



SAMPLE LESSON PLANS

Grade 4 – Health Promotion

Unit 1

SOLs:

- 4.1.C Evaluate the importance of balance, variety, and moderation in a meal plan.
- 4.1.D Determine the nutrients needed for proper brain function.
- 4.1.E Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.
- 4.1.F Analyze the impact of nutrients on growth and development.
- 4.1.G Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.
- 4.1.H Identify the effects of malnutrition.
- 4.1.I Recognize effects of malnutrition and *overnutrition* (obesity) on the immune system.
- 4.2.C Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.
- 4.2.D Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.
- 4.3.B Compare recommended serving size and actual package size for foods or beverages.
- 4.3.F Describe the importance of early detection of health problems.
- 4.3.G. Identify accurate and inaccurate health information.

Title: Nutrition for Health

Objectives/ Goals: Students will learn about the importance of nutrition for health and will learn how to evaluate serving sizes and recommended sugar content.

Procedure:

The lessons referenced below are suggested. Together, they address these SOLs and students to examine energy balance, portion size and sugar content and understand the relationship of nutrition to health. These and additional lesson and activity ideas are identified in the references.

- Serving My Plate – A Yummy Curriculum for Grades 3-4– Units: *We are What We Eat?*, *You Be the Chef*, and *The Science of “Sometimes” Foods*
- American Heart Association:

- Balance it Out Elementary Teachers Guide – Activities: *Race Cars, Meal Planning*
- It Takes A Heart To Be A Hero Elementary Teacher’s 2012-2013 Guide –Activities: *Food Line Up, Staying in Balance, What’s that Food?, What’s My Food Game Show, Fast and Future Portions Game, Food Portions Match Game, Be A Sugar Sleuth, Sugar Investigation*
- It Takes A Heart To Be A Hero Teacher’s 2013-2014 Guide –Activities: *Brown Bag Dinner*
- Kids Health Food Labels Teacher’s Guide – Activities: *A Tale of Two Foods, It All Adds Up*
- Others – see references

Malnutrition and Overnutrition Discussion

- Summarize that many of these lessons have taught students about fats, carbohydrates, proteins, vitamins and minerals - nutrients found in food that are necessary to keep the body and brain healthy and help us fight off illness and disease.
- When children don’t get enough of necessary fats, carbohydrates, proteins, vitamins and minerals it can lead to malnutrition which is the lack of proper nutrition caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat (certain illnesses). Malnutrition can mean both under nutrition and over nutrition. Not eating enough deprives the brain and organs of nutrients they need to develop well and makes someone more likely to become sick. Consuming too much can cause overnutrition.
- Discuss some of the consequences of overnutrition including obesity which strains the heart, makes it harder for the body to regulate energy, and makes someone more likely to become sick. Discuss how it is possible to be over-nourished (e.g., overweight) yet not be well-nourished because a person’s diet isn’t giving them the proper balance of nutrients – e.g., if a person doesn’t eat enough fruits and vegetables.
- Hold a class non-perishable foods drive and donate to a local organization to help alleviate malnourishment in the community.

Family and Community Celebrations Activity

- Assign students to create collages with drawings and images of foods and beverages served at their favorite family or community celebrations (e.g., holidays, birthdays, weddings, festivals).
- Share the collages with the class.
- Ask the students to call out names of other favorite foods and beverages that are served at family and community events. Write these down on the board.
- By now you may have identified a variety of foods and beverages including those that are salty, fried, or high in sugar and fat. Have the students look at the food items:
 - Do you or people you know usually eat more or less at meals at these celebrations than they do on a regular basis?
 - Do some of these foods have a lot of sugar, fats, or salts?
- Close the conversation with a reminder to students that it is important to celebrate with family and community and that on occasion we may eat more than is recommended of snack foods but that most days we want to make sure we eat a variety of foods in the recommended portion sizes we had learned.
- Unit 3 of the Serving Up My Plate Curriculum- *The Science of Sometimes Foods* and the lessons, *Food As Fuel, Whats in Fast Food, and Popcorn Nutrition – How Nutritious are My*

Snacks (see references below), also reinforce the importance of limiting consumption of high salt, high fat, and high sugar foods.

Assessment Ideas:

- Evaluate participation in class discussion, completion of worksheets, and activities.

References:

- American Heart Association (AHA) - Elementary Lesson Plans http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.WHVMj2VNGs0
- AHA Balance It Out Teacher's Guide http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_448421.pdf
- AHA It Takes a Heart to be a Hero Teacher's Guide 2012-2013 http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_467892.pdf
- AHA It Takes a Heart to be a Hero Teacher's Guide 2013-2014 http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_467893.pdf
- AHA Food is Fuel https://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305557.pdf
- Bam! Food and Nutrition - <http://www.cdc.gov/bam/nutrition/index.html>
- CA Media Smarts - Looking at Food Advertising - <http://mediasmarts.ca/lessonplan/looking-food-advertising-lesson>
- Education World Popcorn Nutrition – How Nutritious are My Snacks http://www.educationworld.com/a_lesson/03/lp324-04.shtml
- Fuel Up to Play 60 - 101 Tips for Teaching Nutrition in Physical Education <http://westerndairyassociation.org/download/101-tips-for-teaching-nutrition-in-pe/>
- Kids Health 3-5 Grade Food Labels Teacher's Guide https://classroom.kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf
- Maricopa County My Plate - Based Grade 3-4 Curriculum
- <http://www.maricopaschoolwellness.org/grades-3-4>
- PE Central Nutrition Station Circuit <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5786#.V8jDZMdnFho>
- Serving Up My Plate – A Yummy Curriculum Grades 3-4 http://www.fns.usda.gov/multimedia/tn/sump_level2.pdf
- Shape America – What's in My Fast Food http://www.shapeamerica.org/events/pesportweek/upload/What-sinFastFood2_Activity2015.pdf
- Together Counts - Wellness http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/TCLessons_3-5.pdf
- Together Counts - What Is Energy Balance? -
- http://www.togethercounts.com/sites/togethercounts.com/files/lesson_plans/documen

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- Together Counts - What is the Pattern?
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K Thru 5/ Lesson 2.1 WhatsthePattern.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K%20Thru%205/Lesson%202.1%20WhatsthePattern.pdf)
- Utah Education Network Design a Meal
<http://www.uen.org/Lessonplan/preview.cgi?LPid=68>