find healthier choices among the foods they buy.

Teacher's Lesson Preparation

Preparation	<ul style="list-style-type: none">• Contact the Academy of Nutrition and Dietetics. Link: http://www.eatright.org/find-an-expert• Or contact a local grocery store to see if they have a registered dietitian on staff who could speak to your class.
Setup	<ul style="list-style-type: none">• Computers with Internet access for each student in your classroom; if not available, then try to arrange for another location, such as a library or a computer lab, with internet access.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Review the learning objectives.
3. Find an outside speaker to talk with your class (see suggestions above).
4. Introduce the topic of grocery shopping and ask your students the following discussion starters to kick off the lesson:
 - How many of you shop at the grocery store to buy food for yourself or your family?
 - Do you enjoy or think you would enjoy it?
 - What questions do you have about how to navigate the grocery store?
5. Have the RD speak with your students about the following topics:
 - How to create a grocery list in advance to keep the shopping trip on track.
 - How to plan meals in advance to ensure you're buying only what you need.
 - How to navigate the grocery store.
 - Where can the healthiest foods be found?
 - Where are fresh foods vs. packaged foods?
 - What is the best "path" for navigating a store to avoid impulse purchases of foods with low nutrient density?
 - What marketing strategies do stores use to influence shopper choices?

- How to shop for groceries on a budget.
 - What should you look for when comparing two similar products?
 - How do store brands compare to brand names?
 - What are the pros and cons of choosing fresh versus frozen or canned forms of the same food?
 - What does organic mean with respect to nutrients and cost?
 - How to find healthier choices among the foods they buy.
 - Have your students discuss favorite foods. Have your students discuss with the RD some potential healthier choices.
 - How to read nutrition facts labels and front of package labels.
6. Following the presentation, have your students go to a local grocery store's online shopping site. Enter your own ZIP code, or if local service is not available, enter ZIP Code 20001 as a default choice.
 7. Set a "virtual" budget for your students to shop for a meal. Have them plan a meal and grocery list for it.
 - Ask them to compare the prices between grocery store "house" brands and better known national brands and to compare the nutrition facts panels for these products.
 - Ask them to compare the cost of conventional versus organic foods.
 8. In choosing products for their meals, how do "convenience" foods affect their buying power?
 - What impact do convenience foods have on the nutritional quality of products, such salt (sodium) content, added sugars and types of fat used?
 - How do those facts affect their decision to buy a product?
 9. What effect does buying in bulk have on their food budget?

 Tip

If you can't find an outside speaker to talk with your class, use the USDA's MyPlate website to go through Tips for Every Aisle of the grocery store..

Link: <https://www.choosemyplate.gov/tips-for-every-aisle>



Beyond the Classroom

In School

Work with art teacher to develop posters that promote healthful shopping: e.g., smart navigation of supermarket layout; checking the fine print (nutrition facts); and avoiding impulse purchases at checkout.

Out of School

Interview store managers to learn marketing strategies used to encourage shoppers' purchase of specific items. Create a family shopping list and go shopping for everything together. Discuss with family what facilitated or impeded making healthier choices.

Wellness Council

Work with neighborhood food retailers frequented by teens to create and introduce a strategy for promoting healthier snack purchases.

Lesson 7: Balance Your Calories

Lesson 7: Balance Your Calories

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn about calories, including what a calorie is and how your body uses calories. They will also learn about the concept of calorie balance and its relationship to weight management. Your students will create a SuperTracker profile to determine their personal calorie needs and break into small groups to discuss and answer questions about calories and calorie balance.

Getting Started

- **Why is this lesson important?** As teens make more of their own food choices, it is important that they consider the effects of those choices on their overall health. Teens live in the moment and sometimes don't consider the longer-term effects of their food choices. This lesson provides an opportunity to learn about calorie intake and the importance of maintaining a balance between calories consumed and expended.
- **What can you do about it?** Frame this lesson as an opportunity to better understand the role of food choices in weight management. Make sure to consider teen motivations, including maintaining a healthy weight and having a positive body image. A great way to start this lesson is to ask students about their most recent meal and how many calories they think it had.
 - Follow up with a question about how much physical activity might be necessary to use those calories.
 - When you choose foods to eat, do you ever consider how much physical activity might be necessary to use the calories in that meal?

Revisit this exercise following the lesson to see if student views have changed.

Teacher's Lesson Preparation

Preparation

- Watch the My Plan site tour video, Getting Started: How to get My Plan, on YouTube (2 min. 59 sec.).
Link: <https://www.youtube.com/watch?v=MukLDO5kGh8&feature=youtu.be>
- Review navigation of the SuperTracker website.
Link: <http://www.SuperTracker.usda.gov>

Materials	<ul style="list-style-type: none"> • Make copies for each student of the Balance Your Calories handout.
Setup	<ul style="list-style-type: none"> • Computers with internet access for teacher and your students; if not available, then arrange for another location, such as a library or computer lab, with internet access. • Screen and projector.

Lesson Objectives

Following this lesson, your students should be able to:

1. Define the term “calorie.”
2. Describe the importance of calorie balance in managing weight.
3. Identify how many calories they need in a day.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, provide a brief overview of the topics to be covered and what you want students to get out of this lesson.
 - Begin the lesson with class discussion - **ask your students:**
 - What do you believe a calorie is?
 - Do you look at the calories in the foods you eat on a daily basis?
 - Do you know how many calories you should consume each day?
 - Have you seen menus with calorie counts? Do the calorie listings influence your decisions on foods to order or eat?
3. Explain what a calorie is:
 - A calorie measures the amount of energy in a food or drink.
 - The foods you eat and beverages you drink give your body the energy it needs to keep you going. For example, your body uses energy to breathe, keep your heart beating, to grow, and to do physical activities like walking, jumping, and running.
 - Talk to your students about how the body burns calories doing basic functions like breathing, growing, and healing. The body is always burning calories, how much and at what rate varies based on age, sex, activity level and “basal metabolic rate,” the rate at which the body burns energy while at rest.
 - Opportunity to explain body mass index to students (a measure of body fat based on height and weight) and show students the BMI calculator to find out how many calories they burn at rest on a daily basis (<https://nccd.cdc.gov/dnpabmi/calculator.aspx>).

- Ask your students to list some ways their bodies use energy and burn calories that they may not have considered (e.g., breathing, walking to the cafeteria, smiling, fighting illness, healing a cut or a broken bone, raising your hand in class, laughing, etc.).
 - Talk with your students about the impact of the daily food choices and how small decisions like choosing a salad or a smaller portion can substantially cut calories.
 - Use the example of fast food to illustrate calorie intake - one super-sized fast food meal can have more than a day's worth of calories.
 - Ask your students to think about the ways in which they consume calories. Do they think about consuming calories in beverages as well as foods? In snacks as well as in main meals?
 - Share with your students that Americans typically drink about 400 calories every day. (Link: <https://www.choosemyplate.gov/ten-tips-make-better-beverage-choices>)
 - More more information on making better food choices, go to <https://www.choosemyplate.gov/ten-tips-make-better-food-choices>



Show your students this brief video from the CDC, which discusses finding caloric balance when choosing foods. Link: <https://www.cdc.gov/cdctv/healthyliving/healthyeating/finding-balance-obesity.html>

4. Describe the concept of calorie balance.

- **Ask your students** to think of a seesaw or teeter-totter as a way to show different relationships between amount of calories consumed and burned. What would that look like? There is a handout that diagrams this relationship at the end of the lesson that diagrams this relationship.
- Liken the metaphor of a seesaw to the concept of calories in and calories out.
 - "Calories in" are the calories from foods and beverages you eat and drink.
 - "Calories out" are the calories your body uses for body functions (like breathing and growing) and physical activity.
- Talk to your students about what calories in and calories out means for them on a day-to-day basis.
 - In general:
 - If you eat and drink the same amount of calories that your body uses, your weight stays the same.
 - If you eat and drink less calories than your body uses, your weight will go down because your body must burn fat and muscle to get the energy it needs.

- If you eat and drink more calories than your body uses, your weight will go up because your body stores the extra energy as fat.



If you have internet access in your classroom, show your class the Centers for Disease Control and Prevention site: Finding a Balance, which includes a short video:

Link: <http://www.cdc.gov/healthyweight/calories/index.html>

5. Explain that in addition to calories, your body needs the nutrients in foods in order to work properly.
- Balanced nutrition is important to ensure your body can work properly, fight off illness and reduce risk of injury. Explain that in order to keep your body functioning in top shape, it's important to eat foods from all five food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
 - Talk to your students about the benefits of each food group and how they provide important nutrients that your body needs. Foods in the low-fat dairy group (such as milk and yogurt) provide calcium and vitamin D, which are important for healthy bones to help you grow and avoid injury.
 - Vegetables and Fruits are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, and vitamin C. These nutrients help do a range of things in the body from controlling blood pressure to protecting vision and keeping your immune system working properly to help you avoid getting sick.
 - Whole Grains provide nutrients such as dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium). Whole grains give you energy. Minerals do a range of things from keeping your blood healthy to helping you have healthy muscles.
 - Lean Protein provides building blocks for strong bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins that help keep you healthy. You need to get enough protein every day because your body doesn't store it, the way it does with carbohydrates and fat.
 - It's also important to choose foods and beverages with less saturated fat, sodium, and added sugars.
 - Saturated fat is a type of fat that you should try to limit. Too much saturated fat can increase your risk for heart disease. Replace saturated fat with unsaturated fat. Foods that contain more saturated fat, for example butter, are usually solid at room temperature. Whereas foods that contain more unsaturated fat, for example vegetable oil, are usually liquid at room temperature.
 - Sodium is found in salt and many processed foods. Too much sodium is bad for your health. It can increase your blood pressure and your risk for a heart attack and stroke, two leading causes of death in the United States. Eating less sodium can reduce risk for high blood pressure.
 - Added sugars are sugars and syrups that are added to foods or beverages when they are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruits. Added sugars provide calories without adding nutritional value.

6. Ask your students to describe what it means to be a healthy weight and what the benefits are. Prompt your students with some examples, listed below:
 - Managing your weight can help you stay healthy and feel good.
 - No matter what your weight is, eating a healthy diet and being physically active can help you be the best version of yourself.
 - Healthy comes in many shapes and sizes!
 - A healthy weight for you may be different than a healthy weight for someone else.
 - Be proud of your body and how you look. You were born an original! You don't need to be a copy of someone else.
7. Capture your student responses on the chalkboard and talk about the positives they have shared and how they impact overall happiness and satisfaction.



Use ChooseMyPlate.gov to show your students:

- The number of calories burned by moderate and vigorous physical activities.
- Demonstrate how many calories are burned by different activities in an hour versus 30 minutes.
- Ask them to calculate how many minutes of exercise would be needed to burn the calories from three of their favorite foods using the SuperTracker tools.

8. Explain that different people have different calorie needs depending on their age, sex, height, weight, and how much physical activity they do.
 - Reinforce that there is no "right" number of calories that works for every person and that each person has different calorie needs based on many factors. Point out that calorie needs will also change as they age.
9. Let your students know that they can use SuperTracker to determine how many calories their bodies' need in a day.



Tip

Show your students the chart on the National Institutes of Health site which illustrates how to plan a healthy meal by selecting an item from each food category.

Link: https://www.nhlbi.nih.gov/health/educational/lose_wt/eat/menus.htm

10. Go to the SuperTracker website.

Link: www.supertracker.usda.gov

11. Have your students log in to their profiles.

12. After logging in, “My Plan” will open in new window. Or, if popup blockers are on, navigate to the My Plan page.

Link: <https://www.supertracker.usda.gov/myplan.aspx>

13. Point out where to find the total calorie allowance in the plan.

My Plan

This plan shows your daily food group targets — what and how much to eat within your Calorie allowance. Enter your meals in Food Tracker to see how you stack up. Talk with your health care provider about an eating pattern and physical activity program that is right for you.

Erica's Plan
Your plan is based on a 2000 Calorie allowance.

Calories	Allowance
Total Calories	2000 per day

Food Group	Food Group Amount	“What counts as...”	Tips
Grains	6 ounce(s) per day	1 ounce of Grains	Tips

14. Once your students have their plans, ask them to find their daily calorie allowance.

15. As your students review their plan, point out that their plan also includes information about what types of foods to eat. Remind your students that:

- There are no magic foods to eat for good health.
- Eat foods from the major food groups.
- Choose foods that are high in nutrients such as fruits, vegetables, whole grains, lean protein, and low-fat dairy. Minimize consumption of foods that are high in calories but low in nutrients such as regular soda, cookies, and candy. Most of the calories in these foods come from added sugars and/or saturated fats.

16. Break up your students into small groups of (four to six per group) and distribute the Balance Your Calories handout.

- Ask your students to discuss questions 1-8 and write down their group's answers. Your students will also complete a meal planning exercise where they determine how to reduce calories in a daily menu without losing nutritional value.
- Question 9 in the handout will ask each group to come up with a physical activity the class could do together for a few minutes at the beginning of class (e.g. dancing, stretching etc.). Let your students know that each group will get a chance to lead the class in their activity. Assign an upcoming class day to each group.
- Your students will also complete a meal planning exercise (Question 10) where they determine how to reduce calories in a daily menu.



Ask your students to name actors, athletes and rock stars of all body shapes and sizes, who they consider to be healthy.



- Ask your students to calculate and compare the average calories burned for their classroom activity.
- Provide a comparison of high- and low-calorie burning activities.
- Consider using a guest judge, such as coach or PE teacher, or have your students vote on the best activity.
- As appropriate, share photos of the activities on the school's website.

Reflection, Evaluation and Discussion

Summarize the lesson and concepts as well as the learning objectives. Reinforce the importance of maintaining a balance between calories consumed and energy expended. Note that there may be days where they consume more or less calories than they expend. Underscore the importance of establishing balance over time.

Encourage your students to reflect on the topics learned by asking questions such as:

- Why does our body need calories?
- Why do we need to balance our calories in with our calories out?

- Are there any changes to your eating and physical activity habits you're considering based on what you learned in this lesson?
- What foods or activities surprised you the most?
- Will you factor in calorie content in future food decisions?



Beyond the Classroom

In School

Post infographics and tip sheets around the school that focus on health eating active lifestyles for teens. Check out the MyPlate Infographics page and the MyPlate MyWins Tip Sheets pages for print-ready files. <https://www.choosemyplate.gov/infographics>, <https://www.choosemyplate.gov/ten-tips>

Out of School

Create personal family plan of small changes to increase calories burned (e.g. take the stairs, park farther from store) and try it out for a week.

Wellness Council

Have students set up a “walk or bicycle to school” day. Encourage school staff to participate and wear school colors.

Notes

Record any notes about this lesson. For example, how well did your students understand the material? Are there any changes to the lesson you would like to make for next time?



Tip



Resources

- Walking: A Step in the Right Direction
Link: <https://www.niddk.nih.gov/health-information/weight-management/walking-step-right-direction>
- Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity and Obesity
Link: http://www.cdc.gov/physicalactivity/success/children_example_maria.htm

Name:

Date:

Balance Your Calories

Note

Have your students take this quiz (questions 1-8 below) both before and after the lesson to demonstrate what they have learned. Ask them to chart the change in their level of knowledge.

Instructions

Discuss each question with your group and fill in your answers together.

1. What does it mean to balance your calories?

2. In general, if the calories that you eat and drink are equal to the calories your body uses, your weight...

- Goes down
- Stays the same
- Goes up

3. In general, if the calories that you eat and drink are less than the calories your body uses, your weight...

- Goes down
- Stays the same
- Goes up

4. If the calories that you eat and drink are more than the calories your body uses, your weight...

- Goes down
- Stays the same
- Goes up

5. How do you know if your calories in and calories out are out of balance?

6. Why do different people need to eat a different number of calories?

7. List three ways your body uses energy.

8. Which physical activity do you think requires more energy?

Walking for 10 minutes

Running for 10 minutes

Why do you think this activity requires more energy?

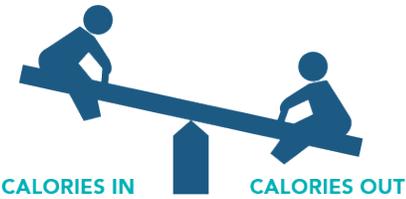
9. As a group, pick a physical activity our class could do together. You'll be assigned an upcoming class day to lead our class in the activity you've chosen for a few minutes at the start of class.

Our group's activity will be: _____

Mia is a 16-year-old who needs about 2,000 calories a day. Below are the foods Mia ate today. She ate 2,908 calories, which is over her daily calorie limit. She wants to make sure she eats a balanced diet that meets her body's nutrition needs within an appropriate calorie level. Can you help Mia get closer to her daily calorie limit without losing important nutrition that her body needs? Cross out items and/or edit the amounts to help Mia.

Meal	Foods/Beverages	Calories	Food Groups				
			Fruit	Veg	Grains	Protein Foods	Dairy
Breakfast	Whole grain cereal – 1 cup	110			X		
	Low-fat milk – ½ cup	51					X
	Banana	105	X				
	Brownie – 2 inch square	129			X		
Lunch	BBQ chicken sandwich on whole wheat bun	257			X	X	
	Orange	31	X				
	Baby carrots – 6	25		X			
	Ranch dressing – 2 Tablespoons	143					
	Low-fat milk – 1 cup	102					X
Snack	Gummy bear candy – 1 cup	673					
Dinner	Spaghetti – 1 cup	220			X		
	Spaghetti sauce – ½ cup	80		X			
	Meatballs – 3 meatballs	164				X	
	Parmesan cheese – 1 Tablespoon	22					X
	Side salad with lettuce, cucumber, avocado, and chickpeas – 1 ½ cups	108		X			
	Ranch dressing – 1 Tablespoon	71					
	Apple – ½ apple	36	X				
	Soda – 1 can	150					
Snacks	Whole wheat crackers – 6	102			X		
	Peanut butter – 1 Tablespoon	97				X	
	Low-fat strawberry yogurt – 1 8-oz container	232					X
		Total Calories: 2908					

Calorie Balance

If...	Your weight will...	Diagram
You eat and drink the same amount of calories that your body uses	Stay the same	 <p>CALORIES IN CALORIES OUT</p>
You eat and drink less calories than your body uses	Go down	 <p>CALORIES IN CALORIES OUT</p>
You eat and drink more calories than your body uses	Go up	 <p>CALORIES IN CALORIES OUT</p>

Lesson 8: Finding Balance

Lesson 8: Finding Balance

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Getting Started

- **Why is this activity important?** Taking the concepts learned in the calorie balance lesson one step further, this activity provides a real-life application. Students use core concepts in peer-to-peer discussion to address real-life scenarios and decisions.
- **What can you do about it?** Frame this lesson as an opportunity for students to apply what they have learned in a practical way within their groups. Start by **asking your students** to explain the major message of the calorie balance lesson. Then **ask your students** if they consider calorie balance in their own eating habits.
 - If yes, how would they go about it?
 - Do they feel they are able to assess calorie balance as it relates to a specific meal?
 - Are they able to explain the concept and show others how to use the SuperTracker tool?
 - Does learning about calorie balance make them think about their food choices differently?

Teacher's Lesson Preparation

In this lesson, your students will learn how to put their new knowledge into action. Using their experience to assess the nutritional value of their favorite recipes (i.e., Lesson 4), students conduct two exercises to apply their knowledge and skills:

- **Exercise 1:** Determine and compare the amount of physical activity needed to use the number of calories in a serving of the team's makeover recipe. Do this for both the original recipe and its more healthful version.
- **Exercise 2:** Advise two "virtual" teens about how much activity they need over three days to maintain their weight based on the food calories from a sample menu. This exercise could be based on the sample menus provided below or by asking volunteers to keep a three-day food intake record. The "virtual teens" are described in detail in this lesson. Alternatively, the class may want to invite specific individuals, e.g., football captain, class president, principal, basketball coach to share relevant details (e.g., age, height, weight, etc.) to make this exercise more interesting and realistic.

Preparation

Exercise 1

- Ask each student team to bring their favorite recipe and the makeover that they have already done with their team.
- Have your students identify how much of what kinds of exercise is needed to burn the calories in both the original recipe and in the revised recipe.

Exercise 2

- Distribute the sample menus (see below) for three days or provide the following URL for a selection of daily menus:
<https://choosemyplate-prod.azureedge.net/sites/default/files/budget/2WeekMenusAndFoodGroupContent.pdf>
- Provide the description about one virtual person or real volunteer to each group of students.

Lesson Objectives

Following this lesson, your students should be able to:

1. Underscore the relationship between calories and physical activity in achieving energy balance.
2. Reinforce the idea that food--and exercise--patterns, rather than one meal are important to reach and maintain a healthy lifestyle.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Provide a brief overview of the assignments that make up this class session.
 - Reinforce the importance of applying concepts to real-life scenarios so that your students can use these learnings day-to-day; the goal of the lessons in this curriculum is to provide real-life information, advice and parameters that can be applied long after the semester ends.
3. Discuss the purpose, timing and expectations of group activity.
 - Purpose is to reinforce the importance of and to practice skills for applying energy balance concepts to real-life scenarios. Point out that the more students use this information and tool, the more natural it will be to incorporate into their daily lives.
 - Explain how the calorie balance they estimate for their makeover recipe will count as part of their final rating for the semester-long group activity.
 - Tell your students that they will have the opportunity to put their learning to practice so they can use energy balance for themselves, friends and family; the more they use it, the more natural it will be to think about and incorporate in their daily lives.

4. Remind your students that the group activity is a way for them to put into practice what they have learned.
 - Tee up the ‘virtual teen’ or real volunteer profiles for your students. Describe both profiles and allow your students to ask questions before working on the calorie balance task.
 - Feel free to give the virtual teens some spunk and personality to make them feel more like your student peers (e.g., do they like to read? Play sports? What types of music might the virtual teens like? How might the virtual teens feel about healthy eating?).
5. Break your students into their assigned teams of five to eight students each.
6. Distribute the menu handouts (included below).



Beyond the Classroom

In School

Create a series of “Move More” tips and share as part of morning announcements.

Wellness Council

Have students explore creating a school garden. Approach administrations with the idea and contact local nurseries to see if they might donate plants or help plant a garden.

7. Provide the sample menus below for students to analyze for:
 - 17-year-old female high school junior, 5 feet 5 inches tall, 125 lbs.
 - 18-year-old male high school senior, 6 feet tall, 225 lbs.
 - Real life volunteer who provides age, height and weight
 - Ask: How many calories does each person have to expend over the three days to be in calorie balance?
 - Identify a set of physical activities that would use all of the calories consumed each day? 75% of the calories consumed each day?
 - How will this knowledge help them as they consider what to eat and how to work out daily?

	Day 1	Day 2	Day 3
Breakfast	Peanut Butter Raisin Oatmeal <ul style="list-style-type: none"> ● 1 cup cooked oatmeal ● 1 Tbsp. peanut butter ● ¼ cup raisins ● Beverage: 1 cup orange juice 	Cereal with Fruit <ul style="list-style-type: none"> ● 1 cup toasted oat cereal ● 1 medium banana ● ¼ cup low-fat milk ● 1 hard-cooked egg ● Beverage: water, coffee, tea 	Scrambled Eggs <ul style="list-style-type: none"> ● 2 eggs ● 2 Tbsp. low-fat milk ● 1 tsp. vegetable oil ● 2 Turkey Sausage links ● 1 slice whole-wheat toast ● ½ tsp. tub margarine ● 1 tsp. jelly ● Beverage: 1 cup apple juice
Lunch	Tuna-Cucumber Wrap <ul style="list-style-type: none"> ● 1 8" flour tortilla ● 3 oz tuna (canned in water) ● 2 Tbsp. mayonnaise ● 5 cucumber sticks ● ¼ cup low-fat vanilla yogurt ● Beverage: 1 cup low-fat milk 	Green Salad with Lemon Chicken <ul style="list-style-type: none"> ● 1 cup romaine lettuce ● 3 oz sliced Lemon Chicken* ● 3 slices tomato ● 5 slices cucumber ● 2 Tbsp. vinaigrette dressing** ● 1 slice whole-wheat bread ● ½ tsp. tub margarine ● 1 Chocolate Chip Cookie* ● Beverage: 1 cup low-fat milk 	One Pan Spaghetti Side Salad <ul style="list-style-type: none"> ● 1 cup romaine lettuce ● 3 medium slices tomato ● 5 slices cucumber ● 1 Tbsp. vinaigrette dressing** ● 1 slice whole-wheat bread ● ½ tsp. tub margarine ● Beverage: 1 cup low-fat milk

Dinner	Lemon Chicken Brown Rice Pilaf <ul style="list-style-type: none"> ● 1 cup peas and corn: ● ½ cup corn (frozen) ● ½ cup green peas (frozen) ● 1 tsp. tub margarine ● 1 Chocolate Chip Cookie 	One Pan Spaghetti (includes ground beef and tomato sauce) <ul style="list-style-type: none"> ● ½ cup steam broccoli (frozen) ● ½ tsp. tub margarine ● 1 white roll ● 1 tsp. tub margarine ● Pudding 	Grits with Pepper and Cheese (includes black or kidney beans) <ul style="list-style-type: none"> ● 1 cup cooked green beans (frozen) ● 1 tsp. tub margarine ● 1 Chocolate chip Cookie ● Beverage: 1 cup low-fat milk
Snacks	Carrot Sticks with Dip <ul style="list-style-type: none"> ● ½ cup carrot sticks ● 2 Tbsp. hummus ● 6 whole-grain crackers 	Popcorn (3 cups popped) <ul style="list-style-type: none"> ● 2 Tbsp. kernels ● 1 tsp. vegetable oil ● 1 large orange 	Pretzels and Dip <ul style="list-style-type: none"> ● ½ cup pretzels ● 1 Tbsp. hummus ● 1 medium banana

Lesson 9: Get Active

Lesson 9: Get Active

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn about physical activity, including the value of being physically active, recommended amounts and how to include physical activity in any lifestyle. Students create a SuperTracker profile and use the Physical Activity Tracker to track their own activities and identify areas for improvement.

Getting Started

- **Why is this lesson important?** There is a tendency for many of us to think that physical activity doesn't fit easily into our daily routines. A major goal of this lesson is to show teens how more physical activity can be part of everyday life, no matter what their lifestyle. Small changes, easy integration and relevance to what motivates teens will help to increase physical activity.
- **What can you do about it?** Frame this lesson as an opportunity for your students to learn about physical activity, not in terms of performance, like running the fastest mile, but in a way that fits into their daily lives. Illustrate how physical activity impacts not only weight but other aspects of their lives such as mood, sleep patterns and appearance, including clearer skin. Long-term health benefits don't always work as an incentive for teens, but focusing on practical application and issues that matter most to teens makes the topic more relevant to them.

Start this lesson by **asking your students**:

- How are they physically active?
- Do they see physical activity as the same or different than exercise?
- What do they like/not like about it?
- Are there any questions they have about being physically active?
- What additional information would they like to have? Do they feel physical activity is relevant to their overall health?

Teacher's Lesson Preparation

SuperTracker	<ul style="list-style-type: none">• Watch the Physical Activity Tracker site tour video, How to Use Physical Activity Tracker: Tracking activities, on YouTube (2 min. 20 sec.). Link: https://www.youtube.com/watch?v=hIXRBWKzlug• Review navigation of the SuperTracker website. Link: https://www.SuperTracker.usda.gov• Familiarize yourself with the Physical Activity Tracker feature. Link: https://www.supertracker.usda.gov/physicalactivitytracker.aspx
Materials	<ul style="list-style-type: none">• Make copies of the Get Active handout (found at the end of this lesson) for each student.
Preparation	<ul style="list-style-type: none">• Line up computers with internet access for teacher and students; if not available, then arrange for another location, such as a library or computer lab, with internet access.• Screen and projector.

Lesson Objectives

Following this lesson, your students should be able to:

1. Explain the importance of being physically active.
2. Identify how much physical activity teens need per day.
3. Discuss strategies for increasing physical activity.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, provide an overview of the topics to be covered and what you hope your students will learn.
3. Begin the discussion by asking:
 - What does physical activity mean to you?
 - How do you incorporate physical activity into your life?
 - Is physical activity important to you?
 - What types of physical activity do you like/dislike?
 - What motivates you to be physically active?

