

Health Education Curriculum and Assessment

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LEARNING EXPERIENCE

DESIGN TEMPLATE

PBH 640





After completing the readings, use the space below to outline an initial direction and focus for the learning experience/unit that you will develop in this class. (You may not focus on Physical Activity or Nutrition).

- ♦ **What is the focus of the learning experience/unit that will be designed? What will be the organizing center?**

The focus of this learning experience is communication. This learning experience will include functional knowledge and communication skills/strategies that are aligned with the NYS and National Health Education Standards. The organizing center will be based on the essential question, "How can I use health strategies and communication skills to contribute to the health and safety of myself and others?". It will be a skills-driven learning experience, that will be developed in the unit of emotional and mental health education, to provide the students with opportunities to learn, practice, and apply communication skills which contribute to the health and safety of themselves and others.

- ♦ **What are the "big ideas" students will learn, understand and demonstrate through authentic performance?**

The following big ideas that students will learn, understand, and demonstrate through authentic performance are based on the health education skill of communication which will be applied to relationship management.

- Individuals need to know how to express and respond to a wide range of emotions in healthy ways and form healthy relationships with others.
- Individuals need effective communication knowledge, skills, and resources to maintain health.
- An individual's emotional needs, feelings, and how to communicate those feelings influence their overall health and well-being.
- Personal strategies can be learned to develop and enhance healthy behaviors.
- Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors.
- Effective communication protects and enhances an individual's health.

- Effective verbal and non-verbal communication can enhance an individual's health.

- ♦ **Think about the three-stage backwards design process (UbD) and what it might look like applied to the learning experience/unit. Begin thinking it through in the boxes below.** (sample in the Assignment One folder)

If the desired end result is for learners to .....	Then you need evidence of the learner's ability to.....	Then the learning events need to .....
<p>use communication skills in real-life situations to apply the appropriate knowledge and skills to improve their behavior to enhance their individual health and safety as well as others, including those involving emotional and mental health.</p> <p>Students will be able to use communication skills to develop and enhance healthy behaviors and relationships to reduce and cope with unhealthy behaviors or actions.</p>	<p>implement communication skills and strategies in real-life and near-life situations, especially those communication skills that can contribute to the health and safety of themselves or others.</p>	<p>teach students how to effectively become knowledgeable and skilled in various communication skills (I-messages, verbal and non-verbal communication, assertiveness, refusal, negotiation, conflict management and collaboration) which can contribute to the health and safety of themselves and others.</p> <p>As well as proving students with multiple opportunities to practice the various communication skills in a variety of different situations (personal and relationship conflict), that can be unhealthy or unsafe, especially as it relates to emotional and mental health.</p>

		Students will learn to practice these skills by different activities such as role-play, conflict simulations (personal and social (relationships)).
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♦ **How will the learning experience incorporate the Navigational Stars from the Guidance Document (Page 7 - Stars 2 through 6)**

This learning experience that is focused on communication will incorporate the following five Navigational stars, skills-driven, scientifically research-based, learner-centered, strength-based, and the authentic approach.

This learning experience on communication is a skills-driven unit that will incorporate the skills-driven Navigational Star by having students participate in realistic scenarios that teens face that will allow the students to practice the personal and social (relationship) skills that make up communication. Students will practice the skills of verbal and non-verbal communication, assertiveness, refusal, negotiation, conflict management, and collaboration. Students will practice these communication skills to enhance these skills for individual and relationship management purposes. All relationships involve some form of communication and the practice of these skills will allow for students to receive positive reinforcement from their peers, and their teacher, so that they know how to use these skills for the rest of their lives, which in turn can help them with improving their emotional and mental health.

This learning experience on communication will also include the scientifically research-based approach. With this approach, the focus will be on using health education best practice strategies as well as scientifically research-based approaches. This learning experience will be based on scientifically-based research through peer-reviewed articles/journals, best practices and strategies in health education and the NYS Guidance Document. This learning experience will be backed by proven research and theory on what works as it relates to strategies, and

pedagogy. As educators we need to be able to stay on top of the research any latest trends, and any new promising programs or skills/strategies. It is essential to provide the students with valid and reliable knowledge that aligns with the learning experience of communication, for the students to reach the standards and desired goal of this learning experience. This learning experience will also have scientifically research-based skill methodologies such as functional knowledge that students need to know in order to be safe and healthy. The best practices will be researched on the skill of communication, especially as it relates to emotional and mental health education. The application of this research-based approach will provide students with guidance on how they can use communication personally and socially (relationships) to contribute to the health and safety of themselves and others.

The learner-centered Navigational Star will also be applied in this learning experience on communication. The students will be at the center of their learning, and will not just be receiving content from the teacher. Students will have multiple opportunities to practice and develop their own functional knowledge through activities, and demonstrations, as they relate to communication skills. Students will be able to apply this developed knowledge and communication skills into many different near and real-life situations, especially with the focus of emotional and mental health. Students will use these scenarios to practice and apply the various personal and social (relationship) communication skills which can contribute to the health and safety of themselves and others. In the learning experience the teacher will be able to check for understanding of learning and ensure that all students can apply what they are learning. Students may not understand or be able to apply the skills that are being taught, so the learning experience will allow for opportunities to go back and re-teach the information in different ways to support students as best as possible. In order to accurately check for understanding it is important for the learning assessments to be focused on the essential question of the learning experience. The purpose of this approach is to allow students to learn, practice, and then apply what they are learning to their personal lives. In order to stick to this purpose this learning experience will allow students to have multiple opportunities to learn, practice, and apply the skills that they are learning. This will help them

build a confidence in applying these skills in their lives, so that they can enhance the health and safety of themselves and others.

The strength-based Navigational Star will be used throughout the learning experience by using assessments at the start, and throughout the unit for students and the teacher to discover what students currently know, have learned, and still might not understand about the communication strategies and skills that can contribute to the health and safety of themselves and others. This will allow for the teacher and the students to understand what their strengths and growth areas might be in understanding and performing the skills taught in this learning experience. This will also allow for students to build character within themselves by seeing their own strengths and seeing how well they understand and are applying the learnings, so that they can continue to progress and enhance their knowledge and skills. Additionally, this can allow for them to adopt healthy behaviors because they know where they can grow as individuals and believe that they are capable of doing it. Practicing skills throughout the learning experience, in many close to authentic situations, with support and feedback from fellow students and the teacher will allow for the students to build competence, and believe/see that the healthy behavior will benefit them throughout their lives, to assist them in being safe and healthy.

