

# EDU lesson plan

## Summary

In this lesson we will talk about why it is important to be healthy. We will use lots of pictures and class participation.

## Main Core Tie

Health Education - 3rd Grade

[Strand 5 : NUTRITION \(N\) Standard 3.N.1:](#)

## Time Frame

1 class periods of 60 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication, Character

## Materials

All of the kids will need a sheet of paper that the group will write on. They will be given a number of objects such as a fruit and a candy bar. They have to think about whats better and why it is important to not eat too much of the one item

## Background for Teachers

The teacher would need to know which items each group gets and also which students are in each group if they have already been assigned. They would also need to know where each group was supposed to sit

## Student Prior Knowledge

The student would need to know a little bit about why health and fitness are so important. They would also need to understand why I am teaching about the subject

## Intended Learning Outcomes

By teaching this lesson I want my students to be able to understand why it is important to be healthy and I want them to enjoy being active. I want to show them that it can be fun.

## Instructional Procedures

The teacher will explain to the students what they will be doing The teacher will either assign groups or let the students pick The teacher will give each group a piece of paper and a set of 8 objects to be compared in twos. The teacher will explain that in each pairing there is a healthy item and a not so healthy item and the kids have to pick which one is healthiest and then explain why they think its healthiest The objects will start easy and then get a little bit harder When finished with the exercise they will come together as a class and discuss what everyone thought and the teacher will explain to the students why it is important to eat healthy and be active

## Strategies for Diverse Learners

Ways I could help the gifted student is by making the items a little bit harder. I could help the struggling student by explaining what the object was and working one on one with the student and I could meet the adaptations of the classroom by bringing whatever is necessary to help them.

### Extensions

having extra items handy in case they finish earlier than expected. Have the students brainstorm before they start and then compare what they thought to the actual answer.

### Assessment Plan

The students will be assessed on how well they work with others as well as learning something new. I want to know that I am teaching them and they are actually taking something from it. I also want them to have fun. I want my students to be able to work together even if its hard because its something that will help them throughout the rest of their life.

### Rubrics

[Health group Project](#)

### Authors

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