

## Taking Care of the Skin You're In

**NHES Standard 6** Students will demonstrate the ability to use goal setting skills to enhance health.

### Teaching Objectives

- Identify a realistic goal
- Develop a plan for researching the goal
- Reflect on and evaluate the action

### Teaching Strategies

- Divide the classroom into teams, and give each group one piece of paper, one black marker, one red marker, and one blue marker.
- Tell students to draw a silhouette of a human body on the white piece of paper with the black marker.
- Give the groups 5 minutes to draw and label using the red marker all the body parts identified in Chapter 13, and next to that body part identify what they need to do with/to that body part to keep it healthy.
- Tell students to use their books and the blue marker to add to the silhouette personal health behaviors they forgot to add before.
- Have students choose one of the blue personal health behaviors and create a clear and realistic goal with a specific plan.

### Assessment

Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score.

- ✓ Shows a clear progression through a goal-setting process
- ✓ Evaluates or reflects on the action



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This activity will use teamwork to help you identify the importance of personal health care and setting personal health goals.

### What You'll Need

- one 6' × 3' piece of paper per group
- black, red and blue markers
- textbook
- paper and pencil/pen

### What You'll Do

#### Step 1

Your team will draw a human silhouette using your black marker on your white paper.

#### Step 2

Your group will have five minutes to draw and label using the red marker all the body parts identified in Chapter 13 (without using your book). Next to that body part, write what a person needs to do to keep that body part healthy. (Example: Draw a picture of an eye, and add a pair of goggles, which would keep the eyes safe while swimming.)

#### Step 3

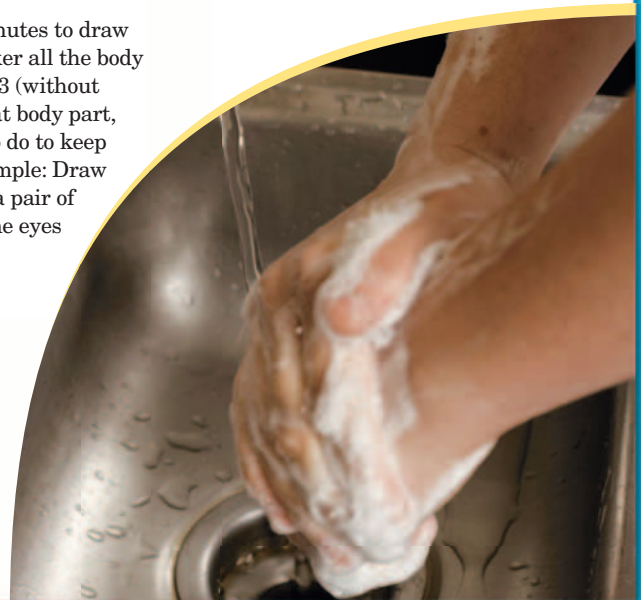
Using your textbook, use the blue marker to add any health behaviors you forgot to add in Step 2.

### Apply and Conclude

Select one of the blue health behaviors you identified and create a plan for achieving that behavior.

### Checklist: Goal Setting

- ✓ Clear goal statement
- ✓ Identifies a realistic goal
- ✓ Plan for reaching the goal
- ✓ Evaluation or reflection on the action
- ✓ Identifies and analyzes external and internal factor



## Health Literacy

**Tanning Bed Laws** Several states and municipalities have passed laws banning tanning bed use by younger teens and children. The laws differ from place to place. For example, the cut-off age may vary, and some laws allow tanning at younger ages with a parent's or guardian's consent. In virtually

all cases, however, the laws are difficult to enforce. Have students learn what laws, if any, regulate the use of tanning beds by teens in their state or municipality. Discuss problems in enforcing the laws and reasons why the laws are important.