

Instructional Focus Strategy Lesson Plan

Teacher: Susan Dewey

Course Name: Nutrition and Wellness

Unit Title: The Amazing World of Food

Grade Level: High School

What is the focus strategy for this lesson? Note taking **Time Frame:** 47 minutes

Goal – Objective – Purpose

1. Explain physical, emotional, social, psychological and spiritual components of individual and family wellness.
2. Analyze the effects of global and local events and conditions on food choices and practices.

Standards the Lesson Addresses

Family and Consumer Sciences Educational National Standards

14.1 – Analyze factors that influence nutrition and wellness practices across the life span.

Vignette

Students are starting a semester long class that explores food and the impact it has on life. In this introductory chapter, students learn about food and its power to keep them healthy and improve quality of life.

In class is a student with FASD that lacks social skills typical of a high school student and has a difficult time concentrating and staying on task. Easily frustrated, this student spews unacceptable verbiage when faced with a task that requires critical thinking. Although the student is very likeable, the outbursts of frustration tend to offend other students.

Explain The Instruction and Strategies That Will Occur in This Lesson

Brainstorming: ask students to brainstorm three different types of foods that cheer them up or make them feel good. This can be either done in a written response or verbally.

Graphic organizer/mind map: have students use a web diagram to organize notes about six aspects of life that are positively affected by food (family and social ties, comfort, entertainment, adventure, creative possibilities, career possibilities).

Discussion: ask students to think about their eating habits and to explain the factors that influence their food choices.

What does the research say about the instructional strategy you are using?

By allowing students to share personal ideas and experiences provides a connection between the student and what is being presented in the lesson. It gives them the connection that this is applicable to them.

How will I know if I am successful? What evidence will I see or hear to indicate success?

I will know that I am successful when students are participating and sharing their experiences in relation to the topic of food and how it affects them. I will see engaged students either verbally sharing ideas or if they are not comfortable verbally sharing, will be participating by writing/drawing their ideas/experiences.

Formative/Summative Assessments:

Students will be able to relate to the topic by either demonstrating through discussion or by presenting their understanding by mind map/graphic organizer.

Adaptations for the students with FASD:

Have students share more immediate food choices (ie – what they had for breakfast or lunch), who decided their food choice? What choices will they make for their next meal? What foods are the students most comfortable with? Have students work with other students to help gather ideas and gain what is acceptable behavior. Minimize organizer to three things they know. Encourage drawing instead of writing words if that is more comfortable for the students. As with all students, start creating a relationship with students that involves genuine interest and concern.