

Personal Health: Health and Wellness

Lesson Goal: To provide information regarding what it means to be healthy and well. Also to allow the students to research the local papers to research current health articles to identify aspects of health.

Major Objectives:

By the conclusion of this lesson, the fifth grade students will be able to define the terms: health, wellness, and holistic health.

By the conclusion of this lesson, the fifth grade students will be able to identify at least three (3) components of healthy living.

By the conclusion of this lesson, the fifth grade students will be able to analyze articles concerning health and identify various health aspects within.

Total Time needed: 30 minutes

Materials Needed:

30 copies of "It's In The News" Worksheet (template attached)

Pens, Pencils

Three-Four Daily Newspapers or Health Related Magazines

30 copies of the "Personal Wellness Wheel" Handout (template attached)

Special Preparation: Purchase Daily Newspapers and Magazines. Print copies of "It's in the News" worksheet.

Vocabulary:

Health - To make sound or whole, or well; the state of total physical, mental, social, and spiritual well-being.

Wellness - An overall state of well-being, or total health.

Life expectancy - The average number of years a group of people is expected to live.

Holistic health- "Whole" consideration of physical, mental, and social influences on the whole person and his/her health.

Familial tendency - A disease or disorder that tends to run in families, i.e. sickle cell anemia or heart disease.

Ethnicity - Relating to races or groups of races that are divided by the characteristics of their society.

Curriculum Integration Ideas: Art, Communication Skills, Critical Thinking, Problem Solving, Spelling, and Language Arts

Procedure:

Introduction (7 min)

1. What is health? What does it mean to be healthy?
 - Healthy means to be healthful in all 5 aspects of health.
2. What does it mean to be well?
 - To be well means to be in good health, free from all type of illnesses.
3. What are some things people do in their lives to stay "well?"
 - Wash their hands, work out, eat healthy, etc.

4. Hand out the “Personal Wellness Wheel” to the students. Discuss the different areas of the wheel. Discuss that the Wellness Wheel is primarily used as a tool to evaluate and improve health. It reminds us that wellness is an overall balance between many different aspects that make up our lives. If one feels that their overall health is lacking, looking at the Wellness Wheel can help him or her find an area that may need to be targeted for change.

5. Have the students describe what it means to be healthy in each area: physical, social, cultural, spiritual, & mental. Have the students fill their name on the top and write one way they keep themselves healthy in the five different areas of health.

5. Have students share one way they keep themselves healthy for each portion of the wheel. Tell students to keep this wheel in their locker or in their room so if they are ever lacking in one area they can look at their ideas that they wrote to help them.

Activity: (15 min)

6. What are some things that affect our personal health?

- Lifestyle choices, age, sex, environment, money status, access to a hospital and doctor, etc.

7. Divide the class into groups of 4-5 students. Students should decide on their roles in the group and write them down on a separate piece of paper to be turned in. The students should choose from the following roles: Leader, Reader, Speaker, and Timer.

8. Give each group of students a section of the daily paper or a copy of the health magazine. The students should only be given sections such as Lifestyles, Metropolitan, and Front page sections.

9. Tell the students they are going to be using the newspaper or magazines to find all articles regarding health and healthy living. After they find which articles refer to health/healthy living they must show the teacher for confirmation.

10. After students have found their articles, distribute the “It’s In The News” worksheets. Students will complete the worksheet using the selected health article.

11. Tell them they have ten minutes to complete the assignment or if they are not finished they can take it home as homework for the following day.

12. The following day, the “Speaker” from the group will present the collected information to the class. Presentation should be no longer than 5 minutes, no prep is needed. Just read what you’ve discovered.

Closing: (3 min)

13. What does it mean to be healthy in the five areas of health?

14. If someone were to become healthy in one area of health, what could they do in order to help themselves or where could they seek guidance?

15. Any questions?

Assessment: Students will write a one page summary on the criteria needed in order to live healthy. Students should include all of the vocabulary words from the lesson and also information obtained from the handouts, the Wellness Wheel and the news worksheet.

Home Work or Family Involvement: Students could involve the family by discussing and reviewing various articles in the magazines or newspapers daily or weekly. They could also quiz their parents by asking them the different health aspects in their life.

Resources:

Latulippe, M. (2002). *It's In The News*. Lesson Plan Retrieved on November 24, 2008 from http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Process_Skills/HPS0201.html.

Stallman, J. (2007). *Wellness Wheel*. Retrieved November 24, 2008, from Health Promotion: UW Seattle Web site: <http://depts.washington.edu/hhpccweb/article-detail.php?ArticleID=85&ClinicID=13>.

National Health Education Standard(s):

Standard #1: Students will comprehend concepts related to health promotion and disease prevention.

Standard #2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Standard #4: Students will analyze the influence of culture, media, technology, and other factors on health.

Standard #7: Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator(s): Students will:

- Demonstrate strategies to improve or maintain personal and family health
- Demonstrate they can access valid health information from local resources
- Define terms in relation to health such as: health, wellness, and holistic health