

Community-Based Learning Lesson Plan Builder

Planning Components:

Title of Lesson:	Making Healthy Choices
Grade level(s):	Grade 3, <i>easily adaptable to Grade Span 3-5</i>
Duration:	- How much time are we asking students to commit to this topic? 18-24 hr 6-8 weeks on Fridays - (3 hrs/day) - How much time should staff allocate to support this work? 3-5 additional hours - What are the phases of the project mapped out? - Phase 1: Problem Posing & Engagement, Week 1 - Phase 2: Discussion & Exploration, Weeks 2-3 - Phase 3: Inquiry & Explanation, Weeks 3-4 - Phase 4: Elaboration, Weeks 4,5,6 - Phase 5: Journey Checks and Formative Assessments, Week 7 - Phase 6: Taking Action and Evaluation, Weeks 6,7,8
Essential Question:	How can we make healthy choices in our daily lives and how can we use our knowledge to impact others in our community?
Objectives:	- Students will fluently add and subtract within 1,000 using place value strategies and properties of operations. - Students will multiply one-digit whole numbers by multiples of 10, 10–90, using place value understanding. - Students will use multiplication and division to solve word problems - Ask & Answer Questions - Students will engage in discussions with peers by listening, building on ideas, and expressing their own clearly. - Students will recall information from sources to answer questions or solve a problem.
Project Brief:	Being healthy helps us feel strong, focused, and ready to learn. Our class will become health leaders by teaching others how to stay active and make positive choices. We will work together to make a real impact in our school by encouraging more movement and healthy habits for everyone.
End Products and Sharing Points:	<i>What will the project produce, and who will students want to share it with?</i> Students generated a list of possible projects: posters/bar graphs, programs, google slides, video/morning announcements to share with classrooms grade K-8 and the school's administration team.
Driving Standards:	California Content Standards: California English Language Development [ELD] Standards: California Standards for the Teaching Profession [CSTPs] 3.NBT 3.OA.A

	RI.3.1 SL.3.1 W.3.8 Data Standard
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Student and Community Components:

Who are my students?	<i>What are my students' strengths, identities, and lived experiences?</i> My students bring a rich set of strengths, identities, and lived experiences to the classroom. Many students come from multilingual backgrounds, with several being bilingual and at least one student being trilingual, reflecting strong linguistic and cultural diversity. Their family networks are a key asset, as many students have relatives—such as cousins, aunts, and uncles—who are also part of the school community, fostering a sense of belonging and connection. Students demonstrate a strong preference for active, collaborative learning. They enjoy physical activity, movement breaks, and opportunities to teach and learn from one another, highlighting their social nature and engagement with peer-based learning. Their ability to interact and collaborate supports a dynamic classroom environment. Additionally, students show resilience and adaptability through their extended school day, which runs from 8:00 a.m. to 3:30 p.m., with many continuing in after-school programs until 6:00 p.m. This reflects their stamina and commitment to learning. Access to free breakfast and lunch ensures that their basic needs are supported, allowing them to focus on learning. Together, these strengths and experiences contribute to a vibrant, interconnected classroom community.
What partners and/or resources are current assets to support this?	<i>What organizations, leaders, local knowledge, and financial resources should be considered?</i> Students discussed using technology to research healthy choices and identified a list of special speakers including: • doctor • dentist • nurse • scientist • local gym owner
How are partners going to be involved in this project?	<i>Are there primary or tertiary members of the project?</i> Primary members: Grade 3 students, teachers who support the project, families who share traditions or habits, or community members who co-teach or mentor. Tertiary members: Other classes who join for the movement challenge only once, local health organization that sends a video, or school administrators who provide approval or encouragement.
What learning will occur as a result of partner involvement?	Partner involvement will provide students with meaningful, real-world learning experiences that connect classroom content to health, wellness, and future opportunities. Through interactions with a fitness trainer, a wellness leader from

	the local police department, and a college student athlete, students will learn about healthy habits, goal setting, and the benefits of an active lifestyle. These experiences will deepen students' understanding of fitness and well-being while also exposing them to potential career pathways. Additionally, students will build confidence, perseverance, and engagement through hands-on, movement-based activities that align with their strengths and interests.
How does this learning reciprocate into the community?	This learning reciprocates into the community as students apply and share their knowledge of health, wellness, and active living beyond the classroom. By developing healthy habits and an understanding of fitness, students can positively influence their families and peers, promoting well-being within their communities. Additionally, partnerships with community members strengthen connections between students and local organizations, fostering a sense of responsibility, belonging, and civic engagement. As students build confidence and awareness of wellness practices and careers, they are better prepared to contribute to a healthier, more informed community.
What type of disruption might this project create?	This project may create positive disruption by shifting students from passive learning to active, real-world engagement. Bringing in community partners can challenge traditional classroom routines and encourage more movement, interaction, and hands-on learning aligned with students' strengths. It may also disrupt students' perceptions of health, wellness, and career pathways by exposing them to new role models and possibilities they may not have previously considered. Additionally, the project can extend learning beyond the classroom, influencing family and community habits around wellness and creating stronger school–community connections.

Lesson Components:

Problem-Posing and Engagement	<i>What problem will the students investigate? How will students use their voices and experiences to investigate and improve their community?</i> Launch the Inquiry, <i>Driving Question- Spark curiosity</i> Introduce the idea of “healthy choices” in a holistic way Introduce the question: ○ “How can we care for ourselves, our community, and our environment?” (Use stories, visuals, or simple scenarios) ○ Activate prior knowledge (<i>What do students already know?</i>)
Discussion and Exploration	<i>How will students engage in dialogue about this problem? What methods of investigation will students use to gather information?</i> Build Understanding & Explore Perspectives, <i>Expand students' understanding of health Center multiple perspectives: family, culture, community</i> Teach mini-lessons: ● Physical health (food, movement, rest) ● Emotional health (feelings, stress)

	Community health (helping others, environment) Invite optional sharing from home or community, <i>use interviews or discussions</i> Identify a Community Need, <i>Help students notice real, relevant issues</i>
Critical Inquiry and Explanation	<i>In what ways will students learn about interpreting, evaluating, analyzing, and synthesizing both qualitative and quantitative data? What ways of knowing (content and skills needed by students to successfully complete research and products) will need to occur for inquiry to be successful?</i> Guide students to ask: "What could be healthier in our class/school/community?" Collect ideas: observation, charts, discussions, simple surveys
Elaboration	<i>How will students communicate their findings, engage in discussion about their results, and develop key components for action?</i> <i>Shift responsibility to students</i> Organize students into groups - Choose a solution - Assign roles - Plan steps: with checklists/templates) Take Action, Students create and implement A Movement Challenge utilizing: <i>Posters, Announcements, Peer lessons, Simple campaigns</i>
Journey Checks and Formative Assessments	<i>What metrics will be used to measure progress during the project stages? What metrics will measure the impact of the action of this project?</i> Reflect & Connect, <i>Help students process what they learned and felt</i> "What did we learn about health?" "How did we help others?" "What was challenging?"
Taking Action and Evaluation	<i>What will success look and feel like for this project? What will success look like in the action phase for the community?</i> Success for this project will look like students designing and leading a schoolwide movement challenge, where classrooms actively participate and track their daily minutes of physical activity. Students will create and use graphs and other tools to collect and analyze data, showing growth in participation over time. It will feel energetic, collaborative, and empowering as students take leadership roles and see others engaging in the challenge. In the action phase, success in the community will look like increased movement across campus, with multiple classrooms participating and using the provided resources to stay engaged. It will also look like students sharing their data, celebrating progress, and encouraging peers and teachers to build healthy habits. Overall, it will feel like a united effort toward wellness, with students driving positive change throughout the school community.

Scaffolding and Foundational Components:

What considerations and scaffolds will be created or introduced for students to be successful in all lesson components?

Multilingual Learners	● Pre-teach key vocabulary community, survey, impact, solution, etc.) ● Use sentence stems e.g., "Our group found that...", "One solution could be..."") ● Model tasks step-by-step before asking students to do them independently ● Assign clear roles: facilitator, recorder, interviewer, presenter ● Use think–pair–share before whole-group discussions ● Prepare students for interactions: practice interview questions, role-play ● Provide bilingual resources or translation tools when possible ● Partner with community members who speak students' home languages if available ● Invite family input or participation when appropriate ● Send communications home in multiple languages ● Recognize community knowledge as part of the learning process
Refugee and Immigrant Populations	● Offer opt-out options for certain activities ● Break tasks into smaller, clearly sequenced steps ● Model everything (how to research, interview, present, etc.) ● Provide sentence frames, visuals, and structured templates ● When possible, connect with culturally familiar or linguistically accessible community members ● Provide clear timelines and daily goals ● Use visual schedules and checklists ● Preview what's coming next ● Use translated communication whenever possible ● Choose Empowering Project Topics ○ Start small: classroom → school → local community)
Students with Disabilities	● Design with Universal Design for Learning ● Know Individual Needs, IEPs/504 Plans) ● Break Tasks into Clear, Manageable Steps. ● Provide Structured Roles in Group WorkOrganizer ○ Data collector ○ Designer ○ Presenter (optional or shared) ■ Rotate roles when possible ● Build in Assistive Technology and Supports ● Plan for Accessibility in the Community ● Use Flexible Grouping and Pacing ● Assess based on: ○ Growth ○ Effort ○ Contribution ○ Understanding (not just output format) ○ Allow alternative formats for final products ● Anticipate Sensory and Emotional Needs
Social Emotional Learning	Prioritize: ● Student voice and choice ● Belonging and inclusion ● Real-world impact, <i>even small-scale)</i>

	• Collaborative problem-solving
Tribal Communities	• Start with a Key Shift: “Health” = Holistic Well-Being • In many tribal communities, health is not just physical—it includes: ○ Emotional balance ○ Connection to land ○ Community relationships ○ Spiritual well-being ■ Frame your driving question more broadly: • “How can we care for ourselves, our community, and our environment?”
Other Project Considerations	