

HEALTH AND PHYSICAL EDUCATION
UNIVERSITY OF ARKANSAS AT PINE BLUFF

Lesson Plan Format:

- Your Name: Tara Branch
- Activity Name: Fox Trot
- Description of Activity: Ballroom Dancing
- Objective(s) of lesson and how to meet the objective(s):
 - Cognitive: Learning something different.
 - Affective: I'll be teaching the students the proper way to Fox Trot
 - Psychomotor: Students want to learn about Fox Trot.
- Relationship to Arkansas Curriculum Frameworks Standards:
Learning something new that will be an eye-opener to a lot of people.
- Detail lesson plan script. What you will say as you teach the lesson:

The basic rhythm of foxtrot is slow, slow, quick, quick. The slow steps use two beats of music and the quick steps use one. Foxtrot is danced in a normal closed position, which means facing your partner and holding them close.

- Stand upright with your feet together. Face each other, the lady puts her right hand in his left. His right hand is on her left shoulder blade, her left hand is on his right arm.

FOX TROT- GENTLEMEN

MONDAY- Today ladies and gentlemen, we will be learning the first 2 steps of the Fox trot. The first fifteen minutes will be without music, so everyone can get the feel of the dance. The next twenty minutes will be spent dancing with the Fox trot music.

GENTLEMEN

1. Step forward with your left foot (slow step)
2. Step forward with your right foot (slow step)

LADIES

1. Step backward with your right foot (slow step)
2. Step backward with your left foot (slow step)

TUESDAY- Today ladies and gentlemen we will add the next two Fox Trot steps to the previous steps you learned on Monday. Twenty minutes without music and twenty minutes with the music.

GENTLEMEN

1. Sidestep to the left with your left foot (quick step)
2. Move your right foot to your left foot (quick step)

LADIES

1. Sidestep to the right with your right foot (quick step)
2. Move your left foot to your right foot (quick step)

WEDNESDAY- Today ladies and gentlemen, we will be adding the next two Fox Trot steps to the previous four we've learned Monday and Tuesday. Today we're making sure we add a little more movement to our steps. Today we'll be dancing a full hour with music.

GENTLEMEN

1. Step backward with your left foot (slow step)
2. Step backward with your right foot (slow step)

LADIES

1. Step forward with your right foot (slow step)
2. Step forward with your left foot (slow step)

THURSDAY- Today ladies and gentlemen, we will be combining the two new steps we'll be learning into our previous steps. This time we are switching partners for a different feel and to make sure everyone is learning the steps properly. An hour and a half of Fox Trot.

GENTLEMEN

1. Sidestep to the left with your left foot (quick step)
2. Move your right foot to your left foot (quick step)

LADIES

1. Sidestep to the right with your right foot (quick step)
2. Move your left foot to your right foot (quick step)

FRIDAY- Today ladies and gentlemen, you will do the entire Fox trot dance. The ladies will be wearing any dress of her choice and the gentlemen must have on a button down shirt with slacks. Everyone will be graded on their performance.

- Instructional cues: Dance
- Supplies Needed: Attire for that Friday
- Equipment Needed: None
- Facility/Space Needed: Gym
- Assessment tool for this lesson: Their performance. Excellent, Good, Decent, and Unsatisfactory

Chapter 6

Piaget and Vygotsky Comparison

| Challenge | Readiness | Social Interaction |
|--|--|--|
| <p>Piaget – Children organize what they learn from their experiences. : Children are challenged because they pull their experiences together into an integrated view of how the world operates.</p> | <p>Piaget – Children are active and motivated learners. : Children are showing readiness to learn because they actively seek out information to help them understand things around them.</p> | <p>Piaget – Interaction with other people is equally critical. : Children learn a lot when they interact with other human beings. They learn to see other individual’s point of views and not just their own. Social interaction is very important.</p> |
| <p>Piaget – Children adapt to their environment through the processes of assimilation and accommodation. : Children are interpreting events within the context of their existing knowledge but then they are challenged to modify their knowledge.</p> | <p>Piaget – Interaction with the physical environment is critical for cognitive development. : I put this under readiness as well, because I believe that it also demonstrates readiness since the children are taking what they know and then revising it to draw new conclusions and schemes about the world around them.</p> | <p>Vygotsky – Some cognitive processes are seen in a variety of species; others are unique to human beings. : I put this under this category because Vygotsky states that the potential for acquiring lower mental functions is biologically built in but society and culture is critical for the development of higher mental functions. So this makes social interaction very important for children’s development.</p> |
| <p>Piaget – Interaction with the physical environment is critical for cognitive development: It is a challenge because children are exploring and manipulating things to understand the world around them and then they are also revising things they already know.</p> | <p>Piaget – The process of equilibrium promotes increasingly complex forms of thought. : I put this under readiness because children get in a state of equilibrium where they address new situations with things they already know, however they must be ready for circumstances that their current knowledge cannot be applied to and they must deal with the new situation at hand.</p> | <p>Vygotsky – Through both informal interactions and formal schooling, adults convey to children the ways in which their culture interprets the world. : It is very important for children’s development for them to have both informal interactions with adults and also formal interactions within a school with teachers. Vygotsky values adults passing down discoveries from previous generations to children today.</p> |

| | | |
|--|--|--|
| <p>Piaget – Children think in qualitatively different ways at different age levels. : Over the course of childhood, children will be challenged to make sense of and adapt to the world around them. Their understanding and thoughts will continually change.</p> <p>Vygotsky – Thought and language become increasingly interdependent in the first few years of life. : For young children language and thought are specific separate functions. But then children are challenged to combine the two and learn to express their thoughts thru language.</p> | <p>Vygotsky – Every culture passes along physical and cognitive tools that make daily living more effective and efficient. : When adults pass along specific tools to help children then the child will be better prepared to face the problems and tasks when they present themselves.</p> | <p>Vygotsky – Complex mental processes begin as social activities and gradually evolve into internal mental activities that children can use independently. : As children interact with adults and peers, they begin to understand and gain knowledge about how the people around them interpret the world. They then will begin to use the things they learned from others, such as words, concepts and symbols.</p> |
| <p>Children are challenged to draw their own understanding of things rather than going by what they have seen or heard from others.</p> | <p>Vygotsky – Children acquire their culture’s tools in their own idiosyncratic manner. : I put this under this category as well because the children are presenting a sense of readiness by being able to draw their own understandings and conclusions.</p> | <p>Vygotsky – Children can perform more challenging tasks when assisted by more advanced and competent individuals. : I placed this under social interaction because Vygotsky found that children can perform more difficult tasks when they are working with adults, rather than they can do on their own.</p> |
| <p>Vygotsky – Challenging tasks promote maximum cognitive growth. : Children are challenged because they are given a task that they can only complete with a competent individual. This challenge will help the child’s cognitive development whether they are successful with the task or not.</p> | <p>Vygotsky – Challenging tasks promote maximum cognitive growth. : I placed the task under this category as well because the child exhibits readiness by taking on a challenging task even though they have assistance with it.</p> | <p>Vygotsky – Play allows children to stretch themselves cognitively. : Playing with others and taking on adult roles during play, helps children see the task more within their reach and improves their development.</p> |
| | | |

Austen Keithley

Methods and Materials- Adapted

Dr. Garner

In-Line Skating with Mental Health Disorders

Monday- Living Room Skating (with Visualization) Lesson Plan

- Activity name- Living Room Skating
- Activity description- The students will practice “ready position” and “leaning” in their skates on a carpeted surface
- For students with Mental Health Disorders
- Objective- For the students to feel comfortable in their skates
- How to meet objective- The students will practice “ready position” and “leaning” in their skates on a carpeted surface and in front of a mirror, if possible
- Supplies/Materials- mirror
- Facility- carpeted area
- Equipment- Each student must have a pair of skates, helmet, knee pads, elbow pads, wrist pads
- Length of time for lesson- 25 minutes

- Script of lesson- Hey class! Today we’re going to start with our routine warm-up. Everyone stand in your assigned spots and copy my movements as we all warm up together! We will do 10 jumping jacks while counting aloud together. Then do hopping- 3 hops forward, backward, side to side. Next we’ll sharpen our balance skills and walk on the balance beam, with our arms held out to our sides, 5 times each. Finally, we will do five “I’m A Star” jumps.

We’re going to begin with some visualizing. Does anyone know what visualizing means? Visualizing is imagining oneself successfully completing a task. It could be something we are scared or nervous about doing, something we’ve never done before, or something we’ve been practicing. I want everyone to close your eyes and imagine yourself wearing all the skating gear. Visualize yourself smoothly skating down a sidewalk with a smile on your face.

Great! Now that we all have a picture in our minds, let’s learn to skate! (Make sure everyone’s gear is on properly) Everyone will stand on the carpet and hold on to the bar in front of you if you need help balancing. Once everyone is standing, let go of the bar, hold your arms out forward, and slightly bend your knees; this is the ready position. Everyone practice bending your knees and standing, repeatedly.

- Cues- visualize, ready position
- Assessment of lesson- Observation and correction by the teacher
- What are you assessing? The students’ cooperation, understanding, and interest in the lesson

Tuesday- Stride 1 (with Breathing Exercise) Lesson Plan

- Activity name- Stride 1 (with Breathing Exercise)
- Activity description- Students will begin in a clam state of mind and then learn how to take their first glides on skates
- For students with Mental Health Disorders
- Objective- For the students to feel comfortable and calm when they take their first glide
- How to meet objective- Students will begin in a clam state of mind and then learn how to take their first glides on skates
- Supplies/Materials- none
- Facility- any with smooth ground surface
- Equipment- Each student must have a pair of skates, helmet, knee pads, elbow pads, wrist pads
- Length of time for lesson- 25 minutes

- Script of lesson- Hey class! Today we're going to start with our routine warm-up. Everyone stand in your assigned spots and copy my movements as we all warm up together! We will do 10 jumping jacks while counting aloud together. Then do hopping- 3 hops forward, backward, side to side. Next we'll sharpen our balance skills and walk on the balance beam, with our arms held out to our sides, 5 times each. Finally, we will do five "I'm A Star" jumps.

We are going to begin our lesson today by creating a calm environment. We are going to do some breathing exercises to prepare ourselves for our first day of skating. I want everyone to sit cross-legged and sit up straight. Breathe in through your nose slowly and evenly. Hold for one second. Now slowly exhale through your nose while relaxing the muscles in your face & jaw, shoulders, and abdomen. (Do this for five minutes)

Now that we are all mentally prepared for our skating lesson today, we will get our gear on! (Make sure everyone's gear is on securely and properly. Have the students form a line where they can reach their arms out and not hit anyone.) With everyone in ready position, I want you to push your right foot forward with your left following right after. Continue doing this until you have reached the cone. As you pass the cone, I want you to reach your hands out forward, scrape your heel on the ground using the heel brake, and slowly mime sitting in a chair.

- Cues- ready position, chair sit
- Assessment of lesson- Observation and correction by the teacher
- What are you assessing? The students' cooperation, understanding, and interest in the lesson

Wednesday- It's a Skate of Mind! Lesson Plan

- Activity name- It's a Skate of Mind! (with Self-Esteem Exercise)
- Activity description- The students will engage in a self-esteem boosting activity. The they will learn stride 2 of in-line skating
- For students with Mental Health Disorders
- Objective- For the students to feel confident in themselves about taking the next step
- How to meet objective- The students will engage in a self-esteem boosting activity. The they will learn stride 2 of in-line skating
- Supplies/Materials- Paper and pencils, basket
- Facility- any with a smooth ground surface
- Equipment- Each student must have a pair of skates, helmet, knee pads, elbow pads, wrist pads
- Length of time for lesson- 25 minutes
- Script of lesson- Hey class! Today we're going to start with our routine warm-up. Everyone stand in your assigned spots and copy my movements as we all warm up together! We will do 10 jumping jacks while counting aloud together. Then do hopping- 3 hops forward, backward, side to side. Next we'll sharpen our balance skills and walk on the balance beam, with our arms held out to our sides, 5 times each. Finally, we will do 5 "I'm A Star" jumps.

Today we're going to do a bonding exercise. Everyone sit cross-legged in a circle. We are going to go around the circle and say one thing we'd like to accomplish in our lives. Next we will say one thing we like about ourselves. Now we will each say something we're proud of in our lives. Next, everyone will write one short note to each person in the circle describing something you like about that person.

Now we will learn stride 2 of in-line skating- it is just slightly more evolved than stride 1. In stride 2, instead of doing a short push forward with our feet, we are going to do longer pushes. Each person will start with a partner who is not wearing skates. You are allowed to use this person only in case of a slight balance mishap, but you may not pull on your partner. As you get more comfortable doing these long pushes, you will start to feel yourself gliding. At this point, it's very important you remember to lean forward and keep your knees bent.

- Cues- lean forward
- Assessment of lesson- Observation and correction by the teacher
- What are you assessing? The students' cooperation, understanding, and interest in the lesson

Thursday- Jack and Jill (with a Healthy Lifestyle Chat) Lesson Plan

- Activity name- Jack and Jill (with a Healthy Lifestyle Chat)
- Activity description- It will begin with a chat about leading a healthy lifestyle and how in-line skating is a good way to achieve that. Then the students will practice going up and down slight inclines.
- For students with Mental Health Disorders
- Objective- For the students to understand what a healthy lifestyle is and why they need to lead one. They will learn how to climb an incline and safely skate on a decline.
- How to meet objective- A group talk will be held and ramps will be used to practice inclines.
- Supplies/Materials- Pamphlets on healthy lifestyle choices
- Facility- indoor with ramps, or outdoor with slight inclines and declines
- Equipment- Each student must have a pair of skates, helmet, knee pads, elbow pads, wrist pads
- Length of time for lesson- 25 minutes
- Script of lesson- Hey class! Today we're going to start with our routine warm-up. Everyone stand in your assigned spots and copy my movements as we all warm up together! We will do 10 jumping jacks while counting aloud together. Then do hopping- 3 hops forward, backward, side to side. Next we'll sharpen our balance skills and walk on the balance beam, with our arms held out to our sides, 5 times each. Finally, we will do 5 "I'm A Star" jumps.

Before we put our skating gear on, we're going to have a little chat about what a healthy lifestyle is, and how each one of us can lead one. (In this talk: discuss drug and alcohol use, depression, aggression, destruction, prostitution, school performance, sleep, etc. Tell the students who and/or where they can contact if they ever have problems or questions regarding these subjects.)

(Make sure everyone's gear is on properly) We can going to practice inclines today. When skating up an incline, the most important thing to do is to lean forward. By doing this, you are less likely to lose your balance backward. (Have everyone practice skating up a ramp or an outdoor incline.) When we find ourselves going downhill, a little phrase we can remember is tuck & pray. This means we squat and tuck our elbows in. This makes us more dynamic and closer to the ground in case of a fall.

- Cues- forward lean, tuck & pray
- Assessment of lesson- Observation by the teacher
- What are you assessing? The students' cooperation, understanding, and interest in the lesson

Friday-Relay Race (with First Time Troubles) Lesson Plan

- Activity name- Relay Race
- Activity description- The students read about other people's first time troubles with in-line skating. By seeing that people overcame their troubles and began loving skating, the students will likely mock this mind set. They will then engage in a relay race.
- For students with Mental Health Disorders
- Objective- By seeing that people overcame their troubles and began loving skating, the students will likely mock this mind set. They will also become more comfortable with skating.
- How to meet objective- The students read about other people's first time troubles with in-line skating. They will then engage in a relay race.
- Supplies/Materials- Excerpts from in-line skating blogs concerning first time skaters.
- Facility- any with smooth ground surface
- Equipment- Each student must have a pair of skates, helmet, knee pads, elbow pads, wrist pads
- Length of time for lesson- 25 minutes
- Script of lesson- Hey class! Today we're going to start with our routine warm-up. Everyone stand in your assigned spots and copy my movements as we all warm up together! We will do 10 jumping jacks while counting aloud together. Then do hopping- 3 hops forward, backward, side to side. Next we'll sharpen our balance skills and walk on the balance beam, with our arms held out to our sides, 5 times each. Finally, we will do 5 "I'm A Star" jumps. Great! Now that we're warmed up, we will continue with today's lesson.

We're going to start today by reading about other skater's first time problems, worries, and accidents with skating. In every story we will read, we will find that the skater has come to love in-line skating, even though they had to break through some barriers.

(After the readings, do the relay race) In this relay race, you will have to skate around cones, brake before the line of tape, turn around, and skate down an incline. The team who finishes first wins!

- Cues- none
- Assessment of lesson- Observation and guidance by the teacher
- What are you assessing? The students' cooperation, understanding, and interest in the lesson

Special Olympics Basketball Tournament- Reflective Paper

For the most part I always believed that if a person was considered to be special needs then the reason is obvious, for example, they have facial disfigurements or an extremely obvious speech impediment. While working the scoreboard and keeping the time at the Special Olympics basketball event I was able to watch every team that played in the event and I noticed that there were a lot of players that you really couldn't tell that they were special needs at all. When I watched them play I kept thinking to myself, wow I know that person could probably beat me in a game of basketball. You could really tell which participants had a mild disability, not only by talking to them, but just by watching them interact with each other and with other people who were working the event as well. To be honest before I worked the event I assumed that every one of the participants were going to be severely disabled and were not going to actually participate that much without having someone beside them assisting them with the basketball game. To my surprise everyone that played didn't need help at all and they were running up and down the court like a non-disabled person would. I saw some players that could beat a few people that I personally know, and I really wasn't expecting some of the players to be so skilled in the sport to the point where they would literally score all the points, make all the assists, and some of them even would talk trash to each other when they scored some points. Working the event taught me that some special needs people are just as capable at performing the skills that we are and we shouldn't be so quick to judge what exactly special needs people are capable of especially if we don't even know the person we are trying to judge. "Treat others the way you would want to be treated" applies to all walks of life and we have to remember that next time we try to judge somebody with a disability, besides we all are getting older and one day we will become disabled so would we want people to treat us the way we have treated those who are with special needs?

Learning Activity One

Interview a Resilient Adult

I interviewed a long time family friend. I told her I would not put her name in the paper so we will call her Tina. Tina is from White Hall and has lived there all her life. When she was 16 she became pregnant. This, of course, was not in her plans for her life but she has never regretted the decisions she made from that point on. When I asked her how she responded to the event she said, "I was a little shocked to be honest! I was 16 and didn't think I was going to be the one girl in my school who got knocked up." I asked her if not keeping the child was ever a thought in her mind. "NO! Never! I never thought about not keeping the baby. I was not real excited about being pregnant, but I never thought about getting rid of the baby. My mom and dad both were very supportive, a little disappointed, but supportive. I always knew they were there for me and it made it easy to go ahead with the pregnancy and have the baby." I asked if there were any other factors that helped support her and she said not only were her parents great, but the father of the baby was always there and did a great job through the process. They were married after Tina graduated high school and stayed married until he died of cancer. I have known Tina for almost 15 years now and we have had many discussions about how she handled being pregnant at such a young age. The answer I always get is that she had great people around her that made sure she knew she had made a mistake, but the mistake was not the end of her life

but rather a new phase of that life. In reading the book I think this falls very closely into Vygotsky's Sociocultural Theory. This theory is how culture is transmitted to the next generation. Tina's parents gave her a belief system that allowed her to continue on and be successful even after taking on something that she admits was "far more than I ever imagined."

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Course Name:

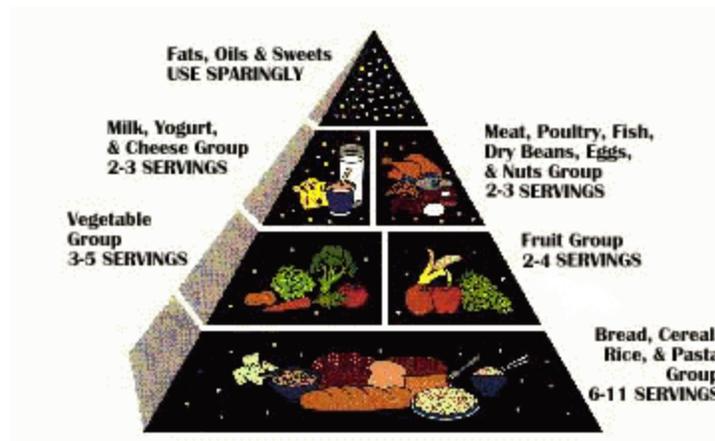
Lesson Plan Format:

- Your Name: Tara Branch
- Activity Name: Nutrition
- Description of Activity: Food intake
- Objective(s) of lesson and how to meet the objective(s):
 - **Cognitive:** Teaching students about good nutrition and how important it is to have in your everyday lifestyle.
 - **Affective:** Students learning how to eat other foods beside fast food and also enlightening them on the health risk from lack of good nutrition.
 - **Psychomotor:** Students having fun while learning about nutrition.
- **Relationship to Arkansas Curriculum Frameworks Standards:**
Teaching our students about good nutrition to cut down on childhood obesity.
- **Detail lesson plan script. What you will say as you teach the lesson:**

MONDAY: Students will learn about nutrition and how important it is to have good nutrition as a part of your life. Today students will have a Nutritionist come in to talk to them about the food pyramid and how it works.

The Food Guide Pyramid

A Guide to Daily Food Choices



[Fats, Oils, and Sweets](#) / [Milk, Yogurt, and Cheese](#) / [Meat, Poultry, Fish, Beans, Eggs, and Nuts](#) [Vegetables](#) / [Fruits](#) / [Breads, Cereal, Rice, and Pasta](#)

Select a section of the pyramid for details

The Food Guide Pyramid is an outline of what to eat each day based on the Dietary Guidelines. It's not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you.

The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.

Use the Pyramid to help you eat better every day. The Dietary Guidelines way. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2-3 servings from the milk group and 2-3 servings from the meat group. Remember to go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

What Counts as One Serving?

The amount of food that counts as one serving is listed below. If you eat a larger portion, count it as more than 1 serving. For example, a dinner portion of spaghetti would count as 2 or 3 servings of pasta.

Be sure to eat at least the lowest number of servings from the five major food groups listed below. You need them for the vitamins, minerals, carbohydrates, and protein they provide. Just try to pick the lowest fat choices from the food groups. No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.

| | | |
|---|--------------------------------|----------------------------|
| Milk, Yogurt, and Cheese | | |
| 1 cup of milk or yogurt | 1 1/2 ounces of natural cheese | 2 ounces of process cheese |
| Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts | | |

| | | |
|--|---|--|
| 2-3 ounces of cooked lean meat, poultry, or fish | 1/2 cup of cooked dry beans, 1 egg, or 2 tablespoons of peanut butter count as 1 ounce of lean meat | |
| Vegetable | | |
| 1 cup of raw leafy vegetables | 1/2 cup of other vegetables, cooked or chopped raw | 3/4 cup of vegetable juice |
| Fruit | | |
| 1 medium apple, banana, orange | 1/2 cup of chopped, cooked, or canned fruit | 3/4 cup of fruit juice |
| Bread, Cereal, Rice, and Pasta | | |
| 1 slice of bread | 1 ounce of ready-to-eat cereal | 1/2 cup of cooked cereal, rice, or pasta |
| | | |

TUESDAY: Students will have a guest speaker from the Weight watchers program to inform us on the consequences of having poor nutrition in your life. Also she'll tell us about her life before she added good nutrition to her everyday lifestyle. Before and after pictures of her and her friends will be shown on the overhead.

It is a sad fact that many people in the United States suffer from poor nutrition. With overscheduled or sedentary lifestyles, many rely on fast or convenience foods for most meals, or overindulge at restaurants. Even when we try to eat healthier, we tend to make poor choices because few really understand how balanced nutrition works or what their recommended nutritional guidelines are.

Even fewer people understand the consequences of poor nutrition. Especially when we are in hard times, many are just happy to be able to provide sufficient food for their families. However, even on tight budgets, it is important to take good nutrition into account so that permanent damage isn't done to your family's bodies.

People with poor nutrition are at a much higher risk of developing conditions such as:

- Becoming overweight or obese - Even if you don't eat a lot, eating the wrong things can result in unhealthy weight gain.
- Hypertension - Eating foods high in fat and calories can lead to high blood pressure and increase your risk of suffering from heart conditions.
- Diabetes - The easiest way to avoid developing type 2 diabetes is by eating healthy and maintaining a healthy weight.

- High cholesterol - Much like hypertension, having poor nutrition can easily raise your cholesterol levels into dangerous levels.
- Gout - It is believed that this painful, chronic condition can be caused by an overload of uric acid, which can be the result of overconsumption of alcohol, red meat, seafood, and sugary drinks.
- Osteoporosis and bone loss - Very few people get enough calcium in their diets, which can result in the development of bone conditions.

WHAT TO DO: If you are afraid that you or your family are suffering from or are at risk for poor nutrition, consulting with an experienced nutritionist or dietitian, or even your primary care provider, can aid in creating a healthy eating plan that will benefit every member of your family and provide you with the tools needed to live a happier, healthier life.

WEDNESDAY: Today, students will learn why fast food restaurants are bad for you and what you can do to avoid eating fast food on the regular basis.

HERE IS WHY FAST FOOD IS BAD FOR YOU

By fast food, I'm not just talking about products that are processed and pre-prepared so that they can be cooked fast and handed over to the customer within a matter of minutes, such as is popular in the almost omni-present burger and fries restaurants that are advertised on TV all the time. I'm also including a lot of stuff that you buy at the supermarket that you pop into the microwave and have a ready meal for the family in a matter of minutes.

Convenience foods, or foods that require no preparation or traditional cooking by busy mothers trying to juggle a full time job with looking after a family are equally as unhealthy and unwholesome as the burgers and pizzas you get from fast food outlets. Here's why.

Foods that are processed and made into what can best be described as ready meals often contain few in any nutritional ingredients. They are bulked out with pasta, breadcrumbs, corn flour, processed potato, processed egg and milk products as well as hydrogenated vegetable oil, saturated fats, gums, sugar substitutes etc, then made to taste good by the addition of herbs and spices, salt, monosodium glutamate and sugars. They also contain artificial colours and preservatives as well as some artificial flavourings just to complete the unhealthy package!

WHAT IS THE HEALTH IMPACT OF FAST FOOD

When your diet is lacking in fresh fruit and vegetables, your intake of essential nutrients that are derived from these sources is almost zero. Your intake of dietary fiber is also low to nonexistent. By replacing fresh wholesome food with processed, additive laden food, you do the following things to your body:

- Raise your blood pressure
- Increase the levels of bad (LDL) cholesterol
- Retard your metabolic rate (the rate at which you digest, process and eliminate food)
- Weaken your immune system
- Destabilize your blood sugar levels
- Reduce the ability of your colon to function properly

What all this does to your body is it increases your fat storage, especially if you lead a sedentary lifestyle.

It places you at risk of strokes from high blood pressure, type II diabetes from irregular blood sugar levels, heart attacks from raised LDL cholesterol levels, cancer of the colon because it cannot process the waste products properly, more frequent illness as your immune system is compromised and a greater chance of contracting other cancers as your levels of antioxidants is so low.

It increases your chances of contracting arthritis and other inflammatory diseases at an increasingly younger age as your overall body acidity rate increases, lowering your ability to process and remove excess uric acid from your bloodstream.

It also leads to weight gain and obesity, further increasing the likelihood of strokes and heart attacks.

HOW TO AVOID EATING FAST FOODS:

- Eat before you leave the house. By eating healthy food before you leave you will feel fuller and avoid wanting to stop by the drive through on the ways to work.
- Plan and Prepare healthy meals whilst in and being outside of home. So if you know you won't be home for lunch, prepare yourself a healthy meal, pack it and bring it with you (including snacks).
- Trick you mind. Continue to have will power by telling yourself that junk food is unhealthy. Good foods will keep you feeling on top of the world, you'll feel great by the end of the day because it. Another trick is to associate eating fast food with a negative thought. So the next think of eating a cake as eating a slab of butter.
- Fill your house, car and working areas with healthy snacks, ones that you like. Having healthy snacks at hand will stop you from emptying the candy vending machines.
- Keep busy in life. Yes it's OK to relax, but read a book or have a lie down in the park. If you focus your mind on other things and physically keep busy, you will forget about junk food.
- Set goals and read them every day. Then write the answers to questions - is eating junk food allowing you to get closer to your goal or not?

- Experiment with cooking new foods. By doing this not only will you learn new recipes and get new ideas, you'll also have more fun and learn more about food in general.

THURSDAY: Students will come in and discuss what they've learned from the previous classes. They will also be assigned to bring a healthy snack or snacks to class and discuss to the class why it is a part of healthy nutrition. They will be graded on their snacks to show if they were actually paying attention in class.

FRIDAY: Students will bring in their healthy snacks and discuss why they chose that particular snack. After they are done presenting their snacks, they will have a quiz over what they've learned through-out the week on healthy nutrition. Then, students can eat their snacks!

- Instructional cues: NUTRITION
- Supplies Needed: Paper and a writing utensil
- Equipment Needed: Projector
- Facility/Space Needed: Gym or classroom
- Assessment tool for this lesson: Students will be graded on their snacks and the quiz on Friday.

Child Development

Chapter 5 Learning Activity

Visit a website sponsored by Fisher-Price, www.fisher-price.com/us, which presents suggested toys and activities for babies according to their age and developmental level. Click on *Play & Learn: Then- Playtime Guide*. Select two age ranges and answer the following questions: What developmental information is presented for each age range? Is it consistent with research presented in the text? How do the recommended toys appeal to infants' and toddlers' developing learning capacities? How about perceptual development? Using what you know about stimulation, are the toys appropriate for the age range? Why or why not?

5 Month Old Baby

- **What developmental information is presented for each age range?**

With increasing eye-hand coordination, your five-month-old baby not only sees things, but reaches, grabs and tastes them, too! Each day brings something new for your infant. To capture your five-month-old baby's attention, we suggest offering a variety of safe objects and toys in different shapes, sizes and textures.

- **Is it consistent with research presented in the text?**

Yes, it is consistent with the research presented in the text. According to the text, during the first year, infants perfect their reaching and grasping.

- **How do the recommended toys appeal to infants' and toddlers' developing learning capacities? How about perceptual development?**

As baby's eye-hand coordination improves, you may notice new abilities to reach and bat at toys, or even to lean over toward a fallen object. A toy that responds when baby bats at it will encourage developing skills while offering practice at balancing.

He recognizes you visually now, and his ability to recognize others he's familiar with is increasing, too. Toys with mirrors are not only entertaining to him now (he loves to smile at other babies, especially the one in the mirror!)—they also promote facial recognition.

A realization that actions have results may be setting in. A toy that baby can shake or otherwise easily move for a delightful result—like music playing or fun sound effects—is sure to enhance that discovery.

Activity toys are full of surprises just waiting to be uncovered by babies of this age, who are eager to learn more about their world. Each new sound or texture or spinning object offers a new discovery, encouraging exploration with hands, eyes, ears and mouth.

- **Using what you know about stimulation, are the toys appropriate for the age range? Why or why not?**

-

All children develop at their own pace, and reach milestones at different times.

12 to 18 Month old Baby

- **What developmental information is presented for each age range?**

Newly mobile and more vocal, your little explorer is full of enthusiasm and—sometimes—a very strong will. Find out about toys that lend support as wary first steps lead to confident walking. We've also gathered toys and activities to help your child absorb ideas and learn to respond to others during play.

- **Is it consistent with research presented in the text?**

Yes, it is consistent with research presented in the text. Over the first year, infants organize sounds into complex patterns and readily detect sound regularities that facilitate later language learning. They show a preference for listening to human speech over non-speech, and they gradually become more responsive to the sounds of their own language and use their remarkable ability to analyze the speech stream to detect meaningful units of speech.

- **How do the recommended toys appeal to infants' and toddlers' developing learning capacities? How about perceptual development?**

Once toddlers develop good balance, a push or pull toy invites them to attempt new physical challenges. Practicing walking skills helps build confidence, and newly mobile children love to bring something of theirs along—wherever they go!

A sturdy ride-on offers fun and challenges while fostering balance, coordination and other physical skills. It can also spark imaginative play, as your child pretends to be a grown-up on a realistic vehicle. Add the excitement of battery power, and add to the thrill!

When learning is presented in a way that's fun and engaging, children become more interested and more involved. Early learning toys help thinking skills develop and enhance vocabulary.

A themed playset brings the great big world down to size for your toddler, giving her the opportunity to make the decisions, control the action, use her developing imagination and gain self-confidence along the way.

Playsets such as these encourage children to take what they experience in real life and bring it to their play. And at a time when many children are moving beyond the pointing stage and trying to get the words out for things they want to communicate, playsets are also good prompters for building language skills.

- **Using what you know about stimulation, are the toys appropriate for the age range? Why or why not?**

All children develop at their own pace, and reach milestones at different times.