



Grade 6: Lesson 1

Support Systems

Optional Mentor texts: It Takes a Village – Hillary Rodham Clinton
Last Stop on Market Street – Matt De La Peña
I Can't have Bannock but the Beaver Has a Dam -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.

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.

A1.2 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.

A1.6 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 1.4 identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports.



LEARNING GOALS:

We are learning...

- to look at the world around us and see that there are so many people around us that are willing and able to support us when we need it.
- to identify the different places we can go to help ourselves or others in our community.

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 identify different community services to go to for help and support.
- I can identify trusted people that I can go to for support.
- I can identify why supports are used and how to access them.

MATERIALS & RESOURCES NEEDED:

Lesson

- Whiteboard/Chart paper – somewhere to record answers
- 4 Corners Posters that say “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”
- Support System handout (provided)

Extension

- “Tree of Support” task (provided)
- “Tree of Support” exemplar (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>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>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>D1.4 Identify people, resources, and services in the school and the community that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports.</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

Have students participate in a Four Corners activity. Create four posters/signs printed in large letters with the following labels, one label per sign: Strongly Agree, Agree, Disagree, Strongly Disagree. Place each poster in a different corner of the classroom. If presenting the lesson, virtually, have students could participate by using a digital tool, (shared Google doc, Padlet, Jamboard) where students could be asked to drag and drop their responses into four corners.

Ask the following questions one at a time. Students express their opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner. Four Corners promotes listening, verbal communication, critical thinking, and decision-making.

- Do you have trust and faith in people?
- Do you often expect the worst or the best outcome in situations?
- I worry about things.
- I am good at asking for help when I need it.
- I know different people, resources and places to go for help when I or someone else is struggling.

Observe students and watch where they go. Use this opportunity to self-reflect on instructional strategies and also to reflect on the classroom environment and how students might feel. As you observe, note whether it may be helpful to follow up with individual students to listen further or connect them with support services for help. When you wrap up, bring students together and ask them what they learned about themselves and let them know the focus of today's lesson is to be able to ask for help from different places and offer help to those that need it.

Action Task – 20 minutes

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p224*)

"How can calling a telephone help line such as kids help phone or speaking with an adult you trust provide support?" [SEL 1.2]

Possible Student examples:

"Talking with someone about problems can help you look at things from different perspectives. Sometimes you need to get help to deal with stress and to cope."

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p224*)

"We've talked about people, resources, and places to go for help when someone is struggling with different issues such as substance use and addictions. Sometimes people experience overwhelming feelings that they are not able to manage on their own. When this happens, they may need to get help from a professional who is trained to provide specific types of support to those who are experiencing mental health problems or who have a diagnosed mental illness. What are some examples of professional supports in our school and community?" Create a list with students with their responses. [SEL 1.1, 1.2, 1.6]



Possible student examples:

"Youth mental health workers, social workers, psychologists, counsellors, doctors, nurse practitioners, elders, outreach workers." (Other examples: churches, mosques, synagogues, community agencies- Boys and Girls Club, help line).

Suggested Teacher prompt:

Now let's add to this list. Who else would you add that could help you or a friend out?

Possible student examples:

parents, family member, friends, coaches

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p224*)

"Sometimes it can be hard to know where to turn. You can start by talking to your family, your doctor, or a trusted adult at school or in the community, or by finding information online at Kids Help Phone or another reputable site. If you or someone you knew needed help and wanted to get connected to a professional, where would you start?" [SEL 1.6]

Possible student examples:

"I think I would feel most comfortable talking to an Elder or to the Indigenous youth outreach worker who works with our school community."

"I would talk to my basketball coach."

Activity:

Using the list you created with the class have students either use chart paper or the handout provided "Support System" to complete in small groups or pairs. [SEL 1.2, 1.6]

| Support | Their Role | Why they would be chosen |
|--------------|---------------------------------------|--------------------------|
| e.g. Teacher | Help student problem solve a solution | Student's trust them |

Consolidate – 10 Minutes

Students share their work with classmates. Choose a strategy that works best for your class. For example - digital slide show, gallery walk.



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:

Create poster based on the “Tree of Support” handout. Students can use magazine clippings, drawing, images from the computer to create the leaves. Students are to think of the people that really make a difference in their life from each of the categories on the branches. They can think about who they can really depend on and trust.

Feel free to have students complete this on a printed 11x14 page or on the computer.

Overview of the books suggested:

IT TAKES A VILLAGE

“What does it take to change the world?” *It Takes a Village* tells the heartwarming story of a diverse community coming together to turn a barren hill into a beautiful park where all people can gather. The children first see the potential of the hill to become something beautiful and rally the adults to make it a reality. Soon, people of all ages are working together to build a park for everyone to enjoy and, when the work is done, the neighborhood has a very special gathering place and a new sense of pride and unity.

LAST STOP ON MARKET STREET

Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don’t own a car like his friend Colby. Why doesn’t he have an iPod like the boys on the bus? How come they always have to get off in the dirty part of town? Each question is met with an encouraging answer from grandma, who helps him see the beauty—and fun—in their routine and the world around them. When selecting this book reflect on the students in your class, their backgrounds and possible connections before reading the story. Observe students and provide opportunity for individual follow up as needed.

I CAN’T HAVE BANNOCK BUT THE BEAVER HAS A DAM – BERNELDA WHEELER

A beaver knocks down a power line and then the people are unable to make bannock. This is a lesson to understand the interconnectedness of all living things in the world around us. Recipe for Bannock included.



Suggested Mentor Texts and Guides

IT TAKES A VILLAGE

Before Reading:

Let the students know that the story reminds us both children and grown ups have ideas, and this book explains why the village is stronger when everyone comes together to share them. It's important that we support each other. Let students know that they should pay attention to the story and listen for all the ways adults and children support each other.

During Reading:

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

After Reading:

How did the adults and children support each other?

What values do you want to see in your community? Who would you go to for support?

Do you agree with the title of the story "It Takes a Village"?

Assign the poster task.

LAST STOP ON MARKET STREET

Before Reading:

Tell students that this is a pretty powerful book and to be mindful of what I'm reading. Let them know that the book has won several awards. There are different perspectives when listening to the story, pay attention to them and see if you can pick them out.

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 "Last Stop on Market Street?" What are CJ and Nana doing there? What is a soup kitchen? Who eats there?

What does our community do to support people that need it?

CJ and Nana have a special relationship. What is so great about grandparents?



Have you ever helped anyone in need? Do you ever receive help of any kind (from a teacher, from a friend?)

How can we help each other?

Assign the poster task.

I CAN'T HAVE BANNOCK BUT THE BEAVER HAS A DAM

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.



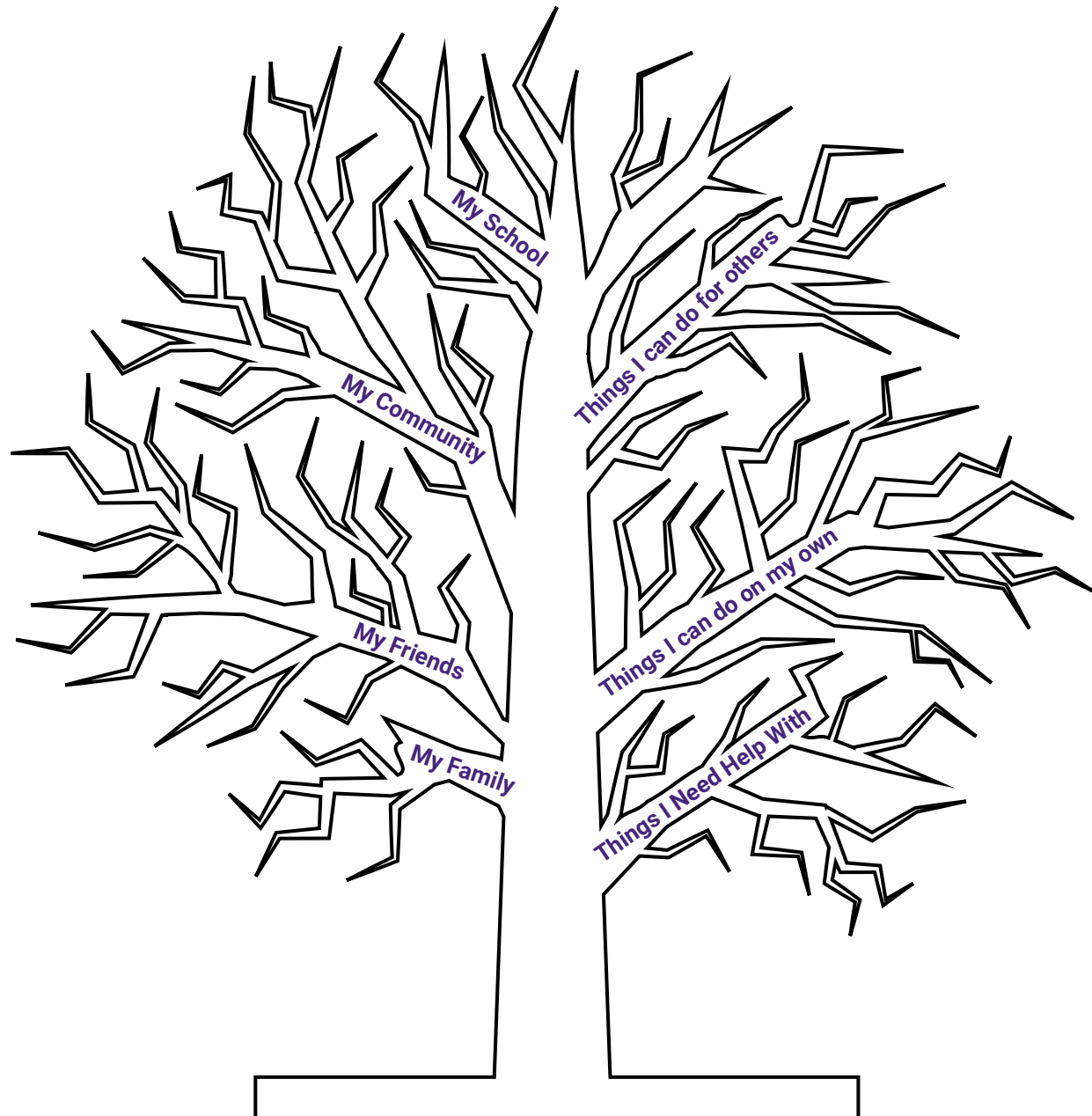
Support Systems

Fill in the table below as best as you can. Think about the supports we have discussed and how they can help.

| TYPE OF SUPPORT | THEIR ROLE | WHY THEY WOULD BE CHOSEN |
|------------------|---------------------------------------|----------------------------|
| EXAMPLE: Teacher | Help student problem solve a solution | Student trusts the teacher |
| | | |
| | | |
| | | |
| | | |

Tree of Support

Fill in the leaves on one side of the tree by adding who supports you in each category. Think about who you trust and turn to - these people help you grow and give you strength. On the other side of the tree, fill in the leaves to name the areas that you need support, your strengths, and how you can support others.



Tree of Support – Exemplar

Fill in the leaves by adding who supports you in each category. Think about who you can trust and turn to. These people are there to see you grow and give you strength.

EXAMPLE BELOW. Leaves can be hand drawn, on the computer, printed off leaves for students to write on, use shapes, etc.

