

Skill 5: *Stay Well*

Students will be able to (SWBAT):

1. Define the skill *Stay Well* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Stay Well*.

Provided Materials: Skill 5: *Stay Well* – Development Plan

Skill Definition: *Stay Well* means having the mental alertness and physical energy necessary to complete tasks to the best of one's ability.

Warm Up Brainstorm (5-10 minutes): Begin by asking the students, “What does it mean to stay well?” Write their responses on the board or ask a student to write the responses on the board; the class should also record the responses in their notes.

Emphasize that ‘well’ implies practicing only healthy, positive and consistent habits. It does not necessarily mean being physically attractive. Write the provided skill definition on the board for students to copy and then discuss how an individual can stay well to have ‘mental alertness’ and ‘physical energy.’ Here are some key discussion points:

- Eat breakfast daily
- Consistently eat at the same time (3 meals per day)
- Drink 6-8 glasses of water per day
- Get 8-10 hours of sleep per night
- Have a consistent bed time
- Get 1 hour of intense exercise at least 4 times a week
- Avoid alcohol/drugs/and tobacco
- Maintain a strong mental health (avoid/relieve stress)

Guided Activity (20-25 minutes): Divide the class into small groups of about 3-4 students. Each group will be responsible for one of the following topics:

- Eating habits
- Sleeping patterns
- Exercising
- Mental health
- Avoiding tobacco/drugs/alcohol

Ask groups to discuss and write down answers to the following questions, which you can put on a handout or up on an overhead/poster/laptop:

1. What are the positive outcomes of practicing healthy habits and routines in this topic area?
2. Can you think of an example of someone (either in your real life or famous) who you believe “stays well” in this area?
3. What are the negative outcomes of practicing unhealthy habits and routines in this topic area?
4. Can you think of an example of someone (either in your real life or famous) who you believe does not “stay well” in this area?

When the groups are finished, allow each group to share out some of their answers and both the positive and negative examples they thought of. If they feel comfortable, you could also ask for volunteers to share their own personal experiences of “staying well” or not.

Conclude by going over the definition again and reminding students that “staying well” is important if they want to accomplish whatever tasks they have (in school or at work) to the best of their ability.

Independent Practice (5-10 minutes): Students complete the **Skill 5: *Stay Well* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 5 in their initial **Student Skills Assessment**.

Extension Activities:

- Have students create meal plans, sleep schedules, exercises routines, or planned activities for “stress relief” and keep them in their planners to monitor how they are doing each week.
- Allow the students to create “staying well” goals for the entire class through which they agree to do or follow certain routines and to keep each other in check (for example, nobody will drink soda or eat junk food during the school day).

Skill 5: *Stay Well* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.
