



**FORECASTING  
YOUR FUTURE**

# **NUTRITION MATTERS**



**A CURRICULUM FOR NUTRITION  
AND WELLNESS**



# Forecasting Your Future: Nutrition Matters

## Introductory Guidelines

### **Founded:**

On specific principles outlined within a 2016 Indiana Team Nutrition Grant and funded by USDA Team Nutrition funds. This new curriculum (*Forecasting Your Future: Nutrition Matters*) was intentionally designed to maximize student learning and interest by integrating life skills and partnership activities with experts in school nutrition.

In 2014, selected Indiana schools participated in an Indiana Team Nutrition grant and findings from this grant revealed that both FACS teachers and the School Food/Nutrition staff planned nutrition activities to support student learning, but operated independently of each other. However, when they paired efforts and worked collectively, all parties benefited <https://www.doe.in.gov/sites/default/files/nutrition/036-finebestpracticesinnutritioneddigital4.pdf> .

### **Food Service Directors (FSD) and how to partner:**

Because nutrition/foodservice operators differ greatly in the scope of their work (dependent on corporation/building size and characteristics) they will offer different levels of time commitment to your students. It will be critical to introduce yourself prior to the beginning of the semester and provide a basic description of the curriculum which emphasizes real life learning activities. One student activity involves interviewing the FSD (or other school nutrition staff) and this should be mentioned early on so FSD's can plan accordingly. Funds for vegetables (to be used in labs) are to be used with curriculum lessons and the management of the produce deliveries will be managed entirely by FACS and will not require effort on the part of foodservice.

To facilitate discussion about how foodservice staff can be involved with your students, a template has been developed should you wish to use it.

### **Tips: Working with School Foodservice Staff**

- Find out up front how much time foodservice has to commit to this project. It is possible that the time you are available (prep) may be when meals are being served, so you should determine the best form of communication, whether it is by phone or email.
- INDOE School Nutrition staff will be notifying foodservice of this project to encourage their participation with you. Many Foodservice Directors already have some ideas or projects (they'd like done) that would align with curriculum standards. You may want to use the template below to identify possible activities for further discussion. Examples are included.

Area of Need	Anticipated outcome or type of student project	Tools/resources foodservice has available	Are you able to contribute time engaging with students (either you or your staff)	I am a new FSD and would like activities students can do independently of foodservice
<i>Recipe analysis</i>	<i>Modify existing entrée recipe so it can be served on the line</i>	<i>Analysis software, original recipe</i>	<i>Yes a little-would like to discuss further</i>	
<i>Plate Waste</i>	<i>How much and which fruit is being thrown out</i>	<i>Trash cans, recording forms</i>		<i>Yes-they can do this without support of foodservice</i>

Please emphasize with students that this may be a new experience for some of the FSD/staff and to be respectful of the learning process. For example: if when evaluating a café snack, their calculations indicate it does not meet USDA standards, they should not post this online, but discuss with you and determine an appropriate follow up. It may be that the student calculated incorrectly, or it could mean the product is a new formulation and the manufacturer was lax in communicating this to the FSD.

### **One Stop Shop Curriculum:**

We hope you will find this curriculum beneficial to your students. The Units have been broken into individual lessons. In each lesson you will find the following.

- Time Needed
- Bell Ringers
- Enhancements
- Enrichments
- Assessments
- And More!

### **Please note:**

Internet usage and website accessibility: All sites and downloads may be monitored and/or blocked by your respective school. We have identified resources appropriate for students along with the curriculum. You are responsible for testing these sites prior to usage with your students. Due to the vast amount of misleading information on the internet, you may want to review with your students how to assess the credibility of websites using this link <https://medlineplus.gov/healthywebsurfing.html> . For your convenience, a copy of this is included in the resource section of this manual.



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.usda.gov/oascr>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

For questions related to this curriculum, contact:

Beth Foland      [efoland@doe.in.gov](mailto:efoland@doe.in.gov)  
Maggie Schabel    [mschabel@doe.in.gov](mailto:mschabel@doe.in.gov)  
317-232-0850

Indiana Department of Education  
Office of School Nutrition  
115 West Washington, South Tower  
Indianapolis, IN 46204  
Indiana Team Nutrition  
<https://www.doe.in.gov/nutrition/scn-team-nutrition>

## NUTRITION MATTERS LESSON PLANS

### Pacing Guide

<b>Unit 1</b>	<b>Dietary Guidelines through MyPlate Tools and Nutrition Facts Labels</b>	<b>Recommended Minimum Time</b>
Lesson 1	<b>MyPlate Food Groups, Nutrients and Checklists</b>	4 days
Day 1	▪ Introduction to MyPlate	
Day 2	▪ MyPlate Presentations	
Day 3	▪ MyPlate Daily Checklist	
Day 4	▪ Pitcher Your Smoothies	
Lesson 2	<b>Meeting Goals with MyPlate and Food Labels</b>	3 days
Day 1	▪ Wellness Contracts	
Day 2	▪ Food Labels	
Day 3	▪ Serving Size and Calories	
Lesson 3	<b>Nutrients to Get Less of and Nutrients to Get More of: Track Your Snack</b>	2 days
Day 1	▪ Healthy Snacks	
Day 2	▪ Added Sugars	
<b>Unit 2</b>	<b>Implementing Food Policy through the School Meal Program</b>	
Lesson 1	<b>Healthy School Lunch Challenge</b>	2 days
Day 1	▪ Nutrition Standards for School Meals	
Day 2	▪ Lunchroom Posters	
Lesson 2	<b>Recipes for Healthy Eating</b>	3 days
Day 1	▪ Modifying Recipes	
Day 2	▪ Food Safety	
Day 3	▪ Cook a Mini School Lunch	
Lesson 3	<b>Career Development</b>	2-4 days
Day 1-4	▪ FCCLA Career Connection and Career Investigation Project	
<b>Unit 3</b>	<b>Factors Affecting Fruit and Vegetable Consumption</b>	
Lesson 1	<b>Find Your Favorite</b>	3 days
Day 1	▪ Seasonal Fruits and Vegetables	
Day 2	▪ Comparing Cooking Methods	
Day 3	▪ Comparing Fresh, Frozen and Canned Fruits and Vegetables	
Lesson 2	<b>Eat the Rainbow</b>	3 days
Day 1	▪ Introduction to Vegetable Subgroups	
Day 2	▪ Taste-testing Vegetables	
Day 3	▪ Taste-testing Vegetables	
Lesson 3	<b>Shifting</b>	3 days
Day 1	▪ Planning Public Service Announcements	
Day 2	▪ Making Public Service Announcements	
Day 3	▪ Presenting Public Service Announcements	



**DIETARY  
GUIDELINES**

**THROUGH**

**MYPLATE TOOLS**



**NUTRITION FACTS  
LABELS**

# Lesson Plan – Unit 1, Lesson 1

## Dietary Guidelines through MyPlate Tools and Nutrition Facts Labels

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 2.1 Analyze food and nutrition information, including USDA Dietary guidelines and MyPlate, to meet nutrition and wellness goals across the lifespan</p> <p>NW 2.2 Demonstrate proper portion sizes from each of the food groups to meet nutrition and wellness needs of individuals across the lifespan</p> <p>NW 2.3* Describe the six classes/groups of nutrients, explain their functions to meet health and nutrition requirements of individuals and families, and classify food sources <i>*For purposes of this curriculum we will be referencing the food groups and nutrients as “Food Groups and Nutrients to get more of and Food Groups and Nutrients to get less of.”</i></p> <p>NW 2.4 Compare food label information to make health and wellness choices</p> <p>NW 2.5 Analyze and assess wellness goals across the lifespan, particularly for teenagers (e.g., food fads and fallacies, extreme procedures for weight management, sports supplements, nutritional supplements)</p>
Integrated Standards:	Science; Math; Language Arts

Activity	MyPlate Food Groups, Nutrients and Checklists
Objectives:	<p>Follow a healthy eating pattern and a balanced lifestyle</p> <p>Focus on variety, nutrient density, and amount of food</p>
Summary:	Students will monitor food consumption and acquire knowledge of nutrients.
Content Resources for Teachers:	<p>Science and Our Food Supply - Free Supplementary Curriculum for Middle Level and High School Classrooms: <i>Science and Our Food Supply: Using the Nutrition Facts Label to Make Healthy Food Choices</i> (2017 Edition)  <a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a></p> <p>USDA MyPlate website <a href="https://www.choosemyplate.gov/">https://www.choosemyplate.gov/</a></p> <p>USDA Team Nutrition <a href="https://www.fns.usda.gov/tn/myplate">https://www.fns.usda.gov/tn/myplate</a></p> <p>Teach with Web 2.0 – Timeline resource site  <a href="https://www.visme.co/">https://www.visme.co/</a></p>

## Lesson Plan – Unit 1, Lesson 1

	<p>Indiana DOE Team Nutrition <a href="https://www.doe.in.gov/nutrition/scn-team-nutrition">https://www.doe.in.gov/nutrition/scn-team-nutrition</a></p> <p>Changes to the Dietary Guidelines from 2010 to 2015  <a href="https://www.foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same/">https://www.foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same/</a></p>
<p>Resources for Instruction:</p>	<p>YouTube video "Choose My Plate Dietary Guidelines"  <a href="https://www.youtube.com/watch?v=-J1hmmy1OB4">https://www.youtube.com/watch?v=-J1hmmy1OB4</a></p> <p>USDA Choose My Plate <a href="https://www.choosemyplate.gov/">https://www.choosemyplate.gov/</a> and follow links to each food group</p> <p>Student Resource: Tool to Create Timeline: Teach with Web 2.0 – Timeline resource site; <a href="https://www.visme.co/">https://www.visme.co/</a></p> <p>Student Resource: Changes to the Dietary Guidelines from 2010 to 2015  <a href="https://www.foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same/">https://www.foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same/</a></p> <p>Student Resource: Resource for History of MyPlate  <a href="https://www.choosemyplate.gov/brief-history-usda-food-guides">https://www.choosemyplate.gov/brief-history-usda-food-guides</a></p>
<p>Student Assessment:</p>	<p>Completed Food Diary and knowledge of basic nutrients</p>
<p>Time Frame:</p>	<p>4 days</p>
<p>Bell-Ringers:</p>	<p>Bell-Ringer Day 1</p> <p>Students rate what they know about the food groups shown on My Plate, nutrients, etc.:</p> <p>How familiar are you with "My Plate"?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Never heard of it</li> <li><input type="checkbox"/> Heard but not sure what it is</li> <li><input type="checkbox"/> Can define but don't use it</li> <li><input type="checkbox"/> Very familiar and used to using</li> </ul> <p>How able are you to identify portion sizes for each of the food groups??</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not at all</li> <li><input type="checkbox"/> Somewhat, since I know some of the food group</li> <li><input type="checkbox"/> I have a pretty good handle but might miss one</li> <li><input type="checkbox"/> Very able and already consider portions when planning meals</li> </ul> <p>How able are you to identify your personal calorie needs?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Never done it before</li> <li><input type="checkbox"/> Maybe did it in the past but not recently</li> <li><input type="checkbox"/> Have done it recently with assistance</li> </ul>



# Lesson Plan – Unit 1, Lesson 1

- Already know my personal calorie needs

## Bell-Ringer Day 2

- Why do you choose the foods you do besides taste?
- Identify the food groups from MyPlate that were included in your breakfast.

## Bell-Ringer Day 3

Students develop guidelines to eat healthy. Think about variety, nutrient density and portion size.

## Bell-Ringer Day 4

Using the Smoothie food labels, analyze the nutrient information for smoothies (you can choose your favorite if you have one). Compare the food labels to the daily recommended calories and nutrients for yourself.



# Lesson Plan – Unit 1, Lesson 1

## Fruit Smoothies




### Nutrition Facts

Valours nutritives

Por portions / portions

		% Daily Value
		pour 1000 calories
Calories	100	
% Daily Value		
Calories from Fat	0	0%
Total Fat	0 g	0%
Saturated Fat	0 g	0%
Trans Fat	0 g	0%
Cholesterol	0 mg	0%
Sodium	0 mg	0%
Total Carbohydrate	25 g	50%
Dietary Fiber	2 g	4%
Total Sugars	23 g	46%
Protein	5 g	10%
Vitamin A	100%	
Vitamin C	50%	
Calcium	10%	
Iron	10%	



## Strawberry Banana Premium Fruit Smoothie

**Available As**

- Small
- Medium
- Large

Real strawberry and banana blended with low-fat yogurt and sweetener.

### Nutrition Facts

Strawberry Banana Premium Fruit Smoothie - Small

Calories	260
Calories from Fat	0
Fat (g)	0
Saturated Fat (g)	0
Trans Fatty Acid (g)	0
Cholesterol (mg)	0
Sodium (mg)	90
Carbohydrates (g)	66
Dietary Fiber (g)	2
Total Sugars (g)	57
Proteins (g)	4
Vitamin A - % DV	0
Vitamin C - % DV	50
Calcium - %DV	15
Iron - %DV	0

## Green Smoothie Nutrition Facts

Servings:

<b>Calories</b>	231	<b>Sodium</b>	34 mg
<b>Total Fat</b>	0 g	<b>Potassium</b>	500 mg
<b>Saturated</b>	0 g	<b>Total Carbs</b>	59 g
<b>Polyunsaturated</b>	0 g	<b>Dietary Fiber</b>	10 g
<b>Monounsaturated</b>	0 g	<b>Sugars</b>	30 g
<b>Trans</b>	0 g	<b>Protein</b>	5 g
<b>Cholesterol</b>	0 mg		
<hr/>			
<b>Vitamin A</b>	80%	<b>Calcium</b>	13%
<b>Vitamin C</b>	150%	<b>Iron</b>	14%

\*Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## Lesson Plan – Unit 1, Lesson 1

<p>Main Lesson:</p>	<p>Day 1: Introduction to MyPlate</p> <p>Show YouTube video "Choose My Plate Dietary Guidelines" <a href="https://www.youtube.com/watch?v=-J1hmmy1OB4">https://www.youtube.com/watch?v=-J1hmmy1OB4</a></p> <p>Show students how to identify their personal calorie needs. <a href="https://www.choosemyplate.gov/resources/MyPlatePlan">https://www.choosemyplate.gov/resources/MyPlatePlan</a></p> <p>Tell them MyPlate has charts that tell you how much should be eaten from each food group for your personal Calorie needs. Each student can plug in their age, gender, height, weight, and activity level to find their Calorie needs. Each student can click on their Calorie level to see their personal MyPlate Daily Checklist. Student should print off 3 copies of their personal MyPlate Daily Checklist for use later in the lesson.</p> <p>Assign each student one of the 5 food groups to research. Students meet in 5 groups of (My Plate Groups) to begin planning how they will create a presentation to demonstrate their understanding of the 5 food groups and the associated nutrients.</p> <p>Student Group 1 will work on Vegetables and use this link: <a href="https://www.choosemyplate.gov/eathealthy/vegetables">https://www.choosemyplate.gov/eathealthy/vegetables</a></p> <p>In your presentation you should cover these things: Health benefits, include 5 key nutrients associated with this food group. Identify the vegetable subgroups, identify which vegetable subgroups are under-consumed, give examples of what counts as a cup, incorporate a graphic representing proper portion (you can find one in the food gallery button). For example, for leafy green vegetables like salad, figure out what counts as a cup if the leafy vegetable is raw or what counts as a cup if it is cooked.</p> <p>Student Group 2 will work on Grains and use this link: <a href="https://www.choosemyplate.gov/eathealthy/grains">https://www.choosemyplate.gov/eathealthy/grains</a></p> <p>In your presentation you should cover these things: Health benefits, identify 3 key nutrients associated with this food group, identify examples of foods that are whole grain and that are refined grains, identify how much of the grains you eat should be whole grains, give food examples of what counts as an ounce equivalent for grains. Incorporate a graphic representing a proper portion (you can find one on the food gallery button).</p> <p>Student Group 3 will work on Fruits and use this link: <a href="https://www.choosemyplate.gov/eathealthy/fruit">https://www.choosemyplate.gov/eathealthy/fruit</a></p> <p>In your presentation you should cover these things: Health benefits, identify 4 key nutrients associated with this food group, identify examples</p>
---------------------	--

## Lesson Plan – Unit 1, Lesson 1

	<p>of fruits, including whole fruits and fruit juices, give food examples of what counts as a cup of fruit. Incorporate a graphic representing a proper portion (you can find one on the food gallery button). Emphasize to the class that the preferred form of fruit is whole fruit instead of fruit juice.</p> <p>Student Group 4 will work on Proteins and use this link: <a href="https://www.choosemyplate.gov/protein-foods">https://www.choosemyplate.gov/protein-foods</a></p> <p>In your presentation you should cover these things: Health benefits, identify 6 key nutrients under benefits that are associated with this food group, identify examples of proteins, emphasize lean (less fatty) sources of protein, give food examples of what counts as an ounce equivalent of protein. Incorporate a graphic representing a proper portion (you can find one on the food gallery button). Emphasize to the class that the preferred form of protein is lean proteins.</p> <p>Student Group 5 will work on Dairy and use this link: <a href="https://www.choosemyplate.gov/eathealthy/dairy">https://www.choosemyplate.gov/eathealthy/dairy</a></p> <p>In your presentation you should cover these things: Health benefits, identify 4 key nutrients associated with this food group, identify examples of dairy-rich foods, emphasizing low fat or fat free choices should be made from the dairy group, give food examples of what counts as a cup of dairy. Incorporate a graphic representing a proper portion (you can find one on the food gallery button). For people that do not consume dairy products, give some examples of nondairy sources that can meet the needs for this food group (see nondairy sources of calcium button).</p> <p>Day 2: MyPlate Presentations</p> <p>Students work in their My Plate Groups to finish presentations of the information about food groups and associated nutrients for a class presentation. Presentation can utilize interesting formats such as Infographics, social media campaigns, pages in their notebooks, PowerPoint slides or other ways the teacher uses to have students preserve and present information. Student presentations should be made during this class period. Consider inviting school food service staff to class to watch the presentations.</p> <p>FOLLOW UP: Have the students set up an appointment with school food service to determine how the previous presentations on food groups could be used to benefit school food service; such as, incorporating the information on the food service website.</p> <p>Day 3: MyPlate Daily Checklist</p>
--	--

## Lesson Plan – Unit 1, Lesson 1

Instruct students to keep a MyPlate Daily Checklist for 2 days, beginning with what they've consumed that day. To help students understand how to complete the checklist, today's lesson will show them a sample eating plan and how to enter it on the checklist.

Joe is a 15-year boy, he is 5 feet 9 inches, and weighs 160 pounds.

His activity level is "moderate". Students can go back to the check list page on the MyPlate home page, choose online tools, daily checklist or this website: <https://www.choosemyplate.gov/resources/MyPlatePlan>

Click on the calorie needs. For Joe Sample it will be 3200 Calories (click on this).

Joe ate the following foods over 1 day

*Breakfast:*

Breakfast cereal (whole grain), 2 cups

Skim milk, 1.5 cups

Banana, 1

Blueberries, ¼ cup

Vanilla Yogurt, lowfat, 1 cup

*Lunch:*

Salad bar: 2 cups romaine lettuce, 1/8 cup red pepper strips, 1/8 cup of broccoli, ¼ cup tomatoes, ¼ cup black beans, ¼ cup snap peas, 1 ounce (2 tablespoon) of pumpkin seeds

Ranch dressing, 3 packets

Sub sandwich (3 ounces of grain for the bread) with 3 ounces of Turkey and 3 slices (3 ounces) of processed American cheese

Apple, 1

Lowfat chocolate milk, 1 cup

*Snacks:*

Tostitos, multigrain scoops, 1 ounce (a small bag)

Carrots, ½ cup

*Dinner:*

Grilled chicken, 6 ounces

Green beans, 1 cup

Corn, 1 cup,

2 Dinner rolls, 1 oz each

Canned pears, ½ cup

Milk, 2%, 2 cups

## Lesson Plan – Unit 1, Lesson 1

	<p>Each of these foods can be added to Joe Sample’s MyPlate Checklist to give students an example of how to keep a diary and determine appropriate portion sizes. These foods give approximately 3200 Calories. This sample can be used in later examples for reducing sodium and fat.</p> <p>Some further discussion questions are:</p> <ul style="list-style-type: none"> <li>• Did he meet each of his food group recommendations?</li> <li>• How much of his fruit was whole fruit?</li> <li>• How many different kinds of vegetables did he eat? (Getting more variety is better)</li> <li>• How much of his grain was whole grain (at least ½ is better)</li> <li>• Did he get different types of protein sources (yes, beans, seeds, lean meat)</li> <li>• How much of his dairy was low fat or fat free?</li> </ul> <p><i>Note to teacher: The 2 checklists that the students complete as homework will be used again in Unit 1, Lesson 2.</i></p> <p>Day 4: Pitcher Your Smoothie</p> <p>Demonstration of Nutrient Density, and Calories from Foods.</p> <p>Organize students into groups, with 5 students in each group. Each group will prepare one of the following recipes for smoothies. Students will use the USDA Nutrient database, or other valid system, to determine the <i>Calories</i> per pitcher and the amount of <i>Potassium</i>, <i>Vitamin A</i> and <i>Vitamin C</i> per Pitcher. Student groups will make their smoothie and set up so that it can be tasted by all the students in the class. A summary table/worksheet can be created to demonstrate how different ingredients result in higher nutrient density or lower nutrient density and how they affect taste, texture, cost etc. See example key worksheet. Students can rank the different smoothies by nutrient density, taste, cost and other interesting factors.</p> <p>An ideal eating plan incorporates foods with lots of nutrients per Calorie. This is also called nutrient density. Nutrient density is calculated on the worksheet by dividing the amount of a nutrient in the recipe by the number of Calories in the recipe. The resulting nutrient density numbers can be compared; the higher the number, the higher the nutrient density and the healthier the recipe. Smoothie 5 has fewer high calorie ingredients and the most variety of fruits and vegetables, and results in the highest overall nutrient density.</p>
<p>Extension:</p>	<p>EXT-A: Students can find photos to make a collage of a perfect MyPlate meal. Students can do this in groups or individually focusing on home</p>

## Lesson Plan – Unit 1, Lesson 1

	<p>meal, school meal, fast food meal, and restaurant meal. Students can review each other's plates, analyze for correctness, and make suggestions for improvement.</p> <p>EXT-B: Compare smoothies made in lab and commercially prepared ready to consume (bottled or canned) smoothies for serving size, calories, nutrients, additives.</p> <p>EXT-C: An additional activity could include: A Circle of Excellence – Showcasing Best Practices in Nutrition Education: Foodservice, FCCLA and FACS <a href="https://www.doe.in.gov/sites/default/files/nutrition/036-finebestpracticesinnutritioneddigital4.pdf">https://www.doe.in.gov/sites/default/files/nutrition/036-finebestpracticesinnutritioneddigital4.pdf</a> pages 7-10 for "Grow It-Taste It-Like It; Hands On Learning With Fruits and Vegetables" lab plan for making smoothies and a taste testing idea.</p>
<p>Enrichment:</p>	<p>ENR-A: Create a one-page handout to bring home to the family with the information on food groups from the class activity and presentations.</p> <p>ENR-B: Conduct a recipe analysis with your school food service staff partner. Food service has access to a software package called PrimeroEdge.</p> <p>ENR-C: Students ask their parent/guardian what their favorite fruits and vegetables are. Prepare a recipe at home that includes red, orange, legumes and dark leafy green fruits and/or veggies.</p> <p>ENR-D: Recipe Contest: Students can create recipe contest, identifying criteria for judging recipes. The teacher sets the parameters of the competition. (Refer to Greater Clark County Iron Chef Competition link <a href="https://www.youtube.com/watch?v=IYlx6uzRG68&amp;feature=youtu.be">https://www.youtube.com/watch?v=IYlx6uzRG68&amp;feature=youtu.be</a> )</p> <p>ENR-E: Students research the evolution of the Dietary Guidelines from the Food Guide Pyramid to today's MyPlate. Create a timeline using Web 2.0 Memory Box Timeline and communicating the information to the classroom. See <u>Student Resource: Tool to Create Timeline</u></p> <p>Student Resource: Changes to the Dietary Guidelines from 2010 to 2015 <a href="https://foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same">https://foodinsight.org/new-dietary-guidelines-what-changed-what-stayed-the-same</a></p> <p>Student Resource: Resource for History of MyPlate <a href="https://www.choosemyplate.gov/eathealthy/brief-history-usda-food-guides">https://www.choosemyplate.gov/eathealthy/brief-history-usda-food-guides</a></p>
<p>Conclusion:</p>	<p>Discussion</p>

## Lesson Plan – Unit 1, Lesson 1

- Would they say that their eating habits or food choices are healthy?
- If yes, why? What food groups did they eat? What nutrients were in the food they ate? Do all the meals combined satisfy the MyPlate Daily Checklist?
- How could you improve your eating habits?

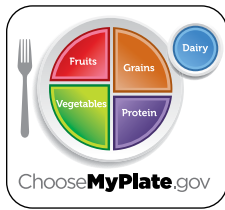
### Lab Evaluation

Analyze smoothie lab, including data created by the class, to determine favorite recipes for taste and nutrient density.

### Individual or Team Reflection

Reflect on the smoothie your group prepared. What could you do differently to improve nutritional content? How could you control sugar and calories?










# MyPlate Daily Checklist

## Find your Healthy Eating Style

Everything you eat and drink matters. Find your healthy eating style that reflects your preferences, culture, traditions, and budget—and maintain it for a lifetime! The right mix can help you be healthier now and into the future. The key is choosing a variety of foods and beverages from each food group—and *making sure that each choice is limited in saturated fat, sodium, and added sugars*. Start with small changes—“**MyWins**”—to make healthier choices you can enjoy.

### Food Group Amounts for 1,800 Calories a Day

				
<b>1 1/2 cups</b>	<b>2 1/2 cups</b>	<b>6 ounces</b>	<b>5 ounces</b>	<b>3 cups</b>
<p><b>Focus on whole fruits</b></p> <p>Focus on whole fruits that are fresh, frozen, canned, or dried.</p>	<p><b>Vary your veggies</b></p> <p>Choose a variety of colorful fresh, frozen, and canned vegetables—make sure to include dark green, red, and orange choices.</p>	<p><b>Make half your grains whole grains</b></p> <p>Find whole-grain foods by reading the Nutrition Facts label and ingredients list.</p>	<p><b>Vary your protein routine</b></p> <p>Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry.</p>	<p><b>Move to low-fat or fat-free milk or yogurt</b></p> <p>Choose fat-free milk, yogurt, and soy beverages (soy milk) to cut back on your saturated fat.</p>



Drink and eat less sodium, saturated fat, and added sugars. **Limit:**








- Sodium to **2,300 milligrams** a day.
- Saturated fat to **20 grams** a day.
- Added sugars to **45 grams** a day.

**Be active your way:** Children 6 to 17 years old should move **60 minutes** every day. Adults should be physically active at least **2 1/2 hours** per week.

Use a fitness and nutrition tracker to create a personal plan based on your age, sex, height, weight, and physical activity level.

# MyPlate Daily Checklist

Write down the foods you ate today and track your daily MyPlate, MyWins!

Food group targets for a 1,800 calorie* pattern are:	Write your food choices for each food group	Did you reach your target?	
 <p><b>Fruits</b>  <b>1 1/2 cups</b>            1 cup of fruits counts as            • 1 cup raw or cooked fruit; or            • 1/2 cup dried fruit; or            • 1 cup 100% fruit juice.</p>	_____ _____ _____	<input type="checkbox"/> Y <input type="checkbox"/> N	 <p><b>Limit:</b></p> <ul style="list-style-type: none"> <li>• Sodium to <b>2,300 milligrams</b> a day.</li> <li>• Saturated fat to <b>20 grams</b> a day.</li> <li>• Added sugars to <b>45 grams</b> a day.</li> </ul> <input type="checkbox"/> Y <input type="checkbox"/> N
 <p><b>Vegetables</b>  <b>2 1/2 cups</b>            1 cup vegetables counts as            • 1 cup raw or cooked vegetables; or            • 2 cups leafy salad greens; or            • 1 cup 100% vegetable juice.</p>	_____ _____ _____	<input type="checkbox"/> Y <input type="checkbox"/> N	
 <p><b>Grains</b>  <b>6 ounce equivalents</b>            1 ounce of grains counts as            • 1 slice bread; or            • 1 ounce ready-to-eat cereal; or            • 1/2 cup cooked rice, pasta, or cereal.</p>	_____ _____ _____	<input type="checkbox"/> Y <input type="checkbox"/> N	 <p><b>Be active your way:</b></p> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>• Be physically active at least <b>2 1/2 hours</b> per week.</li> </ul> <p><b>Children 6 to 17 years old:</b></p> <ul style="list-style-type: none"> <li>• Move at least <b>60 minutes</b> every day.</li> </ul> <input type="checkbox"/> Y <input type="checkbox"/> N
 <p><b>Protein</b>  <b>5 ounce equivalents</b>            1 ounce of protein counts as            • 1 ounce lean meat, poultry, or seafood; or            • 1 egg; or            • 1 Tbsp peanut butter; or            • 1/4 cup cooked beans or peas; or            • 1/2 ounce nuts or seeds.</p>	_____ _____ _____	<input type="checkbox"/> Y <input type="checkbox"/> N	
 <p><b>Dairy</b>  <b>3 cups</b>            1 cup of dairy counts as            • 1 cup milk; or            • 1 cup yogurt; or            • 1 cup fortified soy beverage; or            • 1 1/2 ounces natural cheese or 2 ounces processed cheese.</p>	_____ _____ _____	<input type="checkbox"/> Y <input type="checkbox"/> N	<p>* This 1,800 calorie pattern is only an estimate of your needs. Monitor your body weight and adjust your calories if needed.</p>



Track your MyPlate, MyWins

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### UNIT One Smoothie Exercise

	Smoothie 1	Smoothie 2	Smoothie 3	Smoothie 4	Smoothie 5
	Greek yogurt, vanilla from whole milk, 1.5 cups	Greek yogurt, vanilla from whole milk 1.5 cups	Lowfat vanilla yogurt, 1.5 cups	-	-
	Bananas, 2 med	Bananas, 2 med	Strawberries, frozen, 2 cups	Pineapple, canned in own juice, 2 cups	Pineapple, canned in own juice, 2 cups
	Coconut milk, 14 oz	-	-	-	-
	100% orange juice, 2 cup	100% orange juice, 2 cup	100% orange juice, 2 cups	100% orange juice, 2 cups	100% orange juice, 2 cups
	Granulated sugar, ½ cup	-	-	-	-
	-	Oranges, 2 med	Oranges, 2 med	Oranges, 2 med	Oranges, 2 med
	-	-	-	-	Spinach, 1.5 cups
	-	-	-	Canned pumpkin, ½ cup	Canned pumpkin, ½ cup
	Vanilla extract, 2 teaspoons	Vanilla extract, 2 teaspoons	Vanilla extract, 2 teaspoons	Vanilla extract, 2 teaspoons	Vanilla extract, 2 teaspoons
Total Calories	2212	1035	858	590	601
Vitamin A, µg RAE	502	531	92	998	1209
Vitamin C, mg	199	327	492	349	362
Potassium, mg	3227	2655	2832	2249	2500
ND for A = Vit A/Calories	0.226	0.513	0.107	1.691	2.011
ND for Vitamin C = Vit C/Calories	0.089	0.316	0.573	0.591	0.602
Potassium ND = Potassium/Calories	1.458	2.565	3.300	3.81	4.159
What color is this smoothie?					
How much did you like the taste? where 5 is the best taste, 1 is the worst taste					

# Smoothie #1

**Portions: 1**

**Ingredients:**

2 medium (7" to 7-7/8" long) - Banana, raw

1½ cup - Greek yogurt, vanilla, whole milk

2 cup - Orange juice, carton, can, or bottle

½ cup - Sugar, white, granulated or lump

2 teaspoon - Vanilla extract

1 can (14 oz) - Coconut milk, canned

# Smoothie #1

Portions: 1

<b>Food Groups</b>	<b>Amount Per Portion</b>
Grains	0 ounce(s)
Whole Grains	0 ounce(s)
Refined Grains	0 ounce(s)
Vegetables	0 cup(s)
Dark Green	0 cup(s)
Red & Orange	0 cup(s)
Beans & Peas	0 cup(s)
Starchy	0 cup(s)
Other	0 cup(s)
Fruits	3½ cup(s)
Fruit Juice	2 cup(s)
Whole Fruit	1½ cup(s)
Dairy	1½ cup(s)
Milk & Yogurt	1½ cup(s)
Cheese	0 cup(s)
Protein Foods	0 ounce(s)
Seafood	0 ounce(s)
Meat, Poultry & Eggs	0 ounce(s)
Nuts, Seeds & Soy	0 ounce(s)
Oils	0 teaspoon
<b>Limits</b>	<b>Amount Per Portion</b>
Total Calories	2212 Calories
Added Sugars	454 Calories
Saturated Fat	867 Calories
Alcohol	20 Calories
<b>Nutrients</b>	<b>Amount Per Portion</b>
Protein	46 g
Carbohydrate	268 g
Dietary Fiber	16 g
Total Sugars	218 g
Added Sugars	113 g
Total Fat	116 g
Saturated Fat	96 g
Monounsaturated Fat	10 g
Polyunsaturated Fat	2 g
Linoleic Acid	2 g
α-Linolenic Acid	0.3 g

Omega 3 - EPA	0 mg
Omega 3 - DHA	0 mg
Cholesterol	48 mg
<b>Minerals</b>	<b>Amount Per Portion</b>
Calcium	488 mg
Potassium	3227 mg
Sodium	217 mg
Copper	1524 µg
Iron	8 mg
Magnesium	303 mg
Phosphorus	960 mg
Selenium	63 µg
Zinc	5 mg
<b>Vitamins</b>	<b>Amount Per Portion</b>
Vitamin A	502 µg RAE
Vitamin B6	1.6 mg
Vitamin B12	2.3 µg
Vitamin C	199 mg
Vitamin D	3 µg
Vitamin E	2 mg AT
Vitamin K	3 µg
Folate	238 µg DFE
Thiamin	0.5 mg
Riboflavin	1.2 mg
Niacin	7 mg
Choline	209 mg

## Smoothie #2

**Portions: 1**

**Ingredients:**

2 medium (7" to 7-7/8" long) - Banana, raw

2 cup - Orange juice, carton, can, or bottle

2 medium (2-5/8" across) - Oranges, raw

2 teaspoon - Vanilla extract


1½ cup - Greek yogurt, vanilla, whole milk

# Smoothie #2

Portions: 1

Food Groups	Amount Per Portion
Grains	0 ounce(s)
Whole Grains	0 ounce(s)
Refined Grains	0 ounce(s)
Vegetables	0 cup(s)
Dark Green	0 cup(s)
Red & Orange	0 cup(s)
Beans & Peas	0 cup(s)
Starchy	0 cup(s)
Other	0 cup(s)
Fruits	5 cup(s)
Fruit Juice	2 cup(s)
Whole Fruit	3 cup(s)
Dairy	1½ cup(s)
Milk & Yogurt	1½ cup(s)
Cheese	0 cup(s)
Protein Foods	0 ounce(s)
Seafood	0 ounce(s)
Meat, Poultry & Eggs	0 ounce(s)
Nuts, Seeds & Soy	0 ounce(s)
Oils	0 teaspoon
Limits	
Amount Per Portion	
Total Calories	1035 Calories
Added Sugars	74 Calories
Saturated Fat	112 Calories
Alcohol	20 Calories
Nutrients	
Amount Per Portion	
Protein	39 g
Carbohydrate	177 g
Dietary Fiber	14 g
Total Sugars	130 g
Added Sugars	18 g
Total Fat	22 g
Saturated Fat	12 g
Monounsaturated Fat	6 g
Polyunsaturated Fat	2 g
Linoleic Acid	1 g
α-Linolenic Acid	0.3 g



Omega 3 - EPA	0 mg
Omega 3 - DHA	0 mg
Cholesterol	48 mg
<b>Minerals</b>	<b>Amount Per Portion</b>
Calcium	529 mg
Potassium	2655 mg
Sodium	156 mg
Copper	580 µg
Iron	2 mg
Magnesium	182 mg
Phosphorus	600 mg
Selenium	39 µg
Zinc	3 mg
<b>Vitamins</b>	<b>Amount Per Portion</b>
Vitamin A	531 µg RAE
Vitamin B6	1.6 mg
Vitamin B12	2.3 µg
Vitamin C	327 mg
Vitamin D	3 µg
Vitamin E	2 mg AT
Vitamin K	3 µg
Folate	253 µg DFE
Thiamin	0.7 mg
Riboflavin	1.3 mg
Niacin	4 mg
Choline	198 mg
	

## Smoothie #3

**Portions: 1**

**Ingredients:**

1½ cup - Yogurt, vanilla, lowfat

2 cup - Strawberries, frozen, unsweetened

2 medium (2-5/8" across) - Oranges, raw


2 cup - Orange juice, carton, can, or bottle

2 teaspoon - Vanilla extract

# Smoothie #3

Portions: 1

Food Groups	Amount Per Portion
Grains	0 ounce(s)
Whole Grains	0 ounce(s)
Refined Grains	0 ounce(s)
Vegetables	0 cup(s)
Dark Green	0 cup(s)
Red & Orange	0 cup(s)
Beans & Peas	0 cup(s)
Starchy	0 cup(s)
Other	0 cup(s)
Fruits	6¼ cup(s)
Fruit Juice	2 cup(s)
Whole Fruit	4½ cup(s)
Dairy	1½ cup(s)
Milk & Yogurt	1½ cup(s)
Cheese	0 cup(s)
Protein Foods	0 ounce(s)
Seafood	0 ounce(s)
Meat, Poultry & Eggs	0 ounce(s)
Nuts, Seeds & Soy	0 ounce(s)
Oils	0 teaspoon
Limits	Amount Per Portion
Total Calories	858 Calories
Added Sugars	95 Calories
Saturated Fat	28 Calories
Alcohol	20 Calories
Nutrients	Amount Per Portion
Protein	26 g
Carbohydrate	180 g
Dietary Fiber	17 g
Total Sugars	138 g
Added Sugars	24 g
Total Fat	6 g
Saturated Fat	3 g
Monounsaturated Fat	1 g
Polyunsaturated Fat	1 g
Linoleic Acid	0 g
α-Linolenic Acid	0.2 g

Omega 3 - EPA	0 mg
Omega 3 - DHA	0 mg
Cholesterol	18 mg
<b>Minerals</b>	<b>Amount Per Portion</b>
Calcium	860 mg
Potassium	2832 mg
Sodium	262 mg
Copper	597 µg
Iron	4 mg
Magnesium	189 mg
Phosphorus	675 mg
Selenium	23 µg
Zinc	4 mg
<b>Vitamins</b>	<b>Amount Per Portion</b>
Vitamin A	92 µg RAE
Vitamin B6	0.8 mg
Vitamin B12	1.9 µg
Vitamin C	492 mg
Vitamin D	2 µg
Vitamin E	3 mg AT
Vitamin K	10 µg
Folate	289 µg DFE
Thiamin	0.7 mg
Riboflavin	1.2 mg
Niacin	5 mg
Choline	134 mg
	

# Smoothie #4

**Portions: 1**

**Ingredients:**

2 cup, crushed, sliced, or chunks - Pineapple, cooked or canned, unsweetened

2 cup - Orange juice, carton, can, or bottle

2 medium (2-5/8" across) - Oranges, raw


½ cup - Pumpkin, canned, cooked, no fat added

2 teaspoon - Vanilla extract

# Smoothie #4

Portions: 1

<b>Food Groups</b>	<b>Amount Per Portion</b>
Grains	0 ounce(s)
Whole Grains	0 ounce(s)
Refined Grains	0 ounce(s)
Vegetables	½ cup(s)
Dark Green	0 cup(s)
Red & Orange	½ cup(s)
Beans & Peas	0 cup(s)
Starchy	0 cup(s)
Other	0 cup(s)
Fruits	4¾ cup(s)
Fruit Juice	2 cup(s)
Whole Fruit	2¾ cup(s)
Dairy	0 cup(s)
Milk & Yogurt	0 cup(s)
Cheese	0 cup(s)
Protein Foods	0 ounce(s)
Seafood	0 ounce(s)
Meat, Poultry & Eggs	0 ounce(s)
Nuts, Seeds & Soy	0 ounce(s)
Oils	0 teaspoon
<b>Limits</b>	<b>Amount Per Portion</b>
Total Calories	590 Calories
Added Sugars	0 Calories
Saturated Fat	3 Calories
Alcohol	20 Calories
<b>Nutrients</b>	<b>Amount Per Portion</b>
Protein	9 g
Carbohydrate	140 g
Dietary Fiber	15 g
Total Sugars	108 g
Added Sugars	0 g
Total Fat	2 g
Saturated Fat	0 g
Monounsaturated Fat	0 g
Polyunsaturated Fat	0 g
Linoleic Acid	0 g
α-Linolenic Acid	0.1 g

Omega 3 - EPA	0 mg
Omega 3 - DHA	0 mg
Cholesterol	0 mg
<b>Minerals</b>	<b>Amount Per Portion</b>
Calcium	266 mg
Potassium	2249 mg
Sodium	207 mg
Copper	981 µg
Iron	5 mg
Magnesium	199 mg
Phosphorus	184 mg
Selenium	4 µg
Zinc	1 mg
<b>Vitamins</b>	<b>Amount Per Portion</b>
Vitamin A	998 µg RAE
Vitamin B6	1.0 mg
Vitamin B12	0.0 µg
Vitamin C	349 mg
Vitamin D	0 µg
Vitamin E	3 mg AT
Vitamin K	21 µg
Folate	211 µg DFE
Thiamin	0.9 mg
Riboflavin	0.5 mg
Niacin	4 mg
Choline	84 mg
	

# Smoothie #5

**Portions: 1**

**Ingredients:**

2 cup, crushed, sliced, or chunks - Pineapple, cooked or canned, unsweetened

2 cup - Orange juice, carton, can, or bottle

2 medium (2-5/8" across) - Orange, raw

1½ cup - Spinach, raw

½ cup - Pumpkin, canned, cooked, no fat added


2 teaspoon - Vanilla extract



# Smoothie #5

Portions: 1

<b>Food Groups</b>	<b>Amount Per Portion</b>
Grains	0 ounce(s)
Whole Grains	0 ounce(s)
Refined Grains	0 ounce(s)
Vegetables	1¼ cup(s)
Dark Green	¾ cup(s)
Red & Orange	½ cup(s)
Beans & Peas	0 cup(s)
Starchy	0 cup(s)
Other	0 cup(s)
Fruits	4¾ cup(s)
Fruit Juice	2 cup(s)
Whole Fruit	2¾ cup(s)
Dairy	0 cup(s)
Milk & Yogurt	0 cup(s)
Cheese	0 cup(s)
Protein Foods	0 ounce(s)
Seafood	0 ounce(s)
Meat, Poultry & Eggs	0 ounce(s)
Nuts, Seeds & Soy	0 ounce(s)
Oils	0 teaspoon
<b>Limits</b>	<b>Amount Per Portion</b>
Total Calories	601 Calories
Added Sugars	0 Calories
Saturated Fat	3 Calories
Alcohol	20 Calories
<b>Nutrients</b>	<b>Amount Per Portion</b>
Protein	11 g
Carbohydrate	142 g
Dietary Fiber	16 g
Total Sugars	108 g
Added Sugars	0 g
Total Fat	2 g
Saturated Fat	0 g
Monounsaturated Fat	0 g
Polyunsaturated Fat	0 g
Linoleic Acid	0 g
α-Linolenic Acid	0.2 g

Omega 3 - EPA	0 mg
Omega 3 - DHA	0 mg
Cholesterol	0 mg
<b>Minerals</b>	<b>Amount Per Portion</b>
Calcium	311 mg
Potassium	2500 mg
Sodium	242 mg
Copper	1039 µg
Iron	6 mg
Magnesium	234 mg
Phosphorus	206 mg
Selenium	5 µg
Zinc	2 mg
<b>Vitamins</b>	<b>Amount Per Portion</b>
Vitamin A	1209 µg RAE
Vitamin B6	1.1 mg
Vitamin B12	0.0 µg
Vitamin C	362 mg
Vitamin D	0 µg
Vitamin E	4 mg AT
Vitamin K	238 µg
Folate	299 µg DFE
Thiamin	1.0 mg
Riboflavin	0.6 mg
Niacin	4 mg
Choline	92 mg
	

# Lesson Plan – Unit 1, Lesson 2

## Dietary Guidelines through MyPlate Tools and Nutrition Facts Label

<b>Indiana Academic Standards</b>	
Nutrition and Wellness Standards:	<p>NW 2.2 Demonstrate proper portion sizes from each of the food groups to meet nutrition and wellness needs of individuals across the lifespan</p> <p>NW 2.4 Compare food label information to make health and wellness choices</p> <p>NW 2.5 Analyze and assess wellness goals across the lifespan, particularly for teenagers (e.g., food fads and fallacies, extreme procedures for weight management, sports supplements, nutritional supplements)</p>
Integrated Standards:	Science; Math; Language Arts

Activity	Meeting Goals with MyPlate and Food Labels
Objectives:	<p>Set SMART Goals as part of a personal Wellness Contract</p> <p>Shift to healthier food and beverage choices</p> <p>Understand food labels</p> <p>Support healthy eating patterns for all and identify factors that affect an individual's food choices.</p>
Summary:	Students understand how to use Nutrition Facts labels on food and MyPlate recommendations to guide their eating plans and meet their goals.
Getting ready to teach this lesson:	<p>Large pieces of paper for walls or white boards</p> <p>Markers</p> <p>Tape</p> <p>Copies of the Nutrition Labels</p> <p>Write the requirements for the Wellness Contract on the board or projector.</p> <p>Breakfast cereals in Boxes or Containers</p> <p>Paper or plastic bowls to hold cereal</p> <p>Plastic measuring cups to measure</p>
Content Resources for Teachers:	FDA curriculum Science and Our Food Supply high school edition, Module 1 Introducing the Nutrition Facts Label

## Lesson Plan – Unit 1, Lesson 2

	<a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a>
Resources for Instruction:	<p>FDA curriculum Science and Our Food Supply High School edition, Module 1 Introducing the Nutrition Facts Label  <a href="https://www.fda.gov/downloads/Food/FoodScienceResearch/ToolsMaterials/UCM586423.pdf">https://www.fda.gov/downloads/Food/FoodScienceResearch/ToolsMaterials/UCM586423.pdf</a></p> <p>Interactive Nutrition Facts Label  <a href="https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro">https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro</a></p> <p>FDA How to Understand and Use the Nutrition Facts Label  <a href="https://www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label">https://www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label</a></p>
Student Assessment:	<p>Student Wellness Contracts</p> <p>Food Label Assignment</p> <p>Food Lab Plans</p>
Time Frame:	3 days
Bell-Ringers:	<p>Bell-Ringer Day 1</p> <p>Name all the factors you can think of that affect where, when, and how often a person eats. Write your answers on a white board so everyone can see and be inspired by each other.</p> <p>Bell-Ringer Day 2</p> <p>How can food labels help guide people toward healthy choices? What mistakes do people make when looking at a food label?</p> <p>Bell-Ringer Day 3</p> <p>Describe what you think is a serving of your favorite foods.</p>
Main Lesson:	<p>Day 1: Wellness Contracts</p> <p>Put flip chart pages around the room and put difference categories that might impact eating behaviors (environment, stress, culture, habit). Have students categorize their bell ringer answers and write them on the appropriate paper. Determine as a class if these are intrinsic or extrinsic factors. Discuss the idea of controlling wellness and eating behavior by controlling these factors.</p> <p>Have students create their own Wellness Contracts and share with the class. This should include all aspects of wellness. One that they</p>

## Lesson Plan – Unit 1, Lesson 2

themselves would be willing to sign. Each student will take the following steps to design and implement activities that meet their needs:

- Set goals for nutrition (using MyPlate Daily Checklist), physical activity and other activities designed to promote wellness.
- Establish a way to measure the wellness implementation/goals, including designating one or more responsible friends to help hold you accountable. Be sure to identify who this will be.
- Using their two-day MyPlate Daily Checklist, students will review their personal My Plate Daily Checklists. Lead discussion to help them analyze what they've consumed, using MyPlate Daily Checklist. Compare their two-day consumption to the goals in their Wellness Contracts and share results via social media with friends, family and community.
- Students set SMART goals for the following week. (Specific, Measurable, Attainable, Relevant, and Time). For example: Eat 1 fruit at breakfast every day next week.

Assign each student to bring in at least 2 food labels for the next day's lesson.

### Day 2: Food Labels

Students learn about Food Labels by working through the FDA curriculum Science and Our Food Supply high school edition, Module 1 Introducing the Nutrition Facts Label Complete pages 5-10 Module 1 “Introducing the Nutrition Facts Label”

<https://www.fda.gov/media/109430/download>

*Note: The food labels are in the process of being updated to a new format, with an implementation deadline of 2020. This means that students may notice that some of the labels they find will be using the old rules and some will be using the new rules.*

Students apply knowledge to analyze food labels they brought from home. Students sort the labels they brought in by breakfast, lunch, dinner and snacks. Then analyze the label by looking at Daily Values for “Added Sugars”, Saturated Fat, and Sodium. These values should be 5% or less. Look at Daily Values for Vitamin D, Calcium, Potassium, and Iron. These foods are good sources of these nutrients when the values are 20% or more.

### Day 3: Serving Size and Calories

## Lesson Plan – Unit 1, Lesson 2

	Students complete the rest of Module 1 from FDA Science and the Food Supply, pages 11-12.
Extension:	<p>EXT-A: Invite members of your school's Wellness Committee to the classroom to meet with students to help review their Wellness Contracts and discuss with students how to implement them.</p> <p>EXT-B: Student groups create a menu of a full day meal pattern. Students take different aspects of the meal pattern and create lab plans for breakfast, lunch or snack depending on time available.</p> <p>EXT-C: The Food and Drug Administration wants to make it easier for consumers to know whether the food they're eating is good for them and encourage companies to make products that are more nutritious. The agency plans to explore what it means for food products to be considered healthy and may create an icon or symbol to label those that meet the possible new definition. Click here to read more <a href="https://www.cnbc.com/2018/03/29/fda-to-consider-updating-health-claims-food-manufacturers-can-make.html">https://www.cnbc.com/2018/03/29/fda-to-consider-updating-health-claims-food-manufacturers-can-make.html</a></p>
Conclusion:	<p>Students will turn in their analysis of the food labels.</p> <p>Students will turn in the Wellness Contracts they created.</p>

# Lesson Plan – Unit 1, Lesson 3

## Dietary Guidelines through MyPlate Tools and Nutrition Facts Label

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 2.1 Analyze food and nutrition information, including USDA Dietary guidelines and MyPlate, to meet nutrition and wellness goals across the lifespan</p> <p>NW 2.4 Compare food label information to make health and wellness choices</p> <p>NW 3.5 Evaluate the nutritive value and costs of snacks, fast foods, and balanced meals</p>
Integrated Standards:	Science; Math; Language Arts

Activity	Nutrients to Get Less of and Nutrients to Get More of: Track Your Snack
Objectives:	<p>Learning what nutrients to get less of and more of</p> <p>Choose healthier snack options based on their nutritional content (calories, added sugars, saturated fat, and sodium).</p> <p>Explain the importance of monitoring total calorie, added sugars, saturated fat, and sodium intake in their diet.</p>
Summary:	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 compare the total calories, added sugars, saturated fat, and sodium content of various snack foods. Students will reflect on what they've learned and discover the nutrition content of their favorite snack foods.
Getting ready to teach this lesson	<p><u>Main lesson:</u></p> <p>Beverages or beverage containers or images of individual beverages with nutrition facts label</p> <p>Resealable plastic bags containing sugar</p> <p>Handouts (from US FDA Science and Our Food Supply, p.20)</p> <p><u>Enrichment:</u></p> <p>Snack food or food images (list of food in US FDA Science and Our Food Supply, p. 23)</p>

## Lesson Plan – Unit 1, Lesson 3

	<p>Table salt</p> <p>Resealable plastic bags</p> <p>Handouts (Sodium in Snack Foods, US FDA Science and Our Food Supply p.27)</p>
Content Resources for Teachers:	<p>FDA Science in our Food Supply curriculum for high school students, Module 2 “Nutrients to get less of” pages 13-27  <a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a></p> <p>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 <a href="https://www.fns.usda.gov/cn/smart-snacks-school">https://www.fns.usda.gov/cn/smart-snacks-school</a></p> <p>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 <a href="https://foodplanner.healthiergeneration.org/calculator/">https://foodplanner.healthiergeneration.org/calculator/</a>.</p>
Resources for Instruction:	<p>FDA Science in our Food Supply curriculum for high school students Module 2 pages 14 through 20  <a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a></p>
Student Assessment:	Page 20 Worksheet How much sugar is in your Drink?
Time Frame:	2 days
Bell-Ringers:	<p>Bell-Ringer Day 1</p> <p>List six of the foods you eat most often for snacks. Then describe why you eat each of these foods. Why do you choose these foods? For <b>health benefits, taste, appearance, convenience, or other reasons</b>.</p>
Main Lesson:	<p>DAY 1: Healthy Snacks</p> <p>Discuss the importance of healthy snacking. (<i>Note: Here students will evaluate snacks based on the FDA food label. Later students will evaluate snacks based on the USDA meal guidelines using the snack calculator.</i>)</p> <ul style="list-style-type: none"> <li>• Snacks can help you get the nutrients you need to grow and maintain a healthy weight.</li> <li>• Everything you eat and drink over time matters. The right mix can help you be healthier now and in the future.</li> </ul>



## Lesson Plan – Unit 1, Lesson 3

	<ul style="list-style-type: none"><li>• Start with small changes to make healthier choices you can enjoy. Choosing healthier snacks is a great place to start.</li></ul> <p>Explain that there are five things students will be looking at to determine if a snack is a healthy choice.</p> <ul style="list-style-type: none"><li>• A healthy snack<ol style="list-style-type: none"><li>1) contains one or more food groups,</li><li>2) is not too high in calories,</li><li>3) contains little to no excess calories from added sugars,</li><li>4) contains little to no excess calories from saturated fat, and</li><li>5) is lower in sodium.</li></ol></li><li>• Choose snacks that contain one or more food groups.</li><li>• 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.</li><li>• Examples from each food group include:<ul style="list-style-type: none"><li>○ <b>Grains</b> whole grain crackers, whole grain wheat bread, mini bagels, graham cereal, rice cakes, sliced whole crackers, whole wheat tortillas<ul style="list-style-type: none"><li>▪ 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.</li></ul></li><li>○ <b>Vegetables</b> carrots, celery, bell pepper, cherry tomatoes, beans, sugar peas, avocados, vegetable juice broccoli, green</li><li>○ <b>Fruits</b> apple, tangerine, strawberry, banana, pineapple, kiwi, peach, mango, nectarine, melon, grapes, berries, dried fruit, fruit cup, 100% fruit juice</li><li>○ <b>Dairy</b> 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)</li><li>○ <b>Protein Foods</b> boiled egg, peanut butter, hummus, slices chicken, pumpkin seeds, tuna or lean turkey or</li></ul></li><li>• Choose snacks that are lower in total calories.</li></ul>
--	--

## Lesson Plan – Unit 1, Lesson 3

	<ul style="list-style-type: none"><li>○ Calories are the measure of energy a food or beverage provides. Calories are the fuel your body needs to work and move.</li><li>○ 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.</li><li>○ In general, you will gain weight when the calories you eat and drink are greater than the calories you burn.</li><li>● Choose snacks that have little to no calories from added sugars.<ul style="list-style-type: none"><li>○ Added sugars are sugars and syrups that are added to foods or beverages when they are processed or prepared.</li><li>○ This does not include naturally occurring sugars such as those in milk and fruits.</li><li>○ Added sugars provide calories without adding nutritional value.</li><li>○ The Dietary Guidelines recommend limiting added sugars to less than 10 percent of calories per day.<ul style="list-style-type: none"><li>▪ 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).</li></ul></li><li>○ Limit desserts and sweet snacks such as cakes, cookies, and pastries.</li></ul></li><li>● Choose snacks that have little to no excess calories from saturated fat.<ul style="list-style-type: none"><li>○ Saturated fat is a type of fat that you should try to limit.</li><li>○ Too much saturated fat can increase your risk for heart disease. Replace saturated fat with unsaturated fat.</li><li>○ The Dietary Guidelines recommend limiting saturated fat to less than 10 percent of calories per day.<ul style="list-style-type: none"><li>▪ 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).</li></ul></li></ul></li><li>● Choose snacks that are lower in sodium. Try to choose snacks with less than 200 milligrams (mg) of sodium per serving.<ul style="list-style-type: none"><li>○ Sodium is found in salt and many processed foods.</li></ul></li></ul>
--	---

## Lesson Plan – Unit 1, Lesson 3

- 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.
- Show students where to find the (1) total calories per serving, (2) Daily Value for added sugars (looking for 5% or less), (3) Daily Value for saturated fat (looking for 5% or less) and (4) sodium (should be <200 mg) .
- Discuss the healthfulness of this snack. Consider the number of food groups, total calories, calories from added sugars and saturated fat, and sodium content.
- Here is an example of a snack that meets the criteria:



<b>Nutrition Facts</b>	
About 6 servings per container	
<b>Serving size</b> About 16 chips (28g)	
<b>Amount per serving</b>	
<b>Calories</b> <b>120</b>	
	<b>% Daily Value*</b>
<b>Total Fat</b> 3g	<b>4%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
Polyunsaturated Fat 1.5g	
Monounsaturated Fat 0.5g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 140mg	<b>6%</b>
<b>Total Carbohydrate</b> 22g	<b>8%</b>
Dietary Fiber 2g	<b>6%</b>
Total Sugars 0g	
<b>Protein</b> 2g	
Vitamin D 0mcg	0%
Calcium 30mg	2%
Iron 0.3mg	0%
Potassium 50mg	0%

Not a significant source of added sugars.

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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

# Lesson Plan – Unit 1, Lesson 3

## Fat Free Chocolate Milk

<b>Nutrition Facts</b>	
Serving Size: 1 carton (236ml)	
Amount Per Serving	
<b>Calories 110</b>	Calories from Fat 0
% Daily Values*	
<b>Total Fat 0g</b>	0%
Saturated Fat 0g	0%
Polyunsaturated Fat 0g	
Monounsaturated Fat 0g	
Trans Fat 0g	
<b>Cholesterol 5mg</b>	2%
<b>Sodium 100mg</b>	4%
<b>Potassium 390mg</b>	
<b>Total Carbohydrate 19g</b>	6%
Dietary Fiber 0g	0%
Sugars 18g	
Protein 8g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron -

\* Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

### Nutrition summary:

Calories	Fat	Carbs	Protein
110	0g	19g	8g

There are **110 calories** in a 1 carton serving of Borden Fat Free Chocolate Milk.

Calorie breakdown: **0% fat**, 70% carbs, 30% protein.

### Related Skim Milk from Borden:

- [1% Chocolate Milk](#)
- [1% Low Fat Milk](#)
- [Fat Free Skim Milk](#)
- [2% Reduced Fat Milk](#)
- [Lite Line Skim Milk](#)
- [Hi-Protein 2% Reduced Fat Milk](#)

### Related Chocolate Milk from Borden:

- [Super Chox Chocolate Milk](#)
- [Dutch Chocolate Milk](#)

## Whole Milk

<b>Nutrition Facts</b>	
Serving Size: 1 cup	
Amount Per Serving	
<b>Calories 150</b>	Calories from Fat 70
% Daily Values*	
<b>Total Fat 8g</b>	12%
Saturated Fat 5g	25%
Polyunsaturated Fat 0g	
Monounsaturated Fat 0g	
Trans Fat 0g	
<b>Cholesterol 35mg</b>	12%
<b>Sodium 125mg</b>	5%
<b>Potassium 0mg</b>	
<b>Total Carbohydrate 11g</b>	4%
Dietary Fiber 0g	0%
Sugars 10g	
Other Carbohydrate 0g	
Protein 8g	
Vitamin A 6%	Vitamin C 4%
Calcium 30%	Iron 0%

\* Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

### Nutrition summary:

Calories	Fat	Carbs	Protein
150	8g	11g	8g

There are **150 calories** in a 1 cup serving of Borden Whole Milk.

Calorie breakdown: **49% fat**, 30% carbs, 22% protein.

### Related Milk from Borden:

- [Lactose Free Milk](#)
- [Dutch Chocolate Milk](#)
- [1% Chocolate Milk](#)
- [1% Low Fat Milk](#)
- [Strawberry Milk](#)
- [Lite Line Skim Milk](#)

[find more borden milk products](#)

### More Products from Borden:

- [Natural Muenster Cheese](#)

- Point out the similarities and differences in total calories, saturated fat, and sodium.
- Show students how to compare 1 bottle of a sports drink to 1 bottle of water.

## Lesson Plan – Unit 1, Lesson 3



<b>Nutrition Facts</b>	
Serving Size 1 Bottle	
Amount Per Serving	
<b>Calories 140</b>	
	% Daily Value*
<b>Total Fat</b> 0g	<b>0%</b>
<b>Sodium</b> 270mg	<b>11%</b>
<b>Potassium</b> 75mg	<b>2%</b>
<b>Total Carb.</b> 36g	<b>12%</b>
Sugars 34g	
<b>Protein</b> 0g	
<small>Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium and iron.</small>	
<small>* Percent Daily Values are based on a 2,000 calorie diet.</small>	

- Point out the similarities and differences in, total calories, added



<b>Nutrition Facts</b>	
Serving Size 1 Bottle	
Amount Per Serving	
<b>Calories 0</b>	
	% Daily Value*
<b>Total Fat</b> 0g	<b>0%</b>
<b>Sodium</b> 0mg	<b>0%</b>
<b>Total Carbohydrate</b> 0g	<b>0%</b>
<b>Protein</b> 0g	
<small>*Percent Daily Values are based on a 2,000 calorie diet.</small>	
<small>PURIFIED WATER, MAGNESIUM SULFATE, POTASSIUM CHLORIDE, SALT*†</small>	
<small>*ADDS A NEGLIGIBLE AMOUNT OF SODIUM</small>	
<small>†MINERALS ADDED FOR TASTE</small>	

sugars, and sodium.

- Discuss how the school meal program evaluates the nutritional value of snacks.
  - To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards:
    - Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
    - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
    - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; and

## Lesson Plan – Unit 1, Lesson 3

- The food must meet the nutrient standards for calories, sodium, sugar, and fats:

<https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>

Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less

Students can check if their snack meets the smart snack guidelines by inputting the information from the food label at this link:

<https://foodplanner.healthiergeneration.org/calculator/>

Students can go to the following links to locate vendor products to input into the smart snack calculator:

[https://www.jtmfoodgroup.com/products?channel=k-](https://www.jtmfoodgroup.com/products?channel=k-12)

[12http://www.snackworks.com/Products/product-detail?product=44000051822](http://www.snackworks.com/Products/product-detail?product=44000051822)

<https://www.snackworks.com/layouts/Error/error.aspx?aspxerrorpath=/Products/product-detail>

As a take home assignment, 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. Determine whether the three snacks suggested meet these criteria.

DAY 2: Added Sugars

Students learn about added sugars by working through the FDA high school curriculum Science and Our Food Supply “Module 2: Nutrients to Get Less of” pages 16 through 20.

## Lesson Plan – Unit 1, Lesson 3

	<a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a>
<p>Extension:</p>	<p>EXT-A: Students will analyze, review, and compare favorite snack items, using these questions as a guide.</p> <p><b>1. Look at the food facts label of a favorite snack and select the amount you typically eat.</b></p> <p><b>a.</b> What is a favorite snack? _____</p> <p><b>b.</b> How many food groups are in it? _____</p> <p><b>c.</b> What are the food groups? _____</p> <p><b>d.</b> How many total calories does it have? _____</p> <p><b>e.</b> How much saturated fat does it have? _____</p> <p><b>f.</b> How much added sugars does it have? _____</p> <p><b>g.</b> How much sodium does it have? _____</p> <p><b>h.</b> Based on this information, will you be choosing this snack: (check one)</p> <p style="margin-left: 40px;"> <input type="checkbox"/> More often  <input type="checkbox"/> Less often  <input type="checkbox"/> The same         </p> <p>Why? _____</p> <p><b>2.</b> What is another snack you like to eat? _____</p> <p>a. Compare nutrients in the two snacks. Is one of the snacks a healthier choice? If yes, why? _____</p>
<p>Enrichment:</p>	<p>ENR-A: Students will complete the <i>Check Your Snacks</i> handout from US FDA Science and Our Food Supply, p.59</p> <p>ENR-B: Students learn about sodium in snack foods by working through the FDA high school curriculum Science and Our Food Supply “Module 2: Nutrients to Get Less of” p. 23-27</p> <p><a href="https://www.fda.gov/media/109430/download">https://www.fda.gov/media/109430/download</a></p>
<p>Conclusion:</p>	<p>Restate the learning objectives and summarize what the students were taught.</p>

## Lesson Plan – Unit 1, Lesson 3

	<p>Encourage students to reflect on the topics learned by asking discussion questions such as:</p> <ul style="list-style-type: none"><li>• Why is it important to make healthy snack choices?</li><li>• How do you determine if a snack is a healthy choice?</li><li>• What prevents you from making healthy snack choices?</li><li>• How can you overcome these barriers?</li></ul>
--	--





**IMPLEMENTING**

**FOOD**

**POLICY**

**THROUGH THE**



**SCHOOL MEAL  
PROGRAM**

# Lesson Plan – Unit 2, Lesson 1

## Implementing Food Policy through the School Meal Program

<b>Indiana Academic Standards</b>	
Nutrition and Wellness Standards:	NW 3.4 Identify legislation and regulations related to food, nutrition, and wellness issues
Integrated Standards:	Health, Science; Math; Language Arts

Activity	Healthy School Lunch Challenge
Objectives:	Identify requirements for building healthy school lunches Distinguish the link between school meals and MyPlate/Dietary Guidelines
Summary:	Students will understand the link between MyPlate and the school meal regulations.
Resources for Instruction:	Nutrition Standards for School Meals, from School Nutrition Website: <a href="https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf">https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf</a>
Content Resources for Teachers:	The National School Lunch Program <a href="https://fns.usda.gov/nslp/nslp-fact-sheet">https://fns.usda.gov/nslp/nslp-fact-sheet</a>  Indiana Department of Education, Offices of School and Community Nutrition <a href="https://www.doe.in.gov/nutrition/national-school-lunch-program">https://www.doe.in.gov/nutrition/national-school-lunch-program</a>  School Food and Nutrition Service Management for the 21st Century <a href="http://www.sfs21.com/">http://www.sfs21.com/</a>
Student Assessment:	School Nutrition Requirements  Poster
Time Frame:	2 days
Bell-Ringers:	Bell-Ringer Day 1  Ask the students if anyone knows what the requirements are for school lunches. How often do you eat fruit and/or vegetables at lunch?
Main Lesson:	Day 1: Nutrition Standards for School Meals  Share this document with the students: <a href="https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf">https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf</a>  Point out that we have reviewed MyPlate and recommendations for foods/nutrients to increase and decrease. Now we are going to look at the

# Lesson Plan – Unit 2, Lesson 1

	<p>school nutrition program to see how their guidelines are similar to MyPlate. The school meals are planned based on specific nutrient requirements and regulated by USDA.</p> <p>The Food Service Director visits your classroom to orient students to the upcoming field trip to the school cafeteria.</p> <p>Review requirements for school meals. Identify challenges for meeting the USDA requirements and possible solutions.</p> <p>With the food service director, identify specific food groups or items to promote. They will use this information to make posters in the next lesson. Ask if it is possible to hang the posters in the lunchroom.</p> <p>Day 2: Lunchroom Posters</p> <p>Have students discuss the food groups or items that the food service director wanted to promote in the school. Tell students to think back on what they learned in the MyPlate presentations. Organize students into groups and have them create posters that promote the food groups or items. It would be good to include a fun slogan and picture. Follow these links to view some examples.</p> <p><a href="https://idph.iowa.gov/Portals/1/Files/INN/pabs_orange.pdf">https://idph.iowa.gov/Portals/1/Files/INN/pabs_orange.pdf</a></p> <p><a href="https://idph.iowa.gov/Portals/1/Files/INN/peel_eat_carrot.pdf">https://idph.iowa.gov/Portals/1/Files/INN/peel_eat_carrot.pdf</a></p> <p><a href="https://choosemyplate-prod.azureedge.net/sites/default/files/myplate/Veg_Facebook.jpg">https://choosemyplate-prod.azureedge.net/sites/default/files/myplate/Veg_Facebook.jpg</a></p>
Extension:	EXT-A: Students could use the same information they used for the poster to create social media messages. Here are some images they could use: <a href="https://choosemyplate-prod.azureedge.net/myplate-message-toolkit/vary-your-veggies">https://choosemyplate-prod.azureedge.net/myplate-message-toolkit/vary-your-veggies</a>
Conclusion:	Discussion  What choices are you making at school that align with MyPlate?  What could the cafeteria do to help students make healthier choices at breakfast and/or lunch?

# Lesson Plan – Unit 2, Lesson 2

## Implementing Food Policy through the School Meal Program

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members</p> <p>NW 4.4 Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs and availability, work plans and timetables, efficient work methods, and collaboration with others</p> <p>NW 4.5 Demonstrate abilities to increase and decrease recipe measurements based on desired yield</p> <p>NW 5.1 Discuss current technology and techniques used to develop, produce, process, and store foods and their impacts on food safety, nutrition, and wellness (e.g., organic, holistic, genetics, hormones)</p>
Integrated Standards:	Math

Activity	Recipes for Healthy Eating
Objectives:	<p>Explore work plans, efficiency, and collaborating with others</p> <p>Prepare samples that could be served in the lunchroom</p>
Summary:	Students will evaluate recipes, conduct exercises in recipe modification, and review food safety practices.
Resources for Instruction:	<p>Food and Nutrition Service Management for the 21st Century <a href="http://www.sfs21.com/">http://www.sfs21.com/</a></p> <p>USDA Healthy Eating on a Budget <a href="https://choosemyplate-prod.azureedge.net/eathealthy/budget">https://choosemyplate-prod.azureedge.net/eathealthy/budget</a></p> <p>School Nutrition Association, Nutrition Standards for School Meals <a href="https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf">https://schoolnutrition.org/uploadedFiles/About_School_Meals/What_We_Do/Nutrition-Standards-for-School-Meals.pdf</a></p> <p>Indiana Department of Education, Showcasing Best Practices in Nutrition Education <a href="https://www.doe.in.gov/sites/default/files/nutrition/036-finebestpracticesinnutritioneddigital4.pdf">https://www.doe.in.gov/sites/default/files/nutrition/036-finebestpracticesinnutritioneddigital4.pdf</a></p> <p>Foodkeeper app <a href="https://www.foodsafety.gov/keep-food-safe/foodkeeper-app">https://www.foodsafety.gov/keep-food-safe/foodkeeper-app</a></p>

## Lesson Plan – Unit 2, Lesson 2

	<p>Resources on Clean, Separate, Cook, and Chill:  <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#clean">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#clean</a>  <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#separate">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#separate</a>  <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#cook">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#cook</a>  <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#chill">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#chill</a></p> <p>USDA Food Safety quiz:  <a href="https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-quiz/ct_index">https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-quiz/ct_index</a></p> <p>Lesson plans on food cost:  <a href="https://study.com/academy/lesson/how-to-calculate-food-cost-for-a-recipe.html">https://study.com/academy/lesson/how-to-calculate-food-cost-for-a-recipe.html</a></p> <p>Resources on conducting a food waste audit:  <a href="https://www.epa.gov/sustainable-management-food/guide-conducting-student-food-waste-audits-resource-schools">https://www.epa.gov/sustainable-management-food/guide-conducting-student-food-waste-audits-resource-schools</a></p> <p>Apps  <a href="https://www.healthline.com/nutrition/5-best-calorie-counters#section3">https://www.healthline.com/nutrition/5-best-calorie-counters#section3</a></p>
Content Resources for Teachers:	<p>Food Rescue (<i>Did you know? Indiana is the first state to develop and publish guidelines for schools' food rescue policies</i>)  <a href="http://www.foodrescue.net/">http://www.foodrescue.net/</a></p> <p>Indiana Department of Education, Office of School and Community Nutrition <a href="https://www.doe.in.gov/nutrition">https://www.doe.in.gov/nutrition</a></p>
Student Assessment:	<p>Lunch Meal Plan</p> <p>Recipe Conversions</p>
Time Frame:	3 Days
Main Lesson:	<p>Day 1: Modifying Recipes</p> <p>Students will identify recipes that could be used to create a plan for lunch for one day using the recipes from foodhero (<a href="http://foodhero.org/quantity-recipes">http://foodhero.org/quantity-recipes</a>). The lunch should contain at least 2-ounce equivalents of protein, 2-ounce equivalents of grain, 1 cup vegetables, 1 cup of fruit, and 1 cup of low-fat milk. In order to see how the recipe fulfills the meal requirements, they will need to look at the “large crowd” recipes and find the information for NSLP (National School Lunch Program) at the top right-hand corner.</p>

## Lesson Plan – Unit 2, Lesson 2

	<p>Discuss factors that would influence the preparation of these recipes and the meal, such as available ingredients, amount of time required for preparation and serving, equipment needed for preparation, and ease of modifying the menu for special diets (food allergies such as dairy, peanuts, gluten)</p> <p>Day 2: Food Safety Use these resources on Clean, Separate, Cook, and Chill: <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#clean">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#clean</a> <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#separate">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#separate</a> <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#cook">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#cook</a> <a href="https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#chill">https://www.foodsafety.gov/keep-food-safe/4-steps-to-food-safety#chill</a></p> <p>Take the USDA Food Safety quiz: <a href="https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-quiz/ct_index">https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-quiz/ct_index</a></p> <p>Have the students read "How to Cut Food Waste and Maintain Food Safety." <a href="https://www.fda.gov/media/101389/download">https://www.fda.gov/media/101389/download</a></p> <p>Organize students in small groups and have them create two or three questions for the rest of the class on what they think are the main topics addressed in the handout.</p> <p>Day 3: Cook a Mini School Lunch</p> <p>In advance, have students browse through the USDA cookbook or Foodhero.org and choose a few recipes that could be prepared in the foods lab. <a href="http://foodhero.org/quantity-recipes">http://foodhero.org/quantity-recipes</a></p> <p>Demonstrate how to modify recipes to make the correct number of servings.</p> <p>Organize the students into groups and distribute the selected recipes. Have student groups prepare their recipe and present it to the class. Ask the students to identify the ingredients and explain what food groups the foods come from. Have the class taste all the prepared food and discuss favorites.</p>
--	--

## Lesson Plan – Unit 2, Lesson 2

	<p>Ask the students if it would be possible for the lunchroom to make these recipes.</p> <p>Determine the number of students who eat lunch in the cafeteria. Have the class choose their favorite recipe and modify it for that number of students. If the recipe is chosen from the foodhero website, be sure the students actually do the calculations and do not just use the large crowd recipe.</p>
Extension:	<p>EXT-A: Food Costs. For specific information and lesson plans on food cost go to: <a href="https://study.com/academy/lesson/how-to-calculate-food-cost-for-a-recipe.html">https://study.com/academy/lesson/how-to-calculate-food-cost-for-a-recipe.html</a></p> <p>EXT-B: Food Waste: For specific information and lesson plans on conducting a food waste audit go to: <a href="https://doe.sd.gov/cans/documents/FoodWasteAudit.pdf">https://doe.sd.gov/cans/documents/FoodWasteAudit.pdf</a></p>
Enrichment:	<p>ENR-A: Apps. Break into groups and evaluate the following apps: MyFitnessPal, Lose It, Fat Secret, Cron-o-meter, and Spark People. Have the groups list the pros and cons of each app and present it to the class. For a resource use the following website: <a href="https://www.healthline.com/nutrition/5-best-calorie-counters#section3">https://www.healthline.com/nutrition/5-best-calorie-counters#section3</a></p>
Conclusion:	<p>How can you implement the concepts of recipe modification or food safety on a personal level?</p>

## Lesson Plan – Unit 2, Lesson 3

### Implementing Food Policy through the School Meal Program

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members</p> <p>NW 1.2 Evaluate effective communication processes in school, family, career, and community settings</p> <p>NW 1.8 Apply knowledge gained through research to solve problems and communicate ideas in the fields of food, fitness, nutrition, and wellness</p> <p>NW 5.4 Discuss trends, employment opportunities, and preparation requirements for careers related to nutrition, food, and wellness</p>
Integrated Standards:	Language Arts

Activity	Career Development
Objectives:	<p>Identify food related careers</p> <p>Evaluate a variety of aspects of career development.</p> <p>Explore skills needed for different food related careers</p>
Summary:	<p>Students will identify careers in food service, nutrition, food and wellness and complete the Career Investigation Project, FCCLA Star Events</p> <p><a href="http://fclclainc.org/programs/star-event-descriptions.php">http://fclclainc.org/programs/star-event-descriptions.php</a></p>
Resources for Instruction:	<p>13 Top Careers in Food &amp; 6 Exciting Benefits They Offer <a href="https://www.trade-schools.net/articles/careers-in-food.asp">https://www.trade-schools.net/articles/careers-in-food.asp</a></p> <p>School Nutrition Association, Careers in School Nutrition <a href="https://schoolnutrition.org/school-meals/careers/">https://schoolnutrition.org/school-meals/careers/</a></p> <p>FCCLA Star Events, at fclclainc.org <a href="http://fclclainc.org/programs/star-events.php">http://fclclainc.org/programs/star-events.php</a> <a href="http://fclclainc.org/programs/star-event-descriptions.php">http://fclclainc.org/programs/star-event-descriptions.php</a></p> <p>FCCLA National Programs, Career Connection <a href="http://fclclainc.org/programs/career-connection.php">http://fclclainc.org/programs/career-connection.php</a> <a href="http://fclclainc.org/programs/lesson-plans-and-activities.php">http://fclclainc.org/programs/lesson-plans-and-activities.php</a></p> <p>Interviewing Food Service Director <a href="https://livewellcolorado.org/wp-content/uploads/2016/05/FSD-Interview_Students-2016.pdf">https://livewellcolorado.org/wp-content/uploads/2016/05/FSD-Interview_Students-2016.pdf</a></p>



## Lesson Plan – Unit 2, Lesson 3

<p>Content Resources for Teachers:</p>	<p>School Nutrition Association, Careers in School Nutrition  <a href="https://schoolnutrition.org/school-meals/careers/">https://schoolnutrition.org/school-meals/careers/</a>          School Nutrition Association, Qualifications and Job Opportunities  <a href="https://schoolnutrition.org/school-meals/careers/qualifications-and-job-opportunities/">https://schoolnutrition.org/school-meals/careers/qualifications-and-job-opportunities/</a>            Eat Right Pro – Academy of Dietetics and Nutrition: Careers/Nutrition  <a href="https://www.eatrightpro.org/practice/career-development/eatright-careers">https://www.eatrightpro.org/practice/career-development/eatright-careers</a>    <a href="https://www.eatrightpro.org/news-center/in-practice/dietetics-in-action/restaurant-rock-stars">https://www.eatrightpro.org/news-center/in-practice/dietetics-in-action/restaurant-rock-stars</a>    <a href="https://www.eatrightpro.org/news-center/in-practice/dietetics-in-action/the-supermarket-rdn">https://www.eatrightpro.org/news-center/in-practice/dietetics-in-action/the-supermarket-rdn</a></p>
<p>Student Assessment:</p>	<p>Career Investigation Project and Rubric (See FCCLA Star Events)          Reports of interviews of food service personnel</p>
<p>Time Frame:</p>	<p>2 to 4 days</p>
<p>Main Lesson:</p>	<p>Day 1 – Day 4: FCCLA Career Connection and Career Investigation Project  <a href="http://fclclainc.org/programs/career-connection.php">http://fclclainc.org/programs/career-connection.php</a>            Learn about different careers within the Foodservice industry. Students will choose from careers in food, fitness, nutrition, and wellness in order to meet the needs of a vast group of students' interests.            Have students develop a set of informational interview questions to interview a variety of food service personnel. Invite (or have students invite) a variety of food service personnel to visit the class to be interviewed. Who else might offer perspective for an interview? Keep in mind it does not have to be the Director. The Director can assist in identifying the appropriate persons to interview.</p>

## Lesson Plan – Unit 2, Lesson 3

Extension:	<p>EXT-A: Arrange for students to spend time in the school foodservice facility interviewing food service personnel and participating in food preparation serving and clean up.</p> <p>Have students read and report, individually or in pairs, on the following careers:</p> <p><a href="https://www.nutritionjobs.com/">https://www.nutritionjobs.com/</a></p> <p><a href="https://schoolnutrition.org/certificate-and-credentialing/">https://schoolnutrition.org/certificate-and-credentialing/</a></p> <p><a href="https://www.eatrightpro.org/practice/career-development/eatright-careers">https://www.eatrightpro.org/practice/career-development/eatright-careers</a></p> <p><a href="https://ag.purdue.edu/ipia/Pages/spotlight.aspx">https://ag.purdue.edu/ipia/Pages/spotlight.aspx</a></p> <p><a href="https://www.purdue.edu/hhs/extension/food/">https://www.purdue.edu/hhs/extension/food/</a></p> <p><a href="https://foodcorps.org/cms/assets/uploads/2017/10/Alumni-Career-Path-Spotlight-Nutrition-Dietetics-4.17.2017-FINAL.pdf">https://foodcorps.org/cms/assets/uploads/2017/10/Alumni-Career-Path-Spotlight-Nutrition-Dietetics-4.17.2017-FINAL.pdf</a></p>
Enrichment:	<p>ENR-A: Explore the Nutrition Jobs website and report on a career described there.</p> <p>Have students investigate dietetic career trends for 2018 and reflect on implications for careers they have learned about.</p> <p><a href="https://www.nutritionjobs.com/blog/resources/2018-dietetic-career-trends/">https://www.nutritionjobs.com/blog/resources/2018-dietetic-career-trends/</a></p>
Conclusion:	<p>Share findings from their Career Investigation project with the class. Groups should present so the class can learn about a variety of food related professions.</p>

