

Middle-level CTE Learning Experience Title: Healthful Eating Habits Length of Lesson: 7 days (40 minute periods) Grade Level: 6-8	CTE Area: Health Sciences CTE Theme: Health, Safety, and Wellness CTE Content: Safety in Health Sciences Careers Date Created: 12/18/2019
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PLANNING	
Curriculum Goal	Students research careers in public health and community nutrition, such as hospital dietician, to learn about nutrition programs designed to improve the health and wellness of clients in various stages of the lifecycle. Students keep a food log, either by hand or by using a food tracking application, for a designated amount of time. Students evaluate their eating patterns, and the habits of others (clients), and suggest improvements to make their diets more healthful.
Essential Question(s)	What knowledge and skills are needed for individuals to consistently promote and practice safe and healthy behaviors that encourage wellness in home, school, workplace, and community setting?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 3. Attend to personal health and financial well-being 5. Consider environmental, social, and economic impacts of decisions 8. Utilize critical thinking to make sense of problems and persevere in solving them National Consortium for Health Science Education https://www.healthscienceconsortium.org/national-health-science-standards/ Foundation Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors. 9.1 Healthy Behaviors <ol style="list-style-type: none"> 9.11 Promote behaviors of health and wellness (such as: nutrition, weight control, exercise, sleep habits). 9.12 Describe strategies for prevention of disease. 9.13 Investigate complementary and alternative health practices as they relate to wellness and disease prevention
NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/ Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

	<p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p>	
<p>Learning Objectives</p>	<p>Health, Safety, and Wellness</p> <p>1. Health Practices Students will</p> <ul style="list-style-type: none"> a) Define physical health, social health, and mental/emotional health and describe how they interact as dimensions of overall wellness b) Describe how personal health behaviors and practices impact an individual's body systems c) Identify personal health practices that promote overall good health d) Explain how overall good health reduces an individual's risks for developing health issues e) Identify sources of health information and ways to determine the reliability of the information found f) Describe how an individual's health status impacts performance of tasks at home, at school, and in workplace and community settings <p>7. Careers in Health, Safety, and Wellness Fields Students will</p> <ul style="list-style-type: none"> a) Investigate knowledge, skills, and practices needed for a career in the healthcare, human services, and safety fields b) Analyze career paths within the healthcare, human services, and safety fields <p>Safety in Health Science Careers</p> <p>1. Safety in Health Science Workplaces (as applied to healthy diets for workers and clients) Students will</p> <ul style="list-style-type: none"> a) Tell how health and safety procedures protect health science professionals and their clients b) Understand and utilize health science health and safety vocabulary c) Investigate school, community, state and federal guidelines for health and safety in health science settings d) Communicate health and safety concerns to appropriate leaders in classroom and workplace situations 	
<p>Vocabulary</p>	<p>Academic log, survey, journal, healthful, wellness, chronic, recommendation</p>	<p>Content client, registered dietician, diet, chronic illness, high blood pressure, protein, saturated fat, unsaturated fat, solid fat, carbohydrate, whole grains, fiber, vitamin, mineral, sodium</p>
<p>Materials and Resources</p>	<p>"Your Healthy Family: Study Links Early Deaths to Poor Diet" (Day 1) https://www.youtube.com/watch?v=ISYssuDn64s</p>	

	<p>day food log that will be needed for class on Day 7.</p>		
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 2- Teacher invites a registered dietician from a healthcare facility to class to discuss how healthy eating habits promote wellness and how unhealthy eating habits contribute to chronic health issues. The guest's presentation should include information on the career of the dietician and ways the dietician works with clients to improve overall health through diet.</p> <p>Teacher encourages students to ask questions.</p> <p>Day 3- Teacher shares the guidelines on healthy eating from the U.S. Department of Health and Human Services. https://www.hhs.gov/fitness/eat-healthy/how-to-eat-healthy/index.html</p> <p>Teacher explains why each guideline is important: 1. Make half your plate fruits and vegetables 2. Make half the grains you eat whole grains 3. Switch to fat-free or low-fat (1%) milk</p>	<p>Day 2- Students listen and take notes regarding the impact of eating habits on overall health and wellness.</p> <p>Student notes should include points on the dietician's work and the role of the dietician in promoting clients' wellness through healthy eating habits.</p> <p>Students share notes with their small groups. Groups discuss what they have heard and how they think the information relates to their lives</p> <p>Day 3- Students attend to teacher presentation of the healthy eating guidelines</p>	<p>40minutes 30min</p> <p>10min</p> <p>40minutes</p>

