

9

Learn How to Maintain a Healthy Diet

TRANSITION OBJECTIVE

Students will learn how to select and use foods from the four food groups as one of the requirements for a healthy life.

RELEVANCE TO SUCCESSFUL TRANSITION

Staying healthy requires developing and maintaining healthy eating habits. A healthy diet includes foods from the four major food groups. Students need to know about the importance of a balanced and healthy diet.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I eat healthy foods because . . .

❑ STEP 2: Convene Roundtable

"One healthy food I like is ____."

❑ STEP 3: Advance Organizer

"Today you will learn about the four food groups that give our body the energy it needs to operate efficiently."

runs out of fuel? What if we give it the wrong kind of fuel or put water into the fuel tank?"

Tell the students that in addition to regular exercise and rest, the body also needs the right kind of fuel to run efficiently. Ask, "What happens to the body when it does not get the fuel it needs?" Discuss, "It becomes weak, sick, tired, sleepy, cold or has a loss of energy and can't concentrate or forgets easily."

29

LIFE MANAGEMENT: Unit 1 LESSON 9

Food for Fuel

To complete this worksheet, think about the foods you ate yesterday for breakfast, lunch and dinner, including snacks. Find the foods you ate in each category and mark the amount. For example, if you had two slices of bread, mark "2 ounces" in the "Grains" section.

| GRAINS | VEGETABLES | FRUITS | MILK | MEAT & BEANS |
|---|---|--|---|--|
| Grains include wheat, rice, corn, oats, barley, and other grains. They are found in bread, cereal, pasta, and other grain products. Examples: whole wheat bread, white rice, cornmeal, oatmeal, whole wheat flour, whole wheat cereal, whole wheat pasta, whole wheat bread, whole wheat flour, whole wheat cereal, whole wheat pasta, whole wheat bread. | Vegetables include leafy greens, cruciferous, root, and other vegetables. Examples: spinach, broccoli, cauliflower, carrots, potatoes, sweet potatoes, corn, peas, beans, lentils, chickpeas, hummus, tofu, tempeh, seitan, veggie burgers, veggie hot dogs, veggie sausages, veggie patties, veggie burgers, veggie hot dogs, veggie sausages, veggie patties. | Fruits include apples, oranges, lemons, limes, grapefruit, kiwi, and other fruits. Examples: apples, oranges, lemons, limes, grapefruit, kiwi, and other fruits. | Milk includes cow's milk, soy milk, almond milk, and other milk products. Examples: cow's milk, soy milk, almond milk, and other milk products. | Meat & Beans include beef, pork, chicken, turkey, fish, and other meats. Examples: beef, pork, chicken, turkey, fish, and other meats. |
| Eat at least 3 oz. of whole grains every day. Eat at least 1/2 cup of vegetables every day. Eat at least 1/2 cup of fruit every day. Eat at least 1/2 cup of milk every day. Eat at least 1/2 cup of meat or beans every day. | Eat 2 1/2 cups every day. Eat 1 1/2 cups every day. Eat 1 1/2 cups every day. Eat 1 1/2 cups every day. | Eat 1 1/2 cups every day. Eat 1 1/2 cups every day. Eat 1 1/2 cups every day. Eat 1 1/2 cups every day. | Eat 3 cups every day. Eat 3 cups every day. Eat 3 cups every day. Eat 3 cups every day. | Eat 5 oz. every day. Eat 5 oz. every day. Eat 5 oz. every day. Eat 5 oz. every day. |

How much food did you eat in each category?

Grains: _____ Milk: _____

Vegetables: _____ Meat & Beans: _____

Fruits: _____

Know the limits on fats, sugars, and salt (sodium)

Make most of your fat sources from fish, nuts, and vegetable oils.

Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.

Check the Nutrition Facts label to keep saturated fats, trans fats and sodium low.

Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

Source: MyPlate.gov

© Used by permission of the James Stewart Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

❑ STEP 4: Activity - 20 Minutes

Begin the discussion by comparing the body to an automobile. Ask, "What does a car use as fuel?" Continue the discussion, asking such questions as "What happens when it

30

LIFE MANAGEMENT: Unit 1 LESSON 9

Do We Eat Too Much?

According to the Journal of American Medical Association one third of the people in America are obese. This is due to what and how much people eat.

Many restaurants have large servings and people are choosing to eat larger amounts of food. Food used to be served in small quantities. Now it is dished out in huge quantities, such as triple cheese burgers, super size french fries, large pizzas and extra large drinks.

In addition, people seem to eat what is put in front of them. The most popular restaurants are those that serve large portions. Instead of taking part of the serving home, many people clean their plates. This causes them to eat more than they need or want.

Discuss the following:

1. Name three restaurants that serve large portions.
2. How do fast food restaurants advertise their food?
3. Do you usually eat more than you need when you go out to eat?
4. How healthy are the eating habits of the American public?
5. How healthy are your eating habits?

© Used by permission of the James Stewart Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

In order to get a variety of nutrients, we need to eat from all four food groups each day. Ask students to guess what the four food groups are and make notes on the board. Show a video clip on healthy eating (MyPlate.gov). Next, go over the handout

Food for Fuel or use food group information from the Internet (e.g., MyPlate.gov). Review the number of servings needed from each food group per day and have students complete the worksheet. Discuss the portion each student eats. Have students read and discuss the handout **Do We Eat Too Much?**. Remind students that eating healthy is a lifelong habit.

❑ **STEP 5: Activity - 25 Minutes**

Students now will participate in a progressive *food groups collage carousel*. Divide students into four groups and assign each group to a poster for one food group. Students cut and glue pictures that represent the food group on their poster. After five minutes, have the

groups rotate to the next poster and repeat the collage activity. Repeat until each group has contributed to all four posters. Keep a count of the number of pictures contributed by each group for all four posters. Award a prize to the group with the highest total.

❑ **STEP 6: Evaluate Outcomes**

Eating from all four food groups is important because "_____."

❑ **STEP 7: Connecting Activity**

Think about foods you ate yesterday for breakfast, lunch and dinner, including snacks. Write or text yourself all these food and bring in the list for discussion at the next class.

KEY WORDS

food groups

balanced

efficient

fuel

variety

MATERIALS AND PREPARATION

- Student Handouts: **Food for Fuel**, page 29; **Do We Eat Too Much?**, page 30.
- Prepare to discuss food groups.
- Supply materials for the collage activity, including poster board, magazines, scissors and glue.
- Prepare to show a video on healthy eating. Search MyPlate.gov videos.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Creative Thinking, Decision Making, Visualizing
- Personal Qualities: Responsibility, Self-Management