

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Relationships

Driving Question: Do you know you're pregnant?

Curriculum Outcomes:

2.9 recognize the signs of pregnancy and the importance of early prenatal care

Expected Time: 1-2 x 60 minute classes

Resources:

- [Powtoon presentation](#)
- [Screencast of presentation](#)
- [Student handout](#) – 3 per sheet. Cut out to divide among students.
- [Infographic rubric](#)
- Class set of iPads, netbooks or computers. Could also use student's own devices if possible.

Lesson Procedure

21st century skills

Teacher does (I Do):

To begin class, remind students that the classroom is a safe space and that answers to questions are expected to be school-friendly and free of inappropriate language. Open a [Today's Meet](#) room and give students 2-3 minutes to answer the question "How does a girl know she's pregnant?" Answers will vary, but some students may hit on some of the well-known facts like missing a period or having morning sickness. After everyone has time to respond, show class the Powtoon presentation outlining some of the major signs that your body can give to tell you you're pregnant. Ask students what they think needs to happen once pregnancy is confirmed. Some may know about doctor's appointments but many will not know what prenatal care is without support.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Give students one of the three handouts and have individuals look up information on their question set. Remind students that they need to find valid sources for their information and to

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking

<p>find sources that are Canadian-based. Some students may need reminders on how to search in Google to find valid information.</p>	<input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>When research is completed, put students in ABC groupings so that all students have access to the questions that were asked on the 3 handouts. Have the groups review their information as a team and create an infographic to display their findings. This can be done using programs like Piktochart, Venngage, or Easel.ly. You will need to create teacher accounts and allow student use of them rather than have students create their own accounts. Alternatively, students could use an app they have on their phone to create a similar product.</p>	<input type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>Have groups share their finished products with the class. Because they are infographics it won't take long to share with each group.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Thank everyone for the collaboration and hard work. Ensure you have access to all infographics for recording of assessments.</p>	
<p>Differentiation/Modification/Enrichment:</p> <p>Assign groups so that stronger students are paired with students who may need support finding and validating information.</p>	
<p>Assessment:</p> <p>The attached rubric will be used to assess information contained within the infographic. The grade assigned will predominantly reflect their content, but students should be given feedback on the look of their product to improve/enhance future assignments and work products.</p>	
<p>Teacher Reflection:</p>	