

Nutrition

Standard 1– Health Promotion and Disease Prevention
 Standard 3 – Self-Management
 Standard 6 – Goal Setting and Decision-Making

Outcome(s): • The students will understand the food pyramid and be able to plan meals using the correct number of servings shown on the pyramid.

Objective(s): • The students will be able to identify six major classes of nutrients (water, protein, carbohydrates, fat, minerals, and vitamins). They will also learn the sources of the nutrients and their importance and function in the body.
 • The students will identify foods high in fat, sodium, sugar, cholesterol, and fiber and describe their effect on health.

Activity 1: More or Less - (Taken from www.americanheart.org) Make a copy of the “More or Less Lesson Idea: for the teacher.” Use the “Explore” section of the lesson idea to guide the class discussion. Discuss whether or not the students have ever had an urge to “pig out” on food, and what those foods were. Talk about the feelings that accompany “pigging out,” both physical and emotional. Ask students what kinds of foods those usually are (sweets, fats, salty foods). Are these types of snacks really healthy? Have the class brainstorm ideas for alternative snacks (fruits, vegetables, plain popcorn, and rice cakes). Suggest keeping a record of when these types of foods are eaten. Discuss the idea of moderation, not only in eating, but in all activities.

Activity 2: Why is a Low-Saturated –Fat Diet a More Healthful Diet? - (Taken from www.americanheart.org) Make a copy of the “Why a Low-Saturated-Fat Diet is a More Healthful Diet?” lesson idea. Prepare student handouts of “Cut the Fat!” and “Today’s Specials” activity sheets. Students will need to bring in two or more food packages with nutrition facts labels. Ask them to try to choose foods that are similar in type but have large differences in fat content. Use the “Explore” section of the Lesson Idea to guide the class discussion. Display a couple of the food packages with nutrition facts labels. Ask for volunteers to read the number of fat grams contained in each food. Discuss which foods would be eaten more or less often and which would be a healthier choice. Talk about why a low-saturated-fat diet is healthier than a high-saturated-fat diet. Write the following column headings on the chalkboard: “High Blood Cholesterol,” “Dietary cholesterol,” “Saturated fats,” and “Unsaturated fats.” Have students list where each substance is found. Remind students that unsaturated fats help lower blood cholesterol when they are part of a low-fat diet. Fats can actually help absorb vitamins A, D and E and provide energy. Challenge students to keep track of their fat intake. It would be helpful to list all the foods eaten for one day and record the number of fat grams found in each food. After totaling the grams of fat in their diet, students can see whether or not their fat intake is within the suggested amount, (83 grams per day for the average boy age 11-14; 73 grams per day for the average girl age 11-14) Remember amounts can vary. Ask students to consider changes they might make in their diets. One way to do this could be having

students work in pairs to problem-solve and find a way to lower their fat count. Ask students to complete the “Today’s Specials” activity sheet. Remind students that nutritional requirements need to fit into daily and weekly menu planning. It will be necessary for students to look for the nutritional value of different foods to make some menu changes. Discuss the completed menus as a class, suggesting a variety of healthy foods which would meet nutritional standards.

Activity 3: What or Who Influences Your Food Choices - (Taken from www.americanheart.org) Have students bring in nutrition facts labels from foods of their choice. It would be helpful to prepare a teacher copy of the lesson idea. Using the “Explore” section of the lesson idea, discuss why it is important to check the serving size of a food when you read a label. Address the daily calorie intake (2000 calories). Ask students to check the total grams of fat and the percentage of the daily value from fat for their food. Ask students why nutritionists recommend no more than 2,400 milligrams of sodium per day. Follow the “Explore” section of the lesson for details as students investigate different food labels brought into class. This would be a good time to discuss some sensitive topics such as dieting, body types and what makes a person attractive.

Activity 4: Build Your Own Pyramid - (Taken from www.americanheart.org) Ask students to determine if they ate the correct number of servings for each category. Make a copy of the “Build Your Own Pyramid” activity for the teacher. Prepare copies of the “Build Your Own Pyramid” student handout for each student. Have students take their handout home and keep a record of the foods they eat in a day. When a food is eaten, check off the box that fits the category. Make new boxes as necessary. Share the results with the class.

Activity 5: Nutrients Research - Using the internet and other available resources, ask the students to research the six major classes of nutrients (water, protein, carbohydrates, fat, minerals, and vitamins), their sources, and their importance and function in the body. It may be helpful to divide the topics so that different students have different nutrients. Students could work individually or in small groups. For example, two students may be assigned to research carbohydrates, find their sources and determine why they are important to the body. Students should then present their findings to the class.

Outcome(s): • The students will understand the dangers involved in fad dieting.

Objective(s): • The students will identify examples of fad dieting and compare these to healthy eating habits.

Activity 1: Ads Hunt - Students will need to bring a variety of magazines and a piece of poster board (construction paper may be used) to class. The back section of magazines tends to have many advertisements regarding lifestyle. Students should search for advertisements which promote weight loss. Many of these advertisements will be “miraculous.” If possible, cut out all advertising related to this topic and make a collection which can be displayed on a piece of construction paper or poster board. Students can do this project individually or in small groups. Have students share their results. In small groups or as a class, discuss the advertising claims and whether or not these are safe ways to maintain a healthy diet.

Activity 2: *Fad Diet Research* - Using the internet and any other available sources, ask students to locate information regarding fad diets. Have students organize their findings into three categories: healthy, risky, uncertain. Students should place each diet under one of the three categories and try to justify their decision. Discuss the claims of individual advertisers and whether the students could really expect those results. Ask students if they feel these are healthy ways to fulfill nutritional requirements.