

# 2022 - Mental & Emotional Health Unit

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## **Unit Overview:**

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Explain traits of good mental and emotional health, self-esteem, express emotions, emotional needs, respond to stress, manage stress, grief reaction, coping with loss and grieving.

## **Essential Questions:**

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1. Can you think of any other traits that describe your mental/emotional health?
2. How do you view yourself?
3. What are some ways that you define yourself?
4. How does high self esteem benefit your health?
5. How do you celebrate our accomplishments?
6. Name a school event that has caused you to feel anxious.
7. Why do you think it is important to have our emotional needs met?
8. What are some healthy ways of coping with stress?
9. What are some actions you could take that would bring a smile to your face?
10. What are some other ways to coping with loss?

## **Enduring Understandings:**

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1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
2. An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
3. There are many short and long term health benefits and risks associated with nutritional choices.
4. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and

longer than ever before.

5. Making good health decisions requires the ability to access and evaluate reliable resources.
6. Effective communication skills enhance a person's ability to express and defend their beliefs.
7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.
8. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
9. Reliable personal and professional resources are available to assist with relationship problems.
10. Technological advances continue to provide increased opportunities to develop relationships anytime and anywhere with a worldwide audience.
11. Developing self esteem, resiliency, tolerance and coping skills support social and emotional health

### **Standards/Indicators/Student Learning Objectives (SLOs):**

HE.6-8.2.1.8	Personal and Mental Health
HE.6-8.2.1.8.EH	Emotional Health
HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.  Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.  Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

### **Career Readiness, Life Literacies, & Key Skills:**

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
	Different types of jobs require different knowledge and skills.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Brainstorming can create new, innovative ideas.

## Lesson Titles:

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Lesson 1. Your Mental and Emotional Health

Lesson 2. Understanding Your Emotions

Lesson 3. Managing Stress

Lesson 4. Coping with Loss

## Inter-Disciplinary Connections:

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LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECH.8.1.P	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.P.A.3

Use digital devices to create stories with pictures, numbers, letters and words.

TECH.8.1.P.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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## Equity Considerations

Article on Relationships: <https://kidshealth.org/en/teens/gratitude.html>

Gratitude doesn't just feel good. Making a habit of gratitude can also be good for us. Like other positive emotions, feeling grateful on a regular basis can have a big effect on our lives. Brain research shows that positive emotions are good for our bodies, minds, and brains.

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## Amistad Mandate

Topic: Historical Perspectives on Mental Health in African American Communities

Website: "The History of Mental Health in Black America" by the National Alliance on Mental Illness (NAMI) - <https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions/Black-African-American>

This lesson plan addresses the Amistad Mandate by integrating the historical experiences of African Americans into the mental health curriculum. By examining the historical context, students develop a deeper understanding of the unique challenges and contributions of African Americans in the field of mental health, fostering a more inclusive and culturally relevant learning environment.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

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## Holocaust Mandate

Topic: Understanding the Long-Term Impact of Trauma: The Holocaust and Mental Health

website: "The Long-Term Impact of the Holocaust on Mental Health" by the United States Holocaust Memorial Museum - <https://exhibitions.ushmm.org/americans-and-the-holocaust/stories>

This lesson plan addresses the Holocaust Mandate by integrating the historical and psychological realities of the Holocaust into the mental health curriculum. By studying the long-term impact of trauma on survivors and their descendants, students gain valuable insights into the complex relationship between traumatic experiences and mental well-being. This knowledge fosters empathy, understanding, and a commitment to creating a world where individuals with trauma-related mental health challenges have access to effective support and resources.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Relationships

Materials Used: Kids Health Article: <https://kidshealth.org/en/teens/break-up.html>

Addresses the Following Component of the Mandate: Ending Relationships respectfully

- Economic
- Political
- Social

## **Climate Change**

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A new air mass-based synoptic procedure is used to evaluate climate/mortality relationships as they presently exist and to estimate how a predicted global warming might alter these values.

Article: <https://ehp.niehs.nih.gov/doi/abs/10.1289/ehp.9710584>

## **Asian American Pacific Islander Mandate**

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Topic: Cultural Influences on Mental Health in AAPI Communities

website: "Mental Health Stigma Among Asian Americans and Pacific Islanders" by the National Alliance on Mental Illness (NAMI) - <https://nami-wake.org/mental-health-stigma-in-the-asian-american-community/>

By integrating the AAPI Mandate into the mental health curriculum, we can create a more inclusive and culturally sensitive learning environment for all students. By understanding the diverse perspectives and experiences within AAPI communities, students can develop greater empathy, understanding, and support networks for individuals struggling with mental health challenges.

- Economic
- Political
- Social

## **Benchmark Assessment**

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Writing prompt

Skills Based Assessment

Reading response

## **Alternative Assessments**

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Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

## **Summative Assessment:**

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- Alternative Assessment
- Benchmark
- Marking Period Assessment

## **Resources & Materials:**

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- Unit Packet
- Unit Slide show presentation

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. The students will be able to describe how your body responds to stress.
2. The students will be able to identify factors that influence your self concept.
3. The students will be able to develop skills to manage stress in your life.
4. The students will be able to compare the traits of good mental and emotional health.

- Recognise traits of good mental and emotional health

## **Formative Assessment:**

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1. Feedback. Teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response; or provides feedback on student work.
2. Self-assessment. Students reflect on and monitor their progress. This activity may be performed in conjunction with a predetermined academic and behavioral goals.
3. Observation. A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

- Anticipatory Set
- Closure
- Warm-Up

## **Modifications**

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## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments



- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Chromebooks needed for various reasons - online packet, articles, review, assessments

## Computer Science and Design Thinking Standards

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TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.