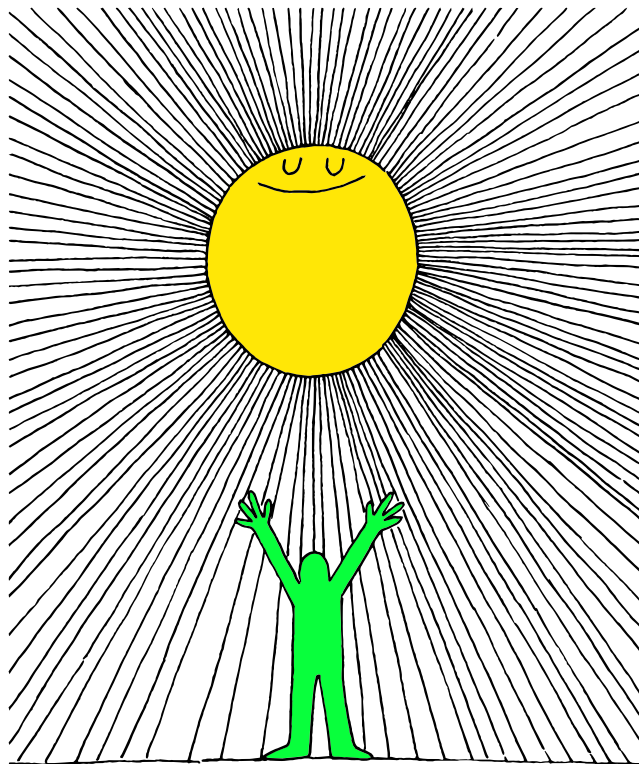


WELL-BEING CANADA CURRICULUM
**Learning About Empathy
and Compassion**



GRADES 7 AND 8

Lessons 8 and 9

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

WELL~ BEING CANADA



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

This resource is focused on supporting 7-8 grade level to build the foundation of social-emotional learning and support educators in the integration of well-being into your classrooms through exploring positive human qualities, deeper dives into brain development and mindful communication.

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

Teaching to Diversity

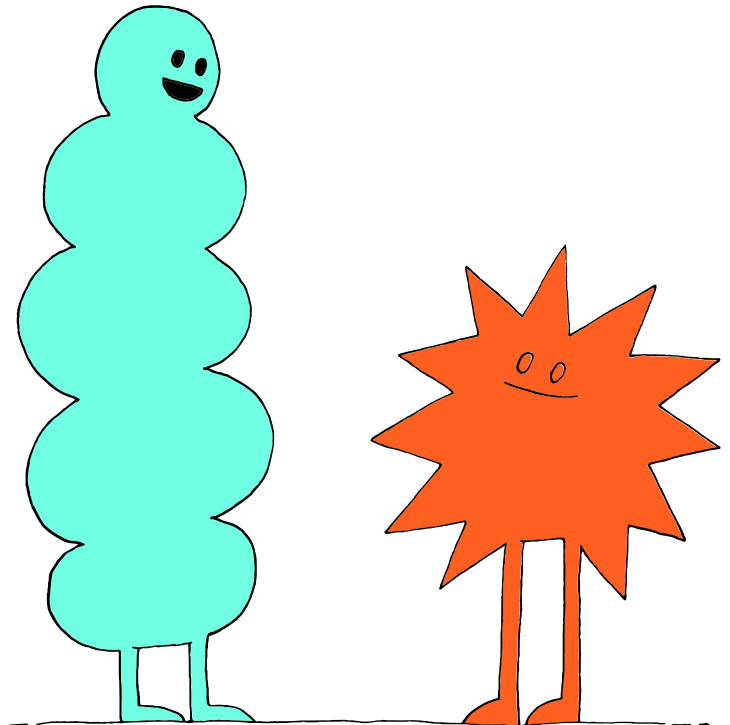
Optional: Use the following ideas to help you to calibrate the lesson to your particular group of students.

Differentiation

- Break this lesson up into several lessons, in order to give students more time and opportunity to process and absorb each abstract concept.
- Provide additional concrete examples of empathy. Sometimes providing examples of the opposite of each concept helps to give more of a context.
- Choose and assign scenarios to match each student's abilities.
- Give students advance access to the video or story you will be showing so they can become more familiar with it.
- Book study: Invite students to choose a book from the book list and do a book study.
- Invite students to create empathy and compassion skits and perform them for a buddy class.

Challengers

- Instead of providing the definitions for empathy or compassion, ask students to look up the definitions online or in the dictionary.
- Add a written component to Think-Pair-Share activities by having students write down their ideas.
- Instead of watching the video as a group, break students into small groups and have each group find their own video to discuss and present.
- Break students into small groups and have each group discuss and present their reactions to the quote. Have students find another quote that would relate.



The Road to Empathy



LESSON 8

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



Purpose

The purpose of this lesson is to introduce the positive human quality, empathy. Via experiential learning, students will learn about the role of empathy in their lives and in their relationships. These concepts will help support students in an upcoming lesson on compassion.

Objectives:

- Students watch or listen to a story that serves as a catalyst for conversations about empathy.
- Students investigate and learn about empathy.
- Students apply their knowledge in a series of scenarios designed to foster empathy.

Materials:

Student journals (if you did not set up a journal, please see lesson 1 -Let's Get Started); copies of Empathy Scenarios found at the end of lesson; 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



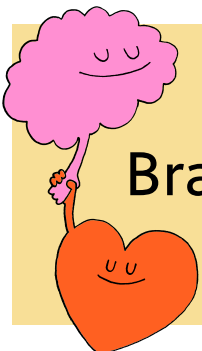
SOCIAL AWARENESS SKILLS



SELF-AWARENESS SKILLS

Estimated Time:

60 minutes



Brain Bites

What's good for the body is good for the brain. What's good for the brain is good for the body! Throughout the lessons you will find brain icons with actions and facts about the brain. It is important that we take the time to educate our students about the importance of understanding 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?

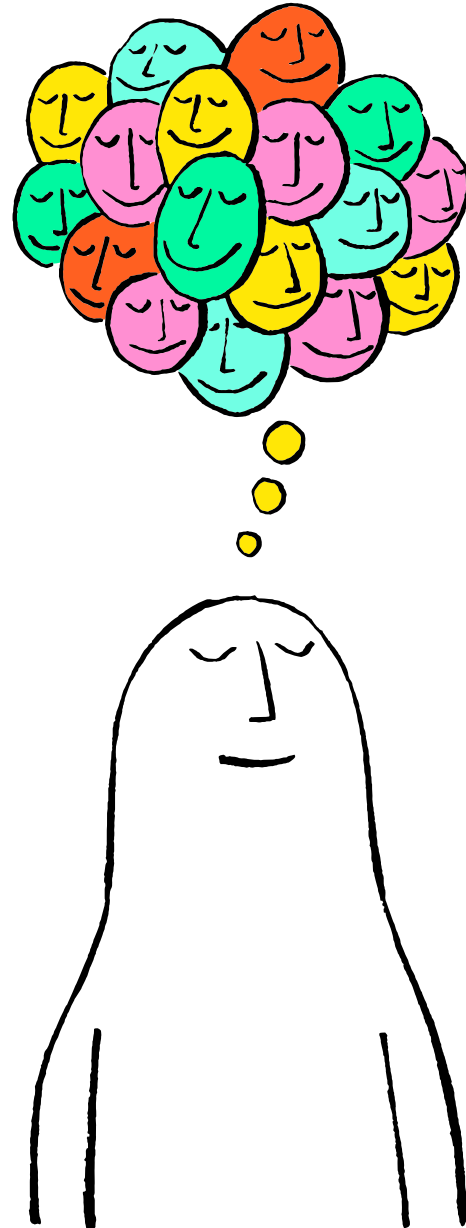
After students have shared their answers, provide the following information to the class.

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 an 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: Reflect and Connect (15 minutes)

Mindful Start and Setting an Intention

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.

Imagine yourself outside in the beautiful autumn air. Pretend for a moment that you are the wind. You glide peacefully along on this sunny, pleasant day. The air smells crisp all around you.

Along your journey you pick up some leaves that ride with you for a distance. How wonderful to feel the connection to these unique, beautiful autumn leaves, to know you are not separate but that you are one with everything you see.

Sometimes you are strong and other times you are very gentle. Feel your gentle strength now as you calmly blow across the trees and the rich earth.

And now from the wind, imagine changing into a leaf that's floating on the wind.

Feel yourself as a beautiful soft leaf bending back and forth with the wind, riding the wind very far and dancing in the wind. You do this so beautifully, gliding so gracefully. You are letting the wind carry you where it wants.

Now as the leaf, you turn over and look at the big sky. How vast and open it is.

Become the bright blue sky now. You cover the whole earth. Feel the clouds move all around you, floating along as the wind moves them gently.

Feel how large and protective you are. You cover everything, protecting the animals and the people. People gaze up at you in wonder to see how magnificent and beautiful you are.

Within the sky now, become aware of one particular cloud among the others. Become that cloud now. Feel the softness, the beauty, the lightness of your cloud body. You're like a big fluffy pillow!

Feel yourself as the cloud. Move and change shape as you want. You feel wonderfully light and happy just floating and dancing around.

How magnificent you are in all your states. From one leaf to the entire sky, you are part of everything and everything is part of you. And when you have troubles or worries, you can let them go and drift peacefully into a happy state - just by using your mind.

Start to slowly drift back down to earth, becoming yourself once again. You can open your eyes.

Source: [Guided-Meditation-Autumn-Leaf-Gentle-Breeze.pdf](#)

Reflection:

Before we start our lesson today, let's reflect in your journal 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, set an intention for today ... maybe to be curious or have gratitude. Choose an intention that best speaks to the attitude you'd like to have today.

Part 2: Introduce the Topic:

Empathy (20 minutes)

Step 1: Set the Stage

Ask students what the expression “put yourself in someone else’s shoes” means.

As you watch the following video, notice what you think and feel. During the video, I will pause it and you will spend a few moments writing your thoughts. After the video is complete, you will be discussing your reactions with a partner.

Show the video [Putting Yourself in Someone Else’s Shoes \(2:57\)](#)

- Stop at :28. Ask the students to write what the person with the headphones thinks about the other person on the bench. Next, they should write what THEY think about the person on the bench.
- Stop at 1:13. Ask students to write who they think is wearing those shoes.
- Stop at 1:42. Ask students to write who they think is wearing those shoes
- Stop at 2:07. Ask students to write what they think the shoes represent or why the person sees all these shoes.

Write what they think the yellow running cleats might show?

- Stop at 2:37 have the students write why the person gave the other person the shoes.

Step 2: Think-Pair-Share

Project the following questions and have students talk with a partner and then share with the class:

- What was the person with headphones thinking when he first saw the other person without shoes?
- How did picking up the different shoes change the person’s thinking?
- What do you think the experience would have been for someone with the yellow cleats?
- What caused the person with the headphones to give the other person his shoes?
- What does the expression “put yourself in someone else’s shoes” mean?

Step 3: Share Out

Project or write the following definition on the board:
Empathy: The ability to understand and share the feelings of another.

Next, invite student ideas (popcorn style). Select prompts from the following guiding questions to spark critical thinking and help students access their previous knowledge about the concepts.

- What do you already know about empathy?
- Where have you heard these terms? (Note that it is ok if students are not sure or unfamiliar with the terms.)
- How does the definition of empathy relate to your reactions to the video?
- What does empathy look like in your life?
- How might empathy help in your friendships?
- How does empathy impact our community?

Lastly, unpack the definitions a little more to ensure comprehension. Empathy helps us form healthy relationships and communities.

Is there anything I missed?

What questions do you have?

Part 3: Application—Empathy Scenarios

(20–30 minutes)

Objective: Students will practise perspective-taking and empathy via scenarios.

Step 1: Identifying Emotions

Read the following statements and ask the students what the person might be feeling.

1. Your friend failed her math test.
2. Your friend didn't get a part in the school play.
3. Your friend's cat passed away.
4. Your classmate got in an argument with his friends, and they don't want him to sit with them at lunch anymore.
5. Your friend just found out his parents are getting a divorce.

Now ask the students how they would respond/ what would they say in each situation.

Step 2: Empathy Scenarios

Tell students:

We are going to briefly discuss perspective taking and empathy to better understand how we can interact with others and show them we care. Let's start with a social scenario to demonstrate how our ability to understand the perspectives of others can help us interact with our peers.

Have two students come up and read the parts on the Empathy Scenario 1 sheet on p. 12

Then ask: *What do you notice about this scenario? What does it make you think of?*

Now pick 2 different students to come up and read Empathy Scenario 2 on p.12

Then ask:

What changed in this new scenario? What did you notice?

Step 3: Reflection

Explain to students that empathy is sharing feelings with someone. Anyone can feel sorry for someone else, but it can be harder still to understand another person's perspective so well that you can feel with them.

Ask:

- *Would anyone feel comfortable sharing a time when someone truly understood how they were feeling and made them feel less alone?*
- *When we seek to understand someone else better, we open ourselves up to a world of possibilities.*
- *What is it like to be someone else?*
- *How can our curiosity make us a better friend or sibling?*
- *How does empathy help our relationships with others?*

Give students the key message: Empathy is important for our well-being. Empathy is central to having positive relationships with others!



Empathy Book and Video List

We're All Wonders,

R.J. Palacio (supports empathy for ages 4-8)

[Access read aloud video](#)

Listening to My Heart,

Gabi Garcia (supports empathy and self-compassion for ages 6-10)

[Access read aloud video](#)

Wonder,

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

[Access read aloud video](#)

Charlotte's Web,

E.B. White (also supports resilience and empathy for ages 8-12)

[Access read aloud video](#)

The One and Only Ivan,

Katherine Applegate
(also supports empathy and animal rights for ages 8-12)

[Access read aloud video](#)

Moo,

Sharon Creech (also supports empathy, volunteering and friendship for ages 8-12)

Loser,

Jerry Spinelli (also supports empathy, self-acceptance and kindness for ages 8-12)

[Access read aloud video](#)

Front Desk,

Kelly Yang (also supports empathy, resilience and self-confidence for ages 8-12)

[Access read aloud video](#)

Because of Mr. Terrupt,

Rob Buyea (also supports empathy and taking personal responsibility for ages 8-12)

[Access read aloud video](#)

Crenshaw,

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

[Access read aloud video](#)

Blubber,

Judy Blume (also supports empathy and compassion for ages 8-12)

[Access read aloud video](#)

I Am Malala (Young Reader's Edition),

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

[Access read aloud video](#)

Number the Stars,

Lois Lowry (also supports empathy and compassion for ages 10-12)

[Access read aloud video](#)

Lost in the Sun,

Lisa Graff (also supports empathy, resiliency, and self-compassion for ages 10-13)

[Access read aloud video](#)

Speaking Our Truth,

Monique Gray Smith
(also supports resiliency and empathy for ages 9-11)

Rain Reign,

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

[Access read aloud video](#)

Same Sun Here,

Silas House and Neela Vaswani
(also supports empathy, friendship and compassion for ages 9-12)

Fatty Legs,

Christy Jordon-Fenton (also supports resiliency for ages 9-12)

[Access read aloud video](#)

Empathy Scenario 1

Marc: [runs, but looks out of breath] Man, I feel like our warm-ups are next level today. Those sprints were so hard!

Kendall: [runs comfortably] Oh really?

Marc: [looks over] Yeah, don't you feel like sprints without a water break should be a crime?

Kendall: [looks self-assured]: Honestly, I think the sprints are super easy. But then all these warm-ups are easy for me- I'm the fastest one on the team!

Marc: [looks puzzled] I know that Kendall, you don't have to brag.

Kendall: [runs]: What do you mean, brag? I'm just stating a fact. I am the only one on the team who made it to regionals. Maybe if you spent less time complaining and more time running, you could make the team too.

Marc: [runs faster] Yeah, whatever.

Marc: [thinks to himself] What Kendall doesn't know is that I've been working really hard to improve my form. I was just making a comment about the sprints- which a lot of other people had a hard time with too. I thought he would understand but then it felt like he was criticizing me for not being as naturally talented at running as he is. Ugh.

Empathy Scenario 2

Shawn: [running at soccer practise, sounding out of breath] Man, I feel like our warm-ups are harder today than usual!

Beck: [running at a comfortable pace] Oh really?

Shawn: [put a hand to their side, as if they are out of breath]: Yes. [sighs] Is it just me or does this field seem way longer today!

Beck: [laughs] I'm sorry that you are having a harder time today. Is there anything I can do to help?

Shawn: [stops running, runs his hands through his hair while thinking]: No, but thanks for listening.

Beck: [stops and stretches]: What are teammates for? [smiles and begins to run slowly]

Shawn: [begins to run slowly, smiles]

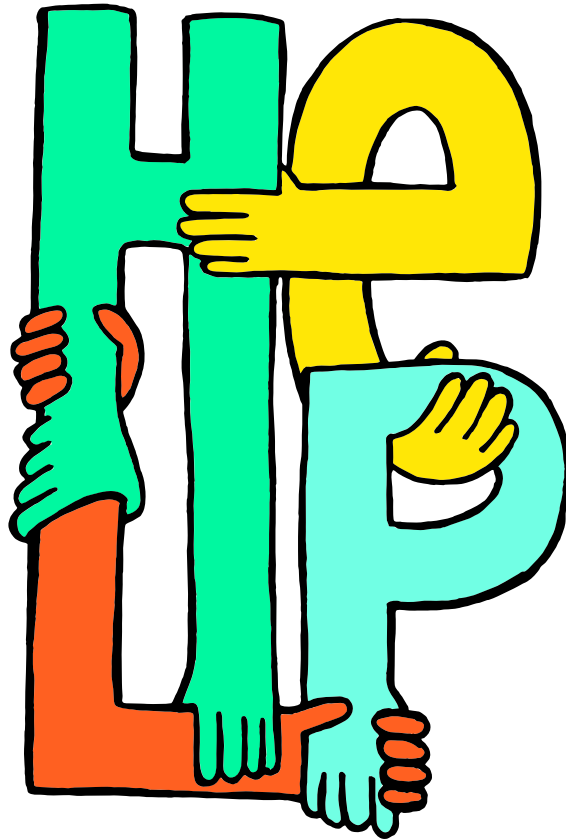
Beck: Let's take this last lap at your pace. [slows his pace slightly]

Shawn: Thanks, Beck!

Shawn: [thinks to himself] I'm really glad I have a friend like Beck on the team. It makes me feel less alone. Even though he's faster than me, he never makes me feel badly about it. I want to help some of the other kids on the team like he has helped me.

Created by Eleanor Porter

The Road to Compassion



LESSON 9

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



Purpose

The purpose of this lesson is to introduce the positive human quality, compassion. Via reflective and critical thinking, and experiential learning, students will learn about the role of compassion in their lives and in their larger community. These concepts will help support students in an upcoming lesson on altruism.

Objectives:

- Students consider a quote that serves as a catalyst for conversations about compassion.
- Students investigate and learn about compassion.
- Students apply their knowledge in a series of scenarios (and/or skits) designed to help them understand how empathy moves into action with compassion

Materials:

Students' journals; projector and screen or monitor; copies of compassion scenarios found at end of lesson; chart paper, markers, whiteboard/chalkboard or SMARTboard

Note: Scripted directions to students are italicized.

Skills Learned:



CRITICAL
THINKING



COMMUNICATION
SKILLS



REFLECTION
SKILLS



SKILLS
SELF-AWARENESS



SELF-CARE
SKILLS



SELF
MANAGEMENT
SKILLS



SOCIAL
AWARENESS
SKILLS

Estimated Time:

70 minutes



Deeper Dive

For a deeper dive, use the Compassion activities on the Traits and Positive Well-being cards found on the Well-being Canada website.

Review (optional)

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

- What is empathy?
- Why does empathy help our relationships?

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

Empathy is the ability to understand and share the feelings of one another. It helps us form healthy relationships and communities because it's central to having positive relationships with others. Empathy is important for us and also our communities' well-being.

Part 1: Reflect and Connect (15 minutes)

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.

In your mind, pretend you have just found a big bubble blower. It looks like any bubble blower but this is huge!

Now, in your other hand, imagine you have a big bottle of bubble soap. Dip the blower into the thick bubble liquid. Make sure to get it nice and soapy.

Now you can start to blow through the bubble blower to make your gigantic bubble. As you do this, place any worry or fear you have about anything... into that bubble. Just put it all in there.

Then continue blowing the bubble until you think it's big enough. Make sure you keep breathing as you fill this bubble in your mind... you don't need to hold your breath. Nod your head when you have everything in it. (Wait for nod)

As you finish, watch how a very strong friendly wind comes along and carries your worry bubble far, far away.... it carries it so far away that you will never have to worry about that again. It's leaving now. Watch as it goes. You can blow up as many bubbles as you need to with your bubble blower. Put anything in there that is bothering you and watch as the wind carries the bubbles far, far away. They just float out into nothingness. You can use this bubble blower whenever you need to... just by imagining it in your mind. You can rest peacefully knowing that those worries are gone, and you don't have to think of them again. When you are ready, open your eyes.

Before we start our lesson today, reflect in your journal 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 have gratitude or show empathy to others. Choose an intention that best speaks to the attitude you'd like to have today.

Part 2: Investigate and Learn (20 minutes)

Step 1: Set the Stage

Overview: The intention of this activity is to provide students with a touchpoint for a conversation about compassion.

Read aloud and display the following quote:
"No matter who we are, no matter how successful, no matter what our situation, compassion is something we all need to receive and give."
- Catherine Pulsifer

Directions to students:

When you hear/read this quote, what does it mean to you? What do you think it is about?

Think-Pair-Share

Ask students, on their own, to write down or draw about their reaction to the quote, and then invite them to share their thoughts with a partner.

Step 2: Learn

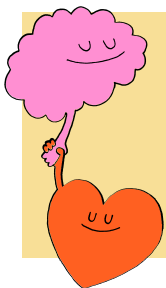
Project or write the following definition on the board:
Compassion is concern for the well-being of someone in distress and includes a need or desire to alleviate that person's suffering.

Next, invite student ideas (popcorn style). Select prompts from the following guiding questions to spark critical thinking and help students access their prior knowledge about the concepts.

- What do you already know about compassion?
- Where have you heard this term? (Note that it is ok if students are not sure or unfamiliar with the terms.)
- How does this definition relate to your thoughts about the quote?
- What does compassion look like in your life?
- How might compassion help in your friendships?
- How does compassion impact our community?

Lastly, ask students to think critically about the connection between empathy and compassion.

- How is compassion the same or different from empathy?
- Definition reminder: Empathy is the ability to understand and share the feelings of another.
- How might these two positive human qualities work together?



For a deeper dive, use the Home Connection Activity Card Self-Care 101 found on the Well-being Canada website.

