

FRAMEWORK FOR BACKWARDS DESIGN UNIT PLANNING

Title of Unit How to be Mindful of our emotions, decisions and learning!	Grade Level	6
Entry Subject Health Integrated Subject(s) Arts Education Physical Education English Language Arts	Time Frame	3-week Unit Plan
Developed By Ashlee Sandiford	School Seven Stones	

STAGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)

What will students know, understand and be able to do?

1. OUTCOMES, Broad Areas of Learning and Cross Curricular Competencies (CCCs)

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CR6.2 Investigate and identify ways that the arts can express ideas about identity.

I can express my thoughts through artistic processing.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

I can communicate my ideas in different ways.

PE6.10 Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of:

- alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)
- body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

I can control my movements in a safe and friendly way.

PE6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

I can control my own behaviour.

2. CONCEPT (BIG IDEA) *Draw on a separate document, include with unit*

Students will be able to practice mindfulness to help navigate self-regulation while learning how to make safe and positive decision in stressful situations.
(Mind Map Included)

Key Words:

Mindfulness	Meditation	Mighty	Manage	Masterpiece	Matter
Motivation	Movement	Modest	Magnificence	Maintain	Meaningful

Essential Quote:

“By getting in touch with your true self, you will harness the powers of intuition, insight, imagination, creativity, and intention” – Deepak Chopra, M.D

Hashtag:

#stressless

3. QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION(S)

How Does Mindfulness Benefit Me?

Broad Areas of Learning:

Health Education

Cross-Curricular Competences:

Arts Education

English Language Arts

Physical Education

How will students & teachers know if the learning outcome has been achieved?

Outcomes (Students need to know) What a student is expected to know, understand and be able to do.	Indicators (Students are able to do) Ways that students demonstrate their learning of an outcome; think ‘verb’; tells the story of outcome.
--	---

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CR6.2 Investigate and identify ways that the arts can express ideas about identity.

I can express my thoughts through artistic processing.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

I can communicate my ideas in different ways.

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

(b) *Inventory* the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).

(e) *Interview* people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).

(g) *Practice* healthy ways of adjusting/responding to stress.

(j) *Examine* how stress may influence (both positively and negatively) personal standards and decisions.

(a) *Analyze and describe* how identity may be expressed through various styles and forms of art.

(a) *View, listen to, read, and respond* to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

(a) *Represent* ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences.

(c) *Create* a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, skits, or short video scripts.

(d) *Create* a variety of meaningful personal and impromptu communications (e.g., story, poem, visual representation) characterized by some insight, development, and originality.

(e) *Use* speaking, writing, and other forms of representing to respond to experiences and to texts.

PE6.10 Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of:

- alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)
- body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

I can control my movements in a safe and friendly way.

PE6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

I can control my own behaviour.

(j)*Demonstrate* progression in skills development of self-selected and teacher-selected skills required for participation in body management activities (e.g., slip and slide move for hip-hop dancing, front crawl in swimming, cartwheel in educational gymnastics, shot put in track and field).

(a)*Self-assess* level of social skills exhibited on a regular basis.

(b)*Propose* and willingly practice options for personal behaviour adjustments to support progression through the levels of social skills.

(c)*Practice* and *discuss* methods for resolving conflict in movement activity settings.

(d) *Express* an understanding of why it is important to take personal responsibility for self-monitoring personal use of appropriate social skills in a variety of movement activity settings (e.g., in the gym, in the hallways, on the playground, at the rink).

Key Understandings: ‘I Can’ statements

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

I can express my thoughts through artistic processing.

I can express my thoughts through reflection.

Questions for deeper understanding

- What makes me happy?
- What do I want in life?
- How do I deal with stress?
- How do respond to stress?
- Do you have a place where you feel happy, safe and quiet?
- Why is meditation important?
- How do I sleep better?
- How do I manage friendships?
- How do I be more in control of my behaviour?
- What are strategies I use to help me self-regulate?
-

<p>I can communicate my ideas in different ways.</p> <p>I can control my movements in a safe and friendly way.</p> <p>I can control my own behaviour.</p>	
--	--

STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION

What are the learning experiences for all students to achieve outcomes?

Learning Tasks & Experiences Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
<p>Teacher Resources What teacher resources will you need to support your knowledge in this unit?</p> <ol style="list-style-type: none"> 1. Just Breathe by Mallika Chopra (book resource) 2. Mindful Teachers: This resource offers many different directions for teaching mindfulness (online resource) http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html 3. An Overview of Stress Management (online resource) https://www.verywellmind.com/stress-management-4157211 4. What is Stress? (online resource) http://www.bbc.co.uk/science/0/21685448 5. Fighting Invisible Tigers: A Stress Management Guide for Teens (book resource) 6. TeensHealth: Stress (online resource) https://kidshealth.org/en/teens/stress.html 7. Taking Care of Me Lesson Plan (online resource) http://www.discoveryeducation.com/teachers/free-lesson-plans/taking-care-of-me.cfm 8. <p>Student Resources What student resources will you use in the learning experiences to meet the outcomes?</p> <ol style="list-style-type: none"> 1. Just Breathe by Mallika Chopra (book resource) 	<p>Instructional Strategies & Adaptations (Adaptive Dimension, Differentiated Learning)</p> <p>A. Resources: The “WHAT”</p> <ul style="list-style-type: none"> - How to add a Family Feud-style game to your next class. (online resource) http://ditchthattextbook.com/2018/01/24/how-to-add-a-family-feud-style-game-to-your-next-classpd/ - Stress Management Game (online resource) - Go Noodle (online resource) - Just Breathe by Mallika Chopra (book resource) - Youtube <p>B. Instruction: The “HOW”</p> <ul style="list-style-type: none"> - Human Bar Graph - Real Aloud - Note Taking - Think/Pair/Share - Presentations - Think-Tac-Toe response - Reality Game Show - Group Discussions/circle talks - Jigsaw - Dress Up Hook - Volunteer/Demonstration Hook - Peer teaching <p>C. Assessment: The “Show What You Know”</p>

2. Stress Management Activities (**online resource**)
<http://blog.trainerswarehouse.com/stress-management-activities/>
3. The Bad Seed by Jory John (**book resource**)
4. The Good Egg by Jory John (**book resource**)
5. Project You: More than 50 ways to calm, de-stress and feel great by Aubre Andrus and Karen Bluth (**book resource**)
6. Don't Stress – How to Handle Life's Little Problems by Helaine Becker Bluth (**book resource**)

Community Resources

What **community resources** will you engage (guest speakers, elders, field trips)

1. Chief Evan Taypotat from Kahkewistahaw First Nation

What **displays, artifacts and bulletin boards** will you include in the unit?

1. Display Mandala Painting

- Journal Reflection: Both as formative and summative assessment (handed in at the end of unit, must be completed and have some form of representation that displays identity on the cover)
- Comic Strip (rubric and self-assessment)
- Think-Tac-Toe Handout
- Stress and Me Handout
- Family Feud Game Show Review
- Bar Graph pre-assessment
- Just Breathe Worksheet

D. Learning Environment: The “WHERE”

- classroom
- outside
- calming atmosphere with music
- circle talks

STAGE 4: Assess and Reflect

Pre-Assessments

Bar Graph Hook will be used as a pre-assessment to start off this unit. By initiating this pre-assessment strategy in the classroom, the teacher will be able to understand the previous knowledge students already know about stress/mindfulness/personal standards/stress management and will be able to change/adjust/adapt future content and lessons.

Curricular Connections

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Sticky Note Board allows the teacher to quickly observe student's understandings as well it helps engage students immediately and gives them insight into what they will be learning in that specific lesson.

Curricular Connections

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

I can communicate my ideas in different ways.

Formative Assessments

All of the below activities are formative assessment strategies that engage students to showcase their learning. These handouts will be marked and handed back to students with feedback and any additions/revisions students need to make. These handouts can also be used to guide instruction, check for understanding and help the teacher make adaptations or incorporate more/less differentiated instructional strategies.

Just Breathe Worksheet (Appendix 1)

Think-Tac-Toe Handout (Appendix 2)

Stress and Me Handout (Appendix 3)

Family Feud Game Show Review

Curricular Connections

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

I can communicate my ideas in different ways.

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Summative Assessments

Journal Reflections will allow students to demonstrate their learnings and development of curricular outcomes. Specific lessons are targeted toward journal reflection and these will be used as a formative assessment for student learning. At the end of the unit, students will submit all of their reflections to show growth over the three weeks. Submitted journals will be marked on a rubric and will be used as a summative assessment of student learning.

Curricular Connections

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

Comic Strips will be a summative assessment of student learning that will demonstrate specific knowledge about personal standards. Students will showcase their own personal standards (super powers) by creating a comic strip incorporating rubric expectations throughout.

Curricular Connections

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CR6.2 Investigate and identify ways that the arts can express ideas about identity.

I can express my thoughts through artistic processing.

Differentiated Instruction Strategies

- Video Responses
- Giving out special tasks (helper, documenter, etc.)
- Grouping with specific students
- Group reading
- Teacher reading
- Independent tasks
- Writing tasks
- Listening tasks
- Seating arrangement

Unit Plan At-A-Glance

8 – 10 Lessons	Overview Include Essential Question (EQ) and Guiding Questions
<p style="text-align: center;">1 & 2 Introductory Lesson(s) [To be fully developed]</p> <p style="text-align: center;">Lesson 1: 1 day</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> - Introduce - Use human bar graph got hook (get students moving right away) Options are I know everything! I know something! I've heard of it! I don't know it! - Ask questions for the human bar graph: - Who knows what stress is? - Who knows what personal standards are? - Who knows what mindfulness is? - Who knows what stress management is? - Discuss activity - Go over EQ, learning outcomes, I can statements, guiding questions, overview of unit - Powerpoint about stress (pop quiz, how did this make you feel, discuss stress) - During the powerpoint, make a web on the board about eustress and distress so students can use this as a reference in their journal responses - Make journals and respond to questions: - What is 1 stressor that causes me eustress? - What is 1 stressor that causes me distress? - How do I respond to stress? - 1 thing I would like to do in this unit is...? - Tell students that from now on, they need to bring their journal to every class. <p>Lesson 2</p> <ul style="list-style-type: none"> - hook with stickie notes. Students will respond to the following prompt: why do you think it is important to learn about how we deal with stress? - Go over sticky note responses with class - Read the introduction of Just Breathe to the class. Have them write down in their journals the questions that I read from the intro. Write on board the main points from the passage - Get students into groups and then pairs (talk with Morgan to arrange this before class) - Jigsaw activity with photo copied articles from Just Breathe - Students will highlight the key points in the article, become familiar with the information, and answer the specific questions made for each group - Give groups 15 minutes to read and answer questions - Stop the class, get students into partners and have students group up with another pair - There are 4 articles: students reading article 1 and 2 will partner, and article 3 and 4 will partner. Students will have 7 minutes to share with each other. Students will fill out their handout that has a place for them to write down what they've learned from the other groups. - After 7 minutes, article 1 and 4 will partner together and article 2 and 3 will partner together. Repeat steps of sharing and writing on handout - After 7 minutes, article 1 and 3 partner and article 2 and 4 partner. Repeat sharing process.
<p style="text-align: center;">Lesson 2: 1 day</p>	

	<ul style="list-style-type: none"> - Have students sit in their desk, pass around the rain stick and have each student share something they learned this class from their peers - Students will hand in their work at the end of class <p>Assessment → sticky notes, observation of learning, handout for jigsaw, talking circle with rain stick</p>
<p style="text-align: center;">3</p> <p>Lesson 3: 1 day</p>	<ul style="list-style-type: none"> - Family Feud Game for review of stress, stressors and what we read in Just Breathe - Organize students into 2 teams (each team will get 30 seconds to come up with answer and each student will have an opportunity to tell the answer) - Winners get to decide on a “special day” (i.e pajama day, hat day, etc)
<p style="text-align: center;">4</p> <p>Lesson 4: 3 days</p> <p>Monday, Tuesday, Thursday</p>	<ul style="list-style-type: none"> - Dress up as a super –hero for the hook - Introduce yourself as your super hero name and list off your super powers (empathy, kindness and ability to crush ice cream everyday) - Explain how I use these super heros everyday (empathy, I understand how people feel and want to help them. My friend was upset because she had 4 exams in 4 days. I told her she is very intelligent, send her motivational messages everyday and supported her through it. Kindness, I made you matter buttons for the whole class and here is a photo of me eating ice cream - Have students take three guesses as to what theme empathy and kindness fall under? I am looking for the word personal standards but will accept values/beliefs. - As a class, define personal standards <ul style="list-style-type: none"> ▪ <i><u>They are the set of beliefs or behaviours that we have decided to live by</u></i> ▪ <i>People who set high personal standards tend to feel very good about themselves and about others</i> ▪ <i>We all have a ‘behind the scenes’ set of rules that we follow. They are reflected in the quality of our relationships, school work, and the way they communicate.</i> - As a class come up with a list of personal standards and how people demonstrate these in society (use google docs and type on the computer while projecting to the class) At least 10. - Explain to students their task for the next couple of days. <p>Students will be:</p> <ul style="list-style-type: none"> - Creating their very own super hero and creating a comic strip that demonstrates their hero doing 3 personal standards acts from the major list - Pass out list of personal standards - Before creating their comic strip they need to follow the worksheet (highlight standards that relate to you, pick top ten personal standards from list, narrow down to top 3. This is your exit slip <p>Day 2:</p> <ul style="list-style-type: none"> - Hook: play video https://www.youtube.com/watch?v=Py4fhsx3Ct4 <p>It is kind of childish so maybe not? Lol Good way to get the students moving.</p>

