

~DRAFT

November 7, 2005

Dr. Peter Pribis  
Community Nutrition Coordinator  
Nutrition and Wellness Department  
Marsh Hall  
Andrews University  
Berrien Springs M.I.  
49104

Dear Sir,

The Students of Community Nutrition 2005 are pleased to submit the enclosed proposal, *New Start, A new You*, in response to the Community Nutrition Coordinator request for a proposal. It will use the New Start program to improve and educate Six Graders on proper health habits. The Proposal requests \$\_\_\_\_\_ for one through to two months project. Enclosed you will find the original of this proposal, as specified in the Requests for Proposals.

If you have any questions or need additional information, please contact us. We are looking forward to hearing from you.

# Andrews University

## Department of Nutrition

### FDNT 421 Community Nutrition I

“A NEW YOU”

Dr. Peter Pribis

Yandi Stephenson, Volsie Simplicie, Heidi Shafer, Claribel Ojeda,  
Lee Folkman, Chelsea Koleda, Julie Kleven, Deb Durham, Patricia  
Dionisu, Joseph Bergeon, Carissa-Loy Andrews

**November 2, 2005**

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- **ABSTRACTS OF THE PROJECT**

We are addressing the need to educate 5<sup>th</sup> and 6<sup>th</sup> graders on nutrition.

We intend to increase the knowledge that the 5<sup>th</sup> and 6<sup>th</sup> graders have about nutrition. So in the future students can make good decisions about there health.

\*Note\* objectives should go under here and that should be it??

We will be having 11 lectures based on healthy nutrition and lifestyle choices so they can make educated healthy choices.

We intend to make these lectures fun and interactive with the students

\*Note\* ?include all of the students ideas that they are planning on doing in each one of there lectures if so then I can get that in class today and type it up and get it to you right away.

There is no financial cost with this project.\*Note\* not really sure if we are spending any money or not. (An example of an abstract is on page 611 of text)

- **OVERALL OBJECTIVES** pg455

Process Objectives

Educate the 5<sup>th</sup> and 6<sup>th</sup> grade student, at R.M.E.S., on how to make proper nutritional choices for a healthy lifestyle.

Outcome Objectives

This is where our outcome objectives goes from our lessons.

For students to be able to read and understand food labels.

By May 2006, the 5<sup>th</sup> and 6<sup>th</sup> graders will know at least three out of the five food groups in the new food pyramid.

By May 2006, at least 60% of the 5<sup>th</sup> and 6<sup>th</sup> graders will realize the importance of exercise in the new food pyramid.

Nutrient value of fat and protein.

Determining the amount of fat and protein.

Learn what foods are valuable sources of protein.

Learn to make lower fat food choices. Understand health concerns related to drinking sweetened beverages.

Learn the sugar content of common soft drink container.

Be able to identify foods that are good sources of fiber.

The students will understand the role of vitamins and minerals in the diet.

The students will have an knowledge of the vitamins and minerals that are often deficient in adolescents.

The students will increase their intake of vitamin and mineral rich foods.

The students will be aware of the advantages of the vegan/vegetarian diet.

The students will know which nutrients are often neglected and where to obtain them from in the vegan/vegetarian diet.

The students will make an intelligent switch to the vegan/vegetarian diet.

By May 2006 the fifth graders at Ruth Murdock will partake in 30-60 minutes of moderate exercise every day.

By May 2006 the fifth graders at Ruth Murdock will understand the basic fundamentals of exercise.

By the end of May 2006 that approximately 60% of the six graders of Ruth Murdoch would understand the importance of water.

90% of Ruth Murdoch 6<sup>th</sup> graders will know and understand the importance and dangers of sunlight to the human body by May 2006

90% of Ruth Murdoch 6<sup>th</sup> graders will wisely use sunlight daily

By the end of the session number 1 (or May 2006), the 5<sup>th</sup> and 6<sup>th</sup> grade students at Ruth Murdock Elementary School (R.M.E.S.) will be able to: define the term “Temperance”, and give at least two examples.

By the end of the session number 2 (or May 2006), the 5<sup>th</sup> and 6<sup>th</sup> grade students at Ruth Murdock Elementary School (R.M.E.S.) will be able to: Apply “temperance” in at least two specific areas of their lives (i.e. food choices, abstinence from harmful substances, moderation in all things), and understand the connection between a healthy body, mind, and spirit and God.

Increase awareness of the importance of fresh air and their health

Educate them about the diseases polluted air can cause

Educate then about the problems smoking and second hand smoking causes

Is to educate student in grades six through eight at the school of Ruth Murdock the importance of rest and the effects it has on the body.

Last one is missing.....

- **INTRODUCTION**

My classmates and I are delighted about the enclosed proposal, A New You, regarding our nutritional project at Ruth Murdoch Elementary school on the campus of Andrews University.

Through assessment in the form of a questionnaire, we have become aware of a growing nutrition and health problem involving the 6th graders at the above named school. Within the state of Michigan population statistics show that 6th graders have increasing health risk behaviors pertaining to nutrition, smoking, alcohol and other drug usage, physical inactivity, and even death. We believe these problems of nutritional incompetence and health risk behaviors are as a result of lack of knowledge regarding nutrition and health issues in this community like many others.

Our ultimate goal is to produce eleven nutrition and health lectures that will inform, educate and demonstrate to the 6th graders of Ruth Murdoch, the importance of diet and other health related issues and producing a more knowledgeable class. This lecture series, based on “N.E.W.S.T.A.R.T.” (Nutrition, Exercise, Water, Sunshine, Temperance, Air, Rest, and Trust in God), will take place in the months of January and February of 2006, at the Ruth Murdoch School under the supervision of the class teacher, Mrs. Rosemary Bailey. These lectures would be done by pairs of students, each presenting a 20 minute segment during a 50 minute class period. Enclosed in this document is more detailed information regarding this project and its procedures for a successful outcome.

- **LITERATURE REVIEW** ~ (Chelsea)

- **NEEDS ASSESSMENT** ~ Joseph & Patricia

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Boy and girls attending 5th and 6th grades, age between 9-12, with no brothers and sister or up to 4 or more brothers and sisters. Know how many fruits and vegetables they consume, how active they are, know if they understand the importance of having fresh air, if they prepare their own food, if they eat a lot of ready frozen foods or if they eat out often. Check how healthy they think they are and what is their concept of being healthy. Identify how many of them are having snacks and how often they do that and identify how many eats seconds and know what they like to do on their free time.



- **THE PROGRAM** ~ OUTLINE

NUTRITION

1. Food Labels (Julie)
  - a. For students to be able to read and understand food labels.
2. Food Guide Pyramid (Claribel)
  - Process Objectives**
    - a. I will develop and present one lecture.
  - Outcome Objectives**
    - a. By May 2006, the 5<sup>th</sup> and 6<sup>th</sup> graders will know at least three out of the five food groups in the new food pyramid.
    - b. By May 2006, at least 60% of the 5<sup>th</sup> and 6<sup>th</sup> graders will realize the importance of exercise in the new food pyramid.
3. PRO/CHO/Fats (Deb)
  - a. Nutrient value of fat and protein.
  - b. Determining the amount of fat and protein.
  - c. Learn what foods are valuable sources of protein.
  - d. Learn to make lower fat food choices.
  - e. Understand health concerns related to drinking sweetened beverages.
  - f. Learn the sugar content of common soft drink container.
  - g. Be able to identify foods that are good sources of fiber.
4. Nutrition (Vitamins, Vegan/Vegetarian Diet) - Lee
  - a. **Vitamins, Minerals, and Trace Minerals**
    - i. The students will understand the role of vitamins and minerals in the diet.
    - ii. The students will have an knowledge of the vitamins and minerals that are often deficient in adolescents.
    - iii. The students will increase their intake of vitamin and mineral rich foods.
  - b. **Vegan/Vegetarian Diet**
    - i. The students will be aware of the advantages of the vegan/vegetarian diet.
    - ii. The students will know which nutrients are often neglected and where to obtain them from in the vegan/vegetarian diet.
    - iii. The students will make an intelligent switch to the vegan/vegetarian diet.

EXERCISE ~ Heidi

1. By May 2006 the fifth graders at Ruth Murdock will partake in 30-60 minutes of moderate exercise every day.
2. By May 2006 the fifth graders at Ruth Murdock will understand the basic fundamentals of exercise.

WATER ~ (Yandi)

1. By the end of May 2006 that approximately 60% of the sixth graders of Ruth Murdoch would understand the importance of water.

SUN SHINE ~ (Carissa)

1. 90% of Ruth Murdoch 6<sup>th</sup> graders will know and understand the importance and dangers of sunlight to the human body by May 2006
2. 90% of Ruth Murdoch 6<sup>th</sup> graders will wisely use sunlight daily

TEMPERANCE ~(Joseph Bergeon)

**Process Objectives**

Educate the 5<sup>th</sup> and 6<sup>th</sup> graders, at R.M.E.S., on the meaning of Temperance, give illustrations about temperance and how to apply it to their lives to achieve balance.

**Outcome Objectives ~ Session #1**

1. By the end of session number 1 (or May 2006), the 5<sup>th</sup> and 6<sup>th</sup> grade students at Ruth Murdock Elementary School (R.M.E.S.) will be able to:
  - Define the term "Temperance"
  - Give at least two examples.

**Outcome Objectives ~ Session #2**

2. By the end of the session number 2 (or May 2006), the 5<sup>th</sup> and 6<sup>th</sup> grade students at Ruth Murdock Elementary School (R.M.E.S.) will be able to:
  - Apply "temperance" in at least two specific areas of their lives (i.e. food choices, abstinence from harmful substances, moderation in all things).
  - Understand the connection between a healthy body, mind, and spirit and God.

AIR ~ (Patricia)

1. Increase awareness of the importance of fresh air and their health
2. Educate them about the diseases polluted air can cause

3. Educate then about the problems smoking and second hand smoking causes

REST ~ (Volsie)

1. Is to educate student in grades six through eight at the school of Ruth Murdock the importance of rest and the effects it has on the body.

TRUST IN GOD ~ (Chelsea)

1. Increase the knowledge of health in relation to trusting God.
2. Increase the awareness that God is concerned with out health.

*(Everyone's programs will be inserted after this page (Pg8). I will correct the page numbering when all the programs are saved into this one document).*

## PROGRAM LESSON PLANS

### **Tentative Schedule**

#### **Lesson 1 [LESSON TITLE?] (Day 1 Session #1) - By Claribel Ojeda [Session#1] -**

Claribel Ojeda Lesson Plan #1

#### **“My Pyramid: Learning about the Food Groups”**

**GOAL:** Increase awareness among 5<sup>th</sup> and 6<sup>th</sup> graders about the new food pyramid and the value of eating from all the food groups.

#### **OBJECTIVES:**

- To define what the new food pyramid is and to discuss the importance of choosing a variety of foods from the different food groups.
- To discuss the importance of exercise in the food pyramid.

#### **TEACHING METHODS:**

- 2. Interactive class discussion with “MyPyramid” poster for kids.
- 4. Worksheets: the one to fill in the food groups, and “Hot Healthy Facts for Cool Kids”
- 6. My Pyramid Go Fish Game Cards
- 8. My Pyramid Blast Off Game

#### **SESSION #1 (20 min.)**

Hi! My name is Claribel Ojeda and I am a nutrition student at Andrews University. Today I will be talking about the food pyramid. Do any of you know what a food pyramid is? (students answer) Did you guys know that there is a new food pyramid which just came out? It is called My Pyramid and there is also one for kids (show poster). Today we’re going to figure out what it’s about. I’m going to pass out these worksheets with the new pyramid on it and as we go through the food groups I want you guys to write down the names of each food group at the bottom okay? (pass out worksheets)

Okay, so as we’re looking at this food pyramid what things do you see? (discuss) There are six colorful food groups

**Lesson 2 [LESSON TITLE?]**  
**(Day 1 Session #2)**  
**- By Julie Kleven [Session#1] -**

**Lesson 3 [LESSON TITLE]**  
**(Day 2 Session #1)**  
**- By Deb Durham [Session#1] -**

**Lesson 4 [LESSON TITLE]**  
**(Day 2 Session #2)**  
**- By Heidi Shafer [Session#1] -**

## **Lesson #1**

### **What's Amazing about EXERCISE?**

Hello, my name is Heidi Shafer. As you may know I go to school at Andrews University, and I am here today to talk to you about the AMAZING benefits of exercise.

So what does Exercise really do for you? Well, to start off, can anyone here name some things exercise can do to make you healthier? (I will wait to see if anyone raises their hands. If they do I will write down on the board their suggestions. If they don't then I will write on the board the following things.) **Exercise keeps your heart healthy.** You see, every time you exercise your heart gets stronger. This will help your heart to work more efficiently. Plus starting now will diminish your risk for heart disease in the future. So how can you tell if you are working out hard enough to improve your heart?

Well, I am going to teach everyone here how to figure out what their heart rate should be when they exercise and then how to measure their heart rate while their exercising to make sure that you heart rate is where it should be.

#### **How to take your pulse**

2. Place the tips of your index, second and third fingers on the palm side of your other wrist below the base of the thumb. Or, place the tips of your index and second fingers on your lower neck on either side of your windpipe.
4. Press lightly with your fingers until you feel the blood pulsing beneath your fingers. You may need to move your fingers around slightly up or down until you feel the pulsing.
6. Use a watch with a second hand, or look at a clock with a second hand.
8. Count the beats you feel for 10 seconds. Multiply this number by six to get your heart rate (pulse) per minute.

<b>Count your pulse: _____ beats in 10 seconds x 6 =</b> <b>beats/minute</b>
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**Let's all take a minute and try to find our heart rate. (I will let them perform this activity) This is how you can check your heart rate before, during, and after you exercise.**

**What is a normal pulse?**

Age Group	Normal Heart Rate at Rest
Children (ages 6 – 15)	70 – 100 beats per minute
Adults (age 18 and over)	60 – 100 beats per minute

### What is maximum heart rate?

The maximum heart rate is the highest heart rate achieved during maximal exercise. To calculate your **PREDICTED MAXIMUM HEART RATE**, use this formula:

$$220 - \text{your age} = \text{predicted maximum heart rate}$$

**Now that we know how to make sure we are getting full heart benefits from our workout, let's look at a few more things that exercise can do for us.**

### Exercise also improves your strength and feeling of well-being:

- Helps keep muscles, bones, and joints healthy
- Increase your ability to do daily activities without getting tired
- Improve your balance and flexibility
- Maintain muscle tone, improve your posture, and reduce the risk of falling and fracturing bones
- Lessen feelings of anxiety or depression
- Improve your sense of well-being and help you feel good about yourself

As you can see there are many benefits to exercise. But the question is, "How can one make sure that they are exercising right," Well there are three main parts to exercising they are Warming up, Conditioning, and Cooling Down.

First I am going to talk about how and why we warm up.

### 1. The warm-up



This phase helps you move from rest to activity. Just as you allow a car to warm up when the engine is cold to prevent damage to the motor, a warm-up lessens the stress placed on your heart and muscles. The warm-up helps to slowly increase breathing, heart rate and body temperature. It also helps to improve flexibility and reduce muscle soreness.

The warm-up may include:

- Stretching exercises
- Range of motion activities
- Your exercise activity at a very low intensity (for example, walking at a very slow pace)

For the best effects on your muscles and cardiovascular system, your warm-up should last about five minutes.

### 2. Conditioning

This phase follows the warm-up and provides you with the benefits of exercise. For the best results, remember these four important points in your Conditioning Phase:

- Frequency: how often you need to exercise
- Exercise on most days of the week
- Intensity – how vigorous you need to exercise

Moderate intensity – enough to get your heart rate and breathing to increase

Duration – how long you need to exercise

at least 60 minutes of continuous exercise OR 10 minute increments to equal 60 minutes throughout the day.



If you haven't exercised in a while, your heart, lungs, and muscles will need to work up to your exercise duration. Begin with shorter bouts of exercise, about 15 minutes or so, every other day. Progress by three to five minute increments per week until you reach your goal of 60 minutes on most days.

Type – the type of activity that will give you the desired results.

Exercise must involve the large muscle groups. You can vary your routine by engaging in more than one activity. A combination of walking, swimming, and cycling strengthens several muscle groups and will prevent you from becoming bored.

### 3. Cool-down

This last phase allows your body to recover from the conditioning phase. Heart rate and blood pressure will return to near resting values. Cool-down does not mean sit down! In fact you should not stand still, sit or lie down right after exercise. This may cause you to feel dizzy, lightheaded or have palpitations.

During Cool-down:

- Slowly decrease the intensity of your activity

- Perform the stretching and range of motion exercises from your warm-up phase

Like the warm-up phase, the cool-down should last about five minutes for the best results.

Include all three phases in your exercise session to avoid injury and problems during exercise.

## **Lesson 5 [LESSON TITLE] (Day 3 Session #1) - By Yandi Stephenson [Session#1] -**

Lesson Plan 2005  
“Water, the source of Life”  
20 minutes Presentation given to 6 graders  
At the Andrew' elementary School- Ruth Murdoch

General Objective: To make sure that the 6<sup>th</sup> graders at Ruth Murdoch know the importance of water in their diet.

Specific Objectives: By the end of May 2006 that approximately 60% of the 6 graders of Ruth Murdoch Elementary will understand the importance of water.

One member of the Community Nutrition class at Andrews University will go to Ruth Murdoch Grade 6 class for 2 sessions of 11 sessions to presentation on the importance of drinking water.

### Introduction

Introduce of yourself:

Presenter: Hello, good morning students, how are you doing? My name is \_\_\_\_\_, and I will be presenting to you today on the topic, “Water, the source of Life”.

Students: Good morning, \_\_\_\_\_, we are ok.

Presenter: I will like to do an activity before we get into the nitty-gritty of the presentation. Would you like to participate in this activity?

Students: Yes

### Icebreaker

1. Get to know the students by asking them their names, where they are from, etc.
2. Do an activity that will spark the interest of the students and hope their attention, before you start the presentation, such as asking questions to the students about water: how many cups should you drink a day? What makes up water? Etc. and who so ever is brave enough to answer will get a bottle of water or fresh juice.

### Presentation

The presentation will comprise of showing posters, pictures, having handouts, and having sample of water that are commercial package showing, which ones are the better brands to ask their parents to buy.

What is water? Water is a compound that occurs at room temperature as a clear colorless odorless tasteless liquid; freezes into ice below 0 degrees centigrade and boils above 100 degrees centigrade; widely used as a solvent that is made up of oxygen and hydrogen.

Where in the world can we find water? Water can be found everywhere, but it is mostly found in the lakes, oceans, seas, streams and rivers around us.

**\*\*Question to the school: where else can water be found?**

What is the purpose for drinking water and why is water so important to one’s body? Our bodies are estimated to be about 60-70% water. Blood is mostly water; our muscles, lungs, and brain all contain a lot of water. Regulate body temperature, to provide the means of nutrients to travel to all our organs, Transport oxygen to cells, removes waste matter and protects our joints and organs to name a few.

Who needs water to survive? Everyone on the planet earth needs water to survive down to smallest microorganisms need water.



Are there any nutrients found in water?

How many cups of water should you drink per day? It is stated that approximately 6-8 cups of water should be drank daily.

\*\*\* Students will be giving feedback on questions asked throughout the presentation

\*\*\* Activities such as water games, discussions, will keep students alert and not bored.

Conclusion:

Presenter: Re cap on the important points in the presentation, thank the students for their attention, and answer any questions they may have.

## **Lesson 6 [LESSON TITLE]**

**(Day 3 Session #2)**

**- By Carissa-Loy Andrews [Session#1] -**

## **Lesson 7 [LESSON TITLE]**

**(Day 4 Session #1)**

**- By Lee Folkman [Session#1] -**

## **LESSON #1**

<Slide number 1> Today, I am going to talk to you about vitamins and minerals.

<A2>

Our bodies need vitamins and minerals in only small amounts. The range is from about 2.4 micrograms to about 1 gram. This is how much a gram weighs.

<Pass gram weight around and continue presenting>

How heavy does that feel? <Wait for response> That is only one gram. If you cut that into 1000 pieces, that would be a milligram, and if you cut that into 1,000,000 pieces that would be a microgram. As you can see, vitamins and minerals are needed in only a small amount.

<A3> It seems that something we need in such a small amount wouldn't be so important. Let's take a look at what they are and why they are so important. We will start with vitamins.

<A4> What are vitamins? Most vitamins act as "co-enzymes". Which means that they help the enzymes in the body. Enzymes speed up the chemical reactions in our bodies. One thing they do is to help break down our food to give us energy. They also help in making the materials that our bodies need to work. Here is a diagram of what a vitamin does...

<A5> There are two types of vitamins. Water soluble and fat soluble. The water soluble vitamins can dissolve in water and the fat soluble vitamins dissolve in fat. The water soluble vitamins are the B-vitamins and Vitamin C. The fat soluble vitamins are vitamins A, D, E, and K.

The main role of most of the B-vitamins is in releasing energy from the foods we eat. I won't mention them all, just the ones we may not get enough of in our diet.

Vitamin B<sub>1</sub>, also called Thiamin, is important for energy, nerves, muscles, and heart health. The recommended amount of Thiamin that your bodies need is a little less than one milligram. That the same weight as dividing the gram weight in one thousand pieces. However, it is found in foods in only small amounts. Good sources of Thiamin are: Whole-grain breads, peas, watermelon, beans, and soymilk.

Vitamin B<sub>9</sub>, most commonly know as Folate, is important for help the cells in our body multiply to replace older cells. Your bodies need about 300 micrograms of Folate. That is the same weight as dividing the gram into one million pieces and needing only 300 of them. It is important for mother who are going to have a baby to get plenty of Folate they have a growing baby to support. Good sources of Folate include: Beans, spinach (and other green leafs), and seeds.

