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| **Daily Agenda** |  |  |  |  |  |
| **Unit Vocabulary: life skill, coping, consumer, media, resource, consequence, collaborate, peer pressure, direct pressure, indirect pressure, refusal skill, goal, action plan** | | | | | |
| **Learning Target** | **I can:** state the importance of practicing life skills for lifelong wellness. | **I can:** apply the GREAT decision making model to make a decision. | **I can:** apply one of the refusal skills to my daily life. | **I can:** develop an action plan to achieve a personal goal. |  |
| **Common Core/ Quality Core** | **Students will understand the importance of assuming responsibility for personal health behaviors by:** explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual | **Students will understand the importance of assuming responsibility for personal health behaviors by:** explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual | **Students will:**  demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations | **Students will:** apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan |  |
| **Instructional Practices** | Individual work, direct instruction | Direct instruction, Individual work | Direct instruction, partner work | Direct instruction, individual work |  |
| **Bell Ringer**  **Activities/ Assignments** | Finish 6 components poster or Health IQ  🡪pg. 24  *Take notes over chap. 2 sect. 1*  *🡪students will take notes in Life Skills circle (fig. 1)*  Notes in Life Skills circle | What steps do you take when making an important decision?  *Take notes over GREAT decisions*  *🡪Chp. 2 Sect. 2*  Tree of Choices  🡪pg. 31 activity | *Take notes peer pressure and refusal skills*  *🡪Chp. 2 Sect. 3*  Refusal Skills skit  🡪Must list refusal skill that is used | Too Good Famous Goals  *Too Good goal setting lesson*  Students will develop a personal goal (short or long term) |  |
| **Intended Homework** | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online |  |
| **Accommodations** | Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing | | | | |
| **Assessment:**  \*Formative-F  \*Summative-S | F – Notes | F – Tree of Choices | F - Skit | F- Personal Goal |  |

**Lesson Plans**: Health 1 **PLC Members**: Whitehouse/Roach **Unit**: Healthy Life **Dates:**