



## LESSON PLAN A

# What is Wellness?

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Define the term “wellness.”
- Explain how emotional, mental, physical and social health are all important components that complement and connect to one another.
- Understand that wellness is interconnected.
- Demonstrate how to get healthy and stay healthy using multiple strategies.
- Reflect on healthy behaviors and practices to avoid and reduce health risks.

### Materials for Lesson Plan:

- “What is Wellness?” PowerPoint deck and script
- Computer with Internet access and projector
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Copies of “Categorize & Connect” worksheet
- Plain white paper
- Scissors
- Glue sticks and tape
- Pencils, erasers, rulers
- Colored pencils or markers
- Black markers
- Post-It notes or scrap paper
- Yarn (2 balls)

Let's break it down.

- **Physical Health**  
having a healthy diet, active lifestyle
- **Social Health**  
getting along well with others—  
in person & online
- **Mental & Emotional Health**  
thinking clearly, coping with  
stress & feelings

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PPT Slide Examples

### Overview:

This unit introduces the concept of holistic health (focusing on the “whole child”). Students learn a broader definition of “wellness” and how the different components — physical, social, and mental/emotional — interconnect and make up the whole. This aligns with the approach outlined in: [CDC Healthy Schools and Whole School, Whole Community, Whole Child \(WSCC\)](#).

### **Part A. Make-Your-Own Wheel of Wellness**

**Time Frame:** 40 minutes

[Download the “What is Wellness?” PowerPoint deck and script. Discussion points and activity instructions are included in these downloads.]

#### **Materials for Lesson Plan:**

- “What is Wellness?” PowerPoint deck and script
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Plain white paper
- Scissors
- Glue sticks and tape
- Pencils, erasers, rulers
- Colored pencils or markers
- Black markers

#### **Essential Question: What is wellness?:**

This lesson describes the concept of wellness, the different components of wellness, and how they all work together. The overall message is that “Every part counts!”

Students are introduced to the Wheel of Wellness, which is a graphic representation of this concept, and each of its component parts. Then they draw their own Wheel of Wellness, following the instructions in the PowerPoint deck and script. The teacher models how to fold the paper and divide the circle into three equal parts (instructions included). Then the students draw the outlines, label the parts, and customize their Wheels with hand-drawn illustrations and/or cut-outs from the Icons, Words & Pictures worksheet. This activity reinforces the key concepts and invites students to interpret them in ways most relevant to their own lives.

### **Part B. Categorize & Connect**

**Time Frame:** 15 minutes

#### **Materials for Lesson Plan:**

- Copies of Categorize & Connect worksheet
- Pencils, erasers, rulers

[Distribute copies of the Categorize & Connect worksheet. Grade 3 teachers may want to read through each example and complete this as a group activity. Grade 4-5 teachers may want to lead the group through the first few examples and then let students complete the worksheet on their own.]

#### **Essential Question: What is wellness?:**

This interactive lesson revolves around the Categorize & Connect worksheet, which can be completed as a group and used as a springboard for conversation. The worksheet focuses on how the different parts of wellness interconnect

and impact one another. It reinforces concepts learned in the Wheel of Wellness activity and encourages critical thinking.

Talking Points:

We've talked a lot about the three different parts of wellness. Today we're going to talk about how they're all connected.

### Here are the instructions:

- Read each example in the list of activities on this worksheet.
- Decide which wellness category it belongs to: Physical (P), Social (S), or Mental & Emotional (M&E) health.
- Put a check in the correct column next to each example. Then draw a line to connect the example to the category you chose.
- Then ask yourself, Could it fit in more than one category? If so, then add another X and draw another line.



Wheel of Wellness

Here's an example to get us thinking: Walking your dog is physical but it can also be social if you do it with a friend or speak with neighbors you meet along the way. It can also fit into mental & emotional when you walk to boost your mood or to clear your head after doing homework in a difficult subject.

Let's do the first one or two together. The example is "playing tag." Where does that activity belong? Physical? Yes. It involves running around, which is good for your physical health. Where else? It can also go in social, since you play tag with other people. It's a way to learn cooperation and, maybe more important, to have fun!

[Let students complete more examples on their own. Then ask for volunteers to tell the class which ones they put where. For each answer, ask for a show of hands to see how many people did the same.]

How many chose the same activity but placed it in a different category? Are both correct? Can you explain why you put them where you did?

- **Physical?** Yes, can you come up and tape your square in that section?  
Is that the only category it belongs in? Or could sports go somewhere else as well?

### Part C. Spin a Wellness Web

**Time Frame:** 25 minutes

#### Materials for Activity:

- Yarn (2 balls)
- Scissors
- Post-It notes or paper and tape
- Black marker

### **Essential Question: How is wellness interconnected?**

Here's a different way to visualize how the different parts of wellness connect. In a small group, students toss yarn

back and forth to connect different categories. With each toss, they're asked to articulate how one part affects the other(s). Then, in the large group, the rules are relaxed, and they simply toss the yarn ball from group to group to spin a web. This is the "social" part and should be fun!

### Instructions:

[Write on the board: "Wellness Is Interconnected!" Then give instructions based on the following talking points.]

Today we're going to divide the class into three groups to represent the three parts of wellness: the P group for Physical, the S group for Social, and the M&E group for Mental and Emotional. [Divide the class into groups.]

Start by making a label with your group's letter to wear on your shirt. Use a Post-It note or a scrap of recycled paper, draw the letter with a marker, and then tape it onto your shirt to make sure it doesn't fall off.

First, I'll need some volunteers, one from each wellness category, to come to the front of the class to help with a demonstration. In this activity, you're going to toss the yarn ball from person to person to spin a web. We'll start with some small group webs and then do a big web with the whole class. Here are the instructions:

### Part 1. Mini-Web Activity and Demonstration

(Includes Example #1: Being active for 60 minutes a day)

1. When you catch the yarn ball, unwind a bit of yarn on the end [like this much] and wrap it around your finger loosely, like this [demonstrate].
2. Then, using your other hand, toss the yarn ball to the next person I call out.
3. That person wraps some yarn around their finger, then throws it to the next person.
4. I'm going to name an activity, and then you're going to tell me which category you think it belongs in. Think: Where would you place it on your Wheel of Wellness?
5. Here's example #1: Being physically active for 60 minutes a day. Where does this example belong?
6. Answer: Physical? Yes, it could go in the Physical Health category. Regular physical activity has a positive effect on our physical health. So, I'll throw it to "P."  
[Throw yarn ball to P student.]
7. Where else could it go? Let me read this to give us a clue: Vigorous physical activity is good for your muscles, your bones and your heart and lungs. Also, kids who are physically active at least 60 minutes each day sleep better. More sleep means they're more alert and do better in school. They're also better able to handle stress and emotional challenges — like studying for a test.
8. Answer: The Mental & Emotional Health category? Yes!  
[Instruct P student to throw yarn ball to M&E student.] Explain: Regular physical activity has a positive effect on our mental & emotional health. It helps relieve stress, it burns energy, and clears your head. It also gives you a boost of energy to improve your mood. Where else could the yarn go?
9. Answer: Social? Yes, if you spend that time playing with others, it's a social activity. [Instruct M&E student to throw yarn ball to S student.] Explain: What are some examples? Playing tag or running around on the playground, going to a gymnastics class, swim lesson or sports practice — those are all social activities. Learning teamwork, cooperation, playing with friends and having fun all have a positive effect on our social health.

[Based on time and student interest level, you may ask for two more groups of volunteers to demonstrate the next two examples. Or, move on to the whole-class web activity.]

### Example #2: Drinking enough water every day. Where does this example belong?

Tell me where to throw the yarn first! [Let the kids lead the way.]

Explain: Drinking water is very important for your physical health. Every cell in your body depends on it. When you don't drink enough, you get tired and have a hard time concentrating at school. You run out of energy and lose steam at recess. You might get cranky and not want to play with other kids.

**Example #3: Getting too much screen time. Where does this example belong? Why?**

Explain: Too much screen time cuts into your available time for other things – like physical activity, sleep, homework, reading, and social time with friends. It also strains your eyes and can cause repetitive stress injuries in your hands and wrists over time. Doctors recommend that students spend no more than 2 hours per day using electronic devices. Homework and computer use at school does not count.

