**North East School Division Planning Organizer**



**Health Grades 6 - 9**

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| **Stage 1 – Begin With the End in Mind** | | | | |
| **Big Ideas** What do we want students to remember 40 years from now? | | | | |
| My body image should not be a source of identity for me.  There is so much more to ME than my appearance. | | | | |
| **Goals** | | | | |
| **Goal #1:**  Students will develop the **understanding, skills, and confidences** necessary to take action to improve health. | **Goal #2:**  Students will develop the life-long motivation and skill of **making informed decisions** based on health-related knowledge. | | | **Goal #3:**  Students will **apply decisions** to improve personal health and/or the health of others. |
| **Outcomes** Circle the verbs or skills, underline the qualifiers | | | | |
| **USC 8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.**  **DM 8.8 – Appraise the role of “support” in making healthy decisions related to body image & sustainability.**  **DM 8.9 – Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to body image and sustainability.**  **AP 8.10 – Design, implement, and evaluate a seven-day action plan that establishes multiple supports for responsible health action related to sustainability.** | | | | |
| **Understandings** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | | **Essential Questions** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. | | |
| Media is very influential and biased.  Identity needs to be based on more than just your appearance.  Body appearance dissatisfaction can impact relationships with family and peers.  How we think about our appearance is influenced by multiple factors.  We can change how we think about our bodies – strategies exist for doing so. | | How does the media influence how we feel about our own and other people’s bodies?  How would you describe yourself without talking about your appearance?  How does your level of body appearance satisfaction impact your happiness?  What influences how you feel about your appearance?  How can we change our views if they are negative and critical? | | |
| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes? | | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb. | | |
| **Need to know healthy weights, body image and self esteem.**  **Know examples of eating habits and exercise habits.**  **Know personal habits and practices that influence body image satisfaction.**  **Know self-perception.**  **Understand the pressures/influences that promote unrealistic images of desirable body shape and weight.**  **Know persuasive media techniques.**  **Examples of supports for body image issues.**  **Steps for an action plan.** | | | **1 - Locate and evaluate sources of and information about healthy weights, body image and self esteem.**  **2 - Investigate and evaluate common adolescent and adult eating and exercise habits.**  **3 - Determine reasons for specific eating and/or exercise habits/patterns.**  **4 - Evaluate personal habits and practices that influence body image satisfaction.**  **5 - Discuss body image to include one’s feelings, attitudes, and perceptions towards his/her body and physical appearance.**  **6 - Investigate the motivations for and the consequences of being satisfied or dissatisfied with how we look.**  **7 – Explore the different attitudes and behaviours related to self-perception and how difficulties in one or all of these areas create disturbances in body image.**  **8 – Analyze the relationships between self-esteem and body image.**  **9 – Analyze techniques used by industries and the media to influence judgement and values about the way we look.**  **10 – Discuss supports available for people struggling.**  **11- Create an action plan with all the steps (see rubric)** | |