

# Community Based Health Fair

## Objectives

Students will be able to:

- **Gain an understanding** of the seven dimensions of health and well-being.
- **Collaborate** with their peers in order to compile a health and well-being comic strip designed for people of all ages.
- **Perform and synthesize** research in order to understand the targets associated with the U.N. Sustainable Development Goal of Health and Well-Being.
- **Design** a community health fair exhibit to bring greater awareness to Health and Well-Being.

## Lesson Overview

In this digital lesson bundle, students will assume the role of health fair coordinators who are assigned to a team that seeks to improve and promote the well-being of all people in their community. Students will explore the Wellness Wheel that includes seven aspects of health and well-being: physical, spiritual, occupational, emotional, environmental, intellectual, and social. Then, students will collaborate to organize a community-based health fair that will bring awareness to the targets associated with the United Nations Sustainable Development Goal of Health and Well-Being.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All interactive aspects in the presentation are set to occur on click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

## Activity Duration

Three class sessions (45–60 minutes each)

## Grade Level

Grades 5–8

## Essential Questions

- What are the main seven aspects of health and well-being?
- How can a community work together to encourage health and promote well-being?
- What can be done to address the maintenance of the seven aspects of health and well-being?
- How can communities raise awareness about prevention and promote healthy lifestyles?

## Materials

### All days

- Device with the ability to project, one for the instructor

### Day 1

- *7 Dimensions of Wellness: A Holistic Approach to Health* article, one per student
- *CITGO: Health and Well-Being Discovery Education* Video
- *Handout 1: Seven Aspects of Health and Well-Being*, one per student
- *Handout 2: Health and Wellbeing Comic Strip*

### Day 2

- *Handout 3: Dimension of Health & Well-Being Research*, one half-sheet per student
- Devices with internet access, one per student (or as many as are available)\*

**Optional: If devices are not available, copies of the following articles may be printed from the links below. See the lesson instructions for Day 2 for additional details.**

- SDG 3 Targets: <https://www.who.int/sdg/targets/en/>
- UN Health: <https://www.un.org/sustainabledevelopment/health/>
- Progress towards the SDGs: A selection of data from World Health Statistics 2018: [https://www.who.int/gho/publications/world\\_health\\_statistics/2018/EN\\_WHS2018\\_SDGhighlights.pdf?ua=1](https://www.who.int/gho/publications/world_health_statistics/2018/EN_WHS2018_SDGhighlights.pdf?ua=1)
- SDG Tracker: <https://sdg-tracker.org/good-health>
- Progress of Goal 3 in 2019: <https://sustainabledevelopment.un.org/sdg3>
- Top 10 causes of death: <https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death>

### Additional Resources for Specific Targets found from:

[http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start\\_HR-.pdf](http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start_HR-.pdf)

- Read the World Health Organization's mental health action plan: [https://www.who.int/mental\\_health/en/](https://www.who.int/mental_health/en/)
- Fast track to end AIDS by 2030: <https://www.unaids.org/en/resources/presscentre>
- WHO cancer factsheet: <https://www.who.int/en/news-room/fact-sheets/detail/cancer>
- Malaria Atlas project: <https://malariaatlas.org/>
- Top 10 Global Health Issues to Watch in 2015: <https://www.intrahealth.org/features/top-10-global-health-issues-watch-2015>

### Day 3

- *Handout 4: Rose-Thorn-Bud Evaluation*, five per student

## Background

Societies prosper when people are in good health. “Health, as the World Health Organization (WHO) defines, is the state of complete physical, social, and mental well-being and not just the absence of disease or infirmity.”<sup>1</sup> The concept of health can be broken down even further into seven more specific key dimensions: physical, spiritual, occupational, emotional, environmental, intellectual, and social. One critical method for maintaining a healthy lifestyle is prevention. Awareness and prevention are a driving force, locally and globally, to help ensure healthy life-styles and promote well-being for people of all ages. The United Nations believes that health and well-being are essential to sustainable development.

To promote health and well-being, Dr. Bill Hettler from the National Wellness Institute developed a model of wellness that included six dimensions of health: physical, emotional, intellectual, spiritual, occupational, and social.”<sup>2</sup> Since then, environmental health has been added as another aspect of health and wellness. Each of the seven dimensions can be described as the follow:

- **Physical health** refers to the health of our bodies including physical activity and eating habits
- **Emotional wellness** focuses on the management of our emotions with an emphasis on a positive mindset
- **Spiritual wellness** can include religious beliefs as well as involve concepts of forgiveness, compassion and kindness
- **Intellectual health** is best described as a commitment to lifelong learning
- **Environmental wellness** addresses how nature is an integral part of health and well-being
- **Occupational health** includes the productivity and fulfillment obtained from applying our skills safely to both paid and unpaid roles in life
- **Social wellness** is achieved by maintaining meaningful social relationships<sup>2</sup>

As Dr. Hettler explains, “If we don’t strengthen our research, education and awareness, we won’t be able to protect ourselves and our communities from dangerous or unhealthy attitudes and behaviors contributing to poor health.”<sup>3</sup>

This guide strives to give educators a resource to promote awareness of health and well-being, in all of their many forms. It provides slide-by-slide details to help educators prepare to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover three class sessions, but it is flexible depending on the students’ needs and the time available. Ideas for additional extensions are included at the end of this manuscript.

This lesson plan follows an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate. The lesson begins as students watch a video that provides a broad overview of the significance of health and well-being. Students will be probed to understand the seven dimensions associated with wellness. To gain important background knowledge, students will investigate one of the seven dimensions and then learn from their peers about the other dimensions of health and well-being. Next, they will observe their own lives and community as they look for evidence of these elements.

In the second session, students will learn that the mayor has commissioned a health fair committee to create a community health fair to bring greater awareness to the targets associated with the U.N. Sustainable

Development Goal (SDG) #3, Health and Well-Being. Small groups of students will perform research to more completely understand the health and wellness needs of our global community. Students will collaborate to create an effective and engaging health fair exhibit that informs the public about the targets associated with the Health and Wellness SDG.

In the final session, students will conclude their health fair exhibit work. They will then present their exhibit ideas to the “mayor” and the other health fair committees. The class will evaluate each other’s ideas and provide constructive feedback to their peers.

### Sources

1. “Health Promotion: An Effective Tool for Global Health.”  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3326808/>
2. “7 Dimensions of Wellness: A Holistic Approach to Health.”  
<https://www.alive.com/health/seven-dimensions-of-wellness/>
3. “Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals.”  
[http://mcic.ca/pdf/SDG\\_Primer\\_FINAL.pdf](http://mcic.ca/pdf/SDG_Primer_FINAL.pdf)

## Engage | Slide 1

### Overview

Students will watch a video that introduces the topic of Health and Well-Being. Specifically, students will be introduced to the Wellness Wheel and the connection of occupational wellness to health and well-being. Students will briefly reflect on their initial reactions.

### DAY 1, Slide 1

- Begin class by clicking on the image and playing the “CITGO; Health and Well-Being” video.
- When the video is complete, click once and instruct students to participate in a two-minute Quick Write in which they jot their immediate reactions (thoughts, questions, etc.) to the content they just viewed.
- If you are having trouble playing the video, you may see a security warning at the top of your screen. Click “Enable Content” to view the embedded video in presentation mode. You can also watch the video at <https://www.fuelingeducation.com/classroom-resources>

## Explore | Slides 2–9

### Overview

Students will use their imaginations to work with a health fair committee to promote health and well-being across all seven aspects of health including: physical, spiritual, occupational, emotional, environmental, intellectual, and social. To gain important background knowledge, students will first investigate the broader meaning of each health aspect. Next, in small groups, they will specialize in better understanding one of the seven aspects.

## Day 1, Slide 2

- Click once to display the goal for the lesson and begin by posing the question “What are the elements of health and well-being that work together to promote wellness?”
- Ask the students to first turn to a partner and brainstorm some ideas together. Then elicit student responses until all seven aspects are identified. Students may need support and prompting to identify multiple aspects of health.
- Click again to display the image of the 7 Dimensions of Well-Being graphic.
- Distribute the article: *7 Dimensions of Wellness: A holistic approach to health* or ask students to access the article digitally: <https://www.alive.com/health/seven-dimensions-of-wellness/>
- Distribute *Handout 1: Seven Aspects of Health and Well-Being* to each student.
- Instruct students to first read the article to explore the meaning of the seven important components of health.
- Then explain that they will complete the concept web on Handout 1 using the information that they learn from the article.
- Provide time when students are finished for them to discuss what they believe makes a healthy and fulfilling life.

## Day 1, Slide 3

- Click and explain to the students that now that they have a better understanding of wellness, their mayor has commissioned them to plan a community health fair to promote healthy and fulfilling lifestyles.
- Explain to students that they will be using the Wellness Wheel and the U.N. Sustainable Development Goal of Health and Well Being as a base for understanding.
- Divide students into groups of 3–4 and assist students in selecting one of the seven dimensions of health and well-being besides “occupational safety.” This will be used as an example for the class to investigate together.
- As students move into the groups, ensure that each group has an aspect of the Wellness Wheel to investigate
- Inform students that in order to become a contributing team member, they must first fully understand their specialized aspect of wellness.

## Day 1, Slide 4

- To help students make connections to the many aspects of health, use Occupational Wellness to help students unpack the elements of the Wellness Wheel.
- As students learned in the video introduction video, safety is an important first step in creating healthy and fulfilling lives.
- Click once and elaborate for students that a part of living a healthy and fulfilling life is feeling safe, even at work. While students may not have an occupation, school is like an occupation. It will be important to highlight that being safe at work, home, and school is foundational for other aspects of health.

## Day 1, Slide 5

- Click once to show the following two questions and help students connect their everyday experiences, occupational wellness, and health and well-being
  - Where do you see safety and well-being prioritized at your school?
  - How does prioritizing safety and well-being at school help you succeed?

## Day 1, Slide 6

- To further address the connection between occupational wellness and safety, use CITGO as an example for highlighting the role safety plays in creating fulfillment in their employee's jobs and life.
- Click once and explain that two of their priorities for occupational wellness include
  - Incorporating health promoting behaviors into employees' daily routines
  - Pursuing avenues of support when help is needed
- Ask students "how do these elements of safety connect to ones you just discussed for your school?"
- Click again to show
  - Meetings always begin with a "Safety Moment" that address safety performance.
  - Employees take the CITGO Safety Pledge.
  - Year-long activities / events that promote employee safety awareness
- Assist student in understanding that occupational safety translates into a personal feeling of safety in the workplace. Being safe leads to both physical and emotional health and well-being.

## Day 1, Slide 7

- Distribute a copy of *Handout 2: Health and Well-Being Comic Strip*.
- Click once to display the instructions:
  - Conduct research to better understand your dimension of health.
  - Focus on impactful information related to your health topic
  - Include preventative measures
  - Display the information in a comic strip format.
- Explain to students that they are going to investigate their own aspect of the Wellness Wheel and use their understanding to create a comic strip. Remind students that they may choose to create the comic strip by hand or use [www.pixton.com](http://www.pixton.com) to create it digitally.
- Explain to the students that they will share their comic strips with the class when finished.
- Tell the participants that they have the remainder of the session today to conduct their research, and they will have time tomorrow to work on the comic strip.

## Day 2, Slide 8

- Welcome the students back and share with them that the mayor is excited to learn about the health fair exhibits that they will be creating for the community health fair.
- Click once to display a timer set for 25 minutes and explain that first, students will have 25 minutes to complete their comic.

## Day 2, Slide 9

- When the timer goes off, instruct the students to perform a gallery walk to read the other groups' comic strips.
- Afterwards, ask the students to share interesting aspects about what they saw. Some questions to consider could include
  - What did you find surprising?
  - What did you already know?
  - What caused you to see something differently?

## Explain | Slides 10–13

### Overview

Small groups of students will perform research on five of the targets for Health and Well-Being SDG to better understand how society can strive toward greater health and well-being on a global scale. Students will brainstorm effective and interactive ways to convey this information within a community health fair setting.

## Day 2, Slide 10

- Explain to the students that they are now going to switch gears to understand health and well-being from a global perspective by using the United Nations Sustainable Development Goal of Health and Well-Being.
- Click Once to display the 5 comic block of SDG targets. Work with students to understand that the targets listed are opportunities to improve health and well-being around the world.
- To connect understanding, ask students to determine which SDG targets fit with specific Wellness Wheel elements. For example, Healthy Birth could be environmental, physical, emotional.

## Day 2, Slide 11

- Tell students that their mayor has commissioned them to create and execute a health fair to bring awareness to this global need for health and well-being.
- Click to display the five targets for Health and Well-Being from the SDG.
- Assist the students with developing small groups of 2-3 students and either assign targets or allow small groups to select the target they would like to use to build their understanding of health and well-being.

## Day 2, Slide 12

- Before students begin working together with their health fair committee, explain that the mayor has some specific requirements for their displays.
- Click once to list the mayor's criteria:
  - Focus on impactful information related to your target from the Wellness Wheel (may use your comic or article for reference) and SDG
  - Incorporate an interactive component for the visitors to gain awareness
  - Identify suggestions of what the global community can do to help with this target
- Pass out one *Handout 3: Dimension of Health & Well-Being Research* to each student.
- Explain that in order to assist their health fair committee, each student will first individually research the SDG target and respond to the questions on the handout.
- Direct the students' attention to the resources listed on page 2 of Handout 3.
- Review the directions on the handout and answer any student questions.

## Day 2, Slide 13

- When the students have finished their individual research, instruct the students to reconvene with their health fair committee
- Tell the students that they have all of the remaining time in this class session to share their Part 1 (page 1) individual research and then start to collaborate on Part 2 (page 3).

## Elaborate | Slides 14–15

### Overview

Students will collaborate with their health fair committees to create and design an exhibit that will bring awareness to the community about the importance of each target associated with the UN Health and Well-Being Sustainable Development Goal.

## Day 3, Slide 14

- Welcome the class back and express excitement about the health fair committees' agenda of planning and designing their exhibit today.
- Click once and remind students of the health fair's overall objective: to promote greater awareness of the health and wellness targets associated with health and well-being.
- Before students get to work, take a moment to elicit questions from the students about their projects. Encourage them to think outside the box when it comes to the interactive aspect of their display. Additionally, remind students that they will be sharing their ideas with their peers at the end of today's session.



## Day 3, Slide 15

- Encourage the students to regroup and continue working with their health fair committee.
- Deduct about 25 minutes from the end of the period and tell students that they have this much time left to complete their proposed exhibit.
- Click the timer to start it and tell the students to begin.

## Evaluate | Slides 16–19

### Overview

Students will present their health fair exhibit ideas to the “mayor” and the other committees. The class will evaluate each other’s health fair exhibit ideas based upon the effectiveness and impact the committee’s presented ideas addressed raising global awareness of the health target.

## Day 3, Slide 16

- When there are 25 minutes left in the class period, tell students that the next step will be to present their exhibit ideas to the class and the mayor. The instructor can take on the role of the mayor.
- Click once and explain that each group will have about five minutes to put together a short (less than two-minute) presentation. The goal of their presentation will be to share:
  - Target Purpose: What is the purpose behind the target?
  - Importance: How will this target help promote health and well-being?
  - Exhibit: How will your exhibit inform and educate the community to take action?
- Instruct students to use their completed Handout 3 page 3 as they decide what to share.

## Day 3, Slide 17

- Assemble students back together and distribute five copies of *Handout 4: Rose-Thorn-Bud Evaluation* to each student. This will allow each student to provide feedback to each health fair committee.

## Day 3, Slide 18

- Facilitate the group presentations by performing the following:
  - Keep an eye on the time, and if groups surpass the two-minute mark, give them a 30-second warning.
  - At the end of each presentation, allow a minute or two of question and answer.
  - Remind students to use *Handout 4: Rose-Thorn-Bud Evaluation* to provide each group with feedback.
- Once all groups have presented, tell students to distribute their feedback to each group.

## Day 3, Slide 19

- Allow the health fair committee groups to have a few minutes to read through the feedback they received.
- Conclude by reiterating the importance of everyone's actions when it comes to promoting health and well-being worldwide.
- As the class session wraps up, ask every student to share one action they can promise to take that will promote wellness.

## Optional Extension Activities

- Students may compile their comic strips to create a class comic about the importance of health and well-being.
- After creating a more detailed health fair action plan, students can begin to actually implement their designs and even seek to involve the community in organizing and conducting the health fair.

## Standards Addressed

### Next Generation Science Standards

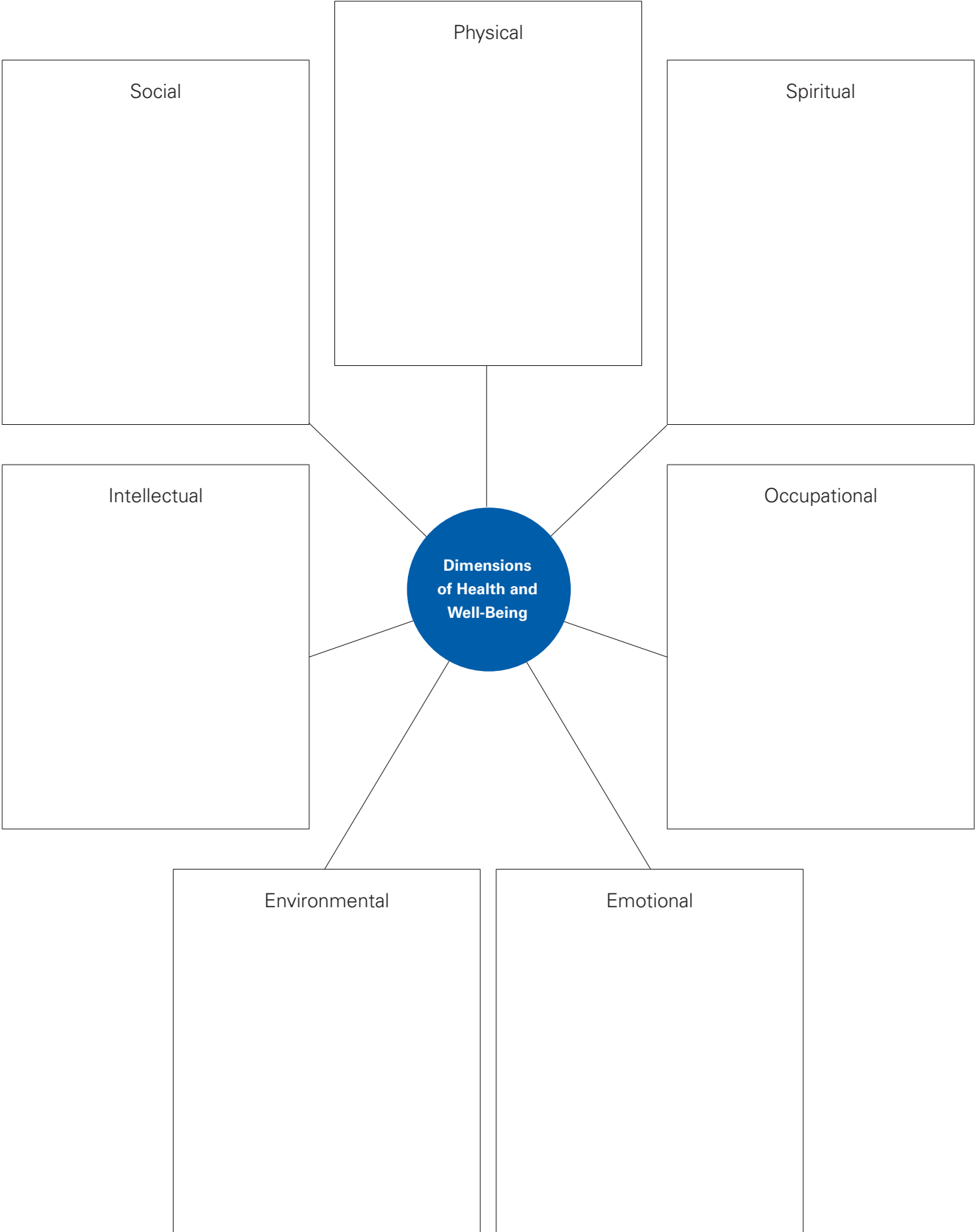
- MS-ETS1 Engineering Design
  - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
  - MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

### Common Core English Language Arts Standards

- Reading: Science and Technical Subjects
  - RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- Speaking and Listening
  - SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Writing
  - W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Texas Essential Knowledge and Skills

- 115.22. Health Education, Grade 6-8
  - Health information. The student comprehends ways of researching, accessing, and analyzing health information.
  - Health behaviors. The student engages in behaviors that reduce health risks throughout the life span.
  - Influencing factors. The student understands how factors in the environment influence individual and community health.



Scene 1	Scene 2
Scene 3	Scene 4
Scene 5	Scene 6

Target # \_\_\_\_\_: \_\_\_\_\_

**Part 1:** Work with your health fair committee to perform research to answer the questions below. This research will help you plan for and develop your exhibit.

1. What impactful information do you want to share about your target?

2. What are some ways to incorporate an interactive component for the visitors to gain awareness?

3. What are some of suggestions for how we can help the global community with this target?

## Resources for All Targets

- SDG 3 Targets: <https://www.who.int/sdg/targets/en/>
- UN Health: <https://www.un.org/sustainabledevelopment/health/>
- Progress towards the SDGs: A selection of data from World Health Statistics 2018: [https://www.who.int/gho/publications/world\\_health\\_statistics/2018/EN\\_WHS2018\\_SDGhighlights.pdf?ua=1](https://www.who.int/gho/publications/world_health_statistics/2018/EN_WHS2018_SDGhighlights.pdf?ua=1)
- SDG Tracker: <https://sdg-tracker.org/good-health>
- Progress of Goal 3 in 2019: <https://sustainabledevelopment.un.org/sdg3>
- Top 10 causes of death: <https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death>

## Additional Resources for Specific Targets found from

[http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start\\_HR-.pdf](http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start_HR-.pdf)

- Read the World Health Organization's mental health action plan: [https://www.who.int/mental\\_health/en/](https://www.who.int/mental_health/en/)
- Fast track to end aids by 2030: <https://www.unaids.org/en/resources/presscentre>
- WHO cancer factsheet: <https://www.who.int/en/news-room/fact-sheets/detail/cancer>
- Malaria Atlas project: <https://malariaatlas.org/>
- Top 10 Global Health Issues to Watch in 2015: <https://www.intrahealth.org/features/top-10-global-health-issues-watch-2015>

Target # \_\_\_\_\_: \_\_\_\_\_

**Part 2:** Use your research notes to plan for and develop your health fair exhibit.




**Identify the most impactful information you want the exhibit to convey.**

**Create and design an interactive component for your exhibit.**

**Identify community resources that could be contacted and incorporated in this exhibit.**

# Rose-Bud-Thorn Evaluation

In the rose column, address the positive aspects of the plan. Use the bud column to point out the areas of potential (what is good but needs a bit more work) and the thorn column to comment on areas of concern.

# Rose-Thorn-Bud Evaluation

In the rose column, address the positive aspects of the plan. Use the bud column to point out the areas of potential (what is good but needs a bit more work) and the thorn column to comment on areas of concern.

