**Emotional and Social Health**

**January 2022**

INSTRUCTOR: [ThreeEyedPhonix (github.com)](https://github.com/ThreeEyedPhonix) [ThreeEyedElephant@outlook.com](mailto:ThreeEyedElephant@outlook.com#)

**Unit One: Who We Are VS Who We Want to Become**

Sometimes, it’s hard to human.

Our emotional nature is so complex, and integrated into every single aspect of our lives, yet often our Mental Health is the most overlooked. We can have a feeling about a thought, and even have feelings over our thoughts about our feelings!   
  
Every time a newborn screams it’s likely that it has experienced something uncomfortable, but because it’s for the first time, it’s the **worst** they’ve ever experienced it. When the baby gets raised, it starts to learn how to deal with things, because coping with something like being hungry or tired and not wanting to sleep are not something you are born knowing how to do. We are shown by our lives’ interactions, how we ought to deal with the situation.

When you’re a child, you’re not mature enough to understand that you might be developing bad habits, like throwing temper tantrums when you’re angry, because children aren’t mature.   
  
When you are a teenager, it exaggerates even more because you’re transitioning from a child to an adult. It can be hard having an adult remember that what they are asking of you is to make adult decisions while being treated like a child; instead of learning how to deal with problems that you’re experiencing in a healthy way.

If you consider that we aren’t born knowing how to cope with our mental health, we can consider that the only way to get better at anything really, is to practice. Because your mental state effects your ability to cope and to study, this Subject will be the basic standard for the entirety of the school year. Through it, you will learn to identify your cognitive biases, learn to develop habits by setting realistic goals, learn the importance of accountability and responsibility, and use it to fuel the remainder of your classes during your school year.

The basis for this schooling is to follow the understanding that:

“All students are expected to have access to and make progress in the general curriculum.  Also, all students should be considered general education students first....then the IEP team determines what supports and services children will need in order to have that access and to make adequate progress in that curriculum.  With that in mind, it is imperative that ALL teachers, including Intervention Specialists, become familiar with Ohio's Learning Standards (OLS) and Assessments--including the Ohio Learning Standards-Extended (OLS-E) and the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)”  
  
[Ohio Department of Education OLS](http://education.ohio.gov/Topics/Academic-Content-Standards)   
  
as found on [Ohio's New Learning Standards - Instructional planning for Diverse learners  (SST3) (weebly.com)](https://instructionalplanningforswdsst3.weebly.com/ohios-new-learning-standards.html) we can understand that yes, it is “Imparative that ALL teachers” should consider that **any person** has some cognitive distortions that are overlooked, we can understand that there is a need for a development for the nurturing of students.

Who You Are VS Who you Want to Become?

Following your ELA assignments, create a draft of a hypothetical autobiography. We will use it in Unit 2 to identify the steps we need to get there.

Teacher’s notes: