**[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://onelittlevictoryblog.com/live-a-healthy-life/&ei=ABcLVZX-Cc7baL3tgcAE&bvm=bv.88528373,d.cWc&psig=AFQjCNG9RZCxLPstEcLfUHSfKuNnkbqIVw&ust=1426875753626615)[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://fosteringchangeforchildren.org/blog/2014/03/&ei=AxQLVZrYOYzKaNDUgrgE&bvm=bv.88528373,d.cWc&psig=AFQjCNG9RZCxLPstEcLfUHSfKuNnkbqIVw&ust=1426875753626615)**

**Grade 11 Health for Life (PPZ30)**

**Unit : Determinants of Health**

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://softwaresproject.com/healthfood1/&ei=XRYLVa3VCNX1ap7TgNgE&bvm=bv.88528373,d.cWc&psig=AFQjCNG9RZCxLPstEcLfUHSfKuNnkbqIVw&ust=1426875753626615)

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**Unit Plan Design**

**Health and Physical Education Course:** Health for Life (PPZ30)

**Grade:** 11

**Focus Unit:** Determinants of Health

**Topics:** Personal and social factors as determinants of health

**Unit Overview:**

Students will investigate the physical, social, and mental determinants that affect personal health. They will apply understanding of these influences to their *Vitality* Action Plan.

**Relation to other units in the course:**

This unit is one of three in the course that will help students develop a personalized approach to healthy living.

**Connection to students lives:**

This unit will offer students the opportunity to examine the factors (i.e., personal and social) that affect their own health and the health of individuals as members of the community. Students will also learn about the components of the *Vitality* approach to healthy living-an initiative that promotes healthy eating, an active lifestyle and positive self-image.

**General Instructional Approaches:**

The focus will be on providing students opportunities with which to interact, communicate, think, and apply their knowledge with respect to healthy living. Strategies include Direct Instruction, Indirect Instruction, Interactive Instruction, and Independent Instruction.

**Overall Expectations:**

* Analyse the role of individual responsibility in enhancing personal health;
* Analyse the social factors that influence personal health.

**Breakdown of Lesson Topics/Activities (Stage, Time & Sequence)**

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| --- | --- | --- |
| **Stage of the Unit** | **Lesson Topic/Activity** | **Time Allotted (Approx Days)** |
| **Beginning** | Lesson 1: Health Products Questionnaire | 140 Minutes (2 Days) |
| Lesson 2: Personal Health | 300 Minutes (4 Days) |
| **Middle** | Lesson 3: Health Scenario | 300 Minutes (4 Days) |
| Lesson 4: Environmental Influences | 200 Minutes (2 Days) |
| **End** | Lesson 5: *Vitality* Action Plan | 300 Minutes (4 Days) |
| Lesson 6: Summative Evaluation | 70 Minutes (1 Day) |

**Assessment of, as and for learning:**

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| --- | --- |
| Assessment ***for*** learning \_\_\_ Assessment ***for/as*** learning \_\_\_\_  (*Diagnostic*) *(Formative* ) | Assessment ***of*** learning \_\_\_  *(Summative)* |
| * Observation * KWL * Retelling, relating, reflecting * Anecdotal notes * Checklists * Work samples * Peer-assessment * Interview/Conference * Oral Reports * Learning Log/Journal * Personal Reflection * Self-assessment * Rubric | * Published Work * Oral Presentation * Performance * Oral Report * Written Report * Audio/Video/Technological Presentation * Rubric * Unit Test * Conference * Other |

**Overview of Assessment & Evaluation of Student Achievement:**

This unit continues to provide students with the opportunity to reflect on, plan for, and act on personal choices related to developing a healthy active lifestyle. Throughout the unit students investigate the physical, social, and mental determinants that affect personal health. A variety of assessment techniques that address the individual needs and different learning styles of students are used. They include Pencil and Paper (quiz, test, directed written, oral or visual assignment, weekly Vitality reflections, health scenario), Performance Task (projects/assignments, presentations), and Personal Communication (instructional questions and answers, classroom discussion, reflections, conferencing). The teacher and students use the following Assessment Tools: observation checklist, rubrics, planning steps checklist, marking scheme. Formative and summative assessment will provide students with ample opportunity to demonstrate their knowledge and skills.

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| **Student Evaluation Criteria for the course** | | | | |
| **Term – 70%** | | **Final – 30%** | | **Final Report Card Grade Calculation – 100%** |
| **10 ≤ Relative Emphasis / Weighting ≤ 40** | | **Relative Emphasis / Weighting** | | **Term Total + Final Total = Report Card Mark** |
| Knowledge**/**Understanding | 25 | Examination | 20 |
| INQUIRY/THINKING | 15 | Culminating Activity | 10 |
| Communication | 15 |  |  |
| Application | 15 |  |  |
| **Term Total** | **70** | **Final Total** | **30** |

**Note:** Though the evaluation criteria above will apply to all assessment and evaluations completed throughout the the course, students’ mark for this unit will be determined based on the following potential evaluations, amongst others, using the above weighting.

* Quiz
* Group Assignment
* Partner Tasks
* Unit Test
* Culminating Activity

**Unique features or resources (Differentiated Instruction Approaches):**

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| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Large Size Font * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the students | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

\*\*Only the highlighted options apply for the given lesson\*\*

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| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** Approx 2 Days **Lesson:** 1 **Timeframe:** 70 Minutes each day  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** Health Products Questionnaire | | | |
| **Overall Curriculum Expectations:**   * Analyse the role of individual responsibility in enhancing personal health.   **Specific Curriculum Expectations:**   * Evaluate the factors that influence personal choices with regard to health-related products and services. | | | |
| **Learning Goals:**   * Students will investigate the factors that influence personal choices related to health products and services using a class questionnaire * Students will collect and analyze data, making appropriate connections to their own life.   **Prior Knowledge:**  Students require:   * An understanding of what a questionnaire is * The ability to formulate questions * The ability to analyze and interpret information * Group work skills | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
| * Observation * Anecdotal notes * Journal Entry | |  | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

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| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I  S  W/S  W  I | **Whole-Class/Independent Activity: SnowBall**  This activity will help students brainstorm the various factors that influence food choices. The teacher will provide each student with 3 sticky notes for this activity.  Step 1:  Students are asked to individually record (orally or written) 3 factors that influence the foods that they choose to eat (Record 1 factor/note).  Step 2:  Students will partner and share their personal factors with someone else`s by removing any duplicates and then adding their own new factors to the list.  Step 3:  Each pair will then join with another pair to form a group of 4 to once again share their factors by removing any duplicates.  Step 4:  The class will create a list on the board of factors that influence food choices. This is a list containing all the ideas that students have generated during the activity.  Step 5:  The teacher will conduct a class discussion on the factors that were brainstormed collectively (i.e., family, peers, media, culture, religion).  **Paired Activity:**  Following the discussion above, the teacher will inform students how there are many health-related products and services (i.e., protein shakes, vitamin supplements, ab machines, foods in grocery stores) that are influenced by the factors identified above. With a partner, the teacher will then have students brainstorm in their notebooks other products or services that have been influenced by the same factors. In doing so, the teacher will give some examples or show the class some samples to help trigger student ideas.  **Whole-Class Activity:**  With the teachers’ direction, the class will create a questionnaire that addresses how factors influence health products and services. In pairs students will come up with questions (2-4 each). Questions should be yes or no, or chosen from one of the given choices (questions that make data collection easier) such as “***Does seeing an ad in a magazine or on T.V. influence you to buy the product***?” or “***Are your food choices influenced by your family***?” The teacher will collect the questions that students created. As a class, the wording of the questions will be edited as well as similar questions will be refined or eliminated. The goal is to create a questionnaire with 10-15 questions.  The teacher will have students copy the selected questions into their notebooks as these questions will be the questionnaire they will use to complete the remainder of the lesson. Students will be asked to make copies of the questionnaire (2-4 depending on the class size), and have peers and family members complete it. Students will be encouraged to select people of various ages in order to get a holistic response.  ***Options for Differentiated Instruction:***  Depending on the type of exceptionalities in the classroom, the teacher will ensure to have different types of equipment to support students` learning and completion of the task  **Whole-Class Activity: Class Data & Sharing**  At the beginning of the next class, the data gathered by students from the questionnaires will be collected and presented on an overhead. The class will then discuss patterns and make any connections based on the findings.  **Independent Activity: Journal Response**  Students will be asked to write a brief journal entry of what they think about the class` results. They will be encouraged to write about their analysis, any significant findings, and discuss how these findings relate to factors brought up in class about food choices.  ***Options for Differentiated Instruction:***  Through teacher-student conferences, the teacher will have a few students complete the task orally as oppose to in a written format | -Sticky Notes  -Lined Paper  -Writing Utensils  -Blackboard  -Chalk  -Student Notebooks  -Writing Utensils  -Overhead  -Blackboard  -Chalk  -Student Journals |

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| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** Approx 4 Days **Lesson:** 2 **Timeframe:** 70 minutes each day  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** Personal Health | | | |
| **Overall Curriculum Expectations:**   * Analyse the role of individual responsibility in enhancing personal health; * Analyse the social factors that influence personal health.   **Specific Curriculum Expectations:**   * Describe the interrelationship of physical, social, and mental health in enhancing personal health; * Describe the hereditary factors that influence personal health; * Explain how stress and one’s ability to cope with stress affect personal health; * Describe how family, peers, and community influence personal health; * Describe the influence of culture on health. | | | |
| **Learning Goals:**   * Students will explain the various factors that influence personal health and individual’s responsibility for enhancing it.   **Prior Knowledge:**  Students require:   * Group work skills * Skills in selecting and recording information * Skills in making connections | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
| * Observation * Anecdotal notes * Work Samples * Rubric * Journal Entry | | * Rubric * Oral/Visual Presentations * Written Report | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

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| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I  S  W  S  W  I  W  I    W  S | **Whole-Class Discussion:**  The teacher will direct students’ attention to the *Vitality* concept of healthy eating, physical activity and positive self-concept and how it plays a major role in one’s health. The teacher will then inform students that personal health can be determined by other factors as well (i.e., heredity). In doing so, they will make note of the hereditary factors (i.e., family history of illnesses; body shape and size) that influence personal health and facilitate a class discussion on each of them.  Beginning with family history of illnesses, the teacher will explain how this factor plays a direct role in the health of all members of the family. They will then generate a list of illnesses where heredity is a factor (i.e., diabetes, breast cancer, cardiovascular disease, mental illness/depression) and ask students to record their information of each illness on the worksheet provided during the next activity.  ***Options for Differentiated Instruction:***  The teacher will either scribe for students and/or make use of other equipment for students to complete this task based on their IEP  **Small-Group Activity:**  The teacher will take students to the computer lab and have them work in small groups (3-4), each of which are required to research a particular illness identified above (refer to Appendix A for Hereditary Illness Group Assignment Handout). The groups will then present their information to the class using the projector (**Note: Other presentation formats and equipments will be permitted to account for different learning needs**). As each group presents, the class will record the information onto the same handout. The chart will include: definition of illness, symptoms, risk factors/causes, treatment, and prevention. In the end each student will have information on each illness.  **Whole-Class Activity:**  The teacher will introduce students to the other hereditary factor that has a direct effect on health, *body shape and size*. They will explain how body typing is a general way of classifying a person's bone structure and propensity toward adding muscle to the body. They will also explain how no body type is better than the others as people of all body types still need to follow the components of Vitality. Meaning, without healthy eating, participation in physical fitness and positive self-concept, body type does not matter - it is possible for anyone, of any body type, to be overweight or underweight and thus, unhealthy.  Along with a handout, the teacher will present students a youtube video on the SMARTBoard that defines the three body types (i.e. Ectomorph, Mesomorph, Endomorph) with characteristics of each. The teacher will then lead a class discussion on which type of body is at a higher risk of cardiovascular disease and why.  **Paired Group Activity:**  The teacher will have students work with a partner and have them complete a Body Typing Worksheet based on the case studies they read about different individuals.  ***Options for Differentiated Instruction:***  The teacher will have some students complete this task orally or on the computer based on their IEP  **Whole-Class Discussion:**  The teacher will introduce students to the next topic under personal health, *stress*. In doing so, they will record a definition of the word on the board and lead a brainstorming session with the class on the factors that cause it. Students’ responses will be recorded on the board. After a few minutes, the teacher will have students classify the responses on the board in the different categories (i.e., family stressors, job stress, school stress, peer stress, financial stress, emotional stress).  ***Options for Differentiated Instruction:***  The teacher will scribe for some of the exceptional students following their IEP  **Independent Activity: Journal Entry:**  As a follow up to the previous activity, the teacher will have students respond to the following open ended questions in their journals:   1. A very recent stressful situation for me was… 2. The word “stress” to me means… 3. Other people have problems handling this stressful situation, but I seem to be good at… 4. One way that I often cope with stress is by… 5. I dislike myself when I cope by… 6. You can tell that I am bothered by stress when I … 7. One of the most stressful situations for me to handle is…   ***Options for Differentiated Instruction:***  Student responses can be presented in different forms (visually, orally, kinesthetically (drama)) based on their individual needs  **Whole-Class Discussion:**  The teacher will introduce students to the three stages (i.e., Alarm, Resistance & Exhaustion) that one experiences when confronted with a stressor (i.e. a situation, a person or thing) with descriptors of each.  **Independent Activity: Journal Entry**  From here, they will have students answers the following in their journals   1. How does having good stress management techniques contribute to the Vitality concept (healthy eating, physical activity, positive self-concept)?   ***Options for Differentiated Instruction:***  Student responses can be presented in different forms (visually, orally) based on individual needs  **Whole-Class Discussion:**  In addition to heredity, body type and stress, the teacher will introduce the topic of *culture* and explain its influence on health. In doing so, they will explain how people's values, beliefs, customs, eating habits, and even recreational activities may be greatly influenced by the culture in which they live or the culture from which their family originates. They will also explain how culture is made up of many things and all of the elements of culture (i.e., geography of a country, climate, types of food etc) that contribute to one's health.  **Small Group Activity:**  The teacher will have students work in groups of 4 to research information about a particular culture and present it to the class (refer to Appendix D for Assignment Handout). Groups will be working on this assignment in the library and/or computer lab. Presentations can be done in different formats to account for the diverse students in the classroom. | -Writing Utensils  -Blackboard  -Chalk  -Computers  - Hereditary Illness Group Assignment Handout (Appendix A)  -Overhead  -Writing Utensils  -SMARTBoard  -Body Types Handout (Appendix B)  -Case Studies  -Body Typing Worksheet (Appendix C)  -Writing Utensils  -Student Notebooks  -Writing Utensils  -Student Journals  -Student Journals  -Research Assignment Handout (Appendix D)  -Computers |

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| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** Approx 4 Days **Lesson:** 3 **Timeframe:** 70 Minutes each day  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** Health Scenario | | | |
| **Overall Curriculum Expectations:**   * Analyse the role of individual responsibility in enhancing personal health; * Analyse the social factors that influence personal health.   **Specific Curriculum Expectations:**   * Analyse how various lifestyle choices affect health; * Analyse the social factors that influence personal health. | | | |
| **Learning Goals:**   * Students will identify social factors and lifestyle choices that influence personal health. * Students will analyse a scenario and provide solutions and ideas for the individual’s lifestyle choices and barriers they face.   **Prior Knowledge:**  Students require:   * Group work skills * Thinking and inquiry skills for scenarios * Note-taking from speakers * Prior learning obtained in previous grades (i.e., nutrients) | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
| * Observation * Anecdotal notes * Work Samples * Journal Entry * Rubric | | * Rubric * Written Report | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic Seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

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| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I  W/I  W  I  W  W/S  W  I | **Whole-Class/Independent Activity: Nutritional Quiz**  For diagnostic assessment purposes, the teacher will take the students to the computer lab and have them complete an introductory quiz online to find out how their nutrition is. Students will be able to locate the quiz using the following website:  <https://download.elearningontario.ca/repository/1094200000/PPZ3OU02A03/mme/NutritionQuizv04.html>  Following the quiz, the teacher will have students discover and read about three different sources on nutrition. In doing so, students will be required to explore the four food groups, vitamins and minerals, fats, fibre, or any other topic that addresses nutrition, and complete the following table during class time.   |  |  |  | | --- | --- | --- | | Nutrition | | | | Topic | Description | Benefit | | 4 Food Groups |  |  | | Vitamins |  |  | | Minerals |  |  | | Fats |  |  | | Fibre |  |  |   ***Options for Differentiated Instruction:***  The teacher will scribe for a few students or have them complete the task orally based on their IEP    **Whole-Class Discussion/Independent Activity**:  Sticking with the topic on Nutrition, the teacher will have a guest speaker (registered dietician) come in and talk to the students about nutrition, and answer questions. Following the presentation, the teacher will have students read a chapter or section on nutrition from their health textbook and assign a few questions for homework. The next day the teacher will review the material assigned the day before with a Nutrition Jeopardy game.  ***Options for Differentiated Instruction:***  The teacher will have the exceptional students answer the questions from the chapter in an oral or written format using a true or false assessment (pre-developed) piece  **Whole-Class Discussion:**  The teacher will introduce and review with students how smoking affects health, and provide them with a worksheet to complete in class about the topic. Answers will be taken up orally and discussed as a class afterwards.  ***Options for Differentiated Instruction:***  The teacher will have some students answers the questions orally or on a computer based on their IEP  **Independent Activity: Journal Entry**  The teacher will then ask students to complete the following questions in their journal to discuss the next day.   1. Is the anti-smoking message getting across to people around the world? 2. What are some strategies they think would work to ensure that it does provided it doesn’t already?   ***Options for Differentiated Instruction:***  The teacher will scribe student responses in their journals or have them answers them orally based on their individual IEP  **Whole-Class Discussion:**  Using the background knowledge students gathered about physical activity and its importance to health during unit one, the teacher will begin by reviewing the following concepts (SMART, FITT) with the entire class. They will then introduce the topic of Erogenic- “anything you think gives you extra energy (i.e., supplements, food)” and have students brainstorm popular fad products (protein, vitamins, caffeine, drugs-steroids, speed) that athletes use to give them more energy (an extra edge). This activity will be followed up with an independent assignment in which students are required to create an advertisement for a product they use (see Appendix F for Assignment Handout). At this time, the teacher will illustrate a variety of product ads as visual exemplars for students to generate some ideas.  ***Options for Differentiated Instruction:***  Teacher will give students different opportunities with which to create their advertisements (i.e., oral, visual, video drama presentation) in order to account for the different learning styles in the classroom    **Whole-Class/Paired Activity:**  As a follow up to the previous activity, the teacher will provide students with different scenarios on Athletes and What They Eat (i.e., Susan Swimmer- I drink coffee everyday to improve my sprint performance). They will then develop a variety of correct and incorrect or partially correct scenarios, and have students work with a partner and determine which of them are correct or incorrect. Students will be required to justify their responses. These will be taken up orally and discussed as a class the next day.  ***Options for Differentiated Instruction:***  When choosing partners, the teacher will make sure to pair students based on their individual needs and IEP  **Whole-Class Discussion:**  The teacher will begin explaining to students that there are many social factors that act as a barrier to an individual’s personal health. They will then ask students to brainstorm what these factors are (i.e., employment, education, socio-economic status, isolation, rural and urban settings, access to health and recreational services) and describe how they can be overcome to ensure that a person lives a healthy lifestyle.  **Independent Activity:**  The teacher will have students choose from different case studies about an individual’s lifestyles and draw conclusions about their nutrition and the types of foods he/she eats (see Appendix G for Assignment Handout).  ***Options for Differentiated Instruction:***  Based on students` IEP, the teacher will condense some of the criteria on the assignment and offer extra due dates | -Computers  -Writing Utensils  -Health Textbooks  -Writing Utensils  -Nutrition Jeopardy Game  -Smoking Worksheet (Appendix E)  -Students Journals  -Product Ads  -Popular Fad Product Assignment Handout (Appendix F)  -Athlete Scenarios  -Blackboard  -Chalk  -Case Studies  -Popular Fad Products, Case Studies Assignment Handout (Appendix G) |

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| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** Approx 2 Days **Lesson:** 4 **Timeframe:** 70 Minutes each day  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** Environmental Influences | | | |
| **Overall Curriculum Expectations:**   * Analyse how the environment influences the health of the community.   **Specific Curriculum Expectations:**   * Analyse the environmental factors that affect personal health; * Describe environmental influences on health on the local, national, and global levels.   **NOTE:** **\*\*This is a cross-curricular lesson with the Community Health Unit\*\*** | | | |
| **Learning Goals:**   * Students will become aware of environmental issues and how they relate to their health. * Students will begin to examine environmental influences on global, community and personal health. * In groups, students will research an environmental issue and it’s affect on health.   **Prior Knowledge:**  Students require:   * Group work skills * Research skills and selecting relevant information * Oral communication skills | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
| * Observation * Anecdotal notes * Journal Entry * Work Samples * Personal Reflection * Rubric | | * Rubric * Oral/Audio Presentation * Written Report | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

|  |  |  |
| --- | --- | --- |
| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I  I  I  S | **Whole-Class/Independent Activity:**  The teacher will begin by discussing the term *environment* and the integral role it has in determining one’s health.  From here, they will prompt students with the following question **“What is their household doing now?”** to get them thinking about the environmental issues that exist around them and the things they do to help it. Students will be required to report in their notebooks the steps their household currently takes to help the environment. They will also be responsible for suggesting further actions their household can take in order to do more for the environment.  ***Options for Differentiated Instruction:***  The teacher will scribe for some of the students or have them complete the task orally as per their IEP  **Independent Activity: Personal Reflection**  As a follow up to the previous activity, the teacher will ask students write a personal reflection that addresses their perception of the environments that they live, work, and/or play in, and how they impact their health.  ***Options for Differentiated Instruction:***  Based on their IEP, some students may complete this task orally  **Independent Activity: Environmental Issues**  The teacher will have students get a piece of paper and divide it into two columns in order to keep an ongoing chart. The two columns will be: *“Your Health and the Environment”* and *“Your Health and Your Environment.”* Students will be required to identify some issues under each heading. Some issues can include but are not limited to water pollution, air pollution, land pollution, landfill sites, noise pollution, UVA/UVB, radiation (column 1) and/or sick schools, your home, your work, cars, perfumes (column 2).  After a few minutes, the teacher will have students brainstorm how the issues in column 2 influence their personal health. In doing so, they will be responsible for identifying how each issue can be improved or what people should all be doing in order to help minimize or reduce these problems.  ***Options for Differentiated Instruction:***  For this activity, the teacher will scribe for students and allow them to use different technological devices (computers, netbooks) to research material as per their IEP  **Small-Group Activity:**  Using the school`s Ipads, the teacher will have students work in groups on a research project of an environmental issue from column 1-“Your Health and the Environment”) and present it to the class. Students will be given a template to help them record their information. Headings will include: description of environmental issues, its global impact, impact on the community, impact on individuals, what can be done, what is being done, and any additional information (refer to Appendix H for Assignment Handout). | -Student Notebooks  -Writing Utensils  -Blackboard  -Chalk  -Student Journals  -Scrap Paper  -Writing Utensils  -Student Notebooks  -Ipads  -Environmental Research Assignment Handout (Appendix H)  -Writing Utensils |

|  |  |  |  |
| --- | --- | --- | --- |
| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** Approx 4 Days **Lesson:** 5 **Timeframe:** 70 Minutes each day  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** *Vitality* Action Plan | | | |
| **Overall Curriculum Expectations:**   * Demonstrate an understanding of the *Vitality* concept * Use strategies to promote the *Vitality* concept.   **Specific Curriculum Expectations:**   * Demonstrate an understanding of the components of the *Vitality* concept.   **NOTE:** **\*\*This is a cross-curricular lesson with the Vitality Unit\*\*** | | | |
| **Learning Goals:**   * Students will continue to participate in a wide range of physical activities and enhance healthy eating and self-concept. * Students will continue to use their goals they set in unit 1 as a guideline * Students will reflect on their progress in the vitality components by answering questions from their personal vitality checklist.   **Prior Knowledge:**  Students require:   * Knowledge of the vitality concept and the goals they have set * Prior knowledge and skills attained in previous grades (i.e., healthy eating, physical fitness, FITT principles-frequency, intensity, time, type) | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
| * Observation * Anecdotal notes * Checklist | | * Rubric * Written Report | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Strategic Seating * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

|  |  |  |
| --- | --- | --- |
| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I | **Whole-Class/Independent Activity:**  The teacher will introduce students to their Culminating Activity and review the instructions with them, and answer any questions (refer to Appendix J for Culminating Activity-Vitality Action Plan Handout). In doing so, they will remind students to focus on healthy food choices (teacher will discuss this further), surrounding themselves with a positive environment (e.g., socialize with positive people, say a positive thing about yourself every day, reduce negative self-talk) and continue being involved in a wide range of physical activities (the teacher will offer students gym time to be active).  The teacher will also have students refer back to the Personal Vitality Observation Checklist (see Appendix I). In doing so, they will make note to students that it is important for them to reflect on the progress they’re making with their vitality goals. They will also explain to students that every week some time will be set aside for them to answer questions from the checklist. The teacher will choose the questions ensuring that there is a least one from each component (e.g., healthy eating #1,4,7, physical activity #1,4, self-concept #1).  ***Options for Differentiated Instruction:***  For the activities above, the teacher will have the criteria on the assignment condensed and due dates extended. They will also scribe for some students and/or provide them with various resources that reflect their needs and can help them complete the assignment | -Culminating Activity (Appendix J)  -Personal Vitality Observation Checklist (Appendix I)  -Writing Utensils |

|  |  |  |  |
| --- | --- | --- | --- |
| **PART 1: PLANNING THE LESSON** | | | |
| **Duration:** 1 Day **Lesson:** 6 **Timeframe:** 70 Minutes  **Curriculum Area:** Health **Title of Unit:** Determinants of Health | | | |
| **Context:** Summative Evaluation | | | |
| **Overall Curriculum Expectations:**   * Analyse the role of individual responsibility in enhancing personal; * Analyse the social factors that influence personal health; * Analyse how the environment influences the health of the community * Demonstrate an understanding of the *Vitality* concept * Use strategies to promote the *Vitality* concept.   **Specific Curriculum Expectations:**   * Describe the interrelationship of physical, social, and mental health in enhancing personal health; * Describe heredity factors that influence personal health; * Analyse how various lifestyle choices affect health; * Evaluate factors that influence health-related products and services; * Explain how stress and one’s ability to cope with stress affect personal health; * Implement a personal plan for healthy living; * Describe how family, peers, and community influence personal health; * Analyse the social factors that influence personal health; * Describe the influence of culture on health; * Analyse the environmental factors that affect personal health; * Describe environmental influences on health on the local, national and global levels; * Implement plans for the attaining personal health involve the components of the *Vitality* concept.   **NOTE:** **\*\*This is a cross-curricular lesson with the Community Health and Vitality Unit\*\*** | | | |
| **Learning Goals:**   * Students have to write a test based on the content that you have learned this unit. | | | |
| **Assessment** | | | |
| Assessment ***for and As*** learning  *(Diagnostic and Formative)* | | Assessment ***of*** learning \_\_\_  *(Summative)* | |
|  | | * Rubric * Unit Test | |
| **Differentiated Instruction: Accommodations and/or Modifications**  **Instructional Environmental Assessment** | | | |
| * Provide an alternative task or equipment. * Provide extra time between activities for processing. * Buddy/Peer-Tutoring * Slow down the rate of delivery. * Provide direct teacher assistance. * Reinforce and review success criteria through visual aids. * Use simplified language. * Repeat and reword instructions. * Check for understanding often. * Provide a visual outline of lessons on the board, an overhead, or a handout * Assist students to recall prior knowledge before introducing new information * Use videos rather than print material to convey information * Provide adaptations as identified in student IEPs, including those for physical exceptions | * Proximity to instructor * Provide a quiet and safe area to learn in. * Avoid interruption in classroom routines * Seat away from windows, doors, high traffic areas * Reduce/minimize distractions (visuals, auditory, spatial, movement) * Use discrete/private signals with the student | | * Conduct an interview or conference with the students * Provide different modes of response where applicable, such as oral, written and/or drama. * Provide adaptations as identified in student IEPs, including those for physical exceptions * Extended time limits * Prompts to return students’ attention to task * Checklist * Observation * Anecdotal Notes |

|  |  |  |
| --- | --- | --- |
| **Part 2: DELIVERING THE LESSON**  *\*Grouping: W = Whole class; S = Small group; I = Independent/Individual* | | |
| **Grouping** | **Lesson Details** | **Materials** |
| W/I | **Whole-Class/Independent Activity:**  For this lesson, the teacher will have students compose answers to a series of questions based on the content learned in the Unit. Many of the questions on the test will require students to provide examples/proof to support their responses (see Appendix K for Unit Test)  ***Options for Differentiated Instruction:***  Exceptional students will complete this task using alternative equipments and/or assessment formats as per their IEP | -Unit Test  -Writing Utensils |

Appendix A

Hereditary Illness Group Assignment

Working in a group of three or four, complete the following assignment to be presented to the class. Inform your teacher of your group members' names and the topic you have chosen before starting the assignment (there should not be any duplicates).

**Hereditary Illnesses:**

Some illnesses for which heredity is a factor include: diabetes, breast cancer, cardiovascular disease, hypertension, mental illness and depression. Select one of these illnesses (or choose another hereditary illness - please inform the teacher in order to have it approved) and research the topic. Use the internet or library resources to complete your research.

1. Create a one-page document that provides an in-depth look at the illness you selected. You may use the same headings: definition of illness, symptoms, risk factors/causes, treatment, and prevention but also include additional details, graphics, and any relevant factual data you find interesting. This page should be reader-friendly and attractive. Include a bibliography of your sources.
2. Using the Hereditary Illness worksheet to complete the information (in point-form) for your illness only. Share your answer to the class for students to copy.
3. Create an activity, to be completed by other students, using the information that you have used in your document (from step 1). This activity can take the form of a crossword puzzle, a fill-in-the-blanks activity, a matching table or any other creative format of your choosing.
4. Share all of your work to be accessed by classmates. You should have three documents:
   1. One page information handout that you have created (with bibliography);
   2. Summary of information for the chart (worksheet provided);
   3. Activity worksheet.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hereditary Illnesses Group Assignment Rubric | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding Hereditary Illness** | - demonstrates limited knowledge of factors related to illness | - demonstrates some knowledge of factors related to illness | - demonstrates considerable knowledge of factors related to illness | - demonstrates thorough knowledge of factors related to illness |
| **Thinking Extending researched information into an activity** | -activity extends content of research in a relevant and interesting way with limited success | -activity extends content of research in a relevant and interesting way with some success | -activity extends content of research in a relevant and interesting way with considerable success | -activity extends content of research in a relevant and interesting way with a high degree of success |
| **Communication of information and ideas** | - communicates information and ideas with limited clarity  - limited attention to detail | - communicates information and ideas with a moderate clarity  - some attention to detail | -communicates information and ideas with a considerable degree of clarity - considerable attention to detail | - communicates information and ideas with a high degree of clarity  - thorough attention to detail |
| **Application - Presentation format**    **- Citing researched information** | - uses medium for presentation of information with limited effectiveness  - cites researched information and applies bibliographic format with limited consistency and accuracy | - uses medium for presentation of information with moderate effectiveness  - cites researched information and applies bibliographic format with some consistency and accuracy | - uses medium for presentation of information with considerable effectiveness  - cites researched information and applies bibliographic format with considerable consistency and accuracy | - uses medium for presentation of information with high degree of effectiveness  - cites researched information and applies bibliographic f |

