Instructional Design

2nd- Grade Health and Wellness

Hana Ibrahim

EDTL 7100

Spring 2015

**Rationale**

This generation and next generation with all new development in our lives, it is important to teach students by using innovative and effective strategies that fit with current curriculum and their needs. For the elementary level, I think it is important to teach students health and wellness curriculum. In addition, teachers should provide different strategies to help students be knowledgeable with all important information.

A few years ago, there were a lot of diseases that appeared in early school ages like obesity, diabetes, high blood pressure, 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 aware and prevent students from obesity and negative 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). 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’ attention and develop their understanding for all subjects.

Johnson and McCallen (2014) also 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). Moreover, 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. In lesson plans, the teacher will allow students to practice skills and hobbies in their areas of interests, where they can be more creative and will gain healthy habits to increase their thinking and understanding of being healthy and prevent diseases.

In the health and wellness course, the teacher will teach students about healthy food topics, which are healthy food, the food pyramid, eating by color, food labels, and healthy habits and prevention. In the healthy food lesson, students should be capable to identify the meaning of healthy food and why do we need to eat different kinds of food. In the food pyramid lesson, students should understand the purpose of the triangle shape, which is eating a lot from larger categories and less food from smaller categories. In the food labels lesson, students should demonstrate the benefits of food labels, which is knowing the percentage of calories, sugar, and fat. Students will also be able to analyze the ingredients before eating products. In healthy habits and prevention lessons, students will be able to apply what they learned about healthy habits in their daily lives such as reading food labels before choosing their healthy snacks to avoid unhealthy food. It is necessary to teach these topics in early elementary students because they have to learn how to eat healthy food to build strong wellness. 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).

Furthermore, children should learn healthy food topics to avoid diseases and save their lives. As a teacher, I have to educate students how to correct their understanding of eating a lot of sugar and candy, and what diseases they cause. In terms of misconceptions, 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 to change 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. Winter (2009) stated that schools and parents should teach their children their choices of nutrition and good dietary needs (p. 5). It is important for families to care about their children’s choices of healthy food that both schools and parents can cooperate to help children be healthier.

This unit in health and wellness is sequenced based on the inquiry-related pattern. In addition, many patterns could have been used in this unit, but the strategy of inquiry-related is more appropriate for this unit. In this sequence, subunits start from general ideas and basic information about healthy food to small details and advanced concepts of how to choose and compare healthy and unhealthy food, and each subunit relates to the next. In this unit, I would use Bloom's taxonomy to teach health and wellness curriculum to my second grade students. Memory and comprehension is important at this level, so I will begin this lesson at a very basic level comprehension skill. This basic level will allow students to think about health and wellness and food and nutrition in a way that they can understand comprehension the knowledge at the very basic level for which they are at, during this time after students have become comfortable with these ideas and concepts surrounding food, nutrition, and health. Then, we can move on to a higher level of learning and understanding course materials. At this higher level, I will begin to analyze, synthesize, and evaluate students’ development and understanding of the material. This assessment will then allow me to see how each student is learning and provide necessary strategies or content that will help to develop each student’s learning capacity, so they will all be on the same level.

In my classroom, I found that the “5- E Learning Cycle Model” is the best because it helps to develop the capacities of learners to be innovative and thinking in order to improve a positive outcome (Chiarelott, 2006, p. 90-91). This approach is more effective for students to learn and keeps them engaged such as in the beginning of the class, the teacher will start to use a hook like playing a game or asking questions to the students to figure out the topic. Then, students will explore and learn how health is important to save them for a longer life. Also, students will explore the reason of food labels like why canned foods have labels and healthy foods do not. After that, students will do some practices and activities to extend their knowledge about health. For example, when they learn about how to read food labels, they will do activities in the class to read food labels of some products and compare between them to make decisions about which one is healthy. Then, students will be able to apply what they learned in their daily lives. For the final process, which is evaluation, the teacher will give students more activities to practice like debate or homework to measure students’ understanding. Using this model will improve students' performance and increases students' motivation to learn. In addition, this model supports different teaching strategies, provides connection through activities, and then students will be able to build new ideas and proper knowledge.

**Unit Outcomes**

Defining Healthy Food

* Students will clarify healthy food concepts and definitions.
* Students will explore that eating healthy foods build strong health.
* Students will recognize that keeping their bodies healthy is important to develop a solid, healthy lifestyle.
* Students will understand the importance of eating different kinds of food to get minerals and vitamins they need for daily lives.

The Food Pyramid

* students will define the meaning of the pyramid.
* Students will explore and learn the five groups of the pyramid, which are grains, vegetables, fruits, milk, and meat and beans.
* Students will demonstrate the component of each group; they will identify the serving amount of each group of food per day.
* Students will be able to understand and analyze the purpose of the triangle shape, which is eating a lot from larger categories and less food from smaller categories.
* Students will recognize the importance of avoiding unhealthy food and a lot of sugar will cause diabetes.
* Students will understand the usage of fat, which we need a certain amount of. Also, they will learn that we need fat to keep our bodies warm, but a lot of fat can cause obesity.

Eating by Color

* Students will define grouping of food based on colors, which are red, green, yellow and orange, and purple and blue.
* Students will recognize the major benefits of each color.
* Students will identify the sources of each color.
* Student will learn that fruits and vegetables provide important minerals and vitamins for our bodies.

Food Labels

* Students will define the meaning of food labels.
* Students will understand the importance of looking at food labels for each product before eating.
* Students will demonstrate the benefits of food labels, which is knowing the percentage of calories, sugar, protein and fat per serving.
* Students will analyze the ingredients and nutrition facts before eating products.
* Students will demonstrate understanding of choosing healthy foods and snacks.
* Students will be able to compare between products and decide which one is healthy.

Healthy Habits and Prevention

* Students will recognize some healthy habits, like eating a healthy breakfast every day, and doing exercises every day to prevent dangerous diseases.
* Students will be able to apply some good health habits in their daily lives.
* Students will be able to introduce healthy habits by giving examples.
* Students will determine to change bad habits for better health.
* Students will be able to choose healthy snacks and foods.
* Students will determine healthy food based on what they have learned from food labels.
* Students will understand the importance of doing exercise to build strong bones and muscles.
* Students will be knowledgeable to keep food safe from germs by washing their hands, and washing fruits and vegetables before eating.
* Students will be able to avoid diseases and save their bodies by eating healthy food and doing healthy habits.
* Students will understand the causes of obesity and diseases like eating a lot of sugar and fat, which will harm their health.

**Pre-Assessment**

# Pre-assessment is a way that helps teachers to determine students’ background and to know the level of their understanding about topics. For my teaching topics, I made a formal pre-assessment, which is written responses, for second grade health and wellness curriculum. I created questions to set students’ understanding about the meaning of the following: healthy food, the food pyramid, eating by color, food labels, healthy habits, and prevention from diseases. This is the first step that will determine from where I can begin with students, and what they need to learn.

# Based on students’ answers, I can decide what is their background about these topics. The pre-assessment can help the teacher to develop their knowledge and background about health. Moreover, pre-assessment is the first process of evaluation that will help the teacher to determine the students’ background of the health topics. For me as a teacher, I will use formative assessment daily to assess lessons and students’ level of understanding like correcting their misconceptions about choosing healthy food. In planning lessons, I will start with the food pyramid to clarify their understanding of the five groups of food and the amount of nutritional needs from each group. The teacher will use different activities in the classroom to meet all students’ needs. Also, applying different strategies can help students to develop their understanding of health and wellness.

Furthermore, implementing different effective activities is a better way to attract students’ attention and promote their learning in depth to improve their knowledge, so it is important to measure these activities in order to provide best teaching methods to obtain valuable outcomes for better education. Also, the teacher should prepare some activities for students who need more support to work with them while other students are doing the activities. Providing different learning styles such as visual, auditory, and kinesthetic assess all individual differentiation by using different materials and tools.

In my teaching, I would like to use active learning strategies in the classroom because it will help students understand better and create an interactive environment for students, which motivates learners, increases knowledge, and develops their positive values ​​and interests. Active learning strategies are not just to develop learners' skills, but to develop their performance in the classroom and to create modern methods to achieve useful education. I will conduct pre-assessment for second grade students; my pre-assessment questions are:

**Choose the correct answer:**

How many groups of food do we have?

* 2- 5- 4- 3.

Which food is the most healthy?

* Candy- yogurt- fries- potato chips.

Which are the best foods?

* Orange- Chips- Banana- Candy.

**Write √ if the sentence is true and × if the sentence is false:**

Too much candy can harm your body ( )

It is important to eat different kinds of foods ( ).

Food labels are important ( ).

Bread belongs to the protein category ( ).

Unhealthy food may cause diseases ( ).

Food labels help you to know how much sugar is in your food ( ).

The food pyramid helps you make healthy food choices ( ).

**Write the best answer to each question:**

Write a list of some healthy food:

Write a list of some unhealthy food:

Do you eat healthy food? Give an example?

Do you do exercise every day?

What kind of healthy habits do you do every day?

Give examples for green and red vegetables?

What you will do to prevent diseases?

**Lesson Plans**

It is including five lesson plans below:

**Lesson Plan One: Healthy foods**

**Class Duration: 50 minutes.**

**Unit Essential Question/Central Focus**

Why do we need food?

What is the importance of eating healthy food?

**Lesson Summary and Rationale**

|  |
| --- |
| Lesson content: In this lesson, students will understand healthy food definitions and what healthy food is. Also, they will be familiar with the importance of eating different kinds of food in order to understand how foods can affect the growth of their bodies and provide some examples for unhealthy food that can harm their health. After that, they will identify the ways of keeping their bodies healthy to build strong, healthy lifestyles.  The key lesson activities: In this lesson, students will work as groups to make a list of pasting healthy and unhealthy foods into a t-chart, then discuss and make decisions of why healthy food is important for them.  The rationale: Children in second grade do not pay attention to the risks of unhealthy food like negative nutrition facts. It is hard to have the vision about the impact of their health future. In the healthy food lesson, students should be capable to identify the meaning of healthy food and why they need to eat different kinds of food. |

**Lesson Objectives (KUDos)**

|  |  |  |
| --- | --- | --- |
| Know (Academic Language) | Understand | Be able to do |
| Students will know the meaning of healthy foods.  They will know that healthy food gives them energy to live, and reduce the risks of diseases.  Students will know the importance of different nutrients such as milk gives them calcium. | They will understand the importance of eating different kinds of food.    They will understand food nutrients such as foods have different nutrients in order to build strong muscles and bones.  They will understand food gives energy to play and work. | They will be able to choose their healthy food and avoid unhealthy food in order to understand which is better for them.  They will be able to eat different kinds of food.    Students will be able to pay more attention to healthy food to build strong, healthy lifestyles. |

**Planned Assessments**

|  |  |  |
| --- | --- | --- |
| Pre- | Formative | Summative |
| N/A | The teacher will Observe the students working in groups.  Slip ticket questions such as making a list of healthy and unhealthy food, and a list of different nutrients in food. | N/A |

**Differentiated Instructional Strategies**

|  |
| --- |
| The teacher will improve the students' knowledge by using different strategies that can fit with their diversity and needs. For example, the teacher will ask students to explain the meaning of healthy food in one or two words and they should respond individually on their notes, and then on the white board. After that, they can discuss their responses and ideas together. Also, the teacher will use various strategies and methods like working into groups and individually to make sure each student understands the content of the lesson. The teacher will work individually with students who need more support. After doing the activity, she will allow students to correct their classmates’ answers in order to learn from each other's background and culture.  It is important to care about students' education and knowledge by using active learning strategies to promote students’ performance and develop valuable outcomes. For example, the teacher will use critical thinking strategies such as asking them questions to figure out the topic of the lesson to engage the students making connections with background knowledge and new information. Then, the teacher will start to explain the lesson gradually because that will help students to develop their understanding in depth. |

**Materials/Reference List**

|  |
| --- |
| List ALL resources needed for teacher & students.  Pictures.  Chart paper.  Notebook.  Markers.  White board.  Handouts.  Glue. |

**Procedures**

|  |  |  |
| --- | --- | --- |
| Lesson Element | Allotted Time |  |
| Hook | 7 min | The teacher will ask students a question, which is do you want to be healthy or not? Why?  Teacher will let students take a moment to answer on their notebook individually and then share their thoughts with peers.   1. The teacher will show students two or more different pictures, which the first one is a healthy person and the second one is an unhealthy person. Students take two to three min to compare and discuss their thoughts. Also, the teacher will ask students to draw a picture of healthy and unhealthy persons to know their imaginations of healthy lifestyles by focusing on body shapes. 2. *The teacher will state that today we are going to explain the meaning of healthy food, and why healthy food is important.* |
| Development | 20 min | 1. The teacher will write key vocabulary on the board and ask students if they know these words and the meaning of them. 2. The teacher will explain the definition of the healthy food and write it on the board then ask a student to read the definition out loud. 3. The teacher will explain the importance of eating different kinds of food and then ask students to share their ideas about eating different kinds of foods. 4. The teacher will assign students into groups and she will give them a worksheet and ask them to paste words of nutrients into a t-chart. Then, students should determine some different nutrients and food. 5. The teacher will let each group analyze two columns of nutritious food and what they provide for them, and prepare to present their worksheets with the other groups. 6. *To make it easy for students to understand each word in definition, first the teacher should write the key words and explain the meaning.* |
| Processing | 18 min | 1. First, the teacher will review difficult words like nutrients, and diet in order to make sure all words are understood before explaining the definition. Then, the teacher will explain the definition and the importance of eating healthy food. Then, the teacher will ask students to give reasons for why we need food. 2. Students will make a list of healthy food and unhealthy food and compare between them, and they should identify what each of these lists causes by filling out the worksheet. 3. Students will paste food nutrient words into a t-chart to understand the components of each food. 4. *The teacher will give students a minute to wrap up and ask them to discuss what they got. Also, the teacher will remind them that unhealthy food can cause dangerous diseases and they have to explain them. That can help students to build understanding of risks of unhealthy food.* |
| Evaluation | 5 min | 1. The teacher will ask students questions for the overall lesson and review all the points and observe students’ participation to make sure all students understand the lesson. |

**Lesson Plan Two: My Pyramid**

**Class Duration: 50 minutes.**

# Unit Essential Question/Central Focus

Did you know there are five groups of food?

**Lesson Summary and Rationale**

|  |
| --- |
| Lesson content: In this lesson, students will understand the meaning of the pyramid. Also, students will identify the five groups of the pyramid and demonstrate the components of each group, which are grains, vegetables, fruits, milk, and meat and beans with giving examples for each group. After that, they will identify the serving amount of each group of food per day. This lesson provides for students to understand and analyze the purpose of the triangle shape, which is eating a lot from larger categories and less food from smaller categories, and it helps students to understand that eating different foods to get all vitamins and minerals that their bodies need.  The key lesson activities: In this lesson, students will work as groups and distribute foods into proper belong categories in the food pyramid, and then discuss their distribution with their classmates. Also, they will work individually to make “my plate diagram” to understand the amount of food needed from each group per day.  The rationale: Teaching my pyramid lesson is important to provide and educate children of how to care about choosing healthy food based on nutrition values and avoid unhealthy food. Children have to learn the amount of food they need from each group of foods, and they should eat healthy food to avoid diseases and save their lives. Since children have limitations of their adjustment about food, they have to understand how to correct their bad habits of eating a lot of sugar, candy, and fat and what diseases they cause. |

**Lesson Objectives (KUDos)**

|  |  |  |
| --- | --- | --- |
| Know (Academic Language) | Understand | Be able to do |
| Students will know the meaning of the pyramid.  Students will learn the five groups of the pyramid and demonstrate the components of each group.  Students will know the serving amount of each group of food per day. | They will understand the importance of the food pyramid.  They will understand food nutrients based on food pyramid categories.  Students will understand the amount of food that they need from each category for each day. | Students will be able to choose their healthy food and avoid unhealthy food in order to understand which is better for them.    They will be able to eat the amount of food that they need per day by looking at the food pyramid.  Students will be able to avoid unhealthy food that will harm their health and choose healthy food.  Students will be able to eat a lot from large categories and less from small categories. |

**Planned Assessments**

|  |  |  |
| --- | --- | --- |
| Pre- | Formative | Summative |
| N/A | Observe the students working in groups.  Giving students activities such as asking about which food belongs in which categories, and paste images of food into the right categories.  Slip ticket questions (written responses) or multiple choices to make sure all students be familiar with all the food primary categories and component of each group. | N/A |

**Differentiated Instructional Strategies**

|  |
| --- |
| The teacher will use active learning strategies such as the cooperative learning strategy to promote students' knowledge and to encourage students working together in small groups and learn from each other through understanding the contexts and sharing ideas with the classmates, and feeling positive interdependence between the students.  Applying different strategies fit with their diversity and needs to make sure each student understand the content of the lesson. The teacher will work individually with students who need more support and walk around to help them when they need. The teacher will decide while students doing activities, the teacher can work with students who need more support to help them understand activities. Then, the teacher will let them work with other students to improve their performance. Also, the teacher will provide activities for different level of students’ needs such as start with the easiest to the hardest. It is important to care about students' learning to obtain valuable outcomes. For example, they can work together to paste the food images below the specific categories. Then, they will work individually to make sure all of them understand the food pyramid concept. Also, students will practice more on website activities to help them apply what they learn into their plates. The teacher works as a guide for students. |

**Materials/Reference List**

|  |
| --- |
| List ALL resources needed for teacher & students.  Graphic organizers .  Notebook.  Markers.  White board.  Handouts.  Worksheet.  Glue to paste food images on the pyramid graphic.  Colors.  Paper plates.  Website.  Printable healthy calendar. |

**Procedures**

|  |  |  |
| --- | --- | --- |
| Lesson Element | Allotted Time |  |
| Hook | 5 min | The teacher will play a game by giving students a worksheet to find all the capital letters and put them in order to find the topic of the lesson. This game will engage student to learn. Also, the teacher will ask students questions, such as how many food groups do you know? Can you tell me what they are?  The teacher will let students take a moment to think and guess how many groups and what they are. Students will answer individually and then share their thoughts with peers.   1. *The teacher will state that today we are going to know the importance of using the food pyramid as a guide to eat healthy food.* |
| Development | 1. min | 1. The teacher will explain the food pyramid and its importance. The teacher will write it on the board then ask a student to read the definition out loud. 2. The teacher will explain the components of each categories in the food pyramid. 3. The teacher will demonstrate the amount of food from each categories for each day. 4. The teacher will clarify the purpose of the triangle shape of the food pyramid. 5. The teacher will ask students about the importance of nutrients and then students should determine some different nutrients. 6. The teacher will divide students into 2 groups, and give each group a worksheet to paste images of food based on the nutrition value to help students discover nutrition . 7. *The teacher will say*: *Go back to your seats to do individual practice of the food pyramid on the website.* |
| Processing | 1. min | 1. First, the teacher will engage students to introduce the benefits of the food pyramid. Then, she will re-explain the definition and the importance of the food pyramid. 2. As a group, students will do the activity, which is paste food images into the right place in the food pyramid by filling the worksheet. 3. Students will do activities to apply what they learned to a printout plate. 4. Students will make a healthy food choice for a day. 5. *The teacher will give students five minute to wrap up and asks each student to explain what they got in her or his plate.* |
| Evaluation | 5 min | 1. The teacher will ask students questions for the overall lesson and review all the points and observe their participation. 2. The teacher will send students with a printout plate to do more practice with their parents and share their answers the next day. This helps the teacher to know students’ understanding of the food pyramid. 3. The teacher will give students a “printable healthy calendar” for a week. Students should use this calendar sheet for a week and then bring it next week into the class with them to discuss their healthy meals choices. |

**Lesson Plan Three: Eating by Color.**

**Class Duration: 50 minutes.**

# Unit Essential Question/Central Focus

Why does the food have different colors?

Why do we need to eat different colors of food?

**Lesson Summary and Rationale**

|  |
| --- |
| Lesson content: In this lesson, students will know that we have to eat different colors of food. Also, they will understand the importance of eating different color in order to get all vitamins and minerals that our bodies need. They will understand eating different foods can build strong bodies. After that, they will identify eating different types of food that can develop healthy lifestyles.  The key lesson activities: In this lesson, students will work as groups to make a list of different four groups of food like green, yellow and orange, red, and blue and purple. Also, they will give examples of each group. Then, students will discuss their answers with their classmates.  The rationale: Children in second grade do not pay attention to eating different colors of food and each color gives our bodies specific benefits. Teaching this lesson will help children learn the major benefits of each color and encourage them to eat different colors. |

**Lesson Objectives (KUDos)**

|  |  |  |
| --- | --- | --- |
| Know (Academic Language) | Understand | Be able to do |
| Students will know the major benefits of eating different colors of food.  They will know that eating different colors gives them vitamins and minerals to live healthy, and avoid diseases. | They will understand the importance of eating different colors of food.    They will understand the major benefits of food nutrients such as different colors of food have different nutrients in order to build strong bodies. | They will be able to eat different colors of food to get more benefits and develop strong health.  Students will be able to pay more attention to eating different types of healthy food. |

**Planned Assessments**

|  |  |  |
| --- | --- | --- |
| Pre- | Formative | Summative |
| N/A | The teacher will Observe the students working in groups.  Asking students to give examples of each color of food groups and write the major benefits. | N/A |

**Differentiated Instructional Strategies**

|  |
| --- |
| The teacher will develop the students' knowledge by using different strategies that can fit with their interests and needs. For example, the teacher will ask students a question like why do we have different colors of food? Then, they will share their responses with their peers. Also, the teacher will use various strategies and methods like working into groups and individually to make sure each student understands the lesson concept.  It is important to apply different strategies to promote students’ performance and develop effective outcomes. For example, the teacher will create a game and students will figure out the topic of the lesson to encourage and make the classroom environment more interactive. |

**Materials/Reference List**

|  |
| --- |
| List ALL resources needed for teacher & students.  PowerPoint.  Pictures.  Markers.  White board.  Worksheet.  Colors. |

