

COURSE: Health	GRADE(S): 6 th Grade
UNIT: Mental Health	TIMEFRAME: 6 Lessons

NATIONAL Health Education STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STANDARD 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.2. Healthful Living	
10.2.6.A.	Explain the relationship between personal health practices and individual well-being.
10.3. Safety and Injury Prevention	
10.3.6.C.	Describe strategies to avoid or manage conflict and violence.
<i>Reading Assessment Anchors:</i>	
R6.A.2.1 Understand nonfiction appropriate to grade level	
R6.A.2.1	Identify and apply the meaning of vocabulary in nonfiction.
R6.A.2.3	Make inferences, draw conclusions, and make generalizations based on text.
R6.A.2.4	Identify and explain main ideas and relevant details.

UNIT OBJECTIVES:	CONTENT:
Explain the significance of developing and maintaining a positive lifestyle.	<p>I. What is Health?</p> <ul style="list-style-type: none"> - Health is a combination of physical, mental/emotional and social well being. o <i>Physical health</i> – includes total care of your body. This involves keeping your body fit, practicing cleanliness, good grooming habits and eating a well-balanced diet. o <i>Social Health</i> – involves getting along with others. This includes working, or playing well in a group, making and keeping friends, giving and getting support when it is needed. o <i>Mental and emotional health</i> – includes liking who you are and accepting yourself. This involves expressing emotions in a healthy way, facing life's problems, and dealing with its pressures or stresses in a positive

<p>Identify stressors.</p>	<p>way.</p> <ul style="list-style-type: none"> - <i>Stress</i>: Pressures, demands and worries that make you feel tense. A physical response to life's events. An unavoidable, natural, even necessary fact of life. - <i>Stressor</i>: An event (big or little) that cause stress. <ul style="list-style-type: none"> o Identify causes of stress <ul style="list-style-type: none"> ▪ school ▪ family ▪ friends ▪ career - Stress response: <ul style="list-style-type: none"> o <i>Alarm</i>-Fight or fight response <ul style="list-style-type: none"> ▪ Body prepares itself to response to stressor. ▪ Hormones are released – adrenaline – powerful stimulant o <i>Tension</i> <ul style="list-style-type: none"> ▪ The physical signs of stress ▪ The manifestation of excess hormones released during the stress response. ▪ Psychosomatic disease is caused by tension.
<p>Develop positive stress management techniques.</p>	<ul style="list-style-type: none"> - <i>Positive stress management techniques</i> <ul style="list-style-type: none"> o Sports – fun, release of energy. o Hobbies – something you enjoy, relaxing. o Meditation – quiet time, focus on inner happiness. o Reading – relaxing and changes your focus. o Relaxation – quiet time, time to focus on all the good things in life, allows your body time to rest. <p>II. Define Depression in Teens (Article-Depression and Suicide in Teens)</p> <ul style="list-style-type: none"> - Persistent sad mood, anger, feelings of hopelessness or the inability to feel pleasure or happiness for an extended period of time – weeks, months or years. <p>III. Symptoms (Article-Depression and Suicide in Teens)</p> <ul style="list-style-type: none"> - Difficult to diagnose because they appear to be normal part of the difficulties adolescents face. <ul style="list-style-type: none"> o Changes in eating, and sleeping habits. o Missed school or poor school performance.

<p>Identify symptoms and triggers for depression.</p>	<ul style="list-style-type: none"> o Withdrawal from friends and activities once enjoyed. o Persistent sadness and hopelessness. o Problems with authority. o Indecision, lack of concentration or forgetfulness. o Poor self-esteem/guilt. o Overreaction to criticism. o Frequent physical complaints, such as: headaches and stomachaches. o Anger and rage. o Lack of enthusiasm, low energy or motivation. o Drugs and/or alcohol abuse. o Thoughts of death and suicide. <p>IV. Triggers/causes for depression in teenagers</p> <ul style="list-style-type: none"> - <i>Personal experiences:</i> Death of a loved one, divorce, move to a new area, break up with boyfriend/girlfriend, abuse and bullying, damage to self-esteem, neglect or too much occurring in life too quickly. - <i>Earlier traumatic experience:</i> A young child who is a victim of abuse or incest. - <i>Stress:</i> Lack of emotional support. - <i>Hormonal changes:</i> Physical changes during puberty cause new and unexpected emotions. - <i>Medical conditions:</i> Hypothyroidism, chronic physical illness, substance abuse. - <i>Allergies:</i> Food (sugar, wheat, milk) - <i>Nutritional deficiencies:</i> Amino acid imbalance or vitamin deficiency. - <i>Biology:</i> (Genetics) tends to run in families.
<p>Explain risk factors for suicide and how to get help.</p>	<p>V. Define Suicide: Intentional taking of ones owns life. Third leading cause of youth death.</p> <p>VI. Risk Factors</p> <ul style="list-style-type: none"> - Previous suicidal behavior. - History of psychiatric disorder or substance abuse. - Family history of suicide, psychiatric disorder or substance abuse. - Loss of parent, sibling or pet through any means. - History of abuse, violence or neglect. - Social isolation. <p>VII. Getting Help</p> <ul style="list-style-type: none"> - Listen – encourage friends to talk. (Listen without giving advice). - Get help right away: 1-800 SUICIDE (National Suicide Helpline) - Take a suicide threat seriously. - Do not be sworn to secrecy.

<p>ACTIVITIES:</p> <p>Discussion/Brainstorming of the three aspect of health followed by students drawing aspects of their physical, mental, and social health. (Interpersonal Communication)</p> <p>Place students in a stressful situation followed by a discussion of feelings they experienced and ways their body responded. (Analyzing Internal and External Influences)</p> <p>Discussion on healthy and unhealthy ways to manage stress. (Interpersonal Communication)</p> <p>Students will create a brochure that informs the public about depression, triggers, risk factors for suicide, and where to get help. (Advocacy/Accessing Information)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES: <i>Teen Health Course 3</i> by McGraw-Hill, pp. 4-9</p> <p><i>Totally Awesome Health</i> by Meeks-Heit, pp. 74, 90 and 127</p> <p>How to Survive Teaching Health, by Tilman and Toner, pp. 43-47</p> <p>Web Sites:</p> <p>Aetna Intellihealth (1996-2006) Retrieved on July 13, 2006 from: http://www.intelihealth.com</p> <p>Healthy People 2010 (2006) Retrieved on July 13, 2006 from: http://www.health.gov/healthypeople</p> <p>Kids Health (1995-2006) Retrieved on July 13, 2006 from: http://www.kidshealth.org</p>	<p>ASSESSMENTS:</p> <p>Using a visual representation, students will draw aspects of their physical, mental, and social health.</p> <p>In a journal entry, students will list stressors they have experienced, the way their body responded, and how they dealt with them.</p> <p>Using a rubric, students will create a brochure including definition, symptoms, triggers, risk factors for depression and where to get help.</p> <p>Students will score a 70% or higher on a written test.</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> ✧ Re-test ✧ Test adaptation ✧ Handouts accompanying class notes ✧ Meet with teacher to discuss and review materials ✧ Peer teaching ✧ Additional Time <p>ENRICHMENT:</p> <ul style="list-style-type: none"> ✧ Attend a health fair ✧ Visit local county agencies ✧ Explore alternative stress management techniques. <p>Interview several adults on stress.</p> <ul style="list-style-type: none"> →What causes stress. →How do they react to being stressed. →Identify major stressors in their lives. →What do these adults do to relieve stress. <p>Compile results and report in a written paper.</p> <p>Research depression in teenagers. Answer the following questions:</p> <ul style="list-style-type: none"> ✧ What is depression? ✧ What causes depression in teens? ✧ Are there cures for depression? ✧ How do teens know they are depressed? ✧ Where do they go for help? <p>Cite all resources used.</p> <p>From this research, create a pamphlet for</p>
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