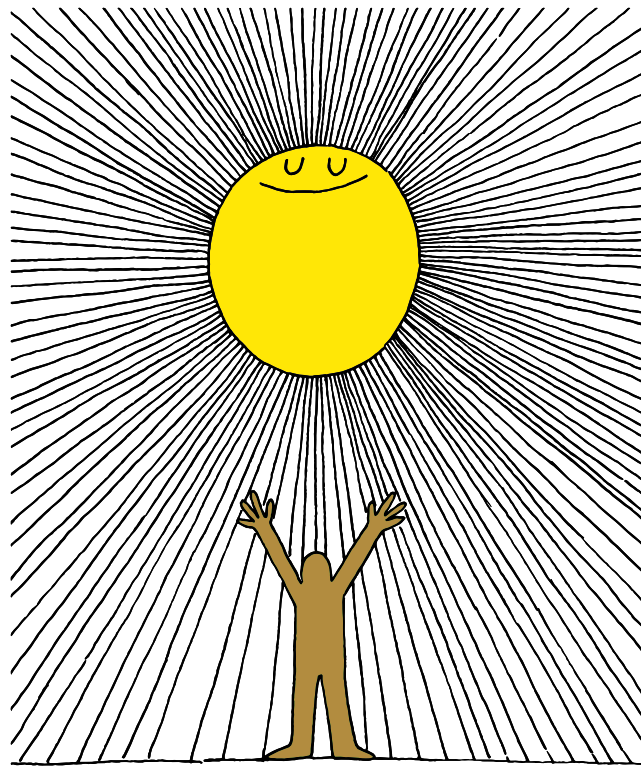


**WELL-BEING CANADA CURRICULUM**  
**Learning**  
**About Resilience**



**GRADES 4 TO 6**

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**Lessons 14 and 15**

# **WELL~ BEING CANADA**

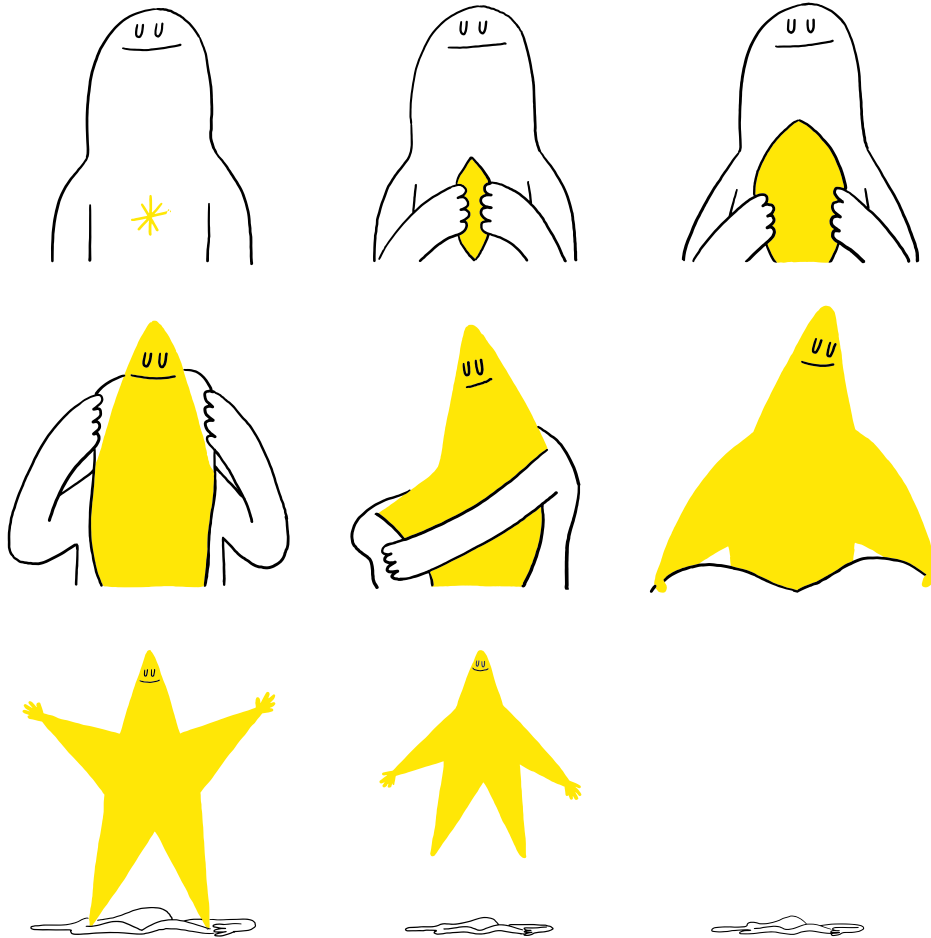


**Well-being Canada is an educational program that uses evidence-based tools, resources and everyday actions to nurture and promote positive well-being in students of all ages.**

