References:

- Columbus Public Schools Curriculum Guide

Benchmarks:

4th grade SLC 19

Objectives:

Students should be able to identify different food groups, identify foods belonging to each food group, and recognize the nutritional value of each food group. Further, students should be able to interpret key portions of food labels such as: serving size, calories, fat, carbohydrates, and vitamins.

Materials:

- Food pyramid
- empty food packages (boxes, cans, clean bags, cartons, etc.)
- Handouts to fill in during discussion
- Diet homework

Initial Demonstration:

1. Introduce food pyramid, identify characteristics of each group as well as foods from each group. Make note of the nutritional value associated with each group (protein, vitamins, minerals, energy, etc.)

Target Observations:

- The food pyramid divides up food into groups
- Each group provides us with different nutrients

Target Model:

- We need to eat the appropriate amount of food from each group every day to get the right amount of nutrients in our bodies.
**Procedure:**

2. Identify which food groups are represented in various food products using food packages (i.e. macaroni, pizza, salads, fruit, soup, etc.). Assess the nutritional value of each food using the “Nutrition Fact” label on each package. Identify serving size, calories, fat, sodium, protein, vitamins, and minerals and their relative abundance. Identify why we need each of these things (protein for muscle, calories for energy, etc.). Put these things into a context of what an individual needs versus what we may eat or like to eat. Vaguely mention the long term consequences of improper diet and why it is important to begin eating properly now.

Examine the ingredients of food. Mention that the ingredients are listed according the what there is the greatest proportion of to that of which there is the least. Mayonnaise is a good example – the first ingredient is soybean oil. (Incidentally, many people seem to think mayonnaise is a dairy product.)

Activity: fill out dietary chart placing everything the student eats for into proper food group with serving size

3. Discuss activity. Examine the relationship between dietary needs and age/level of activity and how these may change over time.

In class activity: Make up a favorite meal (for example, hamburger and fries). Have students determine which food groups are represented and how many servings of each. Take everything into account – lettuce, tomatoes, mustard, mayonnaise, fat in hamburger, etc. Have them notice if any food groups are over or under-represented in this meal. Have them speculate as to the effects of eating meals like this regularly. See if they understand why a BALANCED diet is necessary.

1. What are different examples of each food group? What forms can we get them in? (Oranges vs. orange juice, steak vs. hamburger, milk vs. ice cream, etc.)
2. What different food groups do we see in a prepared food? (Pizza will have bread, dairy, perhaps meat and vegetables) How much/how many servings would we get from this? Does this lead to a “balanced” diet?
3. Do some people require more food than others? Why is this? (different energy needs) What contributes to people having different dietary needs? (level of physical activity, age, gender, genetic condition – diabetes)

**Target Observations:**

- Food labels tell us what is in our food, and what nutrients they provide.
- Different people need different amounts of food.
**Target Revised Model:**

- Food labels need to be examined so that we get the proper amount of nutrients each day.
- People need different foods depending on how old they are, their gender, their general health, etc.

**Summary:**

The food pyramid and food labels have been introduced. Students should be able to identify the ingredients in a food product, as well as their nutritional value. They should also know roughly how much energy they need each day for their age and gender.