

GRADE 6

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 1

THEME: RELATIONSHIPS

CONCEPT: FRIENDS SHARE A RESPONSIBILITY FOR MAINTAINING THE RELATIONSHIP

- PREPARATION:
1. A popular song about friendship on tape, record
 2. A number of classified ads
 3. Prepare a class set of "I Have Friends" poem (Activity Sheet ME52)
 4. Strips of paper for the ring of friendship
-

VOCABULARY: friendship, qualities, responsibility, shared

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe mutual responsibilities involved in maintaining a friendship	Students: 1. Listen to a current song about friendship. Discuss. 2. Identify qualities which are important for a friend to have.	Background Information Page ME54 If possible, find a record such as "That's What Friends Are For" by Stevie Wonder and others. Have students listen to the words. Discuss. Ask students what qualities are important for friends to have. Have students respond using the sentence pattern: A friend should _____ (be kind) - care - share - be loyal - respect his/her friends - communicate effectively - be trustworthy - be understanding

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Learn the poem "I have Friends".</p> <p>4. From the qualities which have been listed in Student Activity 2, rank the qualities in order of importance.</p> <p>5. Make a chain of friendship.</p> <p>6. Discuss who must have these qualities.</p>	<p>Refer to Activity Sheet ME52.</p> <p>Have students fill in the blanks.</p> <p>If then qualities have been listed, ask students to rank them from 1 to 10 according to what qualities they think are important for a friend to have. Number one is the most important number, number ten is the least important. Emphasize that what is important to one person may not be to someone else. It is worthwhile to find out what friends consider important.</p> <p>On strips of paper have each student write one quality which a friend should have. Make the strips into a paper chain. Make a bulletin board display.</p> <div data-bbox="1066 816 1822 1052" data-label="Diagram"> <p>The diagram illustrates a paper chain activity. Two hands are shown holding a chain of paper links. Above the chain, the word "Qualities" is written. Below the left hand, the text "own name" is written, and below the right hand, the text "name of friend" is written. This represents how each person in a friendship contributes their own qualities to the relationship.</p> </div> <p>Emphasize that both people must bring these qualities to a friendship. The responsibility is shared.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>7. Identify the consequences of friends not sharing the responsibility.</p> <p>8. Write and answer newspaper advertisements looking for a friend.</p>	<p>This can be demonstrated by breaking the chair. Ask the students what would happen if for example, their friend was not kind, etc. Answers might include:</p> <ul style="list-style-type: none"> - the end of the friendship - they would find another friend <p>Have a number of classified ads. Have students react and discuss them.</p> <p>Have each student write a newspaper advertisement outlining qualities they are looking for in a friend.</p> <p>Have each student choose an advertisement to respond to describing qualities they have to bring to a friendship and how they would maintain the friendship.</p>

I HAVE FRIENDS

I have friends!

_____ friends,
_____ friends,
_____ friends,
_____ friends,

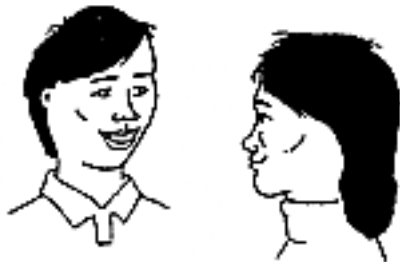
I have friends!

I have friends!

Friends who _____ ;
Friends who _____ ;
Friends who _____ ;
Friends who _____ ;

I have friends!

(Source Unknown)



MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 2

THEME: RELATIONSHIPS

CONCEPT: PEOPLE SHARE A RESPONSIBILITY FOR HELPING EACH OTHER

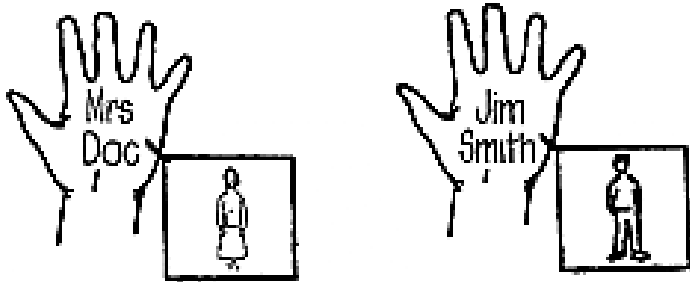
PREPARATION:

1. Dictionaries
2. Strips of blank paper large enough for one sentence and a name
3. Tape recorders, cameras, etc ,for interviews and class mural

VOCABULARY: volunteer, organization

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify roles of volunteers in the community	Students: 1. Volunteer to assist with the activity. 2. Define the term volunteer and identify what a volunteer does.	Background Information Page ME54 Ask for a volunteer to assist with something, e.g., a task, singing a song, etc. Use the term volunteer. Use a dictionary and discussion to define the term Ask students what they think a volunteer is List student responses on the board using the sentence pattern A volunteer _____ (offers to help others) - is interested in helping others - works for no pay - gives up spare time - is valuable to society

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
ii) identify the importance of volunteers	3. Identify volunteers.	Use different examples: <ul style="list-style-type: none"> - I'm a teacher. Am I a volunteer? - I'm a Girl Guide leader. Am I a volunteer 		
	4. Identify volunteer organizations in the community.	Add student responses to the first column of an experience chart as illustrated.		
		Volunteers	Whom do they help?	Why
		- Girl Guides	- girls (11-14)	- interested in working with girls of that age
		- St. John Ambulance	- different ages and groups, e.g., offer babysitting courses	- important for survival and life skills
		- Cadets	- boys/girls	- life skills - interested in adolescents
5. Identify people these organizations help and why.	Add student responses to the experience chart started in Student Activity 4			
6. Identify people they know in the community who are volunteers.	Make a list of the people who do volunteer activities. (Students may have to do some interviews to find out if people really are volunteers - see Student Activity 10.)			
7. Discuss the importance of volunteers.	Have students discuss what would happen if people didn't volunteer. Consequences might include <ul style="list-style-type: none"> - no volunteer organizations such as Cadets - would have to pay people so would cost more 			

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) investigate ways they can become involved as volunteers</p>	<p>8. Identify which tasks they would be prepared to volunteer for in the class/school.</p> <p>9. Identify things which they could volunteer to help with in the community.</p> <p>10. Interview community volunteers.</p> <p>11. Make a class mural Give a Hand for Volunteers.</p>	<p>Present a list of tasks for which students could be responsible. Have a number of strips of paper. Have each student fill out a strip volunteering for a task(s) using the sentence pattern:</p> <p style="padding-left: 40px;">I volunteer to _____.</p> <p>Organize classroom helpers on the basis of volunteers.</p> <p>Use the sentence pattern:</p> <p style="padding-left: 40px;">I could <u>(help at Brownies)</u>.</p> <p style="padding-left: 40px;">- read a story to Kindergarten</p> <p>Have students identify a number of volunteers in the community. Have students in groups interview community volunteers. Take photographs. Identify which, if any, organizations they work for, what they do, how many hours of work, etc. They can also find out if any groups need help from young people.</p> <p>Using the information and photographs from the interviews, make a class display of community volunteers.</p> <div style="text-align: center; margin-top: 20px;">  </div>

MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 3

THEME: RELATIONSHIPS

CONCEPT: DISCRIMINATION MAY AFFECT RELATIONSHIPS

PREPARATION: 1. Overhead transparency or class set of Is This Fair (Activity Sheet ME53)
2. Resource books for Student Activity 6

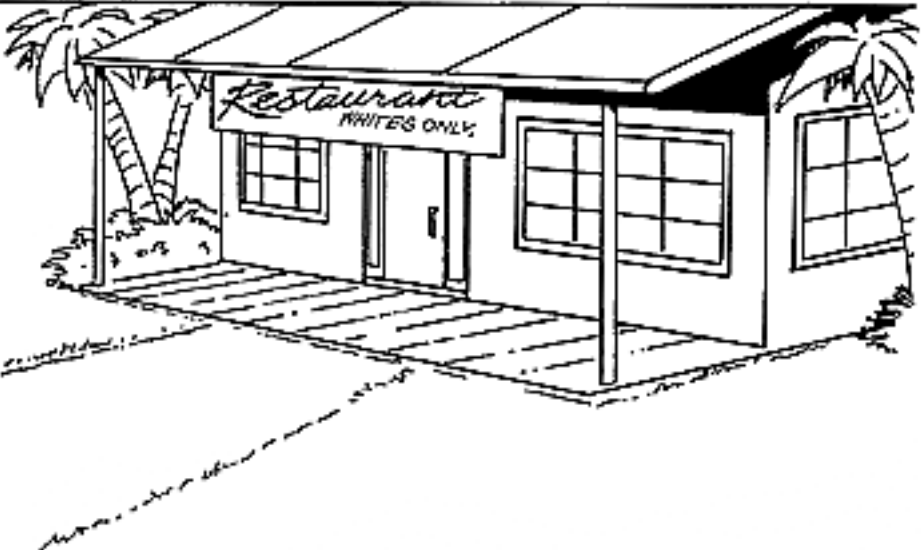
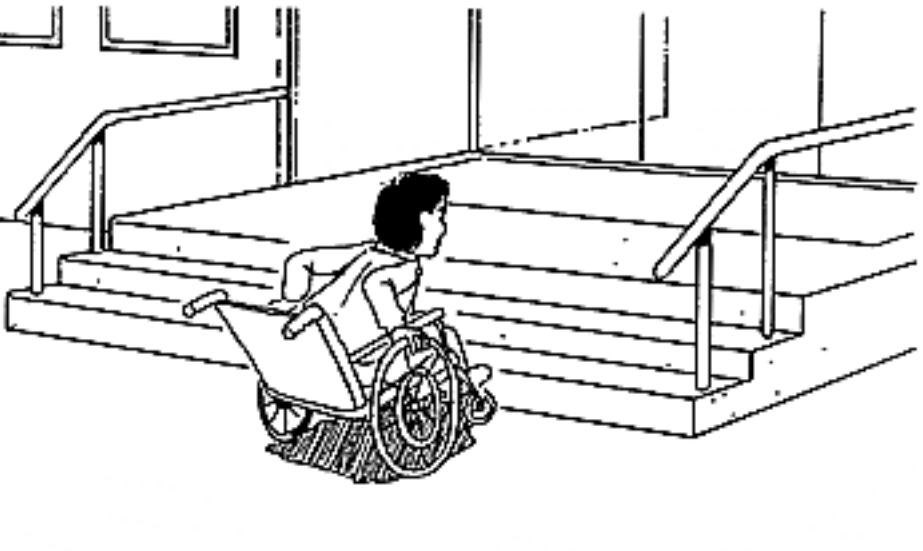
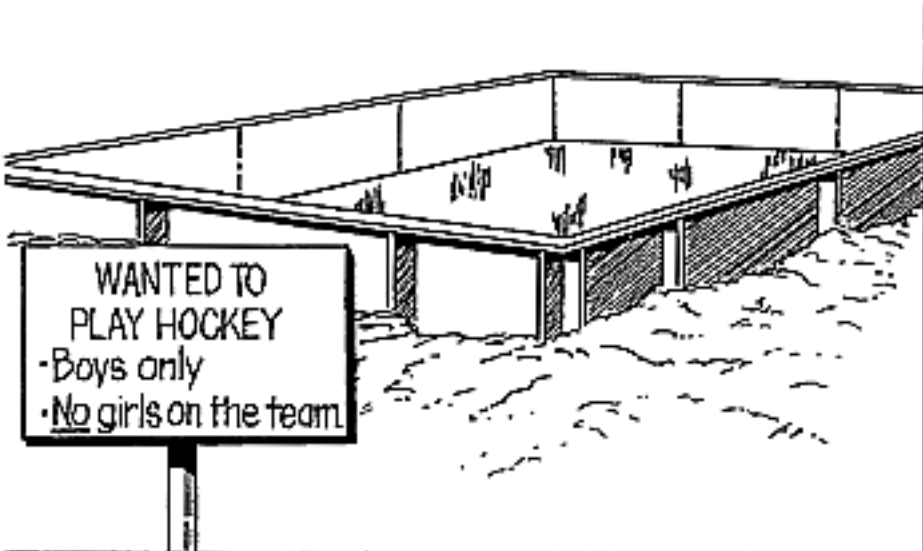
VOCABULARY: discrimination, race, religion

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe discrimination	Students: 1. Describe what they see in the drawing Is This Fair? 2. Define the term discrimination.	Background Information Page ME55 This may be a very sensitive lesson. Refer to Activity Sheet ME53. Using an overhead transparency or student copies discuss the various examples of discrimination. Using a dictionary and general discussion define the term. Ask students what they think discrimination is. Have students respond using the sentence pattern: Discrimination is making a difference between people because of _____.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
ii) describe how discrimination affects people	3. Brainstorm examples of discrimination. 4. Identify how they would feel if they were discriminated against.	<div style="display: flex; justify-content: space-around;"> <ul style="list-style-type: none"> - colour - race - sex - age <ul style="list-style-type: none"> - religion - job - physical appearance - handicaps </div> <p>Record student responses using the first column of an experience chart as illustrated:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Reason for Discrimination</th> <th style="width: 33%;">Example</th> <th style="width: 33%;">Feelings</th> </tr> </thead> <tbody> <tr> <td>- colour</td> <td>- blacks in South Africa</td> <td></td> </tr> </tbody> </table> <p>Record student responses in the second column of the experience chart started in Student Activity 2.</p> <p>Ask students to put themselves in the place of one of the people in the examples on the experience chart. Ask them how they think they would feel. Feelings should include:</p> <ul style="list-style-type: none"> - sad - angry - inferior, etc <p>Add student responses to the third column of the experience chart started in Student Activity 2.</p>	Reason for Discrimination	Example	Feelings	- colour	- blacks in South Africa	
		Reason for Discrimination	Example	Feelings				
- colour	- blacks in South Africa							

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) describe how people learn to discriminate</p>	<p>5. Brainstorm where people learn to discriminate.</p> <p>6. Select one situation to research and write about in a newspaper article.</p>	<p>Let students identify where they think people learn to discriminate. These might include:</p> <ul style="list-style-type: none"> - home - friends - television - school - people in the community - society <p>Include a number of well known examples of discrimination. Ensure that resource books are available in school. Topics might include:</p> <ul style="list-style-type: none"> - apartheid in South Africa - the Holocaust - Japanese internment (a museum kit is available from the Northern Life Museum in Fort Smith) - refugees - women - handicapped people <p>This project can be done individually or in groups. Share with the rest of the class.</p> <p>Discuss with students the idea that the effects of discrimination can be reversed by positive actions. e.g., affirmative action, public education.</p>

IS THIS FAIR?



MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 4

THEME: DECISION-MAKING

CONCEPT: RESPONSIBLE DECISIONS COME FROM A DEVELOPED VALUE SYSTEM

PREPARATION:

1. Prepare a class set of What Is Important To You? (Activity Sheet ME54)
2. Materials for collage

VOCABULARY: important, values

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify what is important to them	Students: 1. Review decision-making and daily decisions. 2. Identify how they choose between alternatives.	Background Information Page ME55 Briefly discuss. This is a review from Grade 3, Lessons 7 and 8. Pose students the following problem. Their friend wants them to skip school. Ask students what they could do and how they would choose. Record student responses using an experience chart as illustrated.


OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

		TEACHER NOTES				
		Alternatives	Friend Wants	Parents Want		Decision
		1. Skip school	✓			- want to do well
		2. Go to school.		✓	- to go to school	- don't want to miss anything
						- parents will be angry
						- want to please parents
						- want to please teacher
		Emphasize that in this situation it is important to the person who is making the decision to do what his/her parents want him/her to do.				

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Identify people who are important to them and reasons why they value these people.</p> <p>4. Identify qualities valued in other people and reasons why these qualities are valued.</p> <p>5. Identify qualities in themselves which they value and the reasons why.</p> <p>6. Compare what they value in other people and in themselves.</p>	<p>Have the students identify three people who are important to them.</p> <p>Have students respond using the sentence pattern:</p> <p>_____ is important to me because _____.</p> <p>Have the students identify three qualities which they value in people.</p> <p>Have students respond using the sentence pattern:</p> <p>Kindness is important to me because_____.</p> <p>Have students respond using the sentence pattern:</p> <p>_____ is important to me because _____.</p> <p>Have a volunteer identify the qualities s/he selected in Student Activity 4 and 5. See if other students have given identical responses.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES									
	<p>7. Brainstorm where people learn values.</p> <p>8. Complete the worksheet What Is Important To You?</p> <p>9. Make a collage that represents their values.</p>	<p>Make a list of possible sources. Values are learned from:</p> <ul style="list-style-type: none"> - family - friends - church - community - important people in our lives - society - elders <p>Emphasize that everyone has different values. They are largely dependent on our upbringing.</p> <p>Refer to Activity Sheet ME54.</p> <p>Have students complete the Activity Sheet.</p> <p>On the board, record students' responses. Count how many students rated each item not important or very important. Discuss.</p> <table border="1" data-bbox="947 1031 2018 1162"> <thead> <tr> <th>Value</th> <th>Not Important</th> <th>Very Important</th> </tr> </thead> <tbody> <tr> <td>Liked by friends</td> <td>5</td> <td>20</td> </tr> <tr> <td>Lots of money</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Have students paste magazine cut-outs, words, drawings, etc, representing things that are very important to them on a silhouette.</p> 	Value	Not Important	Very Important	Liked by friends	5	20	Lots of money	10	10
Value	Not Important	Very Important									
Liked by friends	5	20									
Lots of money	10	10									

WHAT IS IMPORTANT TO YOU?

For each value listed below, rate how important it is in your life.
(1 is not very important, 5 is very important.)

	Not Important				Very Important
1. Well-liked by friends	1	2	3	4	5
2. Having a lot of money	1	2	3	4	5
3. Having a happy family	1	2	3	4	5
4. Looking nice	1	2	3	4	5
5. Learning about your culture	1	2	3	4	5
6. Being honest	1	2	3	4	5
7. Having the newest toys or latest fashions	1	2	3	4	5
8. Caring for and helping other people	1	2	3	4	5
9. Doing well in sports	1	2	3	4	5
10. Being healthy	1	2	3	4	5
11. Doing well in some subjects	1	2	3	4	5
12. Fairness	1	2	3	4	5
13. Loyalty	1	2	3	4	5
14. Trusted by others	1	2	3	4	5

MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 5

THEME: DECISION-MAKING

CONCEPT: EFFECTIVE DECISION-MAKING USES A SYSTEMATIC PROCESS

- PREPARATION:
1. Coins and cards
 2. Overhead transparency of Skipping School (Activity Sheet ME55)
 3. Overhead transparency of Deciding (Activity Sheet ME56)
 4. Prepare a class set of Deciding (Activity Sheet ME56)
-







VOCABULARY: decide, choice, consequences, evaluate

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) describe the steps in the decision-making process</p>	<p>Students:</p> <ol style="list-style-type: none">1. Demonstrate different ways of making a decision.	<p>Background Information Page ME55</p> <p>In pairs, have the students make a number of simple decisions e.g., whether to do a math activity sheet or a language activity sheet using some of the following methods.</p> <ul style="list-style-type: none">- toss a coin- cut cards (highest card does one, lowest the other)- a child s rhyme (1 potato, 2 potato)- picking straws <p>Discuss whether they would use these methods to make an important decision. If not, what would they do?</p> <p>Emphasize that there are many ways of making a decision.</p>







OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Review the steps in the decision making process.</p>	<p>Refer to Activity Sheet ME55</p> <p>Using the overhead transparency, review what students have been taught in previous grades</p> <p>The sentence patterns from these grades have been included</p> <p>Patterns</p> <p>1) to identify the problem The problem is _____.</p> <p>2) to identify the alternatives I could _____ or I could _____.</p> <p>3) to identify possible consequences Fortunately _____. Unfortunately _____.</p> <p>4) to identify what is important to them _____ is important to me.</p> <p>5) the decision I decided to _____.</p> <p>(keep #6 covered up)</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate the steps in the decision-making process</p>	<p>3. Tell if they would make the same decision again.</p> <p>4. Demonstrate the steps in the decision-making process.</p> <p>5. Practise using the steps of the decision-making process.</p>	<p>6) Brainstorm questions students can ask themselves to evaluate their decision</p> <p>Did I <u>(keep my friend)</u>.</p> <ul style="list-style-type: none"> - upset my parents - stay out of trouble - have fun - feel good about myself - stay healthy and safe <p>Using the overhead transparency, uncover step #6.</p> <p>Refer to Activity Sheet ME56.</p> <p>Using the blank overhead transparency, go through each step with the students. Have students suggest a problem. It could be.</p> <ul style="list-style-type: none"> - stealing something - playing where they shouldn't - sniffing gas/glue - telling a lie - using drugs <p>Give each student Activity Sheet ME56.</p> <p>Ask them to select a problem to work through the steps of the decision-making process. Volunteers can share their Activity Sheets with the rest of the class by reading aloud.</p>

SKIPPING SCHOOL

<p>1</p>  <p>What is the problem?</p>	<p>Identify the problem Your friend wants you to skip school</p>
<p>2</p>  <p>I could _____ or I could _____</p>	<p>Identify the choices - skip school, go to school</p>
<p>3</p>  <p>Fortunately _____ Unfortunately _____</p>	<p>Identify the consequences Positive: learn something, won't feel guilty Negative: parents/teacher will be angry</p>
<p>4</p>  <p>_____ is important to me</p>	<p>Identify what is important - to please my parents</p>
<p>5</p>  <p>I decided to _____</p>	<p>Decide - go to school</p>
<p>6</p>  <p>Would I do it again? Why/Why not?</p>	<p>Evaluate - parents were not upset, stayed out of trouble good decision</p>

DECIDING

1.	 What is the problem?	Identify the problem
2.	 I could _____ or I could _____	Identify the choices
3.	 Fortunately _____ Unfortunately _____	Identify the consequences
4.	 _____ is important to me	Identify what is important
5.	 I decided to _____	Decide
6.	 Would I do it again? Why/Why not?	Evaluate

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
	<p>2. Identify the consequences of taking/not taking each item.</p> <p>3. Decide individually what are the ten most important items to take.</p> <p>4. Decide as a group what ten items to take.</p> <p>5. Discuss whether all members of the group are satisfied with the decision, and how to deal with any dissatisfaction.</p>	<p>If we take _____</p> <p>If we don't take _____</p> <p>Remind students that the consequences affect the whole group.</p> <p>Explain that they can take only ten items. Each person has to choose which ten they would take.</p> <p>Since everyone will probably have identified different items, ask the students how they will decide what the group will take. Choose a method of deciding by conducting a vote. One way is to count how many people listed each item, e.g.</p> <table border="1" data-bbox="940 776 1738 889"> <thead> <tr> <th>Item</th> <th>No. of people</th> </tr> </thead> <tbody> <tr> <td>- water</td> <td>10 people</td> </tr> <tr> <td>- lamp</td> <td>3 people</td> </tr> </tbody> </table> <p>The ten items which will be selected are those which the most people identified.</p> <p>Students may suggest other possible ways to select the ten items.</p> <p>Write the ten items on the board.</p> <p>Ask students if anyone is upset about any of the items e.g. someone may be allergic to mosquito bites but bug spray is not one of the items selected. What can that person do?</p>	Item	No. of people	- water	10 people	- lamp	3 people
Item	No. of people							
- water	10 people							
- lamp	3 people							

