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Experts in Today's Health and Wellness

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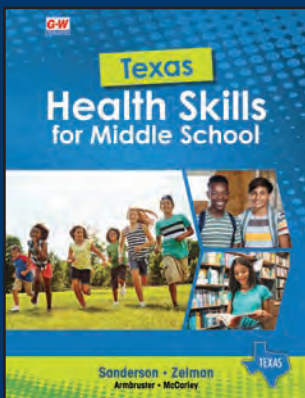
Proclamation
2022

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

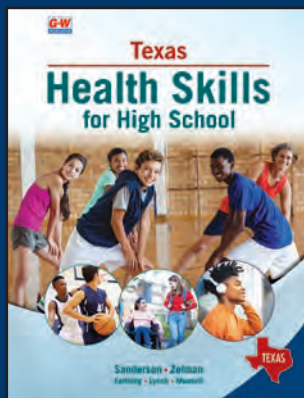
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New 2023 Texas Copyrights • Skills-Based Education**



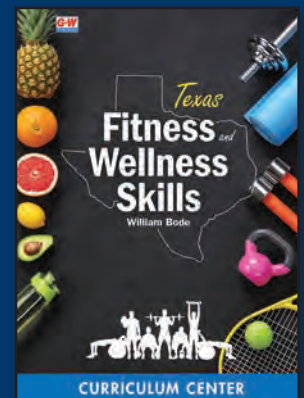
Packed with extensive curriculum, created by teachers for teachers!



**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.



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.



Supports Opt-In requirements

For Lifetime Fitness & Wellness Pursuits



Texas Fitness and Wellness Skills

©2023

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.



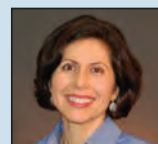
Christina Francisco
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ESC Regions 1, 2, 3, 4, 5, 6, 13, 20



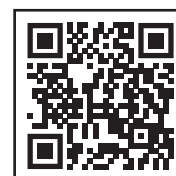
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15, 16, 17, 18, 19



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Central Regional Sales Manager-
School



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

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Dallas, Texas

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Dallas, Texas

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Physical Education Instructor
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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.

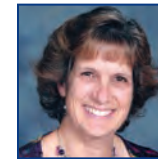


Mark Zelman is a Professor of Biology at Aurora University. He teaches science education courses for high school educators; has published articles on microbiology, infectious disease, autoimmune disease, and biotechnology; and has written college texts on human diseases and infection control.

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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

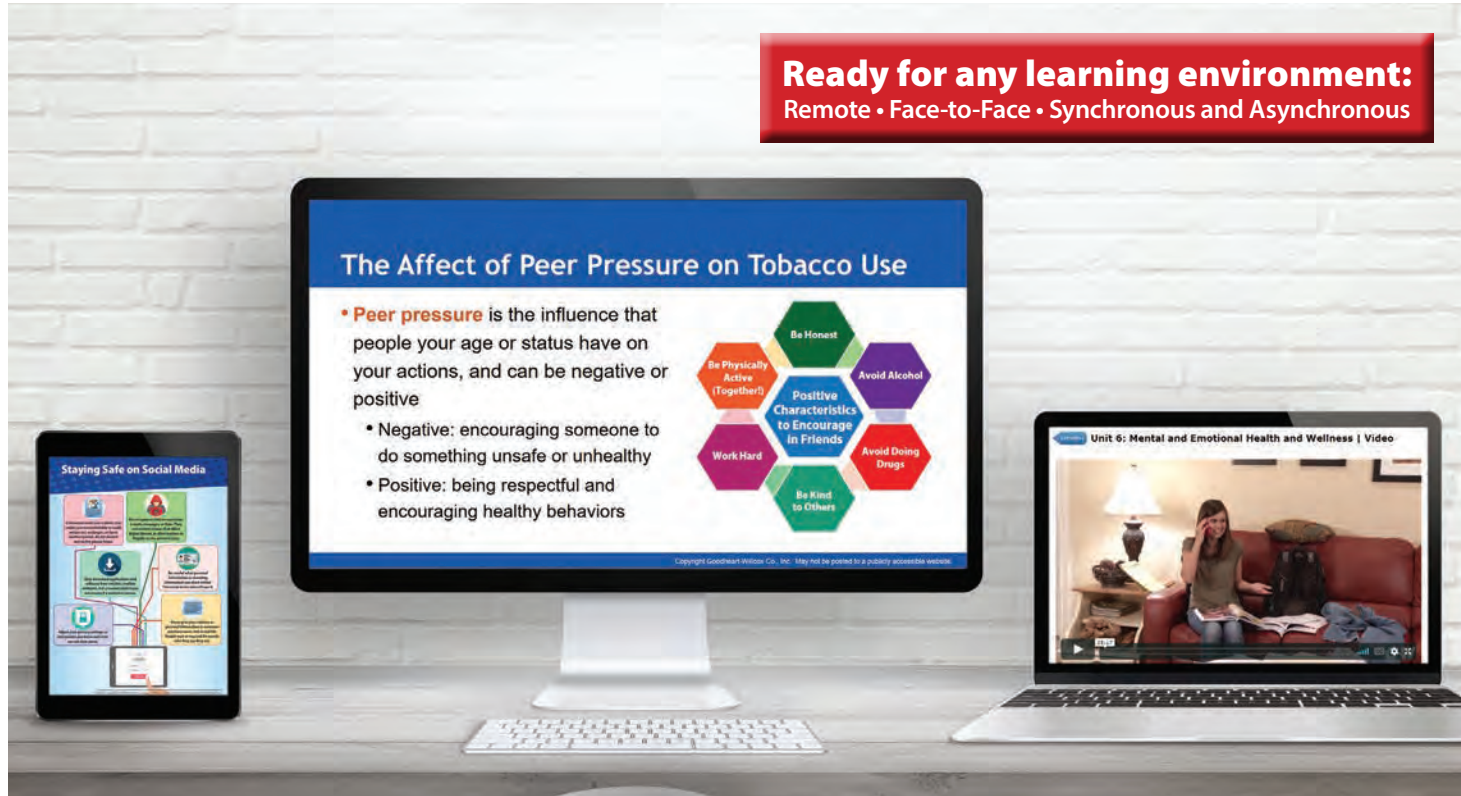


William Bode is a physical education and health teacher at the Performance Learning Center High School in North Carolina and has taught for nearly 30 years. In 2016, William was honored with the North Carolina High School PE Teacher of the Year award. He was named the SHAPE America Southern District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

Go Digital with G-W!

Flexible Integration • Quick Implementation • Easy Navigation

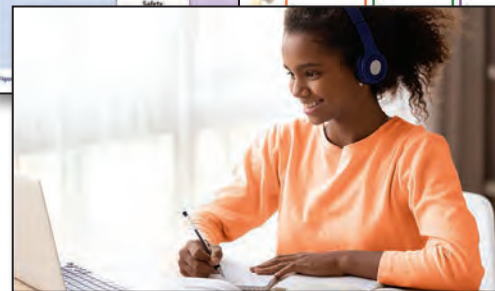
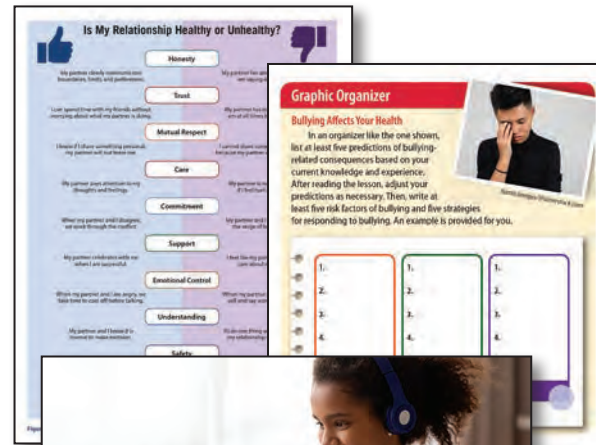
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A proven digital resource in the classroom, G-W can also extend your reach regardless of the type of instruction, providing engagement for remote or hybrid learning.

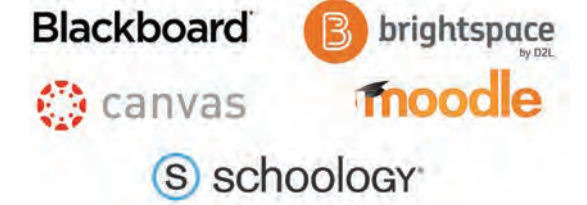
Easily integrate G-W content—including digital textbooks, workbooks, videos, and other interactives—into your Learning Management System with LMS-ready Common Cartridges®.

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.



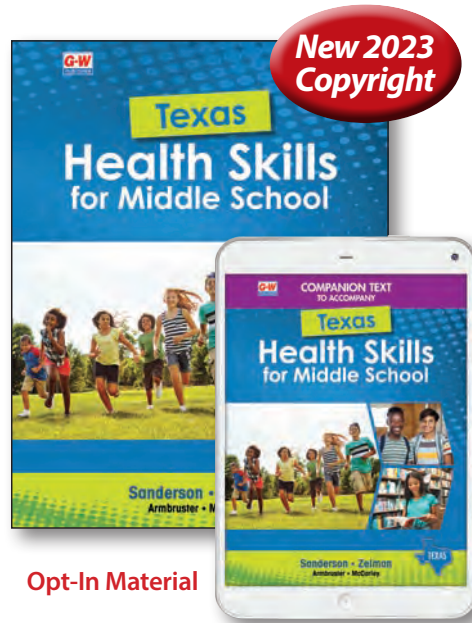
Classroom Licenses

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



New 2023 Copyright

Opt-In Material

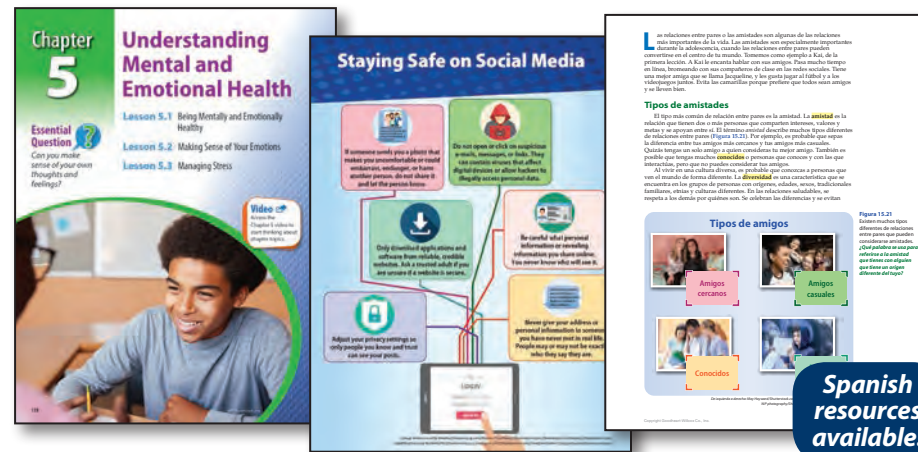
Texas Health Skills for Middle School ©2023

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

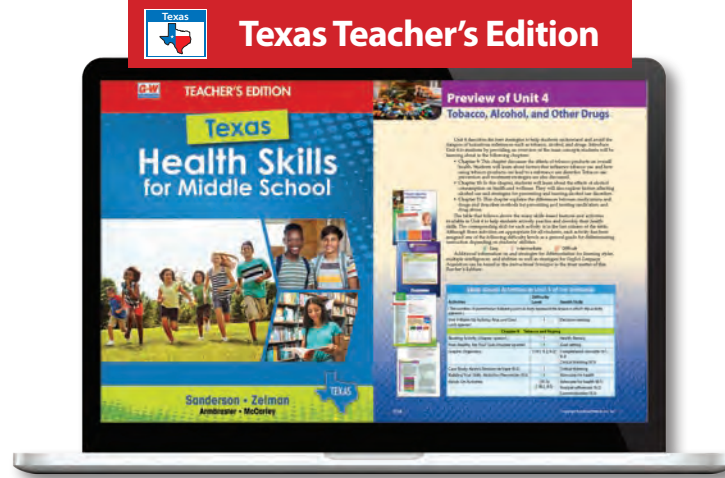
Grade 6 MLC: 67H0, Grades 7–8 MLC: 77H0

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.



Scan for a link to prices



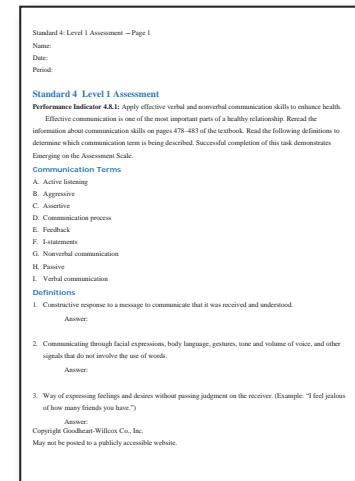
Texas Teacher's Edition

Covers 100% of the TEKS!

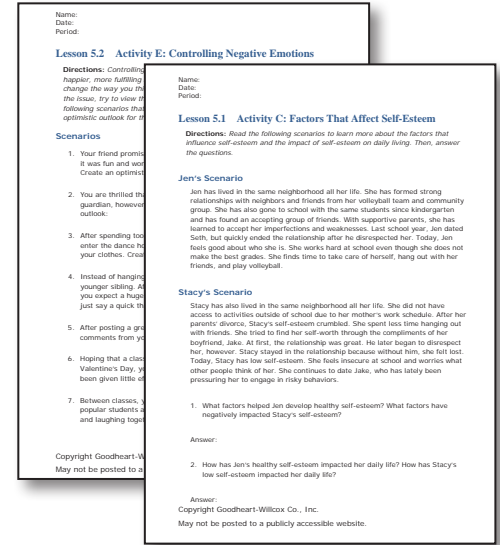
TEKS Correlations

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)

Standards-Based and Performance Assessments

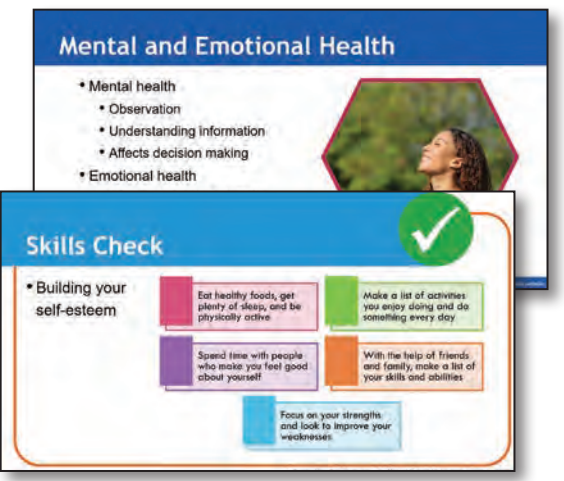


Online Student Workbook



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.

Opt-In Material

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

Companion Text

20. The Beginning of Life
21. Relationships and Sexual Abstinence
22. Violence Prevention and Response
23. Sexually Transmitted Infections and HIV/AIDS
- Glossary/Glosario
- Index

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.

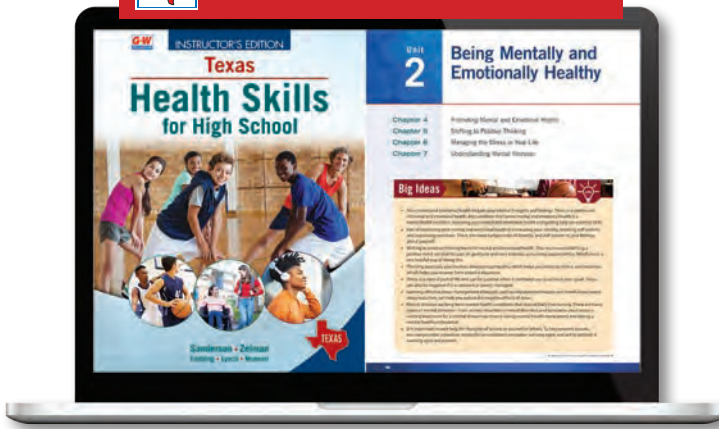
Student Materials	
Print Textbook	768 pp., hardcover with Companion Textbook, 158 pp. softcover
Digital Classroom Subscription	
Online Instructor Materials	
Curriculum Center	with TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and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

2. How do you envision your self-esteem level?
Answer: _____

3. How can you improve your self-esteem?
Answer: _____

4. What obstacles can prevent you from achieving your goal?
Answer: _____

5. How can you overcome these obstacles?
Answer: _____

6. Write your SMART 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 goot-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
- Chapter Performance-Based Assessments with Rubrics
- Case Study Assessments
- Parent/Other Trusted Adult Engagement Homework Assignments
- Differentiated Notetaking and Reading Guides
- Answer Keys
- Ongoing Updated Lessons
- Teacher-Directed Activities
- Skill-Development Activities
- Vocabulary Activities
- PowerPoint® Presentations

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"> Genetic predisposition: ability to see the good in all situations Adopted mindset Influences level of resilience 	<ul style="list-style-type: none"> Resilience and the way you were raised Successful life events or ongoing stressors Life's major experiences 	<ul style="list-style-type: none"> Access to resources, level of education, strength of relationships How well your needs are met Member's literacy of human needs Impacts ability to work toward self-actualization 	<ul style="list-style-type: none"> Helps maintain friendships Provides support, advice, and helpful resources Can cause stress, sadness, fatigue, and anxiety 	<ul style="list-style-type: none"> Cognitive distortions Negative and self-defeating thoughts Can create social anxiety

Goodheart-Willcox
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- ✓ Differentiated Learning
- ✓ Supplemental Health Materials
that Provide Options for
Teaching Sensitive Topics

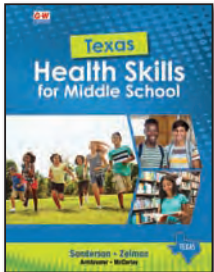


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Experts in Today's Health and Wellness

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SBOE Adopted!



Health Education • Physical Education

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New 2023 Copyrights • Skills-Based Education

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

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



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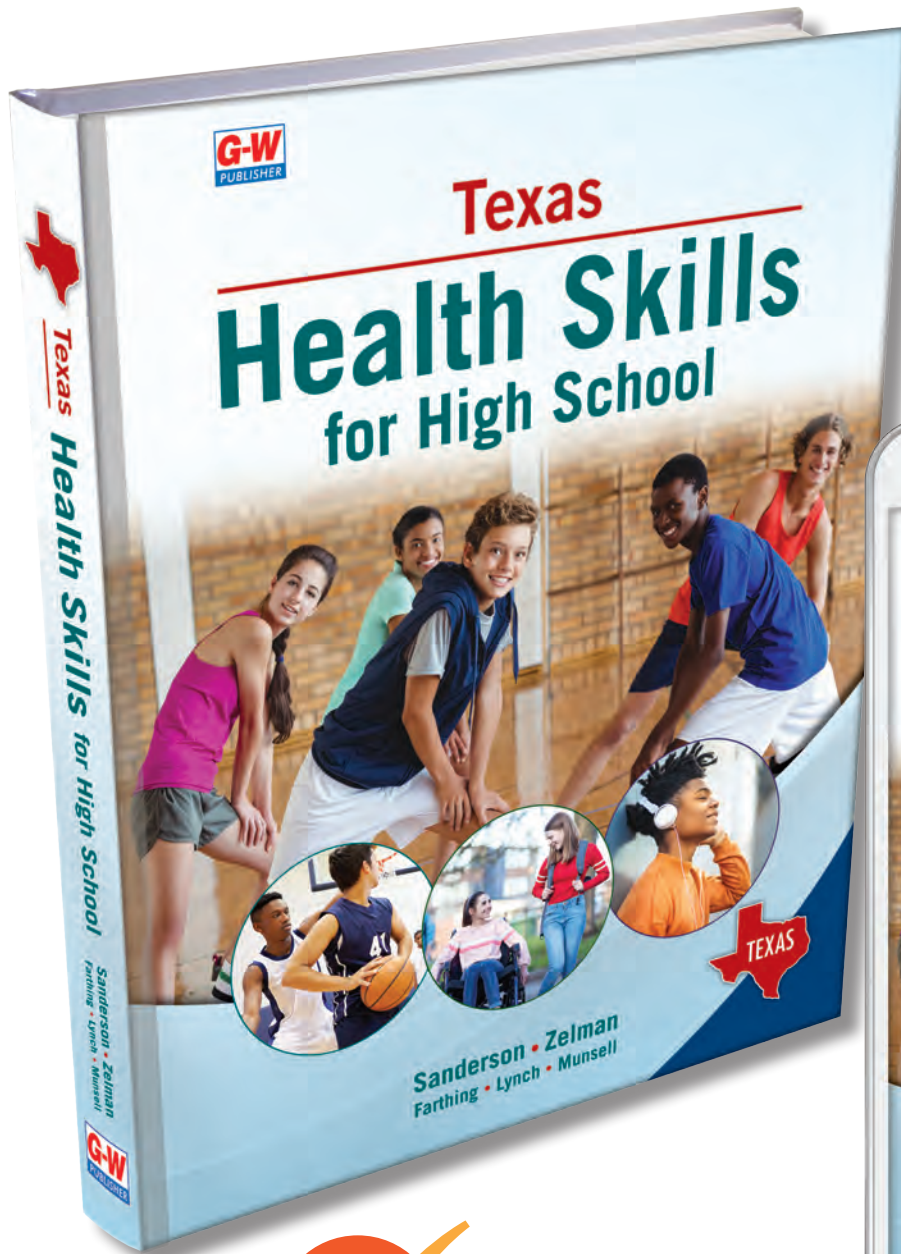


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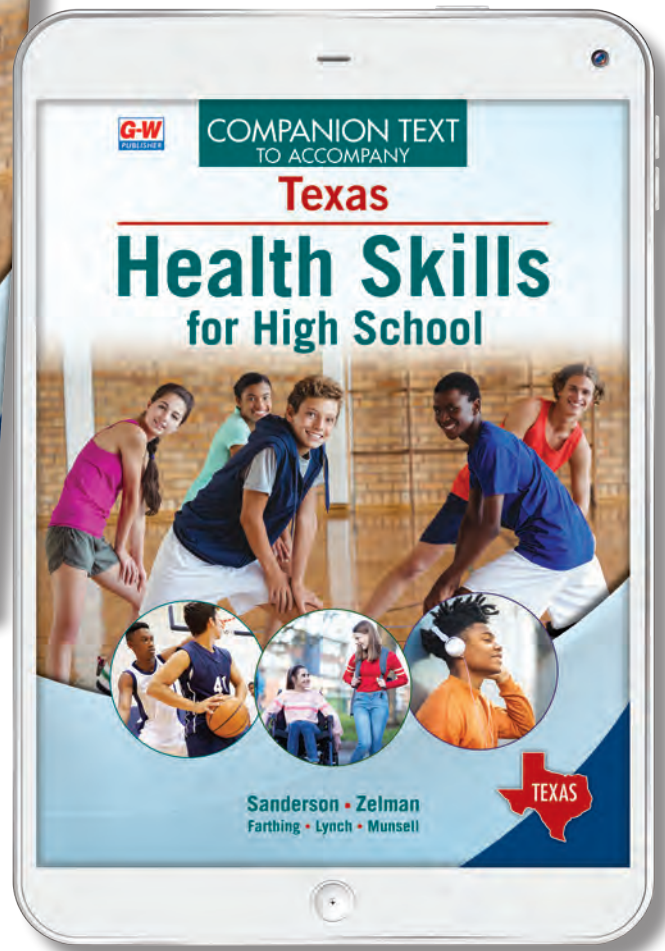
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Let's Look Inside at the Student Edition

Unit 2

Being Mentally and Emotionally Healthy

Chapter 4	Promoting Mental and Emotional Health
Chapter 5	Shifting to Positive Thinking
Chapter 6	Managing the Stress in Your Life
Chapter 7	Understanding Mental Illnesses

Big Ideas

- Your mental and emotional health include your internal thoughts and feelings. There is a continuum of mental and emotional health. Any condition that harms mental and emotional health is a *mental health condition*. Assessing your mental and emotional health and getting help are essential skills.
- Part of improving your mental and emotional health is embracing your identity, building self-esteem, and expressing emotions. There are many components of identity, and self-esteem is your feelings about yourself.
- Shifting to positive thinking benefits mental and emotional health. This involves establishing a positive mind-set that focuses on gratitude and sees setbacks as learning opportunities. Mindfulness is one helpful way of doing this.
- Thinking positively also involves developing empathy, which helps you relate to others, and resilience, which helps you recover from stressful situations.
- Stress is a normal part of life and can be positive when it motivates you to achieve your goals. Stress can also be negative if it is constant or poorly managed.
- Learning effective stress-management strategies, such as relaxation techniques and mindfulness-based stress reduction, can help you reduce the negative effects of stress.
- Mental illnesses are long-term mental health conditions that disrupt daily functioning. There are many types of mental illnesses—from anxiety disorders to mood disorders and substance use disorders. Getting treatment for a mental illness may involve taking mental health medications and seeing a mental health professional.
- It is important to seek help for thoughts of suicide in yourself or others. To help prevent suicide, you can promote a positive, respectful environment; recognize warning signs; and act to get help if warning signs are present.

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Health Management Plan

Taking Care of Your Mental and Emotional Health

Your mental and emotional health affect what you feel, think, and do every day. For example, on some days, you might walk outside, spend time with friends, and complete your homework with energy to spare. On other days, you might withdraw from friends and have trouble getting everything done.

Many people talk with friends or turn to the internet to learn about mental and emotional health. This is partly because people sometimes have difficulty talking about this area of health. In this unit, you will learn about characteristics of positive mental and emotional health, skills for maintaining health in this area, and the role of professional treatment.

Open your health management plan. Create a new entry called “My Mental and Emotional Health.” Then, work through these steps to make a plan for your mental and emotional health.


1. Answer the following questions based on what you know now. Explain your reasoning for each answer and reflect on the influences that have shaped your thinking:
 - What does it mean to have “positive mental and emotional health”? to be “happy”? Can a person be mentally and emotionally healthy and still have “bad days”?
 - How much control do people have over their mental and emotional health? What factors affect how mentally and emotionally healthy someone is?
 - Is stress a good or a bad thing? Why do some people get more stressed about certain situations than others?
 - What is the difference between having a hard time emotionally or being under stress and having a mental illness?
 - What is the purpose of mental health therapy? Is therapy only for people with a mental illness, or does it also benefit others?
2. Revisit your answers after reading this unit and rewrite them as needed. How has your understanding of mental and emotional health changed?
3. Create three lists. In the first, list questions you can ask yourself to assess mental and emotional health throughout your life. In the second, list skills you personally can use to improve or maintain your mental and emotional health. In the third, list how you would know if you needed professional help and how you would get it.




Chapter 4

Promoting Mental and Emotional Health

- Lesson 4.1** Mental and Emotional Health and Well-Being
- Lesson 4.2** Embracing Your Identity
- Lesson 4.3** Building Your Self-Esteem
- Lesson 4.4** Expressing Your Emotions

Look for the skills icon  throughout this chapter for opportunities to practice your health skills.

Look for the skills icon  throughout this chapter for opportunities to practice your health skills.



Check Your Health and Wellness Skills

In this chapter, you will learn skills for maintaining positive mental and emotional health. To understand the skills you currently use, take the following inventory of your behaviors. Indicate how well you think you use each skill. Use a scale of 1–5, 1 meaning you do not use the skill and 5 meaning you feel completely comfortable using it.

Skill	How Well Do You Use Each Skill?
I take a break from social media if it's causing me anxiety.	Write your score.
I know that few situations are "all good" or "all bad." Most fall in between.	Write your score.
I'm okay with not always being right.	Write your score.
I know how to get help if I'm depressed or anxious or have thoughts of hurting myself.	Write your score.
I try new activities and learn from mistakes to discover more about myself.	Write your score.
I like learning about people's opinions, even if they're different from mine.	Write your score.
I accept criticism and know it doesn't impact my worth.	Write your score.
I practice self-care by taking time to do activities I enjoy.	Write your score.
When I notice an emotion, I try to figure out its cause instead of ignoring it.	Write your score.
I accept my feelings, even if they aren't how I want to feel.	Write your score.
When I talk about my feelings, I use I-statements instead of you-statements.	Write your score.
Total	Write your total.

Add up your responses to each statement. The higher your score, the more comfortable you feel practicing health skills related to mental and emotional health. Which skill do you think is most important for you? Which skill is the most challenging for you? Which skill would you most like to improve? In this chapter, you will learn how to perform these skills better and more often.

Reading and Notetaking



Create a table like the one shown. As your teacher presents this chapter, list the main topics and ways to maintain mental and emotional health. Identify as many details as you need and include information with which you are familiar and unfamiliar. (An example is provided for you.) Then, team up with a classmate to discuss each other's lists. What items do you need to add? If there is anything you do not understand, seek clarification from your teacher.

Main Topics	Ways of Maintaining Mental and Emotional Health
Personal identity	Recognize strengths, seek feedback from others



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Setting the Scene

Developing Your Own Identity

Lately, you have been trying to figure out your own goals, beliefs, and values. You know that your parents hold certain expectations for you, such as doing well in school. You also feel pressure from friends at school to dress a certain way, listen to particular kinds of music, and participate in specific school clubs. Sometimes it feels hard to figure out who you really are.

This year, your goal is to pay more attention to your own thoughts and feelings. You want to make sure you choose activities that interest *you*, not just those that other people want you to do. You decide to talk to your school counselor and get some advice on learning about your interests and abilities.

Thinking Critically

1. What are some factors that might make it hard for teens to figure out their own identities?
2. What strategies can you use to learn more about your own goals, interests, and abilities?

Building Your Self-Esteem

Essential Question ?

What steps can you take to develop a healthy self-esteem?

Lesson 4.3

Learning Outcomes

After studying this lesson, you will be able to

- describe the difference between self-image and self-esteem;
- explain the importance of self-esteem;
- assess the characteristics of people with healthy and low self-esteem;
- identify factors that influence self-esteem; and
- employ strategies for improving your self-esteem.

