

Teacher Name: Jen Gubrud

Lesson Date: 1-23-18

Discipline/subject: Cardio-Fit

Unit:

Grade level: 9-12

Period: 5,6

Topic/Big Idea: Share with my students the concept of eating whole foods and avoiding processed food from our MAD (Modern American Diet) diet through my graphic organizer.

Standard(s):

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Demographics:

20 students total: 7 Seniors, 8 Sophomores, 5 juniors 2 Males; 18 Females. 7 ELL students, 1 foreign exchange student, 1 Autistic student.

Purpose (Language Objective, Content Objective, and Assessment):

Students will be able to identify a minimum of 1 food from each happiness diet area they would be able to add to their diet that will enhance their mood, focus, and energy.

Students will be able to identify a minimum of 1 foods from their diet that are currently a part of the MAD diet and be able to choose a realistic replacement from the happiness diet graphic.

Students will be able to identify a minimum of 1 foods from their diet that are currently a part of the Happiness diet.

Academic and Functional Language Vocabulary:

Modern American (MAD)Diet; Industrial Fats; Focus Foods, Energy Foods; Mood Foods; Happiness Diet

Researched-Based Instructional Practices

(Advance Organizers, Collaborative Learning, Graphic Organizer, etc.):

Collaborative Learning; Graphic Organizer, Think-Pair-Share

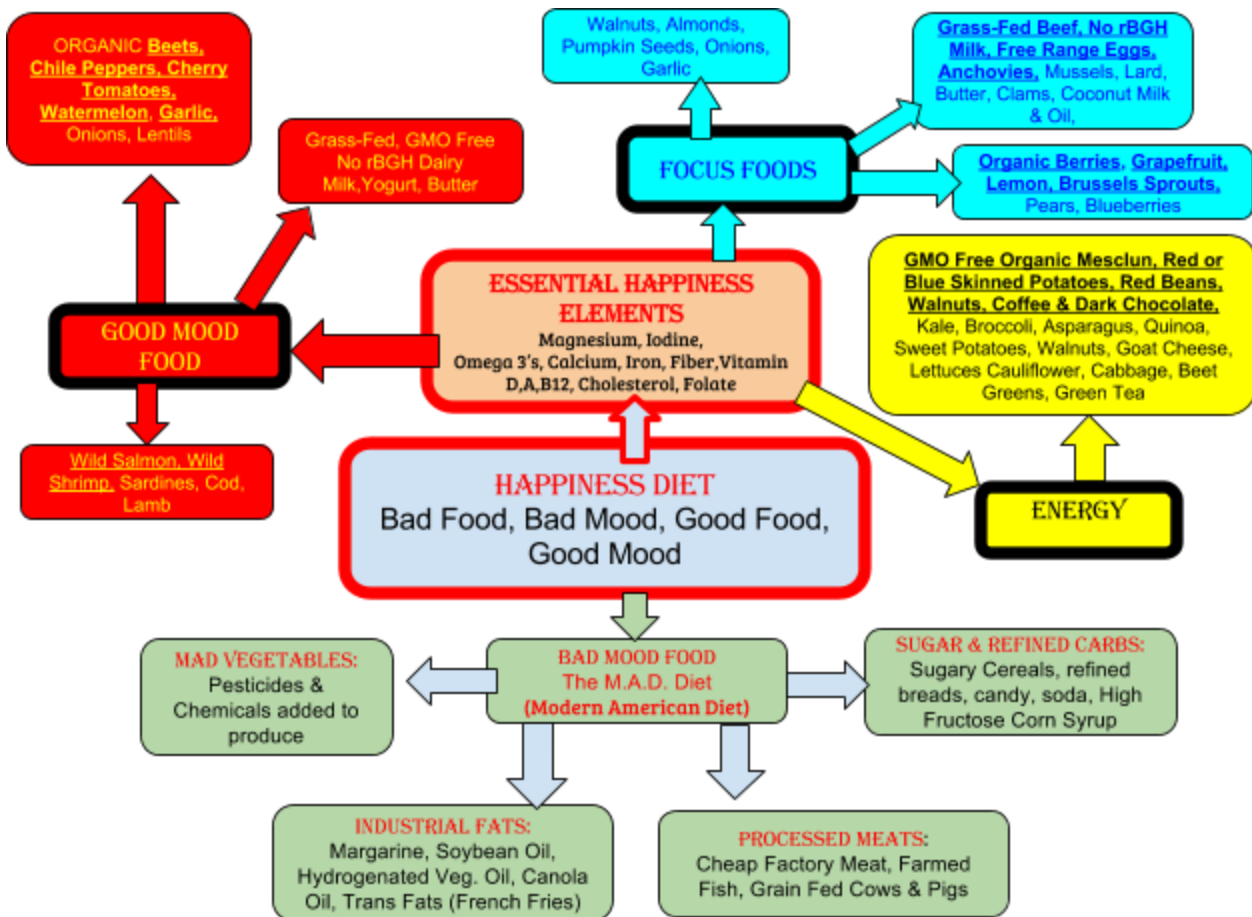
Lesson Procedure: Students remember most the bookends of the lesson (primacy & recency)

<p>Introduction:</p> <p><i>(Anticipatory Set- Hooks the learners; activates prior knowledge; engages students; something all can do)</i></p>	<p>I have been taking a graduate class learning about the happiness diet and how food can affect your mood, focus, and energy. There has been a lot of research done around food and the brain. The conclusion: eat food in its most natural state! Avoid processed foods. Today we are going to learn about the main points and see where you personally can make some minor improvements.</p>
<p>Lesson Body:</p> <p><i>(Gradual Release of Responsibility - I do/We do/You do together/You do alone)</i></p>	<ol style="list-style-type: none"> 1. Handout food diary worksheet along with copy of graphic summary with blank spots where the foods should be. 2. Show students my graphic organizer and explain it, beginning with explanation of the MAD section, progressing to each category of the happiness diet. Students can fill in their summary blanks as I talk so as to stay on track. I will be only showing the sections I am talking about so they can focus and reveal new sections as I get to them. Students will be Circling any foods they already consume as they are writing. 3. Ask student to write down what they ate the previous day on the food diary worksheet 4. Circle the foods they consumed that are on the good mood foods and put a square around the ones on the bad mood foods 5. Discuss with a partner what your sheet looks like. 6. Next to the foods with squares by them write in some ideas for good mood food you could eat instead 7. Discuss with partner any improvements they wish to make AND something they are currently doing well. 8. Share with the group.
<p>Closure:</p> <p><i>(Synthesizes the learning and/or formatively assesses student progress toward objective.)</i></p>	<p>Establishing a healthy diet is a lifelong process of educating yourself and committing to change. Baby steps are the key to change and giving yourself especially your taste buds time to adjust. Remember: your diet is not something you go on for a week, it's a lifestyle.</p>

Differentiation (Content, Groupings, Product, Process):

Assessment Measures:

1. I will be walking around looking at their work and listening to their conversations to evaluate their understanding of what I'm asking them to do.
2. I will have kids complete a questionnaire form on the classroom to get feedback and evaluate their understanding of the content.
3. Students will share out 1 of the main improvements they talked about with their partner.



Daily Food Diary

Breakfast	Serving size	# Servings	Mood	Comments

Lunch	Serving size	# Servings	Mood	Comments

Dinner	Serving size	# Servings	Mood	Comments

Snacks	Serving size	# Servings	Mood	Comments

*Notes on today: [Select an item from the list, if applicable.]

*If today is a weigh-in day, enter your weight (lbs or kg): [Type your weight or type N/A]

