02 Psychological Health/Eating Disorders

Content Area:Health and Physical EducationCourse(s):Time Period:Time Period:Marking Period 3Length:1 weekStatus: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

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.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.

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.		

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.

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