

Teacher Candidate: Tracy Miller

Date: 10-20-14

Grade Subject: 6th Grade Health

School: Van High School

Lesson Topic: Goals and Health Journals

Title of Lesson: Tracking My Health

Objectives:

1. Students will be able to explain and demonstrate how to find the number of servings and calories on a food label.
2. Students will be able to explain and list why everyone needs different amounts of calories.
3. Students will be able to explain the benefits of exercising, and what happens to their bodies if they don't exercise.
4. Students will be able to explain and demonstrate how to make small goals to achieve a larger goal.
5. Students will also be able to demonstrate how to write a health journal, and explain why they should.
6. Students will be more aware of their personal health habits, and how health habits can effect overall health.
7. Students will be able to explain and list why everyone needs different amounts of calories.

WV CSOs:

HE. 6.1.01 Investigate one's personal diet and include number and size of servings and the RDA needs for adolescents.

HE.6.6.03 Select a personal health goal and track its progress toward achievement (e.g., nutritional goals, fitness goals).

NATIONAL STANDARDS:

6.8.2 -Develop a goal to adopt, maintain, or improve a personal health practice.

6.8.3- Apply strategies and skills needed to attain a personal health goal.

TIME MANAGEMENT

Overall Time: 45 minutes

Introduction: 10 minutes

Student activity individually: 5minutes

Students activity in pairs: 20minutes

Regroup for assessment and closure: 10 minutes

STRATEGIES: Guided instruction, student demonstration, teacher demonstration, teacher led discussion, pair activity, student led discussion, group discussion, and individual work.

DIFFERENTIATED INSTRUCTION:

- **Learning disabilities: (Modified instruction)**- I will ask them simpler questions. I will also have them to help me pass out papers. One student in the class cannot read or write. This student will be helping me the whole time. This student will be doing hands on work with my guidance. The student will pour the bowl of cereal, and then help me get it all back into the bag. He will also be helping me pass out papers.
- **Attention differences:** I will offer guided instruction to keep the students on task, focused , and interested in the lesson.

- **Motivational differences:** I will personalize the content to try to encourage the students to be interested in the lesson. Example: Talk about things that each students can do to improve their diet.
- **Physical differences:** I will allow extended time to complete the handout and to answer questions.
- **Sensory differences:** I will provide handouts, demonstrations, and examples on the board for visual learners. Discussions/lectures for auditory learners, and hands-on activities for kinesthetic learners.

PROCEDURES

Introduction:

- I will ask the students to write down how many servings of cereal do they think they eat at once? I will ask for a couple of answers.
- I will have a box of cereal and one bowl sitting out on the table.
- I will ask 1 random student to come up and pour a bowl of cereal like they were fixing to eat for themselves.
- I will ask another student to come up and find the serving size of the entire box of cereal, the amount per serving, and write it on the board.
- Once the student is finished, I will make sure what was wrote on the board is correct.
- Then I will pass the box around for the rest of the class to find the serving size.
- I will then get out measuring spoons and have another student measure how much the bowl has in it.
- The cereal will be in piles on the desk, so everyone can see.
- I will explain to the students how many servings they are really eating.
- I will ask them why should they eat the right amount servings and not over eat?
- I will have a short discussion with them on this.
- I want them to understand that their stomachs will stretch when they over eat and over time they will need more and more food to fill full.

Body & Transitions

- I will ask one student to show me on the box where to find the amount of calories per serving, and write it on the board.
- I will explain how to find the amount of calories of different foods on the labels.
- I will write on the board 2 different websites they can use to determine the amount of calories and the proper portion/serving size of foods.

#1 (<http://www.calorieking.com/foods/>) **This website list calories of foods including restaurant foods.**

#2 (http://education.wichita.edu/caduceus/examples/servings/handy_reminders.htm)

This website gives visual guides to determine what a portion of different foods should look like.) For example: One cup is about the size of a man's fist and it has a picture of a fist and measuring cup.

