

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Interdisciplinary	Cognitive Skill Level - Application/Evaluation	Correlation to Framework - 01.07/03.02/03.05/05.01	Lesson #10
<p>Activity Title - Food Pyramid</p> <p>Goal/Objective</p> <p>To become aware of good nutritional practices.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Discuss the saying “Healthy bodies make healthy minds.” In this lesson, students will use interdisciplinary skills to evaluate whether or not nutrition is important.</p> <p>Activity</p> <p>Display “The Food Guide Pyramid” from the USDA. Have students identify the different categories that are located on the food pyramid, as well as types of foods that are in each category. Provide students with different food labels from common products. Have the students compare the nutritional facts on the food label to the pyramid guide. Students should compare and contrast the label to the pyramid and write a short evaluation on the nutritional value of the product. Expand the lesson by having students calculate how many items would need to be consumed in order to meet the daily minimum allowance of a specific vitamin, mineral, etc.</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by having students develop a nutritional menu for the week. Make sure that they include all of the different items on the food pyramid, as well as the required allotments of vitamins and minerals. When they have finished the menu, have them discuss the positives and negatives of good nutrition. Include in the discussion how students feel if they have not eaten for a specific time period. They should answer the questions “Does a healthy body make a healthy mind?”</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • The Food Guide Pyramid - http://www.mypyramid.gov/ • Pyramid Poster - http://www.mypyramid.gov/downloads/MiniPoster.pdf • Food labels • Paper and pencils • Calculators • Chart paper/board and markers 	
<p>Real-Life Connection</p> <p>Have students bring in labels from their favorite food. Students should compare the nutritional value of the food item to the daily minimum requirements for each of the ingredients on the food. Have students assess whether their favorite food is “good for them” or just “tastes good”.</p>		<p>Extension Activity</p> <p>Have students write an essay about the effects of an inadequate diet. They may wish to use the Internet to search for information. Write the different effects of an inadequate diet on the board. Discuss how each of these items could be negated.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with a graphic display of the food pyramid and specific daily requirements</p> <p>Place students with a peer tutor to assist in reading or writing skills.</p>	

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Activity Title - Food Pyramid

Introduction

Write the following phrase on the board: "Healthy bodies make healthy minds."

Ask: What does this phrase mean? Do you believe that it is a true statement? Think about a time when you had not eaten for a while, how did you feel? What did you do? Did it make a difference? Why?

Main Activity

Say: There are many reasons why we feel better when we eat a well-balanced diet. Display "The Food Guide Pyramid" from the USDA.

Ask: What are the different categories located on the food pyramid? What types of foods are in each category?

Say: I am giving each of you some sample food labels. These are things that many of us enjoy eating and have in our kitchens at home. Using the information from the food pyramid guide, evaluate the nutritional value of the item. Write a short paragraph regarding your assessment of the item. When you have finished, you will share your evaluation with the class.

Say: Now that we have assessed the basic nutritional value, let's look at how many of these things we would have to consume in order to meet the daily minimum allowance of a specific vitamin, mineral, etc. You may wish to use a calculator to figure the amounts.

When the students have finished, have them share with the class how many of the items they would need to eat in order to get the minimum daily allowance of the specific vitamins, minerals, etc. An example would be: How many of these candy bars would you have to eat in order to meet the minimum daily allowance of Vitamin C?

Debriefing/Evaluation Activity

Say: Now that you know more about good nutrition, let's apply your knowledge. Develop a nutritional menu for the week. Make sure that you include all of the different items on the food pyramid, as well as the required allotments of vitamins and minerals.

When the students have finished their menu, have them discuss the positives and negatives of good nutrition.

Ask: "Does a healthy body make a healthy mind?" Write down the students' ideas on the board.

Follow-up Lessons/Activities

Have students write an essay about the effects of an inadequate diet. They may write from a personal viewpoint or research the issues of malnutrition/malnutrition.