

Unit Title: Social and Emotional Wellness

Grade Level: 7th

Subject Area: Health Class

Duration/Length/Number of class periods: Mental Health Mondays - One Semester so approximately 15-20 class periods

Description: Social and Emotional Wellness will be extremely important when returning to online learning.

Established Goals (National, State, Local): State of Colorado

Evidence Outcomes Students Can:

- a. Demonstrate the ability to engage in active listening.
- b. Demonstrate negotiation skills to support the healthy expression of personal needs.
- c. Demonstrate the ability to state personal needs and articulate limits.
- d. Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends.
- e. Advocate for self and others to increase the safety of the school community.
- f. Identify a variety of verbal and nonverbal communication styles and how to respond effectively.

Academic Context and Connections Colorado Essential Skills and Real-World Application:

1. Setting boundaries provides a framework for responsible decision-making and can contribute to the development of a positive self-image. (Civic/Interpersonal Skills:Character)
2. Determine how effective communication skills affect mental and social health and are lifelong skills. (Civic/Interpersonal Skills: Communication, Using Information and CommunicationsTechnologies)
3. Demonstrate why effective communication skills need to be applied when communicating wants and needs. (Civic/Interpersonal Skills: Communication, using Information and Communications Technologies)
4. Communication skills can be used to advocate for the safety of a school community.

(Civic/Interpersonal Skills: CivicEngagement) Inquiry Questions:

1. How will I know who to trust with my emotional health issues?
2. How can I keep my friends if I disagree with them?
3. How can I express my feelings and concerns if I am shy or feel embarrassed?
4. How can I be a better listener?
5. How can modern technology be positive and negative in communicating with others?

Health Skills: 1. Interpersonal communication 2. Advocacy 3. Self-Management/Personal Responsibility

What [Enduring Understandings](#) are desired?

Topic: Being able to navigate healthy boundaries.

What [Essential Questions](#) will be considered?

1. Can you recognize when a friendship becomes overwhelming?
2. Are you able to understand that boundaries are different yet important in a virtual and in person environment?
3. What are pros/cons to this constant line of communication?
4. What are your boundaries with friends?

Students will know / be able to: How to ask their friend(s) for space if they feel like they are in a toxic relationship.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Create a scene! First, try to sketch yourself on a cloudy day. Fold your paper into thirds hot dog way. In the lower third, draw a stick figure. In the middle we will leave blank. In the top third, draw a sun. Start by thinking of one relationship, it could be friend or familial. Now, let's revisit the middle portion. This is where you will begin to draw clouds.	X	X	X	X	X	X	X
Here you can see that just one cloud doesn't really block your sun. This could represent perhaps a disagreement on beliefs between you and your friend. Honestly, this is healthy (mostly) and they will provide you a break from the sun. However, if it feels as if there's a lot of stress and anxiety in a relationship, that would be represented with a ton of storm clouds that take up the sky and allow you to receive no sunlight. This is how you can visually sketch out your concerns and apprehensions surrounding a relationship.							
Metaphor: Friends and Relationships come and go and look different every day like clouds. You, however, are charged with the task of understanding when that person is blocking all of your sun. Anytime you feel as if your boundaries are being pushed, remember that this storm will pass only if you communicate to the other person that you are feeling overwhelmed/sad/angry/upset. This is particularly tricky to see or anticipate coming online.							

Next, we will be able to understand these boundaries happen in both the virtual and physical space by watching Teen Voice. Then we will go out of break out rooms and discuss the questions presented at the beginning of class.

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Materials, tools and resources:

<https://www.youtube.com/watch?v=yjzGxLq1Dqs>

Draw a picture: Piece of Paper and Writing Utensil.

Unit Plan Author: Maeve Cameron, Boulder Valley School District

Additional credit given to: <https://www.teachthought.com/pedagogy/examples-of-essential-questions/>
<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>