

**For  
Special  
Ed**

**health**



**ALSO INCLUDES GOOGLE SLIDES**

*Special Needs for Special Kids*



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Introduction to Health for Special Education



by  
Christa Joy  
Special Needs for Special Kids

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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoints (these are the books in the lesson plans)
- Voice recorded PowerPoint
- Activities in black and white

*This unit contains over 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.*

*It comes in 2 separate files. One in color and one in black and white.*

# *An Introduction to Health Lesson Plan*

## **Preparation**

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

## **Preassessment** (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## **Teaching Tips**

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>

The lesson plans contain:

Overall tips for teaching students with significant needs

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards introduction</li><li>• Self-Evaluation</li></ul>	8	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting activity</li></ul>
2	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Self-Evaluation</li></ul>	9	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting activity</li></ul>
3	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Self-Evaluation</li></ul>	10	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• My Health Pledge</li></ul>
4	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Circle map</li></ul>	11	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards cut and paste</li><li>• Vocabulary puzzle</li></ul>
5	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Circle map</li></ul>	12	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards cut and paste</li><li>• Vocabulary puzzle</li></ul>
6	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Circle map</li></ul>	13	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Close worksheet</li></ul>
7	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting activity</li></ul>	14	<ul style="list-style-type: none"><li>• Assessment</li></ul>

*The lesson plans contain:*

*A quick look at what you will do each day*

## Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"><li>• Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul>
Self-Evaluation review (5 minutes)	<ul style="list-style-type: none"><li>• Review how to complete the evaluation.</li><li>• Can refer to the one completed yesterday</li></ul>	<ul style="list-style-type: none"><li>• Evaluation yesterday</li></ul>
Self-Evaluation (10 minutes)	<ul style="list-style-type: none"><li>• Students will do a self-evaluation of their overall health. Today, complete the evaluation on <b>mental/emotional health</b>.</li><li>• There are 2 versions. One has students mark on a scale of 1-10 various aspects of that area of health.</li><li>• One version uses all pictures and have students color in each aspect red or green.</li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• Evaluation</li><li>• Stickers</li><li>• Crayons</li></ul>
Sharing (10 minutes)	Each student shares their evaluation <i>(if they want to)</i> with the group using the communication method of their choice	<ul style="list-style-type: none"><li>• Completed evaluations</li><li>• Communication devices</li></ul>

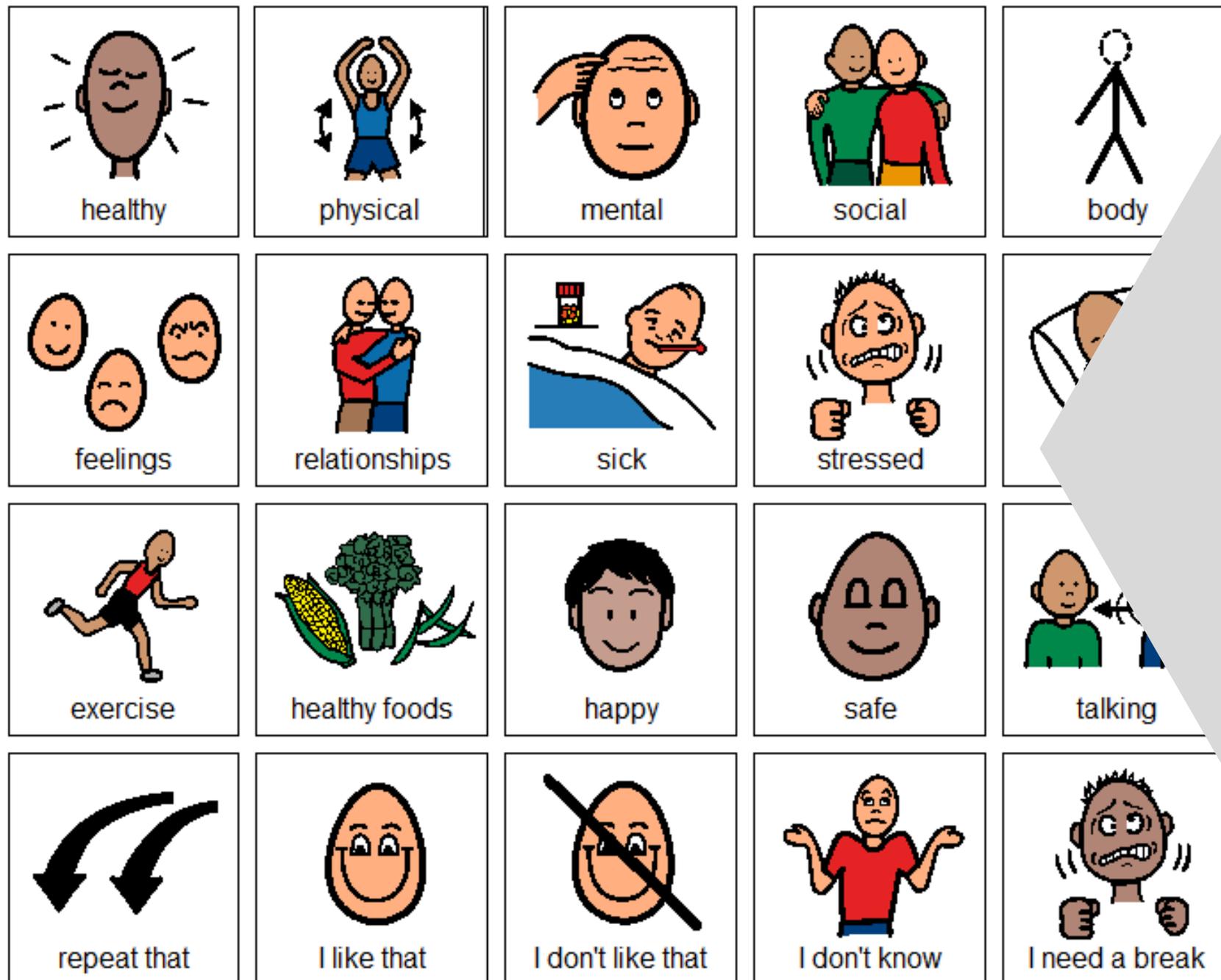
The lesson plans contain:

Detailed instructions on how that day's lesson should run

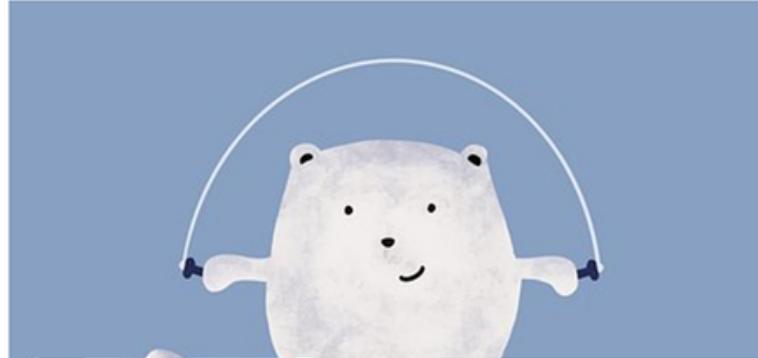
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



Your **physical** health refers to whether you are sick a lot, get enough sleep and exercise, and choose to eat healthy foods. **It refers to your body.**



Finally, if you feel lonely, this can make you feel sad and **lethargic**.



There is a 26 page book with this unit using simple text and photos.

It comes in a pdf version as well as a voice recorded powerpoint (so you don't have to print it out.)

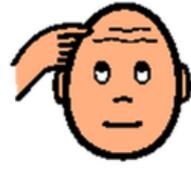
## physical health

Ability to take care of your body with sleep, exercise, and healthy foods.



## mental/emotional health

Ability to make sure you are feeling happy and safe.



## social health

Ability to create and take care of relationships with others.



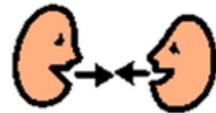
## lethargic

More tired than normal. When you don't feel like doing anything.



## communication skills

Able to talk to someone and share your thoughts and feelings.



## conflict

A disagreement or misunderstanding with someone.



## stress

A feeling that there is too much going on, and you can't handle it.



## respect

Paying attention to and taking care of others as well as yourself.

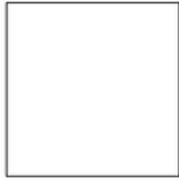


There are 8 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

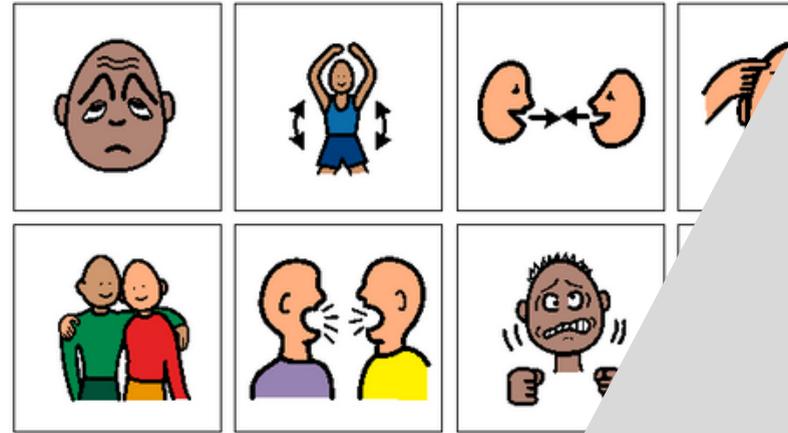
### physical health

Ability to take care of your body with sleep, exercise, and healthy foods.



### mental/emotional health

Ability to make sure you are feeling happy and safe.



### social health

Ability to create and take care of relationships with others.

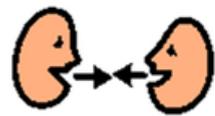


### lethargic

More tired than normal. When you do feel like doing anything.



### communication skills



### conflict



A disagreement or misunderstanding with someone.

More tired than normal. When you do feel like doing anything.

Ability to take care of your body with sleep, exercise, and healthy foods.

A feeling that there is something wrong, and you can't do anything about it.

Ability to create and take care of relationships with others.

Able to talk to someone about your thoughts and feelings.

Paying attention to and taking care of others as well as yourself.

Ability to make sure you are feeling happy and safe.

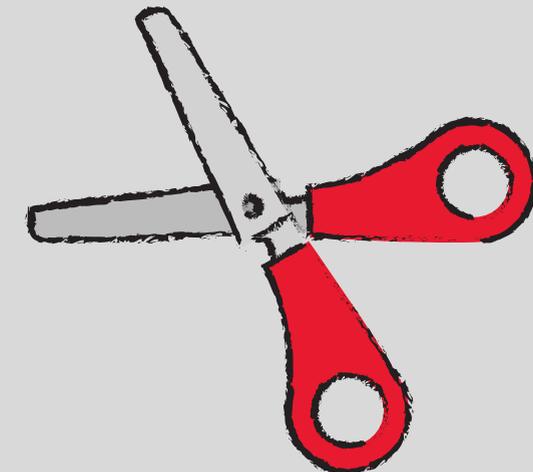
### stress



### respect

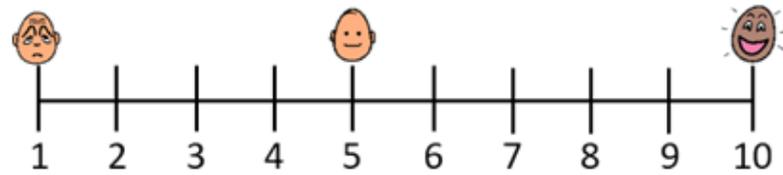


On days 11&12 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).

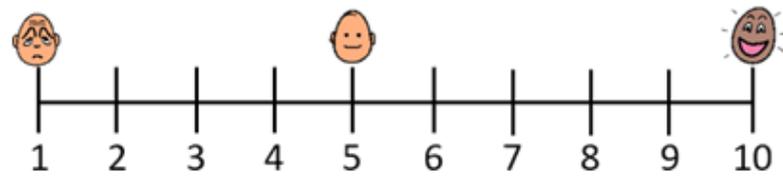


Mark where you think you are on a scale from 1 to 10.

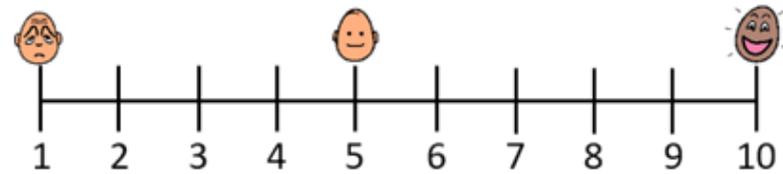
How **physically healthy** are you?



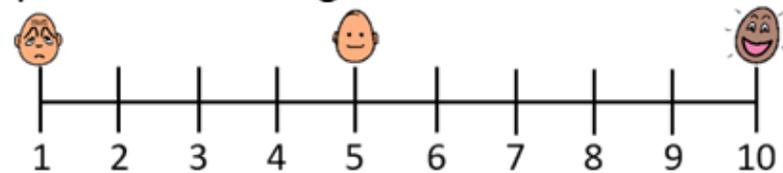
1. How much do you exercise?



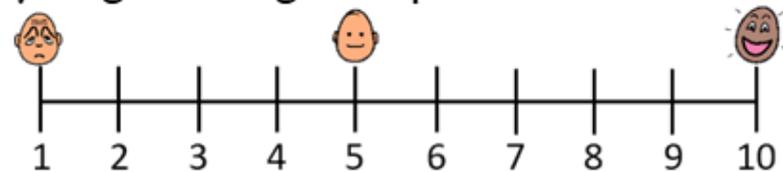
2. Do you eat healthy foods?



3. Do you drink enough water?



4. Do you get enough sleep?

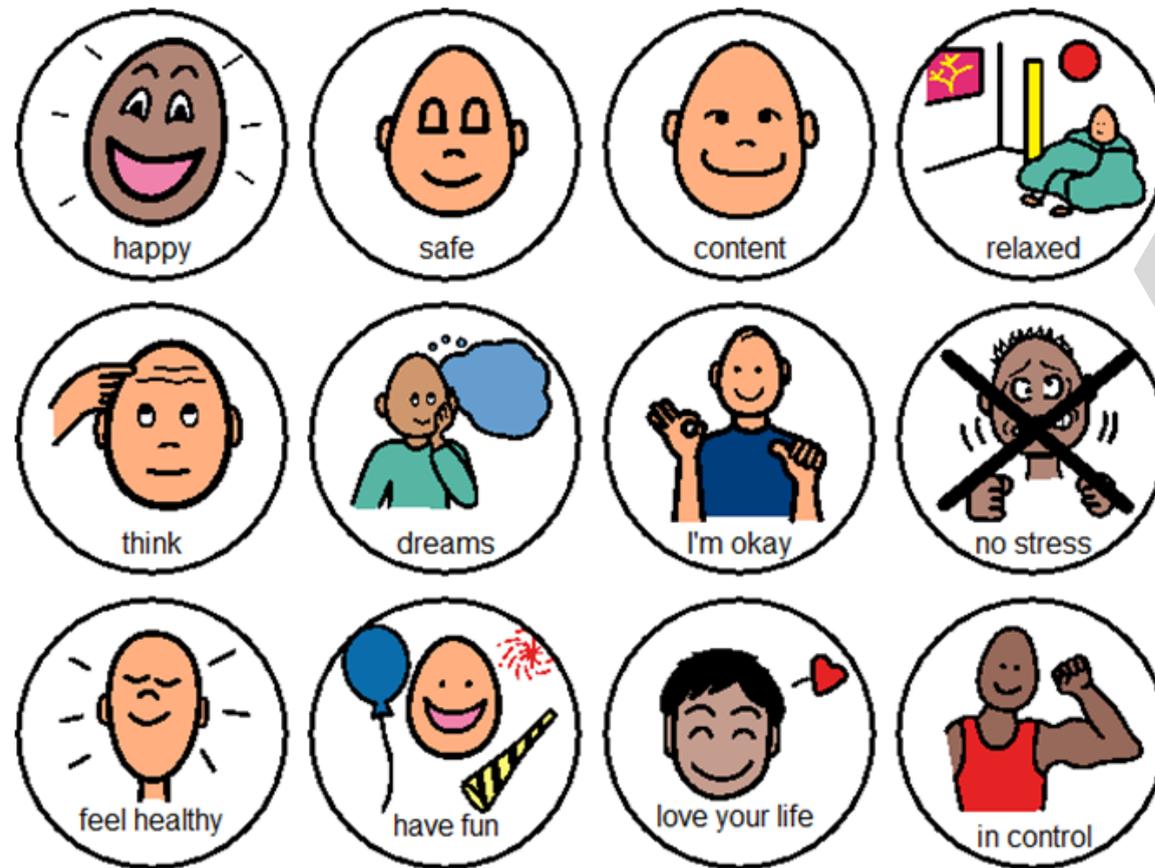


There are 3 health self-evaluations for students to complete at the beginning of the unit. There are 2 versions. Here, students will mark where they feel they are for each area of health on a scale of 1-10.

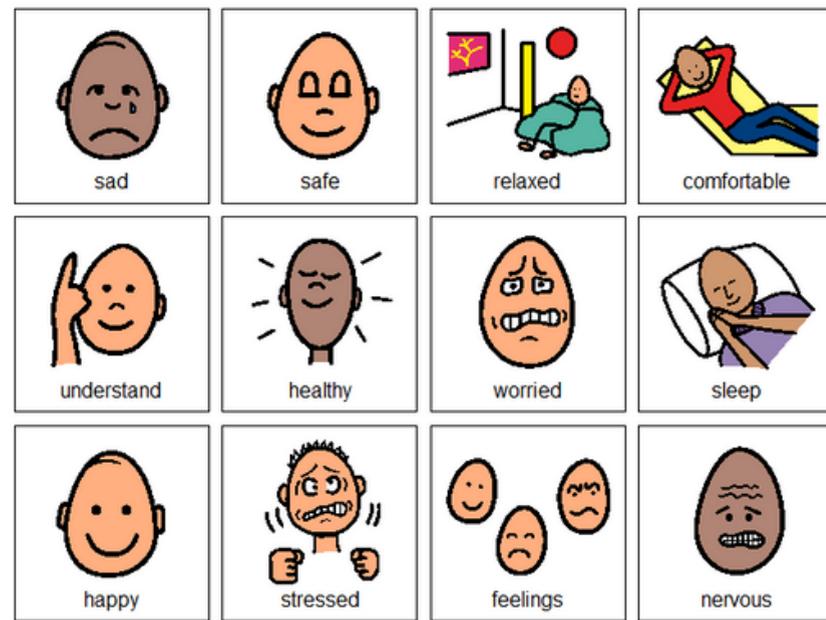
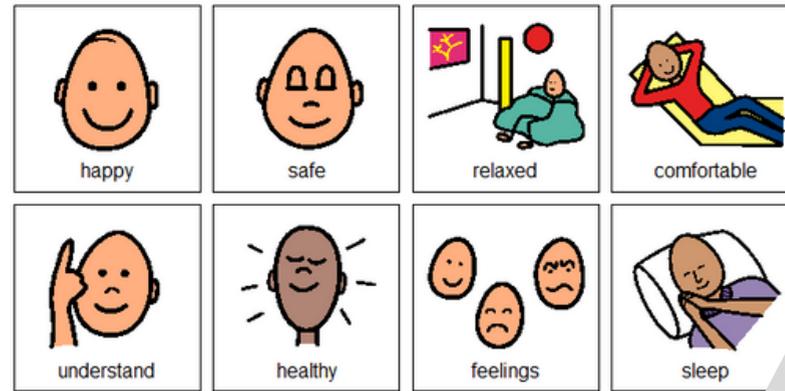
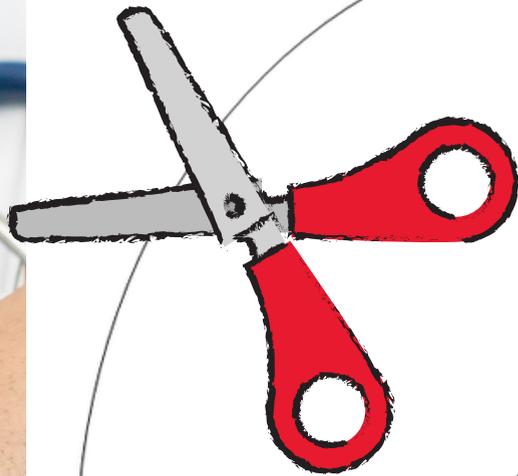
Color in the circles **green** that you feel good about.

Color in the circles **red** you would like to improve.

# Emotional Health



*This is an easier version.  
Students color in the circle  
red or green depending on  
how they feel about that  
particular aspect of health.*



There are 3 circle maps, one for each main area of health.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

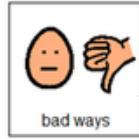
# Physical health



exercise	ride bikes	candy bar	strong
being outside	fast food	vegetables	lots of video game

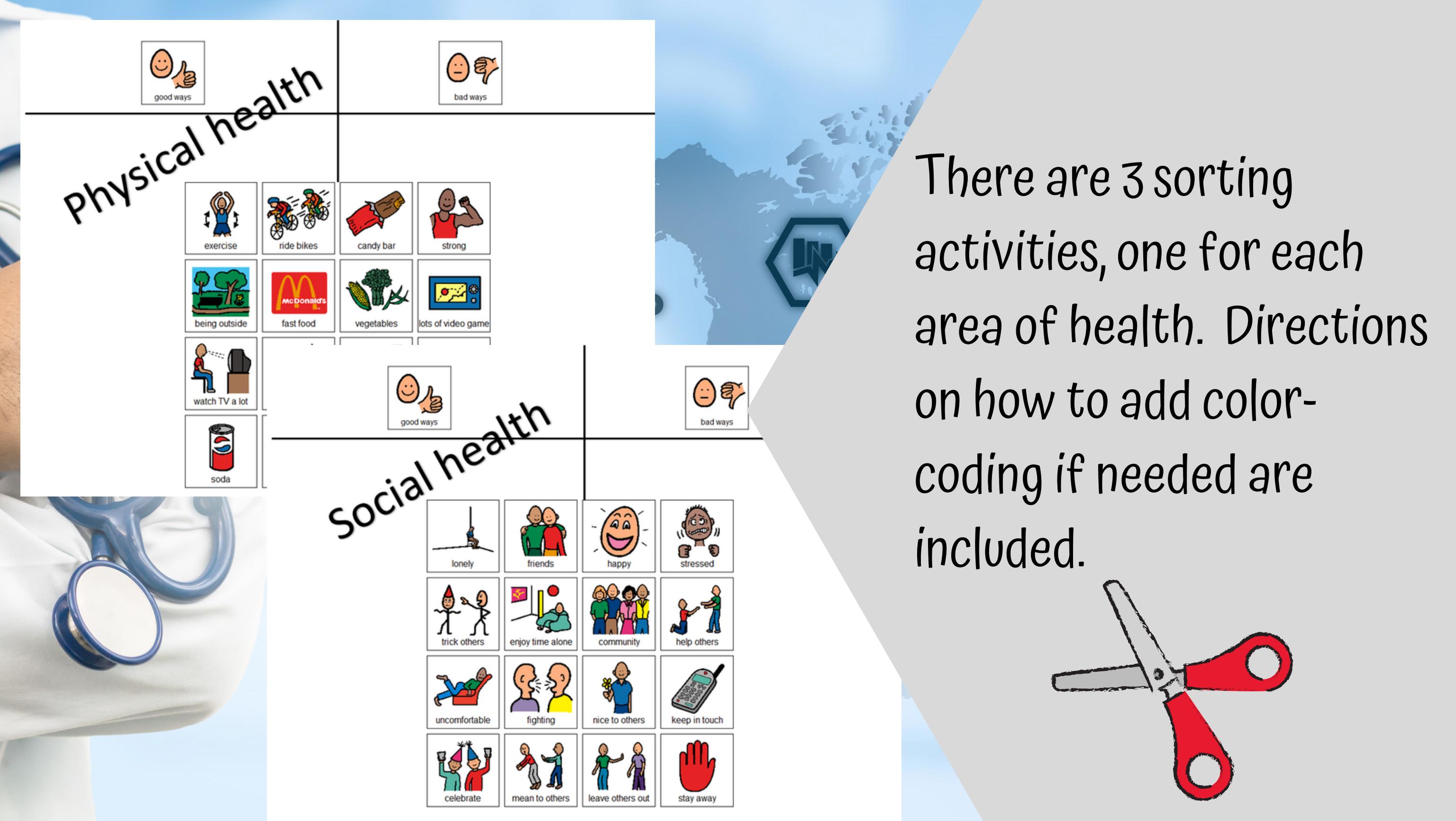
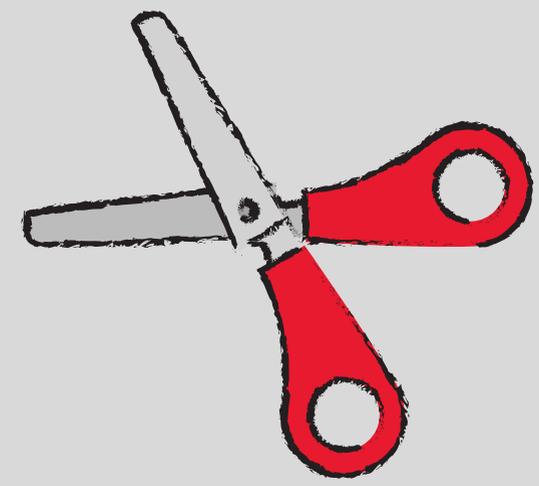
watch TV a lot
soda

