

Old Dominion University  
Physical Education Lesson Plan

Name: Megan David Date: 11/18/19 Grade Level: 9th

Unit: Nutrition Lesson Focus: Nutrition Facts # 1/5

Lesson Duration: 80 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):**

**Learning Targets:**

- I can explain how proper nutrition can affect a persons health.
- I can explain the difference between hunger and appetite.
- I can identify 3 healthy eating habits that will promote personal wellness.

**Objective: Students will be able to explain how proper nutrition can affect one's health by the end of class.**

Domain: Cognitive

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

VA SOL: 9.2.d. Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

Assessment: Think, Pair, Share.

**Objective: Students will be able to explain the difference between hunger and appetite by the end of class.**

Domain: Cognitive

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

VA SOL: 9.1.b. Identify guidelines for sleep, rest, nutrition, and physical activity.

Assessment: Exit Ticket.

**Objective: Students will be able to identify 3 healthy eating habits that will promote personal wellness by the end of class.**

Domain: Cognitive

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

VA SOL: 9.1.g. Describe the importance of health habits that promote personal wellness.

Assessment: Think, Pair, Share.

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

### **References:**

Ms. Gause

### **Equipment:**

Laptop and Projector.

Powerpoint and note worksheet.

Vocabulary worksheet.

Notecards

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## **PART III – LESSON ACTIVITIES**

### **INSTANT ACTIVITY**

**(Time: 5 min)**

#### **Organization/Transition:**

Pass out a notecard to each student.

#### **Description:**

Tell the students to write their names, block, and date on their card. Then answer this question, “What do you think of when you hear the word: Nutrition. (Answer in a full sentence).” Once they are done answering the question, have them hold onto their card. They will reuse this card for an exit ticket, at the end of class.

#### **Materials:**

Notecards.

Writing utensils.

### **SET INDUCTION**

**(Time: 5 min)**

#### **Organization/Transition:**

Students will be sitting in their assigned seats for health class. The teacher will be getting the PowerPoint up and ready for class.

#### **Description:**

The teacher will review the outline and learning targets for today’s class.

#### **Materials:**

White board.

Dry erase marker.

### **MAIN LESSON**

**(Total Time: 60 min)**

#### **Activity 1: PowerPoint Notes with Worksheet**

**(Time: 45 min)**

#### **Organization/Transition:**

The teacher will pass out the worksheet for this chapters powerpoint.

**Description:**

The teacher will go through the first half of the powerpoint with the students. The students will be filling out a worksheet that goes along with the powerpoint. This worksheet will highlight their vocabulary words and help them study for their test. Within the powerpoint will also be questions. The students can answer these as a think-pair-share. The students will think about the question individually. Then pair up with the student next to them. Students may share their answer with the class once everyone has talked to a partner.

**Equipment:**

Powerpoint.  
Laptop and projector.  
Worksheets.

**Cues:**

Highlighted words in the blank.

**Modifications:**

Break the class up into groups. Assign each group a subtopic from the powerpoint. Each group will then research their subtopic and reteach it to the class.

**Activity 2: Vocabulary Worksheet (Time: 15 min)**

**Organization/Transition:**

The teacher will hand out the vocabulary worksheet to each student. Once the students have their paper they will write their name, block and date, then wait for further instruction.

**Description:**

Using their notes and book, the students will find the definition for each word listed on the front and back of the page. Once they have finished, the students may return their work to the front desk.

**Equipment:**

Vocabulary worksheet.  
Writing utensil.

**Cues:**

Quiet place.  
Look it up.  
Use your notes.  
Ask a neighbor.

**Modifications:**

Assign vocabulary terms to small groups of students. Have them research the word, then present it to the class.

## **CLOSURE**

**(Time: 10 min)**

### Organization/Transition:

Have the students take out their notecard from the beginning of class.

### Description:

Students will write how hunger and appetite are different. Once they have answered the question, they will turn in their notecard to the teacher.

### Equipment:

Notecards and pencil.

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## **PART IV - REFLECTION**

How could this lesson improve more?

There could have been an extra activity for today.

Was the full class time used?

The last 10-15 minutes of class were not used. An extra activity could have been beneficial.

Were the students confused at any point?

No students seemed confused, but if they had a question they asked me. The questions being asked were for reassuring purposes.