

LESSON PLAN

Activity Title: Module 8 – Lesson 7 Review of “Food/Nutrition”

Space Needed: Classroom space with chairs and tables.

Time Required: One hour.

Audience: Indicate which grade levels : 3rd-8th

Materials Needed: White construction paper (9X12); 3-hole punch; markers, colored pencils, crayons; pencils.

Outcomes:

- | | | |
|----------------------------------------------------------|-------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Safety and Structure | <input type="checkbox"/> Self-Worth | <input checked="" type="checkbox"/> Mastery and Future |
| <input type="checkbox"/> Career | <input type="checkbox"/> Physical Health | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Civic and Social | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Spirituality and Self-Awareness | | <input type="checkbox"/> Cultural |
| <input type="checkbox"/> Belonging and Membership | | |

Opportunities:

- Exploration, Practice, & Reflection
- Expression & Creativity
- Group Membership
- Contribution & Service

Subject Area :

- | | | | | |
|-------------------------------------|-----------------------------------------|-----------------------------------------------|---------------------------------------------|-------------------------------|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Character | <input type="checkbox"/> Science | <input type="checkbox"/> Math |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Technology | <input type="checkbox"/> Health / Nutrition | |

Skill / Concept Objective:

To review the concepts presented in Module 6 – Food/Nutrition.

Vocabulary Targeted:

Vocabulary for this unit has already been introduced in Module 6. Review, if needed.

Activity Description:

In this lesson, students will focus on “Food/Nutrition”. Hand out a piece of construction paper to each student. Have drawing and coloring tools available. Ask students to think about and then write the most important thing they remember about this topic. Ask them to write that thing in a complete sentence at the top or bottom of their construction paper. Then ask the students to illustrate their writing, using markers, crayons, pencils, and colored pencils.

When the group is done, invite individuals to share their product with the group. Discuss. Ask students to hand in their papers (with their names written on the back of the page). 3-hole punch along the edge of the papers in preparation for “binding” these into a book.

How will the impact on learning be measured?

Impact on learning will be measured by the quality of the pages entered into the class book.