

Smart Snacks and Furious Fitness

Grade Cluster - K-2

NETS-S - 4 - Critical Thinking, Problem Solving and Decision Making

Quick Look:

Students gather data from their peers about their eating habits, fitness and snacking. Students want to offer their peers suggestions for better snacking and how to stay healthy. This information will be shared with the principal, food service staff, teachers, and peers. Students will participate in a walking challenge to measure the distance they can walk around the playground.

Scenario:

Mrs. Jones' students want healthier choices for snacks and lunches. This leads them to a conversation about fitness and healthy eating. After a discussion with their teacher, they decide to research what other schools have for snack options. Students send out a *Tweet* on [Twitter](#) asking others to share information about snacks offered at school and/or what they bring to school for snack and what activities they participate in to stay fit.(4a) Students start by brainstorming what they think are healthy snacks and what being “fit” means. They want to know they can make better choices about what they eat and share this information with their peers. They use the interactive whiteboard to record their lists and a graphic organizer to record the data. (4b)

Students use several [kid-friendly search engines](#), such as *KidsClick*, and [Superkids](#), and search terms as “healthy”, “snacks”, “nutrition”, and “fitness.” Students send out a request on Twitter for other classrooms to respond with their favorite healthy snack idea and favorite type of physical activity. (4b) The students use the [President's 10 Tips to Healthy Eating and Physical Activity](#) list found on the [The President's Council on Physical Fitness and Sports webpage](#) to develop questions to be put on a Google form. They post this form on the school webpage and ask classes to fill in the Google form, so they can compile information to share with their principal, food service and peers. They also send out a link on Twitter to try and get schools to share information from all over the world. (4c) (6a)

Mrs. Jones uses her [interactive whiteboard](#) to present the information students have collected and they use it to organize their groups for the second part of their project on healthy snacks and fitness. Since they have already collected information about eating habits, fitness, and snacking, the next step is to divide students into small groups to come up with suggestions for improving their fitness and eating habits and how to share that information with their peers and others who have participated in providing information for this project. Using a [video camera](#), one group of students works with their physical education teacher to videotape students doing exercises properly. (6d) This group has to gather information about proper techniques for specific activities from the teacher, as

well as fitness sites on the Internet. These videos are edited and then made available through the school's learning center and Physical Education department for viewing. Meanwhile, a different group develops a list of healthy food choices they would like to see offered in the cafeteria, and presents this to the food services manager using [Google Presentation](#). A third group collects healthy snack recipes and produces a recipe book to be handed out and shared with other classrooms. They will use [Google Documents](#) to type up their recipes and others in their group use Paint to do illustrations to include in the recipe book. (6b) The recipe books are published and sold online at a book publishing site such as [Lulu](#) to raise money for a local food shelf. Students will research where their local food shelf is and have someone from the organization come and share information about their services. Interviews with the food shelf representative will be conducted and posted on the [class blog](#).

The final group will work with the physical education teacher to measure out a walking track around the playground. Students keep track of how many times they walk around the playground using button counters. The information is recorded by the group to see how many miles they can walk in a month's time. Students collect this data by grade level and record it in a [Google spreadsheet](#), so that they can then show which grade has walked the farthest distance. The graph is displayed beside a map that shows how far they have walked from their school to a predetermined location. [Google maps](#) are also used to map the distance they have walked. (6a) Student set a goal for the distance that the entire student body wants to try to reach and keeps track of number of miles walked on the playground. For example, they may decide to walk the distance it is around the state of Vermont and try to walk this distance. (4b, 6b) Students will post on [Twitter](#) requests for other classes to participate in their own challenge, to see how far they can walk during a specified amount of time.

This project helps students make better decisions about their snack choices and also gives them different ways to stay fit. When students meet their first goal, they decide to continue with the project, recording other distances, and challenging other classrooms in their school to participate as well.

Student Standards – The following NETS-S are noted in the Scenario:

4. Critical Thinking, Problem Solving, and Decision Making – A, B, C
6. Technology Operations and Concepts – A, B

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity- A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments- A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – A, B, C
5. Engage in Professional Growth and Leadership

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of

disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Physical Education

GE 9: Students show awareness of personal responsibility for individual wellness by...

- Identifying an activity and a benefit associated with each of the four health-related fitness components.

GE 10: Students promote individual success and self-confidence by...

- Identifying several activities that are personally enjoyable.
- Attempting movement, skills, and activities.

Nutrition and Physical Activity (NPA)

HE5: Interpersonal Communication

- Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

HE7: Decision Making

- Students demonstrate the ability to make decisions that lead to better health.

M2: 24 Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using “more,” “less,” or “equal.”