Good Nutrition for Optimal Development

Lesson: Good nutrition for optimal development of pre-teen, school aged children.

Date: As used

Time: As used

Class: 5th and 6th class

Strand: Myself

Strand Unit: Taking care of my body

Materials Needed: Use the Lunch Bags 'KWL Chart' resource as the introduction to this lesson, use the 'Good nutrition for optimal development' video as the lesson, finish off the 'KWL Chart' resource as the assessment for this lesson and use the 'Fill in the food pyramid' resource as the activity sheet for this 'Good nutrition for optimal development' lesson.

Learning Objectives

1. Recognise and examine behaviour that is conducive to health and that which is harmful to health.
2. Recognise that there is a personal responsibility for the health and wellbeing of himself/herself.
3. Recognise the importance of good nutrition for growing, developing, and staying healthy!
4. Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet.

Introduction/Stimulus

A KWL chart is used as the introduction to this lesson. The 'What I know' and 'What I want to know' sections of the KWL chart assess the prior knowledge of students on the topic of 'Good nutrition for optimal development'. Both of these sections should be filled out prior to the showing of the video lesson. The 'What I want to know' section also allows for teachers to assess the expectations of students on what the learnings of this lesson will be.

Development

- The lesson begins by highlighting the fact that there are multiple different factors that influence our food choices (such as sleep and time between feedings), but that our nutrition understanding should also have an effect on our food choices.
- The first food group explored in this lesson are the Fruits and Vegetables. The importance of 5-7 portions of fruits and vegetables with as many different colours as possible included is first highlighted to students. It is also explained to students that they should limit their fruit juice intake to just 1 portion a day. These are explained to students from the point of view of ensuring a good micronutrient intake for optimal health and development.
- The next food group explored are the carbohydrates. The importance of between 3-5 portions of carbohydrates daily while prioritising wholemeal and wholegrain versions is explained to students. Students are educated on the importance of carbohydrate to fuel our working organs and muscles, along with improving our gut microbiome and gut health.
- Dairy is highlighted for it's importance in bone and muscle health. Students are encouraged to eat 5 portions daily of low-fat dairy products when in 5th and 6th class to meet their daily growing needs.
- The final area of this lesson covered is the importance of meat and protein products in our diet. The importance of 2 portions of these food types daily for our growth and muscle development is highlighted to students. Students are also encouraged to include variety in these foods to increase their micronutrient intake.

Conclusion

The 'KWL chart' resource is used as the assessment for this lesson. This method of assessment allows for students to individually come up with their learnings and take-home messages from the lesson. The lesson is then finished with the use of the 'Fill in the Food Pyramid' resource as a means of finishing the lesson in an enjoyable manner, whilst also allowing for the integration of art. The 'Fill in the Food Pyramid' resource acts as a means also to further consolidate the learnings of the lesson in a different manner compared to the KWL Chart.

Assessment	The learnings of this lesson are assessed using the final section of the 'KWL chart'. The section 'What I have learned' is the time in which the learnings from the lesson can be written down by students. This section also allows for the teacher to check and ensure learnings are correctly understood.
Linkage/Integration	**Linkage:** **Decision Making;** Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make (eg What will I have for lunch tomorrow?) **Feelings and Emotion**; Identify and learn about healthy ways to make him/her feel positive about himself/herself. **Self-Identity;** Realise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways such as in food likes and dislikes. **Integration:** **Arts and Crafts;** Students are encouraged to draw and colour in on the 'Fill in the food pyramid' exercise sheet. This allows for the integration of Art into this SPHE lesson. **Listing:** The KWL chart allows for students to list their prior knowledge and acquired knowledge on the relevant topic in a shortened version. This too allows for the condensing of information into solely what's relevant.