

**Course Title – Community Based Training**

**Implement start year – 2015-2016**

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**Unit #1, topic – Habits of Wellness**

**Transfer Goal – Students will be able to independently use their learning to establish good habits of wellness that keep them healthy, well, and stress free on the job.**

### **Stage 1 – Desired Results**

#### **Established Goals**

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant

9.1.8.F.2 Explain how rules, laws and safety practices protect individual rights in the global workplace.

9.4.12.H.49 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.

9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.

2.1.8.B.3 Design a weekly nutrition plan for families with different lifestyles, resources, special needs and cultural backgrounds.

#### **21<sup>st</sup> Century Themes**

**( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### **21<sup>st</sup> Century Skills**

##### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction

	<p><u>X</u> Social and Cross-Cultural Skills  <u>X</u> Productivity and Accountability  <u>X</u> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  the way they present themselves will influence other people around them.</p> <p><i>EU 2</i>  nutrition is essential to one's overall health and productivity.</p> <p><i>EU 3</i>  exercise and fitness play an important role in overall health and well being.</p> <p><i>EU 4</i>  stress can play significant role in successful performance on the job.</p> <p><i>EU 5</i>  rules and regulations play a crucial part in maintaining a safe work environment.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does my hygiene affect my relationship with others?</li> <li>• How do I select appropriate clothing to present myself in a positive manner?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What are the consequences of eating a healthy as opposed to eating an unhealthy diet?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• What is appropriate exercise?</li> <li>• How can I incorporate realistic fitness goals into my daily routine?</li> <li>• How can exercise reduce stress and promote relaxation?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How do I handle stressful situations?</li> <li>• Why does getting sufficient sleep positively affect overall wellness and productivity on the job?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• What are common safety hazards on the job and how can they be prevented?</li> <li>• How are following the rules and protocols of my employer important to my safety?</li> </ul>

**Knowledge:**

Students will know . . .

**EU 1**

- the steps to follow in order to maintain appropriate hygiene.
- suitable clothing attire that is appropriate for various job sites.

**EU 2**

- how a healthy meal correlates to productivity on the job.
- healthy eating habits.

**EU 3**

- how an exercise routine fits into a work schedule.
- the benefits of being physically fit.
- different types of exercises can be researched on the internet.

**EU 4**

- the causes of stress.
- the positive and negative aspects of stress.
- strategies to manage stress.
- number of hours of sleep needed to be productive.

**EU 5**

- rules of their job sites.
- the safe use of equipment on the job.
- which coworkers and supervisors can ensure their safety on the job.

**Skills:**

Students will be able to . . .

**EU 1**

- identify steps to promote independence in personal care.
- maintain personal hygiene, such as bathing, hair care, dental care, skin care, nail care, and shaving.
- choose proper seasonal clothing for specific jobs.

**EU 2**

- read package labels to make healthy choices.
- prepare a healthy balanced meal.
- list the consequences of overeating.
- demonstrate proper serving sizes.

**EU 3**

- identify activities to create an exercise routine.
- explain the differences between strength, flexibility and aerobic exercise.
- identify preferred exercises that help alleviate stress.

**EU 4**

- state how adequate sleep reduces stress.
- list stressors found on the job.
- recognize personal stress limits.
- establish routines to promote a stress-free environment.

**EU 5**

- identify common safety hazards.
- explain corrective action when presented with an unsafe situation.
- identify emergency escape routes.
- list rules to follow while performing their job.

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-assessment Structured Learning Experience checklist
- Rubric on preparedness for jobs
- Daily observation on personal hygiene with verbal and/or written feedback
- Staff, Job Coach, and peer verbal feedback on grooming, eating habits, exercise, stress management, and safety
- Role play scenarios on hygiene/grooming, exercise, stress management, and safety

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Completing daily checklist. (A)
- Identify appropriate seasonal work clothes for each structured learning experience. (A)
- List foods that are healthy and unhealthy. (A)
- Create a graphic organizer identifying exercise by strength, flexibility and aerobic. (A)
- Determine number of hours that are adequate for sleep by using reliable web based resources. (A)
- List common safety hazards. (A)
- List rules for current Structured Learning Experiences. (A)
- Create daily hygiene checklist. (M)
- Demonstrate appropriate grooming habits. (M)
- Prepare a balanced meal to take for lunch at the Structured Learning Experience. (M)
- Create a weekly exercise plan. (M)
- Role playing handling stressful situations on the Structured Learning Experience. (M)
- Brainstorm how adequate sleep reduces stress. (M)
- Show escape route from current location using map. (M)
- State why certain rules are in place for current Structured Learning Experience. (M)
- Create a hygiene checklist for a new work assignment. (T)
- Create a seasonal wardrobe for various jobs. (T)
- Locate a healthy packaged food item based on its nutrition label. (T)
- Design an exercise routine to increase job specific performance. (T)
- Develop and perform a personalized plan for alleviating stress. (T)
- State corrective actions for various unsafe situations. (T)

Timeline: Unit 1 will be done throughout the entire year.

