Course Title – Community Based Training

Implement start year – 2015-2016

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Unit #1, topic – Habits of Wellness

Transfer Goal – Students will be able to independently use their learning to establish good habits of wellness that keep them healthy, well, and stress free on the job.

<table>
<thead>
<tr>
<th>Stage 1 – Desired Results</th>
<th>21st Century Themes [<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established Goals</td>
<td>X Global Awareness</td>
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<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI # (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</td>
<td>X Financial, Economic, Business and</td>
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<tr>
<td>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td>- Entrepreneurial Literacy</td>
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<td>9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant</td>
<td>X Civic Literacy</td>
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<td>9.1.8.F.2 Explain how rules, laws and safety practices protect individual rights in the global workplace.</td>
<td>X Health Literacy</td>
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<tr>
<td>9.4.12.H.49 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.</td>
<td>X Environmental Literacy</td>
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<tr>
<td>9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.</td>
<td>X Initiative and Self-Direction</td>
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<td>2.1.8.B.3 Design a weekly nutrition plan for families with different lifestyles, resources, special needs and cultural backgrounds.</td>
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<td>21st Century Themes</td>
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<td>21st Century Skills</td>
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<td>Learning and Innovation Skills:</td>
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<tr>
<td>X Creativity and Innovation</td>
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<td>X Critical Thinking and Problem Solving</td>
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<td>X Communication and Collaboration</td>
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<td>Information, Media and Technology Skills:</td>
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<tr>
<td>X Information Literacy</td>
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<tr>
<td>X Media Literacy</td>
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<tr>
<td>X ICT (Information, Communications and Technology) Literacy</td>
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<td>Life and Career Skills:</td>
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<tr>
<td>X Flexibility and Adaptability</td>
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<tr>
<td>X Initiative and Self-Direction</td>
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</tbody>
</table>

LRHSD (2011) Adapted from ASCD © 2004
**Enduring Understandings:**  
*Students will understand that...*

| EU 1        | How does my hygiene affect my relationship with others?  
| EU 1        | How do I select appropriate clothing to present myself in a positive manner?  

| EU 2        | What are the consequences of eating a healthy as opposed to eating an unhealthy diet?  

| EU 3        | What is appropriate exercise?  
| EU 3        | How can I incorporate realistic fitness goals into my daily routine?  
| EU 3        | How can exercise reduce stress and promote relaxation?  

| EU 4        | How do I handle stressful situations?  
| EU 4        | Why does getting sufficient sleep positively affect overall wellness and productivity on the job?  

| EU 5        | What are common safety hazards on the job and how can they be prevented?  
| EU 5        | How are following the rules and protocols of my employer important to my safety?  

**Essential Questions:**

| EU 1        | How does my hygiene affect my relationship with others?  
| EU 1        | How do I select appropriate clothing to present myself in a positive manner?  

| EU 2        | What are the consequences of eating a healthy as opposed to eating an unhealthy diet?  

| EU 3        | What is appropriate exercise?  
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| EU 5        | What are common safety hazards on the job and how can they be prevented?  
| EU 5        | How are following the rules and protocols of my employer important to my safety?  

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### Knowledge:  
*Students will know . . .*

**EU 1**
- the steps to follow in order to maintain appropriate hygiene.
- suitable clothing attire that is appropriate for various job sites.

**EU 2**
- how a healthy meal correlates to productivity on the job.
- healthy eating habits.

**EU 3**
- how an exercise routine fits into a work schedule.
- the benefits of being physically fit.
- different types of exercises can be researched on the internet.

**EU 4**
- the causes of stress.
- the positive and negative aspects of stress.
- strategies to manage stress.
- number of hours of sleep needed to be productive.

**EU 5**
- rules of their job sites.
- the safe use of equipment on the job.
- which coworkers and supervisors can ensure their safety on the job.

### Skills:  
*Students will be able to . . .*

**EU 1**
- identify steps to promote independence in personal care.
- maintain personal hygiene, such as bathing, hair care, dental care, skin care, nail care, and shaving.
- choose proper seasonal clothing for specific jobs.

**EU 2**
- read package labels to make healthy choices.
- prepare a healthy balanced meal.
- list the consequences of overeating.
- demonstrate proper serving sizes.

**EU 3**
- identify activities to create an exercise routine.
- explain the differences between strength, flexibility and aerobic exercise.
- identify preferred exercises that help alleviate stress.

**EU 4**
- state how adequate sleep reduces stress.
- list stressors found on the job.
- recognize personal stress limits.
- establish routines to promote a stress-free environment.

**EU 5**
- identify common safety hazards.
- explain corrective action when presented with an unsafe situation.
- identify emergency escape routes.
- list rules to follow while performing their job.
Stage 2 – Assessment Evidence

Recommended Performance Tasks: Each unit must have at least 1 Performance Task. Consider the GRASPS form.
Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*
- Self-assessment Structured Learning Experience checklist
- Rubric on preparedness for jobs
- Daily observation on personal hygiene with verbal and/or written feedback
- Staff, Job Coach, and peer verbal feedback on grooming, eating habits, exercise, stress management, and safety
- Role play scenarios on hygiene/grooming, exercise, stress management, and safety

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Completing daily checklist. (A)
- Identify appropriate seasonal work clothes for each structured learning experience. (A)
- List foods that are healthy and unhealthy. (A)
- Create a graphic organizer identifying exercise by strength, flexibility and aerobic. (A)
- Determine number of hours that are adequate for sleep by using reliable web based resources. (A)
- List common safety hazards. (A)
- List rules for current Structured Learning Experiences. (A)
- Create daily hygiene checklist. (M)
- Demonstrate appropriate grooming habits. (M)
- Prepare a balanced meal to take for lunch at the Structured Learning Experience. (M)
- Create a weekly exercise plan. (M)
- Role playing handling stressful situations on the Structured Learning Experience. (M)
- Brainstorm how adequate sleep reduces stress. (M)
- Show escape route from current location using map. (M)
- State why certain rules are in place for current Structured Learning Experience. (M)
- Create a hygiene checklist for a new work assignment. (T)
- Create a seasonal wardrobe for various jobs. (T)
- Locate a healthy packaged food item based on its nutrition label. (T)
- Design an exercise routine to increase job specific performance. (T)
- Develop and perform a personalized plan for alleviating stress. (T)
- State corrective actions for various unsafe situations. (T)

Timeline: Unit 1 will be done throughout the entire year.