

Health Education

Unit Title: Mental Health

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District: Academy of Dover

Grade Cluster: 3-5
Time Frame: 7 Lessons

Summary of Unit

Students will begin to recognize that some responsibility for their good mental health begins with them. The students will look at family and peer dynamics, reflect on personal attributes, and begin to see themselves in the greater context of their world. The students will learn to recognize and assess their moods and feelings, strategies to lighten sad or unhappy feelings, and when to seek help from trusted adults. Lessons will emphasize appreciation of unique qualities, positive self-image, and some ways to respond to negative feelings.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Mental Health, Personal Health & Wellness
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products, and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations
- Every person has special characteristics.
- Everyone has feelings.
- Everyone needs help and support at times.
- Identifying and responding appropriately to a wide range of emotions contributes to a healthy lifestyle.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- What makes people unique?
- Are all feelings healthy?
- Who can help?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- That some feelings are healthy.
- That to be sad or unhappy may be okay (appropriate to the situation).
- That sometimes they can help themselves feel better.
- How to make choices that can make them feel better.
- When to ask for help.
- That there are trusted adults for help with feelings.

Students will be able to...

- Demonstrate their family relationships and accomplishments.
- Make positive choices that will make them feel better.
- Identify and respond appropriately to a wide range of emotions.
- Articulate ways to ask for help with feelings.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Students will design and make a scrapbook entitled “It’s Great to be ME!” The scrapbook will be individual, but will incorporate family and pet photos or drawings, activities, classmates, friends, special adults, and events. Students will include activities that generate happy feelings (learning to tie shoes, ballet performances, helping grandma with chores, first tooth, recitation of pledge of allegiance, etc.) and some that make them feel sad or angry (poor test grade, friend moving away, lost toy, argument with sibling, etc.). Students will mark those special people who help with sad moods, celebrate happy feelings, or assist with conflict resolution.

With a partner, students will pretend they are a grandparent telling the story of a favorite grandchild using the scrapbook as their template. Students will use stories to tell about pictured events and people.

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student work demonstrates a developing sense of self-worth, pride in unique attributes, understanding of feelings, identification of trusted adults for help with strong feelings, appropriate self-management of negative feelings, and the ability to assess personal feelings in response to every day stimuli.
 3. Student work demonstrates a developing sense of self-worth, some pride in unique abilities, less clear understanding of feelings, some identification of trusted adults, inconsistent self-management techniques, and assessment of emotions in response to daily stimuli.
 2. Student work does not demonstrate a developing sense of self-worth or pride in unique abilities. There is identification of trusted adults without identified self-management techniques or knowledge of when to seek help for negative feelings. There is inconsistent ability shown in assessment of emotions in response to daily stressors.
 1. Student work does not indicate developing self-worth. The work does not show unique abilities or pride in being unique. There is limited or no identification of trusted adults, self-management skills, or self-assessment of feelings in response to daily stressors.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

A family diagram will be completed with family assistance. It will show parent(s), caregiver(s), pets, and other members of the household.

Students will role-play responses to a scenario about anger due to being refused permission to sleepover at a friend's house.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

Students will do a journal of moods for one week. It will show moods of each day and what the student does about the mood.

1. Students will indicate what action taken regarding the mood (i.e., nothing—it was a good mood; sing a song, talk with mom about anger towards a sibling, read a book if sad, play with sister if lonely, etc.).
2. Students will edit their moods journal with different inks to show moods or feelings that could/should have been altered. Using another color, they will indicate what feelings needed the assistance of a trusted adult and which the student could handle independently.

Students will write or draw a response to the prompt: What can you do to help people in your family feel better? Suggestions include hugs, clean your room, set the table, help carry groceries, do assigned tasks without complaining, give a drawing.

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

www.HealthTeacher.com

Lesson #1 I'm Unique

Lesson #2 Family Connections

Lesson #3 People We Admire

Lesson #4 Feelings

Lesson #5 Friends

Lesson #6 How to Listen

Lesson #7 Conflict Resolution

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

www.HealthTeacher.com

Telljohan, S, et al. Health Education: Elementary and Middle School Applications (2007).

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students may stumble as they talk about families since many do not live in what has historically been considered a traditional family. Explain that one's family does not need to have specific members or blood relatives. Love, help, and support make a family.

Puppets can often be used to allow the third-party expression of feelings. For students with difficulty in expression, this may be a helpful accommodation to the transfer task.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Students may need to use drawings rather than words for their transfer task and prompts if unable to write at grade level.

Drawings may be substituted for photos in the scrapbook.

Puppets may be used in the role-play if students are more comfortable.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students are asked to identify emotions and feelings then apply those findings to new situations as they grow intellectually and emotionally.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

This unit can be reinforced by the counselor and school nurse if needed. The teacher should be alert to any needs for referral for any mental health needs. There may be times when students confide situations of abuse that must, by law, be reported to the proper authorities.