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| **EL Civics: Nutrition (Obj 46) • Int Low Task 2: Analyze Eating Habits** |
| **Language & Literacy Objectives:**   1. Identify a healthy diet as recommended by USDA. 2. Identify the relationship between nutrition and good health. |
| **INTRODUCTION** |
| In this lesson, students will learn about the USDA “MyPlate” program, the food groups represented, and what is considered a healthy American diet. Students will also learn vocabulary for common American foods. |
| **ASSESSMENT TASK** |
| Given a short case study, students will list 5 unhealthy eating habits/food choices of the person in the case study. They will also recommend changes the person can make to improve his diet and health. 20 points possible. |
| **SUGGESTED ACTIVITIES** |
| Introduce the USDA food recommendations (“MyPlate”)   * Use videos and/or PowerPoint presentations to highlight main ideas * Emphasize different needs for ages, genders   Organize a food drive for charity  Students keep a nutrition journal and analyze own eating habits and food choices  Invite a nurse or nutritionist to visit your class as a guest speaker  Watch & discuss clips from the DVD “Super Size Me”– educationally-enhanced version available, including interactive teaching materials *(available in ESL Resource Office)* |

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| **HANDOUTS PROVIDED** |
| Information for Teachers: New USDA “MyPlate” icon and Dietary Guidelines  (READ BEFORE INTRODUCING MYPLATE TO STUDENTS)  Handout 1: Related Vocabulary  Handout 2: Discussion Questions  Handout 3: New USDA “MyPlate”  Handout 4: Super Tracker My Plan (Internet Activity)  Handout 5: What Counts as One Serving? (Internet Activity)  Handout 6: Case Studies: Healthy or Unhealthy Diets w/Worksheet  Handout 7: Practice: Eating Habits  Handout 8: Food for One Day: A Nutrition Journal |
| **COMPUTER LAB IDEAS** |
| * Create a personalized eating plan at <https://www.supertracker.usda.gov/> * Look up nutritional information on restaurant websites and/or Calorie King ([www.calorieking.com](http://www.calorieking.com/)). * Research healthy food choices based on USDA recommendations. Create a presentation & share information with class. Compare US diet to other cultures? * Conduct online searches for healthy recipes. Compare different recipes of same dish and determine healthiest choice. Explain why. * Create a presentation about the USDA food groups and present to class. Note the different recommendations for different genders, age groups, etc. |

**INFORMATION FOR TEACHERS:   
USDA “MY PLATE” & DIETARY GUIDELINES**

*adapted from choosemyplate.gov*

My Plate fruits, vegetables, grains, protein, dairy

**MyPlate Icon**

* MyPlate is part of a larger communications initiative based on *Dietary Guidelines for Americans* to help consumers make better food choices.
* MyPlate is designed to *remind* Americans to eat healthfully; it is not intended to change consumer behavior alone.
* MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting.

**ChooseMyPlate.gov**

The website features practical information and tips to help Americans build healthier diets. It features selected messages to help consumer focus on key behaviors. Selected messages include:

o Enjoy your food but eat less.

o Avoid oversized portions.

o Make half your plate fruits and vegetables.

o Switch to fat-free or low-fat (1%) milk.

o Make at least half your grains whole grains.

o Compare sodium in foods like soup, bread, and frozen meals—  
and choose foods with lower numbers.

o Drink water instead of sugary drinks.

Choose**MyPlate**.gov includes much of the consumer and professional information formerly found on MyPyramid.gov.

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Task 2 – Handout #1

**Related Vocabulary**

*adapted from* [*www.dictionary.com*](http://www.dictionary.com)

**analyze**: to study or examine

**balanced**: a balanced diet has each food group represented in a healthy amount.

**diet**: foods eaten by a particular person or group.

**eating habit**: pattern of behavior.

**food choice**: option or preference.

**food group**: a group of foods that have similar nutritional properties, such as grains, dairy, protein, fruit & vegetables.

**food journal**: written record of the foods you eat each day

**“MyPlate:”** diagram of a plate of food, used to show amounts of each food group recommended for a healthy, balanced diet. Introduced in 2010.

**recommendation**: suggestion about what to do.

**USDA**: United States Department of Agriculture.

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**Discussion Questions**

1. Describe the typical diet in your native country. Do you eat those foods here in the United States?
2. How did your diet change when you moved to the U.S.?

1. Compare the typical diet in your culture to the typical U.S. diet. What is the same? What is different?
2. What is a balanced diet? Give an example.
3. What fast foods do you eat? Do you think fast foods are junk foods?
4. What is a vegetarian? Is it healthy to be a vegetarian?

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Task 2 – Handout #3

Description: my plate, fruits, vegetables, grains, protein, dairy
http://www.choosemyplate.gov/images/MyPlateImages/JPG/myplate_green.jpg
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Task 2 – Handout #4

**Super Tracker “My Plan”: Internet Activity**



* Go to: [**https://www.supertracker.usda.gov/myplan.aspx**](https://www.supertracker.usda.gov/myplan.aspx)
* Select **“Create Profile”**
* Fill in your information.
* Write your username & password here:  
  username: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ password: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Click on the **Submit** button. **Print your results**.

**Directions:** Read your plan information. Answer these questions:

1. How many **TOTAL CALORIES** should you have each day? \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. How many servings of **GRAINS** should you eat every day? \_\_\_\_\_\_\_\_\_\_\_.
3. How many servings of **VEGETABLES** should you eat? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. How many servings of **FRUITS** should you eat? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. How many servings of **DAIRY** should you have? \_\_\_\_\_\_\_\_\_\_\_\_.
6. How many servings of **PROTEIN FOODS** should you eat? \_\_\_\_\_\_\_\_\_\_\_\_\_.

