

# My Health. My Wellness.

## Teaching Guide

### Lesson 2

## All About Me

**Lesson Overview:** Lesson 2 will encourage participants to learn more about themselves – their areas of strength and areas of needed support – and will help them identify trusted support people.

**Objective(s):** At the end of this lesson, participants will know the following key topics/vocabulary and where this information can be shared on a care plan:

- Strengths
- Knowing yourself
- Support Person

#### Activities & Materials:

- Vocabulary cards for *health, wellness, care plans, strengths, knowing yourself, and support person*
- *Activity 2.1 Getting to Know You Sorting Activity*
- *Activity 2.2 My Health Care Plan Personal Profile*
  - i. *Activity 2.2a: Personal Profile (page 7)*
  - ii. *Activity 2.2b: Personal Strengths Choice Board*
  - iii. *Activity 2.2c: My Support Person (page 1)*
  - iv. *Activity 2.2d: About Me (page 1)*

**Lesson Length:** 30 minutes

# Instructional Steps

## Part 1 – Welcome Discussion

### 1. Welcome and review

- Read: Today we are going to be learning more about our health and wellness! During our last conversation, we talked about what *health* and *wellness* are and why they are important for us.
- Read: Remember, being *healthy* means that both your \_\_\_\_\_ and \_\_\_\_\_ feel good! Being healthy also means that you have people around you to support you.
  - Show the definition card from the last lesson and allow participants to fill in the words “body” and “mind” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards.
- Read: That’s right. *Wellness* is closely related to health. When I talk about wellness, I am talking about the \_\_\_\_\_ that we make each day that can help us to live a healthy life.
  - Show the definition card from the last lesson and allow participants to fill in the word “choice” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards.
- Read: Today we are going to learn more about the importance of knowing ourselves.

## 2. Introduce “knowing yourself”

- Read: Everyone has their own unique personality. *Knowing yourself* means being able to understand the things that make you “you.” For example, knowing your abilities and your strengths; knowing your interests; and knowing your thoughts and feelings are all important parts of *knowing yourself*.
  - Show image/word definition of *knowing yourself*. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
- Read: To get started, let’s get to know each other some more. When you are meeting someone for the first time, what are some things that you would like them to know about you? Let’s do an activity to share more about the things we like and don’t like; and things that we are good at doing and need help doing.

## 3. Present Activity 2.1: Getting to Know You Sorting Activity

- Read: Each person is going to get a table. It has four boxes: *I am great at; My favorite thing is; I don’t like; and I need help with*.
  - Model: Demonstrate how to complete the four boxes by writing one example for each square. As you complete each box, narrate (i.e., think aloud) what you are writing about yourself.
- Read: Now it is your turn to share more about yourself
  - Depending on the needs of the group, allow participants to hand-write characteristics or select potential responses from the choice board by either pointing to them, placing them in the box, or saying their selection out loud. Create additional picture/word cards, as needed.

- Complete the activity by asking participants to share their responses. Celebrate strengths and compliment participants' ability to identify their needs and/or dislikes.
- Read: Thank you for sharing! When visiting with your doctor or dentist, knowing about yourself is important so you can tell them about your health and wellness.

## Part 2 – “My Personal Profile” Group Activity & Discussion

### 1. Introduce Activity 2.2: My Health Care Plan Personal Profile Page

- Read: Last lesson we looked at our care plans. *Care plans* are a tool you can use to organize information about your \_\_\_\_ and \_\_\_\_\_. You can share this plan with your loved ones and the doctors you visit.
  - Show the definition card from the last lesson and allow participants to fill in the words “health” and “wellness” as you practice the definition. You may have participants do this chorally, one at a time, or using picture communication cards.
- Distribute *Activity 2.2a: My Health Care Plans* to each participant. Make sure that each participant uses the same care plan for each lesson. If there is a new participant joining your group, hand them a blank care plan and ask them to put their name at the top.
- Read: Today we are going to work together to begin filling out the *My Health Care Plan*. We are going to begin by sharing our strengths and needs.

### 3. Begin Activity 2.2b: What are your strengths?

- Turn to the **Personal Profile** section of the My Health Care Plan on **page 7**

- Read: Let's spend some time today getting to know one another and ourselves! First, let's talk about some of our strengths. A *strength* means something that comes easy for you, something you are good at doing, or something that you are proud of.
  - Show image/word definition of *strengths*. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
- Read: Everyone has different strengths or different things that they are good at doing and feel confident about. Let's think about some of your strengths and write them on your care plan.
  - Depending on the needs of the group, allow participants to write their responses on the care plan, select potential answers from the choice board, or allow someone to record responses on their behalf. Add additional picture/word cards to the choice board, as needed. Participants can complete this section independently or with the help of a support person.

2. *Complete Activity 2.2b: What are some things you need help to do?*

- Read: Just like everyone has things they are good at doing, everyone also has things in life that they need some extra help to do. Now let's think about some things that you may need help or support to do? Let's write them under **My Challenges**.
  - Depending on the needs of the group, allow participants to write their responses on the care plan or select potential answers from the choice board. Participants can complete this section independently or with the help of a support person.

## Part 3 – “My Support Person” Group Activity & Discussion

### 3. Introduce Activity 2.2c: Who is your support person?

- Read: Sometimes people need help with activities in their life such as going to the doctor or making health care decisions. The people in your life who help you are called *supporters* or *support people*.
  - Show image/word definition of *support person*. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.
- Read: A *support person* can help you with your health in many different ways. For example, a support person might come with you to your doctor’s appointment to help you fill out forms or help you when you are talking with your doctor.
- Read: Who is a support person in your life?
  - Depending on the needs of the group, lead discussion, or have participants select potential answers from a choice board by either pointing to them or saying their selection out loud. Create choice boards in advance of the lesson in collaboration with participants’ family members, caregivers, and/or other loved ones. Add distractor pictures (i.e., people the person does not know) to the selection.

### 4. Complete Activity 2.2c: My Support Person section of the MHCP on page 1.

- Turn to page 1 of the *My Health Care Plan*.
- Read: Now that you have thought about the different support people in your life, let’s take a few minutes to write the name of your health care support person on your *My Health Care Plan*. On the first page of your *My Health Care*

*Plan*, there is a section called **My Support Person**. Write information about your support person here.

- Work in collaboration with participants' family members, caregivers, and/or other loved ones to help identify a health care support person. If needed, place a sticky note next to this section and remind participants that the section can be finished at a later time with their support person.

## Part 4 – “About Me” Group Activity & Discussion

### 1. Complete Activity 2.2d: **About Me** section of the *My Health Care Plan* (page 1)

- Read: The last section we will look at today is **Special Care Instructions**. This section is on the first page of your *My Health Care Plan*. Can everyone find this section on their care plans?
- Read: Special care instructions are any instructions or directions that are the most important for your doctor to know. These can be things about your disability or your health. Some examples of information to include in this section could be: allergies, instructions for transferring from your wheelchair, communication preferences, sensory differences, and so on. Can you think of some information that would be most important for your doctor to know about you, your health, or your disability?
  - Depending on the needs of the group, lead a discussion, or have participants select potential answers from a choice board by either pointing to them or saying their selection outloud. Create choice boards in advance of the lesson in collaboration with participants' family members, caregivers, and/or other loved ones.
- Assist participants in writing down any information they wish to share in the **Special Care Instructions** section. If needed, place a sticky note next to this

section and remind participants that these sections can be finished at a later time with their support person.

## Part 5 – Lesson Wrap-up

### 1. A recap of the topics discussed during today's lesson

- Read: Each of the topics that we talked about today can be shared with your doctors and health care team to help them get to know you and your health needs. You can use your care plan to share important information about yourself.
  - Review each new vocabulary term by showing the picture/word card and allowing participants to fill in the missing words chorally, one at a time, or using picture communication cards:
    - A *strength* is something that comes easy for you, something you are \_\_\_\_ at, or something that you are \_\_\_\_ of. (good, proud)
      - Read: Where can you find information about your *Strengths* in the *My Health Care Plan*? (Answer: The **My Strengths** section on **page 7**)
    - *Knowing yourself* means being able to understand the things that make you “you.” This means knowing your \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (strengths, interests, thoughts, and feelings)
    - Supporters or support people are the people in your life who \_\_\_\_ you. (help)
      - Read: Where can you find information about your Support Person in your *My Health Care Plan*? (Answer: The **My Support Person** section on **page 1**)
  - Read: Thank you for joining our lesson today!
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# Assessment

Move onto Lesson 3 when your learners are able to define the following key topics/vocabulary (See *objectives* on Page 1 of this Lesson Plan):

- Strengths
- Knowing yourself
- Support Person