



Component 2: Personal Responsibility

Teaching Progression:



Step 1: Know What Helps You Be Healthy

SUB SKILL(S):

- Name areas of my health
- Pick an area of health to pay attention to

GUIDING QUESTIONS:

What healthy actions are important for me to learn? How can I improve my health with practice?

NHES PERFORMANCE INDICATORS:

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

VALUABLE VOCABULARY:

*healthy,
improve,
behavior,
practice*

Step 1: Know What Helps You Be Healthy | Sub Skill: Name Areas of My Health



SUGGESTED LEARNING ACTIVITY 1:

Create three large posters. Label one poster Physical Health, one Social Health, and one Mental Health. Define each area of health for students. Draw an image on each poster that clearly represents the label. Below the labels and image, draw at least two additional images for examples of each aspect of health. Show students one poster at a time and ask them to share what the images and words make them think.

Place students in small groups of three or four. Prompt students to share ideas within their small group about what actions they could add to the poster. Bring the students back together as a whole class and ask students to share aloud their group's ideas. Add images and words to the poster based on student responses. Repeat the process for each of the three posters.

See Next Page For Teaching Notes.

Language of Health Literacy:

I will need to learn to take care of _____.
_____ helps me take care of _____.



Teaching Progression: Step 1 | Know What Helps You Be Healthy (Cont.)

TEACHING NOTES:

- Examples of images may include: someone riding a bike, two people talking, or someone meditating.
- Definitions:
 - Physical Health - the needs of your body and the ways you keep it safe (Your Body)
 - Social Health - the way you are with people and friends (Your Heart)
 - Mental Health: the feelings/emotions you have (Your Head)



SUGGESTED LEARNING ACTIVITY 2:

Provide students with different health practices. Have students sort those health practices into the different areas of health to which they relate. Ask students to explain why they think each health practice is related to the health category they selected.

TEACHING NOTES:

- Make sure example health practices are responsive to the needs in your classroom.
- Model and provide the *Language of Health Literacy* to help with student responses.

Step 1: Know What Helps You Be Healthy Sub Skill: Pick An Area Of Health To Pay Attention To



SUGGESTED LEARNING ACTIVITY 1 :

Ask students to reflect on the different areas of health they just learned about. Ask students to describe how they are feeling in each area. Have students share their feelings with a partner or aloud to the class.

Language of Health Literacy:

I am feeling _____
about my physical health. (my body)

I am feeling _____
about my social health. (my heart)

I am feeling _____
about my mental health. (my head)

TEACHING NOTES:

- Make sure example health practices are responsive to the needs in your classroom.
- Model and provide the *Language of Health Literacy* to help with student responses.



Teaching Progression: Step 1 | Know What Helps You Be Healthy (Cont.)



SUGGESTED LEARNING ACTIVITY 2 :

Prompt each student to select one image or word from the posters that they feel they excel. Have students show on the poster which image or word they have selected and state why they believe they are good at this action. Allow many students to share their reasons for excellence with the class.

Prompt each student to select an image or word from the posters that they feel they are not very good at doing. Share your personal selection as a model before asking students to share their image aloud. Have students individually point out the word or image that represents an action they are not good at doing. Ask students to state why they believe they are not very good at this action. Follow up with students as they share, asking if they think there is anything they can do to become better at this action. Allow many students to share their ideas about health actions they are not very good at doing, along with their reasoning.

Provide students with a sheet of paper sectioned into three parts. In the first section, tell students to draw a picture of themselves doing the action they believe they are good at doing. In the second section, tell students to draw a picture of the action they believe they are not very good at doing. In the third section, tell students to draw an image of what it would look like to be better at the action in the second section. Have students share their drawings within small groups, explaining what each image shows.



See *Goal-Setting* for guidance on assessing personal health for more formal assessments and activities.