

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care**

**Module 2 - Understanding Identity and Intersectionality**

**Lesson # 8 - Ongoing Self-Care**

**Learning Goal:** To learn and understand that physical, emotional, mental, and spiritual wellbeing are essential to productivity and that wellbeing starts with our ongoing or daily self-care.

**Key Vocabulary**

- **Self-Isolation** - The state of being alone or away from others. COVID-19 is causing people to be isolated from school, friends, extended family and social gatherings for health and safety reason during a pandemic.
- **Mindful** - Being attentive, aware, or careful.
- **Wellbeing** - State of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life.
- **Self-Care** - Taking care of your mental, emotional, and physical health is key to your overall well-being. Everyone deserves self-care. It is important to take time out to focus on you and your physical, mental, emotional, and spiritual health and well-being.

**Educator Pre-Reflection**

**Before engaging in this lesson, consider/think about...**

- What activities are you doing currently to support your physical, mental, emotional, and spiritual (does not have to be religious - could just be your spirit) well-being? What activities do you enjoy doing that re-energize you? What is something you might want to stop doing in order to find something more fulfilling?
- Be a co-learner with your students. Do your own Ongoing Self-Care Check-In at the same time while your students are writing/typing theirs (helps with pacing too). Choose what to share from your own Ongoing Self-Care Check-In, even if it is only one common element with your students (that is not personal). For example, under Physical Wellbeing – my eyes hurt by the time I get off the computer from teaching my lessons and being on the HUB. As a result, I have reduced my amount of screen time in the evening to give my eyes a break and feel physically better in the morning for work (feel free to use this as your shared example).
- Be mindful and aware that some of your students might be undergoing significant stress or anxiety and will not want to share anything. You might be the only person that provides an example and that is ok. Encourage students to practice this on their own time. It is merely one tool or strategy to help them develop or maintain a healthy and positive frame of mind during isolation from school, friends,

family, and society. **This is not intended to be medical advice, but one strategy of many out there to help with well-being, resilience, and self-care.**

**Modification for Remote Learning:** PowerPoint will include visuals and modifications needed for teaching this lesson remotely. Students will use whatever supplies they have at home if needed.

**YouTube:** Log into YouTube using your HWDSB account and play videos in safe mode.

### Student Pre-Reflection

**Ask your students to briefly think about the following individually.**

You have probably heard the term Self-Care used a lot since the beginning of COVID-19 and how it is important to your overall wellbeing.

- What does the term Self-Care mean? Why is it important? Do you know any self-care strategies? Think about or jot down some ideas to answer these 3 questions before we get started.

### Provocation/Minds On

Providing context, definitions, reflections, actions, activities for self-care in general and the four types of self-care or wellbeing that will be covered in the Ongoing Self-Care Check-In Task.

Using the PowerPoint that is in the HUB work through the following with your students. \*Before advancing to the Possibilities slide with each area of wellbeing – brainstorm some ideas together, then provide the examples as reference for the Task.

**Self-Care** - Taking care of your mental, emotional, and physical health is key to your overall well-being (“How to practice self-care - Kids Help Phone”). It is important to take time out of your daily life to focus on **you** and your mental, emotional, and physical well-being. This Ongoing Self-Care Check-In will allow you to reflect on your own personal needs and learn to reach out for support in times of unproductivity, isolation, or stress.

#### **What is Physical Wellbeing?**

Taking care of your daily/basic biological or physical needs. Ongoing maintenance of your body’s physical health.

#### **Possibilities of actions or activities that will keep my body healthy:**

Sleep, Shower/Wash, Brush teeth, Exercise, Stretch/Yoga, Eat health foods, Drink water, etc.

#### **What is Mental Wellbeing?**

Taking care of your psychological or mental health needs. Ongoing maintenance of your brain’s overall health and functionality.

#### **Possibilities of thoughts, reflections, actions, or activities will keep my mind healthy:**

Talking to others (connection), Deep breathing, Music, Personal reflection, Writing, Support network, etc.

### **What is Emotional Wellbeing?**

Being mindful of your emotions and not ignoring them. Naming your feelings and expressing them in an appropriate way. Asking for help when feeling overwhelmed, unsettled, or stressed. Taking time to celebrate and express positive emotions and feelings throughout your day.

#### **Possibilities of reflections, actions, or activities that will make me feel better, calm, or supported:**

Reflecting on my emotions, talking to someone I trust, sharing something good that happened today, etc.

### **What is Spiritual Wellbeing?**

Taking care of your Spirit or Spirituality. Doing or reflection that makes you feel whole, calm, balanced or replenishes your energy or nourishes your core.

#### **Possibilities of what spiritual or spirit activities and thoughts could mean to me:**

Reading a Religious teaching/text, being in nature, human connection, meditation, doing something for someone else, etc.

## **Learning Task/Activity**

### **Ongoing Self-Care Check-In:**

1. For each of the 4 types of Wellbeing – Physical, Mental, Emotional, and Spiritual jot down as many activities/actions that you use already for ongoing Self-Care. Your 4 lists or a mind map should reflect how you recharge your batteries in order to function, feel healthy, or be productive. These activities/actions might take place daily, weekly, or monthly.
2. When your lists or mind map are complete note which areas of your wellbeing are being maintained through your ongoing self-care activities/actions and which areas could use some attention to improve your overall wellbeing. Do you have a support network of caring adults, family, and friends? Who are they? Make a list, so when you are low/stressed you do not have to think about who you could talk to.

### **Maintaining your Ongoing Self-Care Check-In:**

Continue to try and add new activities or actions to your Ongoing Self-Care Check-In that satisfies or meets your wellbeing and productivity needs. Likewise, eliminate activities that are not fun and do not feel like they recharge you (they feel like work or another task to complete in your day). Self-Care is about creating a resilient, healthy, supported, and productive life. It is an ongoing reflective process.

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

## **Ideas for Follow-up/Discussion**

- Why is self-care and overall wellbeing essential to being productive?
- How can ongoing self-care help with feelings of isolation during remote learning?

- How can self-care activities be incorporated into your classes or school?
- Who can I talk to at my school to help me further develop my own Ongoing Self-Care Check-In?
- Who can I talk to in my personal/community network to help me further develop my own Ongoing Self-Care Check-In?

### Educator Post-Reflection

Reflect on...

- Did my students feel safe and supported in this very personal activity?
- What colleagues can I turn to if some of my students were struggling or in distress with this activity?

### Student Post-Reflection

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

- Daily self-care of my body, mind, emotions, and spirit are essential to my overall well-being and productivity.
- My Ongoing Self-Care Check-In is a tool that I might choose to continue to use as needed, to support my self-care and does not replace medical advice from a professional.

### Resources

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

Self-Care 101 – ([SMHO](#))

How to Practice Ongoing Self-Care [Kids Help Phone "How to Practice Self-Care"](#)

Tips for Parents & Teens during COVID-19 ["Maintaining Meaningful Occupation during COVID-19"](#) - Child & Youth Mental Health Program - McMaster Children's Hospital, 2020.

### Possible Curriculum Connections

#### The Arts

**ATC10:** B3.1 identify knowledge, skills, and personal qualities/attitudes they have acquired or strengthened through dance studies that can be applied in other settings and to a variety of careers (e.g., personal qualities such as willingness to take risks, discipline, cooperativeness, empathy, willingness to take responsibility).

**ADA10:** B3.2 identify specific social skills and personal characteristics they have acquired or strengthened through drama work that can help them succeed in other areas of life (e.g., describe their personal development in areas such as risk taking, self-confidence, self-awareness, listening, questioning, negotiating, consensus building).

**AMU10:** B3.1 identify and describe how the study of music has contributed to their personal growth (including the development of their values), their ability to express themselves, their awareness of the aural world around them (both human-created and natural), and their awareness of others.

**AVI10:** B3.1 identify types of knowledge and skills acquired in visual arts (e.g., knowledge related to visual literacy; creative problem-solving skills, visual communication skills), and describe how they could be applied in a variety of areas of personal and professional life.

### **Business Studies**

**BBI10/ BBI20** - Entrepreneurship - – analyze their own entrepreneurial strengths and interests.

**BTT10/BTT20** - Health and Environmental Issues - assess the personal health risks associated with the use of information and communication technology (e.g., musculoskeletal injuries, eye strain).

**BOH4M:** Human Behaviour - explain the relationship between job satisfaction and an individual’s personality, attitudes, and perceptions.

### **Canadian and World Studies**

**CGC1D:** E1. The Sustainability of Human Systems: analyze issues relating to the sustainability of human systems in Canada.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

**CGC1P:** E1. Sustainable Communities: identify factors that affect the sustainability of communities and describe strategies for improving their sustainability (e.g., social sustainability).

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

**CHC2D/P:** A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

**CHV2O:** A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose.

C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada.

### **Classical Studies and International Languages**

**LVGBD/LVLBD:** C3.4 Metacognition: (a) describe some strategies they found helpful before, during, and after writing.

**LVV4U:** A3.2 Collaborating: demonstrate responsible, constructive behaviour in interactions with others in a collaborative setting (e.g., work cooperatively in teacher-assigned and/or self-selected groups to solve problems and resolve conflicts; apply interpersonal skills to collaborate effectively; show respect for others in open-forum discussions about presentations by class members; give and receive constructive criticism).

### **Computer Studies**

**ICS2O:** C2.1 describe the negative effects of computers and computer use on the environment (e.g., chemicals from electronic waste dumped in landfills – domestic or overseas – leaching into soil and groundwater; unnecessary use of paper; heavy power consumption) and on human health (e.g., effects of

exposure to radiation, musculoskeletal disorders, eye strain, mental health and behavioural problems created or exacerbated by social isolation).

### **Cooperative Education**

**Linked to a course(s)/DCO30:** Health, Safety, and Wellbeing - A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights and explain how they apply to the cooperative education experience.

### **English**

**ENG1D, ENG1P, ENG2D, ENG2P, ENG3U, ENG3C, ENG3E, ENG4U, ENG4C, ENG4E**

The applicable overall expectations for the above courses are listed below:

**Oral Communication:** Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

**Reading and Literature Studies:** Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.

**Writing:** Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

### **English as a Second Language and English Literacy Development**

**ESLAO:** Personal Purposes - 1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple forms.

**ELDAO:** Personal Purposes - 1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple scaffolded forms.

### **French as a Second Language**

**FSF1D/FSF1P:** D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to record personal thoughts and feelings in a journal entry).

### **Guidance and Career Education**

**GLC20:** A1.1 Demonstrate an understanding of the importance of [resilience](#) and perseverance in school, life, and work – why it is helpful to acquire skills for adapting to change, persevering in the face of adversity, learning from mistakes, and thinking positively about setbacks – and analyze how developing resilience and perseverance can help them in all areas of their lives.

A1.2 Identify a range of strategies to help manage stress and achieve and maintain a healthy school/life/work balance and explain how they have used such strategies in their lives so far and how they might apply them in the future.

**GPP30:** Personal Knowledge and Management Skills: Strategies and Resources – identify and describe challenges (e.g., emotional, motivational, learning, socioeconomic, family-related) to effective learning and goal achievement.

### **Health and Physical Education**

**PPL10:** Healthy Eating - C1.1 explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health.

**PPL20:** Personal Safety and Injury Prevention - C1.1 demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS].

**PPZ3C:** Personal Wellness - B1.1 identify the dimensions of wellness (e.g., physical, cognitive, emotional, social, and spiritual), and describe how they relate to each other and how an understanding of their interrelationship can be used to enhance personal health.

### **Interdisciplinary Studies**

**IDC30/IDP30:** Perspectives and Approaches – analyze and describe how each of the subjects or disciplines studied views the role of personal experience in gaining knowledge.

**IDC4U/IDP4U:** Theory and Foundation – Strategies – critically analyze and demonstrate the ability to apply a variety of critical - and creative-thinking strategies and models (self-reflection).

### **Mathematics**

**All courses:** Connecting - make connections among mathematical concepts and procedures and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, current events, art and culture, sports).

### **Science**

**All Courses:** Scientific Exploration Skills & Career Exploration: A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing, and recording, analyzing, and interpreting, and communicating).

**SNC4M:** E2. Investigate various strategies related to contemporary public health issues.

### **Social Sciences and Humanities**

**All Courses:** Research & Inquiry Skills - Exploring, Investigating, Processing Information, Communicating and Reflecting.

**HSG3M:** D3.3 demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results).

**HIF10/HIF20:** B1.1 describe important aspects of adolescent development (e.g., with reference to physical, cognitive, social, emotional development).

D1.2 explain the importance of taking personal responsibility for maintaining their health and well-being (e.g., how taking personal responsibility contributes to skills development, independence, self-confidence)  
**HFN10/HFN20:** B2.2 explain why it is important to eat a nutritious breakfast (e.g., to improve mood, energy level, school performance, workplace productivity).  
B3.3 outline strategies for achieving and maintaining a positive body image and healthy attitudes about food (e.g., critically examining media messages, educating oneself about trends, using positive self-talk, setting priorities, participating in varied activities, talking with others).  
**HHD30:** B1. Personal Well-Being: demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course.  
B2.2 explain the interrelationship between self-concept, self-esteem, and mental health  
**HSP3U/HSP3C:** C2.3 explain/describe how diverse psychological factors (e.g., motivation, perception, attitudes, mental health, temperament) influence individual behaviour.

### **Technological Education**

**TIJ10:** A1.2 describe problem-solving processes and techniques for solving various kinds of problems in different technological areas.  
B1.6 use appropriate communication, time management, and organizational strategies (e.g., active listening, scheduling, flow charts, meal plans) to facilitate the process of developing a product or service  
**TGJ20:** D2.3 demonstrate an understanding of the Essential Skills that are important for success in the communications technology industry, as identified in the Ontario Skills Passport (e.g., reading text, writing, document use, computer use, oral communication, numeracy, thinking skills).  
**TCJ20:** E2.4 demonstrate an understanding of the Essential Skills that are important for success in the construction industry, as identified in the Ontario Skills Passport (e.g., reading text, document use, measurement, and calculation).  
**THJ20:** D2.4 demonstrate an understanding of the Essential Skills that are important for success in the green industries, as identified in the Ontario Skills Passport (e.g., reading text, writing, document use, computer use, oral communication, numeracy, thinking skills).  
**TPJ20:** A2. describe factors that affect personal health and well-being.  
A3. compare and contrast conventional and complementary therapies and their role in maintaining personal health.  
**TTJ20:** D2.4 demonstrate an understanding of the Essential Skills that are important for success in the transportation industry, as identified in the Ontario Skills Passport (e.g., finding information, measurement and calculation, problem solving).