

Christina Carey

Lesson: Show Me the Sugar

Pre Observation Questions:

1. Briefly Describe the students in this class, including those with special needs.

There are 28 students in the class with various degrees of learning styles. Although there are no Special Education students; three receive extra time to complete tasks and exams.

2. What are your goals for the lesson? What do you want the students to learn?

My goal is for students to learn how to decipher the sugar content on a food label. This simple math equation will allow students to see what 20 Grams, 30 Grams of sugar looks like. In addition, students will be able to recognize what is and what isn't healthy when looking at the sugar content on a food label. Most importantly, students will understand that diseases and health problems can be eliminated or delayed through good self-management strategies.

3. Why are these goals suitable for this group of students?

Diseases such as Type II diabetes, high blood pressure, heart conditions and joint deterioration were once considered 'adult' diseases are now regularly being diagnosed in children, due to obesity. These goals are very suitable for this age group because they are constantly indulging in foods high in sugar and saturated fat; but they have very limited knowledge of what overconsumption of these unhealthy foods can do to their overall health. It is imperative that they learn healthy alternatives that they can enjoy in order to preserve their health.

4. How do these goals support the District's curriculum and States curriculum?

These goals meet both the district curriculum standards as well as the state standards:

❖ **National Learning Standards**

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

❖ **New York State Learning Standards**

- Standard 1: *Personal Health and Fitness*: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

❖ **Skills Addressed**

- SM.C.4 Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety resources.
- DM.C.3 Gathers, synthesizes, and evaluates available information to enhance health.
- DM.C.4 Personalizes health risk of decisions to self and others
- DM.C.8 Assumes responsibility for personal health decisions.

❖ **Functional Knowledge**

- PAN.C.5 Physically active individuals are less likely to develop the chronic diseases that cause most of the morbidity and mortality in the United States: cardiovascular disease, hypertension, non-insulin dependent diabetes, and colon cancer.
- PAN.C.6 Obesity acquired during childhood and adolescence may persist into adulthood and increase the risk later in life for coronary heart disease, gallbladder disease, some types of cancer, and osteoarthritis of the weight-bearing joints.

5. How do these goals relate to broader goals in the discipline as a whole or in other disciplines?

It relates to broader goals in health because every unit that is taught has an underlying message that is based on living a healthy lifestyle. Practicing good nutrition at a young age will follow them throughout life. The students will learn throughout the unit the importance of reading nutrition fact labels and the daily recommended intake of obtaining the 6 major nutrients.

6. How do you plan to engage students in the content? Include teaching methods, student groupings and specific activities.

I will begin the class with a short video about added sugar. The video is called "Sugar is Killing us". After the video the students will be given the opportunity to discuss with the person sitting next to them "How does society portray sugar compared to this video. I will explain that our body can only use and store so much glucose that when you intake too much it stores as fat. This can lead to diseases like, Obesity, Heart Disease,, Type 2 Diabetes, and Dental Cavities. I will ask the class if anybody knows someone affected by diabetes 1 and/or 2 ? How has their life changed? Do you think their life is difficult to manage? How could a type 2 diabetic avoid this?

I will then ask the students what too much sugar is. What does 1G of sugar mean? Can anyone tell me what 1G of sugar is equivalent to? When you read the food label do you actually know what 20g of sugar means...? The teacher will do a class example. (4g of sugar = 1tsp) I will show the class that dividing the grams of sugar by 4 will give us the amount of sugar in teaspoons. For the sake of this class were going to say 1 tsp = 1 sugar cube. The students will be put into 6 groups of 4-5 students and given a lunch. Inside the lunch will be 2-3 foods/drinks and a question. The group will have 5-8 minutes to to complete everything. These responsibilities include...

- **Scribe:** Record the sugar content of each item.
- **Runner:** Get the TOTAL number of teaspoons of sugar from the sugar bowl & put it in a bag.
- **Teller:** Tell the class about the items in your lunch and the total amount of sugar in each item.
- **Speaker:** Tell the class the question you were given and your response.

After all the groups are completed the teller of each group will present the items in their lunch, the amount of sugar in each item and Speaker will answer the question given.

7. What instructional materials or other resources, if any, will you use?

We will be utilizing youtube, and various foods and drinks for hands on learning.

8. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

The students are very enthusiastic about group work. The only difficulty I have witnessed is the ability of some students to stay on task when working in groups and/or independently. In order to keep all students on task I will be circulating from group to group to ensure that the work is being completed. I created specific roles for majority of the group members. In order for the group to be successful each group member must be responsible for a task.

9. How do you plan to assess student achievement of the goals? What procedures will you use?

I will be able to assess the students when circulating the room and when the groups present their lunch to the class. I will be able to see if the students correctly deciphered the amount of sugar in each food/drink and answered the question to the best of their ability.

10. How do you plan to make use of the results of the assessment?

With this lesson, the results will be able to help me understand if the students actually understand the severity of what an unhealthy diet can do to their body. I hope that students will take this information and make healthy changes to their diet. I'm going to follow up this lesson with the powerful documentary "Hungry For A Change."