

PR2.A – TEACHING SOURCES

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| Title | Nutrition |
| Duration | 4 sessions |
| Age Group | 14 – 16 YO |
| Dimension of the advised group of students | <i>One group of 10-20 people</i> |
| Area | <input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input checked="" type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills |
| Specific objectives | <ul style="list-style-type: none"> - To encourage a healthier diet - To increase physical activity |
| Needed Materials | <ul style="list-style-type: none"> - Handout - Computer with internet access - Screen <p>If the training is organized online one communication platform will be necessary.</p> |
| Software | <ul style="list-style-type: none"> - One online communication platform, such us: Zoom, Google Meet, Webex, etc. - In person, no software is needed. |
| Description | <p><i>Adolescents are increasingly in control over the decisions that influence their health and wellness, and the behaviors they learn throughout childhood and young adulthood will carry on into their adult lives. Teens who are overweight or obese are more likely to be overweight and obese as adults, putting them at risk for chronic diseases such as hypertension, heart disease, and diabetes. While the decision to choose a healthy lifestyle is ultimately up to the individual, we have the opportunity to influence our youth by providing them with the information they need to make knowledgeable and responsible choices, being a key resource for disseminating healthy messages.</i></p> <p><i>To encourage participants to make healthier food and physical activity choices, it can be helpful to discuss their perceived motivators and barriers. Discussing barriers that are preventing youngsters from making healthy choices can lead to the identification of strategies to overcome these barriers. In the same way, recognizing motivators can help them develop healthy eating strategies that they can stick with over time.</i></p> |
| Procedure on how to put in practice | <p>1st session: Track your snack Duration: 45 minutes No of participants: 10-20</p> |

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| | <p>Methods used: reflection Competences developed: critical thinking, nutrition awareness</p> <p>Step-by-step description:</p> <ol style="list-style-type: none"> 1. Provide information about healthy snacking, choosing from food groups. 2. Demonstrate how to use a food tracker. Get participants to practice themselves. 3. Show participants how to compare two foods and point out the differences in a table. 4. Ask participants to make a list of snacks that contributes to at least one food group and has less than 200mg sodium per portion. 5. Distribute handout. Participants analyze, review, and compare their favorite snack items in groups. <p>Debriefing question: Why do we need foods from all five food groups? Why is it important to make healthy snack choices? What prevents you from making healthy snack choices? How can you overcome these barriers?</p> |
| <p>Link</p> | <p>https://www.education.ne.gov/wp-content/uploads/2017/07/SuperTrackerHSLessonPlans1.pdf</p> |
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