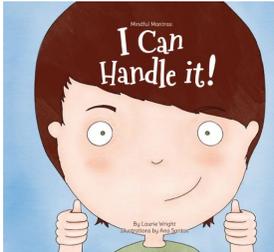


I Can Handle It

Lesson Plan for Grades K-6, Personal Characteristics

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OVERVIEW & PURPOSE

This purpose of this lesson is to encourage students to learn a mantra that will become an automatic way to handle difficult situations. By listening to the story and the teacher's anecdote, and then by writing or dictating a journal entry students will begin to understand the concept of a mantra, and how it can be used to help them maintain their calm and focus while in a difficult situation.

OBJECTIVES

1. Express ideas and develop understanding
2. Experiment with language and forms
3. Focus attention

MATERIALS NEEDED

1. Mindful Mantras: I Can Handle It
2. Journals
3. White boards

VERIFICATION

Steps to check for student understanding

1. Students will problem-solve out loud using the the words "I could try.... to handle it".
2. Students will orally describe different options to handle a situation.

3. Students will draw and/ or write about a situation that was difficult and how they could handle it.

ACTIVITY

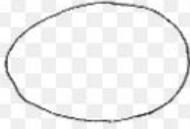
1. As an intro to the story, teachers will describe a situation that causes a strong emotion (e.g. frustration: setting up the classroom for the first time, annoyance: waking up early to go to school).

“This book makes me think of ways I could have handled that situation.”

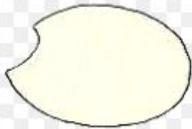
2. Read story Mindful Mantras: I Can Handle It (or substitute a story that talks about problem solving)
3. Ask 3 kids to volunteer to share about a time they felt a strong emotion (frustration, annoyance, anger), but NOT to share about how they handled the situation. Then have other kids offer solutions to that situation.
4. Journal: Write/draw a journal entry about a time you recently felt frustrated. Then brainstorm ways you could have handled the situation. Try to think of a funny way, an outrageous way and a realistic way.
5. Art extension: A step by step lesson on how to draw a hedgehog. Teacher leads, has everyone follow one step at a time. Then have students go to desks and re-do the drawing on paper, using markers for the outline then crayons or pencil crayons to colour. (pick from below options, according to student ability)

How to Draw a Hedgehog

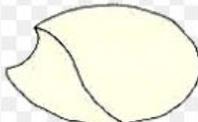
IT'S FUN TO DRAW HEDGEHOGS. HERE IS A SIMPLE WAY TO DRAW ONE.



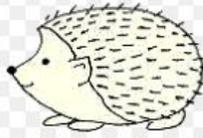
DRAW AN EGG SHAPE LIGHTLY WITH A PENCIL



A CURVED LINE WILL MAKE THE FACE



ADD A LINE FOR WHERE THE PRICKLES BEGIN.