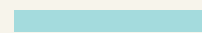


**FACTORS**

**AFFECTING**

**FRUIT  
AND**

**VEGETABLE**



**CONSUMPTION**

# Lesson Plan – Unit 3, Lesson 1

## Factors Affecting Fruit and Vegetable Consumption

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 2.1 Analyze food and nutrition information, including USDA Dietary Guidelines and MyPlate, to meet nutrition and wellness goals across the lifespan.</p> <p>NW 2.2 Demonstrate proper portion sizes from each of the food groups to meet nutrition and wellness needs of individuals across the lifespan.</p> <p>NW 3.2 Explain how geographical location and climate location affects food selection and availability</p> <p>NW 3.3 Examine how economic factors affect food selection and availability</p> <p>NW 4.3 Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques</p>
Integrated Standards:	Social Studies, Math

Activity	Find Your Favorite
Objectives:	<p>Identify under-consumed Vegetable subgroups.</p> <p>Increase familiarity of different fruits and vegetables</p> <p>Evaluate fruits and vegetables for taste, cost, quality, and freshness</p> <p>Explore seasonably available produce</p> <p>Prepare fruits and vegetables utilizing a variety of preparation techniques</p>
Summary:	Students will review their fruit and vegetable consumption, conduct taste tests on fruit and vegetables, and explore methods for increasing fruit and vegetable consumption.
Content Resources for Teachers:	<p><a href="https://www.theproducemom.com/">https://www.theproducemom.com/</a></p> <p><a href="https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program">https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program</a></p> <p>Handling Fresh Produce</p> <p><a href="https://www.fns.usda.gov/cn/tools/-schools-offering-fruits-and-vegetables">https://www.fns.usda.gov/cn/tools/-schools-offering-fruits-and-vegetables</a></p> <p><a href="https://www.ams.usda.gov/grades-standards/fruits">https://www.ams.usda.gov/grades-standards/fruits</a></p> <p>Fruit and Vegetable Seasonality</p> <p><a href="https://www.in.gov/isda/files/Harvest_Calander.pdf">https://www.in.gov/isda/files/Harvest_Calander.pdf</a></p>

## Lesson Plan – Unit 3, Lesson 1

Student Assessment:	Taste Test Chart Graph of Fruits and Vegetables Lab Plans and Evaluations
Time Frame:	3 days
Bell-Ringers:	Bell-Ringer Day 1 What is your favorite fruit and vegetable? Why do you like it? Bell-Ringer Day 2 Ask students if they know what fruits and vegetables can be grown in Indiana
Main Lesson:	<p>Day 1: Seasonal Fruits and Vegetables</p> <p>This site has fruits and vegetables that are grown in Indiana, by season, pictures and information about each  <a href="https://www.thespruce.com/indiana-seasonal-fruits-and-vegetables-2217178">https://www.thespruce.com/indiana-seasonal-fruits-and-vegetables-2217178</a></p> <p>This website has factsheets about produce that can be an additional resource for students as they build information cards in the lesson below. <a href="http://postharvest.ucdavis.edu/Commodity_Resources/">http://postharvest.ucdavis.edu/Commodity_Resources/</a></p> <p>Students will learn about produce that is grown in Indiana. In advance of the lesson, teachers look at the above sites and choose 3 vegetables and 3 fruits that are in season to bring in for taste testing. Teachers should buy enough produce to be used for activities on this day and the next day. Additional ingredients are also needed for the next activity, including herbs, salt, pepper, and olive oil.</p> <p><b>Lab Activity: Taste Test</b></p> <p>Students are divided into 6 groups. Student groups are assigned 1 of 6 of the fruits or vegetables. They explore characteristics about the produce item at the site above and design an information card that highlights desirable characteristics about the item. The information cards are placed next to the produce item, students taste each of the items and read the information cards.</p> <p>DAY 2: Comparing Cooking Methods</p> <p>In advance, teachers should purchase herbs, salt, pepper, and olive oil that can be used to prepare 3 different vegetables for the next tasting activity.</p>

## Lesson Plan – Unit 3, Lesson 1

	<p>This activity involves students tasting the 3 different vegetables that were introduced on the previous day, each cooked through 3 different methods, sautéing, roasting, and either steaming or boiling. Student groups will each prepare 1 or 2 of the cooking methods using seasonings that they choose. Students will research these methods online to figure out how to sauté, roast, or steam/boil the produce. Each produce will be labeled with the name and the method used to prepare it and the class will taste each of the preparations.</p> <p>This website may also provide additional ways that these vegetables can be prepared.</p> <p><a href="https://fruitsandveggies.org/stories/top-10-ways-to-cook-almost-anything/">https://fruitsandveggies.org/stories/top-10-ways-to-cook-almost-anything/</a></p> <p>Day 3: Comparing Fresh, Frozen and Canned Fruits and Vegetables</p> <p>Ask students to ask their families about their favorite fruit or vegetable and report back</p> <p>Have student teams set up comparisons of fresh, frozen, canned and dried fruits and vegetables. Students can research labels and pricing by logging into <a href="http://www.peapod.com">www.peapod.com</a> a grocery purchase site. Note: type in zip code to enter the site. Product Nutrition Facts labels are also available in the many pictures accompanying each food. Students should identify and compare the following features between a fresh, canned and frozen product: total cost, cost per serving, advantages and disadvantages of each, such as texture, flavor, availability, shelf life etc.</p>
<p>Extension:</p>	<p>EXT-A:</p> <p>Day 1. Students choose two recipes that can be prepared for each of the 3 vegetables during the next lesson day.</p> <p>Day 2. Student groups prepare the 6 vegetable recipes. Then set up resulting food products so all can taste them and analyze with the intent to improve flavor and increase willingness to eat each of the vegetables.</p> <p>EXT-B: Have students research the "farm to table" path of various fruits. How does pineapple (for example) get from where it's grown to where we can eat it?</p>
<p>Enrichment:</p>	<p>ENR-A: Students will view these websites and share recipe ideas with their families. Select a recipe to try at home and report results back to class.</p>

# Lesson Plan – Unit 3, Lesson 1

	<ol style="list-style-type: none"><li>1) How difficult was it to prepare?</li><li>2) Could you find the ingredients easily?</li><li>3) What was new/different about this recipe</li><li>4) Describe the taste and your like/dislike for this recipe</li><li>5) Would you make it again? Is there another recipe you hope to try</li></ol> <p><a href="https://fruitsandveggies.org/recipes/">https://fruitsandveggies.org/recipes/</a></p> <p><a href="https://wicworks.fns.usda.gov/resources/2020-fruits-veggies-more-mattersr-month">https://wicworks.fns.usda.gov/resources/2020-fruits-veggies-more-mattersr-month</a></p> <p>ENR-B: Students try recipes at this site with their families. These recipes have nutrient analyses.</p> <p><a href="https://www.theproducemom.com/2017/09/06/how-to-make-fruit-leather">https://www.theproducemom.com/2017/09/06/how-to-make-fruit-leather</a></p> <p>ENR-C: Have students find unknown fruits and report on where they're grown, what their classification is, how they're prepared, and if they're available locally.</p> <p><a href="https://www.theproducemom.com/2016/03/02/12-unusual-fruits-and-vegetables-to-shake-up-your-meals/">https://www.theproducemom.com/2016/03/02/12-unusual-fruits-and-vegetables-to-shake-up-your-meals/</a></p>
Conclusion:	Have students prepare samples of the fruits or vegetables they prepared for other students to taste. Have students create graphs to record taste test results for the class. Have students analyze the data and draw conclusions about favorite fruits and vegetables raw or cooked, different preparation methods, etc. Have students propose ways to increase willingness to try new fruits and vegetables and ways to introduce new fruits and vegetables in school and home meals and snacks.

# Lesson Plan - Unit 3, Lesson 2

## Factors Affecting Fruit and Vegetable Consumption

Indiana Academic Standards	
Nutrition and Wellness Standards:	<p>NW 2.1 Analyze food and nutrition information, including USDA Dietary Guidelines and MyPlate, to meet nutrition and wellness goals across the lifespan.</p> <p>NW 2.2 Demonstrate proper portion sizes from each of the food groups to meet nutrition and wellness needs of individuals across the life span.</p> <p>NW 4.3 Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques</p>
Integrated Standards:	Social Studies, English

Activity	Eat the Rainbow
Objectives:	<p>Identify and present characteristics of the vegetable subgroups</p> <p>Taste a variety of vegetables from each of the vegetable subgroups</p> <p>Identify weekly recommendations for vegetable subgroups</p> <p>Use different techniques to prepare recipes with a variety of vegetables</p>
Summary:	Students will be able to identify vegetable sub groups, create and taste a variety of vegetables, research vegetables subgroups, and discover weekly recommendations.
Resources for Instruction:	<p>Resource about vegetable sub-groups, has info on storing/prep and marketing veggies</p> <p><a href="https://www.isbe.net/Documents/vegetable/subgroups.pdf">https://www.isbe.net/Documents/vegetable/subgroups.pdf</a></p> <p>Resource table that classifies each vegetable into subgroups</p> <p><a href="https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroup.asp">https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroup.asp</a></p> <p>Link to determine recommended weekly amounts for vegetable subgroups, click on the Weekly Vegetable Subgroup Table</p> <p><a href="https://www.choosemyplate.gov/eathealthy/vegetables">https://www.choosemyplate.gov/eathealthy/vegetables</a></p>
Content Resources for Teachers:	<p>The Vegetable Subgroup List <a href="https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroups.asp">https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroups.asp</a></p> <p>Dole Food Company, Inc. <a href="http://www.dole.com">www.dole.com</a></p> <p>The Produce Moms <a href="https://www.theproducemom.com/">https://www.theproducemom.com/</a></p>



## Lesson Plan - Unit 3, Lesson 2

Student Assessment:	Lab Plans Subgroup vegetable research
Time Frame:	3 Days
Bell-Ringers:	Bell-Ringer Day 1 Why is it important to eat a variety of colors of fruits and vegetables every day? Bell-Ringer Day 2 No bell-ringer on lab day Bell-Ringer Day 3 What prevents you from making healthy fruit and vegetable choices? How can you overcome these barriers?
Main Lesson:	Day 1: Introduction to Vegetable Subgroups Organize students into 5 groups, 1 group for each vegetable subgroup (dark green, red/orange, beans and peas, starchy, and others). Students will analyze, review, and compare a vegetable sub group using the following resources and share the information with the class. Information that should be included are examples of vegetables in the subgroup, health benefits, different ways to prepare or eat the vegetables in their subgroup. The third website is MyPlate, which indicates how much of each vegetable subgroup is needed on a weekly basis. This information on recommended intake should be included in student presentations too.  Resource table that classifies each vegetable into subgroups <a href="https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroup.asp">https://www.cde.ca.gov/ls/nu/ed/mealreq-mod1-vegsubgroup.asp</a>  Link to determine recommended weekly amounts for vegetable subgroups, click on the Weekly Vegetable Subgroup Table <a href="https://www.choosemyplate.gov/eathealthy/vegetables">https://www.choosemyplate.gov/eathealthy/vegetables</a>

## Lesson Plan - Unit 3, Lesson 2

### Day 2: Taste-testing Vegetables

Students make and taste dishes using vegetables from the vegetable subgroups. Use the following evaluation tool for Day 2 and Day 3 activities.

High School Taste Test Evaluation Form

Date: \_\_\_\_\_

**Tell us what you think of the following item!**

\_\_\_\_\_

Do you like...	LIKE	DISLIKE
The LOOK of the item?		
The SMELL of the item?		
The TEXTURE of the item?		
The TASTE of the item?		
Would you like to have this item again?		

Date: \_\_\_\_\_

**Tell us what you think of the following item!**

\_\_\_\_\_

Do you like...	LIKE	DISLIKE
The LOOK of the item?		
The SMELL of the item?		
The TEXTURE of the item?		
The TASTE of the item?		
Would you like to have this item again?		

- Spinach salad with fresh fruit
- Guacamole served with carrots and red pepper strips
- Tomato Salsa served with baked pita bread
- Black bean salsa served with baked pita bread

Students make and taste dishes from the vegetable subgroups.

