

Lesson 6

Good Nutrition Lesson Plan Adaptation

Adapted by Lindsey Catherine Mullis, M.S at University of Kentucky, Human Development Institute

With the update from mypyramid to choosemyplate.gov here is the updated lesson plan and handouts for the Lesson 6: Good Nutrition for use in the HealthMatters: The Exercise and Nutrition Health Education Curriculum for People with Developmental Disabilities by Beth Marks, Jasmina Sisirak, and Tamar Heller. It is suggested to review the lesson 6 included in HealthMatters curriculum and use this as a supplement.

Objectives
Participants will <ul style="list-style-type: none">• Discuss the benefits of nutrition on their health• Identify the food groups and components of each• Discuss the effect of nutrition on exercise and/or physical activity• Understand the advantages of including different types of food in their diet

HANDOUTS

Instructor Reference(s):

ChooseMyPlate

Putting Foods I Like to Eat in MyPlate

U R What U Eat

Making Your Own Nutrition Plate

MATERIALS

Board and Writing Utensil

Magazines/Grocery ads with pictures of food

Computer with internet access to show videos

Personal Notebooks for handouts and pictures

IDEA: instead of Putting Foods I Like to Eat in MyPlate participant handout page you could use Paper/Plastic Plates with MyPlate food groups

In our last class, we talked about our FABS exercises. Can anyone tell me what each of our FABS are? The exercises are Flexibility/stretching, Aerobics to increase our heart rates, Balance exercises, and strength.

Discuss the types of exercises and importance of doing them.

Today, we are going to talk about nutrition and healthy foods. Can anyone tell me why you might want to eat healthy food?

Write responses on the board. *Eating many different types of food can keep us healthy and give us the energy we need to do the things we like to do.*

We need to eat many different foods to give us strength to exercise.

Eating good foods may also help us feel happy and less depressed.

We need healthy foods to fuel our body, just like a car needs gasoline. What would happen to a car if we put water in the tank instead of gas?

Discuss how nutrients in the foods we eat need to be healthy so that our bodies can run and function properly.

Just like a car won't perform properly on water, neither will our bodies without the right foods. Unhealthy foods make us feel bad or tired and can even hurt our health.

Can you all help me name the 5 food groups? You can direct participants to the MyPlate participant handout to help them. Have participants identify each of the 5 food groups and provide healthy examples for each as you write them on the board. If you have access to a computer, visit ChooseMyPlate.gov to view information from the 5 main food groups. Examples to assist you are listed below along with a key message per food group.

Example:

Vegetables = carrots, cucumbers, spinach, green beans, tomato, lettuce

The darker the green, the better the health benefits (i.e. spinach versus romaine lettuce)

Fruits = cantaloupe, apples, berries, grapes, bananas, oranges, watermelon

Make half your plate fruits & veggies; look for 100% fruit juice not from concentrate

Grains = pasta, bread, crackers, oatmeal, rice, cous cous, quinoa

Make half your grains whole (brown rice vs. white rice and whole wheat bread, flour, or pasta)

Protein = chicken, beef, fish, eggs, beans, nuts

Aim for lean protein

Dairy = milk, cheese, cottage cheese, yogurt, ice cream

Switch to fat-free or low-fat dairy and know that items with no calcium like cream cheese or butter don't count towards the dairy group

ASK: What food is missing?? Junk food of course!

ASK: What are some examples for this type of food? Write the participant suggestions on the board (i.e. cookies, cake, brownies, fast food, candy).

Follow up with discussing how these items aren't healthy and why this category isn't a part of the MyPlate. Emphasize that we should only eat items from this category in moderation which means only on occasion. *You should limit foods that are high in calories or low in healthy nutritional quality, including those items that are high in sugar.*

Watch the ACI Wellness "Choose My Plate Dietary Guidelines" video that gives a short overview of the components of MyPlate and how it should represent the balance of your nutrition at each meal.

Video can be found here: <https://www.youtube.com/watch?v=-J1hmmy1OB4>.

Discuss how the amount of color for each food group represents how much of that food you should eat every day. Point out that the fruits and vegetables make up half the plate and that the dairy is the smallest size.

Activity Option: Putting Foods I Like to Eat in MyPlate

Resources needed will be magazine or grocery store ads pictures of food with glue sticks and scissors

Have participants cut out pictures of food items and place them on the handout: [Putting Foods I Like to Eat in MyPlate](#)

Activity Option: U R What U Eat - Go, Slow, Whoa

“U R What U Eat” handout can be found here:

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/urwhateat.pdf>

Discuss the columns of foods with green “Go” for the healthiest foods you should eat most of, a yellow “Slow” for foods that we shouldn’t eat too much of, and a red “Whoa” for the foods we should eat less often and try to avoid. Do so by asking participants what foods are in each box and why that particular food item is in that box instead of a different box.

For example, we talk about how the types of milk bottles went from skim in the green, 2% in the yellow, and whole milk in the red. This correlates to the amount of calories and fat in each type of milk.

Discuss the “Combining Food Groups” how certain foods like pizza are more than one food group. Also discuss how to take something like that pizza and make it healthy by having whole grain dough or English muffin for a single serving, light amount of low-fat cheese and by adding vegetable toppings.

To add activity to this worksheet, played a version of red light green light with the information on the U R What U Eat handout.

All the participants line up along a wall. Explain that each food item mentioned will be associated with a movement based on where it fell on the go, slow, and whoa chart.

Move 1 step forward for yellow “Slow” foods

Move 2 steps forward for green “Go” foods

Move 1 step back for the red “Whoa” foods

For the first round, tell a story about what was for dinner last night and then play a second round where the participants get to name food items. Make it fun by asking them how the food was prepared to see how many steps to take and in what direction. For example, if a participant says “Fish” ask, *Was it grilled or fried? Or what did you eat with it?* And then take steps accordingly.

First Round of Last night’s Dinner example: Spaghetti and meatballs for dinner with whole wheat pasta (step 2 forward) and homemade marinara sauce with fresh tomatoes (step 2 forward) but then we added sausage meatballs (1 step forward because sausage isn’t a lean protein like poultry or fish) and then we added a side of cheesy garlic butter toast on white bread (1 step back each for each the cheese, butter, and white bread), but then surprise them by saying it was low-fat cheese (2 steps forward).