- What barriers exist that prevent you from being physically active?
4. Provide the definition of physical activity.
- Physical activity simply means any movement that works your muscles and requires more energy than resting this includes everything from walking to playing soccer.
 - You don't have to be athletic to be physically active. There's room for more activity in any lifestyle.
 - Examples include: taking part in sports, physical education class, exercise or dance classes or even activities such as rollerblading, biking, jogging walking, running, dancing, marching band, riding your bike, swimming, yoga, doing chores around the house, or lifting weights.
 - The best physical activity for you is what you enjoy doing!
 - **Ask your students** what new physical activity they can see adding to their routine?
5. Discuss the benefits of being physically active:
- Strengthen your muscles and bones.
 - Reduce stress.
 - Have more energy.
 - Reduce symptoms of anxiety and depression.
 - Sleep better at night.
 - Manage your weight.
 - Reduce risk for health problems like heart disease and type 2 diabetes.
6. Share physical activity recommendations for teens from the Physical Activity Guidelines for Americans. Link: <http://health.gov/paguidelines/guidelines/children.aspx>
- Do at least 60 minutes (one hour) of aerobic physical activity a day.
 - Aerobic activities make you breathe harder and make your heart beat faster.
 - **Ask your students** for examples of aerobic physical activity: running, dancing, playing sports, and biking.
 - Most aerobic physical activity should be moderate or vigorous in intensity.
 - **Ask your students** for examples of moderate intensity activity: brisk walking, skateboarding, hiking and bike riding.
 - **Ask your students** for examples of vigorous intensity activity: running, jumping rope, martial arts, swimming and basketball.
 - Rule of thumb for aerobic activity: on a scale of 0 to 10, where sitting is 0 and the highest level of effort possible is 10, moderate-intensity activity is a 5 or 6 and vigorous-intensity activity is a 7 or 8.

- The same activity (e.g. riding a bike) can be either moderate or vigorous intensity depending on how much effort you put into it.
- Out of the 7 days a week of recommended aerobic activity, you should do vigorous-intensity aerobic physical activity (7 or 8 on a 10-point scale) at least three days a week. Remember, the same activity can be moderate or vigorous depending on effort level.
- Include muscle-strengthening physical activity at least 3 days a week.
 - Muscle-strengthening activities make muscles do more work than usual.
 - Examples include: push-ups, lifting weights and climbing stairs.
- Include bone-strengthening physical activity at least 3 days of the week.
 - Bone-strengthening activities put extra force on your bones, which helps make them strong. This extra force usually comes from impact with the ground.
 - Examples include: running, jumping rope, jumping jacks, tennis, and basketball.
- Remember that any activity is always better than none!
 - **Ask your students** to discuss when physical activity feels more like fun than a chore to them.

Share the example below to show how physical activity could be integrated per the guidelines:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Vigorous Intensity	Hiking	Basketball		Basketball			Dance Class
Muscle Strengthening			Sit-ups and push-ups		Sit-ups and push-ups		Yoga
Bone Strengthening	Hiking	Basketball		Basketball			Dance Class

7. **Ask your students** to share ideas for how to incorporate more physical activity into their lifestyles.

- Examples: take steps instead of elevator, stand up and dance at concerts, limit non- homework-related screen time (e.g., video games, smartphones, tablets, TV and computers), park at the end of the parking lot in order to get in more steps, bike to school or to friends' houses, take the dog for a walk, wash the car, rake leaves or shovel snow, etc.

 Tip

- Have your students take photos or videos of themselves doing the activities described in class at home and share them in class.
- Challenge your students to a competition to see who can take the greatest number of steps in a given time period. To make it easier to calculate, ask students to track the amount of time spent walking on a daily basis. Have your students assess the intensity of their walking, light-intensity/moderate/vigorous.

8. Go to the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
9. Have your students log into their SuperTracker profiles.
10. Show your students how to navigate to the Physical Activity Tracker.



11. Demonstrate how to search for an activity using the Physical Activity Tracker. Choose a moderate intensity activity. For example, search for “biking” and select “Biking, 5.5 mph, leisure” or a different moderate intensity activity of your choice.

Physical Activity Tracker

Search and add physical activities to view how your activities stack up against your targets.

Search: for

Activity Details **Favorite Activity List**

Search for activities to see details here.

- Biking, 5.5 mph, leisure
- Biking, 9.4 mph, leisure
- Biking, <10 mph, to work or for pleasure
- Biking, 10-11.9 mph, low effort
- Biking, 12-13.9 mph, medium effort
- Biking, 14-15.9 mph, high effort
- Biking, 16-19 mph racing or >19 mph...
- Biking, >20 mph, racing (not drafting)
- Biking, general
- Biking, mountain, general

12. After searching for and selecting an activity, show your students where to find (1) the intensity of the activity, (2) if it is a muscle-strengthening activity, and (3) if it is a bone-strengthening activity.

Activity Details **Favorite Activity List**

Biking, 5.5 mph, leisure

Enter the duration: minutes

Choose Days: Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Choose for: Erica

Activity Info

Estimated Calories Burned¹:

1 Intensity: **Moderate**

2 Muscle Strengthening: **Yes**

3 Bone Strengthening: **No**

[More Info](#)

13. Demonstrate how to add a physical activity by (1) entering the duration in minutes, (2) choosing the day of the week and (3) clicking the blue "Add" button.

NOTE: Be sure to add your activity to the current day of the week. Physical activity is tracked daily for children and teens (ages 6-17 years). Activities need to be added to the current day in order for them to appear on the daily total dial.

Activity Details Favorite Activity List

Biking, 5.5 mph, leisure

1 Enter the duration: minutes

2 Choose Days: Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Choose for: Erica

3

Activity Info

Estimated Calories Burned: **141**
(for 30 minutes)

Intensity: **Moderate**

Muscle Strengthening: **Yes**

Bone Strengthening: **No**

[More Info](#)

14. After adding the activity, call your students' attention to the daily total dial as well as the weekly targets section of the page, which now reflect the addition of this activity.

Physical Activity Tracker

Search and add physical activities to view how your activities stack up against your targets.

Search: for

Activity Details Favorite Activity List

You added

Biking, 5.5 mph, leisure

to Monday 11/16/15.

[See this Activity Again](#)

Activities for Week of 11/15/15 - 11/21/15

Date	Intensity	Estimated Duration	Estimated Calories Burned	MIE Minutes ²
Sun 11/15/2015		0	0	0
Mon 11/16/2015	Biking 5.5 mph, leisure	30	141	30
Tue 11/17/2015		0	0	0
Wed 11/18/2015		0	0	0
Thu 11/19/2015		0	0	0
Fri 11/20/2015		0	0	0
Sat 11/21/2015		0	0	0

Daily Total for 11/16/15

Moderate Intensity Equivalent (MIE²) Minutes

Gauge

Physical Activity Report [More Info](#)

Weekly Targets

Total Muscle-Strengthening Days: **1**

Target: 3 Days minimum

1 2 3 4 5 6 7

Muscle-Strengthening: Include muscle-strengthening physical activity on at least 3 days of the week.

Total Bone-Strengthening Days: **0**

Target: 3 Days minimum

1 2 3 4 5 6 7

Bone-Strengthening: Include bone-strengthening physical activity on at least 3 days of the week.

Total Vigorous Activity Days: **0**

Target: 3 Days minimum

1 2 3 4 5 6 7

15. Explain how SuperTracker tracks your daily physical activity using “Moderate-Intensity Equivalent (MIE)” minutes. Converting your activity into a common unit of intensity helps demonstrate how either moderate or vigorous activities could be combined to reach your daily target.
- Every 1 minute of moderate-intensity activity = 1 MIE minute.
 - Every 1 minute of vigorous-intensity activity = 2 MIE minutes.
 - Light intensity activities do not count toward your daily MIE minute target.
16. Add 10 minutes of a vigorous-intensity activity such as “Jumping rope, general” to demonstrate that every one minute of vigorous-intensity activity counts as 2 MIE minutes (i.e. 10 minutes will show up as 20 MIE minutes on the daily total dial). Note: Be sure to add to the current day of the week.

Activity Details
Favorite Activity List

Jumping rope, general

Enter the duration: minutes

Choose Days:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Choose for:

Erica

Activity Info

Estimated Calories Burned¹: 0

Intensity: **Vigorous**

Muscle Strengthening: **Yes**

Bone Strengthening: **Yes**

[More Info](#)

Physical Activity Tracker

Search and add physical activities to view how your activities stack up against your targets.

Search: All Activities for

Activity Details
Favorite Activity List

You added

Jumping rope, general

to Monday 11/16/15.

[See this Activity Again](#)

Activities for Week of

11/15/15 - 11/21/15 Copy Activities Clear All

Date	Intensity	Estimated Duration	Estimated Calories Burned ¹	Duration Minutes	MIE Minutes ²
Sun 11/15/2015			0	0	0
EMPTY					
Mon 11/16/2015			40	50	
Biking 5.5 mph, leisure Moderate 141 30 30					
My Favorite Remove Edit					
Jumping rope, general Vigorous 100 10 20					
My Favorite Remove Edit					
Tue 11/17/2015			0	0	
EMPTY					
Wed 11/18/2015			0	0	

Daily Total for 11/16/15

Moderate Intensity Equivalent (MIE²) Minutes



Gauge Data

Physical Activity Report [More Info](#)

Weekly Targets

Total Muscle-Strengthening Days: **1**

Target: 3 Days minimum

1
2
3
4
5
6
7

Muscle-Strengthening: Include muscle-strengthening physical activity on at least 3 days of the week.

17. Add a light intensity activity such as “Sitting in class (e.g., note-taking, class discussion)” to demonstrate that it does not show up on the daily physical activity dial. Note: Be sure to add to the current day of the week.

Activity Details
Favorite Activity List

Sitting in class (e.g. note-taking, class discussion)

Enter the duration: minutes

Choose Days:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Choose for:

Erica

Activity Info

Estimated Calories Burned¹: 0

Intensity: Light

Muscle Strengthening: No

Bone Strengthening: No

[More Info](#)

Physical Activity Tracker

Search and add physical activities to view how your activities stack up against your targets.

Search:

All Activities

for

Activity Details
Favorite Activity List

You added

Sitting in class (e.g. note-taking, class discussion)

to Monday 11/16/15.

[See this Activity Again](#)

Activities for Week of 11/15/15 - 11/21/15

	Intensity	Estimated Calories Burned ²	Duration Minutes	MIE Minutes ³
Sun 11/15/2015				
EMPTY				
Mon 11/16/2015				
Biking 5.5 mph, leisure	Moderate	141	30	30
★ My Favorite ✖ Remove ✎ Edit				
Jumping rope, general	Vigorous	100	10	20
★ My Favorite ✖ Remove ✎ Edit				
Sitting in class (e.g. note-taking, class discussion)	Light	145	60	0
★ My Favorite ✖ Remove ✎ Edit				
Tue 11/17/2015				
0 0				

Daily Total for 11/16/15

Moderate Intensity Equivalent (MIE)³ Minutes



Gauge Data

Physical Activity Report More Info

Weekly Targets

Total Muscle-Strengthening Days: **1**

Target: 3 Days minimum

1

2

3

4

5

6

7

Muscle-Strengthening: Include muscle-strengthening physical activity on at least 3 days of the week.

18. Give your students time to practice adding activities in Physical Activity Tracker.
19. Distribute the Get Active handout (found at the end of this lesson) to students.
20. Assign as homework, extra credit, or use for class discussion:
 - Have students track their physical activities for 1 day in Physical Activity Tracker and assign the Get Active handout.

Reflection, Evaluation and Discussion

Encourage your students to reflect on the topics learned by asking discussion questions such as:

- Is being physically active important to you? Why or why not?
- What are some ways you could add more physical activity into your lifestyle?
- How can you make physical activity fun?
- How would you encourage a friend or family member to be more active?



Beyond the Classroom

In School

Create inventory of 60-second fitness bursts students can do at school. Recruit teachers to introduce as mid-day energizer.

Out of School

Track the number of steps to popular community sites (e.g. parks, corner store, bus stop, etc.) and look for opportunities to increase steps.

Wellness Council

Organize a walk or bike to school day wearing school colors.

Notes

Record any notes about this lesson. For example, did your students understand the material? Are there any changes to the lesson you would like to make for next time?

Name:

Date:

Get Active

Instructions

Use SuperTracker's Physical Activity Tracker to add all of your physical activity for today. Answer the questions below based on your experience using Physical Activity Tracker. You can access it here:

<https://www.supertracker.usda.gov/physicalactivitytracker.aspx>

1. Why is being physically active important?

2. How many minutes of aerobic physical activity should you do in a day? At least _____ minutes

3. How many days a week should you do muscle-strengthening activities? At least _____ days a week

4. How many days a week should you do bone-strengthening activities? At least _____ days a week

5. List three muscle-strengthening activities.

6. List three bone-strengthening activities.

7. Did you meet your physical activity target today?

Yes

No

8. Did you do any vigorous intensity activities today?

Yes

No

9. Did you do any muscle- or bone-strengthening activities today? What were they?

Muscle-strengthening: _____

Bone-strengthening: _____

10. What's the biggest barrier you face to being more physically active? What are some ways to overcome that challenge?

Biggest Barrier:

Ways to Overcome Barrier:

11. Are there any changes you would like to make to your physical activity habits based on what you learned in this lesson? If yes, what are they?



- **Ask your students** to plan a hike through a National Park Service Park.

