



Five Day Mental Health Unit

**TEACHER WORK SAMPLE MODEL
BAILEY HOGAN**

Take a look at this week-long social emotional unit and project work on mental health, planned and taught to my third grade class at Amy Beverland Elementary!

*Note: While the standards I included are all health and wellness concepts, there are other content standards that would fit these lessons and could be adapted for multiple grade levels

Indiana Academic Standards

Health and Wellness Core Health Concepts: Third Grade-Fifth Grade

Standard 1: 5.1.1: Describe the relationship between healthy behaviors and personal health.

Standard 1: 5.1.2: Identify examples of emotional, intellectual, physical, and social health.

Standard 4: 5.4.3: Explain healthy ways to express needs, wants and feelings.

Standard 4: 5.4.4: Determine ways to communicate kindness and respect for others.

Standard 5: 5.5.1: Identify personal health decisions and influences.

Lesson Plans Day by Day

Day of Unit	Indiana Academic Standards applied	Description of Lessons, Activities, and Talking Points
1 15-20 minutes: Open conversation with students	<u>Health & Wellness</u> <u>Core Health Concepts</u> Standard 1: 5.1.2: Identify examples of emotional, intellectual, physical, and social health.	<p>*Teachers introduces concept of mental health with pre-assessment</p> <p>Pre-assessment:</p> <p>Write the words "Mental Health" in the middle of a large sheet of chart paper. Students will be given post-it notes to add what they believe or know about mental health. Have a discussion about what they added to the chart and validate all of their important ideas.</p> <p>Then move into an open conversations about mental health</p> <ul style="list-style-type: none"> We have to keep our bodies healthy, so we have to keep our minds healthy too! <p>*Ask students what mental health means to them and if they have ever had a conversation about it before.</p> <ul style="list-style-type: none"> Share personal stories about your own mental health struggles/experiences - Be open with them! They can handle it! Finish up by asking them to be thinking about ways to be mindful of their mental health and feelings to talk about tomorrow
2 15-25 minutes: Read aloud and drawing	Standard 1: 5.1.1: Describe the relationship between healthy behaviors and personal health. Standard 4: 5.4.3: Explain healthy ways to express needs, wants and feelings.	<p>*Listen to read aloud: Yesterday I Had the Blues</p> <ul style="list-style-type: none"> Use this book as a way to introduce that not only do people have completely different feelings every day, but we also have different ways of expressing them. <p>*Ask students to consider how they feel today and how they feel it would be expressed if they drew those feelings.</p> <p>Then, have them draw! Allow space for them to be creative; no specific things to draw. This will be a relaxing start to your morning and a great way to gauge the mental state of students for the day.</p>
3 20 minutes: Read aloud and group conversation	Standard 1: 5.1.1: Describe the relationship between healthy behaviors and personal health. Standard 5: 5.5.1: Identify personal health decisions and influences.	<p>*Listen to read aloud: The Good Egg</p> <p>*Stress the importance of taking care of your mind and body and keeping a balance (Habit 7: Sharpen the Saw)</p> <ul style="list-style-type: none"> Have students share what things they do to mentally take care of themselves and make a list (artwork, music, sleep, exercise, family time, meditation, etc.) - this gives students a new list of ideas to practice healthy ways to stay mentally healthy List can be made on chart paper or on the board

Lesson Plans Day by Day

4

20 minutes:

Project work

Standard 1:

5.1.1: Describe the relationship between healthy behaviors and personal health.

Standard 4:

5.4.4: Determine ways to communicate kindness and respect for others.

Standard 5:

5.5.1

Identify personal health decisions and influences.

*Introduce the project work by reminding students of the conversation from Day 3. Connect back to Active Citizen Unit.

- Who are active citizens in our school community?
- Do you think they work too hard sometimes?
- How can we show them that we appreciate them and remind them to take care of their mental health?

*Begin writing letters of appreciation with small reminders of the importance of taking care of their own mental health. Encourage students to write 2-4 letters.

5

20 minutes:

Project work

Standard 1:

5.1.1: Describe the relationship between healthy behaviors and personal health.

Standard 4:

5.4.4: Determine ways to communicate kindness and respect for others.

Standard 5:

5.5.1

Identify personal health decisions and influences.

*Continue writing letters from Day 4.

*Adding reminders of mental health will be **post-assessment** of students' learning

- When all letters are written, make bags with each staff members name to fill with appreciation letters and deliver to them if time allows

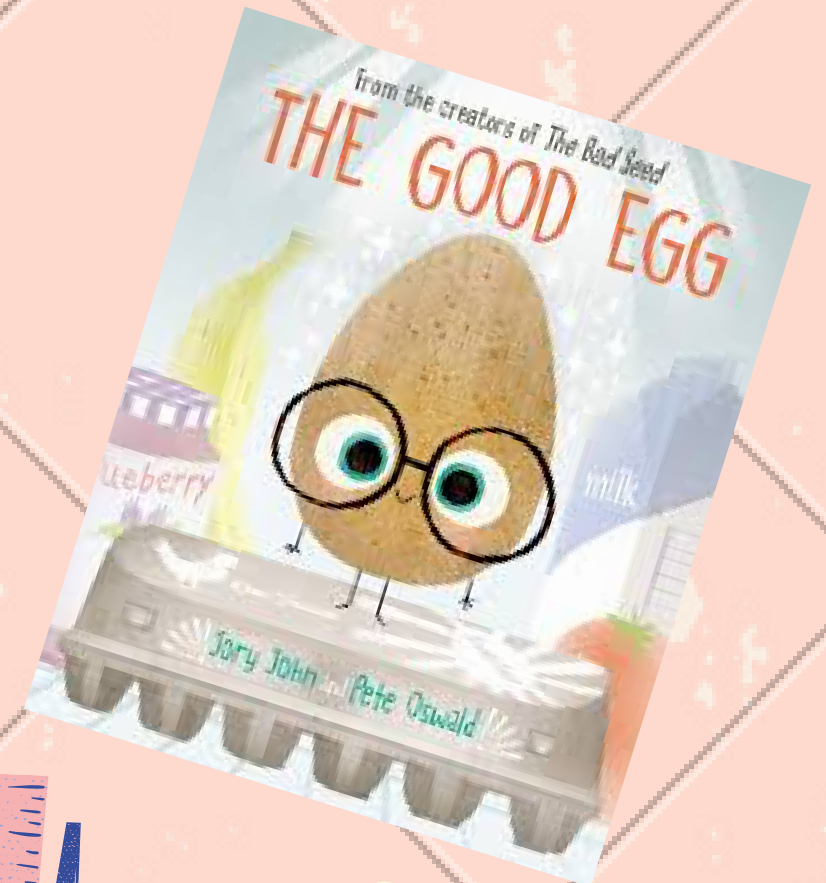
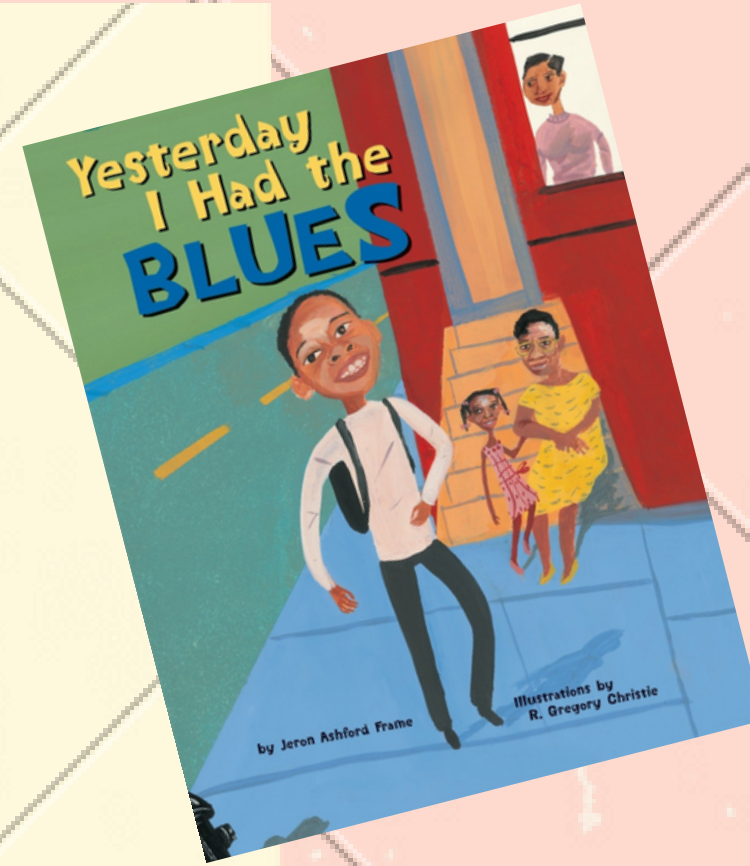
Resources Used

Yesterday I Had the Blues, Jeron Ashford Frame

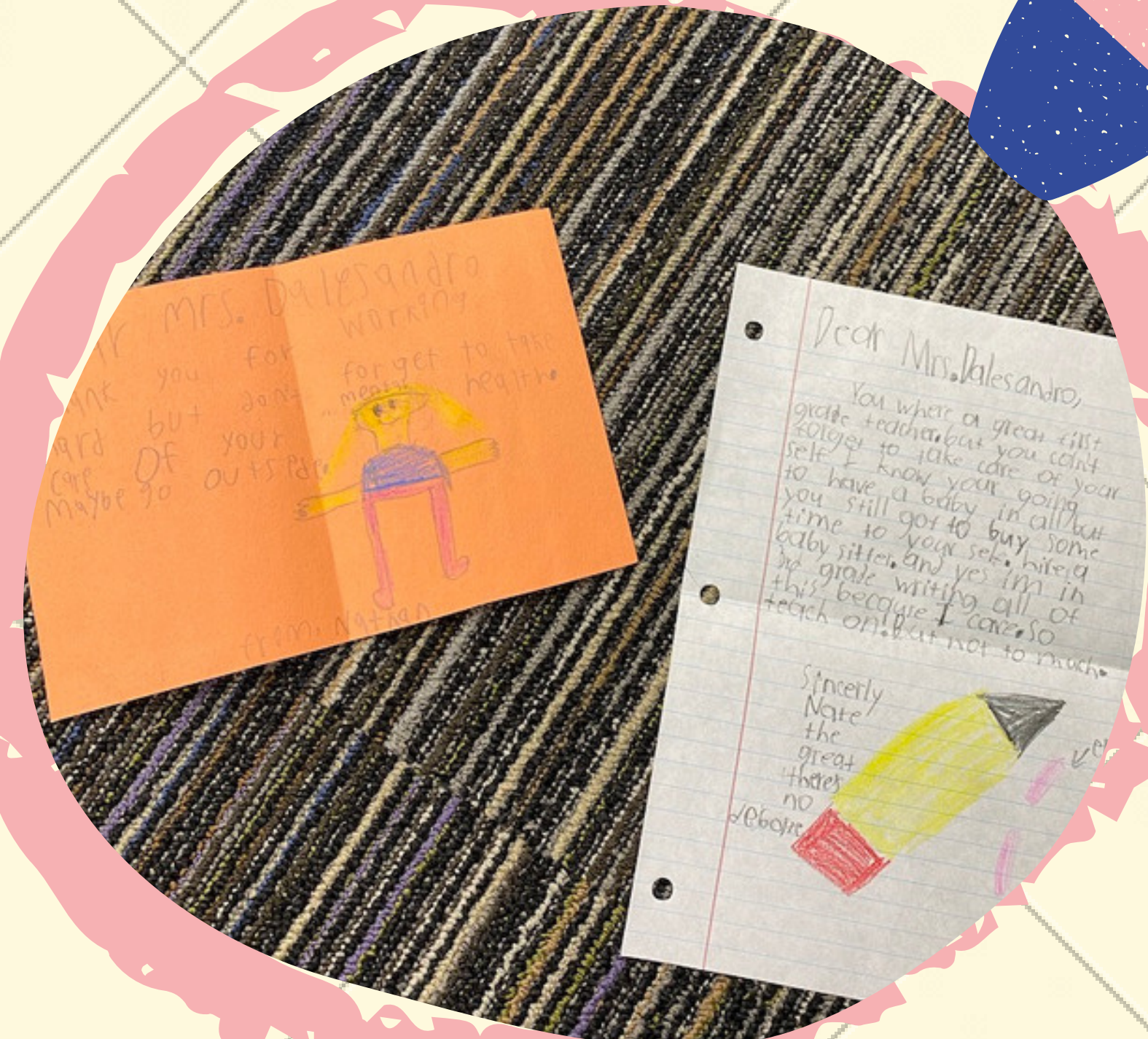
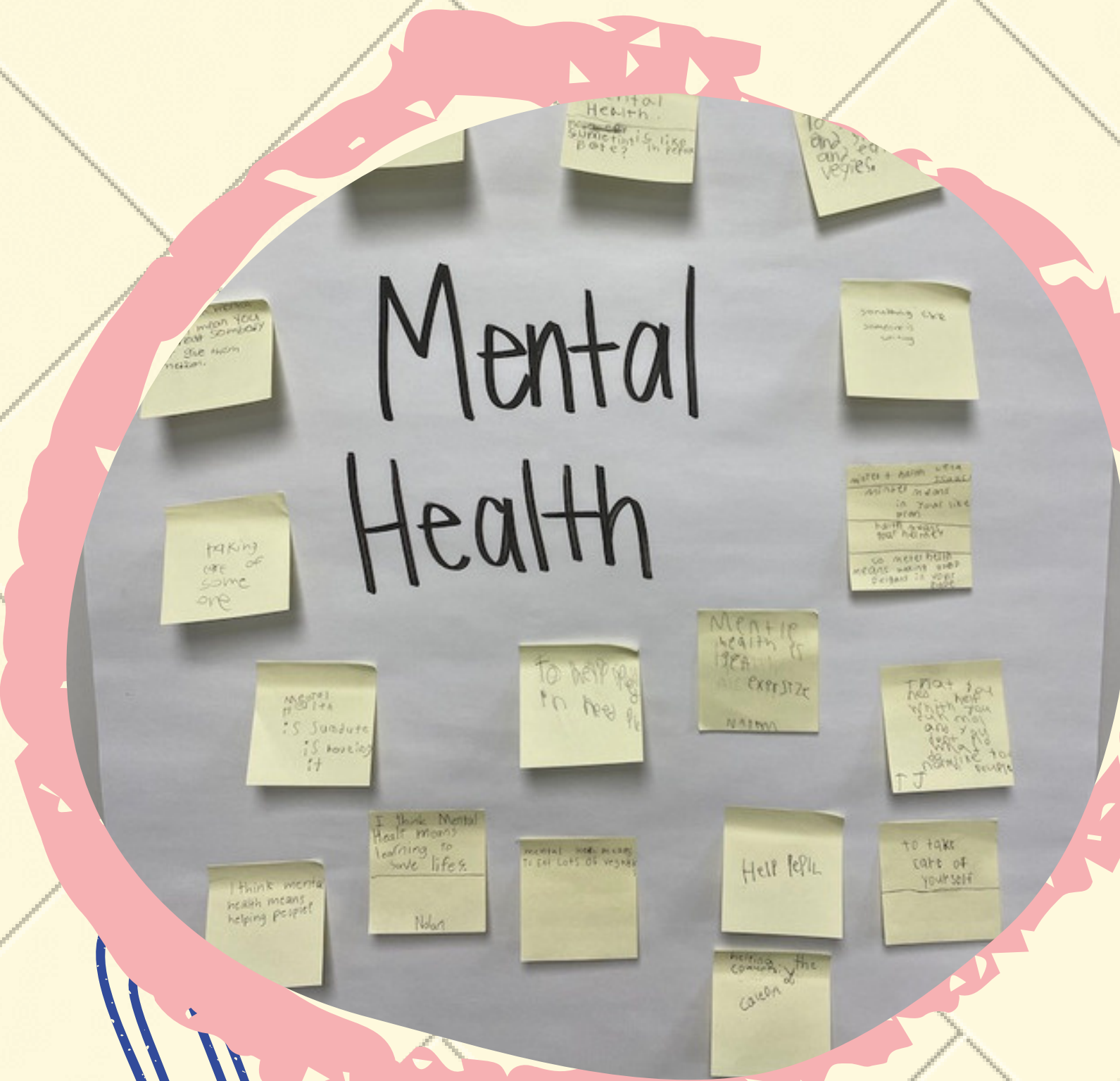
A story of a young boy who describes his feelings and the feelings of those around him in colors. This book is perfect for teaching students how to express their emotions in new and different ways (verbally, artistically, etc.)

