

Health and Wellness: Biggest Generation Part 1

Lesson Title: A Challenge Defined

Grade Level: 3-5



Essential Question:

What is the vocabulary of health and wellness?

Materials:

- Notecards (five per student)
- Writing tools
- Dictionaries

Procedure:

Introduction:

1. Introduce students to the video THE BIGGEST GENERATION: Scientists and physicians are calling obesity among America's youth an epidemic. Diabetes, high blood pressure, high cholesterol, heart attacks, strokes, cancer – what can we do? In Part 1, students will see and hear how more kids are overweight than ever before. This is America's 'biggest' generation of kids with a life expectancy that could be shorter than their parents.
2. Point out that there are several vocabulary words that might be new to them. These words will be used in the video, and they are important words to use when discussing our personal health and wellness.
3. Ask students to watch the video and listen for new vocabulary words and words they think are important to understanding the topic.
4. Watch the video.

Direct Instruction (I do):

1. Share the following vocabulary words that you noticed in the video with the students and share your process for defining the words using the context clues. Write the words in a place where everyone can see:
 - a. obesity
 - b. epidemic
 - c. generation
 - d. exercise
 - e. nutrition

One example might be: The word obesity was used several times to talk about how a lot of young people are extremely overweight, so the definition is probably when a person is very fat or really overweight.

2. Demonstrate how to write the word on the front of an index card, and then turn it over and write your original definition on the back. Show how you use a dictionary to check your definition and edit or correct.

Guided Exploration (We do):

1. Ask students if they heard other words that should be in the vocabulary list for this video and add to the visual list.
2. As a group, practice the same process as your example for one of the words from the list: say and write the word on the front of a card, create an original definition based on the information from the video, write it on the back of the card, check the work, edit and correct.
3. Explain that students will follow the same process you did for creating vocabulary cards: word on the front, original definition on the back, check the work, edit and correct.

Independent Practice (You do):

1. Distribute five cards to each student. Explain that each student will select the five words they think are the most important ones to know from Part 1 of the video and complete them according to the process they just learned.
2. When they have completed all five vocabulary word cards, pair students and have them quiz each other on the new vocabulary words. (One partner should hold the notecards displaying the side with the vocabulary words first, while their partner defines it. Have students switch roles when completed. Then have student hold opposite side of the notecard displaying the definition, while their partner matches it to the vocabulary word. Partners should switch roles again once completed.)
3. Give each student one more card and ask your students to share with their partner some activities they can do to get exercise. Write those ideas on the new card.
4. When time is up, call on students to share their five most important words and their partner's ideas/interests for activities. Ask students to use one new vocabulary word with one exercise idea in a sentence.

Conclusion:

Ask students to help you summarize what they learned in today's lesson and have them predict what they think they will see in the next video section.