

Lesson 43: Nutrition, Part 1

Background Information to Teachers: Next to families, schools are the primary place where kids learn about nutrition and health. Learning comes not only from health education classes, but also from the overall school environment. This includes the cafeteria, adult role models, and other students/friends. While schools cannot be expected to address all of today’s health issues – obesity, type II diabetes, physical inactivity – schools do have a special role and obligation.

During the next two lessons, your students will learn a variety of nutritional information to help them become more knowledgeable consumers, make good choices, and understand the integrated relationship among nutrition, physical activity and weight management. As an educator, it is important to know the following expert recommendations, and to emphasize them throughout your classes. They are:

1. **Increase physical activity:** Encourage all students to get at least 60 minutes of physical activity each day (e.g., walking, sports, gardening, etc.)
2. **Limit soft drinks:** Encourage students to limit sugar-sweetened drinks that are high in calories and low in nutrients.
3. **Use appropriate portion size:** Encourage students to use appropriately portioned sizes of foods and beverages. The introduction of “super-sized” meals has contributed to “super-sized” teens. Unfortunately, obesity and type II diabetes are national health risks.
4. **Create a healthy school environment:** Help students create a school environment that supports and promotes healthy nutrition and physical fitness.

Correlation to National Health Standards

National Health Education Standards	By the end of this lesson, students will be able to:
Standard 1: ✍	◆ Describe how family and peers influence the health of adolescents
Standard 2:	◆ Develop strategies to improve or maintain personal, family, and community health
Standard 3: ✍	◆ Analyze how information from peers influences health
Standard 4: ✍	
Standard 5:	
Standard 6:	
Standard 7:	

- Materials Needed:**
- K-W-L Chart overhead
 - Good Food or Bad Food Quiz overhead
 - There Are No Good or Bad Foods overhead
 - Vocabulary overhead
 - Copies of Learning Log Entries handout
 - Copies of Food for Thought handout
 - Overhead projector, VCR and monitor
 - *Connect with Kids: Health and Wellness* video



Warm-Up Section

Warm-Up #1: Review K-W-L Charts	Approximate Time: 5 minutes
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Directions: In this activity, the teacher will ask the students to take out their homework assignments so that the K-W-L charts can be reviewed with the class. Using the overhead found on page 43-9, the teacher can record the students' responses in the "Know," "Want to Know" and "Learned" columns. This also provides an opportunity to "check for understanding" and to see the various topics the students may have a further interest in pursuing.

Warm-Up #2: Favorite Foods	Approximate Time: 5 minutes
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Directions: In this activity, have the class review the following list of food items on the overhead on page 43-10:

Good Food or Bad Food Quiz

Food	Good	Bad
1. Catfish		
2. Filet Mignon Steak		
3. Olive Oil		
4. Margarine		
5. Potato Chips		
6. Ice cream		
7. Chicken		
8. Broccoli		
9. Carrots		
10. White Potatoes		

Ask the class to number a blank sheet of paper from one to 10 and classify each of the food items as good or bad. After everyone has completed the quiz, you can:

- *How many of you think you have identified all of the 10 foods correctly?*
- *How many of you feel you identified the majority of the foods correctly?*
- *How many of you think the majority of the foods are "bad?"*
- *How many of you think most of the foods are good?*
- *If you marked all of the foods either good or bad, ... (pause for effect).. you failed the quiz!*
- *If you didn't classify any of the 10 food items as good or bad, you get an A.*
- *Why? Repeat after me: "There are no good foods or bad foods – there are only good or bad nutritional habits." In other words, no food is "good" or "bad" as long as you maintain a healthy diet.*



Now use the overhead information on page 43-11 to cite the reasons why even “bad” foods can benefit the body. As you discuss this information with the class, reinforce the theme, “there are no good or bad foods, only good or bad habits.”

There Are No Good or Bad Foods

Food	Nutritional Value
1. Catfish	A healthy, low fat choice if not fried.
2. Filet Mignon Steak	A well-trimmed filet is rich in iron, zinc, and protein.
3. Olive Oil	This is a healthy monounsaturated fat, but it also has as many calories as butter or margarine.
4. Margarine	Less saturated than butter, but still high in calories.
5. Potato Chips	While high in fat and salt, it does provide vitamin C.
6. Ice cream	Ice cream, while high in fat and sugar, does provide calcium.
7. Chicken	Like catfish, chicken is a healthy, low fat selection if not fried.
8. Broccoli	Filled with fiber and vitamins!
9. Carrots	Another rich source of fiber and vitamins.
10. Pecan Pie	While it has about 450 calories a slice, nuts contain monounsaturated fat and some fiber.

After reviewing the overhead with the class, you can say:

- *By labeling foods as either good or bad, we create a set of dietary rules that often make people frustrated and discouraged.*
- *The truth is that foods are neither good or bad, black or white. Once in a while, eating a small portion of a high fat or high salt food -- such as potato chips -- is okay. People shouldn't feel guilty because they eat ice cream, chocolate cake, or a slice of pecan pie every now and then.*
- *The challenge is to learn how to balance high fat and high calorie foods with lower-fat, lower-calorie choices to create a well-balanced, healthy diet.*
- *For those of you who like the crunch and salt of potato chips, you might try pretzels instead. Have a sweet tooth? Try eating frozen yogurt instead of ice cream.*
- *Need a good source of calcium? Try drinking skim milk rather than whole milk. Each of these choices has fewer calories per portion size.*
- *All foods can have a place in a healthy diet; it's a balancing act.*
- *Remember, there are no good or bad foods, only good and bad diets!*



Content Section

Content Activity #1: Vocabulary Builders	Approximate Time: 5 minutes
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Directions: Use the “Vocabulary” overhead page 43-12 to teach the words and definitions.

Vocabulary:

Term	Definition
Healthy meal plan	The process of selecting foods so to create an overall healthy diet. With this approach, foods are not seen as “good” or “bad.”
Portion size	A recommended amount of food. For example, a portion of meat is about the size of your palm or a deck of cards. A portion size of pretzels is about the size of a cupped handful.
Calories	The units of energy contained in food and drinks. Calories are used by the body to create energy and to sustain the organs of your body. Excess calories are stored in the body as fat to be used later.
Weight management	A term used to describe the process of combining physical activity with a healthy meal plan to lose, gain or maintain an appropriate weight.

Content Activity #1: <i>Nutrition, Part 1</i> video	Approximate Time: 10 minutes
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Directions: Show the *Nutrition, Part 1* video. The video describes how to develop healthy eating habits, explores our nation’s current obesity crisis, and examines why teens overeat. Students will also learn how small changes in diet and physical activity levels can make a dramatic impact in lowering a person’s risk of cardiovascular disease, including heart attack and stroke.

