

The lesson I adapted for my class focused on eating healthy food, fun exercise, and building positive relationships. I'm teaching math this year and we have a very tight pacing schedule, but I have a homeroom class that I was able to teach the lesson with my group of grade 6 girls. I also wanted to keep it simple for my English Language Learners to be able to understand and enjoy. The current theme the United Arab Emirates has been really big on implementing this year is happiness. There is even a Minister of Happiness now along with surveys and events for community participation. We were able to tie our healthy lesson into the happiness theme.

We began the lesson with a brief discussion and inquiry of our theme, "Health and Happiness". Then for the main activity we engaged in a few hands-on centers for ELL students to learn tangibly and communicate with one another. We closed the lesson with sharing our learning and a quick reflection for feedback.

The strengths of the lesson were communication for the students to talk about a healthy lifestyle and how that leads to happiness. Communication is practice for their English skills. They also created a product for each center working together collaboratively.

Areas of the lesson that could use improvement were time management. Students needed more time especially at the movement center in which they created a physical game to teach their classmates at recess break. All groups were eager to share their favorite product from the centers and we needed to extend to the next homeroom class period.


Student feedback showed they really liked the hands-on center activities. They liked creating the nutrition collage and developing the physical game. They voiced that they needed more time to finish and share.

I assessed the learning through observation by rotating through the activity centers with the groups and listening to their discussion as well as watching them work together to create their product. No formal grade was given for this lesson, as it was an enrichment activity for homeroom class.

The required lesson plan format from my school has been shared to the Heritage Library and attached below for review.



Grade/Section of travelers: Homeroom	6D	# of travelers:	29	Date of trip:	Mon. April 30	Subject: Health & Happiness	Lesson: Nutrition, Movement, Relationships	Teacher / trip leader	Ms. Cherith
Preparing for the trip - Links to previous learning: Students will use what they know about nutrition, exercise, and positive relationships to collaborate on new ideas to improve a healthy lifestyle.					Resources for the trip: Magazines Poster paper				
Starting the trip - Key words and vocabulary: health, happiness, nutrition, exercise, movement, positive, traits, relationships.									
21st Century skills			C1 Collaborate	C2 Critical Thinking		C3 Creativity	C4 Communication		
Journey Objectives – We Are Learning Today (WALT)					End of Journey - Success criteria – What I'm looking for (WILF) What will pupils know, understand, and be able to do?				
<ol style="list-style-type: none"> Students collaborate on what kinds of foods help us to be healthy. Students collaborate on types of exercise they enjoy that help us to be healthy. Students collaborate on how to build positive relationships and what kind of activities we can do to improve this. 					<ol style="list-style-type: none"> Students will have chosen nutritional foods from the appropriate food groups that help us to be healthy. Students will have created a physical game to teach to the class for recess break. Students will have decided upon what we should do to create positive relationships and what kinds of activities we can enjoy together. 				
Differentiated lesson / learning outcomes –									
Leveled or different tasks / activities	Pair/group work	Peer teaching	Extension work	Learning styles	Scaffolding	Content	Product		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LESSON STRUCTURE – What will both the teacher and the pupils be doing in order to achieve the objectives?								Time	Activity type
Starter – Start of the journey								2 min.	Teacher led
<ol style="list-style-type: none"> Teacher introduces the theme “Health and Happiness” to students with vocabulary and guided questions: <ol style="list-style-type: none"> Why is health and happiness important? What kinds of food help us to be healthy? What kind of movement/exercise helps us to be healthy and happy? How do we develop positive relationships and activities we can enjoy together? Teacher gives directions for center activities and products. Students briefly discuss in their small groups and ask any clarifying questions. 									2 min. 2 min.
Main Activities								33 min.	
<ol style="list-style-type: none"> Students rotate in small groups of 3-4 through 3 activity centers 10 minutes each on healthy eating, fun exercise, and building positive relationships. <ol style="list-style-type: none"> Nutrition Center: Students talk about healthy food from the food groups and search magazine for examples. Students cut out examples to represent healthy food from the food groups and create a collage poster. Exercise Center: Students talk about the kinds of movement/exercise they enjoy. Students create an easy physical game they can teach their classmates to play at recess break. Relationship Center: Students talk about how to build positive relationships with friends and family and what kind of activities they can enjoy together. Students record on a T-chart poster: positive traits for relationships and fun activities to do together. 									Pair Work
									Group work
									e-Learning

Plenary – End of the trip 1. Students decide in their groups their favorite product from their center work to share and present briefly to the class. 2. Students reflect on what they liked about the lesson and what they did not like about the lesson and share with the teacher for feedback. 3. Students clean up, and show thumbs-up or thumbs-down for the overall class lesson experience of how a healthy lifestyle can lead to happiness.		8 min.	Teacher led
		2 min.	Whole class
		1 min.	Individual
			Pair Work
			Group work
			e-Learning
Special trips	UAE Culture and Heritage <input type="checkbox"/>	ICT integration <input type="checkbox"/>	Cross-curricular links <input type="checkbox"/> (English, art, and physical education)
Assessment for Learning: How will learning be assessed?			
Quiz / test <input type="checkbox"/>	Questioning <input type="checkbox"/>	Marked student work <input type="checkbox"/>	Observation <input type="checkbox"/>
			Peer assessment <input type="checkbox"/>
			Self-assessment <input type="checkbox"/>
			Presentation <input type="checkbox"/>
			Product (visual) <input type="checkbox"/>
Before the next trip: 	Homework: Students share with their families at home.		
Teacher reflection and Feedback – What's next? What will I do if ALL students did not learn?			
Student Attendance <input type="checkbox"/>	Level of questioning <input type="checkbox"/>	Differentiation <input type="checkbox"/>	Assessment for Learning <input type="checkbox"/>
Student engagement <input type="checkbox"/>	Link between objectives and activities <input type="checkbox"/>	Link between objective and outcomes <input type="checkbox"/>	Resources <input type="checkbox"/>
Timings of lesson <input type="checkbox"/>	Level of lesson – too easy/hard? <input type="checkbox"/>	Variety of activities <input type="checkbox"/>	Other – please specify... <input type="checkbox"/>
How will I address the points identified above? <i>We needed more time than one lesson. The relationship center was the easiest and completed the quickest. The nutrition center depended on how the group got along and used their time wisely to create their collage. The movement center took the longest because groups wanted to create a brand new game to teach instead of one they already enjoyed playing. This was fine as it fostered more creativity, but time was a factor. We continue to completion at our next homeroom class period... At least the feedback was positive and the students enjoyed the center activities as well as the products they created.</i>			