

## Wednesday, Portfolio Deliverable: Health Lesson Plan

**Deliverable:** ED 304, Physical Development, Health & Wellbeing

**Created By:** Chaffin and Students

**Stage of Development:** Late Adolescents

**Grade:** College

### Teacher Goals:

#### GEMS

- Goal: Identify how health choices impact a students' physical growth and development
- Evidence: Use student-generated Jeopardy questions to learn more about healthy behaviors that impact a student's growth and achievement
- Measures: Evidence based answers, each health impacting category, clear questions
- Stakes: "Health depends on eating habits, physcial activity, and rest and sleep" (179).

### Student Goals:

#### GRASP

- Your goal: Teacher Candidates
- Your role: Future educator who want to make positive difference in future students' health and wellbeing
- Your audience: Peers

- Your situation: You will be teaching in a low income school with a high poverty rate and alcohol addiction in families. You have a number of students who have unhealthy generational health practices. You want to share evidence that will inform them and allow them to make their own personal choices. You have a plethora of assignments, work, church, and social activities and it's impossible to study and learn about a topic as deeply as you want to. By preparing the note catcher, talking with your team to generate meaningful questions, and being fully present during the game, you will be able to learn more about healthy behaviors and practices that positively impact student's health and wellbeing.
- Product: Student generated jeopardy questions and a deliverable that features development enhancing education for a stage of development.

**Essential Question:** What responsibility does an educator have to enhance children's health and well-being?

**Enduring Understanding:** "Health depends on eating habits, physical activity, and rest and sleep" (179).

## Deliverable Lesson Plan

### 60 minute lesson

<b>Topic</b>	<b>Physical and Brain Development, Health and Wellbeing</b>
<b>Developmental Stage Characteristic</b>	<b>Late adolescents : “Some risky behavior (e.g. drinking alcohol, taking drugs, having unprotected sex, driving while impaired, revealing personal information on internet)”</b>
<b>Standard/Skill</b>	ELA Standard: 11/12-AV.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>Research-based Strategy or Concept</b>	“To help young people strengthen their desire and ability to keep themselves healthy, teachers, counselors, and school leaders focus on self-regulation, the processes by which people direct their own actions, learning, and emotions according to acquired standards” (160)
<b>Frontload</b>	Picture your future students in your mind. As you consider their health and well being, what do you wish for them?
<b>Vocabulary Instruction</b>	Jeopardy game that includes questions that name specific academic and content-specific words and phrases and clarify healthy eating practices, physical activity, rest & sleep, health compromising behaviors, special physical needs, and parts of the brain.
<b>Lesson Sequencing and Scaffolding</b>	(5 min) <b>Opening Song and Prayer</b>

	<p><b>Learning Intentions:</b> Teacher candidates will identify the consequences of health choices and create development enhancing instruction that will inform and empower their students.</p> <p>(6 min) <b>Frontload &amp; Opening Write:</b> Picture your future students in your mind. As you consider their health and well being, what do you wish for them?</p> <p>(5 min) <b>Introduce the formative assessment: Jeopardy Game and Portfolio Deliverable</b></p> <p>(30 min) <b>Scaffolded Instruction &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>a. Play Jeopardy to expand our knowledge and understanding of health practices</li> <li>b. I Do: Do a think aloud that explains backward planning and the portfolio deliverable</li> <li>c. We Do: Have students talk in their teams and identify how they would revise their deliverable for their students</li> <li>d. Share Out: Have students share how they might the deliverable for their students.</li> </ul> <p>(5 min) <b>Summary: Learning Intention:</b> Teacher candidates will identify the consequences of health choices and create development enhancing instruction that will inform and empower their students.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>→ <i>Identify the consequences of health choices on physical and brain development</i></li> <li>→ <i>Use backward design to create authentic, relevant instruction</i></li> <li>☐ <i>Create a development-enhancing lesson for students at each stage of development.</i></li> </ul> <p><b>Next Steps: Revise the portfolio deliverable:</b> Invite students to do a See, Think, Wonder for the brainstorming and share what they noticed. (5 min).</p> <p>(5 min) <b>Closing Write:</b> Exit Ticket, “I Used to Think, Now I Know, Next I want to...”</p>
<p><b>Formative Assessment Model</b></p>	<p><b>Portfolio Deliverable: Health Lesson Plan</b></p> <p>Exit Ticket, “I Used to Think, Now I Know, Next I want to...”</p>

