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**Essential Questions:**
- What does diet really mean?
- How can I tell what nutrients are in the food I eat?
- How does eating the Daily Amounts of foods affect my long-term health?

**Unit Goals:**
- Students will understand that good nutrition on a daily basis is essential to promote health and ability to work and play.
- Students will define the roles of carbohydrates, proteins, fats, minerals, and vitamins found in food and how they are used by the body.
- Students will understand that a healthy diet is based on eating Daily Amounts from the MyPlate Placemat Poster.
- Students will determine portion sizes when planning meals, and reading food labels to determine nutrient value.

**Student Objectives:**
- Students will identify the food groups in the USDA’s MyPlate.
- Students will define the daily amount of food eaten from each food group in cups and ounces–for males or females ages 12-13.
- Students will apply portion sizes to a variety of foods.
- Students will discover how an active lifestyle is dependent on energy provided by carbohydrates, protein, fat, vitamins and minerals in the food they eat.
- Students will analyze a food label to determine nutritional value, serving size, calories, nutrients, and percent of daily value.
- Students will conclude that a healthy diet is necessary for a strong muscular system and long-term health.
Lessons:
- Display essential questions
- Explanation of nutrition and review of the USDA's MyPlate graphic
- Vocabulary words (Note: Handout on 6.2 with vocabulary words and definitions)

Student Assessment:
- Nutrition Multiple Choice Assessment

Subject Integration (Science, Math and Reading):
- Run Yummy Run (Addition & Reading)
- Ultimate Energy Pin-Down (Multiplication & Division)
- Macronutrient Placemats (Reading)
- Food Label Activity (Reading)
- Daily Amounts Activity (Reading)

Safety:
Use the Five for Life Safety Code to reinforce safe play with your students.
(Note: See Safety section for directions in Wellness Section 5, Safety Unit, page 5.2)
Review the following safety cues with the students before beginning an activity:
- Check your personal space
- Maintain control of your body at all times
- Respect equipment, others and self
- Always follow directions

Equipment Needed:
- Big Foam Balls
- Foam Footballs
- Boxes or Crates
- White Board
- Cones
- Hula Hoops
- Small Foam Balls
- Plastic Bowling Pins
- Nutrition Cards
- MyPlate Placemat Posters
- Daily Amount Log
- Paper and Pencils
NASPE Standards:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Eating the right kind of food in the right amounts will provide your body with energy and stamina. An easy-to-use tool to help you make healthy food choices is the USDA's **MyPlate** graphic. Shaped like a placemat, it helps you choose what to eat and how much to eat.

![MyPlate Graphic](image)

Eating a variety of foods from **MyPlate** allows your body to receive proper **nutrients** for good health. Nutrients are substances in food that the body needs for energy, proper growth and maintenance. MyPlate categorizes food into five food groups:

1. Grains
2. Vegetables
3. Fruits
4. Dairy
5. Protein Foods

Each food group on MyPlate has a **Daily Amount** (RDA). Daily Amounts are based on age, gender, and physical activity level. For your personalized Daily Amounts of food, go to the MyPlate website at:

http://www.choosemyplate.gov/myplate/index.aspx

Eating a **variety** of food on a daily basis allows for a healthy diet. A **diet** is a regular course of eating and drinking adopted by a person. It is the food you choose to eat every day.

MyPlate does not list oils but it is important to consume some foods that contain healthy oils. Oils contain **fats** and in limited amounts, fats are a necessary nutrient. However, consuming too many fats can lead to health problems.

As you learn more about MyPlate, you will notice that not all foods are good sources of nutrients. Foods that contain few or no nutrients are known as **empty calories**.
Being familiar with **food measurements** such as cups and ounces will guide you to eating healthy amounts. Daily Amounts for vegetables, fruits, and dairy are measured by volume, using cups. In contrast, the Daily Amounts for grains and protein foods are measured by weight, using ounces.

For healthy eating, you need to eat food from each food group every day. Along with MyPlate, two key nutrition tools are:

1. **Portion Size**—the amount of a specific food you eat.
2. **Food Labels**—labels on packaged food that show nutritional information.

### Nutrition Facts

*Calorie: unit of energy contained in food*

The number of calories on the food label are a measure of energy consumed in one serving. Many Americans consume more calories than needed and do not receive the necessary number of nutrients for their bodies.

**Also known as food label**

Serving size stated in clear, common terms such as cup, teaspoon or piece

**Percent Daily Value:** nutritional information based on a 2,000 calorie diet per day

*Percent Daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 45</td>
<td>Calories from Fat 15</td>
</tr>
<tr>
<td>Total Fat 1.5g</td>
<td>2.5%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 150mg</td>
<td>6.5%</td>
</tr>
<tr>
<td>Total Carbohydrate 6.5g</td>
<td>2%</td>
</tr>
<tr>
<td>Dietary Fiber 1.5g</td>
<td>6%</td>
</tr>
<tr>
<td>Sugars 1.5g</td>
<td></td>
</tr>
<tr>
<td>Protein 1.5g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 40% • Vitamin C 30%
Calcium 2% • Iron 2%
The nutrient part of the food label will show if the food contains the three key nutrients, or macronutrients (mà krow noo tree ehnts). These are carbohydrates, fats and proteins. They are crucial nutrients because they provide the body with energy.

- **Carbohydrates**
  - The body’s preferred (quick) energy source
  - Contain 4 calories per gram
  - Found in the grains, fruits, and vegetables food groups (which also contain numerous health-promoting vitamins and minerals)
  - 55% of the calories in a person’s diet should come from carbohydrates

- **Fats**
  - The most concentrated (long, slow) source of energy for the body
  - Contain 9 calories per gram
  - Help the body with nerve conduction, vitamin absorption, insulation, and organ protection
  - Mostly found in the protein foods and dairy food groups and in oils
  - 30% of the calories in a person’s diet should come from fats

- **Proteins**
  - A reserve source of energy when carbohydrate and fat stores are low
  - Contain 4 calories per gram
  - Repairs and builds body tissue
  - Primarily found in the protein foods group
  - 15% of the calories in a person’s diet should come from proteins

Two other important nutrients, minerals and vitamins, do not provide energy to the body. However, they are essential in assisting the body with every day functions.

- **Minerals**
  - Required nutrients that help the body function properly
  - Does not provide energy to the body
  - Inorganic elements primarily found in the grains, fruits, and vegetables food groups
  - Example: Calcium is a mineral found in the dairy food group that promotes bone growth

- **Vitamins**
  - Required nutrients for a wide variety of body functions
  - Does not provide energy to the body
  - Inorganic nutrients needed for good health primarily found in fruits and vegetables food groups
  - Example: Vitamin C is needed for resisting infections and healing cuts

Every activity you perform requires energy. Your body’s energy is dependent on the foods you eat. Eating more calories than your body can burn causes your body to store fat. Some stored fat is important for health but too much stored fat will lead to being overweight. In addition, not eating enough (not consuming enough calories) will deprive your body of the nutrients it needs. This leads to being underweight, which is a serious problem. Being overweight or underweight is due to poor nutrition. Both will affect your health, performance, appearance and body image.

Eating a balanced diet from a variety of foods keeps your body healthy and strong. Using proportionality and moderation are critical to healthy eating. Proportionality (pruh por shuh nal i tee) means eating more of some foods and less of others. For good health, the foods you should eat more of are nutrient-packed foods such as fruits, vegetables, whole grains, fat-free or low-fat dairy products. The foods you should eat less of are foods high in saturated or trans fats (harmful fats), added sugars, cholesterol and salt. When you limit your intake of saturated or trans fats, added sugar, cholesterol and salt, you are eating in moderation.

Healthy eating is necessary each day. Food gives your body the minerals and vitamins it needs to grow and maintain itself and the macronutrients it needs for energy to work and play.
Key vocabulary words that will be introduced during this unit are:

- **Calorie** – A unit of energy contained in food
- **Carbohydrate** – The nutrient that is the body’s most preferred source of energy
- **Diet** – A regular course of eating and drinking adopted by a person
- **Empty Calories** – Calories from solid fats and/or added sugars with little or no nutrients
- **Fat (body fat)** - Assists the body with nerve conduction, vitamin absorption, insulation and organ protection
- **Fat (in food)** – Nutrient used as the most concentrated (long, slow) source of energy for the body
- **Food Label** – The nutritional information listed on packaged foods
- **Food Measurements** – The measurement of the food a person eats. Cups measure dairy, fruits and vegetables. Ounces measure grains and protein foods
- **Gram** – A small metric unit of weight
- **Healthy Eating** – Eating your correct daily amount of food
- **Macronutrients** – Nutrients that provide the body with energy (carbohydrate, fat and protein)
- **Minerals** – Inorganic elements found in foods that the body needs to function properly
- **Moderation** -- Choosing forms of foods that limit the intake of saturated or trans fats, added sugar, cholesterol and salt
- **MyPlate** -- A USDA tool in the form of a placemat that separates food into groups and provides guidance for healthy eating
- **Nutrients** – Substances in food that the body needs for energy, proper growth and maintenance
- **Percent Daily Value** – Nutritional information based on a 2000 calorie per day diet
- **Portion Size** – The amount of a specific food an individual eats for dinner, snack, or other eating occasion
- **Proportionality** – Eating more of some foods (fruits, vegetables, whole grains, fat-free or low-fat dairy products) and eating less of others (foods high in saturated or trans fats, added sugars, cholesterol and salt)
- **Protein** – The nutrient that builds and repairs body tissues. Proteins are also used as an energy source when carbohydrate stores are low
- **Daily Amounts** – The appropriate amount of food eaten from each food group
- **Variety** -- Eating food from all food groups
- **Vitamins** – Inorganic essential substances contained in foods, needed for good health
# Recommended Daily Amounts

<table>
<thead>
<tr>
<th>Female Recommendations</th>
<th>Male Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9-11 years old</strong></td>
<td></td>
</tr>
<tr>
<td>Grains: 5 - 6 oz</td>
<td>Grains: 5 - 7 oz</td>
</tr>
<tr>
<td>Vegetables: 2 - 2.5 cups</td>
<td>Vegetables: 2 - 3 cups</td>
</tr>
<tr>
<td>Fruits: 1.5 - 2 cups</td>
<td>Fruits: 1.5 - 2 cups</td>
</tr>
<tr>
<td>Dairy: 3 cups</td>
<td>Dairy: 3 cups</td>
</tr>
<tr>
<td>Protein Foods: 5 - 5.5 oz</td>
<td>Protein Foods: 5 - 6 oz</td>
</tr>
<tr>
<td>Oils: 5 - 6 teaspoons</td>
<td>Oils: 5 - 6 teaspoons</td>
</tr>
<tr>
<td>Empty Calorie Intake: 120 - 260 Calories</td>
<td>Empty Calorie Intake: 120 - 270 Calories</td>
</tr>
<tr>
<td><strong>12-13 years old</strong></td>
<td></td>
</tr>
<tr>
<td>Grains: 5 - 7 oz</td>
<td>Grains: 6 - 9 oz</td>
</tr>
<tr>
<td>Vegetables: 2 - 3 cups</td>
<td>Vegetables: 2.5 - 3.5 cups</td>
</tr>
<tr>
<td>Fruits: 1.5 - 2 cups</td>
<td>Fruits: 1.5 - 2 cups</td>
</tr>
<tr>
<td>Dairy: 3 cups</td>
<td>Dairy: 3 cups</td>
</tr>
<tr>
<td>Protein Foods: 5 - 6 oz</td>
<td>Protein Foods: 5 - 6.5 oz</td>
</tr>
<tr>
<td>Oils: 5 - 6 teaspoons</td>
<td>Oils: 5 - 8 teaspoons</td>
</tr>
<tr>
<td>Daily Calorie Allowance: 1600 - 2200 Calories</td>
<td>Daily Calorie Allowance: 1800 - 2600 Calories</td>
</tr>
<tr>
<td>Empty Calorie Intake: 120 - 270 Calories</td>
<td>Empty Calorie Intake: 160 - 360 Calories</td>
</tr>
<tr>
<td><strong>14-18 years old</strong></td>
<td></td>
</tr>
<tr>
<td>Grains: 6 - 8 oz</td>
<td>Grains: 6 - 10 oz</td>
</tr>
<tr>
<td>Vegetables: 2.5 - 3 cups</td>
<td>Vegetables: 2.5 - 4 cups</td>
</tr>
<tr>
<td>Fruits: 1.5 - 2 cups</td>
<td>Fruits: 2 - 2.5 cups</td>
</tr>
<tr>
<td>Dairy: 3 cups</td>
<td>Dairy: 3 cups</td>
</tr>
<tr>
<td>Protein Foods: 5 - 6.5 oz</td>
<td>Protein Foods: 5.5 - 7 oz</td>
</tr>
<tr>
<td>Oils: 5 - 7 teaspoons</td>
<td>Oils: 6 - 11 teaspoons</td>
</tr>
<tr>
<td>Empty Calorie Intake: 160 - 330 Calories</td>
<td>Empty Calorie Intake: 260 - 600 Calories</td>
</tr>
</tbody>
</table>

Daily amounts were calculated based on minutes of moderate to vigorous physical activity (MVPA). The lower recommendations represent less than 30 minutes of MVPA while the higher recommendations represent participation in more than 60 minutes of daily MVPA.

Oils are listed in the chart even though the USDA’s MyPlate graphic does not include oils. It is important to consume some oils on a daily basis to provide our bodies with essential nutrients.
Run Yummy Run

Explanation:
A healthy diet is made up of the Daily Amounts from the five food groups on the MyPlate Placemat Poster plus a small amount of healthy oils.

Every day, we need to eat the amounts of food from each of the five food groups. These Daily Amounts depend on a person’s age, gender and physical activity level. The Daily Amount of food will be different for a boy than it is for a girl. It will also be different for a second grader than it is for a sixth grader.

The best way to find your own Daily Amounts for the food groups is to go to the USDA’s website at http://www.choosemyplate.gov/myplate/index.aspx. This website will recommend personalized food amounts for your age and gender.

Directions:
1. Post a MyPlate Placemat Poster and an RDA Chart on the walls in four places.
2. Discuss the Daily Amounts. Show how the amounts on the Nutrition Cards relate to the RDA’s for girls and boys on the RDA Chart (the amount of food on a Nutrition Card does not necessarily equal an RDA because it is just one serving—it is not a full day’s worth of the food group).
3. Divide class into small teams of 5 students. Each team has a line leader.
4. Explain the Team Run format: a line of runners (in this case a small team) stays approximately arms-length apart as they follow the leader around the gym. The leader sets a pace the entire line can maintain while jogging/running laps. Slowing the pace at times may be necessary to keep the line united. You may select other forms of locomotor movement, e.g., skipping, galloping, speed walking, sliding.
5. The task of each team is to collect the correct number of Nutrition Cards to represent at least the minimum Daily Amounts in ounces and cups for each of the 5 food groups.
6. After each lap, call, “Stop!” The teams stop and examine their Nutrition Cards to determine the number of RDA’s they have collected. They may refer to the MyPlate Placemat Posters and the RDA Charts posted on the walls. Then call out, “Switch!” The student at the end of the line runs to the front of the line and sets the new pace for their team.
7. As a team finishes, direct them to the center and have them sit down.
8. Have each team share or show the amount of servings from one food group and evaluate whether enough variety of foods was collected to satisfy the minimum Daily Amount.
Run Yummy Run - continued

Variations:
1. To simplify the process, use one Nutrition Card to represent one cup or one ounce of the Daily Amount in each food group.
2. Before or after the lesson, go to the computer lab and have students look at their personalized food recommendations at http://www.choosemyplate.gov/myplate/index.aspx.
3. Use more than one person (teacher/student assistants) to hand out Nutrition Cards.
4. Hand out two or more Nutrition Cards each time a team jogs past.
5. Change team leaders every few laps.

Assessment:
At the conclusion of the activity, ask the students:
- We worked with the 5 food groups today. What else is important to a healthy diet besides the 5 food groups? (A small amount of healthy oils)
- What does the Daily Amount for a person depend on? (Age, gender, and physical activity level)
- What is the best way to find out your own Daily Amounts for the food groups? (The USDA's website at http://www.choosemyplate.gov/myplate/index.aspx)

Diagram:

- Cones
- Teacher with Nutrition Cards
- Students
- MyPlate Placemat Poster and RDA Chart
Explanation:
The epidemic of obesity in the United States continues to grow. "Portion distortion" is one of many problems relating to the rise of obesity. With the current trend of super-sizing meals and consuming large portions, the waistline of the average American continues to increase.

Understanding the difference between serving and portion sizes is essential. Serving size allows consumers the ability to compare nutritional information on similar foods. Portion size is the amount of food consumed of a particular food group.

Being able to comprehend appropriate portion size and the Daily Amounts of food is essential to a healthy diet.

The following are some general rules to use when estimating the amount of food eaten:

### Food for Life Everyday Guide for Serving Size

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>Visual Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ounces chicken or fish</td>
<td>Size of a deck of cards or size of a fist</td>
</tr>
<tr>
<td>1 cup of vegetables</td>
<td>Size of a fist</td>
</tr>
<tr>
<td>1 small apple = 1 cup</td>
<td>Size of a baseball</td>
</tr>
<tr>
<td>½ cup pasta, cooked</td>
<td>Size of an ice cream scoop</td>
</tr>
<tr>
<td>2 ounces cheese</td>
<td>Size of 4 dominoes</td>
</tr>
<tr>
<td>1 teaspoon butter or margarine</td>
<td>Size of a stamp</td>
</tr>
<tr>
<td>1 cup dry cereal</td>
<td>Size of a large handful</td>
</tr>
<tr>
<td>1 slice bread = 1 ounce</td>
<td>Size of a compact disc (CD)</td>
</tr>
<tr>
<td>1 medium potato = 1 cup</td>
<td>Size of a computer mouse</td>
</tr>
<tr>
<td>1 large bagel = 4 ounces</td>
<td>Size of a hockey puck</td>
</tr>
<tr>
<td>½ cup cooked beans</td>
<td>Size of a tennis ball</td>
</tr>
<tr>
<td>2 tablespoons peanut butter</td>
<td>Size of a golf ball</td>
</tr>
<tr>
<td>1 ounce pretzels or chips</td>
<td>Size of 2 handfuls for an avg. adult</td>
</tr>
<tr>
<td>½ cup ice cream</td>
<td>Size of a tennis ball</td>
</tr>
<tr>
<td>1 slice cheese = 1 ounce</td>
<td>Size of a compact disc</td>
</tr>
</tbody>
</table>

### Directions:
2. Use the explanation above to differentiate between serving and portion sizes.
5. Students will use the Everyday Guide to fill out their Daily Amount Log.
6. Express to students that this activity is to help them visualize how much food is eaten throughout the day.
The epidemic of obesity in the United States continues to grow. Portion distortion is one of many problems relating to the rise of obesity. With the current trend of super-sizing meals and consuming large portions, the waistline of the average American continues to increase.

Understanding the difference between serving and portion sizes is essential. Serving size allows consumers the ability to compare nutritional information on similar foods. Portion size is the amount of food consumed of a particular food group.

Being able to comprehend appropriate portion size and the Daily Amounts of food is essential to a healthy diet.

The following are some general rules to use when estimating the amount of food eaten:

<table>
<thead>
<tr>
<th>Food for Life Everyday Guide for Serving Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ounces chicken or fish</td>
</tr>
<tr>
<td>1 cup of vegetables</td>
</tr>
<tr>
<td>1 small apple = 1 cup</td>
</tr>
<tr>
<td>½ cup pasta, cooked</td>
</tr>
<tr>
<td>2 ounces cheese</td>
</tr>
<tr>
<td>1 teaspoon butter or margarine</td>
</tr>
<tr>
<td>1 cup dry cereal</td>
</tr>
<tr>
<td>1 slice bread = 1 ounce</td>
</tr>
<tr>
<td>1 medium potato = 1 cup</td>
</tr>
<tr>
<td>1 large bagel = 4 ounces</td>
</tr>
<tr>
<td>½ cup cooked beans</td>
</tr>
<tr>
<td>2 tablespoons peanut butter</td>
</tr>
<tr>
<td>1 ounce pretzels or chips</td>
</tr>
<tr>
<td>½ cup ice cream</td>
</tr>
<tr>
<td>1 slice cheese =1 ounce</td>
</tr>
</tbody>
</table>
Daily Amount Log for Middle School Females

Name_______________________________________ Period_______ Date_______________

Circle the daily amounts you consumed from the correct food group at each meal. If you eat more of a food group than is shown, draw more symbols.

<table>
<thead>
<tr>
<th></th>
<th>Grains 5 - 7 ounces</th>
<th>Vegetables 2 - 3 cups</th>
<th>Fruits 1 1/2 - 2 cups</th>
<th>Dairy 3 cups</th>
<th>Protein Foods 5 - 6 ounces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Daily Amounts were calculated based on minutes of moderately to vigorous physical activity (MVPA). The lower recommendations represent less than 30 minutes of MVPA while the higher recommendations represent participation in more than 60 minutes of daily MVPA. For personalized information go to: http://www.choosemyplate.gov/myplate/index.aspx
Daily Amount Log for Middle School Male

Circle the daily amounts you consumed from the correct food group at each meal. If you eat more of a food group than is shown, draw more symbols.

<table>
<thead>
<tr>
<th></th>
<th>Grains 6 - 9 ounces</th>
<th>Vegetables 2 1/2 - 3 1/2 cups</th>
<th>Fruits 1 1/2 - 2 cups</th>
<th>Dairy 3 cups</th>
<th>Protein Foods 5 - 6 1/2 ounces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
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