Teaching Resilience

Content Area: **Health & Phys Ed**
Course(s): **HEALTH 4**
Time Period: **Semester 2**
Length: **1 week**
Status: **Published**

Standards

2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.

Enduring Understandings

1. Assisting students in the assessment of their emotional health. ***HE.9-12.2.1.12. EH-*** *Emotional Health: [Core Idea] Self confidence, personal traits, stress, limitations, and strengths impact mental and emotional development of an individual.*

2. Formulating resources to help advocate for themselves and family. ***HE.9-12.2.1.12. EH-*** *Emotional Health: [Core Idea] Self confidence, personal traits, stress, limitations, and strengths impact mental and emotional development of an individual.*

3. Guiding students to respond to world events with open minded, respectful reflection. ***HE.9-12.2.1.12 EH-*** *Emotional Health: [Core Idea] Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.*

4. Empowering students to reduce stress and improve overall wellness. ***HE.9-12.2.1.12 EH-*** *Emotional Health: [Core Idea] Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.*

Essential Questions

1. What are the common stressors that our teens face as they enter adulthood?

2. Where does this stress and anxiety stem from?

3. What are healthy and effective ways to manage stress and anxiety as students enter college and transition from high school into adulthood?

4. How can practicing optimism help students cope with their stress?

Knowledge and Skills

Performance expecatation

- Analyze their personal behaviors in reference to managing stress and anxiety.**HE.9-12.2.1.12.EH.1**
- Identify positive and begative coping skills that they can utilize to maintain their overall wellness. **HE.9-12.2.1.12.PGD 2**
- Reflect on how their actions and decisions impact wellness. **HE.9-12.2.1.12.EH.2**
- Differentiate between factors that they have control over versus factors they do not have control over in regards to their personal wellness.**HE.9-12.2.1.12.EH.1**

Transfer Goals

1. Students will be able to independently understand factors that have positive and negative effects on overall wellness.

2. Students will be able to independently utilize strategies and resources in their community to manage stress and pressures as they enter college and the workforce.

Resources

https://www.mentalhealthfirstaid.org/

https://ncadv.org

https://www.supportiveschools.org/

Assessments

https://docs.google.com/document/d/1z90hu2-lCXoUTewriJPJTl5846tUuXMFSuMHD8is0yI/edit

Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit