

UNIT 8: WELLNESS BASICS



INTRODUCTION

Wellness Basics is the eighth unit in the *Habits of Work* curriculum, and the first unit in part four, *Staying Well*. The pick-and-choose lesson activities are designed to suit the needs and interests of your students. See Appendix A in *Staying Well* for an overview of the full curriculum.

LEARNING OUTCOMES

Students will be able to:

1. Describe the impact of exercise, sleep, and eating habits on work performance.
2. Develop a schedule for regular health care throughout young adulthood.
3. Participate in at least one active and one passive leisure activity.

BACKGROUND INFORMATION FOR INSTRUCTOR

When we talk about wellness, we are talking about the health of the whole person – physical, mental, and social well-being – not just the absence of disease or pain.

This unit encourages students to inquire into their own wellness and practice some new behaviors in several areas. Teaching it may be tricky, because although most adults know the good advice promulgated here; the issue is actually *following* it. We all know things we *should* do to be healthy, but many of us encounter barriers big and small, physical and mental, to achieving wellness. The intent of this unit is to connect wellness to work performance, to show that wellness is not good simply because “studies have shown this, this, and that” but because it has a direct impact on the quality of our work life.

Each lesson provides questions for students to investigate at their workplaces. They’ll be getting real answers from real people who struggle with exercise, sleep, and other issues. Be aware that the answers may not be textbook good advice! Be prepared to facilitate a discussion of this and also why people may have a hard time following wellness advice.

Readings

Here is a good one-page overview of wellness and a nice graphic of seven elements of wellness: healthcenter.ucdavis.edu/hep/well/wellness.html. The site has lots of wellness resources to explore.



A simpler concept of wellness is the health triangle introduced by the World Health Organization in 1948. The three equal sides: physical, emotional and mental, emphasize the equal importance of each aspect: www.ehow.com/about_5047508_health-mental-social-physical-definitons.html

The 10,000 Steps a Day program (pedometers): www.thewalkingsite.com/10000steps.html

What happens when you skip a meal: well.blogs.nytimes.com/2007/12/26/the-risks-and-rewards-of-skipping-meals/

This is a good definition of leisure activities: en.wikipedia.org/wiki/Category:Leisure_activities

Sleeping and napping tips: healthcenter.ucdavis.edu/hep/well/napping.html. Check out the Nap Map, an annotated Google map with photos of great places to catch a 20-minute nap!

Other Resources

General:

- New Hampshire Health Education Curriculum Guidelines: www.education.nh.gov/instruction/school_health/curr_guidelines.htm
- SuperBetter (also suggested in Unit 10: Stress Management) is a free online game that uses the structure of a game (e.g., superheroes, bad guys, quests, allies, points) to help you achieve a health-related goal you specify. Each time you log on you have tasks to complete. The designer was grappling with the question, “What if you took all the energy people put into imaginary gaming worlds, and put it to use for real purposes?,” when she got a severe concussion. She wrote the prototype of this game to help motivate herself to do the things that would help her get better. There is a text introduction, a graphical introduction, and a video introduction at www.superbetter.com. It’s fun!

Exercise:

- Northeast Passage (NEP) is a program of the University of New Hampshire’s College of Health and Human Services. NEP delivers disability-related health promotion and adapted sports programs throughout New England. The website (www.nepassage.org/index.html) includes a long list of resources for almost any sport or activity you can think of.
- Let’s Move! is an initiative launched by Michelle Obama to solve the problem of obesity. The website, www.letsmove.gov, has resources and action ideas for kids, schools, families, and professionals.

Eating habits:

- ChooseMyPlate.gov – www.choosemyplate.gov – is the updated government nutrition site with information, strategies, and tools to calculate individual goals and



ranges for healthy weight and activity levels. The website breaks down different age groups over the life span. It also includes ideas for healthy eating on a budget, sample menus, a tracker, and a tip of the day.

- Nutrition information for fruits and vegetables: www.fda.gov/Food/LabelingNutrition/FoodLabelingGuidanceRegulatoryInformation/InformationforRestaurantsRetailEstablishments/ucm063482.htm
- A great site to see nutritional information for all sorts of foods is nutritiondata.self.com. Enter the food name at the top right of the web page. For example, this link takes you directly to the web page for a corndog: nutritiondata.self.com/facts/fast-foods-generic/5944/2

Health care:

- The Adolescent Health Transition Project is designed to help smooth the transition from pediatric to adult health care for students with special health care needs. Information and materials can be found at depts.washington.edu/healthtr/.
- *Envisioning My Future: A Young Person's Guide to Health Care Transition* – hctransitions.ichp.ufl.edu/products_booklets.php – was written for Florida youth with special health needs and their families, but most of the content applies nationwide. There are separate sections for three different age ranges (12–14, 15–17 and 18 plus). Each section includes information to help youth be more in charge of their own health care, tips for parents, and a checklist of transition skills and activities. The guide is 24 pages, is available in English and Spanish, and can be downloaded as a PDF.
- A summary of the HIPAA Privacy rule: www.caringinfo.org/files/public/ad/HIPPA_Privacy_Rule.pdf

UNIT PREPARATION CONSIDERATIONS

Tasks

 There are several activities that involve interviewing people at the workplace. As the questions in this unit are personal, talk with the internship supervisor about the intent of the lesson and ask the supervisor to point the student to good people to interview.

Look over local newspapers and community publications to expand your knowledge of locally available leisure activities.

If you do the:

- SuperBetter activity in the Exercise lesson: Play it yourself first. It's pretty intuitive, but you'll want to play enough that you can demonstrate the basic idea.



- Pedometer activity in the Wellness and Exercise lesson: You'll need to locate enough pedometers for your class. Your school may have them available for student use; check with the nurse or health teachers. Students with iPods have a built-in pedometer application. Alternatively, a local sports store may give you a group discount.
- Food label activity in the Eating Habits lesson: You'll need to collect labels from a variety of healthy and unhealthy foods. Dunkin Donuts and McDonalds have all their nutritional information on their websites, as may other chain restaurants.
- Field trip in the Health Care lesson: Contact Community Education or Community Health at your local hospital or a local dentist. They may be able to make arrangements with appropriate medical personnel.

Speakers

This unit has several speaker suggestions. Scan the classroom introduction activities for ideas. Contact these people early to arrange dates and times.

Prior Knowledge

You may need to preteach some of these concepts depending on the lessons and activities you select:

- wellness
- preventative care
- HIPAA Privacy Rule
- health insurance
- leisure
- transferable skills

SUMMATIVE ASSESSMENT IDEAS

Following are ideas for a summative assessment for this unit:

1. Create a brochure that explains your personal wellness plan (learning outcomes 1, 2, 3). Be realistic! Include the following:
 - your daily exercise
 - when you will go to bed on school nights
 - breakfast and lunch plans
 - your next health care visit (doctor, dentist, optometrist)
 - one active and one passive leisure activity you'll participate in regularly
2. Pick one of the wellness factors that can affect work performance (exercise, sleep, proper health care, nutrition, leisure activities). Work in a group with other students who have chosen the same wellness factor. Create a piece of work (PowerPoint presentation, poster, skit, poem, true/false quiz, video) that explains the impact of the



wellness factor on your work and suggests tips for making it part of a healthy lifestyle. Present your piece of work to the class (learning outcome 1).

UNIT KICKOFF

Three options:

1. Use this word splash to spark a discussion of wellness: wellness.ucsd.edu/WhatIsWellness.shtml

Alternatively you could use Wordle, www.wordle.net/, to determine new, high-frequency vocabulary you may need to preteach. Cut and paste a section of text content from a health and wellness website into the Create page. Have students review and identify unfamiliar words in the word cloud, using the criteria, “I cannot explain this word meaning to someone else,” as the deciding factor for needing to review or reteach or preteach.

