

You are What You Eat!

1. Question & Research Task

The infographic linked on this page shows the importance of knowing the nutritional value of the food we put in our bodies every day.

Today, more than ever, we are bombarded with fitness and diet choices. Lifestyle choices that begin in youth have an important impact on adult health.

The Nutrition Facts Label

Look for It and Use It!

Information you need to make healthy choices throughout your day

Found on all packaged foods and beverages

Use it to compare foods!

Choose the foods that are high in nutrients to get more of, and low in nutrients to get less of.

Calories

If you consume more calories than you burn, you gain weight.

400 calories or more per serving is high; 100 calories per serving is moderate.

Check the serving size on food packages. The information listed on the Nutrition Facts Label is based on one serving. Servings are shown in common measurements like cups, ounces, or pieces.

One package may contain more than one serving! If you eat multiple servings – you're getting "multiples" on calories and nutrients, too.

2 SERVINGS = CALORIES X 2

Nutrition Facts	
Serving Size 1 package (272g)	
Servings Per Container 1	
Amount Per Serving	% Daily Value*
Calories 300	Calories from Fat 45
Total Fat 5g	8%
Saturated Fat 1.5g	9%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 430mg	18%
Total Carbohydrate 55g	18%
Dietary Fiber 5g	25%
Sugars 23g	
Protein 14g	
Vitamin A	80%
Vitamin C	35%
Calcium	6%
Iron	15%

*Percent Daily Values are based on a diet of other people's secrets.

Nutrients

+ Nutrients To Get More Of

Get 100% DV of these:

- Calcium
- Dietary Fiber
- Iron
- Vitamins A & C

- Nutrients To Get Less Of

Get less than 100% DV of these:

- Cholesterol
- Saturated Fat
- Sodium
- Sugars and Trans Fat are nutrients to get less of, but they have no %DV. Use grams to compare!

To meet these goals, eat a variety of foods, including:

- fruits and vegetables
- lean meats and poultry
- beans and peas
- whole grains
- eggs
- soy products
- fat-free or low-fat milk/milk products
- seafood
- unsalted nuts and seeds

%DV

When comparing nutrients in foods, use %DV.

5% DV or less per serving is low

20% DV or more per serving is high

%DV = Percent Daily Value

%DV is based on "Daily Values" – the amounts of nutrients recommended for Americans aged 4 and older to eat every day.

Nutrition Facts Label Infographic. Click the image to enlarge
Image Source: fda.gov

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do your nutritional choices impact your quality of life?

2. Information Sources

Use these linked resources to gather information about food and nutrition:

- **Choose My Plate**: MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal.
- **Portion Distortion**: Serving Sizes, portions, and servings: What's the Difference? A portion is the amount of food that you choose to eat for a meal or snack.
- **How to read a nutrition food label**: The label-building skills on this site are intended to make it easier for you to use nutrition labels to make quick, informed food choices that contribute to a healthy diet.
- **Maintaining Healthy Eating Habits**: (video) a Discovery Education video segment called “Maintaining Healthy Eating Habits” from the video “The Human Condition: Food for Thought”.
- **Dietary Guidelines**: (video) a Discovery Education video segment called “Dietary Guidelines” from the video “The Human Condition: Food for Thought”.



Select the image above to view a Discovery Education video segment called “Carbohydrates, Proteins, and Fats”.

Image taken from [Discovery Education](#).

****Authenticate login to databases by selecting BCPS Digital Content in the [Apps Portal](#).**

3. Student Activity

Download and use the Cornell Notes template to gather information relevant to the essential question using the information resources found on the slide 2.

Select this link to download the Cornell Notes digital template:

[Cornell Notes Digital Template](#)

Think about the food choices that are presented to you on a daily basis.

Take notes to answer these questions:

- What goals can you set to help you make better choices in terms of nutrition?
- What are your current strengths and weaknesses when it comes to nutrition?

FATS
THE GOOD, THE BAD & THE UGLY

American Heart Association | American Stroke Association
life is why™

Monounsaturated & Polyunsaturated Fats	Saturated Fats	Hydrogenated Oils & Trans Fats
<ul style="list-style-type: none">• Can lower bad cholesterol levels• Can lower risk of heart disease & stroke• Can provide essential fats that your body needs but can't produce itself	<ul style="list-style-type: none">• Can raise bad cholesterol levels• Can raise good cholesterol levels• Can increase risk of heart disease & stroke	<ul style="list-style-type: none">• Can raise bad cholesterol levels• Can lower good cholesterol levels• Can increase risk of heart disease & stroke• Can increase risk of type 2 diabetes
SOURCE Plant-based liquid oils, nuts, seeds and fatty fish	SOURCE Most saturated fats come from animal sources, including meat and dairy, and from tropical oils	SOURCE Processed foods made with partially hydrogenated oils
EXAMPLES Oils (such as canola, olive, peanut, safflower and sesame) Avocados Fatty Fish (such as tuna, herring, lake trout, mackerel, salmon and sardines) Nuts & Seeds (such as flaxseed, sunflower seeds and walnuts)	EXAMPLES Beef, Pork & Chicken Fat Butter Cheese (such as whole milk cheeses) Tropical Oils (such as coconut, palm kernel and palm oils)	EXAMPLES Partially Hydrogenated Oils Some Baked Goods Fried Foods Stick of Margarine

American Heart Association Recommendation Eat a healthy dietary pattern that:
Includes good fats | **Limits saturated fats** | **Keeps trans fats as LOW as possible**

For more information, go to heart.org/fats

©2016, American Heart Association 11/16/056020

Select the image above to view an infographic about facts from the American Heart Association.

Image Source: AHA

4. Assessment Activity

How do your nutritional choices impact your quality of life?

Examine these links to discover different food health management tools:

- [8 Week Food and Physical Activity Log](#)
- [Reviews of Activity and Food Intake Logs](#)
- [Best Fitness Tracking Apps](#)
- [WebMD Food & Fitness Journal](#)

Evaluate each of the tools listed with a brief explanation of how the tool is used and its advantages and disadvantages.

Choose a tool that you would like to use and explain why you chose that tool and what expectations you have for its use.

Use the success criteria on this [Rubric](#) as a guide.

Use a presentation tool from this list to compile and present your findings.

- Google Slides
- Google Docs



Select the image above to view a larger scale infographic about cleaning up your diet.

Image take from [Huffington Post](#).

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next

Challenge yourself

Use the food tracker and physical activity tracker from slide 4 to track the food you eat and your physical activity for one whole week.

When the week is complete, reflect on your choices.

- Do you feel you've made great food and activity choices?
- Do you feel that there is room for improvement?
- Did tracking your food and activity make you think about your choices?

Write a journal entry or create an audio or video reflection that answers these questions.

If you would like to use a different kind of tracker, see your teacher for approval.

Example: a tracking app for your smart phone.



The American Heart Association Recommendations for Physical Activity in Kids

At least 60 minutes of *moderate- to vigorous-intensity* aerobic activity **Every day**



© 2016 Learn more at heart.org/KidsActivityRecommendations.

This image shows the American Heart Association recommendations for physical activity in kids. Select this image to visit the AHA website article about this recommendation.

Image taken from The American Heart Association.

6. Teacher Resources



High School Health & Physical Education

Objective: Students will be able to conduct brief, focused research in order to learn about how nutritional choices impact quality of life by examining and evaluating nutrition and fitness tracking tools.

Time Frame: 1 90 minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology Teacher should preview all links for content.

Learning Standards Alignment

Maryland State Curriculum/Content Standards

BCPS Curriculum

Standard 3: Demonstrates the knowledge and skills to achieve to a health-enhancing level of physical activity and fitness.

S3.H13 Nutrition

S3.H13.L1 Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.