**Title of Lesson:**Healthy Vs. Unhealthy

**Topic:**Decision Making Skills and Personal Health

**Subject Area(s):** Health and Language Arts

**Grade Level:**Third

**Description or Outcome Statement:** Students will learn the difference between healthy and unhealthy decisions. They will create a banner as a class. The banner will represent each studentadvocating and encouraging others to make better health decisions.

**Georgia Performance Standards/Common Core State Standards:**

**GPS.HE.3.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**GPS.HE.3.8:** Students will demonstrate the ability to advocate for personal, family, and community health

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| **ELACC3SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  b. follow agreed upon rules for discussion  c. ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. explain their own ideas and understanding in light of the discussion |
| **ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| b. Develop the topic with facts, definitions, and details. |
| c. Use linking words and phrases (e.g., also, another, and, more, but*)* to connect ideas within categories of information. |
| d. Provide a concluding statement or section. |

**Specific Lesson Objective:** The students will recognize that making positive decisions will better their own futures. They will participate in a large group discussion with the class. The students will share their thoughts and experiences when it comes to healthy and unhealthy decisions they make. Students will learn how to encourage others to make healthy decisions so that they can better their futures as well.

**Language Objective**: Students will participate in large group discussions with the class. They will be asked to share their thoughts, feelings, and experiences when it comes to making healthy and unhealthy decisions.

**Essential Question(s):**

In what ways can we make healthy decisions each day?

How can we teach others about making healthy decisions?

Why is it important that we make healthy decisions throughout our life?

What can happen if a person chooses to make unhealthy decision?

**Materials Needed:**

Motivational exercise video

Power Point/ Smart Board presentation on Healthy vs. Unhealthy decisions

Large paper banner

Art supplies (glitter, markers, and crayons)

Pencil and paper

**Technology:** Technology is integrated within this lesson by the use of the Smart Board. The teacher will use the Smart Board during the lesson to demonstrate the difference between healthy and unhealthy decisions and their effects.

**Procedures:** (45 minutes)

1. **Motivation:** The teacher will play a short exercise video for the students. The students will stand up and participate. This will get students up and moving and ready to learn. Exercise is a great example of a healthy decision that people make every day.
2. **Statement of Purpose:** The teacher will prepare the class by announcing the importance of knowing how to make healthy decisions. She will tell her class that we learn to make healthy decision, and to avoid unhealthy ones so that we can better our lives in every way possible.
3. **Academic Language:** The teacher will go over the definitions and examples of healthy and unhealthy decisions. The following words will be used as vocabulary throughout the lesson:

* Healthy decision
* Unhealthy decision
* Harm
* Risk
* Effect
* Advocate
* Pledge

1. **Body of the Lesson:**

* **Teacher Modeling or Demonstration:** The teacher will show the class the blank class banner. She will explain to them, that after the presentation, the class will be creating a banner. She will remind them to pay close attention to what she is teaching them throughout the lesson so that they can write all of their ideas on the banner.
* **Teacher Input of Content/Information To Be Presented**: The teacher will begin the Smart Board presentation. The presentation will include information explaining the differences between healthy and unhealthy decisions. While teaching through the presentation, the teacher will allow time for discussion from her students. Students will be asked to share thoughts, ideas, and past experiences with the class. The teacher will introduce the specific vocabulary students will learn in this lesson.
* **Check for Understanding:** Higher Order Thinking Skills questions will be asked during the discussion such as:
  + Can you tell me some healthy decisions that a person can make?
  + Can you tell me some unhealthy decisions a person might make?
  + Can you think of ways to avoid making unhealthy decisions?
  + Can you think of a time when you have witnessed someone make an unhealthy decision?
  + In what ways could you help a person make a healthier decision?
* **Guided Practice or Activity:** The class will design a banner that reads: “We Can Make Healthy Choices”. The teacher begins by asking students to list some positive health decisions, she will write these on the white board for everyone to see. The class needs to come up with as many as they can so that they can transfer them onto their banner. After the class comes up with a list, each student is asked to write one or more of these decisions on the banner. They can include a picture to go along with their healthy decision. They must also sign their name on the banner. The teacher will inform the class that signing their name means that they are pledging or promising to continue making these healthy decisions. She will remind them that signing the banner also means that they are pledging to always be encouraging others to make healthy decisions.
* **Independent Practice or Activity:** After the students are finished adding their work to the banner, the teacher will ask them to return to their seats. The teacher will review the differences and effects of healthy and unhealthy decisions. Then the students will be asked to write a short letter to a parent, a family member, or a friend in. The teacher will write the directions of what the letter needs to include on the board so that there is no confusion later on. The letter will include the following:
  + - Letter is to be written to a specific person
    - Explain why it is important to make healthy decisions
    - An example of an unhealthy decision, and what it can do to harm your body, be specific
    - Two examples of a healthy decisions
    - Use linking words to make connections
    - Provide a closing statement

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| **If a Writing Component is planned, consider:**   * **Before writing—**The students will refer to what they have learned so far to come up with the content of their letters. * **During writing—**Thestudents will create a rough draft of their letter, they will proofread and edit their letters before drafting a final copy. * **After writing—** The students will publish their final letter onto a piece of paper, they will then be allowed to share their letters with the class. The students will then attach their letter to the class banner on making healthy decisions. |

**Assessment:**The students will be assessed on their participation throughout the lesson. The teacher will use a checklist to keep note of participation throughout the lesson and group discussion. The students will also be assessed on their letters written to a family member or friend. The teacher will use a rubric to assess the letters. The rubric and checklist are posted below.

**Closure:**The students will finish writing their letters. They will then join the rest of the class in the front of the room for a small wrap -up discussion. They will have the option of attaching their letters to the banner or they can take them home and give them to the person they wrote them to.

**Accommodations:**There are no students in this class that are diagnosed with learning impairments. For the student that have trouble staying on task and following directions, they will be re-directed and their behavior will be noted onto their daily behavior sheets.

**Reteaching:**For the students who did not successfully meet the Georgia Performance Standard(s) identified in the lesson, the teacher will have a Smart Board activity prepared for students to do. The teacher will work with these students in a small group until they meet the Georgia Performance Standards identified in the lesson.

**Extensions:** For students who successfully met the Georgia Performance Standard(s) identified in the lesson, they will be allowed to create a short skit or role-play. The role play has to involve characters. Each student must have a role in the skit. The students are to create a skit using what they have learned throughout this lesson. They may perform about healthy decisions or unhealthy decisions and how they harm or help the human body. The group will perform for the entire class.

Discussion/participation checklist:

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| Name of student | The student followed the agreed upon discussion rules | The student asked and answered questions on information presented | The student explained their own ideas and understanding in the discussion clearly | Additional/important comments about the student |
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| Healthy Decision Letter Rubric  Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **1. Content3 2 1**  -letter is addressed to a specific person  - student explains the importance of making healthy decisions  -student included examples of decisions |
| **2. Demonstration 32 1**  -Advocates for personal, family, community health  - demonstrates that decision making skills are important to health |
| **3. Mechanics 3 2 1**   |  | | --- | | -Use linking words and phrases to connect ideas | | - Develop the topic with facts, definitions, and details | |