



*Working Together for Catholic Education*

# *Mental Health & Wellness*

*for Catholic Schools:*

*Feelings, Emotions, Resiliency*

*and the*

*Dignity of the Whole Person*

*(Grades 2, 5 & 7)*

*November, 2013*

*FOR IMMEDIATE RELEASE*

## **EOCCC Addresses Student Mental Health and Wellness with Three-Unit Curriculum Resource**

*November, 2013* - When it comes to each child understanding his or her overall health and wellness, they need to learn that health is not only a physical feature, but incorporates the mental and spiritual elements as well. To pass this message along to students, the Eastern Ontario Catholic Curriculum Corporation has developed and recently released a three-unit curriculum series titled, *Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person*.

The idea for this curriculum resource first came to fruition when Renfrew County Catholic District School Board Principal Clint Young researched the resources available to help address mental health and wellness in the classroom. He found resources that provide a reactive approach to mental illness, but discovered limited options that offer a *proactive* tactic. Mr. Young approached the EOCCC about developing resources that allow teachers to deliver curriculum to encourage classroom discussions and activities related to mental health and well-being. The EOCCC fully embraced his suggestion.

“Mental health awareness has become a growing topic of conversation across the province, particularly after the Ministry of Health & Long Term Care, as well as the Ministry of Child & Youth Services and the Ministry of Education released papers on mental health awareness in 2011,” explains Mr. Young. “It is important to bring this conversation to the classroom and we can also deliver it through the Catholic lens.”

Initially working with focus groups, followed by assigning three writers to the project, Mr. Young and his team adopted the innovative and excellent mental health curriculum templates developed last year by the Catholic Curriculum Corporation, which were created for Grade 9 and 10 classes, in their resource *Mental Health: Hope, Dignity and Our Compassionate Response – Grade 9-10*.”

We essentially asked the question, ‘*what do the students really need?*’,” explains Mr. Young. “We then came up with a set of three units that complement one another. The first one is intended for Grade 2 students, which addresses the awareness of one’s feelings and emotions and the relationships they have with other people. The Grade 5 unit looks at how individuals adopt coping mechanisms and how they build resiliency. The final unit will be delivered to Grade 7 students who will build on that resiliency to protect his or her own dignity.” Each unit provides teachers with an overview outlining what’s included in the unit. Teachers can then access lesson plans for each of the three grades.

Each unit’s themes are broad, allowing the content to be delivered in a range of subjects, including religion, art, language or physical education classes.

The team writers include RCCDSB’s Lisa Landry-Prescott, Anne Marie Landon and Jane O’Gorman, who developed their respective grade unit. The team then asked experts in related fields to provide feedback on the unit structure and delivery. These experts include Ottawa Catholic School Board Mental Health Lead and Chief Psychologist Dr. Elizabeth Paquette as well as CCAC Mental Health & Addiction Nurse Julie Farnworth. Ann Boniferro of the Algonquin Lakeshore Catholic District School Board provided a religious review while RCCDSB’s Ruth McNulty examined the content as a Curriculum Support teacher.

Although this resource will address a student’s overall health and wellness, Mr. Young says its delivery should also hit home with adults. “Due to the stigma often associated with having a mental health illness, part of our goal was to break down the barriers for adults as well,” says Mr. Young. “With having Mental Health and Wellness discussed in the classrooms, we hope this also ignites conversations in the staff room so as to remove the stigma and allow for healthy discussion and support. We want to ensure our students are healthy, but we also want the same for our educators and support staff.” To download the *Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person* document, please visit the EOCCC website at [eoccc.org](http://eoccc.org).

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

*"Used with permission from the Catholic Curriculum Corporation (CCC), what follows below are the introductory pages from the CCC 2012 document Mental Health: Hope, Dignity and Our Compassionate Response - Grade 9 – 10. They have been included as they provide a very succinct overview of what has transpired in the field of Mental Health over the last few years. They also include key considerations for teachers offering the units."*

The resource, ***Mental Health & Wellness for Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person***, supports teachers in Grades 2, 5, & 7 classes to begin the conversation with students about mental health and wellness. The lessons are written from the lens of our Catholic Faith, with the intention of raising awareness about our emotions, building resiliency and creating opportunities for open dialogue about mental health and well-being. These units of study are meant to complement the 2012 CCC resource, *Mental Health: Hope, Dignity and Our Compassionate Response – Grade 9-10* which supports teachers in grade 9 & 10 Religious Education classes to continue the conversation about mental health.

### **Mental Health and Our Catholic Faith Community**

One of our great purposes as Catholic educators is to help our students and ourselves continually change and become more Christ-like, inviting us to stretch and grow. Expressing human emotion can be uncomfortable. Whenever human emotion is expressed, people often find a way to make light of it, change the subject, or retreat from it. Many see emotion, experienced and/or expressed, as a sign of weakness. And yet, it is experiencing and expressing emotion that defines us as human beings. Building true communities of belonging, inclusion and acceptance will assist all of us to grow in ways that affirm our emotional, spiritual, physical, intellectual and social nature.

*"In Christian writings, emotions are often called "passions." Our emotions or passions are gifts from God that help us to make connections between the life of the senses and of the mind. They encourage us to act or not to act and to make choices between good and evil." (Be With Me, p. 41, CCCB)*

Because our faith recognizes the importance of the whole person, distinctive expectations, known as the Ontario Catholic School Graduate Expectations, have been selected to guide the teaching and learning.

*"The expectations guiding the journey of learning for all students in Catholic schools, therefore, are described not only in terms of knowledge and skills, but necessarily in terms of values, attitudes and actions informed by reason and faith" (The Ontario Catholic School Graduate Expectations, ICE, p.15)*

As Catholics, our tradition tells us that God creatively and lovingly calls us into the wonder of life. As stewards of the life God has entrusted to us, we are charged to assist young people in recognizing that gift by:

- Affirming the God-given potential of each person, developing the body, mind and spirit of each and every student.
- Entering into open dialogue, increased self-awareness and shared information about mental health and well-being.
- Responding as the hands, feet and eyes of Christ to those in our schools who experience isolation, illness, powerlessness, or poverty in any form.

With an increased understanding of mental health issues, we expect that our students will be better equipped to serve the greater good, as they reach out to their communities with compassion, understanding and service.

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As Thomas Groome states in *Will There Be Faith? A New Vision for Educating and Growing Disciples*, New York: Harper One, 2011:

*The conviction that we are made in God's image surely calls for holistic education that engages the whole person, head, heart, and hands. It should fully develop the capacities of learners' minds for reason, memory, and imagination: the capacities of their hearts for right and loving relationships: the capacities of their wills to know, choose, and live the best of values and lifegiving virtues. Given peoples' "inner vitality," they need to be active participants in the teaching/learning dynamic, agents of their own knowing and not just passive recipients. They should be empowered in their great human potential and be prepared to be makers of history toward God's reign. Called to be more than the creatures of their culture, they should be educated as its creators and re-creators as well. In the sentiment of St. Irenaeus of old, a good Catholic education is to enable its participants to become "fully alive to the glory of God." (p. 240- 241)*

### **Mental Health and the Ministry of Education**

*In 2012 in Canada, suicide is the second leading cause of death for young people between the ages of 15-24. Canadian suicide rates are higher than those in the United States, Australia and the United Kingdom (Canadian Mental Health Association, 2012).*

In 2011 - 2012 the *Ontario Mental Health and Addictions Strategy – The First Three Years* was presented to various stakeholders. The strategy outlined themes, indicators and initiatives which will be presented and shared in community settings, health care settings and in educational settings.

The Ministry of Education's commitment to the strategy includes:

- Amend the education curriculum
- Develop a K-12 Resource Guide/Website
- Provide support for professional learning in mental health for all Ontario educators
- Fund and support Mental Health Leaders in 15 school boards
- Support *Working Together for Kids' Mental Health*
- Implement School Mental Health ASSIST

As this provincial initiative evolves, more information will be forth-coming as outlined in the Mental Health Capacity Continuum. The goal is to support student mental health and well-being by raising Mental Health Awareness, Mental Health Literacy and Mental Health Expertise.

As stated in *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*, the first signs that children and youth are struggling with mental health issues may occur at school. *"For 70 per cent of adults living with mental health problems, their symptoms developed during childhood or adolescence."* (p. 20).

We acknowledge that the Ministry of Education is currently developing mental health resources for the province. The CCC, EOCCC and its Catholic boards and partners recognize the importance of making connections between mental well-being and our Catholic faith traditions. As educators, we recognize the importance of this initiative and the challenge and privilege of assisting students in this area of learning.

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*By equipping people who work with children and youth with the tools and knowledge they need, they will be better able to identify issues and handle them effectively. Communities must work to build a shared understanding of mental health issues, and ensure that there is strong regional and local leadership, particularly in community-based mental health agencies and schools. Providing services and supports early on will help to address problems sooner - before they do too much harm. (p. 22). Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*

### **Considerations for Teachers**

Teachers are critical to what happens in the classroom: the planning, delivery, and assessment of any curriculum resource to best meet the needs of students. Your professional judgment and expertise in teaching will guide the lessons about Mental Health. The following are offered as considerations:

- **Know your students and respect their needs.** Because of the nature of the lesson topics, it is imperative that teachers be sensitive to the personal situations and personalities of their students. Some students will be willing to share thoughts and feelings openly and others may prefer to reflect quietly during the lessons.
- **Ensure your classroom environment is one of welcome, inclusion and acceptance.** The nature of the lessons, themes and topics require small group sharing, whole class discussions, and written reflections. Having a community of trust and open dialogue is key to sharing ideas, thoughts, opinions and experiences about the topics. Students must feel safe to share their thinking, while also being able to listen to the thoughts of others, all done in a respectful manner.
- **Remember you are not alone.** It is recommended that teachers contact the Board's (or school's) Counselors or Board Mental Health team before beginning discussions with students. It is important that the school team is aware that teachers are wading into sensitive subject matter and that some students may seek support. The teacher could invite support personnel into the lesson, or consider team-teaching, as an option. Mental health professionals such as CCAC mental health nurses, Board social workers or child and youth workers, may assist with lesson implementation.
- **Be well prepared before implementing the lessons.** Teachers are encouraged to preview all materials (videos, websites, audio clips, etc.). This will allow for an increase in the comfort level with the content and will help to anticipate the kinds of questions students may ask.
- **Be the teacher, not the counselor.** It is important to emphasize that teachers are not counselors; however, they are listeners and keen observers of their students. Many are in a position to recognize when something is wrong and when students should access additional supports and services.
- **Know your board protocols in the event of disclosure.** If a student should disclose high risk behaviours and/or suicidal thoughts, teachers should refer to the policies and protocols outlined by their own school board. Again, in these situations, it is advisable to consult with Administration and available mental health professionals.
- **Adapt the lessons as best meets the needs of your students.** Although it is not recommended that the lessons be taught in isolation but rather as a unit, teachers will need to consider the needs of their students and adjust the process, product or assessment accordingly. Choice and flexibility are infused throughout the lessons, including the culminating activities.

*Every child, every person needs to know that they are a source of joy; every child, every person, needs to be celebrated. Only when all of our weaknesses are accepted as part of our humanity can our negative, broken self-images be transformed.*

*Jean Vanier, Becoming Human, Paulist Press, 2008*

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**Acknowledgements**

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November 2013

## **Section I**

### **Grade 2 – Primary Unit**

#### **Lessons 1 to 8**



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**Grade 2 Unit Overview**

<b>Grade 2 (Primary) Unit “Mental Health and Wellness”</b>					
<b>Lesson &amp; Title</b>		<b>Learning Goal</b>	<b>Approximate Length of Lesson and Type of Activity</b>		
		<b>By the end of this lesson students will...</b>	<b>Minds On</b>	<b>Action</b>	<b>Consolidation</b>
<b>1.</b>	<i>Introductory Lesson: Feelings and Emotions and Dignity of the Human Person</i>	be introduced to feelings and understand that emotions are linked and associated with feelings. Students will review what feelings sound-like, look-like, and feel-like as this is the major focus for this lesson and is the springboard to subsequent lesson.	<i>15 Minutes</i> Introduce the “ <i>Butterfly</i> ” song and read “ <i>My Many Coloured Days</i> ” by Dr. Seuss.	<i>30 Minutes</i> Discussion on Feeling and Emotions related to the book.	<i>10 Minutes</i> Co-create anchor charts on feelings and emotions to use throughout the subsequent lessons.
<b>2.</b>	<i>Effective Communication of Emotions: Awareness of Ours and Others’ Emotions - Empathy</i>	will gain a greater awareness about what it means to be an empathetic individual who can support others by being understanding and concerned.	<i>10 Minutes</i> Review feelings and emotions anchor chart and ask questions to generate whole group discussion.	<i>30 Minutes</i> Create “ <i>Name That Mood: Feelings Flashcards</i> ”.	<i>15 Minutes</i> Review flashcards as a whole group, discussing emotion and reflecting.
<b>3.</b>	<i>Building Compassion Through Wearing Others Shoes</i>	will understand the significance of being a compassionate person, like Jesus was in so many of the situations.	<i>10 Minutes</i> Role Play or Think-Pair-Share.	<i>30 Minutes</i> Hands on Activity based on putting yourself in someone else’s shoes.	<i>15 Minutes</i> Review and share about the idea of being in someone else’s shoes.
<b>4.</b>	<i>Special Me/Healthy Me</i>	will become more self-aware and discover that they are special gifts and that should be appreciated and taken care of both mentally and physically to help keep their mind and body strong	<i>15 Minutes</i> Brief discussion followed by a read-a-loud “ <i>The Best Part of Me</i> ” by Wendy Ewald.	<i>25 Minutes</i> Students decide on one personal physical feature to independently write about and take a photo of. Display on classroom bulletin board or create a classroom book.	<i>20 Minutes</i> Students share their writing before displaying their work.
<b>5.</b>	<i>Healthy Relationships - Being a Friend</i>	understand that friendship grows and changes through experiences and sharing feelings. You have to give friendship to receive it.	<i>10 Minutes</i> Pair students up to share about a person they admire and why they	<i>40 Minutes</i> Read-a-Loud “ <i>Little Beauty</i> ”; students write or draw symbols for three things they like about	<i>20 Minutes</i> Listen to the “ <i>Circle of Friends</i> ” song then complete a Friend Venn.

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			admire that person.	themselves, then choose a partner and write, draw or talk about three things liked about each other.	
6.	<i>Friendship: Relationships (primary and secondary; Circle of Friends; Relationship with Jesus</i>	will understand what it means to be a friend and to think about what we expect from a friend.	<i>15 Minutes</i> <b>Read-a-Loud</b> "Little Beauty" and discuss friendship and how friends can be different.	<i>30 Minutes</i> Circle of Friends activity.	<i>20 Minutes</i> Discussion and extending understanding about student's circle of friends.
7.	<i>Our Relationship with God &amp; Jesus – Jesus Loves Me</i>	see and share themselves as part of something bigger/our world.	<i>20 Minutes</i> "Jesus loves the Little Children" song followed by discussion and sharing of a Bible story about Jesus' love.	<i>20 Minutes</i> Discussion about how Jesus died on the cross because He loves us, no matter what; now we need to love Jesus no matter what.	<i>15 Minutes</i> Talk about how Jesus loves us unconditionally and how to love Jesus unconditionally. <i>Chair For A Crown</i> - Students play musical chairs to discover how Jesus loves them.
8.	<i>A Sense of Belonging</i>	will acquire the feeling of ... <b>I Belong!</b> When people feel that they belong, there is an opportunity for commitment, participation, responsibility, resilience, positive management of conflict resolution and consequent growth within a group.	<i>15 Minutes</i> Discuss Belonging together at school, in their family and in their community.	<i>30 Minutes</i> Developing a community map based on where students feel they 'belong' in their community.	<i>15 Minutes over several days</i> Play a game called "Something I Like About You." Create a Display of the community maps.
9.	<i>Proud of Who We Are - Party Planning Culminating Activity</i>	have developed a plan to celebrate who they are with their families by inviting them into their classroom/school	<i>30 Minutes</i> Planning stages of the "Proud of Who We Are Party".	<i>30 to 60 Minutes</i> Send Home invitations and Begin to Decorate for the Celebration.	<i>60 Minutes</i> Have the party and have fun!

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**Grade 2 (Primary) Lesson 1:  
Feelings and Emotions and Dignity of the Human Person**

**Background:** Students will begin to understand that everyone has feelings and that emotions are linked and associated with feelings. Feelings sound-like, look-like, and feel-like are the major focus for this lesson and will be the springboard to subsequent lessons. Together as a class, via small groups, whole group or both, you will build an anchor chart that is meant to remain present in the classroom and will be the foundation where all future lessons will build upon, and grow from.

In addition, the culminating activity is announced during this lesson and planned for throughout this unit. The culminating activity is a “Proud of Who We Are Party,” where parents and even community members, are invited to participate. Together as a class you can decide what it looks like and what should be presented (i.e. a collection of student work, skits, performances, or whatever the students are proud of). These celebrations will look different for everyone as it should be based on the student population and their interests and needs. Please keep in mind your student population when you decide on the type of activity you will hold. Be cognisant of students who may not have as many supports, either family or friends.

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

**Ontario Catholic School 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**

**Religious Education:**

- ML1:** Demonstrate an understanding that God’s promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes.
- ML2:** Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended.
- LS2:** Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.

**Language - Oral Communication:**


- 1.** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

**Healthy Living:**

- C3.** 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:**

By the end of this lesson students should have a solid understanding that feelings and emotions are a normal aspect of life and that we can tell when someone is feeling a certain way because of the emotion(s) they are displaying.

 I will make everyone feel welcomed and appreciated.

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<p><b>Arts - Music:</b> <b>C2.</b> Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p><b><u>Subject Specific Expectations</u></b> <b>Religious Education:</b> <b>ML1.3:</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom). <b>ML2.2:</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite). <b>ML2.3:</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour. <b>LS2.1:</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love. <b>LS2.3:</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p> <p><b>Language – Oral Communication:</b> <i>Making Inferences/Interpreting Texts</i> <b>1.5</b> 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. <i>Extending Understanding</i> <b>1.6</b> 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.</p> <p><b>Personal Safety and Injury Prevention:</b> <b>C3.1</b> Describe how to relate positively to others (e.g., co-operate, show respect, etc.), and describe behaviours that can be harmful in relating to others (e.g., deliberately ignoring someone; physical violence, etc.).</p> <p><b>Arts - Music:</b> <b>C2.1</b> Express personal responses to musical performances in a variety of ways.</p>	<p>✿ I will value all people as Children of God.</p> <p>✿ I will use my words to help not harm.</p>
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<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills:</b> A classroom climate that allows students to feel comfortable discussing and sharing ideas.</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Feelings:</b> The experiencing of affective and emotional states or a physical sensation that you experience; Nobody can help having feelings - they are part of everyone. We feel different feelings all day long as different things</li> </ul>	<p><b>Resources:</b> <i>My Many Colored Days</i> by Dr. Seuss.  <i>Hot (Higher Order Thinking): Questions for RCCDSB Mentor texts</i>, pg. 82</p>

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<p><b>Active Listening Strategies 1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____).</p>	<p>happen to us. Sometimes we feel sad (e.g. When someone we love goes away) or happy (when we are having fun playing). Sometimes we feel scared, angry, guilty, lonely or any of a huge range of human emotions. It is important not to be ashamed of having feelings. Everyone has them - good and bad. What counts is what we do about our feelings. We can all learn to show our feelings in ways that are helpful to us and to others; not ways that are hurtful.</p> <p>▪ <b>Emotion:</b> Say 'ee-mo-shunz;' Emotions are also called feelings - you know, like being happy or 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.</p> <p>▪ <b>Human Dignity:</b> Every human being is important and special. We call this human dignity. We respect others and ourselves because we have all been created in the Image of God.</p> <ul style="list-style-type: none"> <li>➤ Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.</li> <li>➤ No matter how others treat you, they never have the right to take away your human dignity.</li> <li>➤ When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.</li> </ul>	<p><b>Catholicity Connections:</b> <b>Theological Virtue:</b> Hope <b>Cardinal Virtue:</b> Prudence <b>Theme:</b> Compassion</p> <p><a href="http://www.youtube.com/watch?v=Lum83DLPXlw">http://www.youtube.com/watch?v=Lum83DLPXlw</a></p> <p>Dance By Color - My Many Colored Days <a href="http://marias movers.com/2011/03/25/dance-by-color-my-many-colored-days/">http://marias movers.com/2011/03/25/dance-by-color-my-many-colored-days/</a></p> <p><b>Feelings</b> <a href="http://dictionary.kids.net.au/word/feeling">http://dictionary.kids.net.au/word/feeling</a></p> <p><a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=1530">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=1530</a></p> <p><b>Emotions</b> <a href="http://kidshealth.org/kid/word/e/word_emotions.html#cat20071">http://kidshealth.org/kid/word/e/word_emotions.html#cat20071</a></p> <p><a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=1530">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=1530</a></p> <p><b>Human Dignity</b> <a href="http://www.childrensparliament.org.uk/new-assets/do-the-right-thing/CP-DTRT-What-does-human-dignity-mean.pdf">http://www.childrensparliament.org.uk/new-assets/do-the-right-thing/CP-DTRT-What-does-human-dignity-mean.pdf</a></p> <p><b>Dignity</b> <a href="http://www.whyz.com/talking-to-children-about-dignity">http://www.whyz.com/talking-to-children-about-dignity</a></p> <p><b>Christian Meditation for Children</b> <a href="http://www.cominghome.org.au/">http://www.cominghome.org.au/</a></p> <p><b>Children's Prayer</b> <a href="http://www.cptryon.org/prayer/child/">http://www.cptryon.org/prayer/child/</a></p> <p><b>Butterfly Song</b> <a href="http://www.youtube.com/watch?v=imO2NiKo_AQ">http://www.youtube.com/watch?v=imO2NiKo_AQ</a></p>
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		<a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a>
<b>Prayer/Scripture Focus</b>		
<p>Be joyful always; pray continually; give thanks in all circumstances, for this is God's will for you in Christ Jesus. <i>1 Thessalonians 5:16-18</i></p> <p>When times are good, be happy; but when times are bad, consider: God has made the one as well as the other. <i>Ecclesiastes 7:14</i></p> <p style="text-align: center;"><b>God Hear My Prayer</b>          God in heaven hear my prayer,          keep me in thy loving care.          Be my guide in all I do,          Bless all those who love me too.          Amen.</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p style="text-align: center;">First Listen to the <i>Butterfly song</i> on YouTube at:  <a href="http://www.youtube.com/watch?v=imO2NiKo_AQ">http://www.youtube.com/watch?v=imO2NiKo_AQ</a>.</p> <p>Follow up with a short discussion about how God has made each of us special, how we are all created in the image of God, and that we all have the right to be happy. Therefore, we treat each other with respect and should not make others feel as though they do not belong. Also discuss different animals and what makes each special (i.e. elephant has a trunk, etc...).</p> <p>Follow this discussion by reading the Book: <i>My Many Colored Days</i> by Dr. Seuss. While reading, pause after each animal and discuss the animal's color. Ask the children to share a time that they were in that mood. After reading the story, discuss the spectrum of colors in comparison to moods and feelings. Be sure to cover a wide range of emotions/feelings, and elaborate whenever students are unfamiliar with a term, in order to help students build up a repertoire of words to describe their emotions/feelings. The following list may assist:</p> <ol style="list-style-type: none"> <li>1. happy - (glad, pleased, calm, comfortable, safe, cheerful, joyful, giddy, peaceful, relaxed, strong, confident, content);</li> <li>2. sad - (blue, empty, blah, depressed, left out, unhappy, disappointed, down, hurt, heartsick, grieving);</li> <li>3. angry - (irritated, annoyed, furious, violent, enraged, grumpy, grouchy, put-out, frustrated, upset, bothered, livid);</li> <li>4. afraid - (scared, frozen, frightened, petrified, nervous, tense, uncomfortable, paralyzed, shaky, anxious, fearful);</li> <li>5. others - shy, excited, guilty, tired, jealous, loved, hopeful, bored, proud, sorry, embarrassed, surprised.</li> </ol>		<p>Observation regarding students' strengths and weaknesses, interests, and attitudes</p>

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<p>God has given humans the gift of intelligence and the ability to experience a wide range of emotions. Some of us may react differently when we are feeling a certain way and that is okay. We are created in the image of God, we are all God’s children, and He loves each and every one of us. (This activity, and many more related to the Dr. Seuss book, can be found at <a href="http://csefel.vanderbilt.edu/booknook/many_colored_days.pdf">http://csefel.vanderbilt.edu/booknook/many_colored_days.pdf</a>).</p>		
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
<p>Print out or draw boys, girls, and animals in each of the colours in the book that represent a feeling/emotion. Place the characters in a bag and have students come forward to choose one item out of the bag and discuss the emotion that is represented by that colour. Ask the students if they remember how the individual in the book was feeling when they were explaining each colour and what animal was chosen to represent the colour. Have any of you ever felt that way? What happens when you feel that way? What do you do when you feel that way? Suggest some strategies: pray, write, draw, colour, talk, exercise, etc.</p> <p>While students are engaged in this activity it is a good opportunity to photograph the students by asking them how they look when they feel a certain way. Later print off the pictures and post them with the anchor chart created during the consolidation portion of this lesson.</p> <p>Following the discussion, students can fill in a sheet about feelings and what they are to them [see <b>My Many Feelings</b>, attached], but you may wish to brainstorm a list of feelings with your class or review the list on the worksheet to ensure they are all comfortable with several feeling words.</p>		<p>Questions and answers (oral) to determine understanding and to help students to extend their thinking</p>
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Create an anchor chart to display in the classroom as a reference and guide for future lessons and discussions. The following are a few examples of charts that you may wish to create. You may choose to do Chart 1 and then follow-up with Chart 2 on a different day to reinforce the concept of feelings and emotions. Alternatively, you may choose to do only one of the charts if it is more suitable to the needs of your class need than the other.</p>		<p>Performance Task: where students create, produce, perform, or present works on "real world" issues. The performance task provides useful information on the process as well as the product.</p>

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Chart 1 (Example)			Chart 2 (Example)		
Feelings	&	Emotions	Looks Like	Sounds Like	Feels Like
Happy		Smiling Laughing Cry (happy tears)		Laughing/giggling	good
Sad		Frowning Crying		Quiet/crying	bad
Etc.		Etc.		?	Etc.

