

Miami University's Health Educators are Competent in Content Knowledge (Habits of Health and Habits of Mind), Evidence-Based Instructional Strategies (EBIS), and Learning Styles as an Assessment Framework

Valerie A. Ubbes, PhD, CHES, Health Education Program Director

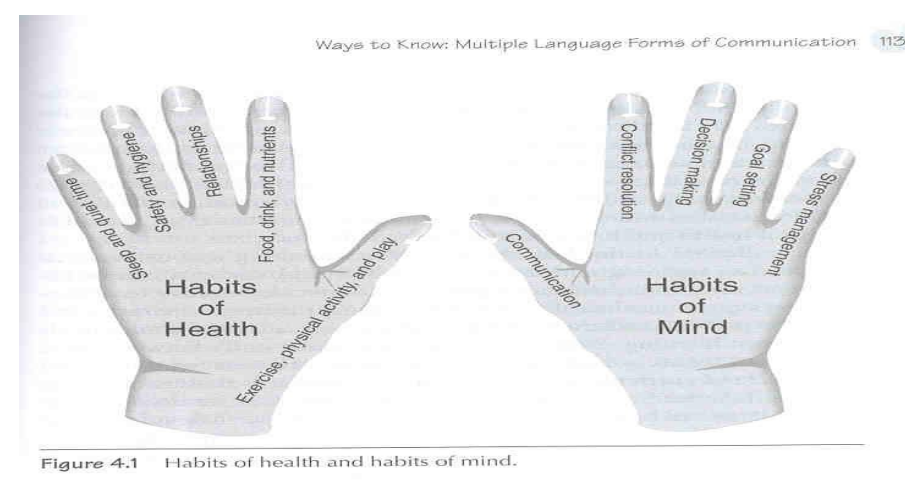


Figure 4.1 Habits of health and habits of mind.

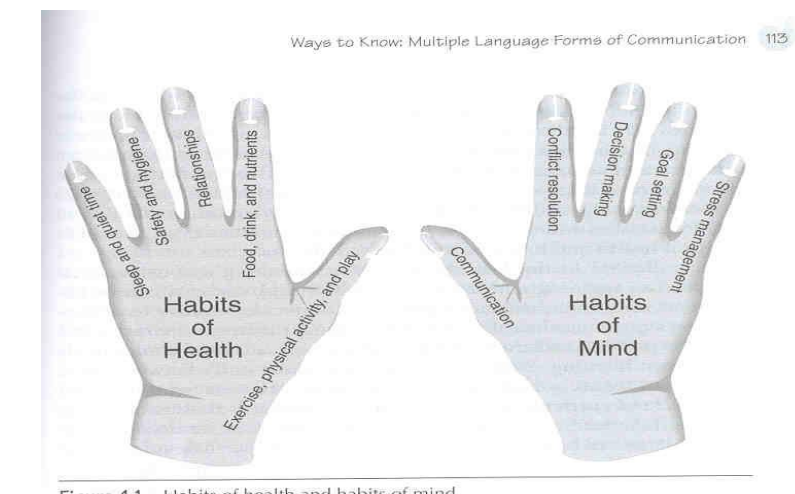


Figure 4.1 Habits of health and habits of mind.

Our Unit Plan Template is Aligned to the National Health Education Standards with an emphasis on Skill Development

KNH 415 Final Exam Unit Plan for 8th Graders Nutrition for a Healthy Life by Kate Radis

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Conceptual NHES (1)* or 2 or (3)* or (8)*
Skill-Based NHES (4)* and (5)* and (6)* and (7)*

Habit of Health: Nutrition and Beverages

Day 2- Fruits and Veggies Matter

1. Vitamins and minerals boost the immune system, support normal growth and development, and help cells and organs do their jobs.
2. Fruits and vegetables contain essential vitamins, minerals, and fiber that may help protect you from chronic diseases.
3. Eating fruits and vegetables of different colors gives your body a wide range of valuable nutrients, like fiber, folate, potassium, and vitamins A and C.
4. Diets rich in dietary fiber have been shown to decrease the risk of coronary artery disease.
5. Healthful diets with adequate folate may reduce a woman's risk of having a child with a brain or spinal cord defect.
6. Diets rich in potassium may help to maintain a healthy blood pressure.
7. Vitamin A keeps eyes and skin healthy and helps to protect against infections.
8. Vitamin C helps heal cuts and wounds and keep teeth and gums healthy.
9. When choosing fruits and vegetables—think color!

Day 3- Beverages The Good, the Bad and the Ugly

1. Caffeine is a natural drug found in the leaves and seeds of many plants. It can also be produced artificially.
2. Caffeine stimulates the central nervous system, causing increased alertness.
3. High doses of caffeine can cause anxiety, dizziness, headaches, and interfere with normal sleep.
4. Caffeine may also cause the body to lose calcium, which eventually could lead to osteoporosis.
5. Try to limit caffeine consumption to no more than 100 mg of caffeine daily (teens).
6. "Rethink your drink". People tend to only focus on the calories in food, but most drinks contain calories, which can add up very quickly. See www.cdc.gov
6. When drinking milk, choose low-fat or fat free options.

KNH 415 Evidence-Based Instructional Strategies (EBIS) Used as Course Pedagogy
 According to Marzano, Pickering, and Pollock (2001), nine instructional strategies are most likely to improve student achievement across all content areas & across all grade levels.

Nine Evidence-Based Instructional Strategies (EBIS) Linked to Student Achievement
1. Identifying similarities & differences through comparing, classifying, creating metaphors & analogies.
2. Summarizing and note taking.
3. Reinforcing effort and providing recognition.
4. Homework and practice.
5. Nonlinguistic representations: Graphic Organizers & Mind Maps
6. Cooperative learning.
7. Setting objectives & providing feedback.
8. Generating and testing hypotheses
9. Cues, questions, and advanced organizers.

Standards Alignment: Habits of Mind Integrated with a Habit of Health

Day 2 Skill Development The National Health Education Standards state that Students will demonstrate the ability to use goal-setting skills to enhance health.	Goal Setting- Fruits and Veggies Matter The students will set goals to ensure that they will eat five fruits and vegetables each day (National Cancer Institute, 2007). After learning the benefits that fruits and vegetables have on their body, students will examine their own diet. They will then set goals to slowly introduce new fruits and vegetables into their diet. Student will learn how to write short-term goals that can be tailored to their specific needs. After the lesson, students will comprehend the importance of using goal setting to ensure a variety of fruits and vegetables in their daily diet.
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Formative Assessment by Learning Styles Day 2 for Habit of Mind: Goal Setting

MASTERY Log onto: www.fruitsandveggiesmatter.gov and click on "fruit and vegetable benefits". Use the page to find and list ten ways fruits and vegetables can be used to enhance your health. Within the page are various links. Those links may also be used in your research. Then, make a goal to eat two new fruits or vegetables (to enhance your health) this week. Write about your experience and turn it in on Friday. EBIS # 2	INTERPERSONAL Watch the short video clip about Fruits and Vegetables in a small group. After the video is over, briefly discuss the positive (and maybe negative) aspects of eating various fruits and vegetables. Pick one person to write down individual and group thoughts. Finally, choose one fruit or vegetable that you have never eaten and try it this week. Write your sensory reaction to taste, texture, smell, etc. in one to two sentences and turn it in on Friday. EBIS # 6 & 4
UNDERSTANDING Develop a graphic organizer to show how fruits and vegetables enhance one's health. Choose a specific fruit or vegetable and determine how those vitamins and minerals specifically enhance health. List three vegetables that you will eat this week to enhance your diet. Write a brief explanation as to why you chose the vegetables and how it will enhance your health. Turn it in on Friday. EBIS # 9	SELF EXPRESSIVE Task: Draw a picture or visual describing how various colorful fruits and vegetables contain different vitamins and minerals. Then, pick five fruits and/or vegetables that you will eat today and five that will eat tomorrow, giving you an assortment of vitamins and minerals in your diet. After eating the fruits and vegetables, write down your experience (how did you feel, what did you eat, etc.) and turn it in to me on Friday. EBIS #5

Formative Assessment Learning Styles x Evidence-Based Instructional Strategy (EBIS)

Day 2	Goal Setting	List 10 ways fruits and veggies enhance your health. Make a personal goal.	Watch a film clip, have a group discussion, write your reaction, then make a personal goal.	2	6&4
		Create a graphic organizer showing the benefits of one fruit or vegetable. Make a personal goal.	Show a picture or visual describing the benefits of fruits and veggies. Choose 5 fruits to eat today and 5 tomorrow.	9	5

Standards Alignment: Habits of Mind Integrated with a Habit of Health

Day 3 Skill Development The National Health Education Standards state that Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Stress Management- Beverages Stress is your body's physical and psychological response to anything you perceive as overwhelming. This may be viewed as a result of life's demands, pleasant or unpleasant, and your lack of resources to meet them. By examining a variety of beverage choices, students will notice how drinks may impact their health. They will be able to understand how beverages may make them more stressed (caffeine) or less stressed (water). The students will also understand that when stressed, they may choose unhealthy beverage options, compared to the healthier alternative. Through the activities, the students will examine the ingredients, calorie, fat, and sugar content. Finally, they will understand, that just like food, it is important to choose healthy beverage choices when stressed.
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Formative Assessment by Learning Styles Day 3 for Habit of Mind: Stress Management

Using the "What's in your Drink?" poster, examine the food label to determine the nutritional information—especially the calorie and sugar content. Develop a 3-minute presentation to share your findings in front of the class. Be sure to link how beverage choices could show signs of stress or imbalance in the body. EBIS #8 *Mastery Learners like to gather information by human senses in concrete ways and by thinking in objective ways.	INTERPERSONAL Complete the fact sheet about caffeine and its effects on the body with a partner. After completing the worksheet, write down three ways caffeine could cause stress to your body. Visit with one other dyad in class and compare what the four of you learned. What is the "take home message" to share with the whole class? EBIS # 4 & 6 *Interpersonal Learners like to gather information by human senses in concrete ways and by feeling in subjective ways.
UNDERSTANDING Choose one beverage and create a mind map or graphic organizer showing how the beverage contributes to a healthy lifestyle and how it could contribute to a stressful lifestyle. Compare the calories, the ingredients, the caffeine, and nutrients between two beverages and decide which beverage will benefit you the most. EBIS #1 *Understanding Learners like to gather information by intuition in abstract ways and by thinking in objective ways.	SELF EXPRESSIVE Brainstorm and list the various beverages that are sold in your school. List healthy alternatives to each beverage. You may also want to "design" your own drink that would be healthy to sell in our cafeteria. Provide a rationale for your healthy drink. EBIS #8 *Self-Expressive Learners like to gather information by intuition in abstract ways and by feeling in subjective ways.

Formative Assessment Learning Styles x Evidence-Based Instructional Strategy (EBIS)

Day 3	Stress Management	Examine a nutrition label of a beverage. Prepare a 3 min. presentation to discuss how beverage choices could lead to stress in the body.	With a partner, complete a fact sheet about caffeine and its effects. List 3 ways caffeine could cause stress in the body.	8	4&6
		Create a graphic organizer to show how certain beverages can lead to an unhealthy lifestyle.	Determine healthy alternatives to various beverages.	1	8