

Instructional Lesson Plan

Overview

Lesson Plan Overview

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Grade Level: 9th Grade

Lesson Title: You are What YOU Eat

Subject Area: Nutrition and Energy Balance healthy food choices

Standards

Lesson Plan Standards

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Instructional Objectives

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Objective:

Healthy Decisions

- 9.1 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- a) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
 - b) 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.
 - c) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

Energy Balance

- 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.
- a) Explain the body's physiological response to sugar, sodium, and fat. (cognitive domain)
 - b) Assess and analyze current energy balance, to include intake and expenditure, activity levels, food choices, and amount of sleep. (cognitive domain)
 - c) Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep. (psychomotor domain)

Focus

Enduring Understandings

It is important that I know and understand how energy balance effects my health and body.

It is important that I know the difference between healthy food choices and none.

It is important that I know how portion control affects energy balance.

It is important that I know how to properly read and understand food labels.

Essential Questions

What does energy in mean?

What does energy out mean?

What is a good balance of energy in too energy out?

What does it mean to make healthy food choices?

How do I affectively read food labels?

What does it mean to have good portion control?

What is eating in moderation?

Procedures

Lesson Set

Learning Target: I can make healthy food choices and understand the importance of monitoring what I eat.

Rationale

This lesson is important for the students because it is important that you put healthy food choices in your body. These lessons will give the students the tools they need to make better food choices to maintain a healthy body composition.

Techniques and Activities

1. **Organization/transition:** The students will enter class room and take their assigned seats.

Equipment:

Activity (_30-45_ min):

The students will enter the room and have a question that states “How many calories do you think are in a average fast food meal you eat”. This will get the students thinking about caloric intake and about their personal food intake.

The classroom will be set up into four stations. At each station there will be a menu from a fast food restaurant. The students will travel from station to station in groups and make up a list of the foods they eat with the corresponding nutrition information. Once the students have gone around once to all the stations, I will talk about how many calories the students require compared to what they ate in a single meal. During this time, I will

Speak about BMR and have the students calculate their BMR (Basal Metabolic Rate). During this time, we will also talk about obesity trends and how America's obesity rates are growing. The students will also view visuals of the trends of obesity based on BMI. I will then have the students go around to the station again but this time they must make a healthy choice and see what the difference is between their first and second trip.

At the conclusion of the lesson I will ask the students how many calories they cut from the first round to the second round of the activity. I will also ask the students what they will do from now on to make healthier choices.

Cues: work together with your group and come up with the foods you generally eat from the restaurant. Next time through pick healthy food choices and check to see the difference in calories taken in.

Modifications: You can change restaurants, you can also instead of having them do two different times have them choose healthy or fast food during the first activity and then have them compare who has better meal plan.

2. **Organization/transition:**

Equipment:

Activity (__5-10__ min):

Talk with the students about energy in vs energy out and what that means use the previous lesson to discuss that if you put fast food in your body you may not have good energy.

Cues:

Modifications:

Lesson Closure

Ask the students questions about how they can make healthy food choices. Have the students tell you the benefits of making healthy food choices. Talk about how if you put trash or unhealthy food in your body, you may start to feel bad.

Assessment/Evaluation

One assessment in this lesson will be peer (students will assess each other throughout group activities).

Also, the students will be formatively assessed by the teacher as they participate in all activities.

Resources

Web and Attachment Resources

PE central

Reflection and Reaction

Personal Impact on Student Learning

Do the students understand that fast food is not a great choice to eat. Did students understand that healthy food choices correlate with good energy balance? Did I give good instructions for each activity?