



MIND AND BODY

Course Description:

In Mind and Body, students will focus on physical and emotional wellness on a daily basis. They will engage in a variety of activities that will help them learn about self-care and overall wellness strategies to feel balanced physically, mentally and socially. We will explore the brain and body connection behind strategies like journaling, yoga, mindfulness, and meditation.

Grade Level: 6-8th Grade

Unit Scope and Sequence

- Unit 1:** Science of the Mind
- Unit 2:** Brain-Body Connection
- Unit 3:** Strategies for Personal Self-Management
- Unit 4:** The Value of Interpersonal Connections
- Unit 5:** Taking Charge of My Wellness

Course Enduring Understandings:

- Having an understanding of the mind-body connection enables a person to take charge of their own wellness.
- There are a wide range of personal and social self care strategies that can positively impact your health.

Course Essential Questions:

- How can we benefit from scientific understanding of our minds and how they work?
- What knowledge and skills do I need to change my physical and mental health for the better?

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UNIT 1: Science of the Mind

In this unit, students learn about how psychology is tied to biological and physiological states of the brain. Students learn about neurotransmitters that impact states of happiness and how to increase those in their lives through healthy behaviors.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Feelings and mental states are tied to biological states in our bodies. - Science has allowed us to identify behaviors that have direct positive impacts on our emotions. - Societal and environmental change has outpaced the evolution of our brain.	- How is human psychology tied to biology? - How do our brain's primitive survival mechanisms still impact our thinking and feeling today?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Neurotransmitters - Dopamine - Endorphin - Oxytocin - Serotonin - Evolution of the brain - Limbic system - Amygdala	- Draw connections between our bodies' physiology/ biology (areas of the brain, neurotransmitters, etc.) and psychology (feelings, mental health states, etc.). - Identify behaviors that promote happiness by increasing levels of certain neurotransmitters.

Missouri Learning Standards
Students comprehend functional health knowledge to enhance health (NHES Standard 1). Describe interrelationships among physical, social, emotional, and intellectual health. (1.8.1).

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UNIT 2: Mind-Body Connection

In this unit students will discover how the brain directly impacts how our body feels and vice versa. Students will relate to each other in sharing how stress and anxiety impact their lives as adolescents and will share strategies to decrease the negative effects of stress and anxiety in their own lives.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Stress and anxiety are normal human experiences. - We have the ability to alter our own emotional states and stress responses. - Thoughts are not always reality and we can reframe them.	- Why do we feel stress? - What is anxiety and how does it impact us? - How does stress benefit us and when is it harmful to our health? - How do my thoughts change how I feel, both physically and mentally? - How might technology affect my physical and mental health?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Stress - Anxiety - Cortisol - Autonomic nervous system - Heart rate - Breathing rate - Vagus nerve - Mindfulness - Reframing	- Strengthen the connection between students' brains and bodies. - Increase cognitive awareness of one's body and its response to internal and external factors and stimuli. - Identify physical signs of anxiety. - Evaluate stressors in students' own lives to determine ways to mitigate stress and reduce it.

Missouri Learning Standards
Students comprehend functional health knowledge to enhance health (NHES Standard 1). Analyze benefits of practicing health-promoting behaviors. (1.8.2).
Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors (NHES Standard 2). - Explain how personal attitudes, values and beliefs influence health behaviors (2.8.1). - Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors (2.8.4). - Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors (2.8.5).

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UNIT 3: Strategies for Personal Self-Management

In this unit students will increase self-awareness through a variety of strategies and they will decide which strategies fit best in their own personal toolbox.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Self-awareness of physical and mental states is an important life skill. - Having a variety of strategies in your toolbox is necessary for self-management in any situation. - Each self-management strategy works better for some than others.	- Why do I need to pay attention to how my body is feeling and what is on my mind? - What strategies work best for me to help me get back to a desired emotional state? - How might my regulation strategies change based on the environment I'm in at any given time?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Self-awareness - Yoga - Journaling techniques - Meditation - Guided imagery - Affirmation - Body scan	- Practice various techniques to regulate the breath. - Practice self-expression and access inner thoughts through journaling, meditation, mindfulness and guided imagery.

Missouri Learning Standards
Students comprehend functional health knowledge to enhance health (NHES Standard 1). Analyze benefits of practicing health-promoting behaviors (1.8.2).
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness (PE Standard 3). - Identifies positive and negative results of stress and appropriate ways of dealing with each (S3.M18.6). - Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise (S3.M18.7). - Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi (S3.M18.8).

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UNIT 4: The Value of Interpersonal Connections

In this unit students will reflect on the relationships in their lives and develop empathy for others. They will learn how to enhance those relationships to directly impact their own wellness.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Positive relationships with others is a key indicator of health, wellbeing and longevity. • Every situation yields a unique perspective in each individual. • Identifying one's needs and asking for assistance is a self care strategy.	• When I make a positive impact on another person, how does that impact me? • How does thinking through another person's shoes better my relationship with them?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Self-advocacy • Gratitude • Perspective • Empathy	• Identify areas of gratitude in their lives and express gratitude toward others. • Decide how to advocate for themselves when needed. • Evaluate how the family, peers and society influence your wellness.

Missouri Learning Standards
Students analyze the influence of family, peers, culture, social media, technology and other determinants on health behaviors (NHES Standard 2). • Analyze the influence of family and culture on health behaviors (2.8.2). • Analyze how peers influence health behaviors (2.8.3). • Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors (2.8.4).
Students demonstrate effective interpersonal communication skills to enhance health (NHES Standard 4). • Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways (4.8.3). • Demonstrate how to ask for assistance to improve personal health (4.8.4). • Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others (4.8.6).

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UNIT 5: Taking Charge of My Wellness

In this unit students will take ownership of their personal wellness by identifying areas of their lives where they could increase their own personal wellness or create more balance. Students will create a goal that addresses one of these areas and implement a goal related to it.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• SMART goals help ensure success of establishing positive health habits. • Setbacks and failure can increase resilience when met with a positive outlook. • Belief in one's capacity to change and ability to succeed is essential for personal wellness.	• What actions can I take to enhance my own personal wellness, emotionally, socially and/or physically? • How can I attain more balance in my life? • How does goal-tracking impact positive outcomes for my future?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Self-efficacy • Goal-setting • SMART goal • Resilience	• Implement strategies that help students achieve a personal SMART goal that will enhance their own personal health. • Plan, revise and track progress on a personal goal.

Missouri Learning Standards
Students demonstrate effective goal-setting skills to enhance health (HSES Standard 6). • Assess personal health practices (6.8.1). • Set a SMART personal health goal (6.8.2). • Predict the health and life benefits of reaching a personal health goal (6.8.3). • Develop a detailed plan, with a timeline, for achieving a personal health goal (6.8.4). • Assess the barriers to achieving a personal health goal (6.8.5). • Apply strategies to overcome barriers to achieving a personal health goal (6.8.6). • Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting, reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances) (6.8.7). • Apply effort, determination, and resilience toward achieving a personal health goal (6.8.8).