Unit: Wellness      Lesson Title: Introduction to Wellness & Longevity

Essential Question:

- Can you explain the difference between the terms “health” and “wellness”?
- Can you list several risk factors that negatively affect your health?
- Can you list several behaviors that contribute to good health? Can you list controllable and uncontrollable risk factors that may contribute to disease?

Technology Integration

Prezi, PowerPoint, Internet Research, Use of Microsoft Products to Create Poster

Standards:

Standards
HE.7-8., HE.7-8., HE.7-8.2.2.8.B.3, HE.7-8., HE.7-8., HE.7-8.2.1.8.A.1, HE.7-8.2.1.8.A.2

Daily Teaching / Learning Strategies
Brainstorming
Cooperative Learning
Drawing/Artwork

Differentiation of Instruction
Personal agendas
Project-based learning

Evaluations
Group Work
Individual Practice
One Minute Essay
Oral Questioning
Oral responses
Performance Assessments
Projects
Quiz
Quiz / test
Goals/Objectives:

- Students will recognize how controllable and uncontrollable risk factors affect their health. Students will be able to define “health and “wellness” and identify examples of behaviors that promote good health.
- Students will be able to define “health and “wellness” and identify examples of behaviors that promote good health.

Lesson Sequence:

Definitions:

- **Health** - a state of well-being
- **Wellness** - Health that is multidimensional (having many components) that encompasses many different aspects of one’s life. (to have total health in all dimensions- social, cultural, physical, spiritual, emotional, intellectual, life planning, environmental).
- **What are risk factors and how might they contribute to poor health?**
- **Prezi Presentation- “Wellness and Risk Factors”** (see separate clips as an Attachment)

(Students will be presented a Prezi presentation and take notes on how risk factors play a role in one’s personal wellness and recognize how choices may affect health both in positive and negative ways).
(Optional) : Healthedco- Lifestyle Diseases Suitcase  (Students will become aware of various lifestyle diseases: cancer, heart disease, stroke, etc. through controllable and uncontrollable risk factors in a 3-D model).

- **Intelliboard- Powerpoint Presentation- “What is Wellness?”** (review the various aspects of wellness)

- **Wellness Profile (survey)-“Assessing Your Wellness”**

All of us want optimal health. But many of us do not know how to achieve it. Taking this quiz, adapted from one created by the U.S. Public Health Service, is a good place to start. The behaviors covered in the test are recommended for most Americans. After you take the quiz, add up your score for each section.

Students will be given a health and wellness survey in which they must complete to determine their current level of wellness. Students will rate their wellness and discover target areas in which improvement may be needed.

**Assessment Project: “Wellness Goals”**
Students will design a poster or collage that includes and describes one or more areas of wellness that they would personally like to improve in their own life. Students can use magazine clippings, drawings or google images, and words or phrases to describe which area of their own health needs improvement and the ways in which they would go about improving it.

**Unit: Health Risk Factors/ Longevity**

**Lesson Title: Health Risk Factors/ Leading Cause of Death in U.S**

**Essential Question:**

- What is the leading cause of death in the U.S?
- What can we do to slow the process of aging and add years to our lives?
Goals/Objectives:

- By examining the data sheet, students will be able to identify the leading cause of death in the United States and name some preventative measures.
- Students will be able to determine the 10 key factors to living a long life and delaying the onset of degenerative disease by processing data on longevity and death.
- Students will examine the fountain of youth assessment and discuss with the class how these habits help longevity and how not doing these things can hurt. Students will determine the 10 key factors and the number of deaths that they cause yearly. Then examine the data sheet answers and come up with some conclusions.
- Using what students have learned identify the 10 key factors to health and well being and list them on the fountain of youth sheet. Students can draw their own fountain of youth and white paper and list their own personal health goals to make it more specific to their age.

Lesson Sequence:

Longevity and Death

- **Handout- “Leading Causes of Death Statistics Worksheet”/Question Worksheet**

Distribute the handout to students and have them review the worksheet. It shows the average life expectancy for males and females, as well as the statistics regarding the various leading causes of death of Americans each year.
Students will use the Statistics worksheet as a guide to answer the questions in the “Leading Causes of Death” handout.

Students will be able to determine the 10 key factors to living a long life and delaying the onset of degenerative disease by processing data on longevity and death.

- **You Tube videoclip- Dr. Oz on Living Longer**

- **Introduction to the fountain of youth:**

People have talked for a long time about the fountain of youth that Ponce De Leon search for in America. He was looking for the water that would keep people young for a very long time. This was known as the fountain of youth. He never found the well, but you can find a fountain of youth by observing a particular lifestyle. We are going to study the key factors that determine health and longevity. Then to find the fountain of youth, you will pick out the 10 factors that are more important than others. Students will watch a short videoclip of Ponce De Leon’s life.

- **Handout- “Fountain of Youth-Life Past 100”**

Students will answer questions about life expectancy and longevity.

- **“Fountain of Youth-Total Assessment”**

Students will examine the fountain of youth assessment and discuss with the class how these habits help longevity and how avoiding these things can hurt it.

- **Fountain of Youth Poster Project:**

Using what students have learned, they will create a poster using a photo of themselves and designing a poster which illustrates the 10 key factors in finding the fountain of youth. Students can use these factors but
personalize it to meet their own needs. These factors can help you look and feel great even into your older years. Is it worth the time and effort to develop habits conducive to living longer? That is a question you will have to ponder. Remember that having good habits will also improve your quality of life. You make the choice!

RUBRIC

<table>
<thead>
<tr>
<th>Grade 6 Health Triangle Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<tr>
<td><strong>Need Improvements</strong></td>
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<tr>
<td><strong>Physical Health</strong></td>
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<tr>
<td><strong>Mental/Emotional Health</strong></td>
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<td><strong>Social Health</strong></td>
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<tr>
<td><strong>Presentation and Creativity</strong></td>
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NHES 6.2 Develop a goal to adopt, maintain, or improve a personal health practice.
Students in 6th grade, at the beginning of the year, are introduced with a comprehensive lesson on the topics of “longevity” and “leading causes of death” in the United States. Students begin by determining the difference between “Health” and “Wellness” in the essential questions, followed by identifying what a risk factor is and how positive and negative risk factors can impact their lives. Students will gain awareness that “wellness” is health that is multidimensional and balanced in many areas of a person’s life (mental, emotional, physical, cultural, environmental, life planning, etc.). Students will recognize how choices may affect their lives in positive and negative ways.

Once the essential questions are addressed, students will work cooperatively through a series of pre-assessments in which they test their knowledge of the topic. Through these assessments, students are introduced to the following: the average age of life expectancy for both males and females and how that’s changed through the years; the leading causes of death in middle aged men and women in the U.S (including, teens and children) and how they differ; as well as what are risk factors, and how negative risk factors affect one’s health over the years. Students will make the connection and recognize the importance of how poor choices regarding their health now will impact their health in the future, and decrease their chance for longevity.

Students will be guided through a Prezi Presentation, as well as Powerpoint presentation on “Wellness and Risk Factors”. They will also have the opportunity to observe various videos on the topic.

Students will then discuss a little history (in drawing an analogy) and be introduced to an explorer named Ponce de Leon. People have talked for a long time about the fountain of youth that Ponce De Leon searched for in America. He was looking for the water that would keep people young and free of disease for a very long time. This was known as the fountain of youth. He never found the well, however, people can find a “fountain of youth” by observing a particular lifestyle.

Students will study the key factors that determine health and longevity and will pick out the several factors that will help improve their quality of life and increase their chances for longevity.

- Fountain of Youth Poster Project:

Using what students have learned, through the use of technology, will create a poster using a photo of themselves and design a collage which illustrates the several key factors in finding the fountain of youth. Students should personalize the factors they choose to meet their own needs. These factors in general can be applied to their daily lives and help them look and feel great even into their older years. Having good habits will improve an individual’s quality of life.
Wellness and Risk Factors

Mrs. Danysh

Wellness is a way of life- a lifestyle you design to achieve. Your highest potential for well-being.

Mrs. Danysh Health Education

Uncontrollable Risk Factors:
- Age
- Gender
- Heredity

The 7 Controllable Risk Factors are:
- Improper Nutrition
- Obesity
- Lack of Exercise
- Hypertension
- Stress
- Smoking
- Alcohol and Drug Abuse

Proper Exercise

A Good Diet

Health Risks

Stress

Hypertension (High Blood Pressure)
Wellness

Physical

Social

Emotional

Occupational

Intellectual

Spiritual

Multicultural

Environmental
Wellness is a way of life- a lifestyle you design to achieve. You highest potential for well-being.
Health Risks

What is a risk factor?
A Risk factor is anything that can impair health and lead to disease

There are 2 categories of risk factors
Uncontrollable risk factors and Controllable risk factors
Uncontrollable Risk Factors

- age
- gender
- heredity
The 7 Controllable Risk Factors are:

- Improper nutrition
- Obesity
- Lack of Exercise
- Hypertension
- Stress
- Smoking
- Alcohol and Drug Abuse
Let's look at some things you can do to control these risk factors
A Good Diet

- Eat plenty of fresh fruits and vegetables.
- Reduce the amount of fat, salt, and sugar in your diet.
Weight Control

To refrain from overeating try some of these tips:

• Reduce portions of food.
• Eat slowly. Plan time for meals, if possible, to eliminate the drive-thru and rush to consume your meal.
• Drink as much water as you can before you eat to reduce food capacity.
• Plan nutritious snacks to carry with you until you can eat a meal.
• Avoid buffets or dinners where “all you can eat” is a temptation.
• Eat at a certain time. Don’t just snack continually throughout the day.
Proper Exercise

Make time on a regular basis for aerobic exercise, such as brisk walks, swimming, jumping rope, bicycling, or calisthenics.
Exercise

- Anaerobic
  - Create through Regular
  - Building Routines
  - Patterns

- Aerobic
  - 3-4 times per week
  - Walking, Swimming, Cycling

- Sports
  - Playing, Building Muscle

- Schedule
Hypertension (High Blood Pressure)
Hypertension is one of the most important risk factors for heart attacks and strokes. Heart disease is also the leading cause of death in the United States. Excessive salt in the diet and stress are factors that contribute to hypertension.