Finally, the learning experience will also incorporate the authentic Navigational Star by providing real-life experiences and opportunities for the students to practice and apply the skills taught throughout the learning experience in their daily lives. The students will be able to practice and demonstrate the learned skills in multiple near to real-life situations, as well as through role-play, and reflective journaling. All while receiving feedback from the teacher to enhance their learning and understanding. The students will understand through this learning experience that they will benefit from practicing this healthy behavior and that they will be able to use the information learned for the rest of their lives.

The incorporation of these Navigational Stars allows for this learning experience to use best practice tools in its implementation and learning experience. It also allows for the students to feel like they are in control

of their education and learning, and in turn can allow them to have a positive attitude about their health education. The incorporation of the Navigational stars also allows for the Navigational Stars to be used as a foundation for the design, and facilitation of the learning experience and its goal.

- ♦ **How will the learning experience include the NYS and National Health Education Standards and performance indicators? Which ones will be focused upon and learned, practiced and achieved through performance?**

The learning experience on communication will align with both the NYS and National Health Education standards and their performance indicators for the commencement level of education.

This skill-based learning experience will enable students to learn and practice the knowledge and skills needed to create a healthy environment to live in (NYSHES 2). The students will be creating a healthy environment throughout this learning experience by practicing and demonstrating effective communication skills. Additionally, this learning experience is going to also allow the students to evaluate personal and social skills that contribute to the health and safety of themselves and others (NYSHES 2.C.B), as well as allowing them to recognize how their individual behavior (communication) can affect the quality of an environment they find themselves in (NYSHES 2.C.C).

This learning experience will also focus on NYS Standard one. The goal is for the learning experience to incorporate strategies that enable students to demonstrate the necessary knowledge and skills to promote a healthy development into adulthood to lives safe and healthy lives (NYSHES 1.C.B).

This learning experience will also enable students to learn, practice, demonstrate, and achieve two National health education standards, by allowing students to demonstrate their ability to use interpersonal communication skills that will help them enhance their health (NHES 4). By demonstrating these skills, the students will be provided with opportunities to practice health-enhancing behaviors that can help them throughout their



lives to avoid or reduce any health risk so that they can be safe and healthy (NHES 7).

This learning experience will enable students to learn, practice, demonstrate, and achieve all of the NYS and National Health Education standards listed above to assist the students in reaching the focus/goal of this unit.

- ♦ **Develop an initial rationale that justifies why the learning experience is important to your students and school community. Be sure to include research-based information and data to support the need.**

(Assignment Two). Complete the rationale as a separate document following the Assignment Two directions. Once it is submitted, enhanced and graded, copy it here to guide the design and development of the LE/unit).

The focus of this learning experience is communication and relationship management. This learning experience will be developed in the unit of emotional and mental health education for high school students at Lab High School. This learning experience will provide students with the opportunities to learn, practice, and apply communication skills, which can contribute to the health and safety of themselves and others. This learning experience will include functional knowledge from the New York State Framework for Mental Health Education Instruction at the commencement level. This learning experience will enable the students to learn functional knowledge under relationship management.

Students will learn that healthy communication skills help them maintain overall health (2A.Ca.). Students will also learn healthy ways to express all emotions to promote health-enhancing behaviors, support relationships, and reduce conflicts (2A.Cb.). Additionally, students will learn to recognize the importance of silence in a conversation, and how it can demonstrate listening and thoughtfulness (2A. Cd.) (NYSED, 2018). This learning experience will also allow for students to stick to the HECAT Mental and Emotional Health module, and the healthy behavior outcome (HBO 1) of expressing their feelings healthily. After this learning experience, students will be able to summarize healthy ways to express affection, love, friendship, and concern (CDC, 2012).

The NYC Lab school is a high school located in district 2 of Manhattan in New York City. Lab believes in the power of collaboration, as well as

challenging students to soar intellectually and to act bravely in the complex world community (NYC Lab School, n.d.). Lab's living mission consists of nourishing each student socially, emotionally, physically, and academically, while supporting students with a humanistic curriculum (NYC Lab School, n.d.). One of Lab's main focuses is social-emotional learning (SEL). Social-emotional learning at Lab is a school-wide focus that allows for the process of developing social-emotional skills to take place in the school, as well as allowing students to feel safe, cared for, well-managed, and engaged in their learning (NYC Lab School, n.d.). This learning experience contributes to Labs' mission statement of collaboration by focusing on the skill of communication to assist students in improving and managing their emotional and mental health, especially as it relates to managing their relationships.

This learning experience will contribute to the CSH and WSCC approach by working with the school counseling team, teachers, and administrations to set a school climate that is socially and emotionally friendly and provides related support, and serves as additional resources for parts of this learning experience. Students will also be part of a parent/student component where parents of the students will be integrated into the unit by challenging the students to practice the communication skills learned in this unit at least once a day while at home, and with anyone outside of the school community. Recent data has shown that learning the skill of communication in relation to relationship management and emotional and mental health is one that adolescents in NY State truly need. In 2019, 20.8% of adolescents in the state were in a physical fight. Additionally, 21% of adolescents were bullied on school property, 35.1% felt sad or hopeless, and 17.3% seriously considered attempting suicide (CDC, 2019). Lab HS itself, in the 2019-20 school year, had 3 cases of discrimination, harassment, and bullying (NYSED, 2019). This collection of data shows that there is a need for students to learn how to communicate effectively, whether it be to minimize conflict, relationship conflict, or communicating their feelings.

This learning experience will model the research-proven, "Botvin LifeSkills Training" (LST) program. LST is recognized as a model or exemplary program by an array of government agencies including the U.S. Department of Education. LST is a research-validated program that provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations (LST Overview, n.d.). LST also provides foundational skills for successful youth development through its alignment with CASEL's five core SEL competencies (LST Curriculum Alignment Tools,

n.d). LST has three major components in their program, drug resistance skills, personal self-management skills, and general social skills (LST Overview, n.d.). This learning experience will only model the personal self-management skills and general social skills components of LST's program. These two skills components will assist students in this learning experience to learn how to examine the way they communicate and its effects on behavior, analyze problem situations, and look at personal challenges in a positive way (LST Overview, n.d.). Additionally, it will help students to develop the necessary skills to overcome shyness, communicate effectively to avoid misunderstandings, initiate and carry out conversations, handle social request, utilize both verbal and nonverbal assertiveness skills to make or refuse requests, and recognize that they have choices other than aggression or passivity when faced in tough situations (LST Overview, n.d.).

The Social Cognitive Theory (SCT) describes a dynamic, ongoing process in which personal factors, environmental factors, and human behavior exert influence upon each other (Glanz & Rimer, 2005). LST is designed based on the social-cognitive theory and uses a variety of teaching techniques to facilitate discussion, which provides key knowledge, coaching, and behavior skill practice (LST Curriculum Alignment Tools, n.d.). The lessons stress independence, personal control, and a sense of self-mastery (Schinke & Botvin, 1999). Students work through scripts where they practice how to communicate the messages they intend, how to get over being shy, how to begin and end conversations (Schinke & Botvin, 1999). Additionally, students work on applying principles of clarifying the problem, considering alternative solutions, and choosing among them (Schinke & Botvin, 1999). Social skills are also taught through a combination of instruction, demonstration, feedback, reinforcement, rehearsal, and homework assignments (Schinke & Botvin, 1999).

Survey data collected from 4,858 sixth-grade students who received an LST program showed significant reductions in violence for participants (Botvin & Griffin, 2006). Findings also showed students who received this LST program had stronger prevention effects including less verbal and physical aggression, fighting, and delinquency (Botvin & Griffin, 2006). The results of this study indicated that this school-based prevention approach, which has previously been found to prevent tobacco, alcohol, and illicit drug use, can also prevent violence and misbehavior and support the social and emotional devolvment of youth (Botvin & Griffin, 2006).

This learning experience will use the LST program to model communication skills and relationship management instructional strategies on the behavioral theory and what has been effective in the proven LifeSkills Training program. The theory as exemplified in the LifeSkills training program will allow for a combination of instruction, demonstration, feedback, reinforcement, rehearsal, and homework assignments in this learning experience. The teacher will model the LST program to provide the students with key knowledge, coaching, and communication skill practice opportunities. Additionally, this program and its alignment with social-emotional learning allow for there to be a common understanding among Lab HS's living mission and its focus on SEL. LST's alignment to SEL in its curriculum will allow for students to feel emotional and socially safe while taking part in this learning experience. Lastly, this learning experience modeling the LST's program model will allow for students to successfully contribute to their own health and safety as well as others as it relates to the skill of communication and managing relationships.

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**New York State Health Education Learning Experience Overview**  
**Assignment 3**

**Learning Experience Title:** Communication

**Organizing Center:** How can I use health strategies and communication skills to contribute to the health and safety of myself and others?

**Level:** Commencement

**Your Name, School:** Henry Reyes, NYC Lab High School for Collaborative Studies

A. Standards and Indicators ( <u>Assessed</u> )	B. Authentic Assessment(s)
<p>NYS Health Education Standards and Indicators:</p> <p><b>NYSHE 1. Personal Health and Fitness</b></p> <p>- <i>NYSHE1B: Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</i></p> <p>- <i>NYSHE 1D: Evaluate how the multiple influences which affect health decisions and behaviors can be altered.</i></p> <p><b>NYSHE 2. A Safe and Healthy Environment</b></p> <p>- <i>NYSHE 2B: Evaluate personal and social skills which contribute to health and safety of self and others.</i></p> <p>- <i>NYSHE 2C: Recognize how individual behavior affects the quality of the environment.</i></p> <p>-----</p> <p>Nat'l Health Education Standards and Indicators (Grades 9-12)</p> <p><b>NHE 1. Health Concepts</b></p> <p>1.12.1 <i>Predict how healthy behaviors can affect health status.</i></p> <p>1.12.2 <i>Describe the interrelationships of emotional, intellectual, physical, and social health.</i></p> <p><b>NHE 4. Communication</b></p> <p>4.12.1 <i>Use skills for communicating effectively with family, peers, and others to enhance health.</i></p> <p>4.12.2 <i>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</i></p> <p>4.12.3 <i>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</i></p> <p>4.12.4 <i>Demonstrate how to ask for and offer assistance to enhance the health of self and others.</i></p> <p><b>NHE 7. Practice Health Behaviors</b></p> <p>7.12.1 <i>Analyze the role of individual responsibility in enhancing health.</i></p> <p>7.12.2 <i>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</i></p> <p>7.12.3 <i>Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</i></p>	<p><b>Diagnostic Assessments (before learning):</b></p> <p>Students will us their current knowledge and skills to complete a personal health and behavior self-assessment of how they communicate through different scenarios. Students will be given different scenarios where they will write out what they would do or how they would respond to each scenario. This will allow the students and teacher to identify what they currently know and understand about their personal health and safety and can do when they respond in typical adolescent scenarios (<b>Recall Assessment</b>).</p> <p>Students will also take part in an open-ended role-play scenario where students will be placed in groups of 2 and each student will get an opportunity to switch roles in a scenario to assess themselves on how they manage their emotional/mental health via communication and conflict resolution. The students will self-reflect on how they managed their emotional mental health, <b>the students will have the opportunity to demonstrate their thinking by evaluating their decisions throughout the role plays and how their decisions contribute to or diminish the health and safety of themselves, others, and the environment.</b> The teacher will visit each group and observe each student as they apply what they know and can do in each scenario (Performance Assessment).</p> <p><b>Formative Assessments (while learning):</b></p> <p>Students will take part in multiple role-playing formative assessments throughout the unit. These role-playing assessments will allow for students to demonstrate and <b>apply the skill being learned. Additionally, they will allow students to demonstrate their thinking by evaluating their decisions throughout the role plays and how they could contribute or diminish the health and safety of themselves and others.</b> This will provide students with opportunities to assess their personal understanding of their health and the skill being learned. The role-playing will also allow for the students to provide and receive supportive feedback from their peers using a criteria developed by the class. The teacher will use these role-playing situations to provide students with suggestions, feedback, and corrections to their implementation of the skill being learned (Performance Assessment).</p> <p>Students will also take part in journal writing. This will allow for student to keep a record of any progress they are seeing in themselves, as well as places they could still improve. The teacher will also be able to use this to see how the students are thinking individually about themselves and the skill being learned and provide feedback, and suggestions. The journal writing will also serve as a place where students could keep track on whether or not they are</p>

relating and enhancing their progress to the standards that this learning experience is wanting students to enhance. Additionally, the students will use the journaling to write out what they could improve on or adjust in an attempt to answer this learning experience essential question of, “How can I use health strategies and communication skills to contribute to the health and safety of myself and others?”

**Summative Assessments (at the end of the learning):**

Students will take part in a final (graded) role-play scenario where they will have the opportunity show their understanding of the strategies associated with the learned skill or communication. This performance based summative assessment will show both the students and teachers any growth, and improvements students have made from the previous role-playing opportunities that they took part in throughout the unit (Performance and Knowledge Recall Assessment).

Students will also complete a journal entry where they will compare their growth from the diagnostic assessment throughout the learning experience, as well as the formative assessments. Speaking on what they now know and can do at the end of this learning experience. Additionally, students will have to describe the responsibility an individual has in enhancing their health as well as some of the things they could do to enhance it. Such as improving communication skills, conflict resolution, relationship management. Students will also have to describe how health behaviors can affect someone’s health status, as well as the interrelationships of emotional, intellectual, physical, and social health (Process Assessment).

These components will be addressed multiple times throughout the learning experience and students will have multiple opportunities to understand them and receive feedback from the instructor through their multiple journal entries throughout this learning experience.



### **C. Essential and Guiding Questions**

***Essential Student Question:*** How can I use health strategies and communication skills to contribute to the health and safety of myself and others?

#### ***Diagnostic Questions***

What health knowledge and skills do I currently use when communicating to be safe and healthy?

What health knowledge and skills do I need to learn when communicating to be safe and healthy?

#### ***Guiding Questions***

How can I enhance my communication and relationship management health status?

How can I use communication skills to reduce my health and safety risks?

How can I use my current communication strengths to enhance my health and safety?

Who can support me?

How can I develop the confidence to use the knowledge and communication skills I need to be safe and healthy?

Who or what can impact my ability to be safe and healthy?

How do my peers' attitudes and behaviors on communication and relationship management influence my health?

Why are communication health and safety skills and knowledge important to me?

How can I personalize communication health and safety knowledge and skills?

How can I help others to communicate safely and healthy?

#### ***Student Assessment Question***

How can I use health strategies and communication skills to contribute to the health and safety of myself and others?

### **D. Enduring Understandings**

Individuals need to know how to express and respond to a wide range of emotions in healthy ways and form healthy relationships with others.

Individuals need effective communication knowledge, skills, and resources to maintain health.

An individual's emotional needs, feelings, and how to communicate those feelings influence their overall health and well-being.

Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce and cope with unhealthy, risky or potentially unsafe situations.

Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors.

Effective communication protects and enhances an individual's health.

Effective verbal and non-verbal communication can enhance an individual's health.

Responsible individual behavior contributes to the health of the environment and the community.

### **E. Skills (Assessed)**

**Communication** (Assessed) – taught, learned, demonstrated, and assessed in this LE.

Relationship Management (Assessed)

### **F. Functional Knowledge (Assessed)**

**Family Life/Sexual Health**

*FLS.C.4, FLS.C.5*

**Violence Prevention**

*VP.C.4,*

**Other Required Health Areas**

*ORH.C.2,*

**Mental Health (NYSED)**

*1C.Ca., 2A.Ca., 2A.Cb., 2A.Cd., 3A.Ca., 3D.Cb.*

**HECAT: Mental & Emotional Health (HBO 1)**

*MEH1.12.4, MEH1.12.9, MEH1.12.12, MEH1.12.24.*

## **G. Skill Pedagogy**

Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.

When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.

Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.

During skill practice, it is important to allow time for constructive feedback and discussions with others.

Skill use attempts are more likely to occur if the threat of failure is reduced.

Individuals need multiple opportunities to adapt, personalize and shape a skill as they learn it.

Individuals must over practice a skill until it is automatic (requiring little or no conscious thought) to effectively transfer it to real life situations.

Confidence in the use of a skill increases when practice sessions increase in difficulty and complexity.

Internal and external rewards for using a skill correctly will increase the likelihood of continued skill use.

The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.





Whether you are using template A or template B, complete the following with your early/initial planning:

**Diagnostic Assessment(s):**

*Use this space to describe the diagnostic assessment(s) that will identify what students already know and can do prior to the learning.*

*Do them several times and learn from them - individual students getting feedback and getting assessed.*

**Diagnostic Assessments (before teaching):**

Before the start of the learning experience students will use their current knowledge and skills to complete a personal health and behavior self-assessment of how they communicate through different scenarios. This survey will have different scenarios involving conflicts and expressing feelings and emotions. Students will then have to write out what they would do in this situation, and how they would verbally respond to each scenario. This diagnostic assessment will allow for the teacher to learn how students physically and verbally respond to different situations. It will also allow the teacher to understand how students think about their own personal health and safety.

Before the start of the learning experience students will also take part in a 2-class open-ended role-playing scenario where students will be placed in groups of 2, and each individual student will get an opportunity to switch roles in the scenario. The scenarios will include, a conflict between two friends, and a situation where one person has to explain to the other person how something they did or said to them made them feel or how they hurt their feelings. Students will then assess themselves on how they believe they managed their emotional/mental health via these communication and conflict resolution scenarios. This is meant for students to assess their current knowledge and recall whatever information they may have on the skill of communication and resolving conflict. The teacher will be visiting each group and observing both students throughout their role-playing.

These two diagnostic assessments are meant for students as well as the teacher to identify what students already know and can do prior to the learning. The teacher will use what he/she learned from the students during these diagnostic assessments as an introduction to the learning experience. The teacher will use both the self-assessment, and the role-playing, to provide students with a starting place based on how they responded to these scenarios, and the strengths, and areas for growth that the teacher might've picked up on. The teacher will have the students write in their journals how they responded to these scenarios. This baseline information that the

students write down about themselves is information that the students will refer back to multiple times throughout the learning experience to assess themselves throughout this experience. This is what will assist them in noticing any improvements that they will be making throughout this learning experience. It will also be used to help students make connections to the functional knowledge, and standards that this learning experience is wanting to enable students to achieve.

