

# Lesson Plan 3: Skills for Healthy Living

In this lesson, you'll practice identifying and evaluating risk factors for common chronic diseases.

### AAHE Standards

1.12.4 Analyze how genetics and family history can impact personal health.

2.12.1 Analyze how the family influences the health of individuals.

7.12.1 Analyze the role of individual responsibility for enhancing health.

## Preparing the Lesson

### Lesson Objectives

1. Explain why it is important to identify risk factors for common diseases.
2. Identify risk factors in specific situations or scenarios.
3. Reflect on the four steps for identifying and changing risk factors.

### Preparation

1. Copy **Worksheet: Focus on Identifying Risk Factors** and **Worksheet: Skills for Healthy Living**.
2. Open the lesson 3 PowerPoint slides and set up your projector. Open slide 2 (journal question) so that it is visible when students enter the classroom.

## Bell Ringer

Project slide 2 (journal question) onto the screen or write the question on the board. Make sure that students are on task upon arriving at class and allow them three to five minutes to write.

**Journal question:** Do you know of anyone in your family who has or has had cardiovascular disease, cancer, arthritis, or dementia? What concerns do you have about getting the same disease and what, if anything, do you think you could do to prevent that from happening?

## Lesson Focus

Review chapter content using the PowerPoint slides for lesson 3. Have students take notes using **Worksheet: Focus on Identifying Risk Factors**.

**Option:** Have students complete **Worksheet: Focus on Identifying Risk Factors**. When all students have finished, review answers as a class.

# Health for Life

## Lesson Application

1. Place students into pairs.
2. Provide each student with a copy of **Worksheet: Skills for Healthy Living**.
3. Have students read the scenario in part 1 silently, or call on a student to read it to the class.
4. Tell students to discuss the questions with their partner and then write answers to the questions. Walk around the room to ensure that all students are on task and to answer any questions.



**Check for Understanding:** Call on student volunteers to share their answers.

5. Once most students are finished, have them move on to part 2 and work individually to develop their scenarios. Give them an appropriate time frame in which to complete the task (15 to 25 minutes).
6. Once most students are finished, have students return to their pairs and take turns sharing their scenarios. Have the partner who is listening identify the disease and risk factors addressed in the story.
7. As time permits, ask pairs to select one of their scenarios to share with the class. For each scenario, have other students identify the disease and risk factors.

## Reflection and Summary

Review the day's lesson by revisiting the lesson objectives. Formulate each objective as a question and solicit responses.

1. Explain why it is important to identify risk factors for common diseases.  
Preventing infectious and chronic diseases requires the ability to recognize and monitor risk factors.
2. Identify risk factors in specific situations or scenarios.  
Completed during the lesson application. Ask students to share something they remember from the scenarios addressed in class.
3. Reflect on the four steps for identifying and changing risk factors.  
(1) Know your family history. (2) Learn the risks. (3) Monitor your behaviors. (4) Make healthy decisions.

## Evaluate

Collect **Worksheet: Focus on Identifying Risk Factors** or **Worksheet: Skills for Healthy Living** and spot-check for accuracy and completion.

## *Health for Life*

### **Reinforcing the Lesson**

#### **Take It Home**

Encourage students to talk with a parent or guardian about their family history, if any, of common chronic diseases.

#### **Challenge Activity**

Have students create a family action plan and monitoring program to address the risk factors associated with a chronic disease (or two or three such diseases) that run in their family. The action plan should identify the selected disease(s), summarize the common modifiable risk factors associated with the disease(s), and provide specific actionable steps that family members can take to reduce their risks. Students should also create a log that each family member can use to monitor the behaviors addressed in the action plan. Have students encourage their family members to log their behaviors for two weeks, then provide feedback about how well the action plan worked.