

Lesson Plan

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| LESSON NAME | Basic Nutrition |
| GRADE | 9 th -12 th Grade |
| SUBJECT | Science |
| LESSON TOPIC | Health and Nutrition |
| NUMBER HOURS FOR LESSON | 1-3 hours |

Using your daily logs, create a lesson based on your activities completing a project or job shadowing.

Summary: Using the space below, summarize the lesson plan in 10-20 sentences. Explain how this lesson is connected to your externship and how you are involving industry in this lesson.

This Lesson is about basic nutrition using the “choose your plate” concept developed by the USDA. This lesson is connected to my internship because I was working with homeless youth at Covenant House and had been asked to develop some nutrition lessons for the “life skills” classes. These lessons could be used at the community center or in the residential living centers that are part of Covenant House. This lesson basically covers the five food groups and explains the relative proportion that each of these groups should represent in your diet. Students copy down notes during the presentation about the nutrients and health benefits of each of the five groups: fruits, vegetables, grains, protein, and dairy. Afterwards they reflect on their own diet, and also compare some different foods to evaluate which ones are more nutritious. As an optional activity students will create a healthy meal or snack with the help of the instructor.

I am involving industry in this lesson because nutrition is an important part of preventative health care. As an organization, Covenant House is concerned not just with the immediate needs of homeless youth in Anchorage, but also with developing longer lasting healthy life skills that the youth will take with them after they leave the program. This is why I think it is especially important to include the hands on “optional” activity in this lesson. It is engaging and it is practical because it allows the youth to practice making their own healthy food.

Outcomes: List the measurable (or achieved) outcomes students will demonstrate at the end of the lesson.

Students will be able to name the 5 foods groups and list at least two nutritional or health benefits for each one.

Students will be able to plan a menu for a day that meets the requirements, and they will be able to analyze foods to see if they contribute to a healthy diet or not.

If time allows, students will collaborate to create a healthy snack or meal.

Standards: List national and/or industry standards that this lesson will meet.

National Health Education Standards:

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

(<http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>)

Equipment/Supplies/Materials: List items needed to teach and complete this lesson.

Basic Nutrition PowerPoint show

Worksheets to take notes on

Examples of Daily and Weekly Meal Plans

Paper and Pens/Pencils

Optional: food and cooking equipment to prepare a healthy snack or meal

Activities: Clearly outline the activities of the teacher, student, and resources (funds, equipment, community based resources, industry experts, etc.) needed, during the delivery of the lesson. The information needs to be detailed so another person can teach the lesson. In addition, supporting documents (handouts, PowerPoint presentation, examples, quizzes, etc.) for this lesson must be developed and submitted to Blackboard with this document.

Lesson _____ **Basic Nutrition** _____ **Grade Level** _____ **High School** _____

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| Objectives: | Students will get an overview of the 5 food groups, and the “Choose your plate” concept promoted by the USDA. Specifically: Students will be able to name the 5 foods groups and at least two nutritional or health benefits for each one. Students will be able to plan a menu for a day that meets the requirements, and they will be able to analyze foods to see if they contribute to a healthy diet or not. |
| Question: | How can the 5 food groups meet all of a person’s nutritional needs? |

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|-------------------------|--|
| Engage | <p>Ask students some questions to gather information on their current understanding of Nutrition.</p> <ol style="list-style-type: none"> 1) What is food used for? 2) How old do you think your cells are? (These questions test whether students understand that food is used both for energy and for growth and repair of the body.) 3) How much do you know about nutrition? 4) Do you remember what the food pyramid looks like? (Questions #3&4 assess how much prior information the students have and what they have all ready learned in school about nutrition). <p>Note: As of 2013 the USDA is phasing out the “food pyramid” picture and using the “choose my plate” image. This new representation emphasizes proportions of food from the different food groups rather than numbers of how many foods they should eat every day.</p> |
| Explore | <p>Play and explain the PowerPoint Slideshow for students and have them fill out the worksheet table.</p> |
| Explain | <p>Explain topics and answer questions as you go through the slideshow</p> |
| Elaborate | <p>Bring Supplies to make a healthy food/snack! I brought supplies for students to make fresh guacamole. This is a good opportunity to go over safe food handling skills (washing hands!!!). Students work collaboratively and gain satisfaction from preparing their own “healthy food”.</p> <p>Alternatively: Have pictures of examples of foods that have about the same amount of calories, and have students match the “same calorie” foods together. Then have students compare which food is healthier and why. Example: One Big Mac and sm. soda = 1 low fat milk + 1 PB&J sandwich + 1 orange + one sm. bag of multigrain chips One candy bar = 1 granola bar + 1 yogurt</p> |
| Evaluate | <p>The last two questions on the worksheet have student reflect on their ideas about nutrition and what they have learned.</p> <p>After giving students some time to answer the questions, ask students to share answers with the group if they would like to do so.</p> |
| Materials Needed | <p>“Basic Nutrition” student worksheet Pens/pencils “Basic Nutrition” PowerPoint Supplies to Make a nutritious snack together or picture/examples of foods for calorie comparison.</p> |

Evaluation: Summarize how students are evaluated. You will need to develop a rubric **and** upload the file with this assignment to Blackboard, for more information see **Links for Building Rubrics** in Blackboard. The rubric must clearly state what students need to demonstrate or provide evidence that they have met the above outcomes.

| Rubric for Basic Nutrition | | | | Name: | |
|-----------------------------------|--|--|--|--|-------|
| Criteria | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
| Basic Nutrition Notes | Some Notes Taken 25%-75% of paper is filled out. | 75% percent of notes filled out. | All of questions answered and table filled out. Some answers are too brief or some grammar errors are present. | Excellent quality of answers. Little or few grammar errors. | |
| Analysis of food labels | Some effort put in, but missing key points from lecture. | Knowledge and understanding of lecture material clearly demonstrated. | Knowledge of lecture material clearly demonstrated. Notes from lecture used in Analysis. | Same as Accomplished, plus student can name 2 nutritional benefits from each of the 5 food groups. | |
| Food preparation | Student present for entire lesson. | Student follows appropriate safe food handling guidelines and does something to participate in food preparation. | Student follows appropriate safe food handling practices and makes effort to help with a significant part of the food preparation. | Same requirements as Accomplished, plus student demonstrates excellent leadership or cooperation skills with the other students. | |
| Total Score | | | | | |