**HEALTH EDUUCATION**

**BLOCK PLAN**

**GRADE LEVEL: 11TH**

**TOPIC: MENTAL HEALTH**

**STANDARD(s)**

**Standard 1- Students will comprehend concepts related to health promotion and disease prevention as a foundation for a healthy lifestyle.**

**Standard 2- Students will analyze internal and external factors to adopt and maintain healthy behaviors.**

**Standard 3- Students will access valid health information, products, and services to adopt and maintain healthy behaviors.**

**Standard 4- Students will demonstrate interpersonal communication skills to adopt and maintain healthy behaviors.**

**Standard 7- Students will demonstrate behaviors to enhance health and wellness.**

**Standard 8- Students will demonstrate advocacy skills to enhance health-related behaviors for oneself and others.**

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| **Lesson #1** |
| Lesson Title: | Make Every Day a Sunny Day |
| Health Literacy Skill (s): | CC: Evaluates effective strategies for dealing with difficult relationships with family members, peers, and boyfriends and girlfriends.IC: Demonstrates how to effectively ask for assistance to improve personal mental and emotional health. |
| Content: | Discuss positive things and challenges about your peer and family relationships.Identify positive characteristics about your classmates and your family. |
| Strategies/Activities | Role play given scenariosVideo of effective communication skills (things that you like about yourself) |
| Diagnostic Assessment | Pre-test for unit |
| Formative Assessment | Think-Pair-Share resultsUtilize rubric for role play scenarios- communication skillsSelf-evaluation videoList ways to build and manage healthy relationships. |

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| Lesson #2 |
| Lesson Title: Help! I Need Help! |
| Health Literacy Skill(s) | CC: Evaluates effective strategies for dealing with stress,CC: Analyzes the relationship between depression, anxiety and suicide.INF- Analyzes how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury)AI: Determines when professional mental and emotional health services may be required. SM: Analyzes the role of individual responsibility in enhancing personal mental and emotional health. |
| Content: | Review- how the roles of family and peers can positively affect one’s mental health.Define eustress, distress, depression, anxiety, suicide.Identify and contrast long and short term effects of stress on the body.Discuss how one might know if a person is clinically depressed or temporarily sad, lonely or moody.Warning signs of suicideWays to prevent suicidePlaces to seek help |
| Strategies/Activities | Think-Pair-Share list of ways family and peers can positively affect mental health.Students complete worksheet on **Effects on the Body onto Short-term and Long-term effects.**Class discussion on warning signs of suicideBrainstorm ways to prevent suicideIn pairs- locate sites where one could seek help. |
| Formative Assessment | Completed worksheet **Effect on the Body**Collect sites where students could go for help.Self-evaluation- what actions could you take if someone you know shows warning signs of suicide? |

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| Lesson #3 |
| Lesson Title: Mental Disorders----So Much to Learn! |
| Health Literacy Skill(s) | CC: Evaluates the interrelationship of physical, mental, emotional, social, and spiritual health.INF: Analyzes how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury)AI: Evaluates the validity and reliability of mental and emotional health information, products and services.ADV: Collaborates with others to advocate for improving personal, family, and community mental and emotional health of others. |
| Content: | Review the components of one’s overall wellness.Describe the interrelationships of mental, emotional, intellectual, physical and social health regarding mental illnesses.Types of mental illnesses: brief descriptionAnxietyBi-Polar DisorderDepressionEating DisordersPost-Traumatic Stress DisorderSchizophreniaBorderline Personality Disorder |
| Strategies/Activities | Q/A components of overall wellnessDiscussion on interrelationships of healthGroup work taking Obsessive Compulsive Disorder and identifying the interrelationship components of wellness (physical, emotional, social, intellectual) and how the disorder c could impact one’s health.Discuss group’s findings. Discuss Class Project- done individually |
| Formative Assessment | Project to help students understand what people with mental illness are dealing with and allowing for empathy towards those individuals. Complete the project using resources from home, school, and community. Use rubric to assessment the project.**Project includes:** (providing references on how you determined the validity and reliably.Identify illness/disorderCompleted Worksheet- Overview/definition of selected disorderPoster- visual that reflects characteristics (warning signs/symptoms) of the disorder- will be used during class presentation.Risk Factors which may lead to illnessTreatments availableStatistics or interesting facts about the history of the illnessEssay- including what the individual with the disorder is experiencing- intellectually, physically emotionally and socially.Class presentation of your project.- Using rubric |