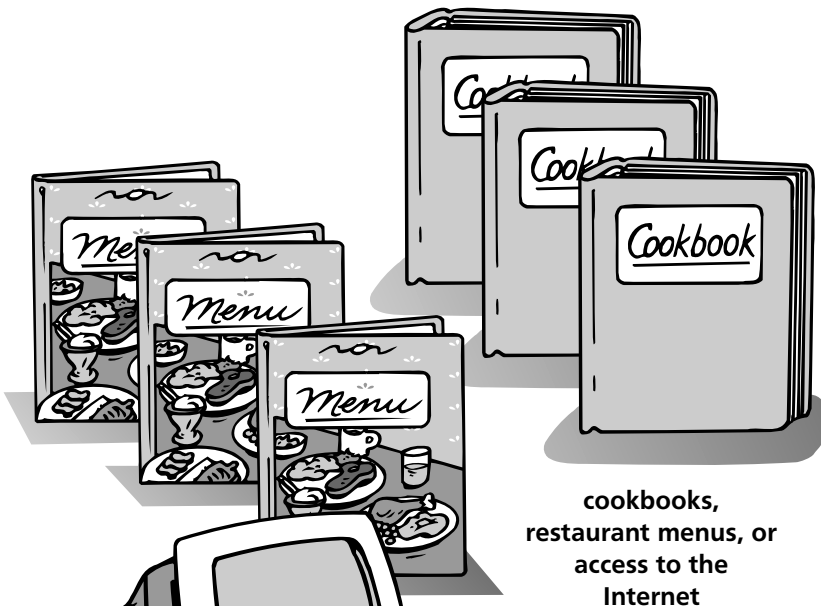


Researching Global Diets

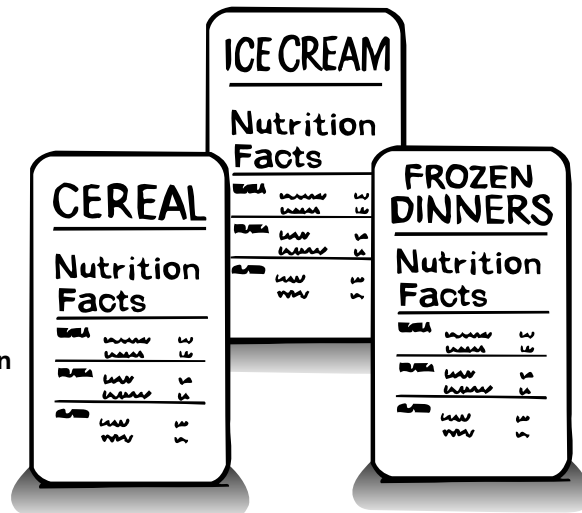
WHAT YOU NEED



cookbooks,
restaurant menus, or
access to the
Internet



nutrition information
from various food
packages



Find Out

Do this activity to see what people from cultures around the world eat.

Process Skills

Interpreting Data
Predicting
Using Numbers

Time

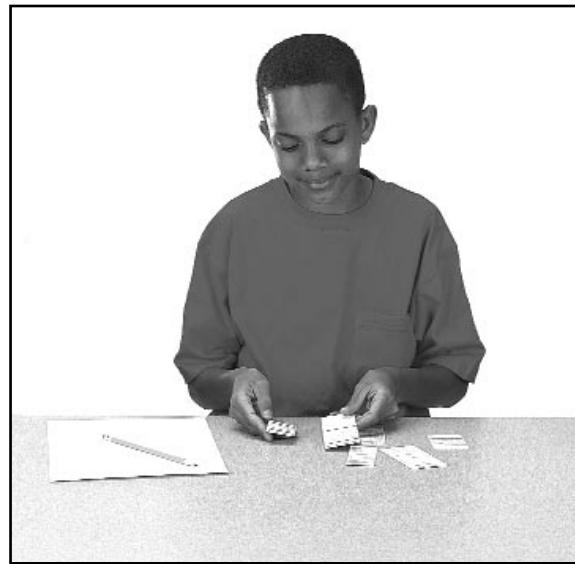
- One hour once a week for three weeks

WHAT TO DO



1. Choose three world cultures, such as Korean, Nigerian, and German, and find out which foods are common in those cultures. You may investigate the cultures by looking in cookbooks, using the Internet, or getting menus from restaurants that serve those particular types of food.
2. Each week, plan a meal that represents typical food from one of the cultures that you chose. Each meal should include a variety of foods.

