

## FAMILY AND CONSUMER SCIENCE

## FOOD AND FITNESS

**Grade: 10-12**

Credit:

Prerequisites:

**Course Outline:**

Tests given throughout  
VCR tapes to enhance learning  
Physical activities 2 times a week

Narrative:

Food and Fitness is a yearlong elective course, which focuses on teaching students how to make healthy nutrition and physical activity decisions.

Indicators for Food and Fitness:

1. Analyze nutritional needs of the human body.
2. Select wellness and fitness lifestyles that will affect bodily health.
3. Evaluate healthy vs. less healthy consumer choices.
4. Assess individual diet plans and aspects of weight control.
5. Select healthy foods and properly prepare the choices for optimal nutritional benefits.
6. Set personal goals toward positive diet and exercise routines to enhance a wellness.
7. Use the computer to assess student wellness.
8. Evaluate career opportunities.
9. Discuss diets and disorder as they influence total health.

OUTLINE	SKILL	ACTIVITY
<p><b>Time Frame: 4 weeks</b></p> <p>1. Body and mind balance</p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Awareness of why you eat</li> <li>• My strengths and weaknesses</li> <li>• Likes and dislikes</li> <li>• Body image quiz</li> <li>• Stress – as it relates to health and wellness</li> <li>• How stress affects health</li> <li>• Ways to relieve stress</li> <li>• Your sexuality as it relates to healthfulness</li> </ul>	<p>S/FHA</p> <p>S</p> <p>FHA/S/M</p> <p>FHA/S</p> <p>COMM/SS</p> <p>S/FHA</p> <p>S/SS</p> <p>S</p>	<p>Assess individual body physical health &amp; status.</p> <p>Aerobic activities – participation.</p> <p>Assess target heart rate &amp; basal metabolic rate – record.</p> <p>Body image activities – analyze self-image.</p> <p>Role playing – Stress relief.</p> <p>Stress Relief – Activities. (i.e. massage, breathing techniques, etc.)</p> <p>Scavenger hunt – Field trip</p> <p>Make a healthy snack for scavenger hunt.</p>
<p><b>Time Frame: 3 weeks</b></p> <p>2. Testing – Fitness profile</p> <p>Understanding body assessment</p> <ul style="list-style-type: none"> <li>• Body shapes and body fat</li> <li>• Bone structure</li> <li>• Determining basal calories</li> <li>• Daily energy</li> </ul>	<p>FHA</p> <p>FHA/COMM</p> <p>FHA/M</p> <p>S/FHA</p> <p>M/S</p> <p>FHA</p> <p>SS/FHA/WP</p>	<p>Select a 9-week fitness project.</p> <p>Compile a wellness portfolio.</p> <p>Assess personal body shapes &amp; caloric intake for records.</p> <p>Assess personal strength &amp; flexibility &amp; post in portfolio.</p> <p>Calculate target heart rate.</p> <p>Selected warm-up/cool-down exercise activities.</p> <p>Guest speaker – Health related topic.</p>
<p><b>Time Frame: 2 weeks</b></p> <p>1. Exercise – What’s it all about?</p> <ul style="list-style-type: none"> <li>• Benefits of exercise</li> <li>• Energy requirements</li> <li>• Caloric expenditure for popular activities</li> <li>• Caloric expenditure vs. caloric intake balance or unbalance?</li> </ul>	<p>M</p> <p>M/FHA/S</p> <p>M/FHA</p>	<p>Computer analysis of nutritional needs &amp; intake.</p> <p>Analysis imbalance of daily intake.</p> <p>Evaluate daily intake – record intake – grams, calories, &amp; various nutrients.</p> <p>Discuss differences in diets &amp; food groups.</p> <p>Make a mobile depicting the groups of the food pyramid for display.</p>
<p><b>Time Frame: 2 weeks</b></p> <p>2. Recommended dietary allowances</p> <ul style="list-style-type: none"> <li>• Carbohydrates – the energy food</li> </ul>	<p>S/FHA</p> <p>S/FHA</p>	

<ul style="list-style-type: none"> <li>a. Sources and types</li> <li>b. Metabolism</li> <li>c. Cholesterols, your health and exercise</li> <li>d. Cholesterol loading</li> </ul>		<p>Analyze &amp; discuss hidden sugars in food sources. Label reading and sugar identification.</p> <p>Exercising – Motivational fitness team workouts.</p> <p>Cook using sugar substitutes. Construct favorite foods from Play Dough for student display – site amount of fat in each food source.</p>
<ul style="list-style-type: none"> <li>• Sugar and your diet <ul style="list-style-type: none"> <li>a. Function and types of sugar</li> <li>b. Sugar and health</li> <li>c. Artificial sweeteners</li> </ul> </li> </ul>	<p>FHA/S/SS/M</p> <p>S/FHA/SS</p> <p>S/M</p> <p>FHA</p> <p>S/M</p>	
<ul style="list-style-type: none"> <li>• Fats in your diet <ul style="list-style-type: none"> <li>a. Facts about fat</li> <li>b. Types and sources of fats</li> <li>c. What is cholesterol</li> <li>d. Good and bad cholesterol-pacman theory</li> </ul> </li> </ul>	<p>S/FHA</p> <p>S/M</p> <p>M/S/FHA</p> <p>S/M</p> <p>S/FHA/COMM</p>	<p>Various – Lifetime fitness oriented exercise choices for a lifetime.</p> <p>Cooking – Comparisons of fatty methods of cooking vs. low fat methods.</p> <p>Analysis of favorite recipes and converting them to a low-calorie dish.</p> <p>Cook some of the low-calorie dishes for taste value.</p> <p>Analysis of effects of protein on muscle/bone development.</p> <p>Deficiency vs. overdoes of protein reports.</p> <p>Analyze protein-serving amounts using gram scale and comparing variety of meats for appropriate amounts vs. usual serving.</p> <p>Analysis of soluble (water vs. fat) vitamins &amp; minerals.</p> <p>Evaluation of juicer for maximal nutrient benefits of fruits &amp; vegetables.</p>
<ul style="list-style-type: none"> <li>• Protein—the tissue builder <ul style="list-style-type: none"> <li>a. Types and sources</li> <li>b. Functions of proteins</li> <li>c. Purposes of protein in health and exercise</li> </ul> </li> </ul>	<p>S/FHA/COMM</p> <p>M</p>	<p>Guest speaker – Vitamin/Mineral sales person evaluation of presentation.</p> <p>Field trip—Nutrient center (to analyze items sold).</p> <p>Matching activity—Minerals &amp; disorders &amp; diseases.</p> <p>Comparisons of fiber choices – Analyze foods</p>
<ul style="list-style-type: none"> <li>• Vitamins <ul style="list-style-type: none"> <li>a. Types and sources</li> <li>b. Functions of vitamins</li> <li>c. Supplements and mega doses</li> <li>d. Diseases</li> </ul> </li> </ul>	<p>S/FHA</p> <p>S</p> <p>COMM/FHA/WP</p>	<p>Developing a hydration schedule</p> <p>Analysis of labels to detect dietary fiber.</p>
<ul style="list-style-type: none"> <li>• Minerals <ul style="list-style-type: none"> <li>a. Basic facts</li> <li>b. Functions and sources</li> <li>c. Sodium in the diet</li> <li>d. Osteoporosis</li> </ul> </li> </ul>	<p>FHA/COMM/S</p> <p>S/FHA</p>	
<ul style="list-style-type: none"> <li>• Water and fiber <ul style="list-style-type: none"> <li>a. Metabolism and</li> </ul> </li> </ul>	<p>S/COMM/FHA/M</p>	<p>Field Trip – Grocery store –</p>

