

# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: A. Thomas/M. Rivers

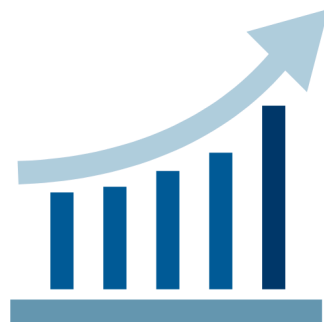
Subject: **Health**

Week of: Feb 17-21	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	<b>PRESIDENTS DAY</b>	<p>HE.3A Explain and demonstrate decision-making skills based on health information</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic</p>	<p>HE.19E Explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.</p> <p>HE.3A Explain and demonstrate decision-making skills based on health information</p> <p>HE.19G Examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual</p>	<p>HE.19E Explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.</p> <p>HE.3A Explain and demonstrate decision-making skills based on health information</p> <p>HE.21A Research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal</p>

		relationships.	<p>activity</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic relationships.</p>	<p>goals</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic relationships.</p>
<b>Learning Objective</b>	<p>SWBAT</p> <p>SWBAT</p> <p>SWBAT</p> <p>SWBAT</p>	<p>SWBAT Identify 7 Healthy Relationship characteristics</p> <p>SWBAT Analyze relationship songs and determine which 7 characteristics are being promoted in the song</p> <p>SWBAT compose a class Healthy relationship playlist with a Valentine's Vibe poster</p>	<p>SWBAT Identify the characteristics of Consent in sexual relationships</p> <p>SWBAT: understand the different dynamics of Sex</p> <p>SWBAT understand and identify the effects of sex on a person's 3 areas of Health</p>	<p>SWBAT Identify the characteristics of Consent in sexual relationships</p> <p>SWBAT: understand the different dynamics of Sex</p> <p>SWBAT understand and identify the effects of sex on a person's 3 areas of Health</p>
<b>Higher Order Thinking Questions</b>	<b>What will we be learning?</b>	<b>What will we be learning?</b> Media that promotes healthy	<b>What will we be learning?</b> What consent looks like in a sexual	<b>What will we be learning?</b> How 1 event can effect 3 areas of

	<p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p>relationships</p> <p><b>Why is this important?</b> Having the skills to identify characteristics of healthy relationships will promote wellness, boundaries and healthy relationship goals</p> <p><b>How will you know when you have learned it?</b> Created a healthy relationship poster showcasing a song and artist that promotes one of the 7 healthy relationships</p>	<p>relationship. The effects sex and sexual experiences have on people in relationships</p> <p><b>Why is this important?</b> To understand that we all have been affected from sex in some form or fashion and it has shaped our view point in relationships</p> <p><b>How will you know when you have learned it?</b> Completing a effects of sex relationship chart</p>	<p>health from both gender perspectives</p> <p><b>Why is this important?</b> To understand how sex can effect both people and how they can react differently in the relationship</p> <p><b>How will you know when you have learned it?</b> Completing a effects of sex relationship chart</p>
<b>Agenda</b>		<p>Do Now: Content recap</p> <p>Healthy Relationship Playlist Poster completion</p>	<p>Do Now: Questionnaire</p> <p>Notes: Consent and sexual health, effects of sex</p> <p>Effects of sex relationship chart</p>	<p>Do Now: review quiz</p> <p>Video Analysis of the effects of Sex</p>
<b>Demonstration of Learning</b>		<p>Given the knowledge of Unhealthy relationships, students will successfully research songs that promote 3 out of 7 healthy relationships and explain</p>	<p>Given the knowledge of consent, students will successfully answer 5 out of 6 consent scenario questions</p>	<p>Given the knowledge of effects of sex, students will successfully identify the social, mental/emotional, physical effects sex has on 5 out of 6 scenario</p>

		why with lyric evidence		questions
<b>Intervention &amp; Extension</b>		Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)
<b>Resources</b>		Canvas Journal/notebook Pen Pencil computer	Canvas Journal/notebook Pen Pencil computer	Canvas Journal/notebook Pen Pencil computer



