



GRADE 5

Farm to School Lesson

Topic: Our Personal Food System—Food and Physical Activity (suggested month – **February**)

Monthly Essential Question: What is energy balance and how does it affect wellness?

Content Areas Addressed: Science, Health

Standards Addressed:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-LITERACY.RI.5.3)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS.ELA-LITERACY.RI.5.5)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS.ELA-LITERACY.RI.5.6)

Engage effectively in a range of collaborative discussion (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. (CCSS.ELA-LITERACY.SL.5.1b, c, d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-LITERACY.W.5.2a,c,d)

Key Terms: Wellness\Wellness Triangle
Energy balance

Materials Needed: Sampling food and supplies

Introduction: (15 min) *Introduce essential question—"What is energy balance and how does it affect wellness?" "What does wellness mean to you" Ask students to brainstorm and write all ideas on the board, if available. Show students the Wellness Triangle slide. "Have you seen this before? Do you know what is on each side of the triangle? Reveal each side of the triangle and brainstorm examples of what each side means: Physical (get enough sleep, eat lots of fruits and veggies, exercise daily). Social: have positive relationships with friends and family. Mental/emotional: coping mechanisms when you're stressed, like yourself, feel generally happy. What happens when we're missing one side of the triangle? Mental/emotional: don't have coping skills for stress/sadness, low self-esteem). Social: Nobody to confide in, no friends, no positive relationship with family members, nobody to help you live a healthy lifestyle). Physical: don't get enough sleep, don't eat enough fruits/vegetables, don't spend time being active, too much screen time). Show students an example of a balance. What do you know about energy? (feel jumpy when have a lot, sleepy when not enough). So energy is something we can feel. How do we get our energy? (food). Different food gives us different amounts of energy. We often know when we need more food for energy because we feel tired and hungry. What do you use a balance for? (measure differences between two things, add parts to make balance equal). Let's pretend that this balance is your body Let's pretend this balance is our body. On one side we are going to put food that we need to give us energy. On the other side we have a jump rope that is representing how we can use that energy. Just like we have lots of different types of food, there are lots of ways we can use our energy and different activities require different amounts of energy. Let's test that idea." Have students stand up and do low-energy and high-energy activities like raising hand vs jumping jacks. Have students determine if the activity is low-energy or high-energy. "Now we have food on one side of our balance and physical activity on the other side. When our food intake is in balance with our energy needs, our body doesn't change much. What happens to our body if we tip the balance by doing more physical activity than taking in food? (lose weight). What if we get more energy from food than we use through physical activity? (gain weight). The next question is how much food and physical activity do we need to keep the scale balanced? What do you remember about the expert guidelines for food that we talked about when we did the MyPlate activity? (half plate fruit and vegetables, rest dairy, grains, and protein source). The expert guideline for physical activity is 60 minutes a day for kids to keep the balance close to even. 60 minutes sounds like a lot, but let's use an example." Choose student who thinks they get the average amount to physical activity. Go through their average daily exercise and count up how many minutes it takes to perform each activity -- PE class, active recess, walking around school, playing outside, etc. "See, it's easy to be physically active when you think about it."

Development: (10 min) "Sometimes when we are working to be our healthiest self, we need support. Even as an adult, I am much more likely to go for a walk or a bike ride if I have a friend to go with me. That's the social part of the triangle. The farmers at my city farmers' market also support my eating according to the MyPlate guidelines by growing delicious food to eat. If I had to grow all of those vegetables by myself, it would be much harder to meet the recommendations. We're going to use to think about all of the people and environments that help us to be healthy. In the first section of your worksheet pick a goal from the list on the PowerPoint. Continue to fill in the worksheet by having students pick the item in the list that will help them the most to achieve their goal.

Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a 'polite bite' (eat at least one bite and only say polite

things). *Review Essential Question: What is energy balance and how does it affect wellness?"

Adapted from: www.getactivewoodcounty.org