

## Sample [Health Education] Instructional Plan

### Enduring Understanding

In this episode, students will learn to identify their own mental health challenges and what they can do to overcome those challenges. Students will also learn how goal setting can positively impact outcomes in their lives.

### Hope Givers Video Segment

In Season 1: Episode 1 “Mr. 2-17” you meet a young rap artist named Mr. 2-17. He is from East Atlanta and makes a living performing alongside many popular artists. He admits that he struggles with mental health and battles through adversity. He is able to overcome challenges through proper goal setting. In his life, he has battled with gun violence all around him including his mentor being shot and killed. He wants to give back to the community by helping others overcome challenges in their lives.

### Standards Alignment

#### National HE Standards:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills 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.

#### Georgia HE Standards:

- HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- c. Analyze how the environment and personal health are interrelated.
  - e. Propose ways to reduce or prevent injuries and health problems.
- HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health.
- b. Develop and apply a decision-making process to a health-related situation.
  - f. Explain how decisions can negatively and positively impact personal health and well-being.
- HEHS.6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- b. Develop a personal health action plan to address health goals.
  - c. Analyze barriers and solutions to achieving health goals.
- HEHS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- b. Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.
  - c. Model behaviors to avoid or reduce health risks to self and/or others

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

- b. Model strategies to influence and support others to make positive health choices.
- c. Coordinate with others to advocate for improving personal, family, and community health.
- d. Create health messages and communication techniques to target specific audiences.

## **Instructional Design**

### Teaching With the End in Mind:

By the end of this lesson, students will be able to self-reflect on their own mental health, learn coping skills to mental health challenges, utilize proper goal setting to help reach their own personal goals and use relaxation/stress-reducing techniques to improve their mood/mental health.

### Key Concept(s) to be Covered:

Goal setting, self-awareness, self-care, mental health, depression, social media use, racism, resilience, and expression.

### Introduction to the Lesson:

Pass out the handout: Episode 1 reflection questions. The teacher may have students record their answers during the video or wait until the end. Students should read the questions beforehand, so they have an understanding of the expectations. Introduce the key terms and concepts. Remind students that we are discussing sensitive topics and if they feel uncomfortable to let the teacher know. (The teacher may have a code word, signal, or something that is more private. The teacher may also discuss days prior to making accommodations)

### Hook (Instant Activity):

Have the students write down a particular situation on a piece of paper that may be stressful. An example could be taking a test or going to a job interview. Place them all in a hat(or box) and pull one out at a time. Read the situation and have students discuss what they could do to reduce the stress during that situation or come up with a solution to a problem as a class. Read as many as possible and discuss as much as possible to fill your time for this activity.

### Content, Learning & Instructional Strategies:

- After introductions and hook activities, have students watch Episode 1.
- The teacher may choose to watch the video without pausing and ask key concept questions at the end or watch with breaks and ask the questions during. This is a teacher preference.
  - What is self-awareness? Describe two ways you can be more self-aware.
  - What are five things you can do at home to practice better self-care?
  - Describe ways that social media use can negatively or positively impact our mental health? How can it affect our self-worth?
  - What is resilience? How can you practice resiliency in your own lives? What are some situations that require resiliency?
  - What is a S.M.A.R.T. goal? How does planning goals help you achieve them? How does proper goal setting limit stress when working towards those goals? Can you eliminate all stress? Why or why not?

### Learning Activity(ies):

Have students use the goal-setting worksheet or draw their timeline. Students should write down one large goal that they have in life. It may be getting a job, going to college, making a sports team, starting a family, etc. Once they write that down they should list five to seven smaller steps they need to take to achieve that

main goal. Students will then fill out the timeline with their steps in chronological order, starting from the day they complete this activity until the day they achieve the large goal.

Once the timeline is complete, have students answer the following questions on another sheet of paper:

1. What is my main goal? Do I have other large goals I want to accomplish?
2. How will proper planning help me achieve this goal?
3. How long will it take me to accomplish this goal? How will setbacks possibly delay this goal?
4. What challenges do I think I will face along the way to achieving this goal?
5. How can I take time out of working towards this goal to practice self-care? Why is that important?
6. In what ways will I need to practice resiliency?

### Closing/Conclusion to the Lesson

Relaxation 101: Have students each space out in an open space. It could be the gym, classroom, or even outdoors. Leave ample room to stretch out without touching someone else. Utilizing the Coping Skills for Kids Progressive Muscle Relaxation PDF, guide students through several different deep stretches to help them relax. The teacher can also use various Yoga tutorials/videos for different stretches. Ask how taking small breaks to stretch could help them relax? What are other ways students can relax or destress?

### **Evidence of Student Success**

At the end of this lesson, students will be able to reflect on their own individual goals and adequately plan steps to achieve those goals. Students will be able to identify stressors and barriers that may interfere with achieving their goals. Students will be able to practice techniques to help them destress, wind down, or 'recharge' mentally.

### **Student Learning Supports**

#### **Ideas for Differentiation:**

- Provide written material in languages other than English.
- Incorporate different communities in your instruction. Ask students to share how they may think about a topic differently to pull information from various sources.
- Provide students with both written material and visual material.
- Break down work into smaller portions for students with accommodations.
- Utilize small group time to provide more one-on-one instruction for students who need extended learning.
- Pass out handouts/guided notes as needed for students.

#### **Opportunities for Extension:**

Students could be assigned to small groups to create and perform a music video. Students could write a song of their own or use the music from a popular hit song. The topic could be about mental health, relaxing and other topics discussed in lesson one. Students could work with their Literature or Language Arts teachers to help with the writing portion. Students would then film a video to match their music. Students will submit their music video to the teacher to be shown in class or at a pep rally (See notes from lesson four)

### **Additional Resources**

<https://suicidepreventionlifeline.org/>

<https://www.sprc.org/>

<https://www.mhageorgia.org/>

<https://www.cdc.gov/mentalhealth/index.htm>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

[www.wellbeings.org](http://www.wellbeings.org)

**Attachments:**

Episode 1 Summary- Mr./ 2-17

Episode 1 Reflection Questions

Goal Setting and Overcoming Adversity

Interview Questions- Adversity

Journal Entry 1- Adversity

Coping Skills for Kids Progressive Muscle Relaxation PDF



## Episode 1 Summary

**Location:** Atlanta, GA

**Main Character:** Mr. 2-17

**Summary:**

In this episode you meet a young rap artist named Mr. 2-17. He is from East Atlanta and makes a living performing alongside many popular artists. He admits that he struggles with mental health and battling through adversity sometimes in his life but helps to overcome them through proper goal setting. In his life he has battled with gun violence all around him including his mentor being shot and killed. He wants to give back to the community by helping others overcome challenges in their lives.

There is also a recap of time spent in the Covid-19 lockdown. A student expresses her concerns with self-reflection during the lockdown and how some people benefited from it and some struggled. Anti-Asian themes became more widespread and she battled with identity and how she viewed herself.

**Key Points/Vocabulary:**

Goal Setting

Self-awareness

Self-Care

Mental Health

Depression

Social Media

Racism

Resilience

Expression



## Episode 1 Reflection Questions

1. What is the name of the main character? \_\_\_\_\_
2. What is/are the main point(s) of the video?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Name three takeaways you should reflect on after watching the video?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are positive personality traits that can help you overcome adversity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Write down two quotes that inspire you to not give up.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Goal Setting and Overcoming Adversity

Think of a possible situation that you may encounter in the future. List five steps you could take to achieve that goal. Remember to make it a S.M.A.R.T. goal!

S- Specific

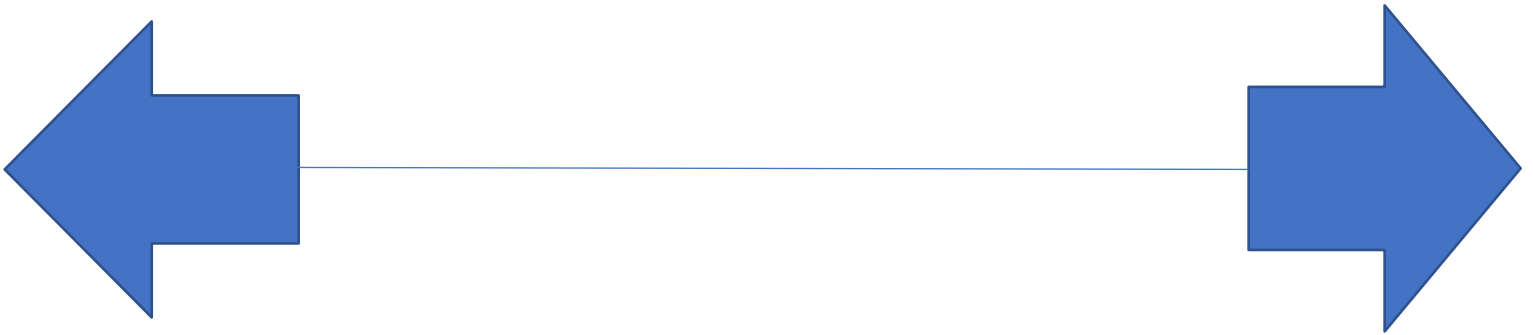
M- Measurable

A- Attainable

R- Relevant

T- Time-Bound

**GOAL:** \_\_\_\_\_



How can effective planning help to eliminate possible challenges?

---

---

---

---

Name two possible negative outcomes for your goal if you do not plan and achieve your goals?

---

---

---

---



## Interview Questions

Ask the following questions to a trusted adult and record his/her answers below.

1. What was a main goal you had when you were my age?

---

---

---

---

2. Can you describe a situation you had to overcome adversity?

---

---

---

---

3. What advice would you give a teenager about overcoming adversity or challenges?

---

---

---

---

4. How can I best respond to a tough situation and faced with unexpected adversity?

---

---

---

---

5. What can I do to better prepare myself to avoid certain tough situations?

---

---

---

---





## Journal Entry 1

Reflect on the following questions and answer them in this journal entry.

1. What is a situation I had to overcome adversity within the last 12 months?

---

---

---

---

2. How did I handle it? Could I have handled it better?

---

---

---

---

3. Looking back, is there anything I could have done to prevent the situation?

---

---

---

---

4. What were some short- and long-term consequences of the situation? (It's OK to not have any)

---

---

---

---

5. What are some positives that I took away from the situation? List as many as possible.

---

---

---

---

# Progressive Muscle Relaxation

STRONG<sup>4</sup>LIFE™



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

## Why practice progressive muscle relaxation?

Stress can cause our muscles to be tense and tight. Progressive muscle relaxation (PMR) is a relaxation exercise that helps us calm our bodies and minds by slowly and progressively tensing and relaxing our muscles, one group at a time.



It is difficult to learn something new when we are **anxious, angry or distracted**.

Teaching and practicing coping skills when everyone is calm gives us a variety of tools we can use to manage our feelings and reduce stress.

## How to practice progressive muscle relaxation

- 1 Sit or lie down in a comfortable, relaxed position.
- 2 Take a few deep breaths in through your **nose** and out through your **mouth**.
- 3 Begin tightening and releasing one muscle group at a time: **Inhale as you tighten. Hold for 5 seconds. Exhale as you relax.**

- **Face** (scrunch up your nose and mouth)
- **Shoulders** (lift your shoulders up as if you're trying to make them touch your ears)
- **Arms**
- **Fists** (pretend you're squeezing an orange or lemon)
- **Stomach** (pull your belly button toward your back)
- **Legs and thighs**.
- **Feet and toes** (imagine that your feet are in sand or mud)



- 4 Now, take several deep breaths and notice how loose and relaxed your body has become. If there is any remaining tension in your body, tense and relax those muscles, while breathing in and out.



**You should be** tensing your muscles, but not to the point of straining them. If you are uncomfortable or feel any pain, stop. Remember to go slowly and take deep breaths in and out throughout the exercise.

# Make progressive muscle relaxation work for you



Use PMR at any time, without anyone even noticing. For example:

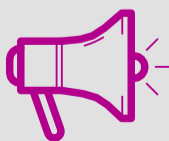
- Squeeze and relax your fists under your desk during class
- Scrunch and relax your toes in your shoes



Simplify and shorten the exercise by selecting only one or a few muscle groups to focus on.



Start from the top of your body and work your way down, or start from the bottom and work your way up. Do what feels most comfortable for you.



**Coping strategies**, like progressive muscle relaxation, are also helpful for adults. Practicing coping strategies is a great way to take care of yourself, be more present and model healthy ways to manage stress.

For more coping skills ideas, visit [Strong4Life.com/coping](https://Strong4Life.com/coping)