



**Teacher Handbook for Teens**  
**Session 1**  
**Healthy Lifestyles**

**Session 1 Goals**

**At the end of this session, the student will be able to:**

1. State the overall goal of the COPE Healthy Lifestyles TEEN Program.
2. Describe the expectations/rules of the classroom sessions.
3. Define a “healthy lifestyle.”
4. Describe why building a healthy lifestyle is important for teens.
5. Identify how thinking affects emotions and behaviors.
6. Know how to monitor your thinking, feelings, and behaviors.
7. Describe how to use a pedometer and begin the Pedometer Log #1.
8. Discuss homework assignments for the program including the homework for Session 2, which includes the self-analysis worksheet.

**I. Introduction, and Goals of the COPE Healthy Lifestyles TEEN Program**

<p><b>Introduction by the teacher</b></p>	<p>Every student in the class will receive information that is part of the COPE program in addition to the usual health class content. <b>Hand out COPE notebooks now.</b></p>
<p><b>Overall Goal of the COPE/Healthy Lifestyles Program</b></p>	<p>The Goal of the program is to help you obtain the knowledge and skills that are important for you to make healthy lifestyle choices and to lead a healthy life. This will include how to keep you both physically and mentally healthy.</p> <p>The skills you learn in the COPE Healthy Lifestyles TEEN Program can be used throughout your life. Over the semester, a couple times a week, we will discuss healthy lifestyles, exercise, and nutrition.</p>

## II. Expectations and rules for the group

<b>Expectations and rules for the group.</b>	<b>Expectations/agreements for the group.</b> <ul style="list-style-type: none"><li>❖ Completion of the COPE program take home materials <b>will be included in your grade</b> for this course.</li><li>❖ Each Session will have homework to complete before the next session. Other activities will be assigned as the semester continues.</li></ul> <b>Attend class and participate in all class discussions concerning the content of each session.</b>
<b>Review expectations</b>  <b>Scheduled COPE day will be on _____ (day of the week).</b>	<b>Expectations:</b> <ul style="list-style-type: none"><li>❖ be on time for class</li><li>❖ stay for the entire class</li><li>❖ bring your COPE notebook to class on the scheduled day day.</li><li>❖ complete your COPE Healthy Lifestyles TEEN Homework every day</li><li>❖ ask questions</li><li>❖ be respectful of each other</li><li>❖ have fun!</li></ul>
<b>Discuss confidentiality</b>	<b>Confidentiality is important!</b> <b>In order for everyone to feel comfortable discussing the content of the COPE Healthy Lifestyles TEEN Program, it is very important that each student feel comfortable discussing their feelings about stressful things that are occurring at school and at home. Please be respectful of other's contribution to class discussions.</b>

### III. Definition of a “healthy lifestyle”

<b>Definition of “A Healthy Lifestyle”</b>	<p>Ask students to turn to Page 1 in their notebooks and write down 3 examples of healthy lifestyle choices.</p> <p>Ask students to share their definitions of what they think a healthy lifestyle is.</p>
<b>Content</b>	<p><b>Definition of healthy lifestyle could be:</b></p> <p>Healthy choices to think and behave in a way to promote the best possible health for mind and body, and follow through on those choices.</p>
<b>Content</b>	<p><b>Choices include:</b></p> <ul style="list-style-type: none"><li>• foods</li><li>• exercise</li><li>• avoidance of cigarettes, drugs and alcohol</li><li>• coping with stress</li><li>• dealing with anger</li><li>• positive relationships</li></ul> <p>You may have to deal with difficult situations in your life. How you cope with them can help you live a better life from day to day. You may be experiencing a lot of stress at home or at school. This stress might feel overwhelming and make you feel that your personal power is limited in making healthy choices.</p> <p>When you think positively, eat nutritiously, and exercise, you'll feel better about yourself and have less stress and negative mood.</p>
<b>A Healthy Lifestyle means dealing with stress in healthy ways</b>	



#### IV. Reasons that Healthy Lifestyle Habits are Important for Teens

<p><b>Impact of habits on healthy choices.</b></p> <p><b>Content</b></p> <p><b>Content</b></p>	<p><b>What is a habit?</b></p> <p>Ask students to turn to Page 2 and write down examples of unhealthy and healthy habits. Ask students to share what they wrote down.</p> <p><b>Information about habits:</b></p> <ul style="list-style-type: none"> <li>❖ Habits are done routinely.</li> <li>❖ Habits take time to develop and time to break.</li> <li>❖ Patience needed!!</li> <li>❖ The earlier a habit is made, the more likely it will continue, as you grow older.</li> <li>❖ It's easier not to start harmful habits than to stop them once they are started.</li> </ul> <p><b>What can get in the way of having healthy habits?</b></p> <ul style="list-style-type: none"> <li>❖ Peer pressure</li> <li>❖ The media</li> <li>❖ Poor self-esteem</li> <li>❖ Stress and anxiety</li> <li>❖ Lack of knowledge</li> <li>❖ Unhealthy food that is readily available</li> </ul>
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#### V. How Thinking Affects Emotions and Behaviors

<p><b>The thinking, feeling, and behavior connection</b></p> <p><b>Content</b></p>	<p><b>Important Statement:</b> <b>How we think affects how we feel and how we behave.</b></p> <p>Discuss the relationships among “thinking”, “feeling” and “behaving” using the triangle model.</p> <ul style="list-style-type: none"> <li>❖ All are interrelated and affect each other.</li> </ul> <p>Discuss these case scenarios to help the students see the relationships among thinking, feelings, and behaviors. Discuss each case scenario with the class by utilizing the following questions and concepts:</p> <ol style="list-style-type: none"> <li>1. Does negative thinking always lead to negative feelings and behaviors? Usually the negative thought, if not reframed to a positive thought, will result in feelings that are negative leading to negative behaviors.</li> <li>2. Identify trigger events. Ask the students if they can</li> </ol>
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<p><b>Case Examples for discussion</b></p> <p><b>Choose a Student to read each example out loud to class.</b></p> <p><b>Identify trigger events</b></p> <p><b>Complete this sentence:</b></p> <p><b>Identify trigger events</b></p>	<p>recognize a trigger event in their own lives that cause negative thinking, feeling and behavior.</p> <p><b>3. How does continued negative thinking impact us every day?</b></p> <p><b>Examples: (Page 4 of Student Notebook)</b></p> <p><b>1. 15-year old Sara has poor self-esteem and believes that she can't do anything right (negative thinking). As a result, she feels depressed (negative emotion) and gives up right away if she does not accomplish something on the first try (negative behavior).</b></p> <p><b>Case Scenario Details:</b></p> <ul style="list-style-type: none"> <li>1. No trigger event but underlying poor self-esteem. Negative emotion is linked with negative thinking=(“Can’t do anything right”). Negative feeling= Sara is depressed. Negative behavior=Sara is not persistent in trying new things.</li> </ul> <p><b>2. 17-year old Daryl has been told by his classmates that he is ugly. Therefore, he believes he is ugly (negative thinking) and feels angry a lot of the time (negative emotion). As a result, Daryl often lashes out at people and tells people he doesn't care about what they think (negative behaviors).</b></p> <p><b>Case Scenario Details:</b></p> <ul style="list-style-type: none"> <li>2. Trigger event=Daryl is told by classmates that he is ugly. Negative thinking= He believes that he is ugly. Negative emotion=Daryl gets angry. Negative behavior=Daryl lashes out at people with anger and tells them he doesn't care about what they think.</li> </ul> <p><b>3. 16 year old Darcy is normally a B student. Darcy gets a D on a science test. Darcy thinks “OK. I goofed, but I will study harder for the next test and do better.” Darcy feels _____.</b></p> <p><b>Case Scenario Details:</b></p> <ul style="list-style-type: none"> <li>Trigger event=Darcy got a D on the test. In this case the emotion is not negative. She recognizes her error and is able to frame this situation into a positive one. She will do better next time.</li> <li>What if Darcy said “I must be stupid if I got a D on that test”? What emotions might she be feeling and how would that affect her behavior?</li> </ul>
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	<p>In the COPE Healthy Lifestyles TEEN Program, we will be learning how to look at events positively so that we can feel positive and have healthy behaviors.</p> <p>One goal is to be able to positively cope with all the challenges you face and overcome those challenges by choosing the best solutions to problems and making the healthiest choices.</p> <p>Students to turn to Page 5 of Session 1 and write down examples of trigger events. Ask a few students to share what they have written down. How would they turn that negative thinking around to be more positive?</p> <p><b>Mindfulness</b> Class is asked to give examples of mindfulness.</p> <p><b>Content</b></p> <p><b>Mindfulness exercises</b></p> <p><b>What does it mean to become more “mindful” or self-observant in your thinking, feeling, and behaviors?</b></p> <ul style="list-style-type: none"> <li>❖ Staying “mindful” and “in the present moment” means focusing on the important things that are happening now and not stressing or worrying about what might happen in the future.</li> </ul> <p>Staying mindful or “in the moment” can lessen your worries and stress because 95% of what people worry about never actually happens.</p> <p><b>Mindfulness exercises:</b></p> <ul style="list-style-type: none"> <li>❖ <b>1. Catching sounds</b></li> <li>❖ Teacher begins by making a sound (ex: be bop). Points to a student who must repeat the teacher’s sound and add one of his or her own. The student then chooses the next student who must repeat the first two sounds and add one of his or her own. Go around class until mistakes are made.</li> <li>❖ <b>2. Clapping patterns</b></li> <li>❖ As above but teacher begins by clapping a rhythm or a number of claps and passes it on to a student who must repeat the clapping pattern and then add one of his or her own.</li> <li>❖ <b>3. Memory game</b></li> <li>❖ Students pair up and turn back to back. On the teacher’s command, the students face each other for 15 seconds. They again turn back to back and write down every thing that they can remember about the person.</li> </ul>
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