Nutrition
And
Decision-Making

Unit for grades 3-4

Tiffani Glew
Title of Unit: Nutrition and Decision-Making

Grade Level Range: 3-4
Time Required: 45 minutes
Concept: Food and Healthy Choices

OVERVIEW OF UNIT

Unit Description: This unit explores nutrition and healthy decision-making. Students will learn about the food guide pyramid and create their own group pyramid, write a song about food and nutrients, analyze food advertising, learn how to make healthy choices and set food goals by keeping a food journal.

Unit Goals:
- Subject areas: science, social studies, language arts, art, music, will be integrated through this entire unit
- Multiple intelligences will be explored though the unit: Logical/Mathematical, Visual/Spatial, Interpersonal, Bodily/Kinesthetic, Musical/Rhythmic, Intrapersonal, and Verbal/Linguistic

Unit Objectives:
- The student will explore the Food Guide Pyramid and cooperatively create a Food Guide Pyramid with a group.
- The student will listen to a food and nutrients song and create an original song with a group.
- The student will analyze media advertising on food and develop a poster to advertise a healthy food of their choice.
- The student will create decisions based on “situation cards” and learn the four-step sequence of decision-making.
- The student will set food goals by keeping a Food Journal.

Integration of subject areas: health, science, social studies, language arts, art, and music

Multicultural components: Students can be grouped at Inquiry Stations in heterogeneous groups according to culture. Every student will bring something unique to the group.

Gender awareness: Students can be grouped at Inquiry Stations in heterogeneous groups according to gender. Both sexes should work together throughout this unit.

Environmental awareness: Stations should be easy to see, and all students need to be able to access them. Tables should be low enough for all to see materials. Walking space should be provided for moving from station to station. Workspace should be available for students to create their projects. The group who is at Inquiry Station #2
needs to be in an area that has a tape recorder. Inquiry Station #3 needs a television and a VCR.

**Significant Question:** How do our food choices affect our development and well-being and how can I make healthy choices?

**Focus Statement:** Students will understand that the food choices they make affect their development and well-being, and students will learn how to make healthy choices.

**LEARNER OUTCOMES**

**Standards Addressed that the Unit teaches to mastery:**

**HEALTH**
- The student will analyze the influence of culture, media, technology and other factors on health
- The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health
- The student will comprehend concepts related to health promotion and disease prevention

**SOCIAL STUDIES**
- Economics
  - Describe how local resources and products are used in each region
- Geography
  - Identify geographical features and cultural characteristics of regions; Summarize ways regional, cultural, and individual diversity contribute to regions being studied; Identify the major Indian tribes of each US region studied and the influence on each region.

**VOCABULARY CONCEPTS**

Carbohydrates, fats, proteins, vitamins, minerals, digestive juices, water, fiber, Food Guide Pyramid, serving, balanced diet, habit, media, advertising

**SCHEDULE FOR UNIT IMPLEMENTATION**

- Gather all materials from the Materials List ahead of time
- Have all units pre-set
- Send home the letter to parents before the unit begins

**ADAPTATIONS for students with diverse needs and abilities**

Students can be given more time at a station, also provide supplemental activities.
**INQUIRY CENTERS:**

Students will explore one inquiry center per day. They will stay with their same groups and rotate in numerical order each day. The station posters clearly list what the students are to do at each station. (Station directions are attached.)

**Inquiry Station #1**

**FOOD GUIDE PYRAMID COLLAGE**

Learner Outcomes

**Health:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Multiple Intelligences:**

- Logical/Mathematical
- Visual/Spatial
- Interpersonal
- Bodily/Kinesthetic

**EXPERIENCE:**

Students will explore a picture of the Food Guide Pyramid, observing the various food groups and the food within each group. Students will also observe the number of servings that the pyramid suggests to eat each day.

**INQUIRE:**

Students will ask the question, “What foods should I eat in a day?” To answer the question, they will read pages 118-121 (serving, balanced diet, etc.) in their health books.

**CREATE:**

Students will work together to create each group of the pyramid on a “puzzle piece” of the pyramid. Students will have six “puzzle pieces” that they put together, forming the pyramid. Once they know how the pyramid is put together, they will then know which piece corresponds with what food group. Students will create each food group on its “puzzle piece” by cutting out magazine pictures or illustrating drawings themselves. Students will label the group and the number of servings as well. Once all of the six food groups are completed, students will bring them all together and tape them to form the Food Guide Pyramid.

**REFLECT:**

When completed, students will discuss experience as a group. They will also reflect in their unit journal by writing a paragraph answering the question “What foods should I eat in a day?” Finally, students will record a road sign on their journey maps.

**Inquiry Station #2**

**FOOD TUNES**

Learner Outcomes
Health: The student will comprehend concepts related to health promotion and disease prevention.

Multiple Intelligences:
Musical/Rhythmic, Intrapersonal, Logical/Mathematical, Bodily/Kinesthetic, Interpersonal

EXPERIENCE:
Students will actively listen to the song about food and nutrients. While listening, students will complete a See, Hear, Feel Chart.

INQUIRE:
Students will now ask themselves “What foods do I like and what nutrients do they contain?” To answer this question, they will read pages 112-115 and 117 (food and nutrients) in their health books.

CREATE:
Students will create with their group, a song about foods they like and the nutrients the foods contain. Students will be encouraged to include movements to emphasize the song lyrics.

REFLECT:
Students will reflect in their journals by writing a paragraph answering the question “What foods do I like and what nutrients do they contain?” They will also record this experience on a road sign on their Journey Maps. On day five, groups will perform songs for everyone.

Inquiry Station #3
HEALTHY ADVERTISING

Learner Outcomes
Health: The student will analyze the influence of culture, media, technology and other factors on health.

Multiple Intelligences:
Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal

EXPERIENCE:
Students will view the various advertisements about food from commercials and magazine/newspaper ads. While experiencing the food ads, students will complete a See, Hear, Feel Chart.

INQUIRE:
Students will ask the question “How does the media portray food and how can I respond?” Next, students will revisit the advertisements and determine how the products are promoted.

CREATE:
Students will individually create a poster to advertise the health food of their choice. Students will also decide how they will promote their food item.

REFLECT:
Students will reflect in their journals by writing a paragraph answering the question “How does the media portray food and how can I respond?” Students will record this experience on a road sign on their Journey Maps. On day five, everyone will share their advertisements with the class.

**Inquiry Station #4**

**HEALTHY DECISION-MAKING**

Learner Outcomes

Health: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Multiple Intelligences: Logical/Mathematical, Visual/Spatial, Intrapersonal, Bodily/Kinesthetic

EXPERIENCE:
Students will explore 4 icon cards representing the decision-making process.

INQUIRE:
Students will ask, “How can I make healthy food decisions?” To answer this question, students will read pages 122-127 (decision-making) in their health books.

CREATE:
Students will individually read a number of “situation cards.” These cards contain certain situations that they may experience, based on food and decision-making. Students will create decisions based on the “situation cards” and journal their decisions in their unit journal.

REFLECT:
Students will look back over their decisions and determine if the decisions were good choices. Students will reflect in their journals, writing a paragraph answering the question “How can I make healthy food decisions?” Finally, students will record this experience on a road sign on their Journey Maps.
On-going Activity
KEEPING A FOOD JOURNAL

Learner Outcomes
Health: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Multiple Intelligences:
Logical/Mathematical, Intrapersonal, Bodily/Kinesthetic

Throughout the unit, students will keep a food journal (for at least 3 days), recording when they eat, what they eat/drink, and the reason for eating (breakfast, snack, etc.). Everyday, we will come together as a group for the last few minutes to discuss our food journals, our food choices, and our goals. Throughout this process, students will learn how to make healthy choices and how to set and meet healthy goals. This is done outside of the classroom at home and during time when the student can record this data.

Final Day
“HOW CAN I MAKE HEALTHY CHOICES?”

Multiple Intelligences:
Musical/Rhythmic, Bodily/Kinesthetic, Interpersonal, Verbal/Linguistic

On the final day, students will share their answers to the unit question “How can I make healthy choices?” To do this, individuals will share their advertisement poster with the class, groups will perform their food and nutrient songs with the class in the “NUTRITION CONCERT,” and we will also discuss the Food Diary experience, and create new food goals for our future.

Field Trip
THE DEPOT

Learner Outcomes
SOCIAL STUDIES-
Economics: Describe how local resources and products are used in each region
Geography: Identify geographical features and cultural characteristics of regions;
Summarize ways regional, cultural, and individual diversity contribute to regions being studied; Identify the major Indian tribes of each US region studied and the influence on each region.

Students will participate in a field trip to the Depot. Here, students will learn about immigration and how food varies among regions. Students will ask the question “What foods are native to our region and what foods come from other regions?” Students
will answer the question by actively listening to the presentation. Students will reflect on this experience in their unit journals and will record a road sign on their Journey Maps.

UNIT EVALUATION
Students create a Self-Assessment, assessing themselves on the unit. Also, students will be graded on participation, cooperation and completion of unit and each activity.

Write a reflection to parents, based on the child’s performance in the unit.

HOME STUDY EXTENSION
Students will complete their Food Journals at home.
Students will formulate goals about food.
Students will make good choices about food.

PARENT INVOLVEMENT
Parents will have received the letter, so they are aware of what is happening in the classroom. If any parents are interested in helping with the unit, invite them to help. Also, if room permits, invite parents to chaperone the field trip to The Depot.

BIBLIOGRAPHY/RESOURCE LIST
- The Good Health Game Show Video (school library)
- Kidspiration- to make Venn diagram (supplemental activity) (computer software)
- “The Food Guide Pyramid” Song on tape (music teacher)
- Web resources: nutrition, health, Food Guide Pyramid websites will provide further knowledge on information
### Leonard Bernstein Nutrition Unit
Standards-Based
Rubric for Evaluation

**Power Standards Addressed that the Unit teaches to mastery:**

**HEALTH**
- The student will analyze the influence of culture, media, technology and other factors on health
- The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health

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<td><strong>The student will analyze the influence of culture, media, technology and other factors on health</strong></td>
<td>Student looks at advertisements (from the commercials, the newspaper and magazines). Student has ideas, but is unclear of a response to the question: “How does the media portray food and how can I respond?”</td>
<td>Student examines advertisements (from the commercials, newspaper and magazines). Student gives a response in their Unit Journal to the question: “How does the media portray food and how can I respond?” but cannot justify how to respond.</td>
<td>Student examines advertisements (from the commercials, newspaper and magazines). Student gives a thoughtful response, explaining how health is affected, in their Unit Journal to the question: “How does the media portray food and how can I respond?”</td>
<td>Student examines advertisements (from the commercials, newspaper and magazines). Student gives a thoughtful, analytical and action-filled response, explaining how health is affected, in their Unit Journal to the question: “How does the media portray food and how can I respond?”</td>
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<td><strong>The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health</strong></td>
<td>Student completes Food Journal. Student sets goals to enhance health, but cannot execute goals. Student completes at least 8 out of 10 situation cards, using healthy decision-making skills and provides an answer to the question: “How can I make healthy food choices?”</td>
<td>Student completes Food Journal. Student sets goals to enhance health, but cannot execute goals. Student completes all ten situation cards, using healthy decision-making skills and provides a thoughtful answer to the question: “How can I make healthy food choices?”</td>
<td>Student completes Food Journal. Student sets goals to enhance health, and determines how to execute goals. Student reflects and determines if goals were met. Student completes all ten situation cards, using healthy decision-making skills and provides a thoughtful answer to the question: “How can I make healthy food choices?”</td>
<td>Student completes Food Journal. Student sets goals to enhance health, and executes goals. Student reflects and determines if goals were met. Student completes all ten situation cards, using healthy decision-making skills and provides a thoughtful and analytical answer to the question: “How can I make healthy food choices?”</td>
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