# Social health



lonely	friends	happy	stressed
trick others	enjoy time alone	community	help others
uncomfortable	fighting	nice to others	keep in touch
celebrate	mean to others	leave others out	stay away

There are 3 sorting activities, one for each area of health. Directions on how to add color-coding if needed are included.





That includes my physical health.



This is one thing I can do to keep my body healthy.

Page



jump rope



ride bikes



walk



hike



lift weights



eat healthy foods

Students will complete a health pledge, identifying specific actions they want to take to improve each area of health. Once complete, they can color it.

# Introduction to Health

 respect	 physical			 social	 stress
 stress					 physical
	 mental	 physical	 stress	 conflict	 respect
	 stress				 mental
 mental	 respect	 conflict	 physical	 stress	
 physical		 stress		 respect	

# Introduction to Health

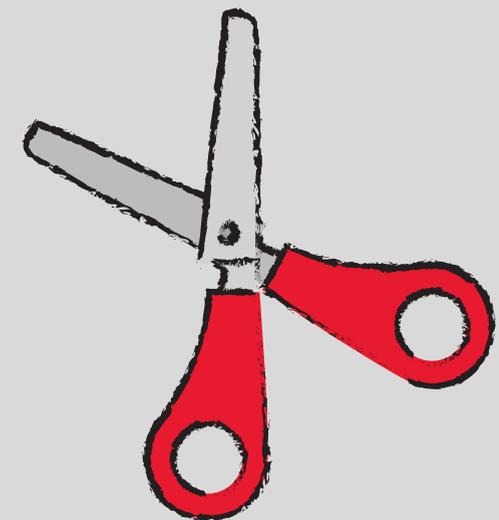
 mental	 physical	 social	 healthy
	 healthy	 mental	
	 mental		
 physical	 social	 healthy	

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 physical	 physical	 mental
 social	 social	 healthy

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



## Introduction to Health

S K F C C M B G Q N E A U U H  
Y U M X O W K R X B Y T G G Q  
S X R M M V E M O T I O N A L  
H H I H M C H Z M E E V O S U  
E R T O U P H Y S I C A L O R  
A E E O N J A E L C W C T C L  
L S B K I L F M E N T A L I C  
T P Z S C V O C T O C M F A Z  
H E V T A B R O H J Z S O L I  
Y C S R T J P N A E W C Y B Z  
G T D E I W C F R O B W E U F  
V O U S O U C L G T C N H A T  
X I S S N P A I I G N R O G Q  
I J D T F S O C C M Y Y J B B  
N T I F T N U T M E D G Q C J

communication	emotional	lethargic	physical
respect	conflict	mental	healthy
social	stress		

## Introduction to Health

S K F C C M B G Q N E A U U H  
Y U M X O W K R X B Y T G G Q  
S X R M M V E M O T I O N A L  
H H I H M C H Z M E E V O S U  
E R T O U P H Y S I C A L O R  
A E E O N J A E L C W C T C L  
L S B K I L F M E N T A L I C  
T P Z S C V O C T O C M F A Z  
H E V T A B R O H J Z S O L I  
Y C S R T J P N A E W C Y B Z  
G T D E I W C F R O B W E U F  
V O U S O U C L G T C N H A T  
X I S S N P A I I G N R O G Q  
I J D T F S O C C M Y Y J B B  
N T I F T N U T M E D G Q C J

communication	emotional	lethargic	physical
respect	conflict	mental	healthy
social	stress		

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



## An Introduction to Health

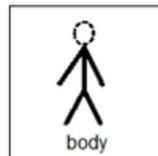
1. Being healthy includes your physical, emotional and health.

2. Your physical health refers to your

3. Your mental and emotional health refers to how you

4. Your social health refers to your

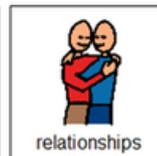
5. For all of these, it is important to eat healthy, , and get plenty of sleep.



body



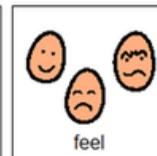
social



relationships



exercise



feel

## An Introduction to Health

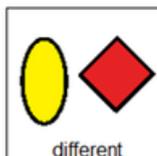
6. Being active in your is good for your social

7. Feeling happy and is good for yo

8. Being able to talk to someone and resolve both part of good communication skills.

9. We are all . It is important to respect others.

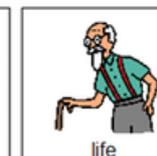
10. Being healthy is something you work on your entire



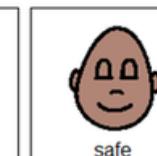
different



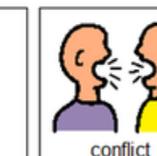
community



life



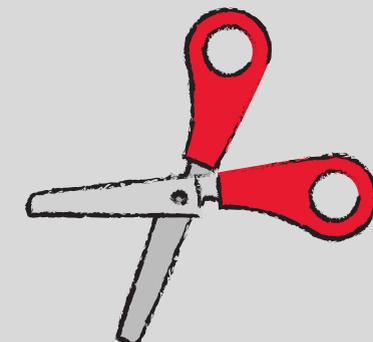
safe



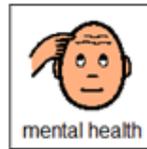
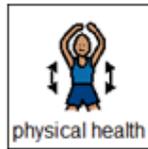
conflict

Close worksheets are a great informal assessment. This unit has 10 questions that review a general introduction to health.

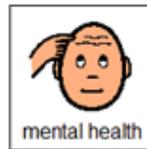
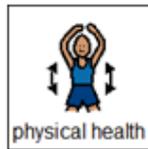
Answer key included.



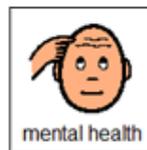
1. Keeping your body healthy refers to your:



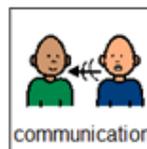
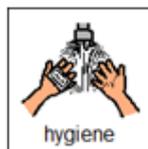
2. The relationships you have with friends and family are good for your:



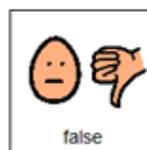
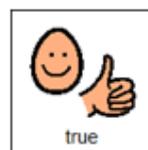
3. Feeling stressed and unhappy is NOT good for your:



4. What skills help you talk with others and resolve conflicts?



5. True or false. It is important to respect each others' differences.

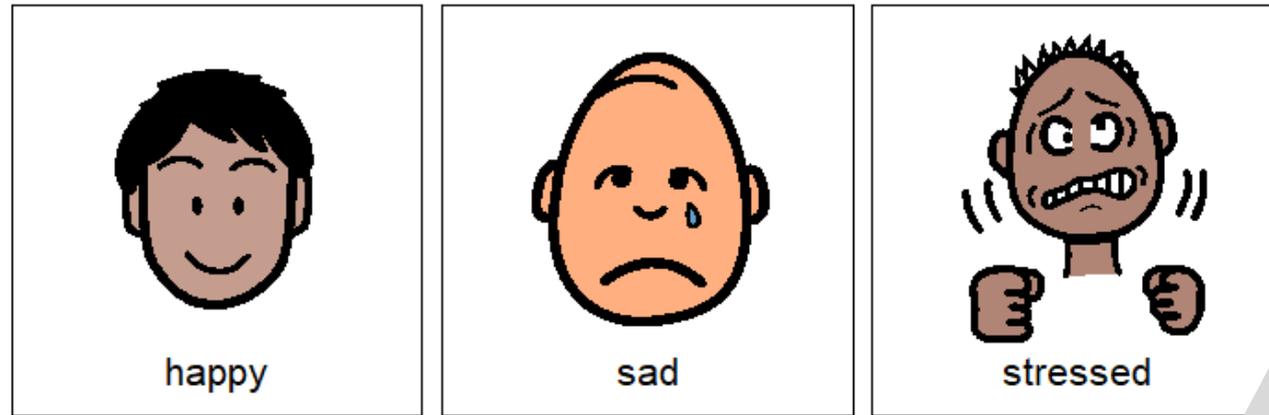


FINALLY the assessment!! There are 3 versions. This version has **10 questions** with 3 picture choices for each question.

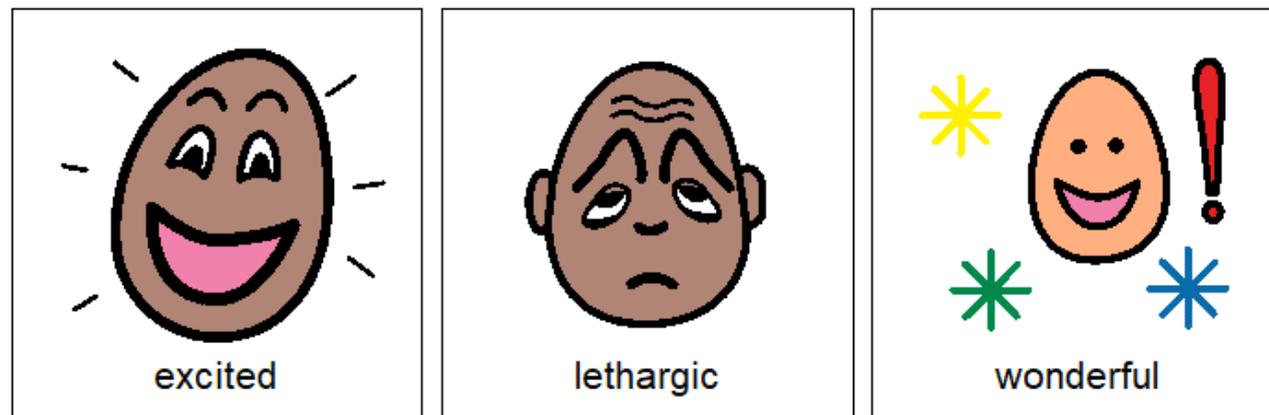
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 8



Q 9



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Keeping your body healthy refers to your:
  - A. Physical health
  - B. Mental health
  - C. Social health
2. The relationships you have with friends and family are good for your:
  - A. Physical health
  - B. Mental health
  - C. Social health
3. Feeling stressed and unhappy is NOT good for your:
  - A. Physical health
  - B. Mental health
  - C. Social health
4. What skills help you talk with others and resolve conflicts?
  - A. Hygiene
  - B. Communication
  - C. puzzle
5. True or false. It is important to respect each others' differences.
  - A. True
  - B. False
  - C. I don't know
6. What is one thing you could do to improve your physical health?
  - A. Video games
  - B. Watch TV
  - C. Ride bikes

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

To stay physically healthy, we need to eat the right foods, get plenty of sleep and exercise.

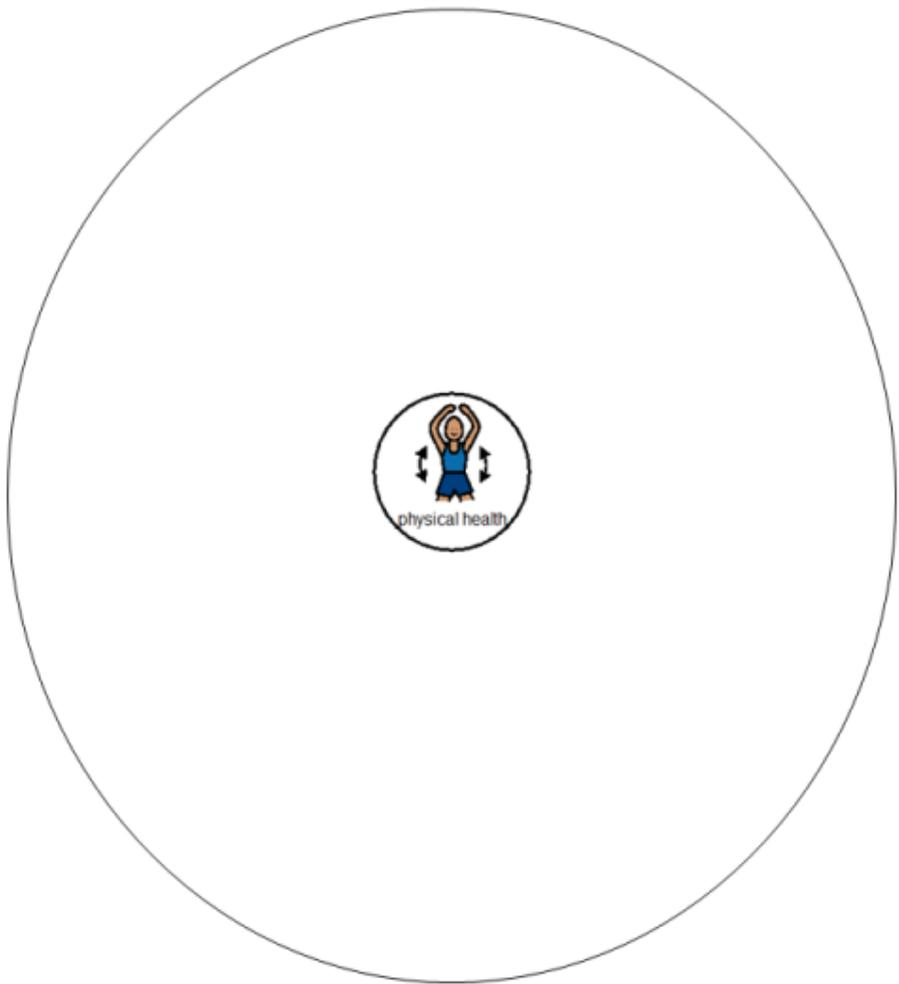


*This unit also includes digital versions of the activities.*

*Students can watch a movie book version of the book rather than print it out.*

▶ 🔊 2:03 / 4:49

Christa Joy. Special CC BY-NC-ND 4.0 International Kids



Place the picture in the circle map about physical health.



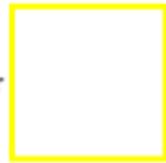
Each activity is set up so students can click and drag answers. No typing is required.

## An Introduction to Health

1. Being healthy includes your physical, emotional and health.



2. Your physical health refers to your



3. Your mental and emotional health refers to how you



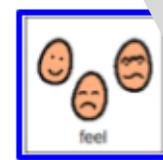
4. Your social health refers to your



5. For all of these, it is important to eat healthy, , and get plenty of sleep.



Choose the best picture to finish each sentence.



The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

**This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:**

- **14 days of lesson plans**
- **Introduction to Health activities in color**
- **Introduction to Health activities in black and white**
- **Voice-recorded PowerPoint show**
- **Introduction to Health book (PowerPoint) to use with activities**
- **Links and directions to digital activities**