

Nutrition Lesson Plan (Primary)

TEACHER

DATE

GRADE LEVEL

Can be adjusted to fit grades K-5

SUBJECT

Health, social studies

LESSON OBJECTIVE(S)

- SWBAT communicate how eating enough of the right kinds of food keeps them healthy.
- SWBAT communicate differences in what people eat across the world.

MATERIALS

- “Draw and Write” quarter sheets (see associated materials)
- Printed photos from Peter Menzel’s “What the World Eats” photo series (see associated materials). If you have access to computers, you could also assign students a country photo from Menzel’s website. Note: These are copywritten images; do not post them online. (<http://menzelphoto.com/galleries/what-the-world-eats/>)
 - Other resources for school lunch images include:
 - <http://www.businessinsider.com/school-lunches-around-the-world-photos-2017-4>
 - https://www.huffingtonpost.com/2015/02/25/school-lunches-around-the-world_n_6746164.html
- Projector or computer-linked TV to show the video “Hunger isn’t Just a Stomach Thing” (<https://youtu.be/L3abZswA5XY>)
 - Alternatively, use the book *How Did that Get in My Lunchbox?* by Christine Butterworth (Candlewick Press, 2011) or other nutrition picture book
- Frayer model or other vocabulary strategy

ENGAGEMENT 10-15 MIN

- Describe how the teacher will capture students’ interest.
- What kind of questions should the students ask themselves after the engagement?

Ask students to draw their favorite foods on the handouts or in a notebook and answer when they last ate the food. Then lead a share-out discussion of students’ favorite foods. As a class, together begin to sort the favorite foods into healthy foods and unhealthy foods. This will get students started thinking about the connection between food and health.

Possible questions to expand the discussion include:

- What foods do you often eat? Are they healthy or unhealthy foods?
- What foods do your parents/family members eat? Do you eat the same food?
- What are some examples of healthy foods? How do we know if a food is healthy?

EXPLORATION -30 MIN

- Describe what hands-on/minds-on activities students will be doing.
- List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration

Pass out one photograph from the “What the World Eats” series to each student (or use computers and access the links listed above). Explain that the photos show what one family eats for a whole week in different parts of the world. Ask students to look closely at the image and quietly reflect on the following questions:

NUTRITION LESSON PLAN (PRIMARY)

- What foods do you see?
- Are there foods in the picture you don't know?
- Do you eat some of these foods at home?

Have students trade photos and repeat the reflection. Then have students work together to find similarities and differences. Ask students to walk around the room and look for a partner that has similar food in their photo. Ask a few pairs to share what was similar and show their photos to the class. Then ask students to find a picture where lots of the foods are different from each other. Repeat the share-out exercise.

EXPLANATION 20 MIN

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

Ask students think-pair-share on what they learned from the exercise. Chart out student learning on the board. What questions do students now have? Chart out student questions.

Share with students the concept of nutrition using the video “Hunger isn't Just a Stomach Thing” (<https://youtu.be/L3abZswA5XY>)

Help students break down the video. Watch several times and help students answer:

- Where does energy in your body come from?
- What happens if your brain doesn't get enough energy?
- What happens if your heart doesn't get enough energy?
- Why do kids that are hungry a lot (malnourished) get sick more?
- Why are kids that are hungry a lot (malnourished) smaller than other kids?

Teachers of younger grades may instead like to use a picture book like “How Did that Get in My Lunchbox” to explore food and healthy eating.

ELABORATION 10 MIN

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

Teacher and students will work together to fill out a Frayer model on nutrition (or alternatively healthy and unhealthy) to solidify the vocabulary.

EVALUATION 5-10 MIN

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

Evaluation could take many forms including a think-pair-share, exit ticket, mini discussion or drawing activity. Possible questions to guide evaluation:

- What is one healthy food that you don't eat? Why might it be a good idea to eat it?
- What is one place where people eat different food from you? How is the food different?

EXTENSIONS

- Teacher could choose to assign keeping a food journal as homework
 - See other nutrition teaching resources: <http://www.actionforhealthykids.org/tools-for-schools/find-challenges/classroom-challenges/1212-nutrition-education>
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STANDARDS

- WA Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - WA Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
 - WA Early Learning Guidelines: #4 Growing up healthy
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**DIFFERENTIATION
STRATEGIES TO MEET
DIVERSE LEARNER NEEDS**

WHAT'S YOUR FAVORITE FOOD?

Draw it!

When was the last time you ate this food?

WHAT'S YOUR FAVORITE FOOD?

Draw it!

When was the last time you ate this food?

WHAT'S YOUR FAVORITE FOOD?

Draw it!

When was the last time you ate this food?

WHAT'S YOUR FAVORITE FOOD?

Draw it!

When was the last time you ate this food?



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