



## Grade 6 Sample Lesson Plan: Unit 4 – Mental and Emotional Health

### SOLs

- 6.1p
- 6.2p
- 6.3l

### Objectives/Goals

- 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

### Materials

- PPT notes (to be created) Butcher block (or some large paper per group)
- Sticky notes Mind map\*\*\*
- Students notes sheet
- Supplemental Materials: Diversity...Respecting the Differences  
<https://youtu.be/30XJcrWCbSg>
- Stress Management Strategies: <https://youtu.be/0fL-pn80s-c1>

### Procedure

- 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.
- 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