Key Terms

affirmations
perfectionism
self-care
self-esteem
self-image

Warm-Up Activity

Understanding Self-Esteem

Comprehend Concepts In this lesson, you will learn about *self-esteem*, or your feelings about yourself. Before reading, think of a fictional character you would say has low self-esteem and a character you would say has healthy self-esteem. Describe these characters in detail and then analyze their self-esteem by answering the following questions:



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- How do these characters feel about themselves? What examples demonstrate these feelings?
- What are these characters' flaws? Do the characters know their flaws? How do they feel about their flaws?
- How do the characters' family members and friends affect their self-esteem?
- How would these characters be different if they had different self-esteem?

Many teens feel good about some aspects of themselves and their lives, but feel dissatisfied about other aspects. These sometimes complex feelings are a normal part of adolescence, when many people struggle to figure out what they think of themselves. During this time, your self-image and self-esteem are developing. Self-image and self-esteem have a significant impact on your mental and emotional health.

How do you think others see you? Answering this question can give you a sense of your self-image. Your **self-image** is your mental picture of yourself, including your appearance, skills and abilities, and weaknesses. You are not born with a self-image. Rather, it forms gradually over time, starting in childhood, and is influenced by your experiences and interactions with others. As you experience different events and interact with people, your self-image may change.

self-image mental picture of one's abilities, appearance, and personality based on experiences and interactions with others

Positive mental and emotional health have many benefits. People with positive mental and emotional health are better able to work productively in school and in their careers and are more likely to feel successful and content. They are better able to cope with minor and major stresses. They do not get stuck when difficult situations occur, but can work through them and know when to ask for help. Having positive mental and emotional health also helps people make meaningful contributions to their family, school, and community. In other words, people benefit from feeling good about themselves and also benefit when other people in the community feel positively.

The Mental and Emotional Health Continuum

Like other areas of health, mental and emotional health exist on a continuum (Figure 4.2). Having positive mental and emotional health does not mean feeling good all the time. Similarly, having a mental health condition does not mean a person cannot experience elements of positive mental and emotional health.

All people feel sad sometimes, become tired, experience fluctuations in mood, and have negative thoughts and feelings in response to stressful events. Thoughts and feelings that decrease your mental and emotional health are called **mental health conditions**. When these thoughts and

mental health conditions patterns of thinking and feeling that decrease mental and emotional health; can be everyday worries or serious mental illnesses

Mental Health Continuum

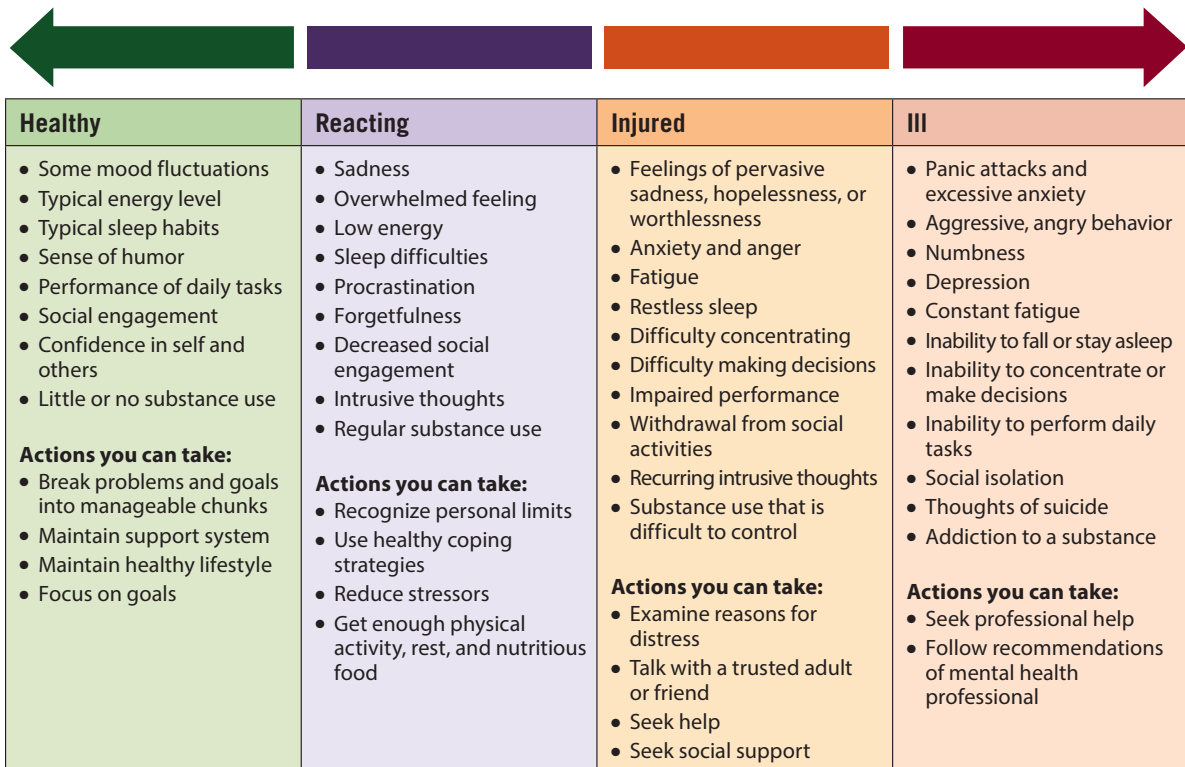


Figure 4.2 A person’s state of mental and emotional health is neither “all good” nor “all bad.” Most people fall somewhere in the middle, and people can take actions to improve their health.

emotional intelligence (EI) skill in perceiving, understanding, and managing emotions and feelings

People with this ability have high **emotional intelligence (EI)**. They are skilled at identifying their own emotions and understanding the emotions of others. Having EI is necessary to develop close personal relationships with others (**Figure 4.20**).

People who have high EI have high levels of social awareness and *empathy*, or the ability to put themselves in someone else’s shoes. They understand others’ wants, needs, and points of view. As a result, they excel at supporting their friends when they are in need. People who have high EI also express their emotions in healthy, positive ways. They openly share their feelings with friends. For example, suppose someone begins a dating

Skills for Developing Emotional Intelligence



Figure 4.20 Simple actions such as examining your response to stress can help improve EI. *What aspect of EI means that people can understand others’ wants, needs, and points of view?*

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Case Study

Who You Are

There are many components to people’s identity, including what they look like, as well as how they act, think, relate to other people, and view the world. The following character profiles describe basic parts of these identities.



Name: Mikayla

Age: 16

Core Values: Friendship, Fun, Humor, Compassion

Personality: Cheerful, talkative

Physical Identity:

Curly, brown hair
Brown eyes
5’9”
Multiracial (African-American and Caucasian)

Social Identity: Humorous friend, dependable daughter, blogger, popular among peers

Cultural and Ethnic Identity:
African and German descent, fluent in English and German



Name: Seth

Age: 17

Core Values: Knowledge, Determination, Optimism

Personality: Loyal, shy, analytical

Physical Identity:

Short, brown hair
Hazel eyes
5’7”
Caucasian

Social Identity: Committed varsity swimmer, easygoing brother, environmental advocate, upper-extremity amputee

Cultural and Ethnic Identity:
Polish and Ukrainian descent, fluent in English



Name: Kai

Age: 14

Core Values: Family, Openness, Knowledge, Generosity

Personality: Sympathetic

Physical Identity:

Long, brown hair
Brown eyes
5’4”
Native American

Social Identity: Avid reader, tribe member, painter, nature lover, community volunteer

Cultural and Ethnic Identity:
Member of the Choctaw Nation of Oklahoma, fluent in English and speaks some Choctaw

Left to right: MBI/Shutterstock.com; DGLimages/Shutterstock.com; Asier Romero/Shutterstock.com

Practice Your Skills

Comprehend Concepts

Using the profiles shown as examples, create a character profile of your own. Include a photo of yourself, as well as the following components of

identity: name, age, core values, personality type, hair type, eye color, height, race, social identities, ethnicity, and language fluency. With a partner, discuss how knowing these details helps you feel comfortable with yourself and make good decisions.

feelings temporarily impair your ability to cope with daily life, they are called **mental distress**. Mental distress is a short-term experience. For example, you might feel sad after having a fight with a friend or anxious about an upcoming test. Mental distress may disrupt your life in some way—perhaps you have trouble sleeping or lose your appetite—but is not a diagnosable mental health condition.

mental distress
short-term mental and emotional state in which negative thoughts and feelings impair relationships, daily tasks, and enjoyment of life

Some people have serious mental health conditions that do not go away and involve changes in thinking, emotion, and behavior. These are known as *mental illnesses* or *mental disorders*. Some examples include major depressive disorder, anxiety disorders, bipolar disorder, and post-traumatic stress disorder (PTSD). People with these diagnosable conditions need professional treatment to manage their symptoms.

Factors Affecting Mental and Emotional Health

Both internal and external factors help shape your thoughts and feelings. For example, your genetic makeup can influence how happy you feel. The way you think now can shape your thought patterns in the future. At the same time, your relationships may influence how you feel. The stress in your environment can make positive thinking more or less difficult.



Research in Action

Technology and Your Mental and Emotional Health

Did you know that technology use influences your mental and emotional health? Researchers at San Diego State University conducted a large study to examine the link between technology use and mental and emotional health in teens.

In this study, they asked more than one million students in grades 8, 10, and 12 how much time they spent on their phones, tablets, and computers. They also asked how much time these teens spent on in-person social interactions and about students' overall feelings of happiness.

Can you predict the study's findings? First, teens who spent more time on their screens were less happy compared to teens who spent more time on other types of activities, such as playing sports, reading magazines, and interacting face-to-face. Teens who spent less than one hour a day on their screens were the happiest, and every additional hour spent on a screen was linked to increases in unhappiness. This study provides strong evidence that putting away your digital devices and spending time with friends in person is a great way to feel happier and maintain your mental and emotional health.

Practice Your Skills

Advocate for Health

Do you find it surprising that spending lots of time using technology is linked to more unhappiness? In small groups, discuss the findings of this study. Why do you think spending more than one hour using a screen each day is associated with fewer feelings of happiness? What factors do you

think explain this relationship? In your group, discuss if technology use has any *benefits* for mental and emotional health. How do these benefits compare to the possible negative influences? Based on your discussion, create a short flyer, poem, song, or video highlighting the effects of technology on mental and emotional health. Your target audience should be fellow teens. Share this flyer, poem, song, or video with your class.

Health Across the Life Span

How Does Mind-Set Affect Aging?

Did you know that the mind-set you have about life and aging can affect how long you live? Mind-set impacts your mental and emotional health and influences the actions you take.

It can determine whether you give in when facing challenges or take steps to change what you can. The impact of one's mind-set about aging is an example of this.



In the US, many people have negative views about aging.

Stereotypes include that older people

- are less attractive
- have a poor memory
- are physically weak

In parts of Italy, Japan, and Greece, retirement is not seen as a natural part of getting older. Older people are expected to stay active and help the community in some way, such as by cooking, gardening, or taking care of children.

In many other cultures around the world, aging is seen in a more positive way.



Having positive views about aging can affect how people experience aging as they grow older.

- Researchers at Yale University asked adults ages 50 and older to rate their attitudes about aging.
- Over the next 23 years, they contacted these same people regularly to measure their health.
- **People who had positive attitudes about aging lived, on average, 7.5 years longer than those with negative attitudes.**

Left to right: crazystocker/Shutterstock.com; wael alreweie/Shutterstock.com

Keep these findings in mind the next time you hear someone make a disrespectful comment about an older person or see an advertisement that depicts older adults as weak or sick. Instead of encouraging

these ideas, remember to treat older people with respect, show appreciation for their wisdom, and recognize they continue to make valuable contributions.

Practice Your Skills

Analyze Influences

Why do you think people in different countries hold different views about aging? How do you think these different views develop? Do they change over time? With a partner, discuss why views about aging

impact the health of older people and even how long these people live. What are some strategies that could help people in the US adopt more positive views about aging? Share your ideas with a partner. Then, commit to sharing your ideas for improving views about aging with your friends and family members.

Your social identity impacts the holidays you celebrate, the foods you prefer, and the community groups or organizations to which you belong.

Cultural and Ethnic Identity

Your cultural and ethnic identity is your connection to different cultural or ethnic groups. It has probably influenced many parts of your life, including the languages you speak, your traditions and beliefs, and the foods you eat. Your cultural and ethnic identity relates to your **ethnicity**, or your connection to a particular social group that shares similar cultural or national ties. People may define their ethnicity through traditions, language, religious practices, or cultural values. Typically, people go through several stages when discovering their ethnic identity (**Figure 4.10**).

ethnicity one's connection to a particular social group that shares similar cultural or national ties

Local and Global Health



Everyone Has a Cultural Identity

Cultural identity describes a person's connection to different *cultures*, or social groups that share certain backgrounds, practices, and traditions. Members of these groups typically share a national origin, local community, racial or ethnic background, or socioeconomic status. Cultures may have different beliefs and values, languages, customs, styles of dress, traditional foods, songs they sing, and so on. Each part of culture influences how people think about themselves, the values people hold, and how people act. Everyone has a cultural background and identifies differently with cultural groups.

Think about your family's cultural background. What national origins, communities, races, ethnicities, and socioeconomic statuses are represented? Your sense of connection to each of these cultural groups is your cultural identity. For many people, cultural identity describes connections to multiple, different cultures. Parents or guardians may have different

cultural backgrounds. In some cases, they may have been born in one country and then emigrated to another.

Sometimes people reject or ignore their cultural identity. They may do this to fit in and feel accepted by another cultural group or because they are uncomfortable with a culture's traditions. Learning to feel comfortable with your cultural identity and proud of your distinct culture and heritage is an important part of embracing identity.

Many teens find it interesting to learn more about the parts of their cultural identity. To learn more about your cultural background, you could talk with family members, read books, watch documentaries and movies, listen to music, or visit another country. Many communities have activities that celebrate different cultures. Community organizations may also provide opportunities to learn more about your culture's traditions and language.

Practice Your Skills

Analyze Influences

With a partner, discuss the different factors that make up your cultural identity. List the different cultures that are part of your cultural background and examine your connection to each one. Then discuss how cultural identity influences your values,

traditions, and behaviors, including your health decisions. What strategies could you use to learn more about your cultural identity? What resources are available within your school, family, or community? How can high school students learn to appreciate and respect the cultural identities of other people? How can they recognize and manage the influence of this identity on health?



Health in the Media



The Rapid Spread of Negative Emotions

How often do people you know share negative emotions on social media? How do you think these emotions then affect other people? In one study, researchers examined how the emotions one person posted on social media impacted the emotions posted by others in that person's network.

Researchers found that relatively few people shared or passed on emotions of sadness or disgust on social media. People did, however, share and pass on joyful emotions, especially with close friends. Anger was the emotion *most likely* to spread through social media. People who posted about angry emotions were much more likely to have that anger shared with others, both within and beyond their social networks.

In another study, researchers at the University of California San Diego demonstrated that negative posts on social media influence other people to also post about negative emotions. In this study, researchers found that people post more about negative emotions on social media when it is raining. Then they examined whether these negative posts impacted posts among a person's friends. This study revealed that people who read negative posts were also more likely to post about negative emotions, even if it was not raining in their area. In sum, negative emotions can spread rapidly on social media and make people feel worse.

Practice Your Skills

Communicate with Others

Why do you think negative emotions spread so easily on social media? What are some factors that may play a role? In a small group, discuss these questions and research explanations. Then, compare your explanations with those of another group.

How could you test which factors have the biggest influence? How could you use this information to inform students about the impact of social media on mental health? As a class, arrange an online panel so you can share the information you learned with other students. Take questions about the spread of emotions on social media and answer them using the research you have done.

In the following sections, you will learn about the process of identifying, accepting, and expressing your emotions. You will read about the feelings one teen, Mariana, is experiencing and how she responds to the situation. As you are reading, think about how you would feel if you were in Mariana's shoes. What would you do?

Identify What You Are Feeling

The first step in managing your emotions is identifying the emotions you are feeling. You cannot go through the steps of acknowledging and expressing your emotions if you do not first identify them. As you have learned, understanding your emotions can be difficult. It can be confusing to separate the feelings of sadness from fear or happiness from love. You might need to identify two emotions you are feeling or consider if one emotion might be masking another. If you notice yourself using a defense mechanism, you need to identify the underlying emotion.

Consider Mariana's situation. Mariana started the day in a bad mood. She argued with her sister when her sister said it was Mariana's turn to take the dog for a walk. On the way to school, she yelled at her brother for not keeping up with her. At lunch, Mariana snapped at her best friend, Alia, for no reason. Alia asked Mariana why she was in such a bad mood.

As it turns out, Mariana was reacting negatively to a conversation she had with her mother the night before. Mariana's mother had mentioned



Skills for Health and Wellness

Mental and Emotional Health Checkup

Once a year, you probably get an annual physical and wellness exam to check on your physical health. During the exam, your doctor measures your height and weight, examines your body for symptoms of disease, and answers any questions you have about your health. This yearly checkup helps you track your physical health and make plans to improve it.

Think about this: What similar steps could you take to understand and improve your mental and emotional health? What would be involved in a mental and emotional health checkup? How often do you think people should check on their mental and emotional health?



Practice Your Skills

Practice Health-Enhancing Behaviors

Using the questions that follow, perform a mental and emotional health checkup to better understand your own state of mental and emotional health. Consider each question carefully and write or record yourself saying your answer.

- How often do you find yourself worrying about situations? How intense is your worry? Does worrying distract you from tasks you need to be doing?
- How well have you been sleeping? Have you had trouble falling or staying asleep?
- What kinds of statements have you been making about yourself in your own head? Have you been critical of yourself? confident in your abilities?
- Have your friends mentioned any changes in your behavior? If so, what kinds of changes?
- How happy or sad have you been feeling? Do feelings of sadness go away after a while, or do they persist?
- Think about the activities you like doing most. Do you still enjoy them? What, if any, new activities have you tried recently?
- How well have you been maintaining your relationships with your friends? Are your relationships healthy? What conflicts have you experienced? Have you noticed yourself withdrawing or leaning on your friends for support in difficult situations?

- Do you feel in control of your emotions and actions? How do you cope with negative feelings and thoughts? For example, when you feel sad, do you go for a walk? talk with friends? write in a journal?
- Who is part of your support system? When you are having a hard time, whom do you reach out to? Do you feel comfortable communicating your emotions, positive and negative, with the people in your support system?
- Have you noticed any unexplained changes in your weight, appetite, level of energy, or mood? Explain.

Once you have answered all of these questions, read through your answers or listen to your recording. Did any of your answers surprise you? Try to identify the reason for any feelings and behaviors that concern you.

Based on your answers, what areas of your mental and emotional health do you think most need to improve? Talk with your doctor or a trusted adult about the results of your checkup and then brainstorm strategies you can use to improve your mental and emotional health. Make plans to cope in certain ways, such as talking to a close friend, doing an activity you enjoy, getting a good night's sleep, or seeking professional help.

Save the results of your checkup so you can compare results when you perform the checkup again. Regularly checking on your mental and emotional health can help you keep track of your thoughts and feelings, try new strategies, and get help if you ever need it.

If you experience any of these symptoms, or notice them in a friend or family member, talk to a trusted adult about seeking help. Treat thoughts of hurting yourself or others as an emergency. If you experience these symptoms or know someone else who is, call the National Suicide Prevention Lifeline (1-800-273-8255) or 911. Many mental health conditions and mental illnesses are easiest to treat if diagnosed early, so do not wait to get help.

Lesson 4.1 Review

Know and Understand

1. Describe the difference between mental and emotional health.
2. Choose one characteristic of people with positive mental and emotional health and explain how it reflects that someone is mentally and emotionally healthy.
3. What is the benefit of positive mental and emotional health in your life?
4. With a partner, discuss the difference between mental distress, a mental health condition, and a mental illness.
5. How does family influence mental and emotional health? Consider the influence of family genetically and socially.
6. Choose one cognitive distortion and give an example of how it has affected you. What steps can you take to challenge this pattern of thinking?

Think Critically

7. Review the mental health continuum and think about where you would place yourself today. Record a short audio journal or voice memo explaining your reasoning.
8. What are the beliefs surrounding mental and emotional health in your school and community? How does this culture influence you and your peers?
9. Review the list of symptoms that indicate you need to seek professional help for your mental and emotional health in Figure 4.6. What would these symptoms look like in your life? For example, would withdrawing mean you chat with your friends less than once a week? Create a personalized list of symptoms with specific behaviors that would mean *you* need professional help.

REAL WORLD Health Skills

Access Information Mental and emotional health are extremely important, and many people face stress, difficult situations, and feelings that reduce health. Seeking professional help can be extremely beneficial, whether a person is diagnosed with a mental illness or not. Using reliable resources, design a “help sheet” that identifies the names and contact information of mental health resources in your community. Group different types of professional help into categories, such as hotlines, agencies, therapists, and nonprofit organizations. Research each resource to find out the services it offers and how people can access those services.

Chapter 4

Review and Assessment

Chapter Summary

Mental and emotional health describe the health of your internal life. Mental health is how you observe and interpret information. Emotional health refers to how you express yourself and your thoughts and feelings. Mental health exists on a continuum. Mental health conditions reduce mental and emotional health, mental distress disrupts daily function in the short-term, and mental illnesses are diagnosable conditions that require professional treatment. Factors that influence mental and emotional health include your genetics, upbringing and experiences, environment, social media and technology, and patterns of thinking. Assessing your mental and emotional health regularly can help you care for your health in this area and get help, if needed.

A key part of mental and emotional health is embracing your identity, or who you are. There are many components of identity, including your core values, personality, physical identity, gender, social identity, and cultural and ethnic identity. To discover your identity, you can acknowledge your qualities, listen to yourself and others, try new activities, and learn from mistakes.

Self-esteem is your feelings about yourself. Having healthy self-esteem means generally feeling good about and having a realistic view of yourself. People with healthy self-esteem know their worth, view negative events as learning experiences, and make decisions that align with their values. Low self-esteem can lead to negative thoughts and feelings, defensiveness, and concern over others' opinions. To build a healthy self-esteem, you can recognize your strengths, celebrate successes, avoid perfectionism, and practice self-care.

Emotions are often intense during the teen years, and it is important to manage them well. No emotion is wrong to have. Even uncomfortable emotions can help motivate change. Sometimes, people use defense mechanisms to avoid emotions, but using them too much can harm mental and emotional health. To manage emotions, start by identifying them. Accept your feelings without judgment and then express them using effective communication skills like I-statements. Practicing these skills can help you develop emotional intelligence (EI), which will benefit you throughout your life.

Vocabulary Activity

Choose three of the terms shown. Search online for photos, graphics, or videos that show the meanings of these three terms. Create a digital presentation of these photos, graphics, or videos and show them to the class. Explain how they show the meanings of the terms and answer any questions your classmates have. While listening to your classmates' presentations, write down any terms or explanations you do not understand.

<i>affirmations</i>	<i>gender</i>	<i>mental health conditions</i>
<i>biological sex</i>	<i>gender stereotypes</i>	<i>mood swings</i>
<i>cognitive distortions</i>	<i>genetic predisposition</i>	<i>perfectionism</i>
<i>core values</i>	<i>identity</i>	<i>personality</i>
<i>defense mechanisms</i>	<i>identity formation</i>	<i>self-actualization</i>
<i>emotional intelligence (EI)</i>	<i>Maslow's hierarchy of human</i>	<i>self-care</i>
<i>emotions</i>	<i>needs</i>	<i>self-esteem</i>
<i>ethnicity</i>	<i>mental distress</i>	<i>self-image</i>

Review and Recall

Review the information in this chapter by answering the following questions.

1. Create three to five social media posts demonstrating positive mental and emotional health.
2. Write a case study about four people who fall into each category of the mental health continuum. Include details that indicate each person's category and list the actions each person can take to improve mental and emotional health.
3. How does social media influence mental and emotional health?
4. What are the harmful effects of gender stereotypes?
5. What is the primary task of adolescence, according to Erik Erikson?
6. What should you do if others' thoughts about you conflict with your sense of who you are?
7. Why are bragging and arrogance *not* a sign of healthy self-esteem?
8. Which of the following is a sign of low self-esteem?
 - A. accepting criticism
 - B. feeling threatened by differences
 - C. asking for help
 - D. taking responsibility for mistakes
9. Explain why social media can contribute to low self-esteem.
10. Which of the following is true of uncomfortable emotions?
 - A. They are bad for you.
 - B. It is best to ignore them.
 - C. They are abnormal.
 - D. They can help motivate change.
11. Why do people use defense mechanisms?
12. What is involved in accepting your feelings?
 - A. making the feeling go away
 - B. covering up the feeling
 - C. experiencing the feeling
 - D. deciding the feeling is wrong
13. When expressing your feelings, you say to your friend, "You have more friends than me, and it isn't fair." Rewrite this you-statement into an I-statement you could use to express your feelings respectfully.

Standardized Test Prep

Math Practice

The following results are from a study of US teens' self-esteem. Review the results and answer the following questions.



McClure, Auden C et al. "Characteristics associated with low self-esteem among US adolescents." *Academic pediatrics* vol. 10,4 (2010): 238-44.e2. doi:10.1016/j.acap.2010.03.007

14. Calculate the difference between the percentage of teens with low self-esteem at ages 13 and 16.
15. At age 15, what percentage of teens in the study had normal self-esteem?
 - A. 21.9%
 - B. 19.4%
 - C. 28.1%
 - D. 78.1%
16. This study surveyed 883 14-year-olds. According to the results, how many of these teens had low self-esteem? Round to the nearest whole number.

Chapter 4 Skills Assessment



Critical Thinking Skills

Answer the following questions to assess your knowledge of what you learned in this chapter.

1. What messages do you receive from media and society about the importance of mental and emotional health? Are these messages helpful or not? Explain.
2. Think of a time you would have placed yourself in the *reacting, injured, or ill* categories of the mental health continuum. Write a journal entry about that time in your life and reflect on any actions you took to get help or improve your health.
3. Are there any ongoing stressors in your community that you think increase people's risk for mental health conditions? Explain.
4. Media and technology have many benefits, but can also harm mental and emotional health. With a partner, discuss strategies teens can use to increase the benefits of media and technology and reduce their harm.
5. To learn more about your personality, take a personality test online. After taking the test, reflect on your results. Do you agree or disagree with them? Why?
6. Choose one TV show, movie, book, or online video and explain how it depicts gender. Do you think this depiction is realistic for most people? Why or why not?
7. Why would people need to have a solid sense of who they are before being ready to join with another in an intimate relationship?
8. Is it possible for people to have too high of a self-esteem? Explain.
9. How has your self-esteem changed over time? What factors do you think led to these changes? What strategies could you use to improve your self-esteem in the future?
10. Some people are tempted to label comfortable emotions as "good" and uncomfortable emotions as "bad." Is there such a thing as a "bad" emotion? Explain.
11. Review Figure 4.18 and then create your own emotional vocabulary chart. How would you describe your emotions in each area at each intensity level? Compare your chart with a partner's chart.
12. What feelings are hard for teens to accept? Work with a partner to create a list of these feelings. Then discuss why it is important for teens to accept these feelings.
13. Write a case study about a teen using EI to navigate a difficult situation.



Health and Wellness Skills

Complete the following activities to assess your skills related to health and wellness.

14. **Analyze Influences.** Think about the music you listen to and identify a song that changes your mood somehow. After choosing a song, create an audio journal entry that contains your favorite parts of the song and explains how this song affects your mood. In your entry, answer the following questions:
 - What emotions do you feel listening to the song?
 - What about the song affects your mood? For example, do the lyrics or beat appeal to you? Do you think you interpret the lyrics the way the artist intended? Do you have a connection to the song because of past life experiences?
 - How do you think this song, and the music you listen to, affect your health overall?
15. **Access Information.** Many claims about mental and emotional health spread through media. With a partner, choose a claim about mental and emotional health you recently encountered—through an online video, TV show or film, song, social media post, or trending article, for example. Using reliable resources, evaluate the accuracy of the claim. Cite your sources and write a review of the claim supporting or debunking it.
16. **Communicate with Others.** In the *Real World Health Skills* activity in Lesson 4.1, you created a help sheet for accessing mental health resources in your community. This information is helpful for you, but could also aid others in your community. Using reliable resources, research the mental health conditions and issues most common in your community. Then, revise your help sheet to address these issues and appeal to your audience. Think about the most effective way to reach your community—for example, through pamphlets or social media. Share the help sheet with your community using an effective method.

17. **Make Decisions.** Imagine that one of your friends is acting out because your teacher does not allow students to use phones in class. When the teacher asks your friend to put the phone away, your friend loudly complains, makes a scene, and then sulks for the rest of class. What defense mechanism is your friend using? How could you help your friend handle these feelings without using this defense mechanism? Brainstorm some alternatives your friend could use and write a script in which you talk with your friend about them.
18. **Set Goals.** EI benefits a person's relationships and future success. Developing EI can take time, and people can always improve. To develop more EI, set a SMART goal related to each of the following areas of EI. Act on these goals and evaluate how they impact your emotional health and relationships.
 - *Self-awareness*—become more aware of your emotions and their impact
 - *Self-regulation*—better control your feelings
 - *Motivation*—stay or become motivated
 - *Social skills*—relate better to others
19. **Practice Health-Enhancing Behaviors.** Over the next three days, record at least three successes you had each day. Once you have done this, explain how recording your successes made you feel. What area of health are you improving by celebrating your own success? How could you incorporate this habit into your life on a regular basis?
20. **Advocate for Health.** Imagine you have noticed a lot of tension in your school the last couple weeks. Given what you have learned, you feel it is important for your peers to express their feelings. As a class, create a phone or online hotline your peers can access anonymously. In preparation, research peer hotlines, noting how and why they are created. Recruit other students and then develop a list of questions peer mediators can use while assisting those who access the hotline. Launch your hotline and advertise it at your school.



Hands-On Skills Activity

Self-Esteem Project

The term *self-esteem* describes how you feel about yourself. This activity will help you understand what negative remarks can do to a person's self-esteem. For this activity, you will need a container, water balloon, empty 2-liter bottle, water, safety pin, and paper towels.

Steps for This Activity

1. For two days, observe your peers interacting with one another, in person and online. Every time you see or hear a peer make a negative statement toward someone else, even as a joke, record the statement. At the end of the two days, calculate the total number of negative statements you heard or saw.
2. Gather in small groups of about four people. Within your group, add up all the negative statements you recorded. As you discuss these statements, make sure to keep them anonymous.
3. Assign each member of the group a number. Person one will fill the empty 2-liter bottle with water. Person two will fill the water balloon with water from the bottle, tie it, and place it in the container. Person three will be "the reader," and person four will be in charge of the safety pin.
4. After the balloon is full of water, the reader (person three) will begin reading one negative statement at a time. Person four will hold the water balloon over the container. After each statement is read, person four will use the safety pin to carefully poke one hole in the balloon.
5. **Analyze Influences.** After the statements have been read and the holes have been poked in the balloon, consider the following questions:
 - What does the balloon look like now?
 - Imagine that the balloon resembles the person on the receiving end of those negative statements. What has happened to that person's self-esteem?
6. **Communicate with Others.** Go back and examine each negative statement you read. For each statement, discuss the following questions:
 - Was the negative statement necessary? What feelings probably motivated it?
 - How could the person making the statement have expressed those feelings more respectfully?
 - What questions could you ask yourself before making a negative statement to reduce the impact the statement will have on others?



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 High School* ©2023 to the Texas Essential Knowledge and Skills, Health I

1: Physical health and hygiene—personal health and hygiene

Standard 1A: analyze health information based on health-related standards;

Breakout	Narrative	Activity
(i) analyze health information based on health-related standards	Texas Health Skills for High School 2023 OLS: 42 (Locating Health Information section) , 44–45 (Evaluating Health Information section)	Texas Health Skills for High School 2023 OLS: 43 (Practice Your Skills) , 49 (Lesson 2.2 Review #7) , 49 (Real World Health Skills)

Standard 1B: develop and analyze strategies to prevent communicable and non-communicable diseases; and

Breakout	Narrative	Activity
(i) develop strategies to prevent communicable diseases	Texas Health Skills for High School 2023 OLS: 661–665 (Preventing Communicable Diseases section)	Texas Health Skills for High School 2023 OLS: 665 (Practice Your Skills) , 670 (Chapter 18 Skills Assessment, Critical Thinking Skills #8)
(ii) develop strategies to prevent non-communicable diseases	Texas Health Skills for High School 2023 OLS: 712–713 (Preventing Cardiovascular Diseases section) , 719–720 (Preventing and Treating Cancer section)	Texas Health Skills for High School 2023 OLS: 714 (Lesson 20.2 Review #7) , 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #2)
(iii) analyze strategies to prevent communicable diseases	Texas Health Skills for High School 2023 OLS: 661–665 (Preventing Communicable Diseases section)	Texas Health Skills for High School 2023 OLS: 663 (Practice Your Skills) , 665 (Practice Your Skills)
(iv) analyze strategies to prevent non-communicable diseases	Texas Health Skills for High School 2023 OLS: 712–713 (Preventing Cardiovascular Diseases section) , 719–720 (Preventing and Treating Cancer section)	Texas Health Skills for High School 2023 OLS: 713 (Practice Your Skills) , 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #6)

Standard 1C: discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.

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.



4.1: Vocabulary Game

Select a point value. Choose the term that matches the definition. Score: 100

100	100	100	100
-----	-----	-----	-----

Definition: Increased likelihood of developing a health condition due to genes inherited from biological

- self-actualization
- mental distress
- genetic predisposition
- cognitive d

Lesson 1.2: Health and Wellness Knowledge E-Flash Cards

Term (1 of 6)

health literacy
(conocimientos de salud)

Select to flip

4.1: Matching Activity

Match the term with the correct definition.

<input type="checkbox"/> cognitive distortions	A. Short-term mental and emotional state i feelings impair relationships, daily tasks,
<input type="checkbox"/> genetic predisposition	B. Model of human needs, in which basic ne needs.
<input type="checkbox"/> Maslow's hierarchy of human needs	C. Unhealthy patterns of thinking that are d
<input type="checkbox"/> mental distress	D. Patterns of thinking and feeling that dec health; can be everyday worries or serio
<input type="checkbox"/> mental health conditions	E. Increased likelihood of developing a heal inherited from biological parents.
<input type="checkbox"/> self-actualization	F. Feeling of reaching one's full potential th spontaneity, and a grasp of the real worl

Check Answers

Lesson 1.2: Health and Wellness Knowledge E-Flash Cards

Definition (1 of 6)

the ability to locate, interpret, and apply information pertaining to your health
(la capacidad de localizar, interpretar, y aplicar información relacionada con su salud)

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

Name: _____
 Date: _____
 Period: _____

Lesson 4.1 Warm-Up Activity

Instructions: Read the following statements and decide what percentage, out of 100 percent, you accomplish the actions or feel the statements reflect your life. Then answer the questions that follow.

- I have my emotions under control.
A. Percent (out of 100): _____
- I have people I can trust who trust me back.
A. Percent (out of 100): _____
- I am not afraid of challenges.
A. Percent (out of 100): _____
- I have many activities I enjoy.
A. Percent (out of 100): _____
- I treat others with respect and kindness.
A. Percent (out of 100): _____
- Which areas do you feel you accomplish 100 percent?
Answer: _____
- Which areas need work, and why?
Answer: _____

Lesson 4.1 **Mental and Emotional Health and Well-Being**

Essential Question? What does it mean to be mentally and emotionally healthy?

Learning Outcomes

After studying this lesson, you will be able to:

- recognize the characteristics of mental and emotional health;
- explain how mental and emotional health are a continuum;
- identify factors affecting mental and emotional health; and
- assess your own mental and emotional health.

Warm-Up Activity

Mental and Emotional Health Wheel

Practice Health-Enhancing Behaviors Before reading this lesson, recreate the pie chart shown. Read the statements next to each section of the pie chart and decide what percentage out of 100 percent you accomplish the actions or feel the statements reflect your life. Color in the section of the pie chart with the appropriate color to show the percentage. Which areas were colored in 100 percent? Which areas need work, and why?

A—Blue I have my emotions under control.	
B—Red I have people I can trust who trust me back.	
C—Green I am not afraid of challenges.	
D—Purple I have many activities I enjoy.	
E—Orange I treat others with respect and kindness.	

Key Terms

cognitive distortions
 genetic predisposition
 Maslow's hierarchy of human needs
 mental distress
 mental health conditions
 self-actualization

Think about all of the steps you take to stay physically healthy. Do you eat nutritious foods, like fruits and vegetables? Do you get physical activity and try to avoid getting sick and injured? How do you know you are physically healthy? Now, think about your mental and emotional health. How do you know if you are mentally and emotionally healthy? What steps do you take every day to improve your health in these areas? Did you know that taking care of your mental and emotional health is just as important as taking care of your physical health?

Many people do not devote as much time to mental and emotional health as they devote to physical health. Mental and emotional health is not as easy to assess. This may cause people to think their mental and emotional health is not as important. They may feel like this dimension

102 Unit 2 Being Mentally and Emotionally Healthy

Name: _____
 Date: _____
 Period: _____

Case Study: Who You Are

Instructions: Read the following case study and then complete the activity that follows.

There are many components to people's identity, including what they look like, as well as how they act, think, relate to other people, and view the world. The following character profiles describe basic parts of these identities.











Figure 1 Mikayla, Seth, and Kal
 Left to right: Mikayla/Shutterstock.com; DGLimages/Shutterstock.com; Asier Romero/Shutterstock.com

Name: Mikayla
Age: 16
Core Values: Friendship, Fun, Humor, Compassion
Personality: Cheerful, talkative

Case Study

Who You Are

There are many components to people's identity, including what they look like, as well as how they act, think, relate to other people, and view the world. The following character profiles describe basic parts of these identities.

<p>Name: Mikayla Age: 16</p> <p>Core Values: Friendship, Fun, Humor, Compassion</p> <p>Personality: Cheerful, talkative</p> <p>Physical Identity: Curly brown hair Brown eyes 5'7" Multiracial (African-American and Caucasian)</p> <p>Social Identity: Humorous friend, dependable daughter, blogger, popular among peers</p> <p>Cultural and Ethnic Identity: African and German descent, fluent in English and German</p>	<p>Name: Seth Age: 17</p> <p>Core Values: Knowledge, Determination, Optimism</p> <p>Personality: Loyal, shy, analytical</p> <p>Physical Identity: Short brown hair Hazel eyes 5'7" Caucasian</p> <p>Social Identity: Committed varsity swimmer, engaging brother, environmental advocate, upper-echelon athlete</p> <p>Cultural and Ethnic Identity: Polish and Ukrainian descent, fluent in English</p>	<p>Name: Kal Age: 14</p> <p>Core Values: Family, Openness, Knowledge, Generosity</p> <p>Personality: Sympathetic</p> <p>Physical Identity: Long brown hair Brown eyes 5'8" Native American</p> <p>Social Identity: Avid reader, tribe member, painter, nature lover, community volunteer</p> <p>Cultural and Ethnic Identity: Member of the Choctaw Nation of Oklahoma, fluent in English and speaks some Choctaw</p>
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Practice Your Skills

Comprehend Concepts

Using the profiles shown as examples, create a character profile of your own. Include a photo of yourself, as well as the following components of identity: name, age, core values, personality type, hair type, eye color, height, race, social identities, ethnicity, and language fluency. With a partner, discuss how knowing these details helps you feel comfortable with yourself and make good decisions.

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Case Study

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.

Name:

Date:

Period:

Case Study: Who You Are

Instructions: Read the following case study and then complete the activity that follows.

There are many components to people's identity, including what they look like, as well as how they act, think, relate to other people, and view the world. The following character profiles describe basic parts of these identities.

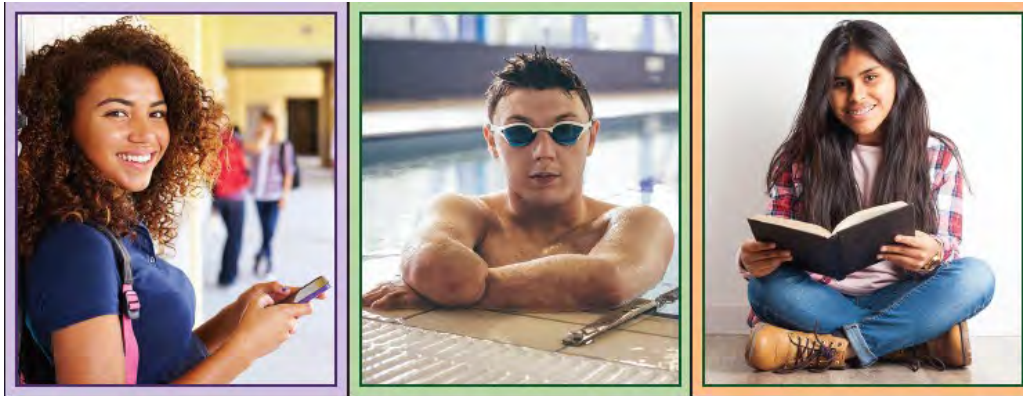


Figure 1 Mikayla, Seth, and Kai
Left to right: MBI/Shutterstock.com; DGLimages/Shutterstock.com; Asier Romero/Shutterstock.com

Name: Mikayla

Age: 16

Core Values: Friendship, Fun, Humor, Compassion

Personality: Cheerful, talkative

Physical Identity: Curly, brown hair; brown eyes, 5'9", multiracial (African-American and Caucasian)

Social Identity: Humorous friend, dependable daughter, blogger, popular among peers

Cultural and Ethnic Identity: African and German descent, fluent in English and German

Name: Seth

Age: 17

Core Values: Knowledge, Determination, Optimism

Personality: Loyal, shy, analytical

Physical Identity: Short, brown hair; hazel eyes; 5'7"; Caucasian

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Warm-Up Activity

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

Name:

Date:

Period:

Lesson 4.1 Warm-Up Activity

***Instructions:** Read the following statements and decide what percentage, out of 100 percent, you accomplish the actions or feel the statements reflect your life. Then answer the questions that follow.*

1. I have my emotions under control.
A. Percent (out of 100):
2. I have people I can trust who trust me back.
A. Percent (out of 100):
3. I am not afraid of challenges.
A. Percent (out of 100):
4. I have many activities I enjoy.
A. Percent (out of 100):
5. I treat others with respect and kindness.
A. Percent (out of 100):
6. Which areas do you feel you accomplish 100 percent?
Answer:

7. Which areas need work, and why?
Answer:

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.

Name:

Date:

Period:

Lesson 4.1 Reading Guide

Instructions: As you read and study this lesson, complete the reading guide to help you understand the concepts being presented. Answer each Learning Outcome question in the left column. In addition, record additional examples and unanswered questions you have. 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.

Essential Question

What does it mean to be mentally and emotionally healthy?

Learning Outcome

1. What are the characteristics of mental and emotional health?

Answer:

Notes, Examples, Unanswered Questions

Answer:

Learning Outcome

2. Why are mental and emotional health a continuum?

Answer:

Notes, Examples, Unanswered Questions

Answer:

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

Name:

Date:

Period:

Vocabulary Worksheet

Instructions: For each vocabulary word, write a definition. Then add a synonym, an antonym, or a picture to help you remember the term.

1. affirmations
 - A. Definition:
 - B. Synonym/antonym/picture:
2. biological sex
 - A. Definition:
 - B. Synonym/antonym/picture:
3. cognitive distortions
 - A. Definition:
 - B. Synonym/antonym/picture:
4. core values
 - A. Definition:
 - B. Synonym/antonym/picture:
5. defense mechanisms
 - A. Definition:
 - B. Synonym/antonym/picture:
6. emotional intelligence (EI)
 - A. Definition:
 - B. Synonym/antonym/picture:
7. emotions
 - A. Definition:
 - B. Synonym/antonym/picture:
8. ethnicity
 - A. Definition:
 - B. Synonym/antonym/picture:
9. gender
 - A. Definition:
 - B. Synonym/antonym/picture:
10. gender stereotypes
 - A. Definition:
 - B. Synonym/antonym/picture:

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Let's Practice Health Skills with the Student Workbook

The Student Workbook **emphasizes real-life application and skills-based learning, while reinforcing concepts** covered in each lesson.

Activity E: Building Your Self-Esteem—Page 1

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 about themselves. Answer the following questions and write a SMART goal to improve your self-esteem.*

1. Assess your current level of self-esteem. Do you feel confident in yourself? What areas of your self-esteem can you improve?

Answer:

2. How do you want to go about improving your self-esteem? Use at least two different strategies.

Answer:

3. How can you track your progress?

Answer:

4. What obstacles might get in your way of achieving this goal? Explain how you can overcome these obstacles.

Answer:

5. How can you stay on track? How can you stay accountable for your own actions?

Answer:

6. Write your SMART Goal.

Answer:

Includes activities that reinforce and enrich reading, writing, and health skills.

