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Unit Plan: Getting to know the Healthy Food Pyramid Or the Abednigo Project

Subject: Home Economics

Intended Grade Level: 11 & 12

Description: This unit seeks to acquaint the student with a healthy way of eating while following a vegetarian diet. The student will come to understand the components suggested by the American Dietetic Association that comprise a healthy diet, know how to prepare appetizing foods from these groups, and understand the quantity of food comprising one serving of each of the food groups. Students will become familiar with historical SDA diet choices and reasons for those choices. Students will work together to create a weekly meal plan, and will invite other students and teachers to participate in following the plan and evaluating the results. Results will be charted and shared through the Home Ec web page.

Length of time spent on unit: three weeks, two class periods per week.

Faith Integration:

Reference E.G. White writings in *Counsels on Diet and Foods* regarding vegetarian diet. Discuss Eden diet vs. post flood diet—ask students to discuss reasons for diet change. How much does God change to please us? Discuss current scientific findings regarding vegetarian diet, including Loma Linda study, and affirmation of SDA diet choices and prophetic counsel. Contrast worldly concentration on healthy living with SDA focus. The faith basis for this unit is that God is our creator, knows what is best for us, and provides not just for basic maintenance of humans but for happiness, variety and creativity.

Multiple Intelligences:

Having the goal of incorporating teaching techniques to engage all learners this lesson plan incorporates the following techniques for each intelligence type:

- ✍ Linguistic Intelligence: A written report on a specific diet will be required. Students will research on the Internet and develop a study of one of the five major types of diet.
- ✍ Logical Intelligence: students study diets and nutritional research, and draw conclusions about predictable health and heredity. These conclusions are presented in the Powerpoint presentation.
- ✍ Spatial Intelligence: Students use Excel to keep track of the one week Abednigo Project data, draw conclusions and chart results.
- ✍ Bodily-kinesthetic Intelligence: students prepare foods from the various food groups, present, taste and photograph them

- ✍ Interpersonal Intelligence: students work in groups of three to accomplish the tasks of this rather complex unit of study. Without inclusion of all of the group members the whole will suffer.
- ✍ Intrapersonal Intelligence: students are studying the affects on themselves of choices they make in the area of diet. Reflection and reporting of dietary choices and goals for the future are an integral part of the assignments.
- ✍ Naturalist Intelligence: The underlying principle of this entire lesson is that we are amazing creations of God, and our choices make us more able to understand Him. Working with natural foods, in the state as close to original as possible, will enable the student to appreciate and understand the gifts God has given us.

Curriculum Benchmarks: the following are some of the NETS that will be met during this unit:

1. Students use technology to locate, evaluate and collect information from a variety of sources.
2. Students use technology resources for solving problems and making informed decisions.
3. Students employ technology in the development of strategies for solving problems in the real world.
4. Students use technology tools to process data and report results.
5. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
6. Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences.

Materials/Hardware/Software:

1. Students will use the Internet to:
 - become familiar with current research on vegetarian diet & health
 - understand American Dietetic Association food guide pyramid for vegetarian meal planning
 - find out more information about different types of vegetarian diets, i.e. lacto-ovo, vegan, macrobiotic, etc.
2. Students will use Excel to keep track of and chart results of one week diet experiment
3. Students will use PowerPoint to create a presentation about their chosen food group to present to 7th & 8th grade students and parents.
4. Students will use MS Word to create a collection of recipes for their chosen food group.

Teacher Preparation:

Student Preparation:

Students should know how to create a basic PowerPoint presentation.
Students should know how to use a web browser and search engine to find information on the Internet.
Students should have basic Excel skills to track and chart data.
Students should have basic keyboarding skills.
Students should know how to organize facts into a cogent presentation.

Activities/Procedures:

Unit Schedule:

Class period

1& 2.

Introduce ADA Vegetarian Food Pyramid,

- a. Students form 6 teams
 - b. Using Web sites <http://www.vegetarian-diet.info>, <http://www.vrg.org> and others students will find out about the food guide pyramid and serving sizes. Students choose which type of food they want for their group from the pyramid.
 - c. PowerPoint presentation is planned, and storyboarded.
 - d. Recipes for food type are collected from the Internet, available cookbooks, magazines
 - e. Students prepare invitations for food lab
3. Food lab: students will prepare two of their recipes to put into group buffet at the end of class. Each student will invite two people to join the buffet. Digital pictures are taken of serving sizes for each food group, and a picture of each dish prepared is taken, with emphasis being on presentation as well as taste.
 4. Abednigo Project introduced. Students to journal their food choices, choosing vegetarian life style as well as exercise and water components of healthy living. Project is to go for one week, and all food choices to be in journals.
 5. Students decide as a group what data should be used from their journals. What conclusions might be drawn? What might the results of the week be? Begin charting data in preparation for report.
 6. Student work on PowerPoint presentation, finalize data in Excel for Abednigo Project. Evaluation of conclusions of each group. How does this information affect choices in the future? What action plans might we make? Post results, pictures and charts to Web page.
 7. End unit by presentation to 7th & 8th graders on healthy choices, serve tasting portions of foods prepared from each food group.

Assessment/Evaluation

1. PowerPoint presentation rubric
2. Recipe evaluation
3. Abednigo Project assessment discussion: discuss the following in groups
 - a. What was good about this way of eating?
 - b. What was difficult?
 - c. Did you feel any changes, and if so, how important were they?

- d. Other than for a grade, why would you do this again?
- e. Do you feel strongly enough about this way of eating that you would share it with someone you care about? Why? Will it take courage?

Follow Up Activities

This is the first time I will be trying this unit. (or teaching Home Ec for that matter!) If the students are enthusiastic about it we will do a cooking school presentation for the women's ministries activity in the PUC church.

Healthy Diet Presentation Rubric

| Criterion | None of this in presentation 1 | Needs Improvement 2 | Some of this in presentation 3 | Quite a bit of this in presentation 4 | Well Covered 5 |
|-------------------------------------------------|-----------------------------------|------------------------|-----------------------------------|------------------------------------------|-------------------|
| Food group information | | | | | |
| Abednigo Project Information | | | | | |
| Charts and Graphs | | | | | |
| Good food graphics | | | | | |
| Good PowerPoint mechanics (transitions, timing) | | | | | |
| Speakers notes | | | | | |
| Appropriate for age of audience | | | | | |
| Summary slide(s) | | | | | |
| PowerPointlessness | | | | | |
| Convincing conclusions | | | | | |
| Action plan steps | | | | | |
| Other comments | | | | | |

Presentation should include:

1. Group members' names
2. Introduction slide: why know this info?
3. Information about food group
4. visualized food group serving size
5. nutrient information about food group
6. Suggested ways of preparing tasty food with this food group, tips, etc
7. Why eat this kind of food?
8. Why eat vegetarian?
9. At least two graphs making Abednigo Project data visual.
10. Conclusions
11. Action plan & summary.

