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UNIVERSITY OF CALIFORNIA SAN DIEGO

Health and Wellness: Building Resilience in Deaf Bilingual Classrooms

A thesis submitted in partial satisfaction of the requirements for the degree of

Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

By

Ashley Woodford

Committee in Charge:

Gabrielle Jones, Chair

Bernard Bresser

Cheryl Forbes

2021

A thesis of Ashley Woodford is approved, and it is acceptable in quality and form for publication on microfilm and electronically.

University of California San Diego

2021

DEDICATION

I would like to dedicate this thesis to my amazing friends and family who showered me with endless support and encouragement when I needed it the most, my UCSD professors who gave me guidance and shared their extensive wisdom with me, the amazing Deaf educators who accepted me with open arms into their community, and for my wonderful students who taught me as much as I taught them.

EPIGRAPH

To learn a language is to have one more window from which to look at the world. – Chinese proverb

I have chosen to be happy because it is good for my health. – Voltaire

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ABSTRACT OF THE THESIS

Health and Wellness: Building Resilience in Deaf Bilingual Classrooms

By

Ashley Woodford

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California San Diego, 2021

Professor Gabrielle Jones, Chair

Providing high quality health education programs in elementary schools has many benefits for students. It teaches students to be independent, allows students to focus more on their academics, and empowers students to live healthier lifestyles (CDC website, 2016). Unfortunately, there are no comprehensive physical and mental health curriculum available in American Sign Language that meet the needs of a wide variety of D/HH students. My curriculum titled “*Health and Wellness: Building Resilience in Deaf Bilingual Classrooms*” is designed from a bilingual-bicultural lens and consists of two units. The first unit addresses how best to treat our bodies with good exercise and nutrition, and the second focuses on managing our mental health. The three curriculum goals include increasing vocabulary and content knowledge of health concepts in both ASL and English; practicing critical thinking skills to manage health; and setting health goals through writing in journals and recording ASL videos.

The curriculum was implemented at the Washington School for the Deaf (WSD) in Vancouver, Washington from May 4, 2021 through June 10, 2021 in a 4th grade, in-person classroom with eight students. Findings from four different types of evidence (pre/post-tests, teacher observations, student videos and student artifacts) show that despite being unable to complete the entire curriculum due to Covid-19 restrictions, students benefited from an enhanced understanding of health terms and concepts in ASL as well as a greater awareness of establishing health goals and using critical thinking skills to make healthier choices.

I. INTRODUCTION AND OVERVIEW

There are numerous benefits to having comprehensive health education programs in elementary schools. According to the Centers for Disease Control and Prevention website (CDC), promoting physical and mental health in schools supports social-emotional learning skills and peer relationships, leads students to live more active and healthy lifestyles as well as learn important information about nutrition and body functions, promote positive academic benefits, reduce stress levels and more (CDC website, 2016). Unfortunately, physical and mental health education programs for Deaf and Hard of Hearing (D/HH) students, specifically in public schools, have been lacking in some areas because of language barriers between teachers and students as well as a lack of consideration for the inclusivity of all students (Pollard *et. al.* 2006).

California currently uses the Health Education Framework, guided by the health education standards, to assist educators in developing programs that educate, influence and inspire California's children to learn, adopt and maintain positive health practices throughout their lives (California Department of Education, 2019). I modified and adapted the content outlined in this curriculum to best meet the needs of my D/HH students by creating more innovative and rich content for students in ASL and English. The purpose of this curriculum is to focus on topics such as the importance of fitness and nutrition, managing emotions and stress, building healthy communities, learning about self-care (and adapting these ideas to meet the specific needs of D/HH students). The overall curriculum learning goals are as follows:

1. Increase vocabulary and content knowledge of physical and mental health concepts in both ASL and English
2. Practice critical thinking skills (evaluating, reflecting, comparing and contrasting) to manage physical and mental health
3. Set physical and mental health goals through writing and ASL videos.

The eight-week long curriculum focuses on providing information about nutrition, physical fitness and mental health as well as teaching students how to make good decisions and set personal wellness goals for themselves. Unit one specifically focuses on health and nutrition, and unit 2 focuses on managing emotions and stress, building friendships and self-care. Different instructional topics/modules were provided both in person and online in ASL to help students understand how the body and mind are connected and naturally take care of one another.

The goals of this program include increasing students' knowledge of health terms and health information in ASL and English, providing accessible and relevant health content for D/HH students as well as their families, teaching them how to set short and long-term health goals, learning how to make healthier physical, mental and emotional decisions as well as providing fun and engaging opportunities to practice healthy habits as a class. Students had the opportunity to keep a wellness journal in which they tracked and monitored their personal physical, mental and emotional health goals and progress. This curriculum emphasizes the theme that decision making and goal setting can help maintain balance in our lives.

It is very important to take into consideration the language needs of students and adapt the curriculum to meet a diverse group of students which is especially prevalent in D/HH classrooms. This means using both ASL and English to present and discuss content, having content be accessible in numerous visual formats, taking students' cultural backgrounds into consideration when designing curriculum, drawing from the learned experience and resources within the Deaf community and using authentic instruction to make the curriculum more engaging and relevant for students.

II. JUSTIFICATION OF NEED

The justification to create a bilingual/bicultural health education curriculum specifically for D/HH students stems in part from a history of oppression and lack of language access to health information within Deaf communities as well as the current climate of instability due to the Covid-19 pandemic. According to the Boston University School of Public Health, language barriers are a significant healthcare problem and individuals that use ASL do not always have access to clear communication in the healthcare system (Hogland, 2018). These barriers prevent Deaf people from getting critical health information as well as healthcare. Studies show that compared to hearing patients, Deaf patients make less frequent trips to a primary care doctor, more trips to the emergency room, frequently test lower in measurements of health literacy and health knowledge, are at higher risk for adverse health conditions (Hogland, 2018) and there is a lack of health and educational resources in ASL (Kuenberg et al., 2015). Deaf people also suffer some of the poorest health statuses of the general population in the US (Barnett, 1999). A review of recent research on bilingualism within Deaf communities published by Wilkinson & Morford (2020) looked at the importance of language as a contributing factor to the health literacy, knowledge and health outcomes within the Deaf community. Wilkinson and Morford found that poor health is not attributed to hearing loss per se, but rather that language and communication barriers caused by hearing communities pose a serious threat to health literacy, knowledge and lifestyle practices in the Deaf community. Often, deaf children grow up in an environment where they miss out on crucial health information such as responding appropriately to medical issues, family medical history, safe sex practices *etc.*, because they do not share the same language as their family members. While hearing people acquire as much as 70-90% of their knowledge through incidental learning (Marsick & Watkins, 2001), deaf children are often not afforded the

same opportunity to benefit from unplanned learning opportunities and they miss out on crucial information. Wilkinson & Morford propose that bilingualism is the solution to this problem because it promotes maximum access to language as well as social networks. Social networks are crucial to the wellbeing of Deaf people because they gain access to the accumulated knowledge of the Deaf community and their shared Deaf experience. They also help to increase language proficiency which in turn translates to a higher quality of life. This article also points out that Deaf people struggle to obtain information translated into signed language in medical settings. The authors state that when Deaf people are denied access to signed language either in a medical setting or in their everyday life with teachers, friends and family, it negatively affects their physical health, social-emotional wellbeing and forces rejection of their language and culture (Wilkinson & Morford 2020). My curriculum focuses on using both ASL and English to convey mental and physical health knowledge and foster social-emotional learning and social networks in D/HH classrooms to alleviate some of the emotional struggles that come from being excluded from an exchange of knowledge and the negative consequences of language deprivation

Deaf students are joining mainstream classrooms at an increasing rate; over 75% of D/HH students in the U.S. are mainstreamed in public school programs and about half of these students spend the majority of the school day in general education classrooms (Oxford University Press, 2013). Unfortunately, language deprivation is often prevalent among D/HH students in both mainstream classes and at Deaf schools either because they do not have full access to language when growing up or their exposure to American Sign Language (ASL) is limited in the classroom. Although students may be provided with an interpreter, this can still prolong their access to rich language because interpreters are not substitutes for immersive language instruction by multiple language users (Caselli et al., 2020). For D/HH students, the

ability to communicate with peers can be a major component of academic success and students who have trouble communicating in the classroom may choose not to participate as much in classroom activities, in turn affecting their academic performance (Long et al., 1991). In addition, these communication barriers have been reported to be detrimental to students' emotional wellbeing. Some individuals reported feelings of loneliness, and absence of close friendships (Stinson & Shirin, 1999).

During one of my student teaching placements in a public middle school D/HH program in San Diego, I worked with multiple teachers and all were fluent in ASL. One of the teachers taught a sex education curriculum and I saw that the students benefited from receiving this information directly from their teacher in ASL rather than through an interpreter because many interpreters use direct translation following the English word or miss information spoken by teachers or other students in class. Direct translation is confusing for students because ASL has its own grammatical rules separate from English and is inadequate to develop a full understanding of content, especially if the students in the class have experienced language deprivation (Tevenal & Villanueva, 2009). Studies show that students need immersive language instruction in both academic and social settings and an interpreter is not a substitute for this (Caselli et al. 2020). The teacher used ASL to teach content and added visual learning prompts to help students engage with the lessons better. She also collected different learning materials from online sources and did a good job of adapting these to a Deaf audience. In addition, students felt more comfortable learning about sex education because they already had a relationship with their teacher and everyone in the class understood ASL. During physical education classes, the students at the public school were provided with an interpreter throughout class time. I felt that they were often missing out on information and were assigned projects that lacked authenticity

and relevance to their lives. For example, they were learning about different body systems and were given a handout that was full of complicated medical terms. The teachers' aides and interpreters in the program struggled to make these handouts accessible to their students in ASL and I believe that a lot of valuable information was lost in the process. I think that in order to alleviate the disparities of health knowledge between hearing and Deaf communities, work should begin to design rich health materials that cover physical and mental health topics for children in the appropriate language and with consideration for relevance in their lives. During student teaching, I noticed that teachers struggled to find educational materials that already existed for Deaf audiences, as the school did not provide them with any. Although teachers often do the best that they can under the circumstances, students are losing out on critical information, especially in public schools, due to a lack of educational materials for D/HH students. It is time consuming for general education teachers in mainstream classes to adapt learning material for Deaf audiences and they are often untrained in Deaf education; therefore, creating a health curriculum for D/HH students is justified in that it can be an existing source of material for Deaf educators as well as for teachers in mainstream classes who can use this as a model for effectively teaching their Deaf students.

Circumstances from the recent COVID-19 pandemic have disrupted the daily routine and social learning context of school and home environments and has already brought about an array of consequences for children around the world including a lack of predictability and stability at home and in school, increased anxiety due to insecurity, higher percentages of depression and increased financial insecurity (Wagner, 2020). The long-term consequences that will likely be linked with COVID-19 have yet to be studied. Yet, we know the circumstances for Deaf children have been often ignored causing socioemotional and academic distress due to social isolation and

language deprivation (Hall et al., 2017) and an essential way to remedy this prevailing health concern is to provide an accessible and equitable bilingual curriculum (Wilkinson & Morford, 2020). Health curricula also has the unique ability to help offset the negative consequences that accompany times of stress by providing important information that help students lead healthier lives, deal with stressors better and look to their community members for support.

III. DISCUSSION OF RATIONALE

In order to understand my philosophies and the current thinking behind bilingual English-ASL programs for D/HH children, it is important to reflect on the history of Deaf Education in the United States. During the Milan Conference of 1880, it was determined by hearing individuals that oral education was deemed “better” than signed language and as a result, sign language was banned from being used in schools. As a result, many Deaf teachers lost their jobs, and education/quality of life for Deaf people was negatively affected (Berke, 2020). It wasn’t until the 1960’s when sign language was deemed a “true language” and even then, sign language wasn’t widely accepted in schools by hearing educators of Deaf students (Hill, 2012). This is unfortunate because studies have proven that Deaf children have the need for access to and development of a first language (ASL) in addition to instruction in the majority language, as well as a recognition of both languages and cultures in school (Garate, 2012; Hall et al., 2020).

Many Deaf children do not have access to their spoken home language. This has severe implications for Deaf children, namely language deprivation. Students with hearing loss who learn sign language from early infancy are regularly engaged with accessible language and develop normal cognitive functions. Unfortunately, it is quite common that D/HH individuals experience language deprivation because they don’t have access to language during the critical periods of development. This is caused by a number of factors and has serious implications for

cognitive development in the realms of language, literacy, memory and social-emotional development (Garate, 2012). There are numerous situations that cause language deprivation for Deaf children. Commonly, Deaf babies are born into hearing families and learn very limited sign language, if any at all. Historically, there has also been a lot of pressure from hearing communities to teach D/HH speech and lip-reading skills in schools rather than using what is accessible to them, which is sign language. In addition, families often assume that their child will have total access to oral communication when they receive cochlear implants, so they forgo teaching their children sign language (Hall et al., 2019). In actuality, many studies show that an alarmingly large percentage of Deaf children are not receiving sufficient benefits (with or without cochlear implants) and continue to demonstrate weakness in language competence (Hall et al., 2019; Geers et. al., 2017). On the other hand, individuals that learn sign language from early infancy display no negative effects on their cognitive development (Humphries et al., 2012). This proves that an “either/or” approach to language (speech versus sign) is both negligent and harmful to children and often results in severe language deprivation (Humphries et al., 2012).

Research suggests that access to visual/signed language helps to support oral language acquisition and a bilingual education program can provide Deaf children with the foundation they need to develop the many benefits of bilingualism such as social and academic proficiencies in multiple languages (Wilkinson & Morford, 2020). Research has also shown that bilingual education has positive impacts on Deaf students’ academic performance, ASL competency, English literacy, and standardized test scores in the areas of language, vocabulary and reading comprehension (Garate, 2012). In addition, it has been proven that fluency in one language supports the development of fluency in a second language (Cummins, 1986). In addition to the

academic benefits, bilingual education also provides access to diverse communities, experiences and perspectives. This idea is also consistent with studies that focus on hearing bilingual students and English learners (Garcia, 2009).

In the D/HH classrooms I've worked in, I've seen first-hand the positive effects of a bilingual education program. There is a strong sense of community in these classrooms, and D/HH students are exposed to Deaf adult role models as well as peers. These students are taught important life skills to navigate in a hearing world, and they also help families get connected to resources within the community such as social services and Deaf community events. There is also a strong sense of self advocacy that is promoted in bilingual education programs. Students learn that they can interact with multiple languages and cultures in a positive way, and their social and academic proficiencies tend to flourish with the benefits that come from receiving instruction in their preferred language. Cummins (1986) outlines a theoretical framework to support minority students. One of the most important aspects includes the incorporation of the cultural/linguistic backgrounds from students' homes into the school program. Cummins states that "Students' school success appears to reflect both the more solid cognitive/academic foundation developed through intensive L1 instruction and the reinforcement of their cultural identity" (Cummins, 1986). A strong bilingual D/HH program advocates a hearing/Deaf perspective and celebrates the unique cultural backgrounds and languages of each student and their families. Students' cultural and linguistic backgrounds are a great addition to the classroom: their contribution enhances rich linguistic and cultural experiences and this mentality reminds students that one language and culture is not valued above the other. This is an empowering idea for D/HH students, which contradicts with the old school of thought that there is only one "dominant" classroom language and culture.

Although not every student's home language can be taught in the classroom, educators can create meaningful opportunities to engage with students and parents to celebrate the values of minority languages and cultures in the context of their school. This wealth of knowledge becomes a learning opportunity for parents who often grieve their child's deafness. The "Deaf perspective" helps to impress upon parents the joys of learning ASL and being involved with the Deaf community, giving hearing families confidence in providing a safe net for their child and a platform where the child can thrive (Humphries & Padden, 2005).

As discussed previously, additive bilingualism develops social and academic proficiencies in two languages (Garcia, 2009). A good educator for D/HH students understands that their students display a wide variety of communication modes and develop a fluid repertoire of language abilities (i.e., signing, reading, writing, listening/speaking, fingerspelling and lipreading) to navigate this complex world (Garate, 2012). There are ASL-English bilingual teaching practices, as outlined in the Visual Learning and Visual Language Research Brief 8: *ASL/English Bilingual Education*, that address language allocation for multiple languages in the classroom by way of their separate or concurrent use in meaningful and appropriate ways (Garate, 2012). ASL videos are a source of instructional material (see VL2 ASL Book Story Creator) that embed knowledge and language tools to stimulate the visual mind. It is necessary to tap in on visual strategies that facilitate bridging between ASL and English to help make connections between what is signed and what is written. This back and forth of signing, showing text and fingerspelling is what Humphries & MacDougall (1999/2000) call "the chaining technique", which is a common strategy in literacy to help students connect English print to ASL. Making associations between both languages, introducing new vocabulary words and frequent fingerspelling expands students' word repertoire. I incorporated these different

approaches in my health curriculum to enrich them with these bridging language techniques and to give my students the best opportunities to learn important health information.

IV. REVIEW OF EXISTING WORK AND CURRICULA

Throughout my research of health education programs in elementary schools, I found it difficult to find any studies that look at health through a bilingual lens in education. However, there are numerous different health curricula such as the Second Step program (Committee for Children, 2021), the CA K-12 Health Education Framework (California Department of Education, 2019) and CDC Healthy School (Centers for Disease Control and Prevention, 2021), that are good models for health education if adaptations are provided for D/HH students. The Second Step program focuses on teaching children how to learn, have empathy, manage emotions and solve problems. The curriculum is divided into two main sections (Empathy and Skills for Learning and Emotion Management) and is integrated into the classroom by the teacher or counselor throughout the year. I like that this curriculum can be integrated into many different lesson plans because I don't believe that social-emotional learning should be taught to children separately as a unit; rather, there are endless opportunities throughout the day to teach students how to increase their emotional well-being and regulation. I used this program as a model to develop some of my lesson plans for the Emotion Management section in the second unit of my curriculum.

Another useful resource to draw from is the CA K-12 Health Education Framework. This is a standards-based approach to teaching health education, divided into eight overarching sections and by grade level. The Health Education Framework is used as a guide for teachers to cover important health topics such as nutrition and physical activity, goal setting and decision making. While I think that the framework uses good organizational techniques, it does not

consider that different languages can be used in the classroom, particularly ASL. This framework helped me to choose grade level appropriate topics, but I made modifications based on the language needs of my students.

Another curriculum I used as a model is CDC Healthy schools. This is a whole school/ community/ child model and works with states, school-systems communities and national partners to prevent chronic disease and promote the health and well-being of children in schools. I adapted this model by involving Deaf community members, staff and teachers to join in and instill a community approach to health. Their online resources guide educators in teaching health topics which is especially useful in this year of online learning due to Covid-19.

In regard to existing academic research on this topic, I focused on two studies that discuss teaching health education specifically to a Deaf audience. Pollard et al. (2009) stated that the development of health education information for Deaf people must include consideration of English literacy, ASL usage, and sociocultural characteristics of Deaf communities. This study designed health education material for emergent bilingual populations and examined the present opinions on the utility of these methods for Deaf, ASL using individuals. The authors found that it is important to not only translate materials into an accessible language but also to have additional modifications in response to specific cultural, social and life experiences within the Deaf community. They did so by adapting an English based source material into ASL films and posting them on their website for the larger Deaf community. When adapting information to meet this population, the authors focused on *what* is being conveyed from the source material as well as *how* in order to preserve the most important information for the audience to access. Next, they invented a story that they believed was realistic and comprehensible to engage their audience. In addition, all of the characters in the adapted films were Deaf actors and native or

near-native users of ASL. It was key that the authors address content relevant to Deaf culture and the everyday lives of Deaf people. By doing so, the authors provided a much more engaging and accessible means of learning for Deaf viewers. I incorporated this technique into my curriculum by collaborating with members of the Deaf community to create health videos to address pertaining and relevant issues. Particular attention was made to ensure the content presented was accessible to children of various ages.

Finally, Barboza et al. (2019) explored adaptations teachers can make to better include Deaf students in their physical education classes. One of the biggest factors that inhibit a quality education for D/HH students, according to Barboza's team, is difficulties in communicating between students and teachers. There is miscommunication, unclear communication and missing visual instructional support necessary to strengthen the relayed message between teachers and students. Accommodations need to be applied in all health fields. Physical education teachers, for example, should allow students to assume leadership positions such as being team captain, utilize visual cues to compensate for lack of sound cues (whistles or shouting at a distance), and use tools and strategies that promote inclusion of all students such as adapting physical activity for students that have differing needs and learning ASL signs to incorporate into the lesson. Similarly, my curriculum promotes inclusion of multiple languages and cultures, and I pay close attention to using the appropriate ASL signs in my lessons.

V. KEY LEARNING THEORIES

The three key learning theories that helped me to design a mental and physical health education curriculum for D/HH bilingual-bicultural students include **Scaffolded Instruction**, **Funds of Knowledge** and **Authentic Instruction**.

Scaffolded Instruction

The concept of scaffolding (Bruner, 1975) is based on work by Lev Vygotsky, who proposed that children can accomplish tasks with the help of adults that they could not otherwise perform (Kurt, 2020). Scaffolded instruction is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning (Dickson, Chard, & Simmons, 1993.) In other words, learners complete small, manageable steps in order to reach a goal and work in collaboration with a skilled instructor or knowledgeable peers to help students make connections between concepts (Kurt, 2020). It is related to Vygotsky's Zone of Proximal Development (ZPD) in which social interaction is the basis for learning and children continue to learn by interacting with the people around them (Kurt, 2020). ZPD and scaffolding are also based on the idea that language is a primary tool in the development of learning in children (Kurt, 2020). I use scaffolded instruction to guide my curriculum and make sure my students make connections between concepts through interactions with each other, their teachers and Deaf community members. For example, I asked Deaf adults to help me collaborate and make accessible online health videos for my students. In addition, my students conducted projects such as journals and self-reflection videos to share with their peers, as well as work on collaborative group projects related to health and wellness topics. They also practiced taking steps to create short and long-term health goals that they can repeat independently in the future.

Funds of Knowledge

The Funds of Knowledge learning theory asserts that each student has unique perspectives and cultural backgrounds that should be acknowledged and explored in the classroom in order to bridge the gap between students' lives at home and in school (Moll et al., 1992). As teachers I believe that we must work to connect our classrooms with homelife,

maintain a connection with our communities and make sure that students have the opportunity to learn from one another. In D/HH classrooms this includes the multicultural backgrounds of students and their families as well as the Deaf community. I think that it is all too common for health curricula to focus on a single narrative and to try to fit each student within a “mold.” I would rather design a health curriculum that considers the different barriers that keep students from maintaining good physical and mental health and steer away from a one size fits all mentality. I utilize students’ funds of knowledge in my curriculum with a class cookbook that collects different healthy, cultural recipes from families, an all about me activity where I get to learn more about my students’ interests, and by hosting class discussions that invite students to discuss their lives away from school.

Authentic Instruction

Authentic instruction asserts that students learn best from relevant and engaging real-world learning experiences (Newmann & Wehlag, 1993). As educators, I think it is often the default to teach in a lecture style format and expect students to memorize rather than be active participants in their learning. I want to move away from this approach and create a curriculum that involves numerous real-world applications to help students maintain good mental and physical health and remain engaged in learning. I utilized authentic instruction throughout my curriculum during authentic performance tasks such as filming fun exercise videos for other Deaf children, creating a classroom cookbook that incorporates cultural dishes from each family, creating a video to order their perfect friend from a catalog and then writing a letter to someone at their school explaining why they’re a good friend, and teaching one new self-care practice to a family member or friend.

VI. DESIGN AND DESCRIPTION OF THE CURRICULUM

The curriculum "Health and Wellness: Building Resilience in Deaf Bilingual Classrooms" is designed for teachers to be used in virtual or in-person classrooms. The three core ideas embedded within this curriculum are as follows. Students will:

1. Increase vocabulary and content knowledge of physical and mental health concepts in both ASL and English
2. Practice critical thinking skills (evaluating, reflecting, comparing and contrasting) to manage physical and mental health
3. Set physical and mental health goals through writing and ASL videos.

This curriculum has two units and four subunits outlined in the curriculum blueprint on page 18. Each unit and subunit have a specific theme with different learning and language objectives. All lessons are designed with the three overarching goals in mind (content knowledge, critical thinking skills and goals setting). The lesson themes are designed for an early elementary audience (1st-4th grade) and are based on the National and California health standards (California Department of Education, 2008). The units are meant to teach important health concepts in a fun and engaging way, to facilitate understanding through hands-on activities, and to lead students to an overall understanding that the mind and body are connected, and they have the ability to influence their health through the choices they make on a daily basis.

Unit One: Healthy Bodies

This unit focuses on important concepts that lead to overall physical health such as exercising properly and safely, the components of a balanced and nutritious meal, setting fitness and nutrition goals and evaluating the choices we make that influence our physical health. Throughout this unit, students are introduced to health vocabulary in ASL and English, practice writing in health journals, create exercise videos intended for an audience of other young

children in the Deaf community, collaborate to make a class cookbook of healthy dishes, learn how exercise and nutrition affect the body through multiple fun, hands-on activities and set specific fitness and nutrition goals that they monitor. One key component of this unit is introducing a health journal to students. The health journal will be a place for students to keep important information such as the My Activity Pyramid for Kids (University of Missouri, 2021) and the MyPlate guide to healthy eating (U.S. Department of Agriculture, 2021) as well as writing down daily reflections and tracking personal goals. The health journal can be adapted to an online or in-person format.

Unit two: Healthy Minds

Unit two focuses on the mind and what keeps it healthy. Important concepts such as identifying emotions and how they affect the body, analyzing solutions to problems, building resilience to stress, developing friendships, and learning about self-care practices are addressed. These topics are important because they incorporate enduring understandings such as expressing and managing emotions in a positive way, using tools to manage stress in a healthy way, understanding the physical effects of emotions on our body, being able to solve problems on our own and the importance of creating short and long-term goals and good life-long habits. These tools will also assist the health of the body as a whole.

Throughout this unit, students are introduced to more health vocabulary in ASL and English, continue to use their health journals to track their emotions and feelings, learn what different emotions look and feel like through role-play, learn how stress affects the body through a class experiment and learn resilience building techniques such as mediation and breathing exercises. In addition, students will explore friendship through a read-aloud and role-play activity and will be introduced to the concept of self-care and growth mindset.

VII. UNIT MAP PLAN

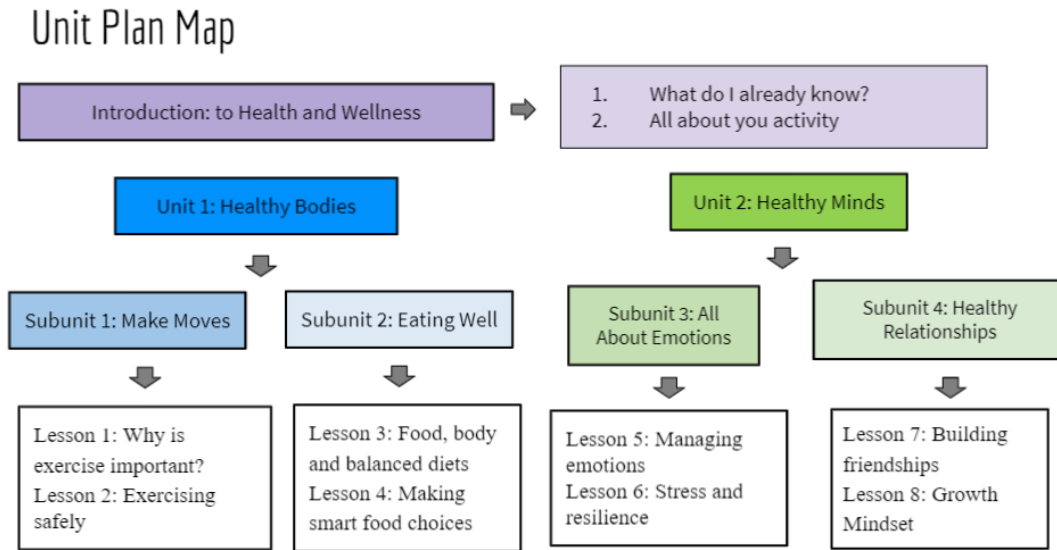


Figure 1.1 Unit Plan Map

The unit map plan outlines two units and four subunits that cover the topics of exercise, nutrition, emotions management and healthy relationships. I chose to divide the units this way to make a distinction between physical and mental health, but the units do not have to be completed in this order. The curriculum was designed to be taught over an 8-10 week period, but educators could certainly use the subunits as stand-alone lessons. Although the curriculum is designed for a D/HH classroom, teachers in general education classrooms will find the lessons in this curriculum applicable to their classrooms as well because there are many lessons that don't explicitly require using ASL but still view the classroom from a bilingual-bicultural lense. Each of the three learning goals (vocabulary/content development, goal setting and critical thinking/decision making) are embedded within the eight lessons through different activities outlined below.

Introduction: All about me!

In the introduction lesson, students explore what they already know about health and wellness during a class brainstorm. In addition, they participate in an “all about me” activity in which they draw their own self portrait and share topics that they feel interested or passionate about such as different sports, extracurricular activities and foods they enjoy eating. The purpose of this is to celebrate who we are, our personalities, our interests and our hobbies, to acknowledge our individual place on earth and to take pride in being in control of our lives. Students will reflect on how they control their day to day lives and can incorporate healthy actions to sustain a resilient body and mind. This applies to the Funds of Knowledge theory which asserts that each student has unique perspectives and cultural backgrounds that should be acknowledged and explored in the classroom in order to bridge the gap between students’ lives at home and in school (Moll et al., 1992).

Unit #1 : Healthy Bodies (4 weeks)

Subunit#1 : Making Moves

Exercise has the amazing ability to keep our bodies and minds healthy and prevent illness. It is important to teach children early on that exercise is mandatory for healthy living, something that we must practice throughout our lives, and that exercise comes in many different forms and intensities. Throughout the exercise unit, students will explore different ideas and enduring understandings about exercise. For example, they will look at how physical activity is a healthy habit we can use for life, why setting exercise goals helps us to stay strong, motivated and feel happier, that too much or too little exercise can have negative health effects on our bodies and the physiological effects of exercise on the body. They will do so through different writing, video and hands-on activities.

In addition, I introduce numerous essential questions throughout the curriculum including: can you exercise too much or too little, how do we exercise safely, how much exercise do we need to stay healthy, what kinds of exercise do I enjoy doing and what kinds of exercise can I do at home?

Lesson 1: Why is exercise important?

The first lesson in unit one focuses on the nature of exercise as a necessary mechanism of the body. Through group discussion and a read aloud, students will address how exercise affects the body. They will also examine how much and what types of exercises we should be doing every day, analyze how students feel before and after exercise, and develop vocabulary knowledge of exercise terminology. Students will explore different kinds of exercises and define them as either aerobic, strength or flexibility. Students will also set their own personal fitness goals in their health journal and conduct different writing and video activities and a pre/post test to determine what they've learned.

Lesson 2: Exercising safely

Lesson two focuses on safe exercise practices and continues to look at how exercise positively affects the body and how to create personal fitness goals. The unit starts off by having students discuss and physically practice exercising safely, which includes warm-up and cool-downs as a way to transition our bodies between activities, wearing appropriate clothes, drinking enough water, wearing a helmet or knee/elbow pads if necessary and learning how to move our bodies without hurting ourselves or others. Students will review the positive effects of exercise on the body, creating a new fitness goal using the same model as the previous week, and teaching someone a new exercise, choosing between an aerobic, strength or flexibility exercise and how to practice it safely.

Subunit #2: Eating well

In addition to exercise, the food we eat can have a huge impact on our overall health. Subunit #2 “Eating Well” explores many different factors involved in nutrition such as having a balanced diet by eating fruits, vegetables, protein, carbohydrates and dairy as well as the three macronutrients (carbohydrates, fat and protein), using the MyPlate tool as a guide to creating balanced meals and eating healthy, the risks of gaining or losing too much weight, the cause and effect relationships between food and our bodies, making informed food decisions by reading food labels and monitoring what we eat. Students will tap on their prior knowledge about what they know of what’s healthy and what’s not and determine the outcomes of those choices.

This unit highlights numerous enduring understandings including: what we put in our bodies now affects our health in the future, setting nutrition goals can help us stay a healthy weight and feel good, a balanced diet helps us get the essential nutrients and energy we need to stay healthy as well as how eating too much or too little can lead to health problems. In addition to these enduring understandings, students are also asked the following essential questions: does everyone need the same amount of food, what happens to our bodies if we don’t eat balanced meals, what kinds of food should we eat every day and how much, and can healthy foods taste good?

Lesson 3: Monitoring Food

Exercise is crucial to keep our body healthy, but food gives us the fuel we need to stay active. This lesson begins with students compiling a list of their favorite foods and leads to a “what’s on my plate” activity where students focus on defining different food groups and then sorting foods using the MyPlate handout. Students will continue to categorize food into the different food groups (protein, grain, dairy, vegetable and fruit) to solidify this concept

throughout the unit and examine what kind of nutrients each food group has. They also examine food labels and words such as “protein, carbohydrate, calorie” etc. and what they mean regarding whether a food is healthy or not and track their own eating to determine whether they may be missing any food groups or essential nutrients in their diet. Students also compare and contrast different snacks on a bar graph to determine which snack is the healthier option

Lesson 4: Balancing meals

It is an important life skill to make smart food choices so that we can feel our best selves. In this lesson, students plan a nutritious meal in a classroom cookbook, practice making healthy food choices and set a short-term goal for eating healthier. They also make a healthy in-class snack together and monitor what they eat on a daily basis with their family. This encourages students to be self-reliant and reflect about what it takes to eat healthfully. Through discussions, students will use their personal experiences to address food choices and demonstrate critical thinking skills in decision making.

Unit #2 : Healthy Minds (4 weeks)

Subunit#3: Managing emotions

In order to truly be healthy, students need to understand how mental and physical health connect. Eating healthy foods and exercise are important but do little for us if we feel depressed, cannot manage emotions and stress, or don't have good relationships with friends and family. Exercising and eating properly do contribute to our health, of course, but true wellbeing stems from a sound mind as well as a sound body.

This subunit focuses on managing emotions in a healthy way and building resilience to stressful situations. Students learn that it is okay to feel many types of emotions, but it is how we handle the situation that matters. They also explore the idea that stress can be a good thing and is

a biological response that can help keep us safe. In addition, they explore the ideas: is there good and bad stress, what can I do if I'm feeling stressed, how and where can I seek help, and what are healthy and unhealthy ways of dealing with my emotions? These ideas are explored in a variety of different ways and are continually reinforced by the idea that they work best if we are also exercising and eating well too.

Lesson 5: Identifying emotions

Students are asked at the beginning of each lesson how they're feeling and how strongly (yellow, orange or red) as a warm-up question. Students create a "my feelings book" where they identify and draw different emotions. Students also practice problem solving through group discussion and role play and practice some tools to help manage emotions such as deep breathing techniques. Using the Second Step program, students watch videos of a stressful situation and see how the actress deals with her emotions in a positive way; the video also explores the physiological reaction our bodies have during stress through an animated cartoon. And finally, students practice filling out a daily wellness journal to monitor their emotions and write one nice thing about themselves and another classmate on paper to create a paper chain that represents working together and problem solving in class.

Lesson 6: Managing Stress and building resilience

This lesson begins with a cup stacking competition to simulate how we react to stressful situations. Students learn what stress is exactly, and how it affects the body and learn about fight, flight and freeze responses. This corresponds with a graphic organizer where students fill out all the possible reactions to a scary or stressful situation.

Students also learn about tools to mitigate the stress response such as yoga, meditation, chatting with a friend and exercise which reinforces the idea that how we treat our body helps

our mental health as well. Students make their own stress ball, and then once they've practiced all of the stress mitigation techniques, they record a video where they choose one of the techniques we learned to manage stress and create a video teaching it to another student in ASL. They also continue to monitor their feelings and emotions in journals.

Subunit#4: Maintaining Healthy relationships

In the final subunit of the curriculum, students learn how to create and maintain healthy relationships with themselves and others and how to build a growth mindset. The mindset and beliefs we hold about ourselves can affect our motivation, achievement and well-being (e.g., Dweck & Leggett, 1988; Hong et al., 1999). Having a fixed mindset is to believe that intelligence is fixed and unchangeable. A growth mindset is the belief that through effort, good strategies, input and mentoring from others, intelligence and skill can be developed. (Dweck, 2019). Students will see that they've monitored their exercise, nutrition and mental health and that will give them autonomy over their lives and actions. Students should walk away with the notion that good communication helps to build strong relationships and our behavior can positively or negatively affect the people around us. Students will consider many questions throughout this subunit including how their behavior affects themselves and others, what does it mean to be a good friend and why is self-care important.

Lesson 7: Building friendships

Communication is key in establishing trust and honesty. As part of mental health, students learn to think about the ways that we respond to circumstances, to people's behaviors, and how to express emotions and behave in ways that will foster emotional wellbeing. Just like we nurture our bodies, we also nurture our minds. Friendship nurtures the mind. Students explore the actions and behavior that make a good friend through different mediums such as art and

writing. Once students have a good idea of the qualities of a good friend, they complete the “order a friend” activity. Before they "order" the friend they will practice asking for three characteristics that you want in a true friend and give an example of each characteristic. They will practice signing clearly enough so that the salesperson will know exactly what kind of friend to send. They will fill out a written questionnaire that they will be able to “mail” to send off for a friend. They will also create one goal for the week to do something nice for another person.

Lesson 8: Establishing growth mindset

The final lesson of the curriculum explores how to build a growth mindset by taking a deep dive into the concept itself, exploring perseverance, being grateful for what we have and loving ourselves just as we are while still acknowledging that there is always room for growth. Students practice these concepts during an ASL read-aloud, multiple graphic organizers, practicing new self-care techniques and journaling. Journaling is especially important because it ties all the concepts from each lesson together. Students will see that they’ve monitored their exercise, nutrition and mental health and that will give them autonomy over their lives and actions.

Common Core Health standards (California Department of Education, 2019) Unit 1:

- 1.9.N Explain how both physical activity and eating habits can affect a person’s health.
- 6.1.N Set a short-term goal to choose healthy foods for snacks and meals.
- 6.2.N Set a short-term goal to participate daily in vigorous physical activity.
- 5.1.N Use a decision-making process to select healthy foods.
- 5.3.N Identify safe ways to increase physical activity.
- 7.5.N Participate in physical activities with friends and family.

Common Core Health standards (California Department of Education, 2019) **Unit 2:**

1.1.M Describe a variety of emotions.

1.8.M List healthy ways to express affection, love, friendship, and concern.

1.9.M Identify positive and negative ways of dealing with stress.

5.1.M Use a decision-making process for solving problems with peers and family members

6.1.M Describe how to make a commitment to be a good friend.

7.2.M Show respect for individual differences.

ASL Standards (Laurent Clerc National Deaf Education Center, 2021):

Production and Distribution of Published Signing: With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers.

Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.

Discourse and Presentation: Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

CCSS English Literacy Standards (California Department of Education, 2010):

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

VIII. EVALUATION PLAN

I collected a variety of student data to determine whether my curriculum goals (increasing vocabulary and content knowledge in ASL and English, practicing making good decisions and setting health and wellness goals) were successful. These include pre and post-tests, student videos, teacher observation and student artifacts. Having multiple forms of assessment shows student learning over time and helps to better determine if my students have met their learning goals, and how I can improve my curriculum in the future to facilitate learning.

Pre and Post Tests

To achieve my first curriculum goal: *“Increase vocabulary and content knowledge of mental, physical and emotional health concepts in both ASL and English”*, one evaluation technique is to conduct pre and post-tests in class. Some sample questions I will ask include “What do you know about health”, “Tell me a healthy food you like to eat and why is it healthy”, “What emotions can you list and how can you manage them in a healthy way”, “What can you do to exercise safely”, *etc.* If students can expand on their knowledge before and after the curriculum, using new knowledge of vocabulary and content, that will be a good way to determine their learning progress or where my curriculum could use improvement.

Student Videos

Student ASL videos posted on the app Flipgrid and Google Classroom will be used to create educational content by students to reach a wider audience. The goal will be to take information such as the three types of exercise (strength, aerobic, flexibility), exercising safely (drinking water, wearing appropriate clothes, warm-up and cool-down) and self-care techniques (meditation, breathing, talking to a friend or adult, hobbies) that students learn during class, and

create accessible content for children in ASL through video. Students will collaborate with classmates during this process to make these educational videos. This assessment/activity aligns with the ASL standard *“With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers.”* Students will use teacher scaffolding and checklists to complete this task and will be assessed based on a checklist and rubric.

Teacher Observation

Teacher observation is a natural way to record student progress throughout the curriculum in regards to vocabulary and content retention and classroom participation. I will take daily detailed notes/anecdotes on student progress throughout the curriculum in regards to their classroom participation, how students collaborate and communicate together, their understanding of content and vocabulary as well as a self-evaluation of my lessons. One of the focal points of unit two is building a strong classroom community. Using detailed observations of student interaction and decision-making processes will also be a good way to monitor the second curriculum goal, *“Practice critical thinking skills (evaluating, reflecting, comparing and contrasting) to manage nutritional, emotional and physical balance in a safe manner.”*

Student Artifacts

Student artifacts are an important tool to assess learning in regards to their understanding of content, use of language in both ASL and English and participation in lessons. In each subunit of the curriculum there are numerous opportunities to collect student artifacts as well as language samples in ASL and English related to the lessons. In unit one, to address body health, students will complete numerous nutrition and exercise goals in English, and then will document their goals using ASL videos. Some other major opportunities to collect student artifacts include 1)

Student journaling; 2) completion of a class cookbook where each student will interview their parents and cook a healthy dish together with a recipe to be shared with the whole class (this will be a great way to discuss different cultural backgrounds and diets); 3) "order" a true friend in ASL and English from a catalog; and 4) create online self-care tips for other Deaf students.

Throughout the curriculum students will keep health journals in which they store important information in English, address a variety of daily questions, monitor their physical and mental health goals and evaluate their progress. This technique is a great way to check-in with students on a regular basis and aligns with my third curriculum goal (*Set physical, mental and emotional health goals and evaluate progress through written reflections in journals and ASL videos*). Students will have a wellness journal checklist to keep them on track that includes organization and consistency of writing English, but I will not be grading based on their writing or grammar abilities because I want students to focus on the benefits that daily journaling can have on our lives. Sentence frames will be provided to assist with English syntax. The journal will be used throughout both units to track fitness, nutrition and emotional wellness.

During the Friend Order Activity, students will recall information we learned in class about the qualities of being a good friend and the characteristics of a friend that were listed on a friendship web. Before they "order" the friend they will practice asking for three characteristics that you want in a true friend and giving an example of each characteristic. They will practice signing clearly enough so that the salesperson will know exactly what kind of friend to send. Then they will "mail" a letter to a friend in class or at school explaining what qualities they have that make them a great friend

During self-care tips and how to care for the mind, students will explore various self-care techniques through a pre-selected website and will personally choose one or two self-care

routines to practice and share with a family member or friend. They will document their emotional outcomes from doing this activity in journals and through ASL videos.

IX. REPORT ON CURRICULUM IMPLEMENTATION

I implemented my curriculum at the Washington School for the Deaf (WSD) in Vancouver, Washington from May 4, 2021 through June 10, 2021 in a 4th grade, in-person classroom. The students transitioned just one week prior to my arrival from fully remote classes to fully in-person due to Covid-19. Prior to this they had been attending remote classes since April of 2020. WSD was a wonderful setting to gain more experience as a teacher of D/HH students. It is a Deaf residential school with many Deaf faculty. Some of the student population stays in on-campus dorms or “cottages”, and there is also an option for students to commute to school from their family home. WSD serves students in Pre-K through 12th grade. Although this is a large age range the school itself is relatively small with less than 300 staff and students. The Washington School for the Deaf is the state of Washington’s only ASL-English bilingual school for D/HH students and serves students from all over the state. Their mission as a school is “Bilingual Empowered-Successful for Today and Tomorrow” and they believe that their students can be successful in both the hearing and Deaf worlds. I feel truly lucky to have worked at WSD with many wonderful members of the Deaf community and I received invaluable experience and feedback about how to best serve our D/HH students.

Overall Classroom Description

During my student teaching at WSD, I was placed with a group of eight 4th grade students all of whom had varying backgrounds and needs. Two of my students came from families with hearing parents, and six of my students have at least one Deaf parent or guardian who signs at home. One student stayed in the residential housing while the other seven students

commuted to schools on the bus or by other arrangements. In addition, I had one student who was adopted from China at the age of four, with severe language delays and cerebral palsy. This student used a walker or wheelchair to get around the campus and had a 1:1 aide at all times. I taught two students on the autism spectrum, one of whom also had explosive behavior tendencies. This student also had a 1:1 aide at all times, and only attended school on Tuesdays, Thursdays and Fridays from 8:00-11:30am for the majority of the year. Because of this early release time, this student was unable to participate in the health curriculum which I taught from 12:15-1:20pm. There was also a variety of hearing levels in class from fully Deaf to hard of hearing with cochlear implants or hearing aids. Some students benefited from speech therapy 1-2x's per week while others did not take any speech therapy. Both my cooperating teacher and the classroom teaching assistants were Deaf as well. I taught the students my health curriculum on Tuesdays, Wednesdays and Thursdays. I did not teach health lessons on Monday and Friday because they had an hour-long session with the counselor on Mondays, and early release on Fridays. The daily classroom routine was as follows:

Table 1.1 Classroom Routine

| | |
|-----------------|-------------|
| Calendar | 8:20-8:40 |
| Math | 8:40-9:30 |
| Recess/snack | 9:30-10:00 |
| ASL | 10:00-10:45 |
| Reading/Writing | 10:45-11:40 |
| Lunch | 11:40-12:15 |
| Health | 12:15-1:10 |
| Science/Art | 1:10-2:00 |
| PE | 2:00-3:00 |

Modifications to Curriculum

Originally, I had planned to teach my curriculum over an 8-10 week period in a 1st or 2nd grade classroom using hybrid or remote learning. Due to circumstances with the pandemic Covid-19, I wasn't sure until one week beforehand whether I would be placed in-person, remotely or have a class to teach at all. In the event that I did not have a class to teach, my plan was to create a comprehensive online website detailing my health curriculum that could be accessed by teachers, parents and students. Luckily, this was not the case and I did have the opportunity to teach in-person.

Being unsure of exactly who and where I was going to teach for the majority of my planning quarter did make it difficult to match the curriculum to best meet the needs of my students before entering the classroom. Although I did compile 8 lesson plans during my Fall quarter, they were originally for a 1st or 2nd grade age group using a remote or hybrid classroom. I was also planning on making video modules of my lessons to post online so that students learning remotely could access them at any time. Once I knew that I would be in-person and would be teaching a 4th grade level rather than 1st/2nd, I decided to forego this idea and focus more on what I was doing in person rather than the online resources. I did start to modify some of my previously finished lesson plans before entering the classroom, but the majority of the changes I made to my curriculum were during the school year while I was student teaching. Again, this was due to time constraints. Entering the classroom with my curriculum still needing modification was a huge learning experience for me. Although I did try to prepare as much as I could ahead of time, I often found myself adapting my lesson plans the evening before teaching or even the day of. I acknowledge that this is not an ideal situation to find yourself in, but teachers often have to work under similar (sometimes strenuous) situations. Therefore, many

modifications were made as I taught the curriculum to better serve in-person learning at a 4th grade level. I also had to change my curriculum due to time restraints related to Covid. I started student teaching later than a “normal year”, and I was only able to do 3 hour long lessons a week. Because of this, I was not able to teach the entirety of my curriculum; the last lesson I taught was unit 2, lesson 5: Managing Emotions. We did not get to the stress and resilience, building friendships or growth mindset lessons. In my lesson plans I kept some activities geared towards younger students but made modifications for students in the classroom with different learning levels based on their IEP goals. The lesson plans detailed in Appendix A include some of the original lessons I created as well as lessons and materials for older students as well.

Some specific modifications I made throughout the curriculum included condensing my first two exercise lessons into one unit (focusing more on how exercise affects the body and different kinds of exercise rather than exercising safely). I made this choice because my students already had a good grasp on how to exercise safely and not so much on the physiological effects of exercise on the body and the vocabulary related to exercise. I covered topics as was originally planned during the nutrition unit, but a bit more in depth and again, focusing more on advanced vocabulary related to nutrition at a 4th grade level. We did not complete the classroom cookbook project because I decided to spend additional time discussing food groups, macronutrients (carbohydrate, protein, fat) and food labels. In addition, some of my students lived on campus during the week and would not have been able to do a parent interview. Other than sending a general letter to parents about my curriculum at the beginning of the year, I did not communicate with students’ family members due to the school’s privacy policy. This was unfortunate because it limited my ability to tap into the funds of knowledge from family members of my students. To replace this activity, we did a number of activities involving food labels, including a graphing

activity to evaluate the protein, sugar, calories and fat in different kinds of snacks and how they compare health-wise.

Day by day account of lesson implementation

The following entries are a detailed day-by-day account of my lesson implementation in the classroom from May 4th to June 9th. I used this same format to type my reflections every afternoon after class was finished. My classroom teacher and I shared a Google document so that we could read our reflections from the lesson that day and communicate in the document. The information in the following tables discuss which lessons and activities I covered that day with students as well as classroom teacher feedback and my own reflections about what went well and where I could improve the lesson in the future. I used student initials to safeguard student confidentiality. The lessons were designed to take about one week each, which is why a single lesson will be covered over multiple days.

| Date & Time | Introduction Lesson: All about me |
|--|--|
| May 4th, Tuesday 12:15-1:10p | Students answered the question “What does health look and feel like.” Some responses included drinking water, eating vegetables and fruit, sleeping, and exercise. I showed them different pictures such as meditation, art, a glass of water etc. and they participated in a discussion about why one or another of these pictures might be related to health. They sorted the same pictures I showed them into two categories: physical and mental health. There was good debate about whether something like art or meditation or playing with friends belongs in both categories. Students recognized that there was an overlap between many actions we can take to improve our health, and thus mental and physical health are connected. Students then completed an All About Me activity. They drew a self-portrait and had the option to use different cutouts to make a collage depicting their favorite interests. Some of the prompts I used to guide this activity included discussing their favorite foods, games, tv shows, place, person, animal and books. |
| What went well: The students seemed to enjoy the “All about me” activity. I liked to see their different interpretations of the assignment. | |

Having students come up to the board for everyone to see and contribute worked well in getting them engaged in the topic.

How would you improve this lesson the next time you teach it? (self-reflections)

I think I did a good job of getting student engagement during group discussions, but I want to make sure that KK is participating, paying attention and contributing as much as the other students. I would like to incorporate more partner chats as well.
Time management is tough because the hour goes by very quickly.

What would you do next? (planning)

The next lesson will introduce why exercise is important in our lives including the effect exercise has on the body and how it can even improve our mood. This ties in with the idea that physical and mental health are connected.

Cooperative Teacher feedback:

Good intro, good presence among students. The KWL style opening hooked students. Consider writing a little bigger. KK's contribution of "bread" was valid- she thinks in more concrete terms. For her, eating bread is part of health, just like OC's contribution of "water". The students are engaged in your lesson. Good mix of traditional lecture format and student activity. Your lecture was interactive- students guided the lecture. Instructional pace was good- a bit hurried at the outset. After students contribute to the KWL, review the K part before moving on. Also make sure you never reject student contributions to KWL.

| Date & Time | Lesson # 1: Why is exercise Important? (Day 1) |
|--|---|
| May 5th, Wednesday 12:15-1:10p | <p>Lesson Objective: Students will identify how exercise positively affects the body based on the completion of a "before and after" exercise activity and a journal entry</p> <p>Today's lesson started with a review of physical and mental health, as well as an exercise activity. Four students raised their hands and shared different examples of physical health (eating and exercise) and mental health (if you feel happy or sad). They evaluated how they felt before and after exercise (we did running in place, jumping jacks, desk pushups and stretching). The students overall agreed that they feel more positive and ready to learn after exercising. We did a read aloud of part of the book "How does soap clean your hands? The science behind healthy habits" by Madeleine Hayes and students answered the question "how does exercise help the body" in their journals.</p> |

What went well:

The kids enjoyed the exercise activity getting them active, and I tried to make sure that KK participated although she needed some modifications on the exercises due to her physical challenges. The students overall agreed that they feel more positive and ready to learn after exercising.

How would you improve this lesson the next time you teach it? (self-reflections)

The read aloud was tricky because the students had to stay 3-6 ft apart due to the Covid-19 pandemic, and it was challenging to engage them with the book. I displayed the book in a semicircle with students sitting 3 feet apart from me and one another on the floor. Next time I will probably try to record ahead of time on video with the text for them to read independently or watch the ASL translation or split them into groups and have the others do an independent activity.

It seemed that the students understood the concept of the different ways that exercise affects the body, but when it came time for a written response in the journal, I think the students had a hard time responding to the question "How does exercise help the body?" This could be because they seemed distracted that it was recess after the lesson, and it was a written/lecture activity. Next time I will try to put the more active part of the lesson in the middle rather than at the beginning to try to get some of their energy out.

What would you do next? (planning)

Review how exercise helps the body because students still seem to have trouble answering this question accurately. Begin to introduce different types of exercise and how each helps our bodies differently.

Cooperative Teacher feedback:

I noticed that you checked the pulse of the room when students arrived. That's good
You led the students in their notebook activity- taping the front of the notebooks onto their health journals. Students enjoyed this activity. You walked near students who were off-task and they returned to their tasks without being prompted.

For your slideshow, good use of visuals to scaffold the discussion. Visuals help students build understanding. Good choice in your use of visuals here.

For the weight loss slides, consider using what fitness looks like in different sizes. It is possible for instance, to be overweight but fit. Some people are naturally big but can easily outperform another of a smaller stature on a sports field.

Good use of journal writing for the students - the prompts keep students on task in their writing.

| | |
|---|--|
| Date & Time | Lesson 1: Why is exercise important? (Day 2) |
| <p>May 6th, Thursday</p> <p>12:15-1:10p</p> | <p>Lesson Objective: Students become introduced to new vocabulary words “aerobic, strength, stretch”, practice these exercises outside and learn how much exercise we need every day to stay healthy</p> <p>The question of the day was “how much should we exercise every day.” Responses ranged from 30 minutes to 4 hours. Students learned the correct response was 1 hour. Next I played the Nancy Walsh exercise video. Nancy is a member of the Deaf community and regularly completes running challenges in San Diego as well as running competitions. She talked about how exercise affects her life, why she loves it and why she encourages her family and friends to exercise. The kids thought seeing her medals was very cool, and one student even mentioned that she didn’t know Deaf people could run that fast. The Deaf teacher and teachers’ aides and the other students explained why this is false and gave their own anecdotes about Deaf athletes. This was a good opportunity to build self-esteem for the students in the class. Next the students and I went outside and I showed them a paper with different examples of aerobic, strength and stretch exercise and pictures of how they help our bodies. The students physically practiced each type of exercise on the grass outside.</p> |
| <p>What went well:</p> <p>I thought the intro question and response went well. I’ll try to do a question of the day every lesson to get the students into the routine and elicit background knowledge about the topic of the day. The students seemed to enjoy the video by Nancy Walsh that I played for them and seeing an example of a Deaf athlete.</p> <p>OC guessed that we need 4 hours of exercise a day, which was an outlier from the rest of the group who all guessed 30 minutes. This was a good teaching moment because it taught OC to pay attention to what other students were sharing and whether her answer seemed like a reasonable guess or an extreme response.</p> | |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <p>I think the concepts of “aerobic, strength and stretching” did sink in because they got to practice them, but I think it would be good to start with visual examples first. In addition, bringing some type of item that KK can use to strengthen her upper body would have been a useful way to keep her involved. Classroom management was tough today, because I decided to take the group outside. A lot of time was spent trying to get everyone’s attention. I will try to set up ground rules more clearly ahead of time to limit time-wasting distractions.</p> | |
| <p>What would you do next? (planning)</p> <p>Continue reviewing and practicing aerobic strength and stretch exercises and begin to discuss goal setting.</p> | |

Cooperative Teacher feedback:

You started the lesson with a “question of the day.” Soliciting feedback from the students on their answers gives good insight to what they are thinking. Showing the answer on the smartboard helps students reframe their thinking on the topic. OC’s answer for example, was an outlier compared to the rest of the group. Seeing the answer of “1 hour per day” for exercise helped OC re-frame her thinking and to ground her thinking on the topic.

Think ahead in advance on strategies you can use to divert OC when she is obsessing about a particular outcome she wants. When the outcome of an event does not align with OC’s desires, she will enter a state of upset and remain there.

I noticed you moved DJ to help other students stay on task. Good strategy. I recommend first supporting the three categories of exercise with visual examples of each category.

Strength: Visual example #1 Visual example #2 Visual example #3 Visual example #4
Acrobatic: Visual example #1 Visual example #2 Visual example #3 Visual example #4
Stretch: Visual example #1 Visual example #2 Visual example #3 Visual example #4

| Date & Time | Lesson #1 Why is Exercise Important (Day 3) |
|---------------------------------------|---|
| May 11, Tuesday 12:15-1:10p | <p>Lesson Objective: Students will be able to set one short term fitness goal for the week including name of exercise, type (strength, aerobic, stretch), repetition, frequency of activity and duration in English based on the completion of a fitness log</p> <p>Today we started with a student-led stretch routine, and I asked students the question, “what is a goal?” Students stated, “something you do every day, something you want, something you want to work for.” I agreed and stated that a goal is something we work towards every day and gave examples such as good grades, saving money, eating healthy, exercise everyday etc.</p> <p>I asked students how they might go about setting a goal. Students said you think about it and just do it. I responded that to set a goal, you need to think about what you want to do and how often. You work every day to achieve your goal and you need to monitor and keep track of your goals.</p> <p>Passed out exercise/ vocabulary handout sheet.</p> <p>Modeled setting one exercise goal. Example: I will do 20 squats (strength) every night for one week. I made sure to let students know that they will be picking 3 exercises to practice this week, one of each type of exercise (aerobic, strength, flexibility). Students pasted their goals into their health journal, and I walked around the class assisting as necessary.</p> |

What went well:

The five-minute exercise routine went well, the students seemed to stay on task better when they know what the plan is for the day ahead of time. The students did a good job of summarizing the idea of a goal and providing examples of goals. This seemed to be something they were interested in, especially TG. The pictures in the slides helped solidify the idea.

How would you improve this lesson the next time you teach it? (self-reflections)

KK still did not want to participate in the warmup exercise but she will with encouragement from the CT and Aide. I'm trying to get her to participate more by involving her in choosing the exercises. When I was signing about exercise goals, I could have used more clear vocabulary and concepts. Specify with examples.. Tomorrow when we do the Flipgrid I will be sure to be clearer about ideas like repetition and duration. I also see how KK would have benefited from breaking apart the worksheet into smaller parts, and providing more visual aids, while other students seemed to like the challenge of the worksheet I handed out.

What would you do next? (planning)

Students record their Flipgrid goal for exercise videos.

Cooperative Teacher feedback:

You opened with a daily question- what is a goal? Students presented in front of the classroom what they thought a goal was. I hope to see some concrete examples of goals in the next slides you show to class- this will help students visualize what a goal is and help them understand how they might come up with goals of their own in everyday life or in fitness. Consider modifying the exercise goals so that concepts are focused on. For example,

Repetition (how many times) can be signed as "REPEAT, YES NO?" You signed "HOW MANY TIMES" which follows English order.

The handout to the class aligns with the lesson. I would consider incorporating the visual poster onto the handout itself. For example, students can circle the exercise itself on the visual instead of circling the kind of exercise and writing the name out. Integrating the visual poster into the handout would be a good way to reduce the cognitive load on students like KK.

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| Date & Time | Lesson #1 Why is Exercise Important? (Day 4) |
| <p>May 12, Wednesday</p> <p>12:15-1:10p</p> | <p>Lesson Objective: Students sign their exercise goals on Flipgrid including name of exercise, type (strength, aerobic, stretch), repetition, frequency of activity and duration in ASL</p> <p>Started with a student-led exercise routine. Students used Flipgrid to record a video signing their 3 exercise goals. They were to include the name of the exercise, whether it is aerobic, stretch or strength, how many repetitions or duration, and how often. I modeled my video as an example. They were given the goals they wrote yesterday as a guide (25 minutes)</p> <p>Reviewed Flip Grid videos as a class. Gave positive feedback throughout and areas to improve in regards to limiting distractions when recording a video such as avoiding filters, signing so we can see clearly and not being up against a brightly lit backdrop. I gave the students an option whether they wanted to play their video or not, in case anyone felt embarrassed to watch their video with the class. Most of the students chose to watch their video with the class (15 minutes)</p> |
| <p>What went well:</p> <p>Today I saw a lot of improvement with KK and wanted to participate in the exercise routine. I'm trying to incorporate more exercises that she feels motivated to do.</p> <p>OC was having an issue before class and did not want to participate in the exercise routine. I was a little bit distracted and did not talk to her about her behavior, so in the future if I see a situation like that I will try to pause and figure out what's going on. Later, Tay and I had a discussion with OC about how having a positive attitude spreads and having a negative attitude spreads to other students as well. She agreed that in the future she wants to have a more positive attitude and participate so she doesn't miss out on fun activities.</p> <p>The kids really enjoyed making the Flipgrid videos. It was a good trial run and they responded well to the example video I made. They mostly addressed the prompt that I asked, although one student did sign a goal that was not achievable (30 hours of pushups a week). This led to a short class discussion about setting goals that are impossible to succeed, too easy, or the right amount of challenge.</p> <p>We also watched the videos as a class which was really fun. I agree I'm glad that I got to feature KK's work, she seemed really happy to see her video up there and she did a good job of signing about her goals.</p> | |

How would you improve this lesson the next time you teach it? (self-reflections)

In the future I want to set some base rules for Flipgrid such as avoiding filters that make it hard to see signing, filters that don't really match the theme of the video (such as a breaking news filter), setting a time limit and not uploading more than one video or if you do, deleting the old one so it's not confusing which video is the submission.

What would you do next? (planning) post-assessment quiz and body read aloud / review

Cooperative Teacher feedback:

The opening exercise routine is a good way to set up the remainder of the afternoon. Give some thought to how you might support OC- she does tend to refuse to do things she doesn't like. How can you provide positive feedback to OC from here on, so she is inclined/motivated to participate in the warm-up exercises?

The video you showed to the class- your 3 exercises is a good hook. Students were all engaged when you showed the video. Think about using this strategy in the future- how can you show videos as a hook in your lessons?

When you asked students to get their iPads, you actually signed "BRING IPADS", at first I thought you were getting ready to go outside. You should sign "IPAD GET", "IPAD" or, "IPAD WHERE?"

Good use of Flipgrid in the classroom. The students responded really well to your use of this tool in the classroom. Now that students have submitted their videos, you may want to think about laying some ground rules for the next Flipgrid submission. Think about the following:

1. Use of filters
2. Time duration

Typically, low language students tend to have the longest videos, while high language students will have the shortest. This seems odd as one would expect it to be the other way around. I've found that the students with low language tend to use fillers, or their use of language is repetitive.

KK in particular, had a good submission today. Her work is rarely featured in front of the class, and your use of her video is an excellent means of boosting her confidence. It will also help her transition to CALP from BICS in the ASL domain.

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| Date & Time | Lesson #1 Why is Exercise Important? (Day 5) |
| 12:15-1:10p | <p>Lesson Objective: Students take a post-test to assess their learning overtime throughout lesson 1</p> <p>Started with a student led stretch/exercise routine (5 minutes)</p> <p>Inside the Body read aloud (15-20 minutes)</p> <p>*Students broke up into two small groups. One group completed the post assessment quiz first, while the other sat at a table with me for the read aloud. This was to keep distractions and chatter down while we're going through the book. This book is cool because it shows a detailed example of the different body systems and you can lift different flaps to see the organs and interesting facts about them. Unfortunately, students couldn't actually touch the book, so I lifted the flaps for them which we established ahead of time due to Covid. I laid the book flat and had them look at the photos / pointed out important details and then look at me while I signed.</p> <p>Points of interest we discussed:</p> <ul style="list-style-type: none"> ● Muscles help support our body, lift, run, jump etc. Strength exercises help our muscles grow strong and stretching helps them become more flexible, and prevent injury ● Bones help support our body and healthy eating and exercise make them stronger. Without bones we wouldn't be able to move or stand ● Heart and lungs help pump blood and breath. Aerobic exercise helps our heart and lungs to run better and more efficiently. ● Our brain is important because it tells our body what to do. It controls our emotions and good decision making. We can support our brain and emotional wellbeing by exercising, eating well, sleeping and practicing self-care <p>Pass out post-assessment quiz. Explained that this is not something you should be nervous about but rather, this is a way to find out if I was teaching effectively or not and what you all have learned. (10 minutes)</p> |

What went well:

The read-aloud was a fun way to sum up the exercise unit because we looked at muscles, skeleton organs etc. and I was able to ask them how exercise affects these different parts of the body. They were interested, if not a little grossed out by the book so that was fun!

How would you improve this lesson the next time you teach it? (self-reflections)

Issues with behavior during the read aloud caused it to take longer than I wanted because I didn't set up expectations before. Next time I will review raising your hand before sharing, keeping hands/body to ourselves and will stick to a script more.

Based on the post-assessment, some students understood the concepts better than others but for the most part the students did relatively well. There was some confusion about whether an exercise is aerobic or strength. DJ particularly didn't seem to understand the difference, so I will review with him privately. In addition, I think the wording of the question "how does exercise help the body" was confusing for students. Many answered with "drink water" or "exercise everyday". They know that these things are healthy habits but I was looking for answers like "more energy or better mood." It could be the way I asked the questions.

Cooperative Teacher feedback:

You paused your lesson so that KK could go to the bathroom. Although you did do at my behest, it was the right decision to make sure that KK isn't engaging in avoidance behaviors.

When you grouped the students off, that worked well to help Nikki and I provide 1:1 support for the students who needed it the most. The worksheet that you handed out to the class is a good formative assessment. The visuals on the right hand side of the form do help students identify the category of the exercise. Had you asked students to list examples of aerobic exercises, stretch exercises, and strength exercises, that would not have been as successful.

Here my notes skip from lesson 1 to lesson 3 because I decided that due to time constraints, and because lesson 2 covers exercising safely which is a concept my students had already discussed in their PE classes, we should push forward to the nutrition section of my curriculum.

| Date & Time | Lesson #3 Monitoring Food (Day 1) |
|---|--|
| 5/18/2021 12:15-1:10 | <p>Lesson Objective: Introduction to Nutrition unit with a pre-assessment Kahoot game</p> <p>7 students</p> <p>We started by going around the class naming our favorite foods. Most of the students chose candy as their favorite. 5 minute exercise warm-up. Students took turns picking an exercise. Next I asked what the class already knows about nutrition. Answer: it means to eat healthy foods so you don't feel sick or tired and you have energy. There were three different meals on the slide and they picked the one that looked best to them. The rest of the class was spent doing an 11 question Kahoot pre-assessment. Students had fun, and I tried to emphasize that this is just a pre-assessment and they haven't learned all of this information yet.</p> |
| <p>What went well:</p> <p>Students enjoyed the Kahoot</p> <p>Students expect and look forward to the routine of 5 minute exercise warmup.</p> | |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <p>Some of the Kahoot questions were unclear due to my signing or word choice of "we should never eat unhealthy foods" which includes a double negative</p> <p>The opening discussion didn't really connect to the rest of the lesson (what is your favorite food)</p> <p>Warm-up exercise routine is still a bit unorganized because I don't have a list of exercises to choose from and KK goes back and forth between being willing to participate or not.</p> <p>I would like to make sure I am more intentional when having group discussions, that the chat relates to the lesson and does not go off topic. It is easy for the students to get excited when they see an interesting picture and to just start chatting about it, rather than staying on task. Also make sure side conversations aren't distracting from the main conversation.</p> <p>I would be more careful with confusing word/sign choices (we should never eat unhealthy foods). I want to make sure that the students (especially KK) aren't choosing wrong answers because I was not signing clearly.</p> | |

What would you do next? (planning)

When I see conversation start to stray, redirect students back to the point of the lesson. Have a very clear idea of what the point of the lesson is by keeping a lesson plan on hand. Have a “talking object” to keep the flow of conversation organized or use moose hands to direct attention back to me. Always make sure there’s a point to the discussion at hand and not just unrelated chatter or filler time.

Incorporate more upper body exercises for KK’s benefit and have a list of exercise options to choose from.

Be more intentional of IEP goals for students, specifically those with higher needs such as KK.(what in particular?)

Practice signing vocabulary and concepts before teaching so I am more confident and able to communicate clearly.

Cooperative Teacher feedback:

When you lead the exercise warm-up period, think about how you can involve KK more so. Letting her pick an exercise is a good option, as you did last week. Think about how you can use more upper body exercises that are more inclusive for KK.

Kahoot exercise:

Consider the learning target- what is the learning target for this particular lesson? What are students expected to know? Some of the vocabulary has not been introduced yet, such as calories and food groups. Do students know what these terms mean? Make sure you introduce those terms. If this is intended as a pre-assessment, with the plan of introducing the terms during the lesson, then that would be sufficient.

When you tell KK your best guess, consider using the “4” classifier to present the options in ASL.

Loved the idea of students taking turns coming up with different exercise activities to do together. Excellent incorporation of stretch, aerobic and strength activities. I would recommend having different activities reviewed with the students in both ASL/English and categorically post the visuals on the wall for them to remember the three different exercises. (Maybe color code them to differentiate them)

The introduction to the lesson was good in that you engaged in their interests (what is their favorite food) If this was a preliminary assessment question, asking them to imagine having our food selection for breakfast, for lunch and for dinner, how the selection (candy for example) could affect one’s health? could we survive on that selection alone? This in depth discussion would have certainly gotten the students engaged in a critical thinking mode and to evaluate how our bodies need the right types of fuel to feel good and feel full.

The Kahoot pre-assessment was a great strategy to get the students actively involved (great

choice!) Signing the directions clearly in ASL would be helpful (ask an aide or a more proficient signer to double check the questions) prior to the activity to ensure that comprehension was not an issue. There were a few translation mishaps which made it difficult for the students who needed to process the questions and provide quick answers. KK struggled to see the print and may or may not be familiar with the terms. Making the Kahoot print bigger would help alleviate access particularly for those with visual challenges.

Making sure the information is delivered clearly will help the competitive nature of the game to be fair. You have to decide if you want to sign or fingerspell the answers (in pre-assessment, we tend to fingerspell to see if they know the sign equivalent) You may want to fingerspell/sign the words in association with the color of the box as a review strategy to help students pay attention. It would be important to verify if time manipulation/extension can be done through Kahoots as an accommodation. If not this could be the downside aspect of the program (always good to contact the owner of Kahoots and find out).

| Date & Time | Lesson #3 Monitoring Food (Day 2) |
|----------------------|---|
| 5/19/21 1:20-2:00 | <p>Lesson Objective: Introduce vocabulary balanced vs unbalanced, fruits, vegetables, dairy, protein, grain</p> <p>Today we started with a 5 minute group stretch, but this time I had a visual guide on the board that students could choose from to help pick a stretch. This improved the overall focus of the activity. Next, I asked the question, “what would happen if we ate candy for breakfast, lunch and dinner.” This related to our “what is your favorite food” activity because many of the students had said candy. Some responses were, “it would make you sick”, “you could get fat”, and KK responded with “you can have a little candy but not too much.” That was a good segway to talk about balanced and unbalanced meals. In order to introduce this idea, I went over different kinds of proteins, fruits, veggies, grains and dairy. Students examined the pictures on each slide and they were very curious about foods they had never seen before. They also wanted to share which food items on the slides were their favorites. One of the students came up to the front of the board and helped me lead the discussion about different types of food. The discussion did get a little bit out of hand at one point, because it started to become focused more on the pictures and less on the idea that the foods were types of grain, protein, dairy etc.</p> |

What went well:

- Relating the question of the day to the discussion from the previous afternoon helped engage students.
- Students really liked looking at the slides of food and seeing what different types of food are considered protein, grain etc. they were especially curious about foods they've never seen before.
- Using a visual guide for the warm-up exercise helped keep students on track.
- I used one student's knowledge of tofu to chat about what it means to be a vegetarian (his dad is a vegetarian).

How would you improve this lesson the next time you teach it? (self-reflections)

- Discussion was a bit scattered at some points, and it was hard to focus on vocabulary as much as I would have liked. For instance, students became fixated on identifying foods they'd never seen before and a lot of time was spent trying to point out in the picture the foods they found interesting. It took me a bit to notice this, but students were pointing at the picture rather than using shape, size, color etc. to describe the foods they were looking at. This could have been a teaching moment earlier on that they can use their language skills to communicate more clearly with one another.
- I would have more concrete talking points ahead of time to guide discussion.
- Take time to think about how other subjects (what they're learning in their ASL class about CL) could apply to the lesson I'm teaching. Also draw more from background knowledge
- Have an activity that corresponds with the discussion that could be completed in real time rather than after the fact.

What would you do next? (planning)

- Provide KK with more concrete questions to guide her in discussion rather than an open-ended talk
- Relate their fascination with new types of food to guide the class. Can you cook or plan a recipe you've never tried before? Is there a type of food around the world you're curious or interested about? What types of diets might be different from yours?
- Create a concrete/tangible poster for the class to refer back to so that they can review the different food groups.

Cooperative Teacher feedback: 1:20

Heath class: I noticed KK was laughing during the lecture- she is daydreaming and laughing about what she is daydreaming about. If you noticed this, it would be a good strategy to redirect her attention by prompting her about the topic of discussion- a closed-ended question would accomplish this task- NOT an open-ended question.

KY does tend to point at what is referring to, as do other students. If and when this occurs, ask the student to describe what they are looking at. KY does not know how to spell papaya which

is why he is pointing but he needs to work on the skill of describing what he is looking at.

Supervisor suggestion: Have the students be given different cards in real life first of different foods and they are given the task to categorize based on the food types. You could time them, they will have to either guess which card goes in which category, then once completed they would share why they thought it belonged to that category. Only then can you share the ppt slide and see who has which item and ask them which category, then you get to control the conversations by switching to the next slide. Always good to join in the fascination and acknowledge their remarks.

| Date & Time | Lesson#3 Monitoring Food (Day 3) |
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| 5/25/2021 12:15-1:00 | <p>Lesson Objective: Students will correctly identify fruits, vegetables, protein, carbs and dairy and will create one balanced meal idea based on a journal activity and an uploaded video to Flipgrid</p> <p>Start again with a 5 minute stretch with a visual guide of exercises. Students take turns picking one exercise for the group to do. Then the class reviews different examples of what a healthy and balanced vs. unbalanced meal looks like. Show examples of pictures found online as well as a picture of the MyPlate worksheet and pictures of student's school lunches that show what a balanced meal looks like. Compare it with the photo of candy and sweets piled on the plate. Students receive the MyPlate worksheet and create one healthy meal using the graphics provided on to correctly categorize the foods into food groups.</p> |
| <p>What went well:</p> <ul style="list-style-type: none"> ● Connected the nutrition lesson to real-life examples of what the students are eating at lunch ● Doing the MyPlate food sorting activity gave me a good idea of where students are getting confused about the differences between fruits/veggies/grain etc. | |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <ul style="list-style-type: none"> ● I need to be careful to give more explicit instructions before passing out work. Students tend to not fully understand the directions and once the materials are handed out it's hard to give them more explicit directions. For example, rather than pasting one or two photos to show a visual example of a healthy and balanced meal, students sorted and glued all of the photos into the food group categories. This did however provide some insight for me to plan my next lesson. | |

- Physically go through the steps of completing the activity with students before passing out work.
- Review all vocabulary beforehand

What would you do next? (planning)

- Print a big visual example of the different food groups to hang in the classroom
- Make sure students really understand vocabulary such as balanced and unbalanced plate before moving on to the activity
- Show students how I would go about planning a healthy meal

Cooperative Teacher feedback:

The exercise warm up today was more inclusive for KK. Good strategy on your part. Students were able to choose which exercises to do. This is good for boosting student participation in the lesson.

Your sign for ATTENTION TO STUDENT is a bit confusing because you seem to direct it to yourself. I'll discuss this with you after the lesson (directional verbs).

Consider expanding the definition of grains, fruits, vegetables, and protein with visual examples before introducing the what's on my plate segment of the lesson so that students have a better idea of what a balanced plate looks like as opposed to an unbalanced plate.

You showed a slide with visuals of a diary in response to RS's question. Consider moving the slides with the food groups to the beginning of the presentation so students have a visual reference in their understanding when you teach about balanced meals.

When you asked the class whether you had questions- give students a little more time to determine whether they have questions or not.

| Date & Time | Lesson#3 Monitoring Food (Day 4) |
|-------------------------|---|
| 5/26/2021 12:15-1:00 | <p>Lesson Objective: Students will correctly identify fruits, vegetables, protein, carbs and dairy and will create one balanced meal idea based on a journal activity and an uploaded video to Flipgrid</p> <p>Student-led group stretch with stretching chart for reference. Review the food groups using the big poster I printed out and keep in the students' line of sight throughout the whole lesson. Based on yesterday's lesson, I determined we needed to physically sort food as a whole class, so I used a game on the MyPlate website to have students take turns determining the food group</p> |

Post a photo of MyPlate on Google slides and review again what a balanced meal looks like (it has fruits, veggies, carbs and protein). Call on students to choose one example from each category and physically paste the photo onto MyPlate. At the end, express how delicious this meal looks and that it is a great example of a healthy meal.

Next go into SeeSaw and say that it is their turn to create a balanced meal, uploading pictures of their favorite foods that they find on the internet, or they can draw them as well. Students grab iPads and get to work in SeeSaw.

What went well:

- Much better modeling of activities and expectations for the lesson
- The students responded well to having a physical food group chart in the classroom
- Students were engaged and enjoyed the use of technology during the lesson

Students noticed that a food such as sushi or spaghetti might fit into multiple food categories

How would you improve this lesson the next time you teach it? (self-reflections)

- Some problems using Seesaw. Students were only able to save and post one picture from the internet, so we weren't able to finish the activity this afternoon
- KK did have some trouble finding pictures she liked and with spelling, but I wrote the spelling for her on a piece of paper when she needed it
- Make sure to use students background knowledge as much as possible, and don't assume students are familiar with a concept before you move on
- Check technology beforehand to avoid delays
- Incorporate a writing activity that connects with the MyPlate seesaw assignment.

What would you do next? (planning)

- Continue providing more physical/tangible classroom examples
- Introduce and connect these concepts to nutrition labels

Cooperative Teacher feedback:

Excellent use of visuals- taping them to the front desk helps students clearly see what foods are in the following groups: grains, fruit, protein, and vegetables. The students clearly are responding well to the interactive activity.

You signed TOGETHER WE CREASE PLATE. The sign for create can be a bit ambiguous - consider the sign PUT with the closed 5 handshape, and then follow that with the sign BALANCE EQUAL.

From my observation of students during this lesson, it might be better to use the sign for PROTEIN instead of spelling it because students don't know how to spell protein. RM was using the sign for PROTEIN instead of spelling it out.

When closing the lesson- you recapped what you expected students to do- RM, KY, and DW were not paying attention- be aware of your audience when recapping what you expect students to do.

| Date & Time | Lesson #4 Balancing Meals (Day 1) |
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| <p>5/27/2021 12:15-1:00</p> | <p>Lesson Objective: Introduce students to vocabulary terms carb, fat and protein. Have class discussion about using food labels to make healthy food choices.</p> <p>Start by reviewing what we did yesterday (MyPlate activity) with students especially for those who were absent.</p> <p>Students take 5-10 minutes to finish their Seesaw assignment now that the iPads are working correctly.</p> <p>Play a YouTube video about why calories and macronutrients (carb, fat, protein) are so important to eat. Pause during the video to make sure students are grasping vocabulary. There was some confusion about what “fat” means so I was able to clarify.</p> <p>Connect the concepts from the video to the PowerPoint picture. Students see what foods provide which macronutrients.</p> <p>One student chimed in that you can find how much protein etc. is found in the food using nutrition labels. That was a perfect segway to start talking about nutrition labels and what they mean. I highlighted words such as calories, protein, sugar, fat and carbs. Students compared and contrasted different items such as water vs. soda. Students were shocked how much sugar is in soda. The same process followed with steak (they noticed tons of fat and protein) and cereal (more sugar than they thought). I brought a physical measuring cup to show what a 1 cup serving size looks like. The students thought that it wasn’t very much. Students also noticed that soda and cereal have the same number of calories, but their nutrition content is very different (soda is all sugar and cereal have some sugar, protein, and carbs). Students also enjoyed sharing their personal experiences with soda. They chatted about how their parents drink soda every day, and one student commented that soda gives you a lot of energy but then you “crash.” I connected this to why limiting sugar intake is important.</p> |
| <p>What went well:</p> <ul style="list-style-type: none"> • Students were engaged. They used their background knowledge to share their experience with food and food labels | |

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| <ul style="list-style-type: none"> ● Bringing in a cup measurer to show an example of serving size helped students understand the concept |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <ul style="list-style-type: none"> ● I'm not sure if students understand the connection between food groups, macronutrients and food labels. What is the point? How does it apply to their lives? ● Really emphasize how each food group and macronutrient affects and helps the body. And how too much or too little will also negatively affect our health |
| <p>What would you do next? (planning)</p> <ul style="list-style-type: none"> ● Take time during lunch and snack to point out nutrition labels and connect concepts to their everyday experiences with food ● Have students explore, compare and contrast concrete examples of food items and decide what makes one item healthy vs another and how they contribute to a balanced meal |
| <p>Cooperative Teacher feedback:</p> <p>The use of proximity is being used to make sure students remain on task- this is a good strategy to use at the outset of the lesson to help keep students directed.</p> <p>During the video- you paused the video to review content with students. I use the same strategy with students to help scaffold their understanding of the content. There are instances where I will let them watch the entire video and then go back and pause throughout the video.</p> <p>The signer in the video does use quite a bit of English structure. So, so, so. The sign for WE is also old- we don't sign we with the W handshape.</p> <p>The lesson so far is structured. Students are calm and engaged in the lesson. Contributions from students have been evenly distributed among the class. You are guiding the students in their understanding of reading the nutrition label on food products. The use of visuals and big text is a good choice. You are using the chunking strategy,</p> |

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| Date & Time | Lesson #4 Balancing Meals (Day 2) |
| 6/1/21 | Lesson Objective: Students will identify macronutrients and use nutrition labels to identify healthy or unhealthy food options 3 students |

Start with a 5 minute student-led workout routine with stretch chart. Review vocabulary for macronutrients and food label terms such as protein, fat, carb, sugar, gram. Students were still unsure what calorie meant, so I tried to explain that it means how much energy is in food. They could benefit from more concrete examples. We reviewed the picture of soda which is a good visual example of what 39 grams of sugar looks like. Next I passed out nutrition labels from different food items to students. The goal was to have them sort themselves from “greatest to least” amounts of sugar, protein, fat etc. in order to give students an idea of how much variety there is between foods and try to gain a bigger picture of what makes something healthy. Students did order themselves, but the point or takeaway was a little bit lost because I didn’t really expand on the idea of how much of each nutrient do we need in a day, and whether that makes a food item healthy or unhealthy. Really laying out each nutrition label side by side and comparing the nutrient percentages would have given the students an opportunity for more rich discussion and critical thinking. Next I played them my video example of Flipgrid. videos were supposed to detail how much protein, carbs, fat, and sugar are in their food item and whether they think it is healthy or unhealthy. This would have connected better if I had had a group discussion about comparing and contrasting the nutrients of different foods as a class.

What went well:

- Food sorting activity gave students a chance to get up and walk around rather than sit at their desks.
- They started to grasp the concept that we need to look at the nutrients in food to discover if it is healthy or unhealthy to eat

How would you improve this lesson the next time you teach it? (self-reflections)

- Overall “takeaway” message was lost because there was no conclusion during the food label activity about which snacks and foods were healthier and why, which made it harder for students to comment in their videos.
- Need more opportunity for language use and less lecturing
- ASL mistakes in the video I took (signed fourteen and mouthed fifteen)
- Create marks on the floor with + and - symbols to demarcate which food items had higher quantities of sugar, fat, protein etc.
- Give students more concrete examples of calories as well as what is a healthy amount of each macronutrient to consume.
- Lay out each nutrition label side by side and compare the nutrient percentages after the sorting activity to give the students an opportunity for more rich discussion and critical thinking and a better segway to Flipgrid video
- More concrete examples of calories

What would you do next? (planning)

- Connect concepts between healthy eating, food groups, nutrition labels and macronutrients by creating a visual activity in which students have to satisfy the daily required amount of each nutrient by combining different types of foods (not going over or under).
- Discuss how much of each nutrient we need in a day to give students an idea of what is too much or too little

Cooperative Teacher feedback:

What is the learning goal for this lesson? I would make it clear to students what they are expected to learn at the outset of the lesson. It appears to me that the goal is for them to read a nutrition label to help them make informed choices when choosing foods to eat.

Your use of filter- you will want to explain a little more in visual terms what this means. I would sign “ADD FANCY COOL VIDEO ACTIVITY DON’T.”

| Date & Time | Lesson #4 Balancing Meals (Day 3) |
|-------------|---|
| 6/2/21 | <p>Lesson Objective: Students will use nutrition labels to identify, compare and contrast healthy or unhealthy food options</p> <p>4 students</p> <p>We reviewed again that calorie means energy. I will continue to review this because it is a tricky concept for students (how did you know it was a tricky concept? In what way was it tricky?). I asked students what we did yesterday with the food label activity because one student was absent. RR led the discussion and explained the activity and I followed up by showing students that we will be using the same nutrition labels from the previous day, but this time our goal is to find the healthiest snack among the groups. I started by trying to get students to physically line themselves up in the right order from the healthiest to unhealthiest but this proved to be too hectic so after that, students remained at their desks. I led the students by filling out four graphs. 1 each for calories, protein, fat and sugar. The students shared how much of each group was in their snacks and filled out the graphs along with me. Afterwards we sat in a circle and I led a discussion about what makes a snack healthy and which one looks healthiest. I did lead this portion more than I would have liked, because I did “spoon feed” the answers a little bit. For example, one girl answered “fruit snacks” because they have the word “fruit” in them, but I pointed out that fruit snacks are mostly sugar. Eventually she and the rest of the class (with teacher prompting) all chose peanut butter as the healthiest snack, because it is filling, has less sugar and more protein. They filled out a written response on their worksheets. Some copied my modelled response, and some wrote their own.</p> |

What went well:

- Students were engaged with the graphing activity and it kept them more on task
- This lesson tied well with the previous lesson and led students more towards “making healthy food choices” which is a curriculum goal.

How would you improve this lesson the next time you teach it? (self-reflections)

- A little bit chaotic classroom management today. Students were high energy from the start, and I was never fully able to get things under control. Once we started the graph activity and they were at their desks it did get better.
- Still some hesitation about determining what really makes a snack/food healthy or unhealthy OR better than another snack. I do think If I had more time, I could get more authentic responses from students using proof from food labels as evidence that one snack is healthier than another.
- Make sure the class is calm before they are passed materials or allowed to walk around
- More discussion of what really makes one food healthier than another food before trying to pull this information from the authentically
- Have a teacher copy of the worksheets to fill out with students rather than using google docs
- Have a predesigned spot on the floor to help students stay in one place and include visual signals to lock them down (healthiest and unhealthiest signs)

What would you do next? (planning)

- Work on making healthy food goals
- Apply what we’ve learned with a fun snack activity?
- Review “calorie”

Cooperative Teacher feedback:

The health unit is thematic in nature. It ties nicely into the unit on opinion writing that the students are doing right now. Students are engaged in the lesson and you are starting to incorporate some of the feedback you have received. You are slowly gaining more control and authority over the class.

While you had students stand around the whiteboard, RM and RS were shoving each other in a rhythmic manner.

| Date & Time | Lesson #4 Balancing Meals (Day 4) |
|-------------|---|
| 6/3/21 | Lesson Objective: Students will track and monitor one nutrition goal they choose for the week based on a nutrition log. 5 students |

Today we started off by reviewing calories. I used two different graphics to illustrate calories=energy=activity. The question of the day was, “how many calories do we need to eat in a day.” Most students answered in the 400 area. I showed them the correct answer and an example of what this looks like (breakfast, lunch, dinner + snacks). The students were surprised to see how many calories we need to eat. We also chatted about what happens if you don’t eat enough or too many calories. Student responses were, you’d have low energy or too much energy. You’d be really skinny or you’d gain weight. I emphasized that people have different body shapes which is fine, but you need to make sure you’re eating the proper number of calories.

Next we moved on to nutrition goals. I showed them different examples of nutrition goals such as “eat a banana every morning during breakfast for one week” or “drink a bottle of water during school everyday”. Students took turns coming up to the board and signing the sentence. Next I had students brainstorm some sentences of their own, and modeled writing “I will....” with their responses. Some responses included “I will eat fruit every day, forever. I will drink water before bed every night. I will eat veggies for breakfast every morning.” Next we transitioned to using the Nutrition Goals calendar worksheet. There was a space to write their goal, and two weeks’ worth of days to either start or cross out if they did or didn’t remember their goal that day. Some students took off right away (TG, RM) and others needed more guidance (KY, RS and DJ). The latter all made the mistake of crossing out the days they’d completed their goal so I had to backtrack and explain that a goal is something you WILL achieve. DJ and K also had trouble coming up with goals that were new and not something they already do every day (drink water everyday as opposed to drinking a cup of water when you wake up in the morning). Students glued their completed goals in their health notebook.

What went well

- Good use of visuals to explain calories and having students guess how many we need in a day kept them engaged.
- Students enjoyed taking the responsibility of signing the goal phrases on the board.
- Gradual release of responsibility with writing goals

Students seem to have understood the progression from food groups to macronutrients to reading food labels

How would you improve this lesson the next time you teach it? (self-reflections)

- Some students started crossing off days that they’d “completed their goal” so I needed to clarify that a goal is something you WILL achieve but that left their goal sheets looking a little messy
- Students could have used a little more practice coming up with realistic goals before they started writing.
- Repeat phrases or sentences that students sign for the class to emphasize or make them clearer.
- Put more emphasis on what exactly I am expecting students to do before passing out work

| |
|--|
| <ul style="list-style-type: none"> ● Give them scratch paper to write goals before making a final draft |
| <p>What would you do next? (planning)</p> <ul style="list-style-type: none"> ● Post-assessment quiz |
| <p>Cooperative Teacher feedback:</p> <p>Excellent visual of calories->energy->activities. This will help students understand the concept you are teaching. You are showing improvement at directing the classroom discussions. Your use of turn-taking directing is proving to be effective in the classroom.</p> <p>This unit is about students learning how to set goals. In student friendly language, the learning target is likely “I can set my own health goals.” In ASL this looks like HEALTH GOALS I DECIDE DOCUMENT (repeat document sign).</p> |

| Date & Time | Lesson Plan 5 Identifying Emotions (Day 1) |
|--|--|
| <p>6/8/21 12:15</p> | <p>Lesson Objective: Students will be able to track how they’re feeling everyday based on class discussion. Students will identify different emotions and their physiological effects on the body based on a class discussion after watching a Second Step video and an identifying emotions worksheet</p> <p>7 students</p> <p>Review strong emotions and feelings. What do they look like and feel like? Start by watching the Second Step video 1 from “Introducing Emotions Management”. Ask students how the girl in the video reacted to her pencil and “A” grade being stolen by another student. Draw responses on the board (heart racing, lungs breathing fast, sweating, face red, headache, stomachache etc.) It’s okay to experience emotions but it’s how you react that’s important. Show strong emotions vs. physical signs graphic. Have you ever experienced one of these and if so how does it make your body feel? Students respond. Explain we are choosing ONE strong emotion and checking off boxes on the graphic that match how they affect the body. Then students draw what this emotion looks and feels like. KK had a modified version, with pictures of 4 different emotions. She decided to pick shy instead.</p> |
| <p>What went well:</p> <ul style="list-style-type: none"> ● Students made great illustrations to depict emotions. They mostly remembered how emotions affect the body from the video. They had good discussions about their own experiences with feelings and seemed engaged, especially using the video. | |

| |
|--|
| <ul style="list-style-type: none"> ● It is important that students grasp the physiological reaction to emotions that happens in their body which they seem to. ● Modifying the assignment for KK worked out very well |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <ul style="list-style-type: none"> ● Interpret videos ahead of time? Connect videos to their real life experiences ● I wish the video was signed because I am not an interpreter, but I did the best I could |
| <p>What would you do next? (planning)</p> <ul style="list-style-type: none"> ● Review the resolution from the next video and discuss how the actress resolved her issues in a positive way |
| <p>Cooperative Teacher feedback: No cooperative teacher feedback today because the teacher had a meeting with my UCSD advisor.</p> |

| Date & Time | Lesson Plan 5 Identifying Emotions (Day 2) |
|---|---|
| 6/9/21 12:15 | <p>Lesson Objective: Students will be able to track how they're feeling everyday based on class discussion. Students will identify different emotions during a charades game</p> <p>7 students</p> <p>Start by asking students how they're doing today. Show a graphic of the thermometer. High/red means STRONG emotion. Some answered bored/orange meaning pretty bored. Or Red/Sad meaning very sad, or yellow/bored meaning a little bit bored. The day started off really bumpy because the kids were fighting before the lesson started about a hair tie. Then they weren't being very nice to each other. So I used the graphic to explain I'm a little bit disappointed or disappointed/yellow. But I'm red/hopeful meaning very hopeful that tomorrow will improve. Next we did a name that emotions charade. Students took turns coming to the front of the class and acting out an emotion , and the other students guessed which one it was. Unfortunately, that's all the time we had today because it took so long to get settled down.</p> |
| <p>What went well:</p> <ul style="list-style-type: none"> ● Enjoyed charades game ● How are you feeling graphic was clear, convenient to use and kids had good responses ● KK payed attention and participated | |

How would you improve this lesson the next time you teach it? (self-reflections)

- Behavior issues set back the lesson a lot
- Students were distracted and being unkind to one another. For example, I tried to do partner chats but KY and OC refused to work together
- Think of more challenging charades words
- Pick partner groups more deliberately

What would you do next? (planning)

- Discuss how to manage emotions and use chains of strength to build student's pride in themselves and do something nice for one another

| Date & Time | Lesson Plan 5 Identifying Emotions (Day 3) |
|-------------|---|
| 6/10 | <p>Lesson Objective: Students will be able to track how they're feeling everyday based on class discussion. Students will identify different ways to practice emotions management after watching a Second Step video and a group discussion reviewing different ways to calm down when we're angry</p> <p>7 students</p> <p>"How are you feeling today" slide was displayed. Students share between 1 and 3 feelings and whether they were strong feelings or less strong feelings (yellow to red). Discussion about degree of feelings were raised. Students took on to the concept of the activity more quickly today. I like using this technique because it shows that you can feel a range within one emotion. Next we watched the Second Step Video: Managing Emotions. In this video a girl named Maya was frustrated because someone stole an answer from her and won a prize in class. The first part of the video depicted the biological responses to the anger she was feeling, and the second part of the video showed the ways she responded to her strong emotions in a positive way so that she didn't end up doing something she regretted. For example, deep breathing and positive thinking. I interpreted the video into ASL for the students. I made sure to have the volume on this time so that I could interpret better. Students enjoyed the resolution and cheered at the end when Maya calmed down because she used emotions management techniques. I asked students to review what three things Maya did to calm down. Their responses were 1.) think positive thoughts 2.) deep breathing 3.) muscles relax 4.) stomach breathing. I also displayed a Calm Down Tools poster so that students have more ideas of what to do to calm down. After that I explained that we are going to make a paper chain with positive comments written about ourselves. This went pretty well and students took to the idea quickly. They were to write one comment about themselves and one about the person to their right. The only confusion was that some students still decided to write about someone else. Two students volunteered to write something nice about JK even</p> |

| | |
|--|--|
| | <p>though he wasn't in class. Afterward I had students show the nice comments to one another, connected them and strung them up in front of the classroom.</p> |
| <p>What went well</p> <ul style="list-style-type: none"> ● The positive comments paper chains encouraged nice behavior towards one another which has been a problem lately ● The students really enjoyed the video I showed them, and it did a good job of showing what physically happens to our bodies when we are upset ● Students had a chance to practice what the belly breath feels like ● Paper chains a visual example of something being connected or created when we are nice to one another | |
| <p>How would you improve this lesson the next time you teach it? (self-reflections)</p> <ul style="list-style-type: none"> ● Students wanted to share their own ideas about how to calm down, or how they felt about the options I was showing them but I ran out of time ● Needed more time to expand on the idea and importance of positive comments about ourselves and other people ● I think next time I'd like to make a calm down poster with the class instead of just showing them. ● Just take more time for each topic | |
| <p>What would you do next? (planning)</p> <ul style="list-style-type: none"> ● N/A | |
| <p>Cooperative Teacher feedback:</p> <p>The lesson started with an emotion-warm up exercise. Students were asked to identify their emotion and to rate it according to the thermistor shown on the SMARTboard.</p> <p>You used the teacher look at RS to get her to sit from the standing position on her chair. This is a good example of using visual cues to help control student conduct in the classroom.</p> <p>You also chose KY first when selecting a student- this is a good strategy to redirect KY attention in a positive manner.</p> <p>I noticed that TG, RM, and KY are all teaming up on DJ and picking on DJ with small snide comments during your lecture- and KY is triggering DJ with looks/sounds. I have asked KY to stop picking on DJ during your lesson.</p> | |

Summary of Reflections

Writing detailed reflections after every lesson helped me to identify areas of strength and where I could improve my teaching style and lesson plans. I have many take-aways from my lesson reflections; for example, I learned that it is important to make sure that every student is a contributing member of discussions and that their responses are validated. Although teachers often look for a “right” answer during lessons, and certain students are more likely to participate, I tried to call on each student at some point in the lesson or incorporate something relevant to their lives be it their favorite food, an animal they like or a hobby they enjoy doing. Students always notice when teachers forget to call on them, or if their answers are dismissed as just “wrong.” I found that partner chats also helped with this because it was still an opportunity for every student to participate in discussion. Some of my most successful moments during lessons were using resources from the Deaf community like showing Nancy Walsh’s exercise video which discussed how achieving a goal can fill us with a sense of pride or inviting my classroom teacher and teacher’s aides to tell personal anecdotes about their own health journey. It cannot be emphasized enough that Deaf children benefit from exposure to Deaf role models. I also had a lot of success starting lessons with student-led warm up exercises and daily questions because students benefited from the routine and structure and it saved time getting their attention. I also learned to adapt my classroom management style. For example, I passed around a “signing stick” during discussions which stopped students from signing over one another or having side conversations. I also practiced being extremely explicit when explaining a class activity and to not assume that students understand me, or that they already know how something works. And finally, I learned that if I was going to be signing for long periods of time during a presentation

or interpreting a video, it was important to practice signing ahead of time in order to avoid confusion and make my signing clearer and more fluid.

X. FINAL EVALUATION

When evaluating my overall curriculum, the three curriculum goals were: 1) Increase vocabulary and content knowledge of mental, physical and emotional health concepts in both ASL and English, 2) Practice critical thinking skills to manage physical health, and 3) Set physical, mental and emotional health goals through writing and ASL videos. I kept track of each student's progress through pre/post-tests, teacher observation, student videos and student artifacts. It should be noted that I eliminated the classroom cookbook activity and we were unable to do the mail-order friend activity and online self-care tips due to time constraints; therefore, I do not have any data to support my curriculum goals on these topics. In addition, I cannot say whether students were able to achieve the curriculum goals for unit 2 because we were unable to finish this section due to time constraints.

The first goal of the curriculum was to increase vocabulary and content knowledge of mental, physical and emotional health concepts in both ASL and English. Based on observations of their student work and post-tests, I believe that 5 out of 7 students achieved this goal in the exercise unit and the four students who took both the pre and post nutrition test achieved this goal. I created a formal post-test for the exercise lesson focusing on vocabulary and content knowledge but it should be noted that I did not administer the same pre-test beforehand. Therefore, when comparing their improvement of vocabulary usage and content knowledge over time, I used journal entries, exercise goals and their post-tests to determine whether students saw improvement. All of these items can be found in the student artifact section of my paper. Five students were able to categorize exercise as either aerobic, strength or stretch with more accuracy

during their post-tests than when they were writing their three exercise goals as illustrated in the table below:

Table 1.2 Exercise Vocabulary Assessment

| # of times correctly using exercise vocabulary in English (aerobic, strength, stretch) | | |
|--|----------------|-----------|
| | Exercise Goals | Post-Test |
| Student #1 | 2/2 | 5/5 |
| Student #2 | 2/3 | 4/5 |
| Student #3 | 1/3 | 3/5 |
| Student #4 | 2/3 | 4/5 |
| Student #5 | 1/3 | 4/5 |
| Student #6 | 3/3 | 3/5 |
| Student #7 | 2/3 | 5/5 |

Specifically, students 2, 3, 4, 5, and 7 saw improvements in their use of English vocabulary between the exercise goals on May 7th and post-test on May 13th while students 1 and 6 saw either the same proficiency or made more mistakes on their post-test. I do acknowledge that administering a formal post-test when there was no formal pre-test to compare it to limited my findings, but I did have other activities like the journal and the exercise goals to reference. In regards to content knowledge (specifically how exercise affects the body) students 1,2, 3, 4, 6 and 7 were able to answer the question, “name the ways exercise helps the body” on the post-test, while only students 4 and 7 were able to answer that same question during the

journal entry on May 5th from their first exercise lesson (before we had reviewed the topics in class). Correct student answers on the journal and post-test included losing weight, balance, spending time outdoors, getting more sleep, heart health, brain health, improved mood, decreased boredom and increased strength. Student 5 still had trouble with this concept on the post-test and answered, “drink water and eat vegetables.” I believe that she may have misread the question in English, and would have benefitted had I signed the question to her first in ASL. I made sure to provide translation to ASL when necessary during the nutrition pre and post-test to make sure they were able to answer questions to the best of their ability.

Students also scored better on their nutrition post-test that they completed on Kahoot as seen in Figure 1.2 and 1.3 below:











| | | | |
|----|---|---------------|---|
| 1 | Which food group is in the picture? | Quiz |  78% |
| 2 | Which food group is in the picture? | Quiz |  44% |
| 3 | Which food group is in the picture? | Quiz |  78% |
| 4 | Which food group is in the picture? | Quiz |  67% |
| 5 | Which food group is in the picture? | Quiz |  56% |
| 6 | Which food has more calories? | Quiz |  22% |
| 7 | Which 2 drinks have more sugar? | Quiz |  22% |
| 8 | We should never eat unhealthy foods | True or false |  22% |
| 9 | People eat different kinds of food all over the world | True or false |  78% |
| 10 | How much exercise do we need a day? | Quiz |  33% |

Figure 1.2 Nutrition Pre-Test
















| | | | |
|----|---|---------------|---|
| 1 | Which food group is in the picture? | Quiz |  83% |
| 2 | Which food group is in the picture? | Quiz |  67% |
| 3 | Which food group is in the picture? | Quiz |  83% |
| 4 | Which food group is in the picture? | Quiz |  83% |
| 5 | Which food group is in the picture? | Quiz |  67% |
| 6 | Which food has MORE calories? | Quiz |  67% |
| 7 | Which 2 drinks have the MOST sugar? | Quiz |  67% |
| 8 | It is okay to eat candy sometimes | True or false |  83% |
| 9 | Pick the correct answer | Quiz |  67% |
| 10 | Pick the correct answer | Quiz |  83% |
| 11 | People eat different kinds of food all over the world | True or false |  83% |
| 12 | How much exercise do we need a day? | Quiz |  33% |
| 13 | How much fat does pizza have? | Quiz |  33% |
| 14 | how much PROTEIN does pizza have | Quiz |  0% |
| 15 | calories = energy | True or false |  83% |

Figure 1.3 Nutrition Post-Test

Table 1.3 Student Content Knowledge Kahoot Scores

| | Pre-Test Scores | Post-test Scores |
|-------------|-----------------|------------------|
| Student # 2 | 6/10 | 14/15 |
| Student # 3 | 5/10 | 14/15 |
| Student # 5 | 5/10 | 12/15 |
| Student # 6 | 6/10 | 13/15 |

During the pre-test on May 18th, the class answered with an accuracy of 35% while during the post-test on June 4th, the class answered with an accuracy of 65%. Of the four students that took the pre and post-test Kahoot, all four improved their scores from averages of 50-60% to an average of 73-80%. It is worth mentioning that one student was absent for the pre-test and present for the post-test. This is because he was released early from school until the final week I was teaching due to behavioral issues, and he did not attend any of my health lessons

previously. I did not count his score in this calculation. One question on the pre and post-tests that gave students the most trouble was “how much exercise do you need a day.” Although we covered this idea a couple times, I think it would have helped students to internalize exactly how much an hour is. For example, quantifying an hour, comparing this to the time they spend in PE every day, and discussing whether they exercise that much at home. I saw improvement on the post-test in identifying and categorizing foods by food groups, accurately comparing the sugar content of two foods and identifying and comparing calories in food. I changed the question “we should never eat unhealthy foods” to “it is okay to eat candy sometimes” because I found the wording in the first question to be confusing to students. I also added two questions to the post-test that used a nutrition label to identify the amount of fat and protein in a snack and a true/false question stating “calories=energy.” I cannot say whether students improved their knowledge of these topics because I added these questions to the post-test, but I still wanted to see if they understood the concept.

My first curriculum goal was further accomplished based on teacher observation. Out on the playground and in the cafeteria, I noticed that students 1, 4, 6 and 7 were starting to incorporate exercise and nutrition vocabulary into their everyday lives (through ASL). All students requested that we do warm-up stretches exercises before PE; they also chatted about their lunches and whether they were “balanced” or not. For example, I overheard students 4 and 6 having a discussion in the cafeteria about their lunches. Student 4 said “TODAY LUNCH BALANCED. MOM GIVE FRUIT, GRAIN, PROTEIN.” Student 6 responded “WHERE DAIRY? NO VEGETABLES.” Student 4 said “HAVE DAIRY (points to yogurt) and student 4 nodded their head in agreement. Another instance involved a student pointing to the food group chart displayed in the cafeteria. She said “HERE FOOD GROUPS SAME CLASS. HAVE

CHICKEN PROTEIN, FRUIT SALAD FRUIT, GRAIN RICE, CORN VEGETABLE!” This displayed to me that students were internalizing the information they’d learned in class and applying it to their everyday lives. One student also shared the dietary restrictions their dad has when we were discussing the different diets people have around the world. He said, “MY DAD VEGETARIAN.” Some of the students didn’t know what this meant. He explained “DAD EAT MEAT NONE. EAT ANIMALS NONE. VEGETABLE, FRUITS, GRAINS FINISH. DAD LOVE BEANS.” Students started to learn about different vocabulary related to mental health, managing emotions, and the physiological effects of stress on the body; unfortunately, I cannot make any conclusive statements about their progress because we were unable to finish this unit.

My second goal was to practice critical thinking skills (evaluating, reflecting, comparing and contrasting) to manage physical health. I believe that students partially achieved this goal in both the exercise and nutrition unit because I think while students started to practice this important concept, they would benefit from continuing to think critically about the choices they make every day regarding health. In the exercise unit, students partook in a before/after activity where they reflected on how they felt before and after exercising, and then participated in a group discussion. Student 1, 3, and 6 stated that before exercising they felt bored and tired but after exercising they felt ready to learn and relaxed. Students 2, 5 and 7 expressed feeling frustrated, angry or tired before exercising, and after they felt happier and calm. Student 4 stated that he felt a little better after exercising but still not ready to learn and still bored. This student in particular benefited from having multiple opportunities throughout the day to run around and exercise and had trouble focusing in class if not. I noticed that for the most part, students responded very well to incorporating exercise throughout the day. Students 2, 4 and 6 would often suggest taking exercise or stretch breaks, and of course all students focused better after

recess when they got to play and run around. This was pointed out by student 4 who would always watch to make sure we made it to recess on time, and who said during class, “RECESS BREAK NOW. EXERCISE MUST, HELP ME LEARN BETTER.” Students took stretching and warm-up exercises very seriously once they learned that this prevents injury, and we would do some stretching before PE and recess. This is a great skill that applies to everyday life when practicing sports. Students also compared and contrasted different exercises, their effects on the body and how much they did or did not enjoy them throughout the unit. During the “All About Me” activity, student 2 covered her portrait with dance, ski, bicycling, horseback riding, and swimming drawings. She was always sharing stories about exercising with her family. Student 4 loved to run and scooter as well as camp and hike with family. Student 1 had cerebral palsy and made it very clear which exercises she did and did not enjoy in class. For example, she liked to participate in desk pushups and crunches, but avoided aerobic exercises. She also had an interest in kickboxing. On the exercise post-test students wrote in their favorite sport. Answers included pushups, swimming, kickboxing, running, biking hard, and balance.

During the nutrition unit, students participated in numerous activities that encouraged them to compare different foods and discuss how they contribute to a balanced and healthy diet. For example, they completed multiple activities where they used MyPlate (see Figure 1.4 and 1.5) to either sort foods into food groups or create their own unique balanced dish that consisted of a grain, protein, vegetable and fruit. Based on this activity, students did a good job of both sorting foods into their appropriate food groups but also creating their “perfect meal.” Student 4 noticed that sushi was both a protein and a grain. Student 5 decided to forgo adding meat to their plate, and instead added beans as their protein. Students had fun “mixing and matching”, as can be seen when student 2 added both eggs and meat to their plate and stated “STEAK AND EGGS

DELICIOUS. MY FAVORITE BREAKFAST.” Student 1 deliberated for a long time which food group spaghetti fell under, because it has protein, grain and vegetables.



Figure 1.4 MyPlate SeeSaw Activity

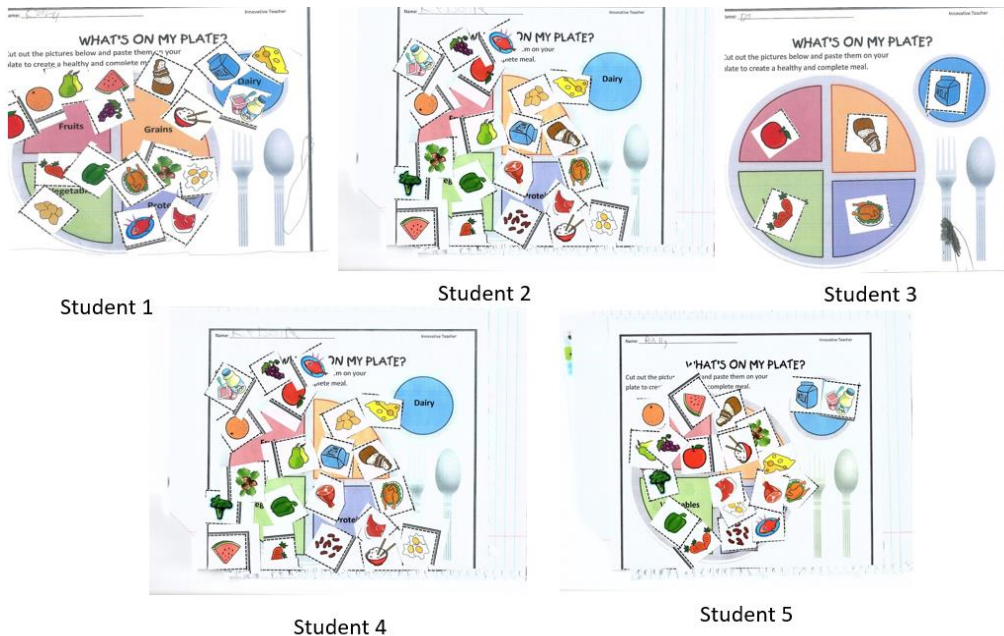


Figure 1.5 MyPlate Printable Activity

Students also compared and contrasted different nutrition labels, looking specifically at protein, fat, sugar and calories. They filled out bar graphs (see Figure 1.6) to make an easy visual guide, and then chose which snack that they believed was the healthiest. During this activity we discussed what makes food healthy or not. Student 5 stated that too much sugar makes you sick, and students 2 and 6 agreed and stated that if you eat too much sugar you get hyper and then you fall asleep. Student 5 also added that you need protein to be strong, and you need calories to have energy. Student 2 pointed out that peanut butter must be the healthiest, because it has less sugar and more protein, while the other options had either too much sugar or too little fat and protein. The other students agreed. Assessing what makes a food healthy and then choosing foods based on this is an important lifestyle skill and fosters independence for students to choose more nutritious food, snack and drink options. It was advantageous to have students plot the nutrition content of each snack on a bar graph because it used an important math skill and provided a visual tool to compare and contrast foods. I would have liked to give students more opportunities to work with actual food in the classroom or at home, but due to complications with Covid I decided that it is best not to bring in physical food to the classroom. Again, although students started to exemplify using critical thinking skills in their everyday life to make healthy decisions, this curriculum goal is only partially satisfied because students would benefit from more diverse opportunities to think critically about health in their daily lives.

Student #2

“Peanut butter because low sugar and high protein!!!”

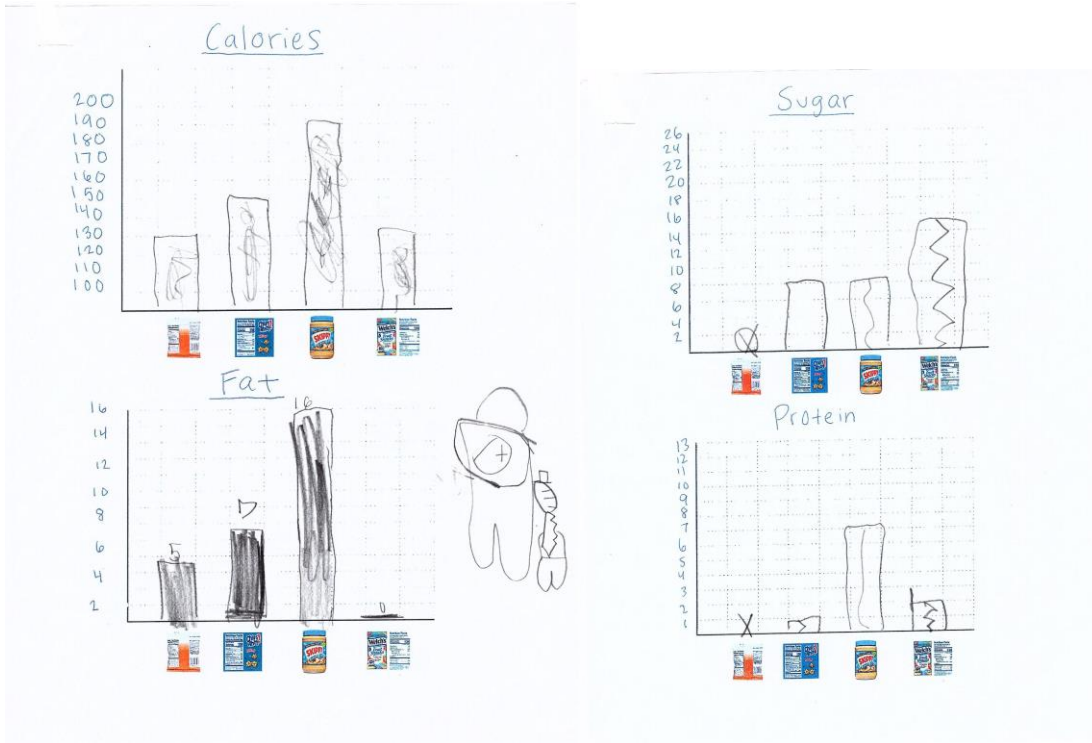


Which snack do you think is the healthiest? Why?

~~Peanut Butter~~ Peanut Butter
because low sugar
and high protein!!!

Student #5

“Is skippy creamy! Because is so lots of (p) and lower of sugar! And high of calories is 140!”



Which snack do you think is the healthiest? Why?

~~is Welch fruit snack!~~

is skippy creamy!

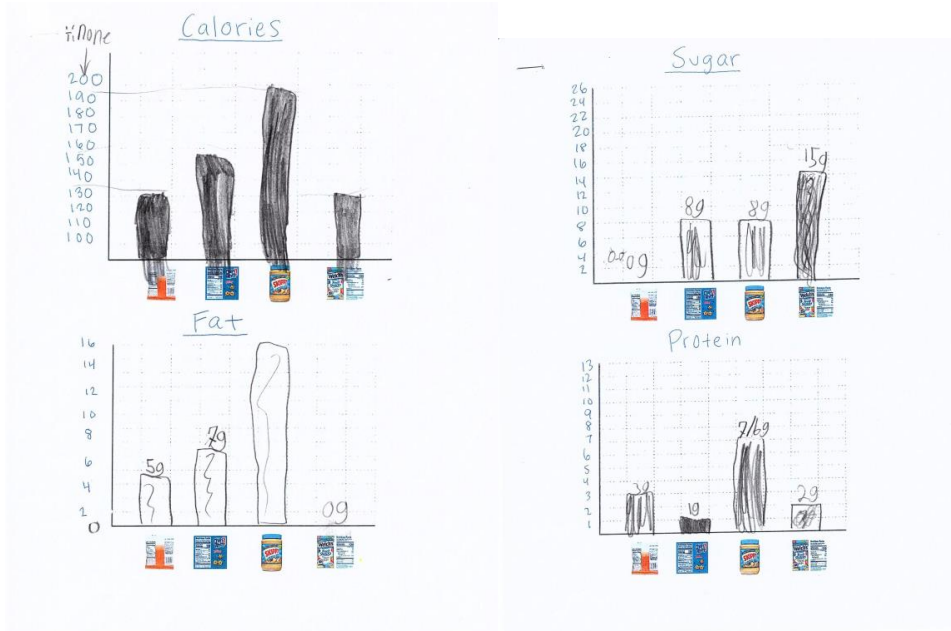
Because is so Lots of (p)

and Lower of sugar!

and high of calories is 140!

Student # 6

“Peanut butter because low sugar and high protein”



Which snack do you think is the healthiest? Why?

peanut butter because low
sugar and high protein!

Rosalene eva'lynn scott!
enelaSor nnyl'ave HOC!

Figure 1.6 Graphing Snacks Activity

My final curriculum goal was to set physical, mental and emotional health goals through writing and ASL videos. Students crafted three exercise goals that included duration or repetition as well as frequency (Figure 1.7). Students were supposed to choose one aerobic, strength and stretch exercise although I did notice that only student 2 picked one from each category and the others chose repeating categories such as multiple aerobic exercises as seen above. Student 1 had more severe language delays and only wrote two exercise goals, and in hindsight I realized that she would have benefited from having a clearer worksheet with additional visual aids because she tended to get overwhelmed when too much content was presented to her at once. I made adjustments for this in some of my nutrition activities. Students were assessed on whether they chose three exercises, if the type of exercise (strength, aerobic, flexibility) matched the exercise they chose and whether it had duration or repetition and how often they'd be exercising. Some examples of student work include swimming 30 minutes on weekends, doing 30 wall pushups every night, kickboxing for 30 minutes twice a week and doing downward dog pose for 5 minutes twice a day. One of the goals was doing 290 squats on weekends. This showed me that although some of the students did fill out their exercise goal sheet, they didn't always take into consideration what a realistic goal is. We reviewed this idea more during the nutrition unit.

Student #1

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

stretch ✓
downward facing
dog pose

Duration (How long) / Repetition (how many times):

9 minutes

How often:

two times a day

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:

kickboxing

Duration (How long) / Repetition (how many times):

45 minutes

How often:

twice a week

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

Duration (How long) / Repetition (how many times):

How often:

Student #2

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

Vertical leg crunches

Duration (How long) / Repetition (how many times):

100

How often:

Weekends

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise: squats

Duration (How long) / Repetition (how many times):

290

How often:

Weekends

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

Superman

Duration (How long) / Repetition (how many times):

5

How often:

Weekends

Student #3

Exercise #1: Strength Aerobic Flexibility

Name of exercise: Kick boxing

Duration (How long) / Repetition (how many times):

30 minutes
How often: Every day

Exercise #2: Strength Aerobic Flexibility

Name of exercise: Sit up

Duration (How long) / Repetition (how many times):

100 time
How often: Every day

Exercise #3: Strength Aerobic Flexibility

Name of exercise: Tricep Dips

Duration (How long) / Repetition (how many times):

100 time
How often: Every day

Student # 4

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

swimming

Duration (How long) / Repetition (how many times):

30 minutes

How often:

weekends!

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:

wall push up

Duration (How long) / Repetition (how many times):

30 time

How often:

every night!

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

Kickboxing

Duration (How long) / Repetition (how many times):

30 minutes

How often:

twice a week!

Student #6

Exercise #1: Strength / ~~Aerobic~~ / Flexibility

Name of exercise: pool, swimming!

Duration (How long) / Repetition (how many times): 5 hour P.P.P.

How often: weekends All!

Exercise #2: Strength / ~~Aerobic~~ / Flexibility

Name of exercise: Dancing

Duration (How long) / Repetition (how many times): 1 hour

How often: Every day

Exercise #3: Strength / ~~Aerobic~~ / Flexibility

Name of exercise: Running

Duration (How long) / Repetition (how many times): 2 hour

How often: mon, wed, fri
mday + tues swim 5:30p

Figure 1.7 Exercise Goals

I also assessed students' exercise goal Flipgrid videos (Figure 1.8, Table 1.4). Students recorded a Flipgrid video outlining the same three exercise goals. Students were again graded on having the appropriate vocabulary and content in their videos (content being defined as how achievable the goals are). The total possible amount of points to earn on my rubric was 6 and students' scores ranged between 4 and 6 points earned. Two students lost points because they inaccurately labeled an exercise as aerobic, strength or flexibility or didn't label the activity at all. One student also lost a point because they only signed two instead of three goals. And finally, one student created a goal that would be physically impossible to achieve in the amount of time they set for themselves. All in all, the students loved recording the Flipgrid videos in ASL and watching them together as a class. It was mentioned by my classroom teacher that student 1 didn't have many opportunities to share their work with the rest of the class and she felt a lot of pride to see her video on the screen. I wish I had more opportunities to use Flipgrid in my curriculum, and that's something I would change if I had the opportunity to teach it again.

| | Awesome Job! <i>2 Points</i> | Almost there! <i>1 Points</i> | Keep Trying! <i>0 Points</i> |
|-------------------------|---|---|--|
| 3 Exercise Goals | 3 signed exercise goals with name of exercise, duration and how often. Signing matches written English goals. | 1-2 Exercise goals, sometimes has name of exercise, duration and how often. Signing sometimes matches written English goals | Did not complete assignment or exercise goals with no duration or number of repetitions. Signing does not match written English goals. |
| Vocabulary | Uses appropriate vocabulary (aerobic, strength and stretch) to describe exercises | Sometimes uses "aerobic, strength and stretch" to describe the type of exercises | Does not use vocabulary words to describe exercises |
| Content | 3 exercise goals are realistic and achievable. For example: I will do 30 situps before bed every night. | 3 exercise goals are somewhat realistic and achievable. For example: I will run for 2 hours everyday. | 3 short or long-term exercise goals are not realistic or achievable. For example: I will do 1 million sit-ups everyday |

Figure 1.8 Rubric for 3 exercise goals Flipgrid videos

Table 1.4 Grading for Flipgrid videos

| | 3 Goals (Duration, repetition, how often) | Vocab (Aerobic, strength, stretch) | Content (Achievable or not) | Total Score |
|------------|--|--|-----------------------------------|-------------|
| Student #1 | 2 | 0 | 2 | 4 |
| Student #2 | 2 | 0 | 2 | 4 |
| Student #3 | 1 | 2 | 2 | 5 |
| Student #4 | 2 | 2 | 1 | 5 |
| Student #5 | 2 | 2 | 2 | 6 |

In the nutrition unit, students were expected to craft one goal that outlined a healthy habit they would practice for the week (Figure 2.1). Students 3, and 7 were absent that day. Student responses included eating vegetables for dinner every night for one week, eating cereal every day for breakfast, eating eggs and rice every night for dinner, eating a grain for snack every day and drinking a glass of water before bed every night. I thought student five’s contribution of “eating eggs and rice every night for dinner” was an interesting response, and when I asked the student whether she might get bored of eating the same thing every night, she assured me it was her favorite dinner and it had protein and grains. Although I didn’t press this student further to explain her response, I do wonder whether any cultural practices or her socioeconomic situation might have influenced her decision to eat the same meal every night. It is important for educators to be on the lookout for responses such as these to give insight into children’s lives. Students brought home their goals and I gave them stickers to fill out the days/nights that they achieved their goal. If I’d had more time with students, I would have loved to work on self-care goals as well. My plan was to have an end of the curriculum party to celebrate working towards our goals, but unfortunately I was unable to do so. Although I ran out of time, it is my hope that

students were able to walk away from this curriculum with an important life skill: creating short and long term goals, and seeing them through.

Student #1

My name: KPIYR

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: DRINK water BEFORE BED

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| ★ | ★ | X | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Student #2

My goal chart

Use this fun sticker chart to achieve your goals!

My name: Reby

Monday Tuesday ~~Wednesday~~ Thursday ~~Friday~~ Saturday ~~Sunday~~

My goal: I will...
Eat cereal in
Evrey in Berakfast

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student # 4

My goal chart

Use this fun sticker chart to achieve your goals!

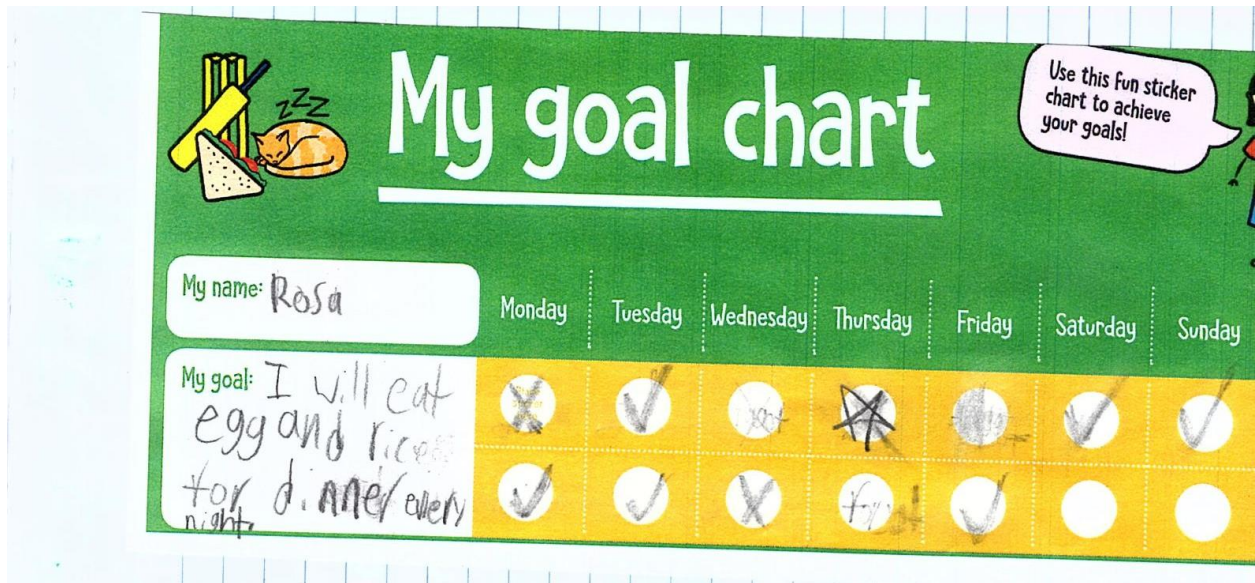
My name: Trenton

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: I will eat
Grain everyday
for sanck.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student #5



Student #6

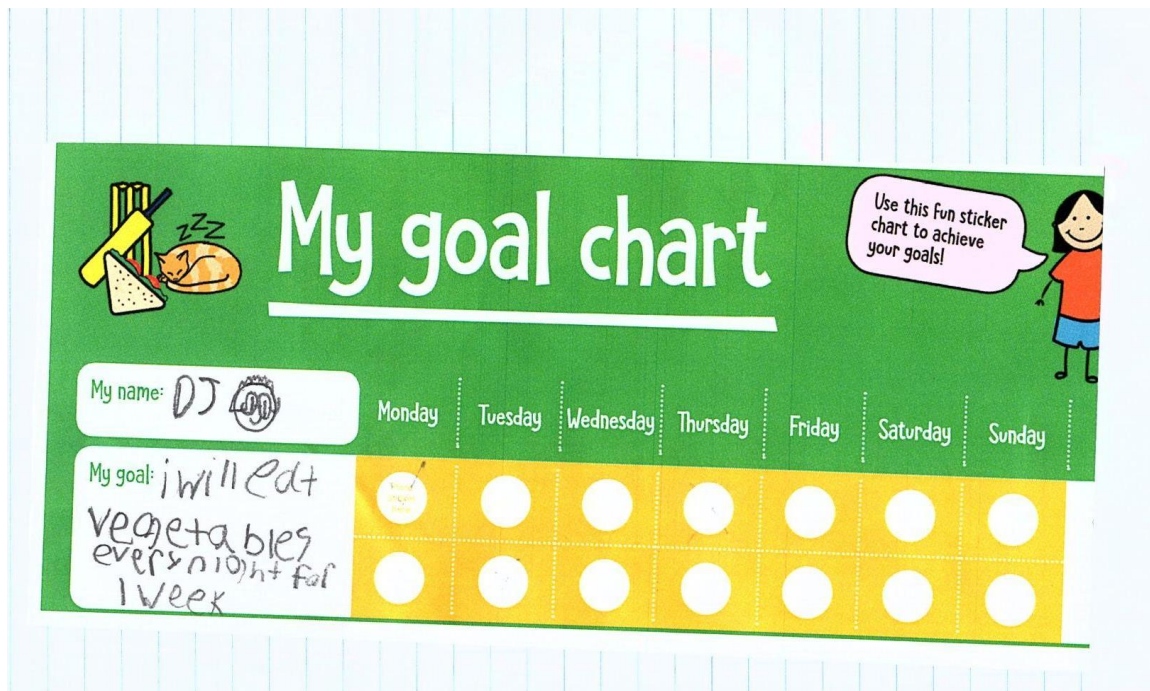


Figure 1.9 Nutrition Goals

Based on the evidence presented, students met or partially met the three curriculum goals 1) Increase vocabulary and content knowledge of mental, physical and emotional health concepts in both ASL and English, 2) Practice critical thinking skills (evaluating, reflecting, comparing and contrasting) to manage physical health, and 3) Set physical, mental and emotional health goals through writing and ASL videos.

XI. CONCLUSION

This curriculum was created through the culmination of two years extensive training in the classroom as well as instruction in bilingual education, pedagogical theory and teaching methodology. Although it was oftentimes an extremely difficult task to create a curriculum from scratch, I am happy with how it turned out and I've learned so much through this journey. I believe that my students benefited from having exposure to different health concepts in both ASL and English and through a bilingual lens, as well as an opportunity to explore their unique interests and incorporate their background knowledge into each lesson. The findings and my evaluation show that I was able to achieve or partially achieve my three curriculum goals, although I know there is plenty of room for improvement and I was limited by time constraints.

In reflection there are some things I would do differently. I would have liked to send students home with a complete and comprehensive journal that incorporates aspects of physical and mental health; something that they could continue using for years to come. I don't think I relied enough on journaling so that is one improvement I would make. Although students started to practice critical thinking skills through ASL video on FlipGrid, this was not satisfied 100% throughout the curriculum and FlipGrid could have been used more extensively to record student progress. I would also have liked to recruit or rely on more outside sources from the Deaf community in my curriculum to provide more stories and tap into new funds of knowledge from

within the community. One Deaf athlete did send me a video about her athletic awards and how important health is to her, and the students found it very inspiring. If I had a chance to do this curriculum over, I would have tapped more into the amazing and rich source that the Deaf community provides to our young students and the funds of knowledge they and their families have. I might also have contacted family members to present in class, or have families contribute to FlipGrid videos as well. I also learned about the value of differentiating curriculum. The students in my classroom faced many challenges- from cerebral palsy and autism to language deprivation and problems with their family life. That didn't stop them from showing up to school every day, eager to learn from their teachers and peers. It was challenging for me to take into consideration the physical and mental accommodation each student needed to get the most out of each lesson and sometimes I realized after the fact that I could have done better in this area. I did feel however that the more I got to know my students, the more natural it felt to provide differentiated instruction for each student such as incorporating exercises that are safe and enjoyable for a student with cerebral palsy as well as adding more visual prompts to worksheets to help students with different language needs and creating more one on one opportunities to have students practice their signing skills to develop their expressive ASL skills.

I truly believe that when we have autonomy and a deep understanding of our bodies and minds, we can do anything we set our minds to. Health doesn't end with just eating well and exercising; health is a whole body experience and a lifetime journey. Teaching children that our mental health is just as important as our physical health, and that the two are deeply connected, is something I hope to continue doing throughout my career. I feel happy knowing that my students walked away from this curriculum with a better understanding of how to care for their bodies and minds, and hopefully this contributes positively to their lives in some way for years to come.

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Appendix A

Lesson Plans and Worksheets

Introduction Lesson

Lesson Area: Health introduction (2 day activity)

Description of Group D/HH students. Mode of communication will be ASL.

Goal (Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Demonstrate the ability to analyze internal and external influences that affect health.

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

- I can/will be able to....
 - define health in my own words
 - Recognize that there are different kinds of health
 - Learn that physical, social, mental and emotional health are all important parts of overall wellness.

This will be measured based on completion of an all about me activity and teacher observation of a class discussion and game

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

Students will participate in a class discussion about what health and wellness means in general and to themselves specifically. Students will touch on how they feel, how they experience happiness and how concepts of feeling good are related to the body and the mind.

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Whole-class discussion: "what comes to mind when you think of health?"

Summative Assessment (What evidence demonstrates students have met the objective?)

Completion of all about me activity

Materials/preparation (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

- All about me (2 copies)
- Healthy body + mind print out
- My Health and Wellness Journal
- Markers or crayons
- Pen and Pencil

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Essential Questions:

What do you already know about health?

What makes you happy?

Who makes you happy?

What do you want to know about health?

Vocab:

Mental & Emotional health

Physical health

Introduction to vocabulary (20 minutes)

- Introduce the ASL sign “health” to students. Have you seen this sign before? If so, **“What is the first thing that comes to mind when you think of health.”** Have a group discussion and write or draw a list of student’s responses on Google Slides Introduce the ASL sentence frame **“HEALTH MEANS WHAT? Or HEALTH WHAT?”**.....
One example could be : **“HEALTH MEANS WATER DRINK”**
- Show a slideshow (link above) of different activities such as sleep, exercise, eating, hanging out with friends, free-time activities. Ask students with a show of thumbs up or thumbs down if they think each activity is a part of health. The big surprise will be that... Yes , each one of these pictures is a part of our health and they’re all important!!
- We will be learning about both physical and mental health! Let’s practice the signs for both.
- Both are very important for our health!

PART 2

- Now that you've learned about the sign/term "health" and how important it is to make us happy human beings, we are going to celebrate who we are and what makes us happy. This activity "All about the AWESOME ME" activity will tell us everything that makes you happy. We get to know each other better and learn about what's important in our lives!
- Students get a copy of the "All about the AWESOME me" page, markers and a copy of the wellness wheel worksheet.
- Students begin by drawing their own self portrait
- Next, let's brainstorm what they love about their favorite activities, foods, hobbies, games, and people in the world. They can cover up the body with various pictures. **"What makes you happy and who makes you happy?"** To expand on this, the following questions will be asked to get students thinking:
 - Which sports and physical activities do you like to do for fun? Which look like ones you'd like to try?
 - What kinds of fruits do you like? Are there other favorite foods that give you energy? Draw some of those or try to spell the word.
 - Which social activities look fun to you? Are there recess games or after-school activities you like to do with other children?
- Teacher will write on the board the various things students share. (Categorize what students share into physical versus mental and emotional health) Providing the written English language will assist students to copy the words onto their wellness wheel.
- Students use any of the pictures and words from the "Decorate Your Wheel of Wellness" worksheet to gain inspiration. They can also take a picture on their phones, cut out from magazines, find online pictures and print or send to the teacher)
- Spend time really brainstorming what you love and what makes you happy. Draw, cut out pictures or write words that describe these things.

PART 3

- On the next day, students will share what they have found and collected with their peers. They can work on describing themselves either in English or in ASL.

Are we the same or different activity:

Using what the students have gathered, you can create a fun physical activity where students come forward to a line if they agree with a particular statement such as "I love to play basketball" or "I love to eat fruit" etc. If this is an online activity teacher can do this but instead say: students do 10 jumping jacks if they also love to...."

- Once students are done with the activity each student can have a chance to share something they learned about themselves or others with the class in ASL.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

- Students who need more guidance with coming up with their interests, hobbies, food
 - You could have a picture of the body and ask the following
 - What do you love doing with your hands?
 - What do you love doing with your feet?
 - What do you love doing with your whole body?)

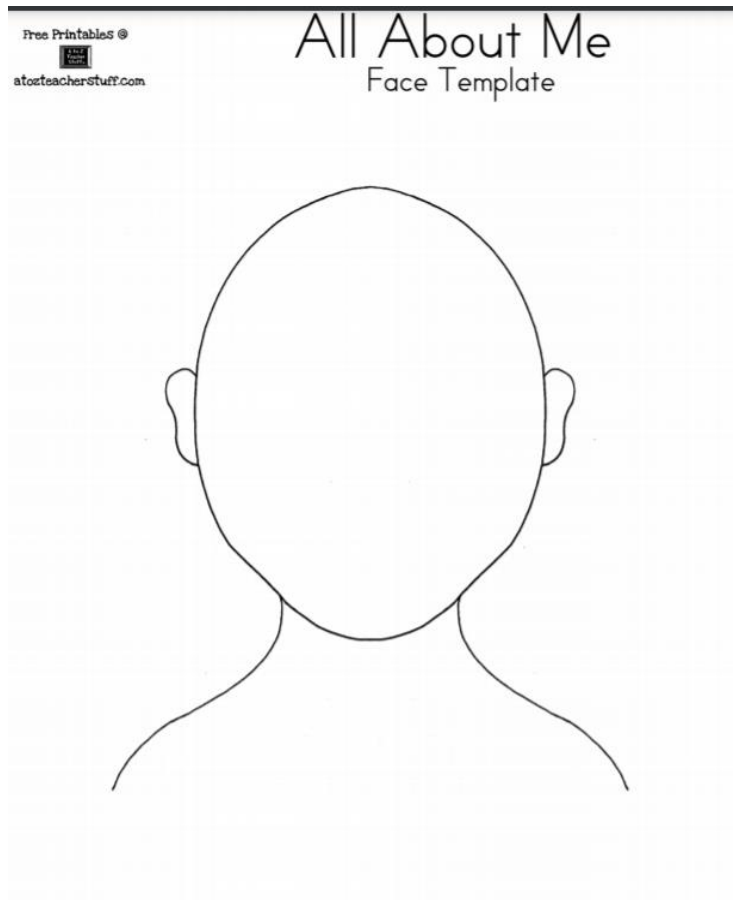
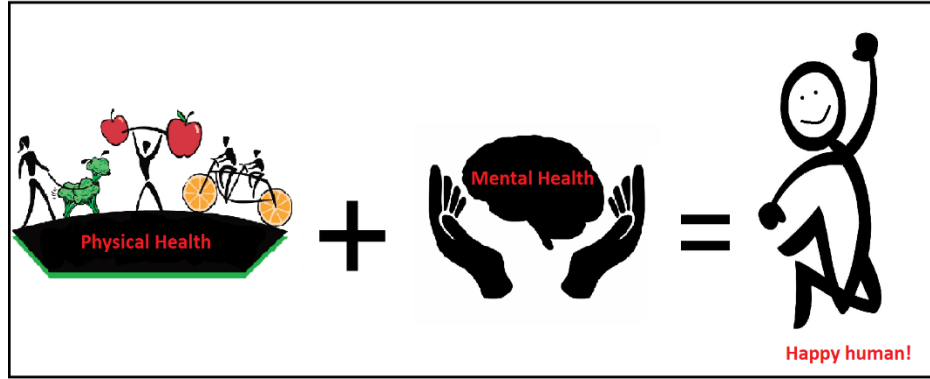
This visual strategy will help students categorize their interests based on physical traits.

- Provide a list of words as backup on a sheet with pictures for students to use to help with writing.
 - Words that describe their interests (I love, like, am passionate about..., enjoy, am crazy about, am interested in, find pleasure doing...)
 - Hobbies, sports, food etc....

Introduction Lesson Handouts:



(source: The Together Counts™ Curriculum)



(source: atozteacherstuff.com)

Why is Exercise Important?

Unit 1 Lesson 1

Description of Group: D/HH students. Mode of communication will be ASL
Grade Level: 4th grade

Standards:

- 1.7.N Describe the benefits of moderate and vigorous physical activity.
- 1.8.N Identify ways to increase and monitor physical activity.
- 7.4.N Practice how to take personal responsibility for engaging in physical activity.

ASL standards:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
2. Recall information from experiences or gather information from provided sources to answer a question.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will be able to set one short term fitness goal for the week including a verb of action, repetition, frequency of activity and duration based on the completion of a fitness log

Students will be able to share an example of their favorite exercise, whether it is aerobic, flexibility or strength based on an ASL video.

Students will identify how exercise positively affects the body based on the completion of a “before and after” exercise activity

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

Participate in group discussions. Daily journaling.

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Student discussions during class

Summative Assessment (What evidence demonstrates students have met the objective?)

Completion of videos, one fitness goal for the week, journal entries finished

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

My Health and Wellness journal

The Lesson:

Essential questions:

What is exercise and why do we need it?

How much exercise do we need to stay healthy?

Core ideas:

Kids' activity pyramid

aerobic, strength, flexibility

Exercise effects on the body

Enduring understandings:

Exercise can help us to keep our bodies and minds healthy and prevent illness

Physical activity is a healthy habit we can use for life

Setting exercise goals helps us to stay strong, motivated and feel happier

Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?)

Congratulations on completing your "AWESOME ME" project, we've learned a lot about what makes you happy. We shared how doing things like hobbies make you happy, we shared how being active in sports make you happy, and we talked about how different people make you happy. It is important to remember who we are, what we love to do and how we can control our actions to find happiness and to be healthy. Physical and mental health are important to our happiness. In the next few weeks, we are going to learn more about physical health and how we can control our physical happiness.

Why is exercise important/exercise's effect on the body? (5 minutes)

Discussion topics:

1. Physical activity is movement! Getting up and moving our bodies If we don't move what happens?
2. List the different consequences of what happens when we don't move
3. Regular physical activity keeps your heart healthy and strong
4. Physical activity is good for both your body and your mind! It can improve your mood, give you more energy during the day, and help you sleep better at night.
5. It is also a good way to help achieve and maintain a healthy body weight.

Kids activity pyramid (15 minutes)

Brainstorm (think-pair-share): What kind of activities do you notice on the activity pyramid? Are you surprised to see that some of these activities count as exercise?

Use these sentence frames to help guide your thoughts:

- 1) With my family, we
- 2) With my friends, we
- 3) When I am alone, I

Students can pair up in breakout sessions, when in class zoom, they will share one favorite activity. Each group will share one thing with the class that they felt/thought/noticed about the activity pyramid

Students paste the activity pyramid on page three of their wellness journal.

Writing prompt: What is your favorite exercise to do based on the activity pyramid?

Practice signing the sentence first and then use the sentence frame:

My favorite exercise to do is _____ to copy in their My Health and Wellness journal or, I do this (activity) [with my family, with my peers, alone

What are the different types of exercise?

Discuss and physically practice the 3 different types of exercise (aerobic, strength and flexibility) using the handouts as a guide. Students and teachers go outside to a big open space. With handouts as a guide, discuss the differences between aerobic, strength and stretch exercises. Also be sure to discuss the different health benefits of each type of exercise. After you discuss one kind of exercise, have students practice an exercise from the category to reinforce it such as running across the feeling or jumping up and down for aerobic, touching your toes or doing yoga for stretch, doing planks for strength etc. Continue to practice the different kinds of exercise during warm-up activities between lessons.

Exercise Activity: Before and After (20 minutes)

- The students sit quietly in their seats, “We are going to do a classroom experiment involving exercise”.
- On the google white board, and in their journals, draw a vertical line down the middle. Label one column “before” and the other “after.”
- Ask for words that describe how they are feeling when sitting quietly in their seats. (Responses could be relaxed, calm, restful, peaceful, think of all the possible words you want them to say, write them on the board) Encourage them to pay attention to what kind of mood they are in, what their bodies are telling them, and how much energy they have. They may say things like calm, tired, antsy, bored, comfortable. Whatever they say is

fine as long as they are saying what they actually feel. Write these words or phrases in the “before” column. They can also draw pictures to describe how they feel before

- Students participate in a variety of exercises, such as high-knee marching, sit-ups, push-ups, jogging in place, or jumping jacks. See if anyone has suggestions of activities. Exercise for at least five minutes before having them return to their seats.
- Now have them tell how they are feeling after exercising. Write those words in the “after” column. They may say things like alert, awake, happy, full of energy, excited. They can also draw pictures of how they are feeling now
- Talk about the activity and stress that exercise but also remind them that their heart is pumping, the blood is moving at an incredible speed)
- helps your body maintain overall good health.
- helps build and maintain healthy bones and muscles.
- Stretching and moving around increases flexibility in different parts of your body.
- The flow goes to our brain and makes us happier!

Setting Goals (20 minutes)

Now that we’ve done a few fun activities with moving around, twisting, jumping etc... Now we are going to create our own exercise goals. We can make fitness goals!

Have you ever had a goal before? We will be making goals and tracking them throughout the whole curriculum!

We will work in class to make our own personal fitness goals for the week in our wellness journal, and will check off our progress as we go

A goal includes:

verb of action (what I will do),

number of times (5 times, 10 times)

frequency of activity (how often I do the activity),

Duration (how long I will do it for)

I suggest you do short goals that day then expand to weekly suggestions

- I will run 3 times around the house as fast as I can.
- I will jump 15 times without stopping.
- I will DO-DO? HOW MANY? times, HOW?

“I will run for 20 minutes three times a week for one week

Let’s practice with two goals then for homework, write another 3 goals

Family members / friends can opt to do the daily fitness goal with their children.

Students will check off that they do their daily exercise (with parent/guardian signature)

Ask students how many times they think that they exercise a week. Do you think you can improve that goal?

Work on fitness goals in class with examples from teacher

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Take a video of you doing your favorite exercise and upload to FlipGrid, explaining whether it is a strength, aerobic or flexibility exercise and why it is your favorite. They will have a teacher example to reference.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Have English/ASL vocabulary list of movement verbs

Twist

Turn

Jump

Skip

Prance

Stretch

Pull

Include exercise modifications for students with physical disabilities that may not allow them to participate.

Include modified versions of the handouts to adapt to the different learning styles and needs of students such as more or less visuals, more or less writing etc.

Lesson 1 Handouts



EXERCISE GOALS

Name: _____

Date: _____

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

Duration (How long) / Repetition (how many times):

How often:

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:

Duration (How long) / Repetition (how many times):

How often:

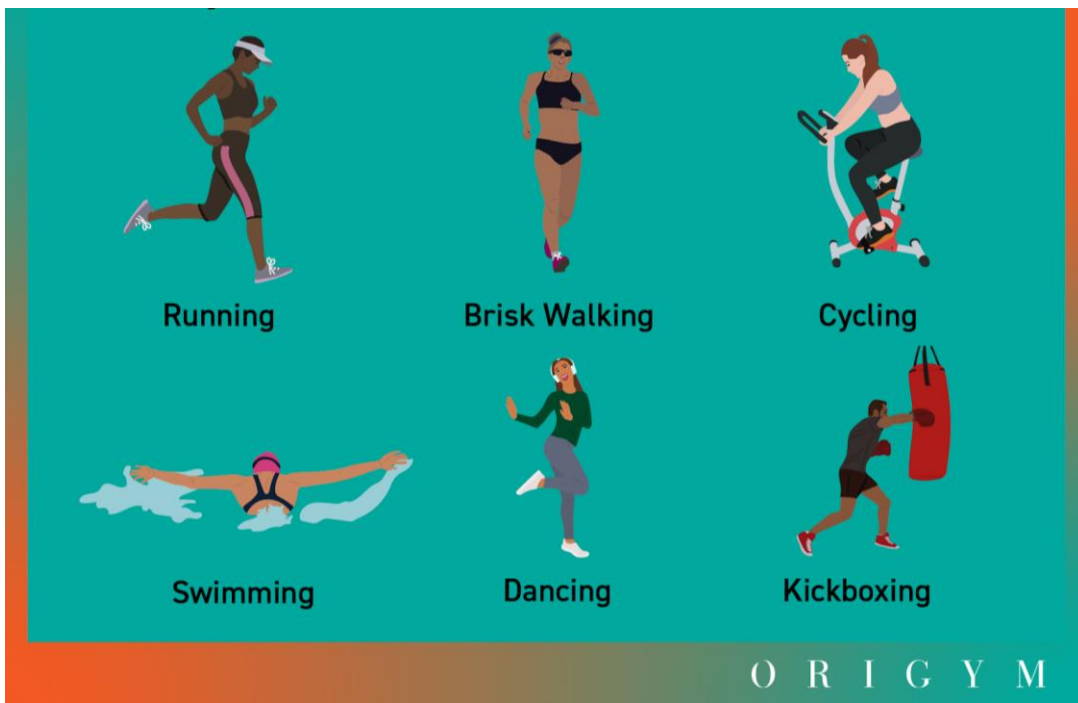
Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

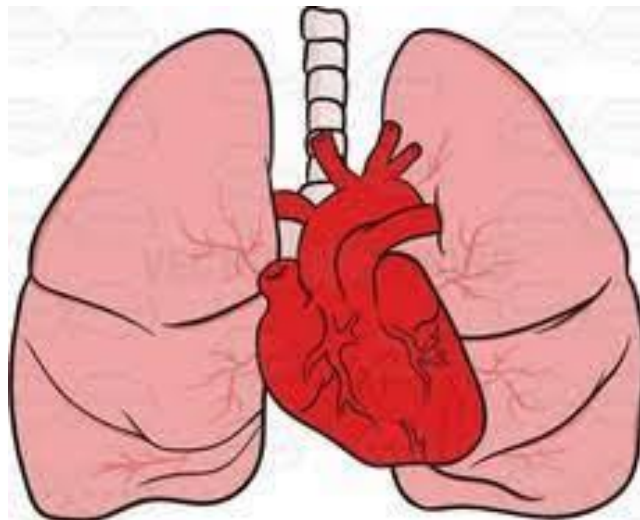
Duration (How long) / Repetition (how many times):

How often:

AEROBIC EXERCISE



Aerobic exercise supports:



Lung and heart health

STRENGTH EXERCISE

Oblique Crunches



Planks



Push Ups



Russian Twists



Side Lunges



Side Planks



Sit Ups



Split Jumps



Squats



Standing Calf Raises



Superman



Tricep Dips



Vertical Leg Crunches



Wall Push Ups



Strength exercise supports:

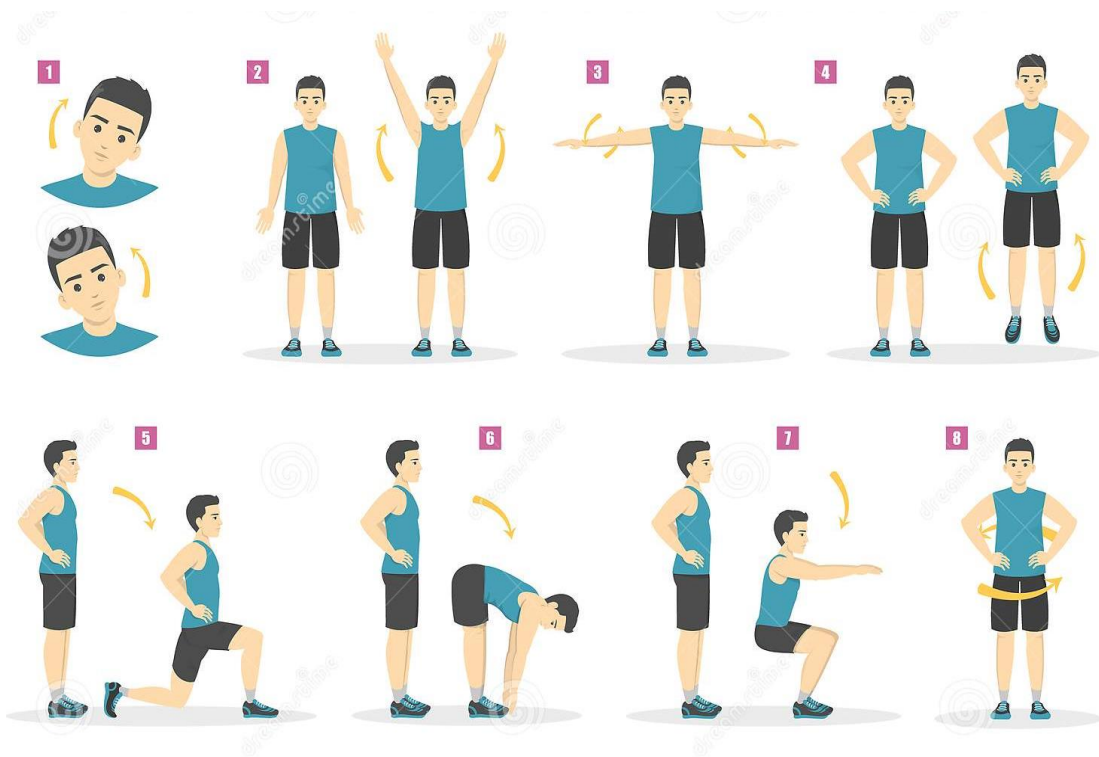


Building muscle



Keeping a healthy weight

Stretching



Stretching supports:



Flexible muscles



Injury prevention

Duration (how long):

- **1 minute**
- **30 seconds**
- **5 minutes**

Repetition (how many times):

- **5 times**
- **10 times**
- **30 times**

How often:

- **Every day**
- **Every night**
- **Twice a week**
- **Monday, Wednesday, Friday**
- **Weekends**

Exercising Safely

Unit 1 Lesson 2

Grade Levels: 4th grade

Description of Group: D/HH students. Languages will include ASL and English print.

Standards:

Health:

5.2.N Describe how to use a decision-making process to select healthy options for physical activity

6.2.N Make a plan to choose physical activities at school and at home

1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity.

1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.

ASL:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will explain safety issues when doing exercise and will demonstrate how to exercise safely based on a completed drawing worksheet and a collaborative video recorded on zoom.

Students will be able to set one short term fitness goal for the week including a verb of action, repetition, frequency of activity and duration based on an entry in their wellness journal and a completion of a fitness log

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL:

Participate in group discussions about safety issues when exercising in ASL.
Complete a group video project, choosing three exercises to teach another child

English:

Written journal entries

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Group discussion and teacher observation of students practicing how to exercise safely during class

Summative Assessment (What evidence demonstrates students have met the objective?)

Completion of videos, one fitness goal for the week, journal entries finished

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Physical copy of **The busy body: a kid's guide to fitness**

Wellness journals

Water bottle

Sun protection (hat, sunscreen)

Exercise safely worksheet

Fitness challenge calendar

The Lesson:

Hook:

In our previous lesson, we learned about the importance of exercise. Who can tell me why exercise is so important? Have students raise their hands to share. Instead of talking let's get into action. Every day we will begin our lessons by doing a five minute warm-up stretch. Students will follow the instructor's lead doing stretches such as head-rotations, touch your toes, arm over head etc.

Ask students how they feel before and after stretching. Ready to learn?

Exercising Safely (25 minutes)

Today we are going to do a fun class workout but incorporate how to exercise safely!

My first question is how much exercise do you think we should get every day.
Have options for them to choose from..... 5 minutes, 1 hours, 10 hours etc.
Answer is.... 1 hour! Have them write this in their My health and wellness journal with the sentence frame:

I should exercise for 1 hour every day.

Explain that the students will watch a video with captions in English about exercising safely
insert video Have them try to remember two things they learned from the video and share with the class

Topics include:

#1- wear the right clothes. (I will already have sent an email to parents explaining that we are doing exercises so kids should come wearing something comfortable with clothes toed shoes Remember... if we're outside, always wear sun protection!

#2- don't forget a helmet or elbow pads / knee pads if you're riding a bike, skateboarding etc.

3- drink water! Make sure all students have a water cup / water bottle nearby. Always drink water before and after your workout. You need to drink more water if you are out in the sun. if you feel tired, drink some water and take a rest

#4 - warm-up! We already learned about stretching, which is a great way to warm-up your body and take deep breaths.

#6- Practice aerobic and strength exercises (review vocabulary for these terms). Today we are going to use the space we have and any items we can find around us to practice exercise. First we are going to do 20 jumping jacks. Then rest. Then repeat. That is called a repetition. Next we are going to run in place for 30 seconds. Then rest, then repeat. Finally, we are going to practice jumping on one leg, then switch to another leg. If students have problems with these exercises they can do them while sitting in a chair.

Break: Rest and drink water.

Next we are going to practice strength. Review the verbs learned from the previous lesson - SQUAT JUMP, PLANK and SUPERMAN POSE. You don't need any items to do this because you can use your own body weight! Provide Visual prompts with the picture and English words. Practice squat jump (10) , plank (30 seconds) and superman pose (30 seconds). Rest and repeat.

#5 - cool-down. Once our exercise routine is over, we can spend some time cooling down. This includes more stretching! How does your body feel now?

Follow-up Worksheet (20 minutes)

Let's talk about the steps we took to exercise safely. Review what we learned from the video by asking: what are some ways to exercise safely? Pick three of the options we discuss and draw a picture of you exercising safely (drink water, helmet, warm-up, cool down, sunscreen etc.)

Effect of exercise on body read aloud (15 minutes)

This book is titled "How Does Soap Clean Your hands? The Science Behind Healthy Habits" written by Madeline J. Hayes.

Translate the book into ASL and provide ample time to review photos and allow students to ask questions about the book. Topics include all of the benefits that exercise has on the body, and how it improves our mood and ability to do activities such as learn in class and sleep better.

After the read-aloud, I will ask students "what was one thing you learned?" "What was your favorite part of the book?" Have a class discussion.

New fitness goal

Today we're going to make a new fitness goal for the week! Discuss how last week's fitness goal went.

Work in class to update your new fitness goal in your journal using the model from last week.

Teach another kid an exercise (multiple days)

Students will be divided into groups of 2-3 partners.

On day one, students will work together to pick three exercises they would like to teach another child. The first will be one stretch, the second one aerobic exercise, and the third will be one strength exercise. Students will write down the exercises they chose in their journal.

They will also brainstorm ways to make sure they are safe during their video. If they are exercising outside they can wear a hat. Always have water nearby etc.

They will have a checklist to make sure they are exercising safely on the day of the video recording.

I will work in separate groups to record the exercises on zoom.

Students will be provided a rubric and checklist.

- 1.) Are you wearing appropriate workout clothes?

- 2.) Did you introduce yourself
- 3.) 1 warm-up, strength and aerobic exercise
- 4.) Include repetitions or duration of exercise
- 5.) Cool-down

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

That is the end of your fitness lesson! There are many ways to stay healthy and exercise every day. Let's review all of the videos you've worked hard making and congratulate your classmates on a job well done.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Modify exercises to make sure that all students can participate in them safely. For example, incorporate chair exercises for students that may have trouble standing for long periods of time.

Organize students into groups based on their current written English and ASL proficiency to help students that need more language guidance

Monitoring Food

Unit 1 Lesson 3

Grade Levels: 4th grade

Description of Group: D/HH students. Mode of communication will be ASL

Standards:

Health:

- 1.9.N Explain how eating habits can affect a person's health.
- 1.1.N Classify various foods into appropriate food groups.
- 1.2.N Identify the number of servings of food from each food group that a child needs daily

ASL:

- 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- 2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will correctly identify fruits, vegetables, protein, carbs and dairy and will create one balanced meal idea based on a journal activity and an uploaded video to FlipGrid

Students will document what they eat in one day and will explain whether they ate balanced meals and explain why or why not.

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL: Students will explain the cause and effect in ASL using descriptive vocabulary (TIRED, IRRITATED, HYPER, SLEEPY), if they eat too much sugar what happens? Collaborative group conversations in ASL as well as uploaded videos explaining nutrition concepts in ASL

English: Complete written journal entries including what happens if I eat too much sugar and why is it important to eat enough of each food group

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Teacher observation of student discussion in class

Summative Assessment (What evidence demonstrates students have met the objective?)

Completion of a balanced MyPlate activity and documenting what they ate in one day with discussion on what food groups they are missing from their meals.

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

My Health and Wellness journal
MyPlate food guide
Computers/access to camera

The Lesson:

Last week we learned all about exercise! You make choices to do all kinds of different exercises to help you be happy. The more we exercise, the more strength we have, the more flexibility and the better our heart and lungs work because of aerobic exercise. Our body needs exercise. Our body also needs food to keep exercising. If we don't have food, what happens when we exercise? We are tired, hungry, irritated, and cranky. Once we have food in our stomach, we can do whatever we like to do. So today, we are going to learn about how food affects the body. Nutrition discusses how food makes us healthy. Who enjoys eating? Raise your hand!

“I like to eat” activity with cutouts of different foods

We are going to begin by creating a new section in My health and wellness journal for nutrition.

Title the first section of the journal “Nutrition”

I want to know what your favorite food is! Students can cut and paste their favorite foods from the internet or draw their own onto the worksheet. Let students share some of their favorite foods with the class and help students label the foods in English.

What on my plate activity

Students will learn vocabulary words in ASL and English for Fruit, Grains, Vegetables, Protein and Dairy.

I will have numerous examples of each type of category. For example: milk, chicken, chips, veggies, fruits etc.

As a class, students will sort the food items I show them into the correct categories. Can you come up with some new examples of foods that fit into these categories?

Have students practice doing this more than once. As they get more comfortable sorting the foods into food groups I can time them to see how fast they can do it.

Why is having a balanced meal important? It helps our body digest the food. If we have too much protein, you will feel bloated and heavy. If you have too many vegetables, you will also feel bloated and have gas. Sometimes we get diarrhea. It is not comfortable.

Now students will craft a “balanced meal” using the MyPlate format as a guide.

Start with fruit. What kind of fruit would you like to eat in your perfect meal? What about veggies? Protein? (If students don’t eat meat or animal products, discuss vegetarian protein and dairy options). Students will have cutouts to paste onto their MyPlate worksheet and will glue this into their journal labeled as “my balanced meal”.

They will then upload an ASL video on Flipgrid discussing why they chose the foods in each category. I will show them my example as a guideline.

Remote Activity: Food scavenger hunt in kitchen / Food labels

Show students an example of a food label. Have you seen one of these before? Food labels tell you whether a food is healthy and all of the ingredients you’re eating. Have students do a food scavenger hunt. Find one or two items in your house with a food label and bring them back to the computer. You have 5 minutes!

Can you locate the word sugar on your nutrition label? Have students circle where they see the word food. Sugar is tasty but too much of it is not healthy for us.

Show students an apple cereal and a Coca-Cola drink and circle how much sugar each has. Which one do you think has the most sugar? Scoop sugar into a plastic bag to show a visual representation of how much sugar is in each item. Is this more or less than you thought it would be? Now show them an example of how much sugar they should consume in one day. How does it compare to the amount of sugar in the foods we just explored?

Ask students: “What happens if you eat too much sugar?” Remind them of “halloween” when they had too much candy, how did they feel afterwards. This can be a group discussion or a written journal entry.

Now circle where you see the word calories.

Calories create energy to jump, laugh, play, think etc. We need calories to survive! How many calories does your food label have?

Eating too many or too few calories affects our health. Show a slide show of some of the effects that eating too much or too little can have on our health

Students will then upload a photo of one nutrition label they chose, and will circle where they see calories, and where they see sugar. Answer the question in ASL: how many calories are in this food and how much sugar?

Wrap up Question: Now that we looked at the different types of food, what did you learn today? Have students repeat what they learned. What happens if we eat too much sugar or too much protein?

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Homework: What do we eat in a day?

Take a picture of what you eat all day (breakfast, lunch and dinner) for one day. Give the name/label for each item on your plate in English and ASL (parents can help their students with the vocabulary labels). Pick one meal and sort your meal into five categories. Complete all three meals. Have them write in English using the sentence frame

For breakfast, I ate _____. It is a fruit/vegetable/ grain/carbs/protein/dairy.

For lunch I ate 1)_____,2) _____, 3)_____.

1 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

2 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

3 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

After I ate lunch, I felt _____ (good, tired, sleepy, energetic, bloated, full),

For dinner I ate 1)_____, 2)_____, 3)_____, It is a fruit/vegetable/
grain/carbs/protein/dairy.

1 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

2 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

3 _____ is a fruit/vegetable/ grain/carbs/protein/dairy.

After I ate lunch, I felt _____ (good, tired, sleepy, energetic, bloated, full),

How does it match with the MyPlate guide? What foods do you think you might need more or less of? Upload photos to a Google Docs slide with a completed checklist if you ate

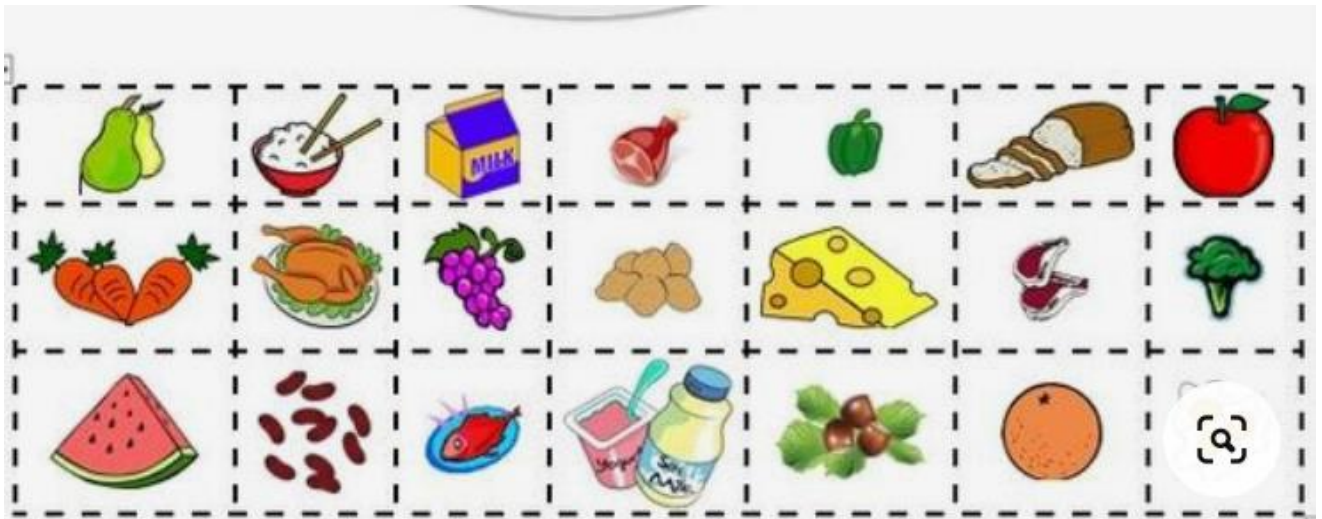
- Fruits
- Veggies
- Carbs
- Protein
- Dairy

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Have translations for English words into Spanish in case some labels are in Spanish instead of English

Collect different nutrition labels and upload them to a doc incase students do not have access to nutrition labels at home

Lesson 3 Worksheets and Printables

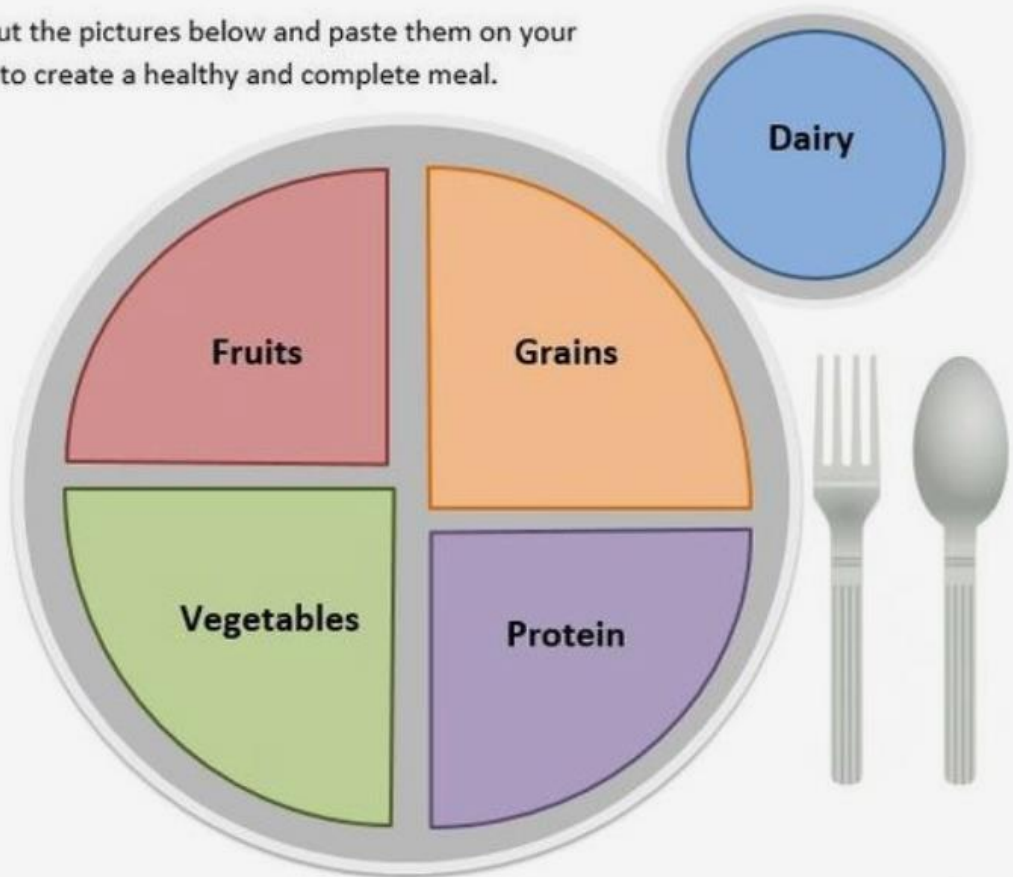


Name: _____

Innovative Teacher 

WHAT'S ON MY PLATE?

Cut out the pictures below and paste them on your plate to create a healthy and complete meal.



(U.S Department of Agriculture, 2021)

Nutrition Facts

Serv. Size 1 Can

Amount Per Serving

Calories 140

% Daily Value

Total Fat 0g 0%

Sodium 45mg 2%

Total Carb. 39g 14%

Total Sugars 39g

Incl. 39g Added Sugars 78%

Protein 0g

Not a significant source of sat. fat, *trans* fat, cholest., fiber, vit. D, calcium, iron and potas.

Coca-Cola

NUTRITION



DO NOT PURCHASE IF PACKAGE IS OPEN OR TORN

Nutrition Facts

Serving Size 1 Package

Amount Per Serving

Calories 130 Calories from Fat 40

% Daily Value*

Total Fat 4.5g **7%**

Saturated Fat 1g **6%**

Trans Fat 0g

Polyunsaturated Fat 1g

Monounsaturated Fat 2g

Cholesterol Less than 5mg **1%**

Sodium 240mg **10%**

Total Carbohydrate 19g **6%**

Dietary Fiber Less than 1g **3%**

Sugars Less than 1g

Protein 3g

Vitamin A 0% • Vitamin C 0%

Calcium 2% • Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

| | | Calories: 2,000 | 2,500 |
|--------------------|-----------|-----------------|---------|
| Total Fat | Less than | 65g | 80g |
| Sat Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

MADE WITH SMILES AND ENRICHED WHEAT FLOUR (FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID), CHEDDAR CHEESE ((CULTURED MILK, SALT, ENZYMES), ANNATTO), CANOLA AND/OR SUNFLOWER OILS, CONTAINS 2 PERCENT OR LESS OF: SALT, YEAST, SUGAR, AUTOLYZED YEAST, BAKING SODA, MONOCALCIUM PHOSPHATE, PAPRIKA, SPICES, CELERY, ONION POWDER.

CONTAINS: WHEAT, MILK.

PEPPERIDGE FARM INC., NORWALK, CT 06856

BAKED IN U.S.A.

910008005197

7523-20-58

Partially Produced with Genetic Engineering

Satisfaction guaranteed. For questions or comments, please call us toll free 1-888-737-7374. Thank you.



Visit our website at www.goldfishsnacks.com

Nutrition Facts

about 3.5 servings per container
Serving size 14 cookies (30g)

Amount per serving

Calories 150

% Daily Value*

Total Fat 7g **9%**

Saturated Fat 1.5g **8%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 85mg **4%**

Total Carbohydrate 20g **7%**

Dietary Fiber less than 1g **2%**

Total Sugars 8g

Includes 8g Added Sugars **16%**

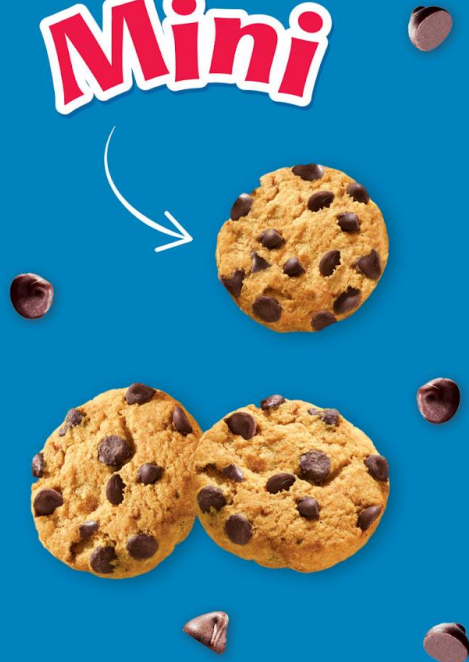
Protein 1g

Vit D 0mcg 0% • Calcium 0mg 0%

Iron 1mg 6% • Potas 40mg 0%

Chips Ahoy!

Mini





Nutrition Facts

Servings Size 1 pouch (44 g)
Serving Per Container 1

Amount per serving
Calories 130

% Daily Value*

Total Fat 0g **0%**

Sodium 15mg **1%**

Total Carbohydrate 32g **12%**

Dietary Fiber 3g **11%**

Total Sugars 15g

Includes 11g Added Sugars **22%**

Protein 2g

Vitamin A 440mcg **50%**

Vitamin C 44mg **50%**

Vitamin E 7.3mg **50%**

Not a significant source of saturated fat, trans fat, cholesterol, vitamin D, calcium, iron, and potassium.

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Nutrition Facts

5 servings per container

Serving size 1/5 pizza (148g)

Amount per serving

Calories 370

% Daily Value*

Total Fat 14g **17%**

Saturated Fat 7g **36%**

Trans Fat 0g

Cholesterol 30mg **10%**

Sodium 800mg **35%**

Total Carbohydrate 48g **17%**

Dietary Fiber 2g **9%**

Total Sugars 9g

Includes 2g Added Sugars **3%**

Protein 16g

Vitamin D 0mcg 0% • Calcium 262mg 20%

Iron 3.3mg 20% • Potassium 389mg 8%

* The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

INGREDIENTS: ENRICHED FLOUR (WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE, RIBOFLAVIN, FOLICACID), CHEESES (LOW MOISTURE PART SKIM MOZZARELLA AND PARMESAN CHEESES [CULTURED PASTEURIZED PART SKIM MILK, SALT, ENZYMES], WHITE CHEDDAR AND PROVOLONE CHEESES [CULTURED PASTEURIZED MILK, SALT, ENZYMES]), WATER, TOMATO PASTE, YEAST, CONTAINS 2% OR LESS OF: VEGETABLE OIL (PALM, SOYBEAN, OLIVE AND/OR CANOLA OIL), YELLOW CORNMEAL, SUGAR, SALT, HYDROGENATED SOYBEAN OIL, SEA SALT, SPICE, DATEM, WHEAT GLUTEN, DEXTROSE, GUAR GUM, DRIED GARLIC, SOY LECITHIN, NATURAL FLAVOR, ASCORBICACID (DOUGH CONDITIONER), WHEAT STARCH, ENZYMES.

CONTAINS: WHEAT, MILK AND SOY.





Ingredients: Corn, Vegetable Oil (Sunflower, Canola, and/or Corn Oil), Maltodextrin (Made From Corn), Salt, Cheddar Cheese (Milk, Cheese Cultures, Salt, Enzymes), Whey, Monosodium Glutamate, Buttermilk, Romano Cheese (Part-Skim Cow's Milk, Cheese Cultures, Salt, Enzymes), Whey Protein Concentrate, Onion Powder, Corn Flour, Natural and Artificial Flavor, Dextrose, Tomato Powder, Lactose, Spices, Artificial Color (Including Yellow 6, Yellow 5, and Red 40), Lactic Acid, Citric Acid, Sugar, Garlic Powder, Skim Milk, Red and Green Bell Pepper Powder, Disodium Inosinate, and Disodium Guanylate.

CONTAINS MILK INGREDIENTS.

Nutrition Facts

Serving Size 1 oz (28g/About 11 chips)

Amount Per Serving

Calories 140 Calories from Fat 70

% Daily Value*

Total Fat 8g **12%**

Saturated Fat 1g **5%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 210mg **9%**

Total Carbohydrate 16g **5%**

Dietary Fiber 1g **4%**

Sugars 0g

Protein 2g

Vitamin A 2% • Vitamin C 0%

Calcium 0% • Iron 0%

Thiamin 2% • Vitamin B₆ 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

| | Calories: | 2,000 | 2,500 |
|--------------------|-----------|---------|---------|
| Total Fat | Less than | 65g | 80g |
| Sat Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



Nutrition Facts

Serving Size 2 Tbsp (32g)
Servings Per Container About 56

Amount Per Serving

Calories 190 Calories from Fat 140

% Daily Value*

Total Fat 16g **25%**

Saturated Fat 3g **15%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 150mg **6%**

Total Carbohydrate 6g **2%**

Dietary Fiber 2g **8%**

Sugars 3g

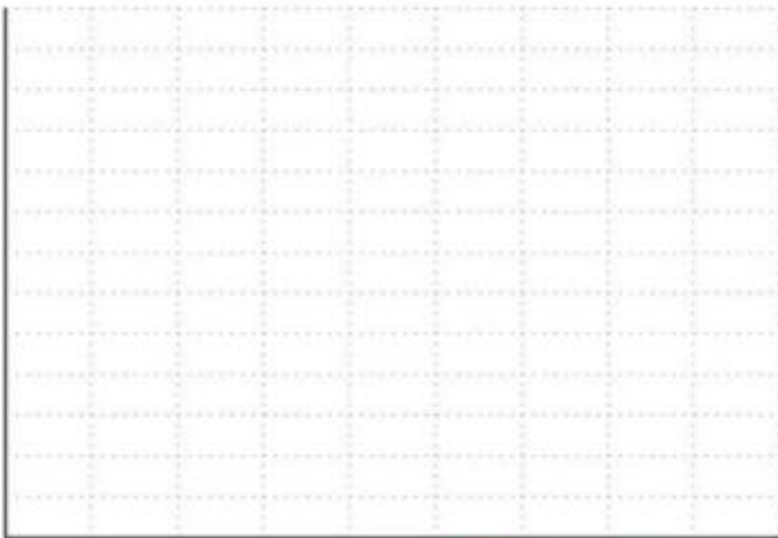
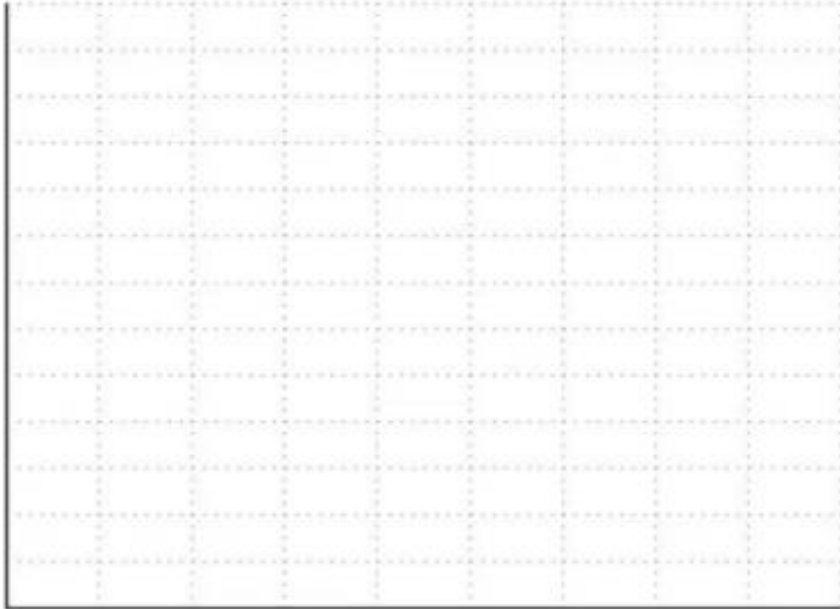
Protein 7g **7%**

Vitamin A 0% • Vitamin C 0%

Calcium 0% • Iron 2%

Vitamin E 10% • Niacin 20%

* Percent Daily Values are based on 2,000 calorie diet.



Which snack do you think is the healthiest? Why?

Balancing Meals

Unit 1 Lesson 4

Grade Levels: 4th

Description of Group: D/HH students. Languages used ASL and English print

Standards:

Health:

7.2.N Plan a nutritious meal.

8.1.N Practice making healthy eating choices with friends and family.

6.1.N Set a short-term goal to choose healthy foods for snacks and meals.

ASL:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will collect one healthy recipe they like to eat with family members and share their recipe in a classroom cookbook.

Students will track and monitor one nutrition goal they choose for the week based on a nutrition log.

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL: Class discussions in ASL. Uploaded video signing about one recipe they choose to make
English: Read a model recipe and write a step-by-step recipe in English and create one nutrition goal for the week using sentence frames.

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Class discussions, written recipe and nutrition goal

Summative Assessment (What evidence demonstrates students have met the objective?)

Completed project of one nutritious meal to cook as well as completed nutrition log for the week.

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Blueberries, cheerios, apples, carrots, banana, rice cake, carrots

Access to computer and camera

Printable nutrition log

Family challenge sheet

The Lesson:

In class activity Hook:



Today we are going to start by making a healthy snack! Students will have plastic bags with blueberries, cheerios, apples, bananas, carrots, one rice cake and a package of peanut butter as well as one plastic knife. (Find out ahead of time if students have any food allergies). Peanut butter can be substituted for jam. Construct the snack with students. Review whether they think each item is a veggie, fruit, carb, protein etc.

Cleanup

Classroom Cookbook

Did you enjoy your snack? I found the recipe in what we call a “cookbook”. Cookbook is a book that has many different types of recipes. What if we had our own classroom cookbook? Each of you will put your favorite recipe and share it with the class. Sharing many different healthy snack options would be a fun idea. Did you see how I made my video? I had a step by step process, 1... 2... etc.

Let’s make one recipe ourselves. Show a slideshow of different “cultural dishes” and foods from around the world. Does your family use any of these ingredients? Some families use different ingredients to cook!

Together we are going to make a class cookbook over the course of a few days.

Step one will be to decide a recipe. Model this process in class with students.

For example, if students choose macaroni and cheese, go through the steps it might take to make it. Boil water, add macaroni, wait 7 minutes, drain, add cheese, milk and butter, stir, serve. Can we add any veggies as a side dish to make it healthier?

I will model writing the recipe for students.

Next, brainstorm some recipes your family cooks in class then explain that you will interview a family member:

Students receive a list of questions to ask parents or family members and practice signing in ASL:

What is a dish we like to cook together?

How do I make it?

Can we cook it together this week?

Does this count as a healthy meal?

(I will also email parents ahead of time to discuss this activity).

Students come back to class the next day with written or signed responses ready. What dish did you talk about making? What makes this dish healthy? Are you ready to make it this week with your family?

Document actually making the dish with a family member if possible.

Print out written directions and photos of the meal

Practice writing out the directions and signing directions in ASL

Compile a list of student’s recipes and their photos into a classroom cookbook that is accessible online for families.

If students can’t take photos, they can also draw the step-by-step process and explain in ASL for the teacher, while the teacher writes directions in English.

At the end of the project we can do a “recipe walk” and review all the dishes we made or put in our cookbook!

Nutrition Goals

Just like we made exercise goals, we are going to create nutrition goals for the week!

Let's brainstorm some healthy eating ideas we can use.

For example: I will eat a banana every morning during breakfast for one week

I will drink a bottle of water during school everyday

I will eat fruits or vegetables with dinner every night.

Track your progress with stickers. It's okay if you don't reach your goal everyday, but we're making progress!

Practice signing their nutrition goals for the week and translate into English with the help of sentence frames.

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

On Friday we will share whether we reached our goal of five fruits or veggies everyday, how our personal nutrition goals went and the classroom cookbook we created.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Allow students to write their recipes in the language of choice (English, Spanish, ASL etc.)

Plan ahead for any food allergies

Lesson 4 Worksheets

My name:

My goal:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday Reward!

Place sticker here

Use this fun sticker chart to achieve your goals!

Well done!

(HealthyEd, 2011)

Identifying Emotions

Unit 2 Lesson 5

Grade Levels: 4th

Description of Group: D/HH students. Languages used ASL and English print

Standards:

Health:

1.1.M Describe a variety of emotions.

1.2.M Explain what it means to be emotionally or mentally healthy.

ASL:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will be able to track how they're feeling everyday based on wellness journal entries
Students will identify different emotions and feelings based on their completion of a feelings book and "the feeling guy" worksheet

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL: Discuss how different emotions feel and whether problems are small, medium or big

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Class Discussions

Summative Assessment (What evidence demonstrates students have met the objective?)

Completion of wellness journal entries and worksheets

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

My emotions book

The feelings guy worksheet

Pencils and crayons

Wellness journal

Laptop

The Lesson:

Sorting Emotions

Access prior knowledge of emotions by showing a photograph of someone crying. Write the word

"emotions" underneath the photograph. Ask students what the picture shows and how the picture relates to the word emotions. Allow a few students to offer responses.

Explain emotions to students by saying, "Emotions are feelings. Our feelings change from moment to moment depending on what's going on around us, at home, or with our friends. Can anyone tell me an emotion that they felt today?"

Encourage students to offer responses and record them on the whiteboard. Explain to the students that today they will be playing emotion charades and learning new vocabulary words to describe emotions. Explain that learning a variety of words to describe emotions, or how someone is feeling, will help them to understand how characters are feeling in the stories they read or what they're friends and family members are feeling around them.

Go through a PowerPoint slide with different photos of emotions that people feel. Allow volunteers to guess the sign for the emotion. This will be a good way to learn new vocabulary words.

Pick a volunteer and take them into a breakout room. Tell them the secret word they will be acting out. For example: excited. The student will enter back into the group and will act out the emotion. Students will guess which emotion they are acting out by raising hands and being called on. Make sure students know not to sign the word but keep it to themselves unless they are called on.

Next we will sort emotions into different categories: green (happy, excited, silly, calm etc.) Yellow (tired, bored, confused etc.) and red (angry, sad, scared, sick etc.) This will help students with their daily check in question: How are you feeling today?

2. Draw your feeling face. Now draw a face on the Feeling Guy to match how you felt inside. Does your face match how you felt inside?

3. Rank your feelings. On your Feeling Guy's left hand, write the number 1, 2, 3, 4, or 5 to show how much you felt this way. For example, if you felt a little sad, write the number 1. If it is the saddest you have ever felt, write the number 5. It may help you to hold out your fingers as you decide.

4. Share the feeling. Think of someone you might want to share your feelings with. Write down the name of the person in the Feeling Guy's right hand. You can even share your feelings with your stuffed animal or pet. A lot of people feel better after sharing their feelings.

(on the bottom of the sheet you can color with whether this is a green, yellow or red feeling)

5. Take responsible action for your feelings. Make sure to stress the idea that they can make choices. Did you know that you can choose how to respond to feelings? Remember to respond in a way that is kind to yourself and others.

Part 2: Responsible Actions (10 minutes)

a. Thumbs Up/Thumbs Down (TU/TD)

Now let's help each other. Let's play TU/TD: Read the following and play the TU/TD game.

Students will be able to share some solutions to problems such as:

- When I get angry, it helps me feel better if.....
- When I feel sad, it helps me feel better if.....
- When I feel bored, it helps me feel better when.....
- When I feel tired, it helps me feel better to.....
- When I feel mad, it helps me if.....
- When I feel lonely, it helps me feel.....

Students can give a thumbs up/thumbs down if that is also a strategy that they use when they feel this way. For example:

When I'm sad I chat with a friend to help me feel better. Is this also a strategy you use? Thumbs up or thumbs down. Remember, thumbs down does not mean a wrong answer!

c. Tools to go. A part of growing up is learning how to "Be the Boss of Your Feelings." Emphasize that it is normal to experience many feelings and remind students they can develop tools to help them express and manage their difficult feelings. Offer the following challenges:

The Smile Challenge: Suggest that next time students are feeling sad or grumpy, they smile at someone or try to make someone laugh. Tell them to notice how making someone laugh or smile makes them feel and to let you know.

The Breathing Challenge: Who controls how you breathe? That's right, you do! So here is a challenge. Next time you are upset, feeling nervous, or can't get to sleep, take your hand and put it on your heart or your tummy. You may like to close your eyes as we count five breaths. With each full breath, that's one breath in and one breath out, press one finger, and then the next, against your tummy. Let's do this five times with long, slow, easy breaths." After the five breaths, say, "Open your eyes. Do you feel better? Tell your teacher if it works for you. Maybe you can all do it as a class if you need to take a break, to turn the day around, or to get ready for a test."

How big is this problem?

Students will learn how to sort problems between little (I can sort this problem on my own) medium (I need a little bit of help solving this) Big(I need to talk to a grown up to get help)

Show a variety of videos with different scenarios such as: My shoelace is untied, I lost my book, my pet died, I don't have enough food to eat, I don't have a pencil, I saw one friend hit another etc.)

Explain that students are going to go through a list of problems. They have to decide if it's a little problem: something they can handle on their own and wouldn't have a big emotional reaction. It might be a medium problem: a problem where they might need some help from someone else, but it's not an emergency or life-changing event. Or, it might be a big problem: an emergency, a threat to life, or something that might be life-changing like a death in the family. Make sure students understand they don't actually have to provide a solution to the problem, but just whether or not it's a problem that would trigger an emotional response as little, medium or big. Students will work as a group to sort these problems into the three categories.

Students will have a chance to come up with some of their own scenarios or problems they've faced in their everyday lives.

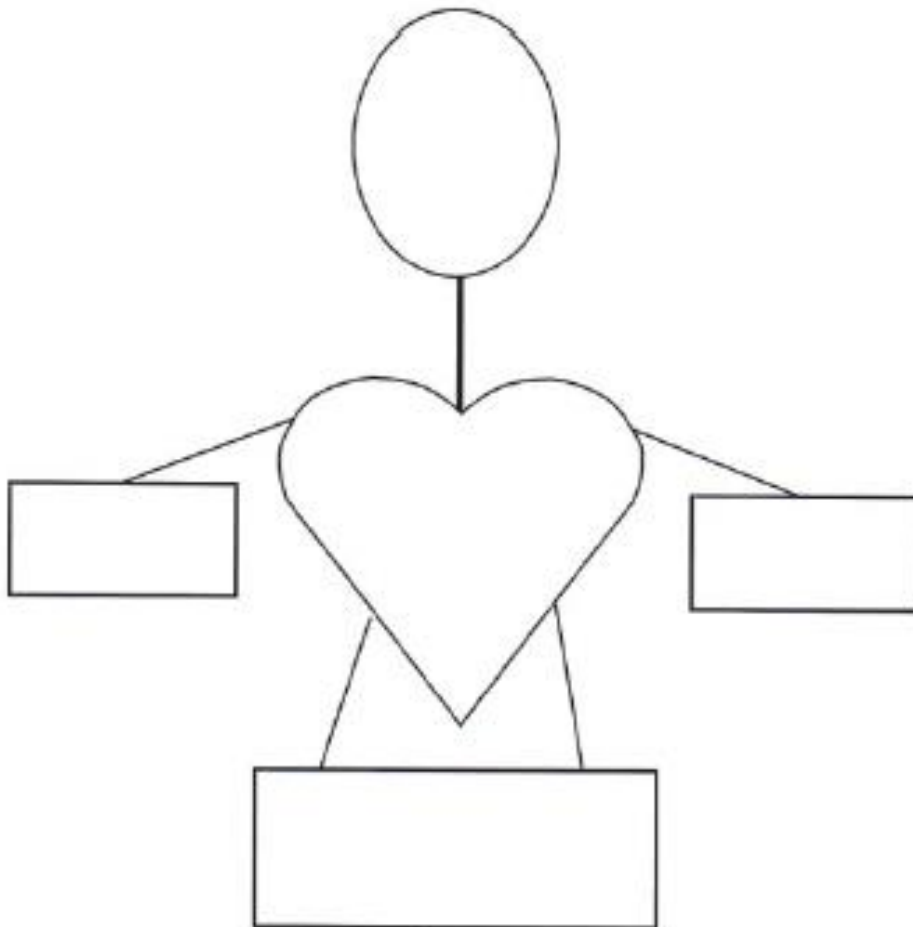
Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

I will ask students how they felt after a week of tracking their emotions. Did anyone use any of the new strategies we learned this week to manage their emotions or handle a problem on your own?

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Pair students into groups based on language proficiency levels
Give students an option to write and draw

Lesson 5 Worksheets and printable



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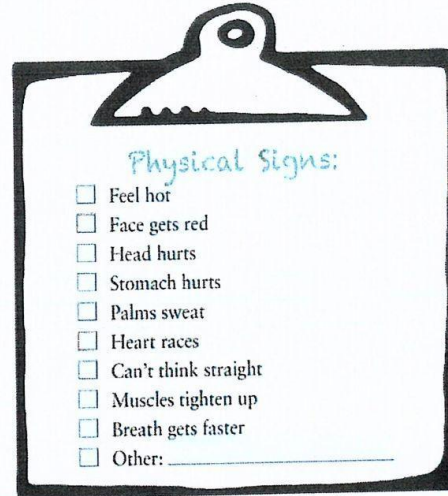
Name: _____

Pick ONE strong emotion. What are the physical signs?



Strong Emotions

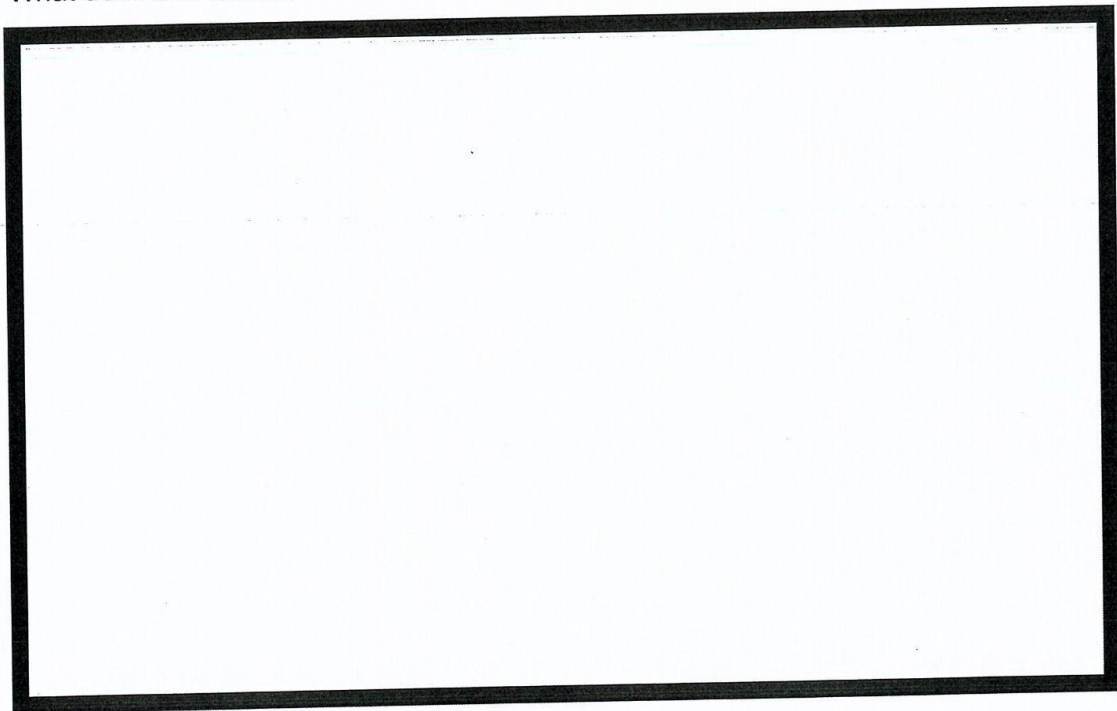
- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



Physical Signs:

- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:



(Committee for Children, 2021)



Figure 2.1: Calm Down Tools Poster

Managing Stress and Building Resilience
Unit 2 Lesson 6

Grade Levels: 4th Grade

Description of Group: D/HH students. Mode of communication will be ASL

Standards:

Health:

1.9.M Identify positive and negative ways of dealing with stress.

8.2.M Support peers in school and community activities.

ASL:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will give an example of a fight, flight or freeze response to stress as measured by a graphic organizer

Students will teach one stress management technique we learned in class as measured by a recorded ASL video

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL: Students will use ASL to explain a stress management technique as well as have group discussions about different stressors

English: Journal entries and graphic organizers

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Teacher observations

Summative Assessment (What evidence demonstrates students have met the objective?)

ASL video

Completed journal entries

Graphic organizer

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Cups for stacking

PowerPoint slides

Fight flight or freeze worksheet

Yoga handout

Balloons

Funnels

pen/pencils

The Lesson:

Warm-Up:

Do a cup stacking competition. Students will try to stack their cups the fastest as a good way to simulate stress in a low-stakes way. Play a couple rounds and ask students how they felt before and after. Did your heart start beating? Did your palms get sweaty? This is the effect of stress on the body!

Lesson:

What is Stress?

Have you seen this sign before? (STRESS). Do you know what it means or what causes it?

Show a slideshow with different situations that might cause stress

For example: Homework, fighting with friends, taking a test, driving in a car, moving to a new school etc.

Stress can be good or bad. Have you ever been on a bicycle and almost crashed? Stress helps your body react when you feel in danger! But some stress isn't so good. What happens when you're doing schoolwork and you feel stress? Does it help or hurt you?

When we respond to stress we either "fight, flight or freeze" (Students practice signs for each)

Fight is facing something head on, flight is running away and freeze is feeling stuck/ can't move or react.

Go through some examples in a PowerPoint such as fire, being teased, having a lot of homework. What would you do!?

Next, have the students fill out the graphic organizer with the example: what do you do if you see a spider?

Have them draw a picture illustrating a fight, flight or freeze response

Managing Stress:

This unit will focus on ways that we can manage when we are feeling stressed.

Yoga:

Go through the flow of yoga poses as a class. Then have students get into partners and practice teaching their own “yoga flow” with 3 of the poses they learned to one another.

Meditation/breathing:

Play part of YouTube video

<https://www.youtube.com/watch?v=W01itVu4WGM>

How do you feel before and after meditation? Write in journal

Chat with a friend:

Chatting with a friend or family member can help us when we are feeling stressed! Let’s break up into partners and take turns asking one another how we’re feeling today (green, yellow, red).

Exercise Outside:

Take a walk outside and look for 5 things to see, smell, or feel.

How do you feel before and after a walk outside?

Stress Ball Activity:

1. Blow up the balloon and then deflate it before you start. This stretches the balloon which makes it easier to fill it with the flour.



- 2.
3. Pull the end of the balloon up over the end of a funnel.



- 4.
5. Carefully pour flour into the funnel. Shake the funnel back and forth and tap the side of it to get the flour to go down into the balloon.



- 6.
7. If the flour doesn't seem to go through the funnel, use a pencil or pen to push it through.



- 8.
9. Keep adding more and more flour to the funnel and into the balloon until you're happy with the size.



- 10.
11. If the balloon is running out of space to add more flour, pinch the opening of the balloon closed, then use your fingers to press down the flour in the balloon right below the funnel. Press and shape the balloon down and outwards to make space for more flour.

(You'd be surprised how much flour you can fit into the balloon just by pressing it down like this!)



12.

13. Remove the funnel and tie a knot in the balloon. Try to get the knot as close to the base of the balloon as you can.



14.

15. Your stress ball is done

Creating a Stress Management Video

Choose one of the techniques we learned to manage stress and create a video teaching this technique to another student.

Video will include:

- 1.) Introduction
- 2.) Stress management technique (choose 1)
 - a.) Going on a walk
 - b.) Making a stress ball
 - c.) Yoga
 - d.) Breathing / meditation
 - e.) Journaling

Journal: Continue with the prompt from the previous week: checking in with our feelings / emotions but add one section for stress level. What were your stress levels today? Have a visual such as:

Students can mark what level of stress they are feeling today and can draw or write whether they used any of the stress management techniques we learned in class

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

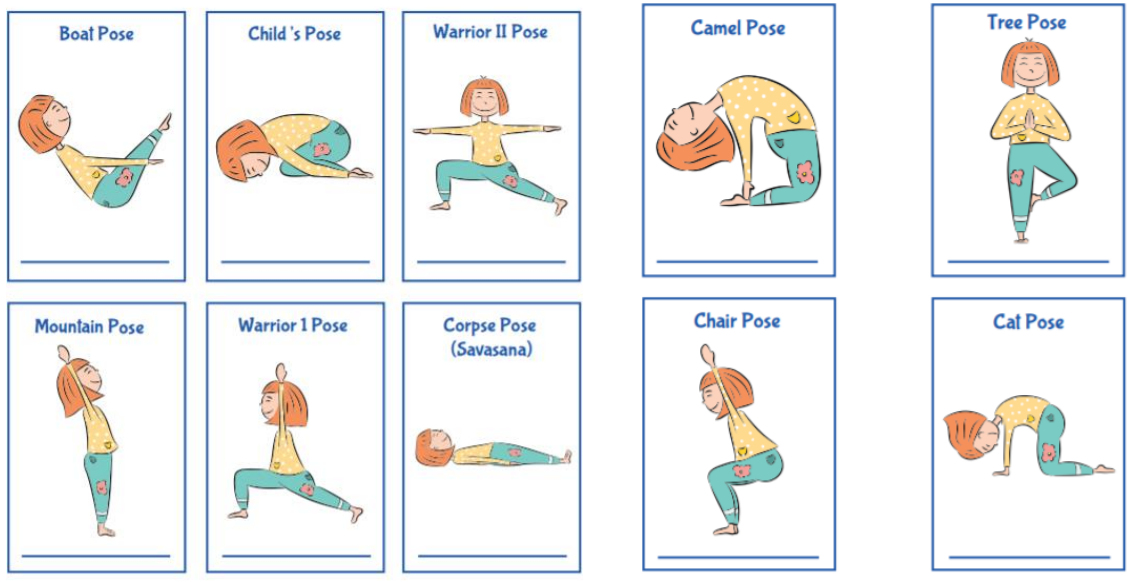
Have a class discussion about your favorite stress management technique we learned in class this week. Think-pair-share

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Partners can help one another craft the stress ball as well as help from the teacher

Modified yoga for students who have any motor skill issue

Lesson 6 worksheets and printables



(SCL Health, 2018)

Building Friendships

Unit 2 Lesson 7

Grade Levels: 4th Grade

Description of Group: D/HH students. Mode of communication will be ASL

Standards:

Health:

1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.

1.12.M Describe the characteristics of a trusted friend and adult.

ASL:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will be able to identify qualities of a good friend and qualities that are not a good friend as shown by the completion of a friendship worksheet

Students will demonstrate one kind thing they did for someone this week as measured by a FlipGrid video in ASL

Students will describe the qualities they would like to see in a friend based on a “order a friend” activity and video

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

ASL: FlipGrid video ordering a friend with three qualities they’d like to see and class discussions in ASL about friendship

English: A good friend is / a good friend is not sentence frames and letter to order a friend in English

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Class discussion and friendship worksheets

Summative Assessment (What evidence demonstrates students have met the objective?)

ASL flipgrid videos and completion of “order a friend activity”

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Friendship worksheets
Order a friend letter/checklist
Crayons and pencils
laptop/camera
Wellness journal

The Lesson:

Students watch the read aloud : David Goes to School on YouTube

After read-aloud discussion:

Why was David misbehaving?
What did David want?
Have you ever felt like David?
Think-pair-share

What does a good friend look like

Discuss the qualities of a good friend. What does being a good friend look like to you? What kinds of actions does a good friend do?

Draw a picture of someone being a good friend.

Order a Friend Activity:

Students will recall information we learned in class about the qualities of being a good friend and the characteristics of a friend that were listed on their friendship worksheets. Before they "order" the friend they will practice asking for three characteristics that you want in a true friend and giving an example of each characteristic. They will practice signing clearly enough so that

the salesperson will know exactly what kind of friend to send. They will also fill out a written questionnaire that they will be able to “mail” to send off for a friend.

Goal

This week we are going to make a goal to do one nice thing for someone else. It can be a family member, a friend, a teacher. Brainstorm different ideas in class and upload a picture showing one nice thing you did for someone this week.

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Class Discussion: How did it feel when you did one nice thing for someone this week?

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Students will have access to a friendship word bank to recall different qualities that describe a good friend

Establishing Growing Mindset Unit 2 Lesson 8

Grade Levels: 4th Grade

Description of Group: D/HH students. Mode of communication will be ASL

Standards:

Health:

- 1.2.M Explain what it means to be emotionally or mentally healthy
- 5.1.M Use a decision-making process for solving problems with peers and family members.

ASL:

- 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- 2. Recall information from experiences or gather information from provided sources to answer a question.

ELA:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)

Students will practice self-care techniques based on in-person practice and a FlipGrid video showing them choosing and doing one self-care technique

Students will practice growth mindset activities based on students' worksheets and journaling

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

English: Worksheet activities in English and Journal entries

ASL: ASL FlipGrid video

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Class discussions and engagement.

Summative Assessment (What evidence demonstrates students have met the objective?)

Participation and completion of growth mindset activities, wellness journal entries and ASL FlipGrid videos

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Growth mindset worksheet

Pencils/crayons

Laptop/camera

Wellness Journal

The Lesson:

Growth mindset printable book:

<https://drive.google.com/file/d/12Fkpbft4t0uX18S2J1RtEEWjvvs-FHIg/view>

Students will each have a copy of the growth mindset printable book. We will read the book every day first thing, to help students learn to read and sign positive affirmations to begin the day. Next, introduce the topic of growth mindset:



1. What does it mean to GROW? What sorts of things grow? Growth means to develop, change, mature, evolve. Living things grow - plants, animals, and people. Even our brains can grow!
2. When you think of the brain or minds, what do you think MINDSET means? Mindset is the way our brain perceives ourselves and the world. Our mindset helps us look at problems and mistakes in a positive way!
3. Let's put those words together: growth and mindset. When we combine them, it means something really important. What could a growth mindset mean? A growth mindset is believing in the power of yourself and your brain! We know our intellect and abilities develop when we try difficult things, use the right strategies, and don't give up. So a growth mindset is when we know, with practice, we will get better at something.

4. If fixed is the opposite of growth, what does it mean to have a FIXED mindset? A fixed mindset means you think you can't get better at things, even if you practice. Wanting to quit, give up, or deciding we're just not good at something are all clues we have a fixed mindset

What does perseverance mean? It means to keep trying even if you don't succeed!

Complete Growth mindset worksheet as a class: go over new vocabulary words and scenarios in ASL first:

Read aloud:

<https://www.youtube.com/watch?v=Oqau6AHzWtU>

Growth mindset read aloud about narwhal

Think-pair-share:

What did narwhal do when he needed help?

Did narwhal give up or persevere?

Self-care techniques

Practice one self-care technique every day in class including:

Dance routine as a class

Draw for fun

Healthy snack break

Watch a silly video

Self-care is something we do to make ourselves feel good! Go over some different self-care ideas to do at home with the class. Students will pick one and upload a FlipGrid video doing a self-care activity at home with a family member.

Journal:

Students will fill out this daily journal in English or drawings. (This is an example of the template).

Create one goal about anything! Exercise, nutrition, emotions/self-care, friendship. It is your choice! Create goals in class.

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Reflections and take-aways from the curriculum:

Something that stuck out to you. Favorite activities. Have time to play any favorite games, exercises etc. one last time.


Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)

Students that have trouble reading can pair with a stronger reader and we will read through the sentences as a class


Appendix B

PowerPoint Slides

Introduction Lesson:



What does **HEALTH** look and feel like?







Physical Health

VS




Mental Health

All About Me




Name: _____






Happy human!


Favorite **FOOD**




Favorite **PLACE**




Favorite **GAME**




Favorite **PERSON**




Favorite **TV SHOW**



Favorite **ANIMAL**



Favorite **BOOK**



Exercise Lesson 1:

Before I exercise I feel...

Bored



Calm



Anxious



Distracted



Tired



Mad



Stretch

10 push-ups

15 Tummy Twists

1 minute jogging

After I exercise I feel...

Tired



Ready to Learn



Excited



Calm



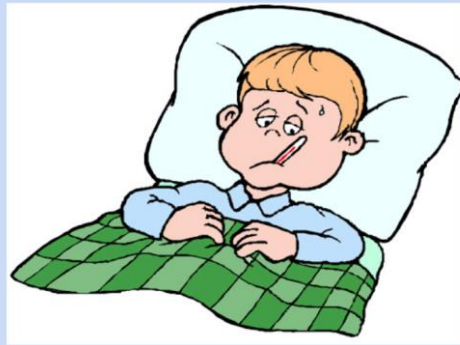
Mad



How does exercise affect the body read aloud



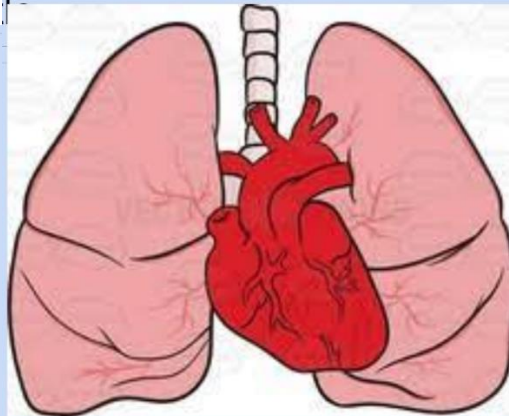
Weight Loss



Prevent Illness



Mood and Energy



Lungs and Heart

Journal #1

How does exercise help the body?

- 1.
- 2.
- 3.
- 4.



<https://www.youtube.com/watch?v=s-kdRdxdZQ>

Chat with a partner

What were some unhealthy things you noticed about the people in this video clip?



Exercise Lesson 2:

QUESTION:



How much should we exercise everyday?

ANSWER:



We should exercise at least **1 hour** everyday!

Exercise Video

Nancy Walsh video

https://www.youtube.com/watch?v=2--WiAB_DEs

QUESTION:



Different kinds of goals

What is a GOAL?



