



Nutrition 101

Overview

This program will teach students in grades 6-8 about the food pyramid and the importance of a healthy diet. This will be done through discussion, handouts, games, hands on activities, and creating healthy snacks. Students will begin to discover the consequences of an unhealthy diet. Students will be given the chance to reflect on what they learned and encouragement to incorporate their knowledge into daily life.

Objectives

1. To teach students about healthy food choices and the importance of both good nutrition and physical fitness.
2. To help students understand the food guide pyramid and how to determine the amount of food they should be consuming.
3. To help students understand how proper nutrition and exercise will benefit their lives.
4. To teach students how to make little changes to their normal daily diet to fit the food guide pyramid recommendations.
5. To increase the students enthusiasm about living a healthy lifestyle.

Estimated Time

45 minutes to 1 hour (may vary)

Evaluation

1. Students should be able to identify the food groups and healthy food choices.
2. Students should know consequences of poor nutrition and lack of exercise.
3. Students will understand that the choices they make now will affect the rest of their lives.

Program Outline:

Nutrition Lesson

I. Supplies

- i. Serving size examples
- ii. Food: materials for snack of choice
- iii. Handouts: Family Food Pyramid Guide, My Pyramid Poster
- iv. Other: pens, pencils

II. Welcome and Introduction

- i. Begin with questions to test the students and get a feel for what they already know. (possibly make this a survey they fill out then discuss as a group)
 - a. Question: Who knows what the food pyramid is? Can you name the six food groups?
 - b. Question: Why is it so important to eat healthy foods and exercise?
-Discussion: Talk about importance of staying healthy for weight management and disease prevention.
 - c. Question: Do you feel like you have a healthy diet? Why or why not?
-Discussion: Talk about reasons why they do or do not have a healthy diet and lifestyle.

III. Food Guide Pyramid

- i. Pass out My Food Pyramid Poster
 - a. Briefly explain the food pyramid
 - b. Question: Why do you think the groups (wedges) are different sizes?
Answer: Because you are supposed to eat a different amount of food from each group every day.
- ii. Identify healthy foods from each group
 - a. Question: Can anyone name a healthy food from the grain group?
-Explain Grain Group: Energy Foods- give you the energy to move
- Tell students about how many servings they should be eating in a day (5-6 ounces) depending on activity level
- One ounce serving= 1 slice of bread
 - b. Repeat (a) for Vegetable Group
- Explain Vegetable Group: Protective Foods- protect against illness
 - c. Repeat (a) for Fruit Group
-Explain Fruit Group: Protective foods- protect against illness
-Students should be eating about 1.5-3 cups depending on age and activity level
 - d. Repeat (a) for Milk Group

- Explain Milk Group: Strong Bones, Hair and Skin
- Students should be eating about 3 cups of dairy from milk, yogurt or cheese
- e. Repeat (a) for Meat & Bean Group
 - Explain Meat and Bean Group: Protein Foods- gives you strong muscles
 - Students should be eating about 5 ounces depending on age and activity level
 - One ounce = 1 ounce of meat, poultry or fish, 1 egg, 1 T. of peanut butter, ½ ounce of nuts or ¼ cup dried beans
- f. Point out that Milk group includes cheese and yogurt and oil and butter group should be used sparingly
- iii. Physical Activity
 - a. Point out that the stairs on the side of the pyramid represent physical Activity
 - b. It is important for your health to be physically active
 - c. Question: Ask each student what his or her favorite sport or activity is.
 - d. Question: Ask the students to raise their hands if they get at least 30 minutes of exercise most days.

IV. What is a Calorie?

- i. A calorie is measurement of energy in the form of food
 - a. it is the amount of heat necessary to raise the temperature of one gram of water one degree on the Celsius scale.
 - b. It is energy produced by food when it is oxidized (when it is used by the body)
 - it is easier to think of calories as fuel for our bodies
 - we calories to perform everyday activities
- if we pump more fuel into our bodies than we need for the amount of activity we do, the excess fuel just sits there
- the unused fuel will be stored as muscle if you do enough physical activity or fat if you don't
- ii. It is important to maintain a balance between the amount of fuel you use and the amount of fuel you burn.
 - a. you can do this by participating in physical activity
 - c. your body also burns calories when sitting, sleeping, eating and throughout the day, just not as many as when you are running
- iii. Each person is different when it comes to the amount of calories he or she needs each day.
 - a. The amount of calories a person needs for fuel varies according to age, height, gender, amount of physical activity and other factors.
- iv. Food have different amounts of calories
 - a. Vegetables have a lower calorie content than fats
 - both can be good for you but in different amounts
 - this is why it is important to eat more fruits and veggies than french fries

- v. For this age group, a discussion on how to read food labels would seem appropriate and timely. All fast-food restaurants have nutrition facts readily available either in store or online.

V. Activity

- i. Burning a cashew (other foods too...maybe find out some of the student's favorite foods to burn (i.e delicious malasadas or a Big Mac patty) to see the amount of energy calories can produce
- ii. Have students create a daily or weekly menu of foods. Bring in food labels or information on common foods. Have students plan out meals according to the food guide pyramid needs of proportions and types of foods as well as calculating calorie intake

VI. Snack Time

- i. make a snack to eat - You could have students bring in examples of healthy snacks for the class. Maybe have a Pyramid Pot-luck. Have students sign up to bring food from the different food groups. Proportion the class according to the food guide (i.e. whole grains and vegetables should be eaten the most, so have more students bring those, fats and oils should be eaten sparingly, so only a couple should bring in those). You could even have students cut or separate their dishes so that they are the appropriate serving size.

VII. Evaluation, Reflection and Handouts

- i. Evaluation
 - a. Can anyone tell me what the six food groups there are?
 - b. What is a problem that poor nutrition can cause?
 - c. What is a calorie?
- ii. Reflection
 - d. What was one thing you learned today?
-Have each student name one thing.
 - e. What is your favorite food and what group does it go in?
- iii. Handouts
 - a. Handout the Family Food Pyramid Guide and Tips for students to give to their family.
 - b. Suggest each student find their daily consumption from mypyramid.gov website
 - estimate age and activity level for each grade

DOE StandardsMath

Standard 2: Numbers and Operations: OPERATION SENSE: Understand the meaning of operations and how they relate to each other

Standard 4: Measurement: FLUENCY WITH MEASUREMENT: Understand attributes, units, and systems of units in measurement; and develop and use techniques, tools, and formulas for measuring

Standard 5: Geometry and Spatial Sense: PROPERTIES AND RELATIONSHIPS: Analyze properties of objects and relationships among the properties

Standard 11: Data Analysis, Statistics, and Probability: FLUENCY WITH DATA: Pose questions and collect, organize, and represent data to answer those questions

Standard 12: Data Analysis, Statistics, and Probability: STATISTICS: Interpret data using methods of exploratory data analysis

SCIENCE

Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment

HEALTH

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health

Standard 7: ADVOCACY: Advocate for personal, family, and community health

PHYSICAL EDUCATION

Standard 3: ACTIVE LIFESTYLE: Participate regularly in physical activity

Standard 4: PHYSICAL FITNESS: Know ways to achieve and maintain a health: enhancing level of physical fitness

DOE Benchmarks

6-8.1.8- Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors.

6-8.2.2- Use appropriate sources to access valid health information, products and services

6-8.3.2- Explain the importance of assuming responsibility for personal health behaviors.

6-8 6.1- Describe decision-making process related to health-related decisions.

6-8 .6.2 Access health-related decisions for consequences that affect oneself and others.