

# 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

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-xxii.)

**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 • relationship  
• emotion • respect  
• emotional health • role model  
• mental health • stress  
• physical health • 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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Being Healthy in Many Ways • Lesson 1

### 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.

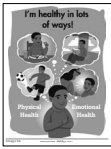


Image 1A

**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.




Image 1B

**Show Image 1B**  
Let's talk more about what emotional health means.

Emotional & Mental Health 3

**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.

Being Healthy in Many Ways • Lesson 1

### 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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Lesson 1 • Being Healthy in Many Ways

**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.



Workbook page 2

**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.

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

## 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](http://healthsmartK12.org/resources)

## 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>Enrich &amp; Extend</b>	Continue and deepen the learning with optional supplemental activities or materials.
<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>Practice</b>	Have students demonstrate proper procedures for a skill or behavior.
<b>Problem Solve</b>	Engage students in applying their learning to analyze situations or scenarios.
<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</b>	Present images or slides to students.
<b>State</b>	Deliver a <i>HealthSmart</i> Message 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.