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| **LESSON PLAN** | | | |
| **Date of Report:** | Thursday May 12 | **Students:** | **1.**  Amanda Hunter  **2.**  Carly Sable |
| **School:** | Kenneth Gordon | **Teachers:** | Norleen Page  Megan Forster  Adam Lewis |
| **Descriptive Lesson Plan Title:** | | | |
| Body Image and Healthy Snacks | | | |
| **Target Audience Description (class(es), grade level(s)):** | | | |
| Grade 5/6/7, Students with learning disabilities | | | |
| **Education Session Learning Outcomes:** | | | |
| 1) Understand that health is about more than physical appearance  2) Understand that taking care of your health requires listening to your body’s cues  3) Know a few basic techniques for choosing and preparing nutritious snacks | | | |
| **Describe how these Learning Outcomes link to age-specific Instructional Resource Package guidelines (provincially-mandated curriculum):** | | | |
| * Talking about dietitians relates to the requirement of learning about career clusters * Curriculum requires education on body image and body shape and size at this age group * Grade 5/6/7 curricula require a focus on decision making and planning to support goals * Grade 5/6/7 curricula require a focus on the benefits of a healthy lifestyle and factors influencing health decisions * Main take away message is that health is about more than physical appearance and is about listening to your body cues and that one way they can take responsibility for their health is through choosing their snacks | | | |
| **Detailed schedule of learning activities (insert rows as needed):** | | | |
| **TIME** | **ACTIVITY** | | **WHO?** |
| 8:15 - 8:20 | Introduce ourselves   * say our names and that we’re dietetics students * follow up by asking if anyone knows what a dietitian is and talking about what dietitians can do in the community & health care system   (let kids get settled in, allow for late arrivals) | | C & A |
| 8:20 - 8:23 | Lay out classroom rules/expectations   * listening rules according to teacher’s set standards * only share what you are comfortable with * be respectful of other peoples opinions * only one person talks at a time * ask questions! | | Amanda |
| 8:23 - 8:30 | Show photoshop videos 1) <https://www.youtube.com/watch?v=iYhCn0jf46U> play at 1.5 speed  2) <https://www.youtube.com/watch?v=-_I17cK1ltY> male model, start at 2:39 and play at 1.5 speed  → follow up discussion | | C & A |
| 8:30 - 8:40 | Sit down/Stand up activity:  “Stand up if you would agree with this statement, sit down if you would say no/disagree, squat if you can’t decide”  Follow each with asking: “does someone want to share why they are standing/sitting/undecided” → follow up with discussion   1. “I believe that images shown in the media are accurate representations of people” 2. “I believe that both boys and girls can struggle with their body image” 3. “I believe that it is easy to change your body weight or shape” 4. “I believe that you can know about someone’s health or diet just by looking at them” 5. “I believe that I can take control of my health by listening to my body’s cues”   If there’s time and the discussion seems to be leading to a deeper exploration of the topic, add the statements:   1. “There is something I would change about my body if I could” 2. “I have seen someone be judged based on how they look” | | C & A |
| 8:40 - 8:45 | Discussion around body cues and how you respond to them - transitions to taking control of your health by choosing how to respond to those cues   * if you’re thirsty, what are the cues? how do you respond? * if you’re cold, how do you respond? * if you’re tired... * if you’re sad… * if you’re sick... * if you’re hungry…   + if time: why are you hungry?   + sometimes you just want to eat because you see an ad on tv for food that looks good   What does healthy mean? (ie. health at all sizes, refer back to media discussion) What are ways of improving our own health?  Transition to healthy snacks  Canada’s Food Guide - recap | | Amanda |
| 8:45 - 9:00 | * Talk about nutritious snacks and how to choose them * Activity: hand out cut outs of foods, blank papers, and ask kids to draw or write the name of a food and place onto the poster under the column: ‘choose most often’, ‘choose sometimes’, ’choose least often’ * If there’s time: have the kids talk about the worksheet on the handout as they fill it out * Have students help with popcorn cleanup | | C & A |
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| **Teaching resources used (use Canadian resources and tools):** | | | |
| * Canada’s Food Guide - just refer to it since they already learned it, have copies on hand for students who want one   Other materials needed or to bring:   * 2 posters for adding foods to (Carly to make) * cut out of healthy foods (Carly) * blank papers, tape, and possibly drawing tools (Amanda) * Popcorn and something to hold popcorn in (Amanda) * garbage bag in case they don’t have one * healthy snacks handout for kids to take to parents (Amanda to make) | | | |
| **Describe how your session is innovative/original:** | | | |
| * Uses a variety of teaching methods ie. video, visual, hands-on activity * Leaves the classroom with a visual reminder of what we talked about (‘rate your snacks’ poster) | | | |
| **What strategies will you use to encourage students to take action as a result of this session?** | | | |
| * Ask follow up questions:   + Asking at the end: “the next time you’re hungry and making yourself a snack, what healthy option do you think you could make yourself?” * Leave the poster in the room and encouraging to think about where their snacks fit in going forward * Give a handout for students to take home including nutritious after-school snacks that kids can make, as well as a spot where they will write what they’ve learned and what they will change | | | |
| **Describe how student achievement of learning outcomes will be assessed:** | | | |
| * Debriefing/discussion after each activity * Have a spot on the handout for students to write 1 thing they learned, 1 thing they felt, 1 thing they will do going forward. | | | |
| **Describe your strategies for obtaining student/teacher feedback about the session (in addition to the required Teacher Feedback Form, to be obtained from teachers following the session and provided to the FNH 381 course instructor:** | | | |
| * In addition to having students write about what they learned and what action they will take, ask students what their favourite part of the session was * Have a verbal debrief with teachers following the session; ask the teachers what they appreciated about the session and if there were any suggestions they have for improvement | | | |