



Lesson #2: Body Out of Balance

Chapter Two

Cristina's older brother Roberto is going into the army, so her family gave him a big sendoff party and Cristina was up late. This morning, she overslept and had to rush to make it to her school bus on time. She grabbed a donut on her way out the door but forgot her lunch money. Once she was in class, she realized that she had not done her homework the night before and there was a quiz on the chapter she was supposed to read! By the afternoon, she has a headache and feels terrible. She asks her teacher if she can go see the school nurse.

Lesson Overview

In this lesson, students examine external factors that contribute to health and explore the potential consequences to health when the body is out of balance. They identify personal decisions they can make that contribute to good health. These can include food and nutrition, exercise, sleep, stress (or stress management), positive relationships, and a balance between work, rest, and play.

Content Areas

Literacy, Life Sciences and Health Education, Computer Science

Activity Duration

60 minutes

Grade Level

Grades 3-5

Materials

- Writing materials (paper and pencils or pens, journal, or tablet)
- My Out-of-Balance Story paper
- 6 sheets of chart paper, each with one of the following statements written on it:
 - I feel sick and run down.
 - I feel exhausted and sleepy.
 - I feel lonely and sad.
 - I feel full and nauseated.



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- I feel weak and out of shape.
- I feel stressed out about my school work.

Teacher Note: Hang chart paper around room before the lesson.

Essential Questions

- What are some of the common factors that contribute to good health?
- How can we use the power of personal decision-making to help ensure our bodies, minds, and health are in balance?

Objectives

- Identify external factors that contribute to health
- Explain what happens when good health factors are not present or are unbalanced

Vocabulary

- Balance
- Imbalance

Procedure

1. After reading the next piece of Cristina's story, engage students in a discussion around the following questions:
 - How do you think Cristina is feeling during her morning at school?
 - What might be contributing to that?
 - Were there things Cristina could have done to avoid this situation?
 - What do you think it means when we say we are "out of balance"?
 - How was Cristina "out of balance"?



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2. Distribute the My Out-of-Balance Story page to each student. Ask students to close their eyes and think about a time when they were rushed or didn't feel well – they felt out of balance – and how it changed how the way they thought, their attitude or mood, how they ate, how they behaved, and/or how they reacted to others. As students think, ask questions to guide them through the process, such as the following:

- What changes did you notice in your body?
- Was there anything that may have sparked those changes? Family members who were sick? Eating something that didn't agree with you? Inability to sleep? Some big change happening in your life?
- Do you think these changes contributed to how you were feeling?
- What about changes in your mood, energy level, or behavior?
- Did you tell anyone you weren't feeling well? What happened then?

Teacher Note: It is important to state these in neutral terms (in other words, without placing any value judgments).

3. Allow time for students to briefly write their story and draw a picture and label it. Remind students that they do not have to share anything that is too personal or that causes them pain.
4. Once students are finished, ask some volunteers to share their stories. Without discussion, note any common themes around health and imbalance you identify that emerge from the conversation and list these on the blackboard, Smart board or overhead.)
5. After students share their stories, ask the class if they are able to identify any common themes in their stories and discuss.
6. Explain that there are many reasons we might not feel ill or out of balance. Some of them are out of our control, but we have the **power of personal decision-making** to affect our health and wellness.



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7. Divide students into pairs and ask them to discuss the following questions together:
 - What decisions could Cristina have made that would have helped her feel better in the morning?
 - What were some factors she could not control?
 - Where there any decisions you could have made to avoid feeling the way you did in your story?
8. Regroup the whole class and ask students to share their responses to the discussion questions. Invite students to comment to extend and expand their classmates' ideas.
9. Ask volunteers to read the statements on the chart paper aloud. Explain that each statement illustrates one way a person can feel out of balance, though it is important to understand that we can be out of balance in more than one way at a time. This causes us to feel even worse! But, we can use our powers to make decisions that improve our health.
10. Once students read and understand the chart paper statements, ask, "Imagine this person is you. What decisions would you make to improve your health?" Model for students how they will record their suggestions and ideas on the chart paper. For example, for "I feel weak and out of shape," record "I will walk for at least 30 minutes every day."
11. Divide students into small groups and have them collaborate for 7-10 minutes to brainstorm at least one "personal decision" for each statement. Once groups are finished, have each student write his or her contribution on at least one sheet of chart paper, being careful not to repeat their classmates' ideas.
12. Regroup whole class and discuss the suggestions. Congratulate students on coming up with so many ideas and remind them that they came up with a plan to create and maintain health and wellness in their lives all by themselves!
13. To close the lesson, have students design and create their own booklet of all of the ideas on the chart paper around the room as part of a personal plan for health and wellness.



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Celebration Extension

Have students in small groups to brainstorm ways they would communicate to friends and family members the important role of personal decision-making in one's health and wellness. Encourage students to use a creative approach. For example, they could choose to use music, video, poems, role play, illustrations, diagrams, or stories to share the information with others.

Suggested time for presentation:

National Standards

NGSS

- 3-LS3-2 Other characteristics result from individuals' interactions with the environment, which can range from diet to learning

National Health Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

CCSS

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



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Name: _____

My Out-of-Balance Story

Why was I feeling out of balance?

How did I feel?

How did it affect my thinking, attitude or mood, eating, behavior, relationships with others?

Draw a picture of how you felt and label it.

What decisions could I make next time to avoid feeling out of balance?