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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Counseling and Mental Health |
| **Lesson/Unit Title** | Health and Wellness Throughout the Lifespan |
| **TEKS Student Expectations** | **130.276. (c) Knowledge and Skills**  (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:  (D) Explain the physiological effects of stress and aging  (E) Distinguish the psychological aspects of health and wellness across the life span |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Characterize the psychological effects of stress and aging * Identify health and wellness issues throughout the lifespan stages |
| **Rationale** | Developmental psychology is the study of how people grow and change throughout life – from infancy, through childhood, adolescence, adulthood, until death. Individual needs must be met in every stage of growth and development. It is important for individuals to practice health and wellness strategies throughout their life span. As a mental health professional, it is important for you to understand the development and the psychological effects of aging which occurs throughout the human lifespan. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Development:** The act or process of growing or causing something to grow or become larger or more advanced  **Geriatrics:** The branch of medicine which deals with the diseases and physiological changes associated with aging and the elderly  **Growth:** Generally, refers to changes in structure or size of a living organism  **Lifespan development:** The challenges and changes which occur with each stage throughout the human life span  **Stress:** A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances  **Wellness:** The state or condition of being in good physical and mental health  Note: Many other terms on the slide presentation can be identified. Encourage students to include the definitions in the assignment. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Assisted living facilities brochures * Baby items such as:   + Baby bottles   + Books   + Pacifier   + Toys * Canes * Exercise equipment such as a jump rope or weights * Food advertisements * Grocery store advertisements * Health care items * Play food * Play money (can be purchased at a store for minimal cost) * Reading glasses * Retirement information * Wheelchair   **Supplies:**   * Cardstock * Container such as a basket * Scissors   **Other appropriate lessons**   * Families Across the Lifespan Interpersonal Studies * No Longer a Teen: Development in Early Adulthood Human Growth and Development * Nutrition for the Life Cycle: Pregnancy to Adulthood Lifetime Nutrition and Wellness * Promoting Health and Wellness of Children   Child Guidance   * Copies of handouts   **PowerPoint:**   * Health and Wellness Throughout the Lifespan   **Technology:**   * Free iPad App:   + Ask MD by ShareCare, Inc.<https://itunes.apple.com/us/app/askmd/id739298964?mt=8> * Infographics:   + Six Positive Steps for Your Mental Health Taking the time to promote your own mental well-being improves independence, the quality of your life and helps you cope with the stressors of life productively.  Step-by-step, incorporate the following into your regular routine and encourage friends and family to do the same.<http://hanbleceya.com/blog/infographic-6-positive-steps-mental-health> * TedxTalk:   + Guy Winch: Why we all need to practice emotional first aid<https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene>   **YouTube:**   * NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes.<http://nihseniorhealth.gov/videolist.html> * Nutrition for the Middle Aged Adult Learn how to make healthy food choices.<https://youtu.be/FXf-rfIU9Wk>   **Graphic Organizers:**   * KWHL Chart – Health and Wellness Throughout the Lifespan * My Personal Road to Health and Wellness * Note-taking Health and Wellness Throughout the Lifespan   **Handouts:**   * Health and Wellness Throughout the Lifespan Project * Rubric for Health and Wellness Throughout the Lifespan Project * Teacher Resources – Lifespan Stage Cards |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room. Supplies can include:   * Assisted living facilities brochures * Baby items such as:   + Baby bottles   + Books   + Pacifier   + Toys * Canes * Exercise equipment such as a jump rope or weights * Food advertisements * Grocery store advertisements * Health care items * Play food * Play money (can be purchased at a store for minimal cost) * Reading glasses * Retirement information * Wheelchair   Script:  Look at the items on the table. How do the items relate to health and wellness throughout the lifespan?  Allow time for class discussion.  Before class begins:  Distribute graphic organizer KWHL Chart – Health and Wellness Throughout the Lifespan, and have students complete the first two sections of the chart. Students will write down what they already know about health and wellness in the lifespan in the first section and what they want to learn about health and wellness in the second section. The last two sections will be completed during Lesson Closure.   * What I KNOW about health and wellness throughout the lifespan * What I WANT to learn about health and wellness throughout the lifespan |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking Health and Wellness Throughout the Lifespan. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint Health and Wellness Throughout the Lifespan. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for Health and Wellness Throughout the Lifespan for discussion.  Using the Note-taking Health and Wellness Throughout the Lifespan handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers to check for understanding.  Videos included in slide presentation:   * NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes.<http://nihseniorhealth.gov/videolist.html> * Nutrition for the Middle Aged Adult Learn how to make healthy food choices.<https://youtu.be/FXf-rfIU9Wk>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * encouraging participation |
| **Guided Practice \*** | Distribute the My Personal Road to Health and Wellness handout. Individually, students will determine what healthy lifestyle and decisions to implement now and in the future as they become older adults. They will complete each section with appropriate information.  Students may volunteer to share their information with the class.  Allow time for questions, answers and classroom discussion.  Completion of the handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * repeating instructions * providing assistance |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Prior to activity:  Print the Teacher Resource – Lifespan Stage Cards, on cardstock and cut apart so that the students can draw one for the Independent Practice activity. Place cards in container at the appropriate time during the lesson.  Subdivide the class into groups. The ideal situation is to divide the class into eight groups. One group for each lifespan stage.  Read the following scenario:  Scenario: You are part of a family services community organization team of volunteers. Your team would like to obtain experience working with individuals ranging from infants to older adults. The organization director has asked your team to develop a brochure based on the lifespan stage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Using the Teacher Resource – Lifespan Stage Cards, have one student from each group draw a card from the container. The selected card determines the lifespan stage the groups will focus on during their project.  Distribute the Health and Wellness Throughout the Lifespan Project handout. Students will research information based on the lifespan stage selected and present information on a brochure.  Lifespan stages:   * Early infancy * Later infancy * Early childhood * Later childhood * Puberty and adolescence * Early adulthood * Middle adulthood * Later adulthood   Distribute and review Rubric for Health and Wellness Throughout the Lifespan Project so that students may understand what is expected. Students will be presenting their projects during Lesson Closure.  The brochure should include:   * Health factors affecting individuals in their lifespan stage * Supportive agencies or resources to assist with the related lifespan topic * Health and wellness aspects related to your lifespan stage * Techniques to reduce stress in individuals of your lifespan stage   Provide ample time to create brochures. Refer to Microsoft Office to download free brochure templates at:<https://templates.office.com/en-us/Brochures>  Optional: At the end of each class period, have each group give a brief status report on their assignment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extending ‘wait time’ * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms and definitions.  Groups will share their brochures.  Have students retrieve KWHL Chart – Health and Wellness Throughout the Lifespan, and complete the last two sections of the handout.   * HOW I learned about health and wellness throughout the lifespan * What I LEARNED about health and wellness throughout the lifespan |
| **Summative/End of Lesson Assessment \*** | Brochures will be assessed with Rubric for Health and Wellness Throughout the Lifespan Project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * shortened, simplified instructions |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com®.   **Textbook:**   * Ryder, Verdene, and Marjorie Harter B. *Contemporary living*. Tinley Park, IL: Goodheart-Willcox, 2010. Print.   **Websites:**   * Adolescent Development University of Maryland Medical Center. Information on adolescent development.<http://www.umm.edu/ency/article/002003.htm> * Centers for Disease Control and Prevention Easy-to-read schedules for all ages to print, tools to download and ways to prepare for your office visit.<http://www.cdc.gov/vaccines> * ChooseMyPlate.gov ChooseMyPlate.gov provides practical information to individuals, health professionals, nutrition educators, and the food industry to help consumers build healthier diets with resources and tools for dietary assessment, nutrition education and other user-friendly nutrition information.<http://www.choosemyplate.gov/index.html> * HealthyPeople.gov Healthy People provides science-based, 10-year national objectives for improving the health of all Americans.<http://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Mental-Health/data> * Helpguide.org Stress symptoms, signs and causes.<http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm> * Infants and Toddlers Source: Centers for Disease Control and Prevention Parent information regarding milestones and schedules in children.<http://www.cdc.gov/parents/infants> * National Institute on Aging (NIH) The nation’s research activities dedicated to understanding the nature of aging, supporting the health and well-being of older adults and extending healthy, active years of life for more people. [http://www.nia.nih.gov](http://www.nia.nih.gov/) * U.S. Department of Commerce Economics and Statistics Administration U.S. CENSUS BUREAU<http://www.census.gov/prod/2014pubs/p25-1140.pdf>   **YouTube:**   * NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes.<http://nihseniorhealth.gov/videolist.html> * Nutrition for the Middle Aged Adult Learn how to make healthy food choices.<https://youtu.be/FXf-rfIU9Wk> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representation of terms on word wall * Add terms and definitions to personal dictionary * Check for understanding * Have students repeat instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events  Assign students to read about the importance of health and well-being. Information can be found in newspaper articles, magazines, journals and online print. Suggestions:   * Living to 100 and Beyond Scientists are on the brink of radically expanding the span of a healthy life. Author Sonia Arrison on the latest advances—and what they mean for human existence.<http://online.wsj.com/article/SB10001424053111904875404576528841080315246.html> * The Atlantic Radical Life Extension Is Already Here, But We’re Doing it Wrong article.<http://www.theatlantic.com/health/archive/2012/05/radical-life-extension-is-already-here-but-were-doing-it-wrong/257383> * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scratch paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. * Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about … because I know (I heard) …” This encourages active reading and keeps the student interested. While reading, the students may revise their original predictions and/or make new ones. |
| **Quotes** | As you become clearer about who you really are, you’ll be better able to decide what is best for you-the first time around. **-Oprah Winfrey**  Being happy doesn’t mean that everything is perfect. It means that you’ve decided to look beyond the imperfections.  **-Unknown**  Deep down even the most hardened criminal is starving for the same thing that motivates the innocent baby: Love and acceptance. **-Lily Fairchilde** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My favorite stage of the lifespan is … because … * I am looking forward to getting older because … * It is important for a parent and child care provider to understand the development which occurs throughout the human lifespan because …   **Writing Strategy:**   * RAFT (Role/ Audience/Format/Topic) writing strategy:   + Role: Teenager   + Audience: Elderly person   + Format: Letter   + Topic: What advice could you give young people on living life to the fullest? |
| **Communication**  **90 Second Speech Topics** | * What the lifespan means to me * The study of geriatrics is important because … * As a mental health professional, stages of human development are important to understand because … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Group discussion: As a mental health professional, why is it important to recognize a chronic lack of age-appropriate behavior in individuals? * Divide the class into groups of three to four, and assign each group a different life stage. Have the groups report back to the class with a poster or presentation on the research they conducted using the Internet and/or library. Research should contain details of the normal growth patterns, physical changes and mental attitudes of the assigned stage. * Students may read blogs about leadership to compare and contrast the differences.   **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Guy Winch: Why we all need to practice emotional first aid We’ll go to the doctor when we feel flu-ish or a nagging pain. So why don’t we see a health professional when we feel emotional pain: guilt, loss, loneliness? Too many of us deal with common psychological-health issues on our own, says Guy Winch. But we don’t have to. He makes a compelling case to practice emotional hygiene — taking care of our emotions, our minds, with the same diligence we take care of our bodies.<https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene> |
| **Family/Community Connection** | * Invite a small panel of senior citizens to speak about growing up during the 20th century. Ask senior friends to bring pictures of their youth and events they experienced throughout their lifespan. |
| **CTSO connection(s)** | **Family, Career and Community Leaders of America (FCCLA)**  [http://texasfccla.org](http://cte.sfasu.edu/lesson-plans/no-longer-a-teen-development-in-early-adulthood)  STAR Events:   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. * Families First- The FCCLA Families First Project is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; however, “Families Today” might be a good place to start. This unit covers topics that provide a general overview of families and related issues. The topics are:   + Families Today: Understand and celebrate families   + You-Me-Us: Strengthen family relationships   + Meet the Challenge: Overcome obstacles together   + Balancing Family and Career: Manage multiple responsibilities   + Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see: [http://www.nylc.org](http://www.nylc.org/)  Possible idea: Contact a local retirement center or nursing home, and arrange to have students visit the elderly. Students will collect necessity items to deliver to the residents. Items can include:   * Age-appropriate snacks (check dietary restrictions) * Deck of cards * Divided box filled with greeting cards for various occasions * Games and puzzles * Holiday decorations to personalize the room * Homemade treats such as cookies or snack mix (check dietary restrictions) * Large print books or books on tape * Plants (check with facilities on space and safety regulations) * Phone cards * Photo albums and frames * Soaps and lotions * Tissues/decorative tissue holders * Toiletry items   Also see family/Community connections. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)