

**It's All About Nutrition**  
*By*  
**Elyse L. Karpa**  
*Westinghouse High School*

**Contents of Curriculum Unit**

- Overview
- Rationale
- Objectives
- Strategies
- Classroom Activities
- Standards
- Appendices
- Bibliography

**Overview**

The adolescent diet has long been the topic of discussion among many experts for many a years. Teens hear the obvious nutritional messages being tossed at them daily by various media, but still fail to apply the information to make the necessary dietary changes. These media messages serve as quick reminders for what to do and what not to do, but are usually drowned out by food-product advertising. Most food products that are advertised are time-saving and convenient for the consumer, although not as healthy as they could be. And let's face it most teens rely on what they see now a days, more than what they read. We have been a T.V. and electronic gadget society for many years now, and ignorance is rearing its ugly head in the health status statistics.

Most experts agree that poor nutritional choices, lack of adequate exercise, and unhealthy lifestyle habits are responsible for many of the life-threatening diseases that shorten the longevity of thousands today. Poor nutritional choices seem to start with parenting. Many parents in recent years have been choosing convenience over nutritional value. Many are working outside the home long hours, and rely on daycare centers and after school programs to prepare foods for their children to consume. Many don't even know what their children are eating on a daily basis. The American way of life has steadily changed over the years, and so have nutritional choices. Parents need to pay more attention to their and their children's daily diet. Each day that passes leads to each month that passes, to each year that passes, and soon they experience the development of destructive

eating patterns. Education has to start early enough so that out-dated information will not continue to be passed down from generation to generation. Some pre-school measures have been working, but not enough to stop epidemics like heart disease, stroke, diabetes, obesity, and certain cancers; all of which can be inter-related. Parents, along with school officials must be more vigilant to the nutritional needs of the children. Vending machines put into our nation's schools should be limited or filled with more nutritional items.

### Valuable Information for African-Americans

African-American teens in particular are vulnerable to nutritional deficiencies and malnutrition. African-American women in particular have a statistically grim track-record for heart disease, stroke, diabetes, and obesity. Foods traditionally prepared, such as soul food are responsible for some of the dilemma.

During the time of slavery, what has become known as "soul food" was actually "survival food." After gathering the scraps of food left over from their master's table, slaves prepared survival meals to share among themselves. These consisted of collard greens, pig portions, and other such discarded food products. These were spiced, fried and fashioned into what is known as soul food. These foods were not the healthiest, but they provided enough nutrition for the slaves to exist on. They were not the tastiest either, so various frying, along with sugar, spices, and sauces were formulated and prepared to satisfy the palate as well. Since a slave did physical work from sunup to sundown, the amount of energy he/she expended was more than enough in most cases to burn the calories from these rather unhealthy foods.

With a little adaptation, soul food can be high-powered and packed with nutrients. All we have to do is reduce the fat and/or lower the sugar. The peppers, yams, fish, black-eyed peas, and cornbread are very healthy for us, but we have to keep it lean and green. Instead of increasing the refined white-bleached flour products such as bread, cakes and cookies, increase your intake of green leafy vegetables and fruits. We already know that brown is such a lovely color, so why not use brown rice to add extra fiber and vitamins? I did not say to cut out the cakes and cookies, just lower the amount of them that you eat. Increase the amount of foods that you personally prepare instead of buying prepackaged foods. Broil, grill or steam food. This lowers your fat intake. Increase your exercise level or get moving. Lack of exercise is a number one disadvantage! It robs the body of muscle mass and allows the fat deposits to accumulate.

Today the physical labor burden has been lifted so to speak. We have machines to do most of the lifting, and elevators to lift us to higher levels. We choose to use these conveniences instead of using the stairs. Look around the

next time you are in a building, at the number of people who use the stairs and you will see that I am right. People will stand and wait for an elevator or bus or use a jitney instead of walking somewhere.

### What About Safety?

Years ago, almost everyone walked to their job or school or church. Today safety has literally come under fire in some neighborhoods. Back in the day teens walked everywhere without worrying about any risks. This is not true today. Times have surely changed. Safety is another factor to consider in today's world. How many teens actually feel safe walking to their job or school or church? The answer is not very many. This has had a major impact on our lifestyles. The physical activity that was once a dominant force in our lives has virtually vanished.

For instance, the average student spends time waiting for a bus in the morning, riding to school, walking a short distance into school, and sitting in first period class. Most schools are only 3 floors high, some are all on one floor; not very physically challenging. Most students spend most class periods sitting in a classroom, library, or research room during the 8 hour school day. They once again move to a bus at the end of the day and sit for the ride home. This physically non-challenging day is repeated throughout the week. Weeks roll into months which roll into years.

Still another factor is the amount of after school stress-eating. Unchecked by most teens is the amount of stress-eating that goes on after school hours. Years ago, students would be running, jumping, and playing it-tag on the way home. There were hills to walk and streets to run across. All this physical activity has been reduced to sitting on a bus and talking to the person next to you, or listening to a walkman, CD player, or playing a game boy. These days, fingers, and jaws get more exercise than the most important parts of the body such as, the heart, lungs, and muscles.

Almost every life-threatening disease that adults struggle with has a nutritional connection and it all starts in childhood. It's not about the wrong kinds of foods necessarily, it's about limiting some foods more than others; prepackaged-foods for instance. These foods are designed to save the buyer time and energy. Now mind you, most of us need to be expending more energy. In any case, pre-packaged foods have usually been altered in some fashion. When a potato becomes a French fry, it has been altered nutritionally. As you peel and slice the potato, and then dip it into deep-frying grease, you fry most of the nutrients out of it. What you have left is a grease saturated potato with less nutritional value. Add to that the amount of salt which is left up to the preparer and you have a

nutritionally altered food. We might also mention here that the type of grease or oil that the preparer uses can also further complicate the process. Now, eating French fries on occasion is fine as long as you understand that a daily diet of them would not be a good nutritional choice. The amount of French fries that we consume in a serving is another factor to consider. Are we enjoying a small serving or are we consuming a large or super-sized serving. A more nutritional way to eat a potato would be baked. It is altered somewhat, but not as drastically as frying it. This basically empty calorie food added with another empty calorie drink, soda pop, and a processed hamburger on a white bleached flour bun adds up to a whole empty calorie meal. Empty calorie meals are void of sufficient nutrients, but high in calories.

In recent years there have been an increased number of women who are now head of the household. It is safe to assume that they are the purchasers for the household. Their influence on the rest of the family is a significant factor. Head of the household also implies that they are working outside the home most of the day, and are also forced to buy and use more convenience foods.

I think teens have to learn to manage their time more carefully. I feel that people need to go back to packing their own lunches again. When you pack your own lunch, you should take the time to prepare healthier foods. This too is less expensive if it's done wisely. When a person prepares their own lunch, they have a chance to include fresh vegetables, and fruits. Few vending machines have these items, and if they do, the cost is astronomical. Teens need to value their time and honor their health status to make some changes. I have noticed another item to consider. Those who do not work in health-related areas are not reminded as much of the importance of healthy eating. There is one down-side to this however. Some medical personnel are involved in high-stressed occupations. They allow the stress to reach higher and higher levels and medicate it with food. Thus they become stress-eaters without the physical fitness level to burn the excess calories.

## **Rationale**

With the intensity of cable television, it is unlikely that one does not come across a food or a nutritional-based program on one or more networks running twenty-four seven. There are the usual do's and don'ts in these programs and a push for the sponsor's product. Many of these concepts and products will work if the consumer works with them. Others will not work for everyone. Therein lies one of the keys to nutritional success, working for one's self, not against one's self.

With the recent statistics published about obesity, high blood pressure, heart disease and diabetes, it is apparent that many teens are still nutritionally inept. This educational unit is designed to help the students recognize the need for good nutritional habits. It is also designed to enhance the healthy choices they have already adopted to prevent the development of life-threatening diseases such as hypertension, diabetes, etc. Through healthier choices the students will take responsibility for their own health status. The students will be less likely to entrust this to the various product makers, so-called experts, and physicians. They will also be able to recognize the serious need for lifestyle changes. This is another key to nutritional success.

This unit will provide the students with an educational guide to nutritional information. Today this information can be at a click of a button. They will be introduced to various sources of valid information, including websites offering or leading to connecting sources of information. Getting the students to realize the importance of health status maintenance will be one of the challenges of this unit. Usually students don't feel vulnerable to diabetes, heart disease, and the like because they are young, and their bodies are still remarkably tolerable to the stresses of daily life unlike that of an older person. Another obstacle is that teens don't envision themselves getting older. They live for now. They tend to ignore the smallest signs or symptoms of these degenerative diseases. The "It won't happen to me syndrome" is all too familiar especially among adolescents. Besides, they are usually engaged in other social endeavors at this time of their lives so it is important that this unit be fact-finding, but also emotionally supportive.

Future generations must also be considered in this unit. The information must be able to transcend down into the family structure so that the entire family unit benefits. When we provide students with educational tools, they in turn can provide their families with adequate, dependable nutritional information, and perhaps enable them to make the necessary lifestyle changes as well.

This unit can also inspire students towards a health career in nutrition. This in itself would be a very rewarding experience. People who have careers connected with the health field are usually more aware of their health status. It helps them stay connected to themselves more than the average American worker. They see and experience events on a daily basis that call their attention to lifestyle and nutritional focus.

We cannot talk about nutrition without the demand for exercise in our lives. This unit will provide the reasons for exercise and stress the importance of consistency as stated in the Health and Physical Education Standards. The students will be asked to create simple everyday exercises that can be adapted to

any space, and performed at any time of the day or evening. It will provide the students with information on how to be consistent and stay consistently focused on building better muscle tone in one's body. The better the muscle tone, the more able the body is to burn fat, and get needed nutrition to the cells on the cellular level. One of the strongest muscles in the body is the heart. The students will learn simple ways to keep this extremely important organ and its contributors, blood vessels, healthy.

They will discover how foods are broken down, what foods really work for them, and how, and what foods don't and why. It is extremely important for students to understand this because the body can become malnourished over a period of time. If they are ingesting foods that have little or no nutritional value, the body becomes nutrient deficient. Nutrients nourish the cells, and in turn the cells make up tissues. Tissues make up organs. The students will learn how not to waste time on non-efficient foods; foods that serve no real nutritional purpose. They can categorize these and concentrate on more productive food selections.

Another intensely important area of concentration will be food label reading. In order to be able to make healthier choices, the students must be able to scrutinize food labels. Once they begin to focus on label reading, they can be more critical of food products. This makes them food savvy. Beginning with the first few grocery visits this will be a somewhat tedious job, but after all who are they working for? Them, that's who, and once they understand that all their efforts are going to pay off in the long run, they will be more receptive to the idea. The students can be provided with a unique opportunity to label read at a local grocery store. This will require the standard school permission forms and contact with the local grocer. If the instructor doesn't want to go outside the school, he/she may request that students bring in empty food product items for nutritional evaluation in the classroom.

The most important nutrient, water, will be addressed as well in this unit. Dehydration is one of the biggest reasons for poor health. In recent years, consumers have been buying bottled water, but not enough; and who says you have to buy water anyway? Simply switching from soda pop to water will strengthen the body's efficiency. It gives the body a tremendous boost for cellular activity, and increases its capacity to get rid of waste products.

The scope of this educational unit will teach the students how to become more health conscious and responsible adults in the future. It will increase their health literacy and enable them to assess their health needs and develop the capacity for necessary lifestyle changes. They will learn that it is up to them to evaluate and maintain their health status. This unit will also remind them that if they continue to support the same current pattern of health behavior, they will reap the same

benefits, positive or negative. It will encourage them to take simple steps to a better, healthier lifestyle.

Americans simply overeat most of the time. A typical meal in a typical restaurant usually contains a meat, a potato, rice or pasta of some sort, and a vegetable. A drink is also offered. This does not seem to be unhealthy at first glance, and it isn't. However, when we look a little closer, there are a few extras that one could opt for to enhance the meal, which can start to complicate body processing. Portion size would be one of those. In many restaurants you are now given a choice of a small portion or a regular portion, which is usually too much in itself. In the restaurants that do not offer this distinction, the consumer has to rely on their own judgment, and therein lies the problem. Most people opt for the regular size portion so as to get their money's worth. They feel as though they would be cheated to not accept the whole thing. It is being suggested by most experts that a portion size be no larger than your fist.

Along with this should be the thought of a doggy bag. I do have to give some people credit. They are taking some of the portion home, but how much? And should they even be taking the extra home? Do they really need to be taking that extra helping of French fries home; probably not. Ah, and how about the many extra sides if you so desire. You may add extra butters, sour cream, and condiments such as mayonnaise, to your order. And let us not forget dessert! Add this to the list of choices waiting for the typical American and we get a clearer picture of why American cuisine is putting us in harm's way.

Rush, rush, rush, we're always in a hurry! We never create enough time to eat properly. Bite sizes are irregular and usually oversized as well. Mastication is another problem area. Indigestion, heartburn, acid reflux, and other digestive disorders develop. Slow down. We move too fast. Americans need to allow more time when eating.

Because ignorance, portion sizes, and an overwhelming number of food choices are still a problem, this educational unit will give the instructor the ability to break down the body processing explanation to the microscopic level. In other words, the students will be able to understand exactly what happens to the food they eat after it enters the mouth. They will be propelled into a journey inside the body where many digestive processes take place. I believe that when students see exactly what's happening digestively on the inside, it will motivate them to make healthier food-choice-changes more readily on the outside.

Parking lots are convenient for consumers, but don't we find people riding around and around lots to find the closest parking spot? Walking those few extra critical feet to the store can actually benefit a person, cardiovascular-wise, but

who is thinking in that direction? Using half of a lunch break for eating and the other half for a bit of exercise is an ideal way to cut the calories, but how many people consider doing this? Adding a glass of water before a meal usually quenches a person's thirst, and makes them less likely to overeat, along with helping digestion. Most people are dehydrated and aren't even aware of it.

According to experts **stress** is also a major debilitating hazard to consider in all of this. It is one of the leading causes for overeating creating an increase in the number of people with weight problems. As a result, obesity has become a major factor to focus on. Stress management will also be a focal point in this unit. If people can learn to use stress-relief techniques in their daily routine, the desire to eat would decrease thus allowing them a more chemically balanced system.

According to the June 2004 issue of Woman's Day Magazine, stress-proofing your diet can have a tremendous impact on body functions. Here are some of their suggestions.

Prepare nutritional snacks to carry you throughout the day. These should include fresh vegetables and fruits. Fruit slices are packed with nutrients to nourish the cells and boost your energy level. Don't leave this to a vending machine. Chances are these machines can't provide fresh anything. Most machines contain products that have a shelf life of weeks or months. Remember, fresh is better!

Try to eat seven to nine servings of fruits and vegetables a day since stress is a major concern for most individuals. Fruits and veggies give you added stress protection by providing you with vitamins A, E, and C. Another piece of advice is to lower your caffeine because caffeine helps to produce more stress hormones. As you wean off the caffeine you will notice a difference in your level of performance.

Exercise, exercise, exercise is such an important benefit. It reduces the risk of premature death, by increasing life expectancy. Now is the time for adolescents to prepare for middle and late adulthood. This is a difficult concept for them to understand because at this point in time they are young and feeling relatively few negative consequences from the lack of activity in their lives. They were also born into a society that already has so many conveniences. It is not hard to start an exercise plan. The real challenge is consistency. Many people start with too high expectations. I always say that you have to like what you are doing. That is what is going to keep you doing it. So adolescents should choose an exercise that they are comfortable with and continue it for a while. There is always time to add other exercises later. They need to remember that exercise relieves stress, and anxiety. It builds stronger muscles and bone tissue. These are essential in later years. It

reduces appetite and helps a person to maintain a desirable weight. Major diseases such as some cancers, diabetes, and hypertension are kept at bay when a person becomes physically active. Regular exercise also promotes psychological wellness. It gives a person a feeling of self-confidence. The list of benefits from exercise is endless. It's a win, win, situation for anyone.

Years ago, most people walked to get to where they wanted to go. There were neighborhood grocery stores to walk to and carry items home. This was an automatic built-in cardiovascular and weight training type of conditioning. In the city especially, there were city steps that lead from main arteries to neighborhoods. There were sixty to one hundred steps to climb. This was a tremendous feat that most people using public transportation did every day without any real thoughts of fitness.

Today things are quite different. Gone are a lot of the neighborhood grocery stores. Gone are most of the city steps, and neighborhoods have all been rearranged. Super highways and interstates have taken their place and most people have to drive to grocery shop. Once they arrive at these stores, the conveniences begin. And let's face it, most people drive around the parking lot to find the closest parking spot. The only real walking is done inside the stores. This is not a cardiovascular walk, by the way.

Another suggested stress buster is practicing relaxation techniques. These are so simple and empowering. They relieve stress instantly, but the key again to any new endeavor is to practice and give yourself time to adjust to the new concept. Many people expect instantaneous results without any allowance for adjustment.

Stretching is a great way to relax. It loosens tight muscles and relieves tired joints. This activity can be modified to any situation such as on the job, at school, or in the home. There is room to stretch in any situation. Yoga is another form of relaxation. There are hundreds of books and articles on yoga. The internet also has many sites to help a person get started. Getting started again is the key. Another key is finding the relaxation technique(s) that work for you.

Taking a walk is still another way to relax. This is another very adaptable exercise. Whether you work in an office building, school, store, etc. you can take time to walk to relieve stress. During a break, or at lunchtime, instead of eating the entire time, divide your time into parts. Ten to fifteen minutes for eating, and five minutes for stretching and ten minutes for walking. You will find yourself packing less lunch and using your time more efficiently. You will also find that your energy level increases and perhaps you will not be as tired after work or school.

Be kind to yourself. Turn off those automatic negative thoughts and turn on the positives. Put away the emotional baseball bat. Find the meaning to a negative situation. Chances are you are not alone and there is a positive solution. Forgive yourself for errors or mistakes because everyone makes them. Find a way to work smarter, not harder for yourself.

Starting and keeping a journal is a nice way to remember your thoughts and strategies as you move through life's great and difficult moments. Journaling helps to relieve anxiety and gives a person a chance to rationalize the situation. It also gives a person's creative side a chance to shine. Some people even find that they are extraordinary with words once they begin writing.

Lower the alcohol, or just eliminate it altogether. You don't need the empty calories and brain chemistry alteration. It usually only intensifies negative thoughts, and acts as a depressant after a short while. It also increases your appetite which leads many people to overeat.

Share your thoughts or stressors with someone you trust. Seek out someone who has the same interest in getting healthier. Exchange ideas to help one another. The concept of sharing always lowers the feeling of being alone. The old saying, "two heads are better than one," has value here. Besides, you will always have a friend in a time of need.

Food label reading will be another large-scoped area of this unit. Many people still neglect reading food labels. They not only neglect reading them, but also misinterpret what they read. This unit will provide the students with critical thinking and reasoning skills when reading and interpreting food labels and products.

Various websites will be introduced and explored for their contribution to nutritional information. Students will be able to access information at any time about dietary goals, malnutrition, nutritional diseases, etc. The students, with the guidance of the instructor will take an in-depth look at the FDA, Food and Drug Administration. The website will be scrutinized for topics such as, Food-borne Illnesses, dietary supplements, recalls, market withdrawals, and safety alerts. This activity will enable the student to access vital information at anytime in their life. If they have suspicions, or doubts about a product, or manufacturer, information is only a click away if you know how to access it. It will also reinforce that education is the key to becoming an autonomous adult.

## Overall Objectives

The overall objectives of this unit will first of all be to ensure that the students recognize that they need to take a closer look at their health status and begin to make changes that are necessary for them to become more physically fit. They must recognize that they are responsible for their own health status and the maintenance of that status. In order to accomplish this, students need to also recognize nutritional terms and concepts outlined in the classroom activities. These additional educational opportunities exist to help them make better nutritional choices. This unit will also enable the students to access nutritional information at any time during the course of their lives through the internet. This unit will additionally inspire students to become more nutritionally focused on not only their dietary needs, but also family members and those of future generations as well. Perhaps the students will become interested in a nutritional career choice.

Furthermore, this unit will stress the importance of stress reduction, label reading, and exercise that one should establish early in life. The human body is vulnerable to malnutrition and certain illnesses brought on by nutritional neglect. Through various demonstrations this unit will provide the students with critical nutritional information on the digestive process.

## What We need to Know About Nutrition

By definition nutrition is the study of what people eat, their eating patterns and how this affects their body processes. How well we fuel our bodies with needed nutrients will be the deciding factor with regards to longevity.

There are a variety of food sources that provide much of these nutrients. Then again, there are a variety of foods that clearly provide very little of these, and the individual consumer has to be able to distinguish the difference. Knowing the difference makes all the difference in food choices.

Human beings need six basic nutrients to maintain a healthy physical body. These include: proteins, carbohydrates, fats, vitamins, minerals, and water.

Proteins are the building blocks for growth and maintenance of body tissues. They also supply energy to the cells. Any excess is stored as fat.

Carbohydrates (sugars) are the body's main source of energy. There are two types of carbohydrates: simple and complex. Simple carbohydrates supply quick energy to the cells. They break down easily for quick energy. Some examples of natural sugars are fruits, honey, and milk. These natural products have not been

chemically altered in any way. The consumer receives the maximum nutritional benefit from these products. Processed sugars however, do not extend the same benefits. This is a major area of concern because the average American consumes far too many of these processed sugars. Processed sugars are chemically manipulated, man-made sugars. We know them as refined sugars. They are found in cakes, candy, soda pop, cookies, etc. These are packed with calories, but not nutrients. They are a quick fix to an appetite, but do not satisfy hunger. These are the items that pack vending machines daily. As a person consumes these, they get the short-term fix, but no long-term, adequate solution to hunger. Thus they continue to eat the processed sugar items, unaware that sugar addiction is close at hand.

### The sugar Addiction/Connection

As was mentioned in the previous paragraph, most Americans are far too accustomed to large amounts of refined sugar. Take the average adolescent's breakfast for instance. It usually contains two bags of chips, and a soda pop. The bags of chips are almost totally void of nutrients due to processing, and the soda is reduced to twelve teaspoons of sugar diluted in water, with coloring and artificial flavoring added. And let us not forget the salt content. This satisfies the youngster for a short while, but they will soon be returning for more, because the body cells have not been satisfied for long, that is energized! They have eaten a large amount of empty calories that will render them tired and lethargic. Coupled with the fact that most contain white bleached flour products, compounds the problem of empty calories. White bleached flour is just what it says. Bleached white, meaning most of the nutrients have been bleached out of the product to make it look more attractive to the consumer, softer to eat, and giving it a longer shelf life through preservatives.

All of this nutrient-void glucose is dumped into the body with no place to go except the bloodstream. The pancreas, which is the organ that supplies the hormone, insulin, becomes over-worked and undersupplied. Insulin is needed to allow the glucose into the cells for energy. If there is not enough insulin to move the glucose into the cells, the remaining glucose stays in the bloodstream damaging the vessel over time. With excess sugar in the blood, known as high blood sugar, there is less oxygen carried by the red blood cells. Less oxygen to all parts of the body creates another life-threatening situation over time, heart disease.

