



## SAMPLE LESSON PLANS

### Grade 9- Health Promotion

#### Unit 15

##### **SOLs:**

- 9.1.B Identify guidelines for sleep, rest, nutrition, and physical activity.
- 9.1.C Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.
- 9.1.D Explain the relationship between body composition and healthy body weight.
- 9.1.E Analyze personal risk factors for diabetes, heart disease, and stroke.
- 9.1.G Describe the importance of health habits that promote personal wellness.
- 9.1.P Evaluate how social environments affect health and well-being.
- 9.1.R Examine the impact of global health issues on local communities.
- 9.2.B Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
- 9.2.C Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.
- 9.2.D Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.
- 9.2.E Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.
- 9.2.F Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.
- 9.2.H Apply a decision-making process for selecting health and wellness products.
- 9.2.V Evaluate strategies for improving the societal and environmental conditions that contribute to health
- 9.2.X Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
- 9.2.Y Evaluate how public health policies influence health and disease prevention.
- 9.3.B Create a one-day meal plan that meets daily values for vitamins and minerals.
- 9.3.E Promote community health promotion and/or disease prevention projects.
- 9.3.A Design a lifelong physical activity and wellness plan.

**Title: Nutrition and Health Promotion Resources**

This site includes a bank of lessons and resources to address the Grade 9 Health \Promotion SOLs in the *Related Resources* listing under this lesson on the website. To directly access these on their source sites, click the links on the references below.

### **Nutrition and Health Promotion**

- 101 Tips for Teaching About Nutrition <http://westerndairyassociation.org/download/101-tips-for-teaching-nutrition-in-pe/>
- 5-2-1-0 Let's Go Middle and High School Toolkit: <http://www.letsgo.org/programs/schools/middlehigh-school-toolkit/>
- AHA – Brain Power [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_467221.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_467221.pdf)
- AHA Physical Activity and Heart Rate - [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_306494.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306494.pdf)
- AHA – Garden Growing While on the Move [http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_467219.pdf](http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_467219.pdf)
- AHA Obesity Epidemic Research [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_452021.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_452021.pdf)
- AHA Pedometer and Calories – Stepping Across the States [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_306495.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306495.pdf)
- AHA - Obesity Trends [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_452018.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_452018.pdf)
- AHA - What or Who Influences Your Food Choices [https://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm\\_314238.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_314238.pdf)
- Body Works Program - Office of Women's Health, DHHS [www.womenshealth.gov](http://www.womenshealth.gov)
- CA Media Smarts - Looking at Food Advertising <http://mediasmarts.ca/lessonplan/looking-food-advertising-lesson>
- CA Media Smarts – Gotta Have a Gimmick [http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson Youve Gotta Have a Gimmick.pdf](http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson%20Youve%20Gotta%20Have%20a%20Gimmick.pdf)
- Care 2 Eat - Grades 7-12 Alliance for a Healthier Generation [https://schools.healthiergeneration.org/asset/q3z44t/10-1662\\_Care2Eat.pdf](https://schools.healthiergeneration.org/asset/q3z44t/10-1662_Care2Eat.pdf)
- Food Span -Johns Hopkins Center for a Livable Future: <http://foodspanlearning.org/>
- New York Times Lesson –Diagnosing Vitamin D Deficiency <https://learning.blogs.nytimes.com/2012/03/14/when-somethings-missing-diagnosing-vitamin-deficiencies/comment-page-1/?r=0>
- Discovery – When Food Becomes The Enemy <https://school.discoveryeducation.com/lessonplans/programs/eatingdisorders>
- Discovery – Introducing Bacteria <http://www.discoveryeducation.com/teachers/free-lesson-plans/introduction-to-bacteria.cfm>
- TeensHealth.org - Figuring out Fat and Calories <http://kidshealth.org/en/teens/fat-calories.html>
- TeensHealth.org – Food Labels <http://kidshealth.org/en/teens/food-labels.html>

- New York Times Lesson - Foodswith Health Benefits  
<http://www.nytimes.com/2011/05/15/business/15food.html>
- NY Times - Is that a fact? <https://learning.blogs.nytimes.com/2005/05/03/is-that-a-fact/>
- Frontline –Fat Teachers Guides <http://www.pbs.org/wgbh/pages/frontline/teach/fat/>
- Kids Health Grades 9-12 Teachers Guides
  - *Breakfast*  
<https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/breakfast.pdf>
  - *Healthy Snacking*  
[https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/healthy\\_snacking.pdf](https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/healthy_snacking.pdf)
  - *Food Labels*  
[https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/food\\_labels.pdf](https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/food_labels.pdf)
  - *Media Literacy and Health*
  - *School Lunch*  
[https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/school\\_lunch.pdf](https://classroom.kidshealth.org/classroom/9to12/personal/nutrition/school_lunch.pdf)
  - *Screen Time*  
[https://classroom.kidshealth.org/classroom/9to12/personal/fitness/screen\\_time.pdf](https://classroom.kidshealth.org/classroom/9to12/personal/fitness/screen_time.pdf)
- Media Influences on health and wellbeing <https://dese.mo.gov/sites/default/files/cur-health-hs-consumer-health-safety-2011.pdf>
- Glencoe Online Learning Center - Unit 1, Lesson 4 - Analyzing Influences on Health  
<http://www.warrenkyschools.org/userfiles/2798/Classes/16329/lesson04.pdf>
- In the Mix – Hearing Between The Lines –Body Image Lesson  
<http://www.pbs.org/inthemix/educators/lessons/selfimage2/>
- Michigan State University Sample Physical Activity Log
- <http://commtechlab.msu.edu/sites/letsnet/frames/subjects/health/log.html>
- Michigan State University Kangaroo Food and Fitness Log
- <http://msue.anr.msu.edu/uploads/236/66667/IIFJump2-KangarooFoodFitnessActivityLog.pdf>
- NIH Healthy Behaviors: Lesson 2 – Influences on Behavior  
<https://science.education.nih.gov/supplements/nih7/healthy/guide/lesson2.html>
- <http://www.pbs.org/wgbh/pages/frontline/teach/fat/lesson2.html>
- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2645>
- PE Central Congressional Testimony Assignment  
<http://www.pecentral.org/lessonideas/health/jennsassignment.html>
- PE Central -Calculating Fat, Carbohydrates & Proteins:  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=919>
- PE Central Food Pyramid  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2645#.WTHkbWVNFho>
- Sample Physical Activity Log – Michigan State University  
<http://commtechlab.msu.edu/sites/letsnet/frames/subjects/health/log.html>
- Sleep- NIH Curriculum Supplement  
[https://science.education.nih.gov/supplements/nih3/sleep/guide/nih\\_sleep\\_curr-supp.pdf](https://science.education.nih.gov/supplements/nih3/sleep/guide/nih_sleep_curr-supp.pdf)
- TeensHealth.org - Vitamin Chart <http://kidshealth.org/en/teens/vitamin-chart.html>
- TeensHealth.org - Vitamins and Minerals <http://kidshealth.org/en/teens/vitamins-minerals.html>
- Teens Health - Mineral Chart <http://kidshealth.org/en/teens/mineral-chart.html>

- USA Today Obesity Article  
<https://usatoday30.usatoday.com/educate/casestudies/obesity.pdf>

## Global Health

- Global Health -PBS Global Health Lesson 9-12<sup>th</sup> Grade  
<http://www.pbs.org/now/classroom/globalhealth.html>
- Global Health – Where Does Our Food Come From ?  
[http://www.chgeharvard.org/sites/default/files/lesson-plan-files/lesson\\_3.pdf](http://www.chgeharvard.org/sites/default/files/lesson-plan-files/lesson_3.pdf)
- Global Health - CDC Ebola <https://www.cdc.gov/vhf/ebola/>
- Global Health Program -CDC <https://www.cdc.gov/globalhealth/index.html>
- Peace Corps – Preventing Communicable and NonCommunicable Disease  
<https://www.peacecorps.gov/educators/resources/preventing-communicable-and-noncommunicable-diseases/>

## Evaluating Health Information

- Consumer Health – Does Advertising Work on You  
<http://files.eric.ed.gov/fulltext/ED434106.pdf>
- Family Doctor.Org (American Association of Family Physicians) – Finding Reliable Health Information on the Web <https://familydoctor.org/health-information-on-the-web-finding-reliable-information/?adfree=true>
- Food and Drug Administration - FDA – How to Spot Health Fraud  
<http://www.fda.gov/Drugs/EmergencyPreparedness/BioterrorismandDrugPreparedness/ucm137284.htm>
- Federal Trade Commission – FTC – Truth in Advertising: Health and Fitness Claims  
<https://www.ftc.gov/news-events/media-resources/truth-advertising/health-claims>
- Iowa Children’s Hospital – Online Health Information What Can You Trust  
<https://uichildrens.org/online-health-information-what-can-you-trust>
- Kids Health Grade 9-12 Media Literacy and Health Teacher’s Guide  
[https://classroom.kidshealth.org/classroom/9to12/personal/growing/media\\_literacy\\_health.pdf](https://classroom.kidshealth.org/classroom/9to12/personal/growing/media_literacy_health.pdf)
- Medline Plus - Evaluating Health Information  
<https://medlineplus.gov/evaluatinghealthinformation.html>
- Medline Plus - Guide to Healthy Web Surfing  
<https://medlineplus.gov/healthywebsurfing.html>
- Media Literacy -Recognizing Propaganda:  
<http://www.glencoe.com/sec/health/teachers/lessonplans/mlshampoo.shtml>
- NIH Office of Dietary Supplements  
<https://ods.od.nih.gov/HealthInformation/consumerprotection.sec.aspx>
- PE Central -Successfully Evaluating Online Health Information  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10702#.WTHT6WVNFho>
- Read Write Think – Analyzing Ads Persuasive Techniques  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1166/AnalyzingAds.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1166/AnalyzingAds.pdf)