#1 SET-UP Goal



2 WORK everyday



3 KEEP TRACK OF



Exercise Goals

Strength / Aerobic / Flexibility

Name of exercise:

Duration (how long) OR repetition (how many times):

How often:

Nutrition Lesson:

Nutrition



Grains



Fruits



Dairy

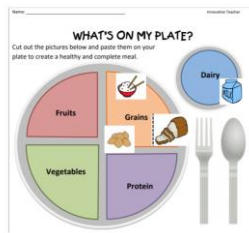


QUESTION:

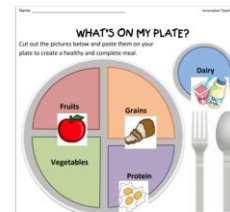
What would happen if we ate candy for breakfast, lunch and dinner?

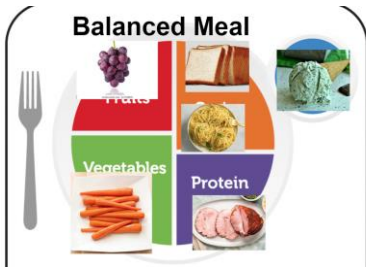


Unbalanced meal



Balanced meal





| Nutrition Facts | |
|-------------------------------|------------|
| 2 servings per container | |
| Serving size 1 1/2 cup (208g) | |
| Amount per serving | 240 |
| Calories | |
| % Daily Value* | |
| Total Fat 4g | 5% |
| Saturated Fat 1.5g | 8% |
| Trans Fat 0g | |
| Cholesterol 5mg | 2% |
| Sodium 430mg | 19% |
| Total Carbohydrate 46g | 17% |
| Dietary Fiber 7g | 25% |
| Total Sugars 4g | |
| Includes 2g Added Sugars | 4% |
| Protein 11g | |
| Vitamin D 2mcg | 10% |
| Calcium 260mg | 20% |
| Iron 6mg | 35% |
| Potassium 240mg | 6% |

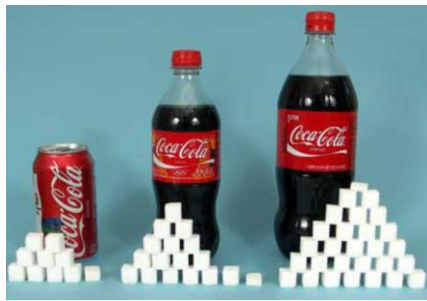
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

| Nutrition Facts | |
|------------------------|-------|
| Serv. Size | 1 Can |
| Amount Per Serving | |
| Calories 140 | |
| % Daily Value | |
| Total Fat 0g | 0% |
| Sodium 45mg | 2% |
| Total Carb. 39g | 14% |
| Total Sugars 39g | |
| Incl. 39g Added Sugars | 78% |
| Protein 0g | |

Not a significant source of sat. fat, trans fat, cholsterol, fiber, vit. D, calcium, iron and potas.

| Nutrition Facts | |
|-----------------------|----------|
| Serv. Size | 1 Bottle |
| Amount Per Serving | |
| Calories 0 | |
| % Daily Value | |
| Total Fat 0g | 0% |
| Sodium 0g | 0% |
| Total Carb. 0g | 0% |
| Sugars 0g | |

Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium and iron.



| Honey Cheer | |
|---------------------|-------|
| Serv. Size | 1 cup |
| Amount Per Serving | |
| Calories 140 | |

Serving Size: 1 cup
 Calories: 140
 Fat: 2 grams
 Sugar: 12 grams
 Protein: 3 grams



Serving Size: 1 steak
 Calories: 420
 Fat: 31 grams
 Sugar: 0 grams
 Protein: 33 grams

Calories = Energy



QUESTION:



How many calories should we eat in a day?

1,600 to 2,200 calories per day



Nutrition Goals!



- #1 SET-UP Goal
- #2 WORK everyday
- #3 KEEP TRACK OF

Nutrition Goal Examples

- I will.....
- eat a banana every morning during breakfast for one week
 - drink a bottle of water during school everyday
 - eat fruits or vegetables with dinner every night
 - eat protein for breakfast five times a week

Take a picture of your goal this weekend!



My goal chart

Use this fun sticker chart to achieve your goals!

My name: _____

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Reward! |
|--|--------|---------|-----------|----------|--------|----------|--------|---------|
| My goal: I will drink a bottle of water every night before bed! | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

Will do!



QUESTION:

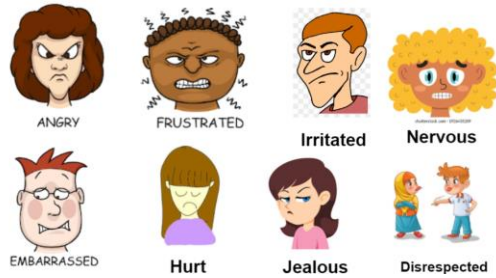


What is your favorite food?

What is your least favorite food?

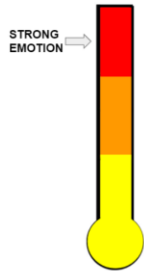
Describe your favorite food using ASL CL.

Emotions Management Lesson:



| Strong Emotions | Physical Signs: |
|---------------------------------------|---|
| <input type="checkbox"/> Angry | <input type="checkbox"/> Feel hot |
| <input type="checkbox"/> Frustrated | <input type="checkbox"/> Face gets red |
| <input type="checkbox"/> Irritated | <input type="checkbox"/> Head hurts |
| <input type="checkbox"/> Nervous | <input type="checkbox"/> Stomach hurts |
| <input type="checkbox"/> Sad | <input type="checkbox"/> Palms sweat |
| <input type="checkbox"/> Hurt | <input type="checkbox"/> Heart races |
| <input type="checkbox"/> Jealous | <input type="checkbox"/> Can't think straight |
| <input type="checkbox"/> Disrespected | <input type="checkbox"/> Muscles tighten up |
| <input type="checkbox"/> Embarrassed | <input type="checkbox"/> Breath gets faster |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

Feelings Charade Game



How are you feeling today?



ANXIOUS



CALM

What did Maya do to calm down?

- 1.) Think **POSITIVE** thoughts!!!!
- 2.) **DEEP BREATHING!!!!**
- 3.) Muscles **RELAX**

4.) Stomach Breathing



Personal Strengths

.....
 I love working with and being around animals.

I can easily see others' points of view and understand others' perspectives.

I love learning new words.

I like solving puzzles in video games.

I like to draw and love art.

Personal Strengths about ME

- I am a great friend!
- I know a lot about animals



Personal Strengths about SOMEONE ELSE

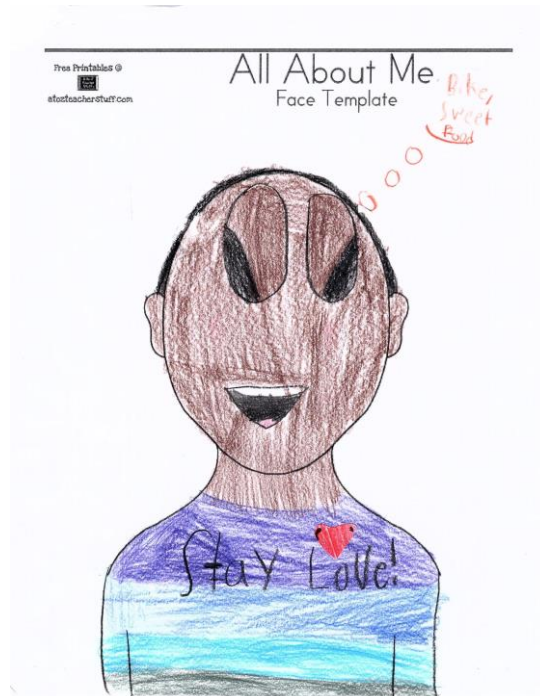
- DJ is
- Kianna enjoys.....
- Trenton always.....
- Olivia is.....
- Ruby cares about.....
- Kedar loves to.....
- Rosalene enjoys.....



Appendix C

Student Artifacts

Introduction Lesson: All About Me activity

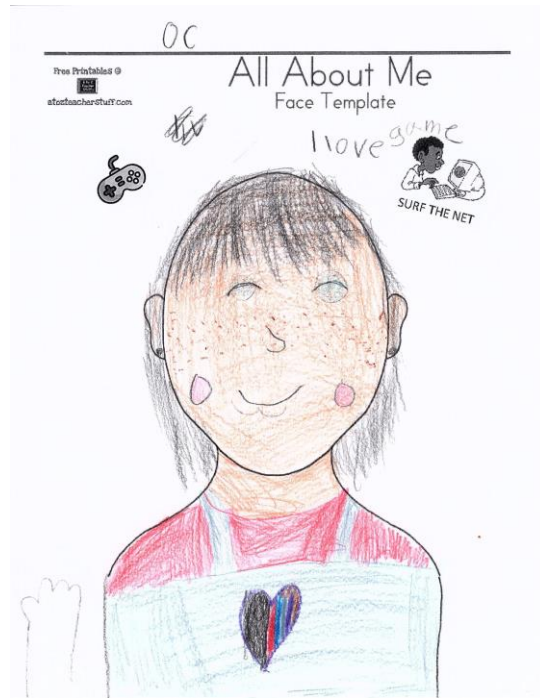


All About Me Face Template



All About Me Face Template





Unit 1, Lesson # 1 Exercise Goals

Date: _____

Exercise #1: Strength / Aerobic / Flexibility ✓

Name of exercise:

stretch
downward facing
dog pose

Duration (How long) / Repetition (how many times):

9 minutes

How often:

two times a day

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:

kickboxing

Duration (How long) / Repetition (how many times):

9 minutes

How often:

twice a week

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

Duration (How long) / Repetition (how many times):

How often:

Name: D J

Date: _____



Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

Situp

Duration (How long) / Repetition (how many times):

30 mins

How often:

Weekends



Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:

PUSH UP

Duration (How long) / Repetition (how many times):

10

How often:

Monday

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

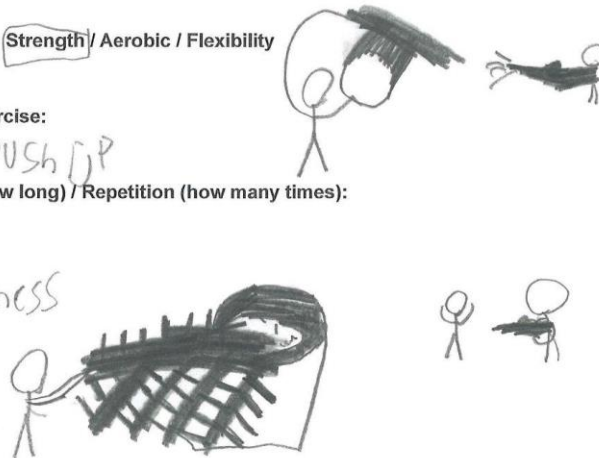
Wall PUSH UP

Duration (How long) / Repetition (how many times):

30

How often:

Wednesday



Date: 5-11-2021



Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:

Vertical leg crunches

Duration (How long) / Repetition (how many times):

100

How often:

Weekends

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise: squats

Duration (How long) / Repetition (how many times):

~~_____~~ 290

How often:

Weekends

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:

Superman

Duration (How long) / Repetition (how many times):

~~_____~~ 5

How often:

Weekends

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise: Kick boxing

Duration (How long) / Repetition (how many times):

30 minutes
How often: Every day

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise: Sit up

Duration (How long) / Repetition (how many times):

100 time
How often: Every day

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise: Tricep Dips

Duration (How long) / Repetition (how many times):

100 time
How often: Every day

EXERCISE GOALS



Name: OC

Date: 5/11/20

Exercise #1: Strength / Aerobic / Flexibility

Name of exercise:
swimming

Duration (How long) / Repetition (how many times):
30 minutes

How often:
weekends!

Exercise #2: Strength / Aerobic / Flexibility

Name of exercise:
wall push up

Duration (How long) / Repetition (how many times):
30 time

How often:
every night!

Exercise #3: Strength / Aerobic / Flexibility

Name of exercise:
Kickboxing

Duration (How long) / Repetition (how many times):
30 minutes

How often:
twice a week!

Date: 5/11/2021

Exercise #1: Strength / ~~Aerobic~~ / Flexibility

Name of exercise:

pool, swimming!

Duration (How long) / Repetition (how many times):

5 hour P!!?

How often:

Weekends All

Exercise #2: Strength / ~~Aerobic~~ / Flexibility

Name of exercise:

Dancing

Duration (How long) / Repetition (how many times):

1 hour

How often:

Every day

Exercise #3: Strength / ~~Aerobic~~ / Flexibility

Name of exercise:

Running

Duration (How long) / Repetition (how many times):

2 hour

How often:

mon, wed, fri
monday + in a swimming pool

Unit 1, Lesson # 1 Journal Entry

does exercise help the
heart better.
make brain stronger.
like your mood and body
like you unbores.

KYDAR

HOW DOES EXERCISE
HELP THE BODY?

1. MUSCLE
2. PUSH UP
3. SIT UP
4. LUNGS AND HEART

how does exercise help the body

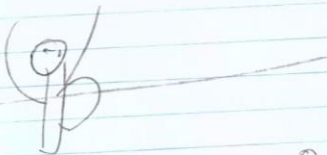
① drink water. Uwu

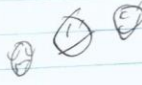
② weight loss: fat → skinny UuU

③

④

How does exercise help the body?

① Loss 

② More energy 

③

④

How dose exercise HELP the BODY?

1. Run

2. Water

3. Food

4. outside

5. Sleep

Unit 1, Lesson # 2 Post-test

Exercise Assessment

Circle the term that matches the exercise

Running



Aerobic / **Strength** / Stretch

Weights



Aerobic / **Strength** / Stretch

Touch toes



Aerobic / Strength / **Stretch**

Plank



Aerobic / Strength / ~~Stretch~~

Swimming



Aerobic / Strength / Stretch



Name two ways exercise helps the body

- 1.) RUNNING LOST WEIGHT
- 2.) SWIMMING

What is your favorite exercise?

- 1.) RUNNING

Exercise Assessment

Circle the term that matches the exercise

Running



Aerobic / Strength / Stretch

Weights



Aerobic / Strength / Stretch

Touch toes



Aerobic / Strength / Stretch

Plank



Aerobic / Strength / Stretch



Swimming



Aerobic / Strength / Stretch

Name two ways exercise helps the body

- 1.) Drink water
- 2.) eat vegetables

What is your favorite exercise?

- 1.) Swimming

Exercise Assessment.

Circle the term that matches the exercise

Running



Aerobic / Strength / Stretch

Weights



Aerobic / Strength / Stretch

Touch toes



Aerobic / Strength / Stretch

Plank



Aerobic / Strength / Stretch

Swimming



Aerobic / Strength / Stretch

Name two ways exercise helps the body

- 1.) Balance
- 2.) push-up

What is your favorite exercise?

- 1.) Balance

Exercise Assessment

Circle the term that matches the exercise

Running



Aerobic / Strength / Stretch

Weights



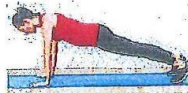
Aerobic / Strength / Stretch

Touch toes



Aerobic / Strength / Stretch

Plank



Aerobic / Strength / Stretch

Swimming




Aerobic / Strength / Stretch

Name two ways exercise helps the body:

- 1.) wall pushups: this will make your arm so strong
- 2.) running: this will make your body lose weight

What is your favorite exercise?

- 1.) Swimming

Name: 

Exercise Assessment

Circle the term that matches the exercise

Running



Aerobic / Strength / Stretch

Weights



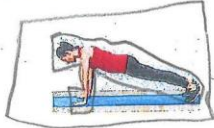
Aerobic / Strength / Stretch

Touch toes



Aerobic / Strength / Stretch

Plank



Aerobic / Strength / Stretch

Swimming



Aerobic / Strength / Stretch

Name two ways exercise helps the body

- 1.) Sit up
- 2.) Tricep Dips

What is your favorite exercise?

- 1.) Kickboxing

Unit 1, Lesson # 3 MyPlate Activity

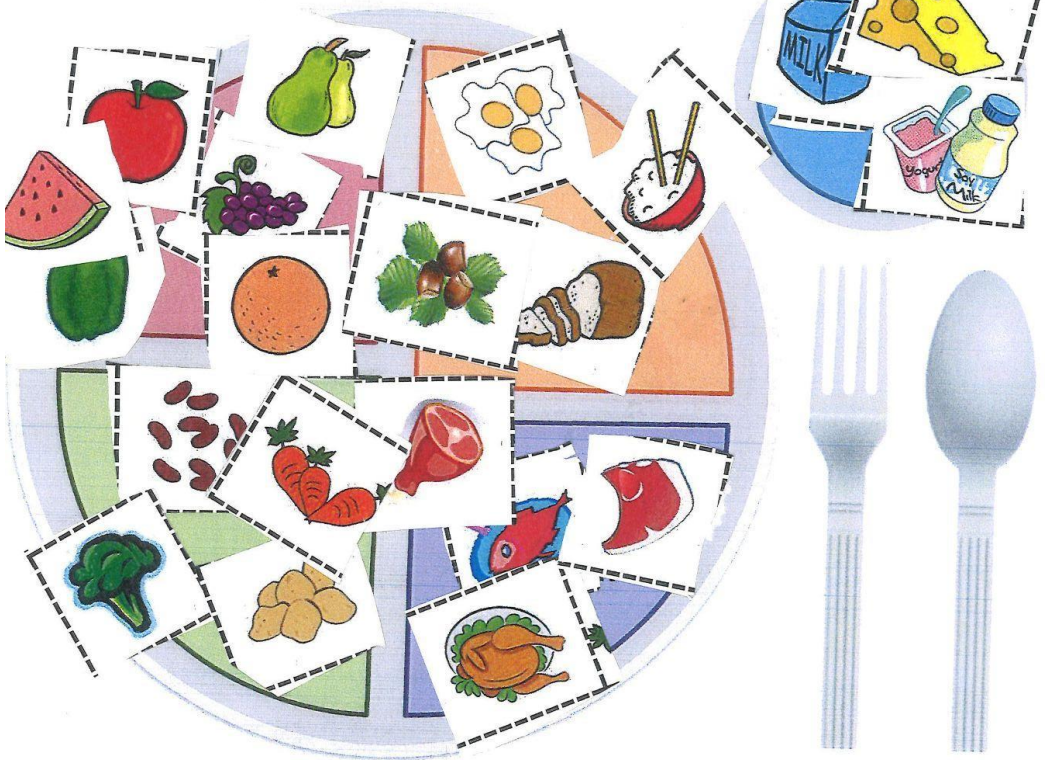
Name: OC

Innovative Teacher

9

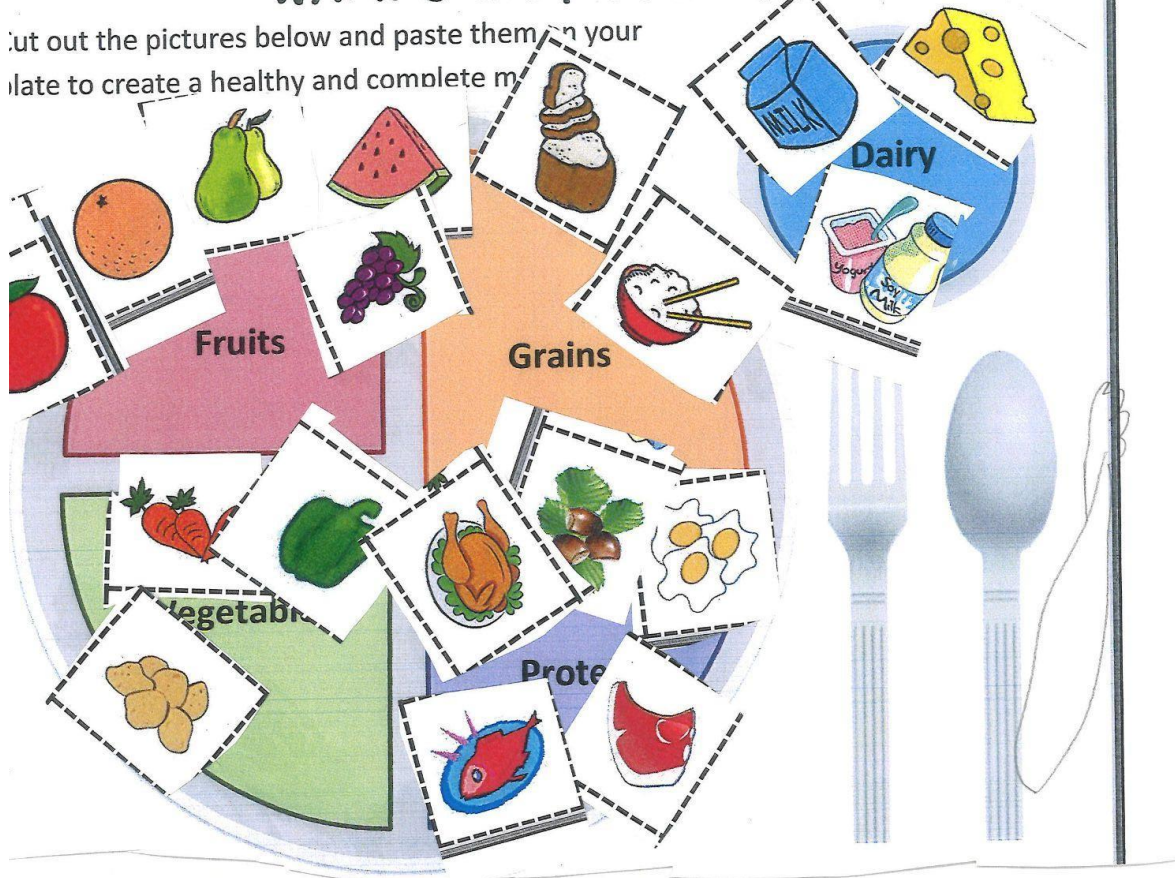
WHAT'S ON MY PLATE?

Cut out the pictures below and paste them on your plate to create a healthy and complete meal.



WHAT'S ON MY PLATE?

Cut out the pictures below and paste them on your plate to create a healthy and complete meal.

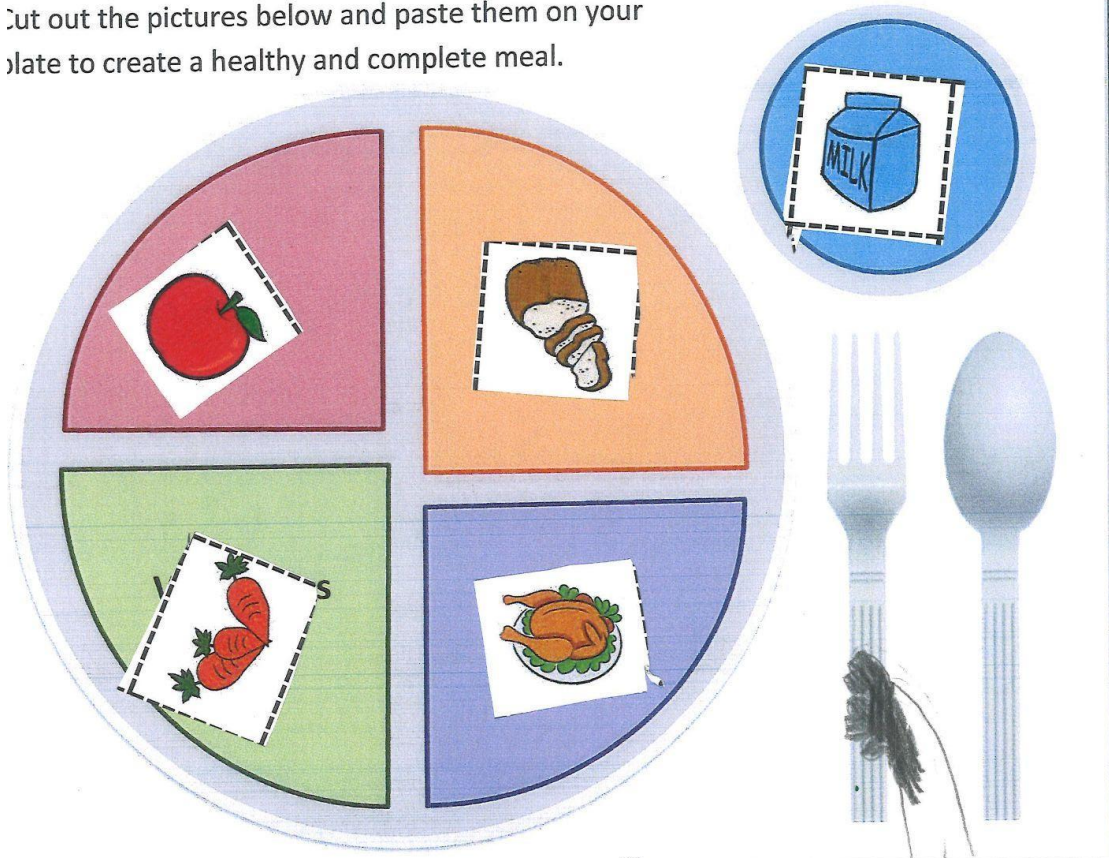


Name: DS

Innovative Teacher

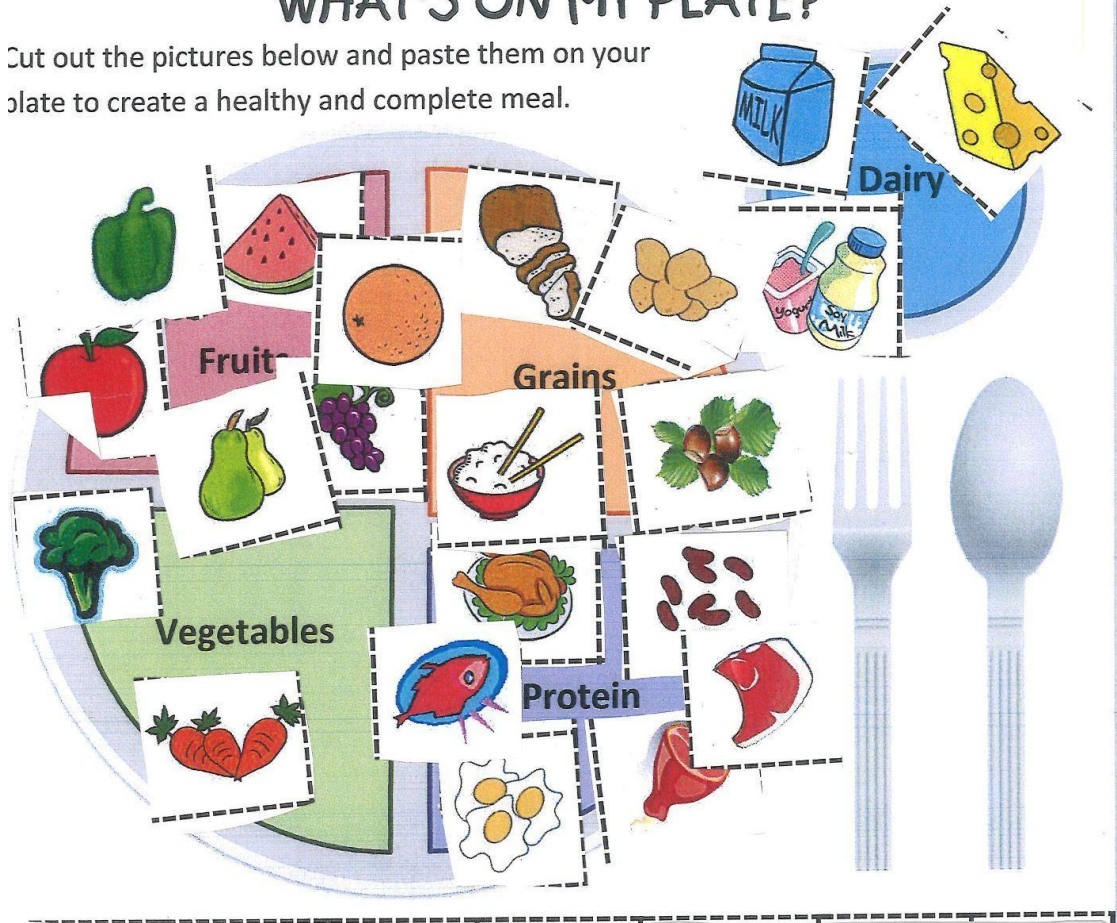
WHAT'S ON MY PLATE?

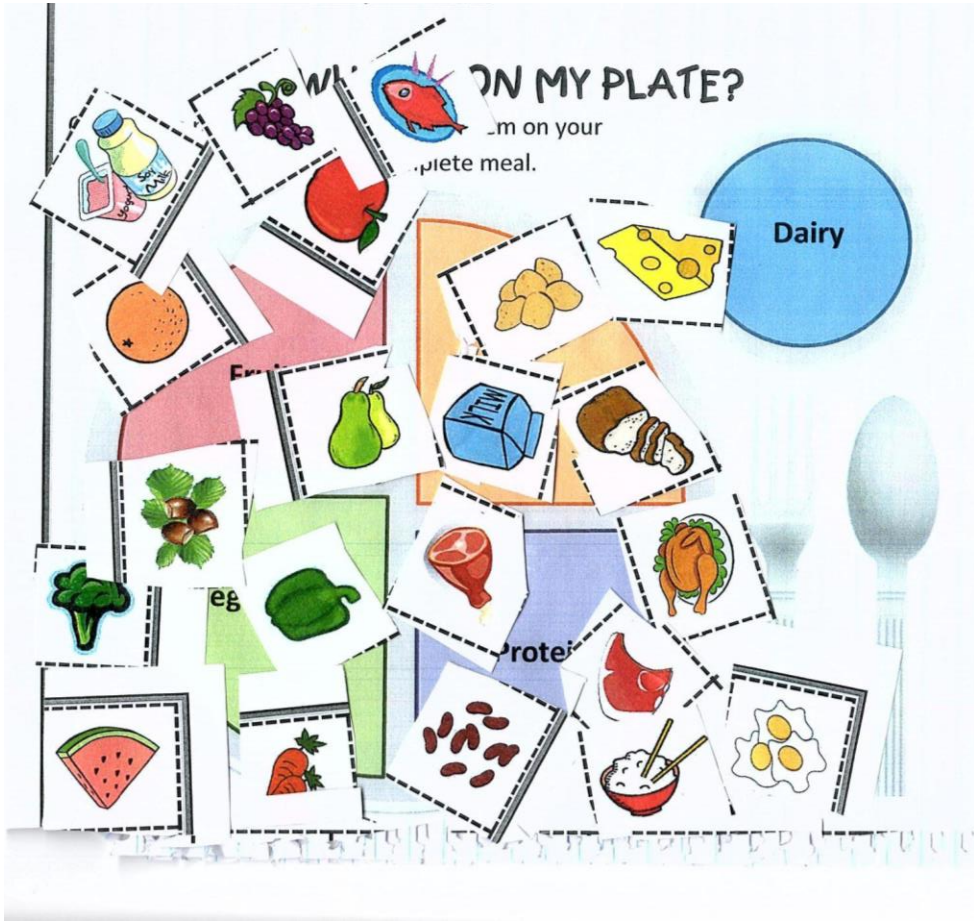
Cut out the pictures below and paste them on your plate to create a healthy and complete meal.



WHAT'S ON MY PLATE?

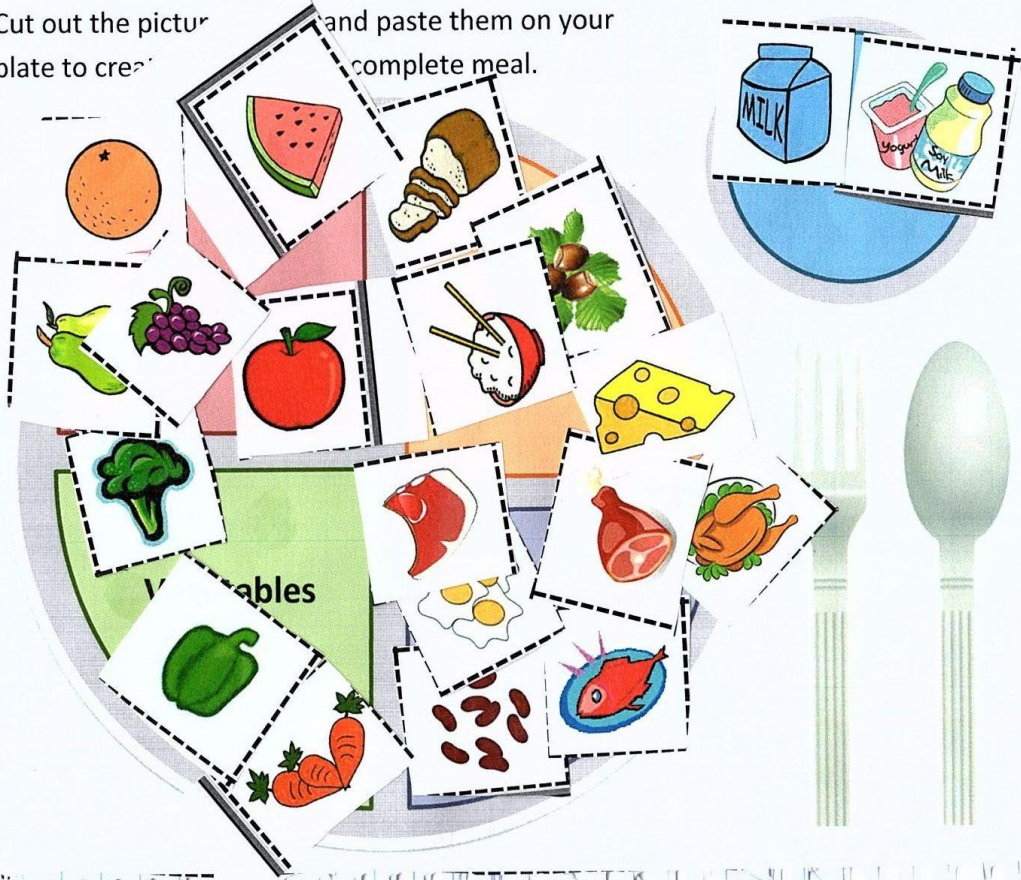
Cut out the pictures below and paste them on your plate to create a healthy and complete meal.



