FACS State Course Name: Nutrition & Wellness, Healthy Decisions

Unit: Eating habits, food pyramid

Lesson: Portion Control: What do you eat?

Competencies/Purpose: Identify how much cereal the student might consume at a sitting. Review how portions of popular foods have increased over the last twenty years and how portion size affects calorie intake and energy needed to burn the calories. Students will then measure their serving size and compare it to a standard serving. They will also calculate the increase in calories and identify ways they could improve their eating habits. Relate to national concern in the rise of childhood obesity.

Time Needed: one 55 minute class session

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FACS Standards (Colorado and National):

N9.0 Integrate knowledge, skills, practices required for food science, food technology, dietetics and nutrition.

N9.3.2 Analyze nutritional data. (MAT01.02.a MAT03.01.c, MAT03.03.a) (PWR2.2.a) (RWC04.07.b, RWC04.08.b) (SCI02.03.a, SCI02.03.e, SCI02.06.a, SCI02.06.b)

N9.3.6 Critique the selection of foods to promote a healthy lifestyle. (MAT03.01.c) (PWR2.3.c) (RWC04.06.d, RWC04.07.b) (SCI02.06.a, SCI02.06.b)

Colorado Academic/Model Content Standards (CDE):

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

HPE02.04.a – Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - Use nutritional evidence to describe a healthy diet and an unhealthy diet

HPE02.06.c – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating –
The students will be able to identify a serving size of cereal and calculate the calories in what they consider a serving of cereal. Students will evaluate their eating patterns to identify foods that they may be eating more than a serving of when consuming food.

**Instructional Strategies:**
- [x] 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
- [x] Learning Centers
- [ ] Lecture
- [ ] Peer Learning
- [x] 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)
- [x] Other power point projector

**Resources:**
- [ ] Handouts
- [ ] Textbook pgs. Click here to enter text.
- [ ] Multimedia Click here to enter text.
- [ ] Overhead Masters
- [ ] Workbook pgs. Click here to enter text.
- [x] Other generic cereal, cereal bowls, measuring cups, milk and spoons

**Key Terms:**
- Portion size, calories, calories per serving, nutritional labels
**Introduction of Lesson:**
Introduce the lesson as What do you eat? This focuses students on what they actually eat not the portion size they should eat. Instruct students to choose a cereal and pour themselves each a bowl of cereal in the amount they would consume for breakfast. Leave the cereal on the counters in the lab area or in a place that they will not consume it during the presentation.

**Exploring the Content (Lesson):**
Utilize the attached power point which has been modified from the UNL. Students complete the information on the hand out as the information is presented. A discussion about portion sizes, calories and activity level to burn the calories will definitely arise. At the end of the power point information is presented about portion sizes, a place to record this information is on the handout. At the end of the presentation the students return to their bowls of several and accurately measure the amount using measuring cups. Then they need to read the label and calculate the amount of calories in their serving and compare it to what the label states as a serving size.

**Review/Summary:**
Summarize how portion sizes have increased over the last twenty years, increase in calories and how we have decreased physical activity. Review how this impacts us individually and as a community with the increase in childhood obesity.

**Assessment:**
Completion of student’s self assessment and how they may change their eating habits in relation to portion size.

**FCCLA Integration:**

Power of One, A healthy you, STAR event Nutrition and Wellness