Balanced Diet

Teacher's Guide
Middle School

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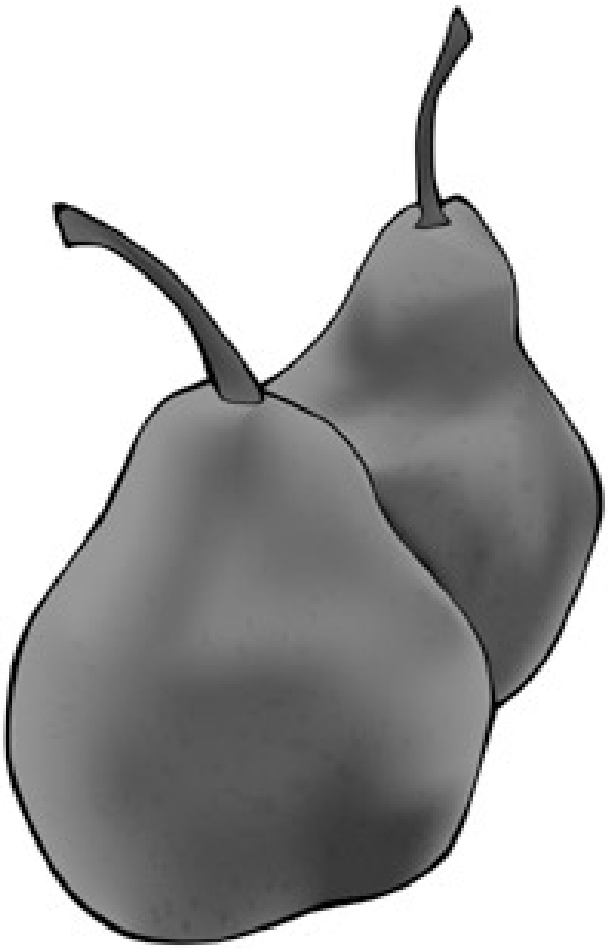

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ISBN 978-1-59234-162-7

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A Message from our Company. . .

Dear Educator:

Thank you for your interest in the educational videos produced by the Visual Learning Company. We are a Vermont-based, family owned and operated business specializing in the production of quality educational science videos and materials.

We have a long family tradition of education. Our grandmothers graduated from normal school in the 1920's to become teachers. Brian's mother was an elementary teacher and guidance counselor, and his father was a high school teacher and superintendent. This family tradition inspired Brian to become a science teacher, and to earn a Ph.D. in education, and led Stephanie to work on science educational programs at NASA.

In developing this video, accompanying teacher's guide, and student activities, our goal is to provide educators with the highest quality materials, thus enabling students to be successful. In this era of more demanding standards and assessment requirements, supplementary materials need to be curricular and standards based - this is what we do!

Our videos and accompanying materials focus on the key concepts and vocabulary required by national and state standards and goals. It is our mission to help students meet these goals and standards, while experiencing the joy and thrill of science.

Sincerely,

Brian and Stephanie Jerome

National Standards Correlations

National Science Education Standards

(Content standards: 5-8, National Academy of Sciences)

Science in Personal and Social Perspectives (Content Standard F)

As a result of their activities in grades 5-8, all students should develop an understanding of:

Personal Health

- Food provides energy and nutrients for growth and development. Nutrition requirements vary with body weight, age, sex, activity, and body functioning.

- Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.

Benchmarks for Science Literacy

(Project 2061 – AAAS)

The Human Organism - Physical Health (6E)

By the end of 8th grade, students should know that:

- The amount of food (calories) a person requires varies with body weight, age, sex, activity level, and natural body efficiency. Regular exercise is important to maintain a healthy heart/lung system, good muscle tone, and bone strength.

- Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change.

Student Learning Objectives

Upon viewing the video and completing the enclosed student activities, students will be able to do the following:

- Understand that a diet is a pattern of eating and encompasses the types of food eaten, how much food is eaten, and how often food is eaten.
- Define nutrition as the study of the interaction between food and the body.
- Describe the six essential nutrients including: carbohydrates, proteins, fats, vitamins, minerals, and water. List examples of foods that are rich in specific nutrients.
- Explain why a diet consisting of junk foods such as pizza, soda, and potato chips is unhealthy because it doesn't provide a variety of nutrients.
- Describe a balanced diet as a diet that includes the correct amount of all six nutrients.
- Given a food label interpret Recommended Dietary Allowances as guidelines describing how much of each nutrient we need each day.
- Explain that food labels on packaged foods provide a lot of information about the nutrients and Recommended Dietary Allowances in the food.
- List the five major food groups including: the grain group, the vegetable group, the fruit group, the dairy group, and the meat group. Name some examples of foods from each group.
- Discuss the main idea of the new food pyramid as a useful guide for analyzing a diet.
- Define a calorie as a unit of energy produced by food and used by the body.
- Plan a balanced diet for personal use based on the major types of nutrients.

