



## MY FUEL UP PLATE

### LESSON 1 ONE

- Explain how physical activity impacts nutritional needs.
- Identify appropriate number of servings for each food group and recommended caloric intake based on a personal needs assessment.
- Describe what a serving size is for each of the Five Food Groups.



**MY PERSONAL PLATE**

Refer to the **MyPlate Calculator** to find your recommended calories per age and activity level.

My Name:  My Age:

My Activity Level:

**Activity Level Legend:**

- I** = INACTIVE: less than 30 minutes a day of moderate physical activity in addition to daily activities
- M** = MODERATELY ACTIVE: 30 to 60 minutes a day of moderate physical activity in addition to daily activities
- A** = VERY ACTIVE: over 60 minutes a day of moderate physical activity in addition to daily activities

**My Daily Calorie Level:**

Compare calorie and food group serving sizes for each activity level (Inactive, Moderate, Active) using the MyPlate Calculator for your age and gender.

**My Daily Food Guide:**

	<b>I</b>	<b>M</b>	<b>A</b>
Dairy	<input type="text"/> cups	<input type="text"/> cups	<input type="text"/> cups
Vegetables	<input type="text"/> cups	<input type="text"/> cups	<input type="text"/> cups
Fruits	<input type="text"/> cups	<input type="text"/> cups	<input type="text"/> cups
Grains	<input type="text"/> ounces	<input type="text"/> ounces	<input type="text"/> ounces
Protein	<input type="text"/> ounces	<input type="text"/> ounces	<input type="text"/> ounces
Oils	<input type="text"/> tsp	<input type="text"/> tsp	<input type="text"/> tsp
Extras	<input type="text"/> calories	<input type="text"/> calories	<input type="text"/> calories

**Serving Size Guide:**

- 1/2 ounces of cheese
- 1 cup cooked vegetables
- 1 medium apple
- 1/2 cup cooked pasta or rice
- 3-4 ounces of meat or poultry
- 1 teaspoon (tsp) of oil

Extra Calories - These calories are the "extras" that can be used within a specific calorie level on foods like solid fats, added sugars, or an extra serving from any food group.

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For more information visit: [www.myplate.gov](http://www.myplate.gov) or [www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)

[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## MY FUEL UP PLATE

Grade Levels: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 1: My Fuel-Up Plate	
Lesson Overview	Students will use MyPlate <b>calculator</b> to determine what their calorie needs and recommended servings are for each food group based on different activity levels. Students will analyze differences in nutritional needs based upon activity levels.	
Estimated Time	35-40 minutes	
Grade Level Learning Standards	<p>6<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>Identify appropriate servings and portions for each food group specific to personal physical activity level. PE3.9.6a</li> </ul> <p>7<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>Create a daily food plan with adequate amounts of each nutrient. H6N6.7a</li> </ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8</li> </ul>	
Learning Outcomes	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how physical activity impacts nutrition needs.</li> <li>Identify appropriate number of servings for each food group and recommended caloric intake based on a personal needs assessment.</li> <li>Describe what a serving size is for each of the Five Food Groups.</li> </ul>	
Lesson Preparation		Equipment/ Resources
<p>Since this is the first lesson of the unit, determine ahead of time where students will keep the resources for the unit and how they will submit their work. You may want to explain to students how they will be assessed for this unit. Review the Choose to Fuel Up to Play Unit Grading Rubric for ideas.</p> <p>Students will start to track their nutrition and physical activity habits the next session, consider how you will provide strategies to them for recalling this information.</p> <p>OPTIONAL: Bring in different examples of servings sizes for foods—such as an 8 oz. cup, a tablespoon and a teaspoon (to show the difference), a deck of cards, etc.</p>		<ul style="list-style-type: none"> <li>- My Personal Plate Worksheet</li> <li>- Fuel Up Reflection Journal</li> <li>- Fuel Up Unit Grading</li> </ul>



## MY FUEL UP PLATE

Grade Levels: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Lesson Introduction

Estimated Time: 7 minutes

#### Step 1: Introduce the unit and explain the unit objectives

Explain that the title of the unit is “Choose to Fuel Up and Play” because all the lessons are designed to help students understand **why** and **how** to make healthy food choices and be physically active. Explain how students will be assessed for the unit and how they will be organizing their work for the lessons.

#### Step 2: Post the essential question: What is a healthy eating plan for me?

Ask students to think about the following questions. Elicit responses:

- What is a healthy eating plan for me?
- How would you describe healthy eating?

Explain that each person will have a different eating plan based upon several factors. Some of those factors include how physically active they are, if they have allergies, their age, and their gender. Explain that the purpose of this lesson is to develop a personalized eating plan based on these individual factors.

### Lesson Content & Activities

Estimated Time: 20 minutes

#### Step 1: Conduct Personal Needs Assessment

Explain that one of the major factors that determines a personalized eating plan is activity. Since food is the fuel for our bodies, the more active we are, the more fuel we will need to function. A goal for every person is get at least 60 minutes of moderate physical activity each day. Explain what moderate physical activity is. Provide examples of moderate intensity exercise—such as fast walking, stair-climbing, carrying heavy boxes, resistance training (push-ups), etc. (NOTE: Have students do a short activity to get their heart rates up, such as a few jumping jacks if your classroom supports activity).

Emphasize the concept: what we eat will allow us to be active, without fuel we will not be able to be active.

Each student needs one My Personal Plate worksheet, and access to the MyPlate calculator. Demonstrate to students how to use the calculator and emphasize the difference in activity levels (Inactive, Moderate or Active). Ask students to fill in the daily calorie levels and daily food guide for the three different levels of activity using their age and gender. Give students time to fill in the handout.

Instruct students to identify the daily food guide for the activity level that they are most often (either Inactive, Moderate or Active). Explain that the food guide is a personalized eating plan that shows a recommendation for how many servings from each food group one should be eating each day to get the nutrients that their body needs to function optimally.



## MY FUEL UP PLATE

Grade Levels: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Step 2: Food Amounts Count

Instruct students to look at the Food Amounts Counts handout to see what counts as a serving for each food group. NOTE: Share examples of serving sizes if desired (examples: show an 8 oz. cup, a deck of cards illustrating 3 oz. of meat, or have students make a fist to demonstrate a "cup" for an apple or orange).

Check for understanding by asking the following questions:

1. Which food groups use ounces as a serving size? (Answer: protein and grains)
2. If I eat a chicken breast that is the size of a deck of cards, how many ounces of protein would that be? (Answer: 3—3 oz. of protein is the size of a deck of cards)

### Closure/Assessment

#### Estimated Time: 10 minutes

Provide the Choose to Fuel Up and Play Reflection Journal. Instruct students to answer the question for Lesson 1 using their My Personal Plate worksheet. Check for understanding by asking students to provide specific examples of what nutrition requirements change when they are active vs. inactive.

Explain to students that the next lesson will include tracking food and physical activity levels. Emphasize the idea of thinking about what they are eating and how active they are so they can recall the information at the next class session. Give suggestions for how students can remember what they ate and how they played. Have students brainstorm ideas for recall:

- Take pictures of what they eat and drink—then use photos to fill out the tracker.
- Use the same water bottle, keep track of how many times it is filled during the day.
- Use the menu board at school to remember what was served for breakfast and lunch.

### Ideas for Differentiating Instruction

1. Use the Food Amounts Count worksheet to go more in-depth about the different serving sizes for foods. Show examples of 8 oz., 16 oz., 24 oz., etc. Share a variety of food containers of typical foods to show students how serving sizes are different for various foods.
2. Have a discussion on nutrient-density and the differences between highly processed foods and whole foods. Ask students the difference between processed foods and whole foods and come up with examples as a group. Share the benefits of both and have students discuss situations when they would choose one over the other.
3. Share examples of how much activity a person would have to do to burn a certain number of calories to demonstrate how activity increases the need for more fuel. Find more information on the CDC website under "How many calories are used in typical activities?"  
[https://www.cdc.gov/healthyweight/physical\\_activity/index.html](https://www.cdc.gov/healthyweight/physical_activity/index.html)



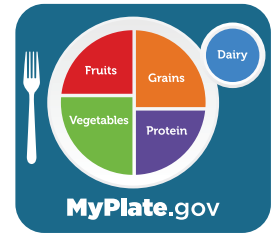
# MY PERSONAL PLATE

## STUDENT WORKSHEET

Refer to the **MyPlate Calculator** to find your recommended calories per age and activity level.

**My Name:**

**My Age:**



**My Activity Level:**

- I** = INACTIVE: **less than 30 minutes** a day of moderate physical activity in addition to daily activities
- M** = MODERATELY ACTIVE: **30 to 60 minutes** a day of moderate physical activity in addition to daily activities
- A** = VERY ACTIVE: **over 60 minutes** a day of moderate physical activity in addition to daily activities

### My Daily Calorie Level:

Compare calorie and food group serving sizes for each activity level (Inactive, Moderate, Active) using the MyPlate Calculator for your age and gender.

**I**

**M**

**A**

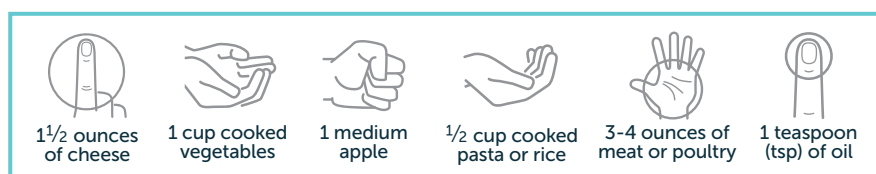
### My Daily Food Guide:

**I** **M** **A**

<b>Dairy</b>	<input type="text"/>	cups	<input type="text"/>	cups	<input type="text"/>	cups
<b>Vegetables</b>	<input type="text"/>	cups	<input type="text"/>	cups	<input type="text"/>	cups
<b>Fruits</b>	<input type="text"/>	cups	<input type="text"/>	cups	<input type="text"/>	cups
<b>Grains</b>	<input type="text"/>	ounces	<input type="text"/>	ounces	<input type="text"/>	ounces
<b>Protein</b>	<input type="text"/>	ounces	<input type="text"/>	ounces	<input type="text"/>	ounces
<b>Oils</b>	<input type="text"/>	tsp	<input type="text"/>	tsp	<input type="text"/>	tsp
<b>Extras</b>	<input type="text"/>	calories	<input type="text"/>	calories	<input type="text"/>	calories

Extra Calories - These calories are the "extras" that can be used within a specific calorie level on luxuries like solid fats, added sugars, or an extra serving from any food group.

### Serving Size Guide:



For more information visit:  
[www.myplate.gov](http://www.myplate.gov)  
[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)

# FOODAMOUNTSCOUNT

## What Size is a Serving?

The **MyPlate Calculator** helps you design an eating pattern that is just for you.

The **Five Food Group** foods provide the nutrients you need for a lifetime of healthy eating.

How much you eat from each Food Group every day is important for your overall health.

Your food and drink choices matter.

### Focus on:











**AMOUNT** – Know the recommended daily amounts of the foods you should eat and then consume that amount. Large portions can promote overeating so learn what a serving size looks like on your plate.

**NUTRIENT DENSITY** – Whole, fresh foods contain the most nutrients. Highly processed foods often add sugar, sodium and fat, resulting in extra calories.

Choose nutrient rich foods like colorful fruits and vegetables, whole grains and lower fat dairy foods for better health.

**VARIETY** – Eat as many different foods as possible within each Food Group. The more variety you choose, the more nutrients you will be getting. Your body needs various nutrients each day so mix it up and fuel your body!

Let's look at each **Food Group** and find out what counts as a serving.

Grains 1 ounce=	Veggies 1 cup=	Fruits 1 cup =	Dairy 1 cup =	Protein 1 ounce=
1 slice bread ½ English muffin ½ cup rice, pasta, or cooked cereal 1 cup dry cereal 3 cups popcorn 1 six inch tortilla	1 cup raw vegetables 1 sweet potato or potato 1 cup cooked vegetables 2 cups leafy greens 12 baby carrots 8 ounces 100% vegetable juice	1 cup sliced fruit 1 medium whole fruit ½ cup dried fruit 32 grapes 8 large strawberries 8 ounces 100% fruit juice	8 ounces milk 8 ounces yogurt 1½ ounces cheese ⅓ cup shredded cheese ½ cup ricotta cheese	1 egg 2 Tablespoons peanut butter 1 ounce meat (fish, beef, chicken, turkey, pork) 12 almonds ¼ cup cooked beans
<b>What's a serving?</b> ½ cup pasta = 	<b>What's a serving?</b> 1 cup veggies = 	<b>What's a serving?</b> 1 medium apple or orange = 	<b>What's a serving?</b> 1½ ounces cheese = 	<b>What's a serving?</b> 3-4 oz meat = 
				

### Extra Calories

Extra calories often come from foods that add taste and pleasure but not many nutrients. These include foods like candy, chips, baked sweets and fats such as mayonnaise and salad dressings. These extra calories could also come from extra servings, from any Food Group. Read the Nutrition Facts food label to find calorie information.

### Oils

Fats are part of a healthy diet. Healthy fats are found in fish, nuts, avocados and vegetable oils such as olive, canola and safflower. Choose your fats wisely as they are high in calories.



NAME: \_\_\_\_\_



## REFLECTION JOURNAL

### Lesson 1 Reflection Questions

1. What are the top three benefits that I really want to get from making healthy eating and physical activity habits?

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2. In looking at my Day 1 behaviors, which do I like the best?

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### Lesson 2 Reflection Questions

1. Did I get the recommended serving of food for each food group? If not, which?

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2. Choose a food group. How might I be affected if I do not eat the recommended servings for this food group?

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### Lesson 3 Reflection Questions

1. Do I need to make any changes to my beverage intake? If yes, what is one change that you need to make and why. If no, what is good about your beverage intake?

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### Lesson 4 Reflection Questions

1. Is maintaining fuel/calorie balance easy or difficult for me? What makes it easy or what makes it difficult?

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2. Think of the times when you are mostly inactive. What is one thing that you could do to be active at least 5 more minutes during those inactive times?

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### Lesson 5 Reflection Questions

1. How do my eating and physical activity habits affect me?

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2. What is the best way to fuel my body?

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3. Why is it important to choose healthy beverages?

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4. Why is calorie balance important?

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## Choose to Fuel Up and Play Grading Rubric

Name: \_\_\_\_\_

**Directions:** Submit your portfolio of work to demonstrate that you understand how and why to make healthy food choices and be physically active. Each assignment will be graded according to the following point system:

0 points	1 point	2 points	3 points
Not completed according to directions and multiple errors. No evidence of meeting the learning objective.	Somewhat completed according to directions and minimal errors. Little evidence of meeting the learning objective.	Mostly completed according to directions and minimal errors. Adequate evidence of meeting the learning objective.	Fully completed according to directions and with no errors. Sufficient evidence of meeting the learning objective.

Unit Assignments and Learning Objectives	0	1	2	3
<b>1. My Personal Plate Sheet</b> I can identify appropriate servings for each food group and recommended caloric intake based upon a personal needs assessment.				
<b>2. Fueling Up with the Food Groups Handout</b> I can distinguish between nutrient-dense and empty-calorie foods and identify examples of each.				
<b>3. The Beverage Handout</b> I can analyze Nutrition Facts labels and make recommendations for healthy beverage choices.				
<b>4. Plan Your Fuel Balance Handout</b> I can create a daily food plan with adequate amounts of nutrients for my physical activity level.				
<b>5. My Fuel Up and Physical Activity Assessment</b> I can assess my eating and physical activity behaviors to identify strengths and areas of improvement				
<b>6. Creating a SMART Goal Handout</b> I can create a short-term goal to establish a healthy eating or physical activity habit.				
<b>7. Reflection Journal</b> I understand how and why to make healthy food choices and be physically active.				
<b>8. My Food &amp; Physical Activity Tracker</b> I can track and reflect on my personal eating and physical activity habits.				

**Final Grade for the Unit**

**Total:**

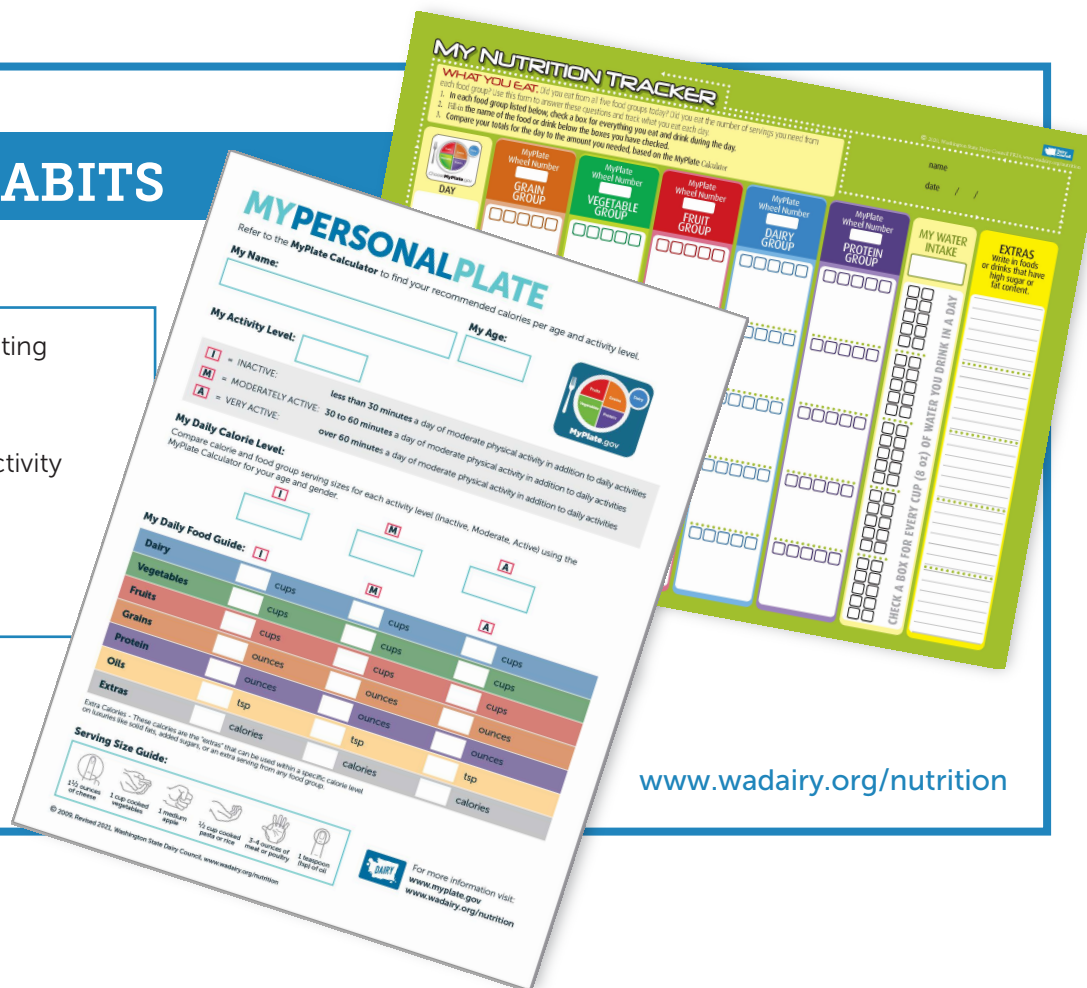
F	D	C	B	A
5 or less	6-11 total points	12-17 total points	18-20 total points	21-24 total points





## LESSON 2 TWO

- Explain potential benefits of eating a balanced diet and being physically active.
- Maintain a personal physical activity and nutrition log.



[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## FUEL UP & PLAY HABITS

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 2: Fuel Up and Play Habits	
Lesson Overview	Students will discuss their outcome expectations for eating healthy and being physically active. Students will begin to track their nutrition and physical activity habits using a food and activity tracker.	
Estimated Time	35-45 minutes	
Grade Level Learning Standards	<p>6<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Maintain and reflect on a personal physical activity log. PE3.11.6</li><li>• Describe how being physically active leads to a healthy body. PE3.1.6</li></ul> <p>7<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7</li></ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8</li></ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Explain potential benefits of eating a balanced diet and being physically active.</li><li>• Maintain a personal physical activity and nutrition log.</li></ul>	
Lesson Preparation		Equipment/ Resources
<p>Students will begin using the My Nutrition &amp; Physical Activity Tracker. Since this is used in all subsequent lessons, it is important that students know where they will keep this log. Determine ahead of time how students will access and organize this tracker.</p> <p>Tracked behaviors should be posted throughout this lesson—determine ahead of time how to display (whiteboard, printed, digital display, etc.).</p>		<ul style="list-style-type: none"><li>- My Nutrition &amp; Physical Activity Tracker worksheet</li><li>- My Personal Plate Sheet (from lesson 1)</li><li>- Fuel Up Reflection Journal (from lesson 1)</li><li>- The Benefits of Choosing to Fuel Up and Play worksheet</li></ul>





## Lesson Introduction

Estimated Time: 12 minutes

**Step 1: Post Essential Question:** How do my eating and physical activity habits affect me?

- Ask students to think of synonyms for habit. Elicit responses. Examples: practice, routine, custom, regular tendency, pattern.
- State that individuals develop eating and physical activity patterns or routines that can be hard to change. It is important to develop patterns that will benefit our bodies rather than lead to health problems. It can be difficult to start a new routine, but once we have a healthy pattern established it is much easier to stay on track.
- The purpose of today's lesson is for us to understand how our eating and physical activity habits can affect us and then determine what our current habits are.

### Step 2: The Benefits

Display this t-chart to the class:

Eating Healthy	Regular Physical Activity and Exercise

Ask students to think about what they can **expect** to happen when they consistently eat healthy and what they can expect to happen when they get regular exercise and physical activity. Ask: "Why do we want to eat healthy?" Call on students to share responses and fill in the t-chart.

Ask: "Why do we want to regularly exercise?" Call on students to share responses.

Based upon students' answers, explain that what we eat and our physical activity can affect both our physical and mental health.

Distribute The Benefits of Choosing to Fuel Up and Play worksheet. Point out the benefits that are specific to mental health—explain the connection between increased concentration and academic performance. Ask students to read the different potential benefits. Emphasize that we can expect these results when we choose to establish healthy patterns- consistently choosing to eat healthy and be active. Like a savings account—the more money we put in over time, the more interest we accrue, and the more we have in the account. The sooner we create healthy habits, the sooner we see the benefits of them, both in the present and the future!

Have students place a check next to the top 3 benefits they really want to get—3 in the eating healthy and 3 in the regular physical activity box. Re-ask students why it is important to eat healthy and to get regular physical activity.



## Lesson Content & Activities

Estimated Time: 20 minutes

### Step 1: Am I eating the right amount for my activity level?

State that previously each student determined their personal eating plan based upon their activity levels. Instruct students to look at their My Personal Plate sheet and their My Daily Food Guide amounts.

**Discussion Starter:** Ask students to reflect on this question: Are you consistently eating the recommended servings from each food group for your activity level?

Explain that it is difficult to answer this question without monitoring both nutrition and physical activity habits. To be able to answer this question accurately we need to track both nutrition and physical activity over a period of time to determine if we are making choices that will benefit our health or if we are making choices that may lead to negative health consequences. Explain that during this unit, students will determine their habits by tracking them and then create a plan that will give them the most benefits.

### Step 2: Tracking Your Physical Activity and Nutrition Habits

**Post the following for students:**

We are going to track:

1. How many servings of each food group that we eat each day.
2. How much water that we drink each day.
3. How many foods we eat that are high in sugar or fat content.
4. How much physical activity that we are getting each day.

Distribute the My Nutrition & Physical Activity Tracker to students.

Start with the My Nutrition Tracker side. Show students where to fill in the MyPlate Calculator readings for each of their goal serving sizes based upon their personal needs assessment. Ask students to think back over everything that they ate the day before— then have students place a check mark in the box for each serving that they ate or drank for the different food groups. This tracker is to be a previous day recall—where they will try to remember what they did and what they ate from the day before.

Provide an example such as: If I had a bowl of cereal, with milk, and a banana for breakfast, then I would put one check mark in the grain group, one in



## FUEL UP & PLAY HABITS

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

the dairy group, and one in the fruit group.

Explain that extras are foods or drinks that have calories (mostly from sugar or fat) that wouldn't fall under a food group category—such as soda, chips, or candy bar. Remind students what 8 oz. is for tracking their water intake. Possibly show examples of different sized water bottles and explain the importance of adequate hydration. Allow time for students to fill in all their information for Day 1 Nutrition.

Now have students use the My Physical Activity Tracker. Explain that in a day, each person should be getting 60 minutes of moderate intensity exercise. Read the statement that explains what moderate and vigorous intensity is. Remind students what counts as moderate intensity exercise—such as fast walking, stair-climbing, carrying heavy boxes, some resistance training, etc. and that 60 minutes doesn't have to be all at the same time. Sixty minutes of exercise could be 10 minutes before school, 30 minutes during P.E. class, and then 20 minutes after school. A total of 60 minutes of activity that gets the heart beating faster is the goal. (OPTIONAL: If you plan to use pedometers, show students how to use them).

Explain the differences between heart health exercises (such as walking, running, biking, and swimming,) muscle and bone strengthening exercises (such as weight-lifting, and resistance training,) and flexibility (stretching). Encourage muscle and bone strengthening exercise at least two days a week and heart health exercise five days a week.

Allow time for students to fill in all their information for Day 1 physical activity.

### Closure/Assessment

**Estimated Time: 10 minutes**

Explain that at the beginning of each class for the next four classes students will be filling in the information for both their nutrition and physical activity behaviors. Ensure that students understand where to keep their tracker so that they will have it available for the beginning of the next class session.

Have students complete Lesson 2 reflection questions from their Fuel Up Reflection Journal.

After they fill out the reflection journal, refer to the essential question: How do my eating and physical activity habits affect me?

Have students look at The Benefits of Choosing to Fuel Up and Play worksheet. Explain that healthy habits can create health benefits. Provide an example of the connection—such as how cholesterol and high blood pressure contribute to heart disease, connection between calcium intake, bone-strengthening exercise and osteoporosis.

Conclude the lesson by explaining that the next class session will cover how to choose foods that will provide the most benefits.



## FUEL UP & PLAY HABITS

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Ideas for Differentiating Instruction

In the conclusion of the lesson, include more information on how tracking relates to the benefits listed on the sheet:

1. How many servings of each food group that we eat each day. (Example: explain how fiber relates to proper digestion)
2. How much water we drink each day. (Example: share some of the consequences of dehydration)

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name

- date /



113

**GRAIN  
GROUP**

114

## VEGETABLE GROUP

114

**FRUIT  
GROUP**

10

DAIRY  
GROUP

114

## PROTEIN GROUP

11

**EXTRAS**  
Write in foods  
or drinks that have  
high sugar or  
fat content.

## DAY 1

## DAY 2

## DAY 3

## DAY 4

## DAY 5

**CHECK A BOX FOR EVERY CUP (8 oz.) OF WATER YOU DRINK IN A DAY**

# MY PHYSICAL ACTIVITY TRACKER

## DAILY PHYSICAL ACTIVITY GOALS:

- 60 minutes of moderate physical activity.
- 10,000 steps

Record the number of minutes that you participate in moderate or vigorous physical activity each day.  
Mark what type(s) of activity you participated in during that time.

name

date / /

DAY	BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL	TOTAL MINUTES AND/OR STEPS	<b>WHAT IS MODERATE OR VIGOROUS PHYSICAL ACTIVITY?</b>  On a scale of 0 to 10, where sitting is a 0 and the highest level of activity is a 10, moderate-intensity activity is a 5 or 6. When you do moderate-intensity activity, your heart will beat faster than normal and you will breathe harder than normal--you can talk, but not sing, during the activity. Vigorous-intensity activity is a level 7 or 8. When you do vigorous-intensity activity, your heart will beat much faster than normal and you will breathe much harder than normal. If you're doing vigorous-intensity activity, you will not be able to say more than a few words without pausing for a breath.
DAY 1	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES  <input type="checkbox"/> STEPS	
DAY 2	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES  <input type="checkbox"/> STEPS	
DAY 3	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES  <input type="checkbox"/> STEPS	
DAY 4	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES  <input type="checkbox"/> STEPS	
DAY 5	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES Type of Activity <input type="checkbox"/> Muscle & Bone Strengthening <input type="checkbox"/> Heart Health: Cardiorespiratory Endurance <input type="checkbox"/> Flexibility	<input type="checkbox"/> MINUTES  <input type="checkbox"/> STEPS	

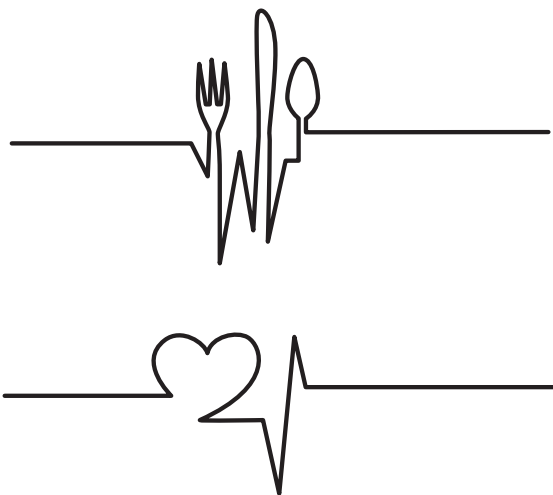


## THE BENEFITS

### Of Choosing To Fuel Up & Play

To the right are examples of what we might **expect** to happen when we consistently eat healthy and get regular exercise.

Make a checkmark next to the **top three benefits** you think are important.



Name \_\_\_\_\_

### Eating Healthy

- ☐ Reduced risk for diseases  
(heart disease, stroke, diabetes, cancer, osteoporosis)
- ☐ Increased energy
- ☐ Better athletic performance
- ☐ Healthy immune system/ less likely to get sick
- ☐ Healthy skin and eyes
- ☐ Body functions better (digestion, muscles, blood transport)
- ☐ Maintain a healthy weight/body composition
- ☐ Live longer
- ☐ Increased concentration
- ☐ Better mood (less depression and stress)

### Regular Physical Activity and Exercise

- ☐ Reduced risk for diseases  
(heart disease, stroke, diabetes, cancer, osteoporosis)
- ☐ Increased energy
- ☐ Better athletic performance (faster, stronger, more skilled)
- ☐ Fit and tone muscles and strong bones
- ☐ Healthy immune system/ less likely to get sick
- ☐ Better balance and ability to do activities
- ☐ Maintain a healthy weight/body composition
- ☐ Live longer
- ☐ Increased concentration and brain function
- ☐ Better mood (less depression, anxiety, and stress)
- ☐ More restful sleep





# FUEL UP

## FUEL UP vs. FILL UP

### LESSON 3 THREE

- Explain how a balanced diet (eating a variety of foods from all food groups) fuels the body.
- Distinguish between nutrient-dense and empty-calorie foods and identify examples of each.



[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## FUEL UP vs. FILL UP

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 3: Fuel-Up vs. Fill-Up	
Lesson Overview	Students will learn the key nutrients in each of the food groups and how those nutrients affect the body. Students will analyze the nutrition content of different foods to determine each food group's value in fueling the body.	
Estimated Time	40-45 minutes	
Grade Level Learning Standards	<p>6<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>- Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. H1.N4.6a</li> </ul> <p>7<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>- Summarize benefits of eating a variety of food from all food groups. H1.N1.7b</li> <li>- Classify foods by food groups and nutrients. H1.N1.7a</li> <li>- Explain why the six essential nutrients (carbohydrates, fats, proteins, vitamins, minerals, water) are needed for physical performance. PE3.9.7a</li> </ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>- Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b</li> </ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how a balanced diet (eating a variety of foods from all food groups) fuels the body.</li> <li>• Distinguish between nutrient-dense and empty-calorie foods and identify examples of each.</li> </ul>	
Lesson Preparation		Equipment/ Resources
Divide the See the Difference Nutrient Bar Graph Cards so that each student can look at two or more cards from different food groups. Determine ahead of time how you will be handing out the cards to students for the activity.		<ul style="list-style-type: none"> <li>- My Nutrition and Physical Activity Tracker (from lesson 2)</li> <li>- Fuel Up Reflection Journal (from lesson 1)</li> <li>- See the Difference Nutrient Bar Graph Cards (available at <a href="https://wadairy.org/see-the-difference-bar-graph-cards/">https://wadairy.org/see-the-difference-bar-graph-cards/</a>)</li> <li>- Fuel Up with the Food Groups Worksheet</li> <li>- Nutrient-Dense Foods Worksheet</li> </ul>



## FUEL UP vs. FILL UP

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Lesson Introduction

Estimated time: 8 minutes

**Step 1: Tracking Habits:** Have students fill in the previous day information for their My Nutrition & Physical Activity Tracker.

**Step 2: Review and Discussion Starter:** Ask students to fill in the blank by either writing, sharing with a partner, or reflecting individually.

What we eat impacts how we \_\_\_\_\_.

Call on students to collect responses and possibly summarize the responses by categorizing them into:

- How we perform (mentally and physically)
- How we feel (energized, depressed, lethargic)
- How we look (weight, skin, muscle mass).

Review the concept that there are numerous benefits to eating healthy. Explain that today's lesson will help answer how to choose foods that will provide us with the most benefits.

**Post Essential Question:** What is the best way to fuel my body?

### Lesson Content & Activities

Estimated Time: 30 minutes

#### **Step 1: Fueling Up with the Food Groups**

Distribute the Fuel Up with the Food Groups sheet. Read aloud, or have a student read aloud, the answer to the essential question from the handout. Emphasize the importance of eating a variety of foods from all food groups so that we are able to get all of the nutrients listed. Have students identify the important points.

Explain the terms "key nutrient" and "common nutrients." State that each food group has a main/key nutrient that is vital to how our body functions and that if we are **consistently** not getting enough of a food group, our body will not function properly. In addition, these poor nutrition habits may eventually lead to disease.

Distribute See the Difference Nutrient Bar Graph cards to each student.



## FUEL UP vs. FILL UP

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Instruct students to identify which food group their food is from, if it is a combination food, or an “extra calories” food. Then ask students to determine the key nutrient for the food group. Have students look at the common nutrients on the Fuel Up with the Food Groups sheet to see if their food has all of the common nutrients.

Display the following chart:

	Grains	Vegetables	Fruits	Dairy	Protein
Key Nutrients					

Direct students with a grain food card to raise their hands. Call on a student with hand raised to identify the key nutrient in the grain group by showing the card. As you go through this process, instruct students to fill-in the correct answer on their Fuel Up with the Food Groups worksheet. Fill-in the correct answers in the displayed chart to assist with spelling. Repeat for each food group.

- **Correct Answers:**
- Grains: B vitamins (Note: Grains will have a collection of key nutrients Thiamin (B1), Riboflavin (B2), and Niacin (B3). All of these nutrients are classified as B vitamins)
- Vegetables: Vitamin A
- Fruits: Vitamin C
- Dairy: Calcium
- Protein: Protein

State now that we see that each food group provides us with different nutrients, we must also know what good food choices within those food groups are. Instruct students to turn over their Fuel Up with the Food Groups worksheet.

### Step 2: Identifying nutrient-dense and empty-calorie foods

Read aloud or have a student read aloud the first paragraph on the Fuel-Up vs. Fill-Up sheet. Explain that if we don’t pay attention to what we eat, then we may fill our stomachs but not fuel our bodies with what is needed. We can choose foods and beverages that are going to help us function better.

Display a continuum line with the class:      Empty calories/Fill-up Foods      ← ---- --- --- --- ---- →      Nutrient-dense/Fuel-up Foods



## FUEL UP vs. FILL UP

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Explain to students the difference between an empty calorie food and a nutrient-dense food (definitions are on Fuel Up with the Food Groups worksheet). Say that there are some foods that are EXCELLENT fuel up foods because they have a lot of nutrients that our body needs for the amount of calories they provide. Then say there are some foods that are very poor choices for fueling up because they have calories but not many of the nutrients our bodies need. Say that some foods fall in-between. Tell students they are going to analyze their foods (on the See the Difference Nutrient Cards) to determine if the food is a fuel-up or a fill-up food.

Demonstrate to students that they can determine a nutrient-dense food on the card by holding a piece of paper level at the top of the calorie bar. If there are two or more nutrients (other than fat and carbohydrates) that are higher than the calorie bar, the food is more likely to be a nutrient-dense food. The more nutrients that are above the calorie line, the more nutrient-dense it is. If the nutrients in the food/beverage are less than the calories in the food, then they are less nutrient-dense and possibly empty-calorie foods.

Instruct students to fill in the blanks for the Fuel-Up vs Fill-Up Foods. Suggest sharing/partnering to observe nutrients for different foods. After students have had a chance to fill in their examples, call on individual students to share their examples and ask students where on the continuum they think that the food falls and why.

### Closure/Assessment

**Estimated time: 5 minutes**

Conclude the lesson by sharing that in our country there are a number of health concerns that are caused by deficiencies (not getting enough of a certain nutrient). State that there are four nutrients that most Americans are not getting enough of in their diet and it is especially important to pay attention to these because of possible health concerns with low consumption. Have students look at their list of key and common nutrients and try to guess what the four nutrients are from their chart. **Question:** What four nutrients do most Americans not get enough of in their diet? (**Answer:** calcium, vitamin D, potassium, and fiber)

(OPTIONAL: Elaborate on this concept by explaining how a deficiency in these nutrients can affect individuals. Display the Nutrient-Dense Foods handout. Have students look at what food groups have these nutrients in them.)

Have students answer the Lesson 3 reflection questions in their Choose to Fuel Up and Play Reflection Journal.

### Ideas for Differentiating Instruction

Refer to the See the Difference Nutrient Bar Graph Cards Leader's Guide for activities to do with the cards. There are several different ideas in this guide that could be used with this lesson.

# Nourish Your BODY from Head to Toe with Nutrient-Dense Foods

The **MyPlate Calculator** gives you a personal plan for nourishing your body with **Nutrient-Dense** foods. Each of the **Five Food Group** foods provides the body with important nutrients that keeps your body healthy and also gives you the energy you need.

Your food and drink choices matter.  
**Focus on:**

**AMOUNT** – Know the recommended daily amounts of the foods you should eat and then consume that amount. Large portions can promote overeating so learn what a serving size looks like on your plate.

**NUTRIENT DENSITY** – Whole, fresh foods contain the most nutrients. Highly processed foods often add sugar, sodium and fat resulting

in extra calories. Choose nutrient rich foods like colorful fruits and vegetables, whole grains and lower fat dairy foods for better health.

**VARIETY** – Eat as many different foods as possible within each Food Group. The more variety you choose, the more nutrients you will be getting. Your body needs various nutrients each day so mix it up and fuel your body!

## Nutrients from A to Z

Fuel your body with Nutrient-Dense foods from the Five Food Groups. Each Food Group provides different essential nutrients. Let's look from A to Z at the nutrients your body needs and what Food Groups they come from:

<b>Vitamin A</b>	Important for the health of your eyes	Vegetables and Fruits	<b>Fiber</b>	Aids in digestion and protects against heart disease	Grains, Vegetables and Fruits
<b>B Vitamins</b>	Keeps your heart, brain and red blood cells healthy	Grains and Protein	<b>Folic Acid</b>	Needed to build new cells and keep your blood healthy	Grains and Fruits
<b>Vitamin C</b>	Helps your body fight infection and heals cuts and bruises	Vegetables and Fruits	<b>Iron</b>	Helps red blood cells carry oxygen to your body	Grains and Protein
<b>Calcium</b>	Keeps your bones and teeth strong	Dairy	<b>Magnesium</b>	Keeps your heart strong and muscles and nerves working	Dairy and Protein
<b>Carbohydrates</b>	Your body's main source of fuel and energy	Grains, Vegetables, Fruits and Dairy	<b>Potassium</b>	Keeps your nervous system and muscles working	Vegetables, Fruits and Dairy
<b>Vitamin D</b>	Needed for healthy blood pressure and strong bones	Dairy	<b>Protein</b>	Helps your body build, maintain and repair tissues	Dairy and Protein
<b>Vitamin E</b>	Protects your tissues and cells from being damaged	Vegetables and Protein	<b>Zinc</b>	Heals wounds and helps to keep you from getting sick	Protein

**MyPlate Wheel** helps you make **Nutrient-Dense Food Choices**. Highly processed foods usually contain fewer nutrients and more sugar, fat and sodium. To get the most nutrients from the foods you eat, choose these foods most often:

<b>GRAINS</b> 100% Whole Grain: Cereals and Oatmeal Breads, Pasta and Rice Corn Tortillas Quinoa and Barley Make Half your Grains Whole Read Food Labels	<b>VEGETABLES</b> Dark Greens: Spinach, Broccoli, Kale, Red, Orange and Yellow: Peppers, Tomatoes, Carrots, Sweet Potatoes, Squash and Pumpkin 100% Juices Vary your Veggies- Make Colorful Choices at Meals	<b>FRUITS</b> Whole, Fresh & Colorful: Cantaloupe, Oranges, Blueberries, Grapes, Apples, Watermelon, Bananas and Kiwi Fruit 100% Juices Focus on Fruit Add Fruits at Meals, Snacks and Dessert	<b>DAIRY</b> Skim or 1% Milk Plain Low Fat Greek Yogurts Cottage Cheese Low Fat Cheeses Fortified Soy Beverages Eat Calcium-Rich Foods- Have a Dairy Food at Each Meal	<b>PROTEIN</b> Lean Meats, Fish, Poultry, Eggs Beans-Black, Pinto Seeds- Flax, Pumpkin Nuts- Walnuts, Almonds Nut butters-Peanut, Almond Go Lean with Protein- Bake, Broil or Grill Rather Than Fry
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## FOOD GROUPS

**Q: What is the best way to fuel my body?**

**A:** Your body needs a variety of essential nutrients each day. The best way to fuel up is to eat a balanced diet—a diet that includes a variety of foods from all Five Food Groups. Since each food group contains different key nutrients, it is important to choose to eat foods from each food group to get the nutrients your body needs to fuel your body to play, learn and grow you should choose a variety of nutrient-dense foods from all Five Food Groups.

**Key Nutrient:**

A main nutrient provided by a food group. Nearly all foods in that group provide substantial amounts of that nutrient.

**Common Nutrients:**

Other nutrients that are commonly found in each of the food groups.

### GRAINS



### VEGETABLES



### FRUITS



### DAIRY



### PROTEIN



NAME: \_\_\_\_\_

Key Nutrients	Body Functions the Key Nutrients Fuel	Common Nutrients
	Helps your body to use the energy from food, helps to keep your heart, brain and red blood cells healthy	Iron Dietary Fiber Folic Acid Magnesium
	Healthy eyes	Vitamin C Dietary Fiber Folic Acid Potassium
	Healthy immune system	Vitamin A Fiber Folic Acid Potassium
	Strong teeth and bones	Protein Riboflavin Vitamin D Potassium
	Helps build, maintain and repair tissues	Iron Niacin Magnesium Zinc



with the

## FOOD GROUPS

### Fuel-Up vs. Fill-Up

When creating a balanced diet, consider the types of foods that you are choosing to eat. Eating foods that are high in added sugars and fats can fill you up but not fuel you up—these foods have energy, but typically not the additional vitamins and minerals that we need. When choosing foods, choose nutrient-dense foods that have as much energy as vitamins and minerals that will fuel your body with what it needs to play, learn, and grow.

#### Nutrient-dense foods:

Foods that are high in nutrients as compared to their calorie (energy) content. Foods that are nutrient-dense contain vitamins, minerals, fiber, and other healthful nutrients with little or no saturated fat, sodium, and added sugars. This means that the calories in these foods are calories that your body needs to function.

#### Empty-calorie foods:

Foods that have calories but have few or no other nutrients. Many foods can be high in sugar and/or fats and have no other nutrients that our body needs to function.

NAME: \_\_\_\_\_

### FUEL-UP FOODS

Fill-in four examples of **nutrient-dense foods or beverages** that are good fuel-up choices.

1.

2.

3.

4.

### FILL-UP FOODS

Fill-in four examples of **empty-calorie foods or beverages** that you should limit since they fill you up but provide few nutrients.

1.

2.

3.

4.





## CHOOSING BEVERAGES

### LESSON 4 FOUR

- Analyze Nutrition Facts labels and make recommendations for healthy beverage choices.
- Explain why some beverages should be limited based on nutritional content.



[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## CHOOSING BEVERAGES

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 4: Choosing Beverages	
Lesson Overview	Students will analyze different beverages to determine their fuel up value. Students will discuss with partners or small groups their rationale for the fuel-up beverage rating.	
Estimated Time	40-45 minutes	
Grade Level Learning Standards	<p><b>6<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6</li> <li>Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a</li> </ul> <p><b>7<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Evaluate nutrition content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7</li> <li>Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7</li> </ul> <p><b>8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Develop a message to persuade someone to make healthy beverage choices. H8.N2.8</li> <li>Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8</li> </ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze Nutrition Facts labels and make recommendations for healthy beverage choices.</li> <li>Explain why some beverages should be limited based on nutritional content.</li> </ul>	
Lesson Preparation		Equipment/ Resources
<p>Students can be organized into partners or groups of four for this activity-- assign groups at the beginning of the lesson and have the Beverage Cards prepared to hand out to the groups. Each student or pair of students will need four Beverage cards total. There are 40 cards per set.</p> <p>Prepare for "The Beverage" competition. Determine ahead of time how to allow students to select their contestants, such as draw out of a box or by handing out pre-established sets.</p>		<ul style="list-style-type: none"> <li>- My Nutrition and Physical Activity Tracker (from Lesson 2)</li> <li>- Fuel Up Reflection Journal (from Lesson 1)</li> <li>- Beverage Cards (available at <a href="https://wadairy.org/think-your-drink/">https://wadairy.org/think-your-drink/</a>)</li> <li>- "The Beverage" worksheet</li> </ul>



## CHOOSING BEVERAGES

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Lesson Introduction

**Estimated time: 8 minutes**

Have students fill in the previous day's information on their My Nutrition & Physical Activity Tracker.

Conduct a brief lesson review using the following or similar questions:

1. What are three nutrients that are commonly found in dairy products? (**Answers:** Calcium, Protein, Riboflavin, Vitamin D, Potassium)
2. What food groups have high amounts of vitamin C and vitamin A? (**Answer:** Fruits & Vegetables)
3. Why do you want to limit your intake of empty-calorie foods? (**Answer:** These foods will fill you up since they have calories, but they have little nutritional value so they don't provide you with what your body needs to function. You will be full of foods that can't help you to get the benefits of healthy eating.)

