

Content: Health	Grade/Course: 5th	Length: First class periods Timeline: 30 minutes
<p>Standard(s): 5.8.1 Express opinions and give accurate information about health issues. EXAMPLE: Explain how the values of proper nutrition intake, the function of the food pyramid, and the nutritional values of food content contribute to one’s lifelong health.</p> <p>5.8.2 Encourage others to make positive health choices. EXAMPLE: Develop a plan for helping overweight or underweight people feel good about themselves.</p>		
<p>Lesson Overview: The focus of this lesson will have students make the right choices as far as their daily food intake.</p> <p>Driving Question: How may eating the right kinds of food help you improve the quality of your life?</p>	<p>Lesson Objective(s): In this lesson, students will be able to identify and apply</p> <ul style="list-style-type: none"> • the six kinds of nutrients, • the Food Guide Pyramid; • Examples of the Dietary Guidelines; and <p>The students will be able to explain how to use a food label to find facts you need to follow based on the Dietary Guidelines</p> <p>Both objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Nutrients, food group, Food Guide Pyramid, balanced diet, and Dietary Guidelines</p>	<p>Focus Question(s): How may eating the right kinds of food help you improve the quality of your life?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Write on Newsprint paper and post at the front of the class. Let the students know that for two Health periods: We will eat the correct number of servings from the Food Guide Pyramid; We will be able to follow the Dietary Food Guidelines; and We will read food labels.</p> <p>Now, have the student ask the person left of him/ her to list down what he/ she had for dinner last night? Have the students share their responses and list them on the board. Now, call on some students and asked if they believe what they ate last night was nutritional.</p> <p>Now, define the term nutritional. Nutritional is anything which has nutrients, which our body uses for energy and growth and repair of cells.</p> <p>Procedure: Then, have the student open up their text to page 102. Have the students do paired reading or read aloud Follow Those Guidelines, pages 102-109. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 109.</p> <p>Write on newsprint, the four objectives on page 102. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.</p>

Practice Sheets:

“The Great Food Pyramid” and “Do You Want Fries With That?” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Harmful Fats & Sugar: Public Enemy Number 1” and “Cholesterol: The Silent Killer” (Personal Care Series – Exercise)

Extension activity: On page 109, the students are expected to bring food containers with labels at the back or at the side of the containers. Have the kids work as partners or in a group. Construction paper and marker may be used instead of poster board.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher- Test
Note taking
Participation
Extension Activity
Practice Sheets
Exit Ticket

Closure:

The students will be given an Exit Ticket: How may eating the right kinds of food help you improve the quality of your life?

(Answer: 1. Gives you a healthful appearance, 2. Keeps you from getting stress out, 3. Gets you in shape for sports and games, 4. Helps you age in a healthful way, 5. Helps you stay at a healthful weight, 6. Gives you something fun to do with family members and friends, 7. Gives you a healthful “high” you can not get from harmful drug use, 8. Helps reduce the risk of some diseases when you get older, 9. Teaches you self-discipline, and 10. Increases the likelihood that you will get good grades.

Independent Practice: Students will complete the following practice sheets:

Fitness Skills” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Why Should You Exercise?” and “More Good Reasons to Exercise” (Personal Care Series – Exercise)

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partnered reading, graphic organizer, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental): Totally Awesome Health (Macmillan/ McGraw-Hill), Totally Awesome Health Student Workbook (Meeks Heit Pub. Co.), Personal Care Series Exercise (Remedia Publications), pencils, markers, newsprint, notebook, index card (exit card)

Reflection

Nutrition Test

Name:

Date:

A. Cloze Test: Fill in the blank with the appropriate words below:

Food label	Food Guide Pyramid	Dietary Guidelines
Nutrients	Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts	carbohydrates

(1) _____ are nutrients that are the most useful supply of energy for your body. If you take a look at the (2) _____, you will find that most of the carbohydrates are found in the Bread, Cereal, Rice, and Pasta Group. The (3) _____ suggest that we eat a lot of grains, which produce long-lasting energy.

You are also asked to read over the (4) _____, which is a list of facts on a food container required by federal law. This list determines whether this food is high in nutrients.

Proteins are (5) _____ your body uses for growth and repair of cells and to supply energy. The (6) _____ group is a food group, which is a great source of proteins.

Match the following definitions to the appropriate word: (Worth 7 points each) Total 42 points

- | | |
|---|-----------------------|
| 7. A daily diet that includes the correct number of servings from the food groups in the Food Guide Pyramid | A. Nutrients |
| 8. Foods that contain the same nutrients | B. Dietary Guidelines |
| 9. Substances in food that your body uses for energy and for growth and repair of cell | C. Food Guide Pyramid |
| 10. Suggested goals for eating to help you stay healthy live longer. | D. Balanced Diet |
| 11. A guide that shows how many servings are needed From each food group each day. | E. Food group |

C. Write:

12. Create a nutritional breakfast, lunch, or dinner meal. Write the name of the food, which food group it belonged, and how many servings. Explain why you prepared this type of meal.

13. Explain how eating a nutritional meal may help you improve your life.

Answer Key

Nutrition Test

Name:

Date:

A. Cloze Test: Fill in the blank with the appropriate words below:

Food label	Food Guide Pyramid	Dietary Guidelines
nutrients	Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts	carbohydrates

(1) Carbohydrates are nutrients that are the most useful supply of energy for your body. If you take a look at the (2) Food Pyramid Guide, you will find that most of the carbohydrates are found in the Bread, Cereal, Rice, and Pasta Group. The (3) Dietary Guidelines suggest that we eat a lot of grains, which produce long-lasting energy.

You are also asked to read over the (4) Food label, which is a list of facts on a food container required by federal law. This list determines whether this food is high in nutrients.

Proteins are (5) nutrients your body uses for growth and repair of cells and to supply energy. The (6) Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts group is a food group, which is a great source of proteins.

Match the following definitions to the appropriate word: (Worth 7 points each) Total 42 points

- | | |
|---|-----------------------|
| 7. A daily diet that includes the correct number of servings from the food groups in the Food Guide Pyramid (D) | A. Nutrients |
| 8. Foods that contain the same nutrients (E) | B. Dietary Guidelines |
| 9. Substances in food that your body uses for energy and for growth and repair of cell (A) | C. Food Guide Pyramid |
| 10. Suggested goals for eating to help you stay healthy live longer (B) | D. Balanced Diet |
| 11. A guide that shows how many servings are needed From each food group each day (C) | E. Food group |

C. Write:

12. Create a nutritional breakfast, lunch, or dinner meal. Write the name of the food, which food group it belonged, and how many servings. Explain why you prepared this type of meal.
(Answers vary)

13. Explain how eating a nutritional meal may help you improve your life.
(Answer: 1. Gives you a healthful appearance, 2. Keeps you from getting stress out, 3. Gets you in shape for sports and games, 4. Helps you age in a healthful way, 5. Helps you stay at a healthful weight, 6. Gives you something fun to do with family members and friends, 7. Gives you a healthful “high” you can not get from harmful drug use, 8. Helps reduce the risk of some diseases when you get older, 9. Teaches you self-discipline, and 10. Increases the likelihood that you will get good grades.

Content: Health	Grade/Course: 5th	Length: First class periods Timeline: 30 minutes
<p>Standard(s): 5.8.1 Express opinions and give accurate information about health issues. EXAMPLE: Explain how the values of proper nutrition intake, the function of the food pyramid, and the nutritional values of food content contribute to one’s lifelong health.</p> <p>5.8.2 Encourage others to make positive health choices. EXAMPLE: Develop a plan for helping overweight or underweight people feel good about themselves.</p>		
<p>Lesson Overview: The focus of this lesson will have students make the right choices as far as their daily food intake.</p> <p>Driving Question: How may eating the right kinds of food help you improve the quality of your life?</p>	<p>Lesson Objective(s): In this lesson, students will be able to identify and explain</p> <ul style="list-style-type: none"> • Factors that influence your food choice, • Steps to follow when planning meals and snacks; • Guidelines to use when you order foods at a restaurant. <p>All objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Ethnic food, Fast food restaurant</p>	<p>Focus Question(s): How may eating the right kinds of food help you improve the quality of your life?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Again, as a reminder, let the students know that for two Health periods:</p> <p>We will eat the correct number of servings from the Food Guide Pyramid; We will be able to follow the Dietary Food Guidelines; and We will read food labels.</p> <p>Now, show the students a banana, bag of chips, and a soda. Tally the students, how many students would like to eat the banana, eat the bag of chips, or drink the soda? Look at the results and ask why these students would prefer eating a bag of chips as oppose to eating a banana and vice versa.</p> <p>A lot of the choices we make depends largely on outside influences: The kinds of food your family eats, what is affordable, personal likes and dislikes. The topic for today will be on Food Choices and Influences.</p> <p>Procedure: Then, have the student open up their text to page 110. Have the students do paired reading or read aloud Food Choices Count, pages 110-115. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 115.</p> <p>Write on newsprint, the three objectives on page 110. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.</p>
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Practice Sheets:

“The Great Food Pyramid” and “Do You Want Fries With That?” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Harmful Fats & Sugar: Public Enemy Number 1” and “Cholesterol: The Silent Killer” (Personal Care Series – Exercise)

Extension activity: Have the students keep a Food Log and have them review eat morning if what they ate were healthy or in need of change. If the students have decided to change the meal to something else, what it would be? Keep the log for a week.

Formative Assessment:

Teacher-made Test

Evaluation:

Commercial Test

Note taking

Participation

Extension Activity

Practice Sheets

Exit Ticket

Closure:

The students will be given an Exit Ticket: How may eating the right kinds of food help you improve the quality of your life?

(Answer: 1. Gives you a healthful appearance, 2. Keeps you from getting stress out, 3. Gets you in shape for sports and games, 4. Helps you age in a healthful way, 5. Helps you stay at a healthful weight, 6. Gives you something fun to do with family members and friends, 7. Gives you a healthful “high” you can not get from harmful drug use, 8. Helps reduce the risk of some diseases when you get older, 9. Teaches you self-discipline, and 10. Increases the likelihood that you will get good grades.

Independent Practice: Students will complete the following practice sheets:

Fitness Skills” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Why Should You Exercise?” and “More Good Reasons to Exercise” (Personal Care Series – Exercise)

Assessment: “Reading a Label” and “Nutrition Search” Personal Care Series – Nutrition (Remedia Publications (2000).

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partnered reading, graphic organizer, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental): Totally Awesome Health (Macmillan/ McGraw-Hill), Totally Awesome Health Student Workbook (Meeks Heit Pub. Co.), Personal Care Series Exercise (Remedia Publications), pencils, markers, newsprint, notebook, index card (exit card)

_____’s FOOD LOG

Date	Description	How did you feel	How would I change it to make it nutritional?
		 	
		 	
		 	
		 	
		 	

Content: Health	Grade/Course: 5th	Length: Four class periods Timeline: 30 minutes
<p>Standard(s): 5.6.1 Choose a personal health goal and track progress toward its achievement. EXAMPLE: Analyze your role and contributions to the family unit for positive and negative factors.</p> <p>5.2.1 Examine how family influences personal health practices and behaviors. EXAMPLE: Identify factors in family living and communication processes among different ethnicities and cultures that contribute to personal health practices and behaviors.</p> <p>5.2.2 Identify the influence of culture on health practices and behaviors. EXAMPLE: Discuss how cultural beliefs and practices (e.g., the role of the suruhanu and suruhana, betel nut, fiestas) may influence health practices and behaviors.</p> <p>5.2.3 Identify how peers can influence healthy and unhealthy behaviors. EXAMPLE: Discuss situations at home and school where a peer’s actions and/or words encourage or discourage activities that promote physical activity.</p>		
<p>Lesson Overview: The focus of this lesson is to be aware of ways of preventing foodborne illnesses, the spread of germs, and to name good table manners.</p> <p>Driving Question: How may you encourage others and yourself to make positive health choices?</p>	<p>Lesson Objective(s): In this lesson, students will be able to identify and explain</p> <ul style="list-style-type: none"> • Discuss ways of preventing foodborne illnesses, preventing the spread of germs; • Name good table manners. • Explain how to maintain a healthful weight. • Discuss ways to have a positive self-image • Identify the causes, signs, and treatment for eating disorders. <p>All objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: foodborne illnesses, table manners, weight management, calorie, underweight, overweight, overfat, body image, and eating disorder</p>	<p>Focus Question(s): How may you encourage others and yourself to make positive health choices?</p>	

Description of Lesson (Including Instructional Strategies):

Day 1 and 2:

Anticipatory Set: Have the students recite:

We will protect myself and others from germs in foods and beverages.

We will use table manners.

Pose this question, what are some ways you may become ill from eating foods and beverages?

Generate responses and list them on the board. Discuss

Watch “Foodborne Illness Prevention” (Youtube)

Procedure:

Then, have the student open up their text to page 116. Have the students do paired reading or read aloud “Be a Food and Beverage Detective”, pages 116-121. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 121.

Write on newsprint, the three objectives on page 116. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.

Day 3 and 4:

Anticipatory Set: Have the students recite:

We will stay at a healthful weight.

We will work on skills to prevent eating disorders.

Let the students understand that this lesson will inform us on how we may keep a healthful weight. Define healthful weight. The amount of energy you burn off through any activity equals or outweighs the amount of calories consumed. Pose this question, what are some ways you can maintain a healthy weight?

Generate responses and list them on the board. Discuss

Procedure:

Then, have the student open up their text to page 122. Have the students do paired reading or read aloud “Step on the Scale: Respect Yourself”, pages 122-129. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 129.

Write on newsprint, the three objectives on page 122. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.

Practice Sheets: “Food and Beverage Detective” and “Calorie Counts” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook)

Extension activity: Keep a daily log of food intake and compare it to the activity you do that day.

Formative Assessment:

Teacher-made Test

B. Match the following definitions to the appropriate word.

- | | |
|--|----------------------|
| 1. A plan used to have a healthful weight _____ | A. underweight |
| 2. A unit of energy produced by foods and used by the body _____ | B. overfat |
| 3. A weight below your healthful weight _____ | C. overweight |
| 4. A weight above your healthful weight _____ | D. weight management |
| 5. Having too much body fat _____ | E. body image |
| 6. The feeling you have about the way your body looks _____ | F. calorie |
| 7. A harmful way of eating because a person can not cope _____ | G. eating disorder |

C. Draw a picture with a caption on how you may develop a positive body image.

(ANSWER KEY)

Preventions
Spreading of Germs and Being Overweight

Name:

Date:

A. Essay. Answer and explain

1. What can I do to prevent spreading of germs at school and at home?
 - Wash your hands with soap and water before preparing or sharing food.
 - Do not cough or sneeze on foods or beverages.
 - Do not use your fingers to taste food you are making.
 - Do not use a spoon or fork more than once to taste food you are making.
 - Share food by cutting off a bite or portion from a part of food you did not eat.
 - Share beverages by pouring them into separate glasses before you give them to someone else.
2. You and your family has invited your teacher to dinner. What are some good table manners you might like to share with your family so that your teacher may be impressed?
 - Know the correct way to set the table.
 - Wash your hands before eating.
 - Place your napkins on your lap.
 - Wait until everyone is at the table and served before you begin to eat.
 - Consider the number of people who must eat before you serve yourself.

- Try the different foods being served.
- Take small bites of food and do not eat fast.
- Keep your mouth closed when you chew your food.
- Choose appropriate conversation for eating.
- Thank the person who prepared the food.

B. Match the following definitions to the appropriate word:

- | | |
|---|----------------------|
| 1. A plan used to have a healthful weight <u>D</u> | A. underweight |
| 2. A unit of energy produced by foods and used by the body <u>F</u> | B. overfat |
| 3. A weight below your healthful weight <u>A</u> | C. overweight |
| 4. A weight above your healthful weight <u>C</u> | D. weight management |
| 5. Having too much body fat <u>B</u> | E. body image |
| 6. The feeling you have about the way your body looks <u>E</u> | F. calorie |
| 7. A harmful way of eating because a person can not cope <u>G</u> | G. eating disorder |

