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| **P R O J E C T O V E R V I E W** |
| **Name of Project:** Mental Health Wellness | **Duration (days):** 22 | **Written For:** [x] Period Schedule [ ] Trimester [ ] Block Schedule [ ] Semester |
| **Subject/Course:** JAG | **Teacher(s):** Jones | **State:** SC | **Grade Level(s):** [x] 7/8 [ ] Alternative Ed. [ ] 9/10 [ ] Out of School [ ] 11/12 [ ] Any |
| **Other Subject Areas to be Included:** health |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | In small groups, students will construct a project that will promote mental health wellness in their school and community. This project must promote awareness, prevent stigmas, and provide strategies for mental health wellness.Additionally, individual students will develop a plan to support personal mental health wellness. |
| **Driving Question**What problems/questions will students be learning about? | How can I improve my mental health wellness? |
| **Entry Event**How will you introduce the topic in an engaging way? | Learning the Facts activity/game: Lesson 1 from Walk in Our Shoes- walkinourshoes.org (see PDF) |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** Project | **Presentation Audience**[x] Class[x] School[x] Community[ ] Experts[ ] Web[ ] Other: Click here to enter text. |
| **Individual:** Personal Mental Health Wellness Plan |

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| **P R O J E C T O V E R V I E W** |
| **Competency Attainment**What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  J104 Identify, understand and effectively manage emotions  J105 Demonstrate ability to make healthy choices K107 Differentiate between opinion and fact K108 Identify and demonstrate key communication skills K110 Listen and contribute appropriately in a group situationN120 Demonstrate appropriate conflict resolution techniques N121 Develop and implement a Personal Development PlanN122 Define and demonstrate empathyQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resources**What competencies will be in progress during this project?** (Level 2):K10 J104 Identify, understand and effectively manage emotions  J105 Demonstrate ability to make healthy choices K107 Differentiate between opinion and fact K108 Identify and demonstrate key communication skills K110 Listen and contribute appropriately in a group situationN121 Develop and implement a Personal Development PlanN122 Define and demonstrate empathyQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resources**What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):K10 J104 Identify, understand and effectively manage emotions  J105 Demonstrate ability to make healthy choices K107 Differentiate between opinion and fact K110 Listen and contribute appropriately in a group situationN121 Develop and implement a Personal Development PlanQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resources |
| **Formative Assessments** (Check all that apply or add your own)How will you assess student learning throughout the PBL? | [x] Checklists | [ ] Notes | [x] Plans/Outlines/Prototypes |
| [ ] Concept Maps | [ ] Online Test/Exams | [x] Quizzes/Tests |
| [x] Journal/Learning Log | [x] Practice Presentations | [x] Rough Drafts |
| [x] Other (see PBL Library for ideas): Gallery walk |
| **Summative Assessments**(Check all that apply or add your own)How will you assess student learning at the completion of the project? | [ ] Essay | [x] Oral Presentation w/Rubric | [x] Peer Evaluation |
| [ ] Multiple Choice/Short Answer Test | [ ] Written Final w/ Rubric | [x] Self-Evaluation |
| [x] Other (see PBL Library for ideas): Personal Mental Health Plan |
| **Reflection Methods**(Check all that apply or add your own)How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | [x] Journal/Learning Log | [ ] Fishbowl Discussion | [ ] Survey |
| [x] Whole-Class Discussion | [ ] Focus Group |  |
| [x] Other (see PBL Library for ides): Gallery walk |

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| **P R O J E C T O V E R V I E W** |
| **Career Association**How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?** [ ] Leadership[x] Community Service[ ] Career Prep[ ] Civic Awareness[x] Social Awareness[ ] Fundraising[ ] Other: Click here to enter text. | **What roles will your officers lead in planning?**Leadership: Assist with leading activitiesCommunity Service: Promote mental health wellness in the school and community Career Prep: Finding a guest speaker in the mental health field Civic Awareness: Promote awareness for mental health support systemsSocial Awareness: Create awareness of mental health stigmasFundraising: raise funds for a mental health community service project Other: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Leadership: Assist with leading activities Community Service: Promote mental health wellness in the school and community Career Prep: Finding a guest speaker in the mental health field Civic Awareness: Promote awareness for mental health support systems Social Awareness: Create awareness of mental health stigmas Fundraising: raise funds for a mental health community service project Other: Click here to enter text. |
| **Which Career Pathways will be incorporated into this PBL?** | **Which employers/businesses will you work with throughout this project?**Those in the field of mental health |
| [ ] Agriculture, Food & Natural Resources[ ] Architecture &Construction[ ] Arts, A/V Technology &Communications[ ] Business Management &  Administration[x] Education & Training[x] Finance[ ] Government & Public Administration[ ] Health Sciences[ ] Hospitality & Tourism | [x] Human Services[ ] Information Technology[ ] Law, Public Safety, Corrections &  Security[ ] Manufacturing[ ] Marketing[ ] Science, Technology, Engineering &  Math[ ] Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy** How will you utilize employer connections to increase relevance? | **Circle One:**[ ] Meet and Greet[x] Classroom Presentation[x] Project Observation[ ] Skype/Webinar[ ] Mock Interview[ ] Other: Click here to enter text. | **Circle Two:**[ ] Service Learning[ ] Company Tour[x] Mentoring[x] Co-Develop PBL/Scaffolding[x] Critique of Public Product [ ] Other: Click here to enter text. | **Circle 3:**[ ] Job Shadow[ ] Limited Time Work Experience[ ] Pre-Apprenticeship[ ] Internship/Apprenticeship[ ] Summer Job[ ] Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** |
| **Scaffolding***\*this is a high level overview, details can be found in the Student Learning Guide*What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content? How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**(What do you need to do to prepare for the project to begin?)* Plan the project calendar
* Make copies of all project handouts or load to online Classroom
* Arrange for business partners to speak, mentor, and critique student projects
* Setup specialist and student accounts with Everfi

**Launching the Project:**(How will you SPARK their attention?)Learning the Facts activity/game: Lesson 1 from Walk in Our Shoes- walkinourshoes.org (see PDF)**Introduce the Mental Health Wellness PBL:**In small groups, students will construct a project that will promote mental health wellness in their school and community. This project must promote awareness, prevent stigmas, and provide strategies for mental health wellness.Additionally, individual students will develop a plan to support personal mental health wellness.**Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)Mental wellness basics, understanding mental health disorders, healthy coping skills, how to seek help |
| **Accommodations**What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**How will you provide opportunities for students to review their work and provide feedback for improvement?  | Students will have scheduled times for peer review and both scheduled and unscheduled instructor feedback |
| **Resources**How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project?  | **WHO will you be incorporating?**[ ] School Staff[x] Business Professionals/Employers[ ] Community Leaders/Organizations[x] Technology [ ] Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**Business professionals will serve as guest speakers, mentors, and will critique students’ projects. Students will use technology to research the components of their project. They may also incorporate technology into their projects if they choose to. |

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| **S T U D E N T L E A R N I N G G U I D E** |
| **Project Title:** Mental Health Wellness |
| **Driving Question:** How can I improve my mental health wellness? |
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| **Description of Activity/Product**What will students, specialists, guests, etc. be doing during this portion? | **Learning Outcomes/Targets**What knowledge, understanding & success skills will students need to successfully complete this portion? |
| [x] Formative[ ] Final Product | “Learning the Facts” activity/game | I can understand what mental health consists of. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Everfi Lesson: Introduction to Mental Health | I can understand the basics of mental health |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | “You Have to Learn it to Teach It Mental Health Challenges | I can differentiate between mental health challenges. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Everfi Lesson: Understanding Mental Health Disorders | I can recognize the different types of mental health disorders. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | Project plan | I can construct a plan outlining my project |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | “Myth vs. Fact?” | I can differentiate between facts and myths in mental health. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Everfi Lesson: Healthy Coping Skills | I can identify ways to cope with stress. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | “Checking Ourselves” | I can construct helpful responses to someone who may be anxious. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Everfi Lesson: Seeking Help | I can identify effective ways to get help to support mental health wellness. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | “Making a Difference” skits | I can demonstrate how to respond appropriately to someone struggling with a mental health challenge. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | “Walk in Our Shoes” activity | I can identify characteristics that make me feel special. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | “Let’s Ace This Test” activity | I can describe what I have learned about mental health. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Can We Talk? Activities on Stigma | I can understand that people with mental illness are not to be feared, judged, avoided, or discriminated against. |
| [x] Team[ ] Individual |
| [ ] Formative[x] Final Product | Mental Health Wellness project | I can promote mental health wellness in my school and community. |
| [x] Team[ ] Individual |
| [ ] Formative[x] Final Product | Mental Health Wellness plan | I can construct a mental health wellness plan for my personal well-being. |
| [ ] Team[x] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |

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| **P R O J E C T C A L E N D A R** |
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| **P R O J E C T W E E K O N E** |
| **Launching the Project:**(How will you SPARK their attention?)“Learning the Facts” activity/game: Lesson 1 from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>**Introduce the Mental Health Wellness PBL:**In small groups, students will construct a project that will promote mental health wellness in their school and community.Introduce the PBL and assign groups. | Have students setup their Everfi account and complete “Mental Wellness Basics,” on Everfi:<https://platform.everfi.net/teacher/curriculum/50/demo#introduction-to-mental-health>They will then start planning their PBL. | “You Have to Learn It to Teach It” Lesson 2 from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Students will then work on their project plan.  | Complete Everfi lesson: Understanding Mental Health Disorders: <https://platform.everfi.net/teacher/curriculum/50/demo#understanding-mental-health-disorders> | Project plans due today.Lesson 3: Myth vs. Fact from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf> |
| **P R O J E C T W E E K T W O** |
| Complete Everfi Lesson: Healthy Coping Skills:-<https://platform.everfi.net/teacher/curriculum/50/demo#healthy-coping-skills>  | “Checking Ourselves” Lesson 4 from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Continue projects | Complete Everfi Lesson: Seeking Help- <https://platform.everfi.net/teacher/curriculum/50/demo#seeking-help> | “Making a Difference” Lesson 5from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Continue projects  | Invite a guest speaker to discuss mental health wellness  |

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| **P R O J E C T W E E K T H R E E** |
| Lesson 6: Matt’s Story from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Continue projects | Lesson 7: Walk in Our Shoes- from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Students will continue project work as the teacher checks in with individual groups. | Lesson 8: Let’s Ace This Test from Walk in Our Shoes- walkinourshoes.org (see PDF) <https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf>Reflection: Three Things I Learned About Mental Health Challenges | Activities 1-3 on Stigma: <http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79l-2016-03-CWT-lesson-plans.pdf> From Canwetalk | Students will outline their projects on a posterboard for a gallery walk. Students will give 1 plus and 1 wish for peer feedback.They will also review <https://www.mentalhealth.gov/basics/what-is-mental-health> as a small group to support their projects |
| **P R O J E C T W E E K F O U R** |
| Students will work on projects and make revisions based on peer feedback.  | Students will continue working on their projects, checking them against the Project Rubric to ensure they are including all of their information.Note: Can also use a presentation rubric for additional feedback. | Final practice, feedback, and revisions | Project presentations.Invite business partners to assist with giving groups feedback. | Self-reflection on project workStudents will begin working on their individual mental health wellness plans: <https://www.healthyplace.com/self-help/self-help-information/how-to-develop-a-mental-health-wellness-plan> (just a suggested site- can use others) |

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| **P R O J E C T W E E K F I V E** |
| Complete rough drafts on mental health wellness plans and peer review with 2 other partners. | Final revisions and turn in wellness plans. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
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| **A D D I T I O N A L I N F O R M A T I O N** |
| The resources used for this PBL come from:<https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf><http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79l-2016-03-CWT-lesson-plans.pdf>[https://platform.everfi.net/teacher/curriculum/50/demo#](https://platform.everfi.net/teacher/curriculum/50/demo) |