

4 OBJECTIVES AND NATIONAL STANDARDS

Nutrition Essentials' Objectives

After completing the lessons, students will be able to:

Lesson 1

- State key ideas of the MyPyramid food guidance system.
- Identify the amounts and kinds of food they each need, based on age, gender, and level of physical activity.
- Compare the amounts of foods needed by boys and girls.
- Identify MyPyramid.gov as a source of additional information.

Lesson 2

- Identify recommended amounts for each of the food groups for 2,000 calories a day.
- Use ingredient lists to identify general amounts of food components.
- Describe the importance of making food choices over several days to get enough different kinds of foods and nutrients.
- Choose specific foods they need, using the MyPyramid food groups.

Lesson 3

- Identify amounts of nutrients, calories, and Serving Sizes on Nutrition Facts labels.
- Explain how to use the 5%-20% DV Guide to get LESS of some nutrients and get ENOUGH of others.
- Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories.
- Recognize that the Nutrition Facts label is based on 2,000 calories for a day.

Lesson 4

- Estimate amounts of foods by using common objects for comparison.
- Compare amounts of food they eat to Serving Sizes on food labels.
- State the amounts recommended for each food group for 2,000 calories a day.

Lesson 5

- Describe amounts and kinds of foods to meet the MyPyramid food group recommendations for a day, at about 2,000 calories.
- Choose the total amount and kinds of foods to meet the food group recommendations for themselves for a day.
- State that they need to eat the recommended amounts and kinds of foods to grow and stay healthy. The exact amounts do not need to be eaten every day, but on the average over time.

Lesson 6

- Identify the recommendation to "be physically active at least 60 minutes on most or all days of the week."
- Give examples of various levels of physical activity.
- Discuss the benefits of being physically active.

National Standards for Family and Consumer Science Education and for Health Education

The educational content for each of the six lessons is based on learning outcomes that meet the following standards and competencies:

Family and Consumer Science Education National Standards

Developed with input from thousands of family and consumer sciences (FACS) educators, other FACS professionals, and representatives of FACS businesses and industry, the national standards provide a strong and clear conceptualization of family and consumer sciences. They help define and give common direction to the discipline of family and consumer sciences in local and State programs across the Nation. For more information go to: www.doe.state.in.us/octe/facs/natlstandards.htm

COMPREHENSIVE STANDARD 14.0 – Nutrition and Wellness:

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Content Standard:

14.2

Evaluate the nutritional needs of individuals and families in relation to health and wellness, across the lifespan.

14.2.4

Appraise sources of food and nutrition information, including food labels, related to health and wellness.

14.3.1

Apply various dietary guidelines in planning to meet nutrition and wellness needs.

National Health Education Standards for Students

The goal of National Health Education Standards is improved educational achievement for students and improved health in the United States. The draft Standards are listed below. (Cited from Prepublication document of the National Health Education Standards, PreK-12. American Cancer Society. December 2005-August 2006. Contact aahe@aahperd.org if you have questions, or go to: www.aahperd.org/aahe/pdf_files/standards.pdf.)

Draft 2006 Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.