



Grade 3: Lesson 2

Stressful Feelings

Optional Mentor texts: My Blue is Happy – Jessica Young
The Thing Lou Couldn't Do – Ashley Spires
Rouge Comme une Tomate – Saxton Freeman and Joost Elfer
A Big Mistake – Richelle Lovegrove

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.

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

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.

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.

D 3.4 reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings.



LEARNING GOALS:

We are learning...

- to be able to define what a strong feeling is and what students can do to help themselves through the feelings.
- what strong feelings are and how they can cope with them using strategies.

SUCCESS CRITERIA:

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

Sample success criteria to help guide you

- I can determine what ‘strong’ feelings are.
- I can identify ways that can help me through ‘strong’ feelings.
- I can tell when someone may be having ‘strong’ feelings.

MATERIALS & RESOURCES NEEDED:

Lesson

- Whiteboard/Chart paper – somewhere to record answers
- Mood Meter Poster (provided)
- Announcement Organizer handout (provided)

Extension

- “When I Have STRONG Feelings, I CAN...” activity (provided)
- Markers/Pencil Crayons

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.



Cross Curricular Expectations

NOTE: Language expectations are met when adding the optional extension task. If you are not using, then ignore.

Health & Physical Education	Language
<p>Social Emotional Learning Skills – Specific Expectations</p> <p>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>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p>	<p>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>Healthy Living – Specific Expectations</p> <p>Strand D</p> <p>D3.4 – Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings.</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>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> <p>Oral Communication – Specific Expectations</p> <p>2.3 Clarity and Coherence Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence.</p>



Lesson

Minds On – 5 minutes

Gather students and tell them that today we are going to be talking about feelings.

Tell them that they will be looking at the way feelings make you feel but they are not just any feelings, they are the strong feelings that may make them feel uncomfortable.

Show them the Mood Meter poster. Ask them what they notice about the feelings.

Talk with them about how that the 'strong feelings' tend to make us react or not react in ways we would like to sometimes. Recognize also that students may feel strong feelings in response to things in their life or in the world which are unjust. Examples could include racial inequities, police brutality, lack of access to clean drinking water in some Canadian communities. Strong feelings are completely legitimate in response to these issues.

For example, when I am upset or angry, there are times when I may say something I don't mean. Another example is when I was at the beach with my nephew a wave hit him pretty hard and he got upset, all of a sudden, he said he hates the water and hates the beach. Now I know he didn't mean it, he was really upset. I gave him some time and about 10 minutes later he was back in the water and didn't want to leave when it was time to go. (Feel free to use your own examples.)

Action Task – 25 minutes

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p151*)
"When might you experience strong feelings in your day-to-day lives?" [SEL 1.1]

Possible Student Answer:

"When we start a new grade in September."

"When I have to social distance from my friends or when I have to wear a mask."

"When someone won't play with me."

"When I have a fight with my friend."

Suggested Teacher prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p151*)

"What are some of the feelings you have in these situations? What do you do to help manage these feelings?" [SEL 1.1, 1.2]

Possible Student Answer:

"Excited! Also, a little scared."

"Sad, lonely."

"Frustrated, angry."

"Sometimes, I just take some time by myself."

"Sometimes I talk with a teacher or another person. Or I might give it a bit of time, then try to talk with my friend about it."

Talk with students about the different ways to help manage their feelings.

For a full list of strategies please see: <https://smho-smso.ca/emhc>



Choose the ones that will best fit your classroom **and students**.

Activity:

In small groups or pairs write a public service announcement that can be read over the P.A. system or in your classroom in the morning to help students manage strong feelings. [SEL 1.1, 1.2]

Remind students what is needed in an announcement-intro: good morning..., intro to topic, and information they want to share – see “Announcement Organizer” handout. Feel free to show your students an example.

Students are to:

- First, write five tips on the front of the handout. Write your tips so they’re easy to remember.
- Then, include at least three of your tips in your morning announcement.
- You can start writing the announcement after the introduction provided, or cross that out and write your own intro. Make sure you practice it with your group so that it can be read in 90 seconds or fewer.

Consolidate – 10 Minutes

Have students present their announcement to the class or feel free to share them during your school’s daily announcements. As they are presenting, create a list of all of the tips the students came up with to use to manage strong feelings.

Optional Extension Task – 40 minutes

1. **Choose** an optional Mentor Text that will best fit your needs.
2. **Read** text.
3. **Go** over the task with your students. The instructions attached will work for any of the activities.

TASK:

Have students make a poster titled “When I Have STRONG Feelings, I CAN...” (Feel free to print on an 11x14 page so students can create their poster or complete it on the computer.)

This task could also be completed in a variety of alternate ways. Consider how students might have voice and choice in how they express their thoughts.



Overview of the books suggested:

MY BLUE IS HAPPY

What is your blue like? A lyrical ode to colors — and the unique ways we experience them — follows a little girl as she explores the world with her family and friends. Your neighbor says red is angry like a dragon's breath, but you think it's brave like a fire truck. Or maybe your best friend likes pink because it's pretty like a ballerina's tutu, but you find it annoying — like a piece of gum stuck on your shoe. In a subtle, child-friendly narrative, art teacher and debut author Jessica Young suggests that colors may evoke as many emotions as there are people to look at them — and opens up infinite possibilities for seeing the world in a wonderful new way.

THE THING LOU COULDN'T DO

Lou and her friends are BRAVE adventurers. They run FASTER than airplanes. They build MIGHTY fortresses. They rescue WILD animals." But one day, when they're looking for a ship to play pirates in, Lou's friend has an idea: "Up there! The tree can be our ship!" "Ummm ..." says Lou. This is something new. Lou has never climbed a tree before, and she's sure she can't do it. So she tries to convince her friends to play a not-up-a-tree game. When that doesn't work, she comes up with reasons for not joining them --- her arm is sore, her cat needs a walk, you shouldn't climb so soon after eating. Finally, she tells herself she doesn't want to climb the tree. But is that true, or is this brave adventurer just too afraid to try?

ROUGE COMME UNE TOMATE

Quelle tête fais-tu lorsque tu es heureux? Fatigué? Fâché? Ou que tu t'es fait gronder? Toutes les moues et expressions enfantines, des plus drôles aux plus tendres, sous la forme de fruits et légumes hilarants!

A BIG MISTAKE

When Summer's best friend compliments the necklace her kokum (grandmother) gave her, she remembers her Elder's teaching and gives the necklace away. But when her kokum comes over for supper, Summer worries that she made a big mistake by giving away such a special gift. This story assists young readers in making choices when it comes to sharing and talking with a parent or Elder about their worries or anxieties.



Suggested Mentor Texts and Guides

MY BLUE IS HAPPY

Before Reading:

When I say happy, what color comes to mind?
When I say angry? Etc.

When I think of blue, I visualize a bright blue sky above clear blue waters. That makes me feel happy. But I've heard others say that they feel blue today. That must mean they aren't feeling great. Do we all associate/connect the same feelings to colour? Is it okay to have different opinions? We're going to read a book called "My Blue Is Happy" and this book explores what different colors mean to different people.

During Reading:

Feel free to stop at any page in the book and ask students to share how the particular colour makes them feel and why.

How does this color make you feel?
What does this color remind you of?

For example, when reading the page about 'red' asked the students, "What feeling or emotion do you think the colour red represents?" Many people think of red and think anger. Then share the pages about red. Notice the character in the book associates red with being brave and a superhero. Notice that the colour red helps the character to bravely face the red, angry dragon. Red can also make someone feel good.

After Reading:

I guess colours are how you see them. Isn't it interesting that not everyone feels the same way about colors?

What ideas about particular colours surprise you? For example, I never thought of black as peaceful, "like the still surface of a lake and space between the stars."

Did any of the opinions or thoughts in this book change the way you think about a colour?

What message do you think the author is trying to send?

Can you make any connections to the story?

Assign the poster task.



THE THING LOU COULDN'T DO

Before Reading:

What are some things that you are really good at doing?
How do you feel when you excel at something?
What are some things you are afraid to try?
How do you feel when you struggle with the task or activity?

In this book we meet a girl named Lou who loves adventures and loves to play with her friends. However, she quickly realizes that when faced with a new challenge it can be difficult or scary. While I'm reading, pay attention to her body language and facial expressions and how her feelings change over the course of the text.

During Reading:

Teachers are encouraged to stop at different points across this text. The following are powerful times for students to pause and consider.

Think aloud: "Lou loves adventures, but this adventure is up, she likes her adventures to be down." I'm looking at Lou's face – her furrowed brow, her slouching posture, her hands behind her back, the way she's looking longingly up at the tree. I'm inferring that she feels a bit nervous or worried, maybe even anxious. I also noticed that the author capitalized the words "up" and "down" which makes me think that Lou might be afraid of heights.

Think aloud: "My tummy hurts. I need to sit down." It sounds like Lou might be trying to avoid this situation by coming up with a number of reasons not to climb the tree. Turn and talk with a partner about a time you felt nervous about something. Did you do anything to try and get out of it?

Think aloud: "What's so great about climbing trees anyway?" I notice Lou's facial expressions have changed on this page. Ask, how do you think she is feeling? What makes you say that? How do you think her friends are feeling? What makes you say that? (Discuss facial expressions, body language, etc.)

Think aloud: "Sadly, helicopters are hard to come by." Lou has shifted her mindset. Instead of thinking about the reasons not to climb the tree, she is thinking about strategies to solve her problem. I think Lou realizes though, that none of these strategies are actually realistic. Turn and talk with a partner about what you think Lou will do next.

Discuss student's predictions as a class.

After Reading:

How do Lou's feelings change throughout the story? How do you know?

Do you think Lou's friends are good friends? What makes you say that?

What do you think the author is trying to tell us in the story? What is her message? What makes you say that?

Possible messages: the power of 'yet', having/facing your fears, empathy, compassion.

Assign the poster task.



ROUGE COMME UNE TOMATE

Before Reading:

What does the front cover of this book tell you about the story?

What do you predict will happen in this story?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

What is the author's message in this text?

What connections did you make to the story? Or did you make any additional connections to the story?

Why do you think I read this story to you if our topic is focused on healthy living?

Assign the poster task.

A BIG MISTAKE

Before Reading:

What does the front cover of this book tell you about the story?

What do you predict will happen in this story?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

What is the author's message in this text?

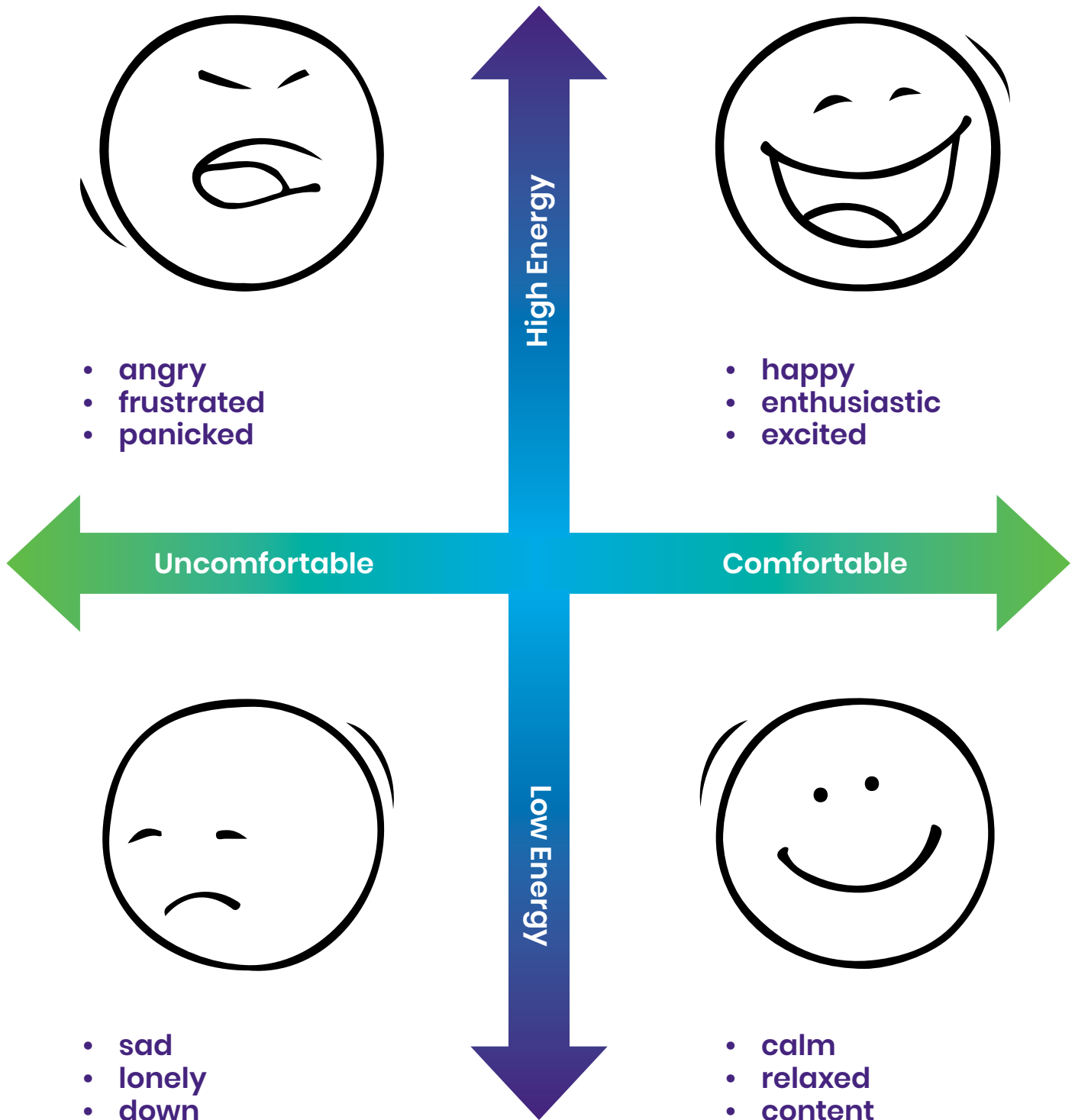
What connections did you make to the story? Or did you make any additional connections to the story?

Why do you think I read this story to you if our topic is focused on healthy living?

Assign the poster task.



Mood Meter



Announcement Organizer

5 tips to manage strong feelings:

Announcement:

“Good morning, _____ (school name) students!
So, do you ever have strong feelings like worry or frustration that get in the way of you
being able to do well at home or at school? If you do, you can try some of these tips!”



When I Have STRONG Feelings, I CAN...

Write down an emotion in the heart. In the surrounding puzzle pieces, write down a coping skill you could use to help manage the emotion better, than illustrate. Think carefully about what coping skills will work best for you.

Possible emotions: frustrated, furious, terrified, scared, down, bothered, worried, etc.

Possible coping skills: deep breaths, go outside, physical activity, drawing, 5-minute break, fidgets, take action to protest injustice, reading, positive thoughts, talk to someone, etc.

