

Happy Place Lesson

Learning Intention

I can demonstrate active listening.
I can use a variety of feeling words.
I can recognize that I play a role in my well-being.

Criteria

- ❖ Students can respectfully engage with the read aloud and their peers.
- ❖ Students can explain how they feel when experiencing certain emotions.
- ❖ Students can brainstorm strategies to help them manage various feelings and emotions.

Inquiry Question

How might mindfulness help reduce my stress and anxiety?

Big Ideas

- ❖ **PHE 3:** Our physical, emotions, and mental health are interconnected.
- ❖ **PHE 3:** Adopting healthy personal practices and safety strategies protects ourselves and others.

Curricular Competencies

- ❖ **PHE 3:** Identify and apply strategies that promote mental well-being.

Content

- ❖ **PHE 3:** practices that promote health and well-being including those relating to physical activity, sleep, and illness prevention.

Core Competencies

Personal Awareness and Responsibility

- ❖ We will discuss and reflect on factors that affect their emotions and well-being
- ❖ We will be talking about the importance of managing stress and anxiety.
- ❖ We will explore strategies that help foster mindfulness and resiliency.

First People's Principles of Learning

Learning requires exploration of one's identity.

LEARNING EXPERIENCE PLAN

Materials/Resources

- ❖ EpicBooks → *12 Tips For Managing Stress and Anxiety* (Maddie Spalding) and *My Mindful Day: Meditation* (Jeff Bane)
- ❖ White board markers (or markers and chart paper)
- ❖ Visual Journals (or paper)
- ❖ Pencils, erasers, and colouring supplies

Supporting Diversity

Students are given the opportunity to represent their learning orally during the discussion period, as well as through writing and drawing/colouring to accommodate a variety of needs.

The Plan

Connecting

1. Begin by asking the class what they know about mindfulness – write ideas on the board.
2. Using the computer/projector read the book “My Mindful Day: Meditation” and ask students to share their thoughts. Does their opinion of mindfulness change after hearing the story? – Discuss.
3. Divide class into groups based on the number of students, and ask students to discuss different strategies they might already know, or have heard of, to help engage in mindfulness to reduce stress and anxiety. Ask students to come up to the board and write something that their group discussed.
4. Ask, “hook” questions prior to reading part of the book called *12 Tips For Managing Stress and Anxiety*.
 - What are some things that cause you to feel stress and anxiety?
 - Why is it important to listen to our emotions?
 - How might breathing be related to mindfulness?

Processing

1. Read page 1 and stop to discuss what stress and anxiety mean/look like.
2. Read pages 8-9 and discuss how visualization can help when practicing mindfulness and mindful breathing.
3. Revisit strategies posed by students and ask if there is anything new they would like to add to the board.

Transforming & Personalizing

4. To close this lesson, go through the “Happy Place” poster with the class.
5. Ask students to make an entry in their visual journals about their happy place – what does it look like? How does it make them feel?
6. Ask students to write down words that may express how visualizing this place makes them feel.

How does deep breathing make them feel?

7. Ask if any students would like to share their happy place with the class.
8. As a lesson closure, ask students to discuss what they have learned today (at their table groups).

This lesson is a reminder to students that It is important to engage in mindfulness in order to have a positive impact on our well-being. All of us experience different emotions every day and these emotions are always changing. By listening to our heart and bodies, we can work toward positively impacting our wellbeing, as well as those around us.