Unit 1: The Triangles of Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In the Triangles of Health unit, the students will learn that health and wellness are related to their levels of physical, mental/emotional, and social well being. They will examine and practice skills related to setting goals, managing stress and communicating effectively.

Standards

HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one’s decisions.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one’s short- and long-term health goals.
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual’s core ethical values.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.4.6.A.1	Compare and contrast how families may change over time.

HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.

Essential Questions

- How do I overcome negative influences when making decisions about my personal health?
- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
- To what extent do outside influences shape values?
- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- Why do we sometimes take risks that can cause harm to ourselves or others?
- How can you learn to like yourself and others?
- Why might educated people make poor health decisions?
- How do you know whether or not health information is accurate?
- How do I overcome negative influences when making decisions about my personal health?

Application of Knowledge and Skills...

Students will know that...

- How decisions affect your character
- How family members care for one another
- How their bodies respond to stress
- How they can build a positive self concept
- How they can express strong feelings in healthful ways
- How to keep health triangle balanced
- How to manage stress
- How to use refusal skills to resist negative peer pressure
- The best ways to communicate their thoughts and feelings
- What skills help you stay healthy
- What to do if they are not getting along with someone
- Why it is important to have and set realistic goals

Students will be able to...

- Define steps in setting goals and how to reach the goals
- Describe healthful ways to express strong feelings
- Describe the qualities of a good friend
- Describe the relationship between health and wellness
- Describe ways to promote their health and the health of others
- Determine influences of self-concept
- Explain how decisions affect their health
- Explain how to prevent and resolve conflicts
- Explain self-concept
- Explain their roles within their family
- Explain what it means to be healthy
- Identify different types of emotions
- Identify the best way to communicate thoughts and feelings
- Identify types of families

Assessments

- Social Health Quiz Formative: Other written assessments Written quiz on social health. 2.2.6.A.1-2, 2.2.6.C.1-2
- Healthy Living Quiz Formative: Other written assessments Written quiz on qualities of healthy living. 2.1.6.A.1-3, 2.1.6.E.1-2, 2.2.6.E.1
- Mental and Emotional Quiz Formative: Other written assessments Written quiz on mental and emotional health. 2.1.6.A.1-3
- Triangles of Health Unit Pre-test Diagnostic: Written Test Pre-test will assess student knowledge on mental, emotional, and social health. 2.1.6.A.1, 2.1.6.E.1-3, 2.2.6.A.1-2, 2.2.6.B.3, 2.2.6.C.1, 2.4.6.A.2-4
- Triangles of Health Unit Test Summative: Written Test Written test to assess knowledge of the traingles of health. 2.1.6.A.1-3, 2.1.6.E.1-3, 2.2.6.A.1-2, 2.2.6.B.1-4, 2.2.6.C.1-3, 2.2.6.E.1-2, 2.4.6.A.1-5

Activities

1. Workbook packet from Teen Health 1

2. Participate in a daily activity, **"**Ticket to Go"

3. Play "Health Review Jeopardy" to help prepare for the quizzes and unit test.

Living a Healthy Life:

Write long and short-term goals and develop an action plan to achieve the goals.

Role-play situations to help students learn refusal skills.

Identify the six-step process for making healthy decisions. Choose a situation, follow the plan and then share with the class.

Discovery Education Video- "Refusal Skills"

Mental and Emotional Health:

Make a list of five ways to show you are happy and angry. Is one feeling easier to express than the other one?

Describe situations that are highly emotional.

Identify ways to relieve stress.

Discovery Education Video- "Anger Issues"

Social Health:

Write and share a letter describing some activities that you do regularly with your family.

Discuss how family activities can bring families together.

Create a family poster, showing activities, pictures, traditions and customs.

Construct an advertisement looking for a friend; share with the class.

Discovery Education Video, "Social Skills"

Chapters one and two tests

- Refusal Skills Video
- Anger Issues
- Social Skills

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
  - Identification of Objectives
  - Pre-Assessment of student understanding
  - Differentiated Activity

- Whole-Group Discussion
- Post-Assessment
- Flexible Grouping strategies:
    - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
    - Student Choice Groups
    - Interest Groups
    - Learning Profile Groups
    - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
    - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
    - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Tiered activity: Have students suggest and record ways to prevent illness and injury
- Tiered activity: Students will make a list of five words or phrases that they would use to describe themselves. Students will select several and explain orally.

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: stress, self-concept, peer pressure, goals, emotions

Differentiation to Extend Learning for Gifted Students May Include:

- Challenge essay on summative assessment
- Tiered activity: Have students suggest and record ways to prevent illness and injury
- Tiered activity: Students will make a list of five words or phrases that they would use to describe themselves. Students will select several and explain orally.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

- Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
- Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
- Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Performing Arts- Role-play situations in class.

Science- Discuss how nerves send messages throughout the body through the use of the five senses.

Language Arts- Have students work in pairs and create their own versions of confrontations. Have them show how they can be avoided/resolved through compromise and communication.

Resources

Teen Health I- Glencoe/McGraw-Hill

Discovery Education Videos-

http://player.discoveryeducation.com/index.cfm?guidAssetId=A8CA1A0D-99FD-48E9-BEE1-0226E62DB145&blnFromSearch=1&productcode=US

http://player.discoveryeducation.com/index.cfm?guidAssetId=30C26FB1-1CB6-42BE-9A27-4C44FC3E7D36&blnFromSearch=1&productcode=US

http://player.discoveryeducation.com/index.cfm?guidAssetId=383C80F6-4744-4D80-91EE-73264020D7D7&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.