

INTRO T NUTRITION

Lesson: Needs for Growing Student



About PLT4M's Intro to Nutrition Course

Course Description

We all eat! But we don't always get our nutrition information from the place that makes the most sense. This is your complete guide to making sense of basic nutrition in a world of information overload. This supplemental program introduces foundational nutrition concepts and what growing bodies need to eat. Beyond videos and written lessons, students engage in interactive Do Nows and Live the Lessons activities that align with skills-based health education standards, helping them better understand nutrition and apply it in their daily lives.

Course Overview

22 Lessons | 30 Minute Lessons

1. Needs For Growing Students
2. Calories - Energy & Chemistry
3. Calories - Understanding Calorie Needs
4. Carbohydrates - What & Where
5. Carbohydrates - Sugar, Starch, & Fiber
6. Protein - Where, What, & How Much
7. Protein - Misconceptions & Myth Busting
8. Protein - Understanding Plant Proteins
9. Fats - What, Why Where, & How Much
10. Fats - Myths & Misconceptions
11. Macronutrients - Tying It All Together
12. Micronutrients - Overview
13. Micronutrients - Commonly Seen Micros
14. Micronutrients - FAQ
15. Hydration - H2O 101
16. Hydration - Sweat Science & Sports Drinks
17. Food Labels
18. Types & Timing Of Meals
19. Breakfast
20. Lunch
21. Snacks
22. Dinner

Lesson Format

Do Now: Each lesson begins with a “Do Now” activity designed to kick off the class. This short, thought-provoking prompt gets students thinking critically and personally connecting with the day's topic right from the start.

Content: Students then dive into the core of the lesson through a curated article and an engaging video. This section provides clear, reliable information and encourages deeper exploration of key health concepts and issues.

Live The Lesson: The final component ties everything together through practical application. This is where students practice the specific skills highlighted in the lesson—like communication, decision-making, or advocacy—reinforcing the core goal of skills-based health education: applying learning in real-world contexts.





About the Author

Rebecca Toutant

– MA, RDN, LDN, CDCES, cPT

Rebecca is a registered dietitian, personal trainer, and certified diabetes educator living and working in the Boston area. Since 2004, she's supported clients in health, performance, and disease prevention – balancing their biological needs and performance goals while living full, nourishing lives.

She completed her undergraduate degree in Dietetics at the University of Wisconsin–Madison and her graduate degree in Health Communication at Emerson College and Tufts University School of Medicine. Areas of focus include sports nutrition, eating disorders, diabetes, developmental disabilities, and celiac disease.

She can be found online at PLT4M & www.NourishingBitsandBites.com



“Food and You: What’s True?”

Directions. For this activator, answer the following prompts using your current knowledge, experiences, and beliefs. Being correct isn’t important: there are no right or wrong answers, and no judgment here!

1. When you think of the term “healthy eating,” what are the first three words or phrases that come to mind?



2. Where do you get most of your information about what foods are “good” foods or “bad” foods? Circle or highlight all that apply, or add your own.

Social Media	Family Members	Friends
Doctors	Magazines	Influencers
Athletes	Celebrities	Other:

