**Lesson One: What is Health?**

**Problem statement:** What constitutes a healthy person?

This lesson introduces students to areas of health, which are “the conditions in which people are born, grow, live, work and age. Students will use prior knowledge of health concepts to construct a working definition of what is health. The lesson will end with an introduction to social determinants of health. Knowledge of these determinants will enable students to discuss and plan for health services in later lessons.

**Learning objective(s):**

Students will explore the concept of health.

Students will be able to define areas of overall wellness in order to categorize health services.

**Language Objective:**

Students will discuss their definition of health.

Students will conduct research in groups to compile a list of factors that influence individual health.

**Lesson standards (NGSS, CCSS, CTE):**

**Family and Consumer Sciences National Standards**

1.2.7Analyze factors that contribute to maintaining a safe and healthy school, work and community environments.

[CCSS.ELA-LITERACY.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

ELP standards (English Language Proficiency for ELLs)

ELP Standard 1:

…construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing…

**Soft skills:**

21st Century Leadership Skills:

1.B.1 Develop, implement and communicate new ideas to others effectively

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

**Locally and/or personally relevant for students:**

Students will use knowledge of determinants of health to assess school environment and contribute positively to a healthier community.

**Connections to career and educational pathways:**

Students will be discussing occupations within the different areas of health.

**Materials: Students**

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| Student Materials | Teacher Materials | Media Files |
| PeerEvalProjectWork  POGIL role cards  Poster paper  Markers  Group self assessment | Lesson 1 What is health?  Video “What are social determinants?”  Padlet site for comments | Slide Decks:  PBL Health Cohort North - Lesson Plan 1 HS  PBL Health Cohort North - Lesson Plan 1 MS  Video “What are social determinants?”  <https://www.youtube.com/watch?v=1iSuZngvCpY>  Padlet.com |

**Lesson preparation:** laminate role cards for each team; copy self assessments; collect posters and markers; review Lesson Plan slides. Prepare a Padlet site.

**Time required: 50 -70 minutes (depending on language accommodations and prior background in teamwork)**

**Grouping of students for instruction:**

Students will be grouped heterogeneously by ability, language, gender and grade level. Students will be assigned individual roles modeled after POGILS and will receive cards outlining their roles and responsibilities.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students will understand the complexity of individual health, explore distinct factors influencing health, and solving the problem of satisfying social determinants of health when providing health services.

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| --- | --- |
| **Teacher** | **Student** |
| Launch PBL by focusing on team aspect.  Introducing POGIL group roles - 10 min | Decide on group roles. |
| Hand out group role cards with description and sentences starters; assign norm activity - 10 min | Develop group norms.  Write norms on group document. |
| Introducing the problem: What is health?  Assign web group activity  Give each group poster or whiteboard.  10 minutes | Students will create a web map to construct a working definition of what is health.  On a blank poster each group will put HEALTH in the center.  Students will then brainstorm areas of health and factors that influence overall health.  Ex. Nutrition, Mental health, social, ... |
| Bring groups together for share out.  15 minutes | Students will present their posters with definition of health to the class. |
| Facilitate a class web and definition of health to post in classroom during PBL.  10 min | Groups participate in class discussion to create class definition.  Health: |
| Show first 40 seconds of video “What are social determinants?” to introduce term of Social Determinants of Health.  <https://www.youtube.com/watch?v=1iSuZngvCpY>  5 min? | Have groups write down the determinants they remember and compare to class list. |
| Introduce group self assessment of roles and participation 10 min | Students complete self-assessment |

**Accommodations:** modification for ELL: provide lower level resources; captions for video; visuals for each step of instruction;

**Extensions:** Health Triangle Self-Assessment (Lesson 2?)

<https://1.cdn.edl.io/WUTTdy5n6twrWeuXVdjkb03XhiSLQZaf9aYtJmlBMlxNYNJ7.pdf>

**Assessment: Formative:**

* Group web Poster
* Observation of group roles and interaction;
* Group self assessment after first group experience

**References/Resources:**

Artiga, S., & Hinton, E. (2019, July 9). Beyond Health Care: The Role of Social Determinants in Promoting Health and Health Equity. Retrieved from <https://www.kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/>.

Social Determinants of Health. (n.d.). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>.

Health Triangle Self-Assessment (Lesson 2?)

<https://1.cdn.edl.io/WUTTdy5n6twrWeuXVdjkb03XhiSLQZaf9aYtJmlBMlxNYNJ7.pdf>