

The teacher may introduce the components of wellness (e.g. physical, social, and mental/emotional), so students can begin to evaluate their personal lifestyles.



The teacher may guide students through a sequence of steps to access a variety of reliable resources so students can compare and contrast between reliable and unreliable information (e.g. contemporary media, websites, articles, community resources, advertisements, etc.) that support decisions about nutrition, exercise and safety.



The teacher may introduce a food/physical activity log (e.g. MyPlate.gov super tracker) so students can make informed decisions regarding nutrition and exercise.



The teacher may introduce examples of webpage designs so students can begin to understand important aspects of developing a web page



The teacher may review the importance of personal hygiene so students can continue to develop positive physical and social well-being.



The teacher may show images/videos of consequences of taking risks surrounding sun, hearing, and vision safety so students can develop personal strategies to reduce risks of damage.



The teacher may provide examples of peer evaluations so students can begin to understand the importance of providing positive peer critiques.



**Performance Assessment:** You and your group of peers are youth health experts who are developing a “Middle School Physical Wellness Website”. Each team will become “Webmasters” to design a webpage on one of the components of physical wellness to be added to the “Middle School Physical Wellness Website”. (e.g. nutrition, safety, exercise, and personal hygiene). Your group will provide a visual presentation of your physical wellness page to your peers and/or key stakeholders. (e.g. school nurse, counselor, PE teachers, parents, etc.)

# Healthy Bodies