



Grade 7 Sample Lesson Plan: Unit 12 – Health and Wellness

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson.

Teacher:Heyden, Barnes	Date(s):3/19-3/30
Grade Level or Course:6-7	Content or Unit:Health and Wellness

STAGE 1: Desired Results ~ What will students be learning?	
<p>SOL/Learning Objective Specify the behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.</p> <p>6 Create 5 Evaluate 4 Analyze 3 Apply 2 Understand 1 Remember</p>	<p>6.1 g,n,p 6.2 b,e,n,o,p 6.3 b 7.1 a,b,c,e,i,j,k,m,n,o,p,q,r,s,t,u,v 7.3 g,h,i,m,p,r,s,t</p> <p>Students will be able to identify and apply their knowledge of the health triangle, and how they work in harmony to maintain a healthy lifestyle. Analyzing their own habits and lives to determine how they may be able to balance out what may need some work. Lastly creating a plan that best suits their goals.</p>
<p>Key Concepts Refer to subject guide</p>	Relationships, Change, Balance
<p>Related Concepts Refer to subject guide</p>	Adaptation and environment
<p>Global context and explorations Choose one of the six global contexts and an explorations. See <u>Principles into Practice</u>, pages 60-64.</p>	globalization and sustainability
<p>Statement of Inquiry Start with a conceptual understanding and then embed language from key and related concepts and global context.</p>	There are various factors that play into how we balance our health triangle
<p>Learner profile connections (optional) What characteristic from the learner profile may apply?</p>	
<p>Inquiry Questions How will you address Essential Questions and introduce Big Ideas? Look for Essential Questions that are overarching or topical and help guide the unit plan. These questions promote conceptual thinking and add coherence to a series of lessons.</p>	<p>Factual – What are the correlations that can be found between our mental emotional health, physical health, and social health?</p> <p>Conceptual – How we can we assess what part of our health triangle might need work? What are the factors that influence our triangle?</p> <p>Debatable -- What are some efficient ways to adjust our health triangle? Our social side? Our mental emotional? Our physical health?</p>

<p>Key Vocabulary <i>Look for in the Curriculum Framework and other adopted resources.</i></p>	<p>Health Triangle Social health Physical health Mental/Emotional health Sedentary lifestyle Exercise Aerobic Anaerobic FITT principle Smart Goal</p>	
<p>STAGE 2: Assessment Evidence ~ What is evidence of mastery?</p>		
<p>IB Assessment Part 1 <i>Start with the end in mind! Consider a performance task students will need to do as evidence of mastery of this objective and that allows students to show off their understanding of the Statement of Inquiry.</i></p>	<p>Students will draw their own health triangle depicting their 3 parts of their life. From here we will be able to assess which parts of their triangle they may need to give more attention to.</p> <p>There should be a clear difference between the three and at least 3 examples for each.</p>	<p>IB Objectives: What assessment object will you address? A B C and/or D? Which strands of the criteria will you address? How does the task relate to the Statement of Inquiry?</p> <p>A</p>
<p>Reflection prior to teaching the unit: Possible misconceptions or learning gaps <i>Complete the above task yourself; think about what might be hardest for students to grasp? How will you make the rubric task specific?</i></p>	<p>Students may see a gap between how these parts all correlate to one another. Bridging that gap through giving specific examples to reference should provide clarity on the expectations for each topic.</p>	
<p>STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?</p>		
<p>Snapshot / Warm-up <i>Activate prior knowledge and get students thinking about & motivated for today's lesson.</i></p>	<p>Name three things that describe you?</p> <p>What are exercises and sports you would like to work on?</p> <p>How do you think playing and trying new things may benefit you?</p> <p>What are some dangerous or unhealthy activity</p>	

<p>Instructional Strategies <i>Think in term of high yield strategies, such as:</i></p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypothesis • Questions, cues, and advance organizers 	<p>Cooperative learning</p> <p>Identifying similarities and differences</p> <p>Generating and testing hypothesis</p> <p>Questions, Cues and advance organizers</p>	<p>Approaches to Learning (ATL) skills: <i>What skills will you teach and/or directly reinforce?</i></p> <p>Communication skills Collaboration skills Self-management skills Organizational skills Affective skills Reflection skills Information/media literacy skills Critical thinking Creative thinking Transfer skills</p> <hr/> <p>What instructional strategies will you use to teach ATL skills?</p> <p>Self management skills Reflection Skills Communication Skills</p>
<p>Resources <i>What materials do you need to teach this unit? Consider texts, supplies, websites, visual aids, etc.)</i></p>	<p>Glencoe Teen Health course 2 http://slideplayer.com/slide/6029021/ Powerpoint on Chapters 1-3 https://www.youtube.com/watch?v=6bWssRDAHW4 Heredity video</p>	
<p>Teaching and Learning Activities <i>Plan for modeling, small or whole group instruction, and work stations. Include your examples, guided practice, problems or questions to pose, independent activities. It may help to think in terms of:</i> "I do ..." "We do..." "Students do ..."</p>	<p><i>Include daily procedures, student activities, use of strategies, timeframe for activities, and daily student learning objective (SLO).</i></p> <hr/> <p><u>Day 1:</u></p> <ul style="list-style-type: none"> • <u> </u> SLO (2 min.) • I will introduce the topic of health & wellness • We will go into detail of the specific parts that make up health and wellness • Students will create their a health triangle based on their own habits and lifestyle. • <u> </u> Snapshot (5 min.) • Name three things that describe you? Topic: Health Triangle • <u> </u> Instruction (15 min.) Teaching method: Direct instruction • Guided Practice: (10 min.) • Independent Practice (15 min.) • Daily assessment (____ min.) activity • Closing (5 min.) <p><u>Day 2:</u></p>	

	<ul style="list-style-type: none"> ● <u> </u> SLO (2 min.) ● <u> </u> Snapshot (5 min.) ● What are ways that excess stress may affect your physical, mental/emotional, social health? List at least 1 for each side of your triangle. Topic: Stress Management ● <u> </u> Instruction (10__ min.) Teaching method: Open discussion ● Guided Practice: (_15__ min.) ● Students will make a list of 4 stressors for them ● Next to the stressors they will list which side of their triangle it stems from ● Independent Practice (_5__ min.) ● From their list of stressors students will develop alternative ways to handle the situation or a solution. ● Daily assessment (__2__ min.) activity ● Closing (5 min.) 		
<p>Differentiation Include accommodations for individual learners and adaptations for groups of learners. Some ideas include:</p> <ul style="list-style-type: none"> ● Flexible grouping ● Tiered instruction ● Interest-based activities ● Varied products ● Task cards ● Personal agendas ● Graphic Organizers <p>Flexible Grouping Graphic Organizers Interest based activities</p>	<p>Higher Level Thinking Plan for a challenging cognitive level, such as apply, analyze, evaluate, or create</p> <p>Creating a fitness plan our wellness plan based off of their own health triangle.</p>	<p>Technology Use How will you be incorporating technology?</p>	<p>Interdisciplinary Connections to other subject areas and/or authentic applications Reflect upon what people do in the real world with this content; and how it links to other disciplines.</p> <p>Students will be able to make the correlation between the different sides of their health. How they all play into one another.</p>
<p>Checking for Understanding Check throughout the lesson using:</p> <ul style="list-style-type: none"> ● Question and Answer ● Class discussions ● Group Response ● Demonstrations ● Practice sheets ● Quick Quizzes 	<p>Class discussions Question and Answer</p>		<p>Reflection during teaching: What do you notice that is going well? What causes students to struggle? What surprised you about this lesson?</p>
<p>STAGE 4: Closure ~ What did the students master & what are they missing?</p>			

<p>Assessment Part 2 <i>Revisit Assessment Part 1. Plan a formative assessment which shows concretely what students mastered today. This might be:</i></p> <ul style="list-style-type: none"> ● Exit card ● Short Quiz ● Seatwork/Practice Sheet collected ● Written response to a prompt <p><i>Oral responses/participation</i></p>	<p>Practice worksheets will be collected and reviewed</p>
<p>Lesson Closure & Student Summarizing of their Learning <i>Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s).</i></p>	<p>Day 1: We now know that being healthy means more than just exercise, and nutrition. The effects from the various facets of our life need to be maintained just as much as our physical health. If you do not keep it balanced it may affect much more than the initial issue should have.</p> <p>Day 2: Stress is the number one killer, and cause for multiple health issues. These issues ranging from weight gain or loss, cardiovascular issues, and depression.</p>

Reflection After Teaching: *How effective was the learning? What needs to be adjusted before you teach this lesson again?*