**Grade:** 9

**Unit:** Wellness Choices

**Time Allocation:** ~ 5 Weeks – 1 class per week

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| **Specific Learner Expectation** | **Learning Activities** | **Resources** | **Evaluation** |
| **W–9.1** use knowledge of a healthy, active lifestyle to promote and encourage family/peer/ community involvement | - Partner and group brainstorming about ways to promote activity in people’s lives.  - Discuss examples that are already really available for people that are meant to promote activity, and discuss the effectiveness of these attempts. | - A board and writing utensils, or a smart board  - Resources about various active promotions around Lethbridge; partici-paction, things around the school, BODY BREAK | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.2** analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture | - Play games that allow students to explore various health treatments. Examples: Role-playing, group quiz, family feud, mix and match.  - Each student is given an ailment and they have various options for their treatment set up around the room | - Information about various health treatments and options  - Smart board/ websites | - Day grade of the day’s work and contribution.  - Observation and questioning  - Exit slips for summative or formative assessment |
| **W–9.3** apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk | - Role-playing students will demonstrate positive coping and negative coping strategies  - Discussion about previous strategies used or referenced  - Students could create their own project or presentation on a class discussed strategy. | - Classroom space  - A board or smart board  - Computers, poster paper, and supplies needed to create a poster; magazines, markers, construction paper, a tri fold for example. | - Day grade of the day’s work and contribution.  - Observation and questioning  - Projects and presentations will be summatively assessed. |
| **W–9.4** analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal | - Show a video about the alterations that media do to pictures and discuss the impact of this in small groups and then as a class. Promote reflection and discussion, and allow students to explore the unrealistic alterations made to models in the media. | - Smart board  - Small group aids, such as construction paper and markers  - Magazines and pictures in the media  - Computer to explore online media | - Day grade of the day’s work and contribution.  - Observation and questioning  - Summative assignment to be handed in, either at the end of class, or the following class. |
| **W–9.5** develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines | - Students create goals for healthy eating  - Motivate students to create ways to get the school to be more health conscious | - Construction paper and markers, or their own journals  - Board, other related resources to nutritional motivation in schools | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.6** analyze addictions; e.g., stages, kinds, and resources available to treat addictions | - Videos on related subjects and repercussions of illegal substances. Especially discussion about what addictive substances is. | - Movies, resources for students to research various types of addictive substances. | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.7** evaluate implications and  Consequences of sexual  Assault on a victim and those associated with that victim | - Class and group discussion | - Classroom area  - Post it notes or slips of paper | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.8** develop strategies to promote harm reduction/risk  Management; e.g., differentiate between choosing personal challenges  or acting impulsively, encourage others to evaluate risks | - Class or group brainstorming about what risk management is. | - poster paper and markers | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.9** analyze and evaluate laws and policies that promote  Personal, community and workplace safety; e.g., driving, boating, employment standards | - Students jigsaw various topics given to them individually, or in groups and then teach it to other groups. | - Computers, paper and markers | - Day grade of the day’s work and contribution.  - Observation and questioning  - Each group would hand in their own filled out information sheet. |
| **W–9.10** assess the quality and reliability of health information provided by different sources; e.g., on the  Internet | - As a class or in groups research specific websites about various health concerns.  - Each group could receive a list of symptoms and they need to research what kind of condition they could have, while recording the various websites that they looked at. Students can then compare this information to other sources of information | - Computers, magazines, a list of symptoms for each group and in information skeleton sheet. | - Day grade of the day’s work and contribution.  - Observation and questioning |
| **W–9.11** use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards  for personal behavior | - Students should reflect on their own strengths, as well as qualities that they see as admirable, students could do a private write up, or a blog, or create a video. | - Medium for students to record personal skills and qualities they admire. | - Day grade of the day’s work and contribution.  - Observation and questioning  - There will be a summative mark for this assignment, there will be simple criteria labeled before hand to outline grading. |
| **W–9.12** determine “safer” sex practices; e.g., communicate  with partner, maintain  abstinence, limit partners, access/use condoms/contraceptives properly | Done in June | Done in June | Done in June |
| **W–9.13** identify and describe the responsibilities and  resources associated with pregnancy and parenting | Done in June | Done in June | Done in June |
| **W–9.14** develop strategies that address factors to prevent or  reduce sexual risk; e.g.,  abstain from drugs and  alcohol, date in groups, use assertive behavior | Done in June | Done in June | Done in June |

