

KELVIN PE
Grade 10
Nutrition
Module

Name _____

Slot _____

Teacher _____

Grade 10 Nutrition Learning Outcomes:

K.5.S2.C.1a Determine the nutritional value of a variety of foods (e.g., fast foods, fad diets, snack foods...) **using *Canada's Food Guide to Healthy Eating* (CFGHE) and other resources.**

K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years...) **and for the prevention of chronic disease** (e.g., heart disease, cancer, type II diabetes, osteoporosis...).

K.5.S2.C.2 Analyze factors (e.g., food and fluid intake, rest, supplements, ergogenic aids...) **affecting optimal physical performance.**

S.5.S2.A.3a Design a two-day menu that includes factors (e.g., daily requirement, food likes/dislikes personal schedule, cost...) **for healthy eating.**

S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.

Grade 10 Nutrition Module Assessment:

Task: The task is for you to answer the assignments in this module and submit within the designated time frame allocated. Write clearly and give thorough details when questions need to be answered in sentence form.

Intent: The intent is for you to show evidence that you are meeting the curricular outcomes for this course and that you understand the content being covered.

MARKING RUBRIC:

4 = Thorough answers well supported by evidence and examples

3 = Satisfactory answers with some supporting evidence and examples

2 = Satisfactory answers but minimal details, evidence or examples

1 = Insufficient answer lacking details, evidence, and examples

RM 2–NU: Your Guide to Food Guide Serving Sizes

Use this guide to help visualize the number and size of servings of your food choices.

Food	What One Serving Looks Like
Vegetables and Fruit	
250 mL (1 cup) salad greens	A baseball
1 medium fruit	A tennis ball
125 mL (½ cup) diced fresh, frozen, or canned fruit	A small computer mouse
Grain Products	
250 mL (1 cup) cold flaked cereal	A baseball
1 pancake	A compact disc (CD)
125 mL (½ cup) cooked rice or pasta	A small computer mouse
½ bagel (45 g)	A hockey puck
1 slice of bread	A cassette tape
Milk and Alternatives	
50 g (1½ oz.) cheese	Four AA batteries
125 mL (½ cup) ice cream	Half a baseball
175 g (¾ cup) milk or yogurt	A tennis ball
Meats and Alternatives	
75 g (2½ oz.) meat, fish, or poultry	A hockey puck
175 mL (¾ cup) cooked legumes (e.g., lentils, beans)	A tennis ball
175 mL (¾ cup) tofu	A deck of cards
30 mL (2 tbsp.) peanut butter	A Ping Pong ball
Fats	
15 mL (1 tsp.) oil	A quarter
25 mL (1½ tbsp.) salad dressing	Two AA batteries

Average TEEN PORTIONS

FOOD GROUP	Female	Male
Fruits & Vegetables	7	8
Grains	6	7
Meat & Alternatives	2	3
Milk & Alternatives	3 to 4	3 to 4

Food Intake Record : This is what I ate today on day 1 _____(date)

Reflect on your personal food intake and analyze your intake relative to recommendations in *Eating Well with Canada's Food Guide* (Health Canada).

- Record the foods that you ate for one day on the chart below.
- Use *Canada's Food Guide* and *A Guide to Food Guide Serving Sizes* to determine the number of Food Guide Servings for each food you ate.
- Total the number of Food Guide Servings for each food group and compare your findings to the recommended number at the bottom of each column.

Foods I Ate (For One Day)	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Foods to Limit
Morning					
Snack?					
Midday					
Snack?					
Evening					
My Totals for Day 1:					
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age) are	M: 8 F: 7	M: 7 F: 6	M: 3-4 F: 3-4	M: 3 F: 2	

Food Intake Record : This is what I ate today on day 2 _____(date)

Reflect on your personal food intake and analyze your intake relative to recommendations in *Eating Well with Canada's Food Guide* (Health Canada).

- Record the foods that you ate for one day on the chart below.
- Use *Canada's Food Guide* and *A Guide to Food Guide Serving Sizes* to determine the number of Food Guide Servings for each food you ate.
- Total the number of Food Guide Servings for each food group and compare your findings to the recommended number at the bottom of each column.

Foods I Ate (For One Day)	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Foods to Limit
Morning					
Snack?					
Midday					
Snack?					
Evening					
My Totals for Day 2:					
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age) are	M: 8 F: 7	M: 7 F: 6	M: 3-4 F: 3-4	M: 3 F: 2	

FOOD INTAKE ANALYSIS ASSIGNMENT: USE YOUR FOOD RECORDS

Compare your RDA (Recommended Daily Amount –Canada Food Guide) & Your Typical Day

	<i>Food Guide RDA</i>	<i>Your Typical Day</i>		<i>Food Guide RDA</i>	<i>Your Typical Day</i>
Fruits & Veggies	___	___	Meats & Alternates	___	___
Grains	___	___	Milk & Dairy	___	___
Extras:	XX	___			

1. In which food group(s) did you eat the recommended number of Food Guide Servings consistently?

2. In which food group(s) did you eat **less than** the recommended number of Food Guide Servings consistently?

3. In which food group(s) did you eat **more than** the recommended number of Food Guide Servings consistently?

4. How would you describe your eating habits?

5. What is your biggest problem in terms of eating healthier?

6. One thing you can do to eat healthier at home is...

7. One thing you can do to eat healthier at school is...

8. One thing you can do to eat healthier with friends is...

Nutrition Label Analysis

Choose 2 similar food products from your house or at the grocery store to compare.
Eg: 2 different soups, 2 different cereals, etc. **Do not choose a food that would be considered an extra.**

Remember to look closely at DV (daily values). We would like to choose items that are lower in fat, cholesterol, sugar, & sodium (lower than 20%). RD's greater than 20% for things like fiber, vitamins, and minerals would be good choices.

Label # 1

Brand & Product _____

Type of Item (meal, side dish, snack, etc) _____

Carbohydrates %DV _____ Fibre %DV _____ Sugars %DV _____

Protein %DV _____

What are the top 3 ingredients in the ingredient list?

List any vitamins or minerals greater than 20% of DV.

Label # 2

Brand & Product _____

Type of Item (meal, side dish, snack, etc) _____

Carbohydrates %DV _____ Fibre %DV _____ Sugars %DV _____

Protein %DV _____

What are the top 3 ingredients in the ingredient list?

List any vitamins or minerals greater than 20% of DV.

Considering the type of item you have chosen, would you buy this item? Explain your answer taking into account the type of item, essential nutrients, and ingredients in the product.

Article Assignment: Tips on Healthy Eating for Teens

Use the information from the article to complete the assignment. You can access the article at the Kelvin PE website – Grade 10 PE or ask your teacher for a hard copy. You can also access the original website article at the link below.

<http://www.aboutkidshealth.ca/News/Tips-on-healthy-eating-for-teens.aspx?articleID=8065&categoryID=news-poh2>

A. What are the two main nutrients of concern for teens?

_____ and _____.

B. Calcium is important for _____.

C. Use the chart that lists the various dairy and non-dairy sources of calcium to identify six foods that you could easily add to meet your daily requirement of 1300mg.

- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

D. Iron is needed during the onset of _____ for females and during _____ development for males.

E. Use the chart that lists the various sources of iron to identify six foods that you could easily add to meet your daily requirement of 11mg for males & 15mg for females.

- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

F. Body Changes information. Summarize the information in this section in your own words.

G. Food habits: Fill in the spaces.

Overall, teens _____ to meet their _____ recommended food servings from the _____ food groups in Canada's Food Guide. In addition, teens often _____ their intake of foods from the 'other' food group.

H. Identify the four major food habits of concern and discuss why they are a problem.

Identify your biggest habit of concern and explain why.

Identify strategies you could use to address this health habit concern.

I. Vegetarianism: Explain what vegetarians must keep in mind so that they meet their daily requirements for nutrition.

J. Active teens: Explain why active teens don't need to take supplements.

Explain the importance of water to an active person.

K. Obesity: Fill in the blanks.

Aside from _____ food habits, _____ is a contributing factor. Of those aged 6-17, over half are not _____ enough to maintain proper growth and development. Healthy _____, healthy _____ and physical _____ can _____ your risk of developing diabetes, high blood pressure, heart disease, osteoporosis, stroke and _____ cancers when older.

L. Healthy eating tips for normal and overweight teens. Identify three tips for healthier eating

USE THE INFORMATION FROM YOUR DAILY FOOD RECORDS AS WELL AS THE INFORMATION YOU HAVE LEARNED IN THIS UNIT TO COMPLETE YOUR "PERSONAL NUTRITION PLAN" ON THE FOLLOWING PAGES.

MY PERSONAL NUTRITION PLAN

Plan food choices you can live with. Use what you learned about your food records in earlier activities. Consider your daily routine and foods you like in order to make realistic plans.

1. Daily Intake Information (from page 6 of booklet)

	<i>Food Guide RDA</i>	<i>Your Typical Day</i>		<i>Food Guide RDA</i>	<i>Your Typical Day</i>
Fruits & Veggies	___	___	Meats & Alternates	___	___
Grains	___	___	Milk & Dairy	___	___
Extras:	XX	___			

Would your daily physical activity patterns indicate that you should be consuming more than the RDA? Explain.

2. Identify 3 specific benefits of healthy eating. (3)

3. Identify the main differences between simple and complex carbohydrates (1)

4. Why are fruits and vegetables such an important part of a healthy diet? (1)

5. Identify one function of protein and one function of fat in the body. (2)

Protein: _____

Fat: _____

6. Breakfast Planning: Plan the following breakfasts. Make sure you **include at least 3 food groups** in your breakfast. 3 (2 x 1.5)

a. Breakfast that can be prepared in 5 minutes or the night before.

b. Breakfast “to go” (that you can take with you)