**Part 2. Big Web (Whole-Class) Activity**

**Instructions:**

[Find a space large enough for your whole class to form a circle. Instruct students to imagine they're forming the edge of their Wheel of Wellness. They should line up with their section of the Wheel and make a wide circle.]

1. Now it's time to spin a big web to see how we're all connected. Here's how we play:
2. We're going to toss the yarn ball from group to group, one person at a time. When you catch the yarn ball, you're going to wrap a bit of the yarn around your finger loosely, like you saw in the demonstration, and then, using your other hand, toss it to someone in a different group. That person wraps some yarn around their finger, then throws it to someone in another group. And so on.
3. There are three main rules:
  - a. Each person gets to throw and catch the ball just once in the first round. If they drop it they can try again, as many times as they need to.
  - b. The person closest to the ball should catch it. Don't lunge and don't worry, everyone will get a turn!
  - c. Your group cannot throw to the same group twice in a row.
4. Let's start with the Physical team. I'll start by throwing the ball of yarn. Throw the ball to the M&E team. Now throw to the Social team. Let's go around and around, weaving a web until each person has had one turn. [Do another round, time permitting, using the same rules so everyone gets a turn.]
5. You should end up with something that looks like a spider web, with each person holding two strands of yarn. This is your Wellness Web!
6. Keep holding your strands of yarn and stay still. Now ask one group to take one step forward or one step back from the circle. Does that slack? Does it add tension? What if someone drops the yarn, or someone else tugs at the yarn. What happens then? Observe and discuss with the team. Then untangle and relax!

**Standards Alignment | Students Will:**

**National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Common Core Standards

### English Language Arts > Speaking and Listening

CCSS.ELA-Literacy.SL.4.1 - Comprehension and collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1.c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### English Language Arts > Reading > Informational Text

CCSS.ELA-Literacy.RI.5.3 - Explain the relationships or interactions between two or more concepts in a scientific text based on specific information in the text.

### Math > Geometry

CCSS.Math.Content.3.G.A.2 - Reason with shapes and their attributes: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.



Worksheets & Downloads:

# “What Is Wellness?”

Let's break it down.



- **Physical Health**  
having a healthy diet, active lifestyle
- **Social Health**  
getting along well with others—  
in person & online
- **Mental & Emotional Health**  
thinking clearly, coping with  
stress & feelings

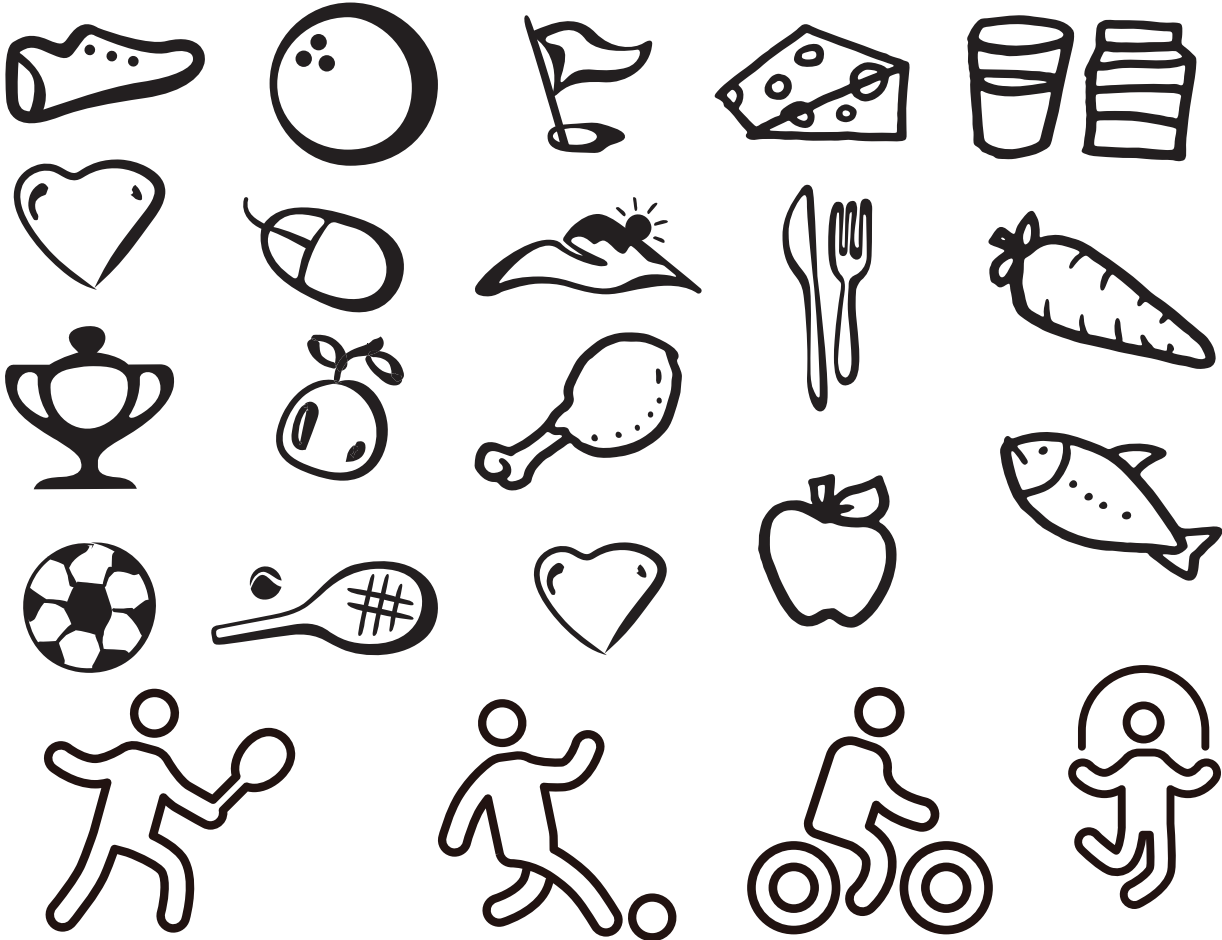
EVERYDAY LEARNING / Grades 3–5







## Decorate Your Wheel of Wellness



Cook

**RUN**

ARTS & CRAFTS

**WALK**

Read

*Sing*

SHARE

Dance

HIKE

music

Draw

*play tag*

**Play An Instrument**

*Doodle*

**PLAY**

laugh

**SHOOT HOOPS**



## **PowerPoint Deck: Grades 3–5 / EVERYDAY LEARNING / Unit 1, Lesson Plan A**

### **SCRIPT FOR TEACHERS**

Note: Text on PowerPoint slides is in roman; script text for teachers is in italics.

#### **Slide 1: What is Wellness?**

Discussion: What does “wellness” mean? [ask students for definitions]

Talking Points:

*What is wellness? It means feeling well, being healthy in body and mind.*

- *Wellness means more than “not being sick.”*
- *What does it mean to be healthy? [Answers might be “to eat healthy food” ...]*
- *Being healthy is about more than just the physical body. It’s about the whole person: Your mind, your feelings, your whole person. It’s about all parts of wellness, and every part counts!*



#### **Slide 2: Wellness: Every Part Counts!**

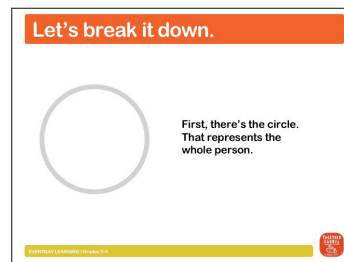
Wellness is about being healthy in heart, mind and body. It focuses on the whole person, not just one part.

*Let’s look at the different parts. There’s our physical health, which is about taking care of our bodies. There’s our mental and emotional health, which is about paying attention to our thoughts and feelings. And then there’s our social health, which is about friendships and how we interact with other people.*



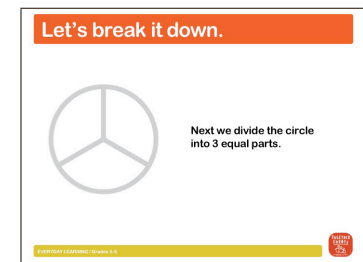
#### **Slide 3: Let’s break it down.**

First, there’s the circle. That represents the whole person.



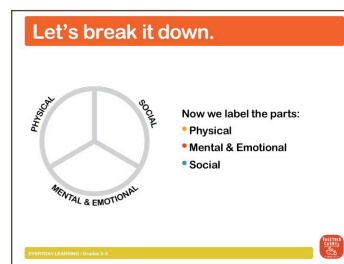
#### **Slide 4: Let’s break it down.**

Next, we divide the circle into 3 equal parts.



#### **Slide 5: Let’s break it down.**

Now we label the parts: Physical, Mental & Emotional, and Social.



#### **Slide 6: Every part counts!**

Here’s how the all parts form the whole.



#### **Slide 7: Every part counts!**

Physical Health

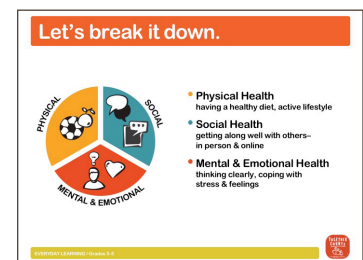
- having a healthy diet, active lifestyle

Social Health

- getting along well with others—in person & online

Mental & Emotional Health

- thinking clearly, coping with stress & feelings



*So these are the three kinds of health that we all need to think about — children and adults alike.*

*Q: Here's a question: Which part of the circle is the most important?*

*A: They're ALL important. That's why they're 3 equal sizes. When it comes to health and wellness, every part counts!*

### Slide 8: Physical Health


Let's start with Physical Health. That's the one we all talk about the most. How can we strengthen our physical health?

- Getting exercise every day
- Eating a nutritious diet
- Getting enough sleep

*What are some other examples? Washing your hands before you eat and after using the bathroom, going to the doctor and dentist for regular checkups... wearing a seatbelt every time you're in a car and a bike helmet every time you ride a bike, brushing your teeth every morning and every night... What are some choices we can make to support our physical health?*

- Not smoking or vaping
- Not trying alcohol or drugs

Physical Health



Let's start with Physical Health. That's the one we all talk about the most.

How can we strengthen our physical health?

- Getting exercise every day
- Eating a nutritious diet
- Getting enough sleep

### Slide 9: Social Health

How can we strengthen our social health?

- Being a good friend
- Communicating our feelings
- Cooperating with others
- Having respect for people who are different than us
- Showing kindness toward others
- Standing up to bullies

Social Health



How can we strengthen our social health?

- Being a good friend
- Communicating our feelings
- Cooperating with others
- Having respect for people who are different than us
- Showing kindness towards others
- Standing up to bullies

*Positive social skills help you get along well with others. Being helpful and kind to others makes them feel good — and makes you feel good, too. Being a good teammate makes schoolwork, sports, recess and all activities more fun.*

### Slide 10: Mental & Emotional Health

How can we strengthen our mental and emotional health?

- Talking about our feelings and learning how to manage them
- Learning skills to cope with stress and challenges
- Reaching out for help from a trusted adult when we need it
- Being physically active, eating a balanced diet, and getting enough sleep
- Doing activities we enjoy with other people

Mental & Emotional Health



How can we strengthen our mental and emotional health?

- Talking about our feelings and learning how to manage them
- Learning skills to cope with stress and challenges
- Reaching out for help from a trusted adult when we need it
- Being physically active, eating a balanced diet, and getting enough sleep
- Doing activities we enjoy with other people

*What about mental and emotional health? This is the part we talk about the least! But keeping your mind and emotions in good shape is just as important as keeping your body in good shape!*

*Good mental health means learning healthy social skills and how to cope when there are problems. It helps you function well at home, in school, and in your community. Maintaining good mental health helps you feel better about yourself and about life — it also allows you to think clearly and learn new skills.*

**Slide 11: Activity: Make your own Wheel of Wellness**

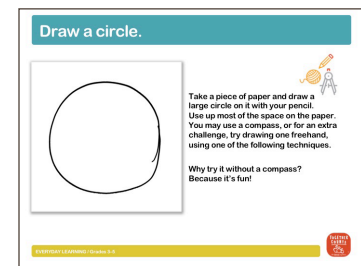
Now we're each going to make a Wellness Wheel of our own. It will look similar to the one here on the screen, but you can add things you like to each category. For instance, you could add some different sports or types of physical activity, a different example of a favorite fruit or vegetable, different things you like to do with friends, different ways you like to relax to deal with stress.


