



## OBJECTIVES

- Distinguish between health knowledge and health behavior
- Analyze their personal health and safety behaviors
- Explain the importance of assuming responsibility for personal health behaviors
- Understand that health extends beyond the individual to the community and the planet

## NATIONAL STANDARDS

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## MATERIALS

- *Personal Health Inventory* worksheet for each student

## VOCABULARY

**Health Literacy** - the capacity to obtain, process, and understand basic health information to make appropriate decisions about health

**Health Behavior** - the actions a person takes to prevent or detect disease for improving health and well being

## RECAP

**(2 minutes)**

Tell students last session they learned that positive, healthy behaviors are the norm.

## KEY MESSAGE/WARM-UP

**(3 minutes)** Write on board and tell students: *Your health is affected more by what you DO than by what you KNOW.*

Have students write in journals five negative consequences of smoking.

# INTRODUCTION

(5 minutes)

Explain to students that for many years there has been irrefutable evidence that smoking has many negative and serious consequences on one's health. Yet, people still smoke. Ask students to volunteer their ideas about why someone may know all the facts about smoking, yet still smoke. Answers may include: started when they were young because of peer pressure, can't quit because their body is addicted to nicotine, they enjoy smoking, it calms them down, they feel cool when they smoke

## ACTIVITY 1

(10 minutes)

Tell students they will take a health knowledge quiz. Read the eight statements to the students and instruct students to raise their hand if they believe the statement to be TRUE. As each statement deals with basic health information, just about every student will agree that they are *ALL* true statements. If someone believes that a statement is false, briefly explain or have one of the other students explain why it is a proven health fact.

### Health Knowledge Quiz

1. Wearing seat belts can reduce the risk of being seriously hurt or killed in a car accident.
2. Abuse of cigarettes, alcohol, or tobacco can have a negative effect on your health.
3. A healthy diet should include lots of fruits, vegetables, whole-grain breads and cereals, and should limit the amount of fats, oils, and sweets.
4. Being able to get along with people and having a positive attitude is an important part of your mental and emotional health.
5. Regular exercise is good for your physical health.
6. Doctors recommend that the average adolescent / teenager get at least 8 - 9 hours of sleep each night.
7. Stress can sometimes cause serious health problems.
8. Brushing and flossing your teeth every day can help reduce cavities and gum disease.

After reading the eight statements, explain to the class that they all scored (or just about all scored) 100% on the **KNOWLEDGE** part of the test.

Tell students next they will take the **BEHAVIOR** part of the test. Instruct all students to stand up. As the *Health Behavior Quiz* is read aloud, tell students that if they cannot honestly answer "Yes" to any of the questions, they must **sit down**, they are "out", and must stay seated. (Typically, a few students will sit down with each succeeding question, and by the last question, very few, if any students will be left standing.)

### Health Behavior Quiz

1. I wear my seat belt *every time* I ride in an automobile.
2. I have not tried cigarettes, alcohol, or other drugs in my lifetime.

3. I eat a lot of fruits, vegetables, whole grain breads, and cereals, and eat very little fats, oils, and sweets.
4. I am usually in a good mood and I get along with most people.
5. I get a half hour of vigorous exercise at least 3-4 times per week.
6. I get at least 8-9 hours of sleep each night.
7. I handle stress well.
8. I brush *and floss* my teeth *every day*.

After the quiz is complete, ask students why did so many get all the information questions correct, but not do as well on the behavior test? Answers may include: no one is perfect, behavior is more difficult to control and change, there are internal/external influences on our decisions and behaviors, etc.

## ACTIVITY 2

### (20 Minutes)

Remind students of the meaning of the words **health** and **wellness** from Lesson 2. Emphasize their personal responsibility for many aspects of their health, using *Meaning of Health* resource sheet to guide discussion.

Distribute the *Personal Health Inventory* to each student. Instruct students to put their names on their paper, but explain they will not be asked to share their results. Collect

inventories from students to use at the end of the HLC program so they may reassess themselves.

## WRAP-UP

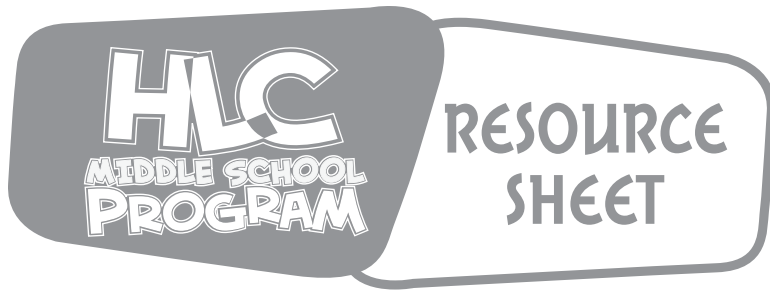
### (5 minutes)

1. Why do you think people make poor health choices when they know better?
2. Give some examples when health knowledge alone is not enough to change behavior.
3. Name one internal and one external factor that influence health decisions or behaviors.

## LESSON BOOSTER

**Technology Integration** - Have students play “The Longevity Game”. This interactive activity determines student’s potential lifespan, based on answers to questions about their personal health behaviors.

