



Lesson Objectives

1. Through use of the circle, participants will learn what it means to be a whole healthy person inside and out.
2. To help participants begin to focus on choosing activities, foods, and behaviors that contribute to their overall well-being.

Review the Last Chapter

- What kinds of things are easier to do with a team instead of doing them by yourself?
[Examples of responses may include: lifting something heavy, raking leaves, cleaning up after playing, etc.]
- What are some ways that we can show one another respect?
[Examples of responses may include: don't talk when someone else is talking, don't laugh or make fun of others, accept each person as unique, etc.]
- In what ways does a circle represent the whole?
[Examples of responses may include: the four directions, the four stages of life, the four seasons, etc.]
- How does a circle represent balance?
[Responses may address the importance of finding a healthy balance between the emotional, mental, physical, and spiritual parts of ourselves.]
- What are some important things to consider in order to stay healthy?
[Examples of responses may include: physical activity, eating healthy food, etc.]



Helpful Hints

- For more information about how to talk to youth about stress, read *The Story on Stress* from KidsHealth.org. This article can be found at kidshealth.org/en/kids/stress.html.



Activity 1: Dealing with Stress

Purpose of the Activity

- To create awareness that all people experience stress and that there are healthy ways to cope with stress.
- To strengthen participants' ability to recognize when they are feeling stressed and help participants identify three ways they can reduce their stress.



Materials needed

- Post-its or index cards
- Pens or markers
- White board or butcher block paper
- A box, bucket, or bag

Instructions

1. Ask participants to define stress.
2. Ask participants to share their ideas of what stress does, then write key words on the white board or butcher block paper. *[Examples of responses may include: what you feel when you are worried or uncomfortable about something, the experience of being upset, the feeling of carrying a heavy weight, times when you are nervous, etc.]*
3. Explain that stress is “a feeling that’s created when we react to particular events. Everybody feels stress. It’s the body’s way of getting ready for a challenge and preparing to meet a tough situation with focus, strength, and alertness. The events that cause stress include a whole range of situations — everything from being in physical danger to talking in front of your class. Stress is really important during emergency situations, such as when a driver has to slam on the brakes to avoid an accident. Stress can also kick in when the pressure’s on but there’s no actual danger — like stepping up to take the foul shot that could win the game or taking a test. Stress can help keep you on your toes, ready to rise to a challenge. But stress doesn’t always happen in response to things that are right in front of you or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too. Lots of stress over a long period of time can be unhealthy for your mind and body.” (Adapted from *Kid’s Health: What is Stress?*, retrieved from http://kidshealth.org/teen/your_mind/emotions/stress.html.)
4. Ask participants how they know that they are feeling stress. Invite them to write on their post-its or index cards how their body reacts to stress. For example, what happens to breathing? Body temperature? Give them three minutes to write down responses.



5. Ask participants to share what they wrote. They can even act it out. *[Examples of responses may include: my heart beats faster, my breathing is heavier, I sweat, my hands shake, I feel like running, etc.]*
6. Ask participants to think of strategies they could use to help cope with stress. When they feel the symptoms of stress they just described, how can they help their bodies to slow down and relax?
7. Ask them to write on their post-its or index cards three things they can do to reduce the stress they feel. Give them three minutes to write down responses.
8. Ask participants to put their index cards into the box, bucket, or bag. Ask a participant to pick a card and act out what it says. Play charades and have the other participants guess the action. Discuss how these actions can help reduce stress. *[Examples of responses may include: think of my favorite place to be, think of someone who is important to me, concentrate on breathing more slowly, take a walk, get a drink of water, etc.]*

Activity 2: Whole Healthy Person = Healthy Me

Purpose of the Activity

- To strengthen participants' understanding of what it means to be healthy.
- To introduce the concept of good health involving physical, mental, emotional, and spiritual components.
- To expand participants' familiarity with healthy and unhealthy activities.



Materials needed

- Post-its or cards with masking tape, each one with an item from the Healthy Person Idea Bank on page 14
- Circle diagram from Chapter 1
- Four pieces of paper (8 ½ x 11"), one each with the words "physical," "mental," "emotional," and "spiritual" written on it in large letters
- Old magazines, discarded children's books, or some other print material with lots of photos
- Paste, glue, or tape
- Sheets of butcher block paper or paper at least 13"X17" (enough for each participant to have a sheet)
- Pens or markers



Instructions

1. Before beginning the activity, write the Healthy Person Idea Bank words on post-its or cards, mix them up, and stick them to the wall. Don't worry about there being more words for some components than others. Since this curriculum focuses on the "physical" component, it's okay if more words apply.
2. Hang the circle diagram in the front of the room. Write "whole healthy person" around the outside of the circle.
3. Ask whether participants remember that the circle is often used by tribes to represent the "whole" of something. Explain that today they can see how the circle can represent a whole healthy person.
4. Ask if anyone can define healthy. *[Examples of responses may include: the opposite of being sick; being well.]*
5. Write the words "physical," "mental," "emotional," and "spiritual" in the circle, one in each circle quadrant.
6. Ask if anyone can define those words. Help kids with the definitions, giving one or two examples for each. *[Note: See the Healthy Person Idea Bank for suggestions.]*
7. Explain that each of us is made up of these four parts – physical, mental, emotional, and spiritual. For many tribes, these are the traditional ways of describing the whole person. For someone to be truly healthy, each of the four parts needs to be healthy, not just one part. That's why the word healthy is written around the outside the circle.
8. Ask for four volunteers. Have them stand in a circle facing outwards in the middle of the group. Give each volunteer one of the 8 ½ x 11" sheets of paper on which you've written "physical," "emotional," "mental," and "spiritual." That's the component each volunteer will represent.
9. Divide the rest of the group into pairs. Have each pair pick one or two (depending on your group size) Healthy Person words from the post-its on the wall.
10. Give each pair a few minutes to decide in which quadrant they think their word(s) best fit. Once they've decided, have them go to the volunteer representing that component and stick the word(s) on the volunteer (while being respectful).
11. The volunteers need to stand as still as they can, even if it tickles when participants stick the words on their faces, or hands, or wherever.
12. Once all the words have been stuck on them, have each volunteer go to the circle diagram and, one by one, transfer the papers from their bodies to the appropriate circle component. They should read each paper aloud as they stick it on the circle.



- 13.** See if everyone agrees with where the words have been put on the circle diagram. Move the words as necessary. Be sure to discuss why a word might fit better in a different component. Ask participants if they can think of even more examples for any of the components. *[Note: a few things could presumably fit under several components at the same time. Let participants be expressive and explain why they put items where.]*
- 14.** Suggested group discussion:
 - a.** What are some things you can do to keep the **physical** part of your circle healthy?
 - b.** What are some things you can do to keep the **mental** part of your circle healthy?
 - c.** What are some things you can do to keep the **emotional** part of your circle healthy?
 - d.** What are some things you can do to keep the **spiritual** part of your circle healthy?
- 15.** Ask participants to choose a partner and have the pairs spread out around the room.
- 16.** Give each person a piece of butcher block paper. It needs to be large enough to trace a participant's body outline.
- 17.** Each person should trace the body outline of their partner. At the top of the paper, they should write their partner's name.
- 18.** Using old magazines or discarded books, have participants cut out pictures they think show healthy and unhealthy things. Pictures can be foods, activities, emotional expressions, etc. *[Note: If not enough print material is available, participants could draw pictures, too.]*
- 19.** Then ask the participants to tape the pictures onto their body outlines. If they think the picture shows a healthy food or healthy activity, they should paste the picture on the inside of the body outline. If they think it's not a healthy food or healthy activity, they should paste it outside the body outline. Encourage the youth to look for pictures that address all four parts of the "whole healthy person."
- 20.** When they are finished taping pictures onto their body outlines, ask them to write P, M, E, or S (for physical, mental, emotional, and spiritual) on each picture indicating to which part of the whole healthy person they think the picture relates. If a picture relates to more than one component (P, M, E, or S), they can write more than one letter on the picture.
- 21.** Move around the room to help and encourage participants as needed.
- 22.** Once participants have different pictures in and outside of their body outlines and have labeled the pictures P, M, E, or S, ask them to tell the group why they put them inside the outline (for healthy) or outside the outline (for unhealthy) and why they wrote P, M, E, or S on the picture.
- 23.** Make sure everyone participates in the discussion.



Whole Healthy Person Idea Word Bank

| PHYSICAL | EMOTIONAL | MENTAL | SPIRITUAL |
|------------------------|------------------------|---------------------|-------------------------------------|
| Walking | Laughing | Thinking | Respecting yourself and others |
| Running | Feeling happy | Studying | Honoring your culture and ancestors |
| Eating vegetables | Feeling mad | Learning | Wondering about life |
| Dancing | Feeling sad | Reading | Having faith |
| Brushing your teeth | Loving someone | Doing math problems | |
| Eating less candy | Liking someone | Knowing things | |
| Playing ball | Feeling proud | Doing homework | |
| Eating fruits | Making healthy choices | Playing games | |
| Sleeping | | | |
| Drinking lots of water | | | |



Talking Circle

- What things will you do in the future when you feel stress?
- How can you help your family or friends when they feel stress? What can you say to them?
- When you think about your whole person (physical, mental, emotional, and spiritual), what can you do to be healthy?
- How can you help your family to be healthy?



Optional Activities

Found on www.NAClubs.org.

- Guess the Emotion
- Scavenger Hunt



Behavioral Health

Found on www.NAClubs.org.

- Self-Care Lesson
- Self-Care Activity(ies)