

WELL-BEING CANADA CURRICULUM
Learning
About Resilience



GRADES 7 and 8

Lessons 14 - 16

A photograph of a person from behind, with their arms raised in a field at sunset. The sun is low on the horizon, creating a warm, golden glow. The person is wearing a light-colored, possibly lace-trimmed top. The background shows trees and a field.

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

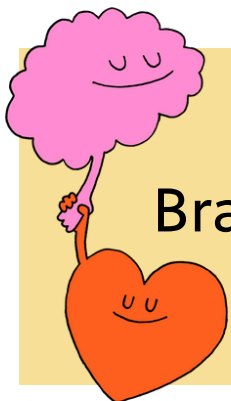
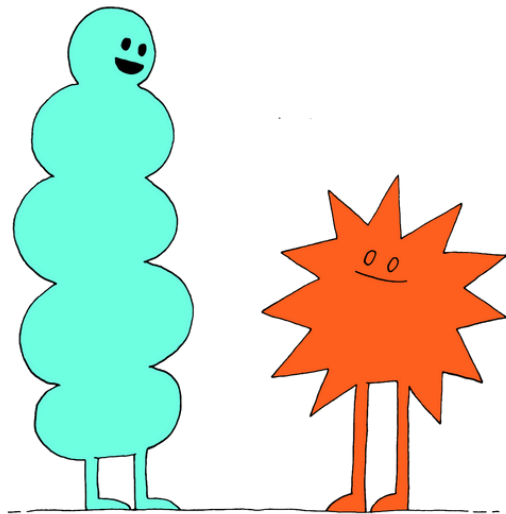
Optional: Use the following ideas to help you to calibrate the lesson to your particular group of students.

Differentiation

- 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.
- 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 activity down into smaller sections, e.g.: - Outline the self-care 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 reflect on their self-care plan.

Challengers

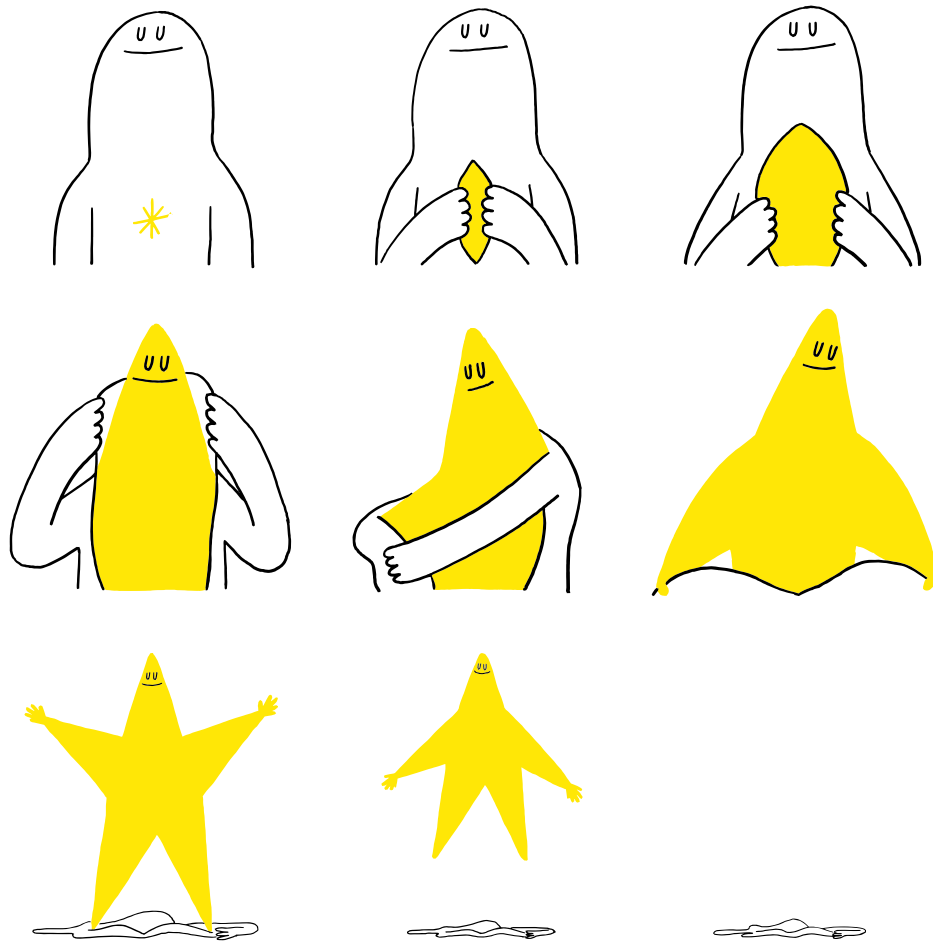
- Instead of providing the definition of “resilience,” invite students to look up a definition online or in the dictionary.
- Online research: In pairs, students can research the science of resilience online.
- Review key search words: - Resilience, research, science, well-being, happiness, overcoming 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.
- Have students create separate plans for school and home.



Brain Bite

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 Resilience



LESSON 14

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.

Materials:

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

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL
THINKING



COMMUNICATION
SKILLS



SELF-CARE
SKILLS



CREATIVE
THINKING



SOCIAL
AWARENESS
SKILLS



SELF-
AWARENESS
SKILLS



SELF
MANAGEMENT
SKILLS



RESPONSIBLE
DECISION-
MAKING

Estimated Time:

60 minutes



Home Connection

For parents to make a connection with the lessons their children are learning in your class, use the "You Got This" on page 32 of 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 altruism?
- How is altruism different than kindness?
- How does altruism help build a caring community?

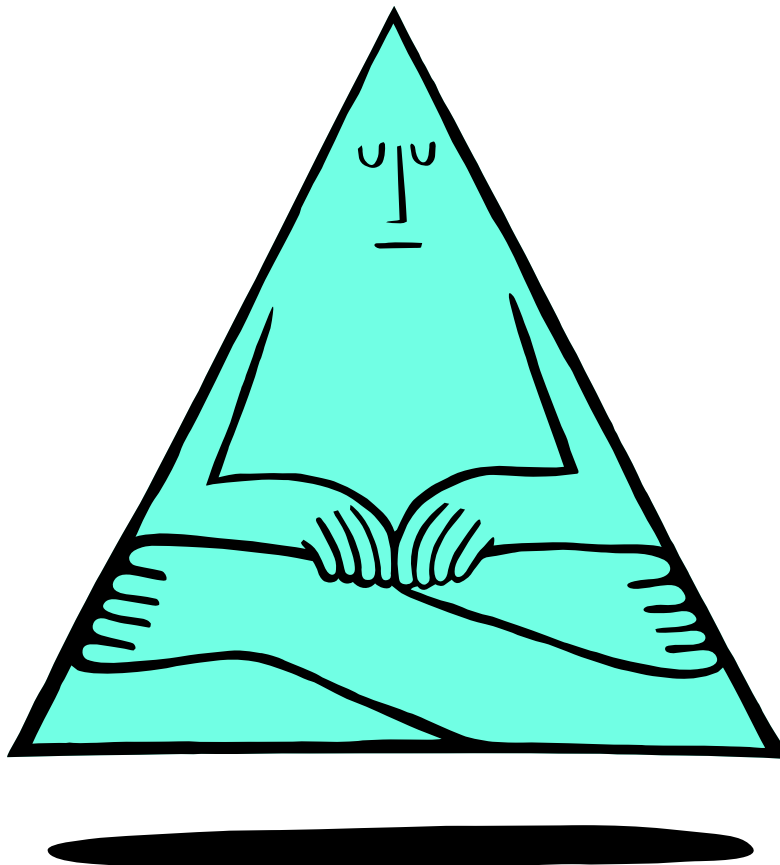
After students have shared their answers, provide the following information to the class.

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

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

Altruism is an important human quality that helps build positive connections with others and communities. Altruism is really about being kind to others, without expecting anything in return.