Assessment

Preliminary Assessment:

The Preliminary Assessment, provided in the Student Masters section, is an assessment tool designed to gain an understanding of students' pre-existing knowledge. It can also be used as a benchmark upon which to assess student progress based on the objectives stated on the previous pages.

Video Review:

The Video Review, provided in the Student Masters section, can be used as an assessment tool or as a student activity. There are two main parts. The first part contains questions that can be answered during the video. The second series of ten questions consists of a video quiz to be answered at the conclusion of the video.

Post Assessment:

The Post Assessment, provided in the Student Masters section, can be utilized as an assessment tool following completion of the video and student activities. The results of the Post Assessment can be compared against the results of the Preliminary Assessment to evaluate student progress.

Introducing the Video

Before showing the video to the class, ask the students if they have ever been on a diet. Have one or two students explain what sort of diet they have followed. Then tell the students that everyone is always on a diet. Explain that the term "diet" refers to a general pattern of eating, and that diets to gain or loose weight are only one type.

Next ask students what they think are the most important aspects of a healthy diet. Write the term "nutrients" on the blackboard. Ask the class if they can name any of the six major groups of nutrients: carbohydrates, protein, fats, vitamins, minerals, and water. Write all six nutrients on the board. Explain the concept of a balanced diet. A balanced diet includes foods that contain all the different nutrients. The right diet is different for every person. Tell students to pay close attention to the video to learn more about eating a balanced diet. After showing students the video, continue the discussion by talking about the new food pyramid and how it can be a useful tool in planning a balanced diet.

Video Viewing Suggestions

The student Master "Video Review" is provided for distribution to students. You may choose to have your students complete this Master while viewing the program or to do so upon its conclusion.

The program is approximately twenty minutes in length and includes a ten question video quiz. Answers are not provided to the Video Quiz on the video, but are included in this teacher's guide. You may choose to grade student quizzes as an assessment tool or to review the answers in class.

The video is content-rich with numerous vocabulary words. For this reason you may want to periodically stop the video to review and discuss new terminology and concepts.

Video Script: Balanced Diet

1. Have you ever been told not to eat before dinner or you will spoil your appetite?
2. Or maybe someone has asked you not to overeat or you will get sick.
3. Chances are you've heard people talk about going on a diet.
4. Or maybe you have read an article or an advertisement about a new diet.
5. What do all these things mean?
6. What should we eat? What kinds of foods are best for our bodies?
7. And how much of these different kinds of foods should we eat?
8. During the next few minutes we are going to address these questions and others...
9. ...as we investigate the balanced diet.
10. **Graphic Transition – What is a Diet?**
11. When you hear the word "diet" you usually think of eating less to lose weight.
12. This is only one type of diet - a weight loss diet.
13. The word diet actually refers to a pattern of eating.
14. It includes the types of food a person eats,...
15. ...how much food a person consumes,...
16. ...and how often a person eats.
17. So in a sense, we are all on a diet because we all have a general pattern of the type, quantity, and frequency of food we eat.
18. In a few minutes we will take a look at how some diets are healthier then others.
19. You have probably heard the term nutrition before.
20. "Nutrition" is a science which studies how food interacts with the body.
21. Nutrients are the basic components of which food is made. Let's quickly review the key nutrients in foods.
22. **Graphic Transition - Nutrients**
23. A car needs to be cared for by regularly filling it up with gasoline...
24. ...and making sure it has enough oil, coolant, and other fluids necessary to operate properly.
25. The body also regularly needs important things to keep it running properly. These things are called nutrients.
26. The food we eat is made up of many different nutrients. Remember nutrients are chemical substances in foods that provide energy and regulate body processes.
27. There are six major groups of nutrients. Let's quickly review them so later we can discuss how different nutrients can be included in a balanced diet.
28. Carbohydrates are a type of nutrient that includes sugars, starches, and fibers.
29. Foods such as grains, pasta, breads, potatoes, fruits, and sweets contain carbohydrates.

Script (cont.)

30. Carbohydrates fuel the body with energy. As much as 55-60% of the food we eat should be carbohydrates.
31. Fats also supply the body with energy and play an important role in growth and cell development. Fats are abundant in dairy products, meats, and in seeds and nuts.
32. **You Decide!**
    What is the problem with eating too much fat?
33. Fats are essential for the body but too much fat in the diet, especially a type of fat called saturated fat, can lead to heart disease and obesity.
34. Proteins are another very important nutrient. Foods such as fish, poultry, milk, eggs, and yogurt are rich in protein.
35. The body uses protein to fight infections, supply energy, and to grow new cells.
36. Vitamins are a nutrient that help the body use carbohydrates, fats, and proteins.
37. While vitamins don't provide energy to the body, they trigger many important chemical reactions.
38. There are many different types of vitamins, and if you eat a well balanced diet you probably obtain all the vitamins your body needs.
39. Minerals, another nutrient, help build strong bones, regulate heartbeat, help produce red blood cells, and carry out chemical reactions.
40. There are many different kinds of minerals that are found in a wide variety of common foods.
41. The final nutrient we will discuss is water.
42. A large percentage of the body is made up of water which you need to continually replenish.
43. The best way to do that is to drink at least eight 8-ounce glasses of water each day.
44. Water is very important because it carries nutrients throughout the body, removes wastes, and plays a role in thousands of chemical reactions.
45. Let's now take a look at the role nutrients play in a balanced diet.
46. **Graphic Transition – How Much of the Nutrients?**
47. You may have friends who live on a daily diet of pizza, potato chips, and orange soda.
48. Even though pizza has cheese, tomato sauce, pepperoni, and bread dough,...
49. ...and potato chips are made from potatoes,...
50. ...and orange soda does have orange fruit flavoring, it is not a good idea to eat a daily diet of these foods.
51. **You Decide!**
    Why shouldn't you eat a diet like this?

Script (cont.)

52. While it is alright to eat pizza, chips, and soda once in a while,...
53. ...this diet is not a balanced diet and does not include the correct types and amounts of nutrients that your body needs on a regular basis.
54. A balanced diet includes all six major nutrients that your body needs in the correct amounts.
55. But how do you know how much of the various nutrients to consume?
56. And how do you know which foods contain which nutrients?
57. Let's tackle the first question. For many years scientists and dietitians have studied how the body uses the nutrients we eat.
58. They have developed daily nutrient guidelines which explain how much of the different nutrients we should eat.
59. These guidelines are called Recommended Dietary Allowances, or RDA for short.
60. These Recommended Dietary Allowances are continually modified as we learn more about how the body uses nutrients.
61. **Graphic Transition – Recommended Dietary Allowances**
62. **You Compare!**
    Do you think this two-year old child should eat the same diet as these fourteen year old girls?
63. If you answered no then you are right. A two year old has different dietary needs than a teenager.
64. The Recommended Dietary Allowances take factors such as age, gender, weight, height, exercise, and general health into consideration when factoring the amount of nutrients people need on a daily basis.
65. Next time you get a chance, take a look at the back of a box of cereal. Find something that looks like this chart which is called a food label.
66. The food label states a lot of information. One of the things it states is the Recommended Dietary Allowance the food contains. Most food packaging has a food label.
67. The food label on the back of this box of cereal, for example states that one cup of cereal has 36 grams of carbohydrates which represents 12% of the RDA.
68. The food label also lists all of the major ingredients the cereal contains.
69. In some cases the RDA for different vitamins and minerals is also listed.
70. It is possible to see if you have consumed the right amount of nutrients during the course of a day by looking at the RDA numbers on food labels, but this takes a lot of work and time.
71. A simpler way to help achieve a balanced diet is to eat a variety of foods from each of the basic food groups.

Script (cont.)

72. Let's take a look at these food groups.
73. Graphic Transition – Food Groups
74. Food groups are based on foods that contain the same types of nutrients. There are five major food groups.
75. The grains food group for example includes foods made mostly from wheat, oats, cornmeal, barley, or other grains.
76. Bread, pasta, oatmeal, breakfast cereals, and rice are examples of foods in the grains food group. These foods are rich in carbohydrates.
77. The vegetables food group as you might guess includes vegetables and 100% vegetable juice.
78. Vegetables include dark green vegetables such as broccoli,...
79. ...orange vegetables such as carrots,...
80. ...starchy vegetables such as potatoes,...
81. ...and other vegetables such as asparagus and beets.
82. The third food group is the fruit food group and includes any fruit and 100% fruit juice.
83. You Decide!
Which of the following items is not a fruit: raisins, apples, onions, and cantaloupe?
84. The onion is not a fruit. It is a vegetable and is in the vegetable food group. Vegetables and fruits are high in carbohydrates, vitamins, and minerals.
85. The fourth food group is the milk, yogurt, and cheese group.
86. This group contains carbohydrates, fats, and important minerals such as calcium.
87. The fifth food group contains many different items and is called the meat, poultry, fish, dry beans, eggs, and nuts group.
88. Meats include beef and pork.
89. Poultry includes chicken and turkey.
90. There is a wide variety of fish including catfish, salmon, and trout.
91. You may not be as familiar with dry beans but there are many different types such as chickpeas, lentils, soy beans, and lima beans to name just a few.
92. Similarly there are many types of nuts and seeds including peanuts, cashews, and sunflower seeds. This group is high in protein. It can also be high in fat, so foods should be selected carefully.
93. Now that we have covered the five major food groups, let's see how you can go about planning a balanced diet based on the food groups.
94. Graphic Transition – The Food Pyramid
95. A tool that helps illustrate the food groups is the food pyramid.

Script (cont.)

96. Each different color on the food pyramid represents one of the different food groups.
97. We already mentioned that different people have different nutrient requirements based on age, gender, and the amount they exercise.
98. Using the new food pyramid it is possible for you to find your daily nutrient requirement based on your age, whether you are male or female, and how much physical activity you do in a day.
99. When analyzing a diet it is important to consider the amount of calories a person needs in a day.
100. A calorie is a unit of energy produced by food and used by the body. Technically, a calorie is the amount of heat needed to raise the temperature of 1 gram of water one degree Celsius.
101. Let's take a look at the dietary requirements for a thirteen year old girl who exercises 30 to 60 minutes a day.
102. A girl of normal body weight should consume about 2000 calories per day.
103. From the grains food group she should eat about six ounces a day.
104. This might consist of a cup of whole grain cereal, two pieces of whole wheat bread, ½ cup of pasta, seven crackers, and three cups of popcorn.
105. From the vegetable group it is recommended the girl eat 2 ½ cups of vegetables.
106. This might translate to a potato, small salad and two medium carrots.
107. It is recommended that two cups of fruit be eaten a day which could consist of a banana and eight strawberries.
108. From the milk, yogurt, and cheese group three cups per day is recommended for a thirteen year old girl.
109. This could consist of two 8-ounce cups of milk, ½ cup of yogurt, and about ¾ cups of ice cream.
110. It is recommended that 5.5 ounces be consumed from the meat, poultry, fish, dry beans, eggs, and nuts group.
111. This could consist of a small piece of fish or beef and some beans.
112. In selecting foods it is recommended that foods low in fat and low in salt be chosen.
113. It is also recommended that a wide variety of foods be eaten.
114. Eating a balanced diet is not an easy task. It takes knowledge and hard work to eat well.
115. If you are having a hard time eating a well balanced diet, or are having other problems maintaining a healthy body weight, see a doctor or registered dietitian.
116. A doctor can determine if you have any medical problems while a registered dietitian can design a diet that is right for you.

Script (cont.)

117. Graphic Transition – Summing Up

118. During the past few minutes we have reviewed the major types of nutrients that the body needs.
119. We explored Recommended Dietary Allowances and...
120. ...the way food labels enable us to understand the daily allowance of nutrients in foods.
121. The five major food groups were also introduced.
122. Last, the task of planning a diet based on the main food groups, a person's age, gender, and activity level was discussed.
123. So the next time you open the door of the refrigerator...
124. ...or begin preparing a meal...
125. ...think about some of the things we just discussed. You might just think about a balanced diet a little differently.

Fill in the correct term to complete the sentence. Good luck and let's get started.

1. A _____ is a general pattern of eating.
2. _____ are the basic components which made up food.
3. A _____ diet includes the correct amount of all nutrients.
4. RDA stands for Recommended Dietary _____.
5. A food ____ explains nutritional content of food.
6. Food _____ include foods with similar nutrients.
7. Wheat, oats, and barley are in the _____ food group.
8. There are _____ major food groups.
9. A _____ is a unit of energy produced by food and used by the body.
10. The food _____ represents each of the food groups.

Answers can be found on page 17.

Student Assessments and Activities

Assessment Masters:

- Preliminary Assessment
- Video Review
- Post Assessment

Student Activity Masters:

- Portion Sizes
- Go, Slow, and Whoa Foods
- Daily Food Log
- Vocabulary of Balanced Diet

Answers to Student Assessments

Preliminary Assessment (pgs. 20-21)

1. nutrition
2. nutrients
3. fat
4. water
5. Allowances
6. label
7. groups
8. pyramid
9. calories
10. diet
11. F
12. T
13. F
14. T
15. F
16. F
17. T
18. F
19. T
20. T

Video Review (p. 22)

1. The problem with eating too much fat is that it can lead to health problems such as obesity and heart disease.
2. You shouldn't eat a diet like this because it is not balanced. It doesn't give you enough of all of the different nutrients your body needs.
3. No, the two year old would not eat the same diet as the 14-year old girls because they have different dietary needs.
4. Onions are not a fruit, they are a vegetable.

Video Quiz (p. 22)

1. diet
2. Nutrients
3. balanced
4. Allowance
5. label
6. groups
7. grain
8. five
9. calorie
10. pyramid

Post Assessment (pgs. 23-24)

1. water
2. pyramid
3. label
4. diet
5. nurtients
6. calories
7. fat
8. groups
9. nutrition
10. Allowances
11. F
12. F
13. T
14. T
15. T
16. F
17. T
18. F
19. F
20. T

Answers to Student Activities

Portion Sizes (p. 25 - 26)

SAMPLE ANSWERS

Name of food	Recommended serving size
potato chips	1 ounce
carrot sticks	3 ounces
salted peanuts	1 ounce

Name of food	Your portion size
potato chips	1 bag, about 3 ounces
carrot sticks	3 ounces
salted peanuts	2 ounces

1. The portions were larger than the recommended serving size.
2. The carrot sticks, the healthiest snack, had the largest serving size.
3. Yes, they all did. The recommended portion sizes were all smaller than expected.

Go, Slow, and Whoa Foods (p. 27)

Doughnut	Whoa
Carrot	Go
Butter	Whoa
French bread	Slow
Brown rice	Go
Hot dog	Whoa
Grilled fish	Go
Low-fat frozen yogurt	Go
Sweetened breakfast cereal	Whoa
2% milk	Slow
Potato chips	Whoa
Biscuits	Whoa
Bacon	Whoa
Nuts	Slow
Broccoli	Go
Fried clams	Whoa
Water	Go
Pepperoni	Whoa
Skim milk	Go
Fried mushrooms	Whoa
Grapefruit	Go
Creamy salad dressing	Slow
Skinless chicken breast	Go
Sweet potato	Go

Daily Food Log (p. 28 - 29)

SAMPLE

Morning:

Type of Food	Amount of Food	Food Group
breakfast cereal	1 cup	grains
orange juice	8 ounces	fruit
yogurt	8 ounces	milk

Afternoon:

Type of Food	Amount of Food	Food Group
whole wheat bread	2 slices	grains
peanut butter	1 ounce	meat and beans
carrots	2 medium	vegetable
skim milk	8 ounces	milk

Evening:

Type of Food	Amount of Food	Food Group
whole wheat pasta	1 cup	grains
spinach	1 cup	vegetable
chicken	1 small	meat and beans
potato	1 medium	vegetable

Snacks:

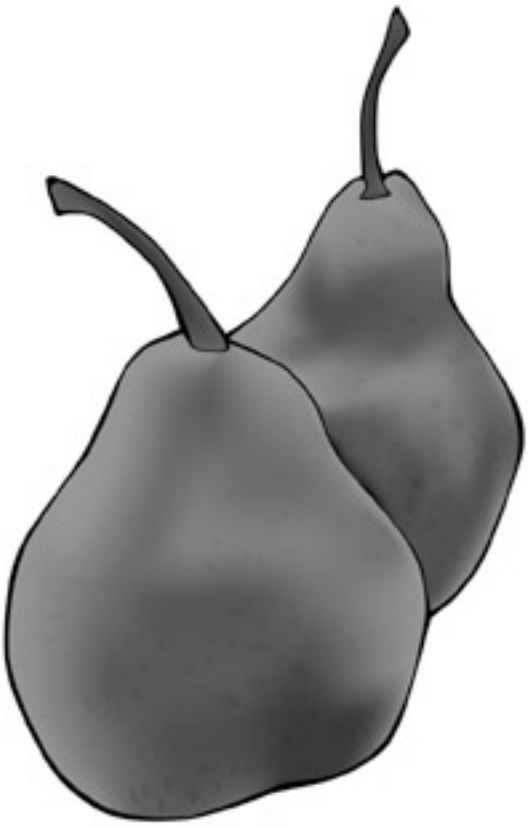
Type of Food	Amount of Food	Food Group
low salt nuts	1 ounce	meat, beans & nuts
skim milk	8 ounces	milk

Questions: answers will vary depending on student's diet

Vocabulary of Balanced Diet (p. 30)

1. f - diet
2. d - nutrients
3. a - recommended dietary allowance
4. j - food label
5. b - carbohydrates
6. i - vegetable group
7. c - protein
8. g - dairy group
9. e - food pyramid
10. h - calorie

Assessment and Student Activity Masters



Name _____

Preliminary Assessment

Directions: Fill in the blank with the correct word. A list of possible answers is provided at the bottom of the page.

1. _____ is the science that studies how food interacts with the body.

2. There are six major groups of _____ .

3. Potato chips, fried foods, and some meats are high in _____ .

4. You should drink at least eight glasses of _____ per day.

5. Recommended Dietary _____ are guidelines that describe how much of each nutrient we need every day.

6. The chart on food packaging containing information about the nutritional content of a food is called the food _____ .

7. Foods that contain the same types of nutrients are classified together in food _____ .

8. The food _____ illustrates the different food groups.

9. A 13-year old girl should eat about 2000 _____ each day.

10. A _____ is a person's general pattern of eating.

pyramid
Allowances
nutrition
diet
water

calories
fat
nutrients
label
groups

Preliminary Assessment

Directions: Decide whether the statement is true (T) or false (F).

11. Only people who want to loose weight are on diets. T F

12. Pasta, fruits, and sweets are rich in carbohydrates. T F

13. We should not drink a lot of water because it is not a nutrient. T F

14. Scientists who study nutrition, such as dieticians, have created nutrient guidelines called Recommended Dietary Allowances. T F

15. Recommended Dietary Allowances are the same for every person, no matter how old they are. T F

16. Only a few kinds of food have food labels that give information about the nutritional content of the food. T F

17. Dry beans, eggs, and nuts are high in protein. T F

18. A balanced diet only requires you eat foods from three of the five food groups. T F

19. The new food pyramid has different colored slices that represent the food groups. T F

20. You should choose foods that are low in fat and salt when they are available. T F

Name _____

Video Review

Directions: During the course of the program, answer the questions as they are presented in the video. At the end of the video, answer the Video Quiz questions.

You Decide!

1. What is the problem with eating too much fat?

You Decide!

2. Why shouldn't you eat a diet like this?

You Compare!

3. Do you think this two year old child would eat the same diet as these fourteen year old girls?

You Decide!

4. Which of the following items is not a fruit: raisins, apples, onions, and cantaloupe?

Video Quiz:

1. A _____ is a general pattern of eating.
2. _____ are the basic components which make up food.
3. A _____ diet includes the correct amount of all nutrients.
4. RDA stands for Recommended Dietary _____ .
5. A food _____ explains nutritional content of food.
6. Food _____ include foods with similar nutrients.
7. Wheat, oats, and barley are in the _____ food group.
8. There are _____ major food groups.
9. A _____ is a unit of energy produced by food and used by the body.
10. The food _____ represents each of the food groups.

Name _____

Post Assessment

Directions: Fill in the blank with the correct word. A list of possible answers is provided at the bottom of the page.

1. You should drink at least eight glasses of _____ per day.

2. The food _____ illustrates the different food groups.

3. The chart on food packaging containing information about the nutritional content of a food is called the food _____ .

4. A _____ is a person's general pattern of eating.

5. There are six major groups of _____ .

6. A 13-year old girl should eat about 2000 _____ each day.

7. Weight gain can result from a diet that is too high in _____ .

8. Foods that contain the same types of nutrients are classified together in food _____ .

9. _____ is the science that studies how food interacts with the body.

10. Recommended Dietary _____ are guidelines that describe how much of each nutrient we need every day.

calories	pyramid
fat	Allowances
nutrients	nutrition
label	diet
groups	water

Name _____

Post Assessment

Directions: Decide whether the statement is true (T) or false (F).

11. We should not drink a lot of water because it is not a nutrient. T F

12. Recommended Dietary Allowances are the same for every person, no matter how old they are. T F

13. Dry beans, eggs, and nuts are high in protein. T F

14. Pasta, fruits, and sweets are rich in carbohydrates. T F

15. The new food pyramid has different colored slices that represent food groups. T F

16. A balanced diet only requires you eat foods from three of the five food groups. T F

17. You should choose foods that are low in fat and salt when they are available. T F

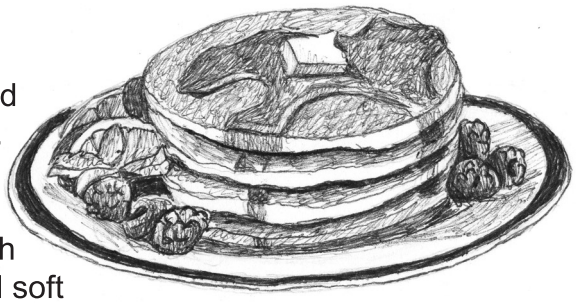
18. Only people who want to loose weight are on diets. T F

19. Only a few kinds of food have food labels that give information about the nutritional content of the food. T F

20. Scientists who study nutrition, such as dieticians, have created nutrient guidelines called Recommended Dietary Allowances. T F

Name _____

Portion Sizes



Background: If you've ever been to a fast food restaurant, you were probably asked if you would like to order a larger meal for only a dollar more. And it is not just fast food that comes in larger sizes today. Meals in restaurants are larger, bags of snacks like potato chips contain as much as twice the amount they had 30 years ago, and soft drinks come in bottles that hold two and a half servings. Even baked goods like muffins and cookies are 300 to 500% larger.

People often don't look at the food label, and carefully measure out the correct serving size. Society sometimes even considers people rude if they fail to eat all of the food on their plate. And all-you-can-eat buffet restaurants, where people may eat as much as six or seven plates of food, seem like a great deal.

Did you know that one piece of bread is a normal portion of grains? A large apple contains two portions of fruit. A normal portion of meat is no larger than a pack of cards. People are so used to inflated portion sizes that they often eat two or three portions of food without realizing how much they are really eating. The new food pyramid doesn't have set servings for all people; rather, it recommends that each person create their own individual diet based on their needs. The appropriate portion sizes can be determined using internet resources or by talking to a nutritionist.

The problem with large portion sizes is that it leads to a much greater daily calorie intake. It is not only eating too much fat that can cause weight gain, but also eating too much food in general. When planning a balanced diet, you should make sure you eat foods from all of the food groups, and that you eat sensible portion sizes.

Materials: a variety of snack foods in their packages such as peanut butter crackers, potato chips, cookies, baby carrots, fruit snacks, rice cakes, pretzels, cheese, tortilla chips, dried fruit, nuts, chocolate, or apple slices; a food scale

Directions:

1. In this activity you will explore recommended portion sizes based on food labels for common snack foods. First, choose three snack foods from those that your teacher has provided. Try to choose one food that is very healthy, one that is sort of healthy, and one that is probably not healthy. Then place what you would eat for a snack from each of the foods aside on a napkin. Be careful not to eat any of this, as you will need it later in the activity.

Name _____

Portion Sizes Questions

2. Look carefully at the food labels for the three different snack foods. Record the recommended serving size listed at the top of the food label in the table below.

Name of food	Recommended serving size

3. Next, use the scale your teacher provides to measure out the recommended serving size from the food label, the amount that you listed in your chart.

4. Now use the scale to find the mass of the portions you set aside on napkins at the beginning of this activity. Record your measurements below and then answer the questions.

Name of food	Your portion size

Questions:

1. How did your portion sizes compare to the recommended serving size?

2. Which snack had the largest recommended serving size? Was it the healthiest snack?

3. Did any of the recommended portion sizes surprise you? If so, why?

 Name _____

Go, Slow, and Whoa Foods

Background: Choosing the right food to eat can be very hard to do. Sometimes a food may seem healthy, when in fact it is high in fat or calories. The National Institutes for Health have developed a system to help you eat the foods that are best for you.
"Go" foods are foods that are great to eat anytime. They are high in lots of essential nutrients and contain less fat and sugar than other foods. Fruits and vegetables, whole-grain breads, and low-fat dairy products are all "Go" foods.
"Slow" foods are good to eat sometimes, like three or four times a week. "Slow" foods contain more added sugar or fat than "Go" foods. Fruit juice, white bread, pancakes and peanut butter are "Slow" foods.
"Whoa" foods should only be eaten once in a while. These foods are high in fat, sugar, or calories. Foods like french fries, ice cream, and full-fat dairy products are "Whoa" foods.

Directions: Look at the foods listed below, and decide whether you think they are Go, Slow or Whoa foods.

Doughnut _____	Bacon _____
Carrot _____	Nuts _____
Butter _____	Broccoli _____
French bread _____	Fried clams _____
Brown rice _____	Water _____
Hot dog _____	Pepperoni _____
Grilled fish _____	Skim milk _____
Low-fat frozen yogurt _____	Fried mushrooms _____
Sweetened breakfast cereal _____	Grapefruit _____
2% milk _____	Creamy salad dressing _____
Potato chips _____	Skinless chicken breast _____
Biscuits _____	Sweet potato _____

Name _____

Daily Food Log

Background: This morning when you got up, you may have eaten a bowl of cereal. Later, you probably had a snack such as a piece of fruit or some pretzels. For lunch you might have eaten a sandwich. Every day we make many choices about the foods we eat. To achieve a balanced diet, we need to make good food choices.

At the right is the USDA Food Pyramid, a useful guide helping you make food choices. Each section of the pyramid represents a different food group. The grains group includes bread, pasta, rice, and other foods such as popcorn. When choosing grains, it is important to choose whole grains. When choosing from the vegetable group, you should eat a wide variety of vegetables. It's easy to get all the fruits you need from the fruit group. Just be sure to choose fresh, dried, or canned fruit instead of fruit juices, which often contain a lot of sugar. The milk group is your main source of calcium. Lowfat yogurt and other lowfat dairy products are good choices. Getting enough calcium is essential to having strong bones. When you choose foods to eat from the meat and beans group, they should be lowfat. You can also eat nuts in moderation, which are high in protein. The Food Pyramid should be individualized based on each person's age, gender, and activity level.

An active 13-year old girl studied the food pyramid and decided to record what she ate for a day. Her selection from the grains group included a cup of whole grain breakfast cereal, two slices of whole wheat bread, and a 1 cup of cooked pasta. She chose to eat 2 medium carrots, 1 cup of spinach, and one medium potato from the vegetable group. Her choices from the fruit group included a medium banana and an 8-ounce glass of orange juice. She selected an 8-ounce carton of yogurt, 2 slices of chedder cheese, and two 8-ounce glasses of skim milk from the milk group. From the meats and beans group she ate 1 small chicken breast and 1 ounce of peanut butter. By recording her diet for a day, she could see that she was making very good decisions about what she was eating. Her diet was full of fruits and vegetables, lowfat dairy products, lowfat meats, and whole grains.

Directions: In this activity, you will use your Daily Food Log Worksheet to record everything you eat for a day. Beginning in the morning, use each table on the worksheet to record the type, amount, and food group of each food that you eat throughout the day. At the end of the day, answer the questions below on the back of your worksheet.

Questions:

1. How many cups of fruits and vegetables did you eat throughout the day?
2. Were any of the grains that you ate whole grains?
3. What did you eat from the milk group?
4. Overall, do you think you have a healthy diet? What should you change about your diet?

Name _____

Daily Food Log Worksheet

Morning:

Type of Food	Amount of Food	Food Group

Afternoon:

Type of Food	Amount of Food	Food Group

Evening:

Type of Food	Amount of Food	Food Group

Snacks:

Type of Food	Amount of Food	Food Group

Name _____

Vocabulary of Balanced Diet

Directions: Unscramble the vocabulary words in the first column. Match the words to the definitions in the second column.

____ 1. eidt

_____

____ 2. tesuitnrn

_____

____ 3. cmdroeeemnd itrdeay laelwcaon

_____

____ 4. odfo blale

_____

____ 5. rhresaodtcbya

_____

____ 6. gaeetlveb ropug

_____

____ 7. tirepon

_____

____ 8. aryid uporg

_____

____ 9. oofd riymdpa

_____

____ 10. liaoecr

_____

a. Nutrient guidelines that explain how much of the different nutrients we should eat each day.

b. A nutrient containing sugars, starches, and fibers.

c. A nutrient abundant in meat, eggs, and dairy products; used by the body to fight infections and grow new cells.

d. The basic components of which food is composed.

e. A tool that illustrates the food groups using a different colored stripe for each group.

f. A person's general pattern of eating.

g. A food group containing milk, yogurt and cheese, provides essential minerals such as calcium.

h. A unit of energy produced by food and used by the body.

i. A food group that includes foods such as carrots, broccoli, and potatoes.

j. The chart included on all packaged foods that provides information about the nutritional content of the food.