

**GRADE 3**

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MENTAL AND EMOTIONAL WELL-BEING

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**MENTAL AND EMOTIONAL WELL BEING**

GRADE: 3

LESSON: 1

THEME: SELF AWARENESS

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CONCEPT: PEOPLE ARE ALIKE IN MANY WAYS, PEOPLE ARE DIFFERENT IN MANY WAYS

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PREPARATION:

1. Two colours of felt pens
2. Prepare a class set of All About Me worksheet (Activity Sheet ME28)
3. Prepare a class set of Venn diagram (Activity Sheet ME29)
4. Prepare a number of cards for Student Activity 3
5. Prepare a class set of "People All Around" poem (Activity Sheet ME30)

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VOCABULARY: same, different

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify ways in which people are similar and different	Students:  1. Compare two students for similarities and differences.	Choose two students from the class and ask other students to compare them using an experience chart with four categories as illustrated:

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

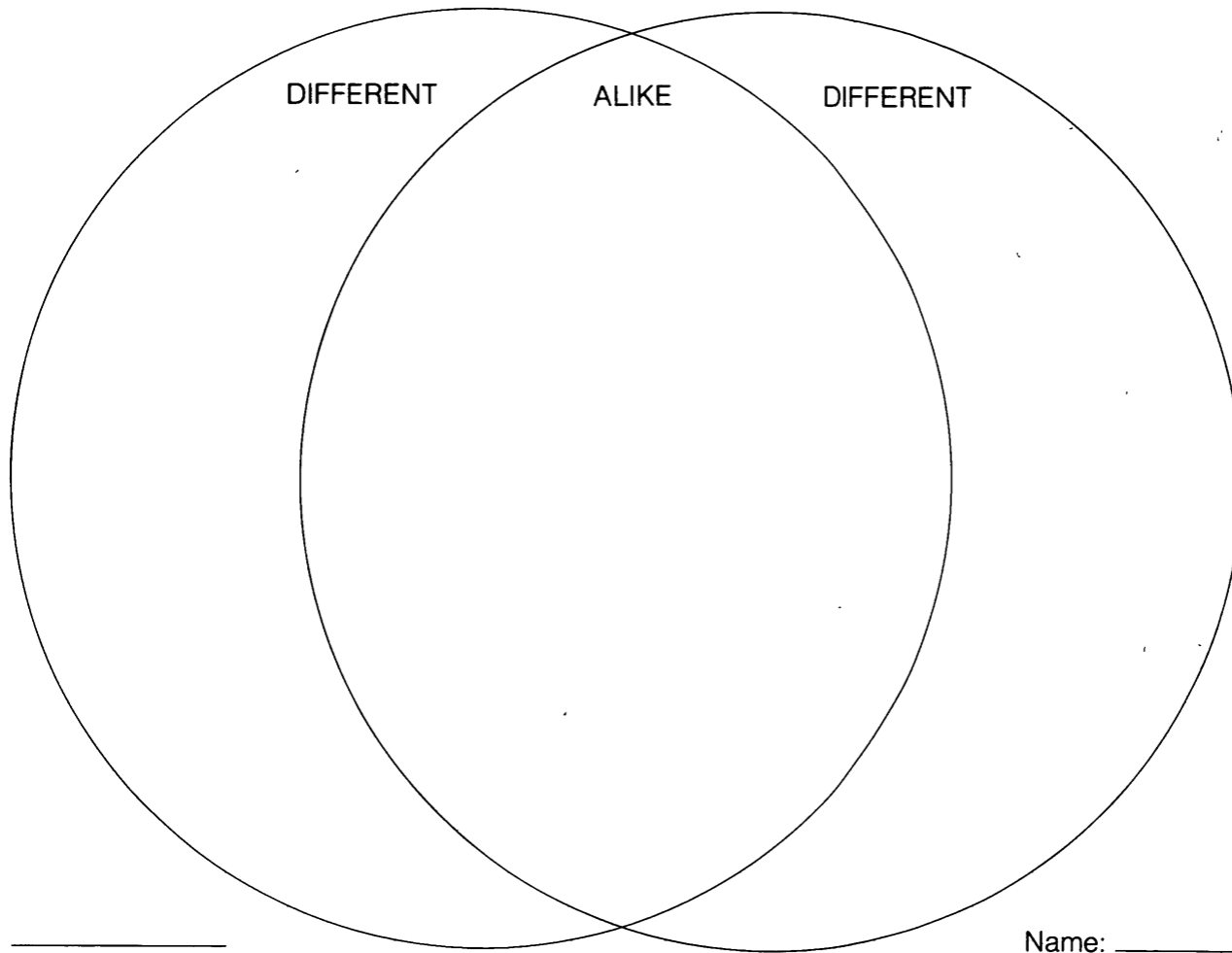
			<b>Chris</b>	<b>Jo</b>
		1. The way they look	brown eyes straight, black hair tall	blue eyes straight, brown hair tall
		2. Things they do well		
		3. Things they like		
		don't like		
		4. Things about their family		
	2. Complete the All About Me worksheet.	<p>Using two different colours of felt pens, have students take turns marking the ways Jo and Chris are similar with one colour, and the ways they are different with the other colour.</p> <p>Refer to Activity-Sheets ME28 and ME29.</p> <p>Group students in pairs and have them complete Activity Sheet ME28. Have them compare similarities and differences with their partner and summarize their results on Venn Diagrams (Activity Sheet ME29.)</p>		

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Observe similarities and differences among class members.</p> <p>4. Learn the poem "People All Around."</p>	<p>Bring the class together as a group and have each pair report some of their similarities/ differences to the class using the sentence patterns:</p> <p>We are the same because we both (<u>have black hair</u>).</p> <p>We are different because (<u>Beatrice</u>)(is <u>good at math</u>).and I am (<u>good in gym/not good at math</u>).</p> <p>Prepare a number of cards with one phrase on each.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">can skate</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">have blue eyes</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">like seal meat</div> </div> <p>Have students sit in a circle. Hold up one card at a time. All the students who can answer "Yes" to the statement have to change places. The others stay in their places.</p> <p>Refer to Activity Sheet ME30.</p>

# ALL ABOUT ME

	NAME	NAME
1. The way I look		
2. Things I do well		
3. Things I like		
Things I don't like		
4. Things about my family		

# VENN DIAGRAM



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

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

## PEOPLE ALL AROUND



People can be short or tall,  
Thin or fat, big or small.

People can be young or old,  
Fast or slow, shy or bold.

People can do different things,  
Ride on sleds, swing on swings.

People can be grumpy or glad,  
Worried or angry, happy or sad.

People come and people go;  
People change and people grow.

I look around and I can see,  
The world is filled with people like me.



Source  
Unknown



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 3. Make foil masks of themselves and cards outlining things which make them unique.

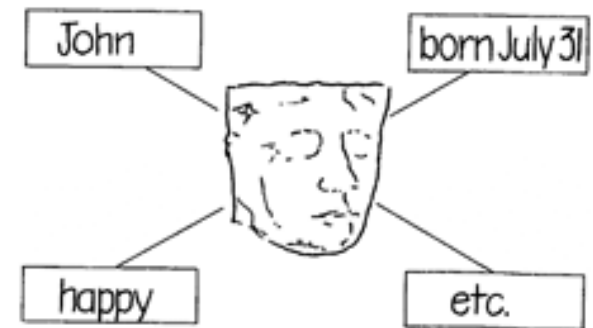
With the class, brainstorm three or four things about each student which make him/her unique.

List student responses on the board.

To make foil masks, cut a piece of aluminum foil slightly larger than the face. In pairs, have one student press the foil carefully and gently on the other student's face.

Give each student three or four index cards on which s/he writes things which make him/her unique. Students can refer to the list on the board from Student Activity 2.

Pin the masks on a bulletin board with cards outlining unique characteristics.



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) identify things about themselves which they can/ cannot change

4. List things about themselves which they can and cannot change.

Ask students to think of things about themselves which they can/cannot change. To record responses make an experience chart:

	Things I can change	Things I cannot change
The way I look	my weight clothes hairstyle	eye colour
Things I do well/don't do well	improve at math	may not be artistic may not be mechanical
Things I like/ don't like	I can try new things	things I am allergic to
My family	how I relate to my family	who my family is

OBJECTIVES

STUDENT ACTIVITIES

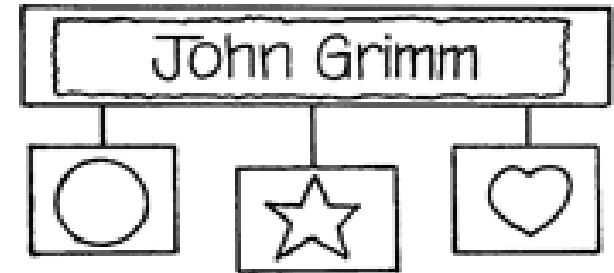
TEACHER NOTES

5. Complete No One Else Like Me worksheet.

6. Make a Me mobile.

Refer to Activity Sheet ME32.

Refer to Activity Sheets ME33A, 33B, 33C.



1. Cut out the mobile pieces from Activity Sheets ME32A, ME32B and ME32C.
2. Fill in the information on the mobile pieces.
3. Glue mobile pieces onto bristol board squares.
4. Attach pieces to name tag with yarn.

## I'M GLAD I'M ME

No one looks  
The way I do.  
I have noticed  
That it's true.

No one walks  
The way I walk.  
No one talks  
The way I talk.

No one plays  
The way I play.  
No one says  
The things I say.

I am special!  
I am me!  
There's no one else  
I'd rather be!

Source Unknown



# NO ONE ELSE LIKE ME

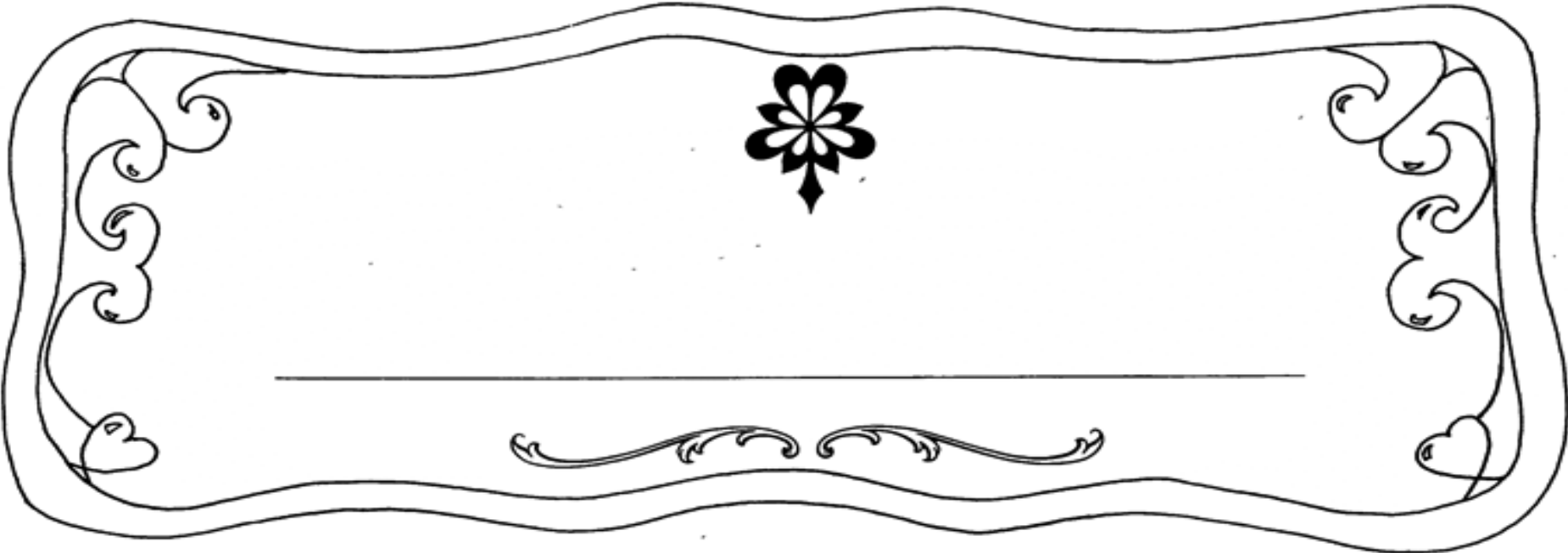
Write down things about yourself which can be changed and things which cannot be changed.

**Something That I Can Change**

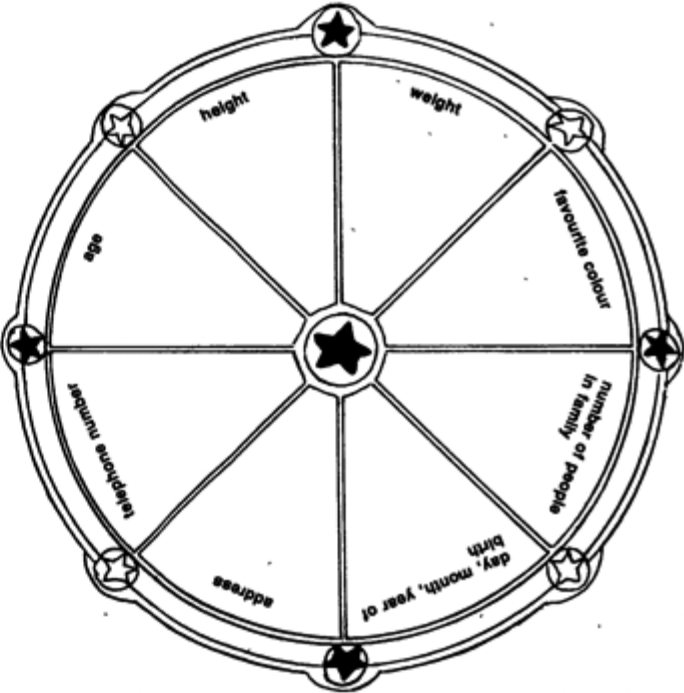
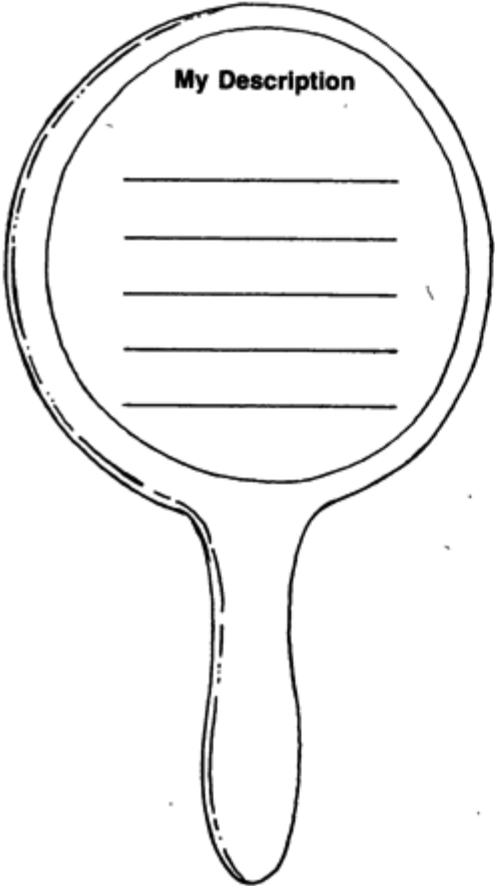
**Something That I Cannot Change**

The Way I Look		
Things I Do Well		
Things I Like		
Things I- Don't Like		
Things About My Family		

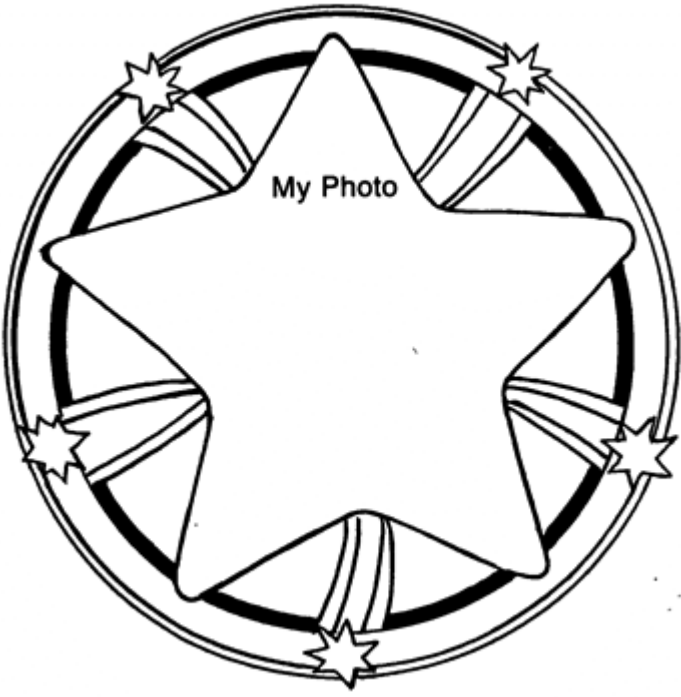
**MOBILE**



# MOBILE



# MOBILE



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**MENTAL AND EMOTIONAL WELL BEING**

GRADE: 3

LESSON: 3

THEME: RELATIONSHIPS

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CONCEPT: EVERYONE HAS RESPONSIBILITIES

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PREPARATION: 1. Prepare a class set of "That's Responsibility" poem (Activity Sheet ME34)  
2. Prepare a class set of Doing My Job worksheet (Activity Sheet ME35)  
3. Materials to make a class mural

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VOCABULARY: responsibility, responsible

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify responsibilities which they have</p>	<p>Students:</p> <p>1. Identify a responsibility which a particular student has.</p>	<p>As well as being an introduction to the topic of Health responsibility, this lesson serves to reinforce the concept of responsibility which is developed in Social Studies in Grades 1, 2, and 3.</p> <p>This is a good opportunity to review classroom routines with regard to responsibility. Select a student who has a responsibility for that particular day or week (e.g., a student who is responsible for feeding the class rabbit, or cleaning the board.) Ask the student what his/her job is for that week, using the sentence pattern:</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
	<p>2. Learn the poem "That's Responsibility."</p> <p>3. Identify responsibilities which they have.</p>	<p>What are you responsible for this week?</p> <p>Student responds: I am responsible for (cleaning the board).</p> <p>Refer to Activity Sheet ME34.</p> <p>Ask students what responsibilities they have at school. Make an experience chart, as illustrated. Have students respond using the, sentence pattern:</p> <p>(<u>At school</u>) I am responsible for</p> <p>Repeat the activity for responsibilities students have at home. Add these to the chart as illustrated.</p> <p style="text-align: center;">Responsibilities I Have</p> <table border="1" data-bbox="1394 1032 2016 1474"> <thead> <tr> <th data-bbox="1394 1032 1724 1182">At home</th> <th data-bbox="1724 1032 2016 1182">At school</th> </tr> </thead> <tbody> <tr> <td data-bbox="1394 1182 1724 1292">feeding the dog</td> <td data-bbox="1724 1182 2016 1292">cleaning up</td> </tr> <tr> <td data-bbox="1394 1292 1724 1474">washing the dishes</td> <td data-bbox="1724 1292 2016 1474">watering the plants</td> </tr> </tbody> </table>	At home	At school	feeding the dog	cleaning up	washing the dishes	watering the plants
At home	At school							
feeding the dog	cleaning up							
washing the dishes	watering the plants							

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify responsibilities which other people have	4. Practise fulfilling responsibilities. 5. List responsibilities other people in the community have.	<p>Refer to Activity Sheet ME35.</p> <p>Choose a number of people known to the students.</p> <p>Ask students to identify what job responsibilities each person has. Record their responses on sentence strips and make a 'bulletin board display as illustrated. (This display will be finished in the next lesson.)</p> <div data-bbox="1339 743 1990 1136" style="text-align: center;"> </div> <p>If students have difficulty identifying what the responsibilities are, have them interview the person or invite him/her to the classroom.</p>

# THAT'S RESPONSIBILITY

Helping when we sweep the floor,  
Buying groceries from the store,  
Looking after Ben, who's four –  
That's responsibility.





Helping teacher to clean up,  
Giving water to my pup,  
Washing up my dirty cup –  
That's responsibility.

Helping Pat, who's cut her knee,  
Baking bannock for our tea,  
Doing my jobs in the family –  
That's responsibility.



Heather Nolsoe  
Helen Balanoff

# DOING MY JOB

	AT HOME	 / 	AT SCHOOL	 / 
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Each day, write down one thing you are responsible for at home and one thing you are responsible for at school. Ask your mother or father and your teacher to draw a happy face if you did the job or a sad face if you didn't.

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**MENTAL AND EMOTIONAL WELL-BEING**

GRADE: 3

LESSON: 4

THEME: RELATIONSHIPS

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**CONCEPT: MANY RESPONSIBILITIES CAN BE SHARED**

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**PREPARATION:** 1. Collect pictures of families sharing responsibilities, e.g., looking after the children  
2 "That's Responsibility" poem (Activity Sheet ME34 from Lesson 3)

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**VOCABULARY:** responsibility, share

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify responsibilities which people share	Students:  1. Review responsibility from the previous lesson.  2. Identify responsibilities which families share.	Use the poem "That's Responsibility", Activity Sheet ME34, from the previous lesson.  Show pictures of families sharing responsibilities. Have the students think of responsibilities which families might share. Responsibilities might include: - caring for the children - keeping the house clean - buying/hunting for/preparing food

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) practise a shared responsibility	5. Select one responsibility which can be shared and practise it.  6. Complete the bulletin board display of people and their responsibilities.	Divide the class into groups. Have them participate in responsibilities which can, be shared. Activities might include: <ul style="list-style-type: none"> <li>- cleaning the classroom</li> <li>- cleaning the yard</li> <li>- doing something for younger students</li> <li>- tidying the library/home ec. room, etc.</li> <li>- cleaning an area of the community</li> </ul> From Lesson 3, Student Activity 6.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Communicate visually.</p> <p>3. Communicate verbally.</p> <p>4. Communicate in writing.</p>	<p>Explain that this is one way of communicating "without words" and with "body language." There are other ways of communicating.</p> <p>Have students paint a picture of the most beautiful thing they have ever seen.</p> <p>One at a time, have students display their pictures for the other students. Have the other students describe what they see painted. Check with the artist to see how accurate the description is.</p> <p>Explain that this is another way of communicating - "through art or crafts," "visually."</p> <p>Play "password." Students sit in a circle. The teacher (or a student) whispers a word or message to the person on his/her right. That person passes it on to the next one, and so on.</p> <p>Explain that this is another way of communicating - "with words," "talking and listening."</p> <p>The teacher passes a note to one student who reads the note and does as instructed (e.g., Write your name on the board.).</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
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	<p>5. Identify other examples of communication under four headings.</p>	<p>Students write a message on a slip of paper. The teacher collects these, quickly scans them for feasibility and then distributes the notes randomly. Each student must do as instructed on the note.</p> <p>Explain that this is another form of communicating "reading and writing".</p> <p>Have students brainstorm other examples of communication and record their ideas on an experience chart as illustrated. Use props/pictures to stimulate student responses.</p> <p>This chart will be used in the next lesson.</p>								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">No Words</th> <th style="width: 25%;">Art</th> <th style="width: 25%;">Talking &amp; Listening</th> <th style="width: 25%;">Reading &amp; Writing</th> </tr> </thead> <tbody> <tr> <td>                     sign language curfew                      siren inukshuk                      international signs                 </td> <td>                     music crafts                      drumming                      dancing                 </td> <td>                     telephone stories                      from elders                      radio                      C. B.                 </td> <td>                     reading                      books recipes                      directions                 </td> </tr> </tbody> </table>	No Words	Art	Talking & Listening	Reading & Writing	sign language curfew siren inukshuk international signs	music crafts drumming dancing	telephone stories from elders radio C. B.	reading books recipes directions
No Words	Art	Talking & Listening	Reading & Writing							
sign language curfew siren inukshuk international signs	music crafts drumming dancing	telephone stories from elders radio C. B.	reading books recipes directions							

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**MENTAL AND EMOTIONAL WELL-BEING**

GRADE: 3

LESSON: 6

THEME: RELATIONSHIPS

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**CONCEPT:** COMMUNICATION IS IMPORTANT IN GETTING ALONG WITH OTHERS

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**PREPARATION:** 1. Simple drawings for students to describe and draw  
2 Invite an elder to come to the class-to tell a traditional story

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**VOCABULARY:** communicate, information

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) describe the importance of communication	Students:  1. Explain why people communicate with each other.	Refer to the experience chart from Lesson 5, Student Activity 5.  For each idea recorded on the chart, ask students to identify when, or the reasons why, each form of communication would be used. To assist students, provide them with the following reasons for communication and ask them under which heading(s) each item falls.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate some ways of communicating</p>	<p>2. Demonstrate speaking and listening.</p> <p>3. Demonstrate non verbal communication.</p> <p>4. Listen to an elder tell a traditional story.</p>	<ul style="list-style-type: none"> <li>- To give information</li> <li>- To get information</li> <li>- To ask for/get things</li> <li>- To make friends</li> <li>- To entertain</li> <li>- To express feelings</li> <li>- To tell a story</li> </ul> <p>Describe a drawing to the students, without letting them know what you are describing. Have them draw what you are describing. E.g., Draw an oval. Draw a smaller oval at one end, etc.</p>  <p>Then let a student have a turn describing something while other students (and the teacher) draw it.</p> <p>In pairs, have one student act out something. The partner has to guess what is being communicated. Messages could include:</p> <ul style="list-style-type: none"> <li>- I feel sick.</li> <li>- What time is it?</li> <li>- I like you.</li> <li>- Hi!</li> <li>- Goodbye!</li> </ul> <p>Invite an elder into the class to tell a story. Discuss why stories are told.</p>

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**MENTAL AND EMOTIONAL WELL-BEING**

GRADE: 3

LESSON: 7

THEME: DECISION MAKING

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CONCEPT: DECISIONS ARE MADE FROM THE CHOICES AVAILABLE IN A GIVEN SITUATION

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PREPARATION: 1. Prepare a class set of "Choosing" song (Activity Sheet ME36)  
2. What Can She Do? story (Activity Sheet ME37)  
3. Prepare a class set of Choices worksheet (Activity Sheet ME38)

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VOCABULARY: decision, decided, choices

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
<p>Students will be able to:</p> <p>i) identify the choices available in a given situation</p>	<p>Students:</p> <p>1. Make a decision between two alternatives/ choices.</p>	<p>Refer to Activity Sheet ME36.</p> <p>Give students a choice of two activities.</p> <table border="1" data-bbox="1409 1078 1990 1247"><tr><td data-bbox="1409 1078 1608 1154">Choice # 1</td><td data-bbox="1633 1078 1990 1154">Do a math worksheet</td></tr><tr><td data-bbox="1409 1174 1608 1247">Choice # 2</td><td data-bbox="1633 1174 1990 1247">Draw a picture</td></tr></table>	Choice # 1	Do a math worksheet	Choice # 2	Draw a picture
Choice # 1	Do a math worksheet					
Choice # 2	Draw a picture					

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Identify the choices which were available, and identify the decision they made from the choices.</p> <p>3. Learn the "Choosing" song.</p> <p>4. Listen to the story "What Can She Do?" Identify the choices Lucy has.</p> <p>5. Complete the Choices worksheet.</p>	<p>Have students tell which activity they decided to do. They should respond using the sentence pattern:</p> <p style="padding-left: 40px;">I could have _____, or I could have _____.</p> <p style="padding-left: 40px;">I decided to _____.</p> <p>Refer to Activity Sheet ME36.</p> <p>Refer to Activity Sheet ME37.</p> <p>Refer to Activity Sheet ME38.</p> <p>Students read each problem and write two choices for each.</p>

# CHOOSING

I often have to make a choice,  
 Make a choice, make a choice.  
 I often have to make a choice,  
 Many times a day.

I can get up at half past eight ....  
 Or stay in bed, the whole day through.

I can wash my face and hands ....  
 Or be dirty, the whole day through.

I can eat my toast and jam ....  
 Or be hungry, the whole day through.

I can wear my hat and mitts ....  
 Or be cold, the whole day through.

I can play with all my friends ....  
 Or be alone, the whole day through.

I often have to make a choice ....  
 Many times a day.

(Tune: London Bridge Is Falling Down)  
 Helen Balanoff & Heather Nolsoe



## WHAT CAN SHE DO?

Lucy has some choices. What can she do?

1. It's 8 o'clock. Lucy's mother wakes her up.

She can (get up), or she can (stay in bed).

2. She gets up and goes into the kitchen.

She can (eat breakfast), or she can (just have tea).

3. She decides to have breakfast. She is worried because she is going to have a math test.

She can (skip school), or she can (try the test).

4. She decides to go to school. It's a cold morning.

She can (wear her hat and mitts), or she can (be cold).

5. She puts on her hat and mitts and scarf. When she gets to school her friends are playing on the slide.

She can (play by herself), or she can (play with her friends).

**Teachers:** Read each step in the left hand column. After each step ask students what choices Lucy might have. Possible choices are identified in the right column. Accept any reasonable answers.



# CHOICES

Think of 2 things each person can do.

1. Mary-Louise has a headache.

She can \_\_\_\_\_  
or she can \_\_\_\_\_

2. Simon has lost his brother's bicycle.

He can \_\_\_\_\_  
or he can \_\_\_\_\_

3. Brenda has a fight with her friend Jane.

She can \_\_\_\_\_  
or she can \_\_\_\_\_

4. Thomas doesn't have any money to buy his mother a birthday present.

He can \_\_\_\_\_  
or he can \_\_\_\_\_



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**MENTAL AND EMOTIONAL WELL-BEING**

GRADE: 3

LESSON: 8

THEME: DECISION MAKING

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CONCEPT: MANY SITUATIONS REQUIRE DECISIONS

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PREPARATION: 1 Situation cards (Activity Sheet ME39)

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VOCABULARY: choice, choose, decide, decision

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify situations which require decisions	Students:  1. Identify situations which have required them to make decisions since they got up this morning.	Ask students to identify situations in which they made decisions since they got up. Have them respond and record their responses using the sentence pattern:  I decided to ( <u>stet up at 8 o'clock.</u> )

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify personal decisions	2. Identify the decisions they have made today.	<p>Discussion should include:</p> <ul style="list-style-type: none"> <li>- what time they got up</li> <li>- what to wear</li> <li>- what to eat for breakfast</li> <li>- if I would wash my face, brush my teeth, etc.</li> <li>- what time to go to school</li> <li>- what activity to do</li> <li>- who to play with, etc.</li> </ul> <p>Refer to Activity Sheet ME39.</p> <p>Divide students into pairs. Make enough copies of the situation cards for each pair. Have one student select a situation card. S/he has to ask the other students the question on the card, e.g,</p> <p style="padding-left: 40px;">What did you decide to eat for breakfast?</p> <p style="padding-left: 40px;">Who did you decide to play with in the yard?</p> <p>The other student has to answer saying:</p> <p style="padding-left: 40px;">I decided to _____.</p>
iii) practise making decisions	3. Participate in activities which involve choices.	<p>Activities could include:</p> <ul style="list-style-type: none"> <li>- choosing a partner</li> <li>- choosing an activity</li> <li>- choosing a book</li> </ul>

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

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Creating situations where students have a choice, and must make a decision, should be part of the regular classroom routine. Periodically the teacher can ask students what choices they have:

I can \_\_\_\_\_ or I can \_\_\_\_\_

I decided to \_\_\_\_\_

# SITUATIONS

What did you decide to do today?

1. What did you decide to eat for breakfast	
3. What time did you decide to get up?	
5. What did you decide to eat for lunch today?	
7. What book did you decide to read today?	

2. Who did you decide to play with in the yard?	
4. What did you decide to wear outside today?	
6. Where did you decide to play at recess?	
8. Did you decide to walk to school or ride your bike?	