

JAG PBL Menu - Healthy Lifestyles

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources or customize to fit the needs of your classroom and community.

Title Options

- Happy, Healthy Life
- Is Health a Choice?
- DISH it Up
- I Feel Good
- Blue Zone Living
- Health, Wealth & Happiness
- *Create Your Own!*

Duration 3-5 weeks

The time will vary based on the student's previous experience with the content included in this PBL. When mapping out the structure for this project, allow time for all three levels of understanding. Generally speaking, this project will take 3-5 weeks, but feel free to make it work within your time constraints.

Project Summary

Living a healthy lifestyle is much more than eating nutritious foods and exercising, research shows it is a way of life that encompasses your physical, spiritual, emotional and mental health. As a class, explore areas surrounding positive psychology, happiness, physical and mental health, exercise, nutrition, online safety and other aspects that lead to a high quality of life.

Driving Question

A driving question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality driving question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we, my) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- Do the choices I make now impact my future?
- What does it mean to live a healthy lifestyle?
- How can we, as personal trainers, design a workout plan for a client who is trying to get into shape?
- What is a healthy community?
- How can we create a webpage or cell phone app that encourages teens to make healthy choices?
- How can we create a Blue Zone community?

Entry Event

An entry event should engage and intrigue to provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Show a **video** to introduce healthy lifestyles and how to live a happy life. What are the common characteristics of healthy communities? What can you do to add years to your life and life to your years? See video options under the resources section.
- Invite a **guest speaker** to share their personal journey of overcoming obstacles and achieving success. Ask students to journal about the key take-aways from the presentation and how they can apply the message to their personal journey.
- Take a **field trip** to your local grocery store. Ask the nutritionist/dietitian/manager to discuss planning a healthy menu on a budget.
- Have a **discussion** on “what does it mean to be healthy?” Include topics on nutrition, exercise, relationships, spirituality, mental health, etc. What can you do to maintain a healthy lifestyle?
- Ask students to log into **Pinterest** and start a board labeled “Healthy Lifestyles”. Ask them to pin 10 or more links to the board. Host a class discussion on the results and take an inventory of the common themes of topics wished to be explored further.

Public Products

A Public Product should be one of the following:

- 1) **A tangible thing**, such as something the students build, invent, or create. (A vision board, a video to promote positive decision making, a wall of fame highlighting good deeds made by students in the school, etc.)
- 2) **Presentation:** (A presentation to middle school students about transitioning to high school, a skit about overcoming obstacles based on the student’s stories, etc.)
- 3) **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

<p>Major Group Products</p>	<ul style="list-style-type: none"> • Presentation on a health related topic • Menu planning – healthy recipes for a family of 4 • Video/PSA on a health related topic, like the effects of tobacco and/or drugs, yoga & meditation, The Happiness Project, etc. • Write a fitness routine for PE class • Create a presentation to stakeholders in the city for making your community a “Blue Zone” • Create a display on a healthy lifestyle/ health goal and showcase at a school Health Expo (Like a science fair) • Put together promotional materials advocating for a health related business • Propose a healthy school initiative • Group Contract
<p>Major Individual Projects</p>	<ul style="list-style-type: none"> • Track personal diet using the <i>myfitnesspal</i>, <i>fitbit</i> or related health app and present findings • Conduct a comparison study between a typical weekly behavior versus healthy adjustments (typical week vs. a week with proper diet & exercise – how do you feel, how do you sleep, what is your mood?) • Complete a fitness related goal • Self-Reflection on learning • Journal

Competencies

Competency attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

Level 1: A.1, A.2, A.3,

Level 2: C.19, D.21, D.22, D.23, D.24, D.25, E.26, E.27, F.32, F.33, G.38, G.39, G.41, G.43, G.44, G.48, G.51, G.55, H.74, J.101, J.103, J.106, K.108, K.110, L.113, P.123, P.125, P.126,

Level 3: E.28, F.37, H.77, J.105

*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

Formative Assessments (Mini-assessment to shape learning during Project)	Quizzes/Tests	Practice Presentations	
	Journal/Learning Log	Notes	
	Preliminary Plans/Outlines/Prototypes	Checklists	
	Rough Drafts	Concept Maps	
	Other:		
Summative Assessments (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay Test	Self-Evaluation	
	Other:		

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major part of the project, allowing students to think about what they've accomplished throughout the project.

(Individual, Group, and/or Whole Class)	Journal/Learning Log	Focus Group – Success Council	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Peer Assessment	
	Self-Assessment	Other:	

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning

**Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Gain understanding of previous background knowledge through leading questions, conversations, journal questions, etc.
- Connect theme with prior learning.
- Think about the options for the public product- what will your end result be?
- Build relationships with business partners to assist with judging presentations, host tours, be guest speakers, etc.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials for healthy decision making, nutrition, mental health, positive relationships, fitness.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project

**To build the excitement and engagement for the project, do the following:*

- Perform the entry event.
- Share the driving question.
- Discussion on student voice and choice – what would THEY like to do?

Project Navigation:

**Based on your student's previous knowledge and your design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Introduction on overall health and how it relates to happiness. (F.37, H.77, J.105)
- Watch a TED talk on Blue Zones or Happiness and discuss the reactions from the video.
- Journal.
- Discuss personal areas of interest and gaps in knowledge.
- Allow time for going deeper on topics – research areas of interest where they would like to learn more about health-related topic.
- Introduce the public product.
- Form groups.
- Research for Public Product activity.
- Ask experts for advice.
- Complete Public Product. (E.28)
- Debrief.
- Journal.
- Assessment goal setting.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>

Resources

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

**For example, assist with conversation about overcoming obstacles, goal setting, etc.*

School-based individuals:

- Building Principal or Assistant Principals
- Guidance Counselors
- Middle School Teacher(s)
- School Nurse
- Technology Department

Community:

- Business professionals – Social Workers, Healthcare professionals, Grocery and Health Supplement Store managers, Dietitians, Psychologists, Life Coaches
- Civic organization leaders
- Health and Wellness facilities (YMCA, fitness center, mental health, etc.)
- Spiritual Leaders

Technology:

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (Projector, Screen, Speakers, etc.)
- Access to Social Media websites

Materials & Supplies: (if necessary)

- Art supplies as needed

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Blue Zones - <https://www.bluezones.com/>
- 10 Tips for a Happier Healthier Life - <https://www.psychologies.co.uk/body/10-tips-for-a-happier-healthier-life.html>
- 20 Simple Ways to Live a Healthy, Happy Life - <http://www.moneycrashers.com/live-healthy-happy-life/>

Videos

- My philosophy for a happy life | Sam Berns | TEDxMidAtlantic - <https://www.youtube.com/watch?v=36m1o-tM05g>
- How to live to be 100+ - Dan Buettner - <https://www.youtube.com/watch?v=ff40YiMmVkJ>
- Blue zones -- lessons from people who've lived the longest: Archelle Georgiou at TEDxUMKC <https://www.youtube.com/watch?v=zTeYOLhkP9U>
- What Makes a Good Life? Lessons from the Longest Study on Happiness | Robert Waldinger | TED Talks - <https://www.youtube.com/watch?v=8KkKuTCFvzI>
- Happy - <https://www.youtube.com/watch?v=XQqizx0UCuw> (You can find the full video on Netflix, or purchase through YouTube)
- The Surprising Science of Happiness | Dan Gilbert | TED Talks - https://www.youtube.com/watch?v=4q1dgn_COAU
- Tips for Starting a Healthy Lifestyle! - <https://www.youtube.com/watch?v=0aNNYEUARAK>

Assessments & Rubrics

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Ask each student to bring in a favorite family recipe(s) and create a cookbook to share with the class. To celebrate, ask each student to bring their prepared dish to share with the class at a potluck.
- Connect your Healthy Lifestyles project with a Service Learning Project. How can you teach others in your community to lead a healthier lifestyle? How could your community become a Blue Zone community?
- Research how sleep impacts overall health and wellness; conduct a sleep study.