Unit 02: Mental and Emotional Health

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

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

Students will learn and understand that there are several different components that make up their mental and emotional health. Students will also learn ways to improve their self esteem, manage emotions and stress, and learn resources to help with emotional problems. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Standards

By the end of Grade 8:

Emotional Health

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Interdisciplinary connections across content areas

- LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

- CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

- 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.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

- Who or what influences mental and emotional health?
- What influences my behaviors and decisions?

How and where can I locate mental health resources?

Essential Understandings

- there are healthy ways to manage and express emotions.
- coping with loss and grieving is a process.
- mental and emotional disorders can be managed and treated with proper help.
- there are many warning signs of suicide.

there are ways to help people who are contemplating suicide.

Students Will Know

- ways to maintain and improve emotional and mental health.
- healthy ways to express and manage emotions and stress.
- ways to handle personal loss and the grieving process.
- signs and symptoms of different anxiety and mood disorders.
- the warning signs of suicide.

ways to get help for someone who is experiencing mental and emotional problems.

Students Will Be Skilled At

- key terms and concepts, including: adapt, personality, self concept, self esteem, resilience, emotions,

anxiety, panic, stress, stressor, fight or flight response, adrenaline, grief, grief reaction, coping strategies, denial, acceptance, depression, disorder, phobia, mood disorder, personality disorder, major depressions, schizophrenia, suicide, therapy, psychologist, psychiatrist.

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- create posters to promote healthy ways to express emotions and stress.
- complete a written assessment on the signs and symptoms of different anxiety and mood disorders, resources for help with mental and emotional problems, and identifying healthy ways to manage emotions and stress.
- follow all class rules and regulations.

answer the essential questions.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the mental and emotional health unit, including: stress, emotions, mood disorders, personality disorders, anxiety disorders, suicide prevention, and resources for mental and emotional health problems.
- Discuss key terms and concepts, including: adapt, personality, self concept, self esteem, resilience, emotions, anxiety, panic, stress, stressor, fight or flight response, adrenaline, grief, grief reaction, coping strategies, denial, acceptance, depression, disorder, phobia, mood disorder, personality disorder, major depressions, schizophrenia, suicide, therapy, psychologist, psychiatrist.
- Identify the difference between healthy and unhealthy ways to express emotions.
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- Work in groups to strategize positive ways to manage stress.
- Create posters to promote healthy ways to express emotions and stress.
- Identify signs and symptoms of different anxiety personality and mood disorders.
- Discuss resources available for help with mental and emotional problems including suicide.

Complete a written assessment on the signs and symptoms of different anxiety and mood disorders, resources for help with mental and emotional problems, and identifying healthy ways to manage emotions and stress.

Materials

Laptops

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing