Grade: 5/6	Subject: Health		Date: 2022
Topic: Understanding, Skills, and Confidences		Lesson #: 1	

Outcomes:	Indicators:		
USC5.7 Assess the importance of self-regulation and taking responsibility for one's actions.	 USC5.7 a) Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection) b) Recognize and describe varying levels of intensity of personal feelings. 		
USC6.4	USC6.4		
Assess and demonstrate strategies to identify and make healthy decisions in stressful situations.	 f) Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare related short-term and long-term consequences (i.e., physical, mental, emotional, spiritual). g) Practise healthy ways of adjusting/responding to stress. 		

Materials Needed:

- Mindfulness Journals (provided by me)
 - Sentence starters
 - Guiding questions

Writing prompt examples:

- What is your biggest pet peeve (something you find annoying)? There's something that bothers you. Whether it's something about a particular individual or it is something that society does, in general, let it be known. Dig into why it is that it bothers you so much.
- 2. How do you feel when this happens?
- 3. What do you do to feel better?
- 1. How do you feel when you wake up?
- 2. What makes you feel more awake?
- 3. Explain, in detail, a typical morning.

Be cognizant of your morning routine. From the moment you wake up until the moment you go to work, identify the various tasks that you complete.

- 1. If I had a time machine, where would I go?
- 2. What emotion does this make me feel?
- 3. Draw a picture of your time machine (you may use markers/crayons for this).

Learning Objectives:

- Build an arsenal of techniques that help manage stress and challenging emotions



We developed negative coping skills because they worked to help us survive.



Healing isn't "getting rid" of the ways we cope



Healing is finding and *adding* healthier ways to cope so we rely less and less on coping in ways that aren't good for us.

- Encourage students to be present and mindful of their emotions/responses

Structure/Activity:

Hook (5 mins):

Development: (30 mins):

- Why Mindfulness?
- Definition
- Relevance (Class Participation w/ 🗉 Gr. 5/6 Health Class 1 Relevance Questions)
- Call out students' names to come to grab their student journals
- Mindfulness Technique (Posture)
- Punching Bag (Recognizing Emotions)
- Mindfulness of Sound (Becoming Witness to Surroundings)

Closure (5 mins):

- Writing exercise
 - 1. List any emotions you remember having in the past 24 hours. They do not have to be _ strong and they do not have to be negative. Just anything you remember about the past 24 hours. Also write if you cannot remember. This is an exercise in paying attention to how we are feeling. Then pay attention until the next class to any emotions that arise. Right them down over the next two days.

Assessment:

Formative:

Journals will be handed in at the end of the week. I will return journals with feedback.

Inquiry questions _

Summative:

Letter grades will be given at the end of the term based on:

- Participation _
- _ Engaging with class material
- Reflection _
- Critical thinking _
- _
- Use of writing prompts Use of journal at home _

Grade: 5/6	Subject: Health		Date: September 2022			
		1				
Topic: Understanding, Skills, and Confidences		Lesson #: 2				
Outcomes:		Indicators:				
USC5.7 Assess the importance of self-regulation and taking responsibility for one's actions.		 USC5.7 c) Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection) d) Recognize and describe varying levels of intensity of personal feelings. 				
USC6.4		USC6.4				
	sess and demonstrate strategies to identify and ke healthy decisions in stressful situations.		f) Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare related short-term and long-term consequences (i.e., physical, mental, emotional, spiritual).			

	g) Practise healthy ways of adjusting/responding to stress.i) Comprehend that stress can be healthy or unhealthy; it is how one responds to/manages stress that affects health.	
 Materials Needed: Mindfulness Journals What is the difference between response and reaction? Can you identify any situations in your life that would benefit from response rather than reactions? How did you feel today while paying attention to your breath? Where do you find it easiest to follow your breath? Did you remember to pay attention to sound over the past two days? Do you think you could practice mindfulness for a few minutes everyday? What time of day would work best for you? 	 Learning Objectives: Learn to identify and control one's anger Define and make a list of healthy vs unhealthy coping mechanisms Consequences: what are they? Short term Long term How do we practice healthy ways of adjusting and responding to stress 	

Structure/Activity:

Imagine for a moment someone does something that makes you very angry... an argument with a friend, someone hitting you, someone yelling at you, someone disagreeing with you. And imagine your typical reaction - your automatic pilot reaction.

- If someone is arguing with you, hitting or yelling at you, or you are simply disagreeing. What are some things you might say, how would you act? Do you yell, swear, say things you later regret? Imagine yourself having any of those reactions.

Now back up and imagine the situation again but from the point before you respond. First consider where you feel anger in your body. See if you can identify where it is. Also notice the thoughts associated with this anger. Are they thoughts of revenge, hatred, hurt, disappointment?

Can you watch all this as if you were simply observing... "hmm, that's interesting, I'm really angry, I'm really upset, my chest is tight and my body is tense..." etc.

With the time it takes to notice all those things, you have created space between the situation and your typical reaction. Normally, the situation and the reaction happen so quickly we don't have any space in between. It's like they are glued together. But when you bring awareness to a situation, you can often create enough space between the situation and the reaction that the reaction becomes a response, a thoughtful choice, a calmer choice, a choice with a better outcome.

So, when we practice mindfulness we are cultivating this ability to observe a situation, or emotion - anger, fear, jealousy, sadness. You begin to know and respond to these things differently when you can observe them.

Read: 🗏 Gr. 6 Health Poem Class 2

Breath 1 – Anchor

Today, in order to practice this mindfulness, we are going to focus on something that is happening in us all the time – breath. Breath is neutral. It's not a strong emotion, it's not something really hate or really love. It's just there, continually, all day, everyday, breathing in, breathing out. We can find it any time we remember.

Start by taking one breath.

Now, close your eyes and take one deep breath.

Now take three breaths, but just normal breaths, don't deliberately change it.

Now, take three breaths, this time noticing where in your body you feel your breath.

Follow the breath in this place for the entire three breaths. (wait. give some explanation of the different places the breath can be felt - belly, chest, nostrils.)

We will call the place that you feel you breath most obviously your anchor. It is the place to anchor your attention.

Let's try this for one minute. You have learned mindfulness of sound and mindfulness of breathing. Both of those things are always happening. You can practice paying attention to sound or your breath whenever you think of it.

Your challenge over the next two days will be to notice a few breaths whenever you remember. See if you can remember even one time.

Journal:

- What is the difference between response and reaction? Can you identify any situations in your life that would benefit from response rather than reactions?
- How did you feel today while paying attention to your breath? Where do you find it easiest to follow your breath?
- Did you remember to pay attention to sound over the past two days?
- Do you think you could practice mindfulness for a few minutes everyday? What time of day would work best for you?

Assessment:

Formative:

Journals will be handed in at the end of the week. I will return journals with feedback.

- Inquiry questions

Summative:

Letter grades will be given at the end of the term based on:

- Participation
- Engaging with class material
- Reflection
- Critical thinking
- Use of writing prompts
- Use of journal at home