



General Nutrition Lesson Plan

Time required:

30-45 minutes

Lesson Objective:

Proper daily nutrition is a topic we should all be familiar with. Have you ever really stopped to think about your total daily caloric intake or how many servings of each food group you eat in a day? This activity will help students start thinking about what they eat in a day and how they can get more nutritional value out of their meals. To make a successful meal deal, each day should also include some activity. If the students can find a good balance of meals between breakfast, lunch, dinner, and a snack and include some daily activity, they will make the meal deal!



Materials Needed:

- Printouts of activity choices (see page 14 from PDF under References)
- Printouts of breakfast, lunch, dinner, and snack food items (see pages 10-13 from PDF under References)
- Printouts of Meal Chart (see page 15 from PDF under References)
- Calculator
- Pencil
- Colored pencils

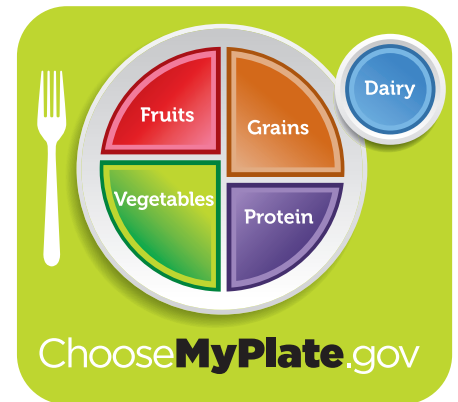
Directions:

1. Print out copies of pages 10-15 from the PDF under References for each student. Start by handing out food options for each meal of the day — breakfast, lunch, dinner, and a snack.
2. Let the students make food choices for each meal.
3. Hand out activity choices.
4. Allow students to choose the activities they would participate in on a normal day.
5. Set aside other food choices. Beware of the CAUTION items; they offer no serving amount value and are high in calories.
6. Provide students with the Meal Chart to chart their choices by including both the amount per serving in ounces or cups and the calorie value of each choice. Each food item should have both a serving amount and a calorie value.
7. Calculate the total of the serving amounts and write in the total columns. Serving sizes should be equal or less than the totals for each food group.



Daily Serving Totals:

- Meat and Beans = 5 ½ ounces
 - Dairy= 24 ounces
 - Fruit = 1 ½ cups
 - Vegetables = 2 ¾ cups
 - Grains = 6 ounces
8. Add the total calories to get a final calorie value. Visit MyPlate Plan (www.myplate.gov/myplate-plan) and create a profile to include your age, gender, height, weight, and level of activity. This plan will then calculate your calorie and allowances for each food group.
 9. Indicate total activity time on the chart. Total time should be at least 60 minutes.
 10. Evaluate chart. Using one color, shade in the areas that meet the total suggested servings.
 11. Shade in those areas that are too low or too high in another color.
 12. Let students try again using a new chart aiming to improve their overall diets with smarter choices.
- A chart shaded all in one color, meeting all of the total values, is a real MEAL DEAL!



Reflections:

1. Have the students compare and contrast their charts with other students. What similarities and differences did they find?
2. Discuss other food options for their meals. How can they become smarter eaters?
3. Discuss different foods from across the world. How would other countries meals differ from ours?

References:

http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/AllAboutBeef_.pdf

Louisiana Standards Covered In This Lesson:

Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.

GLEs: 2-E-2.1 Identify healthy and unhealthy practices and behaviors in families (e.g., tobacco use, alcohol use, overeating). 2-E-2.2 Discuss the ability to make healthy choices based on personal preferences.

Benchmark 6-E-1: Establish personal health goals and track progress towards achievement. GLEs: 6-E-1.1 Create a personal goal to improve a personal health practice (e.g., exercise daily, eat fruits/veggies daily). 6-E-1.2 Examine the steps completed in reaching a personal health goal (journal listing of steps over time). 6-E-1.3 Report to the class a personal health goal and progress toward achieving that goal.

Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks. GLEs: 4-E-2.1 Explain how to apply refusal skills to a health risk situation. 4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.



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