



Duchesne Omaha 1881
Academy of the Sacred Heart

**WELLNESS
CURRICULUM**

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DUCHESNE ACADEMY OF THE SACRED HEART

Vision Statement:

Duchesne Academy commits itself to helping every student recognize components of physical, spiritual and emotional health as well as ways to build her own capacity for loving relationships with God, self, others, and creation.

Standards:

Goal 1

- 1 Students will experience the transforming power of the Spirit of God, compassion, gratitude, and forgiveness.
 - 1.1 Students will read the founding mothers of the Sacred Heart order as well as other great spiritual writers who promote lifestyles based on compassion, generosity, gratitude and forgiveness
 - 1.2 Students will reflect upon the lives of holy women and apply the lessons to their own lives
- 2 Students will know there is meaning and value in life that fosters a sense of hope in the individual and in the school community
 - 2.1 Students will experience their own dignity as humans and when applicable will be gently guided toward actions and words that affirm the dignity of others and self
- 3 Students will acquire the knowledge and skills necessary to develop mindfulness, a prayer life, and deepen their interior life.
 - 3.1 Students will be taught mindfulness and meditation and practice it during the school year
 - 3.2 Students will learn different ways to pray alone and with others
 - 3.3 Students, along with the entire community, will practice *espacio*
 - 3.4 Students will be offered the sacrament of reconciliation and learn about forgiveness within the Catholic tradition

Goal 2

- 4 Students will analyze the influence of family, peers, culture, media, technology and other factors on the interconnectedness of physical and emotional health
 - 4.1 Students will study the psychology of happiness and self-actualization
 - 4.2 Students will be able to identify the traits of healthy relationships and unhealthy relationships
 - 4.3 Students will set personal goals for self-care and healthy boundaries in relationships
 - 4.4 Students will be able to identify signs of emotional abuse and dating violence and possible methods for ending a relationship

- 4.5 Students will be able to identify signs of depression, anxiety, suicide prevention, and name positive actions they can take to address in self and others
- 4.6 Students will be able to name signs of drug/alcohol abuse and name positive actions they can take to address it in self and others
- 4.7 Students will be able to identify the dangers of distracted driving and set goals to avoid the behavior for themselves and in support of peers
- 4.8 Students will be able to identify traits of perfectionism and its dangers and apply new coping mechanisms to perfectionist tendencies in school work and body image
- 4.9 Students will understand the impact social media has on their personal well-being with topics such as digital footprint, online safety, and critical thinking about information shared on social media

Goal 3

- 5 Students will practice service to animate the love of the Spirit that empowers, inspires, builds, and strengthens us
- 6 Students will reflect on the values of society and acquire the knowledge and skills necessary to defend justice, peace, and the integrity of creation
 - 6.1 students will understand their relationship with nature and have opportunities to experience and reflect upon the peace and joy of time spent there
 - 6.2 students will be encouraged to become advocates for the marginalized in our world through awareness raising campaigns, fund raisers, and other methods
 - 6.3 Students will understand issues of sustainable food production, mindful consumption, just working conditions and just wages for food preparers at all levels of the food chain.

Goal 4

- 7 Students will incorporate community improvement into their daily physical activities
 - 7.1 Students will be aware of our school neighborhood during outdoor activity and offer ways to be engaged in any needs they identify there
- 8 Students will practice skills needed to build community and practice clear, direct, and open communication.
 - 8.1 Students will be encouraged to address all conflict and concerns within our school community and beyond to the right person, in the right way, and at the right time
 - 8.2 Students will reflect on the power of nurturing relationships for spiritual, physical and emotional health
- 9 Students will learn principles of nonviolence, conflict resolution and peacemaking.
 - 9.1 Students will have the opportunity to take an elective on conflict engagement and students from the class will share their skills with classmates in an assembly
- 10 Students will share in the responsibility to help create a safe and welcoming environment in which each person is valued, cared for and respected.

Goal 5

- 11 Students will develop the mental, emotional, physical, and social realms of wellness necessary to promote lifelong healthy and active living.
 - 11.1 Students will display that they know how to use the school weight room as well as how to access exercise equipment in their home from every day goods.
 - 11.2 Students will set personal goals for physical exercise
 - 11.3 Students will learn to play a variety of games that encourage lifelong activity
- 12 Students will experience the effects of working on improving their mental, physical, and spiritual wellness.
 - 12.1 Students will establish personal goals for time management, stress management, and exercise
 - 12.2 Students will understand the implications of research on sleep deprivation and apply the lessons to their own lives
- 13 Students will be able to share the importance of mental, physical, and spiritual wellness with others.
 - 13.1 Students will read research on the developing mental and social health issues affected by technology
 - 13.2 Students will study research on nutrition to develop and implement a nutritional plan for a healthy lifestyle
- 14 Students will practice wellness in regard to skills of self-advocacy and boundary-setting as respectful and assertive young women.
- 15 Students will practice positive body image messages and critically analyze negative body image messaging from various sources
- 16 Student athletes will receive instruction on nutrition and caloric intake needed to maintain peak performance athletically

TEACHER/SCHOOL STANDARD: the adults are committed to building a school culture that encourages and allows for balance between school, family, community involvement, and self-care and to building capacity to recognize and effectively respond to the wellness needs of others.

The teachers and school will provide:

- 1 Nutritional food options from just and sustainable sources
- 2 Limits on daily expectations to protect student quiet time and ensure opportunity for adequate sleep for the teenage health
 - 2.1 The daily schedule will be reviewed to find opportunities to slow down the day
 - 2.2 Periodic review of the homework load will be conducted
 - 2.3 Students will be limited on the number of AP/Honors classes, particularly in conjunction with the total number of classes taken each semester
- 3 opportunities to practice Espacio regularly as well as all school/all-class meditation
- 4 active modeling of healthy lifestyles that encourage the same in our students
- 5 Discipline and counseling based on Christian forgiveness of self and others

- 6 Parent communication on topics of teen health will be facilitated by the school
- 7 Teachers and staff will build a safe and welcoming environment in which each person is valued, cared for, and respected.
- 8 The discipline practiced by every adult will focus on gentle and loving redirection toward actions and choices that affirm dignity, health, and hope.
- 9 Abstinence values and boundary-setting skills will be covered annually in every grade through Circle of Grace and other all-school opportunities.
- 10 pet therapy options will continue to be available
- 11 every opportunity to build awareness, reflection, and to practice wellness will be woven throughout the academic, relational, campus ministry, counseling, and every aspect of the Sacred Heart experience.

Scope and Sequence

9th Grade 10thGr 11th Gr 12th Gr Electives/E.C.

1.1

OT/NT Scripture	Paschal Myst	Sacraments/Morality		Masses/prayer services School themes
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1.2

World Lit	Brit Lit Church PaschalMyst	Sacraments/Morality AmerLit/Honors	Senior Lit/Hon AP Lit	Fine arts 9-12 AP Psych
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2.1

World Cultures Bio	MEH/APEuro	Sacraments/Morality US History/Honors	CST Gov/Econ/Honor Env/Earth Sci	FGF Goal 3 FieldTrips Service Trips
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3.1

FreshmanSeminar	Paschal Health Class	Sacraments/Morality	World Religions	Retreats
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3.2

OT/NT Scripture French 1	Paschal Myst French 2	Sacraments/Morality French 3	World Religions	Liturgies/pr.serv
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3.3

OT/NT Scripture	Church Paschal Myst Health Class	Sacraments/Morality	World Religions CathSocialTeach	Liturgies/PrServ Espacio Tuesday
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3.4

NT?		Sacraments/Morality	WR? Conflict Resolution	Reconciliation offered 2x/year or more Retreats
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4.1

Fresh Seminar World Lit	Brit Lit Health Class	Sacraments/Morality AmLit/Honos	SnrLit/Honos AP Lit	AP Psych All school speakers
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4.2

World Lit Circle of Grace	Brit Lit Circle of Grace	Sacraments/Morality AmLit/Honors Circle of Grace	SnrLit/Honors AP Lit Circle of Grace	
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4.3

World Lit	Brit Lit Health class	Sacraments/Morality AmLit/Honors	SnrLit/Honors AP Lit	
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4.4

	Health Class	Sacraments/Morality AmLit/Honors Circle of Grace	SnrLit/Honors AP Lit	Peer Facilitating Outside speaker? Yellow dress play
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4.5

Freshman Seminar	Health Class			KimFound /BoysTown Spkr
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4.6

	Health Class		Anatomy	Outside speaker AP Psych
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				SADD all-school messaging Peer facilitating
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4.7

	Health Class			SADD All school Speaker
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4.8

Freshman seminar	Health class	Sacraments/Morality	Honors/AP Lit	FineArts9-12
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4.9

TRAIL Bio	Church Health Class	Sacraments/Morality		Snr Retreat Peer Facilitating
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5

	Goal 3 field trips	Sacraments/Morality	70 service hours +reflection reqd for graduation; Catholic Social Tching	Network Service Winnebago, Uganda, Mx, NewOrleans Choir/Inst music at VC Art donations to conge
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6.1

World Lit Bio	Brit Lit Paschal Mystery	Sacraments/Morality AmLit/Honors	SnrLit/Honors AP Lit CathSocial Tch Env/Earth Sci	FGF
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6.2

World Cultures	MEH/APEuro	USHist/AP Spanish 3 Sacraments/Morality	CathSocialTching Gov/Econ/Honor Spanish 4/5	Service hrs OperOthers Dress Down days Fundraisers Prayer services
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6.3

World Cultures	MEH/APEuro	Sacraments/Morality USHist/AP	CathSocialTching Gov/Econ/Hnors Env Sci	FGF Entrepreneurship
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7.1

		PE Sacraments/Morality	PE	
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8.1

Fresh Seminar		Sacraments/Morality		Fine arts 9-12
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8.2

Fresh Seminar World Lit Spanish 1	Brit Lit Health Class Spanish 2	AmLit/Honors Jnr Seminar Spanish 3 Sacraments/Morality	SnrLit/Honors AP Lit Snr Seminar Spanish 4	
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9

World Lit	Brit Lit	Sacraments/Morality AmLit/Honors	SnrLit/Honors AP Lit	Conflict Engagement elective
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10

TRAIL World Lit French 1 Spanish 1	Brit Lit French 2 Spanish 2	Sacraments/Morality AmLit/Honors French 3 Spanish 3	SnrLit/Honors AP Lit French 4/5 Spanish 4/5	No Place for Hate Cyber Ally training
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11.1

		PE classes	PE classes	athletics
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11.2

PE classes		PE classes	PE classes	athletics
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11.3

PE classes	PE classes	PE classes	PE classes	
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12.1

Frosh Seminar	Health class	PE classes	PE classes	athletics
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French 1 Spanish 1	French 2 Spanish 2	French 3 Spanish 3 Sacraments/Morality	French 4/5 Spanish 4/5 Anatomy phys	
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12.2

Freshman Seminar	Health Class	Sacraments/Morality	Spanish 4 Anatomy Physy	AP Psych
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13.1

Frosh Seminar	Health	Sacraments/Morality		AP Psych Peer facilitating
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13.2

	Health class	French 3	Anatomy Phys	Lunch education program
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14

PE classes	Health classes PE classes	Sacraments/Morality PE classes	PE classes	
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15

Circle of Grace Freshman Seminar	Circle of Grace	Circle of Grace	Circle of Grace	
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16

Coaches ; Athletic information night	Coaches ; Athletic information night	Coaches ; Athletic information night	Coaches ; Athletic information night	SALT
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Assessments

Wellness Lesson

Standard: **1: Sacred Heart Values**

Lesson Name: **Founding Mothers**

Class/Teacher: **Scriptures/Mullaney**

Lesson Objective:

Students will read excerpts from the founding mothers that emphasize compassion, generosity, gratitude and forgiveness to consider ways to make these values part of their own relationships

Time Needed: 40-45-minute class period

Procedures:

Divide students into 4-5 groups and assign each group to read a document selected for the moral truth espoused there. Offer some guiding questions for each group to discuss and analyze the message of the document.

Jigsaw students so that an expert on the document then takes the message to a new group.

Allow each new group to share and discuss each document

Bring the class together to recap the message of the values and discuss why these Sacred Heart values exemplify healthy relationships with God, self and others.

Assessment of learning:

Assign a one-page reflection that asks students to apply the teachings of our founding mothers to at least one relationship in their life

Wellness Lesson

Standard: **3: Mindfulness**

Lesson Name: **mindful habits**

Class/Teacher: **US Hist/AP--Anania**

Lesson Objective:

Students will develop habits of mindful study and limit distractions from their electronic devices.

Time Needed: 40-45 minute class period

Procedures:

After a classroom discussion on the impact of distracted studying (mostly based on Hansen's article in the OWH-not sure of the date), I issued a "mindful study challenge" to the Junior class. The challenge included removing their phones from the room where they were studying, turning off their messaging on their iPads, and learning to study without distractions. Also, students to challenge themselves to be mindful classroom learners also-so, turning off messaging during class time. They actually wanted me to remind them of that every day. Students could then track their own progress on a large chart kept in my classroom with the understanding that it was not a competition. Students then were asked to reflect on the impact that this had on their studies, including time and efficiency. Most students had very positive responses and were surprised at how much time they had been wasting by distractions (phone and messaging on iPads). This challenge lasted all of 2nd quarter and we will then add a new challenge of "mindful sleeping" for the rest of this semester. So, hopefully, because of the mindful study habits the students have developed, they will have more time for sleeping! So, we will challenge the students to stop screen time/tech use for up to 1/2 hour before bed and to try to get at least 7 hours of sleep a night! And we will allow them to continue with the mindful studies as well. We will have 2 challenges on our giant chart!

Assessment of learning:

Assign a one-page reflection that asks students to describe the impact of new habits on study, sleep and efficiency.

Wellness Lesson

Standard: **4.1: psychology of happiness**

Lesson Name: all-school presentation on happiness

Class/Teacher: AP Psych/Hickman

Lesson Objective: Psychology students will study current research on positive psychology and report their findings to the entire student body in 5-minute reports on various topics.

Time Needed: 40-45-minute class period + all school homeroom time

Procedures: After reading about Positive Psychology, students will be divided into small work groups and each group will do further research on one topic that correlates with happiness. The topic will be creatively presented to the whole school during 5-minute presentations

Assessment of learning:

Presentation rubric (speaking and audience engagement techniques) and quality of research will be assessed

Wellness Lesson

Standard: **4.2: Boundaries in Healthy Relationships**

Lesson Name: Circle of Grace

Class/Teacher: Atherton

Lesson Objective:

Students will learn about physical, spiritual and intellectual boundaries and discuss their basic assertive rights.

Time Needed: 1.5-hour class period

Procedures: Students will be divided into 3 groups and each group will brainstorm what they consider to be healthy boundaries. The groups will share their main ideas with the class. The students will then review the Basic Assertive rights and discuss assertiveness as it relates to boundaries. Students will then draw a scenario from a hat and practice using these rights when boundaries may be violated via role playing.

Assessment of learning: The students will demonstrate their knowledge of boundaries and assertive rights by responding appropriately in role playing situations. Each student will have the opportunity to practice assertive boundary setting.

Wellness Lesson

Standard: **4.3: depression/anxiety/suicide awareness**

Lesson Name:

Class/Teacher: Health/Walsh

Lesson Objective:

Students will learn about signs of anxiety and depression. They will learn about how to ask for help, who to go to for help. Students will learn the triggers for depression and anxiety, and how to manage stress. They will learn about suicide awareness.

Time Needed: 40-45 minute class period

Procedures:

Students will be divided into groups of 2 and each group will brainstorm different mental health issues, and develop a presentation or PSA on how to break stigmas of that particular mental illness such as depression and anxiety. They will then present on these topics to their peers. Boystown and Kim Foundation both come on campus to present to the students on suicide awareness and how to ask for help/how to help a friend.

Assessment of learning: The students will demonstrate their knowledge of the subject matter by presenting in class through a power point or PSA presentation. They will also share a made up "vignette" of a case study who copes with that mental health condition, and proceeds to live a good and productive life. They break down mental health stigma's and normalize conditions that many people live with on a daily basis.

Wellness Lesson

Standard: **4.5: drug/alcohol dependency**

Lesson Name:

Class/Teacher: Health/Walsh

Lesson Objective: Students will learn about the health risks associated with alcohol and drug use. They will learn about factors that influence alcohol and drugs effect, and long-term use problems. They will learn how this affects their brain, cardiovascular system, and digestive system. They will learn about gateway drugs, statistics and how they can keep themselves from being at risk.

Time Needed: 40-45-minute class period

Procedures: Students will be divided in groups of 2, and create a PSA around a slogan such as, “Don’t do Drugs”. The Public Service Announcements are about 2-5 minutes long. They will present these PSA’s to their peers in class.

Assessment of learning: The students demonstrate their knowledge regarding the risks of drug and or alcohol use by presenting their PSA to the class. Each student will have the opportunity to both ask and answer questions.

Wellness Lesson

Standard: **4.6: Distracted Driving**

Lesson Name:

Class/Teacher: Health/Walsh

Lesson Objective:

Students will learn about the risks associated with distracted driving. They will discuss the risks of distracted driving and tangible ways to stay safe, and not distracted.

Time Needed: 40-45-minute class period

Procedures: Students will be listening to a presentation on distracted driving. The presentation, videos, statistics, pictures, questions and answer, as well as role plays will give them real life examples of distracted driving, and how to stay safe.

Assessment of learning:

The students will demonstrate their knowledge of distracted driving by taking part in a role play, where they wear goggles that are calibrated to have them see in an alcohol induced state. Three pairs of goggles are given at different above legal limits for day and night driving. They will walk a taped line on the floor and experience the effects as if they were anesthetized.

Wellness Lesson

Standard: **4.8: Perfectionism**

Lesson Name: Creating Positive Habits

Class/Teacher: Freshman Seminar/Atherton

Lesson Objective:

Students will list the negative effects of perfectionism and practice positive habits to combat these effects.

Time Needed: 15 minutes and 10 minutes each weekly class period

Procedures: Students will practice mindful breathing and affirmations within the framework of Bible verses, prayer and inspirational quotes focused on connection, compassion and courage as opposed to worry; to combat perfectionism.

Students will analyze messaging in ads/movies/social media posts about unhealthy weight and diet

Assessment of learning: At the end of the semester students will complete a journaling assignment focused on what they have learned and what they plan to continue practicing.

Wellness Lesson

Standard: **4.8: Digital Footprint**

Lesson Name:

Class/Teacher: TRAIL/Doyle

Lesson Objective:

Students will have a greater understanding of their digital footprint, social media presence, and online safety. They will understand how to maintain privacy settings online and via their devices.

Time Needed: 40-45-minute class period

Procedures:

1. Discuss online safety and digital footprint. Ask student what they know about it, what they have learned in school and what discussions they have had with their parents regarding the issue.
2. Show "six clicks" video which discusses how much someone can learn about you via your social media presence in "six clicks"
<https://dashboard.duchesneacademy.org/mod/url/view.php?id=32573>
3. Together read article Scholastic Choices lesson "Will Your Social Media Presence Come Back to Haunt You?" and watch Today show video about student who had acceptance to Harvard rescinded after social media leaks. Discuss talking points included in lesson.
<https://choices.scholastic.com/issues/2017-18/110117/will-your-posts-come-back-to-haunt-you-.html>
4. Have students Google themselves to see what they can learn about their presence (hopefully it is not too much!) Use "Clean Up Your Digital Footprint" Scholastic activity to have them track their own digital footprint.
5. If time allows, revisit privacy settings on their iPads with them. This task was already completed in a previous lesson (using the iPad Tips and Tricks app)

Assessment of learning:

By completing the "Clean Up Your Digital Footprint" activity, students will demonstrate that they know how to control their privacy settings by actually doing so and creating the privacy profile they desire using their iPads. Students will check their digital footprint and make adjustments to their online persona as appropriate. Students will understand that their digital presence and footprint can have consequences, both intended and unintended.

Wellness Lesson

Standard: **5, 6.2 Service to the poor and marginalized**

Lesson Name:

Class/Teacher: Service/CST-Holtmann

Lesson Objective: Students will demonstrate initiative and responsibility by establishing a weekly service site where they will animate the love of God (agape) to others. At that site, they will be advocates for change in our world by making themselves aware of issues in the Omaha community and acting on that awareness through service and advocacy opportunities.

Time Needed: 1.5 hours weekly

Procedures for service (6.2): With the guiding assistance of the instructor, students are responsible for arranging their own transportation to/from site, communicating with their supervisor by email or phone, and establishing a recurring service site.

Procedure for 5: We explore the concept of God as agape (unconditional love) and apply that love to service. Students read the first chapter of *Doing the Truth in Love* by Michael Himes S.J. In class, students read several parables mentioned in the textbook with a partner including the Prodigal Son and the Good Samaritan. From there, the instructor explains how the parables illustrate the concept agape. In a class discussions students apply agape their service site and life. The students are then sent forth to take agape to their service sites each week.

Assessment of learning (6.2): At the beginning of the semester students are assessed on their ability to successfully take initiative and establish the logistics of their service site (transportation, communication with supervisor, time of service). Furthermore, each week students submit a reflection about their service experience. Reflection prompts vary week to week, but generally require students to think critically about their experience, write about their interactions with the marginalized, and explore how they can be agents of change. Students also receive random site visits from the instructor.

Assessment of learning (5): Students are tested on their memory of the parables and ability to articulate how they reflect agape. Discussions and reflections also give insight into the students' capacity to show agape to those they serve.

Wellness Lesson

Standard: **6.1: renewing nature**

Lesson Name:

Class/Teacher: CST/Holtmann

Lesson Objective: Students will understand their relationship with nature and have opportunities to experience and reflect upon the peace and joy of time spent there.

Time Needed: 40-45-minute class period

Procedures: After reading Laudato Si, students have the opportunity to reflect in simplicity on their relationship with creation. Provided with prayers from St. Francis Assisi, verses from Genesis, and psalms about creation, on a beautiful day students will spend an entire block period in meditation outside simply “being” with the mystery of creation (Laudato Si, VI). They are encouraged to pray with the hard-copied materials (no iPads) provided and reflect about their relationship with nature.

Assessment of learning: For homework students will write a brief reflection on their thoughts during this activity and respond to a few prompts of their choosing.
For example: Did I feel at peace during my time outside? Could incorporating outside activities into my lifestyle contribute to my wellness? What keeps me from having a relationship with nature?

Wellness Lesson

Standard: **6.3**

Lesson Name: **Unit 6: Lesson 1**

Class/Teacher: **Christian Morality/Veldhuizen**

Lesson Objective:

Students will identify how the Christian faith invites one to care for creation and be a good steward of the environment. Connections with Goal 1, a personal and active faith in God, will also be discussed.

Time Needed: 40-45-minute class period

Procedures:

Relate the gifts/guides of Covenantal Relationship with Creation and Care for Creation (Catholic Social Teaching) to:

- 1) Sister Dorothy Stang (previously studied) – Class Discussion
- 2) Pope Francis – Read and reflect upon quotes from *Laudato Si*, some of which relate to Sister Dorothy Stang
- 3) United States Conference of Catholic Bishops – Read section from course text on *Renewing the Earth*

Assessment of learning:

The Unit 6 Test includes multiple choice, true/false, and short answer pertaining to each of the three topics described above.

Wellness Lesson

Standard: **6.3**

Lesson Name: **Unit 6: Lesson 2**

Class/Teacher: **Christian Morality/Veldhuizen**

Lesson Objective:

Students will see that care for creation and environmental stewardship is a social justice issue in contemporary society, fitting well with Goals 1, 3, 4, and 5.

Time Needed: 40-45-minute class period after done watching DVD

Procedures:

Watch and discuss the DVD *Food Inc.*

Watch the preview for a documentary on food waste

Assign students to read an article about a law in France pertaining to extra food/food waste of supermarkets.

- 1) Relate to modern manufacturing, modern agriculture, and consumerism, as discussed in the course text.
- 2) Explain how the information from the DVD relate to different gifts/guides of Christian Morality.

- a. Covenantal Relationship with Creation, Care for Creation and Dignity of Work/Rights of Workers from Catholic Social Teaching, Feed the Hungry and Care for the Sick from the Corporal Works of Mercy, Two Feet of Social Action.

- 3) Ask students to reflect upon how the DVD, documentary, and assigned article in relation to:

- a. Raising social awareness (Goal 3)
- b. How one can wisely discern how to use their freedom to act in a way leads to their personal growth (Goals 3 and 5)
- c. Consider how one's purchases can contribute to respect of people and animals within the global community (Goal 4)

Assessment of learning:

1. The Unit 6 Test includes multiple choice, true/false, and short answer pertaining to each of the three topics described above.
2. In-class quiz over the assigned reading.

Wellness Lesson

Standard: **6.3**

Lesson Name: **Ethical Consumerism Project**

Class/Teacher: **Christian Morality/Veldhuizen**

Lesson Objective: Each student will:

1. Research an organization that makes products frequently consumed in America (food, coffee, tea, soap, make-up, chocolate, clothes, etc.).
2. Identify three ethical practices of her organization.
3. Relate her organization to three gifts/guides of Christian Morality.
4. Make a poster on Pages (iPad)
5. Prepare a 2-3-minute presentation

Time Needed: 2-3, 40-45-minute class periods to present projects

Procedures:

- 1) Read through the assignment with all students to ensure an accurate understanding of requirements and grading.
- 2) Draw names of students and allow each student to select her organization from the provided list.
- 3) Students complete assignment outside of class.
- 4) Students air-drop Poster on due-date and present in class.

Assessment of learning:

The teacher will use the rubric provided to students when introducing the assignment to grade each student presentation.

Wellness Lesson

Standard: **7: Community Awareness**

Lesson Name: Neighborhood walks

Class/Teacher: PE/ Morton and Theel

Lesson Objective:

Students will develop a desire to incorporate community beautification into their outdoor exercise activities.

Time Needed: 40-45-minute class period

Procedures:

Begin with a discussion about taking pride in your community and surroundings and things that can easily be done when exercising in your neighborhood.

Separate the class into 2 groups and give each group a trash bag to take with them on the neighborhood walk.

Assign one group to collecting trash and one group to collecting recycle.

Assessment of learning:

Assign a one-page reflection that asks students to describe the impact of cleaning up the neighborhood while increasing their physical activity.

Wellness Lesson

Standard: **8-9: Conflict Resolution**

Lesson Name:

Class/Teacher: Conflict Engagement/Hiddleston

Lesson Objective:

Time Needed: 40-45-minute class period

Procedures:

Assessment of learning:

Wellness Lesson

Standard: **11: Active Living**

Lesson Name: Fitness Dance

Class/Teacher: PE/Theel

Lesson Objective:

Student will be able to incorporate various exercise movements into a routine set to music.

Time Needed: 3) 40-45-minute class periods

Procedures:

After going through various exercises in class and discussions of how they are increasing our overall health students will be separated into groups of 2 or 3 people.

Each group will need to design a 3 to 4-minute exercise routine set to music during class.

Assessment of learning:

Presentation rubric (speaking and class engagement techniques) and variety and quality of exercise movements will be assessed

Wellness Lesson

Standard: **11: Active Living**

Lesson Name: Game Creation

Class/Teacher: PE/Theel

Lesson Objective:

Students will be able to incorporate various aspects of games they have played into their own unique creation.

Time Needed: 3) 40-45-minute class periods

Procedures:

After learning rules and participating in a variety of games students will be separated into groups of 2 or 3 people.

Each group will randomly choose a main theme focus for their game and then work together to design a 20-minute game to teach and play with the class.

Assessment of learning:

Presentation rubric (speaking and class engagement techniques) and clarity and quality of game instructions will be assessed

Standard: **11: Active Living**

Lesson Name: Weight Room equipment and technique

Class/Teacher: PE/Theel

Lesson Objective:

Students will be able to demonstrate multiple weight training lifts with appropriate technique

Time Needed: 2) 40-45-minute class periods

Procedures:

After seeing demonstrations of each exercise along with appropriate technique and a discussion on safety in the weight room students will be separated into groups of 2 or 3 people to practice and perform the exercises. Near the end of the semester students will create 2 videos that are each 20 to 30 seconds long.

Assessment of learning:

Students will make a short how-to video of 2 randomly selected exercises to demonstrate their understanding of how to use the equipment and appropriate technique.

Video Rubric (appropriate equipment and technique) will be assessed

Standard: **12: Wellness Goal Setting**

Lesson Name:

Class/Teacher: Freshman Seminar/Atherton

Lesson Objective:

Students will set SMART (specific, measurable, attainable, relevant, time bound) academic goals for daily, weekly, and quarterly achievements.

Time Needed: 1 class period and 10 minutes each class period.

Procedures:

Students will use Planners and/or planning apps to set goals for the academic quarter. Students will use those goals to plan for their day and week. Students will share their experiences, accomplishments and setbacks with the teacher and the class each week during a check in. The class will be used to share techniques and support one another.

Assessment of learning:

Students will meet with the teacher to review planners at the end of quarter and semester. After the individual meeting each student will write a reflection on the process answering the questions “What worked and what didn’t?”; and “what will I do now?”

Wellness Lesson

Standard: **13: Nutrition**

Lesson Name:

Class/Teacher: Health/Walsh

Lesson Objective:

Students will learn about healthy eating and the importance of a nutritious diet.

Time Needed: 40-45-minute class period

Procedures: Students will be asked to create a day in the life of their usual eating. They will then connect it to how they feel that day by journaling. They will estimate their caloric and if they are skipping any meals. Students then will be given time to work alone and find a “health app” such as Pyramid and use a wellness nutrition wheel that logs what they eat, and where there may be some deficiencies. Students will have a better understanding of how their nutrition affects them. They will also have one presentation from a nutritionist.

Assessment of learning:

The students will demonstrate their knowledge of nutrition by presenting a health app, and nutrition wellness wheel to their peers. They will share parts of their wellness journal with their class. Each student will have the opportunity to log their nutrition, track their nutrition, and improve it over the class. Nutrition Friday’s that are dedicated to healthy snacks, water, and meditation are also offered during the semester.