

# How to Use the Teacher Guide

Each lesson in the module contains a succinct overview of the learning objectives, alignment to national standards, teacher preparation, new health terms, and ideas for supporting students with a range of learning styles.

## Lesson 4

### Qualities of Healthy Relationships

**Overview**

In this lesson, students learn about the qualities and benefits of healthy relationships. After identifying qualities of healthy and unhealthy relationships, they read scenarios and identify the healthy and unhealthy qualities in each relationship. They discuss the benefits of healthy relationships, then analyze one of their own healthy relationships to describe its qualities and benefits.

**Time:** 45–60 minutes

**Lesson Objectives**

Students will be able to:

1. Compare and contrast healthy and unhealthy relationships.
2. Describe characteristics of healthy relationships.
3. Describe benefits of healthy relationships.

**Materials & Preparation**

**Prepare**

- Review slides for Lesson 4.
- Practice expressing the teaching steps in your own words.
- Determine which techniques you will use to call on every student. (See pages X–X.)

**Review**

- **Student Journal** for Lesson 4 (*Student Workbook* pages 12–13).
- **Relationship Case Study 1** (*Student Workbook* page 14).

**Healthy Behavior Outcomes**

**MEH-8:** Establish and maintain healthy relationships.

**National Health Education Standards**

**Standard 1: Comprehending Concepts**

**Performance Indicator 1.8.1:** Analyze the relationship between healthy behaviors and personal health.

**Standard 2: Analyzing Influences**

**Performance Indicator 2.8.1:** Examine how the environment influences the health behaviors.

**Performance Indicator 2.8.3:** Describe how the environment influences healthy and unhealthy behaviors.

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

**Healthy Behavior Outcomes** identifies the behaviors the CDC’s HECAT considers the most important to promote in a K–12 health education curriculum that are addressed in the lesson.

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

**Lesson Objectives** identifies the HECAT knowledge and skill expectations taught and assessed in the lesson.

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

**Health Terms** lists words and concepts important to health literacy. These are defined in a glossary at the end of the teacher guide.

**Support for Diverse Learners** makes student success a priority from the start by offering ways teachers can help all students feel supported and included.

- **Relationship Case Studies 2 & 3** (*Student Workbook* page 15).
- **My Healthy Relationships** (*Student Workbook* pages 16–17), and Scoring Rubric, page 197.

**Health Terms**

Review the teaching steps, slides and activity sheets 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:

- |                 |                |
|-----------------|----------------|
| • acquaintance  | • empathy      |
| • benefit       | • manipulation |
| • case study    | • relationship |
| • companionship | • sibling      |
| • confidence    |                |

**Support for Diverse Learners**

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Clarify terms that may have multiple definitions (e.g., acquaintance, confidence).
- Frequently use verbal checks for comprehension.
- Distribute copies of **Benefits of Healthy Relationships** (Slide 4G) and review with students, providing examples as needed.
- Be prepared to define the qualities of unhealthy relationships as discussed in the lesson, particularly the types of abuse. Discuss how Case Study 2 can be interpreted/perceived as a form of bullying or intimidation.
- Consider that some students may have never experienced healthy relationships as described in the lesson. Help them to think of or identify healthy relationships they may have seen or read about in books, movies or television shows, and use these examples when responding to the **My Healthy Relationships** activity sheet.

*To ensure student success with reading:*

- Pair students with stronger reading skills or peer tutors with students who may need help reading the stories on the **Relationship Case Studies** activity sheets.

Lessons follow a 3-part process. Within this format, students and teacher move together from a point of inquiry and self-reflection, to knowledge and skill practice, and finally to demonstrating understanding and competency.

**Introduction**

**Get students ready for learning**

**Transition**  
 Direct students to turn to the Student Journal for Lesson 6 and complete the journal entry.


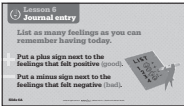

**Show Slide 6A**  
 List as many feelings as you can remember having today. Put a plus sign next to the feelings that felt positive (good), and a minus sign next to the feelings that felt negative (bad).  
 Allow students to focus and work quietly for a minute or two.

**Motivate**  
 Choose one of the feelings you listed and describe how you reacted to having that feeling.  
 Allow students to respond on their journal page. Call on volunteers to share some of their reactions to feelings.

**Teaching Steps**

**Share HBO and Objectives**

**Show Slide 6B**  
 Share the Healthy Behavior Outcome with students.  
 Today's lesson supports the healthy behavior of expressing feelings in a healthy way.

**1 Introduction** gets students ready for learning, and introduces the topic for the current lesson. A brief writing assignment focuses attention on students' personal understanding and awareness of the topic. Then, using a variety of techniques, students generate connections between the health topic and their own lives.

**2 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.

**3 Assessment & Closure** assigns the performance tasks that allow teachers to assess student learning or mastery of a skill. Closure allows students to conclude by reinforcing the learning.

Teacher Cues let the teacher follow the activity at a glance. Cues are grouped into sections that organize the lesson. A detailed list of all Teacher Cues is found on pages xiv–xv.

**Assessment & Closure**

**Students demonstrate learning**

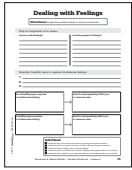
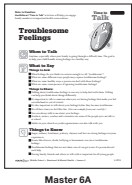
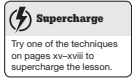
**Complete**  
 Direct students to turn to **Dealing with Feelings** on page 25 of the Student Workbook.  
 Think about what you've learned about expressing feelings, then answer the questions.  
 Allow time for students to complete the activity sheet.

**End the lesson**

**Send Home**  
 Distribute a **Time to Talk: Troublesome Feelings** family sheet to each student. Explain that they will take this sheet home and talk to a parent or older family member about troublesome feelings.

**Close**  
 Today you learned about healthy and unhealthy ways to express feelings. Find a partner. Imagine you were angry. Take turns sharing how you could express that feeling in a healthy way. Then find a new partner. Imagine you were sad. Take turns sharing how you could express that feeling in a healthy way.  
 Review other emotions if you have time. Call on a few pairs to share their examples.

**Assess**  
 Collect students' **Dealing with Feelings** activity sheet and evaluate their work for this lesson.

# Assessment

Formal assessment of every objective is a key feature of *HealthSmart*.

**Lesson 1 • Dimensions of Health**

**What About My Health? Activity Sheet**

Objective	4	3	2	1
1. <b>Interrelationship of Physical, Mental, Emotional, Social and Spiritual Health</b>	Clearly and specifically explains all 4 of the following connections: <ul style="list-style-type: none"> <li>• 1 way physical health affects emotional health</li> <li>• 1 way emotional health affects social health</li> <li>• 1 way social health affects physical health</li> <li>• 1 way spiritual health affects another dimension of health</li> </ul>	Clearly and specifically explains 3 of the following connections: <ul style="list-style-type: none"> <li>• 1 way physical health affects emotional health</li> <li>• 1 way emotional health affects social health</li> <li>• 1 way social health affects physical health</li> <li>• 1 way spiritual health affects another dimension of health</li> </ul>	Explains 2 of the following connections: <ul style="list-style-type: none"> <li>• 1 way physical health affects emotional health</li> <li>• 1 way emotional health affects social health</li> <li>• 1 way social health affects physical health</li> <li>• 1 way spiritual health affects another dimension of health</li> </ul>	Explains only 1 of the following connections: <ul style="list-style-type: none"> <li>• 1 way physical health affects emotional health</li> <li>• 1 way emotional health affects social health</li> <li>• 1 way social health affects physical health</li> <li>• 1 way spiritual health affects another dimension of health</li> </ul>

**Scale:** 4 = Exceeds expectations 3 = Meets expectations 2 = Mostly meets expectations 1 = Does not meet expectations

**Scoring rubrics** are provided for each lesson. The rubrics link directly to mastery of the objectives and standards identified in the lesson overview.

The rubrics can be used for grading purposes or to determine student progress. Assessment rubrics may be shared with students to help them understand what will be expected of them.

## Unit Assessment: Activity 2 Dear Gabby

**Unit Assessment**  
Each subject module culminates in two activities: a written assessment of content and concepts, and a performance task that allows authentic assessment of content and skills through a creative individual or group project.

## Unit Assessment: Activity 1 What I Know About Emotional & Mental Health

### Overview

This culminating activity assesses student learning for the unit through a written exam.

**Time:** 45–60 minutes

### Lesson Objectives

#### Students will be able to:

1. Describe characteristics of an emotionally healthy person.
2. Explain ways to improve emotional health.
3. Explain causes and effects of stress.
4. Describe physical and emotional reactions to stressful situations.
5. Explain positive and negative ways of dealing with stress.
6. Describe healthy ways to deal with troublesome feelings.
7. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings.
8. Describe warning signs that troublesome feelings require help.
9. Describe how to deal with grief in healthy ways.
10. Describe what to say to someone who has experienced the death of a loved one.

(continued)

### National Health Education Standards

#### Standard 1: Comprehending Concepts

**Performance Indicator 1.8.1:** Analyze the relationship between healthy behaviors and personal health.

**Performance Indicator 1.8.5:** Describe ways to reduce or prevent injuries and other adolescent health problems.

#### Standard 4: Communication

**Performance Indicator 4.8.1:** Apply effective verbal and nonverbal communication skills to enhance health.

#### Standard 5: Decision Making

**Performance Indicator 5.8.3:** Distinguish when individual or collaborative decision making is appropriate.

**Performance Indicator 5.8.4:** Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

**Performance Indicator 5.8.5:** Predict the potential short-term impact of each alternative on self and others.

**Performance Indicator 5.8.6:** Choose healthy alternatives over unhealthy alternatives when making a decision.

**Performance Indicator 5.8.7:** Analyze the outcomes of a health-related decision.

## Student Workbooks

Student workbooks contain the student journal pages and activity sheets for students' in-class work and assessment.

**Improving My Emotional Health**

**Directions:** Think about your answers on the *Emotional Health Quiz* and what you learned today about emotional health. Then answer the questions.

① Describe at least 3 traits of good emotional health that are important to you:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

② What emotional health trait do you want to improve for yourself and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

③ What 2 specific steps will you take to improve this trait?

1. \_\_\_\_\_
2. \_\_\_\_\_

**Self-Check**  
 I described 3 traits of good emotional health.  
 I listed a trait I want to improve and explained why.  
 I described 2 specific steps I can take to improve this emotional health trait.

**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 middle school (grades 6–8).

**Self-Check** boxes on activity sheets remind students of assessment requirements.

## Digital Resources

Each teacher guide comes with digital resources that include teacher keys and masters, scoring rubrics, glossary and PowerPoint slides for each lesson.

Digital resources for this teacher's guide can be downloaded from the *HealthSmart* website: [www.etr.org/healthsmart](http://www.etr.org/healthsmart)

## Teacher Cues

The lessons provide the following cues for teachers.

<b>Ask &amp; Discuss</b>	Check out current student thinking, knowledge and understanding using interactive discussion.
<b>Assess</b>	Collect student work that demonstrates learning and evaluate.
<b>Assign</b>	Give students an assignment to complete outside of class.
<b>Close</b>	Provide closure to the lesson by helping students process and review the learning and connect it to their lives.
<b>Complete</b>	Have students complete an activity sheet or other project.
<b>Create</b>	Have students generate a list, design a poster, write a story, or create a drawing or other piece of original work.
<b>Debrief</b>	Follow up with students on out-of-class assignments and take-home items.
<b>Demonstrate</b>	Model or have students model an action.
<b>Exit Ticket</b>	Assess student learning with a brief written assignment at the end of class.
<b>Explain</b>	Help students build understanding and comprehension of lesson activities, concepts, issues and skills.
<b>Model</b>	Provide guidance on how to perform a skill or task.
<b>Monitor</b>	Have students assess and track their own health behaviors.
<b>Motivate</b>	Increase student interest in the content to be covered in the lesson through a demonstration, prompt, discussion or other activity that allows them to personalize the topic (anticipatory set).
<b>Practice</b>	Have students demonstrate proper procedures for a skill or behavior.

<b>Read</b>	Read or have students read information from the <i>Student Workbook</i> or a reading sheet.
<b>Reinforce</b>	Provide feedback on student skill practice and reinforce the correct use of the skill.
<b>Review</b>	Revisit and reinforce previous concepts and learning.
<b>Send Home</b>	Have students take materials or completed work home to share with family.
<b>Share</b>	Have students present completed activity sheets, projects or personal information to the class or school.
<b>Show Slide</b>	Use the PowerPoint slides for the lesson to present important concepts, pose questions for journaling and discussion, give group instructions or summarize key points.
<b>State</b>	Read the information from a slide to students.
<b>Summarize</b>	Emphasize key points from discussion and add any important information not covered.
<b>Survey</b>	Explore present health practices, attitudes and peer norms.
<b>Transition</b>	Provide a brief writing activity that helps students settle down and focus while either reviewing learning from the previous lesson or preparing for the current lesson topic.