



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

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Title: Was Wimpy's Diet so Bad?		
Content Area: Health Science	Grade: 8	Duration: 2 Days
Career Technical Industry Sector:		Agriculture and Natural Resources
	X	Hospitality, Tourism, and Recreation
Standards and Benchmarks:	<p>California Health Science Standards – Grade 7 & 8</p> <p>Nutrition and Physical Activity</p> <ul style="list-style-type: none"> • Standard 1: Essential Concepts <ul style="list-style-type: none"> 1.2 N - Identify nutrients and their relationships to health. 1.6 N - Analyze the caloric and nutritional value of foods and beverages. <p>Hospitality, Tourism, and Recreation Industry Sector</p> <p>A. Food Science, Dietetics, and Nutrition Pathway</p> <p>A5.0 Students understand the correlation of food and fitness to wellness:</p> <p>A5.1 – Know how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness.</p> <p>A5.3 – Analyze popular diets for recommendations that are consistent with or contrary to approved dietary guidelines.</p> <p>SCANS Occupational Competencies</p> <p>Information: Acquires and uses information</p> <p>C5 – Acquires and evaluates information.</p> <p>C6 – Organizes and maintains information.</p> <p>C8 – Uses computers to process information.</p> <p>SCANS Foundation Skills</p> <p>Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.</p> <p>F1 – Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</p>	



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Objectives:	<p>Students will demonstrate their knowledge of the Food Pyramid by designing a poster to summarize information. Required information will include, the basic food groups, daily recommended number and size of servings, contained nutrients, and how used by the body.</p>
Resources and Materials:	<p>Popeye Cartoon – What No Spinach www.youtube.com/watch?v=zptap370c8E</p> <p>Carl’s commercial – www.youtube.com/watch?v=xfF_2FjsFDE</p> <p>Dietary Guidelines for Americans 2005</p> <p>www.cnpp.usda.gov/Publications/DietaryGuidelines/2005/2005DGPolicyDocument.pdf</p> <p>Food Pyramid poster</p> <p>http://www.mypyramid.gov/downlads/MiniPoster.pdf</p>
Differentiation:	<p>Lower level students:</p> <p>Students are allowed to work with a partner or teacher aide.</p>
Preparing Students for the Lesson: <ul style="list-style-type: none"> • Transitions • Expected Behaviors 	<p>Transitions:</p> <p>Prior lessons would have addressed healthy body functions.</p> <p>Students will move to computer lab and, once reading/research is done, be free to move about room to gather art supplies and complete poster.</p> <p>Expected Behaviors:</p> <p>Prior to this lesson, students would have been introduced to the computer lab and all usage procedures, including appropriate use of the internet. Student will remain on task and refrain from ‘surfing’ to inappropriate sites. Student is to complete research and poster. All work will be due at beginning of period on the third day.</p>
Teaching the Lesson (Lesson Sequence/ Activities): <ul style="list-style-type: none"> • Motivation/ Anticipatory Set 	<p>Motivation/Anticipatory Set:</p> <p>Does a hamburger constitute a good diet?</p> <p>Introduce Popeye Cartoon – <i>What, No Spinach</i> and <i>Carl’s</i> commercial.</p> <p>Both feature Wimpy’s love of hamburgers.</p> <p>Pre-Assessment/Activating Background Knowledge:</p> <p>Open discussion topic of diet as related to Wimpy. What composes that hamburger? Is it an adequate diet? What parts of his diet are good? What is lacking? Have students brainstorm about the merits of a hamburger and come up with ideas about how to improve Wimpy’s diet. Teacher would be leading discussion toward food selection concepts of variety, nutrient content, and caloric values.</p>



<ul style="list-style-type: none">• Pre-Assessment/ActivatingBackgroundKnowledge • Teacher Input, Modeling, & Checking for Understanding • Guided Practice • Independent Practice	<p>Teacher Input, Modeling, and Checking for Understanding:</p> <p>Introduce topic of Food Pyramid. Put Food Pyramid on screen (see materials list). Discuss the different food groups and the relative ratios of foods that should be eaten for a healthy diet. Lead discussion to identify the food groups; grains, vegetables, fruits, milk, and meat and beans. Have students speculate as to what group is represented by the yellow band (oils). Ask why it is so small in comparison to the other food groups.</p> <p>Guided Practice:</p> <p>Group discussion – analyze Wimpy’s hamburger. Does it contain the food groups represented by the Pyramid? What nutrients are included in each of the food groups? Lead the students toward discovery of the daily recommended amount of each food group for the average person. Continue discussion with the idea that this would not be suitable for all people and speculate as to who might need a different diet. i.e.: children, older adults, athletes, etc. Also, speculate as to how these needs might change.</p> <p>Independent Practice:</p> <p>Students will go into the computer lab and log on to the following websites: www.cnpp.usda.gov/Publications/DietaryGuidelines/2005/2005DGPpolicyDocument.pdf and http://www.mypyramid.gov</p> <p>Using the information provided, students are to:</p> <p>Design a poster representing the food pyramid, including details about each of the food groups. The poster is to include:</p> <ul style="list-style-type: none">• Artful creativity• Colorful illustrations• Bullet point information about pyramid, including the basic food groups, daily recommended number and size of servings, contained nutrients, and how used by the body.• Serving size and recommended amounts of each food group <p>Closure:</p> <p>Have students meet in small groups (3-4 students) to share their posters and compare information. Teacher to move from group to group to check for understanding.</p>
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<ul style="list-style-type: none">• Closure	
Assessment:	<p>Informal Assessment: During the discussion, teacher will observe student responses to determine level of understanding.</p> <p>Formal Assessment: The student's poster will be graded to evaluate student understanding of the Food Pyramid and the individual food groups.</p> <p>(see rubric)</p>
Notes & Reflections:	

Externship Sites:	Marshall Hospital		
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