

GRADE 4

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: 4


LESSON: 1


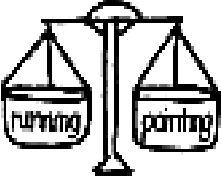
THEME: SELF AWARENESS

CONCEPT: AWARENESS OF STRENGTHS AND WEAKNESSES AFFECTS HOW PEOPLE FEEL ABOUT THEMSELVES

PREPARATION: 1. Prepare a class set of "Good, Not As Good" poem (Activity Sheet ME40)
2. Prepare a class set of Balance It Out worksheets (Activity Sheet ME41)

VOCABULARY: proud, frustrated (other feelings identified by students)

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify personal strengths and weaknesses	Students: 1. Write down three things they can do well. 2. Tell how they feel when they do things they are good at.	Background Information: Page ME37 to ME41 Have students answer using the sentence pattern: I am good at _____ Feelings should include: - happy - smart - proud - good - pleased 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) accept personal strengths and weaknesses	<p>3. Write down three things they are not as good at.</p> <p>4. Tell how they feel when they do the things they are not as good at.</p> <p>5. Learn the "Good, Not As Good" poem.</p> <p>6. Tell others about something they can do well.</p> <p>7. Complete the Balance It Out Worksheet.</p>	<p>Have students answer using the sentence pattern</p> <p>I am not as good at _____.</p> <p>Feelings should include:</p> <ul style="list-style-type: none"> - dumb - silly - stupid - sad - frustrated  <p>Refer to Activity Sheet ME40.</p> <p>Have students select one thing they are good at and tell the class about it, how to do it, etc E.g.,</p> <ul style="list-style-type: none"> - playing hockey - fishing - reading - cooking <p>Have other students ask questions about the topic.</p> <p>Refer to Activity Sheet ME41.</p> <p>Have students discuss the completed worksheet using the sentence pattern:</p> <p>I am good at _____, but I am not as good at _____.</p>  <p>Emphasize that everyone is good at something.</p>

GOOD, NOT AS GOOD



I'm very good at singing;
I sing just like a bird.
I'm not as good at dancing;
In fact, I look absurd!

I'm very good at fishing;
I catch a lot of trout.
I'm not as good at painting,
As I have just found out.



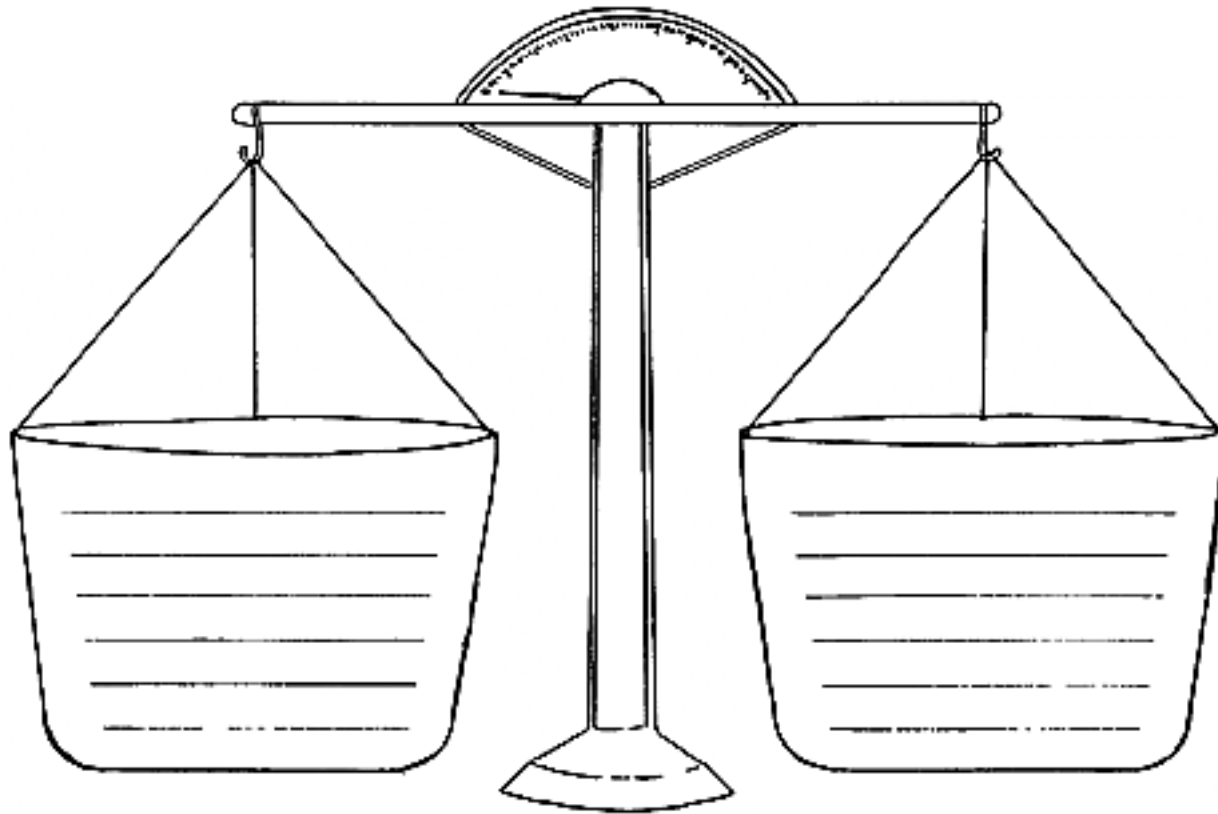
I'm very good at swimming;
I can swim very fast.
I'm not as good at running;
In fact, I'm usually last.

Helen Balanoff
Margy Gilmour



BALANCE IT OUT

On the balance below list some things you are good at doing, and some things you are not as good at doing.



Things I am good at

Things I am not as good at

MENTAL AND EMOTIONAL WELL BEING

GRADE: 4**LESSON: 2****THEME: SELF AWARENESS**

CONCEPT: THE ACTIVITIES PEOPLE CHOOSE AFFECT HOW THEY FEEL

- PREPARATION:**
1. Collect pictures of people doing things they obviously enjoy
 2. Prepare a class set of "Feeling Great" poem (Activity Sheet ME42)
 3. Materials for making scrapbooks
 4. Arrange a Fun Fair
-

VOCABULARY: enjoy

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify activities that make them feel good	Students: 1. Review things they are good at and the feelings they have when they do any of these things. 2. Identify activities that they enjoy doing.	Background Information: Page ME37 to ME41 Refer to previous lesson. Emphasize that when people do things they are good at they generally feel good. Show pictures of people doing things they are obviously enjoying, e.g., playing on swings. Have students identify things they enjoy doing using the sentence pattern: I enjoy (reading a book). List student responses on the blackboard.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES									
	<p>3. Categorize the items identified in Student Activity 2.</p> <p>4. Learn the poem "Feeling Great".</p> <p>5. Make a scrapbook of activities that make them feel good.</p> <p>6. Participate in a Fun Fair.</p>	<p>Activities should include things which students can do on their own, with one other person or with a number of other people.</p> <p>Record student responses using an experience chart as illustrated.</p> <table border="1" data-bbox="1178 516 2013 748"> <thead> <tr> <th colspan="3" data-bbox="1178 516 2013 553">Things I Enjoy Doing</th> </tr> <tr> <th data-bbox="1178 553 1457 630">On My Own</th> <th data-bbox="1457 553 1736 630">With One Other Person</th> <th data-bbox="1736 553 2013 630">With A Lot Of Other People</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 630 1457 748">reading a book sewing going for a walk</td> <td data-bbox="1457 630 1736 748">swimming playing a game going for a walk</td> <td data-bbox="1736 630 2013 748">playing hockey going for a walk</td> </tr> </tbody> </table> <p>Refer to Activity Sheet ME42.</p> <p>Have students draw pictures or use magazine cut-outs to make their scrapbook. Have them include activities from each of the three categories in Student Activity 3.</p> <p>This activity requires planning and organizing. Have students select activities they can do at school from those identified in Student Activity 3. Have resource people come in to supervise/assist with specific activities E.g.,</p> <ul style="list-style-type: none"> - sewing - playing hockey - reading - cooking <p>Let students select the activity they wish to participate in. Students can state activities depending on the time available.</p>	Things I Enjoy Doing			On My Own	With One Other Person	With A Lot Of Other People	reading a book sewing going for a walk	swimming playing a game going for a walk	playing hockey going for a walk
Things I Enjoy Doing											
On My Own	With One Other Person	With A Lot Of Other People									
reading a book sewing going for a walk	swimming playing a game going for a walk	playing hockey going for a walk									

FEELING GREAT!

I enjoy sewing or reading a book.
I enjoy swimming and learning to cook.
I enjoy chopping and carrying the wood.
All of these things make me feel good!

I enjoy walking and looking up high.
I enjoy flying kites up in the sky.
I enjoy playing hockey along with my mates.
All of these things make me feel great! ,

Helen Balanoff
Heather Nolsoe
Margy Gilmour



MENTAL AND EMOTIONAL WELL BEING

GRADE: 4**LESSON: 3****THEME: RELATIONSHIPS**

CONCEPT: CARING BEHAVIOUR HELPS BUILD AND MAINTAIN RELATIONSHIPS

- PREPARATION:**
1. Collect pictures of parents demonstrating caring behaviours
 2. Pocket chart
 3. Prepare several sets of How Do You Show You Care sentence cards (Activity Sheet ME43)
 4. Bean bag
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VOCABULARY: care

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify caring behaviours	Students: 1. Identify ways in which parents show they care for their children.	Background Information: Page ME37 to ME41 Show pictures of parents demonstrating caring behaviours with their children. Behaviours might include: - kissing - hugging - comforting - being kind - helping - playing - listening

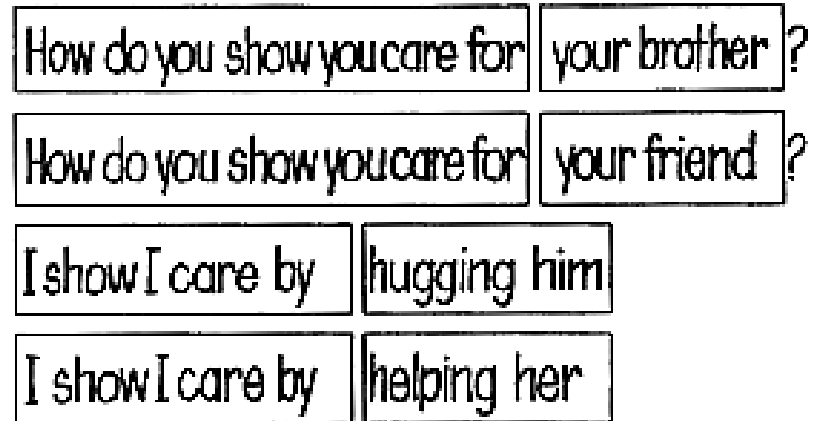
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

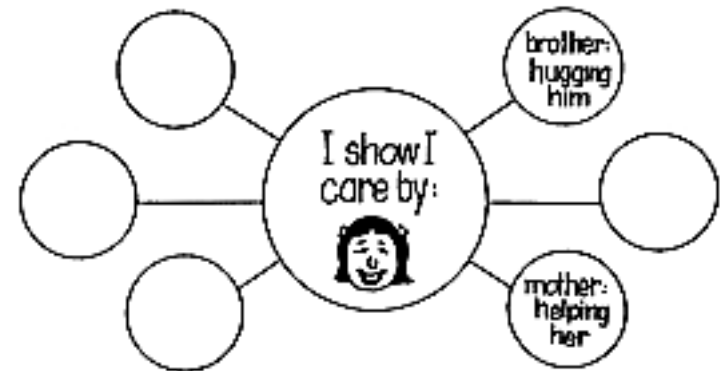
2. Identify ways in which they show they care for people close to them.

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



3. Make a Caring chart.

Have each student draw a picture of themselves inside a large circle and write "I show I care by...". In each smaller circle write the name of someone they care for and identify a caring behaviour.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Describe caring behaviours in given situations.</p> <p>5. Play the game, How Do You Know I Care.</p>	<p>Refer to Activity Sheet ME43.</p> <p>Have students work in small groups. Prepare a set of cards for each group. Students take turns selecting a card and discussing what they can do to show they care.</p> <p>Have students form a circle with one person standing in the middle with a bean bag. Students clap and chant:</p> <p>"I care, I care How do you show you care?"</p> <p>Student in the middle throws the bean bag to someone and they answer:</p> <p>"I show I care by hugging my brother... That's how I show I care."</p> <p>That person then has a turn in the middle.</p>

HOW DO YOU SHOW YOU CARE?

1. Your brother has cut his knee.



2. Your friend has lost his favourite toy.



3. Your mother is sick in bed.



4. Your sister wants to borrow your bike.



5. Your father feels sad.



6. A boy in your class can't do his math.



7. Your friend feels lonely.



8. Your brother has torn your book.



MENTAL AND EMOTIONAL WELL BEING**GRADE: 4****LESSON: 4****THEME: RELATIONSHIPS**

CONCEPT: CARING BEHAVIOUR HELPS BUILD AND MAINTAIN RELATIONSHIPS

- PREPARATION:**
1. Prepare a class set of "Caring" poem (Activity Sheet ME44)
 2. Blindfolds and an obstacle course
 3. How Do You Show You Care? situation cards (Activity Sheet ME43 from previous lesson)
 4. Prepare several sets of cards from How Do You Feel? worksheet (Activity Sheet ME45)
 5. Large letters for the Caring mobile (CARING)
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VOCABULARY: caring, trust, feelings vocabulary

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) demonstrate caring behaviours	Students: 1. Learn the poem "Caring." 2. Participate in a trust walk. 3. Describe how they felt.	Background Information: Page ME37 to ME41 Refer to Activity Sheet ME44. Have students work with a partner. Blindfold one partner and have the other lead him/her around an obstacle course. Then switch roles. Afterwards discuss how students felt both in the role of the "leader" and in the role of the person being led.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe the importance of caring	<p>4. Demonstrate caring behaviours by adopting a secret friend.</p> <p>5. Roleplay caring behaviours for given situations in the previous lesson.</p> <p>6. Discuss the importance of caring.</p>	<p>This is an on-going activity.</p> <p>Give each student another student's name and tell them that this person is to be their secret friend. Students have to do things which show they care for their secret friend without the secret friend knowing who's doing these things. Activities might include:</p> <ul style="list-style-type: none"> - sending a nice note - being friendly - making something special - helping - sharing <p>Remind students a couple of times a week that they should be caring for their secret friend. After several weeks ask students to identify nice thing which happened to them, and how they feel.</p> <p>Refer to Activity Sheet ME43.</p> <p>Divide students into small groups. Using the situations from Activity Sheet ME43 have students act out appropriate caring behaviours.</p> <p>Have students discuss how they would feel if:</p> <ul style="list-style-type: none"> - they cut their knee and no one helped them - they had no one who would share with them - they had no one to care for them, etc. <p>Discuss the importance of caring.</p>

OBJECTIVES**STUDENT ACTIVITIES****TEACHER NOTES**

7. Describe how they would feel in given situations.

Refer to Activity Sheet ME45

Have students work in small groups. Prepare a set of cards for each group using Activity Sheet ME45. Students take turns selecting a card and reading the situation while other students in the group describe how they would feel. The student reading the situation begins with the sentence pattern.

"How would you feel if _____". Each student responds with the sentence pattern

"I would feel _____."

8. Write sentences about caring behaviours.

Have students work in small groups to write sentences for each letter of the word caring E.g.,

C Caring is something we do every day.
 A _____
 R _____
 I _____
 N _____
 G _____

9. Make a class mobile on caring.

Make large letters for the word caring. Copy each sentence from Student Activity 8 on the appropriate letter as illustrated:



Hang from the ceiling as a mobile.

CARING



Why do you comfort me when I cry?
 Why do you hug me when I feel shy?
 Why do you share your piece of pie?
 . . . Because you care.



Why are you kind to me every day?
 Why do you buy me new shoes at the Bay?
 Why do you listen to what I say?
 . . . Because you care.



Why do you help me when I'm stuck?
 Why do you take me for rides in the truck?
 Why do you often wish me good luck?
 . . . Because you care.



Helen Balanoff



HOW DO YOU FEEL

Tell how you feel in each situation.

1. You asked your brother if you could borrow his bike. He said no.



2. You've cut your knee. Your mother cleans it and puts a band-aid on it.



3. You can't do your math. Your teacher helps you.



4. Your friend tells you s/he likes you a lot.



5. The kids you're working with won't share their crayons with you.



6. An older boy hits you at recess.



7. You're trying to tell your father that a kid hit you. He's watching T.V. and not listening.



8. Your sister tells you you're stupid.



MENTAL AND EMOTIONAL WELL BEING

GRADE: 4**LESSON: 5****THEME: DECISION-MAKING**

CONCEPT: BETTER DECISIONS CAN BE MADE BY CONSIDERING THE POSSIBLE EFFECTS OF VARIOUS CHOICES

PREPARATION: 1. Fortunately, Unfortunately story (Activity Sheet ME46)

VOCABULARY: choices, effects, decisions, fortunately, unfortunately, responsible decision, positive, negative

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify the possible effects of various choices	Students: 1. Identify the decisions they made during one day.	Background Information: Page ME37 to ME41 Ask students what decisions they made yesterday. Decisions should include: - what time to get up - what to wear - what to eat for breakfast - whether to play outside Have each student identify one decision and respond using the sentence pattern: I decided to _____. Record the decisions students made in the first column of a 5 column experience chart as illustrated in Student Activities 3 and 4.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES															
ii) identify reasons for individual decisions	2. Identify possible effects of various choices they identified in Student Activity 1.	<p>Identify both negative and positive effects. Record student responses using an experience chart as illustrated.</p> <table border="1" data-bbox="1087 412 2011 740"> <thead> <tr> <th data-bbox="1087 412 1369 444">Choice</th> <th data-bbox="1369 412 1705 444">Positive</th> <th data-bbox="1705 412 2011 444">Negative</th> </tr> </thead> <tbody> <tr> <td data-bbox="1087 444 1369 521">to eat breakfast</td> <td data-bbox="1369 444 1705 521">I will be comfortable</td> <td data-bbox="1705 444 2011 521">I have to get up earlier</td> </tr> <tr> <td data-bbox="1087 521 1369 597">to skip breakfast</td> <td data-bbox="1369 521 1705 597">I can sleep later</td> <td data-bbox="1705 521 2011 597">I will be hungry all day</td> </tr> <tr> <td data-bbox="1087 597 1369 673">to stay up late</td> <td data-bbox="1369 597 1705 673">I can watch a movie</td> <td data-bbox="1705 597 2011 673">I will be tired at school</td> </tr> <tr> <td data-bbox="1087 673 1369 740">to get enough sleep</td> <td data-bbox="1369 673 1705 740">I will be ready for school</td> <td data-bbox="1705 673 2011 740">I will miss the movie</td> </tr> </tbody> </table>	Choice	Positive	Negative	to eat breakfast	I will be comfortable	I have to get up earlier	to skip breakfast	I can sleep later	I will be hungry all day	to stay up late	I can watch a movie	I will be tired at school	to get enough sleep	I will be ready for school	I will miss the movie
	Choice	Positive	Negative														
to eat breakfast	I will be comfortable	I have to get up earlier															
to skip breakfast	I can sleep later	I will be hungry all day															
to stay up late	I can watch a movie	I will be tired at school															
to get enough sleep	I will be ready for school	I will miss the movie															
3. Identify and give reasons for their decisions. 4. Identify situations in which they have made responsible decisions and situations in which the decisions have not been responsible.	<p>Continue the experience chart across two more columns as illustrated.</p> <table border="1" data-bbox="1087 818 2011 894"> <thead> <tr> <th data-bbox="1087 818 1598 850">Decision</th> <th data-bbox="1598 818 2011 850">Why?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1087 850 1598 894">To eat breakfast</td> <td data-bbox="1598 850 2011 894">I didn't want to be hungry</td> </tr> </tbody> </table> <p>Emphasize that a responsible decision does not hurt any person (including themselves) or property.</p> <p>Have students answer using the sentence pattern.</p> <p>I made a responsible decision when _____ because _____.</p> <p>I made a poor decision when _____ because _____.</p>	Decision	Why?	To eat breakfast	I didn't want to be hungry												
Decision	Why?																
To eat breakfast	I didn't want to be hungry																

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. Read the "Fortunately, Unfortunately" story Make up a new version of the story.</p>	<p>In pairs have one student say the "Fortunately" line, the other student say the "Unfortunately" line. Or have the students act out the verses. Discuss the decisions James made.</p>

FORTUNATELY, UNFORTUNATELY

It was Saturday.

Fortunately, James did not have to go to school.

Unfortunately, James was bored.

Fortunately, he was going to his friend's house to play.

Unfortunately, his friend was not home.

Fortunately, James had another friend to play with.

Unfortunately, he was babysitting.

Fortunately, James liked going for walks alone.

Unfortunately, he was not very warmly dressed.

Fortunately, there was a game to watch at the gym.

Unfortunately, the game was just over.

Fortunately, James met his friend leaving the game.

And they went home to play.

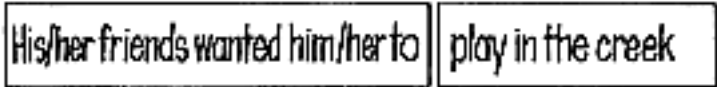

MENTAL AND EMOTIONAL WELL BEING


GRADE: 4**LESSON: 6****THEME: DECISION-MAKING**

CONCEPT: PEERS INFLUENCE DECISIONS

- PREPARATION:**
1. Prepare a class set of "Making My Own Decisions" poem (Activity Sheet ME 47)
 2. Pocket Chart and sentence strips
 3. Cards for each student to label for Student Activity 3
 4. Speech balloons for Student Activity 6
-

VOCABULARY: decisions influence

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify decisions that peers may influence	Students: 1. Learn the poem "Making My Own Decisions." 2. Identify things from the poem that his/her friends wanted him/her to do. 3. Decide if it would be a responsible decision to do what the friends wanted. Give reasons.	Background Information: Page ME37 to ME41 Refer to Activity Sheet ME47. Have students answer using sentence strips and a pocket chart as illustrated.  Have students make two cards  They have to hold up the appropriate card for each situation. Have the class discuss which is the more responsible choice and explain why. If necessary, review what a responsible decision is.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify ways peers influence them	<p>4. Tell about something which they did to please their friends but which they didn't want to do.</p> <p>5. Give reasons why people do things they may not want to do.</p> <p>6. Identify ways in which peers influence decisions.</p>	<p>Have students answer using the sentence patterns:</p> <p>My friends wanted me to _____.</p> <p>I didn't want to _____, but I said, "Yes."</p> <p>Teachers should emphasize that peer influence can be positive as well as negative.</p> <p>Using the situations identified by the students in Activity 4, ask students why they did these things. Include:</p> <ul style="list-style-type: none"> - wanting to be part of the crowd - feeling threatened - being bullied - being bribed - being teased - being called names - being made to feel bad <p>Refer to Activity Sheet ME47.</p> <p>Using situations from the poem, have small groups of students identify what peers might have said or done to influence decisions. E.g.,</p> <p>"If you don't come and play with me in the creek, I'll tell everyone you're a loser!"</p> <p>Record student responses in speech balloons and save for the next lesson.</p> 

MAKING MY OWN DECISIONS



My friends wanted me to play in the creek
 To go out in the storm, to play hide and seek.
 My friends wanted me to lie to my dad
 But I didn't want to, 'cause I felt bad!



My friends wanted me to skip out of school
 To smoke a cigarette - they thought that was cool.
 My friends wanted me to steal some money
 But I didn't want to, 'cause I felt funny!

My friends wanted me to race my skidoo
 Across the ice, without falling through.
 My friends wanted me to take eggs from the nest
 I didn't want to, but I said Yes!



Heather Nolsoe
 Margy Gilmour
 Helen Balanoff



MENTAL AND EMOTIONAL WELL BEING

GRADE: 4**LESSON: 7****THEME: DECISION-MAKING**

CONCEPT: PEERS MAY INFLUENCE DECISIONS

PREPARATION: 1. A class set of ' Making My Own Decisions" poem (Activity Sheet ME47) from previous lesson
2. Speech balloons from previous lesson
3. Speech balloons for Student Activity 5

VOCABULARY: influence, refuse

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify methods of resisting peer influence	Students: 1. Review the influence of peers. 2. Identify times when they have not done what friends wanted. 3. Tell how they resisted the influence of their friends. Discuss.	Background Information: Page ME37 to ME41 Refer to Activity Sheet ME47 from the previous lesson. Ask students to think of a time when they refused to do something their friends wanted them to do. List student responses on the blackboard Include - saying "No" - telling their own feelings - leaving the situation - avoiding situations where a refusal is necessary - changing friends

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate methods of resisting peer influence</p>	<p>4. Roleplay ways of resisting peer influence.</p> <p>5. Respond to the speech balloons from the previous lesson.</p> <p>6. Rewrite the last two lines of "Making My Own Decisions."</p>	<p>Refer to Activity Sheet ME47.</p> <p>Using situations from the poem, have small groups of students roleplay different ways of resisting the influence of friends.</p> <p>Have students respond to the speech balloons from the previous lesson by refusing to go along with their friends E.g.,</p> <div data-bbox="1226 574 1814 846" data-label="Image"> </div> <p>Refer to Activity Sheet ME47.</p> <p>Have students rewrite the last two lines of the poem so that the person is saying "No."</p>