

Course: Human Behavior
Unit #/ Unit Name: Unit 3 Personal Wellness

Year of Implementation: 2019-2020

Curriculum Team Members: Brian Boland (bboland@lrhsd.org, ext. 8938), Michael Zechman (mzechman@lrhsd.org, ext. 8949)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

Unit Standards:

Established Goals

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development C. Diseases and Health Conditions D. Safety

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication C. Character Development E. Health Services and Information

Transfer Goal(s): Students will be able to independently use their learning to live a healthful life by implementing and utilizing various wellness practices.

Enduring Understandings

Students will understand that. . .

EU1

- Stress can play a significant role in one's daily life.

EU2

- There are healthy and unhealthy ways to reduce anger and stress.

EU3

- Self-awareness leads to a more effective self-advocacy.

EU4

- Healthy habits are essential to one's overall health, wellbeing, and productivity.

Essential Questions

EU1

- How do I handle stressful situations?
- What are productive ways to reduce stress?
- Who can help me alleviate stress?

EU2

- What are some coping strategies that are useful to reduce anger and stress?
- Can being angry in a controlled manner be productive?
- Why is stress management important for personal wellness?

EU3

- How can I identify my strengths and weaknesses?
- What strategies can I use to overcome my obstacles?
- How can I utilize my strengths to increase daily success?

EU4

- What are the consequences of eating healthy as opposed to an unhealthy diet?
- How can personal fitness enhance my daily activities?

Knowledge

Students will know. . .

EU1

- what triggers their anger.

Skills

Students will be able to . . .

EU1

- identify stressors and how to appropriately react to them.
- recognize different levels of stress and take appropriate action.

EU2

- strategies on how to control anger.
- strategies to manage stress.
- ways to deal with uncomfortable situations.

EU3

- strategies to compensate and overcome their weaknesses.
- utilizing their strengths will be greatly beneficial to achieving success

EU4

- healthy eating habits.
- various fitness improvement approaches.
- the benefits of routinely getting adequate sleep

EU2

- create an action plan to manage their anger.
- use strategies to control their anger.

EU3

- Students will be able to identify their own strengths and weaknesses.
- compare and contrast their strengths and weaknesses.
- create an action plan identifying tactics to use to overcome their obstacles.
- use their strengths to promote themselves in various situations.

EU4

- create their own fitness plan.
- prepare a healthy weekly meal plan.
- document their current sleeping habits and develop a plan to improve their sleep.

Stage Two - Assessment

Other Evidence:

- Test, Quizzes
- Guest Speakers
- Class Discussions
- Role Playing
- Posters
- Peer Observations

- Current Events

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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.**

- Have students list various types of stress they experience (A) (EU1, EU3)
- Have students brainstorm what makes them angry (A) (EU1, EU2, EU3)
- Have students make stress balls using balloons and sand and use during stressful times (A,M) (EU2)
- Role-play scenarios that expose teens to situations where they face peer pressure (M,T) (EU3, EU4)
- Develop and perform a personalized plan for alleviating stress (M,T) (EU1, EU2, EU3, EU4)
- Reduce stress by using meditation and yoga (A,M,T) (EU2, EU4)
- Reduce stress by using breathing exercises (A,M,T) (EU2, EU4)
- Create a relationship recipe highlighting characteristics you find important in a friendship (T) (EU4)
- Develop a fitness plan that meets their individual needs (M,T) (EU2, EU4)
- Write a daily journal expressing your thoughts and feelings (M) (EU3)
- Create a personal circle of support (M,T) (EU4)
- Have the students develop an anger management plan for their most significant trigger (T) (EU2, EU4)
- List foods that are healthy and unhealthy (A) (EU4)
- Give examples of direct and indirect peer pressure (M) (EU3)