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## Instructional Treatment Plan

### 1- Performance Objectives

Goal: Given a set of guidelines, adult learners will create a 12-week diet and exercise plan that supports their weight loss goals as stated in the American Heart Association (AHA)'s Diet and Lifestyle Recommendations

Instructional Analysis:

1. Examine booklet guidelines for sustainable weight loss in adults
2. Complete initial health self-assessment form
3. Identify personal weight loss goals
4. Create 12-week diet and exercise plan
5. Track results throughout the 12-week plan

Performance Objectives:

1. (C) Using the AHA's Diet and Lifestyle Recommendations guidelines, (B) learners will adopt measurable and sustainable weight loss principles (CR) within a 12-week diet and exercise plan.
  - 1.1. (C) From memory, (B) learners will define healthy nutrition principles (CR) as stated in the AHA's guidelines
    - 1.1.1. A. (C) In a class discussion, (B) learners will explain the difference between sustainable and unsustainable weight loss approaches (CR) so that differences are clear to the entire group
    - 1.1.1.1. (C) Given AHA's Diet and Lifestyle Recommendations guidelines, (B) learners will control their calorie intake (CR) in a 12-week diet and exercise plan
      - 1.1.1.1.1. (C) In simple terms, (B) learners will describe the concept of calories (CR) as stated in AHA's Guidelines
        - 1.1.1.1.1.1. (C) From memory, (B) learners will recall how many calories are there in one pound (CR) explained in terms of energy expenditure.
        - 1.1.1.1.2. (C) Based on AHA's guidelines, (B) learners will read food labels (CR) to identify nutritional value of foods
        - 1.1.1.1.3. (C) Based on AHA's guidelines, (B) learners will understand the importance of writing daily entries on food journal (CR) to aid weight loss in a 12-week diet plan
        - 1.1.1.1.4. (C) Using simple math, (B) learners will add and subtract calories (CR) to support control of calorie intake within a 12-week diet and exercise plan
    - 1.1.1.2. (C) Given AHA's Diet and Lifestyle Recommendations guidelines, (B) learners will classify food groups (CR) within a 12-week diet and exercise plan
    - 1.1.1.3. (C) Given AHA's Diet and Lifestyle Recommendations guidelines, (B) learners will identify healthy nutritional behaviors (CR) within a 12-week diet and exercise plan
  - 1.2. (C) In a class discussion, (B) learners will explain the benefits of physical activity (CR) as stated in the AHA's guidelines
    - 1.2.1. (C) In a class discussion, (B) learners will identify different type of exercises (CR) relevant to weight loss physical activity

2. (C) Using the booklet, a calculator, a scale and a stadiometer, (B) learners will calculate their current height, weight, and body mass index (CR) with a margin error of less than 5%.
  - 2.1. (C) Based on AHA's guidelines, (B) learners will understand the steps to obtain their height and weight (CR) to complete initial health self-assessment
    - 2.1.1. (C) Using a scale and stadiometer, (B) learners will calculate their current weight and height (CR) to be recorded on health self-assessment form
  - 2.2. (C) Using height and weight results, (B) learners will determine initial body mass index,(CR) to complete initial health self-assessment
    - 2.2.1. (C) Using a formula, (B) learners will calculate their body mass index (CR) to be recorded on health self-assessment form
      - 2.2.1.1. (C) Using a simple or web calculator, (B) learners will divide body weight in kilograms by height in meters squared (CR) to obtain current body mass index
      - 2.2.1.2. (C) Using a simple or web calculator, (B) learners will divide body weight in pounds by height in height in inches squared, times 703 (CR) to obtain current body mass index
      - 2.2.1.3. (C) Given a formula, (B) learners will obtain their current body mass index (CR) using a web or simple calculator
  - 2.3. (C) On the health self-assessment form, (B) learners will record their current physical activity (CR) ) to complete initial health self-assessment
  - 2.4. (C) On the health self-assessment form, (B) learners will indicate if they have received an annual physical exam (CR) to complete initial health self-assessment
  - 2.5. (C) On the health self-assessment form (B) learners will list current medical conditions (CR) to complete initial health self-assessment
  - 2.6. (C) Based on the information covered, (B) learners will schedule an annual exam with health care provider (CR) to determine their current medical conditions
3. (C) Based on a comparison of the health self-assessment results to the ideal weight and exercise activity ranges provided, (B) learners will identify their weight loss and physical activity goals (CR) to be reached in the next 12 weeks.
  - 3.1. (C) Using booklet, (B) learners will identify ideal body weight ranges (CR) based on their individual physical information
    - 3.1.1. (C) On the booklet, (B) learners will locate ideal body weight ranges table (CR) according to the instructor's directions
    - 3.1.2. (C) Using health self-assessment results, (B) learners locate their specific height age weight and gender information on table (CR) according to instructor's directions
    - 3.1.3. (C) Using the table, (B) learners will identify their ideal body weight on table (CR) according to instructor's directions
  - 3.2. (C) Using the health self-assessment results and booklet table numbers, (B) learners will compare current weight to ideal body weight (CR) according to instructor's directions
    - 3.2.1. (C) Using the health self-assessment results, (B) learners will obtain their current weight and body mass (CR) according to instructor's directions
    - 3.2.2. (C) Using the booklet table (B) learners will locate ideal body weight and body mass index (CR) according to instructor's directions
  - 3.3. (C) Using the health self-assessment results and the booklet recommended exercise for adults, (B) learners will compare their current frequency of physical activity to recommended frequency (CR) according to instructor's directions

- 3.3.1. (C) Using the health self-assessment results, (B) learners will obtain their current levels of physical activity (CR) according to instructor's directions
- 3.3.2. (C) Using the booklet table (B) learners will locate recommended levels of physical activity (CR) according to instructor's directions
- 3.4. (C) Using the health self-assessment results and booklet table numbers, (B) learners will determine the weight they need to lose and amount of physical activity they need to include (CR) within the 12-week diet and exercise plan
  - 3.4.1. (C) Given instructions, (B) learners will perform basic arithmetic functions with a basic function calculator (CR) with a margin error of less than 5%
  - 3.4.2. (C) Using basic calculator, (B) learners will subtract current weight from ideal weight (CR) to identify weight loss goals
  - 3.4.3. (C) Using the health self-assessment results and the booklet, (B) learners will identify amount of physical activity for optimal health to include (CR) in a 12-week diet and exercise plan
- 4. (C) Using the course booklet template and AHA's sustainable weight loss guidelines, (B) learners will create two separate Microsoft excel spreadsheets to track weight loss and exercise activity progress (CR) within a 12-week plan.
  - 4.1. (C) Using the steps outline on the booklet (B) learners will create a diet plan (CR) to track weight loss progress within a 12-week diet and exercise plan
    - 4.1.1. (C) Using the booklet template, (B) learners will create a food journal on Microsoft Excel (CR) to control calorie intake in the 12-week diet and exercise plan
    - 4.1.2. (C) Using the booklet template, (B) learners will create a weight loss tracking document on Microsoft Excel (CR) to record weight loss progress in the 12-week diet and exercise plan
  - 4.2. (C) Using the steps outline on the booklet (B) learners will create an exercise plan (CR) to track physical activity within a 12-week diet and exercise plan
    - 4.2.1. (C) Using booklet template, (B) learners will create an exercise journal on Microsoft Excel (CR) to track physical activity
    - 4.2.2. (C) Using booklet, (B) learners will follow recommended exercise plan (CR) to achieve weight loss results
- 5. (C) Using the scale and the two excel sheets, (B) learners will track and record their weekly weight and physical activity (CR) in order to record the progress from weeks 1-12.
  - 5.1. (C) Using food journal, (B) learners will record daily entries (CR) to control calorie intake in a 12-week diet and exercise plan
  - 5.2. (C) Using weight loss journal (B) learners will record weekly entries (CR) to track weight loss progress in a 12-week diet and exercise plan
  - 5.3. (C) Using exercise journal (B) learners will record weekly entries (CR) to track physical activity levels in a 12-week diet and exercise plan

## 2- Assessment Instruments and Procedures

OBJECTIVES	ASSESSMENTS
Examine booklet guidelines for sustainable weight loss in adults	<ol style="list-style-type: none"> <li>1. Short verbal pre-test or quiz to assess learners' knowledge on sustainable weight loss principles</li> <li>2. Short written post-test to assess learners' understanding of AHA's Diet and Lifestyle Recommendations guidelines, including:               <ul style="list-style-type: none"> <li>– Calorie intake</li> <li>– Food groups</li> <li>– Healthy nutritional behaviors</li> </ul> </li> <li>3. Short post-test/practice using labeled foods brought to class by instructor, so that learners can practice reading nutritional food labels in class</li> </ol>
Complete initial health self-assessment form	<ol style="list-style-type: none"> <li>1. Pre-test: A case study for a person with a sample weight and height will be provided and students will assess this person's health and find their BMI. Learners will perform this activity individually but will share results as a group. Instructor will ask students to share their answers to ensure they are correctly performing the health assessment before they do their own.</li> </ol>
Identify personal weight loss goals	<ol style="list-style-type: none"> <li>1. Post-test: A case study for a person with a sample current weight and height will be provided and students will locate this person's ideal body weight and BMI using the booklet provided. Learners will perform this activity individually but will share results as a group. Instructor will ask students to share their answers to ensure they understand the steps to follow to achieve this objective.</li> </ol>
Create 12- week diet and exercise plan	<ol style="list-style-type: none"> <li>1. Pre-test: Verbally, review concepts learned and discuss the importance of tracking progress during the 12-week diet and exercise plan. Instructor will ask learners to recall AHA's Diet and Lifestyle Recommendations guidelines on tracking efforts for successfully achieving results.</li> </ol>
Track results throughout the 12-week plan	<ol style="list-style-type: none"> <li>1. Students will receive short, weekly surveys during the following 12 weeks to track their engagement and results within their individual diet and exercise plans. Although voluntary, the surveys will help track</li> </ol>

students' post-instruction progress. Some of the questions in this survey will be:

- Did you perform the recommended amount of physical activity this week?
- Did you lose weight this week?
- Did you submit weekly entries on weight loss tracking document?

### 3- Instructional Strategies

- Examine booklet guidelines for sustainable weight loss in adults

<b>Pre-instructional activities</b>	<ul style="list-style-type: none"> <li>• <b>Motivating learners:</b> (ARCS Model)             <ol style="list-style-type: none"> <li>1) Attention: "Before we get started, lets' review some very important information that will be crucial in our weight loss journey"</li> <li>2) Relevance: Weight loss success will depend on how well you understand this information</li> <li>3) Confidence: Science has proven that healthy behaviors can be learned and it is possible to eliminate unhealthy behaviors</li> <li>4) Satisfaction: By learning this, students will be empowered to develop healthy nutritional habits that support weight loss goals</li> </ol> </li> <li>• <b>Informing learners of Objectives:</b> After completing this unit, students will be able to describe healthy nutrition and understand the benefits of physical activity as recommended by the American Heart Association's Diet and Lifestyle Recommendations</li> <li>• <b>Stimulating relevant knowledge:</b> Instructor will ask questions to recall previously learned concepts of sustainable weight loss principles for adults</li> </ul>
<b>Information presentation</b>	<ul style="list-style-type: none"> <li>• <b>Deductive:</b> Instructor, materials, equipment will provide learning guidance</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Inductive:</b> Students will learn through in-class discussion and practice by reading food labels and understanding nutritional value.</li> </ul>
<b>Student participation</b>	<ul style="list-style-type: none"> <li>• Using the foods available, students will review their nutritional value content and will ask questions. The instructor will go around the room to answer questions and provide feedback. Feedback will be provided verbally to students.</li> </ul>
<b>Testing</b>	<ul style="list-style-type: none"> <li>• Short verbal pre-test or quiz to assess learners' knowledge on sustainable weight loss principles</li> <li>• Short written post-test to assess learners' understanding of AHA's Diet and Lifestyle Recommendations guidelines, including: <ul style="list-style-type: none"> <li>• Calorie intake</li> <li>• Food groups</li> <li>• Healthy nutritional behaviors</li> </ul> </li> <li>• Short post-test/practice using labeled foods brought to class by instructor, so that learners can practice reading nutritional food labels in class</li> </ul>
<b>Follow through</b>	<ul style="list-style-type: none"> <li>• <b>Memory aids for retention:</b> Students will take handouts and booklets home.</li> <li>• <b>Transfer considerations:</b> Students will be practicing these skills on a weekly-basis while they track their weight loss during the 12-week plan.</li> </ul>

- Complete initial health self-assessment form

<b>Pre-instructional activities</b>	<ul style="list-style-type: none"> <li>• <b>Motivating learners:</b> (ARCS Model) <ol style="list-style-type: none"> <li>1) Attention: "Who is ready to take the first step on their weight loss journey?"</li> <li>2) Relevance: Video that explains the relevance of performing a health self-assessment to sustainable weight loss</li> <li>3) Confidence: Instructor explains that this is an easy process and will go over the materials (booklet, calculator, scale, stadiometer)</li> </ol> </li> </ul>
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	<p>4) Satisfaction: By learning this, students will be empowered to understand and assess their own health status and determine weight loss goals</p> <ul style="list-style-type: none"> <li>• <b>Informing learners of Objectives:</b> After completing this unit, students will be able to assess their health and determine their weight loss goals according to American Heart Association's Diet and Lifestyle Recommendations</li> <li>• <b>Stimulating relevant knowledge:</b> Instructor will ask questions to recall previously learned concepts of calorie intake, food groups, healthy nutritional behaviors as strategies to help students achieve their weight loss goals</li> </ul>
<p><b>Information presentation</b></p>	<ul style="list-style-type: none"> <li>• <b>Deductive:</b> Instructor, materials, equipment will provide learning guidance</li> <li>• <b>Inductive:</b> Students will learn through in-class practice by discovering and obtaining their initial weight, height, BMI, level of physical activity, and medical conditions.</li> </ul>
<p><b>Student participation</b></p>	<ul style="list-style-type: none"> <li>• Using the scale, stadiometer and calculator, students will record their current weight and height on the self-assessment form and calculate their BMI using the table on the booklet, as outlined in the American Heart Association's Diet and Lifestyle Recommendations. The instructor will go around the room to answer questions and provide feedback and students will be asked to start again if any errors are detected. Feedback will be provided verbally to students.</li> </ul>
<p><b>Testing</b></p>	<ul style="list-style-type: none"> <li>• Only a pretest will be administered to students right after the information</li> </ul>

	<p>presentation and before they complete their assessments.</p> <p>A case study for a person with a sample weight and height will be provided and students will assess this person's health and find their BMI. Instructor will ask students to provide their answers to ensure they are correctly performing the health assessment before they do their own.</p>
<p><b>Follow through</b></p>	<ul style="list-style-type: none"> <li>• <b>Memory aids for retention:</b> Students will take handouts and booklets home.</li> <li>• <b>Transfer considerations:</b> Students will be practicing these skills on a weekly-basis while they track their weight loss during the 12-week plan.</li> </ul>

- Identify personal weight loss goals

<p><b>Pre-instructional activities</b></p>	<ul style="list-style-type: none"> <li>• <b>Motivating learners: (ARCS Model)</b> <ol style="list-style-type: none"> <li>1) Attention: "We are now going to discover our weight loss goals"</li> <li>2) Relevance: We need to know how far away from our ideal body weight we are in order to take action and responsibility for our health</li> <li>4) Satisfaction: By learning this, students will be empowered to start their weight loss journey with the necessary information</li> </ol> </li> <li>• <b>Informing learners of Objectives:</b> After completing this unit, students will be able to determine their exact weight loss goals</li> <li>• <b>Stimulating relevant knowledge:</b> Instructor will ask questions to recall previously learned process of health self-assessment and to will direct learners to use the obtained results</li> </ul>
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<b>Information presentation</b>	<ul style="list-style-type: none"> <li>• <b>Deductive:</b> Instructor, materials, equipment will provide learning guidance</li> <li>• <b>Inductive:</b> Students will learn through in-class practice by discovering their ideal body weight based on the results from the previous health self-assessment</li> </ul>
<b>Student participation</b>	<ul style="list-style-type: none"> <li>• Using the booklet, students will identify their ideal body weight on the table. Then learners will proceed to compare it with the results obtained during the health self-assessment. Performing basic arithmetic functions, students will identify their weight loss goals. The instructor will go around the room to answer questions and provide feedback and students will be asked to start again if any errors are detected. Feedback will be provided verbally to students.</li> </ul>
<b>Testing</b>	<ul style="list-style-type: none"> <li>• <b>Post-test:</b> A case study for a person with a sample current weight and height will be provided and students will locate this person's ideal body weight and BMI using the booklet provided. Learners will perform this activity individually but will share results as a group. Instructor will ask students to share their answers to ensure they understand the steps to follow to achieve this objective.</li> </ul>
<b>Follow through</b>	<ul style="list-style-type: none"> <li>• <b>Memory aids for retention:</b> Booklet and completed health self-assessment form</li> <li>• <b>Transfer considerations:</b> Students will have these materials available to track their progress at home</li> </ul>

– Create 12- week diet and exercise plan

<b>Pre-instructional activities</b>	<ul style="list-style-type: none"> <li>• <b>Motivating learners:</b> (ARCS Model)</li> </ul>
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	<p>1) Attention: “We are closer to our goal now. Time to design our tracking tools”</p> <p>2) Relevance: This will facilitate tracking to help us reach weight loss goals</p> <p>3) Confidence: Measuring and tracking is easy and will inform us of progress</p> <p>4) Satisfaction: By learning this, students will be empowered to track their weight loss progress</p> <ul style="list-style-type: none"> <li>• <b>Informing learners of Objectives:</b> After completing this unit, students will be able to track their weight loss progress within a 12-week diet and exercise plan</li> <li>• <b>Stimulating relevant knowledge:</b> Instructor will ask questions to recall previously learned concepts of sustainable weight loss principles and emphasize relevance and importance of tracking weight loss progress</li> </ul>
<p><b>Information presentation</b></p>	<ul style="list-style-type: none"> <li>• <b>Deductive:</b> Instructor, materials, equipment will provide learning guidance. Templates available to take home (booklet).</li> </ul>
<p><b>Student participation</b></p>	<ul style="list-style-type: none"> <li>• Using the computers, students will create tracking documents following the template available on booklet. The instructor will go around the room to answer questions and provide feedback. Feedback will be provided verbally to students.</li> </ul>

<b>Testing</b>	Pre-test: Verbally, review concepts learned and discuss the importance of tracking progress during the 12-week diet and exercise plan. Instructor will ask learners to recall AHA's Diet and Lifestyle Recommendations guidelines on tracking efforts for successfully achieving results.
<b>Follow through</b>	<ul style="list-style-type: none"> <li>• <b>Memory aids for retention:</b> Students will take handouts and booklets home.</li> <li>• <b>Transfer considerations:</b> Students will be creating their own templates at home.</li> </ul>

- Track results throughout the 12-week plan

<b>Pre-instructional activities</b>	<ul style="list-style-type: none"> <li>• <b>Motivating learners: (ARCS Model)</b> <ol style="list-style-type: none"> <li>1) Attention: "Now you have all the knowledge you need to get started on your weight loss journey!"</li> <li>2) Relevance: measuring progress is essential to inform you on what is working, what needs revision and your overall weight loss performance</li> <li>3) Confidence: You have all the tools and knowledge to get started. It might be hard at the beginning but you are now empowered to be successful</li> <li>4) Satisfaction: By learning this, students will be able to take an active role in their weight loss journey</li> </ol> </li> <li>• <b>Informing learners of Objectives:</b> After completing this unit, students will be able to track their weight loss and physical activity progress</li> <li>• <b>Stimulating relevant knowledge:</b> Instructor will demonstrate how to use tracking documents effectively</li> </ul>
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<p><b>Information presentation</b></p>	<ul style="list-style-type: none"> <li>• <b>Deductive:</b> Instructor, materials, equipment will provide learning guidance</li> <li>• <b>Inductive:</b> Students will learn through weekly entry of information using tracking documents</li> </ul>
<p><b>Student participation</b></p>	<ul style="list-style-type: none"> <li>• Using the scale, students will weight themselves once a week for 12 weeks and will record their progress on the tracking documents as well as the physical activity performed that week.</li> </ul>
<p><b>Testing</b></p>	<p>2. Students will receive short, weekly surveys during the following 12 weeks to track their engagement and results within their individual diet and exercise plans. Although voluntary, the surveys will help track students' post-instruction progress. Some of the questions in this survey will be:</p> <ul style="list-style-type: none"> <li>– Did you perform the recommended amount of physical activity this week?</li> <li>– Did you lose weight this week?</li> <li>– Did you submit weekly entries on weight loss tracking document?</li> </ul>
<p><b>Follow through</b></p>	<ul style="list-style-type: none"> <li>• <b>Memory aids for retention:</b> Students will take handouts and booklets home.</li> <li>• <b>Transfer considerations:</b> Surveys will be administered.</li> </ul>

#### 4- Rationale for Media

Given the learning context for this instruction, I have chosen to use low and medium-tech media. This selection includes printed materials such as a health self-assessment form, handouts, and booklet as well as multimedia such as a short video outlining the steps for completing a health self-assessment. Other materials include prompts such as labeled foods. Additionally, the equipment includes 20 available computers, basic calculators, a projector, a scale and a stadiometer.

This selection of media is practical and cost-effective given the community center setting where the instruction will take place. The equipment (computers and scientific calculators) will be limited in this community center setting, therefore, a discussion suits this instructional objective in a better way. Most of the learning will be facilitated by interactive discussion between facilitator and students.