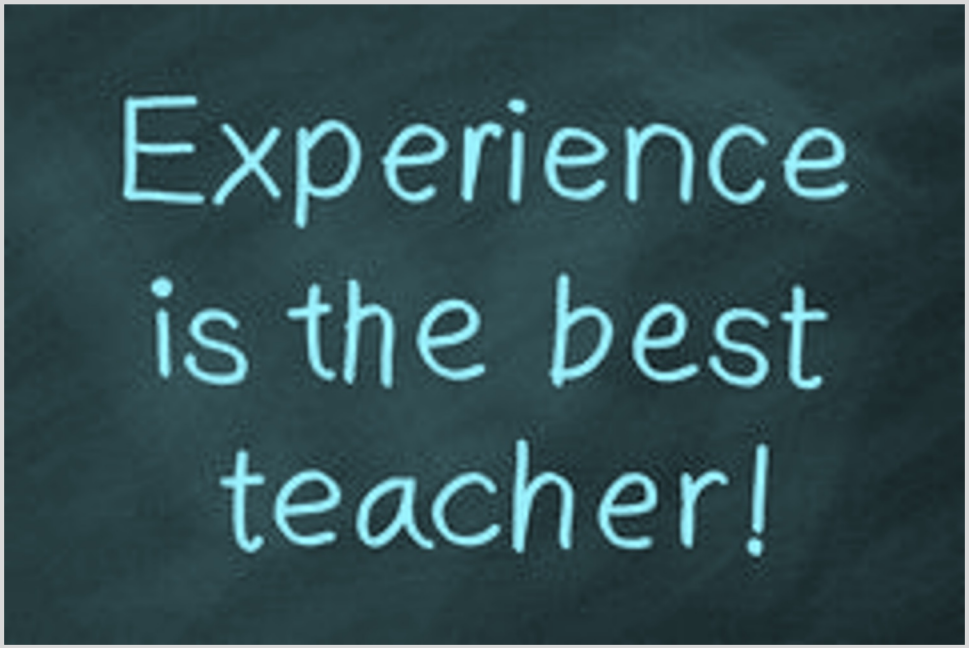
Health Education Today

Nutrition Unit for High School

The #1 Best-Selling Nutrition Unit on TPT!

This Program's Creator is a Qualified Teacher

- I am a National Board Certified Teacher with a Masters of Education Degree and I have 19 years of experience teaching Health.



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	
2	Write informative/explanatory texts, i narration of historical events, scientifi experiments, or technical processes.	
3	Incorporate narrative elements effecti	

Shape America National Health Education Standards

https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community
2.12.7	Analyze how th e perceptions of norms influence healthy and unhealth
2.12.8	Analyze the influence of personal values and beliefs on individual heal
2.12.9	Analyze how some health risk behaviors can influence the likelihood o behaviors.
2.12.10	Analyze how public health policies and government regulations can in and disease prevention.

Washington State K-12 Health and Fitness

COMMON CORE STATE STANDARDS

SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®

Real Teacher Reviews:

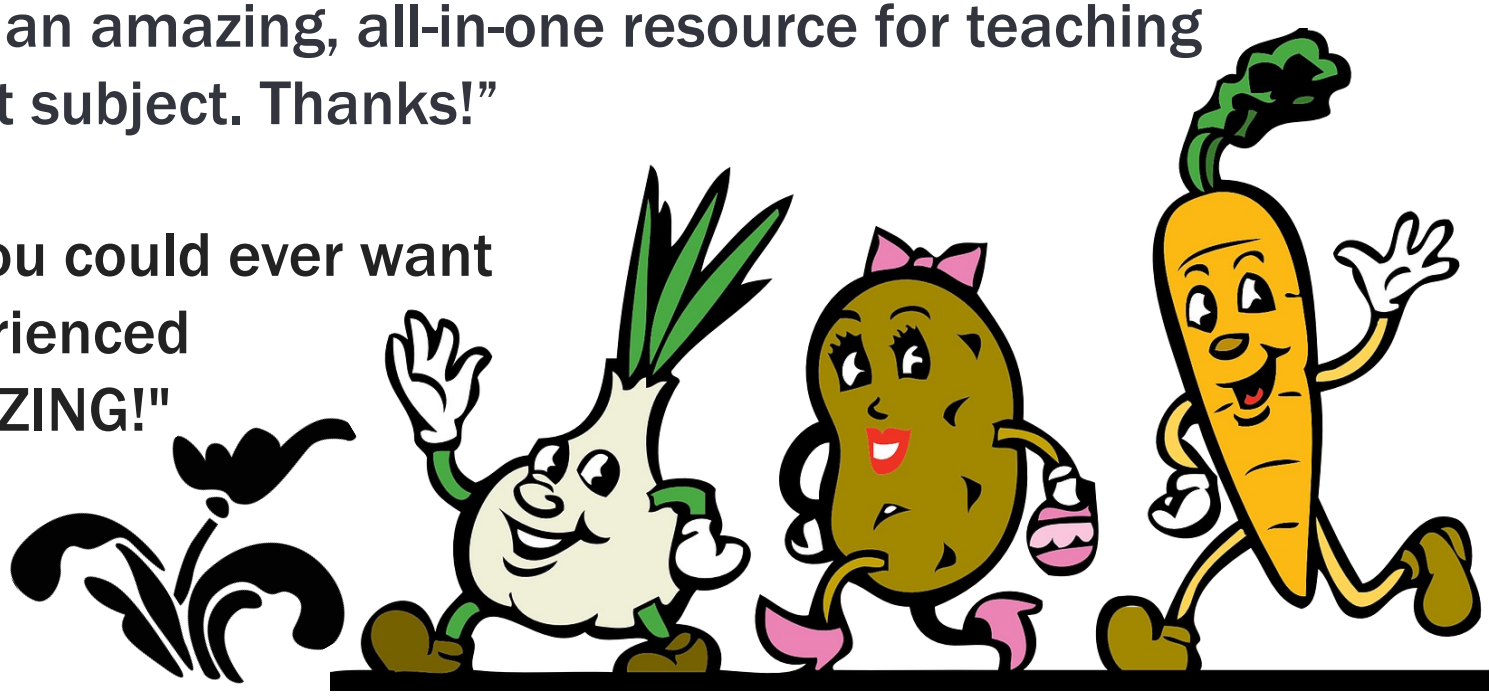
"This is a lifesaver unit. It is fully developed and the teacher does not need to do anything but follow it!"

"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!"



Here is a Look at the Files Included:

Main Folder:

Nutrition Unit HS

Name

- 01Nutrition Teacher Directions.docx
- 01Nutrition Teacher Directions.pdf
- 02 PowerPoint Nutrition Day 1 to 7.pdf
- 02 PowerPoint Nutrition Day 8 to End.pdf
- 02PowerPoint Love What's Good.pdf
- 02PowerPoint Models Without Make Up.pptx
- 02PowerPoint Obesity.pdf
- 02PowerPoint Portion Sizes.pdf
- 03Extra Large Docs
- 04Learning Targets.pdf
- 05Standards and Google Info.pdf
- 06Doodle Notes.pdf
- 06Doodle Notes.pptx
- 07Generic Worksheets Teens.pptx
- 08Nutrition Unit Updates for Previous Buyers.pdf

Extra Large Docs Folder:

03Extra Large Docs

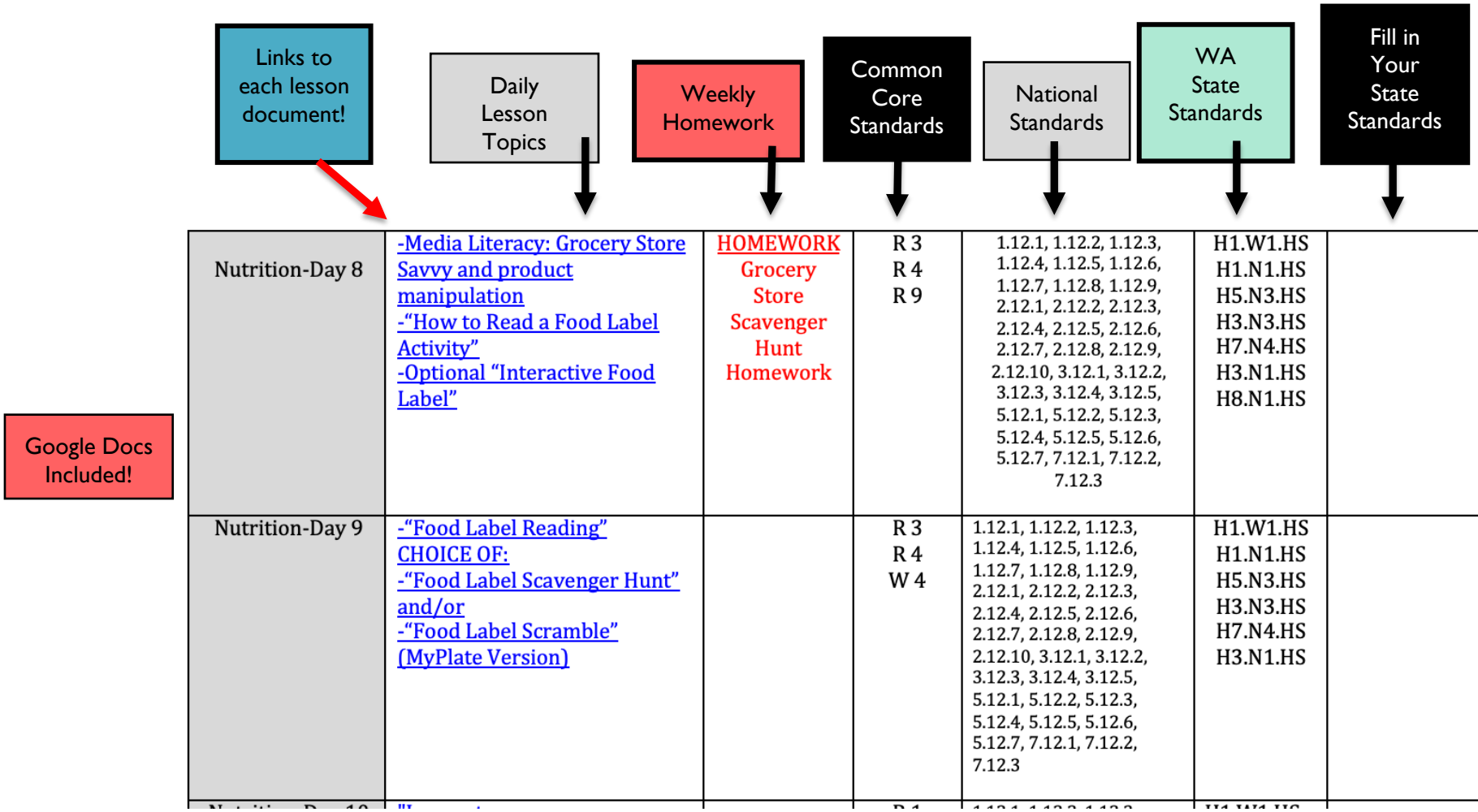
Name

- Average Calories.pdf
- Body Fat Full Lesson
- Body Image Brochure.docx
- Body Image Brochure.pdf
- Cube.docx
- Cube.pdf
- Eating disorders blank.docx
- Eating disorders blank.pdf
- eating disorders survey page 1.pdf
- eating disorders survey page 2.pdf
- Emotional Eating Survey.docx
- Emotional Eating Survey.pdf
- Exercise
- Food Label Quiz and Key.docx
- Food Label Quiz and Key.pdf
- Food Label Scav Hunt Short Version.docx
- Food Label Scav Hunt Short Version.pdf
- Food Label to Edit.docx
- Food SCAV Draft Can Edit.docx
- Food SCAV Draft Can Edit.pdf
- Food Tally 1 month Ex.docx
- Food Tally 1 month Ex.pdf
- Gain Muscle Weight Bro.docx
- Gain Muscle Weight Bro.pdf
- GMOs
- Good protein foods.docx
- Good protein foods.pdf
- Healthy Plate Student Packet
- Interactive Food Label
- Learning Target Wksheets.docx
- Learning Target Wksheets.pdf
- MyPlate and Mayo Orig Lessons
- Nutrition Board Game
- Nutrition Facts Card Game
- Nutrition Formulas.docx
- Nutrition Formulas.pdf
- Original Height Weight Chart.docx
- Original Height Weight Chart.pdf
- Personal Health Survey.docx
- Personal Health Survey.pdf
- PersonalHealthAssessment.pdf
- Sugar Exp make up home.docx
- Sugar Exp make up home.pdf

LOW PREP!

