**Health Wellness Goals**

Grade/Subject: Health 9 Unit: wellness Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **W 9.11** | Students will reflect on how to reach wellness goals, and ways to ensure success. | **Summative assessment** |
| **W 9.5 – Develop wellness goals** | Students will develop their own wellness goals | **Summative assessment** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: CCH wellness booklet** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **Wellness booklets** | | |
| **PROCEDURE** | | |
| **Introduction** (5 min.)**:** | | |
| *Attention Grabber:* Examples of wellness goals  *Assessment of Prior Knowledge:* have they made wellness goals before?  *Connection to Curriculum:* Wellness unit  *Expectations for Learning and Behavior:* students will share your ideas and be open to other peoples ideas and mine, we will be discussing some things that may be embarrassing or hard to talk about so it’s important that we respect each other. I expect students to be honest and truthful about their answers.  *Advance Organizer/Agenda:* Class discussion and filling out of wellness worksheets  *Transition to Body:* We will fill out a class worksheet as a class so we can discuss the answers | | |
| **Body** (21 min.)**:** | | |
| ***Learning Activity #1:*** Students will receive a wellness worksheet and we will go through each question as a class – I want to promote class discussion. Through questioning specific students and asking thought provoking questions.  Students will self reflect on their own body image and what affects their body image.  Students will discover their own goals on wellness – physical, emotional, spiritual, nutritional  ***Learning Activity #2:*** Students will put their heads down on their desk and get comfortable – we will turn off the lights and listen to Ocean by John Butler – students are expected to remain quiet, relax and listen to the music.  *Assessments/Differentiation:* Is this healthy?  *Motivation:* To relax and determine afterwards if this is a “healthy” activity  \*Hand Poll – who thinks that this was a healthy activity for them? Why or why not? | | |
| **Closure** (4 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Did our last activity demonstrate being “healthy” – Why or why not? Tell a partner if you think it is healthy. And then I will ask a few students what they think.  *Feedback From Students:* Do they think that exercise was healthy? Why or why not?  *Feedback To Students:* How was their reflection on what healthy means? What category on your mind map would this exercise fit in?  *Transition To Next Lesson:* Wellness promotion | | |