# Hereditary Illnesses

# Complete the chart using your researched information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Illness** | **Definition**  **of Illness** | **Symptoms** | **Risk Factors/Causes** | **Treatment** | **Prevention** |
| Diabetes |  |  |  |  |  |
| Breast  Cancer |  |  |  |  |  |
| Cardiovascular Disease |  |  |  |  |  |
| Hypertension |  |  |  |  |  |
| Mental Illness |  |  |  |  |  |
| Depression |  |  |  |  |  |

Appendix B

Body Types Handout

An **Ectomorph** (endurance athlete) is someone who possesses:

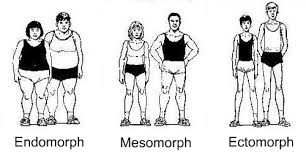
|  |  |
| --- | --- |
|  | * low body fat percentage level; * small bone size; * high metabolism; * small amount of muscle mass; * small muscle size. |

A **Mesomorph** (power athlete) is someone who possesses:

|  |  |
| --- | --- |
|  | * low to medium body fat percentage level; * medium to large bone size; * a medium to high metabolism, * large amount of muscle mass; * large amount of muscle size. |

An **Endomorph** (non-athlete) is someone who possesses:

|  |  |
| --- | --- |
|  | * a high body fat percentage level; * large bone size; * a slow metabolism; * small amount of muscle mass; * small amount of muscle size. |

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://wiki-fitness.com/body-type-ectomorph-mesomorph-and-endomorph/&ei=QNUNVeH6PIWOyASKiIHIAg&bvm=bv.88528373,d.aWw&psig=AFQjCNFaSRwAWVhmcHnBQrD3IH-H3RT39g&ust=1427056309035473)

Appendix C

Body Typing Worksheet

Case Studies - Body Typing

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Hereditary Factors** | **Body Type** | **Participation in Activities** |
| Ajit  Singh |  |  |  |
| Lian  Yee |  |  |  |
| Akama Ganana |  |  |  |
| Alexis St. Louis |  |  |  |
| Willow Shelley |  |  |  |
| Matt Michaels |  |  |  |

Appendix D

Research Assignment Handout

### Culture and Health Assignment

### Create a presentation on a culture of your choice to be presented to the class.

### Use the internet or library resources to research one culture. In your presentation include at least eight of the components below:

* culture
* geographical position (of country)
* activities best suited to this culture based on its location, climate
* specific cultural activities
* climate and its effect on foods eaten
* methods of treating illness
* gender roles
* environmental influences on health locally and nationally (e.g. pollution, industrial activity)
* weather patterns
* environmental factors affecting personal health (air and water quality, living conditions)
* environmental factors affecting respiratory and communicable diseases
* social factors (employment, education, status, access to health and recreation services)
* smoking levels
* any other interesting information about the culture.

 Your presentation should include researched information, relevant graphics, and statistics (if applicable).

Be sure to link the information that you research to the ways that it affects the Vitality (eating, physical activity, self-concept) of the members of the culture.

Include a bibliography at the end of your presentation listing the sources of your information (including graphics).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Culture and Health Assignment* *Rubric* | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding of Culture** | - demonstrates limited knowledge of culture (climate, activities, gender roles, etc.) | - demonstrates some knowledge of culture (climate, activities, gender roles, etc.) | - demonstrates considerable knowledge of culture (climate, activities, gender roles, etc.) | - demonstrates thorough knowledge of culture (climate, activities, gender roles, etc.) |
| **Thinking Researched information related to Vitality** | - makes connections between researched information and Vitality of culture with limited success | - makes connections between researched information and Vitality of culture with some success | - makes connections between researched information and Vitality of culture with considerable success | - - makes connections between researched information and Vitality of culture with a high degree of success |
| **Communication of information and ideas** | - communicates information and ideas with limited clarity  - limited attention to detail | - communicates information and ideas with a moderate clarity  - some attention to detail | -communicates information and ideas with a considerable degree of clarity  - considerable attention to detail | - communicates information and ideas with a high degree of clarity  - thorough attention to detail |
| **Application**  **- Presentation format**  **- Citing researched information** | - uses medium for presentation of information with limited effectiveness  - cites researched information and applies bibliographic format with limited consistency and accuracy | - uses medium for presentation of information with moderate effectiveness  - cites researched information and applies bibliographic format with some consistency and accuracy | - uses medium for presentation of information with considerable effectiveness  - cites researched information and applies bibliographic format with considerable consistency and accuracy | - uses medium for presentation of information with high degree of effectiveness  - cites researched information and applies bibliographic format with a high degree of consistency and accuracy |

Appendix E

Smoking Worksheet

True or False:

1. Smoking causes diseases, including a major lung disease called emphysema.
2. Smokeless tobacco is not harmful.
3. Chewing tobacco can cause oral cancer.
4. Smoking cuts like short by as many as 18 years
5. Smoking can harm unborn children often causing premature birth.
6. The heart is protected from the harmful effects of tobacco.
7. Tobacco companies aim their advertisements at adult audiences

Appendix F

Product Fad Assignment

Locate three advertisements that promote popular fad products that athletes use for that extra edge e.g., protein, vitamins, caffeine, drugs (steroids, speed).

Using the advertisements, create one for a product that you use. This product must be legal and have qualities that are beneficial.

* Incorporate as many benefits into the advertisements as possible.
* Indicate the group being targeted.
* Your advertisement can be in any form - poster, video clip, article, etc.

Appendix G

Popular Fad Products, Case Studies Handout

**Complete the following assignment and submit your work to your teacher.**

Using the Case Studies provided in class, draw conclusions about the nutrition of one of the participants and the types of foods he/she eats.

