

## Final Curriculum Plan

### Discovering Community

July 17, 2009  
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Grade 5/6

Unit Topic: Choosing Healthy Foods

Overview: This unit is designed to look at foods we eat on a daily basis and understand their relationship to our health

Enduring Understanding: Students understand that choosing healthy foods to eat contributes to overall health and wellness

Essential Questions: How do I practice healthy eating habits?

Focusing Questions: What are healthy/unhealthy foods? Where do I find healthy foods? Why do I choose healthy foods? How do healthy foods benefit me?

ANESU Power Standards: As far I can tell, there are not Power Standards for Health. However, the following standards apply:

VT. Standard 3.5 Students make informed, healthy choices that positively affect the health, safety and well being of themselves and others

Other Standards:

GE Stems HE1- Students will understand how to reduce their health risks through the practice of healthy behaviors  
HE7- Students demonstrate the ability to make decisions that lead to better health

National Health Standards (2006):

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
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 to avoid or reduce health risks.

Assessments:

Students create "mural" of photographs which illustrates the importance of good nutrition and healthy eating habits. The mural will be displayed in multi-purpose room where students eat lunch.

Other evidence:

Quiz- food groups and USDA food pyramid

Skill check- interpret nutritional information on food labels

Reflection- reflect on the extent to which you eat healthfully at the end of the unit (compared with the beginning)

Self-assess the mural

Content & Vocabulary:

local  
organic  
physical wellness  
healthy choices  
processed foods  
manufactured foods  
production  
food pyramid  
protein, fat, calorie, carbohydrate, cholesterol  
diabetes, obesity

Skills:

Students will know...

Key terms- from vocabulary  
Types of foods in each food group and their nutritional values  
USDA Food Pyramid guidelines  
Variables influencing nutritional needs  
General health problems caused by poor nutrition

Students will be able to...

Plan balanced diet for themselves and others  
Analyze diets for nutritional value  
Read and interpret nutrition information on food labels

Suggested Resources:

Books:

Cookbooks: Joy of Cooking, Laurel's Kitchen, all Moosewood's books

Nutrition: Janey Junkfood's Fresh Adventure, by Barbara Storper  
Food & Nutrition Inquiry Activities, by Judy Johnson

Other: Chew On This, by Eric Schlosser & Charles Wilson  
Fast Food Nation, by Eric Schlosser  
Animal, Vegetable, Miracle, by Barbara Kingsolver

Project Food, Land & People's Resources for Learning, FLP USA Division

Nourishing Choices by Eve Pranis

Magazines/Periodicals:

Eating Well Magazine

Websites:

[www.nutritiondata.com](http://www.nutritiondata.com)  
[www.whfoods.com](http://www.whfoods.com)

People:

MNFC, Middlebury: Kira Winslow  
Mountain Greens Market, Bristol: Christian Schider  
Bristol Farmers Market, Bristol: Olga Moriarty

Local farmers:

New Leaf Farm, Breault Farm, Metta Earth Farm (produce)  
Kristen Andrews (produce & goats)  
Todd Hardie, Honey Gardens (honey)  
Monument Farms Dairy (milk)  
Misty Knoll (chicken)  
Ben Gleason (grains)  
Norris Sugarworks (maple syrup)

Other:

Matt Dubel, Shelburne Farms

VT. FEED Project

NOFA

Learning Opportunities/Instructional Strategies:

Week 1: Can't we eat pizza every day? Engage students in questioning food choices. Introduce the essential question and the final project (mural). Begin food journals: students will create their own.

Week 2 : Present food groups. Practice categorizing foods into groups. Introduce food pyramid. Invite Laura to speak to class about expectations for a balanced lunch plate based on state guidelines. Introduce 3 important principles: variety, moderation, balance. Review food journals.

Week 3: Review Pyramid. Introduce food labels. Use collection of food labels to practice reading and analyzing. Vocabulary: serving size, calories, vitamins and minerals, proteins, carbohydrates, sugars, fiber, fats, cholesterol, sodium, water. Review food journals.

Week 4: Quiz on Food Pyramid and vocabulary. Prepare a healthy snack and enjoy (granola &/or fruit kabobs). Reflect on food journals: I made these healthy choices... I made these changes in my eating habits... Collect journals.

Prepare kids for next weeks game. Have them look at magazines, TV, etc. to find facts or fiction about nutrition. food, dieting.

Week 5: Nutrition myths: fact or fiction game. Begin with each student writing their response to the prompt: " I heard that..." Write the most unusual, fictional thing you have ever heard or read about food or nutrition. Use the information collected last week. Discussion and review:

Why do some people believe nutrition myths?

Name 3 fictional nutrition statements/ 3 factual statements.

How might nutrition misinformation contribute to eating disorders

Week 6: Fat Facts: analyze food labels from a variety of snack foods. Measure fat content and represent using tsp of butter or Crisco. Create a visual graph of food items. Homework: make a goal to reduce fat intake for one week. " I reduced my fat intake this week by eating.." to be shared in class next week.

Week 7: Sugar Facts: analyze food labels from a variety of snack foods. Measure sugar content and represent using white sugar. Create visual graph of food items. Homework: "I reduced my sugar intake this week by eating..." to be shared in class next week.

Week 8: Vitamins & Minerals. vocabulary: vitamin A (beta carotene), vitamin C, calcium,iron,folate (folic acid), sodium. Research these vitamins and minerals in tech lab. Introduce that each student will give a very brief (2-3 min) presentation of their findings next week in class. Take time to make a menu for a healthy snack "party" for next week.

Week 9: Presentations and healthy snack "party"

Week 10: Processed foods vs. whole foods: invite a speaker/panel of speakers to class. Suggestions: Kira or Reiner from MNFC , Ben Gleason from Gleason's Grains, Todd Hardie from Honey Gardens.

Week 11: Final activity: You will create a "photo mural" that can be displayed in the MP room so that all of LCS community will learn about healthy eating and smart food choices.

Using Photoshop and digital cameras, you will photograph food, people eating food, anything that represents something you have learned from this study of healthy eating choices. You may choose a topic of focus from a list I will provide.

Your photograph will include text that represents a concise message about your topic. Your message will inform other students about healthy choices. This will be a permanent installation.

Week 12-14: Work on projects

The idea of creating a mural about healthy eating habits is a solution to the problem that Wellness does not have a classroom and there needs to be a place where students can display the work they have accomplished in Wellness classes. The other issue is that the "dining room" is a multipurpose room for PE, music and morning assembly. I want the "dining room" to be a place where kids are educated by the food choices they are offered at lunch, by what they hear from us in the lunch line and by the visual messages they see from their peers. The "photo mural" is a teaching tool created by students for students.

At the Discovering Community class, I worked with Ned in photography and we used Photo Story and Photoshop to create slideshow. I would like to use the technology so that each

kid can create a photo with text that can be printed and displayed. I envision photos mounted on foam backing and hung along the wall at eye level so the text may be read daily as kids come through the lunch line. It will be something like a teaching art gallery.

I also see opportunities in this curriculum to use audio to create “vox pops” or record interviews or kids reflections. When kids are sharing nutrition myths or “I reduced my sugar intake...” their responses could be recorded. I will have to get an assistant to do that part.

Final note: this curriculum spans 12-14 weeks because I only work one day a week. Ideally, this “unit” would run for about 2 weeks in a classroom with added time to work on the project.

Respectfully submitted,

Catherine Willson  
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