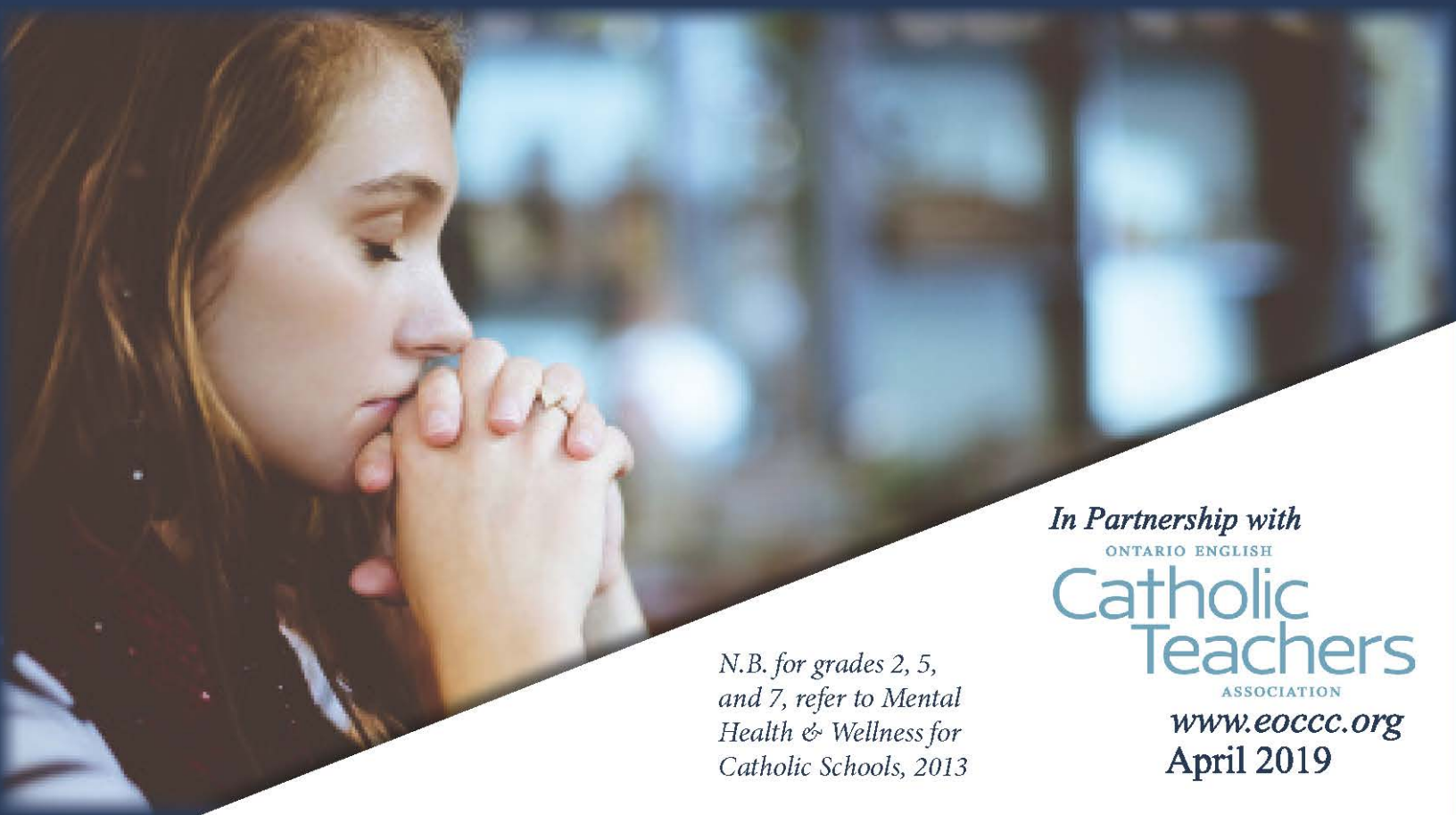
EASTERN ONTARIO
CATHOLIC
CURRICULUM CORPORATION
*Working Together for Catholic Education*

# Mental Health & Wellness for Catholic Schools:

## Emotions, Resiliency, Belonging, & Dignity of the Whole Person

lessons for Kindergarten, grades 1, 3, 4, 6, and 8



*N.B. for grades 2, 5, and 7, refer to Mental Health & Wellness for Catholic Schools, 2013*

*In Partnership with*
ONTARIO ENGLISH
Catholic Teachers
ASSOCIATION

*www.eoccc.org*
April 2019

# Cover Photos

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"Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand."

- Isaiah 41:10

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*Have the courage "to swim against the tide".*
*Have the courage to be happy.*

*- Pope Francis*

# Mental Health & Wellness for Catholic Schools:
## Emotions, Resiliency, Belonging, & Dignity of the Whole Person

## Acknowledgements

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## Introduction and Resources

The first edition of this curriculum resource, *Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resilience and Dignity of the Whole Person (2013)* came to fruition when Renfrew County Catholic District School Board Principal Clint Young discovered resources that provide a reactive approach to mental illness, but very few that address mental health and wellness proactively in the classroom. The Eastern Ontario Catholic Curriculum Corporation agreed to help develop curriculum resources that promote mental health and well-being through classroom discussions and activities. The result was EOCCC's 2013 publication of *Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resilience and Dignity of the Whole Person*, which includes lessons for grades 2, 5, & 7.

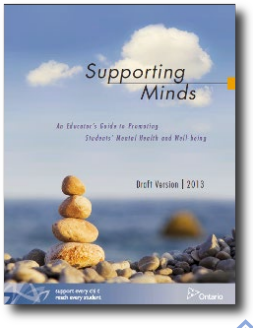
Given the positive reception of that resource, EOCCC Catholic member Boards suggested that the document be enhanced to include lessons for all grades, from Kindergarten through 8. Writers and contributors from all four Catholic school boards in Eastern Ontario collaborated and decided to add an additional subject - **belonging** - and to rename the document accordingly: ***Mental Health & Wellness for Catholic Schools: Emotions, Resiliency, Belonging & Dignity of the Whole Person***. It was further determined that the new material would be comprised of five lessons for each grade (Kindergarten, 1, 3, 4, 6, & 8), including one for each area of focus (Emotions, Resiliency, Belonging, Dignity of the Whole Person), as well as a cumulative activity/celebration for each. The lessons are intended to be used as proactive, resilience-building material for entire classes and the themes of each lesson are evidence-informed. In this way, it is hoped that teachers will find, or create, the time and opportunity for the lessons to happen in their classes, as these are such important topics to be explored with our children and youth.

The connection to Catholic Faith was a natural and effortless process for the team. As Bruce Rodrigues, former Deputy Minister of Education, has noted about Catholic Education: "We are called to remember. Jesus said, 'Do this in remembrance of me'. With students, the task is to help students identify, name, and remember their God experiences." (paraphrased, Rodrigues, 2018).

Recognizing that the mental and physical well-being of our adult educators is as important as that of our students, while acknowledging that professionals may feel that they need further information about mental health conditions, we have included a section of resources in this document. It is hoped that these will be helpful when we encounter challenges with our own mental wellness, as well as regarding that of our students. It is important that educators remember they can reach out to the supports in our buildings and school board, as well as our local community.

In addition, the Ontario Ministry of Education released Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being, a comprehensive document that provides information about various mental health concerns, as well as classroom strategies to support student mental health. We are reminded, "While educators cannot and should not attempt to diagnose mental health problems, they have an important role in:

- promoting positive mental health at school;
- identifying students who may have mental health problems; and
- connecting those students with appropriate services." (Supporting Minds, 2013, P. 6)



We also offer a cautious reminder that most educators are not medical professionals; therefore, we are not in a position to be the sole supporters of our students. Additionally, we are not qualified, nor required, to educate our students about the intricacies of specific mental illnesses or conditions.

**Getting Help**

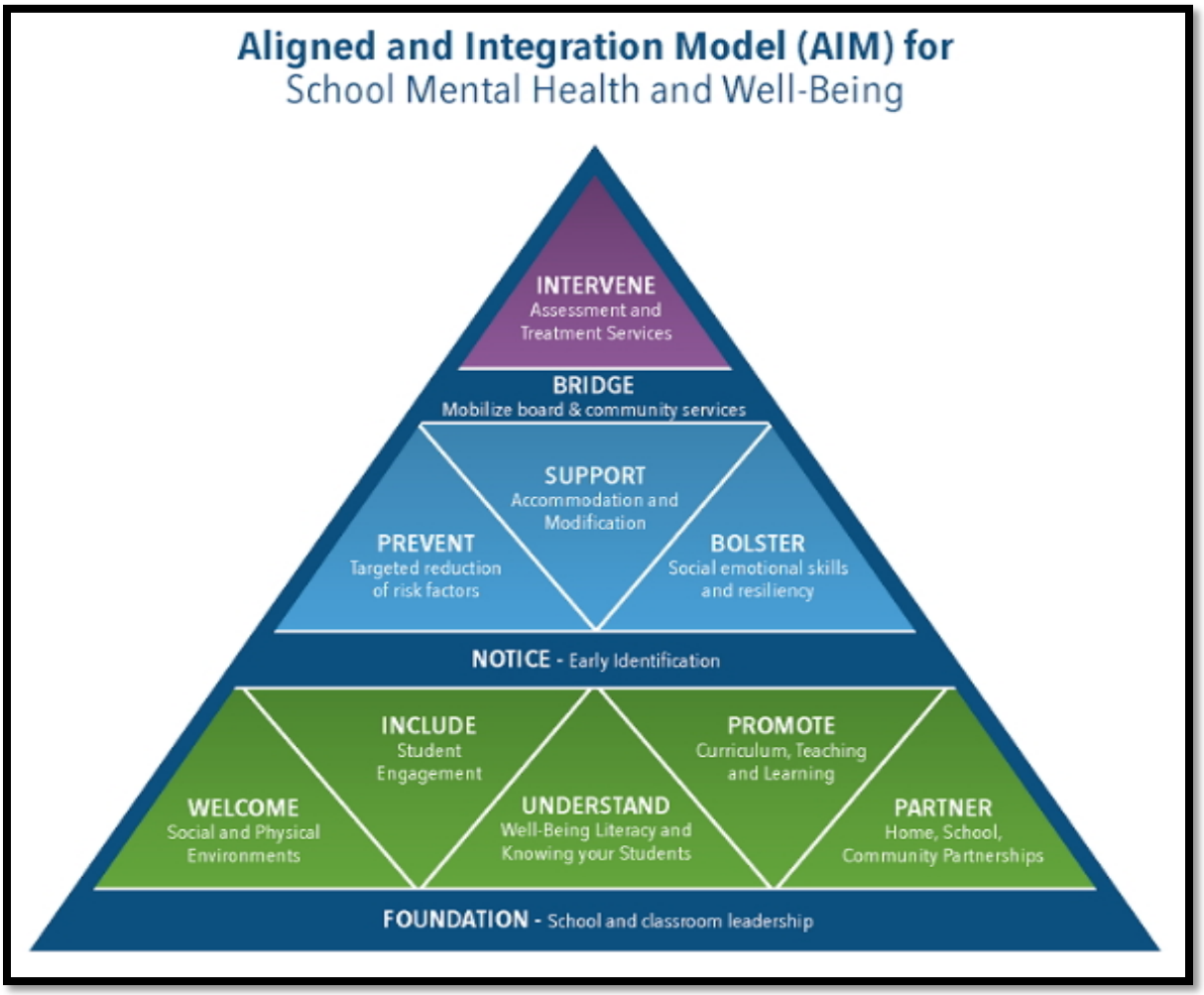
Educators often wonder what services for students they may be able to look for in their own community. A comprehensive list for each individual community can be found by calling 211 or visiting www.211ontario.ca online. The Ontario 211 - Community and Social Services Help Line can direct you to nearby child mental health agencies, adult mental health agencies, and other important programs.

**Kids Help Phone**

Remember that there are always qualified professionals that can support our students. Ensure that you follow your school protocol for any emergency situations. In the event that you are looking for a resource to give to a student in that moment, consider the Kids Help Phone as a universal way, all over the country, to connect students with a supportive qualified individual.

**What more can teachers do to support student mental health?**

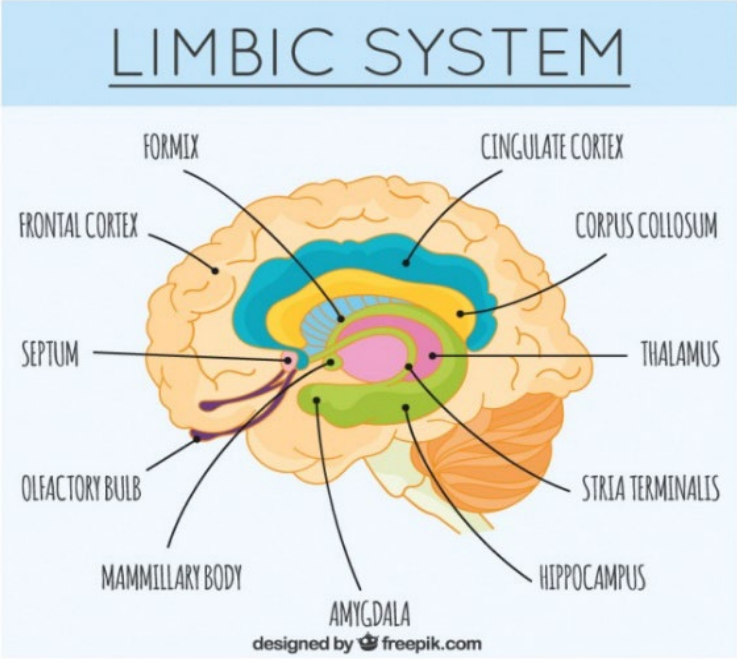
The Ontario Ministry of Education has provided evidence-based information on how to support student mental health. The School Mental Health-Assist website (https://smh-assist.ca/) states, “Children and youth in Ontario spend a good portion of every day in school, ten months of the year, from as early as age three. This setting offers tremendous opportunity each day to help students to learn and practice social-emotional skills and mentally healthy habits within welcoming, caring, and inclusive settings.”




The Aligned and Integration Model (above, from https://smh-assist.ca/) illustrates the recommended, multi-tiered continuum of support by school professionals, including promotion, prevention, and intervention. The lessons in this EOCCC resource include many of the Tier 1 strategies, as they are considered to be critical competencies which are 'good for all.' Educators are encouraged to use them in their classes daily, in order to improve student mental health. In the words of Dr. Jean Clinton, "Whose eyes light up when that child enters the room?" (special advisor to the Ministry of Education, August, 2018).

## Reducing your own stress: Leakage and Limbic Resonance

Having one's own resilience and ways of reducing stress is an essential for all; teachers included. Jesus tells us, "Peace I leave with you; my peace I give to you. Do not let your hearts be troubled, and do not let them be afraid." (John 14:27, New International Version Bible). Although we all know feeling peace and calm is important, there is a specific neurological reason that it is crucial for the adults in children's lives to have resilience, an awareness of their emotions, and to be able to self-regulate. Specifically, Dr. Stuart Shanker coined the term 'leakage' to explain the effect of limbic resonance. Limbic resonance is the ability of one individual to sense how others are feeling. Our interbrain does this work through monitoring tone, cadence, and micro expressions in others in order to detect threats. Leakage is relevant because students can sense how adults are genuinely feeling about them and these leaked emotions, or stress responses, in turn impact students and their perception of safety and belonging. Due to mirror neurons in our brains, children not only feel the stress of others, but actually respond to stress responses in others - especially adults - as if it were their own stress response. Therefore, if there is a stressed adult (even well hidden) students can perceive it and begin to exhibit stress responses themselves. What follows is a list of evidence-based strategies that support adult mental health. It is essential that we, in addition to simply thinking through the mental health of students, also reflect on what we bring with us every day, and how we take care of those around us and ourselves. Reverencing the dignity of the whole person refers not only to our students, but to ourselves as well.




Taking care of you IS taking care of the students in your classroom. Reverencing *the dignity of each student, as made in the image and likeness of God,* IS ALSO remembering that you are asked to reverence yourself in that same way, with that same level of compassion. Calm begets calm; without calm, you cannot help anyone else obtain it (paraphrased, Stuart Shanker, 2018). The best thing we can do for our students is to create belonging and relationship for them, and for ourselves.

- **Faith** reminds us that *we are never alone* in our struggles. It *roots us in relationship* – with God and with neighbour, who is made in God's image; it is expressed in prayer and worship, and in love. Anchored in this relational way of being, we can respond to life's stresses and conflicts with greater peace and inner security, backed by the reassuring presence and unconditional love of God, who accompanies us in all things (*adapted from Tony Cosentino*).

- **Be a lifelong learner** Learning, reading, and planning for a specific behaviour or challenge helps one feel in control and reminds us that, although a solution hasn't been found yet, there are many different strategies, and something will work. One of the most supportive strategies for our own mental wellness is finding a way to give oneself control over whatever circumstance is causing stress, rather than feeling helpless.
- **Take a break** Make sure to take time for yourself during the day to listen to music, take a few deep breaths, meditate, write in a gratitude journal, do a few stretches, take a brisk walk, or do any other activity that helps you feel restored. Try to incorporate these rejuvenating breaks into every day in order to restore your energy reserves.
- **Make time to meet with colleagues** In addition to professional discussion and debriefing, create opportunities to build community, to ensure newer teachers feel like they belong at the school, to share evidence-informed practices, and to build one another up. This is also a great way to problem-solve and collaborate. Consider connecting with other classes as learning buddies (reading, math, etc.), to walk and sit together for Mass, and any other activities that build community and excitement.
- **Shift your perspective** When you feel yourself becoming stressed in the classroom, use solution-focused thinking. This means actively and positively focusing on what solutions may work. What has already been tried? What has not been tried yet? Try to reframe the frustrating situation as a challenge, or an interesting puzzle to be solved. Dr. Stuart Shanker would suggest that it is important to ask ourselves, 'Why?' and 'Why Now?' when thinking about children who struggle on a regular basis. Children are expected to push limits. Having compassionate, strong boundaries in place helps students feel safe.
- **Use the Serenity Prayer to help keep a positive attitude** Our worries and stresses can always be given to God. Realize that you cannot control everything that happens in your classroom, but you can react to situations proactively.
- **Find a mentor or buddy-teacher** No one can go it alone. Acquire great strategies and suggestions from others to try with your class. Consider teaching together with learning buddies. Take time to talk about problems and support each other, always focusing on possible solutions, rather than rehashing the problem.
- **Think of your home and family life as sacred space** According to Bruce Rodrigues (former Deputy Minister of Education for Ontario, paraphrased, 2018), God has given us the gift of our family and friends, while also gifting us TO our family and friends, yet the 21st century has changed technology, families, and work-home responsibility. In what ways can you create structures to limit working while at home, ensuring that the gift and the responsibility of family and friends is at the forefront when you walk through the door into your home, which is a sacred space?

**Christian Meditation** Christian meditation has been infused in this resource for students. It is a practice that has exceptional benefits for adults also. (The following information has been adapted from Christian Meditation with Children: Rediscovering Our Contemplative Roots)

The experience of Christian Meditation, as a form of contemplative prayer, teaches us:

- We are precious in God's eyes;
- God has a personal relationship with me;
- God is sustaining me at each moment with infinite love;
- I matter to God - God is present to me always;
- There is a center within me where I can find peace and joy;
- I can carry this peace and joy with me and into my relationships everywhere.

Meditation can improve problem-solving and decision-making skills, while reducing stress and increasing a sense of wellbeing and harmony. Research by Dr. Shanida Nataraja shows that meditation is not only helpful for reducing stress but may actually be crucial for good health and optimal brain functioning. For example:

- ✓ The frontal cortex of the brain contains the circuitry responsible for screening incoming information for relevant thoughts and images. This becomes especially significant during meditation.
- ✓ By giving the mind a single focus, meditation uses innate neural circuitry to filter out external noises and internal thoughts.
- ✓ Meditation has been shown to decrease cortisol levels. Cortisol is a hormone released during periods of stress, so a decrease in cortisol levels reflects a decrease in a person's stress.

Take a moment to practice peaceful Christian Meditation:

Jesus tells us, "Peace I leave with you; my peace I give to you. Do not let your hearts be troubled, and do not let them be afraid." (John 14:27, New International Version Bible)

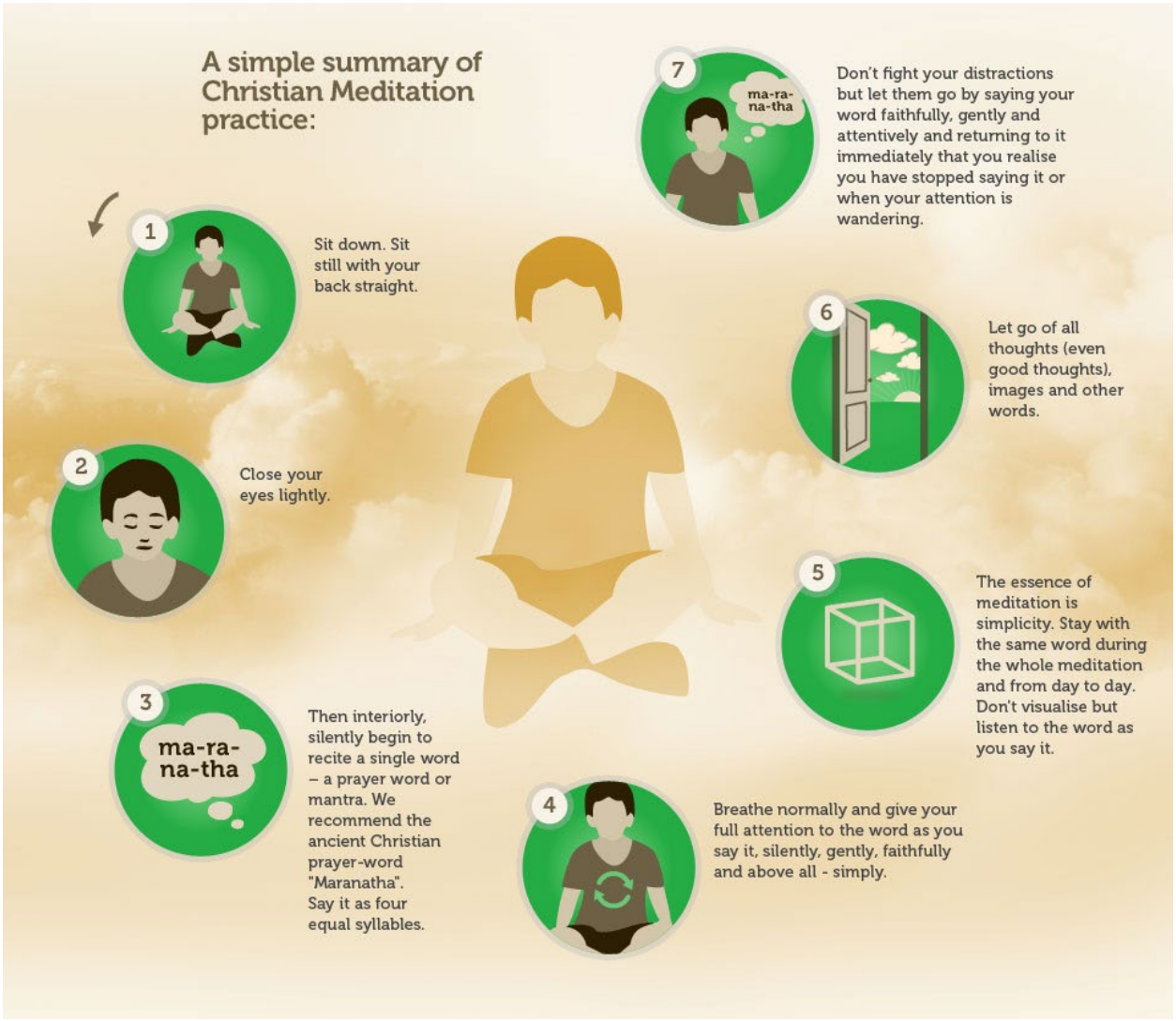
Take deep breaths in and out. Sit with your back straight. Close your eyes lightly.
Silently, in your heart, repeat Maranatha: [Come, Lord Jesus]. Say it calmly and slowly, as four separate syllables: "Ma-ra-na-tha". Repeat it over and over in your mind (for 30 seconds to 1 minute). If you find your thoughts wandering, simply acknowledge it and refocus yourself back to repeating the word "Ma-ra-na-tha."

Say this phrase again and again, and welcome Christ's peace into your heart.

* * *

Lord,
Thank you for the gift of peace that You have poured into my heart. May this gift overflow in everything I do. May your peace be used to build up and support. We ask you this through Christ, our Lord.

We thank you, Lord, for the gifts of Faith, Hope and Love You have poured out on us in Christ. May we use these gifts to build up our school community, to be everything that you call us to be. We make this prayer to you in the name of Jesus, the Lord. And may Almighty God bless us: Father, Son, and the Holy Spirit.




**References**

Bruce Rodrigues, former Deputy Minister of Education for Ontario; Christian Meditation with Children: Rediscovering Our Contemplative Roots; Stuart Shanker; Jean Clinton; material adapted from Kids Have Stress Too.

## Grade: Kindergarten Lesson 1
## Emotions

**Background:** Children need to understand their own feelings and emotions in order to self-regulate.

Through the teaching of The Zones of Regulation, there are four zones of self-regulation: BLUE means slow, GREEN means go, YELLOW means caution, and RED means stop. The goal is to help students to understand when they are in their calm, happy (GREEN) zone, so they can work towards being in that zone all the time. When they start to feel frustrated, sad, silly or nervous, they are in the YELLOW zone. If the child is really upset or angry, to the point that they might hurt someone or themselves, either by words or actions, they are in the RED zone. By referring to The Zones of Regulation on a regular basis, students will build an understanding of what they are feeling.

For more information on the *Zones of Regulation*, please visit this website:
http://www.zonesofregulation.com/index.html

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

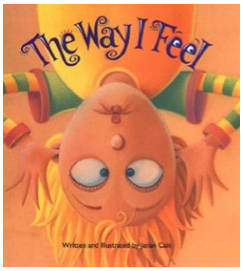
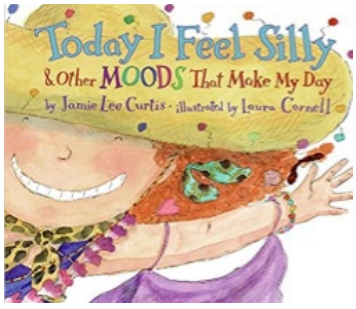
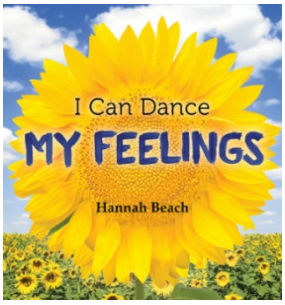
**Catholic Graduate Expectations**
*I believe that God is with us always
*I have hope for the future
*I am proud of the good things I do

**Subject Overall Expectations**
***Problem Solving and Innovating***
OE4 -Demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts
OE22 Communicate their thoughts and feelings, and their theories and ideas, through various art forms

***Belonging and Contributing***
OE4 -demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
OE25-demonstrate a sense of identity and a positive self-image

***Self-Regulation and Well-Being***
OE2-demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours
OE6-demonstrate an awareness of their own health and well-being

**Learning Goals:**
Students will learn how to identify and label their feelings and emotions in order to build effective communication skills required to self-regulate.

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>Having a prior understanding of **The Zones of Regulation** would be a value to this lesson.<br><br>http://www.zonesofregulation.com/index.html | **Terminology**<br><br>Zones of Regulation; (Blue, Green, Yellow, Red)<br>Feelings<br>Emotions<br>Moods<br>Self-Regulation | **Resources Needed for this Lesson:**<br><br>**The Way I Feel by Janan Cain**<br>  <br><br><br>**Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis**<br>  <br><br><br>https://hannahbeach.ca/books<br><br>  <br> |

| **Faith Focus (Prayer/Scripture/Christian Meditation)** | |
|---|---|
| **Every Day Prayer**<br><br>In the name of the Father, the Son, and the Holy Spirit...<br><br>He wakes me up; He makes me sleep.<br>Provides for me the food I eat.<br>When I cry, I call on Him,<br>Because I know with Him I win.<br>Even through the hardest day,<br>I trust in Him in every way.<br>He's the One who sees me through,<br>Jesus lives, I know it's true.<br>With loving kindness, He smiles on me.<br>Because He died, I am free.<br>Lord, for all, I thank you so,<br>I know you'll never let me go!<br><br>-- Esther Lawson<br>https://www.thoughtco.com/prayers-for-children-to-say-701346 | |
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| Start by discussing feelings, emotions, and moods. Ask the students to share experiences of emotions or feelings: happy, sad, angry or silly. Explain that you are going to read a book about a girl who experiences many different feelings, emotions and moods.<br><br>*If you have not already taught the zones, you need to incorporate that into this first lesson, as each lesson relies on The Zones of Regulation. To teach this, start the same way as mentioned above, by discussing feelings, emotions, and moods. Then read them the story about the young girl, with all of her many emotions and feelings. Discuss each feeling as you go through the book, and label the Zone of Regulation that each mood fits in. When you are finished reading the story, hand out pictures of faces with different expressions, showing different moods. Ask the children to take turns putting the picture on the colour of Zone that it fits and elaborate on why each one is a specific colour. (i.e. A bored expression goes on the Blue Zone, because you are not calm and | |

happy. A facial expression that looks really excited might go on the Yellow Zone, because even though they are happy, they are not calm and in control.)

