**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Lifetime Nutrition and Wellness |
| **Lesson/Unit Title** | ChooseMyPlate – Physical Activity and Sports Nutrition |
| **TEKS Student Expectations** | **130.274. (c) Knowledge and Skills**  (2) The student understands the role of nutrients in the body  (B) The student is expected to assess the effects of nutritional intake on health, appearance, effective job performance, and personal life  (3) The student understands the principles of digestion and metabolism.  (C) The student is expected to apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness  (D) The student is expected to locate community resources that promote physical activity and fitness  (E) The student is expected to explain the  relationship of activity levels and caloric intake to health and wellness, including weight management |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Analyze how nutritional intake affects physical activity * Assess new ways to add physical activity to their routines * Organize local community resources that promote physical activity and fitness * Summarize why physical activity is important * Outline tips for increasing physical activity |
| **Rationale** | (Updated 5/5/2014) Being physically active can improve your health—today, tomorrow and in the future. However, most people do not do enough physical activity. People of all types, shapes, sizes, and abilities can benefit from being physically active. The more you do, the greater the health benefits and the better you’ll feel. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall** | **Aerobic exercise:** An activity that works the heart and lungs  **Anaerobic exercise:** Involving short, intense bursts of activity  **Athlete:** A person who is proficient in sports and other forms of physical exercise  **BMI (Body Mass Index)** A measurement of body fat that uses a ratio of weight to height  **Physical Activity:** Using muscles to move the body  **Sedentary:** Physically inactive  **Sports Nutrition:** The study of the practice of nutrition and diet as it relates to athletic performance  **Supplements:** A dietary substance that contains nutrients and other food substances that add to your diet |
| **Materials/ Specialized Equipment Needed** | **Equipment:**   * Computer with Internet access for multimedia presentations * Computer lab with Internet access (be sure to follow school district guidelines)   **Materials:**   * Be Active Your Way – A Guide for Adults Ages 18 to 64 (based on the 2008 Physical Activity Guidelines for Americans) (few copies) * index cards * Get in the Game (few copies) * MyPlate Community Toolkit (few copies)   **Supplies:**   * Dog leash * Exercise ball * Hand weights * Jump rope * Workout video * Yoga mat * Copies for handouts   **PowerPoint:**   * Sports Nutrition: Eating Healthy and Keeping Fit   **Technology:**   * Free iPad App:   + CDC   Centers for Disease Control and Prevention Features important health articles, disease of the week, popular journals, timely updates, and much more.<https://itunes.apple.com/us/app/cdc/id487847188?mt=8>  **Graphic Organizer:**   * ChooseMyPlate – Physical Activity * ChooseMyPlate – Physical Activity (Key) * Community Physical Activities Resources * Community Physical Activities Resources (Key)   **Handouts:**   * Be Active Your Way – A Guide for Adults Ages 18 to 64 * Get in the Game * MyPlate Community Toolkit * NFS Eating Before Exercise * NFS Eating During Exercise * NFS Eating for Recovery * NFS Eating on the Road * NFS Exercise Hydration * Rubric for Community Activities Brochure * Smart Snacking for Adults and Teens |
| **Anticipatory Set** | **Before class begins:**  Gather as many supplies as you have available from the Materials and Specialized Equipment Needed section as well as a few copies of the Be Active Your Way – A Guide for Adults Ages 18 to 64, Get in the Game, and MyPlate Community Toolkit.  Allow students to view the items and ask the following questions?   * How much physical activity do you do? * Do you exercise outside or in a gym? * Do you do aerobic exercise? Resistance training? * Do you know what a personal trainer is? * How many days do you exercise and for how long? * Are your family members physically active? * Are you involved in sports? * Are you interested in running/walking in a marathon? * What is your favorite physical activity? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Connect your computer to a multimedia projector to view each section of the ChooseMyPlate website.  ChooseMyPlate – Physical Activity<http://www.choosemyplate.gov/physical-activity.html>  Distribute handout ChooseMyPlate – Physical Activity so that students may take notes.  Review and discuss each page with your students so they become familiar with physical activity, the health benefits, and tips to include physical activity in their daily routines.  Physical Activity   * What is Physical Activity? * Why is it Important? * How Much is Needed? * How Many Calories Can I Burn? * Tips for Increasing Physical Activity   View the following videos to explain physical activity.   * Physical Activity Guidelines — Introduction Why does physical activity matter? Regular physical activity can produce long-term health benefits by reducing your risk of many health conditions, such as heart disease and diabetes. It can also increase your chances of living longer, help you control your weight, and even help you sleep better.<http://youtu.be/lEutFrar1dI> * Physical Activity Guidelines – Getting Started It’s important for your health and well-being to be physically active. Sometimes getting started is the hardest part of about being physically active.<http://youtu.be/qNdoOd11Vi8> * Physical Activity Guidelines – What Counts as Aerobic? Regular physical activity can produce long-term health benefits by reducing your risk of many health conditions, such as heart disease and diabetes<http://www.youtube.com/watch?v=GEvJlmpZCoM&feature=share&list=PL43D95102E29BC901>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer tutor |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Introduce PowerPoint Sports Nutrition: Eating Healthy and Keeping Fit. Follow the script at the bottom of the presentation notes.  Distribute handouts Eating Before Exercise, Eating During Exercise, Eating for Recovery, eating on the Road, and Exercise Hydration. Allow students to read the scenarios and discuss the solutions.  Distribute graphic organizer Community Physical Activities Resources. As a class, brainstorm local activities available for the community such as names of gyms, personal trainers, athletic events offered and so forth.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * repeated instructions * shortened, simplified instructions |
| **Independent Practice/Laboratory Experience with Special Education Modifications/ Accommodations** | Divide class into six or seven subgroups.  Explain to groups that it is important to be able to locate resources in their community that everyone can access to be physically active. Each group will design a brochure using Microsoft Word brochure templates and investigate one of the Community Physical Activities Resources discussed in the Guided Practice section.  Students should locate addresses, phone numbers, fees, activities offered, and any other important information and design a brochure about their resource.  This brochure may be distributed to family and community members interested in increasing their physical activity.  Distribute Rubric for Community Activities Brochure so that students understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extended time for assignments * check for understanding |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Physical Activity Goals and Motives Distribute one index card to students and allow them to set physical activity goals for the term and the reason for these goals.  Ask students to verbalize their goals to the class and their motive to increase their physical activity. Reasons may include to: lose weight, avoid health complications, increase self-esteem, feel better and so forth.  These index cards may be revisited at the end of the term to see if goals were met. |
| **Summative/End of Lesson Assessment with Special Education  Modifications/ Accommodations** | Students will present their local community activities brochures to the class.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * assist in presentation |
| **References/ Resources** | **Textbooks:**   * Duyff, R. L. (2010). *Food, nutrition & wellness.* Columbus, OH: Glencoe/McGraw-Hill. * Kowtaluk, H. (2010) *Food for today.* Columbus, OH: Glencoe/McGraw-Hill. * Weixel, S., & Wempen, F. (2010). *Food & nutrition and you.* Upper Saddle River, NJ: Pearson/Prentice Hall.   **YouTube:**   * Physical Activity Guidelines — Introduction Why does physical activity matter? Regular physical activity can produce long-term health benefits by reducing your risk of many health conditions, such as heart disease and diabetes. It can also increase your chances of living longer, help you control your weight, and even help you sleep better.<http://youtu.be/lEutFrar1dI> * Physical Activity Guidelines – Getting Started It’s important for your health and well-being to be physically active. Sometimes getting started is the hardest part of about being physically active.<http://youtu.be/qNdoOd11Vi8> * Physical Activity Guidelines – What Counts as Aerobic? Regular physical activity can produce long-term health benefits by reducing your risk of many health conditions, such as heart disease and diabetes<http://www.youtube.com/watch?v=GEvJlmpZCoM&feature=share&list=PL43D95102E29BC901>   **Websites:**   * Academy of Nutrition and Dietetics The world’s largest organization of food and nutrition professionals <http://eatright.org> * U.S. Department of Agriculture.  ChooseMyPlate.gov Website. Washington, DC. Physical Activity.<http://www.choosemyplate.gov/physical-activity.html> Accessed January, 2013. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize Four Corners Vocabulary/Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read more about Sports Nutrition at the Academy of Nutrition and Dietetics website.<http://www.eatright.org/Public/list.aspx?TaxID=6442452022>  Articles include:   * Eating for Strength and Recovery * Protein and the Athlete – How Much Do You Need? * 5 Snacks for Your Bike Ride * Eat Right to Play Hard * Top Snacks for Runners   Physical Activity<http://www.cdc.gov/physicalactivity/everyone/health/>  Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Today, more than 95% of all chronic disease is caused by food choice, toxic food ingredients, nutritional deficiencies, and lack of physical exercise. **-Mike Adams**  My mother was a P.E. teacher, and she was kind of a fanatic about fitness and nutrition growing up, so it was ingrained in me at a young age. As I get older, I’m finding out it’s not about getting all buffed up and looking good. It’s more about staying healthy and flexible. **-Josh Duhamel**  A man too busy to take care of his health is like a mechanic too busy to take care of his tools. **-Spanish Proverb**  These small things—nutrition, place, climate, recreation, the whole casuistry of selfishness— are inconceivably more important than everything one has taken to be important so far. **-Friedrich Nietzsche** |
| **Writing Strategies** | **Journal Entries:**   * My favorite water sport is \_\_\_\_\_\_\_\_\_\_ because ……. * My least favorite form of physical activity is \_\_\_\_\_\_ because …. * My physical activity goals for the year are …. * I will encourage my family to be more active by ……     **Writing Strategy:**  RAFT writing strategy   * + Role – personal trainer   + Audience – overweight student   + Format – outline of exercises and foods to eat   + Topic – physical activity goals to lose weight |
| **Communication 90 Second Speech Topics** | My three favorite outdoor activities are …. Four reasons to be physically active are …. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | If budgets allow, students may make some of the snacks listed in the handout Smart Snacking for Adults and Teens.  Snacks with 200 to 300 calories for active adults, teens and athletes are included.  Human Services Lifetime Nutrition and Wellness Writing Prompt:  The student demonstrates effective work habits. The student is expected to:   * Apply effective practices for managing time and energy to complete tasks on time   Think about effective practices for time and energy management. Imagine you have a friend who does not have good time and energy management skills. Write an essay persuading your friend to begin to apply effective practices for managing time and energy. (10th and 11th grade persuasive writing) |
| **Family/Community Connection** | Students are encouraged to include their family in physical activities and motivate them to:   * Play outdoor games * Ride bicycles * Roller blade/roller skate * Walk   Invite a personal trainer/nutritionist to speak to the class about their career and how they motivate people to eat right and keep active. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * Nutrition and Wellness An individual event – recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning, see <http://www.ysa.org>  Example:  Organize an after-school fitness program for students. Be sure to ask permission from school administration.  Ideas may include:   * Racquetball * Running * Tennis * Video workouts * Walking * Zumba dance |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)