

**ThinkHealthy** I know what being healthy means. **1** ACTIVITY

# Being Healthy Concept Web

GRADE LEVEL: **Primary**

TIME: **30 minutes**

GROUPING STRUCTURE: **Whole and small group**

SUBJECTS: **Health  
Science  
English Language Arts – listening and speaking**

**Objective**  
Students will develop a concept web to construct the meaning of being healthy.

## Materials/Preparation

### ➔ Classroom Materials

- Chart paper (one piece)
- Markers
- Blank paper (one sheet/student)
- Suggested items for “Concept Exploration Boxes” (see page 6)



### ➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster



### ➔ Before the Activity

- Post chart paper and poster
- Fill “Concept Exploration Boxes”

## Opening the Activity

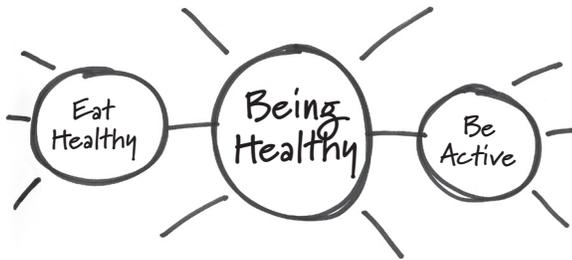
1. **Divide students into small groups. Provide each group with a *Concept Exploration Box*.** Have students explore the items in their group’s box and discuss what they are and how they fit together.
2. **Bring the class together. Ask each small group to show the items in their box to the rest of the class and tell how they think the items fit together.**
3. **Reveal the mystery concept.** The *Concept Exploration Boxes* all have items that have something to do with **being healthy**.
4. **Tell students that they’re going to learn the meaning of being healthy by creating a chart called a concept web.**
5. **Explain that a concept web is a chart with words and phrases that helps us understand the meaning of a broader word or phrase.**





## Leading the Activity

6. **Draw a circle in the center** of the chart paper and write “Being Healthy” inside.



7. **Draw two additional circles.** Draw a line from each new circle to the main circle. **Write** the words “**Eat Healthy**” inside one new circle and “**Be Active**” inside the other new circle.
8. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

9. **Have students provide additional ideas about being healthy, eating healthy, and moving healthy.** Record ideas on the concept web.

- If the idea is about nutrition, draw a line to connect it to the “Eat Healthy” circle.
- If the idea is about physical activity, draw a line to connect it to the “Be Active” circle.
- If the idea is *not* about nutrition or physical activity, draw a line to connect it directly to the main circle (“Being Healthy”).
- As necessary, use the concept-building prompts to help students generate additional ideas.

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ACTIVITY

## Being Healthy Concept Web

continued



### Directions for creating “Concept Exploration Boxes”

- Fill a medium cardboard box (e.g., shoe box) with items that represent the concept of being healthy.
- The box will be given to a small group of students to explore and discuss how the items in the box are connected.

- Make one box for every group of 3-5 students in your class.
- Place three or more items in each box.
- Each box can contain a different mix of items.
- Duplicate items can be placed in multiple boxes.
- Balance the challenge level by placing a variety of items in each box.

### Possible items:

- Healthy food (e.g., apple, orange, banana, pepper, cucumber, empty milk carton)
- Small bottled water
- Small piece of sporting equipment (e.g., tennis ball, jump rope, baseball, knee pads, shin guards)
- Dog leash
- Tennis shoe
- Toothbrush, floss, toothpaste
- Sunscreen, visor, hat
- Stethoscope
- Soap
- CD of restful or lullaby music
- Sleep mask, slipper, small stuffed animal





## Closing the Activity

10. Have students complete this sentence starter on blank paper: “Being healthy means \_\_\_\_\_”.
11. Students draw a picture to go with the sentence.
12. Students share sentences and pictures with the rest of the class.



## Modifications

Make this activity more inclusive by turning it into a cooperative learning activity. Have students work in small groups to create concept webs and then share them with the rest of the class. For younger students, adapt this activity by using pictures (drawings and photographs) on the concept web in addition to or instead of written words. Cut out pictures from magazines that show healthy behaviors and use the food cards provided with the Healthy Steps for Healthy Lives Kit.

### Concept-building prompts:

- **What are some things we do every day to help our bodies stay healthy?** (Be active, eat healthy, sleep, brush our teeth, wash our hands, and protect ourselves from getting hurt.)
- **What kinds of food help to keep us healthy?** (Fruits, vegetables, fat-free or low-fat dairy products, whole grains, lean meats & beans; only eat snacks with added sugars and fats in moderation.)
- **What kinds of drinks help to keep us healthy?** (Water, fat-free or low-fat milk, and 100% no-sugar-added fruit or vegetable juice.)
- **What are some of the ways we can be physically active every day?** (Play at recess, play outside after school, walk the dog, help carry in groceries, play sports, take dance or karate class, minimize time spent watching television.)
- **Is sleep important for our bodies?** What can we do to get enough sleep? (Have a set bed time routine; don't stay up too late.)
- **What can we do to help keep our bodies safe from injury?** (Use seat belts and/or booster seats when riding in vehicles and ride in the back seat; follow the rules for sports and games, wear helmets when riding bikes and scooters, wear sunscreen, and use equipment properly.)

