

6th Grade

Emotional, Mental, and Social Health Unit Plan

Diana Crew

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Unit Description

Grade: 6th

Content Area: Emotional, Mental, and Social Health

Skills: Identifying relationships, demonstrating personal responsibility, communicating clearly, demonstrating and identifying body language, and choosing and identifying the right behavior, Identifying the key characteristics of a good friend, deciphering and identifying the differences between positive and negative peer pressure, identifying, understanding, and demonstrating how to say know through scenarios, identifying and understanding conflict, identifying and understanding conflict with peers, identifying and understanding bullying, identifying and demonstrating the decision making skills through real life scenarios, identifying an I-message, identifying the parts of an I-message, creating an I-message, using an I-message in a scenario,

identifying and understanding what stress and stressors are, identifying and understanding distress and eustress, demonstrating and identifying how to respond to stress in healthy ways, and identifying the effects that stress has on the body

Number of Lessons: 6

Length of Class Periods: 45 minutes

Unit Rationale

In the United States, approximately 6 to 9 million children and adolescents have serious emotional disturbances.¹ Research shows that one of five children and adolescents aged 9 to 17 years experience symptoms of mental health problems that cause some level of impairment in a given year.²

Expenditures for children’s mental health services were nearly \$11.75 billion in 1998—a threefold increase from 1986.^{3,4} Left untreated, mental health disorders in children and adolescents lead to higher rates of suicide, violence, school dropout, family dysfunction, juvenile incarcerations, alcohol and other drug use, and unintentional injuries. Schools can play a vital role in creating safe, nurturing school environments and providing care to students with emotional or behavioral problems. According to the School Health Policy and Programs Study of 2000, three-fourths of schools have a part-time or full-time guidance counselor, two-thirds have a part-time or full-time psychologist, and slightly more than 40 percent have a part-time or full-time social worker.⁵

Student Assistance Programs

A Student Assistance Program (SAP) provides services designed to assist students experiencing personal or social problems that can impact school performance, physical health, or overall well-being.

34.0% of states and 51.2% of districts require that SAPs be offered to all students.

62.0% of elementary, 63.1% of middle/junior high, and 64.6%

Health Services

16.0% of states and 48.6% of districts require that districts or schools provide one-on-one or small-group discussions on suicide prevention to students when needed (not including classroom instruction).

36.7% of districts have arrangements with organizations or professionals not located on school property to provide one-on-one or small group discussions on suicide prevention to students when needed.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Unit Goals

Goals to gain through this communication unit:

Express feelings in a healthy way.

Engage in activities that are mentally and emotionally healthy.

Prevent and manage conflict and stress in healthy ways.

Use self-control and impulse-control strategies to promote health.

Seek help for troublesome feelings.

Be empathetic toward others.

Carry out personal responsibilities.

Establish and maintain healthy relationships.

Unit Objectives

SWBAT identify what a relationship and personal responsibility are.

SWBAT identify the differences between aggressive, assertive, and passive behaviors are.

SWBAT demonstrate and analyze different types of body language during the body language activity.

SWBAT demonstrate skills for refusing various offers.

SWBAT identify the four qualities that make a good friend.

SWBAT identify what a conflict is.

SWBAT identify what bullying is.

SWBAT demonstrate the ability to express their feelings by writing a complete I-message.

SWBAT identify the many parts of an I-message.

SWBAT identify what an emotion and a hormone are.

SWBAT identify what mental health and emotional health are.

SWBAT demonstrate a healthy way to manage their anger.

SWBAT define Stress, stressors, distress and eustress.

SWBAT recognize at least 3 different effects stress has on our bodies.

SWBAT identify different stressors and label them either distress or eustress.

SWBAT identify healthy and unhealthy options to deal with stress.

National Health Education Standards Performance Indicators

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

HEALTH EDUCATION STANDARD 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HEALTH EDUCATION STANDARD 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.

Benchmarks Linked to Objectives

6.1.3 Describe the interrelationships of mental, emotional, social, and physical health during adolescence.

6.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

6.8.2 Demonstrate refusal and negation skills to avoid or reduce health risks

6.1.3. Demonstrate the interrelationships of mental, emotional, social, and physical health during adolescence.

6.1.2 Summarize the interrelationships of emotional, social, and physical health in adolescence.

6.5.2 Recognize when health-related situations require a thoughtful decision-making process.

6.4.1 Investigate effective communication skills to enhance health.

6.5.4 Identify healthy and unhealthy options to health-related issues or problems.

Unit Block Plan

Day 1: Behaviors and Relationships

Skills: Identifying relationships, demonstrating personal responsibility, communicating clearly, demonstrating and identifying body language, and choosing and identifying the right behavior

Day2: Friendship and Refusal Skills

Skills: Identifying the key characteristics of a good friend, deciphering and identifying the differences between positive and negative peer pressure, identifying, understanding, and demonstrating how to say no through scenarios

Day 3: Coping with Conflict

Skills: Identifying and understanding conflict, identifying and understanding conflict with peers, identifying and understanding bullying, identifying and demonstrating the decision making skills through real life scenarios

Day 4: I-messages

Skills: Identifying an I-message, identifying the parts of an I-message, creating an I-message, using an I-message in a scenario

Day5: Dealing with Emotions

Skills: Identifying and understanding emotions: love, hate, anger, sadness, and happiness, identifying and demonstrating how to deal with anger in a healthy way, and understanding why anger is good, identifying and understanding how emotions affect the body

Day 6: Managing Stress

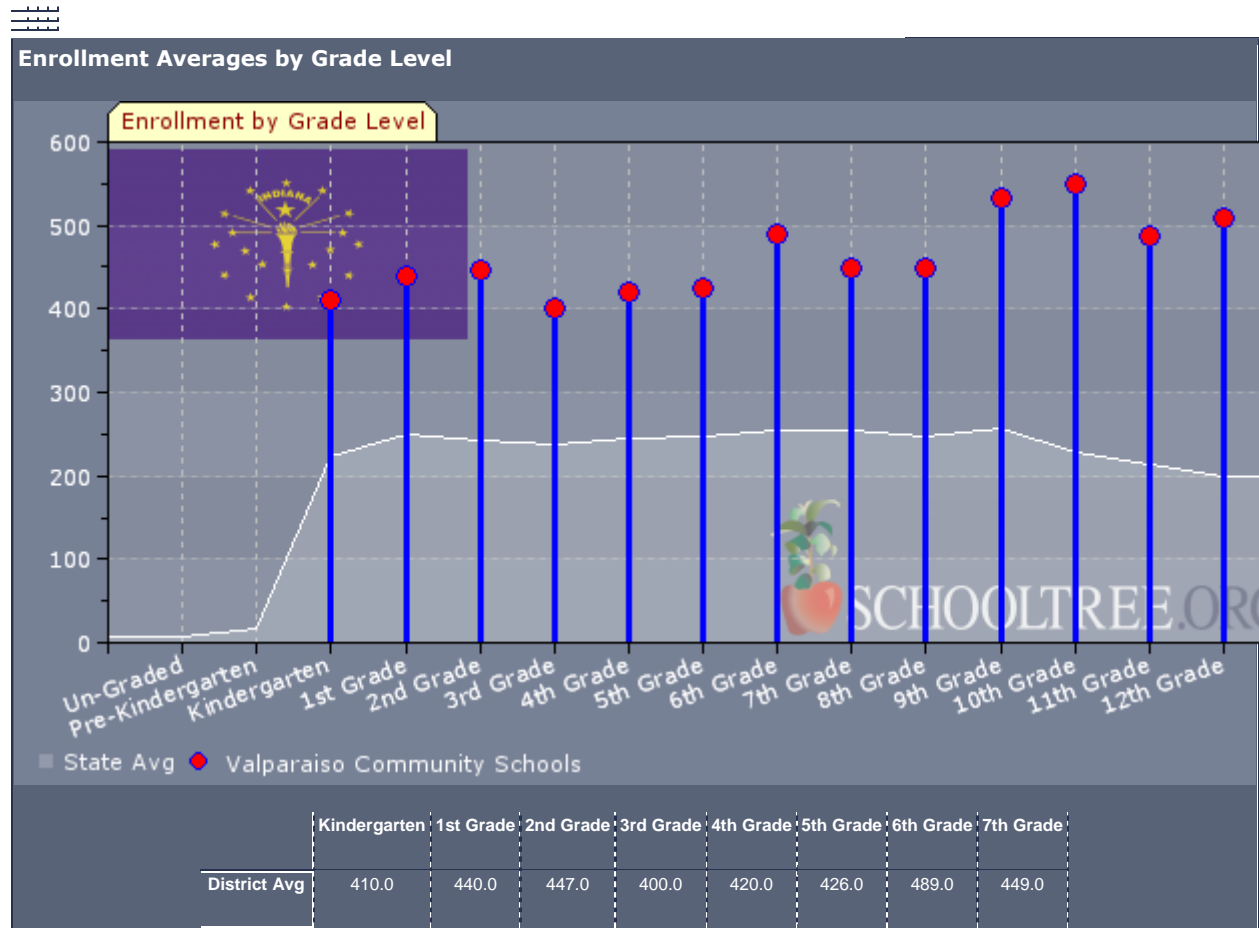
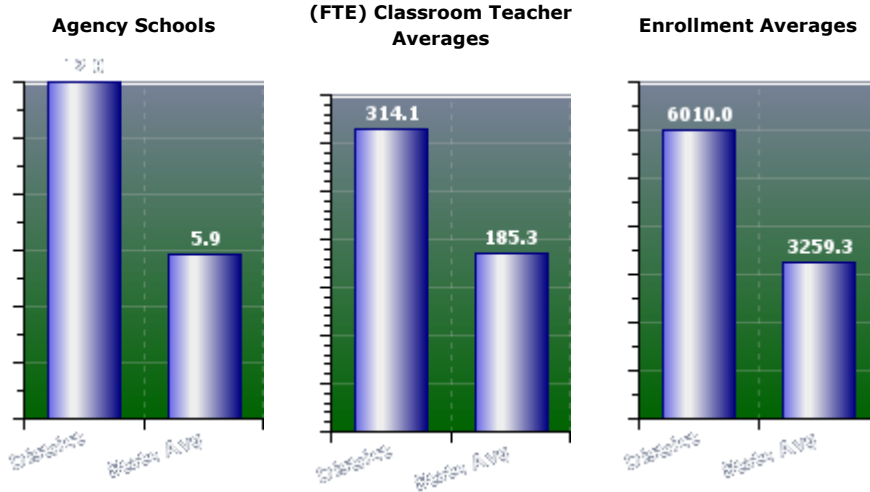
Skills: Identifying and understanding what stress and stressors are, identifying and understanding distress and eustress, demonstrating and identifying how to respond to stress in healthy ways, and identifying the effects that stress has on the body

Unit Special Considerations

Contextual Factors:

Statistics for Valparaiso Community Schools:

Schools, Teachers and Students

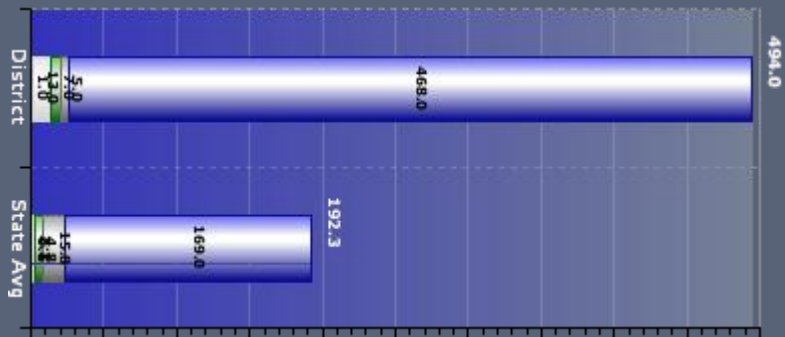


State Avg	222.8	249.4	241.4	238.5	245.7	248.1	254.9	254.2
		8th Grade	9th Grade	10th Grade	11th Grade	12th Grade		
District Avg	450.0	532.0	550.0	487.0	510.0			
State Avg	247.2	257.1	228.6	212.7	199.4			

High School Graduation Information

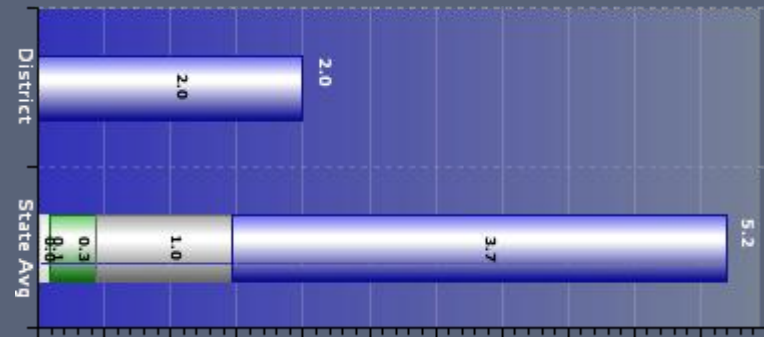
Diploma Recipient Averages

Total Male / Female	District	State Avg
<i>American Indian / Alaskan Native</i>	1.0 1.0 / 0.0	0.5 0.0 / 0.0
<i>Asian / Pacific Islander</i>	13.0 9.0 / 4.0	2.2 0.0 / 0.0
<i>Hispanic</i>	7.0 4.0 / 3.0	4.8 0.0 / 0.0
<i>African American</i>	5.0 2.0 / 3.0	15.8 0.0 / 0.0
<i>Caucasian</i>	468.0 256.0 / 212.0	169.0 0.0 / 0.0
Total	494.0	192.3



Other High School Completer Averages

Total Male / Female	District	State Avg
<i>American Indian / Alaskan Native</i>	0.0 0.0 / 0.0	0.0 0.0 / 0.0
<i>Asian / Pacific Islander</i>	0.0 0.0 / 0.0	0.1 0.0 / 0.0
<i>Hispanic</i>	0.0 0.0 / 0.0	0.3 0.0 / 0.0
<i>African American</i>	0.0 0.0 / 0.0	1.0 0.0 / 0.0
<i>Caucasian</i>	2.0 2.0 / 0.0	3.7 0.0 / 0.0
Total	2.0	5.2



The above information and charts describes the contextual factors concerning school information for Valparaiso Community School system.

Mental, emotional, and social health concerns everyone from all different ages, races, genders, and economic statuses. When teaching this specific subject it is important to not only remember to teach the major content areas of the unit but put large amounts of stress on the skills part of the unit in order for students to understand the importance of becoming a good decision maker and communicator with their emotions and ideas. When working with the middle school aged students, which is the age group that this unit plan focuses on, the most effective way to teach this unit's skills would be to make sure that the information is up to date and relevant with real life examples so that the students are more apt to participate and relate to the material. Students at this age learn more by doing then by just listening alone. This age range is also crucial in teaching how to be fluent at this unit's skills because as students are enter middle school they are putting pressures on themselves to fit in and find their place socially. In order for these students to mature and grow into effective communicators and decision makers we need to start these unit's skills early and stress their importance through real life examples.

Unit Lesson Plans

Lesson Plan 1

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Interpersonal Communication

Lesson Title: Behaviors and Relationships

Objectives:

Objective 1 and 2: SWBAT identify what a relationship and personal responsibility are.

SWBAT identify the differences between aggressive, assertive, and passive behaviors are.

Health Standard Addressed: 6.1.3 Describe the interrelationships of mental, emotional, social, and physical health during adolescence.

Objective 3: SWBAT demonstrate and analyze different types of body language during the body language activity.

Health Standard Addressed: 6.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Keeping you healthy a. relationship	Lecture/Notes worksheet	5 min	Notes Worksheet
II. Teamwork a. personal responsibility	Lecture/Notes worksheet	5 min	Notes Worksheet
III. Communicating Clearly a. communicator	Lecture/Notes worksheet	5 min	Notes Worksheet

b. listener			
IV. Using Body Language a. body language	Lecture/Group work	10-15 min	Notes Worksheet/Scenario cards
V. Choosing Behavior a. assertive b. aggressive c. passive	Lecture/Group work	10-15 min	Notes Worksheet/Scenario cards
VI. Quiz	Assessment	5 min	Quiz

Teaching Steps

Introduction

Overview & Rationale for Today's Lesson

In today's lesson you will investigate why relationships are important and what it means to demonstrate personal responsibility. You will explore forms of communication, forms of behavior, and the benefits of using assertive behavior. It is important for everyone to have healthy relationships with family members, friends, teacher, etc....

Necessary Teaching Steps

1. Keeping You Healthy

Ask: What is a relationship?

Tell: A relationship is an emotional or social connection between two or more people. You have relationships with your family, your friends, and your neighbors. All of these connections affect you. Many of these relationships are different, but similar skills are used to keep all relationships healthy.

Tell: When people in relationships are good to each other, they can help keep each other safe and healthy. People in healthy relationships look out for one another and help each other make good choices. They do not put each other in dangerous situations. ((ex.) peer pressure to make an unhealthy decision) You can have healthy relationships with your family and friends.

Ask: What are some ways to keep a relationship healthy?

Tell: Keeping your relationship healthy takes work, skill, and responsibility.

Content Bite: Listen carefully, cooperate, and let people know what you need.

2. Teamwork

Tell: For relationships to be healthy, everybody in the relationship has to take personal responsibility.

Ask: Can anyone tell me what personal responsibility is?

Tell: Taking responsibility shows that you are reliable and caring. You know what is expected of you. You let people know what you need, and you do your best to help others.

Tell: When you are responsible, you correct your mistakes and learn from them. Everybody makes mistakes. When responsible people make a mistake, they do not blame others. They apologize, fix the problem, as well as they can, and learn how to keep from making the same mistake again.

Ask: What are some ways that you show personal responsibility in your life?

Tell: Being responsible in a relationship is like being on a team. On a sports team, every player's position matters. For the team to be successful, all the players have to work hard at their individual positions. Then if one player struggles at his/her position, then another player helps out.

Ask: What are some ways that you show responsibility at home?

Tell: You can show responsibility and teamwork every day at home by doing chores, being on time, and helping your brothers and sisters. Taking care of small problems that you see around you shows that you care about your role in your family.

Content Bite: Personal responsibility is doing your part, keeping promises, and accepting the consequences of your actions.

3. Communicating Clearly

Tell: Healthy relationships are impossible if people do not understand each other. So this makes communication another important skill in healthy relationships. Using good communication skills helps people share thoughts and feelings.

Tell: Good communication begins with speaking clearly. Think about what you are going to say before you speak. Face your listener. Ask questions to make sure you are being understood.

Tell: Being a good communicator also involves being a good listener. Look at the person who is speaking. Make eye contact. Nod to let him/her that you understand. If you are confused at what the person is trying to say, ask them politely to clarify the message.

4. Using Body Language

Ask: What are some different types of non-verbal (no words) communication that you can think of?

Tell: Communication is more than expressing ideas and feelings with words. It is also understanding body language.

Ask: What is body language?

Tell: Body language is a way of communicating by using the look on your face, the way you hold your hands, and the way you stand.

Tell: Some different types of body language are smiling which often shows that someone is happy. Crossed arms may be a sign of angry. Loose arms and open hands often show that someone is happy or comfortable. Standing tall and holding the head up are signs that someone feels confident and good. A head tipped down and bodies slightly hunched are signs that something might be wrong with the person.

Body Language Activity: Body language can say a lot without you having to say anything and that is why it is important to understand what your body language may be telling someone else even if you are not saying anything.

- You need to get into groups of 4 or 5 per group and I will hand out index cards that will describe different postures that each student in each group will have to demonstrate to the other group members.
- When demonstrating these postures I do not want you to say anything, I want your body language to do all the talking for you.

- While someone is demonstrating their posture on their card, the other group member must write down on a piece of paper what they think the message is.
- Discuss your answers amongst your group members and why you wrote what you wrote.

Content Bite: Body language is a way of communicating by using the look on your face, the way you hold your hands, and the way you stand.

Skill Cues: Identify facial expressions, posture, movement and gestures from non-verbal communication.

5. Choosing Behavior

Tell: You communicate by using words and body language, but you also communicate through your behavior.

Ask: What is behavior?

Tell: Behavior is the way you conduct oneself through thoughts and feelings.

Tell: Assertive behavior is choosing to confront a situation with calmness and confidence.

An example of acting assertive may be this: You tried out for a team and were not chosen, you may feel sad and angry. You could respectfully speak to the coach. You could ask why you did not make the team. You could ask for tips on how to improve so that you could make the team next time. When you choose to be assertive, you take responsibility for what happened and help yourself succeed.

Tell: Aggressive behavior refers to behavior that is intended to cause harm.

An example of acting aggressively may be this: You come home to see your brother and sister in a pushing and screaming match and see your brother push your sister. You decide to push your brother back and begin to yell at him not knowing how the argument began or who pushed who first. Instead of hearing both sides out you choose to intervene by pushing your brother back and yell at him.

Tell: Passive behavior occurs when the person chooses to be acted upon.

An example of acting passively may be this: You witness a friend being bullied in the hallway and you choose not to say anything to an adult or anything to the bully to stop the situation. In this situation you choose not to take any action at all and instead just stand and watch.

Ask: Have any of you been in one of these situations or one like this and which behavior did you use in response?

Tell: The most affective behavior of the three is assertive behavior and the most important bit of information to remember about behavior is that you have to take personal responsibility of the behavior you choose to use and its consequences, may they be good or bad, that may follow.

Behavior Activity: Learning the differences between all three types of behavior will help you recognize what action to take in order for situation to be corrected or resolved.

- Have students get back in the same groups they used for the Body Language Activity.
- Give the groups 5 minutes to come up with a scenario using one type of behavior and then have them come up and act out to the rest of the class.
- After the group acts out their scenario have the rest of the class decide which type of behavior was used and what could have been done differently (if it was either an aggressive or passive scenario) to be resolved correctly.

Content Bite: Take personal responsibility for each behavior that you choose to use in every situation.

Summarize and Debrief

Tell: Today's lesson was over encouraging healthy relationships. Today you investigated why relationships are important and what it means to demonstrate personal responsibility. Students will explore forms of communication and the benefits of assertive behavior.

- What is a relationship?
- What is personal responsibility?
- What is body language? What are some examples?
- What is behavior?
- What are the three different types of behavior and which is the best to use?

Lesson Plan 2

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Communication

Lesson Title: Friendship and Refusal Skills

Objectives

Objective 1: SWBAT demonstrate skills for refusing various offers.

Health Standard Addressed: 6.8.2 Demonstrate refusal and negation skills to avoid or reduce health risks

Objective 2: SWBAT identify the four qualities that make a good friend.

Health Standard Addressed: 6.1.3. Demonstrate the interrelationships of mental, emotional, social, and physical health during adolescence.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Friendship	Lecture/Notes Worksheet	5-10 min	Notes Worksheet
II. Peer Pressure a. positive b. negative	Lecture/ Notes Worksheet	5-10 min	Notes Worksheet
III. Refusal Skills a. saying no	Lecture/ Group work	25 min	Notes Worksheet/Scenarios in hat

Teaching Steps

Introduction

Review of Previous Material

On Wednesday we discussed about relationships and how to maintain a healthy relationship. We discussed that a healthy relationship contains teamwork, responsibility, good communication, and assertive behaviors. We also ran out of time to share our real life examples of the three types of behavior so to start off today's lesson we will present our examples.

Overview & Rationale for Today's Lesson

In today's lesson we are going to learn about how to improve our friendships in order to maintain a healthy lifestyle. Part of keeping a strong friendship includes refusal skills. A refusal skill is something you do when you say no. These can be used for many situations.

Necessary Teaching Steps

1. Friendship

Ask: What are some qualities you look for in a good friend?

Tell: There are four important qualities to keep in mind when looking for a good friend. Those qualities are respect, leadership, cooperation, and support.

Tell: Leadership is guiding others in a responsible way. A leader uses respect, has strong refusal skills, and develops a plan to solve problems.

Ask: Who serves as a leader in your life?

Tell: When you use cooperation and support in a friendship helps to build values and achieve goals for both people in the friendship.

Ask: Do you know of a time when you used cooperation or support with your friend in a situation?

2. Discuss Peer Pressure

Ask: What do you think peer pressure is?

Tell: Peer pressure is when people your age try to get you to act in a certain way.

Tell: Sometimes at your age even friends will try to get you to do something that you do not want to do. Sometimes they may help you make a positive change.

Tell: Peer pressure can be positive or negative.

Ask: What are some positive influences? (encouragement to stick to values and goals)

Ask: What are some negative influences? (things that cause harm)

3. Identify ways and times to say “no” (list on board or overhead)

Tell: Refusal skills include:

- Avoid dangerous situations.
- Say “no”, verbally and with body language.

- Stand your ground!
- Stay focused on the issue.
- Walk away from unhealthy situations.

Ask: What are some times you may want/should say no?

Answers:

- Someone asking you to use drugs.
- Someone asking you to steal.
- Someone asking you to do something you do not want to.
- Someone asking you to do something you do not feel comfortable doing.

Ask: What are some ways to say no?

Skill Cues:

1. Say no firmly
2. Repeat the word over and over
3. Give an excuse
4. Give reasons
5. Avoid or leave the situation
6. Change the subject
7. Suggest an alternative activity
8. Ignore the problem/act dumb
9. Find friends who feel the same way you do
10. Reverse the pressure
11. Delay your decision
12. Tell your friends, "I have made my decision"

4. Refusal Skills Activity

Since the behavior activity went so well last lesson we will be a similar activity in order to work on our refusal skills.

- Have students get in groups of 3-4.
- Put the scenario choices into a hat and go around the room allowing the student to pick one to perform in front of the class.
- Give each group a few minutes to come up with an example.

Summarize and Debrief

Ask: What are the four qualities that make a strong friendship?

Ask: What are some ways to say “no”?

Ask: Is it easy or hard to say no?

Ask: What are some real life situations in which you might need to say no in?

Tell: One of the best ways to say no is to avoid those situations when you can. Pick your friends well.

Lesson Plan 3

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Communication- Conflict and Violence

Lesson Title: Coping with Conflict**Objectives**

Objective 1: SWBAT identify what a conflict is.

Health Standard Addressed: 6.1.2 Summarize the interrelationships of emotional, social, and physical health in adolescence.

Objective 2: SWBAT identify what bullying is.

Health Standard Addressed: 6.5.2 Recognize when health-related situations require a thoughtful decision-making process.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Conflict	Lecture / Discussion	5 mintues	
II. Conflict with Peers a. Bullying b. Decision making	Lecture/Discussion	10 minutes	
III. Real life scenarios	Scenarios	30-35 minutes	Hat filled with scenarios to draw from

Teaching Steps**1. Introduction***Review of Previous Material*

Last time we were together we discussed the process of communicating and how to be a good communicator. We also talked about relationships and how it is similar to a team that cooperates.

Overview & Rationale for Today's Lesson

Today's lesson we will continue with communication but we will be talking about what can happen when good communication and become interrupted. Today's lesson is on conflict and violence and you will learn how to recognize these types of situations. You will also learn why conflicts occur in certain places with certain people. It is important to be able to recognize conflict so that you are able to make the right decisions ahead of time to hopefully avoid conflict altogether.

Necessary Teaching Steps

2. What is conflict?

Ask: Have you ever disagreed with someone?

Tell: Maybe you and your brother or sister wanted to watch different movies. Maybe your friends wanted you to hang out when your parents asked you to do your homework.

Tell: Conflict is any clash of ideas or interests.

Tell: Everybody experiences conflict in his or her life and conflict can happen in even the closest relationships.

~ **Content Bite:** Conflict is any clash of ideas or interests.

3. Recognizing conflict

Tell: The first step toward solving any conflict is to recognize when conflict is happening or when conflict is about to happen. The following signs can tell you that a conflict is occurring or that a conflict is about to occur:

~Disagreement: Every conflict starts with disagreement over an issue.

~ Emotions: If you find that a disagreement is causing emotions, such as anger or jealousy, the disagreement is becoming a conflict.

~ Other's behavior: If the other person or people in the disagreement begin ignoring you, raising their voices, or crossing their arms, a conflict is happening.

4. Why does conflict happen?

Tell: Although conflict can happen over almost any issue, it usually happens for one of three reasons.

~ Resources: Conflicts can happen when two or more people want the same thing, but not all of them can have it.

~ Values and Expectations: Different things are important to different people. Many conflicts happen because people have different ideas about what is important or how things should be done.

~ Emotions: Conflicts can happen because people feel hurt or angry at the behaviors of others.

5. Conflict with peers

Tell: Often, conflicts happen with your peers. Your peers are people who are close to your own age with whom you interact. Many kinds of conflict can happen between peers. Some of these types of conflict are described below.

~ Conflicts with friends: Even close friendships can face conflict. You and your friends may argue over what you want to do for fun. Or you may argue because you are jealous of other friendships. Whatever the reason for conflict between friends, these conflicts should be resolved quickly before they destroy the friendship.

~ Teasing: You probably have been teased or have teased someone else before. It is important to realize that teasing can result in hurt feelings and emotional problems. Usually, people tease others in front of an audience to make themselves look better. You can deal with teasing by ignoring it, making a joke about it, or by confronting the teaser.

Ask: What is bullying?

~ Bullying: Scaring or controlling another person by using threats or physical force is called bullying. Bullies almost always pick on people who are younger or smaller than they are. If a bully will not leave you alone or if any violence occurs, report the bully to an authority figure, such as a parent or teacher.

~ **Content Bite:** Bullying is scaring or controlling another person by using threats or physical force.

Skill Cues

Decision making skill cues:

- ~ Evaluates or reflects on action
- ~ Is personalized
- ~ Identifies the decision to be made
- ~ Considers options and consequences

6. Real life scenarios

Tell: In order to work on our skills of recognizing a conflict and bullying we will participate in a role playing game.

~ Split students in groups of three or four.

~ Come around to each group with a hat filled with real life scenarios and have the group pick one scenario out of the hat.

~ Give the groups 1 minute to brainstorm their scenario and then have them come up and share their scenario with the class.

~ After the group performs have a 30 second breakdown with the class discussing decision making skills and steps the group used during their scenario.

7. Summarize and Debrief

Tell: In today's lesson we learned to recognize signs that conflict is about to happen. We also learned why conflicts occur with peers. This is all important to be able to recognize the signs of when a conflict is about to happen so that you are able to make the right decisions ahead of time to avoid the conflict if at all possible and if you can not avoid the conflict then what to do in case a conflict results. We also learned how to recognize and deal with conflict through the participation in the real life scenario activity.

Lesson Plan 4

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Communication: Mental and Emotional Health

Lesson Title: I-messages

Objectives

Objective 1: SWBAT demonstrate the ability to express their feelings by writing a complete I-message.

Health Standard Addressed: 6.1.2 Describe the interrelationship of emotional and social health throughout adolescence.

Objective 2: SWBAT identify the many parts of an I-message.

Health Standard Addressed: 6.4.1 Investigate effective communication skills to enhance health.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. I-message	Lecture	5-10	Notebook paper
II. You-message	Lecture	5-10	Notebook paper
III. I-message usage	Lecture	20-25	Chalkboard

Teaching Steps

Introduction

Review of Previous Material

Last time we met we discussed the importance of strong communication and how to maintain a strong friendship.

Overview & Rationale for Today's Lesson

Today in class we will continue talking about communication and its link to mental and social health. We'll discuss our feelings; understanding and managing them. The skill we will focus on today is I-messages through some scenarios. This lesson directly affects you because as adolescents you experience many feelings, and it is important to learn how to express/organize them in healthy ways.

Necessary Teaching Steps

1. What are I-messages

Tell: (Content Bite) I-messages are statements that focus on a specific behavior or event, how that behavior or event affects the speaker, and the emotions the speaker feels as a result. It is very important that the speaker assumes responsibility for sharing their feelings.

Tell: Effectively communicating your feelings to others is an important step towards building social relationships and friendships.

2. Creating an I-message

Tell: There are specific steps in creating I-messages and those are:

Skill Cues:

- Identify your feelings related to consequences
 - Identify a specific behavior or event
 - Identify the consequence of the behavior or the event
- *Do not blame the other person!

Tell: I-messages begin with I feel.....

Skill Cue:

(Ex.) I feel frustrated, when you interrupt me while I am talking, because I lose my train of thought.

(Ex.) I feel frustrated, when I study a lot and do not get the grade I want.

Ask: What I-message phrases that expresses how you feel and using I feel....can you think of?

I-message Activity: Students get with a partner and come up with 3 I-messages together. They will choose their favorite and come up to the board and write it. With all the messages we'll pick out the important elements as a class.

I-I feel.....

B-behavior

F-feelings

C-consequence

(Ex.) I feel(I) frustrated(F), when I study a lot(B) and do not get the grade I want(C).

3. Dealing with I-messages in a positive way

Tell: An unhealthy way to express your feelings would be the use of a you-message. A you-message is a statement that blames or shames another person. This type of message puts down the other person and puts them on the defense.

(Ex.) You are rude and selfish to pick up the phone when I am trying to have a conversation.

Ask: With the same partner now try and think up of three you-message examples to share out loud with the class.

Summarize and Debrief

Tell: Today's lesson was over emotions and social health. We discussed the importance of an I-message and how it expresses feelings. We identified the definition and examples of an I-message. We ended by creating our own I-messages and identifying the parts that make up an I-message.

Ask: What are the main parts of an I-message?

Define an I-message and you-message.

What are the main parts of an I-message?

Lesson 5

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Mental and Emotional Health

Lesson Title: Dealing with Emotions

Objectives

Objectives 1 and 2: SWBAT identify what an emotion and a hormone are.

SWBAT identify what mental health and emotional health are.

Health Standard Addressed: 6.1.2 Summarize the interrelationships of emotional, social and physical health in adolescence.

Objective 2: SWBAT demonstrate a healthy way to manage their anger.

Health Standard Addressed: 6.7.3 Describe behaviors to avoid or reduce health risks to self and others.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
Emotions	Lecture	5 min	
Sadness vs Happiness	Lecture	5 min	
Love vs Hate	Lecture	10 min	
Anger is good	Lecture	10 min	Worksheet
Emotion effects	Lecture	15 min	

Teaching Steps

1. Introduction

Overview of Today's Lesson and Why It Is Relevant: Today's lesson about Mental and Emotional Health. In this lesson you will learn how hormones and life changes affect teen

emotions. You will also learn about emotional spectrums and some specific emotions, such as love and anger. I will also describe how emotions can be recognized by the physical feelings that accompany the emotions. It is important to understand good mental and emotional health so you know how to deal with the high points and low points through your everyday lives.

2. Teen Emotions

Ask: What is mental health?

Tell: Being confused about new feelings is normal for everyone and dealing with confusing feelings is part of good mental health.

Tell: An emotion is a feeling produced in response to a life event. Emotions are caused by chemical changes in the brain that affect how the body feels.

Ask: What do emotional reactions help people understand?

Tell: Your personality and experience influence your emotional responses to certain situations. Everyone is born to respond to certain situations differently. But as you grow and experience different situations you learn and change how you respond emotionally to different situations.

Tell: Much of this learning that we are talking about takes place during your teen years. The reason this happens is because at this age you are taking on many new roles and responsibilities.

Ask: What kind of responsibilities are you or have you taken on at home in recent years?

Tell: Teens can learn to mature from these experiences and the emotions the experiences bring.

Tell: Also during the teen years your emotions are affected by the changes that are taking place in your body. These changes are happening because your body is producing new hormones.

Ask: What are hormones?

Tell: Hormones can affect the brain and sometimes cause mood swings.

Content Bites

- *Mental health is the way people think about and respond to events in their lives.*
- *Emotional reactions help people understand relationships, danger, success, and loss.*

- *A hormone is a chemical that helps control how the body grows and functions.*

3. Sadness vs Happiness

Tell: Moods can range from very sad to very happy. Having such a wide range of moods is normal. Feeling a range of emotions is part of good emotional health.

Ask: What is emotional health?

Tell: Experiencing one emotion all the time is not healthy. Unpleasant emotions, such as sadness, can be useful. Sadness can help you understand how important something was/is to you. Sadness can help you realize when you need to make changes in your life. For example if you are bummed about not getting a good grade in school then it can motivate you to study harder to get a better grade.

Ask: What ways has sadness been beneficial to you?

Tell: Emotions become unhealthy when they get in the way of relationships and responsibilities. For example if you are sad about your boyfriend or girlfriend breaking up with you and you skip class then that is unhealthy. It is important to deal with emotions in healthy ways to keep them from becoming unhealthy.

Tell: Talking to someone when you are sad is a healthy way to deal with sadness.

Ask: What are some ways you like to deal with sadness in a healthy manner?

Tell: Recognizing your emotions can help you deal with them in healthy ways. The emotional spectrum in your book on page 135 shows you all the different types of emotions. The emotional spectrum is a range of emotions organized by how pleasant they are.

Content Bites

- *Emotional health is the way a person experiences and deals with feelings.*

4. Love vs Hate

Tell: The emotions that range from love to hate help us know how we feel about parts of life. Love and like help us understand how much we value objects, events, or relationships. Hate and dislike let us know when we do not value these things.

Tell: There are many ways to value something. You may like candy or you may love playing basketball. You can also love family members, friends, or romantic interests. Hate can happen in different strengths as well; you can dislike spinach but hate spiders.

Tell: Hate can also be based on prejudice, which is an unfair judgment made before a person knows anything about someone or something. It is always good to avoid prejudice so you can clearly understand your values for someone or something.

5. Why is anger good?

Tell: Anger is an emotion of strong disappointment and displeasure that forms when hopes are not met. Anger can be helpful if it is dealt with in healthy ways. It can also be unhealthy if it is misdirected to people who are not at fault.

Ask: What is an example of misdirecting your anger to someone who is not at fault?

Tell: To manage your anger in a healthy manner you must first figure out what hopes or desires were not met. Then decide whether meeting these desires is possible, if it is possible try to meet them another way. If they are not possible then think about a new set of hopes that is within reach.

Tell: Some unhealthy way to manage your anger might be using physical force, yelling at others, taking your anger or frustrations out on others.

Ask: What are some unhealthy ways to manage anger that you can think of?

Tell: Some healthy ways to manage your anger might be to talk to someone about it, write your feelings down on paper, listen to music, watch a movie.

Ask: What are some healthy ways to manage anger that you can think of?

Tell: to manage your anger you must recognize your feelings, identify triggering events, identify your perceptions related to these events, identify your typical responses to anger and the consequences of these responses, identify and perform positive strategies for managing your

anger, identify things not to do when you are angry, and identify when to get help in dealing with your anger.

Anger Management activity.

- It is hard for many people to manage their anger, including myself. I have a hard time of managing my anger at times, but it is something that we all have to work on continuously to improve.
- I want you to write about a situation that has taken place recently where you did not manage your anger in a healthy manner. I want you to then write how you could have managed your anger in a healthy manner that could have improved that situation.
- Then I want you to get with a partner and discuss your situation and how you could have managed your anger in a healthier manner.

-

Skill Cues

Identify strategies for dealing with anger.

- I messages
- Listen to music
- Write it down
- Play a sport/ workout
- Mediate
- Talk about your feelings with someone
- Watch tv

6. Effects of Emotions.

Tell: During an emotional response, chemical changes in the brain cause changes in the body.

For example when you stand up and have to give a presentation in front of your peers your body releases chemicals into your blood and your heart rate increases, you may start sweating, and your face may become red because of the increased blood flow to your head.

Ask: What other types of examples can you think of that would be a physical effect of your emotions?

Tell: Physical effect of emotions can vary from person to person. However, pleasant emotions, such as happiness, usually have comfortable physical effects. Happiness can improve health by lowering blood pressure and heart rate. But sadness and worry can bring headaches or feelings of tiredness. Stressful emotions can increase heart rate, blood pressure, and muscle tension. If

your body is very tense that can be a sign that you need to deal with your emotions in a healthy way.

Ask: What are some healthy ways you like to deal with your emotions?

Ask: What happens to you when you hang on to the anger through grudges and resentment?

Ask: Is this good for you?

- Use a balloon and blow it up every time the students say something about unhealthy ways to deal with anger and its negative effects it has.

7. Summarize and Debrief

Tell: Today's lesson was over Mental and Emotional health, more specifically the types of emotions. We learned how hormones and life changes affect teen emotions. We learned about the emotional spectrum and specific emotions such as love, anger, and hate. We finished off today discussing the physical effects of emotions.

Debriefing Review and Discussion Points

Content

What is an emotion?

What is a hormone?

What is mental health?

What is emotional health?

Skill

How do we want to manage our anger?

Why is it important not to misdirect our anger?

Lesson 6

Name: Diana Crew

Grade Level: 6th

Unit / Content Area: Mental Social and Emotional Health

Lesson Title: Managing Stress

Objectives:

Objective 1 and 2: SWBAT define Stress, stressors, distress and eustress.

SWBAT recognize at least 3 different effects stress has on our bodies.

Health Standard Addressed: 6.1.2 Identify the interrelationships of emotional and social health in adolescence.

Objective 3 and 4: SWBAT identify different stressors and label them either distress or eustress.

SWBAT Identify healthy and unhealthy options to deal with stress.

Health Standard Addressed: 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Stress and stressors	Lecture	10mins	Worsheet
II. Distress and eustress	Lecture	10mins	Worsheet
III. Responding to stress	Lecture/Quiz	20mins	Worksheet
IV. Effects on body	Lecture	5 mins	Worsheet

Teaching Steps

Introduction

Overview & Rationale for Today's Lesson

Today in class we will be talking about Mental and Emotional Health. We will be talking about stress and the various ways it can affect us. We will learn what a stressor is as well as the difference between distress and eustress. We will also look over some of the effects that stress can have on your body. This is relevant to all of you because no one is immune to stress. Since no one is immune to stress we are going to develop a personal stress plan that can be used in times of stress.

1. What are stress and stressors?

Ask: What is stress?

Content Bite: Stress is a specific response by the body to a stimulus that can be positive or negative.

Ask: What is a stressor?

Content Bite: A stressor is an activity, event, or other stimulus that causes stress.

2. Distress vs. Eustress

Tell: Stress can be both positive and negative.

Content Bite: Eustress is stress that is deemed healthful or giving one the feeling of fulfillment.

Distress is pain or suffering affecting the body, a bodily part, or the mind.

Skill Cue: Have the class give examples of stress and write them on the board. Ask them if that type of stress is eustress or distress.

3. Identifying How We Respond To Stress

Activity:

Directions: Answer "yes" or "no" to these questions about stress. Then figure your scores for mental stress and physical stress.

1. Yes No When I feel stressed, I can't concentrate or think clearly.
2. Yes No I get a stomachache or headache when I am feeling stressed.
3. Yes No I can tell when I'm stressed because I worry about everything.
4. Yes No When I'm stressed, my heart beats fast and my palms get sweaty.
5. Yes No I get irritated and upset when I'm under stress.
6. Yes No I usually get sick when I'm under a lot of stress.

Scoring

Give yourself one point for mental stress for a "yes" answer to each of the following statements: #1, #3, #5.

Mental Stress Score

Give yourself one point for physical stress for a "yes" answer to each of the following statements: #2, #4, #6.

Physical Stress Score

Interpreting Your Score

If you have more "mental" points, you probably respond to stress through how you think and feel. If you have more "physical" points, you may have more symptoms in your body. People with equal physical and mental points probably experience stress in both their bodies and their minds.

4. Effects of Distress on the Body

Tell: Stress has many various effects on our bodies. Some of the effects can be but are not limited to:

Content Bite:

Digestion (upset stomach)

Chronic headaches

Long term stress can lower your immune system and make you more vulnerable to colds

Some people practice unhealthy eating habits during times of stress (weight gain/loss).

Stress can affect your sleep cycles and cause you to develop poor sleep habits.

Summarize and Debrief

Tell: Today's lesson was about stress, stressors and the two different types of stress which are, distress and eustress. We identified individual responses to stress and talked about a few of the possible effects that stress can have on our bodies. We talked about some strategies to help deal with stress.

Unit Assessments

Lesson 1

Assessment Strategy

Content:

10 points: Filling out Notes Worksheet throughout lecture

Skills:

3 points per activity: Participation in both activities.

3 points: Writing down each message from other group members from Body Language Activity.

Name:

Notes Worksheet for Behavior and Relationships

1. A _____ is an emotional or social connection between two or more people.

2. Personal responsibility is doing your _____, keeping _____, and accepting the _____ of your actions.

3. Personal responsibility shows that a person has what two characteristics?

_____ & _____

4. _____ (True or False) Making eye contact with the talker while you are listening is a good form of communication.

5. Give two examples of non-verbal (without words) communication.

6. ____ (True or False) Behavior is not the way to conduct oneself through thoughts and feelings.

7-9. Choose correct answer

_____ Passive Behavior

A. Being confident

_____ Assertive Behavior

B. Intends to cause harm

_____ Aggressive Behavior

C. Choosing not to do anything

10. The most affective behavior to use while in response to a situation is _____.

Notes Worksheet for Behavior and Relationships

Answer Key

1. Relationship

2. Part, Promises, Consequences

3. Reliable, Caring

4. True

5. Nodding, Eyebrow raise

6. False

- 7. C.
- 8. A.
- 9. B.
- 10. Assertive

Lesson 2

Assessment Strategy

Content:

10 points: Filling out Notes Worksheet throughout lecture.

Skills:

5 points: Brainstorming and participation in refusal skills activity.

Name:

Notes Worksheet for Friendship and Refusal Skills

1. Which behavior did your group share with the class?

2-5. List the four qualities that make a good friend.

6. Give an example of positive and negative peer pressure.

Positive:

Negative:

7. _____ (True or False) Staying focused on the issue is one of the refusal skills.

8. We discussed _____ ways to say "no".

9. List one of those ways of saying no.

10. Write down the real life scenario your group choose to share with the class.

Notes Worksheet for Friendship and Refusal Skills

(Answer Key)

1. Passive, Assertive, Aggressive

2-5. Respect, Leadership, Cooperation, and Support

6. Positive: A friend helping you to achieve your goal.

Negative: Asking a friend to steal.

7. True

8. 12

9. 1. Say no firmly

2. Repeat the word over and over
3. Give an excuse
4. Give reasons
5. Avoid or leave the situation
6. Change the subject
7. Suggest an alternative activity
8. Ignore the problem/act dumb
9. Find friends who feel the same way you do
10. Reverse the pressure
11. Delay your decision
12. Tell your friends, "I have made my decision"

10. One of the scenarios from the hat

Lesson 3

Assessment Strategy

5 points: Participation in the scenario activity

5 points: Write the three ways of recognizing conflict and 5 reasons why conflict happened during the scenario activity.

Scenarios in Hat

You hear someone making fun of another student because of the country they come from.

A special education student is being made fun of because of their disability.

You hear someone outside of a special ed classroom saying. "that's where retards go".

You see someone writing on the wall saying mean things about a girl.

Someone is making fun of the way another student is talking.

Someone is making fun of a struggling student in class.

Someone emails you an embarrassing picture of another student in your school.

You hear someone spreading rumors about someone in your class.

Someone asks you to help spread a rumor.

You see someone making faces at another student.

Someone sticks their tongue out at another student.

You hear someone call another student a name that makes fun of their religion.

Students try to pressure someone in the group to do something, or they will cut them out of the group.

You hear someone saying mean things about someone who is not in the room.

A group is talking about a student who smells bad and has shabby clothes.

Someone cuts in the lunch line.

Someone tells another student, "you are not my friend anymore".

Boys tell girls they can't join the soccer game at lunch.

A group of students agree not to let someone join their group in science class.

Students shut others out of their game in P.E. class and complain when they are told they must include everyone.

Someone tells a girl that girls are not good at sports, building things, or math.

Someone calls another student the "B" word.

Someone in the group threatens, "If you hang out with him you can't be our friend".

You see someone giving your friend "the finger".

Someone does the "crazy" sign to another student.

You hear someone saying, "That test was so gay!"

You hear someone saying the basketball team played "like a bunch of girls."

Someone tells another student that their family is poor and that is why they have such crummy clothes.

Someone grabs another student rear end.

You hear something embarrassing about someone else and are tempted to tell others.

Someone swears at another student.

Someone runs down the hall bumping in to people.

Someone tells a male student he "cries like a girl."

You hear someone saying to another student, "you stink at wrestling."

Lesson 4

Assessment Strategy

Content:

3pts: Students define an I-message and you-message

Skill:

I-message Activity-

5pts: Students come up with three examples of I-messages with their partner and pick their favorite one to write on the board. Then are able to label each part of an I-message correctly.

I-I feel.....

B-behavior

F-feelings

C-consequence

(Ex.) I feel(I) frustrated(F), when I study a lot(B) and do not get the grade I want(C).

2pts: With their same partner, students come up with three you-message examples to understand how not to express their feelings.

Lesson 5

Assessment Strategy

Content and Skill:

Anger Management Activity

3 points: Writes a valid situation that has recently taken place where student didn't manage anger in a healthy manner.

3 points: Writes a valid solution to improve this situation by dealing with it in a healthy manner.

Name:

Anger Management Activity

1. I want you to write about a situation that has taken place recently where you did not manage your anger in a healthy manner.

Lesson 6

Assessment strategy:

Content and Skill:

15 pts: Stress worksheet should be filled out by students.

Name:

Stress Worksheet

1. _____ is a response by the body that can be positive or negative.(1/2pt)
2. A _____ is something that causes stress.(1/2pt)
3. _____ is stress that is healthy or gives a feeling of fulfillment.
(1/2pt.)
4. _____ is stress that is negative and is harmful for your
body.(1/2pt.)

List 5 types of Eustress

List 5 types of Distress

List 3 different effects that stress has on your body

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