



LESSON PLAN A

What is Wellness?

Time Frame: Three 40-minute sessions

Learning Objectives:

- Define “wellness” in age-appropriate terms.
- Recognize that there are different kinds of health.
- Learn that physical, social, mental and emotional health are all important parts of overall wellness.
- Understand that wellness is interconnected.
- Demonstrate how to get healthy and stay healthy using multiple strategies.
- Identify healthy behaviors and practices that help to avoid and reduce health risks.
- Identify school and community health helpers.

Materials for Lesson Plan:

- PowerPoint deck and/or script (optional)
- Computer with Internet access and projector (optional)
- Copy of Wheel of Wellness color graphic (to display for reference)
- Copies of “My Wheel of Wellness” coloring sheet
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Copies of “Pictures of Health” worksheet
- Scissors, glue sticks and tape
- Colored pencils or markers
- Large piece of craft/butcher paper or poster board
- Yarn balls, a variety of colors
- Craft sticks (or coffee stirrers or real sticks)

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 the “whole child” approach to health and wellbeing. Students learn a broader definition of “wellness” and how the different parts — physical health (our bodies), mental/emotional health (our thoughts and feelings) and social health (our interactions with others) — make up the whole. This aligns with the new approach outlined in: [CDC Healthy Schools and Whole School, Whole Community, Whole Child \(WSCC\)](#).

Part A. Do the Wellness Stretch

Time Frame: 10 minutes

Teach this basic movement as an introduction to the lesson plan. Then repeat it before activities C and D as well, or anytime you like to prompt children to stretch their minds, hearts and bodies and to reinforce key concepts.

Instructions:

Explain the Concept

Introduce this quick activity with these talking points:

- What is wellness? It means feeling well, being healthy in body and mind.
- 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!
- Today we're going to practice doing a movement called the "Wellness Stretch." This is something we can do to stretch our bodies, clear our minds and make us feel good. We can do it before an activity, when we've been sitting for too long, or whenever we need to relax or feel more energized.

Model the Movements

Demonstrate while you explain each step:

1. Stand up next to your chair.
2. Stretch out your arms to make sure you've got enough personal space on either side.
3. Put two hands on your head.
4. Now put two hands on your heart.
5. Now put the palms of your hands together and slowly raise them up over your head.
6. Spread your hands apart and stretch them high to the sky in a V shape.
7. Slowly sweep your arms down to your sides, making a large heart-shaped motion.

Add the Words

Repeat the movements, this time adding words. Use these talking points as a guide:

- "Now let's do that again, while saying these words when I point to each part: **healthy mind, healthy feelings and healthy body.**"

"Wellness is about having a healthy mind [put two hands on your head], **healthy feelings** [put two hands on your heart] and a **healthy body** [put palms together in front of your heart]."

- Now follow steps 5–7 above, raising your hands up from your heart and sweeping them around to draw a huge heart shape. Say, "Wellness is about the **WHOLE** person" while you do this movement and ask students to do the same.
- Repeat one more time. This time, focus on the big heart-shaped stretch, going slow and as wide as you can go. Stretch out the word **W-H-O-L-E** while you stretch your arms wide to make the heart shape.

Make It Social!

"Whoops, we're not finished. There's one more part – our social health! Turn to the classmate to your right and shake their hand. Now turn to the classmate on your left and do the same. Wellness is about having healthy friendships, too!"

Part B. Make-Your-Own Wheel of Wellness

Time Frame: 40 minutes

Materials for Lesson Plan:

- PowerPoint deck and/or script (optional)
- Computer with Internet access and projector (optional)
- Copy of Wheel of Wellness color graphic (to display for reference)
- Copies of the “My Wheel of Wellness” coloring sheet
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Scissors, glue sticks and tape
- Colored pencils or markers



Wheel of Wellness

Teacher Preparation:

Option a) Use the following discussion points as a guide for this activity. Print a copy of the Wheel of Wellness color graphic (found at the end of this lesson plan) to display as reference. Option b) For grade 2, you may use the downloadable PowerPoint deck and script (found at the end of this lesson plan) to cover the same information and instructions.

Part 1. Discussion: What is Wellness?

[Follow PowerPoint script or use the following discussion guide:]

Hold up a color printout of the Wheel of Wellness graphic and walk around the classroom so everyone can have a good look. Talk about the three parts.

What is wellness? Wellness is about being healthy in heart, body and mind. It focuses on the whole person, not just one part. Let’s look at the different parts.

- First, there’s the circle. That represents the whole person.
- Then, the circle is divided into three equal parts:
 1. Physical
 2. Social
 3. Mental & Emotional health

Let’s look at the different parts:

Physical Health

There’s our physical health, which is about taking care of our bodies.

We do this by having a healthy diet, active lifestyle, getting enough sleep, and by going to the doctor when we need to.

How can we strengthen our physical health? (Ask class for three examples.)

- 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 helmet every time you ride a bike
- Brushing your teeth every morning and every night...

Social Health

Our social health is about friendships and how we interact with other people. We take care of this part by being kind and respectful and by learning how to get along well with others.

How can we strengthen our social health? (Ask for three examples.)

- Being a good friend
- Working well with classmates
- Having respect for people who are different than us
- Showing kindness toward 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.

Mental & Emotional Health

Our mental and emotional health is about paying attention to our thoughts and feelings. Learning how to talk about our feelings and manage our behavior helps us feel better, do better in school, and get along better with others.

Keeping your mind and emotions in good shape is just as important as keeping your body in good shape!

How can we strengthen our mental and emotional health? (Ask for three examples.)

- Talking about our feelings
- Learning skills to cope with our feelings and everyday challenges
- Talking to a teacher or trusted adult for help when we need it
- Being physically active, eating a balanced diet, and getting enough sleep

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

Q: So, here's a question: Which part of the circle is the most important?

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

Part 2. Decorate Your Wheel of Wellness

Pass out copies of the "My Wheel of Wellness" coloring sheet and the "Decorate Your Wheel of Wellness" worksheet, one of each per student. Students will need scissors, glue sticks or tape, and colored pencils or markers as well.

Instructions:

- Now that you've learned about the Wheel of Wellness, it's time to make one of your own. It doesn't have to look the same as the example, and it doesn't have to look like anyone else's.
- You can use any of the pictures and words from the "Decorate Your Wheel of Wellness" worksheet or draw and write your own. Or, do a combination of both. Add some color if you like, using markers or colored pencils.
- Which sports and physical activities do you like to do for fun? Which look like ones you'd like to try?

- What kinds of fruits do you like? Are there other favorite foods that give you energy? Draw some of those or try to spell the word.
- Which social activities look fun to you? Are there recess games or after-school activities you'd like to do with other children? Clubs like Scouts or 4-H?

Part C. Categorize & Connect

Time Frame: 30 minutes

Materials for Lesson Plan:

- Copies of "Pictures of Health" worksheet
- Large piece of craft/butcher paper or poster board
- Yarn (one ball)
- Scissors (one pair for each student)
- Tape or glue sticks

How is wellness connected? Students take turns sticking different "Pictures of Health" on a big, wall-sized Wheel of Wellness, in the categories where they think they belong: Physical, Social or Mental/Emotional Health. If they choose more than one category, they can tape a piece of yarn to connect them on the Wheel.

Teacher Preparation:

Draw a huge circle on a piece of butcher paper and tape it to a wall or board. Draw three lines to divide the circle in thirds, following the Wheel of Wellness pattern. Cut a dozen or so pieces of yarn, about half the size of the radius of your circle.

Instructions:

1. Distribute copies of the "Pictures of Health" worksheet to students. Make sure each student has a pair of scissors.
2. Instruct them to cut out the squares on the worksheet to use for this activity.
3. Call on individual students to read out the words under each square. Pre-readers can try to guess the words, based on the pictures.
4. Explain the activity: They will take turns sticking their squares on the Wheel of Wellness, in the categories where they think they belong. If they choose more than one category, they can tape a piece of yarn to connect them on the Wheel.

Discussion Points:

- Last time we talked about the three parts of wellness. Today we're going to talk about how those parts are connected.
- After you finish cutting out your pictures, think about where you think they belong on the Wheel of Wellness.
- Let's start with some easy ones: Washing your hands. Where should that go? (**Physical**)
- Bananas. Where should that go? (**Physical**) Yes, eating nutritious food gives us energy to feel good and to work, run and play.
- How about "playing sports." Where should that one go?
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?

Social? Yes, that's right. Why is it both physical and social?

Come put your square in that section. Now take a piece of yarn to connect the two squares together. Use two pieces of tape.

- Do the same with the following, using the cut-out examples from your "Pictures of Health" worksheet:
- Cheering up a friend who's sad (mental/emotional + social)
- Deep breathing (mental/emotional + physical)
- Drinking water (physical + mental/emotional)
- Sleeping (physical + mental/emotional)
- Dancing (physical)
- Dancing with your grandmother (physical + social + mental/emotional)
- Running (physical + mental/emotional)
- Playing tag (physical + mental/emotional + social)
- Eating a balanced diet (physical + mental/emotional)
- Playing a board game (mental/emotional + social)
- Talking to a teacher about bullying (mental/emotional + social)
- Going to the school nurse (physical)
- Talking to the school adjustment counselor (mental/emotional)

Part D. Make a Wellness Wand

Time Frame: 30 minutes

Materials for Lesson Plan:

- Yarn balls, a variety of colors
- String, ribbon or crepe paper may also be used
- Craft sticks (or coffee stirrers or real sticks will also do!)
- Scissors

This is similar to *Ojo de Dios*, a traditional Mexican craft that's been a popular activity at American summer camps for many years. The simple process of making this craft — a gentle, repetitive winding motion — is as appealing as the colorful end product. This requires fine-motor skills and coordination, as students hold their sticks in one hand while weaving with the other. Once they get the hang of it, most children find the activity satisfying and relaxing.

Instructions:

Model the following procedure to show students how to do it for the first time.

1. Cut a long piece of yarn, at least two arms' lengths.
2. Place one stick across the other in an X shape. Join them together by wrapping yarn around the middle where they intersect.
3. You can make a knot at one end of your yarn to start, or just tuck the end under the yarn as you wrap.
4. Do a few wraps in one direction, and then do a few wraps in the other direction to keep your sticks in place.
5. Once you get into the groove, it's easy! Keep going as long as you like.
6. You can switch colors of yarn or add different weaving materials as you go.
7. Tie a knot to secure your yarn when you're finished and leave enough of a "tail" to hang it in a window if you like.

Teacher Reference:

Why is it called a Wellness Wand? Because it has separate parts, all connected together. It's a way to remind us that our thoughts and feelings and relationships with people affect our physical health, and vice versa. And it's a fun craft to do when you're feeling bored or worried or over-excited because it helps you focus and be calm. Psychologists refer to the groove one gets into while knitting and doing similar crafting activities as "flow" — that brief period of time when you are so absorbed by an activity that you forget any worries.

Family Connection:

Make your own Wellness Wands at home. See the instructions in the Worksheets & Downloads section at the end of this lesson plan.

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 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards | Math > Geometry**Reason with shapes and their attributes:**

CCSS.MATH.CONTENT.1.G.A.1 - Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes

Common Core Standards | English Language Arts > Listening and Speaking**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

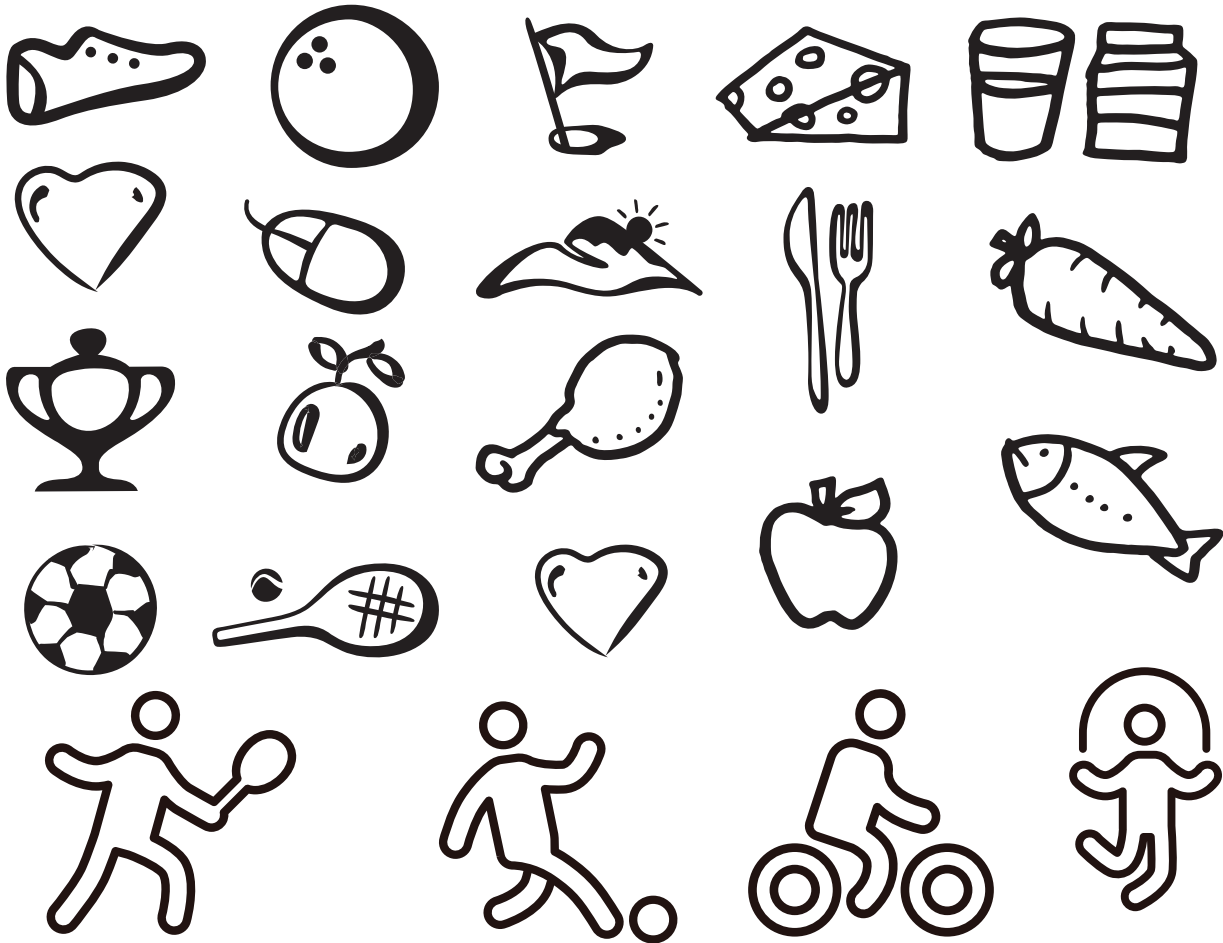
CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

Wheel of Wellness



Decorate Your Wheel of Wellness



Cook

Read

HIKE

Doodle

RUN

Sing

music

PLAY

ARTS & CRAFTS

SHARE

Draw

laugh

WALK

Dance

play tag

Play An Instrument

SHOOT HOOPS

Family Connection: Home Activity Make a Wellness Wand**Materials for Lesson Plan:**

- Yarn balls, a variety of colors
- String, ribbon or crepe paper may also be used
- Craft sticks (or coffee stirrers or real sticks will also do!)
- Scissors

This is similar to *Ojo de Dios*, a traditional Mexican craft that's been a popular activity at American summer camps for many years. The simple process of making this craft — a gentle, repetitive winding motion — is as appealing as the colorful end product. This requires fine-motor skills and coordination, as you hold your sticks in one hand while weaving with the other. Once you get the hang of it, we hope you'll find the activity satisfying and relaxing.

Instructions:

1. Cut a long piece of yarn, at least two arms' lengths.
2. Place one stick across the other in an X shape. Join them together by wrapping yarn around the middle where they intersect.
3. You can make a knot at one end of your yarn to start, or just tuck the end under the yarn as you wrap.
4. Do a few wraps in one direction, and then do a few wraps in the other direction to keep your sticks in place.
5. Once you get into the groove, it's easy! Keep going as long as you like.
6. You can switch colors of yarn or add different weaving materials as you go.
7. Tie a knot to secure your yarn when you're finished and leave enough of a "tail" to hang it in a window if you like.
8. Give one to a friend, relative or neighbor to hang in their window. (That's good for your social health and for theirs as well.)

Note to Parents and Caregivers:

At school your children are learning about wellness. We now recognize that wellness is made up of three main parts: physical health, social health, and mental/emotional health. All of these parts are important — and interconnected!

The Wellness Wand craft project is one of the simpler activities we're doing in this unit. Why is it called a Wellness Wand? Because it has separate parts, all connected together. It's a way to remind us that our thoughts and feelings and relationships with people affect our physical health, and vice versa. And it's a fun craft to do when you're feeling bored or worried or over-excited because it helps you to focus and be calm. Psychologists refer to the groove one gets into while knitting and doing similar crafting activities as "flow" — that brief period of time when you are so absorbed by an activity that you forget any worries. Adults enjoy this type of activity just as much as kids!