

HEALTH AND PHYSICAL EDUCATION

SAMPLE UNIT PLAN

Period One:

Section One: Introduction

- Overview: A Future Is Yours to Give (read and discuss)
- Survey: “*Student Questionnaire*”(complete independently and discuss as class)
- Explain and initiate the Portfolio process. Explain the Assessment and Evaluation procedures.
- History and Future Directions, Breakthroughs and Accomplishments, Coordinating Organ and Tissue Donation, Poem (read and discuss)

Period Two:

- Debrief learnings from Period One.
- View the *One Life...Many Gifts* DVD (25 minutes).
- Complete the Over to You activity – “*View DVD/Prepare Questions.*”
- Students should enter their questions in their portfolio.

Period Three:

- Choose one section of the curriculum or several if you wish students to work in several groups on different sections. For example, the whole class could work on *Section Four: “Liver Transplantation: Too Many Recipients for Too Few Organs”* or several groups could be formed to work on different sections. The other organ/tissue sections most related to **Health and Physical Education** are *Section Six: “Advances in Lung Transplantation – The Brandon Gibson Story,” Section Seven: “Change of Heart – The Eddie Sabat Story”* and *Section Nine: “The World of Bone, Cornea, and Skin Donation and Transplantation.”* Of course, the students could return to choose one of the Over to You activities in *Section One: Introduction.*
- Review the narrative or the case study and have students select one activity from the Over to You activities that follow the material in each section.
- Start work on the activity.

Period Four:

- Continue work on the activity, including planning for presentation, display or discussion of the student work.
- Student work (or a notation about it) should be entered in the portfolio.

Period Five:

Section Eight – “Jason Case Study and Donor Family Stories”

- Choose one donor family narrative included in the donor family stories if working as a whole class **or** divide the class in groups and have students read and discuss different donor stories.
- Have students complete the ““*What If*” Activities” in the Over to You section.
- Have students enter their statement from the ““*What If*” Activities” in their portfolio.

Period Six:

Section Ten – “Religious and Ethical Perspectives on Organ and Tissue Donation”

- All students should read and discuss the “Religious Perspectives” section.
- All students should then read the brief introduction to “Ethical Considerations,” and consider the questions posed.
- Next, students should choose one of the ethical considerations (“The Buying and Selling of Organs,” “Public Resources and Personal Responsibility,” or “Presumed Consent vs. Informed Consent”), read the information, and then choose one of the activities to work on.
- Students should enter in their portfolio the work that they complete on these topics.

Period Seven:

- Conclude any work on the activities. Students should share with their classmates the work that they have done on section ten.
- Have students retake the “*Student Questionnaire*” from Section One.
- Have students compare the responses that they wrote this time with their previous responses (written at the beginning of the unit) and try to account for any differences.
- Have students complete the “Reflection on My Learning” metacognitive activity.
- As their final summative assessment piece, students will complete the “Journal Reflection.” Students should review the contents of their portfolio before completing the journal reflection.
- After students have finished all of their work on the *One Life...Many Gifts* curriculum, have them complete the “Continue, Start and Stop” curriculum resource assessment sheet. This can be done as a class activity, with a partner or independently.

Some of these activities may take more time than indicated. Students will either complete the work outside of class or the unit may be extended to allow more class time to complete the work.