Unit Two
Healthy Mind and Feelings
Specific Curriculum Outcomes
9 weeks
Unit Two
All About Me: Healthy Mind and Feelings

Knowledge and Understanding

Students will be expected to:
1. recognize that individual traits and talents make each person special.
2. understand that each person experiences a variety of feelings.
3. understand that one’s interaction/play affects one’s feelings and those of others.

Skills and Abilities

Students will be expected to:
1. demonstrate that characteristics make individuals special.
2. differentiate the feelings that each person experiences.

Attitudes and Behaviours

Students will be expected to:
1. assess personal traits and talents that make one special.
2. examine personal interactions with others and how they make others feel.

The outcomes in this unit revolve around the promotion of a healthy mind and dealing with feelings. The concepts that are the focus of this unit are that every individual is special, has and deals with feelings, and interacts with people. The outcomes may be grouped in the following manner:

Being Special: outcome 1.1 can be followed by 2.1 and 3.1
Feelings: outcome 1.2 can be followed by 2.2
Interactions: outcome 1.2 can be followed by 3.1
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.1 recognize that individual traits and talents make each person special.

Suggested Strategies for Learning and Teaching

1. Show and Tell
In large group discussion, brainstorm talents that make each child special. Encourage each student to bring in a photo or object which represents their talent. For example, if a child is a talented soccer player, he/she may want to bring in a pair of cleats, soccer uniform, or team photo. As students deliver their presentations, personal effects should be added to the display showing the uniqueness of each child.

2. Self Portrait
Introduce this activity with a reading of My Dog is as Smelly as Dirty Socks by Hanoch Piven. Then ask students to draw, paint or create a representation of how they see themselves. Students can write their name on the bottom of the portrait. If the teacher chooses, the meaning of the name can be provided or the parent(s)/guardian(s) can provide information about how the name was chosen. The portraits can be kept so that later in the year, this activity can be repeated to highlight the growth that has occurred since the first portrait.

3. Pair students and ask each student to represent each other’s uniqueness in a drawing or painting. Using completed artwork, students will present the portrait they have created and identify at least one trait or talent which makes that person special.

Note: The teacher should model a drawing session focusing on shape of face, eye colour, hair style and colour, skin tone, freckles, glasses and describe a trait or talent which makes that person special.

4. Scrapbooking
Give each child a scrapbooking page to create a collage that depicts traits and talents that make them special. The collage will have a picture of themselves, their name designed creatively using a medium other than pencil or markers, representations of things they like to do, eat, etc.

5. A Book About __________.
Have the class brainstorm a list of words/phrases that would describe how they are special. Use this list as a bank to choose from when completing a template for each child. Every child creates a page about the same child in the class using the template provided in the appendix, “______ thinks ______ is ______.” The first blank records the writer’s name, the second and third blanks record the name of the child being written about and something about him/her. The writer then draws a picture of the child being written about. When all the students have completed the activity, the sheets can be compiled into a book about one student.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 1.1

- Social Studies
  Unit 1: Identity
  Outcome K.1.1
  • identify characteristics about themselves that make them unique and special persons
  • develop an awareness that all individuals have characteristics that make them unique and special

- Religion
  Outcome 4.1
demonstrate awareness that celebrations are one way to recognize how people are similar and unique
# Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

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| **Show and Tell**           | Authorized Children’s Literature: 
|                             | *My Dog is as Smelly as Dirty Socks* |
| From the show and tell display, select an item or photo belonging to a student. Ask the class to identify traits and/or talents of that person and how they make him/her special. | **Write Traits Kindergarten** 
|                             | Resource: Lesson One: “Can You Picture It?” |
| Each student presents their self portrait to the class and explains the traits that make them special. | **Kindergarten Religion Resource:** 
|                             | *Celebrations!*: “My Name is a Gift - Aqiqah” |
| My Name is Special: Students will ask at home, the particulars about how their name was chosen. This can be reported orally or in print format such as a poster. | Provide each pair of students with painting supplies, such as an art easel, stool, water colours, brushes, art aprons and art paper to complete a portrait of each other. Mirrors may be used. |
| Reporting                   | **Beautiful Stuff** by Cathy Weisman Topal and Lella Gandini |
| Have each student present their artistic representation of their partner to the class and report what is special about him/her. | Art supplies: paper, stamps, foam letters, glue, glitter, yarn, wallpaper for backgrounds, etc. |
|                             | Appendix Two: Template “ ______ thinks ______ is _____.” |
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.2 understand that each person experiences a variety of feelings.

Suggested Strategies for Learning and Teaching

1. As a group, brainstorm a variety of emotions: happy, excited, bored, afraid, worried, angry, sad and disappointed. Use Emotions Photographic Learning Cards to discuss what the children in the pictures may be feeling.

2. Display a selection of Emotions Photographic Learning Cards. Discuss situations which may illicit varying emotions. For example: attending/giving parties, going to the store and not getting an item you want, having nothing to do, being left out of an activity, getting on the school bus for the first time, interacting with older students, going to assemblies/concerts, etc. Students may select the picture card(s) they believe match(es) the scenario and explain their choice(s).

3. Using a digital camera, take pictures of students demonstrating body language and facial expressions that depict various emotions. These pictures can be used to make a booklet of emotions or a slide show.

4. Use the song, "If You’re Happy and You Know It" to correlate body language and facial expressions with emotion words.

5. Create a classroom book of feeling words. Teachers may use cameras within their classrooms to capture emotions associated with situations such as receiving a gift, having a favourite toy broken, wanting a toy someone else has, playing in the snow, playing in a physical education class, singing a song, someone sneaking up behind you, being on stage, etc. The pictures may be captured in real life situations or in role play.

6. Use the poem “I’m Very Happy to be Me” to focus on the emotion of being happy/content. This poem and others like it may be found at www.canteach.ca.

I’m Very Happy to be Me

_______ is my hair,
_______ are my eyes.
I’m _______ years old,
I’m just the right size.
My name is _______
And as you can see,
I’m very happy to be me!

Cross-Curricular Links

Links to Health
Unit Two
Outcome 1.2

• Social Studies
Unit 1: Identity
Outcome K.1.3
  • identify positive and negative feelings associated with belonging or wanting to belong to a group

Outcome K.1.4
  • identify and practice skills that would help them resolve conflict

• Religious Education
Outcome 5.1
identify appropriate ways to express feelings

• Physical Education
demonstrate concern for the safety of self, others and surrounding environment
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Students will demonstrate appropriate facial expression and/or body language for a given situation. For example, during the reading of a selection of children’s literature, the teacher may pause at intervals to gauge the students understanding of how the character’s feelings are changing during the story.

Ask students to use a digital photo which shows themselves experiencing a specific feeling to complete the sentence “I feel _______ when__________.” On a sheet of paper, tape the photo at the top of the page with the statement underneath it.

Observe student placement of pictures to support text in the classroom book of feeling words.

Resources/Notes

Emotions Photographic Learning Cards

Circle Time Activities: Track #14 “Happy”

Authorized Children’s Literature: Harriet, You’ll Drive Me Wild

Recommended Children’s Literature:
• I Like Myself by Karen Beaumont
• Sophie Gets Angry by Molly Bang
• How I Feel Angry by Marcia Leonard
• I Am Too Absolutely Small for School by Lauren Child
• Chrysanthemum by Kevin Henkes
• The Way I Feel by Janan Cain
• Bear Feels Scared by Karma Wilson
• Scaredy Squirrel by Melanie Watt
• The Way I Feel series

Newfoundland & Labrador Public Libraries: Tumble Books available at www.nlpl.ca
www.canteach.ca
Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.3 understand that one’s interaction/play affects one’s feelings and those of others.

Suggested Strategies for Learning and Teaching

1. Use literature to generate a discussion about one’s behaviour affecting the feelings of others and how people may react differently to the same situation. For example: conflict, getting lost, being left out, giving a gift, sharing a toy, inviting someone to play, etc. Ask students to discuss a situation in which their behaviour affected another person’s feelings. Track #6, “Manners” on the Circle Time Activities CD may be used to discuss how using or not using manners affects others.

2. Brainstorm strategies to deal with negative feelings, such as anger, rejection, etc. The students will role play or use puppets in demonstrating one of the strategies for the class. Students and/or teacher may generate possible scenarios to role play.

Possible strategies for dealing with negative feelings are:

- Take five deep breaths
- Walk away
- Tell how you feel (use your words)
- Talk to an adult to seek advice
- Self-talk (tell yourself “I can handle this”, “I’m O.K.”)
- Draw a picture or write about how you feel.

As an extension to this activity, students may use puppets to role play how to solve a problem.

Cross-Curricular Links

Links to Health

Unit Two
Outcome 1.3

- Social Studies
  Unit 1: Identity
  Outcome K.1.4
  - identify and practice skills that would help them resolve conflict

- Religion
  Outcome 5.1
  identify appropriate ways to express feelings

- Physical Education
  demonstrate the ability to cooperate and work with others while respecting individual differences

- demonstrate concern for the safety of self, others and surrounding environment

Play-Based Learning

Provide children time to interact and play in various learning areas. Encourage sharing and co-operation with one another.
# Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

## Suggestions for Assessment

Observe student’s comments during discussion about behavior and its relation to feelings.

Discuss how students felt having used one of the strategies as a means of dealing with negative feelings.

Teachers can make note of students using these strategies during play time.

## Resources/Notes

- **Circle Time Activities CD:** Track #6, “Manners”
- **Emotions Photographic Learning Cards**
- Refer to www.peacefulschoolsinternational.com for anti-bullying messages/resources.
- If available at your school, use cards from Second Steps Program.
- Puppets from the Kindergarten Religion resources may be used.
- **Authorized Children’s Literature:**
  - The Tale of Sir Dragon
  - The Recess Queen
  - The Worst Best Friend
- **Recommended Children’s Literature:**
  - I Was So Mad by Mercer Mayer
  - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
  - In Kindergarten We Share Everything by Robert Munsch
  - Trevor and the Bully by Tia Morris and Geoffrey Hoffe
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.1 demonstrate that characteristics make individuals special.

2.2 differentiate the feelings that each person experiences (e.g., happiness, sadness, fear, anger).

Suggested Strategies for Learning and Teaching

1. Read a story and discuss attributes that make individuals special. Draw a picture displaying at least one attribute that makes them special.

2. Create individual “I Am Special” booklets using the template provided in appendix two. Students will present and display their books upon completion. This may be incorporated into “Student of the Week” activities throughout the year.

1. Use Emotions Photographic Learning Cards to identify various emotions and corresponding facial expressions and body language. Shuffle the cards and put them face down. Have a child choose a card and act out that emotion. Classmates will guess the emotion the student portrayed. Repeat until every student has had the opportunity to express an emotion.

2. As a group, identify, discuss and model how different emotions are expressed. Many emotions may need to be modelled by the teacher to encourage student participation. As the teacher identifies an emotion, children should be encouraged to demonstrate how they would express that emotion through body language and facial expressions. Once the students are comfortable with expressing an emotion they could be asked to guess the feeling being demonstrated by other students in specific situations. For example: having a surprise given to them, visiting a friend’s house, moving to a new school, someone taking your toy without asking, being unable to button your pants in the school washroom, a dog chasing you, it starts to snow, a drink spills in your book bag, etc..

3. Two students will model feelings experienced in a pretend game. The game will require students to react to various situations by displaying facial and body gestures. Classmates will identify the feelings and determine if the feelings of the two students are the same when holding a hamster, holding a spider, finding a hair in your soup, biting an egg shell in your sandwich, eating a sour candy, throwing rocks in the ocean, sleeping at your friend’s house, wasting spaghetti on your shirt, etc.
**Skills and Abilities**

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

**Suggestions for Assessment**

Monitor student contributions to large group discussion and completion of individual picture with oral explanation.

Complete an “I Am Special” individual booklet and oral presentation. Suggested criteria may include, an introduction of themselves, naming a physical characteristic, naming a sport or activity that they like, identifying something that makes them unique, etc..

Evaluate the response of the student who is responding to the role play to ensure an accurate identification of emotion. For the student who is modelling the emotion, evaluate the facial expressions and body gestures.

**Role play**

Display facial expressions and body gestures depicting personal feelings toward various situations. Assess if the child observing the demonstration is able to identify the feeling portrayed.

Observe the responses of students as they identify and determine if the feelings are the same or different.

**Resources/Notes**

- Authorized Children’s Literature: I’m Sorry
- Recommended Children’s Literature: You Are Special by Max Lucado
- Appendix Two: “I am Special” booklet template
- Emotions Photographic Learning Cards
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

3.1 assess personal traits and talents that make one special.

Suggested Strategies for Learning and Teaching

1. During circle time, ask each student to complete the open ended statement “I am special because...”. Students may identify at least one physical trait or talent.

2. Read *A Rainbow of Friends* by P.K. Hallinan. Brainstorm a list of possible traits, talents, or unique aspects of people. This list may include someone who is a runner, singer, dancer, artist, has a wheelchair, wears glasses, loves books, diabetic, etc.) Once the list is complete, ask children to associate themselves with one or more traits/talents on the list by writing or placing name alongside the trait/talent.

3. Trait Plates: The finished product for this activity is a flower made of a paper plate with a picture of a student in the center. The outer edge of the plate will have paper petals with positive comments about the student that have been written by the others in the class/group. Room should be left for each student to add their best trait to their own plate. The teacher may choose the process most effective for the class.

The teacher may divide the class into smaller groups so that each child will create petals for fewer students.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 3.1

- **Social Studies**
  *Unit 1: Identity*
  Outcome K.1.1
  - identify characteristics about themselves that make them unique and special persons
  - develop an awareness that all individuals have characteristics that make them unique and special

- **Social Studies**
  *Unit 2: Roots*
  Outcome K.2.3
  - demonstrate an understanding of the importance of showing respect for others’ traditions, rituals, and celebrations

- **Religion**
  Outcome 4.1
  know that celebrations are one way to recognize how people are similar and unique
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Circle Time
Students should be able to identify at least one trait or talent that is special about themselves.

Examine the finished flowers and the comments that were made. Ask each child to discuss how it made them feel to receive comments from their classmates.

Resources/Notes

Authorized Children’s Literature:
- A Rainbow of Friends
- Whoever You Are
- The Worst Best Friend
- The Recess Queen

Recommended Children’s Literature:
- Trevor and the Bully by Tia Morris and Geoffrey Hoffe
- Do Unto Otters by Laurie Keller
- My Best Friend by Pat Hutchins
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

3.2 examine personal interactions with others and how they make others feel.

Suggested Strategies for Learning and Teaching

1. Read a story such as *The Worst Best Friend* and discuss how the interactions of the characters affect others. The teacher may interject throughout the reading of the story with questions to prompt discussion of the actions of the characters and how they made other characters feel.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 3.2

- **Social Studies**
  *Unit 1: Identity*
  Outcome K.1.3
  - identify positive and negative feelings associated with belonging or wanting to belong to a group

- **Physical Education**
  demonstrate the ability to cooperate and work with others while respecting individual differences
  - demonstrate concern for the safety of self, others and surrounding environment
  - demonstrate an understanding of the effectiveness of group cooperation
### Unit Two: All About Me: Healthy Mind and Feelings

#### Attitudes and Behaviors

**GCO 3:** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

#### Suggestions for Assessment

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