# Health Education Today Preview:

## -Nutrition Unit -

**National Board-Certified Teachers** with **Masters of Education Degrees** and **60+ years of experience** teaching K-12 PE & Health, with collegiate athletic and coaching experience!


Created by Master Teachers!

A family of educators, for educators.

# Health Education Today

## WHY CHOOSE HEALTH EDUCATION TODAY?

**Skills**

- To help your teens acquire skills and wisdom to be above unhealthy influences.

**Content**

- To have relevant, inspiring, standards-based and medically accurate lessons.

**Ease of Use**

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

# The Program Meets Health Standards:

## Aligned to National, Common Core, and State Standards!

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards**

https://learning.ccsso.org/common-core-state-standards-initiative

| | Writing Grades 9/10 | ELA College and Career Anchor Standards for Writing |
|---|---|---|
| 1 | Write arguments focused on discipline-specific content. | Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. |
| 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3 | Incorporate narrative elements effectively into arguments and informative/ explanatory texts. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.* | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

COMMON CORE
STATE STANDARDS

Washington State
K-12
Health and Fitness

# Real Teachers' Reviews endorse This program:

"This is a lifesaver unit. It is fully developed and the teacher does not need to do anything but follow it!"

"Our health class was much more engaging thanks to you!"

"My students loved using this resource!"

"Wow! This is an amazing, all-in-one resource for teaching this important subject. Thanks!"

"Everything you could ever want from an experienced teacher! AMAZING!"

# File Organization:

NUTRITION UNIT HS

Name

- 00 Welcome Letter
- 01 Nutrition Unit Teacher Directions
- 01 Nutrition Unit Teacher Directions PDF
- 02 Nutrition Unit Day POWERPOINT VERSION PART 1
- 02 Nutrition Unit Day POWERPOINT VERSION PART 2
- 03 Nutrition Unit ONLINE VERSION
- 04 Nutrition Unit PDF VERSION PART 1
- 04 Nutrition Unit PDF VERSION PART 2
- 05 Supplemental Materials

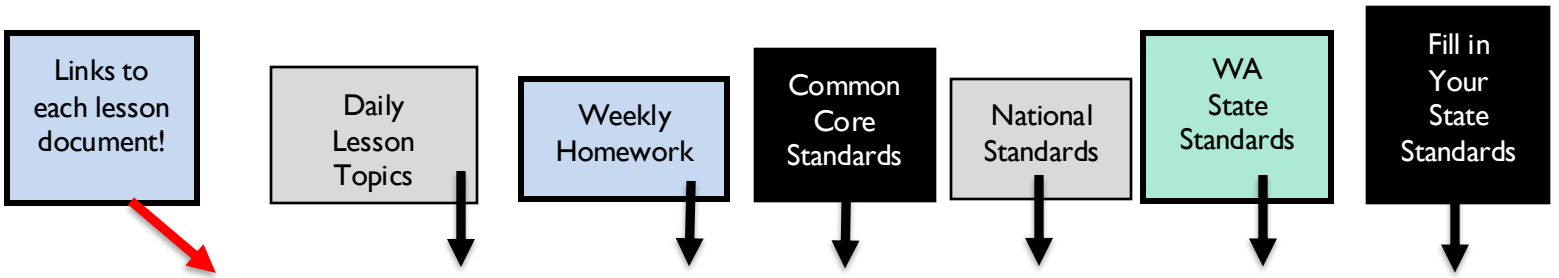
05 Supplemental Materials

Name

- 01 Nutrition Unit Google Drive Master List
- 02 Standards + Learning Targets
- 03 Extra PowerPoints
  - PowerPoint Love What's Good.pdf
  - PowerPoint Love What's Good.pptx
  - PowerPoint Models Without Make Up.pptx
  - PowerPoint Obesity copy.pptx
  - PowerPoint Obesity.pdf
  - PowerPoint Obesity.pptx
  - PowerPoint Portion Sizes.pdf
  - PowerPoint Portion Sizes.pptx
  - Self Advocacy Project First Aid.pptx
  - Self Advocacy Project Nutrition.pptx
  - Self Advocacy Project.pptx
- 04 Extra Large Docs
  - Art Project Rubric.docx
  - Art Project Rubric.pdf
  - Average Calories.docx
  - Average Calories.pdf
  - Body Fat Full Lesson
  - Body Image Brochure.docx
  - Body Image Brochure.pdf
  - Cube.docx
  - Cube.pdf
  - Doodle Notes.pdf
  - Doodle Notes.pptx
  - Eating disorders blank.docx

***Editable in Word and Google Slides!**

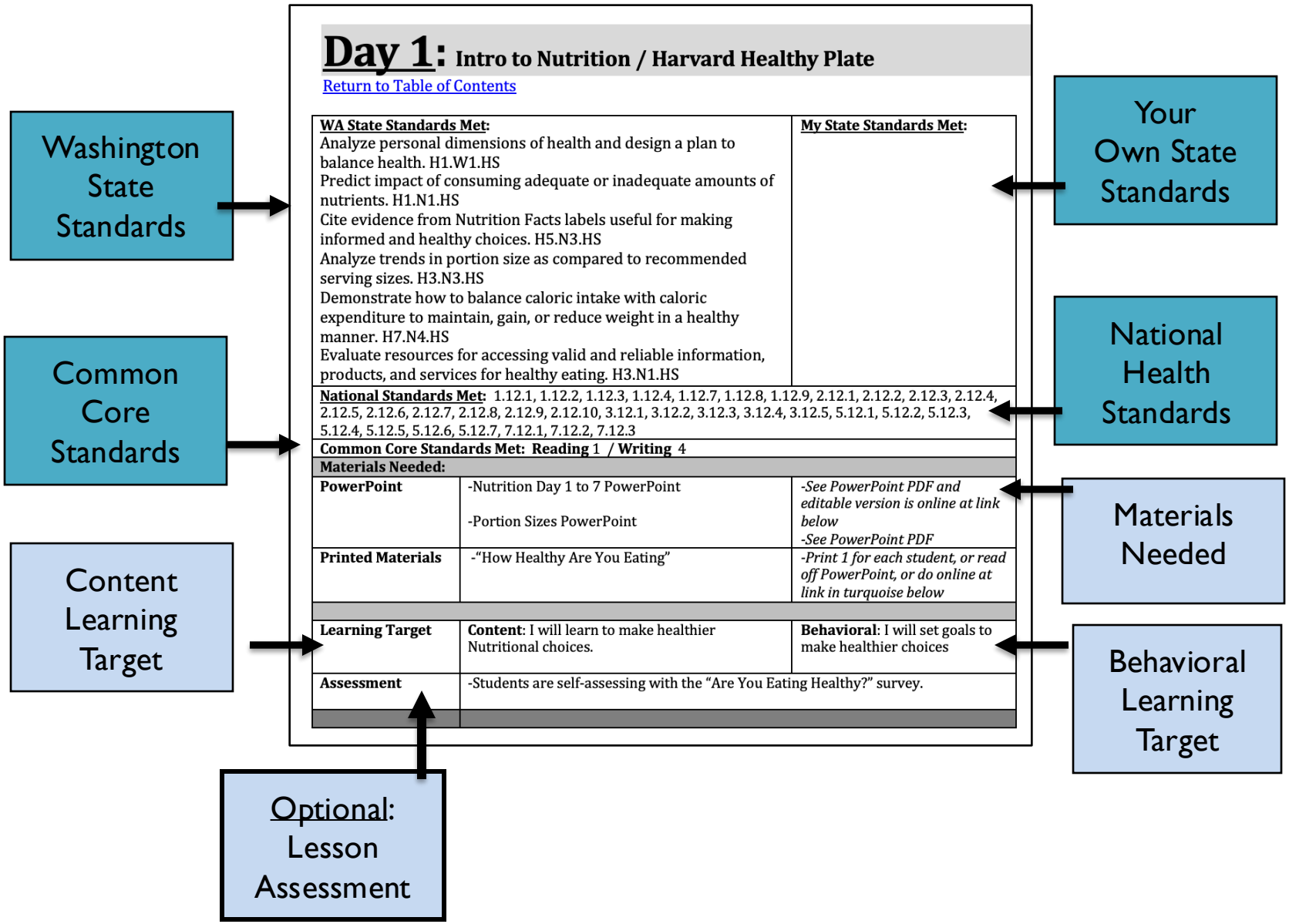
# Easy to Navigate "Table of Contents":




Google Docs Included!

| | | | | | | |
|---|---|---|---|---|---|---|
| Nutrition-Day 8 | -Media Literacy: Grocery Store Savvy and product manipulation<br>-"How to Read a Food Label Activity"<br>-Optional "Interactive Food Label" | HOMEWORK Grocery Store Scavenger Hunt Homework | R 3<br>R 4<br>R 9 | 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3 | H1.W1.HS<br>H1.N1.HS<br>H5.N3.HS<br>H3.N3.HS<br>H7.N4.HS<br>H3.N1.HS<br>H8.N1.HS | |
| Nutrition-Day 9 | -"Food Label Reading"<br>CHOICE OF:<br>-"Food Label Scavenger Hunt" and/or<br>-"Food Label Scramble" (MyPlate Version) | | R 3<br>R 4<br>W 4 | 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3 | H1.W1.HS<br>H1.N1.HS<br>H5.N3.HS<br>H3.N3.HS<br>H7.N4.HS<br>H3.N1.HS | |

# **Standards:** Beginning each lesson



# Step-by-step Teacher Directions

**Your Lesson Planning is Done!**

# PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!

# **Teacher Directions:** Lead You Through the Lessons PowerPoint.

Step-By-Step Teacher Directions follow PowerPoint slides to make teaching this unit easy!

## Day 1: Intro to Nutrition / Harvard Healthy Plate

Return to Table of Contents

| **WA State Standards Met:** | **My State Standards Met:** |
|---|---|
| Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS<br>Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS<br>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS<br>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS<br>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS<br>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS | |

**National Standards Met:** 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3

**Common Core Standards Met: Reading** 1 / **Writing** 4

| **Materials Needed:** | | |
|---|---|---|
| **PowerPoint** | -Nutrition Day 1 to 7 PowerPoint<br>-Portion Sizes PowerPoint | *-See PowerPoint PDF and editable version is online at link below*<br>*-See PowerPoint PDF* |
| **Printed Materials** | -"How Healthy Are You Eating" | *-Print 1 for each student, or read off PowerPoint, or do online at link in turquoise below* |
| | | |
| **Learning Target** | **Content**: I will learn to make healthier Nutritional choices. | **Behavioral**: I will set goals to make healthier choices |
| **Assessment** | -Students are self-assessing with the "Are You Eating Healthy?" survey. | |

**The numbers below with ALL CAPITAL titles, correspond to the same # slide on the main unit PowerPoint presentation.**

1. TITLE UNIT SLIDE: This is a place marker slide, there is nothing to say to students on this slide!

2. TITLE DAY 1 SLIDE: This is a place marker.

3. EATING HEALTHY: Discuss these ideas with students-Eating "healthy" in our world today is not an easy task. We are inundated with fast food restaurants and junk food snacks.

4. GLOBAL DIET PRODUCTS MARKET NUMBERS: Discuss these staggering numbers with your students!

5. QUICK WEIGHT LOSS: Discuss the content on this slide. Many people want weight loss quick.

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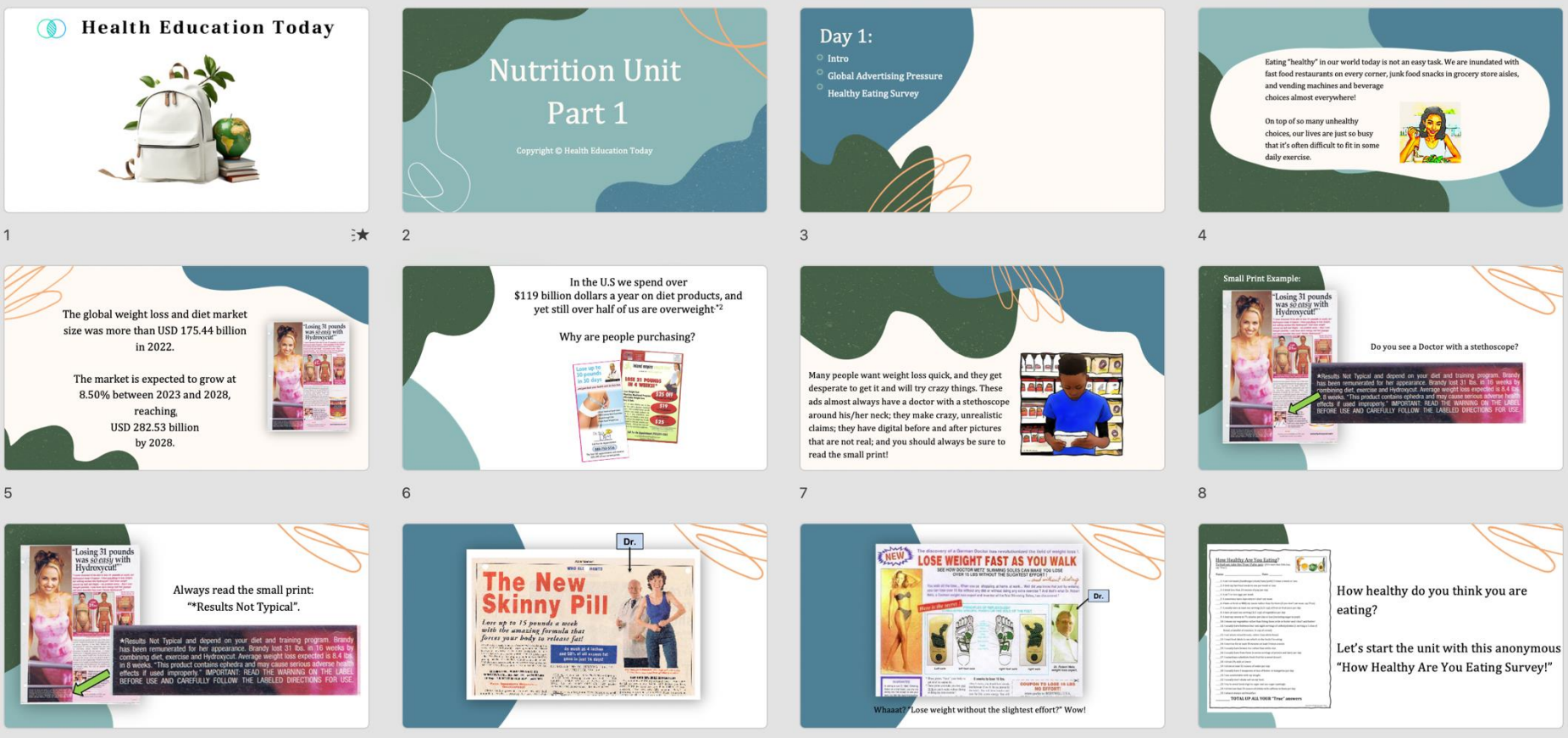
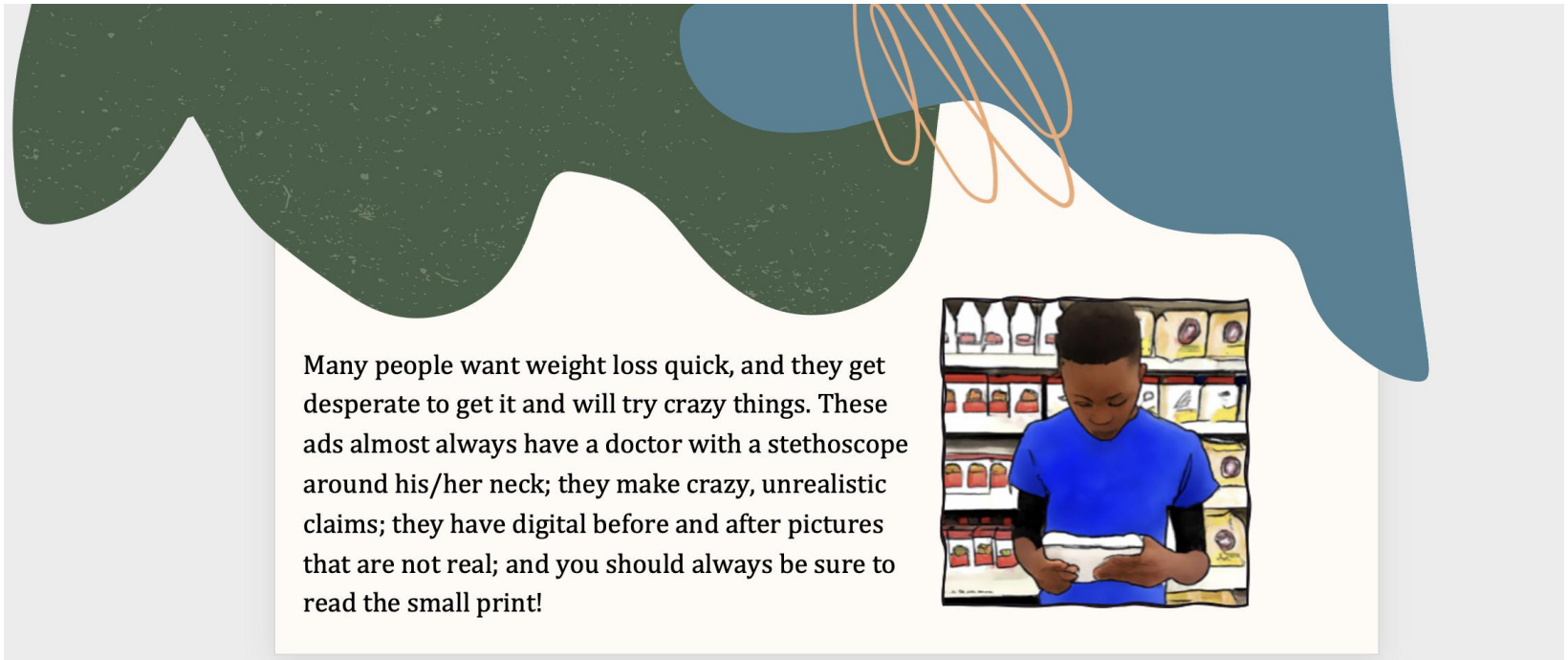
PowerPoints walk you through the lessons

# Daily PowerPoint Slides:



# **Speaker Notes:**
Guides you through each PowerPoint/Google Slide.

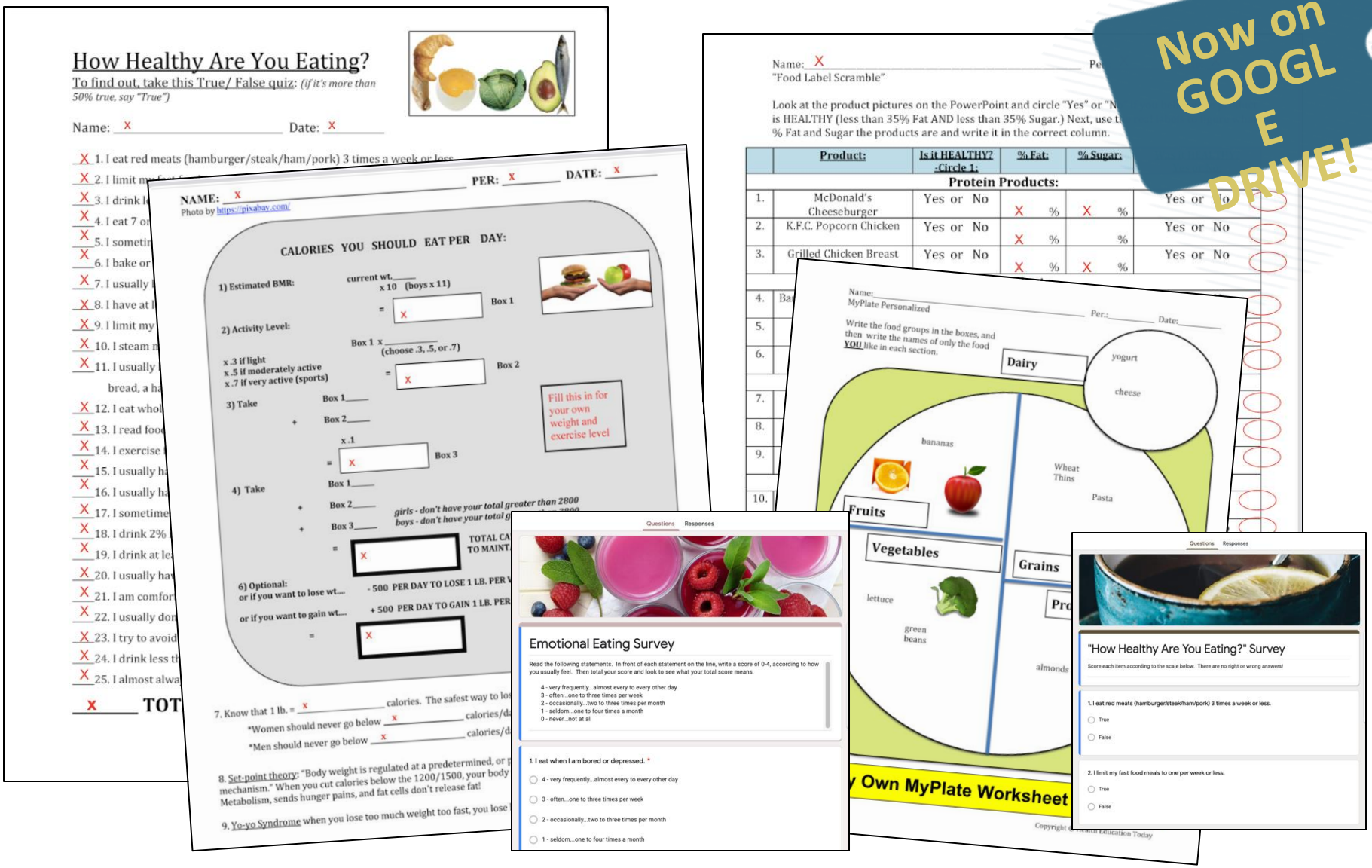



7. QUICK WEIGHT LOSS: Discuss the content on this slide. Many people want quick weight loss and they desperate to lose weight and will try crazy things. Discuss how these ads almost always have a “doctor” or "professional" who make crazy, unrealistic claims, have digital before and after pictures that are not real, and they include small print they figure most people won’t read.

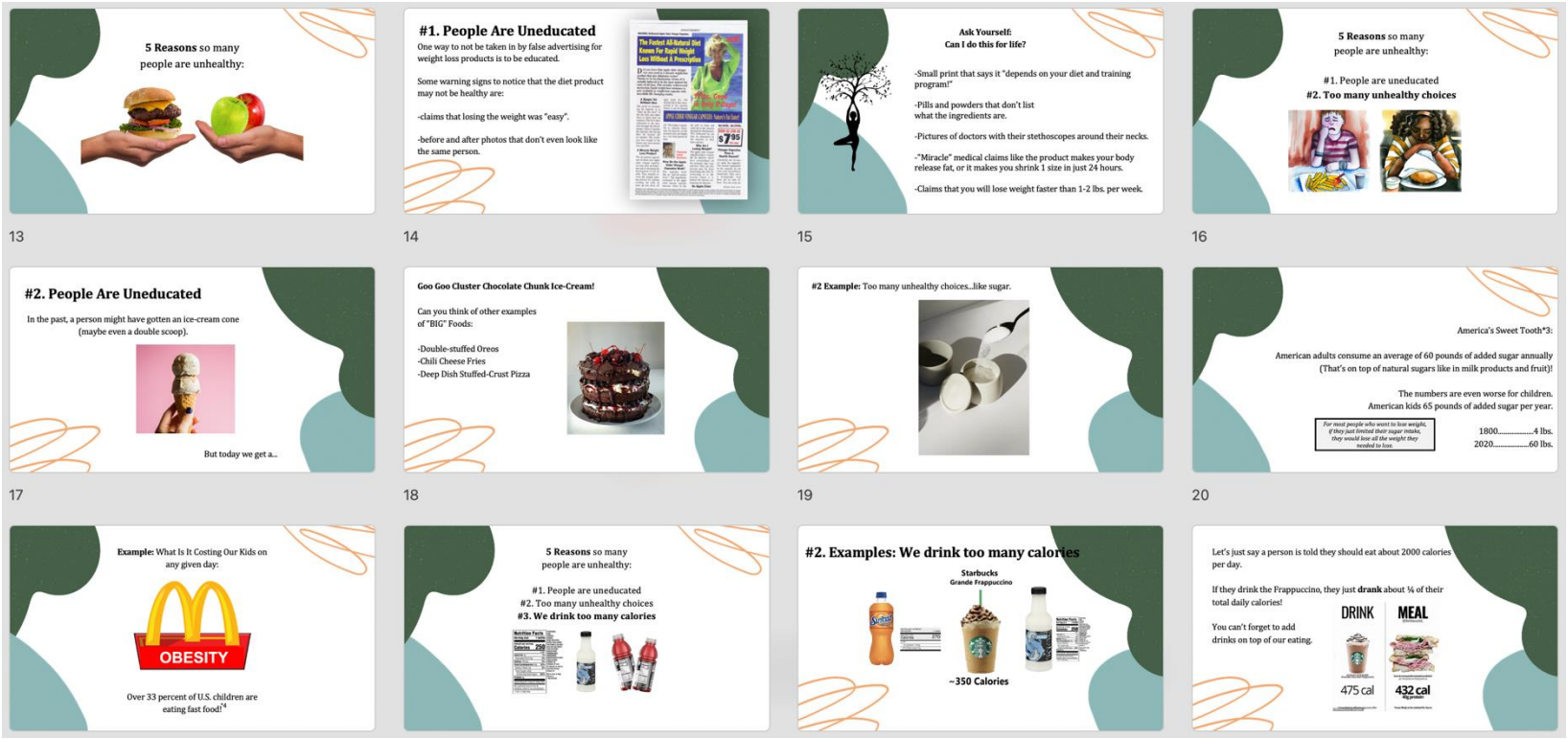
Engaging Lessons walk you through with activities

# **Presentations + Student Documents:**
Located on Google Drive/Google Slides

Now on GOOGLE DRIVE!



# There are 6 PowerPoints:
# Here is a clip from "Part 1" of the main unit presentation




***Editable in Word and Google Slides!**

# “Is This Diet Healthy?” PowerPoint:

INTRO: "Is losing weight or eating better on your mind these days? There's no shortage of weight loss diets grappling for your attention. And the reality is that most diets- the good and bad-will help you shed pounds in the short term. The difference is in whether they'll **help you keep them off**, and that requires **a doable plan that you can stick with for life**. Usually, that means diets that cut out entire food groups (sorry, keto) or impose strict rules for eating (Whole30) are likely out, unless they've been recommended to you for medical reasons by your healthcare team."[19]

208

## Analyzing Fad Diets FACTS:


- Successful weight loss is defined as losing weight **and keeping it off for at least five years.**
- This can be accomplished by making positive changes to **both eating habits and physical activity patterns.**
- Fad diets will not result in long-term weight loss because these diets do not promote healthy and **sustainable** diet and lifestyle habits."

209

## Analyzing Fad Diets:


- "Food-specific fad diets rely on the myth that some foods have special properties that can cause weight loss or gain - but no food can.
- These diets don't teach healthful eating habits; therefore, **you won't stick with them for very long.**
- **Sooner or later, you'll return to your normal eating habits and gain back all (if not more) of the weight you lost while on a fad diet."**

210

## Stay Clear of Diets or Diet Products That Claim Any of These: [20]

- Claim to help you lose weight very quickly (more than 1 or 2 pounds per week). It takes time to lose weight and allow your body to adjust.
- Promise that you will lose weight and keep it off without exercise. If a diet plan or product sounds too good to be true, it probably is.
- Limit your food choices or don't offer balanced nutrition.
- Focus on food combinations. Research doesn't prove that eating certain foods together speeds weight loss.

https://familydoctor.org/nutrition-weight-loss-need-know-fad-diets/

211

## Stay Clear of Diets or Diet Products That Claim Any of These:

- Base claims on before-and-after photos.
- Offer endorsements from clients or experts in weight loss, science, or nutrition. These people probably get paid to advertise.
- Require you to spend a lot of money, especially in advance. This includes pills, prepackaged meals, or seminars required for the plan to work.
- Draw simple conclusions from complex medical research.

https://familydoctor.org/nutrition-weight-loss-need-know-fad-diets/

212

## ON THE NEXT SLIDES ARE SOME EXAMPLES OF “FAD” DIETS[20]:

- YOU CAN CHOOSE TO RESEARCH ONE OF THESE DIETS TO SEE WHY THEY ARE LISTED AS A “FAD” AND LEARN WHY THEY ARE EITHER SOMEWHAT OR VERY UNHEALTHY!

Some of these diets may cause you to lose weight; BUT...Just because a diet is effective for weight loss doesn't mean it is sustainable long-term. To achieve and maintain your weight loss goal, it's important to find a healthy way of eating that you enjoy and can follow for life.

-FAD DIETS-

213

## TYPES OF FAD DIETS:

- CONTROLLED CARBOHYDRATES:
  - Dr. Atkins' New Diet Revolution
  - Whole30
  - Sugar Busters
  - The Zone
  - Dukan Diet
  - South Beach
  - Carnivore
  - Keto *(high fat)*

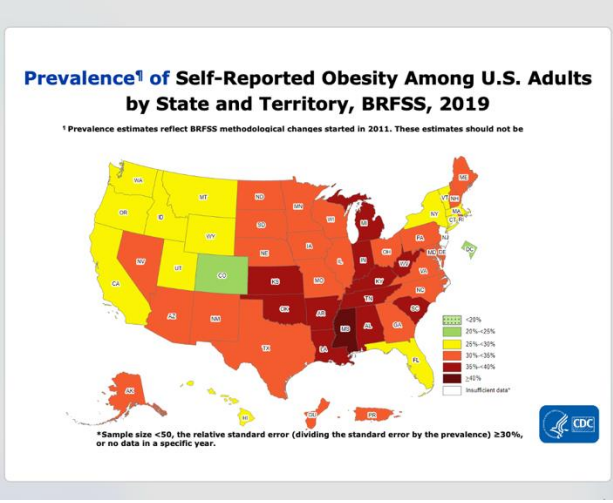
## TYPES OF FAD DIETS:

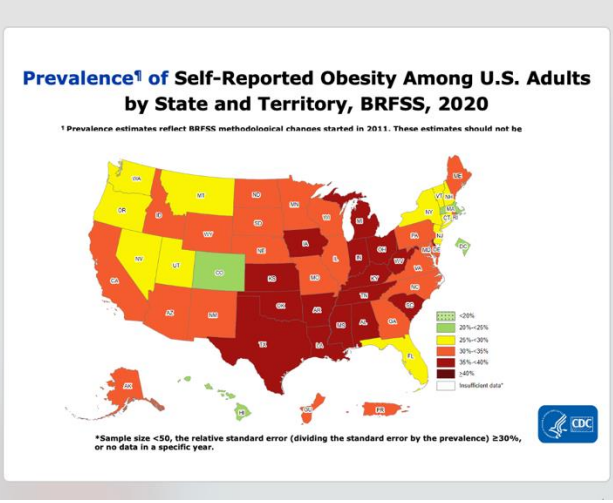
- HIGH CARBOHYDRATES/LOW FAT:
  - Dr. Dean Ornish: Eat More, Weigh Less
  - The Good Carbohydrate Revolution
  - The Pritikin Principle

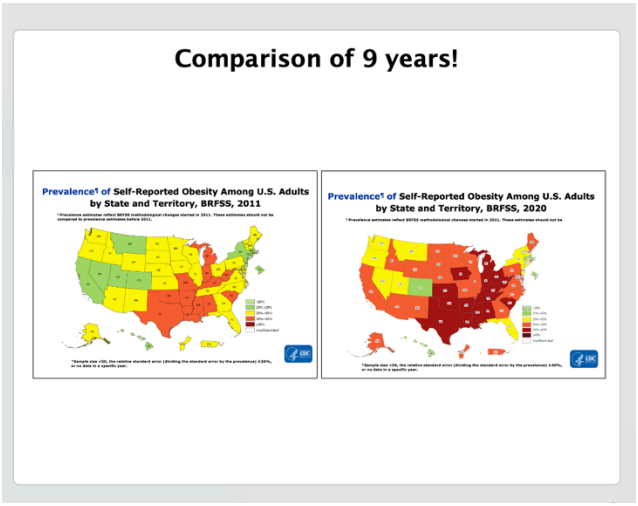
## TYPES OF FAD DIETS:

- CONTROLLED PORTION SIZES:
  - Dr. Shapiro's Picture Perfect Weight Loss
  - Volumetrics Weight-Control Plan

# “Obesity in the U.S.” PowerPoint:




# “Portion Distortion” PowerPoint:

Portion Distortion

MUFFIN

20 Years Ago

210 calories
1.5 ounces

Today

500 calories
4 ounces

Calorie Difference: 290 calories

3

Portion Distortion

CHEESEBURGER

20 Years Ago

333 calories

Today

? How many calories are in today’s cheeseburger?

4

Portion Distortion

FRENCH FRIES

20 Years Ago

210 Calories
2.4 ounces

Today

? How many calories are in today’s portion of fries?

Portion Distortion

SODA

20 Years Ago

85 Calories
6. 5 ounces

Today


800 Calories
2 liter

? How many calories are in today’s portion?

# Day 1: Introduction To Unit + Harvard Healthy Eating Plate:

The global weight loss and diet market size was more than USD 175.44 billion in 2022.

The market is expected to grow at 8.50% between 2023 and 2028, reaching, USD 282.53 billion by 2028.


Many people want weight loss quick, and they get desperate to get it and will try crazy things. These ads almost always have a doctor with a stethoscope around his/her neck; they make crazy, unrealistic claims; they have digital before and after pictures that are not real; and you should always be sure to read the small print!

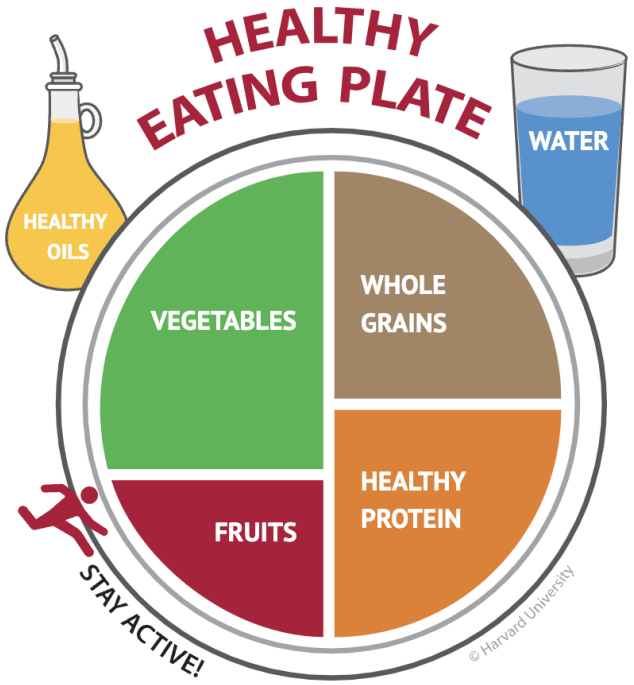
1. Diet advertising in our global market
2. How to discern myths and untruths in diet ads!
3. "How Healthy Are You Eating" survey
4. Five reasons so many people are overweight
5. Portion sizes compared to 1950's!
6. Harvard Healthy Eating Plate

## How Healthy Are You Eating?

To find out, take this True/ False quiz: *(if it's more than 50% true, say "True")*

Name: _____ Date: _____

____1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.
____2. I limit my fast food meals to one per week or less.
____3. I drink less than 24 ounces of pop per day.
____4. I eat 7 or less eggs per week.
____5. I sometimes have days where I don't eat meat.
____6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)
____7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.



# Day 2: How Nutrition Affects The Body Class Art Project:

## How Good Nutrition Positively Affects the Body:

Directions: Students will be assigned a section to research. There are specific words in each section that tell you what to look for and research. Websites are also provided. If there is more than one word in your section, you can choose to include info on all the words or just one-it's up to you!

You will cut out your body section and put the **POSITIVE WAYS NUTRITION** helps our bodies information you researched into your section in a creative way! List the benefits, good tips, and ways a body is healthier! You can draw, use magazine or print photos, and also include realistic body features, clothes, or accessories!

Be ready to show your completed section to the class, and explain how your body part is **positively** impacted by good nutrition!

| Body Section (Facing Body): | | POSITIVE EFFECTS ON BODY: |
|---|---|---|
| 1 | Hat | Brain Health/Mental Health/Stress: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating-on-your-life/ https://www.aetna.com/health-guide/food-affects-mental-health.html Trigger for Mental Health Disorders |
| 2 | Face | Teeth/Skin Complexion/Eyesight: https://thebetternutritionprogram.com/blog/better-teen-skin-top-10-what-to-eat-avoid/ |
| 3 | Hair | Healthy Hair: https://www.webmd.com/skin-problems-and-treatments/hair-loss/eat-right-healthy-hair |
| 4 | Torso Top Half Left | Cancer: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating-on-your-life/ Cancer |
| 5 | Torso Top Half Right | Heart Health: https://www.health.harvard.edu/blog/benefits-of-a-healthy-diet-with-or-without-weight-loss-201812115572 https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefits-of-eating-well https://www.webmd.com/heart/heart-health-tips |
| 6 | Torso Bott Half Left | Belly Fat: https://www.webmd.com/obesity/ss/slideshow-worst-habits-for-belly-fat https://www.hopkinsmedicine.org/health/wellness-and-prevention/8-ways-to-lose-belly-fat-and-live-a-healthier-life https://www.wikihow.com/Lose-Belly-Fat-(Teen-Girls) |

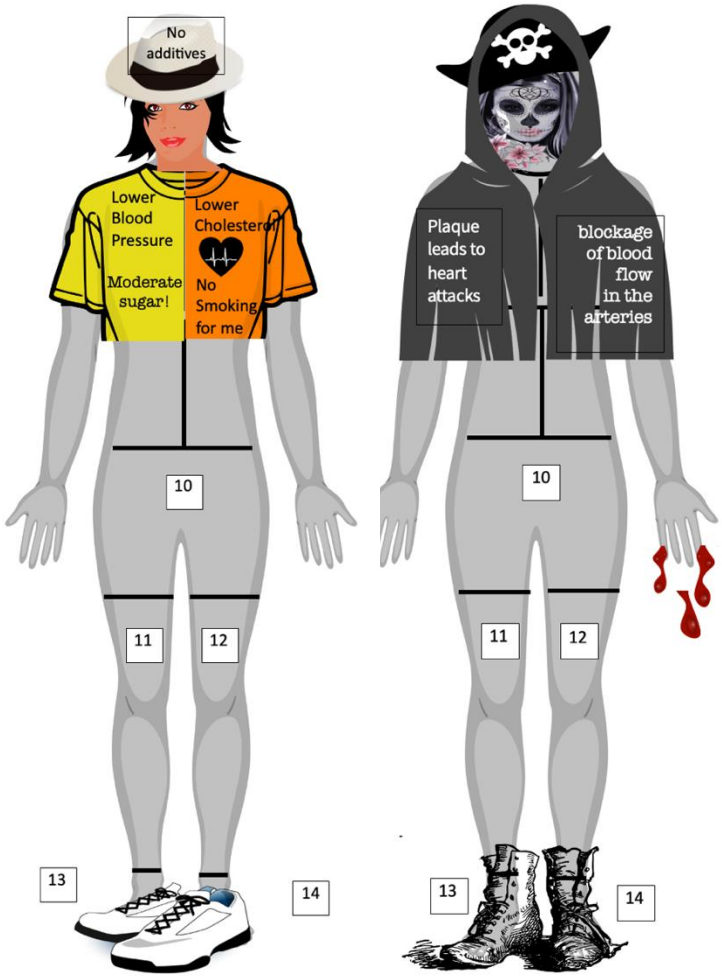
## How Poor Nutrition Negatively Affects the Body:

Directions: Students will be assigned a section to research. There are specific words in each section that tell you what to look for and research. Websites are also provided. If there is more than one word in your section, you can choose to include info on all the words or just one-it's up to you!

You will cut out your body section and put the **NEGATIVE WAYS NUTRITION** hurts our bodies information you researched into your section in a creative way! **Try to make the negative person look menacing, sick, and unhealthy!** You can draw, use magazine or print photos, and also include realistic body features, clothes, or accessories!

Be ready to show your completed section to the class, and explain how your body part is **negatively** impacted by poor nutrition!

| Body Section (Facing Body): | | NEGATIVE EFFECTS ON BODY: |
|---|---|---|
| 1 | Hat | Brain Health/Mental Health/Stress: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating-on-your-life/ https://www.aetna.com/health-guide/food-affects-mental-health.html Trigger for Mental Health Disorders |
| 2 | Face | Teeth/Skin Complexion/Eyesight: https://thebetternutritionprogram.com/blog/better-teen-skin-top-10-what-to-eat-avoid/ |
| 3 | Hair | Healthy Hair: https://www.webmd.com/skin-problems-and-treatments/hair-loss/eat-right-healthy-hair |
| 4 | Torso Top Half Left | Cancer: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating-on-your-life/ Cancer https://www.cnn.com/2022/09/01/health/ultraprocessed-foods-cancer-early-death-wellness/index.html |
| 5 | Torso Top Half Right | Heart Health: https://www.health.harvard.edu/blog/benefits-of-a-healthy-diet-with-or-without-weight-loss-201812115572 https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefits-of-eating-well https://www.webmd.com/heart/heart-health-tips |
| 6 | Torso Bott Half Left | Belly Fat: https://www.webmd.com/obesity/ss/slideshow-worst-habits-for-belly-fat https://www.hopkinsmedicine.org/health/wellness-and-prevention/8-ways-to-lose-belly-fat-and-live-a-healthier-life |



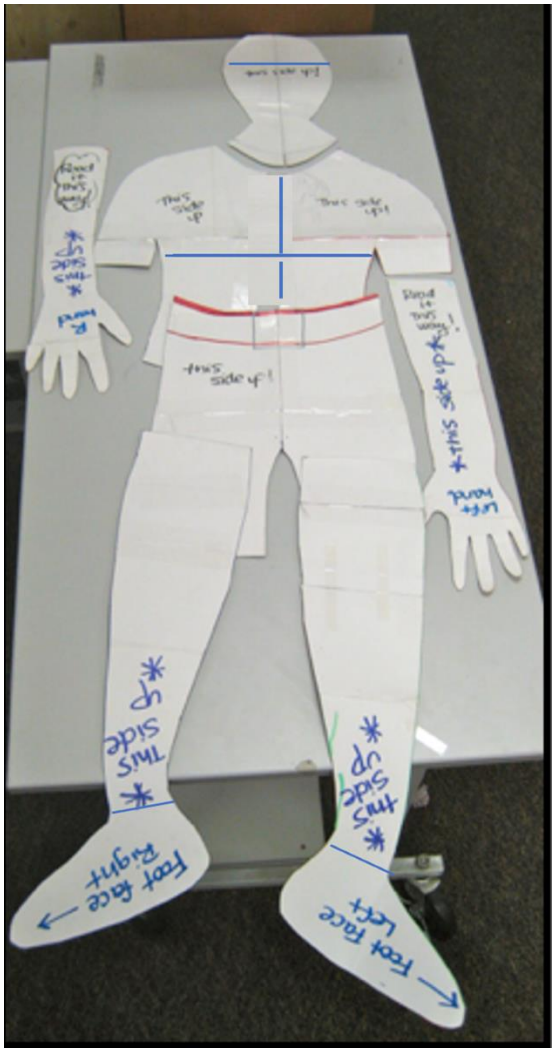

1. This activity will bring life-sized examples of nutritional consequences right into your classroom! Students will be able to see tips and benefits, and some of the negative impacts of how nutrition impacts our bodies! It adds a meaningful purpose to the Nutrition Unit, and will empower your teens!
2. Each student will be assigned a body part (life size template included!)
3. Students will use the **worksheet with links provided** to research the way an issue impacts their body part.
4. Class will end up with one "Positive" and one "Negative" body example of how nutrition impacts our bodies!

# Day 3: How Nutrition Affects The Body Class Art Project.

**Extra Credit Water Sheet:**

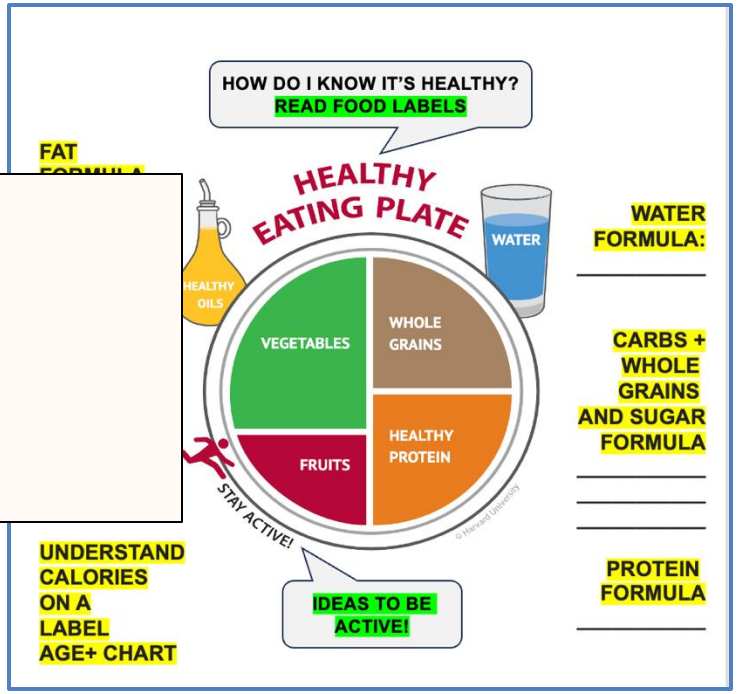
| Date: | Record How Much You Drank: | Total Ounces in One Day: | Get Signature: |
|---|---|---|---|
| Day 1 | 17 + 17 | 34 | *KS* |
| Day 2 | 24 + 24 | 48 | *KS* |
| Day 3 | | | |
| Day 4 | | | |

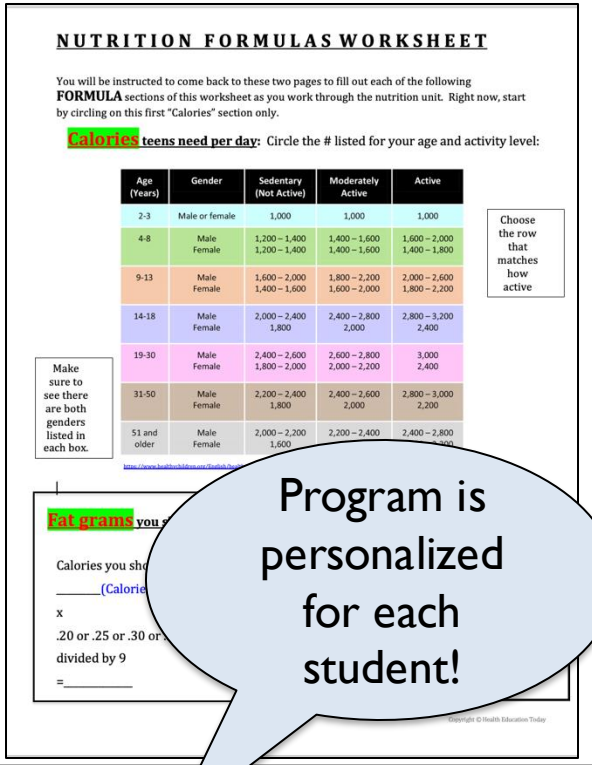
Get out your water bottle and fill out your "Water Extra Credit Sheet".




1. Drinking Water Extra Credit Activity
2. Class will work on one "Positive Impacts" and one "Negative Impacts" body example of how nutrition impacts our bodies. **Template included!**

# Day 4: Understanding Calories And Harvard Healthy Plate


1.Understanding how calories on a food label relate to suggested daily total

2.♦**Formula**- Calories needed per day chart (according to age, gender, and activity level) From U.S.D.A. guidelines

3."Calorie Awareness Worksheet" Help a boy named Marcus eat healthier!

**4.Students will start to use the "Harvard Healthy Plate Worksheet" to record their own personal formula totals!**

**5. MyPlate Optional:** Because I'm now using the "Harvard Healthy Eating Plate," I have the MyPlate activities as optional, but they include worksheets, activities, personalized plate, and quiz!

# Day 5: Understanding Fat And Fast Food Restaurants

**Saturated or Unsaturated:**

-Unsaturated oils: vegetable, olive, canola...


Simply Sea Salt Microwave

**Nutrition Facts**

About 3 servings per bag.
About 9 servings per container.
**Serving size 2 tbsp (33g) unpopped (makes about 3 cups popped)**

| Amount per serving | |
|---|---|
| **Calories** | **140** |
| | **% Daily Value*** |
| **Total Fat** 5g | **8%** |
| Saturated Fat 2g | **10%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 220mg | **10%** |
| **Total Carbohydrate** 21g | **7%** |
| Dietary Fiber 4g | **16%** |
| Total Sugars 0g | |
| Includes 0g Added Sugars | **0%** |
| **Protein** 3g | |
| Vitamin D 0mcg | 0% |
| Calcium 6mg | 0% |
| Iron 1mg | 4% |
| Potassium 73mg | 2% |

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**Nutrition Facts**

5 Servings Per Container
**Serving Size 2 Full Slices (9g)**

| Amount Per Serving | |
|---|---|
| **Calories** | **50** |
| | **% Daily Value*** |
| **Total Fat** 5g | **7%** |
| Saturated 2g | **9%** |
| *Trans* Fat 0g | |
| **Cholesterol** 8mg | **2%** |
| **Sodium** 165 | **7%** |
| **Total Carbohydrate** 0g | **0%** |
| Dietary Fiber 0g | **0%** |
| Sugars 1g | |
| **Protein** 1g | **2%** |

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.


1. Healthy fats -vs- unhealthy fats (Trans and Saturated Fats)
2. ♦**Formula**- How many fat grams should I eat per day?
3. Fast food restaurants: Analyzing calories and fat.
4. Are there any healthy choices for me at fast food restaurants?
5. Start the "Fast Food Restaurant Posters"

Program is personalized for each student.

# Day 6: Carbohydrates And Sugar

**Sugar and Crisco Experiment demo: Jumbo Muffins**

There are 4 grams in 1 tsp.

**Nutrition Facts**

Servings Per Container 3
Serving Size 1/3 jumbo muffin (55g)

| Amount Per Serving | |
|---|---|
| **Calories** | 211 |
| **Total Fat** | 11g |
| Saturated Fat | 3g |
| Trans Fat | 0g |
| **Cholesterol** | 25mg |
| **Sodium** | 124mg |
| **Total Carbohydrate** | 27g |
| Dietary Fiber | 1g |
| Sugars | 16g |
| **Protein** | 3g |

Sugars: 16 grams x 3 = _____ divided by 4 = _____ **tsp.**

(to transfer into teaspoons)

**Rank these drinks in order of lowest to highest in teaspoons of SUGAR: (best for you to worst)**


**Sugar in 1 Chocolate Chip Cookie Sandwich:**

Nutrition Facts
Serving Size: 1 cookie
Servings Per Container:1

Calories 520

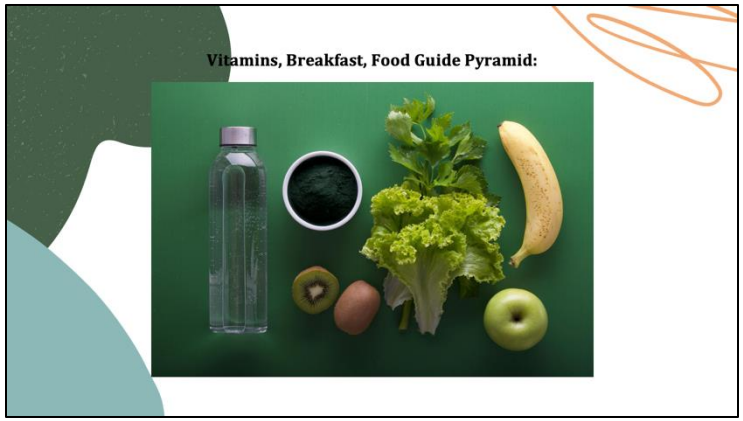
Total Fat 23g

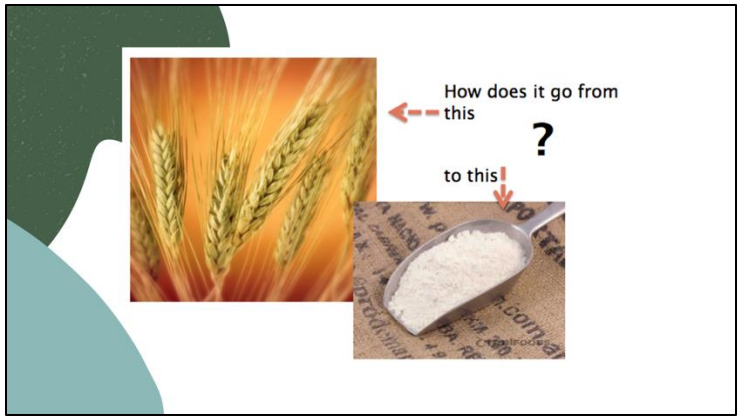
Total Carbohydrate 72g

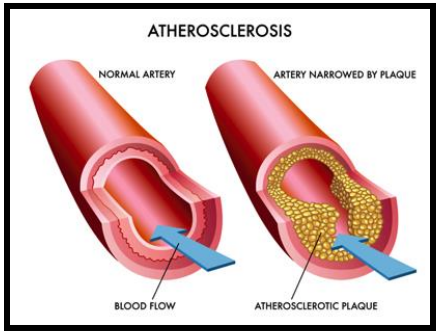
Sugars 44g

1.All about fat and sugar!
2.♦Formula- How many carbohydrates do I need per day?
3.♦Formula- What should my grams limit on sugar be per day?
4.♦Formula- What should my calorie limit on sugar be per day?
5.Analyzing food labels to know if a product is "healthy"
6. “Fat and Sugar Experiment Lesson": Measure Crisco and sugar into baggies!
7. Reflection to personalize
8."Fat and Sugar Homework"

# Day 7: CHOLESTEROL And MORE ON CARBOHYDRATES




Label lists 3 Fat grams,
but if you <u>MAKE IT</u>
it's really 15 gr. x 6
servings = 90 Fat gr.!!

**Nutrition Facts**

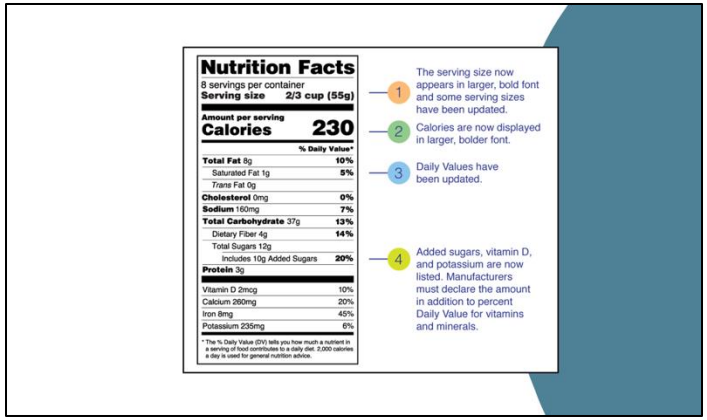
Serving Size 2.5 oz
(70g / about 1/6 Box)
(Makes about 1 cup)
Servings Per Container about 6

| Amount Per Serving | As Packaged | As Prepared |
|---|---|---|
| **Calories** | 260 | 400 |
| Calories From Fat | 25 | 170 |
| | **% Daily Value**** | |
| **Total Fat** 3g* | 5% | 28% |
| Saturated Fat 1.5g | 8% | 23% |
| Trans Fat 0g | | |
| **Cholesterol** 10mg | 3% | 3% |
| **Sodium** 570mg | 24% | 30% |
| **Total Carbohydrate** 48g | 16% | 16% |
| Dietary Fiber 1g | 4% | 4% |
| Sugars 7g | | |
| **Protein** 9g | 10% | 11% |
| Vitamin A | 0% | 15% |
| Vitamin C | 0% | 0% |
| Calcium | 10% | 15% |
| Iron | 10% | 10% |

* Amount in Box. Margarine and 2% Reduced Fat Milk preparation adds 15g total fat (3g sat fat, 3g trans fat), 150mg sodium, 1g total carbohydrate (1g sugars), and 1g protein.
** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower

1. Carbohydrates: the healthy(whole grains) and the unhealthy (sugar and white flour)
2. Understanding Diabetes
3. What is cholesterol?
4. ♦**Formula**- How much cholesterol do I need?

# Day 8: Reading Food Labels



1. Media literacy and grocery store manipulation
2. "Food Label Reading Worksheet" activity
3. "Interactive Food Label Activity"
4. Food label reading video

**Is your school a "Healthy School?":**

Hopefully your state has adopted a healthy policy, but even if they haven't you can fight to make your school healthy!

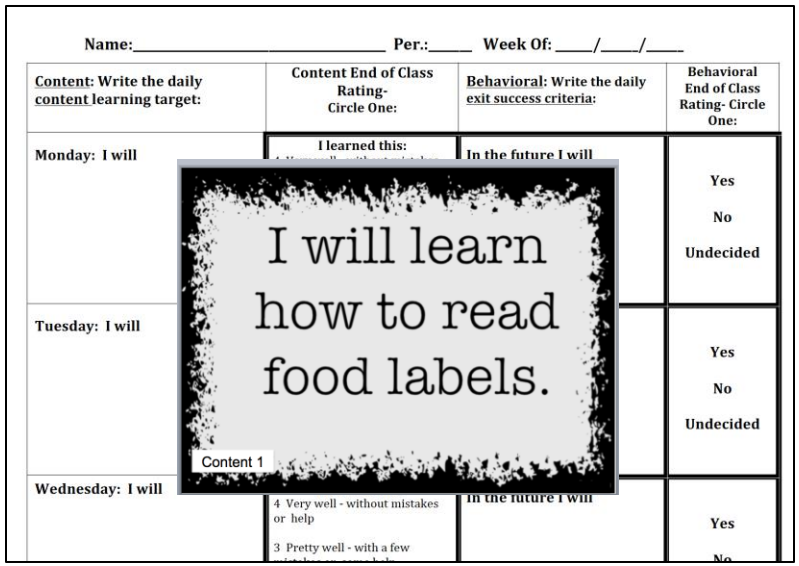

https://foodandhealth.com/usda-snack-foods-schools

Less than 35% Total Fat and less than 10% Saturated Fat and 0 Trans Fat

Less than 35% Sugar Weight (Divide Sugar grams by total product grams)

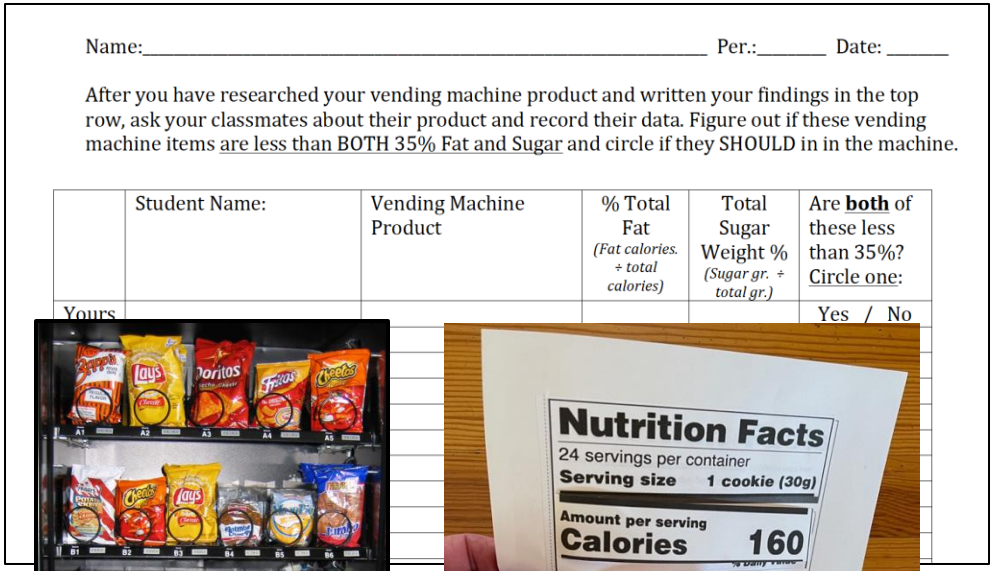
# More Day 8:

## More On Reading Food Labels, Vending Machine Activity


Name:_____ Per.:_____ Week Of: ____/____/____

| Content: Write the daily content learning target: | Content End of Class Rating- Circle One: | Behavioral: Write the daily exit success criteria: | Behavioral End of Class Rating- Circle One: |
|---|---|---|---|
| Monday: I will | I learned this: | In the future I will | Yes No Undecided |
| Tuesday: I will | | | Yes No Undecided |
| Wednesday: I will | 4 Very well - without mistakes or help<br>3 Pretty well - with a few | In the future I will | Yes No |

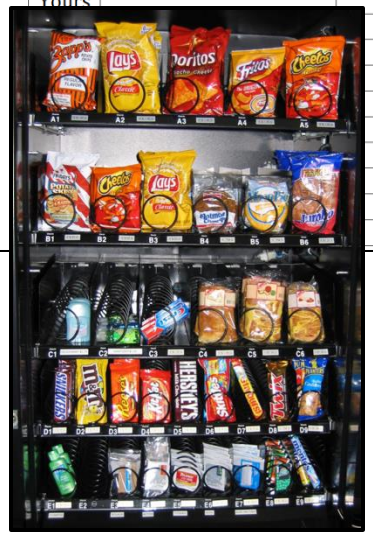


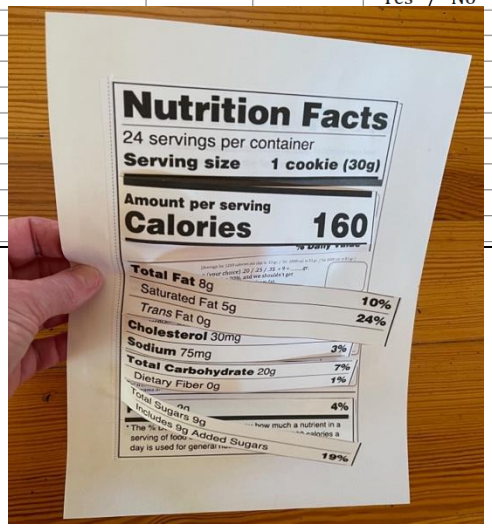

Name:_____ Per.:_____ Date: _____

After you have researched your vending machine product and written your findings in the top row, ask your classmates about their product and record their data. Figure out if these vending machine items are less than BOTH 35% Fat and Sugar and circle if they SHOULD in in the machine.

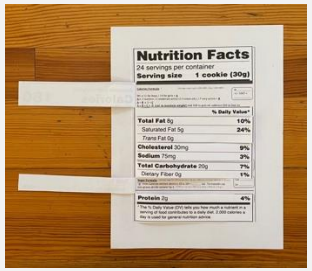
| | Student Name: | Vending Machine Product | % Total Fat (Fat calories. ÷ total calories) | Total Sugar Weight % (Sugar gr. ÷ total gr.) | Are **both** of these less than 35%? Circle one: |
|---|---|---|---|---|---|
| Yours | | | | | Yes / No |

Learning Target posters and check off sheets are included






1. Funny Fast Food Versus Reality Video
2. "Interactive Food Label" activity
3. Vending Machine Activity: Determine if foods are "healthy"
4. Vending Machine Worksheet: Collecting class data



# Day 9: Food Label Scavenger Hunt

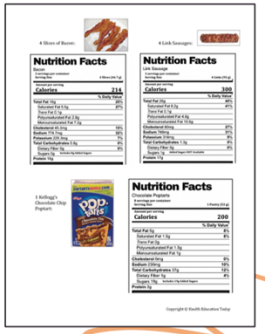
**Food Label Scavenger Hunt or Food Label Scramble :**

Name: _____ Period: _____ Date: _____

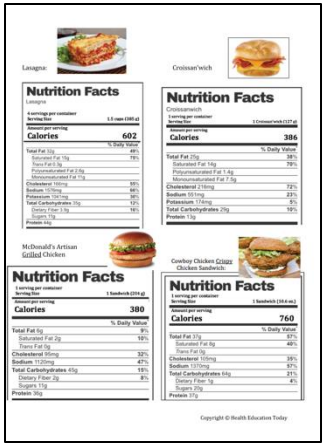
Food Label Scavenger Hunt Worksheet

**BLUE – FAST FOOD**

| Questions: | Answers: | |
|---|---|---|
| Which one has fewer **Calories**? Costco Pizza, or a Costco Hot Dog ? | 1. _____ has fewer calories | |
| People with high blood pressure should watch their sodium. The maximum per day is 2400 mg. Compare the **Sodium** in these 2 foods: | 2. DQ Chicken Strip Basket:_____mg | 3. Kraft Macaroni and Cheese:_____mg. |
| What % fat are Lasagna and Croissan'wich? Is this "healthy?" ***HINT:** Put **Calories from Fat** into your calculator and divide by **Calories*** ***HINT "Healthy?":** No more than 35% of total daily calories should come from fat | 4. Lasagna:_____% 6. Healthy? Circle: yes or no | 5. Croissan'wich:____% 7. Healthy? Circle: yes or no |
| Which has less total fat – Chicken McGrill or Crispy Chicken? | 8. _____ has less fat | |
| I want to have salad dressing on my salad at McDonalds. Which one has the least amount of both **Calories** and **Total Fat:** Creamy Caesar or Ranch? | Creamy Caesar: 9. Calories _____ 10. Total Fat: _____gr. Ranch 11. Calories _____ 12. Total Fat: _____gr. 13. Which one has less of both cal. + fat? _____ | |
| Is McDonald's salad less or more calories than a Big and Tasty burger? List calories. | 14. Salad Calories:_____ | 15. Big and Tasty Burger: 16. Is Big and Tasty less or more calories?: _____ |
| Which "Fast Food" item in the "BLUE" section has the most **Calories**? | 17. _____ has the most calories | |




They will be able to read food labels with confidence!





1. "Food Label Scavenger Hunt"
2. Have students walking around the room reading food labels

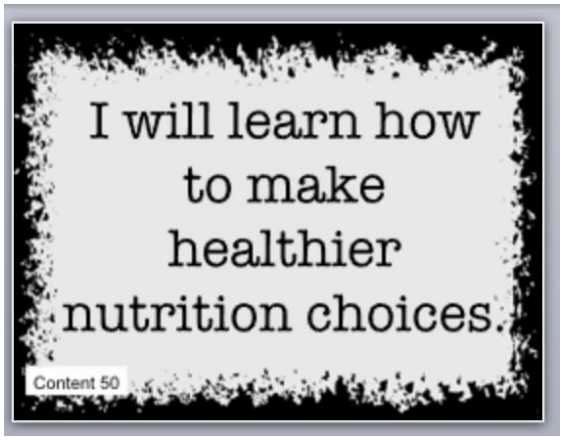
# More Day 9:

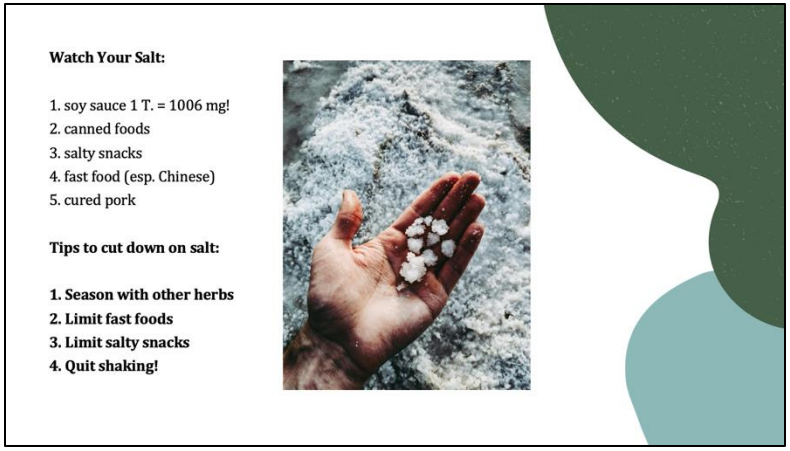
## Food Label Scramble With MyPlate Focus


1. "Food Label Scramble"
2. Have students walking around the room reading food labels with a focus on the MyPlate program

# Day 10:

**Iron**
**Protein**
**Sodium**


Learning Target posters and check off sheets are included

1. ♦Formula- Protein: How much do I need?
2. What does protein do for the body?
3. Should I take a protein supplement?
4. "Building Muscle Brochure"
5. ♦Formula - Iron, sodium, and sodium: Their importance and how much do I need of each?

**Formula For How Much Protein You Should Eat Per Day:*10**

# Day 11: Energy Drinks

Name(s): _____ Date:_____
Energy Drinks Worksheet
Resources Used: https://www.caffeineinformer.com/the-caffeine-database
https://www.caffeineinformer.com/sugar-in-drinks

1. Using the "Caffeine Content of Drinks" online chart, find the 5 drinks that have the **most caffeine** in each of the categories below.
Click on the category first,
then IF YOU CLICK ON THE "Caffeine (mg)" column heading,
they will sort from highest to lowest!


Record your findings on the blank table below.

| Drink | fl oz | Caffeine (mg) | mg/ floz |
|---|---|---|---|
| Performance Caffeine | 2 | 180 | 90.0 |

**NOTE**: Although this activity will help you see how many milligrams are in individual containers (and most teens will drink the whole container) but do realize that some smaller containers might actually have stronger mg per fluid oz, but the container just doesn't hold as much!

You can also click on the title to see more details about the drink:


**BOTTOMLINE:** Doses of caffeine greater than 400 mg per day can elicit mild to severe caffeine overdose symptoms in adults. This can occur with much smaller doses in children/teens or those with underlying heart conditions. While the safe amount of caffeine can vary based on a person's tolerance, sensitivity, weight, age and health history there are some established guidelines recognized by health authorities:

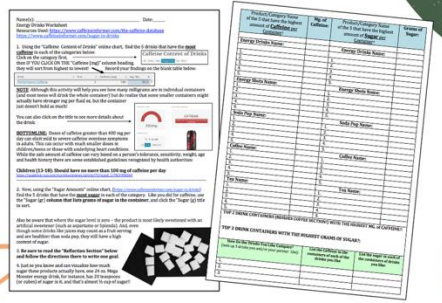
**True Stories about Energy Drinks Dangers:**



https://www.afmc.af.mil/News/Article-Display/Article/3396523/the-low-down-on-energy-drinks/

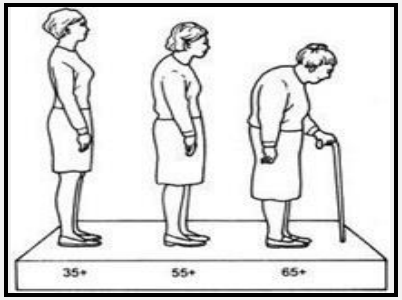
https://www.news.com.au/lifestyle/health/health-problems/wifes-warning-after-husband-dies-from-energy-drink-habit/news-story/5f480fafc6d54fd505c6c4e8acd763ed

**Energy Drinks Activity:**



1. The importance of calcium for teens
2. ♦Formula- "'How Much Calcium do I Need Daily?'
3. "The Dangers of Energy Drinks" Activity
4. "Energy Drinks" articles
5. Energy drink dangers videos

A Student Favorite!



# Day 12: Exercise And Activity

NAME:_____ Per:_____

**How Many Calories Does Exercise Burn?**

Follow the Directions of the back of this sheet to complete this worksheet.

| Look up these foods on: | # of calories: | How many minutes would it take for you to burn these calories walking 3.5 mph | How many minutes would it take for you to burn these calories running 5 mph |
|---|---|---|---|
| 1. Mars Snickers Candy Bar | | | |
| 2. Apple (large-sized with skin) | | | |
| 3. Mountain Dew MDX Energy 20 oz. | | | |
| 4. Banana (raw, small) | | | |
| 5. Cheetos Flaming Hot | | | |
| 6. Dairy Queen Choc. Chip Cookie Dough Blizzard - Med. | | | |

**7 Signs of Cancer[17] (as designated by the American Cancer Society)?**

**CAUTION:**

C hange in bowel or bladder habits.

A sore that does not heal.

U nusual bleeding or discharge.

T hickening or lump in the breast, testicles, or elsewhere.

