Unit 1: Mental, Emotional, Family, and Social Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Students learn behaviors that will protect their mental and emotional health. Topics covered include health and wellness, responsible decision-making, and dealing with emotions. Students also learn about family and social health. Topics covered include relationships, managing emotions, how healthy families function and change, healthy friendships, and dealing with those who are unkind.

Standards

HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
HPE.2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
HPE.2.1.4.E.4	Summarize the causes of stress and explain way s to deal with stressful situations.

Essential Questions

- How does practicing life skills show self-respect?
- How can you stay in a good mood?
- How can you describe a healthful attitude?
- What are traits to look for in a friend?

Application of Knowledge and Skills...

Students will know that...

- a responsible decision is healthful and safe while an irresponsible decision is harmful and unsafe
- a way to show respect is to treat other people the way you expect to be treated
- communicating emotions is healthful
- expressing emotions in healthful ways helps a person relate to others, helps to solve problems, and helps keep a person healthy by reducing stress
- personality is based on heredity, talents, feelings, strengths and weaknesses
- physical, mental and emotional, and family and social health are the three parts of your total health
- resolving conflicts is healthy
- setting health goals, adopting healthful behaviors, and avoiding risk behaviors are ways to improve health and wellness
- showing respect for all people is important
- that three factors that influence decision-making are family and friends, values, and health knowledge
- working to have healthful family relationships is important
- working to have healthful friendships is important

Students will be able to...

- describe a healthy personality
- describe healthful ways to express emotions
- describe how to set and achieve short-term and long-tem health goals
- describe how to show respect in relationships
- describe the difference between a responsible decision and an irresponsible decision
- describe the importance of practicing healthful behaviors
- describe the ways to have a healthy self-concept
- describe ways that family members and friends work together
- describe what to do when others try to harm you
- explain how to use self-statements as a reminder of the responsible way to act
- explain how total health reduces health risks
- explain the health benefits of a positive attitude
- explain ways to manage stress
- identify different kinds of emotions
- identify factors that influence decisions
- identify healthful ways to communicate with others
- identify the six parts of good character
- identify ways to improve health and wellness
- list and apply the steps to making responsible decisions
- list strategies for controlling angry feelings
- list ways to help others be healthy

Assessments

- Summative: Benchmark Assessment (2.1.4.A.1, 2.1.4.A.2, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.1.4.E.4)
- Formative: Other visual assessments Draw a series of pictures illustrating emotions. Think about scenes or colors for emotions such as joy, anger, surprise, sadness, worry, happiness and so on. Combine the drawings in a collage. (2.1.4.A.1, 2.1.4.A.2, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.1.4.E.4)
- KWL Chart Diagnostic: Other oral assessments Pre-evaluation of student understanding about mental, emotional, family, and social health. (2.1.4.A.1, 2.1.4.A.2, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.1.4.E.4)

Activities

Create a Collage- Draw a series of pictures illustrating emotions. Think about scenes or colors for emotions such as joy, anger, surprise, sadness, worry, happiness and so on. Combine the drawings in a collage.

Write a Paragraph- Find pictures of family members. Write each person's name on a sheet of paper. Write paragraphs describing the traits that you share with each person. Include health habits that you may have learned from them.

Make a Game- Work with a partner, and record four family guidelines on index cards. Determine what might happen if each guideline is broken and write the responses on another set of index cards. Mix and match the cards.

"Adopt" a Senior Citizen- Plan a class project to "adopt" a senior citizen. Visit the person twice a month. Make a list of what your "adopted senior citizen" might enjoy. Create an activity/game to share with your new acquaintance.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – “readiness” refers to a student’s grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups

- When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
- Provide student choice for assignments and activities that may appeal to their interests or particular abilities
- Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
  - Integrate activities into thematic units
  - Trigger student's prior knowledge and experience, which may be different from other students in the class
  - Scaffold complex texts
  - Collaboration with ELL teacher
  - Content specific vocabulary important for ELL students to understand include: conflict, relationships, risk behaviors, heredity, talents

Differentiation to Extend Learning for Gifted Students May Include:

- Reflections: have students watch an episode of their favorite shows and report back on the strategies that the characters used that are in line with healthy practices. The shows may highlight family interactions, peer-to-peer interactions, or character traits.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Art- Design a coat of arms that describes you. A coat of arms is a shield with symbols on it. The symbols represent a person or a family. Draw six pictures on your shield. Have each picture depict a part of your personaity that makes you feel proud.

Write a Story- Write a story about a character of your choice. Describe the feelings the person experiences. Explain how the person expresses his or her feelings in healthful ways.

Picture Stress- Draw a picture of someone experiencing a stressful situation. Write a paragraph describing how the body reacts to stress. Does your drawing illustrate these reactions?

Have students play their favorite music. Discuss how the music makes you feel. Ask your classmates how the music makes them feel.

Make a Mobile- Create a mobile to illustrate traits you inherited and habits you developed from your family. Cut out strips of construction paper. On one side write a talent or healthful habit (for example "has perfect teeth"). On the other side write the name of the person with whom you share the trait (for example "Mom"). Tape string to the paper strips and tie to a hanger.

Make a Wanted Ad- Write and design a wanted ad for a true friend. Include a job description. Post the wanted ad in the classroom.

Resources

Health & Wellness Macmillian/McGraw-Hill 2008

www.mmhhealth.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.