**North East School Division Planning Organizer**



**Health 9 Outcome 9.1**

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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? |
|  Strong leadership skills are required to build strong and healthy communities.In order to promote the health of self, family, community, and environment we need to consider ALL of the determinants of health.What are the community’s responsibilities for the health of the individual?What are the individual’s responsibilities to the health of the community? |
| **Outcomes** Circle the verbs or skills, underline the qualifiers |
| **USC 9.1 Develop informed conclusions about the *importance* of *leadership skills* and *health promotion* in *healthy decision making*.****Develop 🡪 conclusions** |
| **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. |
| * Information must be evaluated as to its usefulness (information is only as useful as the context in which it is found and applied)
* Decisions can be made in order to promote health effectively at school and in the community
* Health enhancing behaviours can increase when health is promoted effectively
* Leaders must possess a certain skill set in order to be effective
* Leadership skills are important to healthy decision making
* The determinants of health are interconnected and must all be considered when promoting health
* Several strategies of health promotion can be used when making health-related decisions
* Health related to self, family, community and environment
 | * How can we evaluate information about leadership skills
* What health-promotion decisions have been made in our school and in our community
* What are some health enhancing behaviours that have increased because of effective health promotion?
* What are the skills of an effective leader?
* How can leadership skills enhance decision making?
* What are the determinants of health?
* How are the determinants of health interconnected?
* Why must they all be considered when promoting health?
* What are some strategies of health promotion?
* How can they be used in decision making?
* Who is impacted by health initiatives?
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| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes? Students need to know... | **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. Students should be able to... |
|  * How to evaluate sources of information about leadership skills
* What local health decisions are made at school and community levels
* Some health-enhancing behaviours that have increased due to positive influences of health promotion (eg designated drivers, physical activity)
* Examples of leadership skills that have been employed in health related decisions
* The determinants of health and that they are interconnected when health promotion is the goal
* The strategies of health promotion and how they relate to decision making
* Vocabulary/ concept development – leadership, health-enhancing, promotion, influence, determinants of health, income, social status, genetics, policy, services, environment
 |  * Evaluate info re: leadership skills
* List characteristics of leaders and their skills
* Examine local health-related decisions
* Examine some health-enhancing behaviours that have increased due to promoted health – at school and in the community
* Investigate examples of health promotion in own community
* Assess leadership skills needed in health promotion and related decision making
* Identify the leadership skills used
* List the determinants of health
* Explain how they are interconnected when promoting health
* Assess the strategies of health-promotion and show how they impact decision making and personal, familial, community and environmental health
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