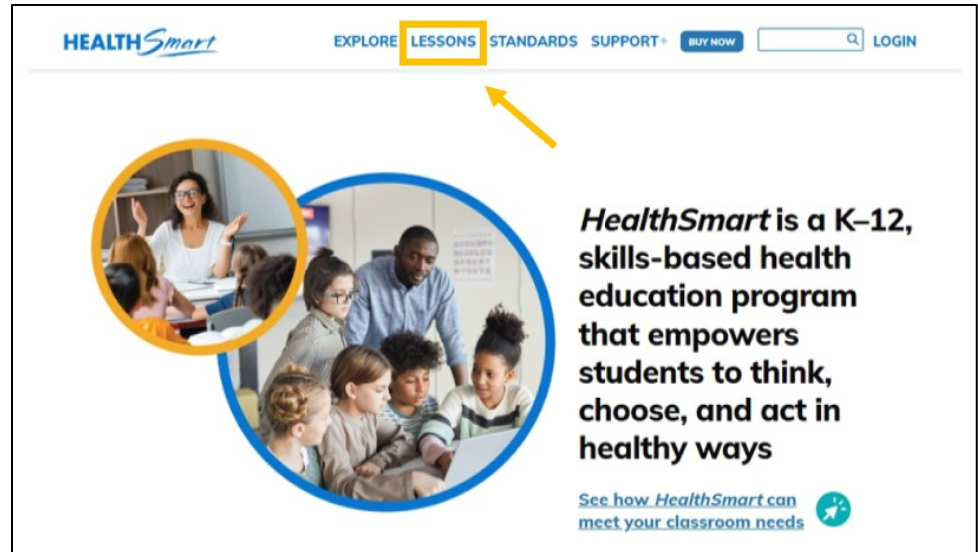


Go to the
Lessons tab



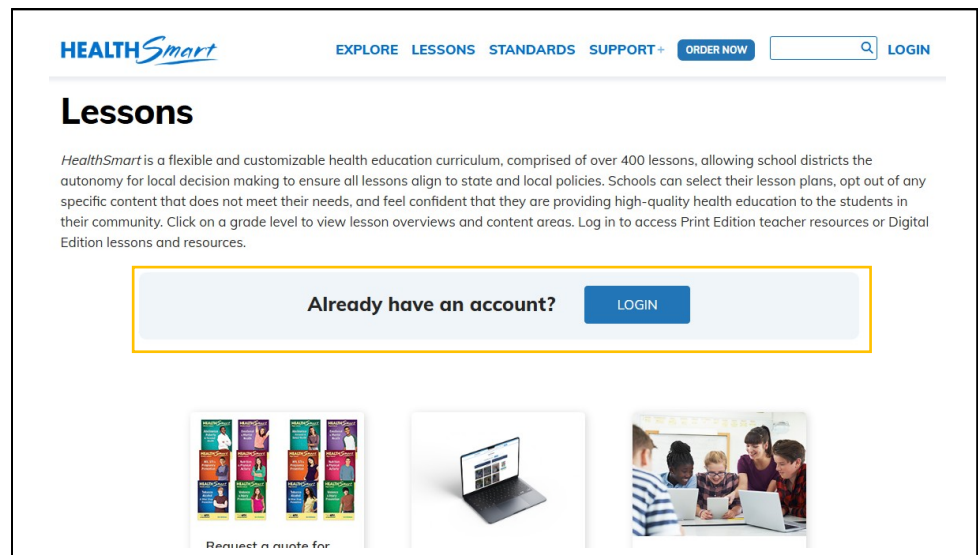
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HealthSmart is a K-12, skills-based health education program that empowers students to think, choose, and act in healthy ways

See how HealthSmart can meet your classroom needs

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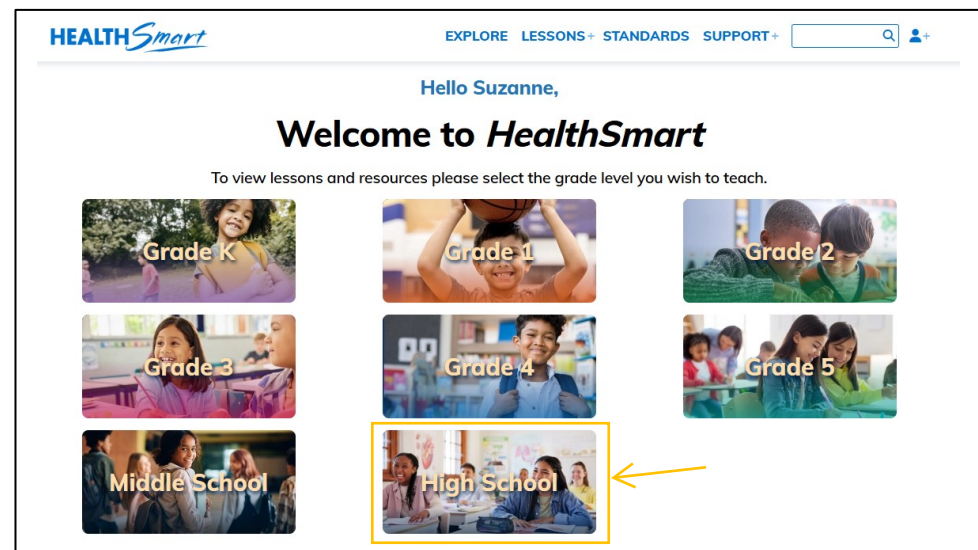
Lessons

HealthSmart is a flexible and customizable health education curriculum, comprised of over 400 lessons, allowing school districts the autonomy for local decision making to ensure all lessons align to state and local policies. Schools can select their lesson plans, opt out of any specific content that does not meet their needs, and feel confident that they are providing high-quality health education to the students in their community. 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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Choose a
Grade Level



HEALTHSmart

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Hello Suzanne,

Welcome to HealthSmart

To view lessons and resources please select the grade level you wish to teach.

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

High School

Choose the topic you would like to teach.

Emotional &
Mental HealthNutrition &
Physical
ActivityTobacco,
Alcohol & Other
Drug
PreventionViolence &
Injury
Prevention

List of all lessons in the unit

Emotional & Mental Health

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Skills-Based Learning ¹²

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Optimism & Positive Self-Talk [View](#)**Skills-Based Lesson: Health Practices and Behaviors**In this lesson, students learn ways to help maintain an optimistic outlook by... [\(more\)](#)

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Stress-Management Techniques [View](#)**Skills-Based Lesson: Health Practices and Behaviors**This lesson focuses on stress management, with an emphasis on techniques... [\(more\)](#)

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Announcements

Back-to-School
Updates 2025 ¹²

Related Resources

Family Letter

[View English](#) ¹²[View Spanish](#) ¹²

Glossary

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Skills-Based Lesson List

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Supercharge Techniques

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Links to:

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

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Lesson 1: Dimensions of Health

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[PRINT FULL LESSON](#) ¹²

Overview

In this lesson, students review the different dimensions of health. After playing a game to become familiar with different behaviors related to physical, mental, emotional, social and spiritual health, they brainstorm ways people can maintain or improve these aspects of health. They assess their own strengths and challenges in the different dimensions of health and analyze how the dimensions are interrelated and affect each other. Then they describe positive personal practices in their own lives that support their health and suggest ways to strengthen one of the dimensions for themselves.

Note: If time is limited, the assessment activity sheet may be completed as homework.

Lesson Objectives

Students will be able to:

1. Assess personal behaviors that contribute to physical, mental/emotional, social and spiritual health.
2. Analyze the interrelationship of physical, mental/emotional, social and spiritual health.

Time: 60 minutes

Healthy Behavior Outcomes

- MEH-2: Engage in activities that are mentally and emotionally healthy.
- MEH-9: Practice habits that promote mental and emotional well-being.

National Health Education Standards

- Standard 1: Concepts/Functional Health Information
- Standard 6: Goal Setting

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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.
- Label 8 pieces of chart paper: Physical (2), Mental/Emotional (2), Social (2), Spiritual (2), and post these around the classroom.
- Have markers.
- Practice expressing the teaching steps in your own words.
- Determine which [Supercharge Techniques](#)⁶ you will use to call on many different students during the class.

Copy

- Group Roles Cards** (Master 1A). Use different colored card stock or paper for each set to help put students into groups. Laminate the cards, if possible, so they can be used for small-group work in later lessons.

Assign

- Student Journal** for Lesson 1 (*Student Workbook* pages 1–2), for use during the lesson.
- Healthy Behaviors Scavenger Hunt** (*Student Workbook* page 4), for use during the lesson.
- How's Your Health?** (*Student Workbook* page 5), for assessment.

Review

- Student Journal** for Lesson 1.
- Healthy Behaviors Scavenger Hunt**.
- How's Your Health?** and Scoring Rubric, page 256.

Health Terms

Review the teaching steps, slides, master 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:

• dimension	• physical health
• emotional health	• social health
• facilitator	• spiritual health
• mental health	

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.

How to
prepare and
what you'll
needHealth
termsSupport
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learners

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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

Describe what it means to be healthy. What does a healthy person do? How does a healthy person act?

Allow students to focus and work quietly for a minute or two. Call on volunteers to share what they wrote.

People have many different ideas when they think about what it means to be healthy. Today you're going to be exploring the different dimensions, or aspects, of health and how they all play a role in a person's life.

Show Slide 1B

Direct students to turn to the **Healthy Behaviors Scavenger Hunt** on page 4 of the *Student Workbook*. Explain that they're going to have some time to mingle and learn more about each other.

Find someone in this class who does one of the listed behaviors, and have that person sign their name on the line next to that behavior. Then find another person

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

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Assessment & Closure

Students demonstrate learning Complete

Direct students to turn to **How's Your Health?** on page 5 of the *Student Workbook*.

Now you'll think about how these different dimensions of health apply to your life.

Allow time for students to complete the activity sheet.

End the lesson

Close

Which dimension of health do you most want to work on and why?

Call on volunteers to share their ideas.

The goal of this class is to help you be healthy in many different ways. The choices you make and the actions you take every day to keep your body strong, express your feelings, manage stress, solve problems, connect with others and follow your beliefs and values are what will help you maintain and improve your physical, emotional, social and spiritual health.

Assess

Collect students' *How's Your Health?* activity sheets, and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students assessed personal behaviors that contribute to physical, mental/emotional, social and

Assessment
activity
sheet or
performance
taskLesson
closureAssess lists
what to
evaluate

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Lesson 1: Dimensions of Health

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Explore this Lesson **Teacher Resources⁰** Student Resources⁰

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

Lesson 1 PDF Slides (PDF)
[View English](#) [View Spanish](#)

Lesson 1 PDF Slides Notes (PDF)
[View English](#) [View Spanish](#)

Lesson 1 PowerPoint Slides (PPSX)

Lesson 1 Scoring Rubric: Dimensions of Health

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

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

Lesson 1: Dimensions of Health

Change Lesson ▾

Explore this Lesson Teacher Resources⁰ **Student Resources⁰**

Student Journal: Dimensions of Health
[Preview English](#) [Preview Spanish](#)

Student Workbook: Healthy Behaviors Scavenger Hunt
[Preview English](#) [Preview Spanish](#)

Student Workbook: How's Your Health?
[Preview English](#) [Preview Spanish](#)

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.