Fats supply extra energy to the cells. They also help the body to store vitamins. They cushion the body organs and supply insulation for body temperature control. Fats add taste to most foods and are needed in moderation. Moderation is the key word here. Most processed foods are high in fats; not just fats, but saturated fats.

Saturated fats are usually cheap, animal fats. They are solid at room temperature. They do not digest well. They stay in the bloodstream and collect on the walls of the arteries. If enough collects in one area, a blockage will occur, shutting off the supply of blood to that area. Again, any blockage near or around the arteries of the heart or brain causes a life-threatening situation.

Vitamins and minerals help us to be able to better use the carbohydrates, proteins and fats. You will find excellent information on these in the Meek/Heit Health and Wellness text book on page 260-261.

Last, but not least, water is our most valued nutrient. Our bodies are comprised of sixty-five percent water. Water is our life-line. It's our transportation highway in the body. Nutrients are carried by it. Oxygen is transported by it. Our spinal cord floats in it. Let us not forget that we do have waste that has to be eliminated by it.

There is another area of confusion for the average person, dehydration. Most people are unaware when they are dehydrated. By the time they feel thirsty, they have already been dehydrated for several hours. Dehydration is like a stream during a dry spell. If it does not rain, the stream will eventually dry up and cease to exist. The same is true with the body. If we do not consume enough water or water products to sustain life, we will eventually die. But what about existing on a low level of water? What effect does that have on the body? The average person consumes enough water products to exist, but are they adequate? Most Americans rely on heavily sugared products to quench their thirst. These are usually with added caffeine. Caffeine acts as a diuretic and can actually dehydrate the body. Over and over again we are beginning to see the amounts of refined sugar added to the body.

### The Average American Shopper – A Creature of Habit

We cannot talk about food choices without mentioning repeated behaviors. People seem to allow, tolerate, and permit store circulars to do their choosing. Every week food store circulars are mailed to millions of potential shoppers. Most people make a shopping list based upon the previous week's sale items, and let's face it, we tend to be creatures of habit. They usually don't deviate from what they have always bought. Old habits die hard, especially with age. The consumer automatically eliminates any potential for change by doing this. Week after week, the same food products are purchased out of habit. There is little thought to this process, and the food shopping chore can be completed with time to spare. And speaking of time, time is also at the root of the food choice dilemma. The average American does not take enough time to make healthier choices. Most complain that they don't have enough time to develop a healthier shopping plan. It would

take too much time in the store. It's too much time to read all those labels. No one has enough time to spend on taking a closer look at what they are buying. Couple these patterns of thinking with repetitive-buying, and there seems to be an awful lot of mindless purchasing going on.

Some people think that you have to be a nutritional expert to buy and eat healthy foods. Others are simply addicted to refined sugar and convenience. The very fact that we have convenience stores, fast-food restaurants, and one on just about every corner in America, partially explains the food choice dilemma. Microwave ovens are another luxury for the average American. Frozen, quick to fix breakfasts, lunches, dinners, and snacks at a push of a button have replaced traditional cooking. Vending machines have gotten larger and have increased in numbers in the workplace, schools, and at shopping malls.

What ever the case, America has to start changing the way it thinks about food. It is long overdue. This is evident when we look at the still escalating statistics on diabetes and heart disease alone. Americans not only have to change the food choices they make for healthier living, but their lifestyle as well. We have grown too accustomed to convenience. It is nice to have, but limits must be in place to control the amount. Americans must learn to incorporate some behavior skills into their lifestyle to enhance the healthy skills they already have, and eliminate the unnecessary risks. The unnecessary risks meaning, the prepackaged, fast, easy, and convenient foods. They are faster to eat and usually full of empty calories. Located on page 324 Meeks/Heit Health and Wellness textbook are some really healthy ways to help you set some guidelines.

## **Strategies**

Through a series of educational lessons based on students needs, the instructor will implement a nutritional unit. The lessons will be designed to assist the students in learning more about health choices and how they can prevent the early onset of certain diseases. The lessons will also call their attention to the need for continuing education in this area. The students will gain a better perspective of the consequences of poor nutritional habits. The lessons will enable them to explore through research and statistical information as well as racial and gender boundaries.

Through demonstrations, the students will become better acquainted with good nutritional practices and preventative measures. They will be able to test their knowledge and abilities of how to be more alert when reading magazines, articles, and food labels. This unit will also give them an opportunity to be more creative when deciding the foods they will purchase and consume.

People who can speak in nutritional terms feel more confident in the food choices they are relying on, so nutritional vocabulary will be emphasized as well in this unit. Teachers will be able to use parts of this unit or the entire unit as they see fit. It contains a variety of activities for student hands-on learning. Student evaluation and summation are vitally important so critical thinking skills, and accountable talk will be necessary.

### **Classroom Activities**

As an instructor, I always like to find out where the students are in terms of nutritional information. I can then assess what I need to introduce or review, so as not to waste time reinventing the wheel. A pretest also allows students to assess their own needs as well.

#### **Activity #1 Nutritional Pretest**

Objectives: The student will be able to:

- 1.test their own current knowledge of general nutritional terms and concepts
- 2.use this test to measure their academic growth by the end of this unit
- 3.recognize their nutritional weaknesses in the information content of this unit

#### **Procedure**

Prior to any nutritional information given by the instructor, the students will take a short pretest depicting general nutritional information using nutritional terms and dietary concepts. The instructor will score and store all pretests until the end of the unit. At that time, the students will compare the results of this pretest with the results of their post test. Both pre and post tests will be the same.

Teacher Note: The pretest is located in the appendices. This test will be scored in the following manner.

- 1-2 incorrect answer = A
- 3-4 incorrect answers = B
- 5-6 incorrect answers = C
- 7-8 incorrect answers = D

Many times we find that food is not necessarily the culprit in a person's diet. Sometimes it's how much of that particular food that a person is consuming in one sitting that makes for an unhealthy dietary situation. Overeating is one of the devastating culprits of our time.

## **Classroom Activity #2 Favorite Food Paragraphs**

Objectives: The student will be able to:

1. demonstrate his/her writing skills at a proficient high school level
2. demonstrate his/her understanding and command of the English language
3. demonstrate his/her ability to articulate a descriptive writing piece
4. increase their health literacy with regards to label reading

### **Procedure**

The students will be asked to write two paragraphs. In the first paragraph they will provide a description of their favorite food, how it was introduced to them, and why they like it so much. The second paragraph will entail whether their chosen food is basically healthy or unhealthy and what makes it healthy or unhealthy. Some things to critically think about and consider will be: how they prepare it, is it prepackaged, how much of it they consume, and most important why they are attracted to this particular food; why is it satisfying? They must ultimately draw a conclusion about their chosen food. Is it the actual food that is unhealthy or perhaps the amount they consume?

Teacher Note: The students will be graded on their writing rubric located in the appendices.

Through a series of chalkboard demonstrations, the students will get a clear picture of the digestive process. They first must recognize that all carbohydrate food is processed into glucose in the body. This is the only acceptable way for the body to use it for energizing the cells. Refined sugars, are only one part of the calorie battle. The other part is the complex-carbohydrates, the starch in our diets. Carbohydrates are the main source of fuel for the body so both types are needed, but in moderation. What the consumer fails to recognize is how much they are actually eating in one sitting. Most people with weight issues are simply overeating.

## **Classroom Activity # 3 What Happens to the Food We Eat?**

Objectives:

The students will be able to:

1. recognize that many life-threatening diseases are linked to what we eat and how we eat it

2. understand the need for weight management
3. understand how food is processed through digestion
4. understand the meaning of food consumption in moderation

#### Procedure

Divide the students into groups of 4 or 5. Have the students create a diagram of the digestive system. Assign each group an organ to report on. Each group should have a group leader to assign each member a research piece on the organ and to explain the information. The entire group will address the class with their findings. This will increase their literacy and public speaking skills. Various health books can be a good source of diagram information. Also the internet or Compton's Encyclopedia are good references. The students may use any charts, chalkboard drawings, or props, and handouts to demonstrate their findings.

Teacher Note: You may use p. 44 in the Merrill Health: A Wellness Approach text book or any other diagrams of the digestive system to make a transparency(s).

Wreaths are everywhere, on doors, in windows, on lamp posts, and inside the home as well. They usually have an expressed theme. There are wreaths for virtually every occasion; holidays, seasons, etc. Why not one to increase one's awareness of their health status? Every kitchen in America should not be without one, and the kitchen is not the only place for one. A wreath can be incorporated into any part of the home. It can be large or small; natural, wood, paper, or plastic. It can be unique in design, and carry a very important message. We have talked so much about visual stimulation in this unit and how it affects the average consumer. A health wreath is a great way of advertising healthy lifestyles in the home. It doesn't have to say health at all. It can be designed to remind the people in the home of healthy, acceptable lifestyle habits. It can have a spiritual tone, or secular view. It can be a reflection of how one feels about their lifestyle. The wreath can also warn people of imposing dangers and consequences of poor nutritional choices.

#### **Classroom Activity # 4 Creating a Nutrition Wreath Project**

Objectives:

The students will be able to:

1. demonstrate their visual concept of nutrition and its importance
2. increase their nutritional literacy and individual creativity

3. provide others with nutritional awareness
4. gain a better understanding of “We are What We Eat”

### Procedure

The students will be given a piece of white or colored paper. They will creatively design their basic wreath. Once this is completed, the students will begin to critically think about the message(s) they wish to communicate to others about nutritional needs. You may help them to focus on certain unit concepts such as: the food pyramid, exercise, nutrients, eating disorders, obesity-overeating, heart disease, etc. Once they have a particular idea or conceptual message, they can begin to design the components of the wreath using magazine cuttings, drawings, newspaper clippings, or small, miniature-type items to paste onto the wreath. Some students may even have old wreaths at home from a holiday to use. Other students may elect to purchase a wreath from the dollar store for their project.

Teacher Note: Grading for this project can be based upon the writing rubric located in the appendices. Scissors, glue, string, pencils, markers, ribbon, can be ordered from school supply companies or bought at the dollar store. For students with special needs a basic wreath form can be provided.

In order for students to be nutritionally literate, they should become familiar with certain words and concepts in the unit. This can be done with a word game. Students tend to remember concepts better and with longevity when they are involved in a critical thinking situation. This next activity does just that. It increases memory over time and saturates the students with word association skills.

### **Classroom Activity # 5 What’s My Word Game**

Objectives:

The students will be able to:

1. increase his/her unit literacy
2. increase his/her understanding of the importance of asking questions to get information
3. create a more successful way of getting information; asking appropriate questions to get better results
4. increase their public speaking skills and peer cooperation skills

## Procedure

The teacher will choose 5 or 6 students to stand in the front of the classroom. He/she will then choose another student to write a word pertaining to the unit on the chalkboard behind the 5 or 6 students standing. Without peeking at the word, the targeted students will begin to ask the remaining students in the classroom, key questions to help them solve the word. Each student will ask his or her question in order, based upon the information received from the previous question. This will allow them to build upon that information. It will create an importance for focusing and asking key questions to solve the unit word. Its fun, informative, and the students don't feel as though its class work. It's easier if the questions require yes/no answers from the audience.

Teacher Note: Choosing 5 or 6 students at a time will lessen student anxiety in front of a group. It will also give more students a chance to do the activity, and repetitively. The grading rubric is located in the appendices entitled: Accountable Talk.

We have already made reference to media and advertising, and its influence on the average consumer. In recent years though, there seems to have been some drastic changes made, however. The speed at which the commercials are shown has gotten faster. There is more information filtered into each commercial. For instance, not only the product is advertised, but sexual behavior, clothing trends, and body images seem to be increasingly added features. The average person is now watching more commercials than in the past and at an increased speed. Most push the food product seemingly into the consumer's psyche. The average person doesn't have a chance to clearly evaluate the product before another is thrust upon the ever present screen. Product after product flashes across the television screen with virtually no response time left for the consumer. We become saturated with seemingly endless images.

Magazines are now featuring not only an increased number of advertisements, but also extra inserts and sample scratch and sniff items. These psychological additives are provided to peak the consumer's curiosity, and they do work! The consumer is drawn in like an insect to the light. Captivated by color, and the promise of sheer delight, the consumer easily falls prey to the art behind the message.

## **Classroom Activity # 6 Evaluating the Media “What’s Behind the Artwork?”**

Objectives:

The student will be able to:

1. increase his/her health literacy
2. learn new ways of looking at media messages and advertisements
3. focus on the actual message being sent by the media
4. evaluate the powerful effects of advertising and why it works so well for food companies

Procedure

The students will secure a newspaper or magazine advertisement depicting a food product. A good source for the classroom is the Pittsburgh Post Gazette Newspaper program. You can receive 25 daily newspapers for your classroom use for free by contacting your local newspaper. Most have educational programs to support school projects. This also enables the classroom teacher to take advantage of the special health section in every Tuesday edition. The students will then begin to analyze the advertisement for its actual message. They will have to use critical thinking skills to decide what message(s) the advertisement is truly sending to the consumer.

Teacher note: The writing rubric for evaluation is located in the appendices. The students may also use a television commercial if they have access to a VCR/CD player.

What is the motivation behind all this eating?

Stress is usually the number one culprit. Stressed for time, stressed by rejection, stressed to fit in socially, stressed by loneliness, stressed by school or job pressures; take your pick, people are just too stressed these days. When we are stressed, we usually eat and/or do something to cope with the stress. Take a look around. Have you ever gone to the mall on a rainy day? Check out the food court. It is usually packed with people eating. If they’re not eating, they’re shopping. Even the weather can change our eating pattern for a day. We need to recognize when our stress level is high, and find healthful ways of coping. We must also apply skills to lower the stress to a manageable level. Managing the stress is a key component to a healthier lifestyle. Listed in Woman’s Day Magazine May 25, 2004 are some basic ways to reduce your stress levels.

## **Classroom Activity # 6 Group Discussion**

Objectives:

The students will be able to:

1. increase their group dynamic skills
2. increase their health literacy
3. recognize the difference between hunger and appetite
4. recognize the need to lower the stress level

Procedure

The students will be divided into groups. These will depend on how many students are in your class. I usually have 5 groups of 5 or 6 students. They will be given the 10 following situations to consider in which eating is involved. Their objective will be to decide which of the 10 situations involved appetite motivation and which involved hunger motivation, mark them accordingly, and explain their findings to the rest of the class. Meek/Heit: Health and Wellness text book, p. 287. The students can then compare and contrast their findings between the groups. This can make for excellent accountable talk and critical thinking dialogue.

Teacher Note: The activity sheet is located in the appendices. The group presentation rubric used to grade this assignment is located in the appendices.

In recent years the Center for Disease Control has been warning African Americans about Type 2 Diabetes. It is at epidemic proportions in this segment of the population. Since I teach at a predominately African-American high school, I feel it very necessary to include a student research project in this area. There are various theories on the subject, so it would be to my students' advantage to gain a greater insight into this particular dilemma. They need to be able to verbalize how, and why their particular race is at such high risk. African American students need to increase their awareness of these risks, and be able to determine a healthier lifestyle course for themselves. The library project is always an excellent way to start. They gather information from various articles and present their findings to the rest of the class. This project also enables them to add a written piece to their senior English portfolio. Furthermore it enables them an opportunity to present their findings to an audience; something they will have to do for the graduation project. This is a win-win situation for the students.

## **Classroom Activity # 7 Library Project - Diabetes within the African-American Community**

Objectives:

The students will be able to:

1. increase their health literacy with regard to nutritional benefits
2. increase their use of technology skills
3. increase their awareness of disease prevention for high risk groups
4. increase their ability to follow a writing prompt

Procedure

The students will be given an informative written prompt. They must follow all of the guidelines of the prompt and submit their final project for evaluation. Once the project has been evaluated by the teacher, the student will present it to the class. They will introduce their title, explain why they chose that particular article, tell a short summary of what they gathered from the article, what importance or uniqueness it represented to them, and relate its importance to the African-American community.

Teacher Note: A copy of the prompt is located in the appendices. Other concerns surrounding diabetes can be substituted as a research topic as well. A written grading rubric has also been provided in the appendices.

Where's the Label?

We are truly what we eat, but do we know exactly what we are eating? This is an interesting question especially when we consider that according to most experts, most of America eats out of the home at least three times a week. Sure most restaurants these days post a light menu, weight watchers menu, and even an Atkins menu, but they do not necessarily post the ingredients or levels of fat, sodium, sugar, or cholesterol on the menu. Portion sizes also vary from franchise to franchise. Super-sizing is still in, and readily available. People are still leaving it up to the restaurants to figure out how much they should eat in one sitting. Although some restaurants offer a half portion size, how many of us are choosing that? Sometimes we are given nutritional tools to use, but neglect to use them. We are seduced and lured by appearance, smell, taste, and touch; and let us not forget emotional eating issues.

What does super-size actually mean in terms of glucose level in the body versus insulin production? What extra added strain on the heart and other vital organs does this produce? Who is in charge of your health status? Who is

responsible for the decisions being made? What is the ultimate price, and who will pay it; very simply, the person doing the eating.

One way of grabbing people's attention about what they are putting in their mouths is allowing them to see exactly what they are eating. Reading the labels of products takes them beyond the colorful packaging, and gives them a dose of reality. It enables them to see just what all is in the piece of food they have chosen. It draws their attention to what I consider the four most important items on the label: sugar, sodium, fat, and cholesterol. These are the culprits of diabetes, hypertension, obesity, and in general, heart disease. I chose these four because I call them the "big four." The students seem to remember these because there are only four. Adding the title "big four" emphasizes their importance. If we can get students to start concentrating on these, that's a great accomplishment.

### **Classroom Activity # 8 It's All in the Labeling**

Objectives:

The students will be able to:

1. increase their health literacy
2. increase their knowledge about food products
3. recognize the importance of reading food labels
4. determine healthier food choices

Procedure

Each student will bring in an empty food product container. As each class does this there will be enough containers for the project. Each student will be given a project sheet. They will begin by listing the name of the product, how much sodium, sugar, fat, and cholesterol is in each food product. There will be approximately 25 listings.

On the other side of the project sheet, the students will list the first 3 ingredients in each product.

Teacher Note: These sheets are located in the appendices. This is a good class discussion sheet. It usually reveals high levels of sugars, fats, and salts. It can also be used for an extra credit assignment. These sheets can also be done at home, or given to students on special assignment.

No nutrition unit would be complete without exercise. Exercise is one of the fundamental keys to maintaining a healthy body and mind. Weight training increases muscle mass which enables the body to burn more calories. Increase muscle tissue, and decrease the fat. It's as simple as that.

### **Classroom Activity # 9 Creating an Effective Workout Schedule/Journal**

Objectives:

The students will be able to:

1. recognize the need to incorporate exercise with diet
2. increase muscle mass to burn calories more efficiently
3. increase cardiovascular efficiency
4. increase and revitalize all body functions

Procedure

The students will be given a writing prompt with directions to create an effective daily exercise plan. They will have to incorporate time of day, place or location exercise will take place, types of exercises to be done, and length of time each will be performed. Some activities are located in Meek/Heit: Health and Wellness text book, p. 356.

Teacher Note: A sample workout journal sheet can be found in the appendices. The students can create their own table. They can adjust this schedule to fit any daily routine. This can also be used as a journal.

### **Classroom Activity # 10 Student-Directed Mini Diabetes Lessons**

Objectives:

The students will be able to:

1. create a mini educational lesson to share with their classmates
2. individually explain parts of the diabetes dilemma to their classmates
3. work in a group situation
4. increase their health literacy

## Procedure

The students will be separated into 4-5 groups. Each group will receive a prompt explaining their group assignment. They will be given 2-3 days to complete the assignment and be prepared to teach their lessons to the rest of the class.

Teacher Note: A copy of the prompts is located in the appendices. All helpful page numbers are out of the Meek/Heit Health and Wellness text book.

The following are the content standards developed by the Pittsburgh Public Schools in accordance with the State of Pennsylvania Department of Education for the Health and Physical Education subject area.

### **Health, Safety and Physical Education Standards**

1. All students develop knowledge of injury prevention and treatment, and the ability to respond appropriately in emergency situations.
2. All students recognize and demonstrate the ability to apply various dietary guidelines to meet nutritional needs at various stages of life.
3. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits, including health promotion and disease prevention.
4. All students identify the advantages of avoiding, and develop the skills to avoid tobacco, alcohol, and substance abuse.
5. All students demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities to promote lifelong physical activity.
6. All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities.
7. All students demonstrate an understanding of the part good mental health plays in leading successful lives and of the practices and resources that support personal health needs.

Teacher Note: A unit word bank is located in the appendices for your use.

## Annotated Bibliography

These websites have been most helpful for information.

<http://www.cdc.gov>  
<http://www.fda.gov>  
www.nutrition.com  
www.diabetes.org

Bronson-Merki, Mary, Ph.D., and Don Merki, Ph.D., and Cornelia-Flynn, Gale, Health: A Guide to Wellness. California: Glencoe/McGraw-Hill, 1999.

This text book was useful for its general nutrition information and also digestive and kidney information.

Greenberg, Jerrold, ED.D. and Robert Gold, PH.D., Health. Florida: Holt, Rinehart and Winston, Inc., 1994.

This text book gives many teaching strategies for the classroom such as role-playing, cooperative learning, class discussion, etc. as well as general nutrition information.

Henry, Lester Jr. and Kirk A. Johnson Black Health Library Guide: DIABETES. Vital Health Information for African Americans. New York: Kensington Publishing Inc., 1999.

This book gave basic information about diet and diabetes for African-Americans. It also gives lifestyle changes information.

Hiser, Elizabeth. The Other Diabetes: Living and Eating Well With Type 2 Diabetes. New York: William and Morrow and Company, Inc., 1999.

This book was instrumental for diabetes information. It helped me set up my student teaching prompts.

McCloud, Melody T. and Angela Ebron. Blessed Health. New York: Simon & Schuster Publishing, 2003.

This book gave information on lifestyle changes and critical thinking ideas for promoting good health ideas.

McGraw, Phillip C., Ph.D., The Ultimate Weight Solution. New York: The Free Press, 2000.

This book was valuable for information on lifestyle changes to master weight control.

Meeks, Linda. Heit, Philip, and Randy Page. Health and Wellness. Ohio: Meek Heit Publishing Company, 1999.

This book's value lies in its ability to break down important food-labeling information, and relates diet to diseases. It was also useful for lifestyle changes and behavior information.

Meeks-Mitchell, M.S. and Philip Heit, Ed.D., Health: A Wellness Approach. Ohio: Merrill Publishing Co., 1987.

This text book was valuable for its information on dietary goals and exercise information; also general good health promotion.

Pruitt, B. E. Ed.D., CHES, and Kathy Teer Crumpler, M.P.H., and Deborah Prothrow-Stith, M.D., Health: Skills For Wellness. New Jersey: Prentice Hall, 1994.

This text book gave information on the 6 basic nutrients, wellness and exercise tips.

Schlosser, Eric. Fast Food Nation. New York: Houghton Mifflin Co., 2001.

This book was valuable for its information about the beginning of fast foods and convenience.

## **Magazines**

Colino, Stacey. "Stress-Proof Your Diet." *Woman's Day* 25 May 2004: 60-64. This article was great for diet and exercise tips.

Sansone, Leslie. "Shape Up for Spring." *Lifetime* 4 May 2004: 81-84. This article was great for exercise tips and planning.

