

GRADE 1

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: INTRODUCTION TO SCHOOL HEALTH PROGRAM

THEME:



CONCEPT: EVERYONE CAN MAINTAIN AND IMPROVE PERSONAL HEALTH AT SCHOOL

PREPARATION:

1. Props/pictures demonstrating positive health practices
2. Pocket chart and sentence strips
3. Prepare a class set of Keeping Healthy worksheet (Activity Sheet ME8)
4. "This Is The Way We ..." song (Activity Sheet ME9)

VOCABULARY: healthy, unhealthy

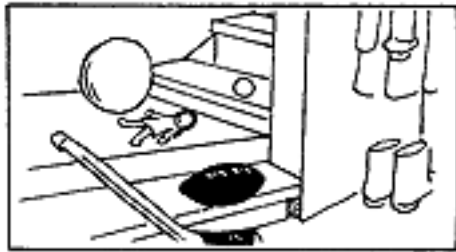
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify positive practices that maintain and improve health at school</p>	<p>Students:</p> <p>1. Wash hands with soap and water and tell why people wash their hands.</p>	<p>This is a review of Kindergarten, Introduction.</p> <p>Have all students wash their hands with soap and water and ask them why people do this. Students will probably respond that they wash their hands</p> <ul style="list-style-type: none">- because they are dirty- to make them clean <p>Teachers will have to lead students to the conclusion that it helps to keep them healthy.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Identify other things they can do to keep themselves healthy at school.</p> <p>3. Establish some rules for the classroom/ school/playground.</p>	<p>Show props or pictures to help students name positive health practices. Make an experience chart to record responses. At the top of the chart write the sentence pattern:</p> <p>We can keep healthy at school by</p> <ul style="list-style-type: none"> - washing hands before eating - washing hands after going to the bathroom - using a tissue to cough or sneeze - dressing properly for the weather - tidying up toys so people don't fall - not pushing - carrying sharp things, like scissors, point down - doing exercises - playing outside in fresh air - having fun with friends - putting garbage in the garbage can <p>Ask students what rules they should have to help keep themselves healthy at school. Use a pocket chart as illustrated.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Always</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">wash your hands</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Never</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">push</div> </div> </div>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) demonstrate practices that maintain and improve health at school	4. Complete the Keeping Healthy worksheet. 5. Learn "This Is The Way We... " song.	Refer to Activity Sheet ME8. Have students put a cross through practices which do not help maintain health and a check mark on practices which maintain health. They can then cut out each one, and sort into healthy and unhealthy practices. Refer to Activity Sheet ME9. Have students sing the song in a circle and do appropriate actions for each verse. A variation is to distribute props from Student Activity 2. The student with the appropriate prop for each verse steps to the middle of circle to demonstrate.

KEEPING HEALTHY

Put a cross (x) on things which are unhealthy. Put a check mark (✓) on things which are healthy.
Cut each out. Sort into healthy and unhealthy groups.



THIS IS THE WAY

1. This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands,
To keep us healthy at school.
2. This is the way we cover our nose
3. This is the way we dress for winter
(Pretend to put on hat and mitts.)
4. This is the way we pick up the toys
5. This is the way we carry scissors
6. This is the way we throw out garbage
7. This is the way we all keep fit
8. This is the way we play together
(Join hands and skip round in a circle.)

MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: 1

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS PHYSICAL CHARACTERISTICS

PREPARATION: 1. Silhouettes of well known characters (e.g., Big Bird), overhead projector, sheet
2. Pocket chart and prepared cards for Student Activity 3
3. Materials for mobiles
4. "In The Mirror I Can See" and "I Like Me" poems (Activity Sheet ME10)
5. Blindfolds

VOCABULARY: hair, eyes, nose, mouth, ears, fat, thin, tall, short, and descriptive words

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe some physical characteristics	Students: 1. Identify silhouettes of well known characters.	The next three lessons relate to Social Studies, Grade 1, Topic B: I'm The Only One Like Me. Teachers may wish to combine Social Studies and Health to teach these concepts. To create a silhouette, shine an overhead projector on a cut out shape, so that it casts a shadow on the sheet. Teachers should select characters which students will recognize. They might include: - Miss Piggy - an elder - Big Bird - a student - Mickey Mouse - your classroom assistant

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

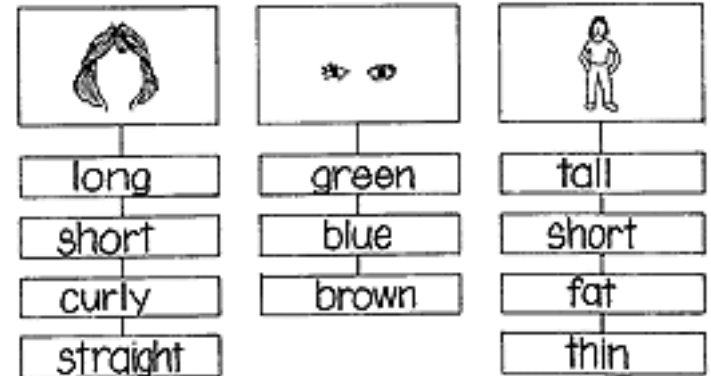
2. State how they knew who the silhouettes were.

3. Describe some of their own physical characteristics.

Ask students how they were able to identify the silhouettes. Emphasize that we usually recognize people by their physical characteristics, including:

- hair
- eyes
- mouth
- shape (fat, thin, etc.)
- nose
- ears

Prepare cards which describe specific physical characteristics.



Review the meaning of each (word) card with students.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 4. Learn the poem "In The Mirror I Can See."
- 5. Identify other students by feeling their features.

Ask students to describe one of their own physical characteristics. Use a pocket chart and the cards to record student responses with the sentence patterns as illustrated.

I have green eyes

John has brown eyes

I am tall

John is short

Refer to Activity Sheet ME10.

Divide students into groups of five or six. Blindfold one student who must then try to identify other students by feeling their hair, face, clothes. Have students state how they were able to identify other students using the sentence pattern:

I knew it was (Julie) because of (her curly hair).

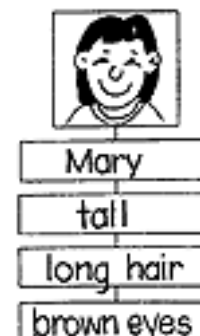
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

6. Make a "Me" mobile.

Have students draw and cut out a face and write their name on a card. Then choose three physical characteristics and write each of them on a separate card. Make into a mobile.



7. Learn the poem "I Like Me."

Refer to Activity Sheet ME10.

IN THE MIRROR I CAN SEE

In the mirror I can see
A round, round face looking at me!
Two brown eyes and a nose has he/she.
I wonder who that person can be?

In the mirror I can see
A tall thin girl (boy) looking at me!
Two arms, two legs and a head has he/she.
I wonder who that person can be!

Adapted by: Heather Nolsoe
Cathy McGregor
Helen Balanoff
Barbara Hall

I LIKE ME

I like me. I like me.
No one else looks just like me!
I am tall; I am thin.
I have a big nose
And a little chin.
My eyes are brown
And my face is round.
I like me. I like me.
No one else looks just like me!

Adapted by: Helen Balanoff



MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: 2

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS DIFFERENT ABILITIES

- PREPARATION:
1. Pocket chart and sentence strips
 2. Materials for fabulous flowers for Student Activity 3
 3. One button for each student
 4. "I Am Me" poem (Activity Sheet ME11)
-

VOCABULARY: good at, vocabulary as required for students' abilities

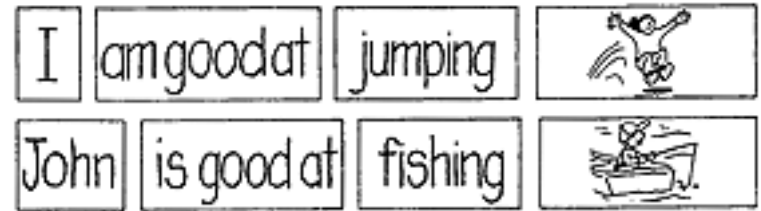
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify things they can do well	Students: 1. Demonstrate something they can do well.	Introduce the lesson by asking students, "Who is good at jumping?" Ask a volunteer to demonstrate his/her ability. Have class clap to demonstrate their appreciation of the person's ability. Ask other students to demonstrate something they are good at doing. Have class clap as each person demonstrates. Use a pocket chart to record abilities with the sentence pattern as illustrated.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Learn the poem "I Am Me."
3. Make "fabulous flowers" for themselves.



Refer to Activity Sheet ME11.

Give each student a center for his/her flower. On the petals have students cut out or draw pictures of things they are good at doing. (Make six petals for each student.)



Display completed flowers on the bulletin board.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Identify things that other students can do well.

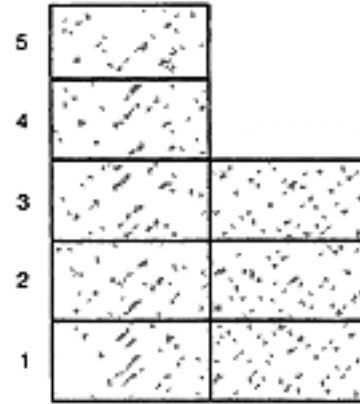
Emphasize that everyone is good at something. Ask students to name something that a student other than themselves is good at doing. Students respond using the sentence pattern:

(Jonah) is good at (skipping).

Ask students to name other students who are good at skipping (using the same sentence pattern.)

5. Graph the class results of things they can do well.

Keep count of the number of students identified and record these on a bar graph.





OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Use a pocket chart to summarize the results of the graph.

5 students are good at jumping 

3 students are good at fishing 

Make one button for each student, indicating something that person can do well, e.g., Good at Jumping.



I AM ME

Oh, I can sing,
And I can walk,
And I can skate
And slide and talk-
And I can count
To twenty three.
How glad I am
That I am me!

Adapted by: Helen Balanoff
Barbara Hall



MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: 3

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS DIFFERENT LIKES AND DISLIKES

- PREPARATION:
1. Prepare a class set of Things I Like/Don't Like worksheet (Activity Sheet ME12)
 2. A number of pictures of things that people might like or dislike for Student Activity 2
 3. Pocket chart
 4. Prepare two class sets of outlines for picture cubes(Activity Sheets ME13A & ME13B)
-

VOCABULARY: like, don't like

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <ol style="list-style-type: none">i) identify some of their likes and dislikesii) identify that people have different likes and dislikes	<p>Students:</p> <ol style="list-style-type: none">1. Identify things they like and things they don't like2. Identify differences of opinion regarding likes and dislikes.	<p>Refer to Activity Sheet ME12.</p> <p>Have students cut out each picture on the worksheet and sort them into two piles: Things I Like/Things I Don't Like.</p> <p>Give each student a picture. Ask them if they like it, or don't like it. Place it on the appropriate side of a pocket chart, as illustrated.</p>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- Cut out pictures of things they like and don't like and stick them on the different faces of picture cubes.



Pictures might include:

- foods (e.g., carrots, chocolate)
- activities (e.g., hockey, watching T.V.)
- objects (e.g., ski-doo, cigarettes)
- animals (e.g., caribou)
- places (e.g., city, beach)

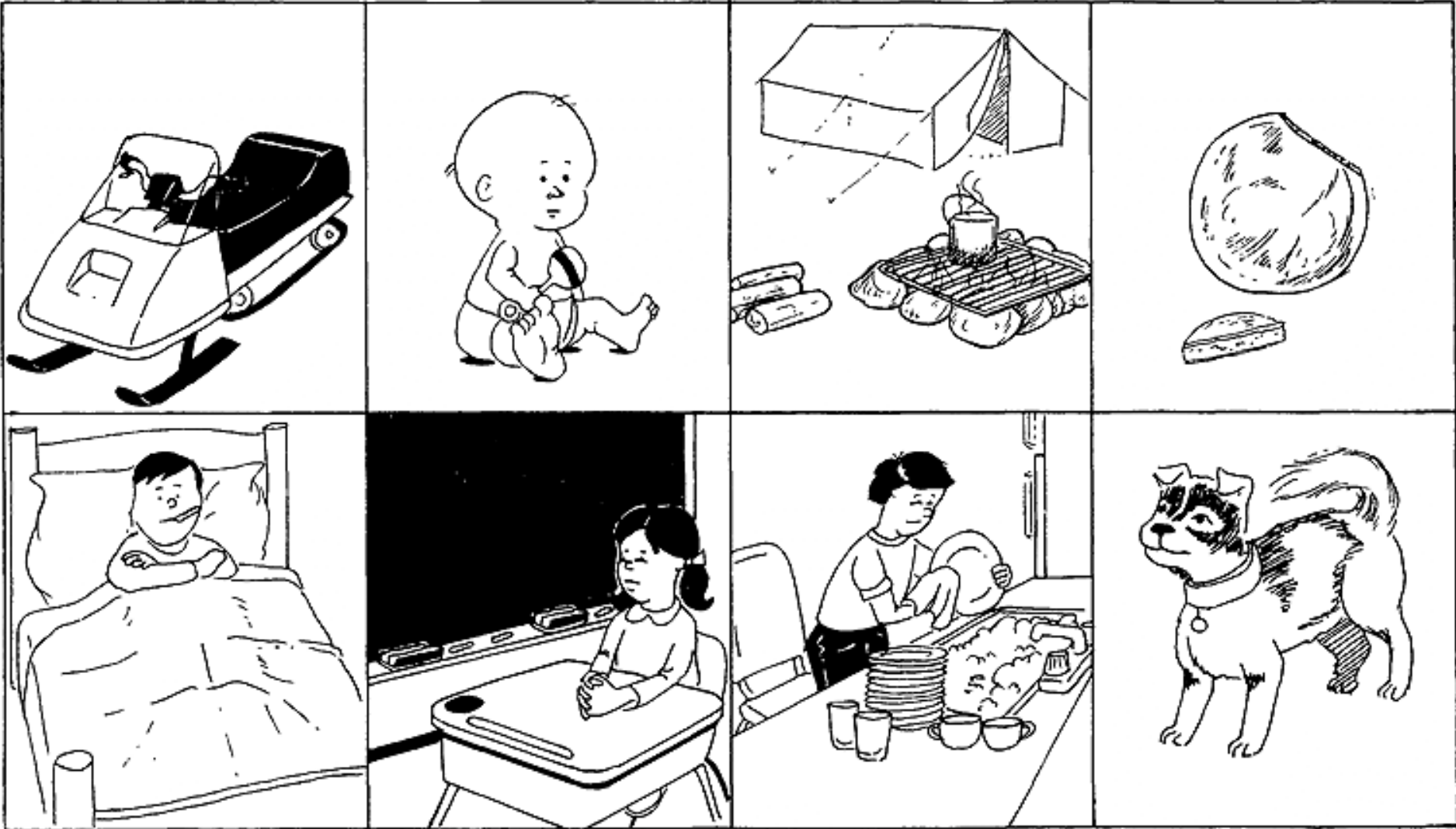
Ask students if any of them would like to change things from the "I Like" to the "I Don't Like" side. Let students take turns making changes to demonstrate that people like different things. Discuss reasons for changes.

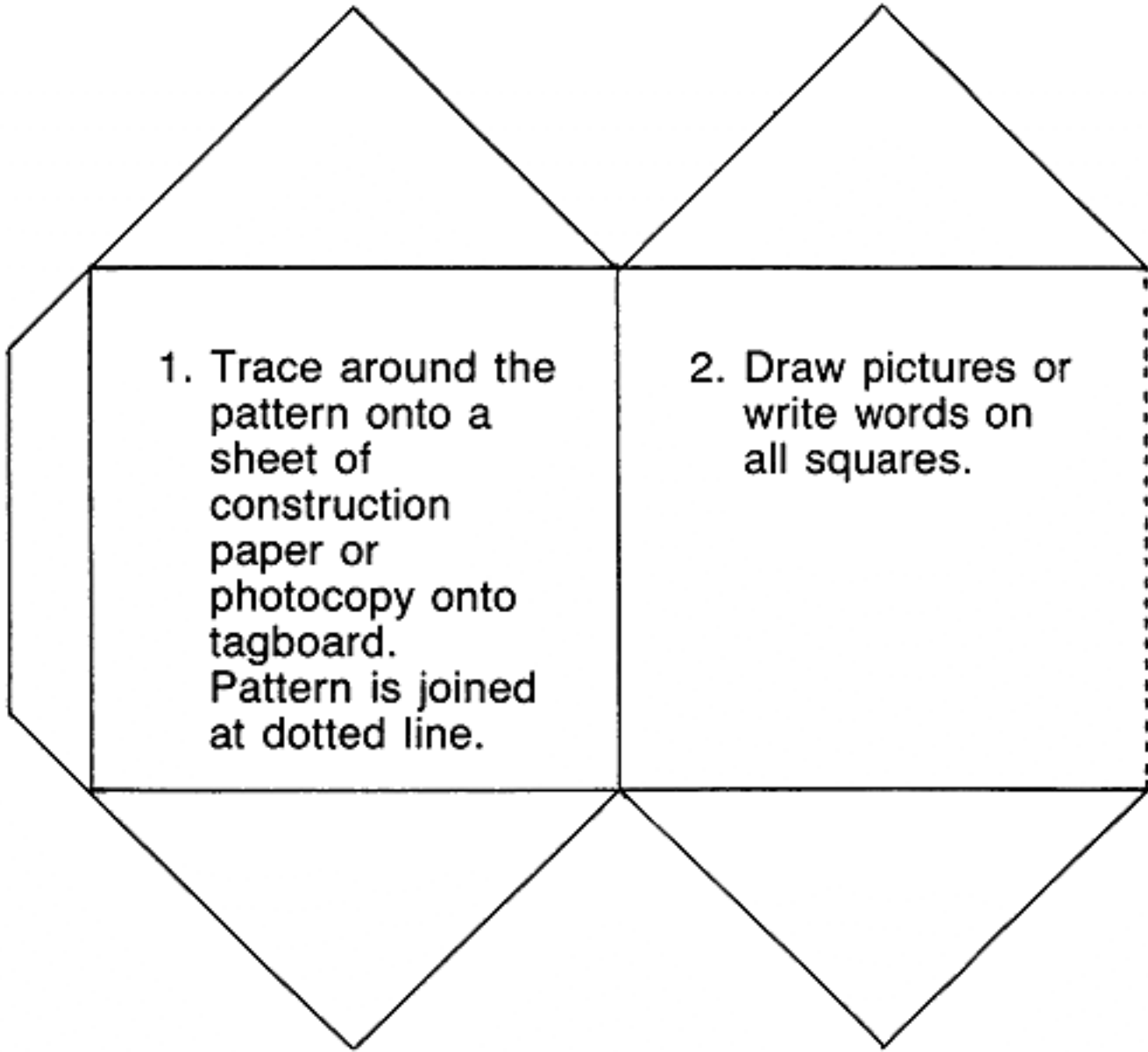
Refer to Activity Sheets ME13A and ME13B.

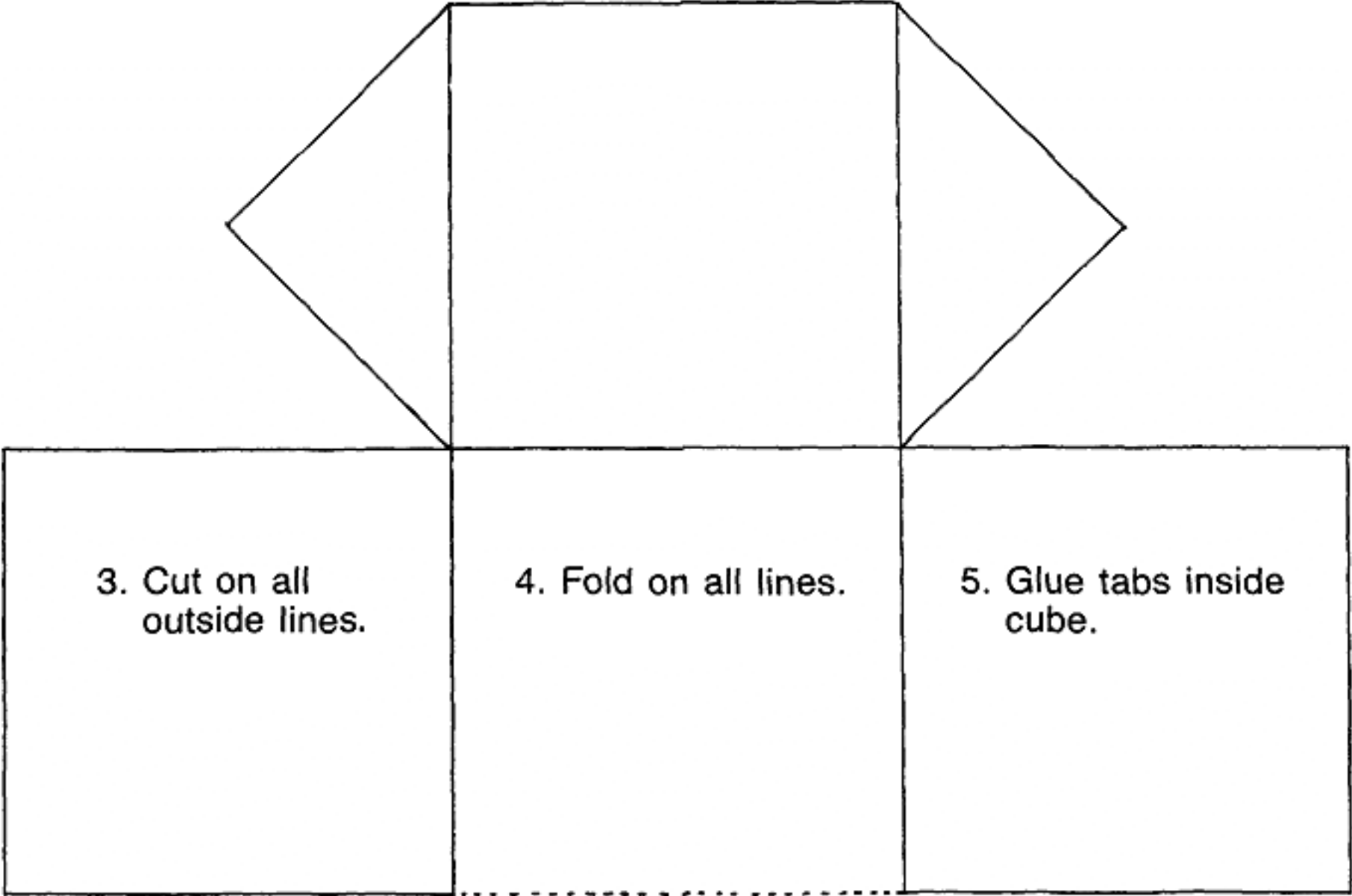
These two sheets fit together at the dotted lines to form one pattern. Prepare two cube patterns for each student. Have students make one cube for things they like, and another for things they don't like.



THINGS I LIKE/DON'T LIKE







MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: 4

THEME: RELATIONSHIPS

CONCEPT: WORKING AND PLAYING TOGETHER HELP BUILD RELATIONSHIPS

PREPARATION: 1. Ties for a three-legged race
2. Materials for a collage

VOCABULARY: working, playing, together

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify ways people work and play together</p> <p>ii) identify that people have different likes and dislikes</p>	<p>Students:</p> <p>1. Take part in a three-legged race. After the race, discuss why it's difficult to race like this</p> <p>2. Take part in a number of activities that involve working and playing together.</p>	<p>Organize a three-legged race. After the race ask students what difficulties they had. Discussion should emphasize that it's difficult because both people have to move at the same time, to move together, and that they have to work together.</p> <p>Divide students into groups and have each group participate in a number of activities such as:</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES										
ii) describe the importance of working and playing together	<p>3. Identify ways people work and play together.</p> <p>4. Compare working alone and working together.</p> <p>5. Make a collage about working and playing together.</p>	<ul style="list-style-type: none"> - building lego - playing house - playing at the sandtable - playing at the watertable - drawing a group picture - cleaning up together - playing catch - playing "Farmer In The Dell" - playing tag <p>Ask students to name some ways people work and play together. Use specific people and specific situations to focus student responses.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>People</u></td> <td style="text-align: center;"><u>Situations</u></td> </tr> <tr> <td>- classroom assistant</td> <td>- in class</td> </tr> <tr> <td>- parent</td> <td>- at home</td> </tr> <tr> <td>- themselves</td> <td>- with friends</td> </tr> <tr> <td>- other "known" people</td> <td></td> </tr> </table> <p>Ask two students to move their desks or tables from the classroom to the hallway alone. Ask two students to move their desks/table to the hallway together. Other students observe and decide which was the more efficient way to move two desks/tables. If there is some question, get four more students to move the desks/tables back (two working alone and two working together).</p> <p>Have students cut out magazine pictures which illustrate working and playing together.</p>	<u>People</u>	<u>Situations</u>	- classroom assistant	- in class	- parent	- at home	- themselves	- with friends	- other "known" people	
<u>People</u>	<u>Situations</u>											
- classroom assistant	- in class											
- parent	- at home											
- themselves	- with friends											
- other "known" people												

MENTAL AND EMOTIONAL WELL BEING

GRADE: 1

LESSON: 5

THEME: RELATIONSHIPS

CONCEPT: HELPING OTHERS HELPS BUILD RELATIONSHIPS

PREPARATION: 1. "Who Will Help Me?" story and outlines (Activity Sheets ME14A,B,C,D,E)
2. Ingredients and equipment for blueberry bannock (or pancakes)
3. Pocket Chart and sentence strips
4. How Can You Help? scenarios (Activity Sheet ME15)
5. Materials for Helping Hands chart for Student Activity 7

VOCABULARY: help, helping, helps

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify ways people help each other	Students: 1. Listen to the story "Who Will Help Me?" 2. Help make blueberry bannock.	Refer to Activity Sheets ME14A,B,C,D,E. This story is adapted from the Language Development "Berry Picking" Unit. Use the outlines to help tell the story. If possible, divide students into two or three groups. Have each group help an adult make bannock. Adults should use the sentence pattern: Who will help me (<u>mix the dough</u>)? Students respond, "I will."

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Identify ways people help each other.

To prompt student responses, refer to the collages made in Lesson 4, Student Activity 5.

Make an experience chart to record responses using the sentence pattern:

The (teacher) helps (the student).

Discussion should include examples of:



- children helping children
- older child helping younger child
- teacher helping student
- parents helping at school
- nurse helping someone who is sick, etc.

4. Identify ways in which they help/can help other people.

Ask students how they help/can help others:

- at home
- at school
- outside

Record student responses using a pocket chart and the sentence pattern as illustrated.

I help my	mother	to	cook	
	friend		count	123.
	uncle		get gas	

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) describe the importance of helping

5. Identify ways in which they can help in various situations.

6. Describe why helping is important.

7. Make a classroom Helping Hands chart.

Refer to Activity Sheet ME15.

Give each student a copy of the Activity Sheet. Discuss each situation by asking students:





How can you help (clean the classroom)?

Students respond:

I can help (clean the classroom) by (erasing the boards).

Refer to the story "Who Will Help Me?" Ask students what happened when father, Sarah and John refused to help prepare bannock. Ask them how they think mother must have felt (e.g., sad, angry, unloved) when no one would help her. Discuss why helping is important.

Have students draw around one hand and put their name on it. Paste the hands on the Helping Hands chart.

Job	Helping Hand
cleaning the board 	
sharpening pencils 	

WHO WILL HELP ME?
(M. Gilmour, C. McGregor)

Mother lived with father, John and Sarah.
One day, mother said, "I think I'll make some blueberry bannock.
Who will help me pick some blueberries?"

"Not I," said father.

"Not I," said John.

"Not I," said Sarah.

"Then I will," said mother. And she did.

Mother said, "Who will help me buy some flour?"

"Not I," said father.

"Not I," said John.

"Not I," said Sarah.

"Then I will," said mother. And she did.

Mother said, "Who will help me mix the dough?"

"Not I," said father.

"Not I," said John.

"Not I," said Sarah.

"Then I will," said mother. And she did.

Mother said, "Who will help fry the bannock?"

"Not I," said father.

"Not I," said John.

"Not I," said Sarah.

"Then I will," said mother. And she did.

Mother said, "Who will help me eat the bannock?"

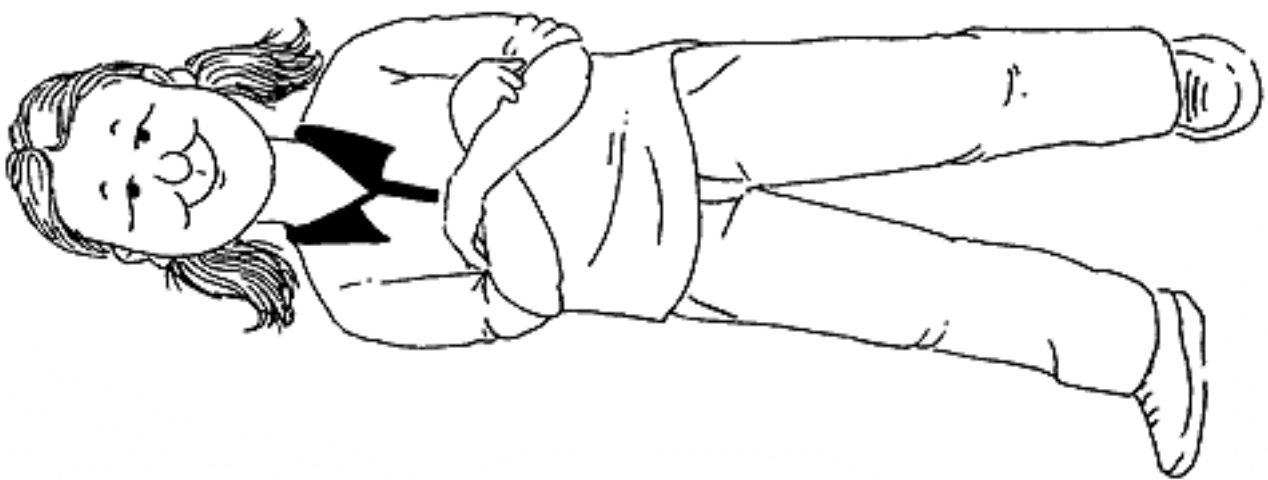
"I will," said father.

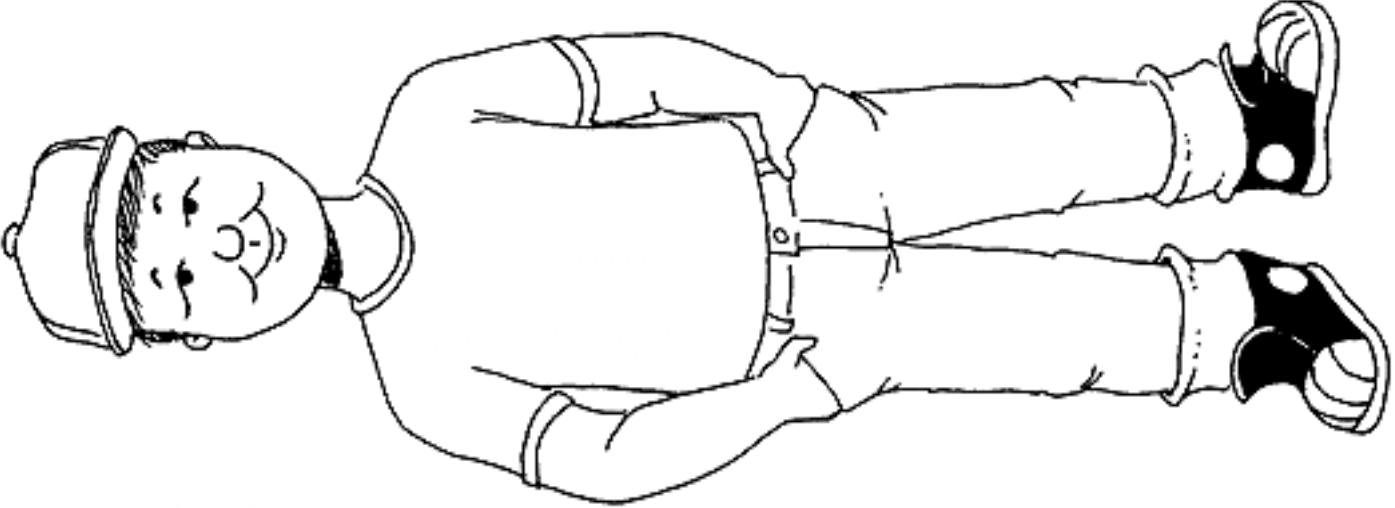
"I will," said John.

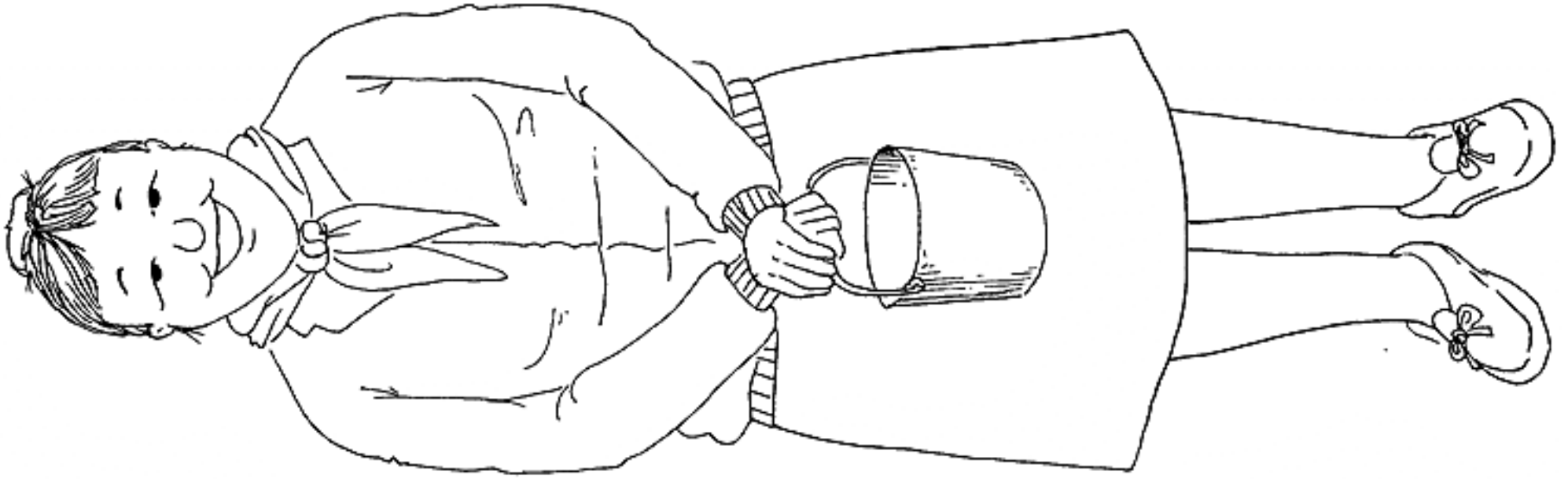
"I will," said Sarah.

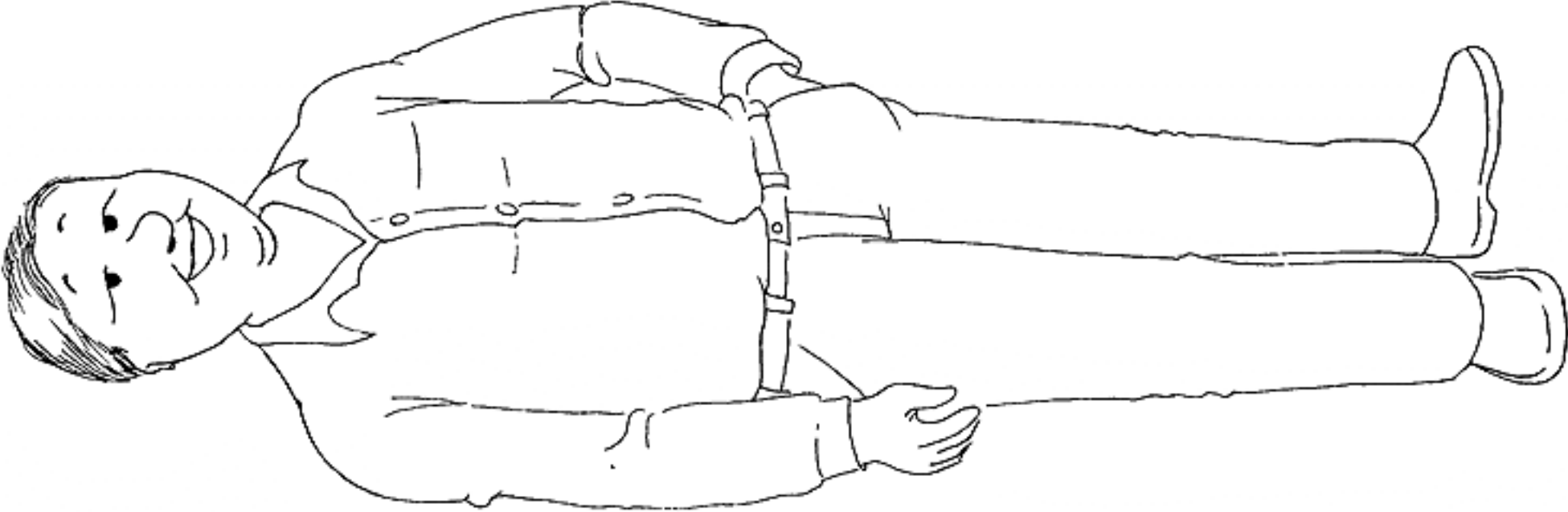
'No you will not," said mother. "I will eat it myself."
And she did.











HOW CAN YOU HELP?

1. Making soup



3. Cleaning the classroom



2. Going camping



4. A friend with no crayons



MENTAL AND EMOTIONAL WELL BEING

GRADE: 1


LESSON: 6

THEME: RELATIONSHIPS

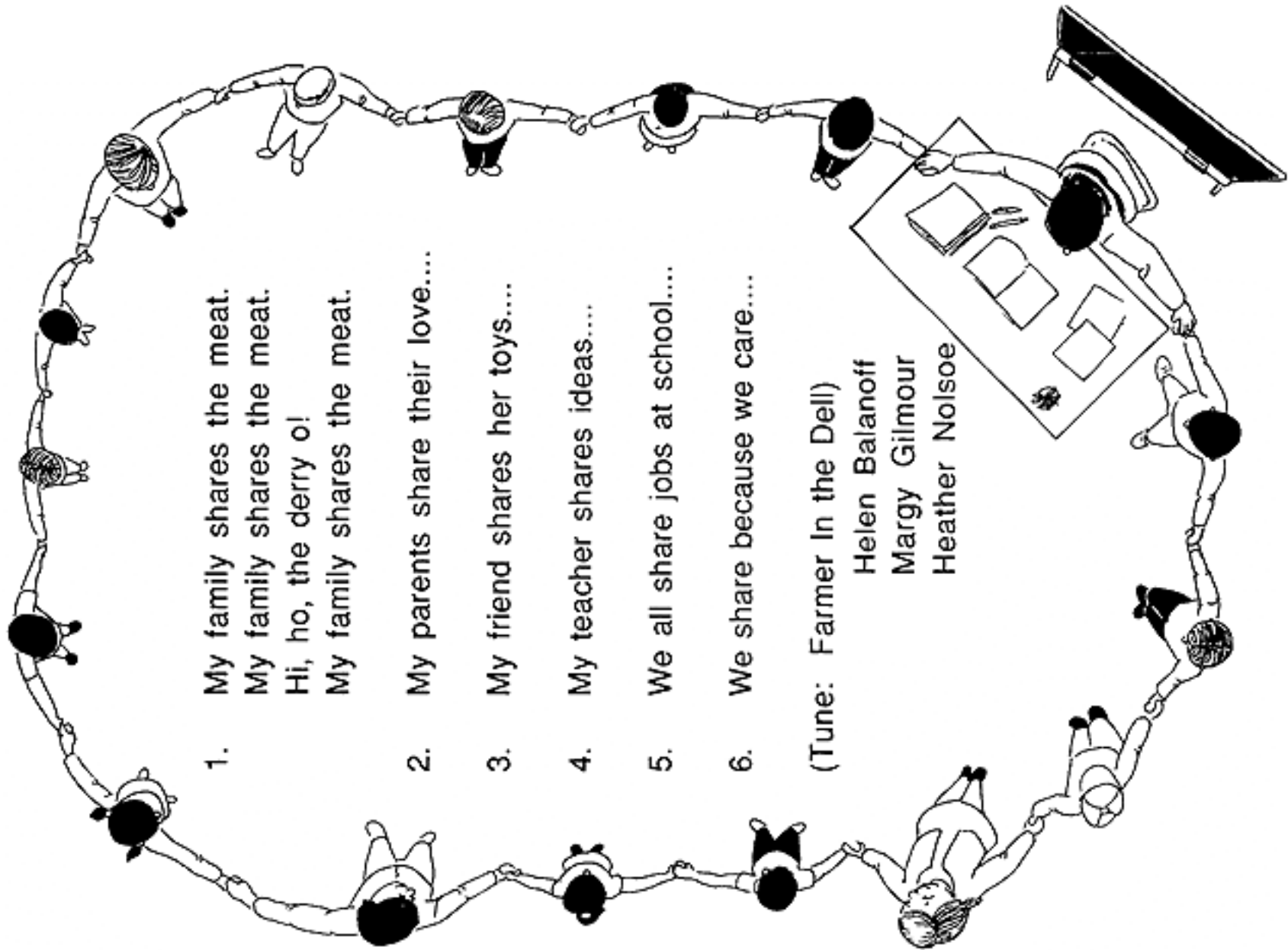
CONCEPT: SHARING HELPS BUILD RELATIONSHIPS

- PREPARATION:
1. Nutritious snack to share with the students
 2. Pocket chart and sentence strips
 3. Two boxes of crayons
 4. Materials for Sharing books
 5. The "Sharing" song (Activity Sheet ME16)
-

VOCABULARY: sharing, share, ideas, care

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify things people share with each other</p>	<p>Students:</p> <p>1. Identify things people share with each other.</p>	<p>Introduce the lesson by sharing something with the students, e.g., a nutritious snack, raisins, carrots-, etc.</p> <p>Ask students what things they share with others. Record their responses using a pocket chart and the sentence pattern as illustrated.</p> 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe the importance of sharing	<ol style="list-style-type: none"> 2. Draw pictures using crayons. 3. Describe why sharing is important 4. Draw or cut out pictures of people sharing. 5. Learn the “Sharing” song. 	<p>Responses should include sharing of:</p> <ul style="list-style-type: none"> - food - ideas (school) - time (parents, friends) - responsibilities (family work) - personal belongings (pencils, toys) - skills (hunting, sewing) <p>Divide the class into groups. Give one student in each group a large box of crayons. Give all the other students one crayon. In one group, the student with the crayon box shares his/her crayons; in the other group, the student does not share. Have the students compare sharing and not sharing.</p> <p>Discuss with students the feelings they get when someone shares/doesn't share with them, when they share/don't share with someone else.</p> <p>Refer to nutritious snack and crayon sharing activities.</p> <p>Make them into a Sharing book. Some students may be able to copy or write the sentence pattern on the bottom:</p> <p style="text-align: center;">I share _____ with _____.</p> <p>Share the book with other classes.</p> <p>Refer to Activity Sheet ME16.</p>



1. My family shares the meat.
My family shares the meat.
Hi, ho, the derry o!
My family shares the meat.
2. My parents share their love....
3. My friend shares her toys....
4. My teacher shares ideas....
5. We all share jobs at school....
6. We share because we care....

(Tune: Farmer In the Dell)

Helen Balanoff
Margy Gilmour
Heather Noisoe