FACS State Course Name: Intro to FACS (6th grade middle school – 9 week course)

Unit: Nutrition Lesson: Nutrients and Healthy vs. unhealthy snacks

Competencies/Purpose:
Nutrition is a huge deal in today’s society, especially with all the junk food available to young adolescents. It is essential for students to understand the role of the nutrients they put into their bodies. Learning to make healthy choices and to maximize the good nutrients going into their bodies will be essential to each student’s overall health.

Time Needed: 45 minutes Author: Shannon Dreessen

FACS Standards (Colorado and National):
N9.3.2 Analyze nutritional data.
N9.3.6 Critique the selection of foods to promote a healthy lifestyle.
N9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture and religions.

Colorado Academic/Model Content Standards (CDE):
*Not created for middle school standards yet*

Objectives- Upon completion of this lesson, students will:
1. Identify and compare nutrient amounts given to the body from two different snacks.
2. Analyze how the nutrients in two different snacks will affect the overall health of the body.
3. Determine which snacks might be considered most healthy and why.
4. Analyze one’s own eating habits and identify one area of improvement.
Instructional Strategies:

- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration
- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture
- Peer Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Storytelling
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

Tools, Equipment & Supplies:

- Computers (Click here to enter text.)
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other = Snickers bar, 20 oz Pepsi, Chili cheese Fritos, low-fat vanilla yogurt, apricot preserves, cinnamon, apple slices, blender, clear bowl, spoon, paper plates

Resources:

- Handouts
- Textbook pgs. Click here to enter text.
- Multimedia Click here to enter text.
- Overhead Masters
- Workbook pgs.
- Other Click here to enter text.

Key Terms: protein, carbohydrates, fiber, fat, saturated fat, unsaturated fat, trans fat, calories, Sugar, vitamins, minerals, sodium, artificial sweeteners

Introduction of Lesson:

To begin today’s lesson, write the following question on the board: Do you usually choose to Eat healthy foods? Why or why not?

1. Have the students answer this question in their journals and then ask students if they would Like to discuss their answers. Discuss what affects food choices at this age (parents, food Available at home, lunch options, etc.)

2. Then tell the students that we will be looking at two different snacks today – these snacks Will be very different, but we will be analyzing what is going into our bodies when these two Snacks are eaten.

Exploring the Content (Lesson):

1. Have the students take out a sheet of paper on which they will be writing down the Nutrition information of each snack.

2. Snack #1 is the snickers bar, chili cheese Fritos, and Pepsi. See attached sheet for Instructions on how to complete snack #1 demo.

3. Snack #2 is yogurt dip with apples. See attached sheet for instructions on how to complete
Snack #2 demo.

4. When each snack demo is complete and students have had time to eat their healthy Snack, have them sit back down and analyze the final nutrient numbers for each snack. On the back of the sheet of paper where they wrote the nutrient amounts for each snack, have them answer the following questions: 
   1. Which snack was most healthy and why? – be specific and give at least 3 examples from the demonstrations and/or nutrient amounts.
   2. What was the most important thing you learned about health and nutrients from today’s Demonstration on snacks?

Review/Summary:
For the review of the lesson, have students share their answers from the questions above. Highlight or go over any overarching themes the students have seen from the lesson today. Then explain their homework assignment that will serve as their assessment for this lesson.

Assessment:
Homework: 1. Students will identify one area regarding nutrition in which they need to improve - ex: they drink too much soda, don’t eat enough fruit, don’t eat breakfast, etc.
   2. Students will then create a plan of action on how they will improve that aspect of Nutrition in their lives. Their plan needs to be carried out in the next week’s time and needs to be very specific. See attached homework sheet – this is due in one week’s time.

FCCLA Integration: