

7th Grade Mental/Emotional Health Education Lesson Plan					
Teacher:	Subject: Health – 7 th Grade				
Date:	SOL(s): 7 th Grade – 7.1l, p, q; 7.2p, q, r; 7.3p, q				
Lesson Title: Mental and Emotional Health					
<p>Objective:</p> <ul style="list-style-type: none"> • I can develop strategies for coping with disappointment. • I can analyze the benefits of stress management and stress-reduction techniques. • I can identify physical, social, and emotional factors that affect school success. • I can explain the benefits of emotional flexibility, stress management, and stress reduction techniques for emotional health. • I can develop achievable goals for handling stressors in health ways. • I can explain the importance of a positive (emotionally safe) school climate for school success. • I can promote strategies for coping with disappointment and adversity. • I can promote seeking help for mental health concerns. 	<p>Materials Needed: PPT notes (to be created) Butcher block paper, sticky notes Student notes (tbc) Copies of mind-map</p> <p>Supplemental Materials:</p> <p>Healthy Environment https://youtu.be/qcU-26zkK-A</p> <p>Stress: Types of Coping Strategies https://youtu.be/zPZPQA_WItM</p> <p>What is stress https://youtu.be/s93ywgFa6CM</p> <p>Successful school https://youtu.be/QpZgWXT23bg</p>				
<p>Bloom's Level</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Remembering</td> <td><input checked="" type="checkbox"/> Understanding</td> </tr> <tr> <td><input checked="" type="checkbox"/> Analyzing</td> <td><input type="checkbox"/> Evaluating</td> </tr> </table>	<input checked="" type="checkbox"/> Remembering	<input checked="" type="checkbox"/> Understanding	<input checked="" type="checkbox"/> Analyzing	<input type="checkbox"/> Evaluating	<p>Lesson Vocabulary: "Stinkin' Thinkin'"; Stress: eustress, distress; stressors; stress management; adversity, resiliency</p>
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Before the Lesson:

Today, we'll be discussing ways to cope with disappointment, benefits of stress management and stress-reduction management, how our health can affect school success, and developing achievable goals for to handle stressors.

Direct Instruction:

Making random groups of 4: As students enter class, give each student a sheet of paper.* Have them sit in their regular seats. Once all are seated, have students SILENTLY find and sit with others in their group.

Hook: No more Stinking Thinking! Pinch your nose closed with your fingers until the class has caught on and done the same. Maintaining this gesture, introduce/review the idea of "Stinkin' Thinkin' (ST)". Within their groups, give students 2 minutes to come up 3 ST statements. Then, have them discuss and record how they can change each ST statement into a positive one. Have each group share 1 ST statement and the positive alternative.

--Stress: define; discuss "eustress" and "distress"; define "stressors"

--Have students write down a stressor in their life and explain why it was a stressor. In groups, share stressors then compile a list of 4 different stressors. Have students write each stressor on separate sticky notes; display on butcher block paper. Review aloud and vote on the top 5 stressors. **Have students write these down. --??**

--Within their group, have students discuss 3 ways to reduce stress and the 3 benefits of reducing and managing stress. Have each group share out 1 stress reduction technique and how using it benefits their health.

--One stressor is school. In their group, identify physical, social, and emotional factors that affect school success. Then, explain the importance of an emotionally safe school environment for school success. Share out with the class.

--Each group will discuss a disappointment someone has or may face. Create a plan for handling this disappointment. Get with another group. One group shares their disappointment. The other group discusses amongst themselves then shares how they think it should be handled. Compare each group's method. Analyze each group's response. What's the most effective way to handle this disappointment? Switch roles.

Seeking help: Discuss examples of mental health concerns. Research: Who can I go to for help for myself? Others? How can I promote seeking help for mental health concerns? What can be done in school? at home?

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 reduced-stress environment reference guide. Where do I start? What are my top 4 major stressors? Why is reducing my stress important? How do I create my reduced-stress environment? How can I effectively handle disappointment?

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 analyze the cause and effect of leading mental health issues in adolescents.

Practice: On a written exit slip, students will be able to explain an emotional benefit of using an identified stress management technique.

Assessment: Students will complete a mind-map related to content material, and include a goal-setting statement to help me improve/maintain my mental health.

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; **the mind thinks negatively and the body follows—Pat, please revise