

Taba Lesson Plan






Course: Foods for Life
Lesson: Dietary Guidelines

Unit: Nutrition
Practical Problem: How do I choose actions for a healthy diet and lifestyle?

Objectives:

- 1) Plan strategies for choosing foods that promote wellness throughout the life span (Cognitive / Synthesis)
- 2) Develop strategies for selecting nutritious foods (Cognitive / Application)
- 3) Label the correct categories for dietary guidelines and common actions / strategies to use the guidelines in every day situations throughout the lifespan (Cognitive / Knowledge)
- 4) Separate the guidelines into appropriate categories (Psychomotor / Analysis)
- 5) Identify number of servings and size of serving in each guideline related to food intake (Cognitive / Analysis)

Materials:

-  Manila envelope with information strips (see attached information sheet)
-  Construction paper for chart formation
-  Copies of the new 2005 Dietary Guidelines
-  Writing board or overhead transparency
-  Real food products (as many as possible)

Introduction or Approach (5 min.):

The USDA has recently revised the guidelines by which we select our daily food choices. They were set up and divided into a set number of guidelines to follow. These guidelines included: (insert guidelines here).

However, the new guidelines sound less like direct orders and they appear to be similar to the food guide pyramid that you learned about in health class.

Today I want to challenge you to use what each one of you knows about the “old” Food Guide Pyramid and Dietary Guidelines in order to construct the new 2005 Dietary Guidelines. Today we are going to be working in pairs to group or categorize guidelines by common elements. Each group will be given a set of food, food and action cards, and nutrition facts of foods; you will need to provide a pen or pencil. In pairs, you will be placing the different food objects and action cards into their representative groups. Once we all have the cards in the correct categories, we will be discussing how you made these decisions. For the final part, we will analyze what the “typical American diet” looks like.








Concepts:

See 2005 Dietary Guidelines handout


























Includes the 9 guidelines, examples of how to implement each one, and a calorie guide at the bottom of the sheet

This activity will only introduce and explore 5 of the guidelines. Other guidelines may be explored in subsequent lessons.








Implementation:

-  Break into your table groups. (Students have been assigned seats according to various characteristics, including grade level, gender, learning aptitude, social skills, etc.)
-  Have students:
 -  Clear tables and use the other kitchen counter space for more room
 -  On a big piece of chart paper, draw 5 column (teacher draws example on board)
-  Pass out manila envelope with Dietary Guidelines and examples
-  Pass out a tray with actual food products and other various items to each group
-  Instruct students that they will be using the strips found in their envelope to fill in the 5-column chart on their butcher paper











Concept Formation

-  Listing:
 -  Sort through the various words, phrases, products, and examples given
 -  Questions to ask yourself and each other include:
 -  What do you see?
 -  What do you smell?
 -  What do you feel?
 -  What do you hear?
-  Grouping:
 -  Now, as you are sorting the different food and statement cards into the categories they fit into, begin to think about where they might go, and TALK to each other about where they should go.
 -  Questions to ask yourself and each other include:
 -  What belongs together?
 -  Why do these items belong together? (Write the answer(s) down on your worksheet)
 -  Teacher monitors and asks questions:
 -  What does this group have in common?
 -  What made you put those foods into that category?
 -  Why do you think they have something in common?
 -  Do you want to change some of these items now?
 -  Work in your groups, making sure that each person agrees on the placement of each strip.
-  Labeling
 -  When you think you have the information in the correct columns, please use the blank strips in your pack to write a title for each column.
 -  Ask yourself and each other:
 -  Are there similarities between one or more of these groups?
 -  What would you call these groups?
 -  What other examples or products belong in these groups?
 -  As you make decisions about the different categories, write on the Post-It notes the qualities you think each category of pictures and words has in common.














Interpretation of Data



-  Identify Relationships
 -  Compare each of your groups:
 -  What do you notice?
 -  What do you see?
-  Explore Relationships
 -  Encourage students to find out why the groupings happened the way they did.
 -  Why are you seeing or noticing the differences or similarities between each group?

Making Inferences

-  Consider what conclusions can be made based on the groupings and your answers as to why they were grouped the way they are.
 -  What does this mean about this particular group you have put together?
-  Add your own attributes/examples: Add your own comments or pictures about each group. What are some attributes these foods and actions/words have in common? What are other examples of these types of foods or actions?
-  REMEMBER – each member of the group should be able to answer my questions regarding your solution. The questions are:
 -  What characteristics caused you to put these items in the same groups?
 -  Why did you choose the title of each column?
 -  What is similar about each of the items under this title?
 -  Does all of the information under this title follow this rule of commonality?
-  If correct, each group member needs to copy the information into their notebooks.
-  I will divide the board into 5 sections. I will write foods / actions the students tell me into each group. We will then identify some of the attributes of the selected foods / actions and these will also be written into those columns (see attached page).

