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| Lesson Overview/Goals: Students will learn how to apply knowledge of the different food groups to their own personal choices for meal planning. The lesson will also briefly touch on the subject of vegetarianism and how it affects meal planning. This lesson plan is for the sixth grade class. | | |
| Behavioral Objectives: Students will be able to create three meal plans that meet the nutrition guidelines set forth by MyPlate.gov. | | State/District standards: Health-Nutrition: Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases. |
| Materials/Resources: Prezi display, smart board and homework food log sheets. | | |
| Lesson Procedure | | |
| Introduction: Teacher will briefly ask questions regarding the students’ previous level of knowledge where the different food groups are concerned. Teacher will also ascertain if any of the students are vegetarians or know someone who is. The Prezi lesson will then be brought up after a short-term explanation of the new ChooseMyPlate.gov guidelines. | | |
| Guided Practice: Teacher will run through some brief exercises, using Prezi, to allow the students to come to the smart board and pick foods that will fulfill the meal plan requirements. Students will do this for a breakfast, a packed lunch, and a dinner menu. If there are any students who are vegetarians they will also be asked to the board to show the class how they satisfy their protein requirements. If none of the students have any knowledge of vegetarian protein meals, teacher will instruct them how to combine foods to meet this necessity. Teacher will then have a question and answer period to make sure students understand the material presented. | | |
| Independent Study/Homework: Students will receive a five day meal plan log where they will enter the foods they eat during those days into the appropriate categories. | | |
| Follow-up/Review: They are to bring their logs in on the sixth class day to go over their choices and learn what they can do to make better food choices to keep them healthy and strong throughout their lives.  Rationale: This lesson incorporates strategies based upon the IPM encompassing information input via vision, hearing, kinesthetic, and haptic pathways. Within the context of executive function and processing, areas of memory, classification, association, and reasoning are addressed. Information output is facilitated using the avenues of speaking, motor response, and social interaction. | | |
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| Assessment: | Accommodations/Modifications: | |
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| Teacher Reflections: | | |