

What's for dinner Dad?



LEVEL: 4th Grade

Core Content Areas: Math, Practical Living/ Vocational Studies, Reading, Writing

LEARNING GOAL: Students shall develop their abilities to become self-sufficient individuals.

MATERIALS

Student worksheets: What's for Dinner Dad?, Working for Fitness

VOCABULARY

Physical wellness, exercise, flexibility, sedentary, "couch potato", active, nutrition, balance, variety

SUPPORTING INFORMATION

Nutrition educators for pre-adolescents must consider the following factors:

- role models are not always within the family.
- peer examples, are not always the most positive role models, but could influence other peers.
- media sources of information such as TV, radio and advertisements can have powerful, subtle messages related to nutrition;
- most young people are extremely interested in themselves which makes it necessary to promote nutrition as a personal benefit rather than resorting to scare tactics.

Physical fitness programs for pre-adolescents should emphasize activity as a normal part of the day with the emphasis on physical movement rather than sedentary games and television watching. Providing options for physical wellness will prevent a sedentary child from developing into a sedentary adult at risk for poor health and onset of chronic disease.

PROCEDURE

1. To begin this discussion on physical wellness, have a volunteer from the class demonstrate their idea of a "couch potato". Ask students how a "couch potato" would most likely spend their after-school and weekend leisure time. What would be his/her primary activities? When students have conducted this role play activity, have them individually develop a wellness program for the "couch potato" which includes both improved nutrition and increased activity. Examples : lists, charts, venn diagrams, etc.
2. Point out to students that food choices

should be based on the five food groups from MyPyramid. Choices should be balanced and varied. Have students complete the "What's for Dinner Dad?" activity.

Ask students to write down contents of their evening meal from the day before. Ask the students if the meal they ate meets the recommendations for balance and variety. The have the students keep a food journal for the next seven days. Then have them compare the choices they have made to the recommendations of the MyPyramid.

3. Divide the class into discussion groups to talk about their personal physical fitness goals. Questions to ask would be: Do you want to feel better and have more energy? Would you like to improve performance in a particular sport? Can physical fitness be achieved in a short time span?
4. As a guide for developing physical fitness, have students select a wellness partner to work with over a four-week period. Use the "Working for Fitness" worksheet to chart progress. Ask the health or physical education teacher to demonstrate the safe, correct ways to do traditional exercises. To encourage follow-through of this program have students make weekly progress reports on their progress and a final evaluation of their wellness program.

RESOURCES

"Health and Nutrition," National Livestock and Meat Board, 1986; "Nutrition Wellness for Children and Adolescents: Challenges for the 21st Century, *Nutrition News*, 1990; "Catch the Breakfast Express," 1991, *Illinois Agriculture, a News Magazine for Kids*, Issue 1.

EVALUATION

Achievement of student learning objectives can be evaluated by the extent to which students establish a positive personal nutrition and wellness patterns over the four-week period.

MEETS KY CORE CONTENT 4.1 ASSESSMENT STANDARDS

Math

MA-04-4.1.1
MA-04-4.1.2
MA-04-4.1.3

Practical Living / Vocational Studies

PL-04-1.2.2
PL-04-2.2.1
PL-04-4.2.1
PL-04-4.2.2
PL-04-4.2.3

Reading

RD-04-2.0.7
RD-04-3.0.4
RD-04-3.0.6

Writing

WR-04-1.1.1
WR-04-1.2.3

OBJECTIVES

The student will:

- evaluate personal nutrition and wellness habits.
- develop a wellness program to address a particular problem—inactivity.
- work cooperatively with a fellow classmate on a long term project.
- chart progress in establishing wellness objectives.

CONCEPTUAL AREA

Agricultural base— people use plants and animals in a wide variety of ways to obtain food, fiber, shelter, and other products.

What's for dinner Dad?

Soccer practice is over and you are starving. There is a great smell coming out of the kitchen. That can only mean one thing—Dad's cooking up something special tonight.

Below is the menu for Dad's special meal. It's perfect for young athletes like you. The top athletes in the world know how important nutrition is to doing their best in sports. This menu was prepared by following the guidelines provided by government –recognized experts in human nutrition. Place each menu item in the correct group following the MyPyramid.

Souped-Up Meatloaf

(lean ground beef and lean ground pork combination with onion soup mixed in—delicious!)

Broccoli with cheese sauce

Mashed Potatoes

Bread and Butter

Soccer Balls
(cantaloupe melon)

Milk

Frozen Yogurt for dessert

Grains

Vegetables

Fruits

Milk

Meat and Beans

A MATTER

**HEALTH
and
NUTRITION**

OF FACTS

10

Working for Fitness

Some things are easier to measure than others. Calories are easy — you just look them up in a book. To measure your physical fitness, though, you're going to have to *work* a little. So put on your sweats and try these tests to see how you measure up. (Make sure that you start slowly and increase exertion *gradually*.)

Repeat the tests every day for four weeks. Record your scores on the first day and at the end of every week to see how you improve with exercise and practice.

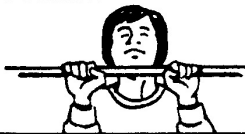
Number of pushups in 60 seconds

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



Number of pullups in 60 seconds

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



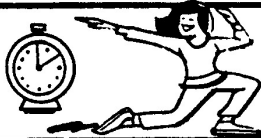
Number of situps in 60 seconds

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



Pulse rate after 10 minutes of aerobics

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



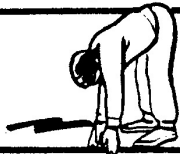
Distance traveled in 12 minutes (walking, jogging, running, or any combination)

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



Touch fingertips to floor without bending knees? (Y/N)

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



Touch palms to floor without bending knees? (Y/N)

First Day Week 1 Week 2 Week 3 Week 4 Total Improvement



Flexibility test: Sit on the floor, legs straight in front of you and feet about 18 inches apart. Put a box against the soles of your feet with a ruler on top, as shown. (Illustration) Bend forward. Have someone watch the ruler to check the measurement. How far can you reach past the soles of your feet?



No. of inches _____
First Day Week 1 Week 2 Week 3 Week 4 Total Improvement