

SUMMER SCHOOL TEACHER GUIDE



Lifetime Wellness

**Summer School
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Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester / half (½) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester / half (½) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

Classroom Schedule – Time below is an approximate breakdown of time.

Attendance in PowerSchool – 5 minutes

- Lesson Introduction (I Do) – 5 minutes
- Lesson Activities/Supplemental (We Do) – 60 minutes
- **Break – 10 Minutes** (Site Administrator will work with teachers on breaks)
- Teacher Lesson Review – 5 minutes
- Independent Work – Student Lesson Review*/Post-test (They Do) – 40 minutes
- Closing/Wrap Up– 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within Grade Results:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1 - Managing Stress

Objective(s): Students will

- Identify personal causes of stress
- Describe the techniques that are used to manage stress.
- Discuss nutrition tips which help to reduce stress.

Guiding Question(s):

How can you recognize stressors?

What are different stress management techniques?

TN Curriculum Standard(s):

HS. MESH.2 Recognize stressors and formulate personal stress management techniques.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Managing Stress

Vocabulary:

Define and Discuss meaning of vocabulary words (**Slide 13**).

Key Vocabulary/Terms:

Alcohol: A colorless, volatile flammable liquid produced by fermentation of sugars and starches, which is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel.

Alcoholism: Drinking excessive alcohol.

Disease: An abnormal condition of an organism, where the normal functions of the body are disturbed or impaired.

Drug: Any chemical compound used in the diagnostics, treatment, or prevention of disease or other abnormal condition.

Energy: The ability to do work.

Fatigue: Extreme tiredness resulting from mental or physical exertion or illness.

Food: A source of nutrients ingested by the organism to sustain life. **Injury:** Physical damage done to the body by accidents or violence.

Nerve: A whitish fiber or bundle of fibers in the body that transmits impulses of sensation to the brain or spinal cord, and impulses from these to the muscles and organs.

Nervous system: A type of body comprised of nerve cells and fibers that transmit nerve impulses between parts of the body.

Nutrients: Source of nourishment necessary for growth and maintenance of life.

Nutrition: It is a process of providing or obtaining the food necessary for health and growth. **Pressure:** The psychological experience produced by urgent demands or expectations for a person's behavior that come from an outside source.

Stress: Body's reaction to a change that required a physical, mental, emotional adjustment or response.

Tobacco: A preparation of the nicotine-rich tobacco leaves that have been dried and processed for people to roll up and smoke.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-13) (I Do) (25 min): Today students will work on personal care and identifying causes of stress. Students will watch a video about what causes stress. We will discuss video. Students will also watch a video on stress and how the body reacts to stress. Students will identify 3 causes of stress from the video. The teacher will discuss techniques on how to manage stress. Watch videos on stress management.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Causes of Stress (**Slide 2**)
- Stress (**Slide 3**)
- How Body Reacts to Stress (**Slides 4-6**)
- Stress Test (**Slide 7**)
- Stress Management Techniques (**Slide 8**)
- Stress Management (Activity) (**Slides 9**)
- Help! (Video/Activity) (**Slide 10**)
- Stress Management 2 (Activity) (**Slide 11**)

Supplemental Activity- (10 Min), watch video on **BrainPOP**; stress **Safari**; Refusal skills, Ways to Reduce Stress, and Managing Stress

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize the lesson with the lesson review in Grade Results. (**Slide 12**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins): Exit Ticket What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2 - Nutrition and Health

Objective(s): Students will

- Define nutrition.
- Identify the new challenges for nutrition professionals.
- Classify nutrients and their functions.
- Describe the dietary guidelines for Americans.
- Compare the clinical signs of nutritional status.
- Assess the food patterns.

Guiding Question(s):

What is nutrition?

What are the different classes of nutrients and their functions?

What is the relationship between healthy eating and total wellness?

TN Curriculum Standard(s):

HS. PW. 1 Identify the relationship between healthy eating and total wellness.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP-- Nutrition and Health

Vocabulary:

Define and Discuss meaning of vocabulary words.

Write 1 complete sentence for each term.

Key Vocabulary/Terms:

Anorexia: Loss of appetite for food.

Dietetics: It is a branch of science concerned with diet and its effect on health, especially with the practical application of a scientific understanding of nutrition.

Glossitis: Inflammation of the tongue.

Malnutrition: It is a condition in which our body does not get enough nutrients.

Nutrients: A substance that provides nourishment essential for growth and the maintenance of life.

Nutrigenetics: It is the relationship between genotype and the risk of developing diet-related diseases such as cancer and type II diabetes.

Nutrigenomics: It is the study of the effects of foods and food constituents on gene expression.

Nutrition: It is a process of providing or obtaining the food necessary for health and growth.

Optimal nutrition: It is the best possible nutrition which is characterized by neither a deficiency nor an excess of nutrients.

Overnutrition: It is a form of malnutrition in which the nutrients are oversupplied.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-20) (I Do) (25 mins): Today students will learn about the obesity pandemic and contributing factors. Discuss good nutrition. The teacher will discuss each essential nutrient. Watch a video and discuss each nutrient. The teacher will discuss vitamins and identify the 2 categories of vitamins (water soluble and fat soluble). Students will identify water soluble/fat soluble role in the body. Watch video. The teacher will discuss the most important minerals and their role in the body. Watch video. The teacher will discuss the Methods for Nutritional Assessment. Students will understand the recommended serving size. The teacher will discuss how to read food labels. Discuss food allergies and foodborne illnesses.

Lesson Activities (We Do) (30 mins):

Overall, complete the Practice Activities. Discuss.

- Good Nutrition (Quiz) (**Slides 1- 3**)
- Carbohydrates (Video) (**Slide 4**), Proteins (video) (**slide 5**)
- Fats (video) (**Slide 6**),
- Vitamins (video) (**Slide 7**)
- Minerals & water (video) (**Slide 8**)
- Overnutrition (quiz) (**Slide 9**)
- Nutrition (activity) (**Slide 10**) Students will read about nutrition on Slides (**11-12**)
- Nutrition Label (activity) (**Slide 15**)

Supplemental Activity- (10 Min) Discuss video **BrainPOP**; Nutrition, students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize the lesson with the lesson review in Grade Results. (**Slide 19**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? What (relevancy, importance, usefulness) (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3 - Nutrition: Individual, Community, and Groups

Objective(s): Students will

- State the United States Department of Agriculture's (USDA) guidelines and requirements for providing meals in a child-care facility.
- State the requirements to participate in the Child and Adult Care Food Program.
- Explain how to plan meals and menus for children.
- Describe positive mealtime strategies.
- Know about nutrition education and nutrition counseling.
- Learn about the ecology of malnutrition.
- Explore various family food purchasing options.
- Learn about health promotion.
- Explain the website ChooseMyPlate.gov.
- Analyze existing menus for nutrition and acceptability.
- Identify the factors to consider when planning menus for individuals and groups.
- Demonstrate appropriate portion size.

Guiding Question(s):

What are the different nutritional and energy needs?

What are the guidelines for USDA?

What factors should you consider when creating menus?

TN Curriculum Standard(s):

HS. PW. 2 Evaluate personal nutritional and energy needs.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting **BrainPOP; - Nutrition: Individual, Community, and Groups**

Vocabulary

Section A (Slide 18), B (Slide 18), & C (Slide 11)

Students will write 1 complete sentence for each term or create a story using the terms.

Key Vocabulary/Terms:

A) **Allergy:** Condition caused by the hypersensitivity of the immune system to a particular allergen; symptoms can vary in intensity

Choke: Cause difficulty in breathing by blocking the passage of air in the throat.

Chop: Cut into pieces

Nutrition: The process of providing nourishment to the body.

Reimbursement: Compensation paid (to someone) for damages, losses or money already spent.

Toddler: A young child who has just begun to walk; one to three years old.

B) Cessation: Bringing or ending.

Ecology: The study of the interrelations of living organisms with respect to each other and their natural environment.

Federal Poverty Guidelines: Programs that have eligibility guidelines based on poverty levels.

Malnutrition: A condition that occurs when the body does not get enough nutrients.

Medical Nutritional Therapy: Assessment of the nutritional status of patients presenting with an illness, diet-related condition, or injury, to promote the patient's health and reduce healthcare costs.

Paraprofessional: Individuals without a professional degree who work under the supervision of a health professional.

Poverty Line: An index used to determine the minimum amount of income required to provide food, clothing, shelter, and other necessities.

Wellness: A term that means a healthy balance of the mind, body, and spirit that results in an overall state of well-being

C) Calories: A unit of heat used to measure the energy value of food.

Diabetes: A disease that occurs when your blood glucose is too high.

Diet: The kinds of food that a person eats.

Nutrition: Act or process in which living organisms utilize food substances.

Protein: An essential nutrient that builds tissues and repairs body cells. Saturated fat: Solid at room temperature.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (A Slides 1-16) (B Slides 1-16) (C Slides 1-9) (I Do) (25 mins): **A)** Today students will learn about the role of child-care providers. Discuss Food Programs. Identify meal requirements. Discuss requirements for feeding infants and menu planning. Discuss choking hazards, and allergies. **B)** Students will identify ways to implement a nutritional framework. Students will identify the model for nutrition counseling. The teacher will discuss the ecology of malnutrition. **C)** Watch a video about introduction about nutrition. Students will understand how to navigate the choosemyplate.gov website. Discuss factors for planning menus and portion size. Watch video on portion size.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

A)

- Child Care (activity) (Slide 3)
- CACF (activity) (Slides 4-5)
- Meal Requirement 1 & 2 (activity) (Slides 6- 9)
- Infant Feeding (activity) (Slides 10-12)
- Choking Hazards (activity) (Slide 13)
- Food Allergies (Activity) (Slides 14-15)

B)

- Nutrition Counseling (activity) (Slides 4-5)
- Steps Involved in Nutrition Counseling (activity) (Slide 6)
- Malnutrition (activity) (Slide 10)

C)

- Nutrition (video) (Slide 2) Students will watch Introduction About Nutrition video

- Nutrition & Acceptability (activity) (**Slide 4**)
- Portion size (video) (**Slide 9**)
- **Additional Activity-Supplemental Videos (30 mins)** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video (A) **Sortify: Nutrition (B & C) Learn 360**, Low fat cooking, Balanced Diet, designing menus for Balanced Diets: The Food Pyramid, Energy for Different Lifestyles, Essential Foods; students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize the lesson with the lesson review in Grade Results. A (**Slide 17**) B (**Slide 17**) C (**Slide 10**)
Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4 - Nutrition, Diet, Pyramid, and Diet Guidelines

Objective(s): Students will

- Identify the six essential nutrients.
- Explain what the Daily Recommended Values are.
- Explain how RDA, AI, DV, UI, and EAR values are used.
- Interpret the USDA recommendations for healthy eating.
- Define and describe nutrition.
- Identify the food pyramid.
- Explain the dietary guidelines.
- Describe the sources of vitamins.

Guiding Question(s):

What are the 6 essential nutrients?

What are DRVs?

What is nutrition?

Explain the dietary guidelines?

TN Curriculum Standard(s):

HS.PW.2 Evaluate personal nutritional and energy needs.

HS.PW.3 Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).

HS.PW.3. CE Interpret food labels, critique fad diets, and recognize food safety practices.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Nutrition, Diet, Pyramid, and Diet Guidelines

Vocabulary: A (slide 11) B (Slide 19)

Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. A (slide 11), B (slide19)

Key Vocabulary/Terms:

A) **Adequate Intake:** The number given when no RDA is determined.

Amino acids: small units necessary for growth and tissue repair.

Carbohydrates: Substances composed of hydrogen, oxygen, and carbon.

Deficiency: Having less than the needed amount.

Dietary Guidelines for Americans: Nutrition related lifestyle recommendation for healthy people over 2 years of age.

Dietary Reference Intakes: A few terms that describe nutrient recommendations. Estimated **Average**

Requirements: The amount of nutrients that meets the needs of half of healthy people. **Estimated**

Energy Requirement: The average daily energy intake that meets the needs of a healthy person that is maintaining their weight.

Fats: Fatty acids that supply energy to the body.

Fiber: The non-digestible part of plant food.

Macronutrients: Nutrients we need in large quantities.

Micronutrients: Nutrients we need in small quantities.

Minerals: Elements of the earth that the body needs to function properly.

Nutrients: Substances found in food and used in the body to promote growth and health.

Nutrition: The study of how your body uses the foods that you eat.

Recommended Dietary Allowance: The standards recommended daily intakes that meet the needs of at least 98% of healthy people.

Tolerable Upper-Level Intake: The highest average amount that can be consumed without being harmful to the body.

Vitamins: Organic compounds that you require in tiny amounts.

B) **Coronary heart disease:** A heart disease caused by the narrowing, due to the build-up of plaque, in the arteries that supply blood and oxygen to the heart. Coronary heart disease is the leading cause of death in the United States for men and women.

Osteoporosis: The word means "porous bones." A disease that presents bones that lost an excessive amount of their protein and mineral content, particularly calcium.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (A Slides 1-9) (B Slides 1-16) (I Do) (25 mins):

A) Today students will learn about the basic concepts of nutrition and what the human body needs to work properly. Watch video on 6 Major Nutrients. Discuss video with students. Watch videos on vitamins and minerals then discuss.

B) Teacher will explain what nutrition is and food guidelines. The teacher will discuss MyPyramid Food Guidance System. Discuss the difference between RDA and Dietary Guidelines. Discuss examples of physical activity.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

A)

- 6 major nutrients (video) (Slides 2-3)
- Essential Nutrients (activity) (Slides 4-5)
- Vitamins (video) (Slides 6)
- Drag/Drop activity (Slide 9)

B)

- DRI (question) (Slide 8)
- USDA (activity) (Slide 11-12)
- Serving Size (quiz) (Slide 13)
- (Dietary Guidelines (activity) (Slides 14-16)

Supplemental Activity- (10 Min) Discuss video on **Learn 360**; Macronutrients: Carbohydrates, Fat, My Pyramid History, My Pyramid Themes, My Pyramid Components, My Pyramid Practice, Take the first step to a healthier You and **BrainPOP**; Nutrition, Eating Disorders students will create questions based on the videos.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. A (Slide 10) B (Slide 18)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What, (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5 - Acceptable Guidelines in Food Purchasing

Objective(s): Students will

- Identify the steps to follow when purchasing food.
- Compare costs, services, and other factors among diverse types of food stores.
- Critique food labels for nutritional content.
- Apply basic math skills to compute the cost of food per serving.
- Compare the costs and acceptability of commercially prepared foods versus home-prepared foods.
- Discuss the government agencies responsible for assuring safety of the food supply.

Guiding Question(s):

What are personal nutritional and energy needs?

What is the relationship between diet and disease?

How do you interpret food labels, critique fad diets, and recognize food safety practices?

TN Curriculum Standard(s):

HS.PW.2 Evaluate personal nutritional and energy needs.

HS.PW.3 Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).

HS.PW.3. CE Interpret food labels, critique fad diets, and recognize food safety practices.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Acceptable Guidelines in Food Purchasing

Vocabulary:

Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 18)

Key Vocabulary/Terms:

Convenience Foods: Foods that are partially or completely prepared when you purchase them.

Food Purchasing: It is the process of ordering food products for a home or a foodservice organization.

Serving Size: The amount of food in one serving.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-16) (I Do) (25 mins): Today students will learn the process of ordering food products and steps in purchasing food and food safety. The teacher will discuss the diverse types of food stores and the regulations of food supply. Discuss government agencies responsible for food safety.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Food Safety & Home purchase (video) (Slides 3-5)
- Buying the Best Foods (video/activity) (Slide 6)
- Guidelines for Purchasing (Activity) (Slide 7)
- Types of Food Stores (activity) (Slide 8)
- Shopping Smart (video) (Slide 9)
- Nutrition (video/activity) (Slide 10)
- Food Label (video/activity) (Slide 11)
- Supermarket (activity/video) (Slide 12)
- Compute Cost of Serving (vide/question) (Slide 12)
- Portion Size of Food Quality (video/activity) (Slide 13)
- Food safety (video/activity) (Slides 14- 15)
- Food stores (activity) (Slide 16)
- **Additional Activity-Supplemental Videos** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video on **Learn 360: Understanding the Market System, Proper Shopping for food Safety, Adventures in the Grocery Store.** Students will create questions based on the videos (as time permits)

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (Slide 17)
Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6 Food: Store to plate and for Adult Nutrition

Objective(s): Students will

- Explain the importance of meal planning.
- Identify factors that are important when planning meals.
- Identify parts of a food label.
- Compare and contrast foods based on their food labels.
- List the several types of food stores.
- Analyze tactics used by supermarkets to persuade shoppers.
- Calculate unit prices.
- Compare and contrast brand and generic foods.
- Describe the normal growth and development of young, middle, and old-age adults.
- Identify the nutritional needs of young, middle, and old-age adults.
- Discuss the nutritional care of at-risk older adults.

Guiding Question(s):

What are personal nutritional and energy needs?

What is the relationship between diet and disease?

How do you interpret food labels, critique fad diets, and recognize food safety practices?

TN Curriculum Standard(s):

HS.PW.3 Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).

HS.PW.3. CE Interpret food labels, critique fad diets, and recognize food safety practices.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Food: Store to plate and for Adult Nutrition

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term.

A (Slide 17) B (Slide 26)

Key Vocabulary/Terms

Casseroles: Dishes that include a few ingredients, usually a base, extender, and binder.

Courses: Parts of a meal.

Continuity offers: Special offers that require repeated trips to the store to get.

Convenience foods: Foods that are partially or completely prepared when you purchase them.

Desserts: The sweet course that concludes a meal.

Facing: A single width of a product on the shelf.

Hors d'oeuvres: small items served before a meal.

Main course: The most important course and often the largest and in formal meals.

Meal planning: Deciding in advance what foods you will eat, as well as how and when the foods will be prepared and served.

Mixes: Products to which you add a few ingredients to before mixing and cooking them.

Nutrient dense: Foods that are full of vitamins, minerals, and fiber.

Palate: The part of the mouth responsible for taste.

Percent Daily Value: Provides the percent of nutrients in a serving of food based on the recommended daily allowance for adults.

Serving size: The amount of food in one serving.

Sorbets: Served between courses and are used to clean the palate.

Staple foods: Foods that you always keep on hand.

Unit prices: Tell you how much a particular food costs per ounce or pound (or some other unit of measure).

B)

Cataracts: A cloud that develops in the crystalline lens of the eye or in its envelope (lens capsule), varying in degree from slight to complete opacity, obstructing the passage of light.

Cerebral palsy: A condition marked by impaired muscle coordination (spastic paralysis) and/or other disabilities, typically caused by damage to the brain before or at birth.

Congestive heart failure: A weakness of the heart that leads to a buildup of fluid in the lungs and surrounding body tissues.

Diabetes mellitus: A group of metabolic diseases characterized by high blood sugar (glucose) levels, resulting from defects in insulin secretion, or its action, or both.

Emphysema: A type of chronic obstructive pulmonary disease (COPD) involving damage to the air sacs (alveoli) in the lungs; a condition in which air is abnormally present within the body tissues.

Geriatrics: The branch of medicine that deals with the health and care of old people.

Gerontology: The scientific study of old age, the process of aging, and the problems of old age.

Glaucoma: A condition of increased pressure within the eyeball, causing a gradual loss of sight.

Hypertension: Abnormally high blood pressure.

Life expectancy: The number of years a person of a given age, gender, race, or ethnic group can expect to live.

Nutrition screening: The process of identifying characteristics known to be associated with nutritional problems, with the purpose of identifying individuals who are malnourished or at nutritional risk.

Osteoarthritis: Degeneration of joint cartilage and the underlying bone, most common from middle age onward.

Osteoporosis: A disease that thins and weakens the bones so that they become brittle, fragile and break easily.

Parkinson's disease: A progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people.

Presbyopia: A condition where the eye exhibits a progressively diminished ability to focus on near objects with age.

Rheumatoid arthritis: A chronic progressive disease-causing inflammation in the joints.

Sarcopenia: The loss of muscle mass and coordination that results from the process of aging.

Spinal bifida: A birth defect caused by the incomplete closing of the embryonic neural tube.

Xerostomia: Abnormal dryness of the mouth resulting from decreased secretion of saliva.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-15) (I Do) (25 mins): A Today students will learn how to plan a meal and make a monthly budget (video). The teacher will discuss the various parts of a meal. Identify elements that make food. Discuss the layout of the grocery store. The teacher will discuss the various parts of a nutritional label. Students

will identify the hidden secrets of food and the impact of impact on health. **B) Slides (1-24)** Student will learn about growth and development in a total life process. Discuss how to increase life expectancy. Discuss the different nutritional needs for young adults, middle-aged adults, young adults and identify different characteristics and preventive care methods.

Lesson Activities (We Do) (30mins):

As a whole group, complete the Practice Activities. Discuss.

A)

- Read parts of a meal on (**slide 4**) **Parts** of a Meal (activity) (**Slide 5**)
- Shopping for foods (activity) (**Slide 8**)
- Generic & Store Brand (video) (**Slide 10**)
- Parts of Nutrition (video) (**Slide 12**)
- Health Claims (video) (**Slide 13**)
- Drag and Drop (activity) (**Slide 15**)

B)

- Increase in Life Expectancy (Activity) (**Slide 5**)
- Young Adults (19 to 40 years) (Activity) (**Slide 12**)
- Older Adults (65 to 85 years) (Activity) (**Slide 15**)
- **Additional Activity-Supplemental Activity** Complete Flocabulary Life Skills activity

Supplemental Activity- (10 Min) Discuss video on **Flocabulary**; Dietitian: Erika: **Learn 360**; Fast Food, Food Lab, Eating in the Context of our Age, Healthy Dinner Strategies, What's Healthy? What's Not? and **BrainPOP**; Aging: students will create questions based on the videos.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (**Slide 16**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7 - Health, Nutrition, and Exercising

Objective(s): Students will

A)

- Distinguish between controllable and uncontrollable health risk factors.
- List the six health risk behaviors that lead to health problems in teens.
- Describe how food and exercise affect body weight.
- Identify methods of maintaining a healthy lifestyle.
- Identify eating disorders, their effects, and symptoms.
- Analyze weight gain and weight loss strategies.
- Calculate Body Mass Index.

B)

- Examine how nutrition provides energy for muscle action.
- Apply nutrition principles to enhance athletic performance.
- Build a reasonable and appropriate personal exercise program for adults.

C)

- Describe the ways an exercise log (journal) can be helpful.
- Identify the benefits of participating in a Pilates program.

D)

- Identify proper exercises for the muscle groups of focus in the lesson
- Compose a 5-day exercise plan for journaling using the three muscle groups.

Guiding Question(s):

Why is it important to engage in physical activity to achieve physical fitness?

TN Curriculum Standard(s):

HS.PW.5 Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable) BrainPOP- Health, Nutrition, and Exercising

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. A (Slide 13) B (Slide 18)

Key Vocabulary/Terms:

A)

Anorexia nervosa: A psychological disorder that involves self-starvation.

Appetite: A desire to eat.

Basal metabolism: The rate your body burns calories while your body is at rest.

Body composition: The ratio of fat to lean tissue in your body.

Body image: The way you see your body.

Body Mass Index: A number calculated from a person's weight and height used to indicate the body fat percentage.

Bulimia nervosa: Repeated eating binges and purges.

Diet aid: Anything that you use in combination with diet and exercise to lose weight.

Eating disorder: An unhealthy behavior involving food that often involves an emotional problem.

Fad diet: A popular diet that may help a person lose or gain weight without proper regard for nutrition and other health issues.

Fasting: When you do not eat or drink for a period.

Fitness: The ability to meet the demands of day-to-day life.

Food allergy: A response by the immune system to the proteins in certain foods.

Food intolerance: An inability to digest a particular food or food additives.

Food log: A list of all the foods and beverages you consume.

Health: A combination of physical, mental, emotional, and social well-being.

Hunger: An unlearned response that protects you from starvation.

Medical diets: Eating plans prescribed by a physician to address the special needs of people with specific health problems.

Obese: At least 20% more than the recommended weight.

Overweight: 10-20 pounds more than the recommended weight.

Prevention: Practicing health and safety habits to remain free from disease and injury.

Risk factor: anything that increases the likelihood of injury, disease, or other health problems.

Underweight: At least 15% less than the recommended weight.

Vegetarian: A person who does not eat meat.

Wellness: An overall state of total health.

Yo-yo dieting: When you get on a diet and lose weight temporarily, but once you stop the diet you gain weight back, usually with even more weight than you started off with.

(B)

Aerobic Capacity: Milliliters of oxygen consumed/kg of body weight/minute.

Amenorrhea: The absence of a menstrual cycle in adult women, associated with lower-than-normal estrogen levels.

Ergogenic: Various substances that increase work or exercise capacity and output.

Exercise: Structured bouts of physical activity beyond normal daily activities.

Homeostasis: The ability of the body or a cell to actively seek and maintain equilibrium.

Hyponatremia: A relative excess of body water evidenced by lower sodium levels.

Kinetic Energy: Active energy released from body fuels by cell metabolism that energizes all body activities.

Osteoporosis: Abnormal thinning of bones, producing a porous, fragile bone tissue that is prone to fracture or deformity.

Physical Activity: Any bodily movement produced by the contraction of skeletal muscles that increases energy expenditure.

Potential Energy: Energy existing in stored fuels, ready for action.

Substrate: The specific organic substance on which a particular enzyme acts to produce the new metabolic product(s).

(C) No Vocabulary

(D) No Vocabulary

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (A Slides 1-13) (B Slides 1-18) (Slides C 1-2) (Slide D 1-3) (I Do) (25 mins): **A)** Today students will discuss the principles of living a healthy lifestyle, learn the importance of weight management, and discuss various eating disorders that can impact your health. Practice how to calculate body weight. Discuss FAD diets & eating disorders. **B)** Today students will identify how nutrition and physical fitness are integral to health maintenance and disease prevention. Discuss different forms of energy. Identify various nutritional needs. **(C/D)** Students will participate in a physical fitness workout.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

Lesson (A)

- What is Health and Wellness (Slide 3)
- Nutrition Through the Lifespan (Slide 4)
- What is BMI? (video) (Slide 5)
- Body Composition (Slide 6)
- Calories and Your Food (video)(Slide 7).
- Weight Management/Special Diets (video) (Slide 8-9)
- Eating Disorders (video) (Slide 10)
- Drag and Drop Activity (Slide 11)

Lesson (B)

- Physical Fitness and Good Health (Slide 3)
- Body in Motion (Slide 4)
- Forms of energy (Slide 5)
- Nutritional needs during physical activity and exercise (Slide 6-9)
- Nutrition and Athletic performance (Slide 10)
- Training and Pre-Competition Abuses Among Athlete(Slide 11)
- Health Promotion (Slide 12-14)
- Assessment of Personal Health and Exercise (Slide 15)
- Types of Exercise (Slide 16)

Lesson (C)

- Pilates Workouts for Weight Loss (Slide 2)

Lesson (D)

- Exercise Part (slide 2-3)

Supplemental Activity- (10 Min) Discuss video on **Learn 360**; Physical Activity, Planning Snacks, Understanding Nutrition, Making Family Meals Happen, Family Meals When Eating Out, Fitness Testing and **BrainPOP**; Body weight: students will create questions based on the videos.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. A (**Slide 12**) B (**Slide 17**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8 Exercise and Fitness Training

Objective(s): Students will

A)

- Describe the lifetime benefits of aerobic activity.
- Identify the importance of stretching muscles as an older adult.
- Summarize the negative aspects of parents allowing their children to train too much at an early age.

B)

- Identify the benefits of circuit training.
- Describe the benefit of muscle development and training.
- Identify the importance of specific training for athletes.

C)

- Identify the ways heart rate and fitness are related.
- Contrast an average person's heart and the heart of an Olympic swimmer.
- Explain how having a low heart rate is important.

D)

- Identify various ways exercising outdoors can benefit emotional well-being.
- Explain how exercising can improve the overall health of a person.
- Determine how exercising outdoors can continue throughout one's life.

E)

- Identify the effect of exercise on health.
- Describe the benefits of exercising with a group of people.

Guiding Question(s):

What are the different types of health-related components of fitness?

What is the different skill-related fitness?

What is the difference between skill-related and health-related fitness?

TN Curriculum Standard(s):

HS.PW.4 Implement the health-related and skill-related components of fitness.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable) BrainPOP- Exercise and Fitness Training

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. B) (Slide 4) C) (Slide 3)

Key Vocabulary/Terms: (A has No Vocabulary/Terms)

B)

- **Aerobics:** Aims to increase the cardiorespiratory endurance.
- **Athlete:** A person trained to compete in sports
- **Fitness:** Good physical condition; being in shape or in condition.
- **Performance:** The act of performing; of doing something successfully.
- **Sports:** An active diversion requiring physical exertion and competition
- **Strength Training:** Targets muscular strength.

C)

- **Fitness:** Good physical condition; being in shape or in condition.
- **Endurance:** The power to withstand hardship or stress.
- **Olympics:** The modern revival of the ancient games held once every 4 years in a selected country.
- **Calories:** Used by nutritionists to characterize the energy-producing potential in food.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (I Do) (25 mins): A) **Slides 1-2)** Today students will learn about exercise and fitness (video). Discussion. B) **Slides 1-4)** Today students will identify factors affecting performance training (video). Discussion. C) **Slides 1-10)** Today the students will learn the difference in the resting heartrate of a person and the increase in the heartrate during modest exercise are used to measure a person's "fitness". This measurement is also used in medical assessments to determine heart health. D) **Slides 1-2)** Discuss the benefits of outdoor activities. E) **Slides 1-2)** Discuss ways to make exercise fun (**student will read and annotate the article**).

Lesson Activities (We Do) (30 mins): As a whole group, complete the Practice Activities. Discuss.

- A. Video introduction (Slide 2)
- B. Fitness Training 1&2 (**Slides 2-3)**)
- C. Health & Skill related Activities (**Slides 4-7)**)
- D. Benefits of outdoor Activity (**Slides 2**)
- E. Top ten ways to make Exercise fun (**Slide 2**)

Supplemental Activity- (10 Min) Discuss video on (A) **Learn 360;** Lifelong Physical Activity, Fitness Components, Analyzing Fitness, Exercise for Life; (B) What is Fitness? Fitness Components; Part 1, Fitness Component: part II and (C) **BrainPOP;** Fitness, Heart Rate **Safari:** Cardiovascular Fitness.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9 – CPR Cardiopulmonary Resuscitation

Objective(s): Students will:

- Describe CPR.
- Explain the types of CPR.
- Demonstrate hands-on CPR.

Guiding Question (s):

What is CPR?

What are the different types of CPR?

What are the steps to performing hands-on CPR?

TN Curriculum Standard(s):

HS.FAS.1 Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).

HS.FAS.2 Demonstrate hands-on CPR

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- CPR Cardiopulmonary Resuscitation

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term.

Key Vocabulary/Terms:

- **Bleeding:** A process of losing blood.
- **Cardiopulmonary:** resuscitation (CPR): A first aid procedure that helps to reestablish the heart and lung action if either breathing or heart action has stopped.
- **Cough:** A rapid expulsion of air from the lungs with a harsh noise, often involuntary, that protects the respiratory system by cleaning it of foreign materials and phlegm.
- **First aid:** Immediate care is given to the victim.
- **HIV (Human Immunodeficiency Virus):** The retrovirus responsible for AIDS (Acquired Immune Deficiency Syndrome).
- **Infant:** A young human child.
- **Infection:** The process that involves the invasion and multiplication of microorganisms that are not normally present within the body.
- **Medical care:** A professional treatment for illness or injury.
- **Nausea:** An unpleasant sensation in the abdomen, often culminating in vomiting.
- **Precaution:** An action taken in advance to prevent harm.
- **Victim:** An injured or harmed or a person killed.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-10) (I Do) (25 mins): Today students will learn how to perform CPR on an unresponsive person. Students will discuss the different types of CPR. Students will go through the steps of Hands Only CPR. Students will go through the ABCs that involve CPR on an adult. Students will go through the ABCs that involve CPR on an infant/child. Students will practice hand placements for adults, infants, and children.

Lesson Activities and Review (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

Objectives (Slide 1)

Introduction (Slide 2)

Cardiopulmonary Resuscitation CPR (Slide 3)

CPR Types – Hands only CPR (Slide 4)

Adult CPR (Slide 5)

First Aid CPR/Hand Only (video) (Slide 6)

Infant and Child CPR (Slide 7)

Infant CPR (video) (Slide 8)

Hand Placement and Position (Slide 9)

First AID Emergency-video (Slide 10)

Supplemental Activity- (10 Min) Discuss video BrainPOP: CPR. Students will create questions based on the video.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up (5 mins): What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool - (5 minutes)

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break - (Site Administrator will work with teachers on breaks)

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- Validate all posttests are completed and remind students of missing/incomplete lessons.
- Update and resolve any discrepancies in Parent Contact Logs and Communication Notes.
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address

Closing/Wrap Up:

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1A - Mental and Emotional Problems

Objective(s): Students will

*Identify emotions and their effects on the mind and body.

*Design useful strategies for suicide prevention.

Guiding Question(s):

How can emotions affect your mind and body?

What are some warning signs of suicide?

What are preventive strategies for suicide?

TN Curriculum Standard(s):

HS. MESH.1 Identify emotions and their effects on the mind and body.

HS. MESH.3 Design useful strategies for suicide prevention.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Mental and Emotional Problems

Vocabulary:

Define and discuss the meaning of vocabulary terms. Students will write 1 complete sentence for each term or create a story using the terms.

Key Vocabulary/Terms:

Agoraphobia: An extreme fear which makes a person often avoid some places or situations.

Anorexia: Loss of appetite and inability to eat.

Anxiety: A condition or feeling uneasy or worried about what may happen.

Arachnophobia: An extreme fear or irrational fear of species like spiders or cockroaches.

Boredom: The state of feeling bored.

Brain: An organ of soft nervous tissue in the skull of vertebrates and is the portion of the vertebrate central nervous system enclosed within the cranium, continuous with the spinal cord.

Crises: An unstable situation of extreme danger.

Depression: An occasional sad mood that lasts for a few days, which is natural.

Disorder: A condition/disease caused by gene/chromosomal aberration.

Eating disorder: A harmful eating behavior that can cause serious illness or even death.

Emotion: A person's state of mind.

Fatigue: Extreme tiredness resulting from mental or physical exertion or illness.

Fear: An unpleasant emotion of an organism.

Grandiosity: An unrealistic sense of superiority (one is better than other).

Grief: Intense sorrow caused by the death of loved one.

Phobia: An abnormal fear of a specific thing.

Psychotherapy: The treatment of mental disorders.

Reckless: An irresponsible or careless action.

Skill: A learned ability.

Stress: Body's reaction to a change that required a physical, mental, emotional adjustment or response.

Therapist: A person who is skilled in a particular kind of therapy.

Tsunami: A long and high sea wave on the ocean.

Violence: The act of aggression of a/an animal/human

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-7) (I Do) (25 mins):

Today students will focus on mental and emotional problems. The teacher will discuss the different types of mental disorders. Students will identify the warning signs of suicide. The teacher will show a video: Ways to prevent Teen Suicide. Teacher will discuss ways to seek help. The teacher will explain the grieving process.

Lesson Activities (We Do) 30 mins:

As a whole group, complete the Practice Activities. Discuss.

- Videos: The Brain (**Slide 3**) Students will watch videos from the Slide #3
- Hallucinogens (**Slide 3**)
- Cognitive Therapy/The Amygdala (**Slide 3**)
- Adrenaline, PTSD, Bipolar Disorders, Historical/Physiological & Eating Disorders/ Bulimia Nervosa (**Slide 4**) (**Slide 4: Activity**),
- Ways to Prevent Suicide (Activity) (**Slide 5**)
- Therapy Method (Quiz) (**Slide 6**)
- Dear America Video (**Slide 7**)
- Case Study Activity (**Slide 8**)
- Depression & Eating (Activity) (**Slide 8**),
- Mental & Emotional Activity (**Slide 9**)

Supplemental Activity- (10 Min) Discuss video on **Safari**; Eating Disorders: Getting Help, Peer Pressure: Refusal Skills, Ways to Reduce Stress, Managing Stress and **BrainPOP**, Depression, Stress students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review 5 mins:

Summarize lesson with the lesson review in Grade Results. (**Slide 10**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) 40 mins:

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) (Exit Ticket):

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Topic/Lesson Title & Grade Results #: Lesson 1B - Managing Stress

Objective(s): Students will

- Identify personal causes of stress
- Describe the techniques that are used to manage stress.
- Discuss nutrition tips which help to reduce stress.

Guiding Question(s):

How can you recognize stressors?

What are different stress management techniques?

TN Curriculum Standard(s):

HS. MESH.2 Recognize stressors and formulate personal stress management techniques.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Managing Stress

Vocabulary:

Define and Discuss meaning of vocabulary words (**Slide 13**).

Students will write 1 complete sentence for each term or create a story using the terms.

Key Vocabulary/Terms:

Alcohol: A colorless, volatile flammable liquid produced by fermentation of sugars and starches, which is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel.

Alcoholism: Drinking excessive alcohol.

Disease: An abnormal condition of an organism, where the normal functions of the body are disturbed or impaired.

Drug: Any chemical compound used in the diagnostics, treatment, or prevention of disease or other abnormal condition.

Energy: The ability to do work.

Fatigue: Extreme tiredness resulting from mental or physical exertion or illness.

Food: A source of nutrients ingested by the organism to sustain life. **Injury:** Physical damage done to the body by accidents or violence.

Nerve: A whitish fiber or bundle of fibers in the body that transmits impulses of sensation to the brain or spinal cord, and impulses from these to the muscles and organs.

Nervous system: A type of body comprised of nerve cells and fibers that transmit nerve impulses between parts of the body.

Nutrients: Source of nourishment necessary for growth and maintenance of life.

Nutrition: It is a process of providing or obtaining the food necessary for health and growth. **Pressure:** The psychological experience produced by urgent demands or expectations for a person's behavior that come from an outside source.

Stress: Body's reaction to a change that required a physical, mental, emotional adjustment or response.

Tobacco: A preparation of the nicotine-rich tobacco leaves that have been dried and processed for people to roll up and smoke.

Attendance in PowerSchool-

Lesson Introduction (Slides 1-8) (I Do): Today students will work on personal care and identifying causes of stress. Students will watch a video about what causes stress. We will discuss video. Students will also watch a video on stress and how the body reacts to stress. Students will identify 3 causes of stress from the video. The teacher will discuss techniques on how to manage stress. Watch videos on stress management.

Lesson Activities (We Do):

As a whole group, complete the Practice Activities. Discuss.

- Causes of Stress (**Slide 2**)
- Stress (**Slide 3**)
- How Body Reacts to Stress (**Slides 3-6**)
- Stress Test (**Slide 7-9**)
- Stress Management (Activity) (**Slides 7-9**)
- Help! (Video/Activity) (**Slide 10**)
- Stress Management 2 (Activity) (**Slide 11**)

Supplemental Activity- Discuss video on Learn 360 and BrainPOP, students will create questions based on the videos

Lesson Review:

Summarize the lesson with the lesson review in Grade Results. (**Slide 12**)
Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review: Exit Ticket What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2 - Anxiety and Teen Depression

Objective(s): Students will

- Distinguish anxiety and teen depression.
- Find the way to manage anxiety.
- List the suggestions to manage depression.
- Differentiate reactive and major depression.
- Discuss the symptoms of teen depression.

Guiding Question(s):

What is the difference between anxiety and depression?
What are ways to manage anxiety?
What is the difference between reactive and major depression?
What are the symptoms of depression?

TN Curriculum Standard(s):

HS. MESH.4- Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP-- Anxiety and Teen Depression

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 19)

Key Vocabulary/Terms:

- **Alcohol:** A colorless, volatile flammable liquid produced by fermentation of sugars and starches, which is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel.
- **Anxiety:** A condition or feeling uneasy or worried about what may happen.
- **Appetite:** An instinctive physical desire to satisfy a bodily need, especially for food and drink.
- **Brain:** An organ of soft nervous tissue contained in the skull of vertebrates and is the portion of the vertebrate central nervous system enclosed within the cranium, continuous with the spinal cord.
- **Depression:** An occasional sad mood that lasts for a few days, which is natural.
- **Genetics:** The study of heredity and inheritance.
- **Psychologist:** A scientist trained in psychology.
- **Psychological counseling:** A broad specialization within psychology that uses principles to enhance and promote the growth, well-being, and mental health of individuals, families, groups, and the broader community.
- **Psychological disorder:** A disorder of the mind involving thoughts, behaviors, and emotions that cause either self or others significant distress.

- **Stress:** Body's reaction to a change that required a physical, mental, emotional adjustment or response.
- **Suicide:** The act of killing a person himself intentionally.
- **Teen:** Being of the age 13 through 19.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-12) (I Do) (25 mins): Today students will learn about teen depression and how different stressors can cause sleeping difficulties, or even mild depression. Watch a video on What is Anxiety? Students will identify key factors that lead to anxiety. Discuss depression and identify the two types (video).

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Young People and Anxiety (video) (**Slide 4**),
- What is an anxiety disorder? (video) (**Slide 5**),
- Generalized Anxiety Disorder & Panic Disorder (video) (**Slide 6**)
- What causes panic attacks (video) (**Slide 7**),
- OCD & Phobias (video) (**Slide 8**),
- Teen Depression, Anxiety & Teen Depression (video) (**Slide 15**)
- Activity I & Activity II video & questions (**Slide 16-17**)
- **Additional Activity-Supplemental Videos** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video on Safari; **Anxiety**, What is Depression? and **BrainPOP**; Self-Esteem, Peer Pressure, students will create questions based on the videos.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (**Slide 18**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) 40 mins:

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3 - Types of Mental Disorders

Objective(s): Students will

- Analyze the causes and effects of various mental disorders and their pathological conditions.

Guiding Question(s):

What are the causes of mental disorders?

TN Curriculum Standard(s):

HS. MESH.4-Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Types of Mental Disorders

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 27)

Key Vocabulary/Terms:

- **Headache:** Pain in the head due to dilation of cerebral arteries, or muscle contractions in the neck, or a reaction to drugs.
- **Mental process:** Our thoughts, feelings, and motives.
- **Motor neuron:** A type of neuron that transmits messages from the brain to the muscle cells through the spinal cord.
- **Seizure:** A sudden, brief, epileptic-type attack of cerebral origin due to involuntary electrical activity in the brain.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-23) (I Do) (25 min): Today students will learn about mental disorder pattern of behavior and a set of psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms. Students will identify health conditions characterized by alterations in thinking, mood, or behavior and associated with distress and/or impaired functioning. Students will discuss the causes and effects of different mental disorders such as addiction, depression, schizophrenia, Alzheimer's, sports-related chronic traumatic encephalopathy [CTE (Chronic Traumatic Encephalopathy)], dementia, chronic migraine, stroke, and epilepsy.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Inside Out-Out of Balance (video) (**Slide 4**),
- Addiction (video) (**Slide 6**), Depression (video) (**slide 8**),
- Schizophrenia (video) (**Slide 10**),
- Epilepsy (video) (**Slide 12**)
- Treatments for Alzheimer's (video) (**Slide 14**)
- Dementia (video) (**Slide 16**)
- Concussion & Sports (injuries) (**Slide 18**)
- Migraine (video) (**Slide 21**)
- Stroke (**Slide 23**)
- Activity I -Concussion (vide) Activity II -Mentor Disorders (**Slides 24-25**)

Supplemental Activity- (10 Min) Discuss video on **BrainPOP**; Addiction, Alzheimer's Disease, students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Students will present key ideas from the lesson that everyone should have learned.

Summarize lesson with the lesson review in Grade Results. (**Slide 26**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40Mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket:

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4 - Loss, Grieving, and Death

Objective(s): Students will

- Understand the process of grieving.
- Understand helping clients to overcome grief.

Guiding Question(s):

What are the different stages of grief?

What steps can you take to overcome grief?

TN Curriculum Standard(s):

HS. MESH.5-Describe the stages of grief.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Loss, Grieving, and Death

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term.

Key Vocabulary/Terms:

- **Apical pulse:** A pulse measured near the apex of the heart, usually at the 5th intercostal space.
- **Encephalogram:** A recording of electrical current within the brain.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-19) (I Do) (25 mins): Today students will learn about loss, grieving, and how death are unavoidable conditions in everyone's life. Students will identify many reasons people suffer such as divorce, separation, or the death of parents, a spouse, a friend, and loss of valued material objects. Discussion on dealing with loss and how teens deal with death. Students will annotate the lesson as we go through each topic.

Annotate Lesson.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- **Annotate Lesson.** Make sure that students identify 5 important facts from each slide.
- Types of Loss (activity) (**Slide 5**),
- Grieving (activity) (**Slide 9**),
- Nursing Management (activity) (**Slide 11**),
- Dealing with death (video)(activity) (**Slide 17**)
- Depression and Suicide (video/activity) (**Slide 18**)
- Dealing with Greif (**Slide 19**)

Supplemental Activity- (10 Min) Discuss video on **BrainPOP**; Death, Mourning, students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. **(Slide 21)**
Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5 - Achieving Good Mental Health

Objective(s): Students will

- Explain the characteristics of an emotional person.
- Describe Maslow's hierarchy of needs.
- Discuss personality and heredity.
- Execute your personality identity.
- Recognize your strength and Weaknesses.
- Explain the way of handling fear.

Guiding Question(s):

What are characteristics of an emotional person?

What are the similarities between personality and heredity?

What are some steps to handling fear?

TN Curriculum Standard(s):

HS. MESH.5-Describe the stages of grief.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting BrainPOP- Achieving Good Mental Health

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 22)

Key Vocabulary/Terms:

- **Alcohol:** A colorless, volatile flammable liquid produced by fermentation of sugars and starches, which is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel.
- **Anger:** A strong feeling of displeasure.
- **Autonomy:** The capacity to make safe decisions.
- **Behavior:** The activity of an animal.
- **Community:** A group of interdependent organisms which interact with each other in the same region.
- **Empathy:** Understanding another's feeling.
- **Fear:** An unpleasant emotion of an organism.
- **Heredity:** Transfer of characteristics from parents to offspring through their genes.
- **Hierarchy:** Arrangement of entities according to the level of importance.
- **Hormones:** Chemical messenger produced by the endocrine glands.
- **Mental health:** A level of emotional and behavioral adjustment of someone.
- **Personality:** The characteristics of an individual.
- **Pregnancy:** A state of developing embryo in the female uterus.
- **Pyramid of needs:** A theory of human needs.
- **Regression:** A prematurity state of an organism.

- **Violence:** The act of aggression of a/an animal/human.

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Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-20) (I Do) (25 mins): Today students will learn about *mental and emotional health*, the ability to accept yourself and others, adapt to manage emotions, and deal with the demands and challenges you meet in life. Students will discuss how to handle any situation and make wise choices. Discuss Maslow's Hierarchy of Needs. Watch Video. Discuss how to understand emotions and identify triggers.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Good Mental Health/Types of Mental Illnesses (vide) (**Slide 3**)
- Factors Affecting Mental Health (video) (**Slide 4**),
- Dealing with mental Health (**Slide 4**)
- Maintenance of Individual (video) (**Slide 5**),
- Maslow's Hierarchy (**Slide 7**)
- Personality Quiz (**Slide 8**),
- Personality Type I & II video (**Slide 11**),
- Write 3-5 strengths and 3-5 weaknesses (**Slide 12**),
- Self-Esteem Quiz Sadness & Empathy (video) (quiz) (**Slide 13**),
- Sadness video/activity (**Slide 14**)
- Rorschach & Freudians (video) (**Slide 18**),
- Achieving Good Mental Health (activity) (**Slide 19**),
- Mental Health in Dementia Patients (video quiz) (**Slide 20**).
- **Additional Activity-Supplemental Videos** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video on **BrainPOP**; Mindfulness, **Safari**; Mental Health, Three Aspects of Mental Health students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (**Slide 21**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6 - Family Relationships

Objective(s): Students will

- Evaluate the effect on family relationships on physical, mental/emotional, and social health.
- Describe the roles of parents, grandparents, and other family members in promoting a healthy family.
- Analyze the dynamics of family roles and responsibilities relating to healthy behavior.
- Evaluate and apply strategies for avoiding violence within the family.
- Evaluate appropriate and effective conflict resolution techniques for various family situations

Guiding Question(s):

Identify the roles of family members in promoting a healthy relationship?

What are key effects of physical, mental/emotional, and social health on families?

How can you avoid violence in your family?

TN Curriculum Standard(s):

HS.HGD.1-Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community)

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Family Relationships

Vocabulary (5 mins): Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 15)

Key Vocabulary/Terms:

- **Affirmation:** The positive feedback that helps others feel appreciated and supported.
- **Child abuse:** Domestic abuse directed at a child.
- **Crisis center:** A facility that handles emergencies and provides referrals to an individual needing help.
- **Custody:** A legal decision about who has the right to make decisions affecting the children in a family and who has the responsibility of physically caring for them.
- **Cycle of violence:** A pattern of repeating violent or abusive behaviors from one generation to the next.
- **Divorce:** A legal end to a marriage contract.
- **Domestic violence:** Any act of violence involving family members.
- **Emotional abuse:** A pattern of behavior that attacks the emotional development and sense of worth of an individual.
- **Extended family:** Immediate family and other relatives of a person.
- **Family counseling:** Therapy to restore healthy relationships in a family.
- **Family:** The basic unit of society.
- **Foster care:** A temporary agreement in which a child is placed under the guidance and supervision of a family or adult not related to the child by birth.
- **Grief:** The sorrow caused by the loss of a loved one.
- **Mediator:** A person who helps others resolve issues to the satisfaction of both parties.
- **Neglect:** The failure to provide for a child's physical or emotional needs.

- **Physical abuse:** The intentional infliction of bodily harm or injury on another person.
- **Resiliency:** The ability to adapt effectively and recover from disappointment, difficulty, or crisis.
- **Separation:** A decision between married individuals to live apart from each other.
- **Sexual abuse:** Any sexual contact forced on a person against their will.
- **Siblings:** Your brothers and sisters.
- **Spousal abuse:** Domestic violence directed
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Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-13) (I Do) (25mins): Today students will learn about family structure and the 3 key areas that promote a healthy family physical health, mental/emotional health, and social health. Students will watch a video then we will have a group discussion (quiz).

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Immediate and Extended Family/ Lifelong Physical Fitness/Families Working Together (vide/quiz) (**slide 2**)
- Achieve a Healthy Lifestyle (video)/(quiz) (**Slide 3**),
- Strengthening Family (quiz) (**Slide 4**),
- Me and My family (video) (quiz) (**Slide 5**),
- How to handle change (video) (**Slide 6**),
- Changing Roles (video) (**Slide 6**),
- The good Death (video) (**Slide 6**),
- Changing in Family (activity) (**Slide 7**),
- Resiliency (quiz)/(video)/ (**Slide 9**),
- What Constitutes Abuse (video) (**Slide 10**)
- Abusive Relationship (video)(quiz) (**Slide 10**),
- Cycle of Violence (quiz) (**Slide 10**)
- Counsel & Mental Health (video)(quiz) (**Slide 12**)
- Family relationship(activity) (**Slide 13**)
- **Additional Activity-Supplemental Videos** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video on **Learn 360**; Violence in the Family and **BrainPOP**; Parenthood, **Safari**; The Family Structure, Clothing and Spirituality of the Great Place, Family and Community Services students will create questions based on the videos.

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (**Slide 14**)

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking?)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7 - Relating to Others

Objective(s): Students will

- Define drug addiction and drug dependence.
- Explain the various models of intervention.
- List the steps in staging an intervention.

Guiding Question(s):

What are inhalants and the different types?

What are some of the models of intervention?

What are the stages of interventions?

TN Curriculum Standard(s):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- Relating to Others

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term. (Slide 15)

Key Vocabulary/Terms:

- **Addiction:** A chronic, relapsing disorder characterized by compulsive (or difficult to control) drug seeking and use despite harmful consequences, as well as long-lasting changes in the brain.
- **Dependence:** A condition that can occur with the regular use of illicit or some prescription drugs, even if taken as prescribed. Dependence is characterized by withdrawal symptoms when drug use is stopped. A person can be dependent on a substance without being addicted, but dependence sometimes leads to addiction.
- **Intervention:** A carefully planned process for friends and families of addicts to encourage a loved one to seek treatment.
- **Tranquilizers:** A type of drug that can help relieve the symptoms of severe psychosis.
- **Trigger:** Anything that results in psychological and then physical relapse.

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-13) (I Do) (25 mins): Students will learn about the different categories of drugs and annotate the lesson (**5 facts for each category throughout**). Complete activity and discussion. Students will discuss why drug addictions are considered a drug. Students will identify the different types of interventions and discuss. Students will compare the different intervention models.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Annotate Lesson-have student find 5 important facts from each slide. They can put this in an outline format.
- Drug/Substance addiction (video) (**Slide 4**),
- Drug Dependence (**Slide 12**),
- Interventions and Drugs (activity) (**Slide 13**)
- **Additional Activity-Supplemental Videos** Discuss video, students will create questions based on the videos

Supplemental Activity- (10 Min) Discuss video on Learn 360 and BrainPOP, students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results. (**Slide 14**)
Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8 - First Aid and Emergencies

Objective(s): Students will

- Explain the types of injuries.
- Classify burns.
- Describe CPR.
- Discuss the first aid for shocking.

Guiding Question(s):

What are some different types of injuries?

What are the different classifications of burns?

What steps should you use when performing CPR?

What should you do when dealing with shock?

TN Curriculum Standard(s):

HS.FAS.1 Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).

HS.FAS.2 Demonstrate hands-on CPR.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- First Aid and Emergencies

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term.

Key Vocabulary/Terms:

- **Allergic reaction:** The immune response to a particular allergen elicited by the immune system.
- **Bandage:** A strip of cloth used to bind up a wound for protection.
- **Bleeding:** A process of losing blood.
- **Burn:** A injury to the tissue.
- **Cardiopulmonary:** resuscitation (CPR): A first aid procedure which helps to reestablish the heart and lung action if either breathing or heart action has stopped.
- **Diaphragm:** A muscular partition which separates the thorax from the abdomen in mammals.
- **First aid:** Immediate care given to a victim.
- **Infant:** A young human child.
- **Medical care:** A professional treatment for illness or injury.
- **Muscle:** A bundle of fibrous tissue in animals that helps to move and maintain the position of body parts.
- **Poison:** The substance that can cause death.
- **Precaution:** An action taken in advance to prevent harm.
- **Stinger:** A sharp organ in the bee and scorpion that relates to the poison gland.
- **Tissue:** A layer of cells that perform a specific function.
- **Victim:** A injured or harmed or killed person.
- **Wasp:** A black-and-yellow flying insect that can sting.

- **Cough:** A rapid expulsion of air from the lungs with a harsh noise, often involuntary, that protects the respiratory system by cleaning it of foreign materials and phlegm.
- **Cramp:** An involuntary and spasmodic muscular contraction, causing severe pain in the afflicted organ.
- **HIV (Human Immunodeficiency Virus):** The retrovirus responsible for AIDS (Acquired Immune Deficiency Syndrome).
- **Infection:** The process involving invasion and multiplication of microorganisms not normally present in the body.
- **Nausea:** An unpleasant sensation in the abdomen, often culminating in vomiting.
- **Poison:** The substance that can cause death.
- **Precaution:** An action taken in advance to prevent harm.
- **Stinger:** A sharp organ in the bee and scorpion that relates to the poison gland.
- **Tissue:** A layer of cells that perform a specific function.
- **Victim:** An injured or harmed or a person killed.
- **Wasp:** A black-and-yellow flying insect that can sting.

Lesson Introduction (Slides 1-15) (I Do) (25 mins): Today students will learn how to perform First AID & CPR to provide immediate care for an injured person. Check for understanding question. Discuss the different classifications of burns. Students will identify the universal precaution signs for CPR, Shock, and Chocking and how to administer care. Discuss with students how to treat muscle and joint injuries. Students will go through each of the First AID/CPR Steps and Practice.

Lesson Activities (We Do) (30 mins):

As a whole group, complete the Practice Activities. Discuss.

- Ambulette Drivers (video) (activity) (**Slide 2**)
- First Aid (video) (quiz) (**Slide 4**)
- Treatment for burns (video/quiz) (**Slide 6**)
- CPR, Shock, and Chocking (activity) (**Slide 7**)
- First Aid: CPR /Hands only & Infant CPR (video)(quiz) (**Slide 8**)
- First Aid Shock video (video/activity) (**Slide 9**)
- Muscle Joint (activity) (**Slide 11**)
- Treatment for poisoning (video) (quiz) (**Slide 13**)
- First Aid emergency (video) (quiz) (**Slide 14**)
- Scenario (activity) have students respond to the scenario (**Slide 15**)
- First Aid (activity) (**Slide 15**)

Supplemental Activity- (10 Min) Discuss video on and **BrainPOP**; First-Aid, Safari; Advancements in Battlefield Medicine, Photography and Embalming, The overall Effects of a Major Puente Hills Fault Earthquake, When Things Go Wrong, Lifeguards, Ski Patrollers students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Students will present key ideas from the lesson that everyone should have learned.

Summarize lesson with the lesson review in Grade Results.

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest / Notes Review (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments

Closing/Wrap Up/Notes Review (5 mins) Exit Ticket: What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9 – First AID/AED Automated External Defibrillator

Objective(s): Students will:

- Explain the parts of AED.
- Discuss the steps involved in the AED process.
- Describe the chain of survival.
- Enumerate the advantages and disadvantages of AED.

Guiding Question(s):

What are the different parts of AED?

What steps are involved in the AED process?

Explain the chain of survival.

What are the different advantages and disadvantages of an AED?

TN Curriculum Standard(s):

HS.FAS.1 Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).

HS.FAS.2 Demonstrate hands-on CPR.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable) BrainPOP- First AID/AED Automated External Defibrillator

Vocabulary: Define and Discuss meaning of vocabulary words. Write 1 complete sentence for each term.

Key Vocabulary/Terms:

- **Adult:** A fully developed or mature individual.
- **AED:** A medical device that analyzes the heart's rhythm.
- **Battery:** A charging tool for AED is used to charge AED's capacitor.
- **Capacitor:** A tool in AED that releases enough energy to save a victim's life at once.
- **Cardiopulmonary:** resuscitation (CPR): A first aid procedure that helps to reestablish the heart and lung action if either breathing or heart action has stopped.
- **Electrode Pad:** A sticky pad in AED reads the victim's heart rhythm.
- **First aid:** Immediate care is given to the victim.
- **Infant:** A young human child.
- **Precaution:** An action taken in advance to prevent harm.
- **Processor:** A brain of the AED and analyses the victim's rhythm.
- **Victim:** An injured or harmed or a person killed.
-

Attendance in PowerSchool- 5 Minutes

Lesson Introduction (Slides 1-11) (I Do) (25 mins):

Today students will start discussing what to do if a friend is suddenly unconscious and what are the chances of survival. What is an AED, and discuss the leading cause of death in U. S.? Different parts of an AED. Discuss the steps involved in AED. Discuss how to use an AED on child/infant (slide 6). Discuss the chain of survival. Discuss AED precautions. Discuss the different advantages and disadvantages of an AED.

Lesson Activities (We Do) (30 min):

As a whole group, complete the Practice Activities. Discuss.

First AID Heart Attack (**video**) (**Slide 10**)

AHA CPR AED (**supplemental video**)

Chain of Survival (**Slide 10**)

Supplemental Activity- (10 Min) Discuss video on **BrainPOP**; CPR students will create questions based on the videos

Break (10mins) (Site Administrator will work with teachers on breaks)

Lesson Review (5 mins):

Summarize lesson with the lesson review in Grade Results.

Have students review the slides and their notes to prepare for the Posttest.

Independent Work – Posttest (They Do) (40 mins):

Students will work independently to complete the post-test. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up (5 mins):

What did you learn today? So, What (relevancy, importance, usefulness) Now What? (Does it change your thinking)

Summer School Lesson Plan

Subject/Grade: Lifetime Wellness

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool –

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break – (Site Administrator will work with teachers on breaks)

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- Validate all posttests are completed and remind students of missing/incomplete lessons.
- Update and resolve all discrepancies in Parent Contact Logs and Communication Notes
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address

Closing/Wrap Up: