ELEMENTARY SCHOOL PE/ HEALTH LESSON PLAN

Teachers’ Names: Abdi, 
Subject/course: Physical Education and/or Health 
Grade level: Pk-5 
Topic: Health promotion and disease prevention to enhance health.  
Decision-making skills to enhance health.

Standard 1 PE- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1 Health- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5 Health -Students will demonstrate the ability to use decision-making skills which enhance health.

Activity 1:  
OBJECTIVE- Upon request We All Learn To develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching) scoring a check or check +.

Standard 1 PE- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Skills: Cardiorespiratory, 
Material: CD Player, CD (Health & Hygiene & Hugs, Jill & Michael Gallina)

Activity: Students will perform a series of cardiorespiratory movements or dance in form of a freeze dance. At each freeze, students need to make the bodies in to the shape of a food & freeze.

Activity 2:  
OBJECTIVE: -After discussion We All Learn To set a nutritional personal goal with answering 1 out of 2 questions correctly and 98% of movements @ effective level. (November around Thanksgiving time)

Standard 1 Health- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Skills: Flexibility, Endurance 
Materials: -CD player (Native American song)

Activity: -Students will gather @ the Health center to receive instructions on health promotion and disease prevention. Students discuss setting a personal goal on what to eat from Thanksgiving to Christmas. -Students play ‘Let’s Give Thanks’ activity by positioned on a spots. Teacher will give the words and students need to follow teacher for movements; Mashed potato= dance with fists close, arms extended alternating up & down, Turkey= flap wings and gobble while going around own spot, Apple pie =make circle w/ waist, Cranberry=make bodies round, Green beans= tippy toes w/ arms extended, going around own spot, Thanksgiving= (clap & say thanks, thanks, happy thanks giving & jump up).

Activity 3:  
OBJECTIVE: -Using poster(s) We All Learn To explain how healthy eating keeps body systems functioning effectively by utilizing nutritional information of ‘My Plate’ with 95% of accuracy.

Standard 1 Health- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Skill: Cardiorespiratory Endurance, 
Materials: -CD player, food CDs, poly spot, fluff balls (for lower grades- food models or pictures for high graders.

Activity: -Students gather @ Health center, using poster or picture of My Plate, how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease and keeps body systems functioning effectively will be discussed. -Students will each find self-space with a poly spot and a colored fluff ball. The goal is to grab one food group from a neighboring spot and return it to own spot to complete a healthy plate. If a student gets three (4-5-6 for high graders) different colored groups they completed a healthy meal. Students must only take one food group at a time. A student with a healthy meal must raise the hands with the food groups over the head to show the success.
Activity 4:
OBJECTIVE: After discussion We All Learn To explore food groups, decision making to enhance nutritional food choices with 95% of accuracy.
Standard 5 Health -Students will demonstrate the ability to use decision-making skills which enhance health.
Skills: Flexibility, Critical Thinking
Material: CD, CD player, Food plate poster or picture
Activity: Students gather @ Health center to receive instructions of making decisions on healthy choices. Food groups will be explained by using poster or picture. Students will be scattered around the gymnasium and the teacher will call an item from the food group, randomly. The teacher asks students where the particular item belongs to in food group, after students answer, they will creatively move around the gymnasium making the bodies into specific shape.

Activity 5:
OBJECTIVE: Given colored fluff balls (for lower grades - food models or pictures for higher grades) and discussing ‘My Plate’ We All Learn To create a healthy meal plate with 95% accuracy.
Standard 5 Health -Students will demonstrate the ability to use decision-making skills which enhance health.
Skills: Fine motor skills
Materials: CD player, Cones, Fluff balls (food models or pictures), Hoops
Activity: Students gather @ the health center to receive instruction on different food groups with understanding of nutritional contents, values and calories.
-Students will be divided into a color food groups around the gymnasium where 6 Cones are set up. Students will line up behind each cone when called by teacher who is designating the groups. Fluff balls (food models or food pictures) are in the middle on the gym. Students need to collect different colors of fluff balls one by one which in color represents a food group. Take it back to the group & placing it inside the hoop in front of them. The winner is the team which has created a healthy plate or the most healthy plates for higher grades.

Teacher Activity: Transition the students into the groups creating co-ed, co-ability equal lines if necessary Explaining and modeling each step; self or using the students to assist in demonstration. Feedback, assessing each child.
Aids Activity: Assisting with the overall management, lines, and equipment.
Evaluation: The teacher will monitor each student & make corrections or recommendations for effectiveness throughout the activity. Grades & comments will be noted based on assessment rubrics.
Learning Center & beginning: Health
Learning Center & Closure: Technology: Students will watch a short film (3-5min) on nutrition. After the film teacher & students will discuss the related topic, students turn & talk and report back to group.
**Nutrition Health/PE Lesson Plan**

Students will be assessed in three areas:

**Affective:** Cooperation and responsible behavior  
**Psychomotor:** Skills testing  
**Cognitive:** Knowledge of units taught

<table>
<thead>
<tr>
<th>Category</th>
<th>A (4)</th>
<th>B (3)</th>
<th>C (2)</th>
<th>D (1)</th>
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<tbody>
<tr>
<td>Cooperation and responsible personal behavior</td>
<td>Student always follows directions and always demonstrates responsible personal behavior.</td>
<td>Student follows directions and demonstrates responsible personal behavior most of the time.</td>
<td>Student follows directions and demonstrates responsible personal behavior some of the time.</td>
<td>Student rarely follows directions and rarely demonstrates responsible personal behavior.</td>
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<td>Sportsmanship and responsible behavior</td>
<td>Student always works well with other students and always demonstrates responsible social behavior.</td>
<td>Student works well with other students and demonstrates responsible social behavior most of the time.</td>
<td>Student works well with other students and demonstrates responsible social behavior some of the time.</td>
<td>Student rarely works well with other students and rarely demonstrates responsible social behavior.</td>
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<td>Participation and effort with skill practice</td>
<td>Student exhibits constant effort during skill practice and will participate in any activity assigned.</td>
<td>Student exhibits constant effort during skill practice and will participate in any activity assigned most of the time.</td>
<td>Student exhibits constant effort during skill practice and will participate in any activity assigned some of the time.</td>
<td>Student rarely exhibits constant effort during skill practice and rarely participates in assigned activities.</td>
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Upcoming Events:
“Educating Our Children in Diverse America and Current Issues in Educational Leadership” book, Scheduled for publication, Fall 2015 upon completion.

Conference Presentations Followed by Publications:

Conferences & Workshops:

Publications:
Abdi, E. (2015). An Interview with Dr. Eloi on Specific Situation Program in Volleyball Based on Instrumental Theory. ResearchGate.net
Abdi, E. (2015). Annotated bibliography reference sites for students and researchers of physical education and sports science. Academia.edu
Abdi, E. (2015). “Voucher program does not provide each student with a remarkable education in the United States.” ResearchGate.net

Delegate:
Society of Health And Physical Education of America (SHAPE-America)
February 2015. Washington, DC

Editorial:
International Scientific Committee and Editorial Peer Review Board Member for World Academy of Science, Engineering & Technology. Istanbul, Turkey
Université de Reims Champagne –Dr. Taiar Redha- Editing scholarly papers. Ardenne, France.
Iran Sports journalists Association - Rahim Rahimzadeh- Editing articles presented for publications. Tehran, Iran.

Professional Membership:
New Jersey Council of Administrators of Health and Physical Education (NJCAHPE)
New Jersey Alliance for Health, Physical Education, Recreation and Dance (AHPERD)
Society of Physical Education And Health of America (SHAPE-America)
American Association of University Professors (AAUP)

**Professional Meetings:**
Dr./ Prof. Taar Redha. *Université de Reims Champagne*. July 2015
Dr. Jean-François Robin, Director of Research & Professor Thierry Maquet. *National Institute of Sport and Physical Education (Institut national du sport et de l'éducation physique)*
Paris, France. August 2014
*Mulla Sadra Philosophy Center*, Tehran, Iran. July 2004

Ellie is a doctoral researcher, a former gymnast and coach, currently a physical, health and dance education teacher at an urban district in New Jersey, in addition to a research & professional development coordinator. She is also a Clinical Faculty at College of Education and Human Services at Montclair State University. A writer & presenter of various papers & workshops in the US & France, with expertise in educational leadership, curriculum development of physical education & teaching methods.