

Unit II: Mental Health

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **10 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

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Instruction on suicide Prevention (N.J.S.A. 18A: 6-111) Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

Unit Summary

The purpose of this unit is to help artists to understand the complexities and stigmas behind mental health.

Learning Objectives

- How can you help someone that is experiencing symptoms of mental illness?
- In what ways are self-esteem, social support, health, and wellness related?
- In what ways can we manage negative emotions?
- What are signs that a person may be suicidal?
- What are some common disorders?
- What are the signs of mental and emotional health problems?
- What treatments are available for mental illness?

Essential Skills

- Define self-esteem.
- Describe ways you can improve your self-esteem.
- Identify factors that influence the development of self-esteem.
- List the benefits of high self-esteem.
- Summarize causes of mental disorders and identify community resources available for mental health problems.

Standards

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|-----------------------|---|
| HE.9-12.2.1.12.EH.2 | Analyze factors that influence the emotional and social impact of mental health illness on the family. |
| HE.9-12.2.1.12.CHSS.1 | Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. |
| HE.9-12.2.1.12.CHSS.9 | Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. |
| HE.9-12.2.3.12.HCDM.6 | Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). |

Enduring Understanding

- The majority of people that struggle with mental illness won't seek out the help they need due to the stigma associated with being labeled mentally ill.

Instructional Tasks/Activities

- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Quizzes
- Review Activity
- Section Review Questions
- Tests

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian

- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed

- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Assessment Procedure

Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin the topic of what qualities a mentally healthy person possesses. After this various mental illnesses will be researched. Lastly, local community and school resources for mental help will be discussed.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion

- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

Honors Modifications

Resources

- Local Mental Health: <https://www.atlanticare.org/services/behavioral-health/>
- SAMHSA: <https://www.samhsa.gov/find-help/national-helpline>