

HEALTH LESSON PLAN

Teacher: Mr. Reyes

Grade Level: 9th

Date: 11/29/2021

Unit: Violence & Injury Prevention

Lesson # 17

NYS HEALTH EDUCATION STANDARDS

HIGHLIGHT those that apply:

1. **Personal Health and Fitness** - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. **A Safe and Healthy Environment** - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. **Resource Management** - Students will understand and be able to manage their personal and community resources.

Health Education Overarch Skill (Select One):

- ☒ Self-Management
- ☐ Relationship Management

Health Education Skills Focus (Select One)

- ☐ Stress Management
- ☐ Decision making
- ☐ Planning and Goal setting
- ☐ Advocacy
- ☒ Communication

NATIONAL HEALTH EDUCATION STANDARDS

HIGHLIGHT those that apply:

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

Functional Knowledge Area (check one)

- | | | |
|--|---|---|
| <input type="checkbox"/> HIV/AIDS | <input checked="" type="checkbox"/> Physical Activity & Nutrition | <input type="checkbox"/> Family Life/Sexual Health |
| <input type="checkbox"/> Alcohol & Other Drugs | <input type="checkbox"/> Tobacco | <input checked="" type="checkbox"/> Violence Prevention |
| <input type="checkbox"/> Sexual Risk | <input type="checkbox"/> Mental Health | <input type="checkbox"/> Unintentional Injury |

☐ Other Required Health Areas

Objectives/ Student Learning Target:

Today I will: take part in an authentic role play experience involving the learned conflict resolution and communication skills.

So I can: demonstrate my understanding and implementation of these skills in an authentic real-life situation.

I will know I have it when: I receive the observer's checklist showing me evidence on my implementation of the skills being assessed. I can use this evidence to self-assess myself on the rubric provided by the teacher.

In addition, I know I will have it when the teacher assesses my observed performance of the skills on the standards-based rubric.

Lesson Goal (s):

1. To apply conflict resolution and communication skills in an authentic scenario to improve personal health and safety of oneself and others.
2. To enhance self-management by applying healthy behaviors (conflict resolution and effective communication), to avoid, reduce, and cope with unhealthy, risky or potentially unsafe situations.

Enduring Understandings: (See the Health Guidance Document)

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

Essential and Guiding Questions: (See the Health Guidance Document)

Essential Question:

How can I use health strategies and communication skills to improve my personal health and safety as well as others?

Guiding Question:

- How can I personalize communication health and safety knowledge and skills?
- How can I help others to communicate safely and healthy?

Materials needed

Role play scenarios (role 1 and 2)
Observer's checklist
Pen or pencil
PowerPoint presentation

Adaptations for students with special needs:

Students who have an IEP will be provided with the accommodations listed on their IEP.

Standards-based Performance Rubric SMART Board	<p>Students who do not have an IEP will be asked of the best way that I could support them throughout this lesson for them to have a positive learning experience.</p> <p>Students who need extra directions or time will be granted the accommodations needed to best support their learning and needs.</p> <p>Students who struggle with verbal communication will be “intentionally” paired with students who can be patient and understanding. These students will be provided with extra time and the teacher will look at their written summative assessment (lesson #18) to analyze student learning and understanding of skills and their implementation.</p>
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<u>Lesson Summary – Including specific functional knowledge, skills, teaching strategies</u> (Overview of lesson)	<u>Assessment Information (Evidence)</u> (Method of monitoring student learning)
<p><i>(Overview of lesson for substitute teacher understanding)</i></p> <p>Students are going to take part in a lesson where they have to demonstrate their understanding and application of the skills learned in this Violence & Injury Prevention unit. This lesson will serve as the first (out of 3) summative lessons where students will have the opportunity to show what they have learned throughout this unit. The objective of this lesson is for students to take part in an authentic role play experience, where they must demonstrate how they use conflict resolution and effective communication skills. Students will be broken up into groups of 3. The teacher will assign 2 students a role, and the 3rd student will serve as the observer. The observer will have a checklist (provided by the teacher) that he/she will use to rate both students performing. After the role play the observer will provide the other groupmates the checklist so that they can use it as evidence to self-assess themselves on the standards-based rubric. The students will submit the rubric to the teacher for the teacher to complete based on observation of their performance.</p> <p>-----</p>	<p>Is the assessment (Circle One): Formal or Informal</p> <p>Identify the assessment moment (Circle One): Diagnostic, Formative or Summative</p> <p>Assessment Type (Circle One): Information Recall, Product, Process or Performance</p>

Anticipatory Set: (5 minutes)

The teacher will introduce today's lesson to the students and go through the agenda of the day and the student objectives with them. The teacher will also use this time to handle any clarifying questions on the agenda that students might have.

Today's Agenda:

1. **Anticipatory Set:** Introduce lesson agenda and answer questions.
2. **New Learning:** Introduce/review observer checklist and standard-based rubric
3. **Guided Practice:** Authentic Role Playing: Using Conflict Resolution & Effective Communication skills.
4. **Closing:** Self-assessment

What are the students doing (list the best practice instructional strategy)?

Students will be listening closely to the teacher go over what they will be doing in today's summative performance assessment lesson. Students will also take this time to ask any clarifying questions that they might have before the lesson begins.

Directions:

Students will enter the room and go into their assigned seats, the teacher goes over the day's agenda, student objectives, and explains to the students what they will be doing in today's lesson.

Teacher Modeling:

The teacher introduces the lesson as the first of 3 summative lessons that will assess the students and their learning/implementation of conflict resolution and effective communication skills. The teacher will go over the agenda of the day, as well as the student learning objectives of the day. Once the teacher is done with informing the students of the lesson agenda, the teacher will open up the floor for the students to ask any clarifying questions that they might have. If students do not ask any questions to start, the teacher can start asking students questions to gauge their understanding of the day's lesson. This should start student involvement.

Problem that could go wrong:

Students could start to get anxious about taking part in a summative role-play experience.

Solution for that problem:

The teacher will remind the students that they have taken part in multiple role-playing opportunities before today where they have practiced these skills, received feedback from both their peers and the teacher. The teacher will also remind the students to believe in themselves and to think back on the feedback they have received leading to today, to assist them.

How will you check for understanding before moving on?

Before moving on the teacher will ask the class to inform the teacher of the day's agenda. This will allow the teacher to observe whether the class is ready to move on or not.

Content/New Learning: (10 Minutes)**Input (new knowledge) – how is this being done (list the best practice instructional strategy)**

Students will be introduced to the observer checklist and standards-based rubric that they will be using throughout today's lesson. The teacher will give each student a copy of the observer checklist and rubric. Each student will write their name on the forms and the teacher will go through each form with the class. The teacher will also have up a [PowerPoint presentation](#)/digital version of the [observer checklist and rubric](#) so that the students can follow along with the teacher. Students will be informed that when they are in the observer role, they will observe both of their group mates. Students will also be informed that they will self-assess themselves on the rubric after their performance, and that they can use the evidence from the observer checklist to support them in assessing themselves. The students will also be informed that the teacher will finalize the rubric and their performance assessment score based on teacher observation of their performance. Students will be prompted to ask clarifying questions as they arise rather than waiting to ask questions.

Directions:

Students will become familiar with the observer checklist form, and how to fill it out as an observer. Students will also become familiar with the standards-based rubric and will be informed on how to read/understand the rubric. Students will be informed on how they should be self-assessing themselves on the rubric, with the assistance of the evidence from the observer checklist.

Is the assessment (Circle One):

Formal or Informal

Identify the assessment moment (Circle One):

Diagnostic, Formative or Summative

Assessment Type (Circle One):

Information Recall, Product, Process or Performance

Teacher Modeling of what students should be doing:

The teacher will introduce the students to the observer checklist. The teacher will have the observer checklist up on the smart board for students to follow along both via their worksheets or with the teacher on the board. Once the teacher is done introducing and explaining the observer checklist to the students the teacher will move on to the standard-based rubric that students will use to self-assess themselves after their performance. The teacher will go over each section of the rubric with the students, stopping for questions throughout the various sections of the rubric. The teacher will also inform the students that the final rubric score for their performance will come from the teacher, based on teacher observation of their performance of the skills.

Problem that could go wrong:

Students could be confused about how to fill out the observer checklist and how to read the rubric for self-assessing their performance.

Solution for that problem:

The teacher will make sure to explain clearly how to read/fill out the observer checklist and rubric. If specific students are still confused, the teacher will work with them directly to support them, and help them understand how to read it.

How will you check for understanding before moving on?

Before moving on the teacher will ask the class to inform him/her on how the observer checklist and rubric should be read/filled out. If the class can tell the teacher the information clearly, then the teacher will move on. If the class seems confused, then the teacher will quickly explain to the class once more, and will tell students who might still be confused to call him/her over for 1-on-1 support.

Lesson Activities/Guided Practice: (20 Minutes)**Describe what the students will be doing during this time with the best practice instructional strategy to implement the new knowledge and skill:**

Students will take part in a role-play experience where they will show how they implement/apply the learned skills for conflict resolution and effective communication. The teacher will provide the students with a [scenario](#) for their role. The students will be placed in [groups](#) of three, with one student being assigned role 1, the other role 2, and

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Information Recall, Product,
Processor **Performance**

the 3rd, the observer role. Students will rotate roles until all students have had the opportunity to perform the role-play scenario.

Directions:

Students will learn the role that they were assigned along with the scenario for the role they are playing. When prompted by the teacher, the students will start their role-playing performances.

Teacher Modeling of what students should be doing:

The teacher will direct students to the SMART board where the teacher will have up the [role play instructions](#) set-up to review with the class. After review of instructions the teacher will field any questions that the students might have. After the teacher has answered all questions, the teacher will direct the students to the slide that has their [groupings and assigned role](#). Once the students learn their groups and assigned roles, they will relocate themselves around the room in a location set by the teacher for each group. At their groups station, the students will find the scenario for each role, as well as additional observer checklists. The teacher will provide students with a few minutes to read their scenario for their role, and then the teacher will prompt the students to start their performance.

Problem that could go wrong:

Students could be confused about what they should be doing with their assigned role.

Solution for that problem:

The teacher will work with that student to help them understand what they should be doing with their assigned role.

How will you check for understanding before moving on?

Before moving on the teacher will make sure that the observers have filled out the checklist for their classmates that have performed today. The teacher will also make sure that the performers understand how to read and interpret the observer checklist with the peer-rating.

Closing: (10 Minutes)

Describe what students will be doing during this time with the best practice instructional strategy:

Is the assessment (Circle One):

Formal or Informal

Identify the assessment moment (Circle One):

The students will review the rating they received on the observer checklist based on their performance. The students will then self-assess themselves on the standard-based rubric and can use the observer checklist to support them in assessing themselves on their performance. Once the student completes their self-assessment, they will submit their rubric to the teacher for final rubric assessment grade.

Directions:

Students will review their rating on the observer checklist and will use it as evidence to support them in their self-assessment of their performance on the standard-based rubric. Students will then submit their rubric to the teacher who will complete the final rubric score based on teacher observation on their performance of the skills.

Teacher Modeling of what students should be doing:

The teacher will prompt the students to analyze the rating they received on the observer checklist by their peers. The teacher will then prompt the students to self-assess themselves on the rubric using the observer checklist as evidence for how they assess themselves. Once the students are done with their self-assessment, the teacher will collect the rubrics from them to grade. The teacher will remind the students that the teacher will grade the rubric based on teacher observation of their performance of the learned skills.

Problem that could go wrong: Students might not agree with their peers rating on the observer checklist.

Solution for that problem:

Inform the students that it is okay if they do not agree with their peers rating. Remind students that the rating is just there for evidence to support them during their self-assessment. If students feel differently, they should rate themselves on how they feel they performed the skills, not on what it says on the checklist. Lastly, the teacher will remind the students that the teacher observed all of their performances and that the teacher will be the one to provide the final rubric grade for this performance summative assessment.

How will you check for understanding before moving on?

Before moving on the teacher will make sure that all students have finished with their self-assessment before collecting the rubrics from them.

Diagnostic, Formative or Summative

Assessment Type (Circle One):

Information Recall, Product, Process or Performance

Homework/Independent Practice:

Describe what students will be doing during this time with the best practice instructional strategy:

No homework will be assigned for this summative assessment lesson.

Directions:

No homework will be assigned for this summative assessment lesson.

Teacher Modeling of what students should be doing:

No homework will be assigned for this summative assessment lesson.

Problem that could go wrong:

No homework will be assigned for this summative assessment lesson.

Solution for that problem:

No homework will be assigned for this summative assessment lesson.

How will you check for understanding to ensure homework is complete?

No homework will be assigned for this summative assessment lesson.

Is the assessment (Circle One):

Formal or Informal

Identify the assessment moment (Circle One):

Diagnostic, Formative or Summative

Assessment Type (Circle One):

Information Recall, Product, Process or Performance

References, research, theories, model program and resources:

MUST have a minimum of one research basis (peer reviewed journal) or theory AND one reference, resource or model program.

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Moss, B. (2000). The use of large-group role-play techniques in Social Work Education. *Social Work Education, 19*(5), 471–483. <https://doi.org/10.1080/026154700435995>

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Schunk, D. H. (2012). Social cognitive theory. *APA Educational Psychology Handbook, Vol 1: Theories, Constructs, and Critical Issues.*, 101–123. <https://doi.org/10.1037/13273-005>

Teaching speaking: Simulating real life situations through role-play activities. (2019). *Philology Matters*, 137–144. <https://doi.org/10.36078/987654392>

This lesson plan format was adapted by the Department of Public Health and Health Education at SUNY Brockport from the Greece CSD Health Lesson Plan Format.
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2. Herbert, PC, Lohrmann, DK,. (2011) *It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula*, Journal of School Health, 81:258 – 264.
3. Joint Committee on National Health Education Standards. (2007). National Health Education Standards: Achieving Health Literacy (2nd ed.). American Cancer Society. Standards only available online at: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>.
4. Student Support Services Center. (n.d.). School Health and Health Education. Retrieved April 11, 2019, from http://www.gvboces.org/NYS_SSS.cfm?subpage=212893
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