

Health READY® LESSON PLAN:

Grade: 8

UNIT: Introduction

LESSON FOCUS: Welcome to Health READY®

CLASSROOM SET-UP

1. Place desks in groups of 4. If possible, use tables instead of desks, allowing 3-4 students per table team.
2. Each team member selects one of the following roles (If there are 2 students on a team, each member will serve 2 roles. If there are 3 students on a team; 1 member will serve 2 roles):
 - **COACH:** Provides guidance and support for all team members. Makes sure all members are involved and every voice is heard.
 - **TEAM MANAGER:** Gets equipment and instructional materials for the team.
 - **STATISTICIAN:** Takes notes for the team and reports what the team discussed.
 - **ATHLETIC TRAINER:** Provides help and gives aid when needed. Reports to the teacher when help is needed.

STUDENT GOALS

1. Students will apply effective verbal and nonverbal communication skills to enhance health.

MATERIALS NEEDED:

1. Blank paper
2. Markers or colored pencils
3. Instrumental Music
4. Small dry erase boards (1 for each team), scrap sheets of paper, post it notes or index cards
5. Soft throwing object (yarn ball, rubber chicken, etc.)
6. Copies of Digital Personal Map to allow student access
<https://bit.ly/HRintro1>

STUDENT OBJECTIVES:

1. Students will describe a mindmap.
2. Students will understand what is a Health READY® class?

DIRECTIONS:

EST. TIME:

STEP 1: TEACHER PREP WORK

1. Create a personal mindmap (digitally or hand drawn) and project onto your screen or whiteboard illustrating "Who you are."
2. Click on link for digital personal mindmap link: <https://bit.ly/HRintro1>.
3. Optional: Insert or draw images to your mindmap to illustrate facts about yourself.

STEP 2: Direct Instruction

<ol style="list-style-type: none">1. Have upbeat music playing as students walk into class or before you start online instruction.2. Post a mindmap about yourself onto the board or screen allowing students to immediately view when they walk into the classroom.3. Welcome the students to class and introduce them to your personal mindmap.4. Ask the students, “If you had to explain what a Mindmap is what would you say?”<ul style="list-style-type: none">• Answers may include: “it’s colorful”, “has images”, “contains facts”5. Tell students, every day in Health they will be tasked to draw, sketch, or use the blank student digital content mindmap to help comprehend core health concepts.6. Now it’s their turn—allow students to create their own personal mindmaps. As an option, you can allow them the choice of creating a personal mindmap digitally or draw by hand (may need markers and plain white paper to pass out).<ul style="list-style-type: none">• Note: some students may need help. As you walk around the room and facilitate the activity you may need to “nudge” students to think about what they like to do for fun, where they are from, do they have any pets, do they have a favorite sports team etc...	15-20 minutes
<ol style="list-style-type: none">7. Once students are finished with their personal mindmap, have students stand up holding their mindmap (or have the computer in their hand).<ul style="list-style-type: none">• Tell them to walk 10 steps in any direction.• Once the students have all stopped, have them get into a pair or trio with the people near to them.• Next, tell them to share their personal mindmaps with the people in their partners.• After 2-3 minutes, have students take 12 steps in any direction (changing the # of steps keeps it novel☺)• When they are through, have them get into a pair or trio with the people who are near to them.• Repeat this process as time permits.	8-10 minutes
<ol style="list-style-type: none">8. Show students the video, “What is Health READY®?” to introduce them to the course. Provide a brief overview of the 8 health skills that are the main learning targets of the course. Explain, this is a skills-based health course, meaning they will practice and apply health skills used throughout life.	5-8 minutes
<ol style="list-style-type: none">9. Tell students they will collaborate with the members in their desk/table group.10. As a team, they will try to come up with a word or topic that starts with each letter of the alphabet. For example, A=airway, B=biceps, C=cardiorespiratory system, etc...11. Play instrumental music in the background while students discuss (Suggestions: Vitamin String Quartet and Simply Three).12. OPTION: Play a relaxing nature video or screensaver on the wall or screen while students are discussing A-Z health words/topics.	8-10 minutes

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| <p>13. OPTION: Select a HEALTH ON THE GO activity to increase student engagement, and strengthen teacher and peer relationships:
https://docs.google.com/document/d/14xvTZwWuLmnJXmqulZ8kooD7FgcBei-BinZxBNSNe_Q/edit?usp=share_link</p> <p>14. Before class is over, be sure to provide a positive affirmation and tell you cannot wait to see them back tomorrow!</p> | <p>15 minutes</p> |
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