



## SAMPLE LESSON PLANS

### Grade 9- Health Promotion

#### SOLs:

Analyze personal risk factors for diabetes, heart disease, and stroke.  
Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.  
Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle  
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:**

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**Content Reference:**

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

A. **Types of disease**

- a. **Communicable disease-** a disease that is spread from one living thing to another or through the environment.
- b. **Chronic disease-** A disease which has one or more of the following characteristics: (1) is permanent, leaves residual disability; (2) is caused by nonreversible pathological alteration; (3) requires special training of the patient for rehabilitation, or may be expected to require a long period of supervision, observation, or care.

B. **Six CDC priority areas of prevention**

a. **Tobacco use**

- Nearly all first use of tobacco occurs before high school graduation. If you can keep them from using tobacco when they are adolescents, most people will never start using tobacco.
- Cigarette smoking causes significant health problems among children and adolescents including coughing, shortness of breath, production of phlegm, more respiratory illnesses, reduced physical fitness, an increased risk for heart disease, decreased lung growth and function, and overall poorer health.
- The younger you begin to smoke, the more likely you are to be an adult smoker. Young people who start smoking at an earlier age are more likely to develop long-term nicotine addiction than people who start later.
- Most adolescent smokers report that they would like to quit smoking and have made many, usually unsuccessful attempts to quit. Those who try to quit smoking report withdrawal symptoms similar to those reported by adults.
- Adolescent tobacco users are more likely to use alcohol and illegal drugs than are nonusers. Cigarette smokers are also more likely to get into fights, carry weapons, attempt suicide, and engage in high-risk sexual behaviors.
- Young people are the chief source of new consumers for the tobacco industry, which each year, must replace the many consumers who quit smoking and those who die from smoking-related diseases.

b. **AOD**

- Teenagers may be involved with alcohol and legal or illegal drugs in various ways. Experimentation with alcohol and drugs during adolescence is common. Unfortunately, teenagers often don't see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience. Using alcohol and tobacco at a young age increases the risk of using other drugs later. Some teens will experiment and stop, or continue to use occasionally, without significant problems. Others will develop a dependency, moving on to more dangerous drugs and causing

- significant harm to themselves and possibly others.
- Adolescence is a time for trying new things. Teens use alcohol and other drugs for many reasons, including curiosity, because it feels good, to reduce stress, to feel grown up or to fit in. It is difficult to know which teens will experiment and stop and which will develop serious problems. Teenagers at risk for developing serious alcohol and drug problems include those:
    1. with a family history of substance abuse
    2. who are depressed
    3. who have low self-esteem, and
    4. who feel like they don't fit in or are out of the mainstream
  - Teenagers abuse a variety of drugs, both legal and illegal. Legally available drugs include alcohol, prescribed medications, inhalants (fumes from glues, aerosols, and solvents) and over-the-counter cough, cold, sleep, and diet medications. The most commonly used illegal drugs are marijuana (pot), stimulants (cocaine, crack, and speed), LSD, PCP, opiates, heroin, and designer or club drugs (Ecstasy). The use of illegal drugs is increasing, especially among young teens. First marijuana use occurs in middle school, and alcohol use can start before age 12. The use of marijuana and alcohol in high school has become common.
  - Drug and alcohol use is associated with a variety of negative consequences, including increased risk of serious drug use later in life, school failure, and poor judgment puts teens at risk for accidents, violence, unplanned and unsafe sex, and suicide.

### c. **Sexual behaviors**

#### **Parents' Influence**

- Teens who are close to their parents are 2.7 times LESS likely to engage in sex than teens who are not close to parents.
- 71% of teens who don't feel close to a mom or dad have sex by ages 17 to 19 compared to the 58% of teens who feel close to mom or dad.
- Among seventh grade African American and Latino males, good grades and living with both parents are associated with delaying sex.

#### **Sports' Influence**

- 54% of women athletes in grades nine through 12 reported never having had sex compared to 41% of non-athletes.

#### **Religion's Influence**

- Sexually active college students with high levels of religious identification were LESS LIKELY to use a condom than those with less religious involvement.

### Alcohol and Drugs' Influence

- 17% of teens ages 13 to 18 who have had sex say they have done something while under the influence of drugs or alcohol that they might not have done while sober.
- Among seventh grade African American and Latino males, good grades and living with both parents are associated with delaying sex.
- Smoking was the best predictor of sixth graders' engaging in sexual intercourse.

### Impact of Sexual Abuse

- 30% of high school females and 9% of males reported a history of sexual abuse.
- Abused males were 4 to 5 times as likely as non-abused males to report multiple partners, substance use at last sex, and involvement in a pregnancy.
- Abused females were twice as likely as non-abused females to report early coitus, multiple partners, and a past pregnancy.

#### **d. Unhealthy dietary behaviors**

- Most teens are overfed, but undernourished. Teens grow a lot, so they need to eat a lot, yet not only do they need more food, they need the right kinds of food.
- Teens eat more of their meals away from home, so that mother nutritionist is not always around to supervise their eating.
- Teens frequent fast-food outlets, where high-fat (and high in the most unhealthy fats, hydrogenated fats and oils) and nutrient-depleted food is the norm.
- The adolescent boy is into bulk, erroneously believing that more food builds more muscle. The adolescent girl is into being thin, believing that eating less equates with being slim.
- Menstruation increases a girl's monthly iron loss, and it is often not replenished by an iron- rich diet.
- Tastes change at puberty. Teens, in general, increase their preference for fat. Boys also increase their cravings for protein-rich foods (the triple hamburger crowd), perhaps believing that meat builds muscle. Girls, most likely because of rising estrogen levels, crave sweets.
- Finally, as part of their declaration of independence, teens are resistant to any outside pressure telling them to do anything, especially what and how to eat.

#### **e. Physical Inactivity**

##### **Obesity Epidemic**

- Poor diet and sedentary lifestyles kill 400,000 Americans a year and may soon overtake tobacco (435,000) as the leading cause of preventable death (CDC, March 2004)

- U.S. deaths from poor diet and physical inactivity account for 17% of total deaths in the U.S.
- Almost 2/3 (64%) of American adults are overweight or obese (123 million people).
- 15% of American youth are overweight.
- Minority youth (African American, Hispanic, Native American): 20% overweight.
- Children ages 2 to 5: 10%
- 25% of U.S. children spend 4 or more hours a week watching television

### **Health Consequences of Poor Diet and Physical Inactivity**

- Lead to chronic disease and health conditions
- Heart disease
- High blood pressure
- Type 2 diabetes
- Some cancers, including colon cancer
- Stroke
- Chronic pulmonary disease (bronchitis, emphysema, asthma)
- Anxiety and depression
- Economic costs: 75% (estimated) of the \$1.4 trillion U.S. healthcare budget is directly linked to treating chronic diseases, many related to physical inactivity and poor nutrition.
- Annual cost of obesity: \$117 billion
- Annual cost of type 2 diabetes: \$132 billion.

#### **f. Behaviors that relate to unintentional injuries or violence**

- Almost 16 million teens have witnessed some form of violent assault.
- About one in eight people murdered in the United States each year are younger than 18 years of age.
- Research shows a link between violent television programs and aggressive behavior in teens who watch those programs.
- Most injuries and violent deaths occur between people who know each other.
- If there is violence in your family, it increases the risk of your teen becoming involved in future violence.
- A gun in the home is more likely to be used to kill a family member or friend than to kill an intruder.

Disease name	
Symptoms	
Treatment	
Approximate cost of treatment	
Resources available	
Prevalence of the disease	

The following links are potential resources for completing the assignment.  
[www.mayoclinic.com](http://www.mayoclinic.com) [www.health.gov](http://www.health.gov) [www.familydoctor.org](http://www.familydoctor.org)

**Directions:** For each value listed, write your ranking in column 2. then for your 3 highest values, describe in column 3 how you act to show the value is important. In column 4, describe what else you could do.



<b>Value</b>	<b>Rank</b>	<b>How I act on this value</b>	<b>What else can I do</b>
Wealth			
Health			
Relationships			
Peace			
Equality			
Freedom			
Education			
Success			

**Wealth**

**Health**



**Relationships**

**Equality**

**Education**

**Success**

**Freedom**

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- A gun in the home is more likely to be used to kill a family member or friend than to kill an intruder.

# #1

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.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## #2

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# #3

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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# #4

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 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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# #5

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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# #6

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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Name:** \_\_\_\_\_

Individually, list your sacrifice and write at least one sentence to explain how this sacrifice could impact the five health domains.

**I would sacrifice \_\_\_\_\_ to avoid \_\_\_\_\_ (Condition that was assigned to your group)**

**State How your sacrifice would affect your Physical Health:** \_\_\_\_\_

\_\_\_\_\_

**State How your sacrifice would affect your Mental Health:** \_\_\_\_\_

\_\_\_\_\_

**State How your sacrifice would affect your Social Health:** \_\_\_\_\_

\_\_\_\_\_

**State How your sacrifice would affect your Vocational Health:** \_\_\_\_\_

\_\_\_\_\_

**State How your sacrifice would affect your Spiritual Health:** \_\_\_\_\_

\_\_\_\_\_

**Write at least 3 health goals you could set to prevent the illness or disease that you were assigned? Don't forget to make your goals SMART goals.**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

