

Sample [Health Education] Instructional Plan

Enduring Understanding

After this lesson, students will be able to understand how decisions affect the mental health and wellness of themselves and others.

Hope Givers Video Segment

Season I: Episode 8: Kevin Hines showcases a powerful episode regarding the challenges of suicide prevention. Hines shares his story of being suicidal and how he survived. Students will be introduced to his main philosophy which is Recite + Repeat = Believe. Students will also learn about how they can recognize their own mental health issues and empathize with others who have had family members experience this tragedy.

Standards Alignment

National HE Standards:

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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.

Georgia HE Standards:

HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

d: Model how to ask for assistance to enhance the health of self and others.

HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

c: Analyze and apply behaviors that eliminate or reduce health risks to self and/or others

HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.

b: Design strategies that will influence and support others to make positive health choices.

Instructional Design

Teaching with the End in Mind:

At the end of this lesson, students will be able to understand the challenges that are associated with suicide prevention as well as how they can positively affect their mental health and those around them.

Key Concept(s) to be Covered:

Interpersonal communication skills, decision making, understanding the power of influence, how to support others, mental health challenges, suicide prevention, and using positive, not negative affirmations

Materials Needed for This Lesson:

- Class set of Student Episode 8 Main Handout for Brainstorming, Viewing with Discussion and Thinking Critically and Creatively.
- Class Set of Student Handout Narrative Template for Thinking Critically and Creatively
- A few printouts of Student Example Narrative Templates for Regular and Advanced Writers (optional)
- Power-Point of Lesson
- Power-Point Example of Student Work (optional)

Introduction to the Lesson

- **Remember, a PowerPoint has been provided in the attachment section if you want to showcase the lesson to your students. The slides will follow this lesson plan as well as the handouts.**
- The teacher will pass out the main Episode Eight handout to the students that has *Brainstorming, Viewing*, etc. on it.
- The teacher will review the essential questions and the vocabulary. Ask the students what they know about each vocabulary term and then review each one.
 - Metaphor: an expression that describes a person or object by referring to something that is considered to have similar characteristics to that person or object
 - Mental Health: the condition of the mind; ability to function can affect stress, day to day activities, capacity to enjoy life
 - Suicidal: being in a mental state that makes people want to end their lives
 - Empathizing: to understand and share the feelings of another person
 - Active Listening: Ability to listen and fully concentrate on the speaker; listener should practice patience with a non-judgmental response
 - Verbal Communication: the use of sounds and words to express thought
- Tell the students that they are going to participate in brainstorming before they view the episode today.

Hook (Instant Activity):

- For the Hook, the teacher will use the brainstorming activity, so students can make a connection to the episode before it begins.
- After giving students ample time to write down their thoughts, engage them in a class discussion regarding what they wrote. Also, consider making your own bridge in advance to showcase it on a projection device after the discussion. This will help to build trust with students.
- Even though students have not seen the episode yet, it is important for them to understand the bridge metaphor since the bridge will be seen as the place where Kevin decided to end his life. An important part of this Hook is for the teacher to allow the conversation to flow freely while guiding students to view the bridge as a metaphor for strength.

Content, Learning & Instructional Strategies:

The teacher will tell students to get ready for the viewing of Episode 8. During the viewing session, it is important to pause the episode into segments to bring the discussion into the learning environment, so students can make connections to their own lives. It is not advised to have students answer the questions in written format. Instead, students should answer questions aloud for others to hear and build on other's ideas. Below is a list of discussion questions:

1. During this episode, you meet Kevin Hines. What is his story, and why is it important?
2. After he tells the story of his attempt, he states that there were people who were upset with him because he did not reach out. Why? (This is a good time to review the interpersonal skills and discuss how these skills could have been used by Kevin and those around him to empower him to reach out.)
3. One of Hines' philosophies is Recite + Repeat = Believe. What is the purpose behind this phrase, and how does he feel it can be used negatively and positively?

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4. Kevin Hines states that he has “Never suffered a day in his life because if I admit that I am suffering then I become the victim in my own story, and I am no victim. I am the hero of my story.” What does he mean by this, and how could it relate to your life?
 5. What is the #Beheretomorrow movement?
 6. How is the Positive Sarcastic Animation Crew segment, *Silent Epidemic*, powerful without having any dialogue from characters?
 7. During Essence’s self-care technique, what did she showcase, and how could you possibly use it in your life?
 8. One of the statistics from this episode is over 40,000 Georgia students have attempted suicide. Does this statistic surprise you? Why or why not?
 9. In the Youth Across America segment, what is the message that the girl from Eatonton would like for the viewer to know?

Learning Activity(ies):

Decide in advance if students should choose their groups or should they be a teacher assigned. The teacher could do a mix of choices where student leaders pick students to be in their groups. Groups should be fewer than four students since this is an assignment where students are writing together. They will need to use all of their interpersonal skills to make this narrative happen!

Now, once groups are settled, have students start the Thinking Critically and Creatively section of the main handout. Then pass out the additional Thinking Critically and Creatively Narrative handout that will assist them in the learning activity.

For students to apply what they are learning from this episode, it is important that they discuss and collaborate further on a situation that could occur in their own lives. Therefore, students are going to create a narrative that explores a student who is having a mental difficulty. The purpose is for students to create two scenarios. These scenarios should focus on the following: the main character using interpersonal skills as well as a friend, family, member, adult, etc. using *their* interpersonal skills to help the main character. Each scenario should explore how decisions can affect the narrator. The scenarios should not compete against each other in that one is not necessarily better than the other. They are just *different*. Too often middle school students see decisions in black and white while often there is gray area. Having students build stories that have positive and negative occurrences while still having a resolution is the goal.

There are two student template examples, with one being more challenging for students who show advancement in narrative writing. If needed, talk to the ELA teachers about who they think would be great writers for this activity. Advanced writers could extend their scenarios into multiple scenarios to create more of a true Choose Your Own Adventure.

There is also a PowerPoint example of a full Choose Your Own Adventure Story to share with the students. They can use this as a template. If there is time, the teacher could teach this example by having students pick out HOW the interpersonal skills were used throughout the different scenarios.

Closing/Conclusion to the Lesson:

Make sure ample time is given for students to finish their narratives having time to revise and edit with a final product completed. Consider the extension activity described below that will also enhance the learning. Make sure to have students reflect on what they have learned as described in the evidence of success.

The teacher may ask students their thoughts with a ticket out the door followed by a discussion the next day as the production of the narrative could take some time.

Evidence of Student Success

At the end of this lesson, it is important to have students reflect on what they have learned. Students should be able to expand upon all the essential questions of this lesson. A suggestion is to have a clear discussion the following day regarding the narratives. Another suggestion is to have students get in their groups to answer the essential questions to review their understanding.

Of course, the main part of the evidence will be how successfully students work together in their groups to produce narrative writing that allows for the main character to experience a mental difficulty while showcasing how interpersonal skills play a role in decision making.

Student Learning Supports

Ideas for Differentiation:

Content

- For students who may have trouble understanding the content, be sure to scaffold and chunk the lesson as needed.

Process

- For students who may have trouble completing the learning activities, use a trusted peer to be in their group.
- Provide direct instruction and help when needed.
- For gifted and advanced writers, the teacher may want to challenge them to do three scenarios or to keep adding more and more to their two scenarios.
- For English language learners, consider taking the narrative template and giving a clear example of how they could get started and even offer the chance for them to incorporate their language into the story.
- For students with accommodations, consider their interventions when deciding on groups. If necessary, help them outline their story using the template and even creating a paper foldout that leads from one page to the next.

Product

- Provide the opportunity for students to demonstrate what they have learned by either creating a handwritten booklet or using technology to enhance their product. A PowerPoint has been provided for students to see how this can be done.

Environment

- In order to build trust and community, let the students know at least two days before that the topic of suicide will be a focus in this episode to give students time to process the topic. Understand the needs of students who may find this episode triggering and consider talking to them before the episode.
- Consider changing the seating in your room such as a circle which could aid in the discussion of sensitive topics.

Opportunities for Extension:

Narrative Extension:

- The best part of this project is for students to produce their work for a real audience. After students have finished, allow them the chance to read other student's work, so they can experience the adventure for themselves. Next once the lesson is complete, the teacher will have writing for future use. Using this student's work in earlier grades can also enhance the lesson.

Community Extension:

- Have students create word image posters that encourage positive self-image as well as helpline numbers to call if they are suicidal. Review these works and post them up at your school.

Attachments:

Teacher Resources	Student Resources
<ul style="list-style-type: none">• Power-Point of Lesson• Power-Point Example of Student Work (optional)	<ul style="list-style-type: none">• Class set of Student Episode 8 Main Handout for Brainstorming, Viewing with Discussion, Thinking Critically and Creatively.• Class Set of Student Handout Narrative Template for Thinking Critically and Creatively• A few printouts of Student Example Narrative Templates for Regular and Advanced Writers<ul style="list-style-type: none">○ (optional)• Handout of crisis resources• Choose Your own Adventure (See PowerPoint)



Hope
Givers

Hope Givers

Episode 8

Essential Questions

1. How can a person take care of their mental health?
2. How can a person practice health-enhancing behavior and avoid or reduce health risks?
3. What are interpersonal skills and what effect can they have on mental health?
4. What are the challenges associated with suicide prevention?

Key Vocabulary

Review the list of key vocabulary. What do you know about these terms?

Metaphor

Mental Health

Suicidal

Empathizing

Active Listening

Verbal Communication

Key Vocabulary

This term will relate to our brainstorm today. We will use a metaphor to make connections to our own life.

Metaphor: an expression that describes a person or object by referring to something that is considered to have similar characteristics to that person or object

These terms are going to be the main focus of the episode today. Consider how mental health can affect you or others. Consider the challenges involved in suicide prevention.

Mental Health: the condition of the mind; ability to function can affect stress, day to day activities, capacity to enjoy life

Suicidal: being in a mental state that makes a person want to end their life

These terms are what are known as interpersonal skills. The skills below are vital for our ability to communicate to take care of our mental health and others.

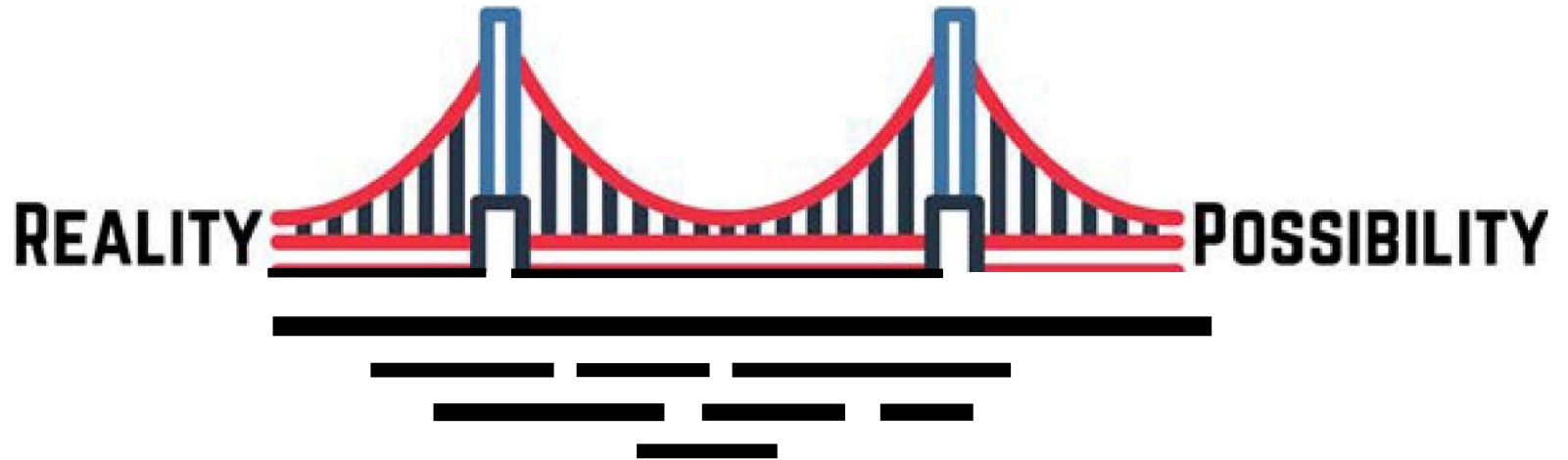
Empathizing: to really understand and share the feelings of another person

Active Listening: Ability to listen and fully concentrate on the speaker; listener should practice patience with a non-judgmental response

Verbal Communication: the use of sounds and words to express thought



Brainstorming





Viewing with Discussion



1. During this episode you meet Kevin Hines. What is his story, and why is it important?
2. After he tells of his mistake, he states that there were people who were upset with him because he did not reach out. Why? (here is a good time to review the interpersonal skills and how they could have helped Kevin, but also how if others had practiced them they could have helped Kevin as well).
3. One of Hines' philosophies is Recite + Repeat = Believe. What is the purpose behind this phrase and how does he feel it can be used negatively and positively?
4. Kevin Hines states that he has "Never suffered a day in his life because if I admit that I am suffering then I become the victim in my own story, and I am no victim. I am the hero of my story." What does he mean by this, and how could it relate to your life?
5. What is the #Beheretomorrow movement?
6. How is the Positive Sarcastic Animation Crew segment, *Silent Epidemic*, powerful without having any dialogue from characters?
7. During Essence's self-care technique, what did she showcase and how could you possibly use it in your life?
8. One of the statistics from this episode is over 40,000 Georgia students attempted suicide. Does this statistic surprise you? Why or why not?
9. In the Youth Across America segment what is the message that the girl from Eatonton would like for the viewer to know?



Thinking Critically and Creatively

Directions:

- Get with a partner or small group.
- Consider the three main interpersonal skills: empathizing, active listening, and verbal communication.
- First discuss how these skills are necessary for an individual's own mental health. Then discuss how these skills can be used to help others who might be struggling mentally.
- Then start to create your narrative using the next handout as a guide for your project.

Essential Questions	Key Vocabulary
<ul style="list-style-type: none"> How can a person take care of their mental health? How can a person practice health-enhancing behavior and avoid or reduce health risks? What are interpersonal skills and what effect can they have on mental health? What are the challenges associated with suicide prevention? 	<p>Metaphor Mental Health Suicidal Empathizing Active Listening Verbal Communication</p>



Brainstorming

Directions:

- Below is a bridge that is serving as a metaphor for your life. First under reality, write about the reality of your life as it is right now. What is your life like?
- Then, write in the water anything that creates fear, anxiety, or negativity. These could be things that cause stress, challenge your ability to focus, or create a negative self-image.
- Next, write anywhere on the bridge (above, on, below) aspects that help you reach a more positive possibility. These could be activities that you do to spark joy such as listening to music, talking to friends, running outside in nature, drawing your favorite anime characters, volunteering for a charity organization, etc....
- Finally, consider the possibility of your life, your future, if you overcome the obstacles in the water by building a bridge over them.



Viewing with Discussion



Directions:

- During this episode, pay attention and jot down any questions you may have below.
- Be prepared to discuss when your teacher pauses the episode.
- Listen to opinions and build on other's thoughts.



Thinking Critically and Creatively

Directions:

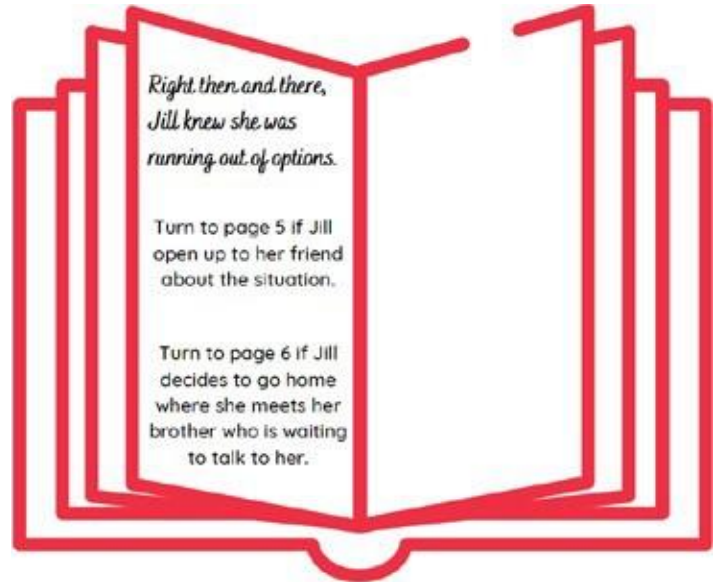
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Thinking Critically and Creatively

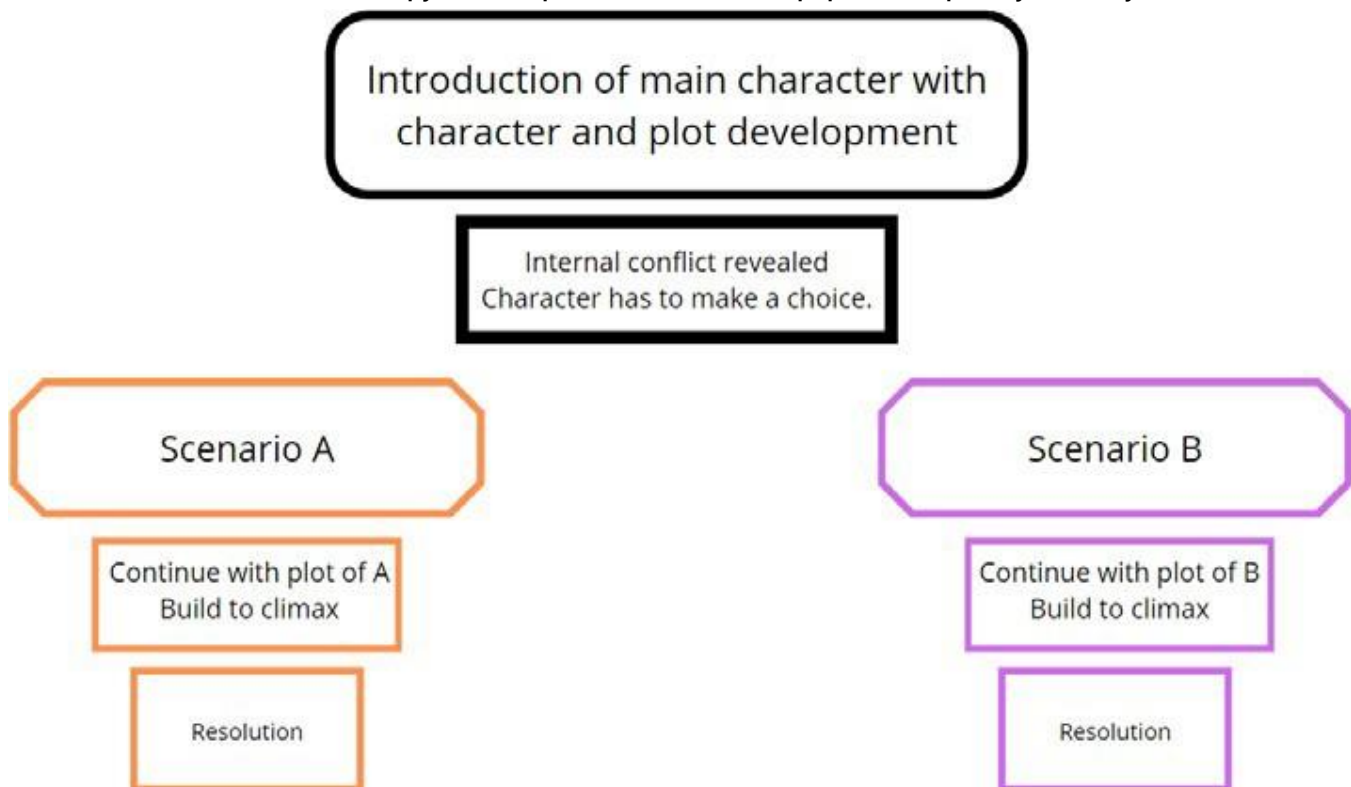
Directions:

- You are creating a short story that will introduce a student and an internal conflict with a major focus being on interpersonal skills and decisions making.
- This narrative should be formatted like a Choose Your Own Adventure where a student is having a mental difficulty.
- After your story has developed, provide two main scenarios/choices that occur.
- After these two scenarios occur, your story should continue exploring how decisions impact characters.
- No matter where the plot goes from there, your story has to showcase differences when the main character uses interpersonal skills AND when another character uses theirs to help your main character.
- Continue the story for each scenario that describes what happens when decisions are made.
- For this assignment, it is important that one scenario/choice is not necessarily significantly better than the other, it is just a different outcome for the main character. Positives and negatives can occur in both scenarios. Consider what the benefits are to a person using their own interpersonal skills and also the benefits of someone else using theirs.



Narrative Template

If needed, copy this template onto a sheet of paper to map out your story.





Thinking Critically and Creatively

Narrative Template Student Example Regular

Shoshanna (Sho) is a young bright talented freshman at Carter High and is a year younger than her friends. Sho, who usually does quite well in school, cannot get past her Science teacher's difficult tests. She ends up making three C's in four weeks; she is devastated. Sho ends up lying to her parents about staying for Chorus practice one night a week when she is really at a nearby cafe studying.

Sho does not like that she is keeping her academic struggles from her mother.
If you choose for Sho to continue studying at the cafe go to page 5 or if you choose for her to try and open up to her mother choose 6.

Sho continues to study at the local cafe.

One night she notices an open mic, and her chorus friend Sakura is there and actually takes the stage! She sings really well and the crowd loves it! Sho ends up talking realizing Sakura is also struggling. Sho's friend does not want to tell her own parents that she sings at the cafe. Sakura's would not approve.

Sho confides the next week to Sakura and ends up feeling better telling someone. She then decides to tell her teacher how she feels leading to help. Grades get better. Sho tells mom the truth. Inspired by Sho, Sakura tells her parents too.

Sho skips the cafe for the next three weeks. Sho is studying at home waiting for her mother to get home. Her sisters though are really annoying; it is hard to study there. Her older sister makes dinner and mom is not there...again.

Sho goes to her room to listen to music. Her sister comes in noticing her mood. They talk. Both open up about struggles in school. Mom comes home to find them studying. Both sisters talk to mom about school.

Narrative Template Student Example Advanced Writer

Shoshanna (Sho) is a young bright talented freshman at Carter High and is year younger than her friends. She is taking all Honors and AP classes. She is the middle child of her family who have been in their Southern small town for two years. Before high school, she kept to herself, but has tried to make new friends by joining Chorus as well as the cross country team. She finds it hard to keep up with studying and practices. Her mother appears to be more stressed since the move and is working later and later missing cherished family dinner time. Sho who usually does quite well in school cannot get past her Science teacher's difficult tests. She ends up making three C's in four weeks; she is devastated. Sho ends up lying to her parents about staying for Chorus practice one night a week when she is really at a nearby cafe studying.

Sho does not like that she is keeping her academic struggles from her mother.
If you choose for Sho to continue studying at the cafe go to page 5 or if you choose for her to try and open up to her mother choose 6.

Sho continues to study at the local cafe.
One night she notices an open mic, and her chorus friend Sakura is there and actually takes the stage! She sings really well and the crowd loves it! Sho ends up talking realizing Sakura is also struggling. Sho's friend does not want to tell her own parents that she sings at the cafe. Sakura's would not approve.

Sho skips the cafe for the next three weeks. Sho is studying at home waiting for her mother to get home. Her sisters though are really annoying; it is hard to study there. Her older sister makes dinner and mom is not there...again.

If you think Sho should confide her own problem to Sakura, go to page 8. If you think Sakura should be the friend to notice something is wrong go to page 9.

Sho's sisters are arguing over dinner. Sho feels invisible. If you think Sho should go to her room turn to page 14. If you think Sho should tell her sisters go to page 15.

8: Sho confides in Sakura about her Science grade. Sho gets emotional and confesses it is the guilt that is the worst.

9: Sakura notices that Sho is not being honest with her completely. She decides to build trust and ask her to go to a film that weekend.

14: Sho goes to her room to listen to music. Her sister comes in noticing her mood. They talk.

15: Sho yells at her sisters to stop. They just stare at her. Sho runs to her room to slam the door. Sister texts mom.

Sho ends up feeling better telling someone. She then decides to tell her teacher how she feels leading to help. Grades get better and Sho tells mom.

Sakura and Sho enjoy spending time; eventually Sakura gets Sho to tell her why she is at the cafe. Sho is encouraged to tell her mother the truth. She invites her mom to a girls night at the cafe. Sho and her mom have a great talk and make plans to help her in school.

Sho's sister opens up about her own schooling and the pressure she is having in college while still taking care of Sho and her little sister. The two talk for a long time. Then mom comes home to find them studying. Sho then opens up to mom.

Sho is nodding off when her mother knocks on her door. She has brought her a favorite treat. The two talk and Sho confesses about her grades.

IN A CRISIS?

**Text HOME to 741741 to
connect with a Crisis
Counselor**

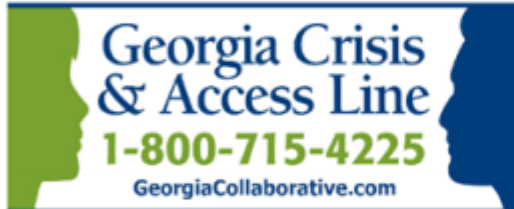
Free 24/7 support at your fingertips. US and Canada:
text 741741 UK: text 85258 | Ireland: text 50808

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A CRISIS HAS NO SCHEDULE



Help is available 24/7 for problems with developmental disabilities, mental health, drugs, or alcohol.

 Provided through the Georgia Collaborative ASO

UN CRISIS NO TIENE HORARIO



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