2.  Watch this 2:07-minute video, “Funny Group Health *Find More Minutes* Commercials,” a series of three humorous commercials about different aspects of wellness and work: www.youtube.com/watch?v=0syQFLfMbCo. Use it to spark a discussion of wellness and how it affects the world of work.
3.  Have students rate their stress level (1–5), then list how much sleep they got last night, what they’ve eaten in the past 12 hours, and how much exercise they’ve done in the past 24 hours. Now watch the 2:47-minute video, “Look After Your Brain – BrainSmart – BBC” at www.youtube.com/watch?v=12pbrkcfRDI&feature=related, which links brain performance and wellness practices. Have students compare their information to see if more sleep and exercise and better diet lead to decreased stress for the class as a whole.

LESSONS

This unit is divided into the following lessons. The lessons contain choices for activities and are organized into an instructional sequence around a workplace assignment.

1. Exercise
2. Sleep
3. Eating habits
4. Health care
5. Leisure activities



Lessons	Instructional Sequence	Activities
I. Exercise	Introduction – individual	 Journal. Keep a log for a week and write down every activity you would count as exercise. Do you think it is enough? Are you in good shape?
		 Journal. Keep track of things you could do to increase your activity level as you go through your day (e.g., take the stairs instead of the elevator, park at the end of the parking lot so you walk further to get to your destination, run on a treadmill or do stretching exercises while watching television). Star two or three of these things to try during the individual follow-up activity at the end of this lesson.
	Introduction – classroom.	Wellness statements. Create a set of wellness statements and ask students to code the statements as follows: <ul style="list-style-type: none"> 1 – means I do that now 2 – means I could make a commitment to do that easily 3 – means it is out of my reach or I’m not interested Students then discuss how they coded their wellness statements and select one statement that they would like to make a priority.
		 Fishbowl panel. Invite a school nurse, health teacher, yoga teacher, dietician, athletic trainer, physical education teacher, human resources person, and guidance counselor to participate in a panel discussion about wellness. Students prepare questions ahead of time and the panel discusses the answers with students as the audience. Include the topic of sleep.
	Workplace activity	 Ask the HR person at your workplace if your company offers wellness activities, local gym discounts, insurance reimbursements, or fitness classes. Are there any walking trails? Workshops? A fitness person on staff?



Lessons	Instructional Sequence	Activities
<p><i>Exercise, continued</i></p>		<p> What do people at your workplace do during the day for personal fitness? What motivates them to do it? What do they do after work for fitness?</p>
		<p>Mental notes. Go for a brisk 10-minute walk before your internship. Make mental notes on anything you notice about your energy and focus afterward.</p>
	<p>Follow-up – individual</p>	<p>Evening exercise. Chart what you do in the evenings for one week. Now make a list of all the different silly but workable ways you can add in exercise in five to 15-minute chunks throughout your evening before you go to bed. Commit to doing one each night.</p>
		<p> Journal and activity. Use a pedometer and strive to get to 10,000 steps per day. How many days did it take you? Any surprises? Learn anything new?</p>
		<p> Journal and SuperBetter. Play the online game, SuperBetter, at www.superbetter.com. Pick an exercise that is important to you and play SuperBetter for two weeks. At the end of two weeks, write a progress report in your journal.</p>
	<p>Follow-up – classroom</p>	<p>Group exercise plans. Create lists of silly but workable ideas (that work) for adding five to 15-minute chunks of exercise throughout your evening. Make individual charts showing a three-week personal plan for daily exercise. Have a weekly group check-in. Share tips for keeping on track. Share anything you notice that changes about your school or work performance.</p>
		<p>Pedometers. Take on a class challenge of walking 10,000 steps per day per person. Track your progress on a wall graph.</p>
	<p>Class discussion. Share what you learned in the workplace about adults and their exercise habits. What do they see as the benefits? Do</p>	



Lessons	Instructional Sequence	Activities
<p><i>Exercise, continued</i></p>		<p>you notice anything similar when you exercise?</p>
		<p>Local resources. Brainstorm a class list of low-cost or no-cost community or neighborhood resources for wellness and being active (e.g., walking paths, mini golf, city bike trails). Expand your list by reviewing local print resources and websites. Plan a field trip to try one of the resources.</p>
		<p>Personal workout plans. Invite a physical education teacher or other exercise resource to set up a personal plan with each student. Use class time for students to do a part of their plan each day.</p>
<p>2. Sleep</p>	<p>Introduction – individual</p>	<p> Watch this 0:58-minute video, “What are the side effects of poor sleep?,” www.youtube.com/watch?v=L5L82-ARISk. Make a list of the side effects. For each one you have experienced, write two sentences describing what happened.</p>
	<p>Introduction – classroom</p>	<p> Watch this 1:55-minute video, “How Much Sleep Do I Need?,” at www.youtube.com/watch?v=tuNp_M0Vg4Q. Write a journal entry describing how much sleep you typically get during the week. How do you spend the last 30 minutes before going to sleep? How about on the weekend? When is your preferred bedtime and wake-up time?</p>
		<p>Notice the difference. Complete the following sentence eight times: When I am tired I notice that... Then complete the following sentence eight times: When I am rested I notice that... Compare results with the rest of the class. Generate a class list of “When I am tired I notice:” and “When I am rested I notice:.”</p> <p> Invite a local occupational therapist or physical therapist to come speak about the importance of exercise and sleep to overall wellness. Include tips on getting more and</p>



Lessons	Instructional Sequence	Activities
<p><i>Sleep, continued</i></p>		<p>better sleep (there’s a similar activity in the wellness and exercise lesson).</p>
	<p>Workplace activity</p>	<p> Ask your supervisor about the impact of inadequate sleep on employees and employers. How and when is it a problem?</p>
		<p> Ask three coworkers what they notice about their work performance when they’re tired as compared to when they’re rested.</p>
	<p>Follow-up – individual</p>	<p> Journal. Make a plan to improve your sleep practices, if needed. Consider keeping a dream journal as part of your plan. Write a journal entry about what you will do. Try it for two weeks and write another entry about how it went.</p>
		<p>Chart. Make a chart to track your hours of sleep for a few weeks. See if attention to sleep improves it.</p>
	<p>Follow-up – classroom</p>	<p> Class nap. Watch this 2:49-minute video, “How to Power Nap,” about how to take an effective nap: www.youtube.com/watch?v=gZ0oEedMX6s. Plan and take a class nap. The next day, share what you noticed about your energy level and focus the rest of the day. This could also be an introduction activity.</p> <p>Stop action skits. Brainstorm barriers to good sleep. Ask for volunteers to act out one of the barriers. At an appropriate point, stop the action. Ask another group to take over the skit and demonstrate a solution. Repeat for several of the barriers.</p>
<p>3. Eating habits</p>	<p>Introduction – individual</p>	<p> Journal. Read this short article, “The Claim: Skipping Breakfast Can Affect Your Mood and Energy Levels During the Day,” at www.nytimes.com/2006/02/21/health/21real.</p>



Lessons	Instructional Sequence	Activities
<p>Eating habits, continued</p>		<p>html, then watch this 3:17-minute video, “The Importance of Breakfast” at www.youtube.com/watch?v=06PHE5IMBQo&feature=related. Create a breakfast menu with healthy and unhealthy items. Circle the items you eat for a typical breakfast.</p>
		<p> Journal. Read “Fruits and Veggies on the Go,” at www.wellness.uci.edu/toolkit/march/fruitandveggiesonthego.pdf and look over some of the the charts, “Common Foods Comparison”, at www.sparkpeople.com/resource/food_listsmeats.asp. Find images on the Internet of your typical snacks or cut out snack photos from old magazines. Add some images of healthy choices you could make a commitment to try.</p>
	<p>Introduction – classroom</p>	<p>Compare sugar and protein content from a variety of food labels. Compare the sugar and caffeine content of popular sodas (include energy drinks). List several options for healthy snacks or meals. Be sure they are options class members will actually eat!</p>
		<p> Invite a registered dietician from your local hospital or a home economics teacher to speak about practical ways to put together a healthy breakfast and healthy snacks, as well as the effect of high sugar and high caffeine drinks on your body.</p>
		<p>Check out the vending machines at your school. Discuss what is healthy to eat from them and what may not be so good.</p>
<p>Workplace activity</p>	<p>Food log. Each student logs everything he or she eats for a few days. Then, in small groups or pairs, evaluate your eating habits with a peer. Pick one thing to try and improve.</p> <p>Snack experiment. One day, have a healthy snack or meal before work and make mental notes about your energy level and mood. On another day, have an unhealthy snack or meal and make more mental notes about your</p>	



