

Nutritional Needs using MyPlate and dietary guidelines

Summary

Students will learn how to assess nutritional needs based on age, gender and activity level using MyPlate and current dietary guidelines.

Main Core Tie

Food And Nutrition II

[Strand 2 Standard 1](#)

Time Frame

1 class periods of 60 minutes each

Group Size

Individual

Life Skills

Aesthetics, Thinking & Reasoning, Employability

Materials

Dietary guidelines consumer brochure or computer to look up online, nutritional needs worksheet attachment, nutritional needs key attachment, drawing paper for each student, crayons, colored pencils or markers

Background for Teachers

Teachers need to know and understand the current dietary guidelines and MyPlate guidelines.

Student Prior Knowledge

Students need to know that everyone has different nutritional needs. Nutrition is a huge part of overall health for life.

Intended Learning Outcomes

Students will be able to assess and nutritional needs based on age, gender and activity level using MyPlate guidelines and the current dietary guidelines.

Instructional Procedures

Assess students prior knowledge by asking student what they remember about MyPlate guidelines. (write on the board) Assess students prior knowledge of dietary guidelines.(write on the board) Ask students why knowing nutritional needs are so important? Answer to feel and look healthy and resist disease. If possible, show the MyPlate.gov web site to review MyPlate guidelines. Show where the Dietary Guidelines Consumer Brochure is on the MyPlate web site. <http://myplate.gov/food-groups/downloads/MyPlate/DG2010Brochure.pdf> You can read together as a class from the computer, have students look the brochure in a computer lab or pass out copies of the Dietary Guidelines Consumer Brochure. Have the students read the brochure (approximately 15 minutes) Pass out the Nutritional Needs Worksheet. Have students complete the worksheet. Tell the students when they are finished filling in the blanks they can come get a piece of copy paper and crayons or markers. The last 10 minutes of class correct the fill in the blank and go through each guideline while

they evaluate their meal drawing. Give students points for each guideline they followed.

Strategies for Diverse Learners

Gifted students: Have students draw breakfast lunch and dinner to evaluate for the dietary guidelines. Have gifted students help struggling students create and draw a meal. Special needs pair with another students do complete the assignment as a paired group. Struggling students: Pair a struggling student with gifted student to help them complete this assignment. Read the brochure together as a class taking turns reading. Have students use plastic food representations for the meal instead of drawing.

Extensions

Students can create a week or months worth of meals meeting the dietary guidelines. Students can commit to eating using their week plan of meals based on the dietary guidelines. Students can create a plan for a certain group of people such as preschoolers or elderly.

Assessment Plan

Assessment will be the worksheet score and evaluation of their meal evaluation and activities. You can also asses this knowledge when students learn Standard 9 Objective 1 in the Foods II curriculum and performance objective 10.

Bibliography

<http://myplate.gov/food-groups/downloads/MyPlate/DG2010Brochure.pdf>

Authors

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