

## 21<sup>st</sup> Century Healthy Living Lesson

**Grade: 8**

**Unit: Healthy Community**

### Driving Question: Getting Active for a Healthier You

#### Curriculum Outcomes:

3.17 examine a sampling of physical activities, identify one and set personal goals related to including it as part of a weekly activity/experience

**Expected Time:** 1 – 60 minute class to introduce assignment and then check ins throughout the term to see how people are doing.

#### Resources:

- [PowerPoint](#) – link to site with this available for download
- [Student outline on journal/blog creation](#) – 3 per page
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible
- [Canadian Physical Activity Guidelines](#)

#### Lesson Procedure

#### 21<sup>st</sup> century skills

Teacher does (I Do):

Open class with the PowerPoint to review what physical activity is and the different levels of intensity needed for their age range of 12-17. When finished, have class answer the survey question “How active are you?” using a [PollEverywhere](#) account. Have the options *Very Active*, *Somewhat Active* and *Not Very Active* presented so students can respond, reminding them that their answers are anonymous to others in the class. If they aren’t sure, tell them that the minimum amount of active time should be 60 minutes per day. Have a class discussion on being active depending on the results of your class survey.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Group work (We Do):

Have students break into groups of 2-3 to brainstorm a list of low/no cost activities that they could be doing within the community to promote a healthier lifestyle. This could include getting a group together for basketball or baseball, walking, biking, etc. They could also look at the [Dartmouth Sportsplex](#)

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish

<p>or <a href="#">Halifax Parks &amp; Recreation</a> to find classes on various activities if cost is not an issue.</p>	<input checked="" type="checkbox"/> citizenship
<p><b>Individual student work (You Do):</b></p> <p>When the brainstorm is finished, have students decide some of the activities they would like to incorporate into their daily lives. This can change as the term goes, but they should aim for 1 primary activity to reflect on each week.</p> <p>Give students handout on their journal creation and have them decide how they want to record their weekly active experiences and set up their preferred method. This can be a video journal, blog, podcast, etc. Whatever they choose will be uploaded to a website on their Google Apps for Education Site. Students can take this class time to set up the initial layout of their journal and have it ready to record their results for the rest of the term.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p><b>Class share (We Share):</b></p> <p>Have 1-2 students share their template with the class to show how they will be keeping track of their activity.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p><b>Lesson Wrap Up:</b></p> <p>Remind students again that if they are not already doing so, they should be aiming for 60 minutes per day at minimum to maintain a healthy lifestyle. Ensure you have access to student journals so you can periodically check on their progress. Tell students that you will be checking in throughout the term to see how they are progressing with their journals.</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p>Some students may need support setting up their journal. They can be paired with a stronger student or have direct support from you.</p>	
<p><b>Assessment:</b></p> <p>Record monthly observations in Power School as formative assessments to show students' commitment to completing their journals. In the last week of the term, assign a grade of 1-4 based on whether students have completed their journal as proof of examining and including physical activity into their daily life. Look back on their formative results to see if they have been actively completing their journal throughout the term.</p>	

**Teacher Reflection:**