



Grade 1: Lesson 1

Positive Mental Health

Mentor text: “Pete the Cat’s Groovy Guide to Life”

Additional Mentor Text: (optional) ***We Sang You Home*** – Richard Van Camp – Gentle and rhythmic text captures the wonder and love that new parents feel when they welcome a baby into the world. This is a celebration of the bond between parent and child.

Time: Lesson – 1 period
Extension – 1 period

OVERALL EXPECTATIONS:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Healthy Living strand for this grade.

D1. demonstrate an understanding of factors that contribute to healthy development.

SPECIFIC EXPECTATIONS:

A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.

A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.

A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

D1.5 demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind.



LEARNING GOALS:

We are learning...

- that taking care of our bodies and brains helps us to feel well.
- we feel healthier when we monitor how we are feeling and stop to do things that bring us joy.
- to recognize that our brain helps us to think, to feel and to act.
- to understand that it is important to do things that make our mental health strong, by doing things that make us happy.

SUCCESS CRITERIA:

Consider using these questions to co-develop success criteria with your students:
“How will we know we are achieving our learning goals? What will it look like/sound like?”

Sample success criteria to help guide you

- I can identify how to make myself feel better.
- I can identify one thing that I enjoy doing.
- I can understand the importance of making time to do things I enjoy.
- I can give a positive message on how to have positive mental health.

MATERIALS & RESOURCES NEEDED:

Lesson

- “Pete the Cat’s Groovy Guide to Life” book
- Messages/Sayings poster page (provided)
- Sticky Notes
- Chart paper/Whiteboard to record student answers

Extension

- “What Do You Do to Make Yourself Feel Better” (optional poster template)
- Variety of materials depending on how students choose to communicate their learning (e.g. recording device, markers/pencil crayons/crayons, laptop, etc.)



CONSIDERATIONS:

- Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students’ lived realities, inequity, bias, discrimination and harassment.
- “Pete the Cat’s Groovy Guide to Life” is a collection of quotes from famous people and does not follow a narrative format. You may want to discuss with your students what a quote is and the purpose of them e.g. usually words of wisdom, something meaningful or inspiring.
- There is an additional mentor text, “We Sang You Home”, which is optional. This story discusses the love new parents feel when they bring a baby into the world. This text may not be inclusive or suitable to use if any of your students are living in care, are adopted or live in precarious home lives.



Cross Curricular Expectations

Health & Physical Education	Language
<p style="text-align: center;">Social Emotional Learning Skills – Specific Expectations</p> <p style="text-align: center;">Strand A</p> <p>A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p>	<p style="text-align: center;">Reading – Specific Expectations</p> <p>1.3 Comprehension Strategies Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)</p> <p>1.5 Making Inferences Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>1.6 Extending Understanding Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them</p> <p>1.7 Analysing Texts Analysing texts and explain how specific elements in them contribute to meaning</p>
<p style="text-align: center;">Healthy Living – Specific Expectations</p> <p style="text-align: center;">Strand D</p> <p>D1.5 Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind</p>	<p>1.8 Responding To and Evaluating Texts Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p style="text-align: center;">Media Literacy – Specific Expectations</p> <p>3.4 Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a sign or poster for their classroom or the school)</p>



Lesson

Minds On – 5 minutes

Ask students:

1. How do you know when your body needs physical activity? Describe some cues that you notice in your body. [SEL A1.1]
2. Share some types of physical activity you enjoy doing. Describe why these activities are fun and how they make you feel. [SEL A1.5]

Let's try some physical activity movements in the classroom. Have students find a spot in the room away from others. (Please make sure that the area is free from obstacles, chairs pushed in and students have their own personal space). If facilitating the activity virtually, have students find a safe open space within their home that they can move in.

Ask students to move in a variety of ways (for about 20 seconds each). Adapt the following suggestions, or come up with your own to ensure that each action is inclusive of the abilities of your students.

- Move any part of your body in a small circle
- Stretch your arms up as high as you can
- Choose a body part to wiggle – arms, nose, legs...your choice!

When you are done, have students describe how they were feeling during the movements, then have them describe how they felt after doing the movements.

Have students come back to the carpet area or virtual platform.

Review with students what it means to be healthy.

- How to take care of our body so it feels well. (We get proper sleep, eat healthy foods, participate in physical activity regularly, etc).

Action Task – 20 minutes

Suggested Teacher Prompt: *(adapted from Ontario Curriculum, Health and Physical Education, 2019, p106)*

“Today we are going to talk about our mental health. There are different ways to think about mental health. Some people talk about ways that we can take care of a special part of her body, our brain. Our brain helps us to think, to feel, and to act. When we can think, feel, and act in ways that make us happy most of the time, and help us get along with others, we have positive mental health.”

“You are not expected to be happy all the time! Sometimes there are really good reasons to be angry or sad. Feeling those feelings - and asking for help if you need to is important.”