**Post Essential Question:** Why is it important to choose healthy beverages?

Elicit responses from students. Emphasize that beverages contribute to our nutrition intake the same way food does, this means that we do consume calories, sugar, fat, and other nutrients in our drinks, just because they are liquid, doesn't mean that they don't affect us. The objective of today is to analyze different beverages to determine their nutrition value.

### Lesson Content & Activities

#### Step 1: Analyzing Beverages (Estimated Time: 15 minutes)

Organize students into partners or groups of four. Distribute The Beverage worksheet. Read through the directions on the worksheet. Explain that each student or pair of students will receive four "beverage contestants" that they will analyze based upon their "fuel-up capability." Explain how the rating system will work based upon the directions. Students can work in pairs or individually to analyze all four drinks.

After students have had a chance to review all the information for each beverage, have them explain their fuel-up rating for each beverage to their partner or in groups. Each student will present the winner to their group members the same way that a judge on a TV show such as "The Voice" or "America's Got Talent" would explain why they have rated the beverage contestant (Example: You have a score of 3 because you are moderately high in calories with moderate potassium and moderate added sugar. You have some health benefits, but just not enough for me to drink you all the time).

Each group will then get 8-16 different beverage cards, depending on if they are working in pairs or individually. (NOTE: Determine ahead of time how the beverages will be distributed). Set a time-limit for students to complete their analysis and prepare for a presentation about the drinks that they choose to the whole class.



## CHOOSING BEVERAGES

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Step 2: Share-Out (Estimated Time: 15 minutes)

Demonstrate to students how you want them to share their information. Explain that group members can ask questions and review the cards to see if they “agree” with the presenters’ rating. After each member has had a chance to share, instruct students to draw a continuum.

Very Poor Fuel-Up Drink ← --- --- --- --- --- → Excellent Fuel-Up Drink

Have students fill-in the names of the drink on the continuum so that they are creating a “rating” scale for each of the beverages that was in their group. Provide feedback on their responses to indicate if their analysis is correct.

### Closure/Assessment

#### **Estimated Time: 5-10 minutes**

To check for understanding, have groups rank their beverage cards in order. Ask the students to share why they were rated this way and include “the beverage to limit most.”

Have students answer the question in their Reflection Journal.

### Ideas for Differentiating Instruction

Instead of drawing a continuum, ask students to write out a narrative about their rating of one beverage or have students write out an advertisement for a chosen beverage. The advertisement could include potential health benefits or concerns that would be associated with regular consumption of that beverage.



# THE BEVERAGE

## DIRECTIONS:

- Write the name and serving size of the beverages that you have chosen in each of the four boxes.
- Analyze the nutritional content for each of the beverages. Remember, when looking at percent daily values...
  - 5% or less is considered low.
  - 20% or more is considered high.
  - 40 Calories or less per serving is considered low.
  - 100 Calories per serving is considered moderate.
  - 400 Calories or more per serving is considered high.
- Place an "X" in the box to show if the beverage has a high, medium, or low amount.
- Give each beverage a Fuel Up Rating based upon the nutritional content:
  - Five stars means that it is an excellent drink choice for fueling up.
  - One star means that it is a poor choice for fueling up.



## BEVERAGE #1

Name \_\_\_\_\_

Serving Size \_\_\_\_\_

	low	medium	high
Calories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calcium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Added Sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamin D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potassium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RATE ME!!**



## BEVERAGE #2

Name \_\_\_\_\_

Serving Size \_\_\_\_\_

	low	medium	high
Calories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calcium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Added Sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamin D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potassium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RATE ME!!**



## BEVERAGE #3

Name \_\_\_\_\_

Serving Size \_\_\_\_\_

	low	medium	high
Calories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calcium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Added Sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamin D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potassium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RATE ME!!**



## BEVERAGE #4

Name \_\_\_\_\_

Serving Size \_\_\_\_\_

	low	medium	high
Calories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calcium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Added Sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamin D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potassium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RATE ME!!**







## FUEL BALANCE

### LESSON 5 FIVE

- Create a daily food plan with adequate amounts of nutrients for their own physical activity level.
- Explain the importance of balancing calories with physical activity.



[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## FUEL BALANCE

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 5: Fuel Balance	
Lesson Overview	Students will create an optimal daily food plan for achieving their nutritional needs based upon their activity level. Students will analyze the consequences of too few and too many calories for their physical activity level.	
Estimated Time	40-45 minutes	
Grade Level Learning Standards	<p>6<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>Identify appropriate servings and portions for each food group specific to personal physical activity level. PE3.9.6a</li></ul> <p>7<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a</li><li>Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a</li></ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. PE3.9.8b</li></ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>Create a daily food plan with adequate amounts of nutrients for their own physical activity level.</li><li>Explain the importance of balancing calories with physical activity.</li></ul>	
Lesson Preparation		Equipment/ Resources
Determine the resources that students will use for estimating calories for different foods. Gather nutrition information for a variety of foods. You may need to have several sets of See the Difference Nutrient Bar Graph Cards or have a list of common foods and calorie counts.		<ul style="list-style-type: none"><li>- My Nutrition and Physical Activity Tracker (from Lesson 2)</li><li>- Fuel Up Reflection Journal (from Lesson 1)</li><li>- See the Difference Nutrient Bar Graph Cards (available at <a href="https://wadairy.org/see-the-difference-bar-graph-cards/">https://wadairy.org/see-the-difference-bar-graph-cards/</a>)</li><li>- Fuel Balance Handout</li><li>- Fuel Balance Problem-Solving Worksheet</li></ul>





## FUEL BALANCE

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Lesson Introduction

**Estimated Time:** 5 minutes

Have students fill in the previous day information in their My Nutrition & Physical Activity Tracker.

**Post the Essential Question:** Why is calorie balance important?

### Lesson Content & Activities

#### Step 1: Understanding calories.

**Estimated Time:** 15 minutes

Provide the Fuel Balance worksheet. Have students read the handout.

Provide a Fuel Balance Problem-Solving worksheet to each student, and a access to the MyPlate Calculator. Instruct students to use the MyPlate Calculator and the information from the Fuel Balance handout to answer the Problem-Solving worksheet questions. Have students share their answers with a partner and discuss if they have different answers.

**Discussion Starter:** Elicit answers for the two questions on the Fuel Balance Problem-Solving worksheet and then provide details that explain the answer.

**Answer to Question #1:** C: Darnell may see an increase in his current weight by about 10 lbs after one year.

**Explain the answer:** Darnell's recommended daily calorie intake for his activity level is 1800. This means that he has an excess of 150 calories each day. Eating 150 calories more a day than Darnell needs may lead him to gain an extra five pounds over six months, or ten pounds in a year.

**NOTE:** Explain that 3500 calories is equivalent to a pound of fat. Identify common foods/beverages that are 150 calories for students to relate (examples: 12-oz soda, 10-oz juice, a granola bar, 2 small apples).

**Answer to Question #2:** A: Rachel may maintain her current weight after one year.

**Explain the answer:** Rachel's recommended daily calorie intake for her activity level is 2200. Since she uses and eats the same number of calories she is in balance and her weight will likely remain the same.

Explain that weight is impacted by more than just gaining excess fat from too many calories. Gaining weight is not necessarily a negative thing. A person's weight can also increase due to growth—such as growing taller and getting stronger bones. A person can also gain weight by getting more muscle mass if they are trying to get stronger. A pregnant woman also gains weight. Gaining weight can be unhealthy when it is due to excess calories being stored as fat which can cause our bodies to malfunction.



## FUEL BALANCE

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Step 2: Planning Your Fuel Balance

**Estimated Time:** 15 minutes

Make resources available for students to see how many calories are in common foods (Use See the Difference Nutrient Bar Graph Cards or Food Model Cards, if available).

Explain the objective of the Plan Your Fuel Balance worksheet: to plan a pattern of daily eating so that they are in balance with their recommended calorie intake and serving sizes for each food group according to their physical activity.

Ask students to write out a daily plan that they believe they could follow. Students will write the estimated calories for each food and then total up the calories for the day. The goal is to plan a day of eating that is close to their recommended calorie intake and incorporates all of the food groups. Have students utilize food label resources for writing in the calories. Students can also see typical amounts of calories for certain foods.

### Closure/Assessment

**Estimated Time:** 5 minutes

Ask the essential question and elicit responses from students: Why is calorie balance important?

Have students answer the questions in their Choose to Fuel Up and Play Reflection Journal.

## FUEL BALANCE

In order to get and keep a healthy level of physical fitness, you have to practice exercise at a specific intensity and frequency. Eating the right foods can help you to have the energy to exercise and reach a healthy level of physical fitness. Food is our fuel. Fuel is energy. The more you move, the more energy you use and the more fuel that you need. Just like a car won't run on an empty gas tank, your body won't move without food fueling it.

The energy from food and drinks are called calories. Calories supply the body with the energy it needs to function and to be active. Deciding how much energy (or how many calories you need each day) can be tricky. The number of calories you need each day is based on many factors, like how much exercise you get each day, your gender, and how old you are.

Getting too few calories can be a problem because your body needs them to function, but getting too many too often can force your body to store the extra calories- which may cause your body to malfunction. Balancing the calories that you eat with the calories that you need is our goal.

