

KINDERGARTEN

MENTAL AND EMOTIONAL WELL-BEING

MENTAL AND EMOTIONAL WELL BEING

GRADE: KINDERGARTEN

LESSON: INTRODUCTION TO SCHOOL HEALTH PROGRAM


THEME: LIFESTYLE

CONCEPT: EVERYONE CAN MAINTAIN AND IMPROVE PERSONAL HEALTH AT SCHOOL

- PREPARATION:
1. Props/pictures demonstrating positive health practices
 2. Pocket chart and sentence strips
 3. Prepare a class set of Playground worksheets (Activity Sheet ME1)
 4. Prepare a class set of "This Is The Way We ..." song (Activity Sheet ME2)
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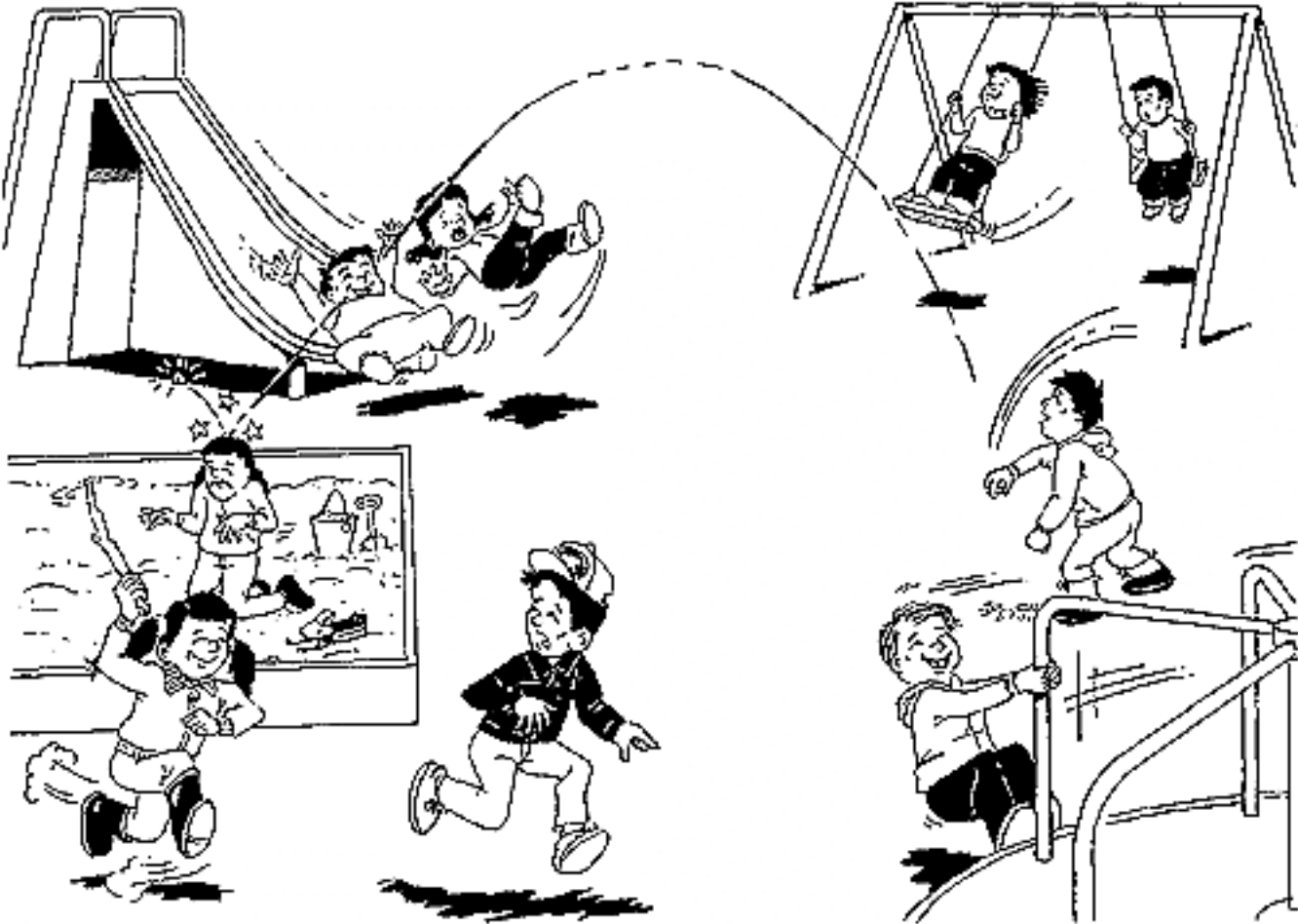
VOCABULARY: healthy and possibly other vocabulary, depending upon your students' proficiency

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify positive practices that maintain and improve health at school</p>	<p>Students:</p> <ol style="list-style-type: none">1. Wash hands with soap and water and tell why people wash their hands. 2. Identify other things they can do to keep themselves healthy at school.	<p>Have all students wash their hands with soap and water and ask them why people do this. Students will probably respond that they wash their hands:</p> <ul style="list-style-type: none">- because they are dirty- to make them clean <p>Teachers will have to lead students to the conclusion that it helps to keep them healthy.</p> <p>Show props or pictures to help students name positive health practices. Make an experience chart to record responses. At the top of the chart write the sentence pattern:</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Establish some rules for the classroom/ school/playground.</p> <p>4. Colour the Playground worksheet.</p>	<p>We can keep healthy at school by</p> <ul style="list-style-type: none"> - washing hands before eating - washing hands after going to the bathroom - using a tissue to cough or sneeze - dressing properly for the weather - tidying up toys so people don't fall - not pushing - carrying sharp things, like scissors, point down - doing exercises - playing outside in fresh air - having fun with friends - putting garbage in the garbage can <p>Ask students what rules they should have to help keep themselves healthy at school. Record student responses using a pocket chart as illustrated.</p> <div style="text-align: center;">  </div> <p>Refer to Activity Sheet ME1. Have students put a cross on practices which are unsafe.</p>

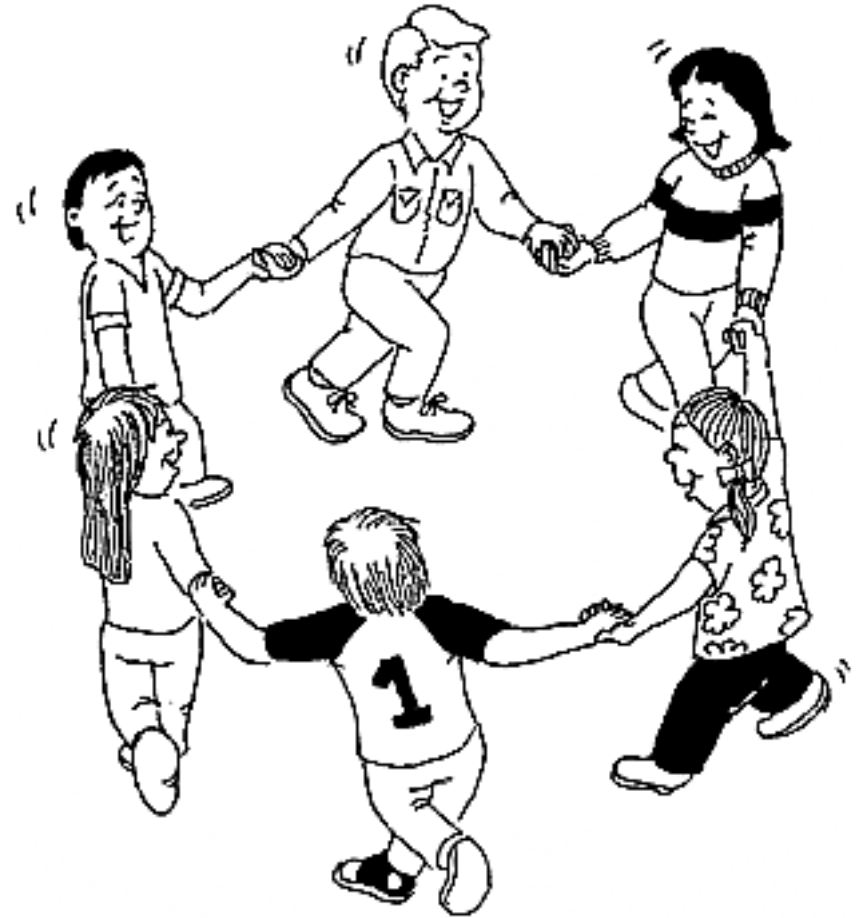
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate practices that maintain and improve health at school</p>	<p>5. Learn and sing "This Is The Way We ..." song.</p> <p>6. Do some physical fitness activities.</p>	<p>Refer to Activity Sheet ME2. Have students sing the song in a circle and do appropriate actions for each verse. A variation is to distribute props from Student Activity 2. The student with the appropriate prop for each verse steps to the middle of circle to demonstrate.</p> <p>Ask students how these activities help keep them healthy. For activity ideas see <u>A Start in Something New</u> (N.W.T. Kindergarten guide), p.20-24.</p>

THE PLAYGROUND



THIS IS THE WAY

1. This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands,
To keep us healthy at school.
2. This is the way we cover our nose
3. This is the way we dress for winter
(Pretend to put on hat and mitts.)
This is the way we pick up the toys
5. This is the way we carry scissors
6. This is the way we throw out garbage
7. This is the way we all keep fit
8. This is the way we play together
(Join hands and skip round in a circle.)



MENTAL AND EMOTIONAL WELL BEING

GRADE: KINDERGARTEN

LESSON: 1

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS PHYSICAL CHARACTERISTICS

- PREPARATION:
1. A shoe box with a small hand mirror taped in the bottom
 2. "If I Look In The Mirror" poem/"In the Mirror" song (Activity Sheet ME3)
 3. Pictures of face and parts of the face (e.g., eyes)
 4. A roll of brown or white Kraft paper, scissors
 5. A camera to take photographs, preferably Polaroid
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VOCABULARY: face, hair, eyes, nose, mouth, ears, teeth, body

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify some physical characteristics	Students: 1. Identify what they see in the bottom of a shoebox! 2. Learn the poem "If I Look In The Mirror."	Tape a small hand mirror to the bottom of the box. Have a cover on the box. Have each student look inside. It is important that they do not tell what they see until everyone has had a turn. (If there is a blind student in the class, discuss how he/she knows what people look like.) Refer to Activity Sheet ME3.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Identify how they know it's them, when they look in the mirror.

Ask students how they know who it is that they see in the mirror. Record student responses using a picture bank as illustrated.

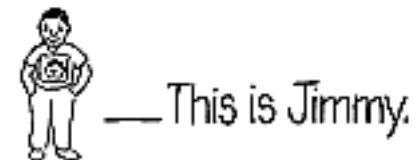


Pictures should include:

- face
- eyes
- nose
- hair
- mouth
- teeth
- body
- ears

4. Draw around a partner's body. Cut around the shape and draw on physical characteristics.

Have students work in pairs. The teacher can take a photograph of each student to stick on the middle of the body outline. Identify each student outline and display on the classroom walls.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	5. Learn and sing the song "In The Mirror."	Refer to Activity Sheet ME3. Have students point to each characteristic as they sing about it in the song.

IN THE MIRROR

If I look in the mirror,
Guess what I see?
Someone who looks
Just like me!

Jim MacDiarmid



IN THE MIRROR

In the mirror,
I can see
My own face
Looking at me!
My own eyes

My own nose

My own hair....

(Tune: Twinkle, Twinkle, Little Star)

Adapted by: Helen Balanoff

MENTAL AND EMOTIONAL WELL BEING

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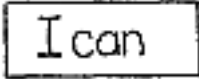

LESSON: 2

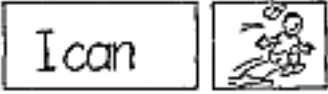
THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS DIFFERENT ABILITIES

- PREPARATION:
1. Pocket chart and large pictures of things which children can usually do
 2. Magazines for pictures, or drawing materials
 3. "I Can" poem (Activity Sheet ME4)
 4. Record player and music
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VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify some things they can do	Students: 1. Demonstrate some physical skills. 2. Identify some skills that they can do individually.	Have students demonstrate some simple physical activities such as: <ul style="list-style-type: none">- jumping- skipping- singing- clapping Ask students to name something that they can do. Record their responses using a pocket chart and a picture of the action.  

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate some things they can do</p>	<p>3. Learn the poem "I Can." 4. Demonstrate some things they can do.</p>	<div data-bbox="1272 315 1598 407" style="text-align: center;">  </div> <p>Skills may include:</p> <ul style="list-style-type: none"> - riding a bike - playing hockey - reading a book - counting to 10, etc. <p>Refer to Activity Sheet ME4.</p> <p>Post large pictures of things students can do in various places around the room. Similar to musical chairs, put on a record while students move about the room, looking at the pictures. When the music stops, each student decides what she/he can do from the pictures on the wall, goes to where the picture is, and performs that action. For example, if a student can jump, he/she goes to that picture and jumps.</p> <p>Before starting the music again ask several students what they can do using the sentence pattern:</p> <p><u>(Name of student)</u>, what can you do? Student responds: I can <u>(jump)</u>.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. Demonstrate to a partner something they can do.</p> <p>6. Cut out (or draw) pictures of some things they can do.</p>	<p>Using the same sentence pattern as in Student Activity 4, have one student ask his/her partner what he/she can do. The student responds, and then demonstrates the skill.</p> <p>The teacher can prepare cards for each student. Students cut out pictures of things they can do, paste them on blank cards and arrange the cards to form a sentence.</p> <div data-bbox="1346 573 1791 659" style="text-align: center;"> </div> <p>Paste these on the student body outlines from Lesson 1, Student Activity 4.</p>

I CAN

I can skip and I can skate.
I can cook and I can bake.
I can jump and I can play.
I can have fun today!



I can clap and I can sing.
I can slide and I can swing.
I can jump and I can play.
I can have fun today!

I can swim and I can hike.
I can dance and I can bike.
I can jump and I can play.
I can have fun today!

Heather Nolsoe
Barbara Hall
Cathy McGregor



MENTAL AND EMOTIONAL WELL BEING

GRADE: KINDERGARTEN

LESSON: 3

THEME: SELF AWARENESS

CONCEPT: EVERYONE HAS MANY DIFFERENT FEELINGS

- PREPARATION:
1. Large pictures or posters showing the feelings: happy, sad, scared, angry
 2. "How I Feel" poem (Activity Sheet ME5)
 3. Large mirror or a number of small mirrors
 4. A flannel board face with detachable features for each feeling (Activity Sheet ME6)
 5. Paper plates, markers, etc. to make masks for Student Activity 6
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VOCABULARY: happy, sad, scared, angry (mad)

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify basic feelings	Students: 1. Identify feelings from pictures. 2. Identify how they can tell how a person is feeling. 3. Learn the poem "How I Feel."	Show pictures of people which depict basic feelings. Ask students to identify the feelings of: - happy - scared - sad - angry (mad) Discussion should include: - the look on someone's face (e.g., smiling, tears) - sounds (e.g., laughing, crying) Refer to Activity Sheet ME5.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Make faces to show each feeling.</p> <p>5. Place features on a flannel board face to show different feelings.</p> <p>6. Make a paper plate mask to show a basic feeling.</p>	<p>Use a large mirror, or give students some small mirrors. Have them make faces which demonstrate each feeling.</p> <p>Refer to Activity Sheet ME6. Cut out the face and features and have students arrange features to show the four feelings.</p> <div data-bbox="1276 527 1915 722" data-label="Image"> </div> <p>Other students can guess which feeling each face represents.</p> <p>Have students pick one feeling to illustrate on a mask. Display completed masks on a bulletin board.</p>

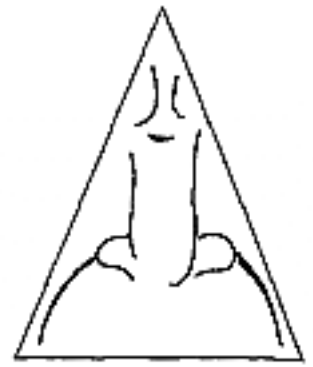
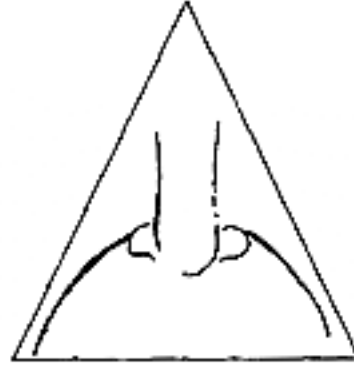
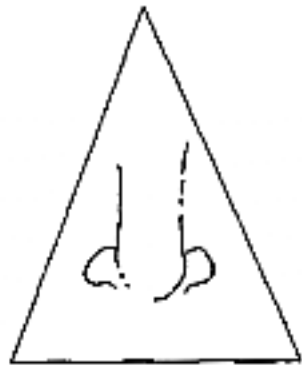
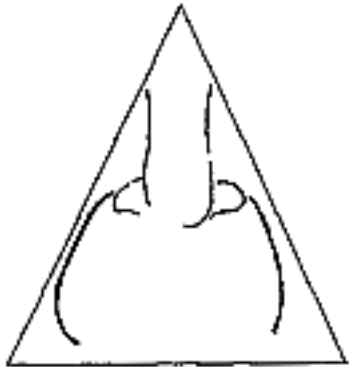
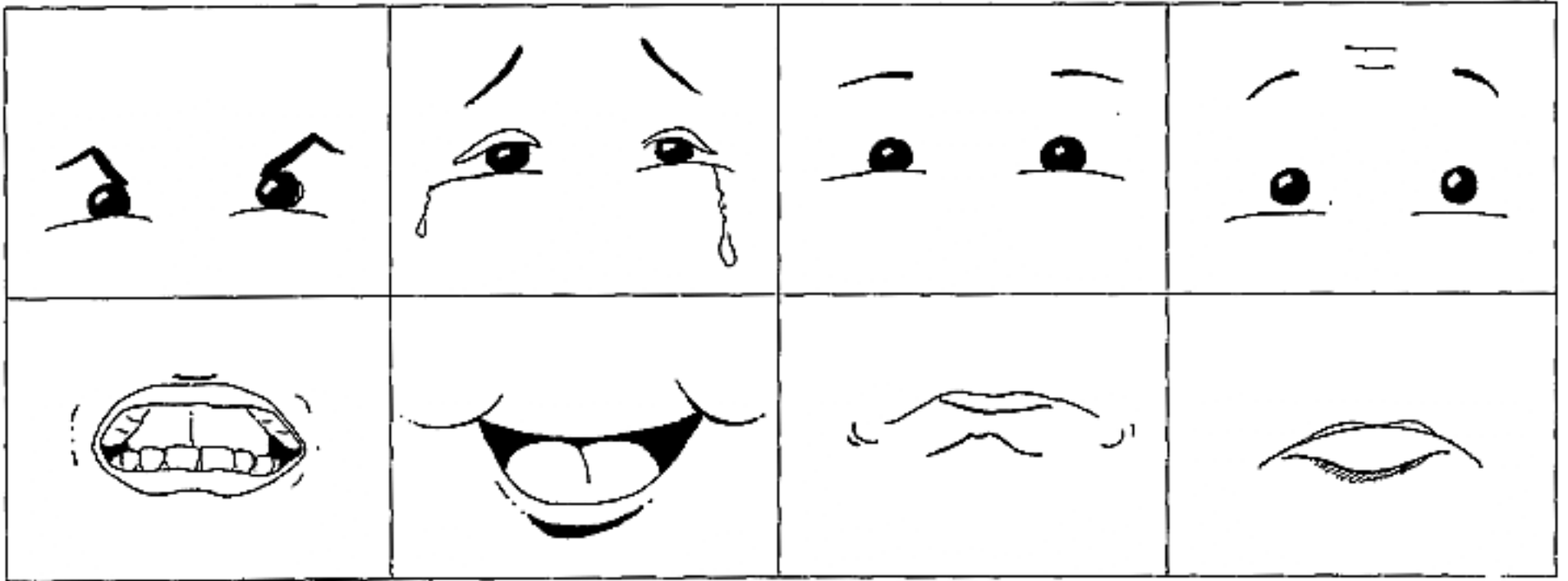
HOW I FEEL

