



## SAMPLE LESSON PLANS

### Grade 9- Health Promotion

#### Unit 8

##### **SOLs:**

- 9.1.E** Analyze personal risk factors for diabetes, heart disease, and stroke.
- 9.1.J** Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.
- 9.2.E** Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle
- 9.2.N** Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.

#### **Title: Health: The First Wealth**

##### **Objectives/ Goals:**

- Following teacher directed dialogue on chronic/communicable disease prevention, students will volunteer at least 5 personal sacrifices during small group sessions whereby the students will verbalize personal appreciation for the phrase "Health: The First Wealth" Using the *Wellness Fairy* worksheet.
- Following a teacher- led discussion on goal setting and personal values, the student will rank 8 select values in order of perceived level of importance, choose one value in which he/she could improve, and offer three personal goals on the "How's My Act" worksheet.

##### **Materials:**

Cards Worksheet with Values

How's my Act Worksheet

Communicable /Chronic Disease Worksheet

Disease Research Worksheet

**Lifestyle Risk Factor Scenario Worksheet**  
**Sacrifice Worksheet**

- Internet access
- “Wellness Fairy” wand
- Writing instrument
- Chalkboard or flip chart

**Procedure:**

<p><b>Step 1</b></p>	<p>Teachers will give each student the <a href="#">values worksheet</a> with the following 8 values: <b><i><u>WEALTH, HEALTH, FRIENDSHIP, PEACE, EQUALITY, FREEDOM, EDUCATION, AND SUCCESS.</u></i></b></p> <p>Students will cut out the cards and arrange the 8 cards in the order from the one you value the most to the one you value the least. (There are no right or wrong answers)</p> <p>Students will be asked to share their top value and explain why they rated it this way.</p> <p>Pass out the <a href="#">How’s my Act worksheet</a> and ask students to transfer rank from card to worksheet and then answer the questions on the worksheet.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Analyze how our lifestyle choices affect our overall health status.</p>
<p><b>Step 2</b></p>	<p>The teacher will organize students into six different groups and hand out the <a href="#">Communicable /Chronic Disease worksheet</a>.</p>	
<p><b>Step 3</b></p>	<p>Next, explain that each group will be assigned one of the following diseases to be researched (i.e., HIV, Emphysema, Heart Disease, Obesity, or Brain Injury) using the Internet, School Library, or classroom resources. Students complete a <a href="#">disease research worksheet</a> that contains the following questions:</p>	<p>The teacher will introduce the following www links as potential resources for completing the</p>

	<ul style="list-style-type: none"> <li>● disease name</li> <li>● symptoms</li> <li>● treatment</li> <li>● approximate cost of treatment</li> <li>● resources available to the community</li> <li>● prevalence.</li> </ul>	assignment. <a href="http://www.mayoclinic.com">www.mayoclinic.com</a> <a href="http://www.health.gov">www.health.gov</a> <a href="http://www.familydoctor.org">www.familydoctor.org</a>
<b>Step 4</b>	<p>Students will be instructed to remain in their assigned groups. Each of the six groups will receive a different <a href="#">lifestyle risk factor scenario worksheet</a>. Next, the teacher instructs each group to list five sacrifices to be made in exchange for the removal of the condition/disability with which the group has been fictitiously diagnosed. An example of six scenarios is listed below:</p> <p><u>Scenario #1</u>  You were drinking and dove into a shallow pool and broke your neck. You are now paralyzed from the neck down (Quadriplegia). You now must have a full time nurse to take care of you, as you cannot do anything for yourself.</p> <p><u>Scenario #2</u>  You were just diagnosed with HIV (Human Immunodeficiency Virus). Currently there is no cure for HIV and most patients do die. There are a lot of medical complications that occur before the patient dies</p> <p><u>Scenario #3</u>  You are 35 years-old and you have been inactive your entire life. You have steadily gained 100 pounds since graduating from high school. Your cholesterol, blood pressure and stress levels are all extremely high. You have just had a major heart attack and probably will not live.</p> <p><u>Scenario #4</u>  You are a fast food nut. You love the food from all of the local fast food restaurants. Also, you are busy so the drive-through windows are very convenient. The problem is that you have developed severe obesity. You are now morbidly obese and you are not eligible for the obesity surgery</p>	

	<p>because your doctor feels that you will not live through the surgery at your current weight and health. Your quality of life has declined tremendously and you are extremely depressed.</p> <p><u>Scenario #5</u> You were just diagnosed with Emphysema caused by years of smoking. You are so short of breath that you can no longer do simple chores like grocery shopping. You must be on oxygen to prevent damage to your organs. This is really affecting your lifestyle and you are very depressed.</p> <p><u>Scenario #6</u> You were driving your car and going 85 miles per hour. A car pulled out in front of you and you swerved to miss it. Unfortunately, you hit a tree and were ejected from your car. You were not wearing your seat belt. Now you have a serious brain injury and can not speak well. You have the mental capacity of a five year old.</p>	
	<p>The teacher will then hand out the six different “Wellness Fairy” worksheets and explain to the class that each student in the group has just been diagnosed with the condition/disability that they have been researching.</p>	
<p><b>Step 5</b></p>	<p>Once the teacher has established that the students must make a sacrifice to remove the condition or disability, the teacher will engage in dialogue and field questions as to what constitutes as a genuine sacrifice.</p>	
<p><b>Step 6</b></p>	<p>As a form of elaboration, the teacher will play the role of the “Wellness Fairy” and accept one sacrifice of her choice from each group (e.g., poverty, infertility, blindness, etc) and write those sacrifices on the board. One-by-one as the sacrifices are offered and accepted, the “Wellness Fairy” will write the chosen sacrifice on the board and then by the waiving of his/ her wand and exclaiming “<b><i>Bibbity Bobbity Boo, You’re Health’s Returned to You</i></b>”. This ritual will restore the group's health, minus their one sacrifice that they had offered to the “Wellness Fairy”.</p>	
	<p>The teacher then illustrates with students the major sacrifices that they made, and poses the question, “Is Health</p>	

	the First Wealth?” If the class disagrees with that statement, the teacher can then point out the fact that this concept must be true or they would not have been willing to make such enormous sacrifices in exchange for their restored health.	
<b>Step 7</b>	Have the students go back to their <a href="#">How’s My Act sheet</a> and see if they would like to change the order of their previously chosen values.	
<b>Step 8</b>	As an individualized follow up activity, students will analyze the effects their <a href="#">sacrifice</a> would make to the three health domains; social, mental, and physical health.	
<b>Step 9</b>		
<b>Step 10</b>		

**Background Information:**

CDC developed the Youth Risk Behavior Surveillance System (YRBSS) to monitor six categories of priority health-risk behaviors among youth -- behaviors that contribute to unintentional injuries and violence; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including human immunodeficiency virus (HIV) infection; unhealthy dietary behaviors; and physical inactivity -- plus overweight. These risk behaviors contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. YRBSS includes a national school-based survey conducted by CDC as well as state, territorial, and local school-based surveys conducted by education and health agencies. In these surveys, conducted biennially since 1991, representative samples of students in grades 9--12 are drawn.

**References:**

Melanie Lynch, M.Ed. State College Area High School

**Content Reference:**

<https://www.cdc.gov/healthyyouth/data/yrbs/>