

# IDSA Organization

## Healthy mind, healthy body

*The instructional materials*

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**EME 601: INTRO TO INSTRUCTIONAL DESIGN**

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- **LEARNING OBJECTIVES:**

The IDSA (Instructional Design Student Athletes) team has come up with the following objectives regarding our instruction lesson for student-athletes:

- The student athlete must be able to identify the difference between healthy and unhealthy choices.
  - This pertains to food and drinks, as well as substances.
- Student athlete must understand the proper timing of when to eat what they're eating.
- Student athlete must be able to complete an eating and drinking log/chart.
- Student athlete must be able to evaluate their own characteristics (body image) within their own muscle mass and body fat.
  - This will occur on two occasions, at the beginning of the season and again at the end of the season.



- **INSTRUCTIONAL MATERIALS:**

- Short Introduction Clip from the documentary "**Super Size Me**"

[https://www.youtube.com/watch?v=J\\_YtSB1uCx8](https://www.youtube.com/watch?v=J_YtSB1uCx8)

- Introduction Game: **Interactive Game**

<https://docs.google.com/presentation/d/12CGqKKHz5mKRvThZFU7JODWRwfI6Gdfd6TqLrd0AnbQ/edit?usp=sharing>

- Every week the student(s) will complete a food chart with everything they consume. Example of our **Food Chart**:

ATHLETE'S NAME: \_\_\_\_\_ **FOOD CHART** WEEK: \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Snack							
Lunch							
Snack							
Dinner							
Snack							

- Powerpoint Presentation: **informative tutorial for student athletes**

<https://docs.google.com/presentation/d/1wVFs9ShgLLuaXGG6IliDzEzBNehAjd3p3rcIvqX5rVU/edit?usp=sharing>

- **FINAL GAME:**

### **"LEARN TO BE HEALTHY"**

This game will help our IDSA team to assess if our student-athletes have learned the content we covered in class, and from their own experience by filling out the food chart. The game could be played in teams, or individually. This game will occur at the end of the instruction.

Here is the link with the instructions: [playfactile.com/healthylife2](http://playfactile.com/healthylife2). (copy the URL and paste it in the top bar of your computer).

Once the game is complete, we will give a coupon for the team/individual who gets more points. This coupon is worth a meal in a healthy restaurant in the Tampa area, like "So Fresh," "Fresh Kitchen," "Daily Eats..."

- **PROCEDURAL STEPS:**

1. Stimulate Recall of Prior Knowledge, "ask for recall of previously learned knowledge or skills (Driscoll, 2005, p. 373). For this stage, we will perform a short and simple interactive game. The student-athlete(s) will be presented with a screen with pictures showing healthy and unhealthy options. A total of 5 rounds will be performed each round being a slide with 3 pictures on it. The athlete must try to guess correctly. Our IDSA team decided to do this quick interactive game not only to grab the athlete's attention, but also for our own benefit of being able to gauge how much the athlete already knows or doesn't know.

2. **Present Content** "with distinctive features" (Driscoll, 2005, p. 373). In order to present the material we will be using a short informative powerpoint presentation, with



enough information to help the student-athletes and not overwhelm them with too much new content.

3. **Provide Learning Guidance** by suggesting "meaningful organization" (Driscoll, 2005, p. 373). By using a nutritional/diet chart for the students to fill in with their diet routine, we will obtain the necessary information to provide feedback and guidance.
4. **Elicit Performance/Practice:** Once we showed them how to be organized, now it's time for the student-athletes to apply that information and actually fill in those charts with the healthy options and proper meals that they have learned through the process.
5. **Provide Feedback:** By giving informative feedback after every month we will assure that the student-athletes are doing their work and they can perceive their own improvement.

6. **Assess Performance:** In

order to really know if the student-athletes have retained the information we will "require additional learner performance with feedback" (Driscoll, 2005, p. 373). We decided as a team to perform another



interactive game with the student athlete(s). However this game is different and a little more complex than the first game. The game is like Jeopardy and the student athlete(s) must try to get the most correct answers to gain points in order to win. The winner will receive a gift card to their favorite restaurant of healthy choice.

7. **Enhance Retention:** The last stage will be performed by the students with a final short presentation showing the material they have learned and their "new" nutritional habits and knowledge to not only the instructor but also to fellow student athletes.

### **TEAM PARTICIPATION**

<b>BRITTAN SPENCE</b>	<b>ELENA DE ALFREDO</b>
<ul style="list-style-type: none"> <li>• <b><u>Instructional Materials</u></b></li> <li>• <b><u>Interactive Game 1: Picture Slides</u></b></li> <li>• <b><u>Powerpoint Presentation</u></b></li> <li>• <b><u>Procedure/Steps</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Learning Objectives</u></b></li> <li>• <b><u>Interactive Game 2: Jeopardy Game</u></b></li> <li>• <b><u>Powerpoint Presentation</u></b></li> <li>• <b><u>Procedure/Steps</u></b></li> </ul>

