

Active Health Lesson Plan and Resource

Package

-EPHE 246

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Teaching Philosophy:

I believe that being a teacher requires the ability to motivate students to strive for goals and assist them on their journey to reaching them. Being a teacher comes with the responsibility of being the best role model you can be, seeing as you are the one shaping and molding their minds. I believe that teaching is similar to coaching a sports team. You must be engaging, encouraging, supportive and optimistic if you want them to thrive. Furthermore, if you want your team to be successful you must be organized and have a plan set in place over a length of time that you will want to follow in order to come out winners in the end. This plan needs to be flexible and adaptable to each individual because in sport every athlete is different, just as in school, every student is different. Being able to meet the needs of each individual student is a critical part of being a teacher because it creates a comfortable, and safe atmosphere, which is essential in a learning environment.

I feel that I possess many qualities that would make me a good teacher because I have dealt with many different types of people throughout my life. I have played high-level sports since I was very little and because of this I have done many volunteer camps with kids and teens. Through my experience of playing and volunteering I have come across learners of every variety. Some learn by seeing, others by doing, and then others by way of in depth explanation. Because of the variety of learners I have experienced, I have discovered new ways of teaching things in order to make it as clear as possible. During these teaching experiences, I too have been learning; this is a very important belief of

mine: the teacher teaches the student just as the student teaches the teacher. Being open to this idea is vital as a teacher because people are always capable of growth and change and by listening to your students, you can learn some amazing things. If you are not willing to learn anything new yourself then how can you expect your students to want to learn something new?

Overall, I believe that being a teacher requires you to be adaptable to your surroundings. This means being open to change, respectful of new ideas, and willing to alter plans to meet the needs of each individual. As an up and coming teacher I hope to be able to bring infectious enthusiasm into the classroom that motivates my students to feel the same passion for learning that I do. I realize that I will come across students who have no desire to be in school and believe it is a waste of time, however, my goal as a future educator is to create a fun, exciting environment that forces students to WANT to be there. If I can have an impact on one student's life in a positive way, I will be thrilled.... However my goal is to positively impact ALL my students' lives.

Lesson Plan #1:

Lesson Plan: Nutrition

Grade: 8-10's

Time: 55 min

Class: P.E. or Foods

Equipment: Handouts, Paper, Cones (Fast Food Game)

Student Objectives: To learn about the food that they eat on a regular day-to-day basis and discover new, healthier options.

Teacher Objectives: To show students what they are putting into their bodies when they eat fast food, and introduce them to healthier food options that will better their overall health in a fun and exciting way that makes them retain this new knowledge

Procedural/ Organizational tips:

1. Have "fast food game" stations set up before the start of class
2. Make sure all handouts and answer sheets are printed out with enough copies for each student
3. Make sure to have questions prepared in advance about Canada's Food Guide

Activity 1- Fast Food game (5 minute explanation of game, 15 minutes of play, 5 minute debrief)

Objective: See how knowledgeable students are about the fast food that they eat as well as providing them with some exercise. It is beneficial to start off with a fun activity first because it gets students interested and ready to learn.

→ Game Description:

- Students will be instructed to take out a piece of paper for them to write their answers on
- There will be 8 stations located around the gym, field, or classroom with a card that describes a specific activity that the student needs to complete on one side, and a famous fast food logo on the other side.

Activity suggestions: - 10 Jumping Jacks

- 8 Push Ups
- 10 Sit Ups
- 4 Shuttle Sprints between two cones
- 5 Burpees
- Throw a bean bag at a target (3 attempts)
- Kick a soccer ball at a target (3 attempts)
- Jump rope 10 times

*Be sure to demonstrate or explain each activity to the students before they begin the game *

- There will be 8 pieces of blank paper taped around the walls of the gym, field, or classroom, with another paper taped underneath containing an image of a fast food logo and question relating to that fast food restaurant. Each question is targeting a specific category related to food (ex. calorie intake at McDonalds, Sugar intake at KFC, Protein intake at Subway, etc.) (see pages following instructions)
- Students will be split up into small groups so that each of the 8 stations has people at it

- When the game commences, the student will need to look at the activity card and complete the required activity. Once completed they will look at the back of the card and see the fast food logo and then run around the gym, field, or classroom trying to find that logo with its specific question. (The blank pages over the top of the logo are to give students a little more exercise if they don't find the correct logo on the first try).
- After they find the correct logo and answer the question they move on to the next station, moving in a sequential order (ex. 1 goes to 2, 2 goes to 3, etc. 8 will go to 1 and then continue on)
- After the game is complete, the teacher will quickly go over the answers with the students so that they can see what they got right and wrong

** Handouts for the fast food game can be found in the Appendices **

Activity 2- Introduction to Healthy Eating and Canada Food Guide (20 minutes)

Objective: Teach students about the Canada Food Guide to provide healthier choices than the fast food options in a fun, interactive way

Materials needed: Whiteboard/Chalkboard, Copies of Canada's Food Guide, Various sized objects to represent serving sizes

- Begin this activity by handing out copies of Canada's Food Guide to each student and going over different serving sizes. Bring in various sized objects to represent serving sizes, ex. tennis ball= 1 serving of pasta, dice= 1 serving of cheese, etc. This is important because it provides a visual aid for students rather than just looking at numerical values, it will also help create answers to questions in the following game.

- After going over serving sizes, split the class up into two teams with each team being on opposite sides of the classroom. Have each team come up with a team name and make sure they each have their guide with them.

- Once teams have their names, and the game begins you will ask a question to the students pertaining to Canada's Food Guide, examples:

- What is the recommended serving size of vegetables & fruits for females aged 14-18? **A: 7**
- If you follow the Food Guide properly, what 5 risks are decreased? **A: Obesity, type 2 diabetes, heart disease, certain cancers and osteoporosis**
- What is one serving size of pasta, and name an object that represents this serving size? **A: ½ cup and tennis ball**

* There are many different types of questions to ask but stick to questions that can easily be answered by looking in the Food Guide or questions that can be answered from your explanation of serving sizes *

- Once you ask the question, teams will have 30 seconds to look for the answer and have one student run up to the board to write it down. As a rule, it must be a different student writing the answer up on the board each time to ensure everyone is participating actively.

The first person to write the correct answer before the 30 seconds is up wins that round.

The game can go on for as long as you want, just try and cover as much of the information in the Food Guide as you can so that students learn it in depth.

* *Copy of Canada's Food Guide can be retrieved from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php> **

Activity 3- Create my own food guide (Homework Assignment) -10 minutes

Objective: To get students to create their own food guide for homework

-For homework you will be asked to create your own food guide. In order to do this you will need a computer. If you don't have one at home there are some available to use at the library and the computer lab.

The website you will need to go to is:

<http://www.healthycanadians.gc.ca/eating-nutrition/food-guide-aliment/index-eng.php> (Write this out on the board)

-Get students to write it down

-Have them come to the next class with a printed off copy of their own food guide

-If you have any problems I will gladly go through it with you.

-Also ask your parents if you have some trouble on the internet.

-Any questions?

Lesson Plan #2

Lesson Plan: Body Image

Grade: 11-12

Class: Health and Wellness, Social Studies classes or can be incorporated into any classroom setting because it is a major issue in High School settings

Equipment: Handouts, Projector, Laptop, and Teacher's Notes

Time: 55 min

Student Objectives: To learn about body image, and the issues associated with negative body image. To learn how to respect one another and learn about stereotypes that exist within our society solidified through media

Teacher Objectives: Teach students to be respectful to each other and help them create a positive idea about their body image and their peers.

Activity 1: Video and Mini-game on body image -15 minutes

Objective: Teach students how to see the beauty in themselves and others, and how to make others feel special

- Begin the lesson by showing the YouTube video "Dove Real Beauty Sketches:"

This video consists of different women who describe their facial features to a sketch artist who cannot see their face. After completing the woman's self-described sketch, a new woman is brought in to describe the previous woman's facial features. The differences between the self-described sketches and those described by a different woman are astounding and make a profound impact.

- Following the video handout post-it notes to each student. Have students write down one thing they like about each of their peers in the classroom, it doesn't have to be long and in-depth, something as simple as "you have a nice smile" works, as long as it is nothing mean or hurtful. Once students have completed the task of writing down various compliments, have them get up and place each post-it note on the person's desk that it describes.

- Have students return to their desks and take a couple minutes to read each of the post-it notes

- Following this activity, you can generate discussion:

"How does it feel to have these nice things being said about you?"

"Were there any compliments that surprised you?"

"How did it feel to compliment your fellow peers?"

* Starting off with an activity like this is important because it lifts students' spirits and puts them in a positive mindset *

Activity 2- Issues and Concerns with Body Image and Video (30 minutes)

Objective: Teach students what body image is and the common stereotypes put in place by society. Also to dissect what influences our body image

- Provide students with the "Fun facts about Body Image handout" and go over some of the key points (see Appendices for handout)

- What is Body Image? (PowerPoint presentation)

- Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind.
- What you believe about your own appearance (including your memories, assumptions, and generalizations).

- How you feel about your body, including your height, shape, and weight. As well as how you feel in your body
- Common Stereotypes for males and females
 - MALES: Supposed to be “macho,” big, muscular, athletic, etc.
 - FEMALES: Supposed to be thin, attractive, big boobs and butt, tan, etc.
- Who influences our self-esteem and body image expectations?

Split students up into groups of 5 and provide them with a piece of poster paper and a pen. Have them create a list of what influences body image. After 2 minutes have the groups share their answers with the class and write answers on the board.

Watch YouTube video: TEEN TRUTH: An inside look at body image. This video shows a variety of teens both male and female who are trying to fit this mold set in place by society telling them how they need to look and act.

-After watching the video, have laptop set up to go over the different types of eating disorders that affect males and females. Here is a web link with descriptions of various eating disorders:

<http://www.wellnessproposals.com/mental-health/handouts/nimh/eating-disorders.pdf>

-Provide students with the handout “How to help a friend with eating and body image issues” (see appendices for handout)

- Following the eating disorders portion of the class, provide students with the “Myths vs. Truth” handout and read through the list of common myths (see appendices for handout). This is simply to learn about common ideas that exist within society that negatively affect people’s way of thinking and to learn the truth behind them.

Activity 3- Promoting Positive Body image Homework Assignment -10 minutes

Objective: To provide students with the resources to promote positive body image in their school

- Provide students with “Ten steps to positive body image” and “Body Image” handouts to keep for themselves (see appendices for handouts)

-For homework have students go home and go onto http://kidshealth.org/teen/your_mind/

Look through the body image sections of the website and watch “Losing Weight:

Brandon’s story.”

-Write a 250-400 word reflection on:

a) What makes you feel negative about your body image? What makes you feel positive?

b) Ways to promote positive body image in your school, or community OR

c) How media distorts our perception of true female and male beauty

- Bring in your personal reflection next class

- If you have any problems I will gladly go through it with you

-Any Questions?

Resources/References:

NUTRITION

A&W. (n.d.). *Nutritional facts*. Retrieved from <http://www.aw.ca/publicinfo.nsf/nutritionalfacts2>

Bailey, J. (2011, April 28). *High school pe lesson ideas*. Retrieved from <http://citationmachine.net/index2.php?reqstyleid=2&mode=form&rsid=5&reqsrcid=APAWebPage&more=yes&nameCnt=1>

Health Canada. (2012, May 23). *Canada's food guide*. Retrieved from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

Health Canada. (2012). *Sodium in canada*. Retrieved from website: <http://www.hc-sc.gc.ca/fn-an/nutrition/sodium/index-eng.php>

BODY IMAGE

Neda. (n.d.). *What is body image?*. Retrieved from <http://www.nationaleatingdisorders.org/what-body-image>

Region of Peel. (n.d.). *Promote positive body image in your school*. Retrieved from <http://www.peelregion.ca/health/baew/resources/>

→ This is a good resource package for a teacher trying to promote positive body image in their school. There are lists of tips and tricks of what to do and what not to do when dealing with body image issues

Teens Health. (n.d.). *Mind*. Retrieved from http://kidshealth.org/teen/your_mind/
→ Excellent resource to look at Teen Health issues surrounding body image both male and female

Wellness Proposals (n.d.). *Eating disorder and body image handouts*. Retrieved from <http://wellnessproposals.com/wellness-library/mental-health/eating-disorder-body-image-handouts/>

→ Good resource for getting handouts to give to students

YOUTUBE VIDEOS:

Dove. (Producer) (2014). *Dove real beauty sketches* [Web]. Retrieved from <https://www.youtube.com/watch?v=litXW91UauE>

Teen truth live (Producer) (2009). *Teen truth: Body image* [Web]. Retrieved from <https://www.youtube.com/watch?v=PpFBKeuKf7M>

