



United States Department of Agriculture

SuperTracker Nutrition Lesson Plans for High School Students

USDA Center for Nutrition Policy and Promotion

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

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Background

High school students are increasingly in control over the decisions that influence their health and wellness, and the behaviors they learn throughout childhood and young adulthood can carry on into their adult lives. Teens who are overweight or obese are more likely to be overweight and obese as adults, putting them at risk for chronic diseases such as hypertension, heart disease, and type-2 diabetes. While the decision to choose a healthy lifestyle is ultimately up to the individual, teachers have the opportunity to influence their students by providing them with the information they need to make informed choices. Teachers are a key resource for disseminating healthy messages, as they play a large role in shaping the views and behaviors that students will use in the future.

The [USDA Center for Nutrition Policy and Promotion](#), in conjunction with the USDA Food and Nutrition Service’s [Team Nutrition](#) initiative, developed lesson plans for high school students using the engaging, interactive SuperTracker tool to help students think critically about their food and physical activity choices. We hope that you find these lesson plans to be a useful resource for educating your students about the importance of good nutrition and physical activity.

About SuperTracker

SuperTracker is a visually appealing, comprehensive, state-of-the-art food and physical activity tracking tool available at <https://www.SuperTracker.usda.gov>. Based on the *Dietary Guidelines for Americans*, this tool is designed to assist students as they make lifestyle changes to prevent

chronic diseases and achieve or maintain a healthy weight. SuperTracker can be used on desktop, tablet, and mobile devices. Using this free, online tool, students can choose a variety of features to support nutrition and physical activity goals, including:

1. Get personalized recommendations for what and how much to eat and optimal amounts of physical activity.
2. Track foods and physical activity from a database of about 8,000 foods and 900 physical activities.
3. Edit nutrition information for SuperTracker foods to better match personal food choices.
4. Build, track, and analyze personal recipes.
5. Track weight over time.
6. Set personal goals, sign up for tips and support, and share successes with friends and family using social media.
7. Journal about personal factors and health behaviors.
8. Measure progress with comprehensive reports ranging from a simple meal summary to in-depth analysis of food groups and nutrient intake over time.
9. Create and manage a group of SuperTracker users.
10. Create a healthy eating challenge for a group.

Lesson Plan Overview

Audience

High school students grades 9-12

Purpose

To encourage high school students to build healthier meals and increase physical activity using the SuperTracker interactive tool.

Subject Focus

These lesson plans are designed for high school Health, Physical Education, and Family and Consumer Science teachers; however, the resources provided allow any teacher to promote health and wellness in their classrooms, with or without experience in nutrition education.

Standards

SuperTracker Nutrition Lesson Plans for High School Students are intended to enable students to achieve the following healthy behavior outcomes:

- Eat the appropriate amounts from each food group every day.
- Eat a variety of foods within each food group every day.
- Eat fruits and vegetables every day.
- Choose to eat whole-grain products and fat-free or low-fat milk or milk products.
- Eat a variety of foods from the Protein Foods group each week.
- Limit foods and beverages high in added sugars, saturated fat, and sodium.
- Make healthier snack choices.
- Prepare food in healthful ways.
- Balance caloric intake with caloric expenditure.
- Follow a healthy eating plan that supports growth and development.
- Support others to eat healthfully.

Nutrition Overview

The information provided in these lesson plans covers basic nutrition and health topics, including:

- Healthy eating patterns
- MyPlate
- Food Groups
 - Grains
 - Vegetables
 - Fruits
 - Dairy
 - Protein Foods
- Calories
- Nutrients
- Added Sugars
- Saturated Fat
- Sodium
- Physical Activity

Detailed definitions and information about each topic listed above can be found in the Nutrition Glossary at the end of this document.

Using SuperTracker in a Classroom Setting

It is important to create a safe, “judgment free” learning environment for students when using SuperTracker in a classroom setting. Keep in mind that some students may not be comfortable entering sensitive information such as their weight or food choices in front of their peers. The following guidance can help ensure a successful learning experience for students:

- Do not require students to share their results with their peers unless they volunteer to do so.
- Do not make comments about “good foods” or “bad foods.” SuperTracker is designed to provide information about the nutrition content of foods and beverages that allows students to identify healthier options on their own.
- SuperTracker users have the option to create a profile. There are two parts of the create profile process – personalization and registration. Both are optional. Personalizing a profile (entering age, sex, height, weight, etc.) allows the system to calculate personalized recommendations. Registering a profile creates a username and password so that data can be saved over time.
- When instructing students to set up a SuperTracker profile, you have multiple options to create a learning environment that is comfortable.

- Option 1: Skip the personalization step when instructing students to create a profile. All non-personalized profiles will receive a general 2,000 calorie plan.
- Option 2: Instruct students not to enter height and weight when they personalize their profile. The system will calculate a plan based on a standard height and weight for someone of their age and gender.
- Option 3: Have students enter all personalization information, including height and weight, to get a personalized plan.
- Please note that if students age 18 and under do enter their height and weight, SuperTracker uses behind-the-scene calculations to identify overweight and underweight teens and adjusts their plan recommendations appropriately. This information is handled solely on the backend and is not communicated to users to avoid situations of stigma in the classroom.

Special Considerations for Teenagers

To encourage students to make healthier food and physical activity choices, it can be helpful to discuss their perceived motivators and barriers. Discussing barriers that are preventing students from making healthy choices can lead to the identification of strategies to overcome these barriers. In the same way, recognizing motivators can help students develop healthy eating strategies that they can stick with over time. Ask students about their own motivators and barriers when implementing these lesson plans. Studies show that teenagers commonly report the following motivators and barriers to healthy eating.

Motivators

- support from family
- wider availability of healthy foods
- improving or maintaining appearance

Barriers

- lack of time
- limited availability of healthy foods
- lack of concern regarding healthy eating
- taste preferences

SuperTracker Groups & Challenges

Educators may wish to use the SuperTracker groups feature when using SuperTracker as an education tool in the classroom. Teachers can create a group for students and invite them to join (via email, Facebook, or with a group-specific access code). Group members use SuperTracker to track their foods and/or physical activities and opt to share this information with their group

leader. Group leaders can send messages to members, manage their member list, record notes about members, and run reports of members' shared food and physical activity data. For example, in Lesson 3 – Three-Day Food Record, establishing a group before the lesson would allow you to access the data students enter in Food Tracker. As the group leader, you would be able to analyze food group and nutrient intake data for the group as a whole and for individual students using the Group Food Groups, Calories & Nutrients Report. Similarly, in Lesson 4 – Build Healthy Meals, having a group would allow you to review the menus students create in one central location by running the Group Meal Summary Report.

In addition, students are interested in challenges and competitions, and identify them as a key motivator for behavior change. By creating a group for your students, you have the ability to design a challenge for your group that encourages healthy eating and physical activity through friendly competition. Choose from ready-made MyPlate Challenges or create your own custom challenge. An easy-to-use Quick Tracker allows challenge participants to record their food and physical activities. Group members compare their progress on a challenge leaderboard as they compete to earn points.

The resources below are available to help you create and manage a SuperTracker group or challenge.

- **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>
- **SuperTracker Group Challenges Video**
<https://www.youtube.com/watch?v=NGCHr72tY90>

Helpful Resources

The following resources are available to help introduce your students to SuperTracker:

- **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:
<http://www.choosemyplate.gov/sites/default/files/printablematerials/SuperTrackerScavengerHunt.pdf>
- **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 User Guide**

This indepth guide includes instructions for using SuperTracker and details on how it works.

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

- **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/tools-supertracker>

- **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 Nutrition Lesson Plans

The following lesson plans provide exciting and engaging hands-on opportunities for your students to analyze their food intake and to discuss ways to make healthier choices. The lesson plans are “stand-alone” topics, meaning they can be used out of sequence and individually. You may also use them as a starting point for customizing lesson plans that specifically meet the needs of your students. Each lesson includes preparation steps, learning objectives, teaching instructions, and a handout that students can complete to reflect on the information they have learned. The questions in the handouts typically do not have “right” or “wrong” answers. Rather, they are meant to inspire students to reflect on their personal eating style and identify areas for improvement.

Lesson 1:

Track Your Snack

Lesson 1: Track Your Snack

Time Required: 40 minutes

Audience: High school students grades 9-12

Lesson Overview

SuperTracker’s Food-A-Pedia feature is a quick and easy search tool that allows you to look up and compare the nutrition information for foods. Food-A-Pedia can be used without an account and is a good starting place for those new to the SuperTracker application. Choosing healthy snacks is an example of a small step students can take to begin working toward an overall healthy eating pattern. In this lesson, the teacher will provide information about what makes a healthy snack, including information about total calories, added sugars, saturated fat, and sodium. Students will use SuperTracker’s Food-A-Pedia feature to compare the total calories, added sugars, saturated fat, 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.

Lesson Preparation

SuperTracker	<ul style="list-style-type: none"> • Watch the Food-A-Pedia site tour video, Getting Started: How to Use Food-A-Pedia, on YouTube (2 min. 8 sec.) Link: https://www.supertracker.usda.gov/sitetour.aspx • Review navigation of the SuperTracker website Link: https://www.supertracker.usda.gov/default.aspx • Familiarize yourself with the Food-A-Pedia feature Link: https://www.supertracker.usda.gov/foodapedia.aspx
Materials	<ul style="list-style-type: none"> • <i>Track Your Snack</i> handout (found at the end of this lesson), copies made for each student
Setup	<ul style="list-style-type: none"> • Computer with Internet access • Screen or monitor

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, added sugars, saturated fat, and sodium).
3. Explain the importance of monitoring total calorie, added sugars, saturated fat, and sodium intake in their diet.

