

# **River Dell Regional School District**

## **Nutritional Living and Wellness Curriculum**

**2019**



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Superintendent  
River Dell Regional Schools**

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Principal  
River Dell High School**

**Mr. Richard Freedman  
Principal  
River Dell Middle School**

**Mr. William Feldman  
Assistant Superintendent of  
Curriculum and Instruction**

**Curriculum Committee  
Ms. Claire O'Connor**

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## Introduction

The Nutritional Living and Wellness course promotes and encourages positive attitudes related to issues of healthy life styles, independent thinking, decision making, career opportunities, wise consumer choices and community service. Students learn about safe food handling, food preparation techniques, nutrition, wellness and career opportunities in the food industry. Learning activities that students engage in include planning and preparing snacks and simple meals, analyzing their own food choices, practicing food etiquette appropriate to a variety of social and professional situations, and participating in service learning for the benefit of themselves and others.

Nutritional Living and Wellness students will learn about the many aspects of food. For example, food in culture incorporates traditions, beliefs and mealtime customs. Food for nutrition entails consuming adequate macro and micronutrients which are vital to proper emotional, intellectual and physical development as well as readying an athlete's body for expenditures of energy.

Healthy meals begin in the kitchen but knife, kitchen and safety procedures must be practiced to prevent calamities like fire, injury, and contamination. Students will have the opportunity to visit the Culinary Institute of America college campus and gain an appreciation for the measures taken regarding food safety and to learn about the various career paths related to the food industry. Finally, students will have the opportunity to positively impact their own sense of well-being as well as the community as they complete the Supplemental Nutrition Assistance Program (SNAP) awareness unit and Project Linus blanket activity.

# NUTRITIONAL LIVING & WELLNESS CURRICULUM

## UNIT ONE: FOOD CHOICES – FOOD CULTURES

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### STATE STANDARDS

- 2.1.8.B.1** Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 8.1.8.A.2** Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- 8.1.8.A.3** Create a multimedia presentation including sound and images.
- 8.1.8.A.5** Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.B.1** Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- 9.1.8.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.8.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.8.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.8.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.8.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 9.1.8.C.1** Determine an individual’s responsibility for personal actions and contributions to group activities.
- 9.1.8.B.2** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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- NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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**CRP1** Act as a responsible and contributing citizen and employee

**CRP2** Apply appropriate academic and technical skills

**CRP4** Communicate clearly and effectively and with reason

**CRP5** Consider the environmental, social and economic impacts of decisions

**CRP6** Demonstrate creativity and innovation

**CRP7** Employ valid and reliable research strategies

**CRP9** Model integrity, ethical leadership and effective management

**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

## **BIG IDEAS/COMMON THREADS**

Food embodies many things besides sustenance that keeps us alive.

## **ENDURING UNDERSTANDINGS**

Food in other cultures includes aspects like mealtime customs, national dishes, the utensils that they use or not use, the design of the food, and symbolism related to food items.

## **ASSESSMENTS**

- Food Culture Project rubric
- Quizzes
- Teacher observation
- Digital citation assessment

## **ESSENTIAL QUESTIONS**

- What are the national dishes of other countries?
- What are the origins of mealtime customs?
- What foods are used for religious celebrations in other countries?
- What are the national dishes of our country?
- How are the mealtime customs in our country similar or different from other countries?
- What customs that you learned about would be something to adopt into your mealtime?

## **LESSON OBJECTIVES**

Students will be able to...

- name the national dishes of other countries
- identify the origins of different mealtime customs
- know the foods used for religious celebrations in other countries

- know the national dishes of our country
- discuss the differences in mealtime customs in different countries
- practice a new mealtime custom that they learned about and can identify with
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **MODIFIED LESSON OBJECTIVES**

### **Students will be able to....**

- Understand the influences of culture that effect food choice
- Be open to try foods that they are unaccustomed to
- Work collaboratively
- Demonstrate research skills

## **LEARNING ACTIVITIES**

- Direct instruction
- Using Noodletools for research
- Guided Research
- Working in cooperative groups on research and multimedia presentation
- Reading informational text
- Identifying reliable sources
- Cook a dish from a different culture

## **MODIFIED LEARNING ACTIVITIES**

- Research organizer
- Leveled text
- Individualized help

## **RESOURCES**

- Junior Worldmark Encyclopedia of Food and Recipes of the World
- Gale Encyclopedia of Food and Culture
- Encyclopedia of Modern Asia
- GVRL Reference Library
- eLibrary
- USA.gov
- SweetSearch

# NUTRITIONAL LIVING AND WELLNESS CURRICULUM

## UNIT TWO: NUTRITION AND PERSONAL DIET

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### STATE STANDARDS

- 2.1.8.B.1** Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3** Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4** Analyze the nutritional values of new products and supplements.
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 8.1.8.A.3** Create a multimedia presentation including sound and images.
- 8.1.8.A.5** Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 9.1.8.B.2** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.1** Determine an individual's responsibility for personal actions and contributions to group activities.
- 9.1.8.A.2** Implement problem-solving strategies to solve a problem in school or the community
- 9.1.8.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.8.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.8.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
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**CRP12** Work productively in teams while using cultural global competence

## **BIG IDEAS/COMMON THREADS**

Different developmental periods require specific nutritional requirements.

## **ENDURING UNDERSTANDINGS**

Diet should reflect a balanced intake of essential macro and micro nutrients.

## **ASSESSMENTS**

- Quiz
- Food diaries
- Food tracker
- Family Meal Project-creating an appropriate meal based on cumulative learning

## **ESSENTIAL QUESTIONS**

- What are the seven nutrients of a healthy diet?
- Why is it important to consume a healthy diet during adolescence?
- What types of deficiencies are related to a lack of nutrient absorption?
- What are the various ways that food is produced in America?
- What is the relationship between the way food is produced and nutrition?
- What kinds of messages about diet are prevalent in media?
- What are the deleterious effects of fad diets?

## **LESSON OBJECTIVES**

Students will be able to...

- identify the seven nutrients of a healthy diet?
- adjust their diet to address any deficiencies
- recognize the nutritional and caloric needs of adolescence

- understand the types of deficiencies related to a lack of nutrient absorption
- understand the various methods of food agriculture
- understand the value of consuming agricultural products produced locally, organically, and sustainably
- identify the influences and pressures from media on diet
- understand the negative impact of fad diets
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **LEARNING ACTIVITIES**

- Direct instruction
- My Plate Food Tracker-digital on-line tool that evaluate student's food intake and evaluates the nutritional merit of what they are consuming
- Self-reflection based on the feedback of Food tracker on ways to improve diet
- Journaling to record food intake over a two-week period
- Viewing videos on the food system in our country
- Various readings of informational text

## **RESOURCES**

- Digital Tools-My Plate Food Tracker
- *Video-America Revealed , Food Machine*
- *Sugar* by Sally Kuzemchak
- *Small Wonders* by Mark Witten
- *Nutrition Action Health Letter*
- *Human Ecology*. Cornell University
- *Junior Scholastic*
- Video- Learning Seed- *Nutrition Labels, From Farm to Table, Food Science*

# NUTRITIONAL LIVING AND WELLNESS CURRICULUM

## UNIT THREE: KITCHEN SAFETY AND FOOD PREPARATION

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### STATE STANDARDS

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 9.1.8.A.2** Implement problem-solving strategies to solve a problem in school or the community
- 9.1.8.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.8.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.8.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.8.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 9.4.12.C.(4).11** Apply acting technique to a range of dramatic characters and situations to build a repertoire of skills.
- 9.1.12.C.5** Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.4.12.C.(4).8** Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media to acquire an understanding of key issues affecting the creation of characters.
- 9.4.12.C.(4).9** Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.
- 9.4.12.C.(4).13** Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts productions to build an understanding of various influences.
- 9.4.12.C.(4).14** Analyze stage and production management to acquire a broad understanding of the role of technical design and other facets of arts productions.
- 9.4.12.C.(4).12** Write stage, film, television, or electronic media scripts in a variety of traditional and current formats to demonstrate fundamental skills.
- 9.4.12.C.(4).15** Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.
- 9.4.12.C.(4).16** Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported

various performances in order to build a broad understanding of the role of technical design in arts productions.

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## **BIG IDEAS/COMMON THREADS**

The main priority in working in the kitchen is safety.

## **ENDURING UNDERSTANDINGS**

Major hazards in the kitchen include fires, burns, and lacerations.

## **ASSESSMENTS**

- Kitchen and Knife safety quiz
- Food Safety Quiz
- Food Safety Project-research on a food safety topic

## ESSENTIAL QUESTIONS

- Where in the home is the primary source of all fires?
- What is the Fire triangle comprised of?
- What is the cause of most home fires?
- How do you prevent food-borne illness?
- How to you operate major and minor kitchen appliances?
- What are the proper ways of handling knives?
- How do you share group responsibilities for food preparations?
- Why is it important to follow recipes?

## LESSON OBJECTIVES

Students will be able to...

- know that the primary source of fires in the home is in the kitchen
- understand that the Fire Triangle is made up of three components: fuel, oxygen, and heat
- understand that if you take one of the components above out, a fire cannot sustain itself
- recognize that unattended cooking is the primary cause of fires
- understand the measures to prevent food-borne illness which are cook, chill, clean, and separate
- know the proper procedures in using various kitchen appliances that includes stove, oven, blender, hand mixers, can openers, and food processors.
- know the proper procedures in handling knives
- demonstrate fairness, cooperation, and equity in completing a group task
- follow a recipe to cook a healthy and delicious meal in a timely manner
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## LEARNING ACTIVITIES

- Direct instruction
- Demonstrations on using appliances
- Research and report on food safety topic
- Cooking labs/student preparing various healthy meals
- Field Trip to Culinary Institute of America/Hyde Park
- Guest Speakers from food related field

## RESOURCES

- *Videos-Knife Knowledge 101, Food Safety, Kitchen Math, Table Etiquette*

- Guest Speakers from food industry
- Various articles on food safety

## **NUTRITIONAL LIVING AND WELLNESS CURRICULUM UNIT FOUR: SPORTS NUTRITION AND CAREERS**

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### **STATE STANDARDS**

- 2.1.8.B.1** Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance
- 2.1.8.B.2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.4** Analyze the nutritional values of new products and supplements.
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- 9.1.8.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 9.2.8.A.1** Relate how career choices, education choices, skills, entrepreneurship, and economic conditions effect income
- 9.2.8.E.4** Compare the value of goods and services from different sellers when purchasing large quantities and small quantities
- 9.3..8.B.5** Use workplace readiness skills and career information learned from job shadowing, school visits, speakers, volunteering or other career exploration activities to assist with career exploration.

