Statement of Purpose

 Curriculum is the way to transfer educational information and experiences to develop students’ attitude, skills, knowledge, values and behaviors. Teaching healthy food topics such as what is healthy food, the food pyramid, and labels for second grade is important because they have to learn how to eat healthy food to build strong wellness. Health and wellness curriculum is an important subject teachers should teach in early ages. The reason of teaching it in early ages, according to Johnson and McCallen (2014), is that “There is no way to keep questions about health, nutrition, and general well-being out of the early childhood classroom, because they connect directly and concretely to children’s evolving understanding of self” (p. 23).

 A few years ago, there were a lot of diseases that appeared in primary school like obesity, diabetes, and hyperactivity. According to Webb and Rule (2014), “Childhood obesity can lead to diseases such as hypertension, diabetes, and chronic inflammation…” (p. 354). The appearance of these diseases is due to nutrient deficiencies necessary that children needed. So, it is important to teach effective wellness curriculum to prevent students from obesity and bad health habits. Centers for Disease Control and Prevention (2014) cited that “obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease” (para. 2).

Moreover, children do not pay attention to the risks of unhealthy food like nutrition and amount of food because they do not have the ability to choose their food. In their early ages, it is hard to have the vision about the impact of their health future. As a society, there are a lot of bad habits that encourage students to eat unhealthy food like fast food. Also, children have limitations of their adjustment about food. They think that what tastes good is good for them. They do not have other concepts about healthy food. For example, they choose their food based on color, taste, and shapes. The media also plays a big role changing children’s thoughts about food like candy commercials. They have to learn to pay more attention for organic and healthy food, and why it is better for them. Teaching health and wellness curriculum is important to provide and educate children of how to care about choosing healthy food and avoid unhealthy food by using effective methods to get students’ attentions and develop their understanding for all subjects.

 Johnson and McCallen (2014) clarified that in wellness curriculum it is important to address the overlapping environments because it affects their choices of food (p. 25). Also, the authors illustrated that to protect US children from obesity, curriculum in United states gives special attention to prevent obesity in childhood through teaching by using prevention strategies in the classroom to promote health and wellness for children and their families (p. 22). As teachers we have a responsibility to make children aware of obesity and arming them with health protection methods and correct their understanding of healthy food. Teaching with using different activities and applying different strategies in classrooms should be used in order to improve health and physical education in classrooms, and help the students to develop new ideas, and content to reduce these risks.

 The purpose of designing health and wellness curriculum is to correct students’ understanding of healthy food and the effect of unhealthy food on them, to focus on how creatively teachers can change the trend of the students to gain positive health behaviors, provide health environment, and helping students meet their healthy needs effectively. Centers for Disease Control and Prevention (2014) clarified that schools should provide a safe and supportive environment for students to learn healthy behaviors (para. 3). Also, the students should be capable to make connections between what they learned and applying it in their daily lives.

Implementing various activities for each lesson can create a better environment for students to explore and gain more knowledge, engage them to be more healthy, and increase the students’ outcomes, then teachers will expect deep understanding of each unit. According to Coakley and Sousa (2013), the benefits of active learning strategies are to increase students' participation and learners can retain knowledge for a long time and maintain the quality of education (p. 2). Also, arming students with important knowledge about health can improve their understanding and create a new healthy generation of learners. Finally, designing curriculum should be appropriate for students’ needs, and meet all objectives that are required. In addition, curriculum should be good preparation for the learner to become capable to have a better life. Instilling information for students by curriculum and practicing is the best way of delivering effective education. Webb and Rule (2014) stated that “Because childhood obesity is a dangerous, growing trend and appropriate diet with exercise is important to school learning, educators need to incorporate health topics into content curriculum” (p. 354). To apply this curriculum effectively in the classroom, I believe teachers should use the best techniques to educate learners about health rules and nutrition in order to achieve great health in all aspects. Teachers must develop the curriculum today to serve the purpose efficiently and achieve the goals of education.

References

Centers for Disease Control and Prevention. (2014). Adolescent and School Health . Retrieved February 13, 2015, from http://www.cdc.gov/healthyyouth/obesity/facts.htm

Coakley, L., and Sousa, K. (2013), The effect of contemporary learning approaches on student perceptions in an introductory business course. *Journal of the Scholarship of Teaching and Learning, 13*(3), 1-22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1017021.pdf>.

Johnson, H., McCallen, L. (2014). Looking at the whole picture: A wellness curriculum for young children and their families. *Young Children, 69*(5), 22-26. Retrievedfrom <http://ezproxy.bgsu.edu:2063/ContentServer.asp?T=P&P=AN&K=99682720&S=R&D=ehh&EbscoContent=dGJyMMTo50Seqa44yNfsOLCmr02ep7dSrqm4SbOWxWXS&ContentCustomer=dGJyMPGuskqyqLNRuePfgeyx44Dt6fIA>

Webb, A. N., & Rule, A. C. (2014). Effects of teacher lesson introduction on second graders’ creativity in a Science/Literacy integrated unit on health and nutrition. *Early Childhood Education Journal, 42*(5), 351-360. Retrieved from <http://ezproxy.bgsu.edu:2298/static/pdf/440/art%253A10.1007%252Fs10643-013-0615-4.pdf?auth66=1422815631_1d379a90787817f391b9564c3c1044d0&ext=.pdf>