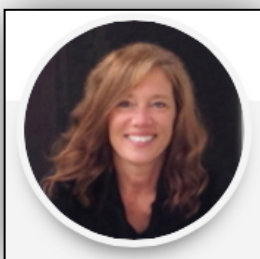




# Health Education Today



*-Helping teens acquire the skills and wisdom to  
be above unhealthy influences-*

## **“The 5 Dimensions of Mental Health”**

### **About the Author:**

Having taught high school Health for 19 years and writing my own entire curriculum during that time, I've used my experience to create student-tested lessons that get students engaged with a wide variety of health topics.

I've been a certified K-12 Physical Education and Language Arts teacher for over 30 years (19 of those years included teaching Health). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8<sup>th</sup> Grade Reading; Elementary P.E.; 9<sup>th</sup> Grade English; 9<sup>th</sup> Grade P.E.; High School Aerobics; and 9<sup>th</sup> Grade Health. I have my Master's of Education Degree in Instructional Technology, and I earned my National Board Certification in Health.

**These activities are taken from my both my whole semester/year “**High School Health**” AND my “**Middle School Health**” Curriculums:**

<https://www.teacherspayteachers.com/Product/High-School-Health-Curriculum-9-12-Newly-EnhancedRevised-Full-Semester-Program-196150>

<https://www.teacherspayteachers.com/Product/Middle-School-Health-Lessons-NEWLY-ENHANCED-212-Lessons-for-6th-9th-Grade-889276>

# Health Education Today

## The 5 Dimensions of Mental Health



## Introduction

The subject of “Mental Health” is a vast topic, one that could easily be a full-year elective class, or a full four-year college degree for that matter!

Our United States Department of Health and Human Services describes mental health the way: *“Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.”*

- <https://www.mentalhealth.gov/basics/what-is-mental-health/>

This resource is based on **the five dimensions of health**. On their school website, Roger Williams University explains, “There are five main aspects of personal health: physical, emotional, social, spiritual, and intellectual. In order to be considered “well,” it is imperative for none of these areas to be neglected.”

-<http://rwu.edu/campus-life/health-counseling/health-education-program/dimensions-wellness>



(In this photo the creators included “Occupational Health,” which I did not include in this resource, as many teens do not have jobs or occupations at this age!).

**Here is some background information on “Mental Health.”**

<http://www.ernweb.com/educational-research-articles/mental-health-of-our-elementary-schoolchildren/>

*“Almost 40% of the educators polled believed mental health problems to be definitely increasing, while another 355 said they were probably increasing. Only 5% thought problems were probably decreasing.*

**What are considered “Mental Health” issues for students?” Here is a list most cited by teachers that are a concern and are suggested to address:**

- “Have poor self-image, make negative self-statements*
- Have poor decision-making, problem solving skills*
- Are unable to resolve interpersonal conflicts*
- Have low self-confidence, and avoids the difficult*
- Are depressed, unhappy*
- Are disobedient, disrespectful, stubborn*
- Lack motivation”*

If you want, you can give your students this “Five Dimensions of Health Tips and Traits” so they can assess the traits they feel they have in each area. Then, either right away after you take the survey; or after you complete each of the dimensions, have students set a goal for making improvements in each of the five dimensions!

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## The Five Dimensions of Health Tips and Traits

Put an "x" in front of any tip or trait that you feel **you** need to work on in your own life. Then circle the top 3 you feel you need and want to work on. Write a goal for each area for something you'd like to improve in that area in your own life!

### **Physical**

\_\_\_\_ Exercise! Even walking 30 minutes a day three times a week will greatly improve your health.

\_\_\_\_ Eat Healthy. Avoid fried foods, soft drinks, processed meats, and sweets. Try to include 5 servings of fruits and vegetables in your diet everyday.

\_\_\_\_ Monitor warning signs so you understand when your body is not getting the nutrition it needs or establishing an unhealthy state. Get an annual physical exam.

\_\_\_\_ Know the ideal health numbers for conditions such as calories per day, fat grams per day, sugar per day, weight, cholesterol, blood pressure, or blood sugar

\_\_\_\_ Keep on top of your physical health-improve determination, self-control and self-esteem.

\_\_\_\_ Don't skip meals. Especially breakfast, it slows down your metabolic rate, causing weight gain.

\_\_\_\_ Avoid tobacco,, alcohol and drug use. Don't play alcohol drinking games.

\_\_\_\_ Get at least 6-8 hours of sleep every night.

### **Emotional**

\_\_\_\_ Try to maintain a positive attitude even when problems arise. Be optimistic!

\_\_\_\_ Discover your personal stress reliever. Manage your time wisely since it will help lower stress.

\_\_\_\_ Find someone that you trust who you can openly share your feelings with.

\_\_\_\_ Don't hesitate or feel self-conscious to seek professional help when you need it. Go see a teacher, adult, parent, counselor or pastor.

\_\_\_\_ Adjust to change, be aware of your thoughts and feelings and express your emotions appropriately.

\_\_\_\_ Express your feelings freely while managing your feelings, allowing yourself to cope with stress in a way that is healthy.

\_\_\_\_ Maintain a balance in life by setting priorities.

\_\_\_\_ Smile even when you don't feel like it. (Fake it until you make it!)

## **Social**

- \_\_\_Get involved. Find a club/group/team on campus; find something that interests you.
- \_\_\_Know who your best friends are.
- \_\_\_Be kind to everyone, even if they are different from you! Value everyone!
- \_\_\_Recognize when you are in an unhealthy relationship.
- \_\_\_Balance your social life with your academic responsibility.
- \_\_\_Live in harmony with the environment and others.
- \_\_\_Consider the common welfare of the community over your own needs.

## **Spiritual**

- \_\_\_Be a thinker! Reflect on your feelings, thoughts, interactions. Express it all in a journal!
- \_\_\_Find a quiet place and spend time every day.
- \_\_\_Apply your values to your actions and decisions.
- \_\_\_Accept the views of others.
- \_\_\_Contemplate the meaning of your life.
- \_\_\_If you have a religion, ask, ponder, read, study, and practice it.
- \_\_\_Make time for prayer or meditation.
- \_\_\_Spend time appreciating the natural world around you.

## **Intellectual (Mental)**

- \_\_\_Take your school work seriously and spend time doing homework.
- \_\_\_Seek academic help if you need it.
- \_\_\_Become a life-long learner. Engage in the exploration and understanding of new ideas.
- \_\_\_Keep on top of current affairs. Get involved in cultural and intellectual activities.

*Adapted From:*

[-http://www.md-health.com/Dimensions-Of-Health.html](http://www.md-health.com/Dimensions-Of-Health.html)

[-http://rwu.edu/campus-life/health-counseling/health-education-program/dimensions-wellness](http://rwu.edu/campus-life/health-counseling/health-education-program/dimensions-wellness)

**Name:** \_\_\_\_\_ **Per:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Write a goal for each area for something you'd like to improve in that area in your own life!

**Physical Goal:**

**Emotional Goal:**

**Social Goal:**

**Spiritual Goal:**

**Intellectual (Mental) Goal:**



## Mental Health:

<b>National Standards Met:</b> 1.12.1, 1.12.8, 7.12.1, 7.12.2, 7.12.3		
<b>Materials Needed:</b>		
<b>PowerPoint</b>	-“Walk the Walk” PowerPoint	-See PowerPoints Folder
<b>Printed Materials</b>	-“Positive Self Talk Worksheet”	-Print front to back, 1 for each student.
<b>Other Materials</b>	None	
<b>Optional:</b>		
<b>Video</b>	There are several Choices-see list on #7 below.	See below for more information
<b>Learning Target</b>	<b>Content:</b> I will learn how to improve self-esteem. by thinking positive thoughts.	<b>Behavioral:</b> I will work on having positive self-esteem (and self-talk).
<b>Assessment</b>	-The -“Positive Self Talk Worksheet” will be turned in and graded.	

