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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Lifetime Nutrition and Wellness |
| **Lesson/Unit Title** | Nutrition Principles for a Lifetime of Wellness |
| **TEKS Student Expectations** | **130.274. (c) Knowledge and Skills**  (2) The student understands the role of nutrients in the body. The student is expected to:  (A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods  (B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life  (D) compare personal food intake to recommended dietary guidelines  (3) The student understands the principles of digestion and metabolism. The student is expected to:  (E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management  (4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:  (D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget  (G) analyze current lifestyle habits that may increase health risks  (I) examine the nutritional value of fast foods and convenience foods |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Plan, analyze, and track their diet and physical activity * Compare the nutritional value of foods they eat * Find recommendations for what and how much food they should eat * Compare food choices to the recommendations and to nutrient needs * Assess personal physical activities and identify ways to improve. * Research key topics for a specific nutrient * Record information in video format in sixty seconds * Present video to students |
| **Rationale** | Your food and physical activity choices each day affect your health – how you feel today, tomorrow, and in the future.  We will be studying the health benefits of nutrients, reviewing the Dietary Guidelines for Americans, and analyzing the foods we eat with ChooseMyPlate’s SuperTracker to help us make healthier food choices. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Carbohydrates:** The body’s main source of energy and are found mostly in plant foods such as fruits, vegetables, grain products, dry beans, nuts, and seeds  **Minerals:** Are part of the body in bones in teeth  **Nutrients:** Chemicals from food that your body uses to carry out its functions  **Oils:** Are greasy substances that are either solid or liquid and will not dissolve in water  **Protein:** Help your body grow and repair itself and is found in animal products including meat, poultry, fish, eggs, and dairy products as well as plant foods such as dry beans and peas, nuts, vegetables, and grain products  **Vitamins:** Important to health; work with enzymes to keep cells healthy and active  **Water:** Needed to sustain life; the body is made up of 55 to 75 percent water  **Wellness:** A philosophy that encourages people to take responsibility for their own physical, emotional, and mental health |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet access for multimedia presentations * Computer lab with Internet access (be sure to follow district guidelines) * Flip video cameras * Personal smart phones (be sure to follow district guidelines)   **Materials:**   * Dietary Guidelines Consumer Brochure * MyPlate Mini Poster English * MyPlate Mini Poster Spanish   **Supplies:**   * Replica of MyPlate (if available) * Copies for handouts   **PowerPoint:**   * Nutrition Principles for a Lifetime of Wellness   **Technology:**   * Free iPad App:   Nutrition Tips Hundreds of interesting and useful nutrition tips, diet and weight loss tips, and nutritional health facts.<https://itunes.apple.com/us/app/nutrition-tips/id325760608?mt=8>  **Graphic Organizers:**   * Effects of Good Nutrition * Effects of Good Nutrition (Key) * The Nutrients in Food * The Nutrients in Food (Key)   **Handouts:**   * ChooseMyPlate * ChooseMyPlate Coloring Sheet * ChooseMyPlate Coloring Sheet Blank * ChooseMyPlate Coloring Sheet Spanish * Dietary Guidelines Consumer Brochure * Getting Started with MyPlate * Make Better Beverage Choices * MyPlate Mini Poster English * MyPlate Mini Poster Spanish * Rubric for Minute to Learn It Presentation   + SuperTracker |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Note to Teacher:** This lesson will introduce your students to the nutrients, USDA’s ChooseMyPlate, and SuperTracker.  There are six lessons that follow the ChooseMyPlate food groups and nutrients:   * ChooseMyPlate – Fruits and Water-Soluble Vitamins * ChooseMyPlate – Vegetables and Fat-Soluble Vitamins * ChooseMyPlate – Grains and Carbohydrates * ChooseMyPlate – Protein Foods and Trace Minerals * ChooseMyPlate – Dairy, Major Minerals, and Electrolytes * ChooseMyPlate – Oils and Fats   These lessons may be taught individually in any sequence you prefer or may be taught as a whole.  **Before class begins:**  Read handout Getting Started with MyPlate to become familiar with USDA’s ChooseMyPlate website.  Also, SuperTracker User Guide to learn how to use the free online interactive tools.  View the following video to review the SuperTracker’s categories.   * ChooseMyPlate SuperTracker – Getting Started: How to get My Plan  USDA Food and Nutrition Learn how to get a plan using SuperTracker, an online tool where you can get a personalized nutrition and activity plan, track your foods and activities to see how they stack up, and get tips and support to help you make healthier choices.<http://youtu.be/MukLDO5kGh8>   Display copies of the Dietary Guidelines brochures and MyPlate posters (see Materials or Specialized Equipment Needed tab) and the replica or poster of MyPlate on a table in front of the classroom.  Once students are seated at their seats, ask them to take out a sheet a paper and number from one to 14. You will ask them several questions and they should answer privately on their paper *YES* or *NO.*   1. Do you eat breakfast? 2. Do you eat three regular meals a day? 3. Do you eat a variety of vegetables every day? 4. Do you eat a variety of fruit every day? 5. Do you drink six to eight glasses of water every day? 6. Do you sleep between seven to eight hours each night? 7. Do you exercise 20 to 30 minutes three to four time a week? 8. Do you take safety precautions while driving such as no texting and wearing a seat belt? 9. Do you avoid smoking, drinking alcohol, and other drugs? 10. Do you ask for help when you need it? 11. Do you know where to go to find current and reliable health and nutrition information? 12. Do you manage stress well? 13. Do you get along well with others? 14. Do you try to work out your own problems?   If you answered *YES* to 10 or more questions then you are practicing good health and wellness. Nine or fewer *YES* answers mean you may need to re-evaluate your wellness plan.  At the end of the lesson, they will be able to review the questions to see if they have improved their wellness plan. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Nutrition Principles for a Lifetime of Wellness. Follow the script at the bottom of the presentation notes.  Distribute graphic organizers The Nutrients in Food and Effects of Good Nutrition so students may take notes as you review slide presentation.  Distribute handouts Choose My Plate – 10 Tips to a Great Plate, Dietary Guidelines for Americans, and Make Better Beverage Choices – 10 Tips to Get Started. Review with your students. They may keep these handouts in their personal Lifetime Nutrition and Wellness Cookbook.  View YouTube videos:   * Introducing the New Food Icon: MyPlate The Department of Agriculture introduces the new food icon, MyPlate, to replace the MyPyramid image as the government’s primary food group symbol. An easy-to-understand visual cue to help consumers adopt healthy eating habits, MyPlate is consistent with the 2010 Dietary Guidelines for Americans.<http://youtu.be/SEFmSk08LIE> * SuperTracker – Getting Started: How to get My Plan  USDA Food and Nutrition Learn how to get a plan using SuperTracker, an online tool where you can get a personalized nutrition and activity plan, track your foods and activities to see how they stack up, and get tips and support to help you make healthier choices.<http://youtu.be/MukLDO5kGh8>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer tutor |
| **Guided Practice \*** | Distribute handout Use SuperTracker Your Way. Explain to the students that SuperTracker is an online tool where you can get a personalized nutrition and activity plan.  Introduce students to the SuperTracker on ChooseMyPlate.gov<http://www.choosemyplate.gov/supertracker-tools/supertracker.html>  Allow students to navigate the website and explore the tools available.   * Food-A-Pedia  Look up nutrition info for over 8,000 foods and compare foods side-by-side. * Food Tracker Track the foods you eat and compare to your nutrition targets. * Physical Activity Tracker  Enter your activities and track progress as you move. * My Weight Manager Get weight management guidance; enter your weight and track progress over time. * My Top 5 Goals Choose up to 5 personal goals; sign up for tips and support from your virtual coach. * My Reports Use reports to see how you are meeting goals and view your trends over time.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * repeated instructions * shortened, simplified instructions |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Minute to Learn It:  Pair students with a partner. Students may choose a nutrient to research and will have one minute to present information learned to the class. They may use flip video cameras or their smart phones if district allows to record key points. This is fun and informative way to allow students to teach their peers.  Distribute Rubric for Minute to Learn It Presentation so students may fully understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extended time for assignments * check for understanding |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students may share the SuperTracker Reports for:   * Food Groups and Calorie * Nutrients * Food Details * Meal Summary * Physical Activity * They may also share their Top 5 Goals of personal goals they would like to achieve. |
| **Summative/End of Lesson Assessment \*** | Students will present their nutrients research Minute to Learn It videos.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * assist in presentation |
| **References/Resources/**  **Teacher Preparation** | **Best Practices:**   * Minute to Learn It L. Carranza and M. Martin Weslaco High School Weslaco, Texas   **Textbook:**   * Duyff, R. L. (2010). Food, nutrition & wellness. Columbus, OH: Glencoe/McGraw-Hill. * Kowtaluk, H. (2010) Food for today. Columbus, OH: Glencoe/McGraw-Hill. * Weixel, S., & Wempen, F. (2010). Food & nutrition and you. Upper Saddle River, NJ: Pearson/Prentice Hall.   **Websites:**   * U.S. Department of Agriculture.  ChooseMyPlate.gov Website. Washington, DC. ChooseMyPlate.<http://www.choosemyplate.gov/> Accessed December, 2012. * U.S. Department of Agriculture.  ChooseMyPlate.gov Website. Washington, DC. SuperTracker.<https://www.supertracker.usda.gov/> Accessed December, 2012. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilized four corners vocabulary/ word wall activity * Copies of choose my plate coloring sheet Spanish * Copies of MyPlate Mini Poster Spanish |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage your students to read more information about the benefits of health eating at About.com – Nutrition:   * What Is a Serving of Fruit or a Vegetable?<http://nutrition.about.com/od/fruitsandvegetables/f/servingfruit.htm> * Why Don’t Total Fats and Types of Fats Always Add Up on Food Labels?<http://nutrition.about.com/od/fatsandoils/f/Total-Fats-Types-Of-Fat.htm>   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Water is the most neglected nutrient in your diet, but one of the most vital. **-Julia Child**  The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition. **-Thomas Edison**  You don’t have to cook fancy or complicated masterpieces – just good food from fresh ingredients. **-Julia Child**  Tell me what you eat, and I will tell you what you are. **-G. K. Chesterton**  If the doctors of today do not become the nutritionists of tomorrow, then the nutritionists of today will become the doctors of tomorrow. **-Rockefeller Institute of Medicine research** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I don’t like to drink water because …… * I keep track of the food I eat because …. * I visit fast food restaurants \_\_\_\_ times a week because …. * I would like to gain/lose weight because …. * My physical activity includes ….   **Writing Strategy:**  RAFT writing strategy   * + Role – student   + Audience – school peers   + Format – PSA   + Topic – important information about the Nutrition Facts Label |
| **Communication**  **90 Second Speech Topics** | * Three things I learned from the SuperTracker website are …. * Three things I learned from the ChooseMyPlate website are …. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographics below are related to a lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Smart Snacks in School The Smart Snacks in School nutrition standards support better health for our kids and echo the good work already taking place in schools across the country. The new standards preserve flexibility for time-honored traditions like fundraisers and bake sales, and provide ample transition time for schools. <http://www.fns.usda.gov/sites/default/files/allfoods_infographic.pdf>   Students can prepare public service announcements to read over the intercom promoting healthy meals and nutrition tips. The Academy of Nutrition and Dietetics has tips ready to share.  13 Health Tips for 2013 Dedicate yourself to a healthy lifestyle in 2013 with these food, nutrition, and exercise tips. <http://www.eatright.org/Public/content.aspx?id=6442474069> |
| **Family/Community Connection** | Students are encouraged to introduce their family members to the SuperTracker website to keep track of the foods they eat and the physical activity. This can be a family event that will help everyone make better choices. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  [http://www.texasfccla.org](http://www.texasfccla.org/)  **STAR events:**  Nutrition and Wellness An individual event, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see [http://www.servicelearning.org](http://www.servicelearning.org/)  Example:  Students may visit elementary schools and introduce the ChooseMyPlate website. They may use handouts ChooseMyPlate Coloring Sheet Blank and ChooseMyPlate Coloring Sheet to teach the lesson. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)