

# Unit I: Dimensions of Wellness

Content Area: **Physical Education and Health**

Course(s):

Time Period:

Length: **3 Days**

Status: **Published**

## State Mandated Topics Addressed in this Unit

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**Instruction on mental health: N.J.S.A 18A:35-4.39** to enable students to recognize the multiple dimensions of health by including mental health and the relation of physical and mental health to enhance students understanding, attitudes, and behaviors that promote health, well-being, and human dignity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

## Unit Summary

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The purpose of this unit is to introduce artists to different dimensions of wellness. They learn about physical, emotional, social and spiritual wellness, and discuss ways young people can maintain or improve these aspects of wellness and how different aspects of their wellness can affect each other.

## Learning Objectives

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- Analyze "Perks of Being a Wallflower" to show connection with the themes in our health units
- Compare major causes of death for teens with those for other age groups in the United States
- Compare the major cause of death in the past with major causes of death today
- Describe the six components of wellness.
- Distinguish between controllable and uncontrollable risk factors
- Explain the importance of striving for optimal health.
- How are the dimensions of wellness related?
- Identify ways to improve each component of health.
- What health promotion concepts and skills are necessary to support a healthy, active lifestyle?

## Essential Skills

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- Describe the importance of each dimension.
- Explain how each dimension of wellness affects the other.
- Identify the 7 dimensions of wellness.
- Identify the major cause of death for people aged 13-25
- Recognize healthy habits.
- Understand the impact of lifestyle choices

## Standards

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|----------------------|---|
| HE.9-12.2.1.12.EH.1  | Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.                                |
| HE.9-12.2.1.12.EH.4  | Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). |
| HE.9-12.2.1.12.PGD.2 | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.                 |

## Instructional Tasks/Activities

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- "Perks of Being a Wallflower"
- Analyze data and answer questions regarding health in the U.S.
- Complete a concept review worksheet on lesson learned.
- Create a wellness wheel of the positive aspects of their own six components of wellness.
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Guided discussion
- Guided notes
- Guided practice
- Individual, small, and large group work
- Power point notes on health and teens.
- Quizzes
- Review Activity
- Section Review Questions
- Tests
- Wellness Wheel
- Whole class discussions
- Write a one page self reflection on how you can improve your wellness.

## Assessment Procedure

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Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be

assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin with a broader discussion of the idea of wellness. Artists will then dive deeper into the dimensions to make up wellness. Finally, artists will be asked to use this information to apply their knowledge of this topic to their own personal life choices and decisions.

- Classroom Total Participation Technique
- Classwork
- Exit Ticket/Entrance Ticket/Do Now
- Forced Choice Activities
- individual assignments
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Performance
- Powerpoint presentations
- Quiz
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI

- Other- Specified in Lesson
- Quiz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list

- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Mental Health Activities: <https://everfi.com/blog/k-12/6-ways-to-embed-mental-wellness-into-classroom-culture-for-high-school-students/>
- Mental Health Association of Atlantic County: <https://mhaac.info/index.html>