**SLMS:** Elana Grayson

**Grade:** 10

**Class:** Health

**Unit:** Understanding Health

**Objectives**

After completing this assignment, students should have:

* Chosen a health topic to focus on that relates to any aspect of being healthy, be it personal, preventative or community health
* Conducted appropriate digital and non-digital research in the chosen health area in order to understand what leads to a healthy lifestyles
* Built a strong base of knowledge in a chosen health area
* Created an appealing and informational flyer using the supplied computer program to introduce classmates and other members of the school community to important health practices

**Standards**

**21st Century**

Standard 1 Inquire, think critically and gain knowledge

* 1.1.1 Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life

Standard 2 Draw conclusions, make informed decisions, apply knowledge to new

situations, and create new knowledge

* 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn

Standard 3 Share knowledge and participate ethically and productively as

members of our democratic society

* 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

**Anticipatory Set**

Present students with a video clip from NBC’s *The Biggest Loser* in which extremely overweight contestants visit a doctor and find out how their weight is affecting their health including the possibility of stroke and actual body age.

**Teaching: Input**

The classroom teacher will introduce the unit by explaining how being healthy can apply to many different aspects of life and go on to break down the assignment.

The SLMS will spend one class period teaching students how to conduct research with different types of resources ethically and productively as well as the use of Noodlebib for citations. She will then explain the desired final product, demonstrate the computer program required and show product examples, both strong and weak.

**Teaching: Modeling**

See Product Example on Wiki

**Teaching: Checking for Understanding**

After explaining the research process, the SLMS will use the windshield analogy with students to determine the level of understanding where they would draw a windshield on individual whiteboards and show how clear the windshield is as a representation of their understanding. At the end of every class session, the SLMS will have students complete a ticket to leave that focuses on any struggles they are having, which she will read and attempt to assist with the following class period.

**Guided Practice**

During each step of the project, the SLMS will circulate the LMC and spend time with each student to determine that they are moving along smoothly through the research and knowledge creation process. She will spend extra time with students as needed.

**Closure**

At the end of the last day in the LMC, the students will fill out a ticket to leave that asks them what they learned about their topic that they did not know previously.

**Independent Practice**

At the end of the assignment, students must answer a question about how they can make their lives healthier.

Students will continue to use their newly acquired research skills in future projects throughout the semester that will continue to focus on the health topics they chose for this assignment.

**Materials**

* Computer with a program for creating flyers, Noodlebib for citation assistance and Internet access for research
* Computer color printer and paper for flyers
* Health-related magazines
* Books for health research

**Duration**

Four library days (1 learning how to research, 2 researching, 1 creating flyer), one week total.