**Lesson Plan: What is Anxiety?**

Grade: 9-12

Objectives:

Students will demonstrate where anxiety comes from.

Students will evaluate the causes of anxiety.

Students will demonstrate an understanding of the side effects of anxiety.

Vocabulary:

Anxiety disorder

Assessment:

Students will be split into three different groups and research the orgin of the disorder, the disorder in itself, and the side effects and cures. Time in class will be designated for research. 40%

Group presentation 40%

Equal participation throughout the group 20%

**Lesson Activity**: How Do I See Addiction?

**Grade Level**: 4th grade (Health, Art and Language Arts integration)

**Objectives**:

* + Student will define and provide examples of common and uncommon addictions through class discussion.
	+ Students will use the building blocks of visual art elements including line, space/form, color, value, space and texture to produce a piece that depicts addiction.
	+ Students will provide adjectives that accurately portray the traits of addiction in their art piece.

**Vocabulary**:

Addiction- a strong and **harmful** need to regularly have something (such as a drug) or do something (such as gamble).

Phobia- an extreme or irrational fear of or aversion to something.

Dementia- a chronic or persistent disorder of the mental processes caused by brain disease or injury and marked by memory disorders, personality changes, and impaired reasoning.

**Snappy Launch**: Watch 4 minute YouTube video on video game addiction

https://www.youtube.com/watch?v=BdfagA\_VYFQ

**Procedure:**

* + Ask students: what were some of the risks from video game addiction?
	+ Depression
	+ Social phobia
	+ Poor grades
	+ Childhood obesity
	+ Dementia

What are the warning signs?

* + Declining school performance
	+ Losing interest in hobbies
	+ Lack of self-care
	+ Social withdrawal
	+ Hiding

Was the video saying all video gaming is bad? No. Define addiction. Stress that even activities that are good for you need to be done in moderation and an addiction takes over your life.

* + Have students list some other addictions they can think of. Go beyond the common and list some uncommon.
	+ Brainstorm some adjectives that describe addiction. Have the students state what color that word evokes for them.
	+ Students will create a piece of visual art using 10 adjectives that describe addiction to them. Students are to put the word addiction as the main focus. Student can use 2 adjectives that were used in class, but must come up with the other 8 on their own. Have dictionaries and thesauruses on hand to help. Have a variety of mediums the student can use.
	+ Review art elements and go through rubric for grading piece.

**Assessment**:

50% – Thoughtful completion of art piece and following directions

25% – Use of art elements to design piece

25%  – Use of appropriate adjectives that describe addiction

**Lesson: Identifying the reason in the migration of the Asian American people.**

Grade: 9-12

Objectives:

Students will identify reasoning behind the migration of the Asian community.

Students will demonstrate an understanding of the history of the Asian culture.

Students will demonstrate an understanding of historical background events leading to migration.

Vocab:

Migration

Refugee

Lesson:

The lesson will begin with a brief power point of the background of the Hmong culture and events students should know about. As well, the presentation will go over briefly why they migrated to the United States, not giving away too many answers though. After the presentation, as a class we will go to the library and do some research. One recommended website they will be given is http://www.hmongculture.net/hmong-people. After a day of research we will as a class discuss our findings, and go over the assessment of the unit.

Assessment:

Students will be asked to complete a 3-4 page paper on the background of the Hmong culture and why they migrated. They will be allowed to use their research they had found previously (giving students incentive to actually research in library). The paper should go over more than just the basic information. They will be required to dig deeper than just, they migrated because of war. I will ask them to tell me what about the war was too much, and what about political issues. As well I would like them to discuss how they got to America. A concluding portion of this report will be a paragraph of the students reflecting on their culture and where they have come from.

10% research day

20% discussion

70% Paper

**Lesson: Find the difference**

Grade: 9-12

Objective:

Students will demonstrate an understanding of LGBT discrimination.

Students will demonstrate an understanding of discrimination between all these groups.

Launch:

We will begin by talking about LGBT and what troubles they face in today's world. We will discuss how they are also discriminated. We will then go back to other cultural and ethnic groups and view their discrimination. As a class we will then discuss and write on the board one or two similarities we found in how these groups are all the same in being discriminated (what methods are used). After we will look at board and talk about how this is wrong and that all discrimination is wrong, and that we need to be more accepting as people, and it all starts with our youth. As a homework assignment they will write a one page paper on what we talked about in discrimination in LGBT.

Assessment:

25% discussion

25% Writing on board

50% paper