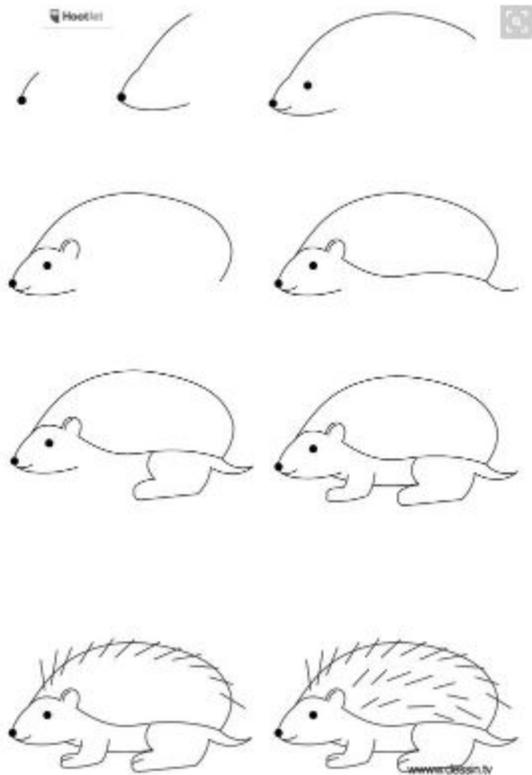


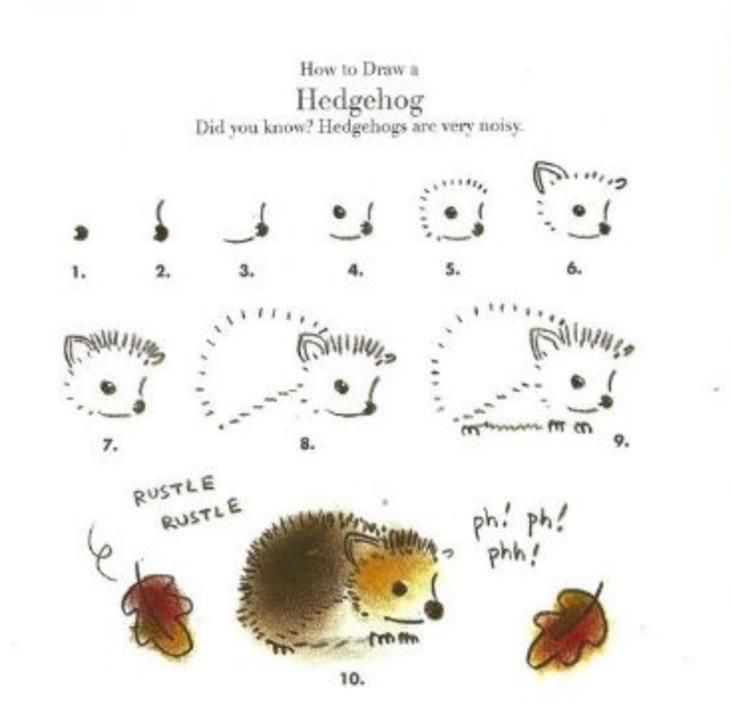
NOW FOR THE FUN. HE OR SHE WILL NEED A NOSE, A MOUTH, AN EYE, AN EAR, AND LOTS OF PRICKLES. AND, I ALMOST FORGOT, FEET.

" HEDGIE "



WHEN YOU DRAW YOUR HEDGEHOG'S FEATURES YOU'LL NOTICE THAT EVEN THE SMALLEST CHANGE WILL GIVE YOUR ANIMAL A DIFFERENT EXPRESSION. THAT'S WHY EACH HEDGEHOG YOU CREATE WILL BE UNIQUE. DON'T FORGET TO SIGN YOUR WORK.





Parent Resource

This resource is a tool to help you know what to say to help your child deal with a variety of issues that will happen every day. Sometimes the hardest part of helping your child deal with anxiety is not knowing what to say! Using this script will help you plant the words 'I can handle it' into their everyday vocabulary. Eventually when new challenges arise they will automatically think, 'I CAN handle it!'. This positive self talk will increase self confidence and decrease anxiety, which will contribute to an overall happier child. The more often you practise the following script, the more natural it will become, and the conversation with your child will become more natural as well.

Begin by reading the book together. Talk about how Sebastien uses positive self talk to try to solve his problems. Tell your child how much you

LOVE this book, and how you want to try to solve YOUR problems just like Sebastien!! And of course you want your child to try as well.

In the morning

Pick a time and spot that works best for talking briefly. (in the car on the way to school, or during breakfast)

- Ask your child, *Can you handle your problems today?*

Child says **YES**: *Way to go! I know you can, and so can I!*

Child says **NO**: *Well, I think you can. I think if something comes up, you can think of a few different ways to handle it, and then choose one. I'm going to try to do the same thing, and we'll talk about it tonight!*

At lunch

If your child is with you for lunch, check in with him/her. It's good to talk about situations while they are still fresh in mind.

- Ask child: *Were you annoyed/frustrated/upset at all this morning? and then Did you handle it? And if the situation wasn't handled as well as possible, How else could you have handled that?*

If possible, share an anecdote from your morning that includes a situation, your thoughts about how to handle it, what you did and how it turned out. (Eg. 'Mommy felt SO frustrated this morning! The dog wouldn't stop barking and I was feeling quite upset. I thought of a few things I could do, and eventually I chose what felt best. First I thought about yelling, but that felt horrible, so then I moved him, and that felt MUCH better!')

In the Evening

Talk to your child about at least one situation that he/she encountered during the day. I suggest you do this, even if you were able to talk about it at lunch.

- Ask child: *Were you sad/miserable/embarrassed at all today?* and then *Did you handle it? How did you handle it?* And if the situation wasn't handled as well as possible, *How else could you have handled that?*

If possible, share an anecdote from your day that includes a situation, your thoughts about how to handle it, what you did and how it turned out.

It's important to tell your child that you are proud of them for trying to handle their problems, and that you are happy that you are able to talk about it together.

Follow this script for 4 days, and then every second day for the next week. Then you can do this whenever it seems necessary, but at least once a week. These words will become second nature to you, and you won't have to think about what to say after the 4 days.