



Course:	Comprehensive Wellness
PEIMS Code:	N1150043
Abbreviation:	COMPWEL
Grade Level(s):	9
Number of Credits:	1/2

*Course description:*

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 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.

Comprehensive Wellness is an empirically-based and developmentally appropriate curriculum that expands the traditional wellness model to include individual development and growth. This course allows students to explore how to be safe and secure with their own physical and emotional selves, 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. Ultimately, comprehensive wellness is the acceptance of self.

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. Teaching care for and positive regard of self allows the individual to take care of themselves first in order to be able to cultivate healthy relationships with others.

This course addresses wellness from a multidisciplinary perspective. Texas Tech University Center for Prevention and Resiliency's Comprehensive Wellness curriculum is innovative because it extends the focus beyond physical/nutritional wellness to include emotional, social, and cognitive wellness. Concepts that will be addressed in this course are mission and purpose, identity development, belonging, competence, physical safety, emotional security, relationships, body image, physical activity, nutrition, wellness perspective, and self-care.

*Essential knowledge and skills:*

1. Self-care and positive regard for self. The student learns that wellness begins with the individual.

The student is expected to:

- A. recognize that caring for yourself is not selfish;
- B. assess and explain that they must take care of themselves before they can take care of others;

- C. argue that self-care is a life-long endeavor and takes continued maintenance;
  - D. learn that self-care and positive regard for self connect all aspects of wellness; and
  - E. evaluate through self-care reflections that the student is applying wellness skills.
2. Individual growth through developing sense of mission and purpose in life. The student establishes a sense of mission and purpose that guides individual behaviors.

The student is expected to:

- A. create goals related to overall life direction;
  - B. discuss how having clear and concise direction provides meaning and significance to life;
  - C. discuss that establishing and achieving their goals gives them a sense of success and accomplishment by developing a personal mission statement; and
  - D. recognize that meaning is based on an understanding in something larger than him or herself.
3. Identity development. The student explores emerging sense of self and self in relation to others.

The student is expected to:

- A. define individual characteristics by recognizing gifts and talents;
  - B. evaluate social roles;
  - C. demonstrate independence in thought and behavior by learning critical thinking skills;
  - D. examine who he or she wants to be;
  - E. identify their personal core values; and
  - F. calculate dimensions of personality through an identity inventory.
4. Examine the concept of belonging to social groups. The student explores their personal social identity.

The student is expected to:

- A. examine peer, friendship, and family relationships by learning to contrast supportive and non supportive relationships;
- B. examine how their social relationships contribute to who they are;
- C. identify and list all of the social groups to which they belong and examine whether those groups support healthy decision-making; and

- D. examine the importance of diverse social networks.
- 5. Develop competence in abilities. The student applies knowledge, skills, and abilities to master tasks and navigate life circumstances or challenges.

The student is expected to:

- A. recognize individual successes and identify what skills are needed to be successful;
  - B. demonstrate an internal locus of control by identifying what aspects of a situation he/she can or cannot control; and
  - C. apply the skills needed to achieve in life so they can feel competent even in unknown situations.
- 6. The foundation of physical safety. The student explores aspects of physical safety of the body and environment.

The student is expected to:

- A. identify that appropriate physical safety allows for a solid foundation for growth in healthy development;
  - B. examine fundamental aspects of safety in promoting healthy decision-making;
  - C. recognize and identify skills of cyber safety in a digital world; and
  - D. learn and demonstrate skills to be as physically safe as possible in an unsafe situation.
- 7. Establish emotional security. The student measures aspects of life that provide stability of their emotional state.

The student is expected to:

- A. recognize that a healthy emotional psyche involves being loved, needed, and welcomed;
  - B. learn how to create peer relationships and friendships that provide emotional support;
  - C. examine healthy attachment in relationships; and,
  - D. identify bullying and intimidating relationships.
- 8. Understanding healthy relationships. The student identifies supportive and non supportive relationships.

The student is expected to:

- A. identify the different types of relationships in their life and examine whether or not those relationships are supportive;

- B. learn to differentiate between supportive and non supportive relationships;
  - C. assess how to change or eliminate non supportive relationships; and
  - D. identify conflict resolution models and apply them to specific situations.
9. Body Image and external influences. The student examines how they see their body and factors that influence their perceptions.

The student is expected to:

- A. contrast and judge potentially distorted self images;
  - B. learn about the different body compositions and how they are specific and unique to the individual person;
  - C. examine external influences from peers, family, and society on body image perception; and
  - D. evaluate body image perception through a body image inventory.
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. understand, demonstrate, and prepare a report on the many different ways it is possible to be physically active;
- B. recognize that being physically active involves fun, friends, and fitness;
- C. examine and report on the healthy benefits of cardiovascular and muscular strength; and
- D. identify and demonstrate stretching and strength training procedures.

11. Personal nutrition. The student explores concepts and the utility of nutrition as the energy needed by the body for growth, development, and maintenance of life.

The student is expected to:

- A. identify proteins, carbohydrates, and fats (PCF) in personal diets;
- B. understand that healthy nutrition requires a PCF balance;
- C. calculate the resting metabolic rate and basic caloric levels needed for healthy functioning;
- D. learn how to identify healthy foods, eat healthy foods on a budget, and develop a healthy meal plan; and
- E. investigate and develop a marketing plan for new and healthier versions of snacks and meals.



12. Comprehensive perspective. The student integrates the concepts introduced in the curriculum as a comprehensive approach to wellness.

The student is expected to:

- A. examine and explain each individual construct of wellness; and
- B. integrate the Wellness Curriculum concepts into a complete understanding of personal wellness.

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

This course is designed to address comprehensive wellness issues for an adolescent student population. Particular emphasis is placed on developing a wellness perspective from the inside out. Units are designed to build a foundation of concepts related to health and well-being in order to help the student make a conscious move toward living a wellness-focused and balanced lifestyle. Self care and positive regard of self are critical elements of this course. Awareness of these two concepts serves as a starting-point for all other wellness factors. Additional student needs addressed in this course are identity development; competencies and abilities; being physically safe and emotionally secure; healthy relationships; positive body image; and, incorporating physical activity and healthy nutrition into daily life.

*Major resources and materials:*

Comprehensive Wellness Curriculum taught in the form of an activity portfolio, which includes weekly activity worksheets and journaling pages

Comprehensive Wellness Instructor Guide with concept overviews, master activity templates, sample process questions, activity suggestions and resources for the activity portfolio

video and audio related to lesson activities

distortion mirror used to address body image (i.e. carnival mirrors from vendors such as Significant Solutions Corp. Boca Raton, Florida)

guest presenters (school nurse, counselor or community representative)  
instructional supplies for weekly activities

*Required activities and sample optional activities to be used:*

participation in topic specific activities and discussions related to curriculum's weekly lessons and self-care reflection journaling

student activity portfolio

optional enhancement activities (may include grocery store tours and fitness activities involving students and family)



*Methods for evaluating student outcomes:*

student portfolio of activities, reflection journal, and assignments

workbook activities and evaluations to measure individual progress

take-home self-care assignments

*Teacher qualifications:*

Texas Education Agency teacher certification in Health, Physical Education, Family and Consumer Science, Family Life Skills

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.