

GRADE 7

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: 7

LESSON: 1

THEME: SELF AWARENESS

CONCEPT: SELF-CONCEPT IS HOW PEOPLE FEEL ABOUT THEMSELVES

- PREPARATION:
- 1 Prepare an overhead transparency of Activity Sheet ME59A
 - 2 Prepare a class set of Building My Self-Concept worksheet (Activity Sheet ME60)
 - 3 Prepare enough Self-Concept Case Studies for several groups (Activity Sheet ME61)
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VOCABULARY: self-concept, responsible, assertive, aggressive, passive, feelings vocabulary for good/poor self-concept

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) define self-concept	Students: 1 Define the term 'self-concept' 2 Describe a person with a good self-concept	Background Information Page ME33 to ME35 Use a dictionary and general discussion to define the term Self-concept is what a person thinks and believes about himself or herself It affects the way a person gets along with others and the way others get along with that person Brainstorm examples of how a person with a good self-concept feels about him/herself and acts (Ask students to identify situations such as those listed on the chart, and then help them identify appropriate feelings)

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) identify the factors that influence self-concept

3 Give examples of factors that influence self-concept

A person with a good self-concept	S/he feels/is
<ul style="list-style-type: none"> - is not afraid to try new things - likes him/herself - helps others 	<ul style="list-style-type: none"> - capable - loveable - valuable - worthy - likeable - responsible - respectful - helpful - reliable - assertive - considerate

Keep this chart for use with Student Activity 5

Ask students to identify situations in which they feel good/bad about themselves Record their responses on two charts as shown

I feel good about myself when:
<ul style="list-style-type: none"> - I am with my best friend - I wear new jeans
I feel bad about myself when:
<ul style="list-style-type: none"> - I fail a test - I pig out on junk food

Refer to Activity Sheet ME59A.

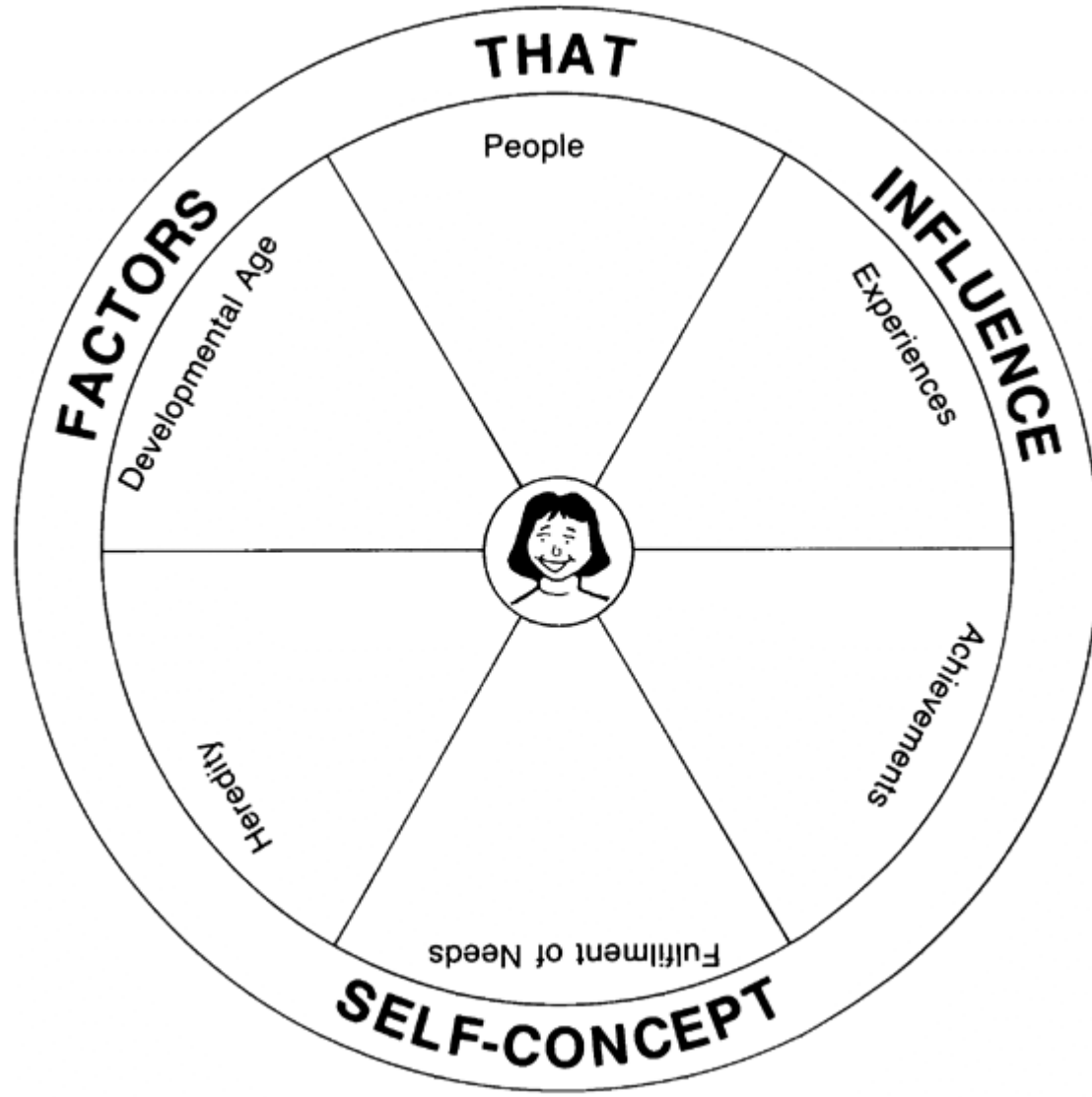
Using the overhead transparency, list each experience under the appropriate heading For example

"I feel good about myself when I am with my best friend" could be listed under the heading "People" as "best friend"

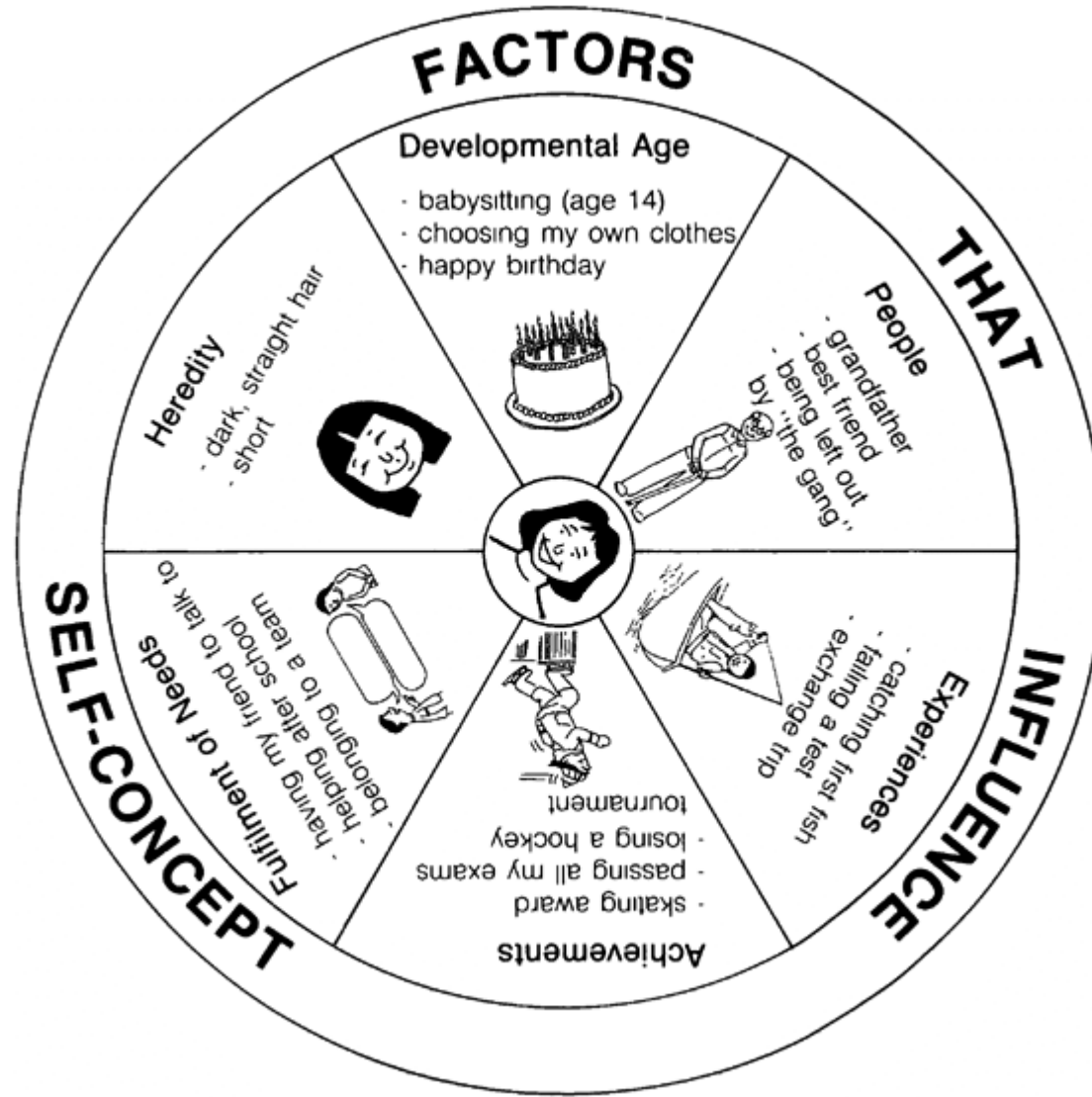
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
<p>iii) identify characteristics of people with good and poor self-concept</p>	<p>4 Complete Building My Self Concept worksheet</p> <p>5 Describe a person with a poor self-concept</p>	<p>Possible answers are given on Activity Sheet ME59B</p> <p>Refer to Activity Sheet ME60</p> <p>Have students identify positive experiences, people, etc , throughout their lives that have influenced their self-concepts</p> <p>e g , - hunting first moose with father - baking bannock - skating award - etc</p> <p>Students should refer to completed overhead ME59A to ensure that they consider all factors influencing self-concept Discuss responses</p> <p>Review the chart prepared for Student Activity 2 Have students identify the feelings of people with a poor self-concept Record student responses using a chart as illustrated</p> <table border="1" data-bbox="1138 976 2020 1390"> <thead> <tr> <th data-bbox="1138 976 1617 1052">A person with poor self-concept</th> <th data-bbox="1617 976 2020 1052">She/he feels/is</th> </tr> </thead> <tbody> <tr> <td data-bbox="1138 1052 1617 1390"> - may pick on other people - may have few friends - is always alone </td> <td data-bbox="1617 1052 2020 1390"> - aggressive - disliked - lonely - irresponsible - inconsiderate - disrespectful - passive - incapable </td> </tr> </tbody> </table> <p>Keep this chart for use with Lesson 2</p>	A person with poor self-concept	She/he feels/is	- may pick on other people - may have few friends - is always alone	- aggressive - disliked - lonely - irresponsible - inconsiderate - disrespectful - passive - incapable
A person with poor self-concept	She/he feels/is					
- may pick on other people - may have few friends - is always alone	- aggressive - disliked - lonely - irresponsible - inconsiderate - disrespectful - passive - incapable					

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>6 Complete Self-Concept Case Studies worksheet</p>	<p>Compare a person with a good self-concept and a person with a poor selfconcept</p> <p>Emphasize to students that people do not simply have a good self-concept or poor self-concept Everyone has things about themselves which they feel good about and things which they feel badly about</p> <p>Refer to Activity Sheet ME61</p> <p>In small groups, have each group select one or two case studies to examine Have students identify the behaviours and feelings of people with a good self-concept and a poor self-concept Record on the worksheet</p> <p>Have one student from each group report back to the class. Discuss</p>

