

6th Grade Health Lesson Plan					
Teacher:		Subject: Health – 6 th Grade			
Date:		SOL(s): 6 th Grade – 6.1p; 6.2p; 6.3l, s			
Lesson Title: Mental and Emotional Health					
Objective: n		Materials Needed:			
<ul style="list-style-type: none"> I can identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harm behaviors). I can identify internal factors, such as criticism or stress, which influence emotional and social health. I can create a plan to prevent and manage stress. I can identify the relationships between personal actions, self-image, and personal success. 		<p>PPT notes (to be created) Butcher block (or some large paper per group) Sticky notes Mind map*** Students notes sheet</p> <p>Supplemental Materials: Diversity...Respecting the Differences https://youtu.be/3OXJcrWCbSg</p> <p>Stress Management Strategies: https://youtu.be/OfL-pn80s-c</p>			
Bloom's Level					
<input checked="" type="checkbox"/>	Remembering	<input checked="" type="checkbox"/>	Understanding	<input type="checkbox"/>	Applying
<input type="checkbox"/>	Analyzing	<input type="checkbox"/>	Evaluating	<input type="checkbox"/>	Creating
				X	
Lesson Vocabulary:					
"Stinkin' Thinkin'"; Stress: eustress, distress; stressors; stress management					
Before the Lesson:					
Today, we'll be discussing personal characteristics that contribute to happiness, identifying internal factors such as criticism and stress which influence our emotional and social health, creating a plan to prevent and manages stress, and identifying how our personal					

actions, self-image, and personal success relate to each other.

Direct Instruction:

Hook: As students are walking into class, ask them to put all materials away except for a piece of paper and something with which to write. Tell students they'll be having a quiz. Standing in front of the class, ask: "How did you react to the fact that we're having a quiz that you didn't know about?" In a complete sentence, have them write a response. Then, have them write a complete sentence on how they handle stressful situation. Each student has 10 seconds to share out how they felt!

--Within randomly created* small groups, have students identify 5 characteristics that creates happiness for themselves and others; write each on a sticky note and place on their group's butcher block paper. Share out with each group.

--Within the group, have students identify internal factors, such as criticism or stress, that negatively impacts their emotional and social health. Write each on a sticky note. For 1 of these factors, have students explain how they could change that factor into a positive influence. Why would this way be helpful to their emotional or social health?

--Ask students to define stress; clarify and provide an accurate definition. Discuss "eustress" and "distress"; define "stressors"; "Stinkin' Thinkin' " *; stress management techniques.

Using what I've learned: Creating my personal mind-map to identify my stressors and how I can effectively manage my stress.

Using your mind-map, lay out how you can create a personal

Differentiated Instruction: For our ELL and SPED students, we can provide pictures of various stressors,

both positive and negative. Students should be able to identify the difference and explain why a stress is either positive or negative.

For our GT students, higher level thinking questions such as comparing and contrasting various stress management techniques and the effects on mental/emotional health.

Practice: As an exit slip, students will identify a personal stress management technique.

Assessment: Students will complete a mind-map related to content material, and include a goal-setting plan to help me manage my stress.

Notes/Reflection:

*Randomly created groups: Within a theme,(colors, animals, silly movie characters,etc), select as many characters as you need groups so there are only 4 to a group. Make (and laminate) enough copies so each student receives a copy.

**Stinkin'Thinkin': term used to describe thinking or saying negative thoughts about yourself; the mind thinks negatively and the body follows; this kind of thinking causes you to miss out on the positive things in life.

***Mind map