Vitamin B<sub>12</sub> is very important for nerves, which includes brain function. Your bodies need 1.8 micrograms which is less than the period at the end of a sentence in your school books. The sources for Vitamin B<sub>12</sub> are animal sources. These include: Milk and eggs, or other foods fortified with B<sub>12</sub>, such as some cereals and soymilks. It is good for those who don't eat animal products to use these fortified sources.

Vitamin C is helpful in healing wounds, and is also an anti-oxidant. Anti-oxidants help to reduce the risk of diseases like cancer. You need about 45 milligrams per day of Vitamin C. This can easily be obtained if you eat a variety of fruits and vegetables each day. It is almost impossible to do so without eating fruit and vegetables. Red bell peppers are extremely high in Vitamin C, other very high sources are broccoli, oranges, orange juice, and grapefruit juice.

Vitamin A is very good for eyesight and also for healthy skin. The recommended amount is 600 micrograms. It is found in high amounts in Pumpkin, carrots, sweet potatoes, and mangos. Foods that have a deep orange or yellow color are usually high in Vitamin A, also dark green vegetables are usually good sources.

Vitamin D is necessary to have strong bones. It is not ordinarily found in foods, however, your body can make this vitamin. In order to do this, your body uses sunlight, so you must be out in the sun. On sunny days, 10 to 15 minutes in the sun gives your body enough Vitamin D.

Like vitamins, minerals are helpful in body growth and maintenance. Minerals are divided in two categories. Macrominerals and trace minerals. Macro minerals are needed by the body in large amounts, while trace minerals are needed in only "trace" or small amounts.

Calcium is important for strong bones and muscles, it also is important for your teeth. Calcium is needed in the largest amount. The recommended amount is a little over a gram. Good sources of calcium can be found in leafy green vegetables (like broccoli and Chinese cabbage), molasses, almonds, and beans.

Iron is important in transporting oxygen to all the parts of your body. You can feel tired if you aren't getting enough iron in your food. Eight milligrams is the recommended amount. Good sources of iron are: Beans, dried fruits (like raisins), and whole grains.

Zinc is important for your body to fight off illness. It also helps to heal cuts. You need the same amount of zinc as iron, eight milligrams. Good sources are: Whole grains, beans, and vegetables.

If you don't get enough vitamins and minerals in your body, you will not feel well. They are very important in maintaining good health. It is a good thing that God has provided us with all these vitamins and minerals in the food we eat. If we get a variety of fruits and vegetables, along with whole grains, and nuts and trust in God, we can be sure to have the vitamins we need. If we eat a lot of candy, and potato chips, and other junk food, we will probably not get the vitamins we need. Our bodies are God's temple. Let's honor Him by eating that which is good!

**Lesson 8 [LESSON TITLE]**  
**(Day 4 Session #2)**  
**- By Joseph Bergeon [Session#1] -**

Lesson Plan #1 of 2 (Instructions on how to give this lesson)

Title: Temperance ~ What is it?

Target Audience:

The target audience are 5th and 6th grade student between the ages of 9 and 12 years.

Duration:

This session will consist of 20 minutes.

General Objectives:

Educate the 5<sup>th</sup> and 6<sup>th</sup> graders, at R.M.E.S., on the meaning of Temperance, give illustrations about temperance and how to apply it to their lives to achieve balance.

Specific Objectives:

By the end of session number 1 (or May 2006), the 5<sup>th</sup> and 6<sup>th</sup> grade students at Ruth Murdock Elementary School (R.M.E.S.) will be able to:

- Define the term "Temperance"
- Give at least two examples.

Procedure:

Principle: Present to the children the "official" meaning of the word temperance. Then, through personal experience and examples the children will learn what it is meant by temperate, self-control, and moderation.

The rest is integrated into the lesson....

## INTRODUCTION: Lesson 1

### **PART I ~ WHAT IS TEMPERENCE? - Taken' It Easy**

"Good (morning/afternoon) everyone! How does everyone feel today? Do you feel good!? That's great! My name is Joseph, and I'm a student of Nutrition at Andrews University here in Berrien Springs. Today, I would like to talk with you about Temperance."

"O.K. I want you to raise your hands. Who can tell me, in your own words, what the word temperance means to you?" (pick those with raised hands) "Wow! Just for responding, here is something for you." (Toss them a prize-don't hit them in the head).

"Did you know that the dictionary defines temperance as: "Moderation and self-restraint, as in behavior or expression."

Pasted from <<http://dictionary.reference.com/search?q=temperance>>. Also, it is further defined; True temperance teaches us to get rid of (or abstain from) everything that is hurtful to us and to use wise judgment with that which is healthful to us."

(<http://www.leavesoflife.org/new-start-eight-natural-remedies.htm#Temperance>)

"It appears that there are things out there that we need to stay away from; or we could say abstain from. There is a saying about abstaining, it goes like this: "Touch Not, Taste not, Handle not." Can you say that with me? (encourage the children to say it with you) "Touch Not, Taste not, Handle not." That's Great!" (Try not to sound like Tony the Tiger).

"Again, raise your hand. What are some things that you can think of that you should not touch, or taste, or handle?"

(Take about 4-5 answers. If they do not produce some good examples, then just continue. Show them each slide and ask them if that item is something they need to abstain from. There will be slides of: cigarettes, drinking, for example, but there will be slides of good things also, for example good foods, exercise (play), ect.)

(After they answer "yes" or "no", ask them why. Wait for answers, then ask them, "Are these things going to allow me to live a healthy life so that I can keep doing the fun things that I want to do? (Give some answers if no response - It can hurt our lungs (and those around us), it can hurt our minds, it can hurt our life, and it can hurt our family, and it can hurt Jesus.) "Are they going to allow me to be healthy and enjoy life? No."

### **PART I ~ WILL POWER - Too much Sandia (watermelon)**

(picture of watermelon) "With a show of hands, how many of you like watermelon? (Hopefully some will like watermelon - otherwise chose cherries or \_\_\_\_\_. A picture of a cut cool juicy red watermelon)

"Suppose I see this watermelon in the frig and I think to myself. "Self. This looks real good." So I sit down at the table with the whole watermelon and start spooning out large chunks. Or your are munching on a large slice of watermelon, but then you get 2nds and 3rds. I'm enjoying eating this watermelon so much that I continue to eat even though I feel like I should stop. I like it so much that I

didn't stop. Soon I drop the spoon on the table as my hands fall to my side, I lean back into the chair with my stomach overfilled and a tummy ache."

"Everyone, It is possible to over-do-it even with things that are normally good for us? (This story is an example of the lack of self-restraint or self-control.)

An example where I should have practiced moderation is when I was younger, I used to play Sonic the Hedgehog. Boy did I have fun playing that game. I would get so into it that the next moment I would realize three hours had passed by. I was hooked on getting past the obstacles and getting to the next level. When it involves video games, it is easy to loose tract of time. If we allow the video game to take control of our lives we lose out on better blessings and we tend to neglect those things that we need to do."

"Can you give me some examples of some things we can do if we have the extra time we have when we are not always playing video games?" (Examples: Getting plenty of rest and exercise by playing outdoors, or getting our homework done.) (moderation >noun 1 the avoidance of extremes in one's actions or opinions)

What are some other examples where we need to practicing moderation? Television, Phones (home and cell), Computer (internet, games).

... Also, the bible talks about temperance, too. (scriptures) (Put in towards the end)

I think I need to expand the first lesson. I don't feel like it has all it should. So this is a DRAFT version by all means.

## **Lesson 9 [LESSON TITLE]**

**(Day 5 Session #1)**

**- By Patricia Dionisu [Session#1] -**

## **Lesson 10 [LESSON TITLE]**

**(Day 5 Session #2)**

**- By Volsie Simplice [Session#1] -**

## **Lesson 11 [LESSON TITLE]**

**(Day 6 Session #1)**

**- By Claribel Ojeda [Session#1] -**

## **Lesson 12 [LESSON TITLE]**

**(Day 6 Session #2)**

**- By Julie Kleven [Session#1] -**

## **Lesson 13 [LESSON TITLE]**

**(Day 7 Session #1)**

**- By Deb Durham [Session#2] -**

**Lesson 14 [LESSON TITLE]**  
**(Day 7 Session #2)**  
**- By Heidi [Session#2] -**

**Lesson # 2**  
**Have Fun in the Sun**

Hello, if you don't remember my name, it is Heidi Shafer, and today we are going to talk about exercise! Now, when you think of exercise, what do you image? To start off I want you to take the piece of paper that was handed out to you and take a minute to draw what you like to do for exercise. (Give them a minute to draw something, and then I will pick up the papers and pick out a few and go over them.)

Now, I am going to introduce to you something I thought was amazing. How many of you know what the Food Pyramid is? Well today we are going to look at the "Exercise Pyramid" (I will have a nicely prepared poster board with the "Exercise Pyramid on it) (I will also have nice laminated versions of their own to take home).As I start to talk about it Deb is going to pass you out your own copy.

We are going to start with the bottom of the pyramid and work our way up. At the bottom they list examples of things that we can do everyday in order to stay active. Like play outside with friends, go for a walk, wash the dog. Little things like these will help you to stay active now and throughout your life.

Moving up the pyramid we go to activities that we should try to do at least three to five times a week. We will start with the Aerobic Exercise. Now who knows what Aerobic Exercise is? (I will wait to see if anyone will raise their hands to answer. If not, then I will define the term to them saying, **Aerobic**: this type of activity increases the rate and depth of your breathing, raises your heart rate and uses the large muscle groups. Examples include walking, cycling or swimming.) Now that we know what aerobic exercise is, you should do this consecutively for 20 min three to five times a week. If you look on your pyramid you will see that aerobic exercises are things like swimming, rollerblading, biking, and skateboarding. Of course you should pick activities that you enjoy.

Then there is Recreational Activities that everyone should try to do 3-5 times a week. Things like volleyball, basketball, kickball, or again anything that you enjoy.

Moving up the chart we have the activities that we should try to do at least 2-3 times a week. There is an excellent part of the pyramid to do things that you really love, you know, things you like to do in your leisure and playtime. Having active hobbies is one of the best ways to stay fit. Always remember that in order to have a long lasting love for exercise you need to pick things that you truly enjoy. For example I love to do anything in the outdoors. I like to hike, canoe, rock climb; you name it I like to do it. Of course I am not good at everything, but as long as I have fun I will keep on doing it.

Next we move on to the strength and flexibility part of the pyramid. As we discussed in the lesson before this it is very important that you stretch before any exercise activity. It helps to prevent injury and improve flexibility. Then we have strength exercises. These are the exercises that build muscle. For example: push-ups, martial arts, and lifting weights. Both of these are a very important part of a healthy lifestyle.

Now we come to the part that is the hardest for all of us. The “Cut Down Part.” If you look on your pyramid, this includes watching TV, sitting around playing video games all day everyday or just sitting around for more than 30 minutes at a time.

So how do you incorporate all this exercise into your daily life? Well, you and your family can go for a bike ride together, take a walk, go play in the park, have a “turn-off-the-TV-day.” Next grab your friends and play a game of dodge ball or a game of tag. This is probably more for the girls than for the guys, but play your favorite music and dance along. Grab a bunch of friends and play a team sport at home or in the park. And if you are by yourself grab a jump rope, shoot some hoops, or ride your bike. But overall you must always remember TO HAVE FUN!

So before we end I want you to take the piece of paper with the blank Exercise Pyramid on it and fill in the activities that you enjoy to do and try doing them during this next week, and I will guarantee you will see how easy and how much fun exercise can really be.

**Lesson 15 [LESSON TITLE]**  
**(Day 8 Session #1)**  
**- By Yandi Stephenson [Session#2] -**

Lesson Plan 2005  
“Drinking to Your Health”  
20 minutes Presentation given to 6 graders  
At the Andrew’ elementary School- Ruth Murdoch

General Objective: To make sure that the 6<sup>th</sup> graders at Ruth Murdoch know the importance of water in their diet.

Specific Objectives: By the end of May 2006 that approximately 60% of the 6 graders of Ruth Murdoch Elementary will understand the importance of water.

One member of the Community Nutrition class at Andrews University will go to Ruth Murdoch Grade 6 class for 2 sessions of 11 sessions to presentation on the importance of drinking water.

Introduction

Introduce of yourself again:

Presenter: Hello, good morning students, how are you doing? You have met me alright from the previous lecture, but for those who do not remember me my name is \_\_\_\_\_, and today I will be presenting on water with a new twist. The topic for today will be, “Drinking to your Health”.

Students: Good morning, \_\_\_\_\_, we are ok.

Presenter: I would like to revise what I have spoke about and what you have learnt in the previous lecture. Would that be ok?

Students: Yes

### Icebreaker

\*\*\*\* For those who were paying attention to the lecture and could answer the revise questions, which were made from the previous lecture, will receive a prize. Questions will be asked randomly, such as what is water made up of, where it is found, what nutrient does it have, why it is so important etc. This can be done in a game format, by allowing the student to write the proper answers on the board or by having a run to see how can figure out a puzzle of scrambled keywords.

### Presentation

The presentation will comprise of a Power point presentation with bright pictures and colors that will hold the students attention.

What is the risk of drinking enough water? Oxygen can not be carried to the blood, muscles, brain and lungs function will be impaired, improper regulation of body temperature, nutrients will be unable to reach to all organs that need it, protection of joints and organs will be limited, and waste matters will not be excreted from the body as it suppose it.

Why are sodas and high fructose corn syrup juices not healthy? It causes people to be overweight, diabetes, in the liver; it creates a larger amount of triglycerides, which increases the risk of heart disease. Studies have shown that large amounts of high fructose corn syrup induce insulin resistance, impair glucose tolerance, produce high levels of insulin, boost a dangerous type of fat in the blood and cause high blood pressure.

What purpose does water have? Maintain body’s health, keep the blood streams liquid enough to flow to the blood vessel and helps to eliminate waste matters through urine and faeces. Regulate body temperature through sweat, help in food digestion and preventing constipation, moisturizes the skin to improve texture and appearance, carry nutrients and oxygen to the cells.

Which parts of the body needs water? The parts of the body that need water are the brain, the lungs, the blood vessels, muscles, body fat, and bones.



What does artificial beverages and soda do to the body? To be added\*\*\*\*\*

The best brand of bottled water to drink- Aquafina, \*\*\* more will be added at a later time

Why is it good to boil or purify water? Still looking for information, (will be added at a later date).

### Conclusion

Review of information

Presenter: Thank for your attention, I hope you enjoyed this presentation, and will take what you have learnt with you. Any questions?

Students: Their questions they would like to ask.

Thanks

### **Lesson 16 [LESSON TITLE]**

**(Day 8 Session #2)**

**- By Carissa [Session#2] -**

### **Lesson 17 [LESSON TITLE]**

**(Day 9 Session #1)**

**- By Lee Folkman [Session#2] -**

Nutrition: Vegan/Vegetarian Diet

Presented by Lee Folkman

Today, I am going to present the vegetarian and vegan diets. Can anyone tell me what a vegetarian diet is? <wait for response> Ok, can anyone tell me what a vegan diet is? <wait for response>

What might some benefits be in eating a vegetarian diet? Can anyone think of some benefits? <wait for response>

Let's look at some of these benefits. In the Bible we read in Genesis chapter 5 how long Adam and his descendants lived before the flood. Nearly all of them lived to be over 900 years old. That is a very long time. In Genesis chapter 11 we read how long those who lived right after the flood lived. The average age was around 200 hundred and continued to drop below 100. In Genesis chapter 9 we seen one of the reasons for this sharp decline in age. God allowed Noah and his family to eat meat.

Elsewhere in the Bible, we have an example of the benefits of a vegetarian diet. In Daniel

chapter one, we read about Daniel and his three friends. They were taken captive by the Babylonian army and the king decided to choose some of them to be trained for leadership positions in his country. Daniel and his friends were among the group chosen. Well, the king provided the food for them to eat. Daniel, however, decided he didn't want to defile himself with the king's meat and wine, but he asked for "pulse" to eat and water to drink. "Pulse" is a word that means food that comes from a seed, or a vegetarian diet. Well, the man in charge of Daniel and his friends didn't want to do that because he was afraid they wouldn't be healthy. He allowed them to have a test for ten days. At the end of the ten day's, we read that they were much healthier than those who ate the king's food, and after their training, they were found to be ten times smarter than any of his wise men in his kingdom.

So the Bible gives us evidence that a vegetarian diet is very beneficial to help us live longer and healthy, and to help our minds to be better able to understand things.

Today we hear about a lot of diseases that animals are getting. Mad Cow disease is one that has recently come up. There is a Chicken Flu that was on the news. Eating animals is the cause of a lot of different diseases like many types of cancer, heart disease, strokes, kidney diseases, and more. Also, the animals are not treated very well, they are kept in confined spaces where they cannot get any exercise. They are feed different drugs to make them grow faster, as well. The animals that are being killed for food are very unhealthy.

Being a vegetarian is also related to being more physically fit. Here is a chart comparing the endurance of meat-eaters, vegetarians, and vegans. Vegetarians can run for about twice as long as a non-vegetarian, and vegans can run for about three times as long as a meat eater. We see here that the vegans have even more physical endurance that a vegetarian who uses milk and eggs. Let's take a look at some of the further benefits of being a vegan.

Believe it or not, drinking milk can actually harm your bones. The milk proteins can take calcium from your bones. Meat can do the same thing. Drinking milk, like meat, can lead to certain types of cancer. Also, in order to make the cows produce more milk, they give them different types of drugs, and some of them get into the milk. One of the major diseases caused by milk is allergies. This also includes asthma. Dairy products are very low in iron can even interfere with iron in your body. This can may you feel tired.

So, the benefits of a vegan diet are all those of a vegetarian diet, with an even more decreased risk of the many diseases associated with dairy.

What do you need to be aware of when making a switch to a vegan/vegetarian diet? If you get a wide variety of fruits, nuts, grains, vegetables, and beans, you don't have to worry much, but let's take a look at some of the necessary nutrients and where we can get them from.

*4. Calcium—Good sources are dark leafy greens, broccoli (also dark green), blackstrap molasses, and fortified foods such as soymilk.*

6. Vitamin D— *This isn't a problem if you are out in the sun for at least 10 to 15 minutes a day. Otherwise soymilks are a good source.*

8. Protein—*Good sources are cooked beans, tofu, soy yogurt, nuts, seeds, and whole grains.*

10. Vitamin B<sub>12</sub>— *This comes from animal products. Your body actually produces this vitamin, and it is questionable whether or not this is a problem for a vegan. If you do eat a vegan diet, to be safe, you should eat fortified foods where this has been added. Foods like fortified soymilk, fortified nutritional yeast, some of the vegetarian meats.*

12. Iron—*Good sources are broccoli and other dark green leafy vegetables, beans, and blackstrap molasses.*

14. Zinc—*Good sources include beans and nuts.*

This is just a brief overview of the benefits of a vegan/vegetarian diet. I have been a vegan for about three years now and I feel great. I encourage you to do the same. I challenge you to take the Daniel test. Because the Bible says he wanted to eat those foods that came from a seed, it is probable that Daniel was a vegan. Try for ten days to avoid using milk, cheese and eggs, or any other food made from milk. Eat only foods that are from plants and drink plenty of water. After ten days, I will guarantee that you will feel better and be healthier than before. If you have any allergies, there is a good chance they will go away. Like Daniel, you will have a clearer, stronger mind. The is the best benefit of a vegan diet, because you will be better able understand the Bible, and Jesus' will for you life. May God's blessing be with you. Let's pray. <prayer>

## **Lesson 18 [LESSON TITLE]**

**(Day 9 Session #2)**

**- By Chelsea K [Session#1] -**

## **Lesson 19 [LESSON TITLE]**

**(Day 10 Session #1)**

**- By Patricia [Session#2] -**

## **Lesson 20 [LESSON TITLE]**

**(Day 10 Session #2)**

**- By Volsia Simplice [Session#2] -**

**Lesson 21 [LESSON TITLE]**  
**(Day 11 Session #1)**  
**- By Joseph Bergeon [Session#2] -**

Lesson Plan #2 of 2 (Instructions on how to give this lesson)

Title: *Balance is Equal - Know When to say "When"*

Target Audience:

*The target audience are 5th and 6th grade student between the ages of 9 and 12 years.*

Duration:

*This session will consist of 20 minutes.*

General Objectives:

Educate the students on how to have balance in their lives.

Specific Objectives:

*By the end of the session the students will have the knowledge to achieve balance (temperance) in at last two specific areas (food, activities (video games / computer / TV.) of their lives. Also, they will understand the connection between a healthy body, mind, and soul.*

Procedure:

Principle: Present to the children the "official" meaning of the word temperance. Then, through personal experience and examples the children will learn what it is meant by temperate. The rest is integrated into the lesson....

INTRODUCTION: Lesson 2

**PART I ~ HAPPY HOP BALL - Achieving Balance in Life)**

Good (morning/afternoon) everyone! How is everyone doing this fine day?!

Do you remember what my name is? (yes, go to line4, if no, line 3).

Lot's of great tries. My name is Joseph

Wow! That's great. Thanks for remembering.

We're going to start out our time together today with a fun activity. It's called "Happy Hop Ball." Has anyone ever tried this before? (If so, then that person should help demonstrate how it's done.)

(speaking to the children (child) that has done this before. If there are too many, then chose even number boy/girl to come forward). Would you mind helping me demonstrate how this Happy Hop Ball works?

(have child explain what they have to do. They should say the word balance.) So what do you have to do to make this happy hop ball work? (stay near child so they don't bounce off and hit the wall or something).

Does/so this particular activity requires balance to make it work. What happens if you cannot get your balance on top of this ball? (they should say something like they cannot play it properly, then.)

(Have the children (child) try to balance for at least 5 seconds (need a stop watch). If this is too easy, then up it to 15 seconds. Not too long for the professionals.)

It takes balance to properly use this happy hop ball. The same is true to your life and mine. If I do not have balance in everything I do then it can be difficult to perform our daily tasks.

For example: If I stay up too late at night because I wanted to finish level three on my video game, or this really "cool" show was on television, but it was on late at night. The depravity of sleep can cause an imbalance in your life that can cause you to be less alert and more prone to falling asleep during class, ect.

Another example would be not eating enough of the good foods. What do I mean by good foods? (accept answers from students) (some examples are fruits, vegetables, breads-they can be more specific). If we don't take the time to get enough of the "good foods" then we are in jeopardy of not being able to fully perform in our lives. With a good "balanced" food intake, you could increase your energy level, mental alertness, the ability to do physically challenging things longer.

## **PART II ~ STAIN REMOVER - Clear Mind = Clear Connection**

"I need five(6) volunteers to help me with this experiment. I'm pretty sure it's safe, so don't worry." (Maybe the teacher can help with picking the volunteers - the children should raise their hands so we know they really want to be up front).

(There are three different colors (red, blue, yellow) and three different bottles. Each bottle will have a label on them. One will read, "Bad food choices," and the second, "T.V. Dinner?" and the last one, "Video or PC." respectively (in order of presentation)).

(Have three of the children with the bad habits on your right. They are the "bad habits" side. Now, have two(2) children with two bottles on your left. The two bottles will both contain bleach. One will be labeled, "Temperance/Balance," and the other, "Devotional - time with Jesus.") (Lastly, have the 6th child stand behind the jar of water. He/she is needed to stir the liquid as each item is put into the container.)

"This container here represents your mind." (similar to the TV ad, "This is your brain, this is your brain on drugs. Any questions?") "The bottles your class mates are holding represent the things in life that can influence your mind. It can be either good or bad influences." (look at the "Bad habit" children on your right and ask them to read the label on their bottle, starting with the child farthest from you.) "What is your name? "(NAME) can you start us out by reading what it says on your bottle? (after they have finished, have the children on your left do the same).

"Imagine what happens to your mind when you eat too much food, especially processed foods and foods high in fat and sugar. If we eat too fast, or too many "junk foods" this can lead to dulling the mind." (Have the child put two drops of light food coloring into the water and have the 6th child stir).

"Now, imagine what happens to your mind when you just sit in front of the television for hours not thinking, but just watching fast, flashy images be flashed in front of your eyes every three seconds. Eventually, you get anxious and during a commercial break you get up and head to the kitchen. There you open the frig or cupboard and grab something quick to eat (maybe something that was advertised on TV). This can be a bad habit an especially bad habit. Because you are both numbing your mind with

non-thinking TV overload and snacking (and are those snacks carrots, celery, and maybe an apple?). Oh, and you quickly return to the TV. because the commercial will soon be over." (have child put in some medium color and the 6th child to stir).

"Something I was guilty of at one time in my life: I would play video games for several hours. We're talking at least three hours at a time. I say at least three, sometimes it was much more. It took up so much of my time. The time I could have been doing something more constructive. Being able to take a break from other activities and playing some nice video games for a shorter period of time is being temperate. But when your mind is engaged in a constant mindless rhythm, and the loss of time can be detrimental to your life." (have child put in a dark color and the 6th child stir)

(Have the "bad habit" children sit back in their seats. Engage the "good" children into being ready.)

"Now. If we practice temperance by balancing things in our lives and not over eating and abstaining from those things that can compromise our physical and mental health, we can gradually feel more healthy and our mind would become more clear. If we continue to exercise good decisions with the things we do we can experience better health and a clearer mind." (Ask children seated what they can do to have better health). "What are some of the things we can do to promote a healthier body and a clearer mind? What are some of the things we talked about today?" (Ask them to comment. Have the "Temperance child" put some drops into the solution. Have the 6th child stir for a few seconds. The solution should begin to lighten.)

"As our mind becomes clearer, and as we trust Jesus and the things that He teaches, we can have clear thought and will be better able to better understand when Jesus talks to our "hearts" through our minds. Also, as we continue down this path we will be better able to resist the bad things in life. By talking to Jesus every day, this gives us that ability.

Let's read what 1 Corinthians 6:19 says, "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body."

(Have the remaining children sit in their seats. Thank them for participating).

"Thank you all for your help today. I hope you will remember what we talked about and how important it is. Have a wonderful day."

## **END OF LESSON**

<<http://www.biblegateway.com/passage/?search=1%20cor%206:10-21;&version=51;50;31;>>

<<http://www.orientaltrading.com/otcweb/application?namespace=search&origin=searchMain.jsp&event=button.search&Ntt=balance&Ntk=all&Ntx=mode%2Bmatchallpartial&N=0>>

Lesson 22 [LESSON TITLE]

(Day 11 Session #2)

- By Chelsea [Session#2] -

## Timeline for Lesson Plans and Evaluation

<b>Date</b>	<b>Topic</b>	<b>Title/Subject of Lesson</b>	<b>Presenter</b>
January 17, 2006	Nutrition	Food Pyramid	Claribel
January 17, 2006	Nutrition	Food Labels	Julie
January 24, 2006	Nutrition	“Fat Facts and Protein Pros”	Deb
January 24, 2006	Exercise	Exercise	Heidi
January 31, 2006	Water	Water	Yandi
January 31, 2006	Sunshine	“Mr. Sunny”	Carissa
February 7, 2006	Nutrition	“Vital-mins and Minerals”	Lee
February 7, 2006	Temperance	Temperance	Joseph
February 14, 2006	Air	“Fresh Air”	Patricia
February 14, 2006	Rest	Rest	Volsie
February 21, 2006	Nutrition	Food Pyramid	Claribel
February 21, 2006	Nutrition	Food Labels	Julie
February 28, 2006	Nutrition	“How Sweet It Is”	Deb
February 28, 2006	Exercise	Exercise	Heidi
March 7, 2006	Water	Water	Yandi
March 7, 2006	Sunshine	“Mr. Shine”	Carissa
March 14, 2006	Nutrition	Vegetarian/ Vegan	Lee
March 14, 2006	Trust in God	Trust in God	Chelsea
March 28, 2006	Air	“Tobacco and Lungs”	Patricia
March 28, 2006	Rest	Rest	Volsie
April 4, 2006	Temperance	Temperance	Joseph
April 4, 2006	Trust in God	Trust in God	Chelsea
April 11, 2006	Administer Questionnaire for Evaluation.		
April 18, 2006	?Fun Day with Students		

**BUDGET**

A. Materials and Supplies	\$25.00	
B. Travel		\$25.00
C. Other		\$10.00

<b>TOTAL COST</b>	<b>\$60.00</b>	
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## ***Appendix A Survey***

### **Community Nutrition I Lab**

**What is your age? 1-9 years 2-10 years 3-11 years 4-12 years**

**What is your gender? 1 Boy 2 Girl**

**How many brothers and sisters do you have? 1 2 3 4 more than 4**

**How healthy do you think you are? 1-Poor 2-Fair 3-Good 4-Excelent**

**How many days a week do you play outside when you get home from school?  
1 Every day 2 3-4 days/week 3 1-2 days/wk 4 Never**

**While at recess, I like to? O Be active O Stand around and talk**

### **DIETARY CHOICES**

**How healthy do you think is what you eat? O Very healthy O Fair O Not Healthy**

**How many different kinds of vegetables do you eat every day?  
O 1 O 2 O 3 O 4 O 5 more then 5**

**How many fruits do you eat every day? O 1 O 2 O 3 O 4 O 5 more then 5**

**Do you prefer to eat at a restaurant or at home? O Restaurant O Home**

**How often do you eat in a restaurant?  
O Every day O 3-5 days/week O 1-2 days/wk O Never**

**Do you have seconds when you eat (breakfast, lunch, or supper)?  
O Y O N**

**How often do you eat breakfast before coming to school?  
O Every day O 3-5 days/week O 1-2 days/wk O Never**

**Do you eat lunch? O Y O N**

**Are these foods included with your lunch?  
O - Fruits O Vegetables O - Breads (slice, bagel - not donuts) O Sweets O Other**

**Do you snack? O Y O N**

**My usual snack is?  
O - Fruits O Vegetables O - Chips O Sweets O Nuts O Other**

**How often do you make your own food?  
O Every day O 3-5 days/week O 1-2 days/wk O Never**

**How often do you eat ready-made (convenience, TV Food) foods from the freezer?  
O Every day O 3-5 days/week O 1-2 days/wk O Never**

## *Appendix A Survey*

### **CURRENT KNOWLEDGE**

1. For the best health the majority of your calories should come from what source
  - a. Proteins
  - b. Complex Carbohydrates
  - c. Sugar
  - d. I don know
- 2.The following foods are high in fiber.
  - a. white bread
  - b. Beans
  - c. Milk
  - d. Oat meal
  - e. Strawberries
3. A rich source of Vitamin C is
  - a. Orange juice
  - b. French fries
  - c. Bread
  - d. Fry Chick™
4. What parts of the body benefits from exercise?
  - a. Heart
  - b. Muscles
  - c. Lungs
  - d. All of the above
5. How often should you exercise?
  - a. Every day
  - b. Once a week
  - c. Once a month
  - d. Only on weekends
6. How many glasses of water do you need to drink each day?
  - a. 4 glasses
  - b. 6 glasses
  - c. 8 glasses
  - d. 10 glasses
7. Most people do not drink enough water.  
True  
False
8. What is the most important thing to take to the beach?
  - a. Shovel
  - b. Sun screen

- c. Towel
- d. Beach ball
- e. Rubber duck

9. What Vitamin do you get from the sun?
  - a. C
  - b. A
  - c. K
  - d. D
  - e. B12
10. The meaning to the word temperance is
  - a. Crazyiness
  - b. Happiness
  - c. Moderation
  - d. Drowsiness
11. Eating a big Mac twice a day is a form of temperance  
True  
False
12. What comes out of your lungs when you breathe-out?
  - a. Carbon Dioxide (CO2)
  - b. Blood
  - c. Oxygen (O2)
  - d. Water (H2O)
13. What is the most common disease caused by smoking?
  - a. Lung cancer
  - b. Prostate cancer
  - c. Heart disease
  - d. Constipation
14. What are the ways we can communicate with God?
  - a. Prayer
  - b. Bible study
  - c. Computer
  - d. Television (T.V.)
  - e. a + b
16. You should sleep 8 hours a night  
True  
False
18. Lack of sleep will cause all except:
  - a. concentration problems in school
  - b. destroys immune system
  - c. improves health
  - d. decreases in energy

Appendix B The Food Pyramid



### Appendix C Food Label

We've all seen it. It's all the bags and boxes and bottles and cans of *every* food product that's in the grocery stores. The food label is also known as Nutrition Facts. For those of us who never even glanced at it except to see how much we should be eating and drinking in a serving, here is the run-down of the basics of the food label. This example comes from Fat Free Premium Saltine Crackers:

<b>Nutrition Facts</b>		
Serving Size 1/12 package (44g, about 1/4 cup dry mix) Servings Per Container 12		
Amount Per Serving	Mix	Baked
<b>Calories</b>	190	280
Calories from Fat	45	140
% Daily Value**		
<b>Total Fat 5g*</b>	<b>8%</b>	<b>24%</b>
Saturated Fat 2g	<b>10%</b>	<b>13%</b>
Trans Fat 1g		
<b>Cholesterol 0mg</b>	<b>0%</b>	<b>23%</b>
<b>Sodium 300mg</b>	<b>13%</b>	<b>13%</b>
<b>Total Carbohydrate 34g</b>	<b>11%</b>	<b>11%</b>
Dietary Fiber 0g	<b>0%</b>	<b>0%</b>
Sugars 18g		
<b>Protein 2g</b>		
Vitamin A	0%	0%
Vitamin C	0%	0%
Calcium	6%	8%
Iron	2%	4%
* Amount in Mix		
** Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:		
	Calories:	2,000 2,500
Total Fat	Less than	65g 80g
Sat Fat	Less than	20g 25g
Cholesterol	Less than	300mg 300mg
Sodium	Less than	2,400mg 2,400mg
Total Carbohydrate		300g 375g
Dietary Fiber		25g 30g

The first thing to notice is what comes right after the title "Nutrition Facts": *Serving Size 5 Crackers (15g)*. Most other cracker products will say about the same thing, for most similar food products have similar serving sizes. It helps to find out which is the healthier choice. This is actually more or less based on how much people actually eat; you should probably limit yourself to even less than that if necessary.

What comes afterwards is how much grams or milligrams of each nutrient is actually in *each serving*. Notice how this is label above the box: Amount Per Serving. From here on, it's pretty self explanatory. Use your own discretion.

Now, for the percentages at the far right. This shows *percent daily value*, labeled in the box as % Daily Value\*. The asterisk next to it redirects you to another box, which begins with this prompt:

*"\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs."*

And below that, there is a chart which describes more in-depth how much total fat, cholesterol, etc. should be put into your body each day depending on a 2,000 Kcal diet or a 2,500 Kcal diet.

After the last nutrient in the big box is named, protein, there is another thick bold black line. This lists the percent daily value of at least those four listed: Vitamin A, Vitamin C, calcium, and iron.

## Appendix D The Eight Laws of Health

Health is delicately balanced on eight health principles. Unfortunately, we have lived for so many years under unnatural conditions; we have gone so far away from the path of these health principles, that the very last thing we think of when seeking health, is the natural way. We have been so deeply impressed with the false idea that we must have artificial aids, that most people have lost faith and confidence in purely natural methods. The times we live in are so artificially arranged that most of us lack the confidence in the simple things and simple methods of healing.



## *Appendix D Evaluation*

In order to evaluate these nutrition teaching sessions, we are going to give the students a questionnaire before the presentations in order to find out what they already know. After the presentations on different nutrition topics are completed, the same questionnaire will be given to the students. This will allow us to determine the impact of the different teaching sessions on the student's knowledge. By giving out the questionnaires at the end we will see what kind of new information the students have learned and this will help us know if this project was worthwhile.

*Appendix E Nutritional Needs Assessment*

## ***Appendix F References***

### **Reference:**

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**NEW START - Eight Natural Remedies**  
<http://www.leavesoflife.org/new-start-eight-natural-remedies.htm#Temperance>