**Slide 12: Make a Wheel of Wellness**
**Materials:**

- Paper
- Compass
- Yarn or string
- Pencil
- Paperclips
- Push pins
- Scissors


**Slide 13: Draw a circle.**

Take a piece of paper and draw a large circle on it with your pencil. Use up most of the space on the paper. You may use a compass, or for an extra challenge, try drawing one freehand, using one of the following techniques. Why try it without a compass? Because it's fun!


**Teacher Reference:**

Watch these videos and model some of the techniques for your students.

3 Life Hack Ways to Draw a Circle Without a Compass (1:36)

[https://www.youtube.com/watch?v=\\_yqmQESN\\_Oo](https://www.youtube.com/watch?v=_yqmQESN_Oo)

How to Draw a Perfect Circle Freehand

<https://www.youtube.com/watch?v=zR3wbEudDII>

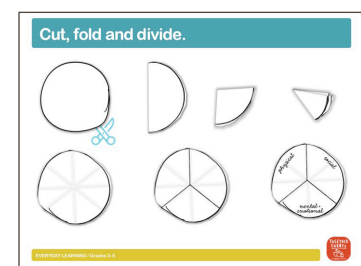
**Freehand Technique:** Use your writing hand to draw the circle while your other hand spins the paper. If you are right-handed, grip your pencil in your normal writing position. Now press the knuckle of your right pinkie into the center of your paper. Hold the pencil on the paper and freeze your hand in position while slowly spinning the paper with your left hand. Keep rotating the paper until your pencil stops where it started. Now you have a circle!

**Slide 14: Cut, fold and divide.**

[Teacher models how to do this. For reference: How to divide a circle into 3 equal parts]

<https://www.youtube.com/watch?v=ePWYFkBgqMw>

Now cut out your circle and divide it into 3 parts. You can do this using a compass and ruler, or by folding it into 6 equal parts and then drawing the lines to outline the 3 parts. Watch as I fold:



Fold the circle in half. Now fold the outside edges in, aligning the curved edges to create a cone shape. Flatten and crease the edges of your cone. Now open up to find 6 equal parts.

*If you finish and see a classmate who's struggling, ask if they'd like your help.*

*Now use a ruler to draw lines to divide your circle into the 3 main parts. Label all parts and draw a small picture to illustrate each part if you like.*

### Slide 15: Activity: Make a Wheel of Wellness

What would YOU add to each part?

*Now you can decorate your Wheel by adding things you like to do in each category. Choose some of the things on this sheet to decorate your Wheel. Cut them out and stick them on. You can add your own hand-drawn illustrations instead or supplement the ones here. Which things do you like to do best, and how can they be a part of everyday wellness? Are there any new activities or things you'd like to try? Feel free to add those too!*



## WORKSHEET – Unit 1 – Grades 3-5

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

### Categorize & Connect

1. Categorize: Place each activity into at least one category. Put a check mark on the line under P (Physical), S (Social) and/or M/E (Mental & Emotional).
2. Connect: Then draw a line to connect the activity to each category where you think it belongs. Example: Yoga could be both Physical and Mental & Emotional, as it promotes wellness in both of those categories.

P	S	M/E	ACTIVITY	CATEGORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Playing tag	<div style="background-color: #00838f; color: white; padding: 20px; text-align: center;"> <b>PHYSICAL WELLNESS</b> </div>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drinking water	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Doing yoga	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eating a balanced diet	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing in a journal	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eating fruits & vegetables	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Getting enough sleep	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wearing a bike helmet	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Doodling or drawing	<div style="background-color: #f46d43; color: white; padding: 20px; text-align: center;"> <b>SOCIAL WELLNESS</b> </div>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wearing a seat belt	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Brushing your teeth	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Showering/bathing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Playing sports	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deep breathing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dancing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using social media	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Joining a club	<div style="background-color: #f4a46d; color: white; padding: 20px; text-align: center;"> <b>MENTAL &amp; EMOTIONAL WELLNESS</b> </div>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Going to the doctor	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking to a teacher about bullying	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apologizing to a friend	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Walking your dog	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Playing video games	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Playing dance/fitness video games	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Washing your hands	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Walking to school with a friend	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	

3. Now write three examples of your own, one for each category, on the blank lines above.