Lessons	Instructional Sequence	Activities
<p><i>Eating habits, continued</i></p>		<p>energy level and mood.</p> <p>Bag lunch. Pack a healthy lunch or snack for work. Put a note in your lunchbox that inspires you and reminds you of the importance of eating healthy foods.</p> <p>Mental notes. Notice what food is available at work. Is it healthy or not?</p>
	<p>Follow-up – individual</p>	<p>Take a favorite recipe for a not-so-healthy food item and try to make it healthier (e.g., use whole wheat pasta, use low-fat cream cheese, substitute applesauce for sugar), or find a healthy recipe for your favorite food on the Internet. If possible, make the healthy item and see how it compares to your original recipe.</p> <p> Journal and activity. Identify two ways you could improve your breakfast, write them in your journal and try them for a week. Write another journal entry describing what you tried and any differences you noticed in your mood, memory, and energy level.</p> <p>Earn a class feast. Each morning for a week make a list of one healthy food item you added to your breakfast to replace an unhealthy choice. Or if the food is not available – a healthy alternative you wish you could eat for breakfast. Give yourself a star for each morning you made a healthy food swap. Bring this to class. Five stars from each student in the class earns a healthy snack feast for all!</p>
	<p>Follow-up – classroom</p>	<p>Bag lunch surprise. Each student packs a bag lunch (no names on bags). Put all the bags on a table and each student chooses one. Share your good ideas with each other and give awards for the best items.</p> <p>Share the results of your snack experiments. What was similar in your experiences? What was different? What conclusions can you draw?</p> <p>Field trip. Many grocery stores have created in-house nutritional rating systems. For example, Hannaford has Guiding</p>



Lessons	Instructional Sequence	Activities
<p><i>Eating habits, continued</i></p>		<p>Stars: www.hannaford.com/content.jsp?pageName=GuidingStars&leftNavArea=HealthLeftNav. Price Chopper has the Nuval system: www2.pricechopper.com/nuval/. Make a class list of favorite foods. Take a field trip to a local grocery store and compare the nutritional value of different foods and brands. If you can't do a field trip, consider an in-class activity using the websites of the above stores.</p> <p>Food price analysis. Sometimes eating in a healthy way is difficult because of cost. Use the above websites to analyze price differences between different kinds of foods. What could a person on a limited budget do to find affordable healthy choices? Share your findings and ideas.</p>
<p>4. Health care</p>	<p>Introduction – individual</p>	<p> Journal. Read the article that matches your gender: “Health Screening – Women – 18 to 39,” at www.nlm.nih.gov/medlineplus/ency/article/007462.htm, or “Health Screening – Men – 18 to 39,” at www.nlm.nih.gov/medlineplus/ency/article/007464.htm.</p> <p>Make two health screening lists: one of the items you feel confident taking care of and another list of the items you need to learn more about.</p> <p> Journal and activity. Look at the pictures of healthy and diseased teeth and gums at these two websites: www.32tdental.com/treatments/periodontics-gum-treatment/ and www.winghavenortho.com/cavities.php. Inspect your own teeth and gums closely. Write a journal entry describing what you see; use lots of adjectives. Now floss your teeth. Do you get any bleeding? Make a chart for daily brushing and flossing for one month. Post it in your bathroom and fill it out every day.</p>



