

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

| | |
|---------------|---|
| 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. |
| SEL.PK-12.2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| SEL.PK-12.5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |

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 |
|---|---|
| <ul style="list-style-type: none">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. | <ul style="list-style-type: none">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 |
|---|--|
| <ul style="list-style-type: none">What are the options and benefits of seeking mental health support? | <ul style="list-style-type: none">How can increasing emotional awareness be healthy and helpful? |

- How do my actions and habits affect my mental health and well-being?

- 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 |
|--|--|--|---|
| <p>These are the essential skills taught. Look to the verbiage of the standards for the essential skills in the unit. →</p> | <p>What content is used to teach the skill? →</p> | <p>What activities are used to teach this content/skill? →</p> | <p>How do we assess this content/skill? Include benchmarks, formative assessments, and pretests.</p> |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Emotions • mental health • self-care | <ul style="list-style-type: none"> • Module 8: Skill building for mental health and well-being <ul style="list-style-type: none"> ○ 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 loneliness ○ 8.6 Recognizing when you/others need help ○ 8.7 Practicing self-care ○ 8.8 Cultivating hope and happiness | <ul style="list-style-type: none"> • 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 |
|---|--|
| <ul style="list-style-type: none"> • Honing your "emotional radar" | <ul style="list-style-type: none"> • 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?

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|-----------------|---|
| TECH.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). |
| TECH.9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |

Interdisciplinary Connections

| | |
|----------------|---|
| ELA.L.KL.6.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.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. |
| ELA.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. |
| ELA.W.AW.6.1.A | Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. |
| ELA.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. |
| ELA.W.AW.6.1.C | Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. |
| ELA.W.AW.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| ELA.W.AW.6.1.E | Provide a concluding statement or section that follows from the argument presented. |