



Grade 2: Lesson 1

Body & Brain Responses

Optional Mentor texts: Jabari Jumps – Gaia Cornwall
In My Heart – Jo Witek
What’s My Superpower? – Aviaq Johnson

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.

A1.4 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.

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.

D1.6 demonstrate an understanding of how a person’s body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times.



LEARNING GOALS:

We are learning...

- to consider ways different feelings affect our body and brain.
- to have students be able to recognize that different feelings have different reactions in our bodies and brains.
- to be able to identify ways to make themselves or others feel better.

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 describe how to make myself feel better when I am feeling challenging emotions such as sadness or frustration.
- I can describe different feelings and how my body and brain react to them.
- I can tell the difference between feeling happy, sad, mad, tired, surprised, scared.

MATERIALS & RESOURCES NEEDED:

Lesson

- ❑ Blank Person, 1 for each group (provided)
- ❑ Charades – Feeling Words (provided)
- ❑ Feelings Poster (provided)
- ❑ Whiteboard/Chart paper – somewhere to record answers
- ❑ Markers/Pencil Crayons/Crayons

Extension

- ❑ Mentor Text
- ❑ “I Feel” poster handout (provided)

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.
- Reflect on your classroom environment and determine whether any additional supports will be required for all students to feel safe during the minds on activity



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>A1.4 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.</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>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>Healthy Living – Specific Expectations</p> <p>Strand D</p> <p>D1.6 Demonstrate an understanding of how a person’s body and brain respond to challenging or uncomfortable situations, and describe what they can do to feel better at those times.</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>



Lesson

Minds On – 10 minutes

Before beginning this minds-on reflect on whether any additional supports are required for your students so that they feel safe during this activity.

Play a quick game of charades using feeling words. (See list provided).

Encourage students to be dramatic when performing. Have them think about what this would look like, and feel like?

No talking, just actions and expressions. You do an example first to show that they are to be dramatic when showing the feeling.

Action Task – 20 minutes

Discuss with students what they noticed when students were acting out feelings. For example, when a student showed 'angry' the student might have clenched their fists or jaws, made their face go red and squint their eyes. For happy, a student might have smiled or raised their arms in excitement. Remind them to think about what this would look like and feel like. [SEL 1.1]. Remind students that each person can experience feelings differently and that how we express that emotion can also look different, and that's okay! It is important to recognize that understanding and noticing emotions can be more challenging when people are wearing masks.

Record answers under each of the categories on the smartboard/whiteboard/chart paper or through the virtual platform being used.

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p126*)

"A person's body and brain respond to situations differently. When you are worried or feel uncomfortable about something, your body may let you know about it in different ways. This is something everyone experiences in different ways. What are some of these ways?" [SEL 1.1, 1.5]

Example student response:

I get tired and don't want to be around anyone.

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p127*)

"It's helpful to recognize what you're feeling. Sometimes crying or being on your own helps. What are some other things that you can do when you feel like that?" [SEL 1.1]

Example student response:

When I'm sad, I like to play with my dog or if I'm at school I like to talk to my friends or teacher.

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p127*)

"How do you know if someone else might be feeling worried or uncomfortable about something? How would you treat them?" [SEL 1.4]



Example student response:

Sometimes you can tell by looking at someone's face but sometimes you can't tell, so it's good to ask too. If someone doesn't want to talk or play, I can give them space but I could also check in with them later.

Suggested Teacher Prompt:

"Why would I ask us to play charades with feelings at the beginning of the lesson?"

Example student response:

To show that we can sometimes show how we feel through our expression and what our body might feel like.

Activity:

Put students into small groups or partners (whatever works best for your classroom). Give each group a poster ("How Does This Feeling Feel") with an assigned feeling. Their job is to draw the different emotions onto the body to show the feeling assigned. Have them use a specific colour to represent a different feeling. Feel free to talk about how colours make you feel. *Remind students that different feelings can feel and look differently to each student and that there is no "right" way to show a feeling.*

If you have them work in partners, you will have more than one group work on a specific feeling.

Feelings to assign:

- Happy
- Sad
- Mad
- Tired
- Surprised
- Scared



Consolidate – 10 minutes

Have students do a “Gallery Walk” of all the students’ posters. If learning is happening virtually this activity could be done with a digital slide show.

After a few minutes ask students what they noticed about each of the feelings posters. [SEL 1.1, 1.5]

Feel free to group the feelings and make a master list of what each feeling feels like.

Optional Extension Task – 40 minutes

1. **Choose** a Mentor Text that will best fit your needs.
2. **Read** text.
3. **Explain** the task to your students.

TASK:

Have students make a poster using the “I Feel?” handout. Students are to fill in each of the 4 columns according to a specific feeling. Three feelings are listed, and students are to choose their last feeling. (Feel free to print the page provided on an 11x14 or 8.5x11 page for students or have them complete it on the computer.)

This task could be completed in a variety of alternate ways. Consider 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 to a Jamboard, Padlet, or other digital tool?



Overview of the books suggested:

JABARI JUMPS

Jabari is ready to jump off the diving board. He's finished his swimming lessons and passed his swim test, and he's a great jumper, so he's not scared at all. "Looks easy," says Jabari, watching the other kids take their turns. But when his dad squeezes his hand, Jabari squeezes back. He needs to figure out what kind of special jump to do anyway, and he should probably do some stretches before climbing up onto the diving board. This tale of overcoming your fears captures a moment between a patient and encouraging father and a determined little boy you can't help but root for.

IN MY HEART

Happiness, sadness, bravery, anger, shyness . . . our hearts can feel so many feelings! Some make us feel as light as a balloon, others as heavy as an elephant. In *My Heart* explores a full range of emotions, describing how they feel physically, inside. With whimsical illustrations and an irresistible die-cut heart that extends through each spread, *this unique feelings book* is gorgeously packaged.

WHAT'S MY SUPERPOWER?

Nalvana is always pointing out the positive traits, she calls Superpowers, of her friends. She is worried that she doesn't have any special qualities of her own. This is a story of her realizing her own superpower was in front of her all along.

Suggested Mentor Texts and Guides

JABARI JUMPS

Before Reading:

In this story, we will read about Jabari. He is really excited to be able to jump off the diving board, now that he has passed his swimming lessons. However, when it is his turn to jump, Jabari feels nervous and experiences some anxiety. While I'm reading, I want you to think about how Jabari is feeling throughout the text, and how you might feel if you were in his place.

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: "I'm a great jumper," said Jabari, "so I'm not scared at all." I think Jabari looks and feels excited because he's now ready and able to jump off the diving board. I can tell because his body is open, with his arms in the air, his eyes are wide, and he is smiling. How would you feel if you were Jabari? After reading, "But when his dad squeezed his hand, Jabari squeezed back," ask: Why do you think Jabari's dad squeezed his hand and why did Jabari squeeze back? Turn and talk with a partner. Select a few students to share their thinking with the whole class.



Think aloud: “They looked up at the diving board together.” Jabari seems to be delaying his jump. First, he let some other children go ahead of him, he thought about what kind of jump he wanted to do, he took a short rest, and finally he did some stretches.

After reading, “He felt like he was ready. ‘I love surprises,’ he whispered.” ask: How do you think Jabari feels now? What makes you say that? (Note: Encourage students to look back to the previous pages for evidence of Jabari’s feelings, such as facial expression and body language) How would you feel if you were in Jabari’s position? Turn and talk with a partner. Select a few students to share their thinking with the whole class.

After Reading:

What did Jabari’s father say to encourage him? Do you think what Jabari’s dad said is true: “Sometimes it stops being scary and feels a little like a surprise?” What can you do to help yourself when you are feeling nervous? What challenges have you faced when learning something new? What did you do when you felt scared?

Assign poster task.

IN MY HEART

Before Reading:

As we have talked about, there are lots of different feelings. We can feel happy or sad or angry or surprised. Feelings come in different sizes too. Sometimes they are big, like when we’re really excited. Sometimes they are small, like when we are shy. In this story, we are going to meet a little girl and hear about all of her different feelings. When she describes what certain feelings are like, I want you to create a picture in your mind. She is going to tell us about lots of different emotions.

During Reading:

Feel free to stop and talk when you feel necessary, here are some ideas (do not do all of them).

Page 1-2: Think Aloud. I think being furious would be a big feeling. I think being bothered might be a small feeling. I think excited might be a loud feeling, and calm might be a quiet feeling. We have a lot of different feelings.

Page 3-4: Turn and Talk. Turn and Talk with your neighbour and tell them a time you felt happy.

Page 5-6: Text to the World. Can you think of someone who is brave? What makes them brave?

Page 7-8: How do you think she is feeling now? How can you tell? What does mad feel like for her? What does mad feel like for you?

Page 9-10: Think Aloud. Feeling calm sounds like a quiet feeling. I think calm is a feeling we might have before we go to bed or when we are reading.

Page 11-12: When was a time your heart was broken?



Page 13-14: Think Aloud/Text to Self. I remember a time my heart was sad and felt heavy. (Insert personal connection). Ask students to describe what they do to make themselves feel better.

Page 15-16: Hopeful is when we think and are wishing that good things will happen. It is like a new plant growing tall.

Page 17-18: Turn and Talk. How does your body feel when you get scared? Turn and talk to your neighbour and tell them something that happened when you get scared and how did you make yourself feel better?

After Reading:

This story showed us so many different feelings. What feelings do you have today?

Can you think of any feelings that the story didn't include?

What connections can you make with this story?

Assign poster task.

WHAT'S MY SUPERPOWER?

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?

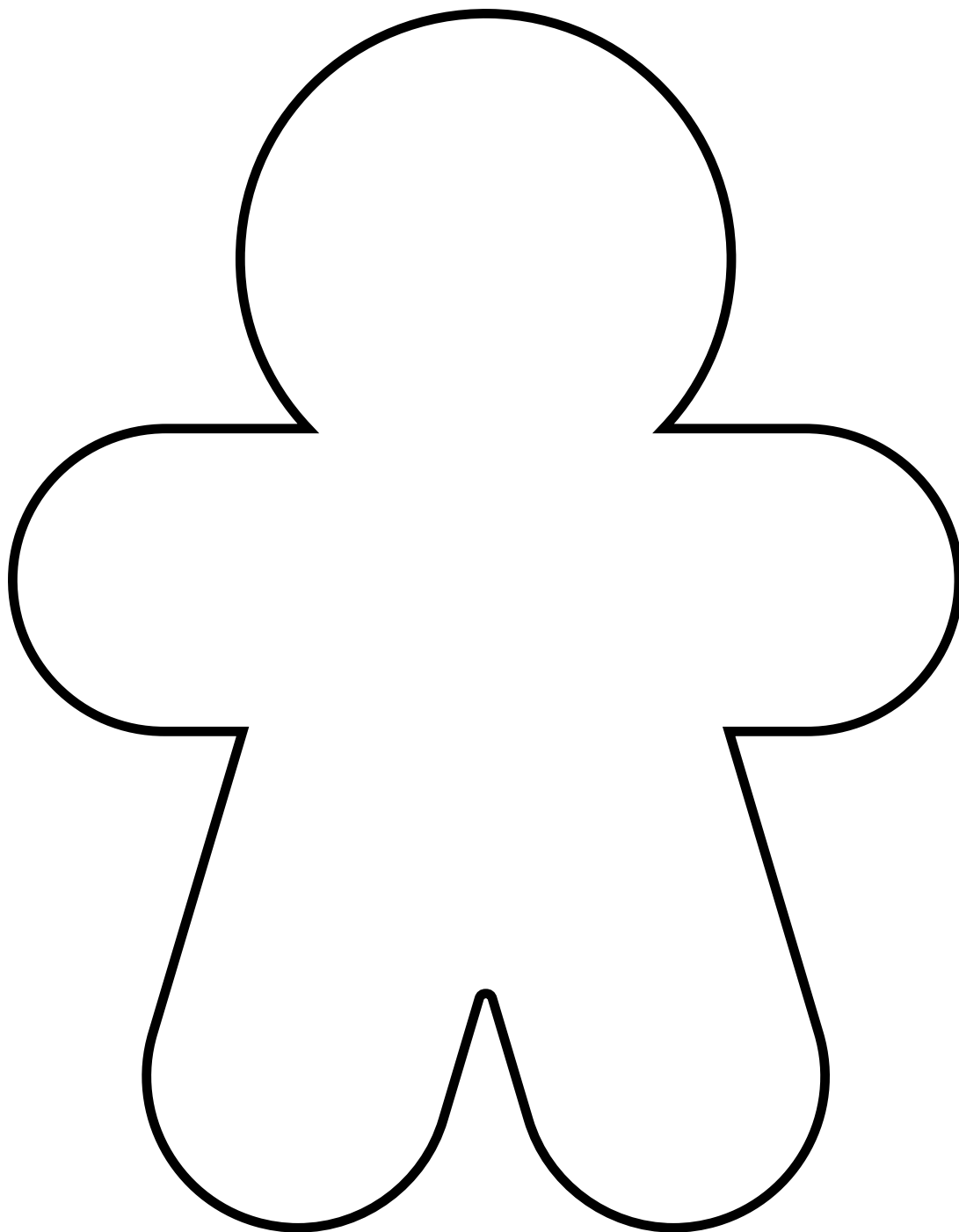
Assign poster task.



How Does This Feeling Feel?

Feeling: _____

By: _____









I Feel?

My brain and body tell my heart is SAD when	My brain and body tell my heart is MAD when	My brain and body tell my heart is HAPPY when	My brain and body tell my heart is _____ when
When my heart is SAD it feels like	When my heart is MAD it feels like	When my heart is HAPPY it feels like	When my heart is _____ it feels like
How I look when my heart is SAD	How I look when my heart is MAD	How I look when my heart is HAPPY	How I look when my heart is _____



Charades: Feeling Words

Select words from each of the 6 categories which will be used for the activity:
Happy, Sad, Mad, Tired, Scared, Surprised

Happy  Joyful Cheerful Excited	Sad  Unhappy Disappointed Gloomy	Mad  Angry Grouchy Furious
Tired  Sleepy Exhausted Drowsy	Scared  Afraid Fearful Frightened	Surprised  Startled Shocked Amazed

