

Personal Choices and Well-Being

Students analyze the dimensions of health, identify barriers to well-being, and develop a plan to improve one aspect of their own health.



Figure 1: A Grade 10 student sits at a desk with a notebook open, surrounded by objects representing different life dimensions: a water bottle and

Learning intentions

We are learning to understand the dimensions of health and how they connect to each other ([Outcome](#) , [Topic](#)).

We are learning to identify choices that support or hinder well-being and to plan concrete steps to improve one area of health ([Outcome](#), [Outcome](#)).

Success criteria

I can describe the five dimensions of health and explain how they affect each other ([Outcome](#), [Topic](#)).

I can identify a choice or barrier that affects my well-being ([Outcome](#), [Outcome](#)).

I can develop a realistic plan to improve one aspect of my health ([Outcome](#), [Outcome](#), [Outcome](#)).

Curriculum alignment

Specific Outcome P1: Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life ([Outcome](#), [Outcome](#)).

Specific Outcome P2: Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health ([Outcome](#), [Outcome](#)).

Specific Outcome P6: Determine practices and behaviours that contribute to optimal physical well-being ([Outcome](#)).

Specific Outcome P7: Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being ([Outcome](#)).

Specific Outcome P4: Develop approaches and tactics for creative problem solving and decision making ([Outcome](#)).

Materials

Whiteboard or chart paper with markers.

Handout: "The Five Dimensions of Health" (one per student).

Handout: "My Well-Being Audit" (one per student).

Handout: "My Personal Well-Being Plan" (one per student).

Optional: index cards for exit ticket.

Lesson sequence

Stage 1: Hook (5 minutes)

Display this scenario on the board or read it aloud:

"Maya is a Grade 10 student. She gets good grades and her parents are proud of her. She plays on the school soccer team. But lately she feels tired all the time, she's been arguing with her friends, and she's not enjoying soccer anymore. She stays up late scrolling on her phone and barely eats breakfast. She hasn't talked to her best friend in weeks."

Ask students: What do you notice about Maya's situation? Is she healthy? Why or why not?

Take three to four responses. Guide students toward the idea that health is more than just physical fitness or grades. Write on the board: "What makes a person healthy?"

Stage 2: Direct instruction (10 minutes)

Distribute the "Five Dimensions of Health" handout. Read through it together.

Explain that health is not one thing. It has five dimensions that work together ([Outcome](#), [Topic](#)):

Physical dimension: Your body, fitness, nutrition, sleep, safety, and avoiding harmful substances ([Outcome](#)).

Emotional dimension: Your feelings, moods, how you express emotions, and your ability to manage stress ([Outcome](#)).

Intellectual dimension: Your mind, learning, curiosity, problem-solving, and the way you think about challenges.

Social dimension: Your relationships, friendships, family connections, and how you communicate with others ([Outcome](#)).

Spiritual dimension: Your values, what gives your life meaning, your sense of purpose, and what you believe in ([Outcome](#)).

Return to Maya's scenario. Ask: Which dimensions are affected in Maya's situation?

Guide students to identify: emotional (tired, frustrated), social (arguing with friends, avoiding best friend), physical (poor sleep, skipping breakfast), intellectual (grades are okay, but stress may affect thinking), and spiritual (no longer enjoying soccer, loss of purpose).

Emphasize that these dimensions are interrelated and interdependent ([Outcome](#)). When one dimension suffers, it affects the others. When one improves, it can help the others improve too.

Stage 3: Guided practice (12 minutes)

Distribute "My Well-Being Audit" handout. Work through the first two questions as a whole class using a volunteer or a fictional example.

Question 1: On a scale of 1 to 5, rate your current well-being in each dimension (1 = struggling, 5 = thriving).

Question 2: For the dimension where you rated yourself lowest, what choice or barrier is affecting it?

Model this with a realistic example: "A student rates their social dimension as 2 because they spend lunch alone and haven't joined any clubs. The barrier is that they feel anxious talking to new people."

Then ask students to work independently or in pairs on their own audit. Circulate and ask clarifying questions:

"Why did you rate that dimension that way?"

"What choice are you making that affects this?"

"Is this something within your control?"

After 5 minutes, ask two or three students to share one rating and one barrier. Reinforce that identifying a barrier is the first step to change ([Outcome](#), [Outcome](#)).

Stage 4: Independent practice (10 minutes)

Distribute "My Personal Well-Being Plan" handout.

Students choose one dimension where they want to improve (ideally the one they rated lowest).

They complete the plan by answering these questions:

1. Which dimension am I focusing on? Why?
2. What specific choice or action will I make? (Be concrete. Not "exercise more," but "walk for 20 minutes three times a week" or "eat breakfast every school day.")
3. What support or resources do I need? (A friend to walk with? A parent to help with meal prep? A counsellor to talk to? A club to join?) ([Outcome](#))
4. How will I know if this is working? (What will be different in two weeks?)
5. When will I start?

Circulate and provide feedback. Look for realistic, specific plans. Ask: "How will you remember to do this?" and "What might get in your way?"

Stage 5: Consolidation (3 minutes)

Bring the class together. Ask:

"What is one thing you learned today about how the dimensions of health connect?"

"What is one barrier you identified, and what will you do about it?"

Take two or three responses.

Close with: "Your well-being is not fixed. It changes, and you have the power to improve it through the choices you make. Starting small and being specific about what you will do makes a real difference."

Collect the well-being plans as you leave, or ask students to photograph them and send them to you. This signals that the plan matters and that you will check in.

Differentiation

Extension

Ask students to identify a barrier that involves peer pressure or the expectations of others ([Outcome](#)). Have them develop a response strategy: "When my friends want me to stay up late scrolling, I will say..." or "When my family expects me to do X, but I need Y for my well-being, I will..."

Invite students to research one support system or resource related to their chosen dimension. For example, if they are focusing on emotional well-being, they might find the school counsellor's office hours or a mental health app. They can add this to their plan ([Outcome](#)).

Support

Provide a sentence starter sheet for the well-being plan:

"I am focusing on the _____ dimension because _____."

"One choice I can make is _____."

"I will know this is working when _____."

Pair a student with a peer or a teaching assistant to talk through their plan before writing it down.

Offer three to four pre-written example plans (on different dimensions) so students can see the level of detail and specificity expected.

Simplify the audit to three dimensions instead of five, or ask the student to rate only the dimension they want to improve.

Assessment

Formative checkpoint: Review of the well-being plan

Collect the plans or review them during independent practice.

Look for:

A specific, realistic action (not vague: "walk for 20 minutes on Monday, Wednesday, and Friday" rather than "exercise more").

Evidence that the student understands which dimension they are addressing and why.

Identification of a support or resource (even if it is just "I will ask my friend to remind me").

A way to measure progress (even a simple one: "I will feel less tired" or "My friends will notice I am happier").

If a plan is too vague or unrealistic, ask the student one follow-up question in writing or in conversation: "What is one small step you can take this week?" or "Who can help you with this?"

Use this information to decide whether the student needs a follow-up conversation about goal-setting or whether they are ready to implement their plan.