

Lesson 3: What's Your Plan?

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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_7d4x7icBCNj99MsachAACChi&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?
