



## Grade 6 Sample Lesson Plan: Unit 4 Health Promotion – Your Body’s Nutrient Needs

### SOLs

- 6.1.B Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.
- 6.2.A Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.

### Objectives/Goals

- Students will identify all 6 nutrients (3 macronutrients), as well as, the functions and importance of each to the human body.
- Students will investigate a macronutrient and the effects of it on the human body.
- Students will identify specific healthy/unhealthy food choices for each essential nutrient.

### Materials

- PowerPoint presentation *Your Body’s Nutrient Needs*
- Handouts: *Your Body’s Nutrient Needs* notes and *Nutrient Superhero or Villain* project questions and description
- Coloring supplies
- Plain 8 ½ x 11 white paper

### Procedure

#### Step 1

- Have the *Your Body’s Nutrient Needs* PowerPoint presentation open and visible for all students.
- Ask them to turn and talk brainstorm for one minute on what it means by the title of this lesson “Your Body’s Nutrient Needs.”

#### Step 2

- Provide each student with the *Your Body’s Nutrient Needs* notes handout for them to complete on nutrition and nutrients.
- Utilize the PowerPoint slides to teach students about nutrients and have them complete the corresponding definitions and blanks in their handout. This presentation has room for many added details depending on students’ prior knowledge.

- Slide 2: Define Nutrition – THE PROCESS OF TAKING IN FOOD AND USING IT FOR ENERGY. (Energy is measured in calories. Ask students if they know where they can find how many calories are in specific foods – web search/food labels.) Nutrients – SUBSTANCES IN FOOD THAT HELP YOU FUNCTION PROPERLY. Macronutrients – A TYPE OF FOOD REQUIRED IN LARGE AMOUNTS.
- Slide 3: Reveal the six nutrients (CARBOHYDRATES, PROTEINS, FATS, VITAMINS, MINERALS, WATER) and then ask what a macronutrient is again before starting the 3 macronutrients of CARBOHYDRATES, PROTEINS, FATS.
- Slide 4: Discuss the 2 types of carbohydrates and that SUGARY simple carbohydrates should be consumed less compared to the SAVORY complex carbohydrates. Have the students provide 3 food examples of each type of carbohydrate and write it on the board or just complete it in their notes. Some examples may include ‘simple’ = potatoes, popcorn, cookies; ‘complex’ = whole grain bread, spinach, beans.
- Slide 5: Answers are ENERGY, FIBER, HALF. Talk about the importance of choosing foods high in fiber to help remove waste.
- Slide 6: Three examples of healthy protein rich foods are chicken, fish, and nuts. Answers for the remaining rectangles are BUILDING BLOCKS, TISSUE, PLANTS.
- Slide 7: Three healthy fats include NUTS, SEEDS, FISH. Discuss that fats help ABSORB vitamins, as well as, provide the body with energy and warmth. A diet should include “good” UNSATURATED fats and avoid the “bad” TRANS and SATURATED fats. Many times, it is easy to tell a TRANS fat when the label reads “partially hydrogenated oil.”
- Slide 8: Both vitamins and minerals work together to help the body work PROPERLY. They also boost the IMMUNE system and help the body cells do their job.
- Slide 9: Each vitamin and mineral do a specific job. Like the mineral calcium can help aid in strong bones and vitamin D is good absorb calcium. Vitamins are found in ORGANIC substances and minerals can be found in INORGANIC elements. Examples of vitamin rich foods include BROCCOLI, CARROTS, AVOCADO while mineral rich foods are CHEESE, NUTS, SHELLFISH.
- Slide 10: Emphasize water is the most essential nutrient. Water can be found in many foods like LETTUCE, WATERMELON, YOGURT and there are plenty healthy drink alternatives to just plain water like tea and flavored waters.
- Slide 11: Without water, all other NUTRIENTS are not able to do their jobs. Approximately SIXTY (60%) percent of your body is water. As a child grows, their water intake should increase from 5 to 7 and 9.

### Step 3

- Provide each student with a copy of the *Nutrient Superhero or Villain* handout.
- A small example is pictured on the bottom left of the handout; however, it is necessary to review the expectations for completing this project.
- Express that the final project will be a drawn superhero or villain depicting one of the macronutrients and information pertaining to that specific nutrient. Read the directions and use the example as a guide to how to fill properly complete the questions.
- A. Assign students a macronutrient (could also use Vitamins, Minerals, and Water in this project).

- B. Explain they can decide if they are creating a superhero or villain. If they choose a superhero their character should help by utilizing the benefits of the nutrient, whereas, the villain will try to destroy the benefits of the nutrient.
- C. The mission is where students should focus on the nutrient benefits themselves. In other words, the mission should directly relate to what the nutrient does for the body. In the example provided, Princess Protein is trying to make her people stronger by sprinkling protein powder on them. Encourage creativity with accurate nutrient related information.
- D. Creative and description names for their character.
- E. What foods do they get their nutrient from? If it's a superhero emphasize it should be healthy food choices and a villain can be unhealthy foods to obtain the nutrient.
- F. Have students imagine two fun facts about their superhero/villain. These should be more entrainment while semi-relating to their nutrient.
- Emphasize that anyone should be able to pick up their project and learn about the importance of their assigned nutrient without having any prior knowledge. You can also share with students the grading rubric to reiterate what should be included.

### **Assessment Idea**

Students will complete the Nutrient Superhero (or Villain) project based on the information they have learned about nutrients. Grading should be based on the handout page requirements and accuracy of information (rubric has been provided).

### **References**

- Adams, Stacy (2019), Health and Physical Educator; Shaler Area School District, Glenshaw, PA
- Kids Healthy Eating Plate (<https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/>)

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.