<http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx>



# Meaning of Health

Back in 1948, the World Health Organization made the following statement which holds true more than 60 years later. *“Health is not simply the absence of disease, but a state of complete well being-physical, mental, and social.”* Health is not primarily medical. Health is more than the absence of disease; it is harmony between the body, mind, and spirit of the individual. It is a state of complete well-being.

**QUESTIONS FOR CLASS:** What do we mean by a “healthy mind?” What do we mean by a “healthy spirit?” What are some things that can get in the way of a healthy mind and spirit?

Tell students health extends beyond the individual. Health is harmony between the person and their family, friends, neighbors, and members of the community that they may not even know.

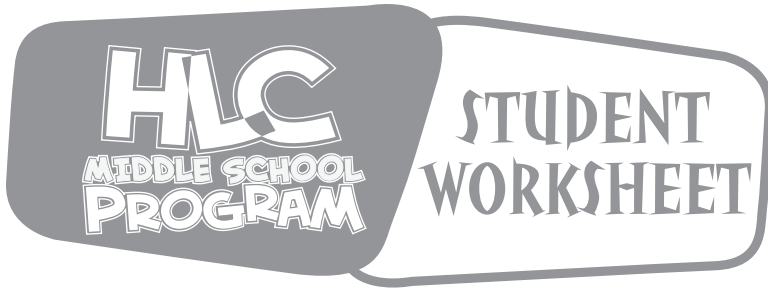
**QUESTIONS FOR CLASS:** What do we mean by “social health?” What are some things that can get in the way of healthy relationships?

Tell students health extends beyond people. Health is harmony between people and the world around them. It includes respect for all living creatures. It includes caring about the land and about air and water quality.

**QUESTIONS FOR CLASS:** What do we mean by “global or environmental health?” What can get in the way of a healthy planet?

Tell the class almost every decision you make impacts your health or the health of others in some way. You can make yourself physically healthier by your choice of foods and by how much you exercise. You can make yourself mentally healthier by managing your thoughts. You can make yourself spiritually healthier by loving life. You contribute to social health by treating others with respect. You can make the planet healthier by caring about it and speaking out when you see others destroying it for personal gains.

**QUESTIONS FOR CLASS:** What does it mean to live a healthy life? How much of your personal health depends on what you do and how much depends on what others do either to you or for you?



# Personal Health Inventory

## page 1

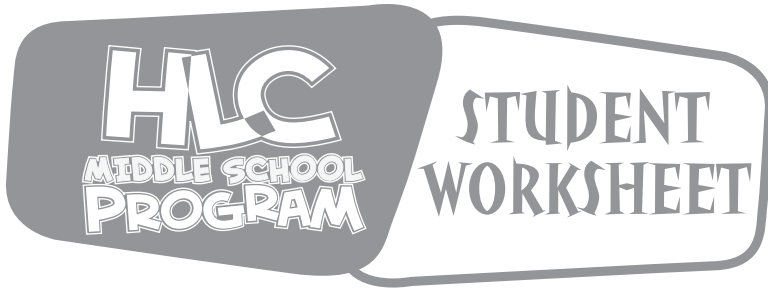
Rate each of the following statements between 4 and 0 using the following scale by writing the number in the appropriate column.

4 = always    3 = most of time    1 = some times    0 = never

CARING FOR MY <b>PHYSICAL HEALTH</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
I make healthy food choices		
I stay away from tobacco / e-cigarettes and alcohol		
I brush my teeth at least twice every day		
I exercise at least three times each week		
I get at least eight hours of sleep every night		
<b>TOTAL</b>		

CARING FOR MY <b>MENTAL/EMOTIONAL HEALTH</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
I feel good about who I am		
I am curious about the world		
I find things to laugh about		
I do things that are creative		
I accept responsibility for my actions		
<b>TOTAL</b>		

CARING FOR MY <b>SOCIAL HEALTH</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
I am respectful of others		
I am a good listener		
I treat others the way I want to be treated		
I enjoy sharing experiences with friends		
I enjoy participating in team sports or projects		
<b>TOTAL</b>		



# Personal Health Inventory

## page 2

4 = always 3 = most of time 1 = some times 0 = never

CARING FOR MY <b>SAFETY</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
I buckle up when riding in a motor vehicle		
I am careful when crossing streets		
I am cautious when dealing with strangers, even online		
I stay away from risky places or situations, even online		
I make sure my family knows where I am		
<b>TOTAL</b>		

CARING FOR <b>OTHERS &amp; THE COMMUNITY</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
I am helpful at home		
I am helpful at school		
I make sure not to litter the streets		
I take part in community service activities		
I am sensitive to how actions in the US affect the rest of the world		
<b>TOTAL</b>		

<b>MY PERSONAL HEALTH SCORE</b>	<b>BEGINNING OF CLASS</b>	<b>LAST DAY OF CLASS</b>
<b>TOTAL: PHYSICAL HEALTH</b>		
<b>TOTAL: MENTAL/EMOTIONAL HEALTH</b>		
<b>TOTAL: SOCIAL HEALTH</b>		
<b>TOTAL: SAFETY</b>		
<b>TOTAL: OTHERS &amp; COMMUNITY HEALTH</b>		
<b>TOTAL PERSONAL HEALTH SCORE (MAX=100)</b>		