**Extension Activities**

Many individuals use different media to express or transform their mood, so you may want to set out a choice board for students to display or express their feelings in a variety of ways, including: art, drama, music, or writing activities.

**Art:** Painting or drawing with a lot of colour is a great way to allow kids to express themselves. When they are sad they may choose different colours than when they are happy, so their pictures will likely reflect their mood. For those that like direction and examples, you will find specific examples and ideas at the following link: [http://csefel.vanderbilt.edu/booknook/many\\_colored\\_days.pdf](http://csefel.vanderbilt.edu/booknook/many_colored_days.pdf).

**Almost Batik:** After drawing a feelings picture (i.e. a character in a story or a face expressing an emotion) with crayons on white paper, place the picture in water for a few minutes, gently remove, and crumple into a ball. Carefully open the paper, place it flat on newspaper, and paint the entire sheet with water colour paint. Dip the picture back in the water for a quick minute, then remove it and place it flat on the newspaper to dry. Ask the other children to look closely at what type of feeling they can see in the picture.

**Musical Mix:** Place three dollops of primary coloured paint on a piece of white card stock and cover with plastic wrap. While playing a variety of music (country, rock, lullaby music, opera, etc.), encourage the student(s) to mix the colours with their hands. When they're done, remove the plastic wrap and hang the cool abstract painting to dry. Have children comment on how it feels to do this project and what kinds of emotions they were experiencing during the different types of music.

**Pop Art Self Portraits:** <http://marymaking.blogspot.com.au/2011/03/pop-art-self-portraits.html>

**Music:** A compilation of music to go with *My Many Coloured Days* and Yoga can be found at: <https://soundcloud.com/omazing-kids-yoga/sets/my-many-colored-days/>

**Christian Meditation:** <http://www.cominghome.org.au/introduction/dsp-default-d.cfm?loadref=89>.

**Final Notes**

A parent presentation - "**Proud of Who We Are Party**" - is the culminating activity for this unit of study, possibly to be held during Mental Health Week (usually the first week of May). Review the culminating activity prior to beginning the unit in order for the students to be better prepared and excited about sharing and inviting family members to the event. Display art work, poems, music, book studies, anchor charts, and journals/Personal Portfolios in order to engage parents and to demonstrate how wonderful their children are. Have students make a folder to place important pieces of work and work that they are very proud of and would want to share with their families. A sample letter is attached to send home to parents early on in the unit to inform them of the teachings and of the culminating party.





# My Many Feelings

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Happy is

Sad is

Angry is

Excited is

Bored is

Proud is

Jealous is

Afraid is

Loved is



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**Sample Letter to Parents**

**Re Teachings and Culminating Party**

**Send Home Early in the Unit**

Dear Parents/Guardians,

As part of our Religion sessions this year we will be studying feelings and emotions. It is the beginning of becoming aware of how we feel and why we may be feeling certain ways. Do others feel this way too? How can we feel better or help others to feel better? How can we ensure that we are protecting and respecting the dignity of all human persons?

As teachers and parents we know that mental health is, and has been a huge presence in our schools, classrooms, and homes. It seems that no classroom or family has not been touched or affected by mental health issues in some way or another.

In this unit of study we will not be discussing mental health itself, but will discuss and try to normalize the feelings and emotions that we all experience. We all get sad or scared sometimes, or happy, jealous, bored, angry, etc. We will discuss the feelings that we deal with frequently and not so frequently, as well as strategies to cope with these feelings. We will also talk about ways to be a good friend and how to help others feel included and better about themselves when they are having a 'not so good' day.

In the end we will be working hard to create a warm, welcoming, and inclusive environment that celebrates the dignity of the human person. We are also planning to celebrate with a "Proud to Be Who We Are" classroom party and, best of all, you are invited to join us! There will be plenty of things for you to see that we are so proud to show you. In addition, there will be a small table set out with information for those who are interested in learning more about mental health, as well as community resources that can answer your questions. There will also be light refreshments served at the celebration. Once we confirm a date, we will send home an official invitation and RSVP card.

We are looking forward to seeing you in the near future!

Sincerely,

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**Grade 2 (Primary) Lesson 2:**

**Effective Communication of Emotions:  
Awareness of Ours and Others' Emotions - Empathy**

**Background:** In accepting our own feelings and emotions, and realizing that everyone has emotions, we can now build upon this knowledge to create a greater awareness and introduce or reiterate what it means to be an empathetic individual who can support others by being understanding and concerned.

“Showing empathy is an important part of being a good friend and getting along with other people. It means you can think about and understand how other people are feeling. Discussion questions and activities will help your students understand how to describe their own feelings and how to be supportive of each other.”

<http://kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf>

**Cardinal Virtue - Justice**

Seeking the good; meeting obligations to God and neighbour. The language of our story speaks of justice. The cardinal virtue of Justice is found in the character of persons who practice...

- seeking what is good in every situation, and
- living in right relationship with God and neighbour.

A just person fulfills their obligations to God in prayer and worship, and to neighbour in mercy and fairness. Justice is visible in our Catholic schools whenever we see people striving to meet their obligations to God and neighbour.

[http://www.ourlanguageourstory.org/virtues\\_themes/CVjustice.html](http://www.ourlanguageourstory.org/virtues_themes/CVjustice.html)

**Curriculum Expectation - Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Ontario Catholic School Graduate Expectations**





- CGE1c** - actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;
- 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;
- CGE3d** - makes decisions in light of Gospel values with an informed moral conscience;
- CGE3e** - adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE4f** - applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** - examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities;

**Learning Goals:**

To build an understanding of empathy and why it is important to be empathetic.

How to effectively communicate one’s emotions and learn ways to find a release for our

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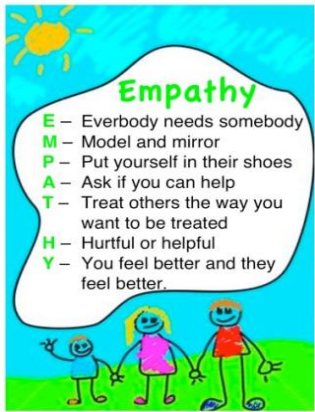
<p><b><u>Subject Overall Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>ML1:</b> Demonstrate an understanding that God’s promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes.</p> <p><b>ML2:</b> Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended.</p> <p><b>LS2:</b> Focus: Option for the poor and vulnerable; Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.</p> <p><b>Drama:</b></p> <p><b>B2.</b> 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 drama works and experiences.</p> <p><b>Language - Oral Communication:</b></p> <ol style="list-style-type: none"> <li>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li> <li>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</li> </ol> <p><b><u>Subject Specific Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite).</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour.</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love.</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p> <p><b>Drama:</b></p> <p><b>B2.1</b> Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways;</p> <p><b>Language - Oral Communication:</b></p> <p><i>Active Listening Strategies</i></p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p><i>Comprehension Strategies</i></p> <p><b>1.3</b> Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p>	<p>emotions (whether they be happy, sad, mad, bored, jealous, angry, etc.)</p> <p> I will treat others in a just, equitable and unbiased manner.</p> <p> I will play by the rules, take turns and share.</p> <p> I will be respectful of others.</p> <p> I will seek peaceful solutions to problems.</p>
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<p><i>Making Inferences/Interpreting Texts</i></p> <p><b>1.5</b> 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</p> <p><i>Extending Understanding</i></p> <p><b>1.6</b> 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</p> <p><i>Purpose</i></p> <p><b>2.1</b> Identify a variety of purposes for speaking speaking behaviour in a variety of <b>situations, including paired sharing and small- and large-group discussions</b></p> <p><i>Interactive Strategies</i></p> <p><b>2.2</b> Demonstrate an understanding of appropriate</p>	
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**Instructional Components**

<p><b>Prior Knowledge and/or Skills:</b></p> <p>An understanding of feelings and emotions (See Lesson 1).</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Communication:</b> The process by which information is exchanged between individuals; requires a shared understanding of symbol systems, such as language and mathematics.</li>   <li>▪ <b>Empathy:</b> The ability to put yourself in another person's place; being empathetic means that you can sense and identify with what another person is feeling.</li> </ul>	<p><b>Resources:</b></p> <p>Read more:</p> <p><a href="http://www.healthofchildren.com/C/Communication-Skills.html#b#ixzz2aZlkQmdx">http://www.healthofchildren.com/C/Communication-Skills.html#b#ixzz2aZlkQmdx</a></p> <p><a href="http://mediumsworld.files.wordpress.com/2011/09/empathy.jpg?w=327&amp;h=459">http://mediumsworld.files.wordpress.com/2011/09/empathy.jpg?w=327&amp;h=459</a></p> <p><a href="http://www.sesamestreet.org/parents/topics/getalong/getalong02">http://www.sesamestreet.org/parents/topics/getalong/getalong02</a></p> <p><a href="http://www.youtube.com/watch?v=XgGKgBosXaE">http://www.youtube.com/watch?v=XgGKgBosXaE</a></p> <p><a href="http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf">http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf</a></p> <p><a href="http://www.education.com/magazine/article/Kindness_Counts_Teaching_Empathy/">http://www.education.com/magazine/article/Kindness_Counts_Teaching_Empathy/</a></p> <p><a href="http://eworkshop.on.ca/edu/pd/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pd/Mod21_assessment_strgs.pdf</a></p>
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**Prayer/Scripture Focus**

**A Child's Prayer For Brothers and Sisters**  
(We are all brothers and sisters because we are all Children of God)

Dear Lord, I thank You for my brothers and sisters. Though sometimes we quarrel and bicker, help us to be more patient. Help us to know when teasing is fun and when it begins to hurt and annoy; help us never to be jealous of those older ones who have privileges we do not. Give us patience with those younger and

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weaker and more in need of our care and concern. Teach us to share cheerfully; not to tattle; to be understanding. Give to me and all of us the gifts of strong loyalty and deep love for our family and friends.  
 Amen.

<http://www.prayerbook.com/Prayers/Children/children.htm>

<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Review feelings and emotions using the anchor chart created in the previous lesson. The following discussion questions were found at:  <a href="http://kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf">http://kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf</a></p> <ul style="list-style-type: none"> <li>• What kinds of things make you feel happy? Sad? Angry? Excited?</li> <li>• How do you act when you feel these ways?</li> <li>• Can you tell how your parents or your brothers or sisters or your friends are feeling? How?</li> <li>• How can you show a friend that you are really listening to him or her?</li> <li>• What does careful listening look like?</li> <li>• How do you feel when somebody interrupts you? What do you do or say?</li> <li>• If you found out that one of your friends didn't do so well on a test, what would you say?</li> <li>• How would you help your friend feel better?</li> </ul>		Observation
<b>Action</b>	<b>Approximately 30 Minute Sessions</b>	<b>Assessment</b>
<p><b>Name That Mood: Feelings Flashcards</b>          The first step to creating emotionally aware children is to help them recognize facial cues and body language. With guidance, have students create a set of feelings flashcards to help them master this important skill.          Supplies needed for students:</p> <ul style="list-style-type: none"> <li>▪ Index cards</li> <li>▪ Markers</li> <li>▪ Tape or glue</li> <li>▪ Magazines to find pictures of people who represent feelings</li> </ul> <p>Students work in small groups of two or three. Assign various emotions to the different groups and have students find pictures in the magazines of people that represent the particular emotions. Very young children should stick to basic human emotions: happy, sad, angry, afraid, etc. Older children may search for more subtle/complex emotions, such as: surprise, confusion, confidence, or shyness. They may also find examples of body language in addition to facial features. Have students glue or tape the pictures to the index cards then on the other side have them write the emotion represented by each picture. The cards can then be used as one would use any flash cards. I.e. hold the card up and have the students guess the emotion and perhaps try to replicate it: "Good! Now how would you show through your body that you were happy about something?" The French teacher may also wish to do the same activity during French instruction time for further reinforcement.</p> <p>For older students, you might vary the flashcard game by giving the cards to the students and allowing them to apply the emotions to different scenarios, such as: "If your friend Sam broke his ankle and had to miss coming to your birthday party, how do you think he would feel? What if you saved him a slice of cake and stopped by his house later that day, then how would he feel?"</p>		Questions and answers (oral)

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Consolidation	Approximately 15 Minutes	Assessment
<p>Share the flashcards as a whole group, discussing each emotion and asking students to reflect on a time when they felt that emotion. Ask the other students to respond to the student’s story reflecting on how they would feel and what could make the situation a more pleasant experience. Introduce coping strategies to the students. (These will assist students in building up their resiliency in difficult situations, which will become increasingly more important as the students become older and are faced with more challenging situations and more critical peers.) Ask students to tell who they would feel safe turning to/talking to when something has made them feel unhappy. A Coping Support Team might include: friends, parents, teachers, coaches, community members, etc.)</p> <p><b>Create a Coping Strategies Step Plan with students:</b> (this is a good opportunity to share information with parents)</p> <ul style="list-style-type: none"> <li>• What is the problem? What can I do? What might happen?</li> <li>• Pick the best solution. Do it – activate it yourself.</li> <li>• Did it work?</li> </ul> <p>Follow up by reading some Bible stories where someone has been betrayed or treated kindly. Ask the students to use their flash cards to show how they think Jesus or other individuals in the biblical story felt. Next ask the students similar questions from the minds on activity:</p> <ul style="list-style-type: none"> <li>• How is Jesus (or a different individual) feeling? Happy? Sad? Angry? Excited?</li> <li>• How can you tell he/she is feeling this way?</li> <li>• How should people have helped Jesus (or a different individual) feel better?</li> <li>• How did the people help Jesus (or a different individual) feel good and/or positive?</li> </ul> <p>Ask students if they’ve ever heard the saying, “What Would Jesus Do?” Introduce or review the acronym WWJD and encourage students to use it when they are faced with a problem. It may help them to generate ideas and choose the best possible solution to their problem(s).</p>		
<b>Extension Activity</b>		
<p>Keep empathy and good deeds alive in the classroom, while using numeracy to reward the behaviour:</p> <p><b>Good Deed School Credit Card Directions:</b></p> <ol style="list-style-type: none"> <li>1. Make copies of the credit cards on cardstock paper.</li> <li>2. Get small ink stamps and three colors of ink pads.</li> <li>3. Give each student a credit card and have them write their name on the front with a pen and divide the back of the card into sections labelled: 1, 5 and 10. (You may also add a 25 box, if you wish.)</li> <li>4. Students earn credit on their card for displaying acts of kindness which display compassion and empathy. To receive credits, the class bankers stamp the appropriate number of credits on the students’ cards.</li> <li>5. Once a week students may go to the class store and purchase items or they may save their credits for larger purchases. Class store keepers set up and run the store and the bankers cross off the credits with a black marker when items or privileges are purchased.</li> </ol>		

**Mental Health & Wellness for Catholic Schools:**  
**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Rules:**

1. When the credit card is full, students may get another card.
2. The card is only good for the owner of the card.
3. If there is any cheating by the bankers or the card carriers, their cards will be revoked for an amount of time determined by the teacher. They will also lose all credits accumulated.
4. Class bankers and store keepers must be responsible and honest. Change classroom jobs on a schedule that works for your class (i.e. daily, weekly, monthly). You could also have students apply for the jobs.
5. Students must keep cards in a safe place. If they lose their cards, they will lose their credits, but may receive a new card.

*Mary Peterson www.TeacherTreasures.com 2011*

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**Talking Stick:** Native American tribes have a long tradition of using a talking stick as an aid in courteous communication and governing. The concept behind it is simple: the person holding the talking stick speaks his or her mind, and the other people make respectful and sincere efforts to understand that person's point of view. The stick is passed around and only the person holding the stick is able to speak. Often, one of the hardest parts of empathy for children is respectfully listening to another's point of view; especially if it is a point of view they find disagreeable.

**What You Need:**

- tree branch or large-circumference wooden dowel (or, if your students are younger and could injure themselves with these items, simply use an empty paper towel roll)
- markers, paints, findings (beads, ribbon, feathers, etc.), glue

**What You Do:**

Have Pairs of students work together to decorate the tree branch, dowel or paper towel roll with markers, paints, findings, etc. in order to make a talking stick. Decorating the talking stick can be a lesson in empathetic communication as you encourage your students to take turns and collaborate on designs. Use the talking stick at the next circle time, when discussions are taking place or a decision needs to be made that involves input from all class members. When students feel that their own views are valuable, they are more likely to be considerate of others' views.

[http://www.education.com/magazine/article/Kindness\\_Counts\\_Teaching\\_Empathy/](http://www.education.com/magazine/article/Kindness_Counts_Teaching_Empathy/)

Practice a discussion with the talking stick. You could begin with a religious topic that has to do with feelings. Read a relevant Bible story, depending on the season and have students take turns discussing how Jesus is feeling. Why? What would they do to make Jesus feel better? Use these sticks throughout the following lessons rotating through to ensure that everybody's stick gets chosen, every time you choose a different talking stick say what you like about the stick or what it makes you think of before passing it around. You could also use these sticks during small group discussion where the person with the stick is the speaker and the others are listeners and it can be passed around the group accordingly.

**Final Notes**

There are plenty of opportunities for modelling the importance of kindness with your students. Children learn by mimicking adult behaviors so the surest way to teach empathy is to model it yourself.



**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Grade 2 (Primary) Lesson 3:  
Building Compassion Through Wearing Others' Shoes**

**Background:** Empathy is a life skill that many of our students have, yet other lack a sense of compassion. It is important to teach children the significance of being a compassionate person, like Jesus was in so many of the situations

**Catholic Character Theme - Compassion**




Compassion is about opening our hearts to other persons' needs. We are made in the image of God; God's compassionate heart is always open to our needs.

*HOT Questions for RCCDSB Mentor Texts, Sondra Keatley, p. 7*

The language of our story speaks of compassion. A compassionate person feels another person's pain and opens their heart to that person's needs. We are made in the image and likeness of our compassionate God. Our true character is expressed when we show compassion for one another. Compassion is visible whenever there is acceptance and care for the struggling members of our Catholic schools.

[http://www.ourlanguageourstory.org/virtues\\_themes/CCTcompassion.html](http://www.ourlanguageourstory.org/virtues_themes/CCTcompassion.html)

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

<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE1d</b> - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;</p> <p><b>CGE2c</b> - presents information and ideas clearly and honestly and with sensitivity to others;</p> <p><b>CGE3c</b> - thinks reflectively and creatively to evaluate situations and solve problems;</p> <p><b>CGE5e</b> - respects the rights, responsibilities, and contributions of self and others;</p> <p><b><u>Subject Overall Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>ML1:</b> Demonstrate an understanding that God's promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes.</p> <p><b>ML2:</b> Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God's Law of Love we need to seek forgiveness from God and from the ones we have offended.</p> <p><b>LS2:</b> Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.</p> <p><b>Drama:</b></p> <p><b>B2.</b> 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 drama works and experiences.</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.</b> Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><b>2.</b> Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p><b>Learning Goals:</b></p> <p> I will seek to understand others by listening</p> <p> I will forgive others</p> <p> I will celebrate God's love for creation.</p>
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**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<p><b>Language - Writing:</b></p> <p>1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p> <p><b>Subject Specific Expectations</b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite).</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour.</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love.</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p> <p><b>Drama:</b></p> <p><b>B2.1</b> Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways (e.g., use a journal response, a think-pair-share activity, visual art work, or a drama convention such as role on the wall to explore both the inner thoughts and feelings of the character and the perspectives of others who know the character).</p> <p><b>Language - Oral Communication:</b></p> <p><i>Making Inferences/Interpreting Texts</i></p> <p><b>1.5</b> 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.</p> <p><i>Extending Understanding</i></p> <p><b>1.6</b> 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.</p> <p><i>Interactive Strategies</i></p> <p><b>2.2</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.</p> <p><i>Non-Verbal Cues</i></p> <p><b>2.6</b> Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.</p>	
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**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<p><b>Language - Writing:</b> <i>Purpose and Audience</i></p> <p><b>1.1</b> Identify the topic, purpose, audience, and form for writing. <i>Developing Ideas</i></p> <p><b>1.2</b> Generate ideas about a potential topic, using a variety of strategies and resources.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills:</b></p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Communication:</b> The process by which information is exchanged between individuals; requires a shared understanding of symbol systems, such as language and mathematics.</li> <li>▪ <b>Empathy:</b> The ability to put yourself in another person's place; being empathetic means that you can sense and identify with what another person is feeling.</li> </ul> <div data-bbox="532 1024 1003 1619" data-label="Image"> </div>	<p><b>Resources:</b></p> <p>Read more:</p> <p><a href="http://www.healthofchildren.com/C/Communication-Skills.html">http://www.healthofchildren.com/C/Communication-Skills.html</a></p> <p><a href="http://mediumsworld.files.wordpress.com/2011/09/empathy.jpg?w=327&amp;h=459">http://mediumsworld.files.wordpress.com/2011/09/empathy.jpg?w=327&amp;h=459</a></p> <p><a href="http://www.sesamestreet.org/parents/topics/getalong/getalong02">http://www.sesamestreet.org/parents/topics/getalong/getalong02</a></p> <div data-bbox="1073 1041 1224 1142" data-label="Caption"> <p><i>Those Shoes</i> by Maribeth Boelts</p> </div> <div data-bbox="1247 968 1471 1190" data-label="Image"> </div> <div data-bbox="1073 1310 1317 1478" data-label="Image"> </div> <div data-bbox="1354 1329 1464 1503" data-label="Caption"> <p><i>Running Shoes</i> by Frederick Lipp</p> </div> <p><a href="http://www.youtube.com/watch?v=XgGKgBosXaE">http://www.youtube.com/watch?v=XgGKgBosXaE</a></p> <p><a href="https://dschool.stanford.edu/groups/k12/wiki/15f3a/">https://dschool.stanford.edu/groups/k12/wiki/15f3a/</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p>

**Mental Health & Wellness for Catholic Schools:  
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Prayer/Scripture Focus		
<p><b>Dear God,</b>            Help us to learn from each other and make each other welcomed and loved in our school.            God of harmony and unity,            You want us all to work together to build your kingdom.            May our ears hear your voice clearly,            May our eyes see your beauty in all,            May our understanding break down walls of fear and prejudice.            May we make our school a place of friendship,            A place of belonging,            A place of welcome.            Where everyone feels safe,            Where everyone has a place,            Where all are united in You, dear God.                      Amen</p> <p style="text-align: right;"><i>York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe</i></p>		
Minds On	Approximately 10 Minutes	Assessment
<p><b>Role Play or Think-Pair-Share:</b> Show me how your body and face would look if... OR            Tell me how you would feel if...you got a birthday present; ...a big dog barked at you; ...a friend put a worm in your hand; ...you found a snake on the playground; ...you fell down and tore your new pants; ...a friend knocked down your blocks, etc..</p>		<p>Observation</p>
Action	Approximately 30 Minutes	Assessment
<p>Gather a variety of footwear (scandals, running shoes, winter boots, etc.) and compose a scenario to go with each pair. A list of possible scenarios is provided [see: <b>The Person Who Owns These Shoes - Empathy Scenarios</b>, attached]. Place the footwear in the middle of the carpet/circle to create interest and generate conversation. Arrange students into pairs or trios and have them choose a pair to try on and explore. Introduce the idea of putting yourself in someone else’s shoes by providing an example: The person who owns these shoes... (scenario). How would you feel if you were this person? How would you want others to treat you? What would make you feel better? Work through an example, modelling how you would like the students to interact with each other during their discussion session. I.e. One person speaking at a time; partner jotting down main points of the speaker’s thoughts as a reminder, yet looking at the speaker when not writing, etc. [Resources for group work can be found at: <a href="http://www.eworkshop.on.ca">http://www.eworkshop.on.ca</a>]. Provide a pair of shoes and a scenario to each pair/trio of students for them to explore and discuss. Remind students to jot down the main points during the discussion, as they will be called upon to share their scenario and their partner’s thoughts.</p>		<p>Questions and Answers (oral)</p> <p>Performance Task</p>
Consolidation	Approximately 15 Minutes	Assessment
<p>Review the idea of being in someone else’s shoes and have each group share their scenarios and their thoughts/discussion points. Have students suggest other instances that might provoke empathy in order to generate a list of scenarios. Provide students with a thought journal (or they could make one, possibly in the shape of a shoe) and have</p>		<p>Classroom Presentation</p>

**Mental Health & Wellness for Catholic Schools:**  
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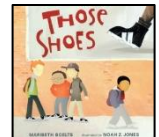
them write about a scenario where there is a need for empathy. They might use an idea of their own or choose one from the class-generated list. Their journal entry should address some of the following: how they would feel, what they could do, and *What Would Jesus Do (WWJD)*? They could also be written in the 'voice' of the character from the scenario. When finished, have students share their journal entry, through Author's Chair or similar, by reading the scenario they have chosen and how they felt and/or resolved a conflict. (If students created a talking stick during the previous lesson, it could be passed around during this discussion. Use the question "*What Would Jesus Do?*" and re-introduce the acronym *WWJD* to help students become more familiar with it).

Response journal

### Extension Activities

#### Art Activity using the text *Those Shoes* by Maribeth Boelts

1. The instructor will read the book *Those Shoes* to the students and then ask them, "Do you think that your shoes tell a story about you?"
2. The students will be shown famous artwork of shoes and asked to analyze who the shoes belonged to, what type of person the owner of the shoes was, where the owner of the shoes had been, etc.
3. The students will be asked to place one of their shoes on the table in front of them and will practice drawing their shoe in a sketchbook.
5. When they seem to be ready, provide students with a 9" x 12" piece of manila paper to draw their final drawing of their shoe.
6. When students are satisfied with their drawing they will use oil pastels to add color (after first experimenting with the oil pastels on scrap paper or in their sketchbooks).
7. After the students have completed the oil pastel step, they will be given watercolor paints to fill in the background and all of the other areas that were not filled in with oil pastels.
8. When all have finished, again ask: "Do you think your shoes tell a story about you?" Students will then be asked to view each other's finished drawings and analyze them for a story about the owner of the shoes.



[Activity instructions adapted from: <http://laurenraearted.files.wordpress.com/2009/09/3rd-grade-art-lesson-plan-those-shoes.doc>

Complete the drawing: Who would wear these shoes?

(Found at: [http://www.education.com/files/180401\\_180500/180401/finish-the-drawing-shoes.pdf](http://www.education.com/files/180401_180500/180401/finish-the-drawing-shoes.pdf))



### Final Notes

Use the thought journal frequently throughout the lessons. Begin each Mental Health and Wellness lesson with a journal entry. Allow students to write about a variety of topics and provide story starter scenarios if they are struggling.

## The Person Who Owns These Shoes - Empathy Scenarios

1. The person who owns these shoes is Charles. Charles is turning seven years old and has never met his grandparents because they live far away and his parent cannot afford to visit them. His grandparents are not well enough to travel, but every year they send Charles a present for his birthday. This year he was looking forward to his birthday gift but when he opened it, it was something that he doesn't like and didn't want.
2. The person who owns these shoes is Sam. Sam's father is in the military and he has been told that his father would be leaving to visit and help out in a country far away from Canada. The country is not a friendly country and his tour is a very dangerous job. He will not be able to speak with or see his father for up to six months. His father might even miss Christmas and Sam's birthday. Sam says good-bye to his father and is unsure when he will see him again.
3. The person who owns these shoes is Tony. Tony went out to check the mailbox for his mother and when checking the mail he realized that there was a letter in the mail for him. It was a letter from his favorite cousin.
4. The person who owns these shoes is Fred. What an exciting day! Fred's mom finally let him go to the park on his own. It is his first trip to the park all summer. When Fred gets there he is even more excited to see his friend Bob. But when Fred walks over to see him, Bob runs away.
5. The person who owns these shoes is Sally. Sally's best friend comes over unexpectedly and shows Sally a new toy she just got. It's a toy that Sally has been hoping to receive herself.
6. The person who owns these shoes is Jody. Jody just finished a drawing that she worked very hard on. She used all of her favourite colours.
7. The person who owns these shoes is Tracey. Tracey was running happily through the school yard but now she has tears in her eyes and her mouth is down in a frown because she fell and hurt her knee. Some students are laughing at her and no one goes to help her.
8. The person who owns these shoes is a man who was out for a walk with his little dog. All of a sudden he heard another dog bark loudly at him and then he saw the big dog run toward him and his little dog.
9. The person who owns these shoes is Tyler. Tyler has been begging his mom for new jeans. The jeans cost a lot of money and, although she couldn't really afford them, Tyler's mom worked a lot of extra hours so that Tyler could have the jeans. The very next day after getting his new jeans Tyler fell down and tore his new jeans.
10. The person who owns these shoes is Jessie. Jessie finally got a turn to play at the block centre. She has been waiting for her turn to play there all week. Jessie builds the biggest tower she has even built and then a friend walks by and knocks down her blocks.

**Grade 2 (Primary) Lesson 4:**

**Special Me/Healthy Me**

**Background:** Relationships; The Golden Rule: "Do for other people what you want them to do for you."

*Luke 6:31*

The outer circle of friendship which is represented by the "crowd" would represent general acquaintances. We can call this circle Shared Communication. The middle circle of friendship would be represented by the larger group of disciples following Jesus. We can call this circle Shared Commitment. The inner circle of friendship would be represented by the 12 disciples. We can call this circle Shared Communion. Now there are many different levels of friendship within each of these circles. Even within the inner circle of Jesus' 12 disciples there is the inner 3, Peter, James and John who all experienced things with Jesus that the other disciples did not. The exciting thing is that while Jesus was on the earth the inner 12 laid the foundation for the Church, but now that Jesus is at the right hand of the Father the number who can come into His inner circle is limitless. The question is - are we willing to move from the crowd into His inner circle. Do we really want to know Jesus that intimately? Developing an inner circle of friends – Shared Communion - is impossible without developing intimate shared communion with Jesus.

[http://www.stephenwoodrow.com/2011\\_10\\_01\\_archive.html](http://www.stephenwoodrow.com/2011_10_01_archive.html)

**Cardinal Virtue - Temperance**

Enjoying life's pleasures in keeping with the Gospel; The language of our story speaks about temperance. The cardinal virtue of temperance (moderation) is the practice of enjoying life's pleasures in keeping with the call of the Gospel. A temperate person practices staying away from excesses. She or he strives...

- to exercise moderation in eating and drinking;
- to exercise self-control in emotional expression;
- to practice balance in living responsibly;
- to form chaste, healthy friendships;
- to be honest about who they are (humility).

Practicing temperance frees us from slavery to unhealthy habits so that we can live a fully human life as God intended for us in Christ. The virtue of temperance is visible in our Catholic schools whenever moderation, chastity and humble attitudes are practiced.

[http://www.ourlanguageourstory.org/virtues\\_themes/CVtemperance.html](http://www.ourlanguageourstory.org/virtues_themes/CVtemperance.html)

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

**Ontario Catholic School Graduate Expectations**

**CGE 1i** - integrates faith with life;

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


**Subject Overall Expectations**


**Religious Education:**

**ML1:** Demonstrate an understanding that God's promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes;

**ML2:** Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God's Law of Love we need to seek forgiveness from God and from the ones we have offended;

**Learning Goals:**

 I will stick to my goals.

 I will always believe in myself and have faith in what I can accomplish

**Mental Health & Wellness for Catholic Schools:  
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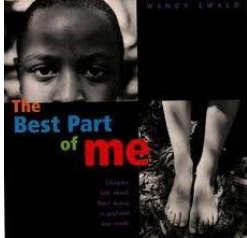
<p><b>LS2:</b> Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.</p> <p><b>Language - Writing:</b></p> <p><b>2.</b> Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>Language - Media:</b></p> <p><b>3.</b> Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p><b>Health and Physical Education - Active Living:</b></p> <p><b>A1.</b> Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives;</p> <p><b>Health and Physical Education - Healthy Living:</b></p> <p><b>C2.</b> Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p><b><u>Subject Specific Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite).</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour.</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love.</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p> <p><b>Language - Oral Communication:</b></p> <p><i>Making Inferences/Interpreting Texts</i></p> <p><b>1.5</b> 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;</p> <p><i>Extending Understanding</i></p> <p><b>1.6</b> 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;</p> <p><b>Language - Writing:</b></p> <p><b>2.2</b> Establish a personal voice in their writing (Voice);</p>	
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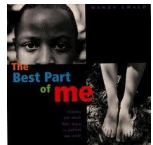
**Mental Health & Wellness for Catholic Schools:  
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<p><b>2.3</b> Use specific words and phrases to create an intended impression (Word Choice);</p> <p><b>Language - Media:</b></p> <p><b>3.4</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (Producing Media Texts);</p> <p><b>Health and Physical Education - Active Living:</b></p> <p><b>A1.3</b> identify reasons for participating in physical activity every day</p> <p><b>Health and Physical Education - Healthy Living:</b></p> <p><i>Healthy Eating</i></p> <p><b>C2.1</b> Use Canada’s Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings) and identify food and beverage choices that enhance healthy growth and development;</p>	
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**Instructional Components**

<p><b>Prior Knowledge and/or Skills:</b></p> <p>Vegetables and Fruit</p> <p>Grain Products</p> <p>Milk and Alternatives</p> <p>Meat and Alternatives</p> <p><i>Canada’s Food Guide</i></p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Anytime Food:</b> Healthy food options from one of the four food groups that we consume every day. These foods are necessary to keep our bodies strong and healthy.</li> <li>▪ <b>Sometimes Food:</b> Non-healthy choices that we eat once in a while. Foods such as pop, chips, chocolate bars, etc.</li> </ul> <p><a href="http://www.sesamestreet.org/cms_services/services?action=download&amp;uid=5a83318f-b0c8-43df-8150-d55cd2255509">http://www.sesamestreet.org/cms_services/services?action=download&amp;uid=5a83318f-b0c8-43df-8150-d55cd2255509</a></p>	<p><b>Resources:</b></p> <p><a href="http://www.youtube.com/watch?v=VzDIJ8mUndE">http://www.youtube.com/watch?v=VzDIJ8mUndE</a></p> <p><a href="http://www.ibelong.ca/uploads/YA_6_Using_Circle_of_Friends_to_Decide_How_Close_a_Friend_Is.pdf">http://www.ibelong.ca/uploads/YA_6_Using_Circle_of_Friends_to_Decide_How_Close_a_Friend_Is.pdf</a></p> <p><a href="http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf">http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf</a></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><i>The Best Part of Me</i> by Wendy Ewald</p> </div> </div> <p><a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p>
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<b>Prayer/Scripture Focus</b>		
<p><b>Loving God, teach us to:</b>            Count our blessings - instead of our crosses;            Count our gains - instead of our losses.            Count our joys - instead of our woes;            Count our friends - instead of our foes.            Count our smiles - instead of our tears;            Count our courage - instead of our fears.            Count our full years - instead of our lean;            Count our kind deeds - instead of our mean.            Count our health - instead of our wealth;            Love our neighbours - as much as ourselves.</p> <p align="center">Amen</p> <p align="center"><i>York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe</i></p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p>Share a story about a special gift you have received. Begin with something material but with special meaning. Ask students to think of a special gift they have received that is very important to them. Ask a few students to share their stories. Who gave you these gifts? Usually the most meaningful gifts have come from our family because these are the people we are closest to and the people we could not live without. Next ask students what gifts they have that didn't cost any money. Students will probably identify love, support, friendship, and shelter.</p> <p>Introduce the book <i>The Best Part of Me</i> by Wendy Ewald. Tell the students that in this book, through photographs and stories, children describe a physical feature that they are proud of. As you read, have students listen to the variety of stories in order to discover how the children look different and describe themselves differently (diversity).</p>	<p align="center"><b>Approximately 15 Minutes</b></p>	<p>Observation</p> 
<b>Action</b>	<b>Approximately 25 Minutes</b>	<b>Assessment</b>
<p>Inform students that they will have the opportunity to write about a favourite body part through a story or poem. Since we are created by God, our stories will all begin with the statement: Thank you God for my _____. From there, just like in the book, students can choose the form they will use to write their piece.</p> <p>Review several of the personal reflections in the book and discuss how the child has described their body part. What kind of language did they use? Did they describe the look? The function? Does it link to someone else in the family?</p> <p>Have students pair up and brainstorm their best features that they might highlight in a personal reflection. They should write them down in a journal, adding what makes each feature a "Best Part." Circulate and visit with each group to guide their discussions.</p> <p>Have students decide on one personal physical feature that they would like to write about. Take a photo of each student's 'best part' and print off the photos. Have the</p>	<p align="center"><b>Approximately 25 Minutes</b></p>	<p>Performance Task</p>

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<p>students independently write a piece about their best part including their ideas and supporting details about why/what makes it their best part. Then paste the photo on paper and post the writing and photo on the classroom bulletin board or create a classroom book.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Have students share their writing using the authors chair with the class before displaying their work.</p> <p>Reinforce to students that they are all special and that God has made each of us unique, It is our special gift from God and that we need to care for ourselves, our mind and our bodies including our brain and we do this through exercise, eating right and getting plenty of rest. Introduce some exercises that students can do to keep their minds strong/healthy and ones to keep their bodies' strong/healthy (meditation, yoga, running, skipping, biking, etc.) Discuss foods that can be an "Anytime Food" from each of the food groups, such as veggies, fruit, grains, dairy products and how our body needs a balanced diet. Junk food is a "Sometimes Food" that we do not eat every day because our bodies and our mind will not work well if we do. Also, we need to drink plenty of water to keep our bodies and mind strong and healthy. Don't forget that our bodies and mind work so hard during the day that they get tired and need lots of rest to be the best they can be! Eat Well + Rest Lots + Plenty of Exercise = Happy Healthy Mind, Body &amp; Me!!</p>	<p>Classroom Presentation</p>
<p><b>Extension Activities</b></p>	
<p>Healthy Me</p> <p>Inform students that they will have the opportunity to write about a favourite activity that helps to keep their mind and body strong through a story or poem. Since we are created by God, and he wants us to take care of ourselves to be the best us we can be our stories will all begin with the statement: Thank you God for giving me the strength/ability to _____. From there, just like in the book, students can choose the form they will use to write their piece.</p> <p>Have students pair up and brainstorm their favourite activities that they might highlight in a personal reflection. Have students write each down and what makes them a "Favourite Activity" in their journals. Circulate and visit with each group to guide their discussions.</p> <p>Have students decide on one activity that they would like to write about. Take a photo of the student's doing their chosen activity and print off the photo. Have the students independently write a piece about their favourite activity including their ideas and supporting details about why/what makes it their best part. Then paste the photo on paper and post the writing and photo on the classroom bulletin board or create a classroom book.</p>	
<p><b>Final Notes</b></p>	
<p></p>	

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**Grade 2 (Primary) Lesson 5:  
Healthy Relationships – Being a Friend**

**Background:** Healthy “You” (physical health’s impact on mental health). Friendship grows and changes through experiences and sharing feelings. You have to give friendship in order to receive it.

**Catholic Character Theme - Solidarity**

The language of our story speaks of solidarity. Solidarity is about standing together with a person or group of persons who are suffering. We belong to one another as a community, and if one member suffers, all of us are suffering. As disciples of Jesus, we are called to solidarity with all persons both near and far away. In Solidarity, we bear one another’s burdens and defend one another’s dignity as children of God. Solidarity is visible in our Catholic schools whenever people reach out to help those who suffer. The character of Catholic school communities speaks about solidarity.

[http://www.ourlanguageourstory.org/virtues\\_themes/CCTsolidarity.html](http://www.ourlanguageourstory.org/virtues_themes/CCTsolidarity.html)

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

**Ontario Catholic School 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;
- CGE3e** - adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4h** - participates in leisure and fitness activities for a balanced and healthy lifestyle;
- CGE5a** - works effectively as an interdependent team member;
- CGE5e** - respects the rights, responsibilities and contributions of self and others;

**Subject Overall Expectations**





**Religious Education:**

- ML1:** Demonstrate an understanding that God’s promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes;
- ML2:** Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended;
- LS2:** Focus: Option for the poor and vulnerable; Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others;

**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;


**Learning Goals:**

-  I will be sincere, trustworthy, and truthful even when it is difficult;
-  I will stand by what is right and just;
-  I will be considerate of others when I speak, write, and listen;
-  To give children a chance to recognise their own special qualities and to tell others about these;

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<p><b>Language - Oral Communication:</b></p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>Subject Specific Expectations</b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom);</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite);</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour;</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love;</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions;</p> <p><b>Visual Arts:</b></p> <p><b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings;</p> <p><b>Language - Oral Communication:</b></p> <p><i>Making Inferences/Interpreting Texts</i></p> <p>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;</p> <p><i>Extending Understanding</i></p> <p>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.</p>	<p>✿ To hear about their own qualities from others;</p> <p>✿ To recognise and tell others about their qualities;</p> <p>✿ To talk about how they feel when they hear bad things said about them.</p> <p>See more at: <a href="http://www.life-skillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.CK0dOtym.dpuf">http://www.life-skillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.CK0dOtym.dpuf</a></p>
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**Instructional Components**

<p><b>Prior Knowledge and/or Skills:</b></p> <p>Categorization: Students should have prior knowledge in categorization of similar and dissimilar items.</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Symbol:</b> Something that represents or stands for something else, usually by convention or association; a material object used to represent something abstract;</li> <li>▪ <b>Graphic or Visual Organizers</b> (often also referred to as key visuals): Allow students to understand and represent relationships visually rather than just with language, providing helpful redundancy in making meaning from a text;</li> </ul>	<p><b>Resources:</b></p> <div style="text-align: center;">  </div> <p><i>Little Beauty</i> by Anthony Brown</p> <p><i>Little Beauty</i> is a celebration of a most surprising friendship. (HOT Document: Questions for RCCDSB Mentor Texts, pg. 64)</p>
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	<p>▪ <b>Venn diagram:</b> A diagram consisting of overlapping and/or nested shapes used to show what two or more sets have and do not have in common;</p>	<p><b>Catholic Connections:</b>  <b>Theological Virtue:</b> Love  <b>Cardinal Virtue:</b> Prudence  <b>Catholic Theme:</b> Compassion</p> <p><a href="http://justaddclipart.blogspot.ca/2012/02/friend-venns.html">http://justaddclipart.blogspot.ca/2012/02/friend-venns.html</a></p> <p><a href="http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.CK0dOtm.dpuf">http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.CK0dOtm.dpuf</a></p> <p><i>York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe</i></p> <p><a href="http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf">http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf</a></p> <p><a href="http://justaddclipart.blogspot.ca/2012/02/friend-venns.html">http://justaddclipart.blogspot.ca/2012/02/friend-venns.html</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p>
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**Prayer/Scripture Focus**


**Random Acts of Kindness:**  
Do a kind deed for someone just because it is a good thing to do. Don't ask for any praise or reward; just act kindly to others.

**Lord of wisdom, let us learn to love more so that we can:**  
Listen more, Understand more,  
Care more, Welcome more,  
Help more, Share more.

**The Serenity Prayer:**  
God grant me the serenity to accept the things I cannot change,  
Courage to change the things I can,  
And wisdom to know the difference.

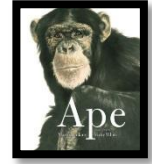
*York District Catholic School Board, Prayers for Children 2005 – 2006,  
Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe*

**Mental Health & Wellness for Catholic Schools:**  
**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
Tell the students a story about someone that you admire and why. Ensure that students understand what the word admire means. Pair students up and instruct them to tell their partner about a person that they admire and why they admire this person (i.e. sports star, family member, friend, etc.). In a circle, students will name their partner's special person and one reason why they admire the person.		Observation
<b>Action</b>	<b>Approximately (2x20) 40 Minutes</b>	<b>Assessment</b>
<p><b>Session 1:</b> Begin by reading <i>Little Beauty</i> or a book with a similar theme of friendship. Following the introduction of the book, inform students that they will be given a task that involves representing three things they like about themselves using symbols. These things may be physical characteristics or skills and talents. Provide examples by creating three symbols/shapes for things you like about the gorilla and <i>Little Beauty</i> and/or three symbols for things you like about yourself. Ask the students to suggest other symbols that could represent things they like about the gorilla, <i>Little Beauty</i>, and/or themselves, reminding students that these things may be physical characteristics or skills and talents. Record these ideas so that students can refer to them during their independent work. Next have students write down or draw symbols for three things they like about themselves. These symbols could be shapes, such as a smile to show they are happy. If students are having a difficult time with this task, have them choose a partner to work with in order to write, draw, or discuss three positive things about each other.</p> <p><b>Session 2:</b> Review the previous task then inform students that they will have an opportunity to share with their classmates things they like about each other. Have students think about things they like about their classmates and discuss the expectations as a whole group prior to assigning the task. Ensure that students are aware that the things they share must be positive and discuss the difference between positive comments and not so positive comments (i.e. People will sometimes say unpleasant things to you. How does this make you feel?). Once the rules have been established, and you feel that students are ready, give each student a piece of paper and pencil, colouring pencil, or marker. They will walk around the room until they hear a certain sound (i.e. a bell or hand clap), then they will stop and tell the classmate nearest to them one or two things that they most like or admire about the other student. Repeat two or three times. Following each encounter, allow students to write or draw symbols on their paper to show the replies they have been given by their fellow classmates. When finished, sit in a circle to discuss the activity. The following questions may help you:</p> <ul style="list-style-type: none"> <li>• Was it easy to find something good to say about yourself? About others?</li> <li>• Which was more difficult? Why?</li> </ul> <p><a href="http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf">http://www.lifeskillshandbooks.com/2012/11/activity-1-self-awareness-special-me.html#sthash.Fh5XiDhj.dpuf</a></p>		<p>Performance Task;</p> <p>Questions and Answers (oral);</p>
<b>Consolidation</b>	<b>Approximately 20 Minutes</b>	<b>Assessment</b>
Listen to the “ <i>Circle of Friends</i> ” song on YouTube. Show students an example of a “Friend Venn” using the characteristics of the Gorilla and <i>Little Beauty</i> or yourself and a teaching colleague (with whom the students are familiar). Working in pairs, have students work together to create a Friend Venn. Examples can be found on the following website: <a href="http://justaddclipart.blogspot.ca/2012/02/friend-venns.html">http://justaddclipart.blogspot.ca/2012/02/friend-venns.html</a> .		

## Extension Activities

Read *Ape*, written by Martin Jenkins and illustrated by Vicky White, which is a nonfiction informational text about a variety of apes.



- As a class, talk about the gorilla social structure, where the silverback is in charge of the whole group and makes all the decisions. It may be appropriate to show a short clip of gorillas in the wild. Split the class into small groups and clearly explain the task and the rules (e.g: no arguing; that the activity is time limited; and as a gorilla in the wild, they must follow the instructions of the silverback). Give the children a way of dealing with conflict and a way to back out of the activity if it becomes too much for them.
- One child in each group is then identified as the silverback and all other students would be blackbacks. The silverbacks are then in charge and make ALL the decisions for the group while they complete a task. The task could fit in with topics currently being studied, or could be a simple task such as producing a group poster, collage etc. If time permits, other children could be given the opportunity to be the silverback.
- Bring the class back together and call upon a few of the silverbacks and a few of the blackbacks to talk about how it felt to be a part of the group. Explain that gorillas sometimes leave their group and go and join another group in the wild, which may be a way of avoiding tension. Talk about how this could be used as a playground technique when things get too much for them.
- Children could discuss with their talking partners a situation where they have felt like a silverback or a blackback. Discuss how gorilla societies are different to human societies, where we try to appreciate other people's feelings. Compare this with the fact that gorillas have 99% of the same DNA as humans, and the similarities and differences between how our societies are organised. Children may also be able to suggest how this learning can be used in their own situations, and how we can make sure that others are respected and valued. If time permits, children could use this activity as a writing topic with the following outcomes:
  - I can consider other people's feelings;
  - I can talk about how my actions impact on other people's feelings;
  - I can use writing to explain what I have learned.

© Wild in Art 2013; Gorilla lesson plan; Year 3: Gorilla social structure. Found at:  
[http://www.wildinart.co.uk/wp-content/uploads/2011/07/lesson-plans\\_GORILLA.pdf](http://www.wildinart.co.uk/wp-content/uploads/2011/07/lesson-plans_GORILLA.pdf)

## Final Notes



**Grade 2 (Primary) Lesson 6:**  
**Friendship; Relationships (primary and secondary);**  
**Circle of Friends; Relationship with Jesus**

**Background:** To explore what it means to be a friend and to think about what we expect from a friend. People have different views on what makes a friend. Disagreeing and fighting can happen even between friends. Friends can have a good or a bad influence. Friends should not ask too much of each other. Refer to the Special Me Activity.

Relationships.

The Golden Rule: "Do for other people what you want them to do for you." Luke 6:31; (ERV) Full Text

**Catholic Character Theme - Discipleship**

The language of our story speaks of discipleship. Discipleship is about following Jesus and striving to live his Gospel. It is our life-long response to the call of Jesus that we feel in our hearts, saying "Come, follow me." For most of us, this call begins at baptism, which joins us to Jesus, and makes us members of his body, the Church. Discipleship is therefore about relationships with God and with each other: Through Jesus - God the Son - we have a personal relationship with God the Father and the Holy Spirit. This relationship with the Trinity invites us to build right relationships with family, neighbours, friends, and even strangers. This is the work of the Kingdom that Jesus calls us to do as his disciples. Discipleship is visible wherever we see the Kingdom's love, justice, friendship and prayer in our Catholic schools. The character of our Catholic school communities tells us about discipleship.

[http://www.ourlanguageourstory.org/virtues\\_themes/CCTdiscipleship.html](http://www.ourlanguageourstory.org/virtues_themes/CCTdiscipleship.html)

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

**Ontario Catholic School Graduate Expectations**

**CGE 1i** - integrates faith with life;

**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;

**CGE5b** -thinks critically about the meaning and purpose of work;

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

**CGE6c** -values and honours the important role of the family in society;

**Subject Overall Expectations**

**Religious Education:**

**ML1:** Demonstrate an understanding that God's promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes;

**ML2:** Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God's Law of Love we need to seek forgiveness from God and from the ones we have offended;

**LS2:** Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others;

**Language - Oral Communication:**

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


**Learning Goals:**

✿ I will use my conscience as my guide;

✿ I will love God and I will love others as myself;

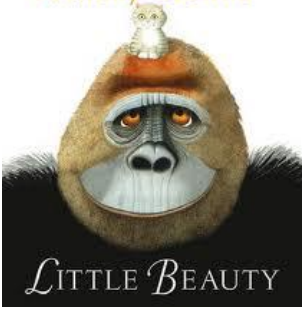
✿ I will use my creativity and gifts for the good of all;

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Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

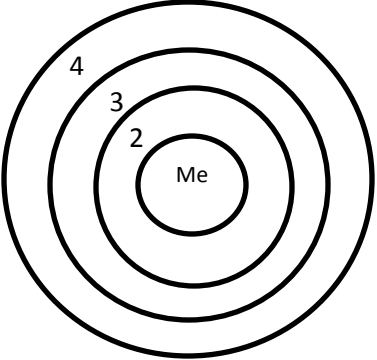
<p><b>Language - Writing:</b></p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p><b>Subject Specific Expectations</b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite).</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour.</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love.</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p> <p><b>Language - Oral Communication:</b></p> <p><i>Making Inferences/Interpreting Texts</i></p> <p><b>1.5</b> 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;</p> <p><i>Extending Understanding</i></p> <p><b>1.6</b> 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;</p> <p><b>Language - Writing:</b></p> <p><i>Classifying Ideas</i></p> <p><b>1.4</b> Sort ideas and information for their writing in a variety of ways, with support and direction (e.g. by using simple graphic organizers such as webs or a Venn diagram);</p> <p><i>Organizing Ideas</i></p> <p><b>1.5</b> Identify and order main ideas and supporting details, using graphic organizers and organizational patterns (e.g. problem, solution, chronological order);</p>	<p> I will recognise my own special qualities and tell others about these.</p>
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<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills:</b></p> <p>Relationships</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Relationship:</b> <ol style="list-style-type: none"> <li>1. a connection, association, or involvement;</li> <li>2. connection between persons by blood or marriage; kinship;</li> </ol> </li> </ul>	<p><b>Resources:</b></p> <p><a href="http://justaddclipart.blogspot.ca/2012/02/friend-venns.html">http://justaddclipart.blogspot.ca/2012/02/friend-venns.html</a></p> <p><a href="http://www.youtube.com/watch?v=VzDIJ8mUndE">http://www.youtube.com/watch?v=VzDIJ8mUndE</a></p>

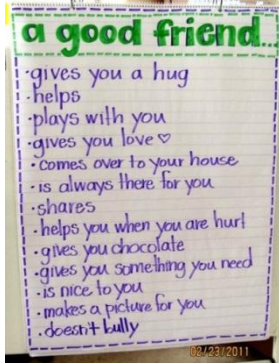
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	<p>3. an emotional or other connection between people; <a href="http://www.thefreedictionary.com/relationship">http://www.thefreedictionary.com/relationship</a></p> <ul style="list-style-type: none"> <li>▪ <b>Friends:</b> <ol style="list-style-type: none"> <li>1. a person whom one knows, likes, and trusts;</li> <li>2. acquaintance;</li> </ol> <a href="http://www.thefreedictionary.com/friends">http://www.thefreedictionary.com/friends</a> </li> </ul> <p><b>Circle of Friends:</b> <i>At the centre is the Student and Jesus, for we are made in the image of God;</i></p> <p><b>First Circle - Innermost Circle</b> The people that belong in this circle are those closest to the student at the centre of the circle. Those with intimate interaction. These are the individuals one cannot think of life without.</p> <p><b>Second Circle - Circle of Friendship</b> These are the students' best friends. They would almost make it into the Circle of Intimacy.</p> <p><b>Third Circle - Circle of Participation</b> These are persons associated through participation in community organizations. They can be schoolmates, teachers, people from church, from a club, a dance group, a team, or any 'association' where one joins and meets people.</p> <p><b>Outermost (Forth) Circle – People of Exchange</b> These are people paid to be in the student's life. Medical professionals, teachers, caregivers, and so on. Some people may be in more than one circle; for example, a teacher is paid to be in a student's life, but also may become a friend. To be in a circle, one does not have to be human, as with a favoured pet; or alive, as with a favourite relative who has passed.</p>	<p><i>"Little Beauty"</i> by Anthony Brown</p> <p align="center">Anthony Browne</p>  <p><i>LITTLE BEAUTY</i></p> <p><i>LITTLE BEAUTY</i> is a celebration of a most surprising friendship.</p> <p><b>Little Beauty - Hot Document (Questions for RCCDSB Mentor texts)</b> pg. 64</p> <p><b>Catholic Connections</b> <b>Theological:</b> Love <b>Cardinal:</b> Prudence <b>Theme:</b> Compassion</p> <p><i>York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe</i></p> <p><a href="http://www.ibelong.ca/uploads/YA_6_Using_Circle_of_Friends_to_Decide_How_Close_a_Friend_Is.pdf">http://www.ibelong.ca/uploads/YA_6_Using_Circle_of_Friends_to_Decide_How_Close_a_Friend_Is.pdf</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p>
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Prayer/Scripture Focus		
<p><b>Dear Jesus,</b></p> <p>In our relationships with our family and friends,            May we always think of others before we think of ourselves,            May we follow you in the path of service by having compassion for those who are having difficulties.            Bless us in our journey to become more like you in humility, service and compassion. Amen</p>		
Minds On	Approximately 15 Minutes	Assessment
<p>Read <i>Little Beauty</i> to the class and discuss friendship and how friends can be different.</p> <p>Explain that not all friends are best friends, or even very close friends. We have different kinds of friends. Ask children to think about this and give examples.</p>		<p>Observation</p>
Action	Approximately 30 Minutes	Assessment
<p>Show the example of a Circle of Friends. Draw four circles as displayed below on chart paper:</p> <div style="text-align: center;">  </div> <p>Explain that this shows close friends in the circle close to the person in the centre, casual friends in the next circle, and acquaintances in the outside circle. Use the <b>Circle of Friends</b> BLM [attached] which has four circles like the example or prepare four larger different sized circles and have the students arrange them from largest to smallest and paste them together. Ask students to:</p> <ul style="list-style-type: none"> <li>• Write their own name in the centre circle (you may also choose to have the students draw a symbol or write their initials in the centre circle)</li> <li>• Next have students write the names of their very closest friends in the next circle (2) (some students may choose to only write one name here while others write several)</li> <li>• In the third circle have students write the names of casual friends (people they enjoy talking to and visiting)</li> <li>• In the fourth circle have students write the names of acquaintances (people they speak to sometimes but do not consider to be friends) in the outer circle.</li> </ul>		<p>Performance Task</p>

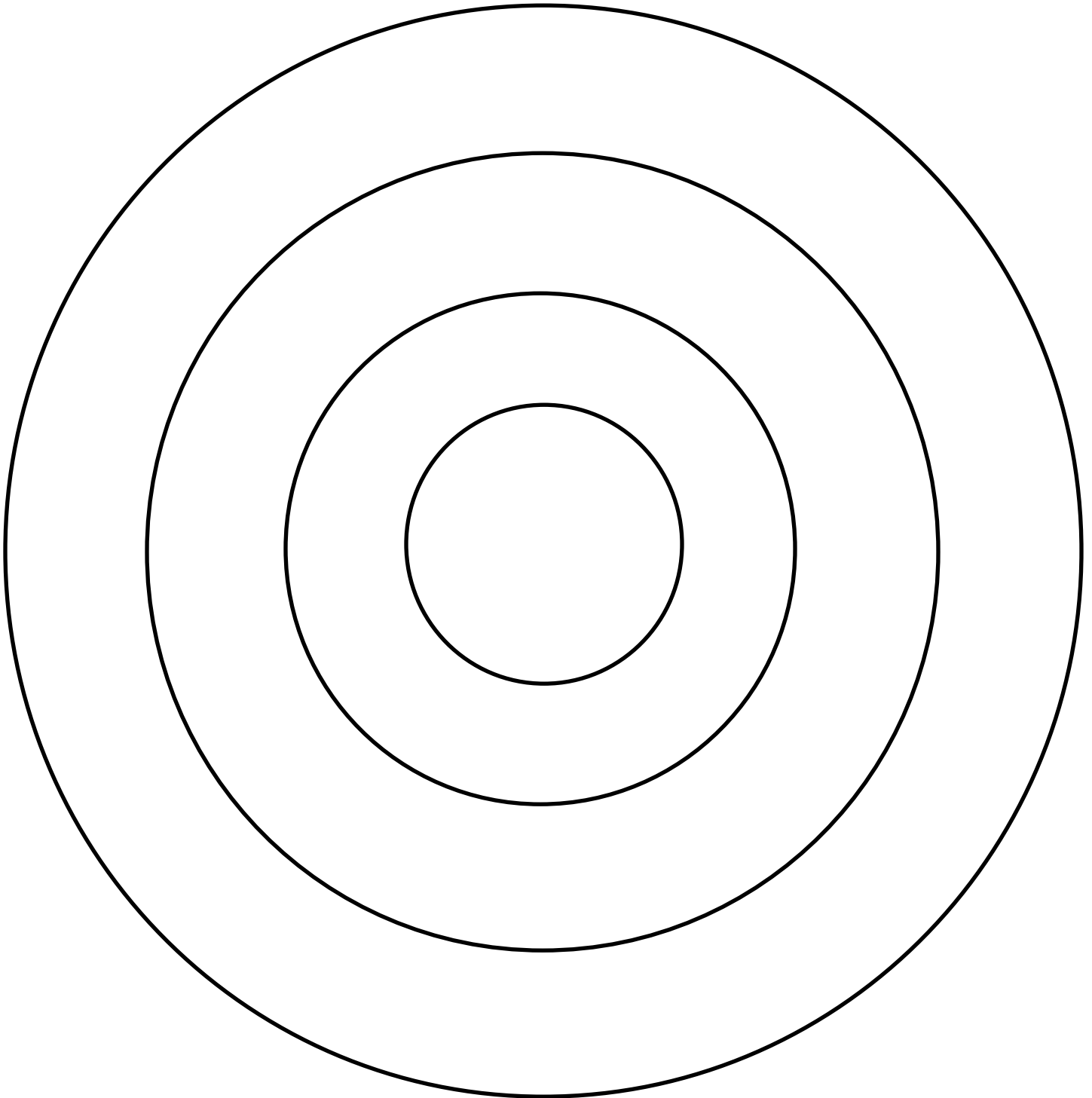
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<b>Consolidation</b>	<b>Approximately 20 Minutes</b>	<b>Assessment</b>
<p>Some people have many best friends while others have one special friend; some have more casual friends and some have more acquaintances.</p> <ul style="list-style-type: none"> <li>• What did you learn about your own friendships from this activity?</li> <li>• What are two things you would talk about with a close friend but not with a casual (sometimes) friend? Why?</li> <li>• What three things could you do to get to know a casual (sometimes) friend better?</li> <li>• In your circle of friends are there things that make it difficult for newcomers to be accepted? How can you help newcomers in your community feel more welcome and comfortable?</li> </ul> <p>Select some of the following questions:</p> <ul style="list-style-type: none"> <li>• How did you decide who was in your inside circle? In the middle circle? The outside circle? What makes a closest friend different from other friends?</li> <li>• Where do our parents fit into our circle? Sisters/brothers? Aunts/uncles? Let's place our family onto our circle of friends now if you haven't already done so.</li> <li>• Where does Jesus fit into your circle of friends? Why?</li> </ul> <p>Have students add their family members and Jesus to the innermost circle surrounding their name. Explain that these people (Jesus, mom, dad, brother, sister, etc.) are people that we cannot think of living without.</p>		<p>Questions and Answers (oral)</p>
<b>Extension Activities</b>		
<p>Good News Children's Church; David and Jonathan are Friends (Old Testament)  <a href="http://gnclittleguys.blogspot.ca/2013/07/david-and-jonathan-are-friends.html">http://gnclittleguys.blogspot.ca/2013/07/david-and-jonathan-are-friends.html</a></p> <p><b>Craft Idea - Friendship Bracelet:</b>  <a href="http://www.guildcraftinc.com/guildcraft/GuildcraftFriendshipbraceletsrtc.pdf">http://www.guildcraftinc.com/guildcraft/GuildcraftFriendshipbraceletsrtc.pdf</a></p> <p><b>Game Ideas:</b>            Hot Potato (a circle game): Pass a beanbag, ball, or potato around the circle while you sing a song, or play some music. When the song ends or the music stops, whoever has the potato says something nice to the person next to him or her. Then they get to go in the middle of the circle, "Heaven" (where people go who know how to love other people.) Continue playing until everyone is in the middle of the circle.</p>		
<b>Final Notes</b>		

# Circle of Friends

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Grade 2 (Primary) Lesson 7:**

**Our Relationship with God & Jesus: Jesus Loves Me**

**Background:** As connected to self-acceptance; students see and share themselves as part of something bigger/our world.

Can a young child have a relationship with Jesus? The Holy Bible says in Matthew 21:16 'Jesus replied, "from the lips of children and infants you have ordained praise." I have seen a child under conviction as humbled as any adult wrestling with salvation. Matthew 11:25 states' At that time Jesus said, "I will praise You Father, Lord of heaven and earth, because You have hidden these things from the wise and learned, and revealed them to little children.'" And in Mathew 19:14 Jesus said, "Let the little children come to me and do not hinder them, for the kingdom of heaven belongs to such as these." God can do mighty works in the life of a child. [http://www.churchsociety.org/crossway/documents/Cway\\_099\\_ChildrenRelationship.pdf](http://www.churchsociety.org/crossway/documents/Cway_099_ChildrenRelationship.pdf)

**Catholic Character Theme - Reverence**

The language of our story speaks of reverence. Reverence is a kind of holy respect. We have reverence for God and all that is holy. We genuflect before the Blessed Sacrament, kneel in prayer and speak in hushed tones while in Church. We treat creation with reverence because it is charged with God's holy Presence, and is a sacred gift from God to sustain the human family. We look on all human persons with great reverence. We are God's masterpieces, made in the divine image and likeness. Reverence fuels our work against bullying, poverty, injustice and our care for the environment. We have a special reverence for persons who answer God's call to lead and serve: parents, teachers, pastors and persons in authority. Reverence is visible in our Catholic schools whenever people are moved by their faith to a deep and holy respect. The character of our Catholic school communities speaks about reverence.

[http://www.ourlanguageourstory.org/virtues\\_themes/CCTreverence.html](http://www.ourlanguageourstory.org/virtues_themes/CCTreverence.html)

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

**Ontario Catholic School Graduate Expectations**



- CGE1a** - illustrates a basic understanding of the saving story of our Christian faith;
- 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;
- CGE2d** - writes and speaks fluently one or both of Canada's official languages;
- CGE3a** - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3c** - thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** - makes decisions in light of Gospel values with an informed moral conscience.

**Subject Overall Expectations**

**Religious Education:**

- ML1:** Demonstrate an understanding that God's promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes;

**Learning Goals:**

-  I will honour my commitments to my family, school and community.
-  I will be reliable so people can depend on me.

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<p><b>ML2:</b> Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended;</p> <p><b>LS2:</b> Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.</p> <p><b>Arts - Music:</b></p> <p><b>C2.</b> 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;</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.</b> Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>Language - Writing:</b></p> <p><b>1.</b> Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p> <p><b><u>Subject Specific Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom);</p> <p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite);</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour;</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love;</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions;</p> <p><b>Arts - Music:</b></p> <p><b>C2.1</b> express personal responses to musical performances in a variety of ways (e.g., use a teacher-directed listening log to record their thoughts, feelings, ideas; write or draw their response);</p> <p><b>Language - Oral Communication:</b></p> <p><i>Making Inferences/Interpreting Texts</i></p> <p><b>1.5</b> 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;</p> <p><i>Extending Understanding</i></p> <p><b>1.6</b> 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;</p>	<p>✿ I will be accountable for the things I say and do.</p> <p>✿ I will honour and respect God’s gift of life.</p> <p>✿ I will appreciate the awe and wonder of God’s creation.</p>
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<p><b>Language - Writing:</b> <i>Purpose and Audience</i></p> <p><b>1.1</b> Identify the topic, purpose, audience, and form for writing. <i>Developing Ideas</i></p> <p><b>1.2</b> Generate ideas about a potential topic, using a variety of strategies and resources.</p>		
<p align="center"><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills:</b></p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Self-acceptance:</b> Affirmation or acceptance of self in spite of weaknesses or deficiencies;</li> <li>▪ <b>Salvation:</b> The saving of the soul from sin and its consequences.</li> </ul>	<p><b>Resources:</b></p> <p><a href="http://www.youtube.com/watch?v=JU5GLYIRCPE">http://www.youtube.com/watch?v=JU5GLYIRCPE</a></p> <p><a href="http://www.youtube.com/watch?v=SNsEnWZC1mY">http://www.youtube.com/watch?v=SNsEnWZC1mY</a></p> <p><a href="http://www.kidssundayschool.com">www.kidssundayschool.com</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p>
<p><b>Prayer/Scripture Focus</b></p>		
<p align="center"><b><i>This traditional prayer reflects the need for reverence for God on our life’s journey:</i></b></p> <p align="center">           God be in my head - And in my understanding            God be in my eyes - And in my looking            God be in my mouth - And in my speaking            God be at my end - And at my departing.         </p> <p align="center"><b><i>We continue to reflect on the virtue of reverence:</i></b></p> <p align="center">           God made the sun, And God made the trees,            God made the mountains, And God made me.            Thank you O God, For the sun and the trees,            For making the mountains, And for making me.         </p> <p align="center"><i>York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe</i></p>		
<b>Minds On</b>	<b>Approximately 20 Minutes</b>	<b>Assessment</b>
<p><b><i>Jesus Loves the Little Children</i></b> song: <a href="http://www.youtube.com/watch?v=SNsEnWZC1mY">http://www.youtube.com/watch?v=SNsEnWZC1mY</a></p> <p>Have you ever felt that you were not welcome? Have you ever gone over to someone’s house and they did not want to play with you? How did that feel? Discuss.</p>		<p>Observation</p> <p>Questions and Answers (oral)</p>

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Introduce a Bible story about how Jesus always loves us and that we are to love others too.

**Jesus Blesses the Children**

Then some children were brought to Him so that He might lay His hands on them and pray; and the disciples rebuked them. But Jesus said, "Let the children alone, and do not hinder them from coming to Me; for the kingdom of heaven belongs to such as these." After laying His hands on them, He departed from there.

*Matthew 19:13-15:*

View "Let the children come to me" at

[http://www.youtube.com/watch?v=JU5GLYIRCPE;](http://www.youtube.com/watch?v=JU5GLYIRCPE)

After reading the story and viewing the video, ask the following questions:

1. Who does Jesus love?
2. Did Jesus want the children sent away?
3. Who said, "Let the children come to me"?

Another one of the many verses that talk about God's love for us: "Greater love has no one than this that he lay down his life for his friends."

*John 15:13*

**Do you love Jesus?**

Jesus has shown us how much He loved us through His birth, death and resurrection. We need to examine our feelings after the huge sacrifice He made for us. Have students listen to the following biblical story, after explaining that Jesus appeared several times to the disciples after He rose from the dead and this is a story of one of those times:

**Jesus Loves You (Children's Version)**

Peter said to some of the other disciples, "I think I'm going to go fishing." The disciples that were there said, "Wait up, we'll go with you." It was getting dark outside but the disciples thought they would catch more fish at this time of day. They got into the boat and went out onto the water, and were out there for a long time. The time passed and it was almost morning and they still hadn't caught any fish.


Jesus knew where His disciples were and went out to meet them. He was standing on shore, but the disciples didn't realize who it was. Jesus called to them, "Friends, haven't you caught any fish?" "No," they answered. So Jesus told them, "Throw your net on the other side of the boat and you will catch some." What happened next was amazing. The disciples, who had been fishing all night without catching anything, threw the net over to the other side and within minutes the net was overflowing with fish.

Then one of the disciples realized who had been talking to them, saying "It is the Lord!" As soon as Peter heard this he jumped out of the boat to go to Jesus. (They weren't that far from shore). The other disciples stayed in the boat and worked hard to tow all the fish to shore. Peter helped the rest of the disciples to get the fish out of the boat. There were so many fish and they were all so big that they all needed to lift together to get the fish out of the boat because it was so heavy.

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<p>When they met up with Jesus, there was a fire started with some bread laying close by. Jesus said, "Bring some of the fish you have caught and we'll have breakfast together." Then they all sat together in front of the warm fire and Jesus took the bread and the fish and gave it to them. This was the third time Jesus had met with the disciples after He rose from the dead.</p> <p>After breakfast Jesus asked Peter some important questions. He asked him, "Peter do you love me more than your parents and all your friends?" "Yes, Lord," he said, "you know that I love you." Again Jesus said, "Peter do you truly love me, no matter what?" He answered, "Yes, Lord, you know that I love you." Then Jesus asked him the third time, "Do you love me?" Peter's feelings were hurt because Jesus kept asking him, but he replied, "Lord, you know the answer; You know that I love you." "Then follow me," Jesus said.</p>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>We have learned that Jesus died on the cross because He loves us, no matter what we do, good and bad! Now we need to love Jesus no matter what. Here are some questions to think about.</p> <p>Would you still love and follow Jesus if...</p> <ul style="list-style-type: none"> <li>• ...your mom or dad got very sick?</li> <li>• ...you had no friends?</li> <li>• ...you became blind, or couldn't walk anymore?</li> <li>• ...everything was going wrong?</li> <li>• ...you had to move away from all your friends?</li> <li>• ...you were poor and never got any Christmas presents?</li> </ul> <p>Some children just like you have faced these circumstances - and much worse - and they still love Jesus! We need to remember that Jesus loves us - no matter what - and He will never ever stop loving us! Sometimes things happen that we don't understand, but Jesus knows everything and He will help us if we ask Him to.</p> <p>Have students write in their journal about a time when they needed Jesus or knew that Jesus was with them when they were having a difficult time.</p> <p align="center">OR</p> <p>Have students work together in small groups to come up with a prayer that they could say to Jesus when they need to talk to him. Inform them that praying is a special way to talk to Jesus and that we can use our own words to talk to Jesus. Make a prayer together as a class and then have students work together to create a prayer. You could use the scenarios from above to direct students thinking (i.e. your mom or dad got very sick; you had no friends; you became blind, or couldn't walk anymore; everything was going wrong; you had to move away from all your friends; you were poor and never got any Christmas presents; etc.).</p>	<p>Response Journals</p>

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<b>Consolidation</b>	<b>Assessment</b>
<p>Discuss what it means when we say 'Jesus loves us unconditionally' and talk about how we can love Jesus unconditionally, as well. To illustrate this, have the students show with their arms how much they think Jesus loves them (they'll hopefully hold them wide open). Then explain that this is how much Jesus loves them because that's how His arms were on the cross when He died for us. (kidssundayschool.com)</p> <p><b>Chair For A Crown</b> Students play musical chairs for a chance to discover how Jesus loves them. Have the children march around the chairs as you play the song "Jesus Loves Me." Give a crown to the student who does not find a chair and have him or her list some reasons why they believe Jesus loves them. This is for building up their self-esteem in that they are not 'losers' because they did not get a chair, but are special because of Jesus' love.</p>	
<b>Extension Activities</b>	
<p><b>Popcorn Praises:</b> Before making a simple popcorn snack, show the children the un-popped kernels and tell them that the kernels are like children who haven't yet found Jesus. Without the warmth of God's love they haven't burst to life. Pop the popcorn. When God's love warms our hearts we burst with happiness, and praises to Jesus burst out of us. We can't help but tell others how much we love Him and how great we think He is. Eat the popcorn, saving some for the following art project.</p> <p><b>Art:</b> Use popcorn for spring art. On a pink or blue sheet of construction paper have students paint a tree trunk and branches using brown paint. After the paint dries, glue popped popcorn onto the branches to represent spring buds.</p>  <p><b>Energizer:</b> 'Popcorn's in the Popper' physical fitness activities found at: <a href="http://www.youtube.com/watch?v=Koi-EDhYixA">http://www.youtube.com/watch?v=Koi-EDhYixA</a>. Students love doing this activity!</p>	
<b>Final Notes</b>	

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**Grade 2 (Primary) Lesson 8:**

**A Sense of Belonging**

**Background:** As connected to self-acceptance; students to see and share themselves as part of something bigger/our world. This lesson reviews the topic of belonging. Where there is mutual understanding, there is a feeling of belonging. When people feel that they belong, there is an opportunity for commitment, participation, responsibility, resilience, positive management of conflict resolution, and consequent growth within a group. The feeling of belonging converges when those joining a group and those within the group work towards a common understanding. They do this by talking, questioning, clarifying, identifying, negotiating, setting goals, monitoring, and evaluating. Learning together through a common understanding in the local and wider community is how students will acquire the feeling of... 'I Belong!'

**Theological Virtue - Hope:** Trusting God’s promises in prayer and work for justice.

The language of our story speaks of hope. The theological virtue of Christian hope is God’s gift to us at Baptism, which unites us with the risen Christ. By hope, we desire the happiness of the Kingdom and eternal life. Hope makes us able to trust in God’s promises, no matter what the obstacles. It keeps us from despair and presumption, and is expressed principally in prayer. Hopeful people live the Gospel with joy; they work for peace and justice on earth despite facing many obstacles. They trust that God’s plan will be fulfilled, even if not in their lifetime. Hope is visible in our Catholic schools whenever we find prayer, trust in God’s faithfulness, and work for peace and justice.

[http://www.ourlanguageourstory.org/virtues\\_themes/TVhope.html](http://www.ourlanguageourstory.org/virtues_themes/TVhope.html)

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

**Ontario Catholic School 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;
- CGE2d** - writes and speaks fluently one or both of Canada’s official languages;
- CGE3e** - adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE4f** - applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE5a** - works effectively as an interdependent team member;
- CGE5e** - respects the rights, responsibilities and contributions of self and others;
- CGE6a** - relates to family members in a loving, compassionate and respectful manner;

**Subject Overall Expectations**

**Religious Education:**

**LC1:** Understand that the community of the Church is called to celebrate communion with Jesus;

**Social Studies - Heritage and Identity: Changing Family and Community Traditions:**

**A2:** Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong;

**Learning Goals:**

💜 I will look to the future with trust in God.

💜 I will keep a positive attitude.

