

Teacher Candidate:	Amy Young	Date Taught:	4/3/2020
Cooperating Teacher:	Hulk Hogan	School / District:	Virginia Beach
Grade:	9th	Field Supervisor:	Steve Irwin
Unit / Subject:	Self Management		
Lesson Title / Focus:	Body Systems		

PLANNING AND PREPARATION

Content Knowledge This lesson is based on the necessity to learn about self management of body systems. Body systems and managing them will always be important to maintain a healthy lifestyle. The information learned will be a guide for student self management throughout life. The procedures learned in this lesson will be very important for maintaining future life health and wellness. The students will make a step by step fitness and nutrition plan they will practice and follow for two weeks.

Learner Differences

Students of all backgrounds and knowledge levels will be able to understand and learn the basic self management concepts, when it comes to body systems. When a student is unsure of how to act or conduct themselves when it comes to managing their body systems in making their plan they will review, research, and discuss the tools learned in the lesson for better understanding. I am confident that all of the information regarding body systems and their management will be clear, concise, and easy to follow.

Outcomes/Goals

Students will be able to understand what self management is and how it relates to systems of the body when participating during class period 85% of the time.

Students will treat others with respect when it comes to each individual's different body systems including body type and genetics as they relate to the information in the class period.

Students will demonstrate good health practices for their activity and nutrition plan during all class discussions, activities, and games throughout all of the 45 minute class time.

Standards
Grade Nine

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- a) Identify and describe the major structures and functions of the endocrine system.
- b) Identify guidelines for sleep, rest, nutrition, and physical activity.
- d) Explain the relationship between body composition and healthy body weight.
- g) Describe the importance of health habits that promote personal wellness.
- o) Explain the relationship between body image and eating disorders.
- p) Evaluate how social environments affect health and well-being.

Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- a) Identify health risks and other factors that affect the function of the endocrine system.
- b) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- a) Design a lifelong physical activity and wellness plan.
- b) Create a one-day meal plan that meets daily values for vitamins and minerals.

SHAPE

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Resources and Materials This lesson will take place in the health classroom. Materials include an instant activity game used to engage the students and get them up and moving at the very beginning of class. The students will also create a two week long food and activity log in class that they will execute over the next two weeks.. They can use a fitness appropriate app on their phone or plan out a physical paper log with pen or pencil.

Technology

This lesson does utilize the importance of technology in the classroom. The use of the internet and certain fitness apps will enhance the planning and preparation of a current health plan. However the use of technology will not affect or exclude any of the students in a negative way. Alternative pen and paper assignment is encouraged and treated equally at assessment time.

INSTRUCTIONAL DELIVERY

Learning Environment

The class size is composed of forty students if they are all in attendance. The duration of the class is 45 minutes: 40 minutes of total realistic instructional time. The first five minutes will be the instant activity with body system introductions, the next 20 minutes of class will be half lecture half discussion for preparation of the in class activity. The following time will be concentrated on researching and creating the chosen fitness plan and nutrition guide. This can be done using technology or pen and paper to make sure all students have an equal chance of success. The activities and necessary steps taken this first day of learning about body systems will carry with them the skills needed to follow directions throughout the self management unit. The students will be creating a fitness plan, so mindfulness of safety is considered with each and every activity they choose.

Introduction/Activating Strategies

The instant activity used in this lesson will immediately get the students up out of their seats and moving. The students will play a trivia game related to body systems with exercises that match each answer given. The game will be previously set up on the board before the students enter the room. This will intrigue the students to want to play the game even before class time. This will also be a chance for the teacher to assess the students prior knowledge.

Instructional Strategies

The first activity will be a combination of lecturing about what self management means and how it relates to the body's systems. Using some of the information gathered in the instant activity. The students will be taught the proper way to address this very important health related topic. After each main idea is presented to the students. Ways to promote self management relating to the body systems will be an open class discussion about each of the topics the students choose to talk about. They will pick topics used in the instant activity. The class discussion will include ways to hear the students opinions and points of views as the information relates to them. The students will be presented with choices using everyday scenarios they will encounter as a high school student. This discussion will give the students a choice of how the material relates to each and every one of them. The students will come up with the topics they want to talk about to relate and discuss in the lesson.

The last twenty minutes of class time will be used as a research and planning time for the fitness and nutrition plan. This will be a plan created during class time using research on the internet and friends in the class. They can work in groups of their choice or by themselves. They have a student choice of this option. The students will need to relate their plan to the management of body systems discussed in class. The plan will then be executed during the next two weeks. They will need to track and log their sleep, meals, and physical activity. They will be assessed on their progress and performance after the two weeks time is over.

Closure

There will be a verbal check for understanding at the end of the last activity. The students must have a good grasp of the body's systems and how to manage them. They will also need to make sure they have a solid plan of how to move forward with their self management of health literacy.

Differentiation

The need and accommodations for students who need special allowances will always be met. Students have a choice to use an app or pen and paper log. They will also be allowed to work in groups or by themselves. This will allow for many options to allow for a diverse set of learners.

Assessment: A formative assessment will be given using the knowledge the students have during the instant activity. This prior knowledge will be paramount to building the following instruction. The summative assessment for this lesson will be given at the end of the two weeks time set out in the fitness and nutrition plan. The plans will be based and evolve around the management of body systems. These topics will be taught in detail in the first activity portion of this lesson. The students will then have to use knowledge learned to complete the last assignment in class.

PROFESSIONAL LEARNING

Reflection

The assessment at the end of the two week assignment will provide information both for the teacher and the students' understanding check of the lesson.

The students who did not complete the assignment or struggled with the choices they had to make will evaluate how well the material related and resonated with the students.

Will the students take their final assessment to heart and improve the following two weeks on their own?

Should lessons be sent home to parents to monitor their child's progress at home each day completing the activities the students chose to challenge themselves with?

Supporting the body systems through diet and exercise will reach students with multiple cultures and backgrounds.