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24-25 Lesson Plan Template

Teacher: A. Thomas/M. Rivers

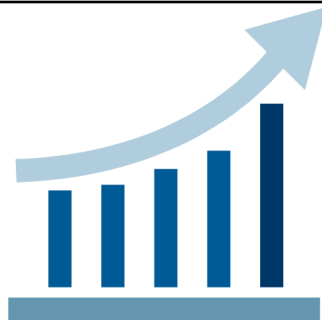
Subject: **Health**

Week of: Feb 10-14	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	HE.19E Explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.  HE.3A Explain and demonstrate decision-making skills	HE.19E Explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.  HE.3A Explain and demonstrate decision-making skills	<b>MARINE FITNESS CHALLENGE (Wed)</b>  <b>Relationships, Communication Review Activities, Valentine's themed (Thurs)</b>	<b>PD DAY</b>

	<p>based on health information</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic relationships.</p>	<p>based on health information</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic relationships.</p>		
<b>Learning Objective</b>	<p>SWBAT identify the different forms of abusive relationships</p> <p>SWBAT understand the meaning of consent</p> <p>SWBAT Identify 7 Healthy Relationship characteristics</p>	<p>SWBAT Identify 7 Healthy Relationship characteristics</p> <p>SWBAT Analyze relationship songs and determine which 7 characteristics are being promoted in the song</p>		

	SWBAT Compose a healthy relationship playlist to promote 3 of the 7 characteristics	SWBAT compose a class Healthy relationship playlist with a Valentine's Vibe poster		
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b> 7 characteristics of Health Relationships</p> <p><b>Why is this important?</b> Having the skills to identify characteristics of healthy relationships will promote wellness, boundaries and healthy relationship goals</p> <p><b>How will you know when you have learned it?</b> Verbally list the 7 characteristics and how they look in relationships</p>	<p><b>What will we be learning?</b> Media that promotes healthy relationships</p> <p><b>Why is this important?</b> Having the skills to identify characteristics of healthy relationships will promote wellness, boundaries and healthy relationship goals</p> <p><b>How will you know when you have learned it?</b> Created a healthy relationship poster showcasing a song and artist that promotes one of the 7 healthy relationships</p>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>
<b>Agenda</b>	<p>Do Now: Romantic Relationship survey</p> <p>Class Romantic relationship discussions</p>	<p>Do Now: Discussion recap</p> <p>Healthy Relationship Playlist</p>		

	Notes: the 7 characteristics of Healthy Relationships			
<b>Demonstration of Learning</b>	N/A	Given the knowledge of Unhealthy relationships, students will successfully research songs that promote 3 out of 7 healthy relationships and explain why with lyric evidence		
<b>Intervention &amp; Extension</b>	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)		
<b>Resources</b>	Canvas Journal/notebook Pen Pencil	Canvas Journal/notebook Pen Pencil computer		



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: A. Thomas/M. Rivers

Subject: **Health**

<b>Week of: Feb 3-7</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
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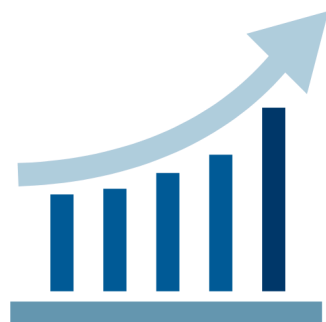
<b>TEKS</b>	HE.19E Explain and demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationships.	HE.19E Explain and demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationships.	HE.19E Explain and demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationships.	HE.19E Explain and demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationships.
	HE.3A Explain and demonstrate decision-making skills based on health information	HE.3A Explain and demonstrate decision-making skills based on health information	HE.3A Explain and demonstrate decision-making skills based on health information	HE.3A Explain and demonstrate decision-making skills based on health information
	HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication	HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication	HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication	HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication
	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others
	HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic	HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic	HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic	HE.19D Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits to promote healthy dating/romantic



	relationships.	relationships.	relationships.	relationships.
<b>Learning Objective</b>	<p>SWBAT identify the different forms of abusive relationships</p> <p>SWBAT understand the meaning of consent</p> <p>SWBAT explain one's right and responsibilities in ending relationships/friendships</p>	<p>SWBAT identify the different forms of abusive relationships</p> <p>SWBAT understand the meaning of consent</p> <p>SWBAT explain one's right and responsibilities in ending relationships/friendships</p> <p>SWBAT construct assertive dialogue to end abusive relationships/friendships</p>	<p>SWBAT Understand the relationship between self esteem and personal values and relationships</p> <p>SWBAT Identify insecurities and create protective factors to help rectify insecurities</p> <p>SWBAT Understand the importance of selecting a partner</p> <p>SWBAT understand the factors that affect romantic and sexual relationships</p>	<p>SWBAT illustrate expectations and boundaries for an ideal relationship</p> <p>SWBAT Understand the importance of selecting a partner</p> <p>SWBAT understand the factors that affect romantic and sexual relationships</p>
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b> Consent, and unhealthy relationships</p> <p><b>Why is this important?</b> Having the skills to identify unhealthy relationships will allow for one to make healthy choices regarding their social and mental health</p> <p><b>How will you know when you have learned</b></p>	<p><b>What will we be learning?</b> Consent, and unhealthy relationships</p> <p><b>Why is this important?</b> Having the skills to identify unhealthy relationships will allow for one to make healthy choices regarding their social and mental health</p> <p><b>How will you know</b></p>	<p><b>What will we be learning?</b> The importance of establishing good self-esteem before romantic relationships</p> <p><b>Why is this important?</b> So that healthy decisions are made before involving others in a romantic way</p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b> How to select boundaries and goals for self in order to foster healthy relationships</p> <p><b>Why is this important?</b> To practice Wellness and establish protective factors for healthy romantic relationships and for self</p> <p><b>How will you know when you have learned</b></p>

	<b>it?</b> Completion of white board activity	<b>when you have learned it?</b> Completion of white board activity. Completion of Ending relationships activity	Successfully identify insecurities and their source, along with skills to eliminate insecurities	<b>it?</b> Successfully identify and articulate boundaries for successful romantic relationships
<b>Agenda</b>	<p>Do Now: finish Conflict Resolution worksheet (20mins)</p> <p>Notes: Consent, identifying unhealthy relationships</p>	<p>Do Now: Discussion recap</p> <p>Notes: complete notes</p> <p>Unhealthy relationships activity</p> <p>Ending Friendships and relationships</p>	<p>Do Now: Notebook check, Ending Relationships worksheet</p> <p>Self-Esteem and Confidence notes and activities</p> <p>Self-esteem worksheet</p> <p>Relationship boundaries and expectations Poster</p>	<p>Do Now: Recap of notes</p> <p>Romantic Relationships Boundary posters</p>
<b>Demonstration of Learning</b>	N/A	Given the knowledge of Unhealthy relationships, students will successfully label 10 out of 15 unhealthy behaviors with the type of abuse that behavior reflects white board activity	Given the knowledge of Self-Esteem and its relation to healthy relationships, students will correctly answer 4 out of 6 multiple choice questions regarding Self-Esteem	Given the knowledge of boundaries and expectations for healthy relationships, students will illustrate and explain 5 out of 5 characteristics of healthy relationships
<b>Intervention &amp; Extension</b>	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)
<b>Resources</b>	Canvas	Canvas	Canvas	Canvas

	Journal/notebook Pen Pencil	Journal/notebook Pen Pencil Whiteboard Colored pencils	Journal/notebook Pen Pencil Colored pencils markers	Journal/notebook Pen Pencil Colored pencils markers
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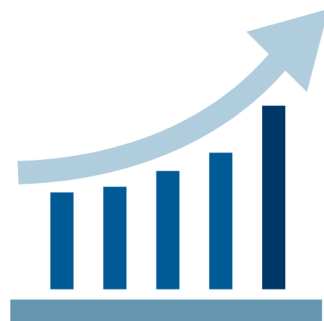
Subject: **Health**

<b>Week of:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
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Jan 27th -31th				
TEKS	Testing	Testing	<p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>	<p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>
Learning Objective			<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with groupmates to effectively demonstrate how to assertively communicate</p>	<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with groupmates to effectively demonstrate how to assertively communicate</p> <p>SWBAT perform the skit</p>

				for the class to demonstrate assertive communication
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>
<b>Agenda</b>			<p>Do Now: Review of "I statements"</p> <p>Assertive communication skit presentations</p> <p>Conflict Resolution notes</p> <p>Conflict Resolution game</p> <p>Conflict Resolution worksheets</p>	<p>Do Now: Assertive communication skit rehearsal</p> <p>Conflict Resolution worksheet</p>

<b>Demonstration of Learning</b>			Given the knowledge of assertive communication, student will create a skit demonstrating how to communicate using 5 out of 6 characteristics of assertive communication	Given the knowledge of assertive communication, student will perform a skit demonstrating how to communicate using 5 out of 6 characteristics of assertive communication
<b>Intervention &amp; Extension</b>			Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)
<b>Resources</b>			Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios	Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios



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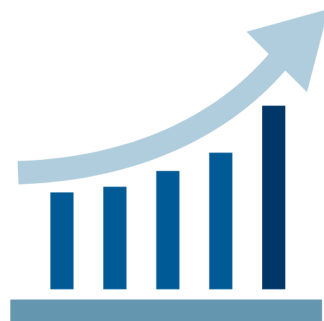
Level Up: *RISE* to Your Potential

Week of: Jan 20th -24th	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	<b>MLK DAY</b>	<b>SNOW DAY</b>	<p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>	<p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>
<b>Learning Objective</b>			<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with groupmates to effectively demonstrate how to assertively communicate</p>	<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with groupmates to effectively demonstrate how to assertively communicate</p>

				SWBAT perform the skit for the class to demonstrate assertive communication
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>
<b>Agenda</b>			<p>Do Now: Review of "I statements"</p> <p>Assertive communication skits completion and rehearsal</p>	<p>Do Now: Assertive communication skit rehearsal</p> <p>Assertive communication skit performance</p>
<b>Demonstration of Learning</b>			Given the knowledge of assertive communication, student will create a skit demonstrating how to	Given the knowledge of assertive communication, student will perform a skit demonstrating how to



			communicate using 5 out of 6 characteristics of assertive communication	communicate using 5 out of 6 characteristics of assertive communication
<b>Intervention &amp; Extension</b>			Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)
<b>Resources</b>			Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios	Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios



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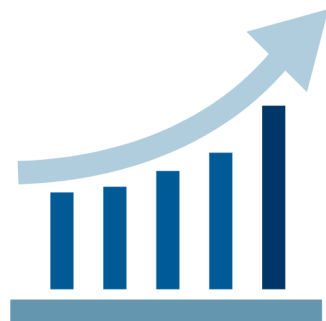
Subject: **Health**

<b>Week of: Jan 13th -17th</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
<b>TEKS</b>	HE. 3A Explain and demonstrate decision-making skills based on health information.	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and	HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and

	<p>HE. 16 C Discuss ways to participate in school-related efforts to address health-risk behaviors</p> <p>HE. 2A Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>	<p>express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>	<p>express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>	<p>express empathy toward others</p> <p>HE. 2B Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution and overall communication</p>
<b>Learning Objective</b>	<p>SWBAT differentiate between the 3 areas of health and understand how they are interconnected</p> <p>SWBAT Explain and demonstrate effective decision-making skills by analyzing health information</p> <p>SWBAT actively participate in school-related initiatives</p>	<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Explain the effect tone and types of communication has on social and mental emotional health</p> <p>SWBAT Understand the importance of assertive</p>	<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with</p>	<p>SWBAT Identify the 4 forms of communication in various scenarios</p> <p>SWBAT Understand the importance of assertive communication</p> <p>SWBAT Demonstrate effective use of "I" statements when assertively communicating</p> <p>SWBAT Create a skit with</p>

	aimed at addressing and reducing health-risk behavior	communication  SWBAT Demonstrate effective use of "I" statements when assertively communicating	groupmates to effectively demonstrate how to assertively communicate	groupmates to effectively demonstrate how to assertively communicate  SWBAT perform the skit for the class to demonstrate assertive communication
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b> We will be learning about the three areas of health.</p> <p><b>Why is this important?</b> Being healthy more than physical health, but there are other areas that too play a role on overall wellness</p> <p><b>How will you know when you have learned it?</b></p> <p>Students will be able to describe each area of health and give at least two examples of activities that support each area.</p>	<p><b>What will we be learning?</b> The forms of communication</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>	<p><b>What will we be learning?</b> How to assertively communicate with pressure</p> <p><b>Why is this important?</b> To know how to effectively communicate and express yourself in a confident and assertive manner</p> <p><b>How will you know when you have learned it?</b> Successfully Identify and demonstrate assertive communication in various scenarios</p>
<b>Agenda</b>	<p>Do Now: MY Health Triangle</p> <p>Communication notes</p>	<p>Do Now: Tone Review</p> <p>Notes Communication styles</p>	<p>Do Now: Review of "I statements"</p> <p>Video Analysis of Assertive</p>	<p>Do Now: Assertive communication skit rehearsal</p>

	(Tone)  Tone practice	Practice writing "I statements" to various difficult situations	communication in difficult/pressure situations  Assertive communication skits	Assertive communication skit performance
<b>Demonstration of Learning</b>	Given the notes and discussion on tone, student will be able to effectively identify 4 out of 5 tones of a statement	Given the knowledge of the 3 communication styles, students will be able to correctly articulate "I statements" to 4 out of 5 situations	Given the knowledge of assertive communication, student will create a skit demonstrating how to communicate using 5 out of 6 characteristics of assertive communication	Given the knowledge of assertive communication, student will perform a skit demonstrating how to communicate using 5 out of 6 characteristics of assertive communication
<b>Intervention &amp; Extension</b>	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)	Preferential seating Grouping Translation (ESL)
<b>Resources</b>	Canvas Journal/notebook Markers Pens Pencil Paper Tone emotion cards	Canvas Journal/notebook Pen Pencil Resource "I statement" situations	Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios	Canvas Journal/notebook Pen Pencil Assertive communication skit scenarios



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

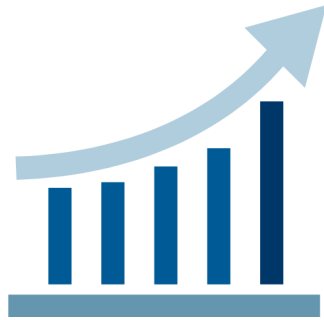
Teacher: A. Thomas/M. Rivers

Subject: **Health**

Week of: Jan 6th -10th	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	<b>PD DAY</b>	HE. 3A Explain and demonstrate	HE. 3A Explain and demonstrate	HE. 3A Explain and demonstrate

		<p>decision-making skills based on health information.</p> <p>HE. 16 C Discuss ways to participate in school-related efforts to address health-risk behaviors</p>	<p>decision-making skills based on health information.</p> <p>HE. 16 C Discuss ways to participate in school-related efforts to address health-risk behaviors</p>	<p>decision-making skills based on health information.</p> <p>HE. 16 C Discuss ways to participate in school-related efforts to address health-risk behaviors</p>
<b>Learning Objective</b>		<p>SWBAT Understand expectations of Health class</p>	<p>SWBAT differentiate between the 3 areas of health and understand how they are interconnected</p> <p>SWBAT Explain and demonstrate effective decision-making skills by analyzing health information</p> <p>SWBAT actively participate in school-related initiatives aimed at addressing and reducing health-risk behaviors</p>	<p>SWBAT differentiate between the 3 areas of health and understand how they are interconnected</p> <p>SWBAT Explain and demonstrate effective decision-making skills by analyzing health information</p> <p>SWBAT actively participate in school-related initiatives aimed at addressing and reducing health-risk behavior</p>
<b>Higher Order Thinking Questions</b>	<p><b>What will we be learning?</b></p> <p><b>Why is this important?</b></p> <p><b>How will you know when you have learned it?</b></p>	<p><b>What will we be learning?</b> Rules and expectations for Health class</p> <p><b>Why is this important?</b> To know how to be successful for the semester.</p>	<p><b>What will we be learning?</b> We will be learning about the three areas of health.</p> <p><b>Why is this important?</b> Being healthy more than physical health, but there are other areas that too play a role on overall</p>	<p><b>What will we be learning?</b> We will be learning about the three areas of health.</p> <p><b>Why is this important?</b> Being healthy more than physical health, but there are other areas that too play a role on overall</p>

		<b>How will you know when you have learned it?</b> Completed quick quiz	wellness <b>How will you know when you have learned it?</b> Students will be able to describe each area of health and give at least two examples of activities that support each area.	wellness <b>How will you know when you have learned it?</b> Students will be able to describe each area of health and give at least two examples of activities that support each area.
<b>Agenda</b>		Syllabus Review About Me Journal Expectations	Syllabus Review About Me Foundations of Health notes and activities Journal Expectations	My Health Triangle
<b>Demonstration of Learning</b>		Quick choral quiz	Health survey and discussion  Areas of Health worksheet  My Health Triangle	My Health Triangle
<b>Intervention &amp; Extension</b>		N/A 1st Week	Extended Time Preferential seating Grouping	Extended Time Preferential seating Grouping
<b>Resources</b>		Canvas/Journal	Canvas/Journal	Canvas/Journal



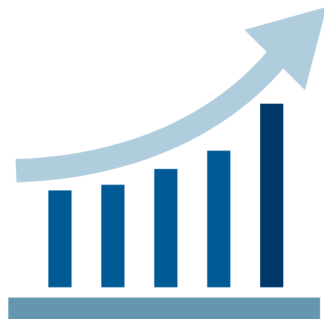
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