

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Self

Driving Question: Let me take an inner selfie

Curriculum Outcomes:

1.1 analyze the relationship between values and personal health practices

Expected Time: 1 – 60 minute class

Resources:

- [Screencast introduction](#)
- [PowerPoint](#) – click to download from this page if preferred over screencast
- [Bull's eye activity sheet](#)
- [List of values](#)
- [Fakebook worksheet](#)
- 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):

Open class with the [Screencast](#) or [PowerPoint](#) introduction to show students how the “selfie” and cell phones in general have taken over our day-to-day lives. Open a [PollEverywhere](#) survey and ask class, “Have you taken a selfie in the last week?” Chances are many will say yes. Ask the second question, “How often do you think or talk about what values/beliefs are really important to you?” with response options of ***Often, Sometimes*** and ***Hardly Ever***. This one will be a little trickier for some students to answer. Tell students that our values are the things that guide us in the decisions we make, whether we consciously think of them or not. They are the little voices in our heads telling us to do or not do something based on what we believe to be true.

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

Individual student work (You Do):

Hand out the [Bull's eye activity](#) and [list of values](#) to students. Review the directions with students to ensure they know what to do before letting them work on their own to think and write

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<p>their list of values for each area of their life. When they finish with the lists, they are to think about how well they are achieving those values before marking an X in each section of the bull's eye. There is an example on the sheet for them to see. Tell them that the beauty of our values is that some will adapt and change as we age and that even though we may not be achieving our values in all areas at this time, we can always work to develop those values.</p>	<input checked="" type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Have class break into pairs to complete a Fakebook account, where the Posts will show values and why the pair considers those values important. See the worksheet for details and an example of how they'll create the posts. When finished, students will use the SAVE and SHARE capabilities of the site to create a QR code of their page. They will then either Tweet or Email their QR code to the teacher.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" 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 1-2 groups share their page with the class and explain why they chose their 5 values. Some students may change their opinion of a value or realize that they too believe in that value.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Thank students for their collaboration. Ensure you have access to all of the group Fakebook pages.</p>	
<p>Differentiation/Modification/Enrichment:</p> <ul style="list-style-type: none"> Some students may not know what some of the values mean. Encourage them to look up the definitions through a dictionary or on Google. Students who need support can be paired with stronger students during the group activity. Students who finish quickly can take some more time to analyze their own values and look for some ways to improve the values they need to work on in their day-to-day lives. 	
<p>Assessment:</p> <p>Record the Bull's eye activity in Power School with a 1-4 grading scale. Record the Fakebook account as a separate assignment, also following the 1-4 grading scale.</p>	

Teacher Reflection: