

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

Lesson #9 – Self-Care (Junior)

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

Tools and Materials:

- Access to technology for students
- Chart paper for each group (5 groups) if you have a large class, you can do 10 groups.

Educator Pre-Reflection:

Before engaging in this lesson, consider:

Taking care of ourselves is an important part of self-care.
What are some things that you do to unwind and recharge?
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?

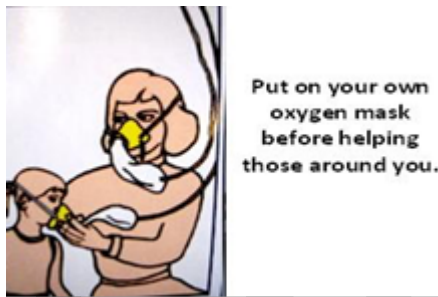
Student Pre-Reflection:

Before you begin, think about...

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

Provocation:

Begin a dialogue with the class regarding the importance of selfcare by introducing the following image:



Remind the students that when the air pressure drops on a plane during an emergency, the oxygen masks drop. The flight crew always instructs the passengers to first put on their own Oxygen mask before helping those they are caring for (ex. children. Ask the class to think about the correlation between the image and the idea of "self-care." Explain to the class that self-care means to take care of ourselves 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.

<http://wholeselfnourish.blogspot.com/2014/10/>

Learning Task/Activity:

Teachers will work through the slide show (in lesson folder) and reading the prompts.

On the slide shows that allow for student responses (Slide #6-9) about self-care type students responses in to display content for all.

Once the slide show is completed teachers will share the slideshow template (in lesson folder) with students.

Students will be creating their own slide show showcasing their own self-care strategies.

Primary students can insert more images than text and can use speech to text for their writing.

Students may also capture videos or voice dictation instead of writing responses.

Consolidation:

Students will be condensing their current slide show into a Self-Care Plan that can be displayed in the classroom.

Display [example](#) for class and provide [template](#) for those that would prefer to use it – this will serve as their rough draft.

Once colour, word and image choice has been finalized students will turn their draft into their final art piece which can be displayed in the class.

Encourage students to write their name on the back of their piece if they want their strategies to remain more personal.

Educator 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...

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:

Resources Used:

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

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

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