Nutrition: Nourish Lesson

Grade Level: 10th – Health
Season: Any
Larger IGS Unit: Nutrition

Essential Question: How can we make informed food choices? Why are those choices important?

Objective: Students will explore their personal food choices, and recognize their ability to take control of their personal health through food. They will be able to identify the origins of various ingredients, and produce a snack that meets the guidelines set in class.

Materials:
Selected Nourish videos
5-8 different snacks that students will taste and analyze
Nourish worksheets
5–8 maps of origins of food
Laptops (or time in the library)

Introduction:
1. Introduction to IGS
2. Connection to Nutrition
   a. How do we make our food choices?
   b. Define calorie: use “What is a Calorie” Guide
   c. Food = energy. How is energy used to produce food? How does this impact our health?
3. Nourish videos
   a. Hand out snacks for students to try before watching the movie
   b. Hand out Nourish note-taking worksheet
4. Discuss clips.
   a. Trailer/Intro: http://www.youtube.com/watch?v=1-tktxb3l_U
      i. What do they mean by “vote with your fork?”
   b. School Lunch: http://www.youtube.com/watch?v=3bauJhztUQA
      i. How do you think you can affect the school lunch program?
   c. Dr. Nadine Burke: Wake Up:
      http://www.nourishlife.org/2011/03/wake---up/
      i. Why do you think we are hardwired to crave fatty, salty and sweet foods?
   d. Michael Pollan: Supermarket Secrets
      http://www.nourishlife.org/2011/03/supermarket---secrets/
i. How do you think marketing affects our food choices?

f. Michael Pollan: No Free Lunch
   i. What do you think “the true cost of food” means?

g. Michael Pollan: Twinkie vs. Carrot
   http://www.nourishlife.org/2011/03/twinkie-vs-carrot/
   i. How do agricultural subsidies affect our food choices? What can we do to change that?

5. The information is out there!
   a. Why is this information important?
   b. Nutrition – our own health = the health of our planet
      i. Environment (soil health depleting, climate change)
         1. Show greenhouse gases graph
      ii. Economy (food costs rising)
      iii. Society (diabetes, obesity, hunger)

Activity:

1. Trace your snack (this could also be done as a demo, if time is short)
   a. Students break up into groups. Each group is given the packaging of one of the snacks they tasted during the movie.
   b. Using the Nourish worksheet, students must analyze the packaging to find out where the ingredients came from. Students use origins of food maps to find answers.
   c. Each group must present their snack to the rest of the class.

2. Create a snack. (For inspiration: Jamie Oliver: 
   http://www.nourishlife.org/2011/03/food-is-like-music/) and Try something new: 
   http://www.nourishlife.org/2011/03/try-something-new/

3. Michael Pollan has a food rule that says, “Eat as much junk food as you want: as long as you make it yourself”. In groups, students come up with a snack of their own.
   a. Students research the ingredients and tell the “story” using the Nourish worksheet.
   b. Students may prepare the dish (for extra credit?) to bring in next class
   c. Next class, students have 5 minutes to prepare their presentation to class. Each group has 5 minutes to present their snack as the best/healthiest/most nourishing snack.
   d. Groups have 10 minutes to debate.
   e. (Optional) Groups vote for the best snack and propose it to the cafeteria.

Wrap up/ Assessment:
Presentations and debate

Action Plan
Review actions students can take (from Nourish video)
a. Access to information
b. School Garden
c. Harvest of the Month
d. Mentorships
e. Summer jobs
f. After school
g. NHS
h. Student Council
i. SIGN UP
j. Eat. Vote with your Fork.

Extensions:
   -- Food Rules?
   -- What is a Calorie?
   -- Diabetes: in plants and people
   -- School garden planting/harvesting activity