Teaching Instructions

1. Review the learning objectives.
2. Discuss the importance of healthy snacking.
 - Snacks can help you get the nutrients you need to grow and maintain a healthy weight.
 - Everything you eat and drink over time matters. The right mix can help you be healthier now and in the future.
 - Start with small changes to make healthier choices you can enjoy. Choosing healthier snacks is a great place to start.
3. Inform students that they'll be using SuperTracker today to determine whether a snack is a healthy choice and compare snack options. Explain that there are five things students will be looking at to determine if a snack is a healthy choice.
 - A healthy snack
 - 1) contains one or more food groups,
 - 2) is not too high in calories,
 - 3) contains little to no excess calories from added sugars,
 - 4) contains little to no excess calories from saturated fat, and
 - 5) is lower in sodium.
 - Choose snacks that contain one or more food groups.
 - Choose a variety of snacks from each of the five food groups over the course of a week. Each food group contains important nutrients that your body needs.
 - Examples from each food group include:

Grains	whole grain crackers, whole grain cereal, rice cakes, sliced whole wheat bread, mini bagels, graham crackers, whole wheat tortillas
Vegetables	carrots, celery, bell pepper, cherry tomatoes, broccoli, green beans, sugar peas, avocados, vegetable juice
Fruits	apple, tangerine, strawberry, banana, pineapple, kiwi, peach, mango, nectarine, melon, grapes, berries, dried fruit, fruit cup, 100% fruit juice
Dairy	low-fat cheese slices or string cheese, low-fat or fat-free yogurt, fat-free or low-fat milk, low-fat cottage cheese; fortified soy beverage (soymilk)
Protein Foods	boiled egg, peanut butter, hummus, slices of lean turkey or chicken, pumpkin seeds, tuna

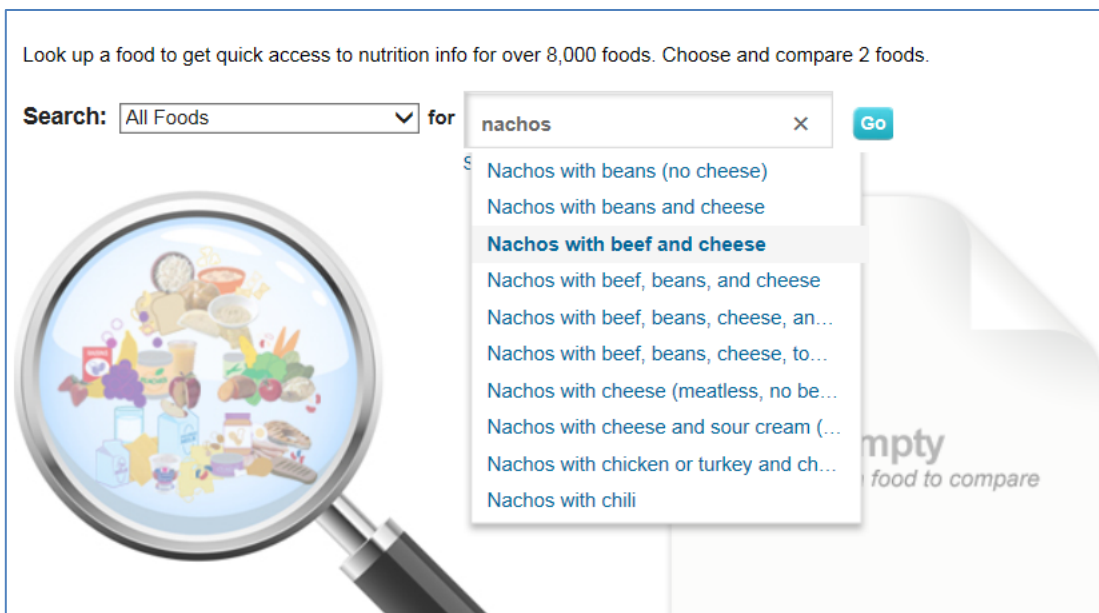
- When choosing grain-based foods for a snack (e.g., breads, crackers, tortillas, pretzels), choose whole grains.

- At least half of your grains should be whole grains. Whole grains provide more vitamins and minerals than refined grains because they're made from the entire grain seed. Refined grains are processed to remove the most nutritious parts of the grain seed.
- Choose snacks that are lower in total calories.
 - Calories are the measure of energy a food or beverage provides. Calories are the fuel your body needs to work and move.
 - 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.
- Choose snacks that have little to no calories from added sugars.
 - Added sugars are sugars and syrups that are added to foods or beverages when they are processed or prepared.
 - This does not include naturally occurring sugars such as those in milk and fruits.
 - Added sugars provide calories without adding nutritional value.
 - The *Dietary Guidelines* recommend limiting added sugars to less than 10 percent of calories per day.
 - For example, if you need 2,000 calories a day, you should have no more than 200 calories from added sugars, which is 50 grams (a little more than the amount in one 16 fluid ounce bottle of regular soda).
 - Limit desserts and sweet snacks such as cakes, cookies, and pastries.
- Choose snacks that have little to no excess calories from saturated fat.
 - Saturated fat is a type of fat that you should try to limit.
 - Too much saturated fat can increase your risk for heart disease. Replace saturated fat with unsaturated fat.
 - The *Dietary Guidelines* recommend limiting saturated fat to less than 10 percent of calories per day.
 - For example, if you need 2,000 calories a day, you should have no more than 200 calories from saturated fat, which is 22 grams (about the amount in 3 tablespoons of butter).
- Choose snacks that are lower in sodium. Try to choose snacks with less than 200 milligrams (mg) of sodium per serving.
 - Sodium is found in salt and many processed foods.
 - Too much sodium is bad for your health. It can increase your blood pressure and your risk for a heart attack and stroke, two leading causes of death in the United States.
 - Eating less sodium can reduce risk for high blood pressure.
 - People age 14 and older should consume less than 2,300 milligrams per day of sodium.

4. 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.supertracker.usda.gov/sitetour.aspx>
5. Go to the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
6. Show students how to navigate to the Food-A-Pedia feature.



7. 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”.



8. 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.

Nachos with beef and cheese

Choose an amount: 1 cup

Food Info | Nutrient Info

1 Total Calories: 306

Food Groups		Limits	
Grains	1 oz.	Added Sugars	0 Calories 3
Dairy	½ cup (s) 2	Saturated Fat	77 Calories 4
Protein Foods	1½ oz.	Sodium	258 mg 5
Oils	1 tsp.		

9. Discuss the healthfulness of this snack. Consider the number of food groups, total calories, calories from added sugars and saturated fat, and sodium content.
10. Show students how to compare two foods. For example, compare 1 cup of “Milk, fat free (skim)” to 1 cup of “Milk, whole”.

Milk, fat free (skim)

Choose an amount: 1 cup

Food Info | Nutrient Info

Total Calories: 83

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

Milk, whole

Choose an amount: 1 cup

Food Info | Nutrient Info

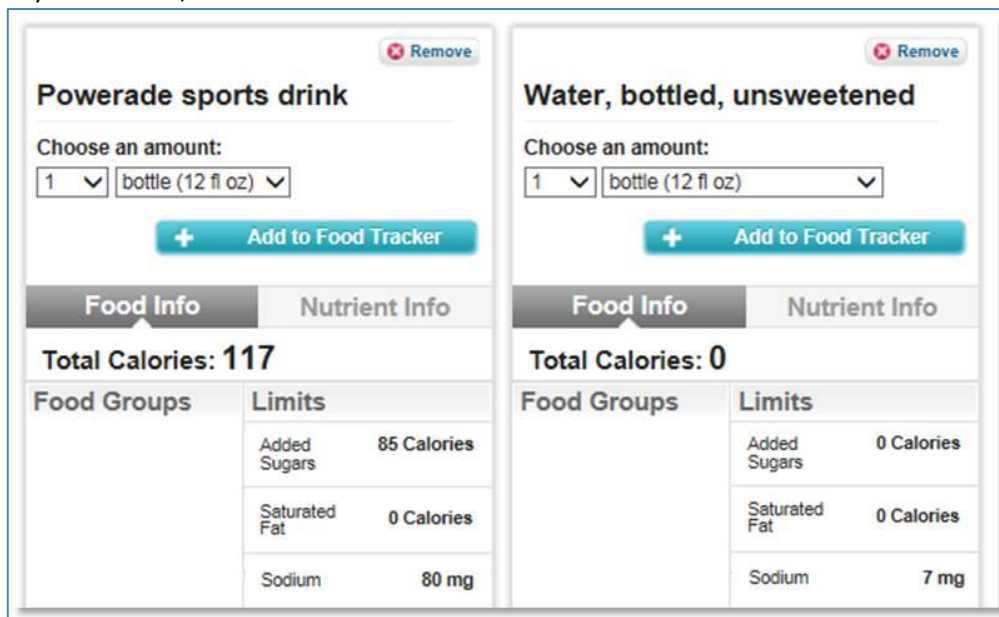
Total Calories: 149

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

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

	1 cup of skim milk	1 cup of whole milk
Food Groups	1 cup Dairy	1 cup Dairy
Total Calories	83 calories	149 calories
Added Sugars	0 calories	0 calories
Saturated Fat	1 calorie	41 calories
Sodium	103 mg	105 mg

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



Food Item	Total Calories	Added Sugars	Saturated Fat	Sodium
Powerade sports drink (12 fl oz)	117	85 Calories	0 Calories	80 mg
Water, bottled, unsweetened (12 fl oz)	0	0 Calories	0 Calories	7 mg

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

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

14. Ask students to make a list of three snack foods that contribute to at least one food group, have less than 200 calories per portion, have little to no added sugars and saturated fat, and have less than 200 mg sodium per portion. Use Food-A-Pedia to determine whether the three snacks suggested meet these criteria.
15. Distribute the *Track Your Snack* handout to students.
16. Assign homework:
 - 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

Restate the learning objectives and summarize what the students were taught.