	<p>4. Choose a variety of lean protein foods 5. Compare sodium in foods 6. Drink water instead of sugary drinks 7. Eat some seafood 8. Cut back on solid fats</p> <p>After explaining each component, the teacher stops to ask students to reflect on their own eating habits utilizing the attached rating sheet called My Eating Habits.</p> <p>Day 4- Teacher arranges students into 8 different groups. Each group will be assigned one eating guideline to research and present to the class. Teacher will explain that students should make a presentation that:</p> <ol style="list-style-type: none">1) Discusses the importance of the guideline2) Explains how the guideline helps promote a healthy lifestyle3) Compares wise and unwise food choices connected to the guideline.4) Discusses small steps individuals can make to move closer to the guideline. <p>(Note: there are many ideas for each guideline at the https://www.hhs.gov/fitness/eat-healthy/how-to-eat-healthy/index.html site)</p>	<p>Students will rate their individual eating habits connected with each guideline using "My Eating Habits." Students can discuss their ratings.</p> <p>Day 4- Students attend to teacher presentation of the assignment.</p>	<p>40minutes 10min</p>
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	<p>Teacher shares the rubric for the group work and explains that the group will be assessed on how well they show proficiency in the indicated areas</p> <p>Day 5- Teacher places students in the previous day's group. Teacher assists groups of students as they complete their research independently. Teacher checks to ensure the information students are finding is accurate and from reputable resources.</p> <p>Day 6- Teacher places students in the previous day's group. Teacher allows each group of students to present their work. After each group presents, the teacher emphasizes the important points and ensures all students are able to summarize the presentation correctly.</p> <p>Teacher assess presentations using the rubric.</p> <p>Teacher reminds students to bring their "My Food Journal" 2-day food log to their next class.</p>	<p>Students review the rubric and ask any clarifying questions.</p> <p>Students work in groups to research the guideline and the components outlined by the teacher.</p> <p>Day 5- Students continue work in groups to research the guideline and the components outlined by the teacher.</p> <p>Day 6- Each group of students presents their guideline to the class. As they present, other students make notes about the importance of the guideline and how it applies to their life.</p> <p>Students assess classmates' presentations using the rubric.</p> <p>After all presentations are completed, each student develops a personal goal based on their "My Eating Habits" ratings and the class presentations.</p>	<p>5min</p> <p>25min</p> <p>40minutes</p> <p>40minutes 35 min</p> <p>5min</p>
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	<p>Day 7- Teacher asks students to get out their "My Food Journal" food logs.</p> <p>Teacher explains that students will take on the roles of both registered dieticians and clients in a healthcare facility.</p> <p>Teacher arranges students in groups of four. Students will work in pairs within each group.</p> <ul style="list-style-type: none">• Teacher asks students 1 and 2 to exchange their food journals with students 3 and 4.• Teacher asks the pairs of students to act as registered dieticians to analyze the food journals of the other pair of students (second pair is their clients). Analysis should be done in terms of the 8 guidelines for healthy eating researched previously.• Teacher may need to help students analyze the nutrient value of their foods using a database such as on www.myfitnesspal.com.• Teacher asks students to review the "Eating Habits Reflection Questions" to analyze the food intake and make a suggestion to the client for improvement of eating habits.	<p>Day 7- Students bring their 2-day food logs to class (My Food Journal) and prepare to use them during class.</p> <p>Dieticians (students) use the "Eating Habits Reflective Questions" to guide analysis of the foods eaten by their clients (classmates) and make recommendations for improvement of clients' eating habits.</p>	<p>40 min</p> <p>40minutes</p>
	<p>Day 8 (Closure)-</p>	<p>Day 8-</p>	

	<p>Teacher asks students to get out the personal goal statement they developed on Day 6.</p> <p>Teacher arranges students into groups of 4 that were established on Day 7.</p> <p>Teacher asks dieticians (students) to share eating recommendations with their clients (classmates).</p> <p>Teacher asks students to compare their goal statements with the dietician's recommendations and to write a summary paragraph addressing these questions:</p> <ul style="list-style-type: none"> • Are your goal and dietician's recommendations the same? different? • What explanations can you provide for that results? • What is the most important take-away for you as you make food choices? • How do eating habits impact your overall wellness and help you to prevent chronic health issues? 	<p>Students locate their personal goal statements developed on Day 6 and join their small group from the previous day's class.</p> <p>Students share the eating recommendations they made in the role of dieticians with their classmate clients.</p> <p>Students compare their personal goal statements to the recommendations and answer the following questions in a summary paragraph:</p> <ul style="list-style-type: none"> • Are my goal and the dietician's recommendations the same? different? • What explanations can I provide for that result? • What is the most important take-away for me as I make food choices? • How do my eating habits impact my overall wellness and help me to prevent chronic health issues? <p>Students submit their paragraphs to the teacher.</p>	
<p>Differentiation</p>	<p>Students will be placed in groups as heterogeneously as possible. The teacher will monitor groups and differentiate instruction, as necessary, to ensure that all students' needs are met. All directives in student Individual Education Plan (IEP) and 504 plans will be followed.</p>		
<p>Closure</p>	<p>Students write a summary paragraph addressing the following questions: Are your goal and dietician's recommendations the same? different? ;What explanations can you provide for that results?;What is the most important take-away for you as you make food choices?;How do eating habits impact your overall wellness and help you to prevent chronic health issues?</p>		
<p>ASSESSMENT</p>			

College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics
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Performance Measure	Exemplary	Proficient	Developing	Beginning
Analyzes Career Opportunities	Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps. Easily and accurately describes	Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.	Identifies career opportunities to determine requirements.	Unable to identify career opportunities and determine if personally interested.
Makes Connections Between Work and Needs of Community	how work products and services benefit the community.	Describes how work products and services benefit the community.	See some connection in how work products and services benefit the community.	Fail to understand how work products and services benefit the community.
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential. Engages in conversations/	Listens to others' points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	Does not listen to group's opinions and ideas; wants things done own way.
Listens and Speaks when Appropriate	discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen. Effectively and consistently	Engages in conversations/ discussions and understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.
Uses Technology to Locate and Evaluate Information	uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Maintains Health	Seamlessly manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) with clear insight on its effect on work-related tasks.	Manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) and understands its effect on work-related tasks.	Minimally manages health, with some effect on negative work-related tasks.	Fails to manage health, with resulting negative effect on work-related tasks.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.

meeting deadlines.

Contributes to Well-being of Community

Is a strong advocate for the community and always acts in a manner that benefits the community.

Understands responsibility of the individual to the community and acts in a manner that benefits the community.

Usually considers the well-being of the community even if occasionally acts in self-interest.

Favors self-interest over the well-being of the community.

Sees Consequences of Actions

Consistently considers the implications and consequences of actions.

Considers the implications and consequences of actions.

Occasionally acts in ways that fail to anticipate consequences.

Acts impulsively and fails to consider consequences of actions.

My Food Journal (Day 1 and Day 7)

My Food Journal

Name: _____

Day One		Day Two
Breakfast		Breakfast

Lunch		Lunch
Dinner		Dinner

1. Make half your plate fruits and vegetables.

Always

Sometimes

Never

2. Make half the grains you eat whole grains.

Always

Sometimes

Never

3. Switch to fat-free or low-fat (1%) milk.

Always

Sometimes

Never

4. Choose a variety of lean protein foods.

Always

Sometimes

Never

5. Compare sodium in foods.

Always

Sometimes

Never

6. Drink water instead of sugary drinks.

Always

Sometimes

Never

7. Eat some seafood.

Always

Sometimes

Never

8. Cut back on solid fats.

Always

Sometimes

Never

Source: [hNps://www.hhs.gov/fitness/eat-healthy/how-to-eat-healthy/index.html](https://www.hhs.gov/fitness/eat-healthy/how-to-eat-healthy/index.html)

Eating Habits Presentation Rubric (Day 4)

Performance Measure	Exemplary	Proficient	Developing	Beginning
Listens and Speaks when Appropriate	Engages in conversations/ discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen.	Engages in conversations/ discussions and understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.
Informs, Instructs, Motivates, and Persuades	Effectively uses communication to inform, instruct, motivate, and persuade.	Uses communication to inform, instruct, motivate, and persuade.	Communicates to inform or instruct.	Communicates only to inform and not for other purposes.
Contributes New Ideas	Appropriately contributes new and innovative ideas based on reliable resources.	Often contributes new and innovative ideas based on known and reliable resources and skills.	Contributes some new and innovative ideas based on known resources and skills.	Rarely contributes new ideas as skills and resources are not developed enough.

Participates Actively	Consistently provides useful ideas when participating in group and classroom discussions.	Provides useful ideas when participating in group and classroom discussions.	Sometimes participates in group and classroom discussions.	Does not participate in group or classroom discussions.
Accesses Information	Locates information efficiently from reliable sources. Uses innovative strategies to access	Considers more than one strategy or tool to locate information, research is complete and accurate.	Accesses information from multiple sources and recognizes when information is incomplete, but fails	Conducts simple searches for information which are often inaccurate or incomplete.

Reflective Questions (Day 7)

My Eating Habits
Reflective Questions

Name:

1. Was half of your plate filled with fruits and vegetables during each meal? Please explain.

2. Were half of the grains you ate considered to be whole grains? Please explain.

3. Did you drink fat-free or low-fat milk? Please explain.

4. Did you consume lean protein foods? Please explain.

5. How much sodium was in your food? Please explain.

6. Did you consume more water or more sugary drinks? Please explain.
