

Grade 3**Health Objective 2.01**

Analyze what it means to be healthy.

Math Objective 4.01

Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.

Materials Needed:

Chalk and board

Appendix 1a, b - Thumbs Up and Thumbs Down

Appendix 2a, b, c - Health Self Assessment

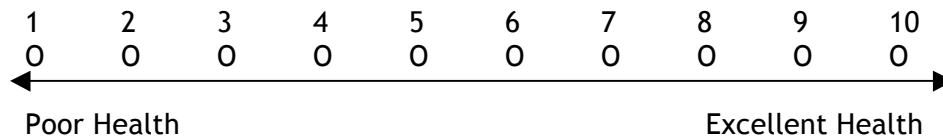
Appendix 3 - Examples: Graphs, Fractions, and Manipulatives

Appendix 4 - Behaviors I Want to Improve

Appendix 5 - Monitoring Improvements

Focus:

Draw a continuum on the board:



Ask the students to think about their current health status and assign a value 1-10 to represent how healthy they are. Have the students record their values on a piece of paper. Collect, tally, and graph the student responses.

Teacher Input:

Place the following sentences either on a transparency (appendix 1) or on a chalkboard or read them aloud. Ask the students to hold a thumb up if they agree with the sentence or a thumb down if they disagree.

- Physically fit people are always healthy.
- Eating fruits and vegetables improves your health.
- If you are not sick, then you are healthy.
- Good listening skills are an example of a healthy behavior.
- Smart people are always healthy.
- It is easy to tell if a person is unhealthy.
- Healthy people are always happy.
- Being able to manage your temper is a sign of good health.
- You have to exercise every day to be healthy.
- Sad people cannot be healthy.
- Wearing a helmet when riding a bike is a healthy behavior.

Ask the students to define healthy in their own words. Explain that many people define health as merely the absence of illness or disease; however, health encompasses much more than

physical well-being. There are several aspects of good health one of which is physical health, other aspects include: mental health, emotional health, and social health.

Distribute the health self assessment (Appendix 2a, b, c, d, e) to students and ask the students to not put their name on the assessment and complete it by answering the questions honestly. Collect the assessments and collate student responses by page numbers, divide the class into small groups, and distribute a class set of a page to each group. Ask each group to represent the class responses using different methods: graphs, manipulative (paper clips, glass beads, marbles), and fractions. Use transparency of Appendix 3 as an example if a visual will help the students.

As a class review the various data from each group. Analyze the class responses in terms of behaviors that reflect good health and others that need improvement. Ask the students to if there are any areas the class needs to focus on as a whole to improve their health and discuss their responses. Ask the students to think of at least one behavior that they would like to focus on to improve their health and create a plan to work toward that goal.

Practice & Assessment:

Distribute the health logs (Appendix 4) to students and ask them to monitor their progress toward their goal of improving their health for one week. Each day they should reflect on their progress and write a brief paragraph of their reflections. At the end of the week ask the students to review their health logs. Distribute health plan (Appendix 5) and ask the students to analyze their current state of health and think of a goal to improve their health under each of dimension of health.



Thumbs Up or Thumbs Down



- Physically fit people are always healthy.
- Eating fruits and vegetables improves your health.
- If you are not sick, then you are healthy.
- Good listening skills are an example of a healthy behavior.
- Smart people are always healthy.
- It is easy to tell if a person is unhealthy.
- Healthy people are always happy.

- clip art used is from





Thumbs Up or Thumbs Down



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- clip art used is from



Health Self Assessment

1. I brush my teeth every day.

Yes	No
<input type="radio"/>	<input type="radio"/>

2. I get at least 8 hours of sleep each night.

Yes	No
<input type="radio"/>	<input type="radio"/>

3. I always wear my seat belt when riding in a car

Yes	No
<input type="radio"/>	<input type="radio"/>

4. How many servings of fruit do you eat each day?

0	1	2	3	4 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many days of the week do you participate in at least 30 minutes of physical activity?

0	1	2	3	4 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How many servings of vegetables do you eat each day?

0	1	2	3	4 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How many hours of television do you watch each day?

0	1	2	3	4 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I am a good listener.

Yes	No
<input type="radio"/>	<input type="radio"/>

10. I am dependable.

Yes	No
<input type="radio"/>	<input type="radio"/>

11. I am trustworthy.

Yes	No
<input type="radio"/>	<input type="radio"/>

12. I express my frustration or anger in positive ways.

Yes	No
<input type="radio"/>	<input type="radio"/>

13. I can resolve a conflict without fighting.

Yes	No
<input type="radio"/>	<input type="radio"/>

14. I respect others.

Yes	No
<input type="radio"/>	<input type="radio"/>

15. I have good study habits.

Yes	No
<input type="radio"/>	<input type="radio"/>

16. I work to learn something that I am having trouble with.

Yes	No
<input type="radio"/>	<input type="radio"/>

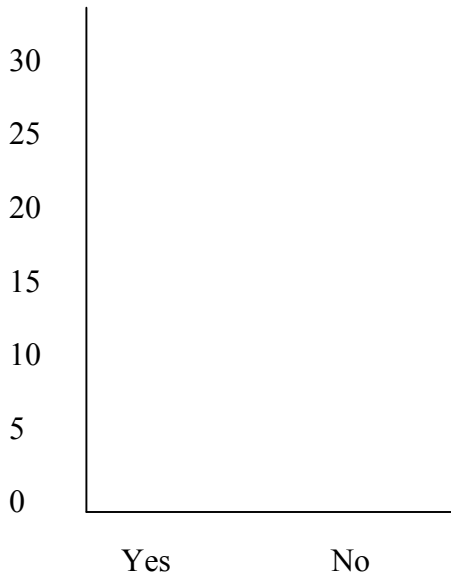
17. I ask for help when I need it.

Yes	No
<input type="radio"/>	<input type="radio"/>

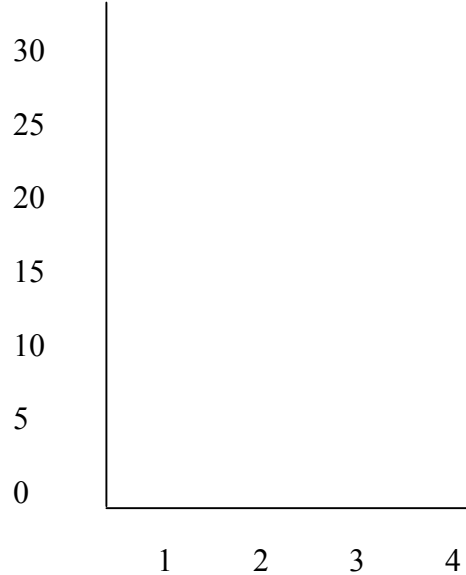
Examples

Graph Examples

Servings of Vegetables Each Day



Good Listener



Fraction Example:

15/25 or 3/5 of the class watches television for at least two hours each day.

Manipulative example:

Two students do not watch television each day

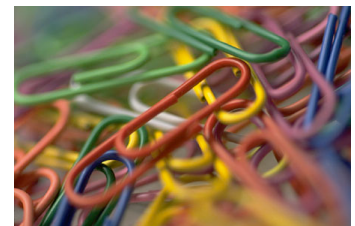


Three students watch at least 3 hours of television each day

Five students watch more than 4 hours of television each day



Fifteen students watch 2 hours of television each day.





Behaviors I Want to Improve

Mental Health:

Emotional Health:

Physical Health:

Social Health:



Monitoring Improvements
The Health Behavior I Chose to Improve is

Monitor Behavior

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday: