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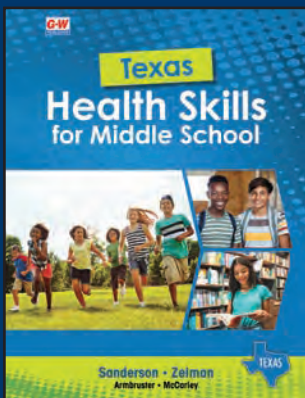
Proclamation  
2022

**Support the Opt-In Requirements  
of House Bill 1525 and Senate Bill 9**

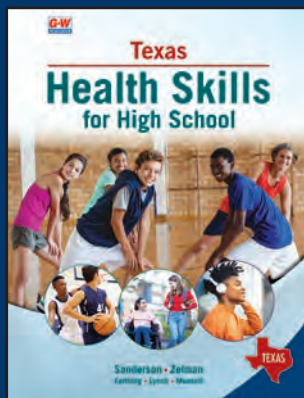
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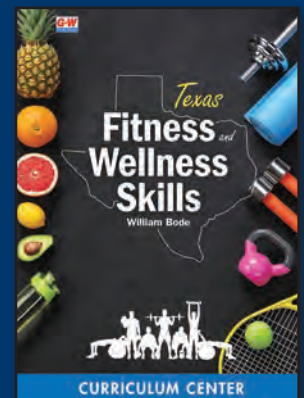
**Packed with extensive curriculum, created by teachers for teachers!**



**Middle School Health,  
Grades 6–8**

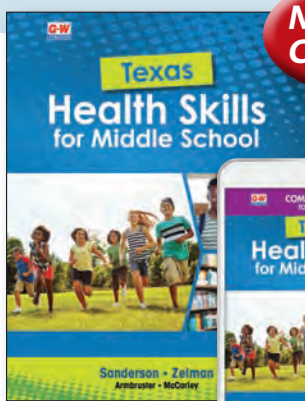


**High School Health,  
I & II**

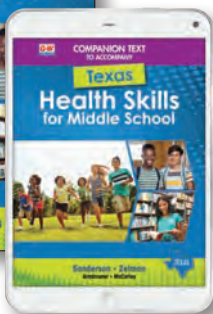


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### For Middle School Health, Grades 6–8

# Texas Health Skills for Middle School

©2023

by Catherine A. Sanderson, Mark Zelman, Lindsay Armbruster, Mary McCarley

An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way that promotes healthy living.

Student bundle includes the print student materials and the Online Learning Suite (digital student text and companion text that support Opt-In requirements, workbook, and interactive content) 8yr. Classroom Subscription.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments. 8 yr. Individual Subscription.



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Supports Opt-In requirements

### For High School Health, Health I and II

# Texas Health Skills for High School

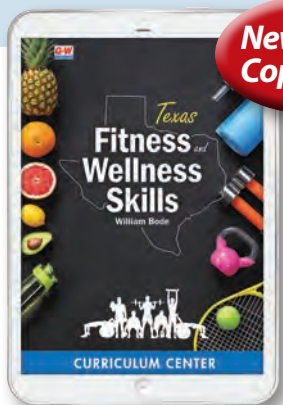
©2023

by Catherine A. Sanderson, Mark Zelman, Diane Farthing, Melanie Lynch, Melissa Munsell

This complete educational package includes customizable Texas lesson plans, skills-based activities, parent/other trusted adult engagement assignments, performance assessments for differentiation with rubrics, online Spanish student text, and so much more!

Student bundle includes the print student materials and the Online Learning Suite (digital student text and companion text that support Opt-In requirements, workbook, and interactive content) 8yr. Classroom Subscription.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments. 8 yr. Individual Subscription.



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### For Lifetime Fitness & Wellness Pursuits

# Texas Fitness and Wellness Skills

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by William Bode

A fully digital, standards-based, comprehensive curriculum that includes all of the resources teachers need.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, assessments, videos, and all student activities and handouts. 8 yr. Individual Subscription.



## Start Your Digital Review Now!

Contact your local G-W Texas Educational Consultant to get started.

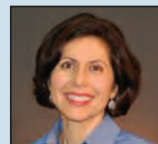


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ESC Regions 1, 2, 3, 4, 5, 6, 13, 20



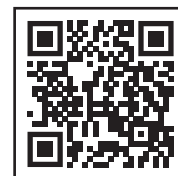
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15, 16, 17, 18, 19



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Central Regional Sales Manager-  
School



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# Committed to Texas!



Dear Health and Physical Education Teachers, Administrators, and SHAC Members,

## The Texas State Board of Education has named G-W as the only approved publisher for Proclamation 2022!

The G-W team is excited, proud, and ready—we want you to see first-hand why these are the **only programs that the state has selected for adoption**:

- *Texas Health Skills for Middle School* for Grades 6 and Grades 7-8 (page 5)
- *Texas Health Skills for High School* for Health I and II (page 7)
- *Texas Fitness and Wellness Skills* for Lifetime Fitness and Wellness Pursuits (page 9)



In Texas, all materials undergo an extensive and detailed adoption review process. After listening to input from various stakeholders in the community, schools, and the Texas State Board of Education, G-W incorporated feedback from the reviews into our resources to meet your needs. In addition, G-W's programs support House Bill 1525 and Senate Bill 9 by separating Health Education materials from the "Opt-In" topics contained in the legislation, so that districts can easily provide access to Opt-In topics when a parent or guardian has provided permission. The table below provides a breakdown of the separated Companion Text content:

### G-W Companion Material to Accompany *Texas Health Skills for Middle School*

#### Chapter 17: Puberty

- The Beginning of Life
- Adolescence and Puberty
- Sexual Feelings and Behavior
- Dating Relationships

#### Chapter 18: Preventing and Responding to Violence

- Abuse and Neglect
- Other Types of Violence
- Unwanted Sexual Activity

#### Chapter 19: Making Responsible Sexual Decisions

- Pregnancy Prevention
- Teen Pregnancy and Parenthood

#### Chapter 20: Sexually Transmitted Infections (STIs) and HIV/AIDS

- Sexually Transmitted Infections (STIs)
- HIV/AIDS

### G-W Companion Material to Accompany *Texas Health Skills for High School*

#### Chapter 20: The Beginning of Life

- The Male Reproductive System
- The Female Reproductive System
- Conception, Pregnancy, and Birth
- Adolescence and Puberty
- Teen Pregnancy and Parenthood

#### Chapter 21: Relationships and Sexual Abstinence

- Understanding Romantic Relationships
- Practicing Sexual Abstinence

#### Chapter 22: Violence Prevention and Response

- Sexual Harassment and Assault
- Abuse and Neglect
- Violence in the Community

#### Chapter 23: Sexually Transmitted Infections and HIV/AIDS

- Common STIs
- Preventing and Treating STIs
- HIV/AIDS

Choosing G-W offers your school district the confidence and assurance of providing health and physical education content that has been vetted by the TEA State Review Panel and adopted by the Texas State Board of Education for instruction that best meets the needs of your community.

**Let's work together to encourage healthy living!**

Hector Morales  
G-W National Sales Director

**Thank you to all of our Texas contributors. We appreciate your guidance in the development of these resources created just for Texas!**

### Texas Advisory Board, Professional Reviewers, and Instructor Reviewers

Kathy Barnes, Ed.D., Educational Consultant  
Dallas, Texas

Virginia Barnhill, Physical Education Instructor  
Dallas, Texas

Stephany Bauer, Physical Education Instructor  
Mercedes, Texas

Cheryl Berude, Dual Credit Instructor/  
Health Science Pathway  
Boerne, Texas

Susie Blucher, Health Instructor  
San Antonio, Texas

Sandi Cravens, Health and PE Director  
Irving, Texas

Dr. Stacy Germany, Health Science Educator  
Austin, Texas

Kellie A. Johnson, Assistant Athletic Coordinator,  
Health Instructor  
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Patty Mullany, Health, Wellness, and Fitness Instructor  
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Misty Rodriguez, Health and  
Physical Education Instructor  
San Antonio, Texas

Tracey Rudnick, Health Instructor  
San Antonio, Texas

Nancy Searle, Health Instructor  
Austin, Texas

Delia Thibodeaux, Health Instructor  
Houston, Texas

Julie Woodruff, Health Science Technology Instructor  
Boerne, Texas

Lori Ybarra, Fitness Basics Instructor  
San Antonio, Texas

G-W is the Only Publisher with Proclamation 2022 Materials Adopted by the State Board of Education

# Written by Experts in Health and Physical Education

## Health Education



**Catherine Sanderson** is the Poler Family Professor and Chair of Psychology at Amherst College. Her research has received grant funding from the National Science Foundation and the National Institutes of Health. In 2012, she was named one of the country's top 300 professors by the Princeton Review.

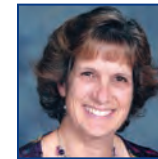


**Mark Zelman** is a Professor of Biology at Aurora University. He teaches science education courses for high school educators; has published articles on microbiology, infectious disease, autoimmune disease, and biotechnology; and has written college texts on human diseases and infection control.

Flexible,  
age-appropriate  
health resources! Cover  
human sexuality how  
and when *you* decide  
for your district

## Pedagogy Developed by Teachers for Teachers!

### High School Health Pedagogy



**Diane Farthing** has been teaching health education for 38 years. She is the 2019 California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Health Teacher of the Year and the 2020 SHAPE America Western District Teacher of the Year.



**Melanie Lynch** is an experienced teacher with more than 25 years in the classroom. In 2016, SHAPE America named Melanie the National Health Education Teacher of the Year.



**Melissa Munsell** worked as an instructional specialist and the K-12 Health Education Lead at North East Independent School District in San Antonio. She also served as vice president of the Health Division and General Division of the Texas Association for Health, Physical Education, Recreation, and Dance (TAHPERD).

### Middle School Health Pedagogy



**Lindsay Armbruster** has been teaching Health Education since 2004, with most of her experience occurring at the middle school level. She is a winner of the New York Health Teacher of the Year award and the SHAPE America Eastern District Health Teacher of the Year award.



**Mary McCarley** taught health education for 14 years in Charlotte Mecklenburg Schools. Mary is the 2016 North Carolina High School Teacher of the Year for Health Education and the SHAPE America 2016 High School Southern District Teacher of the Year for the Advancement of Health Education.

## Physical Education

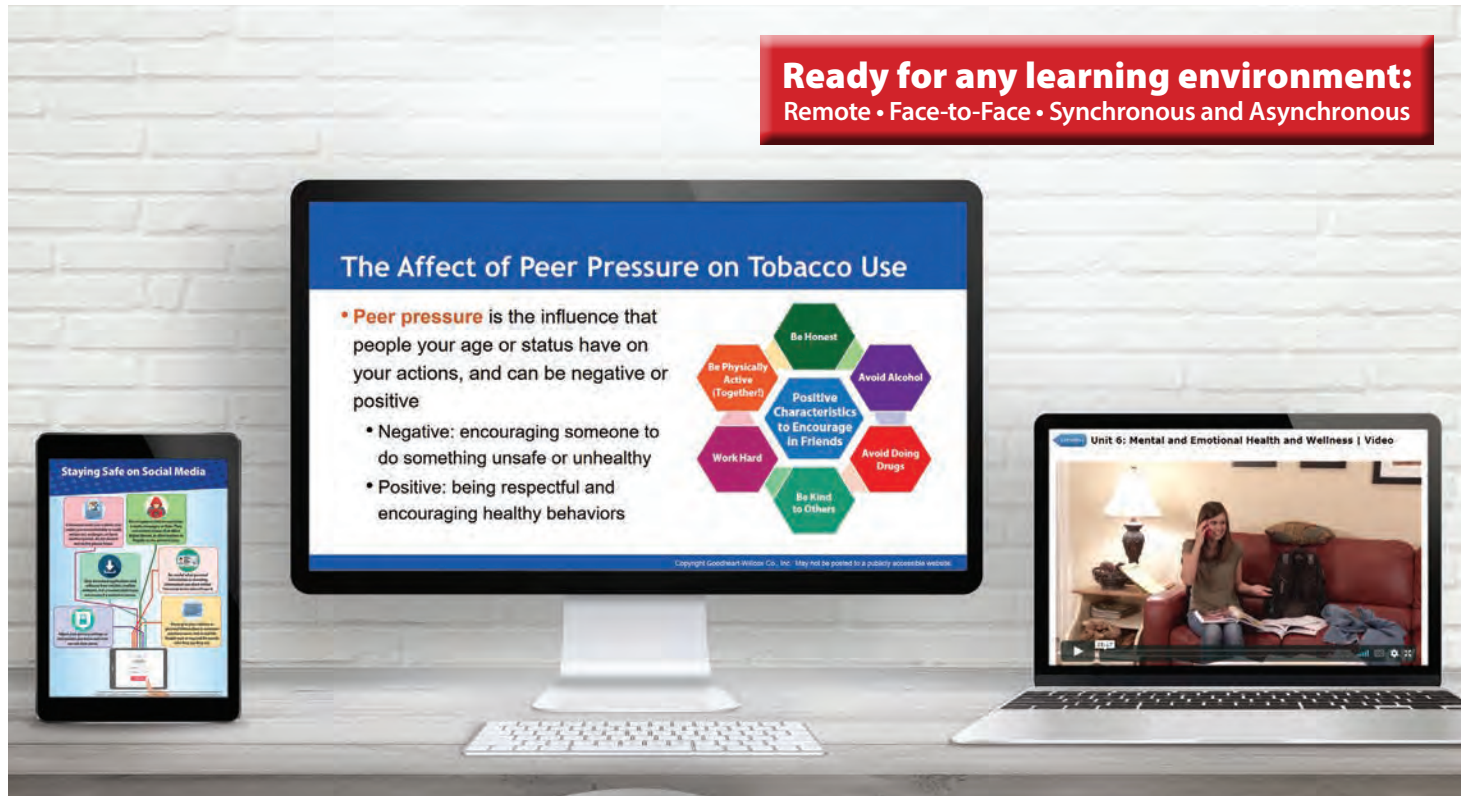


**William Bode** is a physical education and health teacher at the Performance Learning Center High School in North Carolina and has taught for nearly 30 years. In 2016, William was honored with the North Carolina High School PE Teacher of the Year award. He was named the SHAPE America Southern District High School PE Teacher of the Year in 2017.

# Go Digital with G-W!

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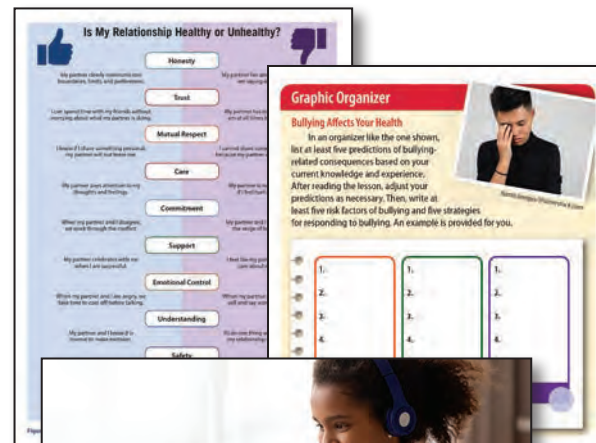
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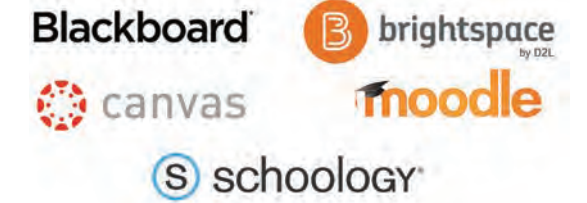
**Easily integrate G-W content**—including digital textbooks, workbooks, videos, and other interactives—into your Learning Management System with LMS-ready Common Cartridges®.

No LMS? No problem! Our online classroom licenses offer intuitive digital learning resources that can be quickly implemented into your course. Looking for print *and* digital? **Ask your G-W Educational Consultant about our cost-effective bundle options.**



## LMS Integration and Single Sign-On

**G-W's LMS-Ready Common Cartridges** provide seamless integration with learning management systems—Blackboard, Brightspace, Canvas, Moodle, Schoology, and more. G-W Technical Support is available to guide you through the process and support you through the duration of the adoption.



**G-W also supports** rostering and single sign-on. We offer IMS-compliant LTI, QTI, and OneRoster products and will work closely with you to ensure that they are configured properly within your LMS.



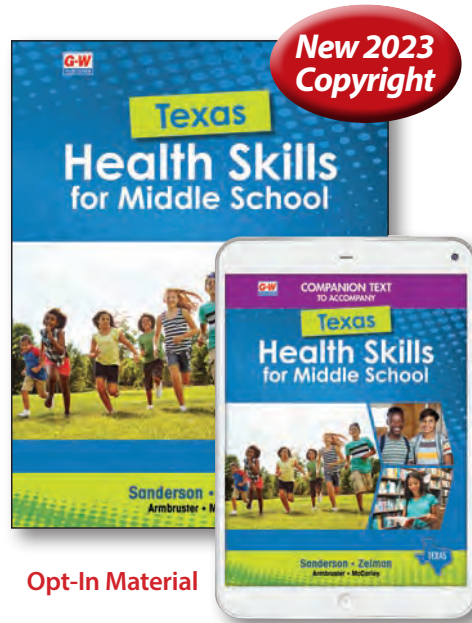
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Created for classrooms not using an LMS or SSO but needing concurrent access, G-W Online Learning Suites and Online Textbooks provide simple and effective ways to bring technology into your course.



# For Middle School Health, Grades 6–8

# Help Students Learn, Practice, and Apply Health Skills



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Opt-In Material

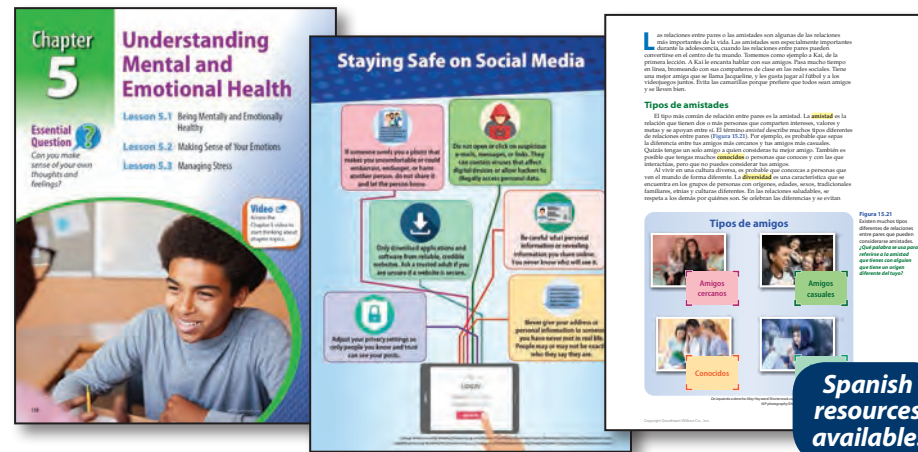
## Texas Health Skills for Middle School ©2023

by Catherine A. Sanderson, Mark Zelman, Lindsay Armbruster, Mary McCarley

### Skills-Based Education—Covers 100% of the TEKS

Vivid graphics and age-appropriate, engaging information make this program a favorite of both students and teachers! A complete educational package for teaching skills-based health education, *Texas Health Skills for Middle School* features core health topics such as nutrition, physical activity, and mental health; and cutting-edge health topics, such as vaping, opioid addiction, body positivity, self-compassion, social media, mindfulness, online communication and relationships, and COVID-19. An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way to promote healthy living. All resources were written by expert authors and award-winning health instructors, including SHAPE America Teachers of the Year.

- Activities are aligned to the TEKS and to each health skill area in the National Health Education Standards for grades 6, 7, and 8.
- Overcome time constraints by tapping into the G-W Curriculum Center, packed with extensive teacher materials including customizable Texas lesson plans for each lesson and chapter review, teacher-directed activities with handouts, parent/other trusted adult engagement assignments, review activities for differentiation, and performance assessments. All materials are editable and can be easily imported into Google Classroom or an LMS.
- Spanish resources, including an Online Spanish textbook, are also available.



Spanish resources available!

### Texas Health Skills for Middle School ©2023

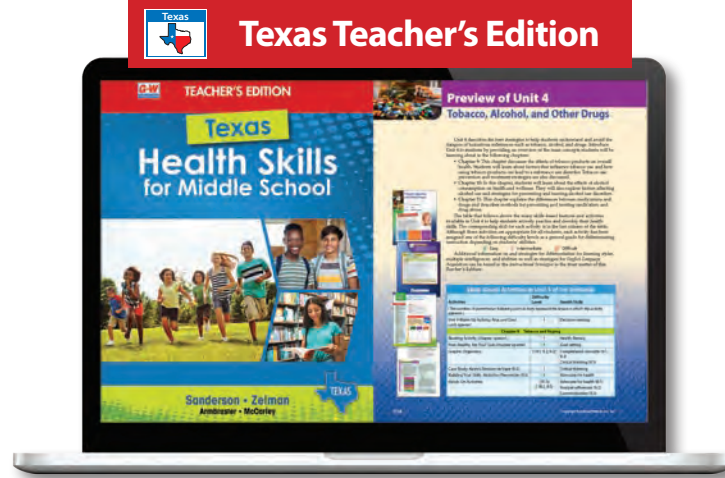
Grade 6 MLC: 67H0, Grades 7–8 MLC: 77H0

Student bundle with the print textbook, print companion textbook, and the Online Learning Suite, which includes an online textbook, online companion textbook, workbook, handouts, and interactive content.

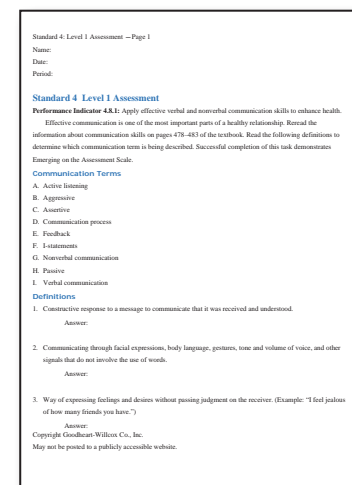
Student Materials
Print Textbook, 608 pp., hardcover with Companion Textbook, 128 pp., softcover
Digital Classroom Subscription
Online Instructor Materials
Curriculum Center with TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments.



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### Standards-Based and Performance Assessments

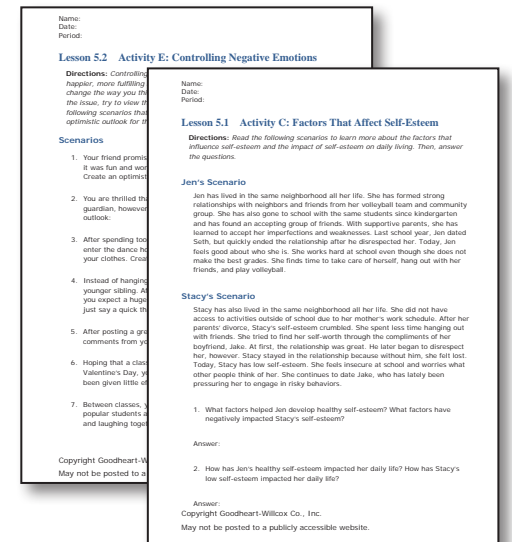


### TEKS Correlations

Standard	TEKS	Activity
Standard 1A: explain how to maintain the healthy status of body systems.	1A-1 (Hands-On Activity), 1A-2 (Hands-On Activity), 1A-3 (Hands-On Activity), 1A-4 (Hands-On Activity)	1A (Check Your Knowledge #1)
Standard 2A: compare immediate and long-term effects of personal health care choices such as oral and dental hygiene.	2A-1 (Hands-On Activity), 2A-2 (Hands-On Activity), 2A-3 (Hands-On Activity)	2A (Check Your Knowledge #2)
Standard 2B: develop criteria for evaluating the validity of health information and sources.	2B-1 (Accessing and Evaluating Health Information and Services), 2B-2 (Accessing and Evaluating Health Information and Services), 2B-3 (Accessing and Evaluating Health Information and Services)	2B (Develop Your Skills #2)
Standard 2C: describe ways to demonstrate decision-making skills based on health information.	2C-1 (Accessing and Evaluating Health Information and Services), 2C-2 (Accessing and Evaluating Health Information and Services)	2C (Develop Your Skills #3)

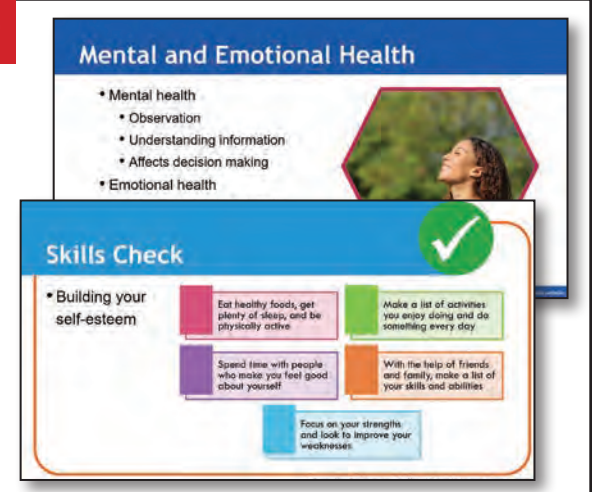
Covers 100% of the TEKS!

### Online Student Workbook



### Online Instructor Resources in the Curriculum Center

- Texas Lesson Plans
- Strategies for Teaching Skills-Based Health Education
- Ongoing Updated Lessons
- Teacher-Directed Activities
- PowerPoint® Presentations
- Performance-Based Assessments
- Differentiated Chapter Test Question Banks
- Standards-Based Grading Assessments
- Parent/Other Trusted Adult Engagement Assignments
- Differentiated Project-Based Learning Assessments
- Differentiated Notetaking and Reading Guides
- Customized Pacing Guides
- Answer Keys



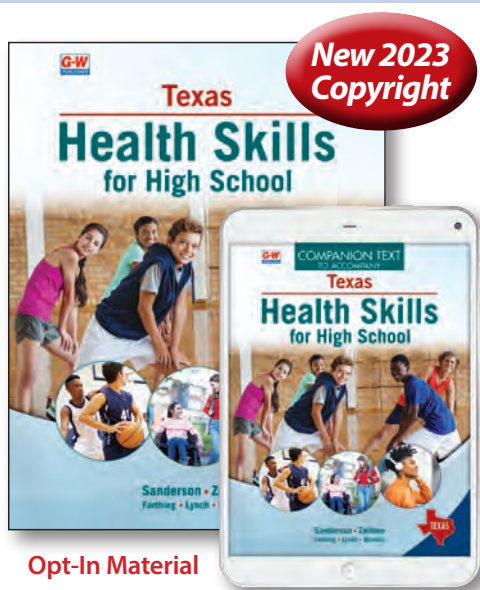
### Contents

- Unit 1 Taking Charge of Your Health and Wellness
  1. Understanding Your Health and Wellness
  2. Knowing How Your Body Works
  3. Developing Good Personal Hygiene
  4. Getting the Sleep You Need
- Unit 2 Taking Care of Mental and Emotional Health
  5. Understanding Mental and Emotional Health
  6. Understanding Mental Illnesses
- Unit 3 Nutrition and Physical Activity
  7. Nutrition
  8. Physical Activity
- Unit 4 Tobacco, Alcohol, and Other Drugs
  9. Tobacco and Vaping
  10. Alcohol
  11. Medications and Drugs
- Unit 5 Protecting Your Physical Health and Safety
  12. Understanding and Preventing Diseases
  13. Promoting Safety and Preventing Injuries
  14. Protecting Environmental Health
- Unit 6 Social Health and Wellness
  15. Promoting Healthy Relationships
- Unit 7 Human Development
  16. Human Development
- Appendix
- Glossary/Glosario
- Index

Opt-In Material

# For High School Health, Health I and II

# A Comprehensive Package of Skills-Based Health Education



## Texas Health Skills for High School ©2023

by Catherine A. Sanderson, Mark Zelman, Diane Farthing, Melanie Lynch, Melissa Munsell

### Skills-Based Education—Covers 100% of the TEKS

A complete educational package for teaching skills-based health education, *Texas Health Skills for High School* features cutting-edge health topics, such as COVID-19, vaping, opioid addiction, body positivity and compassion, mindfulness, and online communication and safety. An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way to promote healthy living. All resources were written by expert authors and award-winning health instructors, including SHAPE America Teachers of the Year.

- Activities are aligned to the TEKS and to each health skill area in the National Health Education Standards.
- Teacher support materials include customizable Texas lesson plans, skills-based activities, parent/other trusted adult engagement assignments, performance assessments for differentiation with rubrics, standards-based grading assessments, and so much more! All materials are editable and can be easily imported into Google Classroom or an LMS.
- Spanish resources, including an Online Spanish textbook, are also available.

### Contents

- Unit 1 Promoting a Lifetime of Health and Wellness**
  1. Health and Wellness Fundamentals
  2. Health and Wellness Skills
  3. Interpersonal Skills
- Unit 2 Being Mentally and Emotionally Healthy**
  4. Promoting Mental and Emotional Health
  5. Shifting to Positive Thinking
  6. Managing the Stress in Your Life
  7. Understanding Mental Illnesses
- Unit 3 Maintaining Your Physical Health**
  8. Following a Healthy Diet
  9. Having a Healthy Body Image
  10. Engaging in Physical Activity
- Unit 4 Avoiding Hazardous Substances**
  11. Vaping and Tobacco
  12. Alcohol
  13. Medications and Drugs
- Unit 5 Establishing Healthy Relationships**
  14. Maintaining Healthy Relationships
- Unit 6 Protecting Your Health**
  15. Personal Safety
  16. Environmental Health
- Unit 7 Understanding Diseases and Disorders**
  17. Communicable Diseases
  18. Noncommunicable Diseases
- Unit 8 Human Development**
  19. Health Across the Life Span
  - Background Lesson 1 - The Body Systems
  - Background Lesson 2 - Personal Hygiene
  - Background Lesson 3 - Sleep
  - Glossary/Glosario
  - Index

Opt-In Material

### Texas Health Skills for High School ©2023

Health I MLC: 97H1, Health II MLC: 97H2  
Student bundle with the print textbook, print companion textbook, and the Online Learning Suite, which includes an online textbook, online companion textbook, workbook, handouts, and interactive content.

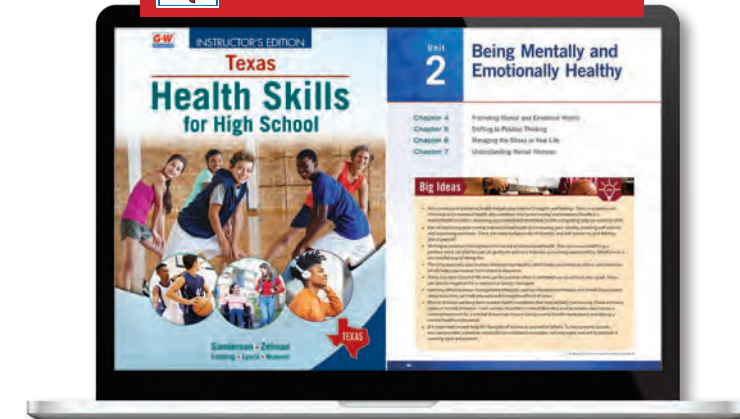
Student Materials	
Print Textbook	768 pp., hardcover with Companion Textbook, 158 pp. softcover
Digital Classroom Subscription	
Online Instructor Materials	
Curriculum Center	with TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments.

Spanish resources available!



Scan for a link to prices

### Texas Instructor's Edition



Covers 100% of the TEKS!

### TEKS Correlations

Standard	Health Skill	Activity
Standard 1A: analyze health information based on health-related standards.	Health Skill: Analyze health information based on health-related standards.	Activity: Analyze health information based on health-related standards.
Standard 1B: develop and analyze strategies to prevent communicable and non-communicable diseases.	Health Skill: Develop and analyze strategies to prevent communicable and non-communicable diseases.	Activity: Develop and analyze strategies to prevent communicable and non-communicable diseases.
Standard 1C: discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.	Health Skill: Discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.	Activity: Discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.

### Standards-Based and Performance Assessments

Talking to a Counselor—Page 1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

**Performance Assessment: Interpersonal Communication**  
**Talking to a Counselor**

*Instructions: In this performance assessment, you will demonstrate assertive and effective communication to advocate for mental and emotional health. You will use communication to get help for a friend. In the Lesson 4.1 Skill Development: Making the Decision to Help a Friend activity, you used the decision-making process to respond to the following situation:*

Maria is a good friend of yours. After reading Lesson 4.1, you realize Maria has at least three of the signs it would be a good idea to seek professional help for her mental and emotional health (see Figure 4.6 for a list of these signs). Maria has mentioned she has trouble sleeping and fights a lot with her parents. She has not been doing her homework, though she is usually a very good student.

*Instructions: For this performance assessment, imagine that you decided the best course of action is to go talk to your school counselor or a trusted teacher about Maria. Write out a script showing what you would say to the counselor. Use effective, assertive communication skills and explain why you think the counselor needs to know the information you are sharing. Be specific about why you are worried and make plans to check in with the counselor to make sure Maria was seen.*

### Videos, Games, and Assessments



### Online Student Workbook

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

**Lesson 4.3 Activity E: Building Your Self-Esteem**

*Instructions: No matter your level of self-esteem, everyone can always take steps to feel more confident and achieve a S.M.A.R.T. goal.*

1. Assess your self-esteem.  
Answer: \_\_\_\_\_

2. How do you achieve self-esteem?  
Answer: \_\_\_\_\_

3. How can you achieve self-esteem?  
Answer: \_\_\_\_\_

4. What about you can overtake?  
Answer: \_\_\_\_\_

5. How can you achieve self-esteem?  
Answer: \_\_\_\_\_

6. Write your self-esteem goal.  
Answer: \_\_\_\_\_

**Lesson 4.4 Activity F: Emotional Intelligence**

*Instructions: Emotional intelligence is a person's skill at perceiving, understanding, and managing emotions and feelings. Rewrite each scenario into a version that depicts each participant making a healthy decision using emotional intelligence.*

1. Since Reagan began dating Tanya, he rarely spends time with his friend Stephen. They used to eat lunch together in the high school cafeteria, now Reagan usually leaves school to go out for lunch with Tanya. What's more, Reagan rarely replies to her texts. One afternoon, Sasha confronts Reagan after gym class. "What's up with you and Tanya?" she asks. "Am I not good enough to hang out with you anymore?"  
Answer: \_\_\_\_\_

2. Stephen often does imitations of teachers and classmates, which his friends think are hilarious and spot-on. One morning before class, Stephen is imitating his classmate Jon. When Jon enters the classroom, he notices the students crowded around Stephen. Jon realizes what is happening as one of the other students quickly motions to Stephen to stop. Stephen turns to see Jon walking in and dismissively says, "Hey, I was only japing." Jon, sulking, ignores him.  
Answer: \_\_\_\_\_

3. Aisha, a new student at Kennedy High School, has begun to date Alec. Aisha is unsure that Alec recently broke up with Rhianon, his girlfriend of more than a year. One afternoon during lunch, Rhianon approaches Aisha and tells her that Alec is bad news and she eventually will "dump" Aisha. Aisha tells Rhianon to mind her own business. Later, Aisha learns that Rhianon is still hurt and angry because she felt Alec abruptly broke up with her.  
Answer: \_\_\_\_\_

### Online Instructor Resources in the Curriculum Center

- Texas Lesson Plans
- Strategies for Teaching Skills-Based Health Education
- Ongoing Updated Lessons
- Teacher-Directed Activities
- Skill-Development Activities
- Vocabulary Activities
- PowerPoint® Presentations
- Chapter Performance-Based Assessments with Rubrics
- Case Study Assessments
- Parent/Other Trusted Adult Engagement Homework Assignments
- Differentiated Notetaking and Reading Guides
- Answer Keys

### Warm-Up Activity Mental and Emotional Health Wheel

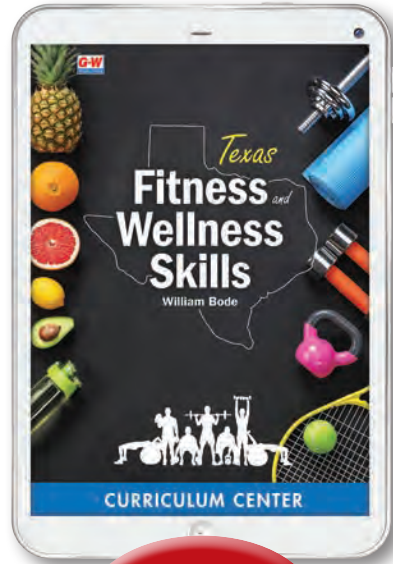
- Read each of the statements.
- How well do you accomplish the actions or feel the statements reflect your life?
- I have my emotions under control.
- I have people I can trust who trust me back.

### Factors Affecting Mental and Emotional Health

Genetics	Upbringing and Experiences	Environment	Social Media and Technology	Patterns of Thinking
<ul style="list-style-type: none"> <li>• Genetic predisposition</li> <li>• Ability to see the good in all situations</li> <li>• Mental illness</li> <li>• Influence level of resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and the way you were raised</li> <li>• Successful life events or ongoing stressors</li> <li>• Influence level of experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Access to resources, level of violence, strength of relationships</li> <li>• How well your needs are met</li> <li>• Maslow's hierarchy of human needs</li> <li>• Impacts ability to work toward self-actualization</li> </ul>	<ul style="list-style-type: none"> <li>• Helps maintain friendships</li> <li>• Provides support, advice, and helpful resources</li> <li>• Can cause stress, sadness, fatigue, and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive distortions</li> <li>• Negative and self-defeating thoughts</li> <li>• Can create anxiety</li> </ul>

# For Lifetime Fitness & Wellness Pursuits

# A Fully Digital, Comprehensive Curriculum for Teachers



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## Texas Fitness and Wellness Skills ©2023

by William Bode

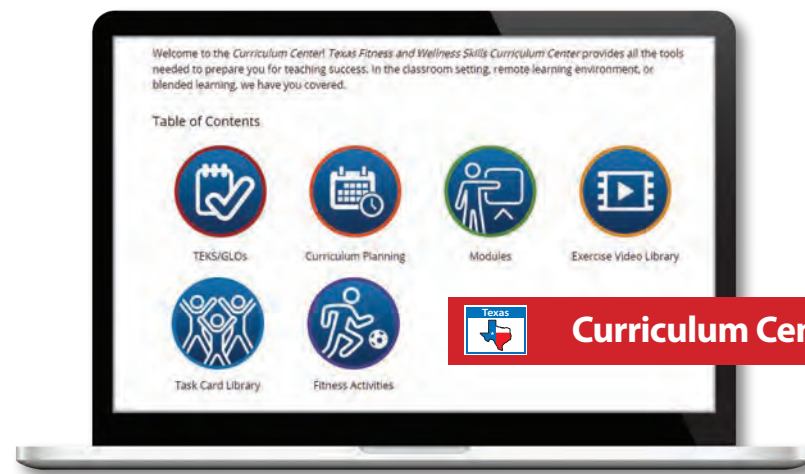
### Skills-Based Education—Covers 100% of the TEKS

*Texas Fitness and Wellness Skills* is a standards-based, comprehensive curriculum that includes all of the resources teachers need to facilitate learning in their fitness course. Using the detailed Texas lesson plans as a guide, teachers can personalize the content to suit their students' unique needs, facilitate active learning, and debrief with students, getting students moving while engaging with the information they have learned. Students will learn the benefits of and strategies for physical, social, and emotional wellness, and leave this course equipped with the skills to build a comprehensive fitness plan and achieve lifelong wellness.

- The Task Card Library and Exercise Video Library provide visual reinforcement of exercises and activities to integrate into any workout.
- Exit Tickets present an opportunity to check in with students and confirm understanding of each lesson's concepts. These can be printed and completed in class, used as prompts for informal discussion during a cool down, or shared using Google Classroom® or LMS.
- Comprehensive Module Pretests and Posttests allow instructors to track student progress and confirm understanding at the end of each module.
- Physical Activity Self-Assessments give students the opportunity to practice, monitor, and analyze their progress, while also setting goals to work toward in the future. Physical Activity Assessments allow instructors to assess students' proficiency building and executing a workout, ensuring concepts are understood and proper form and technique demonstrated.
- Forty Fitness Activities help students develop many self-management skills, including teamwork, communication, and problem-solving—all while having fun!

### Contents

- Module 1**  
Preparing for a Physically Literate Life
- Module 2**  
Understanding the Health- and Skill-Related Fitness Components
- Module 3**  
Nutrition and Physical Activity
- Module 4**  
Setting Goals and Creating a Fitness Plan
- Module 5**  
Choosing Your Exercises
- Module 6**  
Developing a Workout
- Module 7**  
Using Technology Responsibly
- Module 8**  
Being Physically Active for Life



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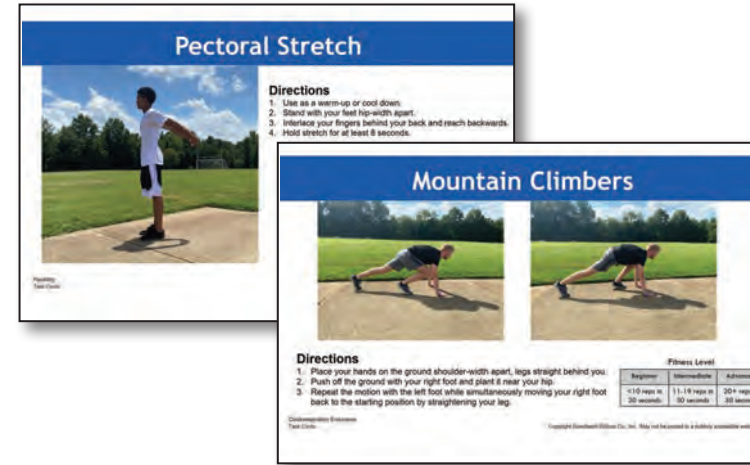
### Instructor Digital Materials

Curriculum Center with TEKS Correlations, Texas lesson plans, answer keys, PowerPoint® presentations, assessments, videos, and all student activities and handouts.

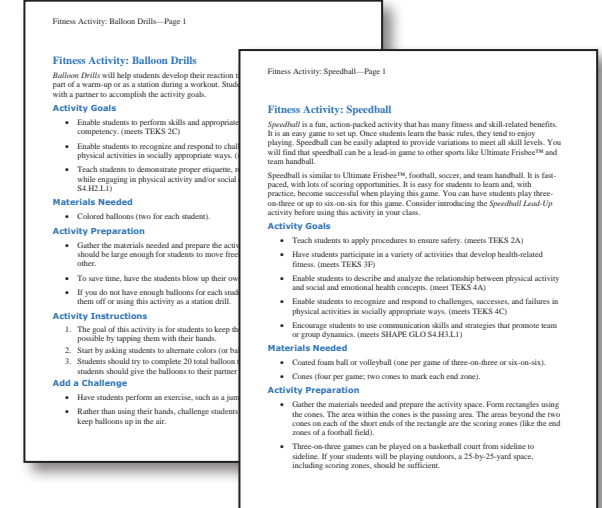


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### Task Cards



### Fitness Activities

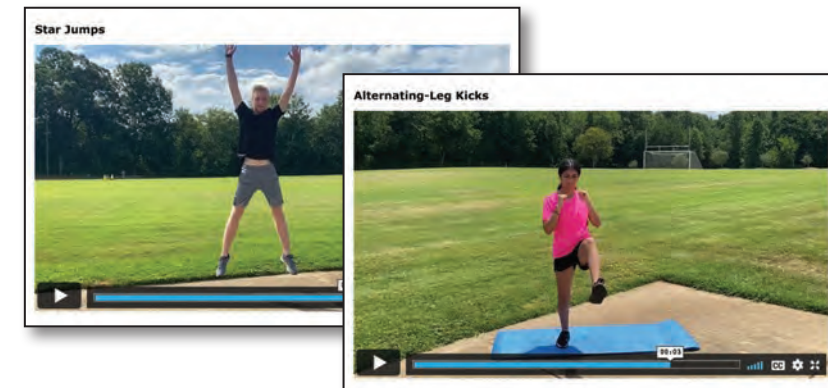


### TEKS and SHAPE GLO Correlations

Standard	Correlation
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Covers 100% of the TEKS!

### Exercise Video Library



### Online Instructor Resources in the Curriculum Center

- Texas Lesson Plans
- Strategies to Promote Physical Literacy for Life
- SHAPE America Grade-Level Outcomes (GLOs) for grades 9–12
- Student Lessons
- Teacher-Directed Activities
- Fitness Activities
- PowerPoint® Presentations
- Task Card Library
- Exercise Video Library
- Warm-Up and Cool-Down Options
- Exit Tickets
- Pretests, Posttests, and Physical Activity Assessments
- Student Handouts, including Self-Assessment, Vocabulary, and Review and Reflection
- Customized Pacing Guides
- Answer Keys

### Activities and Exercises to Develop Cardiorespiratory Endurance

**Point to Ponder #1**

How can you balance your carbohydrate consumption to promote your overall wellness?

- Avoid eating processed foods with high amounts of sugars and refined starches.
- Eat more low-calorie, complex carbohydrates.

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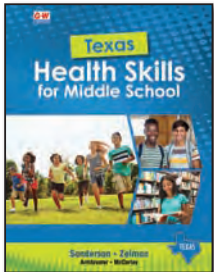


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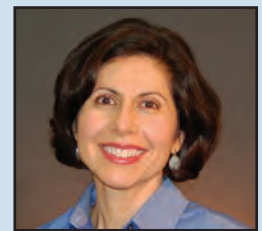
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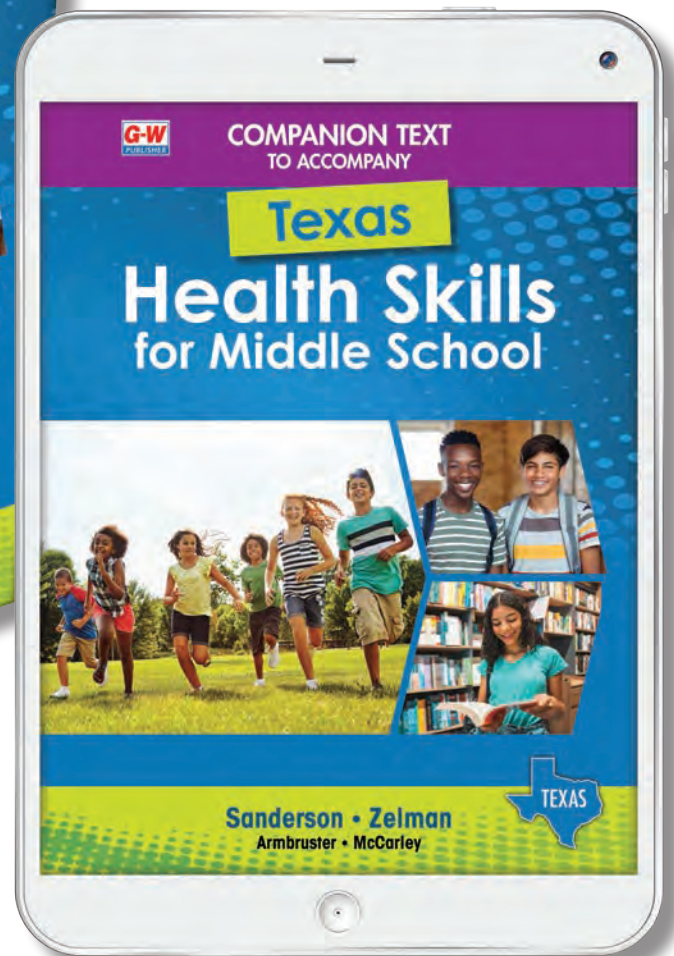
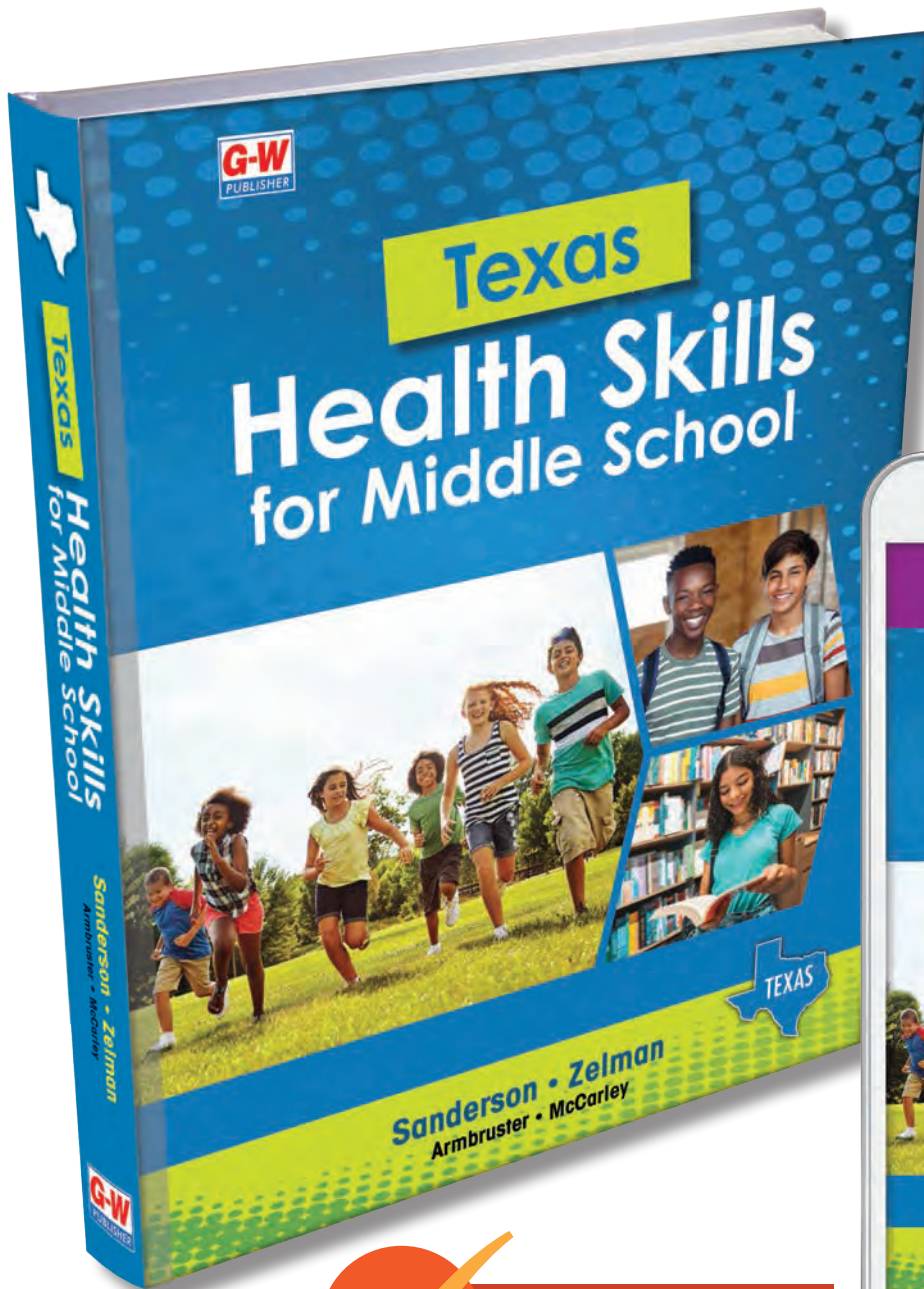
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- Award-winning, expert authors

# Let's Look Inside at the Student Edition

## Preview: Warm-Up Activity

# Unit 2

## Taking Care of Mental and Emotional Health

**Chapter 5** Understanding Mental and Emotional Health

**Chapter 6** Understanding Mental Illnesses

### Warm-Up Activity

#### Prove or Disprove

Recreate the chart shown at the right on a separate sheet of paper. Before reading the chapters in this unit, fill in your thoughts for each quadrant of the chart.

When you finish reading the chapters, look at what you wrote in your chart. If what you wrote corresponds with information from the chapters, indicate that by noting the page number next to your statement. If what you wrote is disproved by your readings, cross out the statement and indicate on which page your thought was disproved.

In a different color, add additional information that you learned from the chapters. Be sure to indicate the page number on which you found the information. Then, think about the way your thoughts have been validated and changed as a result of your learning.

#### A mentally and emotionally healthy person

IS

DOES

SAYS

IS NOT

Pair Srinrat/Shutterstock.com

## Contents

### Unit 1 Taking Charge of Your Health and Wellness

1. Understanding Your Health and Wellness
2. Knowing How Your Body Works
3. Developing Good Personal Hygiene
4. Getting the Sleep You Need

### Unit 2 Taking Care of Mental and Emotional Health

5. Understanding Mental and Emotional Health
6. Understanding Mental Illnesses

### Unit 3 Nutrition and Physical Activity

7. Nutrition
8. Physical Activity

### Unit 4 Tobacco, Alcohol, and Other Drugs

9. Tobacco and Vaping
10. Alcohol
11. Medications and Drugs

### Unit 5 Protecting Your Physical Health and Safety

12. Understanding and Preventing Diseases
13. Promoting Safety and Preventing Injuries
14. Protecting Environmental Health

### Unit 6 Social Health and Wellness

15. Promoting Healthy Relationships

### Unit 7 Human Development

16. Human Development

Appendix

Glossary/Glosario

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### Companion Text

17. Puberty
18. Preventing and Responding to Violence
19. Making Responsible Sexual Decisions
20. Sexually Transmitted Infections and HIV/AIDS

Glossary/Glosario

Index

Opt-In  
Material

# Chapter 5

## Essential Question



*Can you make sense of your own thoughts and feelings?*

# Understanding Mental and Emotional Health

**Lesson 5.1** Being Mentally and Emotionally Healthy

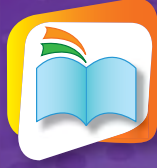
**Lesson 5.2** Making Sense of Your Emotions

**Lesson 5.3** Managing Stress

### Video

Access the Chapter 5 video to start thinking about chapter topics.





## Reading Activity

As you read this chapter, take notes about skills for maintaining mental and emotional health. Make a list of what each skill might teach you about your mental and emotional health. After reading, pick three skills from your list and write a few paragraphs about how these skills can help you understand yourself. Use proper grammar and spelling in your paragraphs.

## How Healthy Are You?



In this chapter, you will be learning about mental and emotional health. Before you begin reading, take the following quiz to assess your current mental and emotional health habits.

Healthy Choices	Yes	No
Can you keep a positive outlook in stressful situations and focus on the good aspects of these situations?		
Are you tolerant and accepting of other people's beliefs, values, and feelings?		
Do you accept your strengths and weaknesses as different parts of who you are?		
Are you honest and fair in your interactions with others?		
Can you recognize your emotions and feelings and understand why you experience them?		
Can you enjoy spending time with other people, as well as spending time alone?		
Instead of bottling up your emotions, do you express them clearly to others?		
Do you help people in need and thank those who help you?		
Do you trust your own judgment and feel confident that you can make the right decision, even in difficult situations?		
Can you understand others' wants, needs, and points of view?		
Do you practice relaxation techniques, like deep breathing or mindfulness, to manage how your body responds to stress?		

Count your "Yes" and "No" responses. The more "Yes" responses you have, the more healthy mental and emotional health habits you exhibit. Now, take a closer look at the questions with which you responded "No." How can you make these healthy habits part of your daily life? Identify a SMART goal you would like to achieve to help improve your overall health and well-being. Refer to Figure 1.11 to help you set up your SMART goal. If you do not understand the instructions, ask for clarification from your teacher.



Click on the activity icon where it appears to access digital companion activities related to that content.

# Lesson 5.1

## Being Mentally and Emotionally Healthy

### Key Terms

**mental health conditions** patterns of thoughts and feelings that decrease mental and emotional health

**mental distress** mental and emotional state in which negative thoughts interfere with daily function for a short amount of time

**identity** who you are, which includes your physical traits, social connections, and internal thoughts and feelings

**beliefs** ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others

**attitudes** set ways a person thinks or feels about someone or something

**self-image** your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called *self-concept*

**self-esteem** how you feel about yourself

**self-talk** thoughts and feelings about oneself

### Learning Outcomes

After studying this lesson, you will be able to

- **summarize** the meaning of mental and emotional health.
- **describe** the different parts of a person's identity.
- **identify** personal values, beliefs, and attitudes.
- **differentiate between** self-image and self-esteem.
- **identify** factors that can affect a person's self-esteem.
- **explain** the difference between healthy self-esteem and low self-esteem.
- **practice** methods to assess mental and emotional health.

### Graphic Organizer

#### Who Am I?

As you read this lesson, complete an organizer like the one shown below for the physical, social, and psychological parts of your identity. For each section, identify specific examples of traits that would fall under each main topic.



#### Physical Aspects of Identity

Specific examples of physical traits include...

#### Social Aspects of Identity

Specific examples of social traits include...

#### Psychological Aspects of Identity

Specific examples of psychological traits include...

# Questions to Help Assess Mental and Emotional Health

How often and intensely do you worry about situations?

Do you feel in control of your emotions and actions?

How happy or sad have you been feeling?

Has anyone mentioned changes in your behavior?

Do you enjoy the activities that you are doing?

Have you been confident or critical of your abilities?

How healthy are your relationships with friends and family?



Male: Lorelyn Medina/Shutterstock.com; Question Marks: Blan-k/Shutterstock.com

### Stress Management Strategies

#### Express Your Feelings

- Talk through an issue with a person you trust
- Ask for advice from someone who was in a similar situation
- Write about your stress in a journal

#### Manage Your Time

- Break down your big tasks into smaller, more manageable ones
- Create a reasonable schedule and stick to it
- Say “no” to new commitments when you are already too busy

#### Maintain a Positive Attitude

- Shift your focus to something positive that has happened
- See mistakes as opportunities to learn and grow
- Look for the positive aspect of a negative situation

#### Distract Yourself

- Go for a walk
- Read a good book
- Find something to laugh at—a movie, TV show, videos, etc.
- Work on a jigsaw or crossword puzzle

#### Take Care of Yourself

- Get enough nutrients and energy
- Get plenty of sleep
- Get physical activity
- Spend time with your friends or family

#### Use Relaxation Techniques

- Take slow, deep breaths
- Visualize your “happy place”
- Engage in muscle relaxation
- Be present in the moment and pay attention to your feelings

**Figure 5.19** There are many healthy ways to manage stress and become more resilient. Some ideas are shown above.

## CASE STUDY

### Sameera Is in a Slump

Sameera, an eighth grader, has always enjoyed school. She likes the challenge of learning new things and the constant social interaction that comes with being in school with her friends. Math and science come pretty easily for her and she enjoys them, which makes her willing to work hard to understand the concepts. Social studies is not as interesting, but this year Sameera has a really dynamic teacher who is more like a storyteller than a teacher. This year has been great so far, until recently.

For the past few weeks, Sameera is not as excited to go to school as she used to be. Even knowing that she will see her friends in school does not motivate her to get going in the morning. She dreads waking up in the morning more than she did just a few months ago. She does not really feel like trying in any of her classes, not even math and science.

Overall, Sameera does not really feel like herself. Her friends and parents have mentioned similar thoughts to her. She is trying really hard to get back to her normal self, but she just can't.



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### Thinking Critically

1. What may be going on with Sameera's mental health?
2. If you were Sameera's friend and noticed these changes in her, what would you do? Explain the importance of friends advocating for friends' health during the school years.
3. Who could Sameera reach out to for help dealing with her situation? What could she say to start a conversation with these trusted people?
4. If you found yourself experiencing a dramatic change from your "normal," what would you do? Who would you reach out to for help?

People who can openly show gratitude to others, including friends, family members, and even strangers, demonstrate that they appreciate others and recognize what these people have done for them. As a result, their relationships with others improve and grow stronger.

## BUILDING Your Skills

### Being Thankful Makes You Healthier

**Gratitude: the quality of being thankful; readiness to show appreciation for and to return kindness.**

Perhaps *gratitude* is not a new word to you. Do you realize the power of affirming the good things and people in your life? Expressing gratitude can have an immense and positive impact on your mental health, which can then translate into positive outcomes for your social and physical health. All of this from the simple act of purposefully being thankful.

Most obviously, expressing gratitude is one of the most reliable methods for improving happiness. Expressing gratitude can also reduce symptoms of depression and anxiety and help people be more resilient. There's more, too! Affirming the good in your life helps your body to work and feel better and encourages you to take better care of yourself. Social lives also improve with expressions of gratitude. People who regularly express gratitude have stronger relationships, are better able to forgive, are more connected with their communities, and are more helpful and compassionate.

#### Expressing Thanks

With all those reasons understood, it is time to put thankfulness into practice. Think of a person for whom you are thankful. It could be a family member, a teacher, a friend, a coach... anyone! Now

write a letter and say why you are thankful for this person. What has this person done for and with you? How has this person made you feel? What is so wonderful about this person?

When you are done, choose one of the following options:

- **Option 1.** Do nothing with the letter. Just by writing the letter, you expressed gratitude and improved your health.
- **Option 2.** Give the letter to the person you wrote it to. This will boost your mental health and the other person's mental health a bit more than the first choice.
- **Option 3.** Read the letter aloud to the person you wrote it to. This will boost your mental health the most and the person you wrote it to will appreciate hearing those words in your voice.

Regardless of which option you choose, you expressed gratitude and boosted your mental health. If you continue to be thankful for someone or something each day, you will notice the biggest impact on your health.



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## Strategies to Build Resilience



**Figure 5.15** People utilize different strategies to build resilience. *Which strategy would you use to build resilience and why?*

## Show Resilience

People respond to challenges differently, and many demonstrate resilience. People who show **resilience** are able to bounce back from traumatic and stressful events, such as an act of violence, a serious health condition, or a family crisis. They are flexible and adapt, change, and grow as they encounter difficult experiences. When facing a life-changing situation, they think about the best way to respond to the situation and figure out what they can learn from the experience.

Having resilience requires strength, which means you need to engage in a healthy lifestyle. When you take care of yourself, you have more energy to handle challenges and respond to issues.

The care and support of others often helps people show resilience. Relationships that are positive, loving, and trusting help build a person’s resilience. When experiencing emotional pain and sadness, it helps to have a strong support system of people who can offer encouragement.

Because people react to traumatic and stressful events differently, they tend to use various strategies for building resilience. The strategies that work for one person may not work for another. **Figure 5.15** identifies different strategies a person could use to help build resilience.

## Lesson 5.2 Review



1. Knowing which emotions you feel and why is called \_\_\_\_\_.
2. Why is controlling your emotions difficult, particularly during adolescence?
3. Why might it be a good idea to wait before talking to someone who made you angry?
4. **Critical thinking.** List two positive emotions and two negative emotions. Explain how you can express these emotions in a healthy way.

### Hands-On Activity

With a partner, change the following You-Statements to I-Statements. Reference Figure 5.11 to help. Then, identify healthy and positive methods someone can use to accept, react to, and express emotions in these situations. See Figure 5.10 for ideas.

- You are arguing with your sibling and say, “You always think you are better than me.”
- You disagree with your parent and say, “You are so unfair. You don’t even listen to me.”
- You feel sad and a friend tries to comfort you. You say, “You don’t know how I feel. You are always happy.”

Chapter

5

# Review and Assessment

## Summary

### Lesson 5.1 Being Mentally and Emotionally Healthy

- *Mental and emotional health* is your thoughts and feelings. It includes your emotions, mood, feelings about yourself, and way of viewing the world.
- Thoughts and feelings that decrease mental and emotional health are *mental health conditions*. When conditions interfere with daily function for a short time, they are *mental distress*.
- The different parts of your *identity* are physical, social, and psychological. Something a person accepts as true based on experiences, scientific facts, or prior knowledge is a *belief*. *Attitudes* are set ways of thinking or feeling.
- Your *self-image* is your mental picture of yourself, including your appearance, personality, skills and abilities, and weaknesses. Self-image is closely related to *self-esteem*, how you feel about yourself.
- Self-esteem is affected by external (family and friends) and internal (your self-talk) factors.
- People with healthy self-esteem view failures as learning experiences and can adjust when faced with obstacles. People with low self-esteem think negatively about their traits, skills, and abilities.
- Assessing the health of your thoughts and feelings can help improve or maintain your mental and emotional health.

### Lesson 5.2 Making Sense of Your Emotions

- *Emotions* are the moods or feelings you experience. These emotions can be pleasant like joy or pride, or they can be unpleasant like guilt or sadness.
- Knowing which emotions you feel, and why, is *emotional awareness*. As you grow up, you can learn to control your emotions by identifying and accepting what you feel, showing self-compassion, and expressing those emotions in healthy ways.
- People with high emotional intelligence (EI) are skilled at understanding, controlling, and expressing their emotions. Having emotional intelligence is necessary to develop close relationships with others.
- People with high EI share similar abilities and characteristics. They are able to control negative emotions, have empathy, and show gratitude and resilience.

### Lesson 5.3 Managing Stress

- *Stress* is the physical, mental, and emotional reactions of your body to the challenges you face. *Eustress* can create excitement, add motivation, and help improve performance. *Distress* causes negative feelings and harmful health effects. Factors that cause stress are called *stressors*.
- Generally, your body responds to stress in three stages. In the alarm stage, your body mobilizes to combat a threat via the fight-or-flight response. In the resistance stage, your body devotes energy to maintaining this response. In the exhaustion stage, your body uses its resources by staying in high alert. At this stage, a body is at greater risk for illness.
- *Stress management* is the process of using strategies to reduce stress and handle stressful situations in positive ways. Not everyone will use the same stress-management strategies, so it is important to find the one that works for you.

## Chapter 5 Review and Assessment

### Check Your Knowledge

Record your answers to each of the following questions on a separate sheet of paper.

1. **True or false.** Mental and emotional health have to do with your external life.
2. Your sex, height, weight, and age are the different attributes that make up your \_\_\_\_ identity.
3. What is the difference between positive self-talk and negative self-talk?
4. **True or false.** People with healthy self-esteem never encounter challenges or experience bad situations.
5. **True or false.** It is possible to feel pleasant and unpleasant emotions at the same time.
6. What are three steps you can take to control your emotions?
7. People who are skilled at understanding, controlling, and expressing their emotions and sensing the emotions of others have high \_\_\_\_.
8. The ability to keep a positive outlook and focus on the good aspects of situations is \_\_\_\_.
9. List three strategies for building resilience in negative, traumatic, or stressful situations.
10. Negative events such as repeated exposure to severe, chronic stressors can lead to \_\_\_\_ stress.
11. Name one example of an adverse childhood experience. How can this childhood trauma affect a person?
12. **True or false.** Taking care of yourself by eating well, getting enough sleep, and regularly getting physical activity can help reduce stress.

### Use Your Vocabulary

attitudes	gratitude	self-esteem
beliefs	identity	self-image
distress	mental distress	self-talk
emotion	mental health condition	stress
emotional awareness	optimism	stress management
emotional intelligence (EI)	relaxation response	stressor
empathy	resilience	toxic stress
eustress	self-care	trauma
fight-or-flight response	self-compassion	

13. Draw a cartoon for one of the terms above. Use the cartoon to express the meaning of the term. After you finish your drawing, find a partner and exchange cartoons. Take turns explaining to each other how your cartoons show the meaning of the term you chose.
14. On a separate sheet of paper, list the terms above. Next to each term, list a few words you have learned that relate to the meaning of the term. Then, work with a partner to explain how these words are related. As you discuss the terms, add any new words to your list. Ask your teacher for assistance, if necessary.

## Think Critically

15. **Predict.** How do gratitude, resilience, and empathy improve a person's health? Imagine one of these character traits became a focus in your life. How would this impact your physical, social, and mental health?
16. **Cause and effect.** How does a person's level of self-esteem impact the person's health behaviors, boundaries, and decisions?
17. **Compare and contrast.** Compare and contrast positive and negative stress.
18. **Draw conclusions.** Find and explore a website that claims to provide information about adolescent mental and emotional health. After exploring the site, would you recommend this website to other middle school students? Why or why not?

## DEVELOP Your Skills

19. **Accessing information.** Identify a stressor common to teens. Using reliable sources, watch a video, listen to a podcast, or read an article about healthy strategies to manage this stressor. Create a presentation that explains your findings and why these strategies work for this stressor. Then, demonstrate the strategies and have your classmates try it, too. How well did your classmates understand the strategies?
20. **Community advocacy skills.** Develop and implement a campaign for your school community to increase self-esteem among students. As you plan, take into consideration the strategies for boosting self-esteem and the importance of healthy self-esteem discussed in the chapter. Reflect on the most common internal and external factors that influence the self-image of young people. What issues most commonly harm self-esteem? What strategies most effectively build self-esteem?
21. **Stress management and communication skills.** Choose three of the relaxation techniques described in the chapter. Design and create a digital media product that exposes the reader or listener to these short relaxation techniques. Formats for this product include a blog, website, infographic, and podcast. Present this product to your class.
22. **Stress management and practice health enhancing behaviors.** Use a journal for a week to record your stressors and emotions, the positive and negative events that caused them, and the thoughts and behaviors you chose in response. When the week is done, analyze your casual thoughts and emotions and look for trends in your journal. Are the same things causing you stress and strong emotions day after day? Are your thoughts under control? Are your behaviors appropriate and effective in managing stress? Use the information gained from your journal to help you better navigate your stressors and emotions next week.
23. **Communication skills.** Think about the people in your life whom you tend to seek out when your feelings and emotions are strong. Make a list of these people. Then, tell them about the important role they play in your life using informal language. Even if these people already know, by directly stating your feelings, you are keeping the lines of communication open. This helps your mental and emotional health and theirs.



# Let's Review the Quick-Click TEKS

Easily navigate the TEKS correlations by simply clicking the page numbers to view the information that correlates to the TEKS. Detailed standard numbers and student expectations are also included.



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#### Correlation of *Texas Health Skills for Middle School* ©2023 to the Texas Essential Knowledge and Skills, Grades 7–8

##### 1: Physical health and hygiene—body systems

**Standard 1A:** describe the relationships among the body systems.

Breakout	Narrative	Activity
(i) describe the relationships among the body systems	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">40 (two paragraphs starting with the one that begins "Organs work with other organs.")</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">45 (Lesson 2.1 Review #5)</a> , <a href="#">73 (Think Critically #17–19)</a>

##### 2: Physical health and hygiene—personal health and hygiene

**Standard 2A:** list specific resources or facilities where members of the community can obtain medical care;

Breakout	Narrative	Activity
(i) list specific resources or facilities where members of the community can obtain medical care	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">12 (Healthcare Settings section)</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">13 (Lesson 1.1 Review #4)</a>

**Standard 2B:** explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);

Breakout	Narrative	Activity
(i) explain ways to use health information to help self, including seizure awareness	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">380 (Common Noncommunicable Diseases section first paragraph)</a> , <a href="#">388 (Epilepsy section second paragraph)</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">389 (Hands-On Activity)</a>
(ii) explain ways to use health information to help self, including diabetes education	<b>Texas Health Skills for Middle School 2023 OLS:</b>	<b>Texas Health Skills for Middle School 2023 OLS:</b>

# Let's Explore Online Learning

Accessible on any digital device, the G-W Companion Website reinforces learning with a variety of interactive tools, including English and Spanish e-flash cards, matching activities, vocabulary games, and spelling challenges. An audio glossary provides the correct pronunciations of all key terms in the text.

The Online Learning Suite includes videos, Lesson Review questions, Chapter Review and Assessment questions, chapter audio summaries, and animations.



### 5.1: Vocabulary Game

Select a point value. Choose the term that matches the definition.

100	100	100	100
200	200	-200	200

**Definition:** Patterns of thoughts and feelings that decrease mental and emotional health.

- identity
- attitudes
- self-talk
- mental health conditions

[Check Answer](#)

### 5.1: Matching Activity

Match the term with the correct definition.

<input type="checkbox"/> attitudes	A. Patterns of thoughts and feelings that decrease mental and emotional health.
<input type="checkbox"/> beliefs	B. How you feel about yourself.
<input type="checkbox"/> identity	C. Set ways a person thinks or feels about someone or something.
<input type="checkbox"/> mental distress	D. Your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called <i>self-concept</i> .
<input type="checkbox"/> mental health conditions	E. Mental and emotional state in which negative thoughts interfere with daily function for a short amount of time.
<input type="checkbox"/> self-esteem	F. Who you are, which includes your physical traits, social connections, and internal thoughts and feelings.
<input type="checkbox"/> self-image	G. Ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others.
<input type="checkbox"/> self-talk	H. Thoughts and feelings about oneself.

Your score is: 3/8  
To try again, change your answers and click "Recheck".

[Recheck](#)

### 5.1: E-Flash Cards

Term (5 of 8)

**self-esteem**

### 5.1: Spanish E-Flash Cards

Term (2 of 8)

**afecciones de salud mental**

### 5.1: E-Flash Cards

Definition (6 of 8)

**How you feel about yourself.**

[Previous](#) [Remove](#) [Next](#)

### 5.1: Spanish E-Flash Cards

Definition (2 of 8)

**Patrones de pensamientos y sentimientos que disminuyen la salud mental y emocional.**

[Previous](#) [Remove](#) [Next](#)

# Let's Look at Student Handouts

The student handout folder provides a digital copy of activities from the textbook and allows for easy access and digital submission.

**Editable, accessible resources! Easy to import into Google Classroom or your LMS**

Unit 2 Warm-Up Activity – Page 1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

**Prove or Disprove**

*Directions: Before reading the chapters in this unit, fill in your thoughts for each topic below. When you finish reading the chapters, look at what you wrote. Think about the way your **thoughts** have been validated and changed as a result of your learning. Then, write a **summary** describing what a mentally and emotionally healthy person is, does, says, and is not.*

1. A mentally and emotionally healthy person is...  
Answer: \_\_\_\_\_
2. A mentally and emotionally healthy person does...  
Answer: \_\_\_\_\_
3. A mentally and emotionally healthy person says...  
Answer: \_\_\_\_\_

Lesson 5.1 Graphic Organizer – Page 1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

**Who Am I?**

*Directions: As you read Lesson 5.1, record notes for the physical, social, and psychological parts of your identity. Identify specific examples of traits that would fall under each main topic.*

1. Physical Aspects of Identity
  - a. Notes: \_\_\_\_\_
  - b. Specific examples of physical traits include: \_\_\_\_\_
2. Social Aspects of Identity
  - a. Notes: \_\_\_\_\_

**Unit 2 Taking Care of Mental and Emotional Health**

Chapter 5 Understanding Mental and Emotional Health  
Chapter 6 Understanding Mental Illnesses

**Warm-Up Activity**

**Prove or Disprove**

Recreate the chart shown at the right on a separate sheet of paper. Before reading the chapters in this unit, fill in your thoughts for each quadrant of the chart.

When you finish reading the chapters, look at what you wrote in your chart. If what you wrote corresponds with information from the chapters, indicate that by noting the page number next to your statement. If what you wrote is disproved by your readings, cross out the statement and indicate on which page your thought was disproved.

In a different color, add additional information that you learned from the chapters. Be sure to indicate the page number on which you found the information. Then, think about the way your thoughts have been validated and changed as a result of your learning.

**A mentally and emotionally healthy person**

IS \_\_\_\_\_  
DOES \_\_\_\_\_  
SAYS \_\_\_\_\_  
IS NOT \_\_\_\_\_

summary describing what a mentally and emotionally healthy person is, does, says, and is not.

**Lesson 5.1 Being Mentally and Emotionally Healthy**

**Key Terms**

- mental health conditions** patterns of thoughts and feelings that decrease mental and emotional health
- mental distress** mental and emotional state in which negative thoughts interfere with daily function for a short amount of time
- identity** who you are, which includes your physical traits, social connections, and internal thoughts and feelings
- beliefs** ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others
- attitudes** set ways a person thinks or feels about someone or something
- self-image** your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called self-concept
- self-esteem** how you feel about yourself
- self-talk** thoughts and feelings about oneself

**Learning Outcomes**

After studying this lesson, you will be able to:

- summarize the meaning of mental and emotional health.
- describe the different parts of a person's identity.
- identify personal values, beliefs, and attitudes.
- differentiate between self-image and self-esteem.
- identify factors that can affect a person's self-esteem.
- explain the difference between healthy self-esteem and low self-esteem.
- practice methods to assess mental and emotional health.

**Graphic Organizer**

**Who Am I?**

As you read this lesson, complete an organizer like the one shown below for the physical, social, and psychological parts of your identity. For each section, identify specific examples of traits that would fall under each main topic.

**Physical Aspects of Identity**  
Specific examples of physical traits include... \_\_\_\_\_

**Social Aspects of Identity**  
Specific examples of social traits include... \_\_\_\_\_

**Psychological Aspects of Identity**  
Specific examples of psychological traits include... \_\_\_\_\_

Warm-Up Activities appear at the beginning of each unit to prepare students to learn.

Graphic Organizer activities enhance students' reading and note-taking skills.

Case Studies offer students the opportunity to **apply personal learning to real-life situations** while strengthening and challenging students' decision-making skills. These case studies are embedded into the pages of the text and are also available as a handout.

Chapter 5 Case Study – Page 1

Name:

Date:

Period:

### Case Study

**Directions:** Read the following case study from the text. In small groups, discuss the case study and answer the questions that follow. Then, discuss your group's responses with the rest of the class.

#### Sameera Is in a Slump

Sameera, an eighth grader, has always enjoyed school. She likes the challenge of learning new things and the constant social interaction that comes with being in school with her friends. Math and science come pretty easily for her and she enjoys them, which makes her willing to work hard to understand the concepts. Social studies is not as interesting, but this year Sameera has a really dynamic teacher who is more like a storyteller than a teacher. This year has been great so far, until recently.

For the past few weeks, Sameera is not as excited to go to school as she used to be. Even knowing that she will see her friends in school does not motivate her to get going in the morning. She dreads waking up in the morning more than she did just a few months ago. She does not really feel like trying in any of her classes, not even math and science.

Overall, Sameera does not really feel like herself. Her friends and parents have mentioned similar thoughts to her. She is trying really hard to get back to her normal self, but she just can't.

#### Thinking Critically

1. What may be going on with Sameera's mental health?

Answer:

2. If you were Sameera's friend and noticed these changes in her, what would you do? Explain the importance of friends advocating for friends' health during the school years.

Answer:

3. Who could Sameera reach out to for help dealing with her situation? What could she say to start a conversation with these trusted people?

Answer:

4. If you found yourself experiencing a dramatic change from your "normal," what would you do? Whom would you reach out to for help?

Answer:

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Hands-on activities incorporate real-life scenarios and focus on skills-based application, which involve individual, partner, or group work. These hands-on activities are embedded into the pages of the text and are available as a handout.

Lesson 6.3: Hands-On Activity — Page 1

Name:

Date:

Period:

### Hands-On Activity

**Directions:** Create six social media posts that represent the emotional struggles of middle school students. Two of the posts should represent general feelings of sadness. Another two should indicate the signs of major depressive disorder. The final two should include warning signs of suicidal thoughts. Trade social media posts with a classmate. Take turns explaining whether each post points toward sadness, depression, or suicidal thoughts. Explain how you would respond to the post showing empathy and compassion. Include any actions you would take to help those experiencing emotional struggles.

1. Social Media Post #1

Post:

Partner Responses to Post:

2. Social Media Post #2

Post:

Partner Responses to Post:

3. Social Media Post #3

Post:

Partner Responses to Post:

4. Social Media Post #4

Post:

Partner Responses to Post:

5. Social Media Post #5

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Reading Guides help students uncover key terms, main ideas, and unanswered questions from the lesson. In addition, each lesson has a differentiated version in the Instructor Resources. This differentiated version provides learning outcomes to guide the struggling learner. These guides serve as great study aids for end-of-lesson and chapter assessments.

Lesson 5.1 Reading Guide – Page 1

Name:

Date:

Period:

## Lesson 5.1 Reading Guide

***Directions:** As you read and study Lesson 5.1, use the Reading Guide to help you understand the concepts being presented in the lesson. Use the left column to identify main ideas, questions, and vocabulary terms. Use the right column to record additional notes, examples, and unanswered questions about each main idea, question, or vocabulary term. After completing the reading, record two to three sentences summarizing the main concepts or ideas of the lesson. You can also use this guide as a study aid for the Chapter 5 assessment.*

### Essential Question

Can you make sense of your own thoughts and feelings?

#### Main Ideas, Questions, Vocabulary Terms

Answer:

#### Notes, Examples, Unanswered Questions

Answer:

### Summary

Answer:

**Differentiated  
Reading Guides  
are available!**

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Each lesson comes with a vocabulary worksheet. Eight different vocabulary templates are included in your Teacher Resources, and all are designed to **challenge students to test and apply their understanding of the key terms.**

Lesson 5.1 Vocabulary Activity – Page 1

Name:

Date:

Period:

## Lesson 5.1 Vocabulary Activity

**Directions:** Read the news headlines below. The underlined word or words in each headline are Key Terms from Lesson 5.1. Based on the title of the news article, write the first three lines of a news article using your knowledge of the term and context clues from the title of the news article.

1. Headline: Growing Up Digital: How the Internet Affects Teen Identity  
A. Write a corresponding news article opening:
2. Headline: How Do Beliefs Shape Behavior?  
A. Write a corresponding news article opening:
3. Headline: How to Change Teens' Attitudes About Drinking  
A. Write a corresponding news article opening:
4. Headline: Improving Your Self-Image: How and Why It Is Important  
A. Write a corresponding news article opening:
5. Headline: Five Ways to Build Your Self-Esteem  
A. Write a corresponding news article opening:
6. Headline: How to Power Up Your Self-Talk This Season  
A. Write a corresponding news article opening:
7. Headline: How Common Is Mental Distress?  
A. Write a corresponding news article opening:
8. Headline Mental Health Conditions Have Risen Significantly Among Young Americans  
A. Write a corresponding news article opening:

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# Let's Practice Health Skills with the Student Workbook

The Student Workbook incorporates even more classroom-tested activities created by Mary McCarley, 2016 SHAPE America Southern District Teacher of the Year for the Advancement of Health Education. **The workbook emphasizes real-life application and skills-based learning, while reinforcing concepts covered in each lesson.**

**Editable, accessible resources! Easy to import into Google Classroom or your LMS**

Activity C: Factors That Affect Self-Esteem—Page 1

Name:  
Date:  
Period:

## Lesson 5.1 Activity C: Factors That Affect Self-Esteem

**Directions:** Read the following scenarios to learn more about the factors that influence self-esteem and the impact of self-esteem on daily living. Then, answer the questions.

### Jen's Scenario

Jen has lived in the same neighborhood all her life. She has had close relationships with neighbors and friends from her volleyball team. After her parents' divorce, Stacy's self-esteem crumbled. She stopped hanging out with friends. She tried to find her self-worth through her relationship with her boyfriend, Jake. At first, the relationship was great. However, she quickly ended the relationship after he discovered she was not making the best grades. She finds time to take care of her friends, and play volleyball.

### Stacy's Scenario

Stacy has also lived in the same neighborhood all her life. She has had access to activities outside of school due to her mother's support. After her parents' divorce, Stacy's self-esteem crumbled. She stopped hanging out with friends. She tried to find her self-worth through her relationship with her boyfriend, Jake. At first, the relationship was great. However, she quickly ended the relationship because he discovered she was not making the best grades. Today, Stacy has low self-esteem. She feels insecure about how other people think of her. She continues to date Jake, who is pressuring her to engage in risky behaviors.

1. What factors helped Jen develop healthy self-esteem? How did her relationship with Jake negatively impact Stacy's self-esteem?

Answer:

2. How has Jen's healthy self-esteem impacted her daily life? How has Stacy's low self-esteem impacted her daily life?

Answer:

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Activity E: Controlling Negative Emotions—Page 1

Name:  
Date:  
Period:

## Lesson 5.2 Activity E: Controlling Negative Emotions

**Directions:** Controlling or reducing negative emotions can help you live a happier, more fulfilling life. One way to control your negative emotions is to change the way you think about a situation. Instead of thinking negatively about the issue, try to view the issue in different, more positive ways. Read the following scenarios that could evoke a negative emotion. Instead, create an optimistic outlook for the situation.

### Scenarios

1. Your friend promised to text you after arriving at the party to let you know if it was fun and worth going. You should have received the text an hour ago. Create an optimistic outlook:
2. You are thrilled that you made a good grade on the history test. Your guardian, however, points out all the mistakes you made. Create an optimistic outlook:
3. After spending too much money on your clothes for the school dance, you enter the dance hoping people will notice you. Nobody even comments on your clothes. Create an optimistic outlook:
4. Instead of hanging out with your friends, you are stuck home babysitting your younger sibling. After doing extra chores and getting your sibling to sleep, you expect a huge expression of gratitude from your parents. Instead, they just say a quick thank you and head to bed. Create an optimistic outlook:
5. After posting a great picture of yourself on social media, you receive very few comments from your friends. Create an optimistic outlook:
6. Hoping that a classmate you like will surprise you with a special gift on Valentine's Day, you only receive a handwritten card, which appears to have been given little effort or thought. Create an optimistic outlook:
7. Between classes, you see a classmate you like talking to one of the most popular students at school. From a distance, you can see that they are talking and laughing together. Create an optimistic outlook:

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**Answer Keys available in the Curriculum Center!**



# Let's Look at the Texas Teacher's Edition

The Texas Teacher's Edition contains the full student text plus additional pages **with resources to help successfully plan and teach your health course.**

Instructional strategies for ELA learners, standards-based grading, differentiation, and critical thinking are emphasized in the Texas Teacher's Edition. Prepare students to master the national performance expectations for health and wellness by referencing the TEKS and National Health Education Standards correlation chart.

## Assessing Your Mental and Emotional Health

Everyone experiences times when they feel good and times when they feel worse. These changes in mood are a normal part of life. Sometimes, however, mental health conditions and negative thoughts can make it difficult to perform daily tasks, maintain relationships, and reach goals. Regularly assessing the health of your thoughts and feelings can help you improve or maintain your mental and emotional health.

Assessing your mental and emotional health involves considering thoughts and feelings you experience throughout the day. First, identify what events, if any, trigger certain feelings. Then examine the pattern of your thoughts and feelings. Think about whether most of your thoughts are positive or negative and about whether your thoughts are encouraging or criticizing. You can work to improve these areas of your mental and emotional health. For example, if you notice you have negative thoughts, you can make an effort to notice what you are doing well and practice positive self-talk.

Assessing your mental and emotional health can also determine when you need to seek help from others. It can be helpful to talk with someone about your thoughts and feelings. Seeking help can offer a new perspective on a situation. Seeking help can be as simple as talking to a family member, adult, or friend. It can also involve meeting with a therapist. Some mental health conditions and mental illnesses require professional treatment to manage symptoms.

### Lesson 5.1 Review

1. What is a mental health condition?
2. Name three different parts of a person's identity.
3. What is the difference between self-image and self-esteem?
4. **Critical thinking.** What strategies can you use to assess your mental and emotional health?

#### Answers

1. A mental health condition is thoughts and feelings that decrease mental and emotional health.
2. physical identity, social identity, psychological identity
3. Self-image is how you see yourself; self-esteem is how you feel about yourself.
4. (Any:) consider the thoughts and feelings you experience; identify what events trigger certain feelings; examine the pattern of your thoughts and feelings; think about whether most of your feelings are positive or negative, and your thoughts are encouraging or criticizing.

#### Hands-On Activity

Changing negative self-talk to be positive self-talk takes practice. Copy the following statements on a separate sheet of paper, rewrite the following negative self-talk statements to be positive. Once you are finished, share your answers with a partner. Revise your statements as needed.

- I'm so bad in math. Why should I even try? I'll get an F on the next test anyway.
- I look terrible today. My hair is a mess and I have pimples on my face.
- I'm always in trouble with my parents. I can't do anything right.



## Preview of Chapter 5

### Understanding Mental and Emotional Health



The content in this chapter correlates to the following Texas Essential Knowledge and Skills for Health Education:  
Grade 6: 3A, 3D, 3E, 4A, 5A, 5B, 6C, 6D  
Grades 7–8: 3A, 3B, 3C, 3D, 4A, 5A, 5B, 6B, 6C, 21F

#### Chapter 5 Standards-Based Learning Outcomes

Start your planning for this chapter with the detailed lesson plans in the **Curriculum Correlation Chart** that follows to see how the Learning Outcomes for each lesson correlate to the TEKS Standards (grades 6–8).

Learning Outcomes	National Health Education Standards
<b>Lesson 5.1 Being Mentally and Emotionally Healthy (Pgs. 130–138)</b>	
<b>Summarize</b> the meaning of mental and emotional health.	1.8.1, 1.8.2, 1.8.3, 1.8.7, 2.8.1, 2.8.2, 2.8.3, 3.8.4, 4.8.1, 5.8.2, 5.8.3, 5.8.4, 6.8.1, 6.8.2, 6.8.3, 7.8.2
<b>Describe</b> the different parts of a person's identity.	
<b>Identify</b> personal values, beliefs, and attitudes.	
<b>Differentiate</b> between self-image and self-esteem.	
<b>Identify</b> factors that can affect a person's self-esteem.	
<b>Explain</b> the difference between healthy self-esteem and low self-esteem.	
<b>Practice</b> methods to assess mental and emotional health.	
<b>Lesson 5.2 Making Sense of Your Emotions (Pgs. 139–148)</b>	
<b>Identify</b> pleasant and unpleasant emotions.	1.8.1, 1.8.2, 1.8.7, 4.8.1, 5.8.4, 7.8.1, 7.8.2
<b>Explain</b> what it means to have emotional awareness.	
<b>Describe</b> how identifying and accepting your feelings can help you control your emotions.	
<b>Demonstrate</b> how to express your emotions in a healthy way.	
<b>Identify</b> characteristics of people with high emotional intelligence.	
<b>Lesson 5.3 Managing Stress (Pgs. 149–158)</b>	
<b>Differentiate</b> between acute stressors and chronic stressors.	1.8.1, 1.8.2, 1.8.5, 1.8.6, 2.8.1, 2.8.6, 3.8.4, 4.8.1, 5.8.4, 7.8.1, 7.8.2
<b>Describe</b> different types of stress.	
<b>Explain</b> how the body responds to stress.	
<b>Give</b> examples of strategies you can use to manage the stress in your life.	
<b>Recognize</b> when you should seek professional help for stress.	
<b>Chapter 5 Review and Assessment (Pg. 161)</b>	
<b>Develop Your Skills</b> (chapter review and assessment 19–23)	1.8.1, 1.8.2, 1.8.5, 3.8.1, 3.8.2, 4.8.1, 7.8.1, 7.8.2, 7.8.3, 8.8.1, 8.8.2

**Includes TEKS Correlations!**

Answer keys conveniently appear right on the page next to questions.



# Let's Look at the Extensive Texas Instructor Resources

## Texas Lesson Plans

**Detailed, daily lesson plans developed by Mary McCarley provide options for teaching your class from beginning to end.** Correlated to the TEKS and National Health Education Standards, these time-saving plans are ready to implement into your course. Easily customize these plans to fit your unique classroom needs and teaching style. Lesson plans are available for every lesson and chapter review.

**Editable, accessible resources! Easy to import into Google Classroom or your LMS**

Lesson Plan Lesson 5.1 Page 1

Teacher:  
Date:  
Course:  
Unit:

### Lesson 5.1 Being Mentally and Emotionally Healthy

Use the following lesson plan as provided or modify it to meet your classroom needs and teaching style.

#### Learning Outcomes

*After studying this lesson, students will be able to*

- **summarize** the meaning of mental and emotional health.
- **describe** the different parts of a person's identity.
- **identify** personal values, beliefs, and attitudes.
- **differentiate between** self-image and self-esteem.
- **identify** factors that can affect a person's self-esteem.
- **explain** the difference between healthy self-esteem and low self-esteem.
- **practice** methods to assess mental and emotional health.

#### National Health Education Standards

*This lesson meets the following National Health Education Standards:*

- **1.8.1** Analyze the relationship between healthy behaviors and personal health.
- **1.8.2** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- **1.8.3** Analyze how the environment affects personal health.
- **1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.
- **2.8.1** Examine how the family influences the health of adolescents.
- **2.8.2** Describe the influence of culture on health beliefs, practices, and behaviors.
- **2.8.3** Describe how peers influence healthy and unhealthy behaviors.
- **3.8.4** Describe situations that may require professional health services.

**Includes alignments to the National Health Education Standards!**

### Access Content Lesson Updates

The Texas Instructor Resources are periodically updated with new lessons, which include lesson content with review questions, infographics, a skills-based activity worksheet, and answer keys, to provide current information on changing health topics.

verbal communication skills to enhance health.

ed situations require the application of a thoughtful decision-making

r collaborative decision making is appropriate.

and unhealthy alternatives to health-related issues or problems.

ces.

ntain, or improve a personal health practice.

- **6.8.3** Apply strategies and skills needed to attain a personal health goal.

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- **7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

## Texas Essential Knowledge and Skills

*This lesson meets the following Texas Essential Knowledge and Skills:*



Includes alignments to the TEKS!

- **Grade 6, 4A** Identify how physical and social changes impact self-esteem.
- **Grade 6, 21E** Explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.
- **Grades 7-8, 3C** Evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;.
- **Grades 7-8, 4A** Describe how internal and external factors influence self-esteem.
- **Grades 7-8, 5C** Discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.
- **Grades 7-8, 21F** Describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships.

## Key Terms (in order of appearance in text)

- **mental health conditions** patterns of thoughts and feelings that decrease mental and emotional health
- **mental distress** mental and emotional state in which negative thoughts interfere with daily function for a short amount of time
- **identity** who you are, which includes your physical traits, social connections, and internal thoughts and feelings
- **beliefs** ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others
- **attitudes** set ways a person thinks or feels about someone or something
- **self-image** your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called *self-concept*
- **self-esteem** how you feel about yourself
- **self-talk** thoughts and feelings about oneself

## Materials

- **Text** pages 126–138
- **Workbook** Activity A: *Who Are You?*; Activity B: *Discovering Yourself*; Activity C: *Factors That Affect Self-Esteem* (See the *Workbook Answer Key* in the Curriculum Center for answers to Workbook Activity C.)
- **Online Learning Suite (OLS)** Chapter 5 Video; *How Healthy Are You?* Quiz; *Lesson 5.1 Review*; Handouts: *Unit 2 Warm-Up Activity: Prove or Disprove*; *Lesson 5.1 Graphic Organizer*; *Lesson 5.1 Reading Guide*; *Lesson 5.1 Vocabulary Activity* (Students can complete activities in the OLS. Upon completion, students can save or print their work. You can also print the handouts and make copies for students to complete in class.)
- **Curriculum Center**

- (2) Assign *Lesson 5.1 Review* questions #1–4 in the text. Students can answer the questions on the G-W Learning companion website and save their responses. (Answers can be found in the *Teacher’s Edition*.)
- (3) Assign the *Lesson 5.1 Hands-On Activity* from the Lesson Review. In this activity, students are to practice changing negative self-talk to positive self-talk.
- (4) Assign Workbook Activity B: *Discovering Yourself* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the OLS. Have students complete as homework. Students are to complete the self-discovery statements and then answer the reflection questions.

### Closure (5–10 minutes)

Select from the following activities to meet your classroom needs:

- (1) Review expectations of learning from Lesson 5.1 and highlight
- (2) Assign the 3-2-1 closure activity. Students will record on a note information: 3 Things I Learned Today, 2 Things I Want to Learn More About. Upon completion, allow students to share their responses with a partner.

and assess what students already know about these topics. (Instructions and materials needed are detailed in the activity.)

- (1) Before reading the chapter, students can take the *How Healthy Are You?* Quiz in the text to assess their current mental and emotional health habits. Students can access the quiz from the OLS. Encourage students to identify a SMART goal they would like to achieve to help improve their overall health and well-being.

### Classroom Activities (20–40 minutes)

Select from the following activities to meet your classroom needs:

- Have students read Lesson 5.1 of the text. To facilitate reading, students can use the following:
  - (4) *Lesson 5.1 Graphic Organizer*—Have students complete the *Lesson 5.1 Graphic Organizer*. This activity is available as a handout on the OLS. You can also assign this activity through your LMS or Google Classroom®, and, lastly, students can draw their own

- Handouts: *Teacher-Directed Activity: Let’s Talk Mental and Emotional Well-Being; Lesson 5.1 Differentiated Reading Guide* (See the *Teacher’s Resources Answer Key* for answers to the differentiated reading guide.)
- *Teacher’s Presentations for PowerPoint®*: Chapter 5 slide presentation
- *ExamView® Assessment Suite*: Chapter 5 Pretest
- **G-W Learning companion website** Audio Glossary; English/Spanish E-Flash Cards; Vocabulary and Matching Activities

### Activity Types and Descriptions

The following sections provide many activity options from which you can choose to best meet your classroom needs. The number in parentheses at the beginning of each activity represents the approximate time it takes to complete the task, using the following time scale:

- (1) = less than 5 minutes
- (2) = 5–10 minutes
- (3) = 10–15 minutes
- (4) = 15–20 minutes
- (5) = 20–30 minutes

### Bell Ringer (10–15 minutes)

- (3) Introduce Unit 2 by instructing students to complete the *Unit 2 Warm-Up Activity: Prove or Disprove* from the text. This activity is available as a handout on the OLS. You can also assign this activity through your LMS or Google Classroom® or print copies and distribute to students.

### Introduction to Chapter Activities (5–20 minutes)

Select from the following activities to meet your classroom needs:

- (2) Introduce *Chapter 5: Understanding Mental and Emotional Health* by showing students the Chapter 5 Video in the OLS. Hold a class discussion and have students respond to the questions at the end of the video.
- (3) *ExamView® Assessment Suite*—Use the Chapter 5 Pretest to assess students’ prior knowledge of concepts in this chapter. You can also select questions from the Exams or Tests for Differentiation question banks for Chapter 5 to create your own pretest. These question banks can be filtered by lesson to meet your classroom needs.
- (1) Before reading the chapter, ask students to answer the *Essential Question* from the chapter opener. (*Can you make sense of your own thoughts and feelings?*) Have students discuss their responses in small groups or as a class.
- (4) Before reading the chapter, have students complete the *Reading Activity* in the text. Students are to make a list of the skills covered in the chapter. After students finish reading the chapter, they will pick three of the skills and write about how these skills help them understand themselves.
- Before students read *Chapter 5: Understanding Mental and Emotional Health*, engage students in one of the following activities:
  - (4) Engage students in the *Teacher-Directed Activity: Let’s Talk Mental and Emotional Well-Being* located in the Curriculum Center. This short interactive activity will increase conversation among students about topics related to self-esteem, negative emotions, and healthy stress management

*Lesson 5.1 Reading Guide* as they read the text. You can also assign this activity through your LMS or Google Classroom®, and, lastly, students can draw their own

1 slides from the Chapter 5 slide presentation. Have students complete the activity by identifying key terms and the context clues from the text. You can also assign this activity through your LMS or Google Classroom®, and, lastly, students can draw their own

with a partner to complete the activity. Have students discuss their responses and then answer questions related to the text.

through your LMS or Google Classroom® or print copies and distribute to students. Have students work in pairs to discuss the two scenarios about Jen and Stacy and the impact of self-esteem on daily living. Have students share their responses in class. (Answers are located in the Curriculum Center.)

practice the Lesson 5.1 Key Terms using the Matching Activities.

and identify which strategies they can use to manage stress. Have students list the strategies they would add to the list.



Reinforce key concepts from each lesson of the text with PowerPoint presentations, which **engage a variety of learning styles, improve student focus, and provide visual impact.** Presentations are editable and can easily be customized to meet daily teaching needs.

## Mental and Emotional Health

- Mental health
  - Observation
  - Understanding information
  - Affects decision making
- Emotional health
  - How you express yourself
  - Thoughts and feelings



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## Think About It...

- How many of these positive traits describe how you see yourself?

Adaptable	Cheerful	Forgiving	Musical	Resourceful
Ambitious	Confident	Friendly	Optimistic	Respectful
Analytical	Consistent	Funny	Patient	Sensitive
Assertive	Creative	Helpful	Peaceful	Sociable
Athletic	Efficient	Impulsive	Persistent	Spontaneous
Bold	Emotional	Kind	Persuasive	Talkative
Calm	Empathetic	Logical	Pro	

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## Assessing Mental and Emotional Health

Why does low self-esteem increase the likelihood that young people will engage in unhealthy behaviors?



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## Skills Check



- Building your self-esteem

Eat healthy foods, get plenty of sleep, and be physically active

Make a list of activities you enjoy doing and do something every day

Spend time with people who make you feel good about yourself

With the help of friends and family, make a list of your skills and abilities

Focus on your strengths and look to improve your weaknesses

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The ExamView® Assessment Suite allows you to quickly and easily create assessments. Each chapter is accompanied by a pretest, posttest, standard test, and a test for differentiation. Choose questions of varying levels of difficulty to further differentiate for students.

### Chapter 11 Medications and Drugs

#### Matching

Match each of the terms with the best identifying phrase.

- A. drug abuse
- B. drugs
- C. fentanyl
- D. hallucinogens
- E. medication abuse
- F. medication misuse
- G. medications
- H. methamphetamine
- I. overdose
- J. side effect

- \_\_\_ 14. Chemicals that people breathe in to experience some type of high.
- \_\_\_ 15. Treatment for substance use disorders that may involve detoxification, medications, or time spent in a rehabilitation facility.
- \_\_\_ 16. Plan for helping people get through the early stages of breaking an addiction in an inpatient environment with a lot of support and few distractions.
- \_\_\_ 17. Provides drug education or counseling without requiring a hospital stay.
- \_\_\_ 18. Occurs when a person takes a medication or drug again after deciding to stop.
- \_\_\_ 19. Plan that teaches people skills for dealing with peer pressure and for handling stressful events without relying on medications or drugs.
- \_\_\_ 20. Alcohol- and drug-free living environments that reduce some of the risks of substance use disorders and help people to use alcohol and drugs.

#### True/False

Indicate whether the statement is true or false.

- \_\_\_ 21. Drugs are substances that can treat health conditions or manage a disease.
- \_\_\_ 22. Side effects from taking a medication are more likely to occur if you take a medication that you have been taking for a while.
- \_\_\_ 23. To avoid the risks of tolerance and withdrawal symptoms, a person should take a medication as directed.
- \_\_\_ 24. Taking someone else's prescription medicine or offering someone else's prescription medicine to someone else is illegal.
- \_\_\_ 25. Illegal drugs interfere with the region of the brain that regulates self-control, leading to risky thinking and increasing their likelihood of engaging in risky behavior.
- \_\_\_ 26. The active ingredient in marijuana is a mind-altering chemical called tetrahydrocannabinol (THC) that enters the bloodstream and causes a high.
- \_\_\_ 27. Cocaine is safer than other illegal drugs because it causes a high that lasts for a short time.
- \_\_\_ 28. Crystal meth is a common form of methamphetamine that is very powerful.
- \_\_\_ 29. People who become addicted and try to stop using heroin experience withdrawal symptoms that begin within a few hours after taking the drug.
- \_\_\_ 30. Inhalants cause a high that lasts for several hours, so people use them frequently.
- \_\_\_ 31. Preventing drug abuse and addiction in young people is especially important because their brain function, and a young person's brain is still developing.
- \_\_\_ 32. Students who participate in substance-abuse prevention programs are more likely to use medications and drugs safely.

- \_\_\_ 21. e, manage, or prevent a disease.
- \_\_\_ 22. e body or brain functions.
- \_\_\_ 23. ng a medication.
- \_\_\_ 24. ication's instructions or intended use.
- \_\_\_ 25. serious harm to a person's physical, mental, and emotional health.
- \_\_\_ 26. rocess at one time.
- \_\_\_ 27. ut things, causing hallucinations.

