

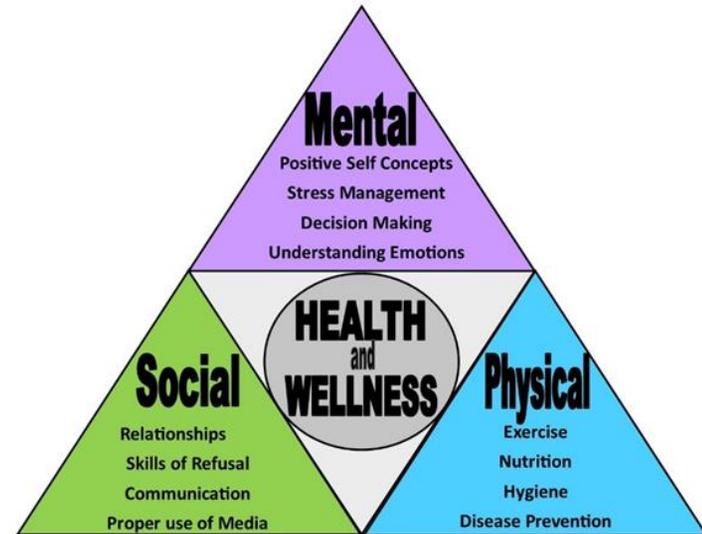
Health I

Strand 5: Nutrition

Notice: In utilizing the Core Guides be aware that all hyper-links are meant as separate resources and not as approval or alignment to an entire website's domain.

Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement, and decreased discipline and emotional problems. Students will learn how proper nutrition contributes to lifelong personal health and wellness.

Goal: Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.	<ul style="list-style-type: none"> • Use Biteable to create video with the information for students to view-or have them create one. • Nutrient Posters and Nutrient Actions. • Create a ladder foldable for the six nutrients with definitions. • Infographics: Student groups take one of the basic nutrients and create an infographic. • Students create nutrition guides based on sound practices and research. 	Past: Standard 6.N.1 Related: Standard HI.N.2 Science LS1.C Standard 8.3.2 Future: Standard HII.N.1
Teacher Resources for Further Professional Learning		
Teens Health – Food & Fitness: Teens Health resource for healthy eating, dieting, exercise, eating disorders, steroids, and more.		
Additional Resources for Nutrition: Google folder with links to nutrition resources from American Heart Association.		
Vitamin and Mineral Chart: Chart explaining what vitamins and minerals do for the human body and in which foods they are found.		
Water & Nutrition: Center for Disease Control and Prevention resource on water and nutrition.		
Utah Agriculture in the Classroom: The Agricultural Literacy Curriculum Matrix is an online, searchable, and standards-based curriculum map for K-12 teachers.		
Standard HI.N.2: Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.	<ul style="list-style-type: none"> • Compare the dietary needs of teens vs adults, timeline of a lifespan and how nutritional and activity needs may change. • Fitness Log/Journal: As a class, decide on a specific time and interval that they will exercise, record food and mood daily for two weeks. Students journal how the exercise (or lack thereof), food choices, and mood affected their day. • Create a personal meal plan based on energy needs and activity level. • Have the students create a list of things they love to do (i.e. sports, reading, drama, etc.) and explain how water and nutrient dense foods affect those activities (i.e. water affects mood, memory, joint lubrication). • Near Pod “Exercise and Fitness”. • Define nutrient density and compare the nutrient density of various foods. 	Past: Standard 6.N.2 Related: Standard HI.FH.1 Standard HI.N.1 Future: Standard HII.N.2 & 4
Teacher Resources for Further Professional Learning		
Portion Distortion: Portion size lesson from Allina Health.		
Additional Resources for Nutrition: Google folder with links to nutrition resources from American Heart Association.		
Teens Health – Food & Fitness: Teens Health resource for healthy eating, dieting, exercise, eating disorders, steroids, and more.		
USDA Blast Off Game: USDA nutrition game.		
Utah Agriculture in the Classroom: The Agricultural Literacy Curriculum Matrix is an online, searchable, and standards-based curriculum map for K-12 teachers.		

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<p>Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.</p>	<ul style="list-style-type: none"> • Using different ads on diets determine what the diet claims and what are the possible outcomes. • Research projects on diets/exercise programs. • Fad Diets. • Fad Diet Billboard: Groups each take one of the MANY fad diets that have risen to popularity. Students create a billboard advertising all the “miracles” they profess to provide. Along with those miracles, students also include the truth the public may not know. Billboards are hung around the classroom and students go on a “roadtrip” to view everyone’s work. • Describe how metabolism is influenced by genetics, body composition and food environment. • How Fad Diets Work: TedTalk. • Identify how different supplements are used and how there are different area including foods that can help to solve problems. We are what we take into our bodies. • Botvin LST Lessons 	<p>Past: Standard 6.N.3 & 5 Related: Standard HI.SAP.2 Future: Standard HII.N.3</p>
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Teacher Resources for Further Professional Learning

[Herbs and Supplements at a Glance:](#) U.S. Department of Health resource for herbs and botanicals including potential side effects.

[Additional Resources for Nutrition:](#) Google folder with links to nutrition resources from American Heart Association.

<p>Standard HI.N.4: Identify internal and external influences on body image.</p>	<ul style="list-style-type: none"> • Analyze factors that influence eating (e.g., health conditions, internal influences, family, peers, cost, convenience, media, social, and cultural messages). • Positive comments posters to classmates/around the school. • Spoon Activity: Looking at reflection of yourself on both sides of the metal spoon. • You Tube: social media’s influence on teen self-image. • Diagram: External vs. Internal: Students draw a picture of themselves. On one half of the page list/draw external influences and on the other half list/draw internal influences. • Beauty is Skin Deep. • Critical Viewer Activity. 	<p>Past: Standard 6.N.4 Related: Standard HI.HF.3a & b Future: Standard HII.N.6</p>
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Teacher Resources for Further Professional Learning

[Turn Beauty Inside Out Day essays:](#) Essay compilation for body image.

[Health at Every Size:](#) Respect, critical awareness, and compassionate self-care for those at every body size.

[Additional Resources for Nutrition:](#) Google folder with links to nutrition resources from American Heart Association.

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<p>Standard HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.</p>	<ul style="list-style-type: none"> • Story time: have different students read the accounts of people with disorders (w/ prior consent). Give props for the presentations as appropriate and follow up with questions on stigma and effects. • Group Prezi presentation. • Eating Disorder Table Reads: Students get into groups; each group is assigned a story about someone’s struggle with ED’s. Each group will share a summary of their story with the class. The class examines the stories to identify common symptoms, signs, etc. • Graphic organizer on eating disorders identifying the different disorders and the symptoms and consequences of each and where they can go for help. 	<p>Past: Standard 6.N.3 Related: Standard HI.MEH.2 Future: Standard HII.N.6</p>
Teacher Resources for Further Professional Learning		
<p>Teens Health – Food & Fitness: Teens Health resource for healthy eating, dieting, exercise, eating disorders, steroids, and more.</p>		
<p>Dying to Be Thin – YouTube Video: View prior to showing students, YouTube episode exploring eating disorders in males.</p>		
<p>What is Disordered Eating: Academy of Nutrition and Dietetics resource explaining disordered eating.</p>		
<p>Additional Resources for Nutrition: Google folder with links to nutrition resources from American Heart Association.</p>		