

Sample [Health Education] Instructional Plan

Enduring Understanding

In this lesson, students will understand that coping skills help them reach out in times for help when they are struggling with their mental health. Students will understand how mental health can positively and negatively impact the overall wellness of an individual.

Hope Givers Video Segment

In Season I: Episode 7: “Brandon Todd,” focuses on a fashion designer that understands the value of mental health. Brandon created a fashion line, The Mind Clothing, to bring mental health awareness into the spotlight. Brandon encourages individuals of all races, ethnicities, and backgrounds to take time and focus on their own mental health and ask for help when they need it instead of ignoring their mental health and allowing problems to arise. Brandon is an inspiration to others that may be struggling with their own mental health.

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:

HE7.1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

b. Describe the interrelationship of emotional, social, and physical health in adolescence

HE7.3. Students will demonstrate the ability to access valid information and products and services to enhance health.

d. Describe circumstances that may require professional health services and resources

HE7.4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

a. Apply effective verbal and nonverbal communication skills to enhance personal health and well-being

HE7.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.

b. Create personal examples of health behaviors that will maintain or improve the health of self and/or others

HE7.8. Students will demonstrate the ability to advocate for personal, family, and community health

b. Demonstrate strategies that 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 define mental health and explain the meaning of mental health. Students will be able to explain how mental health can positively and negatively impact an individual's overall wellness. Students will be able to provide examples of when to seek professional help for a mental health crisis.

Key Concept(s) to be Covered:

Mental health, stress, wellness, professional help

Introduction to the Lesson:

Talk to students about times in their lives that things did not go as they planned, and they became frustrated, aggravated, or felt some kind of negative emotional response. Ask students how those feelings impacted their day/week? Did those feelings last? What did they do to overcome those feelings? Who helped them to cope with those feelings? Was anything else impacted by those feelings (so upset that it impacted their physical or social health)? Introduce students to the idea that there are multiple aspects of health.

Hook (Instant Activity):

Students will take the Personal Wellness Inventory and score their own results upon completion. ([Personal Wellness Inventory](#) was created by Laura Melde and is accessible through PE Central website.) Ask students to keep their results of the survey private but share any findings they may have found interesting. For example, these findings could be elaborated on: was there one area students had answered *always* on more than others, was there one area students had answered *never* on more than others, and was completing this inventory useful? Consider pointing out the having strong physical, mental, and social health helps students maintain a healthy life.

Content, Learning & Instructional Strategies:

- Introduction class discussion
- Hook/Instant Activity
- Watch Hope Givers episode 7 – Brandon Todd
- Recap the video
 - Focus on Brandon Todd's mental health spotlight and his drive to make it acceptable to ask for help when help is needed
 - Ask students to think about how Brandon is helping others while helping himself. Brandon needed his clothing line, but others needed Brandon too. What is Brandon doing to help other people that may be going through a rough time in their own life?
 - Ask for examples of how Brandon's advocacy for mental health awareness can help others in the community

Learning Activity(ies):

Students will complete the My Wellness Triangle Activity. In this activity, students will list their strengths in each area of health. Students can use their Personal Wellness Inventory to help guide their choices. Each area of the My Wellness Triangle Activity should be filled.

You may choose to have students display their My Wellness Triangle Activity differently. Students could cut out pictures, illustrate different ideas, or make a digital activity. Students should be focusing on their own strengths regardless of the media used to complete the activity.

Closing/Conclusion to the Lesson:

Display the My Wellness Triangle Activity as a reminder of each person's strengths. Ask students to share what they are most proud of or what they think is their strongest quality. Remind students that the positive feedback they give to others can motivate others to continue positively.

Evidence of Student Success

Students can demonstrate their understanding of coping skills to enhance health and avoid or reduce health risks as well as focus on their own mental strengths and weaknesses.

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.
- Provide students with examples for each area of the health triangle. Encourage students to make their triangle apply to their own lives which may be in different languages, including sports that are not popular in their area, or even include their own culture in the health triangle.

Opportunities for Extension:

- Students should select a community outreach project that they would like to start. This project will be hypothetical but should be realistic as well. Students can include a vision, mission, and goals, as well as a business plan, budget, and drawings of their product and services. Students should be able to explain obstacles they might run into and have a plan for how to achieve those obstacles in a healthy way.

Additional Resources

- Dosomething.org
- <https://drive.google.com/file/d/1mD87rwcPjE5TKksBhlraKfaPT5OdiCeY/view?usp=sharing>
- <https://youtu.be/oA-lhtJnl6c>
- https://youtu.be/14_PNe3lcaE

Attachments:

Personal Wellness Inventory
Wellness Triangle Activity PPT
Journaling Ideas

Personal Wellness Inventory

Directions: Read through the following inventory. After each statement, place a check next to the column that best describes you.

Directions for scoring are at the end.

PHYSICAL HEALTH

1. I exercise 20 or more minutes a day at least three times a week.
2. I avoid the use of tobacco.
3. I limit my dietary intake of refined sugar and salt.
4. I eat breakfast every day.
5. I eat a balanced diet that includes a variety of foods.
6. I get 6-8 hours of sleep a night.
7. I feel energetic and active.
8. My weight is appropriate for my height.
9. I keep my immunizations up-to-date. (Shot Record)
10. I see a dentist twice a year.
11. I regularly use dental floss and brush my teeth.
12. I get professional help when I have a serious medical problem.
13. I abstain from the use of alcohol.
14. I avoid using illegal drugs.
15. I relieve my stress and tension in healthy ways that do no harm.
16. I take at least 10 minutes a day to relax completely.
17. I channel my stress into energy to accomplish something positive.
18. I am aware of how to handle myself in stressful situations.

Physical Totals:

MENTAL/EMOTIONAL HEALTH

1. I think positively and try to take responsibility for my attitude.
2. I can name 3 things I do well.
3. I can accept compliments and constructive criticism.
4. I feel okay about crying and will allow myself to do so.
5. I am aware of events that are likely to produce stress in me.
6. When under pressure, I take "time out" to put things in perspective.
7. When I am angry, I know why I am angry.
8. I like to try new things and take healthy risks. (EX: Trying out for a team.)
9. I enjoy and have time to be alone.
10. I can fall asleep easily at bedtime without worrying about things.
11. I do not spend a lot of time worrying about problems beyond my control.
12. I am happy most of the time.
13. I feel comfortable with my body and the way I look.
14. I reward myself when I achieve a goal.
15. I seek help from friends or professional people when I cannot cope alone.
16. I listen and think positively about constructive criticism.

[illegible]

17. I am able to say no to people without feeling guilty.
18. I can be satisfied with my effort if I've done my best.
19. I have at least one hobby or interest I pursue.
20. I am able to look at the humorous side of a problem.
21. I control my temper when I am angry or upset.

Mental/Emotional Totals:

SOCIAL HEALTH

1. I work out my differences with my family.
2. I make time to interact with my family each day.
3. I can talk with my family about problems.
4. I am happy with the role I play in my family.
5. I get along with my brother and sisters.
6. I can cope with the personal problems my family members may have.
7. I can cope with the sickness/death of someone in my family.
8. I can cope with problems between my parents.
9. I can cope with my parent's separation/divorce.
10. I have at least one or two close friends.
11. I am a good listener.
12. I have someone to talk to about my problem.
13. I reach out to friends when I'm sad or lonely.
14. I ask friends for help when I need it.
15. I help my friends when they need it.
16. I tell friends when I'm hurt, angry, or disappointed by them.
17. I give others sincere compliments.
18. I work out differences with my friends.
19. I can accept differences from my friends and classmates.
20. I resist pressure from friends to do things I don't want to.
21. I am satisfied with my relationships with my friends.
22. I usually have success making friends with people of the opposite sex.
23. I am honest with others.
24. I am respectful of others.
25. I am careful of other people's feelings.
26. I get along with teachers and other adults.
27. I continue to participate in activities even if I don't get my way.
28. I make it a practice to be nice to people if at all possible.
29. I avoid gossiping about people.

Social Totals:

Scoring

Directions for scoring Physical Health section: add the number of times you checked “always” and multiply it by 3. Add the number of times you checked “sometimes” and multiply by 2. Add the number of times you checked “never” and multiply by 1. Add all three numbers to get your final score. Compare your total to the following scale:

54-51= excellent
50-47= very good

46-43= good
42-39= fair

Score _____

Directions for scoring Mental/Emotional Health section: add the number of times you checked “always” and multiply it by 3. Add the number of times you checked “sometimes” and multiply by 2. Add the number of times you checked “never” and multiply by 1.

Add all three numbers to get your final score. Compare your total to the following scale:

63-59= Excellent
58-54=very good

53-49= good
48-44=fair

Score _____

Directions for scoring Social Health section: add the number of times you checked “always” and multiply it by 3. Add the number of times you checked “sometimes” and multiply by 2. Add the number of times you checked “never” and multiply by 1. Add all three numbers to get your final score. Compare your total to the following scale:

87-81= Excellent
80-74= very good

73-67=good
66-60=fair

Score _____

The background is a light yellow color. It features several decorative elements: two green starburst shapes, one in the upper right and one in the lower left, and several thick, curved green lines that sweep across the frame in a circular or semi-circular pattern.

Your Health Triangle

Today's Learning Target

To be able to describe the
relationship between health and
wellness!

Part 1

The background is a solid light yellow. It features several decorative green elements: two large, thick, curved swooshes that sweep across the frame, and two smaller, thinner swooshes. Additionally, there are two green starburst shapes, one in the upper right and one in the lower left, each with eight sharp points.

Label your paper

My Health Triangle

Physical Health

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
- 6.)

For each statement that follows
answer YES or NO on your
paper depending upon whether
the statement is true for you.



Physical Health

- 1.) I get at least eight hours of sleep each night.





Physical Health

2.) I eat a well balanced diet, including a
healthful breakfast each day.





Physical Health

3.) I keep my body, teeth, and hair clean.





Physical Health

4.) I do at least 60 minutes of moderate physical activity each day.





Physical Health

5.) I avoid using tobacco, alcohol, and other drugs





Physical Health

6.) I see a doctor and dentist for regular checkups.



Part 2

The background is a solid light yellow. It features several decorative elements in a medium green color. There are four thick, curved swooshes that sweep across the frame. Two of these swooshes are accompanied by starburst shapes, which are multi-pointed star-like figures. The swooshes and starbursts are arranged in a way that creates a sense of movement and flow around the central text.

Label your paper

My Health Triangle

Mental/Emotional Health

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
- 6.)

For each statement that follows
answer YES or NO on your
paper depending upon whether
the statement is true for you



Mental/Emotional Health

- 1.) I generally feel good about myself and accept who I am.





Mental/Emotional Health

2.) I express my feelings clearly and calmly, even when I am angry or sad.





Mental/Emotional Health

3.) I accept helpful criticism.





Mental/Emotional Health

4.) I have at least one activity that I enjoy.





Mental/Emotional Health

5.) I feel like people like and accept me.



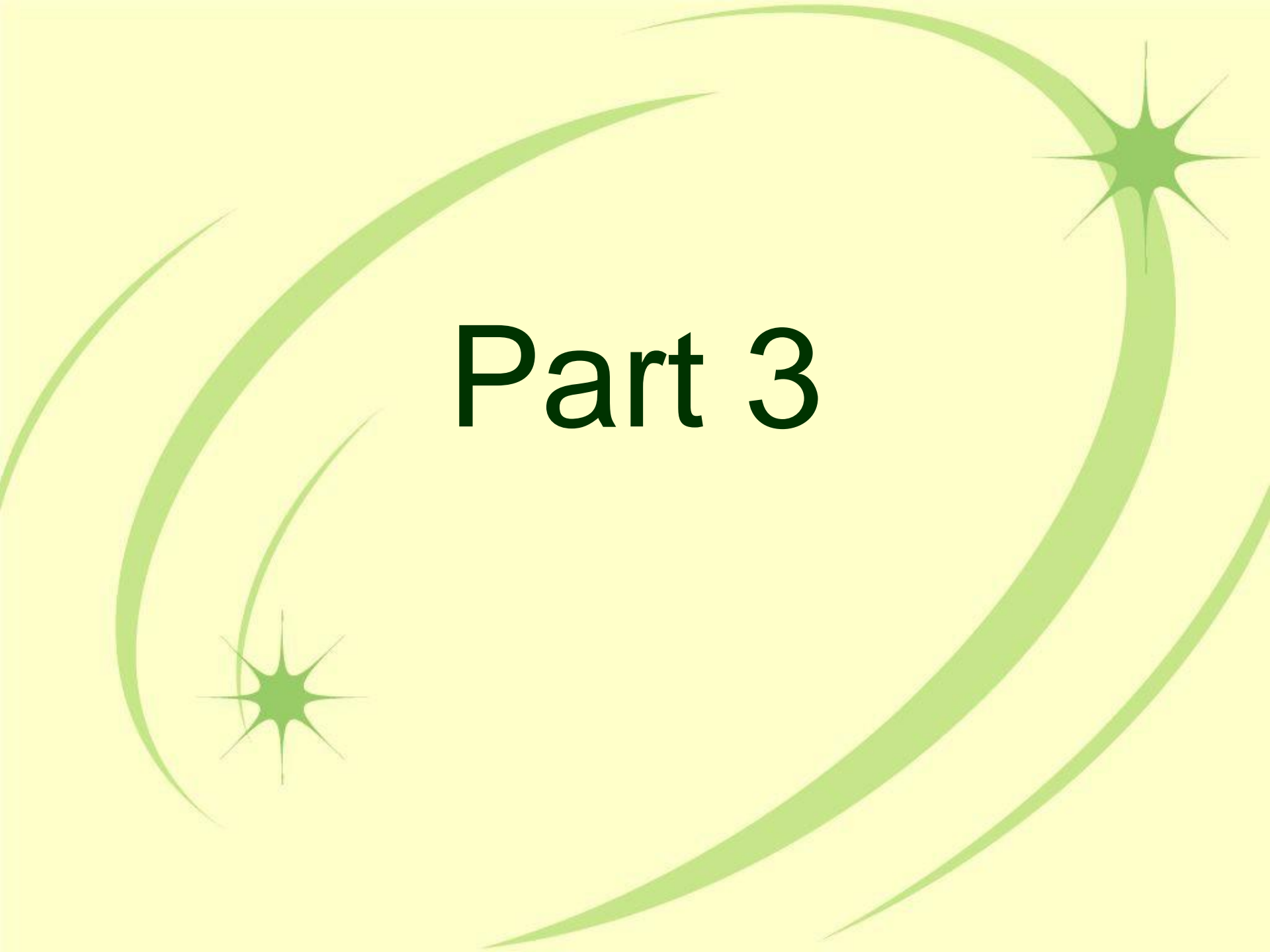


Mental/Emotional Health

6.) I like to learn new information and develop new skills.



Part 3

The background is a solid light yellow. It features several decorative elements in a medium green color. There are four thick, curved swooshes that sweep across the frame. Two of these swooshes are accompanied by starburst shapes, which are eight-pointed stars with a central dark green circle. The starbursts are located in the upper right and lower left areas of the image.

Label your paper

My Health Triangle

Social Health

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
- 6.)

For each statement that follows
answer YES or NO on your
paper depending upon whether
the statement is true for you



Social Health

1.) I have at least one close friend.





Social Health

2.) I respect and care for my family.





Social Health

3.) I know how to disagree with others without getting angry.





Social Health

4.) I am a good listener.





Social Health

5.) I get support from others when I need it.



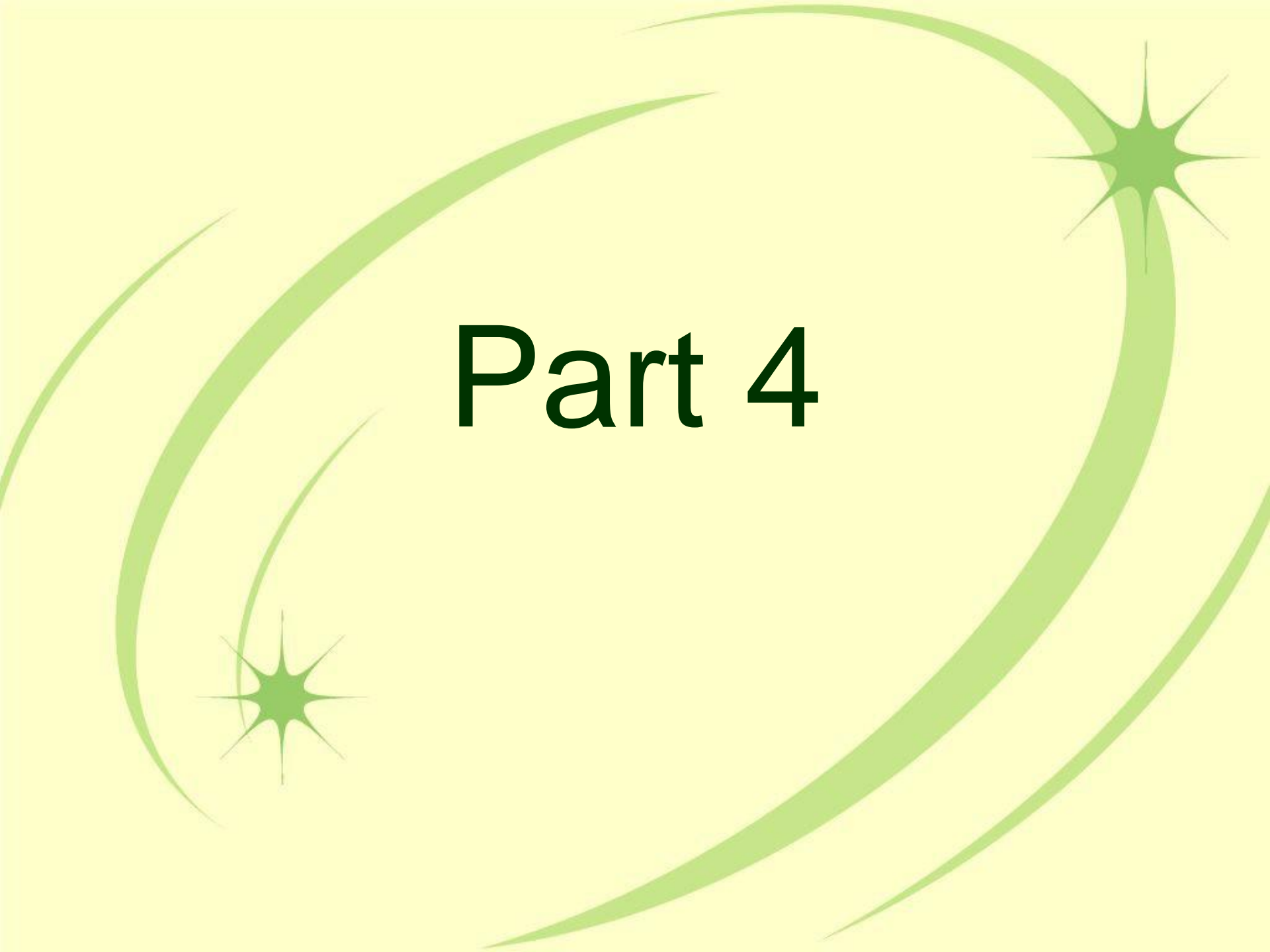


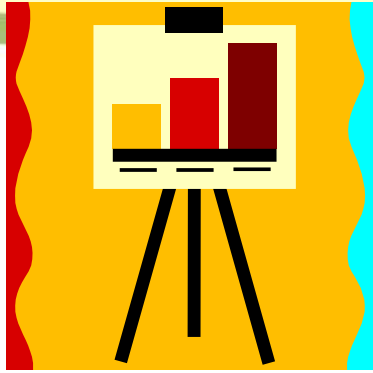
Social Health

6.) I say no if people ask me to do something harmful or wrong.



Part 4

The background is a solid light yellow. It features several decorative elements in a medium green color. There are four thick, curved swooshes that sweep across the frame. Two of these swooshes are accompanied by starburst shapes, which are multi-pointed star-like figures. The swooshes and starbursts are arranged in a way that creates a sense of dynamic movement around the central text.



Analyzing Your Results

On your sheet of paper, you will draw a triangle that will allow you to see if your health triangle is balanced or unbalanced.



Analyzing Your Results

Using a ruler and the scale below,
draw your Health Triangle!

1 in = 1 yes answer

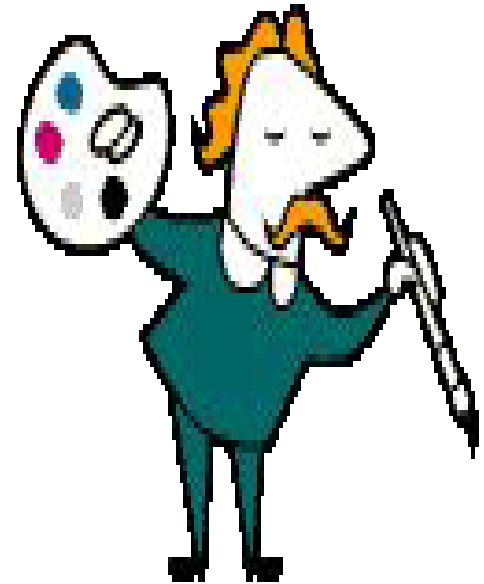


Analyzing Your Results

For example, if you answered 3 of the questions in the physical health section with “yes”, then you would draw a line that is 3 inches long!

Analyzing Results

Draw all three sides
of your triangle
according to the
scale!



Illustrating your Triangle

Within each of the three sections of your triangle, draw a picture that represents the questions you said “yes” to. Label them as well!

Reflect on your Triangle

1. On the back of your paper, write a paragraph describing your Triangle.
2. Explain your strengths and weaknesses in each area (physical, emotional, social).
3. Describe how you will maintain or improve your Triangle.

Part 5

The background is a solid light yellow. It features several decorative elements in a medium green color. There are four thick, curved swooshes that sweep across the frame. Two of these swooshes are accompanied by starburst shapes, which are eight-pointed stars with a central square. One starburst is located in the upper right quadrant, and the other is in the lower left quadrant. The swooshes and starbursts are arranged in a way that creates a sense of dynamic movement.



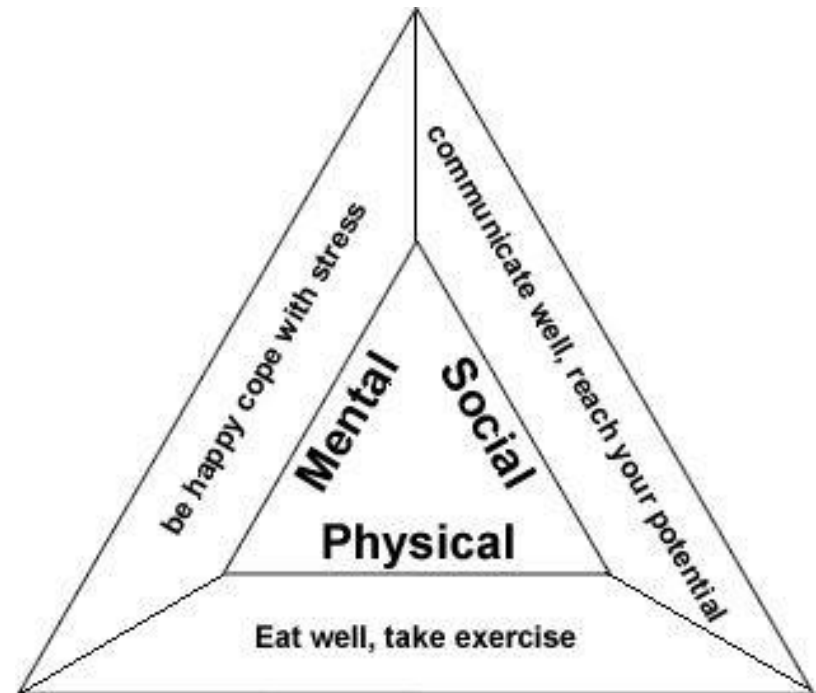
Think about it?

- 1.) Does your Health Triangle have equal sides?
- 2.) Is there one area that you are strong in?
- 3.) Is there an area that you need to work on?



The Health Triangle

- Health is the measure of our body's efficiency and over-all well-being.
- The health triangle is a measure of the different aspects of health.
- The health triangle consists of: Physical, Social, and Mental Health.



Physical Health

- Physical health deals with the body's ability to function.
- Physical health has many components including: exercise, nutrition, sleep, alcohol & drugs, and weight management.



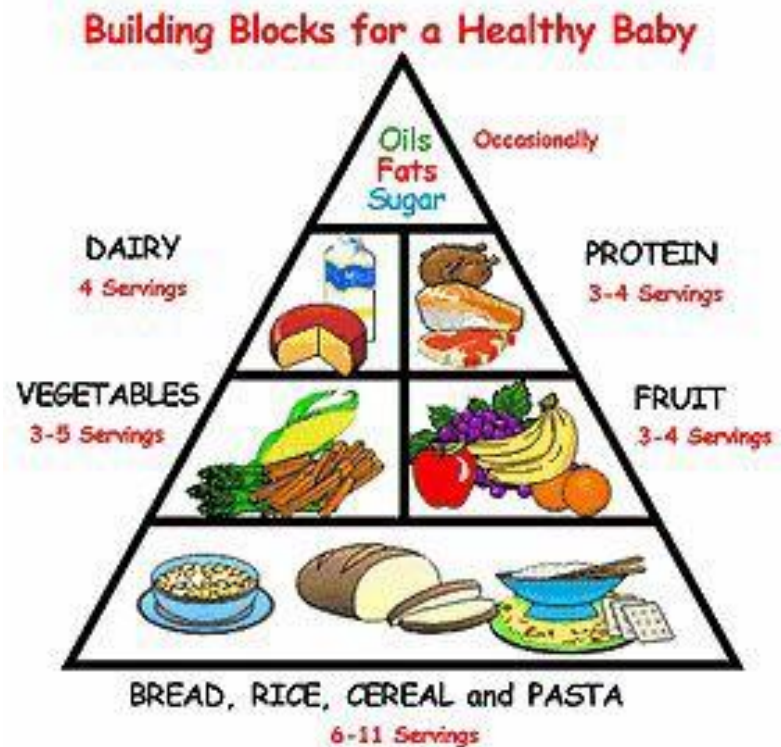
Physical Health Exercise

- Exercise is the act of using your muscles to stay physically fit.
- Exercise helps to give you more energy, maintain weight, increase confidence & self esteem, and helps to battle chronic diseases.



Physical Health Nutrition

- Proper balanced meals are essential in leading a healthy life.
- Nutritious meals create a balance between what we eat and the way our body uses the food for energy and growth.



Physical Health

Sleep

- It is recommended that the average person get at least 8 hours of sleep.
- The human body likes regularity, so try to go to bed and wake up at the same time daily.



Physical Health

Alcohol & Drugs

- Alcohol and other drugs interfere with messages to the brain and alters perception.
- Use of such substances puts you at risk for accidental injuries, car crashes, trouble with the law, unwanted pregnancies, and fights.



Physical Health Weight Management

- Maintaining a healthy weight decreases your risk of certain diseases such as heart disease and diabetes.
- Exercise and proper nutrition helps to maintain healthy weight levels.



Mental Health

- Mental health deals with how we think, feel and cope with daily life.
- Mental health encompasses learning, stress management, and mental illnesses or disorders.



Mental Health Learning

- Learning is the development of skills, behaviors, and knowledge.
- Learning increases self-confidence, awareness, and self perception. It also teaches one coping skills.



Mental Health Stress Management

- Stress deals with the way our bodies and minds deal with life changes.
- It is important to learn healthy ways to deal with stress or you could be at risk for anxiety or depression.



Mental Health

Mental Disorders

- Stress and problems with school, friends, and family can cause mental illnesses.
- Mental illnesses include: depression, bipolar disorder, schizophrenia, and phobias.



Social Health

- Social Health deals with the way react with people within our environment.
- This includes: public health, family relationships, and peer relationships.



Social Health

Public Health

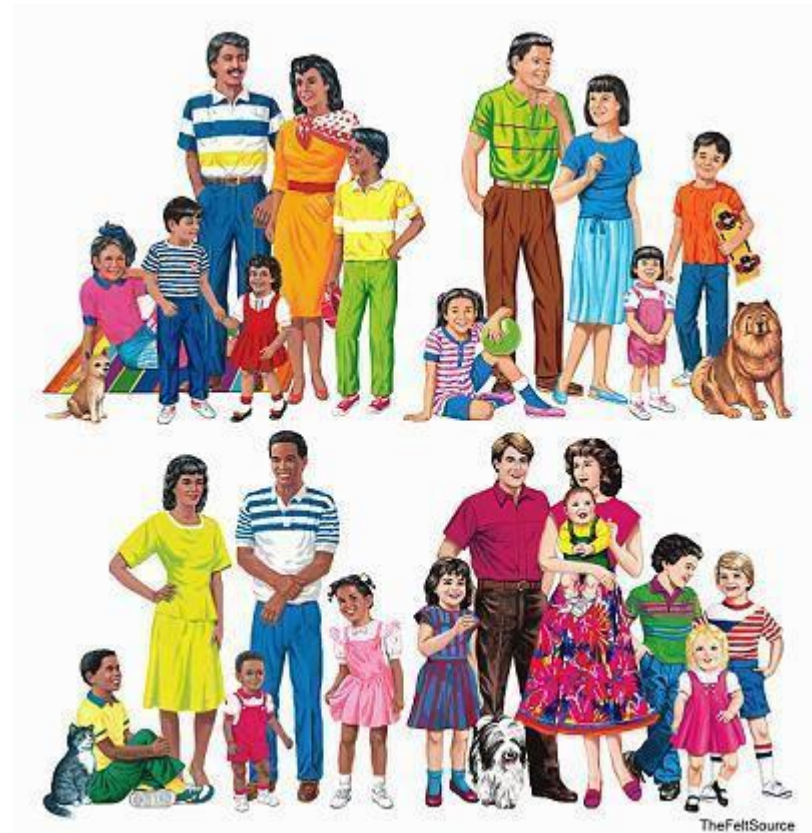
- Public health includes disease prevention and promoting health through good decision making.
- Keeping yourself safe and healthy benefits your community as a whole.



Social Health

Family Relationships

- A healthy family relationship is one that is supportive, loving, responsible, and balanced.
- Families should work together to eliminate stress and negativity in the home. Promoting a safe and enjoyable environment.



Social Health

Peer Relationships

- Strong and supportive friendships increase happiness, self-esteem, and reduces stress.
- Friends are there to help celebrate your accomplishments and there to offer support in times of need.



The Health Triangle Review

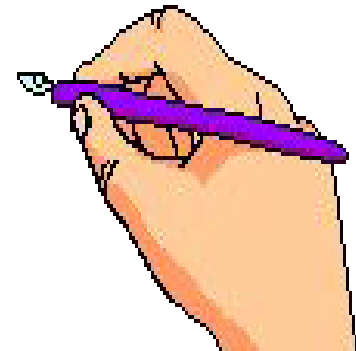
- There are 3 major areas of the health triangle: physical, mental and social.
- Good decision making and healthy choices reduce the risk of disease and increase health overall.





Write a Summary

What can you do to improve
your Health and balance
your triangle?



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 journal?

Sometimes we aren't ready to talk about our thoughts and feelings out loud, and that's OK. Journaling can help us become more aware of our thoughts, feelings and behaviors, and it can help us explore solutions for solving problems. Use the ideas provided to encourage your child to write or draw in a journal or notebook.



Journaling should be a safe way for your child to privately explore their feelings.

It may be tempting to try to find out what they are writing about, but it's important not to look at their journal unless they share it with you. Instead of looking at your child's journal, have regular conversations with your child about their feelings, especially if you have any concerns about their safety or well-being.

Journaling ideas

All ages



When you feel sad or angry, what things or what people make you feel better?



If you were granted 3 wishes, what would you ask for?



List or draw 3 things you are grateful for.



Close your eyes and think about your favorite smell. What is it? Where is it coming from? Why do you like it?



Think about a sound that makes you happy. What is it? Where are you when you're listening to it? Why do you like it?

Younger kids



List 3 things you are really good at (or 3 things you are proud of).



Draw a picture or write about a happy time.



Draw a picture of an animal most like you and write about why it represents you.



Draw a picture of who or what makes you laugh the hardest.



Draw a picture or write about a time you were very kind to someone.



Think about a time you and a friend got upset with one another. How did you resolve the conflict?

Older kids and teens



List 3 of your best traits, and then list 3 traits you hope to develop as you grow older.

What advice would you give to a younger sibling or friend?



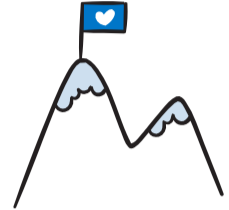
Pause and think about a problem you are having. How will you resolve the problem? Who or what can help you figure it out?

Close your eyes and think about your ideal future. Draw a picture or write about it.



How would you describe yourself to someone new?

Think about a challenge you faced and what you did to overcome it. How did the challenge make you better or stronger?



If you could have any superpower, what would it be and why?

If you could enjoy a meal with anyone in the world, who would it be with and why?



Coping strategies, like journaling, 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