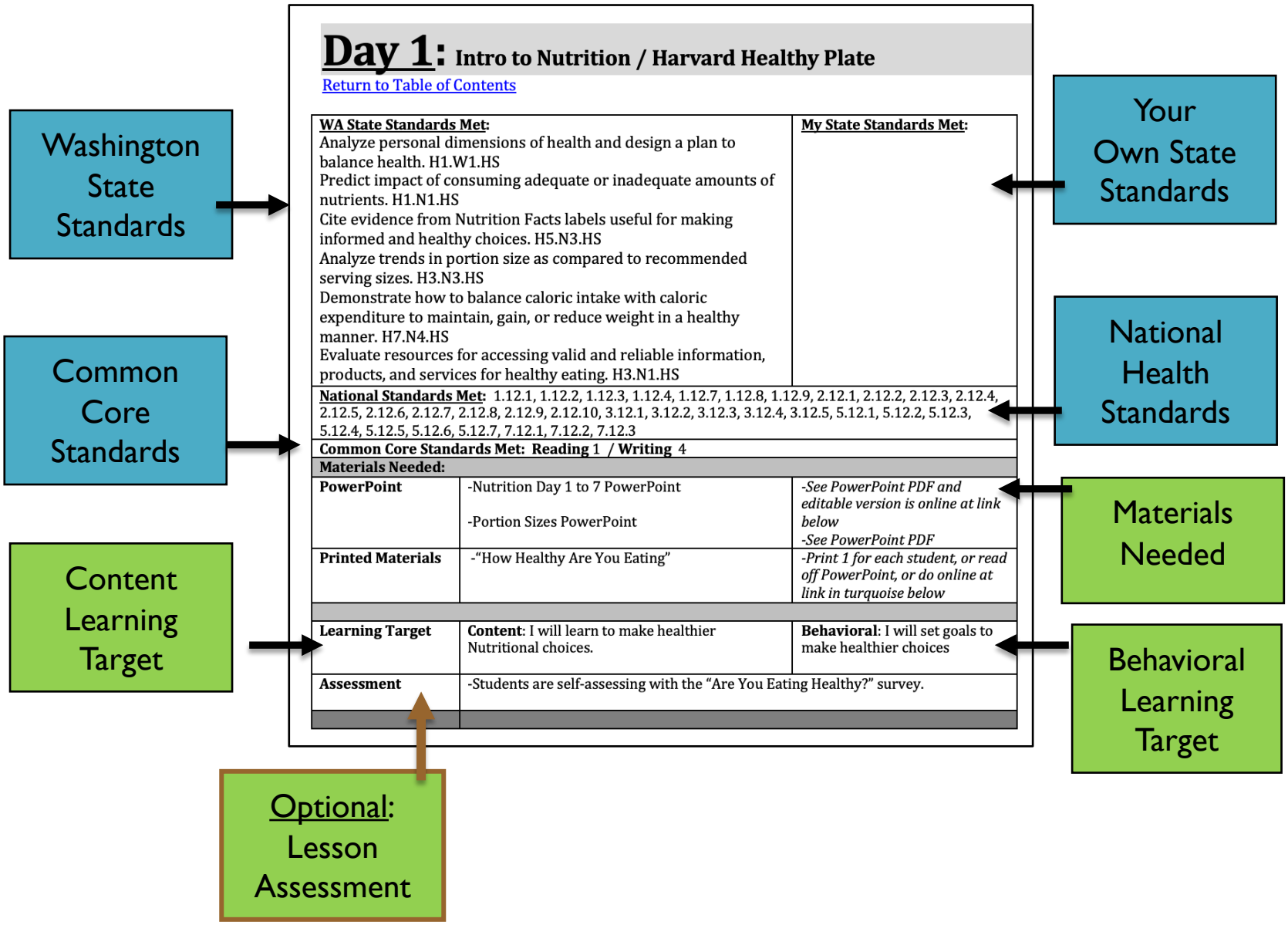
Most docs are included in the 197 pages of "Teacher Directions!"

Easy to Navigate "Table of Contents"



Nutrition-Day 8	-Media Literacy: Grocery Store Savvy and product manipulation -"How to Read a Food Label Activity" -Optional "Interactive Food Label"	HOMEWORK Grocery Store Scavenger Hunt Homework	R 3 R 4 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 H1.N1.HS H5.N3.HS H3.N3.HS H7.N4.HS H3.N1.HS H8.N1.HS	
Nutrition-Day 9	-"Food Label Reading" CHOICE OF: -"Food Label Scavenger Hunt" and/or -"Food Label Scramble" (MyPlate Version)		R 3 R 4 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 H1.N1.HS H5.N3.HS H3.N3.HS H7.N4.HS H3.N1.HS	

Standards are at the Beginning of Each Lesson:



PowerPoints Lead You Through the Lessons…

193 Pages of 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 Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS 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 -Portion Sizes PowerPoint	*-See PowerPoint PDF and editable version is online at link below* *-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.

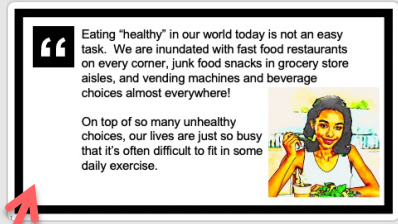
1. TITLE UNIT SLIDE: This is a place marker slide, there is nothing to say to students on this slide!

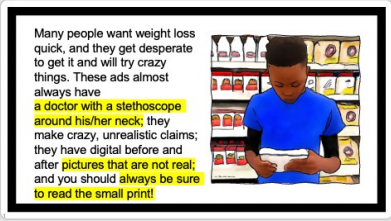
2. TITLE DAY 1 SLIDE: This is a place marker.

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.

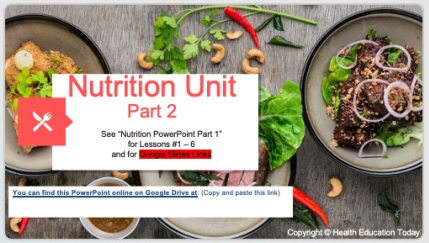
4. GLOBAL DIET PRODUCTS MARKET NUMBERS: Discuss these staggering numbers with your students!

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





Beautiful New PowerPoint Background and Photos!



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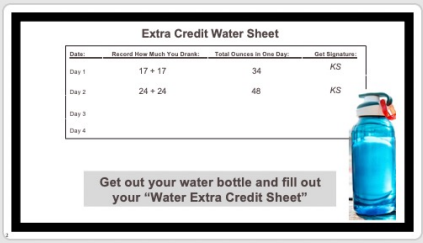

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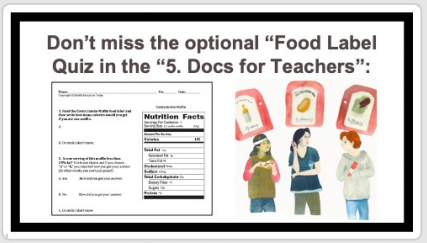

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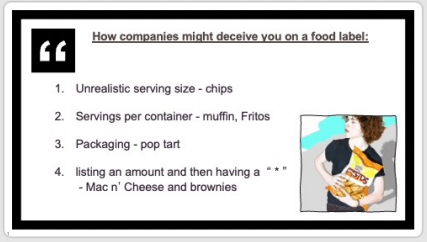

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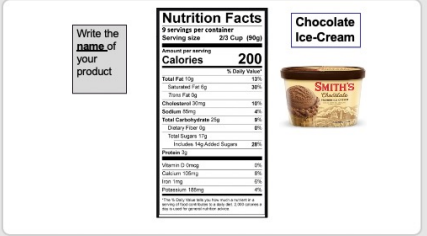

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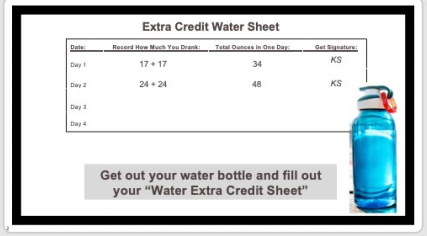
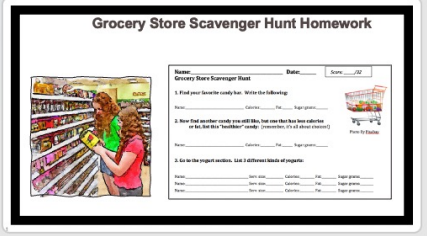
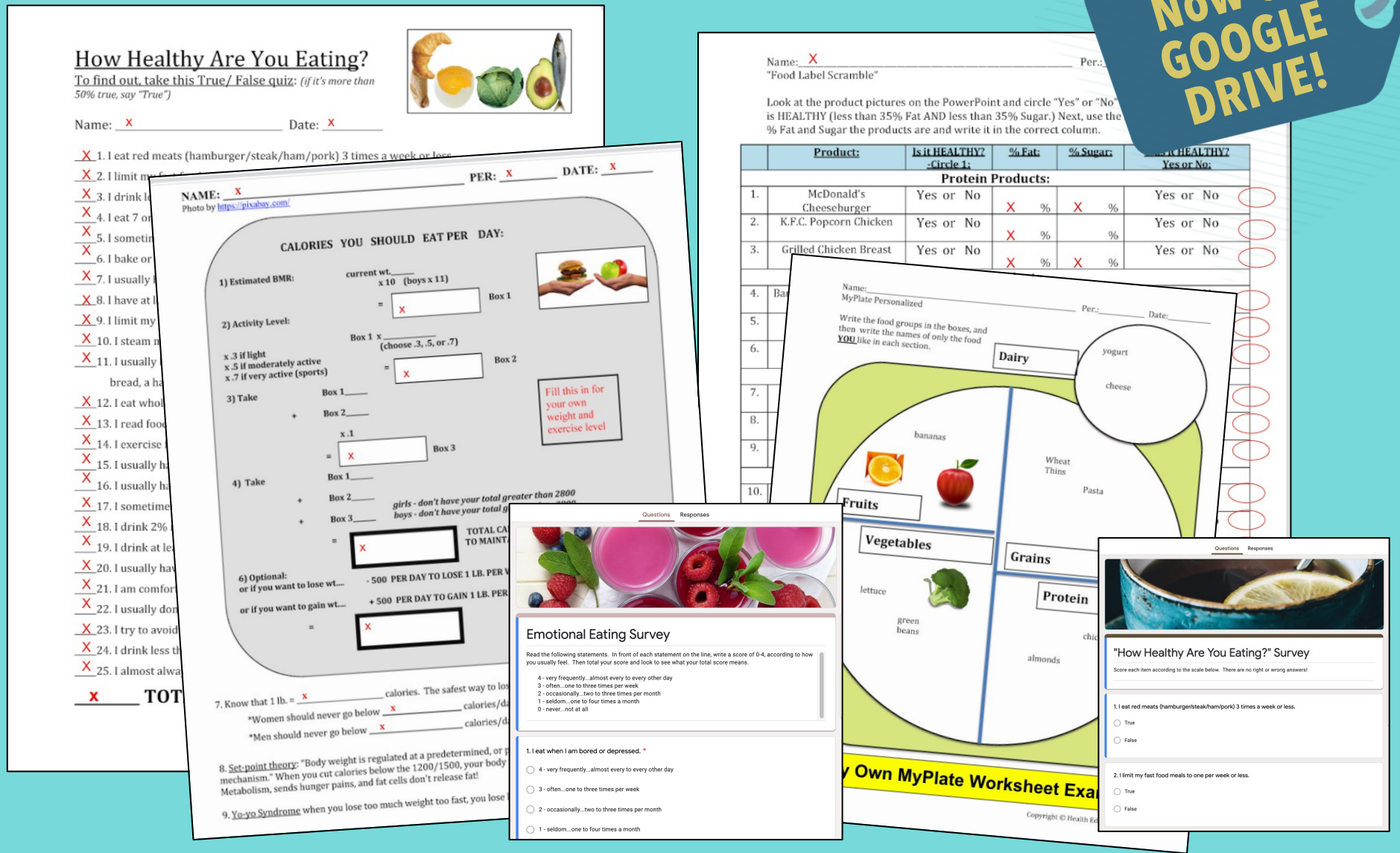




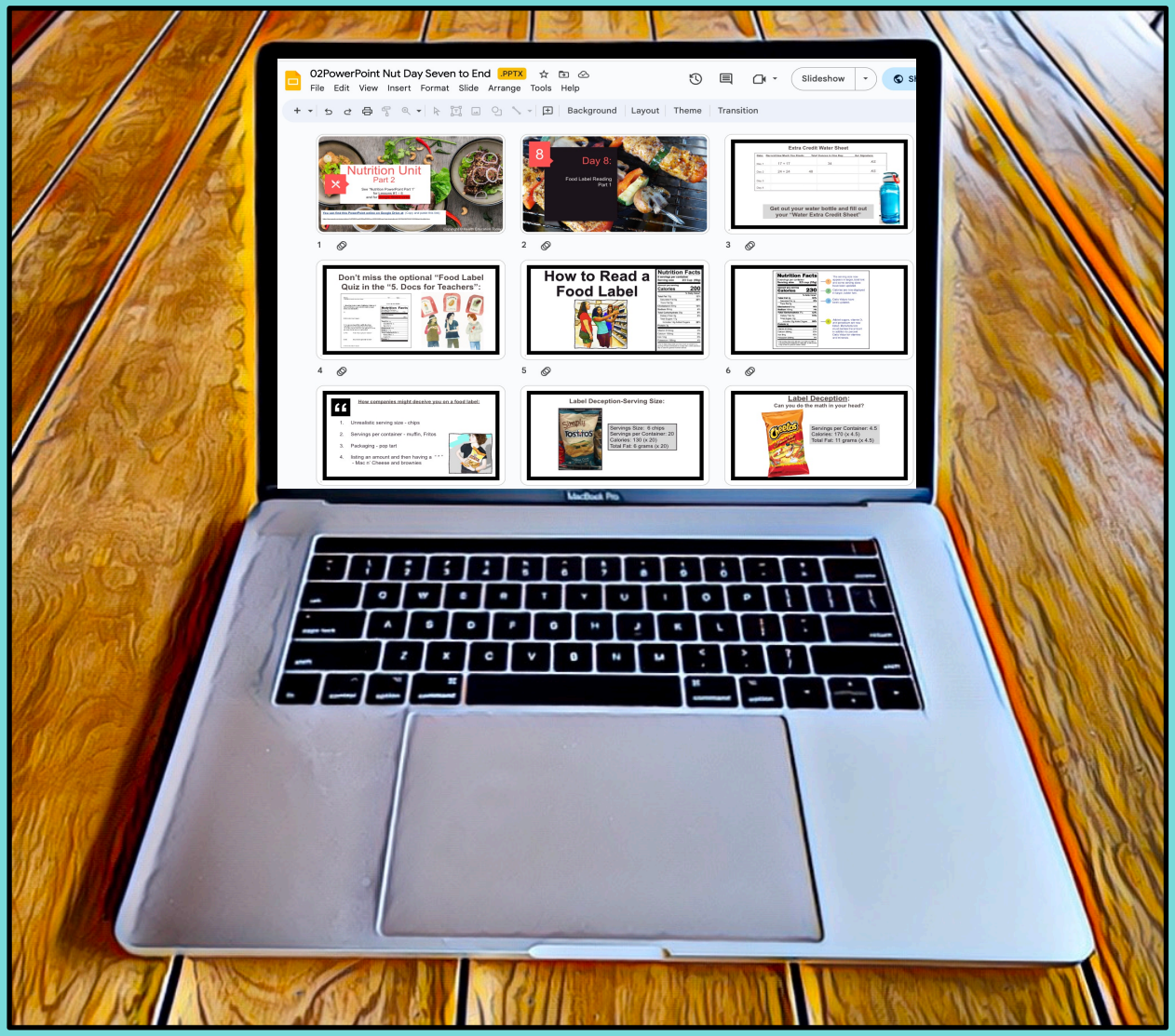
High School Nutrition Unit Google Docs:

100 Google Slides + 4 Forms

Now on GOOGLE DRIVE!

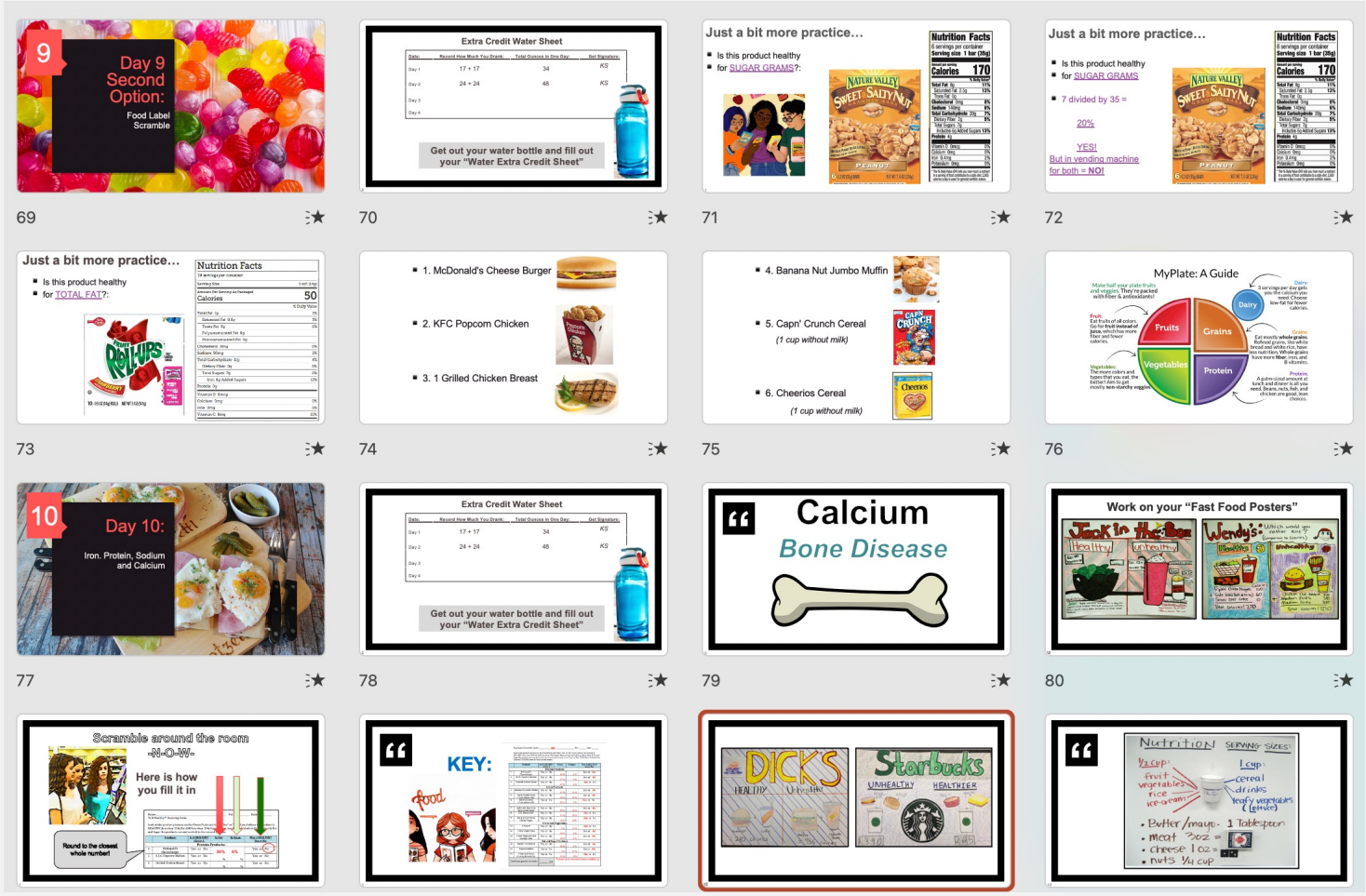


Editable High School PowerPoints are on GOOGLE SLIDES too!



There are 6 PowerPoints-

Here is a clip from "Part 2" of the main unit presentation:



449+

slides in the main presentation!

“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/

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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:

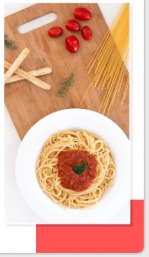
- CONTROLLED CARBOHYDRATES:
  - Dr. Atkins’ New Diet Revolution
  - Whole30
  - Sugar Busters
  - The Zone
  - Dukan Diet
  - South Beach
  - Carnivore
  - Keto *(high fat)*

TYPES OF FAD DIETS:

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

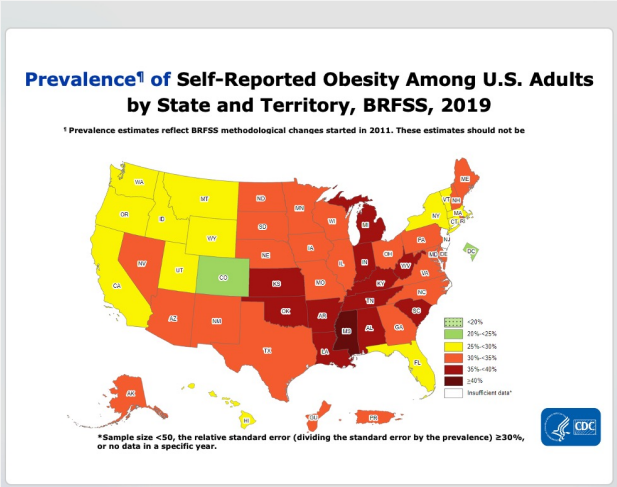
TYPES OF FAD DIETS:

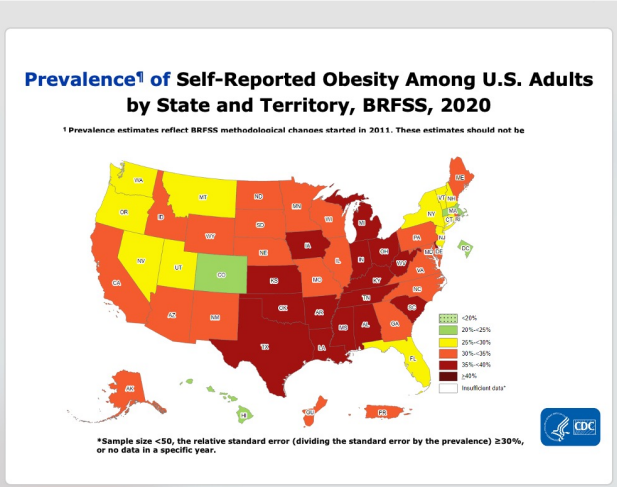
- CONTROLLED PORTION SIZES:
  - Dr. Shapiro’s Picture Perfect Weight Loss
  - Volumetrics Weight-Control Plan

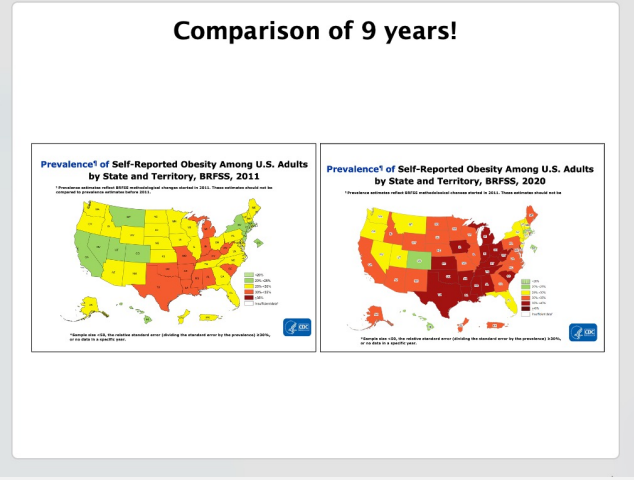


41 total slides

"Obesity in the U.S." PowerPoint:







39 total slides

“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?

14 total slides

Day 1: INTRODUCTION TO UNIT AND ★NEW!★ HARVARD HEALTHY EATING PLATE:


ADVERTISEMENT

AMAZING: Unflavored Apple Cider Vinegar Capsules.

The Fastest All-Natural Diet Known For Rapid Weight Loss Without A Prescription

NEW!

Did you know that apple cider vinegar was once used as a miracle weight-loss product that also eliminates toxins? Thanks to its fat-eliminating virtues, it is actually believed to be the most natural fat eater of all time. This recently rediscovered mysterious liquid weight-loss substance is now available as weight-loss capsules with incredible life changing results.

A Simple Yet Brilliant Idea

The secret to eliminating fat deposits is to "open up the door" of the fat cells and allow them to drain their fat contents. The fat is then redirected to the muscles through the bloodstream. Once it reaches the muscles, the fat can then be burned off as calories. The result: you lose weight in the fastest and most natural way possible.

A Miracle Weight Loss Product

The all-natural ingredients in these new apple cider vinegar capsules can also play an important role in shrinking the development of new fat cells. They actually reverse the weight gaining process by causing existing fat cells to open up and drain off ugly body fat. The drained fat is then transported to the muscles where it can be burned off. This makes it possible to virtually eliminate fat deposits on the stomach, butt and thighs in a very brief period of time.

11 lbs. in Only

APPLE CIDER VINEGAR CAPSULES

Frequently Asked Questions:

How Do the Apple Cider Vinegar Capsules Work?

The capsules work like an "anti-fat police force". The ingredients contained in the apple cider vinegar capsules transmit orders to the fat cells to drain at send fat to the muscl through the bloodstrea This redirected fat c then be eliminated t the muscles as the burn calories.

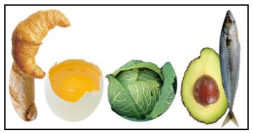
Why Am I Losing Weight?

The apple cider vineg capsules help to releas the fat deposits whic have accumulated o the stomach, hips, leg and butt. They can als prevent new fat fro penetrating the cells b redirecting it to th muscles where it burned off, thereby el minating fat deposits.

Do Apple Cider

Be aware of fad Diets!

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.

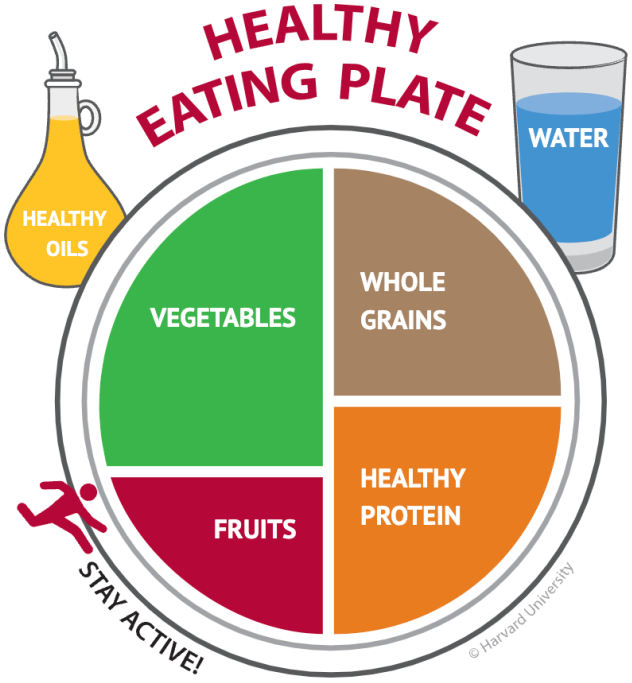
____3. I drink less than 24 ounces of pop per day.

____4. I eat 7 or less eggs per week.

____5. I sometimes have days where I don't eat meat.

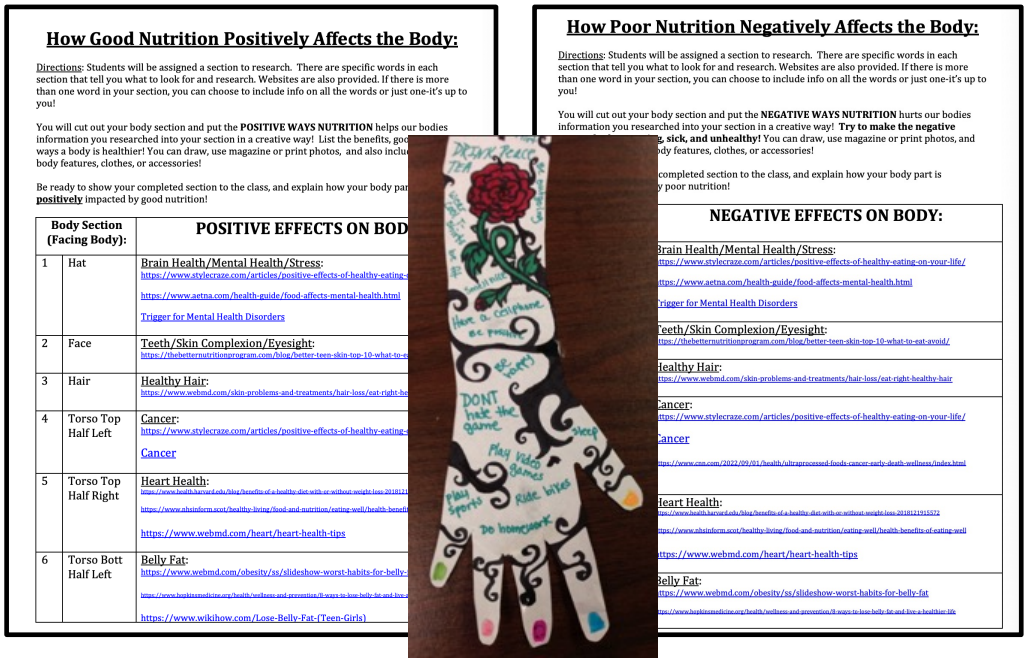
____6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)

____7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.



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

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, goo ways a body is healthier! You can draw, use magazine or print photos, and also inclu body features, clothes, or accessories!

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

Body Section (Facing Body):		POSITIVE EFFECTS ON BOD
1	Hat	Brain Health/Mental Health/Stress: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating- 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-e
3	Hair	Healthy Hair: https://www.webmd.com/skin-problems-and-treatments/hair-loss/eat-right-he
4	Torso Top Half Left	Cancer: https://www.stylecraze.com/articles/positive-effects-of-healthy-eating- Cancer
5	Torso Top Half Right	Heart Health: https://www.health.harvard.edu/blog/benefits-of-a-healthy-diet-with-or-without-weight-loss-201812 https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefi 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- https://www.hopkinsmedicine.org/health/wellness-and-prevention/8-ways-to-lose-belly-fat-and-live-a- https://www.wikihow.com/Lose-Belly-Fat-(Teen-Girls)

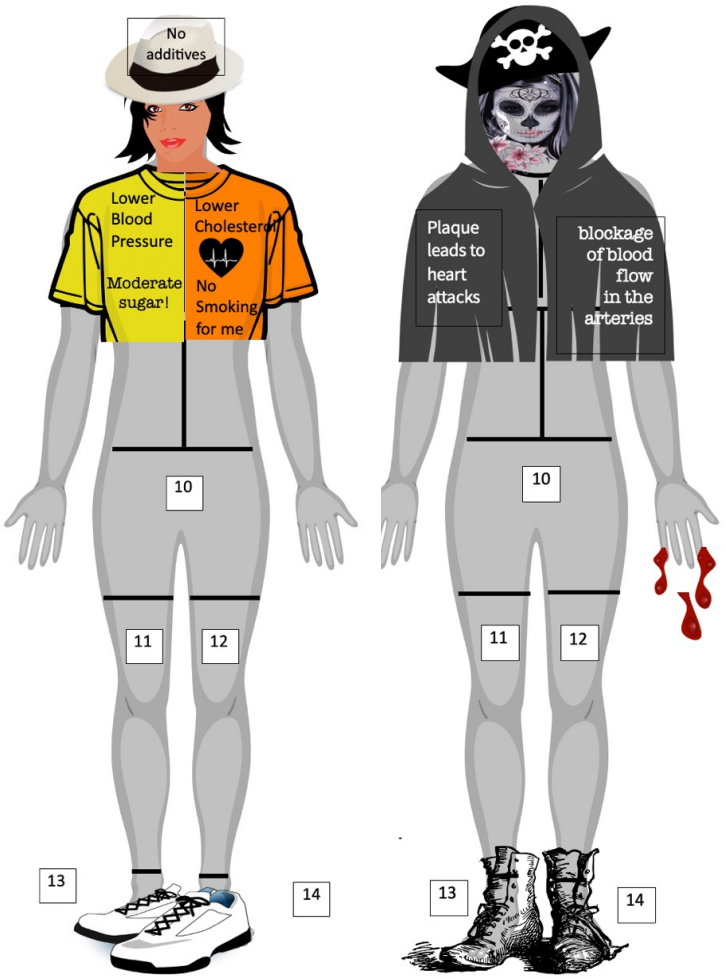
How Poor Nutrition Negatively Affects the Body:

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 , sick, and unhealthy!** You can draw, use magazine or print photos, and body features, clothes, or accessories!

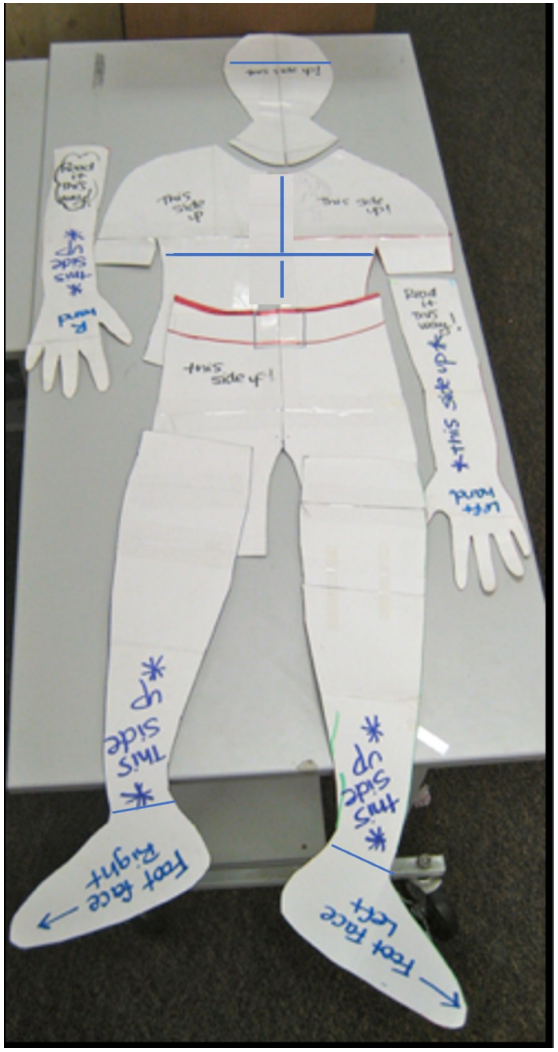
completed section to the class, and explain how your body part is poor nutrition!

	NEGATIVE EFFECTS ON BODY:
	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
	Teeth/Skin Complexion/Eyesight: https://thebetternutritionprogram.com/blog/better-teen-skin-top-10-what-to-eat-avoid/
	Healthy Hair: https://www.webmd.com/skin-problems-and-treatments/hair-loss/eat-right-healthy-hair
	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
	Heart Health: https://www.health.harvard.edu/blog/benefits-of-a-healthy-diet-with-or-without-weight-loss-201812191572 https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefits-of-eating-well https://www.webmd.com/heart/heart-health-tips
	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



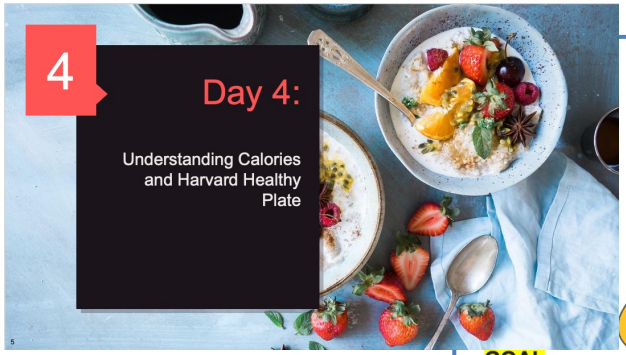
1. This activity will bring life-sized examples of nutritional consequences right into your classroom! Students will be able to see tips and benefits, and some of the negative impacts of how nutrition impacts our bodies! It adds a meaningful purpose to the Nutrition Unit, and will empower your teens!
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!

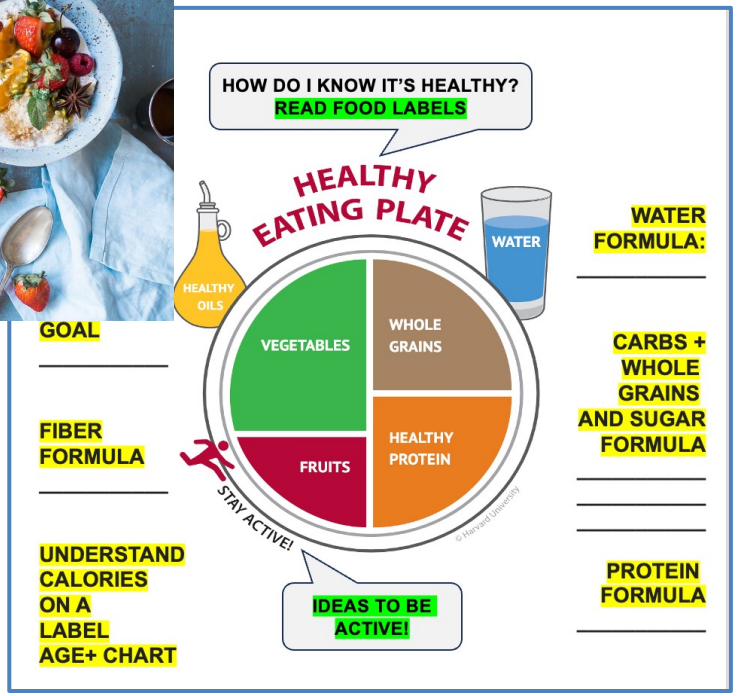
Day 3: HOW NUTRITION AFFECTS THE BODY CLASS ART PROJECT:

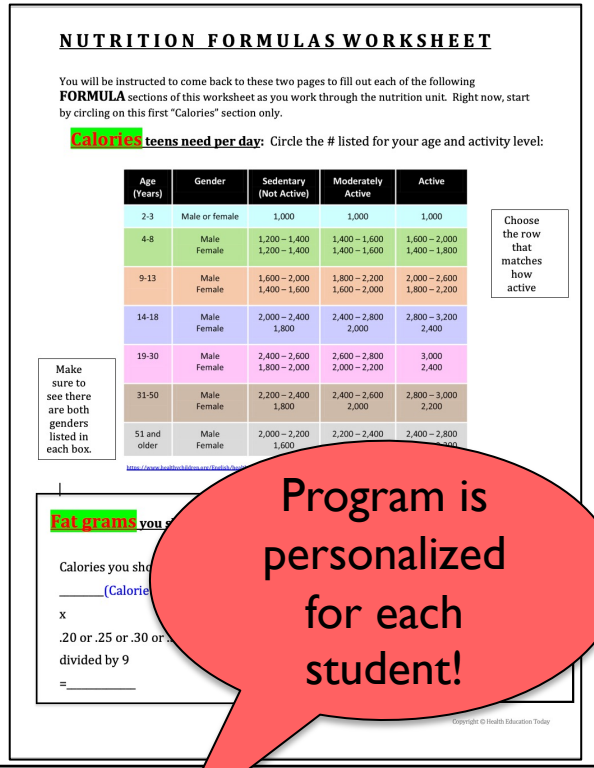


1. Drinking Water Extra Credit Activity
2. Class will work on one "Positive Impacts" and one "Negative Impacts" body example of how nutrition impacts our bodies! **TEMPLATE INCLUDED!**

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

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.

A STUDENT FAVORITE!

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

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

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)

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"

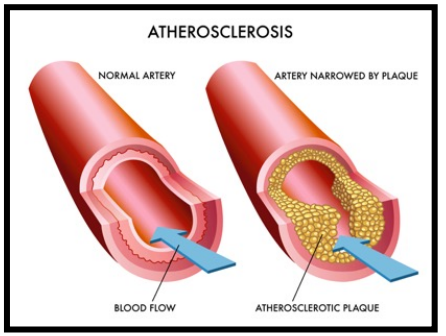
Day 7: CHOLESTEROL and MORE ON CARBOHYDRATES

22. Foods high in sugar are: pop, flavored drinks, energy drinks, juice, sweet desserts, cookies, candy, breakfast cereal

WARNING: sugar is sometimes hidden!

Check your food labels for these words…

Fructose | Honey | Lactose | Corn syrup | Sucrose | Molasses | Maltose | Galactose



Label lists 3 Fat grams, but if you MAKE IT 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

NEW USDA Labels!

Name: X Per: X Date: X

Food Label Worksheet

1. Look at servings per container
2. Look at Serving size
3. Look at Calories
4. Look at Total Fat
5. Look at Total Sugars

Nutrition Facts

9 servings per container

Serving size 2/3 Cup (90g)

Amount per serving

Calories 200

	% Daily Value*
Total Fat 10g	13%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 85mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 17g	
Includes 14g Added Sugars	28%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 105mg	8%
Iron 1mg	6%
Potassium 188mg	4%

*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.

6. Total Fat x 9 = ___ ÷ Calories

This is the % if you should eat about 2,000 calories per day

IS A PRODUCT HEALTHY? HERE'S HOW YOU FIND OUT...

Choose a food label from the class box - the product must have fat and sug

Write the name of your food product here: X

1. How many **Servings Per Container**? X
2. Write the **Serving Size** of your product: X
3. How many **Calories** are in your product? X

Just a bit more practice...

- Is this product healthy
- for TOTAL FAT

Remember: The old food label used to list "Calories from Fat" but now you need to get that number yourself! You just multiply Total Fat x 9 (since there are 9 calories in every gram of fat, so that is the "Calories from Fat."

- 8g fat x 9 (there are 9 calories in every gram
- divided by 170
- = 42%

NO!

Nutrition Facts

6 servings per container

Serving size 1 bar (35g)

Amount per serving

Calories 170

	% Daily Value*
Total Fat 8g	11%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 20g	7%
Dietary Fiber 2g	5%
Total Sugars 7g	
Includes 6g Added Sugars	13%
Protein 4g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0.4mg	2%
Potassium 0mg	0%

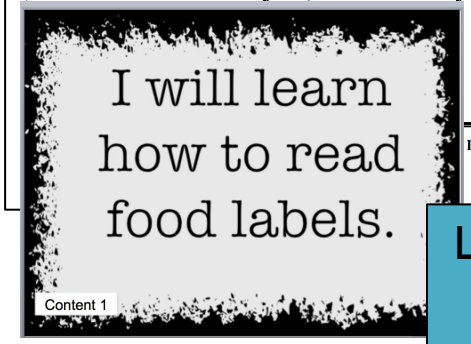
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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

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:** 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	**In the future I will**	**Yes** **No** **Undecided**
Tuesday: I will	**I learned this:** 4 Very well - without mistakes or help	**In the future I will**	**Yes** **No** **Undecided**
		In the future I will	**Yes**

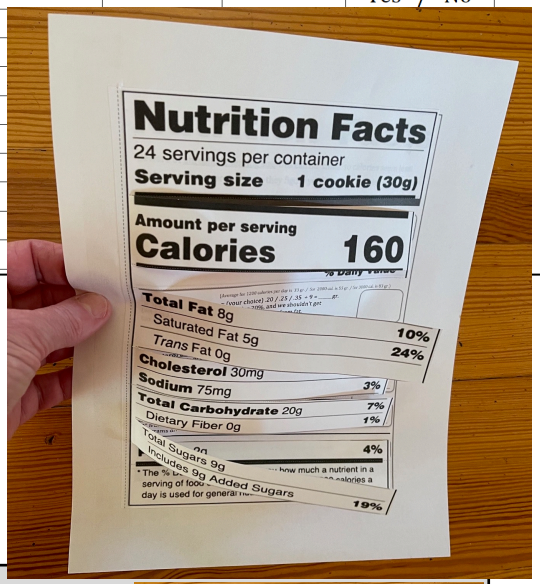


Learning Target posters and check off sheets are included

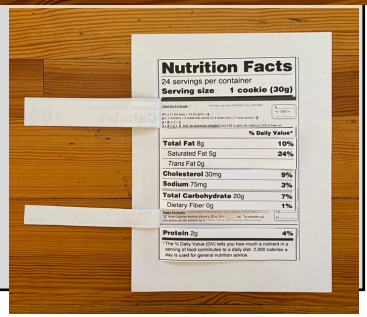
Name:_____ Per.:_____ Date: _____

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
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					



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

They will be able to read food labels with confidence!

How many packets of Instant Oatmeal could I eat + still have fewer calories than the Cinnabon?: ***HINT:** Put Cinnabon **Calories** into yo calculator and divide by **Calories** in 1 packet of Oatmeal)*

Let's compare bacon and sausage.

We should get some **Carbohydrates** for energy in the morning-w a PopTart be a good source? ***Hint for #30:** put **Sugars** into your calculator and divide by **Total Carbs**): %*

PURPLE -

How many **Calories** less is Ben & Jerry's Frozen Yogurt compared B & J's Peanut Butter Cup?

How much **Total Fat** do the Cherry Twizzlers have? People often think food with no fat is automatically good for them, but if I love Twizzlers and I eat 20 of them, how many **Calories** will I eat?

When I start eating Oreos, I can't stop!. If I eat 12 cookies, how ma **Calories and Total Fat** will I eat? ***HINT**: 3 cookies is one serving, so multiply by 4...*

I'm deciding between a Snickers and piece of Cheese Cake. Which has fewer calories?

Which of the all the desserts has the h

I'm deciding between Dannon Light Y Strawberry, both are 6 oz. Which one reasons.

Lasagna:

Nutrition Facts
Lasagna

4 servings per container	
Serving Size	1.5 cups (385 g)
Amount per serving	
Calories	**602**
	% Daily Value
Total Fat 32g	49%
Saturated Fat 15g	75%
Trans Fat 0.3g	
Polyunsaturated Fat 2.6g	
Monounsaturated Fat 11g	
Cholesterol 166mg	55%
Sodium 1576mg	66%
Potassium 1041mg	30%
Total Carbohydrates 35g	12%
Dietary Fiber 3.9g	16%
Sugars 11g	
Protein 44g	

Croissan'wich

Nutrition Facts
Croissanwich

1 serving per container	
Serving Size	1 Croissan'wich (127 g)
Amount per serving	
Calories	**386**
	% Daily Value
Total Fat 25g	38%
Saturated Fat 14g	70%
Polyunsaturated Fat 1.4g	
Monounsaturated Fat 7.5g	
Cholesterol 216mg	72%
Sodium 551mg	23%
Potassium 174mg	5%
Total Carbohydrates 29g	10%
Protein 13g	

McDonald's Artisan Grilled Chicken

Nutrition Facts

1 serving per container	
Serving Size	1 Sandwich (204 g)
Amount per serving	
	380
	% Daily Value
	9%
	10%
	32%
	47%
	15%
	8%

Cowboy Chicken Crispy Chicken Sandwich:

Nutrition Facts

1 serving per container	
Serving Size	1 Sandwich (10.6 oz.)
Amount per serving	
Calories	**760**
	% Daily Value
Total Fat 37g	57%
Saturated Fat 8g	40%
Trans Fat 0g	
Cholesterol 105mg	35%
Sodium 1370mg	57%
Total Carbohydrates 64g	21%
Dietary Fiber 1g	4%
Sugars 20g	
Protein 37g	

Large Coke:

Nutrition Facts
Coke

1 serving per container	
Serving Size	22 fl oz (675 g)
Amount per serving	
Calories	**284**
	% Daily Value
Total Fat 1.7g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0g	
Monounsaturated Fat 0g	
Cholesterol 0mg	0%
Sodium 20mg	1%
Potassium 34mg	1%
Total Carbohydrates 70g	23%
Dietary Fiber 0g	0%
Sugars 67g	
Protein 0g	

Large Mountain Dew:

Nutrition Facts
Mountain Dew

1 serving per container	
Serving Size	22 fl oz (660 g)
Amount per serving	
Calories	**308**
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0g	
Monounsaturated Fat 0g	
Cholesterol 0mg	0%
Sodium 116.6mg	5%
Potassium 13mg	0%
Total Carbohydrates 83.6g	28%
Dietary Fiber 0g	0%
Sugars 83.6g	
Protein 0g	

16 Ounces of Whole Milk:

Nutrition Facts

4 servings per container	
Serving Size	2 cups
Amount per serving	
Calories	**320**
	% Daily Value
Total Fat 20g	31%
Saturated Fat 10g	50%
Trans Fat 0g	
Cholesterol 70mg	23%
Sodium 250mg	10%
Total Carbohydrates 30g	10%
Dietary Fiber 0g	0%
Sugars 20g	
Protein 20g	

16 ounces of low fat - 2% Milk:

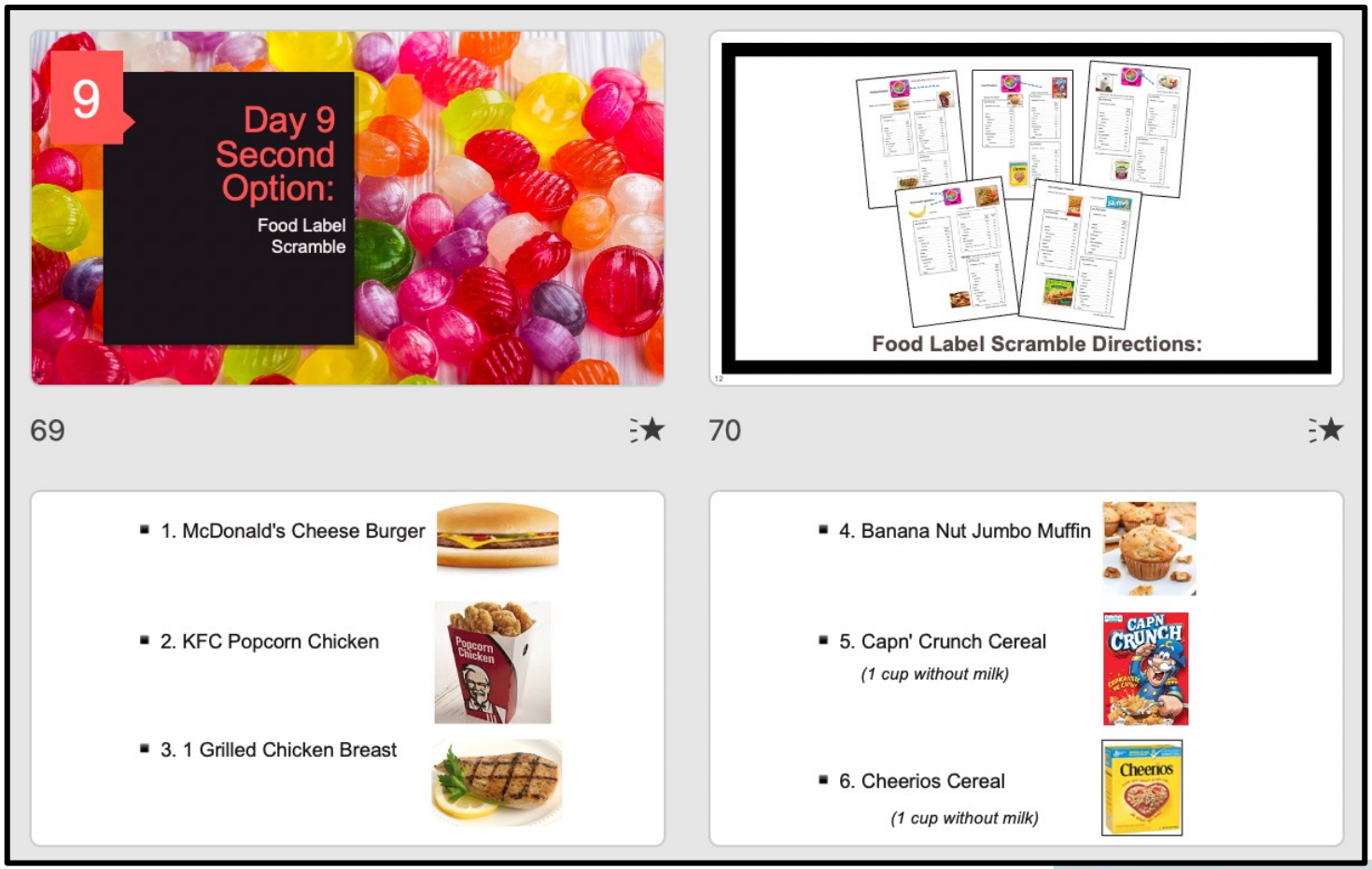
Nutrition Facts
Reduced Fat Milk

4 servings per container	
Serving Size	2 cups (488 g)
Amount per serving	
Calories	**244**
	% Daily Value
Total Fat 9.7g	15%
Saturated Fat 6.1g	31%
Trans Fat 0.4g	
Polyunsaturated Fat 0.4g	
Monounsaturated Fat 2.7g	
Cholesterol 39mg	13%
Sodium 229mg	10%
Potassium 683mg	20%
Total Carbohydrates 23g	8%
Dietary Fiber 0g	0%
Sugars 25g	
Protein 16g	

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:

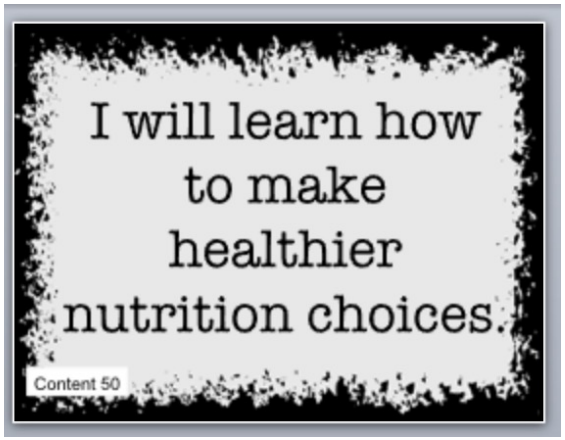
IRON
PROTEIN
SODIIUM

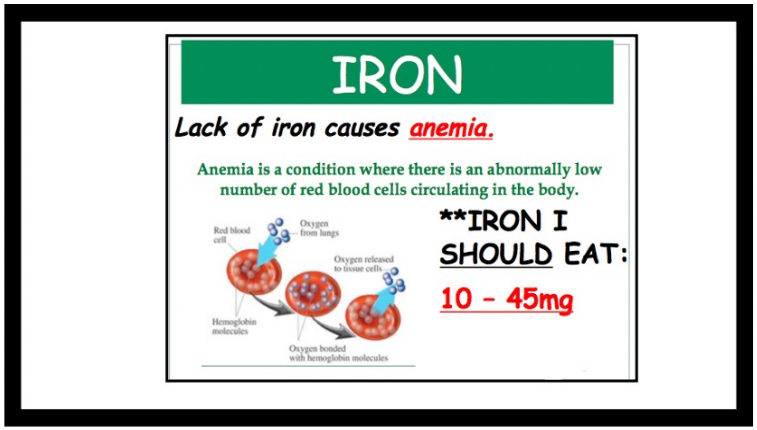
Causes of Anemia:

- Diet low in iron
- Diet low in minerals
- Menstruating female
- Internal bleeding

Symptoms of Anemia:

- Often, no symptoms
- Paleness
- Feeling tired
- Unusual shortness of breath during exercise
- Fast heartbeat
- Cold hands and feet
- Brittle nails
- Headaches





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!

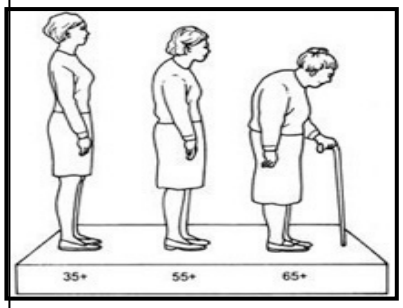
Record your findings on the blank table below.

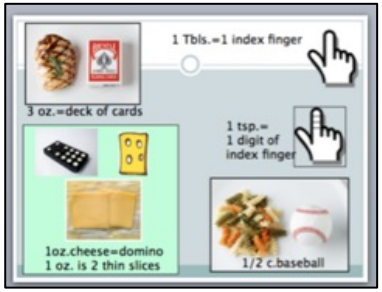
Drink	fl oz	Caffeine (mg)	mg/ floz
Performance Caffeine	2	180	90.0

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:

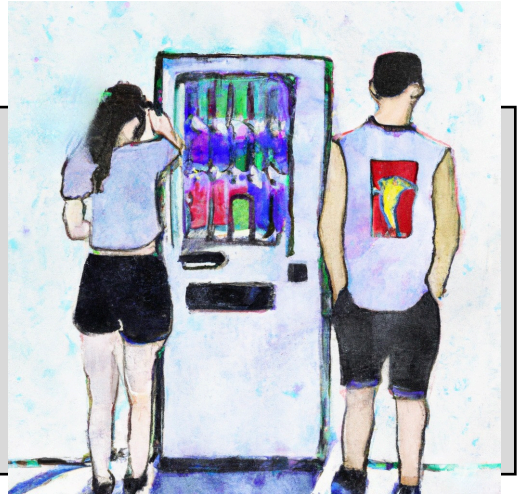
BOTTOMLINE: Doses of caffeine greater than 400 mg per day can elicit mild to severe caffeine overdose symptoms in adults. This can occur with much smaller doses in children/teens or those with underlying heart conditions. While the safe amount of caffeine can vary based on a person's tolerance, sensitivity,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





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:_____

How Many Calories Does Exercise Burn?

Follow the Directions of the back of this sheet to complete th

Look up these foods on:	# of calories:	How would i burn
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:*[15]

(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.

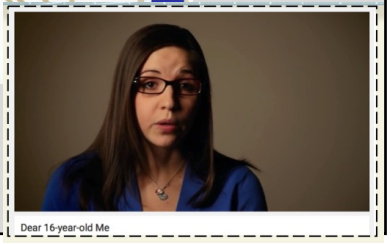
I ndigestion or difficulty swallowing.

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

ften

als

(lattes, mochas, juice, alcohol, pop)

- I skip breakfast
- I skip meals

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							

Photo by https://pixabay.com

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 tou
steadily declines over the years, and the change b
"Muscles burn calories 24/7. If you have less mus
which can lead to easier weight gain," says Dr. Wi

A man's ideal weight is usually about the amount
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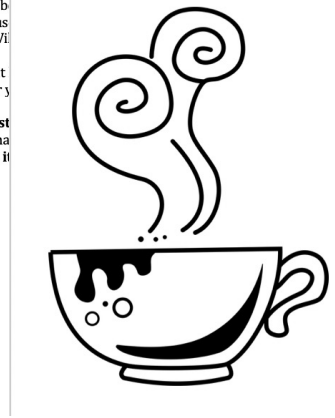
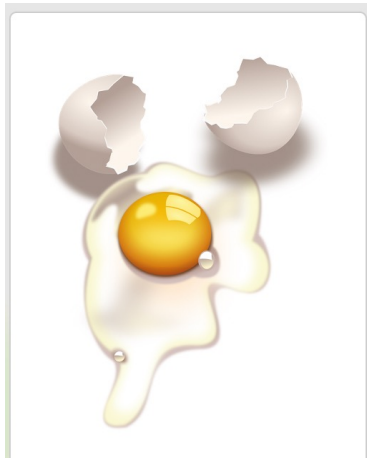
t just
an ha
hat it

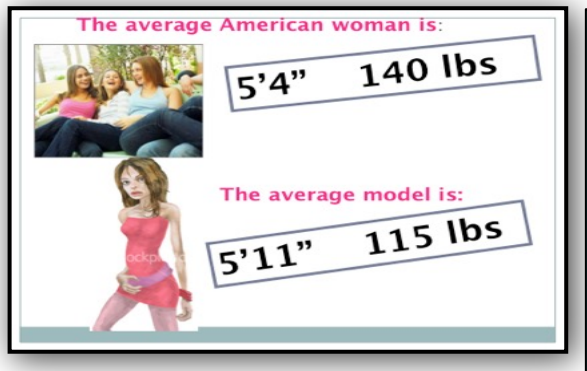


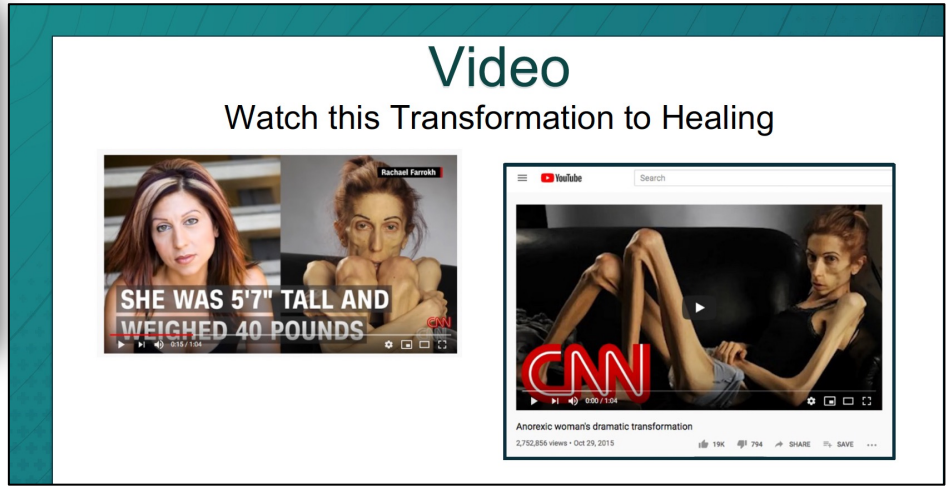


1. "Eating Healthy for Life Survey"
2. Habits, the brain, and eating
3. Fun Doodle Notes Goal-Setting! Templates Included!

Day 14:

EATING DISORDERS





EMOTIONS AND EATING SURVEY

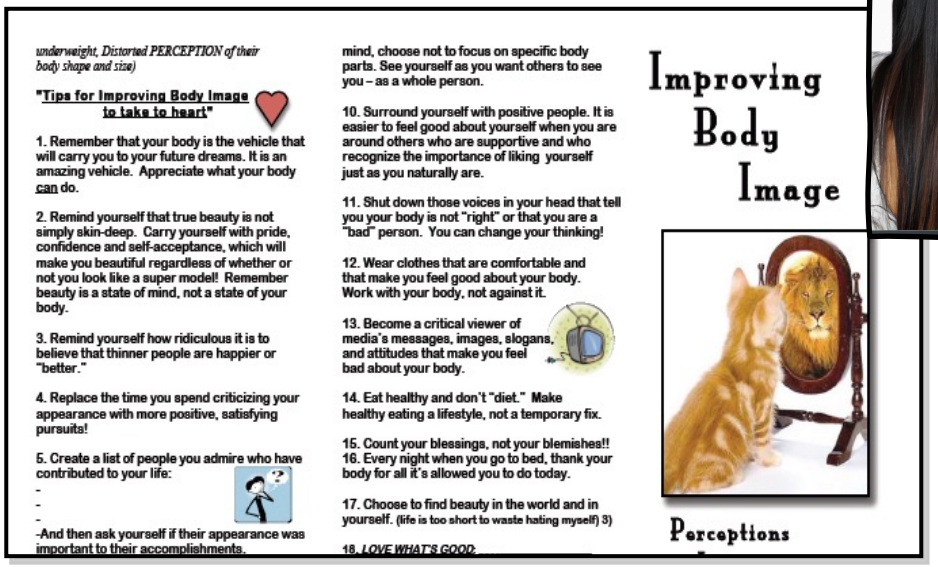
Read the following statements. In front of each statement on the line, write a score of 0-4, according to how you usually feel. Then total your score and look to see what your total score means.

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



underweight, Distorted PERCEPTION of their body shape and size)

"Tips for Improving Body Image to take to heart"

1. Remember that your body is the vehicle that will carry you to your future dreams. It is an amazing vehicle. Appreciate what your body can do.

2. Remind yourself that true beauty is not simply skin-deep. Carry yourself with pride, confidence and self-acceptance, which will make you beautiful regardless of whether or not you look like a super model! Remember beauty is a state of mind, not a state of your body.

3. Remind yourself how ridiculous it is to believe that thinner people are happier or "better."

4. Replace the time you spend criticizing your appearance with more positive, satisfying pursuits!

5. Create a list of people you admire who have contributed to your life:
-
-
-
-And then ask yourself if their appearance was important to their accomplishments.

mind, choose not to focus on specific body parts. See yourself as you want others to see you – as a whole person.

10. Surround yourself with positive people. It is easier to feel good about yourself when you are around others who are supportive and who recognize the importance of liking yourself just as you naturally are.

11. Shut down those voices in your head that tell you your body is not "right" or that you are a "bad" person. You can change your thinking!

12. Wear clothes that are comfortable and that make you feel good about your body. Work with your body, not against it.

13. Become a critical viewer of media's messages, images, slogans, and attitudes that make you feel bad about your body.

14. Eat healthy and don't "diet." Make healthy eating a lifestyle, not a temporary fix.

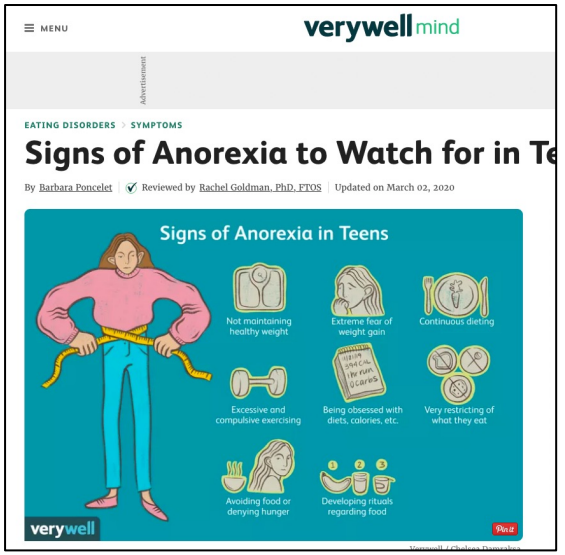
15. Count your blessings, not your blemishes!!
16. Every night when you go to bed, thank your body for all it's allowed you to do today.

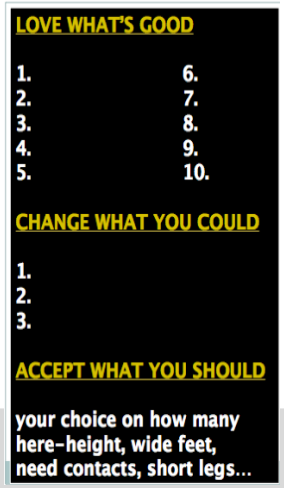
17. Choose to find beauty in the world and in yourself. (life is too short to waste hating myself) 3)

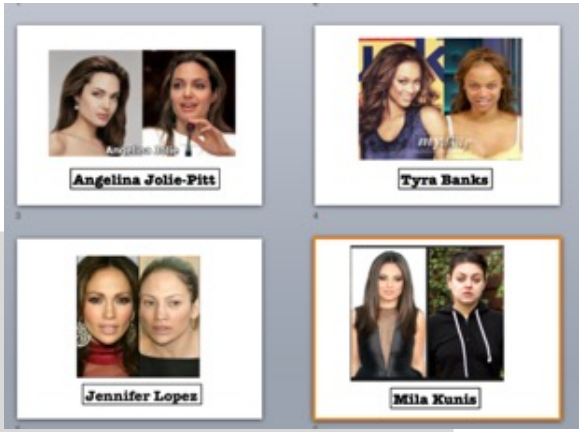
18. *LOVE WHAT'S GOOD;*

Improving Body Image

Perceptions







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 are based on the Mayo Clinic Food Guide Pyramid, and the Dietary Guidelines for Americans:
http://www.mayoclinic.com/invoke.cfm?objectid=357FAABB-312F-414A-A8D6401C15EE66B4

1 point for yes, leave blank for "No"

Yes or No: **If you don't know, leave it blank:**

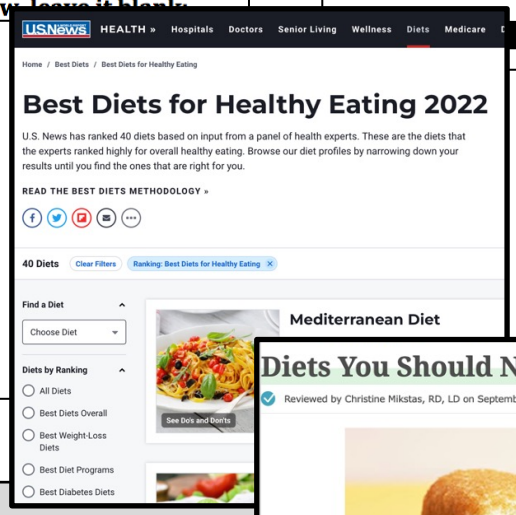
_____1. Does the diet include a variety of food **daily** from these parts of the Mayo Food Guide Pyramid? (breads/grains, fruits, veggies, and proteins/dairy)

_____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?



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

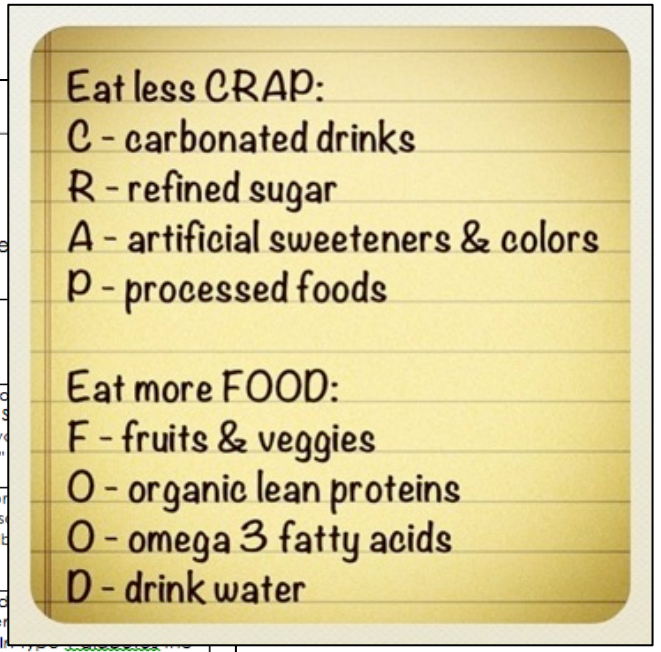
Name:_____ Date: _____

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 proble

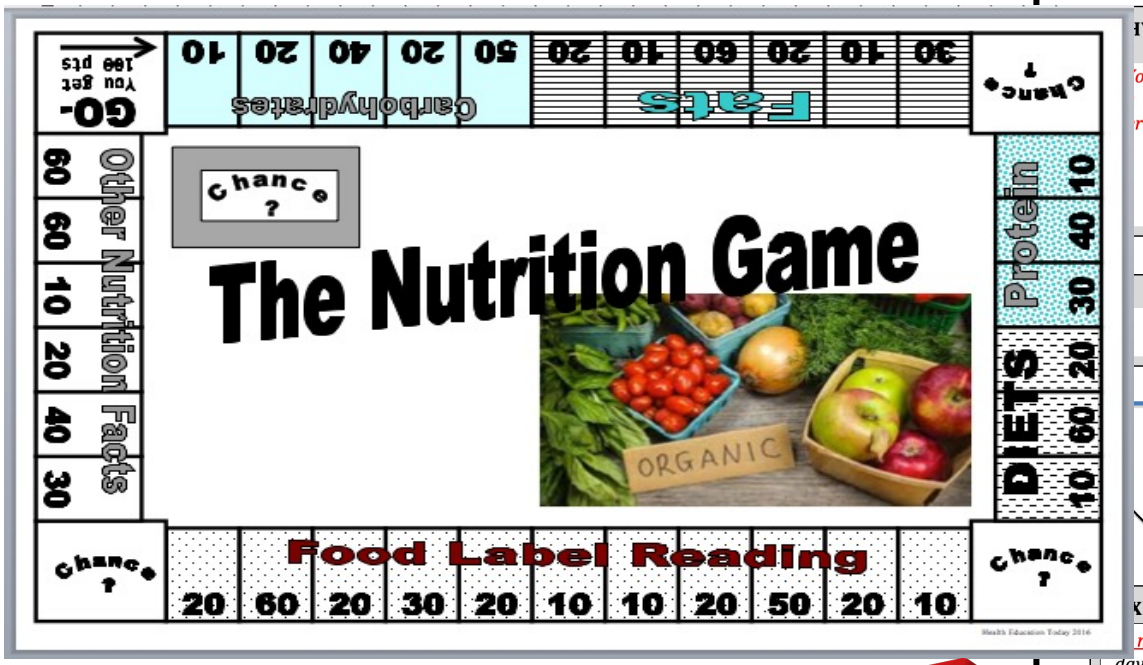
Mark "x" if a problem for you	Eat Less:	Explanation:
1.	**Sugar**	Did you know you don't need any sugar for the rest of your life? And yet, In 2009, more than 50 percent c consume one-half pound of sugar PER DAY—translating to a whopping 180 pounds of sugar per year![10] S calories and gives you nothing nutritionally. It spikes your blood sugar level and disrupts blood sugar. If y sugar, guess what your body stores it as?: FAT! (See "Sugars Worst to Best" PowerPoint Slide in the "Docs"
2.	**White flour**	Found in breads, pasta, crackers, flour tortillas, pancakes, cereals. White flour is one of the most highly pr planet. It's bleached, striped of its fiber and nutrients (which are added back but your body won't abs white "Wonder" bread spikes your blood sugar faster than a bowl of ice-cream! Your best bet is to b whole-grain, like whole wheat, brown rice, oats or quinoa.
3.	**Other white stuff**	A book called, "No White at Night"[3] explains that bread, pasta, potatoes, rice, and corn should be avoid each have a high glycemic index and can increase your blood sugar about 90% FASTER than sugar! Ther crashes, which leads to hunger, and even decreased blood sugar the next day. Diabetes is also a risk. (I pancreas, the organ that secretes insulin, is destroyed, and insulin must be either injected or pumped into the body. Type 2 diabetes is primarily is called "insulin resistance." In the early stages of type 2 diabetes, there's plenty of insulin d doesn't work well. To treat type 2 Diabetes, a healthy diet and plenty of exercise must be added to the person Here is a self-test: If your energy slumps within one to two hours after eating, you've probably had too many c
4.	**Saturated fats**	These fats are found in many dairy and animal products and tropical oils. They are one of the worst for you bec the level of cholesterol in your blood, which increases your risk of heart disease and strokes. Saturated fats are t room temperature like palm or coconut oil, butter, Crisco, red meats like hamburger and steak, cured pork (ba pepperoni, salami, ham) and almost anything with the word cream in it, and some cheeses. **Do you specifically struggle with any of #5-13?**
5.	**Cured pork**	(Bacon, sausage, pepperoni, salami, ham) Researchers from the Harvard School of Public Health found in 2010 processed meats such as bacon, preserved by smoking, curing or salting, or with the addition of chemical pres 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]

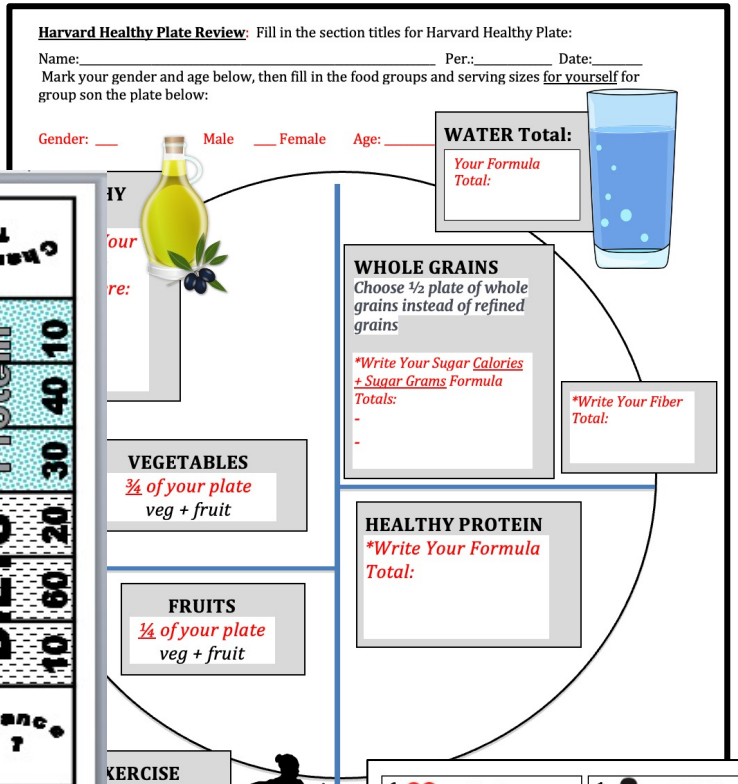


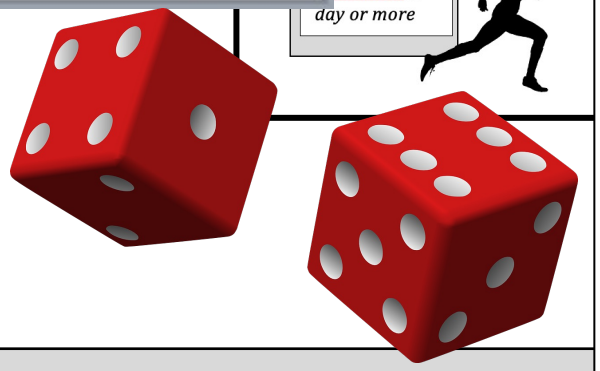
Docs are in PDF and also in Word so you can edit!

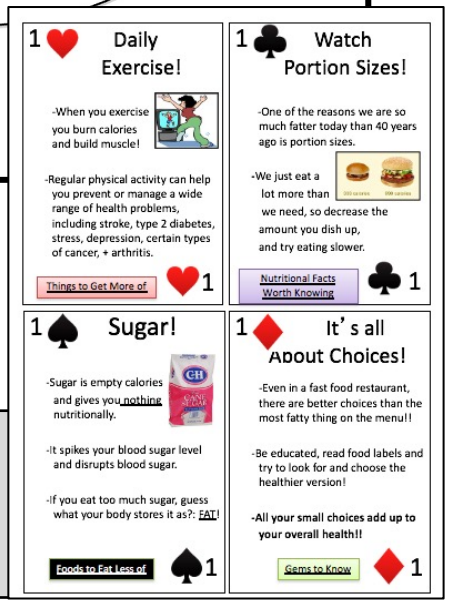
1. "Where is Your Health?" food habits survey with 60 questions!
2. Acronym art activity
3. Personal Health Assessment

Day 19: UNIT ASSESSMENT REVIEW



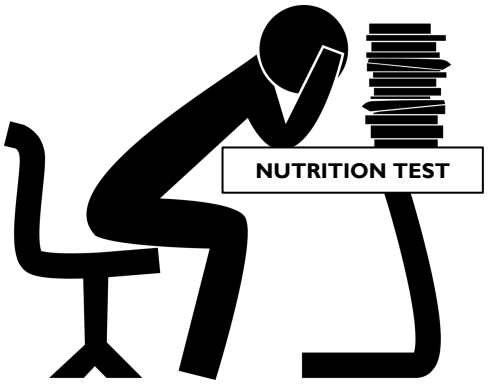






1. "Nutrition Unit Assessment Review Board Game"
2. "Nutrition Card Game Test Review"

Day 20: UNIT ASSESSMENT



Name:_____

Multiple Choice:

1. The definition of a calorie is:
   a. How much fat a food has
   b. The energy value of food

2. How many calories must you cut to lose 1 l
   a. 3000
   b. 4000

3. The safest way to lose weight is:
   a. 5 lbs. per week
   b. 10 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" carbohydrat
_____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

Nutrition Test - KEY

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 foo

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

3. The safest w
   a. 5 lbs.
   b. 10 lb

Matching:

_D_4. Name a
_C_5. Name a
_K_6. The de
_I_7. Which a
_J_8. Name a
_B_9. The de
_A_10. One of
_H_11. Lack

Title Goes Here

First Question Here

1. X
2. X
3. X
4. X
5. X
6. X

Second Question Here

1. X
2. X
3. X
4. X
5. X
6. X

Third Question Here

1. X
2. X
3. X
4. X
5. X
6. X

NEW! Generic Worksheet Template!

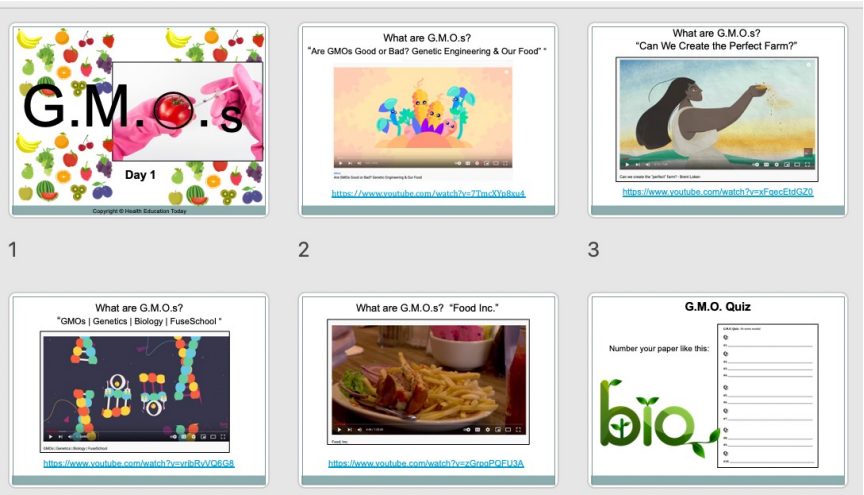
1. " "Nutrition Unit Assessment"
2. Fun Worksheet Templates!

NEW! Skills-Based Advocacy Project:

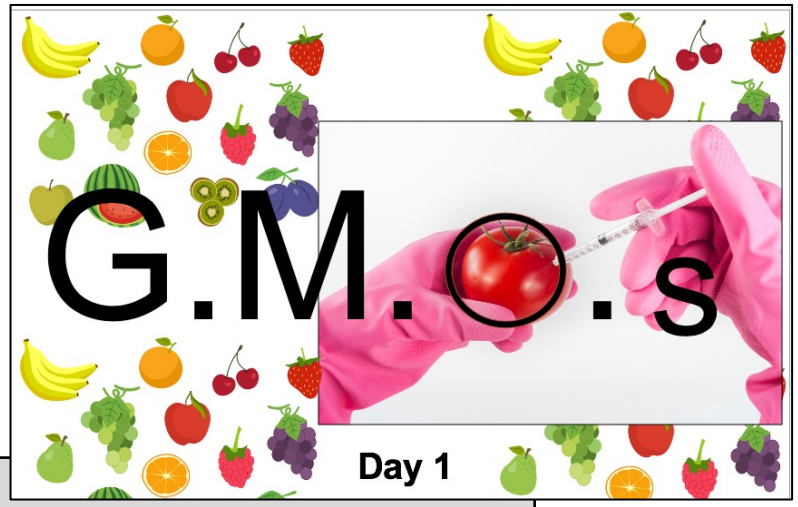
- I'm excited to add this **skills-based** "Self-Advocate for my Health" interactive activity **as a connecting thread through this Health Curriculum**!"
- The SHAPE National Health Standards (that all lessons in my curriculums are aligned with) promote self-advocacy in "STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health."
- "Self-Advocacy" means your "ability to effectively communicate, convey, negotiate or assert (your) own interests, desires, needs and rights. People who self-advocate **for healthy choices** are more likely to thrive in school, work, and life."
- This activity can also be done online on Google Slides!
- Students will write 12 short self-advocacy goals. Prompts are provided!

- why too much sugar and soda pop is unhealthy and how I will work at eating less of it!

Optional Day: GMOS

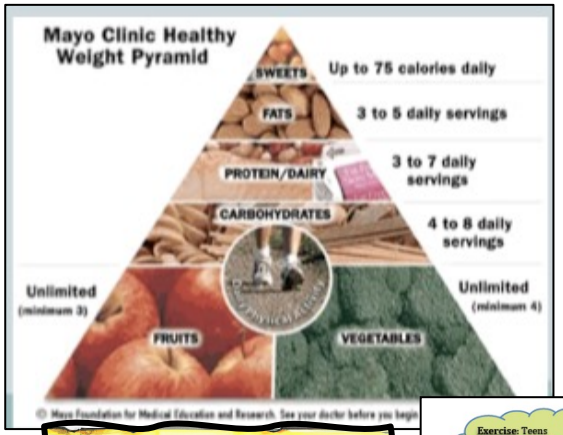


DEBATE

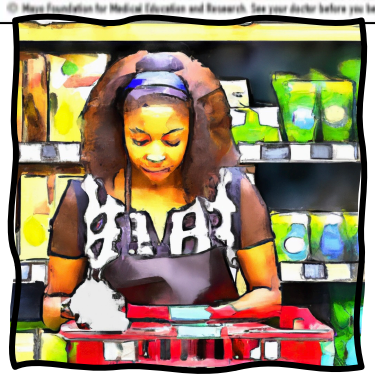


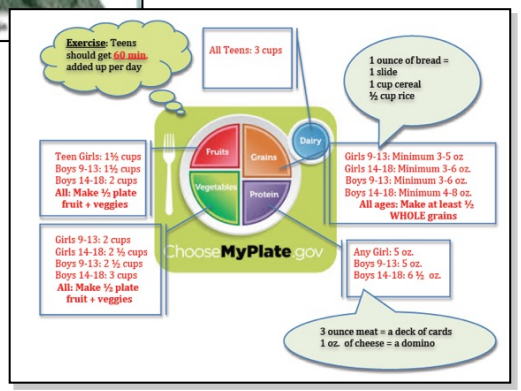
1. G.M.O.s group research
2. G.M.O. videos
3. Quiz and correct
4. Group debates!

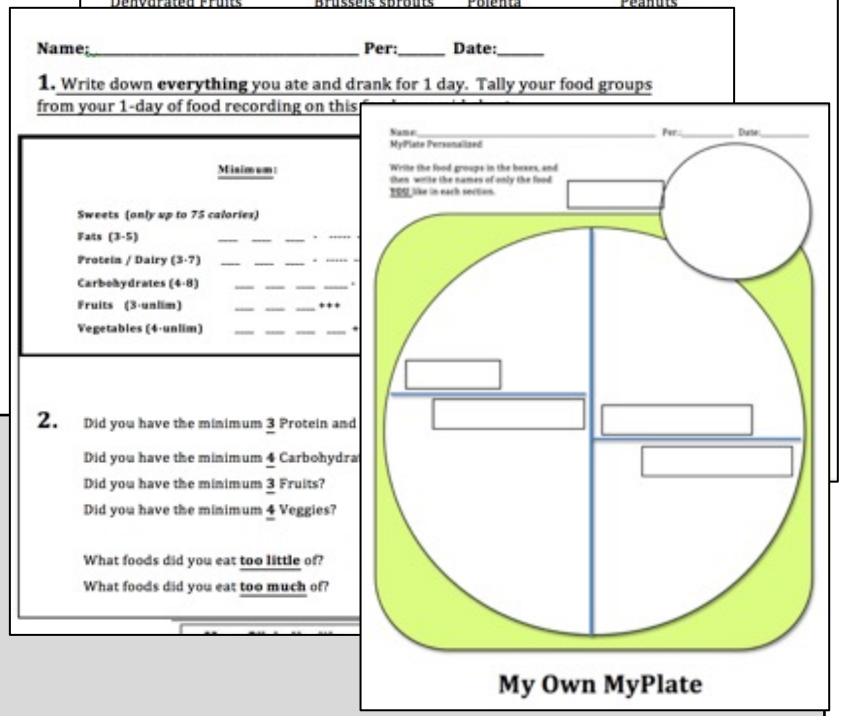
Optional MyPlate Lessons:



Fruits:	Vegetables:	Grains:	Dairy/Protein:
Avocados	Asparagus	Crackers	Milk
Bananas	Corn	Chips	Choc. milk
Apples	Carrots	Tortillas	Yogurt
Canned Apricots	Green Beans	Bread	Ice-cream
Canned Fruit	Green Peas	Rolls	Frozen yogurt
Grapefruit	Beets	Pancakes	Almonds
Mandarin Oranges	Sweet Corn	Waffles	Cheese
Mangoes	Tomatoes	French toast	Fruit smoothie
Peaches	onions	Bagels	Fish, sushi, shrimp
Pomegranate	Mushrooms	Pasta	Eggs
Pears	Cucumbers	Oatmeal	Fish-salmon,
Cherries	Olives	Quinoa	Halibut, cod
Pineapple	Broccoli	cream of wheat	Chicken
Plums	Spinach	Cereals	Hamburger
Rasp+ blk. berries	Cauliflower	Graham crack.	Steak
Strawberries	Corn on cob	English muff	Chili beans
Tropical Fruit Salad	Lettuce	Rice	Refried beans
Dehydrated Fruits	Brussels sprouts	Polenta	Peanuts






Name:_____ Per:_____ Date:_____

1. Write down **everything** you ate and drank for 1 day. Tally your food groups from your 1-day of food recording on this

Minimum:

Sweets (only up to 75 calories)	
Fats (3-5)	
Protein / Dairy (3-7)	
Carbohydrates (4-8)	
Fruits (3-unlim)	+++
Vegetables (4-unlim)	

2. Did you have the minimum 3 Protein and

Did you have the minimum 4 Carbohydra

Did you have the minimum 3 Fruits?

Did you have the minimum 4 Veggies?

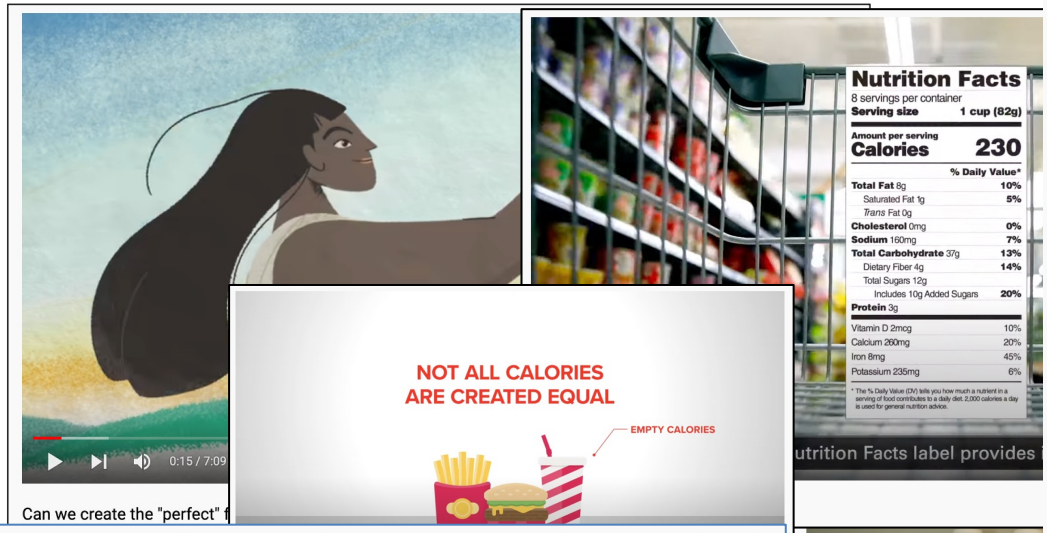
What foods did you eat too little of?

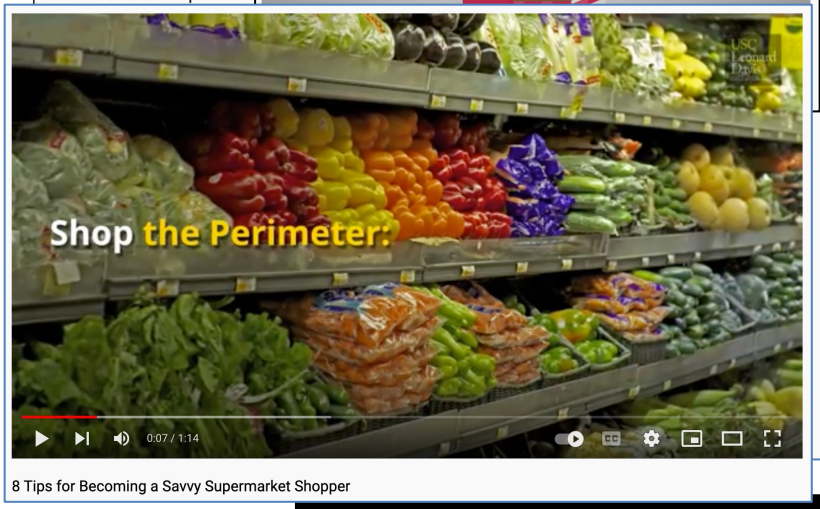
What foods did you eat too much of?

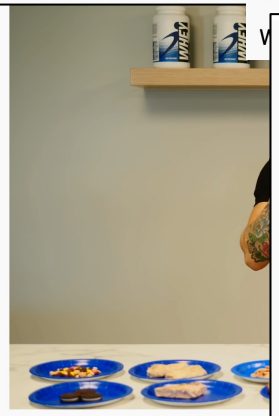
1. The MAYO Clinic Food Guide Pyramid
2. The USDA MyPlate Program
3. Personal food records tally
4. The importance of water!
5. "Extra Credit -Drinking Water"
6. Why eating balanced is important, and knowing if a typical day of meals for me meet the healthy standards?

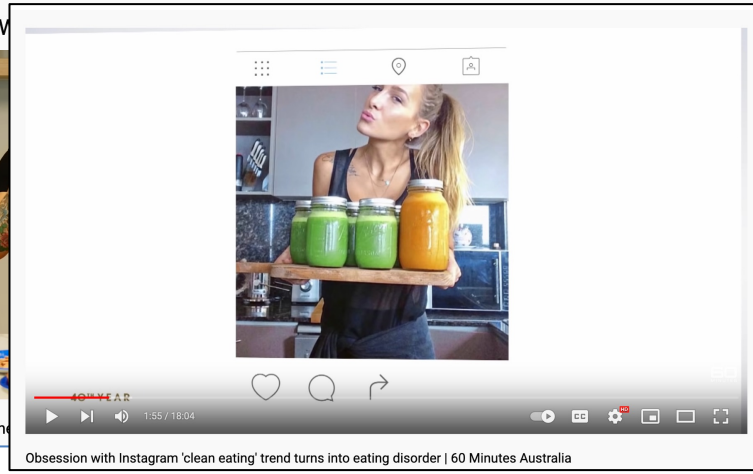
LINKS TO FREE VIDEOS:

What are G.M.O.s?
"Can We Create the Perfect Farm?"





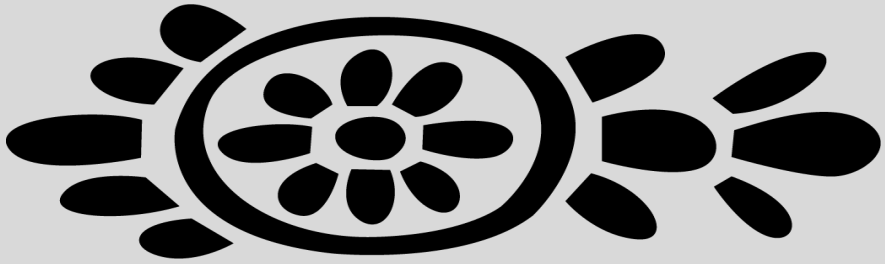




38 Links to FREE Videos!

This Program is all About the Students…

- The program is classroom and "kid-tested," teacher-approved, and full of real student examples and responses.
- It promotes high student engagement and interaction!
- This curriculum challenges and touches the lives of teens!



Buy it Today, Teach it Tomorrow!

Here is what makes this program unique!!

- This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- PowerPoints are full of what's trending, photos, and video links teens will appreciate.

- **Thank you for previewing my work on these important topics!**

About the Author:

- I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.

- My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

Works Cited:

Owl and Yosemite Photos by me.

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Photos From:
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