



Aware of the Impact of Their Actions on Others

E5AIAO GRADE 5

TEACHER OBJECTIVE:

The teacher will give clear directions, model, facilitate discussions, and monitor student practice related to students prioritizing the needs of themselves and the needs of others.

STUDENT OBJECTIVE:

The student will be able to prioritize their own needs and the needs of others.

MATERIALS:

Session One

- Pens/pencils
- Markers
- 3 pieces of chart paper
- PowerPoint (PPT)
- Journal (SJ 131)

Session Two

- Pens/pencils
- *Important and Very Important* (SJ 132-133)
- *Priorities Checklist* (SJ 134)
- *Must Do vs. May Do* (SJ 135)

Session Three

- Pens/pencils
- Colored pencils, markers, and/or crayons
- Chart paper
- *Using the Scale* (SJ 136)

SESSION ONE: *Emotional, Mental, and Physical Needs*

Hook

- Display PPT 7 and facilitate a discussion using one or more of the following questions:
 - *Have you ever heard the term well-being?*
 - *What does well-being mean to you?*
- Tell students that they will explore the term “well-being” from three perspectives: emotional, mental, and physical.
- Post 3 chart papers with the titles “Emotional,” “Mental,” and “Physical.”
- Record on each chart as students share out loud:
 - What are some things that you do to take care of your physical well-being (exercise, eat healthy)?
 - What about your mental well-being (take a few minutes to relax, walk away from arguments, talk to a friend)?
 - What about your emotional well-being?
 - When feeling down what do you do (phone a friend, read a book, etc.)?
- Tell the class that they will explore how to prioritize the needs of themselves and others.


Introduction/Vocabulary

- Display PPT 3-6 to introduce vocabulary: **well-being**, **prioritize**, **self-care**, and **balance**.
- Have students discuss word meanings based on one or more of the following question prompts:
 - *How can you connect to these words?*
 - *How would you explain the meaning of this word to a friend?*

Student Practice

- Tell students to do a [Gallery Walk](#) to look at the lists created on the 3 charts at the start of this session. 🌟
- Ask students to consider how they have taken care of themselves this week.
- Distribute a marker to each student. Direct students to walk to the different posters and put a checkmark next to any of the items that they have done this week to take care of their emotional, mental, or physical well-being.
- Encourage students to write any other ways they have taken care of their mental, emotional, or physical well-being. Reinforce students’ efforts to share how they take care of their emotional, mental, and physical well-being.
- Inform students that all people have these physical, emotional, and mental needs.

Reflection

- Direct students to access their student journals and complete *Journal* (SJ 131) independently.
 - Display PPT8: Let's Write: 
 - Which areas of well-being (mental, emotional, physical) do you give a lot attention to?
 - In which areas of well-being (mental, emotional physical) could you make improvements?
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SESSION TWO: *May Do vs. Must Do*

Link

- Ask students what they remember from the last session.
- Remind students that they learned new vocabulary words related to personal well-being.
- Ask students to share some actions that could help their emotional, mental, or physical well-being


Teach/Model


- Direct students to think about tasks that they have to do and tasks that are optional.
- Direct students to access their student journals and turn to *Important and Very Important* (SJ 132–133) as it is read aloud.
- Tell the students to capture the “Must Dos” and the “May Dos” of the story as it is read on the *Priorities Checklist* (SJ 134). The “Must Dos” are the things that have to be done and the “May Dos” are optional.
- After the story, review with students what they wrote on their *Priorities Checklist* (SJ 134).
- Model how to list items that you need to accomplish this week using the *Must Do vs. May Do* (SJ 135).

Student Practice

- Direct the students to follow the example that you modeled and begin to list items they need to accomplish and items that they want to do on *Must Do vs. May Do* (SJ 135).
- As students look at their completed list, direct them to rank their “Must Dos” based on what is most important to the least important. Direct students to share some of the items on their list with a shoulder partner to compare similarities and differences.

