

# Dietary Guidelines 2000

## Summary

This is a lesson plan to teach the USDA dietary guidelines

## Main Core Tie

Food And Nutrition

[Strand 6 Standard 1](#)

## Time Frame

10 class periods of 45 minutes each

## Group Size

Individual

## Materials

Scale for weighing;

Tape measures;

USDA publication on Dietary Guidelines 2000 or copies from the Internet

Candy for rewards or some other method of reward

Copies of "You, Your Guide to Food, Fitness and Fun from the Utah Dairy Council" or a copy of page 3

Presentation Planning Sheet

Dietary Guidelines 2000 Worksheet

Planning Your dietary Guidelines Multimedia presentation

Multimedia Scoring Rubric

Computer lab with access to a computer for each student or two students per computer

Software for creating presentations or Powerpoint on each computer

LCD Projector (optional)

## Background for Teachers

USDA has an excellent website on the 2000 dietary guidelines at [www.USDA.gov/cnpp](http://www.USDA.gov/cnpp)

## Student Prior Knowledge

Basic Computer knowledge

How to condense knowledge to basic principles

## Intended Learning Outcomes

Students will learn the dietary guidelines well enough to make a Microsoft powerpoint presentation teaching the dietary guidelines to present to their Foods class or an elementary class

## Instructional Procedures

### **Day One:**

Students will be introduced to the 10 dietary guidelines and the categories they are organized into by filling out the lesson organizer Dietary guidelines 2000 as the teacher presents the information on what the dietary guidelines are and how they are organized.

As each guideline is introduced talk about the meaning of the more complex words and the reason for

each guideline. Then introduce the three categories that the guidelines are organized into and help the students differentiate between the guidelines and the categories so they do not think that the categories are the dietary guidelines.

To help the students understand the organization of the food pyramid and how it relates to their diets have them begin filling in *Goals for dietary guidelines* each day for the first five minutes of class

### **Day Two:**

The focus is on Aim for Fitness. Using the USDA publication on the dietary guidelines or copies of the same from the USDA website students will answer the questions on the "Aim for Fitness" worksheet. Students will have to figure their Body Mass Index. Students will also figure their percent body fat from the Utah Dairy Council publication "You" page 3 You will need to have tape measures and a scale for the students to use. To get the students to finish quickly organize them into groups of 4 and tell them that the first table that is finished with all four people having the right answers will receive a reward like candy.

### **Day Three:**

The focus is on Build a Healthy Base from the USDA publication or copies from the Internet. Divide the students into groups of four. Assign each group a guideline from this section to outline. Give them about 15 minutes. Then go out into the hall and play Food Pyramid Relay. After the relay Students will go back to the classroom and share their outline with the other members of the class.

### **Day Four:**

The Focus is on Choose Sensibly. Give Students the USDA Publication or copies of the publication on the Internet. Divide the students into teams. Appoint one person on the team to be the great teacher. That person is the only one that can raise their hand when a question is ask. They answer where the answer is found and then the teacher calls on another student in the group to answer. Everyone in the group must know the answer before the great teacher raises his hand. Ask questions throughout the publication to get students to read the material. The Group with the most points at the end of the period wins a prize of some kind.

### **Day Five:**

Students will make a small three page Powerpoint presentation while the teacher shows them how to use the Powerpoint software that is available in the school by projecting it onto a screen using an LCD projector. Have them answer two or three questions and make a title page. Use "About Me" as a title with their by line and name. The second slide is entitled "Things I Like." And the third is "What I know About The Computer."

Demonstrate how to type in text, how to create a background, How to change background color, how to do transitions and animations, and how to get in and out of viewing this show. There are always students who are not familiar with this process even though most elementary schools have some lessons on making presentations.

Give them the "presentation Planning sheet" and "Planning your Dietary Guidelines multimedia presentation" to plan out what they want to put in a presentation on the dietary guidelines that they will be teaching

### **Day six, seven and eight:**

Students will pass off their plans for the presentation with the teacher or TA. Then they will begin working on their presentation. They have three days in the computer lab to work. They get points each day on how they work and manage their behavior so they don't just play and not get done.

### **Day nine:**

Students print out a handout with six slides per page. They show their completed presentation to three students in the class for evaluation and fill out the peer evaluation section of the scoring rubric. Then they turn the evaluation, handout, planning pages in for final evaluation

### **Day ten:**

Have all of the students save their presentations to a drive where the Computer systems Operator

can save them to a CD then it can be taken to an elementary lab and placed on the system. Then take the students to a nearby elementary to present their presentations. Students bring up their presentation and present it to 1-3 students in the class to teach them about dietary guidelines.

### Strategies for Diverse Learners

#### **The Gifted Student**

Because the students are creating their own presentation they set the level of complexity for their presentation. Students in this classification generally take the time to have multiple additions to the presentation. They can also be grouped with struggling students to help them.

#### **The Struggling Student**

Students who are just learning to make a presentation can simplify what they do to the presentation and still have a nice presentation. Paring them with a gifted or advanced student helps them to get the help they need while the teacher is circulating. They also have the opportunity to make a less complex presentation on dietary guideline basics. Even students who struggle with reading and writing enjoy making the presentations.

#### **Speical Needs Students**

Severe Special Education Students can do this with the help of a peer tutor if they can communicate verbally. If they cannot communicate verbally then often the peer tutor can find a web site for children that teaches about nutrition and help them with that.

Mild-Moderate can usually do this with a little help from other students and the teacher.

### Extensions

We walk to the elementary because it is only about two blocks away. *Jamba Juice* is on the way back so we pre-order smoothies for students to eat on the way back. Buying a smoothie is optional and they pay for their own. Then we look up the nutrition information in the store or online and talk about how to read a nutrition label later in the semester using the information about the smoothies

### Assessment Plan

Students will create a Microsoft powerpoint presentation that correctly identifies the dietary guidelines and their purpose

### Rubrics

[Fruit and Vegetable Powerpoint Presentation](#)

### Authors

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