**Grade:** 9

**Unit:** Relationship Choices

**Time Allocation:** ~ 3 Weeks – 1 class per week

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| **Specific Learner Expectation** | **Learning Activities** | **Resources** | **Evaluation** |
| R–9.1 identify appropriate strategies to foster positive feelings/ attitudes | - Students can record how they are feeling before a meditation session in the classroom, and then record how they feel afterwards  - Students can brainstorm as a class and as small groups about different strategies that promote positive behavior. Also the importance of a positive attitude. | - Loose paper, health journals or an alternative way to record present feelings and attitudes. Materials to allow students to be comfortable throughout meditation  - Poster and markers, various resources and references to positive attitude examples | - Day grade of the day’s work and contribution.  - Observation and questioning |
| R–9.2 analyze why individuals  choose not to express or  manage feelings in situations;  e.g., using anger to  manipulate others, avoid  others, feel powerful | - Students can brainstorm why people would choose not to express how they are feeling  - Demonstrate an example of someone reaching their boiling point and not dealing with their feelings appropriately, afterwards a class discussion would take place. | - Posters, markers, classroom space  - Smart board | - Day grade of the day’s work and contribution.  - Observation and questioning  - Exit slips for summative or formative assessment |
| R–9.3 analyze, evaluate and refine  personal strategies for  managing stress/crises | - The class would start with a discussion of stress, and various stress management strategies. Then students in small groups will be asked to categorize various techniques as effective and ineffective ways to manage stress and crisis. They will categorize each strategy by gluing it (they will be on strips of paper) each strategy under effective or ineffective titles. | -  - Strips of paper with different ineffective and effective coping strategies on them, poster paper for each group, glue stick, and markers. | - Day grade of the day’s work and contribution.  - Observation and questioning  - Projects and presentations will be summatively assessed. |
| R–9.4 analyze, evaluate and refine  personal communication patterns | - In a determined amount of time students will write down as many personal communication patterns as possible, then they will get with a partner and discuss these patterns | - Loose leaf and writing utensils. | - Day grade of the day’s work and contribution.  - Observation and questioning  - Summative assignment to be handed in, either at the end of class, or the following class. |
| R–9.5 describe and analyze factors that  contribute to the development of  unhealthy relationships, and  develop strategies to deal with  unhealthy relationships | - In group’s students to think of and research a famous, or fictional unhealthy relationship and share their choice with the class, as well as an explination of why their relationship is unhealthy. I will record what is in common between every group. | - Computer, paper, writing utensils, computers, class board. | - Day grade of the day’s work and contribution.  - Observation and questioning |
| R–9.6 model integrity and honesty in  accordance with ethical  principles; e.g., develop  strategies to behave in an ethical  manner | - Students in groups will define ethics, as well as give an example | - Computer, paper, writing utensils, computers, class board. | - Day grade of the day’s work and contribution.  - Observation and questioning |
| R–9.7 refine personal conflict  management skills; e.g.,  negotiation, mediation strategies | - Students will play a negotiation game with each other, coupled with a class discussion of the usefulness of negotiation and mediation. | - Game supplies | - Day grade of the day’s work and contribution.  - Observation and questioning |
| R–9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills | - Students can record how they are feeling before a meditation session in the classroom, and then record how they feel afterwards  - Students can brainstorm as a class and as small groups about different strategies that promote positive behavior. Also the importance of a positive attitude. | - Loose paper, health journals or an alternative way to record present feelings and attitudes. Materials to allow students to be comfortable throughout meditation  - Poster and markers, various resources and references to positive attitude examples and positive qualities | - Day grade of the day’s work and contribution.  - Observation and questioning |
| R–9.9 evaluate group effectiveness, and  generate strategies to improve  group effectiveness; e.g., develop  skills in facilitating discussions  or meetings | - Group discussion about group work, pros and cons about group work, and how to make it better | - Computer, paper, writing utensils, computers, class board. | - Day grade of the day’s work and contribution.  - Observation and questioning  - Each group would hand in their own filled out information sheet. |

**Grade:** 9

**Unit:** Life Learning Choices

**Time Allocation:** ~ 3 Weeks – 1 class per week

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| **Specific Learner Expectation** | **Learning Activities** | **Resources** | **Evaluation** |
| L–9.1 apply personal time  management skills to a variety  of learning opportunities; e.g.,  develop strategies to overcome  procrastination | - Students will organize a schedule and a timeline to complete their homework in time for their due dates. Students can work in small groups first. Students should include extra curricular activities as well as recreational time. | - Students agenda’s, or skeleton to complete their planning guide | - Day grade of the day’s work and contribution.  - Observation and questioning |
| L–9.2 relate the value of lifelong  learning to personal success and  satisfaction | - Class discussion and examples | - Classroom space | - Day grade of the day’s work and contribution.  - Observation and questioning  - Exit slips for summative or formative assessment |
| L–9.3 use decision-making skills to  select appropriate risk-taking  activities for personal growth  and empowerment; e.g.,  increasing freedom means  increased responsibility for  consequences of choices | - Decision making games  - Class discussion on decision making  - Present students with scenarios and students decide what they would do, and what the consequences would be with each choice they make. | - Game supplies  - Scenarios for students to decipher and discuss | - Day grade of the day’s work and contribution.  - Observation and questioning  - Projects and presentations will be summatively assessed. |
| L–9.4 refine personal goals and  priorities relevant to learning  and career paths; e.g.,  investigate education programs  including senior high school  programs and those related to  potential careers | - Students will write specific SMART goals in relation to education.  - Discussion about post secondary options | - Skeleton for students to scribe their goals  - Post secondary examples and resources; smart board, computers for individual research | - Day grade of the day’s work and contribution.  - Observation and questioning  - Summative assignment to be handed in, either at the end of class, or the following class. |
| L–9.5 extend and improve a personal  portfolio; e.g., include sample  application form, personal  résumé, answers to typical  interview questions | - Discussion about students resume’s, do they have their own resumes? What does a good resume contain?  - Students will create a mock interview for each other after creating their own interview questions. | - Computers, smart board and exemplars  - Example interview questions | - Day grade of the day’s work and contribution.  - Observation and questioning |
| L–9.6 develop strategies to deal with  transitional experiences; e.g.,  create a learning plan for  transition to senior high school,  keeping future career plans in  mind | - Students will write specific SMART goals in relation to education.  - Discussion about post secondary options | - Skeleton for students to scribe their goals  - Post secondary examples and resources; smart board, computers for individual research | - Day grade of the day’s work and contribution.  - Observation and questioning |
| L–9.7 analyze the potential impact of  volunteerism on career  opportunities | - Class discussion | - Examples, and leading questions | - Day grade of the day’s work and contribution.  - Observation and questioning |
| L–9.8 investigate personal safety  procedures for working as a  volunteer; e.g., work in pairs | - Class discussion, and class examples | - Examples and leading questions | - Day grade of the day’s work and contribution.  - Observation and questioning |