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| **ELEMENT** | **DESCRIPTION** |
| **Author** | Kim Morrissey |
| **Lesson Name** | ***Physical Fitness and Nutrition in China*** |
| **Content Areas** | Physical Education, Health, Social Studies |
| **Grade Levels** | K-5 Physical Education/Health |
| **Duration** | 6 lesson unit with 45 minute daily lessons  (PE/Health classes are 45 minutes in duration and meet three times a week) |
| **Lesson Theme and Topic** | •Students will compare and contrast physical activities and food choices based on food pyramids from the United States and China.  •Students will view photos and videos representing examples of Chinese physical activity and nutrition.  •Students will participate in rhythmic activities, games and stretching methods from China. |
| **Instructional Objective** | •Students will demonstrate an understanding of global differences between physical activity and nutrition from the United States and China.  •Students will practice Chinese physical activities and demonstrate techniques discussed in class.  •Students will have opportunities to taste foods from China. |
| **Specific Global Competencies** | View videos and photos to make global connections;  Link student local experiences to the world |
| **Alignment to District or State Content Standards and Testing and Assessment** | **Physical Education**  **Standard 1:**  Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  **Standard 2:**  Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  **Standard 3:**  Participates regularly in physical activity.  **Standard 4:**  Achieves and maintains a health-enhancing level of physical fitness.  **Standard 5:**  Exhibits responsible personal and social behavior that respects self and others in physical activity settings.  **Standard 6:**  Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.  **Health**  **Standard 1:**  Students will comprehend concepts related to health promotion and disease prevention to enhance health.  **Standard 2:**  Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  **Standard 3:**  Students will demonstrate the ability to access valid information, products, and services to enhance health.  **Standard 4:**  Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  **Standard 5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Standard 6:**  Students will demonstrate the ability to use goal-setting skills to enhance health.  **Standard 7:**  Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  **Standard 8:**  Students will demonstrate the ability to advocate for personal, family, and community health. |
| **Instructional Strategies and Activities** | **PREVIEW:**  Students will view a PowerPoint presentation featuring physical activities and food to increase awareness of activities and food choices in the country of China.  **INTRODUCTION:**  As a class, we will discuss where China is and students’ thoughts about what children in China do for physical activity and the type of foods those students might eat.  **ACTIVITIES:**  Day 1 –Discuss similarities and differences between how Americans and Chinese participate in physical activity.  Day 2 – Participate in physical activities that are played in China.  Day 3 – View video and participate in dance activities from China.  Day 4 – Discuss, compare and contrast food pyramids from the United States and China.  Day 5 – Taste foods from China.  Day 6 – Conclude by discussing the physical activities and foods that were seen in the PowerPoint, studied, eaten and participated in from China and how they affect their health. |
| **Formative Assessment** | Compare and contrast what you now about physical activities and nutrition and their importance in both countries. Now that you’ve seen and experienced Chinese physical activities and nutritional choices, what do you think about how their society incorporates physical activity and nutrition into their culture?  Students will write about their experience with tasting foods from China. |
| **Differentiation** | K-2 lessons will be modified to maximize participation at their respective academic and physical ability level.  3-5 lessons will be modified to maximize participation at their respective academic and physical ability level. |
| **Resources** | <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>  <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>  <http://www.choosemyplate.gov/>  <http://www.curriki.org/xwiki/bin/view/Coll_MickiHR/FoodPyramidComparisons?bc=;Coll_MickiHR.DigestionandtheFoodChain> |
| **Reflections** | Hopefully students will gain a different perspective about how other cultures value physical activity and nutrition in their respective society. By participating in physical activities and taste testing foods from China, my students will gain a better understanding how other cultures work toward active and healthy lifestyles. I have come to believe that our own country could make better choices that affect their health by being physically active well into our senior years and changing our eating habits to purchase and eat fresh food. Obesity is a direct result of physical inactivity and poor eating habits. |