



WELL AWARE

Teacher's Resource | 4



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Linda Millar

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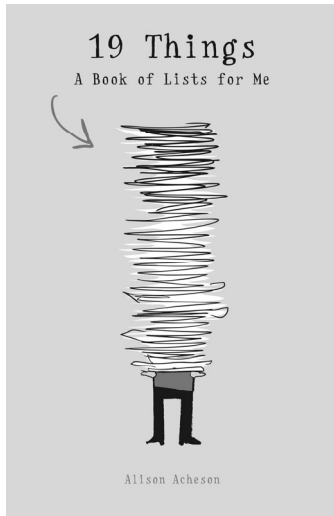
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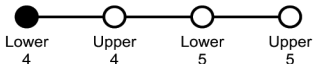


Invitation to Learning

19 Things: A Book of Lists for Me

by Alison Acheson

Level



Text Type

- Report

Genre

- Fiction

Line Masters

- LM 7: Text Features

Purpose

- To explore ways to reflect, organize, plan, execute, and celebrate healthy, informed choices about our lives
- To examine the process of making lists as a means to do this

Content Focus

- Connecting Emotions to Actions (p. 47)
- Friendship (p. 48)
- Risk-Taking (p. 49)
- Brain Connections (p. 50)
- Text Features (p. 51)

What You Need to Know

Connecting Emotions to Actions

The way we process information is a huge factor in how we react to situations. *19 Things: A Book of Lists for Me* provides the opportunity to explore thoughts, feelings, and actions—and how they interrelate with each other—to determine how we react in various situations. This text also helps students understand that there are strategies for well-being, and that we can build inner resources that we can draw on in times of stress or other needs.

See: Activity #1: Changing Moods, p. 47; Activity #2: Emotion Pictures, p. 48

Friendship

There is no question that friends and relationships impact how students feel about themselves and how they interact with others. This Invitation to Learning looks at how students can foster good relationships that will in turn make them feel good about themselves. Friendships play a big part in the lists and in our lives.

See: Activity #3: The Importance of Friends, p. 48; Activity #4: Happiness Is Contagious, p. 49

Focus On

Self-Regulation

Risk-Taking

Learning how and when to move along the continuum from low risk to higher risk involves many thoughtful considerations. “Am I experienced enough to take the risk? Is it a wise decision to try? Will I be safe? Are the conditions right to risk? Should I take the risk?” And so on. Managing these considerations is a form of self-regulation.

See: Activity #5: What We Can Control, p. 49; Activity #6: Taking a Risk to Try Something New, p. 49; Activity #7: Quilt of Dreams, p. 50

Brain Connections: What Builds or Destroys Healthy Brain Cells?

A hundred billion brain cells develop before a baby is born. The cells called **neurons** start to make pathways (like circuits) through interconnections called **synapses** so that the child has a functional growing brain. As thoughts and movements are repeated, the pathways become more efficient and behaviour becomes more automatic. These synapses make trillions of complex connections that are very important in problem solving, language, memory, and schema building.

The richer our learning experiences are, the more pathways develop. Throughout our lives, our brains are changing and growing. Researchers suggest that brains function best when they are kept active—so keep wondering and learning!

See: Activity #8: What Builds or Destroys Healthy Brain Cells? p. 50

Text Features

Text features include things like titles and subtitles, headings, photos, illustrations, captions, bullets/numbered items, and type font. They provide clearer understanding and help to emphasize the “big ideas” that the author wants you to remember. In *19 Things: A Book of Lists for Me*, the author has chosen to present ideas in the form of a young girl’s bulleted lists where she captures her thinking about her wellness, her feelings, and how she can help herself. The text also includes several other interesting text features to explore.

See: Activity #9: Text Features, p. 51

TEACHER TIP

You may find it useful and rewarding to research further into the significance of the poem *Invictus* in the life of both the poet W. E. Henley and Nelson Mandela. Both of their histories involve powerful illustrations of resiliency and finding inner strength.

Curriculum Connections

The activities in this Invitation to Learning have connections to Language, Character Education, the Arts, and Health and Physical Education.

You may also wish to explore specific connections with the quotation on the first (title) page: “I am the captain of my soul.” It is the concluding line from *Invictus*, a favourite poem of Nelson Mandela’s that he said sustained him during extremely difficult times, including his decades of imprisonment.

TEACHER TIP

These notes provide a “menu” of ideas and strategies. Timelines and the choice of options to pursue under each step are left to your discretion, as you know your students best.

Focus On

Self-Regulation

TEACHER TIP

If some students’ circumstances are such that reflecting on happy thoughts is not an appropriate direction, have them breathe and listen to the sounds around them as a way of centering.

Teaching Notes

A. Before You Begin

Centering: *How do I prepare for this learning experience?*

Breathing to Calm the Mind

Before starting the Invitation activities, have students take time to find a comfortable space to sit and relax. Deep breathing calms our brains and helps us to stop and reflect, think, remember, and get organized.

Have students breathe in to the count of three and breathe out to the count of three. Repeat. Prompt students by saying, “Think happy thoughts . . . think about all the things and times that you can remember that made/make you happy.” Explain that this results in helping you to get motivated, to pay attention, and to feel good.

B. Introducing the Text

Contemplating: *What is this text about, and why is it important to me?*

Provide a collection of authentic lists (either made or found) as sample documents to examine as you discuss the purpose, format, and usefulness of this type of text. Ask students if they make lists and, if so, where, how, why, and when. Ask:

- *What kinds of lists are important at home (e.g., shopping lists, to-do lists, address book)? What kinds of lists are important at school?*
- *What lists are important to you?*
- *Is a calendar a list?*
- *What supplies or technologies (such as apps) do you know of that help people make lists? Have you used any? How helpful do you feel they are?*

Have students work in small groups to make a list of all the kinds of lists they have encountered. Consider making this an ongoing inquiry, with students on the lookout for lists everywhere.

The author of *19 Things: A Book of Lists for Me*, Alison Acheson, has written many other books. Look online to learn more about her and her work.



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C. Reading the Text

Connecting: *What do I already know, and what do I need to know?*

Divide students into small groups to examine the text. Have them start by looking through the list titles and talking about why the author might have chosen these lists to include for grade four readers. Ask students which titles interest them and why. Invite them to suggest which lists they might like to make themselves.

Working with one list at a time, have students read, or ask volunteers to read aloud. After reading each list, ask one or two of the following questions to help students connect what they are reading to their own lives:

- *What surprised you most about this list?*
- *What might you add to this list?*
- *Would you say that this list describes how you feel?*
- *Would you like to do some of the things in this list? Which ones? Why?*
- *Is there anything in this list that you would not want to do? Why?*

Continue until all of the lists have been read aloud. Ask students to keep thinking about the lists as they complete the activities below.

D. After Reading: Reflecting About the Text

Confirming: *How do I practise what I have learned?*

Activities Related to ... Connecting Emotions to Actions

Activity #1: Changing Moods

An important element of positive mental health is being aware of how we feel, and this is sometimes harder than it sounds. *19 Things: A Book of Lists for Me* depicts a person who has thought about her inner feelings and some causes, effects, and strategies related to them. This kind of awareness of our feelings enables us to take action when appropriate or necessary.

Discussion Starter #3

Connect to **Discussion Starter #3:** *Lists 2 and 3 give ideas for how to make yourself feel better when you are unhappy. Do you find it easy or hard to change the way you are feeling? Why?* Ask students to share responses and then discuss the following:

- *Sometimes just seeing others who are happy around you can affect how you feel about yourself. Explain.*
- *Have you ever been feeling angry or upset and then someone says something that makes you laugh out loud? How does this change your mood?*
- *Have you ever been able to change your own mood into a more positive one? What do you do? Share (perhaps in a short drama skit).*

TEACHER TIP

Invite students to compare what feelings look like for their various family members (including those of different generations). This can also lead to a discussion of how feelings are expressed physically in different cultures.

The text talks about the importance of a smile. Ask students how they feel when a family member gives them a smile after watching them accomplish something or just when they are walking by.

Remind students that sometimes emotions can be expressed without words. Ask them to show how they could let others know how they feel with their faces. Remind students that it is important to share how you are feeling in many ways and it is also important to be able to “read” how others are feeling.

Activity #2: Emotion Pictures

Provide magazines, catalogues, and flyers that contain interesting images of people. In small groups, students select an image that expresses strong emotion and then write a short collaborative piece describing what the person in the picture is feeling and why. This could be written as a story told by a narrator, a journal entry, or a letter written in role, etc. Invite students to share their pictures and writing. Then ask:

- *What details from the photo influenced your perception of how the person was feeling? How did you decide with your group what you would write?*
- *Do you find that sometimes the way you are feeling affects what you choose to do? For example, when you feel happy, you might listen to music and dance around. If you are feeling sad, you might just curl up on the couch.*
- *What do you do when you feel happy? Sad? Lonely? Afraid? Worried? Think about whether your response to the emotion is the best choice. This helps you develop mindful awareness of positive and negative responses to emotion.*

Develop a collaborative list of things or actions that help when a person is experiencing unwanted emotions. Remind students that sometimes just getting physically active for a few minutes can change the way they feel. The connection works both ways: our feelings can affect our choices of what to do, but our choices of what we do can also affect our feelings! Exercise is helpful for self-regulation—it helps us to feel more calm and alert and, therefore, better able to focus.

Focus On

Self-Regulation

Activities Related to ... Friendship

Activity #3: The Importance of Friends

Have students check to see how often the word “friend” comes up in the text *19 Things: A Book of Lists for Me*. Ask why they think the author mentioned friends so often. Share.


Ask students to help you make a list of words that come to mind when they think of the term “friend.” Post on a chart in graffiti style or use a word web. Consider having students design an “ideal friend” by tracing a person’s outline onto large paper, then filling it with words and images.

TEACHER TIP

Think-pair-share:

- 1) Students think independently, forming ideas of their own.
- 2) They discuss their thoughts with a partner. This develops their ability to articulate their own ideas while listening to and processing those of someone else.
- 3) Finally, the pairs share their refined and combined ideas with the whole group.

Discussion Starter #4



“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

—*Michelangelo*

Activity #4: Happiness Is Contagious

Post and share the following quotation from the text: “Whoever is happy will make others happy, too.” (Anne Frank, writer). Ask students what they think the quotation means. Have them discuss using a “think-pair-share” technique (see description at left). This strategy works well with ELL or any students who might have difficulty sharing their ideas in front of others.

Explain that smiling actually does change the way we look, feel, and sometimes even the way you act. It can help to reduce stress and help us cope when we are feeling down. Ask students to do a think-pair-share about what makes them smile (e.g., pictures, jokes, people, compliments, etc.). After discussing with the large group, ask students to share how they feel when they see someone else smiling.

Activities Related to ... Risk-Taking

Activity #5: What We Can Control

Connect to **Discussion Starter #4**: *Look back at lists 10 and 11. Why might it be helpful to think about the things in your life you can control and the things you can't control?* Invite students to share responses to the question. Discuss why it is helpful for people to understand the difference between these two lists. Ask them to think about something that they would like to add to each list, and then have them turn to a partner and share.

Activity #6: Taking a Risk to Try Something New

Pivot the discussion from Activity #5 to talk about how there can be things we think we can't change, but in fact we might be able to. Sometimes, we may think we can't do something because we don't have the skills, the training, or the opportunity. Ask for examples (e.g., become a professional athlete, design a video game). Explain that sometimes we need to try something new, or do something in a new way, in order to prove to ourselves that we can do it. That means taking a risk.

Explain that it is important to take safe risks in order to step out of your comfort zone. The trick is to decide what, when, and why you would like to try something new, and then to explore both the good and the scary parts of trying something new. For example, the first time they tried to ride a bike by themselves was taking a risk. The good part was that they learned to do something new that would give them some freedom and make them feel successful. The scary part was that they might fall, get hurt, or get frustrated along the way.

When we try something new, or retry something that is difficult, we help ourselves develop more self-confidence, realistic self-efficacy, and more fun potential.

TEACHER TIP

Silence is often practised in Aboriginal cultures as a way of centering or connecting with thoughts that may be forming in the mind. You may wish to encourage students to “go silent” and let their thinking centre on what their dreams may be.

Activity #7: Quilt of Dreams

Post the following sentence starters and ask students to think about how they would complete the sentence(s).

- My dreams are to ...
- I wish I could ...
- I would really like to learn how to ...

Divide students into groups of three. Ask each group member to select one, two, or all three of the statements to complete and then share their thoughts with the group.

Provide groups with art supplies and ask them to illustrate answers from their discussion. Encourage them to fill the page with colour, illustrations, words, and phrases that represent the dreams of their group. Gather these on a wall to create a “Quilt of Dreams.” Allow time for students to view the “patches.” Close by asking:

- *How did this activity make you feel?*
- *Did you get any new ideas, hopes, or dreams by listening to your group members and viewing the quilt patches from the other groups? Discuss.*
- *Why might taking small risks make you feel good about yourself?*

Activities Related to ... Brain Connections

Activity #8: What Builds or Destroys Healthy Brain Cells?

Remind students that our brains are amazing organs that enable us to do everything from breathe to think, feel, see, speak, and touch. Display or distribute the following lists. Explain that these are just a starting point and ask if students can think of things that could be added to the lists.

Things That Build Healthy Brain Cells:

1. Exercise. Cardio activities are especially important.
2. Reduce stress if you can. Use relaxation strategies (breathing in particular).
3. Eat well.
4. Learn new things.
5. Find things that make you happy.
6. Get enough sleep.
7. Take safety seriously.
8. Connect with good friends, family, teachers, and peers.
9. Avoid things that destroy brain cells!

Focus On

Self-Regulation

Things That Destroy Brain Cells:

1. Concussions and contusions (from blows to the head). Remember to wear proper equipment for sports and activities.
2. Sleep deprivation. Growing bodies need a lot of sleep.
3. Dehydration. The brain is 75% water and needs fluids to stay healthy.
4. Drugs. Don't abuse drugs of any kind, including tobacco products.
5. Carbon monoxide poisoning. Learn about this danger and follow safety precautions.
6. Stress. Learn to manage stress effectively.
7. Not eating well. Remember to eat a balanced diet every day.

Focus On

Self-Regulation

Consider having students create a short script in role as a brain and other parts of the body. In the script, the brain's goal is to convince the body and mind to keep healthy on the "owner's" behalf by selecting and using the information from the lists above. Have students share the script with a partner, illustrate a written script, or perform for the class. Debrief by asking students about how the activity helped them learn more about why and how we can take care of our brains.

Activities Related to ... Text Features

Activity #9: Text Features

Discuss with students the main text feature that serves as the structure for this book—lists. Ask them to share any examples they know of books of lists (e.g., *Guinness World Records*) and ask why they think lists seem to interest people.

Ask students why they think the author decided to write this book in the form of a young person's collected lists. Discuss the fact that lists help gather a variety of items that have something in common, and then draw out what the common elements are in this book's lists: things you can do to help the way you feel, respond to your feelings, and establish emotional balance. The writer's lists help her understand the many things that affect her and the resources that she has.

Discuss the fact that lists are great stress reducers. They provide order and a "plan of attack" for an overwhelming task or day. Lists also provide an opportunity to check off items, giving us a sense of accomplishment.

Discussion Starter #2



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Line Master 7

To extend the discussion, connect to **Discussion Starter #2**: *What text features are in this book? What is the purpose of each text feature? (For example, does it help readers in some way, or is it just for readers to enjoy?)* Support the discussion using **Line Master 7: Text Features**.

Have students work in small groups to design a poster or other written piece that incorporates text features. They may base the topic on any of the ideas in *19 Things: A Book of Lists for Me*, but will insert their own lists.

E. A Step Further: Additional Learning Activities

Creating: *What are some other ways I can use what I have learned?*

The goal of this section is to extend students' learning across the curriculum and beyond the classroom.

Creative Writing, Drama, and the Arts

Explain that creating a “Book of Lists for Me” is really quite a personal experience. The character in *19 Things: A Book of Lists for Me* shares what she feels are important things to include in her lists. What might a fairy-tale character, a superhero, or a famous person have in their Book of Lists? For example, what might be in the Book of Lists for the Big Bad Wolf? Share several answers.

Ask students to work in pairs to imagine a Book of Lists for a well-known character or hero and create one or more lists. When the lists are complete, ask the pairs to read their lists and see if the class can guess who the character is. Debrief by reminding students that everybody's Book of Lists will be different and that this is what makes us so unique.

Language and Well-Being

Reread p. 24 where the author quotes Mark Twain: “The best way to cheer yourself up is to try to cheer somebody else up.” Ask students if they have ever tried to cheer anyone up. How did it make them feel? Discuss.

Ask students what they think the phrase “random acts of kindness” means. Share and discuss. Form small groups and have them brainstorm random acts of kindness. Assign each group one of the following as a focus:

- What could you do for our school to make it a happy place every day?
- What could you do for a neighbour that would make them happy?
- What could you do at home that would make your family happy?
- What have you seen your family members do to make others smile (e.g., to make your grandparents, neighbours, siblings, or strangers smile)?

Post the ideas and have students put a check mark beside an action when they perform it. Celebrate as the list grows and confirm regularly how good it feels to do something nice for someone else.

Discussion Starter #1

Connect to **Discussion Starter #1**: *When you first saw the book's title (19 Things: A Book of Lists for Me), did you predict that you would enjoy reading this book? Did you enjoy the book more or less than you thought you would? Why? Share answers and remind students that sometimes you can't "judge a book by its cover."* Ask students what they think that expression means.

Ask students to reflect on the book and identify which list stood out the most for them and why. To conclude, invite students to make their own Book of Lists.

Throughout the Learning Experience— *Celebrating "I can!"*

Celebration occurs at various points throughout the learning experience. See p. 7 of this resource for a discussion on celebrating learning.

An activity celebrating learning might ask students to complete the sentence "I can...." This will help to promote confidence, self-efficacy, and self-concept. Here are ways you can incorporate celebration into this Invitation to Learning:

- Celebrate random acts of kindness that occur during this Invitation and beyond!
- As a start to the day, ask students to list some recent accomplishments (learning a new piano piece, scoring a goal, starting or finishing a new book, etc.). Congratulate them!
- Create a tangible award such as the "Stanley Cup" that Acheson suggests. Think about what the award should be for, and who should receive it. Rotate the award from person to person as they achieve success.
- Have students complete the following sentence: *Today I learned (relearned) how to*
- Invite students to stand up, turn to a neighbour, shake hands, and smile. Remind them that smiling feels good. Aim to do it several times each day.

The Parent/Caregiver Connection

As always, parents and caregivers play a huge role in the way students think, feel, and act. They often determine what students will do and how they will do it. Ask students to write a personal letter to their families containing a list of things that make them happy and that make a smile the centre of the day. Have them take the letters home to share with their families. Discuss reactions.

Name: _____

Text Feature	Definition	Give an Example
Title	- The name given to a text or section of a text. It gives the reader an idea of what the text is about.	
Heading	- A descriptor that helps you to recognize a section of information. A subheading is used to label sections within a section.	
Bulleted or numbered lists	- Lines introduced by a small shape, number, or letter. They may be items in a list, steps in a procedure, a set of examples, etc.	
Illustrations	- Drawings (or sometimes photos) that accompany the text. They may be included to add visual interest, and they may also help support readers' understanding of the text's content.	
Boldface	- Type that is darker and heavier than the rest of the type. This is often used for emphasis.	
Italics	- Type that is slanted to the right. This may be used for emphasis. It may also be used for the title of a complete work, such as a book or poem.	