**These all-capital and underlined titles below follow the “5 Dimensions” PowerPoint step-by-step.**

All PowerPoints use the fonts: “American Typewriter” and “Century Gothic.” To make sure your formatting is correct, if you don’t have them, you can download them FREE at:

<http://ufonts.com/download/american-typewriter/195489.html>

<http://ufonts.com/fonts/century-gothic.html>

American  
Typewriter

Lessons are based on a 55-minute class period.

1. “WALK THE WALK” TITLE SLIDE and FORMATTING INFO: The title slide is simply a place-marker, and the formatting information is to make sure you have the “American Typewriter” and “Century Gothic” fonts because all the writing is in those two fonts and you may need to download these fonts for it to all be formatted correctly.

2. MENTAL HEALTH TITLE SLIDE: This is just a place marker.

3. THE POWER OF POSITIVE SELF-TALK and #1 WAY TO IMPROVE, WHEN IT COMES, JUST AS MAKING, WHATEVER YOU TELL, and EXAMPLE: Go through these slides to explain the power of positive thought. Give real life examples if you have any. This information is also on the front of their “Positive Self-Talk Worksheet,” but don’t hand it out yet.

4. DO THE POSITIVE SELF-TALK SILVER LINING ON A DARK CLOUD and EXAMPLE FOR FILLING IT OUT: Hand out the “Positive Self-Talk Worksheet.” This will be turned in for a grade. Explain



the positive thinking worksheet from the slides and worksheet directions and go over the two rules for filling it out. Point out the rules from the sheet. I encourage sharing answers, and have students ask other students if they get stuck on any one. (A fun "Do Not Read This" video below emphasizes one of these rules!)

The reason they can't just say "I'm **NOT**" stupid, is because it's not enough of a change from saying "I'm stupid. Your sub-conscious still hears the word "stupid." For instance tell your students, "If I said to you right now, 'Do **NOT** think of the color red, what did you just think of?'"

5: VIDEO: If you want to you can prove the point about not being able to just tell the brain not to think of something! This is a fun 2:00 min. video! "Do Not Read This" (2 min.)

<https://www.youtube.com/watch?v=MRZxZsMd5jw>

They get the example of a silver lining on a dark cloud. Like instead of, "I hate Mondays," you say "4 more days 'til Friday," or rather than "I hate school," you could write "At least I get to see my friends." Help them see that this worksheet is really about just switching to a positive outlook.

6. LEARNING TARGETS: I included two "Learning Targets if you want to use them. This first "Content" target is presented at the beginning of the lesson to help students understand what they will be learning today. The second "Behavioral" target is optional if you want to have students copy this after the lesson. If you posted the "Behavioral" target poster somewhere in your classroom, you could refer back to it and periodically see how students are doing following the target behavior!

7. Here are some great optional videos on self-esteem if you want to show some videos:

Susan Boyle's Famous Audition on Britain's Got Talent" Video (7:32)

<http://www.youtube.com/watch?v=mS5Om47vsaA>

Opera Duo Charlotte and Jonathan (Audition on Brittan's Got Talent) (7:30)

<https://www.youtube.com/watch?v=ZsNlcr4frs4>

Napoleon Dynamite Dancing (4 min.)

<https://www.youtube.com/watch?v=ELBy5stH3b8>



# Positive Self-Talk

1. WHEN IT COMES TO THOUGHTS, YOU HAVE A LOT OF MIND CONTROL!!  
YOUR BODY LISTENS AND RESPONDS TO YOUR THOUGHTS!!!!

Your mental self-talk can be: **POSITIVE** or **NEGATIVE**

1. **Sports Psychology is a great example of the power of mind control. An athlete is taught to stay positive, to stay calm, be focused, be confident, to “see yourself as a winner,” and to “picture the ball going in the hole.” Many athletes find success with this positive thinking and imagery.**

2. **Another way positive thinking and mind imagery is used in relaxation and relieving stress. You can imagine a scene, place or event that you remember as peaceful, restful, beautiful and happy. It acts as a retreat from places of stress and pressure, the body actually responds with lower blood pressure, lower pulse rate to calm down and relax.**

3. **Just as making positive statements to yourself helps you to build confidence, improve performance, and improve your mental skills, negative thinking damages these things.**

**Our sub-conscious mind can't tell the difference between what is real and what is imagined! It takes any pictures, any thoughts that you send to it as reality. Once you direct an image or visualization to your sub-conscious brain, it will work 24 hours a day to make that image a reality, coming up with a plan to make those thoughts true for your life. *So, choose your self-talk very carefully, because your sub-conscious brain takes whatever you send it as real.***

Examples: If you were taught as a child that all dogs will bite you, your mind will automatically raise that fear everytime you see a dog. (even though your friend tells you that their dog is friendly, your mind believes and sends the fear message! You have to re-train your brain!!!)

If you continually say, “I’m really bad at math,” then your brain will send thought reminders to you like, “I can’t do this, “ “this is too hard for me,” “I’ll never get this because I am bad at math.”

4. You can retrain and change your thinking by having **positive self-talk**. It’s not easy at first...but it can literally change your life!!!

*Today, we are going to practice this difficult, but powerful positive self-talk.*

Name: \_\_\_\_\_

Per: \_\_\_\_\_

Date: \_\_\_\_\_

### Practicing Positive Self-Talk

Imagine you are a person who is really thinking the negative thoughts written below and write a positive statement instead:

**Rules:**

1. You cannot just say "I am not . . ." Instead you should make your message a positive one so your sub-conscious doesn't still hear the word "Not.")
2. You cannot just say the opposite like "I'm Stupid"- "I'm smart"  
Try to be realistic and creative, like "I can try harder and do better."

1. I'm stupid. \_\_\_\_\_
2. I hate school. \_\_\_\_\_
3. Bad things always happen to me. \_\_\_\_\_
4. No matter how hard I try something always goes wrong. \_\_\_\_\_  
\_\_\_\_\_
5. There's no way I can pass that test. \_\_\_\_\_
6. I'm always late, I just can't help it. \_\_\_\_\_
7. I'm always tired in the mornings. \_\_\_\_\_
8. I'm just bad at science. \_\_\_\_\_
9. I'll never look as good as them. \_\_\_\_\_
10. My sister and I can't get along. \_\_\_\_\_
11. I can't control my temper. \_\_\_\_\_
12. My brother is always annoying. \_\_\_\_\_
13. I don't ever agree with my dad. \_\_\_\_\_
14. I hate Mondays. \_\_\_\_\_

You may have found this exercise difficult! It's actually easier to be negative than to think positive thoughts. But, keep working on thinking positive thoughts about yourself, and good self-esteem will follow!!



## Emotional Health:

<b>National Standards Met:</b> 2.12.3, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 6.12.1, 5.12.7, 7.12.1, 7.12.2, 7.12.3		
<b>Materials Needed:</b>		
<b>PowerPoint</b>	-“Walk the Walk” PowerPoint	-See PowerPoints Folder
<b>Printed Materials</b>	-None” unless you want to print the “Learning Targets.”	-Print 1 of each “Learning Target.”
<b>Other Materials</b>	If you are going to do the art project, you will need poster paper, markers, colored pencils, crayons, old magazines to cut up, scissors, and glue.	
<b>Optional:</b>		
<b>Video</b>	-“Are You Too Nice?” -“Why Most Relationships Fail.”	See below for more information
<b>Learning Target</b>	<b>Content:</b> I will learn the difference between being assertive and aggressive.	<b>Behavioral:</b> I will try to be assertive without being aggressive.
<b>Assessment</b>	-The “Assertive Versus Aggressive Posters” can be turned in and graded.	

