

Old Dominion University
Health & Physical Education Lesson Plan

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Unit: Environmental Health Lesson Focus: Ecosystems ____ # 2 /5

Grade Level: 8th Lesson Duration: 45 min.

Part 1 – Standards, Objectives, and Assessment

Lesson Goal(s)

Objective: Student will be able to explain how pollutants have an effect on themselves and their surroundings.

Domain: Affective

SHAPE: Standard 8- Students will demonstrate the ability to advocate for personal, family, and community health.

VA SOL: 8.1 v) Describe pollutants found in water, soil, and air and their impact on body systems.

Assessment: Teacher will assess each groups explanation of how pollutants effect their groups ecosphere.

Objective: Student will be able to discuss and show how different parts of the environment work together with other parts.

Domain: Psychomotor

SHAPE: Standard 3- Students will demonstrate the ability to access valid information and products and services to enhance health.

VA SOL: 8.2 r) Explain how humans and the environment are interdependent.

Assessment: Teacher will review quality of the ecosystem groups that are formed from the passed-out cards.

Objective: Student will be able to create solutions for the effects of pollutants on the environment.

Domain: Cognitive

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

VA SOL: 8.3 q) Create environmental design solutions that promote physical and psychological health

Assessment: Students will be graded on their ability to participate in the discussion regarding the effect of a pollutant on their ecosphere

Part 2 - References & Equipment

References: Textbook information borrowed from science teacher

Equipment: Index Cards

Part 3 - Lesson Activities

Instant Activity **(Time: 5 min)**

Organization/Transition: Students will enter the classroom and sit in their assigned seats. Teacher will explain activity to review assigned reading assignment.

Description: Students will be asked a series of true/false questions as a review to assigned reading. With their eyes closed they will answer each question by raising right hand if true and left hand if false.

Materials: Questions sheet with answer key

Set Induction **(Time: 3 min)**

Organization/Transition: Students will remain in their seats and listen to teachers' instructions.

Description: Teacher will discuss today's learning targets and how we can use the information learned in science class can be applied to health class.

Materials: None

Main Lesson **(Total Time: 32 min)**

Activity 1 **(Time: 12 min)**

Organization/Transition: Students will be in seats and given a card. Upon instructions from teacher, students will work to form groups and sit together to discuss the ecosystem they have created.

Description: Students will be given a card with a part of an ecosystem on it, students must then form their own ecosystem and be able to explain how each part is connected. Students will be given few moments to form their ecosystem, then a brief period to

discuss. After groups have a discussion together, they will present their ecosystem to the class and explain how all parts are connected.

Equipment: Index Cards with various parts of an ecosystem listed upon

Cues: Listen closely to directions

Modifications: Limit the number of parts of each ecosystem
Must form groups nonverbally without showing card to others.

Activity 2 (Time: 10 min)

Organization/Transition: In the same groups of ecospheres, each group will be given pollutant card by the teacher.

Description: In the same groups of the ecosystem, each ecosystem will be given a type of pollution to affect their system. As a group, will discuss what effect the pollution will have on the ecosystem. Discuss what can cause that type of pollutant. Then will share their discussion with the class.

Equipment: Index Card with Pollutant

Modifications: Can have the pollutant affect one part of the ecosphere and have the group discuss the affect that it would have on the rest of the ecosystem.

Activity 3 (Time: 10 min)

Organization/Transition: Students will remain in groups and teacher will explain the next part of the group discussions.

Description: Students will remain in groups and discuss ways that they can help lessen the effect of their pollutant on the ecosystem. Then explain their discussion with the class.

Equipment: None

Modifications: No modifications since it's a group activity they should be able to cooperate with peers if they need assistance

Closure (Time: 4 min)

Organization/Transition: Students will remain in their groups and teacher will review the topics and scenarios presented during the class discussions.

Description: Teachers and students will partake in a classroom discussion on different types of pollutants that were not discussed.

Equipment: None

Part 4 - Reflection

- 1) Did the activities transition smoothly?
- 2) Should the groups be switched after the 1st and 2nd activity so students are able to work with a variety of their peers?
- 3) Does the lesson connect to the topic as planned?
- 4) How could adjust lesson to get more group interaction?
- 5) Did the lesson help the students understand the content better for science class?