

<b>Teacher Candidate:</b>	<b>Amy Young</b>	<b>Date Taught:</b>	<b>4/25/2020</b>
<b>Cooperating Teacher:</b>	<b>Sara Jessical Parker</b>	<b>School / District:</b>	<b>Virginia Beach</b>
<b>Grade:</b>	<b>9th Grade</b>	<b>Field Supervisor:</b>	<b>Dr. Lisa Debbie</b>
<b>Unit / Subject:</b>	<b>Nutrition/ Health</b>		
<b>Lesson Title / Focus:</b>	<b>Exam Review /Nutrition Labels</b>		

## **PLANNING AND PREPARATION**

### **Content Knowledge**

The purpose of this lesson is to teach and educate the students about the information on nutrition labels located on the back of food packaging. A main focus of the nutrition label take-away is talking about the importance of serving size with the students. Some food items will have multiple serving sizes per container. The nutrition label is made up of five main components. The serving size, the calorie count, unhealthy nutrients, followed by healthy nutrients. Finally is the footnote, which is the bottom most portion of the label. Important key factors also include the percentage daily values provided by the label. These percentage daily values are based on a 2,000 calorie diet.

### **Learner Differences**

The students will have the opportunity to play in a trivia game during a nurturing learning environment. The learners will have the chance to enhance their previous knowledge of information learned in earlier lessons during the past weeks. This lesson will help the students on all levels improve through their skill in deciphering the information given on nutrition labels at various levels of prior knowledge. Students will work in four groups collaborating with each other sharing information. One student from each group will stand up to answer the trivia questions. This will give students of all abilities the opportunity to have a role in their group. Whether or not their role is cognitive or physical. The questions will be displayed on a screen, as well as read allowed by the instructor giving all the opportunity to participate in the activity.

### **Outcomes/Goals**

Students will be able to identify four of the five components of the nutrition label, from memory without assistance when assessed for the nutrition test.

Students will be able to successfully work together in groups treating each other with dignity and respect during the entire class period.

Students will be able to identify the location and the importance of the serving size listed on the nutrition label, and be able to calculate the number of serving sizes per each item of food every time they are given an example of a nutrition label.

Students will know the percentage daily value rates on the nutrition label are based on a 2000 calorie diet each time they are assessed.

Students will be able to make healthy choices using the nutrition label and its numerical information to start implementing healthier food choices on a daily basis to promote a healthy self image most of the time.

Students will make physical daily activity choices vigorous or not based on the decisions of the students food choices measured by the nutrition label.

## **Standards**

### **Virginia SoLs**

#### **Motor Skill Development**

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

a) Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.

#### **Anatomical Basis of Movement**

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

a) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.

b) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.

c)Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.

d)Apply a decision-making process for selecting health and wellness products.

### **Fitness Planning**

9.3 The student will demonstrate skills to advocate for personal and community health.

d) Create a one-day meal plan that meets daily values for vitamins and minerals.

### **National SHAPE Standards**

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### **Resources and Materials**

The resources used will be the classroom and its technology. The first activity will be a lesson delivered on a powerpoint. The second activity will be a trivia game also given in a visual powerpoint, game style. A dry erase board will be used to keep score for the four different teams. Dry erase markers will be used during the lesson and the trivia game. Students will need to bring their prior knowledge about nutrition, nutrition labels, and a good attitude.

### **Technology**

The use of technology is paramount in the enhancement and the delivery of this lesson. The use of the technology promotes increased interest in the material as well as an interactive learning experience. Technology needed for this lesson is the use of a computer and powerpoint program. Both are needed to create the lesson and trivia game ahead of class time. During class the computer will be used to pull up the previously made powerpoints. The Promethean smart board will also be used in class to display the lesson and keep the trivial game engaging and interactive.

### **INSTRUCTIONAL DELIVERY**

### **Learning Environment**

A quick instant activity will be used to engage the students right at the start of class. For the first half of the class period the final nutrition lesson is given. To shake things up and act as a change of pace; The second half of class a trivia game will be played to act as a test review game. This will help to increase student learning and participation. Extra credit will be given to the teams based on their ranking in performance. Students will be up and active during the grouping of teams and while the trivia game itself is taking place. Students will work in groups in the trivia game this will act as a team building exercise increasing positive student interactions with their peers.

### **Introduction/Activating Strategies**

The beginning of class will be a short instant activity assessment of a nutrition label. The students were asked the previous day to bring in a favorite food item to go over together in class. This will be a cognitive activity focused on deciphering and identifying different components of the nutrition label on their favorite food. The class will go around and talk about each students food choice highlighting a particular area of the nutrition label.

### **Instructional Strategies**

There will be two main activities for this lesson after the instant activity if finished. The first activity will be the final powerpoint presentation covering nutrition labels. Nutrition labels will be the final component of the nutrition unit. This powerpoint will be previously written containing the knowledge and tools needed to successfully understand the material on the nutrition exam. The teacher will be at the front of the class delivering the material from each slide while adding relevant content as progressing through the information on the slides.

The second activity will be a trivia game. This will be presented as a powerpoint document acting as a visual display of the content knowledge. This activity will act as a test review as well as a chance for the students to earn extra credit points. This will also act as a living assessment giving the teacher direct feedback on information the students know and most importantly the information they need to work on remembering and understanding. This will also give the students an idea of the information they need to study extra for the test.

### **Closure**

The lesson will end with the results of the trivia questions answered correctly. Extra credit will be awarded based on ranking of groups from the trivia game results. Lastly a quick closing statement will be issued to the students from the teacher. The teacher will ask if the students have any questions for the exam or from the lesson. The teacher will also remind the students to study over the weekend for the exam on monday.

### **Differentiation**

The first part of the lesson will be given with direct instruction, unless other accommodations will be needed. The second part of the lesson uses a trivia game to act as an exam review for the students. The questions will be visible and called out allowed so that all can hear. The students will be working in groups with others. This will give the students a chance to collaborate and increase their understanding of the material. When a group wants to answer for the game one member of the group must stand up first and have the correct answer to get the points.

**Assessment:**

The understanding will be assessed using the trivia activity itself. This will give the students and the teacher an idea of information the students are strong in and information they still need to work on for the exam. The students will get a live feed on the types of questions they will see in the future on the exam and what information they do not know. The assessment will be verbal and public.

**PROFESSIONAL LEARNING****Reflection**

I will evaluate how well I delivered the information to the students during direct instruction and class activities. Discovering how well the students can use the information to complete the in class activities. I will evaluate how learners struggle with the material during the trivia game. The lesson could have been improved with more examples of relating the nutrition label to everyday life and activities.