



Nutrition: A Healthy Diet

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Subject

Health-Nutrition

Grade(s)

3-5

Objective

Students will be able to identify the five food groups and six nutrients that make up a healthy diet.

Standards

- National Health Standards 1,3,6,7
 - Students will comprehend concepts related to health promotion and disease prevention.
 - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
 - Students will demonstrate the ability to advocate for personal, family, and community health.
- ISTE NETS for Students 1,2,3,6

Materials

This lesson will require the PowerPoint presentation and either MS PowerPoint or MS PowerPoint Viewer be loaded on any computers used. The instructor could choose to do this as a teacher led exercise in which case a computer with a sound card, a projector with speakers, and a screen would be required. An option might be the use of student response systems if available. If the SRS is used, the software will need to be installed on the instructor's computer and along with the other equipment, the receiver set up before class begins) If the exercise is done as a self-directed student exercise, either a computer lab or laptop cart lab would be needed along with headphones, so that each student had a computer. In both cases, a key concept identification worksheet would accompany the lesson.

Procedures/Variations

Instructor led

1. This lesson should take approximately 35-45 minutes, depending on amount of discussion. Students were briefly introduced to the five food groups in the previous day's lesson.
2. The lesson is somewhat exploratory in nature, given that students are guided to the correct answer as they exhaust the choices.
3. The instructor will give the students a worksheet to complete during the presentation.
4. (Optional) Students are given the 'clickers' if a student response system is used.
5. The instructor will project the PowerPoint presentation on the screen and serve as the facilitator of the discussion. (Note: for this type of use, the instructor may want to re-enable the use of next/prev screen keys. Go to SlideShow > Setup Show, select 'presented by speaker' instead of 'kiosk')
6. If SRS systems are used, the instructor will pause at each decision screen and give all students the opportunity to
7. Students will identify and become familiar with the five food groups.
8. Instructor will introduce students to the new food pyramid and lead the discussion in examining the new pyramid.
9. Students will look at the six nutrients, define what a nutrient is, identify characteristics and examples of each. Memory Aid: People can find very many ways = proteins, carbohydrates, fats, vitamins, minerals, water.
10. Students will further differentiate between the two types of carbohydrates and two types of fats and which type is better for you in each case.
11. Time permitting, after all students have completed the presentation and their worksheet, their answers on the worksheet should be reviewed as part of the class discussion.

Self-directed student lesson (each student is at a computer)

1. This lesson should take approximately 20-30 minutes. Students were briefly introduced to the five food groups in the previous day's lesson.
2. The lesson is somewhat exploratory in nature, given that students are guided to the correct answer as they exhaust the choices.
3. The instructor will give the students a worksheet to complete as they work through the presentation.
4. Students will be directed to a computer and turn the computers on.
5. The instructor will guide the students in finding and starting the PowerPoint presentation.
6. Students will identify and become familiar with the five food groups.
7. Students will be introduced to the new food pyramid.
8. Students will look at the six nutrients, define what a nutrient is, identify characteristics and examples of each. Memory Aid: People can find very many ways = proteins, carbohydrates, fats, vitamins, minerals, water.
9. Students will further differentiate between the two types of carbohydrates and two types of fats and which type is better for you in each case.
10. Time permitting, after all students have completed the presentation and their worksheet, their answers on the worksheet should be reviewed as part of the class discussion.