



Real Skills for Real Life

Colorado Family and Consumer Sciences
Lesson Plan

FACS State Course Name: Nutrition and Wellness

Unit: USDA Dietary Guidelines

Lesson: Food Portions

Competencies/Purpose: N14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Time Needed:90 minutes (1 block period)

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FACS Standards (Colorado and National):

N14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Apply various dietary guidelines in planning to meet nutrition and wellness needs.

Colorado Academic/Model Content Standards (CDE):

HPE 02.04.c - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – Describe the importance of eating a variety of foods to balance nutrient and caloric needs

HPE02.06.d – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – Set a goal to improve one’s personal food choices that lead to a healthier diet

MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate

PWR2.2.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information/Information Technology - Select, integrate, and apply appropriate technology to access and evaluate new information

PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.

PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.

PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.

Objectives- Upon completion of this lesson, students will be able to identify and evaluate common serving sizes using standard measuring utensil, body parts and other unconventional but common everyday items such as cd case (bread slice), computer mouse (3 oz. of meat), their fist, thumb or cupped hands.

Instructional Strategies:

Assigned Questions

xxBrainstorming

Case Study

Computer Assisted Instruction

Concept Attainment

Concept Mapping

Conducting Experiments

Cooperative Learning

Debates

Demonstration

discussion

xxDrill & Practice

Field Trip

Inquiry

Interviewing

Jigsaw

Journal Writing

Laboratory Groups

Learning Centers

Lecture

xPeer Learning

Problem Solving

Reading for Meaning

Research Projects

Role Playing

Simulations

Storytelling

xxThink, Pair, Share

Tutorial Groups

xxWriting to Inform

Tools, Equipment & Supplies:

xComputers Portions Podcast

Construction Paper

xxMarkers, Scissors, etc.

xxPaper

xPrinter(s)

Other Click here to enter text.

Resources:

Handouts

xxTextbook pgs. Pp.134-137.

Multimedia podcast

Overhead Masters Portion Sizes

Workbook pgs. Click here to enter text.

Other Click here to enter text.

Key Terms:

Nutrition Facts Panel: food label chart, which gives nutritional information about the food, including serving size

Nutrient Dense: High in Nutrients, low in fat, calories and added sugar

Empty Calorie Foods: A nutrient-poor food that is high in fat or sugar

Introduction: Describe any meal at your favorite restaurant, using numbers, fractions, and at least five adjectives. Think about how the food looks, tastes, feels, the portion sizes and different shapes. (Students know to answer the question in a well developed paragraph, using at least 5-7 sentences.)

Exploring the Content (Lesson):

1. Given a plain piece of paper, students will fold it in half lengthwise (like a hot dog) and label the two columns "Standard Measurement/Food" and "Familiar Object". The students will list 10 common foods such as one cup of cereal, $\frac{1}{2}$ c. of pasta, 3 oz. of meat, etc. The teacher will then pull 10 common objects such as a golf ball, rolled up socks (or show a fist), a tube of Chapstick (or thumb), a cd case, a computer mouse, etc. and students will match the common object with the standard measurement of food.

2. Think, Pair Share: Working in pairs, students will flip their paper over and create their own personalized portion chart, list 10 (other) foods that they love and familiar objects they could use to measure out each food item. They can create computerized charts but should be encouraged to make it colorful and add pictures.

3. Class Discussion: Groups will share their findings with the class, with a student listing the different household items that they thought of. (They could post these a white board, smartboard or Wallwisher.)

4. Teacher will point out how portion sizes have increased dramatically over the last several years, giving examples:: a standard soft drink is 20 oz, compared to 6oz in the 1970's (show a 6 oz soda bottle), 1 bagel = 5-6 pieces of bread, the newest sandwich creation (such as 1/4 pounder between two grilled cheeses=1,100 cal.)

5. Using a paper plate, students will draw or paste pictures of fruits and vegetables on one half, and grains and meats on one quarter sections of the plate.

6. If time, teacher can show Portion IMovie or podcast from: MyPyramid website including: http://www.mypyramid.gov/tips_resources/mixed_food_information_table.html.

Review/Summary:

1. Using puzzle pieces or flashcards of standard measurement/foods and household items, students will match the pairs. (If space is available, students could spread out and do this activity as they do one handed push ups or knee push ups, to add some physical action to the class)

2. Students will watch the following podcast: <http://www.mypyramid.gov/audiovideo/podcastindex.html> and/or http://www.mypyramid.gov/STEPS/howmuchshouldyoueat_print.html.

Assessment:

1. Informal Assessment on Day 1 (sometime in the last 30 minutes) : Human Multiple Choice Quiz (not necessarily an accurate assessment of each student, this activity gives the teacher a general idea if the class understands the concept and gives the students an opportunity to get up and move) : Students will be asked to stand , using different poses for each 5 household objects as the teacher names a common food, the students will analyze each food and match it to the body pose such as 3 oz of meat: hands above their heads, 3/4 cup of fruit: hold their fist up, 1 cup of cereal= touch their toes, 3 oz of grilled fish: Hands stretched out at shoulders, $\frac{1}{2}$ cup of fruit: hands at Hip, etc., 2 tsp= 2 tips of thumbs. (Draw stick figures of poses on the board.)

2. Personalized Chart

3. Wellness Journal Entries: Students will be asked to include measurements (either standardized or household objects) of future entries.

4. Written Open-Ended, multiple choice and matching questions on the Unit Test.

FCCLA Integration: FCCLA National Programs that can be Used for STAR Event Projects may include Community Service such as preparing standard portions of healthy snacks for a local nursing home, elementary or preschool class, or our own high school special education class. Another idea might be Student Body, where the students could use create brochures and/or a larger chart for one of the above stated groups.
