

Nutrition & Wellness

**Using Process Skills and Content Modules
That Feature
Critical Thinking and
Practical Problem Solving Activities**

Victoria Shahan, Editor

Family and Consumer Sciences Education

Vision Statement

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

Mission Statement

To prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- strengthening the well-being of individuals and families across the life span;
- becoming responsible citizens and leaders of family, community, and work settings;
- promoting optimal nutrition and wellness across the life span;
- managing resources to meet the material needs of individuals and families;
- balancing personal, home, family, and work lives;
- using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- functioning as providers and consumers of goods and services;
- appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
- successful life management, employment, and career development.

Development of this project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career Education, and no official endorsement should be inferred.

Table of Contents

Forewordiv

Acknowledgmentsiv

Process Skills Competency List Cross-referencevi

Content Competency List Cross-reference.....vii

Introduction.....viii

Process Module 1: Exploring Process Skills

 Unit 1: Managing Work and Family Life 1

 Unit 2: Developing Effective Communication Skills..... 17

 Unit 3: SEARCH for Solutions to Solve Problems 35

 Unit 4: Taking on a Leadership Role 47

Content Module 1: Determine Influences on Personal Food Choices

 Unit 1: Determine Influences on Personal Food Choices 60

Content Module 2: Comprehend Nutrition Principles

 Unit 1: Comprehend Nutrition Principles 83

Content Module 3: Assess Nutrition and Wellness

 Unit 1: Healthy Eating Habits 93

 Unit 2: Balancing Food and Fitness 123

Content Module 4: Manage Resources to Promote Good Health

 Unit 1: Manage Resources to Promote Good Health 157

 Unit 2: Discover Community Resources for Good Health 179

Content Module 5: Investigate Key Careers

 Unit 1: Investigate Key Careers in Nutrition and Wellness 189

Foreword

Nutrition and Wellness is an essential component of the Missouri Family and Consumer Sciences high school curriculum, preparing individuals to understand the related aspects of nutrition, health, and wellness. Competencies identified for this semester course enable students to construct meaning pertinent to nutrition, food choices, and good health. This guide was developed as a resource for family and consumer sciences teachers to assist them in addressing the competencies and meeting the needs of individual students.

Acknowledgments

Special thanks to those who participated in developing the competencies and content information in this curriculum guide:

Jeanette Brown
Republic High School
Republic, MO

Dr. Sandra Dassenko
Central Missouri State University
Warrensburg, MO

Jeanne Luzaich
Fair Grove High School
Fair Grove, MO

Mary Ann Bihl
Health Education, DESE
Jefferson City, MO

Pam Tesson
Pattonville High School
Maryland Heights, MO

Roberta L. Duyff
Duyff Associates
St. Louis, MO

Denise Peth
Owensville High School
Owensville, MO

Mary AuBuchon
School Food Services, DESE
Jefferson City, MO

Ginny Stone
Oak Park High School
Kansas City, MO

Mary Beene
Kansas City Public Schools
Kansas City, MO

Support and Direction

Family and Consumer Sciences Education Staff, Missouri Department of Elementary and Secondary Education:

Cynthia Arendt, Ph.D., Director

Christine Hollingsworth, Supervisor and State FCCLA Advisor

Deborah Pohl, Supervisor

Merilee Thoenen, Supervisor

National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

The national Health Education Standards represent the work of the Joint Committee on National Health Education Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American School Health Association, Association for the Advancement of Health Education of the American Cancer Society. The information is also available online at:
http://www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html

Introduction

Nutrition & Wellness

Process Skill Competency List	Missouri Show-Me Standards Goal Cross-reference	National Standards for Family & Consumer Sciences Education Cross-Reference
PS/A. Manage Work & Family Life		
1. Define practical problems families and individuals may face in everyday work and family life	1.1, 1.2, 1.3, 1.4, 1.6, 1.9	2.1, 4.2
2. Identify the types of practical problems families and individuals frequently face	1.5, 1.7, 1.9	2.2, 2.3, 2.4
3. Apply individual values and goals to decision-making	1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10	3.1, 3.3, 3.6, 4.1, 4.3, 4.6, 4.9, 4.10, 4.12, 4.13
PS/B. Develop Effective Communication Skills		
1. Identify characteristics of a respectful relationship	2.3, 2.6	3.5, 3.6, 4.2, 4.6, 4.8, 5.1
2. Demonstrate effective communication skills	2.1, 2.2, 2.4, 2.5, 2.6, 2.7	2.4, 3.1, 3.2, 3.5, 3.6, 4.3, 4.4, 4.7, 4.9, 4.10, 4.12, 5.3
3. Examine the consequences of actions for self and others	2.2, 2.3, 2.7	1.4, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
4. Apply conflict resolution techniques when needed for consensus	2.1, 2.4, 2.6	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.13
PS/C. Identify Solutions to Practical Problems		
1. Demonstrate practical problem-solving skills	3.1, 3.2, 3.3, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13
2. Evaluate consequences of possible solutions for self and others	3.4, 3.5, 3.6, 3.7, 3.8	1.4, 2.3, 3.3, 3.4, 3.6, 4.5, 4.8, 4.13, 5.4, 5.5, 5.6
3. Compare and contrast practical problem-solving techniques to other problem-solving strategies	3.2, 3.3, 3.4, 3.8	1.1, 1.2, 2.4, 3.1, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
PS/D. Accept a Leadership Role		
1. Define the roles of a responsible family member and citizen	4.2, 4.3, 4.4, 4.6, 4.7	2.2, 3.3, 3.5, 4.5, 5.1
2. Demonstrate positive leadership skills	4.2, 4.4, 4.5, 4.6, 4.7, 4.8	1.2, 2.1, 2.2, 2.3, 3.3, 3.6, 4.1, 4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
3. Compare and contrast the duties of a responsible family member and citizen	4.2, 4.3, 4.5	1.2, 1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 3.6, 4.1, 4.4, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5

Content Modules Used in This Guide

Content Module	Practical Problem Addressed	Summary of Module Topics Addressed
A. Determine Influences on Personal Food Choices	How do I select foods that satisfy my personal needs?	<ol style="list-style-type: none"> 1. Examine cultural influences (ethnic, religious). 2. Explore family and social influences. 3. Examine psychological influences. 4. Investigate environmental influences (economic, political, geographic, global, media). 5. Research technological influences.
B. Comprehend Nutrition Principles	How do I determine my nutrition needs based on my lifestyle?	<ol style="list-style-type: none"> 1. Describe the effects of nutrients on health, growth, appearance and performance. 2. Identify nutrient sources. 3. Use various nutrition guidelines (e.g., Food Guide Pyramid, Dietary Guidelines). 4. Compare and contrast nutrient/caloric composition of foods
C. Assess Nutrition and Wellness Practices	How do I combine nutrition knowledge with an active lifestyle?	<ol style="list-style-type: none"> 1. Propose eating patterns that promote health. 2. Examine special nutritional needs (e.g., sports, nutrition, modified diets, food supplements). 3. Examine changes in food and nutrient needs across the lifespan. 4. Describe nutrition-related health risks. 5. Assess the effects of eating disorders, and food and diet fads on wellness. 6. Assess the role of physical activity on wellness.
D. Manage Resources to Promote Good Health	How do I manage all of my resources to improve and maintain good health?	<ol style="list-style-type: none"> 1. Demonstrate the ability to plan and prepare healthful meals and snacks using available resources (e.g., time, money, personal energy, skills). 2. Identify safety and sanitation practices. 3. Compare ways to select, store, prepare, and serve food for optimum nutrition. 4. Identify programs that provide food assistance, nutrition and wellness services (community/government agencies, health organizations, community parks and recreation). 5. Discriminate between sources of reliable and unreliable food/nutrition information, products and services. 6. Utilize FCCLA programs to promote nutrition and wellness.
E. Investigate Key Careers in Nutrition and Wellness	How do I identify careers related to nutrition and wellness?	<ol style="list-style-type: none"> 1. Identify career clusters and careers related to nutrition and wellness. 2. Research jobs and careers related to nutrition and wellness. 3. Examine ethical issues and work-related responsibilities.

How This Guide is Organized

This is a curriculum guide. You will find competencies for the Nutrition and Wellness topic, general concepts, objectives, instructional strategies and assessments that support the competencies. Background information is included to help you in teaching the concepts, but is rather limited. You will find many links to online information and other resources that can supplement your own knowledge and resources for the material.

This guide begins with one module devoted to developing Process Skills needed for critical thinking and problem-solving. This module introduces students to the practical problem-solving approach used throughout this guide. This module provides the basis for building skills and applying the knowledge necessary for strengthening families and becoming responsible citizens. The Process Skills Module can be thought of as warm-up exercises for an athlete. The instructional strategies and assignments in this module develop thinking, reasoning, leadership and communication skills the students will use throughout the course as they explore specific information about family and individual health. The National Association of State Administrators for Family and Consumer Sciences (NASAFACS) developed a set of National Standards for Family and Consumer Sciences Education which was released in mid-1998. That document concludes that, "Process is a vehicle for obtaining, analyzing, and using content."

Students work together differently from course to course, and from year to year. Therefore, some classes may need more warm-up work using the Process Skills Module before the students are comfortable working as cooperative group members.

A Critical Thinking Approach to Instruction and Assessment

In the opening pages of this guide you will find a Process Skills Competency List and the Nutrition and Wellness Competency List. The Process Skills are core skills and abilities students must master to become critical thinkers. The four Process Skills are aligned to the four Show-Me Standards Performance Goals and to the National Standards for Family and Consumer Sciences Education.

Each of the four units in **Process Module 1: Exploring Process Skills** includes references to the four process competencies. For example, Process Skill A is Managing Work and Family Life. There are three competencies listed for this Process Skill. Preceding each competency is a reference in parentheses. The reference PS/A-1 is for Process Skill A, competency 1. When you look in the front of this guide at the Process Skills Competency List you will again see PS/A-1. The "PS" is added to each process skill competency to help you keep it separate from the content competencies for the course.

You may choose to assess student performance of these Process Skills for each course you teach, or you may prefer to assess the skills less frequently. As students become familiar with these skills and progress through several courses which incorporate them, you may find that it is no longer necessary to thoroughly teach all of the skills. Students may need only a quick refresher to be prepared to explore the content using critical thinking skills.

Using This Curriculum Guide in the Classroom

Each unit begins with an **Overview** which includes the **Practical Problem**, an explanation of the **competency(ies)** this problem addresses, and **Enabling Objectives for Competency Mastery** which identify skills and knowledge students need to master each competency. **Teacher Background Information** provides the **Rationale** for the practical problem, while the **Background** section provides research, information and statistics for the teacher. **References** are included for the material used in developing each module. The teacher may consult the references for additional information or direct students to these sources for enrichment activities.

The section entitled **Instructional Strategies** builds on the topics presented in the **Enabling Objectives for Mastery** section. The **Instructional Strategies** can be thought of as the content or knowledge to be acquired as the student works to solve the practical problem. Three types of **Summative Assessments** are used to help the student explore and discover knowledge. **Paper and Pencil** assignments challenge the student to demonstrate understanding through written papers, reports, journal writing, etc., while **Classroom Experiences** provide opportunities to explore solutions through lectures from guest speakers, involvement in the community, through cooperative group projects and other classroom activities. Finally, **Application to Real-Life Settings** allows the student to apply the knowledge gained in the module to life experiences.

A variety of supplemental material is included at the end of each module. The pages labeled **Activity Sheets** may be completed by students individually or in work groups. These pages may be reproduced as needed for each exercise. **Fact Sheets** also may be reproduced for classroom use. These sheets may be used as handouts, overhead transparencies, or adapted as posters. In addition, there are a few pages labeled **Instructor Notes**. These may be used as reference materials for the teacher or reproduced for students at the teacher's discretion. There are two specific styles of worksheets which require students to explore problems where more than one right answer may be possible. These worksheets are entitled **Thinking It Over** and **SEARCH for Solutions**. Teachers who currently use Ohio's Work and Family Life materials are familiar with the REASON worksheets. These problem-solving worksheets are very similar and can be interchanged. For those who are new to the Critical Thinking model, SEARCH is an acronym for:

- S** — State the problem to be solved.
- E** — Examine the facts, ethical concerns and alternatives that exist.
- A** — Analyze options and alternatives based on personal values.
- R** — Review options and select the one best solution.
- C** — Chart and start a plan of action.
- H** — Highlight the outcome of your actions.

SEARCH for Solutions is a step-by-step process to help students work through problem solving and solution identification. The steps do not necessarily need to be taken in order. However, by focusing on each step when discussing the problem-solving process, students focus on the objective techniques used to reach a solution, rather than making subjective choices with little or no thought to the real problem or the consequences of the decision.

Preparing Students for Practical Problems

Students may need some orientation before beginning these activities. They may need help with vocabulary to understand words such as ethics, consequences and values. Some students may need coaching in being respectful to peers, or taking turns talking and actively listening to others, and in conflict management. Still other students may need reassurance that although there is not one right answer to some problems, there is one answer that is best for each person. An answer is the right answer when the student can defend it, place it in context with the individual's values, and explain how the answer shows respect and consideration of others.

Missouri teachers can borrow on free loan, the Ohio Work and Family Life resource guides, the Missouri Family and Consumer Sciences resource guides for various courses and other curriculum development and resource materials from the Missouri Center for Career Education. Contact them at:

Resources@MCCE

TR Gaines 306, CMSU

Warrensburg, MO 64093

Phone: 660-543-8759, 800-392-7217

Fax: 660-543-8995

Email: resources@mcce.org