Unit 1: Social, Emotional, and Family Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In the Social, Emotional, & Family Health unit, students learn about peer pressure, health influences, and how to manage stress. There will be a focus on conflict-resolution and communication skills in both family and peer settings.

Standards

HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.

Essential Questions

- What are factors that impact social and emotional health?
- What social developments occur during adolescence?
- How can conflict be avoided or resolved?

Application of Knowledge and Skills...

Students will know that...

- conflict resolution includes 5 steps, including calm down, communicate, apologize, walk away, and seek help
- factors, such as peer pressure and family, influence your choices
- Key Terms for the unit include: peer pressure, self-concept, stress,I-messages, bullying, stressor, clique
- the characteristics of a healthy relationship are trust, respect for each other's feelings and beliefs, common interests, and good communication
- the most important way for families to adjust to changes and challenges is by communicating
- they can use resistance skills to avoid risk including: saying no, using a strong voice, and walking away

Students will be able to...

- demonstrate conflict-resolution
- describe characteristics of healthy relationships
- describe factors that might influence their choices, including peer pressure and family
- describe how to use resistance skills to avoid risk behaviors
- explain how families can adjust to changes and challenges
- identify ways to use non-verbal communication and listening skills
- make suggestions for dealing with school violence and bullying
- name actions that show they have a healthy self-concept
- use I-messages

Assessments

- Benchmark Summative: Benchmark Assessment (2.1.6 E1-E3, 2.2.6 A1-A2, C2, 2.4.6 A1-A4
- Skits Formative: Dramatization Have students write and act out a skit that demonstrates the importance of fairness in resolving conflict. (2.1.6 E2, 2.2.6 A1-A2, 2.4.6 A4)
- What Do You Know? Diagnostic: Instructional/Assessment Focus Have students list the parts of health, list ways they resolve conflict, and describe what they think makes a healthy relationship. (2.1.6 E1-E3, 2.2.6 A1-A2, C2, 2.4.6 A1-A4)

Activities

- **Venn Diagrams**- Have students create a Venn Diagram and label one circle "Me" and the other "My Friend." Have them fill in what they have in common and how they differ.
- **Comics-** Students make a comic strip that illustrates the steps in resolving conflicts.
- **Jigsaw**- Have students work in groups to create a mini-lesson that they will present to the class on different types of school violence and bullying

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: peer pressure, self-concept, stress, I-messages, bullying, stressor, clique, trust, respect, communication, communicate, peer pressure, bullying

Differentiation to Extend Learning for Gifted Students May Include:

- 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

- **Write About It**- Suppose a student has been making fun of people who are different from him or her. Write a letter to persuade the student to respect others' differences.
- **Rainbow of Feelings**- Paint a picture to express anger, joy, love, or fear. The subject of the painting and the colors you use should express the emotion. Show your painting to the class. Can classmates guess what emotion is expressed?

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.