

# Dimensions of Wellness

**Topic:** Wellness  
**Grade:** 6-8

**Context:** Group Discussion  
**Time:** 30-45

**Description:**

This activity is an introduction to the dimensions of wellness using small group discussion and a collaborative activity.

**Objectives: Students Will**

Know the different dimensions of wellness: social, physical, intellectual, emotional, and spiritual.

**Related Standards:**

Vital Results

**Application 2.6** Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

**Information 2.7** Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.

**Healthy Choices 3.5.aa.bb** Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students: Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues; Explain the relationship between positive health behaviors and the prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death, and develop a personal plan for health.

**Materials:**

- Flip chart paper
- Tape
- Markers

**Procedures:**

1. Label flip chart paper with each separate dimension of wellness and post on wall throughout the room. Make sure there is enough room between each for easy movement.
2. Break students into five groups, and give each group a marker.
3. Have each group take a station before one of the five dimensions.
4. Ask them to consider what behaviors, characteristics and elements are a part of their assigned dimension.
5. Place a time limit on this according to your total meeting period, but it should exceed more than 5 minutes per dimension.
6. Have students rotate from dimension to dimension, brainstorming each.
7. Instruct the group that they cannot duplicate the contributions of any prior group.
8. Once each group has been at each dimension, have the group join together again.
9. Have a volunteer to read a dimension. Follow with a large group discussion about how that dimension was defined.
10. Continue until all of the dimensions have been discussed.
11. Ask students to discuss how this related to substance abuse prevention.
12. You may want to explore how someone's abuse of a substance may affect only one or a few of the wellness dimensions, although this could lead into a much longer discussion than you have time for.

**Things to keep in mind:**

[Http://www.lessonplanspage.com/printables/PPEIntroDimensionsOfWellness712.htm](http://www.lessonplanspage.com/printables/PPEIntroDimensionsOfWellness712.htm)