

PERSONAL HEALTH:

NUTRITION



T.E.K.S. 115.4 (2.1)

The student understands that personal health decisions and behaviors affect health throughout the life span.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
1. Student will classify foods into food pyramid.	1. Students will identify foods 2. Ask students to identify different kinds of foods (i.e., liquids, dessert, meat, etc.) 3. Visit a market and identify foods from each group of the food pyramid. 4. Discuss what constitutes a balanced breakfast, lunch, and dinner. 5. Discuss various ways to combine foods to make a well-balanced meal. 6. Discuss what constitutes a nutritious snack and what “junk” food is. 7. Make a collage of “good” foods and one of “bad” foods. 8. See attached activities.

RESOURCES/MATERIALS

Dairy Council Nutrition Kit
“Health and Nutrition”,
Macmillan Early Skills Program
Grocery store ads

Adaptations:

Make a picture list of the foods each student can identify. (Using pictures from magazines.)



T.E.K.S. 115.2 (K-3)

The student demonstrates decision-making skills for making health-promoting decisions.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify appropriate portions to eat.	<ol style="list-style-type: none">1. Approach the topic from the perspective of over-eating and eventual weight control problems.2. Suggest that students take a small serving of each food at a meal initially and ask for seconds if still hungry.3. Stress the importance of eating some of each food item served at a meal, rather than just “meat and potatoes”, for example.4. Suggest that one should eat dessert only after having a serving of each food item in the balanced meal.5. Serve lunch or snack “family style” from a large bowl or plate with a serving spoon to encourage independence in identifying appropriate portions.

RESOURCES/MATERIALS

Serving bowls and spoons



T.E.K.S. 115.2 (K.3)

The student demonstrate decision-making skills for making health-promoting decisions.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
3. Student will learn the importance of eating breakfast.	<ol style="list-style-type: none"><li data-bbox="813 470 1305 558">1. Incorporate into the morning opening activities the importance of eating breakfast.<li data-bbox="813 562 1333 619">2. Ask each student to tell what he/she had for breakfast.<li data-bbox="813 623 1333 711">3. Use pictures of various types of foods. Have student talk about which foods are good for breakfast foods.<li data-bbox="813 716 1370 804">4. Discuss nutritious alternatives to traditional breakfast foods (e.g., peanut butter sandwich instead of eggs and toast).<li data-bbox="813 808 1333 898">5. Have students keep a chart of when they eat breakfast. Reward students who eat breakfast at least 3 times per week.

RESOURCES/MATERIALS

Pictures of foods



T.E.K.S. 115.2 (K.3)

The student demonstrates decision-making skills for making health-promoting decisions.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
4. Student will select snack foods based on nutrition/calories.	<ol style="list-style-type: none"><li data-bbox="813 472 1321 621">1. Teacher should provide a variety of snacks, including nutritious items (i.e., apples with cheese, crackers and peanut butter, fruit juice and sugar free drinks).<li data-bbox="813 625 1349 711">2. By emphasizing and providing nutritional snack foods at an early age, attempt to mold a student's eating behaviors.<li data-bbox="813 716 1385 865">3. At older elementary ages, discuss junk foods (i.e., potato chips, soft drinks, cookies, candy) and the problems that can arise from eating these foods (i.e., weight gain, complexion problems, dental cavities, etc.)<li data-bbox="813 869 1328 987">4. Have students prepare nutritious snacks for themselves. Community-based instruction should include a trip to the grocery store to purchase food.<li data-bbox="813 991 1284 1138">5. Ask students to choose between an apple and chips at snack time. Tell them to choose the one that is more nutritious or the one that has more calories.

RESOURCES/MATERIALS



T.E.K.S. 115.4 (2.1)

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OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the importance of liquid/water intake.	<ol style="list-style-type: none">1. Provide restroom/water breaks throughout the school day. Encourage all students to get a drink of water.2. Emphasize the importance of drinking plenty of water to students (i.e., elimination of waste products from body). Tell the students that they need to drink water to wash the inside of their bodies just like they use water to wash the outside of their bodies.
RESOURCES/MATERIALS	



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Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
1. Student will classify foods into the food pyramid.	1. Identify the food groups in the food pyramid – meat/fish/poultry, fruit/vegetable, bread/cereal/grain, milk/egg/cheese. 2. practice identifying the food groups to which certain foods belong, during community-based instruction at the grocery store. 3. Discuss the importance of eating a variety of foods from each food group. 4. State the daily allowances of each food group. 5. Talk about the importance of eating three basic meals and avoiding snacks between meals. 6. Display a bowl of rice, a bowl of corn, and a bowl of cracked whet. (Pictures can also be used for this.) Explain that many cereals are made from these grains. Have some volunteers match the grains with the cereals, such as rice cereal, corn flakes, and wheat biscuits. 7. Look through magazines for pictures of food. Make a large poster (collage style) according to food pyramid. 8. Make food cards or use commercially produced shopping cards. Pass the cards to the students and let them match the card to the appropriate section of the food pyramid chart made in number 7 above. 9. After students have mastered number 8, turn the poster over so that the students are unable to see the collage. Write the groups of the food pyramid on the poster and tell students to match the food groups without the picture cues.
----- RESOURCES/MATERIALS -----	
Magazines Shopping cards Mayer Johnson pictures/Boardmaker <u>How to Stay Healthy</u> , by Walch	10. Color code all food pyramid cards using different colors to help the students recognize the different groups. 11. During community-based instruction at the grocery store, distribute food pyramid cards to students. Tell them to locate the groups in the store.



T.E.K.S. 115.5 (3.1)

The student explains ways to enhance and maintain health throughout the life span.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
2. Student will plan a balanced meal.	<ol style="list-style-type: none">1. Discuss ways to combine foods from the food pyramid to make up a balanced meal.2. Discuss what constitutes a wholesome breakfast, lunch and dinner. Assist students in determining if what they ate during the previous day constituted balanced meals.3. Discuss how to plan breakfast, lunch and dinner menus. Work with students to develop breakfast, lunch or dinner menus for an entire week.4. Have students prepare a balanced meal. They can shop for groceries during community-based instruction.5. Using the food pyramid cards (from the previous objective), make combinations of foods which are not balanced. Challenge students to add or substitute foods to make the meal a balanced one.6. Review the school lunch menu. Have students substitute foods for those already chosen and see if they can keep it a balanced menu.

RESOURCES/MATERIALS

- Dairy Council Nutrition Kit
- Food cards
- School lunch menu



T.E.K.S. 115.7 (5.1)

The student knows ways to enhance and maintain personal health throughout the life span.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
3. Student will develop a basic understanding of calories.	<ol style="list-style-type: none">1. Ask if any students are familiar with the term "calorie". Help them to define the term as a measurement of the energy that foods produce while being processed by the body.2. List common foods on the chalkboard or overhead transparency. Include as many student favorites as possible. Explain that they can find out how many calories are in a food by consulting a calorie counting book. To use these references quickly, however, they might have to know how to categorize foods. Have them sort the listed foods into areas such as: crackers, eggs, fruit, meat, soft drinks, nuts, seafood, etc.3. Review the concept of putting words in alphabetical order, and have the students put the food list in alphabetical order. Give each two students a small calorie book or a similar compilation. Have them locate the specific foods named.4. Distribute a list of foods to each student. Instruct them to use their calorie counters to find each food and record the calories. Next, have them complete a variety of math problems requiring the use of a calorie book.5. Help students determine their ideal calorie intake based on height and age. Students should work in pairs to record their height with a yardstick. Next, they must refer to a chart (available from the library or a health textbook). Review how to read a chart before beginning this activity. Ask each person to plan three balanced meals that do not exceed their personal daily calorie limit.
----- RESOURCES/MATERIALS ----- Calorie Counter book/chart Food list Yardstick <u>Developing Health Skills</u> , by Birch	<ol style="list-style-type: none">6. Have students make a list of everything they ate yesterday. Help them look up the calorie values for each item to determine the total calorie intake. Discuss which foods could have been changed to raise or lower the calorie total.7. Keep a weekly food journal.



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T.E.K.S. 115.5 (3.1)

The student explains ways to enhance and maintain health throughout the life span.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will plan balanced menus for a family on a daily and weekly basis.</p>	<p>1. Explain that a balanced meal should include foods from each section of the food pyramid. Analyze the school's lunches. What are the components? After the students are familiar with a variety of balanced lunches, have them plan a lunch that they would like to prepare. Make a shopping list and purchase the needed items during community-based instruction. Prior to the visit, discuss how grocery stores are organized. In what department would one find eggs (dairy), flour (baking needs), etc.? While at the store, the students should locate each food on their lists.</p> <p>2. Have the students work in small groups to compose a week's menus. Stress the importance of variety, texture, color and economy. The students should also make a complete shopping list. Save these items for a later lesson.</p>

RESOURCES/MATERIALS

School lunch menu



T.E.K.S. 115.7 (5.1)

The student recognize ways to enhance and maintain personal health throughout the life span.

Area: Nutrition

OBJECTIVE	TEACHING ACTIVITIES
2. Student will select a nutritionally balanced meal at a restaurant.	1. Arrange for community-based instruction at a cafeteria (i.e., Luby's or Furr's). 2. Prior to going, tell the students that they will need to select a meal that includes an item(s) from each section of the food pyramid and is nutritionally balanced. 3. Review the students choices. Point out the appropriate items selected and explain and redirect poor choices.

RESOURCES/MATERIALS

Adaptation:

Have students make a cue card to carry with them to the cafeteria to assist them in remembering what they planned to select.

