

### **Frame for Health Instruction\**

I have chosen an [anti-racism lesson plan from ED320E](#), Health in the K - 8 curriculum, to demonstrate my proficiency in health instruction. This was a non-practicum class so I did not have the opportunity to teach this lesson but it is something I would add to my teaching repertoire as anti-racism is an important lesson for positive behavioral health (Meeks, Heit, & Page, 2013).

As a partner teacher in an immersion program I am limited on the subjects I am assigned to teach. My partner teacher is tasked with teaching the health curriculum but that does not prevent me from health instruction. Because the resources I use to teach reading contain myriad subjects, I have plenty of opportunity to supplement the health curriculum in my class. The tools in the Reach For Reading© curriculum contain books and articles across subjects and genres. Sometimes the unit we are studying contains readers about the human body, food, and energy. When I use these materials for teaching reading, students learn about health topics simultaneously.

Social emotional learning is one of the subjects I get to teach on my side of the partnership. As I stated in my [personal philosophy of education](#), I believe in teaching to the needs of the whole child. Social emotional health and behavioral health is just as important as physical health (Meeks, Heit, & Page, 2013). So, even though I am not tasked with teaching from the district health curriculum, I still regularly do health lessons. In my practice I teach on the English side of the immersion program which is where the supplemental health instruction takes place. Guest speaker visits and all-school assemblies take place in English so I have the opportunity to brief and debrief my students on the content. Some of the health topics we cover are things like,

stranger danger, online safety, bear and moose safety, and anti-bullying. I also show [BrainPOP.com](http://BrainPOP.com) © videos on these topics as their library of health videos is extensive and relevant.

Another thing that I do on a regular basis is promote a growth mindset and the seven character traits which studies show promote positive academic and life outcomes (Dweck, 2016; Tough, 2014). When we read and discuss the plots and characters in our curriculum or read-aloud books I make sure to ask students if they recognize any of the character traits (zest, grit, gratitude, curiosity, optimism, social-intelligence, and self-control). Many of the books in my classroom library are chosen specifically for the lesson in growth mindset and character that they depict. Some of the titles in my library are:

- A Boy Called Slow by Josephe Bruchac, illustrated by Rocco Baviera (Grit)
- The Boy Who Harnessed the Wind, by William Kamkwamba and Brian Mealer, pictures by Elizabeth Zunon (Grit, Zest)
- Creatology: Sky Color, The Dot, ish by Peter H. Reynolds (Grit, Growth Mindset)
- Harvesting Hope, the Story of Cesar Chavez by Kathleen Krull, illustrated by Yuyi Morales (Optimism, Grit, Zest)
- Have you Filled a Bucket Today? A guide to Daily Happiness for Kids by Carol
- McCloud, illustrated by David Messing (Social Intelligence)
- My Mouth is a Volcano by Julia Cook, illustrated by Carrie Hartman (Self-Control)

I teach my students about the character traits and I call them out when one of my students is displaying one of them. For example, if a student is working hard but not making the progress they want, I mention that they have grit and a growth mindset. It doesn't take much, just the right comment at the right opportunity and it turns struggles into progress (Johnston & Allington, 2004). By the end of the year, I don't even have to ask my students about character; they mention it when they spot it.

## References

BrainPop retrieved from :[BrainPOP.com](http://BrainPOP.com)

Dweck, C. S. (2016). *Mindset : the new psychology of success*. New York : Ballantine Books, 2016.

Johnston, P. H., & Allington, R. L. (2004). *Choice words: How our language affects children's learning*. Portland: Stenhouse.

Meeks, L. B., Heit, P., & Page, R. M. (2013). *Comprehensive school health education: Totally awesome strategies for teaching health*. New York, NY: McGraw-Hill.

Reach for Reading© [Cengage ~ Reach For Reading Curriculum](#)

Tough, P. (2014). *How children succeed*. London: Arrow Books.