

How to Use the Teacher Guide

Each lesson in the module contains a succinct overview of the learning objectives, teacher preparation, and alignment to HECAT Healthy Behavior Outcomes and the National Health Education Standards. Lessons are clear and easy to teach.

Lesson 1
Being Healthy in Many Ways

Overview
In this lesson, students examine what it means to be healthy, with a focus on mental/emotional 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 a story about an emotionally healthy role model. Then students 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.f: Describe the relationship between healthy behaviors and personal health.
Performance Indicator 1.5.g: Identify examples of functional, intellectual, physical/emotional health.

Standard 3: Accessing Resources
Performance Indicator 3.2.f: Identify trusted adults and professionals who can help promote health.

Emotional & Mental Health 1

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.



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 and stay healthy.

Show Image 1A

Look at this picture. What do you see?

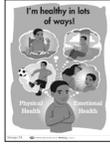


Image 1A

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 to be active every day. There are also things you can do to be and stay healthy in the ways you think, feel, act and relate to other people. Reading, learning and thinking are some ways you keep your brain or 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.



Image 1B

Show Image 1B

Let's talk more about what emotional health means.

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1 Teaching Steps delivers the content, demonstrations, discussions, and various other activities that form the basis for learning that is focused, engaging, intensive and linked to objectives.

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

3 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. You can remember and use ideas that your group and the other groups came up with. Then complete the sentences below the chart.



Workbook page 4

Allow time for students to complete the activity sheet. When they have finished, allow volunteers to share some of the healthy things they will do in response to strong or troublesome feelings.

Assessment Evidence

Students:

1. Described the relationship between feelings and behavior by:
 - Verbally describing ways people might behave in response to different emotions.
2. Described appropriate ways to express and deal with emotions by:
 - Completing the **My Plan for Expressing My Feelings** activity sheet.
3. Described the importance of being aware of one's own feelings and of being sensitive to the feelings of others by:
 - Completing the **My Plan for Expressing My Feelings** activity sheet.
4. Explained the importance of talking with parents and other trusted adults about feelings by:
 - Completing the **My Plan for Expressing My Feelings** activity sheet.

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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.

Name _____

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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HEALTHSmart Grade 3 • Student Workbook 23

Directions explain what students need to do to complete the activity sheet or creative assignment.

Activity sheets show evidence of student learning and are written at a reading level appropriate for each grade (K–5).

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:

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|----------------------------|---|
| 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 <i>Student Workbook</i> 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 <i>HealthSmart</i> 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.