

Middle-level CTE Learning Experience Title: Healthy Lifestyle PSAs Length of Lesson: 7 days (40 minute periods) Grade Level: 6-8	CTE Area: Health Sciences CTE Theme: Health, Safety, and Wellness CTE Content: Safety in Health Sciences Careers Date Created: 6/22/2020
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PLANNING	
Curriculum Goal	Students will develop public service announcements (PSAs) that examine ways personal choices and experiences affect their current wellness and long-term outcomes for themselves, their families, their workplaces, and the community. Risk factors that impact health, safety, and wellness and their relationships to current societal issues will be addressed. PSAs will promote healthful lifestyle choices that reduce an individual's risks for developing health issues.
Essential Question(s)	What knowledge and skills are needed for individuals to consistently promote and practice safe and healthy behaviors that encourage wellness in home, school, workplace, and community setting? What knowledge and skills are required to prevent, prepare for, and respond to injuries and illnesses in the health science field?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 3. Attend to personal health and financial well-being 5. Consider environmental, social, and economic impacts of decisions 8. Utilize critical thinking to make sense of problems and persevere in solving them National Consortium for Health Science Education https://www.healthscienceconsortium.org/national-health-science-standards/ Foundation Standard 2: Communications Demonstrate methods of delivering and obtaining information, while communicating effectively Foundation Standard 7: Safety Practices Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team Foundation Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors. 9.1 Healthy Behaviors <ol style="list-style-type: none"> 9.11 Promote behaviors of health and wellness (such as: nutrition, weight control, exercise, sleep

	<p>habits).</p> <p>9.12 Describe strategies for prevention of disease.</p> <p>9.13 Investigate complementary and alternative health practices as they relate to wellness and disease prevention</p>
<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
<p>Learning Objectives</p>	<p>Health, Safety, and Wellness</p> <p>1. Health Practices Students will</p> <ul style="list-style-type: none"> a) Define physical health, social health, and mental/emotional health and describe how they interact as dimensions of overall wellness b) Describe how personal health behaviors and practices impact an individual's body systems c) Identify personal health practices that promote overall good health d) Explain how overall good health reduces an individual's risks for developing health issues e) Identify sources of health information and ways to determine the reliability of the information found f) Describe how an individual's health status impacts performance of tasks at home, at school, and in workplace and community settings <p>2. Disease Prevention Students will</p> <ul style="list-style-type: none"> a) Understand and be able to describe how behavioral choices can reduce the risk of contracting and spreading illness at home, at school, in the workplace, and in the community b) Demonstrate the use of prevention measures such as hand washing, sanitation and waste disposal, proper food handling and storage, and environmental controls to reduce disease risk c) Discuss how stress and poor emotional health can adversely affect the immune system

	<p>3. Personal Safety Students will</p> <ul style="list-style-type: none"> a) Explain how consistently practicing safe behaviors reduces the potential for, incidence of, and severity of injuries b) Tell why a particular behavior may be unsafe and how it could be amended to prevent injury d) Explain how an orderly environment promotes reduction of accidents and injury <p>Safety in Health Science Careers</p> <p>1. Safety in Health Science Workplaces Students will</p> <ul style="list-style-type: none"> a) Tell how safety procedures protect health science professionals and their clients c) Understand and utilize health science safety vocabulary e) Communicate safety concerns to appropriate leaders in classroom and workplace situations 		
Vocabulary	Academic Research, reliable/reputable source, evidence-based, collaboration, teamwork	Content Public service announcement (PSA), lifestyle, physical health, mental health, social-emotional health, prevention, safety	
Materials and Resources	<p>Student Response Journal (Day 1, Pre-Assessment, 2) teacher-prepared "Let's Talk Healthy Habits" (Day 1, Hook) https://www.youtube.com/watch?v=VPHGa09cFuE</p> <p>"How to Create the Perfect Public Service Announcement" (Day 2) https://www.govtech.com/education/news/How-to-Create-the-Perfect-Public-Service-Announcement.html</p> <p>Healthy Lifestyle PSA Rubric (Day 3,6,7) attached Healthy Lifestyle PSA Research and Planning Sheet (Day 3,4,5)attached PSA Storyboard (Day 3, 4, 5)</p> <p>"How to Make a PSA" (Day 4) https://www.youtube.com/watch?v=eywBa0xfQFw</p> <p>Equipment, supplies, materials for student groups to use to make their PSAs (Day 4, 5) Healthy Lifestyle PSA Group Reflection (Day 7) attached</p>		
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	Day 1 Teacher asks students to write at least one idea in their Student	Day 1 Students get out their Student Response Journals and write down at least one behavior they have	Day 1 10 min

