### Lesson Title/Focus
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<tr>
<th>Lesson Title/Focus</th>
<th>Inner Voice</th>
<th>Date</th>
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### Subject/Grade Level
| Subject/Grade Level | Health - Elementary | Time Duration | 60 Minutes |

### Unit
| Unit | Mental Health Program | Teacher |

### OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

#### General Learning Outcomes:
Students will make responsible and informed choices to maintain health and to promote safety for self and others. Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

#### Specific Learning Outcomes:
- R - 4.3 Recognize that management of positive/negative stress can affect health.
- R - 5.3 Recognize that stressors affect individuals differently, and outline ways individuals respond to stress.
- R - 6.3 Develop personal strategies for dealing with stress/change.

### LEARNING OBJECTIVES

#### Students will:
1. Learn about inner voice and its influence on feelings and behaviours.
2. Learn and demonstrate the difference between negative and positive inner voices.
3. Change negative inner voice scenarios to positive scenarios.
4. Participate in an activity where they change their own personal negative inner voice to a positive voice.

### ASSESSMENTS

#### Key Questions:
- What is an inner voice?
- How does an inner voice influence feelings and behaviour?
- What is the difference between positive and negative inner voice scenarios?
- How do you change negative voice scenarios to positive scenarios?

#### Products/Performances:
- Changing Negative Scenarios to Positive Scenarios
- Listening to My Inner Voice Activity

### LEARNING RESOURCES CONSULTED
- Alberta Program of Studies – Health
- Alberta Health Services – Mental Health Kit

### MATERIALS AND EQUIPMENT
- Pencils & erasers
- Inner Voice PowerPoint
- Listening to My Inner Voice Activity Booklet (Class set)
- Positive Voice Scenarios Handout (One per group)

### PROCEDURE

#### Transition to Body
**Middle**

- **Time**: 1 min

<table>
<thead>
<tr>
<th>Learning Activity #1</th>
<th>Introduction to Inner Voice &amp; Negative Scenarios. Garner the students together in front of the SMART board or the projection device. Go over the Inner Voice PowerPoint. This presentation will introduce the students to the concept of an inner voice and how everyone has positive and negative inner voices that control their feelings and behaviours. Emphasize to the students that if we can change the way we think about events, we can change how we feel and how we react to them. Next in the presentation are a series of negative voice scenarios. Go through them with the students and have the students explore what feelings and behaviours these negative thoughts could produce.</th>
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<td><strong>Time</strong>: 25 min</td>
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<tr>
<th>Learning Activity #2</th>
<th>Changing Negative Scenarios to Positive Scenarios. After the PowerPoint presentation, put students into small groups (3 or 4 students per group). Each group will have practice in turning negative voice scenarios (the ones from the PowerPoint) into positive scenarios. The groups will find a way to reword the thoughts in order to produce positive feelings and behaviours. You may have to demonstrate how to do this before students understand the task at hand. Students will work with their groups and you may wish to have them share some of their positive statements once the class has finished the activity.</th>
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<td><strong>Time</strong>: 15 min</td>
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lives. They will first write a negative inner voice thought, followed by the accompanying feelings and behaviours. Students will then reword and change the thought into a positive one. These booklets can be collected as evidence of learning.

Be sure to remind students that they should constantly be working on having positive inner thoughts. Having positive inner thoughts will make them feel better about themselves and the situations that they may get into. It can also reduce the chance of partaking in unfavorable behaviours. Challenge the students to take what they have learned today into their daily lives and to notice how their feelings and behaviours change.

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<tr>
<th>Assessment of Learning</th>
<th>The handout on positive voice scenarios and the listening to my inner voice activity will act as assessment for this lesson.</th>
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<tbody>
<tr>
<td>Transition To Next Lesson</td>
<td>Mention to the students that during the next health lesson, they will learn about stress and how to deal with stress.</td>
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<tr>
<td>Reflections from the lesson</td>
<td>1 min</td>
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