

Home Living / Daily Living

Lesson Plan—Mastery

Healthy Food

Instructional Area: Leisure Community Home Living / Daily Living
Ability Level: Emerging Developing Mastery

Topic / Skill Outcome:

- Nutrition: Students will identify healthy vs. junk food

Learning Area(s):

- Literacy
- Communication
- Math & Science
- Personal Resource Management

Purpose of Lesson / Objective:

- Students will understand differences between healthy foods vs. junk foods, and the advantages of eating healthy

Materials / Equipment / Environment:

- Charts listing vitamins and minerals
- Examples of foods rich in each particular vitamin and mineral, and what diseases/conditions can occur if one lacks a certain vitamin or mineral in their diet
- Pictures of healthy and junk food items readily available and commonly eaten by the students
- Weekly food chart for each student
- Food pyramid chart listing suggested food serving amounts for each of the food groups

Group Size: 6

Time Required: Will Vary

Lesson Procedure:

1. Have students keep a log of the foods they eat for at least two days
2. To help the students visualize what they eat, have them chart the foods, from their log, on a food pyramid chart. In which food groups did he/she chart the proper number of servings per day? In which groups does he/she need to add or subtract servings?
3. Have students concentrate on the Fats, Oils, and Sweets group. How many, and what are examples of foods students have listed there?
4. Have students bring in wrappers from food items he/she commonly eats from the sweets food group. Look at the nutrition facts listed on the wrappers to determine the amount of food value. What sorts of ingredients are found in most of these foods?
5. Using the food pictures, have students work together, or individually, to sort the junk foods and healthy foods into two groups
6. Discuss with students foods that can be healthy AND taste good
7. Discuss choices of healthy snacks
8. Ask students to make an effort to concentrate on eating healthy foods for at least two days, and assign students to track his/her progress by having students keep a log of foods eaten
9. Discuss progress made in eating habits, and have students discuss what foods they chose to eat in place of the junk food he/she ordinarily would have chosen

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Carry Over / Related Activities:

- Focus on student's lunch choices for the purpose of discussions
- Students discover healthier choices of foods by being assisted during the decision making process
- Present students with simple and healthy snack recipes to prepare and eat

Supporting Activities / Possible Adaptations:

- Ask parents to help their student record the food logs

Strategies for Participation:

- Show students pictures of people with diseases/conditions resulting from a lack of proper nutrition, and review/discuss how people acquire proper nutrition
- List/chart foods students like to eat for snacks, and discuss choices

Student Reaction / Evaluation:

- Compare food logs kept by each student before and after instruction on healthy vs. junk food to determine if the student is practicing what he/she has been learning