

Personal Health and Wellness

Teaching the student learning objectives in the lessons in the left column contributes to meeting the Michigan Credit Guidelines for Health Education in the right column.	
Student Learning Objectives	Michigan Credit Guidelines for Health Education-Strand 5: Personal Health and Wellness
<p><i>Michigan Model for Health®</i> does not have a specific high school module for personal health and wellness. Many of the credit guidelines (numbers in parenthesis below) for this strand are addressed age appropriately in:</p> <ul style="list-style-type: none"> • <i>Help Yourself to Good Nutrition: 5.4</i> • <i>Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention: 5.1, 5.4, 5.6, 5.7</i> • <i>HIV, AIDS, and Other STDs: A Module for Grades 7-8: 5.1, 5.4, 5.6, 5.7</i> <p>Sun safety concepts are addressed in <i>Look Young and Stay Healthy-Your Choice: Sun Safety Cross-Curricular Activities:</i></p> <p>What's the Big Deal?</p> <ul style="list-style-type: none"> • Explain the consequences of exposure to ultraviolet (UV) radiation on personal appearance and a person's health. • Identify statistics that indicate an increasing health risk for skin cancer. • Explain why concern has increased regarding exposure to the sun's radiation and the potential for harm. • Explain the dangers of indoor tanning using devices that emit UV rays. <p>Know the Facts or Pay the Consequences</p> <ul style="list-style-type: none"> • Distinguish between the myths and facts related to sun exposure. 	<p>5.1 Describe how common infectious diseases are transmitted.</p> <p>5.4 Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.</p> <p>5.6 Describe health practices that can prevent the spread of illness.</p> <p>5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.</p> <p>5.8 Describe personal strategies for minimizing potential harm from exposure to the sun.</p> <p>5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.</p>

When and Where to Get Help?

- Identify criteria for recognizing growths on the skin that require medical help.
- Identify risk factors for skin cancers.
- Identify people and places where medical help is available.

Slip! Slop! Slap!® – Your Protective "Gear"

- Identify ways to keep their skin healthy when exposed to the sun.
- Identify the purposes for sun-related lotions from information on the labels.
- Identify how to select an effective sunscreen.
- Describe how to use sunscreens appropriately.

Looking Buff and Brown – Safely

- Identify ways to have a tanned appearance without sun exposure.

Using Your Power to Influence Others

- Identify protective steps to take when exposed to the sun.
- Apply their knowledge to analyze case studies and offer advice.

Assessing Your Own Risk and Protecting Yourself

- Assess their personal risk for skin damage and skin cancer based on their behavior when exposed to UV radiation and their use of indoor tanning devices that emit UV rays.
- Develop a plan to stay safe in the sun and to avoid

indoor tanning that emits UV rays.

Advocate for Sun Safety

- Advocate for peers to use safety precautions when exposed to the sun and to avoid indoor tanning devices that emit UV rays.

Strand 5 Personal Health and Wellness Credit Guidelines **Not Addressed** in the *Michigan Model for Health®* modules for high school as of 2007:

5.2 Explain the importance of regular health screenings or exams.

5.3 Analyze the importance of rest and sleep for personal health.

5.5 Demonstrate the ability to access accurate information about personal health products.

5.10 Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.

Recommended

5.11 Describe the dangers of exposure to UV light (see *Look Young and Stay Healthy-Your Choice* above), lead, asbestos, pesticides, and unclean air and water; and strategies for avoiding exposure.

5.12 Demonstrate basic first aid skills (i.e. controlling bleeding, Heimlich maneuver).

5.13 Analyze the influence of media on selection of personal health care products.

Note: The kindergarten through grade six *Michigan Model for Health®* lessons build a foundation for some of the Personal Health and Wellness credit guidelines: 5.1 and 5.2 (dental health) and 5.3, 5.4, 5.6, 5.8, 5.9.

Teachers will need to supplement the credit guidelines not addressed at any level and those introduced at elementary level with age appropriate instruction using supplemental instructional resources.