**Procedures**

|  |  |  |
| --- | --- | --- |
| Lesson Element | Allotted Time |  |
| Hook | 7 min | The teacher will play a game with students to figure out the topic of the lesson to engage students in the beginning of the class.     1. The teacher will start to explain different colors of food. 2. *The teacher will say that today we are going to learn about different colors of food and why we need to eat different colors of food.* |
| Development | 1. min | 1. The teacher will write the four groups of colors on the board and ask students to give examples of each color. 2. The teacher will explain the major benefits of each color. 3. The teacher will explain the importance of eating different colors of food and then ask students to share their ideas about eating different colors of food. 4. The teacher will assign students into groups and she will give them a worksheet and ask them to make a list in each color and give examples. Then, students should determine some different vitamins and minerals based on the colors of food. 5. *To make it easy for students to understand the components of each group, the teacher should allow students to practice more with doing different activities.* |
| Processing | 1. min | 1. First, the teacher will display a video for students to watch something about the importance of eating different colors of food. Then, the teacher will explain the four different groups of colors and the importance of eating many colors in order to get a healthy body. Then, the teacher will ask students to give reasons for why we need different colors of food. 2. The teacher will divide students into groups and give them a worksheet to make a list of different colors of food and write the major benefits of each color. 3. Students will discuss their answers together. 4. *The teacher will give students a minute to wrap up and will ask them to discuss what they got. This activity can develop students’ understanding of eating different types of food to promote their health.* |
| Evaluation | 1. min | 1. The teacher will give the students a homework to review the overall lesson and make sure that all students meet the objectives of this lesson. Also, the teacher will observe students’ work while they are doing activities in the classroom to realize who needs more help. |

**Lesson Plan Four: Food Labels.**

**Class Duration: 50 minutes.**

# Unit Essential Question/Central Focus

Why you should look at labels before eating?

**Lesson Summary and Rationale**

|  |
| --- |
| Lesson content: In this lesson, students will define the meaning of labels, and they will understand the importance of looking at labels for each product in order to determine if it is healthy or not. Students will understand the benefits of labels, which is knowing the percentage of calories, sugar, and fat. Students will analyze the ingredients before eating products. They will also demonstrate understanding of healthy choices. This lesson will provide for students to build their ability to understand the ingredients of each product and then decide if it is healthy or not. Teaching this lesson encourages students to grow healthy, and promotes lifelong health.  The key lesson activities: In this lesson, students will work as groups to read food labels (nutrition facts), and the teacher will bring products in the class to analyze the ingredients and then discuss with peers and do more practice individually.  The rationale: The food labels lesson is important to provide children of how they can choose healthy food based on the ingredients, which are fat, sugar, and calories, and they learn how to eat healthy food to avoid diseases and save their lives. 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. So, teaching food labels is important to help them pay more attention to choosing healthy food, which is less fat and sugar, and developing their healthy lifestyles. |

**Lesson Objectives (KUDos)**

|  |  |  |
| --- | --- | --- |
| Know (Academic Language) | Understand | Be able to do |
| Students will know the meaning of food labels.  Students will know how to read food labels.  Students will know if products are healthy or unhealthy. | Students will understand the importance of looking at labels for each product before eating.  They will understand the benefits of labels, which is knowing the percentage of calories, sugar, and fat.  Students will understand that food labels help them choose healthy food. | Students will be able to make healthy eating choices.    They will be able to analyze the ingredients of food before eating products.    Students will be able to avoid unhealthy food, which has high calories and fat, because it will harm their health and wellness.  Students will be able to choose healthy snacks based on the ingredients. |

**Planned Assessments**

|  |  |  |
| --- | --- | --- |
| Pre- | Formative | Summative |
| N/A | Observe the students working in groups and individually.  Giving students activities such as asking them to read food labels for two produces, and write how much calories, fat, sugar, and protein in each product to decide which one is healthy. | N/A |

**Differentiated Instructional Strategies**

|  |
| --- |
| The teacher will use strategies such as the cooperative learning strategy to make the lesson more effective and develop students' knowledge. Using this strategy will co-create experiences and sharing ideas with each other. The teacher uses this strategy to work “hands-on” children rather than just listen to engage students’ learning creatively. For children who need more support, the teacher will work individually with them when they need. The teacher will observe while students are doing activities. Then, the teacher can integrate between students to improve their performance. Also, the teacher will provide activities for different levels for individual needs such as using videos and PowerPoint to clarify the idea. It is important to create activities to help students be in the same level. For example, they can work together to read food labels and write what they found. Then, students will work individually to make sure all of them understand the lesson. |

**Materials/Reference List**

|  |
| --- |
| List ALL resources needed for teacher & students.  Notebook.  Markers.  White board.  Handouts.  Website (videos).  Worksheet.  Products contain food labels.  Textbook. |