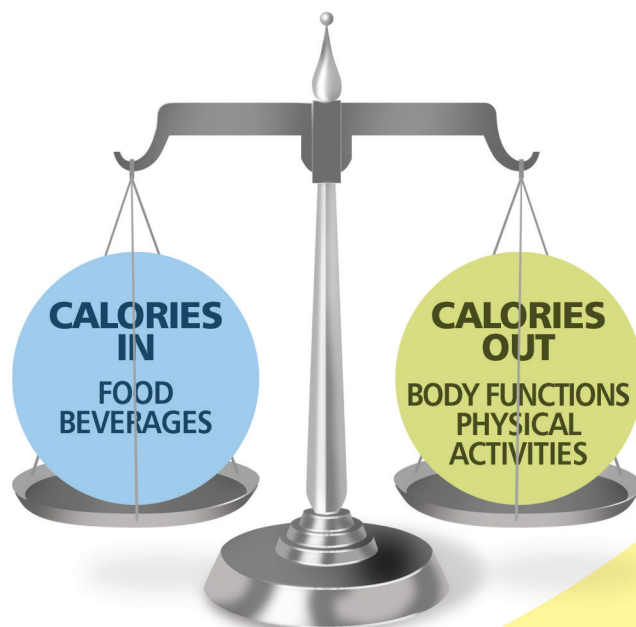
Planning your meals is a strategy to help you maintain the right calorie balance.

Reference: Centers for Disease Control and Prevention

### Fuel or calorie balance is like a scale.

To remain in balance and maintain your body weight while having the energy to do physical activity, the calories consumed must be balanced by the calories you use.

- **"Calorie balance"**  
You are eating roughly the same number of calories that your body is using. You likely will keep growing at a **stable** rate. Adults in calorie balance will see their weight stay the same.
- **"Calories in" is greater than calories out**  
You are eating more calories than your body is using. Your body will likely store extra calories and your weight gain may be faster than your growth. Adults eating excess calories may be **gaining** weight.
- **"Calories out" is greater than calories in**  
Some call this a calorie deficit. You are eating fewer calories than you are using. Your body may not be getting enough energy and your weight gain may be slower than your growth. Adults in a calorie deficit may be losing weight.





## FUEL BALANCE

### Fuel Your Day!

Using your **MyPlate Calculator** numbers, fill in the

blanks. **My Daily Food Guide:**

Calories	<input type="text"/>		
Grains	<input type="text"/>	ounces	Dairy <input type="text"/> cups
Vegetables	<input type="text"/>	cups	Protein <input type="text"/> ounces
Fruits	<input type="text"/>	cups	

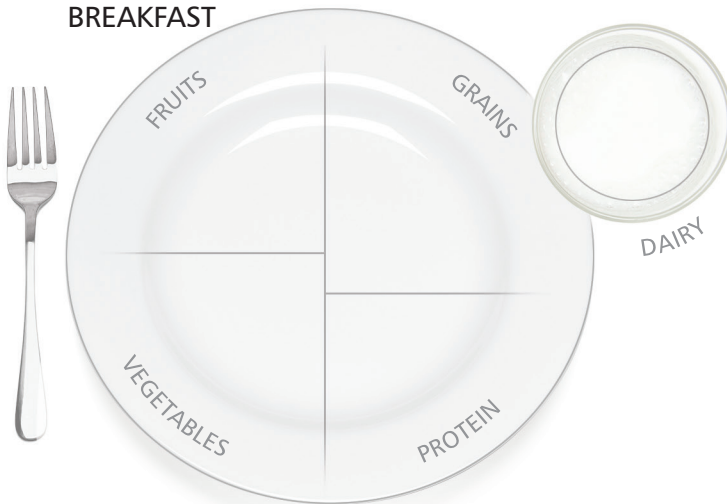
### Plan Your Fuel Balance

Plan to get the right balance of calories for your activity level. Knowing how many calories are in the foods that you eat is an important step to finding the right balance. Choose a variety of foods to get different nutrients that your body needs. For example, your fruit choices for the day might be a banana, apple, and strawberries. Try to eat at least three different foods from each Food Group every day!

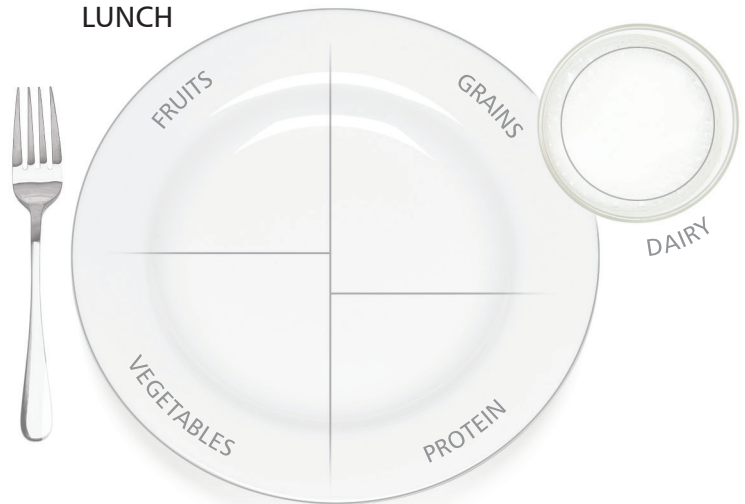
#### Instructions:

- Write in the meals and snacks you plan to eat to fuel your day.
- Think healthy choices for your beverages- they add nutrients too.

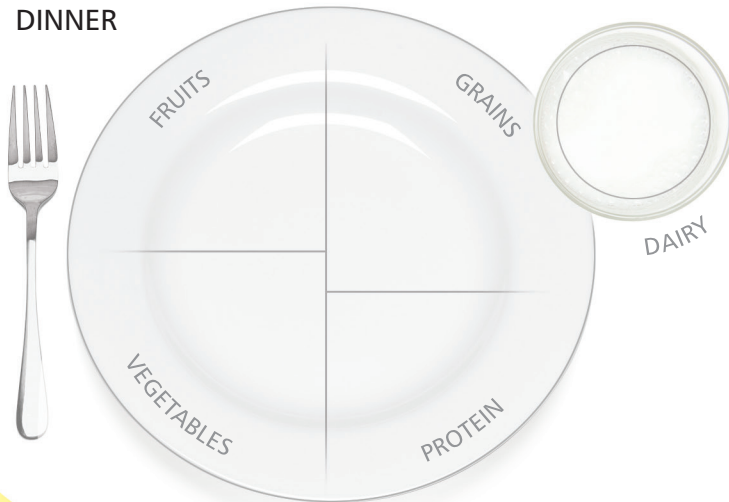
BREAKFAST



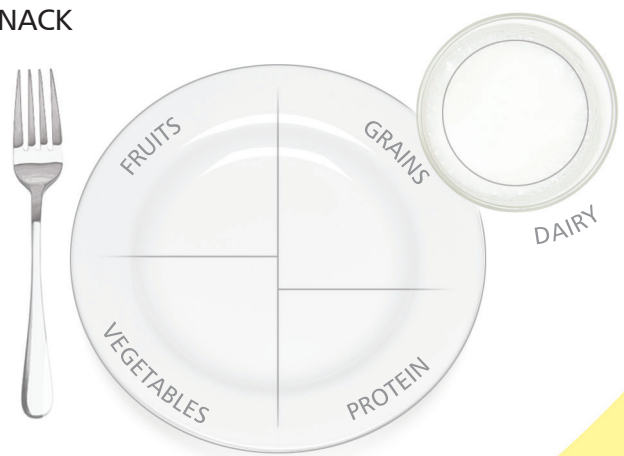
LUNCH



DINNER



SNACK



### How did your meals add up?

Make a check mark next to the Food Groups where you met your MyPlate **Calculator** Numbers.

<input type="checkbox"/> Grains	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Dairy	<input type="checkbox"/> Protein
---------------------------------	-------------------------------------	---------------------------------	--------------------------------	----------------------------------





## PROBLEM-SOLVING SHEET

1. Darnell is 32 years old, is typically inactive and eats about 2550 calories daily. If Darnell were to eat this many calories and be inactive every day for one year, what would be the potential outcome?
  - a. He may maintain his current weight after 1 year.
  - b. He may see a slight decrease in his current weight by about 5 lbs after 1 year.
  - c. He may see an increase in his current weight by about 10 lbs after 1 year.
  - d. He may see an increase in his current weight by about 20 lbs after 1 year.
2. Rachel is 34 years old, is typically active and eats about 2200 calories daily. If Rachel were to eat this many calories and be active every day for one year, what would be the potential outcome?
  - a. She may maintain her current weight after 1 year.
  - b. She may see a slight decrease in her current weight by about 5 lbs after 1 year.
  - c. She may see an increase in her current weight by about 10 lbs after 1 year.
  - d. She may see an increase in her current weight by about 20 lbs after 1 year.



## PROBLEM-SOLVING SHEET

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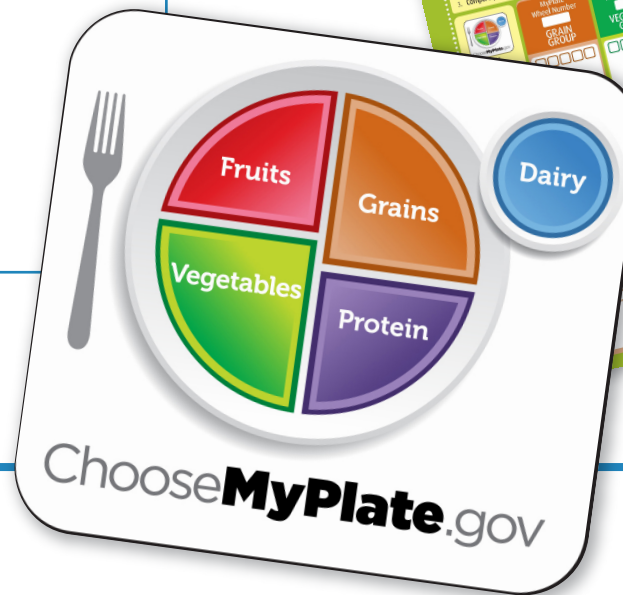




## FUEL UP & PHYSICAL ACTIVITY ASSESSMENT

### LESSON 6 SIX

- Assess their eating and physical activity behaviors to identify strengths and areas for improvement.
- Create a short-term goal to establish healthy eating and/or physical activity habits.



MY NUTRITION TRACKER

WHAT YOU EAT: Use the food groups below to record the number of servings you eat from each group. Fill in the name of the food or drink below the boxes you have checked.

1. Grains: Fill in the name of the food or drink below the boxes you have checked.

2. Protein: Fill in the name of the food or drink below the boxes you have checked.

3. Vegetables: Fill in the name of the food or drink below the boxes you have checked.

4. Fruit: Fill in the name of the food or drink below the boxes you have checked.

5. Dairy: Fill in the name of the food or drink below the boxes you have checked.

6. Protein: Fill in the name of the food or drink below the boxes you have checked.

7. Water: Fill in the name of the food or drink below the boxes you have checked.

8. Extras: Fill in the name of the food or drink below the boxes you have checked.

9. Check a box for every cup (8 oz) of water you drink in a day.

10. Check a box for every cup (8 oz) of water you drink in a day.

[www.wadairy.org/nutrition](http://www.wadairy.org/nutrition)



## FUEL UP & PHYSICAL ACTIVITY ASSESSMENT

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Lesson 6: Fuel Up & Physical Activity Assessment	
Lesson Overview	Students will review their My Nutrition and Physical Activity Trackers. Students will assess their eating and physical activity behaviors and set goals.	
Estimated Time	40-45 minutes	
Grade Level Learning Standards	<p>6<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6</li><li>• Maintain and reflect on a personal physical activity log. PE3.11.6</li></ul> <p>7<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7</li></ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"><li>• Assess personal food and beverage intake based on recommended individual needs. H7.N6.8</li><li>• Create short- and long-term goals to establish healthy eating patterns. H6.N6.8</li><li>• Conduct and reflect on a personal caloric needs assessment based on age, gender, activity level, and specific health requirements. PE3.9.8a</li><li>• Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8</li></ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Assess their eating and physical activity behaviors to identify strengths and areas for improvement.</li><li>• Create a short-term goal to establish healthy eating and/or physical activity habits.</li></ul>	
Lesson Preparation		Equipment/ Resources
Determine ahead of time the length of time that you will allow for students to set goals and track information related to their goal. Review the grading rubric and determine how you want students to submit their work.		<ul style="list-style-type: none"><li>- My Nutrition and Physical Activity Tracker (from Lesson 2)</li><li>- Fuel Up Reflection Journal (from Lesson 1)</li><li>- Fuel Up Unit Grading Rubric (from Lesson 1)</li><li>- Fuel Up and Physical Activity Assessment worksheet</li><li>- Smart Goal worksheet</li></ul>





## FUEL UP & PHYSICAL ACTIVITY ASSESSMENT

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Lesson Introduction

**Estimated Time:** 5 minutes

Have students fill in the previous day's information on their My Nutrition & Physical Activity Tracker.

**Post the Essential Question:** What eating and physical activity behaviors can I change or continue to work on to improve my health?

Explain that the focus of today's lesson is to identify healthy choices that students made during the week and consider healthy choices that they would like to try later.

### Lesson Content & Activities

#### Step 1: My Fuel-Up and Physical Activity Assessment (Estimated Time: 15 minutes)

Distribute the My Fuel-Up and Physical Activity Assessment worksheet. Instruct students to fill out the assessment by looking at the information on their My Nutrition & Physical Activity Tracker and reviewing their journal reflections from previous lessons.

#### Step 2: Creating a SMART Goal (Estimated Time: 15 minutes)

Distribute the SMART Goal worksheet. Instruct students to set a nutrition or a physical activity goal. Go through each part of the SMART framework and explain expectations for the "My Goal Information" section. Provide examples of acceptable and unacceptable work (i.e. "exercise more" would not be acceptable, but "walk the track for 30 minutes every day after school" would be.)

For the measurable part, explain different resources that students may use to track their behaviors. Give examples such as using trackers like My Nutrition & Physical Activity tracker, or an Online tracker, or on an app.

For the timeline part, provide a length of time that students will track their information. It is recommended that you pick a day in the future that they will be required to turn in how they tracked their information as well as write the SMART Goal reflection.



## FUEL UP & PHYSICAL ACTIVITY ASSESSMENT

Grade Level: 6-8

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition x Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

### Closure/Assessment

**Estimated Time:** 5 minutes

Instruct students to complete the questions for lesson 6 in the Choose to Fuel Up and Play 60 Reflection Journal.

Explain to students that they will be tracking their goal for the designated time and what you expect them to submit to you on a given day.

Distribute the Choose to Fuel Up and Play 60 Grading Rubric and explain how students will be submitting their work to you.

### Ideas for Differentiating Instruction

Instruct students to write a SMART goal that would be for just one day and have each student complete the reflection on the back-side of the sheet the next class session.

**MY ASSESSMENT**

Review your Nutrition Tracker and check the box that reflects how often you ate from each of the Five Food Groups.

	<b>Rarely</b> 0-2 days a week	<b>Sometimes</b> 3-4 days a week	<b>Frequently</b> 5-6 days a week	<b>Always</b> 7 days a week
<b>Dairy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grains</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Protein</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fruits</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vegetables</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflect on your typical food and drink choices and check the box that reflects how often you made each of the choices below.

	<b>Rarely</b> 0-2 days a week	<b>Sometimes</b> 3-4 days a week	<b>Frequently</b> 5-6 days a week	<b>Always</b> 7 days a week
<b>I consume empty-calorie foods and/or drinks.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I consume nutrient-dense foods and/or drinks.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I consume an adequate amount of water.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review your Physical Activity Tracker and check the box that reflects how often you get 60 minutes of physical activity each day.

	<b>Rarely</b> 0-2 days a week	<b>Sometimes</b> 3-4 days a week	<b>Frequently</b> 5-6 days a week	<b>Always</b> 7 days a week
<b>I get 60 minutes of physical activity.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I participate in bone/muscle strengthening activities at least 3 days a week. ☐ No ☐ Yes

I participate in heart healthy activities at least 5 days a week. ☐ No ☐ Yes



## MY ASSESSMENT

### My Overall Fuel Up Rating

When it comes to fueling my body for optimal performance, I feel I am doing a(n)

☐

Poor Job

☐

Ok Job

☐

Good Job

☐

Fantastic Job

### My Overall Physical Activity Rating

When it comes to getting enough physical activity, I feel I am doing a(n)

☐

Poor Job

☐

Ok Job

☐

Good Job

☐

Fantastic Job

### My Fuel Up and Physical Activity Assessment

Review your nutrition and physical activity tracker. Identify two healthy choices that you made this week.

#### Healthy Choices I Made this Week

1.

-----  
-----

2.

-----  
-----

Review your nutrition and physical activity tracker. Think of two healthy choices that you would like to try next week that will help you to create a healthy habit.

#### Healthy Choices I Would Like to Try

1.

-----  
-----

This could be hard for me because...

-----  
-----

My plan to overcome this is...

-----  
-----

2.

-----  
-----

This could be hard for me because...

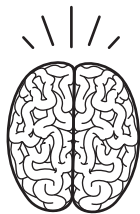
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My plan to overcome this is...

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## SMART GOALS

### Create Smart Goals for Nutrition or Physical Activity



Choose one area to develop a SMART Goal for:

**SMART Goals:** People who set specific and challenging yet attainable goals are more likely to meet their goal. Use the SMART goals framework to write a healthy goal.

	SMART Suggestions	My Goal Information
<b>Specific</b>	Write out exactly what you want to do. Make sure the goal is something that you can measure and you can say "yes or no" to achieving it.	
<b>Measurable</b>	Determine how you are going to measure and track your progress. What will you use to track and monitor how you are doing?	
<b>Achievable</b>	Why do you think this goal is achievable? Explain how you can manage this change.	
<b>Relevant</b>	Why is this goal relevant to me? Why did you choose this area to focus on?	
<b>Timeline</b>	How long will you track your progress? When will you measure progress? Set dates/times to review how you are doing (daily, weekly, etc.)	

### Support for achieving my goal:

Who will I tell my goal to so they can help me meet my goal?

What kind of help will I need from them?



NAME: \_\_\_\_\_

## MY SMART GOAL REFLECTIONS

Complete this section AFTER you have monitored your behavior for the designated time.

### Reflection on achieving my goal:

Did I achieve my goal? How many days was I able to achieve my nutrition or physical activity goal?

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-----  
-----

What obstacles did I face?

-----  
-----  
-----

How did I overcome those obstacles?

-----  
-----  
-----

What can I do in the future to overcome those or other obstacles?

-----  
-----  
-----

Will I continue with this healthy habit after this assignment? Why or why not?

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-----  
-----