



Grade 5: Lesson 1

## Helping Others

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**Optional Mentor texts:** The Three Questions – Jon J Muth  
The Invisible Boy – Trudy Ludwig  
You Hold Me Up – Monique Gray Smith

**Time:** Lesson – 1 period  
Extension – 1 period

### OVERALL EXPECTATIONS:

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**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:

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**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.

**A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

**D 2.6** demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support.



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## LEARNING GOALS:

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We are learning...

- to recognize when someone may need help.
- what to do if we need to help someone.

## SUCCESS CRITERIA:

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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 determine my role when helping others who might need mental health support.
- I can give a solution to scenarios that help others.
- I can identify how to take care of myself when helping others.

## MATERIALS & RESOURCES NEEDED:

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### Lesson

- Whiteboard / Chart paper – somewhere to record answers
- “What Would You Do?” Scenario handout (provided)

### Extension

- “How I Can Help” activity (provided)
- Markers/Pencil Crayons

## CONSIDERATIONS:

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- 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 style="text-align: center;"><b>Social Emotional Learning Skills – Specific Expectations</b></p> <p style="text-align: center;"><b>Strand A</b></p> <p><b>A1.2</b> 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><b>A1.4</b> apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p>	<p style="text-align: center;"><b>Reading – Specific Expectations</b></p> <p><b>1.3 Comprehension Strategies</b> 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><b>1.5 Making Inferences</b> Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p><b>1.6 Extending Understanding</b> 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><b>1.7 Analysing Texts</b> Analysing texts and explain how specific elements in them contribute to meaning</p>
<p style="text-align: center;"><b>Healthy Living – Specific Expectations</b></p> <p style="text-align: center;"><b>Strand D</b></p> <p><b>D2.6</b> Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support.</p>	<p><b>1.8 Responding To and Evaluating Texts</b> 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;"><b>Media Literacy – Specific Expectations</b></p> <p><b>3.4</b> 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

We all have to face challenges or problems from time to time, it is a natural part of life.

Think about a time when you have had a problem, big or little, what are some things you did to try and solve them? [SEL 1.2, 1.5]

For example, (give personal example or...) I tend to have a problem over-scheduling myself. There was a time I had too much going on and I forgot about a meeting I was supposed to be at. I felt very overwhelmed. A couple of ways I solve this problem is by always using my calendar app on my phone and my daybook. I put my schedule in both places and in the mornings, I check them both to make sure they match. This has helped me a lot!

Now how about a friend, what did you do for them? [SEL 1.2, 1.4]

For example, (give personal example or...) I remember being in university and a friend of mine was having a difficult time studying for an exam we had. She was frustrated and had a difficult time focusing. So, I suggested that we could study together. I showed her the notes I had taken and was studying. Then she made her own and we were able to work together by testing each other and helping each other stay focused.

Explain to students that your mental health affects how you feel and how you behave, so it's important to remember to check-in with ourselves and others when we are facing challenges.

## Action Task – 25 minutes

**Suggested Teacher Prompt:** (*Ontario Curriculum, Health and Physical Education, 2019, p203*)

“How might you know that a friend, or someone you know, might be trying to manage a mental health problem and may need help?” [SEL 1.4]

**Possible Student answers:**

“I might notice a mood change or behaviour that is a lot different from what I usually see. I might notice that the person doesn't join the group anymore or seems to be feeling sad or is falling behind in classwork.”

“I'd pay attention if I heard them saying things about wanting to feel better but not knowing how to change.”

Create a list with students about the signs that they may see.

- Feels sad or hopeless
- Trouble focusing in class
- Falls behind in school
- Wants to be alone, doesn't want to be around others
- Is scared or fearful
- Angry often
- No longer wants to participate in their favourite sports/activities



**Suggested Teacher Prompt:** (*Ontario Curriculum, Health and Physical Education, 2019, p203*)

“What could you do to help a friend? What is important to understand about the limits of how you can help?” [SEL 1.2]

Possible Student answers:

“I can try to encourage them by reminding them of things that have worked for them in the past – like taking a break, having fun together outside, taking some deep and grounding breaths. But if that’s not working, I can encourage them to ask for help. If they don’t and I’m really worried about them, I can tell an adult I trust. I need to remember that getting help is important. Especially if I’m worried that the person might hurt themselves or be in danger, I need to make sure I’m not trying to help on my own.”

Make a list with students about helpful things to do for friends.

- Be a good listener
- Talk to an adult and let them know about the friend you are worried about
- Encourage your friend to speak with someone they trust or to go and seek help
- Check in with them at recess or after school
- Let them know you are there for them

**Suggested Teacher prompt:**

“If the problem seems like something you need help from an adult to deal with, who could you ask for help?” [SEL 1.2, 1.4]

**Possible Student answers:**

“My teacher, my coach, a family member, an Elder, a Métis Senator, or another trusted adult in my community.”

**Activity:**

Put students into small groups or pairs and have them complete the scenario task “What Would You Do?” together. (See handout) [SEL 1.2, 1.4, 1.5]

Bring class back together and take up the scenario task as a whole group.

Compile a list of the ways the students came up with to help others.

Discuss as a class.

## Consolidate – 10 Minutes

Bring class back together and take up the scenario task as a whole group.

Compile a list of the ways the students came up with to help others.

Discuss as a 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:

Complete “How I Can Help!” poster. These would be great to post outside of the classroom or around the school.

Print on an 11x14 page so students can create their poster OR consider alternative ways for students to communicate their message. Announcement, video, social media graphic?

### Overview of the books suggested:

#### THE THREE QUESTIONS

Young Nikolai is searching for the answers to his three questions: When is the best time to do things? Who is the most important one? What is the right thing to do? But it is his own response to a stranger’s cry for help that leads him directly to the answers he is looking for. This profound and inspiring book is about compassion and being engaged in each moment. With his stunning watercolors -- and text that resounds with universal truths, Jon J Muth has transformed a story by Leo Tolstoy into a timeless fable for readers of every age!

#### THE INVISIBLE BOY

A simple act of kindness can transform an invisible boy into a friend... Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

From esteemed author and speaker Trudy Ludwig and acclaimed illustrator Patrice Barton, this gentle story shows how small acts of kindness can help children feel included and allow them to flourish. Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find The Invisible Boy a valuable and important resource.

#### YOU HOLD ME UP – MONIQUE GRAY SMITH

This book was written to prompt dialogue among young people, their care providers, and educators about reconciliation and the importance of the connections children make with their friends, classmates, and families. It teaches children empathy, compassion, love and the importance of supporting one another.



## Suggested Mentor Texts and Guides

### THE THREE QUESTIONS

#### *Before Reading:*

Ask students if they have heard the expression “to learn a lesson.” Discuss what it means “to learn a lesson” and how we can know whether a lesson has been learned. Explain that sometimes lessons are taught through stories called fables.

Tell students you are going to read them a story that was written to teach a lesson. Ask students to listen to the story carefully and think about what the lesson might be.

#### *During Reading:*

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

#### *After Reading:*

What do you think is the lesson learned in the fable?

Why would the author write this fable?

What connections can you make with the story?

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

### THE INVISIBLE BOY

#### *Before Reading:*

Have students pair up with students that they wouldn't necessarily pair up with regularly or don't know that much about each other. Have them find out from each other 2 similarities and 2 differences between them that cannot be seen such as likes, dislikes, fears, values.

Give them only a couple of minutes and then ask them if they found out anything surprising about each other.

Read the students the title of the book and ask them what they think the story is going to be about.

#### *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 ways Brian felt invisible?

How do you think Brian feels if he things he is invisible to others?

How did Justin help Brian become visible?

Have you ever felt left our or invisible? What would have helped you in that situation? What would have made you feel visible?

How could you help someone that feels invisible?

What connections can you make with the story?

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

**YOU HOLD ME UP**

***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.





# What Would You Do?

As a group, think about each scenario and answer the question: What would you do? It is important to recognize when someone may need help and know how to help. It is also important to know that you cannot solve all problems and sometimes you may need help from an adult and that's okay.

SCENARIO	WHAT WOULD YOU DO?
Your friend doesn't make the hockey team so doesn't want to play with you at recess or after school and has been moping around the classroom.	
Your friend's parents have recently split up. Their habits are slowly changing, and you notice that they haven't brought any snacks or lunch to school. When you ask about it, your friend tells you they have lost their appetite.	
Your friend has recently confided in you that they aren't quite feeling like themselves lately. You are not sure what to say when they tell you about it.	
A new student arrived in your class last week. You notice that they struggle with making friends. You have also noticed that some kids are starting to pick on them.	



# How I Can Help!

