

# LESSON 1

Meditate and Relax

## It's All Well and Good



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Upper High School or  
Undergraduate Students

2024

The following lesson is available for free through a partnership with the [American School Health Association](#) and Beth Moses. It is intended for upper high school or undergraduate students to explore stress management techniques.

### Navigating It's All Well and Good

Each page number indexed in The Guide to Healing at the beginning of the book is an active link that will take you to the page you select to practice. The links work two ways so clicking on the page number at bottom of each page will take you back to the instruction page for The Guide to Healing.

**Available for purchase through <https://bethmoses.com/its-all-well-and-good/>. Mention ASHA for a 10% discount off of the digital version.**

### National Health Education Standards met by this Lesson (Grade 12):

Standard 1: Students comprehend functional health knowledge to enhance health.

- 6. Allow time and opportunity for students to practice connecting functional health knowledge with health skills that support healthy behaviors.
  - 1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.
  - 1.12.4 Evaluate the effectiveness of personal practices and behaviors to reduce or prevent health risks.

### Health Education Competencies met by this Lesson:

- Area IV Evaluation and Research
  - 4.1.5 Communicate findings by preparing reports, and presentations, and by other means.
- Area V Advocacy
  - 5.3.1 Use media to conduct advocacy (e.g., social media, press releases, public service announcements, and op-eds).
- Area VI Communications
  - 6.3.2 Develop persuasive communications (e.g., storytelling and program rationale).

Weekly Assignment: Engage in daily reading/activities, then complete the assignment.	
Day 1	Read pages 60-63
Day 2	Activity 1 "Jump off the Mental-Go-Round" pages 64-65
Day 3	Activity 2 "be still my heart" pages 66-67
Day 4	Activity 3 "Travel Through Time" pages 68-71
Day 5	<p>Journal Entry addressing the prompts below</p> <ul style="list-style-type: none"> <li>• What benefits did you gain by engaging in these activities? Please describe.</li> <li>• What barriers did you encounter in engaging in these activities? Please explain.</li> <li>• What information would you include to advocate for or against these stress reduction techniques?</li> <li>• How would you describe the benefits you gained or challenges encountered from these activities to a peer using social media? Craft one social media post</li> </ul>

Rubric (15 points): To be shared with students in advance of the lesson			
Criteria	One Point	Two Points	Three Points
<b>Entry is written clearly and properly</b>	Difficult to follow AND contains grammar/spelling errors	Difficult to follow OR contains grammar/spelling errors	Well constructed entry with no grammar/spelling errors
<b>Reflections share benefits and challenges</b>	Does not include benefits AND challenges	Only includes benefits OR challenges	Clearly includes benefits and challenges
<b>Journal entries reflect prompts</b>	Does not reflect any prompts	Reflects only some of the prompts	Reflects all of the prompts
<b>Relevant advocacy information identified</b>	No information identified	Irrelevant information identified	Relevant information identified
<b>Effective message created</b>	No messaging provided	Ineffective, confusing, or irrelevant message created	Engaging, relevant, and concise message provided