

8th Grade Health Education Lesson Plan	
Teacher:	Subject: Health – 8 th Grade
Date:	SOL(s): 8 th Grade – 8.1q-t; 8.2k,l,q; 8.3k,l,n
Lesson Title: Mental and Emotional Health	
<p>Objective:</p> <ul style="list-style-type: none"> • I can describe healthy ways to handle the emotional, psychological, and physical consequences of stress. • I can design a management plan to reduce stress. • I can describe effective coping mechanisms for managing personal and family stress. • I can analyze the role of tolerance and resilience when coping with stress. • I can explain the impact of failing to recognize issues related to mental and emotional health. • I can explain why seeking help for mental health issues is important. • I can describe the signs and symptoms of depression and suicide. • I can describe signs of self-harm behaviors and identify resources for someone exhibiting these behaviors. 	<p>Materials Needed: PPT+ notes (make into student H/O) Stress Biodots (optional); order www.stressstop.com Technology (Download https://getKahoot.com) Self Inventory of Mental/Emotional Health (Welnet) Poster Paper/Markers/Sticky Notes Pre/Post Knowledge Survey (Embedded in PPT)</p> <p>Supplemental Resources: DVD: Help! I'm Stressed (learning zone express.com)</p> <p>VIDEOS: Teen Stress Issues: https://youtu.be/fynfKQilSgk (teacher advisory: good video, bit gloomy) https://www.youtu.be.com/watch?v=s93ywgFa6CM (What is Stress?) https://www.youtu.be.com/watch?v=JbOwy5M2wG0 (Cause, Effects, Tips) http://kidshealth.org/teen/your_mind/emotions/stresshtml#cat20140</p> <p>WEB SITES: (Background Information) http://www.heysigmund.com (“The Adolescent Brain-What All Teens Need to Know”) http://www.morethanmedication.com (Stress Lessons) https://afsp.org/about-suicide/risk-factors-and-warning-signs/ http://SAMHSA (Signs and Symptoms of Depression in Teens)</p>

	Lesson Vocabulary: "Stinking Thinking"**, Fight-or-flight, Stress, Stressors, Depression, Suicide, Distress, Eustress, Resiliency,
--	---

Before the Lesson: Today, we'll be discussing stressors, effective stress management techniques, analyze the role of resilience and tolerance in handling stress, signs and symptoms of depression, the impact of failing to recognize issues related to mental/emotional health, seeking help for mental health concerns, and describe the signs of self-harm behaviors and those who can help someone doing these behaviors.

Direct Instruction:

- Hand out Self Inventory of Mental/Emotional Health to each student
- Randomly create groups of 4 students BEFORE getting started.
- Have students download Kahoot! Answer the Pre Knowledge Questions as a class
- Use PPT as a guide

Hook: Have them, as a class, answer the following question: Why do middle schoolers behave and act differently than adults?

-Vocabulary: Review : definitions below and in PPT

Working in small groups, students will:

- List three attributes of a mentally healthy person on sticky notes. Have them draw a health triangle on poster paper and apply the sticky notes to the appropriate side.
- Discuss as a class. Review any attributes they may have missed.

-On the back side of the poster paper, have the group identify 5 stressors specific to teens. Have them mark whether each stressor is positive (eustress) or negative (distress). Can some be both?

-Discuss as a class. Add additional stressors they may have missed.

-Discuss coping mechanisms (resiliency). Have students write down, on their poster paper 3 ways teens manage their stress.

-Discuss their answers as a class. Perhaps use "stick" analogy. Take a popsicle stick and break it in half. Then put a rubber band around a bunch of sticks, and try to break them. Cant be done. Ask students what the analogy means: **(that it may take a bunch of**

-Depression— teacher led discussion of signs and symptoms; Focus on the 2 major **factors/triggers leading to depression or suicide – BULLYING, SOCIAL MEDIA**

Suicide—teacher led discussion of warning signs and symptoms; don't dwell on this, but focus the discussion on getting help!

Differentiated Instruction:

For ELL and SPED students, give pictures of various stressors and have them identify whether it's "good" or "bad" stress

For our GT students, research the impact of bullying, cyberbullying, and social media on leading causes of mental health issues among teens.

Assessment: Create a personal mind map related to "maximize my mental health"; include goal-setting for mental/emotional management plan
Mind map info: personal stressors, stress management techniques, benefits of resiliency; written goal to manage my mental health (what changes you can make to manage/reduce my stress?).

Notes/Reflection:

Make sure you have stress dots if you plan to use them.

Materials needed to randomly create groups.

Check video links prior to class.

Make sure you have access to the internet and some kind of projector and computer to run class.

Give Pre Knowledge Survey again at end of unit to assess student knowledge

VOCABULARY DEFINITIONS:

-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.

-Stress: the body's physical and psychological response to traumatic or challenging situations.

-Fight-or-flight: the body's physiological responses to facing the situation or fleeing from it

-Eustress: feelings of excitement produced by a stressor; positive/good stress

-Distress: unpleasant feelings brought on by a stressor; negative/bad stress

-Stressor: any factor that causes stress

-Stress management: techniques used to reduce or eliminate stress

-Resiliency: being able to bounce back from a difficult situation

-Depression: feeling unusually sad for at least 2 weeks; feeling extremely sad, hopeless, and unimportant and unable to live in a normal way of life

-Suicide: taking one's life voluntarily or intentionally

Definitions from Comprehensive Health, Goodheart-Wilcox Publisher, 2015, pp 475, glossary