

**Brunswick School Department
Grade 10
Personal Health**

Essential Understandings	<ul style="list-style-type: none"> ▪ Personal health is an approach to understanding a range of conflicting emotions what cases them, how they can be managed, and the impact on ones wellness. ▪ Wellness is the quality of life that results from your health status. ▪ A risk factor is something that increases the chances of a negative outcome. ▪ There are seven steps a person can take to successfully reach a goal. ▪ The responsible decision making model is a series of steps one can follow to assure their decisions lead to actions that promote health, protect safety, and follow laws. ▪ Self esteem is an important indicator of one’s mental health. ▪ There are a variety of techniques that can be used to manage stress. ▪ Communication skills are necessary to effectively share thoughts, feeling and information with other people. ▪ Our school, community and state have many resources available to help individuals with mental health disorders, physical health problems and social health issues. ▪ Maine has the highest rate of teen suicides in the U.S.
Essential Questions	<ul style="list-style-type: none"> ▪ What does it mean to be “healthy”? ▪ What skills do you need to improve your health physically, mentally and socially? ▪ How does our physical, mental and social health relate to one another? ▪ What community resources are available to help one deal with mental health issues, social health issues and physical health problems? ▪ What are signs for suicide and why do people commit suicide?
Essential Knowledge	<ul style="list-style-type: none"> ▪ There is a relationship between physical, mental and social health. ▪ External factors affect wellness. ▪ An individual’s behaviors affect wellness. ▪ Establishing goals positively affects personal health. ▪ Responsible decision making positively affects personal health. ▪ Steps can be taken to improve self-esteem. ▪ Stress management techniques contribute to personal health. ▪ Positive communication skills contribute to wellness. ▪ Community health resources are available to help with mental, social, and physical health issues. ▪ It is important to recognize warning signs of suicide. ▪ An awareness of intervention skills may help to prevent suicide.

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Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ personal health, wellness, mental health, physical health, social health, health status, risk factor, decision making model, self esteem, stress, eustress, distress, stress management, assertive communication, body language, personal standards, quality of life, passive communication, aggressive communication, values, risk behavior, depression, suicide
Essential Skills	<ul style="list-style-type: none"> ▪ Evaluate conditions that influence self-esteem. ▪ Examine ways to improve self-esteem. ▪ Identify personal standards. ▪ Describe influences on personal standards. ▪ Draw conclusions about feelings related to mental health. ▪ Demonstrate ways to express feelings in health enhancing ways. ▪ Explain the importance of expressing needs, wants and feelings. ▪ Demonstrate assertive communication. ▪ Identify situations that cause powerful feelings. ▪ Formulate positive ways to handle feelings. ▪ Identify resources for help. ▪ Identify strategies for preventing suicide.
Related Maine Learning Results	<p><u>Health</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.</p> <ol style="list-style-type: none"> a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. <p>A2. Dimensions of Health Students analyze the interrelationship of physical, mental/intellectual, emotional and social health.</p> <p>C. Health Promotion and Risk Reduction</p> <p>C2. Avoiding/Reducing Health Risks Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ol style="list-style-type: none"> a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others. <p>D. Influences on Health</p> <p>D1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors.</p> <ol style="list-style-type: none"> a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influence healthy and unhealthy behaviors.

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Related Maine Learning Results	<p>E. Communication and Advocacy Skills</p> <p>E1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others. c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <p>E2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices.</p> <ul style="list-style-type: none"> b. Adapt health messages and communication techniques for different audiences. <p>F. Decision-Making and Goal-Setting Skills</p> <p>F1. Decision-Making Students apply a decision-making process to enhance health.</p> <ul style="list-style-type: none"> b. Justify when individual or collaborative decision-making is appropriate. d. Defend the healthy choice when making a decision. <p>F2. Goal Setting Students develop and analyze a plan to attain a personal health goal.</p> <p>F3. Long-Term Health Plan Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Identify personal standards and determine how these personal standards influence decisions. Complete a self-assessment inventory to determine level of assertiveness. Discuss the three reaction styles. Role play various reactions to demonstrate nonverbal messages that match each reaction style. Work in pairs to write an assertive reaction to each of several situations.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Explain how decisions and judgments are based on standards. In pairs, take turns role-playing situations and completing and “Assertiveness Checklist”.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Over the Hedge</u> ○ <u>Stressed Out</u> ○ <u>Risky Behaviors</u>
Technology Link	<ul style="list-style-type: none"> ▪ http://www.healthteacher.com ▪ http://www.save.org