

Jewish Disability Awareness, Acceptance and Inclusion Month (JDAIM)

Lesson Plan and Teacher's Guide for Grades 3-6 Lesson

Lesson pairs with Shutaf Inclusion Guide's Resource, Training on the Go-Stay Flexible

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Objectives

- Students will identify ways to talk about mental wellness from a Jewish values perspective and will identify ways to take care of their feelings and emotional wellbeing, as they do with their physical health

Materials

- Mood meter (attached)
- Get to know your emotions clip from Inside Out
- Paper
- A variety of things to make art with including crayons, dot paints, stickers, etc.
- Optional: Support Each Other coloring sheets

Process

Step One: Introduction

- Write the words 'Shmirat Hanefesh' on the board. Invite students (depending on their age and knowledge of Hebrew) to take a guess about what this Hebrew phrase means.
- Explain that Shmirat Hanefesh refers to the Jewish value of taking care of our wellbeing—not our physical body but our soul, spirit and emotions. In our Jewish tradition, we recognize the importance of taking care of both our bodies AND our spirits.
- Invite students to share ways that they have helped someone who is ill or recovering from an injury. Explain that in today's lesson, we will explore ways that we can take care of our own emotional wellbeing AND be there to support our classmates and friends. Taking care of ourselves and supporting each other is a way to practice Shmirat Hanefesh.
- Show students the mood meter (You can print out copies or share the image on a screen). Invite students to think about what number expresses how they are feeling today. If students would like to share about their feelings, take time to do so. It's also important to explain to students that they will not be required to share during this lesson unless they feel comfortable doing so.

Step Two: Watch the movie clip

- Some students may have watched the movie *Inside Out*. Explain to students that you are going to show a short clip from the movie that introduces the different emotions that the film explores.

Step Three: List emotions

- After watching the clip, give students paper and pencil. Ask them to make a list of all of the motions that they can think of—not only the ones shown in the movie clip. For example, they might think of both happiness and joy, frustration and annoyance.
- When students have made their lists, invite them to circle the emotions that they feel comfortable with. Invite them to underline emotions that they feel can be difficult to experience.
- This moment could be an opportunity to pause and share but only if students feel safe and comfortable doing so.

Step Four: Brainstorm coping skills

Brainstorm coping skills for self

Brainstorm support for friends and classmates

- Explain that a coping skill is an activity that helps us to feel better when we are feeling stress or any kind of negative emotion. A coping skill helps us to get through moments when we feel overwhelmed by our emotions.
- Invite students to share ideas about things that they use as coping skills. Make a list on the board. You may want to get them started by sharing ideas like drawing, listening to music, taking a break, talking to someone, etc.
- Next, invite students to share ideas about how they have supported a friend or classmate who was feeling overwhelmed by emotions. What kind of things did they say or do to help someone else? Write down those ideas on the board as well.

Step Five: Create art about it!

- After this brainstorm, pass out paper and the things to make art with. Invite students to make a poster or collage entitled Shmirat Hanefesh that illustrates ways to take care of themselves and support others' well being.
- If you have students for whom expressive art is a challenge, print out copies of the Support Each Other coloring sheets for them to use as an alternative.

Step Six: Conclusion

- Wrap up your lesson by inviting students to share their creations.
- Hold up the mood meter again and invite students to notice whether their emotions have shifted since the beginning of class.
- Explain that anytime that they need support with their emotional wellbeing, just as they might need support if they are feeling sick, that they can reach out to you!

Mood Meter

How are you feeling today?

