How can we use scientific evidence to help us maintain energy balance?

What influences our food and activity choices?

Unit 1 Big Idea:
You may think that common sense is a sufficient guide for our food and activity choices, yet there are stronger forces at work that influence our decision making. This unit reviews the biology of taste in the context of our basic likings for sugar and fat and helps students recognize through examples that there is a mismatch between our biology and today's food and activity environment.

By the end of Unit 1:
Students will come to realize that they do have choices. This sets the stage for taking control and making changes.

How can we make sure that we get the right amount of energy to help our bodies do what we want them to do?

Unit 2 Big Idea:
When we think of energy balance we often think ecological systems and climate change. Yet, we don't often think about energy balance in terms of human biology. Our bodies are an integrated system, and like any system it needs to stay in balance in order to work effectively. Food is a source of energy that needs to be balanced with the energy expended in body functions and physical activity.

By the end of Unit 2:
Students will be able to apply systems thinking to their own body system and will be able to articulate their personal motivation for change.

How can we use personal data to help us make healthy food and activity choices?

Unit 3 Big Idea:
We can use tools, such as food logs and pedometers, to gather data about our food choices and activities and analyze these data to determine our energy balance and set goals for change.

By the end of Unit 3:
Students will be able to gather data to understand their own food and activity choices, set goals, and monitor their progress.

Why are healthy food and activity choices important for our body?

Unit 4 Big Idea:
Healthy food and exercise habits keep our circulatory, respiratory, and whole body system in balance and healthy, allowing us to do what we want to be able to do now and keeping us healthy into the future.

By the end of Unit 4:
Students will have gained the skills to navigate the food and activity environment and communicate to others the conceptual understandings they have developed.

How can I maintain my skills as a competent eater and mover?

Unit 5 Big Idea:
We can use what we have learned to take control of our choices. This reduces the influence that the mismatch between our bodies and the food and activity environment has on our energy balance.

By the end of Unit 5:
Students will be able to apply what they have learned about energy balance to be able to create and maintain action plans for change in new situations in the future.