C. Draw a picture with a caption on how you may develop a positive body image.
(Answer may vary)

Content: Health	Grade/Course: 5th	Length: Four class periods Timeline: 30 minutes
<p>Standard(s): 5.6.1 Choose a personal health goal and track progress toward its achievement. EXAMPLE: Analyze your role and contributions to the family unit for positive and negative factors.</p> <p>5.2.1 Examine how family influences personal health practices and behaviors. EXAMPLE: Identify factors in family living and communication processes among different ethnicities and cultures that contribute to personal health practices and behaviors.</p> <p>5.2.2 Identify the influence of culture on health practices and behaviors. EXAMPLE: Discuss how cultural beliefs and practices (e.g., the role of the suruhanu and suruhana, betel nut, fiestas) may influence health practices and behaviors.</p> <p>5.2.3 Identify how peers can influence healthy and unhealthy behaviors. EXAMPLE: Discuss situations at home and school where a peer’s actions and/or words encourage or discourage activities that promote physical activity.</p>		
<p>Lesson Overview: The focus of this lesson is to be aware of ways of preventing foodborne illnesses, the spread of germs, and to name good table manners.</p> <p>Driving Question: How may you encourage others and yourself to make positive health choices?</p>	<p>Lesson Objective(s): In this lesson, students will be able to identify and explain</p> <ul style="list-style-type: none"> • Discuss ways of preventing foodborne illnesses, preventing the spread of germs; • Name good table manners. • Explain how to maintain a healthful weight. • Discuss ways to have a positive self-image • Identify the causes, signs, and treatment for eating disorders. <p>All objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: foodborne illnesses, table manners, weight management, calorie, underweight, overweight, overfat, body image, and eating disorder</p>	<p>Focus Question(s): How may you encourage others and yourself to make positive health choices?</p>	

Description of Lesson (Including Instructional Strategies):

Day 1 and 2:

Anticipatory Set: Have the students recite:

We will protect myself and others from germs in foods and beverages.

We will use table manners.

Pose this question, what are some ways you may become ill from eating foods and beverages?

Generate responses and list them on the board. Discuss

Watch “Foodborne Illness Prevention” (Youtube)

Procedure:

Then, have the student open up their text to page 116. Have the students do paired reading or read aloud “Be a Food and Beverage Detective”, pages 116-121. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 121.

Write on newsprint, the three objectives on page 116. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.

Day 3 and 4:

Anticipatory Set: Have the students recite:

We will stay at a healthful weight.

We will work on skills to prevent eating disorders.

Let the students understand that this lesson will inform us on how we may keep a healthful weight.

Define healthful weight. The amount of energy you burn off through any activity equals or outweighs the amount of calories consumed. Pose this question, what are some ways you can maintain a healthy weight?

Generate responses and list them on the board. Discuss

Procedure:

Then, have the student open up their text to page 122. Have the students do paired reading or read aloud “Step on the Scale: Respect Yourself”, pages 122-129. Discuss with the class key points from the readings. Define the five vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 129.

Write on newsprint, the three objectives on page 122. Let the students know that, at the end of the two sessions, they will be able to identify and explain the objectives.

Practice Sheets: “Food and Beverage Detective” and “Calorie Counts” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook)

Extension activity: Keep a daily log of food intake and compare it to the activity you do that day.

Formative Assessment:

Teacher-made Test

B. Match the following definitions to the appropriate word.

- | | |
|--|----------------------|
| 1. A plan used to have a healthful weight _____ | A. underweight |
| 2. A unit of energy produced by foods and used by the body _____ | B. overfat |
| 3. A weight below your healthful weight _____ | C. overweight |
| 4. A weight above your healthful weight _____ | D. weight management |
| 5. Having too much body fat _____ | E. body image |
| 6. The feeling you have about the way your body looks _____ | F. calorie |
| 7. A harmful way of eating because a person can not cope _____ | G. eating disorder |

C. Draw a picture with a caption on how you may develop a positive body image.

(ANSWER KEY)

Preventions
Spreading of Germs and Being Overweight

Name:

Date:

A. Essay. Answer and explain

1. What can I do to prevent spreading of germs at school and at home?
 - Wash your hands with soap and water before preparing or sharing food.
 - Do not cough or sneeze on foods or beverages.
 - Do not use your fingers to taste food you are making.
 - Do not use a spoon or fork more than once to taste food you are making.
 - Share food by cutting off a bite or portion from a part of food you did not eat.
 - Share beverages by pouring them into separate glasses before you give them to someone else.
2. You and your family has invited your teacher to dinner. What are some good table manners you might like to share with your family so that your teacher may be impressed?
 - Know the correct way to set the table.
 - Wash your hands before eating.
 - Place your napkins on your lap.
 - Wait until everyone is at the table and served before you begin to eat.
 - Consider the number of people who must eat before you serve yourself.

- Try the different foods being served.
- Take small bites of food and do not eat fast.
- Keep your mouth closed when you chew your food.
- Choose appropriate conversation for eating.
- Thank the person who prepared the food.

B. Match the following definitions to the appropriate word:

- | | |
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| 1. A plan used to have a healthful weight <u>D</u> | A. underweight |
| 2. A unit of energy produced by foods and used by the body <u>F</u> | B. overfat |
| 3. A weight below your healthful weight <u>A</u> | C. overweight |
| 4. A weight above your healthful weight <u>C</u> | D. weight management |
| 5. Having too much body fat <u>B</u> | E. body image |
| 6. The feeling you have about the way your body looks <u>E</u> | F. calorie |
| 7. A harmful way of eating because a person can not cope <u>G</u> | G. eating disorder |

C. Draw a picture with a caption on how you may develop a positive body image.
(Answer may vary)

Content: Health	Grade/Course: 5th	Length: Two class periods Timeline: 30 minutes
Standard(s): 5.5.3 List healthy options to health-related issues or problems. EXAMPLE: List activities that promote life-long physical activity, which, in turn, promotes wellness (e.g., swimming, walking, aerobics, hiking).		
Lesson Overview: The focus of this lesson will be to provide students an understanding of the benefits of living a safe and healthy lifestyle through physical fitness. Driving Question: How may living an active life style help you improve the quality of your life?	Lesson Objective(s): In this lesson, students will be able to identify <ul style="list-style-type: none"> • the benefits of physical activity, • the kinds of health fitness; • the kinds of fitness skills; and • the five kinds of exercise. The students will be able to explain how aerobics exercise help your heart, blood pressure, and blood vessels. Both objectives have a criteria of 80% mastery.	
Vocabulary: physical fitness, health fitness, fitness skills, cardiac output, heart rate, and blood pressure	Focus Question(s): What are the benefits of living a healthy and safe lifestyle?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: Task students get off their seats and ask their classmates what are the benefits of living a healthy lifestyle. Then, list the responses on a newsprint (If the students did not get all 10 benefits found on page 147 on Totally Awesome Health student text, possibly give them some hints).

Procedure:

Then, have the student open up their text to page 147. Have the students do paired reading or read aloud Physical Activity pages 146-157. Discuss with the class key points from the readings. Define the six vocabulary words and answer individually in Health and P.E. notebook, Lesson Review page 157.

Write on newsprint, the five objectives (one for each objectives): The benefits of physical activities, kinds of health fitness, kinds of fitness skills, five kinds of exercises, and explain how aerobic exercises help your heart, blood pressure, and blood vessels. Assign groups and have choose one of the objectives and they are to list key concepts related to the readings.

Guided Practice:

Additional practice sheet, “Fitness Skills” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Why Should You Exercise?” and “More Good Reasons to Exercise” (Personal Care Series – Exercise)

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher- Test

Note taking

Participation

Practice Sheets

Exit Ticket

Closure:

The students will be given an Exit Ticket: How may living an active life style help you improve the quality of your life? List three benefits of living an active lifestyle?

(Answer: 1. Gives you a healthful appearance, 2. Keeps you from getting stress out, 3. Gets you in shape for sports and games, 4.Helps you age in a healthful way, 5.Helps you stay at a healthful weight, 6.Gives you something fun to do with family members and friends, 7.Gives you a healthful “high” you can not get from harmful drug use, 8.Helps reduce the risk of some diseases when you get older, 9.Teaches you self-discipline, and 10.Increases the likelihood that you will get good grades.

Independent Practice: Students will complete the following practice sheets:

Fitness Skills” (Meeks Heit Pub. Co. - Totally Awesome Health Student Workbook) and “Why Should You Exercise?” and “More Good Reasons to Exercise” (Personal Care Series – Exercise)

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partnered reading, graphic organizer, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental): Totally Awesome Health (Macmillan/ McGraw-Hill), Totally Awesome Health Student Workbook (Meeks Heit Pub. Co.), Personal Care Series Exercise (Remedia Publications), pencils, markers, newsprint, notebook, index card (exit card)

Reflection

