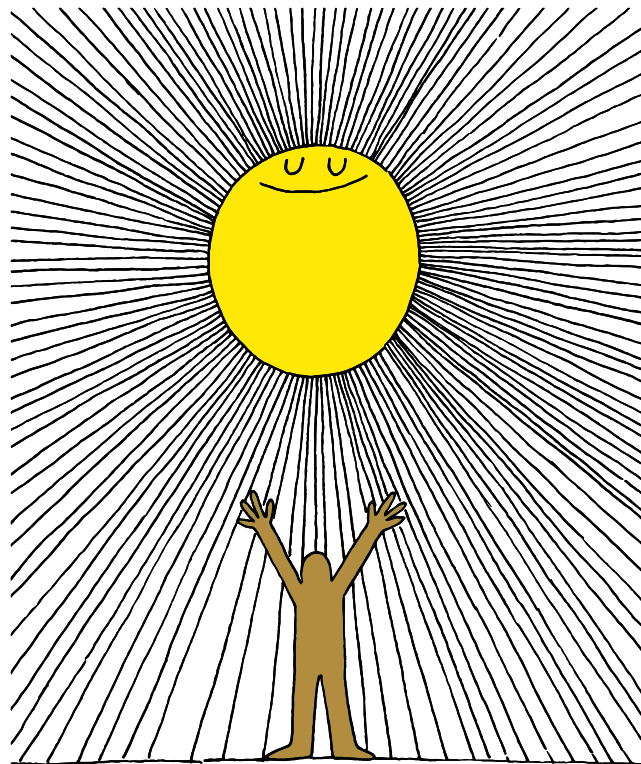


**WELL-BEING CANADA CURRICULUM**  
**Learning**  
**About Resilience**



**KINDERGARTEN TO GRADE 3**

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**Lessons 14 and 15**

THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE

# WELL- BEING CANADA

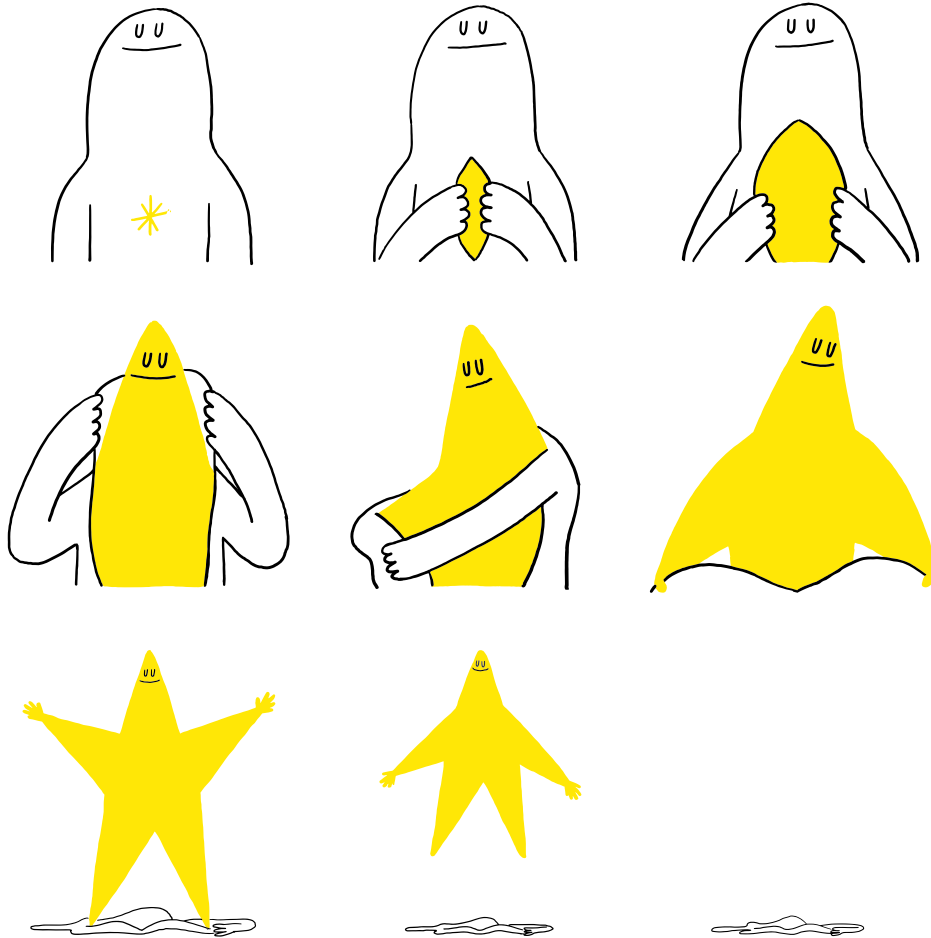


**Well-being Canada is an educational program that uses evidence-based tools, resources and everyday actions to nurture and promote positive well-being in students of all ages.**

**This resource is focused on supporting K-3 level to build the foundation of social-emotional learning and support educators in the integration of well-being into your classrooms.**

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

# The Road to Resilience



## LESSON 14

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THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE



## 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.

### 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

### Skills Learned:



CRITICAL  
THINKING



COMMUNICATION  
SKILLS



SELF-CARE  
SKILLS



CREATIVE  
THINKING



SOCIAL  
AWARENESS  
SKILLS



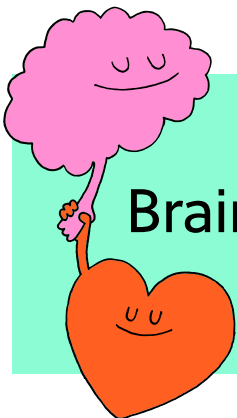
SELF-  
AWARENESS  
SKILLS



SELF  
MANAGEMENT  
SKILLS



RESPONSIBLE  
DECISION-  
MAKING



## 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

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

## Kindergarten

- Part 3, Step 2: If needed, implement the station rotations in a way that meets the needs for your students. You may choose to incorporate one per day into their regular center rotations, or complete one at a time together as a class.

## 1st Grade

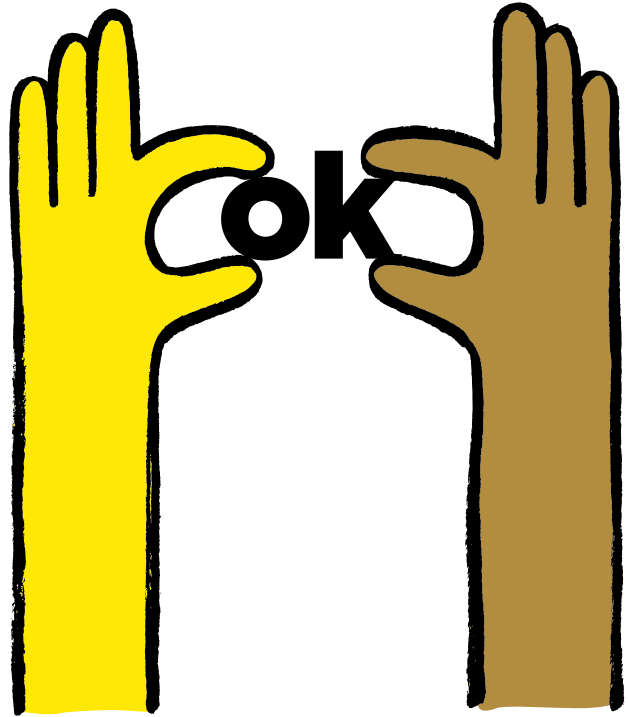
- Keep this lesson as is, differentiating as necessary for your unique group of students.

## 2nd Grade

- Part 2, Step 3: Take this discussion deeper by incorporating the difficulties of resilience. While resilience is important for our well-being, recognizing that it is not easy is also reassuring for students. Discuss how resilience takes practise and that it's okay to rely on people that care about us to help us build resilience.

## 3rd Grade

- Part 2, Step 2: Instead of the read aloud, you may want to use this video as a real life inspiration example of resilience: [How a 13 year old changed 'Impossible' to 'I'm Possible' | Sparsh Shah | TEDxGateway](#) (youtube.com).



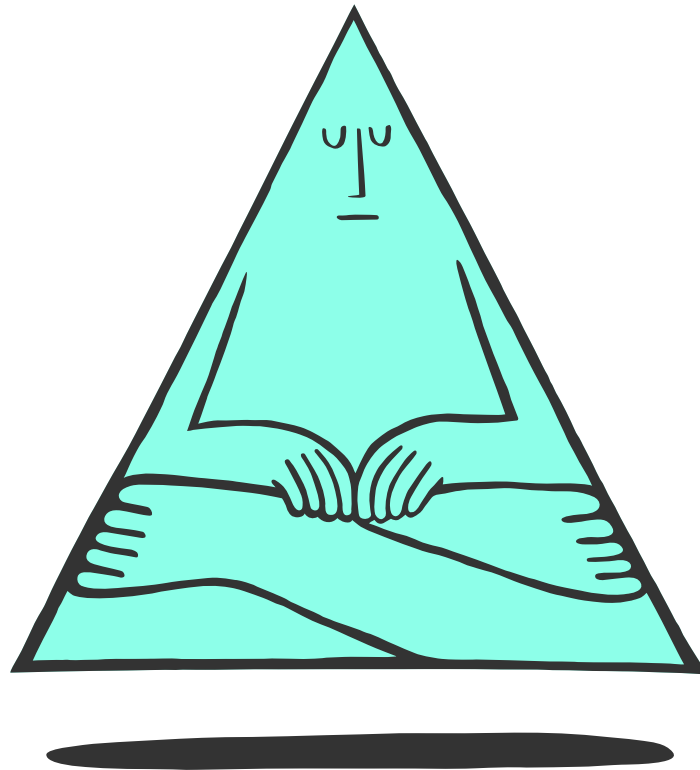
## Part 1: Reflect and Connect (5 minutes)

### Mindful Start (optional)

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

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. (Alternate: First, find a comfortable seat on the carpet. 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 the floor).
- Now, just begin by noticing how your body feels sitting here.
- No need to do anything but notice what you feel.
- Turn your attention to your breath for a few moments.
- Try taking two more deep breaths in through your nose and slowly breathe out through your mouth. See if you can notice your breath filling up your belly...
- Before we start our lesson today, reflect for a moment on our work on gratitude. You might think about something that you feel grateful for ... maybe a kind action from somebody or something in nature that made you happy.
- 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 previous 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 is empathy? What is compassion?
- Have you had any new experiences with empathy or compassion this week?
- What questions do you have?

### Step 2: Inspiration

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

You may choose to share a video or personal story about a real-life person who has overcome obstacles and shown resilience in their own lives. Alternatively, you may share the story *I Can Do Hard Things* by Gabi Garcia, available as a read-aloud [here](#).

Directions to students:

We are now going to listen to a story. During the story, think about how sometimes we are presented with challenges or difficulties that we need to overcome. After the video, you will spend a few moments on your own, writing or drawing about what came up for you.

**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 story.

- What does it mean to try our best even when things are difficult?
- What does it mean to not give up?
- Can challenges or difficulties ever be good for us?

Write their ideas on the board.

### Step 4: Investigate and Learn

Provide the following definition:

- Resilience means doing well in life despite adversity. (Alternative, for younger students: resilience means trying our best, even when things are difficult.)

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. You may choose to guide student thinking with the following prompts:

- 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?

## 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 and prompt further discussion:

- 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 us, 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 in our school community that you think could help us build resilience?

### Step 2: Building Blocks for 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.

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.

(For developing readers and writers, you may opt to do each station together as a class or to have student express themselves through artwork.)



## 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.



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 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).

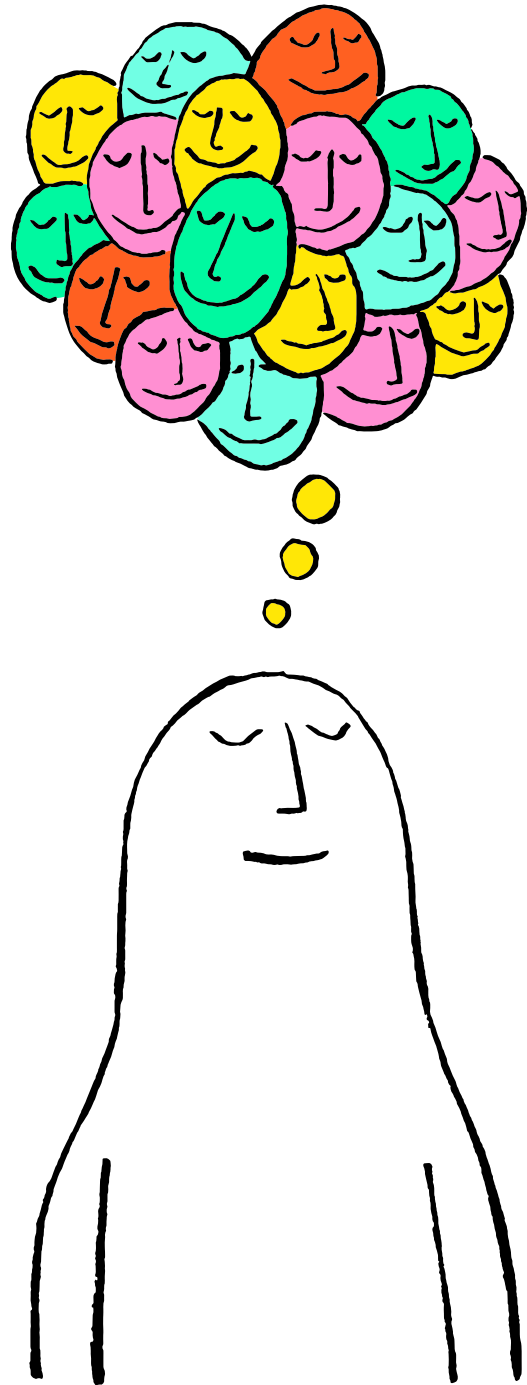
Divide students into three groups to rotate around the three stations. Remind students that they should share only what they are comfortable sharing.

### 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?



# Teaching to Diversity

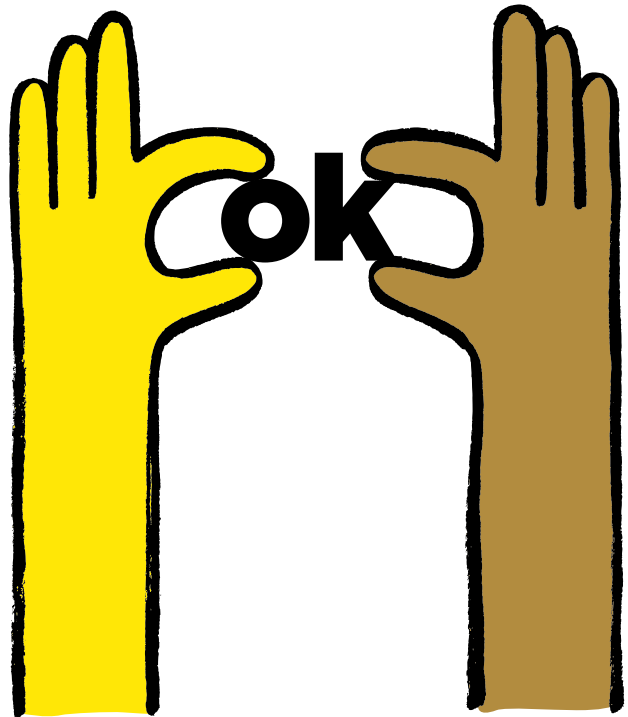
**Optional:** Use the following ideas to help you to calibrate the lesson to your particular group of students.

## 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.
- Instead of writing or discussing each station, have students draw a picture or create a piece of art. You might create a gallery of “portraits” of people who students feel safe talking to if they have a problem or create a gratitude mural for the classroom.

## 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.



## Resilience Book List

### Picture Books

*I Can Do Hard Things*, Gabi Garcia  
(also supports setting intentions)

*Nokum Is My Teacher*, David Bouchard

*Little You*, Richard Van Camp

*Fatty Legs*, Christy Jordon-Fenton  
(also supports well-being)

*Shi-shi-etko*, Nicola I. Campbell  
(also supports mindfulness)

*You Hold Me UP*, Monique Gray Smith  
(also supports well-being, compassion/empathy)

### Chapter Books

*Ender's Game*, Orson Scott Card

*Refugee*, Alan Gratz  
(also supports well-being and gratitude)

*Crenshaw*, Katherine Applegate  
(also supports resilience, compassion/empathy)

*George*, Alex Gino  
(also supports compassion/empathy and well-being)

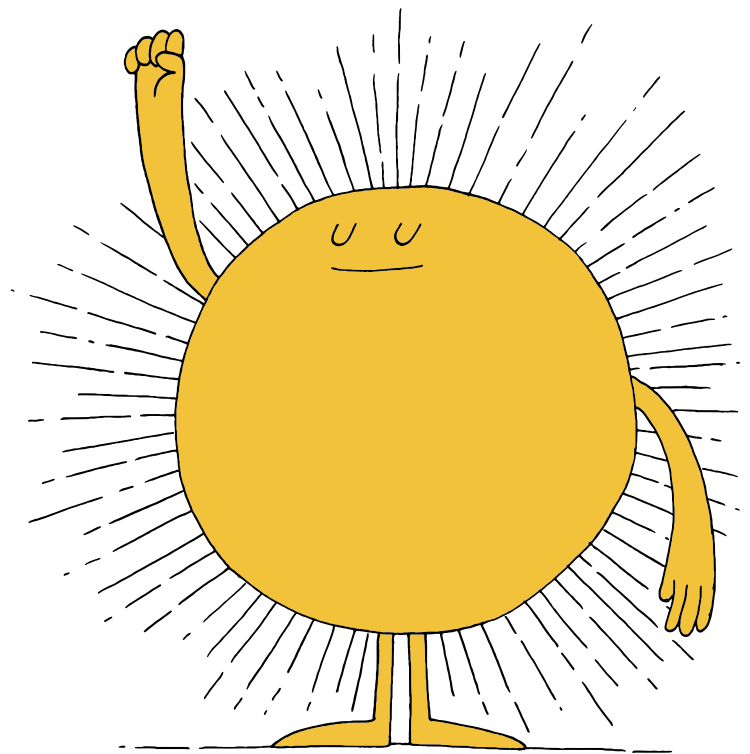
*I Am Malala* (Young Reader's Edition), Malala Yousafzai  
(also supports gratitude, altruism and compassion/  
empathy)

*Fatty Legs*, Christy Jordon-Fenton  
(also supports compassion/empathy)

*Sugar Falls*, David A. Robertson  
(graphic novel)

### Professional Resources

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



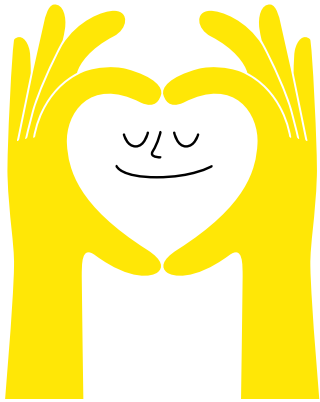
# Reflecting On and Celebrating Well-being



## **LESSON 15**

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THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE



## 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.

### Estimated Time:

40 minutes  
Note, this is a multi-part activity.

### Materials:

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

### Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



SELF-CARE SKILLS



CREATIVE THINKING



SELF-AWARENESS SKILLS



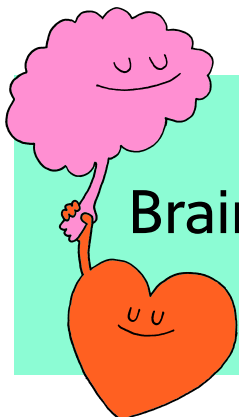
SOCIAL AWARENESS SKILLS



SELF-MANAGEMENT SKILLS



RESPONSIBLE DECISION-MAKING



## 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

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

## Kindergarten

- Part 2, Step 2: Choose one reflection question for them to draw/write their responses to. You may want to have them reflect on one question per day as a review/check in during the year.

## 1st Grade

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

## 2nd Grade

- Part 2, Step 2: You can incorporate writing standards your students are working on into their written reflections.

## 3rd Grade

- Part 2, Step 2: \*See 2nd grade differentiation for Part 2, Step 2.
- Part 4: Part 3: Consider assigning the different Daily Actions to small groups for them to discuss and plan their actions. After a given amount of time, have the small groups reconvene and share with the class their experiences with the Daily Action they were assigned.



## 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.

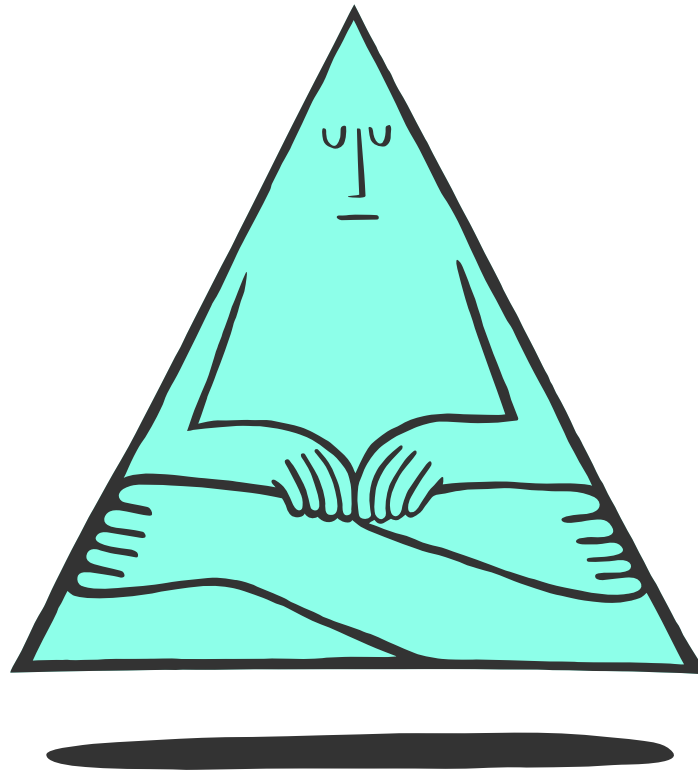
## Part 1: Introduction (5 minutes)

### Mindful Start (optional)

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

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. (Alternate: First, find a comfortable seat on the carpet. 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 the floor).
  - Now, just begin by noticing how your body feels sitting here.
- No need to do anything but notice what you feel.
  - Turn your attention to your breath for a few moments.
  - Try taking two more deep breaths in through your nose and slowly breathe out through your mouth. See if you can notice your breath filling up your belly...
  - Before we start our lesson today, reflect for a moment on our work on gratitude. You might think about something that you feel grateful for ... maybe a kind action from somebody or something in nature that made you happy.
  - 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.

Instructions to students:

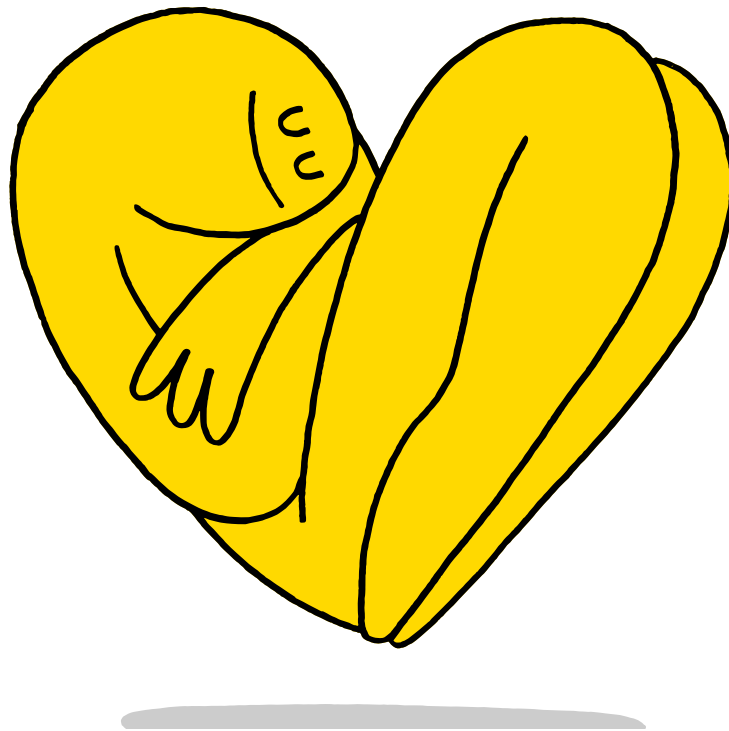
- As you look at the pictures (or video), notice how you feel as you remember our work promoting well-being in ourselves and our community.

### 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:

- Let's talk about all of the things we learned about and did to help our well-being. Let's look back and try to remember everything.

- What were your favourite activities?
- What surprised you?
- What is something new that you learned?
- Are you doing anything different now to try to take care of your well-being?
- Are you helping others take care of their well-being?

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 (gratitude, empathy, compassion, altruism, resilience) 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!

# 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

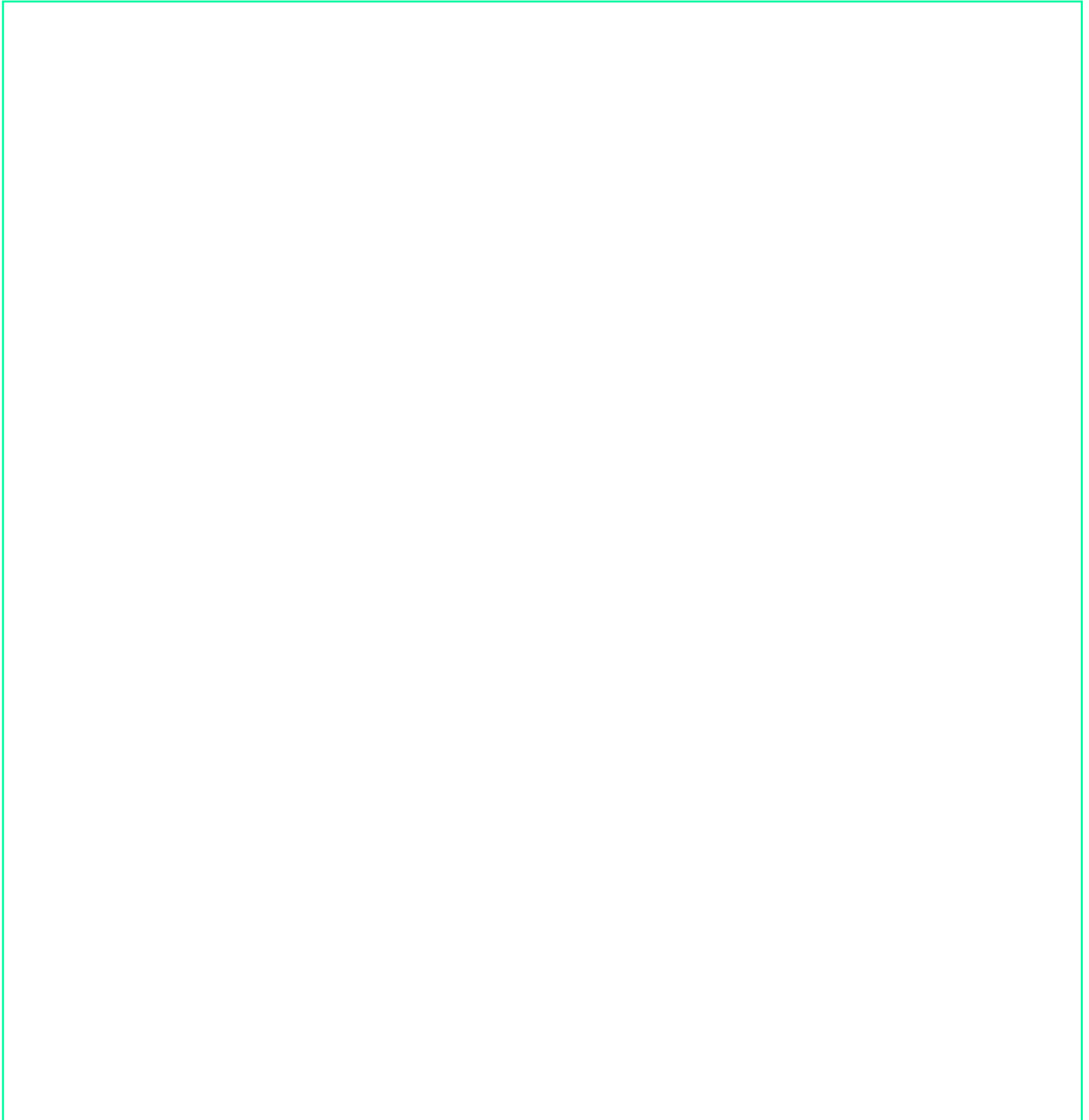


## Art Is Good for the Brain!

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.

## **Reflection**

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



**WELL~  
BEING  
CANADA**



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