

Department: Physical Education and Health

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Grade Level: Grade 9

EDISON TOWNSHIP PUBLIC SCHOOLS
Health and Physical Education Department
LESSON PLAN
Date:

Subject Health

GRADE 9

UNIT – Self Image / Goal Setting

LESSON- HABITS OF THE GRADUATE
Self Image Project

ALIGNMENT OF NJCCCS

- 2.1.12.A.2 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness
- 2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

INSTRUCTIONAL OBJECTIVE(S)

- The learner will demonstrate their understanding and appreciation for recognizing developmental assets by completing the notes with personal information.
- The learner will demonstrate an appreciation for developing a personal identity by completing the self image project.

INSTRUCTIONAL STRATEGIES

1. Do now – Students will be asked to evaluate their past experiences and how it has shaped them into the individual that they are today (10min)
2. Explanation of days activities (2min)
3. Students will actively participate in a content based discussion about their strengths and weaknesses in school and how it might shape their goals in the future. (15min)
4. Students will be given time to write their first two paragraphs of the self image project (15min)
5. Review and Closure (Tomorrow we will discuss what developmental assets (See handout – 7.3 Developmental Assets - Page 179) might help you to improve your strengths and weaknesses)

ASSESSMENT STRATEGIES

- Ongoing and active participation throughout class (Room circulation checkpoints)
- Project checks (Room circulation checkpoints)
- Consistent and frequent content quizzes
- Conclusive Unit Test

MODIFICATIONS

- Teacher will establish a relevancy to the subject area
- Students with limited social skills will get a chance to interact with partners and with groups
- Students will be provided immediate feedback and given clear directions
- Extra time will be allotted to complete worksheets if needed

Self Image Project

Your job for this project is to inform everyone about yourself. You will write about your outlook on your past, present, and future. You will need to be honest with yourself in order for this project to have meaning. By the end of this essay you should have a plan for your life's goals and explain how you will achieve them.

Paragraph 1 - History of you - Where you came from, what your family life is like, what your culture is, etc.?

Paragraph 2 - Who you are - What are your interests, likes, dislikes, values, beliefs, talents, abilities, etc.?

Paragraph 3 - High school time - What are your strengths and weaknesses when it comes to school. What are your goals by the end of high school? How will you use your strengths and weaknesses to achieve your goals?

Paragraph 4 - Building blocks - What developmental assets will you use to achieve your goals by the end of high school? How will these developmental assets help you during your time in high school?

Paragraph 5 - Future purpose - Using the rules of healthy living can you explain how you see your life developing after high school and how you will contribute to society? How will you use these rules to better your life after high school and help you achieve your goals?

Sample Lesson Plan Template

Course: Drivers Education

Date: 3/28/11

Instructor: Tom Kantlehner, Mike Meagher, Bob Merkle, Craig Salvatore, Dave Sandaal

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question:

What steps am I taking to better myself physically?

Title of Lesson: Healthy Habits of the Driver

NJCCCS: 2.1.P.D.1, 2.1.P.D.2, 2.1.2.D.1, 2.1.4.D.3, 2.1.6.D.3, 2.1.8.D.3, 2.1.12.D.3, 2.1.12.D.4, 2.1.12.D.5

Objectives:

1. Student will be able to take steps to better themselves physically by learning about the importance of seat belt safety.
2. Student will be able to take steps to better themselves physically by learning about the effect of alcohol and drugs on driving.
3. Student will be able to take steps to better themselves physically by learning about the importance of accident prevention by learning about the laws and rules of both the road and other drivers.

Procedure:

1. Students will arrive in class and teacher will take attendance.
2. Students will be introduced to drunk driving accidents by being show recent articles in newspapers about drunk drivers getting arrested.
3. Students will be asked how many drinks it thinks it takes for a driver to be considered impaired, at which point teacher will show students the chart which gives an approximate number of drinks a student will have before they are considered to be impaired.
4. Students will try the "Drunk Goggles". The drunk goggles will show students what it is like to be drunk while driving. Teacher will have students do simple tasks such as catching a tennis ball, walking in a straight line, or touching their nose.
5. Teacher will then show short documentary showing the dangers of drunk driving.

Closure:

1. Teacher will ask students to write a 1 paragraph essay asking them what they imagine it would be like if their parents were informed late at night that their son or daughter was killed in a drunk driving accident.

Assessment:

1. Students will be assessed by the 1 paragraph essay that they will turn in at the end of class and eventually by the test they will be given during the marking period.

Modifications:

1. Any student who has vision or attention problems will have the opportunity to sit in the front of the classroom.
2. Any student with vision problems will be given extra large text.
3. Guidelines and procedures will be followed according to student IEP's.

Course: Health

Instructor: TBD

Habit of the Graduate: (Choose 1)

- Invest in yourself: Be Your Best Today to Be the Best for Tomorrow

Habit of the Graduate: Marking Period Focus Question:

Look back at the vision you drew at the start of the year. Identify where you can seek out resources to support your vision.

Title of Lesson: Investing In Yourself: Your Future Awaits

NJCCS: 2.1 and 2.2

Objectives:

- The learner will be able to understand what it means to invest in themselves.
- Students will analyze how their personal choices play a role in maintaining and enhancing personal, family, community and global wellness.
- Students will identify resources that support their personal vision for their future.

Procedure:

- Do Now: Once the students are seated in their chairs. Have the students quickly write down where they see themselves in two years. (5mins)
- Offer a “Congratulatory” message “Oh, Wow you are having a Baby”. Offer students a chance to process this “wonderful news” (2 mins)
- Explain to the class to pretend this was real and to come up with three options. (2-3mins)
- Break the class up into three groups (mixed gender) and give each group an option and have them write the pros and cons of each option (5-7mins)

Closure:

- Is your 2 year plan now changed based on the “news” that you have given and the option that you have chosen to deal with this news. Are you still able to reach your goals?
- How could you have better invested in yourself in order to not find yourself in this current hypothetical position.

Assessment: Identify a list of resources that will help you achieve your 2 year goals.

Modification: Teacher will follow all recommendations as listed in the student IEP's .

Sample Lesson Plan Template

Course: _____ Senior Helath

Date: 3/28/11

Instructor: Kevin Dalton, Donaven Kregeloh, Carolyn McElwain

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community**

Habit of the Graduate: Marking Period Focus Question:

Reflect back on your high school experience. What advice can I give to the underclassmen to help them soar?

Title of Lesson: High School Experience Reflection

NJCCCS:

2.4.12.A.4

Objectives:

1. **SWBAT** understand the benefits and consequences of decisions made in high school by reflecting on past experiences.

Procedure:

1. Teacher will take attendance. (2mins)
2. Teacher will hand out the “Coat of Arms Dating Shield” worksheet to class. (2mins)
3. Students will fill out the worksheet based on questions asked by the teacher. (15mins)
 - i. What are three characteristics you bring to a relationship?
4. Teacher will guide a student lead discussion based on the answers provided on the worksheet. (15mins)
5. As closure, the teacher will lead the discussion to prepare seniors for a presentation to enhance the high school experience for the freshmen class. (10mins)

Closure: see procedures

Assessment:

1. Active participation during class discussions (Teacher Observation)
2. Coat of Arms Dating Shield Worksheet (Teacher Collection)

Modifications:

1. Anonymous and active class participation
2. Preferential Seating
3. Directions repeated more than once
4. All modifications will be taken into consideration to successfully complete the lesson