Altruism is important for our well-being as it helps us make positive connections with others and builds a strong and caring community.



Part 1: Introduction (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.

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.

Take in a deep breath and close your eyes. I'm going to count down from 5 and when I get to 1, your whole body will feel very heavy and deeply relaxed. You will feel so relaxed that you will not even want to move... but just stay still and enjoy the wonderful relaxation you feel.

- 5** – Starting to feel the relaxation in your body
- 4** – Your legs are starting to feel heavy... your arms, too
- 3** – Heavier and heavier, and more relaxed and comfortable
- 2** – More and more relaxed with each number
- 1** – Now your whole body is very heavy

Now imagine a beautiful, colorful magic carpet underneath you. This magic carpet is beautiful with exquisite colors. Someone took great care and love in making this very special magical carpet just for you.

Reach down and touch the smooth texture of the brightly colored carpet. It's so soft. Now, wrap your hands around the two tassels that hang down on the front corners. Notice how the tassels tighten and turn up like handles. You feel perfectly safe.

The magic carpet starts off softly, making sure you feel safe and comfortable. The magic carpet gently sways and sweeps up now and makes you giggle with delight!

What an adventure!

It takes you up into the sky, higher and higher, up to the pillowy soft clouds. It feels wonderful to be here... feeling free and completely relaxed.

Look down and see the beautiful green patches below you. The trees seem to wave up at you while the wind blows them gently back and forth. You see fields and houses that look quite tiny from all the way up here.

You begin to let go of any worries. Any problems or difficult thoughts seem to vanish. You leave them all far behind as you relax and enjoy your magical carpet ride.

Glide along with this carpet and know that you are in full control – going faster and faster or perhaps slower, you choose.

You can ride the magical carpet for as long as you wish - floating above or gliding down to get a better look at anything you'd like to see.

When you're ready to land, take in a deep breath and glide your magic carpet back down on the ground. Stop comfortably and very gently - bringing all the wonderful, happy feelings you have back with you.

Open your eyes and take a big breath and another stretch when you are ready.

You've done a great job of using your imagination to create this magical experience.

Part 2: Investigate and Learn (20 minutes)

Step 1: Set the Stage

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

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

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

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

Step 2: Inspiration

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

Directions to students:

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

Use the link provided to play the video for your students

[Meet Ali Stroker: the First Actress in a Wheelchair to](#)

[Perform on Broadway](#). (4:43)

(In this video, we hear from an inspirational speaker who found her purpose beyond her disability – grade 5 and up)

After viewing the video, ask students, on their own, to write or draw in their journal about

- What Ali's hope has been during her acting career.
- What the challenges Ali Stroker described that she has faced.
- How did she overcome them?

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

Step 3: Share Out

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

Step 4: Investigate and Learn

Provide the following definition:

Resilience: means doing well in life despite adversity.

Now, write the definition on the board. Check for understanding. Ensure students understand the word "adversity," which means difficulties, challenges or hardship.

Optional extension ideas:

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

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

- How do these definitions relate to your reactions to the video?
- Why might resilience be helpful?
- What do you think contributes to resilience?

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

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

Optional

Movie Scenario

In this scene, Rocky's son comes to talk him out of fighting. He feels much of what he has gotten in life has been because his dad is famous. At this point, he has finally been able to create success on his own and is afraid that if his dad starts boxing again, people will keep tying him to his dad's success.

After explaining the background of the movie clip, play the following video for students: [Rocky's Inspirational Speech](#) (4:39)

As a class reflect on the following questions:

1. We often want to "run away" from our problems or challenges. Why is this a natural response to any challenges?
2. Why is "running away" from problems an unhealthy way of coping with challenges?
3. After Rocky's speech, his son begins to reflect on who he is and what he stands for. How is Robert's experience similar to practising mindfulness?

What is he being mindful of? How can mindfulness or inner reflections help solve challenges that we experience?

4. Resiliency means to change yourself by stepping outside of your comfort zone and growing from that experience. How will Robert embrace his uncomfortable emotions and feelings? What values will he reflect on?

Why is it helpful to reflect on our values to support better decision making?

5. What is the main lesson from this video that you can take away and apply in your life?



Part 3: Application (20 minutes)

Step 1: Spark Curiosity

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

Pose the following question:

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

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

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

Invite student responses.

Some things that are within ourselves, like having self-confidence and hope, and things that are in our environment or community, like having supportive people in our lives. What were some things that you noticed about Ali Stroker that might have built her resilience?

- Hint: Having a purpose.

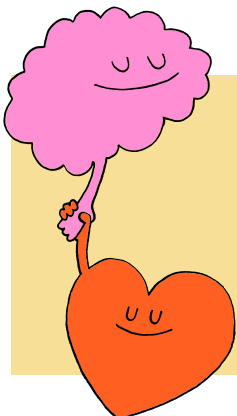
Step 2: Resilience

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

- In your own words, what does resilience mean to you?
- Is resilience something that is difficult for you? Why or why not?
- Do you think it is important to build resilience? Why or why not?

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

Next, invite students to write down some ideas for how they can support their resilience over next few days. Point out that having routines helps build habits or sustainability which builds resilience.



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

Resilience Book List

Nokum Is My Teacher,

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

Access read aloud video

Crenshaw,

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

Access read aloud video

George,

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

Access read aloud video

I Am Malala (Young Reader's Edition),

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

Access read aloud video

Fatty Legs,

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

Access read aloud video

Refugee,

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

Access read aloud video

Ender's Game,

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

Access read aloud video

Sugar Falls,

David A. Robertson (this graphic novel also supports resiliency and compassion for ages 14-18)

The Seventh Most Important Thing,

Shelley Pearsall (this chapter book also supports compassion, well-being and resilience for ages 10-14)

Access to read aloud video

It's Me, Jason. Can You See Me?,

L. B. Anne (this chapter book supports compassion and resilience for ages 9-12)

Professional Resources:

- [developingchild.harvard.edu/resources/inbrief-the-science-of-resilience /](https://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/)
- [www.edx.org /course/becoming-resilient-person-science-stress-uwashingtonx-ecfs311x-0](https://www.edx.org/course/becoming-resilient-person-science-stress-uwashingtonx-ecfs311x-0)
- [We Are Teachers mental health activities](#)

Well-being Canada website:

- Activity Cards
- Family and Caregiver Resources

Acting With Resilience



LESSON 15

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



Purpose

The purpose of this lesson is to engage students in planning a student-directed action of resilience and self-care for themselves. This lesson offers an opportunity for students to practise the social-emotional skill of self-care and sustainability, when students consider what well-being means.

Objectives:

- Students try a short intention-setting practise of creating a habit or routine.
- Students consider what intentions are personally meaningful.
- Students create a personal plan for intention setting that will last and be sustainable.

Materials:

Student Journals, Chart paper, Post-it Notes, markers, whiteboard/chalkboard or SMARTboard

For more guidance in teaching about the brain and well-being, see our Training and Implementation section on the Well-being Canada website

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



SELF-CARE SKILLS



CREATIVE THINKING



SELF-AWARENESS SKILLS



SOCIAL AWARENESS SKILLS



SELF-MANAGEMENT SKILLS



RESPONSIBLE DECISION-MAKING

Estimated Time:

60+ minutes



Deeper Dive

For parents to make a connection with the lessons their children are learning in your class, use the "When You Give, You Get Well" on page 18 from 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 makes you the best person you can be.

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 think about times when you are not feeling your best self. Think about things you do to improve that. For example, when things get hard, I calm myself by going for a walk or listening to music. I tell myself it's going to be okay. I tell myself to be open to new ideas.

Now picture in your head a time when things did go right and you felt and acted as your best self. Imagine yourself as you wish to see yourself in that situation.

What things do you do to be your best self? What does it look like, feel like, sound like?

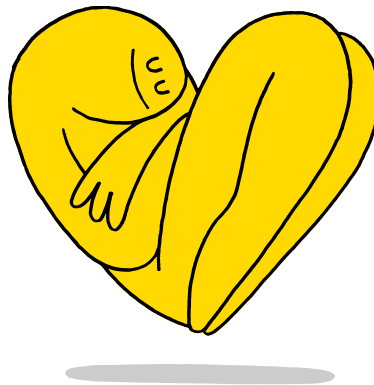
Take one more moment and hold that image of yourself in your mind. When you are ready, you can open your eyes.

Step 2: Journal Reflection

Following the guided visualization, invite students to write and draw about a day that didn't go well (within their control).

- How could setting an intention have changed how they felt that day?
- Ask them to rewrite the ending of that day if they had set an intention.
- Have them write down any factors like being hungry, not having sleep, not setting aside enough time that might influence whether the day would have gone better.

As we talked about in the last lesson, having routines and building habits can have a positive impact on your well-being and strengthen your resilience. In the next part, we will be establishing routines that can help your overall well-being.



Part 2: Caring For Yourself (40 minutes)

Note: You can also stop after Step 1 and have the students think about their plan before engaging in Step 2.

Step 1: Investigate and Learn

Overview: As a class, students will consider a need for self-care.

Inspiration: For inspiration you can watch the following video with your students. It is about 6 simple self-care activities that can help lower stress level and maintain a healthy life. By taking care of yourself, you'll be able to focus on your goals and achieve your dreams.

[6 Simple Self-Care Activities \(3:15\)](#)

Next, invite students to think about areas where they require resilience. As an option, select from the following guiding comments to lead the activity.

Today, we're going to think about what areas in our life that have required us to have resilience. A way to build resilience and find peace in your life is to put activities into your life and create routines or schedules.

For example, maybe you are having trouble getting to school on time. Packing your backpack the night before can take away some morning stress. Or having a set bedtime to make sure you are getting enough sleep.

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 areas that might need more structure. Consider areas that cause you stress or create conflict with family or friends. (for example, getting homework done, practising an instrument, having less screen time, having time with friends).

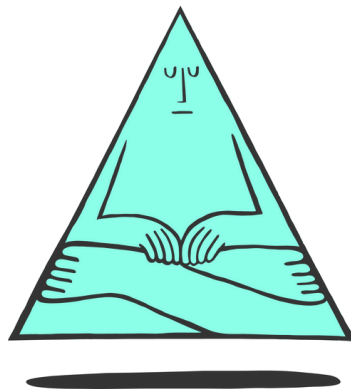
After students have written down their ideas, brainstorm with the class. Invite students to share their ideas and write them on the board.

Next, prepare students for their action-planning activity.

Now, you are going to choose an action of self-care to help you become more resilient. Write your name on a post-it note and put it next to the area that you want to work on. This should be something you want to commit to. Don't just put your post-it where your friend has theirs'.

Look at the other names next to your post-it note. It often helps to have a buddy to make you accountable. You may choose a partner or work in a small group to create your plan.

The plan should be a part of a routine or schedule so that it is sustainable and will help alleviate stress.



Step 2: Action Plan

Overview: With their partner or small group, students will make a plan for self-care. This activity provides students with an opportunity to become more resilient in tough situations, and also serves as a community-building opportunity by having students work together to plan and take action.

Facilitate a brainstorming and planning session.

Simple ideas for acting with resilience:

- Create a set homework time.
- Set up a schedule for one of the suggestions from the video.
- Make a list of healthy snacks that you could eat during the day to avoid being hungry or not having energy.

Provide students with guidelines for collaboration.

Together you will make a plan to act with resilience in an area that is difficult for you. 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.

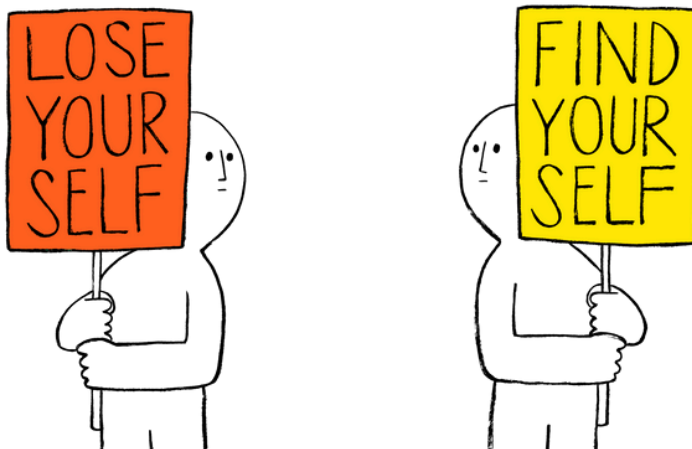
What skills would you need to collaborate?

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

The first thing in your action plan is to identify the area that you will be working on. Then, you will create steps of self-care that you can use to help you overcome this difficulty and make you more resilient.

For example, I didn't seem to have time to read the book for my book club. I got really upset when the meeting day came around and I didn't go because I hadn't finished the book. Even though I have a month, I don't seem to be able to finish. I love reading, but don't have time which makes me sad. Not seeing my friends makes me sad as well. So, this past month, I looked at the number of pages and the number of days I had to read the book. Then I made a schedule of how many pages I would read each day. Some days when I didn't have much going on, I would read more to balance the days when I would not have enough time. I also picked a quiet spot in my house or outside on my deck, so I would not be interrupted. By setting up a schedule and creating a quiet environment, I was able to finish the book. It made me feel so good to be able to finish the book and see my friends. Also, reading each day was very relaxing for me.

Allow time for your students to develop their self-care plan, which they will put into action next time.



Part 3: Putting it in Motion (time will vary)

Overview: As a class, students will carry out their self-care plan to support a need to be more resilient.

Step 1: Implementation

Set a time with your students for implementing their plan. They can use a calendar as a visual to remind themselves to follow the routine they planned and even write comments on the calendar as to how it went.

Try to have some time every few days for students to reflect on how it is going. This can be in their journals or with their partner or group.

It usually takes about a month to create a habit, so the students may not see results right away or even be aware that their plan is working.

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?"

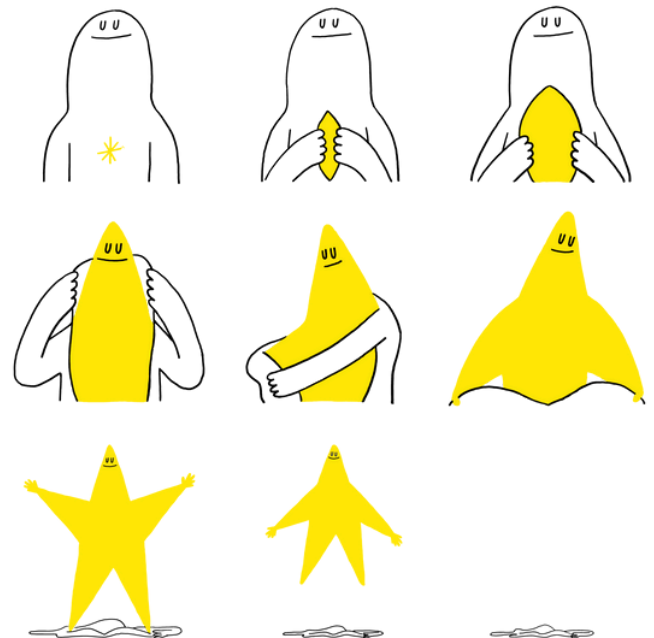
Guide students to manage their resources

- Time reminders
- Flexibility about materials
- Task assignment reminders

Step 2: Reflection

After your target date, have student reflect in their journals.

- at what point did the action become part of their day without much thought?
- did they notice less stress within themselves?
- did they notice less stress with others?
- are there other areas where this system might help?
- are there any changes to the routine or schedule that they need to make to ensure that this will become sustainable?



Reflecting On and Celebrating Well- being



LESSON 16



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 wellbeing and the well-being of others moving forward.

Objectives:

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

Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



SELF-CARE SKILLS



CREATIVE THINKING



SELF-AWARENESS SKILLS



SOCIAL AWARENESS SKILLS



SELF-MANAGEMENT SKILLS



RESPONSIBLE DECISION-MAKING

Materials:

Student journals, music for mindful activity, chart paper, Post-It notes markers, whiteboard/chalkboard or SMARTboard; photos and art supplies (optional)

For more guidance in teaching about the brain and well-being, see our Training and Implementation section on the Well-being Canada website

***Optional extension activity for all grade**

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

Note: Scripted directions to students are italicized.

Estimated Time:

90 minutes

Note, this is a multi-part activity that can be broken up over multiple days.



Brain Bite

For more information about the brain and well-being, see our [Well-being and Your Brain discussion cards](#) on the [Well-being Canada website](#).

Part 1: Introduction (15 minutes)

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

Step 1: Listening with Mindfulness

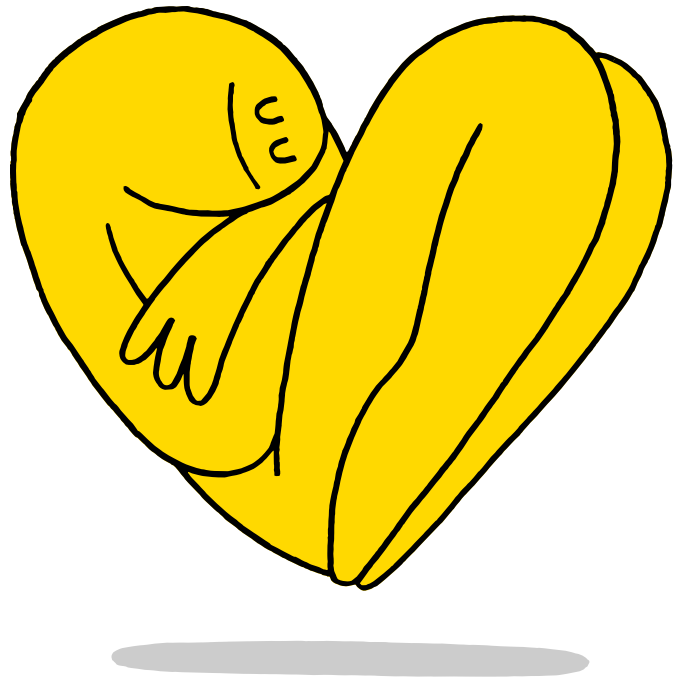
- *Remember back to when we first starting learning about well-being. We used music to help us relax. I am going to play a song. Listen with your whole body, not just your ears. If you feel like it, let the music move you. Feel the beat, give yourself over to the rhythm, and bring your full attention 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.*

- 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.

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?



Part 2: Reflect and Celebrate (30 minutes)

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

Step 1: A Walk Down Memory Lane

Display the photos or videos for students to spark their memories from their Well-being Canada program activities, including their actions to build a caring community, express gratitude within their community and act with altruism in their community. This can be accomplished with a PowerPoint slide show, video or photos displayed around the room for students to view as a gallery, or see the option to create a mural below.

Optional: Well-being in Action Mural

Print out a series of pictures from the various experiential learning activities that students engaged in over the course of the Well-being Canada Foundational Module. Invite students to work together to create a mural for their classroom using the pictures of their actions.

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

Step 2: Reflect

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

Instructions to students: Take a few minutes to write or draw about your reflections on your own experience promoting wellbeing.

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?

Step 3: Station Rotations

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

Option: In station 1 students are asked to think of a memory that makes them smile. If school policy allows, you could allow them to scroll the photos on their phone to find one photo that makes them smile and why.

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: "A Great Memory"

- Practise gratitude and recall a moment during the past week or so that made you smile.

Station 2: "I am kind, or I help others, by..."

- Consider empathy, compassion and altruism—how do you make a difference to others?
Write down one idea.

Station 3: "If I have a problem, I can go to..."

- When you have a problem or a big worry, write down someone you could go to for help (for example, a parent or coach).

Station 4: "This week I did _____ because it made me happy."

- What is something you did for yourself? What are things that you do to bring joy to your life?

Station 5: "What is a habit or routine that you engage in that helps your well-being or the well-being of others?"

- Eating at regular intervals, a set bedtime, weekly meetings of a club...

Part 3: Connect (20 minutes)

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

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

Instructions to students: *Please share your reflections about our work on well-being with one another.*

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

Part 4: Daily Action (20 minutes)

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

After implementing the resilience lesson, students can be provided time to explore each of the following related daily actions. When introducing these actions, you could review what students have learned about resilience and perhaps provide examples to get students going. For example, you could share that resilience is a process that involves using the resources we have around us and inside of us to promote our well-being. In times of challenge, it's not just about calling on inner resources (i.e., self-confidence, gratitude, courage)—though that helps—it's also about navigating and using the external ones (i.e., the people around us).

There is resilience in connection, belonging and community. Finding a way to help others can also help build our resilience.

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

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.

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: Remind students that having resilience does not have to be complicated or take a lot of time—a simple act of strength makes a big impact!

Self: Identify your support team

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

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

Asking for help is a strength and builds our resilience. Not sure how to ask for help? Kids Help Phone suggests you start like this: “Say, ‘I need information about/support with X. Do you know where I can go?’”

Classroom/School: Celebrate strengths

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

- Example 1 -> Thomas Edison: “I never failed once when I invented the light bulb. It just happened to be a 2,000 step process!”
- Example 2 -> Dozens of publishing houses rejected J.K. Rowling’s draft of Harry Potter before one decided to give her a shot; now she is the most commercially successful author in the world.
- Example 3 -> In 1995, not one record label would sign hip-hop artist Jay-Z, so he started his own record company. Now he’s sold over 75 million records!

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

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

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

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

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

Community: Make Connections

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

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

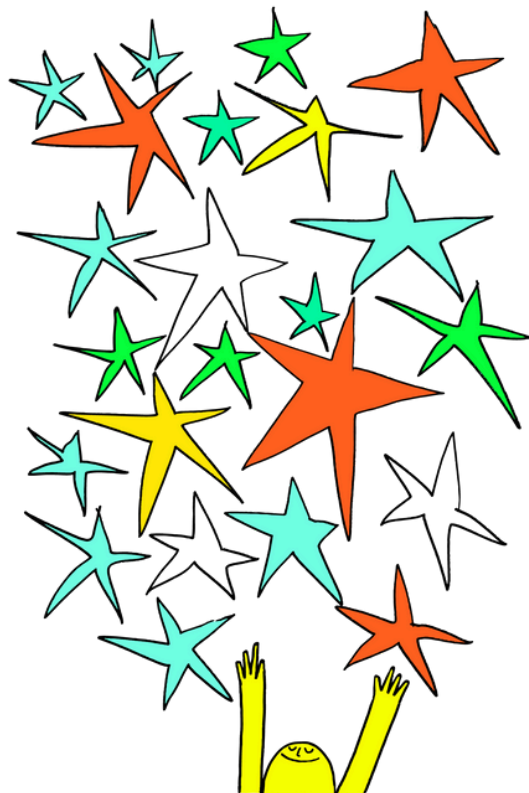
Research shows that staying connected with others promotes our well-being. Remind yourself to connect in real life. Here are some ideas to get you started: Phone a friend. Join a team. Volunteer in your community.

Home: Explore your roots

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

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

Note to Educator: Thank you so very much for implementing the Well-being Canada program. To keep your students' momentum going, try revisiting the positive human qualities regularly in your classroom. Revisit the Daily Actions for each of the qualities as a way to keep members of your learning community actively nurturing their well-being and the well-being of others. Thank you!



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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