- \_\_\_ 33. The first step in treating a substance use disorder is getting help from a skills-training program.
- \_\_\_ 34. Sober living communities help people recognize and avoid situations that lead them to misuse or abuse medications or drugs.

#### Multiple Choice

Identify the choice that best completes the statement or answers the question.

- \_\_\_ 35. Which of the following can be purchased without a doctor's written prescription?
  - A. Depressants.
  - B. Antibiotics.
  - C. Vaccinations.
  - D. Pain relievers.
- \_\_\_ 36. If a person has a(n) \_\_\_\_, the body responds to certain medications as if they were harmful, and responses can range from rashes to breathing issues or death.
  - A. tolerance
  - B. drug allergy
  - C. drug sensitivity
  - D. injection
- \_\_\_ 37. Which of the following is *not* included on prescription and over-the-counter medication labels?
  - A. When to take the drug.
  - B. When not to use the drug.
  - C. Cost of the drug.
  - D. Symptoms the drug treats.
- \_\_\_ 38. Which of the following is *not* a strategy for using medications safely?
  - A. Share prescription medications with other people.
  - B. Store medications in a cool, dry area in locked cabinets.
  - C. Check the expiration date.
  - D. Follow the directions exactly as written.
- \_\_\_ 39. Which of the following is *not* a negative health effect of marijuana use?
  - A. Difficulty thinking.
  - B. Respiratory conditions.
  - C. Poor coordination.
  - D. Flashbacks.
- \_\_\_ 40. People who use \_\_\_\_ often experience things that seem real, such as a sound, image, or smell, but do *not* really exist.
  - A. marijuana
  - B. methamphetamines
  - C. hallucinogens
  - D. cocaine
- \_\_\_ 41. Which of the following is a long-term negative health effect of heroin use?
  - A. Severe cravings.
  - B. Sleep issues.
  - C. Vomiting.
  - D. Kidney conditions.

Teacher-Directed Activities provide a **structured and engaging learning environment that promotes student learning** by generating curiosity and interest on health topics.

Let's Talk Mental and Emotional Well-Being—Page 1

Name:

Date:

Period:

### Teacher-Directed Activity: Let's Talk Mental and Emotional Well-Being

#### Activity Goals

- Increase conversation among students about topics related to self-esteem, negative emotions, and healthy stress management.
- Assess what students already know about the topics in this chapter.

#### Materials Needed

- Three white poster boards or pieces of large bulletin board paper
- Tape
- Markers (one for each student)

#### Activity Preparation

- Create three large posters using white poster board (or bulletin board paper). Cut the posters into fun shapes, such as hearts or clouds.
- In the center of one poster, write large in marker What Are Five Ways to Develop High Self-Esteem? In the center of another poster, write in marker What Are Five Ways to Control Negative Feelings? In the center of the last poster, write in marker What Are Five Healthy Ways to Manage Stress?
- Tape the three posters on the walls of the classroom.

#### Activity Instructions

1. Inform students that they are going to participate in an activity that will require them to reflect on previously learned information and life experiences.
2. Divide students into groups of four.
3. Instruct students to read the question in the center of each poster around the room. Students should discuss each question in their groups. One group member should record the group's answers on three separate pieces of paper. Then, the other three group members should use markers to record the group's answers on the three separate posters on the walls. Ask students not to duplicate the answers written by their classmates.
4. Once all groups have recorded their answers, review all of the answers as a class.
5. Inform students that, throughout the chapter, they will be learning about these topics and more.

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<b>Optimism</b>	Ability to keep a positive outlook and focus on the good aspects of stressful situations.
<b>Relaxation response</b>	Reaction in which the body returns to its resting state after a stressful event.
<b>Resilience</b>	Ability to bounce back from traumatic or stressful events.
<b>Self-esteem</b>	How you feel about yourself.

<b>Self-care</b>	Practice of taking an active role in eating healthy and getting enough sleep.
<b>Self-compassion</b>	Treating oneself with kindness and understanding when experiencing setbacks and failures.
<b>Self-image</b>	Your mental picture of yourself, how you act, your skills and abilities, and your self-concept.
<b>Self-talk</b>	The internal dialogue that you have with yourself.

<b>Stress</b>
<b>Stressor</b>
<b>Stress management</b>
<b>Toxic stress</b>
<b>Trauma</b>

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**Chapter 5 Key Terms and Definitions**

Key Term	Definition
<b>Attitudes</b>	Set ways a person thinks or feels about someone or something.
<b>Beliefs</b>	Ideas or thoughts a person knows to be true, based on real experiences, or what they have learned from others.

Name:

Date:

Period:

**Teacher-Directed Activity: Mentally and Emotionally Healthy Bingo**

**Directions:** Fill in your bingo card using 20 of the Key Terms below. Put the terms in a random order so your card looks different from other students' cards.

**Key Terms**

attitudes, beliefs, distress, emotional awareness, emotional intelligence (EI), emotions, empathy, eustress, fight-or-flight response, gratitude, identity, mental distress, mental health conditions, optimism, relaxation response, resilience, self-care, self-compassion, self-esteem, self-image, self-talk, stress, stressor, stress management, toxic stress, trauma

Key term	Key term	Key term	Key term
Key term	Key term	Key term	Key term
Key term	Key term	Key term	Key term
Key term	Key term	Key term	Key term
Key term	Key term	Key term	Key term

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mental health effects.
why.
using your emotions and
and to understand
motivation.
threatening situations.
bits, activities, social
s.
thoughts interfere with
mental and emotional

# Review Activities

Prior to a chapter assessment, the review activities encourage students to apply their knowledge of key terms, assess their understanding of key concepts, and practice a health skill.



Mentally and Emotionally Healthy Menu Rubric – Page 1

Name:  
Date:  
Period:

## Review Activity for Differentiation: Rubric

The following rating scale shows an evaluation of your task performance and your level of achievement in each area of the rubric.

### Criteria:

1. Category 1: Appetizer Assignment Requirements

Not Quite	Getting There	Good Job
1	2	3
More than one requirement was not met OR work is mostly inaccurate.	One requirement was not met OR work is mostly accurate.	All requirements are met. Work is accurate.

2. Category 2: Entrée Assignment Requirements

Not Quite	Getting There	Good Job
-----------	---------------	----------

Mentally and Emotionally Healthy Menu – Page 2

esteem. Include color and pictures to enhance your brochure.

**Controlling negative emotions journal entry:** Write a journal entry from the perspective of a middle school student who is dealing with the negative emotions of anger and sadness. Include the following information in your journal entry: three steps for controlling negative emotions, two or more ways to respond to anger positively, and two or more ways to respond to sadness positively.

### Desserts (Choose one to complete with a partner)

**I-statements practice:** With a partner, write a scenario in which one person feels angry within a friendship. In your scenario, the person should clearly express this emotion using two I-statements. Turn in your scenario and I-statements to the teacher.

**Performance:** With a partner, write a scenario in which one person feels angry within a friendship. In your scenario, the person should clearly express this emotion using two I-statements. Practice your skit with your partner. Turn in your scenario and I-statements to the teacher for help creating I-statements. Practice your skit and perform it for the class.

**Performance:** With a partner, write a skit in which one person feels angry within a friendship. In your scenario, the person should clearly express this emotion using two I-statements. Practice your skit and perform it for the class.

Mentally and Emotionally Healthy Menu – Page 1

Name:  
Date:  
Period:

## Review Activity for Differentiation: Mentally and Emotionally Healthy Menu Selections

**Directions:** This menu will review vocabulary within the appetizers section, content within the entrées section, and a health skill within the desserts section. Choose one assignment to complete from the appetizers section and one assignment from the entrées section. Work with a partner to complete one of the activities in the desserts section.

### Appetizers (Choose one)

**Who am I? vocabulary letter:** Write a letter to yourself describing who you are and the characteristics that define you. Use four or more Key Terms from Lesson 5.1 in the letter. Underline the terms in your letter.

**Emotional intelligence vocabulary blog post:** Write a blog post about the importance of understanding, controlling, and expressing emotions and sensing the emotions of others. Use four or more Key Terms from Lesson 5.2 in your blog post. Underline the terms in your blog post.

**Managing stress vocabulary cartoon strip:** Review the Key Terms from Lesson 5.3. Choose four terms and create a cartoon strip that uses those four terms in speech bubbles.

### Entrées (Choose one)

**Stress management flyer:** With end-of-year exams approaching, students at your school are feeling stressed. Create a flyer about stress management to hang around your school. The flyer should highlight six or more positive stress management techniques. Include color and pictures to enhance your flyer.

**Self-esteem brochure:** Create a brochure that teaches students about self-esteem. Include the following information in your brochure: a definition of self-esteem, three or more factors that influence self-esteem, four or more characteristics of a person with high self-esteem, four or more characteristics of a person with low self-esteem, and four or more ways to build self-esteem.

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Chapter performance tasks **encourage the practice of health skills while assessing key concepts** from the chapter. These performance tasks **are differentiated** based on student interest and learning style.

Vaping Awareness – Page 1

Name:

Date:

Period:

## Performance Task: Vaping Awareness

***Directions:** Imagine that the use of vaping devices is on the rise at your school. The unexpected hospitalization of a classmate due to vaping has shocked the students at your school. Raise awareness for the harmful effects of vaping by creating a product to educate students at your school with the goal of decreasing vaping and encouraging a tobacco-free life. Choose one product to complete from the Project Choice Board below. Read the requirements for completing the project and then create your product.*

Project Choice Board		
Design an anti-vaping poster	Organize a campaign	Create a video public service announcement
Design flyers to post around school	Student choice (get teacher approval)	Write an influential social media post with images
Create an electronic presentation using the software of your choice to present to another class	Organize a walk/event for students at your school	Write an opinion or editorial article for the school newspaper or website

### Requirements

Include the following information from Chapter 9 in your product:

- Three or more factors that cause teens to try vaping
- Three health effects of vaping
- Three mental consequences of vaping
- Three social consequences of vaping
- Two legal consequences of vaping
- Four methods to prevent vaping
- Three tips for treating a nicotine addiction (if a person currently vapes)

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# Standard-Based Grading Formative Assessments

Standard-based grading formative assessments are available for every performance indicator of the National Health Education Standards. An assessment rubric and a conversion chart for those using traditional grading are included.

Teacher Directions: Standard-Based Formative Assessment Performance Indicator 4.8.1 — Page 1

## Standard 4 Teacher Directions for Standard-Based Formative Assessment: Performance Indicator 4.8.1

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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

Name:  
Date:  
Period:

### Standard 4 Level 1 Assessment

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

Effective communication is one of the most important parts of a healthy relationship. Reread the

information about  
determine which  
Emerging on the

#### Communicat

- A. Active listeni
- B. Aggressive
- C. Assertive
- D. Communicati
- E. Feedback
- F. I-statements
- G. Nonverbal co
- H. Passive
- I. Verbal comm

#### Definitions

- 1. Constructive
  - Answer
  - 2. Communicati
  - signals that de
  - Answer
  - 3. Way of expre
  - of how many
  - Answer
- Copyright Goodh  
May not be poste

Name:  
Date:  
Period:

### Standard 4 Level 2 Assessment

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

Read the following scenarios to determine whether the messages being conveyed involve verbal or

nonverbal comm  
communication.

#### Scenarios

- 1. Charlie main

Verba

Effect

- 2. During an arg
- perfect.”

Verba

Effect

- 3. Annoyed wit

Verba

Effect

- 4. While arguin

Verba

Effect

Copyright Goodh  
May not be poste

Name:  
Date:  
Period:

### Standard 4 Level 3 Assessment

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

Read the following communication exchanges between Juan and his parent. In the space provided, rewrite

Juan’s You-stater  
nonverbal commu  
task demonstrates

#### Communicat

- 1. Parent: Please

Juan: Why do

Rewri

- 2. Parent: Be ho

Juan: You wo

Rewri

- 3. Parent: I just

Juan: Your ru

Rewri

- 4. Provide at least three examples of I-statements you used, or could have used, during the conversation.

Answer:

- 5. Review the key steps to active listening in Figure 15.6 on page 480 of the textbook. Give examples of ways you demonstrated active listening. What steps could you focus on to improve your active listening skills?

Answer:

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Name:  
Date:  
Period:

### Standard 4 Level 4 Assessment

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

Have a meaningful conversation with a family member, trusted adult, friend, or partner. For example, you could discuss ways to manage stress more effectively or family expectations on dating, alcohol use, or use of technology. During the conversation, be intentional about using effective verbal and nonverbal communication. After the conversation, answer the following questions to analyze your verbal and nonverbal communication and identify areas to improve. Successful completion of this task demonstrates Extending on the Assessment Scale.

#### Questions

- 1. Describe the conversation. With whom were you talking? What was the topic of the conversation?

Answer:

- 2. Did you clearly express your needs, opinions, and feelings? Provide examples of how you clearly communicated or could have more effectively communicated these needs, opinions, and feelings.

Answer:

- 3. Did you use passive, assertive, or aggressive communication? Defend your answer.

Answer:

- 4. Provide at least three examples of I-statements you used, or could have used, during the conversation.

Answer:

- 5. Review the key steps to active listening in Figure 15.6 on page 480 of the textbook. Give examples of ways you demonstrated active listening. What steps could you focus on to improve your active listening skills?

Answer:

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# Standard-Based Grading Summative Assessments

Standard-based grading summative assessments are available for every standard of the National Health Education Standards. An assessment rubric and a conversion chart for those using traditional grading are included.

Interpersonal Communication Assessment —Page 1

Name:

Date:

Period:

## Standard 4 Interpersonal Communication Assessment

With a partner, plan and perform a role-play that uses communication skills to enhance health and avoid or reduce health risks. Complete the following steps to plan and perform your role-play.

### Step 1: Plan the "Story"

To plan the story for the role-play, consider the following points. Talk with your partner to begin developing your plan for the story.

- Choose a health topic that you are interested in to be the focus of the role-play. Consider health topics that are difficult to talk about or are controversial.
- Think about different types of people who may be involved in the role-play (e.g., friend, parents, partner, sibling). Reflect on conversations you have had with these people or you wish you could have with important people in your life.
- Consider how many different scenes you want to include in the role-play.
- Think about how you will demonstrate effective communication skills during the performance.

### Step 2: Write the Script

While in real life you will not have a script for communication skills, you will use communication skills to enhance and avoid or reduce health risks in real-life conversations. On a separate piece of paper, write your script.

- Effective verbal communication skills
- Effective nonverbal communication skills
- Refusal and/or negotiation skills
- Healthy conflict resolution skills
- How to ask for help

This list of healthy communication skills needs to be shown in your role-play. Think about logical ways to get each of these skills into your role-play. Communication skills should be present throughout the entire role-play.

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Alternative Interpersonal Communication Assessment —Page 1

Name:

Date:

Period:

## Standard 4 Alternative Interpersonal Communication Assessment

Demonstrate effective verbal and nonverbal communication skills to enhance health and avoid or reduce health risks by responding to a scenario selected by your teacher from each of the following categories.

Remember that both your verbal and nonverbal communication skills are being assessed. Therefore, treat the conversation related to each scenario as if it were real life.

### Category: Refusal and Negotiation Skills

- Scenario A: Your best friend suggests that you try vaping.
- Scenario B: Your cousin confides in you about having suicidal thoughts and tells you not to tell anyone.
- Scenario C: A classmate asks to copy your homework.
- Scenario D: Even though you tell your friend that you need to go to sleep, your friend pressures you to keep texting.
- Scenario E: Your coach wants you to practice, although your doctor has not cleared you to return to sports yet.
- Scenario F: The parents of the family that you babysit for have asked you to babysit every day after school.

### Category: Conflict Management and Conflict Resolution Skills

- Scenario A: Your sibling keeps taking your belongings without asking, and you are angry.
- Scenario B: Your parents want to know everything about your life, but you are looking for some independence.
- Scenario C: Your best friend since childhood does not think you should be hanging out with the group of friends you have been connecting with lately.
- Scenario D: You disagree with your teacher about a grade on a project.
- Scenario E: A friend overheard you talking with another person about her, and now that friend is mad at you.
- Scenario F: Your best friend is spending more time with a dating partner than with you.

### Category: Asking for Help

- Scenario A: You want to eat healthier lunches.
- Scenario B: You have been feeling sad and depressed for about a month.

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# Parent/Other Trusted Adult Engagement Assignments

Available for every chapter, the parent/other trusted adult engagement homework assignment will extend learning home and encourage valuable health conversations and skills practice.

Let's Talk Self-Esteem and Emotions – Page 2

2. What are some strategies for building high self-esteem?
3. Discuss some negative emotions that you feel. What are healthy ways to manage and control these emotions?
4. What creates stress in your life? What are positive ways you can cope with these stressors?

## Student Writing Assignment and Reflection

Write a summary and reflect on the tv

### Pledge

I commit to having these crucial conversations

Parent/Guardian Signature:

Date:

Student Signature:

Date:

Let's Talk Self-Esteem and Emotions – Page 1

Name:

Date:

Period:

## Parent/Other Trusted Adult Engagement Assignment: Let's Talk Self-Esteem and Emotions

**Directions:** Let's Talk Self-Esteem and Emotions is a homework assignment designed to help parents, guardians, or other trusted adults and teens begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. This homework assignment will focus on developing self-esteem and controlling negative emotions. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

### Part 1

**Directions:** Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment. Record your response in the space provided.

#### Talk About It

##### Scenario 1

Your body feels like it is constantly changing and never looks the way you want it to. At school, in your neighborhood, and on television, everyone seems to be confident except for you. You know you are supposed to love yourself the way you are, but what if you want more? At times, you feel like you are not good enough the way you are. Lately, these insecurities are weighing you down.

##### Scenario 2

Lately, you have felt very stressed. This stress is causing you to feel angry, frustrated, and at times, sad. These negative emotions feel overwhelming. As a result, you are spending more time alone and less time laughing and enjoying life.

#### Discussion Question

What would you do? Create a plan in case you are ever in this situation.

### Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

### Part 2

Discuss two of the questions below with your parents, guardian, and other trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

#### Discussion Questions

1. What normal physical and emotional changes occur during the teen years? How do these changes affect self-esteem?

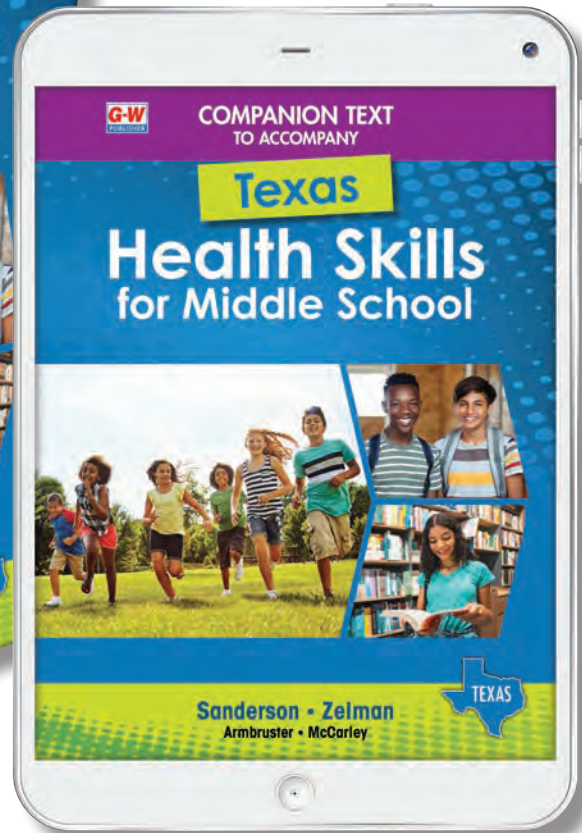
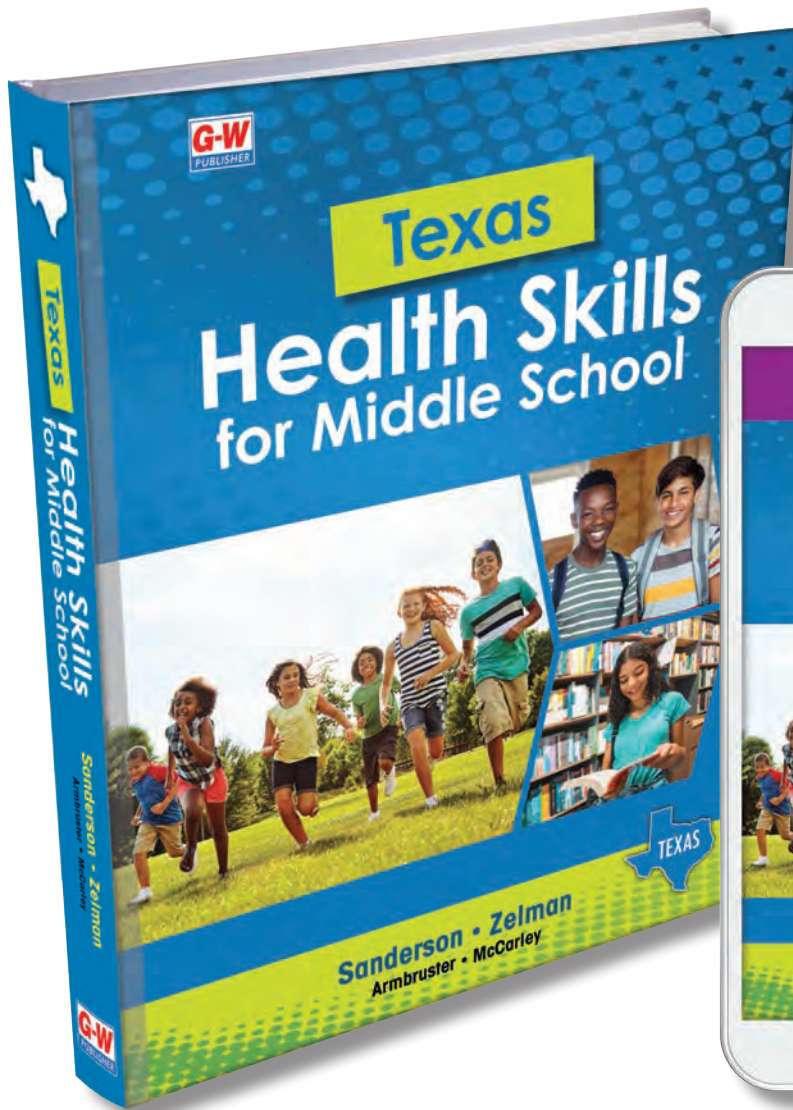
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# Let's Work Together to Encourage Healthy Living



*Also available: Resources for High School Health I & II and Lifetime Fitness and Wellness Pursuits*

**Start Your Digital Review Now!  
Contact your local G-W Texas  
Educational Consultant to get started.**

**[www.g-w.com/texas](http://www.g-w.com/texas)**



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ESC Regions 1, 2, 3, 4,  
5, 6, 13, 20



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ESC Regions 7, 8, 9, 10, 11,  
12, 14, 15, 16, 17, 18, 19

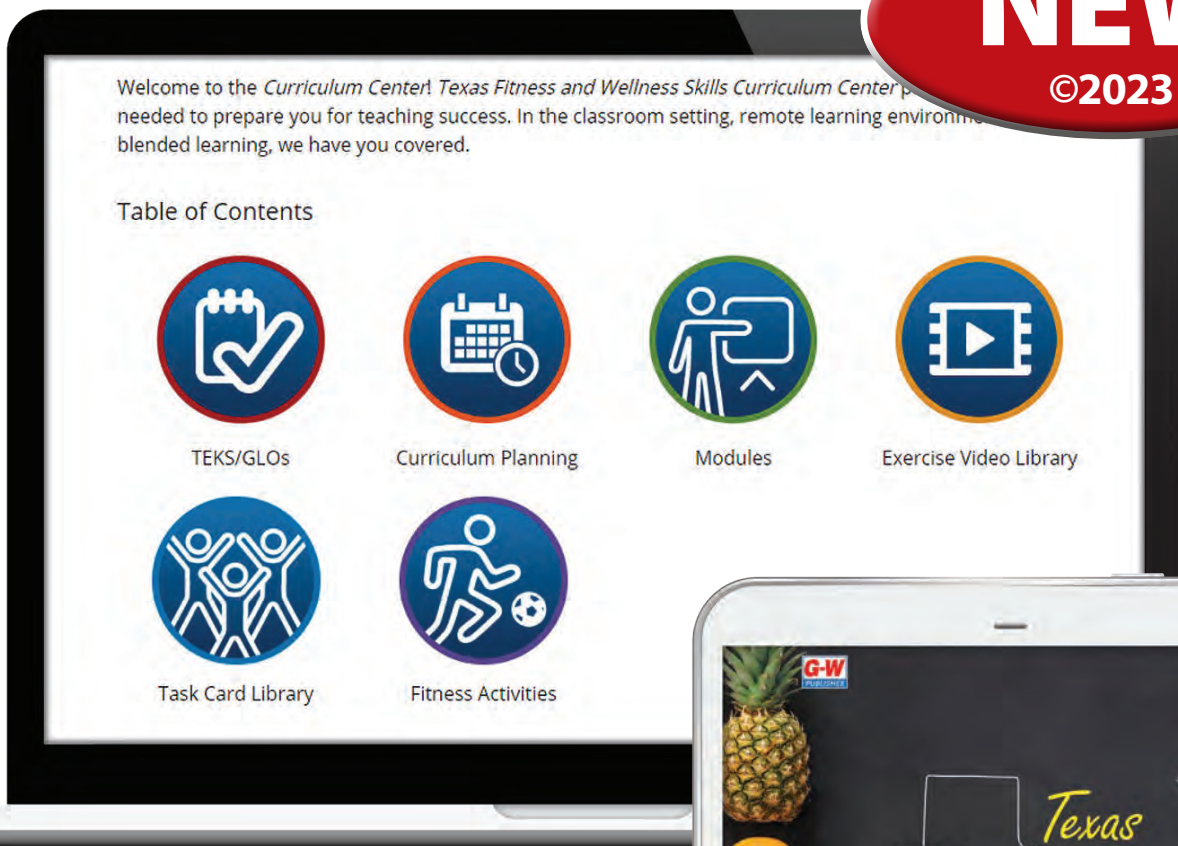
SBOE Adopted!



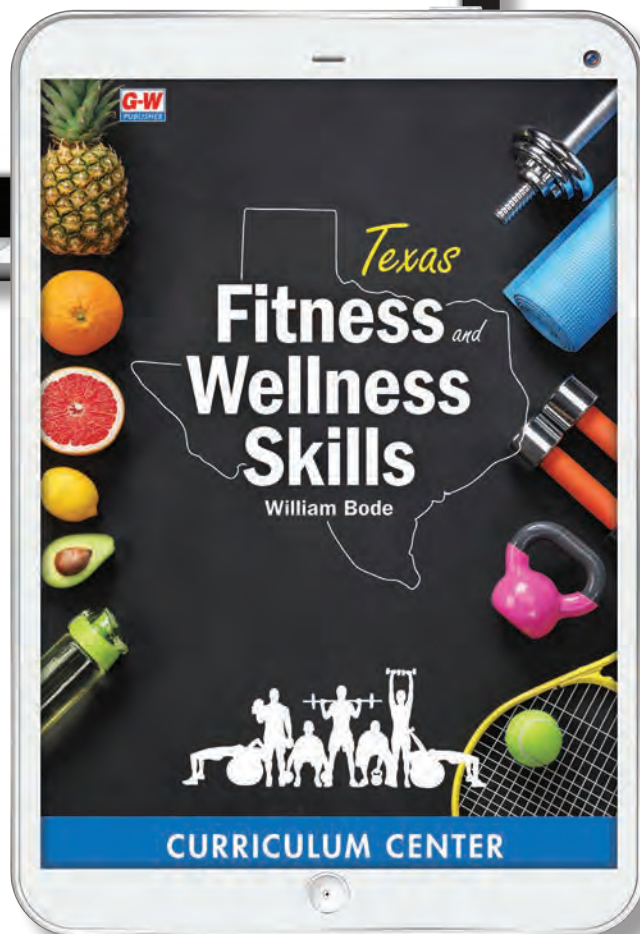
# The Ultimate Time-Saving P.E. Program



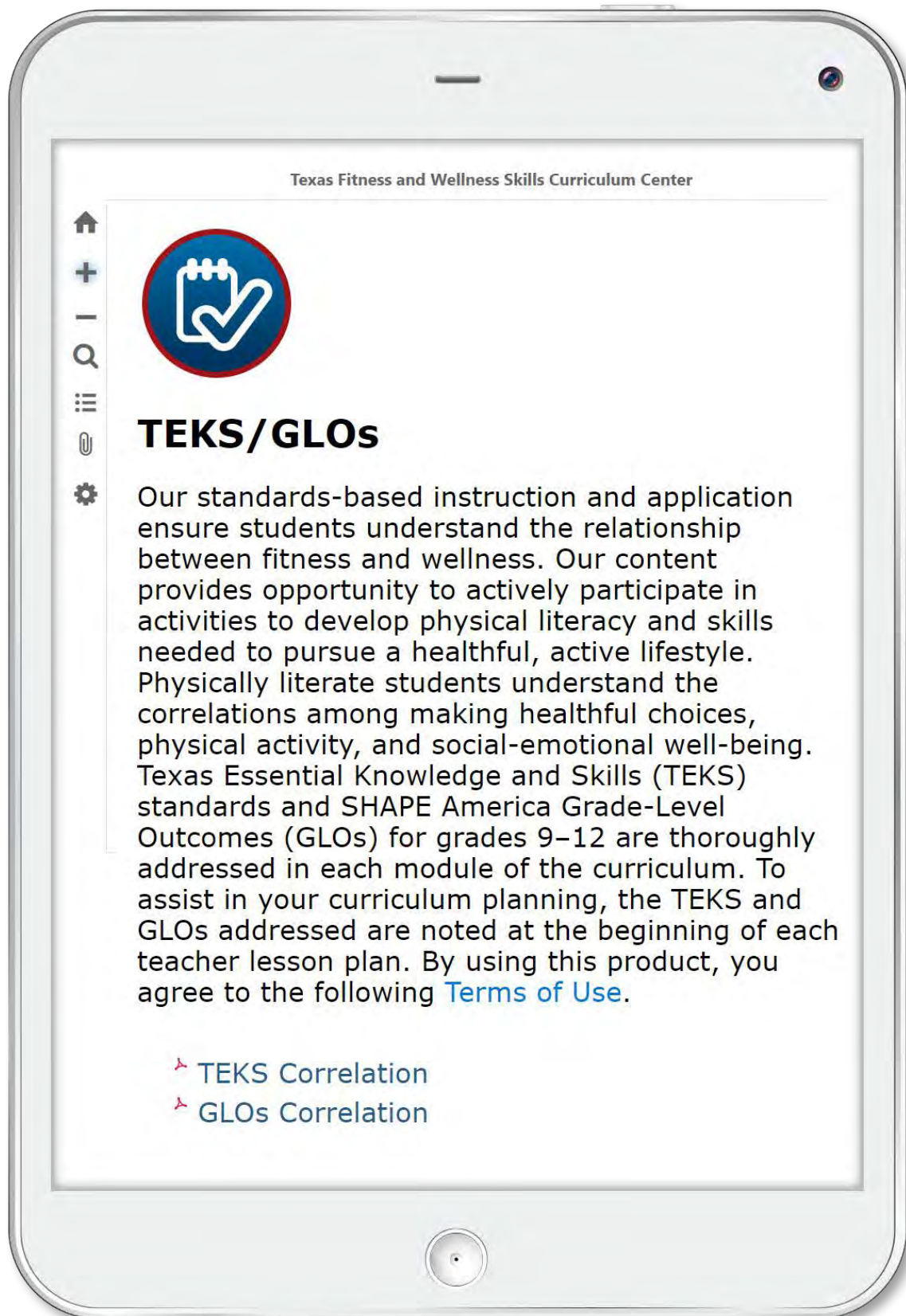
Contains *all* the resources you need for your standards-based fitness course!



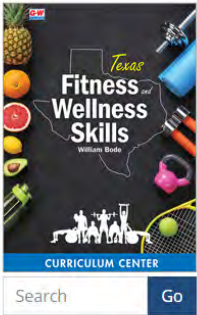
- Developed for Texas!
- A comprehensive online curriculum for Lifetime Fitness and Wellness Pursuits courses
- Award-winning teacher and expert author



# Let's Look at the TEKS and GLOs



# Preview: Knowledge and Skills Statement Standard, Student Expectations



## Texas Fitness and Wellness Skills Curriculum Center

Welcome to the *Curriculum Center!* Texas Fitness and Wellness Skills Curriculum Center provides all the tools needed to prepare you for teaching success. In the classroom setting, remote learning environment, or blended learning, we have you covered.

### Table of Contents



TEKS/GLOs



Curriculum Planning



Modules



Exercise Video Library



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to the **Texas Essential Knowledge and Skills, Lifetime Fitness and Wellness Pursuits**

Standard 1A: apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and

Breakout	Narrative	Activity
(i) apply physiological principles related to exercise, including warm-up	<b>Curriculum Center Location:</b> <a href="#">Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section</a>	<b>Curriculum Center Location:</b> <a href="#">Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Your Own Workout: Warm-Up and Cool Downs, Part 1 and Reflection sections</a>  <a href="#">Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs, Part 1 and Reflection sections</a>  <a href="#">Pages 2-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching, Part 1 and Page 3 Instructor section bullets 3 and 4</a>



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#### Correlation of Texas Fitness and Wellness Skills ©2023

to the **Society of Health and Physical Educators Grade-Level Outcomes**

Standard S1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Breakout H1: Lifetime activities

Level	Narrative	Activity
(L1) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net-wall games or target games).	<b>Curriculum Center Location:</b> <a href="#">Pages 5-6, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Middle Adulthood" section</a>	<b>Curriculum Center Location:</b> <a href="#">Module 8, Lesson 8.2 Handout: Middle Adulthood Exit Ticket</a>  <a href="#">Page 2, Module 8 Review and Assessment, Lesson 8.2 Handout: Review and Reflection Questions, #7</a>
(L2) Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).	<b>Curriculum Center Location:</b> <a href="#">Pages 5-6, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Middle Adulthood" section</a>	<b>Curriculum Center Location:</b> <a href="#">Module 8, Lesson 8.2 Handout: Middle Adulthood Exit Ticket</a>  <a href="#">Page 2, Module 8 Review and Assessment, Lesson 8.2 Handout: Review and Reflection Questions, #7</a>

#### Breakout H2: Dance and rhythms

Level	Narrative	Activity
(L1) Demonstrates competency in in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap).	<b>Curriculum Center Location:</b>	<b>Curriculum Center Location:</b>

**Quick-Click TEKS and GLOs Access!**

# Let's Explore the Curriculum Planning

The Curriculum Planning section includes all of the instructor resources you will need to implement this curriculum in your Lifetime Fitness and Wellness Pursuits course.

## Texas Fitness and Wellness Skills Curriculum Center



### Curriculum Planning

Physical education is taught in varying time frames such as a semester, full year, or other time block. To address your individual teaching needs, we offer *Course Planning Guides*. You select the guide suited for your class and take the stress out of planning. In addition, resources are provided to assist as you plan your daily classes.

- [About the Author](#)
- [Navigating Your Resources](#)
- [Implementing the Pacing Guides](#)
- [9-Week Course Planning Guide](#)
- [18-Week Course Planning Guide](#)
- [36-Week Course Planning Guide](#)
- [Grading Practices](#)
- [Warm-Up Options](#)
- [Cool Down Options](#)
- [Self-Selected Activities](#)
- [Teacher-Directed Activity: Health-Related Fitness Assessment](#)
- [Handout: Health-Related Fitness Self-Assessment Monitoring Sheet](#)
- [Physical Education Class Notes Template](#)

# Preview: Implementing the Pacing Guides

Curriculum Planning: Implementing the Pacing Guides—Page 3

will give them the confidence to be physically active.

## Students with Special Needs

It is important to create an inclusive environment in which all students are able to participate and enjoy the benefits of physical education. Using this resource can help you support all of your students, including those with special needs. All of the documents and presentations in the Curriculum Center are fully accessible for use with a screen reader. Most of the lessons and activities in the Curriculum Center can be adapted to fit the needs of any student in your class. Modifying exercises using a larger piece of equipment or changing the rules of an activity are just a couple of ways to make an activity more inclusive. If your school has a physical education specialist or a special education support teacher, their input will ensure the success of any student with special needs. Communicating with parents in the process will also help ensure a successful outcome.

## Finishing Up a Class

It is good practice to finish class with some type of reflection. This gives students an opportunity to process and discuss the lesson. It also helps you identify and implement any changes for the next class. The Teacher-Directed Activities and Fitness Activities

These questions are for a written reflection. Debriefs, reflections, and exit tickets may be prepared and uploaded to the Curriculum Center.

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Curriculum Planning: Implementing the Pacing Guides—Page 2

## In the Classroom

If you have dedicated days in the classroom, the PowerPoint and student lesson materials can be used to provide instruction. Each presentation includes lesson-opening slides, allowing you to easily divide the content into individual lessons, or you may teach the module as a whole. You may use the PowerPoint in each lesson as the basis of your lecture. It can be projected for the whole class, allowing students to engage in discussion, particularly with each Point to Ponder or Real Life Scenario slide. You may use the PowerPoint for formative assessment—

Curriculum Planning: Implementing the Pacing Guides—Page 1

## Implementing the Pacing Guides

The pacing guides offer suggested organization and progression of the resources found in the Curriculum Center based on 9-, 18-, and 36-week class periods. Whether you are teaching in person, in a flipped classroom, or online, the pacing guides can help you organize and structure your course, including the lessons you will cover each week. These editable documents can be personalized to meet your unique approach and course structure.

Whether you are using the Curriculum Center for an online, in-person, or hybrid course, the versatile resources have you covered! Guidance for each scenario is included below to help you implement the pacing guides, however your course is structured.

### Classroom Management Tips for Using the Curriculum Center

Having a plan in place for the beginning, in the middle of, and the end of class helps achieve the structure students need. Each module in the Curriculum Center offers lessons and activities to support these plans and engage students. Developing consistent, engaging routines will help students see the value of physical education beyond a time to just play or work out. The Curriculum Center gives you everything you need to bring impactful learning experiences to all students.

#### Beginning of Class

The beginning of class probably looks different for each teacher using the Curriculum Center. If you are teaching in person, students may dress out first then enter the gym, enter the gym for attendance and then dress out, or remain in their street clothes. If you are teaching the course online, students may begin with a discussion question to get them thinking about the lesson for the day. However you approach the beginning of class, it is important to provide students an opportunity for an active warm-up. Refer to the Warm-Up Options document or utilize a Fitness Activity to get students ready for physical activity. These are designed to build positive relationships and increase self-efficacy. Getting students moving as quickly as possible at the start of class can improve behavior and attention when they listen to directions or content instruction later in the period.

#### Delivering Content

Choosing when to deliver each lesson's content will vary based on the amount of class time, facilities available, and class size. The presentations for PowerPoints® and student lessons can be delivered to students in a few different ways, depending on how your class is set up.

official approach. Students can access content at any time for physical activity. They will give students a choice of activities and apply what they are learning. The PowerPoint® can be used to provide instruction.

Curriculum Center will be used in an online environment. The PowerPoint and student lesson review and discussion can be done right on a video conference platform like Google Classroom®. Personalized workouts can be adapted to meet the needs of individual students.

Warm-ups, and Cool Down activities can be done during class. If a student is absent, see it in the Curriculum Center. Concepts from the Curriculum Center can be used for the full portion of class or a whole-group discussion. The concept before the lesson can be explained to students.

Most of the active lessons in the Curriculum Center will fill all space with little to no equipment. Students can follow the instructions and create their own fitness plans. This is a great way to ensure all students are engaged in their fitness plans.

# Preview: Warm-Up and Cool Down Options

Curriculum Planning: Warm-Up Options—Page 1

## Warm-Up Options

There are many factors to consider when choosing your class, including

- facilities;
- available equipment;
- sharing space with other classes;
- class size; and
- class personality.

Facilities and available equipment will determine which facilities include gym space, outdoor space, and consider (or it may be necessary) using hallways and cafeteria. Many non-traditional areas can be used, limited, using warm-ups that require little to no transitions easier.

Many high school programs are on the same block. This can be challenging with colleagues to determine into one of the non-

Class size can be one of the biggest encounters. In the event the cafeteria is available to get permission.

The last factor to consider for classes are especially energy before the lesson cardiorespiratory energy have the added benefit especially first block gradual increase in intensity class may benefit from Walking or partner before a lesson.

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Curriculum Planning: Warm-Up Options—Page 2

## Walk or Jog for Time

As the class begins students walk or jog around a predetermined pattern to warm up for the day. Typically, if your class is in a gym, you will use the basketball court for this warm-up. Safety is always an important consideration, so remind students that if they choose to walk, they should do so just inside the basketball boundary lines. Students who choose to jog should do so on the outside of the boundary lines. If a basketball court is not available, set out cones that create two lanes—one for walkers and one for joggers.

Determine the duration of the warm-up based on student fitness level and the lessons or activities of the day. It is a warm-up, so you may want to limit the warm-up to five minutes.

This warm-up is beneficial because it gets students moving as soon as they enter the gym. Students can choose their intensity, which means the students who have a lot of energy

Curriculum Planning: Cool Down Options—Page 1

## Cool Down Options

When choosing a cool down for your class, there are a few factors you will want to consider, including

- facilities;
- sharing space with other classes; and
- time available.

Fortunately, most cool downs do not require a lot of space. Cool downs can be done in the same space as the day's activity or workout. Also, cool downs typically do not require any equipment, which will save time and set up.

