

Nutrition & the Life Cycle

Choose a life stage. You will then conduct research on the nutrient needs of this life stage and create a seminar presentation for the class.

1. The Research: Once you have completed your research, you must now analyze the nutrition and health needs of your individual in their respective life stage by completing the following research. Upon research completion, you must infuse the changes that need to take place in order for your individual to have optimal health.

- o **Brief Background for life stage** - i.e. major developmental milestones (e.g. mental, physical, emotional)
- o **Food and drink consumed** – foods that **should** be eaten, serving sizes, caloric intake
- o **Food Guide** – the recommended servings for your individual– be brief
- o **Nutrient values** – highlight more important nutrients needed for this life stage (i.e., more calcium for teens, who may need supplements, etc.)
- o **Exercise** – needed/common at this life stage

2. The Seminar:

Based on the information you researched above, you will now organize your presentation by completing the following:

1. **You must have one type of visual of your choice** (i.e. Poster, power point, video, advertisement, etc.).
2. **You must find ways to interact with the audience** – engage them with thought provoking questions, interactive activities etc.
3. You must **use a variety of sources** – books, magazine (geared towards specific life stage, medical pamphlets, medical sites, encyclopedias, and a variety of Internet sources (5-7).
4. Create a well organized **REFERENCE LIST** which accurately lists all of the sources you used – ***You must use at least 4-5 different sources to gather your information***
5. **For the seminar:**
 - You must be well prepared and rehearsed – use cue cards if necessary
 - ***Everyone must speak and participate equally (you will be given an individual mark for your presenting/communication mark)***
 - Eye contact, confidence, tone, volume, enthusiasm, etc. will be considered within the evaluation
 - ***Be sure to put the information you find in your own words!***
 - The presentation must be approximately ***12-15 minutes (including conversations with class)***.

3. The questions: In your planning package there are several questions that need to be thought about and completed.

Pregnant Woman	Infant (ages 0-2)	Toddler (ages 2-4)	Child (ages 5-11) (ages may be divided)	Adolescent (ages 12-18)	Adults (ages 19-54) (ages may be divided)	Mature Adult/ Elderly (ages 55+)
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<u>CATEGORY</u>	<u>COMMENTS</u>	<u>GRADE</u>
Knowledge (Research) <ul style="list-style-type: none"> • The student shows a good understanding of each of the aspects of the lifecycle stage – information is detailed and accurate <ul style="list-style-type: none"> ○ Brief Background for life stage ○ Food and drink consumed ○ Food Guide ○ Nutrient values ○ Exercise ○ Sleep ○ Lifestyle ○ Education ○ Ethnic/cultural/religious differences 		
Thinking (Case Study & Connections) <ul style="list-style-type: none"> • Effectively synthesizes research and makes connections with course material • Student draws detailed analysis of life stages and makes accurate claims 		
Communication <ul style="list-style-type: none"> • Information is clear and organized 		
Application (Food & References) <ul style="list-style-type: none"> • Food choices are appropriate for each stage of the life cycle • Submits a well-formatted and organized reference list which clearly lists all resources used; there are a minimum of 4 different sources used. - Has a one week nutritious meal plan 		

PREGNANT WOMAN	
Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	
Food Guide – the recommended servings for an individual at this life stage and any other specific recommendations given	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	
Exercise – needed/common at this life stage	

Recommended Meal Plan for this life stage – explain why.	
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INFANT	
Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	
Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	

Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

TODDLER	
Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	

Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	
Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

CHILD

Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	
Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	
Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

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ADOLESCENT	
Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	
Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	

Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

Young ADULTS, or Middle-Aged Adults	
Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	

Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	
Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

<p style="text-align: center;">MATURE ADULT/ELDERLY</p>
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Brief Background for life stage - i.e. major changes (e.g. mental, physical, emotional)	
Food and drink consumed – foods that should be eaten, serving sizes, caloric intake	
Food Guide – the recommended servings for an individual at this life stage	
Nutrient values – highlight more important nutrients needed for this life stage, the DRIs required and explain why they are specifically needed (i.e., more calcium for teens, who may need supplements, etc.) <i>FPCVMW</i>	
Exercise – needed/common at this life stage	
Recommended Meal Plan for this life stage – explain why.	

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Answer the following questions before, during & after hearing all of the presentations. Additional research may be required:

1. Using two or more of the lifecycle stages explain how various sleeping patterns can influence health and diet:
2. Using two or more of the lifecycle stages explain how various lifestyles can influence health and diet:

3. Using two or more of the lifecycle stages explain how education can influence health and diet:

4. Using two or more of the lifecycle stages explain how various ethnic/cultural and or religious differences can influence health and diet:

5. What other special dietary considerations must one take into account when planning meals for various family members & age-groups (For example- Are they competitive athletes, diabetic, lactose intolerant, struggling with an eating disorder, obese or overweight, vegan or vegetarian, living in the city or countryside, pregnant, etc...)