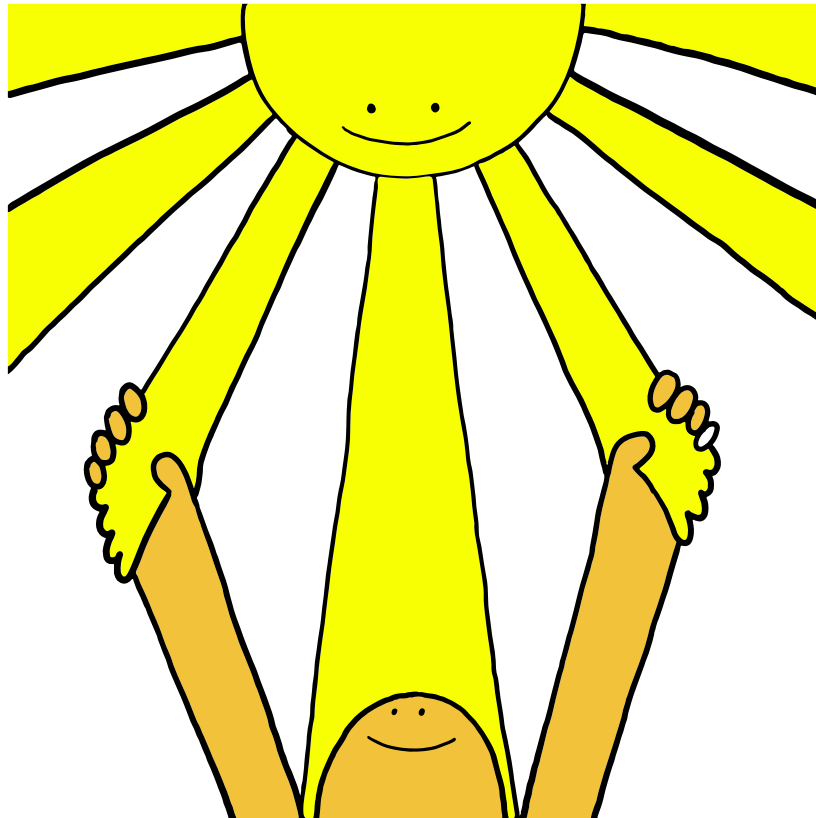


Well-being Canada Student Self-Assessment



Grades 4 - 6

In-Program Assessment

Lessons 1-4

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.



1. Well-Being is the state of being:

- a. Calm or tired
- b. Focused or ready
- c. Comfortable, healthy, or happy

2. Well-being looks and feels the same to everyone.

- a. True
- b. False

3. Mindfulness means to:

- a. Notice what is happening here and now
- b. To close your eyes
- c. To plan ahead

4. Intentions and goals are the same thing.

- a. True
- b. False

5. "Clean my backpack today" is a:

- a. Goal
- b. Intention

6. What is one goal that you have?

7. What is one intention that you have?

Lessons 1-4: Answer Key

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.



1. Well-Being is the state of being:

- a. Calm or tired
- b. Focused or ready
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2. Well-being looks and feels the same to everyone.

- a. True
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4. Intentions and goals are the same thing.

- a. True
- b. False

5. "Clean my backpack today" is a:

- a. Goal
- b. Intention

6. What is one goal that you have?

Answers will vary, check for understanding

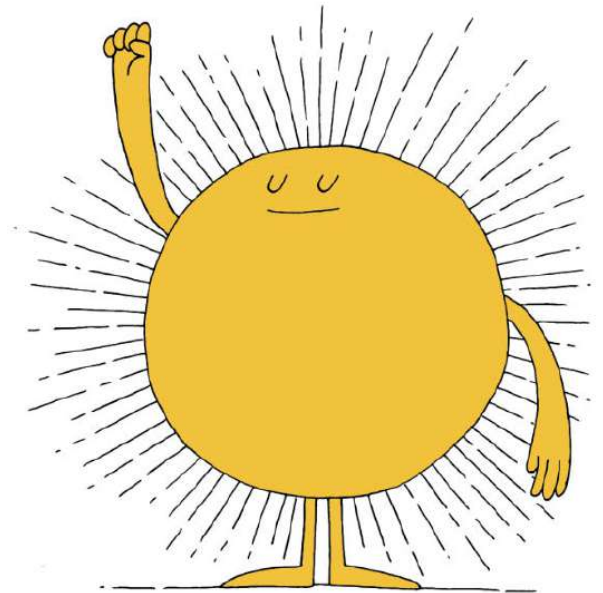
7. What is one intention that you have?

Answers will vary, check for understanding

Lessons 5-7

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.

1. Why do you think it's good to start each lesson with a moment of mindfulness?
2. Circle each option that is a benefit of gratitude on your well-being.
 - a. Can help you sleep better
 - b. Can strengthen your immune system
 - c. Will make everyone like you
 - d. Can help you feel happier
 - e. Can help you be more athletic
 - f. Can help us feel more connected to others
3. Who is someone you are grateful for? Give at least 2 reasons why you are grateful for them.
4. List 3 ways you can think of to express your gratitude to someone.
5. Imagine a world where everyone was mindful and felt comfortable about sharing their gratitude. How might the world be different?



Lessons 5-7: Answer Key

1. Why do you think it's good to start each lesson with a moment of mindfulness?

Answers will vary, check for understanding.

2. Circle each option that is a benefit of gratitude on your well-being.

- a. Can help you sleep better
- b. Can strengthen your immune system
- c. Will make everyone like you
- d. Can help you feel happier
- e. Can help you be more athletic
- f. Can help us feel more connected to others

3. Who is someone you are grateful for? Give at least 2 reasons why you are grateful for them.

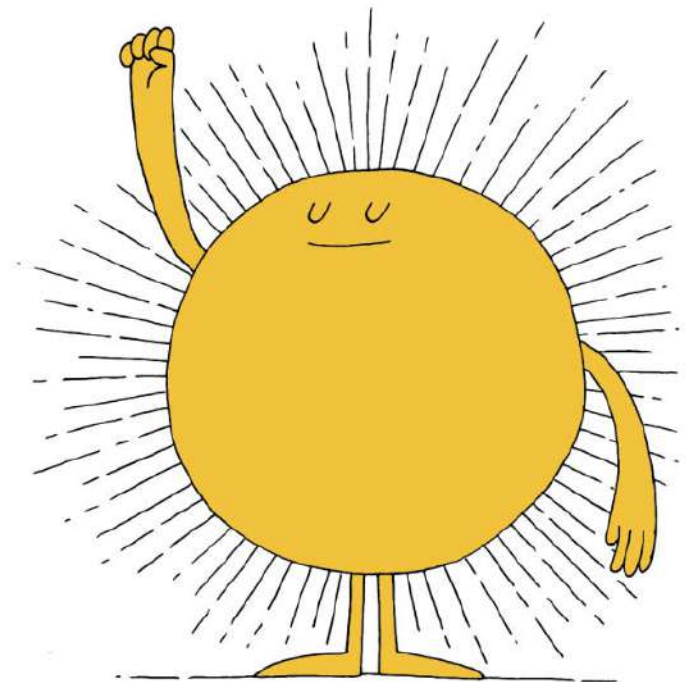
Answers will vary, check for understanding. If students struggle identifying their gratitude, there are multiple reasons that could be, including cultural differences or trauma, so approach these students with empathy. It is okay if they are not ready or comfortable answering this question.

4. List 3 ways you can think of to express your gratitude to someone.

Answers will vary, check for understanding. If students struggle identifying their gratitude, there are multiple reasons that could be, including cultural differences or trauma, so approach these students with empathy. It is okay if they are not ready or comfortable answering this question.

5. Imagine a world where everyone was mindful and felt comfortable about sharing their gratitude. How might the world be different?

Answers will vary, check for understanding. If students struggle identifying their gratitude, there are multiple reasons that could be, including cultural differences or trauma, so approach these students with empathy. It is okay if they are not ready or comfortable answering this question.



Lessons 8-9

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.

1. Empathy is when you are mindful of how you are feeling.

- a. True
- b. False

Fill in the blank with the emotion you think best fits the sentence:

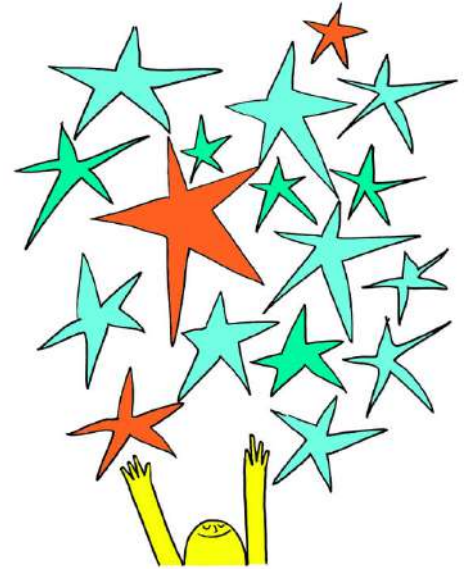
2. Someone who lost their favourite toy would likely feel:

3. Someone who had a long day would likely feel:

4. Someone who fell and hurt their knee would likely feel:

5. How are empathy and compassion different?

6. Give an example of a time you felt empathy or showed compassion.



Lessons 8-9: Answer Key

1. Empathy is when you are mindful of how you are feeling.

- a. True
- b. False

Fill in the blank with the emotion you think best fits the sentence:

2. Someone who lost their favourite toy would likely feel:

Examples: sad, upset, angry, etc

3. Someone who had a long day would likely feel:

Examples: tired, exhausted, frustrated, etc

4. Someone who fell and hurt their knee would likely feel:

Examples: hurt, sad, embarrassed, etc

5. How are empathy and compassion different?

Example answer: Empathy and compassion are different because empathy is understanding how someone else is feeling and compassion is showing you care by trying to help them feel better.

6. Give an example of a time you felt empathy or showed compassion.

Answers will vary, check for understanding.

Lessons 10-13

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.

1. If a friend is having trouble with math and you help them, you are showing altruism.

- a. Yes
- b. No

2. If a friend is having trouble with reading and you tell them "I will help you with reading if you give me your candy," you are showing altruism.

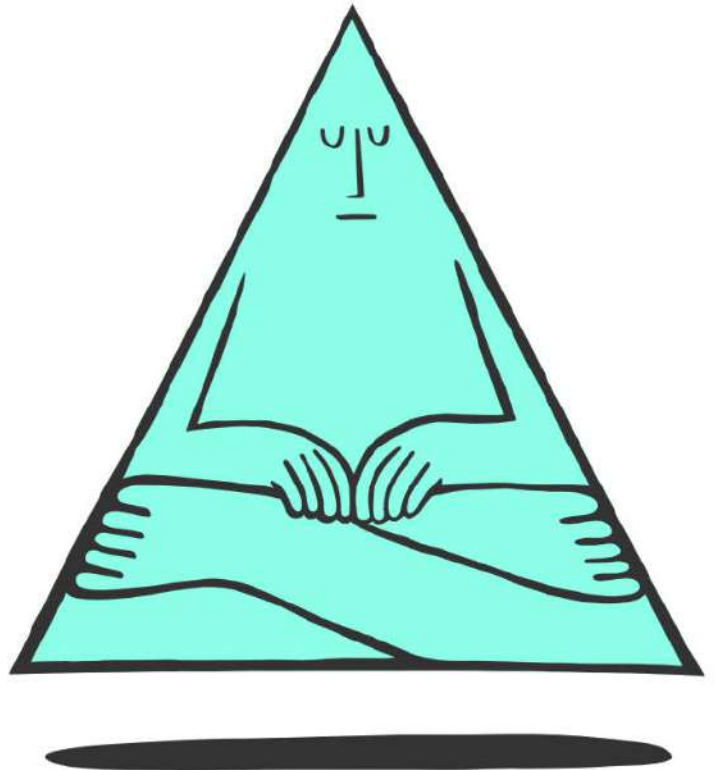
- a. Yes
- b. No

3. Draw or write to show how you can act with altruism at home.

4. You can do acts of altruism anywhere.

- a. Yes
- b. No

5. Draw or write to show how others feel when we act with altruism for them.



Lessons 10-13: Answer Key

1. If a friend is having trouble with math and you help them, you are showing altruism.

- a. Yes
- b. No

2. If a friend is having trouble with reading and you tell them "I will help you with reading if you give me your candy," you are showing altruism.

- a. Yes
- b. No

3. Draw or write to show how you can act with altruism at home.

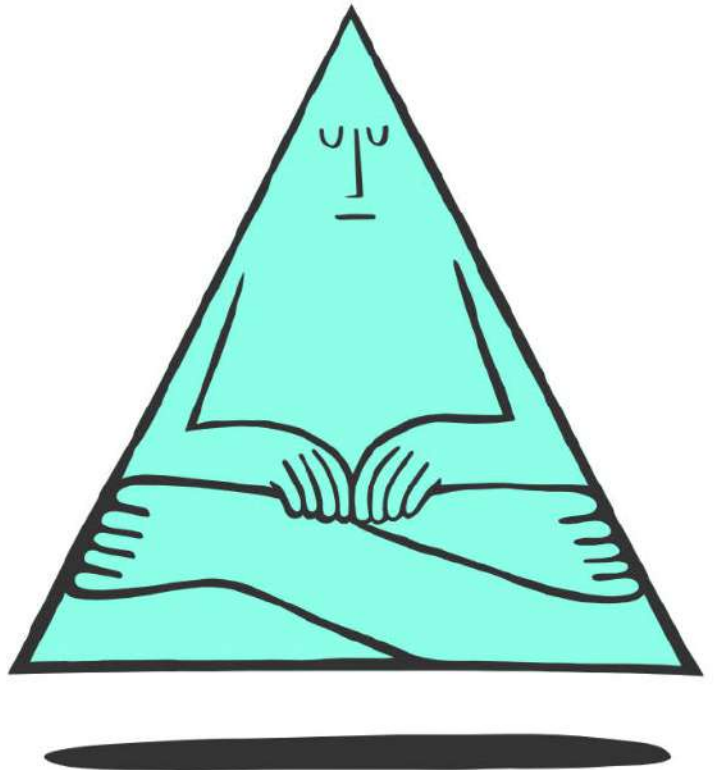
Answers will vary, check for understanding and accuracy.

4. You can do acts of altruism anywhere.

- a. Yes
- b. No

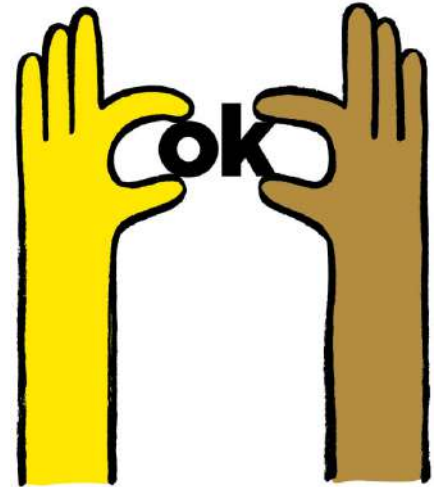
5. Draw or write to show how others feel when we act with altruism for them.

Answers may vary, but pictures or sentences should show positive feelings. If the picture or sentence shows a negative feeling, be sure to follow up with that student to understand why. Negative feelings are not necessarily a wrong answer, so be sure to approach students with empathy.



Lessons 14-15

Have students read each question, or read questions aloud to them. Students will circle the answer they think is correct. For long response answers, students may draw their answer, or write them in a sentence depending on the abilities of your students.



1. What does the word resilience mean to you?

2. Write a personal example of resilience, an example you learned about in class, or an example of resilience you have observed.

Fill in the blank and complete the sentence below:

Someone who can help me be more resilient is _____ because...

4. Mindfulness is showing other people that you care.

- a. True
- b. False

5. Compassion is showing someone you understand how they feel and are trying to help them feel better.

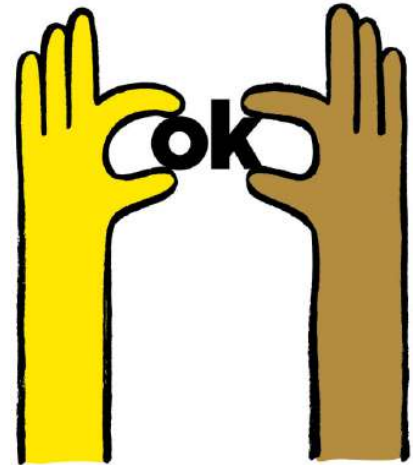
- a. True
- b. False

7. Circle which one shows how well you understand well-being.

- a. I still don't know what well-being is
- b. I know what well-being is, but have a hard time taking care of my well-being
- c. I know what well-being is and I'm starting to take better care of my well-being
- d. I know what well-being is and I am good at taking care of my well-being

8. Draw or write to show what you can do when you feel your well-being is unwell.

Lessons 14-15: Answer Key



1. What does the word resilience mean to you?

Answers will vary, check for understanding.

2. Write a personal example of resilience, an example you learned about in class, or an example of resilience you have observed.

Answers will vary, check for understanding.

Fill in the blank and complete the sentence below:

Someone who can help me be more resilient is {insert name of support person} because...

Answers will vary, check for understanding. Be sure to check in with students that do not have a support person.

4. Mindfulness is showing other people that you care.

- a. True
- b. False

5. Compassion is showing someone you understand how they feel and are trying to help them feel better.

- a. True
- b. False

7. Circle which one shows how well you understand well-being.

- a. I still don't know what well-being is
- b. I know what well-being is, but have a hard time taking care of my well-being
- c. I know what well-being is and I'm starting to take better care of my well-being
- d. I know what well-being is and I am good at taking care of my well-being

Answers will vary. Follow up with students who choose A or B, as they may need more support in enhancing their well-being. Students that answer C or D will hopefully be on the right track to understanding how to care for their well-being and that of others, but try to be mindful of signs from students that may show otherwise.

8. Draw or write to show what you can do when you feel your well-being is unwell.

Answers will vary, check for understanding. Be sure to follow up with students to express a lack of strategies for enhancing their well-being.

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