

## Health UNIT PLAN 1

<b>Title of Unit:</b> Personal Standards & Identity	<b>Grade Level: Six</b>
<b>Subject:</b> Health	
<b>Integrated Subject(s)</b>	
<b>Time Frame: 6 Weeks</b>	
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### STAGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)

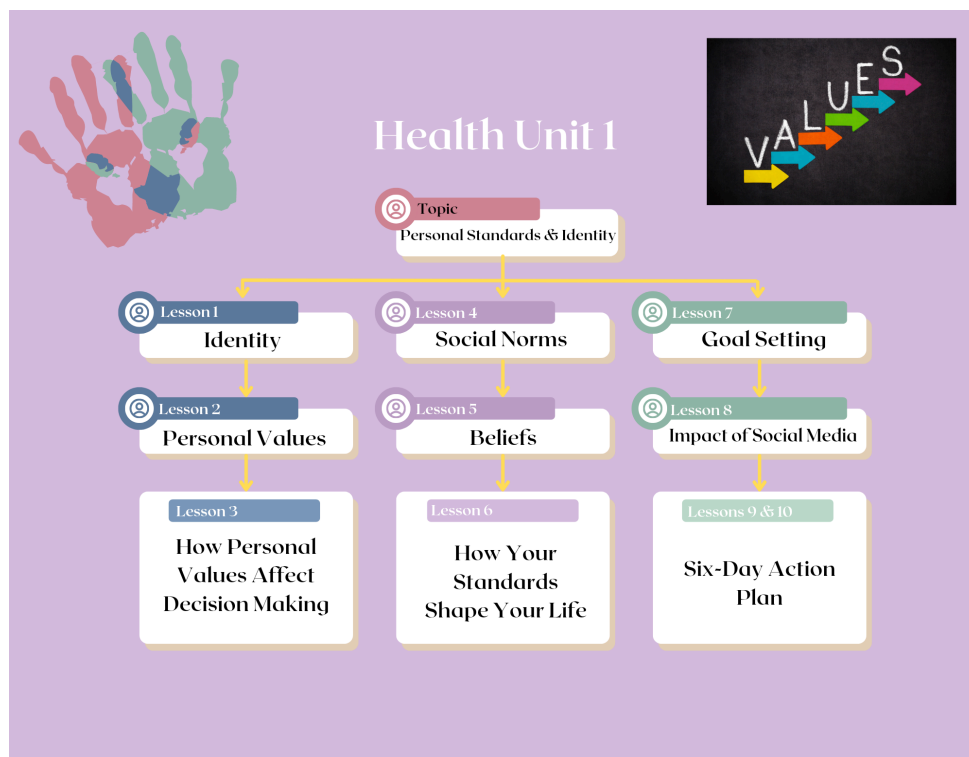
*What will students know, understand and be able to do?*

#### 1. OUTCOMES, Broad Areas of Learning and Cross-Curricular Competencies (CCC's)

- Become familiar with goals & outcomes for grade/subject, including Treaty Outcomes
- Review the Broad Areas of Learning and Cross Curricular Competencies
- \*\*\*Choose specific outcomes AFTER you identify the CONCEPT/BIG IDEA

#### 2. CONCEPT (BIG IDEA) Draw on a separate document, include with unit

- Identify the main concept or topic you are thinking of for your unit
- Draw a concept map to brainstorm ideas, to make connections, create a visual to guide unit
- Place information on concept map; core concept to major points to significant details



3. **QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)**

- Design 1 or 2 essential question(s). [Open-ended, thought-provoking, calls for higher order thinking skills, sparks inquiry, raises additional questions, requires support & justification and not just an answer, timeless] Ex, Why do people move? How do you feed a growing world?

**ESSENTIAL QUESTION(S)**

- Who am I?
- What are my personal values (and why do they matter)?
- How do I define, prioritize, and live by my personal values?
- How do social norms shape and influence my personal standards and identity?
- How do my beliefs shape my life?
  - o What are beliefs?
  - o What are values?
  - o What are behaviours?
  - o Can I change my personal values?
- What are the impacts of social media (positive and negative) on my personal standards and identity?
  - o In what ways can I balance my social media usage?

**Broad Areas of Learning:**

- Building lifelong learners
  - Basic skills
  - Life-long learning
  - Self concept development
  - Positive lifestyle

**Cross-Curricular Competencies:**

- Developing thinking
  - Thinking and learning contextually, creatively, and critically
- Developing identity and interdependence
  - Understanding, valuing, and caring for oneself
  - Understanding, valuing, and respecting human diversity and human rights and responsibilities

**STAGE #2: DETERMINE EVIDENCE OF LEARNING: (Assessment & Evaluation)**

***How will students & teachers know if the learning outcome has been achieved?***

<b>Outcomes (students need to know)</b> What a student is expected to know, understand, and be able to do.	<b>Indicators (Students are able to do)</b> Ways that students demonstrate their learning of an outcome; think ‘verb’; tells the story of an outcome.
<p>Subject 1: <b><u>Identity</u></b></p> <p><input type="checkbox"/> USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p><input type="checkbox"/> USC6.1 Determine their impact on healthy decision making.</p> <p>Subject 2: <b><u>Your Personal Values</u></b></p> <p><input type="checkbox"/> USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p><input type="checkbox"/> USC6.1 Determine their impact on healthy decision making</p> <p>Subject 3: <b><u>How Values Affect Decision Making</u></b></p> <p><input type="checkbox"/> USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p><input type="checkbox"/> USC6.1 Determine their impact on healthy decision making</p> <p>Subject 4: <b><u>Social Norms</u></b></p> <p><input type="checkbox"/> USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p><input type="checkbox"/> USC6.1 Determine their impact on healthy decision making</p> <p>Subject 5: <b><u>How Your Beliefs Shape Your Life</u></b></p> <p><input type="checkbox"/> USC6.1 Analyze the factors that influence the development of personal standards and identity</p>	<p>Subject 1: <b><u>Identity</u></b></p> <p>❖ Describe values one appreciates in self and in others and explain why</p> <p>Subject 2: <b><u>Your Personal Values</u></b></p> <p>❖ Consider how and why personal values change</p> <p>❖ Investigate the factors that have the most influence on personal standards</p> <p>Subject 3: <b><u>How Values Affect Decision Making</u></b></p> <p>❖ Describe healthy attitudes and behaviours that affirm personal standards</p> <p>❖ Define identity as being related to who we feel we are and how we define ourselves</p> <p>Subject 4: <b><u>Social Norms</u></b></p> <p>❖ Examine the connections between affirming personal standards and developing identity</p> <p>❖ Explore when personal standards may be reinforced or challenged</p> <p>❖ Discuss factors that affect the identities of people as a result of colonization</p> <p>Subject 5: <b><u>How Your Beliefs Shape Your Life</u></b></p>

<p>❑ USC6.1 Determine their impact on healthy decision making</p> <p>Subject 6: <b><u>How Your Standards Shape Your Life</u></b></p> <p>❑ USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p>❑ USC6.1 Determine their impact on healthy decision making</p> <p>Subject 7: <b><u>The Impact of Social Media</u></b></p> <p>❑ USC6.1 Analyze the factors that influence the development of personal standards and identity</p> <p>❑ USC6.1 Determine their impact on healthy decision making</p> <p>... Assessment?</p> <p>Subject 8: <b><u>The Key to Goal Setting</u></b></p> <p>... start a mini unit for Outcome AP6.10 (Action Planning)?</p>	<p>❖ Propose why people behave the way they do (e.g., personal beliefs etc.)</p> <p>❖ Identify sources of, and evaluate information about, personal beliefs and values.</p> <p>Subject 6: <b><u>How Your Standards Shape Your Life</u></b></p> <p>❖ Communicate an informed personal definition of personal standards</p> <p>❖ Uncover personal standards by exploring specific questions</p> <p>❖ Determine how decision making is influenced by personal standards</p> <p>Subject 7: <b><u>The Impact of Social Media</u></b></p> <p>❖ Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards</p>
<p><b>Key Understandings: ‘I Can’ Statements</b>  <i>Write the key learnings into student-friendly language that begin with “I can....”. The students should know what these are at the beginning of the lesson.</i></p> <ul style="list-style-type: none"> <li>• I can analyze the factors that influence the development of personal standards</li> <li>• I can determine their impact on healthy decision making</li> </ul>	<p><b>Questions for Deeper Understanding</b>  What provocative questions will foster inquiry into the content? (open ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p> <ul style="list-style-type: none"> <li>• How is identity developed and formed?</li> <li>• Why do my personal values matter?</li> <li>• How do I raise my personal standards?</li> <li>• How do I set achievable goals for myself?</li> </ul>

### **STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION**

***What are the learning experiences for all students to achieve outcomes?***

### Learning Tasks & Experiences

**Where** are your students headed? Where have they been?  
How will you make sure the students know where they are going?

#### Teacher Resources

What **teacher resources** will you need to support your knowledge in this unit?

Saskatchewan Health 6 Identity Unit

#### Student Resources

What **student resources** will you use in the learning experience to meet the outcomes?

Students will use their health journals keep track of responses and organize handouts

#### Community Resources

What **community resources** will you engage (guest speakers, elders, field trips)

What **displays, artifacts and bulletin boards** will you include in the unit?

#### Instructional Strategies & Adaptations

(Adaptive Dimension, Differentiated Learning)

##### A. Resources: The “WHAT”

- Handouts will be provided

##### B. Instruction: The “HOW”

- Teacher-led
- Peer instruction and guidance
- Group work
- Think/Pair/Share
- Exit Slips

##### C. Assessment: The “Show What You Know”

- Formative assessment will be used throughout each activity
- Summative assessment will be applied to exit slips, response questions, and journal entries

##### D. Learning Environment: The “WHERE”

- Classroom

**STAGE 4: Assess and Reflect** Is there alignment between outcomes, assessment and learning experiences? Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes? Have I planned a variety of instructional strategies? Am I planning for differentiation to meet the needs of diverse learners? Have I selected a variety of resources that represent a wide variety of worldviews, perspective and voices?

This unit plan was provided to me by the Saskatchewan Curriculum, therefore all outcomes, assessments, and learning outcomes all align.

### Lesson Plans At-A-Glance

8 - 10 Weeks	<b>Overview</b> <b>Include Essential Questions</b> <b>&amp; Guiding Questions</b>
<b>1 &amp; 2 Introductory Lesson(s)</b> [to be fully developed]	<p>Lesson 1:</p> <p>Anticipatory Set: Inside-Outside Circle</p> <p>Development:</p> <p>Read Article (Basics of Identity) Note Taker Activity</p> <p>Conclusion:</p> <p>Lesson 2</p> <p>Anticipatory Set:</p> <p>Procedures:</p> <ol style="list-style-type: none"> <li>1) Read Article: What are Your Personal Values? How to Define and Live by Them</li> <li>2) Q&amp;A Match Cards: set of 36 match cards             <ol style="list-style-type: none"> <li>a) Prior to the lesson, copy and cut out a set of match cards for each small group</li> <li>b) In small groups of 3 to 4, students will match the question cards with the answer to today's reading to find the correct responses</li> </ol> </li> </ol> <p>Conclusion:</p>

3	<p>Anticipatory Set</p> <p>A to Z List: Students will brainstorm words and phrases about decision-making that begin with each letter of the alphabet.</p> <p>Development:</p> <ol style="list-style-type: none"> <li>1) Read Article: How Values Affect Decision Making</li> <li>2) Here's the Answer – What's the Question</li> </ol> <p>Students will create the question for each “answer” from the reading.</p> <p>CONCLUSION</p> <p>Give One-Get One Activity:</p> <ol style="list-style-type: none"> <li>1) Give each student an index card or a sticky note.</li> <li>2) Have each student respond to the following question on their index card: In what ways do your values influence the decisions you make?</li> <li>3) After students have completed their response, have them stand.</li> <li>4) Students will move around the room and find a partner. They will share the response on their card with their partner.</li> <li>5) Partners will exchange cards (give one – get one). Each partner will leave the conversation with the other person's card.</li> <li>6) Students will find a new partner, repeating steps 4 to 5 until they meet with 5 students.</li> <li>7) Students will return to their desk with a card.</li> <li>8) Ask for student volunteers to share what's on their card with the class.</li> </ol>
4	<p>Anticipatory Set:</p> <p>Acrostic Brainstorm: Students will brainstorm words and phrases about norms using the Acrostic.</p> <p>Development</p> <ol style="list-style-type: none"> <li>1) Read Article: Social Norms</li> <li>2) Sentence Starters</li> </ol> <p>Students will complete each sentence starter based on the information from today's reading.</p> <p>CONCLUSION:</p>

	<p>Snowball Fight:</p> <ol style="list-style-type: none"> <li>1) Give each student a half sheet of white paper.</li> <li>2) Students will write 1 thing they learned today on their sheet of paper.</li> <li>3) Once all students have written their response, they will crumple their paper into a ball (snowball).</li> <li>4) Have students stand.</li> <li>5) When cued, students will have a snowball fight with each for 30 seconds (use a timer).</li> <li>6) When the time is up, have each student pick up 1 snowball.</li> <li>7) Taking turns, students will read what is written on their piece of paper.</li> </ol>
<p><b>5</b> (plan for one half-day for your 2nd or 3rd week)</p>	<p>ANTICIPATORY SET:</p> <p>Journal Question:</p> <ul style="list-style-type: none"> <li>- In what ways do your beliefs impact your life?</li> </ul> <p>PROCEDURES:</p> <ol style="list-style-type: none"> <li>1) Read Article: How Your Beliefs Shape Your Life</li> <li>2) Reflection Questions</li> </ol> <p>Students will complete the Reflection Questions within today's reading.</p> <p>CONCLUSION:</p> <p>2 Truths and a Lie:</p> <p>Students will create 3 statements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 will be true but unique enough to make someone think twice about it</li> <li><input type="checkbox"/> 1 will be false but also unique</li> </ul>
<p><b>6</b></p>	<p>ANTICIPATORY SET:</p> <p>4 Corners Activity:</p> <ol style="list-style-type: none"> <li>1) Prior to the lesson, hang the 4 quotes (below) in the 4 corners of the classroom.</li> <li>2) When cued, students will do a walkabout to check out each quote.</li> <li>3) Then, each student will choose the quote that best resonates with them. They will stand in that corner.</li> <li>4) In groups of 2-3, students will discuss why they choose the quote they did.</li> <li>5) Large Group Share: Ask for volunteers from each corner to share</li> </ol>



	<p>why they chose the quote they did.</p> <p>PROCEDURE</p> <p>1) Read Article: Standards Shape the Quality of Your Life 2) Response Questions</p> <p>Students will respond to the question following today's reading.</p> <p>CONCLUSION:</p> <p>P-N-Q Exit Slip:</p> <p>Students will think about what they learned today:</p> <p><input type="checkbox"/> What are the positive things and the negative things about what you learned? <input type="checkbox"/> What questions do you have about what you learned?</p>
7	<p>ANTICIPATORY SET:</p> <p>Agree-Disagree Statements:</p> <p>1) Read the following statements aloud to the class:</p> <p><input type="checkbox"/> "It takes discipline not to let social media steal your time." – Alexis Ohanian  <input type="checkbox"/> "Don't use social media to impress people; use it to impact people." – Dave Willis  <input type="checkbox"/> "Don't believe everything you read on the Internet just because there's a picture with a quote next to it." – Anonymous  <input type="checkbox"/> "The great thing about social media was how it gave a voice to voiceless people." – Jon Ronson  <input type="checkbox"/> "Don't say anything online that you wouldn't want plastered on a billboard with your face on it." – Erin Bury  <input type="checkbox"/> "Everything you post on social media impacts your personal brand. How do you want to be known?" – Lisa Horn  <input type="checkbox"/> "Social media addiction is society's biggest problem." – Anonymous  <input type="checkbox"/> "Either write something worth reading or do something worth writing." – Benjamin Franklin  <input type="checkbox"/> "Focus on how to be social, not on how to do social." – Jay Baer</p> <p>2) Students will indicate if they agree or disagree with each statement with a thumbs up (agree) or a thumbs down (disagree). 3) After reading each statement, give students time to discuss their opinions about each statement.</p> <p>PROCEDURE</p>

Read Article: Social Media and Teens: How Does Social Media Affect Teenagers' Mental Health (below)

Gallery Walk:

1) Prior to the lesson, write the following questions on chart papers and hang up:

- ☐ What have research studies found about the impacts of social media?
- ☐ What are the positive things about social media?
- ☐ What are the negative things about social media?
- ☐ In what ways can we balance our social media usage?

2) Divide the students into 4 groups. Give each group a different coloured marker.

3) Groups will rotate from chart paper to chart paper responding to each question.

4) When cued by the teacher, groups will move to the next chart paper.

5) This continues until groups have responded to all of the questions.

6) Groups can do a Walkabout to see all the responses to each question OR the teacher can quickly summarize the responses on each chart paper for the class.

CONCLUSION:

Circle-Triangle Square:

Students will complete the exit slip based on what they learned in today's lesson.