

Help Yourself to Good Nutrition and Stay Physically Active-For Life

Teaching the student learning objectives in the lessons of *Help Yourself to Good Nutrition* and *Stay Physically Active-For Life* in the left column contributes to meeting the Michigan Credit Guidelines for Health Education in the right column.

| Student Learning Objectives | Michigan Credit Guidelines for Health Education-Strand 1: Nutrition and Physical Activity |
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| <p><i>Help Yourself to Good Nutrition</i></p> <p>Lesson 1: Body Image</p> <ul style="list-style-type: none"> • Identify factors that determine body shape and contribute to a person's image and self concept. • Examine the importance of having a positive body image. • Review the food groups and the recommended amounts to be eaten from each group. <p>Lesson 2: Intake + Output = Weight Loss, Gain, or Maintenance</p> <ul style="list-style-type: none"> • Examine the formula for weight management. • Review the definitions for "nutrient dense" and "high fat." • Apply the formula for weight management to hypothetical situations teenagers face. • Prepare meal plans applying their knowledge of nutrition. <p>Lesson 3: Nutrition Advice for Losing Weight</p> <ul style="list-style-type: none"> • Distinguish between facts and myths surrounding weight loss. • Prepare a healthy weight loss plan that incorporates exercise and a nutritious diet. <p>Lesson 4: Nutrition Advice for Maria and Bob</p> <ul style="list-style-type: none"> • Distinguish between unhealthy and healthy ways to lose weight. | <ul style="list-style-type: none"> 1.1. Distinguish between unhealthy and healthy ways to manage weight. 1.2 Locate resources in one's community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources. 1.3. Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions. 1.4. Prepare meal plans according to dietary guidelines. 1.5. Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines. 1.6 Assess one's personal preferences regarding healthy eating and physical activity. 1.7. Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers. 1.8. Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight. 1.9. Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so. 1.10. Advocate for nutritional food choices and physical activity at school. <p>Recommended Content Expectations</p> <ul style="list-style-type: none"> 1.11. Distinguish between facts and myths regarding nutrition practices, products, and physical performance. |

- Identify the dangers of being underweight.
- Identify unhealthy eating patterns.
- Identify resources for help with weight loss or unhealthy eating patterns.
- Formulate advice for young people who need help for unhealthy eating patterns.

Lesson 5: Nutrition for Special Situations

- Examine nutrition practices that enhance physical performance when involved in physical activities and athletics.
- Distinguish between facts and myths surrounding nutrition and athletics.
- Examine nutrition practices that are important for the health of a pregnant woman and her baby.

Lesson 6: The Economics of Food

- Examine ways to select healthy foods at fast food restaurants.
- Compare the relationship between cost and nutritional content of food and identify ways to lower costs and eat nutritious foods.
- Explore the costs of school lunches.
- Identify ways to improve the school lunch menu without increasing the costs.

Lesson 7: Getting Reliable Information

- Identify reliable and questionable sources of nutrition information.
- Explore nutrition information that is available in print form and via technology.

Lesson 8: Finding Out More - Part One

- Employ technology and library skills and utilize

1.12. Describe nutrition practices that are important for the health of a pregnant woman and her baby.

community resources to get reliable nutrition information.

- Synthesize nutrition information to prepare brief research papers.

Lesson 9: Finding Out More - Part Two

- Employ technology and library skills and utilize community resources to get reliable nutrition information.
- Synthesize nutrition information to prepare brief research papers.

Lesson 10: Finding Out More - Part Three

- Employ technology and library skills and utilize community resources to get reliable nutrition information.
- Synthesize nutrition information to prepare brief research papers.

Lesson 11: Sharing What We Know

- Explore nutrition-related concepts based on research findings.

Lesson 12: Applying What We Know

The students will:

- Explore nutrition-related concepts based on research findings.
- Analyze their personal nutrition needs.
- Examine their personal eating habits and preferences.
- Prepare a plan for improving their nutrition.

Stay Physically Active-For Life!

Lesson 1: Physical Activity Contributes to Wellness

- Identify physical activity as a critical aspect of one component of wellness.
- Differentiate between "physical activity," "exercise," and "physical fitness."
- State the recommended amount of physical activity needed to achieve health benefits.
- State the benefits of being physically active and the potential consequences of being active.
- Initiate a two-week log of their physical activity. (optional)
- Develop a research paper on a topic related to physical activity. (optional)

Lesson 2: A Wealth of Activities and Ways to Make It Happen

- Identify appealing individual, team, and group physical activities and the locations where engaging in these activities is possible.
- Examine barriers to being physically active.
- Create ways to overcome the barriers to being physically active.
- Identify personal barriers to being physically active.
- Identify three lifelong physical leisure activities that they enjoy the most and summarize the reason why these activities are valued more than others.

Lesson 3: Customizing a Plan

- Apply their knowledge to assess their current level of physical activity.
- Develop a personal plan for incorporating

physical activity into their lives.

Lesson 4: Making a Commitment

- Make a commitment to include physical activity as an important part of a healthy lifestyle as adolescents and adults.
- Take action to encourage the school and/or community to support physical activity.

Strand 1-Nutrition and Physical Activity Credit Guidelines **Not Addressed** in *Help Yourself to Good Nutrition or Stay Physically Active-For Life:*

1.13. Demonstrate proper use of safety gear during physical activity.

1.14. Demonstrate strategies for protection from cold, heat, and sun during physical activity.

Note: Sun safety is addressed in *Look Young and Stay Healthy-Your Choice: Sun Safety High School Cross-Curricular Activities*. The specific objectives can be found at www.emc.cmich.edu/sunsafety/HSSObj.htm.