Unit 4 - Emotional & Mental Wellness

Content Area: **Unified Arts**
Course(s): **Health 8**
Time Period: **March**
Length: **10 Days**
Status: **Published**

Unit Summary

Standards

HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.1.8.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.8.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.C.CS1	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
HPE.2.2.8.C.CS2	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.2.8.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.
HPE.2.2.8.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn the three sides of the health triangle and how they affect wellness.
- Students will learn the factors affecting self-esteem such as sense of security, identity, belonging, purpose and competence.
- Students will learn the definition of emotional intelligence and how it can affect daily life.
- Students will learn ways of meeting the three emotional needs.
- Students will learn individual coping skills/strategies such as physical activity, open communication, planning, laughter, resources.
- Students will learn the difference between positive and negative stress such as eustress and distress, and how each affects one's health.
- Students will learn resources available to help cope such as family, school, community, etc.
- Students will learn consequences of unmanaged stress such as self-destructive behaviors.
- Students will learn the definition of anger.
- Students will learn the physical reactions to stress and anger.
- Students will learn positive and negative ways of expressing emotions.
- Students will learn coping strategies for dealing with various emotions.
- Students will learn types of mental/emotional disorders such as General, Phobias, PTSD, OCD, Personality, Mood, etc.
- Students will learn signs, symptoms, and treatment options for disorders.
- Students will learn the definition, causes, symptoms, and treatments of clinical depression.
- Students will learn the definition of suicide and the signs and symptoms of suicidal intentions.
- Students will learn appropriate procedures to follow in a potentially suicidal situation.
- Students will learn the definition of eating disorders and the treatments and symptoms of eating disorders.
- Students will learn the three C's that maintain healthy relationships: communication, cooperation, compromise.
- Students will learn effective conflict resolution strategies.
- Students will learn communication rules that enhance conflict resolution
- Students will learn the community resources are available.

Essential Questions

- What is conflict resolution?
- How does communication enhance conflict resolution?
- What are ways to express emotions?
- Which emotions are positive and/or negative?
- How can you handle emotions in a healthy way?
- What is an anxiety disorder?
- What is depression?
- What is the definition of clinical depression?
- What are the symptoms of depression and clinical depression?
- What are some causes of depression?
- What are some signs and symptoms of a suicidal individual?
- What are some causes of suicide?
- What should you do when you encounter a potentially suicidal individual?
- What resources are available for prevention and/or treatment of suicide?
- What are the recognizable signs of an eating disorder?
- What care is available in treating eating disorders?

Enduring Understandings

- Students will understand that social and emotional development impacts all components of wellness.
- Students will understand that mental and emotional, physical, and social health are interrelated and are a basis for wellness.
- Students will understand that communication and management of stress and anger in daily life can impact total health.
- Students will understand that the recognition and management of signs and symptoms of mental and emotional disorders can impact total health.

Application

- Students will be able to independently use their learning.....

Skills

Students will be skilled at:

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