

Subject/Grade: Health Grade 7 Lesson Title: Knowing What You Eat Teacher: Paityn Ireland

Stage 1: Identify Desired Results

Established Goals: (Learning Outcomes)

US7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).

- Determine how and where to access healthy eating information.
- Analyze food labels for personal food choices for sodium, sugar, fat, and calorie content among similar products.

KUDs

Understand: Students will understand (can be written as I Can statements)

Essential Question(s):

I can read and understand food labels.

I can understand healthy food choices.

I can understand how healthy food choices will impact my life?

1. What are the main contents of a food label?
2. Why are food labels important?
3. What makes something Healthy?

Know: Students will know...

Why we read food labels?

Why health is important?

How to find health facts about the food we eat?

Do: Students will be able to....

They will be able to read and understand food labels and healthy choices.

Instructional Strategies: (list)

1. Discussion - starting with class discussion of favorite foods and then again at the end comparing results
2. Presentation - I will show the students what are the many components of food labels and why they are important
3. Group work - students will work together to research the food product they are given and record their information

Stage 2: Determine Evidence by Assessing Learning

Students will be assessed by what their group comes up with around their food item, and what they have written down about the food, what they learned about. They will also be marked on their participation within their group,

and I will be taking notes as the teacher within the classroom. They will also be marked on an exit slip they will get at the end of the lesson to see how much information on healthy choices and food labels they got from the lesson.

Stage 3: Build a Learning Plan

Set (Engagement/hook)

Length of Time: 10 minutes

There will be a number of popular food (with labels) set at the front of the classroom. It will now be time to go over past learning, what students already know about making healthy food choices. They will be asked some inquiry questions to get thinking started:

1. What is your favorite food?
2. Do you think this food is healthy for you?
3. What is in this food?

These questions are there is help gauge students' attention about what they are eating. I will then put the main things included in a food label on the board.

Development:

Length of Time: 30 minutes

At this time students will be put into partners and they will each be given food with a label. It will then be their job to research this food and what are the ingredients, and looking at the food labels. Students will be in charge of calculating how much of this would be a healthy amount in a day, and they need to record it for when we come together as a class.

Closure:

Length of Time: 10-15 minutes

In this part of the lesson, we will be ranking food based on the facts each group provided for the class on their food. This will be displayed on the board at the front of the class, and I as the teacher will be marking each of these down. Once we have finished our chart the front of the class will then be time to pass out the exit slip, the question would include:

1. Why would a food label be important?
2. Did any of these things surprise you about the food labels?
3. Would being able to read labels help to make healthy food choices?

Materials/Resources:

1. Food products with labels
2. Pencils and Papers
3. Whiteboard and markers

Management/Engagement Strategies:

1. Having them work in groups/partners
2. Involving all students within the discussion

Safety Considerations

1. None

Adaptions

- Having someone reading along with them and making sure they understand their tasks.
- Having everyone in the class do the majority of the assignment on their own so some students do not become distracted.
- Having the students finding fewer facts about the food item, give them a certain amount to find (might be less than the rest of the class).
- Providing other workspaces, some that may be quieter than the classroom.
- Having relatable resources hung up around the classroom for students to reference too.

Stage 4: Reflection

Professional Development Plan (PDP)

My professional goal(s) for this lesson is/are:

(just list them to begin, then work on the actual PDP template that will go along with your lesson)

1. Talking Slower - Sometimes when I get nervous I tend to get talking too fast, and I might be hard to understand for students.
2. Staying on Topic - One thing I have noticed with my past presentations and discussion leading is that I can get off topic very quickly, which sometimes can still be developing learning, and others it has no benefits.
3. More Planning - One of the things I always try to do is "wing it" and it never goes the way I thought it would, for this in lessons and the classroom I always want to be more prepared so students can get the most learning out of a class.