

Studies  
 Weekly



# Health & Wellness

PreK–6 Curriculum

Dive in!



# TEACHERS LOVE STUDIES WEEKLY

"This is the first year that my case load of individual students with extreme needs has diminished. **And I credit it in large part to Studies Weekly's Health and Wellness.** All of our kids are getting vocabulary, experiences, and skills to self-regulate. This being preventative and all having similar vocabulary and being done schoolwide has been so advantageous."

Elementary Teacher

"Being a teacher myself, I feel that every teacher should be teaching the important themes found in this product. The lessons associated with the articles are packed full of deep thinking prompts and activities. The articles themselves are written tactfully and teach complex concepts in simple, age-appropriate ways. This is an amazing product!"

Elementary Teacher



"Every skill taught throughout this curriculum benefits children as they grow and mature. As teachers implement this curriculum in their classrooms and help their students apply the information, students will be more prepared to cope with emotions, conflict, and change."

Educator



# CONTENTS

Comprehensive Curriculum .....	4
PreK–6 Health .....	5
What Comes with Studies Weekly .....	6
Studies Weekly Online .....	7
Getting Started Online .....	8
Gamification and Tools .....	9
Printables .....	10
Assessments .....	11
Teacher Resources .....	12
Customizable Content .....	13
Unique Benefits of Print .....	14
Sorting Student Editions .....	15
Student Artifacts .....	16
Educator Support .....	17
Spanish .....	18
<b>Early Learning</b> .....	<b>20</b>
<b>Kindergarten</b> .....	<b>24</b>
<b>1st Grade</b> .....	<b>28</b>
<b>2nd Grade</b> .....	<b>32</b>
<b>3rd Grade</b> .....	<b>36</b>
<b>4th Grade</b> .....	<b>40</b>
<b>5th Grade</b> .....	<b>44</b>
<b>6th Grade</b> .....	<b>48</b>

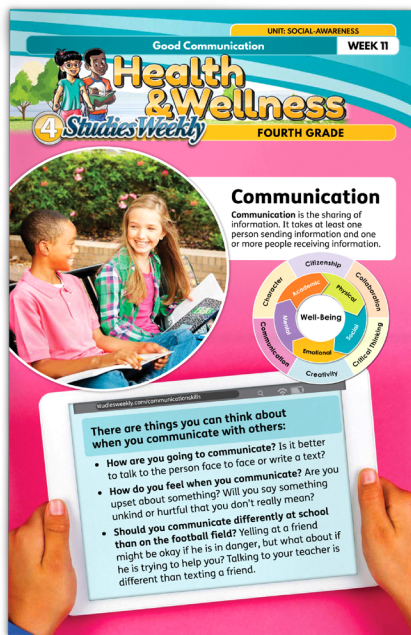
# COMPREHENSIVE CURRICULUM



	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	✓	
HEAVILY BASED ON EDUCATIONAL RESEARCH	✓	
ADDRESSES ALL, OR NEARLY ALL, STATE STANDARDS AND FOUNDATIONAL SKILLS	✓	
USED FOR TIER 1 INSTRUCTION	✓	
INCLUDES FORMATIVE AND SUMMATIVE ASSESSMENTS	✓	
COMPLEMENTS STUDENT MATERIALS WITH RICH TEACHER MATERIALS	✓	
MAY INCLUDE EXTRA TOPICS AND DEPTH	✓	✓
CAN BE USED FOR TIER 2 OR 3 INSTRUCTION	✓	✓
MAY INCLUDE REMEDIATION, ENRICHMENT, AND EXTENSION ACTIVITIES	✓	✓
TEACHERS CAN DIFFERENTIATE CLASS MATERIALS TO MEET DIVERSE STUDENT NEEDS	✓	✓
<b>STUDIES WEEKLY!</b>	✓	✓

# PreK–6 Health

Studies Weekly is an innovative curriculum program for teaching health standards in PreK–6. Engaging, easy-to-use periodicals with an online learning platform make learning fun at an affordable price.



ENCOURAGE  
HEALTHY LIFESTYLES

PROMOTE WELLNESS IN EVERY LESSON

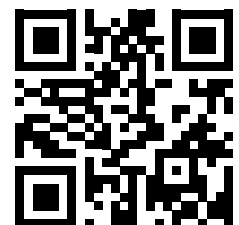


SUPPORTS ELA FOR USE IN  
YOUR LITERACY BLOCK

HANDS-ON AND  
INTERACTIVE



SEE MORE OF YOUR  
HEALTH



[s-w.co/health](https://s-w.co/health)

# WHAT COMES WITH STUDIES WEEKLY



## Teacher Edition

Spend less time planning and more time teaching.

- Ready-made lessons
- Essential questions
- Activities & assessments
- Standards correlations
- Material lists



## Online Platform

Engage all students and expand their learning!

- Exclusive video library
- Audio reader
- Rewards system
- Customizable content
- Teacher resources



## Printables

Each unit includes multiple lesson supports, graphic organizers, activity sheets, and flash cards to **REINFORCE** and **EXTEND** student learning.



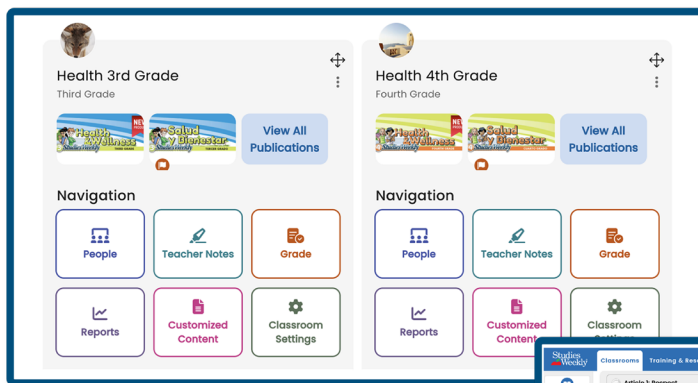
## Student Artifacts

### **CUT IT. CONSUME IT.**

Students can make the print publications their own by highlighting and annotating on it. Use Student Editions to create student artifacts and assess knowledge.

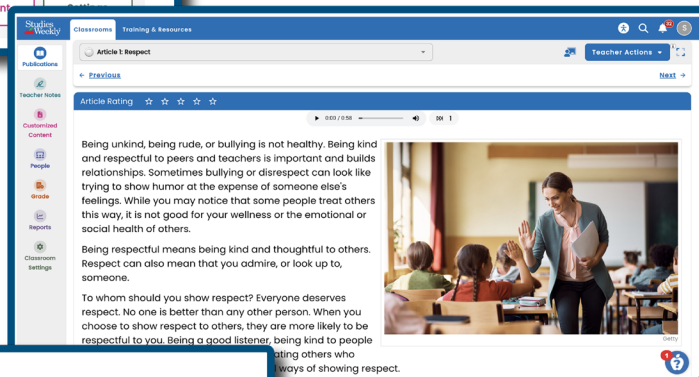
# STUDIES WEEKLY ONLINE

Our user-friendly digital learning program is used by over **1.7 MILLION TEACHERS and STUDENTS**. It is similar to popular LMS platforms and appeals to all learning styles with easy-to-use lesson plans, videos, and activities.

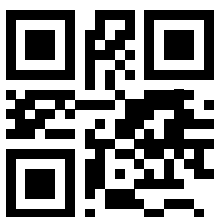


**PLAN YOUR LESSONS,  
ASSIGNMENTS, AND ASSESSMENTS  
ALL IN ONE PLACE**

**BUILT-IN AUDIO READER  
TEXT ANNOTATION TOOLS  
AUTO-GRADED ASSESSMENTS  
GOOGLE CLASSROOM INTEGRATION**



**MONITOR INDIVIDUAL  
STUDENT OR CLASS PROGRESS  
WITH JUST A FEW CLICKS**



[s-w.co/online](https://s-w.co/online)

**SEE MORE ONLINE!  
START A 60-DAY FREE TRIAL**





# GETTING STARTED ONLINE

Visit [online.studiesweekly.com](https://online.studiesweekly.com)

- 1

Select your class and grade


- 2

Navigate classroom resources


- 3

View units and lessons



Printables and Assessments

Teacher Edition

Student Edition
- 4

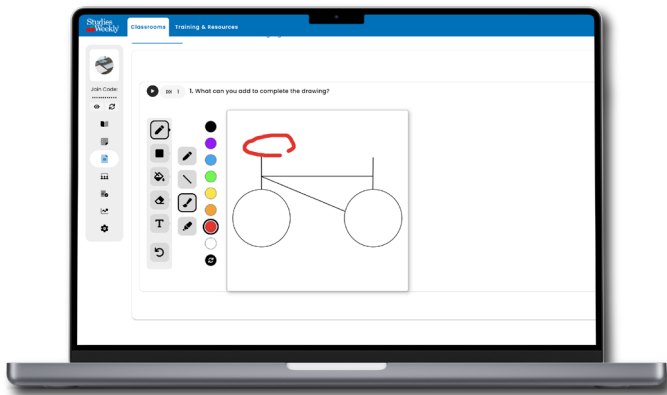
View teacher resources





# GAMIFICATION AND TOOLS

Your health program includes many additional resources within the digital platform to enhance and expand your teaching.

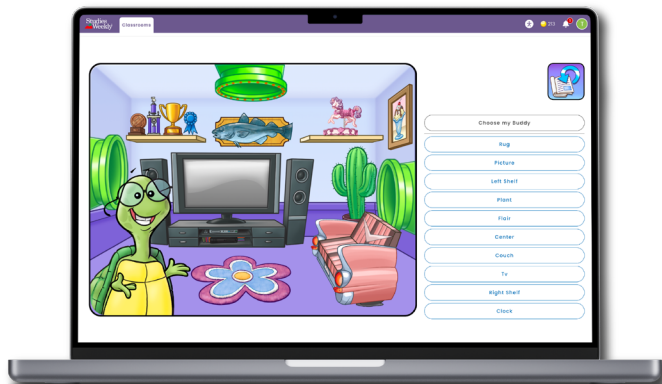
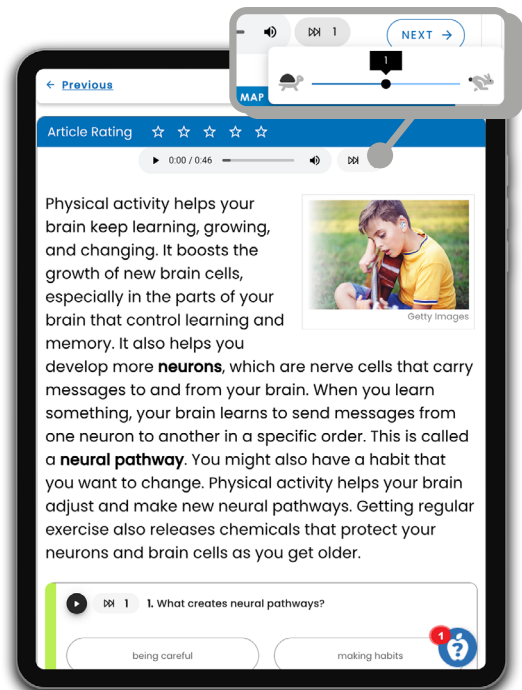


## INTERACTIVE QUESTIONS

that allow students to draw, sort, group, label, and more

**ARTICLE TOOLS** include:

- Variable speed audio reader
- Highlighting & annotating tools



**GAMIFICATION** encourages student engagement








# PRINTABLES


Printables help students connect with the material, extend learning, and reinforce key concepts.

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

### Week of Sleep Challenge


**Directions:** Count how many hours of sleep you got each night. There are 10 sections of each battery. Color in each battery's sections based on how many hours of sleep you got that night.

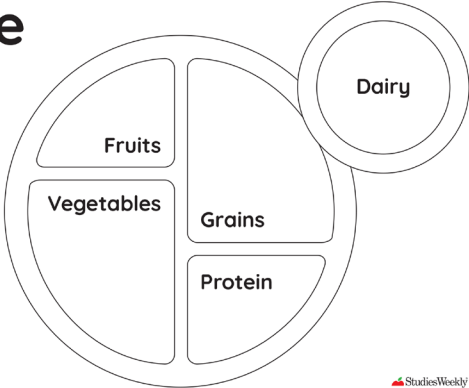
	Sunday
	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday




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

## Plate







## HANDS-ON printables

## Home CONNECTION letters

### First Grade Letter Home: My Body Is Awesome!

Dear Parent or Guardian,

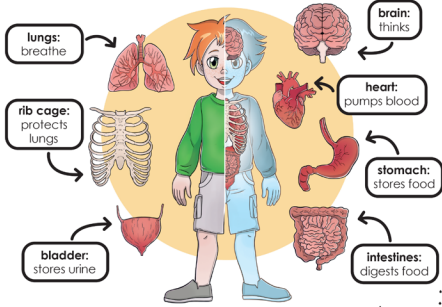
This week, we will discuss the various components of physical health, including food, movement, hygiene, and safety. Students will learn about their bodies and their bodies' systems, how to properly care for their bodies, and how to appreciate what their bodies can do. These lessons will lay the groundwork for your child's understanding of physical well-being. They will learn a variety of practices to help them maintain good health, such as exercise, wearing helmets when necessary, and wearing sunscreen. We intend to help your child appreciate and care for their body.


You can encourage your child to take care of their body at home. Do your best to use medically accurate terminology for body parts, including genitals, in order to lay a healthy foundation for caring for their bodies.

Make sure they wash their hands after playing outside. Cook nutritious meals, and help them eat healthy snacks. Help your child establish healthy sleep routines, like turning off screens before bedtime.

You can also set aside a few minutes each day to do some movement exercises with your child. You can dance, bounce on an exercise ball, or do other activities that can be tailored to your child's needs and abilities.

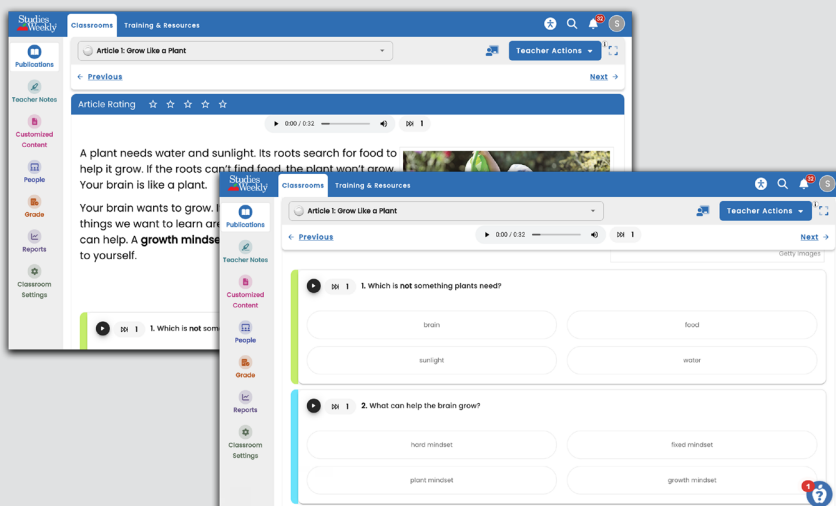
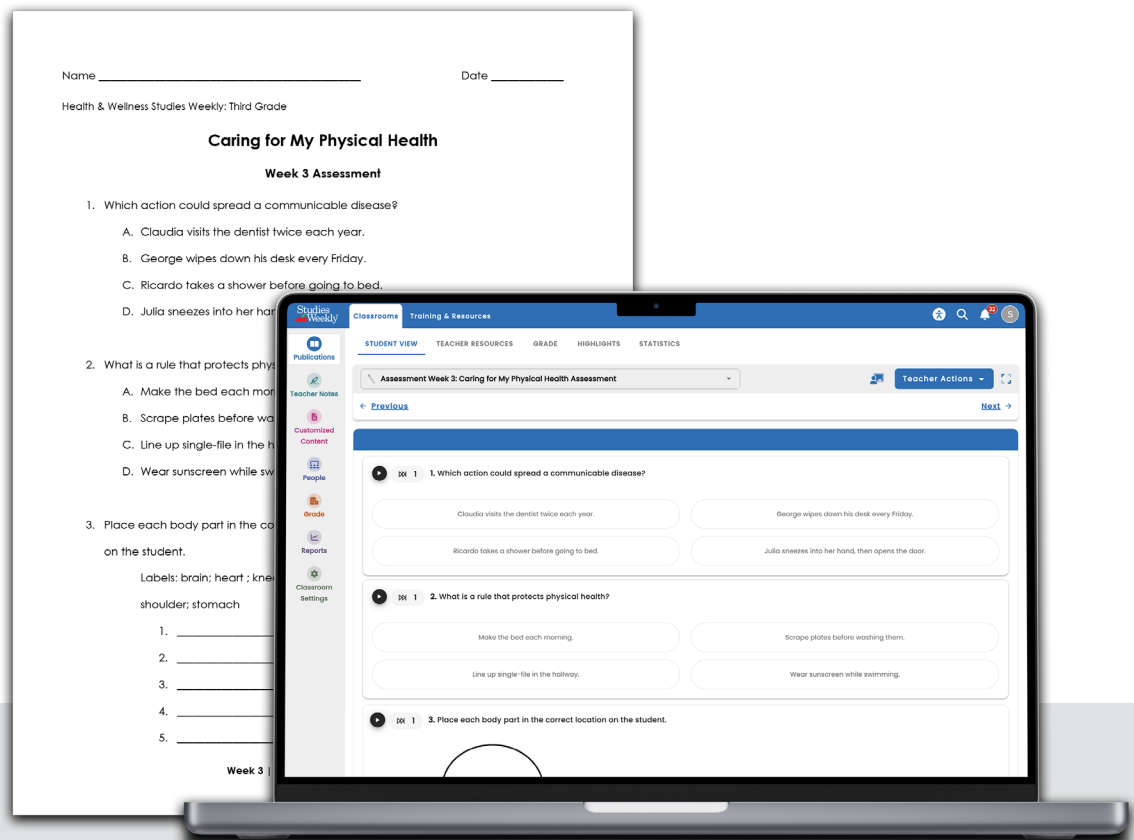
Thank you for helping your child care for their body.





# ASSESSMENTS

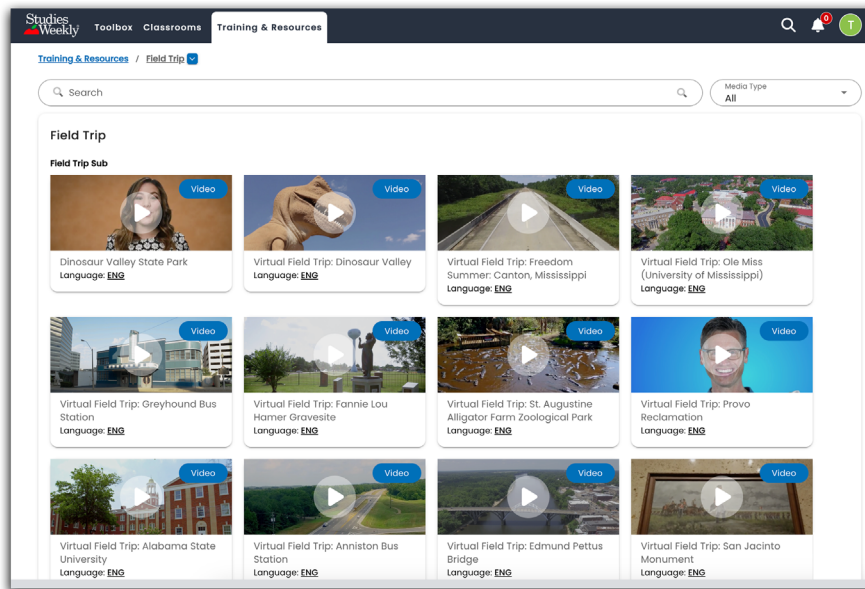
Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.



Check knowledge with comprehension questions after each article and lesson activity

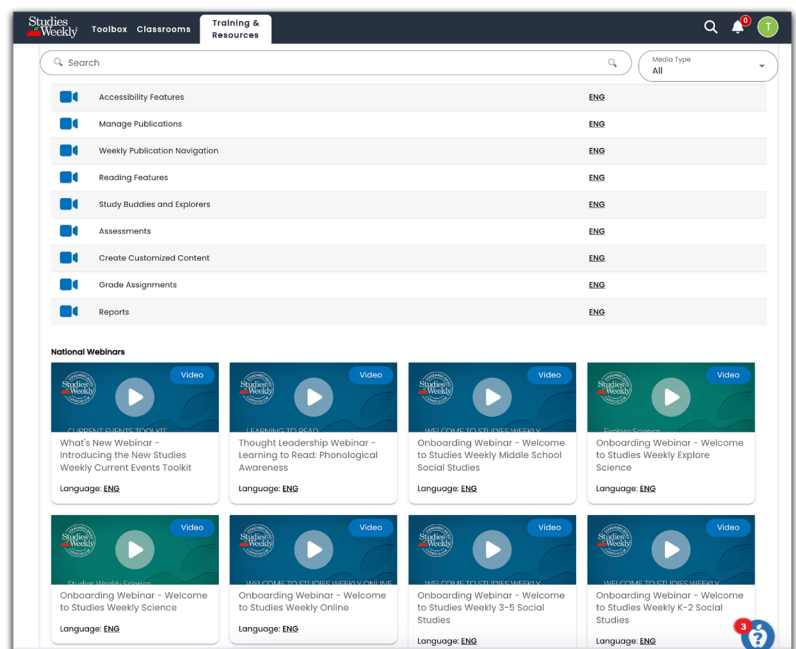
# TEACHER RESOURCES

Empower teachers with comprehensive teacher resources to lessen preparation time, deepen learning, and enhance the teacher experience.



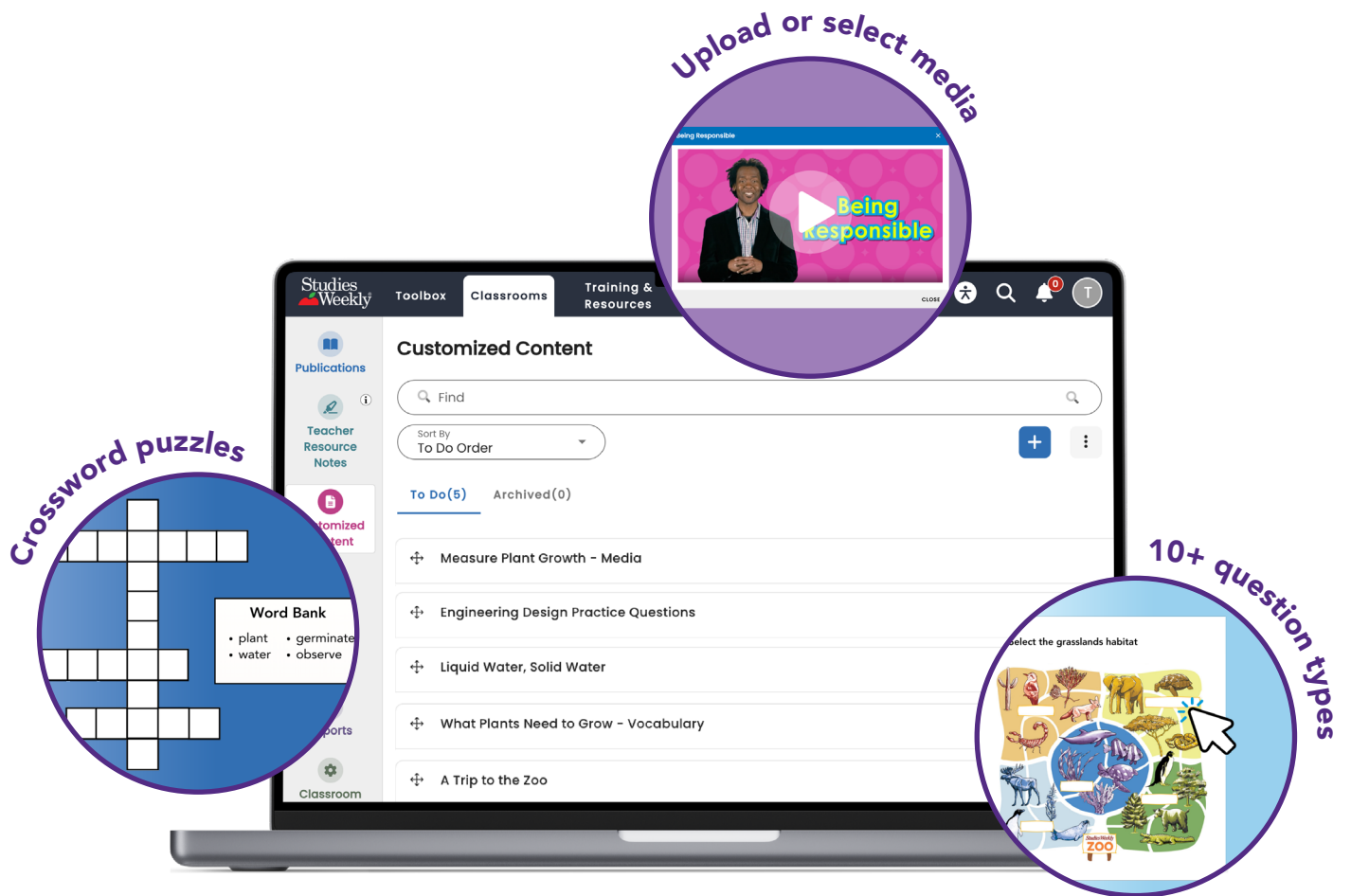
Virtual **FIELD TRIPS**

**TRAINING** and  
**ON-DEMAND PD**



# CUSTOMIZABLE CONTENT

Create a **DYNAMIC ONLINE LEARNING EXPERIENCE** that works for you and your students. Customize assignments, assessments, media, and more in your publications. Or, create and upload your own content to fit your students' needs.



Assign content to the whole class or individual students for increased **DIFFERENTIATION**



# UNIQUE BENEFITS OF PRINT

While it may take a little time initially to separate the publications, having the ability to file each week separately can actually save time in the long run. Whereas workbook-style curricula offer the risk that students will lose their curriculum, the newspaper format also allows you to give students just one week or unit at a time.

"The most appealing feature is that students have the newspaper format, which they prefer over a textbook. They can interact with it online or on paper. The online features allow students to highlight, underline, and circle which reinforces the information taught in class."

Curriculum Supervisor

"The students absolutely love the newspapers. It takes complicated material and puts it in a way that they can understand and enjoy. They then like to take them home and share them with their family!"

1st Grade Teacher



# SORTING STUDENT EDITIONS

Because the Studies Weekly Student Editions are printed in complete student sets, they come nested together into a student edition with all 32 weeks together. As you separate publications, you can sort them by themes or units and hand them out individually during instruction, giving you more control over how much curriculum your students receive at one time.

## IDEAS FOR SORTING

1

1. Put your students in a circle
2. Assign them each a week to find in the SE
3. One student starts by pulling out Week 1, then passes the rest to the student in charge of Week 2, etc.
4. Gather papers by weeks, clip together



2

2. Give older students a service opportunity and ask them to sort

3

3. Ask a parent helper to sort



# STUDENT ARTIFACTS

Because Studies Weekly is a consumable program, students can cut out images and information from the print publication to create learning artifacts.



# EDUCATOR SUPPORT

At Studies Weekly, we believe every educator deserves equitable access to effective, ongoing training and support. Our programs offer student and teacher-friendly resources, Professional Development opportunities, and a partnership with dedicated teams ready to assist you every step of the way.

Our Professional Development and Customer Support teams partner with you to help you reach your professional, classroom, and implementation goals.

Support options include:

- Step-by-step Onboarding Guide available to all educators
- Training resources and videos available in Studies Weekly Online
- Professional Development that can be built around your school or district needs
- One-on-one help from a Teacher Advocate
- Free weekly Teacher Talk Q&A sessions
- A comprehensive Help Center filled with useful articles, videos, and step-by-step guides
- A friendly Customer Support team that can troubleshoot issues with orders, shipping, technical difficulties, rostering, etc.

# ¡DISPONIBLE EN ESPAÑOL!

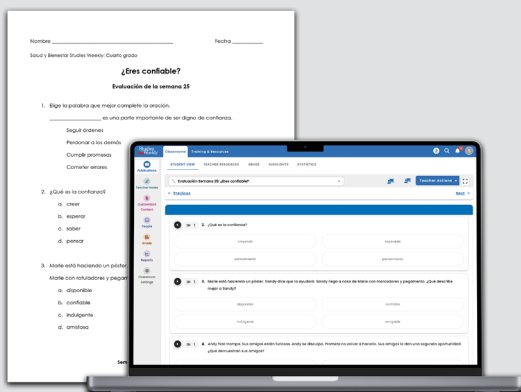
La versión en español de Studies Weekly para Salud y Bienestar apoya el aprendizaje de los **ESTUDIANTES DE INGLÉS** con el mismo contenido y plan de estudios.

"Las entrevistas y los videos de Studies Weekly en línea son muy fáciles de incluir en un plan de estudios y muchos de esos videos también están en español. Soy un gran defensor de la educación bilingüe, y esa es una de las principales cosas por las que siempre lUCHO: tener esos recursos traducidos y disponibles para maestros y estudiantes. Así que Studies Weekly es excelente y funciona de maravilla para nosotros".

Facilitador de Estudios Sociales

"Nuestros instructores del DLI han elogiado la alta calidad de la traducción de los materiales al español y su concordancia con los estándares educativos. Esta concordancia ha permitido a los maestros impartir lecciones más atractivas y eficaces sin el esfuerzo adicional de buscar o traducir materiales. Como resultado, los estudiantes han demostrado una mejor comprensión y retención de la materia, lo que fomenta un entorno de aprendizaje más dinámico. Los maestros están encantados de poder dedicar su tiempo a la enseñanza, y el impacto general en el aprendizaje de los estudiantes ha sido extraordinario."

Especialista en idiomas del mundo e inmersión lingüística dual



- Incorpora **VIDEOS EN ESPAÑOL** y un **LECTOR DE AUDIO** con velocidad variable
- Incluye evaluaciones **PREPARADAS** y **PERSONALIZABLES**



La traducción es realizada por hablantes bilingües que también son **HABLANTES NATIVOS** de español.



- Fomenta la **LECTURA, ESCRITURA, EXPRESIÓN ORAL** y la comprensión auditiva en ambos idiomas
- Se complementa con **LOS MATERIALES IMPRESOS Y EN LÍNEA** en inglés



Engaging images and illustrations

### I Believe in You

Alofa jumped out of bed. She was excited to go to school. She looked in the mirror and pointed at herself. She said, "I believe in you!"

### My Best

At school, she did her best and used her blocks. She wrote her name, using her best handwriting. Alofa looked at her **reflection** (image) in the window. She said, "I can do my best!"

Bolded vocabulary

# EARLY LEARNING STUDENT EDITION



PRE  
GRADE  
K

Promote reading  
comprehension

## I Can Do Hard Things

Alofa's teacher asked the students to do something new. It was really hard. Alofa wasn't sure if she could do it! She remembered what she learned. She whispered to herself, "I can do hard things," and then she gave it a try.

## Confident

...said unkind words to Alofa.  
...e Alofa feel sad. She cried for a  
...saw herself in the mirror crying,  
...important. I can be confident."  
...ears and smiled at herself.

Alofa knows that being confident means understanding your value. Each person is important and has value. You can be confident too.

Scaffolding knowledge  
and skills

Home connection  
resources

#### Home School Connection:

Graphic organizer [Early Letter Home - I Can Believe In Myself](#)



#### Curriculum Notes:

- The lessons made for this story will consist of small questions. The graphic organizer will be at the beginning of the end of the week.
- The lesson has a musical instrument sounds.

#### Sequencing of Articles:

- The sequencing of the articles this week was designed upon each other.
- The lessons this week will all be taught together.

#### Think Deeply:

- What types of things can I do that help others feel confident? The question is to help students think about how their beliefs can help others.

#### Let's Write:

- Draw a picture of something that helps you feel confident.
- Use the optional activity #3 graphic organizer [Grow to trace numbers and letters in the words.](#)

#### Vocabulary and Definitions:

reflection: image

#### Weekly Assessment Questions:

- True** or false: I know something I can do to help me.
- True** or false: I feel confident today.

I Can Believe in Myself | Week 5

5.2

Teacher background  
information

UNIT: SELF-AWARENESS

I Can Believe in Myself

WEEK 5



# Health & Wellness

## Studies Weekly

### EARLY LEARNING

**Summary of the Week:** Students will listen to and read a story about a child demonstrating self-confidence. Students will be asked to repeat positive affirmations that show self-confidence.

**Teacher Background Knowledge:** The learning this week includes important self-awareness and self-regulation concepts. As students learn how to demonstrate language that supports self-confidence, they will learn to internalize positive self-talk. As students develop the skills to support and be kind to themselves, they will develop greater self-autonomy and improve their sense of self.

#### Enduring Understandings:

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

#### Essential Questions:

- What happened in Alofa's day?

# EARLY LEARNING

## TEACHER EDITION

Easily identify graphic organizers for lessons

Suggested lesson guide

#### Article 1: I Believe In You (taught with "I Can Do My Best," "I Can Do Hard Things," and "I Can Be Confident")

##### Lesson Plan:

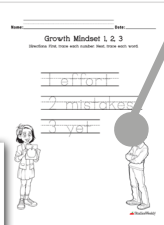
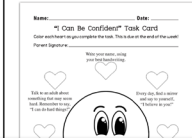
1. Show students the images in the student magazine. Allow them to explore and make predictions about what they will learn.
2. Play the video "I Can Believe In Myself Story" one time through.
  - a. Have students follow along with their magazine the best they can.
3. Go back through the story and read it as a class. Pause after the first article, "I Believe in You." Have students turn to a partner and say, "I believe in you!"
  - a. Ask students to share how they felt when someone told them they believed in them.
4. Read the article "I Can Do My Best." Using a mirror, discuss what a **reflection** is.
5. Have the students find their reflection and say to themselves, "I can do my best!"
6. Read the article "I Can Do Hard Things." Have students repeat the phrase, "I can do hard things" out loud three times.
  - a. Discuss with students what Alofa did to help build her confidence. (**She told herself she could do hard things.**)
7. Read the article "I Can Be Confident." Ask students to discuss with a partner what they could do to help Alofa feel better.
8. Use the following questions to have a class discussion:
  - a. Did Alofa have anyone to help her feel better in this story? (**No**)
  - b. What did she do? (**She told herself, "I am important. I can be confident."**)
  - c. How can you be like Alofa and help yourself feel better? (**I can tell myself, "I am important. I can be confident."**)
9. Have students say aloud, "I am important. I can be confident."
10. Give students a graphic organizer I Can Be Confident to complete at home over the course of the week.
11. Optional activity #1: Listen to and sing the songs "Rules," "All About Me," and "Be My Friend" with your students. Talk about ways to be good friends and how we feel when we remember we are unique, when we are good friends, and when we follow the rules.
12. Invite students to discuss how the songs and music make them feel. Encourage them to use their emotional vocabulary.
  - a. Consider playing music, or music from varied cultural settings, and having students use various musical instruments to play along.
13. Optional activity #2: Give students a chance to create their own musical presentations. Encourage audience participation and clapping for students when they finish. Remind students to stay quiet and respectful while a peer is sharing.

##### Graphic Organizers and Materials Needed:

Handheld or medium-sized mirror

Musical instruments (variety of musical instruments, some examples include: shakers, tambourines, drums, or sticks)

Graphic organizer I Can Be Confident  
Graphic organizer Growth Mindset 1, 2, 3 (can be used with the Let's Write prompt)



(More):  
Story"

ught with "I Believe In You," "I Can Do Hard Things," and "I

plan for the article "I Believe in You."

als Needed: N/A

(More): N/A

(taught with "I Believe In You," "I Can Do My Best," and "I

plan for the article "I Believe in You."

ents to do something new. It was really hard. Alofa wasn't  
embered what she learned. She whispered to herself, "I  
gave it a try.

als Needed: N/A

(More): N/A

Can Believe in Myself | Week 5





UNIT: SELF-REGULATION

Round Up Resilience

WEEK 20

# Health & Wellness

K Studies Weekly

KINDERGARTEN

Engaging images and illustrations

## Face Your Feelings

**Emotional resilience** is working through being sad or angry.

## What Is Resilience?

**Resilience** is being able to work through hard things. You can be resilient.

Bolded vocabulary

**Social resilience** means you choose how you act. It means you are kind to others.



# KINDERGARTEN

## STUDENT EDITION

Chunked  
informational text

Week 20 of 32 • Page 3

## Think About the Good

**Mental resilience** is thinking good thoughts about yourself. It is believing those thoughts.



## Be Healthy

**Physical resilience** is helping your body do hard things. We can keep our bodies healthy and strong.

Images courtesy of Getty



## Resources

- Think of new ideas
- Work with others
- Use things around you



## Be Brave

You can be brave. You can tell the truth when it's hard. You can try new things.



Model behavior  
through images



Home connection  
resources

## Home School Connection: Graphic organizer Kindergarten Letter Home - Round Up Resilience



### Curriculum Notes:

- Consider using the vocabulary and skills found in the curriculum whenever challenges arise.
- It may be appropriate to get a cut or screenshot of the article. Our brains have a tendency to remember when one part of the damage is done.
- In article 3, social resilience is discussed. Reinforce that social resilience can look like hugging. Reinforce that social resilience can look like hugging. Some people like more distance from others, while others like more closeness. You may also decide to discuss the impact of COVID-19 and social distancing.

**Sequencing of Articles:** The sequencing of the articles this week scaffold and build upon each other.

### Think Deeply:

- What is something you can do this week that is resilient?
- How can you show others that you are resourceful?

**Let's Draw:** Draw a picture of yourself doing something resilient.

### Vocabulary and Definitions:

**emotional resilience:** working through being sad or angry  
**mental resilience:** thinking and believing good thoughts and feelings  
**physical resilience:** helping your body do hard things  
**resilience:** being able to work through hard things  
**resource:** a tool that helps you get something done  
**social resilience:** you choose how you act and are kind to others

Round Up Resilience | Week 20

Teacher background  
information

UNIT: SELF-REGULATION

WEEK 20

Round Up Resilience

Health & Wellness

Studies Weekly

KINDERGARTEN

**Summary of the Week:** Students will learn what resilience is. They will learn about four types of resilience. Students will learn about skills they can use to practice being resilient and how resilience can help build their character.

**Teacher Background Knowledge:** Resilience is the capacity to persevere when things are hard. It is important for children to learn this when they are young so that they can meet the many challenges their lives have in store for them with resilience. There are four basic types of resilience: emotional, social, mental, and physical. Students will learn how being resourceful, responsible, and brave can add to their resilience.

**Enduring Understandings:**

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

**Essential Questions:**

- What is resilience?
- What is a skill you can try to use to practice being resilient?

# KINDERGARTEN TEACHER EDITION



## Suggested lesson guide

## Materials list for lesson activities

## Article 1: You Can Be Resilient

## Lesson Plan:

1. Explain that "character" refers to a person's internal strength. Resilience helps build a person's character.
2. Have students look at the front cover of their student edition. Ask the following questions:
  - a. What are these kids dressed like? (**superheroes**)
  - b. What are some powers that superheroes have? (**flying, strength, stretching, running fast, invisibility, jumping high, shrinking, etc.**)
  - c. Tell students: Did you know that you have a superhero power? It is called resilience.
3. Show the students a rubber band. Ask the following questions:
  - a. What do we use rubber bands for? (**to hold things together**)
  - b. What does a rubber band look like?
  - c. What is a rubber band's superpower? (**It changes shape; it holds things together; it can get bigger; it goes back to its original shape; etc.**)
4. Give each student a rubber band.
  - a. Explain the rules for the rubber bands before you give them out. They are tools, not toys.
  - b. Show the students that the rubber band can stretch a little, and it can stretch a lot.
  - c. Have the students practice stretching their rubber bands. Have them observe how it always goes back to its original shape.
5. Read the article "Resilience."
  - a. Have the students repeat the word after you. Discuss resilience.
  - b. Explain that when you face something challenging and feel defeated, resilience, your superpower, can help you bounce back, just like the rubber band.
6. Resilience Activity: Help students to think about the following scenarios that might stretch their emotions or abilities. Students will decide if they would need to stretch their emotions or abilities a little or a lot for each scenario. They will use the rubber bands as representations of their emotions or abilities. After each example, discuss how the rubber band always returns to normal. Explain that being resilient means that when you do something hard, you can stretch yourself to accomplish hard things, and then you can return to normal. It may feel stressful for a time, but then you will feel better after you accomplish the task.
  - a. learning how to write your name
  - b. learning your numbers
  - c. cleaning your room
  - d. making new friends
  - e. trying new things
  - f. making a mistake
  - g. getting hurt
  - h. a friend hurting your feelings
7. Give each student a copy of the graphic organizer I Can Be Resilient! Person.
  - a. Have the students color the person to match themselves.
  - b. Have them staple their rubber band to the middle of the person.
  - c. Review that resilience helps us keep going when life is hard.

Round Up Resilience | Week 20

- a. Have the students think of a picture of one thing that represents resilience.
- b. Optional: Give students magazines from which to cut pictures to glue in their graphic organizer that will help them to think happy thoughts and be emotionally resilient.

6. Have students glue the graphic organizer in their interactive notebooks.

## Graphic Organizers and Materials Needed:

Magazines (optional)

Resilience Poster  
and Feelings Cards  
Resilience ("Emotional Resilience" section)

Name \_\_\_\_\_ Date \_\_\_\_\_

Types of Resilience

Types of Resilience	What I Can Do
<b>Social</b> The way you ACT	
<b>Emotional</b> The way you FEEL	
<b>Mental</b> The way you THINK	
<b>Physical</b> The way you MOVE	

More):

Types of Resilience Poster. Review emotional resilience. Have students come up with for emotional resilience. Review the Resilience section, and come up with an action to help students be resilient, like giving their neighbor a high-five. Review the phrase "social resilience" after you. Review the image of the kids hugging in the student edition. Read the article "Social Resilience." Discuss ways kids were socially resilient during the pandemic and social distancing. Social resilience means continuing to be kind and gracious to others, even in difficult circumstances. Sometimes it might feel hard to choose how you act, but you can choose to be resilient. Which students will need to be socially resilient? How can you help them? How do you feel?

Round Up Resilience | Week 20

UNIT: SELF-AWARENESS

Wonderful Well-Being

WEEK 1

# Health & Wellness

1 Studies Weekly

FIRST GRADE

Knowledge

Body

Friends

Feelings

Brain

Well-Being

## Things You Need

Well-being means taking care of things you need. There are things you can do. You can take care of your body. You can care for your brain. You can gain knowledge. You can take care of your feelings. You can take care of your relationships.

Students can connect Ideas

Bolded vocabulary

## Physical Well-Being

Your body needs things to stay alive. Those are **physical needs**. You need food. You need water. You need sleep to grow. You need exercise to stay healthy. You can take care of your body.

al Being

...d is amazing. ...keep your mind healthy. You can read. You can learn new things. You can learn about yourself.

# GRADE 1

## STUDENT EDITION



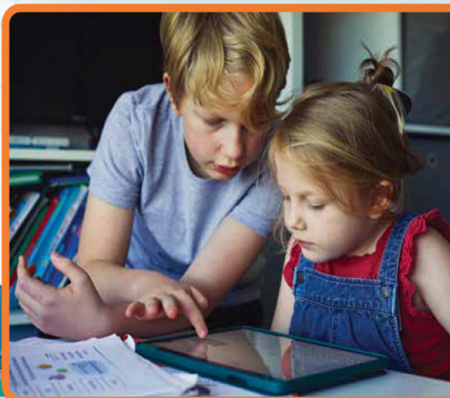
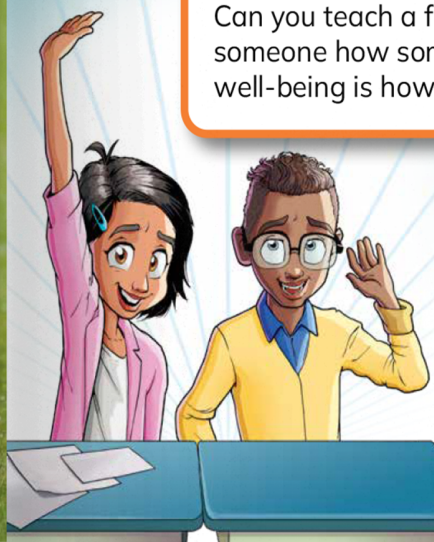
Chunked  
informational text

Week 1 of 32 • Page 3

## Academic Well-Being



How can you share what you know?  
Can you teach a friend? Can you show  
someone how something is done? Academic  
well-being is how you show what you know.



## Social Well-Being

**Social** means being around other  
people. You can learn how to be  
a good friend. You can learn to be  
kind to your family. You can learn to  
be a good citizen. There are skills  
that help your social well-being.

## Emotional Well-Being



Emotions tell you  
how you feel. You can  
pay attention to your  
emotions. You can  
share how you feel  
with others.



Engaging images  
and illustrations

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Images courtesy of Getty Images.

Home connection  
resources

#### Home School Connection:

Graphic organizer 1st Grade Letter Home - Wonderful Well-Being



#### Curriculum Notes:

- Each lesson should take about 20 minutes.
- For the lesson with articles "Mental Well-Being" and "Academic Well-Being", it may be advantageous to have another adult to help with the activities.

#### Sequencing of Articles:

- The sequencing of the articles this week was designed to build upon each other.
- Lessons for the articles "Physical Well-Being" and "Social Well-Being" may be taught together, but may take approximately 40 minutes, so it may not be necessary, to have another adult to help with the activities.
- The lessons for "Mental Well-Being" and "Academic Well-Being" are taught before the other two.

#### Think Deeply:

- Why is it important to take care of yourself?
- Why are families important? How does your family help you stay healthy?
- How can you help the people around you stay healthy?

#### Let's Write:

- Draw a picture of a person who is taking care of themselves.
  - Are they happy?
  - Are they clean?
  - Do they have friends?
  - Write at least three words that describe the person.
- Write or draw three things that make you healthy and make you healthy.

Wonderful Well-Being | Week 1

Teacher background  
information

## Wonderful Well-Being

# Health & Wellness

### 1st Studies Weekly

#### FIRST GRADE

UNIT: SELF-AWARENESS

WEEK 1

**Overview of the Week:** This week, students will learn how well-being and physical health are connected. They will learn about physical, social, emotional, academic, and mental well-being and how to make healthy choices that will help them grow and develop.

**Background Knowledge:** Learning about health and well-being helps people make decisions that support long term health. Social and emotional learning are crucial to a person's health. When people develop self-awareness, social awareness, self-regulation skills, good decision making skills, they are more likely to make choices that help their health and well-being. Encouraging students to think about their health and well-being, and educating them to make positive decisions, will help them respond with resilience to normal developmental experiences and build tools to help them respond to adverse challenges.

#### Enduring Understandings:

1. **Physical well-being** refers to innate biological needs, safety, and health.
2. **Mental well-being** refers to the brain's thinking, processing, and learning systems.
3. **Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
4. **Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
5. **Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

#### Essential Questions:

- What does it mean to take care of yourself?
- What are some types of well-being?

Wonderful Well-Being | Week 1

# GRADE 1

## TEACHER EDITION

Learn through play

Suggested lesson  
guide

## Article 1: Things You Need

## Lesson Plan:

1. Read the article, "Things You Need," to the class.
2. Show the image, "Child Exercising," and the image "Child Brushing His Teeth," found in related media.
  - a. Ask: What is the child doing in this picture? (**Exercising**)
  - b. Explain: this child is taking care of physical well-being.
  - c. Explain: Taking care of your physical well-being means keeping your body safe, clean, and healthy! Forgetting or choosing not to keep your body clean or active would not be healthy.
3. Show the image, "Brain," and discuss:
  - a. What is this picture? (**a brain**)
  - b. Explain that we all have brains.
  - c. What do our brains do? (**Our brains are always working. The brain manages everything you see, think, and feel.**)
  - d. Explain that it is important that we take care of our brains by making healthy choices, like wearing a helmet and eating nutritious food that gives our bodies fuel.
  - e. We also take care of our brains by giving them rest with sleep and also by learning new things.
4. Show the image, "Child Studying with Parent," and ask:
  - a. What is the child doing in this picture? (**Reading and studying**)
  - b. Explain that studying and reading are taking care of academic well-being. This student is exercising their brain.
5. Show the image, "Two Girls Talking," and ask:
  - a. What is happening in this picture? (**Children are talking and laughing.**)
  - b. Do they look like friends? (**Yes, they look like they're having a good time together.**)
  - c. Explain that they are taking care of their social well-being by spending time with their friends. It is healthy to spend time with other people.
6. Hand out the graphic organizer **5 Parts of Me**.
  - a. Students will color and cut out the five triangles on the page.
  - b. While students are coloring and cutting, you can have students talk quietly at their tables about the things they like to do to take care of each area of their well-being.
  - c. Give each student a blank piece of paper and have students place their 5 triangles on it. Ask students to see if those five triangles can fit together to make another shape.
    - i. Allow students to experiment for a few minutes. (**The triangles should fit together to make a circle.**)
  - d. Once students have realized they fit together to make a whole circle, have them glue their triangles in the form of a circle on the blank paper.
7. Draw a circle on the board and divide it into five sections like the student graphic organizer **5 Parts of Me**.
8. Explain that the same way we need all five of these triangles to create the circle, we need to take care of all five areas of well-being in our lives to be the happiest we can. Point to each triangle on the board and review: when we take care of our bodies, our minds, our brains, our feelings, and our relationships, we can feel balanced and happy.

Wonderful Well-Being | Week 1

1.9

5. Invite a few students to play charades with things like washing hands; brushing teeth; wearing a helmet; putting on clothes, such as a heavy jacket when it is cold outside; spraying bug spray to protect from bug bites; sneezing into a tissue to not spread germs; wearing sunscreen; etc.
  - a. Ask students to identify how each action helps to keep our bodies healthy.
  - b. Help the students recognize the importance of being clean. When we do our best to keep ourselves clean, we help keep our bodies safe from germs, illnesses, and infections.
6. Write the word "nutrition" on the board.
7. Explain that we can keep our bodies healthy by eating lots of different nutritious

of each of the following on the board and explain:

paghetti and have students guess what the picture is.

e need carbs, like bread and pasta.

have students guess what the picture is.

e need protein from things like meat and beans.

nuts

e need fats from things like cheese and nuts.

r carrot.

e also need vitamins and minerals from fruits and

s.

e need calcium from foods like dairy.

ut how they feel when they do not have enough food.

ake the connection that the body communicates with us.

n the body gives us to help us know our body needs good.

ave enough energy to keep playing.

ction that our bodies also send signs to let us know to take

s, relationships, and emotions.

r, draw a plate. Invite students to help you create a

that has all the food groups. Eating breakfast gives you the

rt the day.

nt a paper plate.

t groups and the examples you drew on the board as a

t they need to have in their meal.

a meal on the butcher paper.

aw a breakfast meal that has items from at least three

ups. Encourage students to use many colors.

as a class:

hen you eat nutritious foods? (**Answers should****give regard for healthy foods**)

hen you eat too much fun food like cookies, candy, and

**wers should indicate that students don't feel as good when****ch unhealthy food.**)

s perform a physical task like pushups or jumping jacks. Be

ty levels when selecting an activity that all students can

cise is another important way we take care of our bodies.

trengthens our muscles, our hearts, and our lungs.

akes us happier by producing "feel good" chemicals in our

physical activity every day.

Wonderful Well-Being | Week 1





Students can connect Ideas

## Parts of Grief

parts of grief that people can go through. These parts go through your feelings so you can feel better. These are the parts you might think or feel as you go through grief:

**Denial:** "This isn't real."

**Anger:** "This isn't fair!"

**Bargaining:** "I will do anything to fix this."

**Depression:** "I can't do anything but cry. I want to be alone."

**Acceptance:** "This is going to be okay."

## What Is Grief?

**Grief** is when you feel very sad about losing something. You might feel grief if a pet dies or if you move to a new town. You miss something that you loved. Everyone feels grief in different ways.

**GRADE 2**  
**STUDENT EDITION**



Scaffolding knowledge and skills

Week 7 of 32 • Page 3

### Talk It Out

It is important to talk about your grief, even if you don't know exactly what to say. There are no right or wrong words for your grief. The important thing is to start talking. As you talk, you can learn things about your feelings. Spending time talking with friends and family can also help you remember happy moments.

Who do you like to talk to when you feel sad?



### Learn to Listen

If your friend is feeling grief, let them know you will listen if they want to talk. Listening can help people know that you care.

#### Helpful things to say:

- "I know I can't fix it, but I will listen."
- "Can I sit with you? We don't have to talk."

#### Things to avoid:

- Telling them what to do
- Talking about negative feelings or memories
- Interrupting them



### Sympathy and Grief

Natalia's friend just broke his arm. Natalia has never had a broken arm, but she feels bad that Nick is in pain. Natalia feels **sympathy** for Nick and makes him a card.

#### Here are some ways you can show sympathy to others:

- Make a card or draw a picture for them.
- Offer to help them do a task.
- Make time to listen to them.
- Ask how you can help.



Model behavior through images

Images courtesy of Getty Images.

Home connection  
resources

## Home School Connection: Graphic organizer Second Grade Letter Home: How to Handle Loss



### Curriculum Notes:

- This week includes many activities that will give students an opportunity to explore their feelings. It will be important to set aside time for these activities to avoid the students being silly or in a hurry.
- Keep in mind that some of them may not ever be respectful of others.

### Sequencing of Article

scaffold and build upon

**Think Deeply:** What can you do if you are experiencing grief?

**Let's Write:** Write a journal entry about a time when you had a loss and what you did to help them feel better.

### Vocabulary and Definitions:

**grief:** a feeling of deep sadness about losing something  
**sympathy:** when you feel bad that something has happened to someone

### Weekly Assessment Questions:

- True** or false: It is okay to sit with someone without talking to them.
- Nico's friend lost a pet. What should Nico do?
  - adopt a new pet
  - offer to sit and listen**
  - avoid the friend at school
- Peter's family is moving to a new city. Peter is upset. What stage of grief is Peter in?
  - "I will fix this."
  - "This isn't fair."**

How to Handle Loss | Week 7

7.2

Teacher background  
information

UNIT: SELF-AWARENESS

WEEK 7

How to Handle Loss



# Health & Wellness Studies Weekly

SECOND GRADE

**Summary of the Week:** Students will learn what causes grief and the different forms grief can take. They will also explore the five stages of grief and learn how to help others who are experiencing loss.

**Teacher Background Knowledge:** It would be very beneficial for you to be aware of any significant losses your students have experienced. You may alter the things you say or how you teach specific topics if you know that one of your students has lost a friend, family member, or caregiver recently.

### Enduring Understandings:

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

### Essential Questions:

- What is grief?
- What are the five stages of grief?
- What is sympathy?

# GRADE 2 TEACHER EDITION

Suggested lesson  
guide

## Article 1: What Is Grief?

## Lesson Plan:

1. Show the image of a sad child, found in related media. Ask the class what they think the child is feeling.
2. Write the word "grief" on the board and ask students what they know about this word. Let them respond with their ideas. Validate that this can be an emotional subject to discuss, but it is important to understand what grief is and how one can choose to respond to it.
3. Read the article "What Is Grief?" aloud to the class. Ask students to follow along, touching each word with their finger as you read.
4. Ask the students to think in their heads if they have ever felt grief before. They can give a thumbs-up if they think they have. Have students draw an emoji to depict how they felt personally when they experienced grief. Note that some students may not have felt grief before, and some may have felt it a lot. There is not just one way to experience grief, and that is okay.
  - a. Help students understand that it can be hard to make healthy choices when you are struggling with grief. When you feel grief, you may want to spend time alone or eat unhealthy foods or not exercise. But spending time with people who care about you and nourishing and moving your body can help you feel better. People who care about you can help you make healthy choices.
5. Explain that feeling grief is normal. Everyone goes through hard things. But it is important to know what to do when you experience it. Help students know that they can be kind to one another when they or others experience grief. Help them know that the feelings do improve over time.

## Article Assessment Questions:

1. What is another word for grief?
  - a. anger
  - b. despair
  - c. **sadness**
  - d. worry
2. When does grief occur?
  - a. during a stressful time
  - b. while finding solutions
  - c. **when something is lost**
  - d. after someone is angry

Graphic Organizers and Materials Needed: N/A

## Online Related Media (Explore More):

Image: "Sad Child"

## Article 2: The Five Parts of Grief

## Lesson Plan:

1. Set up a simple obstacle course in the classroom. For example, you can put out a chair that students need to walk around twice, a desk they need to crawl under, and a ruler they need to hop over. Then, they could do five high-fives with a

How to Handle Loss | Week 7

Ready-made  
article assessments

- buddy. Have students go through the obstacle course, two at a time, and sit back at their desks when they are finished. Remind students to keep their voices to a whisper and to step carefully.
2. When students are back in their seats, debrief their experience:
    - a. Explain that they went through each step to get to the end of the course.
    - b. Ask: Was it easy or difficult? (**Answers will vary.**)
    - c. Ask: What was challenging? (**Answers will vary.**)
  3. Have students repeat the activity and let them pick and choose which of the obstacles they want to go through.
  4. Debrief the activity a second time and have students compare the two times

course. Ask: Which time was the easiest? (**the second time**)

the obstacle course you all just did, when you are feeling stages, or feelings that you might go through, before sadness and grief.

ages of Grief" with the students. Feel free to expound a ages. You can use the example of a big trip being canceled stage.

ance to explore each stage of grief. Turn on calm music will act as a canvas for students to express their tion.

with the music on, you will write a stage of grief on the eed to express this stage through their movement.

they must be at least three feet away from anyone else ould not touch anyone during this activity. Emphasize that t activity.

in this fashion, giving students about 30-40 seconds to

N/A

Materials Needed:

(More): N/A

Out" aloud to the class.

utcher paper on the wall. Be sure there is enough paper for d be a quiet activity.

and have the students write about or draw important are with parents or caregivers (dinners, vacations, family

to draw respectfully, as they will share their images with

How to Handle Loss | Week 7



UNIT: SELF-AWARENESS

Caring for My Physical Health

WEEK 3

# Health & Wellness

3 Studies Weekly

THIRD GRADE

## About Your Body

Your body is amazing! It does so many things without you even thinking about it. Think about when you take a bite of food. Do you have to tell your mouth how many times to chew? Or how the food should travel through your esophagus when you swallow? Do you have to tell your **pancreas**, **liver**, and **intestines** how to break down your food? No! Your body does all of that automatically and more!

How many body parts can you name? Label as many as you can!

Brain

Nose

Shoulder

Pancreas

Liver

Intestines

Knee

Ankle

Heart

Elbow

Bolded vocabulary

Model behavior through images

## Keeping Your Body Clean

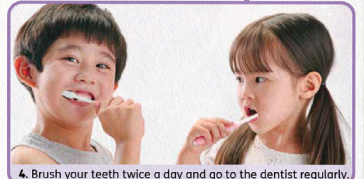
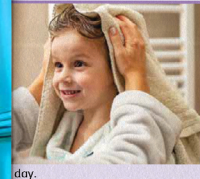
Keep your body clean. When you keep your body clean, you are protecting your body from germs that can spread **communicable** (infectious) diseases, like colds and flus. Having good hygiene can help prevent all bacteria and viruses. Bacteria and viruses can make you sick and feel unpleasant.

These things are especially important as your body grows and matures. Can you think of anything else you can do to keep your body clean?

HERE ARE A FEW WAYS YOU CAN KEEP YOUR BODY HEALTHY AND CLEAN:



2. Wear clean clothes.



4. Brush your teeth twice a day and go to the dentist regularly.

## Through Food

What you put in your body matters? Things you eat affect how your body works. These are different types of foods and what they all do for your body:

FOOD GROUPS	BENEFITS
Protein, meat, eggs	Helps build and repair muscles and bones
Grains, crackers	Gives your body and brain energy
Dairy, cheese, oil, butter	Balances blood sugar, helps protect you from diseases
Fruits and vegetables	Gives you healthy eyes, skin, and bones
Seeds, fish, dark leafy green vegetables	Helps your digestion and hydration
	Helps you focus and stay awake
	Keeps you hydrated
	Helps your mood
	Helps digestions

Keep your body healthy and keep your body from working properly. When you are missing one of these food groups, you may feel sluggish or get sick more easily.



GRADE 3  
STUDENT EDITION



Week 3 of 32 • Page 3

## Health Through Movement

Guess how many minutes of physical activity your body needs each day.



\_\_\_\_\_ min.

It is best if you get at least 60 minutes of movement each day. Sixty minutes is one hour. That may sound like a lot. But think about all the activities you love. Write down your three favorite types. Maybe it is dancing, jump roping, soccer, or even playing tag.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Your daily physical activity can be fun! And you can spread it throughout the day. You might get some of your movement in during recess or before school. Then get the rest of your movement after school with family or friends. Physical activity gives you more energy, strengthens your immune system, and gives you the chance to spend time with people.



## Protecting My Body

You are responsible for keeping your body safe. Your parents or guardians may have rules in place to help you stay safe, like not touching the stove or not answering the door when an adult isn't home. Wearing sunscreen is a good rule to follow to protect your skin from the sun. What are two rules you follow at home?

1. \_\_\_\_\_
2. \_\_\_\_\_

There are rules at school to help you stay safe and prevent injuries, like no running in the halls. Can you think of two more rules at your school that help keep your body safe from injury?

1. \_\_\_\_\_
2. \_\_\_\_\_

### FIND THE ITEMS THAT PROTECT A PERSON'S BODY:



## Creating a Healthy Environment

What does your environment affect your health? Your **environment** is what surrounds you. It includes the people and things around you. Having a clean, safe environment can help you be healthy. Keeping your environment clean can stop germs from spreading and help keep you healthy. You can keep your home, classroom, and community clean by recycling and picking up trash.

Draw a picture of what a healthy environment looks like to you.

Activity-based learning

Annotation space on the publication

Writing practice

Teacher background information

# GRADE 3

## TEACHER EDITION

3.2

feminine hygiene items, etc.).

- The lesson for the article "Health Through Movement" will discuss the benefits of physical activity. Be mindful of students who have physical limitations that may make movement difficult. Select activities that will be appropriate for all of your students.

**Sequencing of Articles:**

- The sequencing of the articles this week was designed to both scaffold and build upon each other.

Health Through Movement" and "Health Through Food" will be...

ner.

Protecting My Body" and "Making a H...

ner.

you eat important?

use important?

- Why is it important to keep your body clean?
- How can you keep your body safe?
- How does your environment affect your health?

**Let's Write:** Write a 30-second radio ad for taking care of y... benefits and a reference to at least one resource for addi... community.

**Vocabulary and Definitions:**

**pancreas:** makes a digestive juice that breaks down carb...

**liver:** makes bile (a digestive juice) that helps break down...

**instensines:** break down and absorb remaining nutrients

**communicable:** spreadable

**environment:** everything that surrounds you

**Weekly Assessment Questions:**

- Which action could spread a communicable disea...
  - Claudia visits the dentist twice each year.
  - George wipes down his desk every Friday.
  - Ricardo takes a shower before going to bed.
  - J...
- What is...
  - M...
  - S...
  - L...
  - V...
- Labeling... student.


Labels: **brain (1); heart (3); knee (5); shoulder**

3.1

UNIT: SELF-AWARENESS

Caring for My Physical Health

WEEK 3



THIRD GRADE

**Week 3: Caring for My Physical Health**

**Summary of the Week:** This week, students will learn about body functions, keeping their bodies clean, health through movement and food, and ways to protect their bodies. Students will also explore ways to keep their environment clean and safe.

**Teacher Background Knowledge:** It is critical for individuals to learn how to take care of their physical health. When individuals learn to care for their own physical well-being, they will be more likely to avoid injury, protect their health, and take care of their health autonomously.

**Enduring Understandings:**

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

**Essential Questions:**

- What is hygiene?
- How many food groups are there?
- What is an environment?

**Home School Connection:** Graphic organizer [3rd Grade Letter Home: Caring For My Physical Health](#)

**Curriculum Notes:**

- Be mindful of students who need assistance accessing basic hygiene items. You may choose to ask your school leaders about available resources you can share with your students, as needed (i.e., toothbrushes, toothpaste, soap, deodorant,

Health and Wellness | Third Grade: Caring for My Physical Health



Suggested lesson  
guide

## Article 1: About Your Body

## Lesson Plan:

- Start by reading the article "About Your Body" as a class. Have each student take 2-5 minutes to draw on the body outline, detailing as many body parts as they know. Remind students to use respectful language about the human body and to use anatomically correct terms.
  - Write the following words on the board and see if students can label these or any other body parts on the outlined body: heart, stomach, lungs, kidneys, throat, intestines, hands, feet, head, etc.
  - After students have labeled as many internal and external body parts as they can, draw a body outline on the board and label as many body parts as you can, using all the students' knowledge and guesses.
- Write the following terms on the board: heart, lungs, kidneys, spleen, stomach, small intestines, large intestines, bladder, arteries, veins, brain, skin.
- Split the class into groups of three. Allow each group to choose a body part from the list on the board to research and learn about.
  - If a group wants to learn about a body part that is not listed on the board, they should first get your approval.
  - Provide each group with a computer and a science book with information about the human body.
    - NOTE: If you do not have classroom computers available, be sure to schedule time in the school computer lab for the research.
    - NOTE: You may wish to ask your school librarian to help you find books that will support your students in their research.
- Give each group a poster and art supplies. Each group will create a poster educating others about the organ they selected. Each poster should include:
  - a visual representation of the organ
  - a diagram showing the location of the organ in the body
  - a statement explaining what functions the organ performs for the body
- Display the posters in the classroom, and have students do a gallery walk with their interactive notebooks to learn about the different organs of the body.

## Article Assessment:

- What part of the body does food travel through?
  - aorta
  - esophagus**
  - trachea
  - vessel
- What part is outside of the body?
  - heart
  - lip**
  - lung
  - pancreas
- What part is inside the body?
  - ear
  - finger

Health and Wellness | Third Grade: Caring for My Physical Health

- liver**
- toe

## Graphic Organizers and Materials Needed:

Computers or tablets  
 Science books with information about the human body (if available)  
 Poster paper (one per group)  
 Various art supplies

Online Related Media (Explore More): N/A

3.5

3.6

## Clean

ing Your Body Clean" to the class.  
 personal hygiene practices in the article, and have  
 their minds if they are doing each of those things to take  
 lies.  
 white plastic glove and have them put it on one of their  
 marker to draw random marks on each child's glove.  
 marks you drew on their gloves represent germs.  
 e their gloveless hand to rub off all the "germs" on their

quietly count aloud how many seconds it takes them to  
 erms from their gloves.  
 y time they wash their hands, they should wash for at least  
 ke sure they clean off all the real germs.  
 our Hands," from related media.  
 n soap and water to let students practice washing their

ion with the following questions:  
 c it is important to keep your body clean? (**Answers should  
 ts yourself and others from getting sick; it helps you smell  
 ur body respect.**)  
 you don't wash your hands often? (**You spread germs and**

unicable" and "non-communicable" on the board.  
**Communicable diseases** are illnesses that can spread, like  
 . **Non-communicable diseases** are illnesses that are not  
 asthma, heart attacks, or cancer.  
 e types of each disease can be life threatening, and some  
 y not be life-threatening.  
 our Teeth," from related media.

Third Grade: Caring for My Physical Health

Ready-made  
article assessments

UNIT: SOCIAL-AWARENESS

Good Communication WEEK 11

# Health & Wellness

4 Studies Weekly FOURTH GRADE



## Communication

**Communication** is the sharing of information. It takes at least one person sending information and one or more people receiving information.



studiesweekly.com/communicationskills

There are things you can think about when you communicate with others:

- **How are you going to communicate?** Is it better to talk to the person face to face or write a text?
- **How do you feel when you communicate?** Are you upset about something? Will you say something unkind or hurtful that you don't really mean?
- **Should you communicate differently at school than on the football field?** Yelling at a friend might be okay if he is in danger, but what about if he is trying to help you? Talking to your teacher is different than texting a friend.

Bolded vocabulary

## Verbal Communication

Did you know that sign language is a form of verbal communication? The speaker uses sign language to deliver words to the listener. **Verbal communication** is using your voice. You are able to share your ideas or information with someone else. Have you ever had to repeat yourself because someone couldn't understand you?



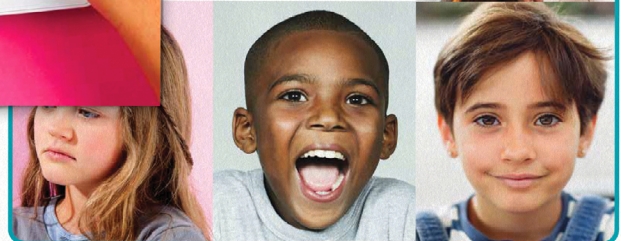
Tips to communicate clearly:

- Don't speak or sign too quickly.
- Consider who you are speaking to.
- Choose your words carefully.



## Nonverbal Communication

How can you smile tell people? What do your eyes communicate? How can you communicate without using words. **Nonverbal communication** is what you communicate to others about your feelings, thoughts, and body language without the use of words. It includes facial expressions, body language, and what you are thinking.



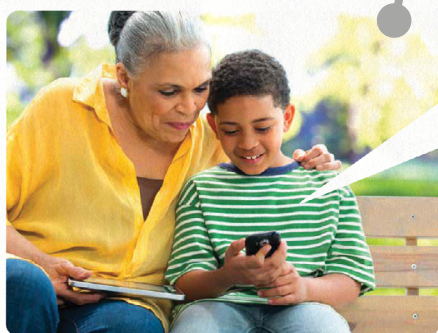
# GRADE 4

# STUDENT EDITION



Engaging images and illustrations

Week 11 of 32 • Page 3



## Big Sister

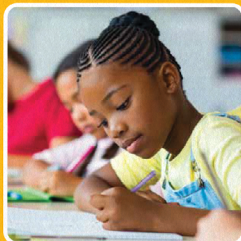
I heard you got the lead part in the school play! Congrats! ❤️

Thank you! It's going to be so fun. 😊

Definitely!

## Written Communication

Notes, texts, and emails are all forms of **written communication**. Writing is an important skill to master. You will write throughout your entire life. You will write letters, emails, and texts. Even signs, billboards, and emojis are written communication. Be clear and direct in written communication. It helps others understand you.



## Visual Communication

**Visual communication** is using images to communicate with others. Images help you get information quickly without using a lot of words. Our computers, TVs, and cell phones all use visual communication. When you communicate with images, be very careful with the images you choose. Be sure to choose images that reflect your character. Whatever you share online can be shared many times.



Grade-level chunked text

## Respectful Vocabulary

Important words that help us communicate respectfully. We can use these words to show respect for others. We can use these words to help us understand others. We can use these words to help us become better people. We can use these words to help us become better citizens. We can use these words to help us become better friends. We can use these words to help us become better neighbors. We can use these words to help us become better community members. We can use these words to help us become better world citizens.



## Word Art Activity

Choose one of these respectful words to create your own word art:

KIND	LISTEN	CARE	EMPATHY
GRATITUDE	POLITE	SERVE	
SHARE	GIVE	HELP	PATIENT

Images courtesy of Getty Images.

Writing practice

11.2

se to talk with your librarian ahead of time to see if they can help  
 books that use mostly images to communicate the story.  
 ded as a discussion idea during the article about written  
 n. Emojis are included here as a form of written communication  
 are beginning to replace written communication in so many virtual  
 ally, they are beginning to emerge as a universal form of  
 n across virtual platforms.

**Sequencing of Articles:**

- The sequencing of the articles this week was designed to both scaffold and build upon each other.

**Think Deeply:** How could poor communication cause problems?

**Let's Write:** Write a poem about communication. Try to include both verbal and nonverbal communication.

**Vocabulary and Definitions:**

**communication:** is the sharing of information

**nonverbal communication:** what you communicate to others without using words

**verbal communication:** using your voice

**visual communication:** using pictures or symbols

**written communication:** using written words

**Weekly Assessment Questions:**

- Open-ended: What emotion does the billboard convey? Support your claim with evidence.  
**Students will use:** **nonverbal communication provides a basis for this claim. downcast eyes, head on hands, mouth neutral.**
- Select all that apply: Study this billboard.



What forms of communication are used on the billboard?

- listening
- nonverbal
- verbal
- visual**
- written**

Health & Wellness | Fourth Grade - Good Communication

Teacher background information



**Unit 11: Good Communication**

**Summary of the Week:** During this week's lessons, students will be educated about different forms of communication and when it is appropriate to use them. They will also be taught characteristics of good communicators and good listeners.

**Teacher Background Knowledge:** Communicating is an essential skill for children and adults. Good communication skills usually lead to better friendships as well as family and professional relationships. Practicing various communication skills in varied settings at this age helps students build skills that can be generalized to other areas and can be built upon as they learn more skills.

**Enduring Understandings:**

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

**Essential Questions:**

- What is communication?
- What is the difference between verbal and nonverbal communication?
- Why is it important to choose respectful vocabulary?

**Home School Connection:**

Graphic organizer [Fourth Grade Letter Home: Good Communication](#)

**Curriculum Notes:**

- Sign language is considered using a person's voice even though it isn't auditory.
- The lesson for the article "Visual Communication" will involve a trip to the library.

Health & Wellness | Fourth Grade - Good Communication

# GRADE 4 TEACHER EDITION

## Suggested lesson guide

### Article 1: Communication

#### Lesson Plan:

1. Show students the video "Communication in Ancient Times."
2. Have students read the article "Communication" with a partner and discuss different examples of communication they have seen that day.
3. Have the students choose a favorite picture book with which they are very familiar.
4. Give students index cards or pieces of paper and have them retell the story using the cards. They can use words or images. They can choose to tell the story or just use the cards.
5. Have the students get into small groups and share their stories. Have one storyteller volunteer to share their story with the whole class. Ask students:
  - a. Why is communication important?
  - b. Why is it important to communicate with family members and other trusted adults? (**Trusted adults can help you work through problems, and help you get what you need.**)
  - c. Why do you think we have so many types of communication?
  - d. What type of communication did you like best?
  - e. How does knowing this help you in school?
6. Next, give students the graphic organizer My Alphabox and have them create their own symbols to represent each letter of the alphabet.
7. Then, in their interactive notebooks, have them write a simple message using their new alphabet. Students should trade with a friend to see if someone else can decode and read their message as well as use their alphabox to respond and write their own message.
8. Have students put the organizer in their interactive notebooks with their messages.

#### Article Assessment:

1. What is communication?
  - a. **sharing information**
  - b. learning new things
  - c. fulfilling needs and wants
  - d. staying clean and healthy
2. What is the minimum number of people required to communicate?
  - a. one
  - b. **two**
  - c. three
  - d. four
3. When is it okay to yell at someone?
  - a. to frighten them
  - b. to demonstrate anger
  - c. when they are sleeping
  - d. **when they are in danger**

Health & Wellness |

Ready-made  
article assessments

### Graphic Organizers and Materials Needed:

Graphic organizer My Alphabox

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp

(More):  
Ancient Times"

on

ses of music (rock and classical or country and pop) for the students to relate their emotions to the music they hear. feel? (**Answers will vary based on personal experiences**)

using the following questions:

communicate emotion? (**personal experiences connect the music you hear.**)

rd "auditory" mean? (**listening with your ears**)

some people speak using their voice and hear using their

n use their voice if they cannot speak? (**Answers will vary.**)

n listen if they are deaf? (**Some people use words to speak**)

**communication. Some people use sign language and nunicate.)**

ed Media to teach the students three words in sign

in the classroom to communicate verbally. Consider

ses sign language help you if they are available.

image of a person signing "please" in related media.

the image of a person signing "thank you" in related

image of a person signing "sorry" in related media.

al Communication" as a class.

cation important? (**It allows you to share your ideas or**

**ne else and ask for what you want or need.**)

sider when communicating verbally:

are speaking to.

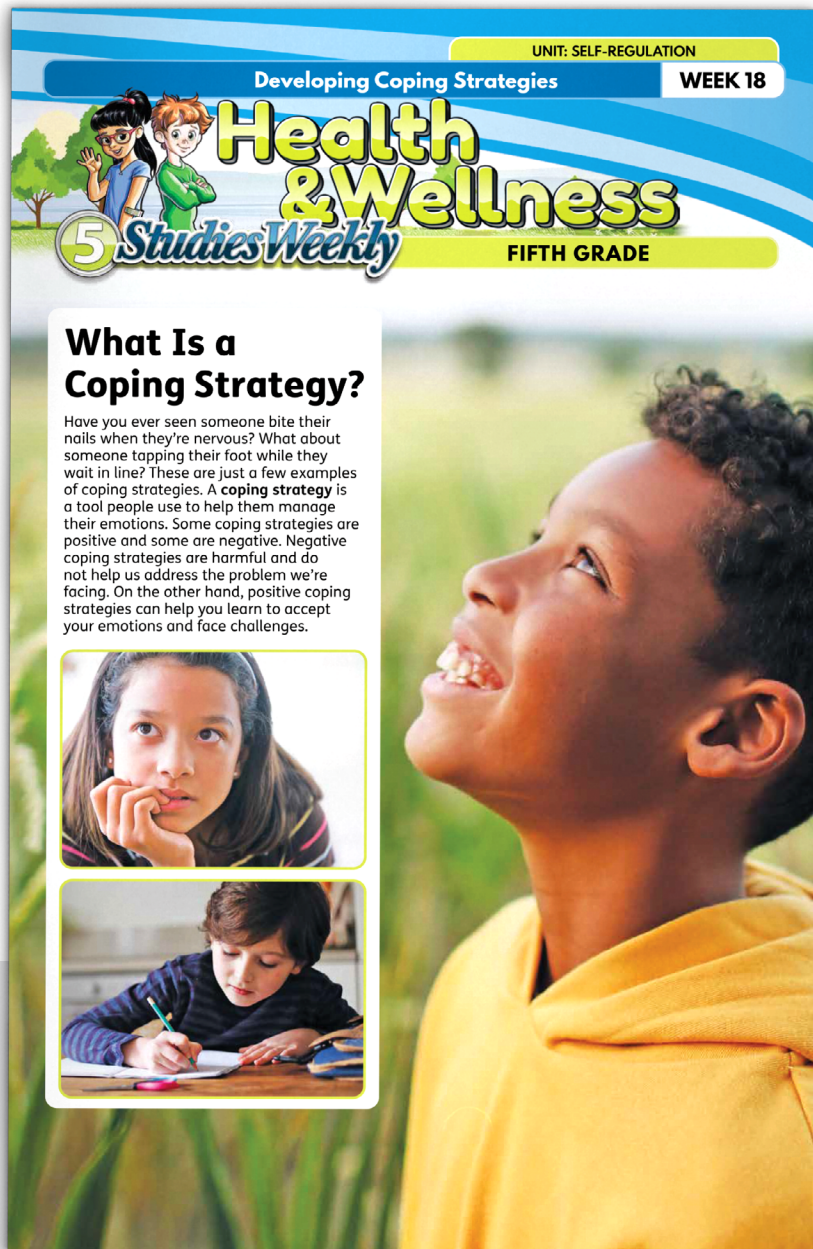
s carefully.

kly or mumble.

is appropriate for the situation.

ness | Fourth Grade - Good Communication





Bolded vocabulary



# GRADE 5 STUDENT EDITION

Grade-level  
chunked text



Build healthy habits

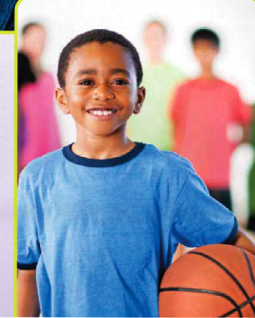
## Build Your Tool Kit

Think of coping strategies like a tool kit. You need different tools to help with different things. Try a variety of coping strategies so you can find more than one that works for you. Write them down somewhere you can find them easily when you're overwhelmed. You can even write down coping strategies that you haven't tried yet so you can test them out when your other strategies aren't helping.

## Try This: Relax Mindfully

Relaxation is a great coping strategy. Even if it doesn't solve a problem right away, it helps calm your emotions so you can face the problem with a clear mind. Here are some ideas to try:

- Draw your thoughts and feelings.
- Breathe deeply and count to five with each breath in and out.
- Count backward from 20.
- Listen to peaceful music or nature sounds.
- Tense each part of your body, one at a time, for five to 10 seconds. Then, relax the muscles completely.
- Think of a quote or a phrase that makes you feel calm and hopeful.



## Try This: Show Gratitude

When you're feeling overwhelmed or upset, you might forget the word "grateful" even exists. But thinking of the people and things that you're grateful for can change your perspective. It can start to pull your mind out of the stressful situation and help you focus on positive things. Then, when you feel more calm, you can come back to the problem and look at it in a new way. On top of that, thinking of positive things can help you make a habit of finding the good in almost any situation. Gratitude is powerful!



Engaging images and illustrations

Writing practice

18.2

Students will use the graphic organizer The Adventures of ... Storybook this week.

**Sequencing of Articles:** The sequencing of the articles this week was designed to both scaffold and build upon each other.

**Think Deeply:**

- How can using healthy coping strategies help you?
- What are your favorite coping strategies? Why?

**Let's Write:** Write a list of your favorite positive coping strategies and keep it somewhere that you can refer to a positive coping strategy quickly.

**Vocabulary and Definitions:**

**coping strategy:** a tool people use to help them manage

**problem-based coping strategy:** a strategy that helps fix a negative emotions

**emotion-based coping strategy:** a strategy that helps change

**Weekly Assessment Questions:**

1. What does relaxation do?
  - a. calm emotions
  - b. solve problems
  - c. strengthen muscles
  - d. improve focus
2. Why is being grateful important?
  - a. It helps people feel better.
  - b. People prefer to interact with gratitude.
  - c. Problems and emotions can be hidden easily.
  - d. Gratitude is part of belonging to a community.
3. Lamar feels stressed because he never has enough time to do his homework. Which coping strategy would be best for him?
 

Distractors: academic; emotion; physical
4. Open-ended: Why do so many relaxation techniques work? **(Mental and emotional stress often cause physical stress. Relaxing the body, the effects of these stresses are better managed.)**
5. **True** or **false**: It is important to have several coping strategies.
6. What is an example of mindful relaxation?
  - a. walking a pet
  - b. reading a book
  - c. talking to a friend
  - d. counting backwards
7. Sorting (vertical): Put the steps in the correct order.
 

**Face a difficult situation.**

**Feel a negative emotion.**

**Implement a coping strategy.**


Health and Wellness | Fifth Grade: Developing Coping Strategies

Teacher background information

18.1

UNIT: SELF-REGULATION

Developing Coping Strategies **WEEK 18**



**Health & Wellness**

**Studies Weekly**

**FIFTH GRADE**

**18: Developing Coping Strategies**

**Summary of the Week:** This week, students will learn about a variety of coping strategies and when they are most effective to use.

**Teacher Background Knowledge:** Children are facing increasing developmental challenges and are beginning to respond more impulsively due to environmental stressors like social media, technology, and increasing demands. If a person has a broad range of acceptable coping strategies that they have practiced and are comfortable with, they are more likely to respond to challenges using a positive coping strategy than a less helpful and impulsive response. This week is designed to help students adopt, learn about, and practice coping strategies so that they have acceptable tools at their disposal.

**Enduring Understandings:**

1. **Physical well-being** refers to innate biological needs, safety, and health.
2. **Mental well-being** refers to the brain's thinking, processing, and learning systems.
3. **Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
4. **Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
5. **Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

**Essential Questions:**

- What is a coping strategy?
- What is a problem-based coping strategy?
- What is an emotion-based coping strategy?

**Home School Connection:** Graphic organizer 5th Grade Letter Home Developing Coping Strategies

Health and Wellness | Fifth Grade: Developing Coping Strategies

# GRADE 5

# TEACHER EDITION

## Suggested lesson guide

### Article 1: What Is a Coping Strategy?

#### Lesson Plan:

1. First, have students read the article "What Is a Coping Strategy?" and underline the definition of a coping strategy.
2. Next, have the class chorally read the definition of a coping strategy from the article: "A coping strategy is a tool people use to help them manage their emotions."
3. Help students understand that negative coping strategies usually cause more harm than help.
4. Label two columns, "Negative Coping Strategies" and "Positive Coping Strategies," on either side of the board.
  - a. Have students help you add types of coping strategies under the appropriate columns on the board.
  - b. Negative coping strategies: yelling, throwing things, breaking things, hurting yourself or others, extreme behaviors
  - c. Positive coping strategies: exercise, reading, listening to music, meditation
5. In groups of three or four, have students write as many positive coping strategies as they can on a blank piece of paper. Have the groups compete to see who can come up with the most coping strategies in five minutes. Have them compete to see which group can come up with the most.
  - a. Have each group exchange their list with another group.
  - b. Have students circle all the positive coping strategies they would try on the other group's list.
6. Have each group share three favorite positive coping strategies on their list with the class. Groups should explain why these three coping strategies can help a person feel better.
  - a. As groups read off the coping strategies, have the rest of the class be listening to see if they have used any of the strategies that are read. Have groups write a "+" beside a strategy each time it is mentioned.
7. Give students the graphic organizer The Adventures of ... Story Book.
  - a. Have students staple all pages together in the correct order to make a book.
  - b. Have students complete their story book titles by writing the name of two main characters on the front cover of their book.
  - c. Instruct students to fill out "Day 1" of the graphic organizer The Adventures of ... Story Book, using their creative thinking and favorite positive coping strategies.

#### Article Assessment Questions:

1. What is a coping strategy?
  - a. an emotion
  - b. a skill
  - c. a thought
  - d. **a tool**
2. What is an example of a negative coping strategy?
  - a. whistling
  - b. bouncing
  - c. tapping fingers
  - d. **throwing dishes**

Health and Wellness | Fifth Grade: Developing Coping Strategies

Ready-made  
article assessments

- great time to check for understanding and make any clarifications necessary.
7. Read the second half of the article "Types of Coping Strategies" about emotion-based coping strategies.
  8. Give each student a sticky note and have students partner up.
    - a. Tell students to have one partner come up with a problem that causes negative emotions that can't be fixed. The other partner needs to come up with an emotion-based coping strategy for the problem their partner wrote.
    - b. Have students put their sticky notes on the board. Be sure the partners pair their sticky notes together on the board.

Go through some or all of the sticky notes posted. This will be a check for understanding and make any clarifications

Day 2" of their graphic organizer The Adventures of ...

N/A

#### Materials Needed:

The Adventures of ... Storybook

(More): N/A

#### Strategies

article "When to Use Coping Strategies" with a partner. Day 3" of their graphic organizer The Adventures of ...

the index cards. At the top of the index cards on the lined label one "Hot," the next "Cold," and the last "Healthy Coping

about a time they have had a "hot" reaction to a problem on the "Hot" card. On the blank side, have students draw how they react to problems that way.

Lesson | Fifth Grade: Developing Coping Strategies





Bolded vocabulary

## Relationships

A **relationship** is the connection and interaction between two people. You each have many relationships in your lives, with your parents or guardians, peers, friends, siblings, cousins, teachers, teammates, etc. Some relationships are healthy and some can be unhealthy. What makes a **relationship** healthy? In a **healthy relationship**, both people feel respected and safe. Both people can share their opinion, and both people's opinions matter. In a healthy relationship, both people are willing to say sorry when they make a mistake, and both people are willing to forgive. An unhealthy relationship looks like the opposite. One person might take control of everything and not let the other person have a say. A relationship might be unhealthy if either person

feels unsafe. If you think you might be in an unhealthy relationship with someone, you can talk to a trusted adult to get the right help. There could be miscommunication, or it might be a relationship you should not be in anymore. You can talk to a teacher, a parent or guardian, or even the school counselor for help thinking about it. Everyone deserves to be treated with respect and to have relationships where they feel cared about. All relationships look and work differently because every person is different and has a unique background and culture. Relationships change because we are all learning and growing. As long as both people feel safe and heard, then there is potential for the relationship to work.

Grade-level appropriate text

## Communicating

and input. Communicate words, and you receive them through body language, interpretation. Good things are easier to see than bad things.

words you use when you speak. Do you speak kindly? Do you speak respectfully? You can communicate by your thoughts, feelings, and actions. You can also use your words to speak up for yourself. You can also use your words to speak up for others. You can also use your words to speak up for the world.

a great game." If you lose, you can say something like, "Wow, you guys played really well. Nice job." You can be a respectful communicator in every situation.

Don't forget to use your respectful communication when using the internet too. Because you usually cannot portray body language or tone of voice with virtual communication, it is even more important to select your words carefully. How do your messages look? What emojis are you using? How do you want your message to be received?

If you post something or comment on something, make sure you use kind communication and remember that your messages can be screenshots, forwarded, or shared beyond your intended recipient. Think about how people on the other end might read or view your message and how it can affect them. Be sure to also consider how you and others will be affected if your message is shared.

Do your best to use wise and respectful communication in all situations.



## Giving

ive on from something of a time one? Was it hard to forgive on the most get to let things us ur ally g a

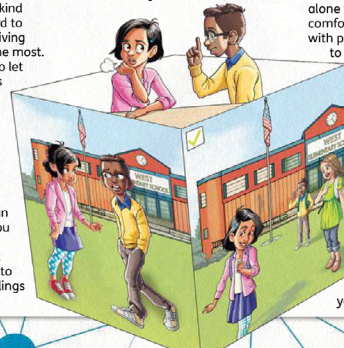
positive relationship.

Some situations may be more difficult to forgive than others. If someone hurts you badly in some way, either emotionally or physically, it may feel more challenging to move on from negative feelings and emotions. Forgiveness

may look different in these types of situations. You can still choose to forgive a person, even if they never apologize. You may choose to set healthy boundaries, like

not spending time around a person who continually hurts you physically or emotionally. You may choose to be careful about avoiding hazardous situations, like being alone with someone you are not comfortable with or spending time with people who encourage you to use drugs or engage in risky behaviors. Good friends encourage their peers to avoid drugs, alcohol, and other behaviors and situations that cause harm to health and well-being.

You can set healthy boundaries. You can choose to forgive. You can also ask for forgiveness when you make mistakes. Don't be afraid to say, "I'm sorry I hurt you. Can you forgive me?" Seeking and offering forgiveness can heal and strengthen your relationships.



# GRADE 6 STUDENT EDITION



## Develop communication skills

Week 22 of 32 • Page 3



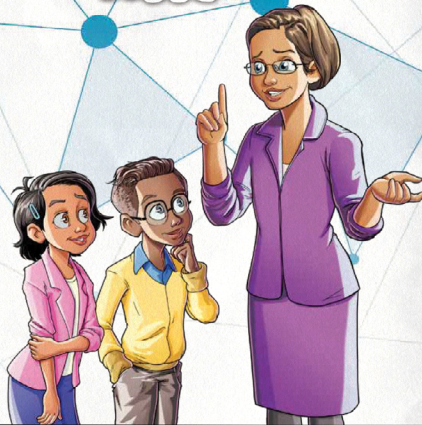
### Listening

Being a skilled listener is also part of communication skills. You can be a good listener by following instructions and rules. Did you know your social skills are not only for your relationships with friends? Social skills can also help you be a better student and have better relationships with teachers and parents. When you listen to your parents, teachers, and friends, they will likely feel more respect for you and listen when you speak too.

A skilled listener also assumes the best when others are speaking. Have you ever made the mistake of thinking someone was trying to be mean to you, but they really weren't? You can make an effort not to get offended. Instead, if someone says something that hurts your feelings, ask clarifying questions, because they may not have meant it in a mean way. If what they said really did hurt your feelings, you can use your words to let them know how their words made you feel.

You can also be a good listener with your body language. Turn your face and body towards the person who is talking to you so they know they have your full attention. In some cultures, making eye contact shows you are listening. You can nod your head to show you agree with what they are saying. Skilled listeners do their best to avoid interrupting someone before they are finished speaking. Instead, skilled listeners wait until someone is finished speaking before responding.

Think about the way you listen to others. Is there anything you want to do to improve your listening skills?



### Growing and Trying New Things

Another important social skill is being willing to grow and try new things. You can build and nurture your relationships when you are willing to step outside your comfort zone a little bit. Meeting new people can be challenging at first, but you can ask questions to help you build the relationship. Trying new things will help you learn more about the people you are with and learn more about yourself. You can discover new things that you enjoy. You will learn that your friends will influence you to make choices that help you stay healthy. If friends try to influence you to make choices that will damage your health or well-being, consider whether or not it is a relationship you want to continue. Good friends want what is best for one another. Positive relationships occur when two people like to influence one another in a positive way. Good friends will help you follow your beliefs and values when it comes to your health and well-being. Work to be a friend who encourages others, and watch for friends who will do the same.

Meeting new people and trying new things will usually include talking to new people. You can grow when you meet new people. Make an effort to invite people who are different from you to participate. How can you get to know someone new? What are some

Make an effort to invite people who are different from you to participate.



questions you can ask to start up a conversation with someone you don't know yet? You can be inclusive of others in many ways. You can invite someone to join your activity, or you can alter activities to include a person who is differently abled than you to make sure they can participate. If you aren't sure what to do, you can ask your friends and peers what would help. Asking is trying, and inviting helps you all grow together. You can be a positive force for good at your school, in your home, and in your community as you encourage an environment that is respectful of all people.

As you push yourself to try and learn new things, don't forget to be yourself! Never forget who you are and what you believe in. Each person has a wonderful personality and unique qualities. As you grow and try new things, think about how you feel about the new things and learn to enjoy new activities and people.

Model behavior through images

### Compromising

Sometimes you need to work together and find positive solutions to problems. In each person gives something up. For example, you and your friend who gets to sit in the front seat. You decide to make a compromise. Whoever wins gets the right to school, and the other gets the home from school. You both give up something. You can both experience something. Whoever wins gets the front seat on the way home. This is a healthy compromise. Use harm to either party, both agree to take turns. Compromising is a great way to handle arguments in a way that each person in the relationship needs in order for a compromise to work. Longer when both people are willing to give up things at certain times.

Relationship is one where both people care about the well-being of the other and both times. An unhealthy relationship is not the same. If a person asks you to do something you believe or what is likely an unhealthy relationship. For example, asks a friend to steal or they won't care, this is asking the person to make a compromise and does not involve giving up anything. Another example is, "I can't live without you" and have other friends or relationships. Relationships involve a lack of respect, and a person to have control over the other. Relationship most always involves cooperation, collaboration, compromise (take turns), good communication, honesty, and understanding. If there is dishonesty, control, hostility, or violence in any way, it is a sign of an unhealthy relationship. Witnessing or experiencing a person to feel anxiety, depression, nervousness, and a lack of empathy. Asking a person to compromise their beliefs, can be forms of control, manipulation, and disrespect and do not promote a healthy relationship.



### Romantic Relationships

It is good to have friends. All relationships, including friendships, are important. Relationships can be fun and enrich your life. At this age, you may start to feel romantic feelings for other people. This is when you feel attracted to someone. It is normal if you don't have these feelings yet, and it is normal if you are having these types of feelings. If you are experiencing romantic feelings, you can choose how to respond by thinking about your actions, words, and behavior. You can choose to communicate those feelings to someone respectfully, or you can choose to observe and notice your feelings to learn from them. At this age, your feelings are constantly changing. You can talk to a parent, guardian, or trusted adult about the romantic feelings you experience.



## Home connection resources

22.2
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is a relationship?</li> <li>What does it mean to compromise?</li> <li>What are the two parts of communicating?</li> </ul>
<b>Home School Connection:</b> Graphic organizer <a href="#">6th Grade Letter Home Relationship Skills</a>
<b>Curriculum Notes:</b> <ul style="list-style-type: none"> <li>The graphic organizer <a href="#">Extended Reading Article: Be Safe and Be Smart</a> discusses sensitive topics and should be adult-led content. Consider having parents/guardians in the reading of the article.</li> <li>The lessons for these articles include discussions related to how to get help. If you are aware of a student who is in an abusive situation, follow mandatory reporting guidelines.</li> </ul>
<b>Sequencing of Articles:</b> <ul style="list-style-type: none"> <li>The sequencing of the articles this week was designed to build upon each other.</li> <li>Lessons for the articles "Communicating" and "Listening."</li> <li>Lessons for the articles "Compromising" and "Relationships."</li> </ul>
<b>Think Deeply:</b> <ul style="list-style-type: none"> <li>How can I communicate my feelings?</li> <li>What does a good relationship look like?</li> <li>How does forgiveness work?</li> </ul>
<b>Let's Write:</b> Write a list of things you would like to see in a healthy relationship.
<b>Vocabulary and Definitions:</b> <p><b>compromise:</b> when each person gives up something to reach an agreement.</p> <p><b>forgive:</b> to move on from feeling angry or frustrated with someone they did something wrong to.</p> <p><b>healthy relationship:</b> a relationship in which both people feel safe, respected, and supported.</p> <p><b>input:</b> how you understand what others communicate to you through actions, body language, and writing.</p> <p><b>output:</b> what you communicate to others through your words and writing.</p> <p><b>relationship:</b> the connection and interaction between two people.</p>
<b>Weekly Assessment Questions:</b> <ol style="list-style-type: none"> <li>Alyssa received a text from her friend. It seemed very angry. What friend at school the next day. What could Alyssa do to be helpful?             <ol style="list-style-type: none"> <li>asked her friend what she meant</li> <li>sent back an angry text message</li> <li>blocked her friend's phone number</li> </ol> </li> </ol>

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## Teacher background information



**Summary of the Week:** Students will explain the way they perceive social norms and how their values and beliefs influence healthy and unhealthy relationships. Students will use valid health information to make informed decisions about their health practices and opinions. Students will apply communication skills and demonstrate refusal skills as they learn about relationship-building skills.

**Teacher Background Knowledge:** As students' hormones and emotions are maturing, their relationships with others will also evolve. It is beneficial for students in their preteen years to understand how to create and maintain healthy relationships through good communication and listening skills. As students develop good communication, listening, and forgiving abilities, their relationship skills and social awareness will increase. Compromising is an important aspect of healthy relationships, but there is a fine balance between healthy compromises and unhealthy relationships. The website [youth.gov](http://youth.gov) provides a detailed list of characteristics of unhealthy relationships. Being able to recognize unhealthy relationships is an important skill for individuals so they can avoid being in or creating unhealthy relationships. Some of the characteristics of an unhealthy relationship provided by [youth.gov](http://youth.gov) include: control, hostility, dishonesty, disrespect, dependence, intimidation, physical violence, and sexual violence. Being aware of the differences between healthy and unhealthy relationships will also improve students' decision-making skills as they make choices to keep their relationships healthy and only stay in healthy relationships.

### Enduring Understandings:

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Academic well-being** refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally appropriate abilities.
- Social well-being** refers to engaging in positive relationships of belonging, attachment, and connections; as well as resolving conflicts and managing responses to various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

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# GRADE 6 TEACHER EDITION



## Suggested lesson guide

### Article 1: Relationships

#### Lesson Plan:

1. Give each student the graphic organizer [Relationship Web](#).
  - a. In the main bubble in the middle of the page, have students write their names. (You should draw your own relationship web on the board to model.)
  - b. In the next layer of bubbles, have them write "school" in one circle, "home" in another, then one or two of their main out-of-school activities where they have social interactions. For example, they might write "soccer," "play practice," "dance," or "church."
  - c. In the last layer of the web, have students write all the relationships they have in each of those places. For example, from the "school" circles, they can write "teacher" and the names of some of their friends. From their "home" circle, they can write circles that say "mom," "uncle," the names of their siblings, and anyone else they regularly interact with at home. Encourage students to draw more bubbles than what is provided so they can include all or most of their relationships in each place.
  - d. Give students about five minutes to fill out these webs. Let them know that it's okay if they can't write down every single relationship on this web. They should just do their best.
  - e. Ask students for any thoughts they have on the activity. Do they have more relationships than they thought?
2. Have students read the article "Relationships."
  - a. Have students get out a colored pencil and color in every relationship on their relationship web they believe is a healthy relationship.
3. Have a class discussion about if and how their relationship webs will change throughout their lives. **(Every aspect of their relationship webs will change at some point. They will have new classes, new schools, new teams, and they will even move out of their houses someday and start families of their own. Some relationships will become healthy, and some will become unhealthy.)**
  - a. Ask specifically how their "home" bubble may change. **(family structures, roles and responsibilities that change with age, deaths, births, etc.)**
4. Point out that every person's relationship web looks different. Everyone has different relationships because of individual, family, and cultural differences. No relationship is perfect, and they are always changing. But everyone deserves to have healthy relationships where they feel safe and heard.
5. Ask: What did the article say to do if you think you might be in an unhealthy relationship with someone? **(ask for help from a trusted adult)**
  - a. Let students know that they can talk to you or the school counselor about unhealthy or dangerous relationships they find themselves in.

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3. Have students think of and write down a scenario where someone says something to another person. Then, as a class, talk about how the second person should react and what they should say in response. Have students put their scenarios in the empty tissue box. Their scenarios will act as input.
  - a. Start by giving an example. Write on a slip of paper, "Your friend says, 'Hey, my older sister has some beer, let's go try it.'" Put that slip of paper in the tissue box, then have a student take it out and read it to the class.
    - i. As a class, discuss: What output communication would be appropriate in this situation? **(firmly saying "no," walking away, talking to an adult, etc.)**

22.5

22.7

## Classroom discussion topics





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