**FOD 2030:**

**Food Decisions and Health**

Level: Intermediate

Prerequisite: FOD 1010: Food Basics

**Teacher Resource Manual**

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**Table of Contents**

*Item Page*

Table of Contents............................................................................................................................ 2

Unit Summary................................................................................................................................. 3

Rationale......................................................................................................................................... 3

Assessments and Weightings.......................................................................................................... 4

Differnciated Instruction................................................................................................................. 4

Digital Citizenship.......................................................................................................................... 4

Inclusive Education........................................................................................................................ 4

FMNI.............................................................................................................................................. 4

Formative Assessments................................................................................................................... 5

Lesson Plans.................................................................................................................................. 17

**Teacher Resource Manual**

**Prerequisite:***FOD1010: Food Basics*

**Level:** Intermediate

**Cluster:** Human, Recreation and Human Services (Foods)

**Unit Summary:**

Students will learn how to balance the energy equation by using strategies for food intake analysis and preparing appropriate foods that help fuel the body efficiently and effectively.

Students will analyze, plan and create a healthy snack and five recipes that balance their specific energy equation. They will also demonstrate their knowledge in choosing healthy foods and have an understanding for body composition and the influence of outside factors on body image.

**Rationale:**

Learning how to maintain and live a healthy lifestyle is a skill that all youth should learn. Unfortunately, many youth today are becoming obese due to a lack of exercise and knowledge about nutritional intake. In addition, many youth are also feeling the pressures from social media to have an unrealistic body shape and weight. Due to body image challenges in both male and female students, unhealthy dieting and eating disorders are developing at an alarming rate. In this course, students will learn about how to balance their energy intake with their outtake in a healthy way to manage their weight and health. By obtaining this knowledge now, these students can use these strategies in their future and teach them to their children. Students will also recognize and learn about the influences of social media on body image. Once youth begin to see how outside factors influence their life, they can begin to take steps to minimize these effects. FOD 2030 not only teaches children how to physically and mentally live a healthy lifestyle, but it also provides students will recipes and practical life skills to practise these teaching in real life outside of the classroom.

**Assessments and Weightings:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Percentage** |
| Journals | On-going | 15% |
| Energy Equation | May 16 | 10% |
| Unit 1,2 Test | May 16 | 10% |
| Safety Test | May 20 | 10% |
| Performance Task | May 24 | 10% |
| Diet Plan for 1 Day | June 3 | 25% |
| Portfolio | June 4 | 20% |

**Differentiated instruction**

Vision/Hearing Impairment: These students will be places closer to the front of the class to hear and see my instruction and videos that will be shown. I will also give these students notes of class discussion so they can follow along easier.

Reading/Writing Challenges: students with reading and writing challenges will also be given a transcript of the notes from each class. In each class, I will also make a point to sit down with them to ensure understanding. For writing assignments and tests, students can create podcasts to answer the questions instead of writing them all down. In addition, they will listen to the test questions via a podcast instead of reading them.

**Digital Citizenship**

In this class we will be using a variety of technology resources and it is important for students to understand how to use it appropriately. During the duration of this course I will teach and reinforce the 9 elements of being a safe digital citizen. I will also encourage students to follow REP’s: Respect, Educate and Protect. Lessons about digital citizenship will be incorporated into the assignments and day to day activities.

**Inclusive education**

To make everyone in the class feel safe and welcome, at the beginning of the semester I will heavily focus on class community. I believe that if students know and care about each other, there will be a stronger class community and everyone will feel as though they belong. To encourage this further, during the semester there will be many group projects where students can work closely with different peers.

**FMNI**

FMNI curriculum will be incorporated into the class via their major assignment: Create a 1 Day Diet Plan. In this activity, students will have to create one traditional Canadian meal. I believe it is important for students to learn about their countries food traditions and have the knowledge to create these foods outside of the classroom.

**Formative Assignments:**

**Journals**

Description: Students will keep a journal throughout this class to share their thoughts and reflections. This journal is unique in that it will all be online; instead of having to write on paper, students will have many opportunities to explore and communicate their feelings in different forms. For example: podcasts, blogs, and/or videos can be used for their journal.

Weight: 15% (of unit total)

Time: the journals will be used mainly as an exit slip. Students will get a journal question at the end of class; they can either finish it before class ends or take it home for homework.

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 1.1  1.2  5.1  5.2  6.1  6.2 | C.1-4.4  C.5-4.2  C.6-4.5  C.7-4.3  F.1-4.3  F.2-4.1, 4.3,4.7  F.3-4.2,4.3  F.4-4.2, 4,3  F.5-4.1,4.2  F.6-4.1  P.1-4.1  P.3-4.1,4.2  P.5-4.1  P.6-4.1 | 1  3  4  5  6  7  8  9 |

Assessment: Each journal is worth a total of 3 marks, and they will all be marked using the same rubric criteria. I will circle what grade each journal article represented based on their performace level outlined on the rubric below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Criteria** | **1 Beginning** | **2 Developing** | **3 Exemplary** |
| Journal Response 1 |  |  |  |
| Journal Response 2 |  |  |  |
| Journal Response 3 |  |  |  |
| Journal Response 4 |  |  |  |
| Journal Response 5 |  |  |  |
| Journal Response 6 |  |  |  |
| **Total** |  |  |  |

Journal Topics:

|  |  |  |
| --- | --- | --- |
| **Journal Question Given:** | **Lesson:** | **Journal Response** |
| Do you think social media plays a role in how people feel about their body? What would you like to learn in this class? | 1 | 1 |
| Does your diet closely follow the Canadian Food Guide? If it doesn’t, in what areas and how do you think you could improve this? | 3 | 2 |
| Describe one factor that leads to an unhealthy lifestyle and how this impacts the body. | 6 | 3 |
| Based on the energy equation from class, if he continues to eat McDonalds every day for a whole year what would happen to his health? What would he be missed and getting too much of in the Canadian Food Guide? | 8 | 4 |
| Should coke/other drink companies be banned from schools? Why or why not. | 9 | 5 |
| Would you rather choose a McDonalds salad or burger. Explain your choice. | 15 | 6 |

**Energy Equation**

Description: Students will evaluate their diet and level of physical activity by analyzing their energy intake and outtake. They will use Microsoft Word to present their findings and analysis.

Weight: 10%

Time: May 14, 15. Students will get two work periods, (2 hours) to finish equation.

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 2.1  2.2  5.1  5.2 | C.6-4.2, 4.3  F.1-4.2, 4.3  F.2-4.1  F.3-4.2,4.3  F.5-4.1,4.2  F.6-4.1  P.1-4.1  P.2-4.1  P.3-4.3 | 1  4  5  8 |

Assessment: This assignment is worth 6 points; each point will be awarded based on the checklist below.

|  |
| --- |
| Checklist: Each point is worth 1 mark.   * Students evaluate the factors influencing their energy input * Students analyze any significance food patterns in their diet which can alter their energy input * Students evaluate the factors influencing their energy output by describing their level of physical activity. * Students compare their energy output required for different types and levels of physical activity to their energy input * Students discuss a goal to achieve and maintain a healthy body composition * Students place their energy input and output information into a graph using Microsoft Word |

**Unit 1, 2 Test**

Description: This is a knowledge based examine that will test students’ knowledge of the first two general outcomes in the CTS curriculum. This will be a written test; however, it can be performed orally for students.

Weight: 10%

Time: May 16, 1 hour class

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 1.1  1.3  1.4  2.1  5.1  5.2 | F.1-4.3  F.1-4.4 |  |

Assessment: Please see the answers to the test questions for the marking of each answer. The test is out of 10 points.

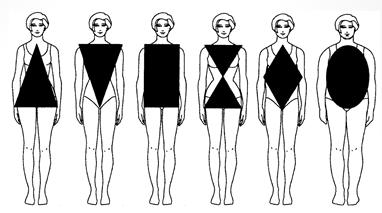
Test Questions and Answers:

1. What type of body shape is shown in the picture below? (1 mark) Inverted Triangle



1. Circle the correct body shape from the pictures below that represents a hourglass body shape: (1 mark)

Correct body shape



1. What is body composition and how does it differ from body weight? (2 marks)

Body composition is used to describe the percentages of [fat](http://en.wikipedia.org/wiki/Fat), [bone](http://en.wikipedia.org/wiki/Bone) and [muscle](http://en.wikipedia.org/wiki/Muscle) in [human bodies](http://en.wikipedia.org/wiki/Human_bodies) (1 mark). This differs from body weight because body weight only tells you the measure of total weight, but it doesn’t determine the lean-to-fat ratio of that weight, (1 mark).

1. Why do some individuals choose to use tobacco and what adverse effects can this have on the body? (2 mark)

Some individuals use tobacco because it limits one appetite and therefore helps them manage their body weight (1 mark). This can be harmful to the body because: (1 mark for one appropriate answer such as: Tobacco is can cause health problems like cancer or they may not be getting the proper amount of nutrients).

1. If an individual is consuming a large amount of calories each day without exercising, what can happen to their body weight and composition? (2 marks)

That individual would have a larger energy input than output and they would gain body weight (1 mark). Over time, they would begin to lose muscle and gain fat (1 mark).

1. How do low calorie diets interfere with metabolism? (1 marks)

Low calorie dieting slows your metabolism making it more and more difficult to lose weight.

1. Describe one diet discussed in class and how it would affect the individual’s energy intake. (1 mark)

Many diets were discussed in class; it could be any one of these. They all decrease the individual’s intake. (1 mark for naming any diet and that it decreases intake)

**Total /10**

**Safety Test**

Description: This is a knowledge based examine that will ensure students can work in the kitchen in a safe manner. They must obtain a 75% or higher to move onto the next project.

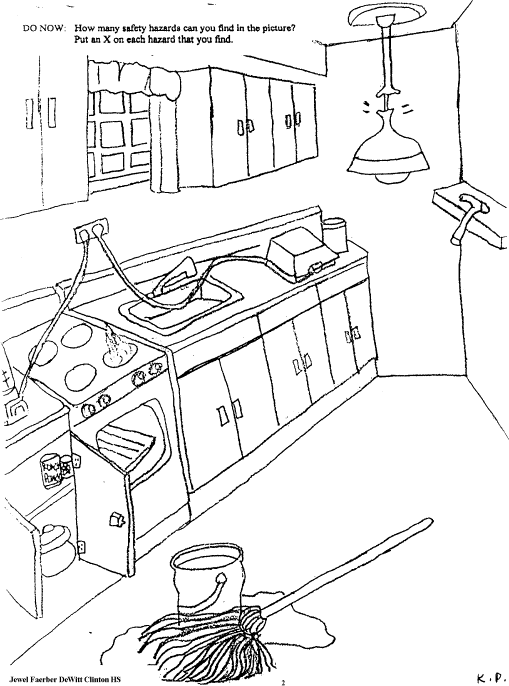
Weight: 10%

Time: May 20, 1 hour class

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 4.1  4.2  4.3  4.4  4.5  5.1  5.2 | F.1-4.3  F.5-4.1,4.2 |  |

Assessment: Please see the answers to the test questions for the marking of each answer. The test is out of 10 points.

[](http://www.google.ca/url?sa=i&rct=j&q=&source=images&cd=&cad=rja&docid=Ac_4or5CNANyLM&tbnid=Cee_Cxxw_qFVPM:&ved=0CAUQjRw&url=http://preparetomorrowsparents.org/faerber.html&ei=F_K8UcGBKM6XrgGB7YGQCA&bvm=bv.47883778,d.aWM&psig=AFQjCNFdgD1K7ZoYe18dKMYcNbNzEjFRlw&ust=1371423630705346)Test Questions and Answers:

1. List 5 dangers in this kitchen (5 marks)

Mop on floor, long cords, cords on top of stove, cored in the sink water, axe on the window sill, fire on the stove top, kitchen cupboards open, cord on light is about to break. (Any 5 of these points)

1. How should you position the pot handle when you’re cooking on the stove to prevent injury? (1 mark)

Position the pot handle away from the edge of the stove and away from other burners.

1. What do you if you get a burn on your hand in the kitchen? (1 mark)

Tell the teacher

1. What do you do to put out an oil fire; how is this different compared to other fires? (2 marks)

Cover the fire with a lid. You would not put water on it like other fires because it would not be effective and it could splatter the hot oil.

1. In what direction would you use a knife to cut a piece of meat? (1 mark)

Away from your body.

**Total: /10**

**Performance Task**

Description: Students will create a healthy snack and compare its nutrition level to a similar store bought snack. Students will provide a video of themselves making the snack in the kitchen.

Weight: 10%

Time: May 22, 23 (2 hours)

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 3.2  4.1  4.2  4.3  4.4  4.5  5.1  5.2  5.3 | F.1-4.3  F.2-4.1  F.5-4.1,4.2  F.6-4.1  P.3-4.2 | 1  3  4  5  6  7  8  9 |

Assessment Checklist: This assignment is out of 10 point and each point is awarded based on the checklist below.

|  |
| --- |
| **Safety in Student Video**   * Student is wearing personal protective equipment (PPE); e.g., hair coverings, aprons, gloves (1 mark) * Student continues to use hand-washing techniques (1 mark) * Students uses all the cooking materials and products appropriately (1 mark) * Students cleans and sanitized work area(1 mark) * Students disposes of waste materials appropriately (ex. Using recycling and compost) (1 mark) |
| **Evaluation of Snack**   * Student identifies how the snack contributes to the Canadian Food Guide appropriately (1 mark) * Student compares the snack to a similar snack using the nutrition label appropriately and specifically compares: (4 marks)   The salt content  The fibre content  The sugar content  The fat content |
| **Total Mark /10** |

**Diet Plan for 1 Day**

Description: Students will create a one day meal plan based on their energy equation analysis. This diet plan will include 5 meals that they must prepare and evaluate.

Weight: 25%

Time: Due June 3 (5-6 hours of in class work time)

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 1.4  3.1  3.2  3.3  3.4  5.1  5.2  5.3 | F.1-4.3  F.2-4.1,4.7  F.3-4.2,4.3  F.5-4.1,4.2  F.6-4.1  P.1-4.1  P.2-4.1  P.3-4.3  P.4-4.2 |  |

Assessment: This assignment is worth 20 point and each point will be awarded based on the checklist below.

|  |
| --- |
| **Checklist:**   * Students will prepare a minimum of five recipes suitable for healthy living (5 marks: 1 mark for each recipe listed below) * 1 afternoon snack * 1 breakfast meal * 1 lunch meal * 1 supper meal * 1 bedtime snack * \*\*\*\*One of these recipes must be of Canadian Origin * Students will evaluate each recipe based on the Canadian Food Guide (5 marks: 1 mark for an appropriate evolution of each recipe listed below) * 1 afternoon snack * 1 breakfast meal * 1 lunch meal * 1 supper meal * 1 bedtime snack * Students will reflect upon the nutrition and health level of each recipe and discuss why they are a good choice for their teen years. (10 marks: 2 marks for each recipe: 1 mark if they appropriately answer how nutritious they think the recipe is and 1 mark for appropriately discussing why it is a good choice for their age) * 1 afternoon snack * 1 breakfast meal * 1 lunch meal * 1 supper meal * 1 bedtime snack |
| **Total /20** |

**Portfolio**

Description: Throughout the semester, students will have a number of small assignments and research questions; these projects will go into an online portfolio and each assignment will be marked at the end of the semester. A portfolio allows students to showcase what they have learned, and it promotes a safe and appropriate way to communicate online.

Weight: 20%

Time: Due June 4 (work time throughout semester)

Outcomes:

|  |  |  |
| --- | --- | --- |
| CTS Outcomes | ICT Outcomes | Digital Citizenship Elements |
| 1.3  1.4  2.1  2.2  3.1  3.2  3.3  3.4  5.1  5.2  5.3 | C.1-4.1,4.2,4.4  C.2-4.1  C.3-4.1,4.2  C.5-4.2  C.7-4.3  F.1-4.3  F.2-4.1,4.7  F.3-4.2,4.3  F.4-4.1,4.3  F.5-4.1,4.2  F.6-4.1  P.1-4.1  P.3-4.1,4.2,4.3  P.4-4.1,4.2  P.5-4.1,4.2 | 1  3  4  5  6  7  8  9 |

Assessment: In this unit, students will be asked to complete 4 portfolio assignments. Each assignment will be marked individually using a checklist. At the end of the unit, students will be asked to present their entire portfolio and share what they have learned with their peers.

*Assignment 1*: In class students will watch a 15 minute Simpson’s episode and afterwards they will be asked to complete a number of questions. They must answer these questions and place the assignment in their online portfolio.

1. Choose 6 characters from the Simpsons episode and describe what type of body shape they have. (3 marks: .5 for every correctly labeled character)

Students need to choose any 6 characters and label them with the appropriate body shape.

1. What do you think the take home message was from this episode and why is that message important? (2 marks)

Students should describe one main theme from the episode and have an appropriate reason as to why it is important. The main messages discussed were body image, self-esteem, and bullying.

\*\*An additional mark will awarded if the students place this assignment in the correct format in their portfolio.

Total: /6

*Assignment 2*: Students will choose one diet and evaluate that diet based on its nutritional level and how it will influence a body’s metabolism and hunger.

1. Choose one diet and describe it. (1 marks)

1 mark for choosing a diet and correctly explaining what that diet is.

1. How does that diet affect ones metabolism? (1 mark)

Most diets are low calorie and this decreases your metabolism.

1. How does that diet affect ones hunger levels? (1 mark)

Due to most diets low energy intake, the body will often feel hungry more often.

1. How will this diet affect one’s body weight and body composition? (2 marks)

Most diets will decrease a body’s weight; however, if that person is not exercising, they may lose muscle as well as fat.

\*\*An additional mark will awarded if the students place this assignment in the correct format in their portfolio.

Total: /6

*Assignment 3*: Students will research how to measure body composition and create a “how to” for other people. They must find accurate information online and post their sources appropriately. This assignment is worth 6 marks and these will be awarded based on a checklist.

|  |
| --- |
| Checklist: Each point is worth 1 mark.   * The student found accurate and reliable sources online * The students cited their sources appropriately * The student described what body composition is correctly * The student presented all the correct information on how to measure body composition appropriately * The student used appropriate language and demonstrated correct grammar * The students placed their “how to” manual in their portfolio in the correct format   Total: /6 |

*Assignment 4*: Students will find a peer reviewed article on the difference between body weight and body composition. They will post this article and then reflect on it. They must find accurate information online and post their sources appropriately. This assignment is worth 5 marks and these will be awarded based on a checklist.

|  |
| --- |
| Checklist: Each point is worth 1 mark.   * The student found accurate and peer reviewed article * The students cited their sources appropriately * The student gave an insightful reflection on that article * The article and reflection were placed in their portfolio in the correct format * The student used appropriate language and demonstrated correct grammar   Total: /5 |

Lesson Plan 1

|  |  |  |  |
| --- | --- | --- | --- |
| Grade:  11  1 hour lesson | CTS Cluster:  HRH | Course:  FOD 2030: Food Decisions  and Health; Intermediate | Date:  May 1, 2013 |

Specific Learning Outcomes:

|  |  |  |
| --- | --- | --- |
|  | Learning Objectives | Assessment Strategies |
| 1 | **1. describe the relationships between body image, wellness, healthy eating and active living** 1.1 describe basic body shapes  1.2 identify psychological and social factors that influence body image  1.4 discuss why most diets are ineffective and interfere with natural metabolism and hunger regulation | Formative:  -Poll Everywhere: Ask students questions about body shape and health (1.1)  -Have students get into groups to discuss other forms of media that influence self-esteem and share with the class (1.2)  Summative:  -students will get into pairs and research a diet and the affects it has on the human body. This worksheet will have the rubric attached. (1.4) |
| 2 | **5. demonstrate basic competencies**  5.1 demonstrate fundamental skills to:  5.1.1 communicate  5.1.2 manage information  5.1.4 think and solve problems  5.2 demonstrate personal management skills to:  5.2.4 learn continuously  5.3 demonstrate teamwork skills to:  5.3.1 work with others  5.3.2 participate in projects and tasks | 5.1.1: during group, class and partners discussions and work  5.1.2: during the summative worksheet  5.1.3: during the summative worksheet  5.2.4: during the entire lesson through formative assessment, this will be proven in the worksheet and exit slip  5.3.1: during the group discussions and the worksheet.  5.3.2: worksheet |
| 3 | **6. identify possible life roles related to the skills and content of this cluster** | Formative: Have an exit slip asking students how media influences body self-esteem and how they can try to minimize these affects. |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Instruction/Activity | Assessment | Comments |
| 20 mins | **Introduction**  -Poll Everywhere question: *do you think you are healthy? Do you like the shape of your body?* Discuss digital access and communication with students before they begin.  -Introduce the class and give an overview of what students will be learning.  -Go over course outline and class expectations  -Get to know each other: snowball question game.  -Today’s class overview: today we are going to learn about factors influencing our body image and how diets affect the human body. | Formative: Poll Everywhere. Remind students that Poll Everywhere is anonymous.  Check for understanding: ask if any anyone has a question. | If students don’t have cell phones; they can get into partners and discuss the answer together. If computer are available students and log onto Poll Everywhere and answer the questions that way. |
| 35 mins | **Body**  -Show a video on body image.  -Afterwards have a class discussion on the Poll Everywhere responses and if social media is influencing us.  -think, pair, share: can students think of other outside examples that can influence body self-esteem.  - discuss what a diet is and why some individuals go on diets.  - have each group come up with as many diets as they can in competition against other groups for a reward  - Have students get computers and find one example of how media may be influencing body image.  Discuss how to sit and type properly to maintain a healthy working environment: Digital health and wellness. | Formative: class and group discussions | Reward: stickers |
| 5 mins | **Conclusion**  -Wrap up computer research.  -Discuss the next day’s lesson.  -Journal response. Ask students to reflect upon their health and body image and write down what they want to learn from the class. | Formative: Journal Response |  |

|  |
| --- |
| Differentiated Instruction:  Diet worksheet: have predetermined groups where a strong student is paired with a struggling student.  Exit slip: if some students cannot write/ spell they can make a podcast instead. |
| Tech. Equipment:  Computer with PowerPoint lesson and Poll Everywhere. Students will use cell phones. |
| Materials Needed:  Worksheets, exit slips, stickers |
| Post Lesson Reflection: |

Lesson Plan 2

|  |  |  |  |
| --- | --- | --- | --- |
| Grade:  11  1 hour lesson | CTS Cluster:  HRH | Course:  FOD 2030: Food Decisions  and Health; Intermediate | Date:  May 2, 2013 |

Specific Learning Outcomes:

|  |  |  |
| --- | --- | --- |
|  | Learning Objectives | Assessment Strategies |
| 1 | **1. describe the relationships between body image, wellness, healthy eating and active living** 1.1 describe basic body shapes | Formative:  -Poll Everywhere: Review of body image (1.2)  -Body shapes game (1.1)  Summative:  -students will work individually and complete a worksheet on body shapes from the video. This worksheet will have the rubric attached. (1.1) |
| 2 | **5. demonstrate basic competencies**  5.1 demonstrate fundamental skills to:  5.1.1 communicate  5.1.2 manage information  5.1.4 think and solve problems  5.2 demonstrate personal management skills to:  5.2.4 learn continuously  5.3 demonstrate teamwork skills to:  5.3.1 work with others  5.3.2 participate in projects and tasks | Formative:  5.1.1: during group, class and partners discussions and work  5.1.2: during the summative worksheet  5.1.3: during the summative worksheet  5.2.4: during the entire lesson through formative assessment, this will be proven in the worksheet  5.3.1: during the group discussions  5.3.2: worksheet |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Instruction/Activity | Assessment | Comments |
| 10 mins | **Introduction**  -Poll Everywhere open ended question: *what did you learn about body image from last class?* Discuss etiquette with students before they begin.  -Review class names with each other  - Ask if anyone would like to share their journal entry with the class from yesterday.  - Give an overview of what students will be learning today: body shapes. | Formative: Poll Everywhere. Remind students that Poll Everywhere is a privilege and they must answer appropriately.  Check for understanding: ask if any anyone has a question. | If students don’t have cell phones; they can get into partners and discuss the answer together. If computer are available students can log onto Poll Everywhere and answer the questions that way. |
| 45 mins | **Body**  -Review the types of body shapes with the students  - Have students make a body gesture for each shape standing up. Call out a body shape and have students jump into the correct position for review.  - Show a video from *The Simpsons* on body image.  -Afterwards, have a class discussion about body image and self esteem  -think, pair, share: what types of body shapes did some of the characters have.  - Individually, have students complete body shape worksheet.  Review: Digital health and wellness and computer appropriateness. | Formative: teacher observation of student responses from game  Formative: class and group discussions  Formative: ask partners to share their discussion.  Summative: portfolio body shapes worksheet | Video: <http://www.youtube.com/watch?v=6y1XMgpPxfc>  Quite class work time. |
| 5 mins | **Conclusion**  -Wrap worksheet and put computers away.  - Discuss some answers from the worksheet as a class.  -Discuss the next day’s lesson.  -Homework: complete worksheet at home. | Formative: class discussion |  |

|  |
| --- |
| Differentiated Instruction:  Have students with vision/ hearing challenges sit near the front of the class to watch the video.  Students who have a challenge with writing in the worksheet can answer via a podcast and post that on their portfolio. |
| Tech. Equipment:  Computer with PowerPoint lesson, Poll Everywhere and video. Students will use cell phones. |
| Materials Needed:  Worksheets, computers |