# Lesson 5.1: Eating Well Across the Lifespan

## Vocabulary Review Worksheet

1. longevity
2. iron
3. anemia
4. calcium
5. 30 (thirty)
6. identify

## Note-Taking Guide

**Nutrition Across the Lifespan**

1.

|  |  |
| --- | --- |
| Demographic | Nutrition Need |
| Infants  (Birth-12 months) | Diet should be 40-50% fat and no more than 20% protein. Infants rely on breast milk and formula for most nutrition. |
| Toddlers  (12-24 months) | Total calorie needs rise to support increased movement and growth. Diets should be 30-40% fat and 45-65% carbohydrate. Toddlers need about 13 g of protein each day. |
| Young children  (3-5 years) | Children will grow about 2 to 4 inches per year until adolescence. Calorie needs increase to meet this demand. Fat intake should be gradually reduced to reflect adult levels and the balance of macronutrients begins to look more like adolescents and adults. |
| Childhood  (6-12 years) | Nutritional needs in childhood mirror adult needs but are proportionally less. Children need a diet with a variety of fruits and vegetables, whole grains, fat-free and low-fat dairy, protein, and oils (healthy fats). Solid fats and added sugar should be limited, as should sodium. |
| Teenagers and adults  (13-70 years) | Follow all standard nutrition guidelines for a diet that is moderate, balanced, adequate, and varied. Teens should ensure adequate calcium, vitamin D, and iron intake. |
| Older adults  (70+) | Total energy needs decline with age so older adults need less food. At the same time they need more vitamin D, Calcium, fiber and B-vitamins. This makes it important to get nutrient dense foods. |
| Pregnancy and lactation | Pregnancy places a heavy demand on the body and there is a need for more calories and more of almost all nutrients. |

**Minerals for Healthy Development**

2.

**Communicating for Healthy Eating**

3.

“No, I don’t want to eat that.”

**Asking for Help**

4. Any three of the following:

1. Use your research skills to look up nutrition information online before eating out.
2. Ask for more information at a restaurant by saying “Can you give me the nutrition information about the food on the menu?”
3. Get another opinion when choosing food at a fast-food restaurant by asking “Can you help me choose between these foods? I want to make a healthy choice.”
4. Ask for a substitution on a menu, such as “Can I get this sandwich on whole wheat bread instead of white bread?”

**Steps for Negotiating Healthy Food Choices**

5.

Step 1: Identify the conflict.

Step 2: Brainstorm your options.

Step 3: Evaluate solutions.

Step 4: Do it.

Step 5: Reflect on how it went.

# Lesson 5.2: Food Access and Safety

## Vocabulary Review Worksheet

1. food insecurity
2. foodborne illness
3. food chain
4. additives
5. organic

## Note-Taking Guide

**Does Everyone Have Access to Enough Food?**

1. Food insecurity means not having enough food to support an active, healthy life.

Malnutrition is having inadequate or unbalanced nutrition.

**School and Community Gardens**

2.

* School gardens are very important for providing healthy, nutritious foods in areas where food insecurity and food deserts exist.
* School gardens help teach students about nutrition, agriculture, food safety, and cooking.
* School gardens help grow healthy, nutritious foods for students.

**Food Safety**

3. foodborne illness

4. Food chain—The steps involved in bringing food from farm to plate, including production, processing, distribution, and preparation.

Fill-in-the-blank: pathogens

Food recall—Happens when a particular food or food item becomes contaminated and is pulled from shelves or restaurants in order to keep people from becoming ill.

Fill-in-the-blank: not

**Common Foodborne Illnesses and Symptoms**

5. Viruses; bacteria

6. Students should list at least three from the following table.

|  |  |
| --- | --- |
| **Illness** | **Symptoms** |
| Norovirus | Diarrhea, vomiting, nausea, stomach pain |
| Salmonella | Diarrhea, stomach pain, chills, fever, vomiting, dehydration  Requires medical care |
| E. coli | Diarrhea, stomach cramps, nausea; can cause kidney damage |
| Listeria | Fever, muscle aches, diarrhea, headache, confusion  Requires medical care |
| C. perfringens | Stomach cramps, diarrhea |
| Campylobacter | Fever, headache, muscle pain |
| Mold and fungus | Diarrhea |
| C. botulinum | Weakness in muscles, including those used for breathing and swallowing  Requires immediate medical care |

**Safe Food Handling and Preparation**

7.

Step 1: Clean

Step 2: Separate

Step 3: Cook

Step 4: Chill

**Food Additives and Preservatives**

8.

substance; texture

longer; spoiling; preservative

nitrates; sulfites

**Pesticides**

Pesticides; insects; infections

Organic food

# Lesson 5.3: Maintaining a Healthy Weight

## Vocabulary Review Worksheet

1. body mass index
2. healthy
3. composition
4. upper body (wait and abdomen are also acceptable answers)
5. anabolic steroids
6. 1 to 2 (one to two)
7. weight cycling

## Note-Taking Guide

**Why Is Weight Important**

1.

a. Type 2 diabetes

b. Coronary heart disease

c. Cancers

2. genetics, environment, behaviors

**Understanding Weight and Body Mass Index**

3. Body mass index is a standard way of explaining weight as it relates to height.

To determine your BMI, you need to know your weight in pounds and your height in inches.

**What Is Body Composition?**

4. muscles, bones, organs, and fat

Body composition

fat distribution; health

5. abdomen

6. hips and thighs

**How Do We Measure Body Composition**

7. skinfold calipers, bioelectrical impedance (BIA), underwater weighing, waist-to-hip ratio. See also table 5.3.

**What Is a Healthy Weight for Me?**

8.

|  |  |
| --- | --- |
| A healthy weight is a weight that you are comfortable with and that can be maintained by following ~~complicated~~ *basic* nutrition plans and ~~rigorous~~ physical activity guidelines. | * ~~True~~    + False |
| An average-weight person who is sedentary and eats a poor diet is more likely to develop health problems than someone who is slightly overweight but gets daily physical activity and eats a healthy diet. | * + True * ~~False~~ |
| ~~What the scale says is more important than what you do to take care of yourself.~~  *What you do to take care of yourself is ultimately more important than what the scale says.* | * ~~True~~    + False |

**Losing and Gaining Weight**

9.

**Dangerous Dieting Habits**

10. Weight cycling has been shown to slow down metabolism and increase body fat over time and can increase a person’s risk for diseases.

# Lesson 5.4: Your Body Image

## Vocabulary Review Worksheet

1. feelings
2. positive
3. body shaming
4. social
5. disordered eating

## Note-Taking Guide

**What Is Body Image?**

1.

Body image: Body image includes your thoughts, feelings, and behaviors related to your body size, shape, and appearance.

Positive body image: A person with a positive body image has a realistic sense of how they look and are less likely to believe their character, value, or worth is tied to their appearance.

Negative body image: Negative body image exists when someone has a distorted view of their appearance, or they think and feel negatively about how they look.

**Weight Prejudice**

2. The presence of negative beliefs, attitudes, and behaviors toward individuals who appear to be overweight or obese

3. Believing that all fat people are lazy or stupid

**Media Influences on the Body**

4.

Altering images: Images seen in the media have been altered, meaning we see pictures of people who have had imperfections erased and hair made to look fuller. This gives us a false idea of beauty.

Social media: When posting things on social media, others’ comments on how you look can affect your body image. Body shaming happens when we make cruel comments about someone’s body.

Other influences: Parents, friends, teammates, coaches, and teachers

**Disordered Eating and Eating Disorders**

5.

Disordered eating: A range of irregular eating behaviors, such as skipping meals, stress eating, periodic fasting or occasional bingeing, or eating only certain foods or avoiding certain categories of foods completely

eating disorders

Eating disorders: Serious, diagnosable mental illnesses

6.

|  |  |
| --- | --- |
| Anorexia | Restriction of eating; unhealthy weight loss; distorted body image |
| Bulimia | Binge eating followed by a behavior, such as vomiting, designed to undo the effects of the binge |
| Avoidant restrictive food intake disorder (ARFID) | Severe limitations on the type or amount of foods consumed; extreme “picky eating” |
| Orthorexia | An obsession with eating “correctly” or healthfully |
| Binge eating | Recurrent episodes of excessive eating, with feelings of shame and loss of control |

**Improving Your Body Image**

7.

* Accept your body.
* Don’t body shame yourself or others.
* Focus on the things you like about yourself.
* Focus on what your body can do.
* Be mindful in your body.
* Take care of your body.

# Lesson 5.5: Your Nutrition Plan

## Vocabulary Review Worksheet

1. 3
2. Size
3. Strategy
4. support
5. reflect
6. food science

## Note-Taking Guide

**Creating a Nutrition Plan**

**Step 1**

1. Step 1: Log your food intake and analyze your diet.

2. A list of all the foods you ate and the amount of each food you ate over a set period of time

3. Write down everything you eat and drink for one day (one 24-hour period).

4. Any three of the following:

1. Write down everything you eat, even a handful of chips or a bite-size piece of candy.
2. Include all drinks; many drinks contain calories.
3. Don’t forget condiments and sauces. The mayonnaise on a sandwich or the ketchup you had with fries counts in your daily intake.
4. Be honest. Your analysis will be accurate only if you write down everything you eat.
5. Honor confidentiality; don’t ask others to show you their food log, and don’t comment on anyone else’s eating habits.
6. There are different ways to go about analyzing your diet. Consider each option and do what works best for you.

**Step 2**

5. Step 2: Identify your goals.

6.

1. Short-term goals
2. Long-term goals

7.

1. right amount
2. each food group
3. iron and calcium
4. fiber; sodium

**Step 3**

8. Step 3: Develop your plan.

9. analyzed your diet; set SMART goals

10. Possible answers follow:

* I will eat at least one fruit with my breakfast.
* I will take carrots, celery, or radishes in my lunch whenever I can.
* I will always eat vegetables with dinner.

**Step 4**

11. Step 4: Log your progress.

12.

1. Goals
2. Specific strategies you want to use
3. Tracking your daily progress

**Step 5**

13. Step 5: Reflect on your progress.

14. After you have worked on meeting your goals for a couple of weeks

15. You may need to adjust your short-terms goals or strategies.

# Test Your Knowledge

1. a. infants
2. b. calcium
3. c. not having access to enough healthy foods
4. a. separate, clean, cook, chill
5. a. the thoughts, feelings, and behaviors you have about your body and appearance
6. d. higher self-confidence
7. b. weight cycling
8. c. 25 to 29.9
9. b. less active, fat around the waist
10. a. food log