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| **Before beginning,** teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the lesson. A sample [list of common accommodations and modifications](https://www.shapeamerica.org/uploads/healthmovesminds/resources/education-materials/additional-materials/List-of-Accommodations-and-Modifications.pdf) to aid you in selecting appropriate supports for students can be found under “Additional Resources” [here](https://www.shapeamerica.org/events/healthmovesminds/edu-resources.aspx#addres). | | | |
| **Mini-Lesson Name:**  Health Scavenger Hunt | **Unit Topic:**  Accessing Valid and Reliable Information | **Grade Level:**  6 | **Lesson Length:**  45 minutes |
| **National Health Education Standards & Performance Indicators:**  **Standard 3 –** Students will demonstrate the ability to access valid information, products, and services to enhance health.  3.8.1 Analyze the validity of health information, products, and services.  3.8.3 Determine the accessibility of products that enhance health. | | | **Materials Needed:**   * [Scavenger Hunt paper](Health%20Scavenger%20Hunt) for each student |
| **Lesson Objective(s):**  I can determine the accessibility of valid and reliable personal health and wellness services. | | |
| **Activity Progression** | | | |
| Students will go on a scavenger hunt around the school and on the internet to find valid and reliable information.  [Health Scavenger Hunt](https://docs.google.com/document/d/1j_K9Rb2kv__stTsc1USq-tmM8l4lxU8fwJTuOE7Lc20/edit?usp=sharing) (paper)  [Health Scavenger Hunt](https://docs.google.com/presentation/d/1Py0-DSEBGahSZqildK27tdQ9sL3Fc61sLxW1kDEOj6Q/edit?usp=sharing) (digital)  Tips:   1. Give a heads up to the office and other teachers that you’re doing it. 2. If using paper, make it on bright orange paper and say that’s the pass and everyone in the building knows the bright orange packets are doing the scavenger hunt. 3. Be strict on time limits when out in the halls! 4. Allow students at least 24 hours to complete the assignment. This way, students will be able to connect with trusted teachers and additional staff members who may be busy during your class time.   Teachers can edit the digital and paper versions of the scavenger hunt for their own state and local resources.  ***Lesson submitted by Jessica Matheson, 2022 National Health Education Teacher of the Year.*** | | | |
| **Modifications/Differentiations** | | | |
| * Have students work in pairs * Provide paper versions to students * Have students work on finding one item at a time | | | |
| **Checks for Understanding** | | | |
| * How can you tell information is reliable? * How can being able to tell if information is reliable and valid help your personal health? | | | |

**Cell Phone Use Log**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **The number of times I checked my cell phone**  Make a tally mark every time you check or open your phone. | | **The amount of time I spent on my cell phone**  Write down the time you started using your phone and the time you stopped using it then calculate the minutes per session. | | |
|  | | **Start Time** | **End Time** | **Minutes Total** |
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| **Total times I checked my cell phone**  Count the number of tallies. |  | **Total minutes used in a day**  Add all the minutes from the day. | |  |