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2022

### Garret Clark Reflection

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Garret Clark

LSEE 333

**Flor:**

Hola mi nombre es Flor Adrianela Ramirez, I am in the second grade at Pacific Union Elementary School. That's in Arcata California. My teacher is Mr. Clark. Last Friday we had a community potluck where the whole class got to share healthy versions of our favorite foods. I brought buñuelos, a delicious dessert made from fried dough covered in cinnamon sugar that my mama usually only makes for christmas.

At the school there are several buildings that mostly surround the playground and the ball field that's where we had our potluck at. The cafeteria and office are on your left as you come through the front gate. The buildings are old and have large windows, each covered with the students drawings or projects.

Before we got to have the potluck Mr. Clark taught us how important it is to eat healthy, that is why our class decided to use

healthy ingredients in our recipes, and we tried to include fruits and vegetables of as many colors as we could. We watched the video about eating the rainbow and colored a rainbow made out of fruit. Our team also picked our 5 legs for the obstacle course.

That Friday we had a minimum day so we had the potluck right after school, I was so excited to see my mom arrive with the Buñuelos, (I tried some the night before, after we finished cooking them so I already knew they were delicious). My dish was the first to arrive, Trevor asked me what it was, "Buñuelos" I said proudly "Mi Abuela makes it every year for christmas eve. I put extra cinnamon on them because that's the best



part". Then I told them the story of last year when mi papa dropped the whole plate and we all had to share the only two that don't land on the floor. "y por eso ya no dejamos que tu padre cargue los Buñuelos" my mom added laughing. I told Mr. Clark that I used Orange colored orange juice and red cinnamon in my dish.

Kelly's Mom brought rainbow fruit trays, which had all the colors! Including delicious red strawberries, "las fresas son mis favoritas." I told her but I could tell she didn't understand me "las fresas,... the strawberries, they're my favorite." Before I knew it I was teaching them the Spanish names for all the fruits. A boy named Brad asked "How do you say orange?" "naranja". "How about Pineapple?" Natasha asked, "piña". "And these are uvas," I said, grabbing a bunch of grapes. Joseph also told us how to say the fruits in Chinese: Jī yóu (基尤) means kiwi, and my favorite strawberry he called Cǎoméi (草莓).

Juanita (she's my best friend) made Enmoladas, which are tortillas filled with beans or meat and cheese covered in mole sauce. They were so delicious I cannot wait to try the recipe that she provided in our class cookbook. She said her family always makes Enmoladas for parties and that her great grandmother keeps it written on an old index card that she keeps in her bible but doesn't need to look at because she knows it by heart.

Joseph's Mapo Tofu (麻婆豆腐) didn't look very good, but I was surprised, it was. In fact, it was so good I had seconds. He told us that it means "old woman whose face is pockmarked." I thought that was really funny. Not everyone tried it because it was a

little spicy, But I didn't think so. Later I told my dad that we ate “anciana cuyo rostro está picado de viruela” and we all laughed, hope we can try it again soon.

I also really liked the cornbread Natasha brought. Her dad said he got the recipe from his mom, It tasted just like the pan de maíz Abuela makes except they use butter instead of honey. Natasha had never tried it with honey before, but said she wants to. She used yellow corn, which makes it high in vitamin C.

After we all finished telling stories and eating we made our own cookbooks with copies of everyone's recipes and our rainbow we colored. Mr. Clark made copies of each recipe in both english and spanish so that our moms could read them too. The cover has a pig holding a chocolate cake, then it has a class photo we took at the potluck on the first page, and all the recipes after that. On The back of each recipe Mr. Clark suggested we write down the stories we shared so that we remember them better.

[Flor's Cookbook](#) (it should be viewable with this link)

Oh I almost forgot we also competed in our obstacle course ! Each team chose 5 tasks to include in the obstacle course. My team really liked my idea of kicking a goal. Each team had to score a futbol goal, with Mr Clark playing as the goalie. I got the goal on my first try, my mom was cheering so loud. but the other team ended up winning the race. It was a lot of fun still. Especially when we got to cross the monkey bars and climb on the dome.

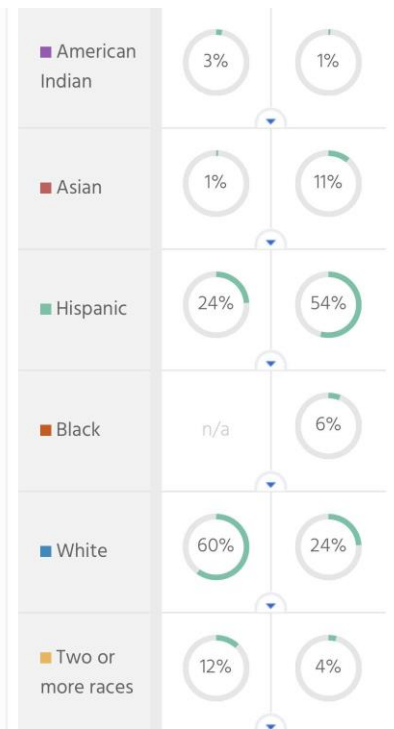
**Mr. Clark:**

The purpose of this potluck was to provide students a community-building experience. Students engaged both by using their life experiences as well as health and nutrition content knowledge. Before the potluck we had a lesson called “Eat The

Rainbow”, where students learned the importance of incorporating a variety of fresh produce into their diet. We also Read *The Busy Body Book: The Kid’s Guide To Fitness* by Lizzy Rockwell. Finally the students created an obstacle course that incorporated the use of different muscles or skills , (i.e. balance beam, jumprope, skip the perimeter of the playground, go across monkey bars, climb over the dome, climb the rope/pole, ect.) Once both teams had created their 5 legs, all 10 were put together to make a 10 leg obstacle course which both teams competed in at the potluck (helping their teammates to succeed).

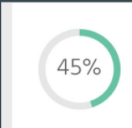
**School Background information:**

There are five hundred and twenty six students at the school. Sixty percent of the students are white, twenty-four hispanic, three percent are native american, one percent asian, the other twelve percent is made up of various other minority groups. The California state average demographics differ considerably (see graph). The state average student to teacher ratio is twenty-three to one, this school is twenty-two to one. Forty-five percent of the students are achieving proficiency in mathematics compared to the state's thirty-eight.

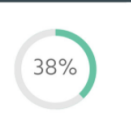


## Demographics

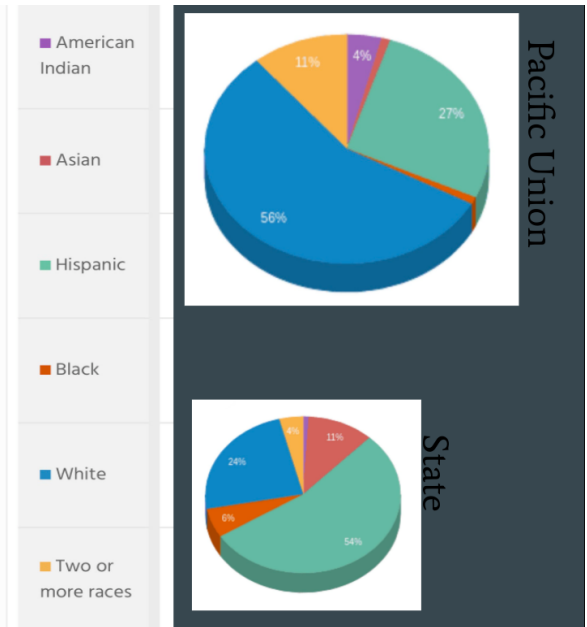
- 526 Students
- Student teacher ratio:  
PU 22:1    State 23:1
- Percent achieving proficiency in math  
PU 45%    State 38%



45%



38%



### Lesson Plan

**Grade Level:** 2nd

**Teacher:** Mr. Garret Clark

**Grade Level Health education Recommendation:**

Content Standard 1: 1.4.N List the benefits of healthy eating (including beverages and snacks).

Content Standard 2: 1.9.N Explain how both physical activity and eating habits can affect a person's health.

**Assessment Measuring Learning Objectives:**

Students will be Assessed individually using the exit ticket (written) as well as the class goal of incorporating every color produced within the potluck, part of the discussions during lunch will be reflecting on the colors the students were able to incorporate and remembering what nutrients they have(verberal). For the physical activity assessment I will be monitoring during the

obstacle course, specifically including to see how they cooperate. I also will be reading their reflective story afterwards, using what they write in the notes day of, (an example provided as the story in beginning of document)

### **State standards**

1.4.N List the benefits of healthy eating (including beverages and snacks).

1.9.N Explain how both physical activity and eating habits can affect a person's health.

### **Activity**

- Start lessons with [Eat the Rainbow! Video](#) to provide background knowledge.  
{5min}
- class discussion on vitamins and healthy eating. {5min}
- (Questions to prompt students thinking: what is your favorite yellow(/other colors) fruit or vegetable ? Why is it important to eat a variety of F/V ? To/F it okay to eat all the junk food you want as long as you also exercise ? Why is fresh produce better for you than processed food ? What are some ways of making healthy substitutions in the meals we cook? )
- Then have students individually color [EAT the Rainbow worksheet](#). (will be added to cookbook) {5min}
  - >Read [The Busy Body Book: The Kid's Guide To Fitness by Lizzy Rockwell](#) {5min}
- create an obstacle course activity: divide students up into 2 teams each team will be responsible with coming up with five legs of an obstacle course that incorporate the use of different muscles or skills , (i.e. balance beam, jumprope, skip the perimeter of the playground, go across monkey bars, climb over the dome, climb the rope/pole, ect.) {10min to come up with ideas}

- Once both teams have created their 5 legs, all 10 will be put together to make a 10 leg obstacle course which both teams will compete to finish ( helping their teammates to succeed). {15min to do obstacle course} (done at potluck event)
- Explanation of potluck & cookbook, (9/3) the class will be having a potluck on September 3 where each student will bring healthy versions of a personal favorite or culturally significant dishes. Our class goal will be to have each color of the rainbow represented. Each student will make their own classroom cookbook with all the recipes. {5min}
- Handout permission slips. and exit ticket



Padres y tutores,

El viernes 3 de septiembre de 2021, nuestra clase llevará a cabo una comida comunitaria. Pedimos que cada estudiante traiga una versión saludable de un plato favorito personal o culturalmente significativo. Será un momento para compartir historias y conocerse. También crearemos un libro de cocina para la clase con copias de todas las recetas para que cada estudiante las guarde. Se anima a los miembros de la familia a participar si es posible. Nos reuniremos a las 12:30 p.m. en el campo de fútbol. Nuestros estudiantes han estado aprendiendo sobre la importancia de una alimentación saludable y la incorporación de frutas y verduras en sus dietas. Incluso pequeñas sustituciones, como usar aceite de coco en lugar de aceite de canola, o sustituir la harina de trigo integral en lugar de la harina blanca, son excelentes formas de tomar decisiones saludables.

La clase también participará en una carrera de obstáculos que diseñaron.

X \_\_\_\_\_

### Exit Ticket

What are 3 takeaways you got from today's activity that you can incorporate into your lifestyle ?

I.

II.

III.

### **How the Grade level Health Recommendation is addressed in lesson:**

The grade level recommendation is “nutrition and physical activity”. For second grade I felt the “Eat the Rainbow” video and worksheet is an engaging approach to nutrition. I

set the class goal at the potluck up so the students can make practical use out of the lesson. For physical activity students participate in an obstacle course pieced together by the two teams.(designed during lesson played at community potluck)

### **How Content standards are addressed in lesson:**

1.4 N : Students will engage in multiple means representing the content the Rainbow video and coloring sheet provide structure for the class discussion. for which this information will be applied in the recipes.

1.9 N : students will demonstrate their knowledge of a physical activity specifically in creating the obstacle course bold healthy eating and physical activity as part of the class discussion and exit ticket.

### References to LSEE 333 readings

1. *Dual Language Education*, Kathryn J. Lindholm-Leary: during the picnic target students were sharing the non english names of different ingredients. I choose to incorporate this after reading in Leary's book that: In the early grades because of their knowledge of the target language, English speakers look up too and are helped by the target language speakers. Later when it is English instructional time the situation is reversed. Students develop their bilingualism through these interactions with each other.
2. Much of my story was inspired by *Rethinking bilingual education: welcoming home language in our classrooms* By Elizabeth Barbaian Specifically one of the stories I read for the Collage: *El Corazón de la escuela*. The inspiration being activities that build community can reinforce content understanding.
3. Chapter 5 of *Educating emergent bilinguals* by Ofelia Garcia talks about "Strengthening the relationship between languages" I attempted this bridge throughout the lesson: families telling stories and jokes in their home language, then translating for others. (and translating english stories to minority languages. Also providing handouts in home languages. Also in this chapter "Supporting students social-emotional development and bilingual identities" & again On page 113 of Garcia "Transformative / Intercultural pedagogy" " align in classroom experiences with students cultural and linguistic practices.

4. I also reread and was inspired by Miss Young's "teacher for all students" pedagogy in the García & Kleifgen (2018)- Ch. 7, [Yoon \(2008\)](#), She focused on building culturally relevant teaching into her curriculum. (& I tried to avoid replicating Mr. Brown's lack of a multicultural approach to his teaching)