

**Lesson Title: Decisions, Decisions - Health Lesson - “Sitting is the new Smoking!”**

**Standards: Information Value - G12.1.2 - Recognize gaps in one’s own knowledge**

**Information as Exploration - G12.2.2 - Apply information problem-solving skills to personal life**

**Information Research as Inquiry - G12.3.8 - Read and use data as the basis for evidence; analyze and evaluate data; make valid and reliable claim.**

**Information Authority - G12.4.10- Differentiate various types of authority**

**Information Format - G12.5.1 - Use appropriate information tools and other resources to organize information in new ways that others can view, use, and evaluate**

**Information as Conversation - G12.6.2 - Cite text and image sources properly to avoid plagiarism.**

**Grade Level: 9-12**

**Lesson Materials: Books and Database access**

Recommended Resources <https://kslib.info/> and <http://www.usd253.org/home/ehslib>: Grolier Online, Electric Library, Facts on File Science, Facts on File Health, SIRS, Sports History section under Faculty Requests, and books.

**Lesson Duration: 2-3 days**

Dimension	Description
Learning Goals	The Student Will: Gain an understanding of your decisions and learn to avoid health hazards The Student Will: Read and investigate information from books and databases and create a guide, powerpoint, prezi, video, infographic, essay, or digital collage and to be shared with a wider audience online. All information included must be factual or plausible.
Criteria for Success	
For the student:	I can...Access books and databases for a great learning experience! I can contrast and compare facts v. fiction concerning my habits and make informed decisions.
For the teacher:	Recommended Resources <a href="http://www.usd253.org/home/ehslib">http://www.usd253.org/home/ehslib</a> : Grolier Online, Electric Library, Facts on File Science, Facts on File Health, SIRS, JStore, and books. Preview access and information for accessibility and accuracy

	<p>What the teacher will look for as evidence of success: Students are engaged in learning</p> <p>Students will read:  <i>Sitting is the New Smoking - Even for Runners</i> by Selene Yeager featured in Runner's World  <a href="http://www.runnersworld.com/health/.Uz7bOoW78w0.email">http://www.runnersworld.com/health/.Uz7bOoW78w0.email</a></p> <p><i>Don't Just Sit There</i> by Gretchen Reynolds  <a href="http://www.nytimes.com/2012/04/29/sunday-review/stand-up-for-fitness.html?_r=0">http://www.nytimes.com/2012/04/29/sunday-review/stand-up-for-fitness.html?_r=0</a></p>
Tasks and Activities that Elicit Evidence of Learning	Students staying focused and engaged in learning about themselves and the value of their decision-making skills
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies: What are the benefits and problems associated with sitting?</p> <p>How is sitting hazardous to your health? How can your sedentary lifestyle, activity, and nutrition affect your lifestyle. What are the diagnosis, prevention measures, and treatment?</p> <p>Key Misconceptions: Watching television or movies or playing computer games, sitting in a vehicle, or working at a desk is acceptable.</p>
Extending Thinking During Discourse	<p>List and cite articles or sources</p> <p>Ticket out the Door - Highlight something you learned</p> <p>Supporting Evidence - Five Facts</p>
Descriptive Feedback	Package your information in a guide, powerpoint, prezi, video, or digital collage and to be shared with a wider audience online. All information included must be factual or plausible.
Peer Feedback	What are the costs of your behavior? What is the impact of your actions?
Self-Assessment	How will this impact your life? What will you do? What will you tell your friends?

Collaborative Culture of Learning	What is something you can do to remain healthy? What safety equipment is necessary? What exercise routine will assist you?
Use of Evidence to Inform Instruction	Ticket out the Door – Two Truths and a Lie – Read and Review Facts – What is a common misconception or fallacy?

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

*Lesson Plan submitted by: Carmaine Ternes*