
UNIT: FOODS AND NUTRITION**TOPIC: Nutrition Basics**
TIMELINE: 4-5 days

OBJECTIVES:

1. Students will discuss the basic reasons why we eat.
2. Students will demonstrate their understanding of the concept of nutrient density.
3. Students will practice reading labels and applying the information for practical use.
4. Students will recite the major nutrients, their sources and functions.
5. Students will identify the food groups and where foods belong on the food pyramid.

MOTIVATORS:

1. TRIVIA: Share the trivia information with the class as you wish. (page 7)
2. WHY WE EAT: Review the basic concept of why we eat. (page 8)
3. NUTRITION UPDATE: TRUTH OR BALONEY: Have students answer the questions and review the correct answers as a class. (page 9)
4. PYRAMID ROPE: Have two students come to the front of the room. Have each student hold his/her own two-index fingers together. Tie a piece of thread around the students' index fingers two times. Then have the students try to break the threads apart. Next, wind the thread around 10-15 times. It is almost impossible to break. Explain that this is like a strong rope consisting of the foods found on the food pyramid. A strong rope is composed of strands that intertwine and support each other. All the foods in the pyramid work together to make a healthy and complete diet.
5. FOOD PYRAMID TACO DIP--DEMONSTRATION: Demonstrate the taco dip and have students taste this dip that contains all of the food groups. (page 10)
6. NUTRIENT DENSITY: Introduce the concept of nutrient density using the comparison cards available from the Dairy Council. (page 11)
7. LABEL GUESS: Introduce labeling laws by having the class complete the activity. (page 12)
8. WHAT'S MY LINE? Play the game to review the nutrient functions. (pages 13-14)
9. IN WHICH FOOD GROUP DO I BELONG?--Complete this group activity. (page 15)

NUTRITION BASICS, OVERVIEW, continued

10. **EATING RIGHT!** Present this information to the class. (page 16)
11. **VITAMINS AND MINERALS**--Discuss the role of vitamins and minerals while the students complete the worksheet "The Scoop on Nutrition". (Pages 17-18)
12. **FOOD GROUPS**--Explain the food pyramid, its groups and the foods included in each group. (page 19)
13. **LABELING AND YOU:** Review the basic labeling laws with your students while they complete the worksheet, "Labeling and You". **SPECIAL TEACHER NOTE:** Labeling laws are currently being changed. Please check with your extension home economist or other resources for current information. (page 20)
14. **SNACK WISE:** Share this information with the class. (page 21)

INDIVIDUALIZED ACTIVITIES:

1. **ASSIGNMENT SHEET:** Give each student an assignment sheet and review any necessary information with them. (page 5)
2. **SUMMARY SHEET:** Give each student a summary sheet to complete as the lesson on dietary guidelines is taught. (page 6)
3. **COMPUTER PROGRAM:** Have students complete a computer program dealing with nutrition. The teacher will need to make a worksheet or some type of evaluation to accompany this activity.
4. **LABELING AND YOU:** Have students complete this worksheet while you are explaining the labeling laws. (pages 22-23)
5. **NUTRITION CONFUSION:** The students will use their text books to complete this assignment. You may wish to designate which chapters or books they should use. (pages 24-25)
6. **NUTRITION MATCH-UP:** The students will need a reference book to complete this assignment. You may wish to designate which chapter or book they should use. (pages 26-27)
7. **SNACK WISE:** Students should complete this assignment that deals with nutritious snacks. (pages 28-29)

NUTRITION BASICS, OVERVIEW, continued

8. **HIDDEN CALORIES AND FATS:** Students will need to use the **FOOD GUIDE** included in the resource section of this unit, or a similar resource. (pages 30-31)
9. **NUTRIENT SCRAMBLE:** Students will need a text book or other reference to complete this activity. Please inform students which resource they should use. (pages 32-33)

REVIEW/TEST:

1. **SPOONS NUTRITION REVIEW--**Play this game to review the nutrition information that has been discussed in class. (pages 34-39)
2. **TEST:** Each student will complete the nutrition test. (pages 40-43)

LABS:

1. **CARROT COOKIES** (page 44)
2. **FAJITA** (page 45)
3. **STRAWBERRY LOWFAT SMOOTHIE** (page 46)
4. **FRUIT KABOBS** (page 47)
5. **APPLESAUCE COOKIES** (page 48)
6. **HAM AND CHEESE POCKETS** (page 49)
7. **TOSSED GREEN SALAD** (page 50)
8. **NUTRITION BASICS RECIPES** (pages 51-52)

CHALLENGE PROJECTS:

1. **PREPARING SNACKS AT HOME:** Have students find recipes that follow the dietary guidelines. (page 53)
2. **COMPUTER DIETARY ANALYSIS:** The students will need a computer program to complete this activity. The teacher will need to type in the directions on the challenge worksheet that are required to complete the activity. (page 54)

SUMMARY:

There are many different concepts involved with nutrition. It is important to know the basic nutrients, their functions, and where they are found. Healthy eating contributes to a healthy lifestyle.

RESOURCES:

1. **FOOD GUIDE:** A listing of foods most commonly eaten, including portion size, calories and fat grams. This resource will be useful in many assignments in the nutrition and foods unit.
2. **NUTRITION RECIPES:** A copy of the recipes used in labs for this unit. You may wish to give each student a copy.
3. **NUTRITION PURSUIT:** An excellent computer program. Career Aids, 20417 Norahoff St. Dept. TE6, Chatsworth, California 91311
1-800-243-7116