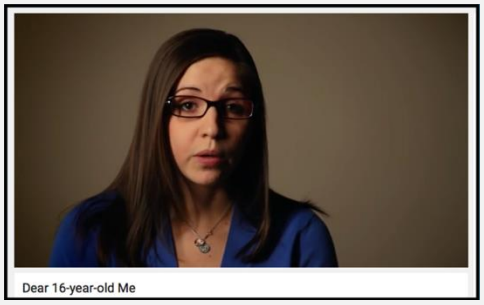
I ndigestion or difficulty swallowing.

O bvious change in the size, color, shape, or thickness of a wart, mole, or mouth sore.

N agging cough or hoarseness.


https://www.facebook.com/pg/beleighvenoah


1. Understanding Cancer
2. Cancer warning signs
3. "Dear 16-Year Old Me" Video
4. "Family Medical History Homework"
5. Why is exercise important?
6. Exercise video and review sheet
7. How many calories will exercise burn?
8. FITT Plans
9. Longevity and goal setting



# Day 13:

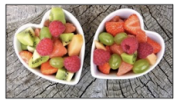
## Eating Habits Survey & Goals

**Name:**_____ **Per:**_____ **Date:**_____

**Healthy Eating for Life Survey**

**Everyone has different negative eating habits, so losing weight or eating healthier is a very individual task. There's no need to go on a diet, simply take small steps towards changing your eating habits for life! Circle any statements you feel are a problem for you.**

**WHAT I EAT (or don't eat!):**



- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I obsess too much about what I eat
- I don't take vitamins or minerals
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I don't eat enough variety
- I drink too much pop
- I eat too much when I bake/cook

:oo often

ır meals

·inks (lattes, mochas, juice, alcohol, pop)

ls

- I skip breakfast
- I skip meals

eep and eat!

- I eat on the run

than have snacks to curb my appetite

:

- I eat in the car

he couch

- I won't eat in front of people

out at a restaurant or movie theater, etc.

be "starving"

- I eat to reward myself
- I can't control my eating

y anyway...

- I eat when I'm depressed

'ers

- I don't eat when I'm depressed

myself

- I eat when I'm bored

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Name: _____ Per:_____ Date:_____

Long-Term Health Goals: Use the "SMART" goals to make sure your goals are **specific**, **measurable**, **attainable**, **realistic** and **time-based**.

**LONG-TERM HEALTH GOALS: In 5 – 10 years**

| | S | M | A | R | T | What needs do I have to help me with this goal? | What Barriers could hinder me from my goals? |
|---|---|---|---|---|---|---|---|
| Example: Education | Go to a 4-year college | Go right after high school graduation | Try to get scholarships to help with the cost | Choose a major that I am interested in | Finish in 4-5 years | | |
| Exercise | | | | | | | |
| Weight | | | | | | | |
| Friends/ Family | | | | | | | |
| Sleep | | | | | | | |
| Healthy Eating | | | | | | | |
| Work/ Career | | | | | | | |
| Education | | | | | | | |

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**Healthy Habits and Weight Loss:**


**The weighty issue of weight loss**

June 1, 2021

By Matthew Solan, Executive Editor, Harvard Men's Health Watch

**(WITH CONNECTIONS TO THE HEALTHY PLATE IN BOLD!)**

https://www.health.harvard.edu/staying-healthy/the-weighty-issue-of-weight-loss

https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/

Nearly three in four adults are considered overweight or obese. How can you lose weight and keep it off as you age?

We are quite a large nation — not only in square footage, but in girth. Results from the 2017-2018 National Health and Nutrition Examination Survey found that about 73% of American adults are classified as overweight or obese.

Excess weight increases your risk of heart disease, diabetes, and some types of cancer. But it also affects your daily life. "When you carry around extra pounds, you can have trouble staying active, low energy, and difficulty sleeping," says Dr. Walter Willett, professor of epidemiology and nutrition at the Harvard T.H. Chan School of Public Health.

**Easy to gain**

**Many factors contribute to weight gain.** The obvious ones are poor diet and lack of exercise. But age is also an issue.

As you get older, it's easier to gain weight and tougher to lose it. Why? Lean muscle mass steadily declines over the years, and the change becomes more noticeable after age 40. "Muscles burn calories 24/7. If you have less muscle, your body burns fewer calories, which can lead to easier weight gain," says Dr. Willett...

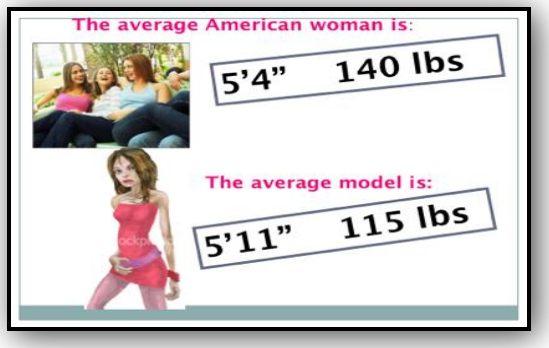
A man's ideal weight is usually about the amount he weighed at age 20, according to Dr. Willett...There are other ways to assess whether your weight poses a health risk...

**Even if you are not technically overweight just yet, don't wait to take action.** "A seemingly innocent five added pounds still can have some adverse effects on your health," says Dr. Willett. **"But the greater threat is that it suggests you are on a trajectory toward bigger problems."**

1. "Eating Healthy for Life Survey"
2. Habits, the brain, and eating
3. Fun Doodle Notes Goal-Setting! Templates Included!

# Day 14:

## Eating Disorders

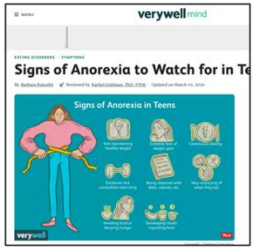



**Transformation to Healing:**



Not eating – or – making yourself throw up?:

It's not just a bad habit, it's a mental disorder, and this person needs professional help.




https://www.verywellmind.com/what-are-the-signs-of-anorexia-in-teens-3200814

**EMOTIONS AND EATING SURVEY**

Read the following statements. In front of each statement on the line, write a score of 0-4, according to how you usually feel. Then total your score and look to see what your total score means.

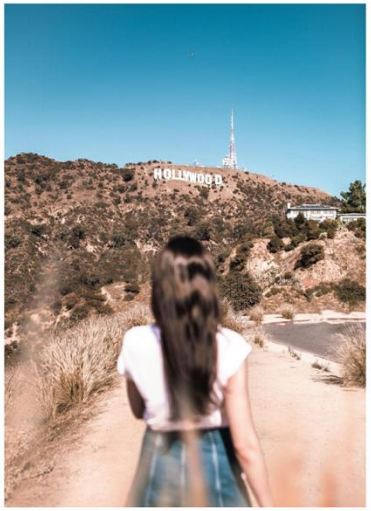
**4 - very frequently...almost every to every other day**
**3 - often...one to three times per week**
**2 - occasionally...two to three times per month**
**1 - seldom...one to four times a month**
**0 - never...not at all**

_____1. I eat when I am bored or depressed.
_____2. I eat when I have trouble sleeping.
_____3. I eat foods that I know are "bad" for me.
_____4. I prefer to eat alone.
_____5. I feel embarrassed when I eat with others.
_____6. My parents have sweets around the house and they encourage me to eat them.
_____7. I am afraid that I will gain weight, and I worry about it.
_____8. I have an "I don't care " attitude about a lot of things in life.
_____9. I sneak or hide food.
_____10. I have overly high expectations for myself.
_____11. I am self-conscious about how my body looks.
_____12. I wish I looked different.
_____13. I think about food and losing weight.

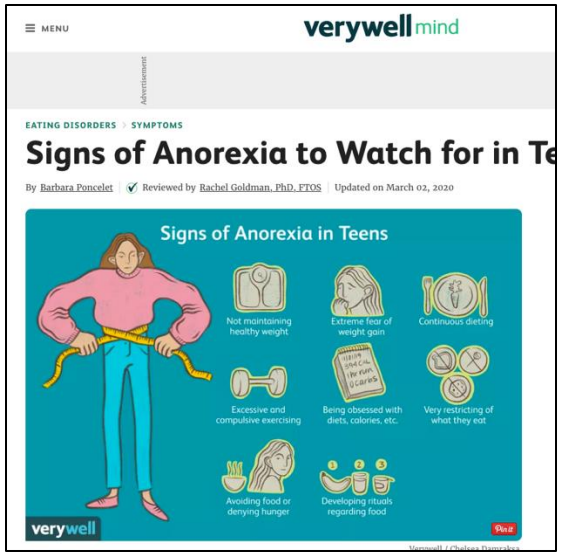
1. Understanding eating disorders
2. "Eating Disorders Self-Survey"
3. "Emotions and Eating Survey"
4. Understanding the symptoms of anorexia and bulimia.
5. Eating disorders videos

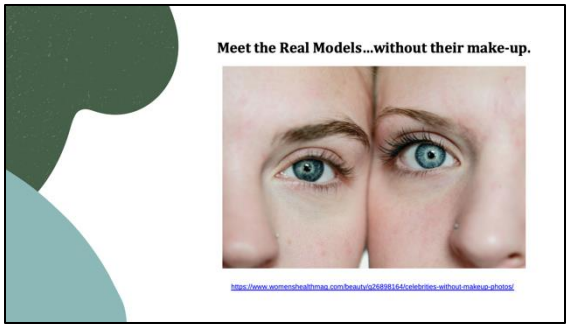
# Day 15: Positive Body Image

**Rule 3:** Don't compare yourself to celebrities!




Wouldn't we all look great if we had hours to spend with a professional hair stylist, or make up artist, or fashion consultant, or a personal trainer?




1. The importance of positive body image
2. Analyzing media's false messages
3. Improving body image videos
4. "Body Image Brochure"
5. "Real Models Without Their Make-Up Presentation!"
6. "Love What's Good, Change What You Could" Activity
7. Cube art project

# Day 16 + 17: Discerning Diets

## Is This Diet Healthy?

YOUR NAME:_____ PER:_____ DATE:_____

NAME OF THE DIET:_____

Total up your yes answers and write the score, and grade for your diet. (These questions
the Mayo Clinic Food Guide Pyramid, and the Dietary Guidelines for America
http://www.mayoclinic.com/invoke.cfm?objectid=357FAABB-312F-414A-A8D6401C15EE

**Yes or No:** **leav**
**If you don't know**

_____1. Does the diet include a variety of food **daily** from these parts of the Mayo Food Guide Pyramid? (breads/grains, fruits, veggies, and proteins/dairy)

_____2. Does the diet program also encourage you to exercise?

_____3. Does the diet include foods daily that will provide plenty of fiber such as whole-grain breads, cereals, pasta, rice, veggies, and fruit?

_____4. Does the diet include the "7-a-day" rule? (eating 3 servings of fruits and 4 servings of veggies per day)

_____5. Does the diet keep sugar in moderation?

**Optional: Share Out Fad Diets**


**Don't get caught up in crazy fad diets –**

**even if it "worked" for someone you know!**

One of the most important questions, to ask yourself is:

**Can I do this for life?**

1. "Is This Diet Healthy?" with PowerPoint
2. "Best Diets" web link
3. Why many diets DON'T work
4. Why a diet needs to be a "diet for life"
5. "Is This Diet Healthy?" share out

# Optional Day : Eating Habits Survey

Name:_____ Date: _____

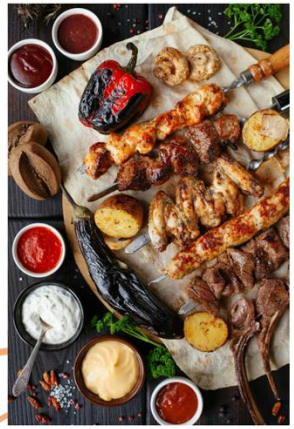
The following lists are compiled from a number of sources cited at the end of this resource.

