



Grade 2: Lesson 2

Identifying feelings and help seeking

Optional Mentor texts: Say Something! – Peter Reynolds
You’ve Got Dragons – Kathryn Cave & Nick Maland
Whimsy’s Heavy Things – Julie Krawlis
What’s It Mean to Be Kind? – Rana DiOrio
Fry Bread – Kevin Nobile Maillard

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.

A1.3 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.

D2.5 explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried end) can help in knowing when they might need to get help.



LEARNING GOALS:

We are learning...

- to look at how you deal with different feelings and things that you can do to help manage difficult feelings.
- to define different feelings such as angry, embarrassed, worried, excited, surprised, sad.
- to identify and discuss how they'd feel if they were involved in a variety of scenarios
- to demonstrate the ability to listen to and appreciate the opinions and feelings of others.

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 different feelings.
- I can describe different strategies to help with different feelings.
- I can identify strategies that will help me and my feelings.

MATERIALS & RESOURCES NEEDED:

Lesson

- ☐ Whiteboard/Chart paper – somewhere to record answers
- ☐ Whiteboard Markers
- ☐ Feelings Flashcards (provided)
- ☐ Situation Cards to cut out (provided)

Extension

- ☐ My Feeling Wheel, print on cardstock if possible (provided)
 - ☐ Top circle
 - ☐ Middle circle
 - ☐ Strategies
 - ☐ Strategies circle
- ☐ Scissors
- ☐ Brad fasteners



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.
- Be sensitive and observant when students are expressing their feelings. The situations in this lesson may evoke personal experiences or situations where a student experienced exclusion as a result of racism or other factors.
- Be prepared to connect students to additional supports as needed.



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	The Arts
<p>Social Emotional Learning Skills – Specific Expectations</p> <p>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>A1.3 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>Reading – Specific Expectations</p> <p>1.1 Variety of Texts Read a few different types of literary texts, graphic texts, and informational texts.</p> <p>1.4 Demonstrating Understanding Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.</p> <p>1.6 Extending Understanding Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p> <p>1.8 Responding to and Evaluating Texts Express personal thoughts and feelings about what has been read.</p>	<p>Drama – Specific Expectations</p> <p>B1.2 Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played.</p>
<p>Healthy Living – Specific Expectations</p> <p>Strand D</p> <p>D2.5 Explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried end) can help in knowing when they might need to get help.</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 – 5 minutes

Look at these six faces (**use flashcards, only need angry, embarrassed, worried, excited, surprised, and sad**). Consider adding a flashcard that is blank so that students can add their own feeling if any of the six emotions identified don't work.

What feeling do you think each of these faces is showing? (They are angry, embarrassed, worried, excited, surprised, and sad)

Have you ever felt any of these feelings before? When?

Today, I'm going to share some short stories with you and you're going to think about how you'd feel if you were in each story.

Action Task – 25 minutes

Read each situation and have a volunteer bring up the scenario to the matching emotion on the board, feel free to discuss as a class why it belongs to that emotion. (Situation cards attached)

- Situation 1 It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used. How do you feel?
- Situation 2 It's the end of the school day. Parents have already picked up all your classmates, but your parent/caregiver isn't here yet. How do you feel?
- Situation 3 You have your friends over and you are playing a board game. Suddenly, your dog runs through the living room and runs over your game. Game pieces go flying and you lose your spot on the gameboard. How do you feel?
- Situation 4 You are next in line to get an autographed picture with your favourite character/famous person/athlete. How do you feel?
- Situation 5 You are waiting in line to go on a roller coaster that goes really fast and really high. How do you feel?
- Situation 6 Your parents/caregivers are going to go out to dinner and a babysitter is coming over to watch you while they are gone. How do you feel?
- Situation 7 You painted a really pretty picture in art class and the teacher holds it up to show everyone. How do you feel?
- Situation 8 Your best friend invited you to a play date on Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is canceled. How do you feel?



Suggested Teacher Prompt: (Ontario Curriculum, Health and Physical Education, 2019, p129)

We've just talked about situations that might happen and what feelings we may have with them but now I want to talk about what you can do when things are difficult or scary for you. What are some things you can do?[SEL 1.2]

Suggested Teacher Prompt: (Ontario Curriculum, Health and Physical Education, 2019, p129)

Sometimes you can help yourself. Sometimes you might need to get help from someone you trust. You might also want to help a friend who is worried or upset. What can you do to get help if you or your friend needs it?" [SEL 1.2, 1.5]

Possible Student answer:

"I can talk with an adult that I can trust. It could be a parent or someone at school or someone else in my family."

Suggested Teacher Prompt:

"Why might it be important to ask for help from a trusted grown up or adult?" [SEL 1.2]

"Who could be considered to be a trusted adult or grown up?"

Possible Student Answer:

"Sometimes I don't know what to do to make myself feel better."

"Sometimes I'm not sure what to do and talking to my teacher helps me figure it out."

"Sometimes it's hard to tell if someone is in trouble so it's best to get help from a grown up."

Activity:

Have students pair up or use small groups. Students can then come up with a situation where the class will have to guess the feeling that is being portrayed in the situation. The situation should have a response, for example, someone getting help, someone going for a walk, exercise, listening to music, etc.

Give students about 5-10 minutes to prepare the mini-skits.

Consolidate – 10 Minutes

Present the mini-skits.

Discuss with students the skits they saw. Talk about the feelings they observed and the different ways we can manage our emotions. Be sure to validate all the feelings that students share. [SEL 1.2, 1.3, 1.5]

As a wrap up, discuss the importance of getting help from a trusted adult.



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 will work for any of the activities.

TASK: My Feelings Wheel

Students will create and design their own feelings wheel. Go through the different strategies with them before they begin – they select six.

1. Students will decorate the top circle to represent them – the things they like, things they believe in, things that make them happy.
2. Students will then choose the strategies that will help them most (can put a small check mark beside the ones that they like).
3. Colour feelings and strategies circles.
4. Cut the circles and strategies out.
5. Glue the strategies on the larger wheel in the sections.
6. Fasten with a brad.
7. Have them show you their wheel and why they chose the strategies they did.

A blank template has been provided so that you and your students can add strategies to personalize the wheel to best fit student need.



Overview of the books suggested:

SAY SOMETHING!

In this empowering new picture book, beloved author Peter H. Reynolds explores the many ways that a single voice can make a difference. Each of us, each and every day, have the chance to **say something**: with our actions, our words, and our voices. Perfect for kid activists everywhere, this timely story reminds readers of the undeniable importance and power of their voice. There are so many ways to tell the world who you are... what you are thinking... and what you believe. And how you'll make it better. The time is now: SAY SOMETHING!

YOU'VE GOT DRAGONS

Worries, fears, and anxieties are all dragons that sneak up on most of us at one time or another. Lots of people get dragons. Even really, really good people get them. And sometimes they are hard to get rid of. So, what can a young boy with a bad case of the dragons do? He can pretend they are not there, or that they are quite harmless. Hugs from his mom help. Looking his dragon straight in the eye at least once every day helps even more. But most reassuring of all is the reminder that dragons don't stay forever. Kathryn Cave's lighthearted writing style and illustrator Nick Maland's appealing pen-and-ink drawings exaggerate the humor of the text without minimizing the seriousness of the underlying themes. It is the perfect read-aloud story for young children whose fears can sometimes get the better of them.

WHIMSY'S HEAVY THINGS

Whimsy's heavy things are weighing her down. She tries to sweep them under the rug, but she trips over them. She tries to put them in a tree, but they fall on her. She even tries to sail them out to sea, but they always come back. Eventually Whimsy decides to deal with the heavy things one at a time... and a surprising thing happens. With exquisite illustrations and delightfully simple text, *Whimsy's Heavy Things* is a sweet story about changing the things that weigh us down into the things that lift us up.

WHAT'S IT MEAN TO BE KIND?

In the newest addition to Rana DiOrio's "What Does It Mean To Be...?" series, DiOrio shows that every act of kindness is also an act of courage, and how small gestures can make a big difference to other people, animals, the planet, and even oneself.

FRY BREAD

Fry bread is food. It is warm and delicious, piled high on a plate. *Fry bread is time.* It brings families together for meals and new memories. *Fry bread is nation.* It is shared by many, from coast to coast and beyond. *Fry bread is us.* It is a celebration of old and new, traditional and modern, similarity and difference.



Suggested Mentor Texts and Guides

YOU'VE GOT DRAGONS

Before Reading:

When you have a problem, how do you get rid of them? (Let students respond)

Today I'm going to read you a story about a boy named Ben. Listen carefully to how Ben gets rid of his problems.

During Reading:

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

Read the first two pages. Ask students, "Based on the title, what we talked about, and what we have read so far, what do you think the story is going to be about?" "Your heart thuds and your knees wobble..." What's happening? What's he feeling?

Teacher is encouraged to stop periodically to ask students again, "So what do you think the dragon is?"

Read up until: "When you've got dragons, you need lots of hugs." And ask, so what do you think the dragons are? How would you describe the way the boy feels when he has dragons?

After Reading:

Think aloud: It's important to recognize we all have dragons, some of us have bigger dragons right now than others. The feelings we experience with having dragons are neither good nor bad, they just ARE. Will you always be able to face your dragon every day? Maybe not, but that's ok. What do you need when you feel like you've got dragons? (talk about self-care, what helps you feel better) Have you ever had a time in class when you couldn't concentrate because you were thinking about the feeling you had inside?

What are some tips for dealing with dragons at school? (Go for a walk, get a drink, read a book, work on a puzzle, use positive self-talk, take a mindful break, etc.)

Can you make any connections to this story?

Assign spinner activity.



WHIMSY'S HEAVY THINGS

Before Reading:

Show the cover and examine the illustration. In this text, you'll be noticing how the illustrations show a lot of information so there aren't a lot of words. See how the pictures help you make meaning. In the text, Whimsy is feeling overwhelmed with heavy things, what do you think are heavy things when we think about feelings and emotions? Why would they be heavy? As you listen to this story, think about some of the things that weigh you down in your life.

During Reading:

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

Whimsy says, "I will hide them!" Ask the students: What does it mean to sweep something under the rug? How do Whimsy's heavy things make her feel?

Before reading the sentence "I will pretend they are not there," have a conversation about the difference between dealing with your heavy things and putting them out of sight, out of mind.

After Reading:

Why doesn't Whimsy's strategy work? (She pretends, ignores, thinks they disappear)

How does Whimsy manage her heavy things well? (She mindfully addressed her struggles, she shared them with a friend, she learned from her experiences)

Have you ever felt weighed down? What helps you manage your heavy things? It's important to let students know that it is ok to feel stressed and overwhelmed at times. Stress comes and goes. It's important for us to learn how to manage our feelings and that you can rely on the support of others. Whimsy's heavy things are weighing her down. She tries to sweep them under the rug, but she trips over them. She tries to put them in a tree, but they fall on her. She even tries to sail them out to sea, but they always come back.

Eventually Whimsy decides to deal with the heavy things one at a time... and a surprising thing happens.

What are some things that make you feel 'lighter'? What do you think Whimsy has learned about herself? What life lesson(s) is the author trying to inspire in others?

Are there any connections that you can make with the story?

Assign spinner activity.



SAY SOMETHING

Before Reading:

(cover) What does it mean to 'Say Something'?

Let them know you will be reading a story about how each of us can make a difference.

During Reading:

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

What does the text mean "it needs your voice"? What does the word 'voice' mean in this sentence?

How can your voice be from your heart? How might you say something with: words, actions, creativity?

What does injustice mean? Why should you say something peacefully when you encounter injustice?

Why should you protest peacefully instead of aggressively or forcefully?

How could you inspire others to do the same?

What does the quote on the final page of the story mean? What could you do today to say something?

After Reading:

Have you ever 'said something' to help someone? What did you do?

Why do you think the author's purpose of writing this story may have been?

Have you ever been angry, and instead of saying something to someone, you were just mad and angry at them? Would talking to them and telling them how you felt help you feel better?

Can you think of someone who has said something and made their voice matter?

What is something you can say to make someone feel better about themselves?

What connections can you make to this story?

Assign spinner activity.



WHAT'S IT MEAN TO BE KIND?

Before Reading:

What does it mean to be kind?

What words mean the same as kind?

During Reading:

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

After Reading:

What were some examples of kindness?

When was a time someone was kind to you?

How did it make you feel when someone was kind to you?

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

FRY BREAD

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 spinner activity.



Situation Cards

Situation 1

It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used.

How do you feel?

Situation 2

It's the end of the school day. Parents have already picked up all your classmates, but your parent/caregiver isn't here yet.

How do you feel?

Situation 3

You have your friends over and are playing a board game. Suddenly, your dog runs through the living room and runs over your game. Game pieces go flying and you lose your spot on the gameboard.

How do you feel?

Situation 4

You are next in line to get an autographed picture with your favourite character/famous person/athlete.

How do you feel?

Situation 5

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How do you feel?

Situation 6

Your parents/caregivers are going to go out to dinner and a babysitter is coming to watch you while they are gone.

How do you feel?

Situation 7

You painted a really pretty picture in art class and the teacher holds it up to show everyone.

How do you feel?

Situation 8

Your best friend invited you to a playdate on Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is cancelled.

How do you feel?

Situation Card Ideas: National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm



Top Circle

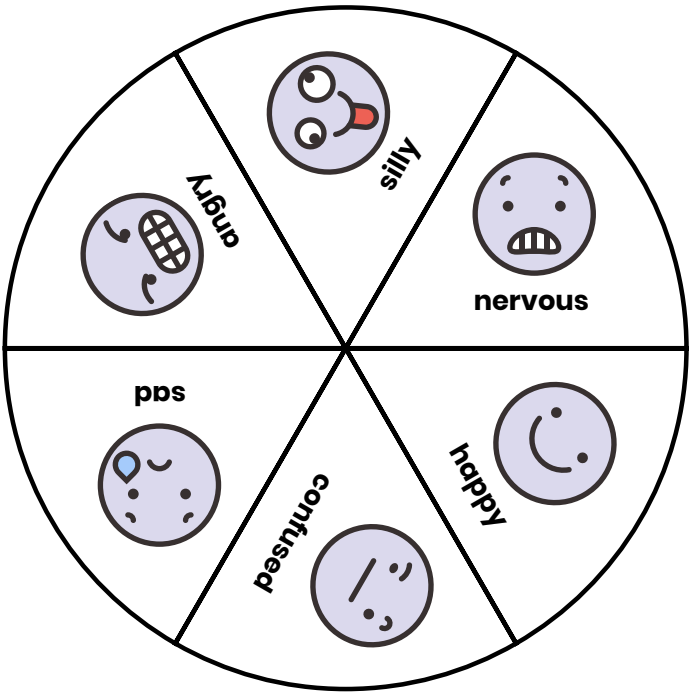
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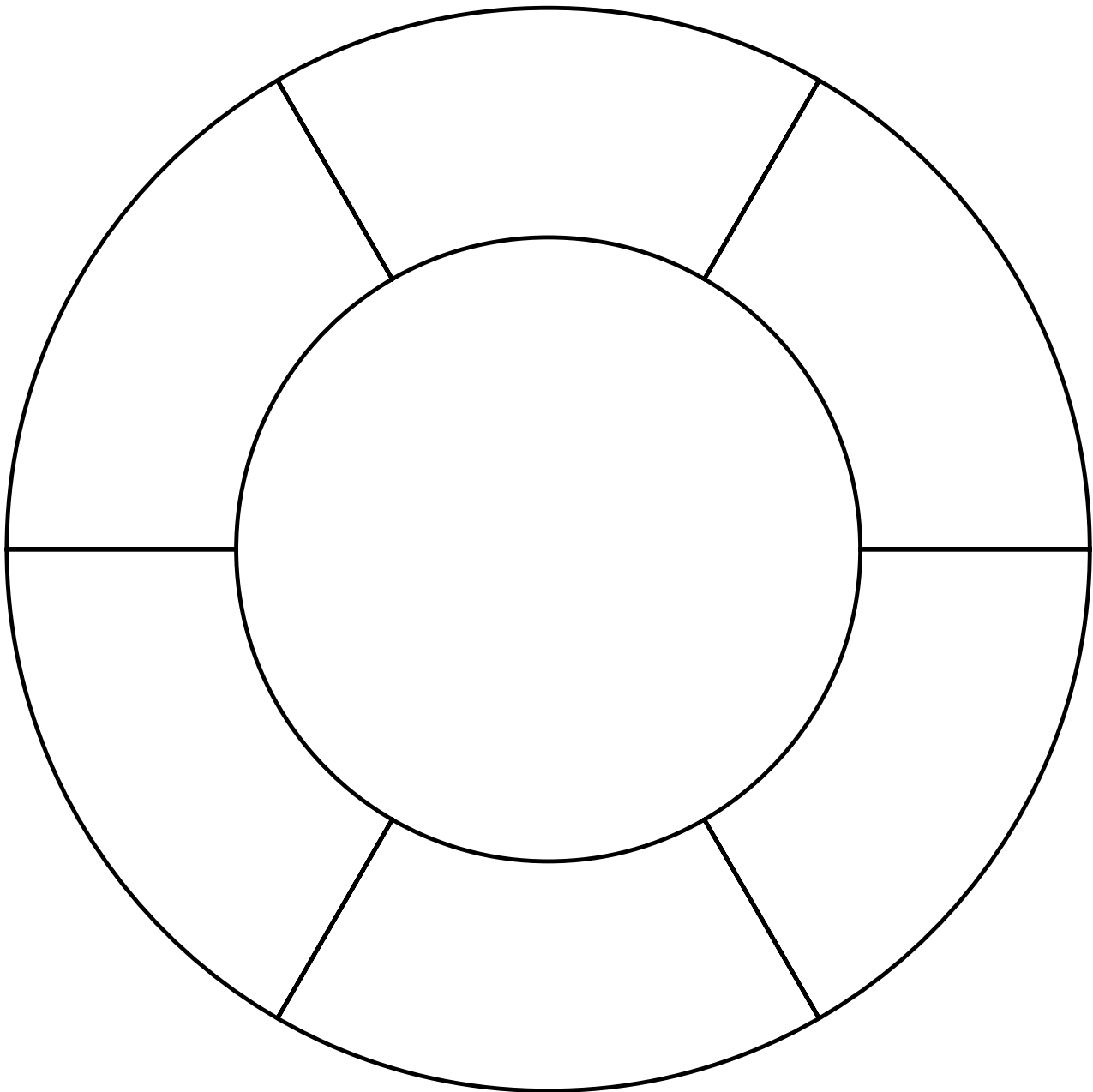
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Middle Circle



Lower Circle



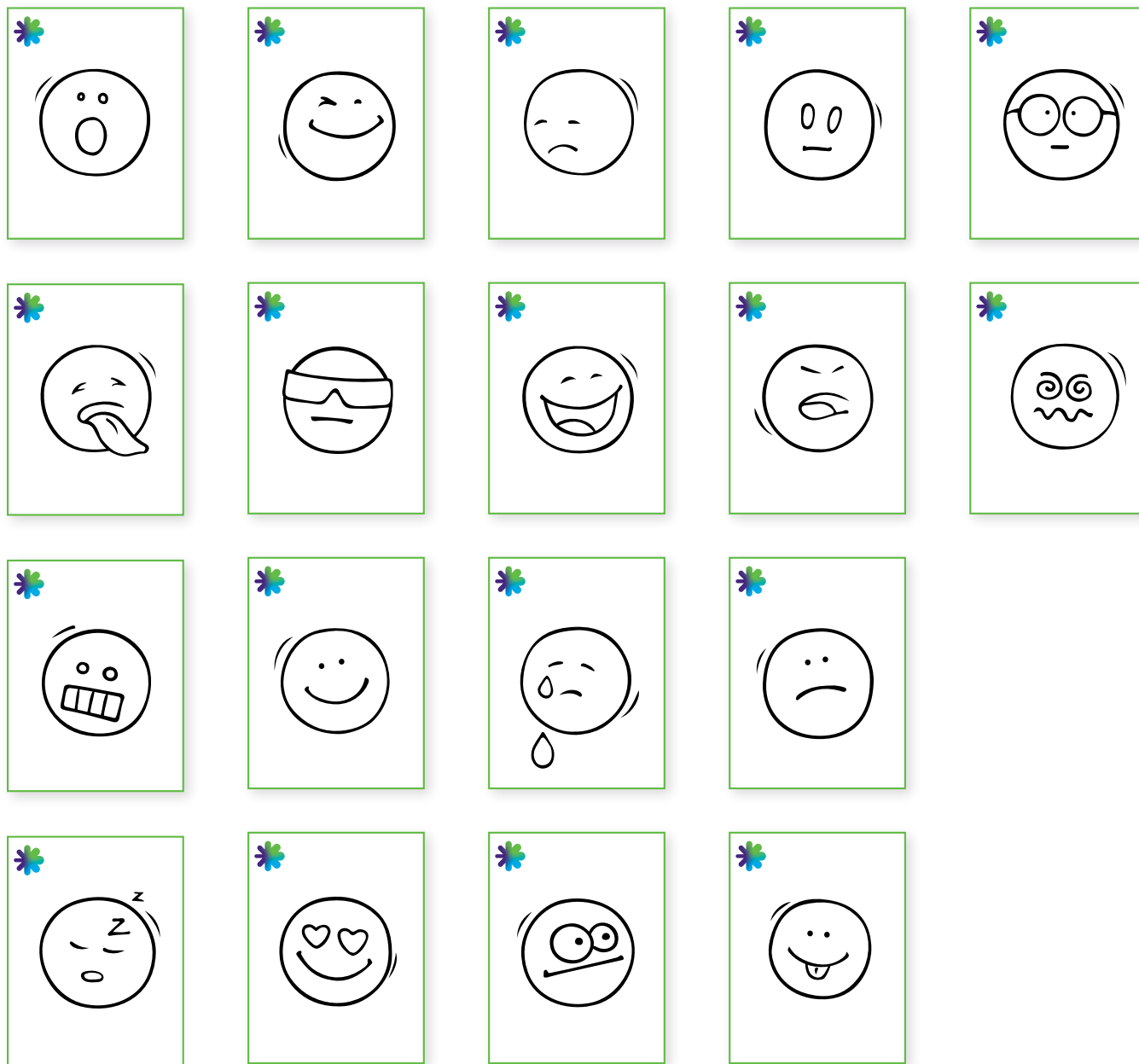
a mindful break	to think of something happy	to read a book	to go for a walk
to build something	to use positive self talk	to do a puzzle	to get a drink
			to talk to an adult



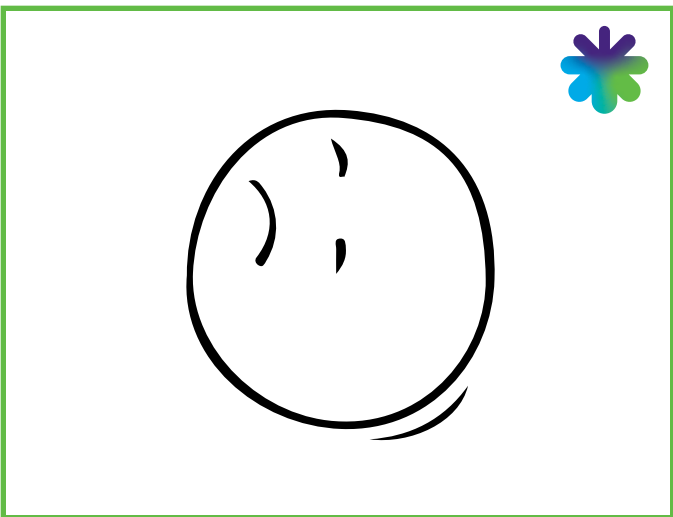
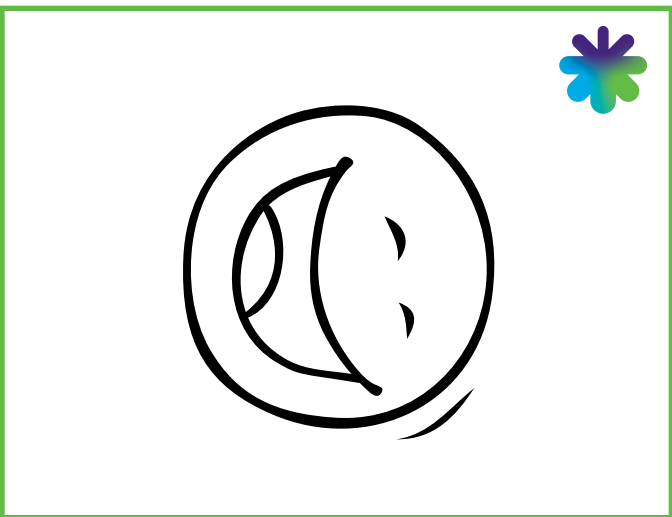
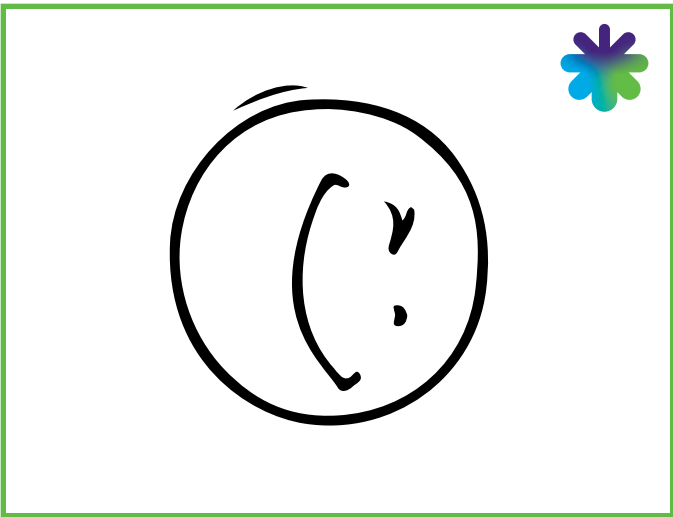
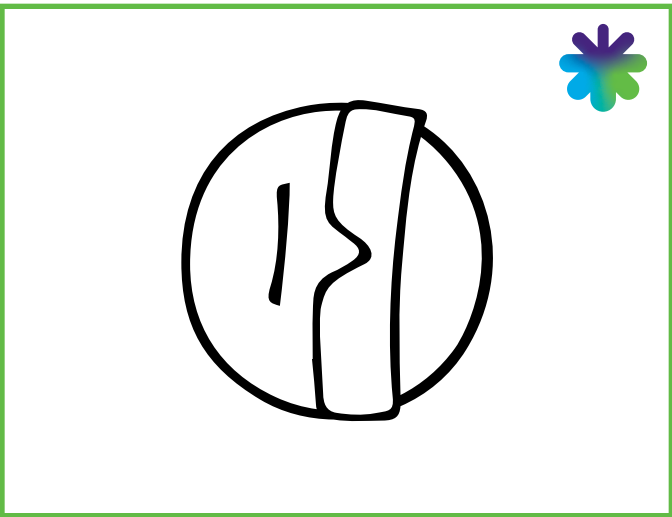
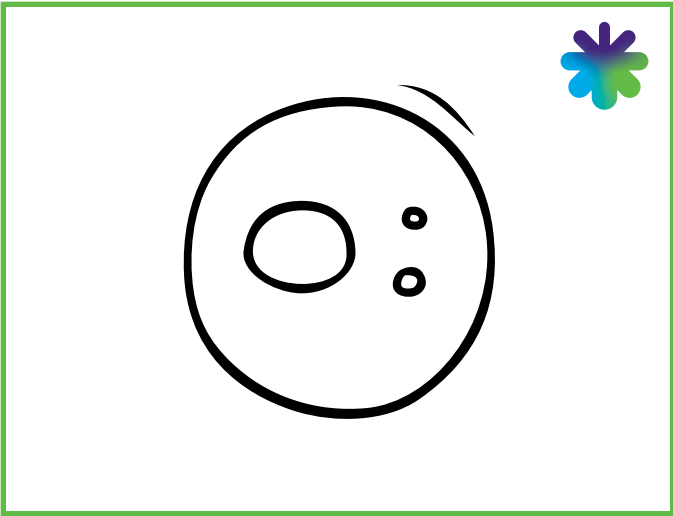
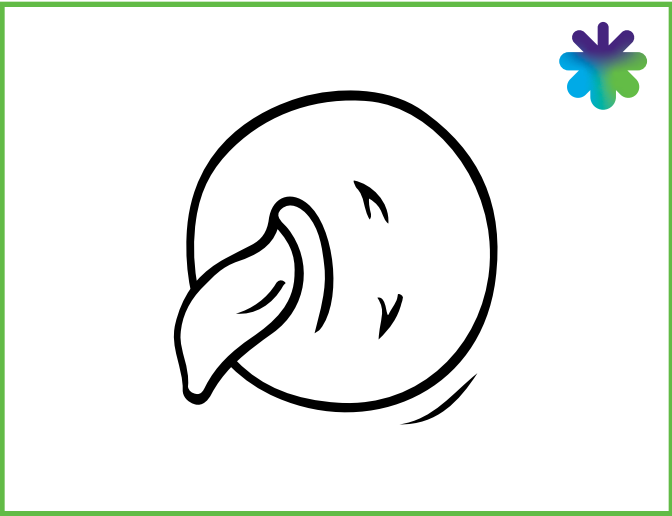
Feelings Flashcards

These feelings flashcards were created to accompany Lesson 2 – Body & Brain Responses, but they can be used in a variety of ways. Here are some additional suggested uses that are suitable for a variety of grades:

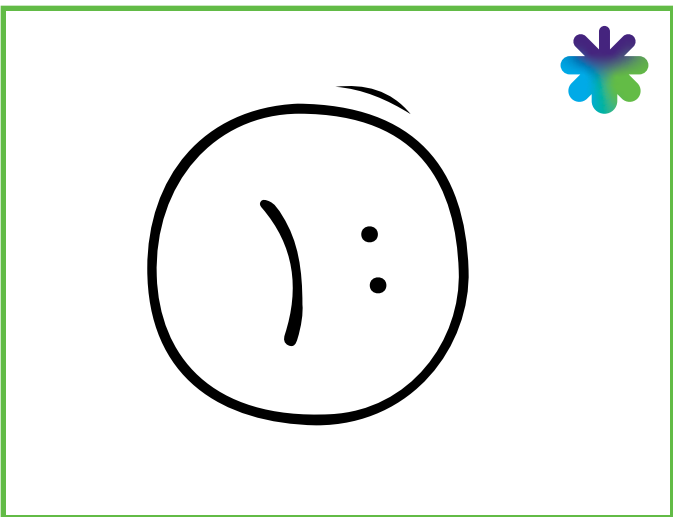
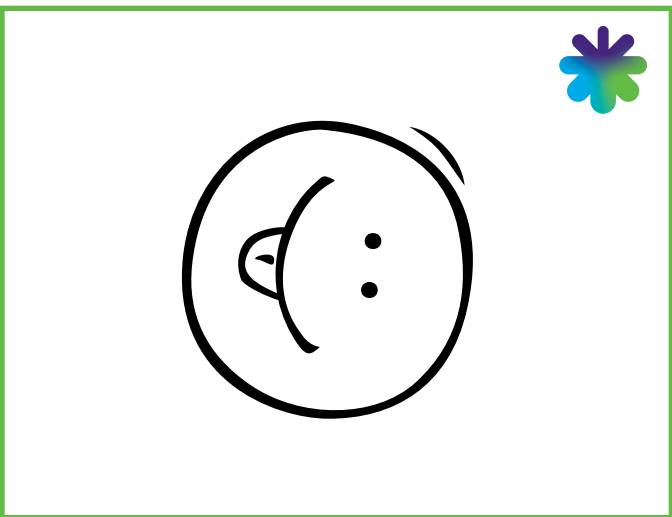
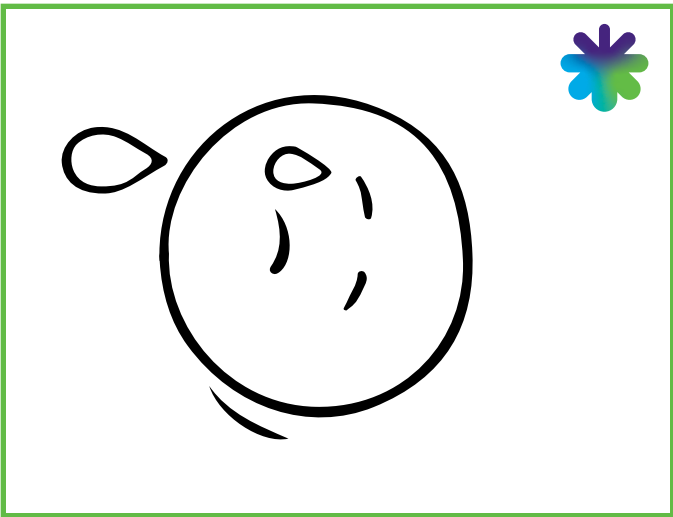
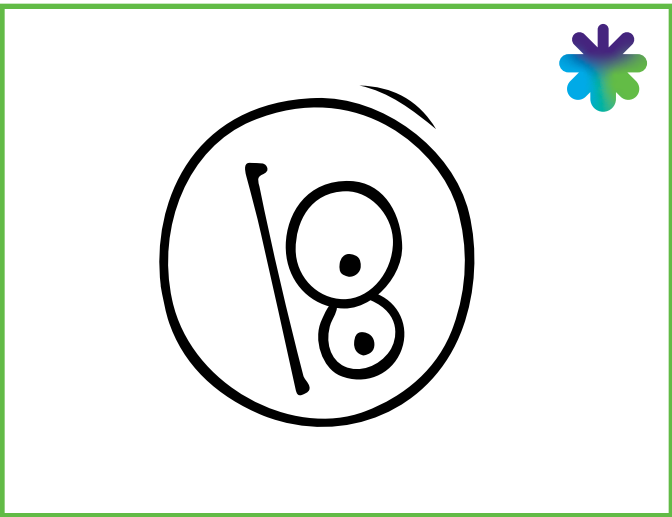
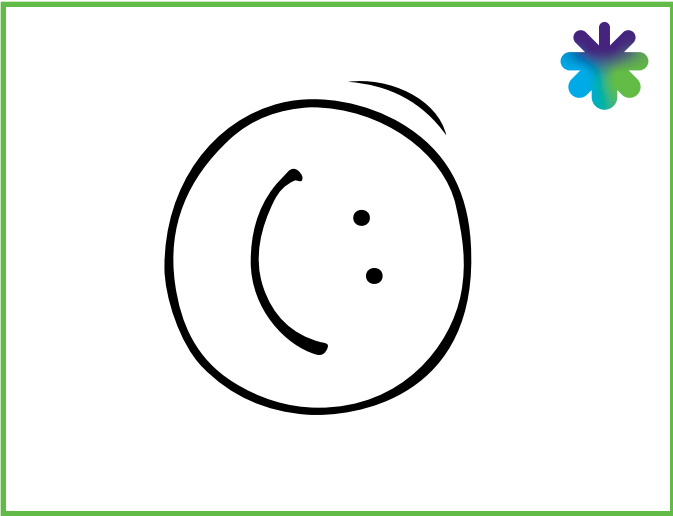
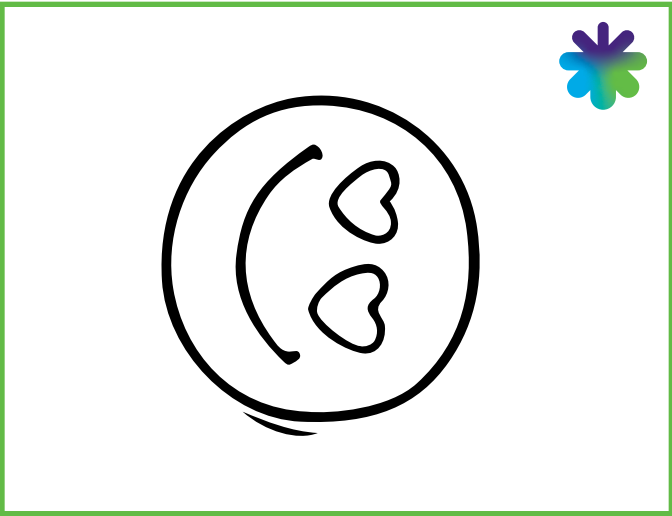
- Create a match game. When students find a match they name the emotion.
- Use for a check-in. Students select the emoji that they resonate with at that moment.
- Co-create labels for each of the flash cards. Decide, (as a class, or in small groups, or as individual students), what feelings each of the emojis represent. Use the blank cards provided to have students create their own emoji.
- Use them for a role play situation. Present students with an 'imaginary text message' and ask them which emoji would be most appropriate to include.



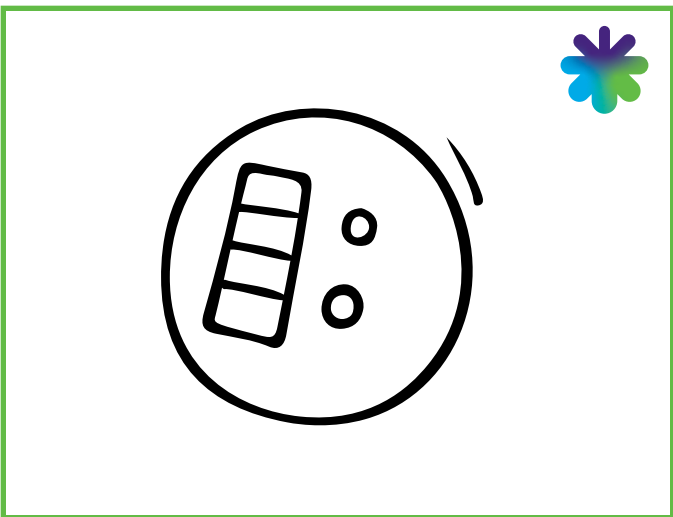
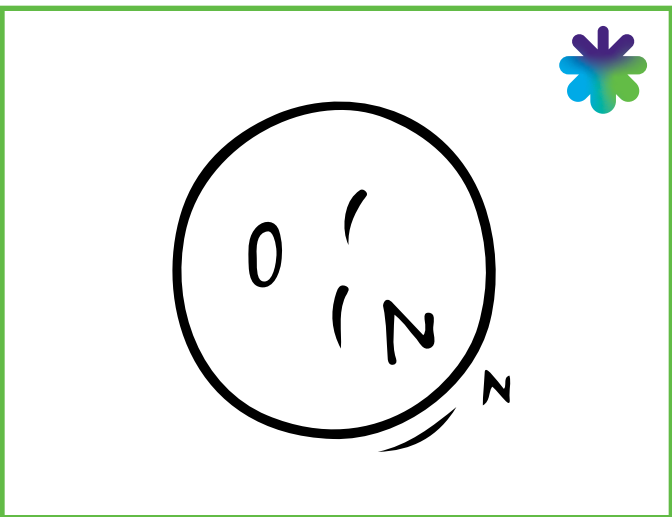
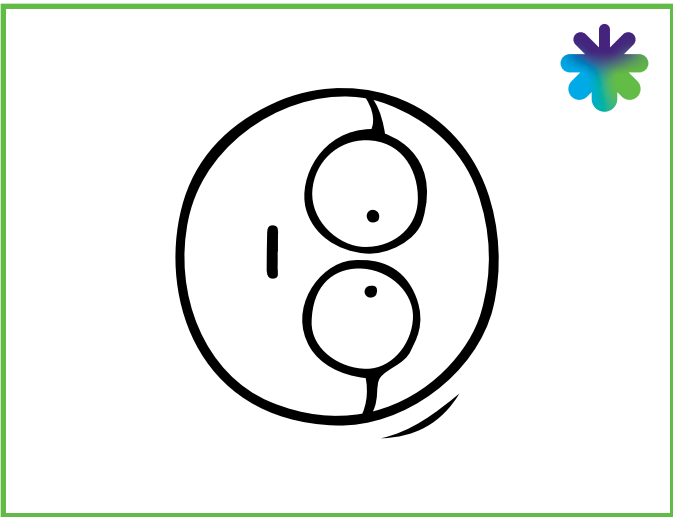
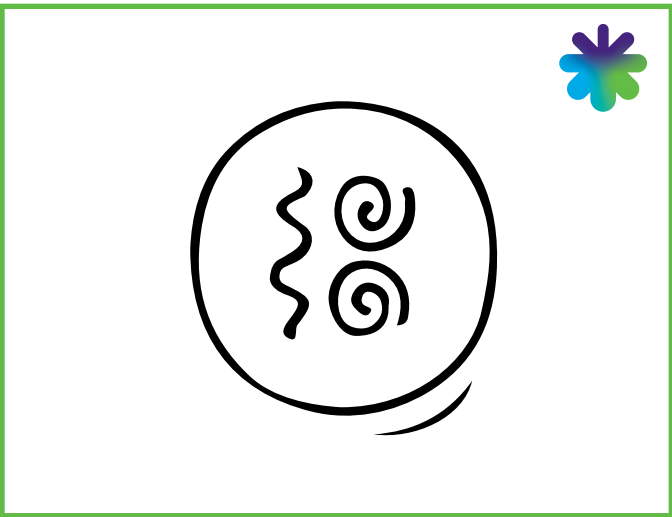
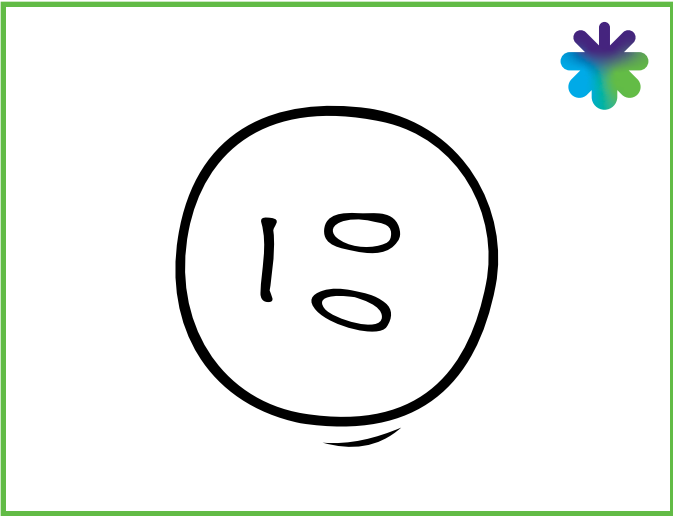
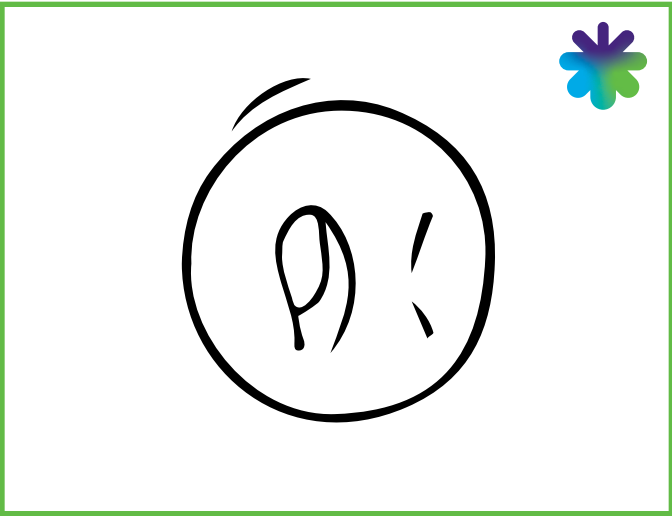
Feelings Flashcards



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