

Englewood Public School District

Comprehensive Health

Grade 5

Unit: Stress and Conflict Resolution

Overview: This unit will focus on positive messages regarding how humans can cope with change, crisis, rejection and loss via healthy approaches and coping strategies. The unit continues by providing an overview of family health, as well as community resources that students can access to assist them with all of life’s challenges.

Time Frame: One Marking Period

Enduring Understandings:

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active life style.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.

Essential Questions:

- How do personal health choices impact our own health as well as the health of others?
- What are healthy ways of dealing with stress?
- What are strategies to prevent or stop violence, harassment, gang violence, discrimination, and bullying?
- What are some ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation?
- What are the goals of various community or service-organization initiatives to determine opportunities for volunteer service?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> <u>2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in</u>	<p style="text-align: center;">Topics</p> <p>Mental and Emotional Wellness</p> <p style="text-align: center;">Objectives</p>	<p><u>Conflict Resolution</u></p> <p>Arguments, disagreements, disputes, oh my! You can help your students solve problems without fighting by teaching them conflict</p>	<p>Conflict Resolution, Kids Health</p> <p>https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf</p>	<p>Formative Assessment:</p> <p>Student’s work will be reviewed and feedback given to ascertain their understanding of mental and emotional wellness.</p>

adolescents and related prevention strategies.

2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.

2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.

2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.B.1 Use effective decision-making strategies.

2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

2.2.6.B.4 Apply personal health data and information

Students will demonstrate successful resolution of a problem(s) among friends and in other relationships.

Students will assess the personal values and ethics that eliminate sources of conflict, such as harassment, gang violence, discrimination, and bullying.

Students will research ways in which people cope with change, crisis, rejection, loss, and separation in the global community.

Students will examine how personal assets and protective factors support healthy social and emotional development.

Students will demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Use effective decision-making strategies.

Apply personal health data and information to support achievement of one's short- and long-term health goals.

resolution skills. These activities will help your students identify potentially explosive scenarios, and develop strategies for dealing with them.

Students will discuss and then role play how to deal with bullying situations.(NJSL SL 5.1)

Students will create a podcast, video, or multi-media campaign that promotes healthy life choices, including protective factors that support healthy emotional development.

Students will practice assertiveness skills and debrief as a whole class. (NJSL SL 5.1)

Stress Reduction Activities for Students, Lawman
Stress Reduction
<http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>

Together Against Bullying, Pacer's Center
www.Pacerkidsagainstubliying.org

Dealing with Bullies:
<https://kidshealth.org/en/kids/bullies.html>

Kids Talk about Bullying video:
<https://kidshealth.org/en/kids/talkabout-bullying.html?WT.ac=k-ra>

Dealing with Troublesome Feelings, Health Smart
<http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/>

Suggested Books

The ABCs of Yoga for Kids, Teresa Power

Mindful Movements: Ten Exercises for Well-Being
Thich Nhat Hanh and

Benchmark Assessment:
Common Formative Assessment

Summative Assessments:
Students will receive a grade for classroom participation.

Teacher will provide students with a list of pre-conceived attitudes/assumptions related to health and wellness (i.e. takes too much time to exercise, healthy foods are always so expensive, we are thin so we must be healthy and well, etc.). Students will then compare the list to experiences they have had in their own lives regarding these preconceived notions. Students will be asked to provide an example of the preconceived notion and illustrate how it may impact their personal or family decisions regarding health and wellness in a negative manner.

Working in pairs, each student selects someone they know well (friend, parent, grandparent, clergy etc.) that exemplifies

to support achievement of one's short- and long-term health goals.

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

2.2.6. C.2 Predict situations that may challenge an individual's core ethical values.

2.2.6. C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Wietske Vriezen

Tear Soup, Pat Schwiebert

Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss (Elf-Help Books for Kids), R. W. Alley

positive personal assets. Each student verbally describes at least three assets that they admire to their student partner. Alternate Assessments: Students then share their own personal assets with each other and create a combined list of their positive personal assets and one sentence each describing a personal experience highlighting an example or situation in which it was demonstrated

As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships.

Alternative Assessments:
Role Play
Self-Assessment

Comprehensive Health

Topics	Instructors will lead a discussion regarding different ways individuals,	Pete's PowerPoint Station, http://science.pppst.com/humanbody/bodyparts.html	Formative Assessment: Instructors will maintain a running record of student
Family Health			

2.1.6.D.2 Explain what to do if abuse is suspected or occurs.

<p>Objectives</p> <p>Students will compare and contrast how families may change over time.</p> <p>Students will list at least one example of how one person’s health practices can affect the health of another person.</p> <p>Compare and contrast at least one example of individuals, families, and communities coping with change, crisis, rejection, loss, or separation.</p>	<p>families, and communities coping with change, crisis, rejection, loss, or separation. (NJSL SL 5.1)</p> <p>Instructors can select from a large repertoire of lessons regarding family life, Queen Anne’s County Public Schools.</p> <p>As a class, make a list of ways that families may change over time. Using the list, the class constructs a time line that displays ways that family may change over time.</p> <p>Students will choose 1 family change and write a journal entry about how they felt during this change.(NJSL W 5.10)</p>	<p>Staying Healthy, Kids Health http://kidshealth.org/kid/stay_healthy/</p> <p>5th Grade Family Life Unit, Queen Anne’s County Public Schools www.qacps.org/.../5th%20Grade%20Family%20Life%20Unit%20Lessons%20.pdf</p>	<p>progress as they consider concepts related to family health.</p> <p>Summative Assessments: Family Timeline Journal Entry</p> <p>Alternative Assessment: Role Play Self-Assessment</p>
<p>Topics</p> <p>Community and Environmental Health</p> <p>Objectives</p> <p>Determine the validity of different health resources.</p> <p>Learn about health profession careers.</p> <p>Determine health issues that</p>	<p>Visit a nursing home giving each of the patients a “Thinking of You” card.</p> <p>Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. (NJSL SL 5.1)</p> <p>Students will write a letter to the mayor identifying the problem and a possible</p>	<p>Connectedness activity: https://schools.au.reachout.com/articles/connectedness-and-reaching-out-resource</p> <p>Building Relationships https://schools.au.reachout.com/articles/catch-and-connect</p> <p>Dealing with Change: https://www.penguinrandomhouse.com/books/286852/who-moved-my-cheese-for-</p>	<p>Formative Assessments: Discussion Role Plays</p> <p>Summative Assessments: Students will receive a grade for their plan to make a positive impact for the community.</p> <p>Students will choose a local issue of concern (teacher can provide examples: unsafe playground</p>

Comprehensive Health
2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

<p>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6. E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>	<p>warrant discussion with an adult.</p> <p>Students will collaborate with peers to develop plans to promote a safe and healthy school environment.</p> <p>Students will list ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p>	<p>solution in their community. (NJSLs W 5.10)</p> <p>Students will research a community service organization and present findings to their peers.(NJSL SL 5.3)(NJSLs RI 5.1)(NJSLs RI 5.2)</p> <p>Students will listen to a presentation by a local community health worker (could be school guidance counselor or nurse) about how they support the health of the community.(NJSLs SL 5.3)</p> <p>Students will brainstorm a list of people who they can reach out to during times of stress and change.</p>	<p>kids-by-spencer-johnson-illustrated-by-steve-pileggi/9780399240164</p>	<p>equipment, littered streets or ask students to do a community survey) and write a brief letter to the “mayor” explaining why the situation needs improvement. Include at least one suggestion to improve the concern and what effect the change will have on the student and community.</p> <p>Alternative Assessments: Self-Assessment Peer Assessment</p>
---	--	--	---	---

Key Vocabulary:

Conflict – A state of opposition between ideas, interests, disagreement or controversy.

Argument – A statement or series of statements for or against something.

Disagreement – Lack of consistency or approval.

Resolution – The action of solving a problem.

Harassment – Aggressive pressure or intimidation towards someone in a constant or repeated way.

Gang – An organized group of criminals.

Bullying – Use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.

Mediation – Intervention between conflicting parties to promote compromise.

Cope – Dealing effectively with something difficult.

Volunteer – A person who freely offers to take part in an enterprise or undertake a task.

Integration of 21st Century Standards NJSLs 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Pre-teach vocabulary
- Lower level text will be provided
- Students can use both English and their native language to label items
- Peers will work together on research
- Speak and display terminology and movement
- Look for children’s books in student’s native languages
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls

Special Education

- Lower level text will be provided
- Students will receive peer support for research
- Provide concrete examples
- Utilize modifications & accommodations delineated in the student’s IEP
- Lower level text will be provided
- Work with paraprofessional
- Use multi-sensory teaching approaches.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).

At-Risk

- Lower level text will be provided
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Review behavior expectations and make adjustments for

Gifted and Talented

- Students can be support for peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

	<ul style="list-style-type: none"> • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<p>personal space or other behaviors as needed.</p>	
--	--	---	--

Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL 8:

- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.