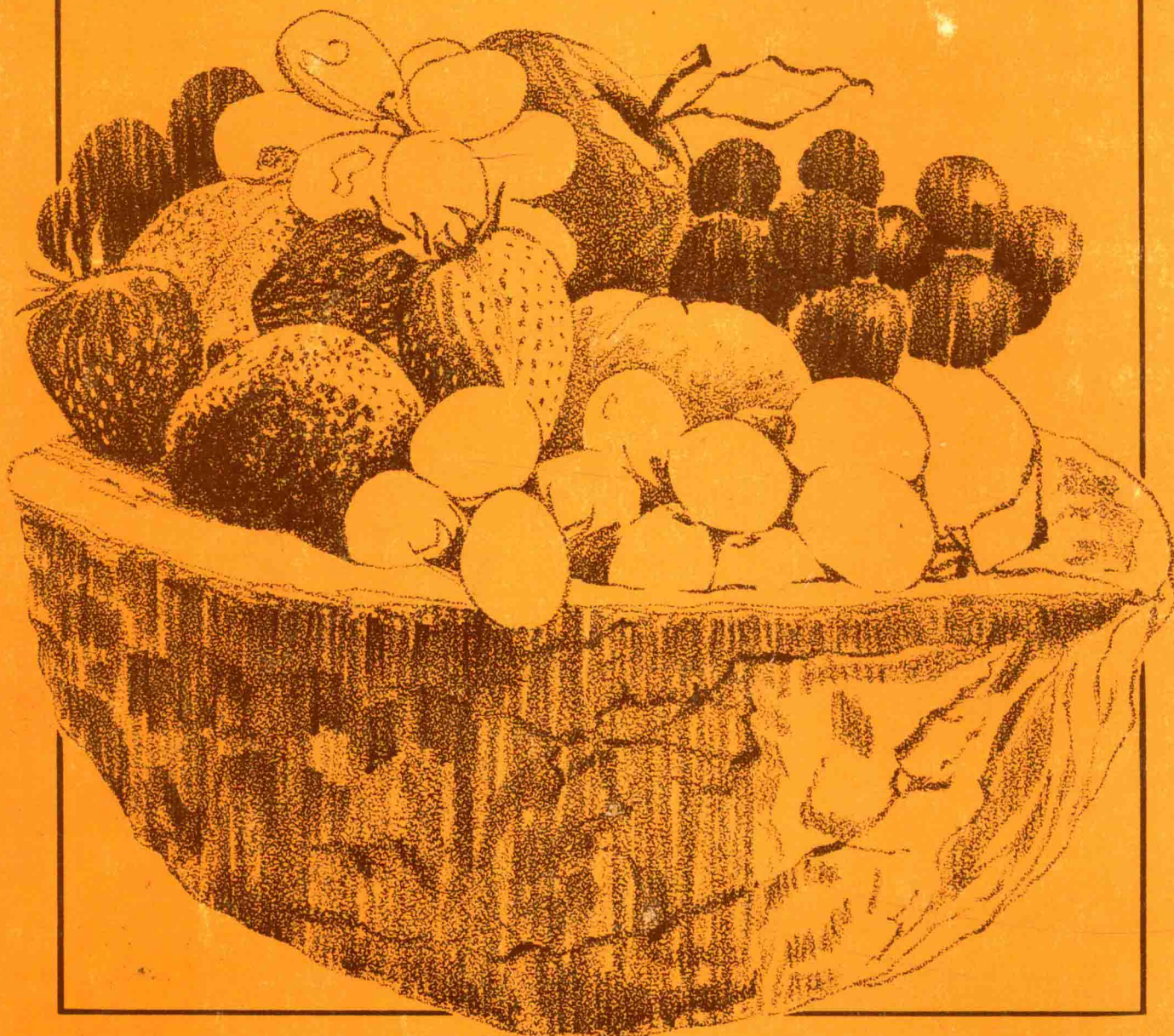


TEACHER'S GUIDE

DISCOVERING NUTRITION

HELEN KOWTALUK



DISCOVERING NUTRITION TEACHER'S GUIDE

Second Edition

by
HELEN KOWTALUK

Pages 4–26 prepared by Connie R. Sasse

For use with the 1980 and 1986 editions of DISCOVERING NUTRITION

GLENCoe

Macmillan/McGraw-Hill

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The Challenge of Teaching Nutrition

The challenge to nutrition educators is to help learners understand and apply the most basic principle of nutrition: *diet affects health*. Even after learning that good nutrition is associated with how people look and feel as well as with their physical and mental performance, adolescents with a zestful energy for life may not see the need for changes in long-established dietary habits concerning food selection.