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify situations in which groups might be involved in decision-making</p> <p>iii) demonstrate making a group decision</p>	<p>6. List the process which was used to make the group decision.</p> <p>7. Attend a local meeting where decisions are made e.g., Council meeting Discuss the process.</p> <p>8. Identify other situations in which people have to make decisions together.</p> <p>9. Make a class decision.</p>	<p>The process should include:</p> <ul style="list-style-type: none"> - identifying the problem - identifying the choices - considering the consequences - each person stating his/her opinion - everyone listening to other opinions - voting to make a decision - evaluating the decision (this last step happens at a later date) <p>Arrange for students to attend such a meeting. They may have to go in small groups. Following the meeting discuss the process used. Compare with the process which the students used.</p> <p>Situations might include:</p> <ul style="list-style-type: none"> - class - work (teaching staff) - families - municipal government parish council - Local Education Authority recreation groups - Legislative Assembly <p>Have students make a decision which affects the whole class. Situations might include:</p> <ul style="list-style-type: none"> - where to go for a picnic - what to take on a picnic - what to do for a concert item - a fund raising event - a class party, etc - what to do for an Art activity

MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

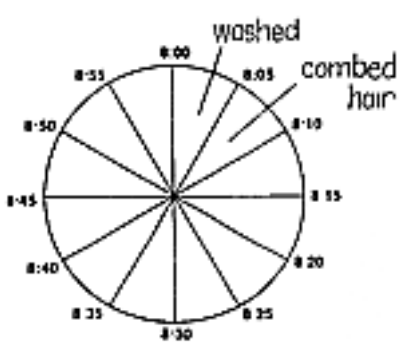
LESSON: 7

THEME: DECISION-MAKING

CONCEPT: TIME MANAGEMENT HELPS CONTROL STRESS

- PREPARATION:
1. Prepare a class set of Where Has The Time Gone? (Activity Sheet ME57)
 2. Prepare a class set of The Hare and the Tortoise (Activity Sheet ME58)
 3. Prepare a class set of Getting The Most Out Of Time (Activity Sheet ME59)
 4. Materials for a mural
-

VOCABULARY: time management

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify situations which require time management</p>	<p>Students:</p> <ol style="list-style-type: none">1. Identify how they have spent their time for one hour before coming to school.	<p>Background Information Page ME56 to ME57</p> <p>Refer to Activity Sheet ME57.</p> <p>Have students complete the Activity Sheet. Discuss.</p> 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES							
	<p>2. Compare the consequences of giving themselves lots of time to get ready and of getting up late.</p> <p>3. Identify situations where they have problems managing time.</p>	<p>Ask students what happens if they get up late compared to if they get up on time. Have students respond using the sentence pattern:</p> <p>If I got up on time, I would _____.</p> <p>If I got up on time, I would not _____.</p> <p>If I got up late, I would _____.</p> <p>If I got up late, I would not _____.</p> <p>Record student responses using an experience chart as illustrated.</p> <table border="1" data-bbox="940 662 2018 954"> <thead> <tr> <th data-bbox="940 662 1323 732">Consequences</th> <th data-bbox="1323 662 1661 732">Feelings</th> <th data-bbox="1661 662 2018 732">How to avoid stress</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 732 1323 954"> <ul style="list-style-type: none"> - rushed - not having enough time - dirty - teeth/hair not brushed - late for school - out of breath </td> <td data-bbox="1323 732 1661 954"></td> <td data-bbox="1661 732 2018 954"></td> </tr> </tbody> </table> <p>Brainstorm situations where they have to manage time.</p> <ul style="list-style-type: none"> - finishing work at school - playing/studying/babysitting - doing household chores - having fun 		Consequences	Feelings	How to avoid stress	<ul style="list-style-type: none"> - rushed - not having enough time - dirty - teeth/hair not brushed - late for school - out of breath 		
Consequences	Feelings	How to avoid stress							
<ul style="list-style-type: none"> - rushed - not having enough time - dirty - teeth/hair not brushed - late for school - out of breath 									

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Identify how they would feel if they were short of time</p> <p>5. Identify ways of preventing stress related to poor time management.</p> <p>6. Make a class mural Juggling Time.</p>	<p>Feelings should include:</p> <ul style="list-style-type: none"> - anger - frustration - worry - nervousness <p>Emphasize that these feelings contribute to stress. Record student responses in the second column of the experience chart started in Student Activity 2.</p> <p>It should be noted that some people respond positively to a certain amount of stress.</p> <p>Preventive ways should include:</p> <ul style="list-style-type: none"> - planning - identifying what has to be done - deciding how long each will take - leaving enough time to do things - getting up earlier <p>Record student responses in the third column of the experience chart started in Student Activity 2.</p> <p>Have one student draw a juggler. Have other students make balls. On each ball write a sentence describing a situation where they have to juggle time.</p>

WHERE HAS THE TIME GONE?