Application of Principles

-  Students and teachers form situations, scenarios, and questions to predict and hypothesizing the data and the grouping criteria
-  Students and teachers need to ask questions that:
 -  Predict consequences (What would happen if...)
 -  Support the predictions (Why?)
 -  Verify predictions (What would it take for this to be generally true?)
-  Several examples to give to students and see if they can apply their criteria are below with attached possible responses
 -  Where do you think a turkey sandwich belongs? (Protein and grains) Could it be in many groups? Can a food be in more than one category? (Yes) What is in a turkey sandwich, and how many food groups does it cover? (Protein, grains, vegetables, fats)
 -  Where do you think a slice of pizza belongs? (Protein, dairy and grains) Could it be in many groups? Can a food be in more than one category? (Yes) What is on a pizza, and how many food groups does it cover? (Protein, grains, vegetables, fats)
 -  Where do you think a serving of stir-fry belongs? (Protein and grains) Could it be in many groups? Can a food be in more than one category? (Yes) What is in stir-fry, and how many food groups does it cover? (Protein, grains, vegetables, fats)
 -  Now look at the food bags. What do you have? What does that represent? How much is an actual serving size?
 -  Are you surprised by the serving size?
 -  What counts as one serving? Each picture and baggie of food is representative of a serving size. The size of a deck of cards is the serving size of a piece of chicken or meat equal to 3 ounces
 -  How many servings are recommended for each category?

<i>Grains: 6 (3 or more whole grains)</i>	<i>Protein: 2-4</i>
<i>Fruits: 4 (2 cups)</i>	<i>Low fat dairy: 3 cups</i>
<i>Vegetables: 5 (2 cups)</i>	
 -  What generalizations can you make?
 -  Why do you think that the USDA chose to update the Dietary Guidelines and to do away with the Food Guide Pyramid? This question is one that is best for reflection, possibly using a Think – Pair – Share strategy.







NOTE:

During this strategy the teacher must be flexible between the roles of information presenter ----- concept framework guide ----- facilitator at the end. Listen for new ideas and insights into the students' thinking process as they verbalize both what they have learned and the method they used to reach that new insight.







Closing/Generalizations:

May decide to use the *–Think – Pair – Share Strategy in order to allow all students to verbally discuss their responses to questions and to be accountable if you use random selection of students to share with the class.*




Content

-  Question students to highlight the specific content learned through this strategy:
 -  What are the Dietary Guidelines for Americans?
 -  What are some examples of each group?
 -  How many servings do you need each day of each group?
 -  How do these guidelines match up with your own diets?
 -  How does your knowledge of these guidelines impact the food choices you make on a daily basis?

Process

-  Students need to become aware of the cognitive decisions and strategies they were using during the strategy
-  As a class, discuss the questions that were asked to each group individually. Re-phrase them to sound like:
 -  What were the titles you chose for your columns?
 -  What were the common characteristics that made you group these items together?
 -  How did you apply the criteria when confronted with a new product, example, or piece of information?
 -  What foods or action statements did you have trouble with? Where did you decide to put them?

Assessment:

-  Observation of answers during group activity and closing / debriefing
-  Exit slip that asks students to list 4 pieces of information they found informative from today's class.
-  Weekly meal plan assessment at end of semester

Teacher Information:




Need to prepare as many examples as possible and put in appropriate storage items.

When possible, have samples of each for students to taste so they can use their sense of taste as a source of information as to where to classify certain food products.

If needed, use the written example or the pictures in place of real products. Some generalizations, though, may be easier seen, tasted, or observed if the real products are available.

REAL EXAMPLES TO INCLUDE IN EACH PACK:

Deck of playing cards – size is similar to a 3 ounce serving of meat, chicken, etc.

1 medium orange	
2 cups fresh spinach	
1/2 cup of cooked long grain brown rice	

1 slice whole wheat bread



1/2 cup of cooked whole wheat pasta



1/2 cup of cooked dry black beans



1 tortilla



1 ounce of tortilla chips



4 Wheat Thin crackers



8 ounces 1% low-fat milk



1 1/2 ounces Mozzarella cheese



1 cup of fresh honeydew melon



4 x 8 in wedge of watermelon



1/2 cup of fresh strawberries



1/3 cup of raw almonds



1/2 cup of Spanish peanuts



1 fried egg



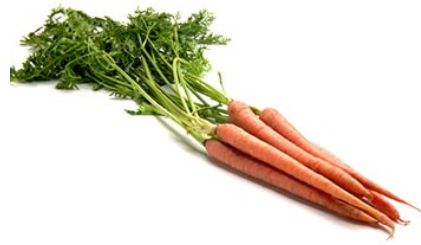
2 –3 ounces of ground turkey



4 ounces of tofu



1 individual serving bag of baby carrots



1/2 cup cooked cauliflower



1 slice of pizza









Turkey sandwich on whole wheat bread with 2 leaves of lettuce, a slice of tomato, and 1 Tbsp mayonnaise

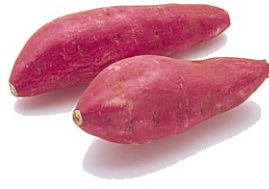


Vegetable stir fry with long grain brown rice, broccoli, snow pea pods, corn, and water chestnuts



1 raw egg	
1 medium apple	
8 ounces of orange juice	
1/2 cup of canned peaches	
1/2 c. of chopped mango	
1/4 cup of dried fruit	

1 medium sweet potato with skin



1 medium baked potato with skin on



1 cup red leaf lettuce









1/2 cup raw celery



1/2 c. raw broccoli florets



1/2 c. canned collard greens	
3 oz beef patty	
3 oz chicken breast	
3 ounce serving of fresh Tilapia (fish)	
1 individual serving of yogurt (8 ounces)	
String cheese (single serving in original container)	

Chocolate milk (school milk carton)



1 cup low-fat cottage cheese



1 cup low-fat Ricotta cheese



2 Tablespoons low-fat sour cream



GRAINS	FRUITS	VEGETABLES	PROTEIN	Low-Fat DAIRY
1 slice of whole wheat bread	1 medium apple	1/2 cup cooked cauliflower	3 oz beef patty	1 individual serving of yogurt (8 ounces)
1/2 cup of cooked whole wheat pasta (in baggie)	1 medium orange	1 sweet potato with skin on	1/3 cup almonds (serving in a baggie)	string cheese (single serving in original container)
1/4 cup of long grain brown rice (uncooked – in baggie)	1 4 x 8 inch wedge of sliced watermelon	1 baked potato with skin on	1/3 cup Spanish peanuts (serving in a baggie)	8 ounces 1% low-fat milk
1/3 cup of Grape Nuts cereal	8 large strawberries	1 cup red leaf lettuce	3 oz chicken breast	1 1/2 ounces Swiss cheese
1 packet of instant oatmeal	8 oz orange juice	1/2 cup raw celery	2 Tbsp. peanut butter (serving in a storage container)	chocolate milk (school milk carton)
1/2 cup of long grain brown rice (cooked – in baggie)	1/2 cup of canned peaches	1 individual serving bag of baby carrots	4 ounces tofu – 1 serving cut into cubes	1 cup low-fat cottage cheese
1 tortilla	1/2 c. of chopped mango	1 cup of dry black beans	1 raw egg	1 cup low-fat Ricotta cheese
1 ounce of tortilla chips	1 cup of honeydew melon	1 cup cooked broccoli florets	3 oz ground turkey	2 Tablespoons low-fat sour cream
4 Wheat Thin crackers	1/4 cup of dried fruit	2 cups fresh spinach	deck of cards – size of 3 ounce meat/poultry serving	
1/2 cup of cooked dry black beans		1/2 cup canned collard greens	1 fried egg	
			3 ounce serving of fresh Tilapia (fish)	

Grains ATTRIBUTES	Fruits ATTRIBUTES	Vegetables ATTRIBUTES	Protein ATTRIBUTES	Dairy ATTRIBUTES
Dull in color / brown	Red, yellow, orange, green - colorful	White, green, yellow, red - colorful	Variety of sources	High in calcium and Vitamin D
Short-term energy	Snacks	Rough textures (fiber)	Does not have to be meat	Made of milk/soy
Cheaper than other foods	Have seeds in them	Grow slightly under or above ground	Takes time to be broken down in body	Lactose
	Have flowers before they fruit	Dense or leafy in texture	Mostly brown / red in color	Good for bones
	Grow on bushes, vines, and trees			White or cream in color
	Sweet flavor			Creamy textures
				Product is from cows or goats
Approximately 6-8 ounces needed in 1 day	Approximately 2 cups needed in 1 day	Approximately 3 cups needed in 1 day	Approximately 4-8 ounces needed in 1 day	Approximately 3 cups needed in 1 day

WHAT TO EAT?

USA Today, Jan. 19, 2005 & <http://www.health.gov/dietaryguidelines/dga2005/recommendations.htm>

For someone on a 2,000 calorie diet, the recommended intake includes:

FRUIT

Four servings (2 cups)

½ cup serving =

1 medium fruit

¼ cup of dried fruit

½ cup of fresh, frozen or canned fruit



VEGETABLES

Five servings (2 ½ cups)

½ cup serving =

1 cup of raw leafy vegetables

½ cup of cut-up raw or cooked vegetables

Daily choose green, orange, legumes
starchy, and other

GRAINS

Six servings; three or more should be whole grains (6 ounces) and fiber rich.

One-ounce servings =

One slice of bread

1 cup of breakfast cereal

½ cup of cooked rice or pasta



PROTEIN

(5 ½ ounces)

One-ounce servings =

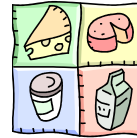
One ounce of lean meat, poultry or fish

One egg

¼ cup of cooked dry beans or tofu

1 tbsp. of peanut butter

½ ounce of nuts or seeds



LOW-FAT DAIRY

(3 cups)

One serving =

One cup of fat-free or low-fat milk

1.5 oz. of low-fat or fat-free natural cheese

1 cup of low-fat or fat-free yogurt

FATS

Total fat intake

20%-35% of calories

Saturated & trans fats

less than 10% of calories



SALT

Less than 2,300 milligrams
(about one teaspoon)

ALCOHOL

Women: One drink

Men: Two drinks

One drink=

12 ounces of beer

5 ounces of wine

1 ½ ounces of distilled spirits



EXERCISE

30-90 minutes per day

Sedentary: Light day-to-day activity

Moderate: walking 1.5 - 3 miles/day,
3-4 miles/hour or equivalent

Active: walking more than 3 miles per day or
equivalent

Age	Sedentary		Moderately Active		Active	
	Female	Male	Female	Male	Female	Male
2-3	1,000	1,000	1,000-1,400	1,000-1,400	1,000-1,400	1,000-1,400
4-8	1,200	1,400	1,400-1,600	1,400-1,600	1,400-1,800	1,600-2,000
9-13	1,600	1,800	1,600-2,000	1,800-2,200	1,800-2,200	2,000-2,600
14-18	1,800	2,200	2,000	2,400-2,800	2,400	2,800-3,200
19-30	2,000	2,400	2,000-2,200	2,600-2,800	2,400	3,000
31-50	1,800	2,200	2,000	2,400-2,600	2,200	2,800-3,000
51+	1,600	2,000	1,800	2,200-2,400	2,000-2,200	2,400-2,800

Name _____

Activity Think Sheet

Step 1:

Sort through the various words, phrases, products, and examples given

Questions to ask yourself and each other include:

What do you see?

What do (or would) you smell?

What do (or would) you feel?

What do (or would) you hear?

Step 2:

Now, as a group, begin to think about where they might go, and TALK to each other about where they should go. Questions to ask yourself and each other include:

What belongs together?

Why do these items belong together? (Write the answer(s) down on your worksheet)

What does this group have in common?

Should some of these items be changed to a different group now?

Make sure that each person agrees on the placement of each strip.

Step 3:

When you think you have the information in the correct columns, please use the blank strips in your pack to write a title for each column.

Ask yourself and each other:

What would you call these groups?

Why did you choose the title of each column?

Step 5:

As you make decisions about the different categories, write on the Post-It notes the qualities you think each category of pictures and words has in common.

Step 4:

What other examples or products belong in these groups? (Use blank strips to add the examples)

Does all of the information under this title follow the same characteristics as the new example(s)?

REMEMBER: WRITE DOWN as many of your thoughts (and your group's thoughts) as possible.

Name: _____

**Family and Consumer Sciences Department
Exit Slip**

Finish the following sentences to help me better understand what you learned today and what we can do in the future to meet everyone's needs in the classroom.

1. Something I learned about the Dietary Guidelines today was...

2. Some questions I still have about the Dietary Guidelines are...

3. Two things that helped me in the activity were...

If I were to do this activity again, I would like...