



**Teacher Instructional Guide
Unit 9 – Social and Mental Health**

**Lesson 1 – Self-Esteem and Peer Pressure
Lesson 2 – The Benefits of Healthy Lifestyle Choices**

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – Self-Esteem and Peer Pressure

Objective:

Students will learn what self-esteem is and how it relates to the handling of peer pressure.

Standards

Health TEKS 6.7 A – Students differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, and families.

Health TEKS 6.7 B – Students explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.

Health TEKS 6.11 C – Explain the impact of peer pressure on decision making.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.7 A – Students analyze positive and negative relationships that influence individual and community health such as families, peers, and role models.

Health TEKS 7- 8.7 B – Students develop strategies for monitoring positive and negative relationships that influence health.

Health TEKS 7- 8.10 A – Students are expected to differentiate between positive and negative peer pressure.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (2) – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How would you define self-esteem?” Encourage discussion. **ASK** – “Do any of you feel like peer pressure is a significant issue among people your age?” Encourage discussion. Explain to students that they are going to learn about self-esteem and ways to handle peer pressure in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- How does the article define self-esteem? **(The article says that self-esteem is the way you feel about yourself.)**
- Peer pressure is defined as the ability of your friends to influence you in what two ways? **(In either a positive or negative way.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups. Give each group a prompt describing a person experiencing a situation that could cause his/her self-esteem to either rise or fall (i.e.: 1. Ben is always picked last to play sports in P.E., because he is much shorter than the other boys his age. 2. Jenny just found out that she won the school poetry contest and has been chosen to compete in the state competition for her school.). Have each group write out why the person in their prompt could have a boost or let down in self-esteem. Encourage the groups to examine each situation thoroughly and write down their conclusions. Have each group share their conclusions with the class.
- Ask students to individually create posters depicting healthy peer relationships. Tells students they can draw, paint, cut pictures from

magazines, and/or find pictures on the Internet to make their posters. This can be an in-class or homework assignment. Encourage students to be creative. Have students present their posters to the class when they are finished. Display posters in the classroom.

- Divide the students into two groups. Tell the students that they are going to have a respectful debate on the issue of teasing and how it can affect self-esteem. Assign one group the task of arguing that teasing does not affect self-esteem and have them prepare reasons why. Assign the other group the task of arguing that teasing does affect self-esteem and have them prepare reasons why. Explain to students that an educational debate is not the same as an argument. Tell students that they must be respectful of one another. Have each group prepare their 'cases' and engage in a debate. Encourage each group to ask the other questions. After the debate, ask the class what they learned.
- **(Guest Speaker)** Invite an adolescent or peer counselor to visit with your class about the importance of self-esteem and the potential hazards of negative peer pressure. Encourage class participation and discussion!

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about self-esteem and peer pressure.

1. Ask students to interview an older sibling, other relative, or friend about his/her experiences with peer pressure and its effects (either positively or negatively) on his/her self-esteem. Tell students to write down the results of their interview in a 'newspaper article' format. Assure students that you will be the only one reading these papers – they will not be asked to share them with the class. Tell students that they can also give their interviewee an alias if they do not feel comfortable using his/her real name in the article.
2. Have students assume the role of teacher, counselor, parent, or other figure that deals with adolescents on a daily basis. In character, ask students to "teach" the class about the importance of good self-esteem and a healthy peer group. Encourage creativity!

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – The Benefits of Healthy Lifestyle Choices

Objective:

Students will learn about the benefits of physical activity as it pertains to their emotional health. Students will also learn about the signs of depression and how to take action if they feel depressed, or if they have a friend struggling with feelings of depression.

Standards Covered

Health TEKS 6.1 F – Students describe the mental, physical, and social benefits of regular exercise and fitness.

Health TEKS 6.1 H – Students demonstrate strategies for managing stress.

Health TEKS 6.10 E – Students describe ways to manage anxiety and grief.

Health TEKS 6.11 E – Identify the possible health implications of long-term personal and vocational goals.

Health TEKS 6.11 A – Seek the input of parents and other trusted adults in problem solving and goal-setting.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.1 C – Students identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability.

Health TEKS 7-8.11 E, F – Students describe the effect of stress on personal and family health and describe the relationships between emotions and stress.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “How do you think that physical activity can be beneficial to your mind as well as your body?” Encourage responses. **ASK** – “How many of you have heard the word ‘depression’? What do you think that word means in relation to emotional and physical health?” Explain to students that they are going to learn about the benefits of regular physical activity on the mind and body, as well as the signs of depression, by reading the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, people that are physically active are better able to handle what factor more than other people who are not physically active? **(Stress)**
- What are some of the benefits of physical activity listed in the article? **(Refer to list in article and accept reasonable answers.)**
- What are the five signs of depression listed in the article? **(Fatigue, Isolation, Loss of appetite, Decline in academics, and Emotional changes.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups of two or three. Tell each group that, for the next week, they must participate in some physical activity together (playing basketball, running, in-line skating, etc.) for 30 to 60 minutes every day. Have students log their activities and time durations for each day. At the end of the week, have each group share their logs with the class, as well as how they feel both emotionally and physically after this assignment. Encourage discussion.
- Ask students to individually research depression. Tell them to gather information from reputable sources on the Internet or from books. Once they have gathered their information, have each student write a report on his/her findings on depression. What makes depression different from sadness or 'feeling down'? What are some treatment options for those diagnosed with depression? Encourage students to share their reports with the class and discuss this topic.
- Divide the class into groups. Assign each group the task of making pamphlets/brochures describing the numerous health benefits of being physically active. If it is all right with your principal, have students pass out their pamphlets around school (they will most likely need to make copies of their pamphlets in order to do this). Encourage students to help others become Healthy and Wise!
- Have students list the many physical and emotional health effects that can occur from stress. How do you think unmanaged stress can affect a person's life or relationships?
- **(Guest Speaker)** Invite a psychologist or adolescent psychologist to visit your class to discuss the issue of depression in our society, especially

among adolescents. Persuade students to participate in the discussion and ask questions.

- **(Guest Speaker)** Invite a personal trainer or P.E. teacher to visit your class to discuss the many health benefits of daily physical activity.
- **(Guest Speaker)** Ask your school counselor to enhance this lesson with additional information or activities.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about the benefits of healthy lifestyle choices, as well as the signs of depression.

1. Individually, ask each student to write out a two-week physical activity calendar for him/herself. Encourage students to follow their plans and report back on how they feel after the two-week period. After two weeks, encourage students to trade physical activity plans with a friend and try it out for another two weeks!
2. In groups or individually, tell students to create posters listing the signs of depression and ways to take action to get help for depression. Have them present their posters to the class. Display the posters in the classroom.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer Unit 9 Test – Available at the end of the instructional guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 9 Test – Social and Mental Health

1. True or False: Self-esteem is a feeling inside that you contribute good things to the world, and that you are generally accepted and loved by others.
2. Each time a young person is successful at completing a task or goal, he/she increases his/her _____.
 - a. Motivation
 - b. Confidence
 - c. Intelligence
 - d. Fitness
3. List three (3) of the seven tips listed in the article to help maintain your self-esteem.
4. Peer pressure is the ability of friends to influence you in what two ways?
 - a. Happy or Sad
 - b. Nice or Mean
 - c. Positive or Negative
 - d. None of the above
5. True or False: It is easy to deal with peer pressure.
6. Which of the following is NOT a tip to help handle peer pressure?
 - a. Don't let others pressure you to do things their way.
 - b. Don't think for yourself and don't be a leader and role model.
 - c. Hang out with friends that value your ideas and your individuality.
 - d. Form your own opinions on issues such as drugs, alcohol, and relationships.

7. The emotional benefits of daily physical activity are _____.
- a. Unknown
 - b. Boring
 - c. Exciting
 - d. Numerous
8. True or False: People that are physically active are better able to handle stress and are less likely to suffer from depression.
9. List three (3) of the benefits of regular physical activity listed in the article.
10. According to the article, which of the following changes in a person's life can cause him/her to become sad or depressed?
- a. The loss of a loved one.
 - b. Failing a test.
 - c. Having too much homework.
 - d. Arguing with a sibling.
11. _____ is feeling tired and wanting to sleep all the time.
- a. Stress
 - b. Boredom
 - c. Muscle Strain
 - d. Fatigue
12. True or False: Sitting alone and not wanting to be with others is a possible symptom of depression.

Unit 9 Test – Answer Key

1. **True** or False: Self-esteem is a feeling inside that you contribute good things to the world, and that you are generally accepted and loved by others. **True**
2. Each time a young person is successful at completing a task or goal, he/she increases his/her _____. **b**
 - a. Motivation
 - b. Confidence**
 - c. Intelligence
 - d. Fitness
3. List three (3) of the seven tips listed in the article to help maintain your self-esteem.
 - **Acknowledge your strengths, accomplishments, and contributions every day.**
 - **Don't dwell on failures or mistakes.**
 - **Realize that everyone has strengths and weaknesses.**
 - **Don't put yourself down. Think yourself up!**
 - **Be careful not to judge yourself against unrealistic standards.**
 - **Be positive and don't dwell on negative thoughts.**
 - **Remember, the world is made up of people with different talents and skills.**
4. Peer pressure is the ability of friends to influence you in what two ways? **c**
 - a. Happy or Sad
 - b. Nice or Mean
 - c. Positive or Negative**
 - d. None of the above
5. True or **False**: It is easy to deal with peer pressure. **False**
6. Which of the following is NOT a tip to help handle peer pressure? **b**
 - a. Don't let others pressure you to do things their way.
 - b. Don't think for yourself and don't be a leader and role model.**
 - c. Hang out with friends that value your ideas and your individuality.
 - d. Form your own opinions on issues such as drugs, alcohol, and relationships.
7. The emotional benefits of daily physical activity are _____. **d**

- a. Unknown
- b. Boring
- c. Exciting
- d. Numerous**

8. **True** or False: People that are physically active are better able to handle stress and are less likely to suffer from depression. **True**

9. List three (3) of the benefits of regular physical activity listed in the article.

- **Gives you more energy.**
- **Helps you cope with stress.**
- **Improves your self-image.**
- **Increases your resistance to fatigue.**
- **Helps counter anxiety and depression.**
- **Helps you relax and feel less tense.**
- **Improves sleep.**
- **Improves academic performance.**
- **Provides opportunities to share an activity with family and friends, and to meet new people.**

10. According to the article, which of the following changes in a person's life can cause him/her to become sad or depressed?

- a. The loss of a loved one.**
- b. Failing a test.
- c. Having too much homework.
- d. Arguing with a sibling.

a

11. _____ is feeling tired and wanting to sleep all the time.

- a. Stress
- b. Boredom
- c. Muscle Strain
- d. Fatigue**

d

12. **True** or False: Sitting alone and not wanting to be with others is a possible symptom of depression. **True**