### **Formative Assessments:**

*Use this space to describe the formative assessments that will identify how students are doing throughout the learning experience.*

### **Formative Assessments (while teaching):**

Throughout the learning experience students will take part in multiple role-playing formative assessments. The role play assessments will have scenarios that are based off of the standards and functional knowledge that this learning experience wants to enable the students to achieve. The role-playing scenarios will allow for students to have multiple opportunities where they can practice the strategies they are learning (communication skill and conflict resolution) and putting them into practice in a safe, supportive, low-risk environment. The role-playing will also allow for the students to demonstrate to themselves and the teacher that they can apply the skill being taught into their personal health in order to healthy and safe. The students will self-assess themselves and then verbally explain to the teacher what their self-assessment of their performance was and where they feel like they are still saying or doing things that are helpful (strengths and growth) and those that might not be helpful to their health and safety. The teacher will also be able to provide the students with suggestions, feedback, and corrections for the students to know where they have improved, and where there is still room for some more improvement, as it relates to the skill being learned.

Throughout this learning experience students will also take part in journal writing. The students started this in their diagnostic assessment where they self-assessed themselves. This will continue throughout the learning experience so that students can continue to have a record/log of how well they are doing throughout the roleplaying, if they were able to apply all of the steps involved in the skill being learned, what they could do better, what steps they might've missed, how they can add it in or improve, and if they used the functional knowledge that will actually help them improve their personal health and safety. The journal writing will also serve as a place where students could keep track on whether or not they are relating and

enhancing their progress to the standards that this learning experience is wanting students to enhance. Additionally, the students will use the journaling to write out what they could improve on or adjust in an attempt to answer this learning experience essential question of, "How can I use health strategies and communication skills to contribute to the health and safety of myself and others?"

These role-playing scenarios and logs will enable the teacher and students themselves to see their progress as they move through this learning experience. It will allow them to see the areas they do well, as well as areas that they may need to enhance and improve upon.

#### **Unit/Learning Experience Sketch: (Assignment 4)**

Complete the learning experience/unit sketch on the following pages to map out what each day of your learning experience will look like. Learning experiences/units usually last from 3-4 weeks (12 - 20 classes).



# Learning Experience Sketch (Assignment 4)

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
Standards and Indicators Addressed and <b><u>Assessed</u></b>	<u>NYSHE 1. C. B</u>  <u>NYSHE 2. C. B</u>  <u>Nat 4.12 1</u> <u>Nat 4.12.3</u>  <u>Nat 7.12 2</u> <u>Nat 7.12.3</u>	<u>NYSHE 1. C. B</u>  <u>Nat 4.12.1</u> <u>Nat 4.12.2</u> <u>Nat 4.12.3</u>  <u>Nat 7.12.2</u> <u>Nat 7.12.3</u>	<u>NYSHE 1. C. B</u>  <u>Nat 4.12.1</u> <u>Nat 4.12.2</u> <u>Nat 4.12.3</u>  <u>Nat 7.12.2</u> <u>Nat 7.12.3</u>	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> <u>NYSHE 2. C. C</u>  <u>Nat 1.12.1</u> <u>Nat 1.12.2</u>  <u>Nat 4.12.1</u> <u>Nat 4.12.2</u> <u>Nat 4.12.3</u> <u>Nat 4.12.4</u>  <u>Nat 7.12.1</u> <u>Nat 7.12.2</u> <u>Nat 7.12.3</u>	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> <u>NYSHE 2. C. C</u>  <u>Nat 1.12.2</u>  <u>Nat 4.12.1</u>  <u>Nat 7.12.1</u> <u>Nat 7.12.2</u> <u>Nat 7.12.3</u>
Skills and subskills addressed and <b><u>assessed</u></b>	<u>CM.C.3,5,6,8</u>  <u>RM.C. 1,7</u>	<u>CM.C.1,2,3,5,6,8,9</u>  <u>RM.C. 2,3,6,7</u>	<u>CM.C.1,2,3,5,6,8,9</u>  <u>RM.C. 2,3,6,7</u>	<u>CM.C.4</u>  <u>CM.C.1,2,3,5,6,7,8,9</u>  <u>RM.C.2</u>	<u>CM.C.1,4</u>  <u>RM.C.2,3,4</u>

Functional Knowledge addressed and <b><u>assessed</u></b>	Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb.</u>	FLS.C.5  VP.C.4  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca</u>  2A.Ca, 3D.Cb	FLS.C.5  VP.C.4  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca</u>  2A.Ca, 3D.Cb	<u>FLS.C.4, FLS.C.5</u>  <u>ORH.C.2</u>  Mental Health (NYSED) 1C.Ca, 2A.Ca, 2A.Cb, 2A.Cd, 3A.Ca, 3D.Cb	FLS.C.5  Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb, 3D.Cb</u>  <u>MEH 1.12.9</u> <u>MEH 1.12.24</u>
Assessment(s)	Diagnostic: Recall Assessment  - Self-assessment  This diagnostic assessment will include a definition of communication, followed by different scenarios involving conflicts and expressing feeling and emotions.	Diagnostic: Performance assessment of communication/relationship management/mental health FK.  - Role-play  The teacher will visit each group and observe how each student performs the role-play scenarios.	Diagnostic: Performance and process assessment of communication/relationship management/mental health FK.  - Role-play - Journal  These assessments are meant for students to start assessing their current knowledge and recall whatever	Formative: Individual process assessment of communication/relationship management/mental health FK.  - Journal  Students will write in their journals a response to guiding question of the learning experience.	Formative: Individual process assessment of communication/relationship management/mental health FK. - Journal  Students will look at the data they have gained on themselves from their self-assessments and journal entries and make a personal

	<p>This diagnostic assessment allows for the teacher to learn how students physically and verbally respond to different scenarios. It will also allow the teacher to get an understanding of how students think about their own personal health and safety.</p>		<p>information they may have on the skill of communication, relationship management, and resolving conflict as it pertains to mental health.</p> <p>Teacher will provide feedback in journals.</p>		<p>connection to the skills and how they can affect their health, safety, and mental health.</p>
<p>Learning Opportunities</p> <p>"what the students will do"</p>	<p>Students will use the pre-data and their current knowledge and skills to complete a personal health and behavior self-assessment of how they communicate through different scenarios, how</p>	<p>Students will begin a 2-class open-ended role playing experience.</p> <p>Students will be paired off and each individual student will get an opportunity to switch roles in the</p>	<p>Students will continue the open-ended role playing experience.</p> <p>At the end of this role-playing experience students will complete their first reflective journal entry by</p>	<p>Students participate in a class Socratic seminar exploring the guiding question <b><i>(How can I use health strategies and communication skills to contribute to the health and safety of myself</i></b></p>	<p>Students will refer back to the personal health and behavior self-assessment, their self-assessment journal entry on the decisions they made during role-plays, and their response to the</p>

	<p>they manage relationships, resolve conflict, and manage their emotional/mental health, and related functional knowledge.</p> <p>Students will fill out the self-assessment by writing what they would do in the various scenarios, and how they would verbally respond to each scenario or conflict.</p>	<p>role playing scenarios.</p> <p>The scenarios will include:</p> <ul style="list-style-type: none"> <li>- a conflict between two friends.</li> <li>- a situation where one person has to explain to the other person how something they did or said to them made them feel or how they hurt their feelings.</li> </ul>	<p>assessing themselves by writing on how they believe they managed their emotional/mental health via these communication and conflict resolution scenarios.</p>	<p><b>and others?)</b> and deepening their understanding of mental health, communication, and relationship management. Students will be provided an array of valid and reliable resources to help answer the question.</p> <p>Students will write their own response at the end of the seminar to the guiding question.</p>	<p>learning experience guiding question.</p> <p>Students will review the data that they have discovered and written about themselves and use it to help them write a journal entry.</p> <p>In this journal entry students will write about what they have noticed/learned about themselves that they might be lacking in when it comes to skills like communication, resolving conflict, and managing a relationship.</p>
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					<p>Additionally, students will write about how they believe these skills, if not performed in a healthy and safe manner, can affect their health and safety as well as their mental health.</p>
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### Learning Experience Sketch

Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
Standards and Indicators Addressed and <b><u>Assessed</u></b>	<u>NYSHE 1. C. B</u>	<u>NYSHE 1. C. B</u>	<u>NYSHE 1. C. B</u>	<u>NYSHE 1. C. B</u>	<u>NYSHE 1. C. B</u>
	<u>NYSHE 1. C. D</u>	<u>NYSHE 1. C. D</u>	<u>NYSHE 1. C. D</u>	<u>NYSHE 1. C. D</u>	<u>NYSHE 1. C. D</u>
	<u>NYSHE 2. C. B</u>	<u>NYSHE 2. C. B</u>	<u>NYSHE 2. C. B</u>	<u>NYSHE 2. C. B</u>	<u>NYSHE 2. C. B</u>
	<u>NYSHE 2. C. C</u>	<u>NYSHE 2. C. C</u>	<u>NYSHE 2. C. C</u>	<u>NYSHE 2. C. C</u>	<u>NYSHE 2. C. C</u>
	Nat 1.12.1 Nat 1.12.2	Nat 1.12.1 Nat 1.12.2	Nat 1.12.2	<u>Nat 1.12. 1, 2</u>	<u>Nat 1.12. 1, 2</u>
	Nat 4.12. 1, 2, 3, 4	Nat 4.12. 1, 2, 3, 4	<u>Nat 4.12. 1, 2, 3</u>	<u>Nat 4.12. 1, 2, 3</u>	<u>Nat 4.12. 1, 2, 3</u>
			<u>Nat 7.12. 2, 3</u>	<u>Nat 7.12.1</u>	<u>Nat 7.12. 1, 2, 3</u>

	<u>Nat 7.12.1</u> Nat 7.12.2	<u>Nat 7.12.1</u> Nat 7.12.2			
Skills and subskills addressed and <b><u>assessed</u></b>	<u>CM.C. 1, 3, 5</u>  <u>RM.C. 2</u>	<u>CM.C. 1, 3, 5, 6</u>  <u>RM.C. 2, 8</u>	<u>CM.C. 1, 2, 3, 6, 8</u>  <u>RM.C. 2, 6, 7</u>	<u>CM.C. 1, 2, 8</u>  <u>RM.C. 2, 7</u>	<u>CM.C. 1, 3, 5, 6, 8</u>  <u>RM.C. 2, 6, 7, 8</u>
Functional Knowledge addressed and <b><u>assessed</u></b>	<u>FLS.C. 4, 5</u>  VP.C.4  Mental Health (NYSED) <u>2A.Ca, 2A.Cb</u>  <u>MEH 1.12.24</u>	<u>FLS.C. 4, 5</u>  VP.C.4  Mental Health (NYSED) <u>2A.Ca, 2A.Cb</u>  <u>MEH 1.12.24</u>	<u>FLS.C. 4, 5</u>  ORH.C.2  Mental Health (NYSED) <u>2A.Ca, 2A.Cb</u> <u>3D.Cb</u>  <u>MEH 1.12.24</u>	<u>FLS.C.4</u>  VP.C.4  ORH.C.2  Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb, 3D.Cb</u>  <u>MEH 1.12. 4, 9, 12, 24</u>	<u>FLS.C.4</u>  VP.C.4  ORH.C.2  Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb, 3D.Cb</u>  <u>MEH 1.12. 4, 9, 24</u>
Assessment(s)	None	None	Formative: Individual performance assessment of communication/relationship	Formative: Individual process assessment of communication/relationship	Formative: Individual performance & process assessment of communication/rel

			management/mental health FK.  - Role play	management/mental health FK.  - Journal	ationship management/mental health FK.  - Role play - Journal
Learning Opportunities  "what the students will do"	Students examine how they could use strong honest communication, relationship building and planning skills to enhance and maintain loving, respectful, and healthy relationships.  Students will compare the data they have gained on themselves to the communication strategies learned through an	Students will participate in a group discussion on the information learned in the PowerPoint the day before. Additionally, students will discuss any similarities or differences in the information and the data that they have on themselves from their previous self-assessment, and roleplaying.	Students will take the data that they have gathered on themselves and the information learned in the class PowerPoint, to participate in a role-playing scenario where they are paired off and given a scenario involving having to show strong honest communication and relationship building skills.	Students will watch a video where they will watch adolescents take part in different role-play scenarios. The video will show adolescents making using poor communication, being disrespectful, and damaging their relationships. The students will analyze, discuss, and take notes on the different ways the students in the video communicated in the scenarios.	Students will participate in a role-play scenario where they are presented with the same scenario from the video they watched in the previous class.  In this role-play experience the students will get to demonstrate functional knowledge that they have learned from previous classes and put

	interactive PowerPoint.			Students will then use their functional knowledge from the previous classes to reflect in their journals on what they saw in the video and on what the adolescents in the video could have done differently or improved on when it comes to communication and relationship management skills.	<p>this knowledge to practice.</p> <p>Students will then write a journal entry where they will assess themselves on where they believe they are now in their communication skills in comparison to where they were when this learning experience first started.</p>
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### Learning Experience Sketch

Week 3	Day 11	Day 12	Day 13	Day 14	Day 15
Standards and Indicators Addressed and <b><u>Assessed</u></b>	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> NYSHE 2. C. C  Nat 1.12. 1, 2	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> NYSHE 2. C. C  Nat 1.12. 1, 2	<u>NYSHE 1. C. B</u> <u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u>  Nat 1.12.2	<u>NYSHE 1. C. B</u> <u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u>  <u>Nat 1.12.1</u> Nat 1.12.2	<u>NYSHE 1. C. B</u> <u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u>  <u>Nat 1.12.1</u> Nat 1.12.2



	<u>Nat 4.12. 1, 3</u>	<u>Nat 4.12. 1, 3</u>	<u>Nat 4.12. 1, 2, 3,4</u> <u>Nat 7.12. 1, 2</u>	<u>Nat 4.12. 1, 2, 3,4</u> <u>Nat 7.12 1, 2, 3</u>	<u>Nat 4.12. 1, 2, 3,4</u> <u>Nat 7.12 1, 2, 3</u>
Skills and subskills addressed and <b><u>assessed</u></b>	<u>CM.C. 2, 3, 6</u> <u>RM.C. 2, 6</u>	<u>CM.C.3, CM.C.4</u> <u>RM.C. 2, 6</u>	<u>CM.C.2, 3, CM.C. 4, 6</u> <u>RM.C. 2, 6</u>	<u>CM.C. 1, 3, 5, 8</u> <u>RM.C. 2, 6, 7</u>	<u>CM.C. 1, 2, 6, 8</u> <u>RM.C. 2, 6, 7</u>
Functional Knowledge addressed and <b><u>assessed</u></b>	<u>FLS.C. 4, 5</u> ORH.C.2  Mental Health (NYSED) <u>2A.Ca, 2A.Cb, 2A.Cd, 3D.Cb</u>	<u>FLS.C. 4, 5</u> ORH.C.2  Mental Health (NYSED) <u>3A.Ca</u> 2A.Ca, 2A.Cb, 2A.Cd,  <u>MEH 1.12. 9, 12, 24</u>	<u>FLS.C.4</u> ORH.C.2  Mental Health (NYSED) 1C.Ca, 2A.Ca, 3A.Ca, 3D.Cb  <u>MEH 1.12.9</u>	<u>FLS.C. 4, 5</u> ORH.C.2  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca, 3D.Cb</u>  <u>MEH 1.12. 9, 24</u>	<u>FLS.C.4</u> ORH.C.2  VP.C.5  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca, 3D.Cb</u>  <u>MEH 1.12. 9, 24</u>
Assessment(s)	Formative: Individual process assessment of communication/rel	none	Formative: Individual performance & process assessment	Formative: Individual performance & process assessment	Formative: Individual performance & process

	<p>ationship management/mental health FK.</p> <p>- Journal</p>		<p>of communication/relationship management/mental health FK.</p> <p>- Role play</p> <p>- Journal</p>	<p>of communication/relationship management/mental health FK.</p> <p>- Role play</p> <p>- Journal</p>	<p>assessment of communication/relationship management/mental health FK.</p> <p>- Role play</p> <p>- Journal</p>
<p>Learning Opportunities</p> <p>"what the students will do"</p>	<p>The students will learn how healthy communication skills help to maintain overall health. The students will also learn how apply effective verbal (assertiveness) and non-verbal communication skills in real life health situations.</p> <p>In their journal's students will explain the main</p>	<p>The students will learn why they should recognize that sharing feeling is a healthy action. The students will also learn and analyze how interpersonal communication affects and is affected by relationships.</p>	<p>The students will learn different strategies for managing and reducing interpersonal conflicts. The students will also learn how they can use these strategies as ways to demonstrate &amp; communicate care, consideration, and respect of self and others.</p> <p>Students will then participate in an</p>	<p>The students will demonstrate real life strategies for overcoming health-related communication barriers in an authentic roleplay scenario. Students will be asked to put into practice the various communication skills that they have learned.</p> <p>In their journals students will write a reflection where</p>	<p>The students will participate in authentic role-play scenarios demonstrating ways to communicate care, consideration, and respect of self and others.</p> <p>Students will put into practice the various communication skills that they have learned.</p>

	practices of today's lesson.		<p>authentic roleplay scenario where they will put into practice the various communication skills that they have learned.</p> <p>In their journals students will write a reflection where they will rate themselves from 1-5 on how well they feel they used the communication skills throughout the role play scenario.</p>	they will rate themselves from 1-5 on how well they feel they used the communication skills throughout the role play scenario.	In their journals students will write a reflection where they will rate themselves from 1-5 on how well they feel they used the communication skills throughout the role play scenario.
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### Learning Experience Sketch

Week 4	Day 16	Day 17	Day 18	Day 19	Day 20
Standards and Indicators Addressed and <b>Assessed</b>	<u>NYSHE 1. C. B</u> <u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> <u>NYSHE 2. C. C</u>	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u>  <u>Nat 1.12.2</u>	<u>NYSHE 1. C. B</u>  <u>Nat 4.12. 1, 2, 3, 4</u>  <u>Nat 7.12. 2, 3</u>	<u>NYSHE 1. C. B</u>  <u>Nat 4.12. 1, 2, 3, 4</u>  <u>Nat 7.12. 2, 3</u>	<u>NYSHE 1. C. D</u>  <u>NYSHE 2. C. B</u> <u>NYSHE 2. C. C</u>