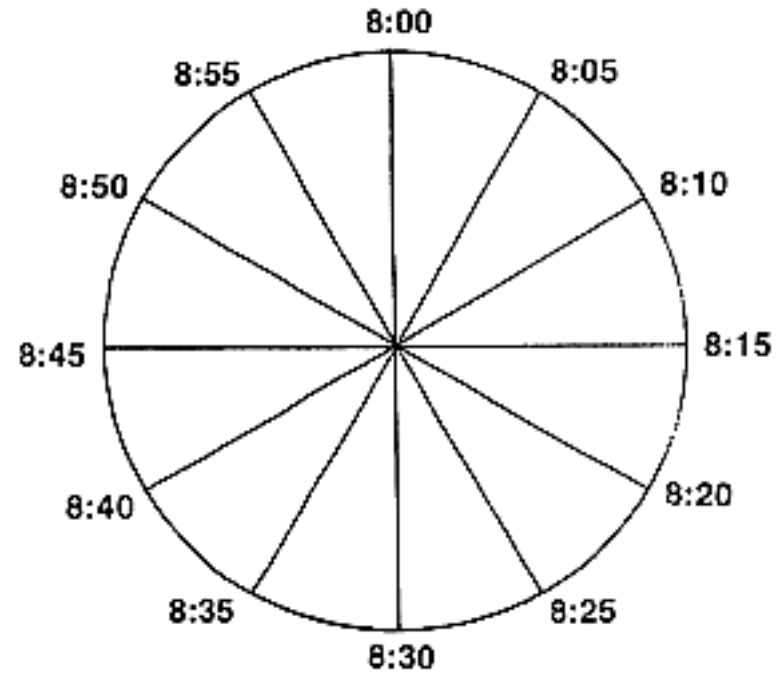
Identify how much time you have spent doing different things from 8 o'clock until the time you went to school. Write in each segment of the circle what you did at that time.

1. What time did you get up? _____

2. What time did school start? _____

3. How much time did you have after you got up, before school started? _____

4. What did you do with this time? _____



GETTING THE MOST OUT OF TIME

1. $75 + 63 + 84 + 197$ (2 points)
2. Write 10 sentences about the community you live in. (10 points)
3. Use a dictionary to define discrimination. (4 points)
4. List 10 positive health habits that help keep you healthy. (10 points)
5. Write another word that means the same as scared. (1 point)
6. Finish the sentence "Friends _____" (3 points)
7. Write 2 sentences about someone in your family. (3 points)
8. Ask your teacher to sign his/her name on this page. (1 point)
9. Find someone who has been to the nursing station/doctor in the last month. (1 point)
10. Write about a decision you have had to make recently. (5 points)

THE HARE AND THE TORTOISE

One day the Hare was boasting, as usual, about his amazing speed.

"No one can run faster than I can," he said to the other animals. "I'm faster than the wind I challenge anyone here to run a race with me."

None of the animals seemed ready to accept the challenge. "What?" said the Hare. "Does no one want to race with me?"

"I will," said a quiet voice. It was the Tortoise.

"You!" the Hare exclaimed. "Surely you must be joking. How can you hope to win?"

"We shall see," said the Tortoise calmly. "Let us race."

It was agreed that they would race through the woods and back. The signal was given, and the Hare hopped out of sight at once, while the Tortoise plodded slowly along.

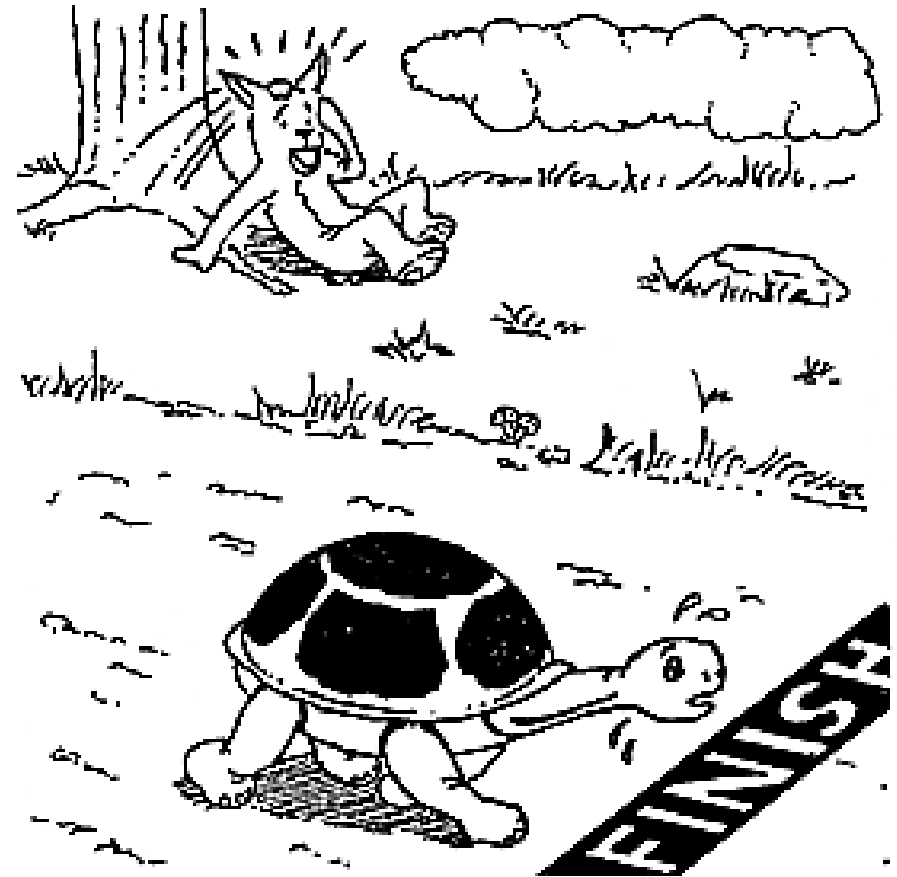
Soon the Hare was so far ahead of the Tortoise that he stopped to rest on the soft grass. "To think that a Tortoise would want to race with me!" thought the Hare, laughing to himself. "Why I even have time for a nap." And he curled up on the soft grass and went to sleep.

Meanwhile the Tortoise plodded steadily on and on and on. After a while he passed the Hare, who was still asleep. Just as the Tortoise came to the finish line, the Hare woke up and saw where the Tortoise was. The Hare made a great leap forward, but it was too late. The Tortoise had won the race.

As the Hare crept away, ashamed, he heard the animals exclaim, "You won! You won! How did you ever beat the Hare?"

Modestly, the Tortoise told them, "***Slow and steady wins the race.***"

Source Aesop's Fables



MENTAL AND EMOTIONAL WELL BEING

GRADE: 6

LESSON: 8

THEME: LIFE STYLE

CONCEPT: SELF KNOWLEDGE IS THE FIRST STEP TO SELF IMPROVEMENT

PREPARATION: 1. Prepare a class set of What Do I Know About Myself? (Activity Sheet ME60)

VOCABULARY: assess, improve, goal, realistic

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) assess personal characteristics related to mental and emotional well being</p> <p>ii) design a plan for self improvement</p>	<p>Students:</p> <p>1. Complete activity sheet What Do I Know About Myself?</p> <p>2. Select one characteristic which they would like to improve</p>	<p>Background Information Page ME51 to ME53</p> <p>Teachers may need to be particularly sensitive in this lesson</p> <p>Students and teacher should complete the Activity Sheet.</p> <p>From column 2 or 3 or Activity Sheet ME60, have each student select one characteristic to improve.</p> <p>The teacher should be the first person to do this. This will open the discussion. Only volunteers should be asked to talk about what they have selected.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES																							
iii) evaluate the plan for self improvement	3. Identify ways of improving the characteristic they have selected. 4. Select a realistic date(s) for achieving these improvements.	<p>For example if students select helping other people they should identify who they can help and ways in which they can help.</p> <p style="text-align: center;">E.g.. mother babysitting shopping cooking</p> <p>I can help (<u>mother</u>) by (_____.)</p> <p>It is a good idea to set short-term goals initially.</p> <p>This week I can _____</p> <p>Next week I can _____</p> <p>In one month I can _____</p>																							
	5. Chart their progress. 6. Assess their progress.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Task</th> <th style="width: 15%;">Mon.</th> <th style="width: 15%;">Tues.</th> <th style="width: 15%;">Wed.</th> <th style="width: 15%;">Thurs.</th> <th style="width: 15%;">Fri.</th> </tr> </thead> <tbody> <tr> <td>babysitting</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>shopping</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>cooking</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> <p>Have students discuss their progress, how easy or difficult it was, etc.</p>	Task	Mon.	Tues.	Wed.	Thurs.	Fri.	babysitting	✓			✓		shopping		✓				cooking			✓	
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shopping		✓																							
cooking			✓		✓																				

WHAT DO I KNOW ABOUT MYSELF?

Decide if the following statements are true for you most of the time, some of the time or never.

Put a cross in the appropriate box.

	Most of the time	Some of the time	Never
1. I feel good about myself			
2. I make friends easily			
3. I like to be with other people			
4. I enjoy helping other people			
5. I get along well with my parents			
6. I can share my feelings easily			
7. I worry a lot about things			
8. I feel comfortable talking to other people			
9. I know what to do if I need help			
10. I make decisions easily			