

Freshman Health

2013-2014

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Unit 1 – Healthy Living

Transfer Goals - Students will be able to independently use their learning to live a healthful life by making choices and decisions regarding wellness, goal setting, character and communication.
(Department goal #1, 2, 3, 4, 7)

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

A. A Personal Growth and Development

2.2 Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

B. Decision Making and Goal Setting

C. Character Development

E. Health Services and Information

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A. Relationships

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Concepts

2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Essential Questions:

Enduring Understandings:

Students will understand that . . .

EU 1

To achieve total wellness, one must have good mental/emotional, social, and physical health.

EU 2

Setting realistic goals will enhance the ability to be successful in any endeavor throughout life.

EU3

Having good character and making good decisions will improve their healthy lifestyle.

EU4

Using stress management techniques will improve one's total health.

EU5

Utilizing proper communication skills will make their personal relationships better.

EU 1

- What does it mean to be mentally healthy?
- Is one component more important than the rest?

EU 2

- What are realistic goals?
- Why is goal setting important?
- Why is it important to set short term and long term goals to enhance health?

EU3

- What is good character?
- What makes a decision a good one?
- What should decisions in life be based upon?

EU4

- What are your favorite ways to manage stress?
- Can I be stressed and still be healthy?

EU5

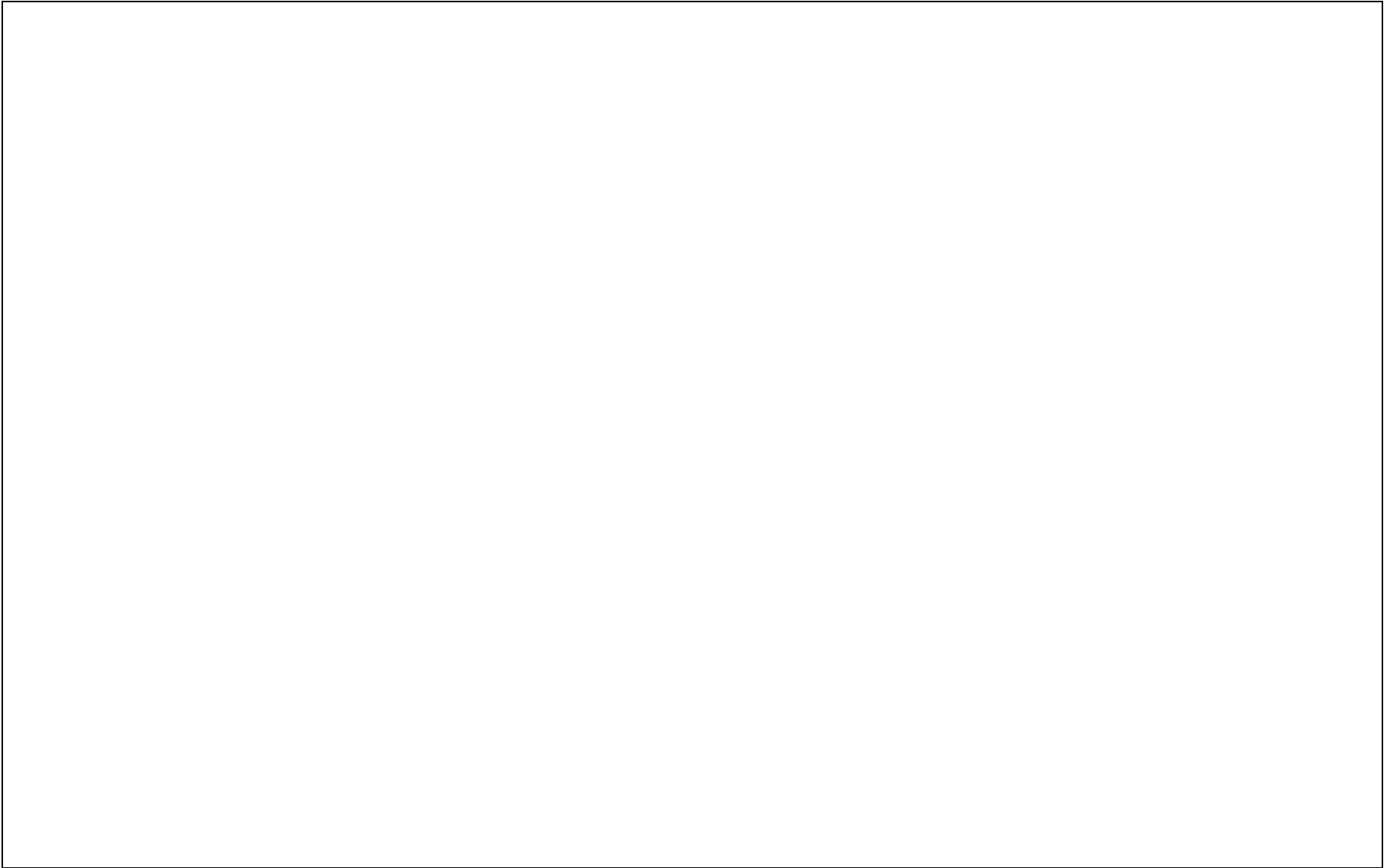
- Am I responsible for others emotional responses in a discussion?
- Is being a poor communicator a liability?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Components of the Wellness Triangle. • Ways to incorporate total wellness into their daily lives. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What a realistic goal is. • What an Action Plan is. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Analyze their daily activities that relate to wellness. • Incorporate wellness into daily life. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • To create a realistic short term and long term goal. • To create an action plan to reach a specific goal.
<p><i>EU 3</i></p> <ul style="list-style-type: none"> • The six steps of the decision making process. • Traits of good character. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The stress management techniques. • The causes of stress. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Proper communication styles. 	<p><i>EU 3</i></p> <ul style="list-style-type: none"> • Apply the decision making process to real life scenario's. • Develop good character. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Analyze causes of stress. • Develop strategies to manage stress • Examine how health behaviors reduce stress. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Apply communication skills that demonstrate consideration and respect for self, family, and others.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- You are a high school student who has been asked to perform a self-assessment on yourself regarding your overall wellness for the Teen Healthy Living Committee. You will assess your own lifestyle in relation to the health triangle. You will use the health triangle to determine your overall health and well-being. Upon completion of your self-assessment, you will complete a reflection essay that must include the following: Your opinion of your overall wellness in terms of the health triangle, how to improve or maintain your overall well-being, and the possible reasons for being either healthy or unhealthy. This information will then be shared with the Teen Healthy Living Committee for help to improve the overall well-being for high school students. (EU1)
- Choose a charitable organization to run and create an action plan to raise \$1000 in the next month. Follow the multistep strategy to help you to create a plan to achieve your goal. You must include the following: Sources of help, three short term goals, and checkpoints to evaluate your progress, and a reward when you accomplish your goal. You will also need to include the challenges that you endured, what was helpful, and if you achieved your goal(s). (EU2)
- You are a high school peer mediator. Two students have come to you with a conflict. You will come up with the possible conflict and you will then evaluate the problem using the decision making process and come up with a solution. You will fill out an outline identifying the steps and provide a detailed solution that would help the students to resolve their conflict in a positive manner. (EU3)
- You are a high school student preparing to take your final exams. You have a part time job, play a sport, and do not have much time after school. Through the guidance department, you have been asked to keep a journal that will provide possible strategies for students to handle stress. In the journal, you will identify possible stressors and describe techniques that you used to reduce and manage your stress. You will then reflect on the management technique and to what level it alleviated the stress. At the conclusion of each entry you will determine whether your stress management decisions were successful or not, and if you will try another technique in the future. (EU4)
- You are a teacher that is trying to teach active listening skills to your classes. Design an activity, game or role play that shows the importance of active listening when sending and receiving messages. Upon completion, you will then present your activity, game or role play to your classes. You will need to explain how your activity helps enhance active listening skills of people. (EU5)



Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests on the Health Triangle, Goal Setting, Character Building, Stress Management, and Communication Skills.
- Brochures
- Posters
- Written Essays
- Group Work/Class Discussion
- Self-Assessment

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

Teacher led discussion of the five components of health. **A**

Create a list of examples of the five components of health while working in groups. **A**

Teacher led discussion on the six influences on health to determine how each can have a positive or negative effect on a person's overall wellbeing. **A/M**

Analyze the positive and negative health messages delivered through media and technology to see their impact on an individual. **M**

Jigsaw the risk behaviors for teens that are identified by the Centers for Disease Control. **A**

Identify decision-making skills that promote individual, family, and community health based on health information through role-playing activities. **M**

Students will conduct a Think-Pair-Share activity to summarize the advantage of seeking advice and feedback regarding decision-making skills. **M**

Students will identify the processes involved in choosing and achieving goals by creating a personalized Goal Ladder for themselves. **M**

Students will jigsaw the different types of communication styles. **M**

Students will participate in a Whisper Down the Lane activity to show the importance of active listening. **M**

Demonstrate communication skills needed to build and maintain healthy relationships with family, friends, peers, and others by participating in class discussions. **M**

Teacher led discussion on the different types of stress and stressors. **A**

Design a stress management plan. **M,T**

Students will use WebQuest to research different types of mental disorders. **A**

Show and discuss the video [Cipher in the Snow](#). Discuss where on the hierarchy of needs it would fit. **A,M**

View and discuss a district made video on harassment, intimidation, and bullying. **A/M**

Discuss dating violence resources and information utilizing the National Center for Victims of Crime materials. **A/M**

Students will create a peer mediation plan to help educate other students about how to prevent harassment, intimidation, and bullying within their school community. **T**