Sansone, Leslie. "Come Walk with Me." *Woman's Day* 27 May 2003: 56-60. This article was great for exercise planning.

## **Websites**

Adolescent Nutrition.

<http://www.who.int/child-adolescent-health/NUTRITION/adolescent.htm>.

Available April 12, 2004.

This web site was valuable for pointing out the main nutritional issues that most adolescents have. It also lead to the explanation of poverty and malnutrition among developed countries.

Nutrition Information.

<http://www.nutrition.org/nutinfo>. Available April 12, 2004.

This web site was most valuable for nutritional research of different nutrients. It gave adequate information about carbohydrates.

Diabetes Public Health Resource. Available April 12, 2004.

<http://www.cdc.gov/diabetes/statistics/index.htm>. This web site was most valuable for understanding the prevalence of diabetes, care practices, renal disease, duration of diabetes, etc.

Take Time To Care ... About Diabetes.

[www.fda.com](http://www.fda.com). Available April 12, 2004.

This web site was most valuable for its overall general diabetes informational brochure for women, but could also be applied to males as well.

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

### Nutrition Pretest/Post Test

Answer the following pretest questions to the best of your ability.

1 through 6 – Name the six basic nutrients.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7. \_\_\_\_\_ describes your desire to eat based on the pleasure you get from eating certain foods.

- a. hunger                      b. selection                      c. appetite                      d. motivation

8. A \_\_\_\_\_ is a unit measurement for energy.

- a. calorie                      b. carbohydrate                      c. nutrient                      d. process

9. \_\_\_\_\_ is a carbohydrate that cannot be digested, but helps in the digestion process.

- a. calorie                      b. protein                      c. nutrient                      d. fiber

10. \_\_\_\_\_ is a temporary storage place for food once it is eaten.

- a. small intestine                      b. stomach                      c. pancreas                      d. colon

11. Fats are also called \_\_\_\_\_.

- a. glycogens                      b. lipids                      c. fetuses                      d. soy

12. Which is referred to as the “good” cholesterol.

- a. HDL                      b. LDL

13. \_\_\_\_\_ are organic substances that assist in the chemical reactions in the body.

- a. proteins                      b. fats                      c. minerals                      d. vitamins

14. \_\_\_\_\_ is the body’s physical response to the need for food.

- a. desire                      b. appetite                      c. hunger                      d. fatigue

15. \_\_\_\_\_ is studying the way people eat and how it affects their bodies.

- a. physiology                      b. nutrition                      c. psychology                      d. respiration

16. \_\_\_\_\_ is a diet and exercise plan to maintain a desirable weight and body composition.
- a. weight management      b. dietary guidelines      c. body composition diet
17. The \_\_\_\_\_ system protects the body from pathogens and other foreign invaders.
- a. digestive      b. endocrine      c. immune      d. excretory
18. An \_\_\_\_\_ is a overwhelming compulsion to starve, to binge, or binge and purge oneself.
- a. laxative      b. diuretic      c. mental disorder      d. eating disorder
19. The \_\_\_\_\_ is a guide that recommends daily serving amounts of foods from the basic food groups.
- a. health literacy guide      b. food pyramid      c. over-eaters anonymous  
d. dietary guidelines
20. More than 80 percent of \_\_\_\_\_ are obese are obese as adults.
- a. children      b. adolescents      c. teens      d. all of these

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Questions to Evaluate Media Messages  
(p. 19 Meeks/Heit: Health and Wellness Text Book)

Directions

A. Using an ad from a magazine or newspaper, answer the following questions.

B. Staple your ad to this paper.

1. What is the purpose of the message?

2. Who is the target audience for the message?

3. Who will profit if members of the target audience are influenced by the message?

4. Does the message encourage members of the target audience to choose responsible behavior? How? How not?

5. What techniques are used to make the message appealing to the target audience?

6. What information is missing from the message?

Group # \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_  
The Motivation Behind the Eating Discussion Sheet

Put H or A in the space provided to indicate whether the person was motivated by hunger or appetite. Be prepared to explain your findings to the rest of the class.

1.     \_\_\_\_\_ You have not eaten since last night. You eat breakfast.
2.     \_\_\_\_\_ You just ate dinner. Your friends stop by with a pizza to share.  
          You eat the pizza with them.
3.     \_\_\_\_\_ You feel rejected when he/she does not return your phone call.  
          You treat yourself to a large Oreo cookie blizzard from the local Dairy Queen.
4.     \_\_\_\_\_ You are rapidly growing. You eat an extra helping of green beans at dinner.
5.     \_\_\_\_\_ You feel insecure at a party. You nibble on the snacks at the table.
6.     \_\_\_\_\_ You play basketball and burn many calories. You drink Gatorade.
7.     \_\_\_\_\_ You have a lunch break at your job. You eat the lunch you packed this morning.
8.     \_\_\_\_\_ You feel bored. You eat a bag of chips.
9.     \_\_\_\_\_ You have to fast several hours for a blood test. You eat shortly after the test.
10.    \_\_\_\_\_ You are studying for an exam. You eat several bags of chips.

**Library Project - Diabetes within the African-American Community**

1. Log onto your computer as **student327** then **ws327**
2. Click on **Power Library** – type yahoo for search engine type in **Diabetes and African-Americans - search**
3. Browse through articles and **choose one** to report on.
4. Print **one copy** of the article. **Ask teacher before printing.**
5. Read and make a **mess of text** (highlight key points, circle anything you don't understand. Make notes in the margins.)
6. Begin writing a summary of the article **in your own words**.  
**DO NOT PLAGAIARIZE!!!!!!** Use your **Tip Sheet!**

Type your summary using **font 14** and **Times New Roman**. **Double Space** **Save on floppy A drive.** Make sure your paper has the **correct school heading at the top right corner of the paper!** See sample below. Include the **Title**.

**Name, HR#**  
**Health, Period #**  
**Date**  
**Mrs. E. Karpa**

**The summary must be 1-2 pages long.**

7. Have a partner **proof read** your summary before handing it in for credit.  
**Remember to save your final copy!!!**

**Due by:** \_\_\_\_\_

\*Failure to complete this in-class assignment will result in an incomplete of a major project. You will receive 4 grades:

**Project Sheet**  
**Mess of Text**  
**Rough Draft**  
**Final Copy with no mistakes**





Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

### Workout Journal Sheet

Days of week    Type of Exercise    Location    Minutes    Times per Day

Monday	Weights	bedroom	20 minutes	1
	Walking	neighborhood	45 minutes	1
	Shoveled snow	driveway	10 minutes	2

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

## Workout Journal Sheet

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Persuasive Meal Analysis

Based on the items you listed on the reverse side of this paper. Create a meal for the average American. Fill in the information below and write a **persuasive essay** indicating whether this **meal is healthy or unhealthy for the consumer, why it is or is not healthy, and any suggestions to make it healthier.**

Appetizer \_\_\_\_\_

Main Course \_\_\_\_\_  
Meat/poultry                      bread/grain                      vegetable                      dairy

Beverage \_\_\_\_\_

Dessert \_\_\_\_\_

Why is this meal health or unhealthy? **Critical Thinking Essay**. Think in terms of balance, daily nutrients, portion size. (2-3 paragraphs)

## Student-Direct Mini Lesson Prompts

**Group # 1**                      **Names:** \_\_\_\_\_ **(L)**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Prompt: # 1

A **persuasive educational lesson** designed to convince your audience that a high blood sugar level damages blood vessels and leads to the disease known as **diabetes**. Each group member is to teach a part of the lesson. **Page 279** will help you, also [www.diabetes.org](http://www.diabetes.org)

Directions:    **Be sure to follow the prompt!**

1. You may use the **chalk board for diagrams, statistics, poster board, food products, etc.** to accomplish this. Use your creativity.
2. Below is a list of **unit words** associated with this disease to assist you. **You must use them in your presentation.** You may use any form of the word.
3.     You may use **note cards** as a guide when presenting.
4.     Give a **typed 10 question post test** to your audience.  
**True or False or Multiple Choice** only
5.     Be prepared to present your lesson to the class in 2-3 days.

### Unit Words

nutrition	diabetes	urine	food guidelines
esophagus	sugar	oxygen	carbohydrates
stomach	mastication	waste	small intestine
pancreas	circulation	excretion	break down
microscopic	glucose	excess	African Americans
bloodstream	fatigue	thirsty	large intestine
dizzy	irritable		

**Group # 2**                      **Names:** \_\_\_\_\_ **(L)**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prompt: #2**

A **persuasive educational lesson** designed to convince your audience that a high blood sugar level leads to **kidney failure and dialysis**. Each group member is to teach a part of the lesson.

**Page 190** will help you, **also [www.diabetes.org](http://www.diabetes.org)**

Directions:

**Be sure to follow the prompt!**

1. You may use the **chalk board for diagrams, statistics, poster board, food products, etc.** to accomplish this. Use your creativity.
2. Below is a list of **unit words** associated with this disease to assist you. **You must use them in your presentation.** You may use any form of the word.
3. Use **note cards** as a guide when presenting.
4. Give a **typed 10 question post test** to your audience.

**True or False or Multiple Choice only!**

Be prepared to present your lesson to the class in 2-3 days.

**Unit Words**

nutrition	diabetes	urine food	guidelines
esophagus	sugar	oxygen	carbohydrates
stomach	mastication	waste	small intestine
pancreas	circulation	excretion	break down
microscopic	glucose	excess	African Americans
kidneys	flushing	dialysis	moderation
feet	numbness	settles	abrasions
gravity			

**Group # 3**

**Names:**

\_\_\_\_\_ (L)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prompt # 3:**

A **persuasive educational lesson** designed to convince your audience that a high blood sugar level leads to **lower limb amputations**. Each group member is to teach a part of the lesson. Page 279 will help you, also [www.diabetes.org](http://www.diabetes.org)

Directions: **Be sure to follow the prompt!**

1. You may use the **chalk board for diagrams, statistics, poster board, food products, etc.** to accomplish this. Use your creativity.
2. Below is a list of **unit words** associated with this disease to assist you. **You must use them in your presentation.** You may use any form of the word.
3. You may use **note cards** as a guide when presenting.
4. Give a **typed 10 question post test** to your audience. **True or False or Multiple Choice only!**
5. Be prepared to present your lesson to the class in 2-3 days.

**Unit Words**

nutrition	diabetes	excess	food guidelines
esophagus	sugar	oxygen	carbohydrates
stomach	mastication	waste	small intestine
pancreas	circulation	settles	break down
microscopic	glucose	feet	African Americans
moderation	amputation	numbness	abrasions
gravity	infections	ulcers	black

**Group # 4**

**Names:**

\_\_\_\_\_ (L)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prompt # 4:**

A **persuasive educational lesson** designed to convince your audience of the importance of following **dietary guidelines**. **Name them and discuss each of them in detail.** P. 271 will help you, also [www.diabetes.org](http://www.diabetes.org)

Directions: **Be sure to follow the prompt!**

1. You may use the **textbook, chalk board for diagrams, statistics, poster board, food products, etc.** to accomplish this. Use your creativity.
2. Below is a list of **unit words** associated with this assignment to assist you. **You must use them in your presentation.** You may use any form of the word.
3. You may use **note cards** as a guide when presenting.
4. Give a **typed 10 question post test** to your audience. **True or False or Multiple Choice only!**
5. Be prepared to present your lesson to the class in 2-3 days.

**Unit Words**

nutrition	diabetes	excess	food guidelines
exercise	sugar	oxygen	carbohydrate
proteins	fats	vitamins	minerals
moderation	water	servings	nutrients
variety	diet	dehydration	functions
weight	sodium	cholesterol	African Americans
alcohol	heart disease	diabetes	obesity

**Group # 5**

**Names:**

\_\_\_\_\_ (L)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prompt # 5:**

A **persuasive educational lesson** designed to teach your audience the importance/value of drinking water and exercise. Use pp 262/353/355 in the text to help you, also [www.diabetes.org](http://www.diabetes.org)

Directions: **Be sure to follow the prompt!**

1. You may use the **textbook, chalk board for diagrams, statistics, poster board, food products, etc.** to accomplish this. Use your creativity.
2. Below is a list of **unit words** associated with this assignment to assist you. **You must use them in your presentation.** You may use any form of the word.
3. You may use **note cards** as a guide when presenting.
4. Give a **typed 10 question post test** to your audience. **True or False or Multiple Choice only!**
5. Be prepared to present you less to the class in 2-3 days.

**Unit Words**

nutrition	obesity	excess	heart disease
exercise	urine	oxygen	dry mouth
calories	fats	vitamins	headache
moderation	water	servings	nutrients
burn	diet	dehydration	life expectancy
regular	sodium	prevention	African Americans
alcohol	frequent	perspiration	weight control

## Written Grading Rubric

Focus/Purpose/Content/Organization Style/Work/Choice

### Accomplishment of the Task

- 4 Sophisticated arrangement of the content. The main point(s) is made about the specific topic sentences were well constructed. The grammar/spelling/punctuation is all correct.
- 3 Clear arrangement of content/logical order/functional use of a variety of words/correct sentence structure/functional level of grammar/little if any spelling errors
- 2 Inconsistent arrangement of content. The focus may be unclear. There is generic word choice and limited control of sentence structure. The response may only partially fulfill the task.
- 1 There is little evidence of logical focus. The student used minimal word choice and sentence structure and had severely limited content. The response did not fulfill the task.

4 = A Advanced 3 = B Proficient 2 = C Basic 1 = D Below Basic

## Accountable Talk Rubric

This rubric has four levels.

The **fourth level** is equivalent to an “A”. On this level the student has answered questions in a clear and concise manner. They have used unit vocabulary in a sophisticated dialog. They have clearly demonstrated their understanding/knowledge of the film and how it applies to the unit of study. They are also able to link it to previous units of study.

The **third level** is equivalent to a “B”. On this level the student has answered most questions in an acceptable manner. They have used some unit vocabulary in dialog. They clearly demonstrated their understanding of the film and how it relates to the unit of study.

The **second level** is equivalent to a “C”. The student has inconsistently answered questions in discussion. They use minimum unit vocabulary in dialog. They have a minimum of understanding of how the film applies to the unit of study.

The **first level** is equivalent to a “D”. This student infrequently answered questions in discussion. They demonstrated little or no use of unit vocabulary. They showed no real understanding of the unit of study.

4 = A (Advanced)    3 = B (Proficient)    2 = (Basic)    1 = D (Below Basic)

### **Word Bank**

advertisements – public announcement that is usually paid for by the seller

appetite – a desire for food

antioxidants – a substance that slows down the oxidation of oils, fats, etc.

balance – equality in weight, value, and importance

calories – the body burns these for energy

carbohydrates – a sugar or a starch

consume – to use up, to eat or drink

dehydration – the removal of water, to become dry

desirable weight – ideal weight

diabetes – a disease in which the body does not make enough insulin

dietary – daily food allowance

digestion – to break down foods into usable energy

guidelines – a standard or principle that one follows

hunger – a need for food

ingredients – a component, part of anything

malnutrition – poor nourishment caused by not getting enough nutrients

management - controlling

metabolism – process in which food is broken down and energy is released

minerals – an inorganic substance as iron or salt

moderation – within limits, to a moderate degree, without excess

nutrients – the body needs these for energy and repair

nutrition – the study of what people eat and eating habits

obesity – being over weight

proteins – building blocks for cells, help build and repair tissue

stress medication – behaviors or things people use to de-stress

stressors – factors that cause people to worry

vitamins – help chemical reactions in the body

weight – how much a person weighs

weight training – use of weights to build muscle