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

- Why is it important to make healthy snack choices?
- How do you determine if a snack is a healthy choice?
- What prevents you from making healthy snack choices? How can you overcome these barriers?

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

Additional Resources

The USDA Smart Snacks in School nutrition standards provide practical, science-based standards for all foods sold in school outside the school meal programs. You can find more information about the Smart Snacks in School nutrition standards at

<http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>. To determine whether a particular snack item meets the USDA Smart Snacks in School nutrition standards, check out the Alliance for a Healthier Generation's Smart Snacks Product Calculator available at <https://foodplanner.healthiergeneration.org/calculator/>.

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 sameWhy? _____

2. What is another snack you like to eat? _____
 - a. Compare this snack to your favorite snack in Food-A-Pedia. Is one of the snacks a healthier choice? If yes, why?

3. Compare 1 cup of “Apple juice” and 1 cup of “Fruit drink”.
 - a. Which option contributes more to the Fruit food group? _____
 - b. Which option has more added sugars? _____
 - c. Which option is the healthier choice? Why? _____

4. 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.
 - a. What snack did you find? _____
 - b. Choose an amount you typically eat. What amount did you choose? _____
 - c. What food group(s) does it contribute to? _____
 - d. How many total calories does it have per portion? _____ total calories
 - e. How much saturated fat does it have per portion? _____ calories from saturated fat
 - f. How much added sugars does it have per portion? _____ calories from added sugars
 - g. How much sodium does it have per portion? _____ mg

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

	Snack 1	Snack 2
Name of Snack		
Snack Portion Size (e.g., 1 cup)		
Number of Food Groups (Per Portion)		
Number of Calories (Per Portion)		
Amount of Saturated Fat (Per Portion)		
Amount of Added Sugars (Per Portion)		
Amount of Sodium (Per Portion)		

6. Why is healthy snacking important?

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

Lesson 2:

What's Your Plan?

Lesson 2: What's Your Plan?

Time Required: 40 minutes

Audience: High school students grades 9-12

Lesson Overview

In this lesson, students will learn about the five food groups and their role in building a healthy eating style. 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.

Lesson Preparation

SuperTracker	<ul style="list-style-type: none"> • Watch the My Plan site tour video, Getting Started: How To Get My Plan, on YouTube (2 min. 59 sec.) Link: https://www.supertracker.usda.gov/sitetour.aspx • 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	<ul style="list-style-type: none"> • MyPlate, MyWins tipsheet, copies made for each student Link: http://www.choosemyplate.gov/sites/default/files/misc/dietaryguidelines/MyPlateMyWins.pdf • <i>MyPlate, MyWins: What's Your Healthy Eating Style?</i> video on YouTube (1 min. 45 sec.) Link: https://www.youtube.com/watch?v=j7CcaUZrUoE&list=PL8wgGeKVh_7d4x7icBCNj99MsachAAChi&index=3 • <i>What's Your Plan?</i> handout (found at the end of this lesson), copies made for each student
Setup	<ul style="list-style-type: none"> • Computer with Internet access • Screen or monitor • Sound capabilities for video

Lesson Objectives

Following this lesson, students will be able to:

1. Identify how many calories they need in a day.
2. Understand the five 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 caloric needs.

Teaching Instructions

1. Review the learning objectives.
2. Start the lesson by showing students the *MyPlate, MyWins: What's Your Healthy Eating Style?* video on YouTube (1 min. 54 sec.):
https://www.youtube.com/watch?v=j7CcaUZrUoE&list=PL8wgGeKVh_7d4x7icBCNj99MsachAAChi&index=3
3. Distribute the MyPlate, MyWins tipsheet and discuss the importance of eating a variety of foods to build a healthy eating style:
 - Healthy diets include the five food groups as well as oils and are limited in saturated and *trans* fats, added sugars, and sodium.
 - Over the day, include foods from all food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
 - Each food group provides important nutrients that your body needs. For example:
 - Many foods in the Fruit group are important sources of nutrients such as vitamin C, which is important for growth and repair of all body tissues and keeps teeth and gums healthy.
 - Many foods in the Vegetables group are important sources of nutrients like dietary fiber. Fiber is important for your digestive system and may help lower risk of heart disease.
 - Many foods in the 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 nervous system.
 - Foods in the Protein Foods group provide protein in addition to many other important nutrients. Proteins function as building blocks for bones, muscles, skin, and blood.
 - Foods in the Dairy group provide calcium and vitamin D, which are good for your bones.

4. Review key healthy eating messages with students. 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 MyPlate, MyWins tipsheet and at <http://www.ChooseMyPlate.gov>.
 - Make half your plate fruits and vegetables.
 - Focus on whole fruits.
 - Vary your veggies.
 - Make at least half your grains whole grains.
 - Move to low-fat or fat-free milk or yogurt.
 - Vary your protein routine.
 - Drink and eat less sodium, saturated fat, and added sugars.

5. 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.supertracker.usda.gov/sitetour.aspx>

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


7. Show students how to create a profile.
Please Note: If you would like students to be able to save data and access their account on an ongoing basis, they need to complete the registration section on the Create Profile page.

Create Your Profile

Step 1 Personalize Your Profile (Optional but recommended)

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

* Required information to personalize.

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

* Age:

* Gender:

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

* Height: ft. in.

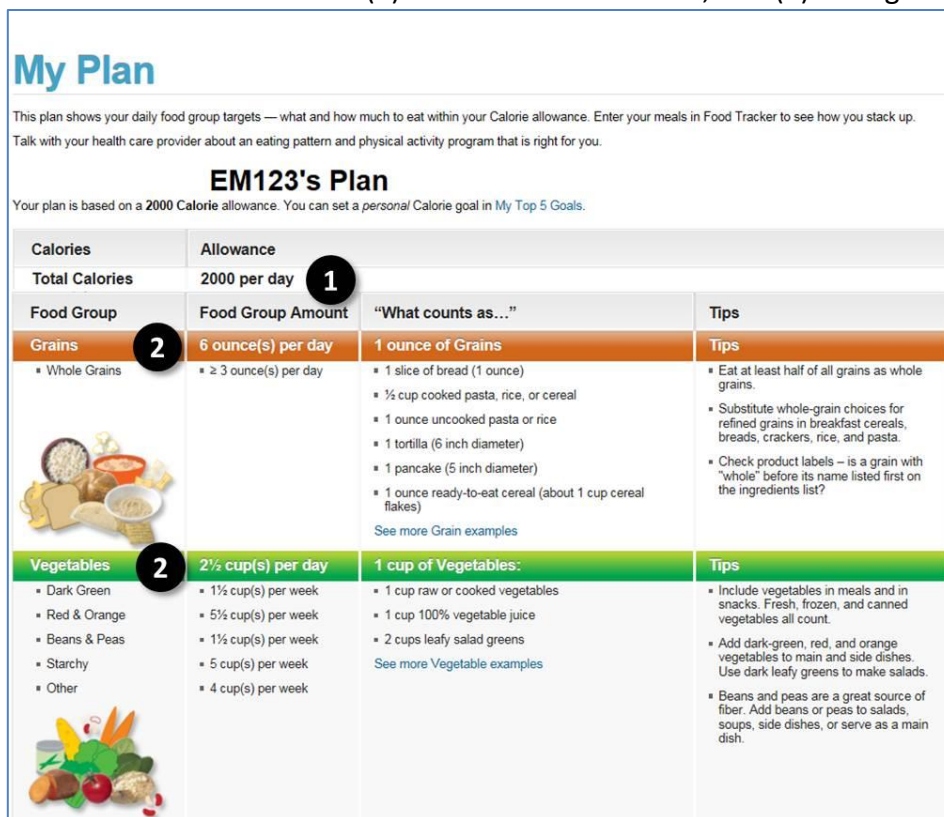
* Weight: lbs. What if I do vigorous instead of moderate activity? When doing moderate activity you can talk, but not sing (like brisk walking). When doing vigorous activity you cannot say more than a few words without pausing for breath (like running).

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

- 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>

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





My Plan

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

EM123's Plan

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

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

- Tell 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 your body needs to work and play. Foods and beverages vary in how many calories and nutrients they contain.
 - In general, you will gain weight when the calories you eat and drink are greater than the calories you burn.

- Guide students through the process to create their own profile and get a personalized “My Plan.”

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

13. Assign homework:

- 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.

Reflection, Evaluation, and Discussion

Restate the learning objectives and summarize what the students were taught. 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 five food groups?
- Can you think of a lunch menu that includes all five food groups?
- What are some strategies for including all five 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.

Additional Resources

The USDA Food and Nutrition Service administers several programs that provide healthy food to children, including the National School Lunch Program, the School Breakfast Program, the Child and Adult Care Food Program, the Summer Food Service Program, the Fresh Fruit and Vegetable Program, and the Special Milk Program. Administered by State agencies, each of these programs helps fight hunger and obesity by reimbursing organizations such as schools, child care centers, and after-school programs for providing healthy meals to children. You can find more information about school meals, including nutrition standards, at <http://www.fns.usda.gov/school-meals/child-nutrition-programs>.

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?