The study of nutrition has become more important as the eating patterns of families have changed. In the past, the mother was responsible for the nutritional status of family members. By planning a balanced daily diet which was served at the three meals the family ate together each day, she could control consumption.

Today's family members eat fewer meals and more snacks. In addition, more meals are eaten away from home. These changes mean that the responsibility for nutrition has shifted from the mother to each individual family member. Individuals need to know how to:

- select nutritious meals, whether they eat at home or in restaurants
- analyze the nutritive value of the foods eaten, such as fast foods
- purchase nutritious foods from a grocery, whether for a family dinner or a spontaneous picnic
- choose the most nutritious items available for snacks, such as foods in a vending machine

At the same time that changing dietary patterns have increased the need for nutritional knowledge, there has been a change in the concerns of nutritionists. In the early part of the century, major nutritional concerns were nutrient deficiency diseases and food-borne illnesses.

Today, the most evident forms of clinical malnutrition in the United States are obesity and dental caries. Major concerns of nutritionists are the "diseases of choice" or "diseases of lifestyle," such as heart attack, stroke, cancer, and diabetes. Six of the ten leading causes of death in the United States have been statistically associated with diet.

The need for knowledge of nutrition will increase in the future as eating patterns continue to evolve and scientists learn more about the dietary origins of diseases. Helping students appreciate the benefits of good nutrition in the present and future, developing student knowledge of the many ways in which diet affects health, and building motivation so that students incorporate good dietary patterns into their daily lives—these are the challenges of teaching nutrition.

Discovering Nutrition—A Comprehensive Resource

Discovering Nutrition was written to help teachers meet the challenges involved in teaching nutrition. The textbook presents the basics of nutrition with an informal, direct approach. Drawings and photographs reinforce graphically the concepts presented in the text. *Discovering Nutrition* is organized to lead students in a series of steps from. . .

- a basic understanding of nutrition and how the body uses nutrients, to. . .
- evaluating current food choices, to. . .
- applying nutrition principles in making food selections, to. . .
- applying nutrition principles in buying, storing, preparing, and serving food.

The *Discovering Nutrition Student Guide* and the *Discovering Nutrition Teacher's Guide* were designed to assist the teacher in making maximum use of the concepts and ideas in *Discovering Nutrition*. Used together, they will give the teacher a comprehensive approach in planning activities and experiences which will promote student learning.

DISCOVERING NUTRITION—TEXTBOOK

Each chapter of *Discovering Nutrition* contains several special features to help teachers and students. They include a learning objective and "Terms To Know" at the beginning of each chapter. These help students set learning goals and identify the most important topics and concepts included in the chapter.

Each chapter ends with a set of review questions, called "To Review," which cover the information presented in the chapter. In addition, each chapter features a section called "To Experience," which outlines activities to help students use the information in the textbook.

The Appendix, beginning on page 183 of *Discovering Nutrition*, gives an adaptation of USDA Agricultural Information Data Sets Nos. 382–1, 2, and 3 (Rev. 1979) in the form of a chart of calories and percentages of U.S. RDA for eight nutrients provided by a specified amount of various foods.

A list of books and periodicals offering additional information on subjects covered in the textbook begins on page 220.

The table of contents of *Discovering Nutrition* is reprinted below. The twenty chapters are grouped into four parts, each of which is summarized for your convenience.

Table of Contents

Part One. What Can Nutrition Do for You?, 7

This section stresses the importance of nutrition to the well-being of the individual. Nutrition is not only essential for good health but it can also play a big role in success on the job. People in good health are more likely to be good workers. In addition, the field of nutrition can offer rewarding career opportunities in working with people. This section broadly introduces the five main nutrients, relating them to food and to their use in the body.

Chapter 1. Nutrition Just for You, 8

Quality of Life, 8

Success on the Job, 10

How Does Food Nourish the Body?, 11

Your Personal Nutrition Program, 12

Chapter 2. Careers in Nutrition, 13

School Food Service, 13

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Cooperative Extension Service, 15

Hospitals, 16

Research, 17

Chapter 3. The Road to Good Health, 18

The Body, 19

Signs of Good Health, 20

Signs of Poor Health, 21
For Good Health, 22
Malnutrition, 26

Part Two. Living Nutrition, 29

This section presents information on the nutrients and how the body uses them. It describes the workings of the digestive system, how food is turned into usable nutrients, and how the body uses those nutrients to carry out some of its activities. RDA, U.S. RDA, and nutrition labeling are introduced. The concept of energy balance is also introduced as a foundation for future learnings about weight control. This section includes information on the amount of nutrients the body needs and describes conditions that can change nutrient requirements. Most people have both good and poor eating habits. Students are shown how to evaluate the foods they eat, keep the good eating habits, and change only the poor eating habits.

Chapter 4. Introducing – The Nutrients!, 30

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Nutrition for Adults, 76
Nutrition for the Elderly, 78
Nutrition During Illness, 80
Your Future, 81

Chapter 10. Nutrition During Pregnancy, 83

How Is the Unborn Baby Fed?, 84
Nutrition Problems of Pregnant Teenagers, 85
Nutrition for Pregnant Females, 86
Drugs, Alcohol, Smoking, 88

Part Three. Make Nutrition Work for You, 89

This section gets the student involved in making food choices. It presents background material on why people eat and attempts to sort out some of the false beliefs about food. The Daily Food Guide is described in detail, including the nutrients each group contributes, and the concept of nutrient density is introduced. Nutrient density refers to the nutrients in a food in relation to calories. Students are encouraged to use this concept when making food choices. Separate chapters cover losing weight, vegetarian diets, and eating out.

Chapter 11. Your Nutrition Heritage, 90

- Ethnic Heritage, 90
- Religious and Social Customs, 92
- Family Food Preferences, 93
- Personal Needs, 94
- Availability of Food, 94
- Advertising, 95
- Social Pressures, 95
- Technology, 96

Chapter 12. What Do You Believe About Food?, 98

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- Organic Foods, 99
- Additives, 100
- Nutrient Supplements, 101
- Fattening Foods, 102
- Learning the Truth, 103

Chapter 13. Your Personal Nutrition Program, 105

- Your Daily Food Guide, 106
- Meals That Appeal, 111
- Your Personal Food Choices, 112

Chapter 14. Controlling Your Weight, 120

- Appearance, 120
- Why Do People Gain Weight?, 121
- How Do You Know If You're Overweight?, 121
- Teenage Dieting, 123
- How To Lose Weight, 124
- Diet Foods, 128
- Diet Clubs, 128
- Fat Diets, 128
- Hints for Dieters, 130
- Maintaining Your Weight, 130

Chapter 15. Vegetarians, 132

- Why Are People Vegetarians?, 132
- Nutrients in Vegetarian Diets, 133
- Guidelines for Vegetarians, 134

Chapter 16. Eating Out, 137

- Types of Restaurant Service, 137
- Kinds of Restaurants, 138
- Food Choices in Restaurants, 139
- Restaurant Behavior, 145

Part Four. Nutrition in the Kitchen, 147

This section discusses the application of nutrition in the home—buying, storing, preparing, and serving food. It describes the enemies of nutrients and the causes of food spoilage. Guidelines are included for cleanliness while working with food. This section presents guidelines for buying nutritious food and storing it properly to retain nutrients and quality. It discusses basic food preparation methods and describes how they affect nutrients. It presents guidelines for cooking food to retain nutrients and for serving nutritious food.

Chapter 17. Buying Food, 148

Consumer Aids, 149

Shopping for Good Nutrition, 152

Chapter 18. Storing Food, 159

Why Does Food Spoil?, 159

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Utensils for Nutritious Cooking, 169

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Chapter 20. Serving Food, 176

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Cleaning Up, 181

Appendix, "Nutrients in Food," 183

The Appendix, adapted from USDA Agric. Inf. Data Set, 382–1, 382–2, and 382–3, Revised 1979, lists food energy (calories) and percentage of U.S. Recommended Daily Allowances for eight nutrients provided by a specified amount of various foods. The following discussion of the Appendix is reprinted from the Data Set.

- The values are amounts present only in the part of the item that is customarily eaten—for example, corn without the cob, meat without the bone, and peach without skin and pit.

- For many of the prepared items, values have been calculated from the ingredients in typical recipes. Examples of such items are: biscuits, corn muffins, oyster stew, macaroni and cheese, and a number of desserts, such as custard.

- For cooked foods, the nutritive values take into account vitamin losses that occur during cooking.

- Nutritive values for vegetables do not include butter, margarine, or other fat that may be added during preparation or at the table.

- As much as possible, values represent the average nutritive values for each food as it is marketed during the year.

- Some values are based on values from several manufacturers.

- Niacin values are for preformed niacin occurring naturally in foods. The values do not include additional niacin that the body may form from trypto-

phan, an essential amino acid in the protein in most foods. Among the better sources of tryptophan are milk, meats, eggs, legumes, and nuts.

Nutritive values in these data sets may differ somewhat from values on labels for similar foods for several reasons:

- Values on food labels are for specific products; values in data sets may be averages for several similar products—several brands, for example.
- Manufacturers may slightly understate amounts of nutrients and overstate the number of calories in the food. In this way manufacturers can be reasonably certain that the food provides at least the amounts of nutrients stated on the label and no additional calories.
- Most values are for food in the ready-to-eat form. Although values for the ready-to-eat food may be shown on the label, the only values required for most foods are those for the food as it comes from the container.

U.S. RECOMMENDED DAILY ALLOWANCE*

The U.S. RDA's used as a basis for developing percentages, and for those shown on most labels, are as follows:

Protein	65 grams**
Vitamin A	5000 International Units
Vitamin C	60 milligrams
Thiamin	1.5 milligrams
Riboflavin	1.7 milligrams
Niacin	20 milligrams
Calcium	1.0 gram
Iron	18 milligrams

DISCOVERING NUTRITION STUDENT GUIDE

The *Discovering Nutrition Student Guide* reinforces the important facts, concepts, and generalizations found in the textbook. The activities and exercises are tailored to the specific content of each chapter. True-false and fill-in-the-blank questions, word scrambles, and puzzles are examples of the activities included. The teacher's key facilitates easy checking of student work.

Activities in the *Student Guide* can be used for several purposes. Some of them are most suitable for study guides during the initial reading of each chapter. Others can be used for in- or out-of-class assignments to promote chapter understanding. Teachers may wish to use others as devices for review before evaluation or for evaluation itself. *Student Guide* activities are also useful as individualized instruction for students working at their own pace or as enrichment activities for more advanced students.

DISCOVERING NUTRITION TEACHER'S GUIDE

The *Discovering Nutrition Teacher's Guide* provides teachers with an over-all plan and approach for teaching *Discovering Nutrition*.

The following section of the *Teacher's Guide*, called "Planning for Teaching Nutrition," presents guidelines for using the materials in *Discovering Nutrition*, the *Student Guide*, and the *Teacher's Guide*. One feature is a scope and sequence chart for teaching nutrition units of various time lengths. A variety of nutrition education techniques are suggested. Resources for both

*Special U.S. RDA's have been developed for infants and for children less than 4 years old. These may be used as the basis for percentages shown on labels of strained infant foods and junior-type foods but were not used in preparation of these percentages.

**Forty-five grams for foods with high-quality protein, generally those of animal origin—meat, fish, poultry, eggs, and milk.

students and teachers are listed. Sample lesson plans for Chapter 3 begin on page 22. Beginning on page 26, "Activity Guidelines" are presented for each chapter. They include a chapter summary, an evaluation activity, additional activities, bulletin boards, and food experiences.