- I will ask the students to get into groups and discuss and write down if they believe everyone needs to eat the same amount of calories? Why or why not?
- I will ask the students at random for their answers.
- I will discuss the amount of calories that someone should take in is based upon their age, height, weight, gender, and how active the person is.
- I will give the students a handout to do at home with a parent or adult that determines how many calories they should take in. (Not doing this in class with each student because it's personal information. (weight, height, gender, etc.)
- They simply follow the directions on the handout. The handout includes a chart with different age ranges, gender, and how active the child is to help determine how many calories they should take in.
- Once everyone has had a chance to read their answers, I will pass out a handout called (**Why Exercise?**) it has a list of the top benefits of exercise.
- I will briefly discuss the benefits and how, when, and where to exercise. (How- walking, dancing, sports, videos etc. Where- outdoors, indoors, school, fitness centers, etc. When- Time of day, how many days a week, and how many minutes.)
- I will then ask the groups to write down and discuss the question "what is a health journal, and why would a person keep a health journal?"
- (To lose weight, to be aware of what they are eating to become healthier, someone who has diabetes or other diseases etc.)
- Students will now go back to their seats, and I will write an example of a health journal entry on the board. It will include the date, a goal, a section to record physical activities, a food diary, and a place to check off how many waters you have drank that day.
- I will then explain the many different types of journals someone can use. (Notebook, composition book, notes section on a cell phone etc.)
- I will give an example of a goal. (**My goal is, I want to lose 15lbs before Christmas. So my first step would writing down exactly what I am going to do. Step 1 or Day 1 no more junk food. Step 2 or Day 2 exercise for 30 minutes etc.**)
- I will explain how to set small goals to accomplish an overall larger goal, and why we should do this. I will also explain that it is best to write it down. (**To reach your overall goal you need to decide what steps you must take. You need to break it down into small goals or steps. Step 1, step 2, step 3 etc. (It gives a person feelings of accomplishment, and it gives yourself positive stress to push toward your overall goal.)**)

- I will pass out a handout called (**Personal Health Evaluation**). Students will do a self-assessment (11 questions) to determine their personal health habits and attitudes.
- Once they have finished their own assessment, I will pass out another handout called (**Point Score Sheet**) the students will add up their score to determine if their health habits are adequate or not. On the bottom of the sheet it has listed what their score means and tips on how to improve.

CLOSURE

- We will as a class discuss the different ranges someone could score, and the possible steps someone could take to improve their health.
- I will summarize everything we have went over in class. (Measuring a serving, calories, benefits of exercise, how, when and where to exercise and recording a journal, personal evaluations, and how to set small and large health goals.)

I will then ask the students to flip over their health evaluations and begin writing their first journal entry. They can start by writing what they have already ate today, how much they have exercised, or begin writing their goal. (until bell rings)

- I will ask the class to try this at least for one week. I will encourage them by saying, I bet you will be shocked at what you eat in just one week.

(THE STUDENTS WILL BE SWITCHING INTO PHYSICAL EDUCATION THE FOLLOWING DAY, FOR THE NEXT 9 WEEKS. I WILL SUGGEST BRINGING THEIR JOURNALS TO PE EVERYDAY TO RECORD THEIR PHYSICAL ACTIVITY) (WITH PERMISSION FROM THE TEACHER)

If lesson finishes early: I will ask them to write down a list of healthy foods they like. I will encourage them to give the healthy foods list to whoever is in charge of the grocery shopping at home. I will also explain they can use the websites I gave them, to find recipes that have the healthy foods they like in them. (We may also discuss how to keep clean while cooking)

If student finishes early: I will have them to list ways someone could incorporate physical fitness into their daily routine during the winter months.

MATERIALS

- 1 Box of cereal
- 1 bowl
- Different size measuring spoons
- Handout (Benefits to be gained through fitness and nutritional plan)
- Handout (Personal Evaluation)
- Handout (Point Score Sheet)
- List of helpful websites

ASSESSMENT

Diagnostic: I will assess prior knowledge during the introduction by asking the students to write down how many servings of cereal do they think they eat at once. This will let me know if anyone ever tracks their eating. I asked the groups to write down if they believe everyone needs to eat the same amount of calories? Why or why not? I asked them to list the benefits of

exercising. I asked the groups to write down what is a health journal and why would someone keep a health journal?

Formative: This will be assessed during the lesson. As the students are writing and working on the handout and their first journal entry, I will move around the room to observe them and will be making sure everyone understands the assignment.

Summative: I will assess the students' understanding of the lesson by large group discussion, asking direct questions, and having them to get started on their journals. I will be walking around observing what each student is doing.

POST TEACHING

Reflections:

Next time, I will have an actual journal, and power point to pass around for the kids to look at. I wish I had brought in objects for visual examples they could have used to compare servings of different foods. I wished I had went over the food pyramid and why it is no longer used. They now use the my plate to teach students, and this could have been another lesson to teach! The students were really interested in calculating their amount of calories, and they were disappointed when I told them to do it at home.

Next time, I will allow the student to calculate their amount of calories in class. I will have the students measure and weigh themselves as well. The students also told me that in their science class that they were learning how to set and write goals. So it was awesome that they had some prior knowledge of what I was trying to teach them. Most of the students seemed excited to start on a health goal and journal.