

Healthy Person



TREND TASK

Approach: Team

Focus: Ideas about health and well-being.

Resources: Answer sheets, picture (year 8 only).

Level: Year 4 and year 8

Questions/instructions:

In this activity your team is going to work together to decide what makes a healthy person. You need to think carefully about what a healthy person is.

Being healthy means many things to do with what is sometimes called our 'total well-being'. So when you think about a healthy person, you need to think of **everything** that helps make a person feel good.

YEAR 4:

Before we start the activity, I want your team to see if you can tell me all the things that help a person to feel good and healthy.

Allow time.

YEAR 8:

Before we start the activity, I want your team to have a short discussion to see if you can give me a good explanation of what "total well-being" means.

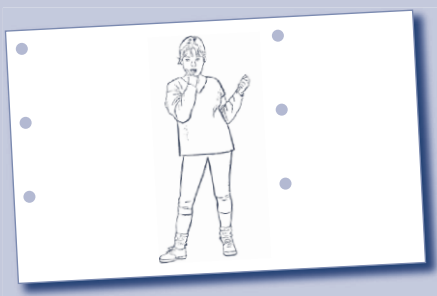
Allow 2 minutes for discussion.

You've talked among yourselves about what "total well-being" means.

Now tell me what you think it means.

YEAR 4 and 8:

Hand students a copy each of Healthy Person Answer Sheet 1.



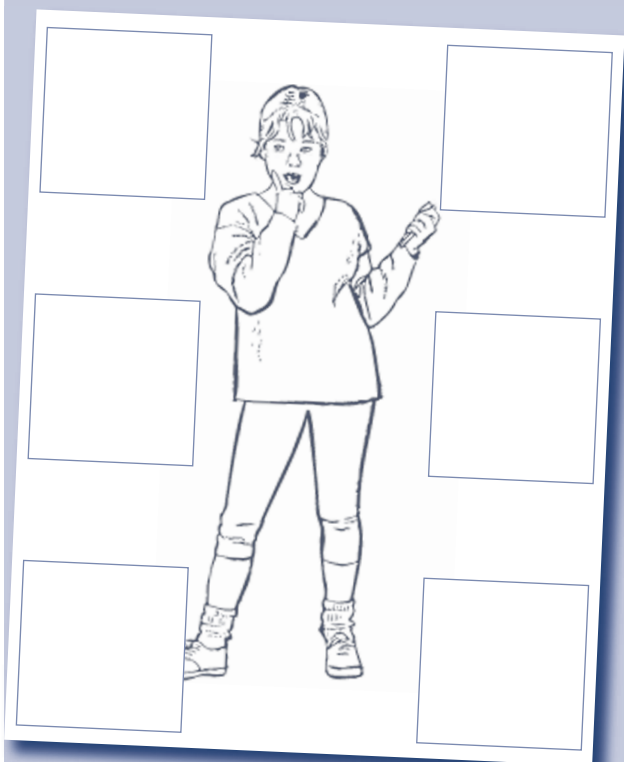
Now, I want everyone to work on their own. Think about what makes a healthy person. Beside the dots on your piece of paper, write down the things that you think make a healthy person. Try to think of ideas that are very different from each other so that each idea is not like your other ideas. If you want, I can help you with the spellings of words you are writing.

Allow about 2 minutes, ensuring the students work independently.

Now, as a group, share your ideas on what would make a healthy person. Listen carefully to each other's ideas. When you have read out all your ideas, put your page in the middle of the table.

Allow time.

Give out Answer Sheet 2.



Now I'm going to give you a larger copy of the diagram. There are six boxes around the person. Your team needs to think about all of the ideas you have had so far, and agree on the six most important things that would make a healthy person. You can use the ideas that have already come up, or use new ideas if you want, but each member of your team needs to agree on the ideas chosen. On your sheet write the six most important ideas about a healthy person.

Allow time.

Now I want your group to make one final check. Does your diagram have ALL of the important things that make a person totally healthy?

	% responses	
	2002 ('98) year 4	2002 ('98) year 8
included ideas about physical health	100 (98)	97 (98)
included ideas about thoughts and behaviour (<i>attitudes, beliefs</i>):	13 (15)	51 (57)
included ideas about relationships with others	3 (2)	27 (22)
Physical health ideas:		
food/fluids	98 (78)	47 (43)
fitness/exercise	78 (88)	95 (100)
sleep, rest, relaxation	30 (50)	41 (62)
cleanliness, hygiene	38 (45)	71 (67)
smoking/alcohol/drugs	9 (20)	38 (55)
How well has total well-being been captured?		
very well	1 (3)	9 (10)
well	13 (9)	32 (38)
moderately well	59 (63)	49 (50)
poorly	27 (25)	10 (2)

	% responses	
	2002 ('98) year 4	2002 ('98) year 8
YEAR 8 ONLY:		
Show picture of person in wheel chair.		
		
Now have a look at this picture. Could this be a totally healthy person according to what it says on your group chart?		
Why do you say that?		
Rating of what health would mean for a person in a wheelchair:		
very good ideas	•	7 (23)
good ideas	•	41 (45)
limited ideas	•	46 (30)
no ideas	•	6 (2)
said a person in a wheelchair could be healthy	•	51 (13)
undecided/lack of consensus	•	34 (22)

Commentary:

Most year 4 students had very limited concepts of total well-being, mainly focused on physical health (particularly food and exercise). About 40 percent of year 8 students had broader concepts, with physical fitness most strongly emphasized. There was little change between 1998 and 2002, except for a clear decline in performance on the extra component for year 8 students.