

Lesson 5

Health Habits for Quality of Life

Overview

In this lesson, students learn strategies for protecting vision and hearing, reducing harmful sun exposure and getting enough rest and sleep. They individually complete a research assignment on one of these topics and then work in small groups to prepare a presentation for the class. Based on the results of an overall health habits assessment, students choose a behavior they could change and describe the potential benefits of making that change.

Time: 60–90 minutes

Note: If time is limited, students' individual research and the assessment activity sheet may be completed as homework.

Lesson Objectives

Students will be able to:

1. Summarize personal strategies for reducing hearing damage.
2. Summarize personal strategies for avoiding vision damage.
3. Summarize personal strategies for minimizing potential harm from sun exposure.
4. Describe benefits of getting enough rest and sleep.
5. Summarize personal strategies for getting enough sleep.
6. Access resources that provide valid and reliable personal health and wellness information.
7. Create a plan for changing a health habit.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator

1.12.5: Propose ways to reduce or prevent injuries and health problems.

Standard 3: Accessing Resources

Performance Indicator

3.12.2: Use resources from home, school and community that provide valid health information.

Standard 6: Goal Setting

Performance Indicator

6.12.1: Assess personal health practices and overall health status.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.12.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Materials & Preparation

Prepare

- *Optional:* Have chart paper, markers and other art supplies.

Copy

- **Health Habits Research** (Masters 5A–D), enough for each student to have one of his/her choice.

Review

- **Healthy Habits**, pages 69–70.
- **Health Habits Research** Scoring Rubric, page 255.
- **Improving My Health Habits** (*Student Workbook*, pages 14–15), and Scoring Rubric, page 255.

Health Terms

Review the teaching steps, masters and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Example:

- noise induced

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

To ensure student success with reading and writing:

- Pair students with stronger reading and writing skills or peer tutors with students who may need help completing the **Health Habits Research** activity sheet.

To ensure student success with accessing resources:

- Limit the research topics by assigning each student in the group only 1 research question to answer. Have groups present their findings orally, with each student answering only his or her assigned evaluation question.

Introduction

■ Get students ready for learning

Transition

Suppose you wanted to do some research on a particular chronic disease. On a piece of paper, describe how you'd find reliable resources that would give you accurate information. What would you look for on a website? What questions would you ask?

Allow students to focus and work quietly for a minute or two.

Motivate

You've been learning about infectious and chronic diseases, including how to help prevent them. Today you're going to be looking at how to keep some important body systems healthy. We'll be talking about protecting your vision, hearing and skin, as well as getting enough sleep and rest.

How is your quality of life affected by your vision and your hearing? What would it be like if you couldn't see or hear? How could your life be affected by problems with these systems?

Allow students to respond to the question and discuss their ideas. Be sensitive to students who may have difficulties with vision or hearing. If you have students with hearing or vision problems, ask them if they'd be willing to share a little about their experience.

Teaching Steps

■ Teach about importance of protecting vision, hearing and skin

Explain

Your eyes allow you to see and respond visually to the world around you. When your vision or eyesight is clear you can function at your best. Loss of vision can cause problems with reading and recognizing people and objects, and can make people more prone to injuries because they can't see to avoid risks.

Your ears allow you to hear. They collect, process and send sound signals to your brain. The ears also help you keep your balance when your body is standing still or moving. Your ears were fully developed even before you were born. Loss of hearing makes it harder to speak, communicate with others and learn.

Your skin protects the rest of your body. When your skin is damaged, infections and illnesses can enter the body more easily. Your skin also contains nerves that sense heat, cold, pain and pressure. It literally puts you in “touch” with the rest of the world. One of the biggest causes of damage to the skin is exposure to the sun. Your skin is also affected by anything that punctures or breaks it, including tattooing or piercing.

■ Teach about importance of sleep

Survey

Raise your hand if you got at least 8 hours of sleep last night.

Ask & Discuss

Why is it important to get enough sleep and rest? How can not getting adequate sleep and rest affect your physical, mental/emotional and social well-being?

Allow students to respond to the question and discuss their ideas.

Summarize

Sleep helps your body repair and recharge itself. When you sleep, your body and brain take care of important functions. When people don't get enough sleep, they can feel tired, moody and irritable, and are more likely to be injured or get sick. Lack of sleep can hurt everything from relationships with others to how well a person does at school or at a job. It can make it harder to learn, focus or solve problems. Sleep is as important as air, water and food. But most teens don't get enough. Teens need about 9 hours of sleep a night to function at their best.

■ Students research vision, hearing, skin and sleep issues

Explain

You're going to use your skills for finding reliable resources to research one of these important topics: protecting your vision, hearing or skin, or getting enough sleep. You'll do the research on your own, then work in small groups to present your findings to the class. You'll have an activity sheet that will summarize important facts to search for and some websites you can use to find the information. If you use any additional websites or other resources, be sure to list them and explain how you know they are reliable.

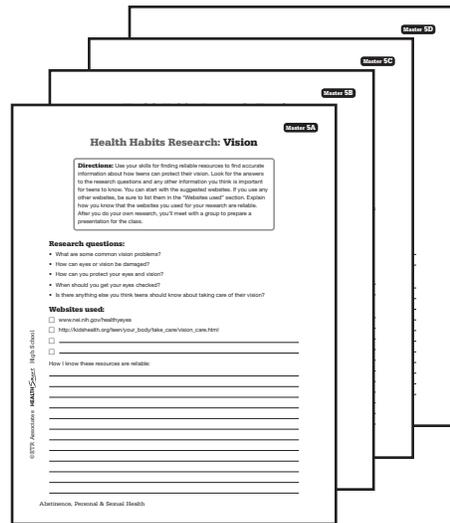
Complete

*Assign or allow students to choose a topic to research, and distribute the corresponding **Health Habits Research activity sheet** to each student. Give students time to conduct their research, either in class, if Internet access is available, or as homework.*

Share

Put students in 4 groups with all students who researched the same topic in a group.

You're going to combine your individual research findings to prepare a presentation to the class about protecting vision, hearing or skin or the importance of getting enough sleep and rest. Be sure to cover the answers to the questions in your presentation and be prepared to briefly present your sources and explain why these sources are reliable. If different people in your group came up with slightly different facts through the research, compare the sources of the information and decide as a group which information to present, based on your assessment of which resource is most reliable.



Masters 5A-D

Make chart paper, markers and other art supplies available for groups who wish to make visuals to support their presentations. Circulate as groups are working to help them synthesize their research and address any conflicting information that was found.

*When groups have finished preparing, allow time for them to present their collective research findings to the class. Correct any misinformation and supplement group reports, as needed. (See the **Healthy Habits** teacher page for ideas.)*

■ Students review health habits

Review

*Direct students to turn back to their completed **Assessing My Health Habits** activity sheet and ask them to privately review their responses for questions 17 through 25.*

These are some health habits related to protecting your general health. How are you doing in this area? Could you improve any of these habits? Are there other assessment questions we could ask based on what the groups presented on ways to protect your vision, hearing and skin, or get enough sleep?

Allow student volunteers to share their observations and ideas.

Assessment & Closure

■ Students demonstrate learning

Complete & Share

*Direct students to turn to **Improving My Health Habits** on page 14 of the Student Workbook.*

You're going to review your entire **Assessing My Health Habits** activity sheet and use the results to select a health habit you want to improve or work on.

Review the directions for the activity sheet and allow time for students to complete it.

Workbook pages 14–15

Exit Ticket

On a piece of paper:

- Summarize at least 3 strategies you can use to protect your hearing.
- Summarize at least 3 strategies you can use to protect your vision.
- Summarize at least 3 strategies you can use to protect your skin from sun damage.
- Describe at least 3 benefits of getting enough rest and sleep.
- Summarize at least 3 strategies you can use to get enough sleep.

Be sure to put your name on your paper and turn it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

■ End the lesson

Close

Ask student volunteers to share the health habit they are planning to work on and the benefits they anticipate from making that change.

Assess

*Collect students' **Health Habits Research and Improving My Health Habits** activity sheets and Exit Tickets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized personal strategies for reducing hearing damage by:

- Completing the Exit Ticket.

Objective 2

Students summarized personal strategies for avoiding vision damage by:

- Completing the Exit Ticket.

Objective 3

Students summarized personal strategies for minimizing potential harm from sun exposure by:

- Completing the Exit Ticket.

Objective 4

Students described benefits of getting enough rest and sleep by:

- Completing the Exit Ticket.

Objective 5

Students summarized personal strategies for getting enough sleep by:

- Completing the Exit Ticket.

Objective 6

Students accessed resources that provide valid and reliable personal health and wellness information by:

- Completing the **Health Habits Research** activity sheet.

Objective 7

Students created a plan for changing a health habit by:

- Completing the **Improving My Health Habits** activity sheet.

(Scoring Rubrics, page 255)

Healthy Habits

Things to Do to Protect Your Eyes and Vision

- Get your eyes checked by an eye doctor.
- Eat lots of fruits and vegetables. Leafy greens and bright orange vegetables are especially good for your eyes.
- Wear eye protection such as safety glasses when you play sports, work with tools, or have a job that requires it.
- Wear sunglasses to protect your eyes from the sun's UV rays.
- Take breaks to rest your eyes when you're using a computer or reading.
- Use good light for reading.
- Don't ever smoke.
- Wash your hands before touching your eyes to put in contact lenses.
- Don't rub your eyes if you get something in them. Let your tears naturally flush out small debris.
- Flush your eyes with water if they've been exposed to chemicals and seek medical attention.

Source: Centers for Disease Control and Prevention, Vision Health Initiative, www.cdc.gov/visionhealth.

Things to Do to Protect Your Ears and Hearing

- Never poke around inside the ear with any kind of object.
- Know which noises can cause damage and avoid them whenever possible.
- Move away from loud sources of noise.
- Wear ear plugs or other hearing protection when you know you'll be around loud noises, such as at a music concert or when working with power tools.
- Turn down the volume on music systems.
- Avoid long hours of listening through headphones or ear buds.
- Take breaks from listening.
- Get help for serious ear aches and infections.
- Get your hearing tested at school or a doctor's office.

Sources: National Institute on Deafness and Other Communication Disorders, www.nidcd.nih.gov; Centers for Disease Control and Prevention, Division of Adolescent and School Health, www.cdc.gov/healthyouth/noise.

(continued)

Teacher Page

Healthy Habits *(continued)*

Things to Do to Protect Your Skin

- Use sunscreen. SPF (sun protective factor) 15 or higher is best, with both UVA and UVB protection.
- Reapply sunscreen if you're out in the sun for more than 2 hours, or after you swim or sweat.
- Wear clothing that helps protect exposed skin, such as loose-fitting long-sleeved shirts and pants.
- Wear a hat with a wide brim to shade your face, head, ears, and neck.
- Wear sunglasses that wrap around and block UVA and UVB rays.
- Stay in the shade when you're outdoors, especially in the middle of the day when the sun is highest.
- Treat and bandage any cut or wound to the skin promptly.
- Have a doctor check any unusual moles or spots on your skin, especially ones that change.
- Be sure any body art such as tattooing or piercing is done by a licensed artist who follows safety guidelines.

Source: Centers for Disease Control and Prevention, www.cdc.gov/cancer/skin.

Things to Do to Get Enough Sleep and Rest

- Go to bed and get up at a regular time, even on weekends and vacations.
- Take a nap if you're tired during the day.
- Do something relaxing before you go to bed. Turn down the lights. Take a hot bath. Read a book. Listen to calm music.
- Be sure your bedroom is dark and quiet.
- Sleep on a comfortable mattress and pillow.
- Don't have a computer or TV in your bedroom.
- Don't play computer games right before bed.
- Stop eating at least 2 to 3 hours before your bedtime.
- Get regular physical activity. But don't work out right before you go to bed.
- Avoid caffeine. Don't drink coffee, tea, cola or energy drinks, or eat chocolate, in the evening or within 6 hours of going to bed.

Source: National Sleep Foundation, www.sleepfoundation.org.

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Lesson 5 Exit Ticket				
Objective	4	3	2	1
1. Strategies for Reducing Hearing Damage	Correctly summarizes 3 or more strategies to protect hearing.	Correctly summarizes 2 strategies to protect hearing.	Correctly summarizes 1 strategy to protect hearing.	Lists incorrect or vague strategies to protect hearing.
2. Strategies for Reducing Vision Damage	Correctly summarizes 3 or more strategies to protect vision.	Correctly summarizes 2 strategies to protect vision.	Correctly summarizes 1 strategy to protect vision.	Lists incorrect or vague strategies to protect vision.
3. Strategies for Minimizing Harm from Sun Exposure	Correctly summarizes 3 or more strategies to protect skin from sun damage.	Correctly summarizes 2 strategies to protect skin from sun damage.	Correctly summarizes 1 strategy to protect skin from sun damage.	Lists incorrect or vague strategies to protect skin from the sun.
4. Benefits of Getting Enough Rest and Sleep	Correctly describes 3 or more specific benefits of getting enough rest and sleep.	Correctly describes 2 specific benefits of getting enough rest and sleep.	Correctly describes 1 specific benefit of getting enough rest and sleep.	Describes vague or incorrect benefits of getting enough rest and sleep.
Health Habits Research Activity Sheet				
Objective	4	3	2	1
5. Accessing Resources	Uses 2 or more valid and reliable websites to conduct the research. AND Clearly and correctly explains why these websites are reliable.	Uses 1 valid and reliable website to conduct the research. AND Clearly and correctly explains why this website is reliable.	Uses websites that may be somewhat unreliable to conduct the research. AND Vaguely explains why these websites are reliable.	Does not use valid and reliable websites to conduct the research. AND Does not explain why these websites are reliable.
Improving My Health Habits Activity Sheet				
Objective	4	3	2	1
6. Plan for Changing Health Behavior	Completes the behavior change plan by meeting all 5 of the following criteria: <ul style="list-style-type: none"> Clearly identifies a specific health habit or behavior to change. Explains how not changing the behavior could affect future quality of life. Identifies 3 or more benefits of changing the behavior. Describes 2 or more steps for changing the behavior. Identifies 1 or 2 people who could help and explains what they could do. 	Completes the behavior change plan by meeting 3 or 4 of the following criteria: <ul style="list-style-type: none"> Clearly identifies a specific health habit or behavior to change. Explains how not changing the behavior could affect future quality of life. Identifies 3 or more benefits of changing the behavior. Describes 2 or more steps for changing the behavior. Identifies 1 or 2 people who could help and explains what they could do. 	Completes the behavior change plan by meeting 1 or 2 of the following criteria: <ul style="list-style-type: none"> Clearly identifies a specific health habit or behavior to change. Explains how not changing the behavior could affect future quality of life. Identifies 3 or more benefits of changing the behavior. Describes 2 or more steps for changing the behavior. Identifies 1 or 2 people who could help and explains what they could do. 	Does not complete the behavior change plan by meeting any of the criteria.