* Consider: social factors, lifestyle choices (e.g., smoking, drinking, fast food diet, etc.), eating habits, physical activity.
* Respond to each scenario identifying and analysing problems with nutrition, physical activity, unhealthy behaviours and what they could lead to, and possible barriers.
* Design a one-week plan for the individual. It is important to adequately identify and analyse the problems the individual has in his/her lifestyle and then make a one-week plan to get him/her started on a healthier lifestyle. Components should include:
* A menu of all meals and snacks
* Physical activity schedule
* Healthy behaviours he/she should adopt or maintain
* Health impairing behaviours he/she should quit
* Any other information that needs to be addressed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Popular Fad Products, Case Studies* | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding**  **Effects of choices** | - demonstrates limited knowledge of factors affecting health products and services | - demonstrates some knowledge of effects of factors affecting health products and services | - demonstrates considerable knowledge of effects of factors affecting health products and services | - demonstrates thorough knowledge of effects of factors affecting health products and services |
| **Application**  **Decision-making (applying the process)** | - applies few of the factors in the decision-making process of the write-up | - applies some of the factors involved in the decision- making process of the write-up | - applies most of the factors involved in the decision- making process of the write-up | - applies all or almost all of the factors involved in the decision- making process of the write-up |
| **Thinking**  **Reasoning** | - provides limited reasoning for promoting popular fad products | - provides some reasoning for promoting popular fad products | - provides clear reasoning for promoting popular fad products | - provides thorough reasoning for promoting popular fad products |
| **Communication**   * **Use of medium** * **Clarity** * **Attention to detail** | - uses medium for presentation of information with limited effectiveness  - communicates information and ideas with limited clarity  - limited attention to detail | - uses medium for presentation of information with some effectiveness  - communicates information and ideas with some clarity  - some attention to detail | - uses medium for presentation of information with considerable effectiveness  - communicates information and ideas with considerable clarity  - considerable attention to detail | - uses medium for presentation of information with a high degree of effectiveness  - communicates information and ideas with a high degree of clarity  - thorough attention to detail |

Appendix H

Environmental Issue Research Assignment

**An Environmental Issue and its Influence on Health**

**Overview**

Work in a group of three students to complete the following assignment.

Inform your instructor of your group members' names and select a topic for your project. You may choose any of the topics discussed in class (or choose a topic of your own to be approved by your teacher). The topics from the activity are:

* water pollution
* air pollution
* land pollution
* landfill sites
* noise pollution
* UVA/UVB
* radiation

Note: Each group must select a different topic.

You will present your final project to the class making use of visual aids such as overhead transparencies, power point, flash, video, etc.

**Instructions**

* Discuss topics of interest with your group members and have a topic approved by your instructor. The goal of your assignment is to learn about your topic and its **influence on health**.
* All group members conduct research on your topic (online or in your library) and complete the graphic organizer for your topic. Remember to keep a list of the sources that you use, for your bibliography.
* Compile your researched information and select the elements you will use in your presentation.
* Create a visually appealing presentation that addresses your environmental issue and its link to health. Chose a format that interests you. For example, you may create: a web page; a Power Point presentation; a word-processing document; a short film; an animated feature; a flash presentation, etc.
* Include a Bibliography at the end of your presentation.
* Share your completed presentation with the class. Submit your process work (worksheet) for each group member to your teacher.
* Share your constructive criticism, further questions on the topic, or highlight things that you have learned from the other presentations during class time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *An Environmental Issue and its Influence on Health Group Assignment* | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding**  **Environmental Issue** | - limited knowledge of factors related to environmental issue | - some knowledge of factors related to environmental issue | - considerable knowledge of factors related to environmental issue | - thorough knowledge of factors related to environmental issue |
| **Thinking  Relating Environmental Issue to its Influence on Health**  **Suggestions to Solve Environmental Issue** | - addresses the issue as it influences health (global, community, individual ) with limited effectiveness  - provides solution(s) to the problem(s) with limited effectiveness | - addresses the issue as it influences health (global, community, individual ) with some effectiveness  - provides solution(s) to the problem(s) with some effectiveness | - addresses the issue as it influences health (global, community, individual ) with considerable effectiveness  - provides solution(s) to the problem(s) with considerable effectiveness | - addresses the issue as it influences health (global, community, individual ) with a high degree of effectiveness  - provides solution(s) to the problem(s) with a high degree of effectiveness |
| **Communication of information and ideas** | - communicates information and ideas with limited clarity  - limited attention to detail | - communicates information and ideas with moderate clarity  - some attention to detail | -communicates information and ideas with considerable clarity  - considerable attention to detail | - communicates information and ideas with a high degree of clarity  - thorough attention to detail |
| **Application of presentation format and bibliographic formatting** | - uses medium for presentation of information with limited effectiveness  - cites researched information and applies bibliographic format with limited consistency and accuracy | - uses medium for presentation of information with moderate effectiveness  - cites researched information and applies bibliographic format with moderate consistency and accuracy | - uses medium for presentation of information with considerable effectiveness  - cites researched information and applies bibliographic format with considerable consistency and accuracy | - uses medium for presentation of information with high degree of effectiveness  - cites researched information and applies bibliographic format with a high degree of consistency and accuracy |

# Environmental Issue – Research Notes

Complete the chart using your researched information.

|  |  |
| --- | --- |
| **Environmental Issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Description of Environmental Issue |  |
| Global impact |  |
| Impact on the  community |  |
| Impact on individuals |  |
| What can be done |  |
| What is being done |  |
| Additional information |  |

Appendix I

Personal Vitality Observation Checklist

Personal *Vitality* Observation Checklist

Select one question from each of the *Vitality* components (three in total) and write a one-paragraph response based on your success to date and future goals.

**Healthy Eating (Choose one question)**

1. Each day, have you been enjoying eating a variety of foods from the four food groups?
2. Are you making an effort to eat breakfast? What did you notice about your mood and energy level?
3. Are there other meals during the day that you are skipping?
4. Are you eating more than the required number of servings in any of the food groups?
5. Have you selected lower-fat foods more often?
6. Have you eaten the necessary servings from each food group each day?
7. Are there some eating behaviours that have started to change?
8. How did your thoughts and feelings affect your eating behaviour?

**Physical Activity (Choose one question)**

1. Have you been physically active for 30 minutes most days?
2. What fitness components have you addressed and how many days have been dedicated to each?
3. How did your thoughts and feelings affect your participation in physical activity?
4. What did you notice about your moods/energy level when you did participate in physical activity?

**Self-concept (Choose one question)**

1. What did you do or accomplish this week to increase comfort with your self-concept?
2. What do you like about yourself?
3. Who have you spent time with this week and who has made you feel good about yourself?
4. Whose self-concept have you supported this week? How did you do it?
5. How did you cope with stress?

Appendix J

Culminating Activity-Vitality Action Plan

**Task:**

Students will be completing a vitality action plan as outlined below

**Background Information:**

Students will need to have some prior knowledge of the **SMART Goals** concept to complete this assignment.

**Your Personal Vitality Action Plan:**

The three components of the vitality concept are:

1. Healthy Eating
2. Physical Activity
3. Self-Concept

For each of the components, you will need to identify something in their life that needs to be changed or improved. You will state the present stage of behavior change and determine some strategies that will assist you in making these changes. Then, you need to research programs in your community that will allow you to make these changes or improvements, and create an action plan to implement these changes. I would like to know all the information possible about these programs and how you are going to implement them in your life. You should be implementing these programs at home, in school, work or in the community.

The next page illustrates an example of how you could setup this assignment. You may use this format, or create a different format of your own as long as all the information required here is present in the other format.

**TIPS:**

* If you are not sure, please include more detail and explanation
* The SMART goals need to be complete
* The program to help you needs to be explained **thoroughly**
* Be sure to get it complete on time
* If you are not sure…please email me!

**PART A: HEALTHY EATING**

|  |  |
| --- | --- |
| **Healthy eating behavior to change:** |  |
| **Present stage of behavior change:** |  |
| **Strategies to assist in making positive change** |  |
| **Healthy Eating SMART Goal** | **S**  **M**  **A**  **R**  **T** |
| **Healthy Eating Program to help you**  **(who, what, when, where, how)** |  |

**PART B: ACTIVE LIFESTYLE (PHYSICAL ACTIVITY)**

|  |  |
| --- | --- |
| **Active Lifestyle behavior to change:** |  |
| **Present stage of behavior change:** |  |
| **Strategies to assist in making positive change** |  |
| **Active Lifestyle SMART Goal** | **S**  **M**  **A**  **R**  **T** |
| **Active Lifestyle Program to help you**  **(who, what, when, where, how)** |  |

**PART C: POSITVE SELF-CONCEPT**

|  |  |
| --- | --- |
| **Positive self-concept behavior to change:** |  |
| **Present stage of behavior change:** |  |
| **Strategies to assist in making positive change** |  |
| **Positive Self-Concept SMART Goal** | **S**  **M**  **A**  **R**  **T** |
| **Positive Self-Concept Program to help you**  **(who, what, when, where, how)** |  |

Culminating Activity Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Level R** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge & Understanding**  Demonstrate a commitment to the promotion of personal health and a healthy lifestyle within the community (Vitality concept) | Unable to demonstrate an understanding of the vitality concept | Demonstrates a limited understanding of the vitality concept | Demonstrates some understanding of the vitality concept | Demonstrates a good understanding of the vitality concept | Demonstrates an excellent understanding of the vitality concept |
| **Thinking & Inquiry**  Demonstrates an awareness of the contributions that people can make to the health of others (community or school programs) | Unable to demonstrate  an awareness of the contributions that people can make to the health of others | Demonstrates an awareness of the contributions that people can make to the health of others with limited success | Demonstrates an awareness of the contributions that people can make to the health of others with some success | Demonstrates an awareness of the contributions that people can make to the health of others with considerable success | Demonstrates an awareness of the contributions that people can make to the health of others with a high degree of success |
| **Communication**  Communication of information and ideas (writing-includes spelling & grammar) | Unable to communicate information and ideas in their action plan clearly | Communicates information and ideas in their action plan with limited clarity | Communicates information and ideas in their action plan with some clarity | Communicates information and ideas in their action plan with considerable clarity | Communicates information and ideas in their action plan with a high degree of clarity |
| **Application**  Implement plans for attaining personal health that involve the components of the vitality concept (action plan) | Unable to implement plans for attaining personal health that involve the components of the vitality concept | Implement plans for attaining personal health that involve the components of the vitality concept with limited success | Implement plans for attaining personal health that involve the components of the vitality concept with some success | Implement plans for attaining personal health that involve the components of the vitality concept with considerable success | Implement plans for attaining personal health that involve the components of the vitality concept with high degree of success |

Appendix K

Health for Life Unit Test

Compose answers to the following questions based on the course content in the Unit: Health for Life. In many questions you will need to provide examples/proof to support your responses.

1. State three factors that influence the foods you eat. Explain how these factors can be avoided.

2. How has the media affected your decisions to purchase products/services?

3. Fill in the chart below on body types.

|  |  |
| --- | --- |
| Body Type | Description (3 points minimum) |
|  |  |
|  |  |
|  |  |

4. Explain the three stages of stress on the body. How does the body react to each stage?

5. How can stress be a positive in your life?

6. How can certain socials barriers such as employment, education, socio-economic status, isolation, rural and urban settings or access to health and recreational services affect someone’s personal health?

7. Explain how the environment may play a role in determining one’s personal health.

8. How can you make a difference with the environment?

Appendix L

Health for Life Unit-Success Criteria Checklist

The following is a Success Criteria that the teacher and students created collectively on the Unit: Health for Life. They will be addressed and covered throughout.

* Investigate the factors that influence personal choices related to health products and services using a class questionnaire
* Collect and analyze data, making appropriate connections to their own life.
* Explain the various factors that influence personal health and individual’s responsibility for enhancing it.
* Identify social factors and lifestyle choices that influence personal health.
* Analyse a scenario and provide solutions and ideas for the individual’s lifestyle choices and barriers they face.
* Acknowledge environmental issues and how they relate to their health.
* Examine environmental influences on global, community and personal health.
* Research an environmental issue and it’s affect on health.
* Participate in a wide range of physical activities and enhance healthy eating and self-concept.
* Reflect on their progress in the vitality components by answering questions from their personal vitality checklist.

References

Ontario Ministry of Education, (2000). The Ontario Curriculum, Grades 11 & 12: Health and Physical Education. Retrieved March 21, 2015, from <http://www.edu.gov.on.ca/eng/curriculum/secondary/health1112curr.pdf>

OPHEA Healthy Schools Healthy Communities (n.d ). *Health for Life, Grade 11, Open*. Retrieved March 19, 2015 from <https://www.ophea.net/user/34182/licensed-files>

<https://resources.elearningontario.ca/?sessionExpired=1&target=%2fd2l%2fhome>