### **Here is some background information on “Emotional Health.”**

[https://wellness.ucr.edu/seven\\_dimensions.html](https://wellness.ucr.edu/seven_dimensions.html)

Emotional wellness is usually closely connected to, or is considered part of the “Mental Health” dimension. “Emotional Wellness is the ability to understand ourselves and cope with the challenges life can bring. It includes the ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner.”

1. EMOTIONAL HEALTH TITLE SLIDE: This is just a place marker.
2. “ASSERTIVENESS SURVEY” OUTLOUD: Without any background information on being assertive, have students find a blank space of paper and give the “Assertiveness Survey Outloud” (below) outloud while students right answers on a scratch piece of paper that will not be turned in.
3. WRITE HOW MANY A'S: Score it by having students total how many A's, B's, and C's they got.
4. MORE THAN 2: Go over what their totals mean. The goal is to have the most "Assertive" “B” answers. I point out on the survey a few examples of "passive" like if they felt their paper deserved a better grade but didn't say it, or they were hurt but didn't speak up, or didn't want to let a person copy their paper, but they did. Then I point out some answers that were aggressive like you were saying hurtful things, yelling at people, name calling, etc.

Go over the disadvantages of each of these. On “Aggressive” connect the words to the survey (revengeful if you don’t give your mom her phone messages, or hurtful if you say hurtful words to your friend). **I put these in boxes on the left on the survey to help you make these points.**

Point out that if you got more than 2 “C’s” this should not be the type of person you want to be, and it isn’t the type of person you would want to date or marry!

5. STANDS UP FOR: Go over the spreadsheet.

**-Passive-** This is when someone is shy, not confident, and has lower self-esteem. This person can get taken advantage of, they face frustration in life when not heard, they can get talked into unsafe things (alcohol, drugs, stealing, sex) because they so want to fit in.

-The **aggressive traits** aren’t good things-read **examples off the survey.**

**-Also they may have heard the term “passive-aggressive”** Explain that this is when someone acts passive on the outside, but they are **covertly** aggressive. They may not say anything at school when a kid is mean to them, but they go home and anonymously write negative things on that person’s Facebook page. (from the survey it’s the person that says they’ll do something but then “forgets” or doesn’t say they don’t want to go to the movie, but then complains through the whole thing!)

6. PAIR/SHARE with TABLE PARTNER: Have a partner and class discussion if you want.

7. VIDEO: Are you too nice? (4 min.) This is a fantastic video showing what’s wrong with being too nice (passive) and how it not only hurts the individual person, but also those around them!  
<https://www.youtube.com/watch?v=r5tjGncByqg>

8. PASSIVE/AGGRESSIVE. Discuss this after the video. Bring up points from the video.

9. AGGRESSIVE ALSO: Have students share out their opinions. It’s hard for some kids since it seems to go against human nature, “If he disrespects me, I’ll disrespect him back.”

Discuss why being assertive is the goal and the healthiest choice. (Kids-especially boys may want to choose to hit back but that’s not the “healthiest” or the safest choice!)

There are a lot of problems with this aggressive attitude.

- 1) That aggression can get you into trouble. Usually involves anger and you could get hurt, you could get killed. Learn to grow a thicker skin – conflicts are going to happen.
- 2) You don’t learn to problem-solve (you just get angry
- 3) Aggressive behavior is a relationship buster! Aggressive behavior makes you lose sight of the other person’s feelings, it’s selfish, controlling, read from list on back of survey again...)

10. VIDEO: “Why Most Relationships Fail” This is good for reminding students to stay calm. (2 min.)  
<https://www.youtube.com/watch?v=j2IPW02GtnQ>

11. LEARNING TARGETS: I included two “Learning Targets if you want to use them. This first “Content” target is presented at the beginning of the lesson to help students understand what they will be learning today. The second “Behavioral” target is optional if you want to have students copy this after the lesson. If you posted the “Behavioral” target poster somewhere in your classroom, you could refer back to it and periodically see how students are doing following the target behavior!

12. ASSERTIVE VERSUS AGGRESSIVE ART PROJECT: If you want to follow this lesson with a fun art project, have students make posters showing a person with one half assertive traits and words surrounding them like stands up for self, problem-solves, is in control, etc. You could do a class brainstorm for the words if you want. On the aggressive side students would make an angry half of the face and use words surrounding the face like mad, angry, violent, out of control, manipulative, lashes out in anger, etc. The slide isn’t an exact example of this project, but it can give students the half and half of a face idea!

# Assertiveness Survey Outloud

**Directions:** Read the following scenarios outloud to your students.

1. Your boy/girlfriend tell you that he/she is really mad at you for not returning his/her calls. You realize that your mom never gave you the messages. You...

Revenge

- a. Don't say anything about the messages to your mom
- b. Confront your mom and ask her if your boy/girlfriend ever called while you were out
- c. You get even by not giving your mom her next phone message

2. Your teacher gives you a "C" on a paper that you believe is at least a "B+" work. You...

Name calling

- a. Go home and do nothing about it
- b. Ask the teacher to explain the grade since you were expecting a better grade
- c. Rip the paper up and tell your friends what a lousy teacher he or she is

3. Your friend says something that hurts your feelings. You...

Hurtful words

- a. Say nothing and hope it doesn't happen again
- b. Tell your friend that what they said hurt your feelings
- c. Say something hurtful back

4. Your friend offers to pick up lunch for you but doesn't give you your change (about \$8.00) . You...

Accusing

- a. Assume there was no change
- b. Ask if there was any change
- c. Accuse your friend of trying to rip you off

5. Your classmate asks if he/she can copy your homework. You don't want to let them because you are afraid you'll get an "F." You...

Name calling

- a. Let them even though you're not real comfortable with the idea
- b. Tell them you'd rather not
- c. Tell them you're not a cheater like them

6. A friend asks you to take her to pick up her car from the mechanics, but you're afraid you might miss a test at school. You...

Revenge

- a. Do it anyhow
- b. Ask her if you can do it after school
- c. Agree but purposefully forget to pick her up

7. Your parents tell you they are transferring money into your bank account, but the money never arrives. You...

Angry

- a. Don't say anything and hope the money shows up eventually
- b. Confront them and say you are concerned that the transaction did not go through
- c. Get mad and yell at them that you won't have enough money for gas, insurance, or lunch if they do not help you out

8. Your friend suggests a particular movie, but you've been looking forward to seeing a different one. You...

Revenge

- a. Go to the movie they suggested
- b. Tell them that you really want to see the other movie and try to decide together
- c. You see the movie they suggested but you complain about how stupid it is

9. You are shopping with a friend (who's a girl) and they try on a pair of pants and ask you how they look. You think the pants are too tight, but they sound excited about how they look in them. You...

Hurtful words

- a. Smile and say the pants look good
- b. Tell them you like the pants but suggest a bigger size
- c. Tell them the pants make them look fat

10. You are working on a project with the person sitting next to you in class. You do not know them very well, but you notice a piece of food stuck in their front teeth. You...

Making fun of them

- a. Don't say anything and continue working on the project together
- b. Tell this person they have food stuck in their teeth
- c. Laugh at them and ask the person if they're saving some of their lunch for a later time.

**Scoring:** You have probably noticed that the responses to the scenarios followed a pattern. In fact, the A responses represented a passive style in interacting with others. The B responses were assertive. And the C responses represented an aggressive approach. Add up your A, B, and C responses.

- If you had **more than 2 A responses**, you may tend to interact with others in a passive manner, taking their feelings and thoughts as more important than your own.
- If you had **more than 2 C responses**, you may come across to others as aggressive and perhaps uncaring.
- If you had **more than 2 B responses**, you have more of an assertive interpersonal style, where you consider the thoughts and feelings of others without discounting your own.

adapted from: [http://www.propofs.com/quiz-school/story.php?title=assertiveness-quiz\\_1](http://www.propofs.com/quiz-school/story.php?title=assertiveness-quiz_1)



# 3.

## Social Health:

<b>National Standards Met:</b> 2.12.3, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 6.12.1, 5.12.7, 7.12.1, 7.12.2, 7.12.3		
<b>Materials Needed:</b>		
<b>PowerPoint</b>	-“Walk the Walk” PowerPoint	-See PowerPoints Folder
<b>Printed Materials</b>	-None-students will do the assignment on their own paper.	
<b>Other Materials</b>	None.	
<b>Optional:</b>		
<b>Video</b>	None.	See below for more information
<b>Learning Target</b>	<b>Content:</b> I will learn how to assertively say “No” to negative peer pressure.	<b>Behavioral:</b> I will try to assertively say 'NO' to negative peer pressures in my life.
<b>Assessment</b>	-The “Being Assertive Activity” will be turned in and graded.	

This role-play activity today was taken from my “alcohol Unit” so the scenarios in the activity all have to do with alcohol. If you wanted to make it more generic, you could easily edit the PowerPoint so the pressure scenarios could include skipping class, or stealing from a store, bullying someone, smoking, etc.

### **Here is some background information on “Social Health.”**

<http://www.ernweb.com/educational-research-articles/school-readiness-5th-grade-achievement/>

“**Social Wellness** refers to one's ability to interact with people around them. It involves using good communications skills, having meaningful relationships, respecting yourself and others, and creating a support system that includes family members and friends. Social wellness follows these tenets:

- It is better to contribute to the common welfare of our community than to think only of ourselves.
- It is better to live in harmony with others and our environment than to live in conflict with them.”

Social skills include many skills, but some important ones are:

- Effective communication skills (listening, following directions,
- Empathy skills
- Friendship skills
- Conflict Resolution Skills
- Assertive, not aggressive (anger management)
- Refusal skills when faced with peer pressures
- Manners!

1. SOCIAL HEALTH TITLE SLIDE: This is just a place marker. **TODAY'S LESSON IS COMPLETELY ON THE POWERPOINT, THUS THERE IS "NO LESSON 3 FOLDER!"**

2. "WILL YOU RECOGNIZE PEER PRESSURE": Have this slide up as students enter the classroom. Have students get out a piece of paper and # 1-10.

3. PAIR/SHARE-WHY IS IT DIFFICULT TO SAY NO: Have pairs have a discussion about why it's sometimes difficult to say "No," and have students share out to class after a few minutes. Answers could include: you could be nervous, you could be embarrassed, you don't want to hurt or disappoint the person, you may want to do the thing they are pressuring you about but know it's wrong, you feel pressured, you want to fit in, you think everyone else is doing it, you don't want to be the only one who's not doing it...

4 EVERYBODY'S \_\_\_\_\_ through end of slide quiz: Use the PowerPoint quiz and have them write in the phrase with the missing word for these 10 common pressure lines. They should copy the phrase and then complete it so they'll have the whole phrase on their paper and then they can use it later in the role-play activity. **RULE: THEY CANNOT say it outloud.**

5. ANSWERS: Correct them outloud using the PowerPoint. I tell students to just say it out if they have something different, and most times I say, "Yes, that works." For instance for "I've never been caught," they might have said, "I've never been in trouble," and that one works. After you have corrected all 10, students will see that they know most of the pressure lines-**they aren't too original, so you can point out to them to be aware next time they hear one and see it for what it is. BE READY FOR THEM!...**

6. GRADING SCALE: Just for fun if students want to see how they did!

7. BEING ASSERTIVE: Next, tell students they will use the knowledge they've gained already today in the role-play activity you'll do next. Tell them that they may come up against many situations where it's not just a drinking and driving alcohol decision, and that you want them to:

- 1) Recognize that alcohol has many other dangers.**
- 2) Recognize peer pressure lines for what they are.**
- 3) Get comfortable being assertive if they want to say "No."**

Go over how to be assertive with the three tips on the slide.

8. TODAY'S BEING ASSERTIVE ACTIVITY: Tell students they will be put in pairs, and then they are going to write out 2 role-plays. In order to write them out, tell them they should role-play the scenario outloud and re-enact the scenarios so that their writing is realistic. Students will not be performing in front of class (tell them so they're less nervous). The writing must be appropriate-no swearing or degrading comments that a reader of their scenarios might take personally!

Remind them about writing the character in their role-play to be assertive, using a strong voice and to give reasons for saying "No."

Show them the scenarios they'll choose from. It might make it easier to copy a class set of this slide and have it out on the desks.

9. EXAMPLE: Go through the example. Point out the rules, that the students names need to be on it, that they should # their lines and give the teens names. Say it outloud to see if it sounds realistic. They do 2 scenarios.

10. CONCLUSION: Use this slide if you want to summarize that students can have fun without alcohol or drugs!

11. LEARNING TARGETS: I included two "Learning Targets if you want to use them. This first "Content" target is presented at the beginning of the lesson to help students understand what they will be learning today. The second "Behavioral" target is optional if you want to have students copy this after the lesson. If you posted the "Behavioral" target poster somewhere in your classroom, you could refer back to it and periodically see how students are doing following the target behavior!

# 4.

## Spiritual Health:

<b>National Standards Met:</b> 1.12.2, 2.12.3, 2.12.7, 2.12.8, 2.12.9, 6.12.1, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3		
<b>Materials Needed:</b>		
<b>PowerPoint</b>	-“Walk the Walk” PowerPoint	-See PowerPoints Folder
<b>Printed Materials</b>	-“Circle Values with Survey on Back” -Survey Key	-Print 1 for each student. -Print 1 class set
<b>Other Materials</b>	If you are doing the Gandhi poster, you will need poster paper, markers, colored pencils, crayons, old magazines to cut up, scissors, and glue.	
<b>Optional:</b>		
<b>Video</b>	None.	See below for more information
<b>Learning Target</b>	<b>Content:</b> I will learn the importance of living by strong values.	<b>Behavioral:</b> I will try to live by my values, even when it’s difficult.
<b>Assessment</b>	-The “Values Parent-Teen Communicator” will be turned in and graded.	

“**Spiritual Wellness** is a personal matter involving values and beliefs that provide a purpose in our lives...The National Wellness Institute says spiritual wellness follows the following tenets:

-It is better to ponder the meaning of life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant.


-It is better to live each day in a way that is consistent with our values and beliefs than to do otherwise and feel untrue to ourselves.”

1. SPIRITUAL HEALTH TITLE SLIDE: This is just a place marker.

2. IMPORTANCE OF VALUES and VALUES SURVEY: Have students take the “Values Survey. You can also follow-up by sending home the “Values Parent Teen Communicator” (Below and in the folder.) They will circle any of the values words they think are important. Point out to them that they’re all good traits, so they shouldn’t circle everything! Next have them take the survey on the back of the worksheet and then tell them to stop..