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**What Counts as One Serving? (Internet Activity)**



* Go to: [**https://www.supertracker.usda.gov/myplan.aspx**](https://www.supertracker.usda.gov/myplan.aspx)
  + - 1. Look for “Grains” and “What Counts as …”  
           
         What is one serving of **GRAINS**? *Example: 1 slice of bread*
      2. Look for “Vegetables” and “What Counts as …”  
           
         What is one serving of **VEGETABLES**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Look for “Fruits” and “What Counts as …”  
           
         What is one serving of **FRUITS**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. Look for “Dairy” and “What Counts as …”  
           
         What is one serving of **MILK**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. Look for “Protein Foods” and “What Counts as …”  
           
         What is one serving of **PROTEIN**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      6. Which one is a good, healthy lunch?  *(circle)*

1. McDonald’s hamburger, fries, a Coke, and a bag of candy.
2. Tuna sandwich with lettuce and tomato, a glass of milk, and an orange.
3. 4 donuts and a beer.
4. 1 egg, 1 piece of chicken, 10 nuts, a large steak & a glass of tomato juice.
5. 1 carrot, 1 egg, and a glass of milk.

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Task 2 – Handout #6

**Case Studies: Healthy and Unhealthy Diets**

Directions: Read the case studies below; then, answer the questions on page 17.

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| **Case Study 1:**  Linda Carter is 16 years old. She wakes up late and doesn’t eat breakfast. She eats a donut on her way to school. At her school break, she has a soda and chips. She eats a hot dog or hamburger and French fries for lunch in the school cafeteria. For dessert, she has cookies. On her way home from school, she and her friends get an ice cream cone or a candy bar. For dinner, Linda’s mother serves spaghetti with meat sauce and garlic bread. She eats two servings. Linda needs to improve her diet! Give some examples of healthy food choices she can make for better nutrition. |
| **Case Study 2:**  Mrs. Lee is a homemaker. She doesn’t work outside her home, but she is very busy all day. After her husband and children leave in the morning, she drinks coffee and eats a slice of leftover pizza. At noon, she has to pick up her youngest child from pre-school. They eat cheeseburgers, fries and sodas at a fast-food restaurant. At 2:30, Mrs. Lee picks up her other children from school and drives them to soccer practice. She eats M&M’s for a snack. After soccer, the family picks up fried chicken and fries for dinner. They also eat cake for dessert. What are some healthier choices Mrs. Lee can make to improve her nutrition? |

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**Case Studies: Healthy and Unhealthy Diets - Worksheet**

**Directions**: Choose one of the case studies on page 17 and answer the following questions:

Number of case study: \_\_\_\_\_\_\_\_\_

List 5 unhealthy choices made by the person in the case study:



List 5 recommendations to improve this person’s diet and health:



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**Practice: Eating Habits**

**Directions**:Read the paragraph below. Write 5 unhealthy choices made by Mr. Smith, and 5 healthier choices he can make.

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*Mr. Smith is 29 years old. He usually skips breakfast. Every morning, he drinks coffee at work. At lunch, he eats a hot dog and French fries. For dessert, he has a cookie. He drinks soda around 3:00 p.m. each day. Mr. Smith keeps a bag of potato chips in his desk for a snack. Since he works late, he picks up fast food on his way home (usually a hamburger or pepperoni pizza). Mr. Smith needs your advice. There are food groups missing from his diet. Please write healthier choices he can make.*



****

EXAMPLE: unhealthy food choice: Mr. Smith eats potato chips for a snack.  
healthier choice: He should eat fruit for a snack.

➀ unhealthy food choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
healthier choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

➁ unhealthy food choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
healthier choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

➂ unhealthy food choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
healthier choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

➃ unhealthy food choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
healthier choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

➄ unhealthy food choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
healthier choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
*This page intentionally blank.*Task 2 – Handout #7 (Key)

**Practice: Eating Habits (Answer Key)**

**Directions**:Read the paragraph below. Write 5 unhealthy choices made by Mr. Smith, and 5 healthier choices he can make.

****

*Mr. Smith is 29 years old. He usually skips breakfast. Every morning, he drinks coffee at work. At lunch, he eats a hot dog and French fries. For dessert, he has a cookie. He drinks soda around 3:00 p.m. each day. Mr. Smith keeps a bag of potato chips in his desk for a snack. Since he works late, he picks up fast food on his way home (usually a hamburger or pepperoni pizza). Mr. Smith needs your advice. There are food groups missing from his diet. Please write healthier choices he can make.*

****

*EXAMPLE:*

*unhealthy food choice: Mr. Smith eats potato chips for a snack.  
healthier choice: He should eat fruit for a snack.   
  
  
POSSIBLE ANSWERS – MAY VARY:*

➀ unhealthy food choice: Mr. Smith skips breakfast.  
healthier choice: Mr. Smith should eat a healthy breakfast every day.

➁ unhealthy food choice: He eats a hot dog and French fries for lunch.  
healthier choice: He should eat a tuna sandwich on whole-wheat and salad for lunch.

➂ unhealthy food choice: He drinks soda every afternoon.  
healthier choice: He should drink water instead.

➃ unhealthy food choice: He eats fast food for dinner.  
healthier choice: He should prepare healthy meals ahead of time, so they are waiting when he gets home.

➄ unhealthy food choice: He drinks coffee every day.  
healthier choice: He should drink water instead of coffee.

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**Food for One Day: Food Journal**

**Directions:** Write down what you usually eat for one day. Think about the servings. For example: *1 cup milk; 1 orange; 1 ounce cereal.*

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**Food for One Day (continued)**



**Directions:** Now plan a healthy menu for yourself for another day.

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| **BREAKFAST** |  |
| **SNACK** |  |
| **LUNCH** |  |
| **SNACK** |  |
| **DINNER** |  |