

Does Your Diet Stack Up?

Utah Health Education



Materials

- ◆ Overhead Projector
- ◆ *What I Eat* handout for each student
- ◆ *Chew on This* worksheet (one for each student or one overhead master)
- ◆ Two long strips of paper
- ◆ Post-It Notes

Background

Food is much more than subsistence. It is filled with cultural, psychological, emotional, and even religious significance. It defines shared identities and embodies religious and group traditions. It is because of these important social aspects that the integration of nutrition, culture and healthy living becomes such a relevant aspect of a student's life!

The Healthy Lifestyles core asks students to determine a balanced diet based on MyPyramid, the new food guide pyramid. Many of the students will be familiar with the pyramid, but they may not know that other cultures also have dietary guidelines. Dietary guidelines in South America also advise people about a healthy diet.

Activity Procedures

1. List the "Foods of South America" on the chalkboard or large piece of poster paper.
2. Review MyPyramid with students. Review the amount of a serving or portion size. You may need to remind students that a serving size for an adult is different than one for a child. (Teacher Tip: See the serving sizes for children by visiting http://teamnutrition.usda.gov/Resources/mpk_poster2.pdf)
3. Pass out the "What I Eat" worksheet to each student. Have the students complete the worksheet in class or as a homework connection.
4. As a class, review which nutrients are available in each food group (i.e., grains: carbohydrates for energy; fruits/vegetables: vitamin A and C, fiber, potassium; dairy: calcium and vitamin D for healthy teeth and bones; meats/beans: zinc, iron and protein; oils: good fats for silky hair and healthy skin.) Make sure that students understand that "oils" should be limited and not considered a food group.
5. Distribute a number of Post-It Notes to each student. Have each student write down one food item [per Post-It Note] which they have eaten for dinner. (This may require four to five Post-It Notes per student. You can maximize your use by cutting them in half.) Use a wall graph to determine the number of servings of each food group consumed by the entire class during one meal.

Making a Wall Graph

Use long strips of paper to create the X and Y axes for the graph. Mark placements on the Y axis which represent the number of students. Mark places on the X axis for each food group (grains, meats/beans, dairy, fruits, vegetables, oils).

Time: 1 hour

Grade Level: 3

Health, Standard 6

The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 1

Compare personal eating habits with a balanced diet.

- b. Determine a balanced diet based on the Food Guide Pyramid.

Objective 2

Identify nutrient groups and the key functions of each.

- b. Name foods rich in key nutrients.

Tape the axes on the wall.

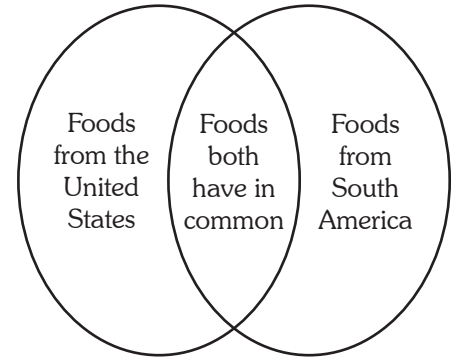
Have each student add their data to the graph using a Post-It Note, creating a bar graph.

6. Ask the students to analyze the information on the graph.
 - Which food group was most frequently eaten?
 - Which food group was eaten the least?
 - Does this information reveal any evidence toward the healthy or unhealthy eating habits of the group?
7. Using the “Chew on This” overhead transparency (or worksheet) review how differently most Americans eat. (See US Actual Consumption in relation to what has been recommended in MyPyramid.) Discuss the following investigations with the students:
 - What are some of the effects of eating an unbalanced diet? (heart disease, obesity, fatigue)
 - What parts of the American lifestyle may contribute to an unhealthy diet? (stress, fast-pace, working parents)
 - By looking at the wall graph created by the class, does it appear that we have a balanced or unbalanced diet?
 - What are some ways that we could improve the balance in our diets?
8. Looking at the other portions of the overhead transparency, review the typical daily meals eaten in Brazil and the “Foods of South America” listed on the chalkboard. Discuss the following investigations with the students:
 - Have you eaten any of these foods before? Can any of these foods be grown in your local county?
 - Why do the people of South America eat different foods than we do? (geography and climate, economic status, availability of certain foods, ability to be shipped or stored without refrigeration, and tradition)
 - Do these foods seem healthier, less healthy or about the same as the foods eaten in the United States? Explain.
 - Which food group was most frequently eaten?
9. It may be helpful for some students to form a Venn Diagram and list foods eaten in South America in one circle, foods eaten in the United States in another circle, and those foods eaten in both countries in the overlapping area.
10. Have students write a paragraph explaining why they eat the foods they choose and how they might eat different (yet still nutritious) meals if they were in South America.

Additional Activities, What’s Next?

1. Create a giant pyramid on one of your classroom walls. Ask students to cut out magazine pictures or draw pictures of the foods that belong in each group and then place them on the wall. You may want to attach the actual containers to the appropriate food group.
2. Make a pyramid snack. Have students invent a snack that includes foods from each food group. For example, start with an English muffin half or a firm cracker. Spread the top lightly with peanut butter. Add shredded carrots and chopped apples. Serve with milk.

Venn Diagram



Teacher Notes:

A large rectangular box with a vertical line of Post-it notes on the left side, intended for teacher notes.

**Food of South America
(listed by food group)**

Meats, Sweets, Eggs

Beef, lamb, eggs, puddings, cookies, creams

Plant Oils, Milk Products

Soy, corn and olive oil, milk, cheese

Fish, Shellfish

Shrimp, salmon, snapper, mussels

Poultry

Fowl, turkey, chicken, pork

Beans, Grains, Tubers, Nuts

Maize, potato, rice, bread, taro, tortilla, arepas, beans, seeds, quinoa, malanga, peanuts, amaranth, arrachacha, hichintal, legumes, cassava, pecans, sweet potato, pumpkin, plantain, yuca

Fruits

Lime, banana, avocado, breadfruit, plums, apple, berries, papaya, mango, cherimoya, guanabana, pineapple, melon, tamarind, quince, grapes, guava, orange, kiwi

Vegetables

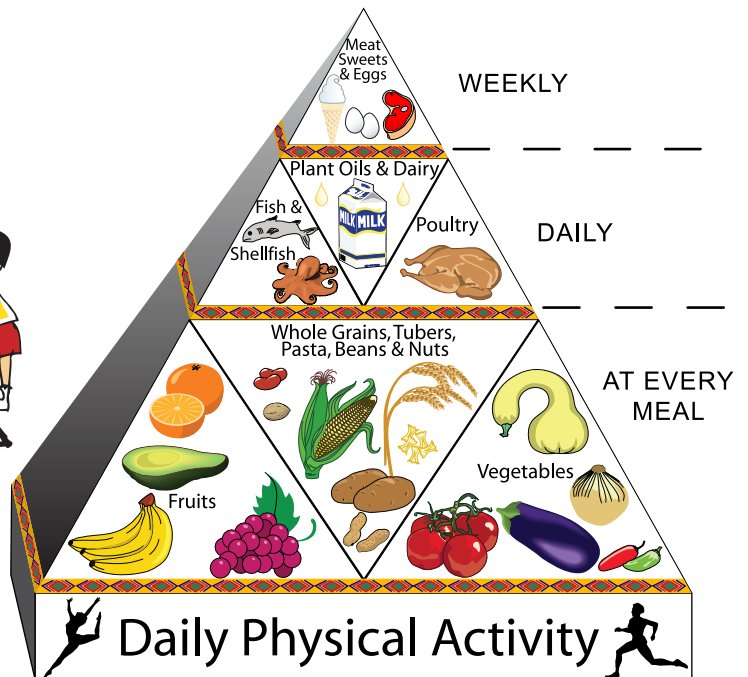
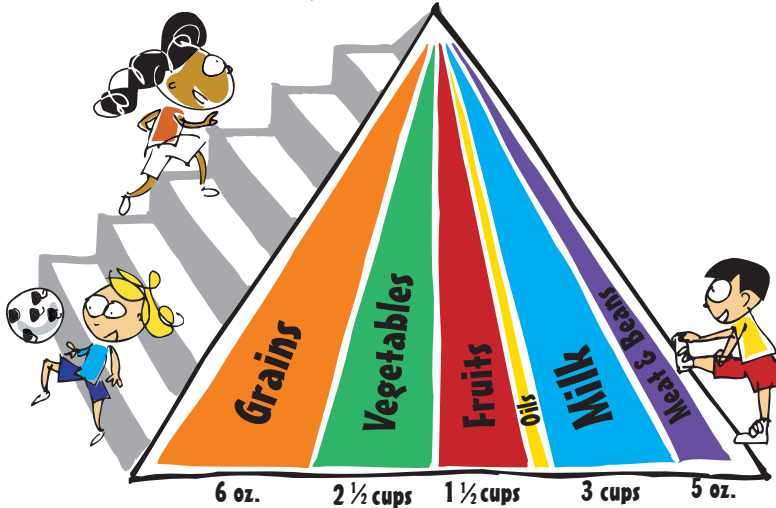
Kale, cactus, eggplant, turnip, chard, squash, zucchini, onion, broccoli, okra, spinach, lettuce, tomato, tomatillo, sweet pepper, chiles

Chew On This!

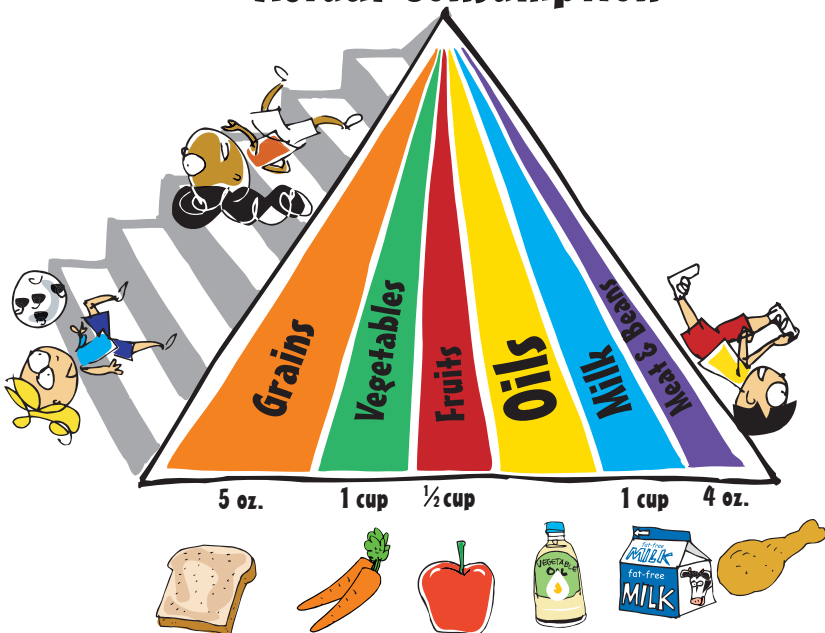
US Food Guide Pyramid

South American Food Guide Pyramid

Recommended



Actual Consumption



Typical Daily Diet in Rio De Janeiro, Brazil

Breakfast: Banana, small piece of French bread, small glass of warm milk (if available)

Lunch: Rice, black beans, chicken or roast beef, variety of vegetables (lettuce, swiss chard, okra, squash, peppers, or eggplant), a fried banana or mango juice

Snack: coffee or avocado milk shake (occasionally)

Dinner: banana, cheese (if available), small piece of French bread, possibly a deep fried egg, coffee or cashew fruit juice

**Lunch is typically the largest meal of the day. Rice and beans are served every day, but the amount of additional food served at this meal depends upon the economic status of the family.

NAME _____

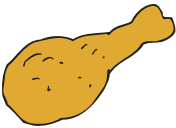

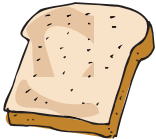

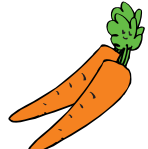

What I Eat

All of the foods we eat belong to one of the five food groups plus oils. It is important to eat foods from each group every day in order to have a balanced diet and to give our bodies the proper vitamins and minerals.

Write down everything that you eat or drink in one day. (Don't forget snacks!) Then list each food under the proper food group. The suggested servings for each food group can be found in parentheses. Compare what you eat for a day to what you should eat. Some foods will be listed under more than one group. For example: a cheeseburger would belong under "meat/beans" and "milk." The bun would go under "grains." If it had pickles and onions, they would go in the "vegetables" column.

Foods I ate on: _____ **(date)**

Breakfast	Lunch	Dinner	Snacks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

 Meat/Beans (5 oz.)	 Milk (3 cups)	 Grains (6 oz.)	 Fruits (1 1/2 cups)	 Vegetables (2 1/2 cups)	 Oils (Use sparingly)