Name:
Date:
Period:

Lesson 4.3 Activity D: Self-Esteem

Instructions: Read the following stories about Marlen and Lily to learn more about the factors that influence self-esteem and the impact of self-esteem on daily living. Then, answer the questions.

Marlen's Story

Growing up, Marlen would spend a lot of time at her grandparents' house with her siblings and cousins. She knows from her friends at school that not all siblings get along well, but Marlen has always felt loved and supported by her family.

Marlen does not feel any pressure to be like her parents taught her that these things matter. Marlen wants to prioritize her friendship with her friends. She knows that she has not dated yet. She may want to date, but she feels proud about how many friends she has. Today, Marlen feels good about her life.

Lily's Story

Lily was bullied throughout grade school and they never invited her to their birthday parties. She is more friendly and open. When she is with her older classmates, they often pressure her to do things like vaping or dating an older boy, but she fears they will stop liking her otherwise. Her older classmates would like her, so she remains friends with them. She has a date Jake, who has recently been disrespected.

Questions

1. What factors helped Marlen develop a healthy self-esteem? How did low self-esteem negatively impact Lily's self-esteem?

Answer:

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

Answer:

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

Activity F: Emotional Intelligence—Page 1

Name:
Date:
Period:

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 Sasha. 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 is up with you and Tanya?" she snaps. "Am I not good enough to hang out with you anymore?"

A. Rewrite the scenario showing emotional intelligence.

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 joking." Jon, sulking, ignores him.

A. Rewrite the scenario showing emotional intelligence.

Answer:

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

A. Rewrite the scenario showing emotional intelligence.

Answer:

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Let's Look at the Texas Instructor's Edition

The Texas Instructor'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 and various ability levels are emphasized in the Instructor's Edition.

Supporting Reading and Language Acquisition Using Texas Health Skills for High School

Each chapter of *Texas Health Skills for High School* provides multiple opportunities for supporting reading and language acquisition in each area identified by the National Reading Panel. Using these activities and features can help you differentiate student learning and empower readers of varying abilities.



Look for the skills instruction icons in the columns.



Cognitive distortions can also create anxiety. People may worry obsessively about upcoming events and imagine bad outcomes. In many cases, these bad outcomes do not actually occur, but repeatedly thinking about negative possibilities creates considerable stress.

Assessing Your Mental and Emotional Health and Well-Being

Skill: Practice Health-Enhancing Behaviors

Building Your Self-Esteem

Essential Question?

What steps can you take to develop a healthy self-esteem?

Lesson 4.3

Learning Outcomes

After studying this lesson, you will be able to

- describe the difference between self-image and self-esteem;
- explain the importance of self-esteem;
- assess the characteristics of people with healthy and low self-esteem;
- identify factors that influence self-esteem; and
- employ strategies for improving your self-esteem.

Warm-Up Activity

Understanding Self-Esteem

Comprehend Concepts In this lesson, you will learn about *self-esteem*, or your feelings about yourself. Before reading, think of a fictional character you would say has low self-esteem and a character you would say has healthy self-esteem. Describe these characters in detail and then analyze their self-esteem by answering the following questions:



- How do these characters feel about themselves? What examples demonstrate these feelings?
- What are these characters' flaws? Do the characters know their flaws? How do they feel about their flaws?
- How do the characters' family members and friends affect their self-esteem?
- How would these characters be different if they had different self-esteem?

Many teens feel good about some aspects of themselves and their lives, but feel dissatisfied about other aspects. These sometimes complex feelings are a normal part of adolescence, when many people struggle to figure out what they think of themselves. During this time, your self-image and self-esteem are developing. Self-image and self-esteem have a significant impact on your mental and emotional health.

How do you think others see you? Answering this question can give you a sense of your self-image. Your **self-image** is your mental picture of yourself, including your appearance, skills and abilities, and weaknesses. You are not born with a self-image. Rather, it forms gradually over time, starting in childhood, and is influenced by your experiences and interactions with others. As you experience different events and interact with people, your self-image may change.

Key Terms

- affirmations
- perfectionism
- self-care
- self-esteem
- self-image

Texas Essential Knowledge and Skills

Health I: 3A, 19D
Health II: 3A

National Health Education Standard

7.12.2

self-image mental picture of one's abilities, appearance, and personality based on experiences and interactions with others

...feel better and times they feel worse. These are a normal part of life. Still, mental health thoughts and feelings can interfere with life and daily tasks, maintain relationships, and reach particularly assess the health of your thoughts and needed. simple as talking to a trusted adult or friend. can seriously impact a person's health and important to prevent negative consequences. tions and mental illnesses require professional tions. mental and emotional health, consider the thoughts throughout the day. For example, you might gns. Identify what events, if any, trigger certain mostly positive or negative? Are your thoughts ou can identify and improve some areas of your th. For example, if you notice that you spend a self, you can make an effort to pay attention to using your mental and emotional health, you can to seek help in this area (Figure 4.6).

Seeking help would be a good idea if you...

- get really mad about small conflicts or constantly argue with friends and family
- have difficulty sleeping, including getting to sleep or staying asleep
- have difficulty spending time with people and avoid people, in person and online (for example, by withdrawing from social events)
- notice unexplained changes in your weight or appetite (such as overeating or a loss of appetite)
- are unable to relax or have a racing mind or heart, headaches, upset stomach, constant tension, or a persistent feeling of anxiety or dread
- have trouble completing daily tasks because of negative feelings or feelings of numbness
- are using a substance, like tobacco, alcohol, or drugs, to avoid or deal with negative feelings
- think about or have already physically hurt yourself or others
- think a lot of about escaping your current situation or believe others would be better off without you

...ptoms, such as those listed, indicate a need to seek professional help. **Why is it important** over Many mental health conditions are easiest to treat if diagnosed early.

Chapter 4 Promoting Mental and Emotional Health 109

Easily locate the TEKS and National Health Education Standards correlations in the color-coded boxes.

Strategies for Teaching Skills-Based Health Education

Strategies for teaching skills-based health education are provided in the front matter of the Texas Instructor’s Edition.

Figure IE.2 shows the difference between content-based instruction and SBHE. To imagine this difference, think of a student spending three weeks in class learning about drugs. For students whose internal and external influences are powerful enough they truly *know* they will not use drugs, these three weeks are not useful or personally connected.

An SBHE class, however, would likely spend three weeks on decision-making using functional information about drugs, nutrition, and social media. Every student makes decisions, and therefore *all* students would likely personally connect with learning experiences and transfer decision-making skills beyond the classroom and a particular context.

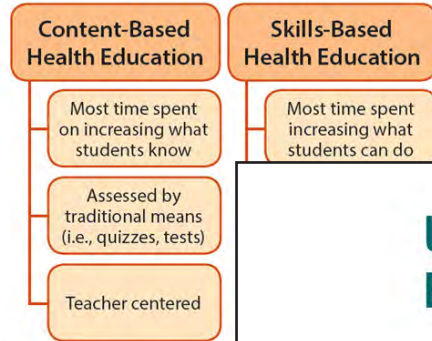
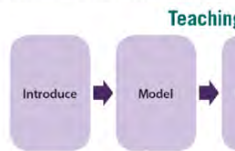


Figure IE.2 SBHE is more authentic and centers on the learner.

The SBHE Curriculum

In SBHE, skills form the foundation of functional information infused throughout this Instructor’s Edition front matter. Organizing your course in this manner is essential to teaching a health skill.

- Teaching a health skill includes:
1. First, the teacher **introduces** the skill, its relevance, and the significance of the skill, its relevance.
 2. The teacher **models** the skill for students.
 3. Students **practice** the skill through various activities.
 4. Students receive **feedback** from the teacher and peers for assessment to determine how well they are performing.
 5. Students **continue to practice** the skill in varying functional information contexts to apply the skill in real-life situations. Opportunities to practice health skills should be authentic. For example, to practice communication skills, identify a health question and research resources. To practice communication skills, actually have conversations with someone and actually have the conversation. To practice health improvement, set a related goal, track progress, and make adjustments.



Understanding Skills-Based Health Education (SBHE)

Skills-based health education, or *SBHE*, focuses on practicing, developing, and applying the eight skills outlined in the National Health Education Standards (Figure IE.1). Rather than expecting the memorization of information, SBHE presents *functional information*, which is information that is useful for promoting health. For example, functional information is the symptoms of a sexually transmitted infection (STI). The name of the pathogen that causes an STI is not. By teaching health skills, SBHE results in healthier behaviors and practices.

Content- Versus Skills-Based Instruction

SBHE’s approach is different from the content-based instruction approach. Unlike content-based instruction, SBHE encourages trial and error. It encourages students to make mistakes and learn from them, in the safety of the classroom in preparation for the real world. The focus of SBHE is not telling students whether they are “right” or “wrong.” Rather, it is teaching students to use feedback from themselves (through critical reflection and analysis), peers, and teachers. SBHE is not a one-and-done approach. Students repeatedly use health skills in varying contexts and with multiple functional information topics.

Skill Areas of the National Health Education Standards	
Skill Area	Description
Comprehend concepts	Acquiring functional information and understanding health concepts
Analyze influences	Identifying and understanding positive and negative factors that affect health from a variety of sources
Access information	Finding and evaluating the validity and/or effectiveness of health information, products, and services
Communicate with others	Using effective communication and negotiation skills to enhance personal, family, and community health
Make decisions	Identifying, making, and carrying out healthy decisions
Set goals	Identifying areas for improvement and setting and following through on both short-term and long-term goals
Practice health-enhancing behaviors	Adopting behaviors that contribute to positive health and reducing behaviors or factors that are health risks
Advocate for health	Promoting healthy norms and behaviors by targeting populations with health-enhancing messages

Figure IE.1 These are the eight skill areas of the National Health Education Standards.

Let's Look at the Instructor Resources

Texas Lesson Plans

Detailed lesson plans developed by the 2020 SHAPE America Western District Teacher of the Year Diane Farthing 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.

Answer Keys
available!

Includes TEKS and the National
Health Education Standards!

Lesson Plan Chapter 4, Lesson 4.3 Page 2

Online Learning Suite (OLS)

- ✓ Handouts: *Lesson 4.3 Reading Guide, Lesson 4.3 Warm-Up Activity, Quiz: How Healthy Is Your Self-Esteem?, Lesson 4.3 Review*
- ✓ Workbook: Activity D: *Factors That Affect Self-Esteem, Ad Self-Esteem* (See the *Workbook Answer Key* in the Curriculum Center for answers to Workbook Activity D.)
- ✓ Companion Website: Audio Glossary, English/Spanish E-Flip Cards, Lesson 4.3 Review

Curriculum Center

- ✓ Handouts: *Lesson 4.3 Reading Guide for Differentiation, My Skill Development: Goal Setting: Self-Esteem Goals, My Self-Esteem Parent/Trusted Adult Engagement Assignment: To My Child*
- ✓ *Resource Answer Key* in the Curriculum Center for answers to Workbook Activity D.
- ✓ *Instructor's Presentations for PowerPoint**: Chapter 4 slides

Activity Types and Descriptions

Select from the following activities to meet your classroom needs:

Bell Ringers (10–15 minutes)

- Pass out a copy of the lyrics to the song “Secrets” by Mary Lambert and a music video. You may also choose another popular song or music video. Have students discuss whether they think the person in the song does healthy self-esteem.
- Choose from the prompts shown:
 - ✓ Describe the traits of someone you think has healthy self-esteem. How likely are they to try new things, less likely to give in to peer pressure, or do these traits help this person in life?
 - ✓ Healthy self-esteem means being realistic about your strengths and weaknesses. Do you know people who think they are bad at something but are really good? Why do you think their self-image is distorted? Do you have a distorted self-image?
 - ✓ Look at Figure 4.13 in the text. Which trait is your strongest? Which is your weakest?
 - ✓ Describe one time someone told you that you were bad at something, though it turned out not to be true.
 - ✓ What is one thing that went well yesterday? How did it go? How do you help it go well again in the future?
 - ✓ Do selfies increase or decrease perfectionism? Why?
 - ✓ Describe three healthy self-care activities, two positive and one negative.

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.

Lesson Plan Chapter 4, Lesson 4.3 Page 1

Instructor:
Date:
Course:
Unit:

Lesson 4.3 Building Your Self-Esteem

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

- describe the difference between self-image and self-esteem
- explain the importance of self-esteem;
- assess the characteristics of people with healthy and low self-esteem;
- identify factors that influence self-esteem; and
- employ strategies for improving self-esteem.

Standards

This lesson meets the following National Health Education Standard:

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

This lesson meets the following Texas Essential Knowledge and Skills:

- **Health I: 19D** analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.
- **Health II: 3A** describe how internal and external factors influence self-esteem.

Key Terms

- **affirmations** statements that acknowledge a person's value and strengths
- **perfectionism** personal standard or attitude that rejects anything less than ideal performance
- **self-care** process of actively taking care of one's own well-being and health, especially during periods of stress
- **self-esteem** confidence in one's own worth and abilities
- **self-image** mental picture of one's abilities, appearance, and personality based on experiences and interactions with others

Materials

- **Text** pages 121–127

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Closure (5–10 minutes)

- Review expectations of learning from Lesson 4.3 and highlight what to expect next class.
- To provide closure, you can also use any of the prompts and activities provided as bell ringers for this lesson.

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- Assign the *Vocabulary Worksheet* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the Curriculum Center. Students will provide a definition and synonym, antonym, or picture for each key term.
- **Analyze Influences:** Assign Workbook Activity D: *Factors That Affect Self-Esteem* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the OLS. Students will analyze the effects of self-esteem on two teens in the provided scenario. Answers for this activity can be found in the *Workbook Answer Key* in the Curriculum Center.
- **Set Goals:** Have students take the *Quiz: How Healthy Is Your Self-Esteem?* in the text and complete the *Practice Your Skills* activity. Students will review the results of the quiz and create a long-term plan for building their self-esteem. You can also assign this activity as a handout through your LMS or Google Classroom® or print copies and distribute to students. This handout is available on the OLS.
- **Set Goals:** Assign the *Skill Builders* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the Curriculum Center. Students will complete the *Quiz: How Healthy Is Your Self-Esteem?* in the text and create a long-term plan for building their self-esteem. This activity can be found in the Curriculum Center.
- **Set Goals:** Assign Workbook Activity C: *Factors That Affect Self-Esteem* through your LMS or Google Classroom® or print copies and distribute to students. Students will develop a SMART goal for building their self-esteem.
- Assign the handout *My Strengths* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the Curriculum Center. Students will identify their strengths, including verbal, physical, and social skills, and share them with others.

Independent Practice (10–15 minutes)

- Have students visit the *Core Vocabulary* Audio Glossary, English/Spanish.
- Assign the *Parent/Trusted Adult* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the Curriculum Center. Students will complete the activity with another trusted adult complete the activity.
- Assign the *Lesson 4.3 Review* through your LMS or Google Classroom® or print copies and distribute to students. This activity is available in the Curriculum Center. (Answers are available in the Curriculum Center.)
- **Make Decisions:** Assign the *Decision-Making* through your LMS or Google Classroom® or print copies and distribute to students. Students will use the decision-making process to evaluate their self-esteem. They will make decisions and evaluate how they feel about their decisions.

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Use one of the following activities for helping students respond.

- ✓ Ask students to think about their responses to a prompt. The prompt can be posted on the board as students enter class.
- ✓ Have students think about a prompt for one minute and then share with a partner. The teacher can walk around and listen as this occurs.
- ✓ Do the above, then randomly call on a few students to share their ideas with the class.
- ✓ Have students think for one minute and then share with a partner, but focus on being a good listener. The teacher might say, "As you share your ideas on this prompt, be sure to be an active listener. You'll be sharing your partner's name and ideas if you're called on." The teacher can then randomly call on someone, saying, "Can you please introduce your partner and share their response to our prompt?"
- ✓ Have students journal in response to a prompt.
- ✓ Print a prompt on a small slip of paper. Pair up students and have them discuss the prompt as you all walk on a short path around the school.
- ✓ Provide students with an exit pass (small paper they write on and hand in on their way out of class).

- **Comprehend Concepts:** Have students complete the Lesson 4.3 *Warm-Up Activity: Understanding Self-Esteem* in the text. Students will identify and analyze a fictional character with low self-esteem and a fictional character with healthy self-esteem. You can also assign this activity as a handout through your LMS or Google Classroom® or print copies and distribute to students. This handout is available on the OLS.

Classroom Activities (20–40 minutes)

- Introduce the lesson:
 - ✓ **What will we be learning?** We will be learning what self-esteem is and how healthy self-esteem can enhance our lives.
 - ✓ **Why is this important?** Healthy self-esteem makes people happier and more willing to try new things.
 - ✓ **How will you know when you have learned it?** You will be able to describe at least three characteristics of healthy self-esteem and at least two things you can do to improve your self-esteem.
- Assign the *Lesson 4.3 Reading Guide* through your LMS or Google Classroom® or print copies and distribute to students. Students can complete this as they read the lesson.

Differentiation: A *Reading Guide for Differentiation* is available for the struggling learner in the Curriculum Center.
- *Instructor's Presentations for PowerPoint*®—Review the Lesson 4.3 slides from the Chapter 4 slide presentation in the Curriculum Center and engage students in a class discussion.

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Identifying Influences on Mental and Emotional Health – Page 1

Name:

Date:

Period:

Skill Development: Analyzing Influences

Identifying Influences on Mental and Emotional Health

Instructions: *There are many factors that influence mental and emotional health. By analyzing these influences, you can determine if it would be beneficial to try to make changes to enhance your health. To analyze the influences on your mental and emotional health, fill in the information that follows. Then, respond to each part of the questions that follow using complete sentences.*

1. Factor: Genetics

A. Is this factor an internal influence (I), external influence (E), or both?
Answer:

B. Give an example of how this factor positively affects your mental and emotional health.
Answer:

C. Give an example of how this factor negatively affects your mental and emotional health.
Answer:

2. Factor: Upbringing and experiences

A. Is this factor an internal influence (I), external influence (E), or both?
Answer:

B. Give an example of how this factor positively affects your mental and emotional health.
Answer:

C. Give an example of how this factor negatively affects your mental and emotional health.
Answer:

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Identifying Influences on Mental and Emotional Health – Page 2

3. Factor: Environment: Relationships

A. Is this factor an internal influence (I), external influence (E), or both?
Answer:

B. Give an example of how this factor positively affects your mental and emotional health.
Answer:

C. Give an example of how this factor negatively affects your mental and emotional health.
Answer:

4. Factor: Environment: Culture

A. Is this factor an internal influence (I), external influence (E), or both?
Answer:

B. Give an example of how this factor positively affects your mental and emotional health.
Answer:

C. Give an example of how this factor negatively affects your mental and emotional health.
Answer:

5. Factor: Environment: Community

A. Is this factor an internal influence (I), external influence (E), or both?
Answer:

B. Give an example of how this factor positively affects your mental and emotional health.
Answer:

C. Give an example of how this factor negatively affects your mental and emotional health.

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Gender Stereotypes – Page 1

Teacher-Directed Activity

Gender Stereotypes

Activity Goal

- Help students understand the impact of gender stereotypes.

Activity Preparation

This activity involves leading a class discussion about gender stereotypes. If students have access to technology, they can conduct research during step 4 of the activity.

Activity Instructions

1. Introduce students to the activity. Explain that you will be talking about gender stereotypes.
2. Begin by asking students to brainstorm assumptions or phrases they have heard regarding gender stereotypes. Some examples might be *Don't be a girl*, *Act like a man*, *Men don't cry*, *Act like a lady*, or *Man up*.
3. Have students brainstorm careers that are typically associated with men or women (for example, men work as doctors, firefighters, or pilots; women work as nurses, teachers, or flight attendants). Then, discuss whether these careers could be accomplished just as well by one gender as by another. (Most careers are done just as well by both genders, but some might be controversial.)
4. If students have access to technology, have them research requirements for the physical testing of police or fire departments. If students cannot access technology, supply this information. Discuss whether there should be different requirements.
5. Have students discuss the following: *In golf, there are different places marked for the players to tee off from. There are usually three marked areas. Most men play from the farthest tees. Women almost always play from the closest tee. Should women be able to compete in a traditional men's tournament? Why or why not? If they do, should they start from the women's or the men's tees?*
6. Ask students if they can think of examples of different requirements at school. Do men and women have different requirements for fitness activities in physical education (for example, the time running the mile)? Should they?

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Talking to a Counselor Rubric – Page 1

Name:

Date:

Period:

Performance Assessment: Interpersonal Communication

Talking to a Counselor Rubric

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

Criteria:

1. Category 1: When Did It Happen?

Exceeding (3)	Proficient (2)
Choices about the time, place, and method greatly increased the likelihood of a successful conversation.	Choices about the time, place, and method were appropriate for the conversation.

2. Category 2: What Was the Problem? What Boundaries?

Exceeding (3)	Proficient (2)
I-statements were used that focused on the specific behavior, and your boundaries, needs, and preferences were clearly expressed.	I-statements were used that focused on the specific behavior, and your boundaries, needs, and preferences were clearly expressed.

3. Category 3: What Words Were Used?

Exceeding (3)	Proficient (2)
All words were extremely respectful and considerate of the other person's feelings.	Most words were respectful and considerate of the other person's feelings.

4. Category 4: How Were Your Feelings?

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.

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.

Comparing Values – Page 2

Student

1. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

2. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

3. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

4. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

Adult

1. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

2. I value (Answer 1); therefore, I (Answer 2).

Answer 1:

Answer 2:

Comparing Values – Page 1

Name:

Date:

Period:

Parent/Other Trusted Adult Engagement Assignment Comparing Values

Instructions: For this assignment, you will work together with a parent, guardian, or other trusted adult. Begin by recording the name and age of the adult you chose. Then, complete the activity that follows, discuss the questions, and record what you and the adult discussed.

1. Name of adult:
2. Age of adult:

Part 1

Instructions: Below is a list of common values. On your own, complete four statements about how your values impact your behavior. Have your parent, guardian, or other trusted adult do the same.

Achievement	Friendships	Personal development
Adventure	Fun	Privacy
Affection	Health	Recognition
Arts	Helping others	Religion
Close relationships	Honesty	Reputation
Commitment	Humor	Security
Competition	Independence	Self-expression
Democracy	Integrity	Self-respect
Education	Justice	Stability
Environment	Leadership	Status
Excellence	Love	Time
Fame	Loyalty	Trust
Family	Money	Truth
Financial security	Morality	Wisdom
Freedom	Nature	Work

Example: I value honesty; therefore, I tell the truth.

Factors Affecting Mental and Emotional Health

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

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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?
- Which areas need work, and why?
- *I have my emotions under control.*
- *I have people I can trust who trust me back.*
- *I am not afraid of challenges.*
- *I have many activities I enjoy.*
- *I treat others with respect and kindness.*

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Thinking Critically Purpose

- Researchers describe **purpose** as “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.”
 - What gives you a sense of purpose?

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Use Your Skills Improving Your Self-Esteem

- Know your strengths.
 - Avoid comparisons.
- Celebrate your successes.
 - Practice daily **affirmations**.
- Avoid **perfectionism**.
- Engage in **self-care**.
 - Actively take care of your physical, social, and mental and emotional well-being and health, especially when you do not feel well.

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The ExamView® Assessment Suite allows you to quickly and easily create and administer pretests, posttests, and assessments. Choose questions of varying levels of difficulty to further differentiate for students.

Chapter 6 Managing the Stress in Your Life

Matching

Match the following terms and identifying phrases.

- A. distress
- B. eustress
- C. fight-or-flight response
- D. relaxation response
- E. stress
- F. stressors
- G. technostress
- H. toxic stress
- I. trauma

____ 1. Stress that causes negative feelings and harmful health effects.

- ____ 14. Relaxation technique that involves tensing and then relaxing each part of the body until the whole body feels relaxed.
- ____ 15. Act of using relaxation techniques while focusing intensely on the present.
- ____ 16. Body system that consists of the brain, spinal cord, and nerves that trade information throughout the body.
- ____ 17. Body system consisting of organs that take in foods, pass nutrients from these sources into the bloodstream, and then expel waste out of the body.
- ____ 18. Practice of devoting the appropriate amount of time to each task, or _____, and prioritizing tasks.
- ____ 19. Body system that consists of glands which secrete hormones to regulate _____.

True/False

Indicate whether the statement is true or false.

- ____ 20. If minor stressors occur frequently, they can create as much or more stress than a few major stressors.
- ____ 21. The meaning a person assigns to an event is less important than the intensity of the stressors the same.
- ____ 22. During times of stress, the body shifts energy from nonessential processes to essential processes to respond to the challenge.
- ____ 23. Stress decreases physiological arousal, which leads to positive thoughts and feelings.
- ____ 24. The brains of people experiencing chronic stress have higher levels of activity than people who feel good.
- ____ 25. High levels of stress, including trauma, make people more likely to engage in behaviors such as smoking, using alcohol, and eating unhealthy foods.
- ____ 26. Stress can be easily managed without identifying its source.
- ____ 27. Positive reappraisal and positive self-talk can help you keep a positive attitude during stressful situations.
- ____ 28. Stress-related disorders and burnout are signs that you are managing stress effectively.

Multiple Choice

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

- ____ 29. Which of the following is an example of eustress?
- A. losing your phone charger
 - B. participating in a marathon
 - C. conflict with family
 - D. losing a loved one

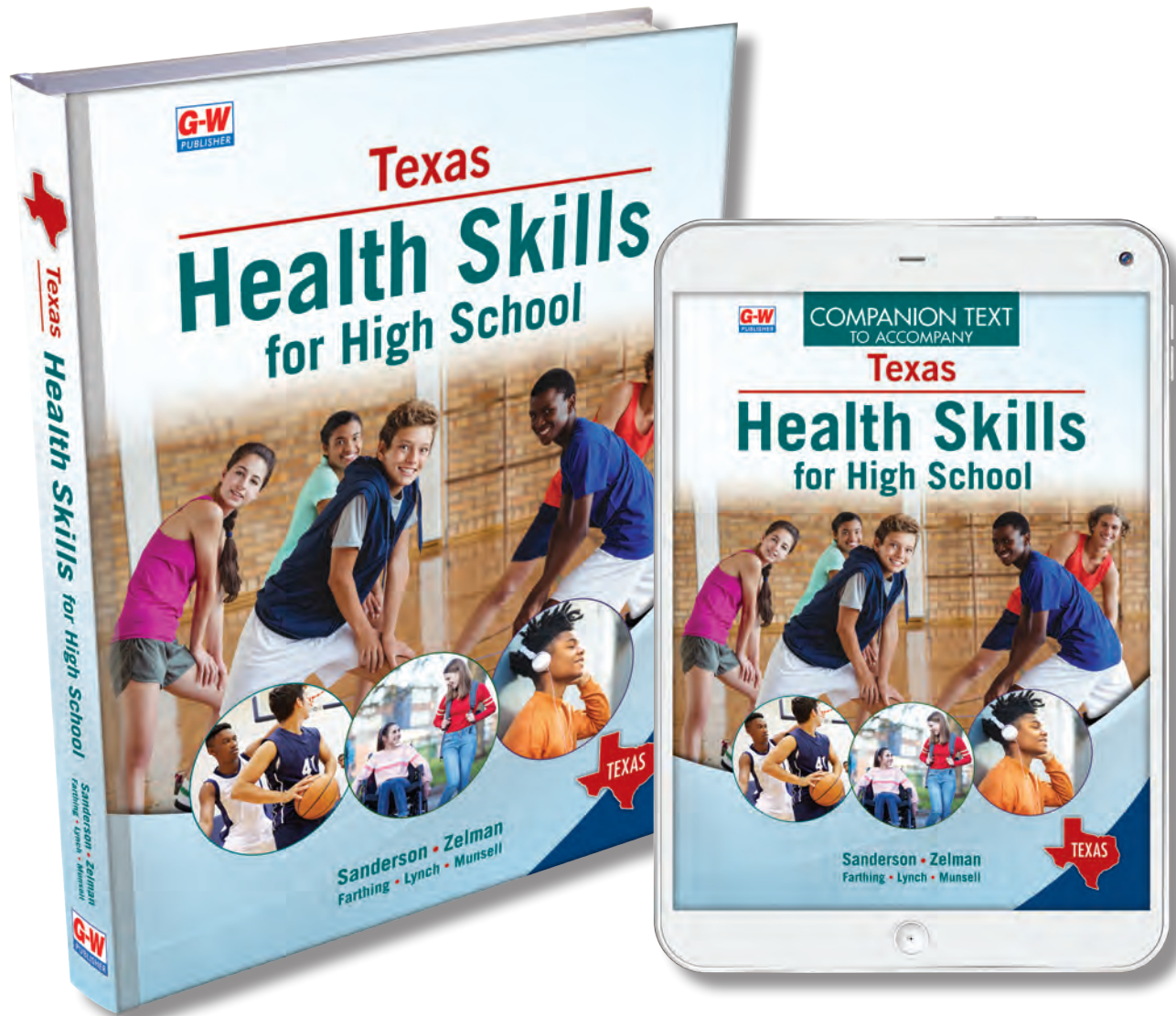
- ____ 30. _____ is stress caused by repeated, long-lasting exposure to severe stressors, such as neglect and abuse, violence, or loss of a loved one.
- A. Eustress
 - B. Technostress
 - C. Trauma
 - D. Toxic stress
- ____ 31. During the _____ response, the body gradually returns to its resting state and hormone levels return to normal.
- A. alarm
 - B. exhaustion
 - C. relaxation
 - D. resistance
- ____ 32. Epinephrine, norepinephrine, and cortisol are the stress _____, which help coordinate the fight-or-flight response.
- A. behaviors
 - B. disorders
 - C. hormones
 - D. responses
- ____ 33. Over time, stress has all of the following impacts on the cardiovascular system *except* _____.
- A. increased risk of a heart attack
 - B. low blood pressure
 - C. narrowed blood vessels
 - D. fatty deposits and glucose buildup on blood vessel walls
- ____ 34. _____ is a state of emotional, physical, and mental exhaustion.
- A. Burnout
 - B. Cognitive disorder
 - C. Post-traumatic stress disorder
 - D. Stress-related disorder
- ____ 35. _____ is a technique in which you pay close attention to the body, checking it for signs of tension, and then releasing that tension.
- A. Visualization
 - B. Progressive muscle relaxation
 - C. Body scan
 - D. Guided movements
- ____ 36. Which of the following is *not* an example of positive self-talk?
- A. "Change is impossible."
 - B. "I am capable."
 - C. "Challenges are opportunities."
 - D. "I am lovable."
- ____ 37. Which of the following is *not* a mindfulness-based stress reduction strategy?
- A. observing your surroundings
 - B. focusing on an object
 - C. focusing outward
 - D. paying attention to your body

Essay

SBOE Adopted!



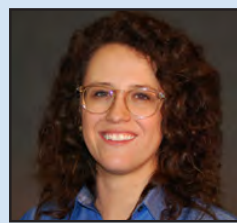
Let's Work Together to Encourage Healthy Living



Also available: Resources for Middle School Health, Grades 6–8 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



Christina Francisco
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*ESC Regions 1, 2, 3, 4,
5, 6, 13, 20*



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12, 14, 15, 16, 17, 18, 19*

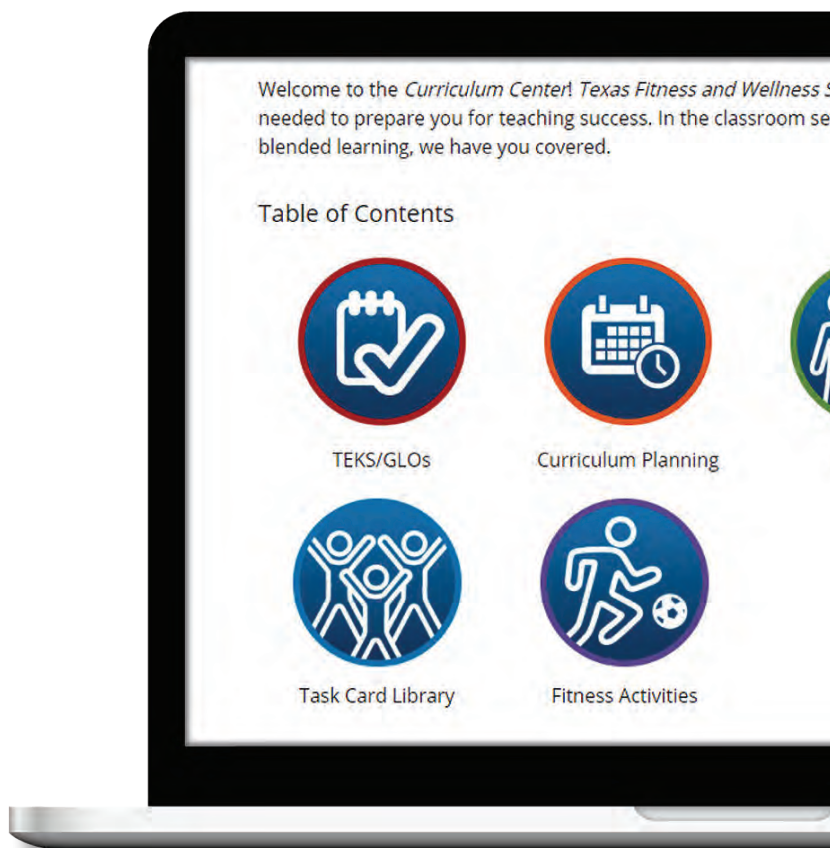
SBOE Adopted!



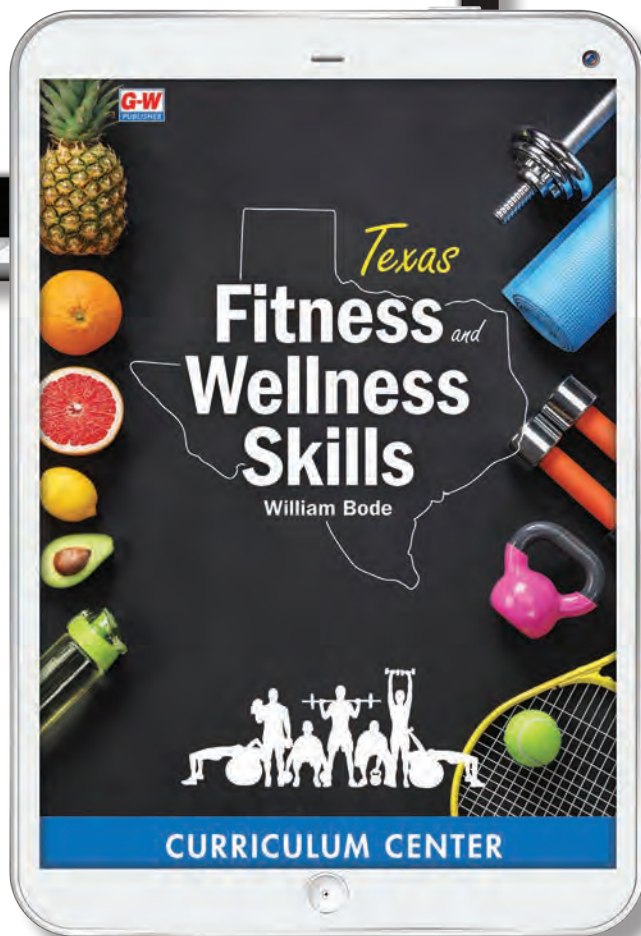
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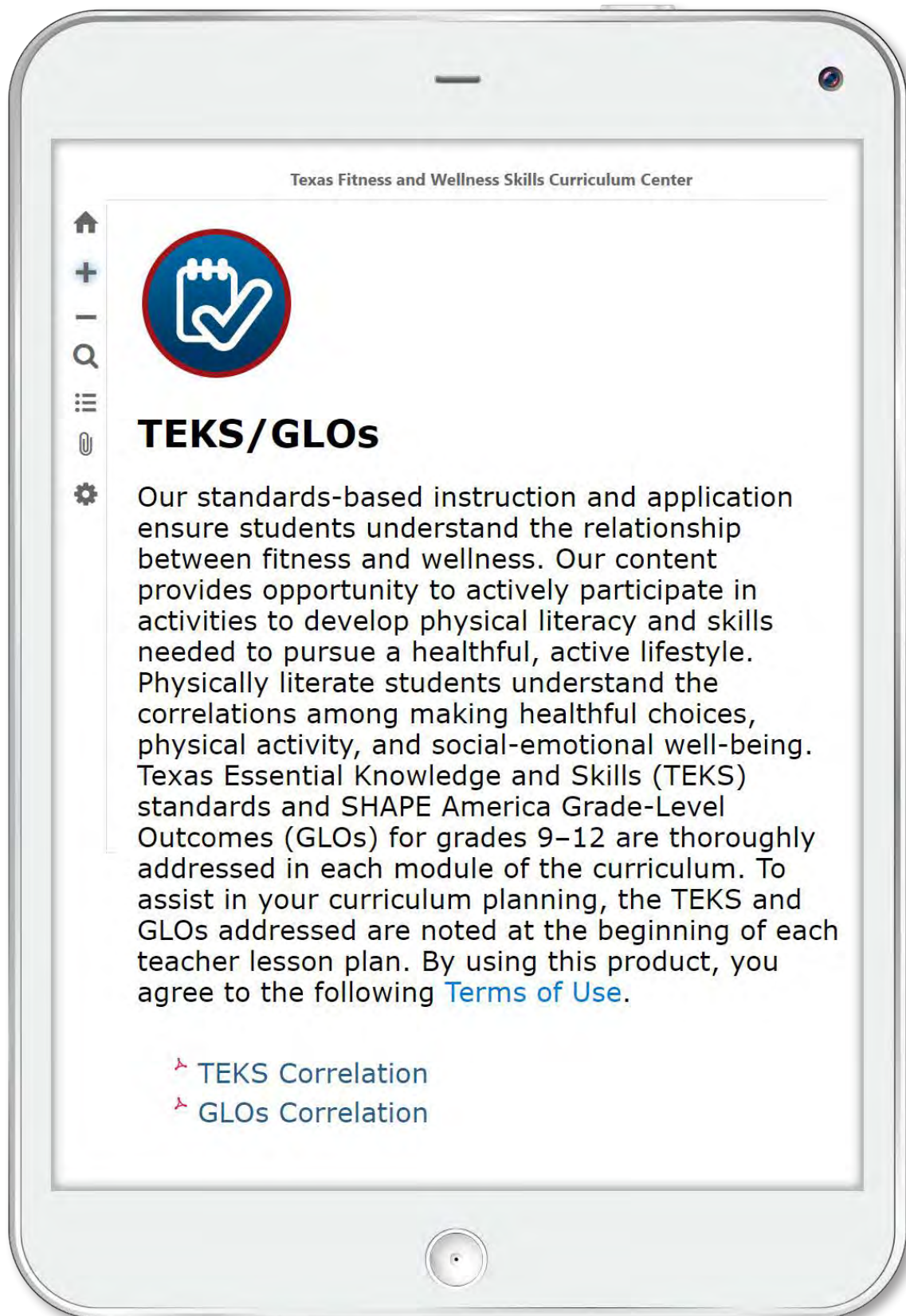
Contains *all* the resources you need for your standards-based fitness course!



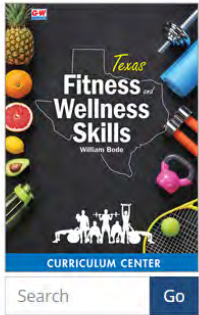
- Developed for Texas!
- A comprehensive online curriculum for Lifetime Fitness and Wellness Pursuits courses
- Award-winning teacher and expert author



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	Curriculum Center Location: Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section	Curriculum Center Location: Pages 1-2, Module 6, Lesson 6.1: Teacher-Directed Activity: Your Own Workout: Warm-Ups and Cool Downs, Part 1 and Reflection sections Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs, Part 1 and Reflection sections 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



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

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).	Curriculum Center Location:	Curriculum Center Location:

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 for all students. If your school has a physical education specialist or a special education support teacher, their input can 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 their learning. It also helps you identify and implement changes for the next lesson. The Teacher-Directed Activities and Fitness Activities are designed to be used as a wrap-up.

These questions can be used for a written reflection. Debriefs, exit tickets, and reflections may be printed and uploaded to a learning management system.

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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. Lesson review and reflection on a video recording of a Google Classroom®. Personalized workouts can be adapted to meet the needs of individual students.

es, and Cool Down during class. If a student is absent, see it in the Curriculum Center. Concepts from the lesson will be a portion of class. A whole-group discussion concept before class. Explain to students the importance of physical activity.

Most of the active space with little to no equipment. Students can follow their own fitness plans. This is a great way to create their own fitness plans. This is a great way to create their own 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 a warm-up for your class, including

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

Facilities and available equipment will determine which warm-up options are best. Facilities include gym space, outdoor space, and cafeteria. Consider (or it may be necessary) using hallways and cafeteria. Many non-traditional areas can be used. Limited space may require warm-ups that require little to no equipment, making transitions easier.

Many high school classes meet on the same block. This can be challenging with colleagues to determine how to fit into one of the non-traditional areas.

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

The last factor to consider for classes are especially energy before the lesson. Cardiorespiratory energy can be added before the lesson, especially first block. A gradual increase in energy in class may benefit from walking or partner walking 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 improve their fitness. It is important that students understand assessments designed to become a competition or for students to assess themselves. 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 routine.

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 Planning: Teacher-Directed Activity: Health-Related Fitness Assessment (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 level, you will use these regular intervals in the course to evaluate your progress. This 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 use physical literacy skills for the development of 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



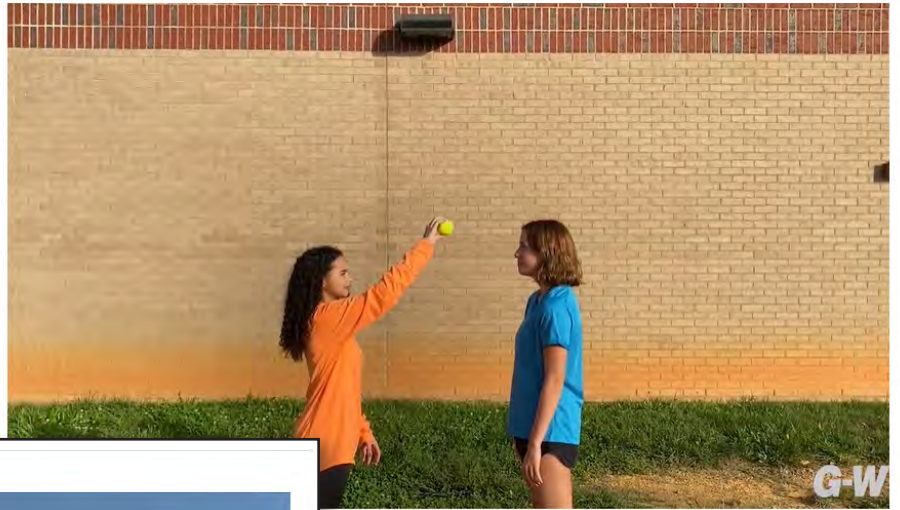
Alternating-Leg Kicks



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 knee 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 (or partner) holds the ball in front of their body, at the height of their waist. 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
----------	--------------	----------

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](#)
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- 📄 [Clean Your Room Activities: Battleship](#)
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- 📄 [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 monitor participants' form and safety. 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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TEKS/GLOs



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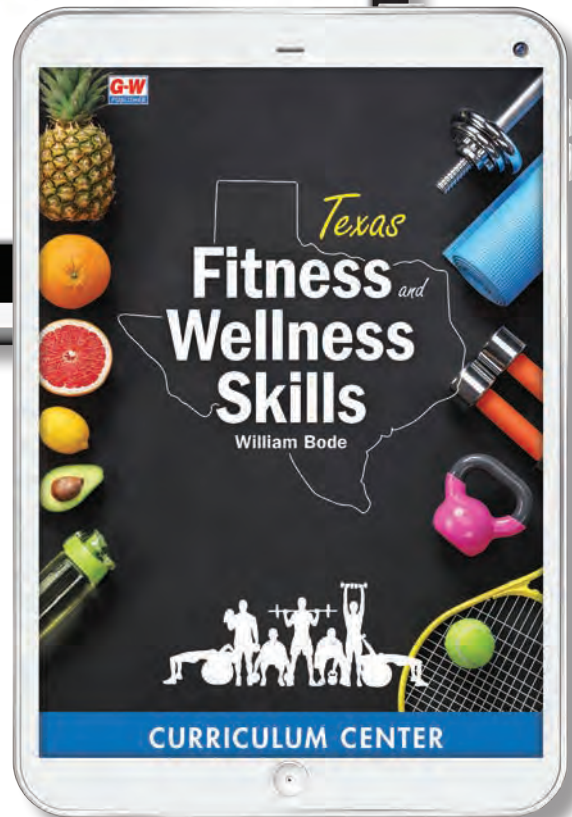
Exercise Video Library



Task Card Library



Fitness Activities



Also available:

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

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