

Personal Health - High School

Day 1

Standards	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Learning Targets/ I Can Statements	N-HS.1.1 Explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of healthy foods and beverages. N-HS.5.1 Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus. N-HS.8.1 Encourage others to choose healthy foods.
Essential Question(s)	<ul style="list-style-type: none">• What are the five food groups?• What is a serving size?• What are examples of healthy foods?• How can the dietary guidelines be used to help plan a balanced diet?
Resources	1 piece of paper to draw on Colored pencils, crayons, or markers
Learning Activities or Experiences	You are an engineer who must create a vending machine. The vending machine will contain 25 items (food and drink). It will be 5 rows across with 5 items on each row. You may draw your vending machine on a sheet of paper. **Included in your machine <u>must be</u> the following items: <ol style="list-style-type: none">1. At least one food option from each section of the food guide pyramid (the number of items from each section should directly relate to the number of daily servings one should consume): Grains, Vegetables, Fruits, Dairy, Protein2. Alternative food options for people with allergies including (you will need to conduct research for this): Gluten free, Vegetarian, Peanut, Athletes (high protein), Diabetic (low sugar)3. Each item must have a price between \$.50 and \$5.004. Five healthy drinks5. Name for the Machine/Title

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Day 2

Standards	Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.														
Learning Targets/I Can Statements	<p>I can identify and analyze my food choices for one day.</p> <p>I can record my food choices in a graphic organizer.</p> <p>I can create a plan to make better food choices in the future.</p>														
Essential Question(s)	<ul style="list-style-type: none"> • What can I do to improve my eating choices? 														
Resources	https://www.choosemyplate.gov/WhatIsMyPlate														
Learning Activities or Experiences	<p>For one day you will write down everything you eat or drink. Record the date/time, serving size, item consumed, calories consumed, and fat consumed. Fill in the graphic organizer to display your results. Don't just record that you ate a sandwich. Was it on white bread? Was there mayonnaise on it? Veggies? Meat? Cheese?</p> <table border="1" data-bbox="334 926 1510 1241"> <thead> <tr> <th data-bbox="334 926 654 1045">Date, time</th> <th data-bbox="654 926 951 1045">Amount, serving (in ounces, cups, pieces)</th> <th data-bbox="951 926 1224 1045">Food/drink consumed</th> <th data-bbox="1224 926 1382 1045">Number of calories</th> <th data-bbox="1382 926 1510 1045">Grams of Fat</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 1045 654 1241">5/4, 6:15 am</td> <td data-bbox="654 1045 951 1241">2 slices 2 slices 1 cup</td> <td data-bbox="951 1045 1224 1241">whole wheat bread American cheese Decaf black tea</td> <td data-bbox="1224 1045 1382 1241">200 200 6</td> <td data-bbox="1382 1045 1510 1241">4 18 0</td> </tr> </tbody> </table> <p>After you have completed your log, you will answer reflection questions in which you analyze what you ate and make suggestions on how you can improve your choices. Be honest and thoughtful with this lesson. You will not be graded on <i>what</i> you eat, but rather the quality of your log and reflection.</p>					Date, time	Amount, serving (in ounces, cups, pieces)	Food/drink consumed	Number of calories	Grams of Fat	5/4, 6:15 am	2 slices 2 slices 1 cup	whole wheat bread American cheese Decaf black tea	200 200 6	4 18 0
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Food Log

Date, time	Amount, serving (in ounces, cups, pieces)	Food/drink consumed	Number of calories	Grams of Fat

Food Log Reflection:

- 1. Looking at your food log, what did you notice about your choices? For example, did you skip breakfast? Did you eat a lot of fast food? Did you snack a lot? Did you drink a lot of soda or juices? Did you drink enough water? Are your portion sizes really large? Did you eat fruits and vegetables?**

- 2. Use the link to look at My Plate. In which areas did you eat a lot of food and in which areas did you lack important foods?**

- 3. What can you do to improve your eating choices tomorrow? Be very specific.**

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Day 3

Standards	Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Learning Targets/I Can Statements	I-HS.8.1 Advocate for disaster preparedness in the home, school, and community
Essential Question(s)	<ul style="list-style-type: none">• What is severe weather?• How does severe weather impact people's lives?• How can you keep yourself safe during severe weather?
Resources	Internet access- access to https://www.ready.gov/severe-weather Notebook paper
Learning Activities or Experiences	<p>Go to the following website: https://www.ready.gov/severe-weather</p> <p>Under disasters and emergencies click the different types of severe weather to obtain information (Thunderstorms and Lightning; Tornados; Hurricanes; Floods).</p> <p>Answer the following questions on notebook paper:</p> <p>Thunderstorms and Lightning</p> <ol style="list-style-type: none">1. Do all thunderstorms produce lightning?2. Name five things you could do to help prepare for a thunderstorm.3. Should you stay in water while outdoors during a thunderstorm?4. Why should you not lie on the ground out in the open during a thunderstorm?5. What are your chances of being struck by lightning?6. Should you wash your hands or take a shower during a thunderstorm? <p>Tornados</p> <ol style="list-style-type: none">7. What is the highest speed that wind can reach in a tornado?8. What are the five warning signs that a tornado may occur?9. A tornado watch means that....10. A tornado warning means that....11. What causes most deaths during a tornado?12. Where are the safest rooms to go in your home during a tornado?

Hurricanes

13. What is a hurricane?
14. When is the Atlantic hurricane season?
15. Name three hazards that can come along with hurricanes?
16. What are three things you can do to prepare for hurricane?
17. What is the mph winds for each category of hurricane?
18. What is storm surge?

Floods

19. What are some of the causes of floods?
20. What should you do if you are under a flash flood warning?
21. What are three things you can do to prepare for a flood?
22. What are three things you can do to survive during a flood?
23. What are three things you can do to stay safe after a flood?

Choose one of these types of disasters. Use the information you learned to create a flyer, poster, brochure, or PowerPoint to inform members of your family, school, and/or community how to be prepared and to keep safe during this type of disaster.

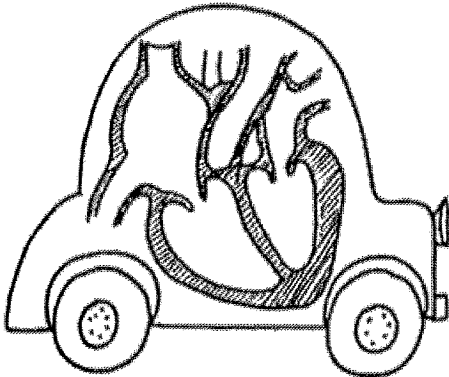
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Day 4

Standards	Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Learning Targets/I Can Statements	N-HS.3.2 Explain valid information and local options regarding physical activity.
Essential Question(s)	What opportunities are there for me to participate in physical activity in my community?
Resources	Internet access
Learning Activities or Experiences	<ul style="list-style-type: none">• Select five (5) facilities in the surrounding area that you may be able to use for physical activity• At least three (3) of these sites should be commercial facilities (i.e. YMCA, golf courses, etc.) A non-commercial facility would be a local, state, or national park, etc.• Write a description of each facility, including:<ol style="list-style-type: none">1. A list of programs offered2. Location of the site3. Cost to use the facility, if any4. Hours of operation5. Age restrictions/ Height restrictions6. Rental equipment availability7. Lessons provided/ classes offered8. Source (where you found your information)9. One paragraph summary explaining two advantages and two disadvantages of the facility• Each description should be on a separate page

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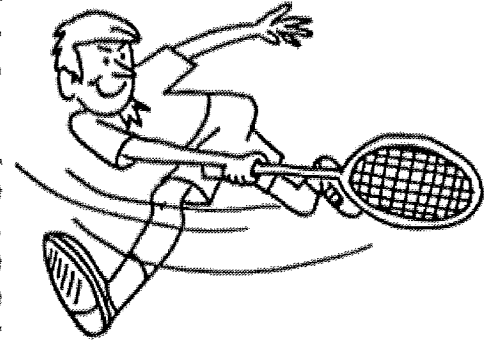
Day 5

Standards	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Learning Targets/I Can Statements	N-HS.1.2 Explain the benefits of practicing a moderate to active lifestyle
Essential Question(s)	What are the benefits of physical activity? How can you fit exercise into your day? Why it is helpful to have an exercise plan
Resources	Reading passages/discussion questions
Learning Activities or Experiences	<p><i>Read the three passages below. Answer the discussion questions below based upon the passages. Complete the application assignment.</i></p> <p><i>Passage #1</i></p> <h3 style="text-align: center;">Why Should You Exercise?</h3> <p>Do you know that the human body and a car have something in common? Both need tune-ups to work <i>efficiently</i>. Just as a car engine needs oil to make the parts go, a body needs <i>oxygen</i> to work. Exercise helps bring more oxygen to the body. So you might say that exercise is a tune-up for the body.</p> <p>Not only does exercise help the body by <i>increasing</i> the flow of oxygen, but it helps the heart, too. Even a simple walk can make the heart pump faster. By pumping faster, the heart works harder and becomes stronger. Therefore, exercise can help keep your heart young and healthy.</p> <p>Besides these two very important reasons to exercise, activity can help a person feel better. Exercise such as swimming, bicycling, and walking can be fun and relaxing. Experts say that exercise reduces <i>stress</i> and makes a person more cheerful.</p> <p>Remember, your body, like a car, is made to move. When it doesn't, things start to break down. It's up to you to make sure that your body is in top condition.</p> 

More Good Reasons to Exercise

EXERCISE CAN . . .

1. **HELP YOU LOSE WEIGHT.** When you diet and exercise, you lose fat and gain muscle. Exercise helps burn body fat.
2. **KEEP YOUR REACTIONS SHARP.** Without exercise, your reaction time may slow down. People who play hockey, racquet games, and volleyball have good reaction times.
3. **LOWER THE RISK OF SOME DISEASES.** Studies show that people who exercise have fewer heart attacks than those who don't. Studies also show that through exercise people can often lower their blood pressure and reduce the number of headaches they get.
4. **BUILD STRONGER BONES.** Doctors who study bones say that those people who exercise have stronger and larger bones. This, in turn, makes them stronger.



Ready...Get Set...Go!

You are comfortably napping in bed. Outside you see the rain coming down. Or, you are on a warm and sunny beach relaxing on a blanket. But both times you are not truly resting. Inside your head, a little voice is buzzing and telling you to get up and exercise. You want to swat the thought out of your head as though it were a pesky fly.

Sometimes it is hard to get started on the exercise road. So what can you do to start and stick with a program of exercise?

First, plan an exercise that is easy. Don't try swimming 100 laps a day at first. Set a goal that you can reach each day.

Second, stick to a plan. Sometimes it is helpful to keep a chart or a diary. It is better to exercise a little each day than to overdo it on weekends.

Third, don't expect magic results. You will improve, but improvement takes time. You may even be stiff and sore when you first work out.

Fourth, make time for exercise each day. You need only about 30 minutes a day. Get up earlier or give up a TV program.

Finally, choose an exercise that is fun for you. If jogging is work, try walking or cycling. If you enjoy your exercise, chances are you will stick to it.

Discussion Questions

1. In one paragraph, summarize what you learned from reading the passages.
2. Why is your body like a car?
3. How does exercise help the human body?
4. List and describe five benefits of physical activity.
5. Why should you choose an exercise that is easy?
6. How can you fit an exercise period into your day?
7. Why is it helpful to have an exercise plan?

Application Assignment

Create a personal fitness plan for yourself for seven days. You can use the chart below to help you create your plan.

Examples of personal fitness activities...

Warm Up/Cool Down- jump rope, stretching, jogging, jumping jacks, walking....

Aerobic Capacity- bicycling, swimming, jogging, aerobic video/class, dancing....

Muscular Strength- push up, squats, pull up....

Muscular Endurance- curl up, wall sits, planks, yoga poses...

Fitness Component	SUN	MON	TUES	WED	THURS	FRI	SAT
Muscular Strength							
Muscular Endurance							
Flexibility							
Aerobic Capacity							