	<ul style="list-style-type: none"> - Go over rubric (reference personal standards on google drive) - Students will write out scenarios of their super hero demonstrating their 3 personal standards. - In order to get good paper to make comic strip, students must get Miss. S to review their standards. While students are waiting have them start to sketch what their super hero is going to look like. - Allow students to work for the remainder of the period. <p>Day 3:</p> <ul style="list-style-type: none"> - Last work period - If people finish, have students complete a self assessment - Comics will be due on Monday (lots of time for students to finish, will supervise at lunch if students want to work on comics and/or stay after school to help students finish)
<p style="text-align: center;">5</p> <p>[Plan one-half day for your 2nd or 3rd week)</p> <p>lesson 5: 1 day (Monday)</p>	<p>Mindfulness</p> <ul style="list-style-type: none"> - Have calm music playing as students walk in (set the tone) - Lights off - Tell students to sit on the floor with their legs crossed - Explain to students that we are going to be practicing a mindfulness activity and that this is a safe, relaxing space. - Encourage students to sit backs to the garage door and reiterate nobody is judging us, this is a calm, happy place to be. - Prompt students to put their hand by their heart when they are ready to begin - Start reading <i>That Safe, Happy Place</i> from Just Breathe - Once finished have students slowly get up, back into their chair - Prompt students not to talk but write in their journal how they are feeling in this moment. - Give about 5- 10 minutes for this, play relaxing music - Ask students if they want to share (if not, that's okay) however they will be handing in their journals for me to read. - Bring up the powerpoint of mindfulness - Handout powerpoint copies to everyone - For exit slip, use the think-tac-toe sheet and allow students to choose the three boxes they want to answer. Have students answer the questions in their journals. I will be assessing the journal responses
<p style="text-align: center;">6</p> <p>lesson 6: 1 day (Tuesday)</p>	<p>Mindfulness day 2</p> <ul style="list-style-type: none"> - Have students write down in their journal how they are feeling right now - 2-3 minute mindfulness activity (GoNoodle or Just Breathe, ask students) - What is a mandala? (history, meaning)

	<ul style="list-style-type: none"> - Play video: https://www.youtube.com/watch?v=3j4a5ijDazE - Practicing mindfulness activity: creating our own mandalas - Show photos of mandalas - Print out copies of mandala examples - Each student will take one if they want or they can free hand - Play relaxing music and prompt students that we are not really talking in this lesson but focusing on our thoughts and painting our mandalas - Have students create their paint plate - Pass out canvases - Allow students to draw their mandala first but warn students there will be no other class time to work on this - Last 5 minutes of class go to each student while they are cleaning up and ask them how that activity made them feel (formative assessment)
<p style="text-align: center;">7</p> <p>Lesson 7: 1 day (Wednesday)</p>	<p>Stress Management</p> <ul style="list-style-type: none"> - https://www.albertahealthservices.ca/assets/healthinfo/AddictionsSubstanceAbuse/if-tch-grade-8-stress-management.pdf - pothole activity - finish with relaxing music while filling out stress and me worksheet - exit slip: what questions do we have for chief Evan? - The bad seed
<p style="text-align: center;">8</p> <p>(Thursday)</p>	<p>Guest speaker: Chief Evan to talk about stress management strategies, tell a story</p> <ul style="list-style-type: none"> - students will reflect on their experience with Evan (something I learned, something I loved Evan said and one question I still have for Evan)
<p>9 & 10</p> <p>Culminating Lesson(s)</p> <p>[To be fully developed]</p>	<p>Last Lesson:</p> <ul style="list-style-type: none"> - wrap up
<p>Lesson 1</p> <p>What is Stress?</p>	

March 11
1 hour

Main Idea: Students will be able to understand stress, and how different types of stress can affect their overall well-being.

Essential Question: How does mindfulness affect me?

I Can Statements:

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

I can express my thoughts through reflection.

I can communicate my ideas in different ways.

Outcome:

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Indicators:

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

(b) *Inventory* the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).

(c) *Interview* people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).

(g) *Practice* healthy ways of adjusting/responding to stress.

(j) *Examine* how stress may influence (both positively and negatively) personal standards and decisions.

Interdisciplinary Outcomes:

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

Total Time: 1 hour

Prior Knowledge: Because this is the start of a unit plan, the prior knowledge would be from the grade 5 curriculum. However, in the lesson the first thing students are doing is a formative assessment of their prior knowledge. This can be used to gage the lesson.

USC5.4

Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

USC5.5

Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

USC5.6

Materials:

- Bitmoji posters
- pre-cut answers
- paper for journal making
- FlipGrid

Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

USC5.7

Assess the importance of self-regulation and taking responsibility for one's actions.

Set (20 minutes):

1. Form a circle in an area of the class that works for the class. Introduce yourself with bitmoji expectations (see poster attached). Expectations include:
 - i. Likes to have fun.
 - ii. Has an open mind for others.
 - iii. Embraces a growth mindset.On the back side of the poster have communication expectations:
 - iv. Respect (what does this look like?)
2. Explain to students that they will have an opportunity to tell me their expectations as the teacher. Ask for a few examples so students have a starting point.
3. Hang up pre-cut pieces of paper in the room, side by side. Answers are:
 - i. **I know everything! I know something! I've heard of it! I'm not sure!**
4. Students will be creating a human bar graph with each other by responding to questions about stress. Spend 2-3 minutes discussing students answers. Questions are:
 - i. Who knows what causes stress?
 - ii. Who knows what personal standards are?
 - iii. Who practices mindfulness?
 - iv. Who knows what stress management is?
5. Take 5 minutes to discuss essential questions/quote and I can statements. Talk to students about the hashtag
 - i. Purpose of the EQ is to allow the students to understand what their main learning objective is. The hashtag is a fun way to remind students to focus on #beyou in everything that we do in this unit.

Development (25 minutes)

1. Make journals using loose leaf and white paper. Students will be using this frequently and will be used as a summative assessment at the end of the unit.
2. While students are making journals, pull up the PowerPoint about stress.
3. Go through PowerPoint. Engage the class by asking questions related to the slides on the PowerPoint such as what stressors make you happy? Nervous? How often do we experience stress?
4. After the PowerPoint is finished, create a web of eustress and distress examples on the board. Students can reference this while they are writing their journal response. Have them write these answers in their journals. They will reference these in lesson 3 when we play family feud.

Closure (15 minutes)

1. Pass out writing prompt. Students can glue or tape these into their journals. Students need to respond in 1-2 complete sentences, depending on the question. Questions are:

- i. What is 1 stressor that causes me eustress? (one sentence)
 - ii. What is 1 stressor that causes me distress? (one sentence)
 - iii. How do I respond to stress? (2-3 sentences)
 - iv. What are 3 expectations you have for Miss. S? (point form)
2. Students will need to complete this before the end of the day!

Adaptations

The journal responses will be assessed formatively throughout the unit but will be used as a summative assessment of all students learning. An adaptation that could be used is having students make responses in video form using FlipGrid.

Assessment

Formative: *Assessment for Learning* → In this lesson, students will be required to engage and participate in whole class discussions. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction.

Assessment for Learning → Students are also engaging in creating the human bar graph which shows the teacher what students know before the lesson begins. This acts as a pre-assessment strategy.

Assessment for Learning → Students will be responding by writing in their journals or creating a FlipGrid video response.

Resources

- Powerpoint created by Maytlind Mallo. Updated by Ashlee Sandiford

Reflection: March 11, 2019

It feels so so good to be back at Seven Stones. It is a long journey to get to pre-internship and I feel right where I am suppose to be! I thought this lesson, for a first lesson back went really well. The circle discussion about expectations was successful. Students were listening and engaged (I think it was the bitmoji's). The transition from the circle discussion to the bar graph pre-assessment was smooth because we stayed in the same area. Students initially started out by standing in the "I know everything" column and then realized that it was okay to admit they may not know everything. I had the students attention while talking about essential questions and the I Can statements of the unit which was great. In the future, I would like to create I Can statements with the students to engage them but with time restrictions I just created the poster.

For the development of the lesson, things kind of took a turn. I had half the class engaged, while the other half was doing their own thing (talking, zoned out, rolling around, shouting things out, etc.). I focused my attention on two specific people (these two students were the ones that caused me trouble in the previous semester) and came up with different ways to get them back on task. However, while I was focused on this there was a lot of other students off-task. I was proud of myself for being firm, and not allowing students to act however they wanted (something I struggled with last term). In the future however just ensuring that I have ALL student's attention before moving ahead in my lesson. The discussion was great and students were engaged, but just remembering to have everyone's attention the entire time. When we transitioned to the journals, I then realized how many

	<p>students were not paying attention because many of them were unsure of the instructions. I had a writing prompt on the board for students to easily follow along but it was the lack of engagement that caused some students trouble. My goal for tomorrow’s lesson will be to ensure all students are engaged and bring the whole class back to task. This may be tedious and could prolong my lesson, however it is important students know that they are expected to be engaged. I will go over the expectations again. Classroom management is something I want to become more confident with and by initiating these steps that I have suggested will lead me to this.</p>
	<p>Lesson 2 What is Stress?</p>
<p>March 12 45 minutes</p> <p>Beginning of class on March 13</p>	<p>Main Idea: Students will be able to understand stress, and how different types of stress can affect their overall well-being.</p> <p>Essential Question: How does mindfulness affect me?</p> <p>I Can Statements: I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.</p> <p>I can express my thoughts through reflection.</p> <p>I can communicate my ideas in different ways.</p> <p>Outcome: USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.</p> <p>Indicators:</p> <p>(a) <i>Identify</i> sources of, and evaluate information related to, anxiety and stress. (b) <i>Inventory</i> the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status). (c) <i>Interview</i> people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music). (g) <i>Practice</i> healthy ways of adjusting/responding to stress. (j) <i>Examine</i> how stress may influence (both positively and negatively) personal standards and decisions.</p> <p>Interdisciplinary Outcomes:</p> <p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).</p> <p>Total Time: 1 hour</p>

Prior Knowledge:

- What is stress?
- What are responses to stress?

USC5.7

Assess the importance of self-regulation and taking responsibility for one's actions.

Set (5-10 minutes):

1. Turn and talk with a partner for 2 minutes and answer the following question: why do you think it is important to learn how to deal with stress? Walk around and pass out sticky notes to each group. Have students put their sticky note up on the board.
2. Create a discussion using the sticky note responses. *(may not have time for this part of lesson due to the shortened class time)
3. Gather in a circle and read the introduction from Just Breathe aloud to the class. Ask prompting questions – what does the author say about the importance of understanding how we deal with stress?
 - i. Finding that quiet place, your body and brain are healthier, you feel more in control, and you are happier. And for many people, being able to feel that peace inside of themselves helps them worry less and deal better with tough situations.

Materials:

- Jigsaw handout
- Just Breathe intro
- Just Breathe article copies
- rain stick
- pre made groups/pairs

Development (25 minutes):

1. Explain to students how a jigsaw works. Students will get into large groups, read over their article from Just Breathe, answer the questions on the Jigsaw handout, split up into partners, find a new group and discuss the facts with each other. (create groups and pairs ahead of class)
2. Pass out Jigsaw Booklet (handout w/questions and article)
3. Go over the instructions. Students are to answer the questions from their assigned article, and in the other parts of the handout students will fill out what they learned from their peers
4. Give students 10 minutes or less to talk with their expert groups.
5. Stop the class. Get students into partners and have students group up with another pair There are 4 articles:
 - i. **Article 1 and 2** will partner, and **article 3 and 4** will partner. Students will have 7 minutes to share with each other. Students will fill out their handout that has a place for them to write down what they've learned from the other groups.
 - ii. After 7 minutes, **article 1 and 4** will partner together and **article 2 and 3** will partner together. Repeat steps of sharing and writing on handout
 - iii. After 7 minutes, **article 1 and 3** partner and **article 2 and 4** partner. Repeat sharing process.

Alternative Development: (For time purposes)

1. Combine Articles 1 and 2 together. Combine articles 3 and 4 together.

2. Pair up students (done before lesson) and have them read the two articles together. Students will go through the questions together. Because the articles are short they have ten minutes for this activity.
3. Have students join another group to collaborate and teach their peers about the articles they read. Students will have 15 minutes to do so. 7 minutes/group to teach their peers.
4. Students should be filling out their handout as they learn from their classmates.

Article 1 Questions: What is stress?

- What is stress? List one form.
- What are three different things that can happen to you when you are stressed?
- Why should people know about stress and the affects of it?

Article 2 Questions: Understanding Your Brain and Your Body

- What is the flight-or-fight response?
- What are **five** examples that cause humans to go into flight-or-fight response? Think of examples that were not used in the article.

Article 3 Questions: How meditation can help you

- What are the strengths of meditation?
- In your opinion, what is one key point about meditation humans should know?

Article 4 Questions: What are we talking about here?

- List and describe the four techniques.
- What are intents?
- What are the benefits of intents?

Closure (15 minutes)

(if you run out of time, do first 15 minutes of next class to discuss)

1. Have students sit in their desk, pass around the rain stick and have each student share something they learned this class from their peers.
2. Students will hand in their work at the end of class to be formatively assessed.

Adaptations

There is a reading prompt for this lesson. An adaptation can be made for students to be read aloud the article and then respond to the questions. Pair up student with a strong reader, and they can read the article together.

Assessment

Formative: *Assessment for Learning* → In this lesson, students will be required to engage and participate in a jigsaw activity. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction.

Assessment for Learning → The handout students will be completing will be used as a formal assessment strategy. Students will be able to show comprehension of the article as well as new learning from their peers.

Assessment for Learning → The closure activity acts as a formative assessment that shows one new learning that each student had.

Resources

- Just Breathe by Mallika Chopra

Reflection: March 12, 2019

I started off this lesson telling students that yesterday's behaviour wasn't acceptable and that we all need to be better. There was a handful of students who didn't write anything in their journals which is not okay. Although I was very uncomfortable being more stern with them, I knew this would help with the overall learning and classroom management on my part. My PDP goal was to be able to deliver instructions clearly and effectively. I think for the most part I was able to do this to the point where most students understood the learning task. Some of the feedback I received was having students repeat the instructions back to the class as well as having the instructions written on the board so students have a little bit more guidance. Overall, I think I was able to control the classroom in a more productive way that led to students staying on task and completing their work. This was a really fun lesson, I really enjoyed seeing the students teach one another! They were very excited to be in control of their learning. For the future, I will definitely be going over the expectations and what group work looks like as well as having more references for the instructions.

Backward Design Lesson Plan

Topic of Lesson: Stress ball making

Step 1—Desired Results (Outcomes)

*What should students know, understand and be able to do as a result of the lesson?
[Use student-friendly language: I can show; I can explain, etc]*

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Step 2—Assessment Evidence (Indicators)

*What will students do to show what they have learned?
Assessment FOR learning (before & during) and Assessment OF learning (after)*

- (a) *Identify* sources of, and evaluate information related to, anxiety and stress.
(g) *Practice* healthy ways of adjusting/responding to stress.

Formative: Assessment for Learning → Practice anecdotal observations while students are reflecting to the class.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Set:

- Play video of what students will be doing today https://www.youtube.com/watch?v=GVfRO_gDeqc
- Go over expectations, the layout of the lesson, the task students will be working through
No touching the flubber until Miss S has given you the go ahead to put it into your funnel
Your bowl needs to stay on the drop sheet at all times, it should not leave the table top
You will not throw the flubber
You will not touch other peoples flubber
Staying in your seat is a must
When you hear the rainstick, eyes on me bowls on the table and hands on your lap
No warnings, this is messy there is carpet and if anyone is not following the expectations they will be sitting beside Mrs. Hunter
- Write step by step instructions on board so students have an idea of what's coming next.

Development:

- Talk about why we should be using stress balls
- Pair up students, this partner will be helping them with stirring their flubber
- The format of the lesson will run like: Demonstrate step and then have students do the step, demonstrate next step and then students do the step, etc. Get students to repeat the steps back before moving on
- Step 1: Everybody come up and get supplies (glue, liquid starch and container)
- Step 2: Pour glue into the bowl, squeeze like a tube of toothpaste
- Step 3: Partner work. Slowly have your partner pour in the liquid starch (this step is the most important to making your flubber perfection)

- Step 4: Vice versa of step 3
- Step 5: STIR STIR STIR
- Step 6: Miss S will be coming around to give you the go ahead for the next step
- Step 7: put balloon on funnel
- Step 8: put flubber in funnel and start pushing it into the balloon
- Step 9: tie the balloon
- Step 10: add the fishnet
- Step 11: clean up

Closure:

If time permits have students share how creating this made them feel and why it is important to have something to come us down when we are stressed. Another closure if time permits is read “A bad Seed” aloud while students play with their stress balls. Talk about the book and how it relates to stress.

Materials:

- Glue
- Balloons
- Funnels
- Dixie cups
- Popsicle sticks
- Liquid starch
- Fish net pantyhose
- Drop sheets

Notes to consider: This is messy. Students need to understand that listening and following directions is very very critical throughout this lesson. They have a job and they need to do that job. This is a fun and relaxing way to destress!

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

This lesson was amazing!!! Although my set expectations might have seen very blunt, I think the students responded really really well to this type of structure. Giving the breakdown of the lesson beforehand was effective and helped students to stay on task. Their ability to listen to instructions was great, the best I have seen the class behave in my lessons. Making the stress balls was a blast. Every student was engaged and had a smile on their face...SUCCESS! If I were to do this again, I would think more about time management. When I initially made my own stress ball at home it took me about 30 minutes. The lesson went a little bit over an hour, so just keeping an eye on the time and ensuring the pace of the lesson doesn't become too slow will be a good idea.

Backward Design Lesson Plan

Topic of Lesson: Super Hero's Everywhere!

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CR6.2 Investigate and identify ways that the arts can express ideas about identity.
I can express my thoughts through artistic processing.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

(j) *Examine* how stress may influence (both positively and negatively) personal standards and decisions.

(a) *Analyze and describe* how identity may be expressed through various styles and forms of art.

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate in discussing personal standards. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction.

Summative: Assessment of Learning → Students will work individually to develop their super hero, and will be assessed through the creation of their comic strip. Through this assessment strategy, students will be able to demonstrate their key learnings and understanding of personal standards.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Set (15 minutes)

1. Write three different personal standard words on the board (empathy, understanding, hard work)
2. Hand out sticky notes and have students guess what these words have in common

Introduce yourself as your super hero name and list off your super powers (empathy, kindness and hard work)

1. Explain how I use these super hero powers everyday (empathy, I understand how people feel and want to help them. My friend was upset because she had 4 exams in 4 days. I told her she is very intelligent, sent her motivational messages everyday and supported her through it. Kindness, I made super hero meme buttons for the whole class and here is a photo of me eating ice cream.
2. Have students take three guesses as to what theme empathy and kindness fall under? I am looking for the word personal standards but will accept values/beliefs.

- As a class, define personal standards
 - *They are the set of beliefs or behaviours that we have decided to live by*
 - *People who set high personal standards tend to feel very good about themselves and about others*
 - *We all have a 'behind the scenes' set of rules that we follow. They are reflected in the quality of our relationships, school work, and the way they communicate.*
- 3. As a class come up with a list of personal standards and how people demonstrate these in society (use google docs and type on the computer while projecting to the class) At least 10.
- 4. Explain to students their task for the next couple of days.

Students will be:

- 5. Creating their very own super hero and creating a comic strip that demonstrates their hero doing 3 personal standards acts from the major list
- 6. Pass out list of personal standards
- 7. Before creating their comic strip they need to follow the worksheet (highlight standards that relate to you, pick top ten personal standards from list, narrow down to top 3. This is your exit slip

Day 2:

Set (15 minutes)

- 1. Because this is a work period, starting the class off with a relaxation activity will help them focus for the entire hour.
- 2. Read a breathing activity from Just Breathe. Prompt students to close their eyes, sit on the floor, backs away from the garage door.
- 3. Explain why it's important to get in touch with ourselves in this moment because we will be working hard for the next hour.
 - Working hard can be challenging for our brains so we want to be mindful of how we are feeling, and go into the work period with a clear head.
- 4. Define personal standards again with the class.

Development (45 minutes)

- 5. The class did an amazing job answering and filling in their personal standards worksheet, Ms. Sandiford is very very proud! Turn to the person next to you, give them a high-5 and tell them "you're awesome."

Last class, I briefly talked about the comic strip they will be making.

- 6. Go over success criteria with the class. Bring it up on google docs and pass out success criteria papers to each student. Students will be marked on this using a rubric. It will be more beneficial for students to see the success criteria instead of the rubric so they understand fully what the expectations of the assignment is.
 - Explain what the frame expectations are: no less than 6 and no more than 12
 - Go over success criteria
 - Show size of paper
 - Ask if students have any questions
- 7. There is a handful of students who did not finish their personal standards. I will call those students over to the table and they will be working directly with me. All other students are working on their

good copy, using their top 3 personal standards worksheets as a guide. If students have questions, they will have to come up and see me.

8. Allow students to work for the remainder of the period.

Closure:

1. Students will keep their rubrics and their comic strips to work on.
2. Do a survey for how far along people are. Ask:
 - Do we need one more work period? Do we need half a work period?
3. If students finish during this work period, they will fill out a self-assessment for this assignment and then can silently work through the mindfulness booklet.

Day 3:

Last work period

1. If people finish, have students complete a self assessment on their learning process, as well as finishing their mindfulness booklet.
2. Comics will be due on Wednesday (lots of time for students to finish, will supervise at lunch if students want to work on comics and/or stay after school to help students finish)

Materials:

- Super hero costume
- Personal standards 100 list
- Worksheet for determining top 3 personal standards
- Rubric for comic strip
- Mindfulness booklet

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

Day 1 Reflection

I was really proud of this lesson and the execution of the student's knowledge that came out of it. I felt very prepared and was able to follow my lesson plan with appropriate flexibility. Using the Google Doc to explain to students what personal standards is, was an effective strategy because they were listening to me as well as having a visual representation on the board. I think what I wanted the students to learn stuck with them through the amount of repetition that happened throughout the lesson. Connecting my personal standards to real life events helped the students also make that connection to their own lives. Having the students first take a look at personal standards in a group was an effective strategy and a smooth transition to filling out the personal standard worksheet. There was only a handful of students who didn't finish, which is a huge improvement from last Monday! What I would do differently if I were to do this lesson again would be to go over expectations of group work. I briefly talked about the expectations, but having students repeat them back to me would increase student engagement and keep them more on task.

Classroom management reflection

Over the past couple of days, I have become more comfortable with classroom management strategies and I also think the students are settling in with my teaching. Some strategies I used for this lesson was

- Give me a thumbs up if you understand
- Put your hand on your head if you understand
- For transitions I used, “pencils down head up please, facing me”
- Positive reinforcement when circling the tables
- Asking students for eyes on me, and giving them the appropriate time to get quiet

Day 2 Reflection

I started out this lesson with a mindfulness activity which allowed students to focus on themselves and get prepared for the work period. The students responded really well to this activity and I think it helped them stay focused for the entire hour. Having students work with me who needed help or missed last class was an effective strategy to get them caught up. I was very proud of how the students were working. They seemed engaged and excited about what they were creating. Even though I was working with other students, the rest of the class was able to work independently. One thing I learned from this lesson is that it is important to talk about expectations when silently working. When students understand their expectations and the tasks they need to be doing they have more guidance and understanding of the required outcomes. I went over the rubric with the class on the over head. This allowed all the students to follow along, however when I talk about rubrics again I will make sure the students have a copy of the rubric before hand instead of passing it out at the end.

Classroom management reflection

Going over the expectations of independent work really helped students stay on task. Circulating the room while students worked as well as working with the students that needed extra help was manageable.

Day 3 Reflection

*Handout 1

List of Personal Standards

1. **Cheerful** – to feel or show happiness
2. **Adventurous** – enjoys trying new and exciting things
3. **Compassionate** – to feel or show you are worried for someone who is sick/hurt
4. **Considerate** – thinking about the feelings of other people
5. **Courageous** – being brave, stepping outside of your comfort zone
6. **Dependable** – able to be trusted or provide what is needed for somebody else
7. **Determined** – having a strong feeling that you are going to do something and that you will not allow anyone or anything to stop you
8. **Easy-Going** – relaxed, fun and easy to get along with others
9. **Energetic** – having or showing lots of energy
10. **Enthusiastic** – feeling or showing strong excitement about something
11. **Fearless** – not afraid to try things, being brave
12. **Generous** – giving or sharing with others
13. **Hardworking** – using a lot of time and energy to do work
14. **Helpful** – willing to help other people
15. **Hilarious** – very funny
16. **Humble** – not thinking of yourself as better than other people
17. **Kindness** – being caring to others
18. **Loyal** – showing support for someone or something
19. **Non-judgmental** – somebody who doesn't judge other people unfairly
20. **Organized** – having things in a neat way
21. **Passionate** – having or showing strong emotions about something
22. **Patient** – able to remain calm in stressful situations
23. **Peaceful** – being happy and calm
24. **Polite** – showing respect for other people
25. **Reliable** – somebody who can be trusted to get things done
26. **Resilient** – somebody who can become strong, healthy and successful after something bad happens
27. **Trustworthy** – somebody you can count on
28. **Understanding** – somebody who listens and wants to help others

***Handout 2**

NAME: _____

Top 3 Personal Standards	How do you demonstrate these in your life?

Backward Design Lesson Plan

Topic of Lesson: Stress Management Strategies

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate in a read aloud. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction.

Students will also be engaging in the “this side or that side” scenario game and discussion. Through anecdotal observation, the teacher can quickly assess and check for understanding about coping strategies and healthy decision making.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

First half of the lesson: 1:10 – 2:10

- Students will practice another mindfulness activity to start the long work period. Ask students while mindfulness is important to them.
- Students will be finishing up their comic strip
- If students finish, have them work on other homework, read a book or do a stress crossword puzzle
- Explain to students this is the last work period and that the comic strip is due on Thursday. If they aren't done, they will be staying after school in homework club to finish. And if they still don't finish they will be marked with whatever is left on Thursday.
- Set up another help table for students to come if they need any additional help.
- If there are new students, grab them and work one on one with them

Outside time from 2:10-2:20

Lesson #2 2:25-3:23

Set (20-25 minutes)

1. Students will gather around the back of the room to engage in a read aloud of the book “The Good Egg”
2. Prompt students to make predictions, inferences, and check for understanding/engagement

3. After reading the book, prompt students with questions about the book. Open the pages you specifically want the students to talk about so they have a reference

Prompting questions

Before:

1. What do you think the book is about just by looking at the front cover?
2. What are you wondering about as you look at the front and back cover of the book?

During:

1. **Page 3**→ Besides being a good egg, why do you think the egg is choosing to do good things? What is this telling us about this character?
2. **Page 7**→ Why do you think the characters are behaving like this?
3. **Page 13**→ The Good Egg puts a lot of pressure/stress on themselves, have you ever felt this way too? Does this situation remind you of something?
4. **Page 17**→ Recap, why is the egg wondering from town to town? Think about a time where you were stressed and had to leave the situation.
5. **Page 19** → The Good Egg did all of these things. Why? When you get stressed, could you potentially do some of these strategies?

After Reading: use a portable whiteboard and record the after reading questions for students to get a visual of the important messages (only record answer **2, 3, 4 and 5**)

1. What led the Good Egg to leave the carton?
2. How did the Good Egg help themselves?
3. What did the Good Egg realize?
4. How does this story relate to what we have learned about stress?
5. Do you have any other advice you would like to tell the Good Egg to help cope with stress?

Development (15-20 minutes)

1. Play the “this side or that side” game.
 - Students will listen for the scenario and must choose which side they think is the healthy decision to dealing with stress. Once students have come to a consensus, we will add the “good” coping strategy to the white board/google doc for a reference list (bolded). This reference list will be used for Wednesday’s lesson when they give advice to letters they’ve received. Allow students to discuss and justify why they chose that answer.
1. Becky is stressed about her upcoming dance recital. Go to that side if you think she should cry and quit. Go to this side if you think she should visualize her dance performance being a success.
 - a. **Visualizing success**
2. Tatiana went to the park with some friends. When she got home, she realized she forgot her favorite sweater at the park. She went back the next day but it was nowhere to be found. Go to that side if you think Tatiana should call the police. Go to this side if you think Tatiana should take some deep breaths and focus on the other sweaters she has in her closet.
 - . **Taking deep breaths and focusing on the positives**
3. Muhammad loves hanging out with his older brother. They walk home together everyday. One day the boys thought it would be fun to walk a different route home. On the way, they get lost. Go to this side if you think the brothers should go up to an unfamiliar house and ask for help. Go to the other side if you think the brothers should, “stop, and look around to consider if they see any familiar landmarks?”
 - . **Stop and navigate the situation and decide**

4. Talen stayed up all night playing Apex Legends and forgot they had a science test the next day. Talen was very stressed when they arrived at school and started to have a panic attack. Go to this side if you think Talen should sit in their desk anxiously waiting the class period to be over. Go to this side if you think Talen should notice how they are feeling, slow down their breathing and confront the teacher about the situation.
- **Getting in touch with their feelings, taking a deep breathe and talking to somebody about it**
5. Lee was recently fired from working at Co-op Gas bar. Lee’s pay cheque helps to pay for all of his extra-curricular activities. Lee claims these activities help him stay out of trouble. Go to this side if you think Lee should get angry and not talk to anyone who approaches him. Go to this side if you think Lee should think about what he has control over, make a plan to improve his actions and apply for a new job.
- **Thinking about mistakes and understanding how to make improvements**
6. Olga got into a big fight with her grandmother about the friends she was hanging out with. Olga loves her friends and doesn’t understand why her grandma would want her to stop seeing them. Whenever she is stressed, her friends always make her feel better. Go to this side if you think Olga should go behind her grandma’s back and hangout with her friends. Go to this side if you think Olga should take some time to think about if the friends she has is helping her be successful.
- **Taking time to think about the situation.**
7. Hayden is preparing for her big heritage fair presentation. She loves her topic and is proud of her research, but has anxiety about presenting in front of strangers. Go to this side if you think Hayden should confront her fear, practice, visualize and take deep breaths before presenting. Go to this side if you think Hayden should talk to her teacher about her fear of presenting, continue worrying and hope for the best on presentation day.
- **Recognize the stressor, practice, visualize and think about breathing**

Closure (10-15 minutes)

1. Pass out scrap pieces of paper 1/student
2. From the book “Don’t Stress” there are many different healthy strategies to make when dealing with stress. Read 5-6 strategies aloud and have students put a check mark down if that is a strategy they would like to use/maybe have used before. Ending on this activity will help students make connections to their own lives and how they can cope with stressors in their lives. This activity will also help give students more ideas on coping strategies which will help them complete their task in the next lesson.
3. If there is still time, finish the lesson off with another mindfulness activity. We start the class together and it’s important we finish it together. Creating a sense of community and togetherness.
4. If there is still time, explain what the students will be working on for Wednesday’s lesson. Show rubric if there is time.

Materials:

- The Good Egg book
- Multiple scenarios for the “this side or that side” game
- Don’t stress by Helaine Becker

Step 4—Reflection

*What happened during my lesson? What did my students learn? How do I know?
What did I learn? How will I improve my lesson next time?*

*Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.
Include PDP plans in unit.*

My half day flew by! I had all afternoon with the students and before I knew it the day was over. The students silent read for the first 15 minutes after lunch. The transition from lunch to silent reading allows students to calm down from recess and gives the students that come in late some time before the lesson gets started. The first half of the afternoon students had the opportunity to work on their comic strips. This was their last period to work on it and I felt the students worked very hard to get done. One of the challenges I've faced over the three weeks was adapting to student attendance. With the comic strip assignment there has been multiple different students who have missed a work period or the actual lesson talking about the assignment and expectations. Because of this, I've learned that a good strategy to use during a work period is to have a help table set up where students who missed or need additional help can come and sit with me. I used this strategy every work period and I found it to be very effective and allowed the students who missed to catch up fairly quickly.

The second half of my lesson was so much fun. I took the students downstairs into the open area because our classroom is right beside the band room and I was planning to read aloud to the class. I went over expectations when we are in a different space and ensured the students understood what these were (i.e. respecting the area, keeping quiet because other classrooms are working). I read *The Good Egg* to the class and they loved it! Our discussion during and after, students were very engaged and making the connection between stress and stress management strategies. Students were paying attention and loved the story. My lesson flopped in the last half an hour when we transitioned into the scenario part. When we started to play "this side or that side" students were following the rules but as the scenarios went on the class started to roam around the area, sit on the benches after being told we are not sitting there, having side conversations, etc. Half of the students were engaged and half of them were doing their own thing. In my post-conference my co-op suggested that I should've taken the kids back into the classroom and had a talk on respecting the area that we were in. If I were to do this differently I would've stopped the lesson and brought students attention to how they were behaving or I would take them back upstairs and transition the lesson into something else/something less fun.

Overall, I think I handled teaching for an entire afternoon effectively. Time management was well thought out. Using more classroom management strategies would've helped me bring back the students in the last part of the lesson. I will 100% be reading *The Good Egg* again because it is so cute and offers many different lessons to be learned.

Backward Design Lesson Plan

Topic of Lesson: What is Mindfulness?

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

PE6.10 Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of:

- alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)
- body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

I can control my movements in a safe and friendly way.

PE6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

I can control my own behaviour.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(j) *Demonstrate* progression in skills development of self-selected and teacher-selected skills required for participation in body management activities (e.g., slip and slide move for hip-hop dancing, front crawl in swimming, cartwheel in educational gymnastics, shot put in track and field).

(a) *Self-assess* level of social skills exhibited on a regular basis.

(b) *Propose* and willingly practice options for personal behaviour adjustments to support progression through the levels of social skills.

(c) *Practice* and *discuss* methods for resolving conflict in movement activity settings.

(d) *Express* an understanding of why it is important to take personal responsibility for self-monitoring personal use of appropriate social skills in a variety of movement activity settings (e.g., in the gym, in the hallways, on the playground, at the rink).

Formative: Assessment for Learning → Students will be responding by writing in their journals or creating a FlipGrid video response.

Summative: Assessment of Learning → At the end of this unit, students will hand in their completed journal responses. This will be one of their summative assessments.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Set:

- Have calm music playing as students walk in (set the tone)
- Lights off

- Tell students to sit on the floor with their legs crossed
- Explain to students that we are going to be practicing a mindfulness activity and that this is a safe, relaxing space.
- Encourage students to sit backs to the garage door and reiterate nobody is judging us, this is a calm, happy place to be.
- Prompt students to put their hand by their heart when they are ready to begin
- Start reading *That Safe, Happy Place* from Just Breathe
- Once finished have students slowly get up, back into their chair
- Prompt students not to talk but write in their journal how they are feeling in this moment.
- Give about 5- 10 minutes for this, play relaxing music
- Ask students if they want to share (if not, that's okay) however they will be handing in their journals for me to read.

Development:

- Bring up the powerpoint of mindfulness
- Handout powerpoint copies to everyone
- For exit slip, use the think-tac-toe sheet and allow students to choose the three boxes they want to answer. Have students answer the questions in their journals. I will be assessing the journal responses

Closure:

- Students will be handing in their think-tac-toe sheet as well as their journals responses.

Materials:

- Speaker and calm music
- Just Breathe mindfulness activity
- Journals
- Powerpoint on mindfulness
- Powerpoint copies
- Think-tac-toe sheet w/ questions

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

This lesson was scheduled for the last week of my three-week block, however because of the numerous field trips and work time students have gone on, time was of the essence. Unfortunately, I did not get to this lesson, but if I were to do this again I would talk about the importance of mindfulness before we start practicing mindful activities. Although the students responded really well to the mindful breathing exercises, they may have felt more comfortable if they understand at a deeper level what mindfulness is.

Backward Design Lesson Plan

Topic of Lesson: Practicing Mindfulness: Creating Mandalas

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(g) *Practice* healthy ways of adjusting/responding to stress.

Formative: Assessment for Learning → In this lesson, students will be creating mandalas to practice mindfulness. Anecdotal observation and the final product will be used to assess for students learning.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Mindfulness day 2

- Think for a minute, how am I feeling right now? Stressed? Worried? Anxious? Happy?
- Do a 2-3 minute mindfulness activity (GoNoodle or Just Breathe, ask students)
- What is a mandala? (history, meaning)
- Play video: <https://www.youtube.com/watch?v=3j4a5ijDazE>
- Practicing mindfulness activity: creating our own mandalas
- Show photos of mandalas
- Print out copies of mandala examples
- Each student will take one if they want or they can free hand
- Play relaxing music and prompt students that we are not really talking in this lesson but focusing on our thoughts and painting our mandalas
- Have students create their paint plate
- Pass out canvases
- Allow students to draw their mandala first but warn students there will be no other class time to work on this
- Last 5 minutes of class go to each student while they are cleaning up and ask them how that activity made them feel (formative assessment)

Materials:

- GoNoodle or Just Breathe mindfulness activity

- Small canvas/student
- Plates
- Paint
- Other mediums to make mandalas on (paper, cardboard, wood)

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

Unfortunately, I didn't make it to this lesson as the three-weeks flew by, but I think the students would have responded really well to this activity.

