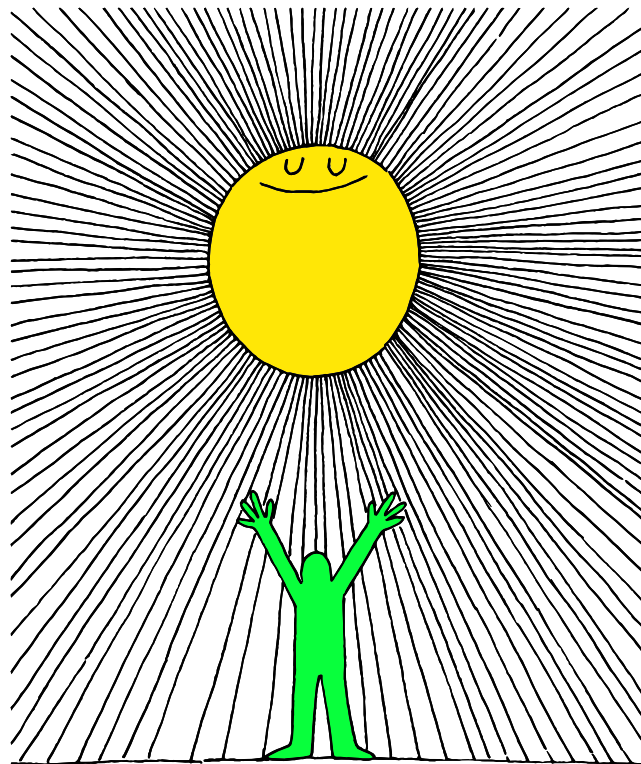


**WELL-BEING CANADA CURRICULUM**  
**Learning About**  
**Gratitude**



**GRADES 7 AND 8**

---

**Lessons 5 to 7**

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.**

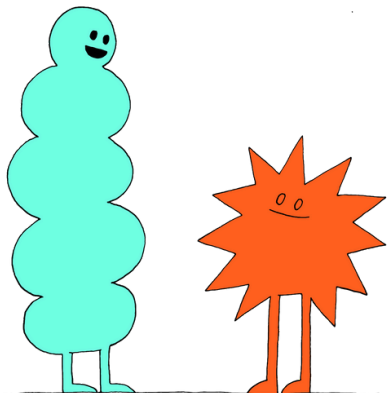
**The collection of lessons is easy to use, classroom friendly and provides tools and activities to nurture well-being in your students.**

# Teaching to Diversity

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

## Differentiation

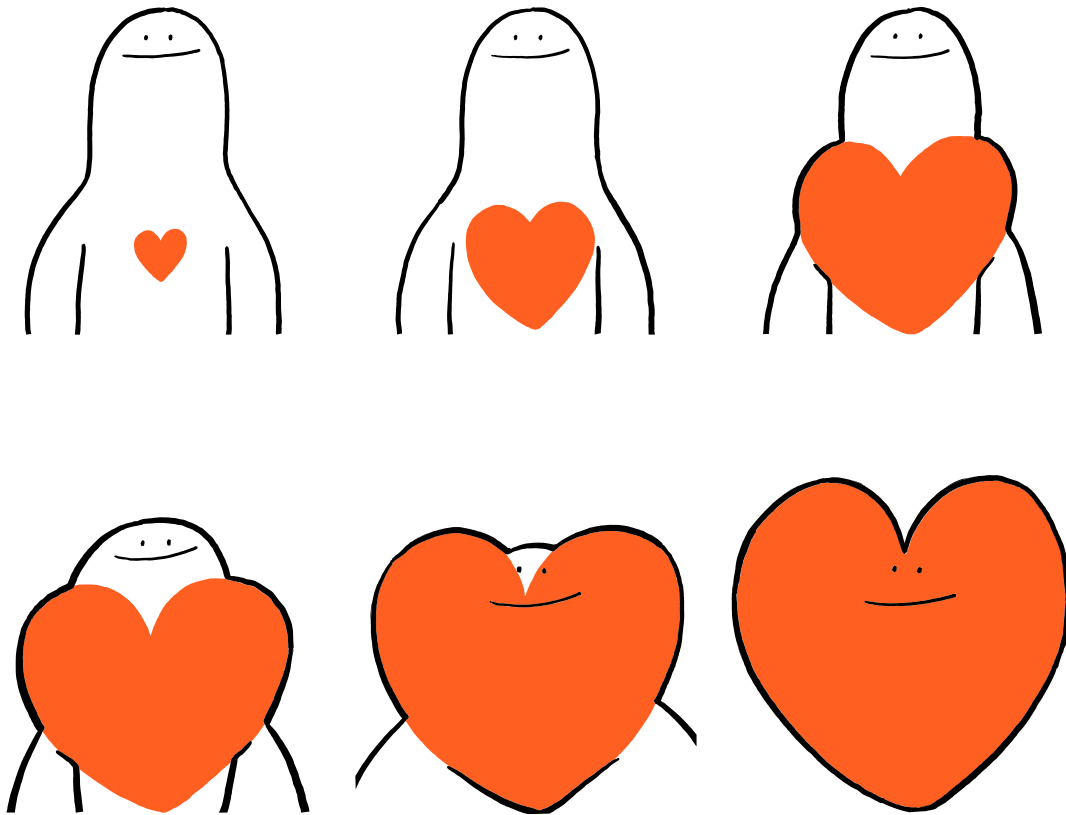
- Provide book and video lists in advance (weekend before) to give an opportunity for familiarizing themselves with the material.
- Factor in more time to read/watch the material an extra time or two.
- Break the activity down into smaller sections, e.g.:
  - 1) Outline the plan for creating your gratitude token, including materials needed, the time it will take and when you will be able to create it.
  - 2) When that is completed, focus on the second part of the plan by outlining how, when and where students will deliver their tokens.
- Student planning ideas can be transcribed by a peer or student aide OR students can use a recording mechanism to express their ideas orally.
- Provide a copy of written definitions for students to reference during reflection/planning tasks.
- Instead of having students write down their ideas, have them discuss with a partner.



## Challengers

- Ask students to look up a definition for gratitude online or in the dictionary.
- Online research: In pairs, students can research the science of gratitude online.
- Review key search words: - Gratitude, research, science, well-being, happiness
- Have students compare/contrast their gratitude expression to one from another class subject, (e.g., a book they're reading, something from social studies/ history.)
- Have students drill farther down into how they go about choosing their expressions of gratitude. 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.
- Additionally, have students reflect on a way they have observed gratitude in an extended community (e.g., their town/city, their province, their country). What positive outcomes do you think this has?
- Have students write a magazine/blog article about gratitude that includes: 1) An explanation of what gratitude is. 2) Why it's meaningful for the individual practising gratitude and those around him/her. 3) A list of 5–10 ways to express gratitude
- You can invite them to visit the following resource, where they will find a lot of useful information about the science of gratitude.  
[https://greatergood.berkeley.edu/article/item/how\\_gratitude\\_changes\\_you\\_and\\_your\\_brain](https://greatergood.berkeley.edu/article/item/how_gratitude_changes_you_and_your_brain)

# The Road to Gratitude



## **LESSON 5**

---

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



## Purpose

The purpose of this lesson is to engage students in the science and practise of gratitude.

### Objectives:

- Students investigate and learn about how gratitude impacts well-being.
- Students consider how gratitude impacts their mental well-being.
- Students use journaling to inspire thoughts and acts of gratitude.
- Students begin a practise of gratitude.

### Materials:

Student journals (if you did not set up a journal, please see lesson 1 -Let's Get Started), Chart paper, markers, whiteboard/chalkboard or SMARTboard; dictionaries or computers (optional)

**Note:** Scripted directions to students are italicized.

### Skills Learned:



CRITICAL  
THINKING



COMMUNICATION  
SKILLS



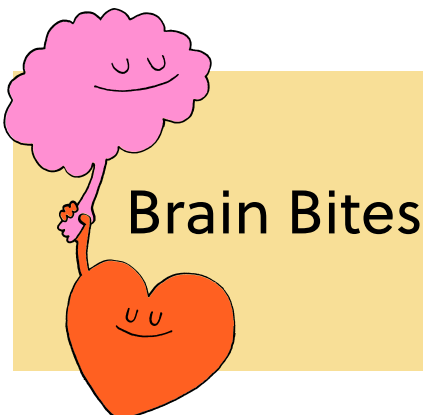
REFLECTION  
SKILLS



SELF-AWARENESS  
SKILLS

### Estimated Time:

45-60 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.

## Review (optional)

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

- What is well-being?
- What is mindfulness?
- How do we practise mindfulness?
- How does mindfulness support our well-being?
- What is the difference between setting a goal and setting an intention?

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. We can

practise mindfulness by paying attention. This is done by being present with our senses and accepting our awareness of our thoughts without judgment.

Mindfulness supports well-being by strengthening our ability to manage emotions, by not reacting to situations but responding to them. It also strengthens our ability to manage our thoughts; gives our mind a break from thinking by bringing our awareness to the present and strengthens our ability to focus and be present with non-judgment.

