

IT'S IN THE BAG!

Volume 1 / Middle School

NASAFACS 9

9.3.2 Analyze nutritional data.



Objectives

Students will...

- Critique nutritional data of meals
- Provide reasoning for substitutions

Materials

- Nasco Double Food Card Set — WA24925
- Paper Lunch Bags
- Loose leaf paper





Set Up

Use paper lunch bags and the Nasco food cards to prepare a “meal” for each student in the class.

Introduction (15-20 minutes)

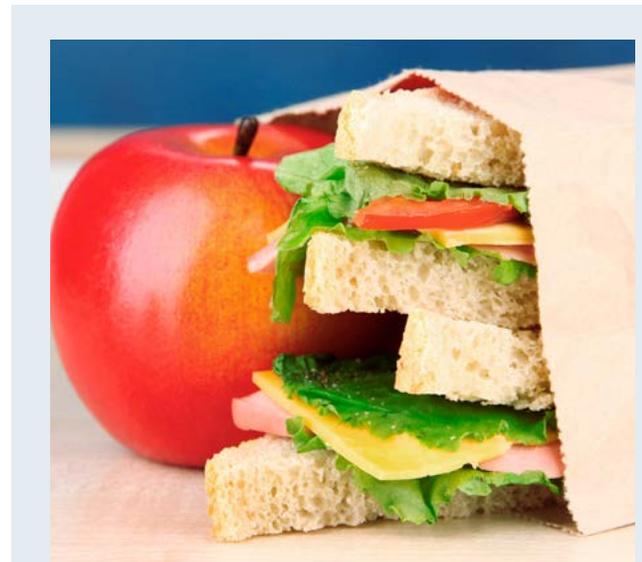
Ask each student to try and remember all the foods they ate in the last 24-hour period and record those foods on a piece of notebook paper. Have students mark each food on the list with either a “C” (meaning they chose the food themselves) or an “NC” (meaning they had no choice in the food they were served). Next, have each student re-read their list, and the labels assigned to each, to make a generalization regarding which group of food items (“C” or “NC”) were healthier. Ask each student to provide a statement to justify their response. Allow students to volunteer to share their statements aloud.

Activity (15-20 minutes)

Distribute a prepared bag with Nasco food cards inside simulating a “meal” to each student in the classroom. Let students know that this meal would be an example of one in which they had no choice in being served. Have each student use the nutrition label on the backside of each Nasco food card to determine the total calories, fat, cholesterol, sodium, dietary fiber, sugars, and protein in their “no choice” meal. Once students have determined the nutrient value of the meal they were issued, they should return their Nasco food cards to a central area. Combine the returned Nasco food cards with any remaining Nasco food cards and allow students to gather new cards to create a meal of their choice. Students should create a meal that would be more nutritious than the “no choice” meal they were originally given. After locating items for the meal, have each student return to their seat and use the nutritional label on the backside of each Nasco food card to determine the total calories, fat, cholesterol, sodium, dietary fiber, sugars and protein in their “choice” meal. Next, have students record the food items selected and the nutrient information on the outside of the paper bag.

Conclusion (5-10 minutes)

To conclude, have each student write a justification as to why their “choice” meal is healthier than the “no choice” meal they were assigned. Instruct students to place the written justification inside the paper bag. Following the class session, provide feedback to each student’s justification and return the bags the next day.



NUTRITION EXPERTS

Volume 1 / High School

NASAFACS 9

9.4.5 Design instruction on nutrition to promote wellness and disease prevention.



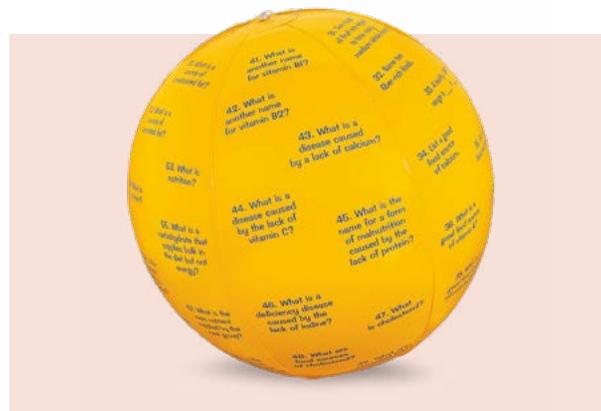
Objectives

Students will...

- Utilize reliable resources to create a poster for educating others on nutritional concepts

Materials

- Whiteboard — Z46509
- Several examples of unreliable sources of information
- Nasco Nutrition Facts Toss-Up Ball — WA22011
- Resource materials (Internet, periodicals, textbooks, resource books, etc.)
- Nasco Thrifty Buy Poster Board — 9702906
- Elmer's® Poster Tack, 2 oz. pkg. — 9723461
- Nasco Country School™ Fine Tip Markers, Classroom Pack of 200 — 9727941
- Nasco Country School™ Broad Tip Markers, Classroom Pack of 200 — 9728088
- Fiskars® 8" Graduate Scissors — 9729185
- Elmer's® Washable School Glue, 4 oz. — 1100269



Introduction (10-20 minutes)

On the board, draw a T-chart and ask students to describe characteristics of reliable and unreliable sources of information. As students volunteer ideas, record them on the board. Encourage students to include characteristics of a variety of sources, such as television, Internet, advertisements, radio, magazines, newspapers, etc. Once many characteristics have been shared, present students with a variety of reliable and unreliable sources of information and have them work in pairs to categorize the examples. After the categorization has occurred, revisit the T-chart to determine if any new information has emerged that should be added or altered from the original lists.

Activity (20-30 minutes)

Invite students to become Nutrition Experts by using reliable resources to educate others on nutrition concepts. Pass the Nasco Nutrition Facts Toss-Up Ball around the room and have each student select a specific nutrition question from those listed. Encourage students not to duplicate the concepts selected by others or have students randomly select a number (1-60 with no duplicates) and then pass the ball to read the question number they selected. After each student has selected a specific concept, allow students to access reliable resources in order to investigate their concept thoroughly and gather other supporting details surrounding their concept. Remind students to continually evaluate the resources they are utilizing for reliability, according to the T-chart developed earlier in the period. Each student should gather enough information to develop a poster for educating others about the nutritional concept they selected. Students should plan to display the posters in a common area within the school. Reliability of information, organization, eye appeal, creativity, and ease of understanding should be considered when developing the posters. Students should provide references of the reliable resources utilized on the backside of the poster.

Example:

Nasco Nutrition Facts Toss-Up Ball Question #31:

- How many servings of the fruit group should an individual have in one day?

Possible Information to Include on Educational Poster:

- Appropriate number of servings for children, youth, adults, elderly
- Types of food included in the fruit group
- Variations of fruit that could be included (juice, dried, sauce, etc.)
- Serving sizes of fruit and fruit variations
- Pictures of a variety of fruits
- Nutrient value of fruits (example: vitamins and their functions)
- A healthy fruit recipe (smoothie, frozen pops, etc.)

Conclusion (5-10 minutes)

Have each student briefly share their poster with the class. Display the posters in a common area of the school such as the cafeteria, library, or entryway. The class could also develop a short quiz for other students based on the information on the posters.

