Lesson Objectives:
After this lesson students will be able to:
- Define mental and emotional health.
- Describe two characteristics of each.
- Tell the class one statistic of mental and emotional health
- List two reasons why Americans in general are not mentally healthy.

Link to Standard: A student shall demonstrate an understanding of the decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexually transmitted disease, and unintentional pregnancies.

Prior Knowledge:
- No prior knowledge needed for this lesson.

Review/ Bridging Statement/Anticipatory Set:
- Hello everyone, today we are starting a new unit on mental and emotional health. Some of the topics that come up in this unit you may have heard of or learned about before. This unit will hopefully help bring about some sense of direction and use for those skills. Today we are going to dive into our new unit and will learn a lot of information we need in order to move forward.

Chronology of Lesson

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>0-3 min</td>
<td>Roll Call</td>
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<tr>
<td>3-5 min</td>
<td>Bridging Statement</td>
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<tr>
<td>5-</td>
<td>Content Covered (Refer to Scope and Sequence)</td>
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<td></td>
<td>I. Understanding Mental and Emotional Health</td>
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<td>A. Emotional health is …</td>
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<td>1. Characteristics are….</td>
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<td>B. Mental health is…</td>
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<td>1. Characteristics are…</td>
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<td>C. Characteristics of being mentally and emotionally healthy.</td>
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<td>D. Statistics of mental and emotional health.</td>
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<td>E. Why are Americans Not Very Mentally and Emotionally Healthy.</td>
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<td>1. Stress</td>
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<td>2. Unhealthy Habits</td>
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<td>F. Activity (Attached)</td>
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Closure

- Review Key Points
  - Definition of mental and emotional health.
  - Describe 2 characteristics of each.
  - Have students list an important statistic about mental and emotional health.
  - The two reasons covered in this lesson of why we could not be mentally or emotionally healthy.

Today we learned information about mental and emotional health. This information will give us a solid foundation for the rest of the unit. Next time we will be talking about other what influences our mental and emotional health.

Assessment of Objectives

- Students will complete the activity and have a better understanding of how stress affects our lives.
- Through the review of the lesson will complete the objectives listed above.

Materials

- Lecture material
  - Scope and Sequence
  - Activity plan
    - 6 tennis balls
Content Area: Mental and Emotional Health

Health Literacy: Stress

Grade Level: 8th grade

Life Skill(s): Have a better understanding of how stress effects you.

Activity Title: Someone Missed

Infusion: no   Inclusion: yes

Objective for the Activity: At the end of this activity, students will be able to describe how stress effects you and what happens when more than more stressor is upon you at a time.

Materials Needed: six tennis balls

Description and Directions for Activity

Time Allowed: 15 min.

Concept: We can handle problems that come at us one at a time. Our stress usually results when problems come at us too fast for us to handle. Normally there is not one big stressor that wipes us out, but a number of small ones that by themselves would not be a problem, but when combined drive us to such behaviors as alcohol or other drugs use, depression or violence.

Activity Description:

• Everyone stays together in one group.
• Stand in a loose bunch.
• Start with one tennis ball, someone throws it up and someone else catches it.
• The person that catches it then throws it up and another person catches it.
• No one may catch the ball twice.
• Names may not be called out as to who is supposed to catch the ball.
• Continue activity until everyone has had a chance to catch the ball.
• Count the number of times the ball hits the ground.

Second Round

• Start the same way except when the first ball is caught add another ball.
• Continue to add balls every time the ball is thrown up and caught.
• Keep track of how many balls the group can catch before one is dropped.

Follow-Up Questions

1. How hard was the first part of the activity when we were throwing just one ball?
2. How difficult was the second part of the activity?
3. How difficult was it as you added more and more balls?
4. How much pressure did you feel to be sure that you were not the one to drop the ball?
5. How can this activity be related to stress in our lives?
6. What are some day to day stressors that we live with that effect our mental and emotional health?

Reference