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**NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**NJLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**NJLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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**CRP1** Act as a responsible and contributing citizen and employee

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**CRP4** Communicate clearly and effectively and with reason

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**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

## **BIG IDEAS/COMMON THREADS**

Athletes need to be especially mindful of nutrition because of the amount of energy expended during sports activities. Career opportunities exist for individuals who have a passion for food.

## **ENDURING UNDERSTANDINGS**

The composition of an athlete's diet should be comprised of macronutrients with an awareness of their different absorption rates. The food industry offers a myriad of career opportunities.

## **ASSESSMENTS**

- Sports Nutrition Quiz

## **ESSENTIAL QUESTIONS**

- What nutrients are needed in an athlete's diet to fuel their bodies before, during and after competition?
- What are the dietary supplements that aid athletes?
- What are the risks of consuming dietary supplements?

- What are the various careers within the food industry?
- What is the skill set needed to become employable in the various careers within the food industry?

## **LESSON OBJECTIVES**

Students will be able to...

- identify the nutrients that athletes need to fuel their bodies before, during and after the competition
- know of the different dietary supplements that aid athletes
- understand the risks of using dietary supplements
- identify the various careers within the food industry
- understand the educational and skill requirements of each field
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **LEARNING ACTIVITIES**

- Direct Instruction
- Guest speakers
- Field trip-Culinary Institute of America
- Video- *Eat to Win*
- View 5 Hour Energy commercial and evaluate the message

## **RESOURCES**

- Video-*Eat to Win*
- Guest Speakers

# NUTRITIONAL LIVING AND WELLNESS CURRICULUM

## UNIT FIVE: SERVICE LEARNING

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### STATE STANDARDS

- 2.1.8.B.1** Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 9.1.8.A.2** Implement problem-solving strategies to solve a problem in school or the community.
- 9.1.8.C.1** Determine an individual's responsibility for personal actions and contributions to group activities.
- 9.1.8.B.2** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.3** Model leadership skills during classroom activities
- 9.1.8.D.3** Use effective communication skills in interactions with peers and adults from different cultures
- 9.1.8.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.8.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.8.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.8.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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## **BIG IDEAS/COMMON THREADS**

Wellness embodies actions that benefit yourself and others.

## **ENDURING UNDERSTANDINGS**

Citizenship speaks to the interrelated nature of our actions that positively impact or mitigate negative impact on other people, organizations, and the environment.

## **ASSESSMENTS**

- SNAP Virtual Food Shopping assessment
- Quilt/Blanket Project produced by the Blanketeers
- Quiz on video resources

## **ESSENTIAL QUESTIONS**

- What are the major food related health crisis in America?
- Why is it important to give all populations access to healthy food?
- What is the Farm Bill?
- How many Americans are living below the poverty line?
- What is SNAP?
- In what period of our nation's history did our nation solve the hunger problem?
- What actions can individuals take to end hunger?
- What is the demographic of the people who receive food stamps?
- What are the reasons why the federal government subsidizes calorie dense/low nutrient food?
- What is the mission of Project Linus?
- What are the considerations that need to be taken into account to donate blankets?
- What are the benefits in engaging in service learning activities?
- What are the benefits of intergenerational activities?

## **LESSON OBJECTIVES**

Students will be able to...

- name obesity and Type 2 Diabetes as the two major food related health crises in America
- understand that providing healthy food to all populations creates opportunities for upward mobility and lowers health costs
- understands the Farm Bill legislation
- recognize the extent of the number of people living below the poverty line
- know that SNAP is the federal program termed Supplemental Nutrition Assistance Program formally known as Food Stamps that offers nutritional assistance to low income families
- identify the period of time when the hunger issue in America was non-existent
- develop strategies to effect federal and state legislation to end hunger
- recognize that the food stamp recipients extend across all demographics
- understand why the federal government subsidizes certain crops
- Identify that the mission of Project Linus is to provide blankets for critically ill children
- understand that the considerations for the blankets include: friendly colors, be home made, washable, free of pins, and come from a smoke free materials environment
- recognize that hand crafting contributes to personal wellbeing and donating contributes to society
- understand the value of altruistic behavior, gaining perspective from an older generation, and creating opportunities for seniors to be involved in service learning
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
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## **LEARNING ACTIVITIES**

- Food Drive for SNAP
- Crocheting squares for blankets
- Research on SNAP and LINUS Project

## **RESOURCES**

- *Video-Food Stamped, A Place at the Table*