A cool down period presents a great opportunity for class discussions. If you are sharing space with other classes, however, it may be difficult to facilitate discussion in a loud gymnasium full of distractions. Consider moving to a less crowded space like the gymnasium lobby or a hallway to conduct cool downs that integrate discussion.

Finally, time management is important for facilitating a cool down. Depending on how much time is left in class—maybe the day's activity or workout took more or less time than expected—you may need to tailor your planned cool down for the time remaining. You may choose from the following cool downs or adapt and build your own.

### 1. Stretch

After a good workout or intense activity, a good stretch is recommended to cool the body and stretch the muscles. Choose four or more stretches that target the muscles used during the workout or activity. The Flexibility Task Cards are a great resource to identify effective stretches. Have students hold each stretch for 8–10 seconds. Each stretch can be done two or three times. While students are stretching, ask questions to review the lesson or debrief the activity for the day. Instructor Debrief prompts and questions are found at the end of each Teacher-Directed Activity and Fitness Activity. Only 2–5 minutes are needed to facilitate a successful stretch, so this is a great cool down to use when time is limited.

### 2. Walk

A good way to help students process and review the learning from the day is to do a partner walk, known as *Think, Pair, Share*. Students get into groups of two and walk in a designated area for 5–10 minutes. Give each pair a question or two to discuss as they walk. Explain to students that having an academic conversation is a good way to review the concepts they have learned and debrief the events of the lesson. Asking students to walk in a circle works best, so when they arrive back at the start, you can give another question to discuss.

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# Preview: Teacher-Directed Activity

## Teacher-Directed Activity: Health-Related Fitness Assessment

The *Health-Related Fitness Assessment* will enable students to assess their own fitness

levels throughout your course. Knowing how to assess fitness is an important skill to learn, particularly as they seek to become a professional. It is important that students understand assessments designed to become a competition or for students to assess their fitness. It is important to create a respectful, judgement-free environment for students to assess one another, particularly during fitness assessments.

After completing a pre-assessment at the beginning of the course, students have the opportunity to measure and evaluate their fitness. After the results of each self-assessment, students should reflect on their assessment, and make any necessary adjustments to their fitness plan.

### Activity Goals

- Enable students to participate in a variety of physical fitness activities. (meets TEKS 3E)
- Teach students how to assess their own health-related fitness components.

### Materials Needed

- Equipment as needed for each activity.
- Curriculum Plan (one for each student).

### Activity Preparation

- Distribute a copy of the *Self-Assessment* and distribute one copy to each student.
- Reference Table 1—Self-Assessment Exercise Options required to complete the activity.

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Table 1—Self-Assessment Exercise Options

Health-Related Fitness Components	Exercise Options
Cardiorespiratory endurance (Choose 1)	25x up and back running (timed) Jump rope (x1000, timed) Walk/jog (4 laps around a track, timed)
Muscular strength, upper body (Choose 1)	Push-ups (30 seconds) Shoulder press (x10) Bicep curls (x10)

### Activity Instructions

1. Introduce the Pre-Assessment at the start of your course. This will help students establish a starting fitness level for each of the health-related fitness components.
2. Students will choose which exercise they want to complete for each health-related fitness component.  
*Teaching Tip:* When conducting the Pre-Assessment, it may be easier to organize the class by completing one health-related fitness component at a time. For example, the class might focus on muscular endurance first, and each student could choose the exercise they want to perform. Since this will likely be the first time students are learning these exercises, this will give you a chance to introduce each one and monitor students to ensure they are performing it safely and using proper form.
3. Once the exercise is complete, students will record their scores (total repetitions or time completed) on their handout. When completing the flexibility portion of the Self-Assessment, students should describe how far they can stretch. For example, on the sit and reach, “I can touch my ankles.”
4. After students have recorded their scores, they should create a goal to achieve for that exercise by the next Self-Assessment opportunity. A goal is a score that each student thinks they can achieve in the time leading up to the next Self-Assessment.
5. At intervals throughout the course, students will assess their progress by completing the same exercises they chose for the Pre-Assessment. As students become familiar with the Self-Assessment, you may decide to allow them to complete it independently in class.

### Instructor Debrief

Discuss the importance of the Pre-Assessment with students. Explain that assessing fitness levels allows them to see progress, make changes, and use the results as motivation to continue.

# Preview: Health-Related Fitness Self-Assessment

Handout: Health-Related Fitness Assessment—Page 5

Name:  
Date:  
Period:

## Third Self-Assessment

Use this handout to record your fitness performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

- Cardiorespiratory endurance  
Exercise:  
Score:  
Goal for next assessment:

Handout: Health-Related Fitness Assessment—Page 6

Name:  
Date:  
Period:

## End-of-Course Self-Assessment

Use this handout to record your fitness assessment performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

- Muscular endurance  
Exercise 2:  
Score:  
Goal for next assessment:
- Flexibility  
Exercise 1:  
Score:  
Goal for next assessment:

Handout: Health-Related Fitness Assessment—Page 1

Name:  
Date:  
Period:

## Health-Related Fitness Self-Assessment Monitoring Sheet

One way to monitor and evaluate your personal fitness levels is through regular self-assessments. Select exercises from each of the health-related fitness components. After completing the pre-assessment to establish your starting fitness levels, you will use regular intervals in the course to evaluate your progress. This monitoring sheet will be used to record your performance. You will also use it to set goals ahead of your next self-assessment.

**Table 1—Self-Assessment Exercise Options**

Health-Related Fitness Components	Exercise Options
Cardiorespiratory endurance (Choose 1)	25x up and down stairs Jump rope Walk/jog
Muscular strength, upper body (Choose 1)	Push-ups Shoulder press Bicep curls Triceps dips
Muscular strength, lower body (Choose 1)	Squats w/ weights Deadlift (with weights)
Muscular endurance (Choose 2)	Crunches Planks (timed) Wall sit (timed) Calf raises
Flexibility (Choose 2)	Sit and reach Butterfly stretch Shoulder stretch

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Handout: Health-Related Fitness Assessment—Page 2

Name:  
Date:  
Period:

## Start of Course Pre-Assessment

Use this handout to record your pre-assessment performance. Identify each exercise you choose, your score (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

- Cardiorespiratory endurance  
Exercise:  
Score:  
Goal for next assessment:
- Muscular strength  
Exercise 1:  
Score:  
Goal for next assessment:
- Muscular strength  
Exercise 2:  
Score:  
Goal for next assessment:
- Muscular endurance  
Exercise 1:  
Score:  
Goal for next assessment:
- Muscular endurance  
Exercise 2:  
Score:  
Goal for next assessment:
- Flexibility  
Exercise 1:  
Score:  
Goal for next assessment:
- Flexibility  
Exercise 2:  
Score:  
Goal for next assessment:
- Height:
- Weight:

## Reflection Question

In which areas did you perform the strongest? Which would you like to improve? What changes can or will you make to meet your new goals?

Answer:

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# Let's Explore the Modules

To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go.

- Lesson plans and student lessons
- Answer keys
- Teacher-directed activities
- Handouts
- Editable PowerPoint presentations
- Formative and summative review and assessment options

Texas Fitness and Wellness Skills Curriculum Center



## Modules

Prepare to teach. To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go. Each key, student lesson, teacher-directed activity, and handout included in each module are editable. Formative and summative review and assessment options measure students' grasp of important concepts. Activities are available for downloading and printing. All module materials can be downloaded and edited in Google Apps or Microsoft Office.

### Module 1: Preparing for a Physically Literate Life

#### Resources

- [Module 1 Lesson Plans](#)
- [Module 1 Answer Key](#)

#### Presentations

- [Module 1 Presentation for Students](#)
- [Module 1 Instructor's Presentation](#)

### Lesson 1.1: Developing Physical Literacy

- LO 1.1-1 Explain how developing physical literacy can lead to overall physical fitness and wellness.
- LO 1.1-2 Identify factors that affect wellness and analyze how they are connected to overall well-being.
- LO 1.1-3 Identify the benefits of engaging in regular physical activity for life.

- [1.1 Student Lesson: Developing Physical Literacy](#)
- [1.1 Teacher-Directed Activity: Physical Literacy Relay](#)
- [1.1 Handout: Physical Fitness and Wellness Exit Ticket](#)
- [1.1 Handout: Physical Benefits of Physical Activity Exit Ticket](#)
- [1.1 Handout: Mental and Emotional Benefits of Physical Activity Exit Ticket](#)
- [1.1 Handout: Social Benefits of Physical Activity Exit Ticket](#)
- [1.1 Teacher-Directed Activity: Cross-Curricular Review](#)
- [1.1 Handout: Benefits of Physical Activity Exit Ticket](#)

### Lesson 1.2: Building Physical Literacy

- LO 1.2-1 Identify physical literacy skills.
- LO 1.2-2 Describe the benefits of physical literacy skills.
- LO 1.2-3 Explain the impact of physical literacy on the development of social and emotional skills.
- LO 1.2-4 Identify ways to recognize physical literacy skills.
- LO 1.2-5 Explain ways to responsibly develop overall health.

- [1.2 Student Lesson: Building Physical Literacy](#)
- [1.2 Handout: Social and Emotional Benefits of Physical Activity Exit Ticket](#)
- [1.2 Handout: Problem Solving Exit Ticket](#)
- [1.2 Handout: Communication Exit Ticket](#)
- [1.2 Handout: Recognizing and Respecting Physical Literacy Exit Ticket](#)
- [1.2 Handout: Responsibility Exit Ticket](#)
- [1.2 Teacher-Directed Activity: Practicing Physical Literacy](#)

## Modules

### Module 1

Preparing for a Physically Literate Life

### Module 2

Understanding the Health- and Skill-Related Fitness Components

### Module 3

Nutrition and Physical Activity

### Module 4

Setting Goals and Creating a Fitness Plan

### Module 5

Choosing Your Exercises

### Module 6

Developing a Workout

### Module 7

Using Technology Responsibly

### Module 8

Being Physically Active for Life

### Lesson 1.3: Having a Growth Mindset

- LO 1.3-1 Identify the impact of a growth mindset on social and emotional well-being.
- LO 1.3-2 Explain how a growth mindset contributes to the development of physical health.
- LO 1.3-3 Explain how SMART goals can be used to achieve overall wellness.
- LO 1.3-4 Choose three SMART goals to achieve physical wellness.
- LO 1.3-5 Identify ways to recognize and respond to challenges.
- LO 1.3-6 Identify ways to recognize and respond to success and failure.

- 1.3 Student Lesson: Having a Growth Mindset
- 1.3 Handout: Developing a Growth Mindset
- 1.3 Handout: Setting SMART Goals
- 1.3 Teacher-Directed Activity: SMART Goals
- 1.3 Handout: SMART Goals
- 1.3 Handout: Recognizing and Responding to Challenges Exit Ticket
- 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket

### Lesson 1.4: Practicing Safety

- LO 1.4-1 Identify ways safety contributes to the development of physical health.
- LO 1.4-2 Recognize situational environmental safety hazards and identify ways to prevent injury.
- LO 1.4-3 Describe safety precautions necessary to prevent injury in a variety of physical activities.
- LO 1.4-4 Identify the benefits of practicing safety as an individual and as a member of their community.

- 1.4 Student Lesson: Practicing Safety
- 1.4 Teacher-Directed Activity: Safety Scavenger Hunt
- 1.4 Handout: Safety Scavenger Hunt
- 1.4 Handout: Staying Safe During Physical Education Exit Ticket
- 1.4 Handout: Staying Safe During Physical Education Community Exit Ticket

### Review and Assessment

- Module 1 Handout: Pretest
- Lesson 1.1 Handout: Review and Reflection Questions
- Lesson 1.2 Handout: Review and Reflection Questions
- Lesson 1.3 Handout: Review and Reflection Questions
- Lesson 1.4 Handout: Review and Reflection Questions
- Module 1 Handout: Physical Literacy Alphabet Challenge
- Module 1 Handout: Vocabulary Matching
- Module 1 Teacher-Directed Activity: Vocabulary Relay
- Module 1 Handout: Vocabulary Deep Dive
- Module 1 Handout: Posttest

# Let's Get Moving with the Exercise Video Library

The collection of more than 80 exercises, demonstrated by teens using proper form and technique, saves countless hours looking for videos of the exercises used in this course.

Texas Fitness and Wellness Skills Curriculum Center



**Includes 80  
exercise demonstration  
video clips!**

## Exercise Video Library

Customize your lessons with an exercise demonstration video clip. The Exercise Video Library includes 80 exercise demonstration video clips from which to select and stream as you teach a lesson.

### Jumping Jacks



### Alternating-Leg Kicks



#### Video Description:

The student stands with feet hip-width apart and hands raised in front of their body. To begin, the student raises one knee in front of the body, to about hip-level, then kicks the leg forward, then lowers the knee and places their foot back on the mat. This progression is repeated with the opposite leg and continues alternating between legs.

### Partner Ball Drop



The student holds the ball in front of their body, at the height of their head. At a random time, the ball is dropped and the second student attempts to catch the ball.

### Plank Reach-Up



#### Video Description:

The student starts in a plank position. The hands are shoulder-width apart. The body is raised off the ground, with legs and arms straight. In the starting position, the student raises their right arm in the air, stacking their shoulder on top of their hand. The student returns the right arm to the ground. These movements are repeated for a predetermined amount of time or number of repetitions.

### Russian Twists



#### Video Description:

The student prepares for this exercise by sitting on a mat, knees bent to a 45-degree angle, with heels on the mat and toes in the air. Leaning back, the student holds a kettle bell weight in both hands above the abdomen. This is the starting position. To begin, the student moves the weight so that it is next to their right hip without twisting the upper body. The student returns to the starting position before then moving the weight to their left side, near their left hip. The student repeats these movements for the predetermined amount of time or number of repetitions.

# Let's Look at the Task Card Library

Engage students in health-enhancing exercises and physical activities.

## Jumping Jacks



### Directions

1. Stand with feet together, arms at your sides.
2. Simultaneously jump your feet apart, greater than hip-width, and raise your arms until your hands are above your head.
3. Return to the starting position.

### Fitness Level

Beginner	Intermediate	Advanced
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Aerobic  
Task Cards

## Mountain Climbers



### Directions

1. Place your hands on the ground shoulder-width apart, legs straight behind you.
2. Push off the ground with your right foot and plant it near your hip.
3. Repeat the motion with the left foot while simultaneously moving your right foot back to the starting position by straightening your leg.
4. Right leg up, left leg up equals one repetition.

### Fitness Level

Beginner	Intermediate	Advanced
<10 reps in 30 seconds	11-20 reps in 30 seconds	21+ reps in 30 seconds

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## Triceps Dips



### Directions

1. While sitting on a bench, place your hands on either side of your hips, legs extended in front of you, feet together.
2. Supporting your body weight on your hands, move your body forward, off the bench.
3. Bend your arms to lower your body until your elbows are at a 90-degree angle.
4. Straighten your arms to lift your body.

### Fitness Level

Beginner	Intermediate	Advanced
<10 reps in 30 secs	11-19 reps in 30 secs	20+ reps in 30 secs

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# Let's Do Fitness Activities

**Tap into 40** Fitness Activities that help students develop many self-management skills, including teamwork, communication, and problem-solving—all while having fun!

## Texas Fitness and Wellness Skills Curriculum Center



### Fitness Activities

As students participate in Fitness Activities, they learn to recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways. Students can improve their teamwork, communication skills, and problem-solving skills, all while having fun. A variety of Fitness Activities are included so you can choose the ones that are appropriate for performing in your facility or available space. By using this product, you agree to the following [Terms of Use](#).

- 📄 [Balloon Drills](#)
- 📄 [Blindfold Activities: Minefield](#)
- 📄 [Blindfold Activities: Tank](#)
- 📄 [Clean Your Room](#)
- 📄 [Clean Your Room Activities: Battleship](#)
- 📄 [Clean Your Room Activities: Catapult](#)
- 📄 [Cross-the-River Activities: Hula Hoop™](#)
- 📄 [Cross-the-River Activities: Small Mats with a Ball](#)
- 📄 [Fitness Challenge Course](#)
- 📄 [Fitness Station Team Challenge](#)
- 📄 [Flip Flop](#)
- 📄 [Grab the Apple](#)



## Fitness Activity: Fitness Challenge Course

The *Fitness Challenge Course* provides a fun, engaging way for students to exercise in an obstacle course. The object of the activity is to complete all the fitness challenges in the least amount of time while performing all activities correctly and safely. This activity can be used instead of a workout to give students a challenge their current level of fitness.

### Activity Goals

- Have students participate in a variety of fitness. (meets TEKS 3E)
- Enable students to recognize and respond to failures in physical activities in socially appropriate ways.
- Encourage students to use communication skills in individual or group dynamics. (meets SHAPE GLC 1)

### Materials Needed

- Two stopwatches.
- A class list.
- Clipboard.
- Two pens or pencils.
- Other equipment will vary by challenge.

### Activity Preparation

- Review the suggested challenges you will use and ensure your activity space will accommodate them. If space is limited, you may wish to split the class into smaller groups.
- After selecting your challenges, gather the materials needed for each challenge.
- Gather the materials needed for each challenge.

### Activity Instructions

1. Station at least one student to act as a checker for each challenge. You may wish to split the class into smaller groups to complete the challenge course. The challenge course group has finished.

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2. Assign two students to be timers, giving each of them a stopwatch, clipboard, and class list. One timer will record the time and time deductions for the first student to go through the challenge course. Once the first student is at least halfway through the course, the second student can start. They will be timed by the second timer.
3. As each student progresses through the challenge course, checkers will signal to the timers when an obstacle is done correctly (using a thumbs up) or incorrectly (using a hand wave). An obstacle that is done incorrectly results in a five-second deduction from the student's time. Time deductions don't have to be used, but it can deter some students from intentionally trying to cut time.
4. If time permits, allow the students to go through the course more than once to see if they can improve their score.

### 15-Yard Tire Flip

Use masking tape to mark out the pattern on the floor.

#### Zigzag through Cones

- Set up ten cones in a zigzag pattern. Students will start at one end and run in and out of the course by going around the outside of each cone.

#### Mat Crawl

- Lay out three trifold mats end to end. Students will army crawl from one end to the other. A variation could have them bear crawl from end to end.

#### Mat Step Overs

- Use three to four trifold mats and fold them into a triangle to create a small hurdle for students to jump or step over. If mats get knocked over, the checker should set them back up.

#### Aerobic Steps as Jumping Stones

- Use 8–10 aerobic steps without the risers. These will be stepping-stones for students to jump onto. Set the aerobic steps close enough to make sure students can safely jump from one to another without falling. Designate a starting step and an ending step and have students jump across the course.  
*Teaching Tip:* Be creative in the challenges you select and create new ones based on the equipment at your disposal. This can become a brainstorming activity with the class as you work together to create unique challenges.

### Instructor Debrief

Ask the following questions when the class finishes the activity:

- Which challenge did you think was the most difficult?
- How did the challenge course reveal the strengths and weaknesses in your health-related fitness?
- How did the challenge course reveal the strengths and weaknesses in your skill-related fitness?



# Let's Work Together to Encourage Healthy Living

Welcome to the *Curriculum Center! Texas Fitness and Wellness Skills Curriculum Center* provides all the tools needed to prepare you for teaching success. In the classroom setting, remote learning environment, or blended learning, we have you covered.

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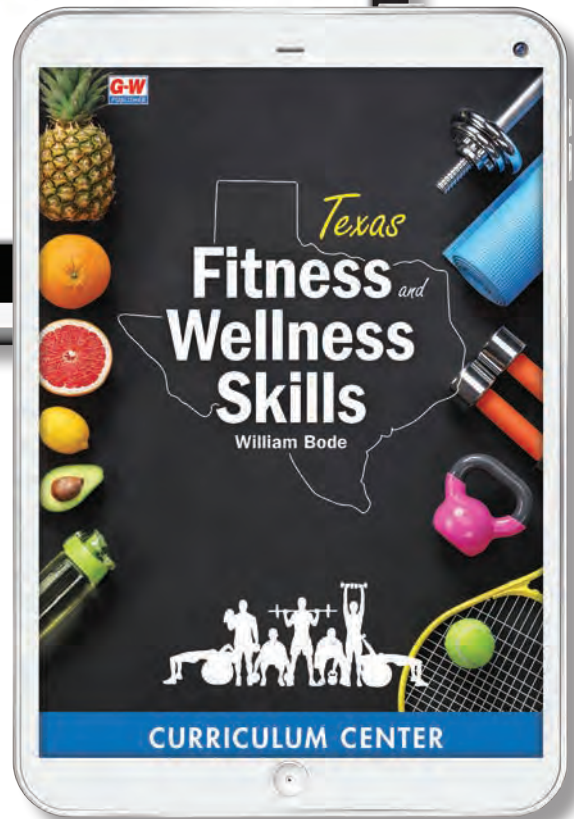
Exercise Video Library



Task Card Library



Fitness Activities



### Also available:

*Resources for Middle School Health, Grades 6–8, and Health I and Health II*

**Start Your Digital Review Now!**  
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