

The background of the entire page is a repeating pattern of light gray line-art icons. These icons represent various food items (like strawberries, burgers, fries, pizza, and drinks), shopping carts, hearts, question marks, and checkmarks, all arranged in a grid-like fashion.

FUTURE WELL™ KIDS

MODULE 2 RESOURCE GUIDE

NUTRITIOUS EATING

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BACKGROUND

Noncommunicable diseases (NCDs) are diseases that are not contagious or transmitted from person to person through contact. These diseases are typically chronic conditions that can be caused by lifestyle choices such as nutrition and exercise, but can also be influenced by genetic, physiological, and environmental factors. In the developed world, **type 2 diabetes**, **high blood pressure**, and **heart disease** are currently among the most common NCDs, and together, these three diseases cause over one million deaths¹ in the United States annually.

The **MyPlate** dietary guidelines provide recommendations for the relative proportion of vegetables, fruits, grains, proteins, and dairy that a person should eat each day. The dietary guidelines are designed to help people make the most nutritious food choices possible with the food available to them. With an understanding of the food groups and the ability to read and decipher nutrition labels on food, people are able to consider things like **calories**, **fats**, **carbohydrates**, and **sodium** when making their food choices. Taking a balanced approach to nutrition helps reduce the risk of developing NCDs.

MODULE SUMMARY

Nutritious Eating provides students with a framework for making healthy eating decisions. In this module, students learn about what happens to their bodies when they eat certain foods, why eating the right foods is good for them, and the risks associated with *not* making the most nutritious food choices possible, such as an increased risk of developing noncommunicable diseases (NCDs) like high blood pressure, heart disease, and type 2 diabetes. The module begins with students considering the role diet plays in their current lives and the importance they place on food choice in general. Students learn how our bodies use food and the critical role food choices play in maintaining overall physical health. Students also learn how making the most nutritious food choices is a key to reducing the risk of developing certain noncommunicable diseases.

¹ <http://www.diabetes.org/diabetes-basics/statistics/>; https://www.cdc.gov/dhdsp/data_statistics/fact_sheets/fs_bloodpressure.htm; <https://www.cdc.gov/heartdisease/facts.htm>

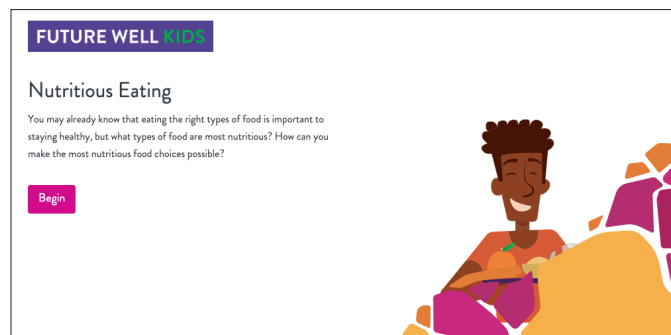
USING THE MINI MODULE

This section provides strategies for incorporating the self-paced modules into instruction and tips for facilitating discussion before, during, and after each screen. It takes approximately 15–20 minutes of seat time for a student to work through a module; the “Section-by-Section Educator Tips” provide suggestions for extending the use of the module as an instructional tool in a typical class session.

NUTRITIOUS EATING

MODULE OVERVIEW

You may already know that eating the right types of food is important to staying healthy, but which types of food are most nutritious? How can you make the most nutritious food choices possible? Students will learn about the MyPlate dietary guidelines and how to read food nutrition labels. They will use these resources to help them make good decisions about which foods to eat.



KEY LEARNING OBJECTIVES

Students will be able to:

- Describe the food groups found on the MyPlate dietary guidelines
- Interpret the information found on nutrition labels
- Describe noncommunicable diseases including type 2 diabetes, high blood pressure, and heart disease
- Select nutritious food choices that help reduce the risk of developing noncommunicable diseases

SETTING THE STAGE

Engage students before the module with one or more of these questions:

- What is your favorite dinner option? Do you think it is a nutritious choice?
- What are some examples of nutritious foods? What are some examples of foods that aren't as nutritious? Why do you think this?
- Do you think it's important to eat nutritious foods? Why or why not?

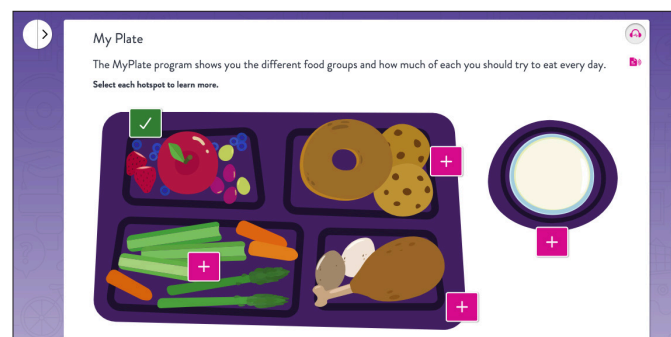
SCREEN-BY-SCREEN EDUCATOR TIPS

● Prepare

- **Set-up:** The module begins by telling students that food is important because the nutrients in food are used for energy and for growing the body. Not making the most nutritious food choices possible can lead to the development of noncommunicable diseases. Ask students if they have ever heard of noncommunicable diseases. If the majority have not, review the information presented in the “Background” section.
- **Making Nutritious Food Choices:** Students are asked to think about the foods they eat on a regular basis. Consider asking students to make a two-column chart listing the foods they ate yesterday. In the left column, have students write down the nutritious foods they ate. In the right column, have students write down the foods they ate that might not be as nutritious.
- **Pretest:** The pretest consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.
- **Confidence Ranking:** Students are asked to rank how strongly they agree or disagree with the following statement: “I know how important nutritious food choices are to my health.” Note how many students agree and disagree with this statement by polling them after they have answered. They will be asked to assess their confidence again at the end of this module.

● Learn

- **Nutritious Eating and Your Body:** Students are introduced to different nutrients, how they are used by the body, and how they can affect the development of noncommunicable diseases (NCDs). Consider showing students a physical example of each nutrient presented on this slide—protein, carbohydrates, and fat. For example, a chicken breast is an example of protein, bread is an example of carbohydrates, and butter is an example of fat. Then, ask students if they can think of other examples.
- **Nutritious Food Choices:** Students review the five food groups found on the MyPlate guidelines graphic. Engage students by drawing a MyPlate outline on the board and having them make suggestions about what to put in each section.



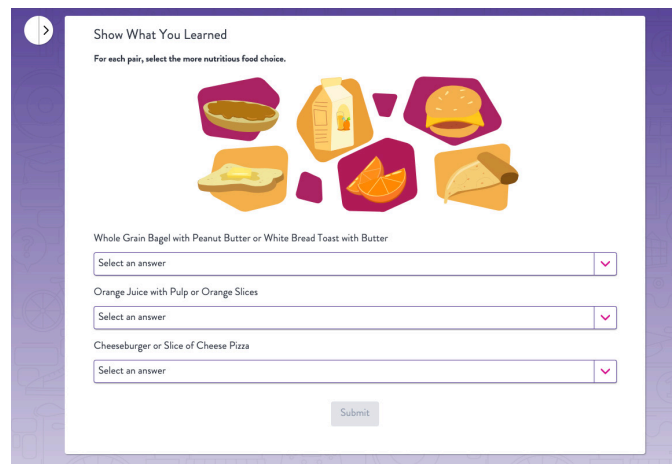
- **Understanding Food Labels:** Students learn how to read the information found on nutrition labels. Consider providing or displaying a nutrition label from a common snack. As a group, determine whether you consider this snack nutritious or not. Have students defend their conclusion with information from the module.
- **Noncommunicable Diseases:** Students are introduced to three noncommunicable diseases: type 2 diabetes, high blood pressure, and heart disease. Ask students if they know anything else about these diseases.
 - **Note:** Some students may have personal experience with noncommunicable diseases, possibly in their family. You may explain to concerned students that these diseases affect up to one-third² of Americans and that there are medicines that can help patients control and manage these conditions.
- **Making Nutritious Food Choices:** Students explore the nutrition found in several common food items. Ask students to analyze a meal they recently ate against the MyPlate nutritional guidelines. What was nutritious about the meal? What was not? Overall, was it a nutritious food choice? Ask them to explain their answers.

● **Reflect 1**

- Students are asked to rank how strongly they agree or disagree with the following statement: “I know how important nutritious food choices are to my health.” Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

● **Challenge**

- There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
- Students will encounter a variety of question types including multiple choice, classification, matching, and true/false.
- For each question, students have two opportunities to answer correctly.



² https://www.cdc.gov/dhdsp/data_statistics/fact_sheets/fs_bloodpressure.htm

Full credit is given for correct answers on the first try. The total number of available points in this module's post-test is 8. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

● Reflect 2

- Students are asked to rank how strongly they agree or disagree with the following statement: After completing this module, I am more likely to make nutritious food choices. Encourage students to commit to eating more nutritious foods each day. For students who want to eat more nutritious foods, ask them what nutritious option they will add to their dinner tonight.

EXTENDING THE MODULE

Once students complete the module, consider one or more of the following follow-up activities:

- Encourage students to keep a journal of the foods they eat for the next week. In their journal, have them keep track of the calories, fat, sodium, and carbohydrates they ate, either by reviewing nutrition labels or researching on the internet. On which days of the week did they meet the recommended daily allowances of each type of nutrient?
- Have students use the MyPlate graphic to prepare a breakfast, lunch, and dinner menu for the day. What foods would they serve during each meal in order to meet the recommended servings of vegetables, fruits, grains, proteins, and dairy products?
- Divide the class into groups and assign each group one of the noncommunicable diseases discussed in this module. Using the Internet, ask each group of students to research how the different food groups from MyPlate and the different nutrients on a nutrition label affect the development of the disease. For example, students may find that eating a lot of red meat (part of the meat food group), which contains a high amount of saturated fat (which is listed on a nutrition label), contributes to heart disease³. Have students share their findings with the class.

³ <https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/nutrition-basics/meat-poultry-and-fish-picking-healthy-proteins>

STANDARDS CORRELATION

The following standards from the [National Health Education Standards](#) are addressed in this self-paced module:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

KEY TERMS

Calorie

a unit of energy; commonly used to measure the energy content of foods

Carbohydrate

a type of energy-dense nutrient that is characterized by having a ratio of carbon:hydrogen:oxygen of 1:2:1; includes sugars, starches, and cellulose

Fat

a water-insoluble nutrient that is highly dense in energy

Heart Disease

a disease in which the blood vessels that bring blood to the heart are narrowed or blocked

High Blood Pressure

a disease in which the force with which blood pushes against the blood vessel walls is abnormally high

MyPlate

nutrition guide published by the United States Department of Agriculture that includes five suggested food groups towards building a balanced diet

Noncommunicable Disease

a disease that is not transmitted directly from person to person, such as through infectious agents

Sodium

a nutrient found in foods that is often contributed by sodium chloride, or table salt

Type 2 Diabetes

a disease in which the body's normal response to blood sugar through insulin is impaired