



**CEL F Summer Institute '10**

Subject: Study Skills/Wellness Grade: 9th

School: Snowden International High School MA Teacher: Melinda S

Unit: Wellness-A Global Perspective on Nutrition and Fitness

**MA State Standards addressed by the unit** (Include minimum of two state frameworks goals for this subject and grade level that this unit aligns to):

- 1) *Through the study of fitness students will* 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.
- 2) *Through the study of personal and social competency students will* 2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.
- 3) *Through the study of nutrition students will* 3.14 describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
- 4) 3.21 Identify how social and cultural messages about food and eating influence nutrition choices.

**National Education for Sustainability Standards addressed by the unit** (Include minimum of two EfS standards that this unit aligns to):

- 1) 2.2 Ecological Systems: Respect for Limits- Students collect data in order to analyze how personal consumption patterns affect the sustainability of natural and human communities.
- 2) 2.3 Economic Systems: Globalization- Students describe the pros and cons of globalization and how a globalized world contributes to and distracts from sustainability.
- 3) 2.4 Social and Cultural Systems: Culture Diversity- Students explore their own cultural identity and the identity of their peers and people in their community and the different views and values each culture brings to the community.
- 4) 2.4 Social and Cultural Systems: Education- Students explain how education can impact the sustainable practices of an individual and community.
- 5) 3.1 Personal Action: Personal Responsibility- Students identify and commit to a personal sustainability action and they write about the result of that action.

**Brief Summary of Unit (including curricular content and unit goals):**

Snowden International High school is a public, college preparatory high school that has recently earned IB certification. Snowden focusses on teaching world languages and an understanding and appreciation for cultural diversity. The school strives to educate students to become responsible global citizens. Snowden is a regular Boston Public High School. There are no entrance exams or other evaluative criteria administered to determine enrollment in the school. The student body is comprised of students from all over the city. Approximately 25% of our students receive special education services.

Study Skills class is offered to all freshman students, as well as upperclassmen who are currently on an IEP. I teach sections of this course to my students who are enrolled in the L4 (substantially separate) program. The L4 program provides small, highly structured classes for students with severe learning disabilities. The study skills course covers academic skills as well as independent living skills. Teachers are given a great deal of flexibility in designing this course to meet the needs of the students who are enrolled. Course content varies slightly from year to year according to the students' needs.

One of my goals for the 2010-2011 school year is to incorporate concepts on sustainability into this course. The CELF Summer Institute has given me many ideas and tools to make this happen. I am going to start by scheduling a Youth Activism Multimedia Presentation from the *Alliance for Climate Change* in order to introduce the students to some of the big concepts in a fun way. I will use materials from the ready made units developed by *Creative Change*, including lessons from the Ecological Footprint Curriculum Unit and the Food and Energy Curriculum Unit. My hope is to teach independent living skills through a lens of sustainability. I want students to know that they are part of the ecosystem of the environment. I want them to explore the differences between their needs and wants. I want students to realize where their material possessions come from and the impact they have on the environment. I hope students will learn how to evaluate their environmental impact and feel educated and empowered to make changes.

Wellness: A Global Perspective on Fitness and Nutrition is a unit I currently teach in my study skills classes. I have chosen two lesson plans (Burger King Vs. Bento Boxes and Comparing Food Pyramids) from the section on Japan to reframe through a lens of sustainability.

**Stage 1 – Identify desired results: *Comparing Food Pyramids*****Enduring understandings (what understandings are desired?):*****Students will understand that:***

- 1) There are many regional and cultural factors that affect diet.
- 2) A government's nutritional guidelines affect individual food choices and the health of a nation.

**Essential questions (what essential questions will be considered?):**

- 1) What government nutrition initiatives have been successful in developing lifelong habits among citizens?
- 2) How does geography and culture affect diet?
- 3) What are the environmental impacts of our food choices and how do they compare with others' from around the world?
- 4) How has globalization affected people's food choices in the United States, Japan, and around the world.

## **Outcomes (what key knowledge and skills will students acquire as a result of this lesson/unit?)**

### ***Students will know...***

- 1) Government regulations are influenced by many contributing factors and affect how people eat.
- 2) There are many geographic, economic, and cultural influences that contribute to a nation's diet.

### ***Students will be able to...***

- 1) Discuss the role of the food pyramid in guiding nutritional programs and individual food choices.
- 2) Explore environmental influences on diet.

## **Stage 2 – Determine acceptable evidence**

### **Performance tasks (what evidence will show that students understand?):**

Students will be evaluated on initial group work, their participation in class discussions, and their journal reflections.

### **Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):**

Students will create a new food pyramid using information from the article and their health text book.

## **Stage 3 – Learning plan**

### **Learning activities (what will students do and what will you, the teacher do, to prepare the students to achieve the desired outcomes?):**

In this lesson, students will compare and contrast the American Food Pyramid with the Asian Food Pyramid. They will discuss the role of the food pyramid in guiding nutritional programs and individual food choices. They will explore geographic and cultural influences on diet and reflect on their own decision making process when making food choices. Materials include: copies of *The Asian Food Pyramid, What's on the Menu?* <http://www.revolutionhealth.com/healthy-living/food-nutrition/food-basic/facts/asian-food-pyramid>; current health text books; student journals; poster making supplies.

Procedure: 1) Warm Up/Do Now: Using a venn Diagram, compare students perceptions of Asian food and those of American food. 2) Read and discuss the article, *The Asian Food Pyramid, What's on the Menu?*

Focus on the following questions: A) What purpose does the food pyramid serve? B) Who developed it? C) What influencing factors determine what people eat in different parts of the world? D) Describe the different types of inputs and outputs used in food production. 3) Have students create their ideal food pyramid using information from the article, class discussion, and their health text book.