

01_Unit 1 Mental/Emotional Health and Stress Management

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

General Overview, Course Description or Course Philosophy

This course is designed to assist students in developing the skills necessary to make healthy and responsible decisions and foster an understanding of how those decisions affect their overall health and wellness. Students will also review the changes that occur in the human body during adolescence.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Mental and Emotional Health and Stress Management - 1 Week

Self-image and self-esteem have a significant impact on your mental and emotional health. When it comes to emotional health, even though it is natural and healthy to feel and cope with negative emotions after a painful experience, people's mind-set, or how they think about, feel about, and react to an experience, impacts their ability to recover and feel happy again. Stress is unavoidable. Everyone experiences it at times. Fortunately, stress that is managed properly can be beneficial.

Enduring Understandings

- Knowing your strengths, celebrating personal successes, avoiding perfectionism, and taking care of yourself.
- People who have a positive mind-set also focus on what they can control, not what they cannot. This helps people let issues go, especially when they have absolutely no control over a situation.
- Stress can cause various physical and mental illnesses.
- Increased stress increases the risk of developing disease.
- It is important to identify what factors cause stress and to develop strategies to combat effects of that stress.

Essential Questions

- What steps can be taken to develop a healthy self-esteem?
- What strategies can be used to adopt a positive mind-set?

- How can stress negatively affect our health?
- How can we develop strategies to cope with, reduce, and relieve stress?

CONTENT AREA STANDARDS

NJSLS - Comprehensive Health and Physical Education

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.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

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.

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.

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

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).

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.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

(e.g., 1.3E.12profCR3.a).

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.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

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LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

STUDENT LEARNING TARGETS

Mental/Emotional Health Learning Targets

1. Describe the difference between self-image and self-esteem;
2. Explain the importance of self-esteem;
3. Assess the characteristics of people with healthy and low self-esteem;
4. Identify factors that influence self-esteem;
5. employ strategies for improving your self-esteem;
6. Summarize how mind-set influences happiness;
7. Explain the difference between optimism and pessimism;
8. Identify the benefits of an optimistic outlook;
9. Demonstrate skills for improving mind-set.

Stress Learning Targets

1. Define stress differentiate between eustress and distress;
2. Explain the difference between acute, chronic, major, and minor stressors;
3. Recognize common stressors among teens;
4. Evaluate how perception influences levels of stress;
5. Describe how the body responds to stress;
6. Explain how long-term stress affects the body systems;
7. Describe the cognitive effects of stress;
8. Discuss how stress affects people's emotions;

9. Identify mental health conditions associated with stress;
10. Summarize how stress influences behavior;
11. Explain why identifying stressors is the first step in stress management;
12. Identify ways of reducing stress by managing commitments, time, and thoughts;
13. Describe the importance of expressing your feelings during a stressful situation;
14. Identify relaxation techniques;
15. Use mindfulness-based stress reduction strategies;
16. Analyze the importance of taking care of yourself and;
17. Assess when it is necessary to seek professional help.

Declarative Knowledge

Students will understand that:

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Procedural Knowledge

Students will be able to:

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EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Teacher Created Worksheets

Glencoe Health Skills and Apps WS

Glencoe Health Lesson Review

Self-Evaluations

Summative Assessments

Test

Quiz

Film Reflection

RESOURCES (Instructional, Supplemental, Intervention Materials)

Glencoe Health Book

Wonder/Bully/Other District Approved Film

Teacher Approved Internet Sites

SAC Counselor

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.