

Studies in Women's Health & Wellness: Self Empowerment & Communication Skills

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) - Students will participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Students will recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>NHES Content Standards:</u> 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Transfer	
	Students will be able to independently use their learning to communicate effectively in a variety of situations to promote their health and well being.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - effective communication enhances personal, family, and community health. - responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. - the ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. - strong communications skills allow us to advance in our careers.	ESSENTIAL QUESTIONS - How does an individual's communication skills affect his/her leadership abilities? - How can a person develop self empowerment to improve his/her health & well being?
	Acquisition	
	Students will know... - common barriers for effective communication - the 5 key elements of active listening - how communication impacts leadership - the 5 conflict resolution strategies and when they may be best used	Students will be skilled at... - demonstrating effective speaking and listening skills while working with others. - using effective communication to work together with others, problem solve and think critically,

• 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. <u>NPE Content Standards:</u> S5. H1 Analyzes health benefits of self selected physical activity S5. H2 Chooses an appropriate level of challenge to experience success and desire to participate in selected physical activity. S1. H1 Demonstrates competency in 1 or more specialized skills in health related fitness activities.	• <i>the most important qualities of an effective leader</i> • <i>the most common leadership styles</i> • <i>the value of leadership and how it can affect success</i> • <i>personal assets and strengths of their own</i> • <i>characteristics of positive role models</i> • <i>strategies for expressing needs, wants and feelings appropriately</i> • <i>positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness</i> • <i>strategies for managing and reducing anger and conflict</i> • <i>ways of dealing with frustration</i> • <i>how the developmental process affects emotions and behaviors</i> • <i>strategies to prepare for adulthood</i> • <i>how to develop and demonstrate and sense of empowerment</i> • <i>community health careers</i> <u>vocabulary:</u> <i>active listening, conflict resolution, cooperation, competition, collaboration, avoidance, accommodate, compromise, leadership, and leadership styles</i>	<i>display an openness for change, show empathy and respect for others during team based exercises.</i> • <i>identifying personal leadership styles.</i> • <i>participating in physical activity in order to achieve and maintain an appropriate level of personal fitness.</i> • <i>recognizing that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle.</i> • <i>demonstrate effective ways to communicate with trusted adults.</i>
Content Area Literacy Standards		
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS. • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.		
21st Century Skills		
• <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>use and manage information</i> • <i>interact effectively with others</i>		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	