Link: <https://www.nps.gov/findapark/index.htm>

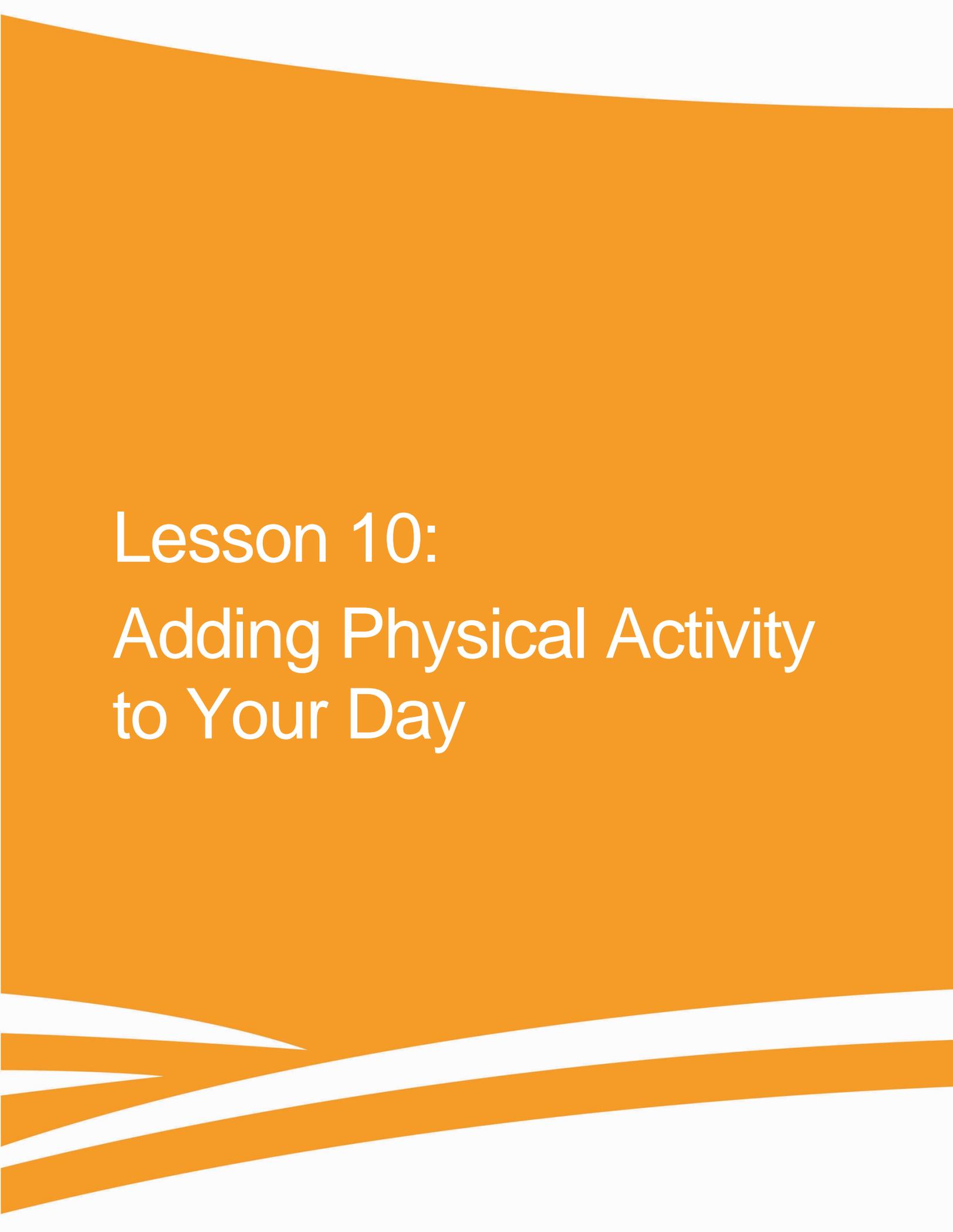
- How many calories could they burn?
- How much time would it take for them to walk the distance?
- How many calories would they need to sustain them?
- What park would they most like to visit with their families?

Link: <http://www.nps.gov/index.html>



The online tool below is one example of an app that could be used to ask your students to calculate the distance and calories burned to walk to school from home, walk to the grocery store, and walk or bike to the movie theater.

- **Map My Run**
www.mapmyrun.com/routes/create/



Lesson 10:
Adding Physical Activity
to Your Day

Lesson 10: Adding Physical Activity to Your Day

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

During this lesson, your students will hear from a local gym trainer or school physical education teacher on the importance of physical activity and how to incorporate it into daily life in a fun way.

Your students will learn that physical activity can take many forms. Your students will begin to develop their own physical activity plan unique to their likes and needs.

Getting Started

- **Why is this lesson important?** Teens sometimes view physical activity as more of a chore than a fun activity, especially when it falls outside of sports activities. Providing teens different options and ways to incorporate physical activity into their daily lives allows them to see it not as a requirement but something that satisfies their unique needs, wants and desires.

One size does not fit all when it comes to physical activity. Having an outside speaker discuss how students might incorporate physical activity in a more personalized way should encourage them to explore ways to increase their physical activity.

- **What can you do about it?** Frame this lesson as an opportunity for your students to have an expert talk and answer questions about incorporating physical activity into their lives, whether it be to tone arms, make cardio fun, find out what interval training is, learn about free or low-cost classes to take, or just add more movement to one's usual routine.

Teacher's Lesson Preparation

Preparation	<p>Find a physical education teacher, certified personal trainer, or physical therapist to speak to the class</p> <ul style="list-style-type: none">● Arrange time for the guest speaker to visit the class to: (1) discuss the health benefits of physical activity and (2) provide tips on adding more activity to daily life, whether that is a workout program or something more.● Call the local YMCA, Boys and Girls Club or a local gym to see if a certified personal trainer, coach or other qualified physical education professional could speak to your class.● If you are unable to locate an outside speaker, check with the school's athletic department to see if a coach, physical education teacher or trainer could come to class to talk to the students. <p>Ask speaker to cover the following topics:</p> <ul style="list-style-type: none">● Benefits of physical activity.● How to incorporate physical activity into student schedules no matter how much or little time is available.● Ways to make physical activity fun.● Physical activity options for various purposes (e.g., building muscle, building lean muscle, losing weight, staying in shape).● Resources where students can look to find physical activity or workout ideas.
Setup	<ul style="list-style-type: none">● Provide computers with internet access for teacher and students. If not available, then arrange for another location, such as a library or computer lab, with internet access.● Screen and projector.

Lesson Objectives

1. Learn ways to incorporate physical activity into daily life.
2. Gain a better understanding of how physical activity burns calories and understand the different types of exercises (aerobic, muscle-strengthening, bone-strengthening, and balance and stretching) as well as how exercise can be incorporated as part of your daily lifestyle.
3. Learn how to develop a personalized plan that is tailored to one's likes and needs.
4. Underscore the value of setting small goals for long-term success.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, provide an overview of lesson topics and what you want your students to take away from the class.
3. Begin the session by asking your students:
 - What motivates them to be active?
 - How do they feel when they move more?
 - What is their favorite exercise? Why?
 - What exercise do they most dislike? Why?
 - How many calories do they burn by engaging in their favorite activity?
4. Have guest speaker talk to your students about different types of physical activity (e.g., aerobic, muscle-strengthening, bone-strengthening, and balance and stretching) and their particular relevance to teens.
5. Have guest speaker show your students some sample plans for adding more physical activity to their days. Demonstrate a few simple exercises and have students join in.
 - Ask guest speaker to demonstrate some simple exercises in front of the class. Have your students join in, ask questions, and have fun!
6. Have your guest speaker invite questions from students on things to consider when developing their own personalized plan.
7. Following the speaker presentation and discussion, have students log-in to SuperTracker to develop a physical activity plan that they can start immediately!



Beyond the Classroom

In School

Find innovative ways to complete parts of a personalized plan during school hours. Create competition for different lifestyle categories.

Wellness Council

Organize a school fund raiser based on sponsored participation in obstacle course, 5K walk, mini-Olympics, etc. Work with the art department to develop a logo and signage for the event.



Resource

Take a look at this teen health site for ideas and videos regarding physical activity and nutrition.

Link: <https://www.cdc.gov/bam/index.html> or <https://www.girlshealth.gov/>

 Tip

Use the following online information to obtain background on exercise activities for youth.

Link: <https://www.cdc.gov/bam/activity/index.html>

 Tip

If you can't get an outside speaker to come to class, utilize the free resources at IDEA Fitness Library.

Link: <https://www.cdc.gov/bam/activity/index.html>

 Resource

Pull up the following site on your computer to illustrate some sample exercises:

Link: <https://www.cdc.gov/bam/activity/cards.html>

Lesson 11: Build Healthy Meals

Lesson 11: Build Healthy Meals

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, your students will learn how to plan a daily menu that meets all of their food group targets within their daily calorie allowance. Students create a daily meal plan using SuperTracker's Food Tracker feature and will complete the Build Healthy Meals handout to reflect on what they've learned.

Getting Started

- **Why is this lesson important?** High school students are seeking autonomy in many aspects of their lives. We know that teens will make an increasing number of food and meal choices for themselves. Learning to build healthy meals can establish healthy eating patterns for a lifetime. This lesson provides an opportunity to inspire and empower them to make healthy decisions and to feel like they own their choices.
- **What can you do about it?** Frame this lesson as an exciting way for teens to understand the basics of healthy meals and how they can apply them to their lives. Make sure to consider teen motivations, including maintaining a healthy weight, having a healthy body image and exercising autonomy. It will also be important to recognize that for some students, many of their eating occasions will not be meals in the traditional sense. Snacking or grazing, eating a takeout meal on-the-run, or relying on a protein drink are all alternatives that make up an increasing proportion of teen "meals."

A great way to start this lesson would be to have your students think about the meals they eat, and then **ask your students:**

- What does a typical breakfast, lunch and supper look like on a daily basis? Are you grabbing food on the go? Are you sitting down to eat with family or friends?
- How does the way you eat a meal influence your food choices and healthfulness?
- What was the healthiest meal you've eaten in the past few days?
- Why did you choose that meal?
- Who prepared it?
- What did you like about it?

Teacher's Lesson Preparation

SuperTracker

- Watch the Food Tracker site tour video, How to use Food Tracker: Tracking foods, on YouTube (3 min. 8 sec.).
Link: <https://www.youtube.com/watch?v=dZ49FuUpxnE&feature=youtu.be>
- Review navigation of the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
- Familiarize yourself with the Food Tracker feature.
Link: <https://www.supertracker.usda.gov/foodtracker.aspx>

CLICK A FOOD GROUP TO EXPLORE



- Log onto the interactive site www.ChooseMyPlate.gov.
- Point out that MyPlate might not reflect the way they typically eat, even at home. Explain that MyPlate is not a literal image of a healthy meal but a symbol or icon for the optimal combination of food groups and associated amounts. In that context, it offers guidance on how to incorporate all food groups into a meal. Everyone's "plate" may look a little different – foods from different groups may be mixed together, for example – but they can all be part of a healthy diet.

Materials

- 10 Tips for Healthy Meals handout, copies made for each student.
Link: <http://www.choosemyplate.gov/ten-tips>
- Build Healthy Meals handout (found at the end of this lesson plan), copies made for each of your students.
- Measuring cups and cereal to demonstrate portion sizes.
- If your budget allows, buy some food models to show students actual portion sizes.

Setup

- Provide computers with internet access for you and your students; if not available, then arrange for another location, such as a library or computer lab, with internet access.
- Screen and projector.

Of note: In this lesson, your students will create a daily menu by entering foods and beverages in Food Tracker. If you would like to observe student food entries, consider setting up a SuperTracker group prior to the lesson. You can create a group for your students and invite them to join (via email or with a group-specific access code). Ask students in the group if they opt to share this information with you. You can run reports to view and analyze foods and beverages entered by your students after they have joined your group – both for the group as a whole and for individual group members. For the purposes of this lesson, running the Group Meal Summary Report (Member Report) would allow you to review the menus your students create in one central location. Please note that it may take up to 30 minutes for recent report data to update.

For detailed instructions on how to create and manage a group and run group reports, please reference the following resources:

- **SuperTracker Groups & Challenges User Guide**
Link: <https://supertracker.usda.gov/Documents/SuperTracker%20Groups%20And%20Challenges%20User%20Guide.pdf>
- **Getting Started with SuperTracker Groups Video**
Link: <https://www.youtube.com/watch?v=ui1wgSznUlo>

Lesson Objectives

Following this lesson, your students should be able to:

1. Build a healthy meal.
2. Create a sample menu that meets daily food group targets.
3. Develop a sample menu within a daily calorie allowance.

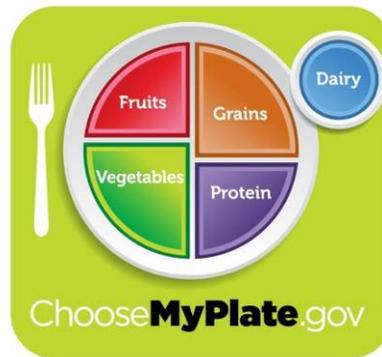


Ask your students to list their three favorite foods in each food group again after the lesson to see if they categorized those foods correctly. Were there any changes or surprises?

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
 2. Provide a brief overview of the topics to be covered and what you hope your students will get out of the lesson.
- Kick off the lesson by asking your students one or more of the following questions:
 - What are your three favorite foods in each food group?
 - How could you incorporate foods from different food groups into your daily meals and snacks?
 - How often do you plan ahead when deciding what to eat? If so, what do you think about?

- Are you familiar with the concept of meal planning? Do you think this would help you eat more healthfully?
3. Tell your students that everything they eat and drink over time matters. The right mix can help them be healthier now and in the future.
 4. **Ask your students** to describe a healthy meal. What components make up a healthy meal?
 5. Show your students the MyPlate icon found at www.ChooseMyPlate.gov and explain that it can be a helpful reminder when planning meals.



- While not all of our meals are eaten on a plate, it's helpful to picture what MyPlate looks like when planning a meal.
 - MyPlate reminds us to include a variety of food groups in our meals: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
 - And to make about half our plate fruits and vegetables.
 - It's also important to choose foods and beverages with less saturated fat, sodium, and added sugars.
 - Foods that contain more saturated fat, for example butter, are usually solid at room temperature. Whereas foods that contain more unsaturated fat, for example vegetable oil, are usually liquid at room temperature. Too much saturated fat is bad for your health and can increase your risk for heart disease.
 - Sodium is found in salt and many processed foods. Too much sodium is bad for your health. It can increase your blood pressure and your risk for a heart attack and stroke. Heart disease and stroke are the leading causes of death in the United States. Eating less sodium can reduce risk for high blood pressure.
 - Added sugars (in either solid or liquid form, like syrups) are those introduced to foods or beverages when they are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruits. Added sugars add calories without adding nutritional value.
6. Distribute the 10 Tips for Healthy Meals handout (also see below) and review them. As you discuss these tips ask your students which are easier or harder to adopt and why. Encourage students to offer their own strategies.
 - **Make half your plate veggies and fruits:** Vegetables and fruits are full of nutrients and help to promote good health. Filling half your plate with fruits and veggies is one way to reduce the total number of calories and increase the nutrients you need while keeping you full. As you're picking fruits and veggies to add to your meal, keep the following tips in mind:

- Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli. Vegetables that are darker in color generally have more nutrients and provide more health benefits.
- Adding spinach or romaine lettuce and tomato to your sandwich is an easy way to get more veggies in your meal.
- Tomato sauce and salsa may not seem like vegetables, but are an easy way to add veggies to a meal or snack. Dip into them with carrots, cauliflower, red peppers, broccoli or other vegetables to add even more veggies to the meal. By making this swap from chips, you also save calories and fat.
- **Add lean protein:** Choose protein foods, such as lean beef (92% lean or above) and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood such as frozen shrimp or canned salmon the protein on your plate.
- **Include whole grains:** Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.
- **Don’t forget the dairy:** Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
 - Don’t drink milk? Try soymilk (soy beverage, almond milk, etc.) as your beverage or include fat-free or low-fat yogurt or cottage cheese in your meal. Other options can be found online at <http://www.choosemyplate.gov/dairy>
- **Avoid extra fat:** Using heavy gravies or sauces may be tasty but will add fat and calories to otherwise healthy choices.
 - For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of grated parmesan cheese or a squeeze of lemon.
 - Another way to add flavor without adding fat is to explore the tastes of herbs and spices. This is an easy way to jazz up your meal and make it more tasty. Some great herbs and spices to try include:
 - red pepper flakes
 - oregano
 - curry powder
 - garlic powder
- **Take your time:** Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly or eating while you’re doing something else may cause you to eat too much.
 - Take a pause in between bites and put your knife and fork down before taking another bite to pace yourself.
 - Don’t eat straight from a bag or container, instead portion out a serving size on a plate or in a bowl and eat only that amount to ensure you don’t overeat.
- **Use a smaller plate:** Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.
 - Use a lunch or salad plate instead of a regular sized dinner plate at home.

- **Take control of your food:** Point out that eating at home makes it easier to know exactly what you are eating and to make sure your portion sizes align with MyPlate guidelines. Since so many meals and snacks are consumed away from home, your best bet is to be an informed consumer. If you eat out, check it out! Students know which places serve the dishes they like, the next step is to compare the nutrition information. Other tips for eating out include:
 - Order something small. Try a half-portion or healthy appetizer, like hummus (chickpea spread) with whole-wheat pitas or grilled chicken. If you order a large meal, take half of it home or split it with someone else at the table.
 - Limit the amount of fast food you eat. When you do get fast food, say “no thanks” to super-sized or value-sized options, like those that come with fries and soda.
 - Choose salad with low-fat dressing, a sandwich with mustard instead of mayo, or other meals that have fruits, veggies, and whole grains.
 - Choose grilled options, like chicken, or remove breading from fried items.
 - Avoid items that use the words creamy, breaded, battered, or buttered.



Resource

What counts as 1 cup of fruit?

1 small apple, 2.5 inches in diameter **Or**

32 seedless grapes **Or**

1 large peach **Or**

1 large banana

Link: <http://www.choosemyplate.gov/fruit>

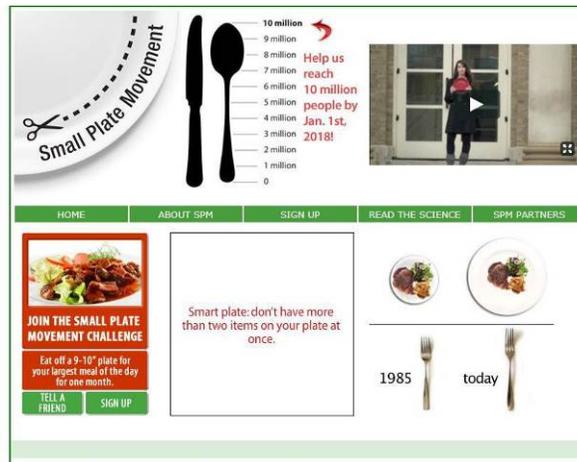


Resource

How many vegetables do you need to eat daily?

Boys, 14-18 years, 3 cups

Girls, 14-18 years, 2.5 cups



- **Try new foods:** Keep it interesting by picking out new foods you've never tried before. You may find a new favorite! Trade fun and tasty recipes with friends or find recipes online.
- **Satisfy your sweet tooth in a healthy way:** Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Tip

Tell your students about the Small Plate Movement developed by the Cornell University Food and Brand Lab, a site where they can take the pledge to eat the largest meal of the day from a 9- to-10-inch plate for a month. Have them photograph the results and see how much less food they eat.

Link: https://foodpsychology.cornell.edu/JACR/Small_Plates_Lose_Weight

7. Demonstrate the Food Tracker feature by showing the “How to use Food Tracker: Tracking foods” SuperTracker site tour video available on YouTube (3 min. 8 sec.). Note – Lessons 3 and 5 also include information on using the Food Tracker feature. If you have already introduced the functionality to your class, you can skip this step and instead direct them to the SuperTracker login.
Link: <https://www.youtube.com/watch?v=dZ49FuUpxnE&feature=youtu.be>
8. When using Food Tracker, your students will need to estimate approximate portions for foods. Using measuring cups and cereal, measure out various amounts to show your students what a ¼-cup, ½-cup, and 1- cup portion looks like. If your budget allows, consider buying some food models to bring into class. =

Tip

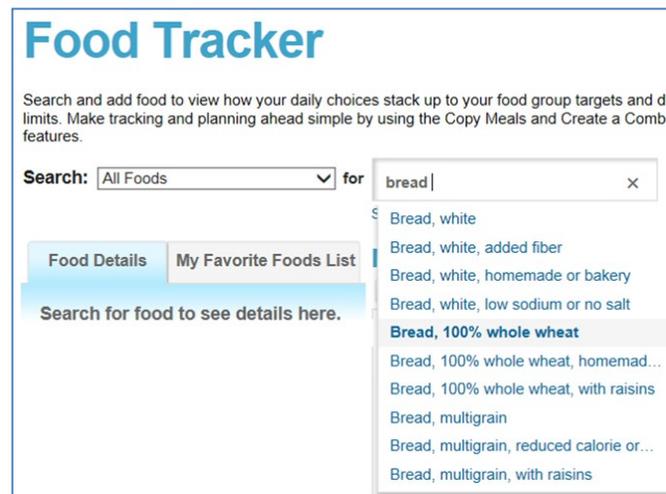
Pull up the Dining Decisions game on the classroom computer and have the class participate in playing!

Link: <http://www.cdc.gov/bam/nutrition/game.html>

9. Go to the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
10. Have students plan meals and snacks for a day. If you want them to plan based on their individual calorie allowance and food group targets, they will need to create a profile on SuperTracker to get a personalized plan. Instructions for creating a profile are provided in Lesson 3: What's Your Plan. Alternatively, your students can plan a menu based on a default 2,000-calorie allowance and food group plan.
11. Show your students how to navigate to the Food Tracker feature.



12. Demonstrate how to search for a food using Food Tracker. For example, search for the food “bread” and select “Bread, 100% whole wheat”.



13. Show your students how to add the food to their day by (1) choosing the amount, (2) selecting a meal, and (3) clicking the blue “Add” button. For example, add 1 slice of 100% whole wheat bread to breakfast.

Food Details My Favorite Foods List

Bread, 100% whole wheat

Choose an amount:

1 regular slice

Choose Meal Time(s):

Breakfast

Lunch

Dinner

Snacks

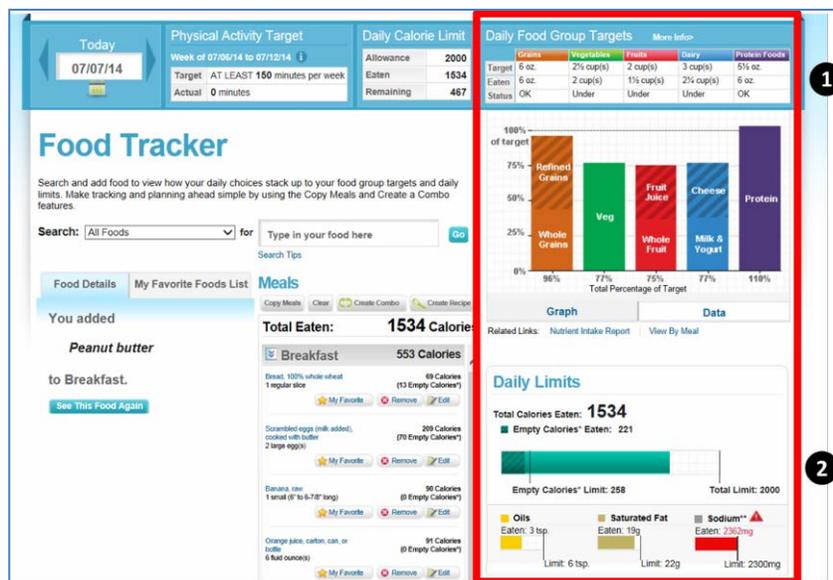
+ Add Cancel

Food Info Nutrient Info

Total Calories: 69

Food Groups	Limits
Grains 1 oz.	Empty Calories* 13
	Solid Fats 7 Calories
	Added Sugars 6 Calories

14. Continue adding foods to the day and show your students where to see their progress toward their (1) daily food group targets and (2) daily calorie allowance.



15. Assign homework.

- Your students will use SuperTracker's Food Tracker to build a daily menu (including breakfast, lunch, dinner, and snacks) that meets their daily food group targets and calorie allowance.
- Your students will complete the *Build Healthy Meals* handout to answer questions about the sample menu they created.



For extra credit, **ask your students** to create a daily menu that meets the food group targets for a family member or for an athlete whose height and weight can be determined from media reports or team information.



- **Ask your students** to draw or list what they think is a serving size for themselves of each food group.
- Show them the Portion Distortion slides in class share the PDF versions as printouts or have them students download the slides for use at home. <http://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm>
- Ask them to list a favorite entrée in their meal plans that exceeded their expectations for calories.
- How active would they need to be to use those extra calories?

Reflection, Evaluation, and Discussion

Summarize the class discussion. Encourage your students to ask questions if they need further clarification of the lesson.

- What are some strategies for building a healthy meal?
- What steps will you take to eat healthier meals?
- What barriers prevent you from eating healthier meals? If so, how might you overcome them?
- How can you make decisions when eating at home to build a healthy meal?
- What can you do to make eating a meal out more healthy?



While eating well and exercising are important in maintaining a healthy weight, they are also critical to preventing chronic diseases. Being overweight or obese can raise your risk for heart disease, type 2 diabetes, high blood pressure, and stroke. You may have family members with one of these diseases or may even have one of these yourself.



Beyond the Classroom

In School

Help create a menu for extracurricular school activity (dinner dance, athletic banquet, etc.).

Out of School

Create weekend menu of healthy meals for family. Teach friends, family or a small group the components of a healthy meal.

Wellness Council

Develop farm to school program to increase purchases of produce from local farms.

Notes

Record any notes about this lesson. For example, did students understand the material? Are there any changes to the lesson you would like to make for next time?

Name:

Date:

Build Healthy Meals

Instructions

Use SuperTracker's Food Tracker feature to build a 1-day menu that meets your daily food group targets and stays within your daily calorie allowance.

You can access Food Tracker here: <https://www.supertracker.usda.gov/foodtracker.aspx>

1. What did you plan for breakfast in your menu?
-
-

2. How many total calories are in the daily menu you created? _____ calories

3. How much of each food group does your menu include?

Grains _____ ounces

Vegetables _____ cups

Fruits _____ cups

Dairy _____ cups

Protein Foods _____ ounces

4. How many grams of saturated fat are in the daily menu you created? _____ grams

5. Did you go over your saturated fat limit? If yes, what changes could you make to lower the saturated fat in your menu?

Yes _____
 No _____

6. How many grams of added sugars are in the daily menu you created? _____ grams

7. Did you go over your added sugars limit? If yes, what changes could you make to lower the added sugars in your menu?

- Yes _____
- No _____

8. How much sodium is in the daily menu you create? _____ milligrams

9. Did you go over your sodium limit? If yes, what changes could you make to lower the sodium in your menu?

- Yes _____
- No _____

10. How difficult was it to plan a daily menu that meets all five food group targets within your calorie allowance? Check one:

- It was easy
- It was difficult
- It was neither easy nor difficult

11. Would you eat the foods you selected for your menu? Why or why not?

- Yes _____
- No _____

12. Did you include any foods that you do not typically eat that you would like to try? If yes, please list them.

13. Describe similarities and differences between the daily menu you created and what you typically eat. Similarities (for example, I drink low-fat milk, which was included in my menu):

Differences (for example, I typically eat less fruits and vegetables than the menu I created):

Lesson 12: The Healthy Reveal

Lesson 12: The Healthy Reveal

Time Required

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

The activity is the event in which students present and are judged on their “makeover” recipe. See Lesson 2 and 4 for more detail.

As indicated in those earlier lessons, there are several options for the makeover and presentations. They range from actual cooking demonstrations at school to videos of at home preparation with samples for tasting to virtual makeovers that rely on research.

NOTE: Teachers should determine at the beginning of the semester which format the makeover and final presentation will take, based on what works best for their class and school.

Getting Started

- **Why is this activity important?** Your students have been working in teams all semester leading up to a live presentation or video where they can showcase their new skills, demonstrate their teamwork, share what they have learned and receive acknowledgement and reinforcement for their achievements.
- **What can you do about it?** Make sure to inspire excitement about this opportunity to showcase what students have learned. Remind everyone that this is a friendly competition. Ask your students what aspect of the recipe makeover they find most valuable and what they think will be useful as they become adults.

Lesson Objectives

Following this lesson, your students should be able to:

1. Demonstrate their knowledge of nutrition and physical activity.
2. Demonstrate skills to revise a recipe and make it healthier.
3. Demonstrate skill at following a budget.
4. Show how the SuperTracker can help everyone eat better and move more.
5. Share the importance of attaining energy balance.
6. Show how it is possible to eat healthfully on a budget.