Lessons	Instructional Sequence	Activities
<p><i>Health care, continued</i></p>		<p> Journal. Create a chart with four columns: medications, rules, when to take, notes. Complete the chart for your medications. The notes column will be blank for now – you’ll fill it in later.</p>
	<p>Introduction – classroom</p>	<p>Field trip. Make a class appointment at a local hospital, medical center, chiropractor, naturopath, or dentist. Class goes through the adult process of getting to a medical appointment on time, registering, and seeing the medical practitioner. Class interviews the doctor/nurse about what is the recommended health care for young adults up to age 30. Find out about classes, activities and lecture series on health and fitness topics. Collect brochures and handouts to create a reference or information binder. You may want to use the field trip as an opportunity to talk about the HIPAA Privacy Rule as well, www.caringinfo.org/files/public/ad/HIPPA_Privacy_Rule.pdf.</p> <p> Invite a community health educator to speak to the class about the recommended health care for young adults up to age 30 (e.g., finding a doctor, regular physicals with someone who knows you, suggested tests). Include what community services offer low-cost health screenings (e.g., flu shots, blood pressure checks). Include traditional and alternative medicine options.</p>
	<p>Workplace activity</p>	<p> Find out what health insurance is offered, if any. What are the options? What is the cost to an employee? What would a doctor’s visit cost? If possible, bring back a benefits summary to share with your class. Bring back other printed information to add to your information binder.</p>
		<p> Ask HR if there are any guidelines for when or where to take medications at work.</p>



Lessons	Instructional Sequence	Activities
<p><i>Health care, continued</i></p>		<p> Ask HR about the policies around illness. What do employees do if they are sick? How do they decide if they should come into work or stay home? Do they get paid sick time? Bring back a copy of the policy if you can.</p>
		<p> Ask HR if your workplace does onsite physicals. Some employers do them at the time of hire. Some require them but do not pay for them. Do you need to repeat your physical periodically? Do you need any tests (like TB)? Who pays for them? Is there other health care available at the workplace? If possible collect any print material for your information binder.</p>
	<p>Follow-up – individual</p>	<p>Medical file. Create a medical file for yourself with your vaccination record, list of medications, list of allergies, dates of last doctor visits, contact information for your medical professionals, copy of your health insurance card, emergency contact person and number, and any other details that would be good to know. If appropriate, include a list of your medications, when to take them, and potential food or drug interactions.</p>
		<p> Journal. Complete the notes column of your medication chart with anything you need to remember about taking medications at work (e.g., the work rules you need to follow).</p>
		<p> Journal. Check your health screening lists from the Introduction activity. Have you learned how to address any more on the list? Make an action plan to learn how to do one more item. Set a goal with a timeline.</p>
	<p>Follow-up – classroom</p>	<p>Comparison dyads. Work in pairs to compare health insurance from the different workplaces. What would a year of your recommended health care cost on the different plans? Are there any paid incentives to complete screenings or engage in physical activity? Make a class chart of similarities and differences.</p>



Lessons	Instructional Sequence	Activities
<p><i>Health care, continued</i></p>		<p>Design a medical information form that students can fill in and take with them to their workplaces. The form lists medical information that might be needed in case of an emergency (e.g., primary care doctor, preferred ambulance service and hospital). You may want to just modify the form that parents usually sign and complete for field trips.</p> <p>Research summary. Compare and contrast student internship site policies about employee illness. Speculate about the reasons for the differences.</p>
<p>5. Leisure activities</p>	<p>Introduction – individual</p>	<p> Journal and activity. Read the short online article, “Spare Time,” at library.thinkquest.org/08aug/01036/spare%20time.html. Write a journal entry describing your active and passive leisure activities. Which ones are your favorites? What do you like best about your favorites? List three transferable skills you’ve learned from your activities.</p> <p style="text-align: center;">-or-</p> <p>Create an invitation to a weekend of leisure. In your invitation include your active and passive leisure activities. Also include the three transferable skills your guests will take away with them.</p> <p> Watch this 4:50-minute video, “Leisure Time Activities,” at www.youtube.com/watch?v=EqGdIxP-W5Y. Part of it is excerpted from a 1950 film. Write a journal entry about your reaction to the video. What is still true for teens today? What has changed? Do you see any gender bias in the film? How do you spend your free time?</p>
	<p>Introduction – classroom</p>	<p> This might be an opportunity to create and use a Google Docs survey. Poll the class for their interests and areas of curiosity about leisure activities (e.g., golf, hiking, bird-watching). Which locally available activities</p>