**This resource is focused on supporting 4-6 grade level to build the foundation of social-emotional learning and support educators in the integration of well-being into your classrooms through exploring positive human qualities, deeper dives into brain development and mindful communication.**

**The collection of 15 lessons is easy to use, classroom friendly and provides tools and activities to nurture well-being in your students.**

# The Road to Resilience



## LESSON 14

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## Purpose

The purpose of this lesson is for students to investigate and learn about resilience.

### Objectives:

- Students investigate and learn about how resilience impacts well-being.
- Students consider how resilience impacts their mental well-being.
- Students consider factors that contribute to resilience.

### Skills Learned:



CRITICAL  
THINKING



COMMUNICATION  
SKILLS



SELF-CARE  
SKILLS



CREATIVE  
THINKING



SOCIAL  
AWARENESS  
SKILLS



SELF-  
AWARENESS  
SKILLS



SELF-  
MANAGEMENT  
SKILLS



RESPONSIBLE  
DECISION-  
MAKING

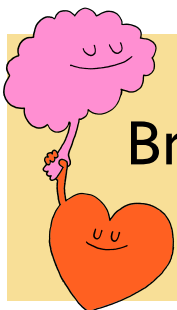
### Estimated Time:

40 minutes

Note, this is a multi-part activity; Parts 1, 2 and 3 can be implemented during different periods on different days, if more time is needed.

### Materials:

Dictionaries or computers; chart paper, markers, whiteboard/chalkboard or SMARTboard



## Brain Bites

What's good for the body is good for the brain. What's good for the brain is good for the body! Throughout the lessons you will find brain icons with actions and facts about the brain. It is important for students to understand the importance of the brain and how it impacts our well-being.

### Differentiation by Grade Level:

#### 4th Grade:

- Keep this lesson as is, differentiating as needed for your unique group of students.

#### 5th Grade:

- **Part 3, Step 2:** In lieu of doing the station rotations, you may offer the station rotation topics to students for them to select one to use as a prompt to an essay or project. OR students may write a personal narrative about a time they showed resilience.

#### 6th Grade:

- **Part 3, Step 3:** In lieu of doing the station rotations, you may have students research a person in history that experienced adversity and showed resilience.

*Examples: Malala Yousafzai, Hellen Keller, Harriet Tubman, Beethoven, Rosa Parks, Ruby Bridges, Stephen Hawking, Dr. Martin Luther King Jr., Abraham Lincoln*

## Review (Optional)

Invite students to recap key words and concepts from previous lessons.

Ask students the following questions:

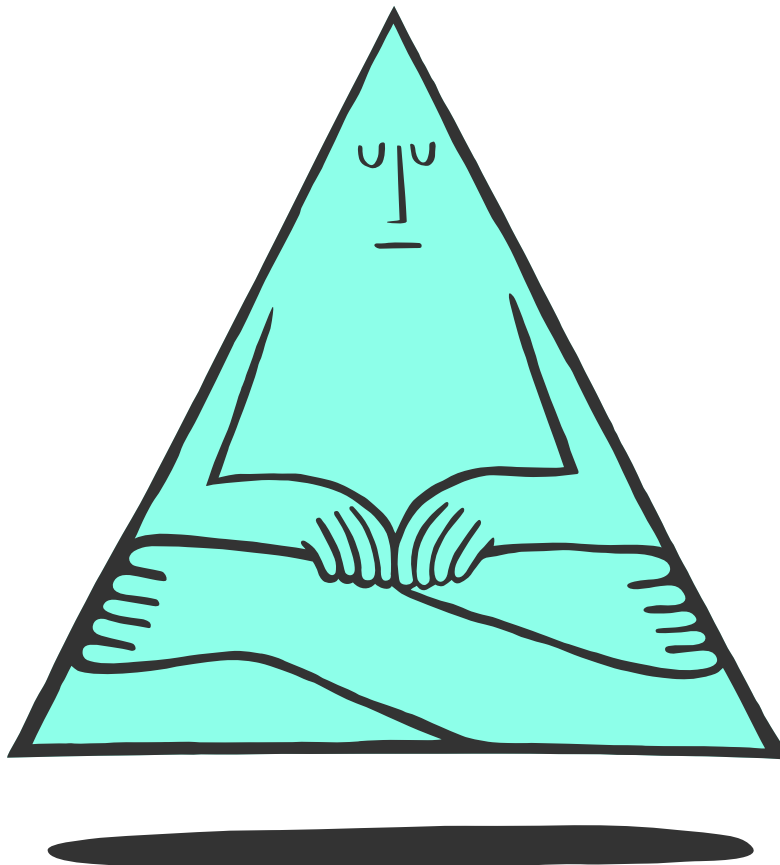
- What is altruism?
- How is altruism different than kindness?
- How does altruism help build a caring community?

After students have shared their answers, provide the following information to the class.

Altruism is the attitude of caring about others and doing acts that help them although you do not get anything in return by doing those acts.

Kindness is the quality of being generous, helpful and caring about other people or an act showing this quality.

Altruism is an important human quality that helps build positive connections with others and communities. Altruism is really about being kind to others, without expecting anything in return. Altruism is important for our well-being as it helps us make positive connections with others and builds a strong and caring community.



## Part 1: Introduction (5 minutes)

### Step 1: Mindful Start and Setting an Intention (optional)

**Objective:** To prepare students for learning; to review lessons on mindful breathing and setting intentions.

Invite students to take a short mindful break.

- Let's begin by taking a short mindful moment.
- First, find a comfortable seat in your chair. Place your feet flat on the ground. Rest your hands on your lap.
- If it feels comfortable, you can close your eyes. If not, just look softly down toward your desk (or table).
- Start by noticing how your body feels sitting here now...
- Your feet on the ground, your back against the chair...
- Now, notice your breath.
- At your own pace, take three deep breaths...
- Take a moment to remember our altruism in action. How do you think the recipient(s) of our action felt? How did you feel?
- Before we start our action today, please set an intention ... maybe to act with altruism. Choose an intention that best speaks to the attitude you'd like to have today.
- When you are ready, you can open your eyes.



## Part 2: Investigate and Learn (20 minutes)

### Step 1: Set the Stage

Introduce the video using the following guiding questions. Invite student ideas and write them on the board.

**Note:** This question helps students access their prior knowledge about the subject.

Today, we're going to begin by reviewing the concepts of empathy and compassion. Let's talk about what you remember about empathy and compassion and note questions you might have.

- What are they?
- Since we last talked about empathy and compassion, have you had any new experiences or thoughts?
- What questions do you have?

### Step 2: Inspiration

**Overview:** *The intention of this video is to provide students with a touchpoint for a conversation about resilience that follows.*

Directions to students:

- We are now going to watch a short video. As you watch, really pay attention to the details of the speaker's story. After the video, you will spend a few moments on your own, writing or drawing about what came up for you.

Use the link provided to play the video for your students.

#### Sparsh Shah

(In this video, we hear from an inspirational speaker who found his purpose beyond his disability – grade 3 and up)

After viewing the video, ask students, on their own, to write or draw about how they think the people they met in the video might have been thinking or feeling during specific events that happened.

- As you watched the video, what did you notice about the challenges Sparsh Shah described that he has faced. How did he overcome them?

**Optional:** Ask students to share their thoughts with a partner.

### Step 3: Share Out

As a group, invite students to share out their thoughts about the video. Write their ideas on the board.

### Step 4: Investigate and Learn

Provide the following definition:

- Resilience: means doing well in life despite adversity.

Now, write the definition on the board.

- Check for understanding. Ensure students understand the word "adversity," which means difficulties, challenges or hardship.

Optional extension ideas:

- Invite students to use resilience in a sentence or paragraph.
- Invite students to come up with their own definition as a class to further their understanding and make the term relevant to their own experience.

Next, invite student ideas (popcorn style); you may choose to guide student thinking with the following prompts:

- How do these definitions relate to your reactions to the video?

- Why might resilience be helpful?
- What do you think contributes to resilience?

Lastly, unpack the definition a little more to ensure comprehension.

- Resilience is important for our well-being and helps us face challenges.
- Is there anything I missed?
- What questions do you have?

## Optional

### Movie Scenario

In this scene, Moana has already spent the entire movie questioning who she is and what she's supposed to do. She is in conflict with her responsibility to her people and her island as well as her own desire to be free and travel with the ocean. The pressure of saving the island and the challenges she faces causes doubt, leading her to want to head home. This is when her grandmother's spirit comes to help guide her thoughts.

After explaining the background of the movie clip, play the following video for students: [I Am Moana](#) (this video is a sing-along song from the movie Moana and is appropriate for ages 6+)

As a class reflect on the following questions:

1. We often want to "run away" from our problems or challenges.  
Why is this a natural response to any challenges?
2. Why is "running away" from problems an unhealthy way of coping with challenges?
3. Moana receives guidance from her grandmother's spirit which leads her to reflect who she is and what she stands for.  
  
How is Moana's experience similar to practising mindfulness?  
  
What is she being mindful of? How can mindfulness or inner reflections help solve challenges that we experience?
4. Resiliency means to change yourself by stepping outside of your comfort zone and growing from that experience.  
  
How does Moana embrace her uncomfortable emotions and feelings?  
  
What values does she reflect on?  
  
Why is it helpful to reflect on our values to support better decision making?
5. What is the main lesson from this video that you can take away and apply in your life?



## Part 3: Application (20 minutes)

### Step 1: Spark Curiosity

**Overview:** The following activity provides students an opportunity to explore factors that help build resilience.

Pose the following question:

- Do you think that you can build resilience or become more resilient?

Invite student ideas; optional think-pair-share time.

- The answer is yes, you can build more resilience!
- There are several factors that help to promote resilience, and today we will dive into those.
- Any ideas as to what they might be?

Invite student responses.

- Some things that are within ourselves, like having self-confidence and hope, and things that are in our environment or community, like having supportive people in our lives.
- What were some things that you noticed about Sparsh Shah that might have built his resilience?
  - Hint: Having a purpose.

### Step 2: Resilience

For the next few minutes, we are going to rotate across three stations. At each station there is an activity to do that brings together some of the work we have already been doing with Well-Being Canada. The first station is focused on building a positive attitude with gratitude. The second station is focused on doing good for another—making a difference for others is another way to build resilience. The third station is about reaching out to others when we need help.

To create the stations, use either chart paper with markers, or chart paper and Post-it notes. For each station, tape a piece of chart paper on the wall with the following headers, and provide the accompanying instruction:

- **Station 1:** “One good thing”
  - Practise gratitude and write down one good thing that happened or you noticed this week.
- **Station 2:** “I am kind, or I help others, by...”
  - Consider empathy, compassion and altruism—how do you make a difference to others? Write down one idea.
- **Station 3:** “If I have a problem, I can go to...”
  - When you have a problem or a big worry, write down someone you could go to for help (for example, a parent or coach).

Divide students into three groups to rotate around the three stations. Remind students that they should share only what they are comfortable sharing.

### Step 3: Reflection and Closing

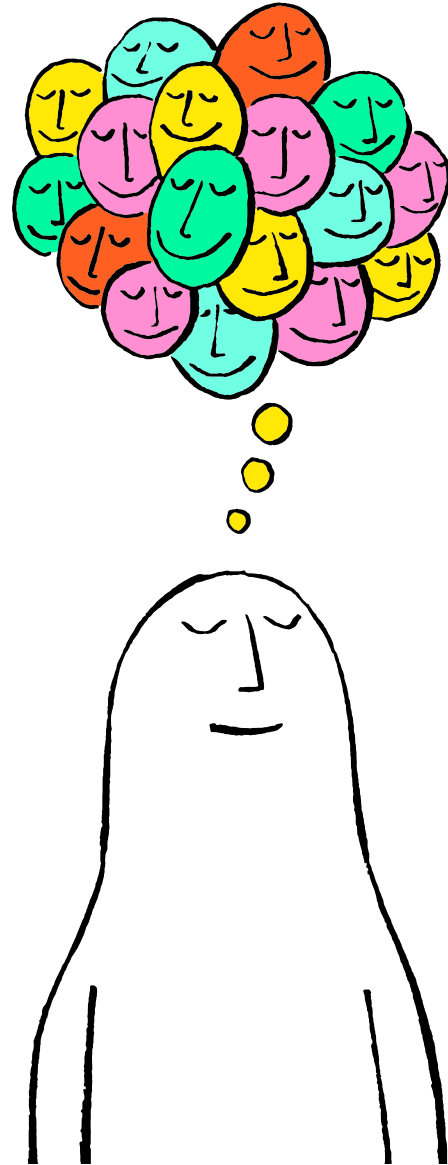
Once students have completed all three stations, come back for a short closing discussion.

Take a few moments for a class discussion. Use the following guiding questions:

- How did that activity go for you?
- Were there any new ideas or connections that you made?
- Do you think it is important to build resilience? Why or why not?

Invite students to write one or two things that were new for them today. Any surprises?

Next, invite students to write down some ideas for how they can support their resilience over next few days.



## Connections

Even thinking about the connections you keep can activate a release of neurotransmitters and reduce cortisol (the stress hormone)! Take a moment to reflect on the special relationships in your life.

# Teaching to Diversity

**Optional:** Use the following ideas to help you to calibrate the lesson to your particular group of students.

## Differentiation

- Instead of having students write down their ideas about the video, have them discuss with a partner or offer the option to orally re-tell the story using a voice recorder/phone/tablet.
- Provide a copy of written definitions for students to reference during reflection tasks.
- Instead of requiring students to go to each station, limit to one or two.

## Challengers

- Instead of providing the definition of “resilience,” invite students to look up a definition online or in the dictionary.
- Online research: In pairs, students can research the science of resilience online.
- Review key search words:
  - Resilience, research, science, well-being, happiness, overcoming adversity
- Independently, in pairs or small groups, have students discuss/journal about a time or two when they exhibited resilience, or, looking back now, a time they could have shown/used more resilience.



The more you get to know your emotions—giving them a name and locating them in your body—the more efficient you will become at identifying them. Remember, there is no wrong way to feel! This practise (a.k.a. emotional regulation) has been shown by brain imaging scans to calm the brain’s emotional centres. It helps us to create choices in any given moment, and it gives us the chance to respond, rather than react. The better you get, the more options you will have. When you feel yourself getting angry, for example, you might be able to pause a conversation or request a short break to think. As we build these chops, we train the brain and strengthen well-being.

## Resilience Book List

*Little You*, Richard Van Camp

(this picture book supports the message of love and honouring the child in everyone for ages 0-2)

**[Access read aloud video](#)**

*You Hold Me UP*, Monique Gray Smith

(this picture book also supports empathy, compassion and resilience for ages 3-5)

**[Access read aloud video](#)**

*Shi-shi-etko*, Nicola I. Campbell

(this picture book also supports resiliency and mindfulness for ages 4-7)

**[Access read aloud video](#)**

*I Can Do Hard Things*, Gabi Garcia

(this picture book supports resiliency and setting intentions for ages 5-10)

**[Access read aloud video](#)**

*Nokum Is My Teacher*, David Bouchard

(this picture book also supports altruism, resiliency and compassion for ages 8-12)

**[Access read aloud video](#)**

*Crenshaw*, Katherine Applegate

(this chapter also supports resilience, empathy and compassion for ages 8-12)

**[Access read aloud video](#)**

*George*, Alex Gino

(this chapter book also supports empathy, compassion and resilience for ages 8-12)

**[Access read aloud video](#)**

*I Am Malala* (Young Reader's Edition), Malala Yousafzai

(this chapter also supports altruism, resilience and compassion/empathy for ages 10+)

**[Access read aloud video](#)**

*Fatty Legs*, Christy Jordan-Fenton

(this chapter book also supports empathy and compassion for ages 9-11)

**[Access read aloud video](#)**

*Refugee*, Alan Gratz

(this chapter book also supports well-being, gratitude and resilience for ages 9-12)

**[Access read aloud video](#)**

*Ender's Game*, Orson Scott Card

(this chapter book also supports compassion for ages 12-18)

**[Access read aloud video](#)**

*Sugar Falls*, David A. Robertson

(this graphic novel also supports resiliency and compassion for ages 14-18)

### Professional Resources:

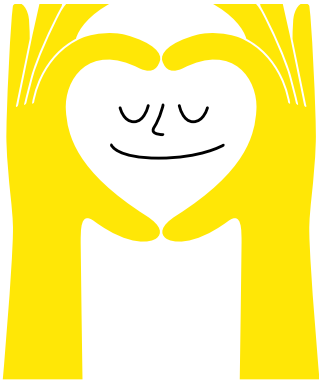
- **[developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/](https://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/)**
- **[www.edx.org/course/becoming-resilient-person-science-stress-uwashingtonx-ecfs311x-0](https://www.edx.org/course/becoming-resilient-person-science-stress-uwashingtonx-ecfs311x-0)**

# Reflecting On and Celebrating Well-being



## LESSON 15

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## Purpose

The purpose of this lesson is to engage students in reflection and celebration of the work they have done building well-being in themselves and in others. Students will identify ways they can continue to support their well-being and the well-being of others moving forward.

### Objectives:

- Students reflect on their Well-being Canada activities (with an option to create a memory mural).
- Students consider the impact their actions might have on others' well-being.
- Students identify ways they can continue to support their own well-being and resilience, and the well-being of their community.

### Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



SELF-CARE SKILLS



CREATIVE THINKING



SELF-AWARENESS SKILLS



SOCIAL AWARENESS SKILLS



SELF-MANAGEMENT SKILLS



RESPONSIBLE DECISION-MAKING

### Estimated Time:

40 minutes

Note, this is a multi-part activity.

### Materials:

Chart paper, markers, whiteboard/chalkboard or SMARTboard; photos and art supplies (optional)



## Brain Bites

What's good for the body is good for the brain. What's good for the brain is good for the body! Throughout the lessons you will find brain icons with actions and facts about the brain. It is important for students to understand the importance of the brain and how it impacts our well-being.

### Differentiation by Grade Level:

#### 4th Grade:

- Keep this lesson as is, differentiating as needed for your unique group of students.

#### 5th Grade:

- **Part 2, Step 2:** Have students write a personal narrative about their experience with the well-being program. How has their knowledge of well-being changed? What have they learned about well-being? How can they promote well-being within themselves and others?

#### 6th Grade:

- **Part 2, Step 2:** Have students use what they have learned about well-being to create a presentation they can use to teach others about well-being. OR they can create posters/digital posters on well-being topics to post around school/online.

#### \*Optional extension activity for all grade

**levels:** Use any of the suggested books from any lesson for a book club or book report.

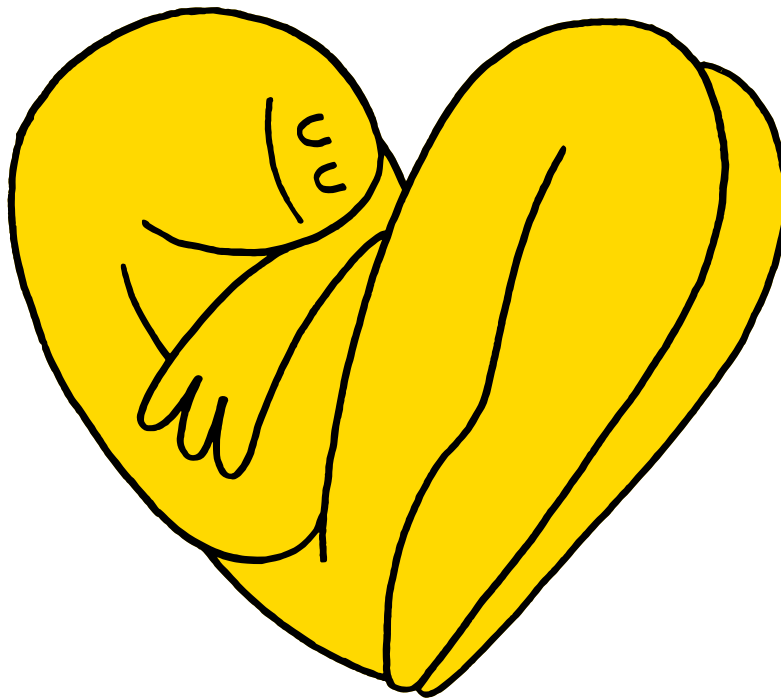
## Part 1: Introduction (5 minutes)

### Step 1: Mindful Start and Setting an Intention (optional)

**Objective:** To prepare students for learning; to review lessons on mindful breathing and setting intentions.

Invite students to take a short mindful break.

- Now, we're going to try a very short exercise that will help us to be mindful.
- First, find a comfortable seat in your chair. Place your feet flat on the ground. Rest your hands on your lap.
- If it feels comfortable, you can close your eyes. If not, just look softly down toward your desk (or table).
- Begin by noticing any sounds that are here in this room now.
- Now, notice how your body feels sitting here now...
- Bring your attention to your breath.
- Take three more breaths, in through your nose and slowly out through your mouth or nose.
- Before we start our lesson today, perhaps set an intention ... maybe to have gratitude or act with kindness. Choose an intention that best speaks to the attitude you'd like to have today.
- When you are ready, you can open your eyes.



## Part 2: Reflect and Celebrate (15 minutes)

**Purpose:** To provide time for students to reflect on experiences promoting well-being.

### Step 1: A Walk Down Memory Lane

Display the photos or videos for students to spark their memories from their Well-being Canada program activities, including their actions to build a caring community, express gratitude within their community and act with altruism in their community.

This can be accomplished with a PowerPoint slide show, video or photos displayed around the room for students to view as a gallery, or see the option to create a mural below.

#### **Optional:** Well-being in Action Mural

Print out a series of pictures from the various experiential learning activities that students engaged in over the course of the Well-being Canada Foundational Module.

Invite students to work together to create a mural for their classroom using the pictures of their actions.

Instructions to students:

- As you look at the pictures (or video), notice how you feel as you remember our work promoting well-being in ourselves and our community.

### Step 2: Reflect

Invite students to take a few minutes to reflect on their own personal experience working with their classmates and community. You may use the optional reflection outline found at the end of this lesson.

Instructions to students:

- Take a few minutes to write or draw about your reflections on your own experience promoting well-being.
- Some ideas to get you started:
  - What did you notice about yourself?
  - What did you notice about others in our community?
  - What more could you do to promote well-being?



## Part 3: Connect (20 minutes)

Using either a class discussion format or Think-Pair-Share, facilitate a class discussion focused on sharing students' reflections with one another.

**Note:** Ensure students engage in respectful, active listening with one another.

Instructions to students:

- Please share your reflections about our work on well-being with one another.

Facilitate the student discussion and note common themes that come up on the board.

## Part 4: Daily Action (20 minutes)

Please see the Resilience Daily Actions that are provided at the end of this lesson. Either use the suggested examples or invite students to generate their own ideas to promote resilience for self, school, community and home and to share these ideas with the rest of the class.

Ask students to consider Daily Actions that they could bring into their own life.

- Using the Daily Actions or your own ideas, think about how you can add more resilience in your life at school, in your community and at home.
- Invite students to select one of these ideas to try out and create a reflection (for example, a journal, drawing, poem) of their experience.

**Note to Educator:** Thank you so very much for implementing the Well-being Canada program.

To keep your students' momentum going, try revisiting the positive human qualities regularly in your classroom. Revisit the Daily Actions for each of the qualities as a way to keep members of your learning community actively nurturing their well-being and the well-being of others.

Thank you!



### The Power of Learning

Taking pleasure in learning something new releases dopamine. Science is also just beginning to understand the many ways that acquiring new skills and experiences—at any age—creates new connections in the brain, strengthening neural pathways.

# Teaching to Diversity

**Optional:** Use the following ideas to help you to calibrate the lesson to your particular group of students.

## Differentiation

- Instead of having students write down their ideas about the video, have them discuss with a partner or offer the option to orally re-tell the story using a voice recorder/phone/tablet.
- Provide a copy of written definitions (all concepts from the past lessons) for students to reference during reflection/planning tasks.

## Challengers

- Have students create an art project (drawing, painting, multimedia, digital) that expresses their feelings and learnings from the past few weeks.
- Have students write a creative/fiction story that includes as many of the concepts from the Well-Being Canada Foundational Module and Lesson Package as possible.
- Concept list:
  - Mindfulness
  - Intention
  - Gratitude
  - Empathy
  - Compassion
  - Altruism
  - Resilience



## Art Is Good for the Brain!

In one U.K. study, researchers found that looking at beautiful art increases blood flow to the brain. If you can't get to a gallery, create a digital one on your laptop or phone.

# Daily Actions for Resilience

Daily actions are designed to promote transferable learning by inviting students to explore the module topics across four life domains: Self, School, Community and Home.

After implementing the resilience lesson, students can be provided time to explore each of the following related daily actions. When introducing these actions, you could review what students have learned about resilience and perhaps provide examples to get students going. For example, you could share that resilience is a process that involves using the resources we have

around us and inside of us to promote our well-being. In times of challenge, it's not just about calling on inner resources (i.e., self-confidence, gratitude, courage)—though that helps—it's also about navigating and using the external ones (i.e., the people around us). There is resilience in connection, belonging and community. Finding a way to help others can also help build our resilience.

Following the exploration of daily actions, students are invited to write a personal reflection of their experience applying the daily actions.

## **Self:** Identify your support team

“Don't be afraid to ask for help when you need it. I do that every day. Asking for help is a sign of strength”

—Barack Obama.

Make a list of your go-to people and safe places to be. File it away for times when you need a hand. Consider your resources—family members, elders, teachers, coaches, school counsellors, health care providers and other trusted friends.

Asking for help is a strength and builds our resilience.

Not sure how to ask for help? Kids Help Phone suggests you start like this:

“Say, ‘I need information about/support with X. Do you know where I can go?’”

**Classroom/School:** Celebrate strengths

Share some examples of successful people who faced failure before success.

**Example 1** → Thomas Edison: "I never failed once when I invented the light bulb. It just happened to be a 2,000 step process!"

**Example 2** → Dozens of publishing houses rejected J.K. Rowling's draft of Harry Potter before one decided to give her a shot; now she is the most commercially successful author in the world.

**Example 3** → In 1995, not one record label would sign hip-hop artist Jay-Z, so he started his own record company. Now he's sold over 75 million records!

Invite the class to encourage one another to have perseverance or a "never-give-up" attitude. Share a few quotes that may inspire this attitude. For example:

"I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." —Michael Jordan

"Do not judge me by my success, judge me by how many times I fell down and got back up again."  
—Nelson Mandela

"Many of life's failures are people who did not realize how close they were to success when they gave up."  
—Thomas Edison

Have students identify their own quote that inspires them to persevere. Once identified, students can illustrate those words and share them on a wall in the classroom/school.

**Community:** Write down four things you can do this month to connect with others in real life:

- 1.
- 2.
- 3.
- 4.

Research shows that staying connected with others promotes our well-being. Remind yourself to connect in real life. Here are some ideas to get you started: Phone a friend. Join a team. Volunteer in your community.

**Home:** Explore your roots

Is there someone in your world, like a grandparent or someone from your extended family, whom you'd like to know more about? Perhaps you could get to know more about their history, interview-style. Think of the things you would like to find out. For example, you could ask them: Where did you grow up? What was something challenging in your life? How did you overcome it?

Either use the suggested examples, or invite students to generate their own ideas to promote empathy and compassion for self, school, community and home, and to share these ideas with the rest of the class.

## **Reflection**

Write or draw about your experience with Well-being Canada.

## Word Bank

**Active Listening** – To carefully listen and focus on what someone says and also pay attention to things like their body movement, facial expressions and tone of voice.

**Adversity** – Difficulties, challenges or hardships. In other words, a very hard, stressful or sad situation, that often lasts some time. For example, living through a global pandemic, living in poverty, experiencing discrimination or experiencing challenges at home.

**Altruism** – Wanting to help or helping others because you care about them or are worried for their well-being, without needing to get something in return (a reward).

**Angry** – A strong feeling of being upset or annoyed.

**Attention** – The act of carefully listening, watching and/or doing something.

**Attitude** – A feeling or way of thinking that affects a person's behaviour. For example, having a positive attitude means to expect good, be open to challenges, and to take care of your happiness and health.

**Bystander** – A person who is present at an event or incident but does not take part in it. For example, someone who watches a bully pick on or tease another child but does not get involved.

**Calm** – Feelings of peacefulness, quietness and lack of stress.

**Collaborate/Collaboration** – To work together with others to make or produce something.

**Community** – A group of people that are connected through liking the same things or having similar identities, values or cultures.

**Compassion** – Having concern for the well-being of someone in distress, and includes a need or desire to alleviate that person's suffering. In other words, a feeling of understanding or recognizing the suffering of a person and wanting to help them.

**Critical Thinking** – To analyze or think about something using logic, facts, reasoning and intellect.

**Disappointed** – To feel as if your expectations, wishes or hopes of something or someone were not met.

**Discouraged** – To lose confidence or enthusiasm about something. Feeling less willing to do something.

**Empathy** – The ability to understand and share the feelings of another person.

**Excited** – Feeling very happy and enthusiastic about something.

**Frightened** – To feel afraid, fearful or scared.

**Frustrated** – To feel annoyed and discouraged.

**Goal** – Something that you are trying to do or achieve, usually with a final achievement or destination in mind.

**Gratitude** – Feeling thankful for someone or something.

**Happy** – The emotion of feeling pleasure, enjoyment or joy for something or someone.

**Hope** – The feeling of expecting something positive to happen.

**Intention** – A determination to act in a certain way. In other words, setting your mind towards and committing to an aim or purpose that you plan to do or achieve. It is something you plan to do regardless of the outcome; it's more about the type of attitude to bring to an activity.

**Judgment** – An opinion or decision that something is good or bad.

**Kindness** – The quality of being generous, helpful and caring about other people, or an act showing this quality.

**WELL~  
BEING  
CANADA**



[wellbeing-canada.ca](http://wellbeing-canada.ca)