

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care  
Module 1 – Physical Safety, Mental Health and Wellness**

**Lesson #9 – Self-Care (Primary)**

**Learning Goal:** To identify and practice self-care strategies as a tool for supporting well-being

**Key Vocabulary:**

**Emotions** – Emotions are a normal and necessary part of the human life. Emotions motivate us to act or behave in certain ways that ensure our own survival.

**SEL** - “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”. – [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

**Self-Care** – “Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health”.

**Curriculum Links:**

**Language:**

**Oral Communication**

- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

**Reading**

- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

**Writing**

- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

**FDK**

- Self-Regulation and Well-Being. This frame encompasses children’s learning and development with respect to: their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others; regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning; their physical and mental health and wellness. In connection with this frame, it is important for educators to consider: the interrelatedness of children’s self-awareness, sense of self, and ability to self-regulate.

**Tools and Materials:**

- Chart paper for provocation
- Selfcare at Home and School Template

## Educator Pre-Reflection:

Before engaging in this lesson, consider:

What are some things you do to promote happiness in your day-to-day life?

What kinds of relationships and activities make you feel happy and supported?

Many students will be feeling lots of emotions at this time given the current situation. We must ensure that students do not feel that all feelings of “stress” are “disordered” or that they will never feel stress. It is normal to have certain emotions currently and those emotions are not necessarily indicative of a mental health disorder. Some guides to talking about trauma and stress:

- Some students may have faced trauma over the quarantine, here are some tips in talking through trauma from Berkley College: <https://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/discussion-resources/n>
- This video provides a good [overview](#) of the difference between mental health mental distress and mental disorder

## Student Pre-Reflection:

Before you begin, think about...

What are some things you do to promote happiness in your day-to-day life?

What kinds of relationships and activities make you feel happy and supported?

What are some things that you do to unwind and recharge?

## Provocation:

Explain to the class that self-care means to take care of our minds and bodies and that it is very important in maintaining our mental wellbeing. On chart paper, write the title “self-care”. Ask students to share ideas about what they do to care for themselves. Record all student ideas.

## Learning Task/Activity:

- Teachers will play this [video](#) for students
- Following the video students will create an image of home and school self-care strategies.
- Using the template (in lesson folder) students will create an image and a sentence of what self-care looks like at home and at school.

## Consolidation:

- Students will share their self-care strategies with the class with the goal of learning some new strategies that may help them at school and at home.

## Educator/Student Post-Reflection:

The main idea I want to remember or take away from this lesson is..

My next step is...

I need to learn more about...

I am feeling...

**Ideas for Going Deeper/Further Resources:**

Self-Care Plan ([Pachecco, Social Work Tech](#))

Primary Self-Care Plan ([Balliro, World Education](#))

Self-Care 101 – Slideshow information quoted from ([SMHO](#))

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