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| **UNIT: 3** | **LESSON: personal health/financial** **well-being** | **LESSON SEQUENCE IN UNIT:** |
| **Learning Objective:** |
| **Students will understand how personal health and financial well-being go hand in hand** |
| **Content Focus—What will students learn?** |
| Career Ready Practices | Career Cluster Standards | Common Core Learning Standards | Bloom’s Taxonomy |
| CRP 3Personal health and financial well being |  |  | [ ] Creating[ ] Evaluating[x] Analyzing[ ] Applying[x] Understanding[ ] Remembering |
| **Lesson Outline—What learning activities will students do?** |
| Time | Sequence | Description of Learning Activity |
| 15 mins | Get Started/Engage | -hand out index cards to each student-write down 5 things that relate to personal health-write down 5 things that relate to financial well-being-have students read them aloud-instructor will write on board students responses-instructor will go over how corporations are paying for employees gym memberships-how a lot of Americans have no pension in place and very little savings for retirement-obesity and other health issues and how they affect the work environment |
| 5-10 mins | Discover/Explain: Provide new information or demonstrate a skill | -students will be given 2 sheets of paper and 2 pieces of tape. They will write down 5 personal health goals and 5 financial goals, and post them |
| 15 mins | Practice: Provide opportunities to practice independently or in groups | -students will walk around room and read other students goals. Teacher will ask students if they plan on doing these, and if they already have. Instructor will close lesson by showing relationship between personal health and financial well-being. |
| 2 mins | Check for Understanding: Monitor what is being learned | Call on random students to briefly tell you one way they can be healthy and one way they can save money. |
| 1 min | Close: Summarize, check, and answer questions | Teacher will tie in the importance of a healthy lifestyle with being financially wise and how the two can go hand in hand. |
|  | Support, Modifications, and Extensions |  |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** |
| Index cards, paper, tape |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** |
| Teacher will call on students to check for understanding |