FACTORS THAT INFLUENCE SELF-CONCEPT

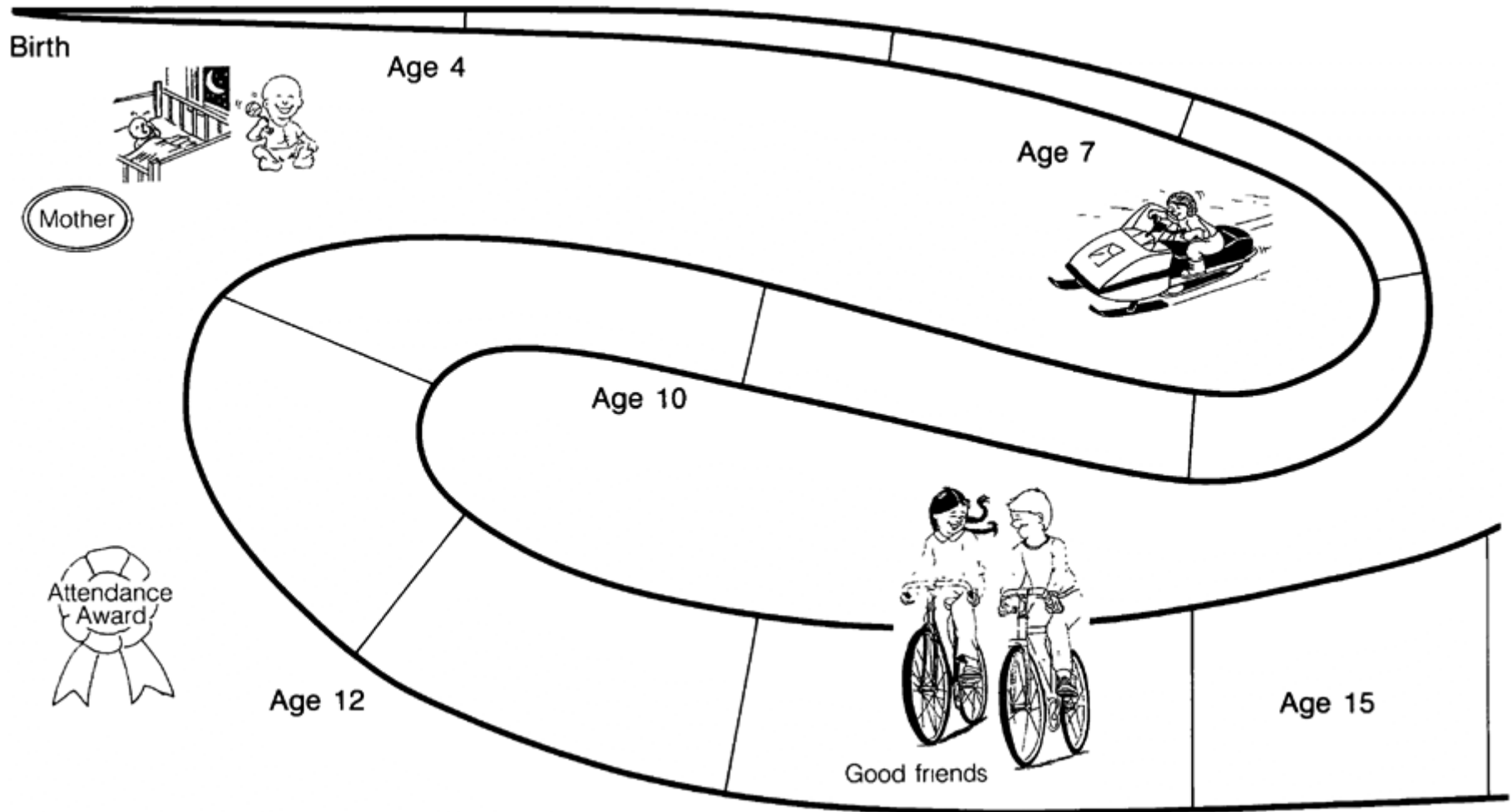


FACTORS THAT INFLUENCE SELF-CONCEPT



BUILDING MY SELF-CONCEPT

Draw and write about experiences and people who have helped you develop your self-concept.



SELF-CONCEPT CASE STUDIES

For each situation, record how a person with a good self-concept and how a person with a poor self-concept would feel and behave

	Good Self-Concept		Poor Self-Concept	
	Behaviour	Feelings	Behaviour	Feelings
1 It is the first day that the volleyball team meets for practice.				
2 A student has to present a report to the rest of the class				
3 A student has asked to join a group of teenagers on a trip to the arena and they say no				
4 It is a student's first day at a new school				
5 The teacher asks a student to stay after class to talk to him/her.				

MENTAL AND EMOTIONAL WELL BEING

GRADE: 7

LESSON: 2

THEME: SELF AWARENESS

CONCEPT: A POSITIVE SELF-CONCEPT IS IMPORTANT IN DAILY LIVING

PREPARATION: 1 Prepare a class set of Building My Own Self-Concept (Activity Sheets ME62A and ME62B)

VOCABULARY: goal, achieve, progress, evaluation

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify ways to enhance self-concept	Students: 1 Describe ways to improve self concept	Background Information Page ME33 to ME35 Display the chart developed during Lesson 1, Student Activity 5 For each situation have students brainstorm possible ways to improve self-concept These may include - belonging to one or more groups - sharing responsibilities with family members - encouraging others - taking time to do an activity you enjoy - setting goals and working towards them - learning how to communicate assertively - recognizing your strengths and weaknesses

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) design a personal program to enhance self-concept	2 Design a personal program to build their self-concepts	<p>Refer to Activity Sheet ME62A</p> <p>Have students select one aspect of their lives where they have a poor self-concept and then decide on a goal and devise a strategy to improve their self-concept</p> <p>Work individually with students to ensure that goals are specific, measurable and realistic.</p> <p>Compare for example these goals for a student who feels badly about not doing well in a test</p> <p>Poor goal "I'm going to do better " Better goal "I'm going to get 80% on my next test "</p>
iii) evaluate the effectiveness of the program	3 Practise their personal programs for a given time period 4 Describe the degree of success of their personal programs	<p>Refer to Activity Sheet ME62B</p> <p>Have students record their own progress on a daily basis for a fixed length of time</p> <p>Refer to Activity Sheet ME62B</p> <p>Have students refer to the evaluation data for their programs</p> <p>These programs can be continued over an extended length of time Goals can be altered as necessary</p>

BUILDING MY OWN SELF-CONCEPT

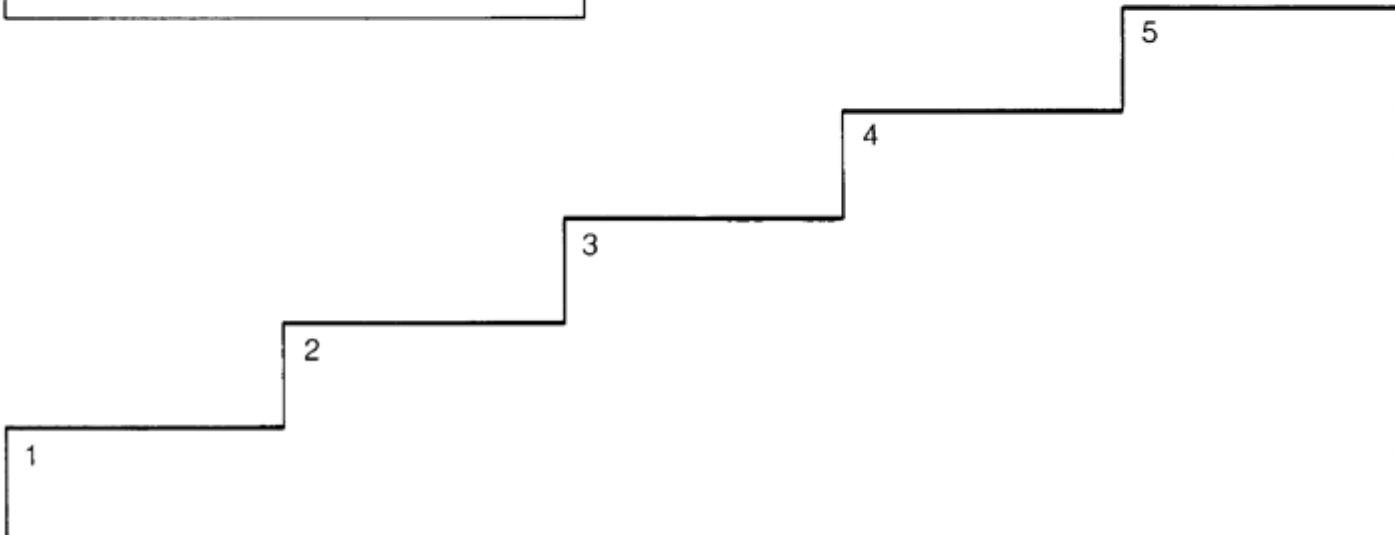
Select one thing that you can do personally to improve your own self-concept. Develop an action plan to achieve your goal

MY GOAL

WHY I CHOSE THIS GOAL

STEPS TO REACH MY GOAL
(What I have to do to reach my goal)

SUPPORT I NEED TO REACH MY GOAL



PROGRESS:

(Chart your daily progress)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							

HOW DID I DO?

(Summarize your progress and assess how well you did)

MENTAL AND EMOTIONAL WELL BEING

GRADE: 7

LESSON: 3

THEME: RELATIONSHIPS

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION: 1 Have four students prepare for role play in Student Activity 3

VOCABULARY: goal, achieve, progress, evaluation

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify skills involved in initiating, maintaining and concluding a conversation</p>	<p>Students:</p> <ol style="list-style-type: none">1. Review reasons why people communicate2. Identify the three stages of a conversation	<p>Background Information Page -</p> <p>People communicate in order to</p> <ul style="list-style-type: none">- exchange information (e g: How do I get to the Bay?)- exchange ideas (eg: The Meech Lake Accord is harmful to the north)- exchange feelings (eg: I'm lonely without you)- entertain (eg: music, art)- pass on culture (eg: stories, education) <p>Communication is a learned skill which enhances relationships with family, friends, colleagues, etc..</p> <p>The three stages are:</p> <ul style="list-style-type: none">- Initiating- maintaining- concluding

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Identify some ways to initiate, maintain and conclude a conversation

Have 4 students prepare skits to present to the class Two of the students converse in a manner which facilitates and enhances their conversation The other two do the opposite

Select a topic such as discussing a recent sports event or planning a class party Help students write and practise their scripts

When the skits are presented to the class, students should identify things which facilitated the conversation of the 2 students who were communicating effectively

Categorize and record student responses using a chart as illustrated.

Conversation		
Initiating	Maintaining	Concluding
<ul style="list-style-type: none"> - proper introduction of oneself - choosing a topic of common interest - using positive body language (smiling, nodding, posture, eye contact) - speaking clearly - listening actively 	<ul style="list-style-type: none"> - listening actively - clearly expressing ideas - choosing correct words - not interrupting the speaker - repeating the message accurately - asking questions - respecting other people's opinions - showing interest 	<ul style="list-style-type: none"> - knowing when to end the conversation - making positive concluding remarks (It was nice talking to you)

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) practise initiating, maintaining and concluding a conversation	4. Role play how to initiate, maintain and conclude a conversation	<p>In groups of 3 have students select a topic of conversation and practise initiating, maintaining and concluding a conversation. Two students converse while the third coaches them to use the techniques listed on the chart above . Students switch roles so that everyone has a turn coaching</p> <p>Possible topics of conversation include:</p> <ul style="list-style-type: none"> - introducing a new friend to your group and making him/her feel welcome - discussing a recent sports event - asking friends over for a party - inviting a special friend to dance - asking a parent for new clothes - asking a teacher for help with homework - asking a friend to help you complete a chore <p>Discuss.</p>

MENTAL AND EMOTIONAL WELL BEING

GRADE: 7

LESSON: 4

THEME: RELATIONSHIPS

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION:

VOCABULARY: criticism, constructive, destructive, judgement, evaluation

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify what criticism is	Students: 1. Brainstorm what is meant by criticism 2. Define the term 'criticism'	Background Information Page -- Use a dictionary and general discussion to define the term. Criticism is making judgements or evaluations about someone or something.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
<p>ii) identify constructive and destructive criticism</p>	<p>3. Distinguish between constructive and destructive criticism.</p> <p>4. Give examples of constructive and destructive criticism.</p>	<p>Constructive criticism tries to help improve someone or something Destructive criticism is fault finding.</p> <p>Using scenarios such as those listed below ask students to provide both constructive and destructive criticism.</p> <ul style="list-style-type: none"> - Someone cannot catch a baseball very well - Your sister borrows your Walkman without asking - A student fails a test - Someone is late for work/school - The radio is so loud you cannot talk on the telephone - You and a friend are supposed to be putting the volleyball equipment away but your friend is goofing off and you're doing all the work <p>Teachers must be sensitive to student comments.</p>				
<p>iii) identify the results of criticism</p>	<p>5. Describe some possible results of constructive and destructive criticism.</p>	<p>Using the scenarios from Student Activity 4 ask students to brainstorm the possible results of their suggested criticisms. Record student responses on a chart as illustrated.</p> <table border="1" data-bbox="1079 976 2018 1365"> <thead> <tr> <th data-bbox="1079 976 1541 1032">Constructive Criticism</th> <th data-bbox="1541 976 2018 1032">Destructive Criticism</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 1032 1541 1365"> <ul style="list-style-type: none"> - provides more knowledge about self - demonstrates sense of caring - shows acceptance by other person - enhances self-concept - enhances relationships - shows respect for other person </td> <td data-bbox="1541 1032 2018 1365"> <ul style="list-style-type: none"> - person receiving criticism feels incapable, disliked, worthless - demonstrates non-acceptance by other person - lowers self-concept - leads to communication break-down </td> </tr> </tbody> </table> <p>Discuss.</p>	Constructive Criticism	Destructive Criticism	<ul style="list-style-type: none"> - provides more knowledge about self - demonstrates sense of caring - shows acceptance by other person - enhances self-concept - enhances relationships - shows respect for other person 	<ul style="list-style-type: none"> - person receiving criticism feels incapable, disliked, worthless - demonstrates non-acceptance by other person - lowers self-concept - leads to communication break-down
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MENTAL AND EMOTIONAL WELL BEING

GRADE: 7

LESSON: 5

THEME: RELATIONSHIPS

CONCEPT: EFFECTIVE COMMUNICATION IS IMPORTANT IN A RELATIONSHIP

PREPARATION: 1 Prepare enough Critical Case Studies for several groups (Activity Sheet ME63)

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify ways of giving and receiving criticism</p>	<p>Students:</p> <ol style="list-style-type: none">1. Identify ways to give constructive criticism.2. Identify ways to receive constructive criticism.	<p>Background Information Page -</p> <p>Using one of the scenarios from Lesson 4, Student Activity 4, ask students to give constructive criticism for the chosen situation. For example:</p> <p>Situation: Failing a test</p> <p>Constructive Criticism: "You're doing well on multiplication but your division needs a lot of improvement. I want you to come in after school for some extra help."</p> <p>Ask students to identify ways constructive criticism is given and received. Record their responses on an experience chart as illustrated.</p>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Giving Criticism

1. If you are bringing up an issue that has taken place some time ago, ask to bring it up now.
2. Be specific.
3. Use personal pronouns.
4. Avoid name-calling and put downs.
5. Assume a positive body image.
6. Give the person some suggestions as to what they could do to alleviate your discomfort.
7. Don't let negative feelings pile up until you explode.
8. Give positive feedback as well as negative.
9. Avoid sidetracking.
10. Be honest with your struggle to be direct.

Handling Criticism

1. Relax and listen.
2. Paraphrase the criticism.
3. Decide whether criticism is fair or unfair.
4. Ask for clarification.
5. Ask for specific suggestions or alternatives.
6. Don't go into long excuses.
7. If you disagree respond with opinion statements.
8. Keep your voice at a normal pitch.
9. Share your feelings.
10. Avoid taking criticism personally.

Discuss.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) practise giving and receiving constructive criticism	<ol style="list-style-type: none"> 3. Discuss positive ways to cope with destructive criticism 4. Role play giving and receiving constructive criticism 5. Develop their own case studies 	<p>Brainstorm tips for handling destructive criticism. Refer students to the chart "Handling Criticism" from Student Activity 2. Additional ways to handle destructive criticism include:</p> <ul style="list-style-type: none"> - not over-reacting - closing the subject and leaving the situation <p>Refer to Activity Sheet ME63.</p> <p>In small groups, have students change destructive criticism to constructive criticism, using the case studies. Have each group role play one case study for the class. Discuss as a class.</p> <p>Have students develop their own case studies in which they give and receive constructive criticism.</p>

CRITICAL CASE STUDIES

- 1 Carla, a grade 7 student, brings home her fall report card. Her parents read it and her father says "This report card is terrible. Why don't you smarten up?"
- How does Carla feel?
 - What can Carla say and do?
 - What constructive criticism can her parents give to Carla?

Complete a script Role play.

- 2 The hockey coach tells Chris in front of some team members "You are not concentrating on your game. If you spent more time looking for the puck and less time looking at your friends on the side you might do better."
- How does Chris feel?
 - What can Chris say and do?
 - What constructive criticism might the coach have given to Chris?

Complete a script Role play.

- 3 Robert asks his mother for a new pair of runners because his friends tease him about his old ones. Mother responds angrily, "You're always worried about what your friends say and never about where the money is going to come from!"
- How does Robert feel?
 - What can Robert say and do?
 - Rewrite mother's comments into constructive comments.

Complete a script Role play.

- 4 Stella cannot find the calculator she borrowed from her friend. Her friend says, "You're stupid and irresponsible. I'll get you for this "
- How does Stella feel?
 - What can Stella say and do?
 - Rewrite some constructive criticism Stella's friend might have given.

Complete a script Role play.

