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 some 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.

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 promote mental and emotional health.
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.

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 gets active every day. Learning new things, like solving a math problem, helping someone think, feel, act, and relate to other people, thinking, learning, and talking to other people, are ways you keep your body in good mental health. 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.

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.

Allow time for students to complete the activity sheet. After 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.

Assessment Evidence

Emotional & Mental Health
**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?

**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).

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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. |