Teacher's Lesson Preparation

Setup

- Schedule a time and place for teams to make their presentation or show their videos to a wider audience at school.
- If the event involves video presentations, make sure to have access to appropriate equipment, e.g., computers with internet access for teacher and a screen.
- Select judges.
- Obtain prize(s).
- Bring in food supplies (forks, knives, spoons, plates) if students present samples for tasting.
- Print copies of final recipes.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Review the learning objectives.
3. Arrange for your students to deliver final presentations or show videos in class or school event.
4. Select judges from the school administration, community, faculty and/or student body to judge recipes against the established criteria.
5. If your students create videos, explore opportunities to share what they've learned by putting their videos on the school website, social media channels or sharing it in some other fashion with the student body.
6. Award prizes.



Beyond the Classroom

In School

Work with food service staff to make and serve recipes that were successfully made over. Find a way to recreate the in-class presentation to share with other students (e.g., video, cafeteria demo, part of assembly, PTA meeting).

Out of School

Take a family favorite recipe and make it over with a relative.

Wellness Council

Incorporate the recipe makeover contest into an annual event.

Bringing the Lessons to Life: Supplemental Activities

Supplemental Activity: Vending Machine Revamp

Time Required

Suggested lesson timing is 60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time.

Audience

High school students grades 9-12

Activity Overview

Students will analyze the foods or drinks found in the school's vending machine, the cafeteria line or sold at after school events. The assessment includes calorie counts, fat content, sugar content and associated cost. Within a poster or PowerPoint report, students capture their findings and identify healthier alternatives.

Getting Started

- **Why is this lesson important?** Vending machines and popular snack foods are tempting and convenient items that are often unhealthy. Helping students understand more about the nutritional content of items from vending machines, a la carte cafeteria lines or at school events will provide additional information about the impact those foods can have on students. It may also motivate and inform schools about healthier options.
- **What can you do about it?** Help students understand that they can have an influence on their school environment by exploring the available options and identifying healthier alternatives for administrators, food service and parent booster groups to consider.

Teacher's Lesson Preparation

SuperTracker	<ul style="list-style-type: none">● Familiarize yourself with the Food-A-Pedia feature on the SuperTracker website.● Seek input and buy-in from administration to conduct this activity.
Materials	<ul style="list-style-type: none">● Poster board, markers and any other supplies needed to create posters
Setup	<ul style="list-style-type: none">● Computer with Internet access for student research● Screen and projector

Activity Objectives

Following this activity, your students will be able to:

1. Calculate the nutritional value of current vending machine options, items in the a la carte line or foods sold at school stores and event concession stands.
2. Identify healthier options.
3. Serve as agents of change by sharing that information with school officials and working with them to introduce healthier alternatives.

Teaching Instructions

1. Provide a brief overview of the activity and what you hope your students will get out of the lesson.
2. Recap the key points from Lesson 1 about the importance of healthy snacking.
 - Talk about alternative healthier foods that can actually improve alertness, energy and performance, as well as reduce cravings later on.
3. **Ask students** to select five popular snack items from the vending machine, school store, a la carte line and/or event concession stands and record their nutritional facts about each one. Use the Food-A-Pedia feature on the SuperTracker website.
4. Ask them to research and identify five healthy alternatives and to calculate their nutritional value using the Food-A-Pedia feature on the SuperTracker website.
5. Have students create a poster or PowerPoint presentation which compares the nutritional facts of the current and alternative choices.
6. Arrange for other teachers, the cafeteria manager and/or the principal to come to class for a student presentation and discussion about the opportunities for making improvements.

Reflection, Evaluation and Discussion

Following the presentation, encourage your students to reflect on the experience by asking discussion questions such as:

- How would they characterize the healthfulness of the food and beverage choices currently available?
- What make the options healthy or not healthy?
- What are the barriers to switching to healthier items?
- How can these challenges be addressed either at the individual level or school policy level?

Supplemental Activity: Make Your Own Music Video

Time Required

Part of a class period to introduce the activity. Part of another class period to play and discuss completed videos. Teachers will need to decide how much calendar time to give students to complete their videos.

Audience

High school students grades 9-12

Activity Overview

Your student teams will develop their own music video “parody” that demonstrates their knowledge of healthy eating and MyPlate. Consider the option of showing videos outside of class in cafeteria during lunch, or internal school webcasts, and/or at an appropriate school event. This activity could also include a competition among teams.

Activity Preparation

Materials	<ul style="list-style-type: none">• YouTube video for teachers to share Link: https://www.youtube.com/watch?v=NjwuzOCuM24• Smartphones to record videos, costumes or other props as desired by the students.
Setup	<ul style="list-style-type: none">• Computer with Internet access.• Screen and projector.

Activity Objectives

Through this activity, students will

1. Demonstrate their knowledge of MyPlate messages.
2. Develop interpersonal and teamwork skills through group activity.

Teaching Instructions

1. Have your students watch the MyPlate video developed by nurses at Duke University: <https://www.youtube.com/watch?v=NjwuzOCuM24>



2. Give your student teams an overview of how to start and parameters on what to include in their videos:
 - Select a popular/well known song to parody and work together to write new lyrics focused on MyPlate.
3. Song length should be between one to four minutes. Encourage them to include some or all of the following types of content into their lyrics:
 - Mentions of all of the food groups.
 - Specific favorite foods.
 - Tips for using MyPlate to eat healthy.
 - Benefits of healthy eating.
 - Give teams some time in class to come up with ideas their music video and determine a role for each student (lead singer, guitar player, portraying a certain character, videographer, etc.).
 - Assign project with deadline for presentation.
 - Have students present their final video in class.

Reflection, Evaluation, and Discussion

When your students have presented their videos, have them discuss what they learned and the experience of working as a group.

Supplemental Activity: Food Spies

Time Required

A minimum of one class period or one week for students to carry out their research if conducted outside of the classroom. Part or all of another class period, depending on the number of presentations.

Audience

High school students grades 9-12

Activity Overview

Your students will conduct an “investigation” into unfamiliar foods, learning about the history and origin, health benefits and preparation ideas for foods they have not tried before. Your students will present their findings to the class and, if possible, try some of the new foods. This activity can be carried out by your student teams or individually.

Activity Preparation

Materials	<ul style="list-style-type: none">• List of unfamiliar foods (see handout below).• Optional: Samples of some of the foods.
Setup	<ul style="list-style-type: none">• Computer with Internet access for conducting research.

Activity Objectives

Through this activity, your students should:

1. Gain exposure to and learn about new foods they have not tried before.
2. Understand how new foods can fit into their existing diets.
3. Practice developing their own recipes.

Teaching Instructions

1. Review the activity objectives.
2. Distribute the list of unfamiliar foods to your students. **Ask your students** to brainstorm additional food options.
 - **Ask your students** to review the list of foods and select one food they have not tried or not heard of before.

3. Have your students conduct research on their particular food, either in class or for a homework assignment to develop an “investigative profile” of their food. The profile should include:
- A photo of the food.
 - A history of the food.
 - Country of origin.
 - How and where it is grown or produced.
 - Any unique or interesting characteristics.
 - Nutritional benefits.
 - Why is it healthy—i.e., nutrient composition, calories, etc.?
 - How could it fit into a healthy diet?
 - What foods might you use in place of or as a substitute?
 - Find or create a recipe utilizing the new food.
 - Create a recipe utilizing the new food.

The following week, have your students present their findings to the class. If possible, bring in samples of some of the new foods to have your students try and evaluate.

Reflection, Evaluation, and Discussion

Encourage discussion and reflection by asking your students questions such as:

- Did you learn anything surprising about your new food?
- Can you see yourself including any of these foods into your diet? If yes, how? If no, why not?
- (If foods are sampled): Which foods did you like best and why?

Food Spies – Food List

Instructions

Select one of the following foods from the list below to conduct your “Food Spies” investigation.

- Amaranth
- Pummelos
- Farro
- Quinoa
- Jackfruit
- Dragon fruit
- Rambutan
- Piloncilla
- Sapote
- Quince

Supplemental Activity: Culinary Culture: Exploring the World

Time Required

Variable

Audience

High school students grades 9-12

Activity Overview

Your students learn about healthy foods from around the world through a group based research project focusing on the cuisines from different cultures. Student teams will be assigned a country and instructed to:

- Explore the role that food play in that country's culture
- Research examples of healthy foods and meals, and
- Compare how the characteristics of common foods from their assigned country differ from their own everyday diet.

Have each student group describe a typical meal from their assigned country and the local ingredients used in that region of the world. Consider ending the project with a "World of Food Day", where each group brings in a sample of the dish or a food from their country. Students present and share their dish with the class.

Activity Objectives

Following this activity, your students should be able to:

1. Try new foods.
2. Explore the tastes of different cultures and different ways of eating healthfully.
3. Practice the interpersonal, leadership and time management skills required for teamwork.

Teaching Instructions

1. Assign each group a country and let your students know that they will be researching this country culminating in a World of Food Day presentation and tasting.
2. Direct teams to address each of the following topics. You may choose to have teams report on these topics in three different steps or as part of the final event.
 - Look into the geographical location and demographics of their country.
 - Your students will look into the geographic location and demographics of their country.
 - Your students will look into the daily diet of their country and see how it compares to theirs.
 - Signature Dish

- Research a signature dish or food from the assigned country and describe it to the class.
- Offer food samples that teams prepare or purchase for their classmates to try.

Reflection, Evaluation, and Discussion

On World of Food Day, **ask your students** to describe:

- How foods from their assigned country are different from their own?
- What aspect of their food research findings surprised them the most?
- What was it like working with the group structure?

Supplemental Activity: Your Body, Your Image

Time Required

One in-class session

Audience

High school students grades 9-12

Activity Overview

This activity uses images from popular media to help your students better understand and recognize the differences between people – from personalities to body types-- and encourages your students to discern media tactics and images that create unrealistic body image standards.

Activity Preparation

Materials	<ul style="list-style-type: none">● Chalkboard, wipe-board or some large writing surface.● Copies of recent magazines teens are currently reading.● Pens and paper.
Setup	<ul style="list-style-type: none">● Computer with Internet access.● Screen and projector.

Activity Objectives

Through this activity, your students should:

1. Learn that there are many differences between people that make them unique and that these differences are natural.
2. List three ways they can promote body image acceptance within themselves and others.
3. Describe how media portray men and women, and the extent to which students observe a diversity of images.
4. Develop a critical eye to evaluate the messages about body types used in the media.

Teaching Instructions

1. Review the activity objectives, letting students know that the first part of the lesson will focus on identifying the ways in which people are different, and the second half will focus on body images in media.

For the first part of the lesson, **ask your students** to name several well-known public figures; write these names on the board.

2. **Ask students**, in what ways are these people different from one another?
 - Guide discussion and have your students write these on the board.
 - Physical differences.
 - Personality differences.
 - Abilities.
 - Culture and background.
 - Likes and dislikes.
3. What characteristics could these people change easily?
 - Guide discussion and have your students store these on the board.
 - What can we change and what can't we change about ourselves?
4. Has anyone ever wanted to change something about themselves?
 - What steps did you take? How did it work out for you?
5. Have your students divide into their teams and distribute magazines. Distribute activity guide (found at the end of this activity) and have groups complete it as they look through the magazine advertisements.
6. Let your students know that they will be asked to present their thoughts and conclusions in 15 minutes.
7. Ask each group to summarize their findings.
 - Guide class discussion with these additional questions:
 - Do you think the people in these pictures might be like the ones in your own lives?
 - Is there one ideal body type that everyone should fit?
 - Does this experience make you think differently about the media portray people in the advertisements that you see every day?
8. **Ask your students**, what can we do within school/home/communities to promote acceptance?

Reflection, Evaluation, and Discussion

Ask your students what the major takeaways are from this class and their experiences outside of class.

- How important is looking good to teens? To people in general?
- Are there physical features that the media generally emphasizes as the norm? Generally promotes as desirable?
- What things can an individual do to promote body positivity and acceptance of physical differences? Why does it matter?



Resource

- Additional information about teaching about body images can be found at TeensHealth from Nemours Health Foundation.

Link: <http://teenshealth.org/en/teens/body-image.html?WT.ac=ctg#catwellbeing>

Name:

Date:

Your Body, Your Image

Instructions

Use this activity guide to analyze the people images in print media. Use this material to answer the questions.

1. Review the magazine or other available media, marking both illustrations and pictures of people; in advertisements, feature articles and other parts of the magazine.
2. Do the people look more similar or different from one another? Choose a rating from 1 (very similar) to 7 (very different)
1 2 3 4 5 6 7
3. Do the images include a variety of body types and sizes? Choose a rating from 1 (little variety) to 7 (lots of variety)
1 2 3 4 5 6 7
4. Looking at all of the images, do you notice any physical features that are similar in the people photos or illustrations? If yes, describe.

5. Is there more people variety in advertisements, features articles or other components of the magazines?
Advertising Other Pretty much the same
6. Would you say these images promoted positive body image? An achievable body image?
(Circle) Yes No
7. If you answered 'No' to either of the questions above, please explain why.

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Supplemental Activity: Teen Cooking Show

Time Required

One class period to introduce the activity, select recipes and use resources. A second class period for video presentations and optional tasting. Two to three weeks should be provided for students to create their videos outside of class.

Audience

High school students grades 9-12

Activity Overview

Your student teams will develop a 1- to 3-minute video in which they host their own cooking show. While the teacher may assign recipes for a snack, entrée or other meal component, students will be expected to describe the ingredients used and an overview of food preparation, including the kitchen utensils needed and the cooking process. In addition, students are encouraged to point out the healthful features of their recipes. Options to consider include providing samples to taste and introducing team competition for best video.

Activity Preparation

Materials	<ul style="list-style-type: none">• Helpful Resources document at the end of this lesson, which provides ideas on recipe options, cooking tips and budgeting.• Depending on the recipes selected, cooking utensils (pots, pans, spatulas, spoons, knives, etc.) may be needed.
Setup	<ul style="list-style-type: none">• Computer with Internet access.• Screen and projector.• Video to be done outside of class in student homes, a local community center, church kitchen or school, if facilities are available.• Students to use their phones or personal recording devices, school's to provide, as available.• Consider the option of playing videos on a loop in cafeteria during lunch or other internal school media.

Activity Objectives

Through this activity, your students will:

1. Gain exposure, knowledge and skills to prepare healthy foods and meals.
2. Serve as peer educators for their classmates.

3. Develop interpersonal and teamwork skills.

Teaching Instructions

1. Review the activity objectives and the preparation handout. Let your students know how the videos will be used – e.g., for in class purposes only or broader school audience. Your students, should they choose, can post their videos on their own channels.
2. To kick off the activity, ask your students:
 - How many of you watch cooking shows on television?
 - What are your favorite cooking shows?
 - What do you like best about them?
3. Tell students this activity will give them the chance to star, produce and direct their own cooking video. Play the demonstration video. <https://www.youtube.com/watch?v=jI1ByxdBb8M&index=7&list=PL5SUN-gc7GC5sdNv50oeLnVmWnR-EXJDV>
4. Have your students review the 10 recipes to be featured in their video and select the one that they would like to make.
5. Describe the project requirements and share materials, information on any funding available and the schedule:
 - Your students will use the materials and funds provided to create their video.
 - Instruct students to use SuperTracker to obtain the nutrient and calorie information they will need for their presentation on the ingredients in their healthy meal.
6. View student videos in class.

Reflection, Evaluation, and Discussion

The teacher will encourage reflection by asking your students to.

- Describe the overall experience of cooking healthy food. Was it tasty?
- Did you try new foods? If yes, what was your reaction? If not, why?
- What was it like working with the group to prepare the food recipe and video together?
- How likely are you to make your team's recipe or any of the others in the future? Why or why not?

Teen Cooking Show – Helpful Resources

Use the following resources to help prepare for the Teen Cooking Show Activity.

- Select a recipe for healthy snacks, entrees or other meal components. The following are sources for recipe selection:
 - What's Cooking? USDA Mixing Bowl: <https://www.whatscooking.fns.usda.gov>
 - Healthy Low-Cost Recipes (SNAP-Ed): <https://snaped.fns.usda.gov/basic-nutrition-everyone/healthy-low-cost-recipes>
 - Choose MyPlate Recipes, Cookbooks, and Menus <https://www.choosemyplate.gov/recipes-cookbooks-and-menus>
 - Spend Smart, Eat Smart (Iowa State Extension and Outreach): <http://www.extension.iastate.edu/foodsavings/>
 - Thrifty Recipes: <https://extension.umaine.edu/publications/4333e/>
- If recipes don't identify the kinds of cooking tools needed, students may find one or more of the following resources helpful:
 - Cooking for Groups Handout: https://www.fsis.usda.gov/shared/PDF/Cooking_for_Groups.pdf
 - Kitchen Companion: <http://www.choosemyplate.gov/sites/default/files/misc/KitchenCompanion.pdf>
 - Kitchen Set-Up: <https://www.foodhero.org/tips/kitchen-set#tip>
 - Cooking: The Basics: <https://snaped.fns.usda.gov/nutrition-education-materials/cooking/cooking-basics>
- Pictures showing what the finished recipe looks like through the process, if available, and the final product.
- Decide and arrange for an activity budget. Recipe budget caps should reflect the type of recipes being used. Help them to plan for food shopping within a specified budget. Find additional resources on budgeting at
 - Healthy Eating on a Budget: <http://www.choosemyplate.gov/budget>
 - Shop Smart to Fill Your Cart: <https://snaped.fns.usda.gov/nutrition-education-materials/meal-planning-shopping-and-budgeting#budgeting>
 - Create a Grocery Game Plan: <https://www.choosemyplate.gov/budget-create-grocery-game-plan>
 - Prepare Healthy Meals: <https://www.choosemyplate.gov/budget-prepare-meals>
- Video example: <https://kids.usa.gov/watch-videos/exercise-and-eating-healthy/peanut-butter-apple-wrap/index.shtml>

Supplemental Activity: The Role of Sleep as Part of Your Overall Health

Time Required

One class period to discuss the benefits of adequate sleep and to introduce the sleep journal. Part of a class period to discuss students' journaling experience.

Audience

High school students grades 9-12

Activity Overview

Sleep is often overlooked as a component of healthy living. In this activity, students examine their own sleep patterns, as well as the impact of good sleep habits on their health. Students keep a sleep journal to record their sleep patterns and consider its impact on their health.

Activity Preparation

Materials	<ul style="list-style-type: none">• Sleep journal, found at the end of this lesson.
Setup	<ul style="list-style-type: none">• Computer with Internet access.

Activity Objectives

Through this activity, your students will:

1. Learn about recommended amounts of sleep totals and effects of sleep on health.
2. Track their own sleep patterns.

Teaching Instructions

1. Have students discuss their sleep patterns and how they feel with more or less sleep per night.
2. Share with students that a healthy lifestyle includes adequate sleep along with physical activity and sound food choices. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life and safety. Use the National Heart Blood and Lung Institute's sleep overview to walk students through the benefits of sleep (<https://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why>).
3. The American Academy of Sleep Medicine recommends that those aged 13 to 18 years get eight to 10 hours of sleep per night. Teens 18 and older need seven plus hours of sleep per night. The Centers for Disease Control and Prevention also offers information on teen sleep habits.

Link: https://www.cdc.gov/media/subtopic/matte/pdf/2011/teen_sleep.pdf

- **The way you feel while you're awake depends in part on what happens while you're sleeping.** During sleep, your body is working to support healthy brain function and maintain your physical health. In teens, sleep also helps support growth and development.
- **The damage from sleep deficiency can occur in an instant (such as a car crash due to grogginess or nodding off while at the wheel).** Alternatively, ongoing sleep deficiency can raise your risk for some chronic health problems, including heart disease and type 2 diabetes and depression. It also can affect how well you think, react, work, learn, and get along with others.
- **Healthy Brain Function and Emotional Well-Being**
 - **Sleep helps your brain work properly.** While you're sleeping, your brain is preparing for the next day by forming new pathways to help you learn and remember information.
 - **Specifically studies show that whether you're learning math, how to play the piano or how to drive a car, sleep helps enhance your learning and problem-solving skills.** Sleep also helps you pay attention, make decisions and be creative.
 - **Studies also show that sleep deficiency alters activity in some parts of the brain.** If you're sleep deficient, you may have trouble making decisions, solving problems, controlling your emotions and behavior, and coping with change.
 - As a result, teens who are sleep deficient may feel angry and impulsive, have mood swings, feel sad or depressed, or lack motivation. Sleep deficiency also has been linked to depression, suicide and risk-taking behavior.
- **Physical Health**
 - **Sleep plays an important role in your physical health.** For example, sleep is involved in healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke.
 - **Sleep deficiency also increases the risk of obesity.** For example, one study of teenagers showed that with each hour of sleep lost, the odds of becoming obese went up. Sleep deficiency increases the risk of obesity in other age groups as well. One relevant factor is the adequate sleep helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin).
 - **Sleep also affects how your body reacts to insulin (the hormone that controls your blood glucose (sugar) level).** Sleep deficiency results in a higher than normal blood sugar level, which may increase your risk for type 2 diabetes.
 - **Sleep also supports healthy growth and development.** Deep sleep triggers the body to release the hormone that promotes normal growth in teens. This hormone also boosts muscle mass and helps repair cells and tissues in children, teens and adults.
 - **Your immune system relies on sleep to function optimally.** This system defends your body against a wide range of harmful diseases. Ongoing sleep deficiency can change the way in which your immune system responds. For example, if you're sleep deficient, you may have trouble fighting common infections, such as a cold or the flu.
- **Performance and Safety**
 - **Getting enough quality sleep at the right times helps you function well throughout the day.** People who are sleep deficient are less productive at work and school. They take longer to finish tasks, have a slower reaction time and make more mistakes.

- **It doesn't take much sleep loss to make a measurable difference.** Even a loss of just 1-2 hours per night your ability to function suffers as if you haven't slept at all for a day or two.
- **Lack of sleep also may lead to microsleep – that is, those brief moments of sleep that occur when you're normally awake.** If you're listening to a lecture, for example, you might miss some of the information or feel like you don't understand the point. In reality, though, you may have slept very briefly through part of the lecture and not been aware of it.
- Some people aren't aware of the risks of sleep deficiency. In fact, they may not even realize that they're sleep deficient. Even with limited or poor-quality sleep, they may still think that they can function well.

4. Introduce the Sleep Journal (found at the end of class and have students fill it out for one week.

Reflection, Evaluation, and Discussion

Encourage reflection on the activity by **asking your students**:

- What did you find easy or difficult about recording your sleep habits?
- Did you learn anything surprising about how sleep affects your health?
- Did you make any changes to your sleep patterns based on this activity?

Tip

- Consider giving students extra credit for recording their sleep patterns for an entire month.
- Ask students to take stock of their bedroom. What could they improve to make it easier to fall asleep and stay asleep?

Name:

Date:

Sleep Journal

Instructions

The National Heart Blood and Lung Institute’s sleep journal format (Link: https://www.nhlbi.nih.gov/files/docs/public/sleep/healthy_sleep.pdf) is provided below, along with a 1-day example. Record your sleep habits for one full week and be prepared to discuss any relationship you observe between sleep patterns and your physical and mental state.

Sample Sleep Diary									
Name:									
Complete in the Morning	Today's Date	Monday*							
	Time I went to bed:	11 p.m.							
	Time I woke up this morning:	7 a.m.							
	Number of hours slept last night:	8							
	Number of times I woke up last night and total time awake:	5 times 2 hours							
	How long I took to fall asleep last night:	30 minutes							
How awake did I feel when I got up this morning?	2								
	1 – wide awake								
	2 – awake but a little tired								

	3 – sleepy								
Complete in the Evening	Number of caffeinated drinks I had today (soda, tea, coffee) and time when I had them today:	1 soda at 11 a.m. 1 soda at 3 p.m.							
	Nap times and lengths today:	N/A							
	Type and length of exercise today:	30-minute walk home from school							
	How sleepy did I feel during the day today? 1 – So sleepy had to struggle to stay awake during much of the day 2 – Somewhat tired 3 – Fairly alert 4 – Wide awake	2							
<i>*Sample diary entries – use as a model for your own diary notes.</i>									

Tools and Terms

This section provides definitions of many of the key terms used throughout the Power Up! package. They are listed alphabetically for quick reference. For each of the food groups, it also provides information on the health benefits and specific nutrients that are linked to foods in that group.

Added Sugars

Added sugars are sugars and syrups that are added when foods or beverages are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruits. Added sugars provide calories without providing additional nutrients. Specific examples of added sugars that can be listed as an ingredient on a product label include brown sugar, corn syrup, dextrose, fructose, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose and turbinado sugar.

Common sources of added sugars include sugary drinks such as soft drinks, fruit drinks, energy drinks, coffee and tea with added sugars. The other major source of added sugars is snacks and sweets, which includes grain-based desserts such as cakes, pies, cookies, brownies, doughnuts, sweet rolls, and pastries; dairy desserts such as ice cream, other frozen desserts and puddings; candies; sugars; jams; syrups; and sweet toppings. Together, these food categories make up more than 75 percent of intake of all added sugars.

Calories

Calories are a measurement tool, like inches or ounces. They measure the energy a food or beverage provides. Calories are the fuel your body needs to work and play. Foods and beverages vary in how many calories and nutrients they contain. When choosing what to eat and drink, it's important to get the right mix—enough nutrients, but not too many calories.

Calorie Balance

Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. Reaching a healthier weight is a balancing act – learning how to balance your "calories in" and "calories out" over the long run. "Calories in" are the calories from foods and beverages you have each day. "Calories out" are the calories you burn for basic body functions and physical activity.

- Maintaining weight—In general, your weight will stay the same when the calories you eat and drink equal the calories you burn.
- Losing weight— In general, you will lose weight when the calories you eat and drink are less than the calories you burn.
- Gaining weight—In general, you will gain weight when the calories you eat and drink are greater than the calories you burn. It's important to choose foods that contain vitamins, minerals, fiber, and other healthful nutrients within your calorie allowance. The most nutritious or nutrient-dense foods include vegetables, fruits, whole grains, seafood, eggs, beans and peas, unsalted nuts and seeds, fat-free and low-fat dairy products, and lean meats and poultry – all with little or no saturated fat, sodium, and added sugars.

Dairy

All fluid milk products and many foods made from milk are considered part of this food group. To reduce intake of saturated fat, most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content, such as milk, yogurt, and cheese, are part of the group. Calcium-fortified soymilk (soy beverage) is also part of the Dairy Group. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not part of the group.

Consuming dairy products as part of a healthy eating pattern provides health benefits—especially improved bone health. Foods in the Dairy Group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D and protein.

Dietary Fats

Dietary fats are found in both plant and animal foods. They supply calories and help with the absorption of the fat-soluble vitamins A, D, E, and K. Some also are good sources of two essential fatty acids—linoleic acid and α -linolenic acid.

All dietary fats are composed of a mix of unsaturated (polyunsaturated, monounsaturated) and saturated fats, in varied proportions. For example, most of the fats in butter are saturated, but it also contains some unsaturated fats. Oils are mostly unsaturated fats, though they have small amounts of saturated fats.

- Unsaturated fats (polyunsaturated fats and monounsaturated fats): Unsaturated fats typically come from plant sources such as olives, nuts or seeds—but unsaturated fat is also present in fish.
- Saturated fats: Saturated fats are most often found in animal products such as beef, pork and chicken. Leaner animal products, such as chicken breast or pork loin, often have less saturated fat. Foods that contain more saturated fat are usually solid at room temperature and are sometimes called “solid” fat. A few food products such as coconut oil, palm oils, or whole milk remain as liquids at room temperature but are high in saturated fat.
- Trans fats: Trans fats can be made from vegetable oils through a process called hydrogenation. They are often listed as “partially hydrogenated oils” in ingredient lists. They can be found in products such as cakes, cookies, crackers, icings, margarines, and microwave popcorn. They can also be found naturally in small amounts in some animal products such as meat, whole milk, and milk products.

Replacing saturated fats with unsaturated fats can reduce your risk of heart disease and improve “good” (HDL) cholesterol levels. Replace foods high in saturated fat such as butter and baked goods with foods higher in unsaturated fat found in plants and fish, such as vegetable oils, avocado and tuna fish.

Food Groups

The five food groups are Fruits, Vegetables, Grains, Protein Foods and Dairy. For more information about each food group, visit <http://www.ChooseMyPlate.gov>.

Fruits

Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen or dried, and may be whole, cut-up or pureed.

Although fruit juice can be part of a healthy eating pattern, it is lower than whole fruit in dietary fiber and when consumed in excess can contribute extra calories. Therefore, at least half of the recommended amount of fruit should come from whole fruit.