**Action (Sow)** Approximately 15 Minutes

Read, The Way I Feel, by Janan Cain or Today I Feel Silly by Jamie Lee Curtis.

Discuss the different moods teachers might feel and when they feel them. Then have the students turn and talk to a partner about a different mood that they have experienced and when they experienced it.

It is important to feel these emotions. It's how they deal with feelings, emotions, and moods that is most important. Remind the students that it is never okay to hurt someone with our words or our actions. Ask students what are good strategies if their feelings, emotions, or moods are not acceptable (find a quiet spot to reflect and rethink). They can try to get themselves back to the Green Zone without anyone bothering them, and by removing themselves from the situation or person who upset them. Also, it's important to remind the students that if they choose to go to a quiet spot, they must let an adult know where they will be because adults worry when children can't be found.

**Consolidation (Nurture)** Approximately 30 Minutes

Ask students to draw a picture of how they feel. (BLM 1) When they are done drawing how they feel at that moment, they will write a sentence on the lines below, "I am in the _____ zone." This will help them relate to the zones in their daily lives.

When students are done, have them come back to the carpet. Teach students the song "Yes, Lord" (also known as "Trade My Sorrows"). https://www.youtube.com/watch?v=fdPvvfer-pk

There are many versions on the internet. This particular version may be more meaningful for students, as there are hand movements to make an "L" for Lord, (i.e. Thumbs up for "yes", and then thumbs turn into an "L" for Lord). Remind students that Jesus is always there for us when we are happy, sad or angry. He is always ready to listen and help.

If you have a copy of Hannah Beach's book series of "I Can Dance", a great resource to have, you can have students dance their feelings with her CD from the collection. Later in the day, or when you get a chance to get to the gym, you can use Hannah Beach's

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| CD titled, "I Can Dance My Feelings". This is a great way to reinforce what they have learned. Before you go to the gym, read the book and explain that they need to listen to her directions in order to know what movements to make. It is a great resource as it frees the child from feeling they need to know how to dance. She is very clear that everyone moves in different ways, and how you decide to move is perfect.<br><br>https://hannahbeach.ca/books/<br><br>At the end of the day, send home a copy of the Parent Letter (BLM 2) with every child. This explains the Zones of Regulation to parents and allows them to use the strategies at home as well. | |

**Notes:**

This lesson may take two or three days/lessons to complete. You may choose to read the first book on one day, then continue with the rest of the lesson the next day.

Another suitable song for this lesson would be "If You're Happy"
https://www.youtube.com/watch?v=l4WNrvVjiTw

Name:_____ Date:_____

# ***How I Feel!***

_____

_____

Dear Parents and Guardians,

Today we discussed the Zones of Regulation program with our Kinders. This program highlights the value of social emotional development through wellness, peaceful, and discipleship strategies that are age appropriate. We read a story by Jamie Lee Curtis, entitled "Today I Feel Silly and Other Moods That Make My Day", and we discussed the four colours of the Zones of Regulation. In order that you might help your child better understand this concept and reinforce it at home, we thought we'd explain how it works.

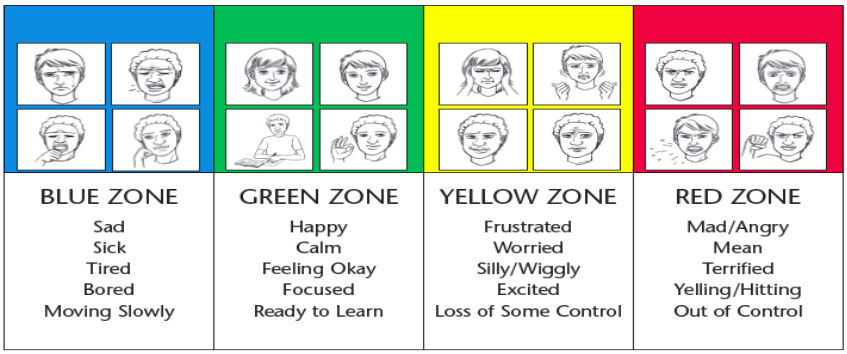
There are four zones of self-regulation: BLUE means slow, GREEN means go, Yellow means caution, and RED means stop. We are teaching our children to recognize when they are in their calm, happy (GREEN) zone, so they can work towards being in that zone the majority of time. When they start to feel frustrated, sad, silly or nervous, they are considered to be in the YELLOW zone. If your child is really upset or angry - to the point that they might hurt someone or themselves, either by words or actions - they are in the RED zone. We are trying to help your child understand their feelings, so they can avoid reaching the RED zone, and get themselves back to the GREEN zone. By being in the GREEN zone, they are calm, focused, happy and ready to learn and interact with their peers. The BLUE zone is when they are sad, tired, or unmotivated and therefore not ready to learn or interact.

Together, let's teach our children to understand their feelings, emotions, and moods in order that they may work productively and interact calmly with their peers while being in the GREEN zone.

Thank you for your help in this endeavour!

Sincerely,

The ZONES of Regulation®




BLM2

## Grade Kindergarten Lesson 2
## Building Resiliency in our Young Learners

**Background:** Teaching our young learners how to be resilient, and "bounce back" when problems occur, or situations don't turn out how they feel they should, is important to every child's growth and overall well-being. Fostering a connection to nature supports mental wellness. Positive thinking, grit and growth mindset are skills that we can all give children. When children can remember that hard work and effort are more important than getting all the right answers, they can enjoy the learning journey and reach their full academic potential.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
-I believe that we can talk to God anytime and anywhere, through prayer
-I think carefully before I react or speak
-I make good choices
-I am proud of the good things I do
-I value everyone's work

**Subject Overall Expectations**
***Problem Solving and Innovating***

OE4 -Demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts

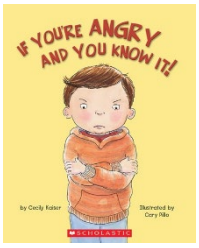
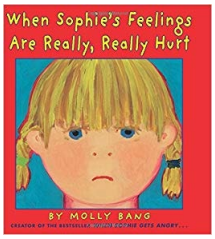
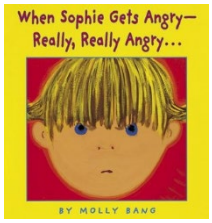
***Belonging and Contributing***

OE4 -demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
OE22-communicate their thoughts and feelings, and their theories and ideas, through various art forms
OE25-demonstrate a sense of identity and a positive self-image
OE28-demonstrate an awareness of their surroundings
Self-Regulation and Well-Being
OE2-demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours
OE6-demonstrate an awareness of their own health and well-being

***Self-Regulation and Well-Being***

OE2-demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours
OE6-demonstrate an awareness of their own health and well-being

**Learning Goals:**
Students will learn strategies to help them return to the "Green Zone" when they find themselves in a situation they didn't anticipate, or they get angry or upset by someone else's actions.

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>Having a prior understanding of **The Zones of Regulation** would be of value to this lesson.<br><br>(Refer to Lesson 1, and/or to the website: http://www.zonesofregulation.com/index.html<br><br>Learning about Growth Mindset and Fixed Mindset. Watch Dr. Dweck in this video https://www.youtube.com/watch?v=hiiEeMN7vbQ | **Terminology**<br><br>**Zones of Regulation; (Blue, Green, Yellow, Red)**<br>**Feelings**<br>**Emotions**<br>**Moods**<br>**Self-Regulation**<br><br>http://www.zonesofregulation.com/index.html | **Additional Resources**<br><br>**If You're Angry and You Know It** by Cecily Kaiser<br><br>  <br><br><br>**When Sophie's Feelings are Really, Really Hurt** by Molly Bang<br><br>  <br><br><br>***When Sophie Gets Angry – Really, Really Angry*** By Molly Bang<br><br>  <br> |

| **Faith Focus (Prayer/Scripture/Christian Meditation)** | |
|---|---|
| **A Prayer for Help**<br><br>In the name of the Father, the Son, and the Holy Spirit...<br><br>God, sometimes I don't feel like talking about what's wrong. I just want to be mad or sad or frustrated. I would rather sit by myself. Sometimes, things feel too big for me to figure out. Sometimes, life seems really unfair. I need Your help, God. You are the only One who sees everything and knows everything. You are the only One who knows everything about me. Can You help me to trust You, today? Please teach me how to take what I feel and give it to You to sort out. In Jesus' Name, Amen.<br><br> <br><br>https://www.crosswalk.com/faith/prayer/prayers/10-childrens-prayers-simple-and-easy-for-kids-to-pray.html | |
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| Ask students how they feel when someone says something hurtful or wrecks something that matters to them. Discuss with the students what they do when they feel hurt, sad or mad. Do they hide somewhere, hit someone or something, or something else? Wonder together about healthy ways to deal with and express anger.<br><br>Read the book If You're Angry and You Know It by Cecily Kaiser. Discuss some of the strategies the little boy used, and how they helped him.<br><br>Body Break: Have students practice the song "If You're Angry and You Know It" at the carpet, using various strategies they could put in their ***"Toolbox"*** at the end of the unit. (Students will be filling a | |

| | |
|---|---|
| toolbox at the end of the unit. Have them start thinking about the Toolbox now and what they might want to include when it's time. See Culminating Activity.)<br><br>A great video which teaches sign language for the emotions excited, frustrated, and angry (using the If You're Happy and You Know It song) is available at the following link: https://www.youtube.com/watch?v=HjNFOA8_qKQ (The song starts at 3:26)<br><br>A song which includes more emotions (I.e. happy, angry, scared, and sleepy) is available here: Super Simple Songs https://www.youtube.com/watch?v=l4WNrvVjiTw. It is more of a sing along which could be watched or just listened to.<br>(Be careful with this video, as there are others on YouTube which look similar, but aren't the same.) | |
| **Action (Sow)** Approximately 15 Minutes | |
| Before reading the book, When Sophie's Feelings Are Really, Really Hurt, (by Molly Bang), ask the students if they have a favourite tree. If it is feasible for your class, explain that you will be going on a nature walk to find a tree they really like.<br><br>Ask the students to pay attention to how Sophie draws and colours her tree and how she feels about her drawing. Begin the book. As you are reading, pause at various points for discussion (i.e. how she painted the tree blue, how the tree looked sad and happy, etc.).<br><br>Go for a nature walk and look at trees. Stop and point out various aspects of the trees, including: trunks, leaves, size, shape, etc. Ask students to feel the bark and possibly take a leaf from the ground, if any have fallen off. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Have the students draw a picture of their favourite tree. When all are done, ask them to share with the class. Describe their picture and point out what makes each picture special.<br><br>Remind students that trees grow big and strong. Students also grow big and can grow mentally strong using positive and growth mindset thinking. | |

***Positive and Growth Mindset:*** Use the **BLM 3** with the students. In the small word bubble, write one of the fixed mindset statements. Together, as a class, come up with a growth mindset or positive thinking statement to print in the larger bubble.

i.e. Instead of saying... I can say (some ideas):

| | |
|---|---|
| I can't do this… | I can't do this yet, but if I practice I can! |
| I give up… | Even though this is hard, I will keep trying. |
| I'm not good at this… | If I keep practicing, I will get better at this. |
| This is too hard… | I can try my best. |

Remind students that they can choose to use positive thinking or growth mindset to keep themselves mentally healthy as they grow.

Finish with one minute of Christian Meditation. Ask students to sit in a circle and close their eyes. Explain that when the music starts, they are to repeat the words, "Jesus loves me, Jesus loves me, Jesus loves me..." quietly in their heads. They are to think about a strategy they can use when they are sad or angry. When the music stops, quietly resume your classroom activities.

**Notes:**

Another good resource is the picture book **When Sophie Gets Angry – Really, Really Angry** by Molly Bang. It is the same character as **When Sophie's Feelings Are Really, Really Hurt**, and it discusses what Sophie does when she gets angry with her sister during playtime. Sophie runs out to her backyard and climbs the tree until she feels better. It is always important to stress that young children do not run away or hide from adults when they are angry, as they need to remain safe. Remind young children that if they need to run or hide, to always tell an adult first, or perhaps to have it as a safety plan, similar to a fire drill, so the parents know where to look if their child is angry or upset.

Instead of saying……

# I can say……

## Grade Kindergarten Lesson 3
## Building a Sense of Belonging and Community for our Young Learners

**Background:** It is important that everyone feels safe. All students should feel safe coming to school. When children enter Kindergarten, it is often the first time they leave their parents for long periods of time. They need to feel like they belong in the classroom and in the school. Learning how to show respect to others will help all students feel safe and cared for.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
-Because I am a believer, I will live my life like Jesus.
-I care about others and speak up for them
-I think carefully before I react or speak
-I am a peace-maker
-I am forgiving
-I stand up for what is right

**Subject Overall Expectations**
**Belonging and Contributing & Self-Regulation and Well-Being**
OE1-communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
OE3-identify and use social skills in play and other contexts
OE22-communicate their thoughts and feelings, and their theories and ideas, through various art forms
OE26-develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being

**Learning Goals:**
Students will learn how their actions affect others. They will, in turn, be more aware of helping their peers, as they realize it helps themselves feel good as well.

**Instructional Components**

**Prior Knowledge and/or Skills**

**The Zones of Regulation**

Refer to Lesson 1, or the website http://www.zonesofregulation.com/index.html

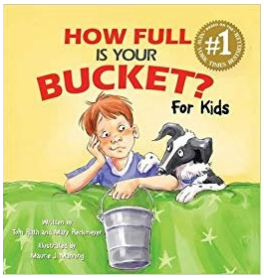
**Terminology**

**Zones of Regulation; (Blue, Green, Yellow, Red)**

**Feelings**
**Emotions**
**Moods**
**Self-Regulation**

**Additional Resources**

**How To Fill Your Bucket For Kids by Tom Wrath and Mary Reckmeyer**



| | | |
|---|---|---|
| | | This is also available on youtube:<br><br>https://www.youtube.com/watch?v=A5R6-2m_qHk |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

A Prayer for My Friend

In the name of the Father, the Son, and the Holy Spirit...

God, Thank You for my friend. You tell us that it is not good to be alone, God, and bless us with family and friends all around us. Thank You for giving us people to talk to and laugh with. I pray for my friend today, that they have a good day and a blessed life. They are a blessing to me, God, when I need them the most. Just like Jesus is to me. Help me to be kind like Jesus. To be a good friend to others and spread His love. In Jesus' Name, Amen.

https://www.crosswalk.com/faith/prayer/prayers/10-childrens-prayers-simple-and-easy-for-kids-to-pray.html

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Read through the scenarios on **BLM 4** and discuss with students how we would feel in each situation. When finished, explain that when we do something to help someone, we often feel happier, as well. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Read How Full Is Your Bucket For Kids by Tom Wrath and Mary Reckmeyer. Ask students to reflect on what happens to Felix. Discuss the empty bucket, and how we might fill someone else's bucket. Have students brainstorm ways that they can fill | |

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| someone's bucket. How does Jesus fill our bucket? (listening to our prayers, bringing peace to our spirit, guiding our actions)<br><br>Using **BLM 5, s**tudents will draw a picture of themselves filling someone's bucket, then write a sentence explaining how they filled it. (They might draw a picture of helping out a friend or saying something kind to a classmate, etc.)<br><br>Resource used: http://clipart-library.com/clipart/291147.html | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| When students are done, have them come back to the carpet for Christian Meditation. Remind them of the prayer at the beginning of the lesson and ask them to think about the story. Give them twenty seconds, then explain that they are going to close their eyes and listen to the music, while in their minds thinking about how they can fill someone else's bucket this week. Ask them to repeat the words, "God loves me, God loves me, God loves me, …). Only play the music for one minute, then slowly move on to your next activity. Lights off for this activity may be appropriate.<br><br>Have a clear bucket somewhere visible for students to see, and a bowl or bucket of coloured pompoms. As you notice students doing kind deeds for each other, allow them to put a pompom in the bucket. The combination of praise with gaining a pompom is very effective.<br><br>You might also want to finish by viewing the Sesame Street: Respect (Word on the Street Podcast), and teaching the song, to help reinforce to the students how important it is to respect everyone. https://www.youtube.com/watch?v=GOzrAK4gOSo<br><br>**Extension activities**<br><br>**Belonging Caterpillar**<br><br>For children to see how important it is for everyone to belong, have the students stand up and make a line. Each person holds the shoulders of the person in front of them. Slowly, the front child walks around the room and everyone follows holding shoulders of the person in front. Remind them that to keep the caterpillar moving, we need everyone to belong and work together. As | |

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| students round corners, the caterpillar may break – remind the students to stop and continue going when we have everyone together.<br><br>**Belonging Routines**<br><br>Create a classroom prayer together about how everyone belongs. Begin the prayer with, "In the name of the Father, the Son, and the Holy Spirit." Ask students what they would like to thank God for and what they would like to ask God to bless their class with during the school day. Use this prayer as the end of day prayer to remind your students how they belong to God's family and to this classroom.<br><br>Create a classroom special handshake or high five (side five, low five). Have them practice it so that everyone knows that they are part of a class community. Consider having the Student of the Day be the handshaker, who shakes everyone's hand with the classroom handshake as they enter the classroom at the beginning of the day. | |
| **Notes:** | |
| | |

## Lesson 3 Scenarios

Ask students to close their eyes as you read each scenario, and picture themselves in the situation. When done reading the scenario, pause and ask students to share how they would feel in each situation.

1. You are playing at home with your favorite toy. Your brother or sister come along and trade it with another toy without asking you first. ***(They probably feel angry, they might yell or want to hit them. They might grab it back.)***

2. It is time to choose a center in the classroom. You want to go to your favorite center, but it is full, and you have to pick somewhere else. ***(They probably feel sad, left out, or angry. They might feel like crying.)***

3. You want to eat lunch at the table with your friend, but it is full and you have to sit somewhere else. ***(They probably feel sad, left out, or angry. They might feel like crying.)***

4. You are drawing a picture and one of your classmates tells you they think it's a great drawing. ***(They probably feel proud, excited or happy.)***

**BLM 4**

Name:_____ Date:_____

# ***Fill Your Bucket!***

**BLM 5**

## Grade Kindergarten Lesson 4
## Developing a Sense of Dignity in Every Child

**Background:** Every child deserves to be treated with dignity and respect. Students need to be aware of what respect looks like, sounds like, and feels like, so they can recognize when it's not happening, as well as ensure they treat others respectfully. As Children of God, everyone has the right to feel loved.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

-I believe in forgiveness
-Because I am a believer, I will live my life like Jesus.
-I care about others and speak up for them
-I respect all people and their languages
-Because I have a voice, I will use it lovingly, and I will live my life like Jesus
-I know we are all equal and special
-I build on my strengths and weaknesses
-Because I am a team player, I know that 'Together is Better', and we will live our lives like Jesus.
-I care about and respect my 'family' at school, at Church, in the community, and the world

**Subject Overall Expectations**
**Belonging and Contributing & Self-Regulation and Well-Being**

OE1-communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
OE3-identify and use social skills in play and other contexts
OE22-communicate their thoughts and feelings, and their theories and ideas, through various art forms
OE25-demonstrate a sense of identity and a positive self-image
OE26-develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
OE27-recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination

**Learning Goals:**
Students will learn the importance of treating others the way they want to be treated and to accept others for who they are so that every child is treated with dignity and respect. The goal is to help each other feel like they matter because they are a Child of God.

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>**<u>The Zones of Regulation</u>**<br><br>Refer to Lesson 1, or the website http://www.zonesofregulation.com/index.html | **Terminology**<br><br>**Zones of Regulation; (Blue, Green, Yellow, Red)**<br>**Feelings**<br>**Emotions**<br>**Moods**<br>**Self-Regulation** | **Additional Resources**<br><br>**Lesson 4 Scenarios BLM6**<br><br>**I Am Special BLM7A and/or God Made Me Special BLM7B**<br><br>**<u>One</u> by Kathryn Otoshi**<br><br> |

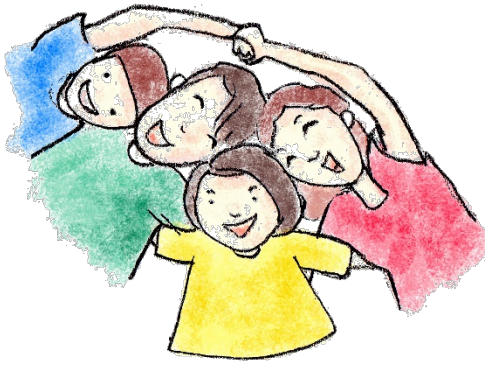
**Faith Focus (Prayer/Scripture/Christian Meditation)**

A Prayer for Kindness

In the name of the Father, the Son, and the Holy Spirit,

Dear God, I want to be kind. Help me to be kind even when I don't feel like it or when I don't think the other person deserves it.
Amen.

Dear God, please show me if one of my family members (or friends) needs me to be extra kind to them today.
Thank you.
Amen.



http://www.kidsofintegrity.com/lessons/kindness/kids-talk-god

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Christian meditation. Turn the lights off and listen to music for one minute. Turn the music off and have students repeat "Jesus Loves Me" three times. Then ask students to think about people who they turn to when they need something (who helps them when they are sad, hurt or angry?). When they've had a minute or two to think about it, have them turn to their partner and share.<br><br>When they have had a minute to share with their partner, ask if anyone wants to share their thoughts with the class. This will enable students who didn't really know what to think about to better understand the concept.<br><br>Read the **Lesson 4 Scenarios (BLM 6)** and ask students how they think Jesus would feel in each scenario. Then ask students to think about how they feel in each scenario. Ask if there are any students who would like to share their thoughts. When you are done reading the scenarios, explain that the main character in the book you are about to read experienced some of these feelings. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Read the book "ONE" by Kathryn Otoshi. (It is also available on youtube: https://www.youtube.com/watch?v=lSnSZ11ptN0 ).<br><br>Discuss how the colours/numbers treated each other, and how they felt. After various situations, point out how Blue felt, and how the other colours made him feel. Ask the students what Blue was proud of. Ask students how Blue felt when Red was around, and how the other colours reacted to Red. Finally, ask how things changed when One came along, and wouldn't let Red bother him. Ask students what happened when all the colours worked together and said "No" to Red. Explain that by standing together they were able to stop Red from being mean, yet they were also including Red. Focus on the idea that everyone counts, everyone matters because through God's eyes we are all His Children. | |

***Suggested questions as you read through the book:***

1. On pages 4 and 5, when Blue wishes he could be more like the other colours, ask students if they ever feel like that. Perhaps they wish they could draw as well as their friend draws, or they wish they could run around the gym faster. Ask them what their God given talent is, what makes them special, and how do they use the gifts or talents God gave them?
2. Before turning the page, ask students, "How you think Blue feels around Red?" Ask them to think about the colours of the Zones, and what Red means. ***(Red means angry, out of control).***
3. When Red picks on Blue, ask students what they notice about how Blue looks when he's feeling bad. ***(Turns into a puddle)***. Ask students if they remember ever feeling like that ***(small, afraid, scared, wanting to hide).***
4. When the other colours comfort Blue, yet won't say it in front of Red, ask the students how they think the other colours feel. Why do they think the other colours won't say anything around Red? Do the students think they would speak up to Red if they were one of the other colours? Why or why not? ***(Students might be afraid they will get picked on themselves).***
5. Ask the students what happens to Red when no one tells him to stop being mean. ***(He gets bigger and meaner)***.
6. Ask the students what happens to the other colours when Red gets meaner. ***(They all feel "a little blue". Remind them of the Blue in the Zones of Regulation)***.
7. Ask the students how they think Red is feeling right now. He has no friends, and everyone is afraid of him. (***Some students might think he feels happy that he is in control, others might think he's lonely or sad, or simply angry because of the Red colour***).
8. When One comes on the scene, and says "No" to Red, ask the students how they think One is feeling. (***Brave, fearless)***.
9. Ask how Red reacts to One. (***He rolls away and leaves One alone)***.

10. When the other colours change to numbers, ask the students what they think Blue will do. (***Some might think he will change to a 6, others might think he's too afraid)***. Ask students what they would do if they were Blue.
11. Ask how Red reacts when he feels left out. (***He's getting angrier, bigger, hotter. He's getting out of control, like the Red in the Zones of Regulation).***
12. Ask what happens to Red when all the colors stand up to Red. (**Red still feels angry, but leaves**).
13. Ask students what they think of Blue when he invites Red to join in the count.

**Consolidation (Nurture)** Approximately 20 Minutes

God made each of us different and special. God loves each of us uniquely. Using the **I Am Special** (**BLM 7A**) or **God Made Me Special** (**BLM 7B**), ask students to include the gifts or talents that makes them special.

Finish with one of the following songs to emphasize the importance of knowing our self-worth and appreciating each other's differences.

***The Respect Song***: https://www.youtube.com/watch?v=ZgidfFs-j4M

***The Lion King 2: We Are One*** (Shows the students that we are all a family, we are all important and we work together.) https://www.youtube.com/watch?v=glDGAo9SIqs

***Pocahontas: The Colors of the Wind*** (Shows that we need to appreciate everyone and our differences.) https://www.youtube.com/watch?v=TkV-of_eN2w

**Notes:**

## Lesson 4 Scenarios

Turn the lights off. Ask students to close their eyes between each scenario, and picture themselves in each situation. When done reading each scenario, pause for a minute, then ask students to share how they would feel in each situation. Possible answers are given in brackets following the sentence. When you are done, turn the lights on. Explain that this is how one of the characters feels in the book you are about to read.

1. You are drawing a picture and you look at your neighbor's picture, and you wish you could draw like them. **(*I'd feel sad and like I'm not good enough; I'd feel jealous; I'd feel like my picture isn't pretty enough).***

2. You are in the gym running around, and your friends can run faster than you can. ***(I'd feel angry; I'd feel sad; I'd feel embarrassed).***

3. Your friend is picking teams for a game. You are the last one picked. ***(I'd feel hurt, I'd feel angry, I'd feel sad)***.

4. One of your classmates tell you they don't like your t-shirt. ***(I'd feel sad; I'd want to change my shirt; I'd feel like crying)***.

5. You are playing outside by yourself, and a classmate asks you to join them on the climber. (***I'd feel happy; I'd feel special; I'd feel excited***).

**BLM 6**

Name:_____ Date:_____

# ***I Am Special!***

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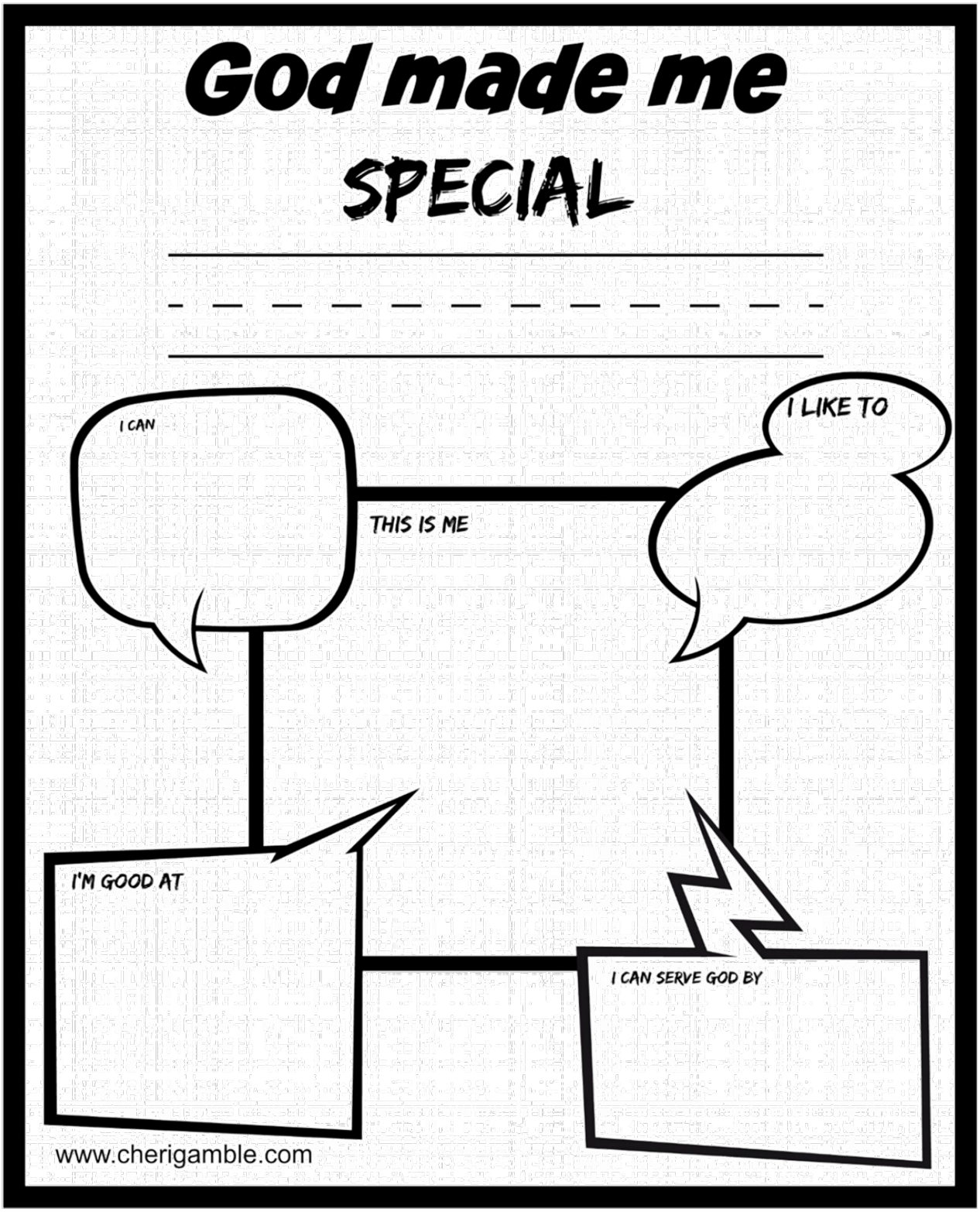
**BLM 7a**


God made me
SPECIAL
I CAN
I LIKE TO
THIS IS ME
I'M GOOD AT
I CAN SERVE GOD BY
www.cherigamble.com

God Will Turn Your Life around (Emotions Hokey Pokey)

You put your mad foot in
You put your mad foot out
You put your mad foot in and you shake the mad out
You do it calm and safely and you turn your day around
That's how you work it out!

You put your sad face in
You put your sad face out
You put your sad face in and you shake the sad out
You do it calm and safely and you turn your day around
That's how you work it out!

You put your scared hand in
You put your scared hand out
You put your scared hand in and you shake it all about
You do it calm and safely and you turn your day around
That's how you work it out!

You put your calm self in
You put your calm self out
You put your calm self in and you breathe in and out
You did it calm and safely and you turned your day around
That's how you work it out!

You put your whole self in
You take your whole self out
You put your whole self in and you shake it all about.
You give yourself to God and he will turn your life around.
That's what it's all about.

(Adapted from Self-Regulation, Chapin, 2016)

## Grade Kindergarten Culminating Activity
## Creating a Toolbox of Strategies

**Background:** Having now completed four lessons about Mental Health and Well-being, students have a better understanding of how to self-regulate their feelings, emotions, and moods in order to have a calm mind and body. They will have a toolkit of personal strategies to assist them as they learn and grow.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

- I believe that we can talk to God anytime and anywhere, through prayer
- I believe in forgiveness
- I think carefully before I react or speak
- I have thoughts and opinions that matter
- I make good choices
- Because I am a learner for life, I can reach for my dreams, by living my life like Jesus
- I am forgiving
- Because I accept my responsibilities, I can make a difference, and will live my life like Jesus

**Subject Overall Expectations**
**Belonging and Contributing & Self-Regulation and Well-Being**

OE1-communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
OE22-communicate their thoughts and feelings, and their theories and ideas, through various art forms
OE25-demonstrate a sense of identity and a positive self-image
OE26-develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being

**Learning Goals:**
Students will use the strategies they've learned in this unit to create a toolbox. They will be able to carry it with them through the Primary grades and use the strategies to help them stay in, or return to, the Green zone

**Instructional Components**

| **Prior Knowledge and/or Skills** | Terminology | Additional Resources |
|---|---|---|
| -Knowledge of previous lessons (1-4) in this unit.<br><br>-**The Zones of Regulation** (Refer to Lesson 1, or the website | The Zones of Regulation; Blue, Green, Yellow, Red<br><br>Feelings | God Will Turn Your Life Around (Emotions Hokey Pokey) BLM 7<br><br>Playdough<br>Gingerbread cookie cutter |

| | | |
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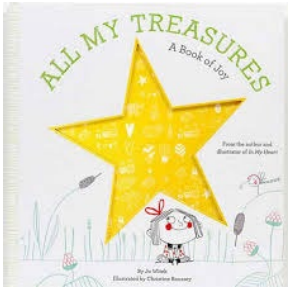
| http://www.zonesofregulation.com/index.html | Emotions<br><br>Moods<br><br>Self-Regulation | "All My Treasures: A Book of Joy" by Jo Witek<br><br>  <br><br><br>Picture of toolbox (link following), or small wooden box from the Dollar Store for each student.<br><br>http://coloringhome.com/coloring/niX/ny5/niXny55GT.pdf<br><br>Magazines or pictures for cutting |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

to Pray (Adapted from Philippians 4:6-7)

In the name of the Father, the Son, and the Holy Spirit…

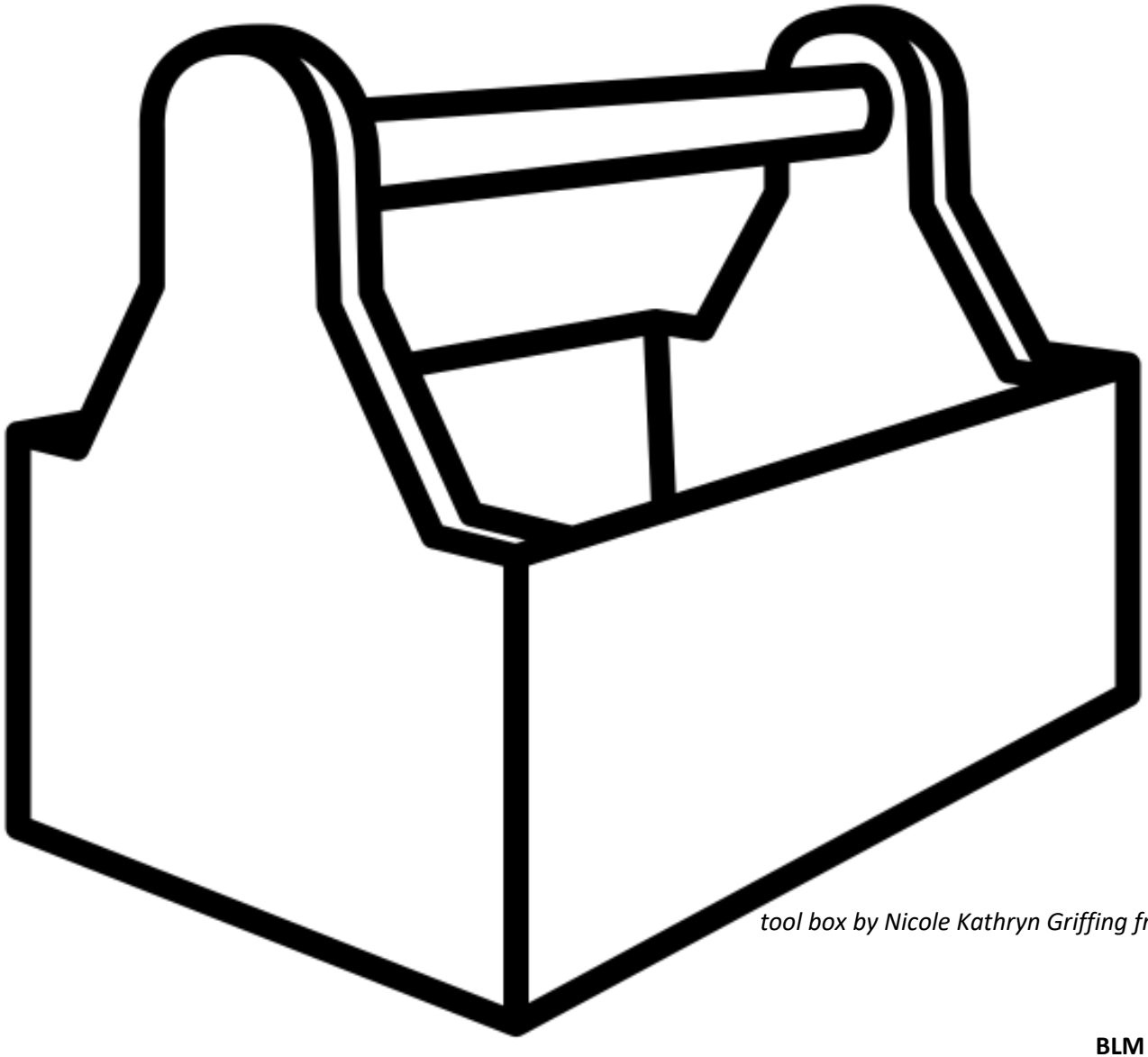
I won't fret and I won't worry
Instead I'll hurry to pray.
I'll turn my problems into petitions
And lift my hands in praise.
I'll say goodbye to all my fears,
His presence sets me free
Although I may not understand
I feel God's peace in me.

--Mary Fairchild © 2017 https://www.thoughtco.com/prayers-for-children-to-say-701346

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Begin with the song God Will Turn Your Life Around (Emotions Hokey Pokey) BLM 8.<br><br>As a class, think about how we know if we are angry, sad, or scared. What do we notice in our body? Sometimes children have a hard time recognizing their feelings when they start to get upset.<br><br>A helpful way to talk about the body is to make a ginger person, using a cookie cutter and playdough. When we talk about how our bodies feel when we get upset, the teacher can use different colours of playdough to place coloured circles on the different areas of the body that the children mention (common responses are making a fist, angry face, stomach hurts, headache, etc.)<br><br>Students need help self-regulating and identifying their feelings, emotions, or moods before they can self-identify.<br><br>Talk about strategies students could use if they start to feel upset. (*Talk to an adult and tell them they are not feeling calm/happy. *Find their quiet spot to think and breathe. *Think of their family or friends and what makes them happy.) | |
| **Action (Sow)** Approximately 15 Minutes | |
| Ask students to brainstorm about the various things you have talked about throughout this unit. Write their answers on chart paper. Discuss which strategies they think they will use when feeling sad, hurt or angry.<br><br>Explain to the students that they are going to create a "Cool down/Emotions Toolbox", which they will fill with strategies they have learned that will help them stay in, or return to, the Green Zone. Tell the students that you are going to read them a story called **All My Treasures** by Jo Witek. Explain that it is about a little girl who wants to keep all of her treasures in a box, but not all of them are treasures that she can hold. Some of her treasures are | |

| | |
|---|---|
| feelings and thoughts. Ask them to think about how she could treasure them in her box.<br><br>1. When you are done reading the story, ask students what they will put in their boxes. Ask them to share how they will put things they can't touch in their box. Perhaps they will put in a picture of their mom or dad (from home or that they have drawn) to remind them of their hugs, feathers to remember to breathe, or maybe they will put in a cotton ball to remind them of the fluffy clouds). | |
| **Consolidation (Nurture)** Approximately 20 Minutes | |
| Give every student their "Toolbox" (i.e. small wooden box or paper image for drawing or cutting and pasting from magazines, etc.). Ask them to fill their boxes with pictures or items that will help them remember their strategies for staying in the Green Zone. If the next group of teachers in your school will be continuing this strategy, you can explain to students that this box is going to follow them through to the end of Grade 3. Otherwise, you can explain to students that this toolbox could be safely kept at home after this year, to be used throughout their school years. | |
| **Notes:** | |
| It is also important to note that students need to be reminded that they also have a mental toolbox. If they can't access their physical toolbox, they simply need to remember or picture in their head the items and strategies from their box.<br><br>Some teachers may want to end the unit with a class party. This could include healthy treats with songs they've learned playing in the background, or simply sharing their toolboxes with their peers. | |

**Fill your toolbox with pictures that will help you remember your strategies for staying in the Green Zone**



*tool box by Nicole Kathryn Griffing from the Noun Project*

**BLM 8**

## Grade: 1 Lesson 1
## Resiliency

**Background:** "Resilience is the ability to recover or 'bounce back' from problems, hurt, or loss. Critical for social and emotional health, resilience helps people feel happy, capable, and in charge of their lives." Bounce Back! A book about resilience by Cheri J. Meiners

"To achieve optimal mental health and well-being, students need to learn ways to rise above negative life circumstances. To help students build resiliency *you* can lead efforts to ensure that each student:

- feels appreciated and valued;
- understands how to set realistic expectations for themselves and others;
- acquires positive problem-solving skills;
- applies productive coping strategies during times of adversity;
- seeks assistance when support is needed; and
- experiences positive support and interactions with peers and adults."

(p. 82 Leading Mentally Healthy Schools 2013)

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

| | |
|---|---|
| **<u>Catholic Graduate Expectations</u>**<br>- I believe that we can talk to God anytime and anywhere, through prayer<br>- I care about others<br>- I solve problems with knowledge, understanding and prayer<br><br>**<u>Subject Specific Expectations</u>**<br>Religion curriculum<br><br>LS2.3: Provide examples of what it means to be 'social by nature' and how relationships can support and nourish our development as human beings. | **Learning Goals:**<br>Who supports you when you need help?<br>What can you do when you feel sad or upset about things. |

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources needed for this lesson |
|---|---|---|
| | "Meditation can improve problem-solving and decision-making skills (e.g., issues from the playground between students are quickly diffused during meditation) **(**From Christian Meditation with Children: Rediscovering Our | Computer/YouTube to view "Boundin' Pixar HD Short Film" at https://www.youtube.com/watch?v=7WyR4AqRweY<br>Bounce Back! A book |

| | | |
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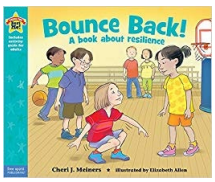
| | Contemplative Roots. Adapted from the Brant-Haldimand-Norfolk Catholic District School Board, p. 2) | about Resilience by Cheri J. Meiners<br>  <br><br>Copies of blackline masters<br><br>Big glasses from the dollar store optional |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

In the name of the Father, the Son , and the Holy Spirit

God
Help me to help others
Help me to love others
Help me to see no problem is too big with Your help.
Amen

- Take a moment to ask children to shut their eyes or look down.
- Ask them to take 3 deep breaths to start then repeat: *"With Jesus (breathe) I am never alone (breathe out)"*
- Repeat 3 times to 5 times

**Can use an APP**

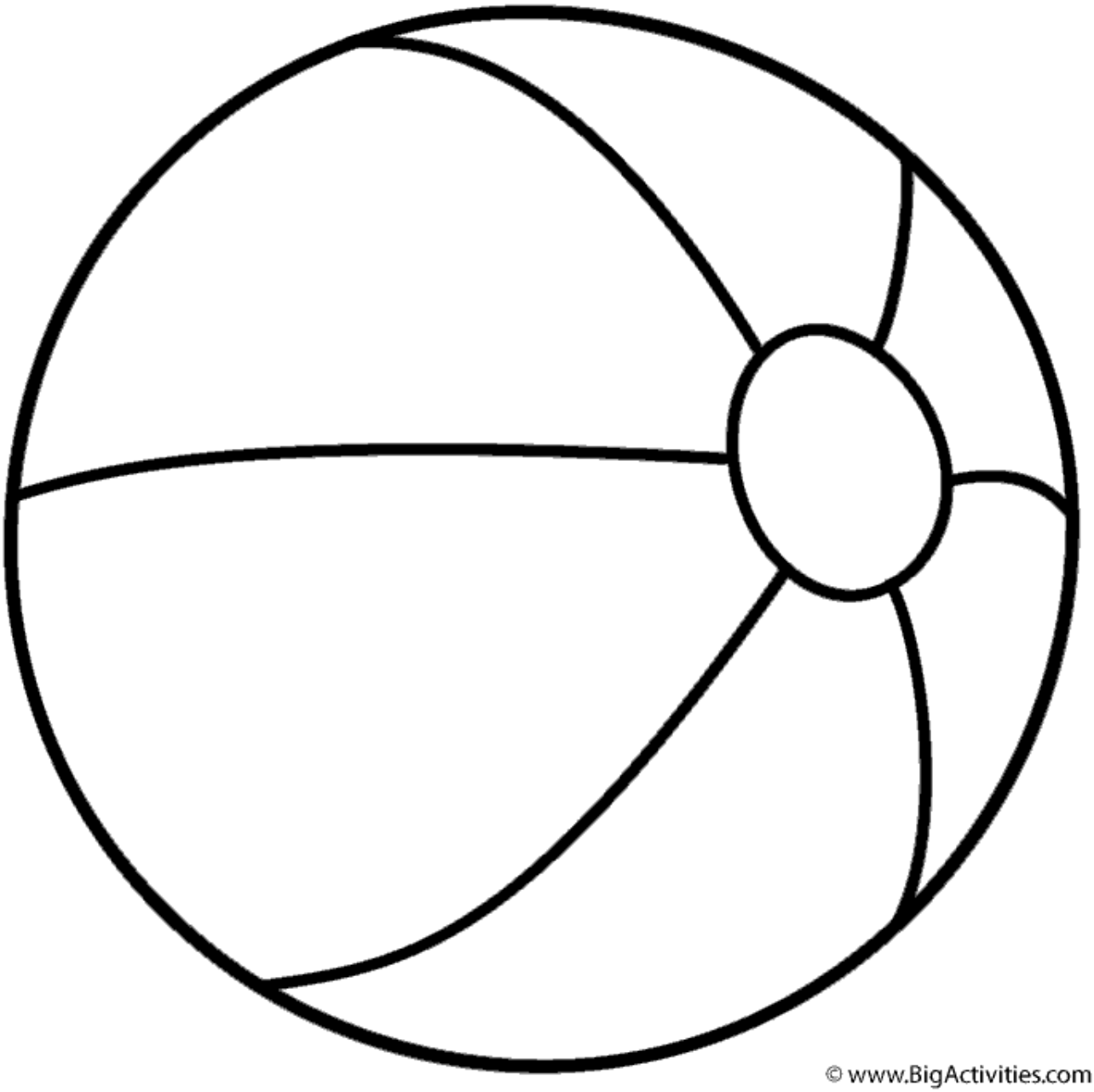
- Christian Meditation with children
- Be still

Or see Christian Meditation video found at:
www.wccm-canada.ca under 'Meditation with Children'.

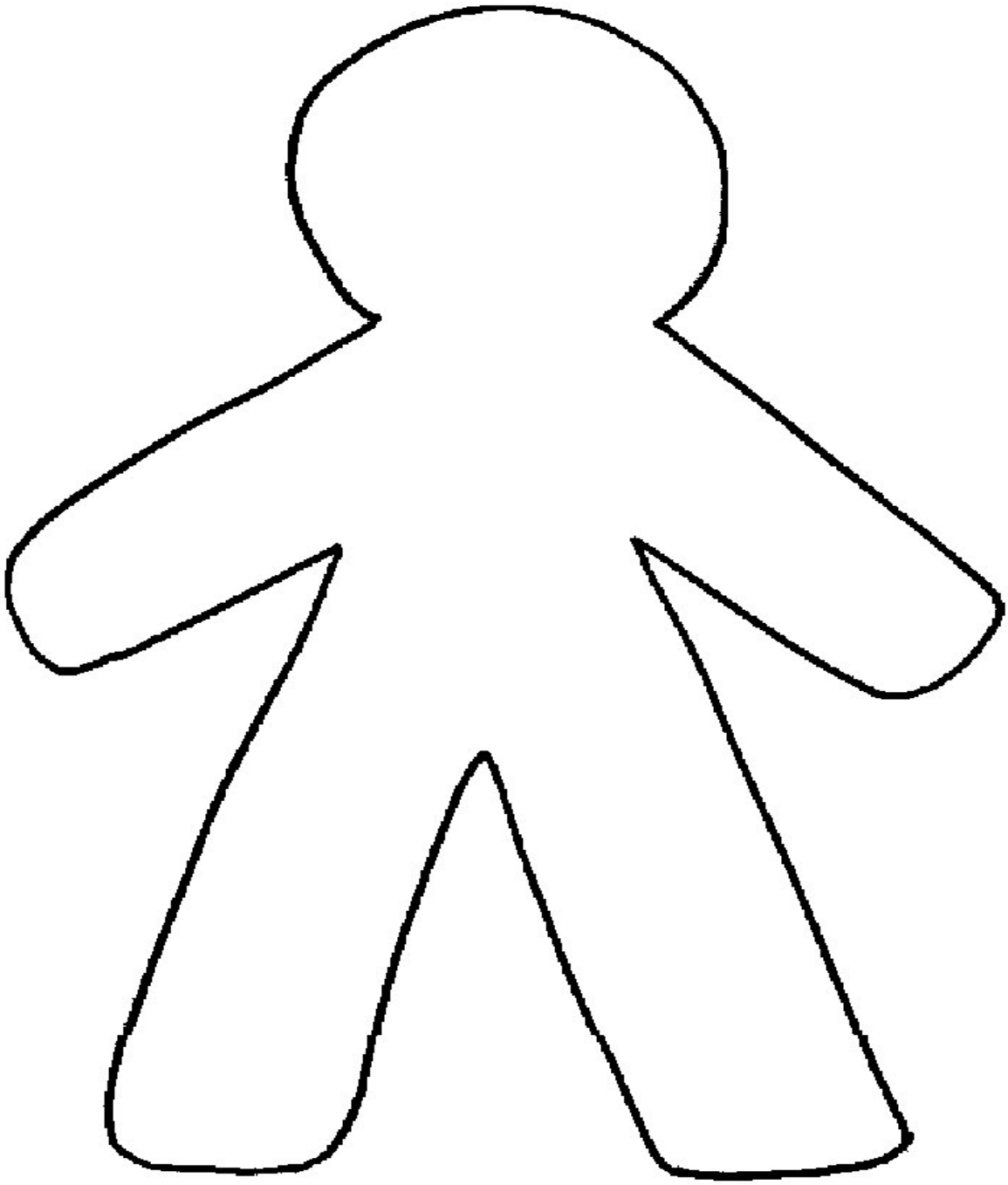
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Watch the movie Boundin' by Pixar<br>Talk about what changed for the lamb.<br>Who helped him change his mind from negative to positive? Do you have people to help you when you feel sad or upset?<br>Where do you see God in this video? Does He always believe in you?<br><br>https://www.youtube.com/watch?v=7WyR4AqRweY<br><br> <br> | What might it look like? engaged<br>What might it sound like? discussion<br>What might it feel like? Comfortable |
| **Action (Sow)** Approximately 15 Minutes | |
| Read the book **Bounce Back**.<br><br>Have students **brainstorm** ideas with you thinking of a problem in a new way (changing the lens on a problem).<br><br>Present the students with a single example problem and work through together as a group – my friend won't play with me today (or a problem that has been going on in your class).<br>Ask the students "What could a student do to 'bounce back' from this problem?<br><br>Use a pair of dollar store glasses to control the flow of the conversation as they work through the problem. Whoever is wearing the glasses can speak. The glasses are passed to the next person who wants to speak.<br><br>Teacher can write ideas on a ball (see blackline master) to provide an example for children of 'bounce back' ideas.<br><br>Some examples of 'Bounce Back Strategies' (resilience):<br>I can pray.<br>Is this a small problem or a big problem?<br>Draw how I am feeling<br>Talk it out<br>Play with someone else today. Make a new friend<br>Gratitude picture (ex: all the time you have played with your friend, all your other friends, family, Jesus, all who love you) | |

| | |
|---|---|
| Help someone who doesn't have a friend.<br><br>Students can then draw on their own ball (black master copy) how they bounce back from a problem.<br><br>This can be done as a **bulletin board.** Display balls on bulletin board. Refer to them frequently as problems/ conflict arise<br><br>**Extension activity**: **act it out.** Ask for volunteers to act out a problem such as 'my friend won't play with me'. Then ask a new group of students to act our solutions. An example of a solution may be to play with another friend. You may have another group of students come up and act out another solution such as meet with a friend and share feelings, and yet another group act out 'drawing out their problem' to cool down. Having several different solutions helps students remember that there are many ways to 'bounce back' from a problem! | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| A helper person is someone who listens, cares, loves, supports you when you are upset.<br><br>Draw their 'helper person' (see blackline master) and keep it in their individual 'toolbox'. The toolbox is either a blackline master paper, such as (http://coloringhome.com/coloring/niX/ny5/niXny55GT.pdf), where students draw or glue their coping strategies.<br>Ideally it is a real box (purchased at the dollar store that would follow them year to year as strategies change, increase). Students would add strategies that work for them and people that support them throughout the lessons and the years. They may wish to share this resource with parents or caregivers so other important people know what works for them when they need help. | |
| **Notes:** | |
| | |

https://www.bigactivities.com/coloring/toys/beach_balls/beach_ball.php




**BLM 9**



Download from www.bing.com

**BLM 10**

## Grade: 1 Lesson 2
## Belonging/Relationship

**Background:** "We can encourage our staff to integrate social emotional learning (SEL) into classroom activities so that students learn skills related to self-awareness, social awareness, self-regulation, relationship building, and decision-making. Research has shown a link between social emotional learning skills and academic performance. For more information about the critical role of social emotional learning, visit the Collaborative for Academic, Social and Emotional Learning (CASEL) at http://casel.org/". (p. 29 Leading Mentally healthy Schools 2013)

Our role as educators is crucial in setting the stage for healthy interactions within a foundation of trust. Supporting Minds an Educator's guide to Promoting Students' Mental Health and Well Being says it best, "A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions". ( p.17)
http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf

"As children develop compassion and empathy, they learn to recognize that their words and actions have an impact on others" (The MindUp Curriculum grades pre-K-2 p. 137)
https://www.youtube.com/watch?v=tAo_ZSmjLJ4

For more information on empathy see:
https://classroom.kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

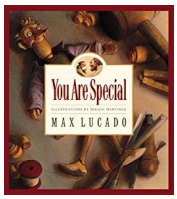
- I think carefully before I react or speak
- Because I have a voice, I will use it lovingly, and I will live my life like Jesus.
- I care about and respect my 'family' at school

**Subject Specific Expectations**

**Ontario Catholic Elementary Curriculum Policy Document Grades 1 - 8**
ML2: Demonstrate an understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves

**Ontario Catholic Elementary Curriculum Policy Document Grades 1 - 8**
ML2.2: Identify situations that call us to choose between doing actions which are good or those actions which are harmful (e.g. not sharing, making fun of others, not telling the truth, etc.).

**Learning Goals:**
Students will learn that their words and actions affect others;
Students will develop more awareness of others' feelings (empathy) and learn to be part of a positive learning community.

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills** | **Terminology**<br>"Meditation increases the desire to build community with others. Children are more considerate and loving. They are kinder to friends and more compassionate." (From Christian Meditation with Children: Rediscovering Our Contemplative Roots. Adapted from the Brant-Haldimand-Norfolk Catholic District School Board, p. 2) | **Resources needed for this lesson**<br><br>You are Special by Max Lucado (or on youtube at https://www.youtube.com/watch?v=15QuHygLwFU<br><br>  <br><br><br>Stars and circles from a dollar store |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

- Take a moment to ask children to shut their eyes or gently look down at the floor.
- Ask them to take 3 deep breaths to start then repeat: "My God (breathe in) is a kind God (breathe out)"
- Repeat 3 times to 5 times

**Can use an APP**

- Christian Meditation with children
- Be still

Or see About Christian Meditation with children –Classroom looks, feels , sounds
http://docs.wixstatic.com/ugd/1e8072_6b5ef2b3152a4f3585e9b2329673604e.pdf

| **Minds On (Envision)** Approximately 20 Minutes | **Monitoring Progress (Discern) Look Fors:** |
|---|---|
| Watch or read book **You are Special**<br><br>Talk about what it feels like when people say nice things to you<br>With an elbow partner practice using kind words<br>Talk about when people are not so kind. What does that feel like?<br><br>Tell another elbow partner what that feels like | What might it look like?<br>Listening, active, aware<br>What might it sound like?<br>Using words such as that made me feel good<br>That made me feel sad<br>What might it feel like?<br>Happy/ sad/ |

WWJD or What would Jesus say?

**Action (Sow)** Could be done for a day / a week – you choose

Have a lot of stars and dots available to students. They could each have their own or kept in a central location.

Children need to be aware that their words can make others feel good or bad (empathy building). Students will place dots or stars on their own bodies based on the words or actions they receive from friends. If a classmate sees a dot they will ask what they can do to make the dot disappear (building that empathy piece). Once the student feels better he/she will take off their dot and can replace it with a star. This can be done as an on-going activity or a targeted activity. A targeted activity is done once with the lesson. It is important that once the students become aware of their impact on others to know that they are all God's masterpiece and we are all created in His image. Perhaps to finish the activity there could be a special paper, a heart representing God's love they could all color saying they are all God's special students.

**Consolidation (Nurture)** On-Going

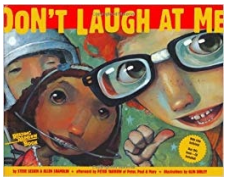
The most important part of this activity is the follow up. It is the realization that our words have the power to hurt others and we also have the power to make others feel better or feel good. A peace table offers the student a safe place to solve problems with their friends when they become aware or, in some cases, are made aware they have hurt others. A round table can be set up outside the classroom with a paper with four statements:

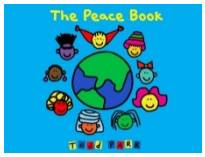
- I'm sorry for … ( admitting our mistakes )
- It made you feel… ( empathy)
- Next time I will… ( plan)
- Will you forgive me? (healing)

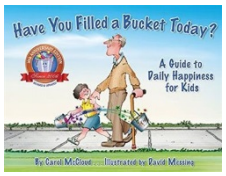
En français

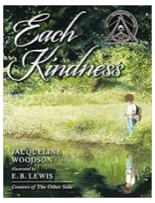
- Je m'excuse pour…
- Je t'ai fait sentir…
- La prochaine fois je…
- Est-ce que tu me pardonnes?

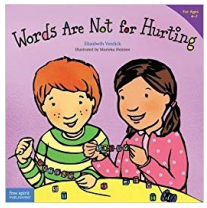
Other books that promote kindness





| | | |
|---|---|---|
| The students sit and go through the statements either alone or with teacher support. The teacher can do check ins to ensure they are managing on their own. As the students become more independent they start requesting to go to the peace table on their own whenever. | | |

| **Notes:** |
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## Grade: 1 Lesson 3
## Emotions/Feelings

**Background:** Leah Kuypers, in her book **The Zones of Regulation**, defines a toolbox as: "A collection of calming and alerting strategies a student can pull from depending on the recent need". (p. 10)

Building on the information gained in lesson # 1 (Kindergarten lessons) on Zones of Regulation this lesson will add a list of strategies. These are not finite, and some may not apply. Please add Christian meditation, MindMasters, prayer or any other strategies you and your students might think of.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

- I believe that God is with us always
- I believe we can talk to God anytime and anywhere
- I solve problems with knowledge, understanding and prayer

**Subject Specific Expectations**

**Ontario Catholic Elementary Curriculum Policy Document Grades 1 - 8**

ML2: Demonstrate an understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves.

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter

**Ontario Catholic Elementary Curriculum Policy Document Grades 1 - 8**

LS2.3: Provide examples of what it means to be 'social by nature' and how relationships can support and nourish our development as human beings.

**Drama curriculum**

B1.4 communicate feelings and ideas to a familiar audience (*e.g., classmates*) using a few simple visual or technological aids to support and enhance their drama work

**Health curriculum**

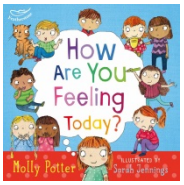
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning

**Learning Goals:**

Students will learn that it is normal to feel a range of emotions and that we all need strategies to deal with our emotions in order to get back to a calm, ready to learn state.

| | |
|---|---|
| experiences in health and physical education, in order to support the development of personal resilience | |

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources |
|---|---|---|
| Zones of regulation information would be an asset to this lesson.<br><br>http://www.zonesofregulation.com/teaching-tools.html for more information. | "Meditation reduces stress and increases children's sense of wellbeing and harmony …[providing] a greater ability to express emotions (both positive and negative); fewer bouts of irritability or emotional or behavioural outbursts" (From Christian Meditation with Children: Rediscovering Our Contemplative Roots. Adapted from the Brant-Haldimand-Norfolk Catholic District School Board, p. 3)<br><br>For more information about the practice and benefits of Christian meditation, visit this website: http://www.cominghome.org.au/ and/or view "Christian Meditation with Children" video: https://www.youtube.com/watch?v=wg8dIadySCs | Book:<br>**How Are You Feeling Today?**<br>(Also available en français,<br>**La ronde des émotions**<br>By Molly Potter<br><br>  <br><br><br>MindMasters- guided imagery meditation – free downloads and activities at http://www.cheo.on.ca/en/MindMasters also available in French<br><br>• photocopy blackline masters on coloured paper and laminate<br>• 4 buckets (red, blue, green and yellow)<br>• Large popsicle sticks<br>• Box from dollar store for each student (optional) |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

- Take a moment ask children to shut their eyes or gently look down at the floor.
- Ask them to take 3 deep breaths to start, then repeat: My God (breathe in) Help me (breathe out)
- Repeat 3 times to 5 times

Mind in a Jar Animation video found at: https://www.youtube.com/watch?v=nW7XFMgawbc

| **Minds On (Envision)** Approximately 10 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| This discussion is central to the understanding that we all have emotions and they are normal. This lesson will give students strategies to help them cope with their emotions. Background knowledge about the Zones of Regulation would be helpful and consistent with the language they already have learned in kindergarten. | **What might it look like?**<br>At first the student may need help labelling the emotion and the strategy they need to return to the optimal learning emotion<br><br>**What might it sound like?**<br>Teacher: Calm<br>Avoid power struggles!<br>Students: variety of sounds, depending on emotions, as students learn the strategies and that you are there to support them.<br><br>**What might it feel like?**<br>As your students' abilities to use the strategies, and support each other in a learning community, the environment will become more positive and calmer. |
| **Action (Sow)** Approximately 30 Minutes | |
| Using the book, 'How Are You Feeling Today?' (In English or French), select a few pages/passages from each zone to read. For example,<br>Blue zone: p. 14 sad<br>Green zone: p. 6 happy, p. 22 calm<br>Yellow zone: p. 16 excited, p. 12 worried<br>Red zone: p. 8 angry, p. 20 scared<br><br>In each coloured bucket, place some strategies for students to pull from. (See BLM and please also add Christian mediation, MindMasters, and prayer as options). In pairs, have students pull an activity. One student acts out the emotion from the zone that is represented by the colour of the bucket and the other offers a strategy from the bucket. | |
| **Consolidation (Nurture)** On-Going | |
| 1. In a bucket of each colour put some strategies for students to pull from in a quiet area of the class. Consider providing: books, MindMasters cd, a children's bible, and manipulatives.<br><br>2. Invite students to add the strategies that work best for them to their toolbox. They could glue them onto a paper image of a toolbox, such as: http://coloringhome.com/coloring/niX/ny5/niXny55GT.pdf | |

| | |
|---|---|
| Or more effective buy a box from the dollar store in which students can store their strategies. | |

| **Notes:** |
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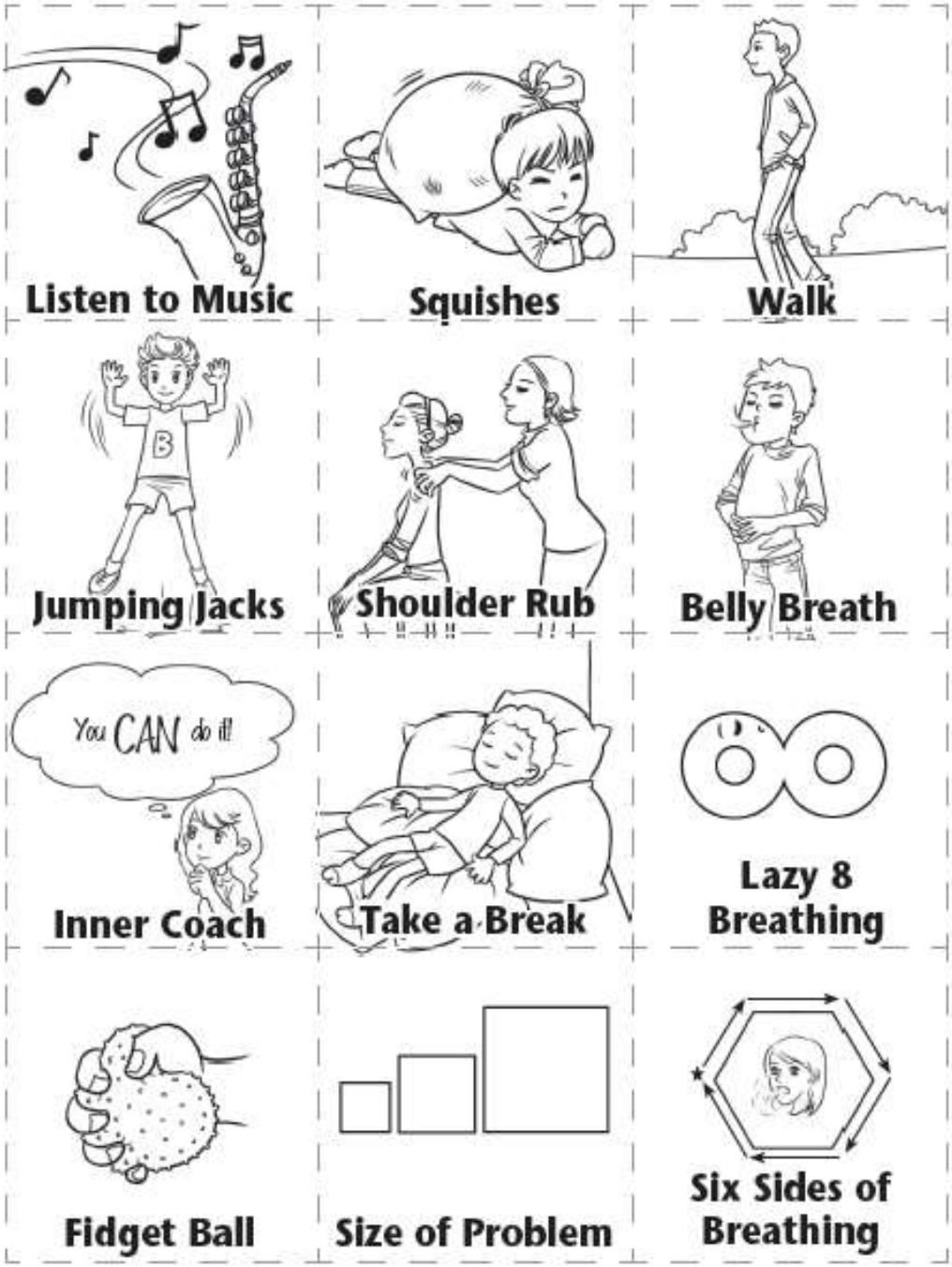


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**BLM 11a**

## Grade: 1 Lesson 4
## Dignity

**Background: We are made in the image of God and He lives in each and every one of us.**

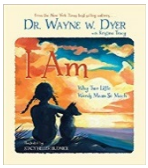
**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
believe God is with us always

**Subject Overall Expectations**
**Ontario Catholic Elementary Curriculum Policy Document**
**Grades 1 - 8**
ML1 The human person who is made in the "image of God" is called to live and act in ways that reflect this dignity.
LS1 Human dignity is rooted in being created in God's image.
LS2 Jesus taught us about the dignity of all people and how we are to identify with and to love our neighbor.

**Learning Goals:**
Students will learn that God lives in all of us so that they know how special we really are.

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources |
|---|---|---|
| | | *I Am: Why Two Little Words Mean So Much* by Wayne W. Dyer & Kristina Tracy  |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Take a moment ask children to shut their eyes or gently look down at the floo
Ask them to take 3 deep breaths to start, then repeat:
My God (breathe in) lives in me (breathe out)
Repeat 3 times to 5 times

| **Minds On (Envision)** Approximately 10 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Read the book *I Am: Why Two Little Words Mean So Much*<br>Sing *This Little Light of Mine* | What might it look like?<br>Calm, happy<br><br>What might it sound like?<br>Calm, students talking<br><br>What might it feel like?<br>Relaxed |
| **Action (Sow)** Approximately 30 Minutes | |
| 1. All Connected activity – students decorate a human form (See blackline master). Take a picture of students' face and place on form with a heart in between hands representing the love of God and that He is always with us. The forms are placed together to form a human chain. Where the hands touch you would place the heart.<br>2. Read the following passage, from the last page of the book: "Anytime you start a sentence with *I am* you are creating what you are and what you want to be. At the same time, you are also showing whether or not you are connected to the energy of God inside of you. So, if you sometimes say, "I am bad at this, I am ugly, …" these words take you farther and farther away from the part of you that is God. When you choose to say, "I am happy, I am kind…", you help the light of God inside you to grow and shine. Try saying some *I am* sentences. See how different words make you feel." (*I am: Why Two Little Words Mean So Much* by Wayne W. Dyer & Kristina Tracy). Brainstorm *I am* words and invite students to write their words on their decorated 'person'. What would Jesus say? What kind words would Jesus use to describe you?<br>3. Hang human chain around the room to symbolize the connections. | |
| **Consolidation (Nurture)** On-Going | |
| To take this a step further, create and display YOU ARE rings. Students turn to their elbow partner and say something positive, such as 'You are kind', 'You are helpful', etc., then share these positive words with you in circle. What kind words would Jesus say about your classmates? Each student writes 'YOU ARE [positive word or phrase]', on a strip of coloured | |

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| paper, which can be used to make a chain to symbolize 'We see the positive in everyone'. | |
| **Notes:** | |
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## Grade: 1 Culminating Activity
## Gratitude Party and Cards

**Background:** For your own PD watch this video by Shawn Achor and the importance of Gratitude https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
I am thankful for the gifts of others
I value everyone's work
I think of others before myself

**Subject Specific Expectations**
**Ontario Catholic Elementary Curriculum Policy Document**
**Grades 1 - 8**
ML2: Demonstrate an understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves.

**Subject Specific Expectations**
**Ontario Catholic Elementary Curriculum Policy Document**
**Grades 1 - 8**

LS2.3: Provide examples of what it means to be 'social by nature' and how relationships can support and nourish our development as human beings.
PR1.3: Demonstrate different ways in which we express what is in our "mind and heart" and different ways our belief in God can be expressed in the activity of prayer (e.g. words, gestures, songs, movement and dance) as an expression of love and gratitude.

**Learning Goals:**
To make children aware of everything we have and everything other's do for us and to be grateful.

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources needed: |
|---|---|---|
| | The Mind-Up Curriculum grades pre k-2 expresses the importance of gratitude in this way, "Cognitive research | Card stock of different colours<br>copy blackline master onto card stock |

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| | suggests that when we focus on the things we are grateful for, our happiness increases. Making a habit of expressing our gratitude helps us be mindful and leads us to a greater appreciation of other people and the larger world around us. Gratitude practice is a helpful tool to integrate into the school day." p. 132 | large pink Bristol board cut in a heart shape<br><br>video on Ryan's well to start discussion on gratitude https://www.youtube.com/watch?v=Z6LNsP75pZE |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Prayer through song- see Youtube https://www.youtube.com/watch?v=WW8gyDbj_UM for the tune

We always add actions to this song:

Thank you, Lord, for giving us life – sign thank you and a symbol for life
Thank you, Lord, for giving us love- sign thank you and heart with hands
Thank you, Lord, for giving us us - sign thank you and point to ourselves and others
You can add to this as you see fit

For the chorus Alleluia praise the Lord – roll your hands, clap once and raise hands to the sky
Right where we are – point down to your feet

| **Minds On (Envision)** Approximately 10 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Explain to student the importance of finding things we are grateful for especially when we are feeling sad. Gratitude will change our lens and make us feel happy again.<br>Watch video on Ryan's well to help focus on the small things we take for granted<br>https://www.youtube.com/watch?v=Z6LNsP75pZE<br><br>Upon reflecting of video where do you see God in Ryan's work.<br>Ask class what or who they are grateful for?<br>Write ideas on large heart | **What might it look like?**<br>**engaged**<br>**What might it sound like?**<br>**discussion**<br>**What might it feel like?**<br>**Comfortable** |
| **Action (Sow)** Approximately 40 Minutes | |

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| Students will begin to make their cards. They can be for God, Jesus, Mary, friends, family, priest, secretaries, custodians , other teachers, EA, ECE, principals, cross walk guards, bus drivers, cub leader, brownie leader, hockey coach, etc. For basic needs such as food, home, running water, a bed, a pillow. Children will make several cards for everyone and everything they are grateful for. | |
| **Consolidation (Nurture)** Approximately 40 Minutes | |
| Classroom party. Invitations can be sent to all who are included in their gratitude cards. The party can include food, the children can perform their song, they can give out their cards of gratitude.<br><br>Follow up the next day:<br>Talk about the feelings associated with being grateful. Daily/ weekly round circle focusing on gratitude would keep up this valuable mental health strategy. | |
| **Notes:** | |
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http://journalingsage.com/thank-you-card-template-for-kids/

Students can decorate the invitation

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| | You are on our gratitude list!<br><br>We hope you can come to our celebration party on_____.<br><br>Thank you for making a difference in our lives. |

## Grade: 3 Lesson 1 - Emotions
## Just Breathe

**Background:** According to the Canadian Mental Health Association, practicing 'breathing awareness every day can relieve chronic stress and realign your outlook in a more positive way. Good breathing habits alone can improve both your psychological and physical well-being.' https://toronto.cmha.ca/documents/benefits-of-good-mental-health/

Students who practice slowing their breathing when they feel calm and safe are better able transfer those skills when they are experiencing feelings of stress or anxiety.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**I Am a Learner for Life!** I build on my strengths and weaknesses

**I Care!** I love God, myself and my family

**I Have Responsibilities!** I am forgiving

**Subject Overall Expectations**

**Religious Education**
**ML2**: God created human persons with free will and reason (the ability to choose to do what is good or what is not good)
**PR2**: Within the Tradition of the Catholic Church, sacred space is used to point us to Christ Jesus, the object of our prayers. Through symbols, sacramentals, images, architecture and silence we are drawn to Christ and through prayer to communicate with God.

**Language – Oral Communication**
**1.** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
**2.** Use speaking skills and strategies appropriately to communicate with different audiences for different purposes

**Health & Physical Education – Social Emotional Learning Skills**
A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living,

**Learning Goals:**

Students will learn to:

- Recognize the big emotions they feel
- Practice controlling their breathing to help centre themselves when feeling overwhelmed with emotion

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| Movement Competence, and Healthy Living strands for this grade<br>**Health & Physical Education – Healthy Living**<br>D1. demonstrate an understanding of factors that contribute to healthy development<br><br>**Visual Arts**<br>**D1**: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings<br><br>**<u>Subject Specific Expectations</u>**<br><br>**Religious Education**<br>**PR2.3**: Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us<br><br>**Language – Oral Communication**<br>*Making Inferences/Interpreting Texts*<br>**1.5** Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text<br>*Extending Understanding*<br>**1.6** Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them<br><br>**Health & Physical Education – Social Emotional Learning Skills**<br>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others<br>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience | |

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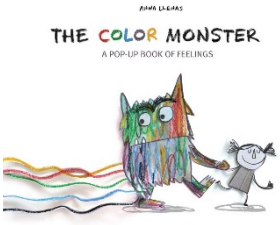
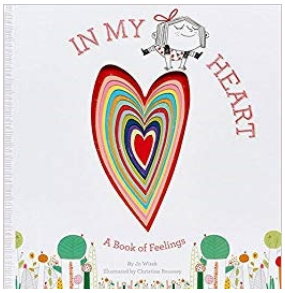
| **Health & Physical Education – Healthy Living**<br>D1.5 identify factors that affect physical development, social-emotional development, and the development of a healthy body image<br><br>**Visual Arts**<br>**D1.3** Use elements of design in art works to communicate ideas, messages, and understandings | |

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources |
|---|---|---|
| | Emotion: a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with. | **'Just Breathe'** video by Julie Bayer-Salzman & Josh Salzman https://www.youtube.com/watch?v=RVA2N6tX2cg<br><br>**The Colour Monster** by Anna Llenas<br>  <br><br>**In My Heart** by Jo Witek<br>  |

| **Faith Focus (Prayer/Scripture/Christian Meditation)** | |
|---|---|
| I have told you these things, so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world. John 16:33<br><br>Discuss this scripture with the students: What is do you think John means when he tells us that we will have trouble, but also peace? | |
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| Think-Pair-Share: What does it feel/look/sound like when you are… frustrated; …angry; …upset with a friend, …disappointed, etc..<br><br>Watch the 'Just Breathe' video by Julie Bayer-Salzman & Josh Salzman: https://www.youtube.com/watch?v=RVA2N6tX2cg<br><br>After the video, ask the students about what they saw, how they felt and what they noticed.<br><br><u>Extension Activity</u>: *Feeling Lines- Identifying feelings in others*<br><br>Have the students line up in 2 lines facing each other with enough space between the 2 lines that a person could walk in between the lines and go to the end of the line.<br>Let the students know they will be asked to make the emotions you say silently in place in their line. The teacher will say "Angry" and snap her fingers. The students will show anger on their faces.<br>Ask students to tell how they know someone else is angry? What do they look like? How can you tell?<br><br>Go through all of the major emotions in the same way – sad, scared etc.<br><br>However, when the teacher says "Happy!" the game changes. The 2 students at the end of the line closest to the teacher | Students sharing their thoughts and ideas<br><br>A quiet, peaceful and calm classroom<br><br>Final art project completed<br><br><u>Emotions that can be used:</u><br>Angry, sad, embarrassed, annoyed, frustrated, jealous, glum, cheerful, calm, injured, grouchy, terrified, content, brave, miserable, surprise, disgust, worry, envy, nervous, shy |

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| have to get through the **giggle gauntlet** without cracking a smile!<br><br>The Giggle Gauntlet:<br><br>2 students start with stone faces and walk past the other students in line. They must try not to crack a smile as they go through, the rest of the class makes funny faces, smiles, etc. but does not touch the 2 while they walk. The rest of the class must try to make the students smile.<br><br>Vary the emotion cues with "Happy" until all students have gone through the giggle gauntlet. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Students should find a comfortable sitting position (either sitting in their chair with their feet on the floor, or criss-cross on the floor), with their backs straight. They will close their eyes if they feel comfortable to do so and take a deep breath in through their noses, hold it for 3 seconds and then exhale slowly through their mouths. Challenge them to continue doing this for 30 seconds. Afterwards, discuss how they felt during the exercise – did they feel relaxed? Uncomfortable? At peace?<br><br>Students will have the opportunity to practice their breathing (in through their nose, out through their mouth), by creating bubble art. The focus will be on controlled breathing as they create the bubbles in the paint mixture: if they exhale too quickly, the bubbles will pop. As the students are slowly breathing into the bubble mixture, have them reflect on the 'Just Breathe' video. Brainstorm as a class situations where this breathing technique would help them overcome big emotions and write them on the board/chart paper.<br><br>Bubble Art:<br><br>Supplies needed – dish soap, paint, water, straws, medium-sized containers, card stock<br><br>Mix 2 parts dish soap, 2 parts tempera paint to 1 part water into a medium-sized container. Use a straw to create bubbles in the container, and then gently place a piece of paper on top of the bubbles. | |

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| Once the bubble art has dried, students can choose some of the big emotions brainstormed earlier and write them in the bubbles. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Revisit the importance of acknowledging our emotions and how slowing our breathing, taking deep breaths in through our noses and out through our mouths can help us to calm down and centre ourselves. As an exit card, have the students write down one situation where they might use this new strategy.<br><br>Students should also add their new strategy to their 'Tool Box' (resource located in the Grade 1 section of this resource). | |
| **Notes:** | |
| If you would like to delve deeper into Christian Meditation, the app **Centering Prayer** is a great resource. You can choose the length of time, beginning and ending sounds, and different prayers to begin and end your Christian Meditation session. | |

## Grade: 3 Lesson 2 - Resiliency
## The Resilient Bird Gets the Worm

**Background:** "Our learners will … need to develop characteristics such as perseverance, resilience, and imaginative thinking to overcome challenges." (Achieving Excellence, p.5)

Resilient students are better-able to overcome obstacles at school, at home and in the wider community. By fostering resilience, we are helping to create people who are ready to not only face challenges and obstacles but overcome them.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

I am a learner for life – I build on my strengths and weaknesses

I care – I love God, myself and my family

**Subject Overall Expectations**

**Religious Education**
**ML2**: God created human persons with free will and reason (the ability to choose to do what is good or what is not good)
**PR2**: Within the Tradition of the Catholic Church, sacred space is used to point us to Christ Jesus, the object of our prayers. Through symbols, sacramentals, images, architecture and silence we are drawn to Christ and through prayer to communicate with God

**Language – Writing**
**1.** Generate, gather, and organize ideas and information to write for an intended purpose and audience

**Health & Physical Education – Social-Emotional Learning Skills**
A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

**Health & Physical Education – Healthy Living**
D1. demonstrate an understanding of factors that contribute to healthy development

**Learning Goals:**
Students will learn:

- What resilience means
- The importance of moving forward even after experiencing a setback

**Subject Specific Expectations**

**Religious Education**
**PR2.3**: Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us

**Language – Writing**
**1.1.** Identify the topic, purpose, audience, and form for writing
**1.2.** Generate ideas about a potential topic, using a variety of strategies and resources

**Health & Physical Education – Social-Emotional Learning Skills**
A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges,
including help-seeking behaviours, as they participate in learning experiences in health
and physical education, in order to support the development of personal resilience
**Health & Physical Education – Healthy Living**
**D1.5** identify factors that affect physical development, social-emotional development, and the development of a healthy body image

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| | Resiliency – the capacity to recover quickly from difficulties; toughness. | What Do You Do With A Problem? By Kobi Yamada |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Be still and know that I am God. Psalm 46:10

Discuss this psalm with students. What does it mean for them?

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Think-Pair-Share: What does it feel like when you are learning something new for the first time? Think back to a time when you were learning a new skill (e.g. riding a bike), or a new concept in school (e.g. fractions) – were you nervous? Did you let your nervousness prevent you from learning and mastering the new skill?<br><br><u>Growth Mindset Practice</u><br><br>Let students know that one of the most important factors in learning new skills is having a growth mindset. A growth mindset is about wanting to learn more than just wanting to 'get it right'.<br><br>Group students into groups of 4. The youngest student in each group will be the 'robot' and the other students need to direct them from where they are standing to the door. The direction is that the robot can ONLY move how the individuals direct. Therefore, if they are asked to go 10 steps, they must go in the direction they are facing, until the group directs them to turn directions. Have them record the directions they give the 'robot' as a group so that another person could start from the first location. Ask how difficult it was to have the robot move at first. Giving directions in this format can be challenging at first.<br>To add excitement, the 'robots' could be blindfolded, but one of the other group members should then be a 'safety person' and be in charge of making sure that the individual being directed does not run into any objects. | Students engaged in discussion<br><br>Refer here for more information on Growth Mindset to support students in their discussion.<br>https://twitter.com/MindShiftKQED/status/1013037019134615552<br><br>What did they think about learning the activity as opposed to doing it perfectly the first time?<br><br>Does God expect us to be perfect? Did they enjoy the learning experience together? |
| **Action (Sow)** Approximately 15 Minutes | |
| Watch the following video, 'Piper':<br>https://www.youtube.com/watch?v=e7v2zDZBf6g<br><br>(Overview: The main character is a baby piper, called Piper. At first, Piper wants to just sit back and let her mother feed her, but then she realizes she will need to find food for herself | |

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| independently. She faces many setbacks (the waves crashing into her), but then she learns from the crabs a strategy that will help her gather her own food. Piper is proud of herself, and she shares her newfound knowledge with her community.) **For those students who are at an earlier stage of writing and/or need more support, you can co-create an overview of the story with the whole class.**<br><br>This video highlights the process of learning, how setbacks can be discouraging, but that if you persevere and show *resiliency* you can experience success. As a class, discuss what the word *resilient* means and/or what it means to be resilient. Does the baby piper eventually demonstrate resilience? How?<br><br>What character traits does Piper possess? What challenges does she face? How do those challenges -and the other characters in the video-help Piper change and grow?<br><br>Piper is a simple story with one setting and very few characters, but it has a very strong message. Challenge students to write their own story about a time when they were learning something new and encountered some stumbling blocks. Their story should describe a time when they learned something new and how that helped them to grow or change. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| **<u>Resilience Toilet Paper</u>**<br>Hand out a fresh new roll of toilet paper to students – ask them to take as much as they would like without telling them what you are going to be doing. Once everyone has toilet paper, let students know that when we are learning something new and come across a problem, we all have strategies we use, or thoughts that we say to ourselves to keep going! For every square of toilet paper they have taken, they need to list a strategy that a class friend could use to keep going on a difficult task. What did Piper do in the video? What did they do in the story they chose? What do they do if they come across a tricky question? You may wish to extend the learning at the end by asking if there was any strategy that a friend mentioned that they would try themselves next time.<br><br>Have volunteers share their writing with the class before displaying their work. Students will then choose a partner to | Strategies could include: praying to God, giving your worries to God, asking God for help, taking a break, going to a different question, saying "I can do this", asking a classmate for help, talking to the teacher, doing a fun activity for a little while, practice and practice again, say "I can't do this YET", getting a drink of water, having a snack, try your best etc. These are examples of positive thinking, growth mindset, biological strategies, and help seeking behaviour |

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| share their story with – each pair of students will look for similarities and parallels within their stories to reiterate that everyone experiences setbacks and disappointments, and it is how we continue moving forward that helps define us. As their exit-card, the similarities and parallels that they find within and between the stories can be written down on sticky notes. | |

| **Notes:** |
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| This activity lends itself well to practice EQAO testing questions. Asking students questions such as 'Explain how being resilient helped Piper. Use details from the video to support your answer' can assist in preparing them for the testing. |

## Grade: 3 Lesson 3 - Belonging
## We Belong to Each Other

**Background:** All students need to feel that school is a safe place where they feel supported and cared for. "When schools provide a safe environment that reflects and promotes cultural identity, students report a more positive view of their emotional and physical safety and well-being and feel a greater sense of belonging."

http://www.edu.gov.on.ca/eng/about/wellbeingpdfs_nov2016e/wellbeing_engagement_e.pdf

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**I am a Team Player!** – I respect and listen to others

**I Have a Voice!** I care about others and speak up for them

**I Care!** I care about and respect my 'family' at school, at Church, in the community and in the world

**Subject Overall Expectations**

**Religious Education**
**ML2**: God created human persons with free will and reason (the ability to choose to do what is good or what is not good)
**PR2**: Within the Tradition of the Catholic Church, sacred space is used to point us to Christ Jesus, the object of our prayers. Through symbols, sacramentals, images, architecture and silence we are drawn to Christ and through prayer to communicate with God.

**Language – Oral Communication**
**1.** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
**2.** Use speaking skills and strategies appropriately to communicate with different audiences for different Purposes

**Language – Media Literacy**
**3.** Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

**Learning Goals:**
Students will learn:

- To honour and celebrate their differences and the differences of others
- That God created us in His image, and that he loves us unconditionally
- How to help others feel a sense of belonging in their school community

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| **Health & Physical Education – Social-Emotional Learning Skills**<br>A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.<br><br>**Health & Physical Education – Healthy Living**<br>D1. demonstrate an understanding of factors that contribute to healthy development<br><br>**<u>Subject Specific Expectations</u>**<br><br>**Religious Education**<br>**PR2.3**: Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us<br><br>**Language – Oral Communication**<br>*Making Inferences/Interpreting Texts*<br>**1.5** Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text<br>*Extending Understanding*<br>**1.6** Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them<br><br>**Language – Media Literacy**<br>**3.4.** Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques<br><br>**Health & Physical Education – Social-Emotional Learning Skills**<br>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others<br>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges,<br>including help-seeking behaviours, as they participate in learning experiences in health | |

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| and physical education, in order to support the development of personal resilience<br><br>**Health & Physical Education – Healthy Living**<br>**D1.5** identify factors that affect physical development, social-emotional development, and the development of a healthy body image | |

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Resources |
|---|---|---|
| | Belonging – be a member or part of a particular group, organization or class<br><br>Community – a group of people living in the same place or having a particular characteristic in common | **It's Okay To Be Different** by Todd Parr<br><br> |

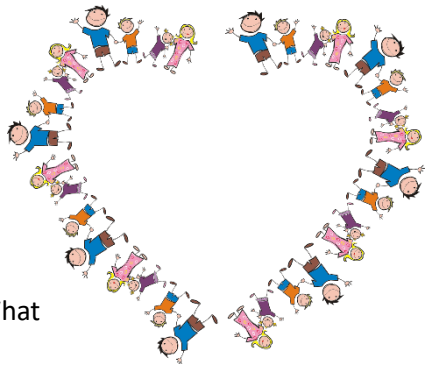
**Faith Focus (Prayer/Scripture/Christian Meditation)**

**"I belong to Jesus." Galatians 6:17**

**"If we have no peace, it is because we have forgotten that we belong to each other." ~ Mother Teresa**

**"Alone we can do so little, together we can do so much." ~ Helen Keller**

Ask the students to read and meditate on each of these quotes. What common theme(s) do they share?



| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:** |
|---|---|
| Read 'It's Okay to Be Different' by Todd Parr.<br><br>Discuss with the students that God loves us unconditionally exactly as we are. Have the students pick one attribute/quality about themselves that makes them unique | What might it look like?<br>What might it sound like?<br>What might it feel like? |

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| (e.g. has green eyes, plays an instrument, is very tall, is an artist). Our differences are what make us beautiful.<br><br>**<u>Extension Activity</u>**<br><br>You can use the attributes or qualities in a memory game (similar to "I am going on a fishing trip and with me I will bring…")<br>In this game everyone sits in a circle. The first person starts by saying:<br><br>"We are all unique. God made my…… (student inserts attribute or quality here)."<br>The second person is the next person in the circle and says:<br>"We are all unique. God made …..(1st person's name and attribute)<br>God made my …….(student inserts attribute or quality here)."<br><br>This continues with it becoming more and more difficult as the 3rd person to go must repeat what the 1st person and 2nd person said before they say their own and it grows so that the last person in the circle will repeat and try to remember what everyone in the circle said! | |
| **Action (Sow)** Approximately 15 Minutes | |
| Lead a classroom discussion on what belonging means and why it is important.<br>- We all want to feel like we belong to a community: our family community, our classroom community, our school community etc.<br>- We need friends and family to love us and accept us for who we are, and to celebrate the things that make us different and unique<br><br>Have the students visualize a place where they feel a sense of belonging. What does this special place look, sound and feel like? Who is there with them?<br><br>The students will create posters or brochures to advertise the place they visualized. It will include a picture and specific details describing what it looks, sounds and feels like. They need to convince the reader that their place is one of safety and acceptance, where the reader can feel comfortable being themselves. | Student quote about belonging "Fitting in is when you have to be or act a certain way, but belonging is when you can just 'show up', as you are, and know that you belong."<br><br>It will include a picture and specific details describing what it looks, sounds, and feels like. |

| **Consolidation (Nurture)** Approximately 30 Minutes | |
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| Discuss ways that the students can make their own communities (home, classroom, school) safe spaces for everyone. For example, say hello to someone in the morning, offer help to someone who needs it, share a kind word, etc.<br><br>Create a Classroom Friendship Pie using the BLM and display for all to see. Let students know we are making the classroom a place of belonging, and that the classroom could be the place they chose for their brochure/poster. | Students should include specific steps to ensure everyone feels safe and that they belong. This may look like 1 cup of kind words, a dash of empathy etc. |
| **Notes:** | |
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# Friendship Pie

*A recipe from the kitchen of* _____

## INGREDIENTS

2 cups of _____

1 cup of _____

4 tablespoons of _____

2 teaspoons of _____

½ teaspoon of _____

A pinch of _____

## INSTRUCTIONS

_____

_____

_____

_____

_____

_____

**BLM 13**

## Grade: 3 Lesson 4 - Dignity
## The Invisible Boy

**Background:** Treating others with dignity and respect means being sensitive to their needs and doing what is best for them. By following the *Golden Rule* - while acknowledging, respecting, and celebrating our differences - we create a better classroom community, school community and wider community.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**I am a Team Player!** – I respect and listen to others

**I Have a Voice!** I respect all people and their languages

**I Care!** I care about and respect my 'family' at school, at Church, in the community and in the world

**I Have Responsibilities!** I know that all life is precious

**Subject Overall Expectations**

**Religious Education**
**LS2:** Understand that God created all persons in his one image; equal in their human dignity yet diverse in their being (i.e. male and female, weak and strong, diverse of race, colour, creed, charisms, talents) and this equality and diversity is to be respected

**Language – Oral Communication**
**1.** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
**2.** Use speaking skills and strategies appropriately to communicate with different audiences for different Purposes

**Health & Physical Education – Healthy Living**
**D3**. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

**Learning Goals:**
Students will learn:

- that we are all deserving of respect
- that God loves all of us

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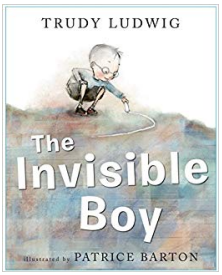
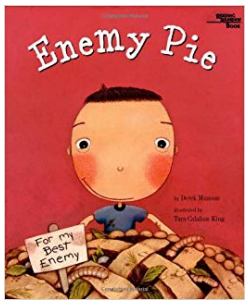
| **Visual Arts**<br>**D1**: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings<br><br>**<u>Subject Specific Expectations</u>**<br><br>**Religious Education**<br>**LS2.3**: Describe ways that all human beings are created equal (i.e. personal human dignity) and also are created with differences (i.e. male and female, race, ethnicity, etc.) and identify ways that we can demonstrate our appreciation and respect for this diversity (e.g. inclusion of all, sharing what we have with the less fortunate, caring for the sick and elderly, asking questions about a person's unique characteristics with respect, respecting ideas and beliefs that are different from our own)<br>**<u>Subject Specific Expectations</u>**<br><br>**Religious Education**<br>**PR2.3**: Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us<br><br>**Language – Oral Communication**<br>*Making Inferences/Interpreting Texts*<br>**1.5** Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text<br>*Extending Understanding*<br>**1.6** Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them<br><br>**Health & Physical Education – Healthy Living**<br>**D3.3** describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others<br><br>**Visual Arts**<br>**D1.3** Use elements of design in art works to communicate ideas, messages, and understandings | |

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills** | **Terminology**<br><br>Dignity: the state or quality of being worthy of honour or respect<br><br>Inclusion: the action or state of including or being included within a group or structure<br><br>Exclusion: the action or state of excluding or being excluded within a group or structure | **Resources**<br><br>**The Invisible Boy** by Trudy Ludwig<br><br>  <br><br><br>**Enemy Pie** by Derek Munson<br><br>  <br> |
| **Faith Focus (Prayer/Scripture/Christian Meditation)** | | |
| Do to others as you would have them do to you – Luke 6:31<br><br>In everything, do to others what you would have them do to you – Matthew 7:12<br><br>How do the words of Luke and Matthew compare to the Golden Rule? | | |
| **Minds On (Envision)** Approximately 5 Minutes | | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| Students find a partner and have them find 2-3 similarities and differences between them that are visible. Next, ask the students to have a discussion with each other to discover 2-3 | | |

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| similarities and differences that are *not* visible (e.g. favourite food, favourite subject in school, number of siblings)<br><br>What did they learn about their partner that was surprising? | |
| **Action (Sow)** Approximately 15 Minutes | |
| Read The Invisible Boy by Patrice Barton, or use the read aloud from YouTube found here: https://www.youtube.com/watch?v=fvK_GicGueA<br><br>Discuss as a class:<br><br>What are some ways Brian felt invisible to his classmates and teacher?<br><br>How did Brian become *visible* to Justin?<br><br>What happened in the story that helped Brian become *visible* to everyone?<br><br>What do you notice about the illustrations in the story as it progresses? (*Brian becomes more colourful and solid as he feels less invisible to his classmates and more included*.) Why do you think the author illustrator did that?<br><br>Students will be asked to think of situations where they have felt invisible. What were they doing? Where were they? How did they feel when they were *invisible*?<br><br>Students will be asked to create two self-portraits: one where they feel *visible* (included, respected, valued); the other where they feel *invisible* (excluded, disrespected, scorned). Before beginning, discuss different ways the students can convey feelings through their art the way the illustrator in The Invisible Boy did (e.g. colour, shading, expression). | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Might there be students in our class or school who feel invisible like Brian? What are some ways these students could be included and not feel so invisible? How would Jesus treat these classmates and what can you/we do to help them?<br><br><u>Extension Activity</u> | |

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| What do you Wish I Knew? Activity<br><br>This activity allows all learners to feel visible to their teacher. The Ted talk for teachers suggests that all teachers can help their students feel visible by asking them "What do you wish your teacher knew about you?" Put this question on the board and give each child a piece of paper for them to write out their answer. Let the students know that what they write will not be shared with the class but that you will read each of these pieces of paper. This activity supports welcoming, dignity and belonging. | Resource to learn more about this activity:<br><br>https://www.youtube.com/watch?v=8pcKbf_vpHg<br><br>https://www.pinterest.ca/pin/258534834844379439/ |
| **Notes:** | |
| | |

## Grade: 3 Lesson 5 - Culminating Task
## Sharing is Caring

**Background:** Students will consolidate their knowledge and share their thoughts, feelings and ideas on how they can make the classroom community a safer, more inclusive environment for everyone. Students who feel safe at school are more willing to take risks in their learning, rise to challenges, and step outside of their comfort zones.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**I Have a Voice!** I speak, write and listen as Jesus would want me to

**I Have Ideas!** I solve problems with knowledge, understanding and prayer

**I Am a Learner for Life!** I build on my strengths and weaknesses

**I Am a Team Player!** Because I am a team plater, I know that 'Together is Better', and we will live our lives like Jesus

**Subject Overall Expectations**

**Religious Education**
**ML2**: God created human persons with free will and reason (the ability to choose to do what is good or what is not good)
**PR2**: Within the Tradition of the Catholic Church, sacred space is used to point us to Christ Jesus, the object of our prayers. Through symbols, sacramentals, images, architecture and silence we are drawn to Christ and through prayer to communicate with God.

**Language – Oral Communication**
**1.** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
**2.** Use speaking skills and strategies appropriately to communicate with different audiences for different purposes

**Learning Goals:**

Students will:

- Share a strategy they have learned with their classmates
- Collaborate to make a list of ways the classroom can be a more inclusive, caring environment for everyone

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| **Health & Physical Education – Social-Emotional Learning Skills**<br>**A1** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.<br><br>**Health & Physical Education – Healthy Living**<br>**D1** Demonstrate an understanding of factors that contribute to healthy development;<br><br>**<u>Subject Specific Expectations</u>**<br><br>**Religious Education**<br>**PR2.3**: Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us<br><br>**Language – Oral Communication**<br>*Making Inferences/Interpreting Texts*<br>**1.5** Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text<br>*Extending Understanding*<br>**1.6** Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them<br><br>**Health & Physical Education – Social-Emotional Learning Skills**<br>**A1.2** Apply skills that help them to recognize sources of stress and to cope with challenges,<br>including help-seeking behaviours, as they participate in learning experiences in health<br>and physical education, in order to support the development of personal resilience<br><br>**Health & Physical Education – Healthy Living**<br>**D1.5** identify factors that affect physical development, social-emotional development, and the development of a healthy body image | |

| **Instructional Components** | | |
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| **Prior Knowledge and/or Skills** | **Terminology**<br><br>Emotion: a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with.<br><br>Resilience – the capacity to recover quickly from difficulties; toughness.<br><br>Belonging – be a member or part of a particular group, organization, or class<br><br>Dignity: the state or quality of being worthy of honour or respect<br><br>Inclusion: the action or state of including or being included within a group or structure | **Resources** |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Peace Prayer of St. Francis

Lord, make me an instrument of your peace:
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O divine Master, grant that I may not so much seek
to be consoled as to console,
to be understood as to understand,
to be loved as to love.
For it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal life.
Amen.

You can also use this link to play the song, 'Make Me A Channel of Your Peace':

https://www.youtube.com/watch?v=ihhvm6eLWZI

Students will be asked to meditate on the theme/messages found within this prayer. They will be asked to compare them to the messages in the 'A Pep Talk from Kid President' video, found below.

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Watch the video A Pep Talk from Kid President : https://www.youtube.com/watch?v=l-gQLqv9f4o<br><br>Think-Pair-Share what the students have learned during the series of lessons. How can they use their newly acquired skills and strategies to help make their classroom and school communities' better places for themselves and their classmates? What can they do to give others a 'reason to dance'? | |
| **Action (Sow)** Approximately 15 Minutes | |
| Divide the class up into two groups. The first group will find a quiet place to sit in the classroom. The second group will find, and sit with, a partner from the first group. Each pair will have two minutes to describe a strategy or skill they have learned, throughout the series of lessons, that will help them be more thoughtful at home, in classroom, the school, and the wider community. After the 2 minutes is up, the students from group two will move to sit with another classmate and continue the process 1 or 2 more times.<br><br>Optional – Students, in pairs or small groups, can be challenged to write a script for their own 'Pep Talk' video. If technology is available, students could actually create the videos as part of a culminating task. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |

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| Have the students share the best strategies and skills that were discussed during their rotations. Make a list on chart paper, leaving room for future ideas.<br><br>**<u>Circle Activity – Coming full Circle</u>**<br><br>Have students sit in a circle. Take a picture to remind students we are all a circle of support to one another!<br><br>Let the students know this activity takes us – full circle – literally!<br>Students go around the circle one by one and come up with an answer no one has said yet for the theme. Students must go in order and if they cannot think of anything, then they are out and move away from the circle. The game continues until only a few students remain. Feel free to make up your own categories. The first category would be 'circle' so each student would say an item that is circular or round. The second theme would be to name someone in your circle of support. The third theme would be a strategy or skill that promotes wholeness. From the activity above, the students should be primed with skills and strategies that they would have written down on their sheets. | Possible answers for the theme<br>1) Circle: sun, ball, apple, orange, wheel etc.<br>2) Someone in your circle of support: father, mother, grandmother, aunt, doctor, teacher, sister, friend<br>3) A skill that promotes wholeness: prayer, deep breathing, sleeping, relaxing etc. |
| **Notes:** | |
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## Grade: 4 Lesson 1
## Feelings and Emotions

**Background:** Students will recognize, identify, visualize and describe a variety of feelings and emotions. After discussion and observation of visual art works and musical compositions, students will have the opportunity to create two-dimensional artworks to portray a feeling or feelings of their choice.

"The Healthiest Form of Projection is Art"
~ Fritz Perlz - Gestalt Therapist

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGE2a - listens actively and critically to understand and learn in light of Gospel values;
CGE2c – presents information and ideas clearly and honestly and with sensitivity to others;
CGE5e - respects the rights, responsibilities and contributions of self and others;

**Subject Overall Expectations**
**The Arts - Visual Arts**
D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings; D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

**Subject Specific Expectations**
**The Arts - Visual Arts**
D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey

**Learning Goals:**

Students will learn, and gain an understanding of, the role emotions play in creating art and how much art can elicit emotional responses. Students will also learn to identify a range of emotions, the importance of emotions in our lives, and how they may be able to express and regulate comfortable and uncomfortable feelings. Students will learn that art can be a therapeutic and acceptable avenue to express their emotions, both positive and negative, as they create paintings based on their feelings.

| **Instructional Components** | | |
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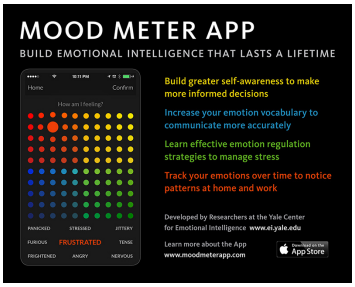
| **Prior Knowledge and/or Skills**<br><br>A classroom climate that allows students to feel comfortable discussing and sharing ideas. | **Terminology**<br><br>**Emotions:**<br>Emotions are also called feelings - happy, mad or scared. You feel them because of what you see, hear, remember, and do. So whether you're sad and blue or happy and excited, you can share your feelings with other people by talking about them. Be glad you can have so many different emotions because without them every day would feel the same! When we are feeling a strong emotion, it's because chemicals are released into our brains. These can make us feel happy, sad, angry etc.<br><br>Emotions<br>http://kidshealth.org/kid/word/e/word_emotions.html#cat20071<br><br>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1530 | **Additional Resources**<br><br>RULER is based on the notion that emotions matter and that emotional intelligence is a teachable skill. The mood meter is one tool for accelerating the learning process. Found at: http://ei.yale.edu/wp-content/uploads/2013/06/EI_DEFINITION_03.jpg<br><br>http://www.astridbaumgardner.com/blog-and-resources/blog/emotional-intelligence-for-music-entrepreneurs-master-your-moods-for-better-collaboration/<br><br>Mood Meter App<br><br>  |
| **Faith Focus (Prayer/Scripture/Christian Meditation)** | | |
| *Rejoice in the Lord always. I will say it again: Rejoice! Let your gentleness be evident to all. The Lord is near. Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.* Philippians 4:4-7<br><br>**Prayer for Inner Peace and Calm**<br>(a prayer for calmness with nerves and anxiety) | | |

We begin in the name of the Father, the Son, and the Holy Spirit…

Holy Spirit, please encircle me,
Come hold me safe and secure.
Wrap my mind up with your truth
Guide my thoughts and calm my fears.
Steady my emotions,
Lord that you would guide my feelings,
May I not be overcome by upset.
Sustain my soul,
With vision for the future,
And hope for tomorrow.

I need you.

Amen.

Read more: https://www.living-prayers.com/petitions/prayers_to_calm_anxiety.html#ixzz5OMqYzOA3

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Have the class meet together in a way that feels comfortable for the group, such as sitting in a community circle.<br><br>Relay to the class that you are meeting today to do some art projects about feelings and emotions.<br><br>You could ask questions, such as:<br>1. What kinds of emotions do we experience on a daily basis?<br>2. What other kinds of emotions are you familiar with?<br>3. How are you feeling today? Pick a number between one and ten that captures how you're feeling today. One is the worst, and ten is the best.<br><br>Extension Activity<br><br>Students do well picking numbers between one and ten to capture how they feel, as recommended above. This technique | |

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| (known as scaling) can be used not just for their general feeling but also to learn about engagement and belonging.<br><br>Have students write down their numbers for the following questions:<br>1. How much do you feel you belong in our school?<br>2. How much do you feel needed in this building?<br>3. How hard do you work to make others feel included?<br><br>Without asking them to share their specific number, have a conversation about what the class, school, and building would look like if everyone put a 10. What would be different? What would it take to move the number up just one on the scale? What would be different? What could you do personally to help that change happen?<br><br>Pick up the sheets, without names, and take a look at the numbers given. Consider doing this exercise again in a month to see if the there were any changes in the numbers. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Look at the works of various artists throughout time. While looking at the works, see if students can pick out any strong emotional feelings the paintings might elicit for them.<br><br>While observing the pictures, or immediately afterwards, introduce the idea that colours and lines may prompt various emotions. How do certain colors make us feel? Why? Red might make one think of anger, while yellow could give someone a sense of calmness.<br><br>What kinds of lines are there?<br>Sharp, jagged lines might demonstrate 'mad', while smooth swirls might demonstrate 'peacefulness'.<br>Extension: You could add in listening to various rhythms and tones in instrumental music, allowing students to identify their emotional connection to the instrumental piece and compare the idea of "emotional music" with "emotional paintings". | |

| **Consolidation (Nurture)** Approximately 30 Minutes | |
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| Vocabulary to revisit and reinforce:<br>feeling, emotion, colour, line, happy, sad, angry, excited, etc.<br><br>What Students Will Need:<br>• scrap paper<br>• pencils<br>• painting paper<br>• paints (red, yellow and blue)<br>• paintbrushes<br>• water<br>• containers<br>• mixing trays<br>• paper towels<br>• painting smocks<br>• music (various styles)<br><br>What You Do:<br>1. Warm up by having students draw lines based upon certain feelings (or based on the instrumental music, if introduced previously). For example, draw happy lines, draw angry lines, etc. When you feel that your students are comfortable with the design elements expected of them, allow students to begin working with the brushes and paints. If they have not worked with paints recently you may wish to review proper usage (i.e. rinsing the brush before switching colours, being careful with the brushes so they do not get damaged, etc.).<br>2. Students will need to choose an emotion or feeling that they want to express, using various paint colors and lines. Students may feel more comfortable drawing their design before beginning to paint.<br>3. Since this task is very individualized, and reliant on each student's perspective, it will be important to allow sufficient time and to encourage them to evaluate their work intermittently. This will require pausing and determining if the desired feelings or emotions are present in their [piece, product, painting?].<br>4. When the students' paintings are approaching completion, use quick informal conferences to determine the emotion they are trying to portray and how they have shown it. If the student agrees to share his or her painting, hang it on display and have other students suggest how they interpret the emotions portrayed in the artwork. | |

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| https://kinderart.com/art-lessons/painting/emotion/ | |

**Notes:**

**Extensions to the art activity:**
Students write an emotion story or poem to go along with their painting.

Read *When Pigasso met Mootisse*, by Nina Laden, to explore art history and various emotions connected to dynamic friendships. Also available at: https://www.youtube.com/watch?v=EldIXkzI0dY&vl=en

## Grade: 4 Lesson 2
## Stretching and Bouncing Back

**Background:**

**What Is Resilience?**

Children who are resilient have the emotional, social, and behavioural skills to successfully navigate life's challenges. Resilient children face hardships courageously and may even thrive when confronted with difficulties.

**Why Is Resilience Important?**

Mental health can be understood as a continuum along which people may move, influenced by multiple interrelated factors. Providing constructive supports for resilience helps children learn skills for coping that can contribute to lifelong mental health and well-being. In Ontario, up to 21 percent of children and youth – or approximately 650,000 – experience mental illness (Office of the Provincial Advocate for Children and Youth for Ontario, 2015). The Mental Health Commission of Canada (2012) strongly recommends resilience-based prevention approaches for children, carried out in schools, after-school programs, and other organizations that children frequently attend.

http://www.edu.gov.on.ca/childcare/brief_3_resilience_en.pdf

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
CGE2a Listens actively and critically to understand and learn in light of gospel values.
CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.

**Subject Overall Expectations**

**Language - Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

**Language - Writing**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

**Subject Specific Expectations**

**Learning Goals:**

Students will learn resilience skills so that they can bounce back when they face adversity

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| **Oral Communication**<br>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations<br>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions<br>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form<br>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience<br>**Writing**<br>1.2 generate ideas about a potential topic using a variety of strategies and resources<br>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary | |

**Instructional Components**

| **Prior Knowledge and/or Skills** | **Terminology** | **Additional Resources** |
|---|---|---|
| Familiarity with emotions<br>Journal writing | **Resilience -** Merriam-Webster defines resilience as "the ability to recover from or adjust easily to misfortune or change."<br>The ability to bounce back or recover is important, but it's not the whole picture. A resilient child recovers from challenges, but they've learned to do more than that. They actually hold a different mindset. A mindset of resiliency that deeply believes: I am not my mistakes, I can try again, things will get better, and I am not alone. (Yes, optimism is positively correlated to resilience). | https://www.psychologytoday.com/intl/blog/creative-development/201407/the-resilient-child<br><br>http://www.sustainabilityfrontiers.org/uploads/WebsiteActivity5.pdf |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

In the name of the Father, the Son, and the Holy Spirit,

God, Sometimes I don't feel like talking about what's wrong. I just want to be mad or sad or frustrated. I would rather sit by myself. Sometimes, things feel too big for me to figure out. Sometimes, life seems really unfair. I need Your help, God. You are the only One who sees everything and knows everything. You are the only One who knows everything about me. Can You help me to trust You, today? Please teach me how to take what I feel and give it to You to sort out. In Jesus' Name,

Amen.

| **Minds On (Envision)** Approximately 15 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Begin by writing this quote on the board:<br>(If God is for us, who can be against us?) - Romans 8:31<br><br>Introduce Christian Mediation/Contemplation<br>The following website describes the history, function and benefits of Christian Mediation as it applies to our students.<br>http://www.meditatio.co.uk/christian-meditation-with-children/<br><br>A few inspiring Meditations to help kids<br>God loves you so much - A guided Christian meditation for children. (3mins)<br>https://www.youtube.com/watch?v=jwMiskYxnQo<br><br>Followed by Kids Rainbow Relaxation Meditation: boost confidence, self esteem and resilience. (12mins)<br>https://www.youtube.com/watch?v=yMYCRzVrnxU | **Looking to others for support continues to be an effective way of coping.**<br>**Children's resilience is enhanced when they:**<br>• **are loved by someone unconditionally**<br>• **have an older person outside the home they can talk to about problems and feelings**<br>• **are praised for doing things on their own and striving to achieve**<br>• **can count on their family being there when needed**<br>• **know someone they want to be like**<br>• **believe things will turn out all right**<br>• **have a sense of a power greater than themselves**<br>• **are willing to try new things**<br>• **feel that what they do makes a difference in how things turn out**<br>• **like themselves** |
| **Action (Sow)** Approximately 15 Minutes | |
| Have the class gather together in a way that feels comfortable for the group, such as sitting in a community circle. Begin by asking students how they are feeling today. You could use the same question and scale as in lesson 1: | |

1. How are you feeling today? Pick a number between one and ten that captures how you're feeling today. One is the worst, and ten is the best.

Relay to the class that you are meeting today to test some objects and describe their characteristics.

Demonstrate, with a rubber band or a bouncy ball, how when you stretch the elastic out or bounce the ball about they return to their original form with ease. Have an elastic for each student to try.

You could ask questions, such as:

2. How are you like an elastic or bouncy ball?
3. Now, more specifically, how are your emotions like an elastic or bouncy ball?
4. Was there a time when you were able to bounce back after your emotions were stretched to a point where you were uncomfortable or not happy? How did you bounce back?
5. Have you ever heard of the word resilience?

Take time to explain to the student's what resilience is and why it is important. You might say, "Think about the elastic in your hands. When you pull your hands apart the elastic stretches. When you let go of one end the elastic bounces back to its original size. That is resilience. "

Resilience is the ability to 'bounce back' from a difficult feeling or time. We need to build resilience skills to be able to both enjoy good times and deal with hard times. Everyone's life has ups and downs. Some skills that can help us with life's ups and downs are:

- Trust - that the world is safe and that there are caring people to help you. Who are some of those people?
- Belief - in your ability, with God's help, to do things for yourself and achieve your goals. What are your strengths?
- Feeling good - about yourself and feeling valued for who you are. What makes you feel happy?
- Optimism - that things generally turn out well. What are some good things you have done or that have happened in your life?
- Regulation - Ability to manage your feelings, thoughts, and behaviours. Who controls your feelings, thoughts, and actions?

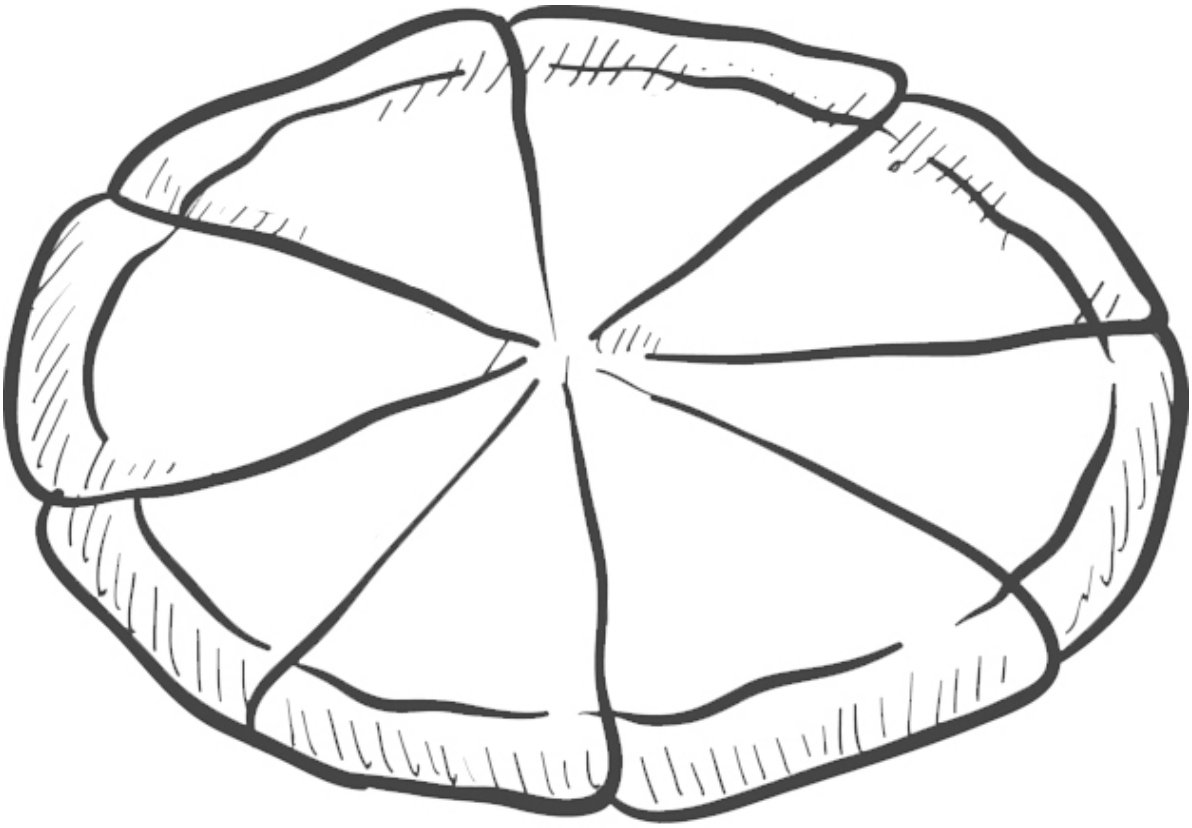
- **can focus on a task and stay with it**
- **have a sense of humour**
- **make goals and plans, both short and longer term.**

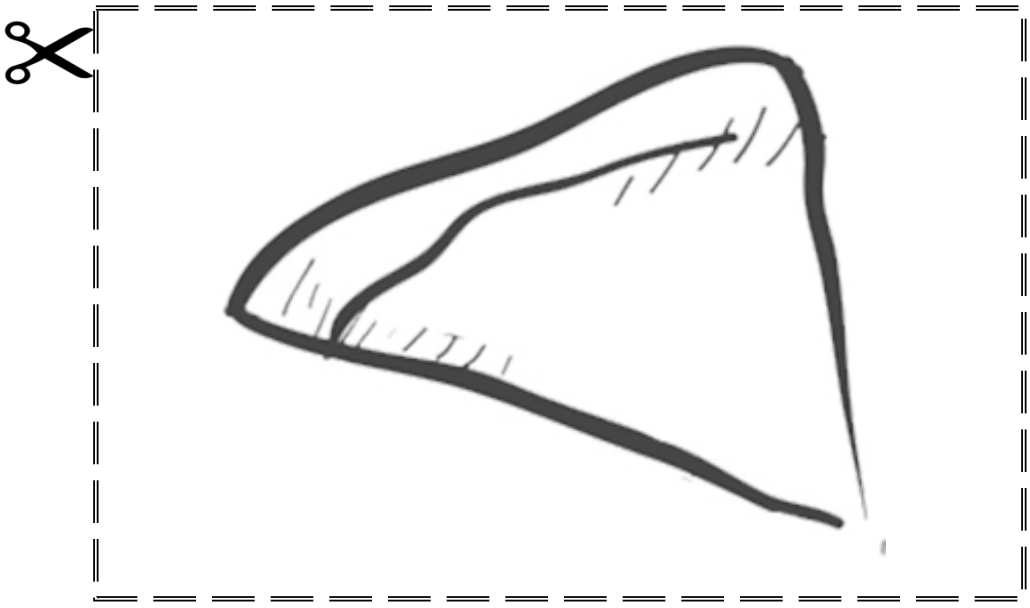
**Feeling optimistic and hopeful are key parts of mental health and well-being.**

| | |
|---|---|
| Write a Journal entry about a difficult time where you showed resilience. What was an effective strategy that you used to get you through the difficult situation? | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Ask students if they wish to share their journal entry. If not, have a few examples of how other people showed resiliency and some of the strategies they used. Generate a list of effective coping strategies so that all students are exposed to strategies that may work for them when they are experiencing difficulty.<br><br>Extension Activity<br><br>Make 'Grit Pizza'. Grit is the ability to persevere, coined by Angela Duckworth, and is an important component of being resilient. Using the Grit Pizza BLM, have students note some of their favourite strategies from those listed on the board. Have them write their most important strategy on the single piece of pizza, colour it, and cut it out to be displayed as a reminder in the classroom.<br><br>Afterwards, gather as a group and wrap up the lesson by listening to one of the following songs, or a song of your choice, that encourages students to build resiliency and perseverance.<br><br>BOUNCEBACK SONG<br><br>https://www.youtube.com/watch?v=RKN2KEHn5dk<br><br>Sesame Street: Bruno Mars: Don't Give Up<br><br>https://www.youtube.com/watch?v=pWp6kkz-pnQ<br><br>What I am! Will.I.Am Lyrics<br><br>https://www.youtube.com/watch?v=u8Vd2UHBbjA | |
| **Notes:** | |

# Grit Pizza

On each slice of pizza, write one solution that helps keep you going when you come up against a problem. Write the strategy that is most important to you on the single slice of pizza. Color it and cut it out.





**BLM 14**

## Grade: 4 Lesson 3
## Belonging

**Background:** A sense of belonging provides young people with a sense of purpose, meaning, worth, and social control; all of which are contributors to positive mental health. Students with a sense of belonging, and supportive relationships with teachers and classmates, are more motivated to participate actively in the life of the classroom than those students who do not have this kind of experience. Conversely, the feeling of not belonging, or social isolation, can lead to a range of negative – and, under some circumstances, long term consequences, both physical and psychological. Explicitly reinforce that each person is welcomed and valued in the school community, and that they have a place. Encourage belonging within other social groups in the school. Encourage breadth of friendship circles.

https://www.mindmatters.edu.au/docs/default-source/learning-module-documents/j4383_mm_modulesummary-1-4-relationships-and-belonging-v6.pdf?sfvrsn=0

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

CGE1d. Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
CGE2a Listens actively and critically to understand and learn in light of gospel values.
CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.

**Subject Overall Expectations**
**Language - Oral Communication**
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
**Language - Writing**
1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

**Subject Specific Expectations**
**Oral Communication**
1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

**Learning Goals:**

Students will learn that it's important to belong to groups and to feel like they belong so that they feel valued and can be the best version of themselves, both physically and mentally

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| 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions<br>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form<br>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience<br>**Writing**<br>1.2 generate ideas about a potential topic using a variety of strategies and resources<br>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary | |

**Instructional Components**

| **Prior Knowledge and/or Skills** | **Terminology** | **Additional Resources** |
|---|---|---|
| **Resiliency**<br>**Journal Writing** | Belonging: according to www.dictionary.com<br>belonging is to have the proper qualifications, especially social qualifications, to be a member of a group. | Which One Doesn't Belong? website:<br>http://wodb.ca/numbers.html |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Know that the Lord, He is God! It is He who made us, and we are His; we are His people, and the sheep of His pasture. Psalm 100:3

We begin in the name of the Father, the Son, and the Holy Spirit…

Heavenly Father, we thank you that you love us. We thank you that each one of us is special in your eyes and that no matter what we do you go on loving us.
Amen.

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| Have the class meet together in a way that feels comfortable for the group, such as sitting in a community circle.<br><br>How are you feeling today? Pick a number between one and ten that captures how you're feeling today. One is the worst, and ten is the best.<br><br>Which One Doesn't Belong? is a website dedicated to providing thought-provoking puzzles for math teachers and students alike. There are no answers provided as there are many different, correct ways of choosing which one doesn't belong. Every puzzle image provides multiple entry points, as every one of the four items does not 'belong' for some reason. Choose a puzzle from the site and have students choose which of the four images they feel does not belong, and be prepared to tell why. Designate each of the four corners in the classroom to one of the responses and have students go to the corner that matches their choice and discuss. You may decide to have one spokesperson, from each of the four corners, defend their response. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Have students come together as a learning community to continue on with the belonging lesson.<br><br>Say: We are all members of this classroom. Besides belonging to the same classroom, can you think of another group we all belong to? (God's children, church, etc.)<br><br>How else are we all the same? How are we different? What other groups do you belong to? (i.e. classroom groups, school community groups, sporting groups, drama clubs, singing groups, friendship groups, recreational groups, family groups, etc.)<br><br>List these groups on the board or chart paper. Discuss the various roles within some of the groups, and the reasons for having these | |

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| roles. What are the benefits to belonging to these groups? (i.e. interacting with others, some fitness opportunities, playing a game they enjoyed, a sense of freedom, skill development, etc.)<br><br>If you were not a member of _____ group, what would you be missing out on?<br><br>Working individually or in pairs, ask the students to write an explanation about the benefits of belonging to groups, not only for them but for the wider community. Ask students to reflect on the benefits of having a sense of belonging and how it can promote mental health and well-being. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| After the writing activity, discuss the students' explanations. Tell students that belonging to groups helps people to understand who they are and how they relate to others, while supporting them in gaining self-respect.<br><br>Discuss their observations, feelings, and reactions as they share the benefits of group membership. Discuss whether students ever feel respect or embarrassment for their group choices. Do they feel accepted or excluded from any groups?<br>Record any words that describe how one might feel if they were left out or excluded from groups and how one feels when they are included and accepted.<br>Which way feels better? Would you ever want to feel excluded? How can we be sure to make others feel included despite our differences?<br><br><u>Extension Activity</u><br>Have students fill out a BLM jigsaw puzzle piece with a self-drawn portrait of themselves and an answer to the statement "I know I belong (in this class) because……" Let students know they can ask people around them for inspiration in answering that statement. The pieces can be put together so that everyone can see themselves belonging to the class when the puzzle pieces are cut out and put on a wall. Remind students that in the same way a puzzle needs all of its pieces, this class ***<u>needs</u>*** each classmate to make it whole.<br><br>You can wrap up the lesson by playing the song Belonging: An Acceptance Video set to Glee-True Colours<br>https://www.youtube.com/watch?v=1OvfvVUhiZ8 | |

| **Notes:** |
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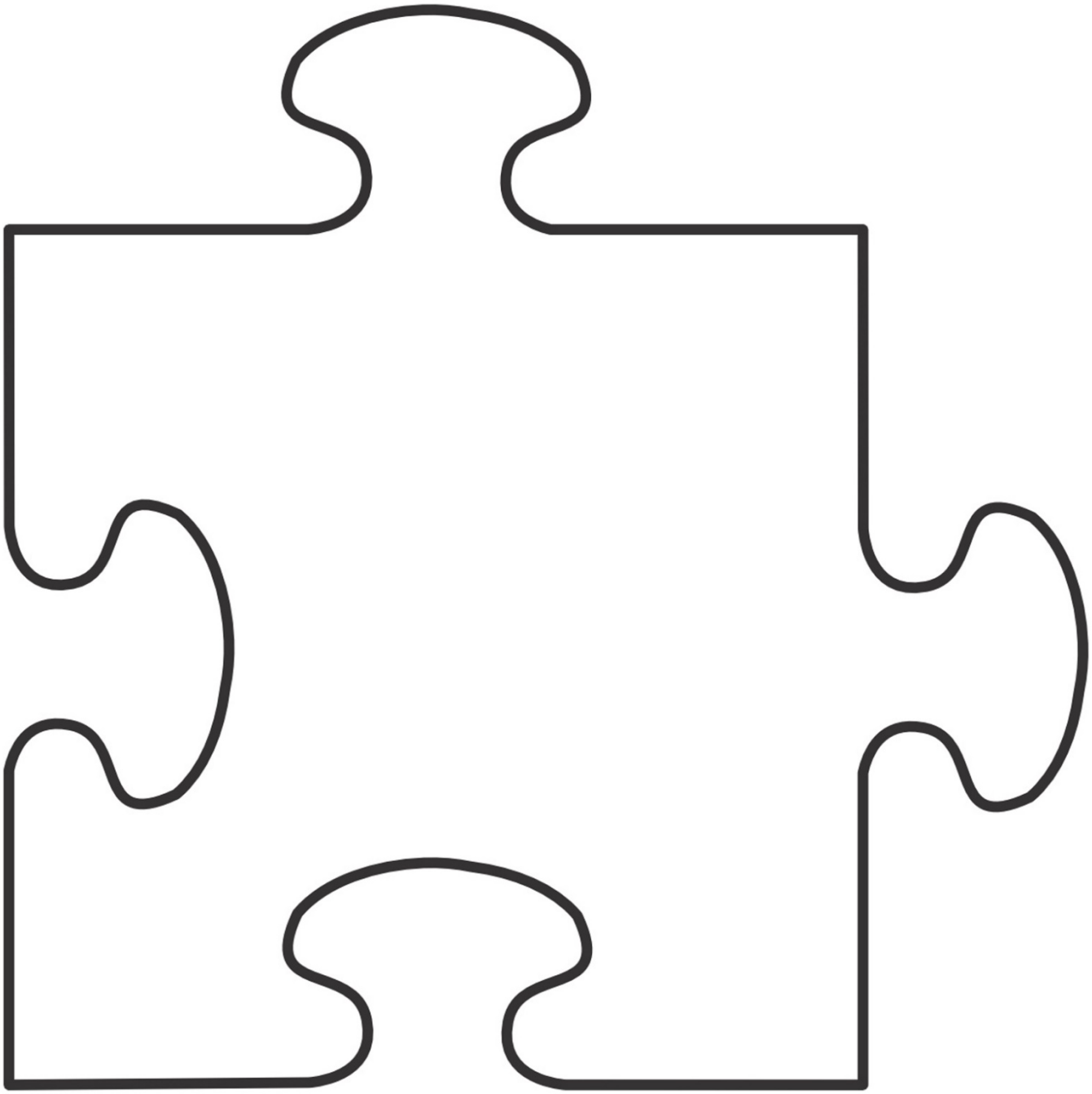

**BLM 15**

## Grade: 4 Lesson 4
## Upholding Dignity

**Background:**
Each person is created in the image of God. The inherent dignity of the human person, which comes from God, and the right to have that dignity respected from conception to natural death, is at the core of all moral and social teachings which are rooted in scripture and the teachings and traditions of our Catholic faith.
http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/DignityofHumanPerson.pdf

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

1(d) Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.
2(a) Listens actively and critically to understand and learn in light of gospel values.
2(b) Reads, understands and uses written materials effectively.
2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
2(d) Writes and speaks fluently one or both of Canada's official languages.
2(e) Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
4(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**Subject Overall Expectations**

**Religion**

ML1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life.
ML2: Explain how we are called, through the help of our consciences, to discover God's truth and obey God's will.
LS1: Understand that there is a legitimate role and need for the charism of authority to ensure and promote the common good of society and that the Christian witness is a duty of obedience to the just laws (i.e. moral order) which promote the human community.

**Language - Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

**Learning Goals:**

Students will learn that every person is made in the image of God - and that we are all valuable and deserve to have our basic needs met - so that they respect all humans and can view them with dignity

*The principle of Dignity asserts that since we have all been given equal dignity by God, we are all entitled to equal rights. Therefore Caritas Australia works to uphold dignity through people centred development programs that promote and secure human rights.*

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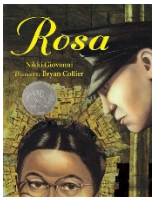
| 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;<br>**Language - Writing**<br>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;<br><br>**<u>Subject Specific Expectations</u>**<br>**Religion**<br>ML1.3: Identify efforts being made by your family, school community and Church to live according to the Ten Commandments<br>ML2.1: Identify and interpret biblical passages that reveal the indwelling of God's law in our conscience and the stance holy people take before God's laws.<br>LS1.3: Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community.<br><br>**Oral Communication**<br>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations<br>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions<br>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form<br>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience<br>**Writing**<br>1.2 generate ideas about a potential topic using a variety of strategies and resources<br>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary | |

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>Feelings and Emotions<br>Resiliency<br>Belonging | **Terminology**<br><br>**Dignity**<br>**According to merriam-webster.com**<br>the quality or state of being worthy, honored, or esteemed | **Additional Resources**<br><br>"Rosa" by Nikki Giovanni<br>  |

| **Faith Focus (Prayer/Scripture/Christian Meditation)** |
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| Genesis 1:27<br>So God created humankind in His image, in the image of God He created them; male and female He created them.<br><br>We begin in the name of the Father, the Son, and the Holy Spirit…<br><br>Lord and giver of all life, help us to value each person, created in love by you.<br>In your mercy, guide and assist our efforts to promote the dignity and value of all human life, born and unborn. We ask this through Christ our Lord.<br>Amen. |

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
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| Read the book "Rosa" by Nikki Giovanni. Big Idea: the power of one to make a difference in the struggle for racial equality. This picture book is a tribute to Mrs. Rosa Parks' courageous action and the events that followed in the American civil rights movement.<br><br>CATHOLICITY CONNECTIONS<br>Theological Virtue: Hope<br>Cardinal Virtues: Justice and Fortitude<br>Themes: Reverence and Solidarity | |

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| Rosa Parks sparked a profound change in the United States of America. Her strength of character and quiet dignity will affect generations to come, globally.<br><br>Discuss the quote on the last page of the book. "The integrity, the dignity, the quiet strength of Rosa Parks turned her no into a YES for change." What is meant by this statement? How can those three characteristics be so influential? Explain your thinking using information from the text and your own ideas.<br><br>(HOT Document: Questions for RCCDSB Mentor Texts, pg. 99 - 100) | |
| **Action (Sow)** Approximately 15 Minutes | |
| Post or read this quote from *The Assembly of Catholic Bishops of Ontario, Fundamental Principles of Catholic Social Teaching:*<br><br>"Our God-given dignity as human persons with human rights comes from having been created by God and being capable of knowing, loving and glorifying God, unlike all other earthly creatures."<br>http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/DignityofHumanPerson.pdf<br><br>Pose these questions orally:<br>What makes you special?<br>What makes people special?<br>How should we treat each other?<br>What does dignity mean?<br><br>Now have students break up into small groups to find various definitions for the word **dignity** using different resources, including hard copy and online material. Allow about five minutes for the students to locate and record definitions.<br><br>What definitions have you discovered? Gather the students' definitions, and several key words, to co-create a word cloud using a site such as Wordle. http://www.wordle.net/<br><br>Have students read scripture verse Mark 12:28-31:<br>The First Commandment<br>**28** One of the scribes came near and heard them disputing with one another, and seeing that He answered them well, he asked | |

Him, "Which commandment is the first of all?" [29] Jesus answered, "The first is, 'Hear, O Israel: the Lord our God, the Lord is one; [30] you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' [31] The second is this, 'You shall love your neighbor as yourself.' There is no other commandment greater than these."

After reading, ask students to take a few moments to silently reflect on the following questions, as well as what the Scripture verse is saying and how it might impact themselves and the way they treat others.

How does the scripture help us to know what to do for other people? What are some things you could do to show that you love your neighbour as yourself? Are there things you can do when you see people being treated unfairly?

Ask students to write a diamante poem based on dignity and how we treat others. Use the following example or find examples online

**An example of a diamante poem**
Bike
Shiny, quiet,
Pedaling, spinning, weaving
Whizzing round corners, zooming along roads
Racing, roaring, speeding
Fast, loud,
Car

**The Structure of a Diamante Poem**
A diamante poem is made up of 7 lines using a set structure:
Line 1: Beginning subject
Line 2: Two describing words about line 1
Line 3: Three doing words about line 1
Line 4: A short phrase about line 1, a short phrase about line 7
Line 5: Three doing words about line 7
Line 6: Two describing words about line 7
Line 7: End subject

https://www.youngwriters.co.uk/types-diamante-poem

**Consolidation (Nurture)** Approximately 30 Minutes

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| As a whole class gather together and share a few pieces of the students' poetry. Afterwards, co-create a prayer with the class, asking for God's help to uphold the dignity of all people. The prayer could be written as a poem, possibly a diamante structure, and creatively presented for display in the classroom. | |
| **Notes:** | |
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## Grade: 4 Lesson 5
## Culminating Activity: Acceptance and Dignity for All

**Background:**
Revisiting the concepts and categories, from the four prior lessons, that promote healthy self-awareness, encourage positive views of others, and the understanding that we should treat ourselves and others with dignity. We hope to build a positive self-image in our students, as well as acceptance and dignity for all. All of these elements are important to promote a healthy mental outlook for our students.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

1(d) Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.
2(a) Listens actively and critically to understand and learn in light of gospel values.
2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
3(a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
3(b) Creates, adapts, evaluates new ideas in light of the common good.
3(c) Thinks reflectively and creatively to evaluate situations and solve problems.
3(d) Makes decisions in light of gospel values with an informed moral conscience.
3(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.
3(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
4(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**Subject Overall Expectations**

**Language - Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

**Learning Goals:**

Students will learn that we are all God's children, who are valued and good, so that they will treat themselves and all others with kindness, respect, and dignity despite our differences.

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|---|---|
| **Visual Art**<br>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;<br><br>**<u>Subject Specific Expectations</u>**<br>**Oral Communication**<br>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations<br>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions<br>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form<br>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience<br>**Visual Art**<br>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences<br>D1.3 use elements of design in art works to communicate ideas, messages, and understandings | |

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>**Lessons 1 through 4**<br>**Emotions**<br>**Resilience**<br>**Belonging**<br>**Dignity** | **Terminology** | **Additional Resources** |

| **Faith Focus (Prayer/Scripture/Christian Meditation)** | |
|---|---|
| **Prayer for Students**<br><br>In the name of the Father, the Son, and the Holy Spirit,<br><br>God of Light and Truth,<br>thank you for giving me<br>a mind that can know<br>and a heart that can love.<br>Help me to keep learning every day of my life,<br>for all knowledge leads to You.<br>Let me be aware of Your presence<br>in all things and at all times.<br>Encourage me when work is difficult<br>and when I am tempted to give up;<br>encourage me when my brain seems slow<br>and the way forward is difficult.<br>Grant me the grace to put my mind to use<br>exploring the world You have created,<br>confident that in You there [is] a wisdom<br>that is real.<br>Amen.<br>— Charles Henderson<br><br>https://cpco.on.ca/files/1013/8436/8173/Prayer_for_Students.pdf | |
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| **Lemon peel**<br>Give a lemon to each student and ask them to "get to know" their lemons. Have them look for any identifying marks, shape, brightness of the lemon, etc. Then, take the lemons, put them in a basket, and have the students find their lemon. Students should not have trouble with this. The next day, peel the lemons and have the students attempt to find their lemons again in the basket. This will teach them that although we look different on the outside, we are the same on the inside. | |

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| https://www.educationworld.com/a_lesson/social-justice-activities-students.shtml | |
| **Action (Sow)** Approximately 15 Minutes | |
| Now that we know each of us looks different but is the same on the inside and shares the same basic needs, we should be able to find good in all of God's children. We all have emotions and feelings and, at times, need to be resilient and know that we cannot run from difficulties, but rather embrace them. We need to know that if we are not there now, it's only because we are not there yet, but we can get there if we try and persevere. Let's embrace our challenges rather than avoid them. We can all bounce back and reach out if we need help. We all belong and are loved by God and many others. We need to respect each other and uphold the dignity of every individual as we are all created equal in God's eyes.<br><br>Let's take some time now to develop kind & positive language about our peers. This game is called "Put-Ups". You will be challenged to encourage each other by offering "put-ups" about classmates. I'm hoping this will encourage the value of kindness and will affirm what is good about each of you.<br><br>Have students draw their name, however they choose, in the middle of a sheet of paper (to take up about half of the sheet) and leave it on their desk. Then have each student visit everyone's desk and write a positive word about the student whose name is on the sheet of paper. Display the finished products in the classroom as a reminder of belonging and treating each other with kindness and dignity. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| End by gathering as a group and reflecting on what they have learned about emotions, belonging, resilience and dignity.<br>Say the co-created class prayer from lesson 4 and flow into a Christian Mediation. Instruct students to sit with their back straight, allowing their spine to be straight but not stiff, imagining a string gently pulling their head up towards the ceiling. If seated in a chair their feet should be planted on the floor and the hands gently resting on their laps. Students should close their eyes lightly, relax the shoulders and open their hearts. | |

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| Let us pray: Come, into our hearts Lord Jesus, and give us the gift of your peace. We make this prayer in the power of your name.<br><br>Silently, in your heart, say the words:<br><br>"The peace of Christ... The peace of Christ... The peace of Christ."<br>(repeat for 30 seconds to 1 minute)<br><br>Say this phrase again and again, and welcome Christ's peace into your heart.<br><br>Closing prayer<br>Lord, we thank you for the gift of Christ's peace. May we carry it in our hearts wherever we go. May it free us from all worries, and keep us joyful in all things.<br>We ask you this through Christ our Lord. Amen.<br><br>https://drive.google.com/file/d/0B0OMpqsOjo2MZzF1TEduRlpfWmM/view<br><br><u>Extension Activity</u><br><br>*Ripples of kindness*<br><br>Fill a large bin with water. To best see the effect, fill the bin half way with water and add food coloring. Alternately, bubbly dish soap will work well to show the ripples that are created.<br><br>Gather several large and small objects (ensure that you have something as small as a grain of rice) and have volunteers drop items into the bucket and make predictions about what will happen.<br><br>Consider the following questions:<br>What does it mean that kindness creates a ripple effect? Can you give an example?<br>What do you notice when large items are dropped in? What do you think will happen with small items?<br>Are there items so small that they will not create a ripple?<br>What does the fact that each item, no matter how small, creates a ripple mean about kindness?<br><br>http://penniesoftime.com/object-lesson-on-acts-of-kindness/ | |

| **Notes:** |
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## Grade: 6 Lesson 1
## Strong in Faith, Hope and Charity

Background:

Mental health is important to our well-being. Good mental health does not mean we avoid problems and are striving for a "perfect life". It means we are resilient to life's challenges and understand that all of us face moments of anger, frustration and sadness. This is what makes us human. Mental well-being is not about being happy all the time. It is about finding balance and learning to ask for help when we feel overwhelmed. Strength comes from understanding that showing emotions, both happy and sad, are honest reflections of who we are. While we are all unique in our experiences and feelings, we have all been created in God's likeness. Perfect as created.

The fulcrum of this unit is on the Theological Virtues of Faith, Hope and Charity. This lesson will provide the introduction and should be referred to throughout the unit. As Catholics, we find strength in the virtues of Faith, Hope and Charity. In moments of sadness or despair, these virtues can help us find God's light and grace.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and
welfare of others;

**Subject Overall Expectations**
**Health**
C1. demonstrate an understanding of factors that contribute to healthy development;

**Religion**
ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

**Subject Specific Expectations**
**Health and Physical Education**
D1.5 demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health

**Learning Goals:**
- Students will discuss the characteristics and stereotypes associated with physical, mental and spiritual strength
- Students will recognize that all people experience a range of emotions and this is normal

Students will examine ways they can access the Catholic virtues of Faith, Hope and Charity to improve mental health

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| **Religion**<br>ML3.2: With reference to Catholic moral teaching, identify the characteristics of holiness and what is necessary if individuals are to "be holy" as Jesus is holy | |

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| • Students should have an understanding that being healthy means in both body and mind<br>• Students should have an awareness of factors that contribute to good mental health<br>• Students should know some coping skills or strategies to use when dealing with challenges | Mental health- All of us have mental health. Mental health refers to our psychological and emotional well-being.<br><br>Virtue - The moral goodness of a person. It allows a person not only to perform good acts, but to give the best of oneself.<br><br>Theological Virtues - Faith, Hope and Charity<br><br>Faith - Faith joins us as a family and brings us together. Faith is belief in our loving God. It brings us comfort in times of trouble and in times of joy. It brings Heaven closer to us.<br><br>Hope- Hope lets us see God's light ahead of us. It opens our hearts to dream especially in times of darkness. It looks forward to promises and new possibilities. Hope is eternal and everlasting.<br><br>Charity - Charity is the warmth we share with our families and friends. It stems from the love in our hearts when we show empathy and compassion towards others. It is sharing | Faith, Hope, Charity graphic organizer (copied onto 11 X 17 paper)<br>https://www.looktohimandberadiant.com/2014/02/faith-hope-and-charity.html |

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| | ourselves with others and helping those in need. | |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

**Reading**

Today's lesson focuses on how Faith, Hope and Charity can help us during stressful, sad or lonely moments.

This is important for you to know because, as Catholics, we can find strength in our beliefs.

We will begin with a reading.

A reading from the letter of Paul to the Romans (Romans 15:13)

May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit.

“And Jesus said to him, “Go your way; your faith has made you well.” And immediately he received his sight and followed him on the way.” (Mark 10:52 )

Jesus reaches out to us in love through our family, teachers, priests and friends. Their love for us, and our love for each other, are a living sign that tells everyone: Jesus is alive! He lets us know that our Faith makes us well. He is with us every moment of the day! By living Jesus’ Great Commandment to love, we can become everything God wants us to be.

**Christian Meditation**

We will now take a moment to practice peaceful Christian Meditation:

Jesus tells us, "Peace I leave with you; my peace I give to you. Do not let your hearts be troubled, and do not let them be afraid."

Sit with your back straight.

Close your eyes lightly.

Silently, in your heart, say the words:

"God is Love... God is Love... God is Love." (repeat for 30 seconds to 1 minute)

Say this phrase again and again, and welcome Christ's peace into your heart.

* * *

And let us pray,
Lord, we thank you for the gifts of Faith, Hope and Charity that you have poured into our hearts. May these gifts overflow in everything we do and with everyone we meet today. We ask you this through Christ our Lord. Amen.

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
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| **Think-Pair-Share:**<br>Teacher writes the following question on the board:<br><br>"What makes someone strong?"<br><br>Students are placed in groups of 2 or 3. Each group is given a piece of chart paper and markers. Students write "Being strong means..." on their chart paper and brainstorm their responses.<br><br>Students will initially write characteristics of physical strength. At a midpoint, Teacher interjects with two questions:<br><br>"What makes someone mentally strong?"<br>"What makes someone spiritually strong?"<br><br>As groups finish, post the charts around the room.<br>Have select students share their responses. | **Mind's On Discussion Points:**<br><br>The discussion on strength is meant to illicit stereotypes that exist about what it means to be "strong". Throughout this unit, students will explore stereotypes and how these form stigma towards those who struggle with mental health issues.<br><br>Mental health issues affect everyone. Because of the stigma associated with mental illness, many people deny issues related to their mental well being. Negative stereotypes exist that showing emotions, speaking up and asking for help are signs of weakness. Some people are afraid to look weak. These beliefs mean that people who suffer do so in silence and do not seek the help needed. These barriers need to be broken down.<br>Real strength exists in taking off the 'mask' and showing our true self. This means we share our emotions, and encourage others to do the same. |
| **Action (Sow)** Approximately 15 Minutes | |
| **Class Discussion:**<br>On chart paper, Teacher records the students' characteristics of Physical, Emotional and Spiritual Strength under the three headings. Teacher elicits discussion on stereotypes that might be shared (e.g. crying is a sign of weakness, a smile is a sign of strength, girls are weak, boys are strong, withholding emotions is a sign of strength, etc.)<br><br>The focus today will be on spiritual strength. | |

Review the list that has been generated by the students under "What makes someone spiritually strong?"

Share that Catholics have three Theological Virtues which can provide both spiritual and mental/emotional strength when needed - Faith, Hope and Charity. Briefly explain the characteristics of each.

How can Faith, Hope and Charity help us when we are not feeling mentally strong? When we are feeling sad, lonely or stressed?

List a few responses under each virtue.

**Consolidation (Nurture)** Approximately 30 Minutes

**Sketchnote Reflections on the Theological Virtues:**

How can the theological virtues provide strength?

Students create a sketchnote on the Faith, Hope, Charity graphic organizer. Students can sketch images, provide phrases or words associated with the virtue in and around the words. Colour in pencil crayons or markers.

Display completed work in the classroom as a reference for future lessons.

**Extension Activity**

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| **Pictionary**<br>Using the ideas from the sketchnotes students can break up into groups of 4. One student in the group of 4 will have paper and pen and be given 2 minutes to draw an idea from their sheet while the other 3 students guess. Once the 2 minutes are up, the next person in the group will have 2 minutes to draw an idea from their sheet and have everyone guess it. | |
| **Notes:** | |
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## Grade: 6 Lesson 2
## So, How Are You Really Doing?

**Background:**

Just like physical health, sometimes we experience pain and discomfort which makes it difficult to cope. Similar to physical illness, there are times when we are not well mentally. Not keeping things inside, but expressing one's emotions and finding ways forward is important to well-being. When emotions are left to fester, they build up and can cause damage to relationships. Hidden feelings can leave us "stuck" and unable to move forward.
An open and accepting classroom culture is one in which all feel safe to share their emotions. It is a culture which speaks to the reality that 'It's ok to not be ok.' This lesson examines why people sometimes wear "masks" to hide their true identities. Then, it addresses ways we can make others feel more comfortable in sharing their feelings so they can receive the support needed. The key to mental health is in speaking up in times of struggle. It is in being unashamed and true to who you are. We all struggle at times.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**Subject Overall Expectations**
**Music**
C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences

**Oral Language:**
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

**Subject Specific Expectations**
**Music:**
C2.1 express detailed personal responses to musical performances in a variety of ways

**Oral Language:**
2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of

**Learning Goals:**

- Students will learn how sharing emotions can empower us to be more resilient in moving forward past challenges and roadblocks
- Students will discuss reasons why others hide their emotions
- Students will examine the ways we can create a supportive classroom culture that accepts the differences in others and will lead all to feel safe to be themselves

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| situations, including paired sharing, dialogue, and small- and large-group discussions | |

**Instructional Components**

| **Prior Knowledge and/or Skills** | **Terminology** | **Additional Resources** |
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| • Students will access information on the Theological virtues from Lesson #1<br>• Prior experience annotating music or poetry is beneficial | Stereotype- An often unfair and untrue belief that many people have about all people or things with a particular characteristic. (e.g. crying is a sign of weakness)<br><br>Stigma - A set of negative and often unfair beliefs that a society or group of people have about something. (i.e Stigma related to mentally illness prevents people from seeking help due to shame and fear.)<br><br>Mental health - All of us have mental health. Mental health refers to our psychological and emotional well-being.<br><br>Mental illness - 1:5 Canadians will be diagnosed with a mental illness in their lifetime. Mental illness is a series of disorders that affect mood, thinking and behavior. These disorders can seriously affect a person's ability to function in daily life. Examples of mental illness include depression, anxiety disorders, and bipolar disorder. | Chart paper with the words "I'm fine" written in a bubble in the centre.<br><br>One sticky note per student<br><br>Who You Are by Jessie J<br>https://www.youtube.com/watch?v=j2WWrupMBAE<br><br>Who You Are Lyrics<br>https://docs.google.com/document/d/19ciP6Ja4Z4Z6TV1R6rXCgIK9A6dYKyOY26B7YX8T1FA/edit?usp=sharing |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Today's lesson focuses on how we sometimes need to have courage to share who we really are. This means that we sometimes need to be brave in sharing our emotions and thoughts.

This is important for you to know because we all have challenges and "bad days". It is important to take care of ourselves and each other.

We will begin with a reading.

**In the name of the Father, Son and the Holy Spirit. Amen.**

**Reading** (Wisdom 8:7)
A reading from the book of Wisdom.
And if anyone loves righteousness, her labours are virtues; for she teaches self-control and prudence, justice and courage; nothing in life is more beneficial for people than these.

**Christian Meditation**

We will now take a moment to practice peaceful, Christian meditation, beginning with a simple prayer:

Make me a person of prudence, my God: To seek good advice, to choose what is best, and do the right thing in love. I make this prayer in Jesus' name.

Sit with your back straight.

Close your eyes lightly.

Silently, in your heart, say the words: "The peace of Christ... The peace of Christ... The peace of Christ." (repeat for 30 seconds to 1 minute)

Say this phrase again and again, and welcome Christ's peace into your heart.

* * *

And let us pray,
Lord, we thank you for the gift of Christ's peace. May we joyfully carry and share it with everyone we meet this day. We ask you this through Christ our Lord.

| **Minds On (Envision)** | Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
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| | | Mind's On Discussion Points: |

At the beginning of the day, greet each student with: "How are you?" Tally the number of "I'm fine" or "I'm good" on a piece of paper.

Place the chart paper with the words "I am fine." at the front of the class. Distribute one sticky note per student.

**Class Discussion**:
Teacher tells the students that she kept a tally during her morning greeting. It is likely that most of the students responded "I am fine" to her question. Indicate that this is a typical response from most people, even though they might be feeling quite differently. The words "I am fine" can mask a person's true feelings.

What are some true feelings someone might be feeling instead? Take a few responses to assist students in their thinking. (e.g. Angry because I just fought with my mother before school. Sad because my grandmother is in the hospital.)

Ask each student to write an emotion that someone might be hiding when asked. Ask them to be specific, as in the examples above.

Once completed, have students place on top of the "I am fine" chart paper.

Review some of their responses. Then ask "Why do people hide their emotions from other people?"

List reasons on the chart paper. Please see examples in the "Discussion Points" section provided.

**Action (Sow)** Approximately 15 Minutes

- Sometimes emotions come out in different ways that are misinterpreted by others (e.g sadness can be shown as anger, stress can be shown as not completing work)
- By speaking up we can reduce negative feelings
- Relationships are key to emotional health

Barriers to Sharing Feelings:

- Belief that people will not understand
- A fear that the problem is too big
- Afraid to look weak
- Embarrassed
- "If I share it, I have to deal with it."
- No one really cares
- People will think I am a bad person
- The last time I shared no one believed me
- Stigma and stereotypes related to mental illness

Song Reflection Discussion Points:

Key lyrics:

**Song Reflection - Who You Are by Jessie J**

Provide each student with a copy of the lyrics and a highlighter.

Teacher instructs the students that they are going to listen to the song twice. The first time, they are to close their eyes and simply listen to the song. The second time, they are to highlight key phrases or words that have meaning to them. They can annotate the page with their connections and thinking.

**Think-Pair-Share**
Students meet in groups of 2 or 3 with their annotated lyrics to discuss song meaning and themes. Please see the suggested Discussion Points provided.

**Class Discussion**
Regroup students and have them share their thinking. Discuss some of the key lyrics and themes associated with them.

"Why am I doing this to myself?
Losing my mind on a tiny error, I nearly left the real me on the shelf."

"It's okay not to be okay
Sometimes it's hard, to follow your heart
Tears don't mean you're losing, everybody's bruising,
Just be true to who you are."

"Yes, no's, egos, fake shows
Like woo, just go, and leave me alone
Real talk, real life, good love, goodnight
With a smile , that's my own."

"Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing."

**Consolidation (Nurture)** Approximately 30 Minutes

**Safe to Be Me Posters**

As a class, brainstorm ways that the classroom environment could become a more safe environment for all to feel included, safe to be themselves, and open to sharing their feelings.

Tie into discussion on Theological Virtues. How can we encourage others to be faithful, hopeful, and charitable?

Teacher records thinking on chart paper.

To culminate this discussion, students will create Inspirational Posters. These posters might include: lyrics from the song 'Who Am I', references to the class discussion, and/or their own thinking about belonging.

Posters can be drawn on paper, or created in various forms of media including PicCollage or Google Draw.

**Extension Activity**

**Hula Hoop Activity:**

Highlight the winner of the activity to be the group that encourages each other the most, and shows the most effort, not the fastest!

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| Practice class safety by reviewing how we make others feel safe. Break the students up into groups of 6 or 7. Have the groups hold hands and place a hula hoop in between 2 group members and have them relink their hand so the hula hoop can be passed around the circle. The object of the game is to get it all the way around the circle while keeping hands locked together. | |
| **Notes:** | |
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## Grade: 6 Lesson 3
## Be Careful How You Talk to Yourself: You are Listening

**Background:**

The 'voice in our head' impacts our mental health, even though others cannot hear it. Sometimes it can motivate us, but other times it can be discouraging and harmful. To remain mentally healthy, it is important to pay attention to self-talk. Emotional awareness is integral to resilience. It is important to use positive self-talk, to remain hopeful, and to keep trying. It is also important to actively ask for help when needed.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges

**Subject Overall Expectations**

**Writing**

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**Subject Specific Expectations**

**Writing**

2.3 use some vivid and/or figurative language
and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

**Learning Goals:**

- Students will learn how our 'internal voice' impacts our mental health by either motivating us or holding us back
- Students will reflect upon a personal challenge and how their internal voice influenced them

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| • Students would benefit from a prior | Fixed Mindset - a belief that one's abilities, talents and | **Change Your Words- Change Your Mindset Graphic** |

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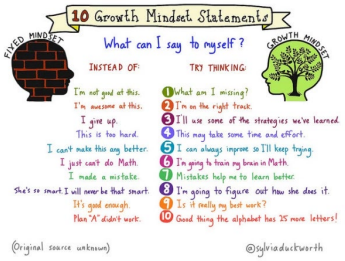
| understanding of growth and fixed mindset<br>• Knowledge of positive self-talk associated with mindset<br>• An understanding of the gift of failure and how making mistakes impacts the learning process and personal growth | intelligence are fixed and cannot be changed<br><br>Growth Mindset- A belief that intelligence, ability and talent can be improved with hard work and persistence<br><br>Inner voice - is the voice in your mind that talks to you about you and the things you experience. This happens without us ever realizing it. These thoughts are often ones we would never say out loud. Inner voice can affect confidence, self-esteem, stress levels and attitude. |  <br><br>http://www.coolcatteacher.com/photos/teaching-growth-mindset/<br><br>**Self-Talk Fact Sheet**<br>https://schools.au.reachout.com/-/media/schools/files/pdf/self-talk-fact-sheet.pdf?<br><br>**Fingerprint Template**<br><br>https://docs.google.com/document/d/1Hfh13pz20T4doQekAWY6jPbN7__u6JB9JnE5D8WJcNg/edit?usp=sharing<br><br>**Affirmative Messages**<br> <br><br>Postive Affirmations Graphic shared here:<br>P. 4 and 5<br>https://www.teacherspayteachers.com/Product/101-Free- |

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| | | Positive-Thinking-Affirmations-3104765 |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

Today's lesson focuses on how we need to listen to our inner voice. It is the voice inside our head that no one else can hear.

This is important for you to know because our inner voice can motivate us, but sometimes it can also hold us back from doing things.

We will begin with a reading.

**In the name of the Father, Son and the Holy Spirit. Amen.**

**Reading** (James 5: 7-12)

A reading from the Letter of James
Be patient, therefore, beloved, until the coming of the Lord. The farmer waits for the precious crop from the earth, being patient with it until it receives the early and the late rains. You also must be patient. Strengthen your hearts, for the coming of the Lord is near. Beloved, do not grumble against one another, so that you may not be judged. See, the Judge is standing at the doors! As an example of suffering and patience, beloved, take the prophets who spoke in the name of the Lord. Indeed we call blessed those who showed endurance. You have heard of the endurance of Job, and you have seen the purpose of the Lord, how the Lord is compassionate and merciful.

**Christian Meditation**

We will now take a moment to practice peaceful, Christian Meditation:

Sit with your back straight.
Close your eyes lightly.
Silently, in your heart, say the words:

“God of Mercy... God of Mercy... God of Mercy" (repeat for 30 seconds to 1 minute)

* * *

And let us pray,

Loving God,

I thank you that you are always with me,
Helping me, guiding me, keeping me safe,
And for the unconditional love that you give to me.
Let me recognize my own strength, my own resilience,
My own value and my own self-worth.
Help me to be the best person I can be and to remember that
Who I am makes a difference to you.
In Jesus' name, I pray.

Amen

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
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| **Change Your Words- Change Your Mindset**<br><br>Teacher posts a list of common Fixed and Growth Mindset phrases. Review the list and the shift towards more affirmative self-talk.<br><br>Discuss that it is normal to experience both negative and positive self-talk. But, it is important to listen and pay attention. Most of the common self-talk lists on Growth mindset have to do with making mistakes and the learning process. Let's go further to discuss how self-talk affects our mental health.<br><br>There are times when our self-talk becomes too negative. It affects self-esteem, confidence and can actually limit our activities.<br><br>What are some things we can do when the voice in our heads becomes too negative?<br><br>**Extension Activity**<br><br>**Fortunately/Unfortunately Thinking**<br><br>Pair students up. The students will have a regular conversation telling the other about what happened to them last weekend. However, the oldest student must start every sentence with "Unfortunately….." while the youngest student in the pair must start every sentence with "Fortunately…" After 2 minutes ask how it felt to start sentences in that way. Ask what might be different | Change Your Words Discussion Points:<br><br>Things we can do when the voice in our head is negative:<br>● Challenge it! Say, "Where is the proof?"<br>● Change the wording directly from "I can't…" to "I will find a way to overcome this…"<br>● Find a strategy to overcome the roadblock<br>● Speak up and ask for help<br>● Be around people who see your worth and verbalize it<br><br>Students who started each sentence with fortunately may notice:<br>● Talking about happy experiences<br>● Focusing on the positive |

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| for people who often talk about the negatives compared to people who look for positives in life? | • Feeling good about the conversation |
| **Action (Sow)** Approximately 15 Minutes | |
| **Journal Entry -** Teacher asks students to close their eyes and reflect on a challenge they have faced recently. This challenge does not need to be one from school. Ask them, "Were you aware of the voice in your head at the time?" Ask the students to think back on the experience and listen to what their minds were telling them. Was the message positive or negative?<br><br>Ask students to write about the experience including the message their mind was sending. Have them reflect now on the experience with their understanding of the importance of self-talk.<br><br>• Recount the experience. What was the voice in your head telling you? Did it impact your ability to resolve your challenge? Could you have changed the outcome in any way? Reflect on the importance of listening to the voice in your head. How will you make sure you are not affected by the sometimes negative messages?<br><br>Since these journal entries may be highly personal, tell students that if they do not wish you to read the entry, to fold the page over when done. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| **Fingerprint Affirmative Poetry**<br><br>Our minds are as unique as our fingerprints. In as many ways as we are different physically, the way we think, feel and react can be just as diverse.<br><br>Students will each need an 11 x 17 copy of the fingerprint template paper, markers or pencil crayons. Hand out the list of Positive Affirmations provided. | |

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| Similar to the example shown, students will write affirmative messages about themselves using the examples found on the Positive Affirmations sheets provided or their own ideas. In pencil, students write positive messages along the imprints on the page. When done, they can trace over the wording in marker and then colour over in pencil crayon.<br><br> | |
| **Notes:** | |
| | |

## Grade: 6 Lesson 4
## A Heart to Love and Hands to Serve

**Background:**

Research suggests that helping others may in fact benefit the giver more than the receiver. Providing support to others is good for our own mental health. It can enhance feelings of belonging, lower stress levels, develop positive relationships, and create powerful memories.
There are times in all of our lives in which we will be both the giver and receiver of support.
The focus of this lesson is on homelessness as examined through the picture book *Sally* by Chris Nihmey. Many themes emerge in this book, including: stigma and stereotypes related to mental illness, the importance of human dignity, and the power of relationships in fostering Hope and Faith. A key message is that we cannot judge others, as "That person on the street is someone's son or daughter...they were in kindergarten just like you." We all have human dignity as we are created in God's likeness.
While the main female character in the story has a mental illness, it is important to preface this lesson to indicate that mental illness can be treated. People who struggle can live happy and productive lives with the right supports.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**
CGE1d -develops attitudes and values founded on Catholic social teaching and acts to
promote social responsibility, human solidarity and the common good;
CGE7d -promotes the sacredness of life;
CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

**Subject Overall Expectations**
**Writing**
1. generate, gather, and organize ideas and information to write for an intended purpose
and audience;

**Media Literacy**
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

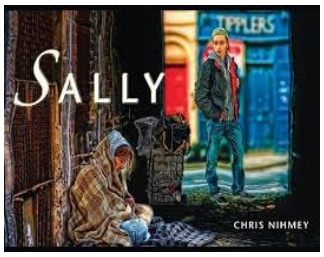
**Subject Specific Expectations**
**Writing**
1.3 gather information to support ideas for
writing, using a variety of strategies and

**Learning Goals:**
- Students will learn that one of the greatest ways to improve well-being is to show kindness and empathy to others
- Students will further examine the virtue of Charity through an inquiry into a local charity

The class will engage in a local action project as voted on by their peers

| | |
|---|---|
| a range of print and electronic resources<br><br>**<u>Media Literacy</u>**<br>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques | |

**Instructional Components**

| **Prior Knowledge and/or Skills** | **Terminology** | **Additional Resources** |
|---|---|---|
| • A knowledge of the Catholic Social Teachings, especially related to Dignity of the Human Being, and Solidarity<br>• Knowledge of school or community action projects for those living in poverty in the local area<br>• Prior experience gathering research material and creating a media presentation | Homelessness: a situation of someone who is without stable, permanent and appropriate housing<br><br>Dignity: created in the likeness of God and worthy of respect<br><br>Solidarity: valuing human beings as individuals and realizing we are responsible for each others' well-being<br><br>Mental illness- 1:5 Canadians will be diagnosed with a mental illness in their lifetime. A mental illness is a series of disorders that affect mood, thinking and behavior. These disorders can seriously affect a person's ability to function in daily life. Examples of mental illness include depression, anxiety disorders, and bipolar disorder. | **Footsteps in the Sand Poem**<br>https://docs.google.com/document/d/1WZwrOEg9rCGAyMfxZr2l1DbKB99Qz-B-hxLWvT8INE8/edit?usp=sharing<br><br>**Sally by Chris Nihmey**<br><br>  <br>Available here<br>https://www.amazon.ca/Sally-Chris-Nihmey/dp/1783821930<br>Or contact the author<br>http://chrisnihmey.com/<br><br>Other recommended children's books on homelessness:<br><br>*The Lady In the Box* by Ann McGovern<br><br>*Fly Away Home* by Eve Bunting<br><br>For more information on teaching about homelessness: |

| | | |
|---|---|---|
| | | https://www.countyofrenfrew.on.ca/_documents/RCHC/RenfrewCountyTeachersResource.pdf |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

**Reading**

Today's lesson focuses on how Charity, and service of others, can be positive towards our own mental health. We are called to bring our Faith and Hope to others.

This is important for you to know because bringing joy, hope and happiness to others also helps us feel good about ourselves.

We will begin with a reading.

**In the name of the Father, Son and the Holy Spirit. Amen.**

A reading from the Prophet Micah, (Micah 6: 8)
He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

**Christian Meditation**

We will now take a moment to practice peaceful, Christian Meditation, beginning with a simple prayer:

Make me a person of justice, my God:
To worship You alone,
And show mercy and fairness to my neighbour.
I make this prayer in Jesus' name. Amen.

Close your eyes lightly.

Sit with your back straight.

Silently, in your heart, say the words:

"My God, my all... My God, my all... My God, my all." (repeat for 30 seconds to 1 minute) Say this phrase again and again, and welcome Christ's peace into your heart.

* * *

And let us pray,
Lord, we thank you for the gift of Christ's peace. May we carry it in our hearts wherever we go.

May it free us from all worries, and keep us joyful in all things. We ask you this through Christ our Lord.

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:** |
|---|---|
| **Charity - Footsteps in the Sand Poem**<br><br>Teacher instructs the class that she will be reading a very famous poem entitled, "Footsteps in the Sand." As the poem is read, students are to reflect on the concept of strength in the poem.<br><br>Teacher reads the poem, "Footsteps in the Sand" aloud.<br><br>Ask the students to turn and talk to a partner. Reflect on the significance of the poem<br><br>As a class, discuss that God carries us in times of struggle. Even when we feel alone, He is there beside us.<br><br>But, who on Earth can also do God's work? Who can carry us when we feel weak?<br><br>Others around us are God's messengers on Earth. We need to find support in others. We also need to help others find Hope and Faith, when they have lost theirs. | What might it look like?<br>What might it sound like?<br>What might it feel like?<br><br>**Sally Discussion Points:**<br>**Relationships**<br>P.15 How is Tom's relationship changing with the old woman on the streets?<br><br>**Stigma and Mental Illness**<br>P. 16 What does Tom learn about her history?<br><br>**Hidden Self**<br>p. 17 How does the gift of the harmonica change Tom's view of Sally?<br><br>**Stereotypes, Fear and Shame**<br>P. 18 What does Tom notice about the way other people treat Sally? |
| **Action (Sow)** Approximately 15 Minutes | **Sense of Purpose**<br>P. 30 Tom gives Sally a sketch pad and some pencils to draw. What do you notice about her expression on p.32? Why did the illustrator choose to depict her like this?<br><br>**Love and Friendship**<br>P. 42 How does Tom feel when Sally goes missing? |
| **Read Aloud and Discussion: *Sally* by Chris Nihmey**<br>Gather the students into a central area.<br><br>Teacher asks the students what they know about homelessness. Have they ever encountered a homeless person? If so, how did they feel?<br><br>Indicate that while this story is about a homeless woman with a mental illness, it is important to note that mental illness is | |

treatable and people are able to live healthy, productive lives. Many people who are homeless do experience mental health issues due to the anxiety and stress living on the streets. This story is about hope and faith. It is also about how other people can help carry others in times of need.

Show the cover of the book *Sally* and read the back cover. What do they think the story will be about?

Read the story, pausing to look at pictures and for suggested discussion points as provided. Please use selectively during discussion.

P. 46 What does Tom realize while looking through Sally's sketchbook?

**Kindness**
P. 47 Why did Tom consider Sally "the greatest act of kindness I ever knew"?
P. 50 How did Sally change Tom's life?

**Disclaimer and Endnotes**
What are the author's views on homelessness? How can we help end the stigma associated with it?

**Consolidation (Nurture)** Approximately 30 Minutes

**Action Research Project: Local Community Outreach**

In pairs, students will research a local agency that provides support to homeless and impoverished people in the community. They will create a feasible proposal which will be presented to the class.

Including:

- Facts about this organization or agency
- How it supports others in the community
- One feasible way the class could support this agency (including information on time, cost and what is involved)
- Why is this important?
- How does this plan embed the virtues of Hope, Faith and Charity?
- How does this proposal support the mental health of self and others?

Co-construct success criteria with the students.

Proposals will be presented digitally to the class (in Google slides, WeVideo, or other digital tool).

A vote will be held to determined which outreach action the class will take.

"The best way to find yourself is to lose yourself in the service of others." (Mahatma Gandhi)

**Extension Activity**

Possible response on how to create equality in the bin lesson:

- Throw to another student in the classroom who is closer
- Move the bucket closer to the individuals

Similar because our class action will be faith in action and bring services/ care/ support to individuals in need.

| | |
|---|---|
| **Inequitable Throw**<br><br>Place a recycling bin at the front of the classroom. Give each student a piece of scrap paper. Instruct students that they must stand where they are at their desk and throw the paper into the bin at the front of the classroom.<br>Ask "Is it fair? How does this activity relate to inequity? What could we do to make this activity be more equitable, without changing the rules?<br><br>Link their project to this activity by asking, "How will our class project be similar to the activity we just did?" | |
| **Notes:** | |
| | |

## Grade: 6 Lesson 5
## Culminating Activity: Attitude of Gratitude

**Background:**

Gratitude is key to emotional health. When we reflect upon the positives in our lives, studies suggest that both our physical and mental well-being are improved. Sometimes it is easy to forget the gifts in our lives when we hit a rough patch. Gratitude allows us to focus on what is good in our life and pay attention to the things that we might otherwise take for granted. Choosing to think about these things can improve our mood, increase our feelings of self-worth, and strengthen other positive emotions, including happiness and love. This is the culminating lesson and looks back to God's gifts of Faith, Hope and Charity.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE1e -speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it."

**Subject Overall Expectations**

**Visual Arts**

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

**Subject Specific Expectations**

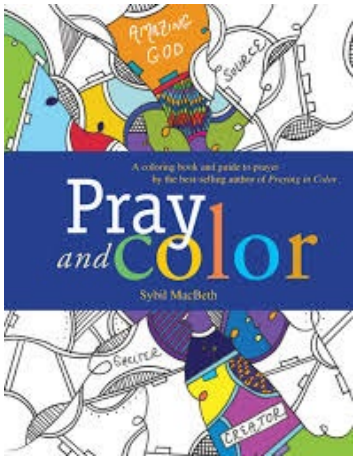
**Visual Arts**

D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

**Learning Goals:**

- Students will learn about the role gratitude has on enhancing mental health
- Students will reflect upon the gifts God has provided in their own lives

Students will create a prayer on gratitude as a keepsake to be a reminder and source of information during times of struggle

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills**<br><br>• Previous units' lessons will be reflected upon in this lesson<br>• Experience writing prayer or spiritual reflection is of benefit | **Terminology**<br><br>Gratitude - The quality of being thankful and appreciative.<br><br>Praying in Colour - The artistic creation of a prayer using colourful images and words. | **Additional Resources**<br><br>Gratitude HD-Moving Art Video https://www.youtube.com/watch?v=nj2ofrX7jAk<br><br>Gratitude Fact Sheet<br><br>https://schools.au.reachout.com/-/media/schools/files/pdf/gratitude-fact-sheet.pdf?<br><br>Introduction to Praying Colour: Praying in Doodles Video https://www.youtube.com/watch?v=McwnO7Csejc.<br><br>Praying in Colour by Sybil Macbeth<br><br>  |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

**Reading**

Today's lesson focuses on how gratitude can be good for our mental well-being.

This is important for you to know because sometimes we can take for granted the blessings in our lives. We all have received tremendous gifts from God. With gratitude, doors will open.

We will begin with a reading.

**In the name of the Father, Son and the Holy Spirit.**

A reading from Matthew 7:7-8

Ask and it will be given to you; search, and you will find; knock, and the door will be opened for you. For everyone who asks, receives, and everyone who searches, finds, and for everyone who knocks, the door will be opened.

**Christian Meditation**

We will now take a moment to practice peaceful, Christian Meditation, beginning with a simple prayer:

Lord God,

Make me a person who asks for You, my God:

To continually in all things be seeking for You
And to knock on the door so that it may be opened.
I make this prayer in Jesus' name. Amen.

Close your eyes lightly.

Sit with your back straight.

Silently, in your heart, say the words:

"Knock and the door will be opened... knock and the door will be opened... knock and the door will be opened."
(repeat for 30 seconds to 1 minute)

* * *

And let us pray,
Lord, we thank you for the gift of Your promise to us.

May we carry it in our hearts wherever we go.

Let us pray the promise You gave us.
May it free us from all worries, and keep us joyful in all things.

We ask you this through Christ our Lord.

Amen

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern)**<br>**Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
|---|---|
| **Unit Review:**<br><br>Teacher leads discussion and review of unit. Brainstorm what student's have learned about Mental Health in this unit. Discuss what the most significant aspect of the unit has been for them individually. What made them think? What would they like to know more about?<br><br>Tell the students there is one key to Mental Health yet to be discussed. Research suggests that it is important for a lifetime of happiness and fulfillment. Can they guess what that might be?<br><br>Without giving any clear response, play the video *HD Gratitude - Moving Art.*<br><br>Teacher asks students what they noticed in the video. What were the most meaningful messages? Tell the students that research suggest gratitude is beneficial to both mental and physical health.<br><br>Ask them: What is gratitude?<br><br>Can you think of a time when you felt grateful? Turn and talk to a partner.<br><br>Why do you think gratitude is so beneficial to health? | Discussion Points:<br><br>Gratitude is important to mental health because:<br>● It allows us to focus on what is good in our life<br>● We pay attention to the things we might otherwise take for granted<br>● Choosing to think about these things can improve mood, feelings of self-worth and links to other positive emotions such as love and happiness |

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| **Action (Sow)** Approximately 15 Minutes | |
| **Gratitude for the Gifts We Are Given: Group Work**<br><br>Teacher divides students into groups of 4. Distribute chart paper and markers.<br><br>In groups of 4, students are to list the gifts we have all been given. Draw back the discussion to the other lessons in this unit.<br><br>● What are the gifts that help us stay physically, mentally and spiritually strong?<br>● We should be grateful for God's gifts to us of Faith, Hope, Charity. What are some specific examples that can be provided for each?<br>● Relationships are key to mental health. Which relationships are you most grateful for? How do they help or inspire you?<br><br>When done, ask students to share their ideas. Post the completed lists around the room as a reference. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| **Culminating Project - Praying In Colour**<br><br>Students will create a Prayer in Colour about gratitude. To introduce the concept, play the video *Praying in Doodles*.<br><br>Distribute an 8 x 10 cardstock or canvas to each student. Using markers, begin with the word "Gratitude" in the center. Then, using lines, designs, words, and images~~,~~ - students add in the gifts they have been blessed with.<br><br>When done, have students do a Gallery Walk in the classroom so the prayers can be shared.<br><br>Have students take the canvases home, so, during times of struggle, they can reflect upon all the gifts God has provided. | |

| **Notes:** |
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## Grade: 8 Lesson 1
## Emotions

**Background:** Students should understand that it is normal to experience emotions; however, changes in frequency, duration, or intensity of emotions are possible indicators of mental health issues.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**CGE1f** – seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

**CGE4a** – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6a** – relates to family members in a loving, compassionate, and respectful manner

**Health Overall Expectations**

**D1**. demonstrate an understanding of factors that contribute to healthy development

**D3**. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**Language Specific Expectations**

**Writing 2.3:** regularly use vivid and/or figurative language and innovative expressions in their writing

**Reading 1.5:** develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

**Drama Specific Expectations**

**B1.4** communicate feelings, thoughts, and abstract ideas through drama works

**Learning Goals:**

Students will learn to understand ~~about~~ the role of emotions so that they develop an awareness of when to seek help and also how to recognize emotions in the people around them.

| **Instructional Components** | | |
|---|---|---|
| **Prior Knowledge and/or Skills** | **Terminology**<br><br>Emotion: A strong or specific feeling<br><br>Mood: A particular state of mind or feeling | **Additional Resources**<br><br>Grade 8 Scenarios;<br>Dice;<br>Popsicle sticks;<br>Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy<br>www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf |
| **Faith Focus (Prayer/Scripture/Christian Meditation)** | | |
| God is our refuge and our strength, an ever-present help in trouble. Therefore, we will not fear. *Psalm 46:1*<br><br>Can you think of examples from the New Testament when Jesus showed emotion? What about examples of when Mary showed emotion? How did their faith in God the Father guide them through these times? | | |
| **Minds On (Envision)** Approximately 5 Minutes | | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| We all have emotions. Our emotions are real. It is important to pay attention to both your physical body and your mind when dealing with emotions.<br><br>1. As a class, brainstorm ways that the physical body can show emotion.<br><br>2. It is important to name what you are feeling. Be specific with your emotions so others will understand you and what you are feeling. Often people will generalize emotions. For example, someone might say they are "feeling bad". This can be hard for those around them to fully comprehend, as feeling bad could be experiencing a | | • Ideas may be recorded on a SmartBoard or chart paper<br><br>• Students may suggest things like a face getting red when someone is excited or upset, butterflies in their stomachs when waiting for something exciting to happen, headaches, racing heart, shaking when nervous or scared, etc. |

| | |
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| sore stomach or headache, tension as the result of a disagreement with a friend, worry about an upcoming test, or many other interpretations. | |
| **Action (Sow)** Approximately 15 Minutes | |
| Create a class word jar(s) of emotions. You will need a jar or small pail, fine tip markers, and popsicle sticks.<br><br>Students will write the name of an emotion down on a popsicle stick. For many classes this will be most effective when done in small groups.<br><br>As a challenge you could see if your class could come up with 120 words describing specific emotions in 20 minutes with no duplicates. (There are many "Emotions from A to Z" type lists available on-line, if stuck).<br><br>To get your class started you could suggest students seek other words for feeling good, such as blessed, cheerful, comfortable, appreciative, accepted, included, wonderful, etc.<br><br>When the jar is full, have groups of students pick one word stick from the jar and dramatize that emotion. See if others can guess what emotion it is.<br><br><u>Extension Activity</u><br>Display the word jar in your classroom and use it throughout the year. Use the emotions words to help describe what characters in a novel are feeling at certain points in a story. Encourage students to think deeper than just naming the emotion or linking the emotion to the term from the jar. Challenge them to explain how they know this to be true. Is it because of what a character is saying or doing? Is it because of information we get from another character? Is it because we, as readers, feel compassion for a character? Do we have a connection with the characters based on our own experiences?<br><br>Encourage students to apply this thinking to their own emotions. For example, if a student is upset because someone put them down encourage them to ask how they know this to be true. Did they hear directly? Did someone else hear it and tell them?<br><br>Canadian Teacher magazine, Spring 2018 issue, suggests the following in noticing and speaking back to negative thoughts: | ➢ You should hear on-task talk<br><br>➢ You should hear and see students in role<br><br>➢ This should promote deep thinking about recognizing and displaying emotions<br><br>➢ You might hear something like "If happy then smiles" or "If cheery voices then happy" |

1. Is this thought really true?
2. Am I overemphasizing a negative aspect of this situation?
3. What is the worst thing that is likely to happen?
4. Am I certain that the situation will turn out that way?
5. Is there another way to look at this situation?
6. What difference will this make next week, month, or year?
7. Am I catastrophizing or jumping to conclusions, assuming a negative outcome?
8. Is there anything positive about this situation?
9. Am I using words like never, always, worst, or terrible to describe this situation?

A further extension might be to challenge students to think about the cause and effect relationships of emotions:
If _____, then _____

<u>Cognitive Distortions Activity</u>

Cognitive distortions are untrue thoughts that people tell themselves. These thoughts often overemphasize the negative and certainly impact emotions. Asking questions of ourselves can help us change how we feel about a situation and our mood in general.

Pick 6 out of the 9 questions (above) and write them on the board with numbers beside them. Put students into small groups and give each group a die and one scenario from the Grade 8 Scenarios BLM. Students roll the die and answer the question number that matches it, regarding the scenario their group was given. After 3 minutes, switch up scenarios so that groups can grapple with thinking through several distorted thoughts.

- Should be quiet to allow time to reflect and think.

**Consolidation (Nurture)** Approximately 30 Minutes

One emotion people often struggle with is anger. Hand out balloons to your class (some students may not like balloons or may be sensitive to latex or other materials) or use a balloon to model the following:

Think of a time when you were very angry. Fill the balloon with air to represent your anger. The balloon might fill up so quickly that it bursts or it might fill up slowly but get very big. Sometimes anger happens quickly and sometimes it builds over time.

- Talking to a friend about the problem, asking a trusted adult for advice on dealing with anger, counting to 10, breathing deeply, going for a walk, etc. would all be ways to deflate a problem.
- If a student suggests forgiveness, let out a lot of air or all of the remaining air. Jesus teaches us to forgive those who have sinned against us.

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| Encourage students to think of something that could help manage or release some of the anger. Each time they think of something release a little air from the balloon. At some point the balloon will deflate and the emotion will be released. It might zip away quickly or slowly float away. | |

**Notes: For Teacher Use**

Every School Board has a Mental Health Lead who can provide support if needed. Here are some possible indicators of mental health issues:

Anxiety – disproportion, disruption, duration, and distress
Emotions & Moods – changes in frequency, duration, or intensity
Know your students and school community. Some emotions are displayed differently by different cultural
groups.

**Grade 8 Scenarios** **How Can We Change Our Thinking?**

You notice 2 people at the end of the hall laughing to each other. When you walk up to them they stop laughing and turn away from you.

Automatic thought: “They are laughing at me”.

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As you are walking down the hall, someone rushes past you and elbows you. You say “ow” in pain, but the other person keeps walking.

Automatic thought: “He hit me on purpose. I’m going to get him back.”

---

A friend tells you that another friend said something unkind about you.

Automatic thought: “Nobody likes me.”

---

You over hear 2 people talking about your friend saying that they didn’t like her singing voice.

Automatic thought: “This is terrible. I have to tell her right now so that she can confront them. They aren’t true friends.”

---

You get 2 tests back. One you did very well on, but the other you got a bad mark on. You see the mark and immediately hide that test in your desk, embarrassed.

Automatic thought: “I am so stupid. I can never get anything right.”

---

You have a great day at a basketball tournament. At the end of the day you trip over your feet on the way out and fall flat on your face.

Automatic thought: “I am such an idiot. Everyone saw me fall and I am not going to be able to ever show my face again. Now my whole day is ruined.”

---

You are doing work and realize that the teacher gave you some questions that she didn’t explain. You struggle through the questions but just can’t seem to get them right.

Automatic thought: “I give up! I can’t do this. I’m going to crumple up my paper.”

**BLM 16**

## Grade: 8 Lesson 2
## Resiliency

**Background:** We all have physical health and do things to look after it. We all have mental health. Many mental health experts feel it is essential to develop and grow resiliency.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**CGE3d** - makes decisions in light of gospel values with an informed moral conscience

**CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others

**CGE3c** - thinks reflectively and creatively to evaluate situations and solve problems;

**CGE4d** - responds to, manages, and constructively influences change in a discerning manner

**Religion Fundamental Concept**

PR2 The Way of Prayer: Forms and Expressions of Prayer

**Health Overall Expectations**

**D1**. demonstrate an understanding of factors that contribute to healthy development

**D3**. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**Music Specific Expectation**

**C2.1:** Express analytical, personal responses to musical performances in a variety of ways

**Learning Goals:**

Students will learn that things will get better; they are stronger than they think.

Students will learn to develop coping strategies so that they can work through most problems instead of around the problems.

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| **Instructional Components** | |
| **Prior Knowledge and/or Skills** | **Terminology**<br><br>**Resiliency**: the ability to bounce back from challenges and obstacles that life presents us with (Mental Health Association of New South Wales, Australia) |
| **Faith Focus (Prayer/Scripture/Christian Meditation)** | |
| If Christ Jesus dwells in a person as His friend and noble leader, that person can endure all things for Christ helps and strengthens us and never abandons us. *St. Theresa of Avila* | |
| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| As a class think of hymns that reinforce St. Theresa of Avila's message. Many of these hymns have beautiful video clips on line (youtube) for sharing or perhaps organize a class hymn sing. | ○ Students may suggest hymns such as "Be Not Afraid", "Like a Shepherd", "Come Back to Me", etc.,. |
| **Action (Sow)** Approximately 15 Minutes | |
| Christian contemplation/meditation is an important resource to add to one's personal mental health and wellness toolkit because we are all very busy doing things. Christian contemplation/meditation allows us to take time to just be. | |

| **Additional Resources** |
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| Christian Meditation with Children: Rediscovering our Contemplative Roots (adapted from the Brant-Haldimand-Norfolk Catholic District School Board) http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/Christian-Meditation-with-Children.pdf<br><br>Christian Meditation: Contemplative Prayer for a New Generation by Paul Harris, published by Novalis |

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| Explain to your class that they are going to be participating in Christian meditation (adapted from Christian Meditation with Children - see information under the additional resources section for this lesson). Prior to the meditation have class sit still and upright with straight backs and feet flat on the floor. Students could be gathered on chairs in a circle or remain at their desks.<br><br>At the start of the session, as students are preparing themselves, have music playing (perhaps one of the hymns mentioned above). Follow this with the sign of the cross and then a prayer asking God to fill us with joy and His love. You might use an opening prayer such as:<br>"Loving God, we open ourselves to the joy You bring us. You created us for joy-filled lives. Fill us with the kind of joy that must be shared".<br><br>Allow a few moments for participants to close their eyes and focus on their breathing, allowing their bodies and minds to relax.<br><br>Tell students that you will say a sentence from *Psalm 46.10* and they will repeat it back to you. A quiet bell or gentle chime may be used to prompt them. Wait 30 seconds or so between statements.<br><br>Be still and know that I am God.<br><br>Be still and know that I am.<br><br>Be still and know that.<br><br>Be still and know.<br><br>Be still.<br><br>Be.<br><br>End with a closing prayer such as "Glory Be".<br><br>After the Christian meditation, ask students to reflect on how they feel, both physically and mentally. Remind them that their personal relationship with God is with them 24/7. They are never alone. | ➢ You should hear gentle breathing, quiet<br><br>➢ You may see some students peeking or squirming. Give them time to become comfortable. Don't rush prayer.<br><br>➢ Students may reply: calm, quiet, focused, relaxed, etc. |
| **Consolidation (Nurture)** Approximately 30 Minutes | |

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| Ask students to write a journal entry about the following growth mindset statement. They should be asked to link it to an experience they have had where, through resilience, they overcame an obstacle or challenge.<br>"Mistakes are opportunities to learn." *Carol Dweck*<br><br>Before concluding the lesson ask each student to indicate with a highlighter "when and where" in their journal recount, resilience happened. What made it happen? Who made it happen? How did it happen? | You may need to prompt with things like learning to ride a bike, swim, skate, play a musical instrument, etc. |
| **Notes:** | |
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## Grade: 8 Lesson 3
## Belonging

**Background:** A sense of 'being part of something bigger than oneself' is very important for good mental health and wellness.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**CGE4a** – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE5e** – respects the rights, responsibilities and contributions of self and others

**CGE6a** – relates to family members in a loving, compassionate and respectful manner

**Religion Fundamental Concept**

LS1: We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)

**Health Overall Expectations**

**D1**. demonstrate an understanding of factors that contribute to healthy development

**D3**. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**Learning Goals:**
Students will learn to identify groups to which they belong so that they recognize they are all part of something bigger, yet uniquely and wonderfully made

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| | **Belonging:** To be part of | Box of straws or pens;<br>Squares of white paper; |

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| | | Kagan Cooperative Learning by Dr. Spencer Kagan and Miguel Kagan<br>www.Kagan.Online.com |
| **Faith Focus (Prayer/Scripture/Christian Meditation)** | | |
| For where two or three are gathered together in My name, there am I in the midst of them". Matthew 18:20 | | |
| **Minds On (Envision)** | Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
| You will need a box of straws for this activity. Pens may also work.<br><br>Gather students in a circle and ask them to space themselves out about an arm length apart from one another. Students will attempt to balance a straw, between themselves and the person on either side of them, using only a finger-tip and with their arms stretched out. Once everyone is connected via two straws (one on either side), talk with the class about the relationships and communication that are necessary to make this work. Belonging is about being part of something bigger. On our own, no one could have constructed this. Together it was possible. | | • Encouraging comments should be heard<br><br>• Best practices should be shared so that the group benefits |
| **Action (Sow)** | Approximately 15 Minutes | |
| You will need a number of squares cut from white paper (approximate dimensions 15cm x 15cm). These will be the "snowballs" for this activity. Each student will get one piece of paper to write something they consider unique about themselves. No names should be put on the papers.<br><br>Students will then gather in a circle in an open space, crumple up the paper, and toss it like a snowball into the center of the circle. Students should pick up a 'snowball', read silently, then crumple that paper up and toss it back before selecting another one.<br><br>This is a quick way to "hear" many voices and allows students who may be more introverted to share about themselves. | | • It should be fairly quiet while activity is happening |

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| After a few minutes of this snowball type sharing, ask for a show of hands of how many people discovered that they had something in common with another person in the room. | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Prompt students: Create a list of all that you are to others in your life. Think of all the different groups to which you belong and roles you are a part of. Who are you to others? | ▪ Students may identify as: child, son, daughter, brother, sister, friend, grandchild, classmate, citizen, teammate, parishioner, employee, relative, volunteer, student, neighbour, patient, etc. |
| **Notes:** | |
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## Grade: 8 Lesson 4
## Dignity for All

**Background:** All people are beautifully and wonderfully created by God. All people deserve respect and to be valued for who they are.

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**CGE4a** – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE4d** - responds to, manages, and constructively influences change in a discerning manner

**Family Life Specific Expectations**

**E2.2** Recognize and appreciate that justice is the virtue that helps us respond to the rights and dignity of each person

**Health Overall Expectations**

**D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

**D3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**Learning Goals:**

Students will learn to treat others with dignity so that all of God's children are valued, respected, and shown love and compassion.

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| | **Dignity:** Dignity is the right of a person to be valued and | **GR8 The Gardener's Gift** BLM |

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| | respected for their own sake, and to be treated ethically. *Wikipedia* | |

**Faith Focus (Prayer/Scripture/Christian Meditation/Contemplation)**

Be who God meant you to be and you will set the world on fire.
*St. Catherine of Siena*

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:**<br><br>What might it look like?<br>What might it sound like?<br>What might it feel like? |
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| Teach the class Pope Francis' Five Finger Prayer:<br><br>Start with your thumb. The thumb is the closest finger to you, so start praying for those who are closest to you. They are the easiest to remember. To pray for our dear ones is a "sweet obligation".<br><br>The next finger is the index. Pray for those who teach you, instruct you, and heal you. They need the support and wisdom to show direction to others. Always keep them in your prayers.<br><br>The following finger is the tallest. It reminds us of our leaders and those who have authority. They need God's guidance.<br><br>The fourth finger is the ring finger. It is our weakest finger and so should remind you to pray for the weakest, the sick, or those plagued by problems. They need your prayers.<br><br>Finally, we have our smallest finger, the pinkie. It should remind you to pray for yourself. When you are done praying for the other four groups you will be able to see your own needs, but in the proper perspective.<br><br>Perhaps students could trace their hand on the inside cover of one of their notebooks to remind themselves of this prayer from our Holy Father, Pope Francis. | ➢ You might wish to have students share aloud the various groups of people they are praying for |

More information on this prayer can be found at [www.catholic.org/prayers/prayer.php?p=3396](www.catholic.org/prayers/prayer.php?p=3396)

**Action (Sow)** Approximately 15 Minutes

1. Think about the following two terms:

   Self esteem - How you feel about yourself
   Self concept - How you think others feel about you

Are your feelings for both terms similar? If so, why? If not, why not? Ask students to reflect privately about this, then follow up with the term:

Self-acceptance - Believing oneself to be uniquely and lovingly made in the image and likeness of God.

Link this term back to the opening quote of this lesson from *St. Catherine of Siena.*

2. Have students think of areas in their life that fit each of the following categories:

   Roses (things that are great and easy)
   Buds (things that are growing and changing, but not easy or great yet)
   Thorns (things that are difficult for them)

Use the GR8 The Gardener's Gift BLM as a reflection tool.

Ask student to silently think of a person they know. What do they think are some of the roses, buds, and thorns for that person?

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| Gardeners know the importance of nurturing and caring for living things even when it is tough (e.g. drought, insects, pesticides). Gardeners work to name the problem and look for solutions to overcome challenges so plants grow stronger and healthier.<br><br>What are some things students can do to help the people around them be the best they can be?<br><br>What are some things each student can do to be the best they can be? | |
| **Consolidation (Nurture)** Approximately 30 Minutes | |
| Review the Corporal Works of Mercy and the Spiritual Works of Mercy with your students<br><br>**The Corporal Works of Mercy:**<br>To feed the hungry<br>To give drink to the thirsty<br>To clothe the naked<br>To shelter the homeless<br>To visit the sick<br>To visit the imprisoned<br>To bury the dead<br><br>**The Spiritual Works of Mercy:**<br>To instruct the ignorant<br>To counsel the doubtful<br>To admonish sinners<br>To bear wrongs patiently<br>To forgive offences willingly<br>To comfort the afflicted<br>To pray for the living and the dead<br><br>Remind your students that each person should care and be cared for.<br><br><u>Extension Activity – Resilient Plants – Kitchen Scrap Gardening</u><br><br>Be a class of gardeners. Kitchen scraps can be regrown using soil and water. Use this link to get a full run down of different plants that can be regrown from the kitchen including onions, sweet | • Students may recall these terms from studies related to the Sacrament of Confirmation<br><br>For specific gardening instructions visit https://kidsgardening.org/garden- |

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| potatoes, celery and lettuce ends. Plants will grow back roots. Caring for living things promotes empathy. Having plants in a room is also helpful to mental health. Encourage students to think of what is needed to be resilient. Think about the connection between growing plant roots and helping others in the class experience us reverencing the dignity of each individual person. Decide, as a class, where to donate the vegetables as part of the corporal works of mercy. | activities-kitchen-scrap-gardening. |
| **Notes:** | |
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# The Gardener's Gift YOU THEM

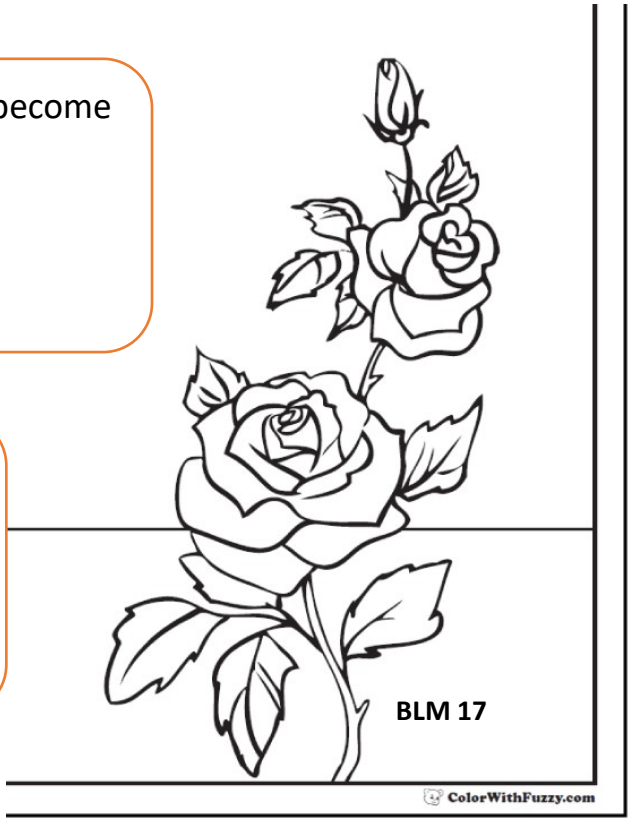
ROSES

BUDS

THORNS

What can you do to help others grow and become the best they can be?

What can you do for yourself to be the best you can be?



## Grade: 8 Lesson 5
## Culminating Activity: Action Challenges

**Background:** At World Youth Day 2013 Pope Francis told us, "Young people must say to the world: to follow Christ is good; to go with Christ is good; the message of Christ is good".

**Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Catholic Graduate Expectations**

**CGE4a** – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE7e** – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society

**CGE4d** - responds to, manages, and constructively influences change in a discerning manner

**Family Life Specific Expectations**

**E2.2** Recognize and appreciate that justice is the virtue that helps us respond to the rights and dignity of each person

**Health Overall Expectations**

**D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

**D3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**Learning Goals:**
Students will learn that Jesus is the model for our actions, interactions, and reactions with others so that everyone feels a sense of belonging and feels cared for and loved.

**Instructional Components**

| Prior Knowledge and/or Skills | Terminology | Additional Resources |
|---|---|---|
| | **Mercy** A broad term that embraces goodwill, forgiveness, compassion, and kindness. | |

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| | *The Catholic Teacher's Companion* | |

**Faith Focus (Prayer/Scripture/Christian Meditation)**

"Most of all let love guide your life." *Colossians 3:14*

"Not all of us can do great things. But we can do small things with great love." – Saint Teresa of Calcutta

| **Minds On (Envision)** Approximately 5 Minutes | **Monitoring Progress (Discern) Look Fors:** |
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| The Canadian Mental Health Association suggests the following ways to practise mental fitness and help others in their mental health and wellness journey. Read these aloud to your students. Then challenge them to recall as many as possible as you list them all on chart paper for display in your classroom.<br><br>1. Learn ways to cope with negative thoughts by distracting yourself, looking at all sides of an issue rather than just from one point of view, comfort yourself, don't try to block negative thoughts.<br>2. Do one thing at a time and be mindful of it<br>3. Exercise<br>4. Enjoy hobbies<br>5. Collect positive emotional moments<br>6. Set personal goals<br>7. Do new things/challenge yourself to do new things<br>8. Keep a journal and talk regularly to loved ones<br>9. Share humour<br>10. Volunteer<br>11. Treat yourself well<br>12. Ask for help<br><br>Plus, as Catholics we know the great power and promise of prayer so let's add one extra…<br>13. Pray | • Students may share how they utilize some of these strategies to have good mental health |
| **Action (Sow)** Approximately 15 Minutes | |

1. As a class watch The Moon Walking Bear video on YouTube: https://www.youtube.com/watch?v=Ahg6qcgoay4

   It is important to be able to focus on the present and block out busyness. To practice this, in small groups or with shoulder partners, try providing a sports-like running commentary for an everyday action conducted by a classmate. Take time to notice and name details. See the example at the right.

   This activity is not only great for being present in the moment but also for team building and belonging as lots of laughter will happen.

2. Remind students about the consolidation activity in Lesson 3: Belonging, about who they are, their roles, in their various relationships. As a class design and construct a display board or bulletin board of all the relationships they have with others. It could be titled "We are…" or "Relationships".

- This is Jessie, watching student James, who is picking up his blue pencil in Mrs. Green's math class so he can write the number 4. Now he is moving his paper slightly to the right and his elbow has bumped the water bottle off the corner of the desk…

- Students may identify as: child, son, daughter, brother, sister, friend, grandchild, classmate, citizen, teammate, parishioner, employee, relative, volunteer, student, neighbour, patient, etc.

**Consolidation (Nurture)** Approximately 30 Minutes

To further build a sense of belonging among students, remind students that relationships require verbs. That is, they require action.

The following are some suggestions of projects that could be done whole class, in small groups, or individually. They are taken from a fantastic booklet called ***Be the Change: Love Life, Live Lent*** by Paula Gooder and Peter Babington. (Published by Novalis):

- Say sorry. Think about something you have done wrong and say sorry for it.
- Plant some seeds together and care for them as they grow.
- Watch the news and pray for someone or something you have seen on it.
- Say thank you to someone for who they are or what they do.
- Play with someone you don't normally play with.
- Ask someone how they are and take time to listen to the answer.

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| ➢ Make a list of all the good things in your life and thank God for them.<br><br>➢ Think about what might make someone you know happy, then do it.<br><br>➢ Find something you don't use and give it away. Perhaps do a clothing drive for a local charity. | |

| **Notes:** |
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| Know your students and your school when selecting activities. The activities listed are suggestions and may not be the best fit for your school or class. |