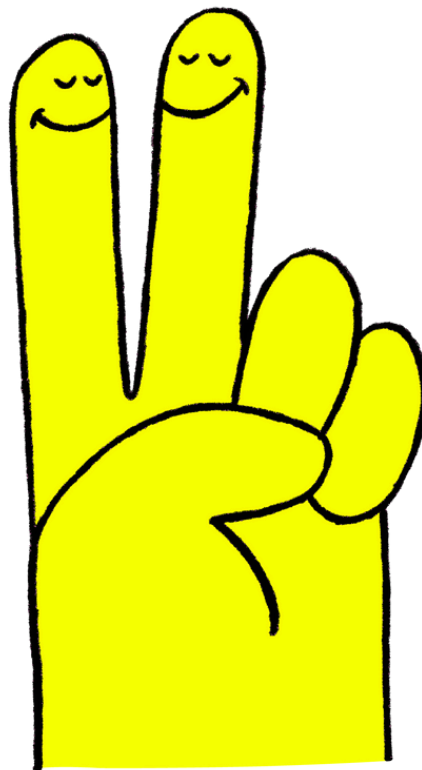


WELL-BEING CANADA CURRICULUM
Learning
About Altruism



GRADES 7 AND 8

Lessons 10 to 13

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.

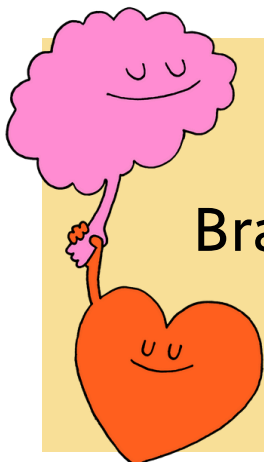
Differentiation

- Provide students with written instructions for activities.
- Provide students with written definitions of new concepts/vocabulary in advance of the lesson.
- Student planning ideas can be transcribed by a peer or student aide OR students can use a recording mechanism to express their ideas orally.
- Break the activities down into smaller sections

Challengers

- Instead of providing the definition of altruism, invite students to look up a definition online or in the dictionary.
- Making connections: Have students give an example of altruism from a movie or TV show they watched recently.
- Making connections: Invite students to write or draw about how they think empathy and compassion are connected to altruism.

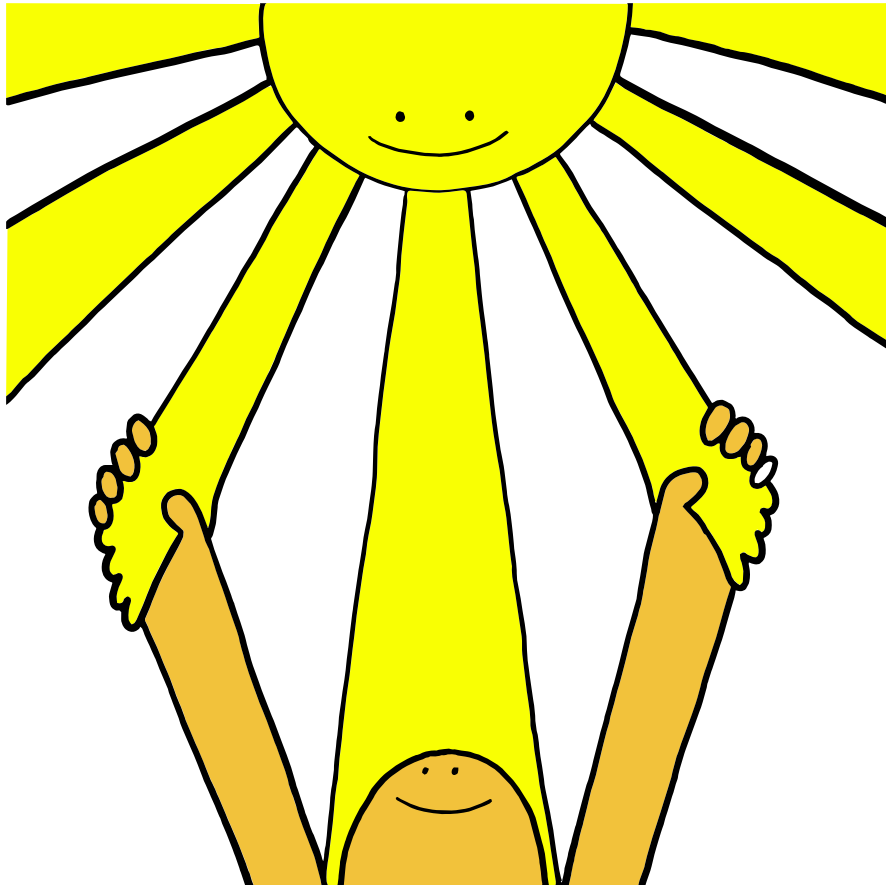
- Making connections: Have students come up with an example of historical altruism. Have them describe the event and identify what aspects show altruism.
- Have students compare/contrast their altruistic action to one from another class subject, e.g., a book they're reading, something from social studies/history, etc.
- Have students drill farther down into how they go about choosing their expressions of altruism. Did they choose it because it was something they would like? Does that mean the recipient will like it? This task encourages students to further use their perspective-taking skills and differentiate between kindness and altruism.
- Have students make separate plans for both their school community AND their greater community.
- Have students consider how their act of altruism could be extrapolated out to a bigger ring of the community (e.g., if their current plan is for the school, see if they can describe a future plan for their town/city). This can be done individually or in small groups, as a journal exercise or conversation/oral presentation.
- If students completed plans for both their school community and their greater community, have them execute both.



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.

The Road to Altruism



LESSON 10

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



Purpose

The purpose of this lesson is to introduce the positive human quality, altruism. Students will make connections between altruism, empathy and compassion in their community and the world.

Objectives:

- Students investigate and learn about altruism.
- Students link knowledge from previous lessons on empathy and compassion.
- Students consider ways they can act with altruism at school, home and in their community.

Materials:

Student journals (if you did not set up a journal, please see lesson 1 -Let's Get Started); Projector and screen or monitor; writing paper; chart paper, markers, whiteboard/chalkboard or SMART board

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



REFLECTION SKILLS



SELF-CARE SKILLS



SELF MANAGEMENT SKILLS



SOCIAL AWARENESS SKILLS



RESPONSIBLE DECISION-MAKING



SELF-AWARENESS SKILLS

For additional activities with your class please reference the "Home Activity Cards."

Estimated Time:

60 minutes



School to Home

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

Review (optional)

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

Ask students the following questions:

- What is well-being?
- What is mindfulness?
- What is empathy?
- What is compassion?
- What is the difference between compassion and empathy?

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

- Well-being is the state of being comfortable, healthy or happy.
- Mindfulness means to pay attention to what is happening in the moment without judgment.
- Empathy is the ability to understand and share the feelings of one another.
- Compassion is having concern for the well-being of someone in distress and includes a need or desire to alleviate that person's suffering.
- The difference between empathy and compassion is that empathy refers more generally to our ability to take the perspective of and feel the emotions of another person.
- In comparison, compassion is using our feelings and thoughts of empathy to help others.



Part 1: Reflect and Connect (5 minutes)

Mindful Start and Setting an Intention (optional)

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

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 visualization, as we have done in previous lessons.

Close your eyes and allow your body to begin to relax. We're going to visit a castle high in the clouds. Here we can relax and just enjoy peaceful moments.

Imagine the entrance of a beautiful castle. Step inside. The only sound is the soothing crackling sound of fire in the fire places. It warms the castle, and you feel so comfortable and good here. There is a feeling of happiness and goodness in this place. The whole castle is filled with the relaxing smell of lavender, and it calms you even more. You feel lucky to be here and experience the warmth and peace in this place.

Now, walk down the halls of this special castle. Notice one door that seems to invite you inside. A feeling of welcome washes over you. Peek into the room and see your own name above a very soft pillowy bed. The bed must be magical because as soon you sit down on it... it welcomes you to fall back into it and just relax all your worries away....

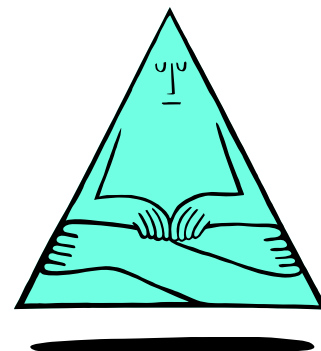
You cannot think of anything else right now except how wonderful and peaceful it feels here... how good you feel inside. You know this is your special place and you can come here whenever you want, just by thinking about it. You feel all the stress and worry leave your body immediately... Calm, tranquil feelings wash over you. This is your place of peace. You know that no matter what is happening around you, you are welcome here to relax and feel peace.

Look up now and notice a beautiful, brilliant star visible in the heavens, then another, then another. You realize you are lying on a soft bed now under the open sky.

Soon the velvety black sky is completely lit with shining stars like diamonds. The view is so beautiful and serene that you can't take your eyes off the stars. You might feel an urge to stretch your hand and touch the sky. Give it a try. As you stretch out your hand, to your amazement you can actually touch the stars.

Choose a star and simply pluck it out of the sky – it's OK. Now you see some writing on the star as you look closer. It has your name on it. It mentions a time when you were a little nervous about something, or felt stressed by a situation, but instead you chose to face your fear and handled the situation bravely. The star you hold in your hand was created to honor your achievement. A warm rush of happiness and pride overwhelms you. All these stars are your achievements!

You study the whole sky carefully. So many stars, so many achievements! You promise yourself that you will continue to work hard to get these stars of glory in the sky of your heart. Feeling immense feelings of peace, calm and happiness filling up your heart and soul, you peacefully carry on with your day.



Part 2: Investigate and Learn (20–30 minutes)

Step 1: Experiential Learning: An Altruistic Memory

Overview: Invite students to recall an incident when someone showed kindness.

Note: This activity introduces the concept of altruism experientially. This allows a personal touchpoint as the lesson moves into learning about altruism.

Today, we're going to begin remembering a time when someone did something kind for you. Take a moment to recall a memory of someone's kindness.

- *Maybe someone helped you solve a problem.*
- *Perhaps someone cheered you up when you were feeling down.*
- *Maybe it was just a simple gesture, like holding a door open.*
- *Take your time finding your memory... Once you're settled on a memory, you can write or draw about it in your journal.*
- *Recall how you felt when that person acted with kindness toward you.*

Give students a few minutes to write or draw their kindness memory.

Step 2: Introduce the Concept: What Is Altruism?

Overview: Using the following guiding questions, lead the class in a discussion about the concept of altruism. Invite students' ideas and write them on the board.

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

You all just remembered a time when someone was kind to you.

Raise your hand if that person was a stranger. Now raise your hand if that person was someone you knew well.

What is the difference between things your family and friends do for you versus someone at a restaurant or hotel? Or what about a complete stranger?

The act of kindness you described might have been a form of altruism.

Has anyone ever heard that word before? Altruism?

Invite student ideas. Provide the following definition(s):

- The Cambridge dictionary describes altruism as: the attitude of caring about others and doing acts that help them although you do not get anything by doing those acts.
- The Cambridge dictionary describes kindness as: the quality of being generous, helpful and caring about other people, or an act showing this quality.

Step 3: Reflection and Discussion

Now, project or write the definitions on the board. Select from the following guiding questions to prompt student thinking.

With a partner, discuss altruism.

- *What does altruism look like in you?*
- *How is altruism different from kindness?*
- *How are they the same?*
- *How do you think altruism is related to well-being?*
- *How might empathy and compassion be connected to altruism?*
- *Where have you heard about altruism?*
- *How does altruism help build a caring community?*

Step 4: Share Out

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

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

Altruism is an important human quality that helps us build positive connections with others and communities.

- *What are your thoughts about helping others without receiving anything in return?*
- *Research has found that when you help others, without expecting anything in return, like volunteering, you boost your own well-being and happiness.*
- *Is there anything I missed?*
- *What questions do you have?*

Ensure students have the key message:

- Altruism is really about being kind to others, without expecting anything in return. Have students journal about this prompt:
 - If doing a good deed for others brings us joy and/ or contentment, is doing something truly "selfless" even possible?

Optional

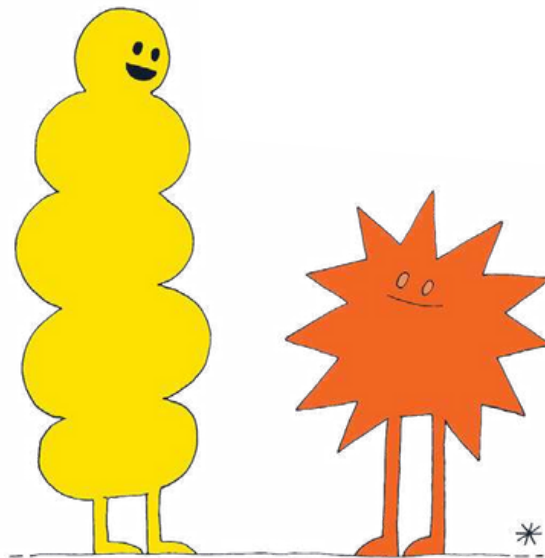
Movie Scenario

In this scene, Akeelah is in the finals of the spelling bee. She has just heard the father of her opponent yelling at his son and becomes aware of the pressure he is under to live up to his father's expectations.

After explaining the background of the movie clip, play the following video for students: [Akeelah and the Bee \(2:15\)](#) (this clip is from the movie *Akeelah and the Bee* and is appropriate for ages 9+)

As a class reflect on the following questions:

1. How does Akeelah show altruism in this clip?
2. How does the practise of altruism spread happiness in oneself and others?
3. At the end of the clip, Dylan makes an intention, can you identify what that intention is?
4. Why is it important to set intentions?
5. Why is it important to set intentions but also focus on our actions by setting up first steps as goals?



Part 3: Application (20–25 minutes)

Step 1: Acting with Altruism

Overview: Students consider how they can act with altruism in their daily life at home, school and in their community.

Instructions for students:

We are going to practise acting with altruism! To do this, we will think about how we might set intentions to act with altruism.

First, let's brainstorm some scenarios where you might act with altruism. For example, opening the door for others, picking up a dropped pencil for someone else, etc.

What are other ways we can act with altruism? What things are we already doing here in our classroom that look like altruism? At home?

In your journal, write down some altruistic things you have done, witnessed or could do at home, school and in the larger community.

Give students 10 minutes or so to write down some ideas. Then have them get with a partner or small group to share ideas and brainstorm more ideas that they could do.

Step 2: Discuss

Following the partner activity, debrief student ideas.

- *What ideas did you think up with your partner?*
- *How do you think others feel when you act with altruism toward them?*
- *How do you feel when you act with altruism?*
- *How might altruism help our relationships with others?*

End the lesson by giving students the following key messages:

Altruism is important for our well-being! Altruism helps us make positive connections to others, and builds a strong, caring community! Now you have many ideas for ways you can bring altruism into your daily life. Try to act with altruism whenever you can and make a note in your journal of how it impacts how you feel.

Next time, we'll work together as a class to make a plan for bringing altruism to our community.



Deeper Dive

For a deeper dive into altruism, use the Altruism activity from the [Traits and Positive Well-being cards](#).

Altruism Book List

Have You Filled a Bucket Today?,

Carol McCloud (also supports self-compassion and well-being for ages 4-7)

[Access read aloud video](#)

The Water Walker,

Joanne Robertson (also supports empathy, responsibility towards nature and altruism for ages 6-9)

[Access read aloud video](#)

Ban This Book,

Alan Gratz (also supports resiliency for ages 8-12)

[Access read aloud video](#)

Random Acts,

Valerie Sherrard (also supports altruism and compassion for ages 8-12)

I Am Malala (Young Reader's Edition),

Malala Yousafzai (also supports altruism, resilience and compassion/ empathy for ages 10+)

[Access read aloud video](#)

Real Kids, Real Stories, Real Change: Courageous Actions Around the World,

Garth Sundem (also supports resiliency, well-being and making a difference in the world for ages 9-13)

With Just One Wing,

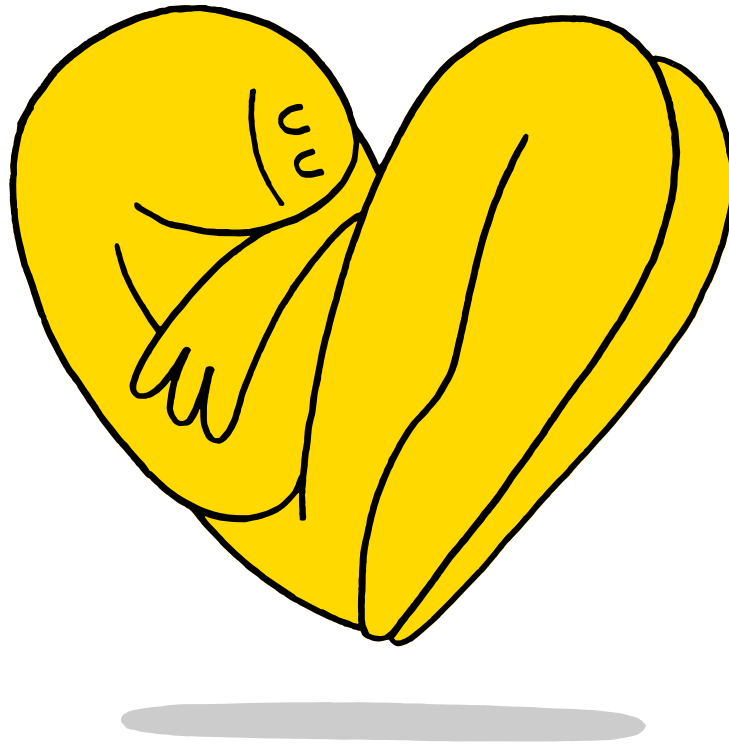
Brenda Woods (also supports empathy, responsibility towards nature and altruism for ages 10-15)

Website with Guided Meditation:

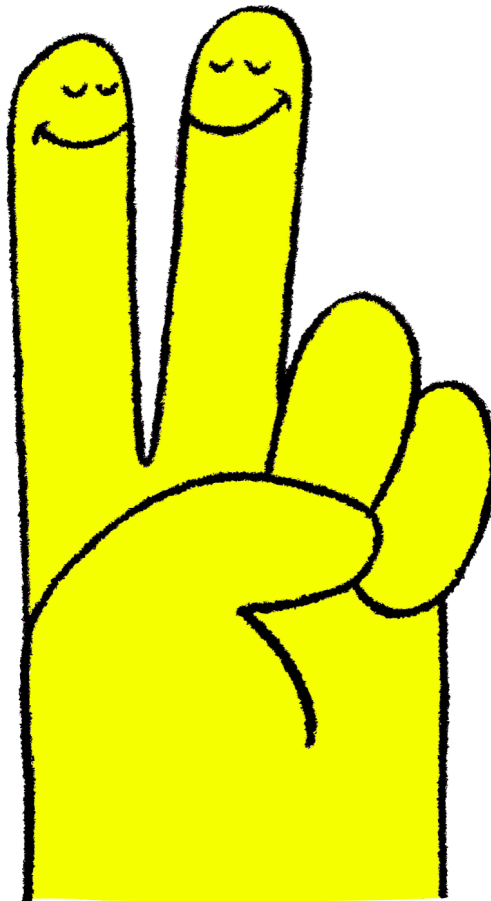
[Green Child Magazine](#)

[Well-being Canada website:](#)

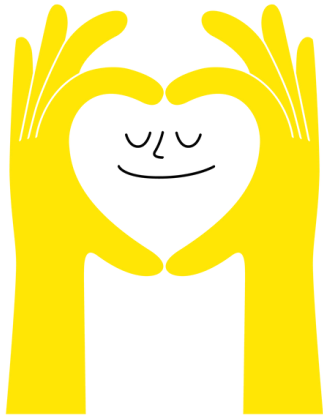
- Activity cards
- Family and Caregiver Resources



Acting With Altruism



LESSON 11



Purpose

The purpose of this lesson is to engage students in planning a student-directed action of altruism within their school or greater community. This lesson offers an opportunity for students to practise the social-emotional skill of perspective-taking, when students consider what members of their community might need.

Objectives:

- Students reflect on how their recent experience incorporating acting with altruism impacted their well-being.
- Together, students consider a need they might be able to address in their school or larger community.
- Students make a plan to take action with altruism.

Skills Learned:

CRITICAL THINKING	COMMUNICATION SKILLS	SELF-CARE SKILLS	REFLECTION SKILLS	CREATIVE THINKING
SOCIAL AWARENESS SKILLS	RESPONSIBLE DECISION-MAKING	SELF-AWARENESS SKILLS	SELF-MANAGEMENT SKILLS	

Estimated Time:

Time will vary depending on the action plan; this lesson may take place over several days.

Materials:

Student journal, other materials may vary depending on the action plan.

Note: Scripted directions to students are italicized.

Teaching to Diversity

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

Differentiation

- Break the activity down into smaller sections, e.g.: Outline the altruism action plan, including materials needed, the time it will take and when you will be able to create it.
 - When that is completed, focus on the second part of the plan by outlining how, when and where students will complete their altruistic mission.

Challengers

Have students make separate plans for both their school community AND their greater community.



Deeper Dive

For a deeper dive into altruism with your students' families, refer to the *"When You Give, You Get Well"* on page 18 of the Home Connection Activity cards on the [Well-being Canada website](#).

Part 1: Reflect and Connect (5–15 minutes)

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

Objective: To prepare students for learning; to review lessons on visual relaxation.

Invite students to take a short mindful break. 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 have done in previous lessons. Imagine now inside of you, there is a big, beautiful bucket. Everyone has one, though we can't see it with our eyes. When we feel good, our buckets are full. When we're feeling bad, our buckets are low... or even empty. Did you know that when you fill someone else's bucket with kindness, helpfulness or even a smile, your own bucket gets filled up too?

That's actually the way we fill our buckets. When we share goodness and think happy thoughts, our buckets are filled with so much goodness. When kind words are spoken, buckets get fuller. And when unkind words are spoken, buckets become a little emptier. We all want our buckets to be full of love, kindness, peacefulness, and happiness. Everyone does.

So, we can make a choice each and every day to show loving kindness to others and help fill up their buckets. In doing so, our own bucket gets filled to the top and can even overflow with happiness!

Let's imagine for a moment, a time when you might get upset with someone. What do you imagine is happening to your bucket? What's happening to the other person's bucket? We don't want empty buckets because it doesn't feel nice inside.

So your goal when you get upset is to talk about what you're feeling, without emptying your bucket or the other person's bucket. You can do it. Just imagine that bucket and keeping it full. If your bucket ever feels low or empty – you can take in a deep breath and remember how loved you are. You can choose to be grateful for the good things and people you have in your life and focus on that.

Now when you're ready.... take in a deep breath. Open your eyes and give your wonderful body a big, wonderful stretch! You've done a great job!

Step 2: Review Acting with Altruism

Objective: Invite students to share their personal experience with altruism since the last lesson. Select from the following guiding questions to facilitate a discussion.

- Did you show altruism to anyone?
- Did you witness any acts of altruism? If so, what were they?
- Was it easy to find things?
- Did anyone act with altruism toward you? What did that feel like?
- What did you notice about your mood or how you felt?
- How else might we bring more altruism into our daily lives? Invite student ideas and write them on the board.
- Any other things to share?

Part 2: Caring for Others (35 minutes)

Step 1: Investigate and Learn

Overview: As a class, invite students to consider a need that might be present in their school or greater community.

Inspiration: For inspiration you can watch the following video with your students. It is about students at a middle school who make sure kids don't eat alone at lunch

https://www.youtube.com/watch?v=doMHV_ZEbtg
(1:57)

Next, invite students to think about the types of altruistic action they would like to take as a class.

As an option, select from the following guiding comments to lead the activity.

Today, we're going to think about needs our school or larger community might have.

For example, maybe new students in our school need help feeling connected.

First, in partners you will brainstorm some ideas, and then we will brainstorm as a class.

With your partner, take out your journal and write down a need that you think might exist in our school or larger community (for example, new students feeling welcome; younger students feeling connected to older students; appreciation for office staff; animal shelter or food bank donations; litter removal from green space, etc.).

After students have written down their ideas, brainstorm with the class.

Now, let's hear your ideas on the needs in our community.

Invite students to share (popcorn style) and write their ideas on the board.

Next, prepare students for their action-planning activity.

Now, as a class, we are going to choose an action we can take to act with altruism and help meet a need in our community.

We will work together to make a plan and take action!

Step 2: Action Plan

Overview: Together, students will make plans to act with altruism. This activity provides students with an opportunity to be altruistic, and also serves as a community-building opportunity by having students work together to plan and take action. This can be done in small groups depending upon the separation of tasks.

- Facilitate a brainstorming and planning session.
- Simple ideas for acting with altruism:
 - Create a welcoming activity for new students.
 - Work with a younger grade to teach them about altruism and do a collaborative project such as picking up litter.
- Provide students with guidelines for collaboration.
- Foreshadow the next activity and ask students what skills they might need.

In our next lesson, we will make a plan to act with altruism toward a member of our school community or larger community. To do this, we are going to work collaboratively.

Check understanding of the term “collaboration”: Collaboration means to work together with others to make or produce something.

What skills would you need to collaborate?

- Invite student ideas and write them on the board.

To increase the challenge, you could invite your students to plan and take action anonymously. This reinforces a primary aspect of altruism—acting for the benefits of others with no benefit for the self. Allow time for your students to develop their altruism plan, which they will put into action next time.

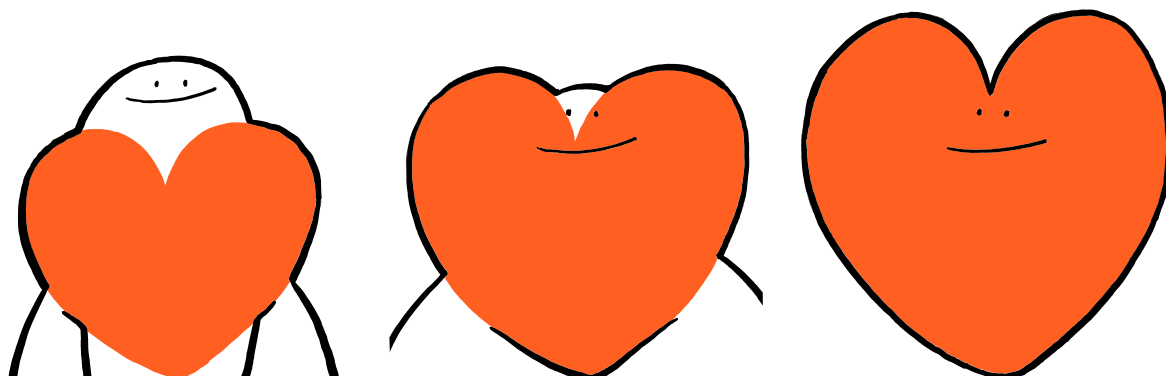
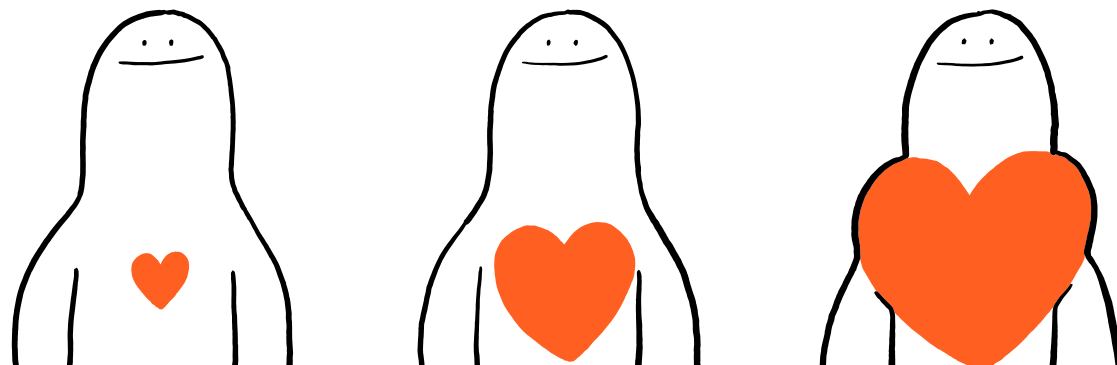
Note to Teacher: You can find additional resources about collaborative learning in Lesson 2 of the Foundational Module.



Our Changing Brains

The brain is always changing; shaped by actions and interactions. Exploring and practising healthy habits for mind and body can strengthen your brain and enhance your mental health. Try a gratitude meditation or a walk outside and see how it feels!

Altruism in Action



LESSON 12



Purpose

Together, students reflect on their work acting with altruism within the school or greater community.

Objectives:

- Students set an intention prior to embarking on their action plan.
- Together, students participate in a collective act of altruism to address a need they have identified in their school or larger community.
- Teachers document students' action.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



SELF-CARE SKILLS



SELF-MANAGEMENT SKILLS



SOCIAL AWARENESS SKILLS



RESPONSIBLE DECISION-MAKING



SELF-AWARENESS SKILLS

Estimated Time:

Time for this lesson may vary depending on particular action.

Materials:

Materials will vary depending on the action plan.

Note: Scripted directions to students are italicized.

Teaching to Diversity

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

Differentiation

- Assign tasks with fewer steps/parts (e.g., 1–2 instead of 3–4).

Challengers

If students completed plans for both their school community and their greater community, have them execute both.



Deeper Dive

For more guidance in teaching about the brain and well-being, see our [Training and Implementation](#) section on the [Well-being Canada website](#).

Part 1: Reflect and Connect (15 minutes)

Step 1: Mindful Start and Setting an Intention (optional) (15 min)

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

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 visualization, as we have done in previous lessons.

As we begin, we focus on kindness and choosing to use our words gently - when we speak to ourselves and others. We're going to pay attention to our thoughts and guide them in a way that makes us, and others, feel good.

We do this because it actually feels better inside and creates a positive environment and a happy day! We simply feel better and experience more happiness and goodness when we are kind with our words, thoughts, and actions.

Today we also focus on being helpful to others. Being a team player is important because it makes life happier and so much more fun!

When we help others, the other person benefits of course, but we do, too. Helping others demonstrates kindness in action. Being helpful lets others know they are not alone, and it brightens their day.

Think back to a time when someone helped you. How did that make you feel? It was a wonderful gift. You can give the same gift today and every day by being kind and helpful to others with words and actions.

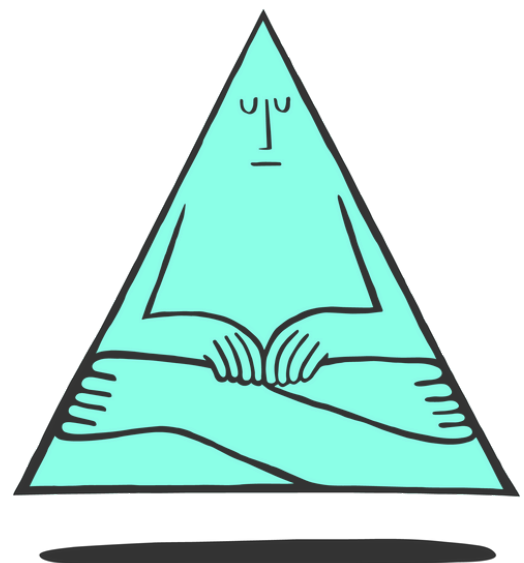
Of course, not everyone is always so kind and helpful, but these are the people who actually need it the most. Maybe they've never had an example of kindness or helpfulness, and by your example they can choose to change for the better and be happier and kinder, too.

Now, when you're ready, take in a deep breath and bring your attention back to where you are. You've done an amazing job relaxing and using your brilliant mind to think about things in new ways. So, bring back all the feelings of goodness and allow that to guide this wonderful day!

Step 2: Reflection

If time, have students write in their journal either

- Acts of kindness or altruism that they engaged in or witnessed the past few days
- A person who they think would benefit from acts of kindness to help them feel better



Part 2: Altruism in Action (time will vary)

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

Tips to support students:

If students are struggling to complete the assignment, here are suggestions for ways to scaffold their thinking to reach the goal:

Use prompting questions:

- "What should you do first, next, last?"
- "It looks like you're stuck, can you identify the problem? Is it a time issue? A material issue?"
- "It sounds like you've identified the problem. What element can you change to try and find a solution?"

Encourage students to use their prior knowledge:

- "Have you done an activity like this before? Can you remember any issues that came up that could be avoided by doing something differently?"

Guide students to manage their resources

- Time reminders
- Flexibility about materials
- Task assignment reminders

Support disagreements by providing resolution-centered language :

- Offer communication repair prompts such as "I hear you saying _____. Is that correct?"
- Encourage children to identify how they're feeling so they can name it and move on (e.g., "I see that your arms are crossed and your body is turned away. It looks to me like you're frustrated. Is that right?")

Important Note to Teacher:

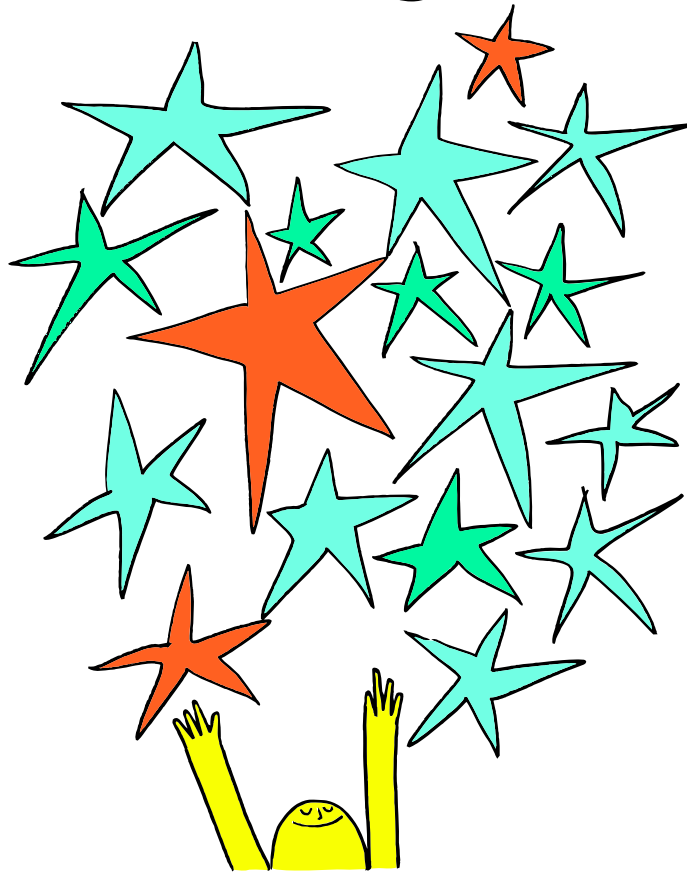
Document student action by taking pictures or video to show students during their reflection and celebration. You may include students in the documentation of learning by inviting them to take turns taking pictures and video of their classmates. This will further support student agency as your class embarks in experiential learning!



Get Active!

Physical activity delivers the following benefits to brain health: improved cognition, performance on academic achievement tests, memory, executive function and quality of life. It can reduce the risk of depression and short-term feelings of anxiety and improve sleep.

Reflecting On and Celebrating Altruism



LESSON 13

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



Purpose

Together, students reflect on their work acting with altruism within the school or greater community.

Objectives:

- Students engage in self-reflection.
- Students listen to one another’s reflections on their shared experience acting with altruism within their community.
- Students consider how they can continue acting with altruism with daily actions.

Materials:

Photos or video of student action.

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



RESPONSIBLE DECISION-MAKING



CREATIVE THINKING



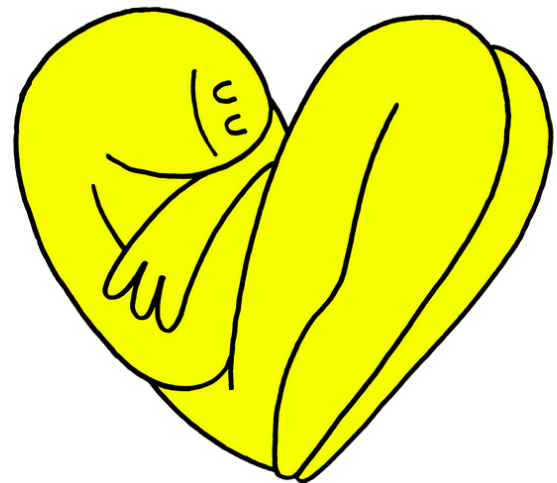
SELF-AWARENESS SKILLS



SELF-CARE SKILLS



SOCIAL AWARENESS SKILLS



Estimated Time:

50-60 minutes



Self Care 101

For a deeper dive, use the “Self-Care 101” on page 28 of the Home Connection Activity cards found on the Well-being Canada website. This can also be sent home for parents to connect with what is being taught in the classroom.

Part 1: Reflect and Connect (15 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 engaging in a mindful visualization moment.

Did you know you have a superpower? It's called kindness. Yes, really. Kindness is a superpower because it helps people. It can even save people. It can save them from a bad day, a bad week, and even a bad year. And you already have everything inside of you to activate that superpower!

Imagine yourself now as a real-life superhero. You're wearing a brilliant suit in your very favorite colors. There are gloves on your hands, boots on your feet, and a perfectly fitted silk mask around your eyes letting you see everything around you, near or far. Of course, you have a very special superhero belt with your own name on it. You feel invincible. You are proud to be you.

You can help make someone's day so much brighter, just by smiling or saying a few kind words. Say something you like or admire about them. Thank your parent for all they do for you. Hold the door for someone when their hands are full. Be a good listener to a friend who needs you. Give your pet an extra belly rub or scratch behind the ears.

There are so many ways you can show kindness to others. And each and every day, you'll find new ways to use your kindness superpower.

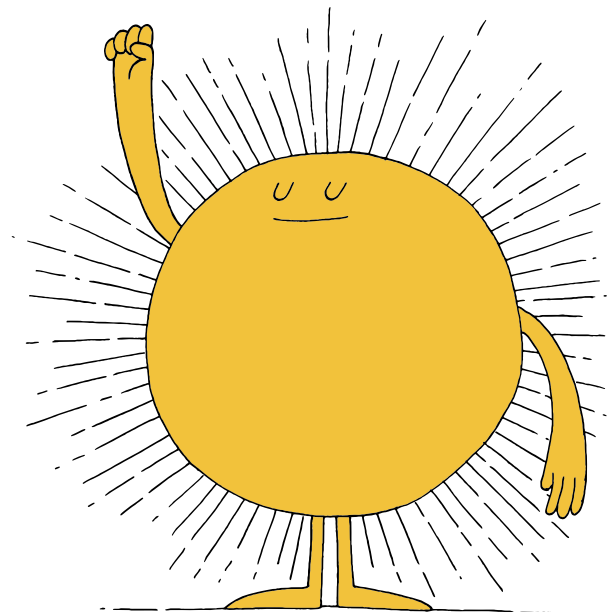
Take in a big deep breath again and feel how wonderful it is to know deep in your heart that you have this amazing superpower. You can even help others by being a good example using your superpower. When you're ready, bring your attention back to the room. Give your body a nice big stretch as you open your eyes! You've done a wonderful job today.

Step 2: Reflect

Have students get out their journals and reflect on an experience they can think of from their past that now, having had this experience, they would do differently to act MORE altruistically.

Offer them the imaginary gift of time travel and have them outline:

- What was the circumstance?
- What did you do?
- What would you have done differently?



Part 2: Reflect and Celebrate (15 minutes)

Purpose: To provide time for students to reflect on their group action of altruism, how the experience may have impacted their well-being and how they think it might have impacted the recipient of their action.

Step 1: A Walk Down Memory Lane

Choose one of the two following options to prompt student reflection.

Option 1: Reflecting on Documentation

Display the photos or videos that were taken during students' altruistic action. This can be accomplished with a slide show, video or photos displayed around the room for students to view as a gallery.

Instructions to students:

As you look at the pictures (or video), notice how you feel as you remember our action meeting a need within our community.

Option 2: Making Memories

Place students in groups of three or four. Invite each group to share their favourite memory from their altruistic action with one another.

Give groups about 10 minutes to share in their small groups.

Then, invite each group to share out to the larger class.

Step 2: Reflect

Invite students to take a few minutes to reflect in their journals about their own personal experience working with their classmates to build connection and care in their classroom.

Instructions to students:

Take a few minutes to write down or draw a picture in your journal about your own experience with your action plan to bring altruism to your community.

Some ideas to get you started:

- *How did it feel to work together as a class?*
- *How are you feeling now, after our work together?*
- *How did acting with altruism impact your own well-being?*

Option: Create a gallery walk with student reflections on display. And/or invite students to bring their reflections home to share with their families and caregivers.

Step 3: Connect Shared Reflection

Facilitate a class discussion focused on sharing students' reflections with one another. Ensure students engage in respectful, active listening with one another.

As students share, write student responses on the board.

- *What did you notice about your experience with altruism?*
- *How did acting with altruism impact your own well-being? Was there a connection?*
- *How do you think the recipient of our altruism felt?*

Part 3: Daily Action (20 minutes)

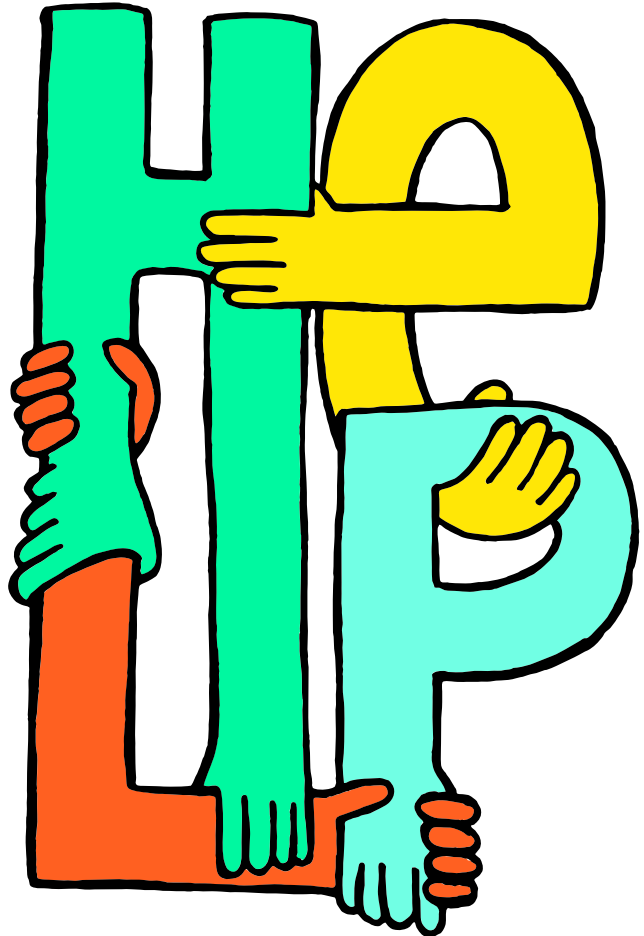
Daily actions are designed to promote transferable learning by inviting students to explore the module topics across four life domains: Self, School, Community and Home.

After implementing the altruism lesson, students can be provided time to explore each of the following related daily actions. When introducing these actions, you could explain the science behind them and perhaps provide examples to get students going. For example, research has shown that when you help others, you help yourself.

You might even experience “helper’s high”— a feeling of energy, inner warmth and calm created by a release of endorphins in the brain. The phenomenon was first identified by Allan Luks when he surveyed more than a thousand volunteers on the connection between altruism and health.

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

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



Movement and Well-being



Studies have identified a meaningful link between movement and well-being. Exercising for 45 minutes three to five times a week was found to deliver the greatest benefits, and team sports were associated with the most powerful effects. But if you don't like to sweat, no problem! Walking just a few times a week can have a greater impact on your well-being than no movement at all. How can you incorporate a little bit of movement into your day?

Lesson 13: Reflecting On and Celebrating Altruism

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

- *Now that we have worked together to meet a need and act with altruism within our community, what would be some next steps to continue to act with altruism?*
- *Using the Daily Actions or your own ideas, think about how you can add more altruism in your life at school, in your community and at home.*

Note: Remind students that being altruistic does not have to be complicated or take a lot of time—a simple kind action makes a big impact!

Self: Try these three steps to “take in the good”:

- Think of a time when you helped someone who needed it. What was that experience like for you? How did you feel?
- Tap into those good feelings.
- Let the feelings sink in, noticing where you feel them in your body. See if you can stay with these feelings for 10, 20 or even 30 seconds in a row.

Neuroscientist Dr. Rick Hanson has found that taking in the good helps to turn positive events into positive memories and experiences, which is good for our brain and our overall well-being.

Classroom/School: Finish this sentence:

Today, I will help in my classroom/school by _____.

Write down one small thing. For example, open a door for someone (not only is it a simple way to help, research shows that good deeds inspire more good deeds).

Community: Be an undercover agent for good.

Your mission, should you choose to accept it, is to do one small thing for someone else in your community without them knowing it was you. For example, you could leave a note of thanks on the bus driver’s seat or pick up some garbage you see in the schoolyard, making it a cleaner environment for everyone to enjoy.

Home: Invite your family to join in!

Identify something you can do together with your family to help someone out. Perhaps go through your clothes or books and donate something for someone else in need.

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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