

HPE Activities and Assessments Task Force

Middle School Health (6 – 8) - Nutrition

LESSON INFORMATION:

Lesson Title: Nutrition for a Lifetime Change

Objective: The students will track and analyze their nutritional choices to determine the effect of lifestyle choices to gain a better understanding of nutrition as it pertains to improved lifelong wellness.

Grade Level: Middle School Health (6-8)

GLEs:

Health Maintenance and Enhancement

- ME2A7: Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.
- ME2B7: Evaluate factors that influence food choices and their impact on nutrition and health.
- ME2C7: Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional values in a product.
- ME2E7: Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution – essential nutrients and food groupings.
- ME1A7: Critique personal behaviors and their cause and effect that relate to the following choices; eating and physical activity.
- ME2A7: Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution – food energy and physical activity.
- ME4A7: Analyze and evaluate how the decision making process can help an individual in life situations.

Content Standards:

HPE1, HPE2, HPE5, HPE6

Process Standards:

Goal 1.2, 1.5, 1.6

Goal 3.1, 3.7

Goal 4.6, 4.7

Time needed to teach this Lesson/Unit:

8 day plan - 45 minutes / day

DOK: Different levels of depths of knowledge will be addressed throughout the unit. (See learning targets below)

LEARNING TARGETS:

1. List the essential nutrients and describe the functions they perform in the body by using the rainbow of foods.
2. Categorize the USDA guidelines to assist people in choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet-related chronic diseases.
3. Compare and contrast nutritional guidelines for vegetarians and for special population groups and diabetes.
4. Explain how to use food labels and other consumer tools to make informed choices about foods and food allergies.
5. Create a personal nutrition plan based on low fats, high fiber and low sugar foods that you enjoy and that will promote wellness, today as well as in the future.

LESSON DESIGN:

Day 1: Basic Nutrition Introduction

Day 2: Healthy Choices vs. Unhealthy Choices

Day 3: USDA / My Pyramid Guidelines

Day 4: Portion Sizes – Activity 1

Day 5: Daily Value – Activity 2

Day 6: Food Labels – Activity 3

Day 7: Meal planning – Activity 4

ASSESSMENT: (directions and how to score or evaluate)

1. Portion Plate – Team collection: Teams will consist of three or four students. Each member of the team will discuss a list given by the teacher and then pull their resources together to obtain each item for the next days' activity. The students will identify the healthy choices of portion sizes

in reference to everyday items and construct a portion plate. (See Resource A and C)

2. Ask each student to keep a 3-day log of all food he or she consumes, including where and when the food is eaten and approximate portion size. Students should bring the logs to class and analyze, in small groups, what that intake represents in terms of Daily Values. After class discussion, each student will write three to five paragraphs about the results of the analysis, including healthy choices of the diet, things that could be improved, and specific suggestions how to create a healthier diet. (See Resource E)
3. Ask students to bring in food labels. Divide the class into groups, appoint one member to record the answers collect and report the findings to the class. Have each group examine the labels in the following ways:
 - Which essential nutrients are included?
 - How many servings are there in the container? Is the listed “serving size” realistic in terms of what a normal person would eat?
 - What percentage of the calories is derived from fat, from carbohydrates, and from protein?
 - What is the sodium content? Is it higher than we would like?
 - In what circumstances is this food generally eaten—is it a nutritious food, or does it qualifies as “junk food”?
4. Place students in groups of four to six. Assign each group to plan menus for breakfast, lunch, dinner, and an evening snack that would provide nutritious calories in a palatable form. Discuss the menus in class, make recommendations for change, and ask other students to comment and suggest ways to improve the meal. ((See Resource B)

DIFFERENTIATED INSTRUCTION:

- The portion plate activity, modifications could include having the scavenger hunt materials present for students to utilize.
- The daily nutrition log could be used in conjunction with a partner, paraprofessional or parent. This will assist students in filling in the necessary information. The log could be reduced to one day.

Technology and Materials Needed:

No technology and materials needed, the following websites maybe be used if desired.

Menu Planner: <http://www.mypyramidtracker.gov/planner/launchPage.aspx>

Rate What You Eat:

<http://www.mypyramid.gov/MenuPlanner/downloads/RateWhatYouAte.pdf>

Make Your Calories Count:

<http://www.accessdata.fda.gov/videos/CFSAN/HWM/hwmsk01.cfm>

Portion Plane: <http://www.theportionplate.com/abouttheplate.html>

Resources:

Bell, P. (1989). *Nutrition Curriculum Activities Kit*. The Center for Applied Research in Education, Inc.

Insel, P. (2010). *Core concepts in health*. McGraw-Hill

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(Resource A)

Portion Plate – Team Activity

	Criteria				Points
	1	2	3	4	
1/2 Plate is Fruits and Vegetables	Did not identify the Fruit or Vegetables on the plate as to 1/2.			Identified 1/2 of the plate to be Fruits and Vegetable to be the recommended at a meal.	—
Recognize one cup of fruits or vegetables equals the size of a baseball.	Did not identify the baseball equal to 1 cup of vegetables or fruits.			Identified a baseball equal to 1 cup of vegetables or fruits.	—
Recognize one potato is equal to a computer mouse.	Did not identify a computer mouse as equal to a potato.			Identified a computer mouse as equal to a potato.	—
Identified 1/4 of the plate should be whole grains	Did not identify the whole grains as to 1/4.			Identified 1/4 of the plate to be whole grains to be the recommended at a meal.	—
Identified 1/4 of the plate should be lean meats or protein.	Did not identify the lean meats or protein as to 1/4.			Identified 1/4 of the plate to be lean meats or proteins to be the recommended at a meal.	—
				Total---->	—

	Criteria				Points
	1	2	3	4	
3 day food log	Did not record all 3 days in log.	Recorded only 1 day.	Recorded 2 days.	Recorded all 3 days.	—
Recorded when and where the food was eaten and approximate portion size.	Meet 1 of the objectives.	Meet 2 of the objectives.	Meet 3 of the objectives.	Meet all 4 objectives.	—
Reflect on Daily Values of food intake.	Did not reflect.			Gave reflection	—
Write a three to five paragraphs about the results.	Did not meet expectation.			Meet expectation.	—
					—
				Total---->	—

(Resource B)

Food Log Rubric

(Resource C)

Food List Scavenger Hunt

Team Members Name: _____

1. Light Bulb _____
2. 6 Dice _____
3. Computer Mouse _____
4. Checkbook Cover _____
5. Fist Full _____
6. Quarter _____
7. Deck of Cards _____
8. Baseball _____
9. Ping Pong Ball _____
10. CD Case _____

11. Cassette Tape _____

Collected Items: /11

(Resource E)

Client: _____ Daily Nutrition Log

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
A.M. snack							
Lunch							
Afternoon snack							
Dinner							

Total number of daily calories: _____

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