

<i>I. Planning Statement</i>	
<p>Central Focus of Lesson or Learning Segment Through health education, students learn skills that enable them to make healthy choices for a lifetime of healthy living. Students develop healthy choices and avoid high-risk behaviors. In this six-lesson module, students have learned about nutrition and physical activity, two important factors in their healthy growth and development. This will be an overview of the previous five lessons. A final assessment will be given.</p>	
Grade: 4 th -5 th	Content Area: Nutrition and Fitness: The effect of exercise on the Brain
Time Allotted: 60 minutes	Classroom organization: Students will sit at their desk in table groups.
<p>Instructional resources and materials: Final Assessment, MyPlate Mini Posters- “Eat Smart to Play Hard”, Launch Your Day with Breakfast”, MyPlate work sheet, “Measuring Up MyPlate”, Visual of “Get 6 minutes a Day of Physical Activity”. Circuit Exercises work sheet</p>	
<p>Content Standard(s) – include number and text:</p> <p>Standard 1: Essential Concepts</p> <p>1.3.N Describe the relationship between food intake, physical activity, and good health</p> <p>1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity</p> <p>1.7.N Describe the benefits of moderate and vigorous physical activity.</p> <p>1.8.N Identify ways to increase and monitor physical activity</p> <p>Standard 5: Decision Making</p> <p>5.2.N Describe how to use a decision-making process to select healthy options for physical activity</p> <p>Standard 6: Goal Setting</p> <p>6.2.N Make a plan to choose physical activities at school and at home</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.4.N Practice how to take personal responsibility for engaging in physical activity</p>	
<p>Specific Academic Learning Objectives:</p> <ul style="list-style-type: none"> • <i>What do you want students to learn in this lesson? Students will learn:</i> <ul style="list-style-type: none"> - Students will understand the benefits of engaging in 60 minutes of physical activity every day. - Students will identify the different kinds physical activity and learn about different ways to be more physical activity each day - Students will be able to list foods that are in each food group from the USDA MyPlate. - Students’ will understand how to read a food label - Create a healthy meal or add to a meal to ensure it contains all the food groups • <i>What should students be able to do after the lesson? Students will be able to:</i> <ul style="list-style-type: none"> - State the benefits of exercise on our health - Understand that their brain is an organ that need exercise to function at top level - Need to feed their brains with nutritious foods - Need to rest their brains with plenty of sleep 	
<p>Prerequisites:</p> <ul style="list-style-type: none"> • <i>What prior academic learning and prerequisite skills do students need for this lesson-</i> <ul style="list-style-type: none"> - Listening skills. - Motor skills, - Ability to Find the meaning to a question posed - Engage in activity • <i>How will you determine whether students have these?</i> When children have a good deal of experience and begin to form some ideas, they need to step back from their hands-on investigative work, review and reflect on what they have done, and bring together data/ideas and formulate patterns and relationships 	

- *How will you connect to students' assets, including everyday experiences, cultural and language backgrounds and practices, and interests?*

Developing an in-depth understanding of each learner can be accomplished by developing student learning profiles to capture five important dimensions of learning identity: *biological traits, cultural and societal factors, emotional and social influences, academic performance, and learning preferences*. Work to make each lesson meaningful to all students. Adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning objectives

(If Applicable) Key ELD Standard(s):

Academic Language:

Academic language demands:

- *What academic language is used in the lesson? (language functions, vocabulary/symbols, syntax and discourse)*

Listening along with student being able to evaluate, describe, and identify the information they will be learning. Another key language demand will be speaking out loud to a partner, table group, or entire class. Students will define vocabulary words and connect to the instructions. Students will need to describe what nutrition is and how they can make good nutritional choices.

Academic language supports:

- *Identify the specific strategies/tasks/language supports used before and during the lesson to help all students meet the language demands.*

- Provide a brief overview of the content material being presented
- Make available scaffolding and extension options to build on previous learning
- Stop and summarize Identify important concepts
- Maintain eye contact to engage in active listening

Accommodations (to ensure all students have access to the curriculum):

- *Describe your instructional strategies and planned supports for:*
 - *individual and/or groups of students who are learning English*
 - Direct/indirect modeling of English language structures and conventions with corrective feedback
 - Decoding simple reading passages
 - Daily language lessons in writing, spelling, and grammar that are connected to the related readings of the content curriculum, not taught as isolated and unrelated skills
 - Giving students an amount of "wait time" to interpret information or to process questions related to content is encouraged before demanding a response.
 - *individual and/or groups of students who have special needs*
 - Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time according to I.E.P.s or 504 plans.
 - Summarizing, paraphrasing, and notes will be provided for those students who struggle with reading comprehension and written expression, or those who are guaranteed those accommodations according to I.E.P.s or 504 plans.
 - Proficiency of a specific skill/concept will be appropriate alternative assessments for those students whose multiple intelligences have large weaknesses in reading comprehension and written expression
 - Use *negotiating of meaning* to provide ways to express needs, ideas, thoughts, and intentions

Assessment:

- *Describe your planned formal and informal assessments.*
 - Formal assessment will be given following review and discussion.
- *How will your assessment(s) provide evidence of student learning?*

Through shared activity and table discussions and final assessment and journal entry
- *Describe any adaptations of your assessments for:*
 - *individual and/or groups of students who are learning English?*
 - Giving students an amount of "wait time" to interpret information or to process questions related to content is encouraged before demanding a response.
 - *individual and/or groups of students who have special needs?*
 - Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time per I.E.P.s or 504 plans.

II. Instructional Sequence

Time 20 mins	<p>Set or introduction: <i>How will you begin the lesson? How will you present a problem or question, engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i></p> <p>REVIEW key points from lessons 1-5</p> <p>Summarize MyPlate: Handout the blank MyPlate and “Measuring Up MyPlate” worksheets, one blank sheet of paper and a pencil.</p> <p>Review MyPlate using the visual * “Eat Smart to Play Hard” mini- poster. Review the food groups and how food affects growth and energy levels for daily activity, starting with a good breakfast.</p> <p>ASK why is Breakfast important? - Equals fuel for the brain and for learning and energy to play. Allow students to answer. Suggest protein and a source of energy. Tell the students that they will now get to design their own meal plans (or My Plate plates). Direct students to work on the MyPlate worksheet and then the “Measuring Up MyPlate” right after. The purpose here is to let them show you they understand what good food choices are.</p> <p>Give instructions for both so that they can work at their own pace. For blank plate, fill in/ divide plate and label it with pencil. No coloring or shading, keep it simple.</p> <p>Instruct students to work on “Measuring Up MyPlate” only doing the first part where they circle the foods and then add them up. If there is time to make the menu, they can go ahead and do it, or they can take the worksheet home and complete at home.</p>
20 mins	<p>Developing Content/Body of Lesson: <i>What learning tasks and instructional strategies will you use in the main part of the lesson? How will the lesson unfold? What if students finish early or are not finished?</i></p> <p>Activity: Designing an Exercise Circuit</p> <p>Show visual “Get 60 Minutes a Day of Physical Activity” Handout the “Circuit Exercise for Kids” worksheet. Tell students that now that they have created a menu for fueling up their bodies, they will get to design an exercise circuit (sequence) to use up some of that energy. Briefly recap main points from the exercise lesson by asking students what are some good reasons why exercise is important?</p> <p>Show visual: “Exercise Pyramid”. Instruct students to look at the handout and at the exercise pyramid for exercises or movement to add to their circuits. They can add in one or two of their own. Instruct them to design their own exercise circuits to follow at the playground (at school). Pick at least 3 exercises from the list and create your own exercise sequences. There is room for 3 on the worksheet. Try to mix up the intensity from high, medium, and low.</p> <p>Write out some examples of an exercise circuit on the board. Encourage them to get creative and have fun!</p> <p>Discussion Ask your students questions: How was it for you to design the circuits? What did you like and not like about the activity? Do you think you will be able to follow it?</p> <p>Could the circuits take up 60 minutes of daily physical activity time? How many circuits would equal 60 minutes? How would they need to change their circuit to a longer or shorter time?</p>

<p>15 mins</p>	<p>Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i></p> <p>ASSESSMENT form- Hand out assessment for students to fill out.</p> <p>Encourage the students to continue to try different types of activities and exercise. Encourage them to taste new foods often and throughout their lives. If possible grow food, grocery shop with your family, and learn to prepare simple meals.</p> <p>Let students know that they will be completing an assessment. – Hand out the assessment and tell students they have 15 minutes to complete.</p>
	<p>Monitoring and Informal Assessment: <i>Throughout the lesson, how will you determine what students are understanding? What kind of questions will you ask? What will you be watching for? How will you keep students on task?</i></p> <p>Monitor informal assessment by watching students engage in the activity</p>
<p>5 mins</p>	<p>Extending the Lesson/Homework (optional):</p> <p>Ask students to practice at least one of their exercise circuits during the next week. Goal setting: Have them decide what day they will do it and when. For example: Next Friday during recess.</p>
	<p>Reflection, Next Steps:</p> <p>Integrate Brain Boosting Breaks into the classroom or school. Informally check snacks and lunches from time to time and remind students about healthy food choices.</p>

References and Resources

Visuals/ Handouts

American Heart Association. (2007). “Activity Pyramid”. Retrieved from http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305553.pdf

American Heart Association. (2012). “Get 60 Minutes a Day of Physical Activity”. Retrieved from http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_467894.pdf

Reich, Amy. (2018). “ Circuit Exercise for Kids” worksheet for the activity.

USDA. “Eat Smart to Play Hard” mini- poster (2 pages). (MyPlate information with connection to physical activity). Retrieved from <https://www.fns.usda.gov/sites/default/files/eatsmartminiposter.pdf>

USDA. “Snack of Champions”. Worksheet. Retrieved from https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf

USDA. “Measuring Up MyPlate”. Worksheet. Retrieved from https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf

USDA. Blank MyPlate worksheet.

Eat Smart To Play Hard

Use **MyPlate** to help you fuel up with foods from each food group.

Choose **MyPlate.gov**

Keep on Moving!
You need at least 60 minutes of physical activity each day. Whether that's skateboarding, tossing a ball, or playing tag, every little bit counts!

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FRUITS Fuel Up With Fruits at Meals or Snacks

Oranges, pears, berries, watermelon, peaches, raisins, and applesauce (without extra sugar) are just a few of the great choices. Make sure your juice is 100% fruit juice.

VEGETABLES Color Your Plate With Great-Tasting Veggies

Try to eat more dark-green, red, and orange vegetables, and beans and peas.

GRAINS Make at Least Half Your Grains Whole Grains

Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and light popcorn, more often.

PROTEIN Vary Your Protein Foods

Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish taco, shrimp or tofu stir-fry, or grilled salmon.

DAIRY Get Your Calcium-Rich Foods

Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.

Know Your "Sometimes" Foods

Look out for foods with added sugars or solid fats. They fill you up so that you don't have room for the foods that help you eat smart and play hard.



SNACK OF Champions

SECOND COURSE • REPRODUCIBLE 1



Name: _____ Date: _____

You have been asked to create an original "Snack of Champions" recipe for the athletes of your sports team. Remember to refer to the **MyPlate** icon as a guide when creating your healthy recipe. Use the chart below to help you get started. It lists some healthy food options for each food group. Be creative. Try to incorporate at least three food group ingredients and a whole grain. Think like a champion!

VEGETABLES	FRUITS	WHOLE GRAINS	PROTEIN	DAIRY
broccoli sweet potatoes spinach carrots	oranges apples watermelon bananas	brown rice oatmeal popcorn whole-wheat bread	chicken breast almonds salmon lean beef steak	fat-free milk low-fat fruit yogurt plain yogurt
tomatoes black beans hummus Romaine lettuce red peppers	grapes strawberries peaches raisins blueberries	whole-wheat crackers whole-wheat pasta whole-wheat cereal whole-wheat tortillas quinoa	hard-boiled egg sunflower seed butter pinto beans lean turkey slices tofu	low-fat cottage cheese low-fat mozzarella stick soy milk (with calcium) low-fat cheddar cheese low-fat frozen yogurt low-fat American cheese

1. What will you call your Snack of Champions? _____

2. Write out your healthy snack recipe. First, list all the ingredients. Then explain the steps that are needed to make it.
Ingredients: _____

How To Make It: _____

3. Explain why you chose these foods for your snack recipe. What benefits will they give an athlete? _____



Being physically active is fun, helps you look and feel your best, and gives you more energy to do other things.

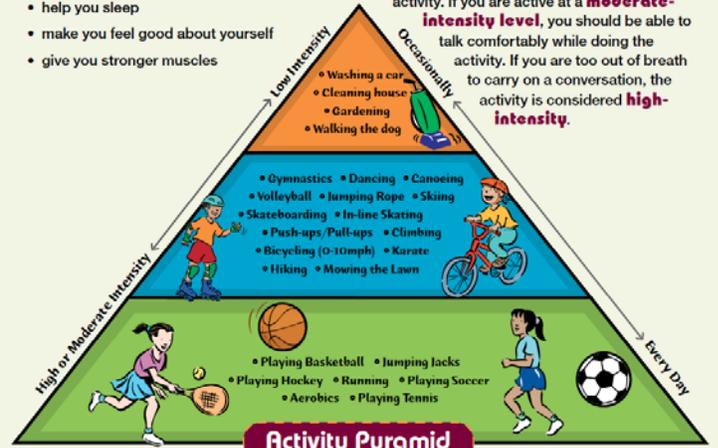
Physical activity helps your body work better, too! It can:

- improve blood circulation throughout your body
- help keep weight under control
- improve blood cholesterol levels
- boost your energy level
- help you sleep
- make you feel good about yourself
- give you stronger muscles

The more active you are, the faster your heart beats.

Because your heart is a muscle, it becomes stronger and more efficient when you exercise it. You definitely want your heart to be strong enough to pump blood throughout your body! To benefit most from physical activity, try to get at least 60 minutes of moderate- or high-intensity activity each day.

If you are active at a **low-intensity level**, you should be able to sing while doing the activity. If you are active at a **moderate-intensity level**, you should be able to talk comfortably while doing the activity. If you are too out of breath to carry on a conversation, the activity is considered **high-intensity**.



Get 60 Minutes a Day of Physical Activity

Association



with FRIENDS

with FAMILY

on YOUR OWN

MEASURING UP MyPlate

SECOND COURSE • REPRODUCIBLE 2



Name: _____ Date: _____

Lucia needs your help to eat smart and play hard. On the chart below, circle foods and drinks for her for 1 day. On another piece of paper, write a menu for her meals and snacks using the foods you circled. Lucia is a moderately active 9-year-old girl. She needs to eat the following amounts from each food group each day:



Vegetables
2 cups



Fruits
1 1/2 cups



Grains
5 ounces



Protein Foods
5 ounces



Dairy
3 cups

Add up the amounts of foods in each food group your circled food choices provide. Do the meals and snacks you planned give her what she needs for the day?

Note: "oz" is the abbreviation for ounce.

VEGETABLES	FRUITS	GRAINS	PROTEIN	DAIRY
small bowl of romaine lettuce (1/2 cup)	small orange (1/2 cup)	2 slices whole-wheat bread (2 oz whole grains)	slice of turkey (1 oz)	glass fat-free milk (1 cup)
small bowl spinach (1/2 cup)	small apple (1/2 cup)	5 whole-wheat crackers (1 oz whole grains)	1 hard-boiled egg (1 oz)	2 slices low-fat Swiss cheese (1 cup)
medium baked potato (1 cup)	large banana (1 cup)	1/2 cup cooked brown rice (1 oz whole grains)	1/2 cup cooked black beans (2 oz)	1.5 oz low-fat shredded cheddar cheese (1 cup)
12 baby carrots (1 cup)	16 grapes (1/2 cup)	packet of instant oatmeal (1 oz whole grains)	small hamburger patty (3 oz)	snack-size container low-fat yogurt (1/2 cup)
large sweet potato (1 cup)	mango (1 cup)	3 cups popped popcorn (1 oz whole grains)	small chicken breast half (3 oz)	1 fat-free milk chug (1 cup)
6 - 8 cherry tomatoes (1 cup)	large peach (1 cup)	medium piece of cornbread (2 oz refined grains)	12 almonds (1 oz)	slice low-fat American cheese (1/2 cup)
large ear of corn (1 cup)	large plum (1/2 cup)	small whole-wheat tortilla (1 oz whole grains)	small salmon patty (3 oz)	small low-fat milk carton (1 cup)
side of cooked collard greens (3/4 cup)	snack container of pineapple (1/2 cup)	1 slice white bread (1 oz refined grains)	2 slices ham (2 oz)	
side of cooked lentils (1/2 cup)	small bowl of blueberries (1/2 cup)	1 cup whole-wheat pasta (2 oz whole grains)	3 small turkey meatballs (2 oz)	
4 tablespoons tomato sauce (1/4 cup)	glass of 100% fruit juice (1 cup)	1 bowl low-fat granola (1 oz whole grains)	1 cup veggie chili (2 oz)	
TOTAL CUPS:	TOTAL CUPS:	TOTAL OUNCES:	TOTAL OUNCES:	TOTAL CUPS:



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Circuit Exercise for Kids!

Design your own exercise circuit to follow at the playground.

Pick at least 5 exercises from the list below and create your own exercise sequences. Try to mix up the intensity from high, medium, and low.

Get creative and have fun!

Jumping jacks	Squats
Running in place for 30 seconds	Push ups
Run	Bicycle in place
Crawl	Sit ups
Jump rope	Touch toes
Hop on one foot, then switch feet	Dance
Hang on monkey bars	March in place
Pull-ups	Kick ball
Hula hoop	Play catch
Jump over tires or logs	Walk on tiptoe
Walk across balance bar	Lunges
Downward dog (yoga)	Yoga poses
ADD YOUR OWN HERE:	

In table groups- Create your own circuits- Name the exercise & how many times or for how many minutes to do it.

Example: jumping jacks 25 times, touch toes 10 times , run in place for 30 seconds, hang on monkey bars 30 seconds, pull - ups 10 times, hang on monkey bars 30 seconds, run across field, lunges twice each side.

1

_____ for ___times _____ for ___ times

_____ for ___times _____ for ___ times

2

_____ for ___times _____ for ___ times

_____ for ___times _____ for ___ times

3

_____ for ___times _____ for ___ times

_____ for ___times _____ for ___ times