

My Health. My Wellness.

Teaching Guide

Lesson 1

An Introduction to My Health. My Wellness.

Lesson Overview: Lesson 1 will introduce participants to the *My Health. My Wellness. Toolkit* and the importance of health and wellness.

Objective(s): At the end of this lesson, participants will know the following key topics/vocabulary:

- Health
- Wellness
- Care plan

Activities & Materials:

- Vocabulary cards for Health, Wellness, and Care Plan
- Activity 1.1: KWL Chart
 - i. *Activity 1.1a: What I know about health choice boards*
 - ii. *Activity 1.1b: What I want to learn about health choice board*
 - iii. *Activity 1.1c: What did you learn in our lesson today? Choice board*
- Activity 1.2: Sorting Activity
 - i. *Activity 1.2a: How do you feel when your body and mind feel good?*
 - ii. *Activity 1.2b: What are choices you can make to help stay healthy?*
- Activity 1.3 - My Health Care Plan
 - i. *Activity 1.3b: When is it a good time to use your MHCP? Choice board*

Lesson Length: 30 minutes

Instructional Steps

Part 1 - Welcome Activity: KWL Chart (~5 minutes)

1. Welcome and introduction

- Read: Today we are going to be learning more about our health and wellness! This will be the first conversation we have about health. We will have more conversations about making doctors appointments and visiting with your doctor soon.
- Read: To get started, we are going to think about some things that we already know about our health.

2. Introduce Activity 1.1: KWL Chart

- Distribute: KWL Charts. Depending upon the needs of your group, you may choose to do individual KWL charts, or one for your whole group.
- Read: The “KWL” activity will be used to guide today’s lesson. The K stands for what you already Know, the W stands for what you Want to know, and the L stands for what you Learned during the lesson. There is a section for us to fill out what you Know, Want to Know, and have Learned today.
- Write: “Introduction to My Health. My Wellness.” on top of KWL chart

3. Complete Activity 1.1a - Complete the “What I Know” section as a group or individually with the assistance of a support person. If needed, use the corresponding choice boards to generate potential answers to each of the questions.

- Read: We are going to begin by completing the “What I Know” section of our KWL charts. As we complete this section, we are going to think about the following questions:

- What are some things that you **know** about making healthy decisions?
- What are some things that you **know** about making unhealthy decisions?
- Who are people who you **know** can help you make healthy decisions?
- Record responses: Assist participants in recording their responses in the “What I Know” section of the KWL chart by either writing them or placing the choice board card in the section.
- Read: Great! What are some things that we all already know about our health?
 - *Allow individual participants to share some of their responses.*

4. *Complete Activity 1.1b - Have participants complete the second section of the KWL chart, “What I want to Know”. If needed, use the corresponding choice board to generate potential responses.*

- Read: Now that we have figured out all the things you already know. What are some things about your health that you **want to learn** more about?
- Record responses: Assist participants in recording their responses in the “What I Want to Know” section of the KWL chart by either writing them or placing the choice board card in the section.
- Read: Great! What are some things that we want to learn more about?
 - *Allow individual participants to share some of their responses.*

Part 2 - Group Discussion: *What is Health & Wellness* (~10 minutes)

1. *Introduce the topics of health and wellness*

- Read: We are going to learn about two new words today: health and wellness. You can use the KWL chart we just started filling out to help us think about these topics.

2. *What is health?*

- Read: During these lessons we will be talking about health and wellness. Being healthy means that both your **body** and **mind** feel good. Being healthy also means that you have people around you to support you.
 - i) Show image/word definition of health. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
- Read: So being healthy means that both your ____ and ____ feel good!
 - i) Allow participants to fill in the words “body” and “mind” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards. Proceed to the next step when participants are responding consistently.
- Read: How do you feel when your body and mind feel good?
 - i) Depending on the needs of participants, lead a discussion, or complete below activity:
 - (1) *Complete activity 1.2a - Sorting Activity.* Show participants each picture/word card one at a time. Ask participants, “Does ____ make your body and mind feel good or make your body and mind *not* feel good? Assist participants in placing it in the correct section.
 - (2) After all cards have been sorted review cards that are in each category.

- (3) Repeat activity, as needed, until participants are responding consistently.
- Read: Look - we can see that there are many different ways to be healthy and being healthy looks different for everyone.

3. *What is wellness?*

- Read: Wellness is closely related to health. When I talk about wellness, I am talking about the *choices* that we make each day that can help us to live a healthy life.
 - i) Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
- Read: So wellness is the _____ that we make each day that can help us to live a healthy life.
 - i) Allow participants to fill in the word “choice” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards. Proceed to the next step when participants are responding consistently.
- What are some choices that you can make to help stay healthy?
 - i) Depending on the needs of participants, lead discussion, or complete below activity:
 - (1) Present activity 1.2b - sorting activity. Share each picture/word card one at a time. Ask participants, “Is this a health choice or an unhealthy choice?” Assist participants in placing it in the correct section.
 - (2) After all cards have been sorted review cards that are in each category.
 - (3) Repeat activity, as needed, until participants are responding consistently.

- Read: Wellness is the **choices** that we all make each day to have a healthier mind and body. These choices look different for everyone! Some people may have a support person to help them make healthy choices.

Part 3 - Introduction to the My Health Care Plan (10 minutes)

1. Introduce Activity 1.3 - My Health Care Plan (MHCP)

1. Read: Now we are going to look at a care plan. Care plans are a tool you can use to organize information about your health and wellness. You can share this plan with your loved ones and the doctors you visit.
 - i. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
2. Read: So care plans are a tool you can use to organize information about your ____ and ____.
 - i. Allow participants to fill in the words “health” and “wellness” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards. Proceed to the next step when participants are responding consistently.
3. Distribute: the MHCP to each participant in your group.

2. Complete Activity 1.3 - Review MHCP

- Read: This is your My Health Care Plan. Before we get started, let’s take a moment to write our names at the top of the Care Plan under the “About Me” section. You will want to write your name at the top so you can remember which Care Plan is yours.
 - Participants can complete this individually or with the help of a support person/DSP.

- Read: Now let's think about the ways that we could use the My Health Care Plan.
 - i. Read: Remember, being healthy means that both your ____ and ____ feel good (*Allow participants to chorally fill in the words "body" and "mind" while you point to the picture definition card*). Being healthy also means that you have people around you to support you. Where do you see spots to keep track of your health and wellness?
 1. Possible answers include: Support person, medication list, operations, and so on. For each example that a person chooses, link it to the definition of health and/or wellness (e.g., "Yes, being healthy means you have people around you to support you. Listing a support person helps you stay healthy.")
 2. If participants do not reply, select one of the above sections and ask, "Does ____ help you be healthy?"
- Read: When do you think would be a good time to use your *My Health Care Plan*?
 - i) Depending on the needs of the group, lead verbal discussion, or select potential answers from the choice board by either pointing to them or saying their selection outloud.
- Read: The My Health Care Plan can help you the next time you visit the **doctor, dentist**, or another **healthcare appointment**. Everyone has different health needs that are important. The My Health Care Plan can help you talk to your doctors about your health needs.

3. *Looking ahead*

1. Read: In our next lessons, we will go through the different sections of this booklet. Some sections we will fill out together and other sections can be filled out with a support person or at home.

Part 4 - Lesson Wrap-Up (5 minutes)

1. *Complete KWL Charts from the beginning of today's lesson (Activity 1.1)*

- Read: What did you **learn** in our lesson today?
 - Depending on the needs of the group, lead verbal discussion, or select potential answers from the previous choice board (Activity 1.1c).

Assessment

Move onto Lesson 2 when your learners are able to define the following key topics/vocabulary (See *objectives* on Page 1 of this Lesson Plan):

- Health
- Wellness
- Care plan