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Social Emotional Learning
and **HEALTHSmart**
where good health starts

HealthSmart curricula meets both health education standards and all of the CASEL SEL competencies

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Lessons

Click on a grade level to view lesson overviews and content areas. Log in to access Print Edition teacher resources or Digital Edition lessons and resources.

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Grade K Grade 1 Grade 2

Grade 3 Grade 4 Grade 5

Choose a
Grade Level

Hello [Name]

Welcome to HealthSmart

To view lessons and resources please select the grade level you wish to teach. [Click here](#) view your Lesson Plans.

Grade K Grade 1 Grade 2

Grade 3 Grade 4 Grade 5

Middle School High School

List of all units in the grade level

Choose a
Content Area

Choose the topic you would like to teach

- Abstinence, Puberty & Personal Health
- Emotional & Mental Health**
- HIV, STI & Pregnancy Prevention
- Nutrition & Physical Activity
- Tobacco, Alcohol & Other Drug Prevention
- Violence & Injury Prevention

List of all lessons in the unit

Emotional & Mental Health

Change Topic -

17 Lessons

- Lesson 1**
Dimensions of Health [View lesson](#)
- Lesson 2**
Classroom Rules & Responsibilities [View lesson](#)
- Lesson 3**
Being Emotionally Healthy [View lesson](#)

In this lesson, students are introduced to different dimensions of health. They learn about physical, emotional, social and spiritual health, and discuss ways young people can maintain or improve these aspects of health. They describe a positive personal practice in each of these dimensions and share their answers with classmates. They discuss how the dimensions of health are interrelated and give examples of how different aspects of their health affect each other.

In this lesson, students create and agree to follow rules that will promote a socially healthy classroom environment. They examine what it means to be a responsible classroom member and discuss prosocial behaviors that will help promote cooperation and consideration in their classroom. Then they work in small groups to generate ideas for ground rules that will help everyone feel safe and respected during class discussions.

In this lesson, students examine what it means to be emotionally healthy. After completing an emotional health quiz for their own information, they discuss the characteristics of an emotionally healthy person and identify ways to improve emotional health. Then they make

Read tips for using the PowerPoints and other teacher resources [FAQs](#)

Related Resources

- [Family Letter](#)
- [Family Letter \(Spanish\)](#)
- [Glossary](#)
- [Supercharge Techniques](#)

Links to:

- Family letters (English/Spanish)
- Glossary
- Supercharge techniques

Quick
navigation

Overview

Lessons > Middle School > Emotional & Mental Health > Lesson 1

Lesson 1: Dimensions of Health

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Explore this Lesson Teacher Resources Student Resources

Overview

In this lesson, students are introduced to different dimensions of health. They learn about physical, emotional, social and spiritual health, and discuss ways young people can maintain or improve these aspects of health. They describe a positive personal practice in each of these dimensions and share their answers with classmates. They discuss how the dimensions of health are interrelated and give examples of how different aspects of their health affect each other.

Lesson Objectives

Students will be able to:

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health.

SEL Connection

- self-awareness

Time: 45 - 60 minutes

Healthy Behavior Outcomes

MEH-2: Engage in activities that are mentally and emotionally healthy.

National Health Education Standards

Standard 1: Comprehending Concepts
Performance Indicator 1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 6: Goal Setting
Performance Indicator 6.8.1: Assess personal health practices.

Summary of
activitiesLesson
objectivesHBOs
addressedStandards
alignment

Materials & Preparation

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Lesson 1: Dimensions of Health

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Materials & Preparation
Teaching Steps
Assessment & Closure

[PRINT FULL LESSON](#)

Materials & Preparation

Prepare

- Be sure to send the **Family Letter** (Master 1) home with students prior to teaching this unit.
- Review slides for Lesson 1.
- Practice expressing the teaching steps in your own words.
- Determine which **Supercharge Techniques** you will use to call on many different students during the class.

Copy

- Dimensions of Health** cards (Masters 1A–D), enough for each student to have a card. Copy each master on a different color of paper.

Assign

- Student Journal** for Lesson 1 (*Student Workbook* pages 2–3), for use during the lesson.
- What About My Health?** (*Student Workbook* page 4), for assessment.

Review

- Student Journal** for Lesson 1.
- What About My Health?** and **Scoring Rubric**, page 194.

Health Terms

Review the teaching steps, slides and activity sheet for any terms or concepts your students may not know, and be prepared to explain them as needed. Refer students to the Health Terms Glossary in the *Student Workbook* for definitions. Examples:

• culture	• mental health
• dimension	• physical health
• emotional health	• social health
• emotions	• spiritual health
• interrelated	• stress
• maintain	• troublesome

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-assess students' knowledge and understanding of different dimensions of health, and specifically emotional and mental health, prior to instruction.
- Pre-teach new concepts and terms. Write new terms on the board.
- Frequently use verbal checks for comprehension.
- Consider students' cultures in the context of the terms and concepts taught. Review and clarify complex terms and ideas that may have the potential for multiple interpretations.
- Have students create flash cards with the dimension of health on one side of an index card, and the definition on the opposite side.

How to
prepare and
what you'll
needHealth
termsSupport
for diverse
learners

Teaching Steps

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Teaching Steps

Get students ready for learning

Transition

Direct students to turn to the **Student Journal** for Lesson 1 and complete the journal entry.

Show Slide 1A

Write all the different ways you can think of that describe what it means to be healthy.

Allow students to focus and work quietly for a minute or two.

Show Slide 1B

Let's talk about what it means to be healthy.

Advance the slide as you debrief the journal activity. If no students stand for a particular aspect of health, ask the class if they can think of some examples of how these things might relate to health.

Motivate

Stand up if you wrote about your **body** and how it feels or what it can do.

Ask a few students who are standing to share an example. Then have students sit back down.

Steps for
teaching the
lessonJournal
writing to
focus
attentionMotivate
activity
personalizes
learning

Assessment & Closure

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Assessment & Closure

Students demonstrate learning

Complete

Direct students to turn to **What About My Health?** on page 4 of the *Student Workbook*.

You are going to have a chance to think about these different dimensions of health in your own life and how they relate to and affect each other. Think about:

- One way your physical health affects your emotional health?
- One way your emotional health affects your social health?
- One way your social health affects your physical health?
- One way your spiritual health affects another dimension of your health?

Allow time for students to complete the activity sheet.

End the lesson

Close

As I mention each dimension of health, tell me something you can do to be healthy in this area.

Name the dimensions of health one at a time—physical, emotional, social and spiritual—and have a few students share their ideas about each one. Try to elicit comments from as many students as possible.

Assess

Collect students' activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students explained the interrelationship of physical, mental, emotional, social and spiritual

Assessment
activity
sheet or
performance
taskLesson
closureAssess lists
what to
evaluate

Lesson 1: Dimensions of Health

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Read tips for using the PowerPoints and other teacher resources

Lesson 1 PDF Slides (PDF)

View

Lesson 1 PDF Slides Notes (PDF)

View

Teacher Resources link to slides,
teacher keys, masters and videos

Lesson 1: Dimensions of Health

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Explore this Lesson Teacher Resources Student Resources

Student Journal: Dimensions of Health

View

Student Workbook: What About My Health?

View

Student Resources link to journal
pages and activity sheets

Assessing My Relationships

Directions: Describe how each of these qualities of healthy relationships is demonstrated in the relationships you have, and give a specific example for each one. If you don't think any of your relationships have this quality, describe a relationship in which you'd like to have or improve this quality and explain why. Then answer the questions.

Honesty and trust
Relationship that has this quality: _____
Example: _____

Clear communication
Relationship that has this quality: _____
Example: _____

Acceptance and respect
Relationship that has this quality: _____
Example: _____

Empathy (ability to put yourself in the other person's place)
Relationship that has this quality: _____
Example: _____

Showing care and concern
Relationship that has this quality: _____
Example: _____

(continued)

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Every assessment activity has a scoring
rubric, and every objective is assessed

Lesson 9 • Building Healthy Relationships

Assessing My Relationships Activity Sheet

Objective	4	3	2	1
1. Characteristics of Healthy Relationships	Clearly describes how 8 or 9 of the qualities of healthy relationships are demonstrated in personal relationships—or clearly explains why he/she would like to improve the quality—and gives a specific example.	Describes how 5 to 7 of the qualities of healthy relationships are demonstrated in personal relationships—or explains why he/she would like to improve the quality—and gives some specific and some general examples.	Describes how 1 to 4 of the qualities of healthy relationships are demonstrated in personal relationships—or explains why he/she would like to improve the quality—and gives general or vague examples.	Does not describe how qualities of healthy relationships are demonstrated in personal relationships—or explain why he/she would like to improve the quality—or give examples.
2. How to Build and Maintain Healthy Relationships	Clearly describes 3 or more specific things that could be done to build or maintain healthy relationships.	Clearly describes 2 specific things that could be done to build or maintain healthy relationships.	Clearly describes 1 specific thing that could be done to build or maintain healthy relationships.	Does not describe specific things that could be done to build or maintain healthy relationships.
3. Connection Between Healthy Relationships and Emotional Health	Clearly explains 2 or more ways a healthy personal relationship contributes to his or her emotional health.	Clearly explains 1 way a healthy personal relationship contributes to his or her emotional health.	Vaguely explains 1 or 2 ways a healthy personal relationship contributes to his or her emotional health.	Does not describe ways a healthy personal relationship contributes to his or her emotional health.