



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)

Author: Diane Racicot

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, 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, xPeer Learning, Problem Solving, Reading for Meaning, Research Projects, Role Playing, Simulations, Storytelling, Think, Pair, Share, Tutorial Groups, Writing to Inform

Tools, Equipment & Supplies:

- Computers Portions Podcast, Construction Paper, Markers, Scissors, etc., Paper, Printer(s), Other Click here to enter text.

Resources:

- Handouts, Textbook 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.

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

Author: Kimberly Baldwin

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 –

On completion of this lesson, students will:

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:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Assigned Questions | x Discussion | <input type="checkbox"/> Peer Learning | x |
| x Brainstorming | <input type="checkbox"/> Drill & Practice | x Problem Solving | |
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Reading for Meaning | |
| <input type="checkbox"/> Computer Assisted Instruction | <input type="checkbox"/> Inquiry | <input type="checkbox"/> Research Projects | |
| <input type="checkbox"/> Concept Attainment | <input type="checkbox"/> Interviewing | <input type="checkbox"/> Role Playing | |
| <input type="checkbox"/> Concept Mapping | <input type="checkbox"/> Jigsaw | <input type="checkbox"/> Simulations | |
| <input type="checkbox"/> Conducting Experiments | <input type="checkbox"/> Journal Writing | <input type="checkbox"/> Storytelling | |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Laboratory Groups | <input type="checkbox"/> Think, Pair, Share | |
| <input type="checkbox"/> Debates | <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Tutorial Groups | |
| <input type="checkbox"/> Demonstration | x Lecture | <input type="checkbox"/> 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:

- x 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 cereal 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

	20 years ago	Today	Plus Calories
Bagel size calories			
Cheeseburger Calories			
Spaghetti Size Calories			
French Fries Size Calories			
Soda Size Calories			
Coffee Size Calories			
Muffin Size Calories			
Pizza Calories			

Popcorn Size			
Calories			
Chocolate Chip Cookies			
Size			
Calories			

An extra _____ calories per day will result in _____ pounds weight gain per year.

Portion Sizes:

Cheese:

Meat:

Fruits & Vegetables:

1 cup = _____ baseball

1 tsp = _____

1 Tbsp.= _____

My Cereal Portion:

Actual amount of Cereal _____

Serving Size of cereal from label _____ calories _____

My cereal was greater or less than the recommended serving size. Figure what the calories difference would be with and without milk. Also reflect on foods that you have eaten in the last couple of days. What foods are you consuming accurate servings and what foods are you consuming larger servings? How might your servings make an impact on your well being?