



**LEARNING OUTCOMES (Rubric items- & connect to InTASC/Danielson)**

**STANDARDS ADDRESSED:**

NHES- Standard 1, 5,6

Michigan Health Education Expectations- Kindergarten Standard 1: 1.1,1.5

**OBJECTIVES & OUTCOMES**

1. Students will become familiar with many different kinds of healthy snacks.
2. Students will be able to sort foods into the different MyPlate categories.

**ASSESSMENTS: FORMATIVE & SUMMATIVE**

Students will be assessed by the lead coach and individual coaches through direct observations, permanent projects (worksheets), and various types of large group discussions participation.

Lead coach and 1:1 coaches will connect following the completion of each nutrition session to discuss athlete participation, understanding of the topic, and future steps (review appendix for checklist)

**THE LEARNER & LEARNING ENVIRONMENT**

**STUDENTS:** Students are ages 2-5 years old with ASD of varying diagnoses. Most students are residents of the City of Detroit. All students will have completed at least 14 weeks of online programming targeting their fundamental motor skills with the lead instructor prior to the start of in-person programming. Majority of the students will have been enrolled in the PLANE program for one full year of online programming and 12 weeks of in-person programming.

**STRATEGIES FOR STUDENT SUPPORT & SUCCESS**

**STUDENTS:** Students will be paired 1:1 with a coach in order to provide individualized support when needed. Students and coaches will have access to large group and small group instruction as well as various visuals (Task cards, whiteboard examples, instructor models) throughout the entire session. Students require extra care and vigilance when it comes to differentiated instruction due to varying ASD diagnoses. Students will be enthusiastic about being in-person and active after participating in online programming for at least 14 weeks and it is important to harness that enthusiasm. However, nutrition education is occurring following an hour of PA so athletes may be tired and starting to fade.



**MATERIALS & CLASSROOM:** SmartBoard, Assessment, 5 paper bags (write food groups on bags), Variety of food cards (foods from all 5 food groups), Music

**ENVIRONMENT:** All doors need to be closed to eliminate the risk of elopements from the gym area. Social-distancing protocols will be in placed to reduce risk of COVID-19.

**INSTRUCTIONAL PRACTICE**

*Utilize **HLP**, incorporate principles for **SEL**, **UDL** as appropriate*

**A. Introduction**

**3 minutes needed**

1. Introduction (sequence of the day)
2. Fantastic Food Jugglers
3. In student friendly terms, identify objectives and how students will be assessed: Today we will be sorting food into the different groups found on the MyPlate Poster.
4. Hook (Get the students interested in the lesson and link it to their life/culture): Does anyone know what a food group is? *Review what the 5 food groups are*

**B. Instructional Sequence:**

**25 minutes needed**

1. Fantastic Food Jugglers: **Set Up**--> Have each paper grocery bag represent a food group. Write the name of the group on the bag and paste an appropriate food picture on it, i.e. grains = picture of bread. Place the bags around the room. **How to Play**--> Explain that juggling means to skillfully handle something. Give each athlete a handful of food pictures. Play some lively music. Have athletes march around the perimeter of the room, placing the food pictures in the appropriate bags. Follow up once everyone has sorted all of their cards, by removing the pictures in each bag and discussing why the pictures does or does not fit the food group.

Variations:

- Collect an assortment of clean, empty food containers such as a cereal box, a soup can, a peanut butter jar, etc. Have children sort them into the appropriate bag. Discuss with students how many foods contain more than one food group.
- When you pull foods out of the bag, discuss how some foods are foods that we should eat often, such as fruit, vegetables, and milk, while other foods are foods we should eat only once in awhile, such as cookies or candy. These are called "sometimes" foods, not everyday foods.

**C. Closure –Summarizing and Synthesizing Students' Learning**

**2 minutes needed**

Review 5 food groups found on the MyPlate Posters

**PROFESSIONAL RESPONSIBILITY (Teacher Reflection)**

Use Appendix A as a guide to complete the reflection



College of Education

Teaching Candidate Name: Katie School: WSU - Gliders\_ Students' Grade Level: 2-5 years Time needed: 30 minutes \_Subject/Content Area of Lesson: Nutrition \_Lesson Identifier (title/unit): Fantastic Food Jugglers

Appendix B: The Popcorn Hop and Pop lesson plan--> The 3 Ring Food Circus

Appendix C: Coaches Checklist

Date:																			
Athlete's Name:																			
Coache's Name:																			
<b>Directions: Answer the follow questions in regards to your athlete and today's nutrition lesson in complete sentences.</b>																			
1. Did the athlete participate in large group activities/discussion?																			
2. Did the athlete participate in small group activities/discussions?																			
3. Where is your athlete's current understanding of the nutrition topic?																			
4. Additional notes/thoughts																			