### Day 3: Taste-testing Vegetables

Students make dishes using vegetables from the vegetable subgroups

- Hummus with baby carrots and red pepper strips
- Roasted beets

## Lesson Plan - Unit 3, Lesson 2

	<ul style="list-style-type: none"><li>• Microwave vs baked sweet potato</li><li>• Three-bean salad</li></ul>
Extension:	<p>EXT-A: Explore inside and out of the fruit or vegetable. Have class discussion on the sub groups, where they best grow and what factors make them less available.</p> <p>EXT-B: Have students make a fruit or veggie pizza:</p> <ul style="list-style-type: none"><li>• Make a Rainbow Fruit Pizza: use whole wheat or whole grain English muffins, tortillas, or flatbread; spread with low fat cream cheese; top with favorite fruits of different colors</li></ul> <p>Make a Rainbow Vegetable Pizza: use whole wheat or whole grain English muffins, tortillas, or flatbread; spread with pizza sauce; top with cheese and vegetables of different colors and subgroups.</p>
Enrichment:	<p>ENR-A: Invite a representative from your school cafeteria to talk with your classes about the importance of farm-to-school efforts, ask your school food service director to talk with the class about which foods are grown locally and how they choose.</p>
Conclusion:	<p>On school menus, students can circle Dark-Green and Red &amp; Orange choices available. Students review health benefits to follow the recommendations for vegetable subgroups. Ask students if they have increased the number of vegetables that they are willing to try?</p> <p>Ask students to review their food diaries to analyze their intake of Dark Green and Red &amp; Orange fruits and vegetables, then make a plan for increasing intake if necessary.</p>

# Lesson Plan - Unit 3, Lesson 3

## Factors affecting Fruit and Vegetable Consumption

Indiana Academic Standards	
Nutrition and Wellness Standards:	NW 4.3 Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques
Integrated Standards:	Social Studies, English

Activity	Shifting
Objectives:	Identify ways to prepare meals with fruits and vegetables, incorporating the shifting concept from the Dietary Guidelines.
Summary:	Students will be able to propose healthy alternative meals or menu items made with fruits and vegetables.
Resources for Instruction:	<p>Creating healthier meals at this link  <a href="https://www.fns.usda.gov/cn/tools-schools-offering-fruits-and-vegetables">https://www.fns.usda.gov/cn/tools-schools-offering-fruits-and-vegetables</a></p> <p>Zach McRoberts, IU basketball promoting shifting in a PSA  <a href="https://youtu.be/e0m4BCyj8jU">https://youtu.be/e0m4BCyj8jU</a></p>
Content Resources for Teachers:	<p>USDA, SNAP – Ed Connection  <a href="https://snaped.fns.usda.gov/nutrition-education/nutrition-education-materials/farmers-markets">https://snaped.fns.usda.gov/nutrition-education/nutrition-education-materials/farmers-markets</a></p> <p>The Produce Moms <a href="https://www.theproducemom.com/">https://www.theproducemom.com/</a></p> <p>Fruits and Veggies More Matters <a href="http://www.fruitsandveggies.org/fruits-and-veggies/">www.fruitsandveggies.org/fruits-and-veggies/</a></p> <p>Dole Food Company, Inc. <a href="http://www.dole.com">www.dole.com</a></p> <p>PSA Project Checklists and Rubrics  <a href="https://sites.google.com/site/letmelearnpsaproject/checklists-and-rubrics">https://sites.google.com/site/letmelearnpsaproject/checklists-and-rubrics</a></p>
Student Assessment:	Public Service Announcements presenting a shift to a healthier choice – utilize PSA project checklists and rubrics to assess students' PSAs.
Time Frame:	3 Days
Bell-Ringers:	<p>Bell-Ringer Day 1</p> <p>Ask students what are ways they can add more vegetables into their diets?</p>
Main Lesson:	<p>This lesson can be done in 2-3 days depending on how much time is available and how long the videos will be.</p> <p>Day 1: Planning Public Service Announcements</p>

## Lesson Plan - Unit 3, Lesson 3

	<p>Watch a public service announcement video by an IU athlete to promote healthy eating and shifting.</p> <p><a href="https://youtu.be/e0m4BCyj8jU">https://youtu.be/e0m4BCyj8jU</a></p> <p>Organize students into groups to create their own PSAs. During Day 1, they identify the message that they want to present and identify the supplies they need to make the PSA.</p> <p>Day 2: Making Public Service Announcements</p> <p>Students complete the text for the PSA and film the PSA</p> <p>Day 3: Presenting Public Service Announcements</p> <p>Student groups present their PSAs to the class. Have class members analyze each PSA and make recommendations for any improvements needed.</p>
Conclusion:	<p>Students showcase their final “shifting” PSA in front of the class. Consider posting the student PSAs on the school foodservice website.</p>



**RESOURCES**

**FOR**

**TEACHING**

**AND**



**LEARNING**



# Career Investigation

**Career Investigation**, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio** and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 85 for more information on event categories.

## STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

## CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

## PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio (hardcopy or electronic)* to the event room consultant at the designated participation time.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)* during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

## ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
		■			■			*	

\* Presentation Equipment is allowed only for presentation of electronic portfolio.




## CAREER INVESTIGATION Specifications

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not contain more than 36 pages. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e. equipment, files, projectors, screens, and laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and career investigated.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> .
0-7	<i>Content Divider Pages</i> or Sections	Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 25 8 ½" x 11" pages or 35 slides	Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
	Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
	Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
	Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career.
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.	

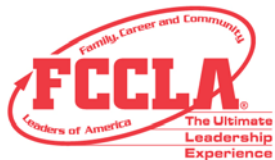


## Career Investigation Specifications (continued)

### Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present <i>current</i> data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of the project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## STAR Events Point Summary Form CAREER INVESTIGATION

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK		Points												
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>													
<b>Event Online Orientation Documentation</b> 0 or 2 points	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>0</b> Official documentation not provided at presentation time or signed by adviser</td> <td style="width: 50%; text-align: center; border: none;"><b>2</b> Official documentation provided at presentation time and signed by adviser</td> </tr> </table>	<b>0</b> Official documentation not provided at presentation time or signed by adviser	<b>2</b> Official documentation provided at presentation time and signed by adviser											
<b>0</b> Official documentation not provided at presentation time or signed by adviser	<b>2</b> Official documentation provided at presentation time and signed by adviser													
<b>Hardcopy Portfolio</b> 0-1 point or <b>Electronic Portfolio</b> 0-1 point	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>0</b> Binder is not the official FCCLA binder</td> <td style="width: 50%; text-align: center; border: none;"><b>1</b> Binder is the official FCCLA binder</td> </tr> <tr> <td style="width: 50%; text-align: center; border: none;"><b>0</b> Electronic Portfolio not in viewable format to the evaluators</td> <td style="width: 50%; text-align: center; border: none;"><b>1</b> Electronic Portfolio in viewable format to the evaluators</td> </tr> </table>	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators									
<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder													
<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators													
<b>Portfolio Pages</b> 0-3 points	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center; border: none;"><b>0</b> Portfolio exceeds the page limit</td> <td style="width: 33%; text-align: center; border: none;"><b>1</b> <b>2 or more errors</b></td> <td style="width: 33%; text-align: center; border: none;"><b>2</b> <b>1 error</b></td> <td style="width: 33%; text-align: center; border: none;"><b>3</b> <b>no errors</b></td> </tr> <tr> <td style="border: none;"></td> <td colspan="3" style="border: none;">Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:</td> </tr> <tr> <td style="border: none;"></td> <td colspan="3" style="border: none;"> <ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 7 content divider pages or slides</li> <li>Up to 25 content pages or 35 content slides</li> </ul> </td> </tr> </table>	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>2 or more errors</b>	<b>2</b> <b>1 error</b>	<b>3</b> <b>no errors</b>		Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:				<ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 7 content divider pages or slides</li> <li>Up to 25 content pages or 35 content slides</li> </ul>			
<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>2 or more errors</b>	<b>2</b> <b>1 error</b>	<b>3</b> <b>no errors</b>											
	Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:													
	<ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 7 content divider pages or slides</li> <li>Up to 25 content pages or 35 content slides</li> </ul>													
<b>Punctuality</b> 0-1 point	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>0</b> Participant was late for presentation</td> <td style="width: 50%; text-align: center; border: none;"><b>1</b> Participant was on time for presentation</td> </tr> </table>	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation											
<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation													

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_  
 Total Score \_\_\_\_\_  
 \_\_\_\_\_  
 divided by number of evaluators  
 = **AVERAGE EVALUATOR SCORE**  
*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

**ROOM CONSULTANT TOTAL**

(10 points possible)

**AVERAGE EVALUATOR SCORE**

(90 points possible)

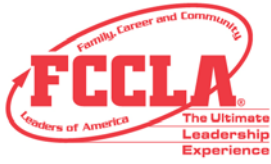
**FINAL SCORE**

(Average Evaluator Score plus Room Consultant Total)

**RATING ACHIEVED** (circle one)    **Gold:** 90-100    **Silver:** 70-89.99    **Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



# CAREER INVESTIGATION Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Self Assessment</b> 0-10 points	<b>0</b> Not included	<b>1-2</b> Vaguely referred to but incomplete evidence	<b>3-4</b> Some evidence of self-assessment	<b>5-6</b> Explained somewhat, but not documented sources of self-assessment	<b>7-8</b> Documented resources used for self-assessment	<b>9-10</b> Documented variety of resources used, described role of self-assessment in selection of career	
<b>Evidence of Career Research</b> 0-10 points	<b>0</b> Not explained	<b>1-2</b> Some research done but incomplete information	<b>3-4</b> Research is current but from unreliable sources	<b>5-6</b> Research is current but only partially describes job description	<b>7-8</b> Research is current, appropriate for topic; from reliable sources	<b>9-10</b> Research is current, from reliable sources, documented correctly, and appropriate for topic	
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0-5 points	<b>0</b> No samples provided	<b>1</b> Limited samples are provided	<b>2</b> Limited experiences were undertaken	<b>3</b> Few experiences explained; little variety of experiences	<b>4</b> Good variety of experiences and of value to the career choice selected	<b>5</b> Wide variety of valuable experiences and documentation is clear and easy to understand	
<b>Samples of School Work</b> 0-5 points	<b>0</b> No samples provided	<b>1</b> Limited number of samples provided	<b>2</b> Limited samples of FACS or academic coursework	<b>3</b> Samples of FACS and academic coursework are provided	<b>4</b> Explanation and documented evidence of how school work will be used be in selected career	<b>5</b> School work is explained thoroughly as to how it will be used in selected career	
<b>Use of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No explanation of FACS	<b>1</b> Brief explanation provided of FACS coursework	<b>2</b> Limited examples of Academic coursework as it relates to career choice	<b>3</b> Brief explanation, limited evidence of how coursework will be used in selected career	<b>4</b> Relationship of FACS coursework and standards to selected career is briefly explained	<b>5</b> FACS coursework and standards are explained thoroughly and related to selected career	
<b>Career Planning</b> 0-5 points	<b>0</b> No career goal stated	<b>1</b> Briefly explained career goal(s)	<b>2</b> States career goal(s) but no plan for achieving goal(s)	<b>3</b> Brief explanation of career goal(s) and how to achieve the goal(s)	<b>4</b> States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	<b>5</b> Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Career Investigation Rubric (continued)

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little evidence of career knowledge	<b>1</b> Minimal evidence of career knowledge	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL  
(90 points possible)

Evaluator # \_\_\_\_\_

Evaluation Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_

## MedlinePlus Guide to Healthy Web Surfing

### Consider the source -- Use recognized authorities

Know who is responsible for the content.

- Look for an "about us" page. Check to see who runs the site: is it a branch of the Federal Government, a non-profit institution, a professional organization, a health system, a commercial organization or an individual.
- There is a big difference between a site that says, "I developed this site after my heart attack" and one that says, "This page on heart attack was developed by health professionals at the American Heart Association."
- Web sites should have a way to contact the organization or webmaster. If the site provides no contact information, or if you can't easily find out who runs the site, use caution.

### Focus on quality--All Web sites are not created equal

Does the site have an editorial board? Is the information reviewed before it is posted?

- This information is often on the "about us" page, or it may be under the organization's mission statement, or part of the annual report.
- See if the board members are experts in the subject of the site. For example, a site on osteoporosis whose medical advisory board is composed of attorneys and accountants is not medically authoritative.
- Look for a description of the process of selecting or approving information on the site. It is usually in the "about us" section and may be called "editorial policy" or "selection policy" or "review policy."
- Sometimes the site will have information "about our writers" or "about our authors" instead of an editorial policy. Review this section to find out who has written the information.

### Be a cyberskeptic--Quackery abounds on the Web

Does the site make health claims that seem too good to be true? Does the information use deliberately obscure, "scientific" sounding language? Does it promise quick, dramatic, miraculous results? Is this the only site making these claims?

- Beware of claims that one remedy will cure a variety of illnesses, that it is a "breakthrough," or that it relies on a "secret ingredient."
- Use caution if the site uses a sensational writing style (lots of exclamation points, for example.)
- A health Web site for consumers should use simple language, not technical jargon.
- Get a second opinion! Check more than one site.

## **Look for the evidence--Rely on medical research, not opinion**

Does the site identify the author? Does it rely on testimonials?

- Look for the author of the information, either an individual or an organization. Good examples are "Written by Jane Smith, R.N.," or "Copyright 2013, American Cancer Society."
- If there are case histories or testimonials on the Web site, look for contact information such as an email address or telephone number. If the testimonials are anonymous or hard to track down ("Jane from California"), use caution.

## **Check for currency--Look for the latest information**

Is the information current?

- Look for dates on documents. A document on coping with the loss of a loved one doesn't need to be current, but a document on the latest treatment of AIDS needs to be current.
- Click on a few links on the site. If there are a lot of broken links, the site may not be kept up-to-date.

## **Beware of bias--What is the purpose? Who is providing the funding?**

Who pays for the site?

- Check to see if the site is supported by public funds, donations or by commercial advertising.
- Advertisements should be labeled. They should say "Advertisement" or "From our Sponsor."
- Look at a page on the site, and see if it is clear when content is coming from a non-commercial source and when an advertiser provides it. For example, if a page about treatment of depression recommends one drug by name, see if you can tell if the company that manufactures the drug provides that information. If it does, you should consult other sources to see what they say about the same drug.

## **Protect your privacy--Health information should be confidential**

Does the site have a privacy policy and tell you what information they collect?

- There should be a link saying "Privacy" or "Privacy Policy." Read the privacy policy to see if your privacy is really being protected. For example, if the site says "We share information with companies that can provide you with useful products," then your information isn't private.
- If there is a registration form, notice what types of questions you must answer before you can view content. If you must provide personal information (such as name, address, date of birth, gender, mother's maiden name, credit card number) you should refer to their privacy policy to see what they can do with your information.

## **Consult with your health professional--Patient/provider partnerships lead to the best medical decisions.**

**For further information:** Visit the MedlinePlus page on [Evaluating Health Information](#) and [Evaluating Internet Health Information: A Tutorial from the National Library of Medicine](#).