

Old Dominion University  
Physical Education Lesson Plan

Name: Kelsey Bowser Date: Oct 8th 2019 Grade Level: 6th

Unit: components of fitness Lesson Focus: nutrition # 1 /5

Lesson Duration: 40 min Instructional Model: Direct  
instruction

(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

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**PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS**

**Lesson Goal(s):**

- By the end of this lesson students should be able to explain what nutrition is
- Students should be able to give examples of nutritious foods
- Students should be able to understand the importance of nutrition
- Students should be able to explain the relation between nutrition and how their body feels

**Learning Targets:**

- I can identify what micronutrient and macronutrients are
- I can explain the importance of nutrition
- I can explain how what I eat effects my body
- I can create my nutrition plan

**Objective:** Students will analyze nutritional values of food

Domain: Psychomotor

NASPE: **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

VA SOL: 7.1 e) Analyze the caloric and nutritional value of foods and beverages

Assessment: Students will get in groups and analyze the nutritional content of food

**Objective:** Students will understand the importance of micro and macronutrients

Domain: Cognitive

NASPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: 7.1 g) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.

Assessment: Students will create a meal plan based on what their nutrition is based off my plate.

**Objective:** Students will be able to demonstrate appropriate encouragement to peers and receive feedback

Domain: Affective

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

VA SOL: 7.1 k) Evaluate the validity of information from different resources, and share findings with others.

Assessment: Students will reflect on how they communicated to their peers and how that effected their peers.

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## **PART II – REFERENCES AND EQUIPMENT**

**References:** Instructor

**Equipment:**

Projector, powerpoint, notes, pen/pencil, health books, my plate, google, electronics

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### **PART III – LESSON ACTIVITIES**

#### **INSTANT ACTIVITY**

**(Time: 5 min)**

Organization/Transition: Students will enter the room and sit in their assigned seats.

Description: They will take out a half sheet of paper and answer the 4 questions posted on the board. Once completed students will wait for the teacher and everyone else in their class to go over the questions

Materials: projector, pen/pencil, paper

#### **SET INDUCTION**

**(Time: 5 min)**

Organization/Transition: Once instant activity is complete; students will turn their attention to the learning targets board while staying in their seats

Description: Teacher will review learning targets. Students will be asked what they know about nutrition

Materials: learning targets board

#### **MAIN LESSON**

**(Total Time: 30 min)**

##### **Activity 1 my plate (Time: \_\_10\_\_ min)**

Organization/Transition: Students will stay seated until instructions are given

Description: Students will use their phones or electronical device (students without will pair up with another student) and they will take a look at and explore MyPlate. After a few minutes students will write down what their nutritional value is on different food groups based off of MyPlate's suggestions

Equipment: electronics, pen/pencil/ paper

Cues: none

Modifications: can do as a whole class if students are struggling

**Activity 2      Make a meal (Time: \_\_10\_\_ min)**

Organization/Transition: Students will stay where they are.

Description: Students will take a few minutes to create their own meal plan for a day (breakfast lunch and dinner). They will include the amount of food and the calories.

Equipment: pen/ pencil, paper, electronics

Cues: none

Modifications: May be done in groups if needed

**Activity 3 note taking (Time: \_\_30\_\_ min)**

Organization/Transition: Students will stay in their seats and pull out their note packet previously given to them in class

Description: Students will go through a power point presentation where students will then fill out their note packet

Equipment: projector, note packet, pen/pencil

Cues: none

Modifications: students may use their health book if they need extra help or time filling out a note page

**CLOSURE (Time: 5 min)**

Organization/Transition: Students will return to their seats and take out a pencil or pen

Description: Students will answer a quick exit ticket about nutrition and hand it to the teacher on their way out of the class room

Equipment:  
Pen/ pencil, exit ticket



#### **PART IV - REFLECTION**

Did the students learn how to create a meal plan?

Can the students describe why eating right is good for them?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective and engaging?

Did the students offer appropriate encouragement?