Eating fruit as part of an overall healthy eating pattern provides health benefits—people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health and maintenance of your body. These nutrients include potassium, dietary fiber and vitamin C.

Grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas and grits are examples of grain products.

Grains are divided into two subgroups, whole grains and refined grains. Make half your grains whole grains.

Whole grains contain the entire grain kernel—the bran, germ and endosperm. Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron and many B vitamins. Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Some food products are made from mixtures of whole grains and refined grains. The ingredients list can help you see the whole grains that are in a food product. Look for the words “whole” or “whole grain.” Products with more whole grains will have these terms at the beginning of the ingredients list.

Eating grains, especially whole grains, as part of an overall healthy eating pattern provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies. Whole grains are a source of nutrients, such as dietary fiber, iron, zinc, manganese, folate, magnesium, copper, thiamin, niacin, vitamin B6, phosphorus, selenium, riboflavin and vitamin A.

MyPlate

MyPlate is a visual tool designed to remind Americans to eat healthfully. It illustrates the five food groups using a familiar mealtime image - a place setting. Everything you eat and drink matters. The right mix can help you be healthier now and in the future. This means:

- Focus on variety, amount and nutrition.
- Choose foods and beverages with less saturated fat, sodium and added sugars.
- Start with small changes to build healthier eating styles.
- Support healthy eating for everyone.

Eating healthy is a journey shaped by many factors, including our stage of life, situations, preferences, access to food, culture, traditions, and the personal decisions we make over time. All your food and beverage choices count. MyPlate offers ideas and tips to help you create a healthier eating style that meets your individual needs and improves your health. Find more information at <http://www.ChooseMyPlate.gov>.

Nutrients

Nutrients are vitamins, minerals and other substances within food that promote health and well-being.

Physical Activity

Physical activity is any form of exercise or movement of the body that uses energy. Physical activity increases calorie needs, so those who are more physically active need more total calories.

To get the health benefits of physical activity, include activities that make you breathe harder and make your heart beat faster. These aerobic activities include things like brisk walking, running, dancing, swimming and playing basketball. Also, include strengthening activities to make your muscles stronger, like push-ups and lifting weights. Some activity is better than none. The more you do, the greater the health benefits and the better you'll feel!

Protein Foods

All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, and nuts and seeds are considered part of the Protein Foods Group. Select a variety of protein foods to improve nutrient intake. Meat and poultry choices should be lean (e.g., 93% lean ground beef, sirloin, chicken breast with the skin removed, etc.) Nuts and seeds should be unsalted. Vegetarian options in the Protein Foods Group include beans and peas, processed soy products and nuts and seeds.

Eating protein foods as part of an overall healthy eating pattern provides health benefits. Protein foods are important sources of nutrients in addition to protein, including B vitamins (e.g., niacin, vitamin B12, vitamin B6, and riboflavin), selenium, choline, phosphorus, zinc, copper, vitamin D, and vitamin E. Nutrients provided by various types of protein foods differ. For example, meats provide the most zinc, while poultry provides the most niacin. Meats, poultry, and seafood provide heme iron, which is more bioavailable than the non-heme iron found in plant sources. Heme iron is especially important for young children and women who are capable of becoming pregnant or who are pregnant. Seafood provides the most vitamin B12 and vitamin D, in addition to polyunsaturated omega-3 fatty acids. Eggs provide the most choline, and nuts and seeds provide the most vitamin E. Soy products are a source of copper, manganese, and iron, as are legumes.

Seafood

Seafood contains a range of nutrients, notably the omega-3 fatty acids, eicosapentaenoic acid (EPA), and docosahexaenoic acid (DHA). Eating about 8 ounces per week of a variety of seafood contributes to the prevention of heart disease. Smaller amounts of seafood are recommended for young children.

Seafood varieties that are commonly consumed in the United States that are higher in EPA and DHA and lower in mercury include salmon, anchovies, herring, sardines, Pacific oysters, trout and Atlantic and Pacific mackerel (not king mackerel, which is high in mercury). The health benefits from consuming seafood outweigh the health risk associated with mercury, a heavy metal found in seafood in varying levels.

Sodium

Sodium is found in salt and many processed foods. Sodium is an essential nutrient but is needed by the body in relatively small quantities. Virtually all Americans eat too much sodium and should reduce the amount they eat. On average, as sodium intake increases, so does blood pressure. And on average, as sodium intake decreases, so does blood pressure. Most sodium in the diet comes from salt added during food processing. The problem of excess sodium is due to both high-sodium foods and frequent consumption of foods that contain lower amounts of sodium such as yeast breads.

Please note that for many grain, bean, vegetable, and meat products in the SuperTracker database, sodium is assumed to be added during cooking. As a result, the sodium values listed for these foods may be higher than the amount in the version you prepare if you do not add salt. If you do not add salt when preparing these food items, choose the “no salt added” version when available, or use SuperTracker's My Foods feature to create your own version with a modified level of sodium.

Vegetables

Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned or dried/dehydrated; and may be whole, cut-up, or mashed.

Based on their nutrient content, vegetables are organized into five subgroups: dark-green vegetables, starchy vegetables, red and orange vegetables, beans and peas, and other vegetables. In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens can be considered as 1 cup from the Vegetable Group.

Eating vegetables as part of an overall healthy eating pattern provides health benefits—people who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Vegetables provide nutrients vital for health and maintenance of your body, including potassium, dietary fiber, folate (folic acid), vitamin A and vitamin C.

Print-Ready Tools



On the following pages you will find additional resources that you can print and/or copy for students, including:

- SuperTracker Scavenger Hunt
- Use SuperTracker Your Way—10 tips to get started
- SuperTracker Flyer
- MyPlate My Wins: Hacking Your Snack

SuperTracker Scavenger Hunt

<https://www.SuperTracker.usda.gov>

1. Pick your two favorite snacks. Using SuperTracker's *Food-A-Pedia*, run a side-by-side comparison. Write down which snacks you compared, and the amount of calories in each.

Snack 1: _____ has _____ calories

Snack 2: _____ has _____ calories

2. What did you have for breakfast? Use SuperTracker's *Food Tracker* to enter the foods and beverages you had this morning. Of the five food groups - Grains, Vegetables, Fruits, Dairy, Protein Foods - how many did you incorporate into your morning meal?

Circle one: 1 2 3 4 5

3. According to the *Physical Activity Tracker*, what is the minimum number of minutes a week adults should perform to maintain a healthy weight and receive health benefits?

_____ minutes

4. Visit the *My Reports* section. How many reports does SuperTracker offer?

_____ reports

5. Under the *My Features* navigation, what types of personalized support are available in SuperTracker?

Circle one: A. Goal setting
 B. Weight management
 C. Journaling
 D. All of the above

6. **OPTIONAL:** Go to the *Create Profile* page, and complete the personalization and/or registration section to get a personalized plan and/or sign up for a SuperTracker account.

Circle all that apply: A. I personalized a profile.
 B. I registered a profile.
 C. I already have a SuperTracker account!



10 tips

Nutrition
Education Series

use SuperTracker your way



10 tips to get started

SuperTracker is an online tool where you can get a personalized nutrition and activity plan. Track what you eat and your activities to see how they stack up, and get tips and support to help you make healthy choices.

1 create a profile

Enter information about yourself on the **Create Profile** page to get a personal calorie limit and food plan; register to save your data and access it any time.

2 compare foods

Check out **Food-A-Pedia** to look up nutrition info for over 8,000 foods and compare foods side by side.



3 get your plan

View **My Plan** to see your daily food group targets—what and how much to eat within your calorie allowance.

4 track your foods and activities

Use **Food Tracker** and **Physical Activity Tracker** to search from a database of over 8,000 foods and nearly 800 physical activities to see how your daily choices stack up against your plan; save favorites and copy for easy entry.



5 build a combo

Try **My Combo** to link and save foods that you typically eat together, so you can add them to meals with one click.

6 run a report

Go to **My Reports** to measure progress; choose from six reports that range from a simple meal summary to an in-depth analysis of food group and nutrient intakes over time.



7 set a goal

Explore **My Top 5 Goals** to choose up to five personal goals that you want to achieve. Sign up for **My Coach Center** to get tips and support as you work toward your goals.



8 track your weight

Visit **My Weight Manager** to enter your weight and track progress over time; compare your weight history to trends in your calorie intake and physical activity.



9 record a journal entry

Use **My Journal** to record daily events; identify triggers that may be associated with changes in your health behaviors and weight.

10 refer a friend!

Tell your friends and family about **SuperTracker**; help them get started today.



SuperTracker

Take charge of YOUR health today
with USDA's free
SuperTracker application!



<p>Food-A-Pedia > Look up nutrition information for over 8,000 foods and compare foods side-by-side.</p> <p>Type in your food here <input type="text"/> <input type="button" value="Go"/></p> <p>All foods <input type="button" value="v"/></p> 	<p>Food Tracker > Track the foods you eat and compare to your nutrition targets.</p> <p>Type in your food here <input type="text"/> <input type="button" value="Go"/></p> <p>All foods <input type="button" value="v"/></p> 	<p>Physical Activity Tracker > Enter your activities and track progress as you move.</p> <p>Type in your activity here <input type="text"/> <input type="button" value="Go"/></p> <p>All activities <input type="button" value="v"/></p> 
<p>My Weight Manager > Get weight management guidance; enter your weight and track progress over time.</p> 	<p>My Top 5 Goals > Choose up to five personal goals; sign up for tips and support from your virtual coach.</p> 	<p>My Recipe > Build and save your favorite recipes for tracking, and analyse the nutrition information.</p> 



www.SuperTracker.usda.gov



Congratulations



You're a SuperTracker star!

Keep working toward your goals at
www.SuperTracker.usda.gov



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MyPlate MyWins: Hacking Your Snacks



Planning for healthy snacks can help satisfy hunger in between meals and keep you moving towards your food group goals.



Build your own

Make your own trail mix with unsalted nuts and add-ins such as seeds, dried fruit, popcorn, or a sprinkle of chocolate chips.



Prep ahead

Portion snack foods into baggies or containers when you get home from the store so they're ready to grab-n-go when you need them.



Make it a combo

Combine food groups for a satisfying snack—yogurt and berries, apple with peanut butter, whole-grain crackers with turkey and avocado.



Eat vibrant veggies

Spice up raw vegetables with dips. Try dipping bell peppers, carrots, or cucumbers in hummus, tzatziki, guacamole, or baba ganoush.



Snack on the go

Bring ready-to-eat snacks when you're out. A banana, yogurt (in a cooler), or baby carrots are easy to bring along and healthy options.



List more tips



Organización de los refrigerios

Planear refrigerios sanos puede ayudar a saciar el hambre entre comidas y permitirle cumplir con los objetivos de los grupos alimenticios.



Prepárelo usted mismo

Prepare su propia mezcla energética con nueces sin sal y agregue semillas, frutos secos, palomitas de maíz o unas pocas pepitas de chocolate.



Prepare con antelación

Divida los refrigerios en porciones, en bolsas o recipientes, al volver a casa después de hacer la compra para que estén listos para llevar cuando los necesite.



Combínelos

Combine varios grupos alimenticios para crear refrigerios que satisfagan: yogur y bayas, manzana con mantequilla de cacahuete, galletitas de cereal integral con pavo y aguacate.



Coma vegetales interesantes

Dé vida a las vegetales crudas con salsas. Pruebe a untar pimientos, zanahorias o pepinos en hummus, tzatziki, guacamole o salsa de berenjena.



Refrigerios para llevar

Lleve refrigerios listos para comer al salir de casa. Un plátano, yogur (en una hielera) o zanahorias pequeñas son opciones sanas fáciles de llevar.



Listar más consejos

Supplemental Teacher Resources

SuperTracker Resources

There is a wide array of resources available to help introduce your students to SuperTracker. Below, please find four that will help get you and your students started:

SuperTracker Scavenger Hunt

The SuperTracker scavenger hunt (found in the Printable Materials section at the end of this toolkit) is a quick, fun activity that will help students learn the features SuperTracker offers.

Link: https://www.supertracker.usda.gov/Documents/SuperTracker_Scavenger_Hunt.pdf

SuperTracker 10 Tips

The SuperTracker 10 Tips handout (found in the Printable Materials section at the end of this toolkit) includes tips and ideas for getting started with SuperTracker.

Link: <http://www.choosemyplate.gov/ten-tips>

SuperTracker Site Tour Videos

This short YouTube video offers step-by-step demonstrations on how to use each SuperTracker feature.

Link: <https://www.supertracker.usda.gov/sitetour.aspx>

SuperTracker Button

Click the link below to download a SuperTracker button. Instructions are provided on how to add it to your website, so students can access the site quickly and easily from a webpage they regularly visit.

Link: <http://www.choosemyplate.gov/supertracker-tools/supertracker.html>

Best Practices for Conducting SuperTracker Trainings

Refer to these best practices when conducting SuperTracker trainings for a group. The recommendations are lessons learned from others who have conducted SuperTracker trainings.

Link: <http://www.choosemyplate.gov/sites/default/files/printablematerials/SuperTrackerBestPracticesForTrainings.pdf>

SuperTracker User Guide

This in-depth guide includes instructions for using SuperTracker and details on how it works.

Link: <https://www.supertracker.usda.gov/Documents/SuperTrackerUserGuide.pdf>

Here are some additional teacher resources to supplement the SuperTracker curriculum:

USDA Resources

- USDA Extension Service – Find an Extension Service Map: <http://nifa.usda.gov/partners-and-extension-map>
- SNAP-Ed Connection: <https://snaped.fns.usda.gov/>
- SNAP-Ed Toolkit: <https://snapedtoolkit.org>

Other Government Resources

- President's Council on Fitness, Sports & Nutrition: <http://www.fitness.gov/be-active/ways-to-be-active/>
- Nutrition.gov – Resources for Tweens and Teens: <http://www.nutrition.gov/life-stages/adolescents/tweens-and-teens>
- NIH – Take Charge of Your Health – A Curriculum for Teenagers: <http://www.niddk.nih.gov/health-information/health-topics/weight-control/take-charge-your-health/Documents/TakeCharge.pdf>
- CDC – School Health Guidelines to Promote Healthy Eating and Physical Activity: <https://www.cdc.gov/healthyschools/npao/strategies.htm>