The difference between a goal and intention: a goal is something you are trying to do or achieve, and an intention is setting a belief to act in a certain way.

## Part 1: Introduction (10–15 minutes)

### Step 1: Mindful Start and Setting an Intention

Invite students to take a short mindful break.

*Now, we're going to try a very short exercise that will help us to be mindful.*

*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).*

*Now, just begin by noticing any sounds that are here in this room now. No need to do anything but notice what you hear.*

*Now, see if you can turn your attention to your breath. Notice that you're breathing now.*

*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.*

*At your own pace, take two more deep breaths in through your nose, and slowly breathe out through your mouth.*

*Before we start our lesson today, perhaps set an intention... maybe to be curious or open to learning something new. Choose an intention that best speaks to the attitude or outlook you'd like to have today. When you are ready, you can open your eyes.*



## Step 2: Experiential Learning

Invite students to consider something they are thankful for in their lives.

**Note:** This activity introduces the concept of gratitude experientially and anchors them to a personal touchpoint as the lesson moves to learning about gratitude.

Use the following guiding comments to lead the activity:

*Today, we're going to begin by taking a moment to think about something that we're thankful for. I will give you 5 minutes to write or draw about things you are thankful for. Don't worry about spelling or even complete sentences. Just brainstorm what you are thankful for. Keep writing the entire time.*

*Take out your journal and make three columns. Label them PEOPLE, EVENTS and NATURE. Now write down, or draw, things that you're thankful for in each category.*

*Try to focus on people—those who have helped you or done something thoughtful. For Events, you can think of specific time spent with family or friends. And for Nature you can write or draw something you're thankful for in nature ... maybe snow, a favourite tree or flower. Write for the entire 5 min.*

## Step 3: Introduce the Topic— What Is Gratitude?

**Overview:** Using the following guiding questions, lead the class in a discussion about the concept of gratitude.

Invite student ideas and write them on the board.

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

*We just practised something called gratitude. How would you define gratitude?*

Write their definition on the board and then provide the following definition:

The Oxford Dictionary describes gratitude as: The quality of being thankful; readiness to show appreciation for and to return kindness.

*How might we define "gratitude" for ourselves? For example: Feeling thankful for someone or something.*

### Think-Pair-Share

With a partner, share what you already know about gratitude.

- *What does gratitude look like in you?*
- *How do you think gratitude is related to well-being?*
- *Where have you heard about gratitude?*

### Share Out

Invite students to share out their thoughts about gratitude. Write their ideas on the board.

## Part 2: Investigate and Learn (15 minutes)

### Step 1: Finding Examples of Gratitude

Choose one of the following options:

#### Option 1: Beauty and the Beast video clip

##### Movie Scenario:

In this clip from *Beauty and the Beast*, the Beast had gotten injured and Belle is trying to clean his wounds. Notice how the Beast reacts, how Belle responds, and at what point each of them is showing gratitude.

Play the clip from [Beauty and the Beast](#). (0:52) Then ask the following questions:

1. Why does the Beast growl at Belle?
2. Why is Belle persistent in trying to help the Beast?
3. At what point do their attitudes change?
4. Even though Belle is showing her gratitude, why did she also say thank you?
5. How does the Beast respond when Belle says thank you?

*Gratitude can be demonstrated in many ways. There are benefits to the person showing gratitude as well as the person receiving it.*

Have the students do 5 minutes of journal writing:

- They should write for the whole time, not worrying about spelling or punctuation.
- Just let their ideas flow about a time that someone showed them gratitude.
- How did they feel? Did it inspire them to be appreciative of someone else?

#### Option 2: What is Gratitude and 4 Ways to Practise It

Ask students to brainstorm different ways to show gratitude. Examples can be telling someone thank you, writing a note, doing something kind for someone...

“Show the video [What is Gratitude and 4 Ways to Practise It](#) (5:21)

Ask:

- *What does it mean that gratitude is learned?*
- *How can looking at difficult situations help you find gratitude?*

Have the students do a 5 minute writing:

- they should write for the whole time, not worrying about spelling or punctuation.
- Just let their ideas flow about a past experience that has helped shape them.
- It might have made them wiser, stronger, more compassionate...

### Step 2: The Science of Gratitude

Show the video [The Science of Gratitude](#) (2:08)

Review the following scientific findings with the class. Write them on the board:

Scientists have been investigating how gratitude improves well-being. Studies on gratitude have shown that gratitude can help us to:

- Feel happier
- Sleep better
- Feel more connected to people and our community
- Feel better when we're sad
- Be kinder and help others
- Have healthier bodies (immune system)
- For more on the science of gratitude, visit <https://greatergood.berkeley.edu/topic/gratitude>

### Step 3: Discussion About Gratitude Science

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

- Are there any research findings that surprised you?
- Thinking back to our opening gratitude activity, do you see any links between your experience and the science of gratitude?
- Do you think it is worthwhile to practise gratitude? Why or why not?



## Part 3: Finding Gratitude (15 minutes)

Objective: Students will make personal plans to practise gratitude for the next several days and then reflect on the effect of the practise.

### Step 1: Action Plan

Tell students that over the next few days they will be practising gratitude. As they learned in Part 2, practising gratitude has many positive outcomes including improving mental health and our relationships with others.

*By having gratitude in your life, you begin to notice even the smallest positive parts and eventually all those little wins lead you to noticing the good more often.*

*You can look for gratitude in the actions of those around you, in nature or in noticing something that you feel thankful for. You can also feel gratitude for things that went well in your day.*

- Each day, write down in your journal one or two things that you are grateful for.
- Follow these 2 practises from *How to practise Gratitude*, <https://www.mindful.org/an-introduction-to-mindful-gratitude/>

#### 1. Start by observing.

Notice the thank yous that you say. Just how much of a habitual response is it? Is it a hasty aside, an afterthought? How are you feeling when you express thanks in small transactions?

#### 2. Pick one interaction a day.

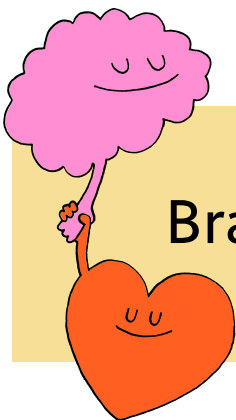
When your instinct to say “thanks” arises, stop for a moment and take note. Can you name what you feel grateful for, even beyond the gesture that’s been extended? Then say thank you.

*In a few days’ time, we will come back together to share what we’ve discovered!*

### Step 2: Reflection and Closing

*Let’s begin with a 5-minute writing. In your journal write about three areas in your life that make you happy or bring you comfort. Examples can be eating your favourite food or being outside. Think about why they are important to you and your happiness. Write for the whole time, do not worry about spelling or punctuation. Just let your ideas flow.*

Next invite students to write down some ideas about where they can look for gratitude over the next few days.



### Brain Bite

Focusing on gratitude can actually rewire your brain to have less stress and more joy. Scientists have found that by making a promise to yourself to engage in behaviours of gratitude you will be more likely to actually do it.

## Gratitude Book List

I Am Malala (Young Reader's Edition), Malala Yousafzai  
(also supports altruism, resilience and  
compassion/empathy for ages 10+)

**Access read aloud video**

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

**Access read aloud video**

Wonder, R.J. Palacio  
(also supports empathy and compassion for ages 8-12)

**Access read aloud video**

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

**Access read aloud video**

Rain Reign, Ann M. Martin  
(also supports empathy and compassion for ages 9-12)

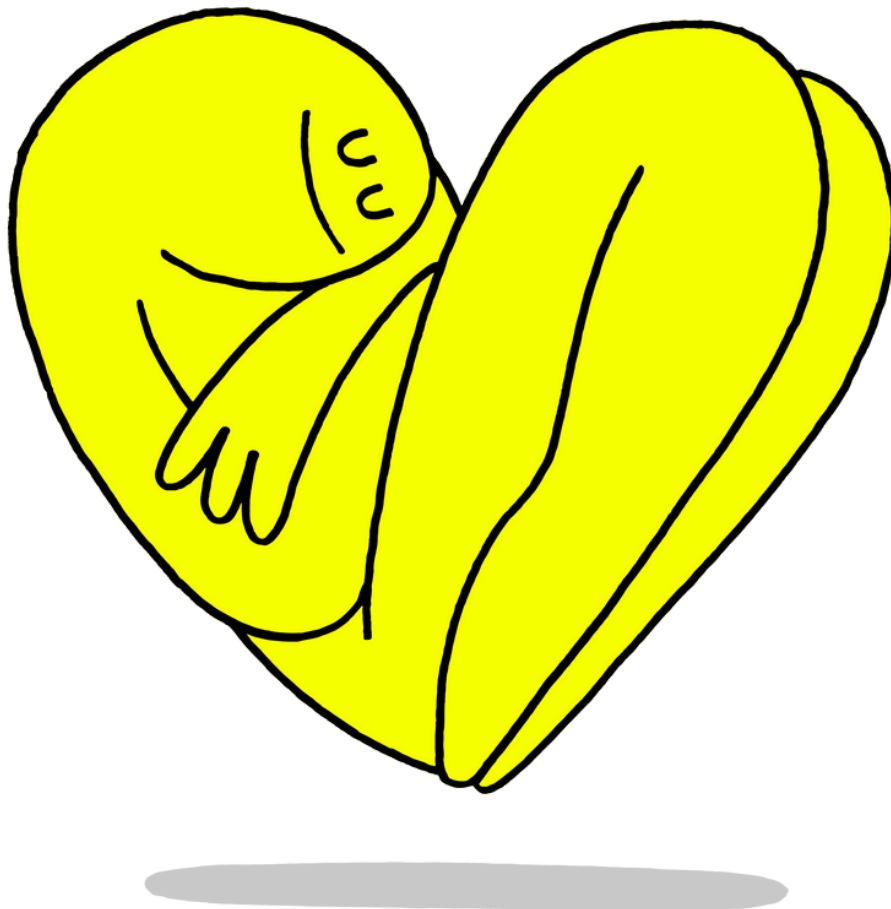
**Access read aloud video**

## Helpful Websites

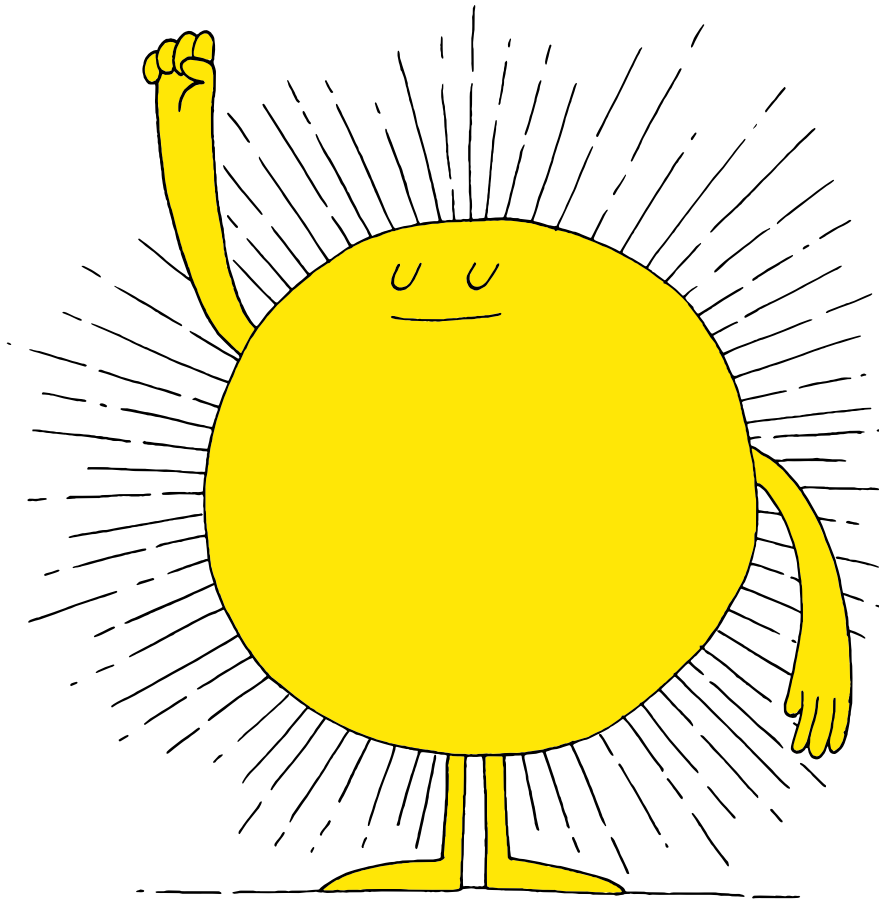
- [20 Gratitude Journaling Prompts to Inspire More Thankfulness](#)
- [How To Practise Gratitude](#)
- [List of Questions to Generate Gratitude](#)
- [Green Child Magazine - Guided Meditation Scripts](#)

[Well-being Canada website](#)

- Activity cards
- Family and Caregiver Resources



# Expressing Gratitude



## **LESSON 6**

---

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



## Purpose

The purpose of this lesson is to engage students in a student-directed action to express gratitude to a member of the school community.

### Objectives:

- Students reflect on how their recent experience with the practise of gratitude impacted their well-being.
- Together, students consider individuals or groups in their school community for whom they are grateful.
- Students make a plan and take action to express gratitude to a school community member.

### Materials:

Student 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



CREATIVE THINKING



SELF-AWARENESS SKILLS

### Estimated Time:

60 minutes



### Deeper Dive

For a deeper, use the Gratitude activities from the [Traits and Positive Well-being cards](#) on the [Well-being Canada website](#).

## Part 1: Reflect and Connect (10–15 minutes)

### Step 1: Mindful Start (optional)

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

*Let's begin by taking a short mindful moment. We will do a visualization exercise. So, get comfortable, and when you're ready, close your eyes.*

*Imagine you're a beautiful dragonfly fluttering about the sky. You see the lovely green valley below you with lots of colourful flowers, just waiting for you to enjoy. You feel the wind blow against your delicate, lace wings. As the wind touches you, it gently blows away any worries, any stress you feel.*

*Enjoy how wonderful it feels to be free. Your mind is so clear and calm. You are completely peaceful. You look and feel so beautiful as you allow your true happiness to shine through.*

*Gliding on the peaceful wind reminds you that you can feel this way anytime you want.*

*As you continue to fly along as a dazzling, beautiful dragonfly, notice now how the sun touches your body and warms you. The big, puffy clouds floating in the sky remind you how relaxed and calm you can be whenever you want, just by thinking about it.*

*The earth is a patchwork of colour and you enjoy each moment here, gliding along feeling so joyful and peaceful. You spread your wings far and stretch. It feels so good. You are ready for an extraordinary day. Take in a deep breath now and exhale slowly. When you are ready, give your body a big stretch.*

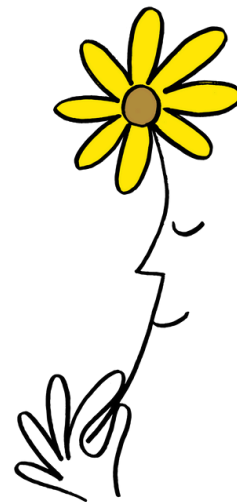
### Step 2: Review Gratitude Practise

Overview: Invite students to share their experience with their personal gratitude practise since the last lesson. Use the following guiding questions to facilitate a discussion.

- What did you notice with your gratitude writing?
- Was it difficult to find things you felt gratitude for?
- Was it easy to find things?
- It is normal to have different experiences, and some days it may be harder to find things we feel grateful for. On those days, sometimes it is helpful to look back on things that brought you gratitude on previous days.

**Note to teacher:** Normalize for students that finding gratitude can feel more difficult when we are having a hard time (e.g., tired, sad, frustrated, etc.). When that happens, it can help to look back on past experiences of gratitude.

- What did you notice about your mood or how you felt?
- How else might we bring more gratitude into our daily lives?
- Invite student ideas and write them on the board.
- Any other things to share?



## Part 2: Plan (35 minutes)

### Step 1: Gratitude (optional)

Spark students' interest in expressing gratitude by playing the short video below.

[What Teens are Thankful For](#) (2:08)

### Step 2: Expressing Gratitude to Others

Overview: As a class, invite students to consider those in their school community to whom they feel gratitude.

**Note:** This activity moves students from thinking about their internal experience of gratitude toward their expression of gratitude to others.

Use the following guiding comments to lead the activity.

*Today, we're going to think about people in our school community who we feel grateful to or for. First, you will think about an individual or group of people, and then we will brainstorm as a class.*

*In your journal, write down someone or a group of people from our school community for whom you are thankful (for example, office staff, lunch monitors, teachers, administration, buddy students, etc.).*

*Think about those who have helped you, or done something thoughtful...*

*Maybe they make you smile, cheer you up or help you feel welcome.*

*Take a few moments to write it down.*

After students have written down their ideas, brainstorm with the class. Write their suggested community members on the board.

Next, prepare students for their activity:  
Expressing Gratitude

*Now, as a class, we are going to choose at least one of these individuals or groups of people to express our gratitude to. We will work together to make a plan and take action to show our gratitude and give thanks!*

**Note:** Think ahead of time how you want to organize the students. This can be done as a whole class, or you can have students work in groups focusing on different projects. Example: one group makes cards, another a banner, or a video.

### Step 3: Action Plan

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

**Note:** This is a good opportunity for students to practise the social-emotional skill of perspective-taking, by having students think critically to consider what the community member might appreciate (e.g., staff might like coffee).

Facilitate a brainstorming and planning session.

Simple ideas for expressing gratitude: Make thank you cards; write and perform a class song for the person(s); bake a sweet treat for someone; help with the individual's tasks.



Provide students with guidelines for collaboration.

*Together, we will make a plan to express gratitude to a member of our school 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.

Ask:

*What skills do you need to collaborate?*

Invite student ideas and write them on the board.

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

## Part 3: Take Action (time will vary)

Overview: Provide time for students to put their plan into action—expressing gratitude to a community member. This can be done in small groups depending upon the separation of tasks.

**Note:** Part 3 may take place on a day/time that is suitable for your schedule. Remember to take pictures or videos and save samples of students’ work.

### Tips to support students (from the Well-Being Canada Foundational Module, Lesson 2)

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?”

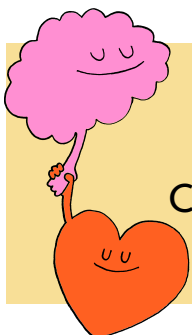
#### Guide students to manage their resources:

- Time reminders
- Flexibility about materials
- Task assignment reminders

#### Support disagreements by providing resolution-centred 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?”)

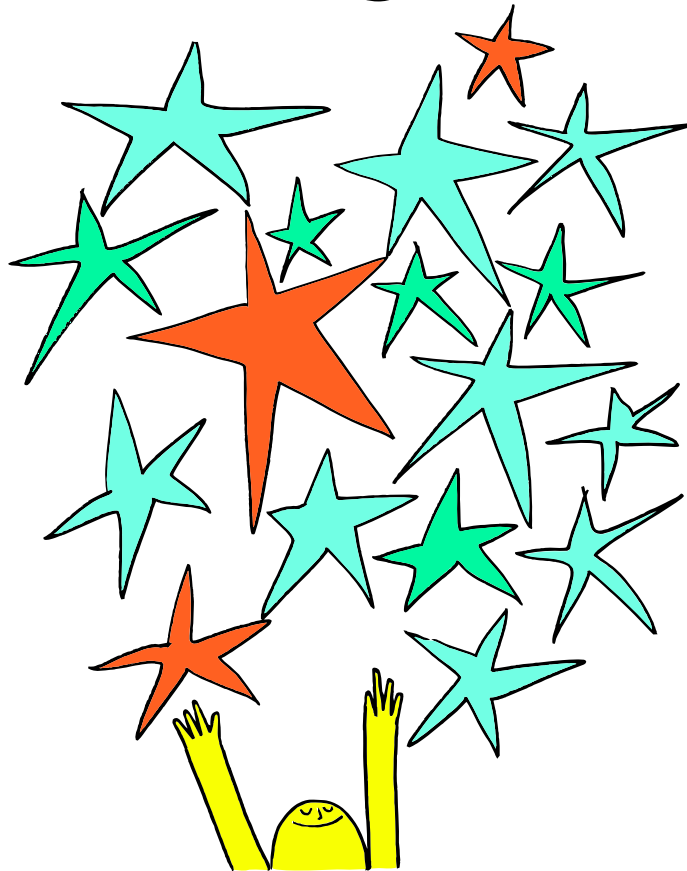
**Important Note:** Document student action by taking pictures or video to show students during their reflection and celebration.



### Healthy Communication

For a deeper dive into teaching students how to better communicate with one another, refer to the activities on the [Healthy Communication Family Activity card](#). This can also be sent home for parents to reinforce what is being taught in the classroom.

# Reflecting On and Celebrating Gratitude



## LESSON 7

---

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



## Purpose

Together, students reflect on their work expressing gratitude within the school community.

### Objectives:

- Students engage in self-reflection.
- Students listen to one another's reflections on their shared experience expressing gratitude within the school community.

### Materials:

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

**Note:** Scripted directions to students are italicized.

### Skills Learned:



CRITICAL  
THINKING



COMMUNICATION  
SKILLS



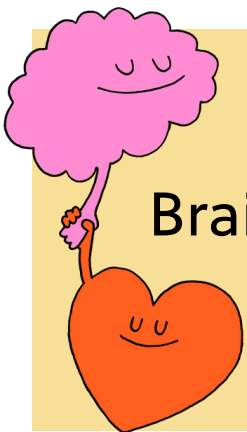
REFLECTION  
SKILLS



SELF-AWARENESS  
SKILLS

### Estimated Time:

40 minutes



## Brain Bites

**Kindness/Compliments:** It's not always easy to accept a compliment, especially if you're not tapped into your strengths and standout qualities. Because the brain is hyper-alert to potential threats, it is wired to pay attention to negative information. This may be one reason we may struggle with accepting compliments, positive feedback and praise. Instead of talking yourself down or diminishing your achievement, try saying THANKS and notice how it feels!

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

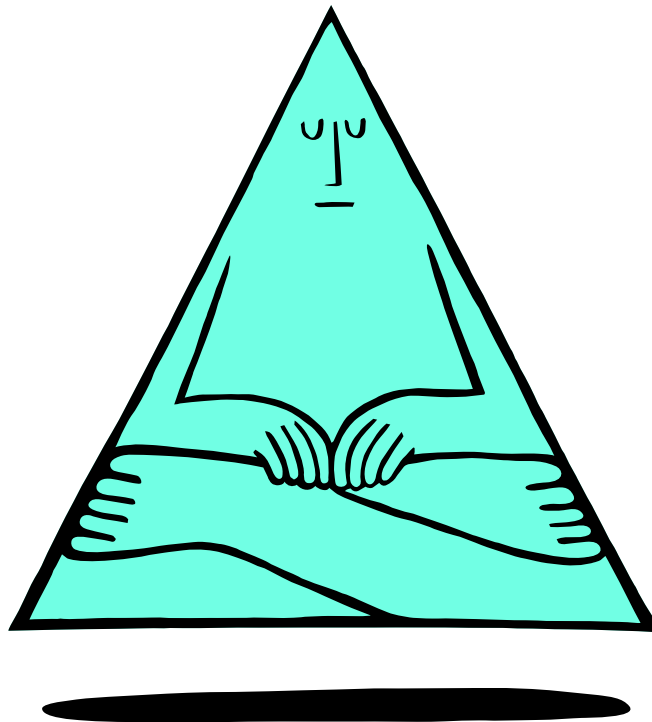
### Mindful Start (optional)

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 taking a moment and simply feel happy and thankful. So, get comfortable, and when you're ready, close your eyes. Take in a few deep breaths and exhale slowly, as you begin to relax your body fully. Reflect for a moment on our work on gratitude. Perhaps bring something to mind that you feel grateful for ... maybe a kind action from somebody, or something in nature that made you happy. Now, if you like, set an intention for today ... maybe to be curious or open to noticing gratitude.*

*Choose an intention that best speaks to the attitude you'd like to have today. At your own pace, take three deep breaths in through your nose, and slowly breathe out through your mouth. When you are ready, you can open your eyes.*



## Part 2: Reflect and Celebrate (15 minutes)

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

### Step 1: A Walk Down Memory Lane

Display the photos or videos for students to remember their work expressing gratitude within their school community. 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 about our work expressing gratitude within our school community.*

### Step 2: Reflect with Another

In pairs or small groups, invite students to share their reflections on their experience expressing gratitude (what they did, how it felt and how they think the receiver felt).

Instructions to students:

*With your partner (or in your small group), share a reflection. It can be something that you noticed about how you felt, something about how you think the recipient of your gratitude felt or something you felt during our work together.*

### Step 3: Personal Reflection

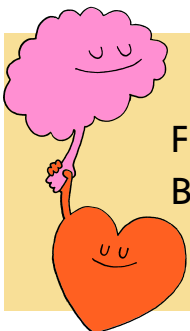
Invite students to take a few minutes to reflect in their journals on their own personal experience working with their classmates to build connection and care in their classroom.

**Note:** Alternatively, students might write a short poem or create art in their journal about their experience expressing gratitude.

Instructions to students:

*Take a few minutes to write or draw your reflections on your own experience building our classroom community. Some ideas to get you started:*

- Who did you choose and why are you thankful to have them in your life?
- What did you do?
- How did you feel doing it?
- How did the other person feel?
- How did the person react when you shared gratitude with them?



Finding  
Beauty

"The power of finding beauty in the humblest things makes home happy and life lovely." Louisa May Alcott

## Part 3: Connect (20 minutes)

### Step 1: Shared Reflection

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

**Note:** The Shared Reflection could be implemented as a gallery walk appreciating students' Gratitude Reflections.

Instructions to students:

*Now, we'll share as a class. Please share your reflections about expressing gratitude.*

Facilitate student discussion (popcorn style), and write student responses on the board.

After students have had an opportunity to share, pose some new questions.

#### Guiding questions:

*Now that we have worked together to express gratitude within our school community, what would be some next steps to continue to express gratitude to those in our lives to whom we are thankful?*

**Note:** Remind students that expressing gratitude does not have to be complicated or take a lot of time—a simple “thank you” works wonders!

Facilitate student discussion (popcorn style) and write student responses on the board.

### Step 2: Personal Reflection

Invite students to reflect once more and write or draw some connections they see between their initial reflection and those from their classmates.

Instructions to students:

*Take a few minutes to add to your reflections in your journal about the connections you see between your initial reflections and your classmates' experiences expressing gratitude.*

*Also note any next steps you think you could take to continue building gratitude in our classroom and school community.*



## 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.

**WELL~  
BEING  
CANADA**



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