This lesson will provide you with a brief overview of this course.
Presentation Notes
Introductory Lesson: Lifetime Nutrition and Wellness

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Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Architecture and Construction (Interior Design courses) and Arts, AV Technology and Communication (Fashion Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

- You are currently enrolled in the course *Lifetime Nutrition and Wellness*
- *Lifetime Nutrition and Wellness* is a CTE course
- You are a CTE student
- I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think **Lifetime Nutrition and Wellness** falls under? Have students read the descriptors for each cluster.
The 16 Career Clusters™

- Summarize the health benefits of each food group.
- Encourage children to do research on any new finding about food and health.
- Encourage children to continue keeping a food diary.
- Encourage children to strive for 60 minutes or more of physical activity every day.
- Ask your school nurse or doctor to visit the class to share facts about food and health on an ongoing basis.

**Lifetime Nutrition and Wellness** is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Lifetime Nutrition and Wellness is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is a sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Human Services on your campus/district.

If applicable, discuss other Human Services courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.
In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, so he can learn as much as he can about children.

Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at: http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that **Lifetime Nutrition and Wellness** is in the Human Services career cluster. What Program of Study do you think it follows? Lifetime Nutrition and Wellness is the only course that may be added to any sequence.
Career and Technical Education (CTE)

Career Cluster

Course Title

Program of Study

Description

Lifetime Nutrition and Wellness

Providing for families and serving human needs

All five Programs of Study

The Cluster icon above is used with permission of the State's Career Clusters Initiative, 2007.

For more information visit www.careerclusters.org

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Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:
http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Human Services component
Possible Program of Study
Dietitian and Nutritionist
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Sample Bachelor Degrees

- Dietetics
- Foods and Nutrition
- Nutrition
- Family & Consumer Sciences
Graduate Degrees

- Foods and Nutrition
- Food Science
- Nutrition
- Nutrition Science
Sample Career Options

- Food Service Manager
- Nutrition Consultant
- Nutrition Educator
- Nutritionist
- Registered Dietitian
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).

TEKS - the state standards for what students should know and be able to do
(3) The student identifies the importance of a well-written business plan. The student is expected to:
• (A) categorize a business plan and the need for a well-orchestrated business plan;
• (B) research business plan outlines, resources, and templates using web search engines;
• (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;

Differentiate between the Knowledge and Skills Statement and the Student Expectations.
The student understands the role of nutrients in the body. The student is expected to:
(A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods;
(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;
(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and
(D) compare personal food intake to recommended dietary guidelines.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness

(2) The student understands the principles of digestion and metabolism. The student is expected to:
(A) describe the processes of digestion and metabolism;
(B) calculate and explain basal and activity metabolisms and factors that affect each;
(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;
(D) locate community resources that promote physical activity and fitness; and
(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness

(3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:

(A) research the long-term effects of food choices;
(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;
(C) determine the effects of food allergies and intolerances on individual and family health;
(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;
(E) develop examples of therapeutic diets;
(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;
(G) analyze current lifestyle habits that may increase health risks;
(H) identify community programs that provide nutrition and wellness services;
(I) examine the nutritional value of fast foods and convenience foods;
(J) read and interpret food labels; and
(K) examine and explain nutritional serving sizes.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness

(4) The student understands safety and sanitation. The student is expected to:
(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment;
(B) explain types and prevention of food-borne illnesses; and
(C) practice appropriate dress and personal hygiene in food preparation.
(5) The student demonstrates knowledge of food management principles. The student is expected to:
(A) read and comprehend standard recipes;
(B) correctly use standard measuring techniques and equipment;
(C) demonstrate correct food preparation techniques, including nutrient retention;
(D) use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists;
(E) demonstrate food preparation techniques to reduce overall fat and calories;
(F) practice etiquette, food presentation, and table service appropriate for specific situations; and
(G) apply food storage principles.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness

(6) The student demonstrates effective work habits. The student is expected to:
(A) participate as an effective team member demonstrating cooperation and responsibility;
(B) apply effective practices for managing time and energy to complete tasks on time; and
(C) practice problem solving using leadership and teamwork skills.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
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(7) The student investigates careers in nutrition. The student is expected to:
(A) compare and contrast education or training needed for careers in nutrition;
(B) establish personal short-term and long-term career goals; and
(C) analyze entrepreneurial opportunities in nutrition.
End of Course Project Options – Lifetime Nutrition and Wellness instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
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Next Lesson

Overview of Lifetime Nutrition and Wellness
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.
Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and Grammar
Websites:

- AchieveTexas
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.
  http://www.achievetexas.org

- Learning that Works for America CTE™
  Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org

- Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html