



Subject Area: Wellness health	Course: Grade 4	
Unit 4 Title: Mental and Emotional Health	Start: February	End: March
Unit Summary: This unit focuses on various aspects of personal development and social dynamics, aiming to equip students with the necessary skills and knowledge to navigate through challenges and promote well-being.		

Stage 1: Desired Results

Massachusetts Learning Standards

Mental and Emotional Health [5.3.MH]

- Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]
- Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions. [HPE; SE]
- Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious). [HE; SE]
- Demonstrate how to discuss mental health and mental health conditions in culturally responsive ways and in ways that reduce stigma. [HE; SE]
- Identify signs and symptoms of mental distress in self and others, and how to get help for self or others. [HE; SE]

Mental and Emotional Health [5.5.MH]

- Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. [HE; SE]
- Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]
- Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]
- Describe supports needed to achieve success for a difficult activity or task in varied contexts. [HPE; SE]
- Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]

- Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Make a goal to promote personal well being
- Identify many strategies to manage stress
- Create an anti-bullying work product such as a poster, poem, or book that promotes kindness

Meaning

Enduring Understandings

Students will understand that...

- Bullying can occur in various settings, including family, school, and community, and recognize the importance of fostering a culture of empathy and respect to prevent and address bullying behavior.
- The roles of upstanders, bystanders, and whistleblowers are essential in addressing dilemmas and conflicts, recognizing their ability to advocate for positive change and promote inclusivity.
- It is important to recognize the signs and symptoms of mental health challenges and access appropriate support resources.
- Goal Setting is a way to advocate for positive change, take responsibility for their actions, and improve their personal well-being and relationships.
- Identifying triggers and developing strategies to manage stress and regulate emotions effectively, help to promote resilience and mental health.

Essential Questions

Students will consider...

- How can individuals recognize and address bullying behavior within their families, schools, and communities?
- What role do upstanders, bystanders, and whistleblowers play in promoting inclusivity and addressing conflicts?
- How can students advocate for mental health awareness and access support resources for themselves and others?
- What are the benefits of setting personal goals to advocate for positive change and improve well-being?
- How can self-awareness and emotional regulation contribute to resilience and mental health?
- In what ways can the family, school, and community support individuals in times of need and promote a sense of belonging?
- How do societal standards influence body image and self-esteem, and how can

• Family, school, and community are essential assets and sources of support in promoting well-being, fostering a sense of belonging, and facilitating personal growth. • Societal standards impact our ideas of body image and self-esteem	individuals cultivate a positive self-image despite external pressures?
Acquisition	
Knowledge Students will know... • Bullying • Conflict • Upstander • Bystander • Whistleblower • Mental Health • Well-being • Goals • Responsibility • Triggers • Strategies • Community • Support • Body Image • Self-esteem • Stress • Emotions • Resources	Skills Students will be skilled at... • Identifying bullying behaviors • Recognizing conflict situations • Supporting as an upstander • Intervening as a bystander • Reporting incidents as a whistleblower • Communicating effectively • Setting and achieving goals • Taking responsibility for actions • Identifying emotional triggers • Implementing coping strategies • Engaging with the community • Seeking support • Improving body image • Building self-esteem • Managing stress • Regulating emotions • Accessing resources