# Values Survey -----no name-----

**What character qualities do you value?**

 Circle those qualities you feel are **very** important  
and **underline** the ones you feel are somewhat important:

joyful

kind

honest

hard-working

polite

mature

patriotic

committed

peaceful

responsible

helpful

unique

trustworthy

sensitive

patient

sense of humor

respectful

loving

giving

forgiving

confident

spiritual

self-controlled

**Now, from your circled words, choose your top 3. These are the 3 qualities you feel are the most important traits to demonstrate in your life:**

1.

2.

3.

**NEXT - TAKE the anonymous survey on the backside of this page**

**This is an anonymous survey, seen only by you so be honest!!!**

1. You have found a wallet on the ground. It has \$100.00 in miscellaneous bills and the owner's I.D. in it. Would you:

return the wallet with all the \$ keep all the \$

2. You are in the locker room. There is a brand new never been used iWatch. No one is around and that iWatch has been sitting in the same spot for 2 days. Is it O.K. for you to take it?

Yes      No

3. A girl at school always makes fun of you and calls you names. One day when you are sitting at lunch with your friends, this same mean girl asks if she can sit with you since she doesn't know anyone. Would you let her sit by you? Yes      No

4. A boy in your P.E. class constantly irritates you. During a soccer game he purposely      trips you. You are so mad at him. Would you hit him back?

Yes      No

5. You are babysitting. They told you that you are not allowed to have any friends over. Your friends come over and want to come in . You know the people you are babysitting for won't be home for 2 hours. Do you let your friends come in?

Yes      No

6. You did not have time to study for a math test. The smartest boy in class sits next to you and you can clearly see his paper. Do you copy his answers?

Yes      No

7. Your sister has a good job and makes lots of money. You need some money for a Friday night because your mom won't give you any. You see your sister's wallet on the kitchen counter. When you look in it, she has lots of loose bills. She would never miss it if you take \$20.00. Do you take it?

Yes      No

**STOP: We will do the rest of this sheet soon.**

As a class, list excuses people use for their behavior:

---

---

---

---

Write "The Golden Rule:

**You can talk**\_\_\_\_\_

**You can talk**\_\_\_\_\_

**BUT YOU NEED TO**

\_\_\_\_\_

3. Now you will go over the answers. Have students look at their “Values Survey” answers. Tell them they don’t have to raise their hands, but that you’ll ask what they answered and if they want they can say by raising their hand and/or sharing outloud.

Go through the “Values Survey” one question at a time. Use the teacher copy below to help you challenge students about their values. If students are saying they wouldn’t return the wallet in #1, ask them to turn their survey back over to the front and see if they circled or underlined “honesty?” If I have a student who is arguing that they wouldn’t give it back, I specifically ask him if he circled “Honesty.” !! If they did, ask if they think it’s important for others to be honest, but not for them? As you go through their answers, you will continually challenge them to see if what they said was an important value coincides with how they responded to the survey! Be aware as you go through the survey, you’ll hear these excuses: **they did it first, it’s their fault, they started it...if person was good-looking, if person was poor, if the teacher was looking, how strong is the kid in P.E., how old were the kids your were babysitting...**

4. 20,000 MIDDLE AND OF THESE SAME MIDDLE + HIGH SCHOOLERS: Go over these statistics Ask students if any of these stats surprise them. (They may say that more have lied to parents, etc.) The point is that these stats aren’t that surprising. What is surprising is the next slide:

5. “91% SAID THEY” STATS: Explain that these SAME students on the same survey said they think they have good character (even though they were shoplifting, cheating, and lying!) Challenge students that they should try to live by their values.

6. THERE IS A DISCONNECT: Their character and their decisions should be based on what THEY believe, not on what or who someone else is, or what they do, or say!! Keep asking what they circled!! Those are the values THEY said were important to them!!

7. EXCUSES: They should write the excuses you discussed and that are on this slide onto their “Values Survey” Worksheet backside.

8. SITUATIONAL ETHICS: This is what it turns into if you base your values on each individual situation. It’s scary because people end up doing what they think is right, like murdering someone because they “hurt” their family, it’s a “they deserved it” mentally with everyone their own judge!

9. DON’T LET YOUR CHARACTER: Just continue challenging them to live by their own values instead of what the situation brings. Here are some points you can make:

- two wrongs don’t make a right

- ask “What are your other options?” (be assertive, ignore it, walk away, tell the teacher or an adult)

- situational ethics undermines true values because it ends up being “when it suits me.” Think what is right or wrong (black or white- not the GREY situational ethics) Do we want each individual to be jury and judge?

- No one is telling you what your values should be, just that you should choose, and then try to live by them**

- what’s your price for honesty??

- don’t lower yourself to their standard



-none of us is perfect, but the key is to strive to be. Are there “levels of wrong?” There are at least levels of more or less severe consequences, but if someone lies in the small things, why wouldn’t they when the stakes are much higher???

-someone with no conscience is called a “sociopath.” (a person who lacks a sense of moral responsibility or social conscience)

10. LIVE BY YOUR VALUES and ONE OF THE MOST IMPORTANT: like the frog who will sit in a pan of water that’s on the stove and since the water heats up so gradually, the frog will just stay there, not sense the danger, and boil to death- this is similar to the deterioration of our values. We may slowly start to tolerate behavior, allow our desires to change our values, or allow ourselves to do this or that and soon, we’ve lost sight of what used to be important to us...

11. GOLDEN RULE and SECOND GOLDEN SLIDE: They should write this rule onto their “Values Survey” Worksheet.

12. WALK THE WALK through GANDHI quote: They should write the answers to “Walk the...” onto their “Values Survey” Worksheet. It’s easy to talk about it, or circle value words, **but to live it is the hard part.**

This Gandhi quote is awesome and you may want to have students make it into a poster (make it a poster contest?) to post around your room and/or school. They copy the quote onto poster paper in a fancy way and write real life examples around the edge.

They could also write an essay on what the poster means to them and give real life examples...

13. PARENT-TEEN COMMUNICATOR: Hand out the “Values Parent-Teen Communicator” homework if you want to use it.

Explain to students that this will be homework they’ll do with a parent. Nothing of the conversation needs to be written down, simply have parents sign to verify they did the survey and questions with their student, and student returns the half sheet. I make these worth 30 points to give them more value than 10, or 20-point classwork. Parents really appreciate this homework and opportunity to have an engaging conversation with their student.

14. LEARNING TARGETS: I included two “Learning Targets if you want to use them. This first “Content” target is presented at the beginning of the lesson to help students understand what they will be learning today. The second “Behavioral” target is optional if you want to have students copy this after the lesson. If you posted the “Behavioral” target poster somewhere in your classroom, you could refer back to it and periodically see how students are doing following the target behavior!

Survey taken from: 36 McCusker, James. “Report card gives U.S. youth low grade in ethics.” *Everett*

**This is an anonymous survey**      **KEY**

1. You have found a wallet on the ground. It has \$100.00 in miscellaneous bills and the owner's I.D. in it. Would you:

return the wallet with all the \$ keep all the \$

**Honesty**

2. You are in the locker room. There is a brand new never been used iWatch. No one is around and that iWatch has been sitting in the same spot for 2 days. Is it O.K. for you to take it?

Yes      No

**Honesty**

3. A girl at school always makes fun of you and calls you names. One day when you are sitting at lunch with your friends, this same mean girl asks if she can sit with you since she doesn't know anyone. Would you let her sit by you?      Yes      No

**Kindness**

4. A boy in your P.E. class constantly irritates you. During a soccer game he purposely trips you. You are so mad at him. Would you hit him back?

Yes      No

**Self-control, Forgiveness**

5. You are babysitting. They told you that you are not allowed to have any friends over. Your friends come over and want to come in. You know the people you are babysitting for won't be home for 2 hours. Do you let your friends come in?

Yes      No

**Responsibility**

6. You did not have time to study for a math test. The smartest boy in class sits next to you and you can clearly see his paper. Do you copy his answers?

Yes      No

**Honesty**

7. Your sister has a good job and makes lots of money. You need some money for a Friday night because your mom won't give you any. You see your sister's wallet on the kitchen counter. When you look in it, she has lots of loose bills. She would never miss it if you take \$20.00. Do you take it?

Yes      No

**Honesty, self-control**

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As a class, list excuses people use for their behavior:

if person was good-looking, if person was poor, if  
the teacher was looking, how strong is the kid in  
P.E., how old were the kids your were babysitting,  
they did it first, it's their fault, they started it...

You can talk the talk \_\_\_\_\_

You can talk the walk \_\_\_\_\_

**BUT YOU NEED TO**

walk the walk \_\_\_\_\_

Write "The Golden Rule: **"Treat others as You want to be treated"**

**HOW YOU ACT IS WHO YOU REALLY ARE ---- ACTIONS SPEAK LOUDER THAN WORDS**

**CHALLENGE: Live by your values, even when it's hard...THAT'S CHARACTER**

# Parent-Teen Communicator

Dear Parents or Guardians:

This is our first "Parent-Teen Communicator!" My goal for these assignments is that you enjoy talking with your teen while helping them get class credit! I hope this current communicator on VALUES will give you a chance to reinforce your own family's values.

Here is your assignment to do together. (Nothing discussed needs to be written down, only the confirmation sheet needs to be turned in)

**1. Parent:** Please circle the 7 values that you feel are the **most important** values to possess.

joyful	kind	honest
hard-working	polite	mature
spiritual	committed	peaceful
responsible	helpful	unique
trustworthy	sensitive	patient
sense of humor	self-controlled	respectful
loving	giving	forgiving

**2. Teen:** Please do the same for the list on the back of this page.

**3. Parent :** Read outloud to your teen the top 7 words you circled. As you are saying your words, if you and your teen both circled these same values, **both** you and your teen should put a star (\*) by that value. (So words you both have in common will be starred).

**4. Both:** Discuss what values you both felt were important. Talk about what those values mean to you. Do you think it is a coincidence that you feel the same about these values? Is there any experience, influence, or event in your lives that you can think of that has caused both of you to feel the same about these traits?

**5. Teen:** Now look at the words you didn't have in common. Were there any values which you had circled which your parent didn't? (They will be the circled words with no star). Read outloud to your parent the words which you had circled but they hadn't circled. Explain to your parent why these values are important to you.

**6. Parent: a)** Discuss with your teen why the values that you had circled but they hadn't circled are significant to you. Can you give any real-life examples of how those values (or lack of those values) have changed your life or someone's life who you know?

**b) Parent:** Doing what we feel is right is sometimes hard to do. Can you relate a time in your life when you or someone you know followed one of your circled values (although it may have been a difficult thing to do) and it was a positive experience in the end?

**7. Teen:** Can you relate a time in your life when you or someone you know followed one of the value words you circled and although it was hard to do, it turned out to be a positive experience?

**8. Parent:** Pick two of the listed positive values you see in your own teen's character. Tell them why you appreciate those traits.

**9. Teen:** Pick two of the listed positive values you see in your parent's character. Tell them why you appreciate those traits. You are done! *Don't forget to fill in the confirmation slip-add comments if you like.*

**Teen:** Please circle 7 values that you feel are **most important** values to possess.

joyful	kind	honest
hard-working	polite	mature
spiritual	committed	peaceful
responsible	helpful	unique
trustworthy	sensitive	patient
sense of humor	self-controlled	respectful
loving	giving	forgiving

-----cut here-----

**We completed the Values "Parent-Teen Communicator" assignment together.**  
**What parts of this activity did you feel were important?:**



\_\_\_\_\_  
Student Name (please print)

Per: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

Date: \_\_\_\_\_



## Physical Health:

<b>National Standards Met:</b> 1.12.2, 3.12.1, 3.12.2, 3.12.3, 3.12.5, 7.12.1, 7.12.2, 7.12.3		
<b>Materials Needed:</b>		
<b>PowerPoint</b>	-“Walk the Walk” PowerPoint	-See PowerPoints Folder
<b>Printed Materials</b>	-“23 and ½ hours: What is the Single Best Thing We Can Do For Our Health? Video Review”	-Print 1 for each student
	-“How Many Calories Does Exercise Burn Worksheet”	-Print 1 for each student
<b>Other Materials</b>	None.	
<b>Optional:</b>		
<b>Video</b>	“23 and ½ hours: What is the Single Best Thing We Can Do For Our Health?”	See below for more information
<b>Learning Target</b>	<b>Content:</b> I will learn the importance of exercise.	<b>Behavioral:</b> I will try to get 30-60 minutes of exercise daily.
<b>Assessment</b>	-The “How Many Calories Does Exercise Burn?.” will be turned in and graded.	

**This is enough material for a 2-Day Lesson!!**

**Here is some more on “Physical Health.”**

[https://wellness.ucr.edu/seven\\_dimensions.html](https://wellness.ucr.edu/seven_dimensions.html)

“Physical wellness involves aspects of life that are necessary to keep yourself in top condition. Optimal physical wellness is developed through the combination of beneficial physical activity/exercise and healthy eating habits. Elemental components of physical wellness include building muscular strength and endurance, cardiovascular strength and endurance and flexibility.”<sup>1</sup>

1. PHYSICAL HEALTH TITLE SLIDE: This is just a place marker.
2. GET PLENTY OF EXERCISE: Begin to discuss the many benefits of exercise.
3. 20 BENEFITS and MENTAL BENEFITS: Discuss the information on both of these slides.!

Tell your students that doctors may not know what causes cancer, but they absolutely know that exercise can reduce or stop many, many diseases. And your students may be surprised at how little exercise it actually takes for this disease reduction. I found a fantastic little video for you to show them, but first, go over some facts about exercise.

4. LONGEVITY STUDY: The [The Longevity Game](http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx) is a cool interactive website. Each student does it for themselves, but you might want to give them the URL: (or email home to parents!)
- <http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx>

5. If you have the time, one of my State standards is (2.2.3) is to use a personal risk assessment tool. I found a great one online that is in PDF form and printable and has how to score it at the end. This would be a great tool to show teens that the habits and decisions they make now really affect their personal and lifelong wellness. The tool is in the folder and it's called, "Personal Health Assessment."

6. VIDEO: I have a review sheet I created for this video that I really recommend because he talks so fast that you want what he says to sink in. (There is a key as well that you can go over afterwards if you want.) It's below and in the folder.

23 and ½ hours: What is the Single Best Thing We Can Do For Our Health? (9:00 min.)  
<https://www.youtube.com/watch?v=aUaInS6HIGo>

7. HOW MANY CAL DOES EX BURN?: Hand out "How Many Calories Does Exercise Burn?." This will be turned in for a grade. You will need computer access for this activity. \*If you don't have access to a lab, you can show them the calorie counting website and use a few volunteer students to demonstrate and then you could give the assignment as homework or extra credit.

This is a fantastic website and works perfect for this worksheet. It even tells students their BMI and calories they need per day and how many calories they need to lose or gain weight!!

<http://activitycalc.com>

The only bad thing, is often websites change or go away!! So, if the above link doesn't work, I am going to list some alternatives!:

I love these two programs and both are online and on smart phones, but students need to be 18 to use them ☹

<https://www.myfitnesspal.com>

<https://www.loseit.com>

So, you can also try:

<http://www.shapesense.com/fitness-exercise/calculators/activity-based-calorie-burn-calculator.aspx>

<http://www.exrx.net/Calculators/Calories.html>

8. It's so much easier for your visual learners to quickly see how to log in and do this worksheet. It sounds complicated, but it's really easy!

Using your LCD projector so students can see how to do it, log onto [www.dietfacts.com](http://www.dietfacts.com) and show students how to look up the Snickers Candy Bar. Have them fill in the 280 calories on the Snicker line of their worksheets so now they only need to look up 5 products!

9. Next show them how to log into <http://activitycalc.com>.

Use a student who is willing to be an example, go through the steps to fill in the calories burned for the Snicker candy bar for walking and jogging.

10. Take students to the computer lab and have them complete the worksheet. Again, if you don't have access to a lab, you can show them the calorie counting website and use a few volunteer students to demonstrate and then you could give the assignment as homework or extra credit

11. COUCH-to-5K Mobile App. (If you want to show this while at the computer lab?)  
[http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml)

If you have an iPhone, this app is so awesome. They also have an online version at the website. You choose from workouts that having you alternate running and walking. You choose the intensity level to start at, a voice tells you when to switch, you can watch the time count down, and you can hear the voice over your music! I've taught Health and P.E. for over 20 years and this exercise idea has helped me more than any other.

12. **LEARNING TARGETS:** I included two "Learning Targets if you want to use them. This first "Content" target is presented at the beginning of the lesson to help students understand what they will be learning today. The second "Behavioral" target is optional if you want to have students copy this after the lesson. If you posted the "Behavioral" target poster somewhere in your classroom, you could refer back to it and periodically see how students are doing following the target behavior!



Name:\_\_\_\_\_ Per:\_\_\_\_\_ Date: \_\_\_\_\_

23 and ½ hours: What is the Single Best Thing We Can Do For Our Health?

1. When patients in the video did this intervention they reduced:

Knee Arthritis by \_\_\_\_\_%

Dementia by \_\_\_\_\_%

Diabetes by \_\_\_\_\_%

Anxiety by \_\_\_\_\_%

Depression by \_\_\_\_\_%

2. The medicine is \_\_\_\_\_.

3. The BEST thing you can do for your health  
is spend \_\_\_\_\_ being active, maybe an hour.

4. In a study, they found low fitness was the strongest contributor to  
\_\_\_\_\_.

5. Obesity and activity is much much \_\_\_\_\_ (than being  
obese and not being active.)

6. In a nurse study they went from zero exercise to 1 hour a week of  
activity and reduced their heart disease by  
\_\_\_\_\_.

7. "Walking is man's \_\_\_\_\_."

Name:\_\_\_\_\_KEY:\_\_\_\_\_ Per:\_\_\_\_\_ Date: \_\_\_\_\_

23 and ½ hours: What is the Single Best Thing We Can Do For Our Health?

1. When people in the video did this intervention they reduced:

Knee Arthritis by	47%
Dementia	50%
Diabetes	58%
Anxiety	48%
Depression	30%

2. The medicine is exercise.

3. The BEST thing you can do for your health is spend half an hour being active, maybe an hour.

4. Low fitness was the strongest contributor to death.

5. Obesity and active much much better (than being obese and not being active.)

6. In a nurse study they went from zero exercise to 1 hour a week of activity and reduced their heart disease by almost half.

7. "Walking is man's best medicine."

NAME: \_\_\_\_\_

Per: \_\_\_\_\_

## How Many Calories Does Exercise Burn?

Conclusion: Write a few sentences about what you learned doing this exercise. Were you surprised by the # of calories in any of the foods?

Look up these foods on: <a href="http://www.dietfacts.com">www.dietfacts.com</a>	# of calories:	How many minutes would it take for <u>you</u> to burn these calories: (use the caloriescount.com website) <b>W A L K I N G BRISKLY</b>	How many minutes would it take for <u>you</u> to burn these calories: (use the caloriescount.com website) <b>R U N N I N G 6 m.p.h. – 10 min. mile</b>
1. Mars Snickers Candy Bar			
2. Apple (large size with skin)			
3. Mountain Dew MDX Energy 20 oz.			
4. banana (raw, small)			
5. Cheetos Flaming Hot			
6. Dairy Queen Choc. Chip Cookie Dough Blizzard - Med.			

## How Many Calories Does Exercise Burn?

### Directions:

1. Log into [www.dietfacts.com](http://www.dietfacts.com) and figure out the calories for each item.
2. Log into <http://www.caloriescount.com/getMoving.aspx>
3. Use the scroll down until you see the “Walking Briskly.”
4. Start by entering **30 min.** for time, then enter your weight and click “Compute Calories.”
5. Keep changing the time until they are as close to the food calories (the candy bar, etc.) as possible.
6. Continue calculating until you figure out all the food items for “Walking Briskly.”
9. Repeat the process of starting with 30 min. and choose jogging, then under it “Running 6 mph, 10 min. mile.

# The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

<b>Standard 1</b>	<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
<b>Standard 2</b>	<b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.
<b>Standard 3</b>	<b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>
3.12.1	Evaluate the validity of health information, products, and services.
3.12.2	Use resources from home, school, and community that provide valid health information.
3.12.3	Determine the accessibility of products and services that enhance health.
3.12.4	Determine when professional health services may be required.
3.12.5	Access valid and reliable health products and services.
<b>Standard 4</b>	<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>
4.12.1	Use skills for communicating effectively with family, peers, and others to enhance health.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.12.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
4.12.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others.
<b>Standard 5</b>	<b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>
5.12.1	Examine barriers that can hinder healthy decision making.
5.12.2	Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3	Justify when individual or collaborative decision making is appropriate.
5.12.4	Generate alternatives to health-related issues or problems.
5.12.5	Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6	Defend the healthy choice when making decisions.
5.12.7	Evaluate the effectiveness of health-related decisions.
<b>Standard 6</b>	<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>

6.12.1	Assess personal health practices and overall health status.
6.12.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.12.3	Implement strategies and monitor progress in achieving a personal health goal.
6.12.4	Formulate an effective long-term personal health plan.
<b><u>Standard 7</u></b>	<b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>
7.12.1	Analyze the role of individual responsibility for enhancing health.
7.12.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
<b><u>Standard 8</u></b>	<b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>
8.12.1	Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.12.2	Demonstrate how to influence and support others to make positive health choices.
8.12.3	Work cooperatively as an advocate for improving personal, family, and community health
8.12.4	Adapt health messages and communication techniques to a specific target audience.



**Check out my other Health lessons:..**  
**If these links don't open go to my home page + find the titles:**

<https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources>

**Full-Semester and Full Year Programs for 6<sup>th</sup> – 12<sup>th</sup> Graders:**

**Full Semester Health Curriculum (#1 Selling Health Curriculum on the TPT Website!)**

<http://www.teacherspayteachers.com/Product/The-Best-Health-Curriculum-A-Complete-Semester-of-Health-Lesson-Plans>

**Full Semester Health Curriculum Re-formatted for 3 Grade Levels**

<http://www.teacherspayteachers.com/Product/The-Best-Health-Curriculum-Formatted-in-a-6th-7th-8th-Grade-Sequential-Program-889276>

**Full-Year P.E. Curriculum (Best Selling P.E. Curriculum on the Whole TPT Website!)**

<http://www.teacherspayteachers.com/Product/The-Best-PE-Curriculum-A-Complete-Year-Long-6th-12th-Grade-PE-Program>

**P.E. and Health Bundle - Save 15%**

<https://www.teacherspayteachers.com/Product/PE-and-Health-Curriculum-Bundle-Price-Save-15-1013220>

**P.E. and 3-Level Health Bundle - Save 15%!</b>**

<https://www.teacherspayteachers.com/Product/PE-and-3-Level-Health-Bundle-Save-15-1303568>

**1 to 4-Week Units:**

**3-Week Nutrition Unit (My #1 Selling Unit!)**

<http://www.teacherspayteachers.com/Product/Nutrition-Unit-3-Weeks-of-Daily-Plans-190-Slide-PwrPt-Directions>

**3-Week Drug Unit**

<http://www.teacherspayteachers.com/Product/Drug-Unit-3-Weeks-of-Lessons-to-Teach-the-Danger-of-Drugs>

**2-Week Alcohol Unit**

<http://www.teacherspayteachers.com/Product/Alcohol-Unit-9-Days-of-Engaging-Lessons-116-Sld-PwrPt-20-Handouts>

**1-Week Tobacco Unit**

<http://www.teacherspayteachers.com/Product/Tobacco-Unit-Creative-Way-to-Teach-this-Subject-92-Ppt-Slides10-Docs>

**3-Week Sex Ed. Unit (Makes this topic easy to teach!)**

<http://www.teacherspayteachers.com/Product/Sex-Ed-Unit-3-Weeks-of-Daily-Lesson-Plans-Packet-139-Slide-PwrPt>

**4-Week-Empathy-and-Violence-Unit**

<https://www.teacherspayteachers.com/Product/Stop-the-Bullying-A-Powerful-4-Week-Empathy-and-Violence-Unit-293414>

**2.5-Week Stress Unit**

<http://www.teacherspayteachers.com/Product/Stress-Unit-25-Weeks-of-Surveys-Worksheets-Projects-Final-Test>

**1-Week Body Systems Unit**

<https://www.teacherspayteachers.com/Product/Body-Systems-Unit-Get-Maximum-Student-Engagement-With-This-Group-Project-1467174>

**1-Week Self-Esteem Unit**

<http://www.teacherspayteachers.com/Product/Improving-Self-Esteem-Unit-Includes-PwrPt-and-7-Activities>

**1-Week Dangerous Decisions Unit**

<http://www.teacherspayteachers.com/Product/Dangerous-Decisions-Activity-Help-Teens-Realize-Risks-Consequences> "

**1-Week Conflict Resolution Unit**

<https://www.teacherspayteachers.com/Product/Conflict-Resolution-Unit-PowerPoint-Model-3-Practices-69654>

**1-Week Best Beginning of a School Year Ever Unit**

<http://www.teacherspayteachers.com/Product/Best-Beginning-of-a-School-Year-Ever-Planning-Organizing-and-5-Lessons-759234>

**1-Week Ending a School Year Unit**

<http://www.teacherspayteachers.com/Product/Ending-a-School-Year-Creative-Ways-to-Wrap-Up-and-Send-Students-Off>

**3 to 4-Week Basketball Unit**

<https://www.teacherspayteachers.com/Product/Basketball-Unit-Part-of-the-1-Selling-PE-Curriculum-on-TPT-1461615>

**3 to 4-Week Flag Football Unit**

<https://www.teacherspayteachers.com/Product/Flag-Football-Unit-Part-of-the-1-Selling-PE-Curriculum-on-TPT-1460548>

**3 to 4-Week Volleyball Unit**

<https://www.teacherspayteachers.com/Product/Volleyball-Unit-Part-of-the-1-Selling-PE-Curriculum-on-TPT-1460908>

**Cardio Workouts and Weight Room Unit**

<https://www.teacherspayteachers.com/Product/PE-BUNDLE-Cardio-Full-Body-Workouts-and-Weight-Training-Activities-1418683>

**50 Low Organized Games Inside the Gym Unit**

<https://www.teacherspayteachers.com/Product/50-Fun-Games-and-Activities-Inside-the-Gym-Bundle-1414232>

**1 to 2-Week Badminton Unit-FREE!**

<https://www.teacherspayteachers.com/Product/Badminton-Unit-FREE-A-1-2-Week-Badminton-Unit-for-6th-12th-Grade-300493>

**Independent Study Sex Ed. Unit**

<https://www.teacherspayteachers.com/Product/Independent-Study-Healthy-RelationshipsSex-Ed-Unit-1556730>

**Independent Study Nutrition Unit**

<https://www.teacherspayteachers.com/Product/Independent-Study-Nutrition-Unit-1590864>

**3-Week Sex Ed. Unit for Special Needs Students**

<https://www.teacherspayteachers.com/Product/Health-for-Special-Needs-Students-3-Week-Sex-Ed-Unit-1767085>

**Sub Plans:**

**Motivating Articles Sub Plans (This is my #1 Selling Sub Plan!)**

<http://www.teacherspayteachers.com/Product/Sub-Plans-For-Any-Middle-or-High-School-Class-14-Motivating-Articles-Activity-111805>

**Energy Drinks Sub Plans**

<http://www.teacherspayteachers.com/Product/Sub-Plans-for-Any-High-School-Class-Energy-Drinks-Dangers-Lesson-352064>

**Being Above Peer Pressures Sub Plans**

<http://www.teacherspayteachers.com/Product/Sub-Plans-for-Any-Middle-or-High-School-Class-Being-Above-Peer-Pressure-965392>

**Communication Skills Sub Plans**

<http://www.teacherspayteachers.com/Product/Sub-Plans-For-Any-Middle-or-High-School-Class-Communication-Skills-1649377>

**Decision-Making Skills Sub Plans**

<http://www.teacherspayteachers.com/Product/Sub-Plans-for-Any-MiddleHigh-School-Class-Decision-Making-Skills-1216122>

**Self-Esteem Screensaver Sub Plans**

<https://www.teacherspayteachers.com/Product/Sub-Plans-For-Any-Middle-or-High-School-Class-Self-Esteem-iPad-Screensavers-1754157>

Set of 6 Sub Plans-BEST VALUE!!

<http://www.teacherspayteachers.com/Product/Sub-Plans-for-Any-Middle-or-High-School-Class-Set-of-6-Easy-to-Teach-Lessons-343848>

### **Elementary Curriculum:**

**5th Grade Full-Year Health Curriculum**

<https://www.teacherspayteachers.com/Product/Elementary-Health-Made-Easy-Full-Year-5th-Grade-1185370>

**4th Grade Full-Year Health Curriculum**

<https://www.teacherspayteachers.com/Product/Elementary-Health-Made-Easy-Full-Year-4th-Grade-1714365>

**3rd Grade Full-Year Health Curriculum**

<https://www.teacherspayteachers.com/Product/Elementary-Health-Curriculum-Made-Easy-Full-Year-3rd-Grade-1841897>

**Arts & Crafts Task Cards=\*F\*U\*N\*!: Projects for Classroom, Homeschool, + Parents**

<https://www.teacherspayteachers.com/Product/Arts-Crafts-Task-CardsFUN-Projects-for-Classroom-Homeschool-Parents-1364543>

**How to Improve Self-Esteem and Stop Bullying: 10 Lessons Grades 4-8**

<https://www.teacherspayteachers.com/Product/How-to-Improve-Self-Esteem-and-Stop-Bullying-10-Lessons-Grades-4-8-60627>

**4 Super Fun P.E. Games**

<https://www.teacherspayteachers.com/Product/4-Super-Fun-PE-Games-1418831>

## **Works Cited:**

1 [https://wellness.ucr.edu/physical\\_wellness.html](https://wellness.ucr.edu/physical_wellness.html)

[https://wellness.ucr.edu/seven\\_dimensions.html](https://wellness.ucr.edu/seven_dimensions.html)

