



Nutrition Unit

Because students identify individual daily amounts from each food group for energy balance in the Fitness Unit, the Nutrition Unit focuses on helping students discover foods full of essential nutrients in the correct serving sizes by reading nutrition facts. It exposes misleading snack packs and clarifies the difference between a portion and a serving. Students uncover the difference between whole grains and refined grains and recognize nutrients lost when foods are refined or processed. In the end, students communicate the concept of energy balance meaning the intake of quality foods in the right quantity equals physical activity output. (Objectives may overlap among lessons to reinforce content and skills.)

ACTIVITY	DESCRIPTION	OBJECTIVES
<u>Gregory, The Terrible Eater</u>	In this children's book, the main character, Gregory, has two problems. Students identify the problems and solutions and relate them to their own lives.	<ul style="list-style-type: none"> Each student will analyze the impact of healthy eating on both physical and academic performance. Each student will describe physical activity and healthy eating as ways to reduce risks for non-communicable disease (like heart disease).
Portion Distortion	Students estimate where the water line for one cup of water will fall in a pitcher, bowl and cup. Students are often over or under their estimate and rarely exact. This proves our eyes need more practice estimating serving sizes.	<ul style="list-style-type: none"> Each student will estimate serving sizes of food. Each student will interpret, compare and contrast food labels for nutrition information. Each student will point out the impact of daily health and fitness habits.
Eyeball Estimates	Students read nutrition facts information for serving sizes and servings per container. Then, they match game pieces to serving size equivalents for specific foods.	<ul style="list-style-type: none"> Each student will analyze how nutrients support a healthy body. Each student will analyze the impact of healthy eating on both physical and academic performance. Each student will describe ways to reduce non-communicable diseases like heart disease.
Food=Fuel	All foods are not created equal. Some have more essential nutrients than others. Whole and refined grains are an example. A trade-book titled: <i>The Three Layers of Life</i> takes students through the three layers of a whole grain kernel and outlines the nutritional values of whole vs. refined grains.	<ul style="list-style-type: none"> Each student will analyze how nutrients support a healthy body. Each student will compare and contrast food labels for nutrition information. Each student will describe ways to reduce risks of non-communicable disease.