Old Dominion University
Physical Education Lesson Plan

Name: Megan David Date: 11/20/19 Grade Level: 9th

Unit: Nutrition Lesson Focus: Caloric Intake & Nutrition Labels # 3 /5

Lesson Duration: 30 min Instructional Model: Direct Instruction
(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

Learning Targets:

- **I can create a meal that contains all 5 food groups and appropriate proportions of each.**
- **I can properly read a nutrition label and decide if it's healthy/good to eat.**
- **I can identify if a meal is good to eat based on the total calories it contains, when compared to a daily intake of 2,000 calories.**

Objective: Students will be able to create a meal plan for lunch that contains an appropriate amount of nutrients needed.

Domain: Psychomotor
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: 9.3.b. Create a one-day meal plan that meets daily values for vitamins and minerals.
Assessment: Teacher and Peer Observation.

Objective: Students will be able to properly read a nutrition label and decide if the product is healthy/good to eat.

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: 9.2.h. Apply a decision-making process for selecting health and wellness products.
Assessment: Classwork- Worksheet completion.

Objective: Students will be able to identify if a meal is good to eat, based on the amount of total calories it contains.

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: 9.2.h. Apply a decision-making process for selecting health and wellness products.
Assessment: Classwork- Worksheet completion.

PART II – REFERENCES AND EQUIPMENT

References:

Pinterest- for the calculating caloric intake and nutrition label worksheets.

Equipment:

Notecards.
Lunchtime Math (Calculating Caloric Intake) worksheet.
Nutrition labels.
Writing utensils.

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY: Meal Planning (Time: 5 min)

Organization/Transition:

The teacher will pass out a notecard to each student. The directions for the activity will be on the board.

Description:

Students will write out what they believe would be a well rounded lunch. After about 3 minutes, the students will trade papers and check their classmates plan. Make sure they include something from all food 5 food groups: Grains, Dairy, Protein, Fruits, and Vegetables. If a food group is missing, suggest a good snack to add to their lunch.

Materials:

Notecards and writing utensil.

SET INDUCTION (Time: 5 min)

Organization/Transition:

Have the students pass their notecards up to the front of their row. The teacher will collect them and turn to the board.

Description:

The teacher will review the learning targets and the discuss the main focus of today- Reading Nutrition Labels & Calculating Caloric Intake.

Materials:

Learning Targets

MAIN LESSON (Total Time: 15 min)

Activity 1: Reading Nutrition Labels (Time: _10___ min)

Organization/Transition:

The teacher will pass out a treat to each student to thank them for their hard work and cooperation while I taught them. The activity questions will be projected on the board for the students to answer individually on a sheet of paper.

Description:

The students will use their own nutrition/food labels to answer the questions projected on the board. If the students do not have a food label, they may use the label that came from their snack. Once they have finished this assignment, they will quietly hand it in on the front desk and take the next assignment (Lunchtime Math).

Equipment:

Laptop and projector.
Sheet of paper, per student.
Writing utensils.

Cues:

Work individually.
Check the bulletin board.
Raise your hand.
Ask questions.

Modifications:

Split the class into groups and assign a certain food to each. Each group will research the nutrition label associated with their food. Once they have finished, the class will compare each food by sharing what they found to one another.

Activity 2: Lunchtime Math (Time: _5_ min)

Organization/Transition:

The teacher will pass out the worksheet to the students.

Description:

The students will work individually on this worksheet. They will find and add up all the calories in each meal, and then cross out the meals with too many calories. The amount of calories for each food is listed on the worksheet.

Equipment:

Worksheet
Writing utensil.

Cues:

Use the chart.

Raise your hand.
Work independently.

Modifications:

Have the students write out different meals, then find the total calories for each.

CLOSURE (Time: 5 min)

Organization/Transition:

Have the students take out a sheet of paper and read the questions on the board.

Description:

The students will read the questions on the board and respond to them, individually, on their paper.

1. When looking at a nutrition/food label, what should you look at first? (Total Calories or Serving Size).
2. If you eat a whole bag of chips, how do you figure out how many TOTAL calories you ate?

Equipment:

Piece of paper for each student.
Questions written on the board.

PART IV - REFLECTION

Did we get to everything today, after the assembly?

We did not get the chance to cover everything in the closure. Instead we talked about how you should be aware of what you are putting in your body. To make sure you read the nutrition labels and ask yourself, "Is this product healthy to eat? Does it exceed my daily intake of calories?"

Did the students enjoy the activities?

The students seemed to enjoy the activities. They were excited to have a snack and complete a small assignment.

Were my directions clear and precise?

My directions seemed to be clear and precise. If the students had a question about the work, I would answer it for the whole class to hear.