Backward Design Lesson Plan

Topic of Lesson: What is stress management?

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

I can express my thoughts through reflection.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

(b) *Inventor*y the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).

(e) *Interview* people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).

(g) *Practice* healthy ways of adjusting/responding to stress.

(j) *Examine* how stress may influence (both positively and negatively) personal standards and decisions.

(a) *View, listen to, read, and respond* to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate in playing Choose that Bucket. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction. This activity acts as a pre-assessment as well. The debrief after the activity demonstrates what the students already know and any additional information the teacher should share.

Summative: Assessment of Learning → The ‘Stress and Me’ sheet will be a form of student learning for the activity we did as a class. They will come up with ideas independently to showcase what they have learned.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Set:

- have one volunteer come up to the front of the class
- the volunteer will have to choose between 3 buckets (one bucket has candy, one has sardines and one has nothing in it)

- while the volunteer is choosing the rest of the class is shouting out the bucket they want the volunteer to choose.
- The volunteer only has a short amount of time to pick which bucket. There is a lot of pressure on the volunteer because whatever they get is what the entire class has to eat (that is what they think, but actually they will get the candy no matter what)
- Debrief this activity with the class. Prompt students by asking questions like:
 - i. What was it like to be the volunteer? What were you thinking? How did it feel?
 - ii. What did the volunteer notice about their level of stress as they tried to make a decision while their classmates called out at them?
 - iii. How does this activity relate to your life? How can we compare this activity with stress management?
 - iv. What makes dealing with stress harder? Easier?
 - v. How do we cope with stress?
- some answer from the students make include:
 - i. having physical complaints (headaches, stomach aches, muscle pains, feeling tired)
 - ii. shutting down (withdrawing from people and activities)
 - iii. feeling angry or irritable, lashing out at others
 - iv. crying for no reason, and feeling hopeless
 - v. feeling anxious or nervous
 - vi. having trouble sleeping and eating, or sleeping and eating too much
 - vii. finding it hard to concentrate
- ask students if they know of different ways to cope with stress, both healthy and unhealthy. Some answers may include:
 - i. solving the problem
 - ii. going for a run
 - iii. talking to someone
 - iv. using alcohol, tobacco and other drugs
 - v. gambling
 - vi. over or undereating
 - vii. sleeping

Idea from: <https://www.albertahealthservices.ca/assets/healthinfo/AddictionsSubstanceAbuse/if-tch-grade-8-stress-management.pdf>

Development:

- pass out 'Stress and Me' worksheets
- Students will be given the rest of the work period to fill out the sheet
- Students can look on their phone/computers/books to find out different coping strategies
- Play relaxing music while students fill out their sheet

Closure

- exit slip: what questions do we have for Chief Evan?

Materials:

- 3 buckets
- stress and me worksheets
- sticky notes for questions for Evan
- music

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?
Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.
Include PDP plans in unit.

Backward Design Lesson Plan

Topic of Lesson: What is stress management to Chief Evan?

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?
[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?
Assessment FOR learning (before & during) and Assessment OF learning (after)

- (a) *Identify* sources of, and evaluate information related to, anxiety and stress.
- (b) *Inventory* the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).
- (e) *Interview* people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).
- (g) *Practice* healthy ways of adjusting/responding to stress.
- (j) *Examine* how stress may influence (both positively and negatively) personal standards and decisions.

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate a guest lecture from Chief Evan. Students will be formally assessed through a journal reflection.

Summative: Assessment of Learning → Students will hand in all of their journal reflections as a form of their learning over the course of the unit.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

Before hand: ask a student to present Chief Evan with a pouch of tobacco

Guest speaker: Chief Evan to talk about stress management strategies

- in the last lesson students came up with 1-2 questions they wanted Chief Evan to answer

Materials:

- gift for Evan
- tobacco tie

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

This session with Evan was the perfect ending to my pre-internship block! The kids were so attentive while Evan was speaking, and they all wanted his autograph after. It was so cute! In the previous lesson, I had students come up with questions they had for Chief Evan and I really think that helped keep the students engaged as they were patiently waiting for him to answer all of their questions. Some questions got a little off topic, like “what’s your favourite pet?” or “what’s your favourite colour?” Besides these questions, the lesson was impactful for students and myself! Thanks Chief Evan!

Backward Design Lesson Plan

Topic of Lesson: Family Feud Review Game

Step 1—Desired Results (Outcomes)

What should students know, understand and be able to do as a result of the lesson?

[Use student-friendly language: I can show; I can explain, etc]

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

Step 2—Assessment Evidence (Indicators)

What will students do to show what they have learned?

Assessment FOR learning (before & during) and Assessment OF learning (after)

(a) *Identify* sources of, and evaluate information related to, anxiety and stress.

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate in playing Family Feud Game Show. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support or differentiated instruction.

Step 3—Learning Plan

What learning experiences do I need to plan and prepare for? (Lesson Plan)

1. Students will play Family Feud Game for review of stress, stressors and what we read in Just Breathe
2. Organize students into 2 teams (each team will get 30 seconds to come up with answer and each student will have an opportunity to tell the answer)
 - i. Winners get to decide on a “special day” (i.e pajama day, hat day, etc)

Materials:

- Prepared family Feud Game
- Buzzer app

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

What did I learn? How will I improve my lesson next time?

Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.

Include PDP plans in unit.

Unfortunately, I didn't get a chance to play this game with the students. I think I put this lesson too soon into my unit. If I were to do this again, I would create the game for stress and stress management strategies and would play the game with the students as a wrap up assessment.

Additional Activity Plans:

- bring in yoga instructor
- read The Bad Seed
- Make a goal based on “Stress and Me” worksheet
- Create a mindfulness script
- Do an interview w/ a peer on coping with stress
- Make a stress ball

Activity for Tuesday, second half

- Interview peers

Human Bar Graph Assessment

I KNOW EVERYTHING!

I KNOW SOMETHING!

I HAVE HEARD OF IT!

I AM NOT SURE!

Bitmoji Expectations:

<https://docs.google.com/document/d/1gz0BfUWZGNahaBUC2Wk4NeI1qvB-FFFnowcWBemqtWQ/edit?usp=sharing>

What is Stress? Powerpoint:

https://docs.google.com/presentation/d/18iyjwEXI0U64rdGEbeGU_EIR7ZGmEtt0HYsBNtqG9JM/edit?usp=sharing

Personal Standards Powerpoint:

https://docs.google.com/presentation/d/1cHHpCfa184fsILH8qciCDvhoG0uDTek3_DTEciZXRxc/edit?usp=sharing

Comic Strip Rubric:

https://docs.google.com/document/d/1INg61_n4uBNvly3XPHhzhotqNkqucYmh3EwvTZ015ii/edit?usp=sharing

I can understand when I am stressed and am able to use strategies to help me make healthy decisions during these situations.

I can express my thoughts through artistic processing.

I can express my thoughts through reflection.

I can communicate my ideas in different ways.

I can control my movements in a safe and friendly way.

I can control my own behaviour.

How Does Mindfulness Benefit Me?

Essential Quote:

“By getting in touch with your true self, you will harness the powers of intuition, insight,

imagination, creativity, and intention” – Deepak
Chopra, M.D

Hashtag:

#stressless