SEL G&T Project Based Learning
Ms. Smitheimer (G&T Grade 5-504)
September 2024-June 2025

Project Overview:

The project connects to real-world issues surrounding health and wellness by addressing the rising concerns about health and wellness among children and adolescents. Students will explore how their own health choices impact their lives and the lives of those around them. They will investigate local resources, community programs, and societal trends related to health, allowing them to understand the relevance and urgency of wellness in their daily lives.

Students will be encouraged to dive deep into the content by researching various aspects of health and wellness such as nutrition, exercise, mental health strategies, and emotional well-being. They will formulate questions like, "What are the effects of screen time on mental health?" or "How can exercise improve mood?" This inquiry will lead them to explore multiple perspectives, including expert interviews, surveys, and literature reviews.

This project will empower students to make choices about their research topics and presentation formats. They will create podcasts discussing wellness strategies, produce videos demonstrating healthy recipes or exercise routines, and design informative graphics about mental health resources. This autonomy allows them to engage in areas they are passionate about.

Project Objectives:

Students will study, practice, and teach others about the positive impact of health and wellness.

Driving Question:

How do heath and wellness impact students at PS 376?

Integration of Academic Skills:

Writing: Explanatory/ Informational, Opinion/Arguments
Technology: Google Classroom, Google Sites, Canva, Green-Screen Technology, iMovie, podcasting

Standards Addressed:

Next Gen ELA Standards:
5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)

5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)

5W1: Write an argument to support claims with clear reasons and relevant evidence.

5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.

5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.

ITSE: Technology Standards addressed in this unit: (ISTE.NETS.S)

1. **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Digital Citizen:** Students recognize the responsibilities and opportunities for contributing to their digital communities.
3. **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
5. **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

NYS Computer Science and Digital Fluency Standards

4-6.CT.2: Collect digital data related to a real-life question or need.

4-6.DL.1: Type on a keyboard while demonstrating proper keyboarding technique.

4-6.DL.2: Select appropriate digital tools to communicate and collaborate while learning with others.

4-6.DL.3: Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.

Timeline:	
Date:	**Milestone:**
September -November 2024	**What is 'Health and Wellness'? What is podcasting?** Students will define Health and Wellness, podcasting, and the characteristics of podcasting. Students will analyze the data from the student survey. This will lay the foundation for understanding how health and wellness can be communicated and explored through the medium of podcasting. Tasks: "What do I do to prioritize my 'Health and Wellness'?" tree map, survey creation, presentation on the basics of health and wellness CFU:
December - January 2025	**How does nutrition impact someone's health and wellness?** Students will research nutrition and healthy eating and how that impacts energy levels, weight management, and disease prevention. Students will also focus on how diet impacts mood regulation and cognitive function: A well-nourished brain supports better focus, memory, and overall cognitive function. This highlights the vital role that nutrition plays in overall health and wellness, setting the stage for further exploration in the project. Tasks: healthy eating study/reflection, collaboration with Brighter Bites or Ms. Salchli and the garden (write Ms. Salchli a letter), healthy cooking,
February - March 2025	**How does exercise impact someone's health and wellness?** Students will research to gain an understanding of the importance of exercise and how it relates to physical health (weight management, cardiovascular health, muscle and bone strength), cognitive function, community engagement, and teamwork and motivation. This step emphasizes the comprehensive benefits of exercise, setting the groundwork for further exploration in the project. Tasks: exercise classes (little league, yoga, zumba), collaboration with Mr. Andon (write Mr. Andon a letter), pilates class
April - May 2025	**How does mental health/SEL impact someone's health and wellness?** Students will research mental health and social emotional learning (SEL)as it relates to emotional regulation, stress management, building connections, focus and motivation, and resilience. This final step underscores the critical role of mental health and SEL in promoting holistic health and wellness, encapsulating the project's key themes and findings.

	Tasks: Creation of SEL lessons, de-stress strategies, healthy sleeping strategies, invite Ms. Sullivan's class to be guests on the podcast

Project Assessment

· Teacher and Student conferences

· Student Self-Assessment

· Group Members Assessments

· PBL presentation rubric for student presentation

· PBL rubric for completed project

· Writing Piece(s)