***Health Education Lesson Plan***

***Take the “Trick or Treat” Walk***

Previous Materials Review – Put the Process in Order

[*NHES - 5*](http://www.uwplatt.edu/~mccabec/nationalstandards.pdf)

**Time:** 5 min.

**Activity Description:** Review the steps of the “Healthy Decision Making” model using the decision to consume *nutrient rich* vs. *caloric dense* foods. Five students will be asked to come up to the front and hold up a poster identifying a step of the HDM. The rest of the class will collaborate to place the steps in the correct order and state how to use the step to determine if a food is health or unhealthy.

**Materials needed:** Whiteboard, dry-erase makers

**Desired Student Outcome:** student will be able to properly identify the steps used in making a “healthy” choice.The students will also identify the difference in nutrient density of food.[*See supporting materials*](#_Supporting_Materials)

## Content Introduction Activity – Identifying caloric values of Halloween treats

[*NHES - 1*](http://www.uwplatt.edu/~mccabec/nationalstandards.pdf)

**Time:** 5 min.

**Activity Description:** Using “common candy list” make an individual list of common candy consumption and the caloric information for typical “Halloween.” Define the term ***nutrient density*** and give examples of ***low nutrient dense foods*** vs. ***high nutrient dense foods***. Each student will need to record the number of extra “***empty***” calories consumed.

**Materials needed:** Prop foods and candy, list of calories per piece [*See supporting materials*](#_Supporting_Materials), pencil and paper, calculators

**Desired Student Outcome:** I now know how many extra “empty” calories I usually have consumed on Halloween. The students will also correctly identify the difference in nutrient density of food.

**Content Development Activities**

[*NHES - 7*](http://www.uwplatt.edu/~mccabec/nationalstandards.pdf)

Activity #2 = Using the worksheet provided students will perform calculations to develop and understanding of their personal caloric expenditure when engaging in voluntary activities.

**Time:** 8 – 10 min.

**Activity Description:** On average, each step = approximately .05 calories or in other words …it takes 20 steps to burn 1 calorie. Using the research from The University of Nebraska –and the “Pedometer Step Equivalents for Exercises and Activities” chart, determine how many calories you would burn in 15 minutes of activity for 5 of the different activities listed. Please select activities that you would actually participate in voluntarily.

**Materials needed:** Pedometer Step Equivalents for Exercises and Activities chart, student worksheet [*See supporting materials*](#_Supporting_Materials), pencil, calculators

**Desired Student Outcome:** I now know my caloric expenditure for various enjoyable activities.

Activity #3 = The students will identify how much activity it will take to burn calories consumed by eating a typical Halloween night of candy consumption, by calculation of total steps to be taken in selected activities.

**Time:** 5 – 10 min.

**Activity Description:** using prior calculations of typical candy consumption calories and activity caloric expenditure select activities and indicate how long you will need to participate in physical activity to burn off those “empty” candy calories.

**Materials needed:** completed candy and activity charts, pencils and calculators

**Desired Student Outcome:** I now know how many steps/ miles will need to walk to burn off my Halloween treats.

# Closure: Questions and Answer

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**Question # 1 -**

***How will you know how much activity you will have to participate in to burn off the candy you eat during this weekend’s “Trick or Treat “excursion?***

**Desired Student Response –** I will have to keep track of how much candy I eat and then using my pedometer estimates pick activities to expend the right amount of calories to burn off all candy calories consumed.

**Question # 2 –**

***Did any single candy calorie value or your total caloric consumption surprise you as you selected your typical Halloween consumption?***

**Desired Student Response –** I was more surprised by the total than by the individual pieces

**Question # 3 –**

***Do you think this activity will change your candy consumption during this year’s Halloween celebration? Why or why not?***

**Desired Student Response –** I will eat the candy I receive in moderation and I will also advocate proper consumption to other members of my family.

Assignment(s) description:

In class assignment – define all words underlined and in bold, italic font. Complete all worksheets and participation in discussion and questions.

[*NHES*](http://www.uwplatt.edu/~mccabec/nationalstandards.pdf) *Targeted - \_5&7\_\_*

Take home assignment – 5 pts extra credit for a parent or guardian signature on the Common Candy Calorie list.

Instructor Reflection:

1. **As I reflect on the lesson, to what extent were students productively engaged? *(Brief description of how they were or were not productively engaged.)***

**I think that the review activity on the HDM, the individual calculation activities and the closure questions will engage them in activities that will help them make better dietary choices during the upcoming Halloween activities.**

1. **Did the students learn what I intended them to learn? (list objective) Were my instructional goals met? How do I know? Or how and when will I know? The worksheets will be completed and the student response to the closure questions will help me identify my students’ depth of understanding.**

## Supporting Materials

**Previous Materials Review** - **Healthy Decision Making Process**

* Define the problem. (Clearly and stick to the problem, not the symptoms of the problem)
* Find reliable information. (List information and source)
* Identify all possible choices. (Include the outrageous ones also)
* Examine consequences of each choice. (with +’s and –‘s )
* Identify individual values and goals. (Number them)
* Evaluate and rank each choice. (Use values and goals, and then list a rank order of choices)
* Develop and implement a plan. (Write it down, and do it)
* Assess the results. (Journal your thoughts on the success or failure of the decision made)

**Meeks & Heit, *Comprehensive School Health***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_

**Content Introduction Activity – Identifying caloric values of Halloween treats**

**Candy Calories** – Using the “common candy list” make an individual list of common candy consumption and the caloric information for typical “Halloween.” Each student will need to record the number of extra “empty” calories consumed.

*Example of candy calculations*

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Candy** | **Calories per piece** | **# of pieces Consumed** | **Total Calories per Type** |
| *Hershey Kisses* | 26 | 8 | 208 |
| *Tootsie Rolls - midgee* | 23 | 4 | 92 |
| *Butterfinger Bar* | 85 | 3 | 255 |
| *Snickers Bar* | 80 | 2 | 160 |
|  |  | **Total calories** | 715 |

*Your candy calculations*

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Candy** | **Calories per piece** | **# of pieces Consumed** | **Total Calories per Type** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  | **Total calories** |  |

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**Content Development Activity #1**- **Pedometer Step Equivalents for Exercises and Activities**

**Example of activity selection and calculations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **AVE Steps per/min** | **Steps in** *15 min* | **Calories Burned** *15 min* | **Steps in** *30 min* | **Calories Burned** *30 min* |
| Walking 3.5 mph | 115 | 1725 | 86.25 | 3450 | 172.5 |
| Kayaking | 152 | 2280 | 114 | 4560 | 228 |
| Weight lifting | 121 | 1815 | 90.75 | 3630 | 181.5 |
| Stationary bicycling | 212 | 3180 | 159 | 6360 | 318 |
| Tennis | 212 | 3180 | 159 | 6360 | 318 |
| Totals | 812 | 12180 | 609 | 24360 | 1218 |

**Your 5 selections**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **AVE Steps per/min** | **Steps in** *15 min* | **Calories Burned** *15 min* | **Steps in** *30 min* | **Calories Burned** *30 min* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
| Totals |  |  |  |  |  |

**C:\Documents and Settings\Instructor\Local Settings\Temporary Internet Files\Content.IE5\0LM4SDQB\MC900052881[1].wmfFinal calculations and questions**

How many candy calories were consumed**? \_\_\_\_\_\_\_\_\_\_\_\_\_**

What type of activity and how long will you participate in them to burn these empty calories**?** *Please list both activity and minutes*

Do you think this activity will change your candy consumption during this year’s Halloween celebration**?** *Why or why not***?**

**Common Halloween Candy**

One M&M = 4 calories

Hershey Kisses - 26 calories

Hershey's Miniature Bars (mixed) - average of 42 calories

Miniature Bars - Milky Way, Snickers, Twix, 3 Musketeers’ - average 38 calories

Tootsie Rolls - Small bar - 50 calories, Midgee - 23 calories, Mini-Midgees - 11 calories

Reese's Peanut Butter Cups

* Miniature (about 9 grams each) - 44 calories
* Snack size (17 g) - 88 calories
* Snack size (21 g) - 100 calories

Almond Joy Snack size (15 g) - 80 calories

Baby Ruth Bar, Fun size (18 g each) - 85 calories

Butterfinger Bar, Fun size (18 g each) - 85 calories

Butterfinger Crisp Bar, Snack size (20 g) - 100 calories

Heath Bar, Snack size (13 g) - 74 calories

Kit Kat, Fun size (14 g) - 73 calories

Milky Way bar, Fun size (17 g) - 75 calories

Mounds bars, Snack size (17 g) - 83 calories

Rocky Road, Snack size (10 g) - 45 calories

Snickers Bars, Fun size (17 g) - 80 calories

Candy Corn, Brach's - 11 pieces - 70 calories

Hot Tamales - small pkg (14 g) - 50 calories

Jr. Mints, Fun size (10 g) - 50 calories

Mike and Ike small box (14 g) - 50 calories

Pop Rocks - small packet (10 g)

Raisinettes, Fun size (16 g - about 16 pieces) - 56 calories

Smarties Candy, Roll - 25 calories

Steps into Calories

**Overview** – research according to the University of Nebraska

* You should take at least **10,000** steps each day for good cardiovascular health
* Ten thousand steps equates to approximately a **5-mile** walk.
* **One mile is equal to 2,000 steps**.
* Average person will need to take **20 steps** to burn **1 calorie**

[www.Livestrong.com](http://www.Livestrong.com)

**Walking Pedometer Steps Equivalents**

1 mile = 2000 average steps (range 1900-2400)

**Activity - Steps per minute**

Walking 3 mph - 100   
Walking slow - under 2 mph - 61   
Walking slow - 2 mph - 67

Walking 3.5 miles per hour - 115   
Walking 4 miles per hour - 152   
Walking 5 miles per hour - 242   
Aerobic dance - 197   
Backpacking - 212   
Badminton - 136   
Ballroom dancing - fast - 167   
Ballroom dancing - slow - 91   
Basketball - shooting baskets - 136   
Basketball game - 242   
Bicycling - 242   
Bicycling fast - 364   
Bicycling under 10 mph - 121   
Bowling - 91   
Calisthenics - vigorous - 242   
Calisthenics - light to moderate - 106   
Canoeing - 106   
Children's playground games - 136   
Circuit training - 242   
Climbing - rock or mountain - 273   
Cooking – 61

Croquet - 76   
Fencing - 182   
Fishing - 91   
Football - 242   
Frisbee - 91   
Gardening - 121   
Golf - 136   
Gymnastics - 121   
Handball - 364   
Health club exercise, general - 167   
Hiking - 182   
Hiking - orienteering - 273   
Hockey - field and ice - 242   
Horseback riding - 121   
House cleaning - 91   
Hunting - 152   
Ice Skating - 212   
Inline skating - 364   
Jogging - 212   
Jogging on mini-trampoline - 136   
Jump rope - 303   
Kayaking - 152   
Kickball - 212   
Lacrosse - 242   
Martial arts - 303   
Miniature golf - 91   
Punching bag - 182   
Racquetball - 212   
Roller skating - 212   
Rowing machine - 212   
Rowing machine, vigorous - 258   
Rugby - 303   
Running - 5 mph - 12 minute miles - 242   
Running - 6 mph - 10 minute miles - 303   
Running - 7 mph - 8.5 minute miles - 348   
Running - 8 mph - 7.5 minute miles - 409   
Sailing, boat and board, windsurfing - 91   
Scuba diving - 212   
Skateboarding - 152   
Ski machine - 212   
Skiing - cross country - 242   
Skiing - downhill - 182   
Sledding - 212   
Snorkeling - 152   
Snowmobiling - 106   
Soccer - 212   
Softball - 152   
Square dancing - 136   
Squash - 364   
Stairmaster - 273   
Stationary bicycling (moderate effort) - 212   
Stationary bicycling (vigorous effort) - 318   
Step aerobics - 273   
Stretching, yoga - 76   
Surfing - 91   
Swimming laps - moderate - 212   
Swimming laps - vigorous - 303   
Swimming leisurely - 182   
Table tennis - 121   
Tai chi - 121   
Tennis - 212   
Volleyball - 121   
Water aerobics - 121   
Water aerobics - 121   
Water jogging - 242   
Water polo - 303   
Waterskiing - 182   
Weight lifting, moderate effort - 121   
Weight lifting, vigorous effort - 182   
Wrestling - 182   
Yoga - 76

Have a safe and smart HALLOWEEN!

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**Nombre del Estudiante**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Hora**: \_\_\_\_\_\_

## Actividad Contenido Introducción - Identificación de los valores calóricos de los dulces de Halloween

**Calorías de Caramelo - hacer una lista individual de consumo de dulces comunes y la información de calorías para las típicas de Halloween.**

***Ejemplo de los cálculos de dulces***

|  |  |  |  |
| --- | --- | --- | --- |
| **Tipo de Candy** | **Calorías por pieza** | **Número de piezas Consumido** | **Total de calorías por tipo** |
| *Hershey Kisses* | 26 | 8 | 208 |
| *Tootsie Rolls - midgee* | 23 | 4 | 92 |
| *Butterfinger Bar* | 85 | 3 | 255 |
| *Snickers Bar* | 80 | 2 | 160 |
|  |  | **Total de calorías** | 715 |

***Sus cálculos dulces***

|  |  |  |  |
| --- | --- | --- | --- |
| **Tipo de Candy** | **Calorías por pieza** | **Número de piezas Consumido** | **Total de calorías por tipo** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  | **Total de calorías** |  |

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**Contenido Actividad Desarrollo # 1 - Equivalentes de paso podómetro para los ejercicios y actividades**

**Ejemplo de selección de las actividades y los cálculos**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actividad** | **Pasos por AVE / min** | **Pasos en la***15 min* | **Calorías quemadas**  *15 min* | **Pasos en la**  *30 min* | **Calorías quemadas**  *30 min* |
| Walking 3.5 mph | 115 | 1725 | 86.25 | 3450 | 172.5 |
| Kayaking | 152 | 2280 | 114 | 4560 | 228 |
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| Totals | 812 | 12180 | 609 | 24360 | 1218 |

**Su 5 selecciones**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actividad** | **Pasos por AVE / min** | **Pasos en la***15 min* | **Calorías quemadas**  *15 min* | **Pasos en la**  *30 min* | **Calorías quemadas**  *30 min* |
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| Totals |  |  |  |  |  |

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**Calculus finales y preguntas**

¿Cuántas calorías se consumen dulces? \_\_\_\_\_\_\_\_\_\_\_\_\_

¿Qué tipo de actividad y cuánto tiempo usted participa en ellos para quemar estas calorías vacías? *Por favor escriba tanto la actividad y minutos*

¿Cree usted que esta actividad va a cambiar el consumo de dulces durante la celebración de este año de Halloween?*¿Por qué o por qué no?*