

Educator Guide High School

Online Nutrition Lessons
HealthyEating.org

Let's Eat
Healthy 

Getting Started

Overview

This guide is designed to provide educators with a quick and easy reference for implementing the [Let's Eat Healthy High School](#) nutrition curriculum sequence, as well as instructions for using the available lesson materials. Materials in this curriculum have been designed to be easily integrated with Google Classroom. Hyperlinks are embedded in the instructions for easy access to the materials.

Click [HERE](#) to view the Video Tutorial Guide for using this document

Components In This Guide

1. Specific California Health Education Content Standards for grades 9-12 addressed in each lesson.
2. Step-by-Step guide to using the online curriculum in virtual instructional settings.
3. Links to and ideas for using optional documents and digital tools that may enhance engagement with online material.

Standards

Let's Eat Healthy for Teens is aligned with the Nutrition and Physical Activity content area of the California Health Education Content Standards as outlined below:

Lesson 1: Food + You

- 1.3N Explain the importance of variety and moderation in food selection and consumption.
- 1.4N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 2.5N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
- 6.2N Develop practical solutions for removing barriers to healthy eating and physical activity.
- 7.2N Critique one's personal diet for overall balance of key nutrients.

Lesson 2: Food Is Fuel

- 1.5 Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
- 1.8N Describe the prevalence, causes, and long-term consequences of unhealthy eating.

3.3N Describe how to use nutrition information on food labels to compare products.

6.1N Assess one's personal nutrition needs and physical activity level.

6.2N Develop practical solutions for removing barriers to healthy eating and physical activity.

7.2N Critique one's personal diet for overall balance of key nutrients.

7.4N Describe how to take more personal responsibility for eating healthy foods.

Lesson 3: Optimal Nutrition

1.4N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.

1.15N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

1.9N Analyze the relationship between physical activity and overall health.

1.13N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.

7.2N Critique one's personal diet for overall balance of key nutrients.

7.3N Identify strategies for eating more fruits and vegetables.

Lesson 4: Eating Patterns

5.2N Use a decision-making process to plan nutritionally adequate meals at home and away from home.

6.1N Assess one's personal nutrition needs and physical activity level.

6.3N Create a personal nutrition and physical activity plan based on current guidelines.

7.2N Critique one's personal diet for overall balance of key nutrients.

Tips for Asynchronous Instruction

- Use the provided **Google Slides presentations** to record a screencast in zoom, quicktime, Screencastify or another app for students to view.
- Looking to increase engagement in asynchronous learning? Post your recording for students on your digital teaching platform, then have students write a summary or notes and submit it to you as proof they viewed the video. Post the links to the lesson readings, assignments, and materials for students to access on their own in Google classroom. Click [here](#) to see a sample Google Classroom set-up
- Consider “hosting” **class discussions** in Google Classroom by asking a question on the stream, or use another digital platform, so students can share their healthy eating tips or goals.
- **Flipgrid** is an excellent free tool to encourage engagement and participation in distance learning. Some potential Flipgrid questions are included in Lesson 3.



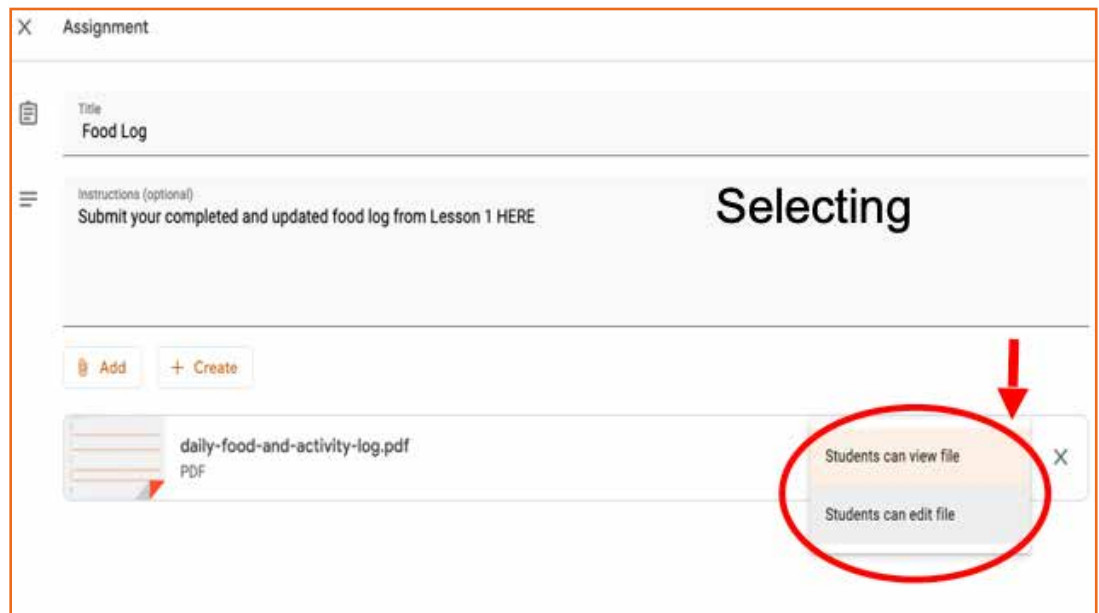
Lesson Objectives

Lesson 1 introduces the importance of evaluating eating habits and obtaining a variety of nutrients from all foods groups. Students will be able to complete their first food log and set a goal for incorporating more nutritious foods into their daily eating habits.

Directions for Synchronous/ In Person Instruction

1. Before instruction, review the [Lesson 1 content](#) and [Google Slides](#).
 - Choose how you will make the [Food Log](#) available for your students. Students will need this food log for each lesson. You can assign the link for students to download, then fill it in, save it and email it back.

RECOMMENDATION: Consider assigning the food log as an assignment in **Google Classroom**. You can assign a new log for each lesson. If you select “students can view file” when creating the assignment, students will need to download the PDF and complete it in a different application, such as Notability, then resubmit the completed version in Google Classroom. Alternatively, you can allow students to edit the file directly in the Google Classroom application by selecting “students can edit file” which creates a document for each student. It may be best to try it both ways to see which method students prefer.



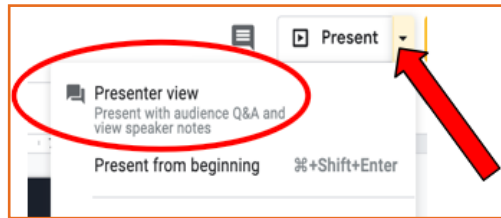


Directions for Synchronous/ In Person Instruction

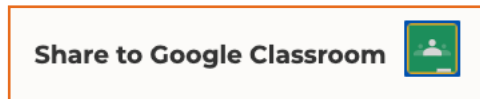
2. **Direct Instruction:** Project the [Google Slides](#) for **Lesson 1: Food + You**

- Use the slides presentation + suggested speaker notes to guide your instruction and facilitate conversation amongst students

*Note: If presenting in zoom, you can select **Presenter View** from the **present** drop down menu. Then, share only that screen with your students. This will permit the presentation to show on your screen, but not your speaker notes.*



RECOMMENDATION: Following direct instruction (or beforehand, as part of your lesson preparation), assign the Lesson 1 reading to students. Use the Google Classroom icon to easily assign the reading to students.



This reading can serve as a review of what was discussed in class and provide content for students who were absent. You could also choose to have students read the content before your direct instruction.

3. **Independent Work** (Discussed on slide 16)

- Students should have already filled out their first [Food Log](#)
- Students should Review the [Food Group Classifications Document](#). **These may best be provided as separate materials in Google Classroom.**
- Students need to review their food log and correct any mistakes they made in classifying their food choices.



- You may choose to have students submit their food logs to you. You may want to have students submit their food log each day to encourage them to keep up with the logs, or you can choose to have students submit logs at the end of the unit.
- Review: Have students complete the Survey using this link: <http://www.SurveyGizmo.com/s3/3570825/Test-Your-Knowledge-Mixed-Meals>

RECOMMENDATION: Post this link in Google Classroom

- **Extension Activities:** Students can study the vocabulary using a quizlet review like [THIS ONE](#) or create your own.
- [L1 Reflection Questions](#) Extension Activity

RECOMMENDATION: These can be assigned as an end of the unit self-reflection or you can post individual questions on Google Classroom for students to answer throughout the unit



Lesson Objectives

Lesson 2 discusses the importance of nutrition patterns and diet quality. Students will be able to determine daily serving recommendations for each food group using the digital tools provided. Students will also practice using a “handy” tool for estimating portion sizes and will be able to describe the importance of balancing exercise with food intake.

Directions for Synchronous Instruction

1. Before direct instruction, review the [Lesson 2 content](#) and [Google Slides](#). Students again can access the reading before or after direct instruction for review and to use the digital tools provided.
 - Choose how you will make the [Food Log](#) available for your students.
RECOMMENDATION: Consider making the food log a “material” on [Google Classroom](#). You can provide a new log for each lesson or post it once and have students make a new copy for each lesson.
2. **Direct Instruction:** Project the [Google Slides](#) for **Lesson 2: Food is Fuel**
 - Use the slides presentation + suggested speaker notes to guide your instruction and facilitate conversation amongst students.
RECOMMENDATION: Following direct instruction (or beforehand, as part of your lesson preparation), assign the Lesson 2 reading to students using the Google Classroom icon embedded in the lesson.
3. **For Independent Work**, have students access the reading and use the *MyPlate* Plan, the Trade Up Slides, and the [Goal Setting Survey](#) at the end of the reading.
 - Remind students to complete the polls in the reading as well!
4. **Extension Activities:**
 - Assign the [Edpuzzle for the provided “Ask a Nutritionist” video](#) (Link also provided on last slide) Edpuzzles give students immediate feedback. For more information on using Edpuzzle, see the youtube videos [here](#).
 - Have students submit either the PDF or a screenshot of their nutrition goal from the lesson.
 - Have students post their goal and discuss it in a virtual discussion board.
RECOMMENDATION: Extension activities may best be provided as separate assignments in Google Classroom.



Optimal Nutrition

Lesson Objectives

Students will be able to describe the relationship between food groups and the main nutrients each provides. Students will be able to summarize the health benefits of nutrients. Students will make a SMART Goal for increasing their physical activity.

Directions for Synchronous/ In Person Instruction

1. Before instruction, review the [Lesson 3 content](#) and [Google Slides](#). Students will again need to access the reading before or after direct instruction for review and to use the digital tools provided.

- Choose how you will make the [Food Log](#) available for your students.

RECOMMENDATION: Consider making the food log a “material” on **Google Classroom**. You can provide a new log for each lesson or post it once and have students make a new copy for each lesson.

2. **Direct Instruction:** Project the [Google Slides](#) for **Lesson 3: Optimal Nutrition**

- Use the slides presentation + suggested speaker notes to guide your instruction and facilitate conversation amongst students

RECOMMENDATION: Following direct instruction (or beforehand, as part of your lesson preparation), assign the Lesson 3 reading to students using the Google Classroom icon embedded in the lesson.

3. **Independent Work:** Students will complete the [Optimal Nutrition Survey](#) to develop a SMART goal for increasing physical activity.

RECOMMENDATION: Post the link on Google Classroom as an assignment. Have students submit a PDF or screenshot of their completed goal.

- Remind students to complete the polls in the reading as well!

4. **Extension Activities:**

- Consider using these [reflection questions](#) for a class FlipGrid Discussion.



Eating Patterns

Lesson Objectives

Students will explore the connection between sleeping and eating patterns. Students will be able to describe the importance of breakfast and what a “3 out of 5” healthy breakfast is composed of. Students will make a goal to eat a nutritious breakfast and get more sleep.

Directions for Synchronous Instruction

1. Review [Lesson 4 content](#) and [Google Slides](#).
2. Provide [Food Logs](#) for students to use.
3. **Direct Instruction:** Project the [Google Slides](#) for **Lesson 4: Eating Patterns** and use comments to facilitate discussion and engagement
4. **Independent Work:** Students need to review the reading for Lesson 4 and watch the video, “Build a Balanced Breakfast.” (Or see extension option for video below.) Students should then complete the survey in the reading PDF to make their goal to eat a more nutritious breakfast and get more sleep.

RECOMMENDATION: Have students submit a screenshot or the PDF of their completed goal to Google Classroom.

- Remind students to complete the polls in the reading as well!
5. **Extension:**
 - **Edpuzzle:** Assign the Edpuzzle version of the “Build a Better Breakfast” video. This video has multiple open-ended questions to encourage students to analyze their current breakfast patterns <https://edpuzzle.com/media/5f6689bf4b602440be56813d>
 - **FlipGrid:** Slide #9 asks students to consider what they ate yesterday and poses questions related to sleep and eating patterns. If you have a large class, this would be an excellent opportunity to use Flipgrid in order to hear from all students.

Resources

[Food Log](#)

[Glossary](#)

[Lesson 1 Slides](#)

- [Lesson 1 content](#)
- [Food Group Classifications Document](#)
- [Food Group Learning Log](#)
- [Optional L1 Reflection Questions](#)

[Lesson 2 Slides](#)

- [Lesson 2 content](#)
- [Ask a Nutritionist Edpuzzle Extension Activity](#)

[Lesson 3 Slides](#)

- [Lesson 3 content](#)
- [Reflection questions Extension Activity](#)

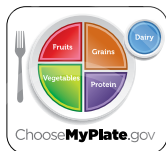
[Lesson 4 Slides](#)

- [Lesson 4 content](#)
- [Build a Better Breakfast EdPuzzle Extension Activity](#)

[Video Tutorial for Educator Guide](#)

[Video Example for Linking Reading to Google Classroom](#)

[Let's Eat Healthy homepage](#)



For more information and additional resources, visit [HealthyEating.org](https://www.HealthyEating.org).

This resource aligns with the Dietary Guidelines for Americans. The collection of Let's Eat Healthy educational resources are brought to you by Dairy Council of California to elevate the health of children and families.

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