

Course: Comprehensive Wellness II

PEIMS Code: N1150046

Abbreviation: COMPWEL2

Grade Level(s): 9-12

Number of Credits: 0.5

Course description:

Comprehensive Wellness II expands on the Comprehensive Wellness course. It is an empirically-based and developmentally appropriate curriculum that expands the traditional wellness model to include individual development and growth. Comprehensive wellness is the integration of body, mind, emotions, and behaviors to help students make a conscience decision toward a lifetime of health and wellness. This course allows students to explore how to be safe and secure with their own physical and emotional self, solidify their individual and social identity and recognize the abilities needed to achieve healthy direction and purpose in their lives. Equally as important, it helps students understand the importance of having balanced nutrition and physical activity in a healthy lifestyle. Comprehensive Wellness II teaches that resilience, wellness and self-care promote healthy minds and bodies. It provides students with essential knowledge and skills to improve attitudes, beliefs and behaviors for optimal physical and emotional health. Ultimately, comprehensive wellness is the acceptance of self.

Essential knowledge and skills:

(a) Knowledge and Skills

- (1) Self-care and positive regard for self. The student learns individual appraisal of self-care. The student is expected to:
 - (A) internalize the concept of self-care through weekly self-care journal assignments;
 - (B) formulate a life goals chart which will include an individual wellness philosophy;
 - (C) integrate what they know about self-care into their daily lives through a self-care spotlight writing activity at the conclusion of each unit; and
 - (D) establish a self-care plan for their transition from adolescence to young adulthood.
- (2) Individual growth through developing a sense of mission and purpose in life. The student understands that establishing life goals contributes to a sense of mission and purpose. The student is expected to:
 - (A) survey life goals, and create a life goals chart;
 - (B) connect life goals to potential career paths through interest inventories; and

- (C) research historical figures and give an oral presentation critically examining how their achievements impacted society.
- (3) Identity development. The student explores emerging sense of self and self in relation to others. The student is expected to:
 - (A) cultivate a cultural identity based on a multicultural theory through research and class presentations;
 - (B) prioritize their core values from a curriculum generated values word list; and
 - (C) create a personal values chart and apply that to a decision-making model worksheet.
- (4) Examine the concept of belonging. The student will evaluate the impact of their group relationships. The student is expected to:
 - (A) identify their relationships to a group using a genogram chart;
 - (B) create a map of various social groups to demonstrate diverse group connectedness; and
 - (C) examine family systems, roles, and dynamics, using the student generated genogram chart.
- (5) Develop competence in abilities. The student recognizes and applies competencies to life situations. The student is expected to:
 - (A) list and assess individual competencies;
 - (B) incorporate areas of personal competencies in their life goals chart;
 - (C) examine the different domains of competency (physical, social, creative, mental) and list and define their personal competencies in those domains; and
 - (D) identify situations where they feel a lack of competence and develop and compose strategies that will help them feel comfortable in most situations.
- (6) The foundation of physical safety. The student recognizes that a foundation of physical safety impacts decision-making across the life span. The student is expected to:
 - (A) develop a written formula in order to appraise a situation for physical safety;
 - (B) research and report on the effects of distracted driving on physical safety;
 - (C) describe and list the components and effects of bullying; and
 - (D) develop a personal safety plan using an “awareness first” philosophy.
- (7) Establish emotional security. The student develops a strong foundation of emotional security in order to thrive. The student is expected to:
 - (A) formulate a core emotions chart for effective emotional regulation;
 - (B) list and compare emotional responses to their value system using scenarios included in the curriculum; and
 - (C) learn the three step forgiveness formula and complete the forgiveness formula template.

- (8) Understanding healthy relationships. The student recognizes their contribution to healthy relationships. The student is expected to:
- (A) identify and create a list of characteristics of a healthy relationship using a relationship needs inventory provided in the curriculum;
 - (B) apply the characteristics from their relationship needs inventory to their self-care plan; and
 - (C) explore the concept of intimidating relationships and formulate and write a strategy for self-protection.
- (9) Understand body image. The student examines internal and external influences on perception of body image. The student is expected to:
- (A) research and report on the correlation between self-worth/esteem and the perception of body image;
 - (B) list and evaluate contributors (i.e. negative self-talk) to the perception of body image; and
 - (C) examine and report on media influence on perception of body image, using television, movies, and print sources.
- (10) Physical activity for healthy body functioning. The student experiences and recognizes that being physically active is being healthy. The student is expected to:
- (A) compare and contrast the physical benefits of a variety of activities through a research project;
 - (B) examine and report on the origins and history of different sports through a sports science perspective; and
 - (C) plan and implement a personal physical activity regimen.
- (11) Personal nutrition. The student explores concepts and the utility of nutrition as the energy needed by the body for growth, development, maintenance and enrichment of life. The student is expected to:
- (A) devise and present a marketing plan for healthy food options in schools;
 - (B) explore food as a source of energy for daily activities by calculating and recording their caloric needs utilizing basal metabolic rate formulas and food labels;
 - (C) compare and contrast healthy and unhealthy attitudes about food;
 - (D) formulate a healthy meal plan on a budget; and
 - (E) interpret, through their self-reflection journal, the relationship between nutrition and self-care.

- (12) Comprehensive perspective. The student's perspective creates a comprehensive approach to wellness. The student is expected to:
- (A) journal their wellness perspective after each unit;
 - (B) write their personal definition of wellness to be included in a life goals chart; and
 - (C) define their individual wellness philosophy and apply it to their life goals chart.

Description of specific student needs this course is designed to meet:

This unique course takes a student-centered approach to developing comprehensive wellness skills in order to make healthier life choices. The focus on self-care and positive regard of self is the common element in all of our wellness concepts, which makes this course unlike any other offered in Texas. Comprehensive Wellness II addresses wellness from a multidisciplinary perspective. The Center for Adolescent Resiliency (formerly the Center for Prevention and Resiliency) at Texas Tech University developed a Comprehensive Wellness curriculum that extends the wellness focus beyond physical activity and nutrition to include emotional, social and cognitive development. This course builds on the foundation of wellness established by the Comprehensive Wellness *course*. These advanced wellness concepts assist students transitioning from late adolescence to adulthood. Given the unique challenges of this developmental period, Comprehensive Wellness II teaches advanced skills for healthy decision-making.

Major resources and materials:

- journals or composition books
- video and audio related to lesson activities
- guest presenters
- supplies for weekly activities

Required activities and sample optional activities to be used:

Activities related to curriculum's weekly lessons, student portfolios and wellness journals

Methods for evaluating student outcomes:

Student portfolio of activities, journal and assignments, workbook activities and evaluations, take-home self-care assignments, student projects and participation grades

Teacher qualifications:



TEXAS EDUCATION AGENCY

Texas State Board of Education teacher certification. Experience in school counseling, dietetics and/or nursing (or related area) could be helpful.

Additional information:

Students are expected to participate in class activities. Activities are introspective in nature and students are challenged to relate lessons to thoughts and behaviors.