“Other people think about mental health as having all parts of yourself in balance – your body, your head, your heart, and your mind. Just as with our physical health, it is important for us to do things that make sure that our mental health stays strong.”

“What are some things that you do to make you feel good and that can also help you take care of your mental health? You might think of things like playing with your friends, taking a deep breath, resting when you feel tired, or spending time with your family.” [SEL A1.5] Have students turn to an elbow partner and tell each other the activity and reason.

Have student’s stop and have some volunteers share their partners’ activity and reason.

Record student answers using a tool appropriate for your class. For example – chart paper, or a shared doc.

Some student answers may be:

- “I like to work on puzzles. It makes me feel relaxed and I feel good when it’s done.”
- “I like to be outside. It makes me feel good when I hear the birds.”
- “I like to play hockey. I feel good when I’m skating on the ice.”

Prompt students to pay attention to the book being read, remind them that it is not going to be a story that they are used to but a book with positive messages.

“The purpose of reading today is to think about the positive messages and try to remember one that you really liked so we can discuss.”

Overview of the book:

PETE THE CAT’S GROOVY GUIDE TO LIFE

Pete the Cat shares his groovy, glass half-full outlook on life in this collection of all of his favourite famous inspirational and feel good quotes. Pete adds his fun take on well-known classics from Albert Einstein to Confucius to Abraham Lincoln to Shakespeare. Students will be listening to positive outlooks on life and will then brainstorm different ways they can take care of their minds and bodies.

Feel free to stop throughout the book to clarify any messages/sayings or comment on them.

1. **Read** “Pete the Cat’s Groovy Guide to Life”
2. **Discuss** with students what some of the positive messages/sayings were. You may have to cue them, “I really like the one about...”
3. **Record student answers.** Students will choose from this list for the consolidation task.



Consolidate – 5 Minutes

Consider asking students the following questions that will help them make connections between how the messages/sayings in the story can connect to themselves.

1. What does happiness look/sound/feel like for you? Describe how the messages/sayings connect to the theme of happiness [SEL A1.1] What other words can we use to describe those positive feelings?
2. Having feelings of sadness, anger, and stress is normal for everyone. What lessons can these messages/sayings teach us when we think about caring about ourselves? [SEL A1.1, A1.5]
3. Describe some similarities you may see in the messages/sayings. Describe how these messages/sayings can help you practice turning a challenging situation into something you feel you can manage. Can you share an example? [SEL A1.3]

Give students the opportunity to choose the message/saying that they connected with - use the list you created or the one provided in this lesson.

For virtual learning you could use the comment tool in google docs (using comments) or a JamBoard. For in person learning you could give students each a sticky note to stick on a white board or chart paper.

They are to use the message/saying they chose for the extension if you choose to complete it.

Optional Extension Task – 40 minutes

Have students choose a way to communicate how they can take care of their body and mind.

Choices could include a short video, a skit, a poster, a slide show, etc. Students can also incorporate a positive message/saying from this lesson in their work.

(Attached is an optional poster template that you can choose to print – “*What Do You Do to Make Yourself Feel Better*”).



What do you do to make yourself feel better?

A large, empty rectangular box with a dashed black border and rounded corners, intended for a student to write their response to the question above.

Name: _____



“Pete the Cat’s Groovy Guide to Life” Messages / Sayings Poster

“To begin, begin.” / “Life takes courage; be brave!”

“If you don’t know where you’re going, any path will get you there.” / “Go with the flow.”

“Life is really simple, but we insist on making it complicated.” / “Keep it simple! Chill out!”

“You miss 100% of the shots you don’t take.” / “Go for it!”

“When everything seems to be going against you, remember that an airplane takes off against the wind, not with it.” / “Groovy! If you try, you can fly!”

“Be yourself. Everyone else is already taken.” / “If you just want to be cool, just be you!”

“Make each day your masterpiece.” / “Look for the good in every day!”

“Every child is an artist. The problem is how to remain an artist once we grow up.” /
“It’s cool to colour outside the lines!”

“You must do things you think you cannot do.” / “Nothing is impossible!”

“Write it on your heart that every day is the best day in the year.” /
“The birds are singing. The sky is bright. The sun is shining, and I’m feeling alright!”

“Be kind, for everyone you meet is fighting a hard battle.” /
“With a smile and a little kindness you can make someone’s day better!”

“This too shall pass.” / “Above the clouds, the sun is always shining.”

“A meowing cat catches no mice.” / “Don’t talk too much!”

“I have not failed. I’ve just found 10,000 ways that won’t work.” / “There are no failures, just lessons.”

“Most folks are as happy as they make up their minds to be.” / “Be happy!”

“Smooth seas do not make skillful sailors.” / “It can get tough, but you are tougher!”

“If music be the food of love, play on!” / “Keep strummin’!”

“Be kind whenever possible. It is always possible.” / “Kindness starts with me!”

