

Intro to Health

HEALTH TRIANGLE



Learning Outcomes



NHES 1.8.1 – Analyze the relationship between healthy behaviors and personal health.

Students reflect on daily habits (sleep, stress, social media, coping) and evaluate how these behaviors impact their mental and physical health.

NHES 2.8.3 – Analyze how peers influence healthy and unhealthy behaviors.

Students examine how social media, influencers, and peer norms shape their perceptions of health and decision-making.

NHES 4.8.1 – Apply effective verbal and nonverbal communication skills to enhance health.

Students practice respectful discussion, active listening, and appropriate participation during class activities and conversations.

NHES 7.8.2 – Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Students identify personal habits and classroom behaviors (respect, confidentiality, maturity) that support a safe and healthy learning environment.

Duration



55 Mins

Materials Needed



Printer

Topics



- Health Literacy & Media Influence
- Daily Habits
- Health Triangle
- Respect & Boundaries

Prep

Print off the worksheet for each student or assign digitally.

Lesson Plan

Activity 1: It's the first day of the term and we all know how the first day goes. Students are trickling in, many are late, and just about everyone is silent and slightly self-conscious. To combat these first-day nerves, have slide one on the board and their worksheet ready on their desks. Students can use the time until the bell to start by comparing the life of an everyday teen with a health/fitness/wellness influencer. Have them consider things like sleep habits, foods, phone use, etc.

Narrator Activity: Once everyone has their answers and shares a bit with the class, put students in groups of 3 and have them pick either the IRL teen or influencer, and they need to create an imaginary voiceover for a "day in the life" video. This means they create the script for the day in the life, and when everyone comes back as a full class, have a few groups share their voiceovers. Try and keep it animated, and it's a really fun way to get students to lean into the silliness.

Big Question: *If you only got your health information from TikTok and these wellness influencers, how might it impact your health both mentally and physically?* Have students talk about the pros and cons of getting their health info online and some of the pressures they may feel seeing idealized versions of health and fitness. Also try and tap into the convo on if the info is medically accurate. The following slide shows a convo between 2 people, and have students share their perspective on the conversation.

Get to know you 4 corners game:

Go through slides 6–14 with your students standing. After reading each question, have students move to the corner of the room that matches the question. Emphasize there are no "bad answers," just honest ones. When each student gets into the group, have them introduce themselves as a good get-to-know-you moment in class.

The Health Triangle:

Slides 15–17 introduce the health triangle and the various elements of health. Have the students use their worksheet to write out examples for each and reflect on what it means to live a healthy life.

Classroom Agreement:

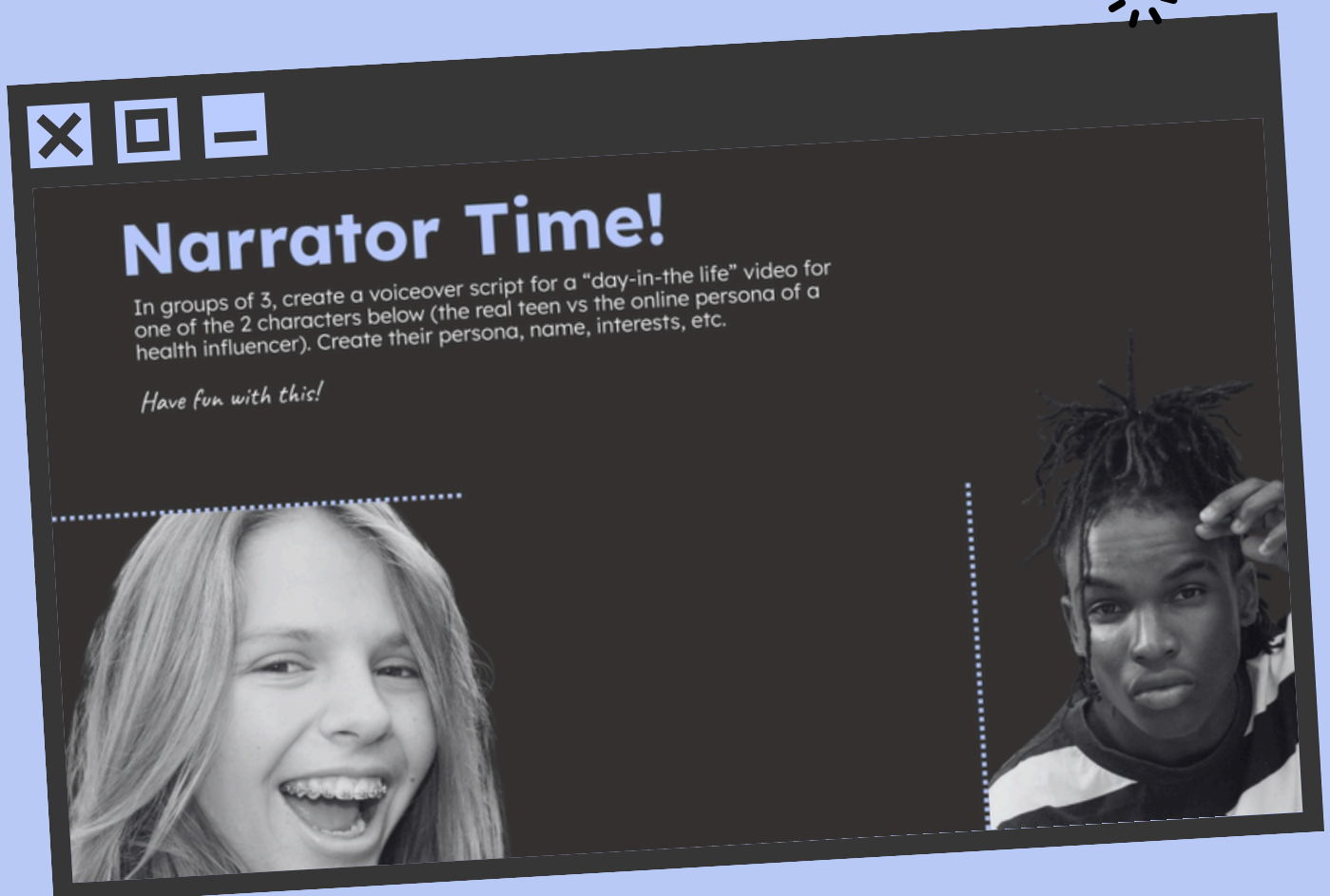
Slide 18 goes over the need for respect and maturity in this class. Ask students why this class specifically requires an extra level of respect, and then go through the slide examples of a few behaviors. Write on the board ways we can be respectful to one another, and students write it on their paper as well for their class agreement. (*Examples of classroom rules are: No sharing other students' comments outside of the class, everyone has the right to pass on speaking about a topic, know the difference between private and personal questions, etc.*)

Have everyone sign or pledge to the rules and welcome everyone to health class! **Enjoy your first day!**

Google Slides Access

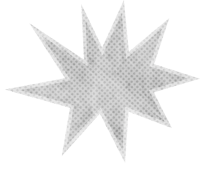
Once you click on this link, select “*make a copy.*” After that, you will have your own access to these slides so feel free to add or adjust them to match your classroom needs.

If you're having trouble opening the Google Slides, try accessing them with your personal email. For some reason, Google Slides doesn't always open easily with school emails.



Intro to Health

WHAT MAKES A HEALTHY LIFE



Name: _____

TEEN IRL
(IN REAL LIFE)

(THINK SLEEP, PHONE USE, FOOD,
DRINKS, FRIENDSHIPS, STRESS.)

**HEALTH
INFLUENCER**

NARRATOR TIME

Create a voiceover script for a "day-in-the life" video for one of the two characters on the slide, (the real teen vs the online persona of a health influencer). Create their persona, name, interests, etc.

If you only got your health information from TikTok and wellness influencers how might it impact your health both mentally & physically?

Which person do you agree with most? Why?

I'd feel like I could never keep up, too much info but it's all the ways I'm behind or not good enough..

Really? I like seeing aspirational messages & learning new ways to improve my life.

Yes BUT most of it is unrealistic and just fake. No one can live like that, and if they do it's because they have a certain income and A LOT of free time.

But anyone can implement little steps, why not see examples of what other people do?! It's better than learning it from a textbook!

The Health Triangle

Label the Health Triangle with the 3 main elements of health.

Using the Health Triangle as a frame, how would you describe a healthy life.

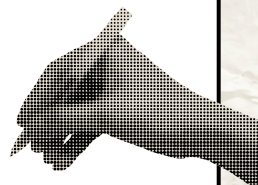


Give an example of health in each category using **your life!**

For example, When I walk to school I am improving my physical health (& sometimes it also improves my mental health!)

Class Agreement

What ground rules can we agree on to make this classroom a safe space for each other?



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