



Healthy Lifestyles: Empowering Our Students to Make Positive Diet and Exercise Choices

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This curriculum is recommended for:
Fourth and Fifth Grade Literacy

Keywords: healthy, activity, exercise, diet, Socratic seminar, advertisement

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In the past thirty years, obesity rates among adults in the U.S. have risen dramatically. In 1990, no states were reported to have an obesity rate over 14%. By 2009, every state in the U.S. reported at least 20% of adults were obese, and by 2014 one out of every three adults in the U.S. was considered to be obeseⁱ.

As one can imagine, a growing number of studies, like Julie Hale's study of students in Georgia, are linking higher obesity rates to lower academic performanceⁱⁱ. As this CNN article describes, poor performance in school is just the beginning:

Obese children and teenagers face a slew of potential health problems as they get older, including an increased risk of diabetes, heart attacks, and certain cancers. As if that weren't enough, obesity may harm young people's long-term college and career prospects, too... Obese students generally displayed more emotional difficulties than their non-obese counterparts. While the reasons behind these trends are numerous, many would agree that leading the way are a lack of exercise and unhealthy eating habits.

Now, more than ever, it is important for students to be empowered at an early age to make healthy lifestyle choices.

I plan to teach this unit during the Spring of 2015 to 25 students in fourth and fifth grade.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Healthy Lifestyles: Empowering Our Students to Make Positive Diet and Exercise Choices

Dave Hartzell

Introduction

This curriculum unit is meant to give our students a chance to reflect on their diet and exercise habits, learn strategies for improving their quality of life, implement those strategies, and then raise awareness among peers.

As an educator, one of my biggest goals has always been to give my students the tools they need to live healthy, happy lives. What better way can I accomplish this goal than to help them understand how diet and exercise impact all areas of our lives, including our education. Stuart Wolpert outlines this impact in his 2009 article for UCLA Newsroom^{iv}:

In addition to helping protect us from heart disease and cancer, a balanced diet and regular exercise can also protect the brain and ward off mental disorders. "Food is like a pharmaceutical compound that affects the brain," said Fernando Gomez-Pinilla, a UCLA professor of neurosurgery and physiological science who has spent years studying the effects of food, exercise and sleep on the brain. "Diet, exercise and sleep have the potential to alter our brain health and mental function. This raises the exciting possibility that changes in diet are a viable strategy for enhancing cognitive abilities, protecting the brain from damage and counteracting the effects of aging."

Wolpert continues on to give students good reason to make healthy lifestyle choices when he writes:

A healthy diet and exercise can also reduce the effect of brain injury and lead to a better recovery, he said. Recent research also supports the hypothesis that health can be passed down through generations, and a number of innovative studies point to the possibility that the effects of diet on mental health can be transmitted across generations... Junk food and fast food negatively affect the brain's synapses, said Gomez-Pinilla, who eats fast food less often since conducting this research. Brain synapses and several molecules related to learning and memory are adversely affected by unhealthy diets, he said.

Articles like this show how extensive the impact of diet and exercise can be on our quality of life. If I can pass this knowledge on to my students, I will be empowering them to lead healthy lives that could influence generations to come.

My vision for this unit is to empower students to live a healthier lifestyle. Students will analyze text and data about the benefits of a healthy diet and regular activity to build background knowledge on the subject. The students will then examine articles, clips, and figures to help create an individual plan for a healthy lifestyle. Each student will track his/her plan over a two-week period while analyzing texts and videos that outline simple healthy choices they can make during their daily routine. The students will then interpret their findings and create a healthy lifestyle advertisement to share with their fellow classmates.

Background Information

I have been teaching in Title I schools in Richmond, VA and Charlotte, NC since receiving my Bachelor's Degree from the University of Delaware in 2006. I have always been an extremely curious person, so education was a logical fit. Brandon Travis Ciaccio's said, "The pursuit of knowledge is never ending. The day you stop seeking knowledge is the day you stop growing." It is this precept that I try to instill in my students each time I see them.

I currently lead the Wonder Lab at Shamrock Gardens Elementary School, a Magnet School of Excellence that serves students from diverse backgrounds. The Lab is a unique space designed to build on the strengths and interests of our students while developing creativity and innovation skills. I work with students in Kindergarten through fifth grade. This is my second year at the school and first in this position.

The Shamrock motto is, "Think different. Do different. Be different." I believe that in order for our students to be successful, we must honor this motto. I pride myself in trying to keep an open mind and thinking differently when looking for solutions in our educational system. I have heard people say that, "progress is not possible without change." It is time for our schools to think differently in order to make progress. Empowering our students with the skills they need to live a long and healthy life would be a great step towards true progress in education.

Rationale

It is great to see that our reading scores are growing, as well as our graduation rates^v. I cannot help but wonder, though, if we are truly giving our students the skills they need to be successful after high school. Our focus on reading does not address the fact that if the trend continues, by the year 2050 one out of every three adults will have diabetes^{vi}. Our focus on reading does not help students understand the benefits regular exercise and a nutritional diet have on sustaining a long, happy life. In fact, the President's Council on Fitness reports that only one in three children are physically active a day and less than 5% of adults exercise for more than thirty minutes a day^{vii}. Test scores may be on the rise, but healthy lifestyle choices are most definitely

not. Our public education system needs to see the benefits of teaching students these habits early on in their schooling. I would like to see our schools focus on building strong reading habits *through* meaningful, impactful text in order to improve quality of life *instead* of building reading scores just so students can reach college.

Objectives

My objective for this unit is for students to be empowered to make healthy lifestyle choices. While the unit is focused on the bigger picture, it involves many activities that will teach and reinforce Common Core Objectives and build on our students' Career Readiness.

The English Language Arts: Reading standard RI.5.1 states students will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. We will focus most closely on this standard, as students will be using evidence from the text to support answers in discussion, written reflections, and Socratic seminars. The English Language Arts: Reading standard RI.5.4 states that students will be able to determine the meaning of general academic and domain-specific words and phrases in a text. While reading nutrition and physical activity texts, students will need to use context clues to determine meaning of new words. The English Language Arts: Speaking & Listening Standard SL.5.1 states students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. The English Language Arts: Speaking & Listening Standard SL 5.1.A states students will come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. The English Language Arts: Speaking & Listening Standard SL 5.1.B states students will follow agreed-upon rules for discussions and carry out assigned roles. The English Language Arts: Speaking & Listening Standard SL.5.1.C states students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. The English Language Arts: Speaking & Listening Standard SL.5.1.D states students will review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. During our group discussions, gallery walks, and especially Socratic seminars, students will master these standards. The Mathematics: Geometry Standard 5.2 states students will represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Students will be creating graphs to help visualize data in this unit. The English Language Arts: Speaking & Listening Standard SL.5.4 states students will report on a topic or text or present an opinion, sequencing ideas logically, and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. The English Language Arts: Speaking & Listening Standard SL.5.5 states students will include multimedia components (e.g., graphics,

sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. These will be helpful when students are completing their end-of-unit advertisement to share with peers. Throughout this unit, we will (1) keep track of our diet and exercise choices on our log and analyze the relationship between them and our daily life, (2) learn simple diet choices we can make and how they can positively impact us, (3) learn simple exercise choices we can make and how they can positively impact us, and (4) report on our experiences by advertising a healthy lifestyle to our peers.

Teaching Strategies

Data Tracking

Students will use a log throughout the unit to track diet and exercise

Socratic Seminar

Students will reflect on text, clips, and peer thoughts during this activity

Group Discussion

Students will use text and experiences to engage in a thoughtful discussion with peers

Gallery Walk

Students will engage in an active analysis of text and other resources

Close Reading

Students will analyze and interpret a wide range of texts

Multimedia Presentation

Students will create an advertisement to teach peers how and why to make simple healthy lifestyle choices

Activities

Pre-Activity - Before Activity #1, all students should fill out the Healthy Living Log from [Appendix 2](#). Students should be given this log on the Monday before the unit starts, and they should fill it out each day.

Activity # 1 – Students Reflect on their Healthy Lifestyle Choices

Objective

SL 5.1.B Students will follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Purpose

To have students reflect on the first week's diet and activity log while positively contributing to the Socratic seminar as both a speaker and listener.

Essential Questions

What conclusions can we make about the relationship between our diet and activity and the quality of our day?

Teaching Strategy

Socratic seminar, cooperative learning, self-reflection, drawing conclusions

Teacher Input

Hook the students by explaining that Socratic seminars are most often used in high school and college, but this particular class is definitely ready for such a mature activity. Introduce Socratic Seminars by showing *Socratic Seminars* (<https://www.youtube.com/watch?v=nMn3DnyiO0w>). Describe the importance of sitting in a circle to be able to listen carefully to each other's thoughts and then set up chairs to begin the seminar. Practice answering and responding to questions using sentence starters from [Appendix 6](#). Emphasize the meaning of discussion and the fact that the conversation may go in depth, change directions, etc. based on student responses, but the Task Master (teacher at first) will redirect and move to next question when necessary. Display reflection questions ([Appendix 6](#)) and give students time needed to jot down notes in journal. Begin Socratic Seminar by asking the first question. Act as Task Master by redirecting conversation as needed. Act as Key Point Person by summarizing key comments on poster paper or SmartBoard.

Vocabulary

Socratic seminar

Guided Practice

Students will reflect on completed log and respond to questions during Socratic seminar

Assessment

Tally student comments during seminar to ensure all students are contributing appropriate comments to discussion.

Independent Practice

Students complete the reflection questions to prepare for Socratic seminar.

Suggested Resources and Materials

How To Do The Socratic Seminar (<https://www.youtube.com/watch?v=CPLu3qCbSU>) and Teaching the N Word With Socratic Seminar (<https://www.teachingchannel.org/videos/teaching-the-n-word>) for teacher to help introduce method, large poster paper, student notebooks

Summary

Students will reflect on their pre-work in a Socratic seminar.

Activity #2 – Reading Food Labels

Objective

RI.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text.

Purpose

To have students gain a better understanding of reading food labels in order for them to make healthier choices based on number of ingredients and marketer traps.

Essential Questions

What conclusions can we make about a food by reading the label? What marketer traps do we need to avoid?

Teaching Strategy

Peer reading groups, analyzing texts, close reading

Teacher Input

Display Trap or Not ([Appendix 5](#)) and let students take guesses. Group students for peer close reading. Explain to students why they will read *Food Labels: The Only Thing You Need to Know* more than once. Allow students to skim the article for the first time, highlighting challenge words. Read aloud to students, using context clues to determine the meaning of challenge words. Allow students to read for a third time, answering discussion questions. Display Trap or Not again, discussing previous answers and new opinions.

Vocabulary

food marketers, close reading, circumstances, conducive, ingredients

Guided Practice

Close read *Food Labels: The Only Thing You Need to Know*.

Assessment

Check student responses to reflection questions and use a checklist to determine whether or not students can accurately quote from the text when giving second opinions during Trap or Not.

Independent Practice

Students will answer reflection questions based on *Food Labels: The Only Thing You Need to Know*.

Suggested Books and Materials

Food Labels: The Only Thing You Need to Know (<http://summertomato.com/food-label-ingredients/>)

Closing in on Close Reading (<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>)

student notebooks

Summary

Students will develop to strategies to understand food labels in order to make healthier decisions when eating.

Activity #3 – Analyzing Food Labels for Sugar

Objective

RI.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text.

Purpose

To have students gain a better understanding of reading food labels in order for them to make healthier choices based on sugars.

Essential Questions

How can we identify sugars on food labels?

Teaching Strategy

Peer reading groups, analyzing texts, close reading

Teacher Input

Display Sugars or Not and let students make predictions. Group students for peer close reading. Allow students to skim *How to Spot Sugar on Food Labels* (<http://www.hungryforchange.tv/article/how-to-spot-sugar-on-food-labels>) for the first time, highlighting challenge words. Read aloud to students, using context clues to determine the meaning of challenge words. Allow students to read for a third time, answering discussion questions. Display Sugar or Not again, discussing previous answers and new opinions.

Vocabulary

close reading, fructose, dextrose, maltose, syrup

Guided Practice

Close read *How to Spot Sugar on Food Labels*

Assessment

Check student responses to reflection questions and use a checklist to determine whether or not students can accurately quote from the text when giving second opinions during Sugars or Not.

Independent Practice

Students will answer reflection questions based on *How to Spot Sugars on Food Labels*

Suggested Books and Materials

How to Spot Sugars on Food Labels (<http://www.hungryforchange.tv/article/how-to-spot-sugar-on-food-labels>)

Closing in on Close Reading (<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>)

student notebooks

Summary

Students will develop strategies to identify sugars on food labels in order to make healthier decisions when eating.

Activity #4 – Are My Favorite Snacks Good For Me?

Objective

SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.4 Students will report on a topic or text or present

an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Purpose

To have students use their knowledge of reading food labels to determine whether or not favorite snacks are healthy choices

Essential Questions

After analyzing food labels, which of our favorite snacks are healthy choices?

Teaching Strategy

gallery walk, group discussion

Teacher Input

Display food packaging from common foods listed on student logs. Group students for gallery. Model Round 1 of Gallery Walk- listing marketing traps of Food #1 on Healthy Diet Gallery Walk note sheet. Explain each round of the Gallery Walk ([Appendix 3](#)). Lead discussion after Gallery Walk.

Vocabulary

gallery walk

Guided Practice

Model Round 1 of Gallery Walk, explaining marketing traps on Favorite Food #1 and #2.

Assessment

Gallery Walk Student Notes ([Appendix 3](#))

Independent Practice

Students will continue Gallery Walk, completing Round 1: Marketing Traps, Round 2: Number of Ingredients, Round 3: Unrecognizable Ingredients, and Round 4: Sugars.

Suggested Books and Materials

Gallery Walk Student Notes, Favorite foods packaging or printed labels

Summary

Students will use skills from previous Healthy Diet activities to complete Gallery Walk.

Activity # 5 – Reflecting on What We’ve Learned and Setting Goals

Objective

SL 5.1.B Students will follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.C Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Purpose

To have students reflect on previous Healthy Diet lessons while positively contributing to the Socratic seminar as both a speaker and listener.

Essential Questions

What daily choices can you make to improve your diet? What goals will you set to improve your diet? What made you decide on these goals?

Teaching Strategy

Socratic seminar, cooperative learning, self-reflection, drawing conclusions

Teacher Input

Review Socratic seminar rules and roles. Describe the importance of sitting in a circle to be able to listen carefully to each other’s thoughts. Practice answering and responding to questions using sentence starters. Emphasize the meaning of discussion and the fact that the conversation may go in depth, change directions, etc. based on student responses, but the Task Master will redirect and move to next question when necessary. Display reflection questions and give students 5-10 minutes to jot down notes in journal. Begin Socratic seminar by asking the first question. Act as Task Master by redirecting conversation as needed. Act as Key Point Person by summarizing key comments on poster paper or SmartBoard.

Vocabulary

Socratic seminar

Guided Practice

Students will reflect on seminar questions and respond to questions during Socratic seminar.

Assessment

Tally student comments during seminar to ensure all students are contributing appropriate comments to discussion.

Independent Practice

Students complete the reflection questions to prepare for Socratic seminar.

Suggested Books and Materials

large poster paper, student notebooks

Summary

Students will reflect on their healthy diet lessons and set goals for maintaining a healthy diet in a Socratic seminar.

Activity # 7 – The Importance of Exercise

Objective

RI.5.1 Students will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 states that students will be able to determine the meaning of general academic and domain-specific words and phrases in a text.

Purpose

To have students understand how exercise has a positive effect on the brain.

Essential Questions

Why should we exercise every day? What positive effects does exercise have on our brain?
How does exercise make us smarter?

Teaching Strategy

Cooperative learning, self-reflection, drawing conclusions, think aloud

Teacher Input

Hook the students by asking how many of them would like to be smarter? Explain that you have a fun, completely free, and scientifically proven way to get smarter. Introduce your method by showing Exercise Makes Kids Smarter (<https://www.youtube.com/watch?v=4v6OLCF5Qcg>) and reading Your Amazing Brain (<http://kids.nationalgeographic.com/explore/science/your-amazing-brain/#brain.jpg>). Display discussion questions ([Appendix 6](#)). Display infographics ([Appendix 6](#)).

Vocabulary

temporal lobe

Guided Practice

Teacher will think aloud responses to #1 of the Exercise Makes Us Smarter discussion questions.

Assessment

Student responses to discussion questions

Independent Practice

Students complete the discussion questions to prepare for Exercise Makes Us Smarter and infographics.

Suggested Materials

Exercise Makes Kids Smarter (<https://www.youtube.com/watch?v=4v6OLCF5Qcg>), student notebooks

Summary

Students will begin to understand the benefits of regular exercise.

Activity # 8 – Connecting Exercise, Memory, and Math

Objective

G.A.5.2 Students will represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.1.C Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Purpose

To give students a measurable understanding of how exercise has a positive effect on the brain.

Essential Questions

How does exercise effect our short term memory? How do our graphs help others visualize the effect exercise has on our short term memory

Teaching Strategy

Cooperative learning, self-reflection, drawing conclusions,

Teacher Input

Facilitate the exercise and memory test: round 1 ([Appendix 4](#)) for students. Complete the exercise and memory test and record your results as an example. Prepare students for 20 minutes of exercise by allowing them to choose an outdoor activity. Participate in 20 minutes of exercise with students. Facilitate exercise and memory test: round 2 after exercising. Complete the test and record results as an example. Complete plot graph using results of the test before and after exercise. Display discussion questions.

Vocabulary

short term memory

Guided Practice

Teacher will demonstrate exercise and memory test round 1 and 2. Teacher will demonstrate how to plot first set of data points on graph.

Assessment

Student graph

Independent Practice

Students will complete exercise and memory test graph and answer the discussion questions

Suggested Books and Materials

Exercise and memory test, activity list, student notebooks

Summary

Students will complete exercise and memory test, then record and analyze results.

Activity # 9 – A Gallery Walk to Gather Information

Objective

SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.4 Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Purpose

To have students discuss ways exercise can improve our lives and build on ideas of peers.

Essential Questions

In what ways can exercise improve our lives? What peer thoughts and ideas will help you improve your life moving forward? What exercise goals will you set for yourself?

Teaching Strategy

gallery walk, group discussion, close reading

Teacher Input

Display articles and chart paper around the room. Group students for gallery. Model round 1 of gallery walk. Explain each round of the gallery walk.

Vocabulary

white matter, plasticity

Guided Practice

Model Round 1 of Gallery Walk,

Assessment

Use checklist during student discussion and gallery walk

Independent Practice

Students will continue gallery walk, completing round 1: highlighting key phrases and sentences, round 2: listing what quick facts they would share with their peers to convince them to exercise more, and round 3: what questions they still have.

Suggested Resources and Materials

A Fit Body Means a Fit Mind (<http://www.edutopia.org/exercise-fitness-brain-benefits-learning>), Why Exercise is Cool (http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html), Physical Fitness Makes Your Brain Bigger; Scientists Say Exercise Grows ‘White Matter’ (<http://www.medicaldaily.com/physical-fitness-makes-your-brain-bigger-scientists-say-exercise-grows-white-matter-298608>), Does Exercise Help Kids Learn? (<http://onlyagame.wbur.org/2012/10/13/fotuhi-exercise-learning>), chart paper, student notebooks

Summary

Students will analyze articles in a gallery walk to determine how exercise can improve our lives.

Activity # 10 – Reflect on Lessons Already Learned through Socratic Seminar

Objective

SL 5.1.B Students will follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.C Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Purpose

To have students reflect on previous exercise lessons while positively contributing to the Socratic seminar as both a speaker and listener.

Essential Questions

How can exercise improve our lives? What goals have you set for yourself moving forward?
What will be the impact of those goals?

Teaching Strategy

Socratic seminar, cooperative learning, self-reflection

Teacher Input

Review Socratic seminar rules and roles. Describe the importance of sitting in a circle to be able to listen carefully to each other's thoughts. Practice answering and responding to questions using sentence starters. Emphasize the meaning of discussion and the fact that the conversation may go in depth, change directions, etc. based on student responses, but the Task Master will redirect and move to next question when necessary. Display reflection questions and give students 5-10 minutes to jot down notes in journal.

Vocabulary

Socratic seminar

Guided Practice

Teacher will model highlighting key phrases and annotating text in articles.

