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## Marlins: Sixth Grade Health/Fitness Lesson Plan

<b>VISION-SETTING</b>	<b>OBJECTIVE.</b> What is your objective? □	<b>KEY POINTS.</b> What knowledge and skills are embedded in the objective? □
	Demonstrate healthy practices and behaviors that will maintain or improve personal health  SWBAT set 3 fitness goals to maintain or improve personal health over the course of one month	<ul style="list-style-type: none"> <li>Calendars help us plan activities for specific dates and times</li> <li>We can improve our health and fitness by eliminating unhealthy practices and increasing the number of healthy practices in our schedule</li> <li>Healthy practices and behaviors are those that will lead us to higher levels of fitness</li> </ul>
	<b>ASSESSMENT.</b> Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. □	
Students will create 3 fitness goals and a monthly routine to help them reach their goals.		
<b>DETERMINING METHODS</b>	<b>OPENING (15 min.)</b> How will you communicate <i>what</i> is about to happen? □ How will you communicate <i>how</i> it will happen? □ How will you communicate its <i>importance</i> ? □ How will you communicate <i>connections</i> to previous lessons? □ How will you engage students and capture their interest? □	<b>MATERIALS.</b>
	Ask students to think of one good habit they have and one bad habit they have. What makes a habit good or bad for you?  Explain to students that it is important to reflect on your personal habits and how they affect your health/fitness. Some of the things we do are good for us and for our bodies. Other things we do are not as good for us. When we reflect on our habits, it is helpful to make a plan for eliminating some of our unhealthy behaviors, and doing more of those behaviors that help keep us healthy. One way of doing this is by using a calendar.  Show students a calendar with good, healthy practices scheduled for specific dates and times. (Eating healthy, going for walks/jogs, stretching, drinking lots of water, putting on sunblock, taking vitamins, going to the doctor, etc.)  Today, you are going to be reflecting on your own behaviors and making a calendar like this one to help you improve your health and fitness by scheduling times that you will make healthy choices.	Fitness calendar filled out
	<b>INTRODUCTION OF NEW MATERIAL (5 min.)</b> How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? □ Which potential misunderstandings do you anticipate? How will you proactively mitigate them? □ How will students interact with the material? □	
	Calendars help us plan activities for specific dates and times. We know how calendars are structured and we will practice using them today. It is important to be as specific as possible when scheduling activities on a calendar. You should think about what time you will complete an activity and how long that activity will take before you write it down on your calendar. Always write in pencil in case you need to make any changes.  Before we can write on our calendars, we need to think about what behaviors are good for us and which ones are not. Healthy behaviors are those that lead us to higher levels of fitness. That might mean having more energy, being stronger or faster, or protecting our bodies from injuries and disease. We can increase our energy by making sure we are eating the right foods. We can increase our strength and our speed by exercising our muscles. We can protect our bodies from injuries and disease by stretching before we exercise, putting on sunblock, wearing helmets and proper sports equipment, and visiting a doctor to get check-ups regularly.	

<p><b>GUIDED PRACTICE (15 min.)</b>  How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? □  How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? □</p>	
<p>Students will work in groups to create a t-chart with healthy practices on the left and unhealthy practices on the right.</p> <p>Distribute strips of paper with healthy and unhealthy practices printed on them to each group. Students will decide if each behavior belongs under the healthy practices or unhealthy practices side of the t-chart and will paste them in place.</p> <p>Review the answers as a class and discuss why each behavior is healthy or unhealthy.</p> <p>Explain that students should create 3 goals for themselves by choosing 3 healthy practices to do more of in the next month in order to improve their health and fitness. Students may choose 3 of the behaviors on the t-chart or come up with their own. Their goals should be stated in the format: Next month, I will do ___ because I want to ___. (Next month, I will eat more fruits and vegetables, because I want to have more energy when I am playing sports afterschool).</p> <p>Allow students to share their goals and ask them what specific behaviors they will need to change in the next month in order to reach their goal.</p>	<p>Chart paper, scissors, glue</p>
<p><b>INDEPENDENT PRACTICE (15 min.)</b>  How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? □</p>	
<p>Students will write down 3 goals that they will set for themselves to improve their health/fitness in the next month. Students will also explain why each goal is important to them and how it will improve their health/fitness.</p> <p>Students will then create a calendar with specific things they will do to reach their goals. For example, if their goal is to get more exercise, they will schedule their exercises for specific times and dates over the course of the next month.</p>	<p>Blank calendars</p>
<p><b>Lesson Assessment:</b> Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective? □</p>	
<p>Students will write a letter to themselves encouraging them to follow their calendar over the next month in order to improve their fitness.</p>	
<p><b>CLOSING (10 min.)</b>  How will students summarize and state the significance of what they learned? □</p>	
<p>Ask students how setting goals and following a calendar can improve their health/fitness. Ask students to make predictions about their fitness one month from now, if they follow their calendar. Ask students to make predictions about their fitness one month from now if they do not follow their calendar.</p>	



Miami Marlins Lessons  
Health  
Activity: Monthly Health Goals

*Students will then create a calendar with specific things they will do to reach their goals. For example, if their goal is to get more exercise, they will schedule their exercises for specific times and dates over the course of the next month.*

*Then they will write down 3 goals that they will set for themselves to improve their health/fitness in the next month.*

<b>MONTH:</b>						
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>

**THREE GOALS**

- 1.
- 2.
- 3.



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