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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:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Jones | | **State:** SC | | **Grade Level(s):**  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**  Class  School  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 situation  N120 Demonstrate appropriate conflict resolution techniques  N121 Develop and implement a Personal Development Plan  N122 Define and demonstrate empathy  Q131 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 situation  N121 Develop and implement a Personal Development Plan  N122 Define and demonstrate empathy  Q131 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 situation  N121 Develop and implement a Personal Development Plan  Q131 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? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| 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 | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| 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? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| 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  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  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. | |
| **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  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | 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  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  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  Business Professionals/Employers  Community Leaders/Organizations  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? |
| Formative  Final Product | “Learning the Facts” activity/game | I can understand what mental health consists of. |
| Team  Individual |
| Formative  Final Product | Everfi Lesson: Introduction to Mental Health | I can understand the basics of mental health |
| Team  Individual |
| Formative  Final Product | “You Have to Learn it to Teach It Mental Health Challenges | I can differentiate between mental health challenges. |
| Team  Individual |
| Formative  Final Product | Everfi Lesson: Understanding Mental Health Disorders | I can recognize the different types of mental health disorders. |
| Team  Individual |
| Formative  Final Product | Project plan | I can construct a plan outlining my project |
| Team  Individual |
| Formative  Final Product | “Myth vs. Fact?” | I can differentiate between facts and myths in mental health. |
| Team  Individual |
| Formative  Final Product | Everfi Lesson: Healthy Coping Skills | I can identify ways to cope with stress. |
| Team  Individual |
| Formative  Final Product | “Checking Ourselves” | I can construct helpful responses to someone who may be anxious. |
| Team  Individual |
| Formative  Final Product | Everfi Lesson: Seeking Help | I can identify effective ways to get help to support mental health wellness. |
| Team  Individual |
| Formative  Final Product | “Making a Difference” skits | I can demonstrate how to respond appropriately to someone struggling with a mental health challenge. |
| Team  Individual |
| Formative  Final Product | “Walk in Our Shoes” activity | I can identify characteristics that make me feel special. |
| Team  Individual |
| Formative  Final Product | “Let’s Ace This Test” activity | I can describe what I have learned about mental health. |
| Team  Individual |
| 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. |
| Team  Individual |
| Formative  Final Product | Mental Health Wellness project | I can promote mental health wellness in my school and community. |
| Team  Individual |
| Formative  Final Product | Mental Health Wellness plan | I can construct a mental health wellness plan for my personal well-being. |
| Team  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 5  from 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 C A L E N D A R** | | | | |
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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 work  Students 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 C A L E N D A R** | | | | |
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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#> |