<p>function</p> <p>b. Fiber functions and types</p> <p>c. Fiber sources</p>	<p>S/FHA/M</p>	<p>label reading workshop and analysis for fats, sugars, fiber, etc.</p>
	<p>S/SS</p>	<p>Healthy snack choices and preparation.</p>
<p><b>Time Frame: 5 weeks</b></p>	<p>S/SS/FHA</p>	<p>Field trip – St. Joe—Re:</p>
<p>3. Weight Control and diet</p>		<p>Eating disorders and diagnosis and treatment.</p>
<ul style="list-style-type: none"> <li>• Poor weight control methods/fad diets</li> </ul>		<p>Evaluate different kinds of diets and diet trends through reading and research or guest speakers.</p>
<ul style="list-style-type: none"> <li>• Diet evaluation</li> </ul>	<p>S</p>	<p>Guest speaker – Dietician on achieving and maintaining ideal weight – Evaluate.</p>
<ul style="list-style-type: none"> <li>• Achieving and maintaining desirable weight</li> </ul>	<p>WP/S/FHA</p>	<p>Guest Speaker – Nutritionist for athletes and sports fitness nutrition routines – analyze presentation.</p>
<ul style="list-style-type: none"> <li>• Metabolism changes and how it affects weight</li> </ul>	<p>WP/S/SS/FHA</p>	<p>Update computer analysis to assess present nutrition and exercise routines as compared to early days of course; diet and expenditures; post in portfolio.</p>
<ul style="list-style-type: none"> <li>• Basal metabolism and set-point theory</li> </ul>		<p>Compile a cookbook of healthy food choices and recipes that have been altered for health.</p>
<ul style="list-style-type: none"> <li>• Yo-yo theory</li> </ul>	<p>WP/FHA/COMM</p>	<p>Field trip – Local fitness center to introduce exercise options.</p>
<ul style="list-style-type: none"> <li>• Diseases related to weight control <ul style="list-style-type: none"> <li>a. Anorexia</li> <li>b. Bulimia</li> </ul> </li> </ul>	<p>WP/S/FHA/COMM</p>	<p>Field trip – Kansas City Fitness – Introduce step aerobics and other exercise options and sport choices.</p>
<ul style="list-style-type: none"> <li>• Snacks</li> </ul>		
<ul style="list-style-type: none"> <li>• Snack alternatives</li> </ul>		
<ul style="list-style-type: none"> <li>• Brain food</li> </ul>		
<ul style="list-style-type: none"> <li>• Computer software as it relates to health/fitness</li> </ul>	<p>M/COMM/S</p>	
	<p>M/S</p>	
	<p>S/FHA</p>	<p>Field trip – Grocery store – analyzer and identify labeling techniques and marketing strategies.</p>
		<p>Prepare a display – Showcase – for student body information on label reading as it relates to snack choices, fat and sugar intake.</p>
	<p>M/S</p>	
	<p>WP/FHA/COMM</p>	
<p><b>Time Frame: 2 weeks</b></p>		
<p>4. Food labels and advertisements</p>		
<ul style="list-style-type: none"> <li>• Reading and analyzing labels</li> </ul>	<p>FHA/S/M</p>	<p>Guest speaker – Nutritionist on consumer awareness re: label reading and interpretation.</p>
<ul style="list-style-type: none"> <li>• Awareness of advertisement</li> <li>• Understanding words used in</li> </ul>		<p>Evaluate presentation.</p>



<ul style="list-style-type: none"> <li>• How smoking affects your health</li> <li>• Caffeine and your brain</li> </ul>	S/SS/FHA	<p>- on drugs and nutrition interaction; critique presentation.</p>
	S/SS/FHA/COMM	<p>Survey (class project) – Student body re: exercise, nutrition, smoking and drug practices; compile and analyze information – Post for student body education; also post healthy lifestyle alternatives.</p>
	S/SS/FHA/COMM	<p>Plan and promote, then conduct an entire Wellness Fair for community and student body. Include activities and sampling booths, also demonstrations and mini-workshops to promote a healthy lifestyle. Make visual advertisements to post around community and school for Wellness Fair. Class Wellness Fair booths and promotional activities, also food-sampling choices.</p>
	S/SS/FHA/COMM/M/WP	
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	FHA/COMM/S/WP	<p>Research and compile a listing of occupational opportunities for food/fitness.</p>
	FHA/COMM/SS/WP	<p>Demonstrate employable skills appropriate for the field of interest.</p>
	COMM/FHA/SS	<p>Make a showcase – Occupational choices, for student body evaluation.</p>
6. Careers	WP/SHA/COMM/M	<p>Evaluate college enrollment listings – University of choice (course choices) related to healthy lifestyle to continue a healthy lifestyle.</p>
<ul style="list-style-type: none"> <li>• Options and fields</li> <li>• Appropriate education</li> </ul>	FHA/COMM/SS	
	FHA/COMM/SS	