## Eat Less

**1.** Take the 60-Question Survey: Put an "x" by **ANYTHING** you feel is a problem for you:

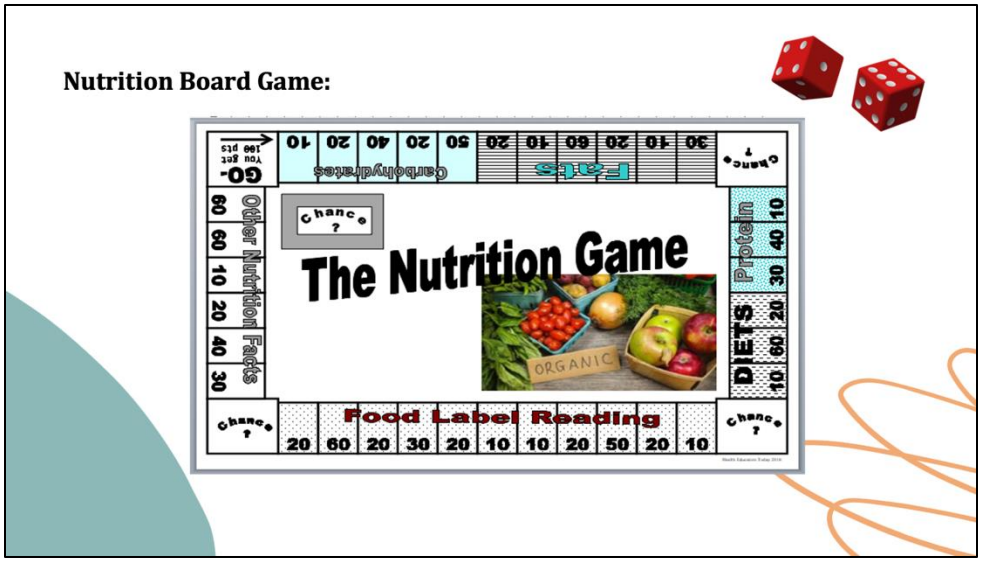
| Mark "x" if a problem for you | Eat Less: | |
|---|---|---|
| 1. | **Sugar** | Did you know you don't need any sugar for the rest<br>consume one-half pound of sugar PER DAY—transla<br>calories and gives you nothing nutritionally. It spikes<br>sugar, guess what your body stores it as?: FAT! (See |
| 2. | **White flour** | Found in breads, pasta, crackers, flour tortillas, panc<br>planet. It's bleached, striped of its fiber and nutrien<br>white "Wonder" bread spikes your blood sugar fas<br>whole-grain, like whole wheat, brown rice, oats or q |
| 3. | **Other white stuff** | A book called, "No White at Night"[3] explains that br<br>each have a high glycemic index and can increase<br>crashes, which leads to hunger, and even decrease<br>pancreas, the organ that secretes insulin, is destroye<br>diabetes is primarily is called "insulin resistance." In t<br>doesn't work well. To treat type 2 Diabetes, a healthy<br><br>Here is a self-test: If your energy slumps within one t |
| 4. | **Saturated fats** | These fats are found in many dairy and animal prod<br>the level of cholesterol in your blood, which increase<br>room temperature like palm or coconut oil, butter, C<br>pepperoni, salami, ham) and almost anything with t<br><br>**Do you spec** |
| 5. | **Cured pork** | (Bacon, sausage, pepperoni, salami, ham) Researchers from the Harvard School of Public Health found in 2010 that eating processed meats such as bacon, preserved by smoking, curing or salting, or with the addition of chemical preservatives, was associated with an increased risk of both heart disease and diabetes. |
| 6. | **Red meats** | This includes hamburger and steak, and cured pork (bacon, sausage, pepperoni, salami, ham). Studies show that red meat is linked to higher risk of dying from cancer and Heart Disease.[7] |

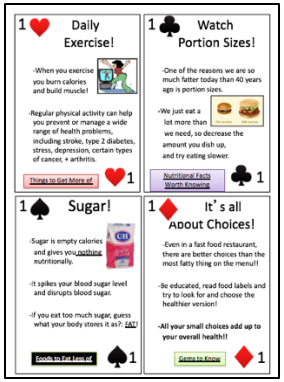
**"Your Personal Health" Survey:**

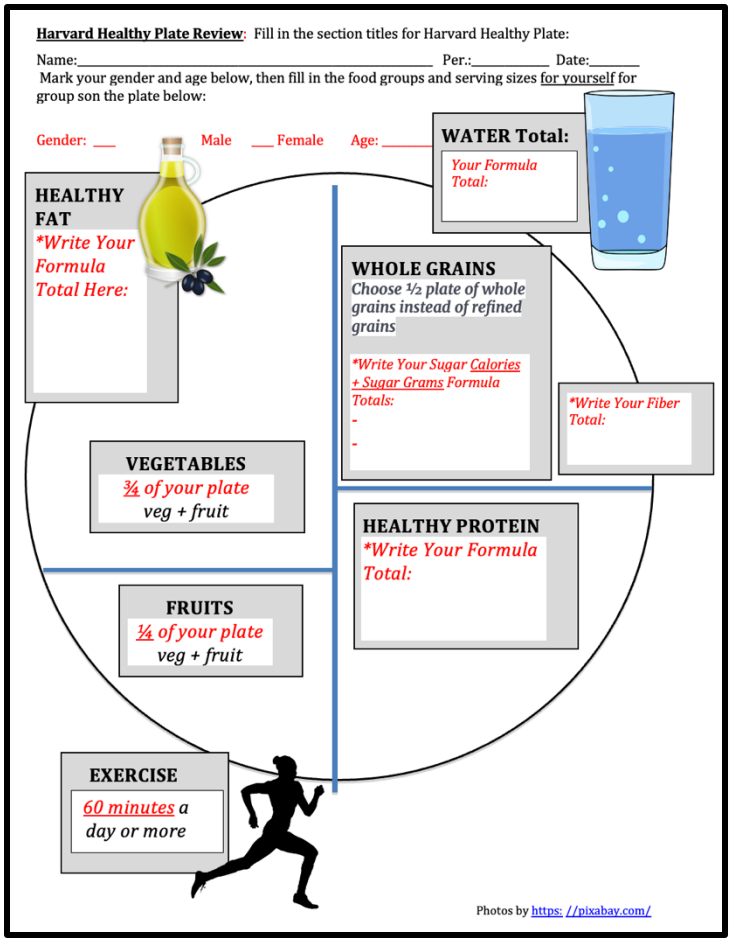


1. "Where is Your Health?" food habits survey with 60 questions!
2. Acronym art activity
3. Personal Health Assessment

# Day 19: Unit Assessment Review




1. "Nutrition Unit Assessment Review Board Game"
2. "Nutrition Card Game Test Review"

# Day 20: Unit Assessment

**NUTRITION TEST**

## Nutrition Test

**Name:**_____ **Per:**__ **Date:**___

**Multiple Choice:**

1. The definition of a calorie is:
   a. How much fat a food has
   b. The energy value of food
   c. A nutrient in food
   d. The oxygen count of food

2. How many calories must you cut to lose 1 lb.?
   a. 3000
   b. 4000
   c. 35
   d. 3500

3. The safest way to lose weight is:
   a. 5 lbs. per week
   b. 10 lbs. per week
   c. 1 - 2 lbs. per week
   d. 2 -3 lbs. per week

**Matching:**

_____4. Name a food high in fat
_____5. Name a food high in salt
_____6. The definition for anorexia
_____7. Which are the "healthy" carbohydrates?
_____8. Name a food high in sugar
_____9. The definition for bulimia
_____10. One of the worst kinds of fat
_____11. Lack of calcium can cause

A. saturated
B. eats and then makes self throw up or over-exercises or takes laxatives
C. soy sauce
D. Salad dressing
E. Simple carbohydrates
F. Overeats and gains weight
G. Unsaturated
H. osteoporosis
I. Complex carbohydrates

Generic Worksheet Template!

## Nutrition Test - KEY

**Multiple Choice:**

1. The definition of a calorie is:
   a. How much fat a food has
   b. The energ
   c. a nutrient in food

2. How many calor
   a. 3000
   b. 4000

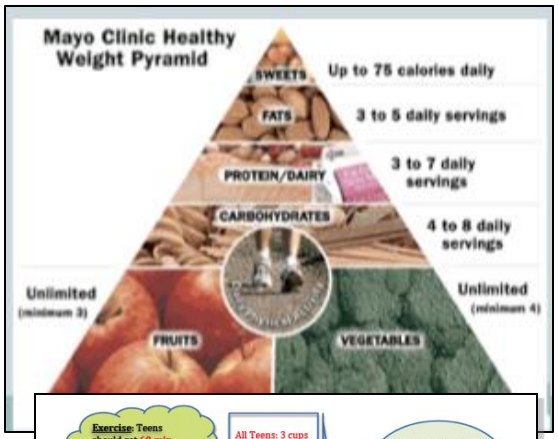
3. The safest way t
   a. 5 lbs. per
   b. 10 lbs. pe

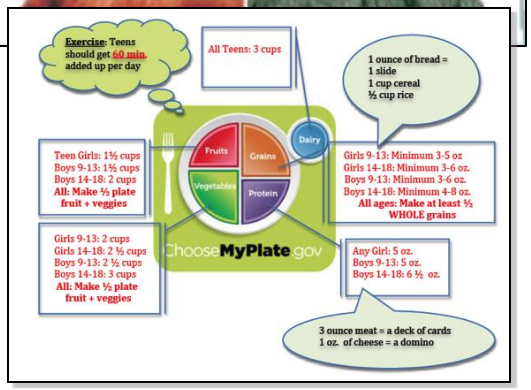
**Matching:**

__D__4. Name a foo
__C__5. Name a foo
__K__6. The definiti
__I__7. Which are th
__J__8. Name a food
__B__9. The definiti
__A__10. One of the
__H__11. Lack of ca

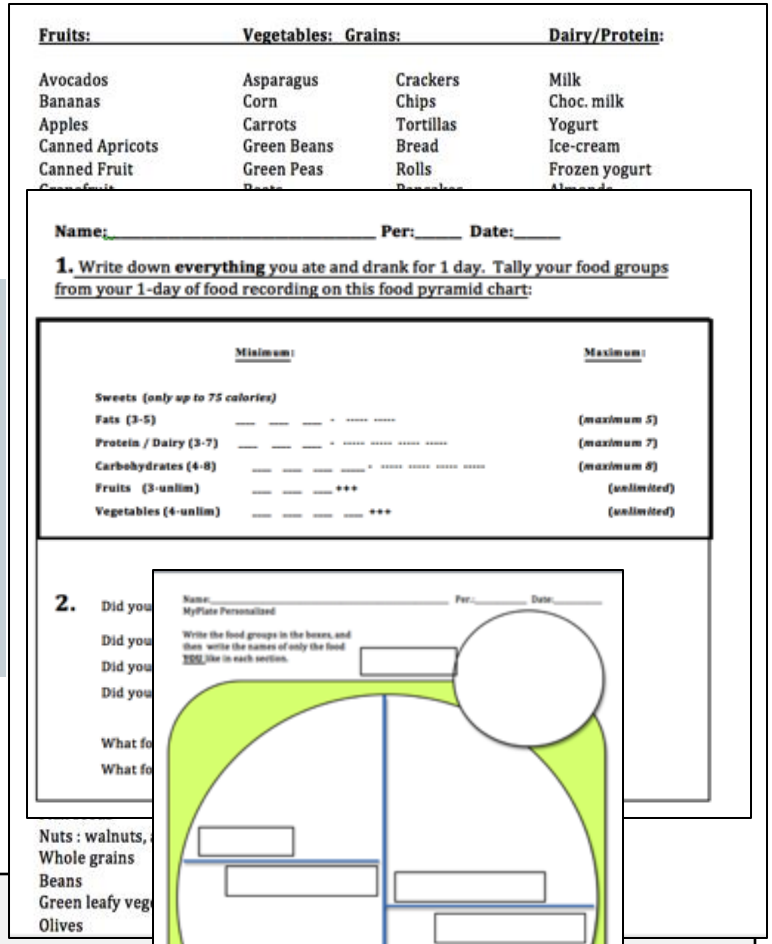

1. " "Nutrition Unit Assessment"
2. Fun Worksheet Templates!

# Optional MyPlate Lessons:











1. The MAYO Clinic Food Guide Pyramid
2. The USDA MyPlate Program
3. Personal food records tally
4. The importance of water!
5. "Extra Credit -Drinking Water"
6. Why eating balanced is important, and knowing if a typical day of meals for me meet the healthy standards?

## This Program is all about the Students:

- Classroom "**kid-tested**," teacher-approved, and full of real student examples and responses.
- Promotes **high student engagement and interaction.**
- **Challenges and impacts the mental, emotional, social life of teens.**

# Buy it Today, Teach it Tomorrow!

What makes this program unique?

- This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

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NYC Standards From:
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