ATTACHMENT G

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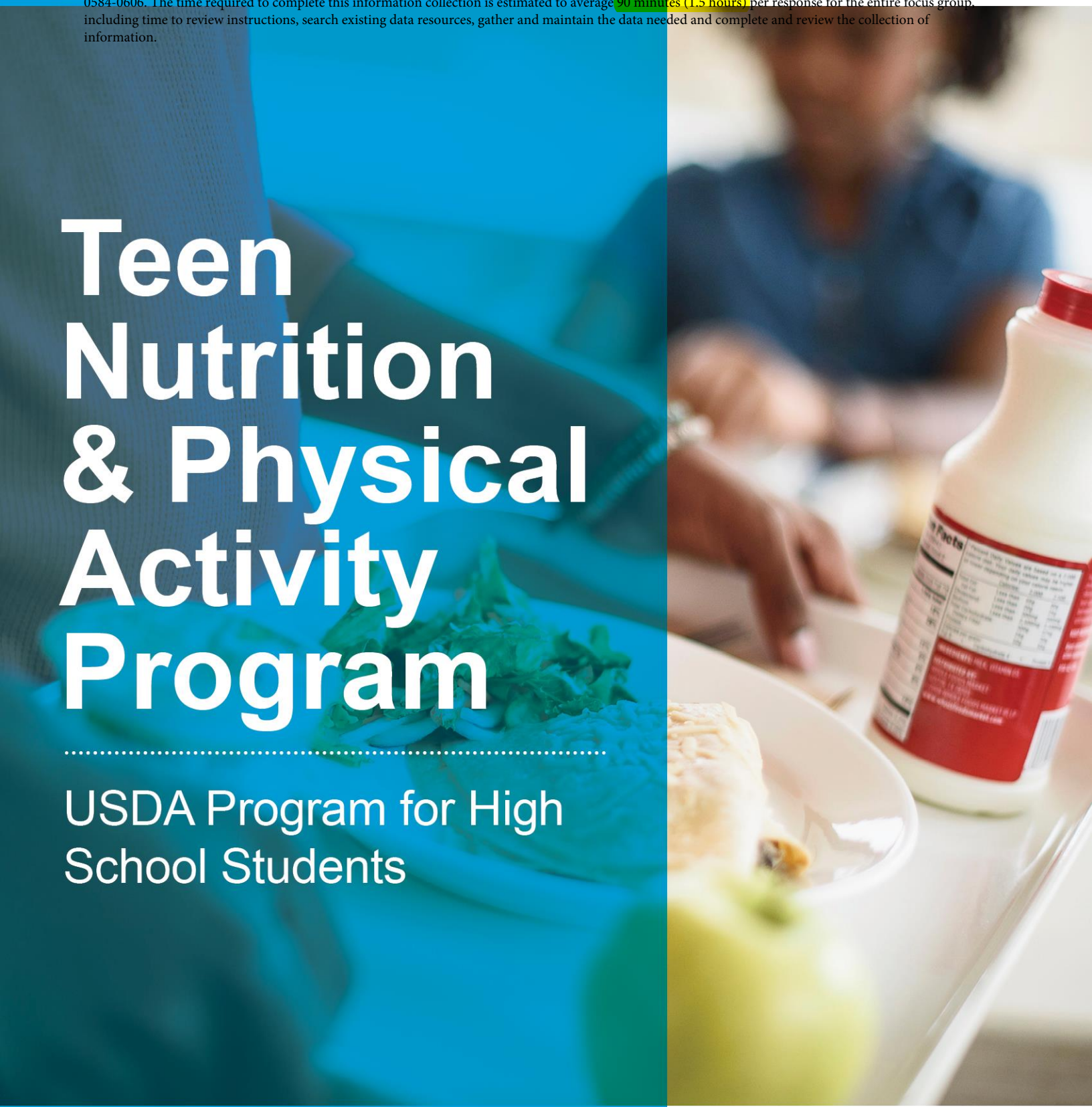

Teen Nutrition & Physical Activity Program

USDA Program for High School Students

USDA Food and Nutrition Service

USDA

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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 low-income adolescents, 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 life styles have resulted in an obesity epidemic. What you may not know is its cost: an estimated $150 billion annually 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.

Leveraging the Classroom to Improve Health

School is where the majority of teens spend their time. That makes your classroom an ideal setting to teach them about the benefits of healthy eating and physical activity. Our goal is to provide them 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. Here's what we heard:

- **Group Interaction and team-based activities motivate teens.** They like interactive activities that involve multimedia, including videos.
- **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 young 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, 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.

What hinders healthy behavior is lack of time, limited availability of healthy foods, lack of concern about healthy eating and strong interest in what tastes good.

Getting Down to Basics

The program is designed to give high school students, the information, tools and motivation needed to make healthier choices. The curriculum 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—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—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.

The curriculum includes elements from the broad range of USDA's nutrition education materials, including:

- *MyPlate, MyWins* campaign, which was released as part of the 2015-2020 Dietary Guidelines.
- FNS *Team Nutrition* materials.
- FNS guidance on adding policy, systems, and environmental elements to nutrition education for Supplemental Nutrition Assistance Program participants and other low-income populations.
- *MyPlate SuperTracker Lesson Plans for High School Students*—developed by USDA's Center for Nutrition Policy and Promotion.
- Another benefit is that the program is aligned with the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT).

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 program content, keep in mind that it is designed to be scaled to your individual school and classroom needs. While the program can be completed in its entirety, it can also be done by using only individual lessons or activities as you see fit.

Overall Curriculum Layout

- There are six lessons which alternate with engaging group activities.
- Students receive information and skill development, followed by practical applications and group activities.
- There are also 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. There is also the option for students to complete web-based activities as homework.
- Additional resources, activities as well as a glossary and links to more material, are also included.

Specific Program Goals

Follow: An eating plan for healthy growth and development.

Consume daily:

- Fruit 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:

- Time required, so that you can plan accordingly
- Overview to show what will be covered
- How to get started planning the lesson
- Preparation for the class
- Materials needed
- Set-up
- Lesson objectives
- Detailed teaching instructions

This program also includes the following resources to supplement the lessons:

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
Ways for teens to own and practice what they learn outside the classroom.

Homework Assignments
Multiple uses from prompts for classroom conversation to group activities for extra credit.

The chart below provides an overview of the components you will find in each lesson and group activity included in this program.

- **Lesson Topic:** the title of the lesson/topic to be covered in that lesson or activity.
- **Lesson Goals:** the learning objectives for the lesson—what we hope students will take away from the class.
- **Scalability:** ideas for how the activities within the lesson can be applied beyond the classroom, both in and out of school.
- **Supplemental Activity:** this program includes additional activities outside of the primary 12-lesson curriculum. This section includes recommendations on which supplemental activities may pair well with the lesson, if additional activities are desired.

Lesson Highlights

Lesson Topics	Lesson Goals	Scalability	Supplemental Activity
1. Track Your Snack	Know how to choose a healthy snack whether in school, on a team, at home or with friends. Learn about resources and tools to evaluate snacks.	**In School** Opportunity for teens to share their snack analysis with other students **Out of School** Share learnings with family and shop for healthy snacks to promote better snacking habits at home	
2. Team Project Kickoff	Learn team building, and working together towards a common goal; Learn how to set parameters for the group activity.	**In School** Ability to involve more classes or the entire school in awarding MyPlate Stars for a variety of categories, from economical cooking to best teamwork.	
3. What's Your Plan?	Learn about the MyPlate food groups, how to calculate daily calories and the importance of eating a variety of foods daily.	**In School** Test nutrition knowledge of school **Out of school** Test nutrition knowledge of family members; Submit posting to MyPlate My Wins for extra credit	Make Your Own Music Video
4. Recipe Makeover	Learn how ingredients and preparation can affect nutrition quality and calories	**In School** Share recipes with cafeteria staff for potential updates to current school food menu **Out of School** Share updated recipe with family and apply to meals at home	Food Spies
5. Three-Day Food Record	Learn how to track calories over several days and analyze nutritional intake.	**In School** Encourage other students to participate in food tracking **Out of School** Encourage friends and family to track food consumption; create SuperTracker user groups for friends or family	

Lesson Topics	Lesson Goals	Scalability	Supplemental Activity
6. Healthy Food Shopping	Learn how to go grocery shopping for healthy foods on a budget, including checking food labels in the grocery aisles.	**In School** Work with art teacher to develop supermarket layout poster to show other students how to shop healthfully **Out of School** Share new skills with family and/or do family shopping to apply lesson	
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.	**In School** Determine how many laps are needed around the school to burn off an average lunch **Out of School** Create list of small changes to increase calorie balance (e.g. take the stairs)	Body Image
8. Finding Balance	Learn how to calculate calories in a favorite meal and how to figure out activities to burn off that energy.	**In School** Offer to help other students learn the amount of activity needed to maintain calorie balance needs	
9. Get Active	Learn why 60 minutes daily of aerobic activity is important for teens as well as how to include physical activity in any lifestyle. Use SuperTracker to track activity.	**In School** Determine number of steps between common school routes **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	
10. Personalized Physical Activity Plan	Learn about life-style exercise and how to develop a life-style compatible workout plan.	**In School** Find innovative ways to complete parts of personalized plan during school hours **Out of School** Participate in a local 5K race or walk to support a cause you care about	

Lesson Topics	Lesson Goals	Scalability	Supplemental Activity
11. Build Healthy Meals	Learn how to create a daily meal plan using SuperTracker's Food Tracker feature	**In School** Help create a menu for extracurricular school activity (dinner dance, athletic banquet, etc.) **Out of School** Teach friends, family, or small group the components of a healthy meal	
12. Group Presentation	Learn how to present a recipe makeover to an audience.	**In School** Find a way to recreate the in-class presentation to share with other students—e.g., video, cafeteria demo, part of assembly **Out of School** Take a family favorite recipe and make it over with a relative	

A Holistic Approach: The Role of PSEs in the School Environment

This program encourages students to apply what they've learned in class to become agents of healthy change for their families, schools and communities. This aligns with a Policy, Systems and Environment (PSE) approach, which reinforces healthy choices outside of the typical educational setting (the classroom) to promote long lasting behavior change.

The USDA Supplemental Nutrition Assistance Program Education (SNAP-Ed) Program provides the guidance that a combination of education, marketing and Policy, Systems and Environment (PSE) approaches are more effective than any strategy alone for preventing overweight and obesity, especially among low-income communities.

PSE strategies can make it easier and more appealing for students and their families to make healthier dietary and physical activity choices.

- **Policy:** A written rule or position that defines a specific course of action. For instance, in schools, this could mean a policy that mandates what's allowable in school stores or vending machines (i.e., 50% of choices must be considered "healthy").
- **Systems:** Changes to the overall system based on a policy. For example, a systems change related to the vending machine example above would be working with the vendors to ensure the policy on healthy food is followed (i.e., new healthy snack options are introduced to meet the policy requirement.).
- **Environment:** Physical environment (can include economic, social, normative or message environments). For example, a environmental change related to the vending machine example above would be creating and posting signage throughout the school to drive awareness of the new policy and healthy food choices.

While these fall outside of the program curriculum, here are a few ideas for ways to encourage students to promote policy, systems or environmental changes in their schools and communities.

- Students evaluate school vending machine or school store options and summarize for administrator with ideas on offering healthier food choices.
- Work with administrators and cafeteria staff to expand access to nutrition information --e.g., through menu labeling in the cafeteria.
- Provide food logs in the school cafeteria for wider school participation.
- Work with the University Extension Service to partner with local farms to host a school farmers market.
- Set up a "walk or bicycle to school" day.
- Hang posters with the number of steps for common routes around the school to help others gauge physical activity (opportunity to highlight on school website or in school newspaper).
- Work with administrators to create a school garden.

Additional PSE ideas and examples of how other schools and organizations have implemented PSEs can be found in the SNAP-Ed Toolkit: https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf

Lesson 1
Track Your Snack

Lesson 1: Track Your Snack

Time Required

Suggested lesson timing is 40 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

Lesson Overview

In this lesson, students will learn about what makes a healthy snack, including information about total calories, empty calories, and sodium (salt). The students will use SuperTracker's Food-A-Pedia feature online during class to compare the total calories, empty calories, and sodium content of various snack foods. 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' calorie daily calorie intake. Typical snacks are also often high in added sugars, sodium 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 students may not even realize how much of their food intake comes from snacking. Frame this lesson as an opportunity to have students think about their current snacking patterns and understand how to incorporate healthier options into this part of their diet.

Teacher's Lesson Preparation

SuperTracker	• Watch the Food-A-Pedia site tour video, Getting Started: How to Use Food-A-Pedia, on YouTube (2 min. 8 sec.) • Review navigation of the SuperTracker website • Familiarize yourself with the Food-A-Pedia feature
Materials	• *Track Your Snack* handout (found at the end of this lesson), copies made for each student. • Infographic on Snacks
Setup	• 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. • Projector and screen

Lesson Objectives

Following this lesson, students will be able to:

1. Summarize why healthy snacking is important.
2. Choose healthier snack options based on their nutritional content (calories, empty calories, and sodium).
3. Explain the importance of monitoring total calorie, empty calorie, 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 students will get out of the lesson.
    - **Kick off the lesson with one or more of these discussion starters: Ask 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 students are choosing when snacking.
2. Offer some information about healthy snacking and how students can make healthier choices.
    - Snacks can help you get the nutrients you need to develop, look your best 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 snacks represent such a large part of your diet, choosing from more than one food group matters. **Ask teens** to give you some examples from each food group. Use the chart below for ideas.

Grains	whole grain crackers, whole grain cereal, rice cakes, whole wheat bread, mini bagels, , whole wheat tortillas
Vegetables	carrots, celery, bell pepper, 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, 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, pumpkin seeds
Oils	Nuts, salad dressing, olive oil

Resource

- Share the **National, Heart, Lung and Blood Institute's Healthy Snack site** with your students.
- 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 microwave 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 often high in added sugars and saturated fat. Discuss how choosing snacks with little to no excess calories from added sugars or saturated fats can help students pick healthier snacks.

- **Added Sugars:** These are sugars 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 adding nutritional value.
- **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.
- Information about the amounts of saturated fat and added sugar can be found on the labels and ingredient lists for most products.
- Ask students to brainstorm common snacks that are likely high in added sugar and saturated fat. Have students compare the food labels of several popular snacks, looking for added sugars and fats compared to the other nutrients.
- Added sugars and saturated fats can also be found in some other foods that contain important nutrients. For example, a fruit cup packed in syrup has empty calories (from added sugars), whereas a fruit cup packed in water does not; and whole milk has empty calories (from solid fats), whereas skim milk does not.

- Explain the importance of choosing snacks that are lower in sodium. Ask 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 good and feel good.

Tip

Tell your students about the American Heart Association pledge to cut sodium and 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.

Take the Pledge

Tip

Snacks can help teens get the nutrients needed to grow and maintain a healthy weight. Click here to get more tips on choosing a satisfying and healthy snack.

Tip

Have students take the sodium quiz developed by the American Heart Association to learn the scoop on sodium. Test your knowledge of sodium.

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.

Healthy Snacks—100 100 Calories or Less

3. 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.).

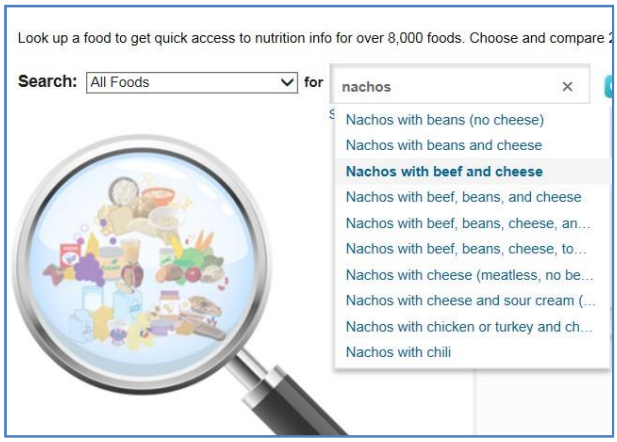
   Link: https://www.youtube.com/watch?v=-EZI-Zfhd78&feature=youtu.be

4. Go to the SuperTracker website. If students have their own computers, have them follow these steps on their own computer. Otherwise, this can be demonstrated for the class via a projected computer screen in the classroom, library or other school facility with computer access.

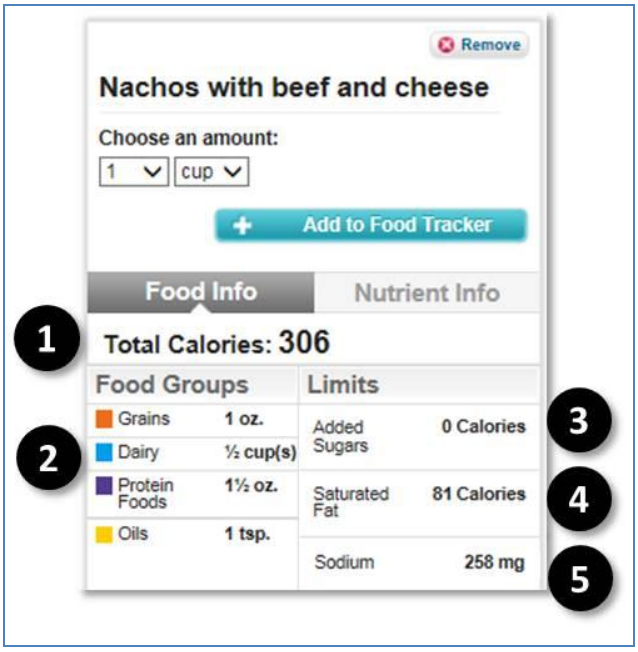
   Link: https://www.supertracker.usda.gov/default.aspx

5. Show students how to navigate to the Food-A-Pedia feature.

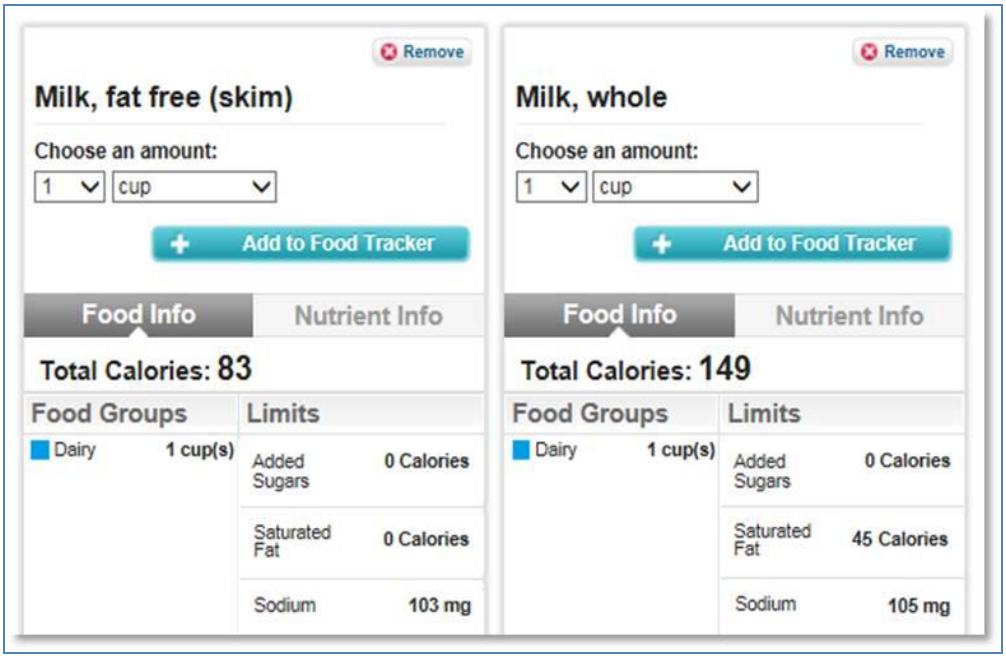
6. Demonstrate how to search for a food using Food-A-Pedia. For example, search for the food “nachos” and select “Nachos, with beef and cheese”.



7. Show 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.



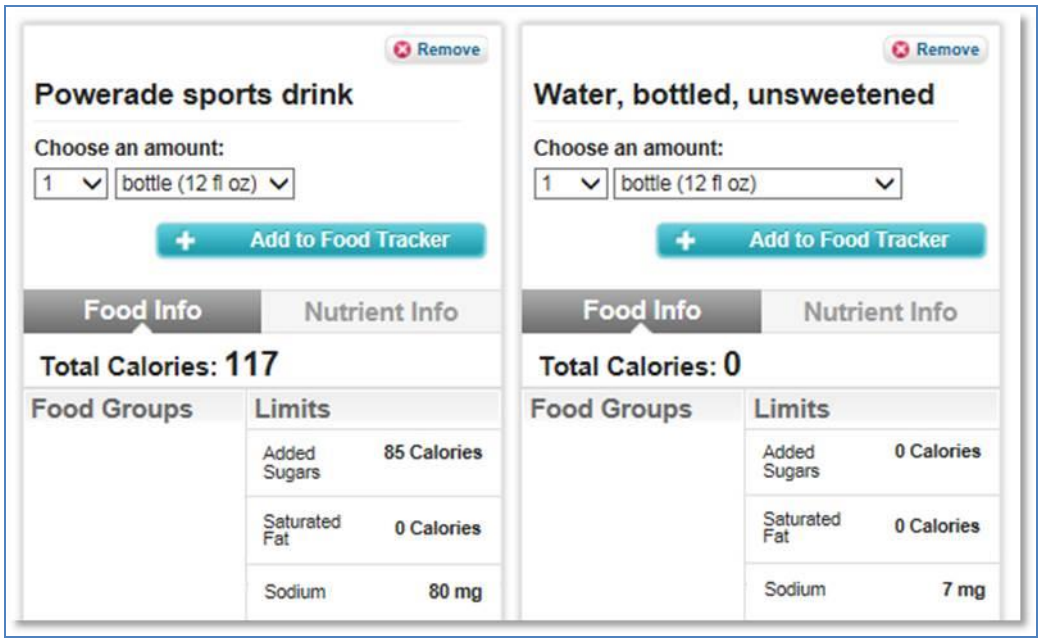
8. Show students how to compare two foods. For example, compare 1 cup of “Milk, fat free (skim)” to 1 cup of “Milk, whole”.



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	83 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”.



11. Point out the similarities and differences in food groups, total calories, added sugars, and sodium between these to 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 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 mg sodium per portion. Have 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. 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 students.
14. Assign as homework, extra credit, or use for classroom discussion:

- Students will analyze, review, and compare their favorite snack items using Food-A- Pedia.
- Students will 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 students to reflect on the topics learned 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 the students to ask questions if they need further clarification of the lesson.

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Opportunity for teens to share their snack analysis with other students.
- Out of School: Share learnings with family and shop for healthy snacks to promote better snacking habits at home.

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?

Handout

The Track Your Snack handout can be found on the next page.

Name: Date:

Track Your Snack

https://www.SuperTracker.usda.gov

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? _____

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

If yes, why? _____

3. Compare 1 cup of “Apple juice” and 1 cup of “Fruit drink”.

4.

1. Which option contributes to the Fruit food group?

_____

2. Which option has more added sugars?

_____

3. 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. List one snack food that you see advertised on television and one snack food that you see sold in your school. 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
Team Project Kickoff

Group Activity Week 2: Team Project Kickoff

Time Required:

Suggested lesson timing is 40 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

Group Activity Overview

Students are assigned teams they will be part of for the rest of the program. They will learn about the group project, including overall goals, suggested recipe budget and final presentation. Each team will then be tasked with coming up with a team name and selecting a team captain.

Getting Started

Tip

Have teams conduct a short teambuilding activity to kick off the lesson.

Click here

Why is this activity important? This activity sets up the group dynamic for the rest of the program. It is the beginning of an ongoing group activity designed to help students apply what they learn in class to the real-life food choices they make outside of the classroom setting. Because this week kicks off the group project that will last throughout the class, it's important to set the stage for productive group work in the weeks to come.

What can you do about it? Present the group activity as a fun and interactive way for students to take charge of their own meal planning. If possible, assign student groups in advance to avoid students self-selecting to work with their friends. Provide your expectations to the students about how you expect the groups to function (i.e., all members contribute, respect each member's ideas, allow for differences of opinion.).

Tip

Explore these guidelines for improving group work among students.

Click here

Teacher's Activity Preparations

Lesson Preparation	• Assign 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. The curriculum 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 students.
Setup	• N/A

Additional Considerations

Before the first group activity, consider the following components that may affect how you implement the group activity within your class.

1. Final Presentation

The program is designed to culminate in a final presentation, where students make presentations in class or at a school assembly. Another alternate way to do this is to have students create videos instead presenting live. Determine at the beginning of the semester what works best for your class, and make the assignment as appropriate.

2. Budget

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

We suggest working with your school administrator to determine if there is funding for students to 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, where students can use online grocery store websites to "shop" for ingredients within the proposed budget.

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, it may be possible to work with school administrators to determine if there is budget available to purchase. 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 assigned. Another non-monetary option is to offer free time or extra credit to students.

Group Activity Objectives

1. Establish student teams who will work together throughout the class.
2. Understand group activity and goals.
3. Team building among students.

Teaching Instructions

1. Start the class by providing an overview of the group activity plans for the semester. Explain that they will be working together in groups to compete against the rest of the class to create the best "healthy" version of a favorite recipe. Students will have the opportunity to cook their made over recipes – and could even win a prize if theirs is the best!
2. Assign student teams (groups of five to eight students each).
3. Discuss the purpose, timing and expectations of group activity.

    A. Students will remain working in their teams for all group activity lessons (2, 4, 6, 8, 10, 12).

    B. Let students know that the group activities are planned to let them practice what they're learning in the lessons and 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 ingredient 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 $20 budget parameter in which to create their recipe.

    - $20 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 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 will culminate in a class or school event, where students will demonstrate what they've learned and present their final team project. 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 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.
        - 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 students*** to participate in discussion about other parameters to include in the winner selection.

    - 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 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 is budget 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.

4. Ask student teams to select a team name and a team captain and have them present to the class.

5. Have students begin to prepare and plan for the group activity:

A. Set up a timeline to help the students plan their presentation. Include intermediate milestones between activity weeks 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.

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom.

- In School: Ability to involve more classes or the entire school in awarding MyPlate Stars for a variety of categories, from economical cooking to best teamwork.

Lesson 3
What's Your Plan?

Lesson 3: What's Your Plan?

Time Required

Suggested lesson timing is 40 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

Lesson Overview

In this lesson, 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 in a day. The students will create a SuperTracker profile to get a personalized food plan. 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, students will develop a better understanding of the concepts of healthy eating.

What can you do about it?

- Start this lesson by **asking students** to talk about what they think the major food groups are and what types of food fall in to 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 • Familiarize yourself with My Plan • Link: https://www.supertracker.usda.gov/myplan.aspx
Materials	• MyPlate, MyWins tipsheet, copies made for each student Link: http://www.choosemyplate.gov/sites/default/files/misc/dietaryguidelines/MyPlateMyWins.pdf • *What's Your Plan?* handout (found at the end of this lesson), copies made for each student
Setup	• 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, 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 food group targets.
3. Describe the importance of eating a variety of foods to meet daily nutrient and calorie needs.

Teaching Instructions

1. ***Ask students*** about their current knowledge of the food groups. Have they ever seen MyPlate? (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.
2. 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 teens** what they think different food groups do for them.

Tip

- Show students this short video about MyPlate or ask them to view it as homework.
- Ask them to name three new facts about nutrition that they didn't know.
- Ask them to create a 10 question Survey Monkey quiz for their family about what they have learned on MyPlate and administer it to their family to test their nutrition knowledge.

I. 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.

II. 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 and type 2 diabetes.

III. Many foods in the Fruit group are important sources of nutrients such as vitamin C, which is important for things like helping you heal quickly and having a great smile with healthy teeth (which might even help you avoid things like spending your time at the doctor or dentist).

IV. Foods in the Dairy group provide calcium and vitamin D, which will help you have a strong, athletic body.

V. Foods in the Protein Foods group provide protein in addition to many other important nutrients. Proteins are important in helping you develop healthy, lean muscles, clear skin and nice hair.

Potential In Class Activity/Discussion

What does being active mean to you? What activities do you enjoy doing?

3. Ask students to offer 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 do? 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.

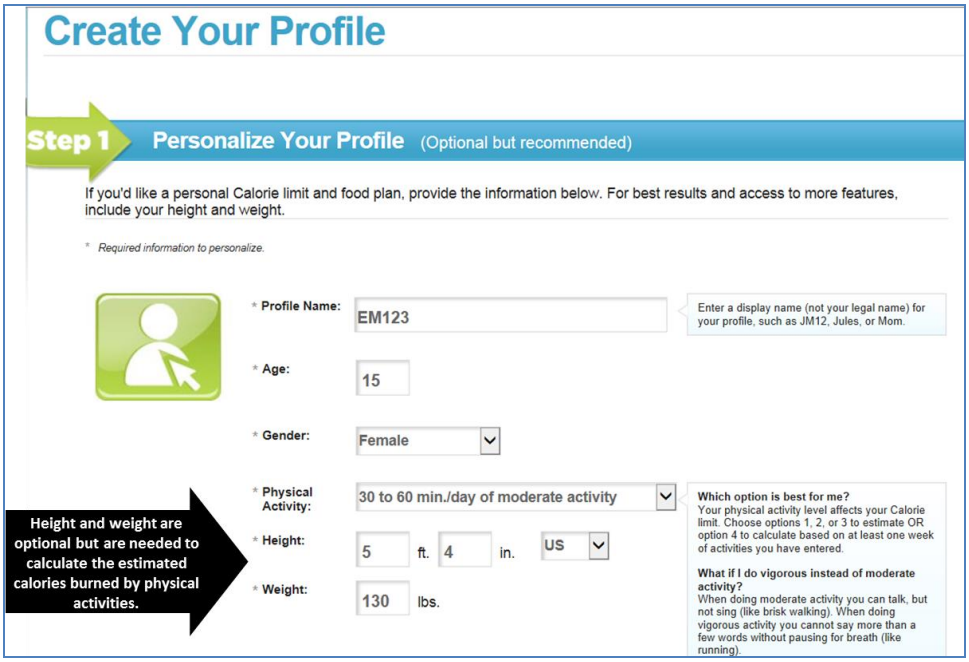
4. Demonstrate the Create Profile feature by showing the "Getting Started: How To Get My Plan" SuperTracker site tour video available on YouTube (2 min. 59 sec.).

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

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

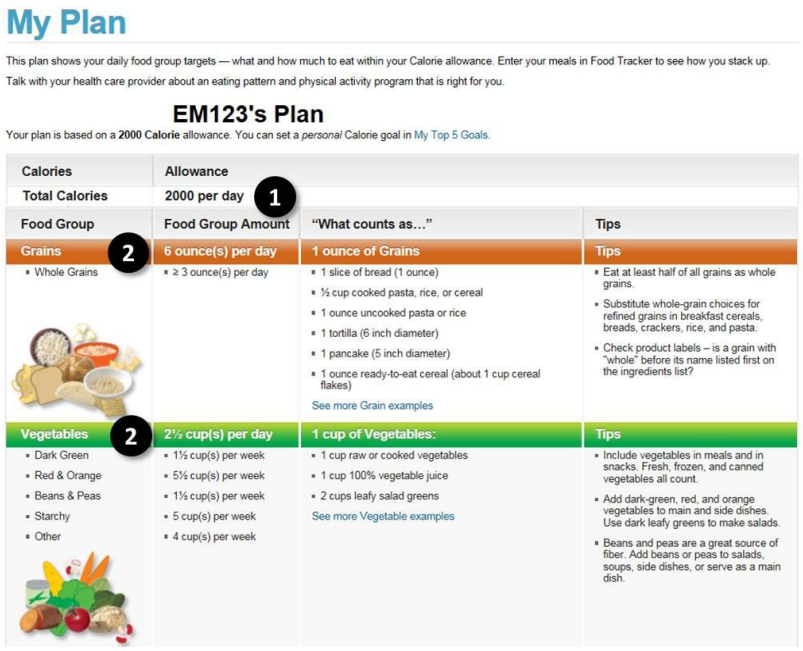
6. Show students how to create a profile.

   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.



7. 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



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

9. Ask 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 carbohydrate, 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.
        - 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.

Tip

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

10. Guide students through the process to get a personalized “My Plan.”
11. Distribute the What’s Your Plan? handout to students.
12. Assign homework, extra credit or use the handout for further classroom discussion:
    - Students will review their SuperTracker plan.
    - Students will complete the What’s Your Plan? handout to reflect on the recommendations in their personalized food plan.

Beyond the Classroom

- Introduce MyPlate MyWins to students.
- Encourage them to submit a posting to earn extra credit.

Reflection, Evaluation, and Discussion

Summarize the class discussion. Encourage students to discuss strategies for meeting daily food group targets. 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 the students to ask questions if they need further clarification of the lesson.

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Test nutrition knowledge of other students in the school during lunch.
- Out of school: Test nutrition knowledge of family members; Submit posting to MyPlate My Wins for extra credit.

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?

Handout

The What's Your Plan? handout can be found on the next page.

Name: Date:

What's Your Plan?

https://www.SuperTracker.usda.gov

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?

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

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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?

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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?

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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

Group Activity Week 4: Recipe Makeover

Time Required

Suggested lesson timing is 40 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

Group Activity Overview

During this lesson students will be asked to bring in their favorite recipes and assess their nutritional value using SuperTracker. Students will then review the nutritional value of each team member's recipe to find and discuss ways to make them healthier, selecting one recipe as a group to 'make over' for the final group presentation.

Getting Started

- **Why is this lesson important?** This is the 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 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 students to take charge of what they eat and understand that food can be both healthy and tasty. Use this opportunity to help students reflect on why certain foods are their favorites. It is also a chance for students to learn about and try new, healthier foods that they may not have tried before in place of their "old favorites."

Teacher's Activity Preparation

Preparation	• Look at healthy eating swaps to familiarize yourself with potential updates to make meals healthier.
Setup	• 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

Group Activity Objectives

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

Teaching Instructions

1. Start the class by providing a brief overview of the group activity for the day.
2. Ask students to break into their teams to discuss their favorite recipes that they have brought to class.
    - Prompt students to discuss the reasons why these recipes are their favorites (e.g., taste, texture, memory or feeling it provokes).
    - Have students discuss whether they think their favorite foods are healthy. How do they fit into the MyPlate guidelines as discussed in previous weeks? Have they ever thought about ways to make their favorite recipes healthier?
3. Have teams take turns putting their recipe into SuperTracker to assess its health qualities (e.g., amount of saturated fat, added sugar, availability of other nutrients, calorie content, and variety of food groups).
4. After the content of all of the team's recipes have been analyzed by SuperTracker, ask students to discuss the results of each recipe. Were they surprised at how healthy or unhealthy their favorite meal was? Ask 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).
5. 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 students of the parameters that will be used to select a winning team, including:
        - 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 (i.e., supportive and encouraging of teammates, good communication and equal division of responsibility among teammates).
6. Have students input their "make over" recipe into SuperTracker and substitute different, healthy ingredients in the recipe to increase nutrients and lower calories.
7. Help students assess their made over 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)

8. Ask students to finalize their selection for the “make over” recipe as well as the healthy ingredients they will substitute in the updated version as part of the final project.
    - NOTE: Instruct students on next steps, depending on which final presentation format you have decided for the class. Potential considerations include:
        - Whether students will present in class, at a larger school event or via video.
        - Whether students will do a “real life” or virtual makeover.
        - Whether students will cook at home or at school.

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Share recipes with cafeteria staff for potential updates to current school food menu.
- Out of School: Share updated recipe with family and apply to meals at home.

Lesson 5
Three-Day Food Record

Lesson 5: Three-Day Food Record

Time Required

Suggested lesson timing is 40 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

Lesson Overview

In this lesson, 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. 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 students think more broadly about their food patterns. Practice will equip them to utilize this skill for life.
- **What can you do about it?** Reinforce for 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.

Tip

If you would like to monitor whether 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 students and invite them 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: http://www.choosemyplate.gov/sites/default/files/printablematerials/STleadersguide.pdf

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 • Familiarize yourself with the Food Groups & Calories Report Link: https://www.supertracker.usda.gov/FoodGroupCalorieReport.aspx
Materials	• *Three-Day Food Record* handout (found at the end of this lesson), copies made for each student.
Setup	• 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

Lesson Objectives

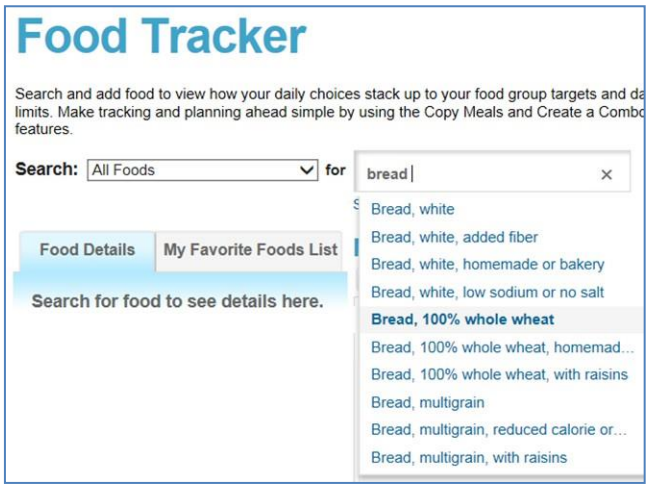
Following this lesson, students will be able to:

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

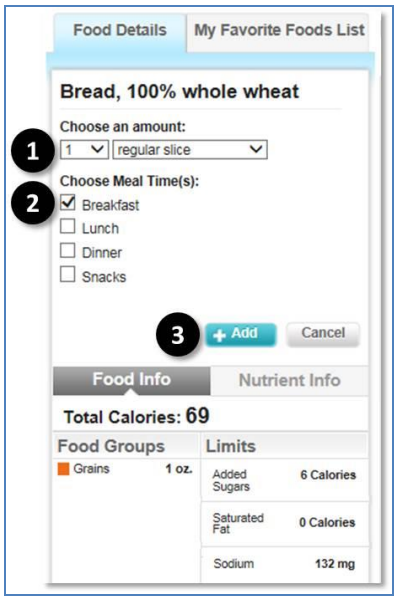
Teaching Instructions

1. Review the topics for discussion and the learning objectives. Ask 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?
2. Have students log in to their SuperTracker profiles.
3. 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
4. Show students how to navigate to the Food Tracker feature.

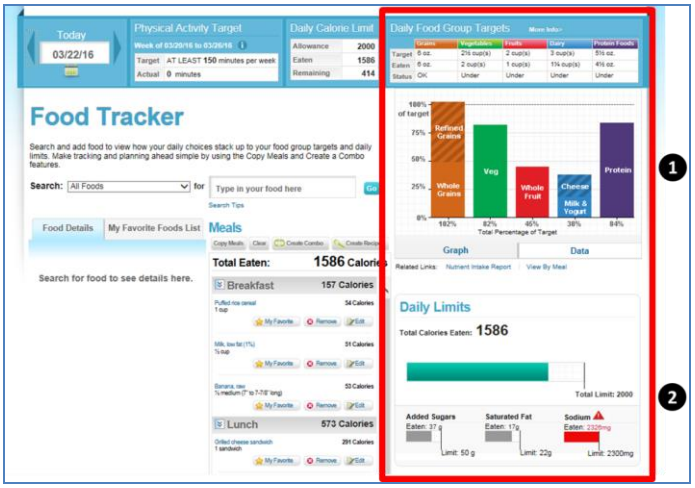
5. Demonstrate how to search for a food using Food Tracker. For example, search for the food “bread” and select “bread, 100% whole wheat”.



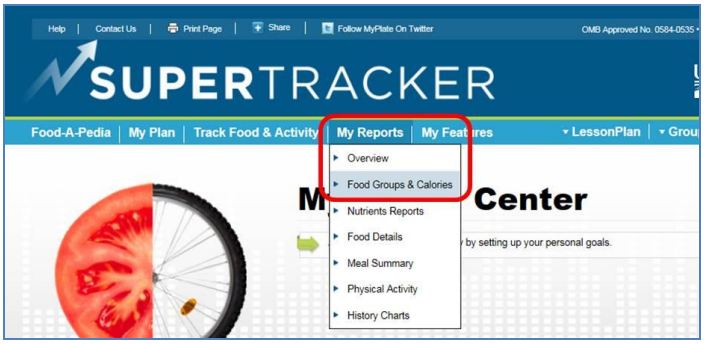
6. Show students how to add the food to their tracker by (1) choosing the amount, (2) selecting a meal or snack, and (3) clicking the blue “Add” button. For example, add one regular slice of 100% whole wheat bread to breakfast.



7. Continue adding foods to the day and show 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 students use their best recollection of the food they ate the day before.

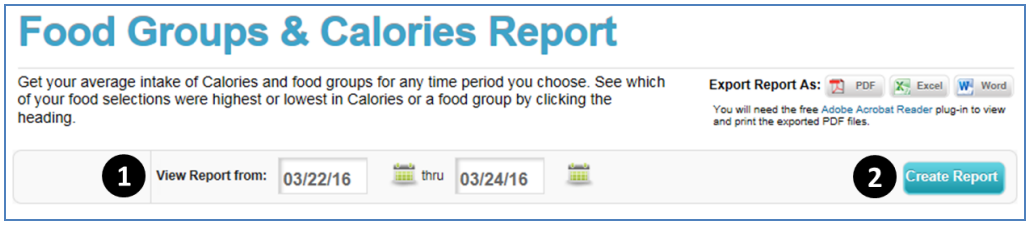


8. Assist students as they practice adding foods to meals using their own SuperTracker accounts.



9. Show students how to access the Food Groups and Calories Report.

10. Show students how to run a Food Groups and Calories Report by (1) selecting the date range and (1) clicking the “Create Report” button.