The Good Egg, Jory John

This is the tale of a good egg stuck in a carton full of bad eggs. The stress he puts on himself trying to take care of everyone else leads to cracks in his shell and he learns new ways to cope with stress and be kind to himself. Incredible book for teaching mental and physical health strategies.



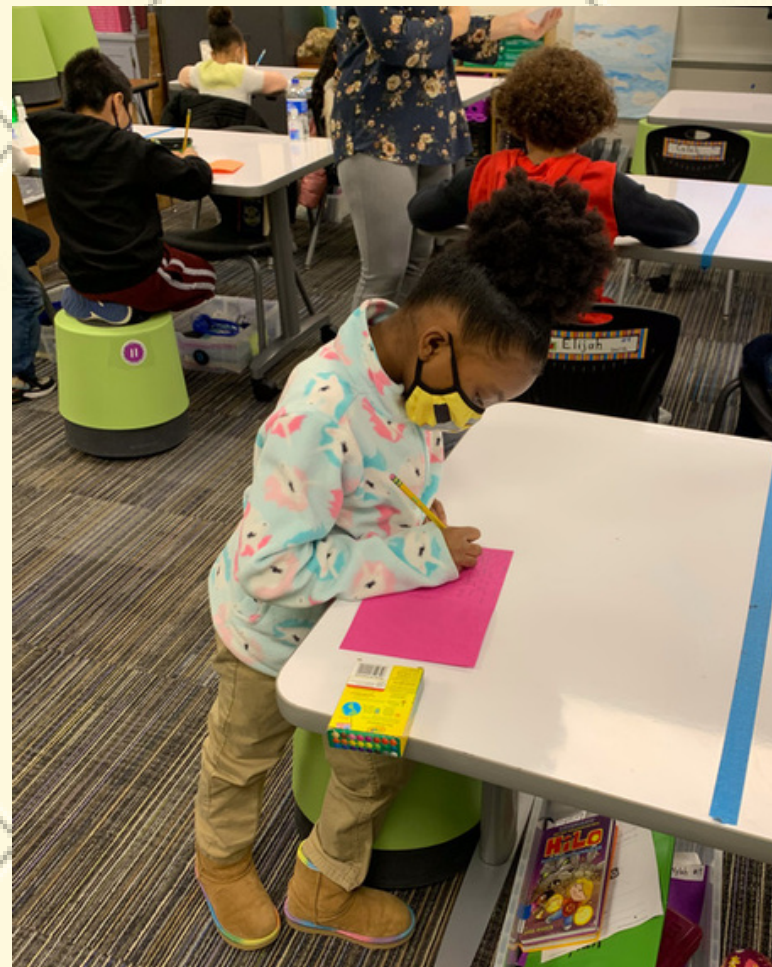
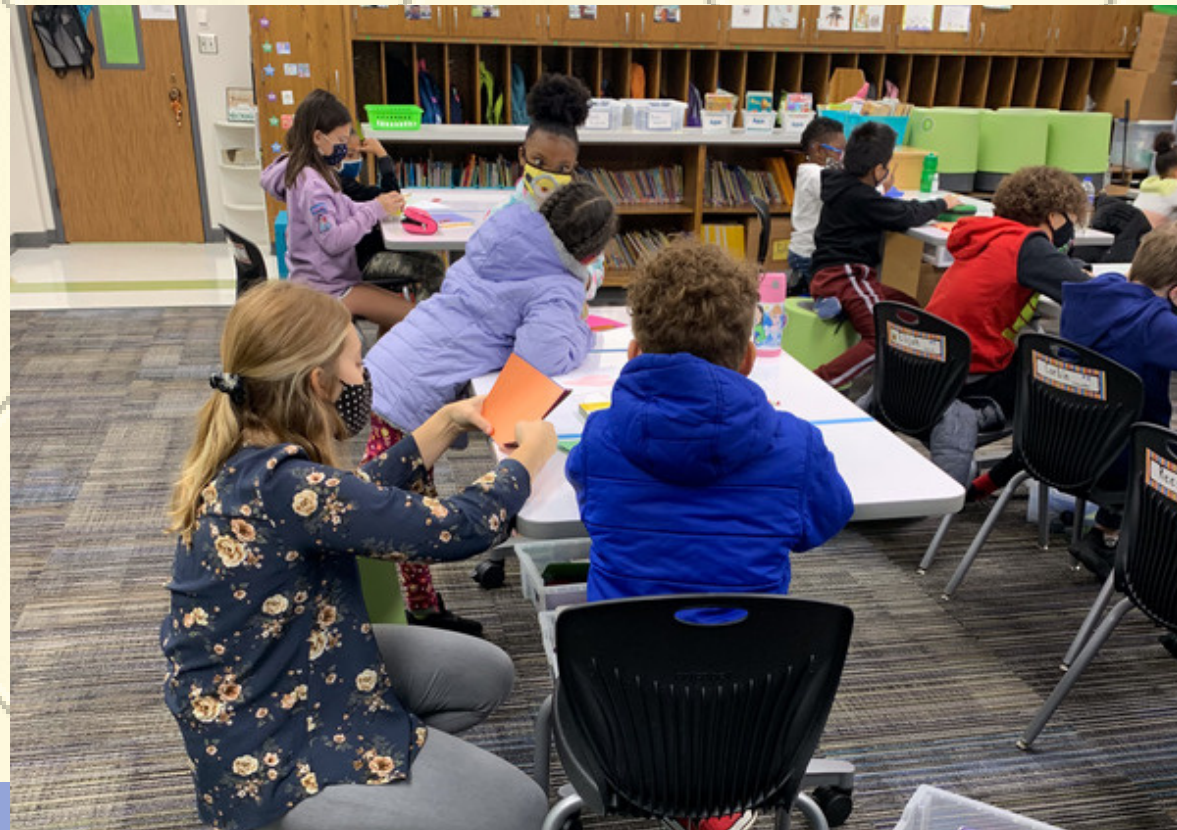
Formative Pre-Assessment:
Students added what they knew or thought about mental health



Summative Post-Assessment:
Students wrote letters to staff members in the school community that they felt needed an extra reminder to take care of their mental health

Documentation of Students Working on the Project Post-Assessment

Mental Health Reminders being written to members of the school community



Example of a letter that was written to a former first-grade teacher