Lessons	Instructional Sequence	Activities
<p><i>Leisure activities, continued</i></p>		<p>would they like to know more about? Bring in local experts to give talks and lead activities.</p> <p>Charades. Act out what you like to do when you have free time. Make a class list of the acted-out leisure activities and then divide the list into active and passive activities. When is active leisure a better choice? When is passive leisure a better choice? Now take it farther by identifying work skills people could learn from these activities.</p>
	<p>Workplace activity</p>	<p> Ask three coworkers what they like to do in their leisure time? What do they do to recharge at work?</p> <p> Ask your supervisor about any leisure activities that are sponsored or encouraged by the workplace. Does the workplace pick up trash along a section of highway, sponsor a bowling or softball team, allow employees to take a day off to spend on a community service activity?</p>
	<p>Follow-up – individual</p>	<p> Journal and activity. Pick one new active and one new passive leisure activity to try. Use a local resource to try them both, then write a journal entry describing what you liked and didn't like about each activity. Will you try them again?</p> <p>Friends and family. Interview a friend or family member about their leisure activities (preferably someone who doesn't share your own leisure activities). Ask them to describe these activities, say what they enjoy about them, and describe how they decide which leisure activity to pursue when.</p>
	<p>Follow-up – classroom</p>	<p>Paper bag skits. Fill grocery bags with 10 random objects. Challenge teams to come up with as many leisure activities as they can in 10 minutes, connecting each one to at least one object. Share the results with the class. At the end, ask each student to share one passive and</p>



Lessons	Instructional Sequence	Activities
<i>Leisure activities, continued</i>		one active activity that truly interests them, regardless of whether the student currently participates in the activity.
		Class tallies. Create a class list of all leisure activities, both active and passive, in which students participate. Place tally marks next to each activity to represent the number of students that participate in each. Which activities are the most popular? Least popular? Why might that be? What might keep someone from participating in any of the activities listed?
		Leisure goals. Extend the paper bag skits or class tallies activity by having students write goal statements related to one passive and one active leisure activity they would like to add to their lives. Map out a plan for how to achieve the goals. This might be another opportunity to try out the SuperBetter game: www.superbetter.com/

CONNECTIONS TO NH CAREER DEVELOPMENT CURRICULUM

The NH Career Development Curriculum Framework (October 2006) establishes seven curriculum standards “that define what New Hampshire students should know and be able to do relative to career development” at the end of grades four, eight, ten and twelve. Listed below are the End of Grade 10 and End of Grade 12 standards addressed in this unit (if you did every activity in every lesson.)

End of Grade 10

- 1.1 Access information from multiple sources and information-retrieval systems.
- 1.3 Demonstrate the ability to summarize ideas and information.
- 1.4 Demonstrate the ability to use a variety of organizational structures such as cause-and-effect patterns, paraphrasing, and charts and graphs to communicate ideas and information.
- 1.8 Recognize, evaluate, and respond appropriately to persuasive forms of communication.
- 2.2 Identify the issues involved in making a decision or solving a problem.
- 2.3 Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.
- 2.4 Use logic to draw conclusions from available information.



- 2.5 Develop a plan that reflects research and builds on relevant precedents.
- 2.6 Evaluate an event or activity in terms of expressed purposes.
- 2.8 Devise strategies for improving the performance of a system.
- 3.1 Independently identify resources and tools needed to achieve learning goals.
- 4.2 Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.
- 5.1 Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or actual.
- 6.3 Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.
- 6.5 Identify individuals in selected occupations as possible information sources, role models, or mentors.
- 6.6 Consult with and observe adult role models at work to identify elements of their work and determine the need for specific knowledge and skills.
- 7.2 Demonstrate a positive attitude toward work and learning.

End of Grade 12

- 1.4 Demonstrate the effective use of the conventions of the English language in communications.
- 2.3 Develop a systemic plan and communicate the plan clearly.
- 2.4 Develop and test strategies to optimize the performance of a system.
- 3.1 Evaluate the processes used to achieve goals and improve the qualities of resulting products.
- 4.1 Demonstrate behaviors that maintain physical and emotional health.
- 4.3 Describe the contribution of work to a productive life.
- 5.3 Demonstrate effective and flexible team skills as a team member or leader.
- 6.2 Explain the importance of the balance between work and leisure time.
- 6.3 Demonstrate knowledge of how occupational skills and knowledge can be acquired through leisure activities.
- 6.5 Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.
- 6.9 Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.