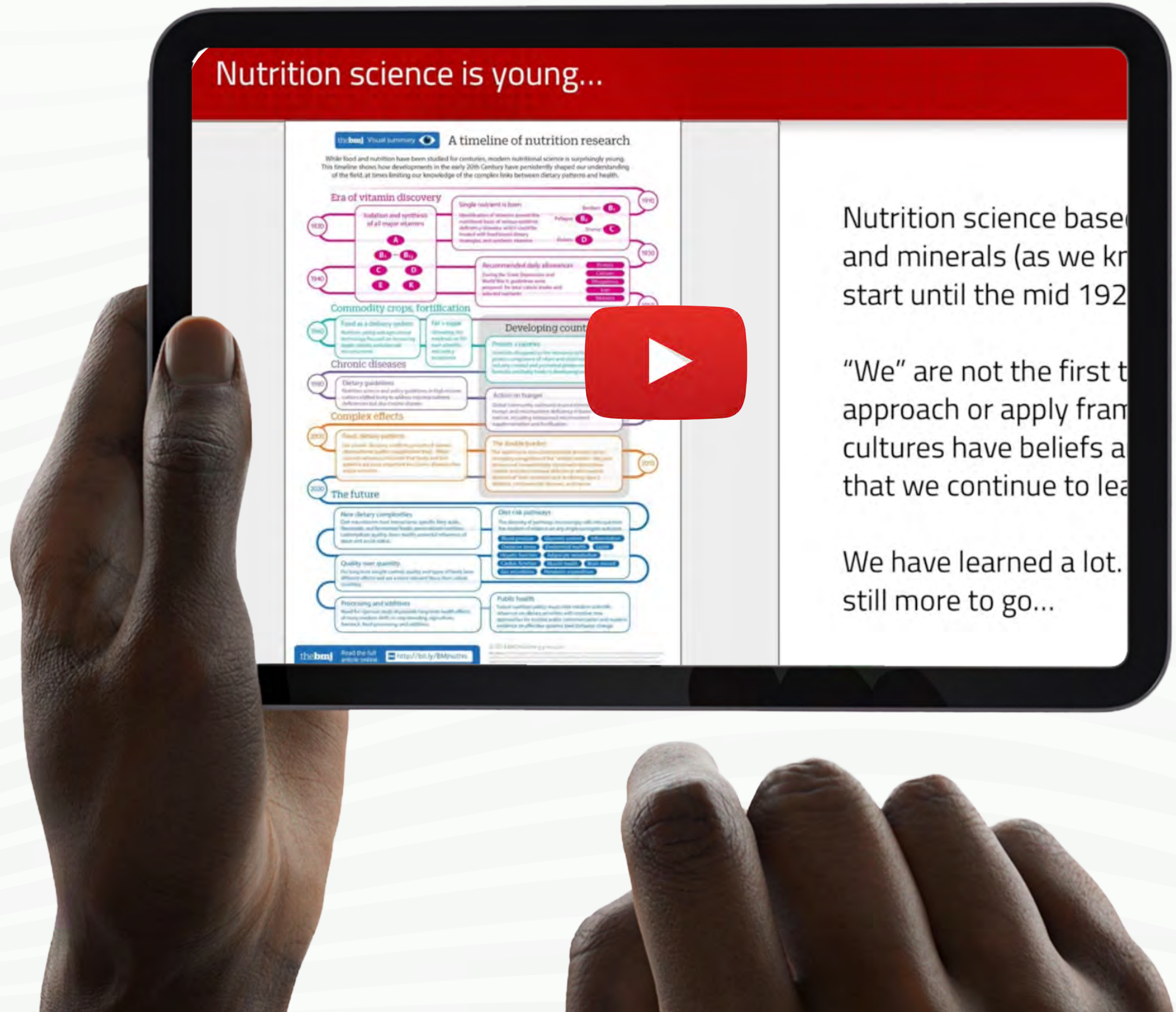


3. Have you ever felt confused about what you “should” eat? Why or why not?

4. Complete the following sentence:

To me, eating healthy means

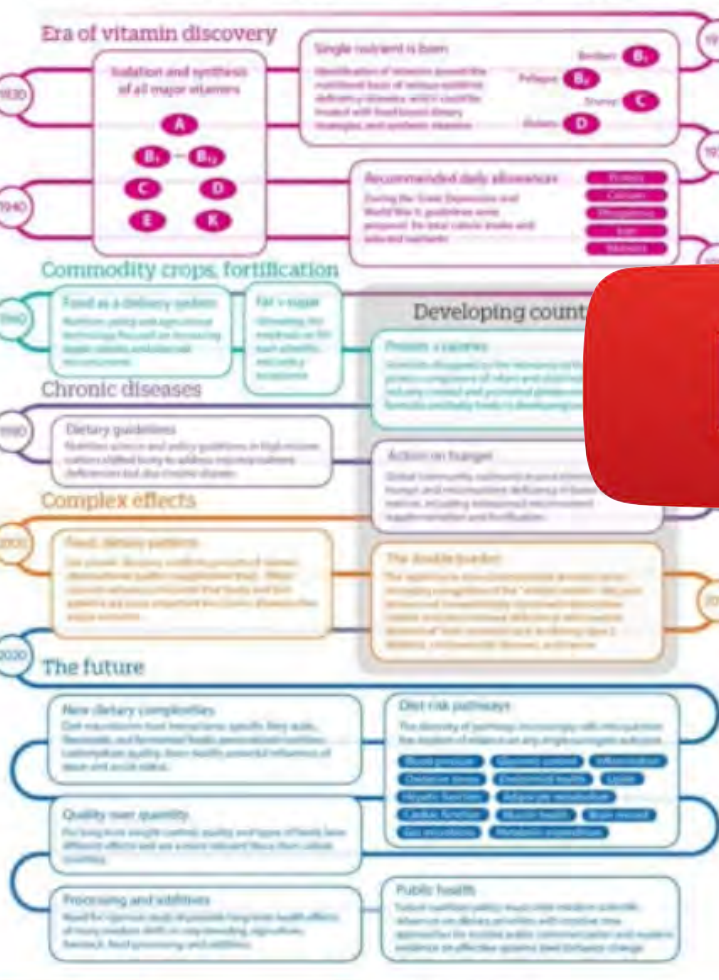
Needs For Growing Students



Nutrition science is young...

A timeline of nutrition research

While food and nutrition have been studied for centuries, modern nutritional science is surprisingly young. This timeline shows how developments in the early 20th Century have persistently shaped our understanding of the field, at times linking our knowledge of the complex links between dietary patterns and health.



Nutrition science based on vitamins and minerals (as we know them) didn't start until the mid 1920s.

"We" are not the first to eat. Our ancestors had an approach or apply frameworks from other cultures have beliefs and practices that we continue to learn from.

We have learned a lot, but there is still more to go...

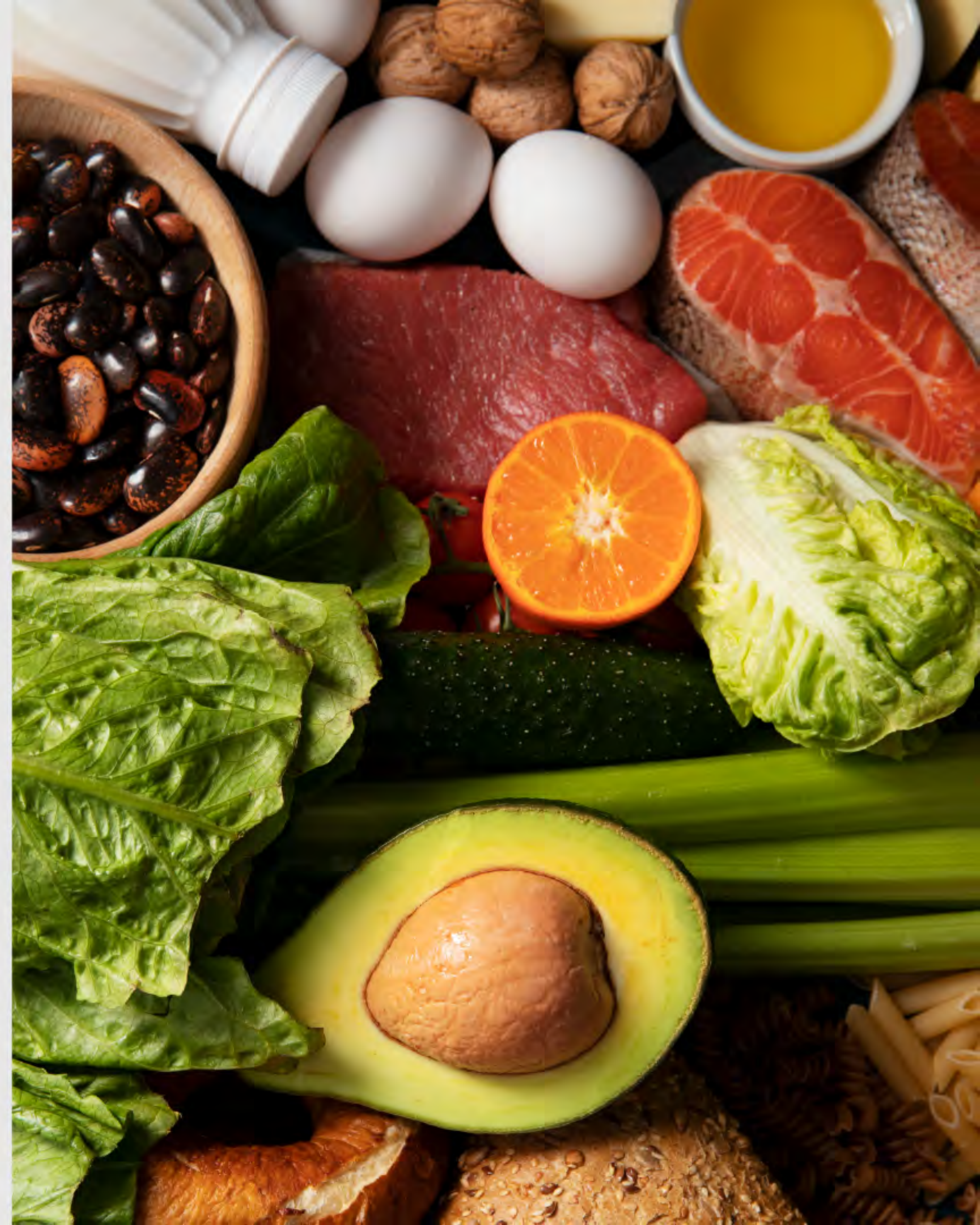
Needs For Growing Students

Food. Everybody's doing it. Every human on this planet consumes food (this includes water). Like sleep, feeding and hydrating the human body is absolutely essential. We can survive without television, cars, and smartphones, but not food.

Food provides energy to think, breathe, grow, move, repair, and heal. Food also provides non-energy vitamins and minerals that support essential activities like converting food to energy, developing hormones, supporting the immune and nervous systems, and protecting our body from damage.

While we all eat food, the what, where, why, when, and how can vary dramatically based on various lifestyle factors. Culture, environment, and emotions among other factors can greatly influence what we consume on a daily basis.

The human body does best with a mixture of foods. The food groups and plate method are one approach to understand how to meet those needs (eg, fruits, vegetables, grains, dairy, proteins etc). And most bodies have a preference to replenish fuel regularly – typically every 3-5 hours.



Nobody's Perfect

But in reality, we often don't eat "perfectly," and that's ok. The human body is resilient and flexible. It doesn't require 100% perfection in order to function. The body doesn't have a daily deadline for its needs. Instead, it looks at nutrition as an average over time. It can tolerate and do "just fine" with less than optimal food choices or increased space between meals.

In fact, despite what you see on social media and in documentaries, the only foods you absolutely should not eat are foods that are expired / moldy, that you're allergic to, or need to be avoided due to a medical condition. Beyond that, there are infinite ways to eat well.



Surviving or Thriving?

But there is a spectrum between “surviving” (just meeting the bare minimum for nutrients) and “thriving” (optimal fueling for performance). The mission with nutrition is to find a balance between giving your body the foods (and nutrients) it needs to thrive while also making sure to include foods that are personally important to you, based on your taste buds, budget, cooking abilities, and culture.

At a bare minimum, every person needs to eat enough energy (aka, calories) each day for the body to function. Even when someone stops growing in height, their muscles, organs, bones, and brain are still developing. New evidence shows that growth and development may continue until the age of 25!

Running On Fumes

Ideally, the goal is to continue to work towards finding ways to thrive with our nutrition. When we don't give our bodies enough fuel, we enter "survival mode". There are a laundry list of potential consequences that can occur when the body lacks the fuel it needs, such as:

- Difficulty concentrating, which reduces our ability to learn as effectively
- Increased irritability and anxiety
- Compromised height development
- Reduced athletic performance
- Reduced interest in and ability to reproduce
- Increased risk of injury
- Reduced bone strength



What's Next?

Once a body has enough fuel, you can focus on the quality of the fuel going in. Defining “quality” can be controversial. What you see in the media, and put out by influencers and corporations is not always consistent with science (or realistic for a normal life).

The goal of our nutrition education is to cut through the noise and give you the real-life tools and skills to decipher fact from fiction so you can make the best decisions for you.

In the next lesson, we'll explore the chemistry of food and how it affects the human body. From there, we'll talk about how to bring that chemistry to life!

What?



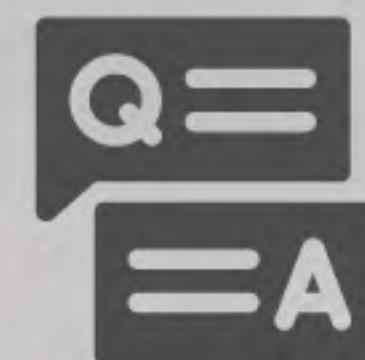
You'll complete a chart to think about foods you could eat during a typical weekday that accomplish different goals, based on your life and your schedule.

Why?



Completing this activity helps you recognize that nourishing your body goes beyond nutrients and includes mental, social, and cultural needs. This also allows you to apply nutrition principles to your life in a way that is realistic and practical.

How?



First, complete the planning chart. When you're done, answer the reflection questions in complete sentences.

Part 1: Planning. Consider a **typical weekday** during the school year. Take a look at the chart below, and plan out a meal or foods that accomplish the statements within the chart. This plan won't be perfect, but it will be a way to be proactive about how you can meet different needs with food.

<p>One breakfast that gives you energy to start the day:</p>	<p>One lunch that keeps you focused or satisfied:</p>
<p>One snack that you enjoy and can access easily:</p>	<p>One dinner, realistic to make, or a dinner that represents your home or culture:</p>

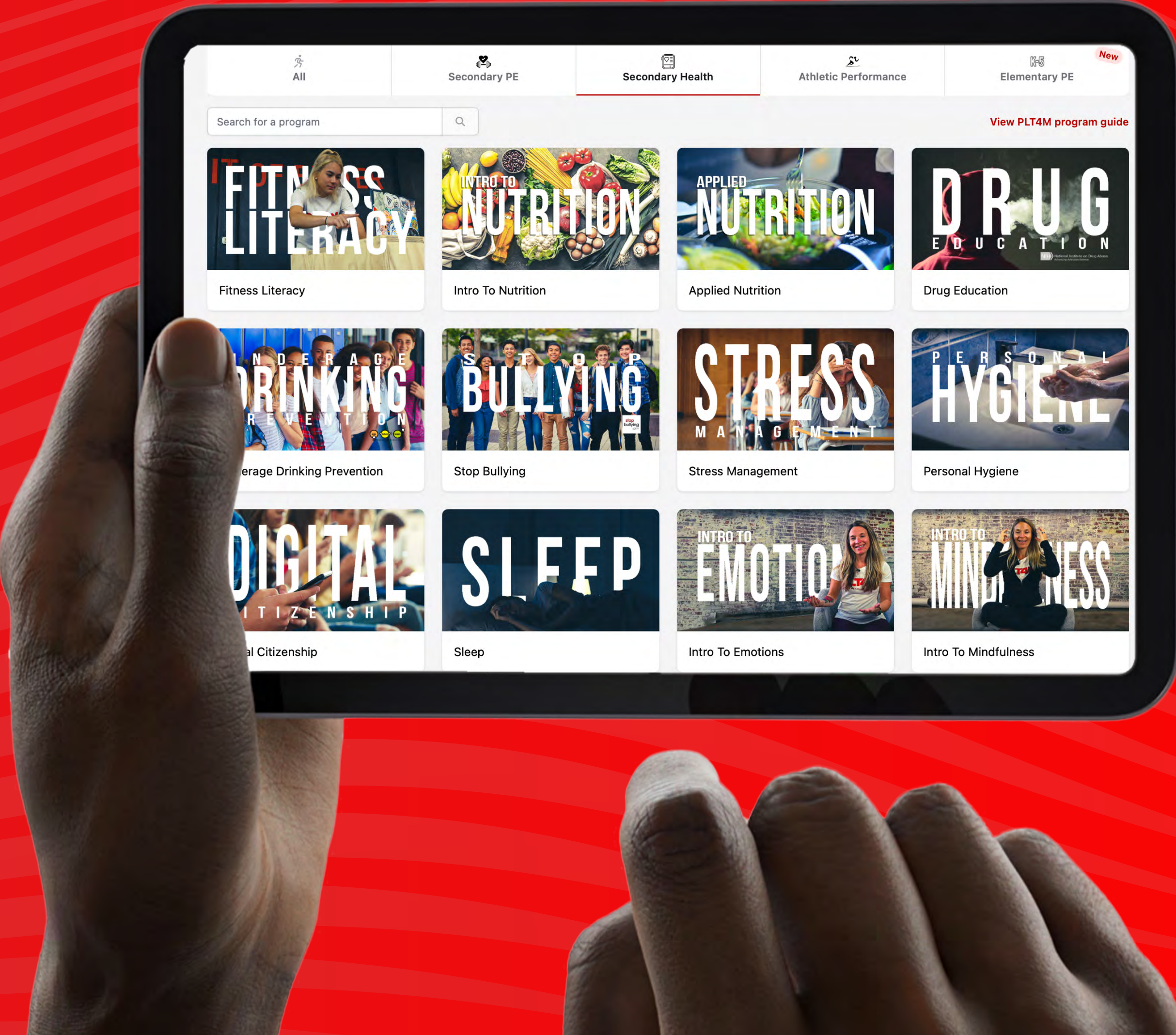
Part 2: Reflection Questions. Answer the following questions in complete sentences.

