# 6th Grade Health Lesson Plan

**Teacher:**

**Date:**

**Subject:** Health – 6th Grade

**SOL(s):** 6th Grade – 6.1p; 6.2p; 6.3l, s

## Lesson Title: Mental and Emotional Health

### Objective:

- 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 Needed:
- 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/3OXJcrWChSg](https://youtu.be/3OXJcrWChSg)
- Stress Management Strategies:
  [https://youtu.be/0fl-pn80s-c](https://youtu.be/0fl-pn80s-c)

### Bloom's Level

<table>
<thead>
<tr>
<th>☒ Remembering</th>
<th>☒ Understanding</th>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing</td>
<td>□ Evaluating</td>
<td>□ Creating</td>
</tr>
</tbody>
</table>

### Lesson Vocabulary:

"Stinkin’ Thinkin’"***; Stress: eustress, distress; stressors; stress management

**Before the Lesson:**

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.

**Direct Instruction:**

**Hook:** 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