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| **Lesson Plan** | | | | | |
| **Date:** **Time:** 50 minutes **Grade:** 6  **Curriculum Area:** Health and Physical Education **Unit:** 6 | | | | | |
| **Ontario’s Overall Curricular Expectations:**  D1. demonstrate an understanding of factors that contribute to healthy development;  D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;  D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being. | | | | | |
| **Ontario’s Specific Curricular Expectations:**  D2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence, cultural influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]  D2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.5 Self, 1.6 Thinking]  D3.1 explain how healthy eating and active living work together to improve a person’s overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking] | | | | | |
| **Success Criteria:**  I can **identify** what it means to me to eat healthy (Remembering).  I can **define** what healthy eating is (Remembering).  I can **apply** my current knowledge about nutrition and healthy eating and **relate** it to discussions in class (Applying/Analysing).  I can **create** questions about healthy eating and information I want to learn about it (Create). | | | **Classroom Setup:**  Students will be at their remote work spaces ready to learn with all necessary material present. | | |
| **Lesson:** Day 1 | | | | | **Materials/**  **Resources:**   * computer |
| **Lesson Topic**  Introduction to Nutrition and Healthy Eating | **Learning Goals**  I will learn to **define** healthy eating and what this means to me, and I can explain why it is important. | **Instructional Strategies**  **Hook (10 minutes):** Discussion with students about healthy eating. Questions will be on a PowerPoint and students can write their answer in the chat or raise their hand and speak to the class.  Prompts: “What do you know about healthy eating?”, “What do you want to know about healthy eating?”, “What, to you, does it mean to eat health?”, “Why is healthy eating important?”, “What are some examples of healthy foods?”, “Why do we learn about eating healthy?”  **Activity (10 minutes):** Students will complete Healthy Eating Anticipation guide. They will answer true or false to a variety of statements about healthy eating. They will complete this activity at the end of the unit to see how their knowledge has grown and changed.  **Activity (20 minutes):** KWL Chart about healthy eating. Students will find the KWL chart in their OneNote folder. They will fill out K (What they know about healthy eating), and W (What they wonder about healthy eating).  Once students have completed the KWL chart, bring them back to the group and ask some students to share some of their ideas.  **Activity (20 minutes):** (If there is enough time) Students will write a paragraph response about why it is important to eat healthy, and the potential consequences of choosing a diet that does not promote positive health. | | **Assessment Strategies**  **Assessment for:** Ask the students the prompting questions.  **Assessment as:** The student needs to use self-reflection skills to think about their own eating habits and monitor the work that they doing.  **Assessment as:** The student needs to use self-reflection skills to think about their own knowledge about eating healthy and any questions they may have.  **Assessment of:** Completing the K & W sections of the chart with thoughtful ideas.  **Assessment as:** The student needs to use self-reflection skills to think about their own knowledge about eating healthy. |

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| **Lesson Plan** | | | | | |
| **Date:** **Time:** 50 minutes **Grade:** 6  **Curriculum Area:** Health and Physical Education **Unit:** 6 | | | | | |
| **Ontario’s Overall Curricular Expectations:**  D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; | | | | | |
| **Ontario’s Specific Curricular Expectations:**  D2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence, cultural influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking] | | | | | |
| **Success Criteria:**  I can **list** the 4 factors that influence our eating habits (Remembering).  I can **compare** the 4 factors that influence our eating habits and **give examples** of each one (Remembering/Understanding).  I can **determine** how my own eating habits are influenced by these factors and my own life (Evaluating). | | | **Classroom Setup:**  Students will be at their remote work spaces ready to learn with all necessary material present. | | |
| **Lesson:** Day 2 | | | | | **Materials/**  **Resources:**   * computer |
| **Lesson Topic**  Factors that Influence the Food We Eat | **Learning Goals**  I will learn how to **describe** 4 factors that influence the food I eat and be able to give examples of them. | **Instructional Strategies**  **Hook (10 min):**  Video: Healthy Eating & Active Living: Making the Healthy Choice the Easy Choice  https://www.youtube.com/watch?v=F2-H7botZBg  As we can see from this video there are lots of things that impact what we eat and why we choose the foods we do.  **Discussion (10 min):**  PowerPoint on factors that influence our eating habits - Different factors influence our eating habits and food choices. Today we are going to take a look some of them and talk about how what we eat is impacted by each of these categories. Prompts:  “Can anyone give me an idea of what a medical factor may be that impacts our eating choices?” (e.g/ allergies/sensitivities, avoid sugary food to avoid cavities), “How might our eating be impacted by our feelings or emotions?” (e.g/ likes, dislikes, eating when we feel sad, lonely, etc.), “What might be an example of a practical thing that impacts what we eat?” (e.g/ whatever food is in the fridge, having a budget), “Does anyone have any idea of what this might mean?” (e.g/ food companies influencing our choices by marketing/packaging, our families, cultures & traditions, spending time with family and friends).  **Activity (20 min):**  Mentimeter:  Using the link in the chat and the code on the screen, students will brainstorm more ideas for each of the factors. 5-10 minutes per link  LINK 1:  [**https://www.menti.com/varvguf68r**](https://www.menti.com/varvguf68r)  **\*will have to update URL’s before the lesson as they expire in 2 days\***  Review and discuss the ideas they shared.  LINK 2:  [**https://www.menti.com/a68yzcjfp3**](https://www.menti.com/a68yzcjfp3)  **\*will have to update URL’s before the lesson as they expire in 2 days\***  Review and discuss the ideas they shared.  **Activity (20 min):**  Complete the Food Influences worksheet giving examples for each factor and matching a choice we make while eating to the correct factor. For each example, state if that is a positive or negative choice in terms of your overall health and why. | | **Assessment Strategies**  **Assessment for:** Ask the students the prompting questions  **Assessment for:** Students answer questions on Mentimeter  **Assessment of:** Students accurately complete the worksheet |

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| **Lesson Plan** | | | | | |
| **Date:** **Time:** 50 minutes **Grade:** 6  **Curriculum Area:** Health and Physical Education **Unit:** 6 | | | | | |
| **Ontario’s Overall Curricular Expectations:**  D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; | | | | | |
| **Ontario’s Specific Curricular Expectations:**  D2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.5 Self, 1.6 Thinking] | | | | | |
| **Success Criteria:**  I can **identify** what hunger and thirst cues are (Remembering).  I can **identify** physical factors that influence the desire to eat and drink (Remembering). | | | **Classroom Setup:**  Students will be at their remote work spaces ready to learn with all necessary material present. | | |
| **Lesson:** Day 3 | | | | | **Materials/**  **Resources:**   * computer |
| **Lesson Topic**  Eating Cues | **Learning Goals**  I will learn how to apply my recognition of internal hunger and thirst cues and my knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating. | **Instructional Strategies**  **Minds On (10 minutes):** Yesterday we talked about the factors or influences that impact how we eat. Today, we’re going to talk about eating cues and what influences is to eat or drink.  Prompts:  “What is nutrition?”, “Why is it important to make nutritious food choices?”  One OneNote answer the following questions:  Why is it important to eat regularly? What happens if the body doesn’t get the nutrients it needs each day?  **Discussion (10 minutes):**  PowerPoint: Mindful Eating vs. Mindless Eating, Eating Cues  Prompts: “How does our body tell us we are hungry?”, “How does our body tell us we are full?”, “How does our body tell us we are thirsty?”  **Activity (30 minutes):**  Hunger & Thirst Cues Worksheet – knowing when you’re full, the importance of listening to cues. | | **Assessment Strategies**  **Assessment for:** Ask the students the prompting questions  **Assessment for:** Ask the students the prompting questions  **Assessment of:** Students accurately complete the worksheet |

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| **Lesson Plan** | | | | | |
| **Date:** **Time:** 50 minutes **Grade:** 6  **Curriculum Area:** Health and Physical Education **Unit:** 6 | | | | | |
| **Ontario’s Overall Curricular Expectations:**  A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade  D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being | | | | | |
| **Ontario’s Specific Curricular Expectations:**  D3.1 explain how healthy eating and active living work together to improve a person’s overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking] | | | | | |
| **Success Criteria:**  I can **identify** what healthy eating means (Remembering).  I can **identify** how healthy eating and active living work together to improve the general health of a person (Remembering).  I can **create** a poster that outlines a healthy eating or active living strategy that will promote living a healthy life (Creating) | | | **Classroom Setup:**  Students will be at their remote work spaces ready to learn with all necessary material present. | | |
| **Lesson:** Day 4 | | | | | **Materials/**  **Resources:** |
| **Lesson Topic**  Healthy Eating and Active Living | **Learning Goals**  I will learn how healthy eating and active living work together to improve a person’s general health and well-being and how the benefits of both can be promoted to others. | **Instructional Strategies**  **Hook/Warm Up (10 minutes):**  Look at Canada’s Food Guide healthy eating habits page: <https://food-guide.canada.ca/en/healthy-eating-habits/>  Give students a few minutes to explore and inquire about this page and read it over.  Look at Canada’s Movement Guidelines for Youth (ages 5-17): <https://csepguidelines.ca/children-and-youth-5-17/>  Give students a few minutes to explore and inquire about this page and read it over.  **Discussion (10 minutes):**  On OneNote answer the following:  What are 5 physical activities that you enjoy?, What are 5 healthy foods that you enjoy?  **Activity (20 minutes):** Healthy Eating and Active Living Worksheet  **Unit Culminating Activity:**  Healthy Eating Poster. Students will make a poster to promote healthy eating and active living for young people. They will include an enticing message, fun images, and some key information on how to achieve healthy goals | | **Assessment Strategies**  **Assessment of:** Students accurately complete the worksheet  **Assessment of:** Students create a unique and educational poster that outlines one healthy eating or activing living strategy |