21st Century Healthy Living Lesson

Grade: 8	Unit: Healthy Self

Driving Question: How do you put your best foot forward?

Curriculum Outcomes:

1.5 select items for and maintain a Life Work portfolio

Expected Time:

1 – 60 minute class to introduce assignment and then check ins throughout the year to see how people are doing.

Resources:

- Individual Handout
- Group Brainstorm Handout
- 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 a PollEverywhere open-ended question asking, "What is a portfolio?" and/or "Why do we create portfolios?" depending on whether your class began their Life Work portfolio in Grade 7. Answers will vary. Have a class discussion on the idea of a portfolio being a living document that grows with us as we grow and learn new things about ourselves and our skill sets.	☒ find, validate ☒ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship
Individual student work (You Do): Pass out the Individual worksheet and have students complete the 2 activities there. One is a multiple intelligences quiz and the other is a self-assessment survey. Tell class that each item will be used in the development of their portfolio.	☒ find, validate ☒ remember, understand ☐ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☒ evaluate, leverage ☐ create, publish ☐ citizenship

Group work (We Do): Have students break into groups of 2-3 with the [group handout](#) to brainstorm items they can use to model each area of development in their portfolio. Results will vary depending on the work done in Grade 7. Open [Padlet](#) walls either by group (group 1, group 2, etc.) or by portfolio sections (academic skills, personal skills, etc.) so students can share their answers.	☐ find, validate ☒ remember, understand ☒ collaborate, communicate ☒ analyze, synthesize ☒ critical thinking ☒ evaluate, leverage ☐ create, publish ☐ citizenship
Class share (We Share): Share some of the [Padlet](#) walls created by the class to discuss some of their ideas for items to include in their portfolios. Tell students that ultimately the choice to include something is up to them as long as they write a 2-3 sentence reflection on why it needs to be included.	☐ find, validate ☐ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship

Lesson Wrap Up:

Tell class that we will continue developing their portfolios as the year progresses and decide on a model for setting it up in the next lesson (if not already set up in Grade 7).

Differentiation/Modification/Enrichment:

- Pair students who need support with stronger students

Assessment:

Record monthly observations in Power School as formative assessments to show students' commitment to completing their portfolios. Individual artifacts in the portfolio may have been done in a course, activity, or project in which the student received a grade but students must not feel that their lives and life experiences are being judged or compared to the lives and life experiences of others.

Teacher Reflection: