

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Communicating Through Feelings

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Grade Cluster: 9–12

Time Frame: 5 lessons

Summary of Unit

Students will explore the relationships between their feelings and behaviors and the extent of internal and external influences on their feelings and behaviors. The key skills in this unit include: identifying feelings, communicating feelings, empathy, acting on feelings, resisting pressure, and resolving conflicts.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: **Mental Health; Personal Health and Wellness**
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understanding

- What we say and how we say it will affect our relationships with others.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Questions

- What do I need to learn to improve my communication skills?
- How can I use my communication skills to improve my relationships with others?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Levels of communication
- Ways to use communication to foster healthy relationships
- How listening skills foster relationships
- Common reasons for conflict
- Meaning of negotiation and compromise

Students will be able to...

- Demonstrate the use of I-messages to express thoughts and feelings
- Use communication skills to foster healthy relationships
- Demonstrate listening skills
- Demonstrate conflict resolution skills
- Demonstrate an effective apology

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Demonstration of high-level thinking with one or more facets of understanding.

Your organization has secured an important and lucrative contract. You have been offered a place on the new team that will manage the contract. If your team is successful, you may get a promotion or a big raise! Unfortunately, there is someone on the team that you do not get along with. Design a personal action plan for successfully completing the project while protecting your self-esteem and mental health.

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student work shows a sophisticated, comprehensive, and plausible plan for dealing with stress in a relationship. Plan includes the cause of stress in relationships and advocates for the need to deal with stress. The student shows a mature level of the need to understand other points of view and the importance of negotiating stressful relationships.
 3. Student work shows a clear plan for successfully dealing with stress. Plan includes the causes of stress in relationships and generally can explain techniques for dealing with stress. Student shows an understanding of other peoples' point of view and is able to use "I" messages. Work shows an understanding of the difference between positive and negative stressors and can generally use this understanding to deal with personal stress.
 2. Student work shows an incomplete plan for dealing with relationship stress. The plan does not fully explain techniques for dealing with stress. The student shows a limited understanding of other peoples' point of view. Student work does not show an understanding of the link between stress and personal health.
 1. Student work shows no plan for dealing with stress or lacks clarity and is difficult to follow. The work is not supported with specific examples of techniques that could be used to deal with stress.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
 - Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).
- Students work with a partner to complete a script on feelings (Lesson One – Scripted Feelings, MH, HS, www.healthteacher.com).
 - Students will be able to list and discuss four ways to improve self-esteem (Lesson Two).
 - Students will write a paragraph about listening skills in relationships (Lesson Three).

- Students will produce brief role-plays to demonstrate listening skills (Lesson Three).
- Students will complete a worksheet on media messages and modeling of passive, assertive, and aggressive behavior (found in Managing Stressful Feelings, Lesson Four – Media Reactions, MH, HS, www.healthteacher.com).
- Small groups will role-play forming and making apologies (Lesson Five).

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).
- Using a reaction calendar, students will record emotional situations and identify ways to cope with stress (Reactions Calendar found in Managing Stressful Feelings, Lesson Four, MH, HS, www.healthteacher.com).
- Students will reflect on apology—what it feels like to apologize; how it feels to receive an apology; what and why it is different; and, how it feels when an apology is violated (Lesson Four).

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>



Lesson One



Lesson Two



Lesson Three



Lesson Four



Lesson Five

- Lesson One: Feelings and Mental Health
- Lesson Two: In My Own Eyes
- Lesson Three: Listen to What I Say
- Lesson Four: Managing Stressful Feelings
- Lesson Five: Communicating about Problems

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- <http://www.healthteacher.com/>
- Karen Edwards, Ed.D., University of Delaware

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Homework assignment needs to be given early and brought to class for discussion.
- Work in groups placing strong students with weaker ones.
- Pair-share information.
- Small groups.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

- ☒ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will use the internet for research and to respond critically and thoughtfully to stress-provoking situations and a self-esteem assessment. They will think about positive and negative stressors and appropriate responses.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Mental health issues are linked to many of the issues surrounding academic achievement, attendance in school, adolescent health risks, and poverty. Students who indicate poor responses to hypothetical stress may be referred to school counselors or wellness centers or other support services.

Students in need of mental health services may be referred to the wellness center, school nurse, or school counselor.