1. Select one meal. How does it help improve how you feel physically?
2. Is there enough variety to support your energy and mood?
3. How could you make this plan more flexible?

Did You Enjoy That Lesson?

Explore PTL4M's Full Curriculum
and easy-to-use instructional tools!

See PLT4M in Action!





Founded in Boston in 2013, we are proud to partner with **over 1,000 schools**, improving the health and wellness of more than 500,000 students through a modernized and engaging Health and PE experience.

WE HELP SCHOOLS



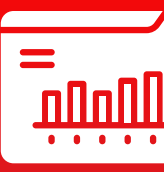
Establish Physical Activity



Support Whole Child Wellness



Inspire Student Confidence



Boost Classroom Engagement

Our Solution



Content Kids **LOVE**

With over a thousand lessons across a wide range of K-12 courses, we help districts develop a powerful scope and sequence that develops students' physical literacy and helps them discover their passion for activity.



Curriculum Teachers **TRUST**

Our diverse team of certified instructors provide standards-based curriculum across a wide range of modalities from Elementary PE to Secondary level Nutrition, Fitness, Pilates, Weights, Yoga, Boxing and more!



Tech That **INSPIRES**

We help teachers harness the power of technology in ways that enhance student learning outcomes. Compatible with all devices, students finally have consistent and reliable access to their data and progress.



Our Impact

The future success and health of our nation's children is at stake. Our youth are more sedentary than ever before, contributing to significant physical and mental health issues, such as obesity, type-2 diabetes, anxiety, and depression.

At PLT4M we believe regular physical activity and a practical health education are key pieces of the solution. We partner with schools to get kids moving and inspire a lifelong love of healthy, active living. We do this through vertically aligned, standards-based, quality Health and PE instruction.



By The Numbers In 2024

60,000,000+

Minutes of Student
Activity

3,000,000+

Workouts & Lessons
Completed

1,400,000+

Assessments & Fitness
Tests Logged

Our Community

We are helping teachers across the country deliver on their mission to improve the lives of students. But don't take our word for it! Here's what they have to say...



"The PLT4M videos are an invaluable resource for students. And because they focus on form and technique, **students build confidence** that will help them know they can eventually go workout independently."

Chris Cabe | Old Rochester, MA



"We saw PLT4M as a valuable resource in our ability to deliver a **high-quality curriculum**. Our goal has always been to provide students fitness, health, and wellness experiences, and we saw PLT4M's curriculum as our best opportunity to enhance that."

Chris Meyer | Lewiston, ID



"What I love most about PLT4M is my ability to **differentiate instruction** to each of my students. I can feel confident that I am meeting each student at their ability level, but also catering to their individual interests."

Brandon Siegel | Fullerton, NE

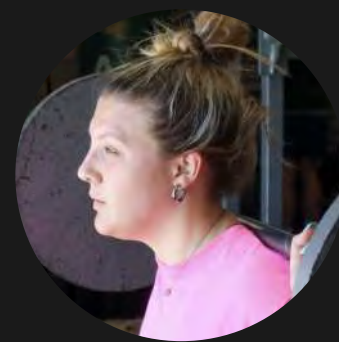


"With PLT4M, students can see everything that has ever been logged. Now, they are more **engaged and excited about PE.**"

Annie Hinkhouse | Reedsburg, WI



**STUDENT
FEEDBACK**



"PLT4M has made my experience at school so much more impactful. Using PLT4M, **I have been able to do things I never expected to be doing.**"

Sophia



"PLT4M has **impacted my overall health and wellness** in a way I never could have imagined. It has provided us a way of tracking our growth along with providing information that helps us reach our goals."

Keith

THANK YOU FOR READING!

Visit us at [PLT4M.com!](https://www.plt4m.com)

QUESTIONS?

Reach out to PLT4M!

 ALEX.RELPH@PLT4M.COM

 (855) 862-5502 EXT. 1

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