

Standards-Based Lesson Planning in Health Education

Lesson Title: Taking Responsibility for your Health: Building Health Skills

Developed by: Alyssa Janoso Date: 3/4/09 Grade Level: 6th

I. STANDARDS

A. National Health Education Standard(s) addressed in this lesson.

- 3.8.1 Analyze validity of health information, products, and services
- 4.8.1 Apply affective verbal and nonverbal communication skills to enhance health
- 4.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks
- 4.8.3 Demonstrate effective conflict management or resolution skills

B. Content area(s) in the lesson (general health topic & specific sub-concepts)

Building Health Skills:

- 1. Accessing Valid Health Information
- 2. Self-Management
- 3. Practicing Healthful Behaviors
- 4. Stress Management
- 5. Analyzing Influences
- 6. Interpersonal Communication
- 7. Refusal Skills
- 8. Conflict Resolution

C. Learning Objectives for the lesson [Learners will ... (Must be written in measurable terms)].

- 1. As a class, the students will analyze the validity of information on a couple of different health related websites based on the website rubric.
- 2. The students will build their personal health skills (self management, stress-management, analyzing influences, and interpersonal communication) through interactive activities during the 40 minute class period.

II. ACTIVE LEARNING STRATEGIES

A. Strategies (actions of teachers and students to support learning)

Teacher will	Students will
<p>Write out steps of lesson</p> <p>1. 3 minutes Board Work. -What are 3 of the things we look for when we're looking at a website's credibility? -1 person picks 2, 2-3. 3-4. I'll ask for any others.</p>	<p>What will students do during each step of the lesson?</p> <p>1. Students will do the board work and will pass me their homework.</p>

<p>While they are completing the board work, I will pass out their name tags to help learn their names.</p> <p>-Then we will briefly review the material we talked about the day before.</p>	
<p>2. 5 minutes Introduce communication. (Put notes up on smart board and then discuss). -What is interpersonal communication? -Communication Roles -Active Listening</p>	<p>2. Students will create a bumper sticker with their names and 3 things about them.</p>
<p>2. 3 minutes I will lead them in a brief discussion about what they read the night before in the chapter. -Goal-to have balanced health (our triangles) -Why is it important to have balanced health? (so you can function on a daily basis and so you have quality of life) -These are a few skills we can practice that will help us balance/improve our health. -We will read a few sections in the book.</p>	<p>2. Students will be listening/looking at the smart board and interacting during the discussion.</p>
<p>3. 12 minutes Accessing Information is the first health skill. We will pull up 2 different websites on the smart board in front of the entire class. I will pre-select these 2 sites, and I will have the students evaluate each site as a class based on the website rubric. (This rubric will be a smaller version of the one we used in methods).</p>	<p>3. Students will be looking at the smart board and will analyze each site based on the criteria on the website evaluation sheet. We will all talk through it as a class.</p>
<p>4. 20 minutes I will discuss Self Management with the class briefly (what it means- ways to stay healthy, and that you take responsibility for your mental and emotional health). (I will have students read parts of the book to emphasize these concepts). -Practicing Healthful Behaviors (Give me some examples) (water, exercise, hygiene, brush teeth, etc.) -Stress Management -What is stress? (your body's response to changes around you). -What are some things that cause stress in your life? -Is stress good or bad? Or both? Why? -What does stress do to your body? -Stress Management (identifying sources of stress and learning how to handle them in ways that promote good mental health and emotional health). -People manage stress in different ways. What are some things you do when you are stressed out to</p>	<p>4. Students will read, think, and then participate actively in the discussions.</p> <p>Then they will engage in the refusal skills activity by creating a refusal/pressure for each situation that is passed along to them. Then, if time, they will practice dealing with conflict in the scenarios through assertive communication.</p>

<p>manage your stress (good or bad)? (exercise, eat, don't eat, sleep, talk to a friend, etc.)</p> <p>Refusal Skills Activity: ways to say NO effectively -respecting yourself when say no -true friends respect your decision -saying no in realistic situations</p> <p>Conflict Activity: -how do we handle conflict? Are we passive? Aggressive? Passive/aggressive? Etc. Students will role play how to effectively handle a conflicting situation as an assertive communicator.</p>	
<p>5. I will do a brief closure with the students over everything we learned today.</p> <p>Then I will go around and try to say everyone's name before class is over and collect the bumper stickers.</p> <p>Finally, I will walk up and down the isle and collect all of their homework pages to check after class.</p>	<p>Students will answer questions and then will pass their bumper stickers to me in the center.</p>

B. Materials needed to complete each step of the lesson (Attach all handouts):

- Activity 1-paper, markers/crayons, pencils, art supplies
- Activity 2-smart board
- Activity 3-smart board, website evaluation sheets (1 per student), 2 sites
- Activity 4-smart board, conflict scenarios, refusal skill papers, pens/pencils
- Closure- smart board, a folder to collect homework, their books, their homework

C. Approximate time for each element of the lesson:
 (See chart above)

D. Modifications/accommodations for students with special needs:
 -There are no students with special needs in these classes.

E. Bridge to previous lesson and set-up for next lesson:

-In the previous lesson, we talked about the health triangle and how we need to strive for balanced health on a regular basis. When one of our areas of health is "off," our whole triangle/self suffers. During this lesson, we will be looking at ways to build different health skills that will help us keep our triangles balanced.

