Long Range Plan – Shawn Allison Grade: 8 Subject: Health

GENERAL OUTCOMES

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

WELLNESS CHOICES

 Students will make responsible and informed choices to maintain health and to promote safety for self and others.

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

SPECIFIC OUTCOMES

LEARNING STRATEGIES – September 9

L–8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest

L–8.2 examine learning priorities, and implement a learning plan

L–8.3 identify components of ethical decision making, and apply these concepts to personal decision making

L–8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

GROUP ROLES AND PROCESSES – October 25

R–8.8 describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team

R–8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member

INTERACTIONS – November 11

R–8.5 develop strategies for maintaining healthy relationships

R–8.6 describe and provide examples of ethical behaviour in relationships; e.g., integrity

R–8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts

UNDERSTANDING AND EXPRESSING FEELINGS – January 6

R–8.1 describe characteristics of persistent negative feeling states; e.g., depression, mood disorders

R–8.2 describe signs associated with suicidal behaviour, and identify interventional strategies

R–8.3 evaluate the relationship between risk management and stress management; e.g., managing risks

R–8.4 analyze the effects of self-concept on personal communication

PERSONAL HEALTH – February 24

W–8.1 examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs

W–8.2 analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying

amounts of sleep, calcium

**W–8.3 recognize and accept that individuals experience different rates of physical, emotional, sexual and social**

**development**

W–8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look

W–8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from

home; e.g., eating healthy fast foods

W–8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving

LIFE ROLES AND CAREER DEVELOPMENT – March 24

L–8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths

L–8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources;

e.g., Internet, informational interviews, mentors, media

VOLUNTEERISM – April 18

L–8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community

L–8.8 investigate the characteristics of a mentor, and practice mentorship in a group setting

SAFETY AND RESPONSIBILITY - May 5

**W–8.7 determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse**

W–8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce

risk; e.g., dark parking lots, lack of railway crossing lights

W–8.9 describe rights and responsibilities of employers and employees in relation to workplace safety

W–8.10 develop strategies to effectively access health information and health services in the community;

W–8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence

**W–8.12 identify and describe the responsibilities and consequences associated with involvement in a**

**sexual relationship**

**W–8.13 describe symptoms, effects, treatments and prevention for common sexually transmitted diseases;**

**W–8.14 identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control**

Resources:

Program of Studies for Health and Life Skills

Wellness Model of Health and Fitness

Various media resources – movie, television, music, literature, news media, etc.

* Youtube.com, Glee television show, news paper articles, magazine articles, music selections

Communication Plan to Parents:

I will regularly communicate to parents by –

* Sending home the Course Syllabus to be signed by parents
* Sending home letter outlining sensitive material that will be covered in class two weeks prior to beginning it.
* Giving out email to parents so that they can contact me if needed
* Use edmodo parent codes so parents may access learning and assignments
* Updating the weebly regularly and encouraging parents to utilize this to contact me regularly.
* Being open and willing to meet with any parents that have questions or concerns

Assessment For Learning

* Peer testing
* Benchmarks
* Writing practice
* Small Assignments
* Personal Reflection
* Group Discussion

Assessment As Learning

* Goal Setting
* Journal Keeping
* Self Evaluation
* Peer Discussions
* Various assessment tools (rubrics, rating scales, etc.)

Assessment Of Learning

* Quizzes (matching, MC, short answer)
* Final Exams (more comprehensive version of quizzes)

**Essential Understandings**

Learning Strategies: Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest

Examine learning priorities, and implement a learning plan

Identify components of ethical decision making, and apply these concepts to personal decision making.

Develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

Update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths.

Investigate, interpret and evaluate career information and opportunities, using a variety of sources; internet, information interviews, mentors, media.

Investigate the characteristics of a mentor, and practice mentorship in a group setting.

Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community.

\*\* Sexual relationships, STI’s, Contraceptives (need to send letter home prior to beginning this unit. Parents have the right to exempt their child from this unit)

Understanding and Expressing Feelings:

* Describe characteristics of persistent negative feeling states
* Describe signs associated with suicidal behaviour and identify interventional strategies
* Evaluate the relationship between risk management and stress management
* Analyze the effects of self concept on personal communication

Interactions

* Develop strategies for maintaining healthy relationships

- Describe and provide examples of ethical behaviour in relationships

- Develop and demonstrate strategies for promoting peaceful relationships

Group Roles and Processes

* Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team
* Describe the characteristics of, and demonstrate skills of, an effective leader and group member

**Essential Questions**

Why is it important to have balance in our lives? How do we manage all of these things and still have time for ourselves?

Why is goal setting important both in and out of school?

What are ethics?

What is the decision making process?

What are personal values? How do our personal values influence our ethical behaviour and decision making?

What is a career? Vocation? Avocation? Job?

What are the differences between a career and a job?

Why would you build a portfolio? Why should you have a resume with a cover letter?

What is a mentor? What is a career path? What is an occupational cluster?

How can we mentor others?

What kinds of volunteer opportunities exist in our community for young students?

What is time management? How can I organize my life to create less stress and be successful?

What is social competence? What skills can I develop to feel socially competent?

What is abstinence?

What are STIs?

What are my personal boundaries?

What is depression and how does it change us?

What are other types of mood disorders? How can we change our moods to try and “shake the blues”?

What are the signs of suicide? In ourselves? In others?

What are ways that we can intervene to prevent suicide? In ourselves and others?

What does it mean to manage risk effectively?

What is stress management? Why is it important to manage our stress?

How does stress affect us? Physically, emotionally and socially?

What are impulsive behaviours? Are these outlets for trying to manage stress? Are these behaviours unhealthy?

What are healthy ways to manage stress?

How does my idea of who I am affect my relationships with others?

How do I maintain and build friendships? What are ways to meet people?

What is integrity? Why is it important to have?

What is conflict resolution and the steps of conflict management?

Why do people disagree and how can I find common ground with others?

What is the Golden Rule?

Why is it a good thing to be like others? Why is it bad?

What is ‘mob mentality’?

What are leadership qualities? What makes a good leader? What characteristics and actions demonstrate that a person is a good leader?

**Acceptable Evidence**

* Man in the Mirror: Self-Perception and Relationships
* Non-Violent Conflict Resolution: Velcro board of ideas (class project)
* Skits on non-violent solutions for conflicts.
* Brainstorming: What makes a good leader and why?
* Mini-debate: Is Obama a good leader? Why? Why not?
* Interview a ‘balanced’ adult in your life.
* Time management map: mind mapping our time
* Academic and Life goals: setting and reaching
* Mind mapping goals
* Role playing: skits of ethical decision grade 8 students might encounter.
* Current issue in news: discuss ethical implications
* Jigsaw activity
* Research your top 3 career choices
* ALIS website
* Presentation project: On your top 3 career options and HOW you go from grade 8 to those careers.
* Identify 10 careers that did not exist 10 years ago.
* Personal portfolio: begin to collect your best work. How are you going to organize this?
* Resumes and Cover Letters: How to get a job this summer.
* Career presentation Project: See above
* Brainstorm a list of ways to mentor younger students in our school. Mentoring Younger students in our school: community Project
* Choose 3 places you would like to volunteer this summer/next year and create a mind map with contact numbers and requirements for volunteering
* Self Respect: Roundtable discussions - Abuse friendships and abuse relationships.
* Skits: How to remove yourself from a situation you are uncomfortable with or confront someone who is abusing you (mentally, physically, emotionally, etc.)
* What are the signs of unhealthy relationships? What is sexual abuse? – Create awareness advertisements/ pamphlets.

An Organized Life: Study strategies, time management and organization

* Create a prezi/powerpoint to teach others how to organize a certain aspect of their life (school, homework, sports, chores, study skills, etc.)
* Skits: how to defuse a heated situation.
* First Date ideas: How to keep it light and how to have fun on group dates.

Keeping parents involved: roundtable discussion on

* informing parents and discussing dating

How do you “shake the blues?”: My personal happiness starter package. Creating a box of affirmations, activities and photos to pick ourselves up when we are feeling down

Suicide Prevention: Research project on suicide prevention – create an information

* pamphlet
* My personal stress management plan: how I will manage my stress effectively.
* Laughter Yoga Class Project.