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

Food in the Grains Group	Amount that Counts as 1 Ounce of Grains
1.	
2.	
3.	

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

- a. How many ounces of Grains do you need in a day? _____ ounces
- b. How many cups of Vegetables do you need in a day? _____ cups
- c. How many cups of Fruits do you need in a day? _____ cups
- d. How many cups of Dairy do you need in a day? _____ cups
- e. How many ounces of Protein Foods do you need in a day? _____ ounces
- f. Do you think you meet your daily food group targets on a typical day? Check one:
 - Yes
 - No
- g. If you answered no, which food group(s) could you improve on?

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

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

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

Lesson 3:

Three-Day Food Record

Lesson 3: Three-Day Food Record

Time Required: 40 minutes

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 selections 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 experience tracking and analyzing their foods.

Lesson Preparation

SuperTracker	<ul style="list-style-type: none"> • Watch the Food Tracker site tour video, How to use Food Tracker: Tracking foods, on YouTube (3 min. 8 sec.) Link: https://www.supertracker.usda.gov/sitetour.aspx • Review navigation of the SuperTracker website Link: https://www.supertracker.usda.gov/default.aspx • Familiarize yourself with the Food Tracker feature Link: https://www.supertracker.usda.gov/foodtracker.aspx • Familiarize yourself with the Food Groups & Calories Report Link: https://www.supertracker.usda.gov/FoodGroupCalorieReport.aspx
Materials	<ul style="list-style-type: none"> • <i>Three-Day Food Record</i> handout (found at the end of this lesson), copies made for each student
Setup	<ul style="list-style-type: none"> • Computers with Internet access for teacher and students • Screen or monitor

Tip

In this lesson, students will enter their food and beverages in Food Tracker and analyze their intake using the Food Groups & Calories Report. 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. You can create a group for students and invite them to join the group (via email, Facebook, 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 Food Groups, Calories & Nutrients Report (Member Report) would allow you to view whether

students have met calorie and food group recommendations. 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. Track their daily foods.
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 learning objectives.
2. If students do not already have a SuperTracker account, demonstrate how to create one by showing the “Getting Started: How to Create a Profile” SuperTracker site tour video available on YouTube (2 min. 15 sec.)
Link: <https://www.supertracker.usda.gov/sitetour.aspx>
3. Go to the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
4. 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.

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OMB Approved No. 0584-0535 • Expiration Date: 9/30/2018

USDA United States Department of Agriculture

Food-A-Pedia | My Plan | Track Food & Activity | My Reports | My Features

Log In / Create Profile | groups

Log In
Create Profile

SuperTracker:

My foods. My fitness. My health.

- Get your personalized nutrition and physical activity plan.
- Track your foods and physical activities to see how they stack up.
- Get tips and support to help you make healthier choices and plan ahead.

Food-A-Pedia >
Look up nutrition info for over 8,000 foods and compare foods side-by-side.

Type in your food here
All Foods

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

Type in your food here
All Foods

Physical Activity Tracker >
Enter your activities and track progress as you move.

Type in your activity here
All Activities

Get Started >
Find out what and how much to eat. Personalize your experience by creating your profile, and get a plan tailored for you.

Or, use the general plan.

My Weight Manager >
Get weight management guidance; enter your weight and track progress over time.

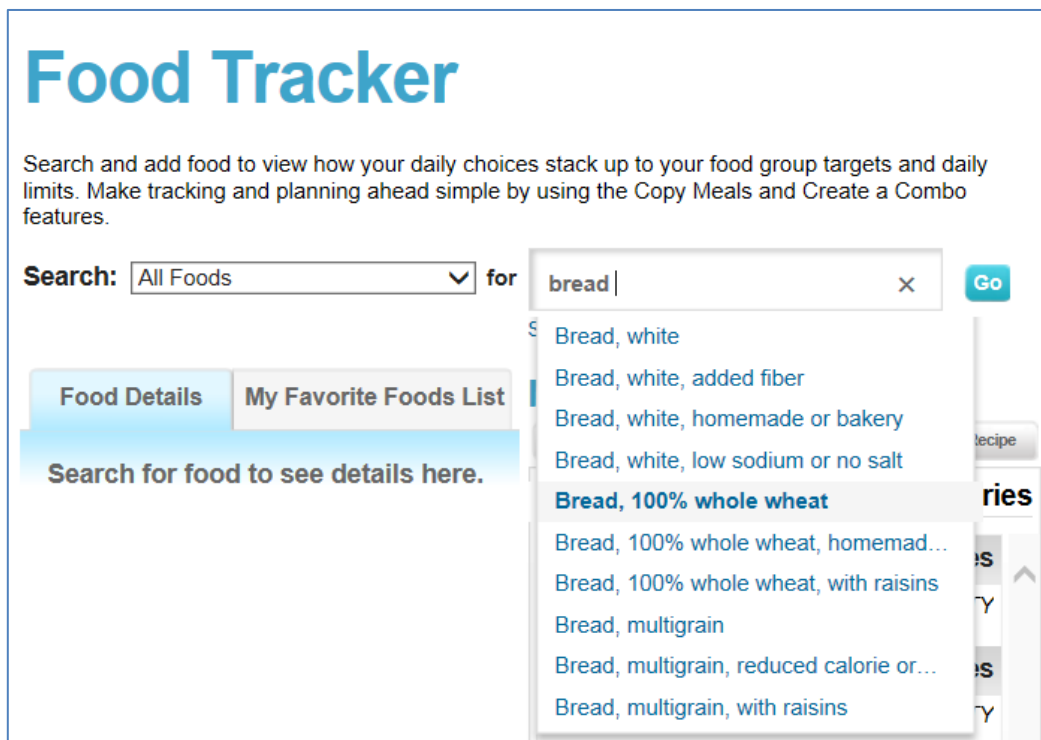
My Top 5 Goals >
Choose up to 5 personal goals; sign up for tips and support from your virtual coach.

Groups >
SuperTracker groups allow groups of people to use SuperTracker together.

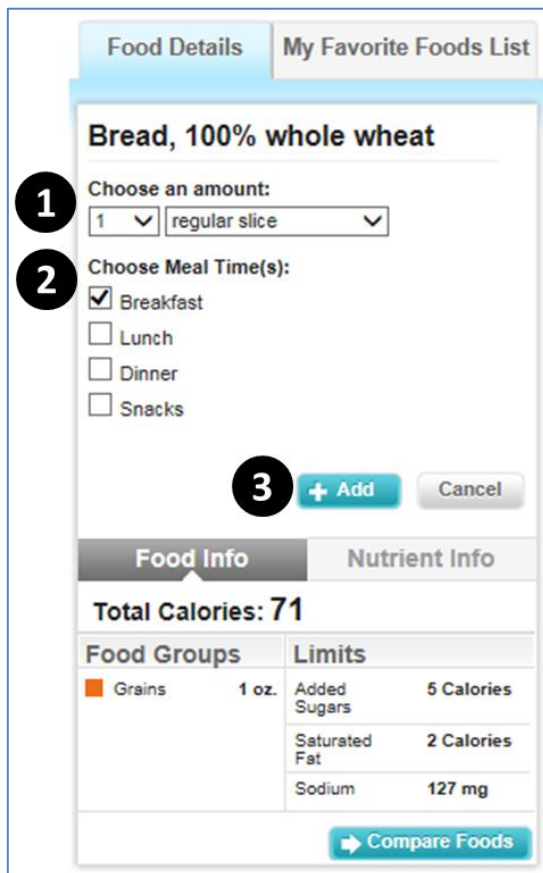
- Demonstrate the Food Tracker feature by showing the “How to use Food Tracker: Tracking foods” SuperTracker site tour video available on YouTube (3 min. 8 sec.)
Link: <https://www.supertracker.usda.gov/sitetour.aspx>
- Show students how to navigate to the Food Tracker feature.



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



8. 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 regular slice of 100% whole wheat bread to breakfast.



Food Details | My Favorite Foods List

Bread, 100% whole wheat

1 Choose an amount:
1 | regular slice

2 Choose Meal Time(s):
 Breakfast
 Lunch
 Dinner
 Snacks

3 + Add | Cancel

Food Info | Nutrient Info

Total Calories: 71

Food Groups		Limits	
Grains	1 oz.	Added Sugars	5 Calories
		Saturated Fat	2 Calories
		Sodium	127 mg

Compare Foods

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

Today
03/22/16

Physical Activity Target
Week of 03/20/16 to 03/26/16
Target AT LEAST 150 minutes per week
Actual 0 minutes

Daily Calorie Limit
Allowance 2000
Eaten 1586
Remaining 414

Daily Food Group Targets

	Grains	Vegetables	Fruits	Dairy	Protein Foods
Target	6 oz.	2½ cup(s)	2 cup(s)	3 cup(s)	5½ oz.
Eaten	6 oz.	2 cup(s)	1 cup(s)	1¼ cup(s)	4½ oz.
Status	OK	Under	Under	Under	Under

Food Tracker

Search: All Foods for Type in your food here

Total Eaten: 1586 Calories

Breakfast 157 Calories

- Puffed rice cereal 1 cup 54 Calories
- Milk, low fat (1%) ½ cup 51 Calories
- Banana, raw ½ medium (7" to 7-7/8" long) 53 Calories

Lunch 573 Calories

- Grilled cheese sandwich 1 sandwich 291 Calories

Daily Limits

Total Calories Eaten: 1586

Total Limit: 2000

Added Sugars Eaten: 37g Limit: 50g

Saturated Fat Eaten: 17g Limit: 22g

Sodium Eaten: 2320mg Limit: 2300mg

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

11. Show students how to access the Food Groups & Calories Report.

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SUPERTRACKER

Food-A-Pedia | My Plan | Track Food & Activity | **My Reports** | My Features | LessonPlan | Group

- Overview
- Food Groups & Calories**
- Nutrients Reports
- Food Details
- Meal Summary
- Physical Activity
- History Charts

12. Show students how to run a Food Groups & Calories Report by (1) selecting the date range and (2) clicking the “Create Report” button.

Food Groups & Calories Report

Get your average intake of Calories and food groups for any time period you choose. See which of your food selections were highest or lowest in Calories or a food group by clicking the heading.

Export Report As: [PDF](#) [Excel](#) [Word](#)
You will need the free Adobe Acrobat Reader plug-in to view and print the exported PDF files.

1 View Report from:

thru

2 [Create Report](#)

13. Show students where to find their (1) Target, (2) Average Eaten, and (3) Status for each item in the Food Groups & Calories Report.

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

Your plan is based on a default 2000 Calorie allowance.

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

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

Limits	Limit	Average Eaten	Status
<input checked="" type="checkbox"/> Total Calories	2000 Calories	1895 Calories	OK
<input checked="" type="checkbox"/> Added Sugars	< 200 Calories	214 Calories	Over
Food Sources <input type="checkbox"/>		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		

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

16. Assign homework:

- Students will use SuperTracker’s Food Tracker to track all foods they eat for 3 days.
- Students will run a Food Groups & Calories Report for the 3 days they tracked foods.
- Students will complete the *Three-Day Food Record* handout to answer questions about their Food Groups & Calories Report.

Reflection, Evaluation, and Discussion

Restate the learning objectives and summarize what the students were taught.

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

- How can SuperTracker help you determine whether you are eating the right amount of calories and food groups?
- Will you continue to use SuperTracker to help you track your foods and beverages? Why or why not?

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

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 on the next page.



Name: _____

Date: _____

Three-Day Food Record

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

Instructions:

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

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

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

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

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

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

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

a. I did not eat enough of the _____ food group

- b. Three foods I enjoy from this food group are:

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

4. Which food groups did you eat too much of (Status = Over)? Check all that apply:
- Grains
 - Vegetables
 - Fruits
 - Dairy
 - Protein Foods
5. What was your average calorie intake for the 3 days? _____ calories
6. What was your average added sugars intake for the 3 days? _____ calories
7. Of the foods and beverages you consumed over the 3 days, which three were the top contributors to your 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 3 days? _____ calories
9. Of the foods and beverages you consumed over the 3 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 & Calories Report? If yes, what are they?

Lesson 4:

Build Healthy Meals

Lesson 4: Build Healthy Meals

Time Required: 40 minutes

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.

Lesson Preparation

SuperTracker	<ul style="list-style-type: none"> • Watch the Food Tracker site tour video, How to use Food Tracker: Tracking foods, on YouTube (3 min. 8 sec.) Link: https://www.supertracker.usda.gov/sitetour.aspx • 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
Materials	<ul style="list-style-type: none"> • <i>Build Healthy Meals</i> handout (found at the end of this lesson plan), copies made for each student • Measuring cups, a bowl, and cereal to demonstrate portion sizes
Setup	<ul style="list-style-type: none"> • Computer with Internet access • Screen or monitor

Tip

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. You can create a group for students and invite them to join (via email, Facebook, 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. Create a sample menu within a given calorie allowance.

Teaching Instructions

1. Review the learning objectives.
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. Note: For additional information about each food group, refer to Lesson 2 – What’s Your Plan.



- 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.
- 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 can increase your risk for heart disease. Replace saturated fat with unsaturated

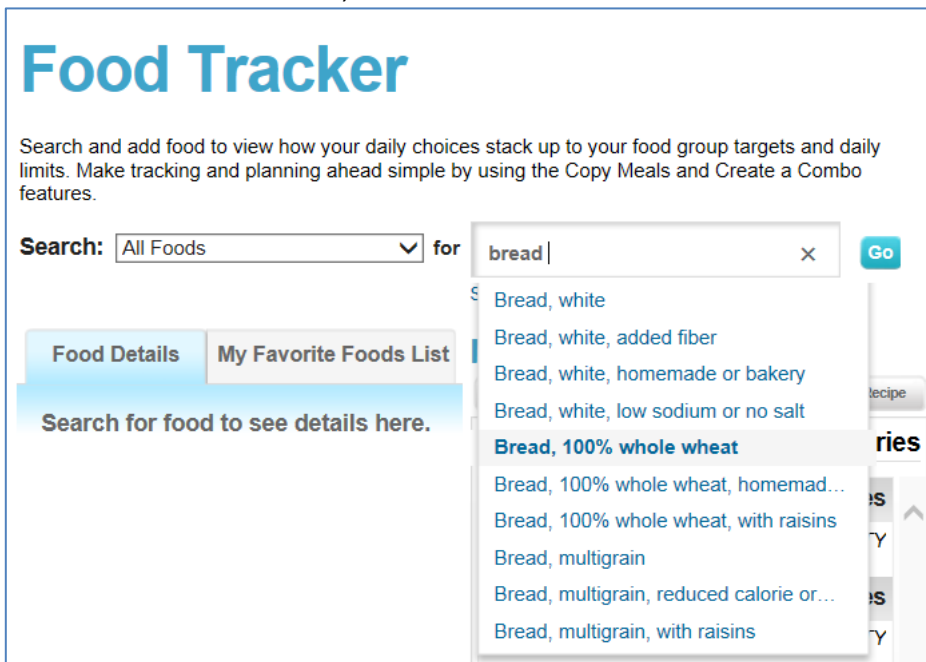
fat. Foods that contain more saturated fat, for example butter, are usually solid at room temperature. Whereas foods that contain more unsaturated fat, for example vegetable oil, are usually liquid at room temperature.

- Sodium is found in salt and many processed foods. Too much sodium is bad for your health. It can increase your blood pressure and your risk for a heart attack and stroke, two leading causes of death in the United States. Eating less sodium can reduce risk for high blood pressure.
- Added sugars are sugars and syrups that are added to foods or beverages when they are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruits. Added sugars provide calories without adding nutritional value.

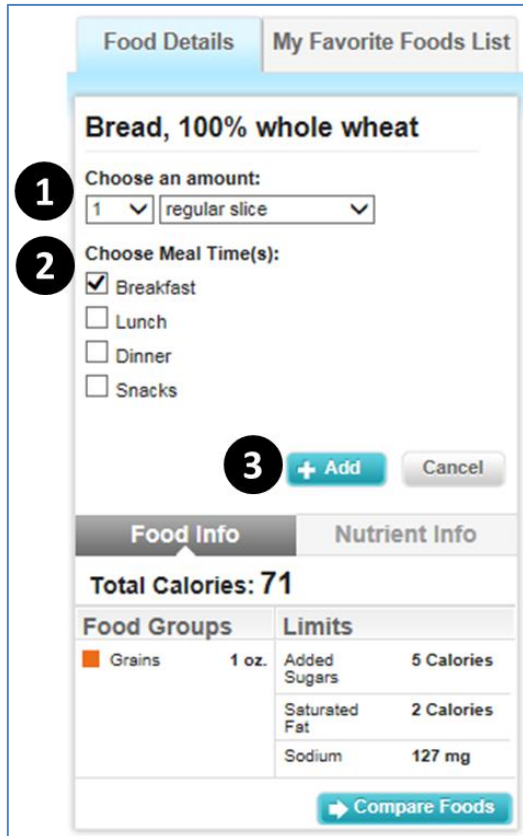
5. Explain that students will use SuperTracker’s Food Tracker feature to practice planning healthy meals.
6. When using Food Tracker, students will need to estimate approximate portions for foods. Using measuring cups, cereal and a bowl, measure out various amounts to show students what a ¼-cup, ½-cup, and 1-cup portion looks like.
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.).
Link: <https://www.supertracker.usda.gov/sitetour.aspx>
8. Go to the SuperTracker website.
Link: <https://www.supertracker.usda.gov/default.aspx>
9. If you would like for students to plan a meal based on their personalized calorie allowance and food group targets, instruct students to create a profile in order to get a personalized SuperTracker plan. Instructions for creating a profile are provided in Lesson Plan 2: What’s Your Plan. Or, if you would like students to plan a menu based on a default 2,000 calorie allowance and food group plan, move forward to step 10 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.



Food Details | My Favorite Foods List

Bread, 100% whole wheat

1 Choose an amount:
 1 | regular slice

2 Choose Meal Time(s):
 Breakfast
 Lunch
 Dinner
 Snacks

3 **+ Add** | Cancel

Food Info | Nutrient Info

Total Calories: 71

Food Groups	Limits
Grains 1 oz.	Added Sugars 5 Calories
	Saturated Fat 2 Calories
	Sodium 127 mg

Compare Foods

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.

The screenshot displays the SuperTracker Food Tracker interface. At the top, it shows the date as 10/30/15 and a physical activity target of 'AT LEAST 150 minutes per week'. The daily calorie limit is set to 2000, with 590 calories eaten and 1411 remaining. A table titled 'Daily Food Group Targets' shows the following data:

	Grains	Vegetables	Fruits	Dairy	Protein Foods
Target	6 oz.	2½ cup(s)	2 cup(s)	3 cup(s)	5½ oz.
Eaten	1 oz.	1 cup(s)	1½ cup(s)	1 cup(s)	2 oz.
Status	Under	Under	OK	Under	Under

Below the table is a bar chart showing the 'Total Percentage of Target' for each food group: Refined Grains (34%), Whole Grains (40%), Veg (40%), Fruit Juice (93%), Whole Fruit (39%), Milk & Yogurt (36%), and Protein (36%). The chart is labeled 'Graph' and 'Data'. Below the chart, it shows 'Total Calories Eaten: 701' and 'Daily Limits' for Added Sugars (5g eaten, 50g limit), Saturated Fat (8g eaten, 22g limit), and Sodium (769mg eaten, 2300mg limit).

14. Give students time to practice adding foods in Food Tracker and answer any questions they may have. Students will use Food Tracker to complete their homework assignment.
15. Distribute the *Build Healthy Meals* handout to students.
16. 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 within their calorie allowance.
 - Students will complete the *Build Healthy Meals* handout to answer questions about the sample menu they created.

Reflection, Evaluation, and Discussion

Restate the learning objectives and summarize what the students were taught.

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

- What are some strategies for building a healthy meal?
- What steps will you take to eat healthier meals?
- Do you have any barriers preventing you from eating healthier meals? If so, how might you overcome them?

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

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 *Build Healthy Meals* handout can be found on the next page.



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?

- a. Grains _____ ounces
- b. Vegetables _____ cups
- c. Fruits _____ cups
- d. Dairy _____ cups
- e. 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 created? _____ 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. Did you include any foods that you do not typically eat that you would like to try? If yes, please list them.

12. Describe similarities and differences between your menu 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 fewer fruits and vegetables than the menu I created):

Lesson 5:

Get Active

Lesson 5: Get Active

Time Required: 45 minutes

Audience: High school students grades 9-12

Lesson Overview

In this lesson, students will learn about physical activity, including the importance 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.

Lesson Prep

SuperTracker	<ul style="list-style-type: none"> • Watch the Physical Activity Tracker site tour video, How to Use Physical Activity Tracker: Tracking activities, on YouTube (2 min. 20 sec.) Link: https://www.youtube.com/watch?v=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
Materials	<ul style="list-style-type: none"> • <i>Get Active</i> handout (found at the end of this lesson), copies made for each student
Equipment Needed	<ul style="list-style-type: none"> • Computers with Internet access for teacher and students • 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. Review the learning objectives.
2. Provide the definition of physical activity.
 - Physical activity is any movement that works your muscles and requires more energy than resting.
 - You don't have to be athletic to be physically active. There's room for more activity in any lifestyle.

- Examples include: walking, running, dancing, marching band, riding your bike, swimming, yoga, playing sports, doing chores around the house, lifting weights
 - The best physical activity for you is what you enjoy doing!
3. Ask students to share some of their favorite physical activities.
 4. Discuss the benefits of being physically active. Being physically active can help you:
 - Reduce risk for health problems like heart disease and type 2 diabetes
 - Strengthen your muscles and bones
 - Reduce stress
 - Have more energy
 - Reduce symptoms of anxiety and depression
 - Sleep better at night
 - Manage your weight
 5. Share physical activity recommendations for teens from the *Physical Activity Guidelines for Americans*.
 - Do at least 60 minutes (1 hour) of aerobic physical activity a day.
 - Aerobic activities make you breathe harder and make your heart beat faster.
 - Examples include: running, dancing, playing sports, and biking
 - Most should be moderate or vigorous in intensity.
 - Examples of moderate intensity activity: brisk walking, skateboarding, hiking, bike riding
 - Examples of vigorous intensity activity: running, jumping rope, martial arts, swimming, playing 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 3 days a week.
 - Include muscle-strengthening physical activity at least 3 days a week.
 - Muscle-strengthening activities make muscles do more work than usual.
 - Examples include: push-ups, lifting weights, climbing stairs
 - Include bone-strengthening physical activity at least 3 days of the week.
 - Bone-strengthening activities put extra force on your bones, which helps make them strong. This extra force usually comes from impact with the ground.
 - Examples include: running, jumping rope, jumping jacks, playing tennis and basketball
 - Remember that any activity is always better than none!

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.

7. Go to the SuperTracker website.

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

8. Show students how to create a profile.

Note: When personalizing your profile, enter an age that is 17 or under. This is important because the Physical Activity Tracker displays different recommendations based on the age of the profile.



Create Your Profile

Step 1

Personalize Your Profile (Optional but recommended)

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

* Required information to personalize.



* Profile Name:

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

* Age:

* Gender:

* Physical Activity:

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

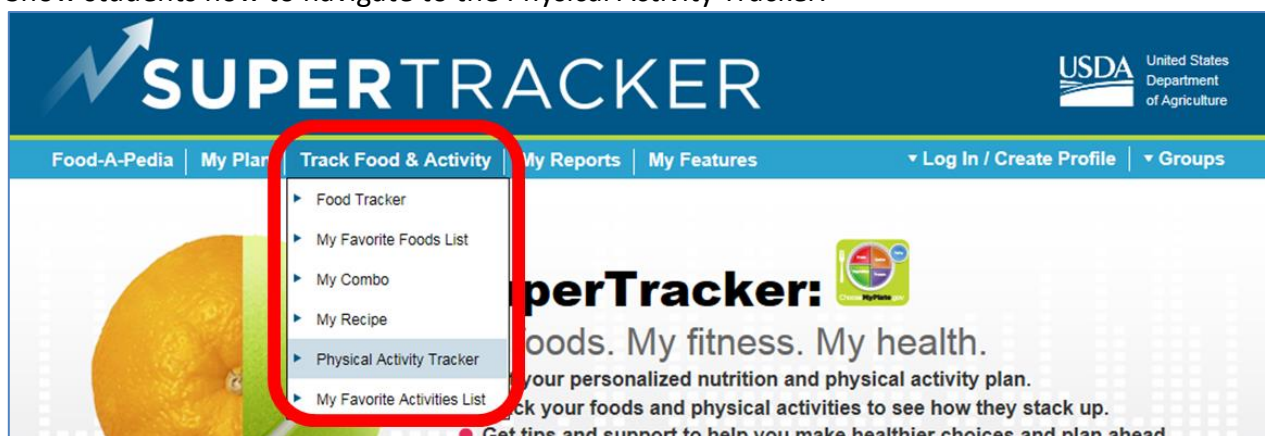
Height and weight are optional but are needed to calculate the estimated calories burned by physical activities.

* Height: ft. in.

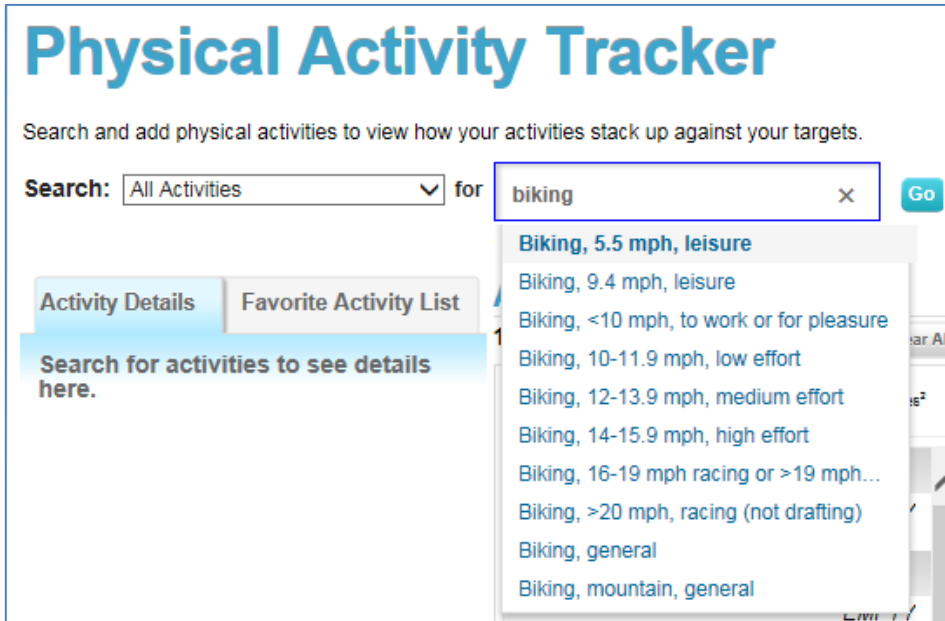
What if I do vigorous instead of moderate activity?
When doing moderate activity you can talk, but not sing (like brisk walking). When doing vigorous activity you cannot say more than a

* Weight: lbs.

- Allow students time to create their own profile. If you are uncomfortable with students entering their own profile information, provide sample information for them to enter instead.
- Show students how to navigate to the Physical Activity Tracker.



11. 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.



12. 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.

Activity Details
Favorite Activity List

Biking, 5.5 mph, leisure

Enter the duration: minutes

Choose Days:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Choose for:

Erica

+ Add
Cancel

Activity Info

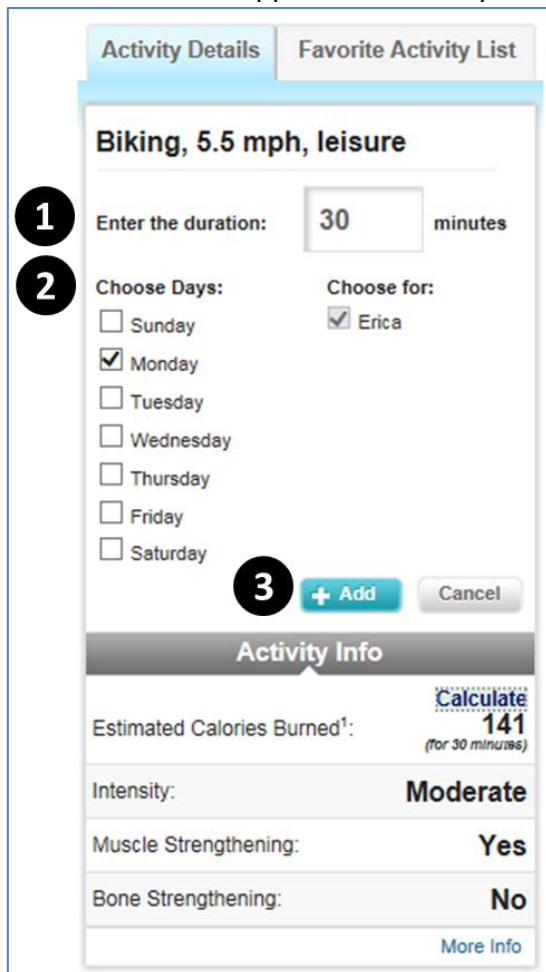
Calculate

Estimated Calories Burned ¹ :	0
1 Intensity:	Moderate
2 Muscle Strengthening:	Yes
3 Bone Strengthening:	No

More Info

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

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



Activity Details Favorite Activity List

Biking, 5.5 mph, leisure

1 Enter the duration: minutes

2 Choose Days: Choose for:
 Sunday Erica
 Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday

3

Activity Info

Estimated Calories Burned¹: **141**
(for 30 minutes)

Intensity: **Moderate**

Muscle Strengthening: **Yes**

Bone Strengthening: **No**

[More Info](#)

14. 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.

Physical Activity Tracker

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

Search: for

Activity Details Favorite Activity List

You added

Biking, 5.5 mph, leisure

to Monday 11/16/15.

[See this Activity Again](#)

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

	Intensity	Estimated Calories Burned ¹	Duration Minutes	MIE Minutes ²
Sun 11/15/2015			0	0
EMPTY				
Mon 11/16/2015	Biking, 5.5 mph, leisure	Moderate 141	30	30
<input type="button" value="My Favorite"/> <input type="button" value="Remove"/> <input type="button" value="Edit"/>				
Tue 11/17/2015			0	0
EMPTY				
Wed 11/18/2015			0	0
EMPTY				
Thu 11/19/2015			0	0
EMPTY				
Fri 11/20/2015			0	0
EMPTY				
Sat 11/21/2015			0	0
EMPTY				

Daily Total for 11/16/15

Moderate Intensity Equivalent (MIE²) Minutes

30

Your Target: 60 min / 30 minutes

Children & Adolescents (age 6–17) should do 60 minutes (1 hour) or more of physical activity daily.

Weekly Targets

Total Muscle-Strengthening Days: **1**

Target: 3 Days minimum

1 2 3 4 5 6 7

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

Total Bone-Strengthening Days: **0**

Target: 3 Days minimum

1 2 3 4 5 6 7

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

Total Vigorous Activity Days: **0**

Target: 3 Days minimum

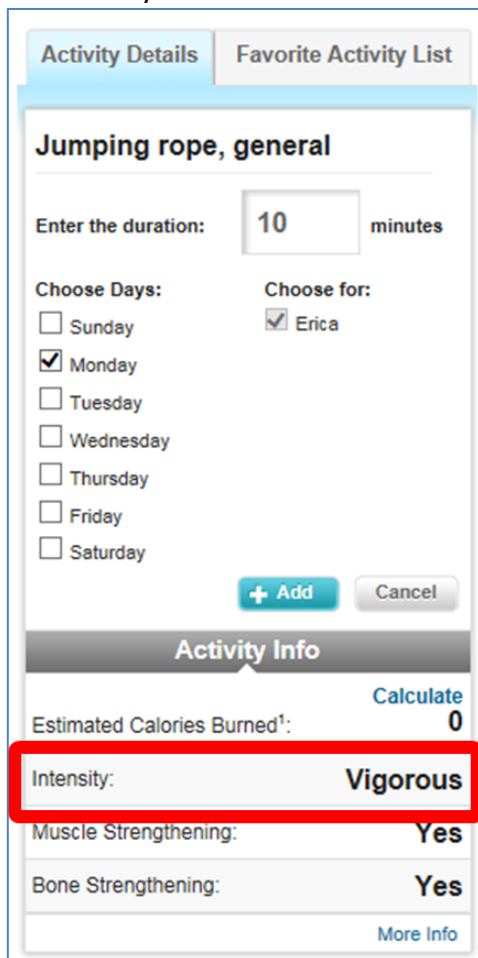
1 2 3 4 5 6 7

Vigorous: Include vigorous-intensity physical activity at least 3 days of the week.

15. 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.

16. Add 10 minutes of a vigorous-intensity activity such as “Jumping rope, general” to demonstrate that every 1 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.



The screenshot shows the 'Activity Details' form for 'Jumping rope, general'. The duration is set to 10 minutes. Under 'Choose Days', Monday is selected. Under 'Choose for', Erica is selected. The 'Intensity' is set to 'Vigorous', which is highlighted with a red box. Other fields include 'Muscle Strengthening: Yes' and 'Bone Strengthening: Yes'. A 'Calculate' button is visible, and the 'Estimated Calories Burned' is currently 0.

Physical Activity Tracker

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

Search: for

Activity Details | Favorite Activity List

You added

Jumping rope, general

to Monday 11/16/15.

[See this Activity Again](#)

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

Day	Intensity	Estimated Calories Burned ¹	Duration Minutes	MIE Minutes ²
Sun 11/15/2015				0
EMPTY				
Mon 11/16/2015			40	50
	Biking, 5.5 mph, leisure	Moderate	141	30
				30
	Jumping rope, general	Vigorous	166	10
				20
Tue 11/17/2015				0
EMPTY				
Wed 11/18/2015				0

Daily Total for 11/16/15
Moderate Intensity Equivalent (MIE²) Minutes

Gauge: 50 / 60 min / 50 minutes / 140

Children & Adolescents (age 6-17) should do 60 minutes (1 hour) or more of physical activity daily.

Weekly Targets
Total Muscle-Strengthening Days: 1
Target: 3 Days minimum

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

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

Activity Details | Favorite Activity List

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

Enter the duration: minutes

Choose Days: Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Choose for: Erica

Activity Info

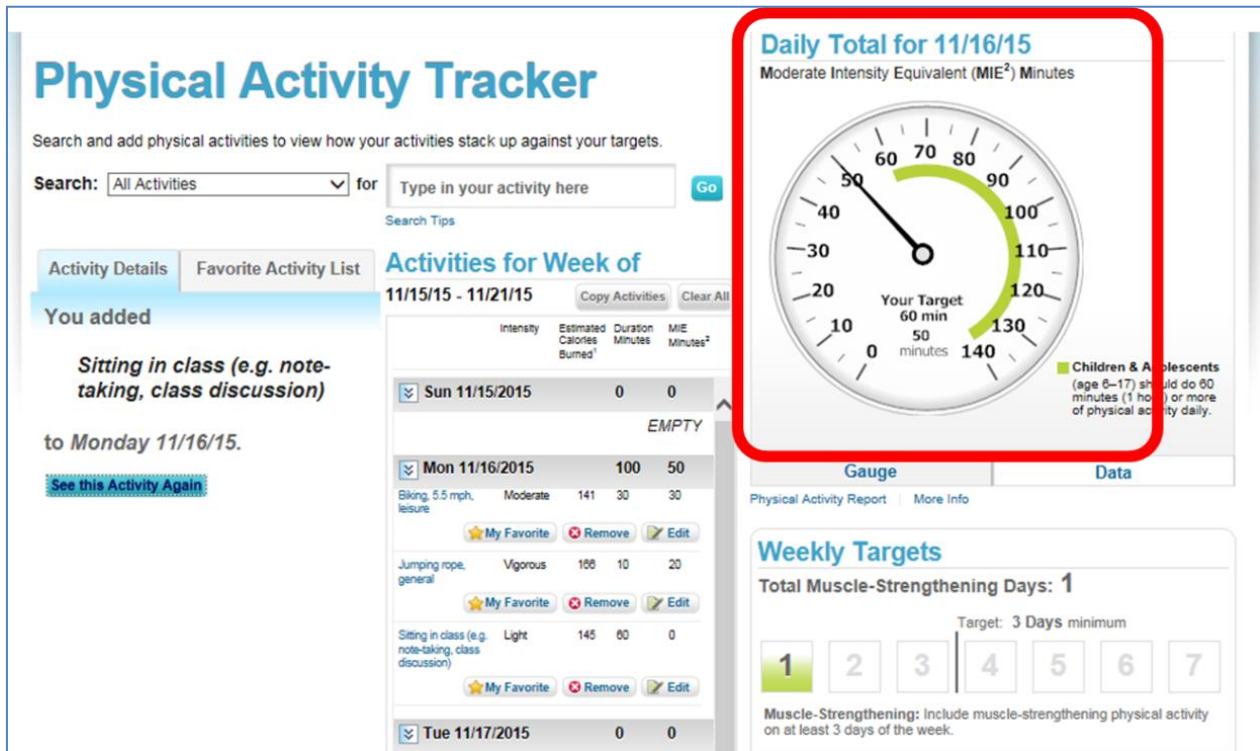
Estimated Calories Burned¹:

Intensity: **Light**

Muscle Strengthening: **No**

Bone Strengthening: **No**

[More Info](#)



Physical Activity Tracker

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

Search: All Activities for Type in your activity here **Go**

Activity Details Favorite Activity List

You added

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

to Monday 11/16/15.

[See this Activity Again](#)

Intensity	Estimated Calories Burned ¹	Duration Minutes	MIE Minutes ²
Sun 11/15/2015			
EMPTY			
Mon 11/16/2015			
Biking, 5.5 mph, leisure	Moderate	141 30	30
Jumping rope, general	Vigorous	166 10	20
Sitting in class (e.g. note-taking, class discussion)	Light	145 60	0
Tue 11/17/2015			
0 0			

Daily Total for 11/16/15

Moderate Intensity Equivalent (MIE²) Minutes

100

Your Target 60 min 50 minutes 140

Gauge Data

Physical Activity Report More Info

Weekly Targets

Total Muscle-Strengthening Days: 1

Target: 3 Days minimum

1 2 3 4 5 6 7

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

18. Give students time to practice adding activities in Physical Activity Tracker.

19. Distribute the *Get Active* handout to students.

20. Assign homework:

- Students will track their physical activities for one day in Physical Activity Tracker and complete the *Get Active* handout 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 for you to be physically active?
- What are some ways you could add more physical activity into your lifestyle?
- 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.

Additional Resources

Physical Activity Guidelines for Americans:

<http://health.gov/paguidelines/guidelines/children.aspx>

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 *Get Active* handout can be found on the next page.

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>

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? What were they?

- Yes _____
- No

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

- Muscle-strengthening: _____
- Bone-strengthening: _____

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

The weather is bad _____

I'm not athletic _____

I don't have access to gym equipment _____

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?

Lesson 6:

Balance Your Calories

Lesson 6: Balance Your Calories

Time Required: 45 minutes

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.

Lesson Prep

SuperTracker	<ul style="list-style-type: none"> • 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 • Familiarize yourself with the Create Profile process Link: https://www.supertracker.usda.gov/CreateProfile.aspx
Materials	<ul style="list-style-type: none"> • <i>Balance Your Calories</i> handout (found at the end of this lesson), copies made for each group
Setup (e.g., tech)	<ul style="list-style-type: none"> • Computers with Internet access for teacher and students • Screen or monitor

Lesson Objectives

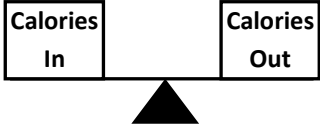
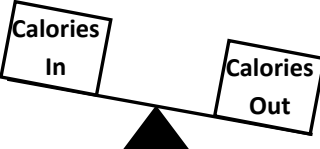
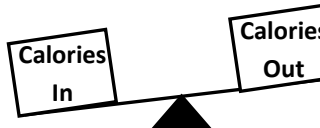
Following this lesson, students will be able to...

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. Review the learning objectives.
2. Explain what a calorie is:
 - A "calorie" measures the amount of energy in a food or drink.

- The foods you eat and beverages you drink give your body the energy it needs to keep you going. For example, your body uses energy to breathe, keep your heart beating, to grow, and to do physical activities like walking, jumping, and running.
3. Ask students to reflect on all the amazing things the human body does and how all require energy. Ask students to share some ways their bodies use energy.
- Examples: breathing, walking, growing, smiling, fighting illness, healing a cut or broken bone
4. Describe the concept of calorie balance. If desired, draw the diagrams below to help you explain.
- "Calories in" are the calories from foods and beverages you eat and drink.
 - "Calories out" are the calories your body uses for normal body functions (like breathing and growing) and physical activity.
 - 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 fewer 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.

In general, 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 fewer calories than your body uses	go down	
you eat and drink more calories than your body uses	go up	

5. Explain that in addition to calories, your body needs the nutrients in foods in order to work properly.
 - Each food group provides important nutrients that your body needs.
 - For example, foods in the dairy group (such as milk and yogurt) provide calcium and vitamin D, which are important for healthy bones.
 - To ensure your body gets the nutrition it needs, choose foods from all five food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
 - Most of your calories should come from healthy foods from these food groups 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.

6. Explain the importance of managing weight while also promoting a positive body image.
 - Managing your weight can help you stay healthy and feel good.
 - No matter what your weight is, eating a healthy diet and being physically active can help you be the best version of yourself.
 - Healthy comes in many shapes and sizes!
 - A healthy weight for you may be different than a healthy weight for someone else.
 - Be proud of your body and how you look. You were born an original! You don't need to be a copy of someone else.

7. Explain that different people have different calorie needs depending on their age, sex, height, weight, and how much physical activity they do.

8. Let students know that they can use SuperTracker to determine how many calories their bodies need in a day.

9. Go to the SuperTracker website.
Link: www.supertracker.usda.gov

10. Show students how to create a profile.



Create Your Profile

Step 1
Personalize Your Profile (Optional but recommended)

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

* Required information to personalize.

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

* Age:

* Gender:

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

* Height: ft. in.

* Weight: lbs. What if I do vigorous instead of moderate activity? When doing moderate activity you can talk, but not sing (like brisk walking). When doing vigorous activity you cannot say more than a

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

11. After creating the 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>

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

My Plan

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

Erica's Plan

Your plan is based on a 2000 Calorie allowance.

Calories	Allowance		
Total Calories	2000 per day		
Food Group	Food Group Amount	“What counts as...”	Tips
Grains	6 ounce(s) per day	1 ounce of Grains	Tips

13. Allow students time to create their own profile. If you are not comfortable with students entering their own profile information, provide sample information for them to enter instead.

14. Once students have their plans, ask them to find their daily calorie allowance.
15. As students review their plan, remind them 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 all five food groups.
 - Try to get 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.
16. Break students up into small groups of (4-6 per group) and distribute the Balance Your Calories handout.
17. 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.
18. Question 9 in the handout will ask students to come up with a physical activity the class could do together for 1-2 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 its activity. Assign an upcoming class day to each group.

Reflection, Evaluation, and Discussion

Restate the learning objectives and summarize what the students were taught.

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?

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

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 *Balance Your Calories* handout can be found on the next page.

Name: _____

Date: _____

Balance Your Calories

www.SuperTracker.usda.gov

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. In general, 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 3 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 1-2 minutes at the start of class.

Our group's activity will be: _____

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

Meal	Foods/Beverages	Calories	Food Groups				
			Fruit	Veg	Grains	Protein Foods	Dairy
Breakfast	Whole grain cereal – 1 cup	110			X		
	Low-fat milk – ½ cup	51					X
	Banana	105	X				
	Brownie – 2 inch square	129			X		
Lunch	BBQ chicken sandwich on whole wheat bun	257			X	X	
	Orange	31	X				
	Baby carrots – 6	25		X			
	Ranch dressing – 2 Tablespoons	143					
	Low-fat milk – 1 cup	102					X
Snack	Gummy bear candy – 1 cup	673					
Dinner	Spaghetti – 1 cup	220			X		
	Spaghetti sauce – ½ cup	80		X			
	Meatballs – 3 meatballs	164				X	
	Parmesan cheese – 1 Tablespoon	22					X
	Side salad with lettuce, cucumber, avocado, and chickpeas – 1 ½ cups	108		X			
	Ranch dressing – 1 Tablespoon	71					
	Apple – ½ apple	36	X				
	Soda – 1 can	150					
Snacks	Whole wheat crackers – 6	102			X		
	Peanut butter – 1 Tablespoon	97				X	
	Low-fat strawberry yogurt – 1 8-oz container	232					X
		Total Calories: 2,908					

Nutrition Glossary

Added Sugars

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

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

Calories

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

Calorie Balance

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

- Maintaining weight—In general, your weight will stay the same when the calories you eat and drink equal the calories you burn.
- Losing weight— In general, you will lose weight when the calories you eat and drink are less than the calories you burn.
- Gaining weight—In general, you will gain weight when the calories you eat and drink are greater than the calories you burn.

It's important to choose foods that contain vitamins, minerals, fiber, and other healthful nutrients within your calorie allowance. The most nutritious or nutrient-dense foods include vegetables, fruits, whole grains, seafood, eggs, beans and peas, unsalted nuts and seeds, fat-free and low-fat

dairy products, and lean meats and poultry – all with little or no saturated fat, sodium, and added sugars.

Dairy

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

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

Dietary Fats

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

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

- **Unsaturated fats (polyunsaturated fats and monounsaturated fats):** Unsaturated fats typically come from plant sources such as olives, nuts, or seeds—but unsaturated fat is also present in fish.
- **Saturated fats:** Saturated fats are most often found in animal products such as beef, pork, and chicken. Leaner animal products, such as chicken breast or pork loin, often have less saturated fat. Foods that contain more saturated fat are usually solid at room temperature and are sometimes called “solid” fat. A few food products such as coconut oil, palm oils, or whole milk remain as liquids at room temperature but are high in saturated fat.

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

Food Groups

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

Foods are grouped within food groups based on their similarity in nutritional composition and other dietary benefits. Some of these groups are divided into subgroups, such as dark-green vegetables or whole grains.

Fruits

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

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

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

Grains

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

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

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

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

MyPlate

MyPlate is a reminder to find your healthy eating style and build it throughout your lifetime. Everything you eat and drink matters. The right mix can help you be healthier now and in the future. This means:

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

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

Nutrients

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

Physical Activity

Physical activity is any form of exercise or movement of the body that uses energy. 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 activity you do, the greater the health benefits and the better you'll feel.

Protein Foods

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

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

polyunsaturated omega-3 fatty acids. Eggs provide the most choline, and nuts and seeds provide the most vitamin E. Soy products are a source of copper, manganese, and iron, as are legumes.

Vegetarian options in the Protein Foods Group include beans and peas, processed soy products, and nuts and seeds.

Sodium

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

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

Vegetables

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

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

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