

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Self

Driving Question: Where I'm From

Curriculum Outcomes:

1.1 analyze the relationship between values and personal health practices

Expected Time: 1 – 60 minute class

Resources:

- [Student handout](#) – “I am from” template
- [Teacher sample poem](#)
- [Where I'm From poem](#)
- Class set of iPads. Can use other devices but ensure students can either Airdrop or email their work to you.

Lesson Procedure

Teacher does (I Do):

Open class by reading the poem, [Where I'm From](#) by George Ella Lyon to the class. Tell the class that spending time looking at where we are from is one of the ways we can determine what we value.

Create your own “I am from” poem for the class as a way to introduce yourself and give a glimpse of your background. Mine is included here as an example. You can choose 4-5 pieces of the poem and explain what their significance is to you in your life.

Many students don't recognize the connection between our values and how they guide our decisions, goals and behavior. Today they will be creating their own poems using the attached template to introduce themselves to the class. These will give them a basis to move forward when discussing values in the next class.

21st century skills

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

<p>Individual student work (You Do):</p> <p>Have students spend some time filling in the "I am from" template to help organize their thoughts on their past and what has helped shape them into the person they are today.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Once students have completed their templates, have them work with a partner to record their poems using Tellagami Edu on the iPads. Since this is the first lesson of the year, they may or may not be comfortable using the app. Encourage them to help one another if problems arise using the app rather than having the teacher tell them how to fix/solve it. This will help develop problem solving skills.</p> <p>If students finish early, encourage pairs to explain some of the elements of their poems to one another. This will help develop some collaborative connections in the classroom.</p>	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>Since this is the first class of the year, ask for 1-2 volunteers to share their Gami with the class. This can be done via Airdrop to the teacher computer so everyone can view at the same time. If there is time, you can have them explain some of the elements of their poems with the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input 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 everyone for their work and willingness to look at themselves and where they've been so far. Tell class that our next lesson will focus on looking at our inner selves and the things we value (i.e. trust, loyalty, etc.). You may ask them to bring in baby photos or items that represent them for the next class.</p>	
<p>Differentiation/Modification/Enrichment:</p> <p>As this is the first class, you may not know everyone who needs modified expectations, whether simplified or enriched. Circulate through the class while they are writing their poems and if necessary, try to encourage partnerships between students who are struggling and those who seem to be comfortable or excelling in expectations.</p>	

Assessment:

Have all students send their Gami to you either through Airdrop or email. Record in Power School as a formative assessment for completion. Be sure to view each before the next class so you can begin connecting with each student in the class.

Teacher Reflection: