

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Foods to Help Me Grow Healthy
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District/Agency: Division of Public Health

Grade Cluster: K-2
Time Frame: 3 Lessons

Summary of Unit

Young children are able to distinguish between healthy and unhealthy foods through the guidance of the adults in their lives. They are capable of distinguishing between packages, and as they recognize more words, they can make further distinctions. Practicing good eating habits early in life is beneficial throughout life.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Health Education Standards

- ☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Nutrition, Personal Health & Wellness
- ☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- ☒ 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- ☐ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- ☐ 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- ☐ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- ☐ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ☐ 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understanding

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.

Students will understand that...

- Health is influenced by multiple factors.
- People, places, and things compete for our health choices.
- Food packages help me make healthy choices.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- Who's right and who's wrong?
- How do I choose?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Where to look to check if food choices are healthy.
- How to find "clues" on food packaging.
- The name and reason we need a variety of nutrients in our diet.

Students will be able to...

- Identify foods in the five food groups.
- Select food for healthy eating.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

You have been awarded the task of choosing foods for your school's harvest time festival lunch meal. Which of the following would provide a healthy meal containing all five food groups?

Turkey	Mashed Potatoes	Cotton Candy
Punch	Green Beans	Dinner Roll
Lemonade	Milk	Chocolate Cake
Apple Slices	Stuffing	

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Students will consistently choose foods from the five food groups and healthy beverages when performing the transfer task. They will demonstrate accurate information when reviewing their food diaries and show proficiency in food choices and beverage choices. If a poor choice was made in the food journal, the students will recognize that as a poor choice and know why it is so (too much fat, empty calories, excessive sugar, etc.).
 3. Students will usually choose foods from the five food groups and healthy beverages when performing the transfer task. They will usually demonstrate accurate information when reviewing their food diaries and show some proficiency in food choices and beverage choices. They will show less ability to recognize and explain personal food choices.
 2. Students will sometimes choose foods from the five food groups and healthy beverages when performing the transfer task. They will demonstrate limited proficiency in food and beverage choice and limited ability to recognize and explain good and poor personal food choices.
 1. Students will have minimal success at choosing foods from the five food groups and healthy beverages when performing the transfer task. They will have minimal or no proficiency in food and beverage choice and little or no ability to recognize and explain personal food choices.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

Beverage quiz (as one of the many such examples):

- Using empty containers, have students choose which beverage would be a healthy choice and why.
Fruit drink Gatorade
Orange Juice Pepsi

Correct answer would be orange juice since it is the only one that states juice in its name. If it does not say juice, it has added sugar.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

Keep daily food diary and evaluate weekly by self and peers.

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

www.healthteacher.com lessons

- Lesson 1: Let's Feed Our Bodies
- Lesson 2: Food Guide Pyramid
- Lesson 3: Food Packages

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- www.healthteacher.com
- www.kidshealth.org
- www.mypyramid.org

Bring in empty food containers for students to examine.

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Do not let your personal preferences come out in the lesson. Students need to give foods a taste before saying they dislike something. Keep in mind students need to think with their brains, not their bellies.

Remember when students look at empty food packages and examine what pictures and words they see, it can help them make healthy choices. The ingredient label will be looked at to see if SUGAR or FAT is one of the first things listed. Some of the MANY examples to use:

- Strawberry Jello food package may look like it contains strawberries, but the first ingredient is SUGAR.
- Cream cheese sounds like it should be in the milk group but has no calcium, only FAT or milk.
- Sunny Delight looks like orange juice but contains lots of SUGAR and is called a BEVERAGE, not juice.
- Fruit Loops cereal has no fruit but is loaded with SUGAR.
- Cheese curls have no calcium or milk but lots of FAT.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Using visuals will help students understand about packaging.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit.

- ☐ **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☐ **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☒ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Children are consumers of food products and are influenced by many factors. Learning how to read clues and make healthy choices will enrich the quality of their lives.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Invite the cafeteria manager into the classroom to reinforce the importance of eating healthy food and reducing sugar and fat intake.