Reflection

- Remind students that they explored ways to take care of themselves and their well-being.
- Invite them to look at their list and mark how their priorities align with their emotional, mental, or physical well-being. 


- Direct students to [Turn and Talk](#) to compare their *Must Do vs May Do* (SJ135). 
 - Encourage students to share what they noticed about how their attention to their own well-being is balanced or not. Encourage students to make changes in their priorities based on their well-being if needed.
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SESSION THREE: *Balancing Act*


Link

- Ask students what they remember from the last session.
- Remind students that they have explored how to prioritize their needs and will also explore how to prioritize the needs of others.

Teach/Model

- Display PPT9 and facilitate a discussion using one or more of the following questions:
 - *Have you ever been around others who are going through a challenging time?*
 - *What are some ways you can prioritize others who are going through challenging times while still taking care of yourself in the process?* 
- Share that as a class you will work through how you can prioritize the need of a friend as well as your own.
- Direct the class to brainstorm how they could help their friend while also being mindful of their own individual needs for mental, emotional, and physical well-being.

Student Practice

- Direct the students to get into groups of 3 to 4.
- Let students know that they will participate in a [Table Talk](#) to address some ways that they could address the well-being of a friend or classmate, while also prioritizing their own needs. 
- Distribute chart paper to each group and pass out art supplies such as colored pencils, markers, or crayons to be shared amongst each group.
- Direct them to design a poster to encapsulate how they could help someone with their attention to their own physical, emotional, and mental well-being, while still managing their own self-care needs.
- Explain to students that they may include words, phrases, and/or symbols on their posters that convey the message to help others while taking care of themselves.
- Encourage students to apply decorative elements like colorful patterns or outlines to the letters to make the posters look appealing.

Reflection

- Direct students to access their Student Journals and turn to *Using the Scale* (SJ 136).
 - Direct students to complete the scale based on the needs they have for themselves and the priorities of others.
 - Facilitate a [Swap Meet](#) have students compare responses. 🌸
 - Remind students that when they care too much for others, they can miss taking care of themselves, and when they only think of taking care of themselves, they can miss a chance to take care of others.
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EXTENSION ONE: *Prioritizing*

Materials:

- Markers
- Poster board

Teach/Model

- Ask students to recap some of their learning and thinking from this week.
- Facilitate a [Walk and Talk](#) to have students exchange their responses. 🌸
- Remind students that they have been thinking about how to take care of their emotional, mental, and physical well-being when they get overwhelmed.

Student Practice

- Divide students into groups of 3 to 4, and distribute markers and poster board to each group.
- Direct the students to create a poster that will be displayed in the school to help students know what they can do when they feel overwhelmed. ✎
- Each group can complete multiple posters as time allows

Reflection

- Direct students to reflect on how to prioritize their own needs, recognizing when they need a break; that it's okay to reach out for help; say no when needed; or take some me time.
 - Have students display their posters in prominent areas in the school.
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EXTENSION TWO: *Filling a Need*


Materials:

- *Filling a Need* (SJ 137)
- Chart paper
- Markers
- Sticky notes


Teach/Model

- Direct students to think of a need within the community and/or school.
- Have students think of some ways that they could help these agencies. An example might be going to the pet adoption center to volunteer weekly, putting up signs around the school about adopting pets, etc.
- Direct students to choose one of the needs to focus on. Have students find a partner that has the same or a similar interest to help with.

Student Practice

- Direct students to write about ways they could help to prioritize the needs of that organization based on the list on *Filling a Need* (SJ 137).
- Once students have decided upon an action they can take to help an organization in need, have the students share their plans with several other partnerships in a [Mix and Mingle](#). 

Reflection

- Distribute a sticky note to each student.
- Facilitate [Snowball](#) by directing them to write advice to a younger student or sibling about how to take care of their well-being while also looking out for the well-being of others. 
- Direct students to share out loud their advice with the whole group.