

Student Teaching Health Lesson Plan Format

Refer to ch. 4: Meeks, Heit, & Page (1996) Comprehensive School Health Education Totally Awesome Strategies for Teaching Health (2nd ed.). Blacklick, Ohio: Meeks Heit

Lesson Title: *Should be catchy and age-appropriate ie: You (Really Are!) What you Eat!*

Situation: *Grade Level, number of students, etc.*

Health Content Area: *Which of the 10 health content areas are you addressing? (Meeks: p. 108))*

Topic: *The subject within the content area- i.e. Proteins, Carbohydrates, and Fats*

Materials Needed:

Behavioral Objectives: *Statements of what a student is expected to know or be able to do by the end of the lesson to do. Must specifically correlate to 1 or more of the 7 National Health Education Standards.(pgs. 117Meeks)*

- *Minimum requirement- Write two behavioral objectives. One of them must address standard #1*
- *You may elect to write objectives for additional health standards.*

Standard #1: Students will give at least 5 examples of foods that are high in protein and low in fat.
Level of Bloom's Taxonomy ie: Knowledge

Standard #3: Students will plan one meal that includes at least 3 (of the 6) classes of nutrients with foods they would like to eat.
Level of Bloom's Taxonomy

Standard #5: Each 8th grade student will have 5 minutes to talk to a fifth grader and give at least 3 accurate reasons why it is important to eat vegetables daily.
Level of Bloom's Taxonomy

Life Skill(s)/ Health Goal: (Meeks p.108) **Write the number of the life skill and then write it out completely.**

Life skills have been identified for each of the 10 health content areas. These are actions that promote health literacy. State them as specifically as possible so that students know exactly what is expected of them. State life skills as "I will..." ie. "I will plan a healthful diet that reduces my risk of disease."

Energizer/ Set Induction: *Provide a description of a short activity that actively involves students, piques their interest, and is directly linked to the lesson that follows.
(Refer to Jackson, More Activities that Teach)*

Tasks (**Motivation**): The step-by step directions to follow when conducting the lesson.

The number of tasks for any given lesson depends on your objectives, age of students, etc.

Task 1: Organization ie. *Students will work individually at their desks.*

Description- . *Hand each student an 8” by 11” sheet of construction paper. Ask each student to write his/her name in large letters on one side of the sheet and of his/her 3 best qualities on the other side. (Clarify what you mean by “qualities.”)*

Task 2: Organization-

Description-

Task 3: Organization-

Description-

Task 4: Organization-

Description-

Evaluation:

WHAT IS THE EVIDENCE OF STUDENT LEARNING?

Provides evidence from students that they have achieved the behavioral objectives.

Whenever possible and appropriate have students SHOW understanding.

Gives teacher knowledge of results- Did the students achieve behavioral objectives for the lesson?

Inclusion: (Extensions to make the activities easier for students with special learning needs or more challenging for students when appropriate)

How can the lesson be modified so that all of your students are both challenged and successful?

Modifications/Reflection: What went well, what needs to be improved, and specific ideas on how to improve this lesson in the future.

