







Volume 20 / Middle School



Introduction

Show the PDF document explaining the Dietary Guidelines from the USDA website at health.gov/dietaryguidelines/

Objectives

Students will...

- · Understand and demonstrate their ability to determine the caloric intake for various age and activity levels
- · Learn how much of each food group should be consumed for that calorie level

Career Clusters (Pathways)

- · Education and Training
- · Agriculture, Food, and Natural Resources
- · Human Services

Materials

- · Computer with projector and internet access for teacher to show parts of USDA Dietary Guidelines PDF. (health.gov/dietaryguidelines/2015/guidelines)
- Nasco MyPlate Guidelines TearPadTM
- (WA29736) Nasco Dietary Guidelines TearPadTM
- (WA29125) Optional materials:
 - » Nasco My Daily Intake Wheel (WA27504)
 - » Portion Size MyPlate Bingo (WA24987)
 - » Smart Nutrition DVD (SB47218)
 - » The Label Says Game (WA26863)

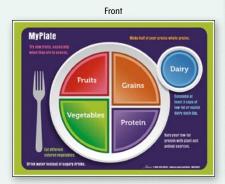


Day 1

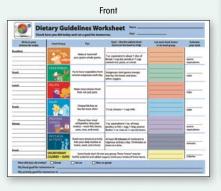
The first class period is for viewing slides and discussing portions and daily intakes. Hand out sheets from the Nasco MyPlate Guidelines TearPad™ (WA29736) and Nasco Dietary Guidelines TearPad™ (WA29125). Have each student find their age and activity level and determine how many calories a day are recommended for them. Have the students go further and see how many cups of fruits and vegetables that includes. How much milk or dairy products? How many slices of bread or bowls of cereal?

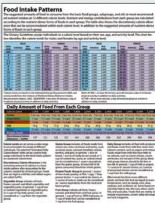
Have the students record what they ate so far today on the guidelines sheet and then put it into the food groups on the right side of the sheet. Students should then evaluate their personal food intake. Are they half way through what they should have today, or are they lacking in a food group? Did they eat things that are not in any food group? List what they were. Are they empty calories — just fat and carbs without many nutrients?











Ask questions to generate a discussion. How can they improve what they ate? What changes could be made? What would need to be changed if they were 5 years older, or playing tennis, or if they were 65 years old? Discuss what factors influence what people eat — income, peers, culture, religion, time of year, part of country, school lunch, etc. Talk about appropriate portions. Compare ½ cup of rice with 1 cup of rice or pasta. Explain that an ounce of bread is one grain serving and equivalent to approximately one slice.

Day 2

The second class period reinforces daily calories and menu planning and talks about what causes a change in the daily calorie intake — more activity, less activity, age, or a desired outcome. For example, if you want to lose weight, you might cut your daily intake slightly and increase your activity level.

Reflection would include what each of the students wants to look and feel like in 3, 10, or 30 years. What investments can they make now to ensure that they are healthy and feel like they want to then?

Enhancement:

- Set up a role play situation where one student is a nutrition advisor or caregiver, and another is a:
 - · Picky 3-year-old
 - Grandparent with a sweet tooth
 - 40-year-old man that sits at desk all day with no activity and likes to eat too much
 - · 17-year-old football player
 - · 12-year-old diabetic

The students can counsel the others into having a healthier lifestyle.

- Students could keep a food inventory for a couple of days to see how many calories they actually consume, whether it fits the model for MyPlate, and decide if they need to work toward improving their food intake.
- Students could interview someone else, make a list of what that person ate in the last 24 hours, see if their calories and exercise level are where they should be, and report back to the class with their findings.



Name: _

DISEASE MIND MAP

Volume 20

Causes Symptoms/Characteristics 1. 2. 2. 3. 3. 4. 4. 5. 5. Lifestyle Changes Who Gets It? 1. 1. 2. 2. 3. 3. 4. 4. (Disease) 5. 5. Dietary Changes 1. Possible Complications 2. 2. 1. 3. 3. 2. 4. 4. 3. 5. 5. 4. 5.