

<b>Importance of a Good and Balanced Nutritious Lifestyle</b>	
Goal	To learn the basics and importance of good nutrition
Objectives:	<ul style="list-style-type: none"> <li>- Students will identify the six major food groups</li> <li>- Students will describe the benefits of following the <i>MyPyramid for Kids</i> as a guide to lead a nutritious lifestyle</li> <li>- Students will demonstrate their knowledge of the <i>MyPyramid for Kids</i> through discussion about Kim's family's innutritious lifestyle</li> <li>- Students will identify foods that make up a nutritiously balanced meal</li> </ul>
Methodology:	Lecture/Group discussion
Materials:	<ul style="list-style-type: none"> <li>- <i>MyPyramid for Kids</i> poster &lt;<a href="http://teammnutrition.usda.gov/Resources/mpk_poster.pdf">http://teammnutrition.usda.gov/Resources/mpk_poster.pdf</a>&gt;</li> <li>- Blank <i>MyPyramid for Kids</i> handout &lt;<a href="http://www.fns.usda.gov/tn/Resources/mpk1_lesson1.pdf">http://www.fns.usda.gov/tn/Resources/mpk1_lesson1.pdf</a>&gt; (refer to page 3)</li> <li>-Anatomy of <i>MyPyramid</i> for teacher's reference &lt;<a href="http://www.mypyramid.gov/downloads/MyPyramid_Anatomy.pdf">http://www.mypyramid.gov/downloads/MyPyramid_Anatomy.pdf</a>&gt;</li> <li>- TAPAS</li> <li>- Colored posters</li> <li>- Markers</li> <li>- Color pencils</li> </ul>
Instruction:	<ol style="list-style-type: none"> <li>1. Survey the class by asking students to raise their hands to the following question: Do you think obesity is a big problem in our country?</li> <li>2. For students who raised their hands, ask them why they think obesity is a big problem.</li> <li>3. For students who didn't raise their hands, ask them why they don't think obesity is a big problem.</li> <li>4. Record student responses on the board in a T-chart format. Refer to T-chart example.*</li> <li>5. Introduce the <i>MyPyramid for Kids</i> poster as a guide to eating healthy and balanced meals by hanging it on the board where everyone can see. Before hanging the poster up, cover the food groups and their examples. Reveal the food groups and their examples along the discussion.</li> <li>6. Pass out the blank <i>MyPyramid for Kids</i> handouts and have students follow along and record each food group and examples of foods that represent each food group on their handouts during the discussion.</li> <li>7. Begin by asking the students if they know the six major food groups and have students record their responses on the <i>MyPyramid for Kids</i> handout.</li> <li>8. Discuss the importance of: grains, varying your vegetables, eating different color fruits, going lean with protein. Instructor should bring in examples of the actual food to reinforce the discussion.</li> <li>9. Ask students if they know why the food group stripes are wider at the bottom and narrow at the top of <i>MyPyramid for Kids</i>.</li> <li>10. Put students into groups of 4 and ask them to pick a scene in the TAPAS story in which Kim's family made poor food choices. Have the students discuss what made these food choices unhealthy using references from the <i>MyPyramid for Kids</i>. Ask each group to pick one group leader to write down their responses and tell them to be prepared to share their</li> </ol>

	<p>responses at the end of class.</p> <p>11. Have each group create a healthy and nutritious menu that they would recommend for Kim's family. The menu must include one main dish, at least one side dish, and one beverage. Ask students to present their menu on a poster and encourage them to have fun with it.</p> <ul style="list-style-type: none"> <li>• Students should first identify the general nutrition components they want to incorporate into their menu (i.e. grains, protein, vegetable, fruit)</li> <li>• Then students should brainstorm as a group and collectively decide the actual foods they want in their menu. The instructor should emphasize that the foods should not be convenience foods, but foods that are bought and prepared fresh.</li> </ul> <p>12. Have each group present their response and menu to the class.</p>
Evaluation:	<p>-Monitor each group and make sure the students are on track</p> <p>-Evaluate group responses</p> <p style="padding-left: 20px;">→ Did the students make references to the <i>MyPyramid for Kids</i> to justify how Kim's family made poor food choices?</p> <p>-Did students plan a neat and colorful menu?</p> <p>-Did the students' menus incorporate foods from all the food groups?</p>

**\*T-Chart Format Example**

Reasons why obesity IS a big problem	Reasons why obesity ISN'T a big problem

<b>Alternatives to Plot</b>	
Goal	- To have students apply their knowledge of addiction, cause and effect, and decision making skills by selecting a turning point in <i>TAPAS</i> and recreating it.
Objectives:	-Students will use what they've learned about addiction to analyze the decision making process of the characters through large and small group discussion. -Students will use conflict resolution skills and their understanding of alcohol, tobacco, and poor eating habits to develop alternative solutions to those proposed by the characters.
Methodology:	Cooperative learning/ Group Work
Materials:	- <i>TAPAS</i> - <i>Analysis of the Characters' Decisions</i> chart (refer to attachment) - Transparency - Overhead - Overhead pen - Lined paper - Pencil/Pen
Instruction:	<ol style="list-style-type: none"> <li>1. Review the major elements of the story, have students outline the characters and their conflicts, and resolution of the story in pairs then go over it as a whole.</li> <li>2. As a class, ask students to brainstorm the major decisions that the characters make and plot them at the appropriate point on a transparency. Using what the students learned about addiction, discuss the characters' (both parents and kids) decision making process and analyze the pros and cons of their decisions. Record the pros and cons of each decision on the <i>Analysis of the Characters' Decisions</i> chart.</li> <li>3. Ask students to work individually or in pairs and pick one major decision that was made that they would have done differently.</li> <li>4. Ask students to respond to the following questions and to be prepared to discuss their responses to the class: <ul style="list-style-type: none"> <li>• Which character or characters were involved in the decision?</li> <li>• What was the problem that needed to be solved?</li> <li>• How did the characters feel about their situation?</li> <li>• How would you feel under the same circumstances? Be specific.</li> <li>• What solutions would you offer if you were in the same situation?</li> <li>• How do you think your solutions would have changed the plot of the story?</li> <li>• Why do you feel that your solution is better than the one proposed by the character in the book? Students will need to use what they know about addiction in their response.</li> </ul> </li> <li>5. Ask students to present their responses to the class.</li> </ol>
Evaluation:	-Monitor each group to make sure students are on task -Evaluate the responses from each pair <ul style="list-style-type: none"> <li>→ Did students respond to each question in a clear and concise manner?</li> <li>→ Did students present their responses to the class in clear manner?</li> <li>→ Were their responses reasonable?</li> </ul>



### **Campaign against Obesity, Smoking, and Drinking**

Goal	To reinforce and enhance the students' recall of the health facts related to the following addictions presented in TAPAS—obesity, smoking, and drinking.
Objectives	<p>Students will use MedlinePlus to find the following information in order to:</p> <ul style="list-style-type: none"> <li>• Identify at least three reasons why people engage in one of the following addictions—smoking, drinking, eating poorly</li> <li>• Identify at least three effects caused by the addiction</li> <li>• Discuss at least three possible solutions to the addiction</li> </ul>
Materials	<ul style="list-style-type: none"> <li>-Computer with internet access for instructor</li> <li>-Computer workstations with internet access for students</li> <li>-Brochure template (refer to attachment)</li> <li>-Paper</li> <li>-Pencil</li> <li>-Pen</li> <li>-Markers</li> </ul>
Instruction	<ol style="list-style-type: none"> <li>1. Ask students how many cigarettes or packs of cigarettes they think people smoke on a daily, weekly, monthly, and yearly basis. Record student responses on the board.</li> <li>2. Represent the actual number of cigarettes smoked with images of the number of cigarettes or cigarette packs.</li> <li>3. Use the internet to pull up a picture to compare healthy lungs versus a smoker's lungs. Refer to: <a href="http://www.nida.nih.gov/researchreports/nicotine/consequences.html">http://www.nida.nih.gov/researchreports/nicotine/consequences.html</a></li> <li>4. Observe the students' reactions to the pictures.</li> <li>5. Based on what they see, as a class, ask students to note the differences between the two lungs. Based on what they see, have students infer the effects of smoking on the lungs.</li> <li>6. Discuss the amount of money spent on smoking on a daily, weekly, monthly, and yearly base.</li> <li>7. As a class, discuss the following questions: <ul style="list-style-type: none"> <li>• Do you think smokers' spend a lot of money on cigarettes?</li> <li>• Despite the high cost of smoking over time, why do you think people continue to smoke cigarettes?</li> <li>• Would you spend that much money on cigarettes? Have students brainstorm what they could buy with the money spent on cigarettes and record it on the board.</li> </ul> </li> <li>8. Ask students to choose one of the following addictions presented in TAPAS—smoking, drinking, eating poorly and tell them to be prepared to have their information presented in a brochure format with appropriate graphics. The brochures should be informative and creative and must include at least: <ul style="list-style-type: none"> <li>- Use their knowledge of addiction to describe it, and tie it in with their chosen addiction topic</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>- 3 causes of the addiction</li> <li>- 3 effects of the addiction</li> <li>- 3 statistical facts. Examples of facts may include who is most affected (age groups, gender groups, or race groups), how many people are affected, or where is the addiction most prevalent.</li> <li>- 3 possible treatment/recovery solutions,</li> <li>- 2 images that help to illustrate the addiction.</li> </ul> <p>Explain to the students that they will use the MedlinePlus website to conduct their research. Inform the students that they will need to cite their information by reserving space on their brochure for their bibliography.</p> <ol style="list-style-type: none"> <li>9. Introduce MedlinePlus to the students and show them how to navigate and locate information on the site.</li> <li>10. Ask students to research the causes, effects, statistical facts, and possible recovery solutions to their chosen addiction topic and have the information presented in the brochure. Students can either hand write the information onto their brochures or use Microsoft Word to make the brochure.</li> <li>11. Provide the students with a brochure template (refer to attachment).</li> </ol>
<p>Evaluation</p>	<ul style="list-style-type: none"> <li>-Did the student state at least 3 causes, 3 effects, and 3 possible treatment/recovery solutions to their chosen addiction topic in their brochure?</li> <li>-Is the brochure neat?</li> <li>-Did the student properly use MedlinePlus to research the information?</li> <li>-Did the student include a bibliography section?</li> <li>-Did the student properly cite MedlinePlus in their bibliography?</li> <li>-Did the student incorporate appropriate graphics to illustrate their chosen addiction topic?</li> </ul>