21st Century Healthy Living Lesson

Grade: 8	**Unit:** Healthy Community

Driving Question: What influences our health status?

Curriculum Outcomes:

3.11 demonstrate an understanding that there are many factors that contribute to our health status

Expected Time: 1 – 60 minute class

Resources:
- Student handout: Maslow pyramid http://goo.gl/js0dvB
- Student handout: assignment organizer http://goo.gl/PQOUCJ
- Opening presentation to introduce assignment http://goo.gl/yD6sQO
- Link to screencast of presentation http://goo.gl/tUjk56
- Devices to create podcast. These could be: iPads, student's own devices, netbooks with microphones, etc.

Lesson Procedure	21st century skills
Teacher does (I Do): Tell the class that today we are going to look at some of the factors that influence our health status. To begin, hand out blank pyramids and the 5 levels of Maslow's hierarchy of needs. Give the class 5 minutes to cut out and organize the 5 levels on their pyramid in a way that makes sense to them (This could be done individually or in pairs). Explain that our most basic needs should be on the bottom and move up from there. Once the pyramids are organized, show the short video on Maslow's hierarchy of needs and discuss how it gives us a starting point when discussing our health status and how there are many factors outside of mental illness that affect our well-being. Tell class that today they will be brainstorming reasons why things like income, education, and employment impact our overall health status. Once finished, they will record a podcast	☐ find, validate ☒ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship

of their information to inform others.	
Individual student work (You Do): Assign each student (or pair) one of the following factors and give them 15 minutes to brainstorm and/or lookup reasons why it has an impact on overall health. Each student will have their own assignment sheet to help organize their reasons. • Income and social status • Social support networks (friends and family) • Education • Employment and working conditions • Social environments • Physical environments	☒ find, validate ☐ remember, understand ☐ collaborate, communicate ☒ analyze, synthesize ☒ critical thinking ☒ evaluate, leverage ☐ create, publish ☒ citizenship
Group work (We Do): Once students have their information, they will work with a partner to create a podcast to inform others of why their given factor has an impact on our overall health status. The podcast should be between 2-5 minutes long and include both students speaking.	☐ find, validate ☐ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☐ critical thinking ☐ evaluate, leverage ☒ create, publish ☒ citizenship
Class share (We Share): In the last 10 minutes, have 1-2 groups share their podcast with the class.	☐ find, validate ☐ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☐ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship

Lesson Wrap Up:

To finish class, review that our health status is influenced by many outside factors. Each person reacts to those factors in their own way and at their own pace. We can only hope to do our best to overcome obstacles and celebrate our successes as we move through the world in an effort to gain/maintain a positive health status.

Thank students for their work and ensure you have access to all recordings. Students can save them in their cloud space and share the link via email.

Differentiation/Modification/Enrichment:

Some students may require help brainstorming and finding information. They can be paired with someone to complete the assignment together.

If a student has covered all the required information and would like to add to their assignment, they have the freedom to do so within their podcast.

Assessment:

The podcasts and class discussion will be used as an assessment piece for student understanding.

Teacher Reflection: