

Unit 3 - Character Education

Content Area: **Unified Arts**
Course(s): **Health 6**
Time Period: **October**
Length: **22 Days**
Status: **Published**

Unit Summary

Through the unit, students will work with individuals representing different backgrounds, cultures, religions, and lifestyles. They will understand how to approach each other on mutual respect and an open dialogue in personal, work, school, community, and social contexts. In addition, they have to be open in receiving diverse perspectives and that others have different opinions from ourselves. Also, this unit will address conflicts/bullying/teasing/joking/inclusion in a calm, polite manner, and not to heighten emotions/reactions and make situations worse.

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.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
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.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Student Learning Objectives

- Students will learn an individual's character is constantly changing and developing.
- Students will learn their core ethical values impact their personal health and decisions.
- Students will learn they have control over their character.
- Students will learn to effectively address a conflict.
- Students will learn the different types of conflict.
- Students will learn normal conflict between peers that can be addressed differently than bullying.
- Students will learn to use communication skills and knowledge to enhance one's self-concept and one's relationship with others.

Essential Questions

- Why is it important to understand and practice your core ethical values during everyday life?
- How does a person's character change over a period of time?
- How can a person display good character in all areas of their life?
- Why is kindness and acceptance important?
- How does bullying and conflict hurt children?
- Why do people perceive others' actions in various ways?
- How can conflicts be addressed in a positive way?
- How do I show respect for others?
- How do I apply conflict resolutions skills appropriately?

Enduring Understandings

- Students will understand that an individual's character is constantly changing and developing.
- Students will understand that each individual has their own core ethical values that impact their personal health and decisions and can be controlled by their actions.
- Students will understand that there is normal conflict between peers that can be addressed differently than bullying.
- Students will understand that there are many different types of conflict.
- Students will understand that character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Students will understand that the values acquired from family, culture, personal experiences, and friends impact all types of relationships.

Application

- Students will be able to independently use their learning to make choices and decisions based on their attitudes and behaviors that will allow them to achieve their personal wellness.
- Students will be able to independently use their learning to develop self esteem, resilience, tolerance, and coping skills to support respect and acceptance for individual regardless of gender, disability, ethnicity, culture.
- Students will be able to independently use their learning to develop their character through positive roles models, involvement in the community, and supported through individual growth.

- Students will be able to independently use their learning to provide a strong foundation for the prevention and resolution of a conflict.
- Students will be able to independently use their learning to use communication to strengthen interactions, relationships, and resolving conflicts.

Skills

Students will be skilled at:

- Defining respect by connecting self respect to respecting others and explaining ways to be respectful.
- Defining responsibility by identifying consequences for not being responsible and explaining ways to be responsible at home, in school, and on bus.
- Defining compassion by explaining ways to show compassion during the holidays and all year long.
- Defining generosity by identify ways to show generosity throughout the year.
- Defining perseverance by explaining the importance of perseverance.
- Defining kindness by identify consequences for not being kind and explaining ways to be kind to all.
- Comparing and contrasting "to care for", "to care about", and "to handle with care".
- Defining honesty by connecting honesty to respect and discussing reasons when the complete truth is not always the best policy.
- Defining self control by identifying reasons and consequences for losing self control.
- Defining sportsmanship by connecting sportsmanship to honesty and respect as well as identifying times when sportsmanship is necessary.
- Defining citizenship by identify reasons for showing citizenship, explaining ways to be a good citizen, connecting being a good citizen to responsibility, respect, kindness, and generosity.
- Explaining the importance of inclusion.
- Assessing strategies to address conflict.
- Practicing conflict resolution strategies.