	<p>Response Journals to answer the following prompt: What actions have you taken today to promote your good health? Teacher leads students in a quick class sharing of the responses.</p>	<p>done today that has promoted good health.</p> <p>Students share examples with the class.</p>	
Do-now/Hook	<p>Day 1 Teacher shows "Let's Talk Healthy Habits." A student-developed PSA on behaviors that promote wellness in middle-school students. Available at https://www.youtube.com/watch?v=VPHGa09cFuE</p> <p>Teacher defines Public Service Announcement (PSA), such as : "An advertisement intended to change the public interest by raising awareness of an issue, affecting public attitudes and potentially stimulating action" at https://www.yourdictionary.com/public-service-announcement</p> <p>Teacher points out that the video is a student-developed PSA .</p> <p>Teacher asks students to assess whether the ideas in the video are similar to those shared earlier in class.</p>	<p>Day 1 Students watch video.</p> <p>Students write definition of PSA in their Student Response Journals.</p> <p>Students compare and contrast the information presented in the video with the ideas they shared in the pre-assessment activity.</p>	<p>Day 1 15 min</p>
Procedure for Instruction/ Learning Activities	<p>Day 1 Teacher announces that students will be working in groups to</p>	<p>Day 1 Students attend to teacher's brief description of their PSA project.</p>	<p>Day 1 15min</p>

	<p>develop PSAs that promote healthful behaviors. The teacher explains that students will work in groups of 3-4. Each group will select one of the following areas to study:</p> <ol style="list-style-type: none"> 1. Smoking/Chemicals 2. Rest 3. Diet 4. Exercise 5. Mental/Emotional Health <p>Each group of students will research the topic, explain how it impacts one's health, and describe steps people can take to stay healthy. Then students will create a PSA to promote their ideas.</p> <p>Day 2 Teacher reminds students that they will be creating a public service announcement to promote a healthy lifestyle. Teacher pairs students and gives each pair of students a copy of "How to Create the Perfect Public Service Announcement" at https://www.govtech.com/education/news/How-to-Create-the-Perfect-Public-Service-Announcement.html The teacher asks the students to take turns reading sections of the article out loud to each other. Afterwards, the teacher will lead a brief discussion to summarize the main points of the article with</p>	<p>Students ask questions to clarify their understanding of project expectations.</p> <p>Day 2</p> <p>Students will work in pairs to read "How to Create a Perfect Public Service Announcement."</p> <p>Students participate in a discussion to summarize the article with the teacher, noting main ideas in their Student Response Journals.</p>	<p>Day 2 40 min</p> <p>25min</p> <p>15min</p>
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	<p>students and clarify any questions they may have.</p> <p>Day 3 Teacher divides the class into groups of 3-4. Each group will choose one research topic from the list above. The topic will be the focus of the group's PSA.</p> <p>The teacher provides each group with a copy of Healthy Lifestyle PSA Rubric and explains each element.</p> <p>The teacher distributes a copy of the Healthy Lifestyle PSA Research and Planning Sheet to each group and asks students to begin researching factual information to include in their PSAs. Note: Students will use only the research section of the planning sheet for Day 3.</p> <p>The teacher will assist groups of students as they complete their collaborative research. The teacher will check to ensure the information students are finding is evidence-based and from reputable resources.</p> <p>Day 4 and 5 The teacher asks students to sit with their research groups and to get out their copies of the Healthy Lifestyle PSA Research and Planning Sheet.</p>	<p>Day 3 Students join assigned groups. Student groups select research topic.</p> <p>Students follow teacher review of the Healthy Lifestyles PSA Rubric, and ask clarifying questions.</p> <p>Student groups research their topics and take notes on the Healthy Lifestyle PSA Research and Planning Sheet .</p> <p>Day 4 and 5 Students sit with research group members.</p>	<p>Day3 40min 5min</p> <p>10min</p> <p>25min</p> <p>Day 4 and 5 80min</p>
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	<p>Teacher shows a "How to make a PSA" video, such as https://www.youtube.com/watch?v=eywBa0xfQFw</p> <p>Teacher reviews each component of a PSA and points out the questions on the planning sheet that correspond to each component.</p> <p>The teacher will give each group a copy of the PSA Storyboard and explain how to use the storyboard to collaboratively decide the sequence of their message.</p> <p>The teacher provides students with materials and supplies they may need to create their PSAs. Note: PSAs could be presented in any number of ways: skits, poster presentations, video, etc.</p> <p>Day 6 The teacher asks each group to present their PSA.</p> <p>As one group presents, other groups will think of questions they can ask the presenting group. Audience will also be asked whether the PSA has inspired them to adopt a healthy lifestyle behavior.</p> <p>Teacher assesses each group's PSA using the Healthy Lifestyles PSA</p>	<p>Students watch video.</p> <p>Students attend to teacher presentation of the PSA components and how the questions on the planning sheet correspond. Students complete research, plan and prepare their PSAs, including completion of their storyboards.</p> <p>Day 6 Student groups will present their PSAs today.</p> <p>Students serve as audience members for the other groups. Following each PSA, audience members pose a clarifying question to the presenting group. Audience members will then indicate whether the PSA has influenced them to change a related personal lifestyle behavior to become a more healthy person.</p>	<p>15min</p> <p>65min</p> <p>Day 6 40 min</p>
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	<p>rubric. Note: Feedback conferences will be held with each group on Day 7</p> <p>Day 7 The teacher gives each group a copy of the Healthy Lifestyle PSA Group Reflection and go over the sections of the sheet. Then, the teacher will ask each group to reflect on each area and fill in their responses.</p> <p>While groups are completing their reflection sheets, the teacher shares the Healthy Lifestyles PSA Rubric through a feedback conference with one group at a time.</p> <p>Teacher leads the class in a brief summarizing discussion.</p>	<p>Day 7 Students sit with their PSA group partners.</p> <p>Student groups complete the reflection sheet and hand it in.</p> <p>Each group participates in a feedback conference with the teacher.</p> <p>Students participate in class discussion as a closure activity.</p>	<p>Day 7 40min 5min</p> <p>25min</p> <p>10min</p>
<p>Differentiation</p>	<p>Students will be placed in groups as heterogeneously as possible. The teacher will monitor groups and differentiate instruction, as necessary, to ensure that all students' needs are met. All directives in student Individual Education Plan (IEP) and 504 plans will be followed.</p>		
<p>Closure</p>	<p>The teacher will ask students to complete the Healthy Lifestyle PSA Group Reflection and then lead the class in a summarizing closure discussion. Reflection sheets will be collected from each group. Teacher will assess PSAs using the Healthy Lifestyles PSA Rubric and hold feedback conferences with each group.</p>		
<p>ASSESSMENT</p>			
<p>College, Career, and Life Readiness Skills</p>	<p>See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics</p>		

Assessment

Performance Measure Listens and Cooperates With Team Members	Exemplary Consistently listens to others and their ideas; helps the team reach its full potential.	Proficient Listens to others' points of view and makes a definite effort to understand their ideas.	Developing Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	Beginning Does not listen to group's opinions and ideas; wants things done own way.
Listens and Speaks when Appropriate	Engages in conversations/ discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen.	Engages in conversations/ discussions and understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.
Shares Responsibility	Motivates members to share contributions equally by valuing all member's ideas and contributions.	Participates in and contributes to group's work. Values all member's ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect others' ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Works Effectively with Diverse Teams	Always listens to, shares with, and supports the efforts of others. Uses respectful and appropriate statements, responses, and body language.	Listens to, shares with, and supports others. Statements and responses are respectful, and appropriate body language is exhibited.	Most statements, responses, and body language are respectful, with only an occasional negative tone. Does not always listen to, share with, or support the efforts of others.	Statements, responses, and/or body language are not respectful. Rarely listens to, shares with, and supports the efforts of others.
Contributes New Ideas	Appropriately contributes new and innovative ideas based on reliable resources.	Often contributes new and innovative ideas based on known and reliable resources and skills.	Contributes some new and innovative ideas based on known resources and skills.	Rarely contributes new ideas as skills and resources are not developed enough.
Demonstrates Originality and Inventiveness	Consistently demonstrates creativity in new situations.	Demonstrates creativity in many new situations.	Demonstrates creativity but does not always understand how to express it.	Does not demonstrate creativity.

Maintains Focus to
Completion of the Project

Stays focused consistently,
prioritizes tasks, recognizes
time constraints of projects,
and avoids distractions while
meeting deadlines.

Develops a timeline for the
work to be completed and
stays focused throughout the
project.

Is occasionally off task in
regards to accomplishing
the project, thus only a
portion of it is completed.

Is often off task and does not
complete the project.

Healthy Lifestyle PSA Research and Planning Sheet (Day 3, 4, 5)

Group Members:

Date:

Healthy Lifestyle PSA Research and Planning Sheet

Topic (Issue):	
Research sources:	Research facts to include:
How will we grab the audience's attention?	What will our memorable slogan be?
What character can we use?	What powerful images (pictures, graphs) will we include?
What suggestions will we make to help people change?	What type of media will we use to produce our PSA?

PSA Storyboard form (Days 3, 4, 5)

Group:

Date:

Public Service Announcement Storyboard

Healthy Lifestyles PSA Assessment Rubric (Day 3, 6, 7)

Healthy Lifestyle Public Service Announcement Rubric

Group Members:

Date:

CATEGORY	4	3	2	1
Timing	The PSA is between 45 and 60 seconds.	The PSA is between 30-45 seconds.	The PSA is between 15-30 seconds.	The PSA is less than 15 seconds.
Content	The PSA includes evidence-based content from multiple reliable resources.	The PSA includes evidence-based content from one reliable resource.	The PSA includes minimal content from one reliable resource.	The PSA includes evidence to support the topic but site resource is not reliable.
Audience Awareness	The PSA engages the audience and maintains interest from start to finish.	The PSA engages the audience early, but loses audience interest prior to the end.	The PSA has small moments of audience appeal.	The PSA does not appeal to the intended audience.
Creativity	The PSA includes an outstanding amount of creativity.	The PSA includes some creativity.	The PSA includes little creativity.	The PSA lacks creativity.
Message Effectiveness	The message is strong and highly motivates the audience.	The message is clear and includes several points to motivate the audience.	The message is understood by includes little motivation.	The message is not clear.

Healthy Lifestyle PSA Group Reflection Sheet (Day 7)

Name:

Date:

Healthy Lifestyle PSA Group Reflection

Did you audience respond as you expected? Please explain.	
How do you feel you might improve your PSA?	
What were the best features of your PSA? Why?	