WHITAKER PEACE & DEVELOPMENT INITIATIVE

3 GOOD HEALTH AND WELL-BEING

LESSON PLAN #1

Sustainable Development Goal #3 - Good Health & Well-Being
Understanding Needs

What is this about?
In this lesson students are introduced to the concept that good health and well-being is influenced by a vast array of factors that impact physical and mental needs.

Learning Goals and Objectives:
Students will experience a simulated interconnection mapping demonstration, showing an individual's needs that influence health and well being.

Materials:
- Chart paper
- Ball of yarn for each group of 9 students
- Domestic Harmonizer Program (DHP) Needs page
- Cards with needs and definitions: resources, safety, community, freedom, love, rest, purpose, respect, creation

RESOURCES
Food, air, shelter

SAFETY
Emotional safety, physical safety

COMMUNITY
Belonging to a group

FREEDOM
Ability to make decisions for ourselves

LOVE
Feeling support and care for others and giving it back

REST
Sleeping and relaxation to harmonize & renew within

PURPOSE
Having a sense of mission and hope in our lives

RESPECT
Feeling understood and getting empathy from others

CREATION
Working, expressing ourselves, inventing things

Preparation:

Assign students to groups of nine.

Create "needs" cards that reflect the terms and definitions of the needs. Make enough sets so that each group of nine gets a set of cards.

Secure an open space where students can assemble in small groups/circles.

Time:

30 minutes

Steps:

1. Activate background knowledge: What is Good Health? (mental and physical stability and wellness when needs are met) Brainstorm with students to define human needs. Record all ideas on chart paper and find commonalities or connections between examples shared by students.

2. Present Domestic Harmonizer Program needs page and summarize students' background knowledge with alignment to these terms - resources, safety, community, freedom, love, rest, purpose, respect, creation. Define any terms that were not mentioned previously by students. Ex. Creation - working to problem solve and create new ideas and things that may not have previously existed. This can also include artistics endeavors. All these needs are important and when they are met, it is more likely to lead to good health and well being.

3. Model the following activity for the class with two or three students, so they will be able to replicate this in their small groups. This activity demonstrates how human needs are connected and all have to be considered and honored to ensure a stable society.

   ○ All students take a turn reading the card assigned to them- need and definition. Select one student to start with the ball of yarn. Name their need and how it impacts or connects to any other needs in the circle. Students hold the end of string from the yarn ball, while passing it to connected needs. Ex. Resources - "when I have the resources I need, I can rest." Pass the ball to Rest and then there is a line or yarn between rest and resources. Rest has the ball of yarn now, while resources keeps a hold on their end of yarn. Rest says- "when I get rest, I can think better and problem solve so I'm passing to Creation." Rest holds onto the thread from resources but passes the ball to creation.

   ○ Continue until all needs are discussed and connected. The end product will be a web of yarn with threads going throughout the circle of students/needs.

4. Reflection: what does this web of interconnection mean to you? What does this mean to people in society? What needs do you think are often unmet in our society?

CONSIDER: How can you use this information about human needs in your game design to consider SDG #3? What needs might be unmet at the beginning, and then met through the game play?