



Science Behind the Story (SBS)
Lean On Me (🌍 A Social Health Story)
(3rd Grade- 8-9 yrs)

Everyone needs someone sometimes. Understanding that a support system is important and that it can constantly change is important to your social health.

- 🌍 Humans are social animals and they need other humans in order to survive in the world. This means that you need to learn that asking for help is a good thing that will help keep your brain healthy.

Humans, unlike some other animals, are born immature – in terms of their brain and behaviors (Padilla, 2020; DeMayo, 2019). Without interactions with caregivers, infants would not survive. Without social behaviors, humans as a species would not survive.

People of all ages need to be able to ask for help and building a support system makes it easier to get help when we need it (Alexander, 2021).

- 🌍 A support system is made up of one or more people who you count on to help you (family, friends, caregivers, teachers, doctors, counselors, coaches, etc.). Your support system can be made up of different people at different times in your life.

Educating children about how to build a support system will make it easier for them to ask for help (Alexander, 2021).

One thing that we need to realize is that our support system changes as our social environment changes. Having people who can support you is extremely important to your social health at all stages of your life. Learning how to build your support system when you are younger, will only help you as you age.

- 🌍 People in your support system help you with your basic survival needs and with your social and emotional needs. Choosing people to be part of your support system is dependent on your ability to trust and confide in those people to help you when you need it.

Part of the reason why our support system changes is because there are many different types of support that we may need at different times in our lives (Stewart, D.,2004; mayoclinic.org).

Emotional support requires the person that is supporting you knows and cares about you. You have trusted them enough to confide in them.

Practical support is for when you have a need for something, either aid or a service. You may need to borrow a cup of sugar from a neighbor. You may need a ride home from school from a family friend. These are people that you trust enough to know they will help you.

Informational support is for when you need advice, a suggestion or information so that you can make decisions about something.

National Standards:

Next Generation Science Standards

- Crosscutting Concepts
 - **Cause & Effect:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.
 - Cause and effect relationships are routinely identified, tested, and used to explain change.
 - **Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
 - Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products.
 - **Stability & Change:** For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.
 - Change is measured in terms of differences over time and may occur at different rates.
 - Some systems appear stable, but over long periods of time will eventually change.
- Related Grade Level Content
 - **Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms**
 - 3-LS2-1: Construct an argument that some animals form groups that help members survive.
- Disciplinary Core Ideas
 - **LS2 D: Social Interactions and Group Behavior**
 - Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size

ASCA (American School Counselors Association):

- **Personal/Social Development**
 - **Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
 - PS:A2 Acquire Interpersonal Skills
 - PS:A2.6 Use effective communications skills
 - PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 - PS:A2.8 Learn how to make and keep friends
 - **Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.
 - PS:B1 Self-knowledge Application
 - PS:B1.4 Develop effective coping skills for dealing with problems
 - PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 - **Standard C:** Students will understand safety and survival skills.
 - PS:C1 Acquire Personal Safety Skills
 - PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
 - PS:C1.6 Identify resource people in the school and community, and know how to seek their help

- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

National Health Education Standards (Shape America) & CDC (Centers for Disease Control and Prevention)

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - 1.5.1- Describe the relationship between healthy behaviors and personal health. **(CDC)**
 - 1.5.2- Identify examples of emotional, intellectual, physical, and social health. **(CDC)**
 - 1.5.3- Describe ways in which safe and healthy school and community environments can promote personal health. **(CDC)**

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.1-Describe how family influences personal health practices and behaviors. **(CDC)**

2.5.3- Identify how peers can influence healthy and unhealthy behaviors. **(CDC)**

2.5.4- Describe how the school and community can support personal health practices and behaviors. **(CDC)**

- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1-Demonstrate effective verbal and nonverbal communication skills to enhance health. **(CDC)**
 - 4.5.4- Demonstrate how to ask for assistance to enhance personal health. **(CDC)**
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.5.2- Analyze when assistance is needed in making a health-related decision. **(CDC)**

References:

Alexander, R. (2021) Neuroscience and Biobehavioral Reviews. 121, 220-249.

DeMayo, M.M. et al. (2019) Neuroscience and Biobehavioral Reviews.107, 388-398.

Padilla, N. et.al, (2020). *Acta Paediatrica*109:883–892.

Stewart, D., & Sun, J. (2004). Asia-Pac J. Public Health. 16(Supp): S37-S41.

<https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/social-support/art-20044445>