**Procedures**

|  |  |  |
| --- | --- | --- |
| Lesson Element | Allotted Time |  |
| Hook | 5 min | The teacher will ask students questions, did you use food labels before? how often do you read them? What are they?  The teacher will give students a moment to think and discuss the answers. Then, students will share answers together.   1. *The teacher will explain that today we are going to learn about the importance of using food labels as a guide to know the nutritional values in our food.* |
| Development | 1. min | 1. The teacher will clarify the meaning of food labels, and explain the importance of reading food labels. 2. The teacher will explain the benefits of labels. 3. The teacher will demonstrate how to analyze the ingredients before eating products. 4. The teacher will divide students into 2 groups, and give each group a worksheet and products to read the labels and write the nutrition facts. 5. *The teacher will say*: *Go back to your seats to choose products and do individual practice of food labels.* |
| Processing | 1. min | 1. The teacher will motivate students to introduce the definition of food labels. Then, the teacher will remind students about the importance of looking at food labels before eating. 2. As a group, students will do activity, which is reading food labels for two or more products and write the nutritional values and then making decisions if they are healthy for them or not. 3. Students will choose two snack products and do more practice individually. 4. *The teacher will give students five minute to wrap up and share what they got together.* |
| Evaluation | 5 min | 1. The teacher will review the overall lesson and observe students’ interaction and participation. 2. The teacher will give students a worksheet to do more practice with their parents and share their answers the next day. This helps teacher to know students’ understanding of choosing healthy snacks. |

**Lesson Plan Five and Six: Healthy Habits and Prevention.**

**Class Duration: 50 minutes.**

# Unit Essential Question/Central Focus

Do you eat healthy meals every day?

How can you prevent diseases?

**Lesson Summary and Rationale**

|  |
| --- |
| Lesson content: In this lesson, students will recognize what are healthy habits and what prevention means. Also, they will understand the importance of healthy habits in order to prevent diseases to live healthy such as eating a healthy breakfast every day to build strong health. Students will understand the impact of applying healthy habits in their lives and then they can decide to change their bad habits to gain better health and avoid diseases for a longer life. Students will learn how to avoid bad habits like poor sleep at night. They will also demonstrate understanding of healthy choices like choosing healthy snacks by reading the food labels before eating. For example, if the product has high percentage of sugar or fat, the students have to avoid it to prevent risks of diseases like obesity. This lesson will be useful for students because they will learn some good healthy habits to build strong healthy lifestyles. Teaching this lesson will motivate students to develop positive health, and promote lifelong health.  The key lesson activities: In this lesson, students will work as groups to write a list of healthy and unhealthy habits. They will discuss and analyze bad and good habits and the impacts of applying them in their daily lives such as reading, which is a healthy habit because it is important for their mind and to learn new information. Also, they will learn to stop bad behaviors to prevent diseases such as cancer and high blood pressure.  The rationale: The healthy habits lesson is important to teach children how they can change their bad habits to save their health and prevent diseases. Students have some bad habits like eating candy every day. After this lesson, they will understand how to eat healthy food and apply healthy habits to avoid diseases. This unit will provide for students to believe that healthy food is very important for a long life and avoid bad diseases to develop strong healthy lifestyles. In addition, students will be knowledgeable about prevention to save their health. |

**Lesson Objectives (KUDos)**

|  |  |  |
| --- | --- | --- |
| Know (Academic Language) | Understand | Be able to do |
| Students will know the meaning of healthy habits and prevention.  Students will know applying good habits improve their health.  Students will know bad habits develop dangerous diseases. | Students will understand the importance of gaining healthy habits.  They will understand the benefits of applying healthy habits like doing exercise to build strong muscles.    Students will understand that bad habits will harm their health and bodies. | Students will be able to implement healthy habits.  They will be able to analyze their bad habits and what they cause and what will students do avoid them.    Students will be able to do more healthy habits to build strong health. |

**Planned Assessments**

|  |  |  |
| --- | --- | --- |
| Pre- | Formative | Summative |
| N/A | Observe the students working in groups and individually.  Students will do some activities such as making a list of healthy habits and unhealthy habits. Then, they will decide what they will avoid to save their health for a long time. | N/A |

**Differentiated Instructional Strategies**

|  |
| --- |
| The teacher will use strategies such as cooperative learning and making decision strategies to make the lesson more creative and promote students' knowledge. Applying these strategies will develop positive experiences and sharing thoughts with each other. The teacher will use these methods to motivate children to gain more knowledge and engage students’ learning effectively and explore new information. For differentiation in the classroom, the teacher will create activities that fit with their needs. For example, each group should have students from different levels in order to allow them to learn from each other’s background. Also, the teacher will display a video to show students the differences between healthy and unhealthy people. The teacher will observe while students are doing activities. Then, the teacher can combine between students to improve their performance. Also, the teacher will use videos and PowerPoint to clarify the ideas and the content of this lesson. |

**Materials/Reference List**

|  |
| --- |
| List ALL resources needed for teacher & students.  Notebook.  Markers.  White board.  Presentation.  Worksheet.  Video.  Textbook.  Pencil and eraser.  Pictures.  Colors. |

**Procedures**

|  |  |  |
| --- | --- | --- |
| Lesson Element | Allotted Time |  |
| Hook | 5 min | The teacher will engage students by asking them a question, which is what healthy habits did you do every day?  The teacher will assign students into groups and give them a moment to think and discuss the answers together.   1. *The teacher will ask why healthy habits are important to us?* |
| Development | 1. min | 1. The teacher will clarify the meaning of habits and prevention, and explain the importance of applying healthy habits in our daily lives to prevent diseases. The teacher will demonstrate how to analyze the bad habits, what they cause, and how their lives will be in the future. 2. The teacher will divide students into 2 groups, and give each group a t-chart to write about healthy and unhealthy habits and compare between them. 3. *The teacher will say*: *Go back to your seats to watch the video and explore more about healthy habits and prevention.* |
| Processing | 1. min | 1. The teacher will motivate students to introduce the definition of habits and prevention. Then, the teacher will remind students about the importance applying healthy habits to get better health and avoid developing diseases. As a group, students will do activity, which is making a list of healthy and unhealthy habits they do every day. Then, students will compare between them to make decisions if their life is healthy or not. 2. Students will think about their answers and replace their bad habits with a healthy one. 3. *The teacher will give students five minutes to wrap up and share what they got together.* |
| Evaluation | 8 min | 1. The teacher will review the overall lesson and observe students’ participation during sharing their answers. 2. The teacher will give students a worksheet to provide what healthy habits they did in the previous day. The next day, all students will share their answers together. This is a way to help the teacher knowing students’ understanding of adopting healthy habits to prevent diseases in and save their health. |

**Post-assessment**

Post-assessment is a way to assess students’ learning objectives. It is a useful strategy in order to provide data that the teacher can use to measure, analyze, and interpret the students’ understanding of a unit, how much they learned, and if the students reach the learning objectives of lessons and units. Also, post-assessment is important because it will help the teacher to measure the effectiveness of the instructional design, activities, and how information was implied. Then, the teacher can decide to improve or modify her methods and tools that she used during teaching lessons to create meaningful education for students. The teacher created post-assessment questions to measure students’ knowledge about a health and wellness unit, which are:

**Choose the correct answer:**

How many groups of food do we have?

* 2- 5- 4- 6.

Which food is the most healthy?

* Candy- Yogurt- Fries- Potato Chips.

From where can we get protein?

* Chicken- Banana- Carrot- Milk.

From where can we get carbohydrates?

* Tomato- Spaghetti- Cheese- Corn.

The major benefit of fruits is:

* Minerals- Protein- Vitamins- Calcium.

Milk gives us:

* Protein- Vitamins- Minerals- Calcium.

Which part of the food pyramid should we eat least?

* Oil- Fruits- Vegetables- Dairy- Grains.
* **Write √ if the sentence is true and × if the sentence is false:**
* Too much candy can harm your body ( ).
* It is important to eat different kinds of food ( ).
* Food labels are important ( ).
* Unhealthy food may cause diseases ( ).
* Food labels help you to know how much sugar is in your food ( ).
* The food pyramid helps you make healthy food choices ( ).
* Food Labels help you to choose healthy snacks ( ).
* We have to drink 2 cups of milk per day ( ).
* Bread belongs to the protein category ( ).
* You can compare to products by using food labels to choose the healthier product ( ).
* Good fat can keep you warm ( ).
* A lot of fat can harm your body and cause diseases ( ).

**Write the best answer to each question:**

Give an example of what kind of diseases that fat can cause?

What will you do to keep your body healthy and avoid diseases?

How can you help your bones and teeth be strong?

What is your decision about candy and sugar?

Can you imagine and draw a healthy person and an unhealthy person? What are the differences between them?

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>

Chiarelott, L. (2006). Curriculum in context: Designing curriculum and instruction for teaching and learning in context. Belmont, CA: Thomson Wadsworth

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>

Winter, S. (2009). Childhood obesity in the testing era: What teachers and schools can do!, *Childhood Education*, 85:5, 283-288, DOI: 10.1080/00094056.2009.10521698