On my face
You often see,
How I feel
Inside of me:
Sometimes happy,
Sometimes sad,
Sometimes scared,
And sometimes mad!
On my face
You often see,
How I feel
Inside of me.

(Tune: Twinkle, Twinkle, Little Star)
Source Unknown



FEELINGS



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LESSON: 4

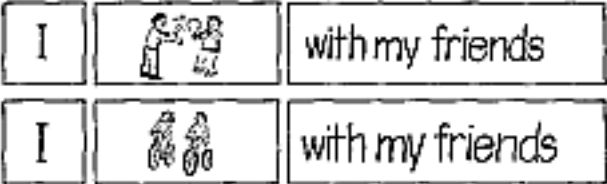
THEME: RELATIONSHIPS

CONCEPT: EVERYONE NEEDS FRIENDS

PREPARATION: 1. Two puppets
2. Pocket chart and sentence strips
3. "I Have A Friend" song (Activity Sheet ME7)

VOCABULARY: friend, together

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify activities they do with their friends</p>	<p>Students:</p> <p>1. Listen to a conversation between friends.</p>	<p>Get or make two puppets and write a conversation between them to include:</p> <ul style="list-style-type: none">- greeting each other- discussing what they will do together- sharing a toy <p>Have the conversation end with one puppet telling the students the other puppet is his/her friend.</p> <div data-bbox="1495 1156 1684 1269" style="text-align: center;"></div>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Name and draw one of their friends.</p> <p>3. Identify some things they do with their friends.</p> <p>4. Act out something they do with a friend.</p> <p>5. Learn and sing the song "I Have A Friend."</p>	<p>Have each student draw and name a friend. The teacher can write on the bottom of the drawing</p> <p>I have a friend. His/her name is_____.</p> <p>Ask students what things they do with their friends. Use a pocket chart and draw stick figures to illustrate student responses.</p>  <p>Have students work in pairs. Other students guess what they are doing.</p> <p>Refer to Activity Sheet ME7. Students take turns making up a new last line.</p>

I HAVE A FRIEND

I have a friend; his/her name is _____,

Name is _____, name is _____.

I have a friend; His/her name is _____.

We ride our bikes together.

(Tune: Mary Had a Little Lamb)

Adapted by: Helen Balanoff

