



Grade 4: Lesson 1

Choices – Positive Impact

Optional Mentor texts: I Am Enough – Grace Byers
My Heart – Corinna Luyken
Where Did You Get Your Moccasins? – Bernelda Wheeler

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.

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

SPECIFIC EXPECTATIONS:

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.

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.

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.

D 2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community).



LEARNING GOALS:

We are learning...

- that the choices we make impact our mental health. Making positive choices that support our mental health can help make us feel well.
- that our choices can have a positive impact on our mental health.
- to define the different kinds of positive choices we can make physically, socially and emotionally to impact our health.

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 that look like/sound like?”

Sample success criteria to help guide you

- I can tell the difference between the different types of positive choices for my mental health.
- I can take steps to increase my positive mental health by making healthy choices.

MATERIALS & RESOURCES NEEDED:

Lesson

- Whiteboard/Chart paper – somewhere to record answers
- “Choice and Impact” Task Handout (provided)

Extension

- “Positive Mental Health Means...” 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.
- Acknowledge the difference between individual action and the need for systemic change.



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 style="text-align: center;">Social Emotional Learning Skills – Specific Expectations</p> <p style="text-align: center;">Strand A</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>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>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</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>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>
<p style="text-align: center;">Healthy Living – Specific Expectations</p> <p style="text-align: center;">Strand D</p> <p>D2.5 Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community).</p>	



Lesson

Minds On – 5 minutes

Choices are everywhere! The minute you begin your day you are faced with choices. What to wear, what to eat for breakfast, even the choice to brush your teeth. Some choices will lead to a positive outcome, like brushing your teeth. If you decide not to brush there may be natural consequences that follow (stinky breath, bad for your teeth, etc.). There are some things where your personal choices can make a difference. Other things are bigger and while personal action can make a difference, responsibility for change is required collectively by the government, society and larger systems.

Today we are going to discuss positive choices that help us grow, focusing on things in our life that we have some control over. What do you think are some things that we can do that will benefit us in our daily lives?

Action Task – 25 minutes

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p178*)

“We have talked a lot about healthy choices related to things like healthy eating habits, staying safe, healthy development, and avoiding vaping, smoking, and substance use.

Since mental health is a big part of overall health, all our healthy choices also keep us mentally healthy.

There are some other things that we can do to take care of our mental health, and we get better at doing them over time, with practice and support from others.

What are some of the things you can do every day to take care of yourself, mentally?” [SEL 1.5]

Example Student Response guide them to these answers:

- Just being aware of your mental health and your feelings is a good start.
- By paying attention to how you’re feeling, understanding how different things can make you feel, you can be prepared for ups and downs.
- You can think about how to help yourself or get help from someone else when you need to.
- Different people do different things to take care of themselves. I think physical activity helps everyone, but for some people, a game of hockey might help, and for others, it might be a quiet walk.
- For some people, deep breathing is a strategy that might help. For others, talking with a friend or using an app that helps with mindfulness or doing something creative, like drawing, is what might make a difference.



Suggested Teacher Prompt:

The general theme in all the above list is that you should be asking yourself...Is it kind? Is it safe? Is it healthy? How will it make me feel?

We could break these positive mental health choices into three different categories:

Social Choices
Physical Choices
Mental Choices

How can we define each of the choices? (Record as you go through the choices) [SEL 1.6]

Social Choices:

- Having conversations with trusted adults and friends, this is meaningful to both you and the adult/friend.
- Doing something kind for others in the community, they will appreciate the time.
- Taking action (e.g., writing a letter, joining a march) to raise awareness about social injustices.
- Helping students younger than you, they will love your interaction and attention.
- Taking care of or playing with your pet can often bring joy and happiness.

Physical Choices:

- Be physically active outside or indoors, this can be as simple as a walk or run.
- Make healthy food choices whenever possible, to energize your body.
- Make sure to get enough sleep to help your body recharge.
- Be active: play 4 square, play tag, have fun with your friends.

Mental Choices:

- Self check-in to see and understand how you are feeling.
- Go for a walk, fresh air is good for you.
- A quiet, thoughtful activity like drawing, writing, reading, puzzle making.
- Deep breathing to help slow your mind and pace.

Activity:

Put students in pairs or small groups and have them complete the following handout “Choices and Impact”

Have students complete the box as to what they think was the choice that resulted in the positive impact and what the positive impact was according the choice. [SEL 1.2, 1.5, 1.6]

Consolidate – 10 Minutes

Bring class back together.

Discuss the “Choices and Impact” handout as a class. Record the answers and see how they vary with each other. Look at the similarities and differences. Are there any common ideas? Discuss with class.



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 create a poster on **ONE** of the three positive mental health choices:

Social Choices
Physical Choices
Mental Choices

There are many ways students can choose to communicate the information. There is a template attached if you would like to print on an 11x14 page for students to create a poster. Consider alternatives to how students might be able to communicate their thinking orally, or digitally. Could they record their answers in a video or audio recording? Could answers be added with a digital app or tool of their choice?

Overview of the books suggested:

I AM ENOUGH

I Am Enough is the picture book everyone needs, and it's now a New York Times bestseller and the picture book winner in the Goodreads Choice Awards! This is a gorgeous, lyrical ode to loving who you are, respecting others, and being kind to one another – from Empire actor and activist Grace Byers and talented newcomer artist Keturah A. Bobo. 'We are all here for a purpose. We are more than enough. We just need to believe it.'

MY HEART

From the author-illustrator of *The Book of Mistakes* comes a gorgeous picture book about caring for your own heart and living with kindness and empathy.

*My heart is a window. My heart is a slide. My heart can be closed...or opened up wide.
Some days your heart is a puddle or a fence to keep the world out.
But some days it is wide open to the love that surrounds you.*

With lyrical text and breathtaking art, *My Heart* empowers all readers to listen to the guide within in this ode to love and self-acceptance.



WHERE DID YOU GET YOUR MOCCASINS?

When a boy brings his moccasins to his city school, his classmates have many questions. They are enthralled when he explains how his Kookum made them.

Suggested Mentor Texts and Guides

I AM ENOUGH

Before Reading:

Let the students know this book is about knowing that we are all here for a purpose, we are more than enough as we are, and we really just need to believe it. We need to believe in ourselves and have a positive outlook on the choices we must make.

During Reading:

Feel free to ask these guiding questions as you check for understanding.

- What does the author mean by, "Like the sun, I'm here to shine"?
- What does the author mean by, "Like time, I'm here to be, and be everything I can"?
- Read the pages, "Like the champ, I'm here to fight" and "Like the heart, I'm here to love." How is it possible to do both?
- What does it mean to be, "Like a ladder, here to climb, and like the air, to rise above"?
- Read the page, "I'm not meant to be like you; you're not meant to be like me." Do you agree? Why or why not?
- Explain what the author means after reading the page, "And in the end, we are right here to live a life of love, not fear..."

After Reading:

What do the children mean at the end of the story when they declare, "I am enough"?

What connections can you make with the story?

Think about some of the activities the children did in the story. How do they increase a positive mental health?

Assign the poster activity above on how they can make positive mental health choices using what they have learned over the past two lessons.



MY HEART

Before Reading:

Tell students you are going to read a book about how our hearts feel. While I am reading think about all the positive things we do for our heart. The author likes to use metaphors in the book. What's a metaphor? (Review the meaning of a metaphor)

During Reading:

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

After Reading:

What are some of the things the author says your heart can be? (tiny, open, closed, growing, a puddle, a fence). What does the author mean when she says these things?

Why do you think the author wrote this story?

What connections can you make with the story?

How does your heart feel today? What choices can you make to keep your heart happy?

Assign the poster activity above on how they can make positive mental health choices using what they have learned over the past two lessons.

WHERE DID YOU GET YOUR MOCCASINS?

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 activity above on how they can make positive mental health choices using what they have learned over the past two lessons.



Choice & Impact

CHOICE	POSITIVE IMPACT
Telling the truth about something you did that you weren't proud of.	
	People will think you are kind and want to be your friend.
Deep breathing & positive thinking when you're feeling stressed.	
	You are really proud of yourself and so are your parents.
You do your homework every night without reminders from an adult.	



Positive Mental Health Means...

Name: _____