Assessment

Tally student comments during seminar to ensure all students are contributing appropriate comments to discussion.

Independent Practice

Students highlight and annotate text in articles based on seminar questions.

Suggested Books and Materials

previous exercise articles, highlighters, student notebooks

Summary

Students will reflect on their exercise lessons and set goals in a Socratic seminar.

Activity # 11 – Create an Advertisement on the Benefits of a Healthy Lifestyle

Objective

SL.5.4 Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5 Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Purpose

To have students present a Healthy Lifestyle advertisement that summarizes their learning during the unit and encourages peers to make positive changes.

Essential Questions

What important information from our unit would convince others to make positive changes in their lives? What personal experiences have you had that would convince others to make positive changes in their lives? What simple steps can others take to make these changes? What strategies and ideas can I add to my presentation to hook others?

Teaching Strategy

project based learning

Teacher Input

Review healthy lifestyle ad rubric ([Appendix 5](#)). Supply students with copies of resources used in unit. Support students with steps of the creation process, including resources (apps, websites, etc.) available to them. Create and model an example of a healthy lifestyle advertisement.

Vocabulary

advertisement, rubric

Guided Practice

Teacher will model healthy lifestyle advertisement and use rubric to grade the advertisement with students.

Assessment

Healthy lifestyle advertisement rubric

Independent Practice

Students will create, practice, modify, and present healthy lifestyle advertisement.

Suggested Books and Materials

Healthy lifestyle advertisement rubric, previous articles and videos used in unit

Summary

Students will empower others to make healthy lifestyle changes by creating and presenting an advertisement.

Appendix 1 - Implementing Common Core Standards

The English Language Arts Standards for informational text RI.5.

Students will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RI.5.1) and determine the meaning of general academic and domain-specific words and phrases in a text (RI.5.4)

The English Language Arts for speaking & listening Standard SL.5.

Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly (SL.5.1) and will come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (SL 5.1.A) and will follow agreed-upon rules for discussions and carry out assigned roles (SL 5.1.B) and will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (SL.5.1.C) and will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.5.4) and will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (SL.5.5).

The Mathematics standard for Geometry M.GA.5

Students will represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation (M.GA.5.2).

Appendix 2 – Healthy Living Log

Day ____

Diet:

Breakfast:	Lunch:	Dinner:	Snacks:
Drink:	Drink:	Drink:	Drink:

Exercise

Steps In School:	Steps Out of School:	Total Steps:
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Day 1 Reflection:

	Not at all		Sometimes			Always
1) I stayed on task during class.	1	2	3	4	5	
2) I followed class and school rules.	1	2	3	4	5	
3) I felt tired.	1	2	3	4	5	
4) I completed all of my work.	1	2	3	4	5	

Think carefully about your day and use specific details to explain your ratings.

Appendix 3 - Healthy Diet Gallery Walk

Name: _____

Food #1: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Food #2: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Food #3: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Food #4: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Drink #1: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Drink #2: _____

Marketing Traps	
Number of Ingredients	
Unrecognizable Ingredients	
Types of Sugars/ Amount of Sugar	

Appendix 4 - Exercise and Memory Test

Part I

Step 1: Choose 25 everyday objects from your classroom.

Step 2: Cover the objects with a towel.

Step 3: Uncover the towel and give student 1 minute to stare at objects.

Step 4: Cover up objects again and have student list as many as he/she can remember.

Step 5: Record results.

Part II

Step 1: Allow students to exercise for 20 minutes.

Step 2: Choose 25 different everyday objects from your classroom.

Step 3: Cover the objects with a towel.

Step 4: Uncover the towel and give student 1 minute to stare at objects.

Step 5: Cover up objects again and have student list as many as he/she can remember.

Step 6: Record results.

Part III

Step 1: Have students plot results from Exercise and Memory tests Part I and Part II.

Appendix 5 - Healthy Lifestyle Advertisement

Here's your chance to empower your peers to live a healthy lifestyle. Use this rubric to help guide you through creating and presenting your advertisement.

Diet	10 -explains how you changed your diet -includes 3+ facts about the benefit of a healthy diet	9 -includes 2+ ways you changed your diet -includes 2+ facts about the benefit of a healthy diet	8 -includes 1 way you changed your diet -includes 1 fact about the benefit of a healthy diet	7 -missing most key information on healthy diet
Activity	10 -includes a summary of your activity and how it made you feel -includes 3+ facts about the benefit of activity	9 -includes a summary of your activity and how it made you feel -includes 2+ facts about the benefit of activity	8 -includes a summary of your activity -includes 1 fact about the benefit of activity	7 -missing most key information on benefits of daily activity
Share	20 -speaks confidently and makes eye contact -includes visuals that help audience understand key points -gives audience simple steps to improve sleep, diet, and activity	18-19 -speaks confidently and makes eye contact most of the time -includes visuals that help audience understand -gives audience simple steps to improve sleep, diet, or activity	15-17 -speaks confidently and makes eye contact sometimes -includes visuals -gives audience steps to improve sleep, diet, or activity	10-14 -speaks confidently and makes eye contact sometimes -does not include visuals -does not give audience steps to improve lifestyle.

Appendix 6 – Healthy Lifestyles Power Point

Click this link or type it into your browser for the “Healthy Lifestyles” Power Point presentation, with questions and infographics: <http://www.slideserve.com/aaronkollar/healthy-lifestyle-power-point>

Annotated Bibliography

Sharon Schmickle, "Nobel Conference Focuses on Emotion, Culture, and Politics of Food" *MinnPost.com*, October 6, 2010.

This article defends the idea that good food is healthy, safe to eat, affordable, and accessible for all. It discusses the rising obesity rates in the U.S. and how the food industry is very political. It also hints at the fact that attractive labeling does not equal a healthy product.

Hale, Julie, "The Relationship Between Body Mass Index, Fitness, Self-Efficacy And Their Prediction On Criterion-Referenced Competency Test Scores For Eighth Grade Students In North Georgia", Liberty University, 2014.

This dissertation is a multiple regression study that examines the link between BMI and test scores among eighth grade students in Georgia. It also examines the correlation between behavior, mood, BMI, and other health factors.

Amanda Gardner, "Does Obesity Affect School Performance?" *CNN.com*, June 14, 2012.

The article examines the health problems associated with obesity in addition to whether or not obesity has a negative affect on school performance. It uses a recent study from the journal *Child Development* that followed over six thousand students from kindergarten through fifth grade.

Stuart Wolpert, "Scientists Learn How What You Eat Affects Your Brain--- And Those of Your Kids" *Newsroom.UCLA.edu*, July 9, 2008

This article outlines the affects food has on your brain from a scientific standpoint. It allows readers to see what is chemically happening in your brain when you eat healthy and unhealthy foods. This gives students a chance to understand exactly what is happening when they eat junk food, not just hear, "It's bad for you."

"CMS Graduation Rates Improve, School Performance Mixed" *cms.k12.nc.us*, September 9, 2015

This summary includes CMS graduation rates, EOG (end of grade) scores, and EOC (end of course) scores, as well as a breakdown of these numbers based on demographics. It highlights changes in the past year in these measures. Several quotes from Ann Clark emphasize the importance of Literacy growth.

U.S. Department of Health and Human Services, Press Release, "Number of Americans With Diabetes Expected to Double or Triple by 2050", *CDC.gov*, October 22,2010

This press release shows an analysis of Americans with diabetes based on statistical trends. It outlines the reasons behind the growing number and suggests simple steps Americans could take to lower the number.

President's Council on Health and Fitness, "Facts and Statistics", Fitness.gov.

This report gives facts and statistics from multiple studies based on physical activity, nutrition, obesity, and human and financial costs of obesity.

Notes

i <https://www.minnpost.com/politics-policy/2010/10/nobel-conference-focuses-emotion-culture-and-politics-food>

ii <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1994&context=doctoral>

iii <http://www.cnn.com/2012/06/14/health/obesity-affect-school-performance/>

iv <http://newsroom.ucla.edu/releases/scientists-learn-how-food-affects-52668>

v <http://www.cms.k12.nc.us/News/Pages/CMS-graduation-rate-improves,-school-performance-mixed.aspx>

vi <http://www.cdc.gov/media/pressrel/2010/r101022.html>

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