-In the next lesson, we will continue looking and some more health skills that will help us keep our triangles balanced. There will be no homework tonight, because we will be finishing up this section tomorrow.

F. Resources (Sources of ideas and information):

Merki, M. B., Cleary, M. J., & Hubbard, B. M. (2003). *Teen health: Teacher wraparound edition*. New York, NY: Glencoe Mc Graw-Hill.

III. ASSESSMENT

Performance tasks (What will students do?)	Criteria for evaluating student performance (How good is good enough?)			
	Well Below Proficiency	Approaching Proficiency	Meets Proficiency	Meets Proficiency with Excellence
Homework (Questions 2-5 in the back of the chapter)	Answers 0 questions correctly	Answers 1-2 questions correctly	Answers all questions correctly	Answers all the questions correctly and adds additional information on the topic.
Bumper stickers	Does not include name or 3 things	Includes most elements	Includes name, 3 things	Includes name, 3 things, and is appealing to the eye.
Discussion	Does not respond to any questions	Responds to 1 question	Responds to most all questions	Raises hand and responds to all questions.
Board Work	Does not answer the question	Answers the question but does not write it down	Answers and writes the question	Answers with a thoughtful response after writing the question.

IV. REFLECTION (Completed at the conclusion of each lesson):

- A. What happened during the lesson? (successes/failures, critical incidents, etc.).
- B. What did the students learn? How do you know (thoughts about the lesson)?
- C. What did I learn about the students and about teaching (insights gained)?
- D. How would I revise this lesson and why?

V. Co-op signature: _____

Ch. 2 Lesson 1

Skills for balanced health:

Accessing Information-

- get information about health from where?
- how do you know that it is reliable?
- important to verify sources!!

Self-Management- act in specific ways to stay physically healthy and take responsibility for mental and emotional wellness.

- Practice Healthful Behaviors
 - What are some examples? (water, exercise, going to the doctor)
- Manage Stress- Your body's response to changes around you.
 - stress can be + or - (examples?)

Stress Management- is identifying sources of stress and learning how to handle them in ways that promote good mental and emotional health

- how do you manage stress? (good or bad)

Analyzing Influences-

- -recognize ways that internal/external factors affect your health choices
 - examples of things that influence us?

Interpersonal Communication- the sharing of thoughts and feelings in healthful ways.

Communication Skills:

- Why is it important to communicate well? (helps you tell thoughts/feelings and helps you understand others' thoughts/feelings)

- Roles in Communication (Speaker, listener)
 - Communicating
 - words? facial expressions? body language? posture?
 - “When _____, I feel _____”
 - Active listening
 - (Activity- 1 person up front)
 - looks like eye contact, uh-huh’s, “so I hear you saying...”
 - Communicate immediately with the person.
 - (Telephone)
 - Gossip never helps ANY situation!!!

Refusal Skills: ways to say NO effectively.

- respecting yourself when say no
- true friends respect your decision
- (GROUP ACTIVITY)

Conflict Resolution: finding a solution to a disagreement or preventing it from becoming a larger conflict

- conflict- a disagreement between people with opposing viewpoints
- conflict is a normal part of life! It’s important to handle it respectfully
- cool down
- each tells his/her story (I feel...)
- be committed to compromise

Accessing Valid Health Information

Name _____ Class _____

Website _____

Criteria	Yes	No
Does the site list the author and his/her credentials?		
Does the URL suggest that the site is reputable? (.edu, .gov, .mil, .org)		
Is the information presented as fact rather than opinion?		
Does it say where the information comes from?		
Is the information current? (Is the date listed with the latest update?)		
Is the site easy to read and navigate?		
Are there spelling, grammar, and punctuation errors?		

Refusal Skills Activity

Scenario 1:

No, that's okay Diane. I just don't feel like trying beer. Maybe some other time, okay?

Pressure:

Refusal:

Pressure:

Refusal:

Pressure:

Decision: Why do you think Diane is trying to get you to try beer? What are you going to do?

Scenario 2:

Kyle, it's only one quiz. Come on, man. I will study next time and you can look at my answers then. Help me out; let me cheat on just this one quiz.

Refusal:

Pressure:

Refusal:

Pressure:

Refusal:

Decision: Now pretend you are Kyle. What would you do in this situation? Why?

Scenario 3:

Jasmine!! Oh my gosh, my boyfriend just took a pack of his dad's cigarettes. Come on, we're all going over to the park to smoke.

Refusal:

Pressure:

Refusal:

Pressure:

Refusal:

Decision: Now pretend you are Jasmine. What would you do in this situation? Why?

Scenario 4:

Just take a sip, Lenny. Mi big brother and his friends drink this alcohol all the time. They say it makes all your stressors go away. Come on, one sip won't kill ya.

Refusal:

Pressure:

Refusal:

Pressure:

Refusal:

Decision: Now pretend you are Lenny. What would you do in this situation? Why?

Scenario 5:

But Joey, I want to go on the big field trip, and you know if I cheat, Miss Janoso won't let me get away with it.

Pressure:

Refusal:

Pressure:

Refusal:

Pressure:

Decision: Why do you think that Joey wants you to cheat?

Scenario 6:

I'm sorry, but smoking at the dance does not make you cool. I think I'm just going to go home.

Pressure:

Refusal:

Pressure:

Refusal:

Pressure:

Decision: Why do you think that your friends are trying to get you to smoke at the dance?
