



TRIPLE WELLBEING TEACHER'S GUIDE

PRACTICING SELF-CARE



How to teach our students to take care of themselves!





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FOR TEACHERS' ONLY!!!



Unit Objectives



Lesson
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Assessment



ENGLISH LANGUAGE OBJECTIVES



01

Can exchange likes and dislikes for sports, foods, etc. when addressed clearly, slowly and directly.

02

Can express an idea in simple language and ask what others think.

03

Can understand simple stories and shorter texts with the help of pictures and drawings.

04

Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using level-appropriate language (vocabulary and grammar)



Can identify and describe self-care strategies that help regulate emotions. They will also be able to express how other pupils can practice self-care.

Teaching Unit Contents



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ICE BREAKER

Click above for the song *This Is Me!* and have your pupils listen to it.

עזן את השיר לתלמידים, ואז שאל אותם את שוש השאלות שלהלן:

Now ask your pupils the following questions:

Circle: True or False.

I like this song. True / False

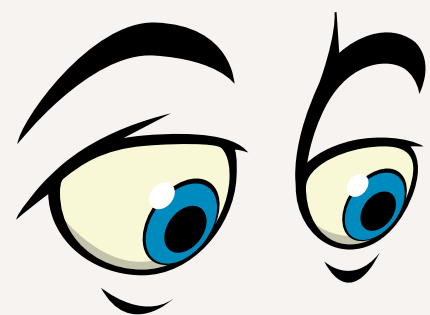
This Is Me is the title of the song.

Complete the sentence: I like / don't like the title because ...

Choose 3 words that make you special.

happy, kind, tall, clever, little, funny, interesting, friendly, busy, nice

SPOTLIGHT ON



The **ee** reading rule appears twice in this unit's list of new vocabulary and again in the text.

01

Show the pupils a flashcard or slide with the lowercase **ee** letters on it OR write them clearly on the board. Say the sound a few times while pointing to the ee letters. Ask the pupils to repeat it after you, then to say it together with you.

02

Show the pupils a short clip which exposes them to the **ee** sound..



[CLICK HERE](#)



03

Play a game. The teacher says 7-10 words that the pupils recognise, some of which have the **ee** sound in them and some which don't. The pupils clap their hands twice whenever they hear the **ee** sound.

04

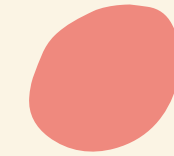
Point to pictures of a **tree**, **sheep**, **feet** or a **bee** with the words written below them. Read the words aloud while pointing to the pictures, while emphasising the **ee** sound. Ask the pupils to repeat the words after you, then to read them together with you and finally, without you.

TEACHING NEW VOCABULARY

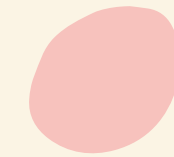
הוראת אוצר מילים



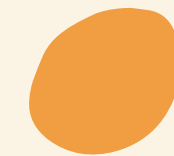
enjoy the fresh air



How about?



your favorite song



it's good for you



to take care of yourself



to feel well



to watch a movie



the weekend

NEW VOCABULARY PRACTICE

תרגול אוצר מילים



Visual Introduction (5-7 minutes)

Present large pictures/flashcards:

Game "Point and Say"

1. Post the pictures around the classroom
2. Teacher says word or phrase
3. Students point and repeat the words / phrases
4. Teacher and students switch roles

Draw pictures of the new vocabulary

Match words to pictures

Create simple sentences

Take photos of examples around school

פתיחה חזותית (5-7 דקות)

הצגת תמונות גדולות / כרטיסיות (Flashcards): משחק

"הצבע ואמור" (Point and Say)

- תלו את התמונות ברחבי הכיתה.
- המורה אומרת מילה או ביטוי.
- התלמידים מצביעים וחוזרים על המילים / הביטויים.
- המורה והתלמידים מחליפים תפקידים.
- ציירו תמונות של אוצר המילים החדש.
- התאימו בין מילים לתמונות.
- חקרו משפטים פשוטים.
- צלמו דוגמאות ברחבי בית הספר.



Teaching The Poem

PRE-READING PHASE: 5-7 MINUTES

Ask your students to predict what the text will be about:

לדעתך, נחש מה יהיה הנושא של הטקסט?

1. What kind of text is it? Does it have a special shape? What other texts does it remind you of?
2. Look at the new words and phrases you just learnt. You will see them in the text. Think about their meanings..
3. Look at the pictures next to the text. Can you guess what we are going to read about now?

Read The Poem

- Teacher asks a general question and writes it on the board.
- Teacher tells the class s/he will ask them for their answers after s/he has finished reading the poem aloud.
- Teacher reads the poem loud and clearly while students follow the text with their fingers.
- Teacher points to the question on the board and asks for the students' answers.
- Each student reads the poem aloud to their friend. Then they switch.
- Each student reads the poem silently to themselves.

**AFTER READING THE POEM, CHECK
FOR WRITTEN RECEPTION:**



WEEKEND FUN

Weekend comes, school is done,
Time to feel free and have some fun!
How about a picnic or a game in the park?
Maybe watch a movie in the dark?
Listen to your favorite song,
Sing along all day long.
Walk outside, enjoy the fresh air,
Watch the birds fly here and there!
Eat some fruit, it's good for you,
Help a friend who feels sad and blue,
Take care of yourself, it's important too,
Your heart will feel happy and new.
Together we can all feel well,
This is a lesson for all to tell!

Production Activities

HOW DO KIDS PRACTICE SELF-CARE?

עבודה בקבוצות



Group Work: There are lots of ways we can look after ourselves. Look for ideas in the poem and at other ideas here below.

How do you look after yourselves?

Write a poem OR create a game OR create a flyer for a movie about ways for kids like you to look after themselves OR interview an athlete.

Give it to your teacher!

EXAMPLE



Get enough sleep!

EXAMPLE



Eat healthy food!

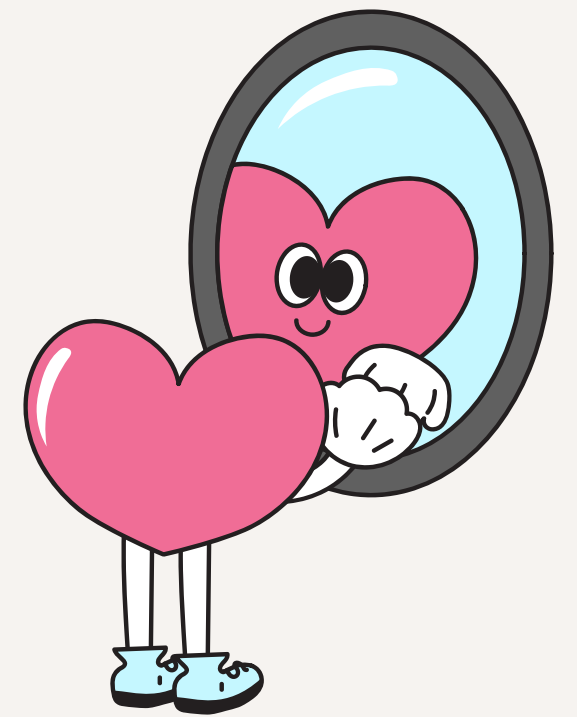
EXAMPLE



Move your body!

Closing Activity

פעילות סגירה



- 1 Gather student reflections on what they learned about self-care and emotional well-being.

1 • אספו רפלקציות מהתלמידים על מה ש למדו בנושא טיפול עצמי (Self-care) ורווחה נפשית (Well-being).
- 2 Discuss how they can continue to prioritize self-care and healthy habits outside of the classroom.

2 • דונו כיצד הם יכולים להמשיך לתת עדיפות לטיפול עצמי ולהרגלים בריאים מחוץ לכותלי הכיתה.
- 3 Students complete a Self-Care Reflection activity at the end of the Student Pages.

3 • התלמידים יבצעו פעילות רפלקציה בנושא טיפול עצמי המופיעה בסוף דפי העבודה.

PUPILS' SELF-ASSESSMENT

Circle the number of stars that are true for you under each sentence.
הקיפו בעיגול את מספר הכוכבים הנכון עבורכם מתחת לכל משפט.

01

I can say what I like and what I don't like.



02

I can say what I think and ask my friends if they agree or disagree with me.



03

I can answer questions about a short story or a poem if there are pictures next to it.



04

I can write online posts and messages.



SEL

I can speak and write about how I take care of myself. I can also express ideas about how other kids can look after themselves.



01

אני יכול/ה לומר מה אני אוהב/ת ומה אני לא אוהב/ת.



02

אני יכול/ה לומר מה אני חושב/ת ולשאול את החברים שלי אם הם מסכימים או לא מסכימים איתי.



03

אני יכול/ה לענות על שאלות על סיפור קצר או שיר אם יש לידן תמונות.



04

אני יכול/ה לכתוב פוסטים והודעות ברשת.



SEL

אני יכול/ה לדבר ולכתוב על האופן שבו אני דואג/ת לעצמי. אני יכול/ה גם להביע רעיונות לגבי הדרכים שבהן ילדים אחרים יכולים לשמור על עצמם.





Name:

Date:

EXIT TICKET

פעילות סגירה

Draw and label one way
to care for yourself:

Complete the sentence:
Today I learned that I can care for
myself by ...

Circle how you feel about
taking care of yourself.



Circle YES or NO:

I worked well with my friends today:

YES / NO

I used new words today: YES / NO

TEACHER'S FORMATIVE ASSESSMENT

Circle the number of stars that are true for you under each sentence.

01



My pupils can exchange likes and dislikes when addressed clearly, slowly and directly.



02



My pupils can express an idea in simple language and ask what others think.



03



My pupils can understand simple stories and shorter texts with the help of pictures and drawings.



04



My pupils can write messages and online postings as a series of very short sentences using level-appropriate language (vocabulary and grammar)



SEL



My pupils can identify and describe self-care strategies that help regulate emotions. They can also express how other pupils can practice self-care.





TAKE CARE
— of —
YOURSELF