**Grade 5 Health Education Nutrition Unit**

**Essential Question:** What impacts our personal eating practices and creates us to be our healthiest selves?

**University of Regina**

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**Summary of Unit**

In grade 5, students are required to analyze their healthy eating practices as part of the grade 5 health curriculum. With the grade 5 health curriculum in mind, I created an essential question that goes along with the topic of analyzing eating practices. This unit will be driven by the essential question: What impacts our personal eating practices and creates us to be our healthiest selves? Through this essential question, we will focus on what personal eating means to us, as well as analyze our personal eating practices.

Extensive planning has been done to complete this unit and my students have been in mind. Therefore, the unit provides time for individual work, as well as collaboration. It also acquires a variety of management strategies and adaptations that will be implemented throughout the three-week block. Overall, the unit is meant for the students to think about their personal eating practices and how these practices could be improved, as well as how our eating practices are heavily influences by the social determinants of health.

While planning the unit I ran into some issues. I was worried about students feeling bad they do not eat in a healthy way. Often times, this is out of their control. I simply wanted to educate them on the topic and cover the indicators of the outcome. However, this does not mean that any one of them should feel guilty. I also had trouble fitting in every indicator. I was unsure how to cover all the indicators in thirteen days. When I first learned about the three week block, it seems like a long time and I struggled to think of what I would do with 13 days. Then, I began planning and realized thirteen days is not enough time.

**FRAMEWORK FOR BACKWARDS DESIGN UNIT PLANNING** Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.

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| **STAGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)**  **What will students know, understand and be able to do?**   1. **OUTCOMES, Broad Areas of Learning and Cross Curricular Competencies (CCCs)**   Detailed Below |
| 1. **CONCEPT (BIG IDEA)**   Healthy Eating Practices |
| 1. **QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)**   **ESSENTIAL QUESTION(S)**  What impacts our personal eating practices and creates us to be our healthiest selves? | | |
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**STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)**

Broad Areas of Learning: Lifelong Learners, Sense of Self, Community and Place, and Engaged Citizens

Cross-Curricular Competences: Developing Thinking, Developing Identity and Interdependence, developing Literacies and Developing Social Responsibility.

**How will students & teachers know if the learning outcome has been achieved?**

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| **Outcomes (Students need to know)**  What a student is expected to know, understand and be able to do. | **Indicators (Students are able to do)**  Ways that students demonstrate their learning of an outcome; think ‘verb’; tells the story of outcome. |
| Subject 1: Health Education  USC 5.1 Analyze Personal Eating Practices  Subject 2: English Language Arts  CC 5.4: Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.  **CC 5.2:** Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.  Subject 3: Arts Education  CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture  CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).  Subject 4: Social Studies  RW 5.1 Explain the importance of sustainable management of the environment to Canada's future.  Subject 5: Treaty Education  SI5 : Analyze how symbols used by treaty signatories contributed to the treaty making process. Indicators | USC 5.1  (a) Investigate a variety of information about foods and beverages (e.g., print resources, media, nutritionists, elders).  (b) Examine information and promotions created to influence eating practices.  (c) explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices.  (d) investigate a variety of information about healthy eating practices (e.g., five small meals/day, cultural foods and traditions, vegetarianism).  (e) Evaluate how particular practices and diets (e.g., cultural diets, vegetarian diet, diabetes diet) require planning to ensure a healthy, balanced diet.  (f) Record and analyze personal food consumption for five days (including servings, time, and location).  (g) Observe and record factors (e.g., cultural, environmental) that influence personal eating practices.  (h) Examine own and others' experiences with processed and non-processed foods.  (i) Investigate and compare the health benefits of consuming processed versus non-processed foods.  (J) Examine how eating practices have changed (e.g., traditional First Nations peoples eating practices, "fast-food" era).  (k)explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts, "fuel" for exercise).  CC5.4  (J) Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.  CC5.2  (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when using other forms of representing.  (g) Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.  CP5.7  (k) Describe meaning of own art work  CP 5.8  (f) Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects  (d) Examine ways of creating contrast (e.g., bold/subtle, rough/ smooth, light/dark).  RW 5.1  (c) List the possible consequences of non-sustainable practices related to the use of resources (e.g., lack of resources for future generations, endangered species, climate change).  SI5:  Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people).  Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings) |
| **Key Understandings: ‘I Can’ statements**  I can analyze my personal eating practices  I can explain how eating practices have changed over time  I can identify what is on a nutrition label  I can compare processed vs non-processed foods  I can explain the health benefits of consuming processed versus non-processed foods  I can explain how changes in our bodies sometimes affect our eating habits | **Questions for deeper understanding**  How have eating practices changed over time?  How do my personal eating practices impact me?  How do food marketers impact me?  What do nutrition labels tell me?  How do changes in our bodies sometimes impact our eating practices?  Does culture impact personal eating practices?  How do particular diets require extra planning in order to be healthy?  How does healthy eating impact me? |
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# STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION

**What are the learning experiences for all students to achieve outcomes?**

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| **Learning Tasks & Experiences**  Where are your students headed? Where have they been?  How will you make sure the students know where they are going? | |
| **Teacher Resources**  What teacher resources will you need to support your knowledge in this unit?  [Treaty Learning Resource](https://www.edonline.sk.ca/webapps/blackboard/content/listContentEditable.jsp?content_id=_300268_1&course_id=_3514_1&mode=reset)  [Treaty Education Outcomes](https://www.edonline.sk.ca/bbcswebdav/pid-316141-dt-content-rid-799937_1/library/materials/english/docs/Treaty Education Outcomes %26 Indicators - Feb 21 2013.pdf)  [Teaching Nutrition in Saskatchewan (Grade 4 and 5)](https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource Files/Miscellaneous Screenshots/Teaching Nutrition 4 and 5 2018.pdf)  [Food Guide](https://food-guide.canada.ca/en/food-guide-snapshot/)  [Mission Nutrition Activities](http://www.missionnutrition.ca/eng/images/pdf/08242007/45_mission5.pdf)  [BC Dairy Lesson Plans](https://bcdairy.ca/uploads/bcdairy/Lessons/Do-you-think-youre-healthy.pdf)  [Discover Healthy Eating](https://opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf)  [Freggie Children’s Program: Grade 5](http://freggietales.ca/wp-content/uploads/2016/02/CPMA_Grade5Curriculum_English20161.pdf)  [Alberta Health Services](https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-what-does-food-mean-to-you-4-6.pdf)  [North Dakota State University](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Bright Bite Management Strategies](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Traditional Aboriginal Diets and Health](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Saskatchewan Alliance for Health and Nutrition](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [The Cost of Healthy Eating in Saskatchewan](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Changes in Eating Habits over the Years](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Canadian Foods](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Advertising and Marketing Strategies](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [Understanding Influence of Food choice](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  [National Geographic Consumption Around the World](https://www.nationalgeographic.org/media/dietary-consumption-around-world/)  **Student Resources**  What student resources will you use in the learning experiences to meet the outcomes?  <https://www.youtube.com/watch?v=kUKOt_SvTQc>: Youtube video by CBC marketplace explaining how marketers persuade people  [Food Guide](https://food-guide.canada.ca/en/food-guide-snapshot/)  **Community Resources**   * Ideally, school would have an elder to speak to us about diet changes over time * Farmer (to say how diets have changed over time   What displays, artifacts and bulletin boards will you include in the unit?   * Word Wall * Talking Stick (Rock) * Mystery Box | **Instructional Strategies & Adaptations**  (Adaptive Dimension, Differentiated Learning)  Offer students more time to respond orally, read passages and complete learning tasks.  • Use multi-sensory (auditory, visual, tactile,kinesthetic) instructional materials to support student comprehension.  • Provide an advance visual organizer, outline or copy of notes to students when presenting academic content.  • Enable students to record oral lessons  . • Supplement auditory information with visual cues and gestures.  •Chunk presentations into short segments  . • Reduce the amount of text on screens or printouts.  • Segment instruction for physical (e.g., body breaks) and tactile activities.  • Provide opportunities for learning tasks that are active (rather than focusing on only sedentary tasks).  • Model/demonstrate ways to self-regulate.  • Support students to recognize their learning strengths and styles and the adaptations and strategies that work best for them. • Increase the wait time after questioning and during discussions. • Make available advanced or challenging tasks to students who require enrichment or extension. • Activate and build on background knowledge or experience for students. • Tailor tasks and units to students’ interests and cultural needs. • Use the gradual release of responsibility model to meet the needs of individuals and groups of students. • Ensure guided/scaffolded and independent practice and application are a part of instruction. • Use a combination of advanced and simple vocabulary during instruction and conversations with students. • Pre-teach challenging vocabulary  C. **Assessment:** The “Show What You Know”  **Pre Assessment:**   * Journal   **Formative Assessment**:   * Venn Diagram * Observation * True/ False * Journal Entry * Processed Vs Non Processed Foods Handout * Comparing Personal Eating Practices to Food Guide * Personal Eating Practices * Cultural Changes * Exit Slip   **Summative**   * Journal Entry * Advertisement Poster |
| **STAGE 4: Assess and Reflect** Is there alignment between outcomes, assessment and learning experiences? Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes? Have I planned a variety of instructional strategies? Am I planning for differentiation to meet the needs of diverse learners? Have I selected a variety of resources that represent a wide variety of worldviews, perspective and voices? | |