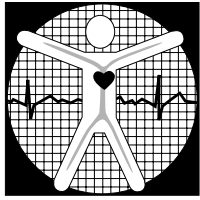
3. For each meal, **predict** how much total fat, protein, carbohydrates, sodium, calcium, vitamin A, and vitamin C are present.
4. Make a nutrition inventory of each meal that you plan. First, **add** the amount of total fat, protein, carbohydrates, sodium, calcium, vitamin A, and vitamin C in each serving of each type of food. This information is found on all food packages. Then, **add** the amounts for each category to get the total amounts for each meal. **Record** the total amounts on the chart.
5. **Compare** the nutritional value of the three meals.
6. Find the nutritional value of a typical American meal. **Compare** it to the nutritional value of the three meals that you planned.



Comparing the Nutritional Value of a Typical Meal from Four Cultures

Culture	Meal Items	Total Fat	Protein	Carbohydrates	Sodium	Calcium	Vitamin A	Vitamin C
American								

Name _____



ACTIVITY

Balancing Act

My Menu for One Day

Nutrients	Breakfast	Lunch	Dinner	Snacks
water				
fat				
carbohydrates				
protein				
minerals				
vitamins				

What I Ate Yesterday

Nutrients	Breakfast	Lunch	Dinner	Snacks
water				
fat				
carbohydrates				
protein				
minerals				
vitamins				

Activity Journal

Lesson 1 • Diets for Good Health

Name _____

Conclusions

- 1 Which food group provides the most Calories for the day?

- 2 Which food group provides the most servings for the day?

- 3 Which food group provides the fewest Calories for the day?

- 4 Which food group provides the fewest servings for the day?

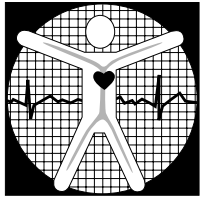
- 5 How healthful are the choices you made for the day's meals?

Asking New Questions

- 1 **Compare** your menu with your diet of the day before. How healthful is your normal diet?

- 2 **Share** your poster with other class members to see if you can come up with a week or more of healthful meals.

Name _____



ACTIVITY

Finding Fat, Salt, and Sugar in Your Food

Food Ranking

1. Most Healthful

2. Healthful

3. Least Healthful

Name _____

Conclusions

1 Which foods contained the most saturated fat?

2 Which foods contained the most unsaturated fat?

3 Which foods contained the most sodium and sugar?

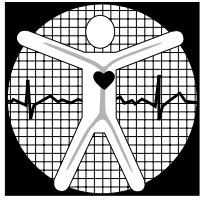
4 Were foods with high amounts of fat, sodium, and sugar in the least healthful part of your list?

Asking New Questions

1 How did your food rankings compare with your classmates' rankings?

2 Why do you think some products contain large amounts of salt and sugar?

Name _____



ACTIVITY

Watering Soil

Material	How Much Water Drained Through the Material
sand	
topsoil	

Describe the difference in the amount of water that drained through the sand and the soil.

Name _____

Conclusions

1 Which material had more water in the bottle after two minutes?
Explain why more water passed through that material.

2 **Infer** which material would be better for plants to grow in.

Asking New Questions

1 What evidence did you use to **infer** which material was better for plant growth?

2 How could plant roots slow the flow of water through the soil or the sand?

3 What could be done to the sand to better allow plants to grow in it?