Health- Eating Healthy

By: Kiran Ali
STUDENT MULTIMEDIA PROJECT

Project: Multimedia Poster on Glogster, a web 2.0 Tool.
Objectives:
115.06.B.04.01 - The student recognizes ways to enhance and maintain health throughout the life span.
115.06.B.04.01.B - The student is expected to identify information on menus and food labels.

Audience: 4th Grade Science/Health
Timeline: 6 Days

DECIDE:

TEACHER:
Standards/Goals:
- Students will learn about eating health and its benefits to your body.
- Students will learn about the important components on a food label and what they mean.
- Students will collaborate with group members and come up with a healthy snack idea.
- Students will create a convincing poster on glogster marketing their health snack.

Pre-requisite Skills/Tasks:
- Use of www.glogster.com to create a poster
- Use of www.picsearch.com to retrieve images
- Knowledge of food labels
- Knowledge of basic vocabulary: calories, carbohydrates, fat, sugar, etc…

Assessment Techniques:
- Groups check in daily with teacher to report progress
- Rough draft sketch of poster.
- Glogster Poster Guidelines (Appendix A)
- Group Evaluation (Appendix D)
- Self-Evaluation (Appendix C)
- Group Marketing Rubric (Appendix B)

Grouping Strategy:
- Students will work in groups of 4
- Students will be grouped according to skill level.
- Roles will be assigned to individuals in the group by the teacher.
- Roles will be:
  - CEO- Over sees everything, gives input, fills in for absent group mate, and helps where needed.
  - Creative consultant- In charge of sharing ideas of how to make poster creative. What words to put on poster, images, etc...
  - Accountant- in charge of finding out the serving size and cost of snack per package
- **Nutritionist** - In charge of creating food label

**Computer Time:**
- According to the computer lab schedule during week A and B my class gets to go to the computer lab once those weeks.
- Students will go to computer lab on Friday of week A to start on poster.
- Students will go to computer lab on Monday of week B to complete poster.

**Resources:** *(Students will read and take notes in Sci. journal during small group workshop time then share their findings with their group.)*

- **411 on the Food Pyramid**
  http://www.organichealthyeating.com/food-pyramid.html

- **Food Pyramid**

- **5 Key benefits of eating Healthy**

- **Figuring out Food labels**
  http://kidshealth.org/kid/stay_healthy/food/labels.html

- **The Edible Pyramid: Good Eating Every Day** by: Loreen Leedy
  http://www.loreenleedy.com/books/edible.html

**STUDENT:**

**Brainstorm:**
- Students will need to have prior knowledge of the features glogster has. *(Should have used glogster before for another ELA project.)*
- Student will see a sample health snack poster created by the teacher on Glogster. (Appendix E)
- Students will think of ideas as a group for snack ideas.
- Students will think of what will be on their food label for their snack.
- Students will create a sketch of what their poster will look like.

**Research:**
- Students read about food labels in their health books
- Students research food labels on **Figuring out Food Labels** website and take notes in their Science journal during workshop time.
DESIGN:

TEACHER:
- Teacher will read *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy to introduce the health topic of healthy eating.
- Teacher will assign some reading in student’s Health book with some guided practice sheet.
- Teacher will go over Guidelines for creating the poster (Appendix A)
- Groups will turn in sketch for teacher to review and advice

STUDENT:
- Students will do activity that goes with the book read to them: *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy.
  
  Students will pick five of their favorite foods, and see where they fit into the Food Guide Pyramid. Are they from several sections of the pyramid, or from only one or two food groups? What foods from different groups could you eat more of?
- Students will do an anticipation guide (Appendix F) to lead a class discussion on healthy eating habits.
- Students will read in their Health books and do guided practice worksheet from teacher workbook.
- Students will come up with a creative Healthy snack idea as a group.
- Students will create a food label with the appropriate categories for their snack. (Appendix A)
- Students will submit rough draft sketch of their Healthy snack poster.
DEVELOP:

TEACHER:
- Help with internet search of images.
- Help with copying and saving of pictures into student’s H: Drive.
- Assist and demonstrate how to insert images into glogster.
- Assist and demonstrate how to insert already created videos and videos from teacher tube in glogster to put on their poster.
- Remind students to use their rough draft to construct their poster on glogster.
- Troubleshoot technology issues
- Continue to meet with students to monitor progress.

STUDENT:
- Students will do the quick activity related to the book read by the teacher. (Link to activity provided under resources.)
  Students will pick five of their favorite foods, and see where they fit into the Food Guide Pyramid. Are they from several sections of the pyramid, or from only one or two food groups? What foods from different groups could you eat more of?
- Students will read about eating healthy and its benefits in their Health books. Pg: B50-B53.
- Students will get into groups and collaborate and decide on the snack they want to market.
- Students will come up with a food label for their snack.
- Students will collect and save images that relate to their snack. www.picsearch.com
- Students will create a sketch of their poster on white construction paper.
- Students will create a convincing poster on glogster trying to sell their health snack to their peers and teacher.
EVALUATION:

TEACHER:
- Provide Assessment tools: Self-Evaluation, Group Evaluation, and Group Marketing presentation rubric. (Appendices B-D)
- Assess groups using the design rubric during presentation
- Formatively assess progress through verbal conversations with groups and take notes on teacher clipboard.

STUDENT:
- Students check for spelling and grammar errors on their poster.
- Students look at Group Marketing presentation rubric to ensure they have met all the standards. (Appendix D)
- Students complete a Self-Evaluation (Appendix C)
- Students complete Group Evaluation (Appendix B)
PROJECT TIMELINE:

(45 minutes for Science from Mon-Thurs)

DAY ONE:
- Introduce Eating Healthy by reading *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy
- Do anticipation guide (Appendix F) with students and get a feel for their eating habits. (class discussion)
- Short Video on Food Pyramid from United Streaming.

DAY TWO:
- Jigsaw read about food labels in Health book pg: B50-B53.
- Students will do the quick activity related to the book read by the teacher during day one.
  Students will pick five of their favorite foods, and see where they fit into the Food Guide Pyramid. Are they from several sections of the pyramid, or from only one or two food groups? What foods from different groups could you eat more of?

DAY THREE:
- Show short video on Food Labels and what the components on a food label means.
- Make a list on chart paper of VERY important nutrients needed on a food Label.
- Introduce students to Health Snack Glogster Project.
- Put students into group of four and assign roles to each group member. (Groups and roles already pre-planned by teacher)
- Show students Teacher sample of marketing poster on glogster.com (Appendix E)

DAY FOUR
- Have students get into their groups go over project guidelines (Appendix A) and decide on what type of health snack they want to market.
- Students can use the classroom computers to get snack ideas, magazines, coupon ads, etc...
- Students start to sketch their rough draft for their poster.

DAY FIVE – (55 minutes for Science on day 5 and 6)

Before Computer Lab
- *Students will complete their sketch and get it checked off by the teacher.*

In the computer Lab
- Show students glogster website as a refresher. (*Students should know how to work Glogster because they made a biography poster for ELA*).
- Show students how to get pictures and save them on their H:Drive from www.picsearch.com
- Show Students how to get videos already in glogster on their poster and how to get videos on teacher tube on their poster.
- Students start to create poster on glogster.

DAY SIX:
- Students will continue to work on and complete their glogster poster using their sketches.
- All four students will share their glogster poster then vote on which one to use to market their snack product to the class and their teacher.
- Students will present their Group Marketing presentation.
Appendix A:

Glogster Poster Guidelines/Checklist:

**Design:**

- Need to have 2-3 pictures of snack
- Font size needs to be readable on poster (size 13+)
- Colorful
- One video talking about health snacks or healthy living either linked or posted on poster.
- Creative, not cluttered

**Content:**

- Snack needs to be unique
- Can combine snacks to create a new one
  (Ex: crackers + PBJ = Crunchy PBJ)
- Food label present with following info:
  - Fat, calories, sugar, carbohydrates, vitamins, and serving size
- Think about thing:
  For Crunchy PBJ= I would look up food label for crackers and food label for PBJ and then using my inferring skills create a food label.

**Keep in mind the serving size. The crackers serving size will be less than the PBJ jar or box of crackers**

**Presentation**

- The CEO will decide who will present their product.
  (If time permits hold practice rehearsals)
- Presentation should be not more than 5 minutes.
- Presenter needs to introduce his/her team.
- The presenter needs to talk clearly.
- The presenter needs to be enthusiastic and positive about the product.
- The presenter needs to emphasize on the great quality of the product.
- The presenter needs to give reasons as to why the audience should buy their product.
## Appendix B:

### Group Marketing Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The Glog includes all required elements as well as additional information.</td>
<td>All required elements are included on the Glog.</td>
<td>All but 1 of the required elements are included.</td>
<td>All but 2-3 elements are included.</td>
<td>More than 3 required elements are missing from the Glog.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance are clearly labeled with labels that can be read from at least 3 feet away.</td>
<td>Almost all items of importance are clearly labeled and labels can be read from at least 3 feet away.</td>
<td>Some items of importance are clearly labeled and labels can be read from at least 3 feet away.</td>
<td>Few items of importance are labeled and labels are difficult to read.</td>
<td>Labels are too small to view or no important items were labeled.</td>
</tr>
<tr>
<td><strong>Graphics – Relevance</strong></td>
<td>All graphics are related to the topic and make the Glog easier to read and understand.</td>
<td>Almost all graphics are related to the topic and most make it easier to read and understand.</td>
<td>Some graphics are related to the topic and make it easier to understand.</td>
<td>Few graphics relate to the topic.</td>
<td>No graphics relate to the topic.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The Glog is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The Glog is attractive in terms of design, layout, and neatness.</td>
<td>The Glog is fairly attractive, but a bit messy.</td>
<td>The Glog is poorly designed and very messy.</td>
<td>The Glog is poorly designed and very messy.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mechanical mistakes on the Glog.</td>
<td>There is 1 grammatical mechanical mistake on the Glog.</td>
<td>There are 2-3 grammatical mechanical mistakes.</td>
<td>There are 4 grammatical mechanical mistakes.</td>
<td>There are more than 4 grammatical mechanical mistakes.</td>
</tr>
<tr>
<td><strong>Group Presentation</strong></td>
<td>The presentation was effective and motivating. It included all the important facts about the healthy snack and the benefits of buys the snack.</td>
<td>The presentation was effective and motivating. It included some of the important facts about the healthy snack and the benefits of buys the snack.</td>
<td>The presentation was effective and a little motivating. It included the important facts about the healthy snack but did not mention the benefits of buys the snack.</td>
<td>The presentation was effective and motivating. It did not include all the important facts about the healthy snack and the benefits of buys the snack.</td>
<td>The presentation was not effective and motivating. It did not include all the important facts about the healthy snack and the benefits of buys the snack.</td>
</tr>
</tbody>
</table>
Appendix C:

STUDENT SELF-EVALUATION

Name of Group: 

Date: ___________ Group member: ______________________

Please type a final evaluation of your project using the questions below to guide you.

The self-evaluation should be submitted at the time of your scheduled oral presentation.

1) Briefly describe your project and its components.

________________________________________________________
________________________________________________________

2. What knowledge, skills, or abilities have you gained from this project?

________________________________________________________
________________________________________________________
________________________________________________________

3. What types of challenges were you faced with and how did you solve them?

________________________________________________________
________________________________________________________
________________________________________________________

4. What are the strengths of your project?

________________________________________________________
________________________________________________________

5. How might this project benefit you in the future?

________________________________________________________
________________________________________________________
Appendix D:

Group Self-Evaluation

Name ______________________________  Date ______________________________

Group Members ______________________________

_______________________________

_______________________________

Read each statement and rate your group by circling one response for each description.

<table>
<thead>
<tr>
<th>Members of the group...</th>
<th>ALWAYS</th>
<th>ALMOST ALWAYS</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>performed their assigned roles.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>understood the purpose of the activity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>were able to answer the questions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>listened to each others' ideas.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>gave feedback to those who contributed ideas.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>stayed on task.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>assisted in preparing the work.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>expressed their ideas to the group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>were willing to compromise when needed.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>actively participated in the group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix E:
Fill out this Anticipation Guide according to what you agree with and disagree with. Then as we learn about healthy eating, refer back to this guide to fill in the real answers with the evidence.

<table>
<thead>
<tr>
<th>Before</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statement and Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. With the way I eat, I will look the same throughout my life?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Eating whole grains will also help protect you from getting colon cancer and possibly other types of cancers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. All carbohydrates are good.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Sugar is needed more than once a day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Eating Healthy is important to my family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. I keep the food pyramid in mind when thinking about what I need to eat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence:</td>
</tr>
</tbody>
</table>