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| **Lesson Title/Focus** | **Good Feelings Journal – Lesson 3** | **Date** | Thursday Nov 14 |
| **Subject/Grade Level** | Health – Grade 2 | **Time Duration** | 60 minutes |
| **Unit** | Feelings | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | Relationship Choices:  Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.  Understanding and Expressing Feelings | | | | |
| **Specific Learning Outcomes:** | R–2.1 recognize that individuals make choices about how to express feelings; e.g., frustration | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**  • Identify positive feelings  • List things that make them feel good  • Create a class book illustrating many of the things that make them feel good | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | * Observe students as they work. | | |
| **Key Questions**: | | | * **What are good feelings?** | | |
| **Products/Performances:** | | | * **Good Feelings Journal** | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * http://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf | | | | * **Paper to write and draw on** * **Pencils, crayons, markers** * **Whiteboard** | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Have paper ready to go for students.**  Play a song on the computer. Welcome students. Organize agendas. Get students in their desks. Have them write a sentence in their agendas. When they are finished their agenda, have them meet me on the carpet. | | | |
| **Introduction** | | | | | **Time** |
| ***Assessment of Prior Knowledge*** | | At the carpet, ASK: What are some good feelings? What makes us feel good?  Write answers on a chart/whiteboard. | | | 10 mins |
| ***Expectations for Learning and Behaviour*** | | Quietly working at our desks.  Raise your hand and stay in your seat when you are finished and need me to check over it. | | |  |
| **Body** | | | | | **Time** |
| ***Learning Activity #1*** | | Explain to students that we are going to make a class good feelings journal. Students will write their feeling, what makes them feel this way and draw a picture of the feeling. Students will do a rough draft and write in their journal what makes them feel good and what the feeling is. When teacher has approved of the work, students will be given a blank sheet of paper to make a good copy. Show them a copy you have made as an example.  Ask students to repeat the instructions back to you (1 student/instruction)  Send students who know what they want to draw/write back to their desks. If students need extra help and ideas, keep them at the carpet and come up with some good feelings and situations.  If students finish early, let them know that they can go ahead and make another good feelings page for the good feelings journal. | | | *45mins* |
| *Assessments/ Differentiation:* | | Observe the students while they work and see what kind of good feelings/situations they come up with. | | |  |
| **Closure** | | | | | **Time** |
| ***Assessment of Learning:*** | | | Bring students back together and ask 3 students (sitting quiet and raising their hand) to share some of the good feelings that they put into the book. | | *5 mins* |

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| **Sponge Activity/Activities** | Students can create more pages for the good feelings journal. |

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| **Reflections from the lesson** |  |