

GRADE 2

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

LESSON: 1

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS MANY DIFFERENT FEELINGS

- PREPARATION:
1. Prepare several sets of feelings cards (Activity Sheet ME17)
 2. Pictures illustrating different feelings or Activity Sheets ME18A, B, C, D, E, F, G
 3. Prepare a class set of "My Feelings" poem (Activity Sheet ME19)
-

VOCABULARY: happy, sad, angry (mad), scared, lonely, excited, worried, frown, smile, scowl, cry, laugh, etc.

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|---------------------------|--------------------|---|
| Students will be able to: | Students: | <p>The next three lessons relate to Social Studies, Grade 1, Topic A: I'm The Only One Like Me. Teachers should use an Initial Assessment Activity to determine what their students already know.</p> <p>Please note that every culture does not show feelings in the same way. In some cultures, feelings may not be expressed by an open show of emotion, while in other cultures the opposite may be true.</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
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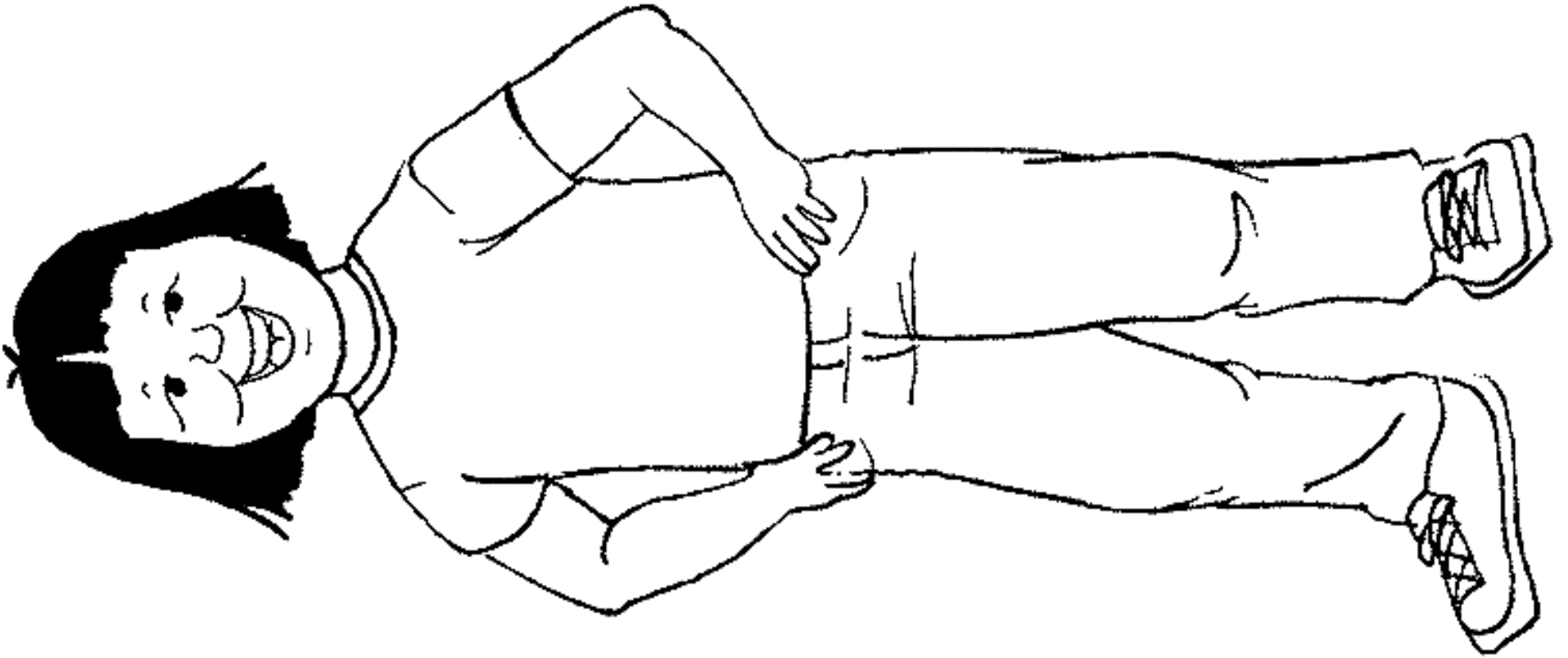
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|--------------------------------|---------------------------------|--|--|
| i) identify different feelings | 1. Identify different feelings. | <p>Refer to Activity Sheet ME17.</p> <p>Role play for students different feelings, using facial expressions, gestures, etc. As students guess each feeling, show them the card with the word for that feeling on it. Have students practise asking how you feel using the sentence pattern:</p> <p style="padding-left: 40px;">How do you feel?</p> <p>Respond using the sentence pattern:</p> <p style="padding-left: 40px;">I feel <u>(happy)</u>.</p> <p>Different ways of expressing feelings might include:</p> | |
| | | Feeling: | Expression: |
| | | happy | smiling, laughing |
| | | sad | crying, hanging head, being quiet, wishing to be alone |
| | | angry | telling someone, being alone, going for a walk |
| | | scared | crying, shaking |
| | | lonely | crying, looking sad |
| | | excited | cheering, jumping up and down |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--|--|
| | <p>2. Play Concentration.</p> <p>3. Identify different feelings from pictures.</p> <p>4. Learn the "My Feelings" poem.</p> | <p>Refer to Activity Sheet ME17.</p> <p>Divide students into groups and give each group a set of Feelings cards. Students mix them up, turn them face down on the floor, and take turns turning up and trying to match cards. As each card is turned up students should read the feeling word aloud.</p> <p>Refer to Activity Sheets ME18A, B, C, D, E, F, G.</p> <p>Display pictures provided (or others you find) which show different feelings. Have students identify how the person in each picture feels. Label each picture with the appropriate word card. Discuss how you know what the person feels using the sentence patterns:</p> <p>How can you tell <u>(the man)</u> is <u>(angry)</u>?</p> <p>I can tell <u>(he)</u> is <u>(angry)</u> because he is <u>frowning</u>.</p> <p>Refer to Activity Sheet ME19.</p> <p>Distribute copies to students. They could illustrate each line with a face that shows the appropriate feeling.</p> |

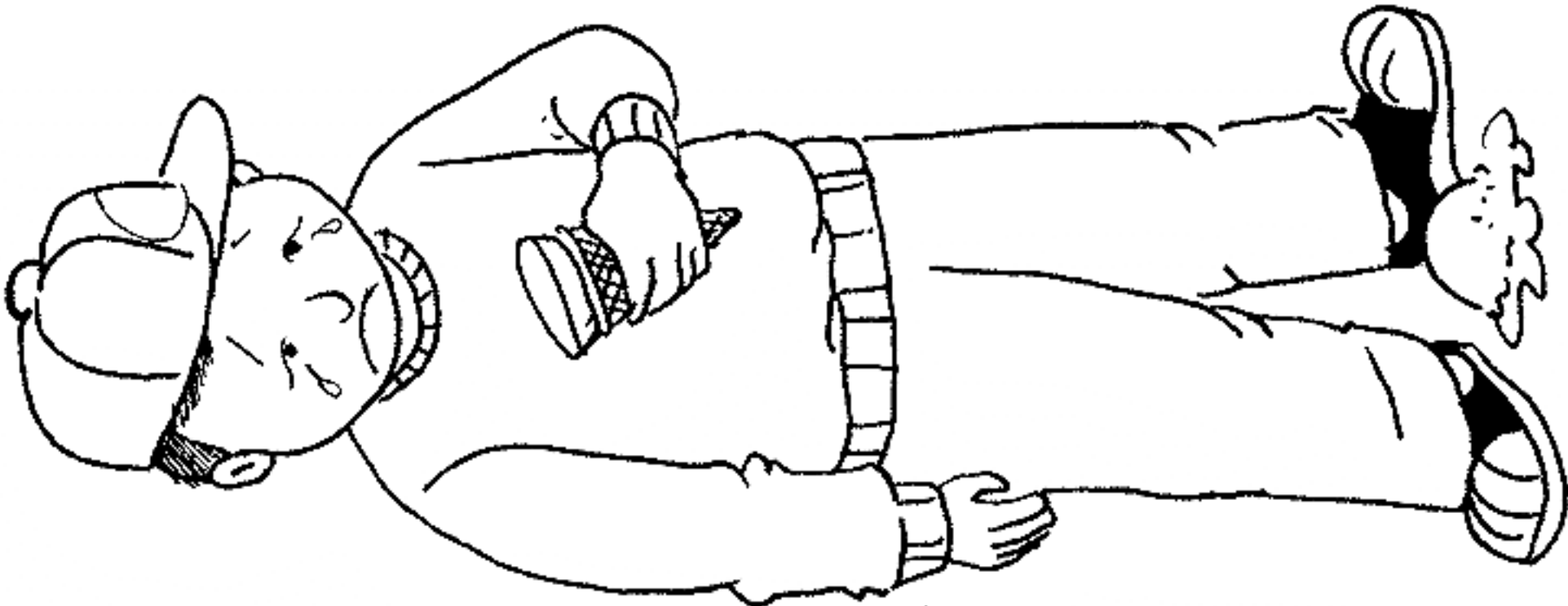
FEELING CARDS

| | | |
|-------|--------|---------|
| Happy | Scared | Worried |
| Sad | Lonely | Mad |
| Angry | Exited | |

ME18A
happy

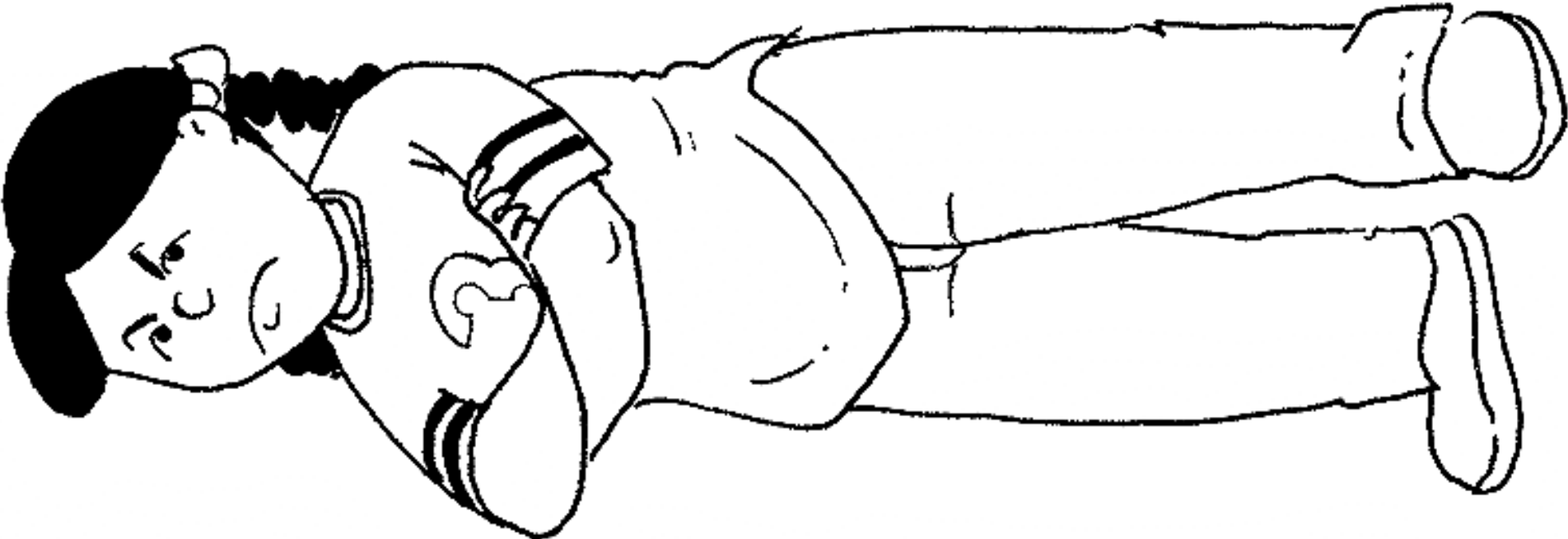


ME18B
sad



ME18C

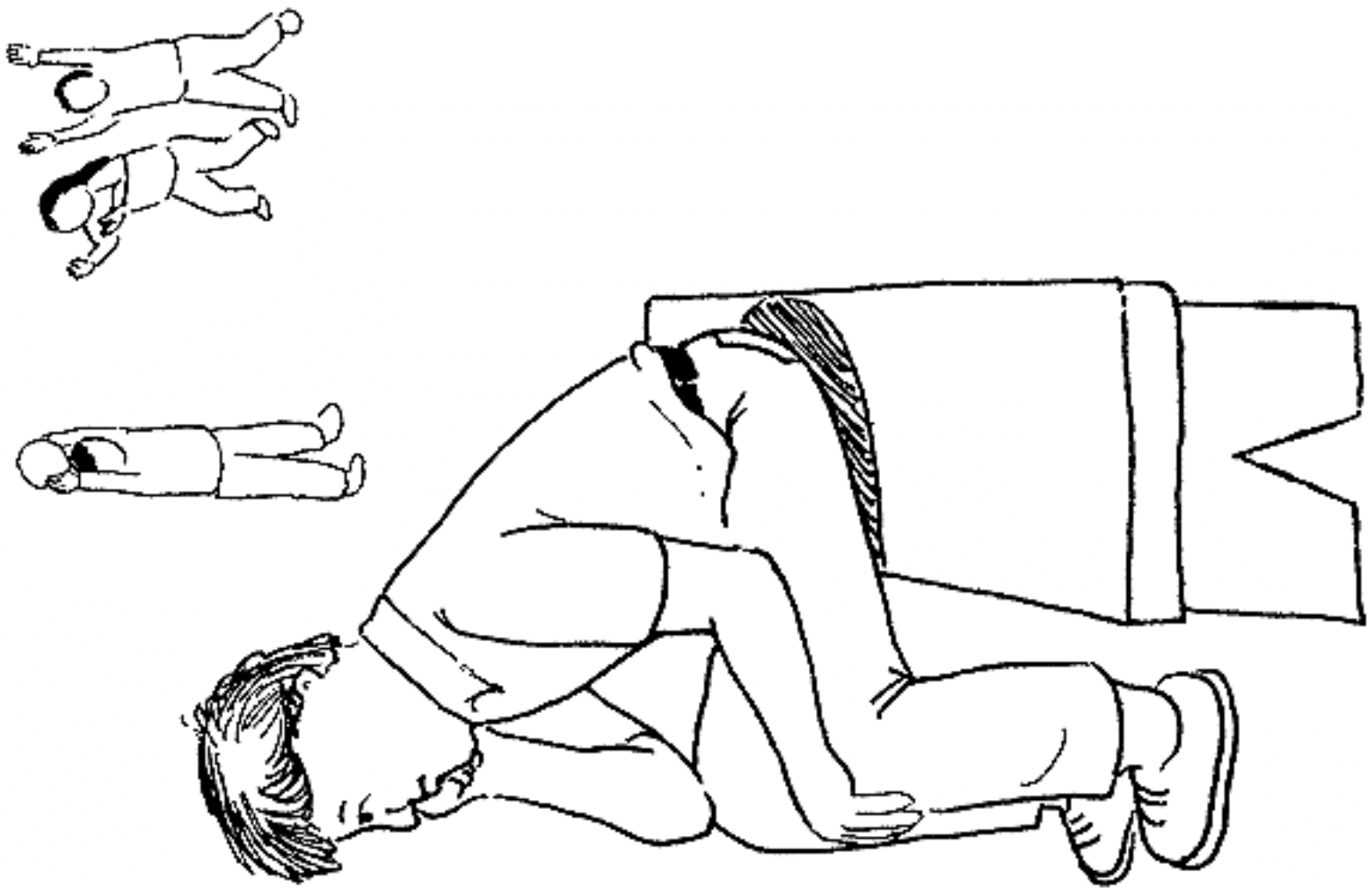
angry (mad)



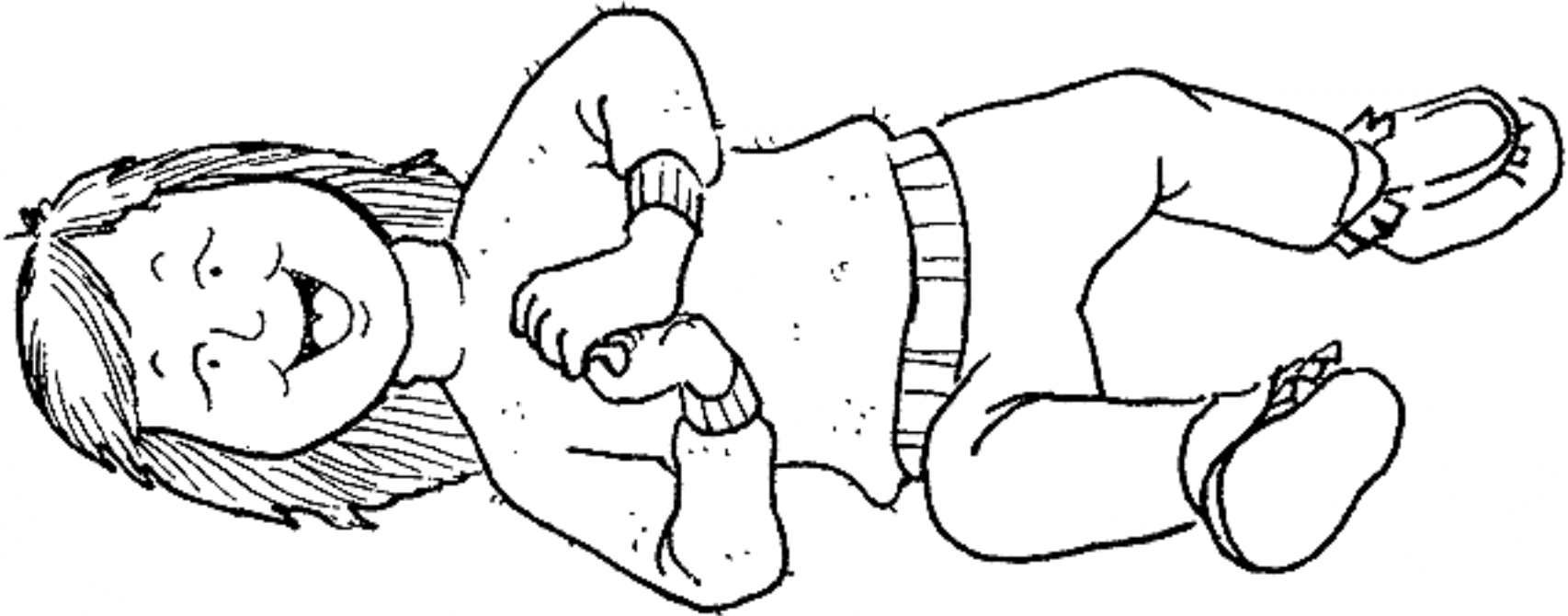
ME18D
scared



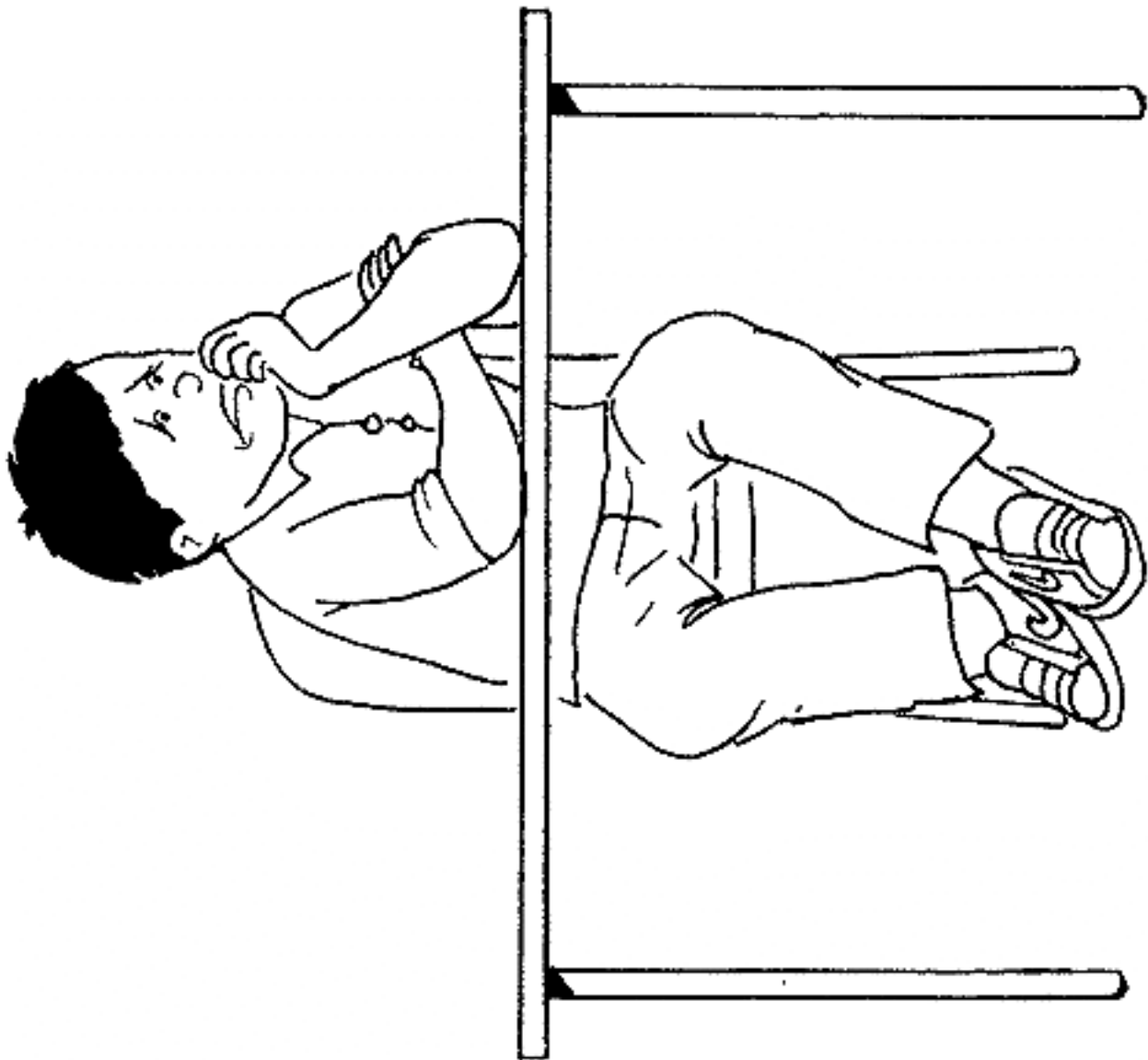
ME18E
lonely



ME18F
excited



ME18G
worried



MY FEELINGS

I smile when I'm happy.
I scowl when I'm mad.
I shake when I'm scared.
I cry when I'm sad.

I ache when I'm lonely.
I scream when I'm bad.
I frown when I'm worried.
I laugh when I'm glad.

Margy Gilmour
Heather Nolsoe



MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

LESSON: 2


THEME: SELF AWARENESS

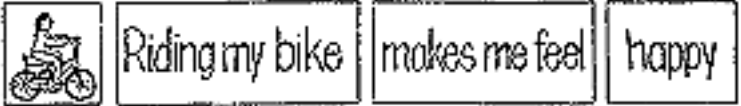
CONCEPT: EVERYONE HAS MANY DIFFERENT FEELINGS


PREPARATION:


1. Prepare a class set of Feelings cards (Activity Sheet ME17 from Lesson 1)
2. Feelings wheel (Activity Sheet ME20)
3. Pocket chart
4. Situations (Activity Sheet ME21)
5. Blank cards, markers
6. Prepare a class set of My Feelings worksheet (Activity Sheet ME22)
7. "Circle of Feelings" song (Activity Sheet ME23)
8. Materials for Feelings books

VOCABULARY: happy, sad, angry (mad), scared, lonely, excited, worried, frown, smile, scowl, cry, laugh, etc.

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|--|---|
| Students will be able to: i) identify different feelings in terms of personal experiences | Students: 1. Review different feelings. 2. Identify situations which give them the different feelings. | Use the Feelings cards and pictures from Grade Two, Lesson One. Refer to Activity Sheet ME20. Display the feelings wheel on the blackboard and spin the pointer.  |

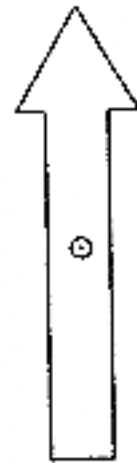
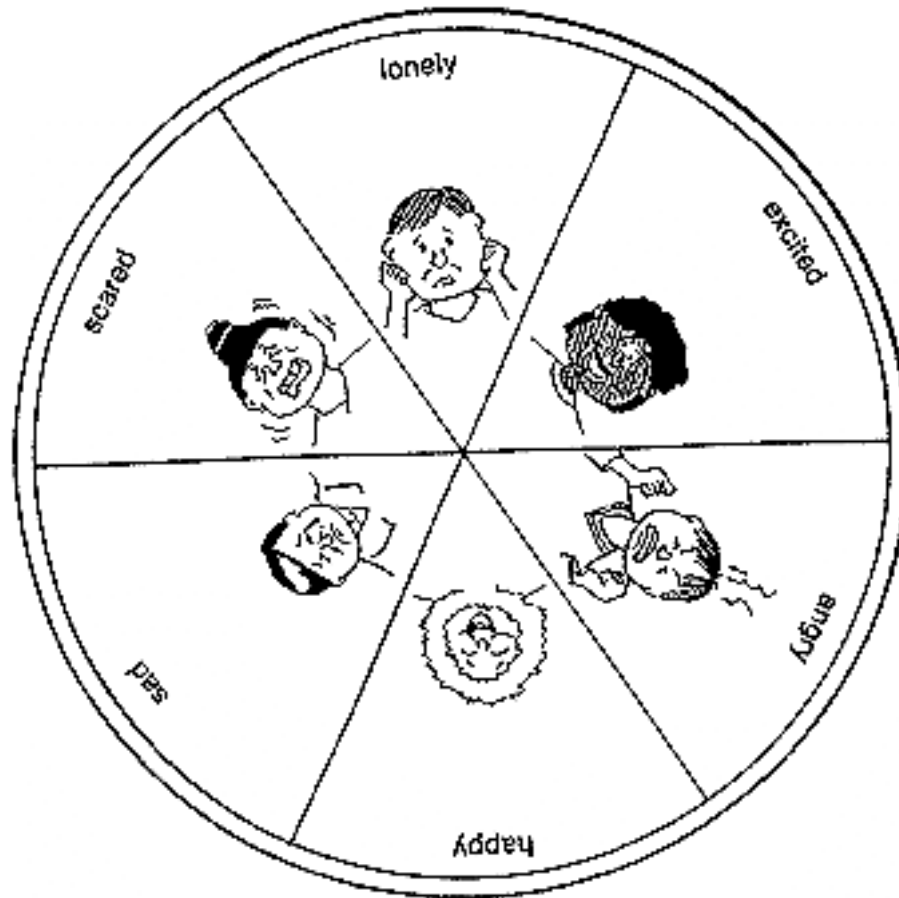
| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|---|--|
| | <p>3. Identify how they might feel in particular situations.</p> <p>4. Identify other words to describe feelings.</p> | <p>According to where the pointer stops, ask, using the sentence pattern:</p> <p>What makes you feel <u>sad</u> ?</p> <p>Record student responses using a pocket chart and the sentence pattern as illustrated:</p> <div data-bbox="1220 581 1955 686" style="text-align: center;">  </div> <p>Students take turns spinning the pointer and identifying a situation that makes them feel _____.</p> <p>Refer to Activity Sheets ME17 and ME21.</p> <p>Give each student a set of Feelings cards. Read each situation and have students hold up the card showing how they would feel. Discuss reasons for individual feelings.</p> <p>Use one set of Feelings cards from Student Activity 1. Ask students to name other words/feelings which describe each feeling. Write suitable responses on blank cards and arrange in lists as illustrated.</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--|--|
| | <p>5. Complete the My Feelings worksheet.</p> <p>6. Learn the "Circle of Feelings" song.</p> | <div data-bbox="1501 292 1732 860" style="text-align: center;">  </div> <p>Refer to Activity Sheet ME22.</p> <p>Teacher will have to go over the worksheet with students. Discuss.</p> <p>Refer to Activity Sheet ME23.</p> <p>Distribute a copy of the song to each student.</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|---|--|
| | <p>7. Make drawings for class books for each feeling.</p> | <p>Make the books in shapes which represent the feelings. E.g.,</p> <div data-bbox="1436 386 1793 548" data-label="Image"></div> <p>Have students write a sentence about what makes them feel that way. Share the books with other classes.</p> |

FEELINGS WHEEL

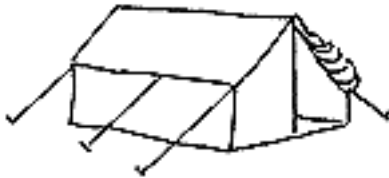
Directions: Use a brass paper fastener to attach pointer loosely to centre of circle.



SITUATIONS



1. Your uncle gives you \$2.00.
2. You have broken your friend's hockey stick.
3. Your best friend won't play with you.
4. You are going on the plane to Edmonton and Montreal.
5. Your sister hits you.
6. Your babysitter won't let you go out to play.
7. There's a bear near the school.
8. Your family is going camping.



MY FEELINGS

Draw how each of these things makes you feel.

| | | |
|------------------------------|-------------------------------------|------------------------------------|
| 1. Your bike is broken. | 2. You cut your leg. | 3. You are going fishing. |
| 4. A dog is growling at you. | 5. Your brother broke your new toy. | 6. Your best friend is going away. |

CIRCLE OF FEELINGS



I have feelings.
You do too.
Let's all sing
About a few.

I feel happy.
I feel sad.
I feel scared.
And I feel mad.
I feel worried
And lonely.
They are feelings too,
You see.



I have feelings.
You do too.
Let's all sing
About a few.



(Tune: In A Cabin In The Wood)
Adapted by: Bob Imrie

MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

LESSON: 3

THEME: SELF AWARENESS

CONCEPT: AWARENESS OF FEELINGS IS NECESSARY TO EXPRESS THEM APPROPRIATELY

- PREPARATION:
1. Ways to Express Feelings worksheet (Activity Sheet ME24)
 2. Activity Sheet ME21 from Lesson 2
 3. A tape of different moods of music (e.g., sad, happy, etc.)
 4. "If You're Happy and You Know It" song (Activity Sheet ME25)
-

VOCABULARY: appropriate, feeling, show, behave, hurt

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|--|--|
| Students will be able to: i) identify ways of appropriately expressing feelings | Students: 1. Identify appropriate ways to express feelings in given situations. | Regardless of cultural differences in expressing feelings, the way in which people show their feelings should not: <ul style="list-style-type: none">- hurt oneself- hurt other people- damage property Refer to Activity Sheet ME24. Read each situation and the two ways to express feelings created by the situation. Students identify which of the two ways to express feelings is the more appropriate behaviour. |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES | | | | |
|---|--|--|------------|-----------|---|---|
| <p>ii) demonstrate ways of appropriately expressing feelings</p> | <p>2. Identify appropriate ways to verbally and physically express feelings.</p> <p>3. Demonstrate appropriate ways to express feelings in given situations.</p> <p>4. Listen to different kinds of music, and move the way the music makes them feel.</p> | <p>Refer to Activity Sheet ME 21.</p> <p>Using the situations from Lesson Two, Student Activity 3, ask students what they would say and do to show their feelings appropriately in each situation. Make an experience chart showing their responses. Use the sentence pattern as illustrated.</p> <p>What would you (<u>say/do</u>) to show how you felt?</p> <p>I would _____.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"><u>Say</u></td> <td style="text-align: center; width: 50%;"><u>Do</u></td> </tr> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. "Hooray." 2. "I'm sorry." 3. "Phooey." </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. Jump up and down. 2. Look sorry. 3. Hang my head down. </td> </tr> </table> <p>Have students in pairs act out some of the situations from Student Activity 2. The other students guess which situation it is and indicate whether the feelings are demonstrated appropriately or not.</p> <p>Play the tape of different moods of music and have students move around the room acting out how the music makes them feel. Point out that their bodies behave in certain ways depending upon how they feel.</p> | <u>Say</u> | <u>Do</u> | <ol style="list-style-type: none"> 1. "Hooray." 2. "I'm sorry." 3. "Phooey." | <ol style="list-style-type: none"> 1. Jump up and down. 2. Look sorry. 3. Hang my head down. |
| <u>Say</u> | <u>Do</u> | | | | | |
| <ol style="list-style-type: none"> 1. "Hooray." 2. "I'm sorry." 3. "Phooey." | <ol style="list-style-type: none"> 1. Jump up and down. 2. Look sorry. 3. Hang my head down. | | | | | |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--|-------------------------------|
| | 5. Sing "If You're Happy And You Know It." | Refer to Activity Sheet ME25. |

WAYS TO EXPRESS FEELINGS

| Feelings | Situations | Expression of Feeling |
|------------|---|--|
| 1. Happy | I've just shot two caribou. | a) I jump in the air and yell "Yahoo." b) I fire my gun until it's empty. |
| 2. Sad | My camping trip is cancelled because my ski-doo breaks down. | a) I tell a friend what has happened. b) I sit around the house moping. |
| 3. Angry | I see someone throw a rock through one of my windows. | a) I hit him/her. b) I tell him/her I'm going to the R.C.M.P. |
| 4. Lonely | I'm tired of sitting around the house with my sprained ankle. | a) I invite friends over. b) I sit and watch T.V. |
| 5. Excited | I've just won a lottery. | a) I tear around town on my ski-doo. b) I tell all my friends. |
| 6. Worried | My friend doesn't come home from the Bingo. | a) I sit and worry about her. b) I call friends to see if she is there. |

IF YOU'RE HAPPY AND YOU KNOW IT

1. If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, clap your hands!
2. If you're sad and you know it, cry some tears
3. If you're angry and you know it, stamp your feet
4. If you're scared and you know it, shake and shiver

Traditional



MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

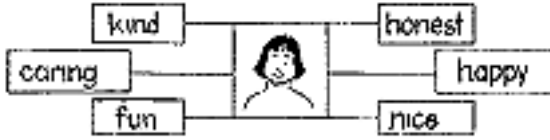
LESSON: 4

THEME: RELATIONSHIPS

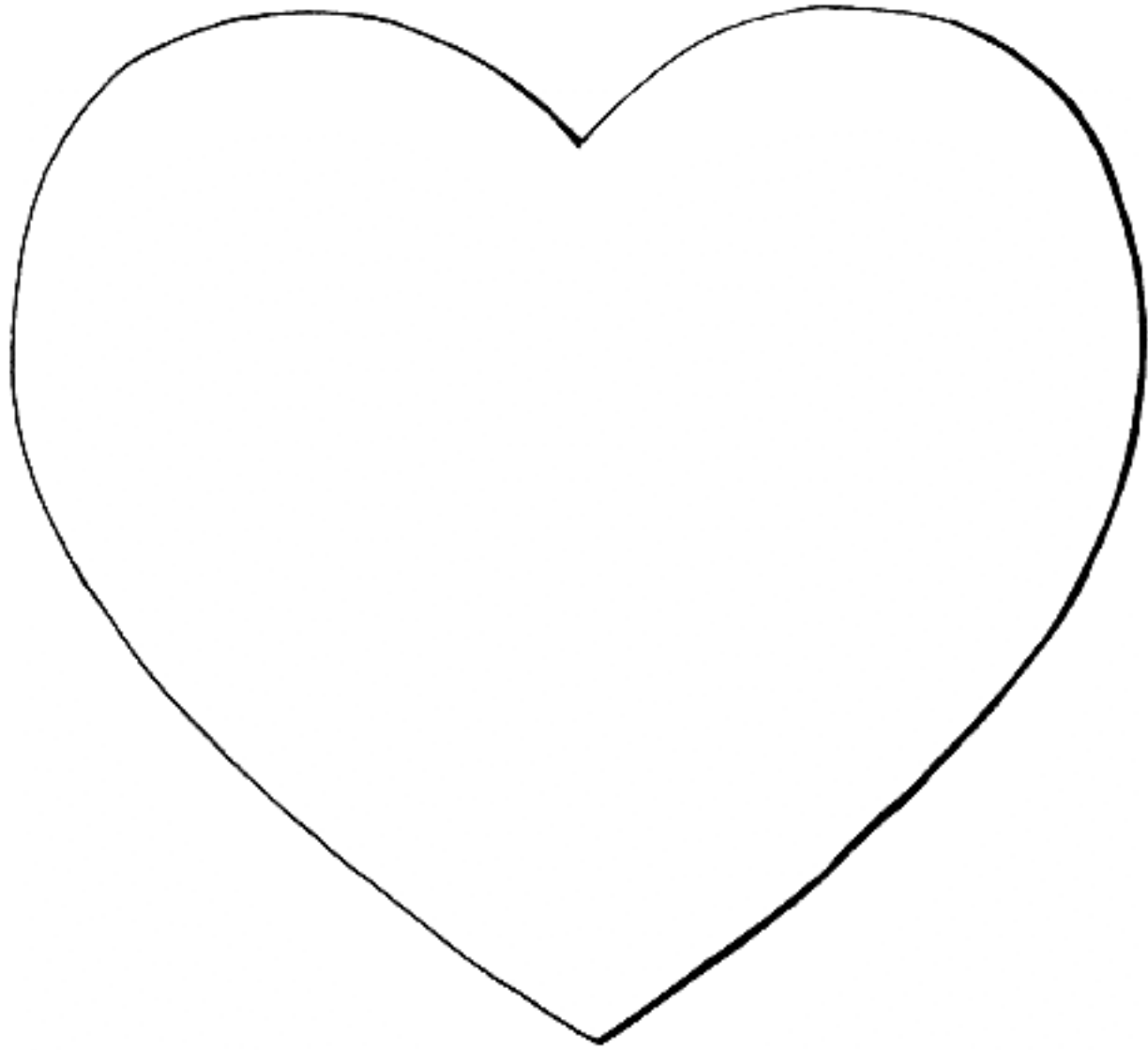
CONCEPT: EVERYONE NEEDS FRIENDS

- PREPARATION:
1. Pocket chart and sentence strips
 2. Materials to make the "Gallery of Friends"
 3. Heart worksheet (Activity Sheet ME26)
-

VOCABULARY: friend, plus words which students identify related to friendship

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|---|--|
| Students will be able to: i) identify personal qualities and behaviours that promote friendship | Students: 1. Identify positive behaviours that promote friendship. | <p>The next two lessons relate to Social Studies, Grade 1, Topic C: I Live With Others.</p> <p>Have students think about one of their friends. Have them think about things their friend does which makes them a friend. Use a pocket chart.</p>  |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|---|---|
| ii) describe the importance of friends | <ol style="list-style-type: none"> 2. Identify their own behaviours that promote friendship. 3. Tell how they feel when they are with their friends. 4. Describe why it is important to have friends. 5. Make a "Gallery of Friends." | <p>Repeat Activity one, but focus on students' own behaviours. Compare the two lists. They should be similar.</p> <p>Ask students to talk about how their friends make them feel. Feelings should include:</p> <ul style="list-style-type: none"> - happy - lucky - special <p>Ask students to imagine what it would be like with no friends. Feelings should include:</p> <ul style="list-style-type: none"> - lonely - sad <p>Refer to Activity Sheet ME26.</p> <p>Have students draw or paint a picture of one of their friends and write a sentence about why that person is their friend. Put the picture and sentence inside a heart. Display on a bulletin board.</p> |



MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

LESSON: 5

THEME: RELATIONSHIPS

CONCEPT: EVERYONE NEEDS FRIENDS

PREPARATION: 1. Arrange with four students to take part in Student Activity 1
2. Index cards, felt pens
3. Prepare a class set of "I Want To Be Your Friend" song (Activity Sheet ME27)

VOCABULARY: friendly, unfriendly, words related to friendship

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES | | | | | | | | | | | | |
|---|---|--|----------|------------|-----------|-----------|-----------|-----------|--------------|-----------------|---------|-------------------------|----------------|--|
| Students will be able to: i) identify ways of making friends | Students: 1. Identify behaviours which are likely to promote friendship. | Prior to the class, arrange with four students to roleplay various behaviours towards a new student. Have one pair roleplay friendly behaviours towards a new student; the other unfriendly. Behaviours should include: <table border="0"><tr><td>Friendly</td><td>Unfriendly</td></tr><tr><td>- helping</td><td>- pushing</td></tr><tr><td>- sharing</td><td>- hitting</td></tr><tr><td>- being kind</td><td>- calling names</td></tr><tr><td>- happy</td><td>- crying, yelling, etc.</td></tr><tr><td>- saying "Hi!"</td><td></td></tr></table> | Friendly | Unfriendly | - helping | - pushing | - sharing | - hitting | - being kind | - calling names | - happy | - crying, yelling, etc. | - saying "Hi!" | |
| Friendly | Unfriendly | | | | | | | | | | | | | |
| - helping | - pushing | | | | | | | | | | | | | |
| - sharing | - hitting | | | | | | | | | | | | | |
| - being kind | - calling names | | | | | | | | | | | | | |
| - happy | - crying, yelling, etc. | | | | | | | | | | | | | |
| - saying "Hi!" | | | | | | | | | | | | | | |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--------------------|--|
| | | <p>Have the four roleplayers work in pairs. Introduce the first pair to the class (i.e., "This is Simon. He is new in town. This is Alexis who has lived here all his life.") Have the first pair act out their behaviours. Students must identify what behaviours they observed. List these on the board.</p> <p>Repeat the activity with the second pair of roleplayers.</p> <p>Ask students which pair of roleplayers is likely to become friends. Have students compare the two lists to identify which behaviours are likely to promote friendship. Have them identify and label the lists as "Friendly" and "Unfriendly" behaviour.</p> <p>Ask them if they can add any behaviours to the friendly behaviours list. Answers might include:</p> <ul style="list-style-type: none"> - telling the new student my name - asking the new student his/her name - asking the new student to play <p>(Students should realize that making friends requires effort on the part of both the newcomer and those already part of the class/group.)</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|---|---|---|
| <p>ii) demonstrate ways of making friends</p> | <p>2. Demonstrate ways of making friends.</p> <p>3. Learn "I Want To Be Your Friend."</p> | <p>To reinforce the friendly behaviours conduct a chain drill as follows:</p> <p>Teacher: What can you do to make friends?</p> <p>First student: One thing you can do to make friends is <u>(share a toy)</u></p> <p>First student: What can you do to make friends?</p> <p>Second student: One thing you can do to make friends is <u>(say "Hi!")</u></p> <p>Continue until all students have had a turn.</p> <p>Divide the class into groups of five or six. Write each of the ways of making friends (as identified in the previous activities) on an index card. Prepare a set of cards for each group. Students take turns drawing a card and acting out what the card says, while the rest of the group has to guess which technique for making new friends is being acted out.</p> <p>Refer to Activity Sheet ME27.</p> <p>After singing the song encourage students to make new verses.</p> |

I WANT TO BE YOUR FRIEND

1. Hi! My name is Mary Rose,
Mary Rose, Mary Rose.
Hi, my name is Mary Rose.
I want to be your friend.
2. I would like to know your name,
Know your name, know your name.
I would like to know your name.
I want to be your friend.
3. Would you like to play with me,
Play with me, play with me?
Would you like to play with me?
I want to be your friend.
4. You can have my other ball,
Other ball, other ball.
You can have my other ball.
I want to be your friend.
5. We'll have lots of fun together,
Fun together, fun together.
We'll have lots of fun together.
We'll be best of friends!

(Tune: "Mary Had A Little Lamb")

Helen Balanoff
Heather Nolsoe
Margy Gilmour



MENTAL AND EMOTIONAL WELL BEING

GRADE: 2

LESSON: 6

THEME: COPING

CONCEPT: STRESSFUL SITUATIONS ARE A PART OF EVERYONE'S LIFE

PREPARATION: 1. Art materials - 8 1/2" x 11" paper, construction paper, felt pens, crayons, etc.

VOCABULARY: worried, relax

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|---|---|--|
| Students will be able to: i) identify stressful situations | Students: 1. Identify feelings involved in stressful situations. | Read the following scenario to the students. John was playing ball. He kicked the ball and broke a window. The police told him his father would have to pay for it. Or use a concrete situation for your class/community which would cause a student to feel worried, frightened or excited. Or find a picture of a student doing something which might cause him/her to feel worried, frightened or excited. |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES | | | | |
|--|---|---|----------------------|------------------------|--|------------------------|
| ii) identify ways of dealing with stressful situations | <p>4. Identify what they do to help them feel better when they feel worried, frightened or excited about something.</p> <p>5. Suggest possible ways of handling specific stressful situations.</p> <p>6. Practise relaxing.</p> | <p>Act out ways to deal with stressful situations. Students should identify what the behaviour is. Methods of coping could include:</p> <ul style="list-style-type: none"> - talking to a friend/parent - reading a book - listening to music - going for a walk - watching T.V. - holding the hand of someone you trust <p>Use the situations identified by students and teacher in the class. Make an experience chart as illustrated below.</p> <table border="1" data-bbox="1186 776 2001 998"> <thead> <tr> <th data-bbox="1186 776 1598 852"><u>What Happened</u></th> <th data-bbox="1598 776 2001 852"><u>What You Can Do</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="1186 852 1598 998">drinking at home argument with best friend concert at school</td> <td data-bbox="1598 852 2001 998">go to a friend's house</td> </tr> </tbody> </table> <p>Have students pretend to be Raggedy Ann or Andy dolls. They can relax or "flop" different parts of their bodies individually, then their whole body.</p> <p>Have students put their heads on their desks, close their eyes and imagine things they like to think about:</p> <ul style="list-style-type: none"> - ice fishing on a warm, sunny, spring day - flying like a bird - eating fresh, hot bannock - etc. | <u>What Happened</u> | <u>What You Can Do</u> | drinking at home argument with best friend concert at school | go to a friend's house |
| <u>What Happened</u> | <u>What You Can Do</u> | | | | | |
| drinking at home argument with best friend concert at school | go to a friend's house | | | | | |