

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
Prepare

- Review images for Lesson 1.
- Prepare a story about one of your emotional health role models to share with students.
- Have crayons or markers available for 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: Concepts/Functional Health Information
Standard 3: Accessing Resources

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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 national standard 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.

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.

Lesson 1 • Being Healthy in Many Ways

- Practice expressing the teaching steps in your own words.
- Determine which techniques you will use to call on many different students during the class. (See pp. xix–xxiii.)

Review

- **My Healthy Role Model** (Student Workbook page 2).

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:

- cope
- emotion
- emotional health
- mental health
- physical health
- relationship
- respect
- role model
- stress
- support

Support for Diverse Learners

To ensure student success with *comprehending concepts*:

- Pre-teach new concepts and terms. Write new terms on the board and include visual representations when possible.
- Frequently use verbal checks for comprehension.
- Share a vocabulary list of words and/or examples as a guide for students who need more support in language development.
- Consider students' cultures in the context of expression of feelings and other aspects of emotional health.

To ensure student success with *writing*:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **My Healthy Role Model** activity sheet, or allow students to complete the activity sheet as homework with a parent or guardian.

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HEALTHSmart Grade 3 2

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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 and stay 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.

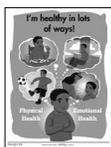


Image 1A

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.

Show Image 1B

Let's talk more about what emotional health means.



Image 1B

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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 xvii-xviii.

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.

Practice

Think about someone who is an emotional health role model for you. Think about the ways this person thinks, responds to feelings and acts toward others that show good emotional health.

Now turn to a partner and share who your role model is and where you can find them.

Assessment & Closure

Create & Share

Have students turn to the **My Healthy Role Model** activity sheet.

Draw a picture of you and your role model and list some things your role model says and does and what you learn from your role model. Then we'll take turns sharing something your role model teaches you about how to be emotionally healthy.

Allow time for students to draw a picture of their role models and list the qualities of good emotional health their role model demonstrates.

Have students show their drawings and share something they have learned from their emotionally healthy role models.

Closure

Having people you like and look up to who show you how to think, feel and act in healthy ways is a good thing. It means that you have help being healthy in lots of different ways. Our emotional health role models show us how to cope with feelings, get along with others, treat people with kindness and respect, grow, learn and like ourselves, and ask for help when we need it.



Workbook page 2

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4 Assessment Evidence shows which student work from the lesson is used to assess each objective.

Assessment Evidence

Students:

- Explained what it means to be mentally and emotionally healthy by:
 - Verbally identifying why good emotional health is important.
 - Completing the **My Healthy Role Model** activity sheet.
- Identified characteristics of a mentally and emotionally healthy person by:
 - Verbally identifying qualities of an emotionally healthy person.
 - Completing and sharing the **My Healthy Role Model** activity sheet.
- Identified role models who demonstrate positive emotional health by:
 - Completing and sharing the **My Healthy Role Model** 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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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

Each teacher guide comes with digital resources that include teacher keys, masters, PowerPoint slides and other materials for each lesson.

Digital resources for this teacher's guide can be downloaded from the *HealthSmart* website.

New users can register at: healthsmartK12.org/resources

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 <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.