

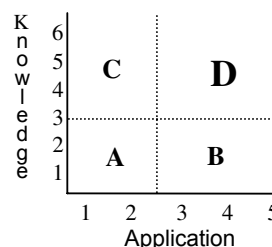
**GOLD
SEAL
LESSON**



**CONSTRUCTING YOUR OWN
HEALTH TRIANGLE**

Subject(s)
Health, Life
Sciences

**Rigor/Relevance
Framework**



Grade Level 7

**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Measurement: Students use a variety of tools and techniques of measurement in a problem-solving situation. Students communicate the reasoning used in solving these problems.
Science in Personal and Social Perspectives: Students apply scientific principles to personal and social issues.
Basic Concepts and Knowledge: Students develop an understanding of scientific concepts using facts, theories, principles, and models.

**Student
Learning**

- The students will study the three parts of the health triangle as part of a unit on wellness.
- The students will apply the knowledge about total wellness they have learned in class to their everyday lives by examining their habits and routines through a questionnaire evaluating their total wellness.
- Students will construct a personal health triangle based on the findings of the questionnaire.
- Students will write a self-evaluation and summarize their own total wellness.
- Students will construct a second health triangle for an historical or literary figure of their choice and evaluate this individual’s life in terms of total wellness.
- Students will present their evaluation to the class in an oral presentation.

**Performance
Task**

Overview
 Students will use the results of a health survey to evaluate their total wellness in terms of the three categories of the health triangle. Students will construct their own health triangles and write self-evaluation essays on the overall balance of their lives in terms of total wellness.

Next, students will work independently to research an historical or literary figure and construct a health triangle for this individual. Students are encouraged to use resources from their history, science, and English classes or the Internet to aid them in their research. Students will present an evaluation of the total wellness of this individual in an oral presentation to the class.

Performance Task
(con't.)**Description****Part 1**

1. Students will construct a reference triangle on an overhead transparency. The sides of the triangle will be based on the unit of length chosen to represent the six questions in the survey. Either centimeters or inches can be used.
2. Students will complete the attached questionnaire based on the three main parts of the health triangle.
3. Each “yes” response will be worth one unit of length. A response of “no” will be worth zero units. Students will add up the respective lengths that each side of their triangle will have.
4. The students will then measure and cut out the three sides of their health triangle to the specified lengths determined above by using strips of graph paper.
5. Students will glue their sides together on construction paper and label the sides with the correct category.
6. Students will then lay the reference triangle over their triangle to analyze how well balanced their lives are in terms of total wellness.
7. After analyzing their health triangle, students will write a self-evaluation essay summarizing the strengths and weaknesses of their health triangle. This essay will also include a plan to achieve either more balance in their lives or to maintain the balance they have already achieved.

Part 2

Students will select an historic or literary figure they may have studied in English, social studies, or science class and design a health triangle for that individual. Discuss with other content area teachers the possibility of planning this lesson around activities in their classes, or perhaps assign a well-known individual to the students and let them do their own research. The students can then take the survey again as the chosen subject and evaluate the balanced nature of their lives.

Students will then write a short essay evaluating the balance of this individual’s life and make a judgment on how that individual’s decisions in life—or if a character, in the story—were influenced by their mental, social, and physical health. Students will present their evaluation to the class in oral presentation.

Assisting English Language Learners

In Part 1, allow English language learners to work with a partner on the health triangle activity if they need assistance with the language. Bear in mind that the activity contains some personal information, so partners should be trusted friends. Move about the room during the activity and pause to speak individually with students and check for comprehension and success. Ask questions about what they are doing and be sure to praise successful efforts.

In Part 2 of Performance Task, ask English language learners to begin by sharing a short, three-sentence oral description of their subject with a partner or a teacher. The teacher or partner will write down what the student says verbatim and then will read it aloud while the student follows along. The student will then reread the material—either aloud or silently—as he or she incorporates it into the introduction of the short essay.

Giving students practice in reading their oral delivery of a description of their historic or literacy figure will enhance their ability to encode language, build sight word knowledge and fluency, correct mistakes, and improve overall comprehension.

Essential Skills
Essential Skills
(con't)

- E1 Apply writing rules and conventions, (grammar, usage, punctuation, sentence structure, and spelling).
- E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.
- E8 Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.
- E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.
- E21 Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.
- S4 Make observations and accurate and precise measurements using senses, tools, and technology.
- M12 Understand accuracy and precision of measurement, round off numbers according to the correct number of significant figures, and determine percent error.

Attachments/ Resources

Individual Health Survey

Submitted by: Latasha Armer, Alma Middle School

Scoring Guide

Score each of the following criteria on a scale of 4 to 0 , where 4 = surpasses expectations; 3 = high-quality performance; 2 = satisfactory performance; 1 = minimum-quality performance; 0 = does not meet expectations		
Characteristic	Criteria	Score
Construction of health triangles	Health triangles are constructed with accurate measurements.	
	Triangles are labeled correctly.	
	Triangles are visually appealing.	
Self-evaluation essay and wellness plan	Self-evaluation is informative, clear, and accurate.	
	Wellness plan is thoughtful and attainable by the student.	
	No errors in spelling, grammar, and punctuation.	
Evaluation of well-known figure	Student demonstrates a high degree of knowledge about this person's life, which shows a conscientious research effort.	
	Evaluation is informative, reasonably accurate, and discusses how this individual's actions in life may have been influenced by their balance or imbalance of total wellness	
	No errors in spelling, grammar, or punctuation.	

Oral Presentation

Score each of the following characteristics on a scale of 4 to 0 , where 4 = surpasses expectations; 3 = high-quality performance; 2 = satisfactory performance; 1 = minimum-quality performance; 0 = does not meet expectations.	
Characteristic	Score
Student presentation is informative, accurate, interesting, and polished, indicating strong effort and rehearsal time.	
Student speaks clearly, slowly, and maintains eye contact with the audience.	
Student makes appropriate use of visual aids and explains the information contained in them in a way that is clear to the audience. Visual aids are of an appropriate size to be seen easily and are visually appealing.	

Individual Health Survey

Name _____

Circle **Y** or **N** for all the questions below

Physical Health

- | | | |
|--|---|---|
| 1. I get 8 hours of sleep each night. | Y | N |
| 2. I have a healthy diet. | Y | N |
| 3. I refrain from smoking, doing drugs, or drinking alcohol. | Y | N |
| 4. I am the right weight for my height. | Y | N |
| 5. I play sports or exercise regularly. | Y | N |
| 6. I have lots of energy throughout the school day. | Y | N |

Total _____

Mental/Emotional Health

- | | | |
|---|---|---|
| 1. I am usually happy and laugh a lot. | Y | N |
| 2. I don't mind being alone sometimes. | Y | N |
| 3. I take responsibility for my actions. | Y | N |
| 4. I discuss my feelings with friends, teachers, and parents. | Y | N |
| 5. I am usually confident about my abilities. | Y | N |
| 6. I am usually interested in learning new things. | Y | N |

Total _____

Social Health

- | | | |
|--|---|---|
| 1. I enjoy meeting new people and do so easily. | Y | N |
| 2. I can say no to my friends. | Y | N |
| 3. I do not gossip about other people. | Y | N |
| 4. I have a group of good friends. | Y | N |
| 5. I get along well with people from other groups. | Y | N |
| 6. I am comfortable working in a group. | Y | N |

Total _____