



Grade 10 Sample Lesson Plan: Unit 1 – Mental Health/Social Emotional Skills

SOLs

- 10.1.K List examples and describe the risks of having personal information accessible to others online.
- 10.1.Q Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.
- 10.2.J Analyze the influence of emotions and peer approval on personal decision making.
- 10.2.K Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.
- 10.2.L Evaluate the value of exercising self-control.
- 10.2.M Recognize the protective factors of assertiveness.
- 10.2.N Calculate the importance of support and encouragement from positive role models.
- 10.2.Q Explain the importance of emotional health, and identify when and where to seek support for self and others.
- 10.2.T Explain risk factors for and the warning signs of suicide.
- 10.3.F Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
- 10.3.Q Advocate for mental health resources in the school and community.
- 10.3.R Describe when to seek support for self and others, and role-play various help-seeking strategies.
- 10.3.S Explain risk factors and influences that may lead to self-harming behaviors

Objectives/Goals

- The following activity ideas and lesson and information resource links address these SOLs and support the social and emotional development of students. The Health Smart Virginia website provides a bank of more detailed lesson plans to meet the Grade 10 Social Emotional SOLs in the *Related Resources* listing under this document on the website. To directly access these on their source sites, click the web links below.
- *The contribution teachers make to the social and emotional development of students is affected by how teachers themselves role model pro-social and emotional regulation skills; supportive interaction with students by educators, health, and counseling staff; and the*

larger community, school, and classroom climates - perhaps even more than implementation of any specific focused lesson.

- *Lastly, these SOLs should be addressed in concert with the other SOLs, - e.g., healthy relationships and violence prevention, ATOD, and health promotion - that address components of social and emotional development of students – i.e., their ability to experience, express and manage their emotions; to communicate, collaborate, resolve conflicts; and to otherwise develop and maintain positive, supportive relationships with others.*

Procedure

- Implement the lessons identified in the resource section.
- Ask students to research and present on the signs and symptoms of depression and suicide and other mental health concerns and available helpful resources including the National Suicide Prevention Hotline 1-800-273-TALK.
- Contact the Virginia Department of Behavioral Health Services to bring a Mental Health First Aid Program to your school.
- Set up a class role-play where students can practice talking to friends who may be exhibiting symptoms of depression, anxiety, disordered eating, or other self-harming behavior and encouraging them to seek help.
- Have students compile a comprehensive list of school and community mental health resources.
- Reduce the Stigma! Campaign - Discuss stigma, mental health, and substance abuse and have students develop a campaign to promote awareness, acceptance, and help seeking.
- Split the class into pro and con groups to debate the good of social networking.
- Ask students to research and write a persuasive essay about the benefits and/or disadvantages of social networking..
- Research and identify resources for helping someone who is exhibiting self-harming behaviors.
- Have students identify stressors and set goals to that will reduce stress.
- Encourage students to talk to trusted adults about disappointments, loss and grief. Talk to them about helpful school and community resource people. *When Grief Enters the Classroom* is a resource that provides good background and strategies for educators on addressing grief across various developmental ages.
http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf.
- Communication undergirds social emotional development. Implement the class activity, *Communication Drawing* http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml . Pair up students and give them 4 blank pieces of paper and drawing instruments. Have the students sit back to back. Give the first student in each pair 2 minutes to draw a picture on the paper. These students will slowly describe their drawing to their partner and the partner should follow their instructions try to replicate the original drawing – no questions are allowed! Once this is done, the students should compare the two drawings. Discuss what was helpful or challenging in communicating

without seeing the drawing. Repeat the activity, but instead have the partner's switch roles. In this second round, however, the second student can also ask the partner questions (but only questions that have a yes/no answer) to clarify how their partner is telling them to draw. Have the students compare the pictures and discuss. Were the second set of drawings closer to the original? What may have contributed to this? Was additional communication helpful? How so?

- Self - Esteem/ My Positive Traits http://www.educationworld.com/a_lesson/self-esteem-positive-character-traits.shtml Students work together to create a class social media or Instagram account with pictures and captions that reflect their positive traits.
- Striking Out Stress – A Gallery Walk Activity http://www.educationworld.com/a_tsl/archives/02-1/lesson045.shtml

The teacher puts up several posters around the room. After an interactive discussion about the definition of stress and the impact of the “fight or flight” response on health, students walk around the room and jot down answers to each poster. The teacher and students then discuss the responses and identify positive and negative stressors. When the students return to their seats, the class brainstorms strategies for coping with stress. Following are sample poster headings:

 - Situations that make me angry.
 - Situations that make me frustrated.
 - Situations that make me worry.
 - Situations that make me happy.
 - Situations that take a lot of time.
- Situations that take money

References

- An Adolescent Mental Health Curriculum = A Starter Kit for Schools
<http://www.sprc.org/resources-programs/adolescent-mental-health-wellness-curriculum-starter-kit-schools>
- Canadian Mental Health Association- Mental Health and High School Curriculum Guide: http://www.cibhs.org/sites/main/files/file-attachments/mental_health_and_high_school_curriculum_guide.pdf
- CDC Healthy Relationships Talking Points
<http://headsup.scholastic.com/sites/default/files/Relationship-Talking-Points-CDC.pdf>
- CDC Healthy Communication Skills Teachers Guide
<http://headsup.scholastic.com/sites/default/files/Healthy-Communication-Guide-CDC.pdf>
- The Cool Spot – www.Coolspot.gov
- Cross the Line Similarities and Differences Activity
<https://my.vanderbilt.edu/vucept/files/2014/08/Crossing-the-Line-Activity.pdf>
- Discovery - Depression Lesson Plan
<http://www.discoveryeducation.com/teachers/free-lesson-plans/depression.cfm>
- Eating Disorders www.usatoday.com/educate/casestudies/eatingdisorders.pdf
- KidsHealth.org Teacher's Guides for Grades 9-12:
 - Conflict Resolution
https://classroom.kidshealth.org/9to12/personal/growing/conflict_resolution.pdf
 - Depression
<https://classroom.kidshealth.org/classroom/9to12/problems/emotions/depression.pdf>
 - Empathy <https://classroom.kidshealth.org/9to12/personal/growing/empathy.pdf>
 - Eating Disorders
https://classroom.kidshealth.org/9to12/problems/conditions/eating_disorders.pdf
 - Getting Along
http://classroom.kidshealth.org/9to12/personal/growing/getting_along.pdf
 - Healthy Relationships
http://classroom.kidshealth.org/9to12/personal/growing/healthy_relationships.pdf
 - Peer Pressure
http://classroom.kidshealth.org/9to12/personal/growing/peer_pressure.pdf
 - Self Esteem http://classroom.kidshealth.org/9to12/personal/growing/self_esteem.pdf

- Stress
<https://classroom.kidshealth.org/9to12/problems/emotions/stress.pdf>
- Suicide Prevention
<http://classroom.kidshealth.org/9to12/problems/emotions/suicide.pdf>
- Mental Health First Aid <https://www.thenationalcouncil.org>
- Mental Health and High School Curriculum Guide , Canadian Mental Health Association
<https://www.cmha.ca/highschool/english.htm>
- Mental Health HS Curriculum Guide – Teen Mental Health .org
<http://teenmentalhealth.org/curriculum/wp-content/uploads/2015/09/Mental-Health- High-School-Curriculum-Guide.pdf>
- NC Schools – Mrs. Kelly’s Health and PE Mental Health Lessons -
https://daretolearn.haikulearning.com/forsytheke/mrs.kellyshealthandpe/cms_file/show/17927483.pdf?t=1386943520
 - Identify responses to stress and coping
 - Methods to deal with anxiety
 - Identify Causes and Symptoms
 - Design Help Seeking Strategies
- Mindful Schools – Lesson- Introduction to Mindful Bodies and Listening-
<http://www.mindfulschools.org/resources/explore-mindful-resources/>
- Mindful Schools –<http://www.mindfulschools.org/resources/explore-mindful-resources>
- Mindful Teachers Site - <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html> - numerous activities including:
 - *Human Camera to Engage the Senses*
 - *A Cooperative Game for Teaching Mindfulness*
 - *Pebble Meditation to Cultivate Peace*
 - *Rainbow Walk to Move the Body and Rest the Mind*
 - *A Seated Walking Practice*
 - *A Mindful Way to Handle Annoyance*
 - *THINK Before You Speak*
 - *THINK Before You Speak 2*
 - *Developing Mindfulness of Feelings*
 - *Facing Challenges*
 - *Labeling Thoughts, Emotions*
 - *Abdominal Breath Stress Reduction*
 - *Awareness of the Present Moment*
 - *Recognizing and Learning From Mistakes*
- NIDA CDC What Does Respect Mean To You
<https://teens.drugabuse.gov/blog/post/love-and-drugs-and-violence>
- Scholastic - Teens and Decision Making - Teachers Edition and Student Magazine
<http://headsup.scholastic.com/teachers/teens-and-decision-making-lesson>

- Open Up Magazine, Minnesota Association for Children’s Mental Health –*It’s All in Your Viewpoint* - <http://www.macmh.org/open-up-magazine/classroom-activities/>
- PBS- Overview of Mindfulness- <http://www.pbs.org/thebuddha/teachers-guide/>
- PBS – Its My Life - <http://pbskids.org/itsmylife/index.html>
- PBS- In the Mix: "Dealing with Death":
http://www.pbs.org/inthemix/shows/show_death.html
- PBS – Its My Life – Death <http://pbskids.org/itsmylife/emotions/death/>
- PBS - Its My Life Dealing with Anger Journal
http://pbskids.org/itsmylife/journal/anger_journal.html

- PBS - Its My Life Depression Journal
http://pbskids.org/itsmylife/journal/depression_journal.html

- PBS - In the Mix, Violence and SE Lesson Plans and Discussion Guides
<http://www.pbs.org/inthemix/educators/lessons/>
- PE Central lessons
 - Emotions in Motion
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9514#.WR3WVmVNFho>
 - Sounds of Music (Stress Management)
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=883#.WR8CIWVNFho>

- ProCon.org- Social Networking: <http://socialnetworking.procon.org/>
- Reach Out - Asking students if they are okay
<http://au.professionals.reachout.com/r-u-ok>
- Rossier USC - Creating Safe Spaces – Social Emotional Lessons-
<https://rossieronline.usc.edu/blog/bullying-prevention-lesson-plans/>

- Samaritans Developing Emotional Awareness and Listening (DEAL) Teaching Resources: <http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources>
- Scholastic Mind Up Curriculum – brain centered teaching strategies
<http://teacher.scholastic.com/products/mindup/>

- Scholastic - Social and Emotional Learning: Essential Lessons for Student Success
- <https://shop.scholastic.com/teachers-ecommerce/books/social-and-emotional-learning-essential-lessons-for-student-success-9780545465298.html>
- Screening for Mental Health- depression, suicide, and self-injury:
<https://mentalhealthscreening.org/programs/sos-signs-of-suicide>

- Signs of Suicide and ACT <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/student-programs/curriculum>

- Social Networking: <http://socialnetworking.procon.org/>
- Striking Out Stress: A “Gallery Walk” Activity:
http://www.educationworld.com/a_tsl/archives/02-1/lesson045.shtml
- Substance Abuse and Mental Health Services Administration www.SAMHSA.gov
- Suicide Prevention Resource Center www.sprc.org
- Teen Mental Health- Mental Health & High School Curriculum:
<http://teenmentalhealth.org/curriculum/wp-content/uploads/2015/09/Mental-Health- High-School-Curriculum-Guide.pdf>
- Virginia Department of Behavioral Health Services www.dbhds.org
- “Walk in Our Shoes” Lesson Plan:
[http://walkinourshoes.org/content/Classroom Lesson Plans.pdf](http://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf)
- Wall Street Journal - Overview of Mindfulness -
<https://www.wsj.com/articles/can-mindfulness-help-students-do-better-in-school-1424145647>
- We Are Teachers: Resources for Social and Emotional Learning
<http://www.weareteachers.com/lessons-resources/social-emotional-learning-classroom-resources>
- Welcoming Schools Guide – Bias, Bullying, Bystanders-
[http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Bias Bullying Tips for Elementary Educators.pdf](http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Bias_Bullying_Tips_for_Elementary_Educators.pdf)
- When Grief Enters the Classroom
[http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District %20Links%20 documents/grief guide.pdf](http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf)