

## INTERDISCIPLINARY LESSON PLAN

**Name:** Sarah Purdy      **Date of Lesson:** 11-20-08      **Time:** 1:05-1:30  
**Number of Students:** 14      **Grade/Development Level:** 2-3/II  
**Lesson Focus:** Nutrition      **Teaching Style:** Command  
**Collaborating Teacher:** Korey Bucher

### Standards:

#### **PE Standards**

Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

#### **Health and Wellness Standards**

Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

### Performance Objectives:

**C** - The student will learn the difference between healthy and unhealthy foods by deciding whether specific foods are good or bad for them by running to the correct side (bad/good side) with 90% accuracy.

**A** - The student will encourage a classmate by saying something good they have done at least twice during a class period with 100% completion.

**P** - The student will continue to improve on their locomotor skills by using correct technique for each skill with 100% accuracy.

### Equipment/Materials:

bag of health/unhealthy foods, boom box with remote, CD, paper plates with food pictures on them, GOOD/BAD signs, paper with food facts on it, whistle

### Skill Development

#### **Instant Activity:**

The 6 stations: paddle ball, throw and catch, keep it up, jumping rope, hoopla, and switch-a-roo.

#### **Fitness Activity:**

We will be playing “Sarah Says.” The students will be following the leader (me). We will only do things that contribute to health-related physical fitness. I will have them do sit ups, pushups, jumping jacks, run in place, different stretches, and more. But only when Sarah says too!

#### **Introduction/Set Induction:**

I will introduce that we will be learning about good foods and bad foods. While

we learn these new things, we will also be practicing our locomotor skills. I will ask a few of the students what they think good or bad foods are and why. Then I will explain to the students (set induction) that it is very important to know the difference between healthy and unhealthy foods because it could hurt us when we grow older. If we eat tons of yucky food now, we will most likely eat it when we are older. So we need to start eating healthy now so that we do not start bad habits. And eating healthy keeps us healthy and will help us live longer.

### **Introduce New Skill**

#### **Explanation/Demonstration:**

1.) I will introduce the activity by explaining that we will be using the different locomotor skills we have been practicing (running, jumping, hopping, leaping, galloping, sliding, and stepping). I will go over each skill briefly.

2.) I will explain to the students the activity. We will be playing healthy foods and unhealthy foods. I will start out by telling the students to do a specific locomotor movement around the general space and trying not to step on the paper plates scattered around the room. The students will do the locomotor skill for 30 seconds and I will blow the whistle. When the whistle blows, the students will grab the paper plate closest to them. If they think the food is unhealthy/bad they will sit down on the ground. If they think it is healthy/good they will remain standing. I will allow a few of the students to show their food and explain why they think it is bad. Then they will need to set the plate down where they got it. They will be repeating this process by using different locomotor skills each time (I will be telling them which skill to use).

3.) I will demonstrate the locomotor skills briefly. I will also show a few of the paper plates and ask if they think they are good or bad foods just so the students can get a drift of the game.

#### **Guided Practice:**

The students will be using different locomotor skills by moving around the general space. On the whistle, the students will stop whatever skill they are practicing and pick up the closest paper plate to them. They will analyze the picture and decide whether it is a bad or good food. If they think it is a bad food they will sit down, and if they think it is a good food they will remain standing. This will continue and the use of different locomotor skills will be used.

#### **Group Activity:**

The room will be divided into two halves, one being the good side and the other the bad side. The students will start in the middle of the room each time. I will raise up a picture or the actual food. The students will then need to decide whether

it is a good or bad food. When they decide they will run to the good/bad side depending on their answer. Once they have run to either side I will assess and write down the students who have chosen the wrong answer. Once they have chosen a side, I will tell them which it is and a fact to why it is that way. This will be the assessment part of my lesson plan.

**Assessment:**

I will be assessing the students during the group activity. I will be marking down on my paper with a 0 if the student does not go to the correct side (good/bad) when I raise up a specific food. They will receive a 1 if they choose the correct side. The assessment form I am using is the observational checklist.

**Closure:**

First, I will ask a few of the students something they have learned today. I will then explain that even though bad foods may taste really good, they are bad for us and make us unhealthy. Making good choices now about how we eat will only makes us healthier when we grow older. I will have a handout for the students to take home with a list of good foods and bad foods. So before we departure, I will hand those out.

**References:**

Pangranzi, Robert. Curriculum: Lesson Plans for Implementation. San Francisco, CA: Pearson Education.

(2000, May 24). Classroom teacher integrated. *PE Central*. Retrieved November 5, 2008, from <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=1139>