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<p><b>A3:</b> Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups;</p> <p><b>Language - Oral:</b></p> <ol style="list-style-type: none"> <li>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> </ol> <p><b>Health and Physical Education - Healthy Living:</b></p> <p><b>C3:</b> 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.</p> <p><b><u>Subject Specific Expectations</u></b></p> <p><b>Religious Education:</b></p> <p><b>LC1.2</b> Identify in selected scripture passages, how Jesus gathered his disciples and taught them about their unity "through him, with him and in him" and identify how we celebrate this unity in the celebration of the Mass. [Gospel sources: Through him (Jesus calls the first disciples): Mark 1:16-20; With him (Jesus appoints the twelve Apostles for mission): Mark 3:13-19; In Him (Christ the vine and we the branches): John 15:4-5; Communion with Christ's body: John 6:56; His promise to remain with them and the gift of the Holy Spirit: John 14:18, 20:22; Matthew 28:20; Acts 2:33];</p> <p><b>LC1.3</b> Identify actions and roles that unite us as families; those which build up relationships and those which sometimes diminish these relationships in our families and circle of friends and relate these to the actions and roles that unite us as Church.</p> <p><b>Social Studies - Heritage and Identity; Changing Family and Community Traditions:</b></p> <p><b>A2.3</b> Analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community;</p> <p><b>A3.2</b> Identify some different groups in their community (e.g., various religious and ethno-cultural groups), and describe some of the ways in which they contribute to diversity in Canada (e.g., different languages, foods, music, clothing, holidays; ethnic neighbourhoods with specialized shops and restaurants);</p> <p><b>Language - Oral:</b></p> <p><i>Active Listening Strategies</i></p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations;</p> <p><i>Comprehension Strategies</i></p> <p><b>1.3</b> Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts;</p> <p><i>Demonstrating Understanding</i></p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details;</p> <p><i>Interactive Strategies</i></p> <p><b>2.2</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions;</p>	
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<p><i>Appropriate Language</i></p> <p><b>2.4</b> Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience;</p> <p><b>Health and Physical Education – Healthy Living:</b></p> <p><b>C3.1</b> Describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others</p>	
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<b>Instructional Components</b>
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<p><b>Prior Knowledge and/or Skills:</b></p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Belonging:</b> Have a bag of numbers from 1 to the total number of students in your class. Whenever you need to form groups, have each child pick a number and group as you wish. For example, Group A: 2, 4, 6, and 8 or 1, 3, 5 and 7 or 1, 2, 3 and 4. This strategy could also be used to form pairs. Building a sense of belonging is about being: inclusive; sensitive to those who feel left out; and valuing and celebrating the good in others.</li> <li>▪ <b>Conflict:</b> It is important to spend time teaching young children how to manage conflict. Asking them to ‘shake hands and make up’ without discussing the problem does nothing to ensure that the needs of the parties involved are being addressed. It discourages quiet children from defending themselves and encourages bullies to discount the feelings of others.</li> <li>▪ <b>Problem-Solving:</b> Develop a whole-school strategy for managing conflict, recognising and naming the problem: <ul style="list-style-type: none"> <li>➤ Each person expressing their thoughts about what happened using ‘I’ terms, for example, ‘I felt... when... because...’;</li> <li>➤ listening without interrupting;</li> <li>➤ thinking of ways to move forward;</li> <li>➤ trying an agreed way of moving forward; and</li> <li>➤ evaluating if what was agreed is working; if it could be better; and how similar problems should be managed in future;</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <p><a href="http://www.youtube.com/watch?v=a5AplcYtcl">http://www.youtube.com/watch?v=a5AplcYtcl</a></p> <p><a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a></p> <p><a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf</a></p>
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	<p>➤ Schools should also be clear on banned statements in these situations, for example: ‘You started it,’ ‘It’s your fault,’ or ‘You always...’;</p>	
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**Prayer/Scripture Focus**

**God of harmony and unity,**  
 You want us all to work together to build your kingdom.  
 May our ears hear your voice clearly,  
 May our eyes see your beauty in all,  
 May our understanding break down walls of fear and prejudice.  
 May we make our school a place of friendship, a place of belonging, a place of welcome.  
 Where everyone feels safe, where everyone has a place, where all are united in You, dear God.  
Amen  
*York District Catholic School Board, Prayers for Children 2005 – 2006,*  
 Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe

<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p><b>Belonging at School:</b>            Have the children sit in a circle. Explain that as a class we are going to talk about belonging together. First, invite the children to imagine what it would be like if there was no school. Ask everyone in the circle to complete the sentence stem, ‘If there was no school...’ Have chart paper ready to record their responses or have them write their responses on the chart paper or onto post it notes to be placed on the chart paper. Title the chart paper: ‘If There Was No School...’</p> <p><b>Belonging to a Family:</b>            Talk a little about families and how we belong with them. Next ask students to close their eyes and to think of a particular time when their family members were very happy. Invite volunteers to describe their <i>happy family moment</i>. Record these responses onto chart paper using the same method as previous activity or a different method. Title the chart paper: ‘Happy Family Moment’</p> <p><b>Belonging in the Community:</b>            We are now going to think and talk more about belonging. We talked about school and you said that you feel you really belong when... [use the children’s examples, i.e. we sing together; we have a laugh; we go on an outing, etc.]. I’m wondering what <i>feelings</i> you have when you feel that you belong. We have talked about belonging in our families and you have shared that you really feel they belong [use the children’s examples, i.e. at mealtimes; on birthdays; when everyone watches a video together, etc.];</p> <p>Next record on chart paper all the places where students feel safe, happy, and like they belong. Use the title: ‘I Belong’. Students’ answers may include: a grandparent’s house, their babysitters’ place, an after school club or a sports team, etc.            [Activity instructions adapted from:  <a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf</a>]</p>	<p>Observation</p> <p>Questions and Answers (oral)</p>	



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Action	Approximately 30 Minutes	Assessment
<p><b>Community Map:</b> Group the students into groups of approximately five and give each group a sheet of chart paper that has been divided into five (roughly equal) sections and some colouring materials. Have each of the students choose a group role card (i.e. time-keeper, reporter, recorder, materials manager, and facilitator) and allocate one section of the flip chart page to each student in the group.</p> <p>Inform the students that they have fifteen minutes to draw all the places where they feel they belong in the community (other than school and their home). This task will work best if students are able to choose an area where they can all access the chart paper equally. After the allotted time have each student talk to their group about their drawings. Ask the members of each group to listen very carefully to each other because at the end there will be a memory game to see who was listening well.</p> <p>Next, ask the members of each group to present their map to the rest of the class. At the end of each group’s presentation pass around cards with the students’ names on them, blank side up. Have each student pick out one name and see if they can remember what that member of the group spoke about. If they are able to summarize what they heard, give them a round of applause. If they have trouble remembering, invite other students to suggest a response, and then applaud.</p> <p><b>Extension Activity:</b> You may consider asking a family to come in to your class to answer the students’ questions about what it is like to live in the community. If a new family has joined the school community their experience could be contrasted with a family that has lived there for several years. It may also enable discussion about how to make new families feel welcomed into a community. [Activity instructions adapted from: <a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf</a>]</p>		Performance Task
Consolidation	Approximately 15 Minutes	Assessment
<p><b>Something I Like About You game:</b></p> <p>Inform the students that you will be playing a game where everyone, including the classroom teacher and other classroom adults, will have a turn to be acknowledged. Make two sets of numbers, using the same amount of numbers as individuals playing. Have students choose a number out of a bag and sit in a circle. After all students and adults have a number, choose a number from the second bag and invite the person with that same number to identify himself or herself by standing up or by doing an activity that allows all other students to know who has been chosen. Inform the students that they will all have a turn to complete the following sentence about the chosen student: “Something that I like about [name] is...”</p> <p>Remind students that put downs are not a part of this game by saying, “We all have faults, including me, but today we are focusing on our many positive attributes. Choose a positive characteristic about [name].” The students might say things like: She/he is a good singer; He/she is funny; or I like his/her running shoes.</p>		Classroom Presentation

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Finish by having the student who was chosen acknowledge his or her positive traits by completing the following sentence: "The people in my class say I am..." If students or adults are having difficulty thinking of something positive to say about themselves, invite other classmates or an adult to provide a suggestion.

Next, have the student who was just chosen pull out a number from the bag and repeat the process with another person. You may have to do this activity over several days to ensure that every student and adult has been chosen and has had the opportunity to participate in "Something I Like About You."

**Class Display:**

Make a display of the community maps made by each group. These are representative of the students in your class and the diversity of the community because many students will represent different areas of their town or city than other students in the class might. For example, within the same small group or class one student may see a local street as a place where he/she belongs whereas another student may see a nearby field as somewhere they belong.

**Extension Activities**

**'Something Good You Did Today':**

Randomly assign numbers to each student or place student names into a bag. At the end of each day, have a student pull a number/name from a bag and have the other students complete the sentence stem, "Something good [name] did today was..." As names or numbers are pulled out, remove them from the bag to ensure that everyone gets a turn.

**Word Clouds:**

Have students make word clouds using words that describe them. They could include characteristics, things they enjoy such as sports, adjectives that describe them, or even the names of their family members (including Jesus). They create these word clouds using the 'wordle' webpage. *[Wordle is a toy for generating "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. The images you create with Wordle are yours to use however you like. You can print them out, or save them to the Wordle gallery to share with your friends. <http://www.wordle.net/>].* When they are complete, print out their word clouds.

**Final Notes**

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Grade 2 (Primary)	
Culminating	
<p><b>Background: Catholic Character Theme - Community</b>            The language of our story speaks of community. Catholic schools are part of the parish faith community. Together with the parish, they are places where we can learn and grow as followers of Jesus. Jesus is the heart of our community. In our Catholic school communities, we learn to know and love Jesus in our study, in our prayer, in each other, and in everyone. Jesus feeds and heals us so that we can live as a community through the words of his Gospel and the sacraments, especially the Eucharist. The Holy Spirit unites us as a community and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present in our Catholic schools. The character of our Catholic school communities speaks of community.  <a href="http://www.ourlanguageourstory.org/virtues_themes/CCTcommunity.html">http://www.ourlanguageourstory.org/virtues_themes/CCTcommunity.html</a></p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE1d</b> - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;  <b>CGE2c</b> - presents information and ideas clearly and honestly and with sensitivity to others;  <b>CGE4a</b> - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;  <b>CGE5g</b> - achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others;  <b>CGE6a</b> - relates to family members in a loving, compassionate and respectful manner;  <b>CGE6c</b> - values and honours the important role of the family in society;  <b>CGE6e</b> - ministers to the family, school, parish, and wider community through service;  <b>CGE7j</b> - contributes to the common good;</p> <p><b><u>Subject Overall Expectations</u></b>  <b>Religious Education:</b>  <b>ML1:</b> Demonstrate an understanding that God’s promise of Love is revealed in Jesus and is expressed in his teaching, especially the Beatitudes;  <b>ML2:</b> Demonstrate an understanding that God has established laws to guide us in deciding how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended;  <b>LS2:</b> Focus: Option for the poor and vulnerable; Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share by serving the needs of others;</p> <p><b><u>Subject Specific Expectations</u></b>  <b>Religious Education:</b>  <b>ML1.3</b> Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p>	<p><b>Learning Goals:</b></p> <p>♥ I will make everyone feel welcomed and appreciated</p>

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<p><b>ML2.2</b> Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite).</p> <p><b>ML2.3</b> Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour.</p> <p><b>LS2.1</b> Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus (e.g. Zacchaeus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love.</p> <p><b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.</p>	
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**Instructional Components**

<b>Prior Knowledge and/or Skills:</b>	<b>Terminology:</b>	<b>Resources:</b> York District Catholic School Board, Prayers for Children 2005 – 2006, Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe; <a href="http://www.pbs.org/parents/kitch/enexplorers/2012/02/14/healthy-class-birthday-celebrations/">http://www.pbs.org/parents/kitch/enexplorers/2012/02/14/healthy-class-birthday-celebrations/</a> ; <a href="http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf</a> ;
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**Prayer/Scripture Focus**

**God of harmony and unity,**


You want us all to work together to build your kingdom.  
 May our ears hear your voice clearly  
 May our eyes see your beauty in all  
 May our understanding break down walls of fear and prejudice.  
 May we make our school  
 A place of friendship  
 A place of belonging  
 A place of welcome.  
 Where everyone feels safe.  
 Where everyone has a place  
 Where all are united in You, dear God. Amen

*York District Catholic School Board, Prayers for Children 2005 – 2006,  
Daily Prayers and Reflections for Catholic Schools, by Susan LaRosa and Elizabeth Crowe*

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<b>Minds On</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
<p>Begin planning the party, or at least discussing the idea that a party would be happening at the end of this unit, early in the unit (i.e. during or immediately following the introductory lesson). With students, discuss the party plans and make a list of the things you will need, including:</p> <ul style="list-style-type: none"> <li>✿ a list of <b>games</b> and the necessary supplies for each game;</li> <li>✿ Will there be <b>prizes</b> for games, door prize(s), and/or a gift of appreciation for all families (e.g. bag of popcorn with a note saying, “Thanks for popping in”, etc.)?</li> <li>✿ <b>invitations</b> can be created with or by the students, including: time, date, location, and a little information about the party. Note: you may wish to have parents/guests RSVP to keep track of numbers for food, etc.;</li> <li>✿ <b>food/drinks</b> you will offer, including healthy choices (see ideas below) and possibly a cake because what party/celebration is complete without a cake? Here is a list of some food ideas found at <a href="http://www.pbs.org/parents/kitchenexplorers/2012/02/14/healthy-class-birthday-celebrations/">http://www.pbs.org/parents/kitchenexplorers/2012/02/14/healthy-class-birthday-celebrations/</a>:</li> </ul> <ol style="list-style-type: none"> <li>1. Chocolate-dipped strawberries</li> <li>2. Fruit and yogurt parfaits with mini chocolate chips and granola.</li> <li>3. Popcorn (homemade or store-bought and low salt)</li> <li>4. Healthy granola bars</li> <li>5. Graham crackers</li> <li>6. Muffins or breads, such as banana, pumpkin, corn, or zucchini</li> <li>7. Apple nachos (e.g. thinly sliced apple wedges drizzled with chocolate, and topped with coconut, chocolate chips, etc.)</li> <li>8. Dried fruit (raisins, apricots, cranberries, etc.)</li> <li>9. 100% fruit roll ups</li> <li>10. Yogurt tubes or apple sauce</li> <li>11. Fruit Kabobs (cut fruit on a stick and dipped in vanilla yogurt, or alternate strawberries, grapes, and cheddar or Colby cheese cubes)</li> <li>12. Ice cream cone or waffle bowl filled with yogurt or whipped cream and chopped fruit</li> <li>13. Bananas and/or strawberries with semi-sweet chocolate chips or chocolate syrup (let kids slice the bananas with plastic knife)</li> <li>14. Trail mix (made from things like dried fruits, pretzels, mini chocolate chips and nuts)</li> </ol>		

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<p>Which supplies do you already have on hand? Which supplies can you borrow or get easily or inexpensively? Also decide if you will be sending home a note requesting parents to donate items for the party. If you have any unusual items on your list, possibly send a flyer out to the class asking if anyone has that item to borrow for the party.</p> <p>Pick fillers in case your games run too quickly and you have time left over. I always have a "classic game" ready to go. Games like "Simon says..." or "Duck, Duck, Goose" are easy to alter for the occasion by just changing a few words.</p> <p>This party should be a reflection of the students' needs and interests. It could be a movie night or a dance theme, where you can have a presentation and display the students' work and discuss all the great things they have been doing and learning about. <u>Teachers, please be very cognisant of your student population when deciding on what your celebration will entail. Consider students who might not have any guests attend, or students who are not as popular with their peers. Remember that this is a celebration for all the students.</u></p> <p>Have parents/guests walk about and look at all the wonderful pieces of work and then reward the families/guests with a movie or dance, or perhaps invite a guest speaker from a local agency to talk about some of the many wonderful opportunities that are available in your community. Provide additional information, for parents who may be interested, by having a table with pamphlets or flyers. The party is intended to be a celebration, so keep the mood and atmosphere positive and festive!</p>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Send the invitations home early enough to provide all parents/guests with sufficient notice (especially for those whose jobs are less flexible about having time off).</p> <p>Decorate: Guide the students but have them fully involved with the decorations and the display of their work. These acrostic name clouds would be a really cute decoration. Have the students make one for their name and possibly the name or names of guests who are attending (if all students are able to participate).</p> <p>Have a lot of photos displayed of the students working together throughout these lessons and other classroom activities and events. Try to include a relatively equal amount of photos of each student.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Have the party and have fun!</p>	

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**Extension Activities**

Create a slide show of the students in your classroom participating in the daily school and classroom events, especially activities from this unit. Again, be very cognisant of how often you are including each student. Share the slideshow during the “Proud to Be Me Party.” **Check to ensure that all students have permission to be photographed and published, then make a copy for each student to take home and share with their families.** You could include songs that were used during this unit as the background music and also include the word clouds and other artwork as part of the photos in the slideshow.

Students can write about their favourite aspect of their party as a reflection in their journals.

**Final Notes**

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**



*Working Together for Catholic Education*

# **Mental Health & Wellness for Catholic Schools:**

**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

November 2013

## **Section II**

### **Grade 5 – Junior Unit**

#### **Lessons 1 to 6**



**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person  
Grade 5 Unit Overview**

Grade 5 Unit “Mental Health and Wellness”					
Lesson & Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will ...	Minds On	Action	Consolidation
1.	<i>Healthy Relationships and a Sense of Belonging</i>	recognize the impact of relationships on mental health, including our special relationship with God, understand how a sense of belonging can be connected with self-acceptance, and see and share themselves as part of something bigger	10 minutes Brainstorm	30 minutes Personal Support Circles (template)	20 minutes Discussion and Exit Card
2.	<i>Growing/Building Resiliency, Coping Skills, Self-Acceptance and Dignity of All People</i>	recognize the importance of becoming resilient and of developing coping skills and self-acceptance, recognize the dignity of all people	10 minutes Gospel Reading and Discussion	40 minutes Anchor Chart	10 minutes Reflection
3.	<i>Anxiety, Emotions, and Moods</i>	understand the role of anxiety, emotions, and moods, develop an awareness of when to seek help, and learn that things will get better (that they are stronger than they think)	10 minutes Prayer	40 minutes Four Corners Activity	15 minutes Written Reflection and Christian Meditation
4.	<i>Resiliency and Coping Skills: Physical and Spiritual (Can be broken into several smaller lessons)</i>	identify and create a coping plan for short term mental health distress to help themselves and others	40 minutes Whole Class Sharing	60 minutes Posters (T-Shirts)	40 minutes Shoulder Partner Sharing and Whole Class Shared Writing Activity
5.	<i>Growing Resiliency: Point of View, Toning Down the Negative, and Safe, Smart Risk Taking</i>	learn that it is okay to challenge oneself within a safe environment and limits, learn to see themselves from the point of view of others	10 Minutes Brainstorm	90 minutes Whole Class and Partner Activities	30 minutes Written words of praise
6.	<i>Culminating Tasks: Sharing and Prayer Service (Can be broken into several smaller lessons)</i>	identify coping skills and strategies to help promote good mental health and mental fitness, create a personalized mental health and wellness toolkit	20 minutes Discussion	90 minutes Creation of Personalized Mental Health and Wellness Toolkits  Note: will need a small box or shoebox for each student	45 minutes Gallery walk, Prayer Service, and Exit Card

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Grade 5 (Junior) Lesson 1:**

**Healthy Relationships and a Sense of Belonging**

**Background:** The Canadian Mental Health Association recognizes that learning to ask for help is a very important skill for mental health and wellness. In addition to help from family, friends, and mental health services, students may find that some of their problems can be solved with help from community agencies or other supports to reduce or better manage the stress in their lives.

**Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects**

**Ontario Catholic School 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**

**C1:** Demonstrate an understanding of factors that contribute to healthy development;

**C3:** Demonstrate the ability to make connections that relate to health and well-being;

**Health Specific Expectations**

**C1.1:** Identify people and supportive service that can assist with injury prevention, emergencies, bullying, abusive and violent situations;

**C3.2:** Explain how a person’s actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others;

**Learning Goals:**

Students will learn to:

- ✿ Recognize the impact of relationships on mental health, including our special relationship with God;
- ✿ Understand how a sense of belonging can be connected with self-acceptance;
- ✿ See and share themselves as part of something bigger (i.e. our world);

**Instructional Components**

**Prior Knowledge and/or Skills:**

**Terminology:**

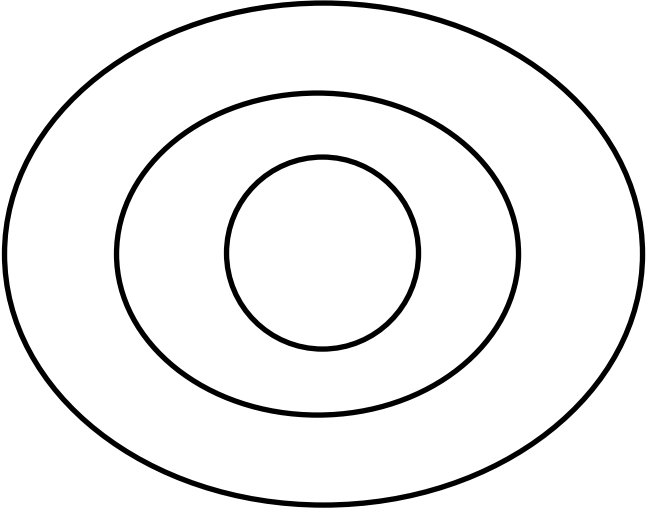
**Relationship:**

The connections between or among persons.

**Additional Resources:**

[www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

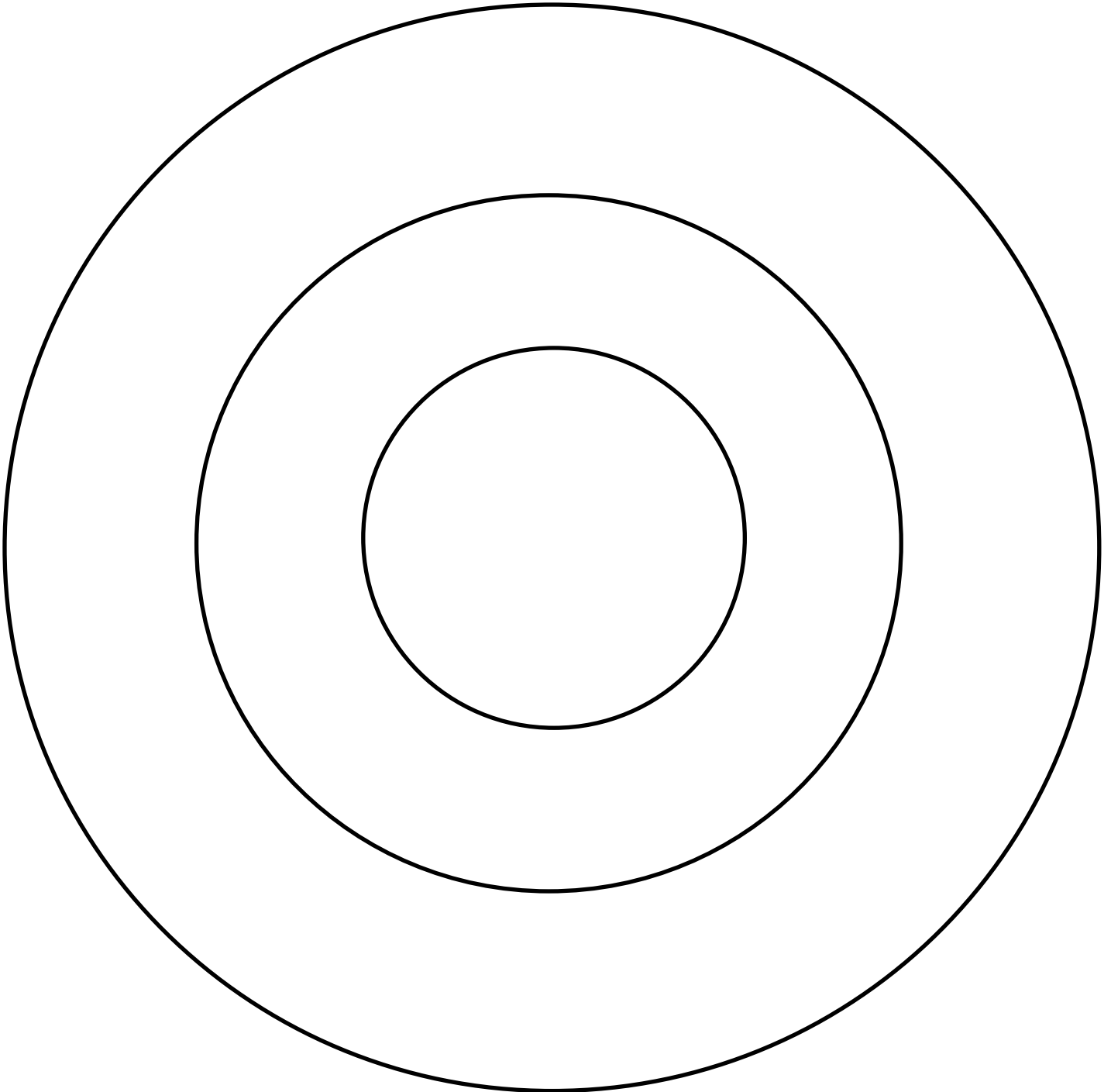
	<p><b>Belonging:</b> To be part of.</p>	
<p><b>Prayer/Scripture Focus</b></p>		
<p>The call to love one another. Jesus said that our love for one another is the sign by which others will know that we are His disciples. (<i>John 12:34-35</i>)</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Brainstorm the word relationship with the class. Talk about what it means to live in relation to people. Record responses on chart paper and post.</p> <p>Brainstorm the word belonging with the class. Talk about what it means to belong. Record responses on chart paper and post.</p>		<p>Anecdotal records based on class discussion</p> <p>Exit ticket</p>
<p><b>Action</b></p>	<p><b>Approximately 30 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Each student should sketch and complete the diagram below. Three circles should be drawn as shown. A template is also available following this lesson [See: <b>My Support Circles</b>]</p> <p><b>My Support Circles</b></p>  <p>Within the center circle students should write the names of all the people they feel closest to and to whom they feel they can turn to in a time of need (e.g. God, parents, a teacher, priest, best friend, a sibling, etc.).</p> <p>Within the middle circle students should write the names of people who are a meaningful part of their lives, but perhaps they are not as close to them as those mentioned in the center circle (e.g. teachers, doctor, cousins, great-aunt, deacon, etc.).</p>		

**Mental Health & Wellness for Catholic Schools:  
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<p>In the outer circle students should write the names of people who could provide support to them if needed (e.g. school attendance counsellor, public health nurse, Kids Help Phone counsellor, neighbour, out of town grandparent).</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p align="center"><b>Approximately 20 Minutes</b></p> <p>The different relationships listed in the Circles of Support should be discussed, while keeping in mind the concept of belonging. The following questions could be posed:</p> <p>Who in your circles of support might you turn to if...</p> <ol style="list-style-type: none"> <li>You fail a math test?</li> <li>You have a headache?</li> <li>You want to talk about your weekend plans?</li> <li>You feel lonely?</li> <li>You feel angry?</li> <li>Someone is hurting you?</li> <li>You have questions about your faith?</li> <li>You have an argument with a parent?</li> </ol> <p>Students should be encouraged to add to their circles of support as they share as a class.</p> <p>Students should take five minutes to jot down a response to the following questions and submit this as an exit ticket:</p> <ul style="list-style-type: none"> <li>▪ Why is it important to recognize the supports that are available to you?</li> <li>▪ Why might you use different supports for different issues?</li> </ul>	
<p><b>Final Notes</b></p>	
<p>Students with minimal support circles may need assistance to ‘think outside of the box’ in order to complete their circles and end the lesson on a positive note.</p> <p>Students should start a Mental Health and Wellness folder for storing their Circles of Support page as it is part of a culminating activity.</p>	

# My Support Circles

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Grade 5 (Junior) Lesson 2:**

**Growing/Building Resiliency, Coping Skills, Self-Acceptance,  
and Dignity of all People**

**Background:** “Resilience won’t make problems go away - but resilience can give you the ability to see past them, find enjoyment in life and better handle stress. If you aren’t as resilient as you’d like to be, you can develop skills to become more resilient.” (Mayo Clinic)

**Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects**

**Ontario Catholic School 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;

**Family Life Specific Expectations**

**A1.2:** Recognize and appreciate the uniqueness of each person in the class;

**A1.3:** Recognize and appreciate the gift of each human life;

**Health Overall Expectation**

**C1:** Demonstrate an understanding of factors that contribute to healthy development;

**Learning Goals:**

Students will recognize:

♥ The importance of becoming resilient and of developing coping skills and self-acceptance.

♥ The dignity of all people.

**Instructional Components**

**Prior Knowledge and/or Skills:**


**Terminology:**

- **Building or Growing Resiliency:**  
“Developing individual strengths and abilities to bounce back from the challenges and setbacks that life presents us with” (Mental Health Association of New South Wales, Australia);
- **Coping Skills:**  
Abilities that allow a person to overcome challenges and difficulties;
- **Self-Acceptance:**  
Believing oneself to be uniquely and lovingly made in the image and likeness of God;

**Additional Resources:**

[www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**


	<ul style="list-style-type: none"> <li>▪ <b>Dignity:</b> Respect and worthiness of all of God's children;</li> </ul>	
<b>Prayer/Scripture Focus</b>		
<p>The call to avoid judging and condemning others. "Do not judge," Jesus said, "and you will not be judged; do not condemn and you will not be condemned... First take the log out of your own eye and then you will see clearly to take the speck out of your neighbour's eye." (Luke 6:37-42)</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Ask if the class knows about the Golden Rule. What does it mean to treat others as you would want to be treated? Is this showing respect and dignity for all of God's children?</p> <p>Read Matthew 25:31-46 to identify what Jesus reveals about the judgement of God concerning the human dignity of others and the friendships that we are to see and establish with others.</p>		<p>Anecdotal records based on observation and discussion</p>
<b>Action</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
<p>As a class create an anchor chart (to remain on display in the classroom throughout the school year) that illustrates ways of practising mental fitness and of helping others in their mental health and wellness journey.</p> <p>The Canadian Mental Health Association suggests the following:</p> <ol style="list-style-type: none"> <li>1. Learn ways to cope with negative thoughts (distract yourself, look at all sides of an issue rather than just from one point of view, comfort yourself, don't try to block them)</li> <li>2. Do one thing at a time</li> <li>3. Exercise</li> <li>4. Enjoy hobbies</li> <li>5. Collect positive emotional moments</li> <li>6. Set personal goals</li> <li>7. Do new things/challenge yourself</li> <li>8. Keep a journal or talk regularly to loved ones</li> <li>9. Share humour</li> <li>10. Volunteer</li> <li>11. Treat yourself well</li> <li>12. Ask for help</li> </ol>		<p>Self-assessment (S.O.S. card template can be found on the next page)</p> 

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<b>Consolidation</b>	<b>Assessment</b>
<p style="text-align: center;"><b>Approximately 10 Minutes</b></p> <p>As a class, reflect on what it means to be made in the image and likeness of God. Each student should self-assess where they are located along their own mental health and wellness awareness journey by reflecting on the 12 points above.</p> <p>Using the S.O.S. card, each student should jot down <i>one strength</i> they have, one opportunity for growth, and one <i>specific</i> next step they can take to improve themselves.</p> <p>The reflection card will also be utilized as part of the culminating activity.</p>	
<b>Final Notes</b>	



Mental Health & Wellness for Catholic Schools:


 **Assessment *for* Learning**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Assessor: \_\_\_\_\_

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**S**trength - **O**ppportunity - **S**pecific step:

\_\_\_\_\_

**Check-In:**


 **Assessment *for* Learning**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Assessor: \_\_\_\_\_

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**S**trength - **O**ppportunity - **S**pecific step:

\_\_\_\_\_

**Check-In:**


 **Assessment *for* Learning**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Assessor: \_\_\_\_\_

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**S**trength - **O**ppportunity - **S**pecific step:

\_\_\_\_\_

**Check-In:**

 **Assessment *for* Learning**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Assessor: \_\_\_\_\_

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**S**trength - **O**ppportunity - **S**pecific step:

\_\_\_\_\_

**Check-In:**

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

Grade 5 (Junior) Lesson 3: <b>Anxiety, Emotions and Moods</b>		
<p><b>Background:</b> Students should understand that it is normal to experience anxiety, emotions, and moods; However, changes in frequency, duration, or intensity are possible indicators of mental health issues.</p>		
<p><b>Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects</b></p>		
<p><b>Ontario Catholic School Graduate Expectations</b></p> <p><b>CGE1f</b> - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;</p> <p><b>CGE4a</b> - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p><b>CGE6a</b> - relates to family members in a loving, compassionate, and respectful manner;</p> <p><b>Health Overall Expectation</b></p> <p><b>C3:</b> Demonstrate the ability to make connections that relate to health and well-being, and 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;</p> <p><b>Religion Specific Expectation</b></p> <p><b>PR2.1:</b> Identify and use various means to enter into and experience vocal prayer, meditative prayer, and contemplative prayer;</p>		<p><b>Learning Goals:</b></p> <p>✿ Students will understand the role of anxiety, emotions, and moods; and develop an awareness of when to seek help;</p> <p>✿ Students will learn that things will get better; they are stronger than they think.</p>
Instructional Components		
<p><b>Prior Knowledge and/or Skills:</b></p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Anxiety:</b> Worry or uneasiness about what may happen; an eager desire.</li> <li>▪ <b>Mood:</b> A particular state of mind or feeling.</li> <li>▪ <b>Emotion:</b> A strong or specific feeling.</li> </ul>	<p><b>Additional Resources:</b></p> <p><i>Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy</i></p> <p><i>Heart of Hope Resource Guide: A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing, and Build Healthy Relationships</i> by Carolyn Boyes-Watson and Kay Pranis, 2010.</p>

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<b>Prayer/Scripture Focus</b>		
<p><b>The Serenity Prayer:</b>            God grant me the serenity to accept the things I cannot change,            Courage to change the things I can,            And wisdom to know the difference.</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Provide a copy of the <i>Serenity prayer</i> (above) to each student. Explain that life is often a series of problems. People can become anxious over things that are out of their control. The wisdom of the Serenity Prayer can offer guidance and support for all of life's problems.</p>		
<b>Action</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
<p>How can emotions, anxiety and moods be described? One way is through an emotional weather description. For example, if things are okay for me right now, but I am worried about the test after recess, I might describe my emotional weather as 'overcast'. If everything is great right now and I have no worries I might describe my emotional weather as 'sunny and bright'. If I am feeling anxious because I have to stay home alone tonight I might feel it getting 'cloudy' in the distance. If I just caught my best friend taking money out of my backpack I might feel 'stormy'.</p> <p>As a class, complete a four-corners activity using chart paper. Corner one should say "sunny" and have a bright sun on it. Corner two should say "overcast" and be gray in colour. Corner three should have the word "stormy" and pictures of lightning bolts. Corner four should have the words "chance of rain" on it with pictures of umbrellas, boots, rain clouds, etc. In small groups, students should travel from corner to corner using markers to jot down ideas they have for what might be happening in someone's life to make them feel 'sunny', 'stormy', etc., keeping in mind the descriptors of emotional weather reporting.</p> <p>After students have had a chance to travel to all four corners and jot down ideas, they should then conduct a silent gallery walk to see what other groups shared and thought.</p> <p>As a class, discuss what emotional weather descriptors someone who is anxious might use. Would they feel humid/sticky? Cloudy? Overcast? Encourage students to share their ideas on chart paper using words and images.</p>		<p>Anecdotal observation and discussion</p> <p>Exit ticket</p>
<b>Consolidation</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p>Students should prepare a written and illustrated "emotional" weather report, based on how they feel today, to be submitted to the teacher as an exit ticket. On the back they should reflect on what part of the <i>Serenity prayer</i> they can apply to their current "emotional" weather.</p>		

**Mental Health & Wellness for Catholic Schools:**  
**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

Saying the <b><i>Serenity prayer</i></b> only takes seconds. Have students think of a time when they were anxious, then close their eyes and recite the prayer silently. Remind students that this simple prayer can be an effective meditation in times of stress and uncertainty.	
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<b>Final Notes</b>	
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A class or hall display board could be created with the concept of emotional weather and the <i>Serenity prayer</i> .	
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**Mental Health & Wellness for Catholic Schools:**  
**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Grade 5 (Junior) Lesson 4:**

**Resiliency and Coping Skills –  
 Physical and Spiritual**

*(can be broken into several smaller lessons)*

**Background:** Whether a student is experiencing short term distress or an underlying mental health problem, helping students create a short term coping plan will promote the development of healthy coping skills.

**Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects**

**Ontario Catholic School Graduate Expectations**

- 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;
- CGE4h** - participates in leisure and fitness activities for a balanced and healthy lifestyle;

**Health Overall Expectation**

**C2:** Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

**Religion Overall Expectation**

**LS2:** Fundamental love for the poor and vulnerable; Understand that human solidarity in our Christian living, understood as “Friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first;

**Religion Specific Expectation**

**PR2.1:** Identify and use various means to enter into and experience vocal prayer, meditative prayer, and contemplative prayer;

**Family Life Specific Expectation**

**C2.5:** Recognize that growing up is a process that takes time and patience;

**Learning Goals:**

✿ Students will be able to identify and create a coping plan – for short-term mental health distress – to help themselves and others.

**Instructional Components**

**Prior Knowledge and/or Skills:**

Review what a coping strategy is (See lesson 2)

**Terminology:**

**Additional Resources:**

Local crisis line phone numbers and websites

[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<b>Prayer/Scripture Focus</b>		
<p>We are lovingly made in the image and likeness of our compassionate God. The Bible is full of examples of acceptance and care for others, including that of Jesus washing the feet of His disciples. (<i>Matthew 12:4-15</i>)</p>		
<b>Minds On</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
<p>On a board write each of the following words, omitting the vowels:</p> <ol style="list-style-type: none"> <li>1. Pray</li> <li>2. Breathe deeply and slowly</li> <li>3. Drink plenty of water</li> <li>4. Eat healthy foods</li> <li>5. Listen to uplifting music</li> <li>6. Sleep/rest</li> <li>7. Walk/exercise</li> <li>8. Talk to someone</li> <li>9. Draw</li> <li>10. Write in a journal</li> <li>11. Call a crisis line</li> </ol> <p>Ask students to guess and fill in the missing letters. Review the healthy coping strategies listed on the board. Add any other healthy coping strategies students can think of. Be sure to include the phone number for your local crisis phone line. Explain that these strategies can be part of a short term coping plan and that they should check in or follow up with a trusted person in their life to see how they are doing after implementing some of these healthy coping strategies.</p>		<p>Anecdotal notes through observation and discussion</p> <p>T-shirt design and message: Checkbric constructed together with class comprised of necessary look-fors to communicate accurate and effective messages to others regarding mental health coping strategies</p>
<b>Action</b>	<b>Approximately 60 Minutes</b>	<b>Assessment</b>
<p>On large paper students should sketch and cut out an outline of a t-shirt, then design and colour both sides to showcase and share healthy coping strategies.</p>		
<b>Consolidation</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
<p>Have students share the ideas on their paper t-shirts with a shoulder partner who, in turn, will share with the class an idea that their partner incorporated into their shirt design. Paper t-shirts should be stored in each student's Mental Health and Wellness folder for the culminating activity. Students should then each write a one-line prayer:</p> <p style="text-align: center;">e.g.     <i>For people who think nobody likes them. We pray to the Lord.</i></p> <p style="text-align: center;">          <i>For people who are sad and lonely. We pray to the Lord.</i></p>		

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

Prayers can be collected and placed together near a candle, crucifix, or on a prayer table and shared together in a prayer service. The response to each prayer intention being, <i>“Lord, hear our prayer.”</i>	
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**Final Notes**

The paper t-shirts could be scattered and displayed on hallway walls throughout a school to help spread the message about what people can do to help improve their mental health.

If funds are available, cloth t-shirts and fabric markers or fabric paint could be used.

**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

**Grade 5 (Junior) Lesson 5:**

**Growing Resiliency – Point of View,  
Toning Down the Negative and Safe, Smart Risk-Taking**  
*(can be broken into several smaller lessons)*

**Background:** “Many of us know people who may not be famous, but who have shown great strength and resilience in their lives. They may be our parents, friends, or neighbours. Or they may be us. The potential for resilience lives in everyone.”  
*(Canadian Association of Mental Health)*

**Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects**

**Ontario Catholic School Graduate Expectations**

- CGE1g** - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;
- CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4g** - examines and reflects on one’s personal values, abilities, and aspirations influencing life’s choices and opportunities;
- CGE7f** - respects and affirms the diversity and interdependence of the world’s peoples and cultures;

**Health Specific Expectation**

**C3.2:** Explain how a person’s actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others;

**Family Life Specific Expectations**

- A1.2:** Recognize and appreciate the uniqueness of each person in the class;
- A1.3:** Recognize and appreciate the gift of each human life;

**Learning Goals:**

Students will learn:

- ✿ That it is okay to challenge oneself within a safe environment and limits.
- ✿ To see themselves from the point of view of others.

**Instructional Components**

**Prior Knowledge and/or Skills:**

**Terminology:**

**Additional Resources:**

There are a variety of on-line multiple intelligence tests that can help to identify our different strengths and talents;

*102 Strategies for Working With Depressed Children and Adolescents: A Practical Resource for Teachers, Counselors, and Parents* by Kaye Randall, Donna Strom, and Susan Bowman, 2009.

**Prayer/Scripture Focus**

The call to befriend those whom society looks down upon. Jesus made himself a friend to outcasts.  
*(Matthew 11:19; Mark 2:16)*



**Mental Health & Wellness for Catholic Schools:  
Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
	<p>Challenge the class to come up with 100 compliments or words of praise in 600 seconds (10 minutes). If you have a SMARTboard in your room set it to display a timer counting down.</p> <p>To get the class started think of all the ways to say “Good job!”.</p> <p>Responses can be recorded graffiti style across a board or on chart paper.</p>	<p>Anecdotal observation and dialogue.</p> <p>Class co-constructed rubric for poems.</p>
<b>Action</b>	<b>Approximately 90 Minutes</b>	<b>Assessment</b>
	<p align="center"><b><i>‘Where do I Belong?’ Activity</i></b></p> <p>Knowing the comfort level of your students, and carefully considering any sensitive areas, call out the following directions and have students arrange themselves accordingly:</p> <ul style="list-style-type: none"> <li>▪ Get in a straight line from oldest to youngest;</li> <li>▪ Get in alphabetical order using first names only. If you share the same name, stand side by side;</li> <li>▪ Get in line according to birthday months, with January birthdays at the head of the line;</li> <li>▪ Get in line according to your home street number or 911 address number;</li> <li>▪ Gather in groups according to your eye colour;</li> <li>▪ Gather in groups according to your shirt colour;</li> <li>▪ Gather in groups according to the colour of your hair;</li> </ul> <p align="center"><b><i>Third Person Activity</i></b></p> <p>Divide the class into two lines facing each other. Call one line “A” and the other “B”. “A” people have 30 seconds to tell their “B” partner about themselves, but must do so from the point of view of someone <i>other</i> than themselves.</p> <p>(i.e. Margaret might speak from the point of view of her father by saying, “Margaret likes to sleep in because she stays up late reading and listening to her music.”).</p> <p>Switch after 30 seconds and it becomes “B’s” turn to share about themselves, again from someone else’s point of view. It is important that the listener does not speak during the speaker’s turn.</p> <p>After both A and B have had a turn to share, ask each person in the A line to move over one person and begin again. Encourage each person to speak from a different person’s point of view each time.</p> <p>(An Inside/Outside Circle would also work effectively for this).</p>	

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***'I'm So Talented' Poetry Writing***

This poetry writing can work to build self-esteem. There is no set number of lines, but each line must begin with "I'm so talented I can..." It can be written 'tongue in cheek' or as a real record of what students have accomplished or are capable of doing. The final line should begin, "And I'm so talented I..."

Sample:

I'm so talented I set up our new TV without reading the instructions.

I'm so talented I can speak English and French.

I'm so talented I can say the alphabet backwards.

I'm so talented I can jump across rain puddles without getting wet.

I'm so talented I can tell you the name of every Smurf.

And I'm so talented I wrote this poem.

If students sign 'Guess Who' instead of using their names, it can be fun to guess who wrote which poem.

**Consolidation**

**Approximately 30 Minutes**

**Assessment**

Have students anonymously write words of praise or one genuine compliment for each classmate. (A list of names with a writing area beside each will make this easier). Encourage students to be specific and to try and use different words for each peer. The teacher should collect and sort these for use in the culminating activity.

**Final Notes**

Poetry writing activity could instead begin, "*I'm so amazing...*"

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**Grade 5 (Junior) Lesson 6:**

**Culminating Task, Activity and Celebration**

*(can be broken into several smaller lessons)*

**Background:** Consisting of a culminating task, activity, and celebration this lesson recognizes the grace and supports provided to us by the Lord and reviews the material covered in the unit. There is a focus on self-actualizing to recognize mental health needs, both current and future, along with strategies and skills to cope with the challenges of life.

**Curriculum Expectations – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related subjects**

**Ontario Catholic School Graduate Expectations**

- 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;
- CGE1g** - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1i** - integrates faith with life;
- CGE1j** - recognizes that sin, human weakness, conflict, and forgiveness are part of the human journey and that the cross, the ultimate sign of forgiveness, is at the heart of redemption;
- CGE2a** - listens actively and critically to understand and learn in light of gospel values;
- CGE3a** - recognizes that there is more grace in our world than sin and that hope is essential in facing all challenges;
- 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;
- CGE4h** - participates in leisure and fitness activities for a balanced and healthy lifestyle;
- CGE6a** - relates to family members in a loving, compassionate and respectful manner;

**Learning Goals:**

- Students will:
- ✿ Identify coping skills and strategies to help promote good mental health and mental fitness.
  - ✿ Create a personalized Mental Health and Wellness Toolkit.

**Health Overall Expectations**

- C1:** Demonstrate an understanding of factors that contribute to healthy development;
- C2:** Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

**Family Life Specific Expectation**

- A1.1:** Recognize and appreciate that God loves each one of us forever;

**Instructional Components**

**Prior Knowledge and/or Skills:**

**Terminology:**

**Resources:**

Each student will need a shoebox or other small box to construct a personal Mental Health and Wellness Toolkit.

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Prayer/Scripture Focus		
<p>This <i>Culminating Task, Activity, and Celebration</i> lesson has been designed around the Catholic themes of: community, compassion, discipleship, reverence, solidarity, and stewardship.</p> <p>After saying an “<i>Our Father...</i>”, briefly discuss how the Lord gives us ‘our daily bread’ (i.e. everything we need to live and be) and He gives us ‘each day’ to grow stronger in His love and vision.</p>		
Minds On	Approximately 20 Minutes	Assessment
<p>Construct the following mind-web on the board and complete it as a class, using mental health and wellness as the central topic. For example: good mental health and wellness might sound like laughter, smell like the beach, look like a smiling face, taste like the best chocolate chip cookie ever, and touch (feel) like a hug from a friend.</p> <div data-bbox="354 829 950 1344" data-label="Diagram"> <pre> graph TD     Sight[Sight] --- Taste[Taste]     Sight --- Sound[Sound]     Taste --- Touch[Touch]     Sound --- Smell[Smell]     Touch --- Smell     </pre> </div>		<p>Anecdotal records through observation and discussion.</p> <p>Self-reflection.</p>
Action	Approximately 90 Minutes	Assessment
<p>Using a shoebox, each student is to create a personalized Mental Health and Wellness Toolkit. These should be decorated with favourite colours, stickers, cut-outs from magazines of animals, musicians, nature, etc., and be covered with interesting facts (graffiti style) about the student.</p> <p>Inside the box could go items such as a favourite book, a journal and pen, a rosary, a stress ball, a souvenir from a trip, photos of friends and family who support them, a puzzle book, a teddy bear or other comfort object, etc.</p>		

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<p>The following items, from prior lessons, should also be placed into each student's toolbox:</p> <ul style="list-style-type: none"> <li>✓ Lesson one: Support Circles</li> <li>✓ Lesson two: S.O.S. card and copy of the class anchor chart of mental health and wellness tips</li> <li>✓ Lesson three: The Serenity Prayer</li> <li>✓ Lesson four: Paper t-shirt with coping strategies</li> <li>✓ Lesson five: Compliment strips of paper from each classmate (and the teacher!)</li> </ul>		
<b>Consolidation</b>	<b>Approximately 45 Minutes</b>	<b>Assessment</b>
<p>A gallery walk showcasing unit material can be held. Parents, caregivers, school officials, and priests could be invited. Encourage visitors to add little notes of support, praise, and encouragement in student toolkits. Keep in mind that some students may view the contents of these boxes as being very personal and may not wish to share them.</p> <p>Students might write out their problems and/or things that are causing them stress (e.g. family difficulties, jealousy, anger, loneliness, etc.) which could be tied to helium balloons. As part of a prayer service, each student could state an issue in the form of a prayer request (i.e. <i>"For families experiencing difficulties, we pray to the Lord"</i>; with the response <i>"Lord, hear our prayer"</i>) and then gradually release the issue (and balloon) to float with hope above everyone.</p> <p>A hymn or song of praise could be sung. Suggestions include:</p> <ul style="list-style-type: none"> <li>▪ Like a Sunflower;</li> <li>▪ Here I am, Lord; or</li> <li>▪ Lord, I Lift Your Name on High</li> </ul> <p>As a final feedback and reflection students should take a few minutes to jot down and submit their responses to the following:</p> <ul style="list-style-type: none"> <li>▪ 3 Things they really liked about or learned from the Mental Health and Wellness Unit;</li> <li>▪ 2 Things they would like to know more about;</li> <li>▪ 1 Thing they might do differently now because of their new knowledge and understanding;</li> </ul>		
<b>Final Notes</b>		
<p>The culminating celebration could be held during Mental Health week. You can find this year's dates at: <a href="http://www.mentalhealthweek.ca">www.mentalhealthweek.ca</a>. It is usually in May and frequently coincides with Catholic Education Week.</p>		

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*Working Together for Catholic Education*

# **Mental Health & Wellness for Catholic Schools:**

**Feelings, Emotions, Resiliency and the Dignity of the Whole Person**

November 2013

## **Section III**

### **Grade 7 – Intermediate Unit**

#### **Lessons 1 to 6**

**Mental Health & Wellness for Catholic Schools:  
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**Grade 7 Unit Overview**

<b>Grade 7 (Intermediate) Unit “Mental Health and Wellness”</b>					
<b>Lesson &amp; Title</b>		<b>Learning Goal</b>	<b>Approximate Length of Lesson and Type of Activity</b>		
		<b>By the end of this lesson students will...</b>	<b>Minds On</b>	<b>Action</b>	<b>Consolidation</b>
<b>1.</b>	<i>What Does Being Healthy Mean To You?</i>	<p>be able to define what it means to be healthy;</p> <p>begin to focus on their overall health and mental well-being;</p> <p>initiate their use of a personal “Wellness Journal”.</p>	<p><i>10 Minutes</i></p> <p>Graffiti Activity: In groups of 2 or 3 (Think, Pair, Share) students respond to the question: What does being healthy mean to you?</p> <p>Each group records their responses on a piece of chart paper using graffiti style writing.</p>	<p><i>30 Minutes</i></p> <p>1) Students complete a “Wellness Quiz”</p> <p>2) Using the graffiti charts and ideas initiated from the quiz, the teacher and the students create an anchor chart to define what “Being Healthy Means”</p>	<p><i>30 Minutes</i></p> <p>Students receive their “Wellness Journal”</p> <p>In their journals:</p> <p>1) Students copy and respond to a quote.</p> <p>2) Students record the physical and/or mental wellness resources associated to the lesson.</p>
<b>2.</b>	<i>The Importance of Physical Fitness</i>	<p>incorporate physical activity into their daily routine;</p> <p>complete a 30 minute circuit routine to promote the benefits and fun of exercise;</p> <p>begin to track their physical activity for a month by recording their progress in their “Wellness Journal”.</p>	<p><i>10 Minutes</i></p> <p>You Tube Video: WellCast’s – “Exercise and the Brain”</p>	<p><i>30 Minutes</i></p> <p>Students complete a Physical Activity Circuit Activity</p>	<p><i>30 Minutes</i></p> <p>1) Using the students’ “Wellness Journals” they create a workout schedule by responding to the 3 questions asked in the video</p> <p>2) Students record the website resource in their journals</p>
<b>3.</b>	<i>Individual Resiliency and Awareness (2-Part Lesson</i>	<p>define resiliency and self-assess how resilient they are;</p>	<p><i>10 Minutes</i></p> <p>Basketball Group Activity: Students make a</p>	<p><i>75 - 90 Minutes</i></p> <p>1) Watch episodes 1,2, and 3 of “Expedition Bolivia Documentary</p>	<p><i>15 - 20 Minutes</i></p> <p>Class creates an Anchor chart</p>

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	<i>Plan)</i>	begin to learn coping strategies for dealing with difficult situations.	circle. Each student bounces the ball to a fellow classmate and as they bounce the ball the student states one challenging/sad event that we all can experience in our lives.	Videos” Found on: Impossible2 Possible web site  2) In groups of 2 or or 3 respond to the video using a graphic organizer.	“10 Ways to be Resilient”
4.	<i>Mental Health Drama Lesson</i>	brainstorm the people in their lives that they can turn to if they or a friend is suffering from mental illness;  learn strategies on how to cope with stressful situations;  define and discuss stigma;  how to appropriately offer support;  discuss resources that are available to help those who may be suffering from depression.	<i>10 Minutes</i> On index cards student write down people who they would feel comfortable talking to if they or a friend felt seriously depressed and needed help.	<i>30 - 40 Minutes</i> In groups of 2, students are given Role Playing cards that outline and set the scene for a real-life experience of an interaction between 2 friends. Card #1 Is the person asking for help Card #2 Is the person offering help	<i>20 Minutes</i> Class discussion on: 1) The difference between situational and clinical depression  2) Coping with depression strategies  3) Distribute and discuss “How to help a Friend” hand-out. Students then place it in their “Wellness Journal”
5.	<i>How to Help a Friend! (2-Part Lesson Plan)</i>	research and gather information on 10 mental health and wellness resources and organizations;  create a bookmark as a quick reference of the resources that are available in the students’ local area;  begin to breakdown the stigma of mental illness by becoming more	<i>10 Minutes</i> Students use their Wellness Journals to record a “Top 10” List of Mental Wellness resources and/or organizations that have been recorded in their journals.	<i>75-90 Minutes</i> <i>Part 1:</i> 1) Using on-line information students research the location, phone number, website, contact person(s), and the services the resource offers for each of their “Top 10” List of resources.  2) Begin to collect multimedia pictures	<i>10 -15 Minutes</i>  <i>Gallery Walk to view all the bookmarks</i>  <i>Closing Prayer: “For Helping a Friend”</i>



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		<p>informed and seeing that it is a common problem for many people.</p>		<p>of people helping other people to prepare for part 2.</p> <p><i>Part 2:</i> Students make Personal Bookmarks:</p> <p>Side 1 of the Bookmark: “Top 10” list of resources along with the information that they had gathered in part 1.</p> <p>Side 2 of the Bookmark: A picture or a collage using the multimedia resources cut out in the previous lesson. Optional: Add a decorative tie on the top of the bookmark</p>	
<p><b>6.</b></p>	<p><i>Culminating Activity: Prepare and host a “Wellness Fair” (2-Part Lesson Plan)</i></p>	<p>students work together to host a “Teen Wellness Fair”;</p> <p>create awareness of local, provincial, and Canadian health resources that are available to teens and their parents;</p> <p>create an opportunity to help each other to make positive, healthy choices that contribute to physical and mental well-being;</p> <p>break down the stigma of mental illness by encouraging one another to seek appropriate, safe and effective help.</p>	<p><i>10 Minutes</i> Watch the YouTube Video: “Peel Schools Stand Up for Students Mental Health”</p> <p>Brief discussion to link together the theme of the video with the theme of the “Teen Wellness Fair”</p>	<p><i>Approximately 40 minutes for each of the three parts and 2 hours for the “Teen Wellness Fair”</i></p> <p><i>Part 1:</i> The Research Project (Teacher’s Discretion as to how many in-class days will be given to the students to complete their projects) Students are placed in groups of 2 or 3 Students are presented with the criteria for the project. They begin to plan what format they will use for their display at the fair. Students begin to research the resource/organization that they will present</p>	<p><i>Part 1 – 15 minutes</i> <i>Part 2 – 40-60 minutes</i></p> <p><i>Part 1:</i> During the Wellness Fair: Stay and Stray Activity. As one partner stays with the display, the other partner(s) visit their classmates’ projects and record the contact information of each of the resources/ organizations in their “Wellness Journals”</p>

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				<p>at the fair.</p> <p><i>Part 2: The Planning Committee</i> Teacher and students begin to plan the “Wellness Fair” (Date, Time, Place, etc.) Every student will play a role in the hosting of the “Wellness Fair” i.e. setup, advertising, cleanup etc. Teacher outlines the roles and responsibilities of the groups and each student chooses which group they would like to be a part of. In their groups, students begin to organize the duties in their group and establish what part each member will be responsible for.</p> <p><i>Part 3: Preparation –</i> Class time to work on the projects and plan the “Teen Wellness Fair”</p> <p><i>Part 4: Teen Wellness Fair –</i> Students set up their displays and welcome their guests</p>	<p><i>Part 2: After the Wellness Fair:</i> Class celebration (Date up to the discretion of the teacher)</p> <p>1) Debriefing of the Wellness Fair – An opportunity for students to: a) List the successes and special highlights of the Fair b) Make suggestions on how to make improvements for future Fairs</p> <p>2) Watch the video taken during the fair with treats</p> <p>3) Students complete a “Self Awareness” Exit Card</p>
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**Grade 7 (Intermediate) Lesson 1:  
What Does Being Healthy Mean to You?**

**Background:**

- Health is a resource for everyday life;
- Health is influenced by many things, i.e.: income, education, genetics, culture, gender, health services, justice, and personal choices;
- Health has two parts: physical health and mental health;
- Someone can still be healthy if they have a long-term chronic health condition, like diabetes or depression, as long as they look after their health condition.

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

**Ontario Catholic School Graduate Expectations**

- 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."*
- CGE1g** - understands that one's purpose or *call in life* comes from God and strives to discern and live out this call throughout life's journey.
- CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4h** - participates in leisure and fitness activities for a balanced and healthy lifestyle.

**Subject Overall Expectations**

**Health & Physical Education:**

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** 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 - 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;

**Subject Specific Expectations**

**Family Life:**

- D1.1** recognize and appreciate the value of being authentic and well-balanced people who are growing in the commitment to be the people God created them to be;

**Learning Goal:**

✿ Students will define what it means to be healthy and will begin to focus on their overall health and mental wellbeing.

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<p><b>Health &amp; Physical Education:</b></p> <p><b>C2.1</b> demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders;</p> <p><b>C3.1</b> demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines and identify ways of encouraging healthier eating practices;</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.2</b> demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups;</p> <p><b>2.3</b> communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience;</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills:</b></p> <p>Prior to starting any lesson on mental health, teachers should refer to their school board’s mental health policy and research the resources that are available in their area to ensure that they can appropriately support the students in their classroom.</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Health-related fitness:</b> The components of physical fitness that contribute to optimal health (i.e., cardiovascular fitness, flexibility, muscular endurance, muscular strength, and body composition).</li> <li>▪ <b>Mental health:</b> All aspects of a person’s well-being that affect his or her emotions, learning, and behaviour. It is important to note that mental health is not merely the absence of mental illness.</li> </ul> <p align="center"><i>The Ontario Curriculum Grades 1-8: Health and Physical Education (2010)</i></p>	<p><b>Resources:</b></p> <p><a href="http://www.albertahealthservices.ca">http://www.albertahealthservices.ca</a></p> <p><a href="http://www.hc-sc.gc.ca">http://www.hc-sc.gc.ca</a></p> <p>a blank notebook or journal for every student to serve as their ‘Wellness Journal’</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>Use the <b>Beatitudes</b> (<i>Matthew 5:3-12</i>) as an opening reflection, after explaining that they are the teachings of Jesus in the Sermon on the Mount. You may wish to use the following New International Version (NIV):</p> <p>“Blessed are the poor in spirit, for theirs is the kingdom of heaven. Blessed are those who mourn, for they will be comforted. Blessed are the meek, for they will inherit the earth. Blessed are those who hunger and thirst for righteousness, for they will be filled. Blessed are the merciful, for they will be shown mercy. Blessed are the pure in heart, for they will see God. Blessed are the peacemakers, for they will be called children of God. Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven. “Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.”</p>		

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You may also wish to share the following information:

“The word "beatitude" comes from the Latin *beatitudo*, meaning "blessedness." The phrase "blessed are" in each of the beatitudes implies a current state of happiness or well-being. The expression held powerful meaning of "divine joy and perfect happiness" to the people of the day. In other words, Jesus was saying "divinely happy and fortunate are" those who possess these inward qualities. While speaking of a current "blessedness," each pronouncement also promises a future reward. “

<http://christianity.about.com/od/topicalbiblestudies/f/beatitudes.htm>

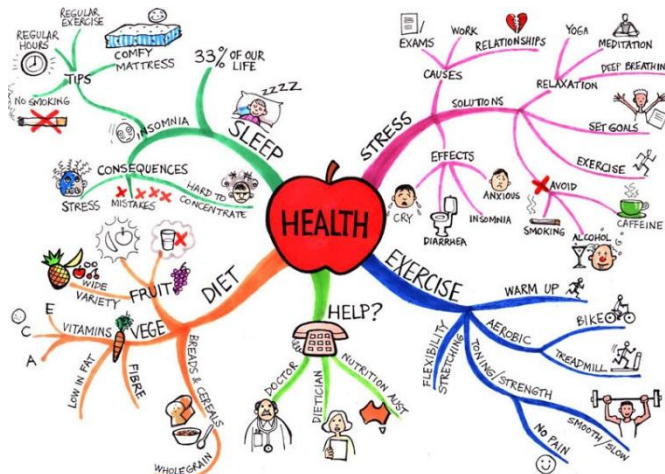
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<b>Graffiti Activity:</b> Teacher writes the following question on the board: What does being healthy mean to you? Students are placed in groups of 2 or 3 (DI Strategy: Think-Pair-Share) and each group is given a piece of chart paper and markers. After a brief introduction to the question, students write “Being Healthy Means” on their chart paper and use graffiti style writing to brainstorm and record their responses on their chart paper. Charts are posted around the room as groups finish the activity.		Observation
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
Have students complete the ‘Wellness Quiz’ [BLM follows this lesson], then use the responses on the charts to initiate a class discussion and create an anchor chart for the classroom. To help guide the group discussion, encourage students to include health habits related to physical activity (see Public Health Agency of Canada, <i>Canada’s Physical Activity Guide to Healthy Active Living</i> at: <a href="http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php">http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php</a> ) and healthy eating (see Health Canada, <i>Eating Well with Canada’s Food Guide</i> at: <a href="http://www.hc-sc.gc.ca/fn-an/index-eng.php">http://www.hc-sc.gc.ca/fn-an/index-eng.php</a> ).		
<b>Consolidation</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
Distribute the blank notebooks and discuss their purpose as personal ‘Wellness Journals’. Have students copy and respond to the following quote in their journals:  <p style="text-align: center;">“People who love themselves come across as very loving, generous and kind; they express their self-confidence through humility, forgiveness and inclusiveness.” <a href="#">Sanaya Roman</a></p> <p>Have students copy the following website address in their journals as their first resource: <b>Health Canada</b> - <a href="http://www.hc-sc.gc.ca">http://www.hc-sc.gc.ca</a></p>		
<b>Final Notes</b>		
<p><b>Wellness Quiz</b> Whether or not the quiz is anonymous is up to the discretion of the teacher. Collect all the students’ quizzes and collate the results. It can be the planning tool for future lessons or a way for students to reach out. Encourage students to ask for help if difficult feelings arise during the quiz or other lessons throughout the unit.</p>		

**Mental Health & Wellness for Catholic Schools:  
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Wellness Quiz**

Take this quiz to learn how you're being kind to yourself and others. Pick one answer.

Questions	Often	Sometimes	Never
I think I am good at developing healthy relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often skip meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel hopeful most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually get enough sleep at night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually manage stress in a healthy way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel judged by others based on what I look like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do some form of exercise every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received disturbing phone calls, texts, or messages through social media sites from another student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes have a drink of alcohol with my friends on the weekend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am or have been worried about someone because I think they may be depressed, or have other mental health issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***“People who love themselves come across as very loving, generous and kind; they express their self-confidence through humility, forgiveness and inclusiveness.”*** **Sanaya Roman**



**Mental Health & Wellness for Catholic Schools:  
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**Grade 7 (Intermediate) Lesson 2:  
The Importance of Physical Fitness**

**Background:** “Through the development of self-awareness and self-monitoring skills, students build a sense of being. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions. Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience - the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.” *The Ontario Curriculum Grades 1-8: Health and Physical Education (2010), p. 20*

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

**Ontario Catholic School Graduate Expectations**

- CGE1g** - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.  
**CGE3b** - creates, adapts, and evaluates new ideas in light of the common good.  
**CGE4h** - participates in leisure and fitness activities for a balanced and healthy lifestyle;

**Subject Overall Expectations**

**Health & Physical Education:**

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;  
**A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;  
**C1.** demonstrate an understanding of factors that contribute to healthy development;  
**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

**Language - Oral Communication:**

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

**Language - Media Literacy:**

- 1.** demonstrate an understanding of a variety of media texts;

**Subject Specific Expectations**

**Family Life:**

- C1.2** recognize and appreciate the challenge of being good stewards of their lives as body/spirit persons;

**Health & Physical Education:**

- A1.1** actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program;  
**A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being exposed to a variety of activities; feeling comfortable about the activities; etc.) as they participate in a diverse range of



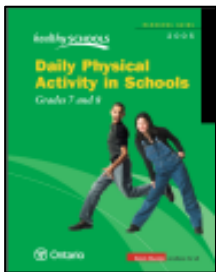
**Learning Goals:**

- ✿ Students will incorporate daily activity into their daily routine.
- ✿ Students will complete a 30 minute circuit routine to promote the benefits of exercise.
- ✿ Students will track their physical activities for a month and record their progress.

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<p><b>A1.3</b> physical activities in a variety of indoor and outdoor environments; demonstrate an understanding of the factors that motivate or impede participation in physical activity every day;</p> <p><b>A2.4</b> develop, implement, and revise a personal plan to meet short-term, health-related fitness goals;</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.5</b> develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation;</p> <p><b>Language - Media Literacy:</b></p> <p><b>1.2</b> interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations;</p> <p><b>Language - Writing:</b></p> <p><b>2.1</b> write complex texts of different lengths using a wide range of forms;</p> <p><b>2.7</b> make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies;</p>	
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**Instructional Components**

<p><b>Prior Knowledge and/or Skills:</b></p> <p>Design and plan a physical fitness workout circuit for students or use the “Fitness Components Circuit” found on page 40 of the <i>Healthy Schools Resource Guide</i> (See the link in Resources to download the guide).</p>  	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Resilience:</b> The ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</li> </ul>	<p><b>Resources:</b></p> <p>Exercise and the Brain video by WellCast, found at: <a href="http://www.youtube.com/watch?v=mJW7dYXPZ2o">http://www.youtube.com/watch?v=mJW7dYXPZ2o</a></p> <p>Ministry of Ontario’s <i>Healthy Schools Resource Guide</i> (2005) can be downloaded at: <a href="http://www.edu.gov.on.ca/eng/teachers/dpa7.pdf">http://www.edu.gov.on.ca/eng/teachers/dpa7.pdf</a></p> 
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**Mental Health & Wellness for Catholic Schools:**  
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<b>Prayer/Scripture Focus</b>		
<p>Jesus, thank you today for my physical body that you created and called “very good.” Let me learn to be a good steward of this holy temple you have given me.</p> <p style="text-align: right;"><i>Genesis 1:31; 1 Corinthians 6:19</i></p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>View WellCast’s “Exercise and the Brain” video at:  <a href="http://www.youtube.com/watch?v=mJW7dYXPZ2o">http://www.youtube.com/watch?v=mJW7dYXPZ2o</a>.</p>		
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
<p>Have students complete a pre-planned circuit activity in either the gym, the classroom, or outside. Physical activities could include: walking, skipping, sit-ups, tossing a ball with a partner, lifting hand weights, hula hoops, etc. Additional ideas from the “Fitness Components Circuit” include: shuttle run, long jumping, curl-ups, bench steps, sit and reach. See page 40 of the <i>Healthy Schools Resource Guide</i> for more details about each activity.</p>		<p>Observation</p>
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Wellness Journals:</b> Following the video, have students plan a workout schedule and respond to the questions that were suggested in the video:</p> <ul style="list-style-type: none"> <li>➤ How do you feel?</li> <li>➤ Got focus?</li> <li>➤ What about after 1 week?</li> </ul>		
<b>Final Notes</b>		

**Mental Health & Wellness for Catholic Schools:  
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**Grade 7 (Intermediate) Lesson 3:  
Individual Resiliency/Awareness**

**Background:** “Resilience is the ability to bounce back from setbacks, **learn** from failure, be motivated by challenges and believe in your own abilities to deal with the stress and difficulties in life. Resilience is critical to a child’s overall success in life and happiness. All children need resilience and, fortunately, it can be learned. <http://betterinbulk.net/2010/03/march-is-resilience-month.html>

Teaching students to share and identify obstacles will help them to prepare a way to overcome them. This can also better equip them to succeed in their academic and personal lives. It provides them with tools to influence their outcomes.

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

**Ontario Catholic School Graduate Expectations**

- CGE1d** - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- 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.”
- CEG2e** - 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.
- CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**Subject Overall Expectations**

**Family Life:**

- A1.** Demonstrate an appreciation that humans have been created in the image of a loving God;
- B1.** Appreciate that humans are called to image the love of God by living in relationship with others;
- B2.** Demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development;
- E3.** Apply an understanding of the global dimension of human nature in personally relevant contexts;



**Health & Physical Education:**

- 1.** demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

**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 define resiliency and self-assess how resilient they are.
-  Students will begin to learn coping strategies for dealing with difficult situations.

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**Language - Writing:**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**Language - Media Literacy:**

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

**Subject Specific Expectations**

**Family Life:**

- A1.1** recognize and appreciate the need to express emotions in a way that reflects respect for oneself and for others;
- B1.1** recognize and appreciate the role that human relationships play in each person's life;
- B1.2** recognize and appreciate the contribution of friendship to their growth as persons;
- B2.3** recognize and appreciate the importance of working together as a family to meet the challenges in their lives;
- B2.4** recognize and appreciate the need to understand the challenges of friendship and learn from them;
- E3.1** describe essential responsibilities of membership in groups;

**Health & Physical Education:**

- 1.1** use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living;

**Language - Oral Communication:**

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks;
- 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience


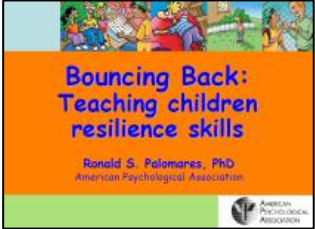

**Language - Writing:**

- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary;
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience;

**Language - Media Literacy:**

- 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.

**Mental Health & Wellness for Catholic Schools:  
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Instructional Components		
<p><b>Prior Knowledge and/or Skills:</b></p> <p>Reference article:  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_bolstering_students.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_bolstering_students.pdf</a>.</p> 	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Resiliency:</b> The ability to overcome challenges of all kinds - trauma, tragedy, personal crises, plain 'ole' life problems - and bounce back stronger, wiser, and more personally powerful. (Resiliency in Action, found at:  <a href="http://www.resiliency.com/what-is-resiliency/">http://www.resiliency.com/what-is-resiliency/</a></li> </ul> <p align="center">or</p> <ul style="list-style-type: none"> <li>▪ <b>Resiliency:</b> The ability to positively respond (or adapt) to and cope with a stressful experience. (About.com, at:  <a href="http://ptsd.about.com/od/glossary/g/resiliency.htm">http://ptsd.about.com/od/glossary/g/resiliency.htm</a>)</li> </ul>	<p><b>Resources:</b></p> <p>impossible2Possible website:  <a href="http://impossible2possible.com/home">http://impossible2possible.com/home</a></p> <p>A resource for parents:  <a href="http://uwf.edu/cap/HCW/materials/PalomaresMay08.pdf">http://uwf.edu/cap/HCW/materials/PalomaresMay08.pdf</a></p> 
Prayer/Scripture Focus		
<p>"Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the LORD your God will be with you wherever you go." (Joshua 1:9); God is always with us, so we don't have to succumb to terror and discouragement! Instead, focus on the strength and courage that God will give to us if we only ask...</p> <p align="center"><i>Adapted from: <a href="http://www.afterthetarcall.com/2011/10/12/seven-scriptures-to-inspire-resilience-during-tough-times/">http://www.afterthetarcall.com/2011/10/12/seven-scriptures-to-inspire-resilience-during-tough-times/</a></i></p>		
Minds On	Approximately 10 Minutes	Assessment:
<p><b>Basketball activity:</b> Students form a circle. Teacher begins by saying that we all face challenges in our lives. The important thing is that we bounce back from these challenges and not let them create long lasting barriers to living a happy life. As each student bounces the basketball to someone in the circle they must state one challenge that everyone faces (I.e., being teased, a friend moves away, being left out, etc.) The basketball can only be bounced to each person once. If, however, the ball is bounced to someone who cannot think of a response another student may help them out.</p>		<p>Observation</p>
Action	Approximately 75-90 Minutes	Assessment
 <p>Visit the impossible2Possible website and view the <i>Cantaloupe: Expedition Bolivia Documentary</i> videos (Episodes # 1, 2, &amp; 3) at:  <a href="http://impossible2possible.com/i2p">http://impossible2possible.com/i2p</a>.</p> <p>The links to the videos can be found along the right hand side of the webpage.</p>		

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<p>In groups of 3, have students make 4 columns on a piece of paper with the following titles:</p> <ol style="list-style-type: none"> <li>1. Positive Experiences</li> <li>2. Negative Experiences</li> <li>3. Individual Resiliency</li> <li>4. Outcomes</li> </ol> <p>Within each section have students write down:</p> <ol style="list-style-type: none"> <li>1. All the positive experiences each i2P Youth Ambassador experienced during the expedition (if any);</li> <li>2. All the negative experiences and struggles each i2P Youth Ambassador experienced during the expedition (if any);</li> <li>3. What made each i2P Youth Ambassador resilient? What exactly did they do to overcome their struggle?</li> <li>4. What were the outcomes of the journey for each person?</li> </ol> <p>Students will discuss their findings with the class. Next, have students draw a pyramid on a piece of paper. Have them split the pyramid into three sections. At the top or peak of the pyramid have them write a “peak moment of their life” where they overcame a hurdle in their life either small or big. In the middle of the pyramid, have the students write the thoughts/feelings they had during that time which helped them to overcome this hurdle. At the base of the pyramid, have students write a positive quote that they feel best describes what individual resilience means to them, based on their experience. This will be their “Personal Peak Pyramid” which is a symbol of their own resilience and it can be kept in their Wellness Journal as a reminder of what they did to get through their tough time.</p> <p>Have students discuss how they felt at their peak moment. What is it that they did that made them feel like this was a peak moment? What actions and/or feelings can they carry over when they are struggling through something? What advice would they give, to someone who is not as resilient, about being a resilient person and overcoming obstacles? How do you become more aware and more consistent in engaging that positive energy when you need it?</p>		
<p><b>Consolidation</b></p>	<p><b>Approximately 15 Minutes</b></p>	<p><b>Assessment</b></p>
<p>As a class create an anchor chart on ten ways to be resilient. A resource to assist with guiding the discussion can be found at the Kids HelpLine website:  <a href="http://www.kidshelp.com.au/grownups/news-research/hot-topics/being-resilient.php">http://www.kidshelp.com.au/grownups/news-research/hot-topics/being-resilient.php</a>.</p> <p>Have students copy the list into their Wellness Journals.</p>		
<p><b>Final Notes</b></p>		
<p></p>		

**Mental Health & Wellness for Catholic Schools:  
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**Grade 7 (Intermediate) Lesson 4:**

**Mental Health Drama Lesson**

**Background:** Each of us must learn to deal with our own feelings and emotions from day to day. All life experiences, whether positive or negative, help to build character. The key is to develop skills for coping and managing our feelings and emotions and to learn from all experiences.

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

**Ontario Catholic School Graduate Expectations**

- CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3b** - creates, adapts, evaluates new ideas in light of the common good. Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE4a** - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**Subject Overall Expectations**

**Family Life:**

- A1.** demonstrate an appreciation that humans have been created in the image of a loving God;
- A2.** demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other;
- A3.** apply an understanding of the unique and shared aspects of human nature in personally relevant contexts;
- B1.** appreciate that humans are called to image the love of God by living in relationship with others;
- B2.** demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development;

**The Arts - Drama:**

- B1.** apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;
- B2.** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

**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;

**Health and Physical Education:**

- C1.** demonstrate an understanding of factors that contribute to healthy development;

**Subject Specific Expectations**

**Family Life:**

- A1.1** recognize and appreciate the need to express emotions in a way that reflects

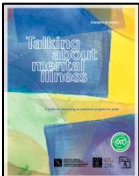
**Learning Goals:**

- ✿ Students will brainstorm people they can turn to if they or a friend is suffering from mental illness;
- ✿ Students will learn strategies on how to cope with stressful situations.
- ✿ Students will define and discuss 'stigma', offer support, and discuss resources that are available surrounding depression.

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<p>respect for oneself and for others;</p> <p><b>A2.3</b> explain the meaning of emotions and describe some common effects of adolescence on a person’s emotional life;</p> <p><b>A2.5</b> describe some of the strengths and limitations of persons;</p> <p><b>B1.1</b> recognize and appreciate the role that human relationships play in each person’s life;</p> <p><b>B1.2</b> recognize and appreciate the contribution of friendship to their growth as persons;</p> <p><b>B2.4</b> recognize and appreciate the need to understand the challenges of friendship and learn from them</p> <p><b>E2.1</b> explain the importance of gathering with others for celebration and for support;</p> <p><b>E2.2</b> recognize and appreciate the human need to join with others for a variety of purposes;</p> <p><b>The Arts - Drama:</b></p> <p><b>B1.1</b> engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities;</p> <p><b>B2.1</b> construct personal interpretations of drama works, connecting drama issues and themes to their own and others’ ideas, feelings, and experiences;</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.1</b> identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks;</p> <p><b>2.2</b> demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience</p> <p><b>Health and Physical Education:</b></p> <p><b>C1.2</b> demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (<i>e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines</i>) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours</p>	
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**Instructional Components**

<p><b>Prior Knowledge and/or Skills:</b></p> <p>Inform applicable school and board staff (i.e., guidance counselor, mental health &amp; wellness nurse, social worker, etc.) about the topic of today’s lesson so they can be ready to provide additional support for students, if necessary;</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Depression:</b> a medical illness that causes a persistent feeling of sadness and loss of interest. Depression can cause physical symptoms, too. <a href="http://www.mayoclinic.com/health/depression/DS00175">http://www.mayoclinic.com/health/depression/DS00175</a></li> <li>▪ <b>Stigma:</b> a negative stereotype. Stigma is a reality for many people with a mental illness, and they report that how others judge them is one of their greatest barriers to a complete and satisfying life.</li> </ul>	<p><b>Resources:</b></p> <p><i>Talking about Mental Illness: A Guide for Developing an Awareness Program for Youth</i> is downloadable at: <a href="http://www.camh.ca/en/education/Documents/www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersall.pdf">http://www.camh.ca/en/education/Documents/www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersall.pdf</a></p> <p>Online Resilience Guide for Parents and Teachers found at: <a href="http://www.apa.org/helpcenter/re">http://www.apa.org/helpcenter/re</a></p> 
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<p>Create a list of local mental health and wellness agencies;</p> <p>Review your School Board’s mental health policy</p> <p>Inform applicable school and board staff (i.e., guidance counselor, mental health &amp; wellness nurse, social worker, etc.) about the topic of today’s lesson so they can be ready to provide additional support for students, if necessary;</p>	<p><a href="http://ontario.cmha.ca/mental-health/mental-health-conditions/stigma-and-discrimination/">http://ontario.cmha.ca/mental-health/mental-health-conditions/stigma-and-discrimination/</a></p>	<p><a href="#">silience.aspx.</a></p>
<p><b>Prayer/Scripture Focus</b></p>		
<p align="center"><i><b>Prayer For Helping a Friend</b></i></p> <p>Lord, grant me the strength, the courage, the patience, and the humility I need to help my friend. Let me love selflessly by Your supreme example. Holy Spirit, fill me with Your grace so that my words become Yours. Thank You for being my support and comfort so that I may support and comfort my friend.</p> <p align="right">Amen</p> <p align="right"><i>Now and Forever: The Catholic University of America Student Prayer Book. (2007)</i></p>		
<p><b>Minds On</b></p>	<p align="center"><b>Approximately 10 Minutes</b></p>	<p align="center"><b>Assessment</b></p>
<p>Pass out index cards to the class and ask each student to write down who they would feel comfortable talking to if they, or a friend, felt seriously depressed and needed help (i.e. friend, parent, teacher, minister, neighbor, etc.). Collect the cards, read the answers anonymously, and discuss the options.</p>		<p>Observation</p>
<p><b>Action</b></p>	<p align="center"><b>Approximately 30-40 Minutes</b></p>	<p align="center"><b>Assessment</b></p>
<p><b>Mental Health Drama Lesson:</b> (Adapted from Teen Talk’s “Mental Health Role Plays” found at: <a href="http://teentalk.ca/wp-content/uploads/2010/12/Mental-Health-Role-Plays_TeenTalk-2012.pdf">http://teentalk.ca/wp-content/uploads/2010/12/Mental-Health-Role-Plays_TeenTalk-2012.pdf</a>)</p>		



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**Requirements:**

- ✓ This activity should coincide with more information on coping and mental health issues and/or illnesses.
- ✓ These role-plays should only be done with an established group that feels safe and comfortable with each other and with the teacher.
- ✓ Prepare a set of drama cards (included with these notes) for each group. Print and cut apart so that each role is separate from its counterpart.
- ✓ A quiet space for students to present and listen to the role-plays (as some people are quiet when they present).
- ✓ Create a list of contacts (places or numbers) available to refer youth, or make a list of school- or community-specific resources.
- ✓ Reserve time, following this activity, to debrief individually with any students who may be affected by the activity.
- ✓ (Optional) mental health handout, "How To Help a Friend," follows this lesson.



**Instructions:**

1. Introduce the topic and mention that mental health issues, mental illnesses, and suicide are often hard to talk about; they can make people feel uncomfortable. Explain that no one is expected to be an expert and that this is just a chance to gain some information.
2. Gather participants and create a safe space emphasizing ground rules (i.e. showing respect, being non-judgmental, no put-downs) before beginning this activity. Mention that students can take a break if they need it, and that it is OK to ask lots of questions.
3. Separate the group into pairs. One person plays person 1 and the other plays person 2.
4. After reading their card to themselves, ask the youth to sit down and have a discussion with the other person according to what was stated on their card. They do not show each other their card, and each group does their role play for the rest of the group to watch.
5. Ask the youth what they thought and use the debrief guide (found in the Consolidation section of this lesson) to talk about each situation after the youth have finished their role play.
6. **Be aware that some youths may be dealing with mental health issues and suicide,** and be available to debrief with your students after this session. Inform applicable school and board staff (i.e., guidance counselor, mental health & wellness nurse, social worker, etc.) about the topic of today's lesson in advance so they can be ready to provide additional support for students, if necessary.
7. Make sure you have contact places or numbers displayed and/or available for students.
8. (Optional) At the end of the session give each youth a mental health handout, "How to Help a Friend," and encourage them to respond in their Wellness Journals.

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<p><b>Card # 1 - Person #1</b></p> <p>You have been feeling sad for the last couple of months. The feelings started when you fought with your friends and your friendship with them ended in the fall. Your sad feelings seem to be getting worse. You have stopped going to school on a regular basis, and recently have stopped eating and sleeping properly. You've also really stressed because you've fallen so far behind in school that you have been receiving detentions and your teacher is planning to call your parents. Although you used to be an outgoing person, you don't feel like hanging out with friends, and feel sometimes that you'd rather just go to sleep at night and not wake up the next day. You refuse to talk to your parents, a counselor, or teacher, but you open up to your friend and let them know how you are feeling. Ask your friend for help.</p>	
<p><b>Card #2 - Person #2</b></p> <p>You are the best friend of Person #1. You've noticed them withdraw since their friendship with other people ended in the fall, but things seem to be getting worse for them. You know that they are really stressed because they have fallen so far behind in school that they have been receiving detentions and their teacher is going to call their parents. You're concerned and worried. You went through depression last year when times were hard for you, too. Listen thoughtfully and help your friend think about what they can do to deal with their depression. (Things they can do for themselves and some resources or services that your friend might want to take advantage of.)</p>	
<p><b>Consolidation</b></p>	<p align="center"><b>Assessment</b></p>
<p><b>Debrief Information For The Teacher:</b> Explain that sometimes people can be dealing with many issues such as depression and stress. Mention that someone may feel depressed because of a life event, or something that happens to them. This is called situational depression. Sometimes, that depression does not go away, or a person feels depressed all the time and can't figure out why. This is called clinical depression.</p>	

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Regardless of the type of depression, that person needs some coping strategies. Discuss the following options for coping:

1. Talking to someone/counseling/group therapy: formally available in community health centers, through a teen clinic, guidance counselor, etc. or informally through a trustworthy person.
2. Calling help lines: Kids Help Phone 1-800-668-6868 is a free, anonymous place to talk about feelings.
3. Medication: emphasize that medication may not be for everyone or for all types of depression; many people may choose not to use medication as part of their coping. Everyone has a right to decide (with their parents and doctor) if medication is right for them.
4. Self-Care: is really important whenever someone is going through a rough time. Discuss and/or brainstorm various types of self-care. This list should include MANY things, including: talking to a supportive person (i.e., friend, family member, community member, a priest etc.), doing things that make you feel happy or let you express/reflect on your feelings (i.e., going for walks, reading a favourite book, journaling, art, music, etc.) and things that distract you from your problems for a while (i.e., sports, video games, etc.).

If the students suggest substance use, debrief that it's a choice some people make but it may lead to problematic consequences, especially in the long run. Also reiterate that it's important to have a variety of coping activities.

Distribute and discuss the **"How to Help a Friend"** handout (included) and have the students place it in their Wellness Journal.

**Final Notes**

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**How to Help a Friend**

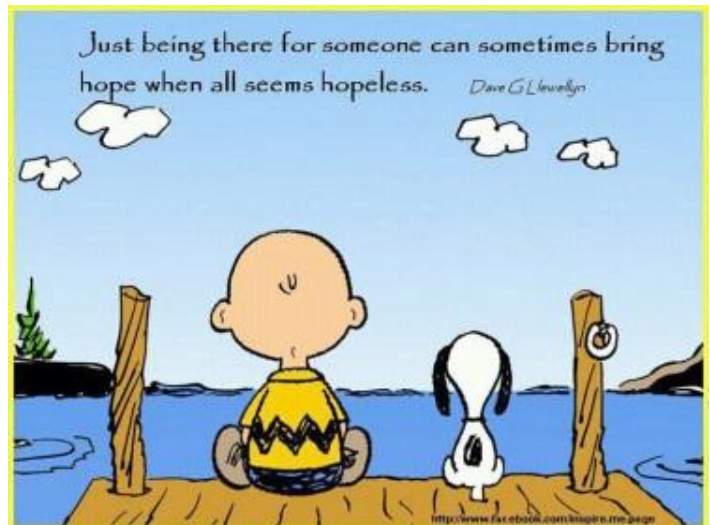
***Mental illness is a disturbance in thoughts and emotions that decreases a person's capacity to cope with the challenges of everyday life.***

“Depression can lead to emotional and physical problems. Typically, people with depression find it hard to go about their day-to-day activities, and may also feel that life is not worth living. Feeling sad, or what we may call "depressed", happens to all of us. The sensation usually passes after a while. However, people with a depressive disorder - clinical depression - find that their state interferes with daily life. Their normal functioning is undermined to such an extent that both they and those who care about them are affected by it.

<http://www.medicalnewstoday.com/articles/8933.php>

**Here are some strategies for supporting someone with a mental health problem:**

- ✓ Be supportive and understanding.
- ✓ Spend time with the person. Listen to him or her.
- ✓ Never underestimate the person's abilities.
- ✓ Encourage the person to follow his or her treatment plan and seek out support services.
- ✓ Become informed about mental illness. When we are informed, we can work together to put an end to the stigma of mental illness.



“The term stigma refers to any attribute, trait or disorder that causes a person to be labeled as unacceptably different from “normal” people. Individuals with mental illnesses - such as schizophrenia, bipolar disorder and depression - have a double burden. Not only must they cope with disabling disorders, but they must also contend with people's negative attitudes toward those disorders.”

*Canadian Mental Health Association*

- ✓ If you are a close friend or family member of someone who has a mental illness, make sure you get support as well. Self-help and/or individual counseling will help you become a better support person. Refer to the list of resources in your Wellness Journal.
- ✓ Put the person's life before your friendship. If you think the person needs help, especially if she or he mentions having thoughts of suicide, don't keep it a secret (even if the person may have asked you to). Tell his or her parents, a teacher, or a supportive adult in your life who can help.

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**Grade 7 (Intermediate) Lesson 5:  
How to Help a Friend  
(Divided into two lessons)**

**Background:** Students feel empowered if they can help themselves and others by having accurate and reliable information that they can easily access.

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

**Ontario Catholic School Graduate Expectations**

- CGE1d** - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3b** - creates, adapts, and evaluates new ideas in light of the common good.

**Subject Overall Expectations**

**The Arts – Visual Arts:**

- D1.** apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms...that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;

**Language - Oral Communication:**

- 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;
- 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**

**Family Life:**

- D2.3** recognize and appreciate that asking for help with a difficult personal issue is a sign of maturity;

**Language - Oral Communication:**

- 1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks;
- 2.2** demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**Language - Writing:**

- 1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary;

**The Arts – Visual Arts:**

- D1.1** create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view;

**Learning Goals:**

- ✿ Students will research and gather information on 10 mental health and wellness resources or organizations;
- ✿ Students will create a bookmark as a quick reference for mental health resources available in their area;
- ✿ Students will also begin to break down the stigma of mental illness by becoming more informed and seeing that it is a common problem for many people.

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Instructional Components		
<p><b>Prior Knowledge and/or Skills:</b></p> <p>Gather a list of local and non-local organizations and resources that offer support to those seeking mental health help.</p> <p>Teacher should make a bookmark as a model prior to the lesson</p>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ How to distinguish and determine what is accurate, reliable, and safe information on the internet.</li> <li>▪ Names of local and non-local organizations committed to helping people who may be suffering from mental illness.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Computer lab, laptops or Ipads;</li> <li>▪ Cardstock/thick paper (cut approximately 5 cm wide by 15 cm long); in a variety of colours, if possible;</li> <li>▪ Laminator;</li> <li>▪ Ribbon, craft string, or yarn;</li> <li>▪ Beads/Glitter;</li> <li>▪ Multi-media images of people helping other people, showing support, receiving help, etc.</li> </ul>
Prayer/Scripture Focus		
<p><b><i>Prayer For Helping a Friend</i></b></p> <p>Lord, grant me the strength, the courage, the patience, and the humility I need to help my friend. Let me love selflessly by Your supreme example. Holy Spirit, fill me with Your grace so that my words become Yours. Thank You for being my support and comfort so that I may support and comfort my friend. Amen</p> <p><i>Now and Forever: The Catholic University of America Student Prayer Book. (2007)</i></p>		
Minds On	Approximately 10 Minutes	Assessment
<p>Have students place their Wellness Journals and list of mental health resources created in previous lesson out on their desks. Have them read through and record their personal top 10 list.</p>		
Action	Approximately 40 Minutes (for each of the lessons)	Assessment
<p><b>Day 1:</b> Using on-line information, students will research their top 10 resource choices. The resources can be a variety of local (such as the community hospital) and non-local (such as the Kids Help Phone) resources. Students may come across new resources or organizations as they research and they can add these to their top 10 list.</p> <p>For each resource, have students record the following information in their Wellness Journals:</p> <ul style="list-style-type: none"> <li>✓ address/location;</li> <li>✓ phone number;</li> <li>✓ website;</li> <li>✓ contact person (if available);</li> <li>✓ services that the resource offers to people.</li> </ul> <p>Students who finish early may wish to find and collect multimedia (on-line or cut out of magazines, newspapers etc...) of people helping other people, showing support, receiving help, etc. in order to help the teacher prepare for part 2 of the lesson.</p>		<p>Performance task (Rubric);</p> <p>Observation.</p>

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<p><b>Day 2:</b> Using the research gathered during the previous day/lesson, students will create their own bookmark:</p> <ol style="list-style-type: none"> <li>1. Students choose a piece of previously cut cardstock.</li> <li>2. Students select from the multi-media images, collected during the previous lesson, to decorate one side of their book mark. Encourage students to be as creative as they want by adding extra decorative items, but be mindful that the bookmarks will be laminated.</li> <li>3. With the help of the teacher, students will measure their bookmark and use the information to type the <b>basic contact information</b> from their “Top 10” in order to add to their bookmarks. Students may need assistance with adjustments to margins and font sizes.</li> <li>4. After printing off their list, students will glue this list to the other side of their bookmarks. Ensure students have checked for accuracy and grammar/spelling. Teacher may want them to complete a peer editing activity before gluing their list on to their bookmarks.</li> <li>5. Laminate the completed bookmarks.</li> </ol> <p><b>Optional Follow-up Activity:</b></p> <ol style="list-style-type: none"> <li>6. When bookmarks are complete and have been laminated, punch a hole at the top of each one.</li> <li>7. Students cut a piece of ribbon/string/cord 15 cm long; fold in half; place the loop end through the hole and slide the tail ends through the loop, pulling tightly. Teacher may want to use a lighter to burn the cut ends of the ribbon/string/cord to prevent fraying.</li> <li>8. For added creativity, students can use multiple ribbons, beads, etc. to decorate.</li> </ol>		
<b>Consolidation:</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Gallery Walk:</b> Have students place their bookmarks on their desks while all students walk around the classroom to view and discuss the bookmarks of their classmates.</p> <p>Close the activity with the “For Helping A Friend” prayer and a brief discussion about how the bookmarks and the prayer are connected.</p> <p>Have students copy the prayer into their Wellness Journals and write a short reflection on how they will use their bookmarks in the future.</p>	Observation	
<b>Final Notes:</b>		
Remind students to keep their research notes as they’ll be used while completing their culminating task.		

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**Grade 7 (Intermediate) Lesson 6:  
Wellness Fair (Culminating Project)  
(Divided into two lessons)**

**Background:** “No longer children but not yet adults, adolescents are beginning to face life decisions that may have major consequences for them as well as others. Their lives are changing rapidly, and they need more advanced knowledge and skills to understand and cope with the changes they are experiencing and to make responsible decisions grounded in an understanding of what it means to be fully human.”

*Ontario Catholic Elementary Curriculum Policy Document,  
Grades 1-8: Family Life Education*

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

<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE1d</b> - develops attitudes and values founded on Catholic <i>social teaching</i> and acts to promote social responsibility, human solidarity and the common good.</p> <p><b>CGE2c</b> - presents information and ideas clearly and honestly and with sensitivity to others.</p> <p><b>CGE2e</b> - 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.</p> <p><b>CGE3a</b> - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</p> <p><b>CGE5a</b> - works effectively as an interdependent team member.</p> <p><b><u>Subject Overall Expectations</u></b></p> <p><b>Family Life:</b></p> <p><b>A1.</b> demonstrate an appreciation that humans have been created in the image of a loving God;</p> <p><b>A3.</b> apply an understanding of the unique and shared aspects of human nature in personally relevant contexts.</p> <p><b>Health &amp; Physical Education:</b></p> <p><b>C3.</b> 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.</p> <p><b>Language - Oral Communication:</b></p> <p><b>1.</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>2.</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p><b>Language - Writing:</b></p> <p><b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p><b>2.</b> draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>Language - Media Literacy:</b></p> <p><b>2.</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p><b>Learning Goals:</b></p> <p>💜 Students will work together to host a “Teen Wellness Fair” in order to increase awareness of local, provincial, and Canadian health resources and services available to teens and their parents;</p> <p>💜 Students will be motivated to make positive healthy choices and to seek help when needed.</p>
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4.	reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	
<b>Subject Specific Expectations</b>		
<b>Family Life:</b>		
E2.1	explain the importance of gathering with others for celebration and for support;	
E2.2	recognize and appreciate the human need to join with others for a variety of purposes;	
<b>Health &amp; Physical Education:</b>		
C1.2	demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (e.g. guidance counsellors, public health services, help lines, etc.) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours;	
<b>Language - Oral Communication:</b>		
1.1	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks;	
1.2	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups;	
<b>Language - Writing:</b>		
2.1	write complex texts of different lengths using a wide range of forms;	
2.7	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies;	
<b>Language - Media:</b>		
3.2	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create;	

**Instructional Components**

<b>Prior Knowledge and/or Skills:</b>	<b>Terminology:</b>	<b>Resources:</b>
Teacher may choose to invite local mental health and wellness organizations to set up a table display at the (teen) Wellness Fair as an added support for parents and students;	Names and contact information of local, provincial and nationwide mental wellness resources and organizations (from Lesson 5);	List of local organizations that would be available to attend the “Wellness Fair”;
Letter to the parents explaining the “Wellness Fair” and the content and theme of the fair;	<ul style="list-style-type: none"> <li>▪ <b>Wellness Fair:</b> “Health fairs are just what they sound like - events with booths, activities, and presentations designed to show attendees a good time while also educating them in the interest of leading healthier lifestyles. The term “infotainment” is sometimes used for an event of this kind.”</li> </ul> <p><a href="http://www.health-and-wellness-fairs.com/">http://www.health-and-wellness-fairs.com/</a></p>	Teacher’s may need to book an alternative space (i.e., gym, main entrance) to host the fair, if the classroom is not conducive;
		Teacher will need to divide the students into planning groups. Along with planning their own booth, each student will be in a group that will be given a specific task, including: <ul style="list-style-type: none"> <li>▪ Invitations;</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Advertising (posters, posting on the school web site, school/class newsletters, church bulletins, etc.);</li> <li>▪ Set-up (tables &amp; chairs);</li> <li>▪ Refreshments;</li> <li>▪ Clean-up.</li> </ul>
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**Prayer/Scripture Focus**

**Peter 4:8-10**

<sup>8</sup> Above all, keep loving one another earnestly, since love covers a multitude of sins. <sup>9</sup> Show hospitality to one another without grumbling. <sup>10</sup> As each has received a gift, use it to serve one another, as good stewards of God's varied grace.

**Romans 15:13**

<sup>13</sup> May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope.

**Prayer for Workers**

O Lord, our Creator, you imposed a duty on all human beings to work together to build up the world. Help us to develop the earth by the work of our hands and with the aid of technology, in order that it may bear fruit and become a dwelling place worthy of the whole human family. When we do this or consciously take part in the life of social groups, we are carrying out your plan manifested at the beginning of time that we should subdue the earth, perfect creation, and develop ourselves. Let us realize that we are also obeying Christ's command to place ourselves at the service of others in bringing forth a more human world, through your Son Jesus Christ in the unity of the Holy Spirit.

Amen.

<http://lordcalls.com/prayers-for-different-people/prayer-of-workers>

<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Watch the You Tube Video "Peel schools Stand Up for student mental health" available at: <a href="http://www.youtube.com/watch?v=xKjlxU5Zat8">http://www.youtube.com/watch?v=xKjlxU5Zat8</a>.</p> <p>Bring together the theme of the video and how your students are going to 'Stand Up' and help to break the stigma of mental health by hosting a healthy living 'Wellness Fair'.</p>		
<b>Action</b>	<b>Approximately 40 minutes for each of the three parts; 2 hours for the Wellness Fair</b>	<b>Assessment</b>
<p><b>PART 1 – The Research Project:</b></p> <ol style="list-style-type: none"> <li>In groups of two, students will research and design a project/presentation that highlights a local, provincial, or national organization that is available to help young people their age who may be suffering from a mental illness such as depression. It can be a resource/organization that focusses on mental health issues or one that promotes and gives help for having an overall general healthy lifestyle.</li> <li>Encourage students to choose a resource from their Wellness Journal or their research notes that were gathered when they made the book marks in lesson 5.</li> </ol>		<p>Teacher-designed rubric for the research project;</p> <p>Oral presentation rubric (one option is available at:</p>

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3. Discuss how students will create a display for the fair and the different options that they can choose to display their information.
4. DI choices could be: A) Poster style (Such as one that they may have used for a science fair project); B) Power point presentation C) Video of themselves and their partner discussing their resource in a “talk show” style; D) a videotaped interview with a person from the a local organization E) A drama skit that they could perform for those attending the fair (the students may have to perform their skit more than once depending on the style of the fair i.e., drop-in vs. a set time).
5. Along with a hand-out of the project expectations and a rubric take time to create a class anchor chart with the criteria for the project:
  - address (both location and web site)
  - phone number
  - website information
  - contact person(s), if available
  - services that the resource offers to people
  - tips on how to help someone who is suffering from a mental illness or wants to live a healthy lifestyle (students can use their “Top 10” list from Lesson 5, if desired.)
  - why the group chose this resource/organization
  - why it appeals to people their age
  - How would they use this resource/organization to help a friend?
  - Create a hand-out for people to take with them as a quick guide about their resource, i.e. contact information (Encourage the students to be creative with their hand-outs!)
6. All students will be expected to go around to the other displays at some point during the fair. Using the ‘stay and stray’ DI strategy, one group member stays with their display while the other visits and discusses the other projects. Each student should take their Wellness Journals to make notes and to gather contact information about the various organizations and resources in order to make their journals their own personal resource.

<http://www.rea.dwritethink.org/classroom-resources/print-outs/oral-presentation-rubric-30700.html>;

Teachers should also design a rubric for the Wellness Journals that students will hand in following the ‘Extension Activity’. The rubric should reflect confidentiality and sensitivity towards the content.

<http://rubistar.4teachers.org>;

**PART 2 – The Planning Committee**

Discuss the necessary details involved with students hosting the fair, including:

1. Set the time, date, and location within the school.
2. Decide on the style of the fair: Will it be a drop-in between certain hours or will it be a set time where people arrive and leave at a set time? The teacher may want to consider doing it as part of the school’s Open House activities and/or during Catholic Education Week.
3. Decide on who they will invite: Parents, other classes, staff, school council members?
4. Teacher may ask for input on which local organizations/resources that could also set up a booth at the fair. Some suggestions include:
  - ✿ Your school board’s “Safe Schools Coordinator” and Mental Health Nurse;
  - ✿ A social worker from Family & Children’s Services;
  - ✿ A youth counsellor from your local mental health department at your local hospital;

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<p> <ul style="list-style-type: none"> <li>✿ A Community Support and Outreach Case Worker from your local Women’s Shelter (possibly with a focus on healthy relationships and how to manage being a witness to abuse);</li> <li>✿ Phoenix Centre counselors;</li> <li>✿ A trainer from your local gym;</li> <li>✿ A dietician;.</li> </ul> <p>5. Students then sign-up for the planning committee sub-group that they would like to be involved in. Some suggestions would be:</p> <ul style="list-style-type: none"> <li>✓ Invitation design and distribution</li> <li>✓ Advertising Team: responsible for making posters and preparing small write-ups. With the teacher’s guidance students will distribute their items in order to promote the Wellness Fair using posters, posting it on the school web site, school/class newsletters, church bulletins, etc. All students could be involved in parts of this committee by helping to design the posters.</li> <li>✓ Set-up (Tables &amp; Chairs)</li> <li>✓ Decorations</li> <li>✓ Refreshments</li> <li>✓ Clean-up</li> <li>✓ The Press: responsible for taking pictures and a video of the Wellness Fair to be used for the extended activity. This team will also need to set up the video and design a way to display the pictures for the extension activity.</li> </ul> <p>6. As a class create a unique name for your Wellness Fair. It’s important to make it positive, yet also be clear about the purpose of the fair.</p> <p><b>PART 3 – Preparation:</b> Class time to work on their projects and to collaboratively plan the Wellness Fair. Approximate time to complete the planning, the projects and for giving proper notice would be 3 weeks to a month</p> <p><b>Part 4 - Wellness Fair</b></p> </p>	
<b>Consolidation</b>	<b>Assessment</b>
<p><b>Extension Activities:</b></p> <p>1. Class celebration: With a partner, students turn and talk about the successes of the Wellness Fair, as well as discuss the “What would we do differently?” aspects. Come back together as a class and ask students to report what their group talked about while the teacher takes notes on chart paper. Watch the video taken by “The Press” and allow time to view the pictures that were taken.</p> <p>2. Students complete a self-evaluation “Exit Card” regarding their participation in the fair. They should be asked to consider the following things while completing the self-assessment:</p> <ul style="list-style-type: none"> <li>• did you include all aspects of the project criteria?</li> <li>• organization and visual appeal of your display;</li> <li>• delivery of your presentation;</li> <li>• how you contributed to your group.</li> </ul>	

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**Self-Evaluation Exit Card**

What aspects of your presentation/project were you most proud of?

What aspects do you think were most in need of improvement?

What could you do to strengthen future presentations of this kind?

What did you learn while preparing this presentation and organizing a wellness fair?

Do you have a better understanding and more empathetic view of mental illness?

Students can complete this evaluation in their Wellness Journals. At the end of class students hand in their Wellness Journals to be evaluated

**Final Notes**

Possible Dates to consider when planning your “Teen Mental wellness Fair”:

- † CMHA’s [Mental Health Week](#) is an annual national event that takes place during the first week in May to encourage people from all walks of life to learn, talk, reflect and engage with others on all issues relating to mental health. Visit [www.mentalhealthweek.ca](http://www.mentalhealthweek.ca) for more information.
- † Catholic Education Week – See your School Board for dates.

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