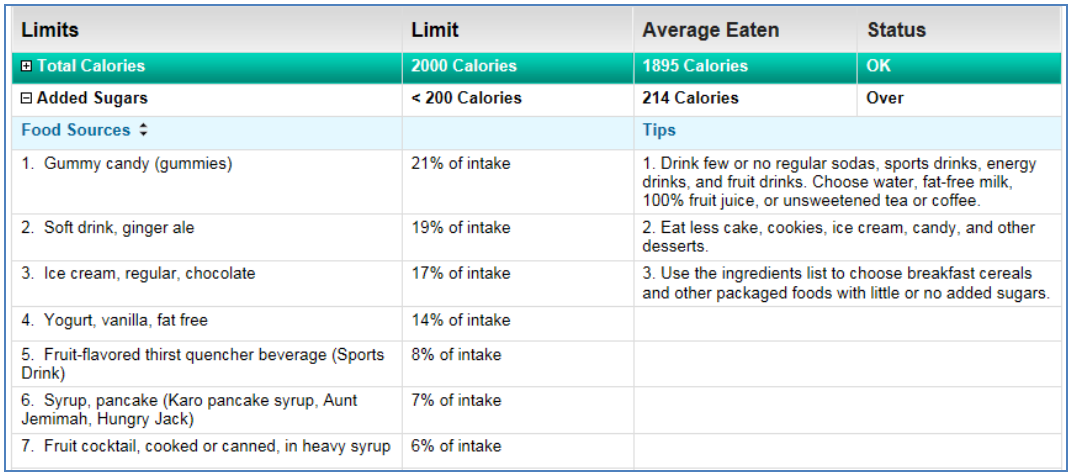
11. Show students where to find their (1) Target, (2) Average Eaten, and (3) Status for each item in the Food Groups and Calories Report. Ask students about their report – were they surprised by anything they found? Did they eat more or less of a certain food group than they expected? How does their 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	1 Target	2 Average Eaten	3 Status
⊞ Grains	6 ounce(s)	6 ounce(s)	OK
⊞ Whole Grains	≥ 3 ounce(s)	2 ounce(s)	Under
⊞ Refined Grains	≤ 3 ounce(s)	3½ ounce(s)	OK
⊞ Vegetables	2½ cup(s)	2¼ cup(s)	OK
⊞ Dark Green	1½ cup(s)/week	2 cup(s)	Over
⊞ Red & Orange	5½ cup(s)/week	3¾ cup(s)	Under
⊞ Beans & Peas	1½ cup(s)/week	0 cup(s)	Under
⊞ Starchy	5 cup(s)/week	0 cup(s)	Under
⊞ Other	4 cup(s)/week	1¼ cup(s)	Under
⊞ Fruits	2 cup(s)	1½ cup(s)	Under
⊞ Whole Fruit	No Specific Target	1¼ cup(s)	No Specific Target
⊞ Fruit Juice	No Specific Target	¼ cup(s)	No Specific Target
⊞ Dairy	3 cup(s)	2¼ cup(s)	Under

12. Demonstrate how to drill down on an individual item by clicking the plus sign icon to the left of the food group and item name. For example, click the plus sign next to “added sugars” to find the top sources of empty calories eaten during the report timeframe.



Limits	Limit	Average Eaten	Status
⊞ Total Calories	2000 Calories	1895 Calories	OK
⊟ 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		
6. Syrup, pancake (Karo pancake syrup, Aunt Jemimah, Hungry Jack)	7% of intake		
7. Fruit cocktail, cooked or canned, in heavy syrup	6% of intake		

13. Distribute the Three-*Day Food Record* handout to students.

14. Assign as homework:

- Students will use SuperTracker’s Food Tracker to track all foods they eat for the next three 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 students do not have internet access outside of class.
- After three days, have students run a Food Groups & Calories Report for the three days they tracked foods.
- Students can then complete the *Three-Day Food Record* handout to answer questions about their Food Groups & Calories Report.

Reflection, Evaluation, and Discussion

Encourage 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?

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

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

- Did you find anything surprising about your food intake over three days? Were you generally as healthy, healthier or less healthy than you thought?
- 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?

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Encourage other students to participate in food tracking.
- 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?

Handout

The Three-Day Food Record handout can be found at the end of this lesson.

Tip

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

https://www.youtube.com/watch?v=XjIGYH4QJD0

Name: Date:

Three-Day Food Record

https://www.SuperTracker.usda.gov

Instructions

Track your foods and beverages for three days in a row using SuperTracker's Food Tracker feature. Run a Food Groups & Calories Report for those three 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 food group you like to eat and one food from that food group 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 three days? _____ calories

6. What was your average added sugars intake for the three days? _____ calories

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

_____

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

9. Of the foods and beverages you consumed over the three days, which three were the top contributors to your saturated fat intake? 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

Group Activity Week 6: Healthy Food Shopping

Time Required

Suggested lesson timing is 40 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

Group Activity Overview

For this lesson, 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. Students will use these skills to inform their recipe makeover presentation (Lesson 12) to describe 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 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 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 shopping and purchasing 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 is a fun way for students to learn from a professional and allows them ask questions. 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.

Group Activity Objectives

Students will gain new skills to:

1. Navigate the grocery store.
2. Shop for groceries on a budget including knowing how to comparison shop.
3. Read nutrition facts labels and front of package labels.
4. Find healthier choices among the foods they buy.

Teacher's Activity Preparation

Preparation	• Use the USDA's Cooperative Extension Service interactive tool to find a registered dietitian nutritionist (RD or RDN) who can speak to your class. http://nifa.usda.gov/partners-and-extension-map • Or contact the local or state chapter of the Academy of Nutrition and Dietetics: www.eatright.org/find-an-expert • Or contact a local grocery store to see if they have a registered dietician on staff who could speak to your class.
Setup	• 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. Review the learning objectives.
2. Find an outside speaker to talk with your class (RD or RDN).
3. Introduce the topic of grocery shopping and ask 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?
4. Have the RD speak with 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 the store?
        - What marketing strategies do stores use to influence shopper choices?
    - How to shop for groceries on a budget including knowing how to comparison shop.
        - What should you look for when comparing two similar products?
        - How do store brands compare to brand names?
        - How to read nutrition facts labels and front of package labels
    - How to find healthier choices among the foods they buy.

- Have students discuss favorite foods. Have students discuss with the RD some potential healthier choices.

5. Following the presentation, have students go to a local grocery store's online shopping site (i.e. Peapod by Giant, or other similar service). Enter your own ZIP code, or if local service is not available, enter ZIP Code 20001 as a default choice.
6. Set a "virtual" budget for your students to shop for a meal.
    - 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.
7. 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?
8. 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 interactive online tools to "virtually" walk your students through the grocery store, learn to shop on a budget and read a nutrition facts label.

http://www.choosemyplate.gov/shop-smart-fill-your-cart

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Work with art teacher to develop supermarket layout poster to show other students how to shop healthfully.
- Out of School: Share new skills with family and/or do family shopping to apply lesson.

Lesson 7
Balance Your Calories

Lesson 7: Balance Your Calories

Time Required

Suggested lesson timing is 40 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

Lesson Overview

In this lesson, 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. 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. The foods we eat fuel our bodies, give us energy and keep our bodies functioning well.
- 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 burn off those calories.
        - When you choose foods to eat, do you ever consider how much physical activity might be necessary to burn off the calories in that meal?
- Revisit this exercise following the lesson to see if thoughts/perceptions have changed after learning about calorie balance.

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: www.SuperTracker.usda.gov
Materials	• Make copies for each student of the Balance Your Calories handout (found at the end of this lesson).
Setup	• 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

Lesson Objectives

Following this lesson, students will 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. Start by providing 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 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?
2. Explain what a calorie is:
    - A "calorie" describes 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 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 metabolism.

- Opportunity to show students BMI calculator to find out how many calories they burn at rest on a daily basis (https://nccd.cdc.gov/dnpabmi/calculator.aspx).

- Ask students to list some ways their bodies use energy and burn calories that they may not have considered (e.g., breathing, walking, smiling, fighting illness, healing a cut or a broken bone, raising your hand in class, laughing, etc.).
  - Talk with students about the impact of the daily food choices we make 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 students to think about the ways in which they consume calories. Do they think about consuming calories in beverages as well as foods?
  - Share with students that Americans typically drink about 400 calories every day. (http://www.choosemyplate.gov/sites/default/files/printablematerials/2013-CalorieBalance.pdf)
  - If you have the internet in your classroom, you can view examples of simple meal decisions that can have a positive impact on calorie consumption. (http://www.cdc.gov/healthyweight/healthy_eating/cutting_calories.html)

Tip

Show students this brief, animated video from TED ED, which defines a calorie.

https://www.youtube.com/watch?v=VEQaH4LruUo

3. Describe the concept of calorie balance.
   - **Ask 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.
   - 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 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...	Your weight will...	Diagram
You eat and drink the same amount of calories that your body uses	Stay the same	
You eat and drink less calories than your body uses	Go down	
You eat and drink more calories than your body uses	Go up	

Tip

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:

http://www.cdc.gov/healthyweight/calories/index.html

4. 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 that represent each of the food groups vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.
   - Talk to students about the benefits of each food group and how they provide important nutrients that your body needs.
     - **For example:**

- 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 are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, and vitamin C.
- Whole Grains provide nutrients such as dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).
- Lean Protein provides building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins.

- Most of your calories should come from these healthy foods rather than 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.

5. Ask students to describe what it means to be a healthy weight and what the benefits are. Prompt 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.
   - Capture student responses on the chalkboard and talk about the positives they have shared and how they impact overall happiness and satisfaction.

Tip

Use ChooseMyPlate.gov to show students:

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

6. 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 and calorie needs will also change as they age.
7. Let students know that they can use SuperTracker to determine how many calories their bodies' need in a day.

Tip

Show students this chart which illustrates how to plan a healthy meal by selecting an item from each food category.

http://www.niddk.nih.gov/health-information/health-topics/weight-control/take-charge-your-health/Pages/take-charge-your-

8. Go to the SuperTracker website.

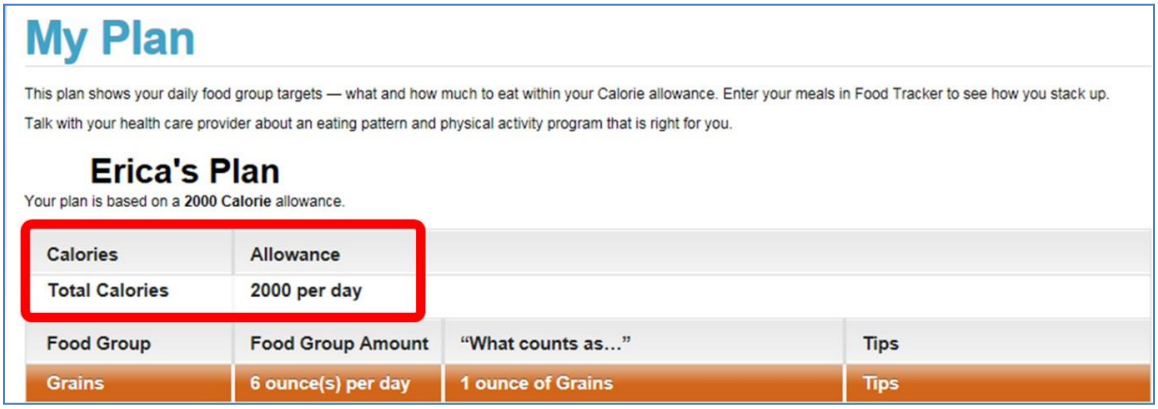
   Link: www.supertracker.usda.gov

9. Have students log in to their profiles.

10. 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

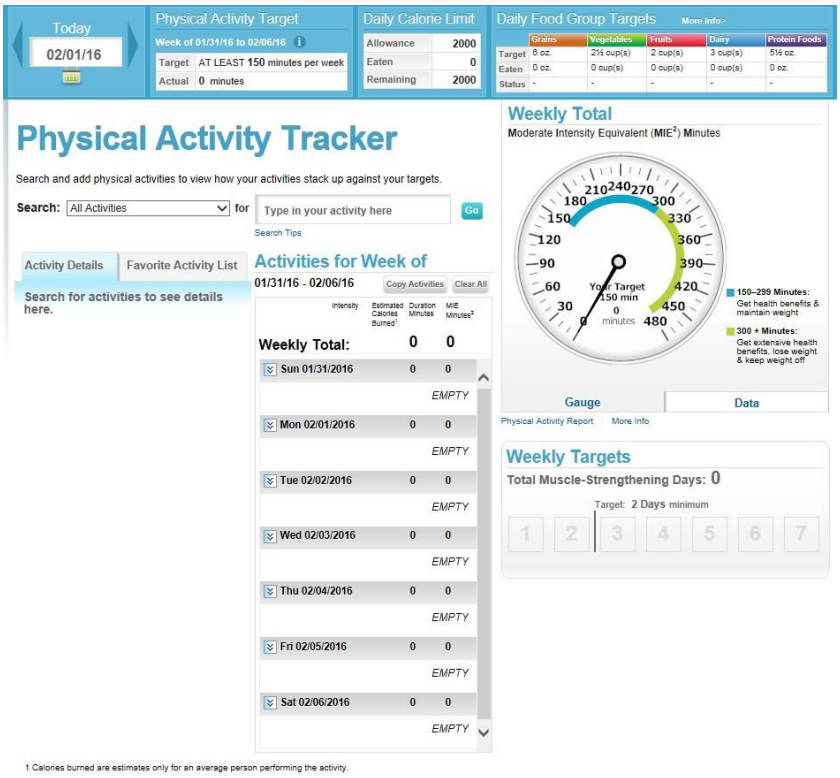
11. Point out where to find the total calorie allowance in the plan.



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

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

    - There are no magic foods to eat for good health.
    - Eat foods from the major food groups.
    - Try to get most of your calories from healthy foods.
        - Choose foods that are high in nutrients such as fruits, vegetables, whole grains, lean protein, and low-fat dairy instead 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.



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

15. Ask students to discuss each question on the sheet and write down their answers. Students will also complete a meal planning exercise where they determine how to reduce calories in a daily menu without losing nutritional value.

16. 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 students know that each group will get a chance to lead the class in their activity. Assign an upcoming class day to each group.

Tip

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

Tip

- Ask 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, to decide which activity is best. Or have the 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 long-term healthy eating habits now so that they continue them into adulthood.

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

- Why does our body need calories?
- Why do we need to balance our calories in with our calories out?
- Will you be making any changes to your eating and physical activity habits based on what you learned in this lesson?
- What foods or activities surprised you the most?
- Based on the lesson, do you feel differently about calories?
- Will you factor in calorie content in future food decisions?

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

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom—both in and out of school.

- **In School:** Determine how many laps are needed around the school to burn off an average lunch.
- **Out of School:** Create list of small changes to increase calorie balance (e.g. take the stairs).

Beyond the Classroom

Ask students to:

- Calculate and compare the daily calorie needs for family members, such as parents, siblings, grandparents, aunts, uncles, cousins, godparents, etc.
- Encourage them to share this information with family members to start a discussion of how many calories are needed daily and the advantages of burning calories with exercise and being in calorie balance.
- Determine # of calories in family's favorite meal and what/how much exercise needed to burn those calories.

Notes

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

Tip

If you have access to a science lab, try this experiment which shows how calories are burned.

http://www.sciencebuddies.org/science-fair-projects/project_ideas/FoodSci_p012.shtml

Resources

- America Walks
  http://americawalks.org/learning-center/your-stories-2/
- Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity and Obesity
  http://www.cdc.gov/physicalactivity/success/children_examp le_maria.htm

Name: Date:

Balance Your Calories

https://www.SuperTracker.usda.gov

Note

Have students take this quiz 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: _____

10. Mia is 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	
You eat and drink less calories than your body uses	Go down	
You eat and drink more calories than your body uses	Go up	

Lesson 8
Finding Balance

Group Activity Week 8: Finding Balance

Time Required

Suggested lesson timing is 40 minutes; however, we encourage you to extend or contract discussion as necessary to fit within the structure of your available class time.

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 lesson will provide a real-life application of the lessons so that students can get a sense of how those concepts apply to them.
- By providing group activity and interaction among students, it strengthens understanding of core concepts through peer-to-peer discussion, conceptualizing real-life scenarios and decisions and teamwork.

What can you do about it?

- Frame this lesson as an opportunity for students to apply learnings in a practical way with their groups.
- Start this lesson by asking students to explain the major message of the calorie balance lesson. .
- Ask 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?

Group Activity Overview

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

- **Exercise 1:** Determine the amount of physical activity needed to burn off the number of calories in the original recipe the team selected to make over and compare that to the new version.
- **Exercise 2:** Advise two “virtual” teens about how much activity they need to maintain their weight for three days based on caloric intake they have from the foods on the sample menu. This exercise could be based on the sample menus provided below or by asking volunteers to keep a 3 day food record. The “virtual teens” are described in detail in the lesson below. Alternatively, perhaps there are specific individuals, e.g., football captain, class president, principal, basketball coach who would be willing to share their height and weight to make this exercise more realistic.

Preparation	**Exercise 1** • Ask each student to bring their favorite recipe/meal and the makeover that they have already done. • Have the students calculate how much exercise they need to do to burn the calories in both the original recipe and in the makeover recipe. **Exercise 2** • Distribute the sample menus (see below) for three days or provide the URL for students to see the menus themselves at: http://www.choosemyplate.gov/sites/default/files/budget/2WeekMenusAndFoodGroupContent.pdf • Provide the materials about one virtual person or real volunteer to each group of students. • Print sample menu and sample individual profiles for activity breakout groups.

Group Activity Objectives

1. Underscore the importance of food patterns 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. Start the class by providing a brief overview of the topics to be covered and what you hope the students will take away from the class.
    - Reinforce the importance of applying concepts to real-life scenarios so that 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.
2. Discuss the purpose, timing and expectations of group activity.
    - 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 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.
3. Remind 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 the students. Describe both profiles and allow 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 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?).

4. Break students into their assigned teams of five to eight students each.
5. Distribute the menu handouts (included below).

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom.

- **In School:** Offer to help other students learn the amount of activity needed to maintain calorie balance needs.

Use ChooseMyPlate.gov to show students:

- 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 much physical activity does each person need to do over three days to be in caloric balance?
- Identify a package of appropriate activities that will enable them to be in energy balance.
- 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** • 1 cup cooked oatmeal • 1 Tbsp peanut butter • ¼ cup raisins • Beverage: 1 cup orange juice	**Cereal with Fruit** • 1 cup toasted oat cereal • 1 medium banana • ¼ cup lowfat milk • 1 hard-cooked egg • Beverage: water, coffee, tea	**Scrambled Eggs** • 2 eggs • 2 tbsp lowfat 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** • 1 8” flour tortilla • 3 oz tuna (canned in water) • 2 tbsp mayonnaise • 5 cucumber sticks • ¼ cup lowfat vanilla yogurt • Beverage: 1 cup lowfat milk	**Green Salad with Lemon Chicken** • 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 lowfat milk	**One Pan Spaghetti Side Salad** • 1 cup romaine lettuce • 3medium slices tomato • 5 slices cucumber • 1 tbsp vinaigrette dressing** • 1 slice whole-wheat bread • ½ tsp tub margarine • Beverage: 1 cup lowfat milk
Dinner	**Lemon Chicken Brown Rice Pilaf** • 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)** • 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)** • 1 cup cooked green beans (frozen) • 1 tsp tub margarine • 1 Chocolate chip Cookie • Beverage: 1 cup lowfat milk
Snacks	**Carrot Sticks with Dip** • ½ cup carrot sticks • 2 Tbsp hummus • 6 whole-grain crackers	**Popcorn (3 cups popped)** • 2 Tbsp kernels • 1 tsp vegetable oil • 1 large orange	**Pretzels and Dip** • ½ cup pretzels • 1 tbsp hummus • 1 medium banana

Lesson 9
Get Active

Lesson 9: Get Active

Time Required

Suggested lesson timing is 40 minutes; however, we encourage you to extend or contract discussion as necessary to fit within the structure of your available class time.

Audience

High school students grades 9-12

Lesson Overview

In this lesson, 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 will 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.
- Long-term health benefits don't always work as an incentive for teens. However, practical application, easy integration and relevance to what motivates them helps to ingrain these concepts effectively.

What can you do about it?

- Frame this lesson as an opportunity for 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. Focusing on issues that matter most to teens it makes the topic of physical activity more interesting and relevant to them.
- Start this lesson by asking students their thoughts on physical activity.
    - How are they physically active?
    - Do they see exercise 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 Prep

SuperTracker	• 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=KROnlAsmPz0&feature=youtu.be • Review navigation of the SuperTracker website. Link: www.SuperTracker.usda.gov • Familiarize yourself with the Physical Activity Tracker feature. Link: https://www.supertracker.usda.gov/physicalactivitytracker.aspx
	• *Get Active* handout (found at the end of this lesson), copies made for each student.
Preparation	• 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

Lesson Objectives

Following this lesson, students will 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. Start the class by providing an overview of the topics to be covered and what you hope the students will learn.
2. 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?
3. 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.

- Ask students to describe a variety of ways to make physical activity a part of daily life.
    - How do they incorporate physical activity into their lives?
    - What would they recommend for someone who really likes activities that don't call for a lot movement – computer games, social media, reading?
    - Do you feel that physical activity and exercise are the same? Different?
    - What are examples of each?
    - Which do they prefer?
- 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, lifting weights.
- The best physical activity for you is what you enjoy doing!
- Ask students what new physical activity they can see adding to their routine?

4. Discuss the benefits of being physically active. Being physically active can help you:
    - 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.
5. Share physical activity recommendations for teens from the Physical Activity Guidelines for Americans. 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 students for examples of aerobic physical activity: running, dancing, playing sports, and biking.
    - Most should be moderate or vigorous in intensity.
        - Ask students for examples of moderate intensity activity: brisk walking, skateboarding, hiking, bike riding.
        - Ask students for examples of vigorous intensity activity: running, jumping rope, martial arts, swimming, basketball.
        - Rule of thumb: 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.
    - Do vigorous-intensity physical activity at least three days a week.

- Include muscle-strengthening physical activity at least three days a week.
    - Muscle-strengthening activities make muscles do more work than usual.
    - Examples include: push-ups, lifting weights, climbing stairs.
- Include bone-strengthening physical activity at least three 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, basketball.
- Remember that any activity is always better than none!
    - Ask students to discuss when physical activity feels more like fun than a chore to them. Discuss how to further incorporate physical activity in 'fun' ways and how they can incorporate friends/family into their physical activity.

6. Ask 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), etc.

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

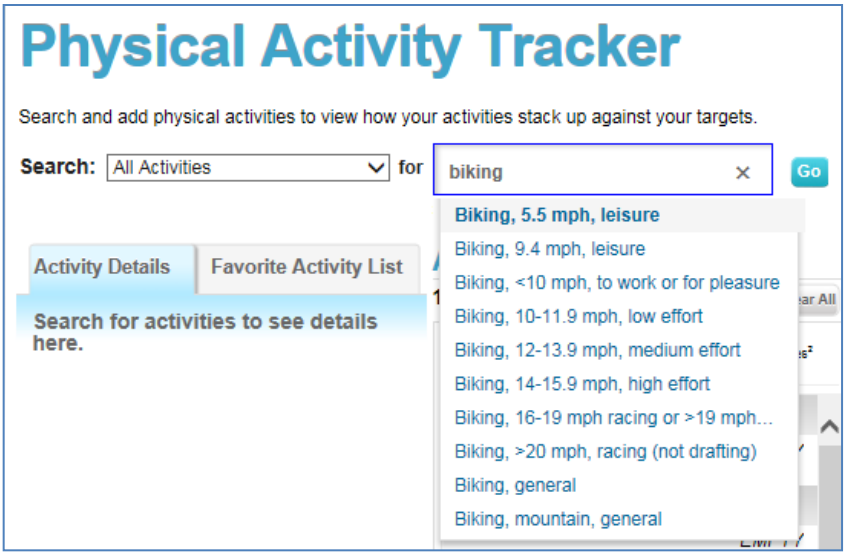
Tip

- Have students take photos or videos of themselves doing the activities described in class at home and share them in class.
- Challenge 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 students asses the intensity of their walking, light-intensity/moderate/vigorous.

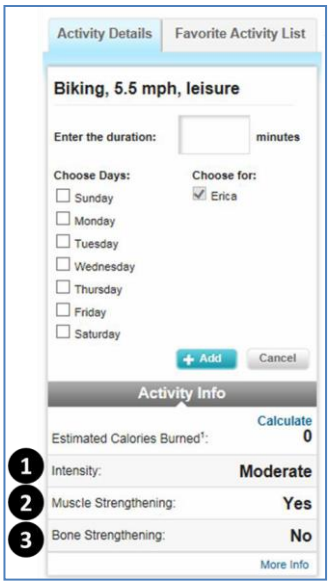
7. Go to the SuperTracker website.
   Link: https://www.supertracker.usda.gov/default.aspx
8. Have students log into their SuperTracker profiles.

9. Show students how to navigate to the Physical Activity Tracker.

10. Demonstrate how to search for an activity using 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.

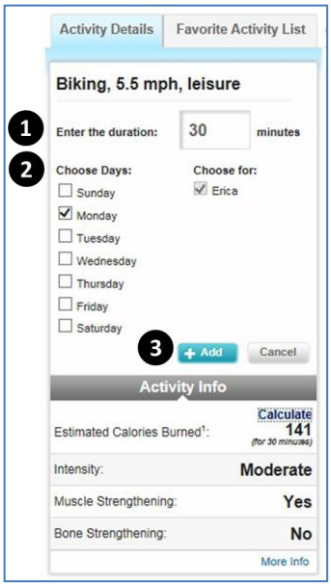


11. After searching for and selecting an activity, show students where to find (1) the intensity of the activity, (2) if it is a muscle-strengthening activity, and (3) if it is a bone-strengthening activity.

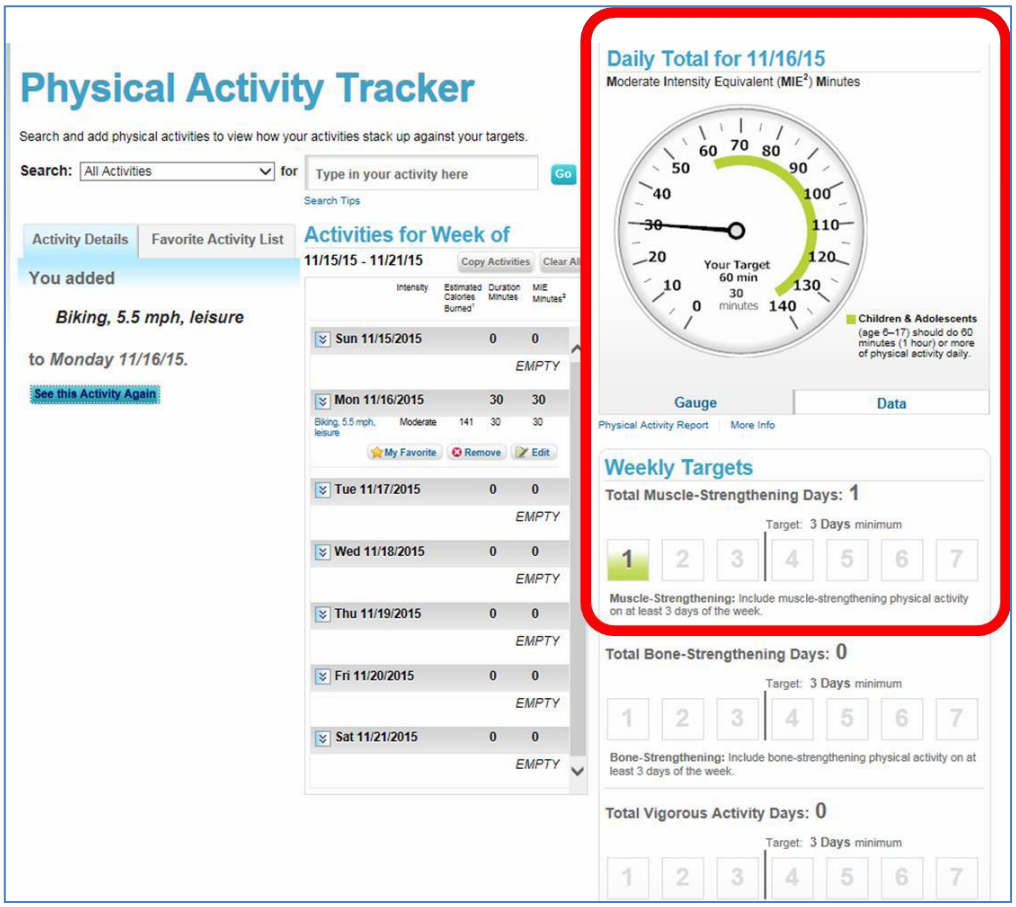


12. Demonstrate how to add a physical activity by (1) entering the duration in minutes, (2) choosing the day of the week, and (3) clicking the blue “Add” button.

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.



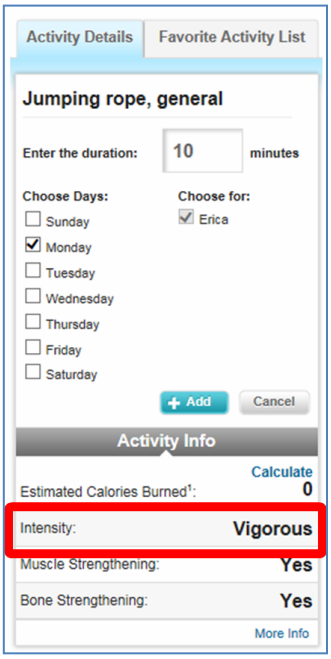
13. After adding the activity, call students' attention to the daily total dial as well as the weekly targets section of the page, which now reflect the addition of this activity.

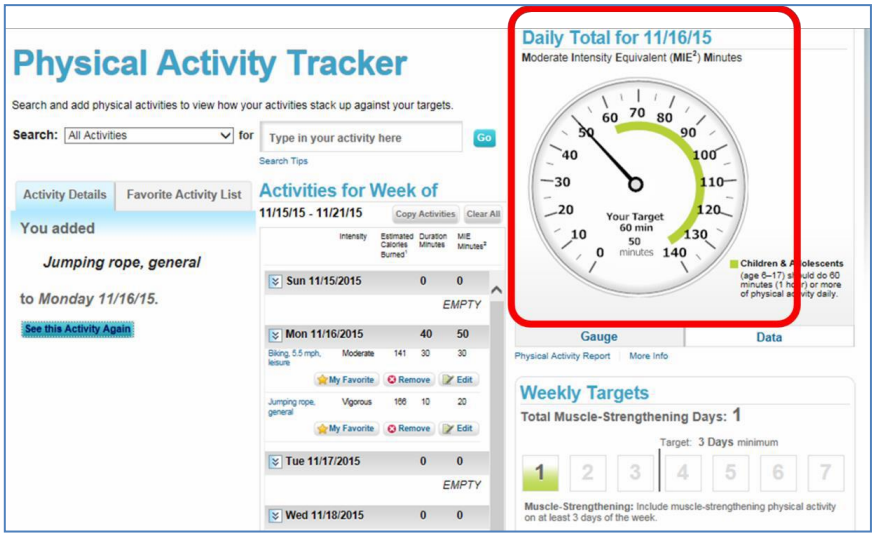


14. Explain how SuperTracker tracks your daily physical activity using "Moderate-Intensity Equivalent (MIE)" minutes.

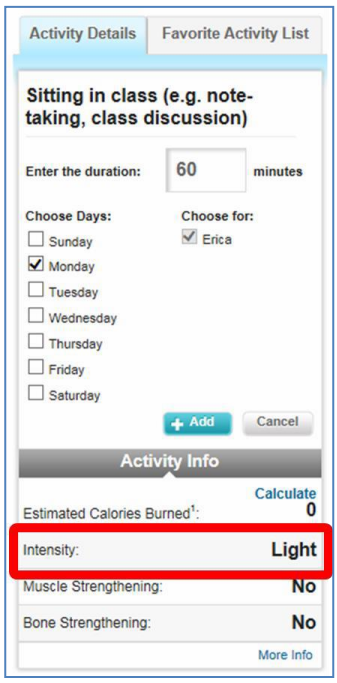
- Every 1 minute of moderate-intensity activity = 1 MIE minute.
- Every 1 minute of vigorous-intensity activity = 2 MIE minutes.
- Light intensity activities do not count toward your daily MIE minute target.

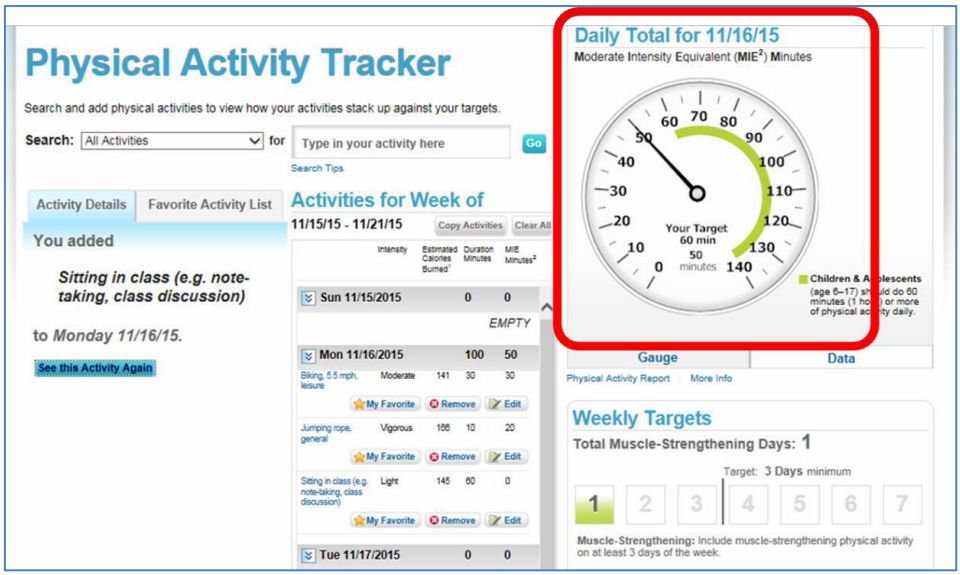
15. Add 10 minutes of a vigorous-intensity activity such as “Jumping rope, general” to demonstrate that every one minute of vigorous-intensity activity counts as 2 MIE minutes (i.e. 10 minutes will show up as 20 MIE minutes on the daily total dial). Note: Be sure to add to the current day of the week.





16. 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.





17. Give students time to practice adding activities in Physical Activity Tracker.
18. Distribute the Get Active handout (found at the end of this lesson) to students.
19. Assign as homework, extra credit, or use for class discussion:
    - Ask student to track their physical activities for one day in Physical Activity Tracker and assign the Get Active handout.
    - Ask students to reflect on what they've learned.

Reflection, Evaluation and Discussion

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

- Why is it important to you to be physically active?
- 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?

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

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Determine number of steps between common school routes.
- 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.

Notes

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

Name: Date:

Get Active

www.SuperTracker.usda.gov

Instructions

Use SuperTracker's Physical Activity Tracker to add all physical activities you have done 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

Tip

Have students take this quiz both before and after the lesson to demonstrate what they have learned. Have them chart the change in their level of knowledge.

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 3 muscle-strengthening activities.

6. List 3 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? Below are some common barriers to being physically active. What are some ways you could overcome each barrier?

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?

Tip

- Ask students to plan a hike through a National Park Service Park.
  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?
  http://www.nps.gov/index.html

Tip

Using one of the free online tools below, ask students to calculate the distance and calories burned to walk to school from home, walk to the grocery store, walk or bike to the movie theater.

- **Map My Run**
  www.mapmyrun.com/routes/create/
- **RunKeeper**
  www.runkeeper.com
- **Google Maps**

  https://www.google.com/maps

Lesson 10
Adding Physical Activity To Your Day

Lesson 10: Adding Physical Activity to Your Day

Time Required

Suggested lesson timing is 40 minutes; however, we encourage you to extend or contract discussion as necessary to fit within the structure of your available class time.

Audience

High school students grades 9-12

Group Activity Overview

During this lesson 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.

Students will learn that physical activity can take many forms. 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 physical activity not as a mandate but as something unique to their needs, wants and desires.
- One size does not fit all when it comes to physical activity and having an outside speaker share with them ways in which to incorporate physical activity in a more personalized way will encourage students to actively explore ways to increase their physical activity.

What can you do about it?

- Frame this lesson as an opportunity for 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 classes to take, or just add more movement to one's usual routine.
- Start this lesson by getting students excited about having a l trainer or coach come to class. Encourage them to think about questions they want to ask, results they want to see, myths they want debunked as the class begins.

Preparation	**Find a physical education teacher, certified personal trainer or physical therapist to speak to the class** • Arrange for a time for the guest speaker to visit the class to discuss the health benefits of physical activity and to 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 athletic department to see if a coach, physical education teacher or trainer could come to class to talk to the students. **Ask speaker to cover the following topics:** • Benefits of physical activity. • How to incorporate physical activity into your schedule no matter the time 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	• 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

Group Activity Objectives

1. Learn ways to incorporate physical activity into daily life.
2. Gain a better understanding of how physical activity burns calories and the difference between lifestyle exercises, aerobics exercises, sports activities, strength training and stretching as well as the need for all.
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. Start the class by providing an overview of what will be learned and what you want the students to gain from the lesson.
2. Prompt discussion among students to open the class.
    - Ask students to discuss 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?

3. Have guest speaker talk to students about different types of physical activity (e.g., Aerobic, Muscle-strengthening, Bone-strengthening and Balance and stretching and their particular relevance to teens).
    - Bone-strengthening activities make your bones stronger and are especially important for children and adolescents, as well as older adults.
    - Balance and stretching activities enhance physical stability and flexibility, which reduce the risk of injuries.
4. Have guest speaker show students some sample plans for adding more physical activity to their days.
    - Ask guest speaker to demonstrate some simple exercises in front of the class. Have students join in, ask questions and have fun!
5. Have guest speaker answer questions from students on physical activity plans and things to consider when developing their own personalized plan.
6. Following the speaker presentation and discussion, have students log-in to SuperTracker to develop a physical activity plan that they can start today!

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- In School: Find innovative ways to complete parts of personalized plan during school hours.
- Out of School: Participate in a local 5K race or walk to support a cause you care about.

Resource

Take a look at this teen health site for ideas for teen health activities.

http://kidshealth.org/teen

Tip

Use the following online tool to obtain background on how teens.

www.ideafit.com/fitness-library/understanding-what-teens-think-about-exercise-0

Tip

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

https://www.ideafit.com/exercise-library

Resource

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

- http://kidshealth.org/en/teens/easy-exercises.html?WT.ac=ctg
- http://kidshealth.org/en/teens/yoga.html?WT.ac=ctg
- http://www.cdc.gov/bam/activity/cards.html

Beyond the Classroom

Ask students to design a Survey Monkey poll for their classmates to determine:

- Most popular exercises at their school.
- Amount of time spent exercising daily and weekly.
- How many students walk or bike to school?
- What is the average distance traveled?
- Publish the findings in the school newspaper or online at the school website.
- Share the results with parents and teachers.

Lesson 11
Build Healthy Meals

Lesson 11: Build Healthy Meals

Time Required

Suggested lesson timing is 40 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

Lesson Overview

In this lesson, students will learn how to plan a daily menu that meets all of their food group targets within their daily calorie allowance. Students will 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. Learning to build healthy meals can establish healthy eating patterns for a lifetime. We know that teens will make an increasing number of food and meal choices for themselves. 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 students think about the meals they eat, and then ask students:
        - What does a meal 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 meal choices and healthfulness?
        - What was the healthiest meal you've eaten in the past few days?
        - Why did they choose that meal?
        - Who prepared it?
        - What did they 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 • Log onto the interactive site www.Choosemyplate.gov  • Prepare to discuss MyPlate perceptions with students. In recent focus groups, students said that MyPlate can be confusing and might not reflect the way they typically eat, even at home. Be ready to explain that MyPlate is not a literal image of a healthy meal but a symbol or icon for the optimal combination of foods. 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 student. • Measuring cups and cereal to demonstrate portion sizes. • If your budget allows, buy some food models to show students actual portion sizes.
Setup	• 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

Of note: In this lesson students will create a daily menu by entering foods and beverages in Food Tracker. If you would like to monitor whether students have entered foods and/or view their menus, consider setting up a SuperTracker group prior to the lesson. Teachers can create a group for students and invite them 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. You can run reports to view and analyze foods and beverages entered by 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 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
http://www.choosemyplate.gov/sites/default/files/printablematerials/STleadersguide.pdf

Getting Started with SuperTracker Groups Video
https://www.youtube.com/watch?v=ui1wgSznUlo

Lesson Objectives

Following this lesson, students will 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.

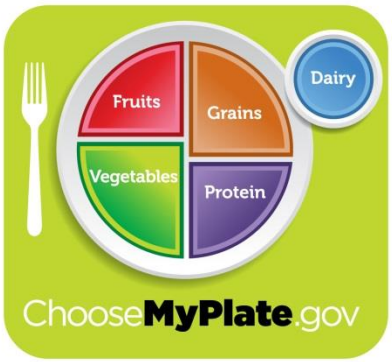
Tip

Ask 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. Start the class by providing a brief overview of the topics to be covered and what you hope students will get out of the lesson
    - Kick off the lesson with one or more of these discussion starters:
        - What are your three favorite foods in each food group?
        - How could you consider incorporating foods from different food groups into your meals each day?
        - 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?
2. Tell students that everything they eat and drink over time matters. The right mix can help them be healthier now and in the future.

3. Ask students to describe a healthy meal. What components make up a healthy meal?
4. Show 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.
    - Saturated fat is a type of fat that you should try to limit. Too much saturated fat is bad for your health and can increase your risk for heart disease. 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. 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 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 add calories without adding nutritional value.

5. Distribute the 10 Tips for Healthy Meals handout and review the tips provided for how to build a healthy meal. As you discuss these tips ask 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 these 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 them 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. If higher fat choices are made, such as regular ground beef (75-80% lean) or chicken with skin, the fat counts toward empty calories limit (calories from solid fats or added sugars). 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 at Choose MyPlate: http://www.choosemyplate.gov/dairy
- **Avoid extra fat:** Using heavy gravies or sauces 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 low-fat 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 flavorful. 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 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. Since so many meals and snacks are consumed away from home, your best bet is to be an informed consumer. Think, 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

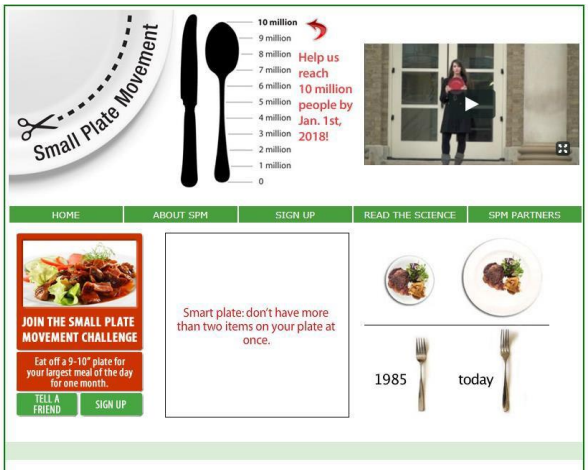
http://www.choosemyplate.gov/fruit

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 9-10 inch plate for a month. Have them photograph the results and see how much less food they eat.

http://www.smallplatemovement.org

6. When using Food Tracker, students will need to estimate approximate portions for foods. Using measuring cups and cereal, measure out various amounts to show 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.
   http://www.healthedco.com/Type/Models/Models-Food
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

Tip

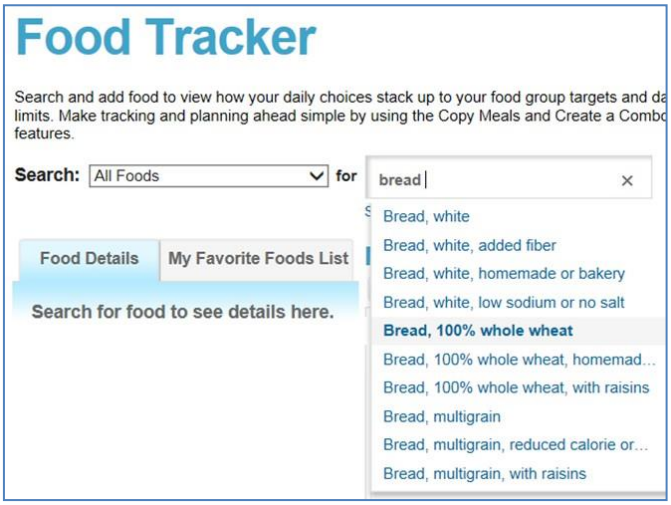
Pull up the Dining Decisions game on the classroom computer and have the class participate in playing!

http://www.cdc.gov/bam/nutrition/game.html

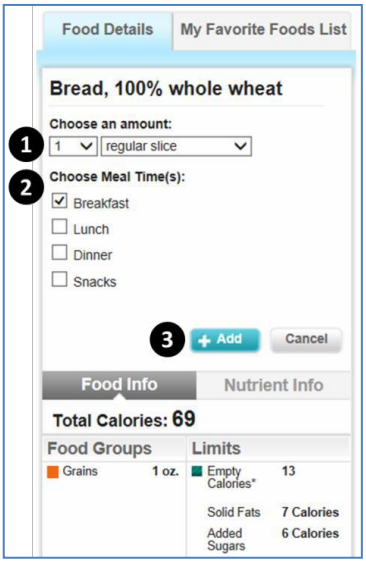
8. Go to the SuperTracker website.
   Link: https://www.supertracker.usda.gov/default.aspx
9. If you want students to plan a meal for a day based on their individual calorie allowance and food group targets, they will need to create a profile on SuperTracker to get a personalized plan. Instructions for creating a profile are provided in Lesson 3: What's Your Plan. Alternatively, students can plan a menu based on a default 2,000 calorie allowance and food group plan. If you choose that option go to step 7 below.

10. Show students how to navigate to the Food Tracker feature.

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



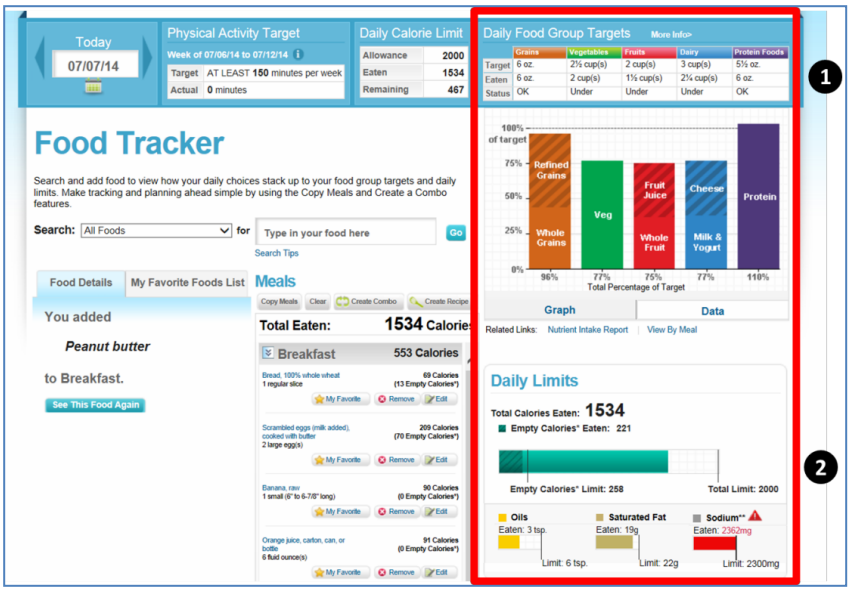
12. Show students how to add the food to their day by (1) choosing the amount, (2) selecting a meal, and (3) clicking the blue "Add" button. For example, add 1 slice of 100% whole wheat bread to breakfast.



Tip

For extra credit, ask 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.

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



14. Assign homework

- 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.
- Students will complete the *Build Healthy Meals* handout to answer questions about the sample menu they created.

Beyond the Classroom

- Ask students to take a photo of their meals for a day, and then analyze how closely they meet the daily recommendations on MyPlate.
- How could they improve what they eat?

Tip

- Ask students to draw or list what they think is a portion 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.
- Ask them to list three foods that exceeded their expectations for calories.
- How active would they need to be to burn off those extra calories?
- http://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm

Beyond the Classroom

For extra credit, encourage students to develop and give a presentation about the Choose MyPlate and SuperTracker sites with local Scout troops, Boys and Girls Clubs, church and synagogue groups, YMCAs, community centers, senior centers, etc. to enable them to teach others and share the information about ChooseMyPlate and SuperTracker. Have students take photos of their presentations and post them on the school website or print and post on the classroom wall as they become “MyPlate” and SuperTracker “ambassadors,” to the community.

Reflection, Evaluation, and Discussion

Summarize the class discussion.

Encourage reflection by asking students questions such as:

- 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?

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

Scalability

Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.

- **In School:** Help create a menu for extracurricular school activity (dinner dance, athletic banquet, etc.).
- **Out of School:** Teach friends, family, or small group the components of a healthy meal.

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

https://www.SuperTracker.usda.gov

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

Time Required

Suggested lesson timing is 60 minutes, however, we encourage you to extend or contract discussion as necessary to fit within the structure of your available class time. Time needed will also be contingent on where the activity takes place (e.g., classroom vs. cafeteria)

Audience

High school students grades 9-12

Group Activity Overview

The class is intended to end with a class or school event in which students present and are judged on their "make over" recipe. See Lesson 2 and 4 for more detail.

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?** Students have been working in teams all semester leading up to a live presentation or video where they can showcase their new skills, work as a team and reinforce the lessons they have learned in a hands-on way.
- **What can you do about it?**
    - Make sure to inspire excitement and the opportunity to showcase their learning in a creative way and compete in a friendly way.
    - Ask students what they find most valuable to them now and what they think will be relevant as they become adults.

The final presentation will include:

- Comparison of nutritional profiles from their SuperTracker analysis of the original and makeover recipes.
- Food groups represented in the "make over" recipe.
- Physical activity necessary to burn off the calories in the recipe.
- Overall cost of making the recipe.
- Challenges encountered and how they handled them.
- Explanation of why team thinks their dish is a prize winner.
- Video, photo and samples to taste depending on the approach selected.

Group Activity Objectives

Students will:

1. Demonstrate their knowledge of nutrition and physical activity.
2. Demonstrate students 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 the class to make their presentation or show their videos to a wider audience at school. • If live event is not chosen as the medium for the presentations, make sure to have access to 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. Review the learning objectives.
2. Arrange for students to deliver their final presentation or show their videos in class or school event.
3. Select judges from the school administration, community, faculty and student body to judge recipes and final presentations.
4. If 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.
    - Award prize to winning team.

Scalability

- Here are a few ideas for how students can apply the key learnings from this lesson beyond the classroom – both in and out of school.
    - In School: Find a way to recreate the in-class presentation to share with other students – e.g., video, cafeteria demo, part of assembly.
    - Out of School: Take a family favorite recipe and make it over with a relative.

Bringing the Lessons to Life: Activities

Culinary Culture: Exploring the World

Time Required

Variable

Audience

High school students grades 9-12

Activity Overview

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:

- Look into how food is a part of the 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.

Student groups will present on a typical meal from their assigned country and the local ingredients used in that region of the world. The project will culminate in a “World of Food Day”, where each group will bring in a sample of the dish or a food that they researched. They will present their dish and provide an opportunity and for the class to share.

Activity Objectives

Through this activity, students will:

1. Develop interpersonal skills through group activity.
2. Learn about leadership and time management.
3. Learn through experience, try different foods, and explore tastes and cultures.

Teaching Instructions

1. The teacher will assign each group a country and let the students know that they will be researching this country for the length of the class or unit, culminating in a World of Food Day presentation and tasting.

2. Groups will spend the time available to address each of the following topics. Teachers may choose to have teams report on these topics in three different steps or as part of the final event.
    - Where in the world is?
        - Students will look into the geographic location and demographics of their country.
        - Daily Comparison
            - Students will look into the daily diet of their country and see how it compares to theirs.
    - Signature Dish
        - Students will research a signature dish or food from each country and present it to the class.
        - Part of the final presentation will include food samples that groups prepared for their classmates to try.

Reflection and Evaluation

On World of Food Day the teacher will encourage reflection by asking students:

- Describe how the foods from assigned country are different from yours?
- What surprised you the most about the foods you researched.
- What was it like working with the group?

Food Spies

Time Required

2 weeks (1 week for research, 1 week for presentations)

Audience

High school students grades 9-12

Activity Overview

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. Students will present their findings to the class and, if possible, try some of the new foods. This activity can be carried out by student teams or individually.

Activity Preparation

Materials	• List of unfamiliar foods (see handout below). • Optional: Samples of some of the foods.
Setup	• Computer with Internet access for conducting research.

Activity Objectives

Through this activity, students will

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 students. **Ask students** to brainstorm additional food options.
3. Have students review the list of foods and select one food they have not tried or not heard of before.
4. Have students conduct research on their particular food, either in class or as part of a homework assignment.

5. Based on the research, 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 this in place of?
    - A recipe using the new food.
        - Create a recipe utilizing the new food.
6. The following week, have students present their findings to the class. If possible, bring in samples of some of the new foods to have students try and evaluate.

Reflection, Evaluation, and Discussion

The teacher will encourage discussion and reflection by asking 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?

Your Body, Your Image: Setting a healthy body image

Time Required

1 in-class session

Audience

High school students grades 9-12

Activity Overview

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

Activity Preparation

Materials	• Chalkboard, wipe-board or some large writing surface. • Copies of recent magazines teens are currently reading. • Pens and paper.
Setup	• Computer with Internet access. • Screen

Activity Objectives

Through this activity, students will

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 portrays men and women, and diversity of images seen in the media.
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 image in media.
2. For the first part of the lesson, **ask students** to name half a dozen well-known public figures; write their names on the board.

Part 1: Discussion on the ways in which people are different.

1. In what ways are these people different from one another?
    - Guide discussion and have students write responses on the board.
        - Physical differences
        - Personality differences
        - Abilities
        - Culture and background
        - Likes and Dislikes
2. What characteristics could these people change easily?
    - Guide discussion and have students store these on the board.
        - What can we change and what can't we change about ourselves?
3. Has anyone ever wanted to change something about themselves that they couldn't?
    - What steps did you take? How did it work out for you?

Part 2: Discussion on body image in the media.

1. Have 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 magazines.
2. Let students know that they will be asked to present their thoughts and conclusions in 15 minutes.
3. *Ask each group* to summarize their findings.
    - Guide class discussion with these additional questions:
        - Do you think the images represent people who might be like those in your lives?
        - Do you believe there is one ideal body type that everyone should fit in?
        - Does this experience make you think differently about the media and advertisements that you see every day?
4. Guide Discussion: What can we do within school/home/communities? How do we promote acceptance?
5. Close lesson with a video on body positivity. Need some points and/or questions to guide this discussion.

Reflection and Evaluation

Ask 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 a 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:
- Thunder Bay District Health Unit Library. http://www.tbdhu.com/NR/rdonlyres/0D1AD87C-2E11-4341-96D5-7208618635DF/0/TeachingResources_BodyImage_MediaLiteracy.pdf

Name: Date:

Media and Body Image

https://www.SuperTracker.usda.gov

Instructions

Use this activity guide to analyze the images and advertisements seen 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; advertisements and other images.

2. Do the people look more similar or different from one another?

   (Circle) **Yes** **No**

3. Do the images include a variety of body types and sizes?

   (Circle**)** **Yes** **No**

4. Looking at all of the images, do you notice any physical features that are similar in the people photographed? If yes, describe.

5. Is there more people variety in advertising or other pictures?

   Advertising **Other** **Pretty much the same**

6. Would you say these images promoted positive and achievable body image?

   (Circle) **Yes** **No**

7. If you answered 'No' please explain why.

Teen Cooking Show

Time Required

2-3 weeks

Audience

High school students grades 9-12

Activity Overview

Student teams will develop a one to three minute video in which they host their own cooking show. This will require students to research and present calorie and other nutrient information about the ingredients used and to provide an overview of the food preparation, including the kitchen utensils needed and the cooking process. In addition, the videos should encourage other students to try new healthy foods. Options to consider include providing samples to taste and suggesting that teams compete to produce the best video and/or recipe.

Activity Preparation

Materials

- 10 recipes for healthy meals, ingredient lists and cooking instructions.
    - A Harvest of Recipes with USDA Foods: https://www.whatscooking.fns.usda.gov/sites/default/files/featuredlinks/HarvestofRecipes.pdf
    - Healthy Low-Cost Recipes (SNAP-Ed) https://snaped.fns.usda.gov/basic-nutrition-everyone/healthy-low-cost-recipes
    - 2015 Healthy Lunchtime Challenge: Kids' "State Dinner" Cookbook Top Recipes from Future Chefs of America https://www.whatscooking.fns.usda.gov/sites/default/files/featuredlinks/healthy_lunchtime_challenge_kids_state_dinner_cookbook_2015_1.pdf
    - Spend Smart, Eat Smart (Iowa State Extension and Outreach) http://www.extension.iastate.edu/foodsavings/
    - Thrifty Recipes https://extension.umaine.edu/publications/4333e/
- Handout detailing the cooking tools needed to make the meal – pots, pans, bowls, etc..
    - Cooking for groups handout. http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/cooking-for-groups-a-volunteers-guide-to-food-safety
    - http://www.choosemyplate.gov/sites/default/files/misc/KitchenCompanion.pdf
    - Kitchen Set-Up. https://www.foodhero.org/tips/kitchen-set#tip
    - Cooking Tools. https://www.pinterest.com/pin/283023157807224131/
    - Basic cooking utensils (Epicurious). http://www.epicurious.com/archive/holidays/graduation/basic-tools-first-kitchen
- Pictures showing what the meal should look like through the process and the final product.
- Activity budget. Tell students that they have a $20 budget to do this activity. Help them to plan food shopping within that budget. Find additional resources at: Health Eating on a Budget. http://www.choosemyplate.gov/budget
    - Shop Smart to Fill Your Cart. http://www.choosemyplate.gov/shop-smart-fill-your-cart
- Pre-developed video example. https://kids.usa.gov/watch-videos/exercise-and-eating-healthy/peanut-butter-apple-wrap/index.shtml

Setup	
	• Computer with Internet access. • Screen • 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, schools 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, students will:

1. Gain exposure, knowledge and skills to prepare healthy foods and meals.
2. Serve as peer educators, instructing their fellow students on the foods that they cook with and recipes they prepare.
3. Develop interpersonal and teamwork skills.
4. Have fun!

Teaching Instructions

1. Review the activity objectives. Let students know how the videos will be used – e.g., for in class purposes only or broader school audience. Students, should they choose, can post their videos on their own channels.
2. Make a list of questions to help kick off the class such as:
    - How many of you watch cooking shows on television?
    - What are your favorite cooking shows?
    - What do you like best about them?
    - This activity will give you a chance to be the star of your own cooking video.
3. Play the demonstration video. https://kids.usa.gov/watch-videos/exercise-and-eating-healthy/peanut-butter-apple-wrap/index.shtml
4. Have students review the 10 recipes to be featured in their video and select the food that they would like to make.
5. Assign homework:
    - Students will use the materials and funds provided to create their video.
    - Students will use SuperTracker to research and present on the nutrient and calorie information of the ingredients in their healthy meal.
    - Students will present the video in class.

Reflection, Evaluation, and Discussion

The teacher will encourage reflection by asking students to.

- Describe the overall experience of cooking healthy food.

- 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 together and the video?
- How likely are you to make this or other recipes in the future? Why/why not?

Make Your Own Music Video

Time Required

1-2 weeks

Audience

High school students grades 9-12

Activity Overview

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, internal school webcasts, at appropriate school event. This activity could also include a competition among teams.

Activity Preparation

Materials	• YouTube video: https://www.youtube.com/watch?v=NjwuzOCuM24 • Smartphones to record videos, costumes or other props as desired by the students
Setup	• Computer with Internet access for each student • Screen

Activity Objectives

Through this activity, students will

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

Teaching Instructions

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

2. Give student teams an overview of how to start and parameters on what to include in their videos:
3. Select a popular/well known song to parody and work together to write new lyrics focused on MyPlate.
4. Song length should be between 1-4 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.
5. 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).
6. Assign homework:
    - Students will get together create their video outside of class time.
    - Students will present their final video in class.

Reflection, Evaluation, and Discussion

When the students have presented their videos, have the students discuss what they learned and the experience of working as a group to put together the video.

Tools and Terms

This section provides definitions of many of the terms used throughout the curriculum package. This may be helpful to use for quick reference if you need further explanation of any of these key terms. 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.

Calories

Calories are a measurement tool, like inches or ounces. They measure the energy a food or beverage provides. 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.

Keep your calorie limit in mind when deciding what to eat and drink. For example, if your calorie limit is 1,800 calories per day, think about how those calories can be divided among meals, snacks, and beverages over the course of a day.

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. The secret is learning how to balance your "energy in" and "energy out" over the long run.

"Energy in" is the calories from foods and beverages you have each day. "Energy out" is the calories you burn for basic body functions and physical activity.

A balancing act:

- **Maintaining weight**—Your weight will stay the same when the calories you eat and drink equal the calories you burn.
- **Losing weight**—You will lose weight when the calories you eat and drink are less than the calories you burn.
- **Gaining weight**—You will gain weight when the calories you eat and drink are greater than the calories you burn.

Dairy

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

Consuming dairy products 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.

Health Benefits

- Intake of dairy products is linked to improved bone health and may reduce the risk of osteoporosis.
- The intake of dairy products is especially important to bone health during childhood and adolescence, when bone mass is being built.
- Intake of dairy products is also associated with a reduced risk of cardiovascular disease and type 2 diabetes, and with lower blood pressure in adults.

Nutrients

- Calcium is used for building bones and teeth and maintaining bone mass. Diets that provide 3 cups or the equivalent of dairy products per day can improve bone mass.
- Diets rich in potassium may help to maintain healthy blood pressure. Dairy products, especially yogurt, fluid milk, and soymilk (soy beverage), provide potassium.
- Vitamin D functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk and soymilk (soy beverage) that are fortified with vitamin D are good sources of this nutrient. Other sources include vitamin D- fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
- Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.

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. In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit can be considered as 1 cup from the Fruit Group.

Eating fruit 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.

Health Benefits

- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
- Eating a diet rich in some fruits and vegetables as part of an overall healthy diet may protect against certain types of cancers.
- Diets rich in foods containing fiber, such as some fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
- Eating fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss.
- Eating foods such as fruits that are lower in calories per cup instead of some other higher calorie food may be useful in helping to lower calorie intake.

Nutrients

- Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.
- Fruits are sources of many essential nutrients that are under consumed, including potassium, dietary fiber, vitamin C, and folate (folic acid).
- Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories. Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.
- Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.
- Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods, and in addition 400 micrograms of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

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. 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. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word "enriched" is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.

Eating grains, especially whole grains, 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.

Health Benefits

- Consuming whole grains as part of a healthy diet may reduce the risk of heart disease.
- Consuming foods containing fiber, such as whole grains, as part of a healthy diet, may reduce constipation.
- Eating whole grains may help with weight management.
- Eating grain products fortified with folate before and during pregnancy helps prevent neural tube defects during fetal development.

Nutrients

- Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

- Dietary fiber from whole grains or other foods may help reduce blood cholesterol levels and may lower risk of heart disease, obesity, and type 2 diabetes. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories.
- The B vitamins thiamin, riboflavin, and niacin play a key role in metabolism—they help the body release energy from protein, fat, and carbohydrates. B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.
- Folate (folic acid), another B vitamin, helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods and, in addition, 400 micrograms of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.
- Iron is used to carry oxygen in the blood. Many teenage girls and women in their childbearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other iron-containing foods along with foods rich in vitamin C, which can improve absorption of non-heme iron. Whole and enriched refined grain products are major sources of non-heme iron in American diets.
- Whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium protects cells from oxidation. It is also important for a healthy immune system.

MyPlate

MyPlate is a food guidance icon designed to prompt consumers to think about building a healthy plate at meal times and to seek more information to help them do that by going to http://www.ChooseMyPlate.gov. The MyPlate icon emphasizes the fruit, vegetable, grains, protein and dairy food groups, from which consumers can choose healthy foods to build a healthy plate.

Nutrients

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

Oils

Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Oils are not a food group, but they provide essential nutrients. Therefore, oils are included in USDA food patterns.

Some commonly eaten oils include:

- canola oil
- corn oil
- cottonseed oil
- olive oil
- safflower oil
- soybean oil
- sunflower oil

A number of foods are naturally high in oils, like:

- nuts
- olives

- some fish
- avocados

Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no trans fats. Check the Nutrition Facts label to find margarines with 0 grams of trans fat. Amounts of trans fat are required to be listed on labels.

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 and have a larger limit for empty 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!

- **Ages 2-5:** Play actively every day.
- **Ages 6-17:** Be physically active for at least 60 minutes each day.
- **Ages 18 & up:** Be physically active for at least 150 minutes each week.

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 and health benefits, including at least 8 ounces of cooked seafood per week. Young children need less seafood, depending on their age and calorie needs. The advice to consume seafood does not apply to vegetarians. Vegetarian options in the Protein Foods Group include beans and peas, processed soy products, and nuts and seeds. Meat and poultry choices should be lean or low-fat.

Health Benefits of Protein

- Meat, poultry, fish, dry beans and peas, eggs, and nuts and seeds supply many nutrients. These include protein, B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron, zinc, and magnesium.
- Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates).
- B vitamins found in this food group serve a variety of functions in the body. They help the body release energy, play a vital role in the function of the nervous system, aid in the formation of red blood cells, and help build tissues.
- Iron is used to carry oxygen in the blood. Many teenage girls and women in their child- bearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other non-heme iron-containing foods along with a food rich in vitamin C, which can improve absorption of non-heme iron.
- Magnesium is used in building bones and in releasing energy from muscles.
- Zinc is necessary for biochemical reactions and helps the immune system function properly.

- EPA and DHA are omega-3 fatty acids found in varying amounts in seafood. Eating 8 ounces per week of seafood may help reduce the risk for heart disease.

Nutrients

- Diets that are high in saturated fats raise “bad” cholesterol levels in the blood. The “bad” cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Some food choices in this group are high in saturated fat. These include fatty cuts of beef, pork, and lamb; regular (75% to 85% lean) ground beef; regular sausages, hot dogs, and bacon; some luncheon meats such as regular bologna and salami; and some poultry such as duck. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
- Diets that are high in cholesterol can raise LDL cholesterol levels in the blood. Cholesterol is only found in foods from animal sources. Some foods from this group are high in cholesterol. These include egg yolks (egg whites are cholesterol-free) and organ meats such as liver and giblets. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
- A high intake of fats makes it difficult to avoid consuming more calories than are needed.

Seafood

- Seafood contains a range of nutrients, notably the omega-3 fatty acids, EPA and 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. Sodium is an essential nutrient but is needed by the body in relatively small quantities. Virtually all Americans eat too much and should reduce the amount they eat. On average, the higher your sodium intake, the higher your blood pressure. And as sodium intake decreases, so does blood pressure. Keeping blood pressure in the normal range reduces risk of cardiovascular disease, congestive heart failure, and kidney disease. 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.

Saturated Fats and Trans Fats

Eat fewer foods high in saturated and trans fats, such as cakes, cookies, pizza, regular cheese, processed meats, and ice cream. When cooking, replace fats such as butter, lard, and shortening with oils. Also, to limit your solid fat intake, select lean meat and poultry, and fat-free or low-fat milk and milk products.

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 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.

Health Benefits of Vegetables

- Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
- Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.
- Diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
- Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss.
- Eating foods such as vegetables that are lower in calories per cup instead of some other higher calorie food may be useful in helping to lower calorie intake.

Nutrients of Vegetables

- Most vegetables are naturally low in fat and calories. None have cholesterol. (Sauces or seasonings may add fat, calories, or cholesterol.)
- Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, and vitamin C.
- Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, spinach, lentils, and kidney beans.
- Dietary fiber from vegetables, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as vegetables help provide a feeling of fullness with fewer calories.
- Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods, and in addition 400 micrograms of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.
- Vitamin A keeps eyes and skin healthy and helps to protect against infections.
- Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C aids in iron absorption.

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

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 indepth 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.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 17
December 2011

USDA

United States Department of Agriculture

SuperTracker

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

Food-A-Pedia >

Look up nutrition information for over 8,000 foods and compare foods side-by-side.

Type in your food here | Go

All foods

Food Tracker >

Track the foods you eat and compare to your nutrition targets.

Type in your food here | Go

All foods

Physical Activity Tracker >

Enter your activities and track progress as you move.

Type in your activity here | Go

All activities

My Weight Manager >

Get weight management guidance; enter your weight and track progress over time.

My Top 5 Goals >

Choose up to five personal goals; sign up for tips and support from your virtual coach.

My Recipe >

Build and save your favorite recipes for tracking, and analyse the nutrition information.






www.SuperTracker.usda.gov

October 2014

USDA

Congratulations

You're a SuperTracker star!

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

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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

These short YouTube videos offer 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
- SNAP-Ed Connection
- SNAP-Ed Interventions Toolkit

Other Government Resources

- President's Council on Fitness, Sports & Nutrition
- Nutrition.gov – Resources for Tweens and Teens
- NIH – Healthy Eating and Physical Activity Across the Lifespan
- NIH – Take Charge of Your Health – A Curriculum for Teenagers
- CDC – School Health Guidelines to Promote Healthy Eating and Physical Activity