How to Eat Healthy For a Lifetime

By Tim Stephens

February 24th, 2014

**Project Topic**- Recent studies show childhood obesity has more than doubled in children and tripled in adolescents in the past 30 years. The percentage of children aged 6-11 years in the United States who were obese increased from 7% in 1980 to 18% in 2010. (CDC, 2012) Combine these facts with the theory that children are more sedentary than ever before and they aren’t eating the right foods on a daily basis makeup a few of the reasons that this **Healthy Eating** for a Lifetime unit is necessary. While obese children have become an epidemic, the goal of this unit is to provide 5th grade students the knowledge about healthy foods and how to make good decision about healthy eating not just now but for the rest of their lives. This unit is needed due to the fact that young children are becoming less active and live a more sedentary lifestyle. This unit will be targeted to 5th graders (nine-to-eleven year-olds). These students aren’t aware of healthy food alternatives and do not understand the importance of regular physical activity. Many of these students are obese and don’t realize how much better they would look and feel about themselves if they ate healthier. The objectives of this lesson will be to help students classify seven food groups, understand the role sugar, fat and sodium play in their diet, understand the difference between calories eaten and calories exerted, and to identify diseases caused by unhealthy eating. Students will watch a PowerPoint presentation and take a pre and post-test to determine these new healthy eating skills.

**Instructional Goals**-

1) Understand and recall seven Healthy food groups.

2) Identify diseases cause by unhealthy eating habits.

3) Understand the role sugar, fat, and sodium play in our diet.

4) Understand calories eaten and calories exerted during exercise.

The learners will use this unit because they want to know more about healthy eating and staying physically fit. They will want to learn more about weight loss, strength building, and endurance training.

**Instructional Objectives**-

1. Be able to classify seven food groups, which are fruits, vegetables, grains, meat, fish, bread, and dairy with 100% accuracy.

Classification- Fact

Initial Presentation: The food groups will be presented with a definition for each.

Generative Strategy: Recall: The learner will list the food groups with examples for each.

Assessment: Short answer

1. Understand the role sugar, fat, and sodium play in our diet.

Classification- Concept

Initial Presentation: The differences between fats, sugar, and sodium and how they affect the body will be presented in a narrative form.

Generative Strategy: Recall: The learner will be able to distinguish healthy fats from non- healthy fats and be able to explain the role sugar and sodium play in our daily diet.

Assessment: Categorize

1. Understand calories eaten and calories exerted during exercise and how that plays a role in your weight

Classification- Concept

Initial Strategy: The concept of calories consumed and calories exerted will be presented in narrative form.

Generative Strategy: Elaboration: The learner will be able to understand that if you eat more calories that you exert you will gain weight and if you eat fewer calories than you exert you will lose weight.

Assessment: Fill in the blank

1. Identify diseases caused by unhealthy eating habits.

Classification- Concept

Initial Strategy: Diseases caused by unhealthy eating habits will be discussed and presented in narrative form.

Generative Strategy: Recall/Repetition: The learner will list three diseases caused in part by unhealthy eating.

Assessment: Short Answer

**Target Audience**-

Gender- The learners are both male and female.

Age- The learners will be 5th grade students between the age of nine to eleven.

Education- They will be 5th grade students who are both proficient and non-proficient in the classroom.

Motivation- Learners who are willing to know more about healthy eating.

Ethnicity- Learners will be Caucasian, African-American, and Hispanic.

**Instructional Strategies**-

The objectives were ordered according to the interest of the learner. The first objective was chosen because it tells the learner which foods can be beneficial to them and allows them to be able to define each food group making the unit personally meaningful. The last objective involves diseases which can be caused, in part, due to unhealthy eating. This subject can be difficult to talk about. Even though it is very important, it is the least interesting.

The objectives were then put in order by development. This ensures that the learner has reached the appropriate learning level before moving on and teaching the next task.

The objectives were sequenced as follows:

1) Be able to classify seven food groups, which are fruits, vegetables, grains, meat, fish, bread, and dairy with 100% accuracy.

2) Understand the role sugar, fat, and sodium play in our diet.

3) Understand calories eaten and calories exerted during exercise and how that plays a role in your weight

4) Identify diseases caused by unhealthy eating habits.

**Learner Assessment Plan**-

After completing this unit, the learner will:

• Be able to classify the seven food groups and give examples of each

• Describe the role sugar, fat, and sodium play in our diet.

• Describe calories eaten and calories exerted and how that plays a role in your weight

• Identify diseases caused by unhealthy eating habits.

A pretest was chosen to introduce the unit. The unit will address all levels of knowledge and experience, so it is necessary to assess their prior knowledge. An overview was chosen to prepare the learner of the facts for the lower-ability learner and concepts for the higher-ability learner. Advance organizers were not chosen because there are different levels of learners using the unit.