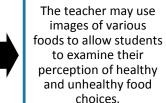
Instructional Unit Title: Nutrition For a Healthy Life

Comprehensive Health

7th Grade

The teacher may explore with students a variety of visuals (photos, internet depictions, magazine pictures, etc.) that depict amazing accomplishments of the human body so students can analyze the many strengths and capabilities of the human body.



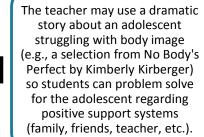
The teacher may review essential nutrients so students can analyze and question how the presence/absence of nutrients (proteins, carbohydrates, fats, vitamins, minerals, etc.) impact or should impact food choices.

The teacher may examine elements of food labels so students can draw conclusions about the purpose(s) of the labels in relation to nutritional value of food products.

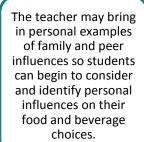
The teacher may use the question "Who/what influences your food choices?" so student can begin to discuss and debate the impacts of culture, family, and peers on personal food choices.



The teacher may introduce causes, complications and warning signs of eating disorders (Bulimia, Anorexia) so students can begin to examine (some examples of) unhealthy relationships with food.



The teacher may bring in examples of (food) commercials and advertisements aimed at adolescents so students can begin to examine and analyze particular marketing strategies used to influence food choices.



The teacher may use images of meals from various cultures around the world so students can begin to examine the ways in which personal food choices can often be based on cultural histories, beliefs, expectations, etc.



The teacher may define and provide examples of support systems for healthy eating so students can draw conclusions about their own resources for healthy food choices and eating habits.



The teacher may show examples of current Public Service Announcements (PSAs) so students can critique the elements of a quality PSA.



The teacher may provide resources so students can deconstruct the elements of a PSA.



PERFORMANCE ASSESSMENT: As student health advocates you will script, direct and produce a public service announcement that will include documented research and valid information. You have two choices for your PSA focus.

For your first choice, the goal is to educate your peers about balanced eating habits and their relationship to physical well-being. In constructing your public service announcement, your team should address questions such as:

- How do you know if your food is healthy?
- What/who are influences on teens' food choices?
- How do food choices impact a person's life?

For your second choice, the goal is to educate your peers about the emotional and physical effects of eating disorders and the positive influences of support systems. In constructing your public service announcement, your team should address questions such as:

- What are the short term and long term impacts of eating disorders?
- What systems of support have proven to have a positive impact for people suffering from eating disorders

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.