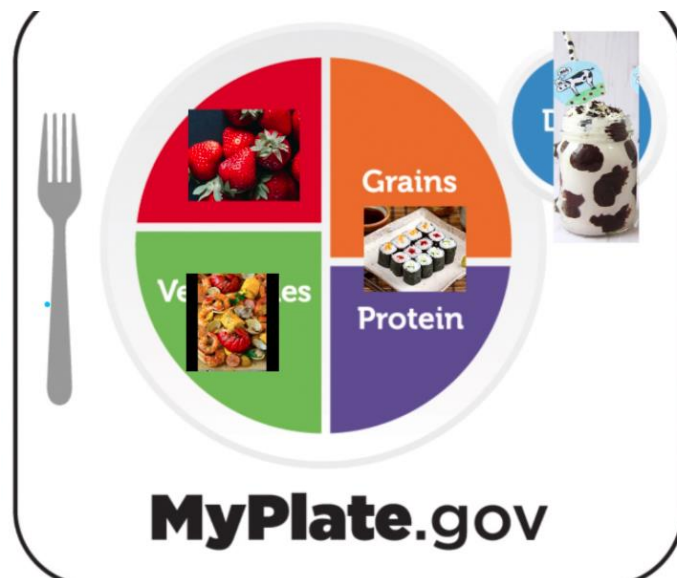
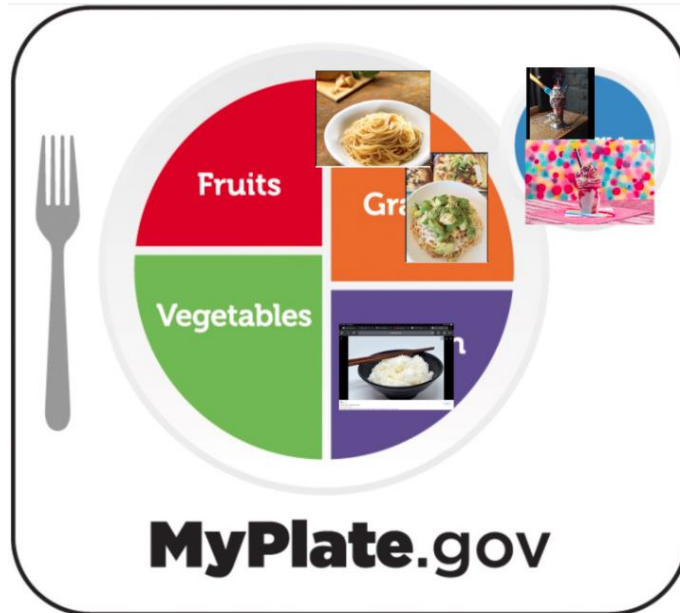


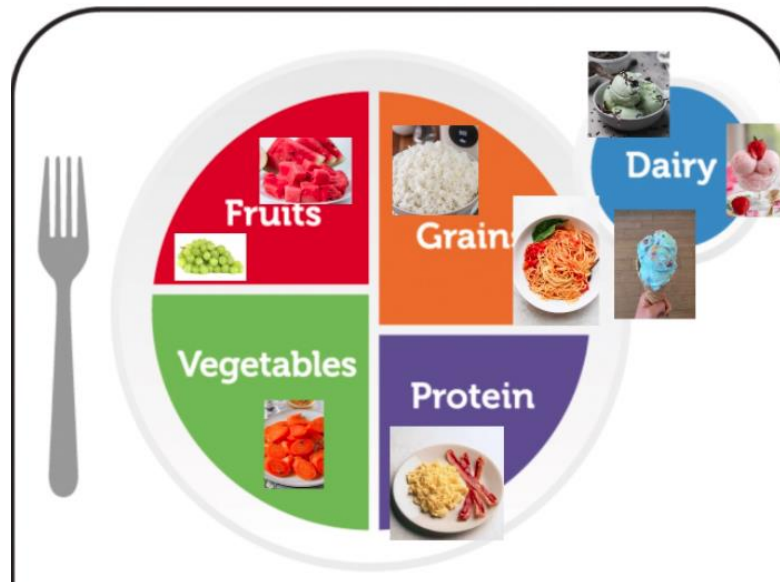
WHAT'S ON MY PLATE?

Cut out the pictures and paste them on your plate to create a complete meal.



Unit 1, Lesson # 3 SeeSaw Activity







Unit 1, Lesson # 3 Nutrition Goals

My goal chart

Use this fun sticker chart to achieve your goals!

My name: DJ

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: I will eat vegetables every night for 1 week

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |

My goal chart

Use this fun sticker chart to achieve your goals!

My name: KATIA

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: DRINK water BEFORE BED

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |



My goal chart

Use this fun sticker chart to achieve your goals!

My name: Trenton

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: I will eat Grain everyday for snack.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



My goal chart

Use this fun sticker chart to achieve your goals!

My name: Rosa

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

My goal: I will eat egg and rice for dinner every night.

| | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My goal chart

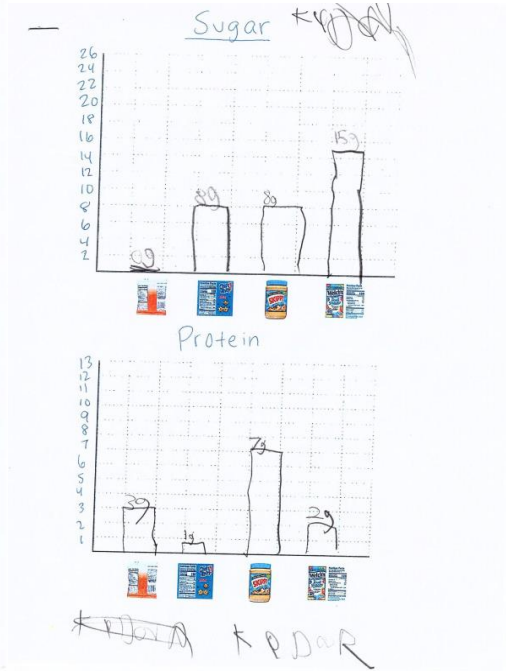
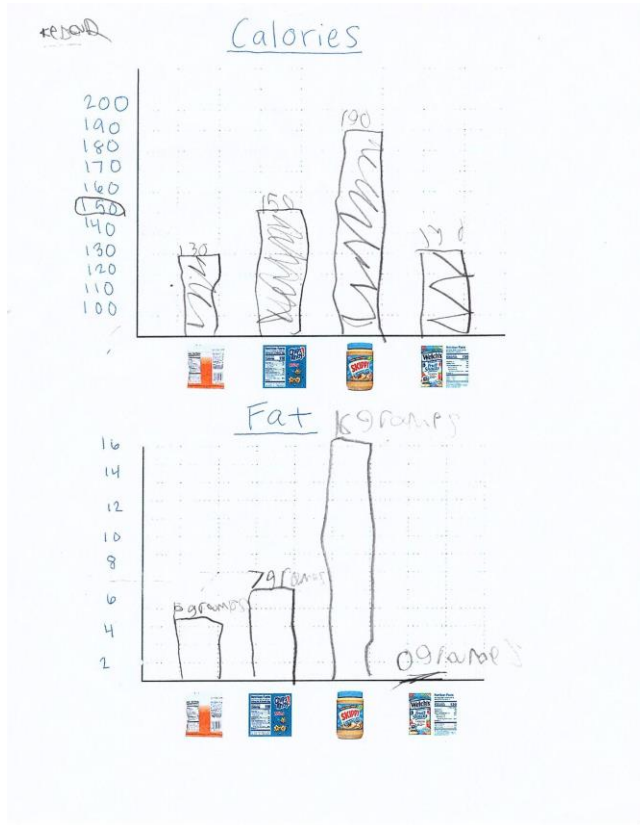
My name: Reby

My goal: I Will... Eat cereal in Evrey in Berakast!

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |

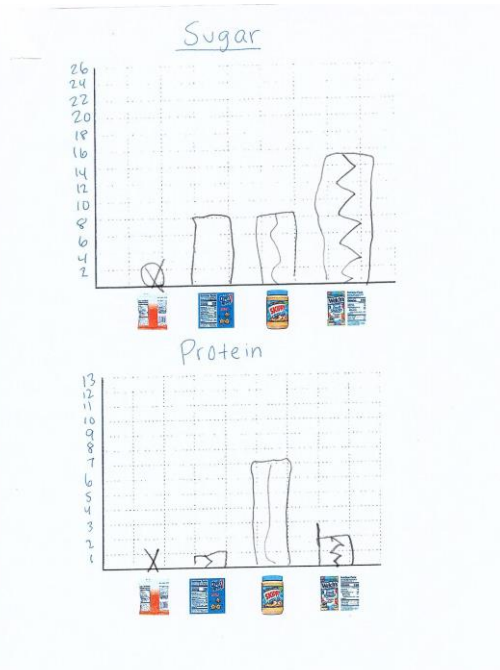
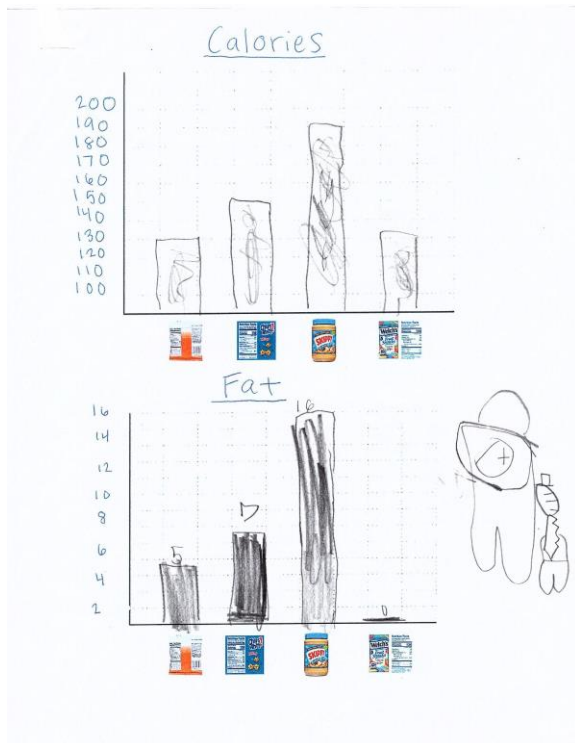
Use this fun sticker chart to achieve your goals!

Unit 1, Lesson # 4 Snack Graphs



Which snack do you think is the healthiest? Why?

~~PROTEIN~~ PROTEIN BUTTER
 BECAUSE LOW SUGAR
 AND HIGH PROTEIN!!!



Which snack do you think is the healthiest? Why?

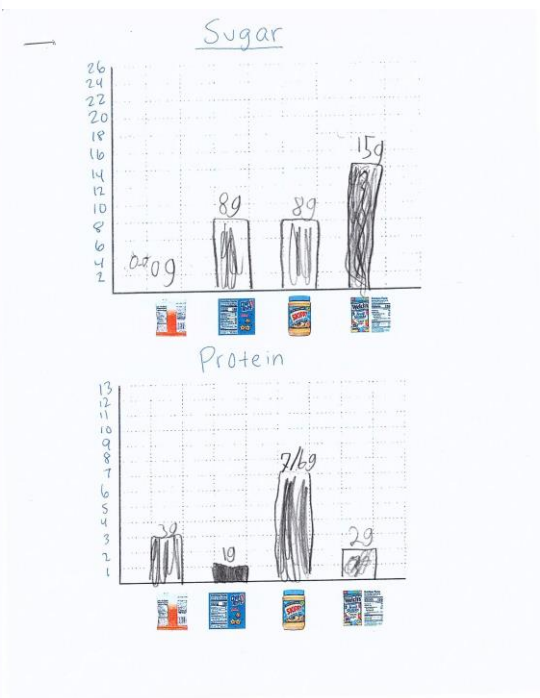
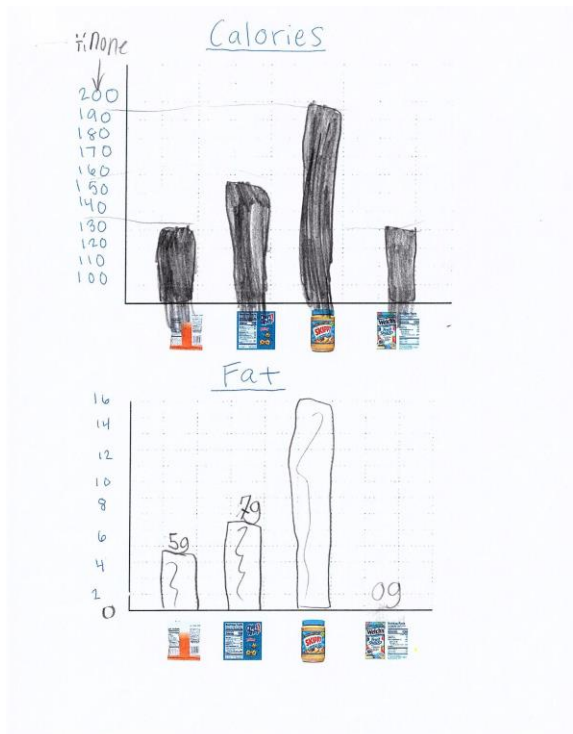
~~is Welch fruitsnack!~~

is skippy creamy

Because is so Lots of (RP)

and Lower of sugar!

and higt of calories is 140!













Which snack do you think is the healthiest? Why?

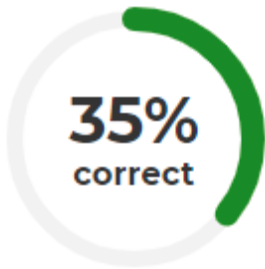
peanut butter because low sugar and high protein

Rosalene evallynn scott!

enelasor nnyl'ave Htos!

Unit 1, Lesson # 3 Nutrition Pre-test

| | | | |
|----|---|---------------|---|
| 1 | Which food group is in the picture? | Quiz |  78% |
| 2 | Which food group is in the picture? | Quiz |  44% |
| 3 | Which food group is in the picture? | Quiz |  78% |
| 4 | Which food group is in the picture? | Quiz |  67% |
| 5 | Which food group is in the picture? | Quiz |  56% |
| 6 | Which food has more calories? | Quiz |  22% |
| 7 | Which 2 drinks have more sugar? | Quiz |  22% |
| 8 | We should never eat unhealthy foods | True or false |  22% |
| 9 | People eat different kinds of food all over the world | True or false |  78% |
| 10 | How much exercise do we need a day? | Quiz |  33% |


















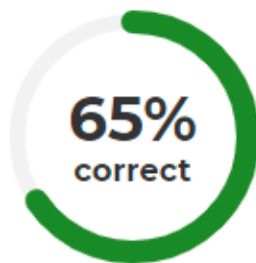
Practice makes perfect!

Play again and let the same group improve their score or see if new players can beat this result.

[Play again](#)

Unit 1, Lesson # 4 Nutrition Post-test

| | | | |
|----|---|---------------|---|
| 1 | Which food group is in the picture? | Quiz |  83% |
| 2 | Which food group is in the picture? | Quiz |  67% |
| 3 | Which food group is in the picture? | Quiz |  83% |
| 4 | Which food group is in the picture? | Quiz |  83% |
| 5 | Which food group is in the picture? | Quiz |  67% |
| 6 | Which food has MORE calories? | Quiz |  67% |
| 7 | Which 2 drinks have the MOST sugar? | Quiz |  67% |
| 8 | It is okay to eat candy sometimes | True or false |  83% |
| 9 | Pick the correct answer | Quiz |  67% |
| 10 | Pick the correct answer | Quiz |  83% |
| 11 | People eat different kinds of food all over the world | True or false |  83% |
| 12 | How much exercise do we need a day? | Quiz |  33% |
| 13 | How much fat does pizza have? | Quiz |  33% |
| 14 | how much PROTEIN does pizza have | Quiz |  0% |
| 15 | calories = energy | True or false |  83% |



Well played!

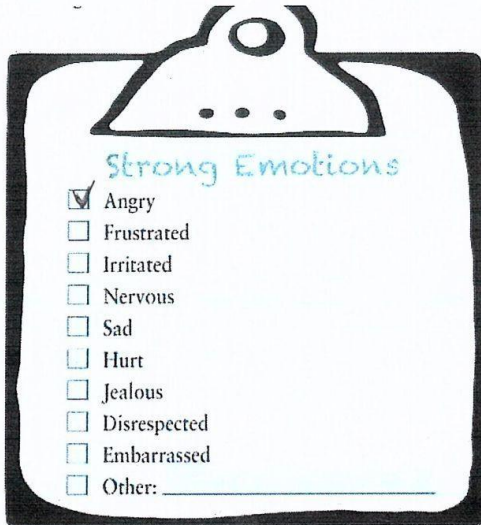
Play again and let the same group improve their score or see if new players can beat this result.

[Play again](#)

Unit 2, Lesson # 4 All About Emotions

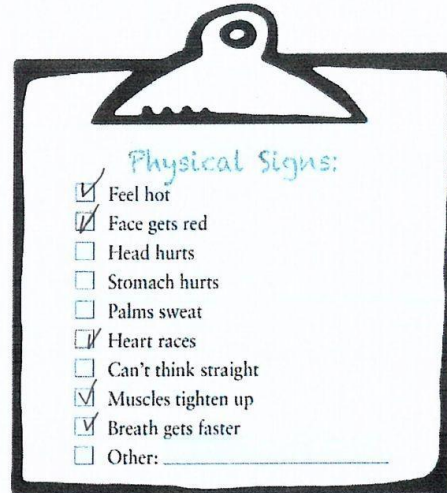
Name: OC

Pick ONE strong emotion. What are the physical signs?



Strong Emotions

- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



Physical Signs:

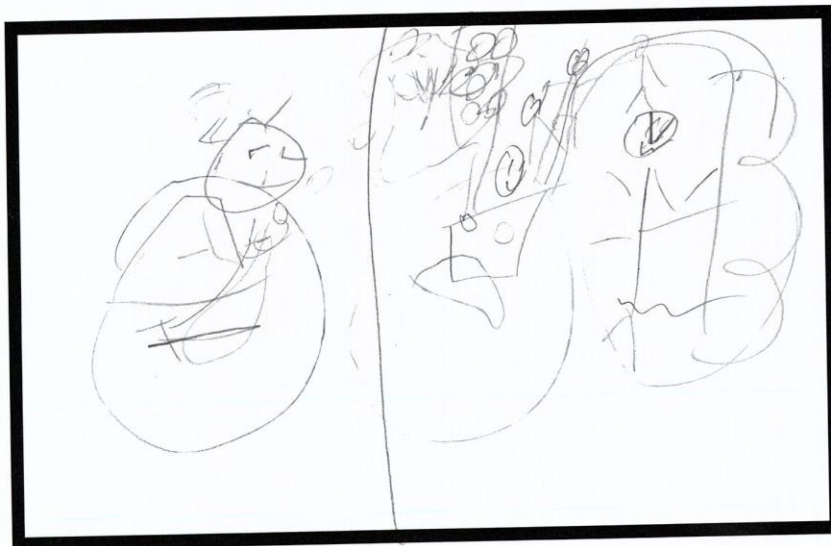
- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:





What does this emotion LOOK and FEEL-LIKE:




Pick ONE strong emotion. What are the physical signs?



Strong Emotions

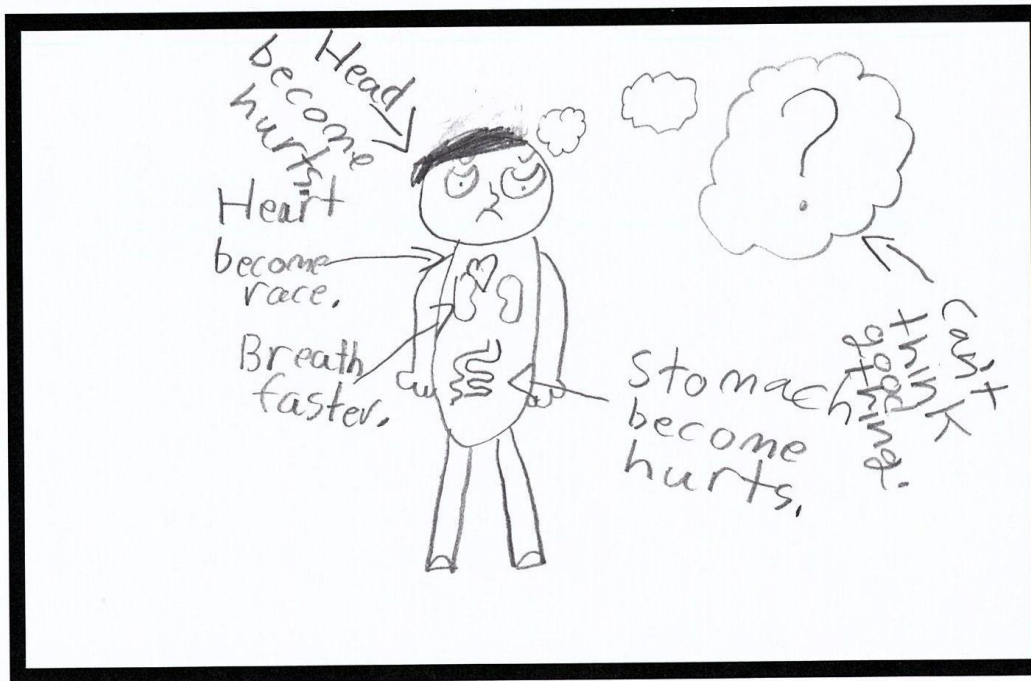
- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



Physical Signs:

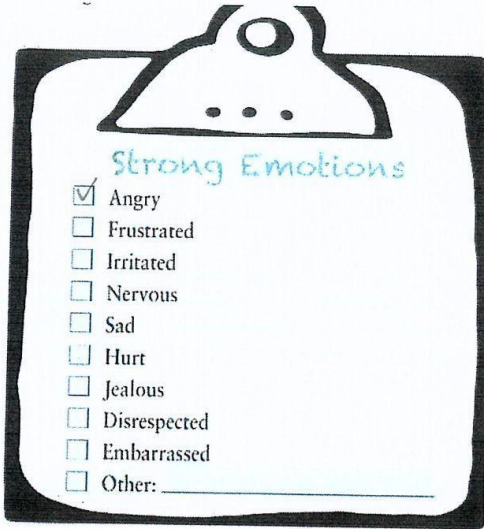
- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:



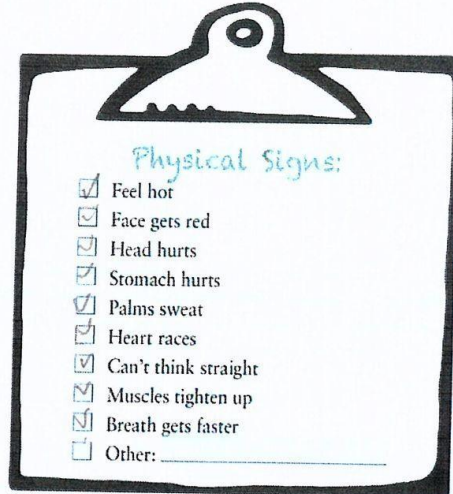
Name: DS

Pick ONE strong emotion. What are the physical signs?



Strong Emotions

- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



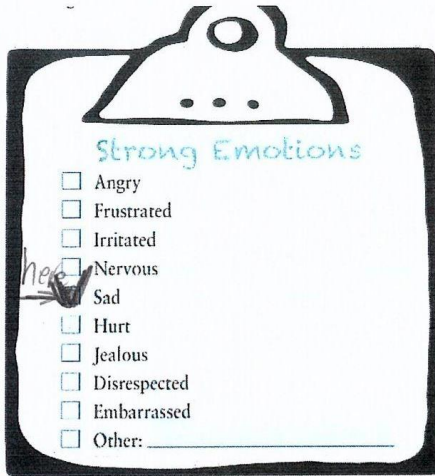
Physical Signs:

- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:



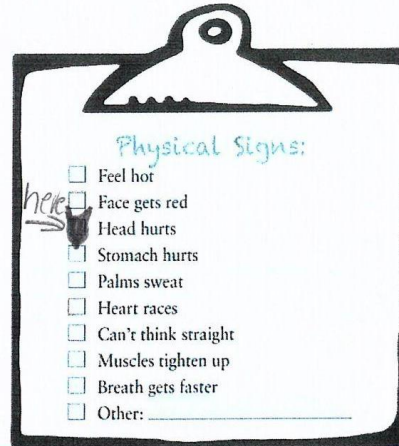
Pick ONE strong emotion. What are the physical signs?



Strong Emotions

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- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____

here →

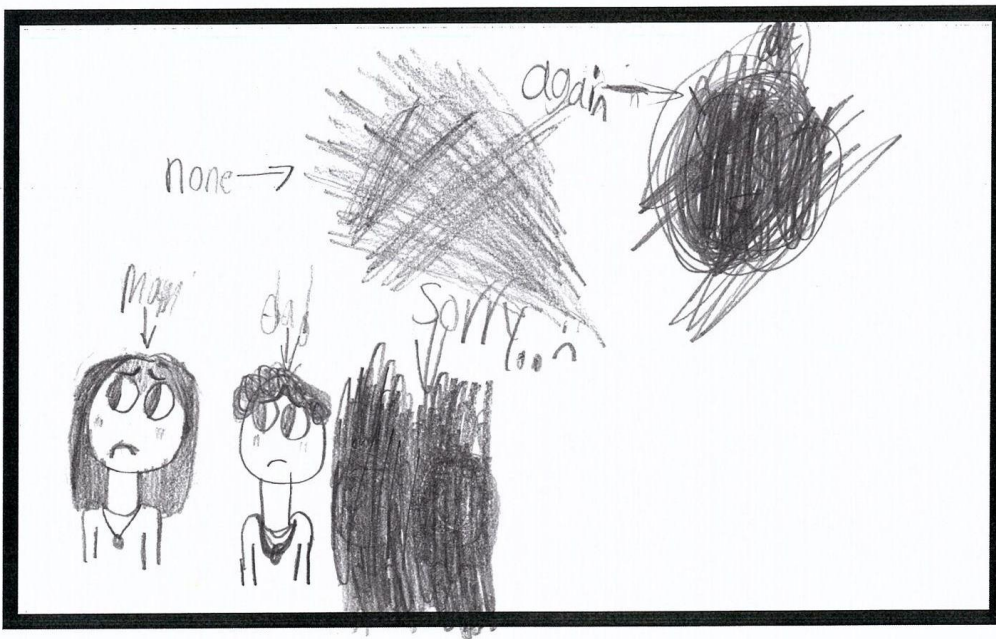


Physical Signs:

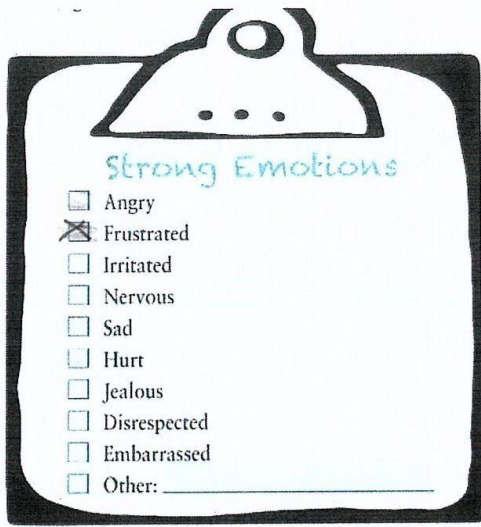
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- Face gets red
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- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

here →

What does this emotion LOOK and FEEL-LIKE:

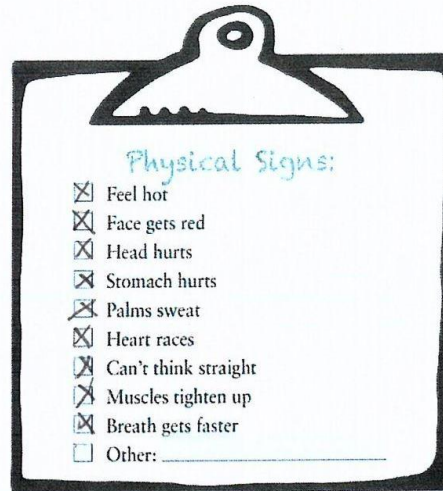


Pick ONE strong emotion. What are the physical signs?



Strong Emotions

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- Hurt
- Jealous
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- Embarrassed
- Other: _____



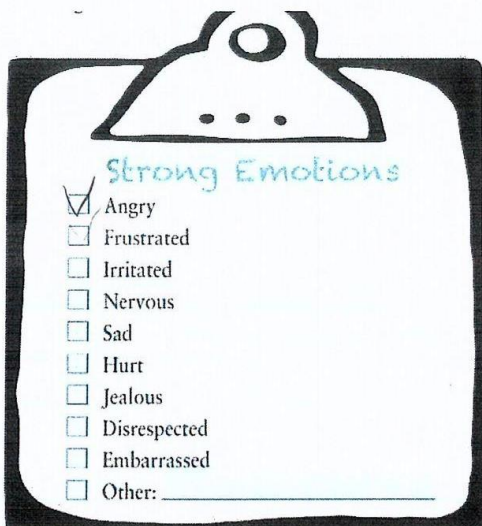
Physical Signs:

- Feel hot
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- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:

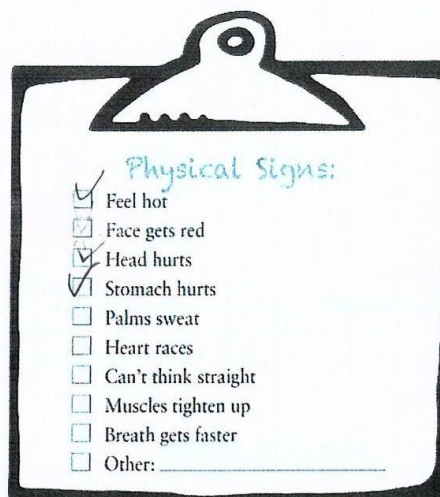


Pick ONE strong emotion. What are the physical signs?



Strong Emotions

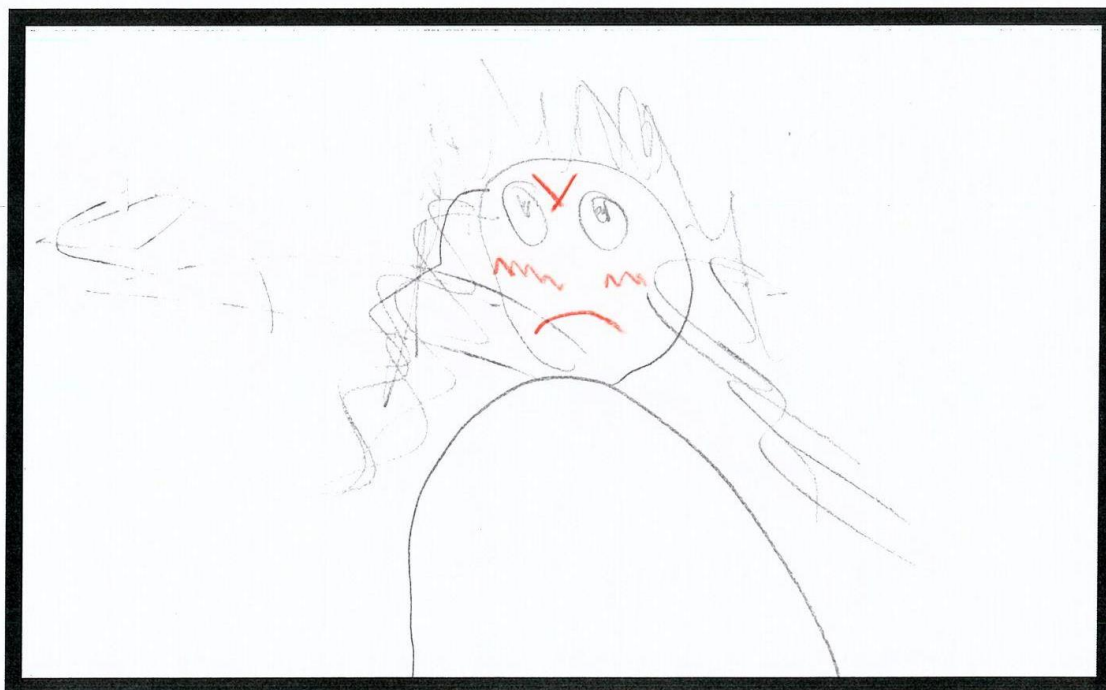
- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



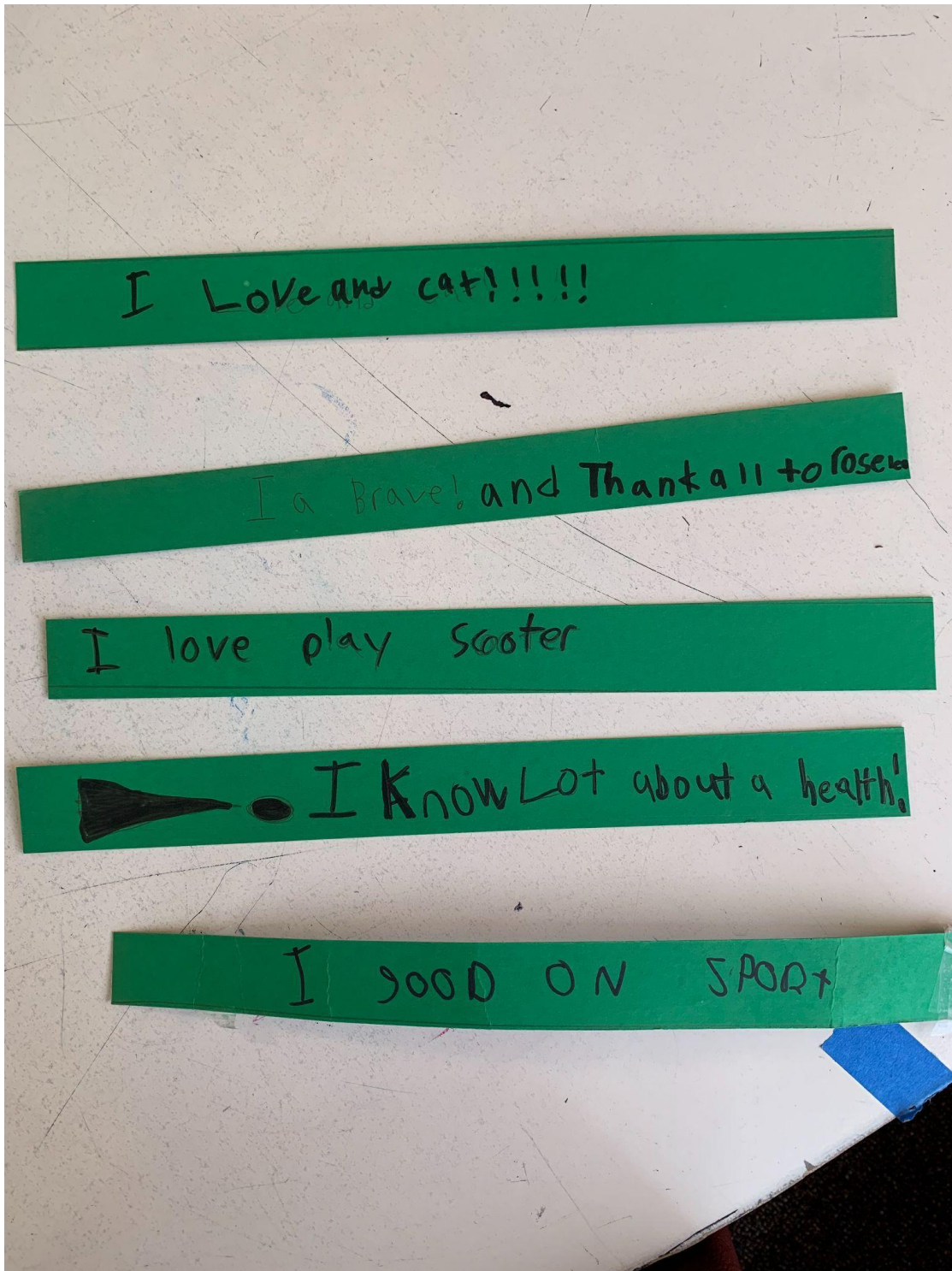
Physical Signs:

- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____

What does this emotion LOOK and FEEL-LIKE:



Unit 2, Lesson # 4 Paper Chain Activity



Trenton always play in outside!

Kedar is ~~fun~~ funny!

DJ is great friend.

DJ likes friends

Rosalene is funny.

Olivia is nice and sweet! 😊

~~Olivia is nice and sweet!~~ RUBY CARES ABOUT ALL PEOPLE

I know a lot about animals - I am a great friend

💖💖 I'm best friend, I love mine friend! 😊

I am a great friend!

😊 Kiana y are nice 😊