

Designing Wellness Applications

In this activity students will use their knowledge about media, advertising, and wellness to design applications that will encourage healthy behavior.

This lesson covers the following Texas Education Agency 4th & 5th Grade **TEKS**:

Health Education, Grade 4:

(7) Influencing factors. The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:

- (A) explain how the media can influence health behaviors; and
- (B) describe ways technology can influence health.

Art, Grade 4:

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) describe intent and form conclusions about personal artworks; and
- (B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

Health Education, Grade 5:

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

- (A) research the effect of media on health-promoting behaviors; and
- (B) identify the use of health-related technology in the school such as audiometry and the Internet.

Art, Grade 5:

- (A) analyze personal artworks to interpret meaning; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

Materials:

1. Index Cards
2. Computer with Powerpoint
3. Projector
4. Poster Board
5. Markers
6. Pencils
7. "Planning" Scrap Paper
8. Student Museum Walk Survey Copies
9. Clip Boards
10. Push Pins/ Tacks for Hanging Posters

Teacher Preparation:

1. Write media words on note cards prior to the Engage, Part I activity
2. Design a Powerpoint slide that shows multiple application icons for Engage, Part II activity
3. Have a projector with a computer set-up to show and discuss the Powerpoint slide in the Engage, Part II activity
4. Have poster board, makers, pencils, and scrap paper ready to hand out after the Explore activity
5. Copy the survey for the evaluation/ museum walk
6. Have clip boards and pencils ready to hand out prior to the museum walk activity
7. Hang up poster ads around the room prior to the museum walk

4E Lesson Plan (This lesson plan was developed using the 5E model with the Elaborate step omitted)

Engage (8-12 minutes)

Part I:

Give individuals or groups of students 1 of 6 words related to media/ social media and ask them to write a one sentence definition of the word. Encourage them to do a "turn and talk" where they are discussing what the word means. Write their answers on the board for a visual representation.

(Allow students to work independently or work as a group. After 5-7 minutes, ask each group to present their one sentence definition.)

Media Words Used:

1. Social Media
2. Media
3. The Press
4. News
5. Article
6. Advertisement

Part II:

Prior to this lesson, design a Powerpoint slide that shows pictures of multiple application icons. Examples include: Facebook, Twitter, Vine, Blogger, etc. Then, ask the students what they know about these apps.

(This introduction is used to encourage the students to begin thinking about the use of media and how it influences their decision making process. After the students have shared what they know about applications, begin discussing how they believe these apps. or other media sources have affected their choices and continue to affect their decision making process. In younger classes, you may have to explain the process of metacognition. Encourage the students to reflect on their thought processes and explain how understanding our own method of thinking allows us to critically assess decisions and choices.)



Explore (10-20 minutes)

(The following activities were done in order to help students become aware of their own thought processes and how media exposure affects them.)

Ask the question, "How can media and technology affect our choices?"

Discuss the students answers about "how media affects their decision making process."

- I. Ask, "Are there better sources of information to use for the decision making process?"
- II. Ask, "How many of you participate in social media? Does it play a role in your decision making process?"
- III. Ask, "How do you think taking in all of this media affects your brain?"



Do a general survey where you ask the students to:

1. Raise their hand if they feel that media can affect their decision making process
2. Raise their hand if they feel that social media can affect their decision making process
3. Raise their hand if they feel that media can affect them in a negative way.

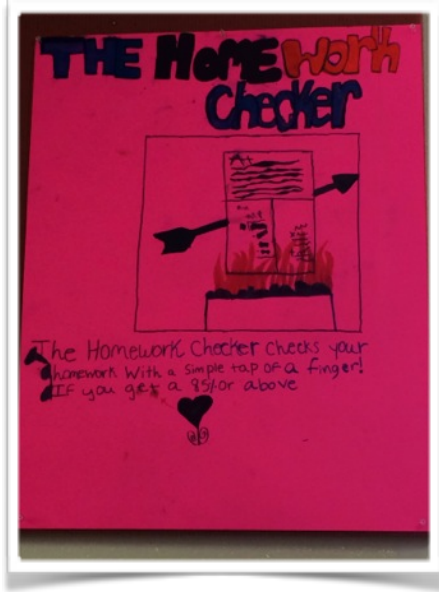
Explore/Explain (45 - 60 minutes)

Allow the students to get into groups of 3-4. Ask them to design an application that encourages positive decision making or helps make healthy decisions about 1 of the following 6 topics:

- a. Diet
- b. Physical Activity
- c. Drinking Enough Water
- d. Doing Your Homework
- e. General Wellness
- f. Conflict Resolution

The students need to develop an outline describing what their application is made to do. **The students will be making advertisements for their application.** You can give examples such as games or general helpers. Instruct them to outline





what their application will do using their scrap paper. Have them plan their advertisements and application symbol/icon on the scrap paper as well.

They will need to create a symbol and describe the app in words and pictures.

Use the following instructions on a power point slide or write on the chalkboard:

1. Get into a group of 3-4 students. Find a spot in the room to work.
2. Put your names on the back of your scrap paper and poster board.
3. Use the scrap paper to plan your advertisement using an outline and an illustration.
3. Using your poster board, draw your symbol/icon and explain your positive decision-making app using words and pictures.

(Pass out all of the materials at this time)

Provide Guidance about Advertisement Design and Describe the Audience:

Describe the importance of using bright colors and large letters in order to attract readers to the advertisement. Reference billboards and newspaper and magazine ads as examples. Show advertisements for applications that are already being used. Also, describe the audience that the poster ad should reach. The posters shown in this lesson plan were designed to be both understood and interesting to all students, teachers, and staff at UT Elementary School.

Evaluate (45mins)

The students will do a "museum walk." A museum walk is an activity where students go to different stations around the room and critically evaluate their peers work. In this activity, the poster ads were hung up around the room. Students walked around carrying clipboards, pencils, and their survey. They evaluated the overall purpose of the application and if it would encourage them to make healthy decisions/ changes in their life. They can discuss their evaluation with other students. Encourage them to share their thoughts with other students through out the process.

(After reading through the student evaluations, the posters with the most positive evaluations were displayed where students and staff could enjoy them)



Student Survey

Name: _____

Poster 1:

What is the poster advertising?

Would this poster encourage you to make better choices? Why or Why not?

Poster 2:

What is the poster advertising?

Would this poster encourage you to make positive changes in your life? Why or Why not?

Poster 3:

What is the poster advertising?

Would this poster encourage you to make healthy choices? Why or Why not?

Poster 4:

What is the poster advertising?

How is this poster different then what you see in the media? Is it encouraging you to make different choices?