

Turning The Mind

Grade 6 – Health and Physical Education



Lesson Details

Grade Level:	6	Curriculum Links:	Health and Physical Education	Time Needed:	30 minutes
Learning Goal	To understand and practice the use of ACCEPTS skills in order to tolerate a negative emotion and eventually resolve an emotional situation.				
Success Criteria	By the end of this lesson, students will have practiced ACCEPTS skills and made a plan for how to use it in the future.				
Specific Expectations	<p><i>Identification and Management of Emotions</i></p> <ul style="list-style-type: none"> Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. <p><i>Stress Management and Coping</i></p> <ul style="list-style-type: none"> Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. 				
Materials Needed	Worksheet (attached), Pencil.				

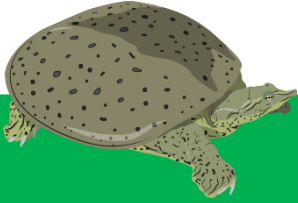
Lesson Description

Overview	Using ACCEPTS skills, students will create a plan for how to change their mind set from negative to positive during emotional situations.
Activity	<ol style="list-style-type: none"> Discuss with the class what happens during an emotional situation (E.g. heart rate increases, disorganized thoughts, etc.) and how they work towards calming themselves down during these moments. Introduce the ACCEPTS acronym to the students and provide an example for each skill. Distribute the attached worksheet and have the students independently complete it.
Background Information	<p>ACCEPTS stands for Activities, Contributing, Comparisons, Emotions, Push away, Thoughts, and Sensation. These skills are designed to keep emotions manageable during a moment of emotional stress until the individual can calm themselves down and resolve the problem.</p> <p>Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.</p>
Blacklist Masters	<ul style="list-style-type: none"> Worksheet (attached) Video Link(s): Mental Health and Turtles For more information, please visit https://www.turtleguardians.com/
Place-Based Learning	Many of these skills can be done outside. Being outdoors can greatly reduce stress and negative emotional states.
Inquiry Based Learning	Using Open Inquiry , the students will learn how to control their emotions and change negative feelings into positive ones.

Lesson Description

Inquiry-Based Learning	Ask the students: <ul style="list-style-type: none">• What does ACCEPTS stand for?• How can a negative emotional state be harmful to one's mental health?
Turtle Stories	Visit a natural area and make a list of all the things there that help you to relax. Use your five senses to connect with nature. Students are encouraged to share their experience, pictures, and worksheets on the Turtle Stories website, found here https://www.turtlestories.ca/
Turtle Guardian Program Links	In Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program , students will learn how to identify all 8 species of Ontario's Turtles and more information about them. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/

My Notes



Turning The Mind

Go through each skill from the ACCEPTS acronym and write down examples of what you could do to help yourself relax during a stressful situation.

Activities

Engage in an activity – this can be just about any healthy living activity that will help to keep you busy and keeps your mind distracted from negative emotions.

Examples of what I could do as an activity:

- Read a book
- Go for a walk
- Wash the dishes

Contributing

Do something kind for another person. Giving service can help to relieve emotional distress in a few different ways. Similar to an activity, this will help to get your mind off of a problem or difficult situation. In addition, we feel good when we help someone else, and that in itself can reduce stress and negative emotions.

Examples of what I could do as something kind for someone else:

- Help cook dinner
- Clean the kitchen
- Mow the neighbour's lawn

Comparisons

Put your life in perspective. Is there a time when you've faced more difficult challenges than you're currently facing? How did you get through those challenges?

Examples of more challenging situations and how I got through them:

- _____
- _____
- _____

Emotions

You have the power to invoke the opposite emotion of your current distressed feeling. Adding a dose of the opposite emotion helps reduce the intensity of the negative emotions.

Examples of how I can change my mood to be more positive and uplifting:

- Practice meditation
- Google search adorable puppy pictures
- Ask my friends to tell me jokes

Push Away

When you can't deal with something just yet, it's okay to push the problem out of your mind temporarily. You can push away by distracting yourself with other activities, thoughts, or mindfulness. You can even set a time to come back to the issue. You know that the problem will eventually be addressed, so you can relax in the interim.

Thoughts

Replace negative, anxious thoughts with activities that busy your mind. These distractions can help you avoid self-destructive behaviour until you're able to achieve a calm emotional state again.

Examples of how I can busy my mind:

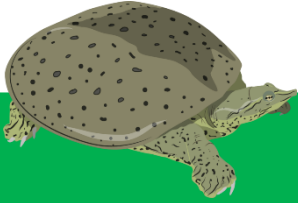
- Say the alphabet backwards
- Complete a Sudoku puzzle
- Practice singing

Sensation

Use your five senses to self-soothe during times of distress. Anything that appeals to your five sense can help you cope with the present emotional situation.

Examples of activities I can do that relate to my five sense are:

- **Sight:**
Go for a walk, watch a movie, read a book, etc.
- **Smell:**
Burn a candle, cook my favourite meal, wear perfume, etc.
- **Sound:**
Listen to my favourite song, play an instrument, sing a song, etc.
- **Taste:**
Cook my favourite meal, try new food, chew gum, etc.
- **Touch:**
Wear comfy clothes, wrap myself in a fuzzy blanket, go for a warm bath, etc.



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