

08_Mental/Emotional Health and Wellness Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Cycle**
Length: **NA**
Status: **Published**

General Overview, Course Description or Course Philosophy

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Topics of conflict management, acceptance, stress management, conflict resolution, etc will be covered with school guidance counselor throughout the year.

Topics of personal space and respect will be covered with the PE teacher and guidance counselor.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Many factors influence how we think about ourselves and others.

There are different ways that individuals handle stress, and some are healthier than others.

We can feel stress in a variety of ways

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

When we feel stressed, we can utilized techniques to calm down

Physical activity, stretching, eating well, drinking plenty of water, and breathing can help manage stress and emotions

When we interact with others, we want to be kind and helpful (to others and ourselves)

A responsible citizen cares for self and others

FULL VALUES can help us in caring for self and others, which helps us to feel good

When we control our bodies, we are keeping ourselves and others safe

Stress management techniques can help regulate our emotions

It is ok to feel the feelings that we feel, but it is what we do with those feelings that matters. (finding good outlets to be productive)

People have different interests and hobbies. What hobby/interest makes you feel better?

CONTENT AREA STANDARDS

HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.

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

LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

STUDENT LEARNING TARGETS

Learning target attached

Declarative Knowledge

Students will understand that:

- caring for self and others help contribute to a safe environment
Stress shows itself in us in a variety of ways
We can help manage our stress by using the right techniques
I-statements are powerful ways to communicate our feelings
The way we treat others matters
Stress can be managed by participation in physical activities and mindfulness

Procedural Knowledge

Students will be able to:

- identify ways that they can tell they feel stressed
- Use I statements to share how they feel
- utilize breathing, exercise, and stretching activities to calm self
- Explain what a Full Value leader acts like
- explain why character counts

EVIDENCE OF LEARNING

Formative Assessments

- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Chat and Stretch review of lesson concept

Summative Assessments

For this unit, summative assessments can/will include:

Full Value superhero assessment- Kindness is my superpower

Stress management assessment- 5 favorite activities that calm me

Communication activity- ways we communicate

RESOURCES (Instructional, Supplemental, Intervention Materials)

Social skills

<https://m.youtube.com/watch?v=Myf2CUx9E60>

Anger management

https://m.youtube.com/watch?v=8_FMxPo4xDM

Cosmic Kids Yoga

<https://www.shapeamerica.org/events/healthmovesminds/>

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

<https://www.state.nj.us/education/modelcurriculum/peh/>

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

<https://www.jump rope.org.au/>

<https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage>

<https://www.myplate.gov/>

[https://www.focusedfitness.org/curriculum/fab5/peace?utm_source=email&utm_medium=email&utm_campaign=Palos+Sports+\(Prospecting\)+Meditation+and+PEACE+Program+January+2022](https://www.focusedfitness.org/curriculum/fab5/peace?utm_source=email&utm_medium=email&utm_campaign=Palos+Sports+(Prospecting)+Meditation+and+PEACE+Program+January+2022)

Mindfulness videos: https://www.youtube.com/watch?v=CCbSzTD4DCc&list=PLkTc1wis8-I_VLBKIYjMEUZWjZjEBifAM

INTERDISCIPLINARY CONNECTIONS

Full Value and SEL- being a part of a team, caring for self and others, having a place of belonging in a group

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

-Provide extension activities

- Build on students' intrinsic motivations