# Unit Plan At-A-Glance

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| **8 – 10 Lessons** | **Overview**  **Include Essential Question (EQ) and Guiding Questions** |
| **1  Introductory**  **Lesson** | **Essential Question:** What does my personal eating look like?  **Outcomes and Indicators** USC 5.1 (d), (g) SI5  **Learning Activities:**   * Play true/false game * Word Association Worksheet * talking stick * Journal to talk about personal eating practices. What foods make you feel healthy? Do you try and make healthy choices?   **Management Strategies:**   * Talking Stick * Have Materials ready to go * Explain directions orally * Have directions written down   **Assessment**  Formative Assessment: Students will hand in word association worksheet.  **Adaptive Dimensions:**   * Students can pass along the talking stick if they do not want to say anything   **The Goal:** Everyone is different. We all have foods that important to to us and impact our eating habits. |
| **2** | **Essential Question:** How have eating practices changed over time?  Previously, we looked at our own eating practices, but what about our grandparents? The indigenous people?  **Outcomes and Indicators:** USC 5.1 (j) CC 5.4 (j) SI5  **Learning Activities:**   * Journal from last day * Venn Diagram * Think-pair-share   **Assessment**  Formative: Look over Venn Diagram  Note: the journal will be a way to summatively assess when we compare their journals at the end of the unit.  **Management Strategies:**  **Adaptive Dimensions:** |
| **3** | **Essential Question:** Why have personal eating practices changed over time? (Influences/resources available)  Outcomes and Indicators:  USC 5.1 (g) (j)  **Learning Activities**   * Scenarios * Present Findings * Graphic Organizer   **Assessment:**   * Formative: did students work collaboratively? Stay on task? * Observation   **Management Strategies**   * Pick groups for the students * Provide expectations orally |
| **4** | **Essential Question: How does food marketing influence our decisions?**  **Outcomes and Indicators: USC 5.1 (a), (b) (g)** CP 5.8  **Learning Activities:**   * Pop Quiz * PowerPoint (show examples of food marketing through print and media) * Think-Pair-Share about they have in common * Graphic designer * Journal Entry: What is your favorite advertisement? Why? What makes it stand out to you?   Explain assignment. Poster Advertisement. Must include: Catch Phrase/Slogan. Healthy Fruit or Vegetable. Make people want to eat it. Be creative!  Assessment: Journal Entry  **Hand out food recording sheet and explain it** |
| **5**  **Half Day???** | **Essential Question: How does food marketing influence our decisions?**  **Outcomes and Indicators:**  USC 5.1 (b) (f) RW 5.1 (c)  **Learning Activities:**   * Watch CBC Marketplace Video * Working on our advertisements projects * Auction (Hand out a healthy recipe. Tell them to try and get everything on the recipe card with the money they have.) * Auction Question Activity   Resources and Wealth play a role in what food we can buy.  Introduce food chart for them to record and analyze their own healthy eating practices.  **Management Strategies:**  **Adaptive Dimension:** |
| **6** | **Essential Question: How do Food Labels benefit me? What do Food Labels tell me?**  **Outcomes and Indicators:**  **USC 5.1 (c)**  **Learning Activities:**  Carousel Activity: What do Food Labels tell me?  Food Labels  Food Label Activity Sheet  **Assessment:**  Observation  **Adaptive Dimension:**  Explain Directions Orally  Write Directions  Individual or partner work  Challenge students |
| **7** | **Essential Question: What are health Benefits of consuming processed or non-processed foods?**  **Outcomes and Indicators:**  **USC 5.1 (h) (i)**  **Learning Activities:**  Mystery Box  Think-pair-share  Video  **Assesment:**  Exit Slip  **Management Strategies:**  **Bring in an apple and a pop tart as hook. Ask which is one healthier?**  Have materials ready  PowerPoint  **Adaptive Dimensions:**  Provide Choice  Directions visually, written and orally |
| **8** | **Essential Question: How and when do our eating habits change due to our bodies?**  **Outcomes and Indicators:**  **USC 5.1 (k)**  **Learning Activities:**  Carousel Activity  Scenarios  **Assessment:**  Observation  **Management Strategies:**   * Have carousel activity ready and set up   **Adaptive Dimensions:**  Explain directions visually and written  Have learning differentiation strategies.  **Work on our advertisements** |
| **9** | **Essential Question: What do my personal eating practices look like?**  **Outcomes and Indicators:**  **USC 5.1 (g)**  **Learning Activities:**   * **Look at food guide and explain key ideas (Hand each student a copy)** * **Comparing Personal Eating to Food Guide Questions** * **My Eating Practices Worksheet**   **Assessment**  **Formative: look at their My Eating Practices Worksheet. Is it complete?**  **Management Strategies:**   * Have copy of food guide handed out for everyone   **Adaptive Dimension:**   * Explain directions orally * Use written directions * Have materials ready |
| **10** | **Essential Question: What different kind of information is out there about healthy eating?**  **Outcomes and Indicators:**  **USC 5.1 (a), (d)**  **Learning Activities:**   * **Video** * **Think-pair-share** * **Worksheet**   **Assessment:**  **Management Strategies:**   * **Have materials ready**   **Adaptive Dimensions:**   * **Work in pairs or individually** * **Explain directions orally** * **Use written directions** * **Have materials ready** |
| **11** | **Essential Question: How do certain diets require planning in order to achieve balance?**  **Outcomes and Indicators:** USC 5.1 (e)  **Learning Activities:**  Review Game (true/false)  Journal Entry  **Assessment:**  Journal Entry (Summative)  **Management Strategies:**   * Have everything prepared   **Adaptive Dimension:**  **-** Activate and Build on prior knowledge  **-** explain directions orally and written |

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| Subject/Grade: Grade 5 Health Education Lesson Title: My Personal Eating Practices Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Educatio**  **USC 5.1 Analyze Personal Eating Practices**  **(d)**  Investigate a variety of information about healthy eating practices (e.g., five small meals/day, cultural foods and traditions, vegetarianism).  **(g)**  Observe and record factors (e.g., cultural, environmental) that influence personal eating practices.  **Language Arts**  **CC 5.4**  Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.  **(J)**  Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding. | | |
| **Key Understandings: (‘I Can’ statements)**  I can explain my personal eating practices  I can explain what influences my personal eating practices | **Essential or Key Questions:**  What does Healthy Eating Mean to me? | |
| Prerequisite Learning: Students should have a basic understanding of their personal eating practices  Students should have a basic understanding of foods in society  Students should have a basic understanding of nutritional concepts | | |
| Instructional Strategy(ies) True/ False Game  Worksheet  Talking Stick (Presentation)  Journal Entry | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| All assessment will be formative today as the introductory lesson. By my true/false game I am trying to understand what the students know about their personal eating practices. I will also assess based on the journal entry if there is time. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 15 minutes**  Show students my word wall. Ask them what do you we will be learning about for the next 3 weeks?  Hopefully the answer nutrition. If not, give them hints.  Explain that the next 3 weeks I am here we will focus on health and the idea of nutrition and our personal eating. This is different to everyone, but over the course of 3 weeks, I want everyone to know more about the overall concept of nutrition, examining why we make certain health decisions and what you can do to make the best health food decisions for your personal self.  Explain housekeeping. (Hand ins in green bucket)  Next, we will play a true or false game  True or False Game  Questions:  I eat fruit and vegetables everyday.  Hand out Paddles  Ask questions and ask students to turn their paddles to true or false depending on their belief  **Explain after whether the answer is true or false.**  **Development: Length of Time: 15 mintues**  Hand out Food Association Sheet  Tell students to fill in the blank the first food that comes to mind for each blank.  Give Students enough time to fill our worksheet.  Next, explain the talking stick  Does anyone know what a talking stick is?  The Talking stick was originally used by Indigenous people and was commonly used in ceremonies and cultural events they held.  The person who is holding the talking stick (rock) is the only person who can talk and everyone else must listen respectfully.  **Learning Closure: Length of Time: 10 minutes**  Talking Stick. I will pass out the talking stick and I want everyone to say one food they wrote down. I will go first. I wrote turkey for tradition because when I think of my family traditions, I always think of Christmas and getting together as a family, so it makes me think of Christmas dinner, and turkey.  If time….. Journal Prompt.  What does Healthy Eating Mean to you? Do you make healthy eating choices in your everyday life? Why or Why not? | | **Instructional Strategies:**   * True/ False Game * Worksheet * Talking Stick   **Materials/Resources:**   * Talking Stick (rock) * Food Association Worksheet * Word Wall   **Possible Adaptations/**  **Differentiation:**   * Partners * Do not have to speak out   **Management Strategies:**   * explain directions orally * write down directions |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(j) Examine how eating practices have changed (e.g., traditional First Nations peoples eating practices, "fast-food" era)** | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify ways that eating practices have changed over time  I can compare previous eating practices to current practices. | **Essential or Key Questions:**  How have eating practices changed over time? | |
| Prerequisite Learning: Students should know that our eating practices have changed over time. | | |
| Instructional Strategy(ies)  * Venn Diagram * Pre-Assesment | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| I will ask the students to hand in the Venn Diagrams. I will use them as a formative assessment to gauge what they learned in the lesson. We are also doing a pre-assessment at the beginning of class. This will be a formative assessment to help students decide their action plan goals. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 15 minutes**  Continue Working on Our journal entry from last class.  **Development: Length of Time: 20 mintues**  I will get whoever is the hand out people of the week to hand out the stories of indigenous vs present day society eating practices.  I will read the indigenous story about common early eating practices. (or I will ask if anyone wants to read)  Then, I will ask the students if they have ever heard of a Venn Diagram before, if not I will explain to them how it works. The center box is for similarities between present society and indigenous culture. The left box is for things that are only true of indigenous society. The right box is for things in present day society.  Next, I will ask the students to read over the sheets and compare the two.  On the back of the paper answer the following questions: Which group is most similar to your own family? In what ways?  Students can choose to work in pairs or individually.  **Learning Closure: Length of Time: 2 minutes**  Is everybody finding lots of differences. The next time you see your grandparents I challenge you to ask them what they grew up eating and how that has changed over time. I asked my grandma and she told me she never had a microwave growing up, so she likes the eating is easier for her now. | | **Instructional Strategies:**   * **Venn Diagram** * **Read Aloud**   **Materials/Resources:**   * Question Sheet * Venn Diagrams   **Possible Adaptations/**  **Differentiation:**   * Partners * Write down directions * Let students read as a a group, alone, or together.   **Management Strategies:**   * explain directions orally * write down directions |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |
| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |

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| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(b)**  USC 5.1 (b) Examine information and promotions created to influence eating practices | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify information and promotions that influence eating practices. | **Essential or Key Questions:**  What information and promotions influence eating practices and how do they impact our healthy food choices | |
| Prerequisite Learning:  * students should have a basic understanding of what an influence is | | |
| Instructional Strategy(ies)  * PowerPoint * Groups discussion (Scenarios) | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through a journal entry. It is a formative assessment to see where the students are in terms of* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  I will begin with a PowerPoint.  The first slide will have two commercials.  One is a McDonald’s commercial the other is a Gatorade commercial.  After playing them I will ask the students what these commercials do in order to make us want to buy them?  Some answers may include:   * Celebrities * Makes you think it will make you better * Get a toy if you buy it   Note: mention these influences can also be barriers, this will be important when talking about our action plans.  **Development: Length of Time: 35 minutes**  We will then go through the slides for the PowerPoint I have preared.  It is short, but meant to provide a visual.  Slide 2: Says what are the common food choice influences?  Ask the students before clicking enter what they think the most common influences are?  Then tell them.   * The media advertising (TV, Radio, Magazines) * Family * Friends * Likes/Dislikes * Money * Time * Emotions * Body Image   Briefly explain what is meant by each one and why they might be influences or create barriers.  Split the class strategically into 5 groups. (pre-determined)  Explain the directions: Each group will be given a scenario about food choices. Each group will decide what influences the person has in the scenario…. What information will influence this person in the particular scenario?  Have each group write down on their piece of paper the answer to the question on the paper.  If time, students can present what the influence is in their scenario.  Strategically pick who is working in the hallway.  Once finished this, get the students to do the journal prompt on their food influences worksheet.  **Learning Closure: Length of Time: 2 minutes**  Tell the students that tomorrow, we are going to review our tests, and then set goals. Then, we will look into ways that advertising specififcally impacts us. | | **Instructional Strategies:**   * PowerPoint * Group work * Individual work   **Materials/Resources:**   * PowerPoint * Scenario Group Handout   **Possible Adaptations/**  **Differentiation:**   * Groups * Write down directions * Explain directions orally * Work together as a whole class   **Management Strategies:**   * explain directions orally * write down directions |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(c)** Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices. | | |
| **Key Understandings: (‘I Can’ statements)**  I can explain what a serving size is and why it is important.  I can explain the importance of reading food labels | **Essential or Key Questions:**  What does serving size have to do with my personal eating practices? | |
| Prerequisite Learning:  * Understand there are 4 food groups that are important to our nutrtion | | |
| Instructional Strategy(ies)  * Group work * Individual work | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through their handouts. I will also do an exit slip if time allows. It is a formative assessment.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Hand back our tests.  Generally, well done. I found you guys were really good at identifying different foods from each food group. But, not a single person knew the correct number of servings for each food group.  So, can anyone guess what we are going to talk about today? SERVING SIZES.  **Development: Length of Time: 35 minutes**  We will begin by doing a cereal activity.  Hand out the worksheet (the directions are on the worksheet, however, the directions must also be explained orally.  Try to get the groups going at the same time.  These are the directions to follow:  Step 1: Begin by talking with your group about how many pieces of cereal you predict will be in one serving of that cereal.  Step 2: Fill your bowl with the amount you predict will be the recommended serving size  Step 3: Read the serving size on the food label (at the top)  Step 4: Count how many cereal pieces you put in your bowl  Step 5: Record how many pieces you were off by  Ask the students to come back to their desks. Ask each group how many pieces they were off by.  Before we go any further show students what a serving size of each food group looks like based on the food guide. Tell them to turn over their worksheets where the serving size recommendations are on the back.  For example: Half a cup of frozen vegetables.  1 cup of milk  2 eggs (1/2 tspn peanut butter) or ½ cup of chicken pieces.  Next, we are going to read through our serving size handout so we can understand the importance of serving size. This will be done individually, however, I will be around for questions.  Hand out worksheet. Get students to read it on their own and then answer the questions based off of the worksheet.  Go through the questions on the worksheet beforehand, the questions can be found in order on the worksheet.  If time, go through answers.  **Learning Closure: Length of Time: 5 minutes**  If time, go through answers, if not, get students to put sheets in duo tang and we will go through  Exit Slip question: why is serving size important? | | **Instructional Strategies:**   * Group work * Individual work   **Materials/Resources:**  -Cereal  - Food Labels  -Bowls  -Serving Sizes Handout  **Possible Adaptations/**  **Differentiation:**   * Groups * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * pause strategy. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  (c) Record and analyze personal food consumption for five days (including servings, time, and location).  **AP 5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.  (a) identify the elements of effective action plans, including what will be done (e.g., goal), who will be involved, where it will take place, when it will take place, and why this action is being taken.  **(b)** Identify the supports needed to carry out the action plan. | | |
| **Key Understandings: (‘I Can’ statements)**  I can create an action plan with guidance  I can set personal eating goals  I can identify a support person to help me achieve my goals. | **Essential or Key Questions:**  **How can setting goals benefit us?**  **How can setting goals benefit our personal eating practices?** | |
| Prerequisite Learning:  * Know the 4 food groups * Know healthy eating practices (for example, do not set a goal to eat more candy or processed foods—that is not a healthy choice) | | |
| Instructional Strategy(ies)  * Video to engage students * Do an example of my own action plan on the board. * Explain directions orally and written | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through observation. Later, I will assess their action plans, however, today we are introducing them to the idea of an action plan. Therefore, no assessment today.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Over the weekend, we might have forgot some things. Use True or False Paddles  Show cups: One cup is one serving of vegetables.  False: ½ cup is one serving of vegetables  Who can tell me how many servings we need for one day?  One cup is one serving of milk?  True  Serving Sizes are important for getting the proper nutrients and vitamins.  True.  2 tbsps. are one serving of chicken.  False: ½ cup is one serving of chicken.  On Friday, we talked about something that is 2 tbpsn for a serving, does anyone remember? Peanut Butter! Which is also in the meat and alternatives food group.  2 slice of bread is one serving of grain products.  False! 1 serving of bread is one serving.  Explain that today we are going to set goals.  For me, I use goal setting all the time.  **Development: Length of Time: 35 minutes**  We are going to set healthy personal eating goals for ourselves and put them into action.  Look at the board and see who is in charge of handing out. Ask them to hand out our action plan packages.  A lot goes into a goal. If we set a goal, but have no plan we might not achieve that goal. Even with homework, if we set a goal to get an EU, then there are steps we need to take to achieve that such as studying and completing all the homework Mrs Morhart gives you.  Grade 6 must do their action plans for 6 days, grade 5 must do their action plans for 5 days.  Read through directions together, get volunteers to read.  Therefore, our directions are a little different.  We will go through one together on the board.  Write on the board a goal.  Talk about strategies to complete the goal.  Talk about barriers  Talk about importance of support person.  Hand out food tracker sheet.  Talk about serving sizes. Bring in cups and tablespoons to show again how much. Show how some days you may reach the goal.  Next, we need to track our food.  Turn to the page of the food tracker.  Track what you eat.  For example:  Breakfast: Cereal No servings  Lunch: Sandwich carrot sticks, 1 serving.  Snack 1 apple: 1 serving  Supper Salad (cucumber, tomato, carrots in it), 2 servings.  4 servings Total, so I did not meet my goal  That’s ok, think about what you can do tomorrow to be better.  Also, these are meant to be healthy, so I am going to ask you to hand this in, and I do not want to see anyone’s goal be to eat more sugar. That is not healthy.  Next, get that to work on their own goal.  **Learning Closure: Length of Time: 5 minutes**  Work time, set your goals. If finish early, create a cover page for your action plan . Also, hand in your goal, it is homework if you do not finish.  Hand out letter to parents. Ask students to give these letters to their parents so they can help them be a support person. | | **Materials/Resources:**   * YouTube Video   **Possible Adaptations/**  **Differentiation:**   * **Write down goals**   **Management Strategies:**   * explain directions orally * write down directions * pause strategy. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| Subject/Grade: Grade 5 Health Education Lesson Title: Eating Practices Over Time Teacher: Miss Ashley Wilmot | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(c)** Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices. | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify the importance of reading and understanding food labels including serving size, calories and nutritional values (e.g, fat, sodium and sugars) for making healthy food choices.  I can explain the importance of reading food labels | **Essential or Key Questions:** | |
| Prerequisite Learning:  * Understand there are 4 food groups that are important to our nutrition | | |
| Instructional Strategy(ies)  * Group work * Individual work | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through their handouts. I will also do an exit slip if time allows. It is a formative assessment.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Begin by showing students products with nutritional labels.  Ask them which one of these products is not like the other?  Ask if they have ever read a nutrition label at home. What are they looking for if so?  **Development: Length of Time: 35 minutes**  Read through nutrition label handout. Begin with the first sheet. On worksheet it talks about the nutritious claims on a can. As an example show student this on the can of fruit.  Read through pages one, two and three together. Stopping to ask questions at different points.  Get students to complete question sheet about can of soup on their own.  Get students to complete the question sheet.  If time, go through answers.  **Learning Closure: Length of Time: 5 minutes**  If time, go through answers, if not, get students to put sheets in duo tang and we will go through them the next day. | | **Instructional Strategies:**   * Individual work * Whole Class reading   **Materials/Resources:**  Nutrition Label Handout (for reading purposes)  Can of fruit  Can of soup  Granola bar box  Nutrition Label Handout Question Sheet  Piece of fruit (no label item)  **Possible Adaptations/**  **Differentiation:**   * Groups * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * pause strategy. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  (c) Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices.  (e) Evaluate how particular practices and diets (e.g., cultural diets, vegetarian diet, diabetes diet) require planning to ensure a healthy, balanced diet. | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify the importance of reading and understanding food labels including serving size, calories and nutritional values (e.g, fat, sodium and sugars) for making healthy food choices.  I can explain the importance of reading food labels | **Essential or Key Questions:**  **Why are reading nutrition labels important?** | |
| Prerequisite Learning:  * Understand there are 4 food groups that are important to our nutrition | | |
| Instructional Strategy(ies)  * Group work * Individual work | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through their handouts. I will also do an exit slip if time allows. It is a formative assessment.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Ask the students if they got their sheets signed. Hand out the “MO”. (Mo is money that students get for doing jobs).  Then, ask them if they record their goal. Give them time to do this.  **Development: Length of Time: 35 minutes**  **Everyone will need loose leaf, so grab that.**  Explain the activity.  Today, we are doing what is called a carousel. Activity. So, around the room I have set up stations with a number on it.  Go to the number I assign you. (I will tell you after, do not go until I say go)  Each station has a scenario and 5 nutrition labels. Read your scenario.  Then answer the following questions (I will write them on the board).  Questions for the board: Discuss and write down with your group: Which food is the best option for this person based on the nutrition label? Explain why you think that.  Was this choice difficult or do you all agree?  What part of the label is the most important to compare for this person?  Nutrition labels are important because they tell you how much of a food is in a product. They allow you to compare different foods so you can choose the best option for yourself.  Explain that each student should have these questions, and then they will write the name of the person and answer the questions besides the name.  Each of you will discuss these questions with your group for every station.  We will spend about 5 minutes at each station, I will time you using my cell phone.  After, we will discuss which nutrition label we picked for each person and why.  Ask the students if they know why a nutrition label would be important.  **Learning Closure: Length of Time: 5 minutes**  Exit Slip:  What is a nutrition label important  DO not forget to record what you are eating! | | **Instructional Strategies:**  **Group work**  **Whole class**  **Materials/Resources:**  **5 scenarios**   * **Nutrition labels** * **timer**   **Possible Adaptations/**  **Differentiation:**   * Groups * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * pause strategy. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  (g) Examine own and others' experiences with processed and non-processed foods.  (i)  Investigate and compare the health benefits of consuming processed versus non-processed foods. | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify the importance of reading and understanding food labels including serving size, calories and nutritional values (e.g, fat, sodium and sugars) for making healthy food choices.  I can explain the importance of reading food labels | **Essential or Key Questions:**  **How do processed foods impact me?**  **What are the benefits of consuming processed vs. non-processed foods?** | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. | | |
| Instructional Strategy(ies)  * Individual work * PowerPoint (visual) * Read together | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through their handouts. I will ask students to hand in their health duo tangs at the end of the class so I can see what forms they have in there as well for our test.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Begin by asking students about their food trackers. Ask them by show of hands who remembered about their food trackers? Give them a couple minutes to fill them out. Remind them it is complete by Monday.  Tell students we will have a test on Thursday, which is the last day I will be here.  **Development: Length of Time: 35 minutes**  Show PowerPoint.  We are going to an art project to do with foods that are involved with Canada in some way, and have a connection to Canada.  We will begin by talking about symmetry because our project has to do with symmetry. Read the slide.  Begin by drawing a line through the middle of the paper vertically. (show using example)  Then cut it out and glue it onto a blank white piece of paper. Draw the other half. Do not forget to color it in.  Explain other directions:  Do not forget about symmetry.  We want to create the other side to look as real life as possible. Create it to look like the picture.  Write on the back if it is a processed or non-processed food. Also, write the benefits and disadvantages of this type of food.  For an EU, you could write even more.  **Learning Closure: Length of Time: 5 minutes**  Ask students not to forget about their food trackers. Remind them it it is finished on Monday, and I will ask them to hand it on Tuesday.  If there is still time left in the day, watch the how it’s made: ice cream video on Youtube. Stop it to explain that the cream was non-processed, however, it became processed by adding all the ingredients. | | **Instructional Strategies:**   * Individual work * Whole Class reading * PowerPoint (visual)   **Materials/Resources:**  PowerPoint  Picture of food  Blank Paper  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * Read content together |
| **Stage 4: Reflection** | | |

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| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  (g) Examine own and others' experiences with processed and non-processed foods.  (i)  Investigate and compare the health benefits of consuming processed versus non-processed foods.  **Arts Education**  **CP 5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).**  (f)Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects.  (e) Examine different types of balance (symmetrical, asymmetrical/informal, radial).  **CP 5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.** | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify the importance of reading and understanding food labels including serving size, calories and nutritional values (e.g, fat, sodium and sugars) for making healthy food choices.  I can explain the importance of reading food labels | **Essential or Key Questions:**  What are the benefits of consuming processed vs. non-processed foods?  How is popular culture related to nutrition? | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. | | |
| Instructional Strategy(ies)  * Individual work * PowerPoint (visual) * Read together | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: Assessment will be done through their handouts. I will ask students to hand in their health duo tangs at the end of the class so I can see what forms they have in there as well for our test.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Begin by asking students about their food trackers. Ask them by show of hands who remembered about their food trackers? Give them a couple minutes to fill them out. Remind them it is complete by Monday.  Show PowerPoint  Slide 1: What do these foods have in common? THEY ARE PROCESSED FOODS  Slide 2: What does this mean: definition of processed foods.  Slide 3: What do these foods have in common: They are non-processed foods.  Slide 4: What does this mean?  **Development: Length of Time: 35 minutes**  Write the words processed and non-processed on the board. Ask the students if they know anything else about these words.  Write the definitions and ask the students to copy them down in their notebooks.  **Processed Food:**  any **food** that has been changed from a raw ingredient in some way during preparation.  Non-Processed Food: Foods that are as close to their natural form as possible.  Write down different processed and non-processed foods on the board  Potato Chips  Strawberries  Strawberry pop tart  Lucky Charms  Tomato soup in a can  Raw chicken breast  milk  Ask the students to do a think-pair-share. Talk with the people beside you for a minute about which of these foods would be processed and which of these foods would be non-processed.  Discuss as a class after.  Read through handout sheet together.  Then, get students to do the processed vs non-processed handout  Show students an example of how much detail I want. They do not always give detail. Some need to work on this. Put your best effort forward, be proud of it.  Go through the answers with the class (if time)  **Learning Closure: Length of Time: 5 minutes**  Ask students not to forget about their food trackers. Remind them it it is finished on Monday, and I will ask them to hand it on Tuesday. Work on art. | | **Instructional Strategies:**   * Individual work * Whole Class reading * PowerPoint (visual)   **Materials/Resources:**   * Processed foods reading * Processed vs non processed foods handout   **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * Read content together |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |
| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  (e) Evaluate how particular practices and diets (e.g., cultural diets, vegetarian diet, diabetes diet) require planning to ensure a healthy, balanced diet.  (b) Examine information and promotions created to influence eating practices  (d) Investigate a variety of information about healthy eating practices (e.g., five small meals/day, cultural foods and traditions, vegetarianism). | | |
| **Key Understandings: (‘I Can’ statements)**  I can identify that different diets require planning.  I can understand that there are different cultural diets.  I can explain food influences in my personal eating practices. | **Essential or Key Questions:**  What are food traditions in other cultures?  How does my own culture influence my personal eating practices. | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. * Our personal eating practices are different than others. | | |
| Instructional Strategy(ies)  * Group work * Video (for visual learners. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: I will ask students to hand in their choices to me.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Begin by asking students about their food trackers. Ask them by show of hands who remembered about their food trackers? Give them a couple minutes to fill them out. Remind them that today is the final day. We will be analyzing them tomorrow. So, we need to have them complete.  Who remembers what we talked about on Friday? By a show of hands…  The students should respond with foods in Canada, or popular culture in Canada in terms of food.  So, today, we are going to talk about popular foods in other countries.  **Development: Length of Time: 35 minutes**  **Get the students to think about what they ate for dinner last night. How was it prepared similarly or differently to the food in this video?**  Watch YouTube Video about cooking Ghana. Watch about 1:30- 9:00.  During the video, write down on a piece of loose leaf any similarities or differences between their cooking and the way they eat and our own. We will talk about it as a group after.  Put your hand up if you would try the foods they were eating.  Next, we will split into groups. These groups are not necessarily for you to work together. However, you can use each other to talk about it. We will look at a number of foods that are popular in different countries around the world. Then, I want you to write down which food you would rather between the two, then write about why you chose that food.  Is it because you do not like the ingredients of the one?  Because you never heard of the one?  Your dad really likes the one and you like it too?  Is it because you think it is healthier?  Go through all 5 stations.  After, have a discussion about different diets. Was it easy for you to choose? What if you had strict diet rules based on your culture or religion? What about allergies? Would this be more difficult. Some people are forced to eat a certain way based on religion or their own beliefs. Hand out religion sheet to show them how certain religions do not eat certain foods. Also, talk about vegetarians.  How would their choices be different if they followed one of these diets?  Different parts of the world eat different for different reasons.  **Closure:**  Make sure you finish up your food trackers tonight!  If time, students can continue working on their art projects. | | **Instructional Strategies:**   * Individual work * Whole Class reading   **Materials/Resources:**  YouTube (Ghana Video) <https://www.youtube.com/watch?v=YvlYjLPgrCE>  “Street Food in Ghana”  Religion worksheet.  5 food choice with pictures  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * Read content together * Give examples |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(f)** **Record and analyze personal food consumption for five days (including servings, time, and location).** | | |
| **Key Understandings: (‘I Can’ statements)**  I can examine what I have consumed for 5 days.  I can complete a goal I set for myself and analyze it. | **Essential or Key Questions:**  What does my food consumption tell you about me?  How can I achieve my goals? | |
| Prerequisite Learning:  * Students should have their food trackers complete (they were given several reminders). Therefore, they should know what they ate. * Students should know their nutrition effect their health. | | |
| Instructional Strategy(ies)  * Turn off lights if being too noisy. * Have worksheet ready for when students are done. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: I will ask students to hand in their food journals and their analysis of their food journal. This will be more of a summative assessment because it is a key idea from our unit.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Hand out True or False Paddles. This is a quick review for your test.  True or False:  Eating Practices have changed over time?  Processed foods have been changed.  **Development: Length of Time: 35 minutes**  Everybody take out your food journals!  Today, we are going to go over your food journals and analyze them.  Go through the question sheet with the students. Explain that you are analyzing your eating practices. This is personal. Only me and you will see this. And I want your best effort.  When students finish early, hand them out a review sheet for our test that is on Thursday.  Or work on your art projects! These need to be handed in before I leave Thursday.  **Closure:**  Make sure you finish up your food trackers tonight!  If time, students can continue working on their art projects. | | **Instructional Strategies:**   * Individual work * Work quietly * Have work for students to do when complete.   **Materials/Resources:**  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * **Read through questions beforehand** |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices**  **(f)** **Record and analyze personal food consumption for five days (including servings, time, and location).** | | |
| **Key Understandings: (‘I Can’ statements)**  I can examine what I have consumed for 5 days.  I can complete a goal I set for myself and analyze it. | **Essential or Key Questions:**  What does my food consumption tell you about me?  How can I achieve my goals? | |
| Prerequisite Learning:  * Students should have their food trackers complete (they were given several reminders). Therefore, they should know what they ate. * Students should know their nutrition effect their health. | | |
| Instructional Strategy(ies)  * Turn off lights if being too noisy. * Have worksheet ready for when students are done. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: I will ask students to hand in their food journals and their analysis of their food journal. This will be more of a summative assessment because it is a key idea from our unit.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **WRITE TAKE HEALTH DUOTANG OUT ON THE BOARD**  Hand out True or False Paddles. This is a quick review for your test.  True or False:  Eating Practices have changed over time?  Processed foods have been changed.  **Development: Length of Time: 35 minutes**  Everybody take out your food journals!  Today, we are going to go over your food journals and analyze them.  Go through the question sheet with the students. Explain that you are analyzing your eating practices. This is personal. Only me and you will see this. And I want your best effort.  When students finish early, hand them out a review sheet for our test that is on Thursday.  Or work on your art projects! These need to be handed in before I leave Thursday.  **Closure:**  Make sure you finish up your food trackers tonight!  If time, students can continue working on their art projects. | | **Instructional Strategies:**   * Individual work * Work quietly * Have work for students to do when complete.   **Materials/Resources:**  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * **Read through questions beforehand** |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Half Day**  **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices** | | |
| **Key Understandings: (‘I Can’ statements)**  I can explain the importance of healthy eating. | **Essential or Key Questions:**  How is eating important to me? | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. | | |
| Instructional Strategy(ies)  * Group work * Video (for visual learners. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: We will correct our Sheets.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 5 minutes**  **Time for review!**  **Explain rules.**  **Ask: Who has heard of watched jeopardy before?**  **We are going to play our own version of it with a little bit different rules.**  **So, you will be split into teams and each team will be asked a question. I will not ask your team to answer if your team is always being noisy and goofing around.**  **You can look through your notes. But you will only have 1 minute to look per answer.**  **I am the final judge. I will give out points.**  **This is meant to be fun and for you to review for your test tomorrow, but if it gets out of hand (noisy or competitive), then we will switch to something else. I will give you a review sheet and you can all just go through them. If not, you must find something to do quietly. (Like read or complete other activities.**  **Development: Length of Time: 25 minutes**  Play Review Game Using PowerPoint  **Closure: 10 minutes**  **Make sure everyone has given handouts.**  **Cannot hand in book because you need it for** | | **Instructional Strategies:**  **Video**  **Materials/Resources:**  [**https://www.youtube.com/watch?v=c3vwTdBJEiY**](https://www.youtube.com/watch?v=c3vwTdBJEiY)  Bill Nye Question Sheet  Answer Sheet  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally   **Management Strategies:**   * explain directions orally * write down directions * go through answers. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Half Day**  **Outcome(s)/Indicator(s):**  **Mathematics** | | |
| **Key Understandings: (‘I Can’ statements)**  I can compare decimals in the thousandths place.  I can use various strategies to compare and order decimals. | **Essential or Key Questions:**  What strategies can I use to order decimals? | |
| Prerequisite Learning:  * Students know how to compare numbers using >, <, = * Students know place value. | | |
| Instructional Strategy(ies)  * Call on different students for answers | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: We will correct our Sheets. And assign a new sheet.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 10 minutes**  **Begin by correcting page 185. Go through the rows. Start at the back and work way through the front. Go through answers on the board that are incorrect.**  **Development: Length of Time: 25 minutes**  Number 7 talks about expanded form. Go through a couple extra examples of this so the students understand it.  Now, we are going to move on to something else. Ok, so previously you all learned how to compare and order decimals, however, so far we have only done this to the hundredths place, so today we are going to do it to the thousandths place.  Go through several examples of what this might look like.  For example.  Which one is bigger:  .765 or 0.654  .765 or .76  .765 or .770  Assign the students their homework. Give them work period.  **Closure: 10 minutes**  **Make sure everyone has given handouts.**  **Cannot hand in book because you need it for**  **Do Mathletics when finished** | | **Instructional Strategies:**  Have everyone involved ( by asking the answer to everyone)  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally   **Management Strategies:**   * explain directions orally * write down directions * go through answers. |
| **Stage 4: Reflection** | | |
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| **Half Day**  **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices** | | |
| **Key Understandings: (‘I Can’ statements)**  I can explain the importance of healthy eating. | **Essential or Key Questions:**  How is eating important to me? | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. | | |
| Instructional Strategy(ies)  * Group work * Video (for visual learners. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: We will correct our Sheets.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 5 minutes**  **WRITE**  **Good morning, and the mornings agenda on the board. Explain to students what the money will look like.**  **TAKE HEALTH DUOTANG OUT ON THE BOARD**  **Get two students to hand out question sheet.**  **Development: Length of Time: 25 minutes**  Watch Bill Nye Video.  Stop it at different times (The beginning to discuss proteins, fat and carbohydrates) to discuss questions and give them time to write down the answers.  **Closure: 10 minutes**  **Go through answers**  Using answer key. | | **Instructional Strategies:**  **Video**  **Materials/Resources:**  [**https://www.youtube.com/watch?v=c3vwTdBJEiY**](https://www.youtube.com/watch?v=c3vwTdBJEiY)  Bill Nye Question Sheet  Answer Sheet  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally   **Management Strategies:**   * explain directions orally * write down directions * go through answers. |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |

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| **Test Day**  **Outcome(s)/Indicator(s):**  **Health Education**  **USC 5.1 Analyze Personal Eating Practices** | | |
| **Key Understandings: (‘I Can’ statements)**  I can analyze my personal eating practices  I can explain the major ideas of nutrition. | **Essential or Key Questions:**  What are food traditions in other cultures?  How does my own culture influence my personal eating practices. | |
| Prerequisite Learning:  * Students should understand different foods give us different nutrients that are important to our health. They would have learned this through our previous lessons. * It is important to eat a balanced diet. * Our personal eating practices are different than others. | | |
| Instructional Strategy(ies)  * Group work * Video (for visual learners. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| *Assessment: I will ask students to hand in their choices to me.* | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Time: 3 minutes**  **Today is test day! The students will write a test.**  **Before, lay out your expectations.**  **Go over the questions for the test.**  **Finish the test, then hand it in to me. Then get out something quiet to do. Do any assignments you have first, then silent read.**  **You will have one hour to complete the test.**  **Remember to be quiet out of respect for those still writing.**  **Development: Length of Time: 35 minutes**  Everybody take out your food journals!  Today, we are going to go over your food journals and analyze them.  **Closure:**  Make sure you finish up your food trackers tonight!  If time, students can continue working on their art projects. | | **Instructional Strategies:**   * Individual work * Whole Class reading   **Materials/Resources:**  YouTube (Ghana Video) <https://www.youtube.com/watch?v=YvlYjLPgrCE>  “Street Food in Ghana”  Religion worksheet.  5 food choice with pictures  **Possible Adaptations/**  **Differentiation:**   * Write down directions * Explain directions orally * Work individually   **Management Strategies:**   * explain directions orally * write down directions * Read content together * Give examples |
| **Stage 4: Reflection** | | |
| (This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time) | | |