Ways to cut sodium in the diet include:
- Avoid processed foods (canned and convenience foods).
- Read food labels (watch for sodium, brine, Na, salt, soda—all mean some type of sodium).
- Use fresh fruits, vegetables, and meat as much as possible.
- Do not salt foods when cooking—add salt only at the table and after tasting the food.
- Use more herbs and spices for flavoring rather than salt.
Stress

Stress is normal and inevitable. People under stress experience measurable changes in the body functions - a rise in blood pressure, the secretion of adrenaline and other hormones into the bloodstream, and a quickening of breathing. When stress or the reaction to stress is excessive, it may lead to a variety of physical and or emotional problems.
Stress cannot be eliminated, but in some instances it can be reduced, and stress-coping skills can be improved. Exercise, proper nutrition, and a variety of relaxation techniques are some ways to cope with stress. Learn what triggers your stress and practice techniques to reduce it.
Conclusion

Many of our serious health ailments can be avoided or at least minimized and controlled, if an individual really wants to do something about it.
STUDENT WORK EXAMPLES:

LONGEVITY & LEATH WELLNESS GOALS
Not Drinking Alcohol
Drinking alcohol can ruin your liver and cause problems. It slows the functions of the nervous system. Drinking can also kill you from alcohol poisoning, car crashes, and many other disasters.

Eating Healthy
Eating healthy can lead to a healthier lifestyle, and can also help fight sickness.

Sleeping at the Right Times
Lack of sleep can get you sick and make you restless. Lack of sleep can also kill you.

Being More Careful and Aware of Surroundings
Anything can kill or majorly injure/hurt you if you’re not careful. So next time you staple something, don’t staple your finger.

Exercise!
Exercise can keep you healthy inside and out, it can also lower your risk of chronic disease and lower resting heart rate.

Manage Your Stress Control
Controlling your stress can leave you happier, carefree life. Stress increases the risk of heart disease, and can get you sick.

Visit the doctor twice a year to make sure you are growing right etc.
Stay hydrated because if you don’t it can effect your throat and can lead to dizziness.

I should not smoke because it can cause lung cancer, emphysema, etc.

Lower my stress because when I get stressed out I get headaches and I need to relax more to prevent this.

Make sure to eat healthier because in some situations if you eat unhealthy it can cause a heart attack. Another reason is it can help your bones and so you can grow.

Exercise because if we want to get stronger and more flexible so you will be able to accomplish your goals.
**Wellness Goals**

**Spiritual**
- On my spiritual side, I don't have a religion, but I believe in the power of knowledge and I'm very interested in mythology.

**Cultural**
- My cultural wellness goal is to be more aware of the culture and learn more about it.
- My goal is to shop more and shop locally so I can get better prices and go to concerts.

**Intellectual**
- My intellectual wellness goal is to learn more about the culture and learn to read more.

**Environmental**
- My environmental wellness goal is to start taking a trash bag when I go on a walk to pick up trash.
- My environmental goal for physical wellness is to start exercising.
- I also need to eat healthier meals, and I will do this by adding more fruits and vegetables to my diet and trying new foods.

**Social**
- My social wellness goal is to be more social and make new friends when I'm playing a game with my friends.
- I need to be more social, so I will try to make more friends.

**Life Planning**
- My life planning goal is to go to Cornell, get a major in Science and Technology, and do something I love.

**Emotional**
- My emotional wellness goal is to be in control of my anger.
- I have a short temper, something I have to work on.
My Wellness Goals

To improve my physical wellness, I will... (details)

To improve my spiritual wellness, I will... (details)

To improve my emotional wellness, I will... (details)

To improve my intellectual wellness, I will... (details)

To improve my environmental wellness, I will... (details)

Life Planning
In the future, I would like to go to Yale University. Then I will pursue a career in law or medicine and become a doctor. Afterward, I plan to travel and explore different countries.

Social
To improve my social wellness, I will... (details)

Physical
To improve my physical wellness, I will... (details)

Environmental
To improve my environmental wellness, I will... (details)

Intellectual
To improve my intellectual wellness, I will... (details)

Emotional
To improve my emotional wellness, I will... (details)