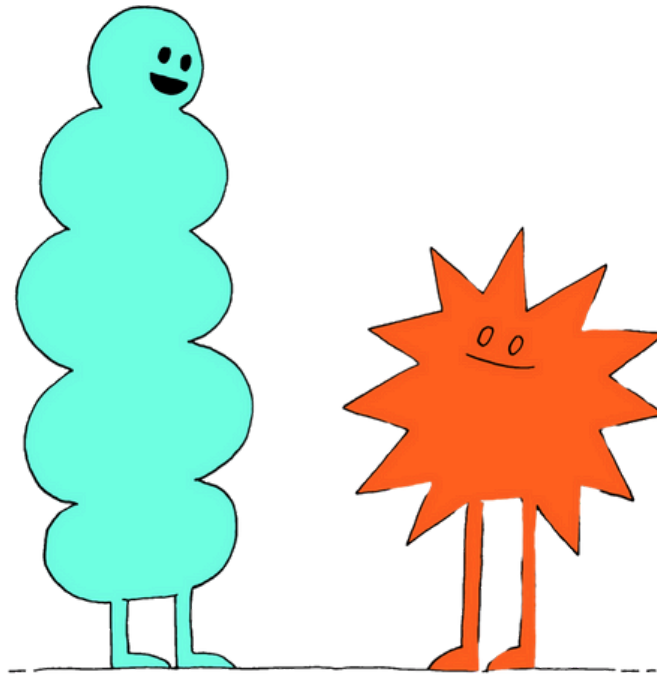


WELL-BEING CANADA CURRICULUM
**Introduction to
Well-being**



GRADES 7 TO 8

Lessons 1 to 4

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 7-8 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 lessons is easy to use, classroom friendly and provides tools and activities to nurture well-being in your students.

Teaching to Diversity

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

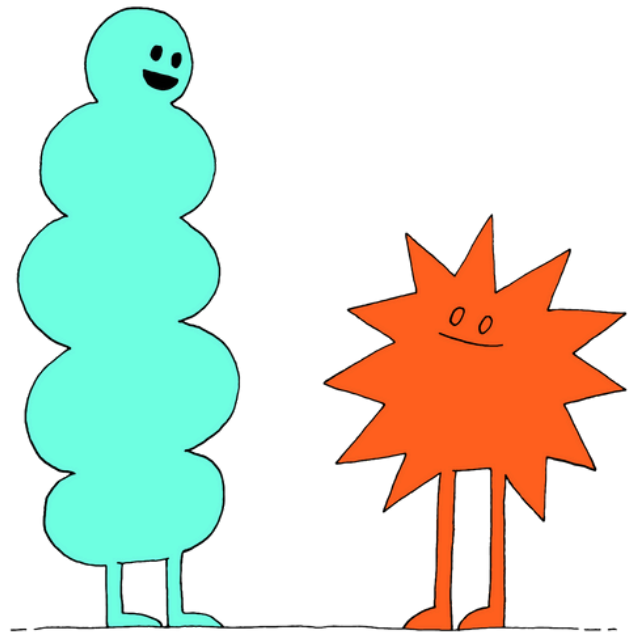
Differentiation

- Break this lesson up into two lessons in order to give students more of a chance to process and absorb each abstract concept.
- Provide additional concrete examples of well-being. Sometimes providing examples of the opposite of each concept helps to give more context.
- Select one of the books found in the book list on page 9 to initiate a discussion about well-being.
- Create a shared class definition of well-being.
- Created a shared class Word Web about well-being (see example on page 7).
- For writing activities, allow students to list ideas in lieu of full sentences or eliminate the writing tasks and have reflections be oral with a partner.
- Provide a copy of written definitions for students to reference during reflection/planning tasks.

Challengers

- When introducing well-being or intentions, ask students to look up a definition online or in the dictionary.
- When introducing well-being, use the definition provided by the World Health Organization. The World Health Organization describes mental health and well-being this way: Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.
- When introducing “mindfulness,” use the definition provided by Dr. Jon Kabat-Zinn: “Mindfulness (‘being mindful’) is a state of being aware of your own mind, at any given moment. It means to pay attention in a particular way: on purpose, in the present moment and without judgment.”

- Ask students to consider their work from the Foundational Module about how building a caring class community connects with well-being. Act out or draw some of their intentions.
- Add a written component to Think-Pair-Share activities by having students write down their ideas.
- Have students set specific dates to meet these intentions and follow up with students to see how they're doing.
- Think about the literature you have read recently. Have any of the characters set intentions? If so, what were they, and how (if at all) do you think it helped? If you can't think of a character that set an intention, pick a character and explore how the story may have gone differently if they had.



Let's Get Started



LESSON 1

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



Purpose

The purpose of this lesson is to introduce students to the Well-being Canada program. During this introduction, students are engaged in an active discussion about the meaning and importance of well-being. The concepts introduced here will help develop students' interest and engagement with Well-being Canada.

Objectives:

- Students investigate and learn about well-being.
- Students consider a definition of well-being that is personally meaningful.
- Students apply their well-being learnings into their daily life and experiences.

Skills Learned:



CRITICAL
THINKING



COMMUNICATION
SKILLS



REFLECTION
SKILLS



SELF-CARE
SKILLS



SELF-AWARENESS
SKILLS

Materials:

Dictionaries or computers; chart paper, markers, whiteboard/chalkboard or SMARTboard Each student should have a journal or folder to keep their reflections and related work on well-being.

Optional: Pictures or stickers to decorate student journals – students may bring in their own to personalize it.

Note: Scripted directions to students are italicized.

Estimated Time:

60 minutes



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 references to more activities and information from our [Well-being Canada website](#). It is important for students to understand the importance of the brain and how it impacts our well-being.

Part 1: Investigate and Learn (30 minutes)

Step 1: Introduce the Topic— What Is Well-being?

Set up: Put up 6 pieces of chart paper each with one of the following questions:

- What is Well-being? Define it in words.
- What does Well-being look like? How can you tell if someone has a positive well-being?
- What are some common stresses or disappointments you or your classmates might face?
- What do you do to manage stress and disappointments?
- What actions can you take to increase Well-being?
- What questions do you have about Well-being?

As students walk in, have them rotate among the questions writing their answers on the paper either as a group or individually. Then provide time for students to walk among the questions again to read what others have written.

Step 2: Learn

Once they have had a chance to do that, have students return to their seats and begin the lesson:

Welcome to Well-being Canada! Today, we're going to begin by talking about well-being. The Oxford Dictionary describes well-being as: "The state of being comfortable, healthy or happy."

You can write the definition on the board or display it digitally.

Next, ask students:

- How does this definition relate to your thoughts about well-being?
- Were you surprised by any of the answers written on the papers around the room?
- Were there answers that made you more curious or that need expanding?

Tell them:

Having mental well-being means that you are able to manage stress and disappointments. Stress is a common feeling we get when we feel under pressure. When stress feels out of control, it can affect our mood and our relationships. When we are able to manage our stress and disappointments, we are able to do our best and help others.

Call attention to what they wrote about actions they can take to increase well-being. Read some of the student ideas. If these weren't mentioned offer some concrete examples:

- Getting enough sleep so that you are rested and energized each day.
- Eating healthy food so that your body feels good, grows and has energy.
- Having friendships that help you feel happy and cared for, as well as being a good friend to others to help them feel cared for!
- Knowing who you can go to when you have a big problem to solve; important adults in your life who you know will help you when you need it.
- Being active! Exercising helps make your body stronger and your brain feel calmer and happier.

Step 3: Making Connections

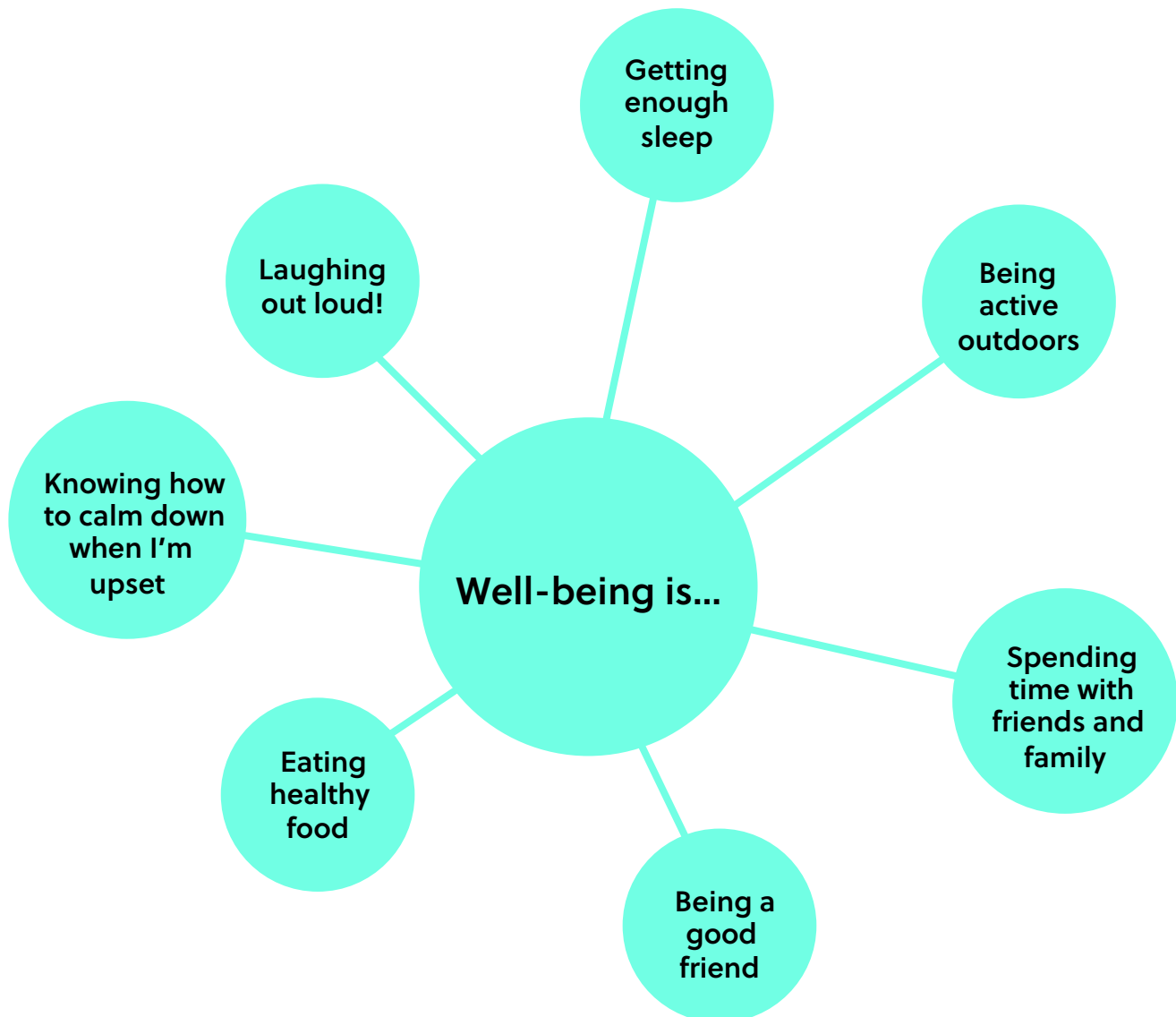
If time, give students a chance to share actions they take for their own healthy well-being in a Think-Pair-Share Activity.

Create a large Word Web (on the board or chart paper) with the whole class.

Step 4: Summary

- Invite students to share their ideas from the Think-Pair-Share.
- Is there anything I missed?
- What questions do you have?

Word Web example:



Part 2: Application (20–25 minutes)

Note: Part 2 can be implemented at a later time. To personalize their journals, you may ask students to bring in pictures, stickers etc. to create a collage on the cover.

Step 1: My Well-being

Overview: A great tool of well-being is journaling. The benefits include lowering anxiety, creating self-awareness, and improving mood. In this lesson, the students will set up a journal that they will use throughout the Well-being Canada lesson package. This can be done in a notebook or on a computer. You may implement it only when you teach the Well-being lessons, or you may set aside a few minutes each day for students to write down their thoughts and feelings. Using journaling is a means to help students be more in touch with their thoughts, emotions and behaviours.

Explain to students that they will be creating a journal. Show one of the following videos to help guide them:

- [How to Learn Mindful Journaling \(2:50\)](#)
- [Expressive Writing – WHY and the BENEFITS for mindfulness, personal growth and creativity \(2:54\)](#)
- [The Simple Act of Daily Writing Can Dramatically Improve Your Mental Health \(8:55\)](#)

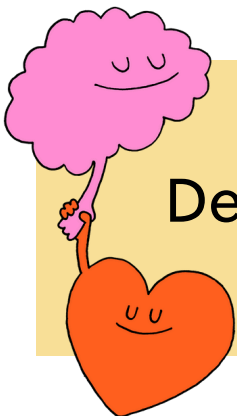
To make it personal and promote by-in, have them decorate the cover if using a notebook (or creating a collage on the first page if it is digital) to tell about themselves. It can have pictures of family, pets, sports or just be a selection of words that represent them.

For their first entry, invite students to write their own definition of well-being based on their participation in Investigate and Learn About Well-being.

Step 2: Share Out

As a group, invite students to share their thoughts about what well-being looks like, sounds like and feels like.

Create a gallery walk so that students can view one another's collages.



Deeper Dive

For parents to make a connection with the lessons their children are learning in your class, use the “Your Glass Half Full” on page 24 of the [Home Connection Activity cards](#) on the [Well-Being Canada website](#).

Well-being Book List

Taco Falls Apart,
Brenda Miles

[Access read aloud video](#)

The Feeling Good Club – Be Kind,
Shazmin, Kelly McKain written in journal form which would be a good model for students' journaling activity.

Fatty Legs,
Christy Jordon-Fenton (also supports resilience for ages 9-11)

[Access read aloud video](#)

Number the Stars,
Lois Lowry (also supports empathy and compassion for ages 10-12)

[Access read aloud video](#)

You Hold Me UP,
Monique Gray Smith (also supports empathy, compassion and resilience)

A Long Walk to Water,
Linda Sue Park (also supports empathy and resilience for ages 10-12)

[Access read aloud video](#)

Refugee,
Alan Gratz (also supports resilience for ages 9-12)

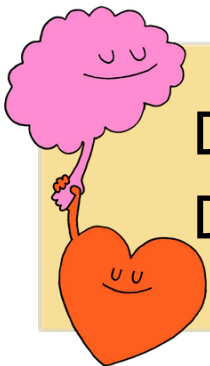
[Access read aloud video](#)

George,
Alex Gino (also supports empathy, compassion and resilience for ages 8-12)

[Access read aloud video](#)

[Well-being Canada Website](#)

- Activity cards
- Family and Caregiver Resources



Deeper Dive

For a Deeper Dive, use the Well-being and your Brain cards found on the Well-being Canada website.

The Road to Mindfulness



LESSON 2

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



Purpose

The purpose of this lesson is to introduce students to the practise of mindfulness, a tool to promote well-being. Understanding and practising mindfulness will help support students with setting their own positive intentions and participation in experiential learning in the forthcoming lessons.

Objectives:

- Students investigate and learn about mindfulness.
- Students are invited to participate in experiential learning via short guided mindful awareness practises.

Materials:

Students' journals, Music for mindfulness activity – suggestions are given, but you can choose your own. It's advised to choose a song students are not familiar with. Device for playing music

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



REFLECTION SKILLS



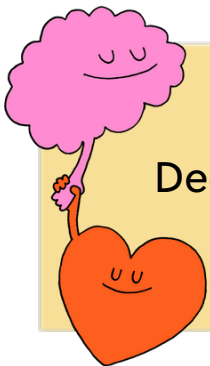
SELF-CARE SKILLS



SELF-AWARENESS SKILLS

Estimated Time:

45 minutes



Deeper Dive

For parents to make a connection with the lessons their children are learning in your class, use the "Boost Your Mood" on page 4 of the [Home Connection Activity cards](#) on the [Well-Being Canada website](#).

Part 1: Investigate and Learn (20 minutes)

Step 1: Introduce the Topic— What Is Mindfulness?

Overview: Introduce students to the concept of mindfulness. Use the following points as a guideline. Invite student ideas and write them on the board.

Note: These questions help students access their prior knowledge about the subject.

Tell students:

Now we are going to learn about something that can help our well-being ... - It's called mindfulness. Has anyone heard of that word before?

Invite student ideas.

Write the definition on the board.

- Mindfulness means to pay attention to what is happening in the moment, without judgment.

Ask students:

What do you think that means?

Invite students to Think-Pair-Share for a few minutes. Then, invite students to share their thoughts.

Next, unpack the definition of mindfulness.

What does it mean to pay attention to what is happening in the moment?

- It simply means to notice what is happening here and now. What do you notice—what do you hear, see, feel? What do you think “without judgment” means?

Invite student ideas. Explain:

“Without judgment”, or sometimes it's called “nonjudgment”, means that you are not deciding whether something is good or bad, you are just noticing that it is present.

Ask:

What would that look like?

Provide examples like:

Your friend goes on vacation and comes back telling you about a band that you have never heard before. What would it look like to listen to this music without judgment?

Invite student ideas. Explain:

It would mean keeping an open mind and not deciding whether you like it based on the type of music.

Being mindful is a bit like being a scientist. Scientists are interested and curious about learning and understanding. In order to understand something, scientists focus their attention on what they are studying.

- Could you be curious like a scientist?

Why might it be helpful to notice the “here and now” without judgment?

How might that be helpful in your life?

Invite student ideas. Tell them:

When we're mindful we can help our well-being. How and why?

Offer an opportunity for students to share mindfulness practises they or people they know have participated in.

Then invite students to participate in the mindful music activity on the next page, or choose from the list of additional mindful awareness practises found on page 16 of this lesson.

Part 2: Application (20–25 minutes)

Step 1: Listening with Mindfulness

Objective: This is an experiential activity that serves to introduce students to mindfulness. Note that this is an optional activity, and should be presented as an invitation to students, not a requirement. You may also select an alternative mindful awareness activity to try (see page 16). If you choose this activity, choose a song ahead of time.

Lead the activity with the following script:

- *Today we're going to do a short simple mindfulness exercise to attune your mind and your body.*
- *Listen with your whole body, not just your ears. If you feel like it, let the music move you. Feel the beat, give yourself over to the rhythm, and bring your full attention to the music and the movement. Don't worry about getting it right: you can sit still, tap your toes, or dance wildly. Hear the music with your whole body.*
- *Notice any thoughts of embarrassment or shyness, or thoughts like, "This is ridiculous."*
- *Notice any feelings that are released: anger, joy, sadness...*
- *Notice what your body is feeling; feel its aliveness.*
- *Listen to the music and notice thoughts and the emotions moving through you.*

To close the activity, ask for students' reactions to the activity.

- *What was it about this activity that promoted mindfulness?*
- *How did you feel when you listened to the music?*

- *Did you notice your emotions shifting or changing? When?*
- *What sort of thoughts did you have as you listened?*
- *How did your body respond to the sounds and rhythms of this piece? Did you feel like dancing or moving your body to the music? What thoughts did your mind have as to why or why not?*
- *What's the difference between hearing music and listening to music with your whole self (thoughts, feelings, body)?*
- *How do you feel now?*

Project these questions and invite students to do a three- to four-minute free write in their journals about their feelings.

Source: Greater Good in Education

https://ggie.berkeley.edu/practise/listening-to-music-mindfully/#tab_2

Step 2: Introduction to Guided Visualization

Overview: The purpose of the following activity is to introduce students to a visualization practise that can help foster mindfulness, attention and stress management.

Note: It is important that this is presented as an invitation (optional). Students who have experienced trauma may be resistant; in these cases, offer modifications such as not closing eyes, standing or not participating and doing an alternative quiet activity.

You may wish to read the book [The Secret Garden](#) by Frances Hodgson Burnett with your students beforehand. Use the following [Secret Garden Meditation](#) script to lead the visualization practise:

Get comfortable and gently close your eyes. Take a slow deep breath in through your nose and fill your stomach first and then your lungs. Now slowly exhale out any tension you feel anywhere in your body.

Again, breathing deeply and fully in through your nose and then exhaling out slowly through your mouth releasing any stress, tension, or busy thoughts from the day. Think to yourself: I am still.

Imagine now, a warm blanket of love and comfort wrapping around your body as you continue to breathe deeply and focus on your breath. It feels so comfortable and peaceful wrapped here in love and acceptance.

As you relax even further, you notice a scene coming to you in your mind. You're outside playing when you notice a stone wall covered in thick, green vines and beautiful flowers. When you look really closely, you see a small iron gate.

It's almost like the gate appears only for you. No one else can see it. You feel completely safe and also confident and curious as you walk toward the gate. It's perfectly okay for you to open the gate and satisfy your curiosity to see what's inside.

As the gate slowly opens, you are treated to the most beautiful secret garden you've ever seen. Everywhere you look, there are lush plants, trees, and flowers. It's so welcoming and warm, with the sun shining gently and a pleasant breeze keeping you comfortable as you explore.

It's the secret haven of your dreams. It's like it was designed only for you.

You see a comfortable bench just waiting for you to sit down. As you do so, you begin to enjoy this beautiful scene even more. You hear birds calling back and forth to one another. You hear frogs croaking, which brings a smile to your face. And you know everything is happy here – the plants, the animals, and especially you.

As you take in all the beauty of this private place and listen to the sounds of creation and calm around, you feel the energy of your heart start to expand out and dance with the colors all around you. There is joy here. You feel connected to everything. Your heart is happy and at peace.

This beautiful, peaceful garden is truly just for you. And it is here for you always. It is your very own creation, and you can imagine things here exactly as you love them to be.

You breathe in and feel the magic of this place. How full your heart feels... How grateful you are for everything in life.

Life is in your favor. You know you are very lucky because you get to create your own life with your thoughts, emotions, and actions. Just like you created this gorgeous little hideaway in your mind, you can create other beautiful things in your life.

And just as you gaze around at all of the dazzling parts of this garden, you always want to look for the good in others and in all situations.

Imagine now sharing this feeling of connection, joy, happiness, and peace with every person on the planet, and with every animal on the planet. Imagine the entire earth filled with peace, sharing, love, and caring for each other.

Lesson 2: The Road to Mindfulness

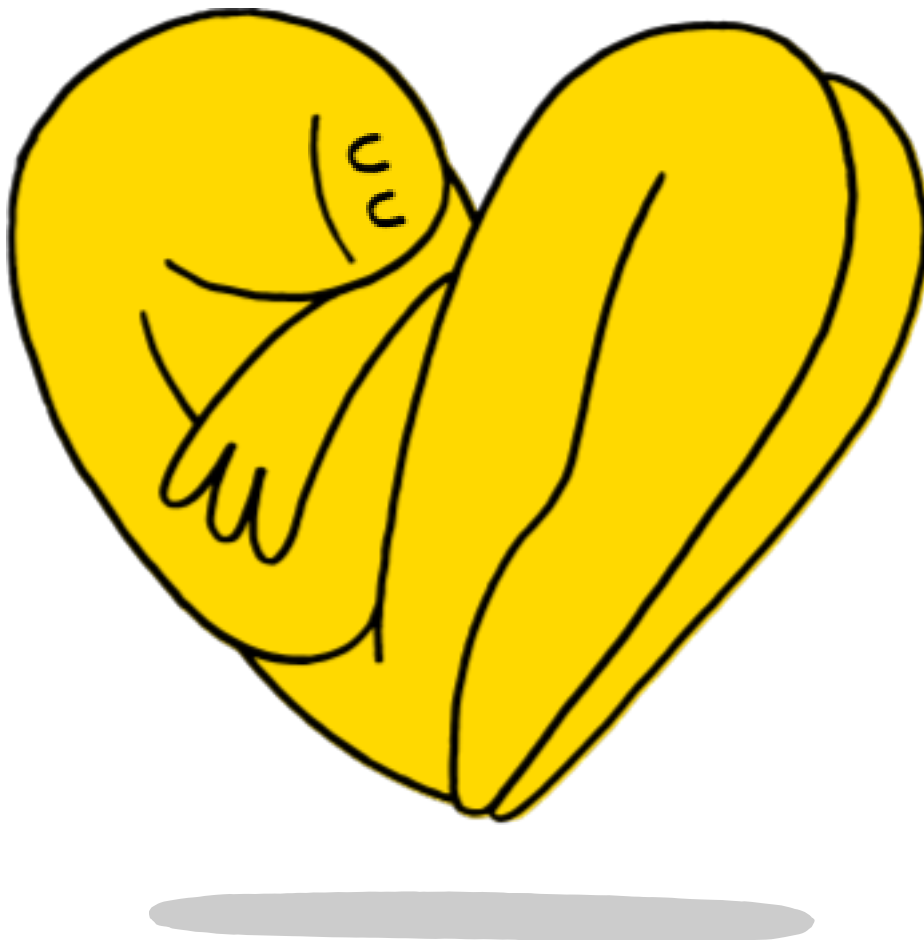
Remember how every flower, branch, or leaf in this serene garden is unique? Our differences are what make us captivating, too. The garden wouldn't be so vital and rich if every plant looked the same or bloomed at the exact same time.

We are all connected. Imagine that thread of unity between every person on the planet. Imagine it glowing with love and gratitude and joy. Feel the connection in your heart of every person, every animal, and our beloved Mother Earth.

Stay here in your garden for as long as you like. And when you're ready to leave, you can simply step back through the gate and close it behind you.

You can come back whenever you want or need to visit again. You just use the power of your brilliant mind to create this special place that is just for you. It is always here waiting for you.

When you're ready, take in a deep breath and open your eyes. Take as long as you need to stretch and move around. You've done a terrific job!



Next, debrief the visualization activity.

What did you feel during the activity?

Ask them to describe the space they imagined. This can be in their journal or as a Turn and Talk Activity.

Give students the key message:

By focusing our attention, we can calm our mind and body. With a calm mind and body, we can make better choices. This begins with setting intentions.

Remind them that anytime they feel worry or anxiety – during a test, at a big performance, or even just before falling asleep – they can go to this special inner sanctuary.

Additional Mindful Awareness practises

Mindful Movement

Invite students to take a few moments for a mindful stretch. This is a very good transition activity or gentle energizer after periods of sitting.

Invite students to stand with enough room to stretch their arms out wide without touching another student.

- Stretch tall as a tree! Notice the sensations in your arms and sides as you reach for the sky!
- Reach for your toes!
- Arms out wide!
- Arms overhead, and gently bring your arms over to your right side; notice the sensations on your left side; next switch and bring your arms over to your left side; notice the sensations on your right side.
- Mountain: Stand still like a mountain. Notice your feet rooted to the ground and your body standing tall and still like a mountain.

Mindful Walking:

Invite students to walk around the outside of the classroom (space permitting), in the gym or take them outside!

- Invite students to focus their attention on the sensations of walking.
- Can you notice the sensation of your feet touching the ground?
- Can you notice the sensation of your legs moving?
- Try walking very slowly; then try to speed up the pace!
- What do you notice about the sensations of different speeds?

Mindful in Nature:

Invite students to go on a guided nature walk. What do you see, hear and smell?

Mindful Art:

During art, invite students to take a mindful approach. What do you see and feel as you focus your attention on your artistic creation.

Mindful Communication:

During class discussions, group and partner work, invite students to practise mindful listening and speaking.

- When listening, try to focus all of your attention on those who are speaking.
- When speaking, focus your attention on the listener (eye contact), so that you make a connection each moment that you share your ideas and thoughts. Then, check that your listener understands what you wanted to share.

Mindfulness Book List

Timmy's Monster Diary: Screen Time Stress,
Raul Melmed and Anette Sexton (also supports
mindfulness towards screen for ages 7-11)

*A Pebble for Your Pocket: Mindful Stories for Children
and Grown-ups*,
Thich Nhat Hanh
(also supports mindfulness for ages 8-12)

Listening to My Body,
Gabi Garcia, also supports resilience through
mindfulness, self-regulation and building emotional
strength for ages 8-12)

Access read aloud video

Just Breathe,
Mallika Chopra (also supports setting intentions and
mindfulness for ages 8-12)

The Universe Versus Alex Woods,
Gavin Extence (also supports resiliency and empathy
ages 17+)

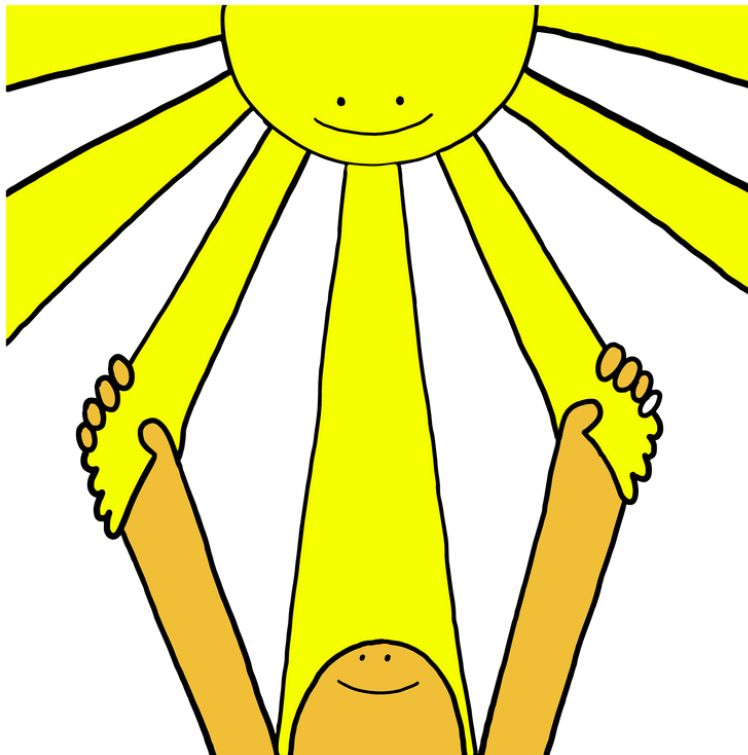
*Mindfulness for Teens in 10 Minutes a Day:
Exercises to Feel Calm, Stay Focused and Be Your
Best Self*,
Jennie Marie Battistin

5-Minute Mindfulness Meditations for Teens,
Nicole Libin PhD

Website for Child Meditation Exercises,
Green Child Magazine

Well-being Canada website

- Activity cards
- Family and Caregiver Resources



The Road to Setting Intentions



LESSON 3

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



Purpose

Students are introduced to the concept of setting intentions. Students are invited to think critically about how intentions are distinguished from goals.

Objectives:

- Students participate in a short mindful awareness practise.
- Students investigate and learn about setting intentions.
- Students reflect on how setting intentions has an influence over their life experiences

Materials:

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

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL
THINKING



COMMUNICATION
SKILLS



REFLECTION
SKILLS



SELF-CARE
SKILLS



SELF-AWARENESS
SKILLS

Estimated Time:

45-60 minutes



Deeper Dive

For parents to make a connection with the lessons their children are learning in your class, use the "Disconnect to Reconnect" on page 8 of the [Home Connection Activity cards](#) on the [Well-Being Canada website](#).

Part 1: Review (5 minutes step 1, 15 minutes step 2)

Step 1: Review and Introduction— What Is Well-being and What Is Mindfulness?

Overview: Review the concepts and practises discussed in Lesson 2 in order to lay the foundation for reflecting on our emotions.

Today, we're going to begin by reviewing what we discussed and learned about well-being and mindfulness in the last lesson.

- Pair students together and have them re-tell their definitions of well-being and mindfulness to each other.
- Have them write down agreed-upon definitions. As students are finishing up their paired work time, write down or display the definitions from Lesson 1 (this can be done in advance and covered with a piece of paper or, if being done electronically, can be prepped with the screen off) and review all together.

Mindfulness ('being mindful') is a state of being aware of your own mind, at any given moment. It means to pay attention in a particular way: on purpose, in the present moment and without judgment.

Recap Points:

- Well-being is the state of being comfortable, healthy or happy.
- Well-being focuses on all parts of the self, such as emotional, physical, social, spiritual, mental, even financial, environmental and work. When we take care of our energy levels and different parts of well-being, we can be content, healthy and positive.
- Mindfulness means to pay attention to what is happening in the moment, without judgment.
- We can practise mindfulness by being present with the here and now, through our breathing and by focusing on our senses.
- Mindfulness can help with focusing, relaxing, managing emotions and thoughts, and with our wellbeing.

Step 2: Mindfulness Practise (optional)

Choose either a mindful listening activity like the one in lesson 2 using a different song OR use the following [script](#) to lead a visualization practise.



Now, we're going practise mindful breathing, as we learned in our last lesson.

Gently close your eyes and take in a nice big breath that fills up your stomach. Now let it out and feel your shoulders and body get soft and relaxed.

Take another deep breath and as you exhale, let all the stress, thoughts and any worries of the day just float out on the wind of your breath and float far, far away.

As you continue to breathe steadily, allow your body and mind to become completely relaxed. Imagine yourself in a beautiful wooded area. It's safe and comfortable here, with the calming sound of gentle wind moving the leaves of tall trees around you. These woods can be deep in a quiet forest, or very near to your home and family. Whatever feels safe and relaxing to you.

As you slowly explore the woods, you come across a charming little cabin in the woods. It sits in the middle of trees and flowers, and there's a small campfire outside the cabin. The air is crisp and fresh, and it's so peaceful here.

Think of this as a mindfulness cabin. practising mindfulness helps bring peace and joy to your life. It also helps you to feel your feelings – good or bad – but not let them take too much of a hold on you. It's good to take time for gratitude and mindfulness here at the cabin each day. Being mindful is simply giving all your attention and focus to one thing in the present moment.

Focus your attention on a mindfulness moment now.

It can be a very simple thing you choose to focus on... like a color, or your breath, or the feeling of love or kindness.

Try focusing on little butterflies flitting about the flowers. They're so light and playful. And they certainly know how to be in the here and now. Imagine you are lying on your back and looking up at the puffy clouds. They float by with no cares or worries. They're not afraid to change shapes or direction. They just flow along easily with life.

If you are focused on one thing, you can become totally absorbed in the moment. Don't think about anything else, don't worrying about the past or the future. Simply enjoy the experience of being in this very moment and being able to witness feelings and sensations.

Now imagine you are sitting outside around the small warm campfire. Mindfulness is a skill we can use all the time, just by being aware and fully focused in the moment. You can remember this cabin focusing on whatever you choose and come back to it anytime you like.

When you're ready, give your body a big stretch and open your eyes.

Step 3: Reflection

Project these questions and invite students to do a three- to four-minute free write in their journals about their feelings.

- How did the activity help to clear your mind?
- Do you think you are more focused now?
- Write about any mindfulness experiences you have had this week.

Part 2: Investigate and Learn (30 minutes)

Overview: This portion of the lesson introduces students to the idea of setting intentions.

Step 1: What Are Intentions?

- First, ask students what they know about setting goals.
- Then, ask students what they know about setting intentions.

How might these two things be different?

Next, write the definitions on the board:

- Goal: Something that you are trying to do or achieve. (Merriam-Webster Dictionary)
- Intention: A determination to act in a certain way. (Merriam-Webster Dictionary)

Step 2: Share Out

Now, ask the class:

- *What is similar and different about these two ideas?*

Explain that we tend to think of them together, but goals are more tangible, and intentions are how you want to feel and participate in life.

For example, a goal might be to get a solo in a concert, but the intention is to improve your singing or instrument playing. To achieve both, you have to practise, but even if you don't get the solo, you will still have practised and improved your music skills and perhaps it might lead to being in another type of show.

Project or write on the board: An intention is something you plan to do regardless of the outcome; it's more about the type of attitude to bring to an activity. Intention is the "process," the "how" you will do something and is focused on the present.

Have students Think-Pair-Share examples of goals and intentions.

Goals being something they want to get.

Examples: Getting an A in math, getting to school on time, learning a new skateboard trick.

Intentions are how they want to be.

Examples: I will listen more carefully to what others are saying, I will keep an open mind, I will try to eat healthier.

Step 3: Today's Topic

Explain to students how Journaling allows them to plan out their choices of what they want to do, who they might want to be, and how they feel. It lets them have a voice in their life and have control while still being able to explore what they are able to do and the things they need to have the life they want to.

As stated by Leanne Lindsay in her blog "It helps you to feel as though you actually have an influence over your life experience rather than feeling like life is simply happening to you."

Have students reflect in their journals.

Think back to a recent memorable day. Do you think anything may have gone differently if you had set intentions in advance? Why? How? Write your response.

Step 4: Summarize the Key Points

As a class, end the lesson with a short discussion.
Invite student questions.

Note to Teacher: Lead a scaffolded discussion to help students get to the fact that intentions help us to be our best selves and act in a way that we wish to be.

When might we set intentions?

- Hint: Intentions can be set any time. It can be helpful to set an intention at the beginning of your day or when you try something new.

Tell the class that next time, they will make a plan around the types of intentions they might like to try setting.



Setting Intentions Book List

The Seventh Most Important Thing,
Shelley Pearsall

When Things Aren't Going Right, Go Left,
Marc Colagiovanni

[Access read aloud video](#)

Out of My Mind,
Sharon M. Draper (also supports resiliency for ages 10+)

[Access read aloud video](#)

Matilda,
Roald Dahl (also supports altruism and empathy
for ages 7-12)

[Access read aloud video](#)

Just Breathe,
Mallika Chopra (also supports setting intentions and
mindfulness for ages 8-12)

Braced,
Alyson Gerber (also supports resiliency for ages
8-12)

Hatchet,
Gary Paulson (also supports resilience for ages 10-14)

[Access read aloud video](#)

Guided Meditation for Kids: Benefits + Free
Relaxation Scripts, Green Child [https://
www.greenchildmagazine.com/free-meditation-
guided-relaxation-scripts-kids/](https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/)

Journal Prompts for Intention Setting
[https://leannelindsey.co.uk/journal-prompts-for-
intention-setting/](https://leannelindsey.co.uk/journal-prompts-for-intention-setting/)

[Well-being Canada website](#)

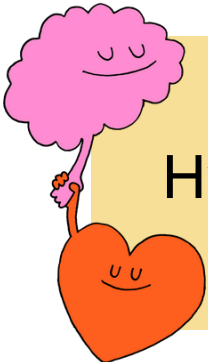
- Activity cards
- Family and Caregiver Resources

Educator Resources

Intention Setting:

Melanie Richards at TEDxMontrealWomen, (In this video Melanie takes her audience on a guided meditation, explores Buddha's philosophy and explains the power of setting intentions.)

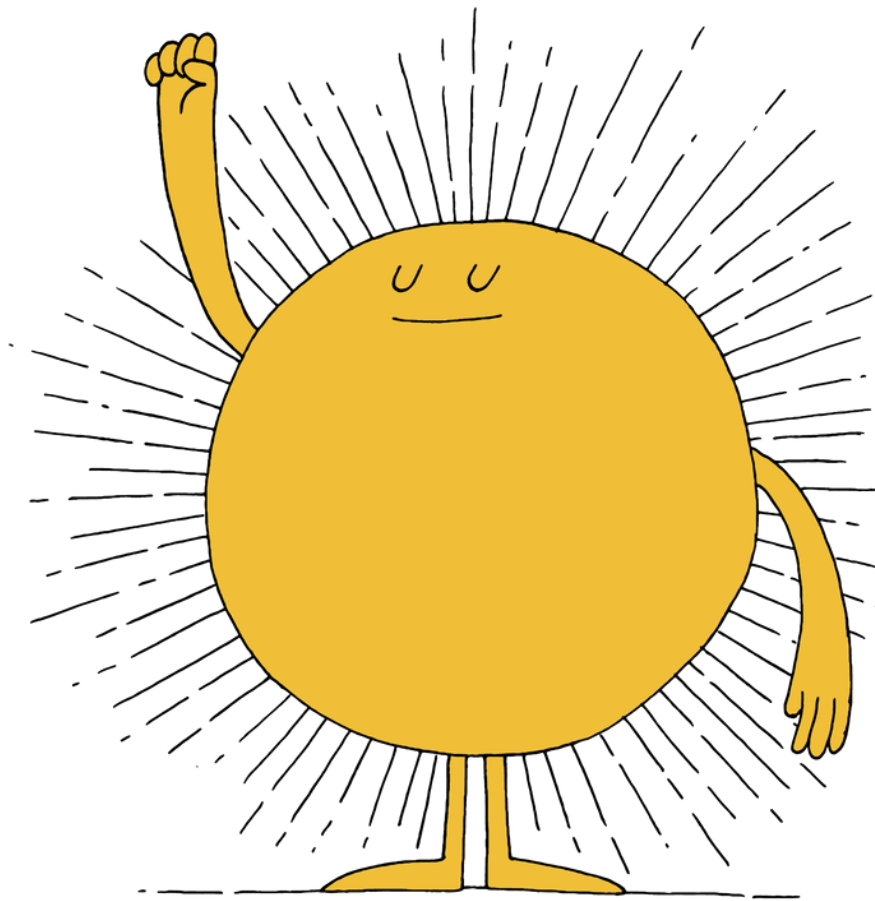
[**Watch video here**](#)



Hydration

About 75 percent of your brain is water. Dehydrated, it struggles to focus, solve problems and coordinate motor skills. Drinking water improves sleep quality, thinking and mood. It also regulates body temperature and delivers nutrients to cells!

Acting With Intention



LESSON 4

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



Purpose

Students continue to explore setting intentions and develop a plan for setting their own intentions that are personally meaningful.

Objectives:

- Students try a short intention-setting practise.
- Students consider what intentions are personally meaningful.
- Students create a personal plan for intention setting.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



REFLECTION SKILLS



SELF-CARE SKILLS



SELF-AWARENESS SKILLS

Estimated Time:

45-60 minutes

Materials:

Students' journals, Chart paper, markers, whiteboard/ chalkboard or SMARTboard

Note: Scripted directions to students are italicized.

Opportunity for Differentiation: Challengers

Part 1

- During paired activity, have students write down a description of a mindfulness activity they have participated in, in the past OR come up with their own mindfulness practise idea.

Part 2

- Additional self-reflection exercise: Think about something that is coming up that you consider challenging (e.g., a competition/ tournament, a new class/camp experience, moving, etc.). Think about what intentions you can set that may help ease your anxiety and/or enjoy the experience to the fullest. Why do you think it will help?



Deeper Dive

For parents to make a connection with the lessons their children are learning in your class, use the "Catch Those Zzzz's" on page 6 of the [Home Connection Activity cards](#) on the [Well-Being Canada website](#).

Part 1: Review (20 minutes)

Step 1: Intention-Setting Visualization

Use the following script to lead a mindful moment and visualization.

We'll begin with a short mindful moment.

We will also take a few moments to reflect on what is most important to you.

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).

Let's take a few mindful breaths together.

Feel the air moving in and out of your nose.

Next, we're going to try taking slow breaths in and out...

Now, take a slow breath in...

And then, slowly, let your breath out through your mouth.

Let's try that again.

Now, I want you to picture the school year ahead ...

Think about what matters most to you ...

What brings you joy ... Is it friends? Family?

Is it being active in sport or learning new things?

Take a moment and imagine yourself as you wish to see yourself this school year.

What are you doing when you are your truest, best self?

What does it look like, sound like, feel like?

Take one more moment and hold that image of yourself in your mind.

When you are ready, you can open your eyes.

Step 2:

Following the guided visualization, invite students to write and draw about in their journals about their best self.

Prompt them with ideas such as:

- What kind of friend would you be?
- How would you act in school?
- What would you do to be a good teammate or be successful in sports?

Think of activities that you do or when you are at home. How can you be your best self?

Part 2: Set Your Own Intentions

—Plan (30 minutes)

Step 1: Review Setting Intentions

Overview: Review the concepts and practises discussed in Lesson 3 to prepare for today's activity.

Tell students:

Today, we're going to begin by reviewing what we discussed and learned about setting intentions.

Write down or display the definitions from Lesson 2 (this can be done in advance and covered with a piece of paper or, if being done electronically, can be prepped with the screen off) and review all together.

Definitions Recap:

- Well-being: The state of being comfortable, healthy or happy.
- Mindfulness: To pay attention to what is happening in the moment, without judgment.
- Goal: Something that you are trying to achieve.
- Intention: A determination to act in a certain way.

Step 2: Prepare to Plan

Objective: Students will apply their new learning about intentions to set their own.

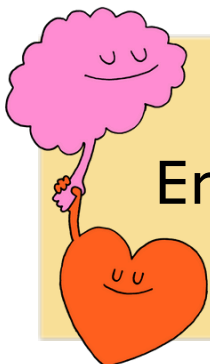
First, ask students to reflect on their Best Self drawing or writing from their journal writing in Step 1. Invite them to consider one change in thinking or an action that would help create the type of attitude or mindset that helps them to be their best self.

Work through a couple of examples on the board or chart paper with the class OR share personal stories.

Example 1: I feel happy when I play my favourite sport.

What would an intention look like for "playing a favourite sport"?

- Make an effort to find time to practise. Instead of watching TV, go outside and kick the soccer ball around!
- I find time to practise.
- Notice how I feel when I play.
- Be mindful when I play!
- I am mindful when I play my sport.



Endorphins

Endorphins are "feel good" neurotransmitters that are released when a person gets hurt, but also during exercise or laughter. In addition to blocking pain, endorphins can make people happy. Try going for a walk or reading a funny story, and notice how it makes you feel!

Example 2: I'm my best self when I'm a good friend.

What would an intention look like for "being a good friend"?

- Be kind—"I am kind."
- Let go of grudges—"I forgive others."
- Holding on to upset feelings doesn't help you or your friend.
- Invite new friends to join you—"I include others."
- Be kind when meeting new kids and help them to feel a part of our community.

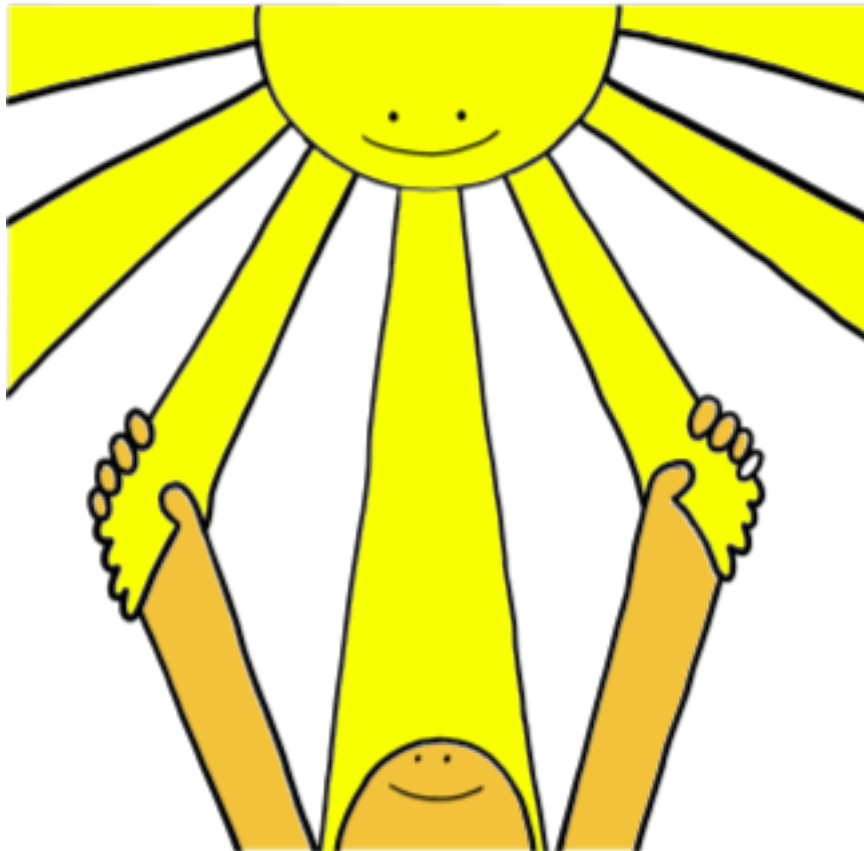
Step 3: Creating a Personal Plan

Next, invite students to work on their intention setting in their journals with the following prompts:

- Where do I want to focus my time and energy?
- Where do I need more consistency?
- What changes or improvements do I need to make?
- What habits/practises are working well?
- What do I need more of?
- What do I need less of?
- What am I committed to?

Step 4: Reflection and Closing

If time allows, have students share their intentions. Let students know that this can be very personal, and participation is not a requirement.



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.

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