

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

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