## Course Title – Pre-Vocational Skills

**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 keeps them healthy, well, and stress free on the job.

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th><strong>Established Goals</strong></th>
<th><strong>21st Century Themes</strong> (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI #</td>
<td>X. Global Awareness</td>
</tr>
<tr>
<td>(<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</td>
<td>— Financial, Economic, Business and</td>
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<tr>
<td>Common Core Curriculum Standards for Math and English</td>
<td>Entrepreneurial Literacy</td>
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<td>(<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td>X. Civic Literacy</td>
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<tr>
<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. Health Literacy</td>
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<tr>
<td>9.1.8.F.2 Explain how rules, laws and safety practices protect individual rights in the global workplace.</td>
<td>X. Environmental Literacy</td>
</tr>
<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><strong>21st Century Skills</strong></td>
</tr>
<tr>
<td>9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.</td>
<td>Learning and Innovation Skills:</td>
</tr>
<tr>
<td>2.1.8.B.3 Design a weekly nutrition plan for families with different lifestyles, resources, special needs and cultural backgrounds.</td>
<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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<td>X. Information Literacy</td>
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<td>X. Media Literacy</td>
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<td>X. ICT (Information, Communications and Technology) Literacy</td>
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<td>Life and Career Skills:</td>
</tr>
<tr>
<td></td>
<td>X. Flexibility and Adaptability</td>
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<td>X. Initiative and Self-Direction</td>
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<td></td>
<td>X. Social and Cross-Cultural Skills</td>
</tr>
</tbody>
</table>
Enduring Understandings:

EU 1
the way they present themselves will influence other people around them.

EU 2
nutrition is essential to one’s overall health and productivity.

EU 3
exercise and fitness play an important role in overall health and well being.

EU 4
stress can play a significant role in successful performance on the job.

EU 5
rules and regulations are a crucial part in maintaining a safe work environment.

Essential Questions:

EU 1
- How does my hygiene affect my relationship with others?
- 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 an appropriate exercise?
- How can I incorporate realistic fitness goals into my daily routine?
- How can exercise reduce stress and promote relaxation?

EU 4
- How do I handle stressful situations?
- 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?
- How are following the rules and protocols of my employer important to my safety?
### 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 grooming checklist
- Rubric on preparedness for jobs
- Daily observation on personal hygiene with verbal and/or written feedback
- Staff 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 grooming checklist. (A)
- Identify appropriate seasonal work clothes for each job. (A)
- List foods that are healthy and unhealthy. (A)
- Create a graphic organizer identifying exercise by strength, flexibility and aerobic. (A)
- Determine number of adequate hours of sleep by using reliable web based resources. (A)
- List common safety hazards. (A)
- List rules for current job. (A)
- Create daily hygiene checklist. (M)
- Demonstrate appropriate grooming habits. (M)
- Prepare a balanced meal. (M)
- Create a weekly exercise plan. (M)
- Role playing handling stressful situations on the job. (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 job. (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 entire year.