Chapter Summary

A brief summary of the chapter is given. To help you in planning, the review questions and experiences are reprinted. Follow-through ideas are presented for the experiences.

Evaluation Activity

A set of multiple choice questions is included for each chapter. These questions can be used for pre- or post-testing or as part of a learning experience.

Additional Activities

Some of the suggested activities utilize community resources to give students additional information. Others give students an opportunity to apply information learned thus far in the course.

Bulletin Boards

Two bulletin board ideas are presented for each chapter.

Food Experiences

The use of food in a nutrition class can stimulate student interest and reinforce nutrition facts presented in the textbook.

At least three recipes are given for each chapter. A wide assortment of recipes has been selected, including regional and ethnic foods. If a photo of the recipe appears in the textbook, the page number is given with the recipe.

Recipes have been selected to emphasize major aspects of nutrition presented in each chapter. Recipes marked with an asterisk* require no cooking so they can be prepared in classes that do not have access to a foods laboratory. If no foods laboratory is available, however, a refrigerator should be available for storing perishable food.

NOTE: Each recipe consists of measurements for both a metric recipe and a customary recipe. Both sets of measurements use the same ingredients and directions. The metric recipes represent hard conversions—that is, they have been formulated to use amounts that can be easily measured with standard metric equipment. Caution students not to take some measurements from the customary side and others from the metric side of the recipe since they are not interchangeable.

Suggestions for using recipes in teaching nutrition appear on page 15 of this Guide under "Food Experiences."

Handout Materials

The final section of the *Teacher's Guide* contains handout materials including:

- Glossary of terms used in the textbook (HO-1).
- Charts to be used in "To Experience" activities in the textbook as well as for activities in the *Teacher's Guide* (HO-2, 3, 4, 5 and 6), and a section on outdoor cooking (HO-7).
- Recipes (R-1 through R-64).

Handout materials may be duplicated, with permission of the author, Helen Kowtaluk, and the publisher, Bennett & McKnight Publishing Company. Copies may be distributed to the students as needed.

Planning for Teaching Nutrition

Comprehensive teacher planning is probably the most important factor in successfully teaching nutrition. Lesson plans can be tailored to synthesize all the individual aspects of each teaching/learning situation.

The first aspect the teacher will consider is the students involved. What are their interests in and needs for nutrition? What do they already know about the subject? What values do they hold which could be used as motivators for nutrition study? What is their level of intellectual achievement? What types of objectives and activities are most appropriate for their abilities?

The teacher and his or her teaching style must be considered. Does the teacher view the study of nutrition from a scientific, research-oriented approach or is he or she more interested in the psychology and sociology of nutrition? What objectives, content, and activities are most suitable for capitalizing on the teacher's interests and approach?

Finally, the larger teaching/learning environment needs consideration. What are the attitudes of other teachers, school administrators, and community people toward nutrition and its study? Can any of these people be used as resources to help integrate nutrition learning into students' daily lives? What out-of-class resources are available to make learning more interesting and exciting?

Lesson plans which utilize and maximize the interests and needs of students, teachers, and the larger teaching/learning environment are most successful. Teachers can use the many resources in *Discovering Nutrition*, the *Discovering Nutrition Student Guide*, and the *Discovering Nutrition Teacher's Guide* to plan lessons uniquely suited for their individual situations.

While successful lesson plans reflect a specific teacher in a specific setting teaching specific students, there are common elements which provide a framework for planning. All lesson plans contain five elements: goals or objectives, content, learning experiences, resources needed, and evaluation.

OBJECTIVES

Objectives are statements of the goals, aims, purposes, or outcomes of the lesson plan. They state the desired learning or the proposed change on the part of the learners.

Well-written objectives tell both students and teacher where instruction is headed. Students who are aware of course objectives will not have to guess what the teacher's purposes and expectations are and, as a result, will be less likely to resort to memorization and mechanical completion of assignments.

At the same time, objectives help the teacher in choosing learning experiences to direct learners toward the desired ends, as well as help in the selection of evaluation materials to measure growth toward or achievement of the desired learning.

There are three main types of objectives:

- **Cognitive objectives** concern intellectual abilities and skills.
- **Affective objectives** concern values, attitudes, and interests.
- **Psychomotor objectives** concern manipulative abilities and skills.

In writing objectives for nutrition, the cognitive are usually emphasized. However, because food selection and consumption are emotional subjects and changes in these behaviors require great motivation, affective objectives

are also important. Psychomotor objectives are less important in nutrition, although they may be needed for certain food preparation skills related to nutrition.

A student questionnaire, "Experiences With Nutrition," (HO-2) was designed to give the teacher information about students and their beliefs about and experiences with food and nutrition. It can be given on the first day of class to provide baseline data for the teacher to use in developing objectives.

CONTENT

The content of a nutrition course includes the facts, principles, and generalizations concerned with the ways diet affects health. The *Discovering Nutrition* textbook is a comprehensive source of nutrition content.

The broad scope of the material covered in *Discovering Nutrition* allows teachers several options in its use. The content and activities can be tailored to form comprehensive units of instruction for whatever time is available for the study of nutrition. Suggestions for choosing content and related activities for units of 18, 9, 6, and 3 weeks are presented in the scope and sequence chart and in the sample lesson plans on pages 22–26 of this *Teacher's Guide*.

Given on page 13 is a scope and sequence chart outlining which chapters of *Discovering Nutrition* could be used in 18-, 9-, 6-, or 3-week units of study. Those chapters selected for emphasis in the shorter units of necessity stress only basic information. Longer units allow for more in-depth treatment of important concepts.

Particularly in the shorter units, teachers may wish to alter the suggested number of days to reflect interests of students. For example, the chapters on "Controlling Your Weight" and "Vegetarians" may interest students more than some of the suggested ones. With time at a premium, students may learn more if they study topics of special interest.

NUTRITION EDUCATION TECHNIQUES

Nutrition education techniques, or learning experiences, are chosen to help students learn content in order to achieve the stated lesson objectives.

Techniques which are most effective use a variety of approaches and media chosen with the needs and interests of students in mind. Learning experiences should help students learn thinking and problem solving skills as they master the nutrition content presented.

Successful teachers choose specific nutrition education techniques that provide students with active physical and mental participation. Learning situations that are a part of real life or seem real to the students are likely to increase student enthusiasm for the study of nutrition. Student motivation is increased when the teacher evokes personal interest or ego involvement in the learning situation. Finally, effective teachers choose techniques which help students experience success, thus enhancing self-esteem and motivation.

Because of requests for this type of information, a number of specific nutrition education techniques are described below.

Food Diary

One special feature in *Discovering Nutrition* is the use of the Food Diary. To help students become actively involved in their own nutrition program at the very beginning of the class, they are asked to make out a Food Diary—a record of what they have eaten for three consecutive weekdays and a weekend. HO-3, which has been developed for this purpose, can be duplicated as needed for distribution to students.

SCOPE AND SEQUENCE CHART

NOTES

Chapter	Days in 18-Week Course	Days in 9-Week Course	Days in 6-Week Course	Days in 3-Week Course
1. Nutrition Just for You	3	2	1	1
2. Careers in Nutrition	2	1	1	—
3. The Road to Good Health	7	4	2	2
4. Introducing—The Nutrients!	11	6	4	3
5. Turning Food into Nutrients	6	3	2	1
6. Nutrient Teamwork	5	3	2	1
7. The Balancing Act	4	2	1	1
8. Your Body's Nutritional Needs	4	2	2	1
9. Personalized Nutrition	5	2	2	1
10. Nutrition During Pregnancy	2	1	—	—
11. Your Nutrition Heritage	4	2	1	1
12. What Do You Believe About Food?	4	2	1	1
13. Your Personal Nutrition Program	7	4	3	2
14. Controlling Your Weight	4	1	1	—
15. Vegetarians	3	1	—	—
16. Eating Out	3	2	1	—
17. Buying Food	5	2	2	—
18. Storing Food	3	1	1	—
19. Preparing Food	6	3	2	—
20. Serving Food	2	1	1	—
	90 Days 18 Weeks	45 Days 9 Weeks	30 Days 6 Weeks	15 Days 3 Weeks