02 Psychological Health/Eating Disorders

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **1 week**
Status: **Published**

Brief Summary of Unit

This unit will provide students with an awareness of our emotional and mental states, feelings and thoughts, and the ability to understand the importance of having high self esteem in order to achieve their goals and cope with everyday living.

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Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
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.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Essential Questions

What criteria do we use to define ourselves now and in the future?

What is the importance of having high self-esteem?

What is the role of Emotional Intelligence?

How can a psychological problem affect our nutritional wellness?

Students Will Know/Students Will be Skilled At

how to evaluate and improve their self-esteem.

Self-awareness to determine their positive and negative traits and how to change the negative

Recognizing the behaviors of a possible eating disorder

Learning Plan

Preview the essential questions and connect to learning throughout the unit. .

Define self-esteem and discuss strategies for boosting. .

Discuss the concept of Emotional Intelligence as a tool for evaluating situations in your life. .

Identify healthy and unhealthy coping mechanisms.

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Awareness of possible eating disorders

Evidence/Performance Tasks

understand the meaning of self-esteem through video/song analysis. .

complete a self-awareness activity. .

complete a weekly written/oral test. .

answer the essential questions.

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collage

Materials

Power Point

Construction Paper

White board

Videos

Student presentations

Laptops

Note packets

Suggested Strategies for Modifications

one-to-one instruction and assistance
cooperative learning groups
study partners
additional time on task
alternative outcome options
assessment based on individual development in the area of study
images and visual aids
handouts of notes, procedures, processes, diagrams, etc.
preferential seating
audio tape of instruction
reading material modified to student level
testing materials appropriate to student level

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments (modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units

Provide benchmarks for long-term assignments and/or projects

Use of checklists

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test