

Name Phoebe Luong Topic: Nutrition Presentation Teacher Edwards

Classroom Theme:

- Black fabric (to hang on walls)
- Baskets/ Fake Fruit for each table group
- Posters of different food pyramids, diets, or nutrition labels and EQ.
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EQ: What is the best way to achieve a nutritionally healthy lifestyle?

Introduction

Sponge Activity:

1. I am going to have a myths and facts game up on the PowerPoint to see how much they know about nutrition
2. PowerPoint
3. This relates to my answer because people need to be able to determine what is healthy and what isn't

Time: 5 min

Introduction: I'm going to introduce my topic and myself. I will talk about why I chose this to be my topic. Then I will break down my EQ and talk about the plan for the day.

Time: 5 min

Foundation: I will talk about examples of medical problems that are caused by eating unhealthy. Some examples I will be talking about are diabetes, coronary heart disease, and obesity. I will also explain how healthy eating reversed these medical problems.

Time: 10 min

Time: 10 min

Time: 10 min

Body (Lecture minimum: 30 minutes)

Answer 2: Choosing the right diet for you!

For my second answer, I will talk more about the different people I followed in my service learning and how each of them had different body shapes. They all also had different goals, therefore, they all had different diets that worked for them. Then I will talk about how we could use the BMR equation to graph how many calories we should be eating.

Answer 3: Clearing your house/ Prepare healthy

Answer 1: Knowing how to read the product

For the third answer, I will talk about my independent component and tell them why this is the best method. I will also show them which foods should be cleared and how to prepare healthier foods.

For my first answer, I will show how the front of a box can sometimes be misleading and how to defeat that by reading a nutrition label. I will explain how to read a nutrition label and show which parts of it are important.

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1. I will have a list of healthy and unhealthy foods and the students will have to pick and choose what should go out
2. They will have a list and they will work together in groups to see what they should take out
3. This relates to my answer because I am teaching them what kinds of foods they should throw away
4. A long list of healthy/unhealthy foods.

Answer 3 Activity: Cleaning your household!

1. Time: 10 min
will give them different scenarios of people with different height, weight, and activity level. They will then figure out what the amount of calories those people have to eat
2. They will get strips of paper that have scenarios on them. I will also provide the equation for them and they will have to solve for the BMR
3. This relates to my answer because people can find the diet that is best for them using this equation.
4. Different scenarios and formula

Answer 2 Activity: Find the BMR!

1. They have to decide what is missing in the nutrition label and whether or not the information is accurate
2. I will create different nutrition labels that have inaccurate information or are missing something. Then, the students will work together in groups to find out what is wrong or missing
3. This relates to my answer because I am trying to teach them how to correctly read a product
4. nutrition labels

Answer 1 Activity: Read the nutrition label!

Foundation Activities (Activities must answer EQ)

Conclusion

Best Answer: Timing: 2 min Three Meaningful Sources
Jennie Lessmueler

Timing: 3 min1. Interview 4:

2. “Forks over Knives” Documentary

3. “Engineering a Healthy Body” by Nick Hallale

The answer I think is the best is my first answer because it is the foundation of the rest of my answers. Without it, achieving the other two would be impossible.

Product:

Timing: 2 min

Timing: 3 min

Conclusion: I am going to ask questions to see what people remember from my presentation, and then I will say my three answers again and why.

My product is my new perspective on all of the information being fed to me. I realized I couldn't believe everything that is being told to me and the only time I can trust it is if I find out for myself. I learned this through all of the misleading information found in nutrition. This is very meaningful because I am able to take this away with me after I graduate.