		F31-L1
Healthy Lifestyles	Core Competency:F31	Level 1, Introductory
Understand Types of Maturity		
Time to complete: 180 minutes		

Objectives	Upon completion of this lesson students will be able to: 1. importance of awareness to their physical development and how they need to make healthy lifestyle choices 2. account for their own lifestyles pattern with eating and exercise

Cross Competencies	C18 Follow directions G41 Apply critical thinking skills G47 Demonstrate techniques for building commitment by others
Core Standards	Career and Vocational/Technical Education: Core Standard 3 Workplace Competencies : Content Standard 6

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
• F31L1WS1 Healthy Choice Log • F31L1ACT1 How I Spend My Day	• Color Pencils	• New Food Pyramid • www.myfitnesspal.com • www.fitday.com

MCA	Portfolio Project	Guest Speakers	Program of Work
		School nurse or nutritionist to talk to class about the importance of healthy life choices.	
Civic Engagement	**Indian Education for All**	**Career Pathways**	**Competitive Events**
School Service Day			Decision Making Critical Thinking

Suggested Instructional Approach		Notes
Introduction	Adolescence denotes the period from the beginning of puberty to maturity; it usually starts between ages 12-14. The transition to adulthood varies among cultures, but maturity is generally defined as the time when individuals begin to function independently of their parents. Maturity is an ongoing, continual process. Maturity is often defined as having attained the normal peak of natural growth and development. It is a state or quality of being fully grown. Maturity is an ongoing process. People grow in different areas at different rates. There are, of course, many ways of judging maturity--two of which are chronological age and sexual development--something we have no control over. One area of maturing is through physical development. In this unit focus on emphasizing to your students the importance of awareness to their physical development and how they need to make healthy lifestyle choices through nutritional choices, physical exercise, and medical self-management which results in prevention or early detection of illness and use of appropriate medical treatment. Students should: 1. Make healthy food choices in keeping with the Food Guide Pyramid. The recommended servings per day by food group are: grain, 6-11; vegetable, 3-5; fruit, 2-4; milk, 2-3; meat, 2-3; others, including fats, oils and sweets, eat sparingly). 2. Engage in physical exercise, including sports, a minimum of five days a week for a combined time of 60 minutes per day. 3. Maintain health through prevention or early detection of illness and use of appropriate medical treatment.	
Preparation	• Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed.	

	Notes
1. Have students keep a journal for one week for what they eat throughout the day as well as any physical exercise that they participate in. Hand out F31L1WS1 Heathy Choices Log. Instruct your students to keep track of their lifestyle choices for one week. At the end of the week have them reflect on choices they have been making, things they are doing well and areas they need to improve. Have the students show you their log on a daily basis to make sure that they are keeping track. 2. Handout work sheet for F31L1ACT1 How I Spend My Day. Have students reflect on what activities make up their day. 3. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved. 4. Have students create an account on either www.myfitnesspal.com or www.fitday.com to keep track of their diet and exercise. www.fitday.com can also be downloaded as an app if students have this capability.	

Assessment	Completion of worksheets	

Supplemental Activities	• Have students search the internet for articles that discuss the importance of eating healthy and exercising and have them present their findings to the class.	