

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: It's Great to Be ME!

Designed by: Libby Thomas

District: DOE Consultant

Grade Cluster: K-2

Time Frame: 3 to 5 Classes over 3 Weeks

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>

1. Tell a short story about a boy who lost his dog. Ask the students to help you list on the board all the feelings/emotions that the boy experienced: sadness, fear, anxiety, grief, guilt, worry, anger, etc. List the people who helped the boy try to find the dog and who helped him deal with his strong responses to the loss. Were they the same people? Emphasize the role of family and trusted adults.



My Family

2. Introduce essential questions.
3. Assign scrapbook project. Send assignment and parent letter home (appendix A). Hint: The transfer task depends on this project from home, so, it may be helpful to ask for a signature on the parent letter.



Appendix A -
Parent's letter



It's Great to Be Me

4. Have students write or draw a short reflection piece in response to the prompt: What can I do to help my family if they feel sad?
5. Present lesson on identification of feelings called Feelings Float Like Balloons. The lesson will help students identify feelings using balloons. In small groups, students will create lists of feelings. The teacher will facilitate the discussion and label prepared colored circles (balloons) with the identified feelings (anger, happiness, sadness, calmness, etc.) and place in a "bunch" on a display site.



Feeling Float like
Balloons

6. Assign students a weeklong daily moods journal in which they are to describe at least two emotions they experienced that day and how they responded to them. See self-assessment for details.
7. Present lesson called Managing Feelings. In this lesson, the students will regroup the feelings balloons created in the first lesson into two groups: feelings that are great as they are, and feelings that need to be recognized and addressed by the student with or without help from an adult.
8. Collect and grade scrapbooks. Have students revise if needed. Retain for the transfer task.

9. Review moods journal as a reflection activity by having students share in pairs. Hint: this may be difficult for some students. If students wish to work independently, ask them to draw a picture of a time when they were happy or proud. Pairs will use markers to indicate which moods could be left alone or self-managed and which ones needed the help of a trusted adult. Collect and review entries. An optional activity is a second week of entries, comments, and discussion.
10. Present the lesson on identification and communication with trusted adults called Name that Grownup. In this lesson, small groups of students will brainstorm a list of responsible adults (not by name but by title such as mother, grandparent, teacher, nurse, doctor). The students will write their words on 3x5 cards that the teacher will collect, shuffle, and redistribute to the groups. Students will decide if the suggestions are feasible or should be discarded and report their decisions to the whole group.
11. Have students role-play a scenario on how they would handle anger when mom says s/he cannot sleep over at a friend's house. Students will work in small groups, brainstorm and list possible responses to the situation, and choose the best response. They should discuss how a trusted adult could help. Role-plays should be done before the whole class with class discussion following each scenario.
12. The transfer task requires the use of the scrapbooks made at home. In groups of four, each student is to pretend to be a grandparent who is telling the story of the life of a child to grandchildren. Remind students to point out how special people helped the grandparent and grandchild through difficult times and great ones and how they felt. Hint: This may be a difficult task for some children so it may be helpful for some children to complete 1:1 with the teacher.
13. Revisit the balloons. Ask the students to think about intensity of feelings now, when and how to ask for help, and when to try self-management techniques first. Have students share their opinions with a classmate.

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.