Lions Way 8 Unit 1: Skill Building for Mental Health and Well-Being

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **10**
Status: **Published**

Targeted Standards

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.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Rationale & Transfer Goals

This unit will help students understand mental health as well as strategies for stress management, anxiety, and depression.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Content Specific	Skills Specific
• Understanding emotions helps regulate our mental health. • Connection to others improves our mental health and well-being. • Mental health providers can help improve mental health issues.	• We can adjust our thoughts, emotions, and actions. • Stress management strategies can improve our mental health and well-being.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

Content Specific	Skills Specific

• What are the options and benefits of seeking mental health support? • How do my actions and habits affect my mental health and well-being?	• How can increasing emotional awareness be healthy and helpful? • How can changing negative thoughts around lead to more positive outcomes? • How do we differentiate between functional and dysfunctional stress and anxiety? • What is mental health maintenance and how do we incorporate it into our lives?

Key Resources (Required)

This section houses the essential required resources for this unit.

School-Connect: Module 8

Supplementary Resources

This section houses additional approved resources for this unit.

Newsela: How to understand your emotions
Newsela: Dealing with stress and strong emotions
Newsela: Mental health and chronic diseases
Newsela: Data and statistics on children's mental health
Northpass SEL- Facing Challenges and Building Resilience 5-8
Northpass SEL- Healthy Relationships and Communication 5-8
Northpass SEL- Empathy and Compassion 5-8
Northpass SEL- Connecting with the World Around You 5-8

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.

• Identify emotions in yourselves and others
• Develop strategies for regulating negative thoughts and emotions
• create a self-care plan
• identify signs of a mental health issue
	• Emotions
	• mental health
	• self-care
		• Module 8: Skill building for mental health and well-being
		  ○ 8.1 Using your emotional radar
		  ○ 8.2 Appreciating the power of thought
		  ○ 8.3 De-escalating stress/anxiety
		  ○ 8.4 Understanding sadness/depression
		  ○ 8.5 Breaking through the lonliness
		  ○ 8.6 Recognizing when you/others need help
		  ○ 8.7 Practicing self-care
		  ○ 8.8 Cultivating hope and happiness
			• journaling
			• conferencing
			• Peer assessments
			• Self-reflections
			• 8.9 Raising awareness for mental health (PBL)
			• 8.10 Mod 8 Reflection and assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Honing your "emotional radar"	• Grade 7 Unit 2 Lion's Way: managing emotions

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections

L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.