

Lesson Plan 4: Self-Assessment

In this lesson, you'll self-assess your body mass index, waist-to-hip ratio, and overall physical activity level. You'll also interpret your results.

AAHE Standards

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

Preparing the Lesson

Lesson Objectives

1. Accurately determine your body mass index, waist-to-hip ratio, and physical activity level.
2. Interpret the results of your self-assessments in relation to disease risk.
3. Interpret the assessment results of other individuals and place them in the context of overall health and well-being.

Preparation

1. Copy **Worksheet: Self-Assessment**.
2. Review the lesson focus.
3. Write the journal question on the board.
4. Gather the necessary equipment: one soft or flexible measuring tape for every four students (or a similar number of pieces of string and two yardsticks [meter sticks] or a measuring tape placed on a flat surface such as a table), at least one scale, and a way to measure height (which may require taping two yardsticks or meter sticks to a wall or doorway and providing rulers so students can create a plane from the top of the head to the measuring sticks).

Bell Ringer

Write the journal question on the board. Make sure that students are on task upon arriving at class and allow them three to five minutes to write.

Journal question: Do you think society makes it harder to be fat or harder to be skinny? Explain your thoughts.

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Lesson Focus

Share the following key points with your students.

1. We can assess overweight, obesity, and body composition in a variety of ways. No method is perfect.
2. Body mass index (BMI) is a common technique for determining overweight status. Remember, however, that BMI does not measure how much muscle or fat a person has. And other factors also matter, such as physical activity level.
3. Many techniques can be used to measure body fat, but most provide only estimates. Knowing one's total body fat can be useful for understanding some health risks. But looking at BMI in combination with waist-to-hip ratio (WHR) and physical activity can give a good *overall* picture of how a person's health is influenced by the interrelationship of weight, body fat distribution, and habits.
4. Doing a weight or body composition test can be difficult for many people because they may feel vulnerable, exposed, or embarrassed. Therefore, these tests should be kept as private as possible, and we should respect each other while conducting them. We also need to remember that many factors affect a person's weight and body fat, including genetics, environment, family, and socioeconomic factors. Such influences may cause a person to be overweight or have a higher level of body fat even if he or she is active and practices good eating habits. It is important to help each person be the healthiest that he or she can be and to appreciate that not everyone can end up looking the same.
5. Today, you'll have a chance to assess your own BMI and WHR and consider your results in light of your physical activity habits.

Lesson Application

1. Put students in pairs. Be sure to partner males together and females together and be sensitive to students' comfort levels. If necessary, have males work in one half of the classroom and females in the other half. Use your judgment to ensure that all students feel as comfortable as possible while doing the assessments.
2. Explain to the students that they will engage in self-assessments and that they need to respect their partner's privacy and be respectful of all students in the class.
3. Distribute copies of **Worksheet: Self-Assessment**.
4. Review how to assess BMI and WHR using the instructions on the worksheet. Show the students where they can get the equipment needed for each assessment. Have the scale(s) and the height measures for BMI in one area of the room and the tape measures for WHR in another. Instruct the students to work with their partner to complete the assessments and to answer the questions included in the worksheet (including the descriptions required in question 5 of part 3).
5. When students have finished their work, have each pair swap descriptions (from question 5 of part 3) with another pair. Ask the students to read the descriptions they were given and note

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three observations about the overall health of the individual in the description. Once they are finished, have them return the descriptions, along with their observations, to the original owners for review.

6. As time allows, have students read their descriptions and observations and comment on whether or not the observations match what they expected.

Option: Select one description and work together as a class to identify SMART goals that the individual could use to improve his or her health.)

7. Use the **Healthy Living Plan** form in class or assign it as homework and have students set goals for improving one or more elements of their own weight or body composition.

Reflection and Summary

Review the day's lesson by revisiting the lesson objectives. Formulate each objective as a question and solicit responses.

1. Accurately determine your body mass index, waist-to-hip ratio, and physical activity level.
Completed during the lesson application; see **Worksheet: Self-Assessment**.
2. Interpret the results of your self-assessments in relation to disease risk.
Completed during the lesson application; see **Worksheet: Self-Assessment**.
3. Interpret the assessment results of other individuals and place them in the context of overall health and well-being.
Completed during the lesson application; see **Worksheet: Self-Assessment**.

Evaluate

Collect **Worksheet: Self-Assessment** and spot-check for accuracy and completion.

Option: Have students place the **Healthy Living Plan** in their course portfolio or notebook.

Reinforcing the Lesson

Take It Home

Encourage students to share information about BMI and WHR with their family members. Ask them to consider teaching one person how to conduct and interpret each test.

Challenge Activity

Have students research fat distribution. Then have them create a poster, brochure, handout, or other artistic expression explaining how fat distribution affects disease risk. The poster should include specific references to the ways in which upper-body fat and lower-body fat patterns affect a person's risk. Make sure that students identify specific diseases and health concerns known to be related to each pattern. You might also have students include information about measuring and interpreting WHR.