

Tahressa Clark

Health Video Observation

1. The lesson being taught is all about bad, better, and best food choices. At the beginning of the lesson, she described the three piles that they would be making and what guidelines the foods in each pile had to follow. Next, she pulled out foods one at a time and looked at the nutrition label. She categorized the first few foods by herself to show the students the process. Up to this point, this would all be part of the “I Do” part of the lesson. She had them help her categorize the rest of the foods into their appropriate piles. This is the “We Do” part of the lesson. I feel as though the “You Do” part of the lesson lacked because the students did not do much of any of it on their own.
2. In the introduction of the lesson, the students were informed explicitly by her standing at the front and simply talking to them. She was leading the lesson and there was no student interaction to start. She told them the piles they would have and described each one to them. For example, the best foods come from the earth, better foods have five or less ingredients and eight or less grams of sugar, and bad foods have more than five ingredients and/or more than eight grams of sugar. The students were participating in the lesson after this by helping her decide which pile each food should go in. Something I would have included would be having the kids include some of the foods they eat on a regular basis so that we could look at them and categorize them. This would get them evaluating their own food choices.
3. One way that the teacher used formative assessments in this lesson was by talking with the students and letting them share where they felt each food item belonged. Regardless of if they were correct or not, she let them explain why they thought that before she

corrected them if needed. One way she could have improved upon formative assessments would be to take a poll of where the food item belonged before she revealed ingredients or sugar content. She could have also allowed them to think-pair-share some ideas of different food they think could go into each pile. She could do this before and after the lesson to gauge where their understanding was, and where it was after.

4. One of the biggest interdisciplinary connections that can be made, and that she briefly did make in the video, is math. When talking about food specifically, math is very important because you have to measure ingredients, be able to figure out servings sizes, adjust recipes, and more. I would choose to connect math. Another subject that you could connect though is reading/writing. It is fairly simple to find a story about any topic you are teaching in the classroom. You can also almost always find a way to make a writing assignment out of anything.
5. One teaching strategy that was used was active learning by asking the students questions. Getting them involved in the process typically helps them grasp concepts easier. One thing I think went well during this lesson was the fact that she described a very clear line between the “bad” and “better” food piles. I think sometimes those lines can get blurred so the fact that she said anything with five or less ingredients and eight or less grams of sugar will go in the better pile and anything over that will go in the bad pile was helpful. It didn’t leave as much room for confusion. Another thing that went well is I liked that she measured out the amount of sugar in the piles so that the students could have a visual representation.
6. One thing I thought was a challenge for the teacher was using kid-friendly words. In the sense of when she was describing possible effects of eating too much sugar she was

maybe a little harsh in my opinion. I feel like when she was describing diabetes she wasn't using way too much of a scare tactic and could have taken more time to teach about what diabetes was and prevention. I also wish she would have gotten the students more actively involved. Maybe she could have had them come up and sort some of the food.

7. At the end of the lesson, she reviewed the different food piles. She also reviewed which ones we wanted to try and stick to and stray away from. She also dived a little more into why we want to stray away from the "bad" pile. One idea for a take-home activity would be to write the food they eat for a day and classify it into the piles they learned about. This could help inform families because often young children are going to be eating dinner with their families.
8. Personally, I liked this lesson but I do feel like it was lacking something. I wish she would let the kids interact just a little bit more by either throwing out some of their own ideas of foods for each pile or foods they eat frequently to take a closer look at. If I were to teach a follow up lesson, I would have them track what foods they eat for a day or a couple of days. That way we could classify the foods into bad, better, and best piles. This allows them to more closely relate to the material being taught.
9. I feel like Standard #1 was addressed in this lesson. Standard #1 states "Students will comprehend concepts related to health promotion and disease prevention to enhance health." In this lesson they touched on the effects of poor eating choices such as diabetes and how to prevent that. I feel as though Standard #7 was addressed: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks."

These children are now equipped with the information to make better choices and eating habits.

10. One standard that I feel fits this lesson would be k-2.5.1 identify personal health decisions. This standard aligns with this lesson because healthy eating habits are conscious health decisions that even kids are making every day. Another standard I feel fits this lesson is k-2.1.1 identify that healthy behaviors affect personal health. This standard aligns with this lesson because they learned about the effects that poor eating habits could have. For example, diabetes.