	<u>Nat 1.12.2</u>  <u>Nat 4.12. 1, 2, 3, 4</u>  <u>Nat 7.12. 1, 2, 3</u>	<u>Nat 4.12. 1, 2, 3, 4</u>  <u>Nat 7.12.1</u>			<u>Nat 1.12. 1, 2</u>  <u>Nat 7.12.1</u>
Skills and subskills addressed and <b><u>assessed</u></b>	<u>CM.C. 1, 2, 3, 4, 6, 9</u>  <u>RM.C.2, RM.C.6</u>	<u>CM.C. 2, 4, 9</u>  <u>RM.C 2, 6, 7, 8</u>	<u>CM.C. 1, 2, 3, 5, 6, 8</u>  <u>RM.C. 6, 7</u>	<u>CM.C. 1, 2, 3, 5, 6, 8</u>  <u>RM.C. 6, 7</u>	<u>CM.C. 2, 4, 9</u>  <u>RM.C. 2, 6, 8</u>
Functional Knowledge addressed and <b><u>assessed</u></b>	<u>FLS.C. 4, 5</u>  ORH.C.2  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 2A.Cd, 3A.Ca,</u>  2A.Ca, 3D.Cb  <u>MEH 1.12. 4, 9</u> MEH 1.12. 12, 24	<u>FLS.C.4</u>  ORH.C.2  Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb, 3A.Ca, 3D.Cb</u>  <u>MEH1.12. 4, 9, 24</u>	<u>FLS.C.4</u>  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca, 3D.Cb</u>  <u>MEH 1.12. 4, 9, 12, 24</u>	<u>FLS.C.4</u>  Mental Health (NYSED) <u>1C.Ca, 2A.Cb, 3A.Ca, 3D.Cb</u>  <u>MEH 1.12. 4, 9, 12, 24</u>	<u>FLS.C.5</u>  <u>VP.C.4</u>  <u>ORH.C.2</u>  Mental Health (NYSED) <u>1C.Ca, 2A.Ca, 2A.Cb, 2A.Cd, 3A.Ca, 3D.Cb</u>  <u>MEH 1.12. 4, 9, 12, 24</u>

Assessment(s)	<p>Formative: Individual performance &amp; process assessment of communication/relationship management/mental health FK.</p> <p>- Role play - Journal</p>	<p>Formative: Individual process assessment of communication/relationship management/mental health FK.</p> <p>- Journal</p>	<p>Summative: Individual performance assessment of communication/relationship management/mental health FK.</p> <p>- Role play</p>	<p>Summative: Individual performance assessment of communication/relationship management/mental health FK.</p> <p>- Role play</p>	<p>Summative: Individual process assessment of communication/relationship management/mental health FK.</p> <p>- Journal:</p>
<p>Learning Opportunities</p> <p>"what the students will do"</p>	<p>Students will participate in role play scenarios where they will be asked to demonstrate healthy ways to express affection, love, friendship, and concern. Students will apply the effective verbal and non-verbal</p>	<p>Students will be placed in small groups where they will analyze the characteristics of healthy relationships. Students will compare the characteristics of healthy relationships to the effective communication and</p>	<p>The students will participate in authentic roleplaying scenarios over the course of two classes where they will have the opportunity to demonstrate their understanding of the communication and relationship management strategies/skills, and</p>	<p>The students will participate in the final day of authentic roleplaying scenarios where they will demonstrate their understanding of the communication and relationship management strategies/skills, and functional</p>	<p>The students will finish this learning experience by writing a journal entry where they speak on their updated understanding/view on the learning experience guiding question.</p> <p>Students will also complete a journal</p>

	<p>communication skills they learned from previous classes.</p> <p>Additionally, students will then analyze in their journals the attributes of a nurturing, empathic, respectful, and responsible person and use those skills to assess themselves and how they handled the authentic role-playing scenarios.</p>	<p>relationship management skills learned.</p> <p>Students will then write an entry in their journal where they will speak on the learned skills/approaches that they could use to maintain the characteristics of healthy relationships in their lives.</p>	<p>functional knowledge that they have learned throughout this unit to contribute to the health and safety of themselves and others.</p>	<p>knowledge that they have learned throughout this unit to contribute to the health and safety of themselves and others.</p>	<p>entry where they will compare their growth from the diagnostic, and formative assessments throughout the learning experience. Students will be asked to speak on what they feel they know now and do at this point in the learning experience.</p> <p>Additionally, students will be asked to describe the responsibility an individual has in enhancing their health as well as some of the things they could do to enhance it. Things</p>
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					<p>like, improving communication skills, conflict resolution skills, and relationship management, all which were focused heavily throughout this learning experience.</p> <p>Lastly, students will be asked to describe how health behaviors can affect someone's health status, as well as the interrelationships of emotional, intellectual, physical, and social health.</p>
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During this learning experience sketch design, I learned quite a few things. The first thing I learned was that a learning experience has to be adequately thought out and extensively designed before it can be finalized and presented to the students. All of the previous work that we have done with this unit design was needed and a very important part of this entire design. All of the previous information that I determined for my learning experience greatly helped me when sketching out this design process. The second thing that I learned was that since I had already determined my assessments, functional knowledge, and standards that I would be covering in this learning experience I did not have to worry about that throughout this sketch design. My job was to figure out when, how, and where I would be addressing or assessing these standards, functional knowledge, and assessments.

I think what I found to be the easiest throughout this sketch design was that I had a foundation of information that I would be using. Since I had already decided on the standards, functional knowledge, assessments, and skills that this learning experience would cover I did not have to worry about this for the sketch design. I just needed to figure out what the students would be doing on each specific day and align what the students would be doing with everything else. I feel like it wasn't so hard for me to align what the students would be doing to the functional knowledge, skills, standards, assessments. I feel like this entire design process due to the backward design approach that we have been using has really helped us set ourselves up for success. We have been gradually adding more and more direction to where we want this learning experience to go, and now with this sketching processing, we have decided on how our students are going to get to where we want them to go.

I believe the hardest part for me was actually trying to figure out the learning opportunities and what the students would do. Looking at what I wrote for assignment 3 for my assessments definitely allowed me to use a backward design way of thinking to help to determine what I have them do to assess them diagnostically, formatively, and summative. However, I still found this part to be the hardest part for me in this sketch design. One other thing I did was to use the functional knowledge in this learning opportunity to help me with what the students would be doing. I used the functional knowledge to come up with a lesson and assessment for the students for any particular day. This allowed me to know that what the students are doing, and being assessed on, are aligned with the functional knowledge. I followed this same approach with the skills and subskills I wanted to address and assess. For me, this was the best way that I could make sure that everything I had the students doing was aligned with my skills, functional knowledge, and assessments. Lastly, I looked at my standards and aligned them with each individual day and whatever it was that I had the students doing that day, and what I was addressing and assessing for that lesson.

As a result of this design process, I am wondering if it gets easier after a while or with our learning experiences. Will I start to see more crossovers or similarities or will it always feel super involved. I don't mind this approach, I get the reason for it and the importance of it. However, I found it to be really hard and it took me a long time to get everything together because there was so much information to tie in and put together. I would also like to continue learning how to design learning experiences. I did enjoy this



process, it made me think of cooking. I know exactly all of the ingredients that are in this meal, down to the ounce, because I made it myself and tasted it before I served it.