



LESSON 4

Being Kind to Ourselves Unit Grade 6 • Ages 11-13

TIME FRAME

Preparation: 10 minutes
Instruction: 1-2 weeks for tracking well-being, plus 30 minute lesson

MATERIALS

Log for Mental Health Activity, two for each student

[Kindness Concept Posters](#) for Perseverance, Respect and Self-Care

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-d; CCSS.Math.Content.6.SP.B.4, 5

Colorado: Comprehensive Health S.3, GLE.7, EO.a,b,c, IQ.1; Reading, Writing and Communicating S.1, GLE.1, EO.d.ii, iii; S.4, GLE.3, EO.a,b; Mathematics S.3, GLE.1, EO.d.i-ii

SEL: Self-awareness, Self-management

[Learning standards key](#)

Monitoring Your Well-Being

Students will take a close look at how their personal habits and well-being are directly connected.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Article about Well-Being in Schools: Promoting Well-Being: <http://www.edu.gov.on.ca/eng/about/wellBeing>

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

SELF-CARE Caring for yourself mentally, physically, emotionally and socially through your words, actions and thoughts.

RESPECT Treating people, places, and things with kindness.

PERSEVERANCE Keep trying even when something is difficult, not giving up.

WELL-BEING Positive state of life. Includes physical health, emotional well-being and satisfaction with your life.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being shown how to complete the mental health log on a document camera or individually.
- Reminders about the project and check-ins to see how it is going.
- Seeing the Feelings Images chart (Feelings and Behavior, Kindergarten lesson) and kindness meter from the Focusing Strategies.
- Completing a selected part of the log so they can focus on growth in a more targeted way; use a highlighter to focus on those areas they should complete. Students with mental health issues or those working hard on self-care already may be overwhelmed by having to complete the whole log.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Positive Mental Health Toolkit: <https://www.edu.uwo.ca/csmh/resources/Pan-Canadian%20Joint%20Consortium%20for%20School%20Health%20-%20Positive%20Mental%20Health%20Toolkit.pdf>

Share (3 mins)

Share with a partner at least one positive thing you can say to yourself when you feel like you've really messed up.

Inspire

Tracking your Well-Being (10 mins)

Determine how long you want the students to do this activity. Two weeks of data gathered as described below would be useful.

For the next two weeks, we are going to keep track of whether what we eat, how much we sleep, how much we exercise and the amount of stress we have impacts how we feel.

Give each student two copies of the logs (one for each week), which ask students to track how much they sleep, what they eat, how much they exercise, whether they have experienced anything exciting or stressful, their ability to focus and study, their overall attitude/mood, and how well they did on projects/tests.

Allow time each day to fill in logs, or have students bring their logs back to class at the end of the assigned period.

Empower

Well-Being Reflection (20 mins)

Have students create simple plot graphs that show:

- Correlation between sleeping and mood, sleeping and ability to focus, sleeping and how well their day went.
- Correlation between eating and mood, eating and ability to focus, eating and how well their day went.
- Correlation between exercise and mood, exercise and ability to focus, exercise and how well their day went.

Then have them discuss the following questions in small groups.

- Did sleeping, eating well, and exercise improve your attitude, your ability to focus, or how good you felt your day was? Why or why not?
- Did a stressful event impact your mood, ability to focus, and how good you felt your day was? How about an exciting event?
- Were there any trends you noticed that you never thought about before?

After the discussion, collect the data sheets. You could enter the data into a spreadsheet app and generate averages for the whole class or the students could help with this activity.

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is **well-being**?
- What kinds of things improve our **well-being**?
- What do you think improved your well-being the most (sleep, eating well, exercise)? Why?

Reflection Questions

- Were there any surprises when doing this experiment? What were they?
- What did you learn about your own **well-being** or **self-care**?
- Did you learn anything from talking to other people about what they discovered?

Summary

*There are so many factors that go into supporting our health and **well-being** and they all interact! We looked at a few of those factors and how they influence each other. In order to be kind to ourselves, we need to understand our own bodies and minds.*



Act (2 mins)

Kindness Minute

The energy we use still comes mostly from fossil fuels that are not renewable. Once they are used up, they are gone forever. When you leave things turned on when you're not using them that's wasted energy. This week, try to use less energy by shutting down your computers, phones, and other appliances when you're not using them. Look around the room right now and see if there is something you can power down. The Earth we live on takes care of us, so we need to take care of it as well. By taking care of our environment, we are creating a wonderful place for us to enjoy.

Kindness in Action

Think about one of the things you noticed which most improved your well-being and make an effort to nurture that part of your life.



Tracking My Well-Being

Each day, keep track of how much you sleep, what you eat, and how much you exercise. Also write down anything stressful or exciting that happened, your overall attitude/ mood (how you felt most of the day), how well you focused and studied, and whether your day was good or not.

| Date | Hrs. of Sleep | What I Ate | | | Mins. of Exercise | Did anything exciting happen? | Did anything stress me out? | Rate on a scale of 1-5 | | |
|------|---------------|------------|-------|--------|-------------------|-------------------------------|-----------------------------|-------------------------------------|--------------------------------|----------------------------------|
| | | Breakfast | Lunch | Dinner | | | | What was my overall mood/ attitude? | How well did I focus or study? | Did I have a good day? |
| | | | | | | | | 1=terrible mood 5=great mood | 1=unfocused 5=very focused | 1=not good at all 5=great day |
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