Unit 2: Nutrition: For You and Your School

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented**
Time Period: **Week 12**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In this unit, students will examine foods that they eat on a daily basis. Students will build upon their knowledge of the importance of eating a balanced diet and proper nutritional intake by investigating what they and their peers eat on a regular basis. In addition, students will extend their investigation into the cafeteria to explore how the cafeteria supports healthy eating habits, and whether or not students are taking advantage of the healthy options.

Standards

CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
HE.3-4.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-4.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HE.3-4.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-4.2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
HE.3-4.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HE.3-4.2.2.4.B.4	Develop a personal health goal and track progress.

Essential Questions

- How can children eat healthy?
- How does the school promote living a healthy lifestyle?
- Why is eating healthy sometimes a challenge?

Application of Knowledge and Skills...

Students will know that...

- in order to make informed decisions about food, people need to learn how to eat healthy.
- it is recommended to eat a variety of fruits, vegetables, proteins, grains and dairy on a daily basis according to the US Department of Agriculture.
- people's decisions on what to eat is dependent upon personal choice and availability of options.
- the US government has tried numerous methods to persuade Americans to eat healthy.

Students will be able to...

- assess the extent to which their peers are meeting the criteria for healthy eating.
- generate a plan for promoting healthy eating in the cafeteria based on the food options available.
- identify foods that meet the qualifications for each of the parts of the "MyPlate" categories including fruits, vegetables, proteins, grains, and dairy.
- investigate the food options available in the cafeteria and categorize the items into the "MyPlate" categories.
- recommend to the cafeteria manager other healthy food options to increase the number of students who choose to eat healthy at lunch.

Assessments

- Promoting Healthy Eating in the School Summative: Suggested Instructional/Assessment Strategies Using survey data and their knowledge of MyPlate, students design a campaign for encouraging students in the school to eat healthier. Students work as a class or in groups to formulate ideas on how best to educate the school population to encourage healthy eating.
- Describe healthy eating K-W-L Diagnostic: Self Assessment Determine what students already know about healthy eating through a K-W-L activity.
- Persuading the Cafeteria Formative: Other written assessments Using the information students gathered about the preferences of the students in Green Brook, students write a persuasive letter to the cafeteria manager in an attempt to implement some of the proposed changes.
- Recognizing types of foods Formative: Other written assessments Students conduct lunchtime research. For a week, they record observations of the different foods that are served in the cafeteria, as

well as different foods that students bring in for lunch. Using this information, students draw on their knowledge of different foods groups as well as healthy eating behaviors to categorize the foods and make an assessment of whether students are eating healthy during lunch time.

- Student Poll Formative: Other written assessments Students create their own survey focusing their questions on a plan to get students to eat healthier. Questions may focus on current eating habits, personal food preferences, or ways to increase healthy food decision-making. Students compile the survey data to draw conclusions about ways to improve healthy eating in the school.

Activities

- K-W-L to determine students' prior knowledge of healthy eating.
- Practice categorizing various foods into the different food groups.
- Discuss and have students support with examples their assessment of their personal eating habits.
- Gather data about how students in the school eat.
- Gather data about the foods offered in the cafeteria.
- Analyze survey data to determine whether students are eating healthy, and where the cafeteria is doing well, or lacking in food options to meet all of the categories in MyPlate.
- Create a survey and collect data about student eating preferences.
- Write a persuasive letter to the cafeteria manager to attempt to make changes in the food offerings.
- Construct a campaign to encourage healthy eating in Green Brook.

Activities to Differentiate Instruction

- Base instruction on MyPlate and food groups using the data gathered from the K-W-L
- Encourage students to look at data through charts, pie graphs, or any other visual aid that fosters understanding of the data.
- Individual assessment and instruction on writing skills.
- Flexible grouping for activities.
- Students contribute to the healthy eating campaign based on their particular learning styles and strengths.

Integrated/Cross-Disciplinary Instruction

- Confer with the math or science teachers to help students understand methods of data collection and analysis.
- Coordinate with the visual arts or computer literacy teacher about ways to make effective and persuasive posters.
- Discuss with language arts teachers methods for teaching students how to write a formal argument coherently and persuasively.
- Organize with health teachers and the school nurse to improve knowledge of healthy eating.

Resources

- Information on appropriate food choices: http://www.choosemyplate.gov/
- Healthy recipes made by children across the country and put together by the White House: http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/HealthyLunchtimeChallengeCookbook.pdf
- US Department of Agriculture brochure for healthy eating released in 2010: http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/DG2010Brochure.pdf
- Team Nutrition teacher resources: http://www.fns.usda.gov/tn/Resources/servingupmyplate.htm#guides

Information on appropriate food choices
Recipes submitted by chidren across the country for healthy eating
US Department of Agriculture brochure for healthy eating released in 2010