

The **BOARD OF HEALTH** Activity

BACKGROUND

● 4-H ON HEALTH

The 4-H Healthy Living Initiative focuses of five domains:

- physical activity
- social/emotional health and well-being
- injury prevention
- alcohol, tobacco, and drug use prevention
- healthy eating

4-H defines different dimensions of health in the following ways:

Physical well-being involves the functioning of an individual in terms of all health-related components of the individual's lifestyle:

- Fitness
- Sexual responsibility
- Nutrition
- General hygiene
- Safety
- Adequate sleep
- Avoidance of risky behavior

Social/emotional well-being involves the functioning of an individual in terms of all social, mental, and psychological aspects of the individual's lifestyle.

The **social components** of well-being include forming and maintaining satisfying relationships, sense of self, autonomy, social competence, being able to take another perspective, and being able to resolve interpersonal conflict.

The **psychological (emotional) components** include feeling capable and complete, being able to express emotions, being able to handle normal levels of stress, having supportive relationships, and leading an independent life.

● WORLD HEALTH ORGANIZATION ON HEALTH

Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior toward a wide range of social and environmental interventions.

● 4-H ON TEACHING ABOUT HEALTHY LIVING

4-H Healthy Living Guiding Principle 1:

Learning about healthy living concepts occurs in the learning environments created with youth development principles.

Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses the information to perform another activity. The experiential learning process encourages youth involvement through dialogue and strengthens adult-child relationships.

For more information about other 4-H Healthy Living Guiding Principles, please visit: <http://www.4-h.org/youth-development-programs/kids-health/framework-evaluation/>

Please see supplemental Publication 2875-B for the participant handout.



EXTENSION



This exercise encourages participants to better understand the multiple dimensions of health and wellness.

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FACILITATOR INSTRUCTIONS

● AGENTS/VOLUNTEERS

Materials needed:

- poster boards
- newspapers
- markers
- scissors
- magazines
- glue

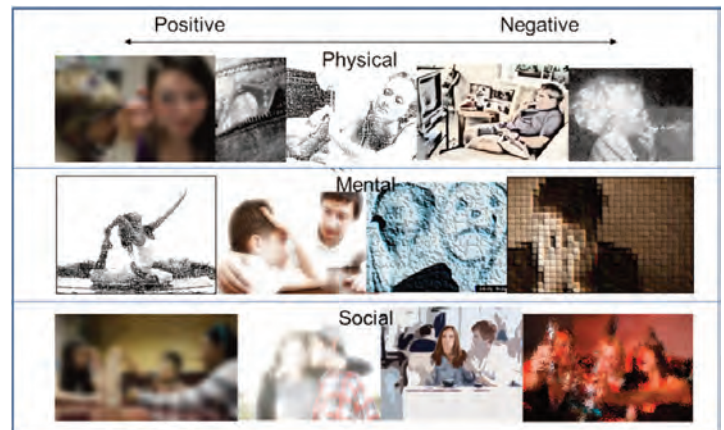
Instructions:

- Assign participants to groups with two to four people.
- Ask participants to draw a continuum on their poster board with “positive” on one end and “negative” on the other.
- Have participants create three sections on each board:
 - physical
 - mental*
 - social



*You may prefer to present this as psychological or emotional health.

- Invite participants to look through the magazines and cut out images that represent good and bad health from each of the three domains.
- Direct participants to decide among themselves, without assistance from the leader, which images fit in which category.
- Suggest to participants that they prioritize images from most to least healthy by domain.
- Have groups identify one person to present back to the full group about the images they chose and any conflicts/challenges they faced in selecting images and assigning groups.



- Ask the presenter to discuss:
 - Why images fit into their assigned category.
 - Why images were placed where they were along the continuum.
 - What images might have fit in other categories and why.
- You may use this as an informal needs assessment among participants. Pay attention to the things they highlight as health concerns, and consider how you might provide additional programming to address those needs.
- Prepare to discuss controversial images:
 - smoking
 - pregnant teens
 - condoms
 - fighting couples (domestic violence)
 - health care provider/patient interactions (highlight the difference in sick care versus well/preventive care)
 - death (highlight premature death versus “on course” death; healthy grief versus troubled grief)

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FOLLOW-UP

How does this activity use the 4-H Healthy Living Guiding Principle 1 to teach about health?

- Takes place when a person is involved in an activity: Students are actively engaged, together, in selecting and determining how images represent different domains of health.
- Looks back and evaluates it: Students present back to the group how they arrived at their conclusions.
- Determines what was useful or important to remember: Students complete an evaluation at the end of the activity.
- Uses the information to perform another activity: Students may be allowed to participate in a photography competition that builds on this activity.
- The experiential learning process encourages youth involvement through dialogue and strengthens adult-child relationships: Students and adult leaders interact and engage during the presentation about the Board of Health.

How might we build on the knowledge our participants gained?

- Develop a photography project by having students capture images of healthy and unhealthy spaces in their communities, schools, and neighborhoods.
- Require students to develop descriptive and creative captions for the images.
- Have students present and discuss what they think is healthy/unhealthy about the image using the same techniques used in the Board of Health activity.
- Ask students to consider how they might develop community service projects to improve the unhealthy spaces they captured for the photography project.



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