

PROMOTING HEALTH

In this lesson, students will learn about three components of health and think of ways to support their own and others' health in each area.

Grade Levels 3–6

Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels.

Standards

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

SELF-AWARENESS The ability to understand one's own emotions, thoughts, and values, and how they influence behavior across contexts.

SOCIAL AWARENESS The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

RELATIONSHIP SKILLS The ability to establish and maintain healthy and supportive relationships, and to effectively navigate settings with diverse individuals and groups.

Social Studies Standards (NCSS)

Theme 4: Individual Development and Identity

Theme 5: Individuals, Groups, and Institutions

What You'll Need

"Special Delivery" article from TIME for Kids, "The Health Triangle" worksheet, "Healing Actions" worksheet, access to [Service Stars website](#)



Before teaching this lesson, share your perspectives in this short survey.

Essential Question(s)

- What are three components of health?
- How can acts of service support our own and others' health?

Learning Objectives

- I can name the three components of the health triangle and give examples of each.
- I can identify ways to support my own health.
- I can list a variety of acts of service and analyze how each can impact people's mental, physical, or social health.

INSTRUCTIONAL PLAN**Introduction**

Ask students to think about what it means to be healthy. Group students and have them come up with a definition. Have each group share what they came up with and discuss the similarities and differences. Then provide students with the worksheet "[The Health Triangle](#)," and read the box of text aloud. Did any group's definition of being healthy include other aspects of health besides physical?

Go through the examples in the Venn diagram before having students work independently to add their own ideas. After sufficient time, bring the class together and have volunteers share some things they added to the diagram and where they put them. Students can add to their own Venn diagram as they hear from classmates.

Discussion

Have students independently read "[Special Delivery](#)." While they are reading, have them take note of which components of the health triangle Jordyn Perez is attending to for herself and others. Bring the class back together for a discussion after reading.

Discussion Questions

1. Why did Jordyn Perez start donating to children's hospitals? How have her motivations changed?
2. How is Jordyn impacting the health of kids in hospitals?
3. What impact have Jordyn's donations had on her and people around her?
4. What word(s) would you use to describe Jordyn? Explain.

Small Group Activity

Have students explore the [Service Stars website](#) and choose an article that interests them. Have them read it and identify the act of service the main subject is performing. Does this act support the health of a person or a group of people? Group students and have them share what they read about. Then tell groups they'll be thinking of additional acts of service that would support the health of others. Provide each group with a copy of the worksheet "[Healing Actions](#)." Instruct them to come up with a variety of ideas. They can use the health triangle

worksheet from the beginning of the lesson to come up with some ideas. For example, joining a sports team was in the Venn diagram: This could inspire the action of starting a sports club after school with some peers.

Closing

Bring the class together to share some of the ideas that each group came up with. Then share the quote “you can’t pour from an empty cup” with students. See if anyone can explain the meaning of this. Explain that a person is better able to help others’ health if they are healthy themselves. Have students return to their health Venn diagram and reflect on areas that they are strong in and areas where they can use some work. Encourage them to find or ask for support in an area of need. Then have them identify an act of service that would be feasible for them to do for others. Note for students that studies have shown that helping others can support volunteers’ mental health (See “[Kids Who Help, Heal](#)”). A win-win.

Exit Ticket (Survey)

Have students complete the “[Promoting Health Survey](#)” to capture the impact this lesson has had on them.

Optional Extension Opportunities

Learn about more different health organizations.

- [American Heart Association National Center](#)
- [Little Brothers–Friends of the Elderly](#)
- [Ronald McDonald House Charities](#)

Have students or groups choose one to learn more about. Ask them to identify which aspect of the health triangle the organization helps support. Students can share their research with the class.

Make a literary connection:

- Read *A Bad Case of the Stripes*. Have a discussion about the theme and about how mental and social health might affect physical health. Challenge students to write their own children’s story with a similar theme. Have them share their stories with younger students to help younger students understand the importance of taking care of their health.

Home-to-School Connections

- **Talk about it.** Talk to students about the ways in which their family prioritizes health in their everyday lives. What are some ways your family members support one another’s physical, mental, and/or social-emotional health? Can you think of any acts of service that your family members have undertaken that benefited others’ health? Have students go home and discuss this with their family. If there is an area that needs work, encourage them to come up with a plan to help their family prioritize and support one another’s health.
- **Act on it.** Provide students with an empty cup and a baggie full of cotton balls to take home. Have them share the quote “you can’t pour from an empty cup” with their family. When families work to support their members’ health, they should add a cotton ball to their cup. Once the cup is full of cotton balls, kids and their families should do an act of service to help support someone else’s health.