

GRADE 5

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING**GRADE: 5****LESSON: 1****THEME: RELATIONSHIPS**

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

- PREPARATION:**
- 1 Materials for drawing
 - 2 Dress-up clothes
 - 3 A cassette tape of clues for the Treasure Hunt
 - 4 "Treasure" for the Treasure Hunt (Juice, buttons, etc)
 - 5 Hide cards for the Treasure Hunt
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VOCABULARY: communication, speaking, listening

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe effective speaking and active listening skills	Students: 1. List different ways of communicating	Background Information: Page ME44 This is a review of Grade 3, Lessons 5 and 6 Different ways include <u>Verbal</u> - speaking/listening - stones - radio - telephone - C B <u>Non-Verbal</u> - visually (arts crafts) - musically - drumming - dancing - sign language - inukshuk - drama, pantomime - international signs - reading - writing

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Participate in Draw What You Hear Discuss</p> <p>3. Describe ways to make speaking more effective Discuss</p> <p>4. Describe ways to make listening more effective.</p>	<p>Select one student from the class to dress up in clothes from a dress-up box Divide the rest of the class into two groups One student from each group observes the dressed up student (out of sight from the rest of the class) for one minute The two observers return to their groups and describe what the dressed up student is wearing The other members of each group have to draw what they hear They cannot ask for clarification</p> <p>Compare the drawings of the two groups and discuss Emphasize the importance of observing, speaking clearly and listening</p> <p>Repeat, using a new dress up person and observers</p> <p>Brainstorm with the students things that make speaking more effective Ways should include</p> <ul style="list-style-type: none"> - facing the person who is listening - speaking clearly - watching people's reactions - thinking about what you have to say - checking to see if the person has understood <p>Brainstorm with the students ways to make listening more effective. Ways should include</p> <ul style="list-style-type: none"> - listening actively - facing the person who is speaking - listening for feelings - repeating what has been said to themselves - asking themselves if they understood - asking for clarification

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate effective speaking and active listening skills</p>	<p>5. Participate in Student Activity 2, this time demonstrating effective speaking and active listening skills</p> <p>6. Participate in a Treasure Hunt.</p>	<p>Have students repeat Student Activity 2 This time the person who is speaking should do such things as checking to see if the listeners have understood ,</p> <p>Those listening may ask questions for clarification When the activity is finished discuss which was easier, the first time or the second time</p> <p>Prior to the lesson record all clues on a cassette tape or tapes Each clue should lead students to a particular location where they find a card and sign their name before going on to the next location (Class can be split into small groups) Clues should be fairly detailed, e.g., Go to the Home Ec room Look in the second cupboard on the left near the fridge Look on the top shelf</p> <p>At the last location, the teacher should leave something which all students can share, e g , buttons, juice, etc</p>

MENTAL AND EMOTIONAL WELL BEING**GRADE: 5****LESSON: 2****THEME: RELATIONSHIPS**

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION: 1 Enlargements of the three characters (Activity Sheet ME48)
2 Prepare enough What Would They Say? worksheets for several groups (Activity Sheet ME48)

VOCABULARY: bully, sure, reaction, consequences, passive, aggressive, assertive

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe different communication skills	Students: 1. Review effective speaking and listening skills 2. Observe different communication behaviours.	Background Information: Page ME44 From previous lesson List different communication behaviours - passive - aggressive - assertive Use appropriate tone, attitude and wording to demonstrate each of the above types of communication behaviours to students

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Identify each behaviour with a particular character Use an enlargement of the characters below



BILLY BULLY
(aggressive)



NORMAN NICE GUY
(passive)



SALLY SURE
(assertive)




Teachers may want to change names and phrases to make appropriate

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

3. Identify their reactions to the different communication behaviours

Ask students how the different types of communication behaviours make them feel

Record student reactions to the characters using an experience chart as illustrated:

Behaviour	Reaction of Listener to Person Asking	Reaction of the Person Asking
BILLY BULLY 	<ul style="list-style-type: none"> - angry - scared - I don't like it - worried 	<ul style="list-style-type: none"> - I don't think they like me - I want to be noticed
NORMAN NICE GUY 	<ul style="list-style-type: none"> - creep - OK - wimp 	<ul style="list-style-type: none"> - I want them to do it now, but I'm scared to ask
SALLY SURE 	<ul style="list-style-type: none"> - OK - happy - sometimes upset 	<ul style="list-style-type: none"> - good - they're doing it - that's what I wanted

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) describe the importance of effective communication in a relationship

4. Identify what each character would say in various situations

5. Discuss the consequences of the different communication behaviours on a relationship

Refer to Activity Sheet ME48

Have groups of students complete the speech balloons for the three characters in each situation Have each group share their results with the class using the sentence pattern


If I was BILLY BULLY, I would say

I would feel

My brother would feel

Ask students what they think would happen if one of their friends always acted like a bully, etc

Make an experience chart



Behaviour	Consequences
BILLY BULLY 	- loses friends - scares people - hurts people's feelings

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

6. Make a bulletin board display of the three characters, the feelings associated with them and the consequences of the way they communicate

<p>NORMAN NICE GUY</p> 	<ul style="list-style-type: none">- gets upset because people won't do what he wants- doesn't tell people how he feels
<p>SALLY SURE</p> 	<ul style="list-style-type: none">- sometimes loses friends- lets her feelings be known- respects people

Use the faces for each character Write feelings or consequences on strips of paper Curl the strips around a pencil or scissors and stick them on the corresponding head, etc

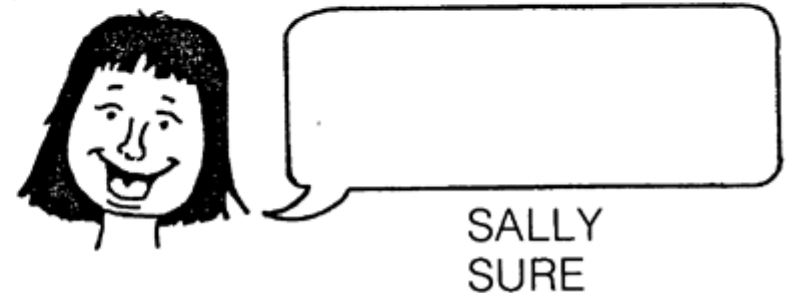
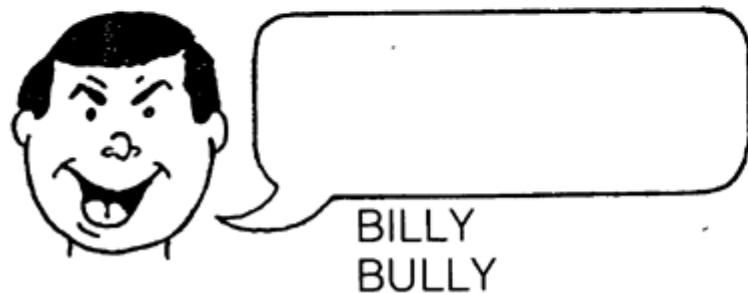


Students have to uncurl the strips to read them

WHAT WOULD THEY SAY? .

ME48

1. You want to watch your favourite T.V. show, but your brother wants you to play ball with him.
2. You think the cashier at the store has charged you too much money for your pop.
3. You want your friend to go to a movie. .
4. You are talking to your brother when someone interrupts you.
5. Your mother tells you to wear your parka, but you don't want to.
6. You are standing in the line up, when someone pushes in front of you.



MENTAL AND EMOTIONAL WELL BEING**GRADE: 5****LESSON: 3****THEME: RELATIONSHIPS**

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION: 1 Speech bubbles from Lesson 2
2 Prepare enough sets for one between two students of Sally Sure Says-situation cards (Activity Sheet ME49)

VOCABULARY: advantages, disadvantages

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify assertive communication skills	Students: 1. Review the different communication behaviours 2. From the speech bubbles, select the assertive examples 3. Identify advantages and disadvantages of assertiveness	Background Information: Page ME44 From previous lesson Have the students examine Sally Sure's message bubbles from Grade 5, Lesson 2. Ask students what the advantages/disadvantages are of being assertive List student responses on an experience chart as illustrated:

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Identify ways of communicating assertively

Advantages	Disadvantages
- let's a person say 'Yes' or 'No' without feeling upset or guilty - shows respect - lets a person feel positive about him/herself	- sometimes people don't like it when someone is assertive

Make a list of things Sally Sure, might say

Have students respond using the sentence patterns.

I know that you want to _____ , but _____
Excuse me, but _____
Thank you, but _____
Could you please _____

Teachers can change the suggested phrases to make them appropriate.
Emphasize that the tone of voice which people use is also important.

ii) demonstrate assertive communication skills

5. Practise ways of communicating assertively.

Refer to Activity Sheet ME49

Give pairs of students a number of situation cards. The students have to take turns responding assertively. Write the class responses in a speech bubble.

SALLY SURE SAYS

ME49

<p>1. Your friend is playing with a gun. You are afraid the gun might go off. .</p>	<p>2. You have some muskrat skins/sealskins to sell. The store clerk says he will give you 50 cents a skin. You know they are worth more than that.</p>
<p>3. You put money in a game at the Arcade. The machine doesn't work.</p>	<p>4. You order a hamburger and french fries at the take out. When you get home, you find you have no french fries.</p>
<p>5. You rent a video from the store. When you get it home, it doesn't work properly.</p>	<p>6. You are playing on the climbing frame when someone in your class comes along and tells you to get off.</p>

MENTAL AND EMOTIONAL WELL BEING**GRADE: 5****LESSON: 4****THEME: RELATIONSHIPS**

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION: 1. Overhead transparencies of Saying No and Follow the Steps (Activity Sheets ME50 and ME51)
2. Prepare a class set of Follow the Steps worksheet (Activity Sheet ME51),**VOCABULARY:** problem, opinion, consequences, alternative

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify steps in a refusal process	Students: 1. Review assertive communication behaviours. 2. Roleplay saying no in a given situation. 3. Discuss,ways of making it easier to say no.	Background Information: Page ME44 From previous lesson. Have one student offer another a cigarette The second student has to refuse assertively. Ask students what else they could do to make it easier to say no Ways might include: - understanding the problem - not being afraid to state your opinion - practising saying no when alone

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) practise the steps of the refusal process</p>	<p>4. Identify steps which help make it easier to say no.</p> <p>5. Demonstrate the steps in the refusal process.</p> <p>6. Practise using the steps in the refusal process.</p>	<p>Refer to Activity Sheet ME50</p> <p>Using the overhead transparency, go through each step with the students. Have students respond using the sentence patterns:</p> <p>What is the problem?</p> <p>(1) Should I _____ , or should I _____</p> <p>(2) Thanks but _____</p> <p>(3) Do you know _____</p> <p>(4) I feel _____</p> <p>(5) I think _____</p> <p>(6) We could _____ , or we could _____</p> <p>(7) I've decided to _____</p> <p>Some of these patterns have been taught prior to this lesson.</p> <p>Refer to Activity Sheet ME51.</p> <p>Using the blank overhead transparency, go through each step with the students, filling in the speech balloons. Have students suggest a problem. It could be:</p> <ul style="list-style-type: none"> - skipping school - stealing something - playing on a construction site - sniffing gas/glue - telling lies - using drugs <p>Give each student Activity Sheet ME51</p> <p>Ask them to select a problem which they have to deal with and work through the steps in the refusal process. Volunteers can share theirs with the rest of the class by reading them aloud or by acting them out with a partner.</p>

SAYING "NO"!

Problem: Your friend offers you a cigarette, but you don't want to smoke.

1 Understand the problem.
Friend: Here. Have a cigarette.
Thought: He wants me to smoke, but I don't want to.

2 Practise saying "No".
Thought: No thanks. I don't want to.
Thought: I know that smoking is unhealthy. I'm staying fit for the hockey team.
Thought: Thanks but no thanks. I've decided not to smoke.

3 Ask questions about the situation.
Thought: Do your parents know you smoke?
Thought: Do you know that tobacco has a drug in it?
Thought: How can you afford to smoke?

4 State your opinion or feelings.
Thought: I feel uncomfortable about smoking. I know my parents wouldn't like it.



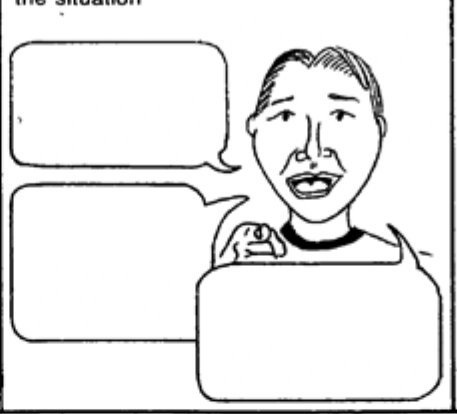

5 State the consequences.
Thought: My parents will be mad at me.
Thought: Smoking causes diseases of the heart and lungs.

6 Suggest an alternative.
Thought: We could go for a ride on our bikes.
Thought: Here. Have some gum instead.

7 Say what you are going to do.
Thought: I going to chew my gum...I've decided not to smoke

8 Leave the situation.
Thought: See you' around!

FOLLOW THE STEPS

<p>Understand the problem</p>  <p>Illustration of a person on the left speaking to a person on the right who is listening. There are two empty speech bubbles: one above the speaker and one below the listener.</p>	<p>Practise saying "No"</p>  <p>Illustration of a person shouting with their mouth wide open and hands raised in a 'stop' gesture. There are two empty speech bubbles: one above the person and one below them.</p>	<p>Ask questions about the situation</p>  <p>Illustration of a person asking questions with their mouth open and hands raised. There are three empty speech bubbles: one above the person and two below them.</p>	<p>State your opinion or feelings</p>  <p>Illustration of a person speaking with their mouth open. There is one large empty speech bubble above the person.</p>
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<p>State the consequences</p>  <p>Illustration of a person pointing to the side with their mouth open. There are two empty speech bubbles: one above the person and one below them.</p>	<p>Suggest an alternative.</p>  <p>Illustration of a person speaking with their mouth open and one hand raised. There are two empty speech bubbles: one above the person and one below them.</p>	<p>Say what you are going to do.</p>  <p>Illustration of a person speaking with their mouth open and one hand raised. There is one large empty speech bubble above the person.</p>	<p>Leave the situation.</p>  <p>Illustration of a person waving their hand with a smile. There is one large empty speech bubble above the person.</p>
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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Give reasons for companies advertising their products.</p> <p>4. Identify techniques that advertisers use to persuade people to buy their product. Discuss.</p> <p>5. Use sample advertisements to identify techniques used by specific products.</p>	<p>Ask students why companies advertise. Reasons should include:</p> <ul style="list-style-type: none"> - to provide information - to persuade people to buy that product <p>Have students respond using the sentence pattern:</p> <p>Advertisements _____</p> <p>Collect examples of advertisements that use a variety of techniques. Have students identify and discuss the techniques used. Techniques should include:</p> <ul style="list-style-type: none"> - people having a good time (lifestyle) - making people feel guilty - romance - jingles - bright/fun/humour - mystery - speed/excitement - making people feel hungry/thirsty - famous people - making people believe everyone else uses it <p>Either tape a number of sample advertisements from the T.V. or collect (or have students collect) a number of sample advertisements from magazines.</p> <p>Students identify the techniques used in each advertisement.</p> <p>Emphasize that more than one technique may be used in one advertisement.</p>

MENTAL AND EMOTIONAL WELL BEING

GRADE: 5**LESSON: 6****THEME: DECISION-MAKING**

CONCEPT: ADVERTISING IS DESIGNED TO INFLUENCE DECISIONS

PREPARATION: 1. Materials for designing an advertisement

VOCABULARY: technique, appealing, persuasive

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) practise designing an advertisement using one or more persuasion techniques	Students: 1. Review advertising techniques. 2. Design a persuasive advertisement.	Background Information: Page ME44 to ME45 From the previous lesson. In small groups students select either a new product they want to sell or a community event to promote. Students either draw/paint an advertisement for a magazine or prepare an advertisement for a T.V. /radio spot. When they have finished they present it to the rest of the class.

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

3. Identify the techniques used in the advertisements and evaluate their appeal. Discuss.

Number all the advertisements which have been prepared. Have students identify the technique(s) used in each ad; evaluate its appeal and give reasons to support their opinion.

Have students record their responses using an experience chart as illustrated.

Advertisement #1	Technique Used	Is it appealing?	Why/ <u>Why</u> Not?

When the students have completed the activity, discuss with them the importance of making the product appealing. Discuss why the public has to be aware of advertising techniques.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
ii) identify signs of stress	<p>3. Identify how the person in the story felt when he was having a bad day.</p> <p>4. Define the term stress.</p> <p>5. Identify situations which cause stress.</p> <p>6. Brainstorm the feelings related to specific situations.</p>	<p>Discuss with students how the bad day made the person feel. They may be able to relate similar experiences and feelings from their own lives.</p> <p>Use a dictionary and discussion to define the term. Explain that when people have these feelings it can cause stress. Emphasize that stress is normal and that everyone suffers from stress.</p> <p>Ask students to think of situations that cause stress. Record student responses in the first column of an experience chart as illustrated:</p> <table border="1" data-bbox="1001 699 1980 1024"> <thead> <tr> <th data-bbox="1010 716 1409 760">Situation</th> <th data-bbox="1409 716 1717 760">Feelings</th> <th data-bbox="1717 716 1980 760">Body Reaction</th> </tr> </thead> <tbody> <tr> <td data-bbox="1010 768 1409 1019"> <ul style="list-style-type: none"> - parents arguing - new teacher - test at school - argument with friends - going to the dentist - going on holiday - being in the school concert </td> <td data-bbox="1409 768 1717 1019"></td> <td data-bbox="1717 768 1980 1019"></td> </tr> </tbody> </table> <p>The chart will be completed in Student Activities 6 and 7.</p> <p>Discuss the situations listed on the chart. Students can identify which ones are stressful to them using the sentence pattern:</p> <p style="text-align: center;">I feel stress when _____</p> <p>Ask students how they feel/felt in the stressful situation(s) they identified. Add these feelings to the experience chart. At this point, teachers should emphasize that stress is not always negative. Some stress is positive and some people react positively to a limited amount of stress. Feelings might include angry, nervous, anxious, sad, excited.</p>	Situation	Feelings	Body Reaction	<ul style="list-style-type: none"> - parents arguing - new teacher - test at school - argument with friends - going to the dentist - going on holiday - being in the school concert 		
Situation	Feelings	Body Reaction						
<ul style="list-style-type: none"> - parents arguing - new teacher - test at school - argument with friends - going to the dentist - going on holiday - being in the school concert 								

GEORGIE'S BAD DAY!

Georgie woke up. He was lying on the floor. It was ten to nine. Oh no! He'd slept in! He knew it was going to be a miserable, rotten, awful day.

He was hungry. He thought he'd have some toast. Oh no! His brother had eaten all the bread!

What a miserable, rotten, awful day.

His father said if he got dressed quickly, he'd give him a ride to school. Oh no! He could only find one boot!

What a miserable, rotten, awful day. .

He borrowed his brother's boots and ran outside. Oh no! The skidoo wouldn't start!

What a miserable, rotten, awful day.

He got to school late. The other kids had already picked their library books. Oh no! The ones he wanted were already gone! .

What a miserable, rotten, awful day.

At recess, he thought he'd play tag with his friend. Oh no! She was already playing with someone else and didn't want to play with him.

What a miserable, rotten, awful day.

In the gym they played basketball. He kept dropping the ball. Oh no! Mary Martin called him "Dummy."

What a miserable, rotten, awful day. .

When he got home, his mother asked him to take the garbage outside. Oh no! The bag- burst and he had to pick up all that yukky stuff

What a miserable, rotten, awful day.

He thought he'd go to the store. He bought an apple and some juice. Oh no! It cost \$2.50 and he only had \$1.75.

What a miserable, rotten, awful day.

When he got home, he saw there was someone drinking tea with his mother. Oh no! It was his teacher with his report card.

What a miserable, rotten, awful day.

"Your teacher says that you have done very well in math; you work hard at language; you really enjoy science and art. She says you always offer to help others and she's happy to have you in her class!"

Wow! Can you believe that? What a wonderful, fantastic, super day!

MENTAL AND EMOTIONAL WELL BEING

GRADE: 5**LESSON: 8****THEME: COPING**

CONCEPT: SPECIFIC ACTIONS CAN BE TAKEN TO HELP DEAL WITH STRESS

PREPARATION: 1. Stress books from Grade 5, Lesson 7

VOCABULARY: stress

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
Students will be able to: i) identify specific ways of dealing with stress	Students: 1. Identify how they deal with stress.	Background Information: Page ME45 to ME47 Ask students to think about a time when they felt stress. Have them identify what they did to deal with the stress and feel better again. Brainstorm ways of dealing with stress. Student responses can be added as another column to the experience chart started in Grade 5 Lesson 8 as illustrated: <table border="1" data-bbox="1228 1128 1932 1307"><tr><td data-bbox="1228 1128 1596 1218">Body Reaction</td><td data-bbox="1596 1128 1932 1218">Ways of Dealing with stress</td></tr><tr><td data-bbox="1228 1218 1596 1307"></td><td data-bbox="1596 1218 1932 1307">- watch T V - listen to music</td></tr></table>	Body Reaction	Ways of Dealing with stress		- watch T V - listen to music
Body Reaction	Ways of Dealing with stress					
	- watch T V - listen to music					

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Complete the Stress book.</p>	<p>Include:</p> <ul style="list-style-type: none"> - go for a walk/jog/bike ride/skating - read a book/comics - talk to someone - ask for help - paint - sing - do breathing exercises (refer to Teacher Notes, Activity 3) <p>Teachers may have to help students identify stress reducers with which they are not familiar, such as breathing exercises.</p> <p>Have students respond using sentence strips and a pocket chart as illustrated:</p> <p>What do you do when you feel _____</p> <p>When I feel _____ I _____</p> <p>From Grade 5, Lesson 7.</p> <p>On the back of each page, have students write down something they can do to help themselves when they have these feelings.</p> 