

HEALTH AND SENSORY-MOTOR SKILLS

II. BASIC NUTRITION AND MENU PLANNING

229.1 IMPORTANCE OF GOOD NUTRITION

- "What is nutrition?" (How your body uses the food you eat . . .)
- "Why do you need food?" (Stay alive, grow, have energy, maintain and repair body . . .)
- "Why should you eat a variety of foods every day?" (Provide your body with a variety of nutrients . . .)
- "What can happen if you eat food that does not provide the nutrients your body needs?" (You may feel tired, get sick . . .)
- "Why is it important to eat breakfast?" (You'll feel more alert, work better, your body has been without food for several hours and needs energy . . .)
- "What can happen if you skip meals?" (May feel tired, won't have energy when you need it, might get sick . . .)
- "What can happen if you eat more food than your body needs?" (Gain weight, get fat . . .)
- "What is 'junk' food?" (Food your body can't use or doesn't need, food with little nutritional value . . .)
- "Name two 'junk' foods." (Candy, soda, potato chips, cookies, cake . . .)
- "What can happen if you eat 'junk' food instead of the kinds of food your body needs?" (Gain weight, won't maintain good health . . .)

229.2 KNOWLEDGE OF BASIC FOOD GROUPS

- "How many basic food groups are there?" (Four)
 - "Name the four basic food groups." (Meat group, vegetable-fruit group, milk group, bread-cereal group)
- VERBAL** — Client is asked to name at least four different foods in each food group selected for training. It is suggested to encourage client to name different foods each training session.
- Client names at least four different foods in the *meat group* (Beef, pork, liver, poultry, fish, shellfish, eggs, dry beans or peas, lentils, nuts . . .)
 - Client names at least four different foods in the *vegetable-fruit group* (Broccoli, spinach, chard, tomatoes, oranges, grapefruit, cantaloupe, carrots, apples . . .)
 - Client names at least four different foods in the *milk group* (Milk in any form, cheddar cheese, cream cheese, cottage cheese, ice cream . . .)
 - Client names at least four different foods in the *bread-cereal group* (Whole grain enriched breads, macaroni, rice, cornmeal, flour, grits, rolled oats . . .)
- NON-VERBAL** — Client is shown pictures or other visual cues and asked to select at least four different foods in each food group selected for training. It is suggested to vary the pictures or other visual cues used each training session to expand client's awareness of the many foods in each group.
- Client selects at least four different foods in the *meat group* (Beef, pork, liver, poultry, fish, shellfish, eggs, dry beans or peas . . .)
 - Client selects at least four different foods in the *vegetable-fruit group* (Broccoli, spinach, chard, tomatoes, oranges, grapefruit . . .)
 - Client selects at least four different foods in the *milk group* (Milk in any form, cheddar cheese, cream cheese, cottage cheese . . .)
 - Client selects at least four different foods in the *bread-cereal group* (Whole grain enriched breads, macaroni, rice, cornmeal . . .)

229.3 APPLYING KNOWLEDGE OF BASIC FOOD GROUPS TO PLANNING INDIVIDUAL MEALS

VERBAL — Client is asked to plan two breakfasts, lunches, dinners, and sack lunches including at least one food from each of the four food groups in every meal. The meals planned should include reasonable amounts and combinations of foods, and client should be encouraged to plan different menus each training session.

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| ■ Plans 1st breakfast: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 2nd breakfast: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 1st lunch: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 2nd lunch: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 1st dinner: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 2nd dinner: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 1st sack lunch: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |
| ■ Plans 2nd sack lunch: Includes at least one food from each of the four food groups | ■ Includes reasonable amount of food |
| ■ Includes reasonable combination of foods | |

HEALTH AND SENSORY-MOTOR SKILLS

II. BASIC NUTRITION AND MENU PLANNING

APPLYING KNOWLEDGE OF BASIC FOOD GROUPS TO PLANNING INDIVIDUAL MEALS (Cont.)

NON-VERBAL — Client is shown pictures or other visual cues and asked to use them to plan two breakfasts, lunches, dinners, and sack lunches including at least one food from each of the four food groups in every meal. The meals planned should include reasonable amounts and combinations of foods, and client should be encouraged to plan different menus each training session. It is suggested to vary the visual cues used each training session.

- Plans 1st breakfast: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 2nd breakfast: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 1st lunch: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 2nd lunch: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 1st dinner: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 2nd dinner: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 1st sack lunch: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods
- Plans 2nd sack lunch: Includes at least one food from each of the four food groups
 - Includes reasonable combination of foods

230.1 APPLYING KNOWLEDGE OF BASIC FOOD GROUPS TO PLANNING A DAY'S MENU

- "What is a well-balanced diet?" (Eating appropriate number of servings from each food group every day . . .)
- "Why is it important to eat a well-balanced diet?" (Stay healthy, look and feel better, have the energy you need . . .)
- "How many servings do you need each day from the *meat group*?" (Two or more) ■ "How many servings do you need each day from the *vegetable-fruit group*?" (Four or more) ■ "How many servings do you need each day from the *milk group*?" (Two or more for adults . . .) ■ "How many servings do you need each day from the *bread-cereal group*?" (Four or more)

WITHOUT USE OF VISUAL CUES — Client is asked to plan an entire day's menu. No pictures or other visual cues are provided or may be used. It is suggested to encourage client to plan a different daily menu each training session.

- Client plans a daily menu including: Two or more servings from the *meat group* ■ Four or more servings from the *vegetable-fruit group* ■ Two or more servings from the *milk group* ■ Four or more servings from the *bread-cereal group*
- Daily menu planned includes: A reasonable amount of food ■ A reasonable combination of foods

WITH USE OF VISUAL CUES — Client is shown pictures or other visual cues and asked to plan an entire day's menu. It is suggested to vary the pictures or other visual cues used each training session and to encourage client to plan a different daily menu each training session.

- Client plans a daily menu including: Two or more servings from the *meat group* ■ Four or more servings from the *vegetable-fruit group* ■ Two or more servings from the *milk group* ■ Four or more servings from the *bread-cereal group*
- Daily menu planned includes: A reasonable amount of food ■ A reasonable combination of foods