Lesson 1
Being Healthy in Many Ways

Overview
In this lesson, students examine what it means to be healthy, with a focus on emotional/mental health. They discuss the qualities of an emotionally healthy person and why emotional health is important. After discussing ways young people learn how to do things, the teacher introduces the idea of role models and shares stories about emotionally healthy role models. Then students complete the People in Their Lives worksheet and consider the people in their lives who exemplify positive emotional health and examine the traits of their role models that they would like to emulate.

Time: 40 minutes

Lesson Objectives
Students will be able to:
1. Explain what it means to be mentally and emotionally healthy.
2. Identify characteristics of a mentally and emotionally healthy person.
3. Identify role models who demonstrate positive emotional health.

Materials & Preparation
• Review Images 1A–C.
• Review the My Healthy Role Model activity sheet in the Student Workbook.
• Have crayons or markers available for students.
• Prepare a story about one of your emotional health role models to share with students.

Healthy Behavior Outcomes
MEH-1: Express feelings in a healthy way.
MEH-2: Engage in activities that are mentally and emotionally healthy.
MEH-8: Establish and maintain healthy relationships.

National Health Education Standards
Standard 1: Comprehending Concepts
Performance Indicator 1.5.1: Describe the relationship between healthy behaviors and personal health.
Performance Indicator 1.5.2: Identify examples of emotional, intellectual, physical, and social health.

Standard 3: Accessing Resources
Performance Indicator 3.2.1: Identify trusted adults and professionals who can help promote health.

Overview summarizes the content and focus of the lesson, and describes the knowledge and skills students will gain.

Healthy Behavior Outcomes identifies the key HECAT healthy behavior outcomes addressed by the lesson.

National Health Education Standards identifies the related performance indicators met by the lesson.

Lesson Objectives are aligned with the HECAT knowledge and skill expectations. They identify what is taught and assessed in the lesson.

Materials & Preparation alerts teachers to the need to review or organize materials.
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Teaching Steps

Explain
We’re going to be learning about how to be healthy. There are many different ways to be healthy and lots of things you can do to be healthy.

Show Image 1A
Look at this picture. What do you see?

Summarize
This child is thinking of some different ways to be healthy. He is imagining eating healthy food, playing an active game, reading and talking with someone who cares about him.

Explain
There are many things you can do to keep your body healthy, such as eating healthy foods and moving your body so it can work every day. There are other things you can do to keep your mind healthy. Sharing, caring, talking with and getting support or help from other people are some ways you can keep your feelings or emotions healthy.

Advance the slide to show the terms as you discuss physical and mental/emotional health.

We call how your body works and the things you do to keep your body well and strong your physical health. Today, we’re going to be taking a closer look at mental or emotional health. This refers to how you respond to feelings, relate to other people, handle stress, make choices, and cope with the ups and downs of life.

Show Image 1B
Let’s talk more about what emotional health means.

Teacher Cues
Teacher Cues let the teacher follow the activity at a glance. A detailed list of all Teacher Cues is found on pages xiii–xiv.

Assessment Evidence
Assessment Evidence helps teachers assess students’ learning or mastery of a skill based on their work in the lesson.

Complete & Share
Have students turn to the My Plan for Expressing My Feelings activity sheet.

Now you can make a plan for expressing your feelings in healthy ways. Fill out the chart with at least one healthy thing you can do when you are feeling each of these emotions. Here are some ideas that your group and the other groups came up with. Then complete the sentences below the chart.

1. When I am... This Is a Healthy Thing I Can Do
2. It is good to be aware of my feelings because...
3. I want to be aware of others’ feelings because...
4. These are the adults I can talk to about my feelings:
5. It is important to talk to someone when I have strong feelings because...

Assessment Evidence

<table>
<thead>
<tr>
<th>Students</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Described the relationship between feelings and behavior by:</td>
<td>Verbalizing ways people might behave in response to different emotions.</td>
</tr>
<tr>
<td>2. Explained appropriate ways to express and deal with emotions by:</td>
<td>Completing the My Plan for Expressing My Feelings activity sheet.</td>
</tr>
<tr>
<td>3. Described the importance of being aware of one’s own feelings and of being sensitive to the feelings of others by:</td>
<td>Completing the My Plan for Expressing My Feelings activity sheet.</td>
</tr>
<tr>
<td>4. Explained the importance of talking with parents and other trusted adults about feelings by:</td>
<td>Completing the My Plan for Expressing My Feelings activity sheet.</td>
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</tbody>
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Grade 3 • Student Workbook
Workbook page 4
**Activity Sheet Masters (K–2) or Student Workbooks (3–5)**

In Grades K–2, student materials are provided as masters.
In Grades 3–5, student workbooks contain all reading sheets and activity sheets.

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**Facts About Bullying**

Directions: Share what you know about bullying.

1. How is bullying different than teasing?

2. Why is bullying wrong?

3. What will I do if I am bullied?

4. What will I do if I see someone else being bullied?

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**Digital Resources**

Masters, teacher pages and other materials can be downloaded from the HealthSmart website:
www.etr.org/healthsmart/print-edition/digital-resources

Each grade level set also includes a flash drive with these materials.
Teacher Cues

The lessons provide the following cues for teachers:

**Ask & Discuss**    Check out current student thinking, knowledge and understanding using interactive discussion.

**Assess**          Collect student work that demonstrates learning and evaluate.

**Assign**          Give students an assignment to complete outside of class.

**Close**           Provide closure to the lesson by helping students process and review the learning and connect it to their lives.

**Complete**        Have students complete an activity sheet or other project.

**Create**          Have students generate a list, design a poster, write a story, or create a drawing or other piece of original work.

**Debrief**         Follow up with students on out-of-class assignments and take-home items.

**Demonstrate**     Model or have students model an action.

**Enrich & Extend** Continue and deepen the learning with optional supplemental activities or materials.

**Explain**         Help students build understanding and comprehension of lesson activities, concepts, issues and skills.

**Model**           Provide guidance on how to perform a skill or task.

**Monitor**         Have students assess and track their own health behaviors.

**Practice**        Have students demonstrate proper procedures for a skill or behavior.

**Problem Solve**  Engage students in applying their learning to analyze situations or scenarios.

**Read**            Read or have students read information from the *Student Workbook* or a reading sheet.
Reinforce: Provide feedback on student skill practice and reinforce the correct use of the skill.

Review: Revisit and reinforce previous concepts and learning.

Send Home: Have students take materials or completed work home to share with family.

Share: Have students present completed activity sheets, projects or personal information to the class or school.

Show: Present images or slides to students.

State: Deliver a *HealthSmart* Message to students.

Summarize: Emphasize key points from discussion and add any important information not covered.

Survey: Explore present health practices, attitudes and peer norms.