

Subject/Grade: Arts Education 2 & Health Education 2

Teacher: Mikaela Deguzman

Lesson Title: Healthy Habits for a Holistically Healthy Me!

Date: Monday, October 21, 2019

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CP2.7: Create visual art works that draw on observations and express ideas about own communities.

(f) Compare differing ideas in art works, including own and peers' visual expressions.

(h) Reflect and discuss to help make decisions about own art works.

(i) Identify sources of inspiration and describe decisions made in creating own art works.

(j) Recognize, with guidance, how own visual images communicate non-verbally.

CP2.8: Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

USC2.3: Develop an understanding of how health may be affected by illness and disease.

(d) Identify personal health habits that may help to prevent getting sick (e.g., wash hands, cover mouth when coughing/sneezing, immunizations, do not share personal items, tell a trusted adult if you find a needle, exercise, sleep/rest, healthy diet).

Key Understandings: ('I Can' statements)

I can use visual/multimedia art to represent ways I keep myself holistically healthy.

Essential Questions:

What are ways that we keep our bodies, minds, and spirits healthy? How can we represent these with pictures or colours?

Prerequisite Learning:

- Understanding of holistic self
- Know the different ways we can keep ourselves healthy
 - o Physically, mentally, spiritually
- Have an idea of how to create collages and/or draw pictures or symbols to represent ideas

Instructional Strategies:

- Teacher-directed instruction at the beginning
- Demonstrating with an example – visual component
- Hands-on creating
- Small group and large group discussions

Stage 2: Determine Evidence for Assessing Learning

- Students are able to visually represent their knowledge on how to stay physically and mentally healthy.
- Students can identify what their bodies need in order to prevent sickness.
- Students understand and can represent their personal health habits through visual arts.
- Assess students while listening to their conversations when circulating as they complete the task.
- Collect their completed pieces for assessment.

Stage 3: Build Learning Plan

Set:**Length of Time:** 10 minutes

Welcome the students and ensure that everyone is comfortable and ready to learn. When everyone is ready, encourage the students to activate prior knowledge by reflecting on what we have been discussing in health. Use prompts such as:

*“How do we feel when we are sick?” “How do we feel when we are healthy?”
“What are some things that make us sick?”*

After the activating prior knowledge on the health unit, I will then tell them that we will begin by doing a movement activity. Ask the students to stand up and provide them with simple dance moves to follow that go along with the [song](#). Encourage students to come up with their own dance moves, as well.

Development:**Time:** 40 minutes

After dancing, ask the students to take their seats. Ask the students to focus on the health habits we have to help keep our bodies and minds healthy.

“The song had lots of ideas of how to keep our bodies healthy – what are some health habits that you remember or you heard in the song?”

Create a mind map or list on the board of the students’ ideas.

Re-introduce the idea of their holistic selves by asking the students if they remember the meaning of holistic self.

“Does anybody remember what the word holistic might mean?... Holistic means our whole self – our bodies, our minds, our spirits and how they work together and affect how we feel. We talked about health habits that help keep ourselves physically healthy – such as our bodies. So what are some healthy habits that might affect other parts of our holistic selves?”

Guide students by providing prompts and examples.

“One way I keep my mind healthy is by meditating ... One way I keep my spirit healthy is by spending time with my friends and family because that makes me happy... What are some things you do?”

Add these ideas to the mind map/list.

Show and explain an example of the art work they will be creating.

“Now you will all get to create your own holistically healthy self with drawings and pictures. You may use the examples we came up with or come up with some of your own.”

Step 1: Look through magazines/flyers and cut out pictures that represent health habits that you may want to use in your piece.

Step 2: Glue the pictures onto the body template – feel free to draw pictures, as well.

Step 3: Colour in any blank spaces.

Step 4: Glue your face onto the head of the template.

Step 5: Cut the final piece out.

Provide a completed example for reference.

“I created one of my own – as you can see, I drew pictures of healthy foods because I know that eating healthy is good for my body. I also put headphones, a bed and Z’s to represent sleep, and an electric mixer to represent baking, because

Materials/Resources:

- Projector and computer or SmartBoard
- [The Healthy Habits Song](#)
- Body handout
- Magazines/Flyers
- Pictures of students’ faces (showing their healthy and happy face)
- Glue
- Scissors
- Markers or pencil crayons

Possible Adaptations/**Differentiation:**

- Adapt dance moves for students who have diverse physical abilities. (Ex: If a student is in a wheelchair, include more arm or hand movements)
- Have precut pictures for any students who may be unable to cut out images.

Management Strategies:

- Encourage conversation, but ensure noise level is low. Specify this before students begin the activity.
- Reinforce positive behaviour, such as when students are working quietly and are on task.
- Have literature related to the health topic ready for students who finish early to read.

Safety Considerations:

- When doing the dance, make sure each student has enough space to move. Ask students to extend their arms and swing them around to ensure they have enough wiggle room.
- Ensure students know how to use scissors safely.

listening to music, sleeping, and baking are some things I do to help my mental health. Over here, I drew my pet rabbit and family because they make my heart and spirit happy. And here I put a faucet and water to show handwashing, to get the germs away, so I don't get sick! You can draw anything that makes you feel good and keeps you healthy. After decorating your body, I want you to glue your picture on the head."

Make sure to let them know that everybody's piece will look different because we all take care of our bodies in different ways.

Walk around and observe students at work. Give helpful comments.

Learning Closure:

Time: 10 minutes

Give the students a few minutes to share their completed pieces with a partner. After their discussion, gather the class for a whole group discussion. Encourage the pairs to share what they learned from each other or aspects that were similar.

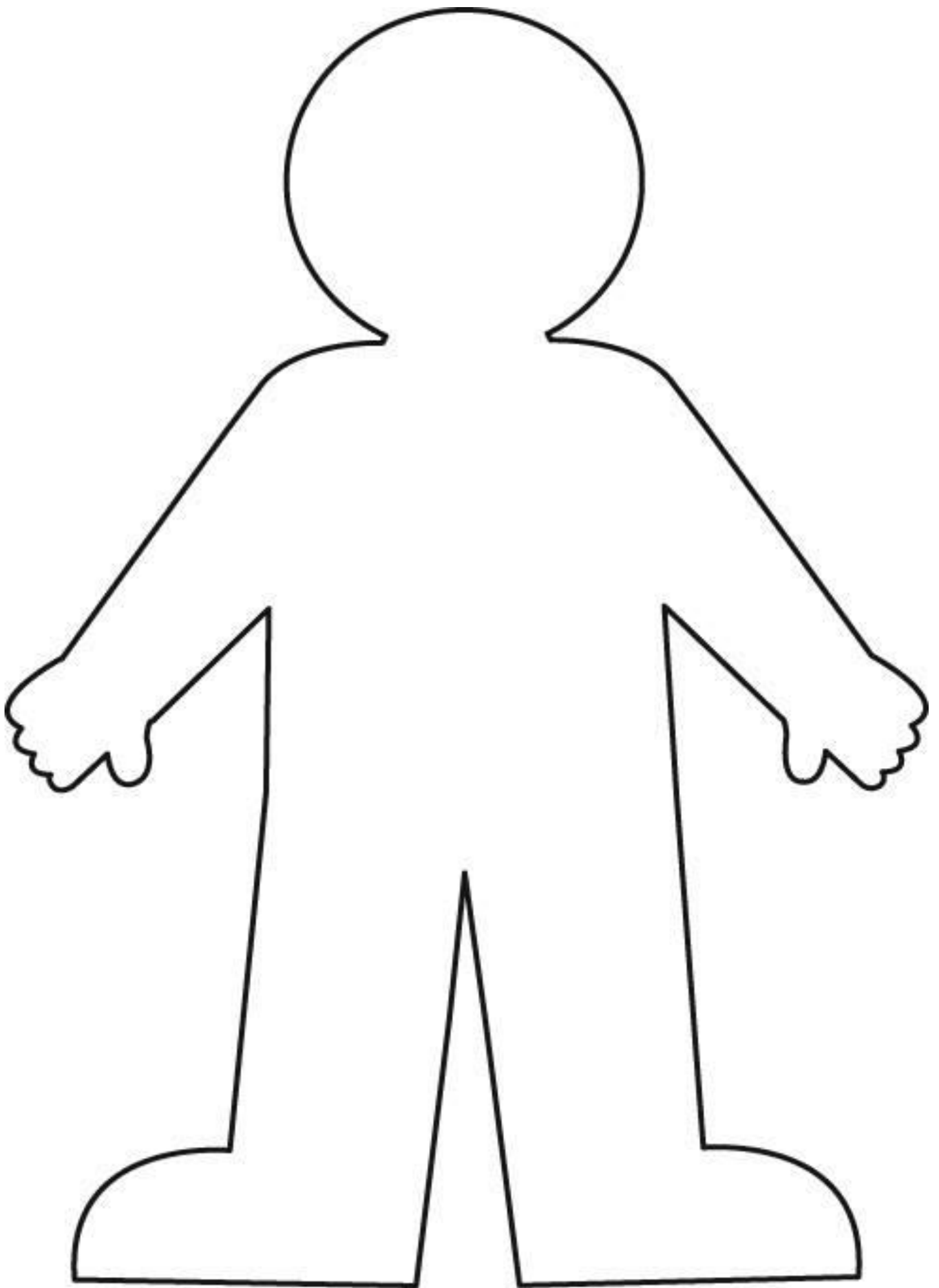
"Did you find any health habits that you have in common?" "Did you learn any new health habits you could try?" "Why do you think we have similar or different health habits?"

Thank the students for their participation.

Collect the students' completed work. Display on bulletin board.

Stage 4: Reflection

Reflect on how the activity went. What worked? What didn't? How can I improve this activity? What can I change for next time?



References:

Person Outline Printable. (2016). Retrieved from <http://clipartlibrary.com/clipart/pTqKegyBc.htm>

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