



Grade 6: Lesson 2

## Thoughts, Emotions, Actions

---

**Optional Mentor texts:** The Most Magnificent Thing – Ashley Spires  
After the Fall – Dan Santat  
Go Show the World – Wab Kinew

**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.
- A1.5** 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 1.5** demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health.



---

## LEARNING GOALS:

---

We are learning...

- to explore the relationship between thoughts, emotions, and actions and how they affect our mental health.
- to identify the differences between helpful and unhelpful thoughts and recognize how it can affect our mental 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 helpful and unhelpful thoughts and how they affect my thoughts, emotions, and actions.
- I can identify how my thoughts affect my mental health.

## MATERIALS & RESOURCES NEEDED:

---

### Lesson

- Whiteboard/Chart paper – somewhere to record answers
- Scenario 1 (provided)
- Scenario 2 (provided)
- Helpful vs Unhelpful Thoughts handout (provided)

### Extension

- Inspirational Art poster 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.



# Cross Curricular Expectations

*NOTE: Language and Visual Arts expectations are met when adding the optional extension task.  
If you are not using, then ignore.*

Health & Physical Education	Language	The Arts
<p><b>Social Emotional Learning Skills – Specific Expectations</b></p> <p><b>Strand A</b></p> <p><b>A1.1</b> 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><b>A1.5</b> 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><b>A1.6</b> 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><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><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><b>Drama – Specific Expectations</b></p> <p><b>D1.1</b> Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.</p> <p><b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and personal understandings.</p> <p><b>D2.2</b> Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work.</p> <p><b>D2.4</b> Identify and document their strengths, their interests, and areas for improvement as creators of art.</p>
<p><b>Healthy Living – Specific Expectations</b></p> <p><b>Strand D</b></p> <p><b>D1.5</b> Demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health.</p>		



# Lesson

## Minds On – 10 minutes

Share Scenario 1 with your class and work through it together.

Ask the following questions:

What does the teacher say to Maria?

How did Maria interpret what the teacher said?

What is Maria not hearing?

When things happen and we look only at the negative aspects of them, they can often make us feel bad. Let's complete the sequence below together. [SEL 1.1, 1.6]

Share Scenario 2 with the class and work through it together.

## Action Task – 20 minutes

**Suggested Teacher Prompt:** (*Ontario Curriculum, Health and Physical Education, 2019, p225*)

"Learning to take care of your mental health involves learning skills that are honed through practice and that develop over time. It is important to understand the connections between our thoughts, our feelings, and our behaviours and how they can interact and influence each other. In any given situation, our thoughts and feelings can impact our behaviour and how we respond. Let's say, for example, that you overhear some friends talking about going to the park together. You haven't been invited to join. Imagine how this scenario could play out – both with a positive outcome and with a less positive outcome." Discuss. [SEL 1.1, 1.5, 1.6]

**Possible Student answers:**

"When you overhear this, your first thought might be, 'Hey – why wasn't I invited? They don't like me.' Your feelings could be hurt, and you might either withdraw and feel horrible or do something like talk about those friends in a negative way. Or, your first thought might be 'Oh, great – we're going to the park' – you would just assume that you're included. That thought would lead to feeling excited about going to the park after school, and you'd do it!"

**Suggested Teacher Prompt:** (*Ontario Curriculum, Health and Physical Education, 2019, p225*)

"What strategies can you use to counter negative thoughts so that you can better manage your feelings and actions – which, in most cases, will lead to a more positive outcome?" [SEL 1.5]



**Possible Student example:**

"My mom always says to me, 'Assume positive intent' – assume that the person means well by what they are saying or doing. I also do this thing called a 'four-finger affirmation'. I tap each finger to my palm and say a word to myself for each finger. I say things like, 'I-Can-Do-This' or 'It-Will-Be-Okay'."

**Suggested Teacher prompt:**

How does having negative thoughts affect our thought which in turn affect our emotions when then results in our actions? [SEL 1.5]

Now the same goes for positive thoughts. How do they affect our actions which in turn affect our emotions? [SEL 1.5]

**Activity:**

Put students into groups or pairs and have them complete the Helpful vs Unhelpful Thoughts handout. Go over the instructions with them and give them a few minutes to complete.

Students can use the handout, use chart paper to create a diagram like the scenario done as a class or even act it out. You know what will work best for your class. [SEL 1.1, 1.5, 1.6]

**Consolidate – 10 Minutes**

Bring the group back together and discuss, allowing for groups to present the information.

**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 an inspirational art poster to be posted around your school. If your school uses video or slideshows for announcements consider asking students to create a digital poster that would be compatible for use on the announcements.

The purpose is to encourage others to think positive about situations when they may feel frustrated or be thinking in a negative way.

Students should have the quote be the focal point of the page and use colour and different fonts to make it visually appealing.

Go over some examples of inspirational poster with your students and the details that make them a poster.



Students can use magazine clippings, drawing, pictures, font from the computer to create and 11x14 page to be posted. This can also be done on a computer or app such as PicCollage or in Google Slides.

Students can come up with their own quote, find one in a book, from a famous person, a song, this can be anything as long as it is promoting a positive attitude.

Some quotes could be:

*"Do what is right, not what is easy"*

*"You miss 100% of the shots you don't take"*

*"It's the little things that matter"*

*"Be bold, be brave, be brilliant"*

*"Stand up for what is right"*

*"Believe in all that you are"*

*"Life is 10% of what happens to me and 90% of how I react"*

*"Don't let what you cannot do interfere with what you can do"*

*"A person who never made a mistake never tried anything new"*

*"You have to expect things of yourself before you can do them."*

*"Anyone can do something they want to do. Really successful people do things they don't want to do."*

*"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."*

*"You have three choices: give up, give in, or give it all you got."*

*"You are responsible for how you act. No matter how you feel."*



## Overview of the books suggested:

### THE MOST MAGNIFICENT THING

One day, a little girl has a wonderful idea. With the help of her canine assistant, she is going to MAKE THE MOST MAGNIFICENT THING! She knows just how it will work. Easy peasy! But making the most magnificent thing turns out to be harder than she thinks. A clever honest portrayal of an experience we can all relate to. The most magnificent thing turns out to be perspective.

### AFTER THE FALL

*After the Fall* follows Humpty Dumpty, an avid bird watcher who loves to be high up on the city wall. But after his fall, Humpty is terrified of heights and can no longer do his favorite things. He finally pulls together the courage to climb back up the wall. Based on the beloved nursery rhyme, this inspiring and unforgettable picture book will encourage even the most afraid to overcome their fears, learn to get back up—and reach new heights.

### GO SHOW THE WORLD – WAB KINEW

Celebrating the stories of Indigenous people throughout time, *Go Show the World* showcases a diverse group of Indigenous people in the US and Canada, both the more well known and the not-so-widely recognized. Individually, their stories, though briefly touched on, are inspiring; collectively, they empower the reader with this message: “We are people who matter, yes, it’s true; now let’s show the world what people who matter can do.”

## Suggested Mentor Texts and Guides

### THE MOST MAGNIFICENT THING

#### *Before Reading:*

When I say the word ‘magnificent,’ what does that make you think? What would you describe as magnificent? Teacher models.

Let the students know that in this story a young girl works very hard to create something magnificent but she encounters some challenges along the way. Let’s discover how she copes and responds with those challenges.

#### *During Reading:*

Across this story, the little girl makes multiple attempts at her creation. Have students turn and talk intermittently to share their thoughts about: how they would react, how the girl is feeling. For example, “It doesn’t look ‘right’ or ‘good’ not ‘sort of ok’. It’s all ‘wrong.’” Turn and talk and share how she must be feeling now (overwhelmed, angry, upset, disappointed).



The cloud of scribbles above her head starts on the page where it says, “She gets mad,” and continues to grow to mirror her mood. Ask students, “If this was a speech bubble, what would her inner conversation be? The longer she works, the more frustrated she gets. If her frustration increases, what might happen?”

After reading the line “I’m no good at this. I QUIT,” talk about how you empathize with her. Why do you think her assistant suggests a walk? Do you think that’s a good idea?

What happens that helps her to feel differently on her walk?

What does she discover while walking that (dog, cookie, balloon) pushes the mad out of her head?

Before reaching the last page, have students predict what the magnificent thing is that she has created?

### **After Reading:**

What happened that made her try again and again?

“Bit by bit, the mad gets pushed out of her head”....How do you think the walk helped the girl to go back to her project with a new perspective?

What lessons can we apply to our own lives from this story?

Have you ever had a time when things were not going ‘right’ for you? Or you felt very frustrated? What helped you persevere?

If you had a friend who was feeling frustrated and wanted to give up, how could you encourage them? What advice would you give them?

What happens when you’re on your own and there’s no friend around to offer advice and encouragement? Can we do that for ourselves?

Have a conversation about the character traits you would use to describe her: persistent, positive attitude, creative, innovative, hopeful, dreamer, and record these on chart paper to compare with other characters or people in the future.

Assign the poster task.

### **AFTER THE FALL**

#### **Before Reading:**

Read aloud a traditional Humpty Dumpty story. Discuss how Humpty might have felt after falling. Then explain that this story will help us understand a little more about Humpty’s life after his big fall.

Ask students: “What would YOU have done to help Humpty Dumpty after his fall?”





### ***During Reading:***

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

### ***After Reading:***

How has Humpty Dumpty's life changed by falling off the wall?

What are some things that Humpty Dumpty missed out on because of his fear?

What does the author mean when he says "Life begins when you get back up"?

Humpty Dumpty faced challenges in the book. Think about some challenges you have faced in your own life. How have they helped you grow? Think also about factors, systems and policies that have had an impact on you. What needs to happen to work towards change?

Ask students to share what it would look like or sound like when they were being courageous and taking care of themselves, when they were making sure that they were getting what they needed to succeed in our space.

Assign the poster task.

### **GO SHOW THE WORLD – WAB KINEW**

Click the link below to download a full Discussion Guide for this book. Some of the questions listed below have been taken from that guide.

[https://tundrabooks.files.wordpress.com/2018/09/go-show-the-world\\_discussion-guide.pdf](https://tundrabooks.files.wordpress.com/2018/09/go-show-the-world_discussion-guide.pdf)

### ***Before Reading:***

What does the front cover of this book tell you about the story?

This book is a celebration of Indigenous peoples. What does the word Indigenous mean?

### ***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?

The author starts the book by saying, "There's a power in these lands," and in the Author Note, he speaks of the traditional Indigenous worldview in which we are all connected to the land. What connection do you feel to the land? Explain your thinking.

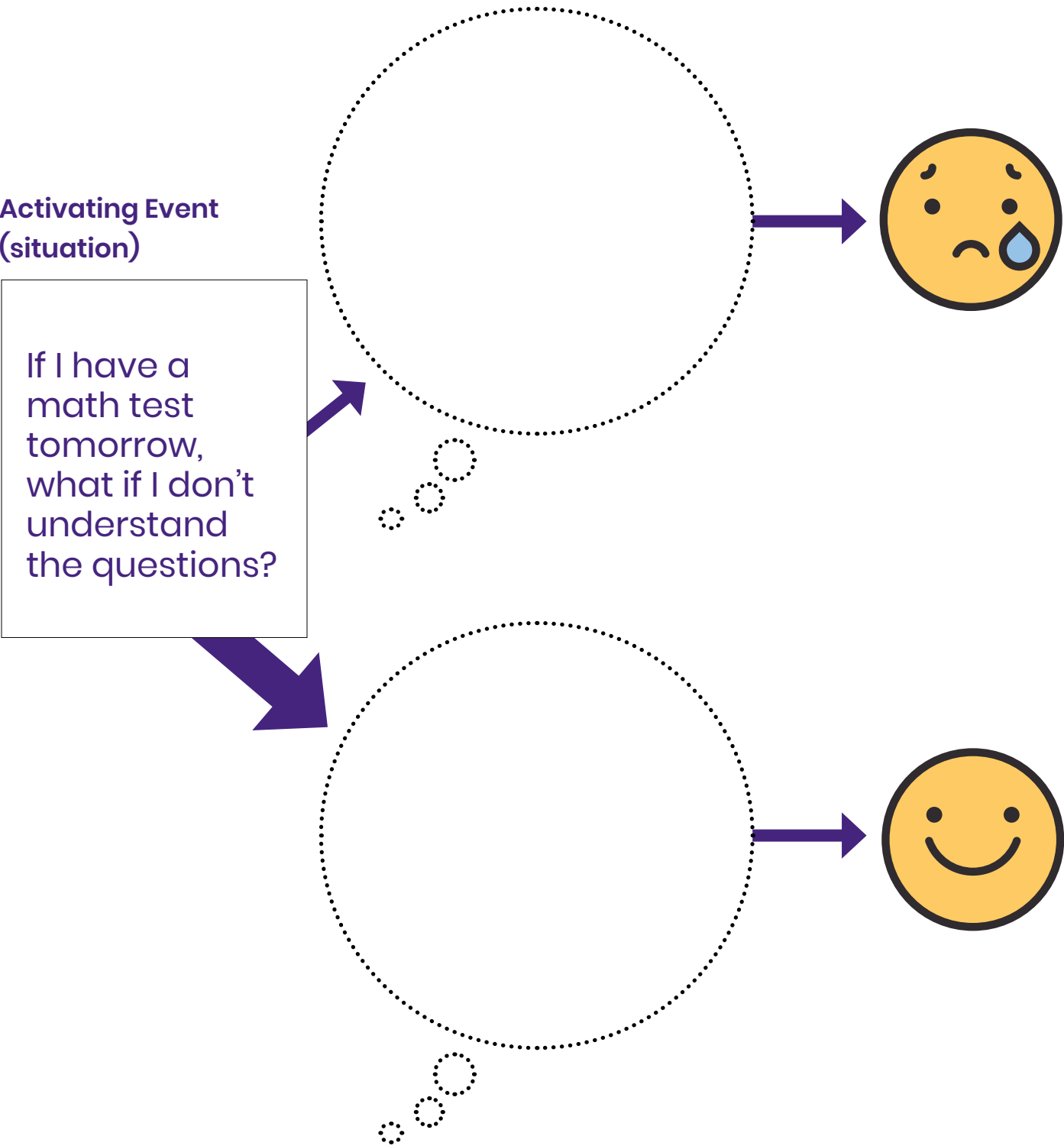
Assign the poster task.



# Scenario 1



# Scenario 2



# Helpful VS Unhelpful Thoughts

The thoughts that you have when you're anxious can determine how you end up handling the situation through your actions. Positive thoughts are ones that help you calm down. Negative thoughts only make your anxiety worse. Read the following situations and answer the question the best you can using the strategy that works best for your learning environment. For example – a digital document, a skit, a shared chart, etc.

SITUATION	HOW MIGHT YOU FEEL?	THOUGHT ONE	THOUGHT TWO
As you walk past a group of people in your class, they start laughing.		<p><b>Someone's just told a good joke. I'd like to hear it.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>	<p><b>I bet they're laughing at me. I'll never fit in in this class.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>
You've made plans to meet your friend at the mall, but your friend is late, and you have been waiting for half an hour.		<p><b>I bet my friend is not going to show up. I knew they didn't really want to meet me.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>	<p><b>My friend must be running late, they are coming from the other end of the city.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>
Your favourite teacher walks past in the hall and you say good morning, but they didn't say anything.		<p><b>I can't believe they ignored me, I must have done something wrong.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>	<p><b>They must have a lot on her mind this morning. I bet they didn't hear me.</b></p> <p>Discuss how you might feel if you had this thought. Record the emotion below:</p>

**You can change the way you feel by changing the way you think.**



# Inspirational Art Poster

Create an art poster with a positive message for students to read to support a positive mental health. Find a quote that has a positive message that could help someone that is having negative thoughts.

Think about what makes a poster eye catching and visually appealing.

Consider the use of colour, different fonts, different font sizes, and image. Could you incorporate shapes around your words and messages to draw attention to them? A few ideas are shown below.

