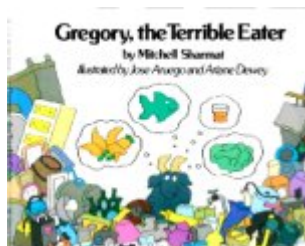


Nutrition Lessons



Gregory, The Terrible Eater

Gregory has two problems. Students identify both problems and his solutions along with other story elements. Foods illustrated on end pages can be used to identify food groups and define "combination foods." In the end, students are asked to relate to Gregory. Are they eating nutritional foods for a human, and are they eating the correct amounts?

Food=Fuel

What makes a hand-pump flashlight light up? Energy. Where does the energy come from? A human squeezing the handle provides the energy. Where does the human get the energy? People get more or less energy from the foods they choose to eat. Some have more nutritional value than others.



Eyeball Estimates

Students identify serving size and servings per container on a nutrition label. Then, they match the illustrated gaming items (below which are more familiar) to measurements and masses (i.e. 1 cup, $\frac{1}{4}$ cup, 1 oz. 3 oz.). Further, foods are matched with the gaming items to identify what corresponds to the measurements and masses.



Portion Distortion

How much is a cup? Students estimate where the water line for one cup of water will fall in a pitcher, bowl and cup. Discussion often points out the group more often over or under estimated vs. being spot-on. What does this prove? Our eyeballs need to be trained further on what common serving sizes look like so we can estimate healthy portions accurately.