Part 3: Application—From Empathy to Compassion (30 minutes)

Purpose:

To help students apply their ideas about how empathy moves to compassion, students will be given scenarios and imagine what might be helpful if they were in their character's situation. Then, students will consider actions they could take in that situation to help their character.

Overview:

In pairs, students will each be given scenarios. In their pair, students will describe how their character might feel. Then, they will come up with ideas for ways to express compassion to their character.

Step 1: Scenarios

Provide each pair a copy of the Empathy and Compassion Scenarios worksheet found on p. 18 and 19 at the end of this lesson.

Instructions to students: Read each scenario and think about these four questions:

1. What might the person be thinking and feeling?
2. Have you ever felt that way?
3. How would help you if you were in a similar situation as the person?
4. What actions could you take to show empathy and compassion to your character?

Optional

Extend this activity by inviting students to put on a short skit of a scenario that they come up with. This helps to ensure examples are meaningful and relevant to your students' experience. Students can be put into groups of three to four.

Suggestions for scenarios to be used as skits:

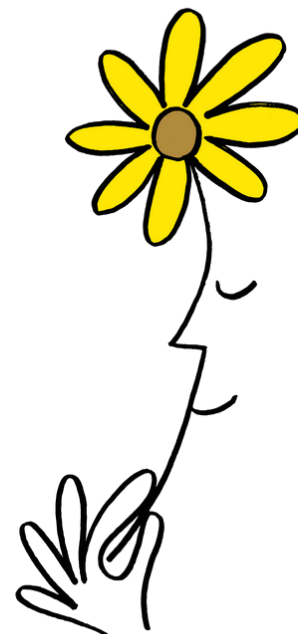
- There is a new student joining the class
- A student is being teased (what would the bystanders do?)
- A student is left out of a game

Reflection:

Invite pairs (or groups) to share out their ideas for showing empathy and compassion in each example. Following the compassion scenarios, debrief with your students.

- How do empathy and compassion help our relationships with others?

Give students the key message: Empathy and compassion are important for our well-being. Empathy and compassion are central to having positive relationships with others!



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 empathy and compassion lessons, 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, studies have shown that compassionate empathy helps us to connect and better understand one another, which can improve our relationships and overall well-being. Empathy and compassion are like two peas in a pod.

Tell students:

The next time you have a sense of someone else's feelings, notice if it makes you feel like taking action and doing something to help/support them.

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 empathy and compassion 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 or poem) of their experience.

Self: "Be kind whenever possible. It is always possible." -Dalai Lama

Taking care of the world includes being kind to yourself. What is one nice thing you can do for yourself this week? For example, going for a walk in nature, spending time with friends or cheering for your favourite sports team.

Classroom/School: Discover a new perspective

The next time you see someone in your classroom/ school faced with a challenge, try to imagine what they might be going through. Remember to ask yourself this question: How would I feel if...?

Community: Compassion for the planet

What is an act of kindness you can do to help the planet? For example, water a plant, compost, turn off the lights or plant a seed/tree. Write it down, including what day you will try it this week.

Home: Pick a family member

What is one small thing you can do this week to brighten a family member's day?

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

Compassion Scenarios

You have a friend who enjoys listening to a band that you don't know as well. Your friend asks if they can tell you more about this band (to share their interest with you). How could you respond to your friend?

<p>1. What might the person be thinking and feeling?</p>	<p>2. Have you ever felt that?</p>
<p>3. How would you help if you were in a similar situation as the person?</p>	<p>4. What actions could you take to show empathy and compassion to the person?</p>

You are nervous about your upcoming history test. Your teacher tells you that you'll have part of the class to ask him questions before the test is handed out. Your classmate says they (personally) are going to ace the test and that no one needs to ask questions. How does this make you feel?

<p>1. What might the person be thinking and feeling?</p>	<p>2. Have you ever felt that?</p>
<p>3. How would you help if you were in a similar situation as the person?</p>	<p>4. What actions could you take to show empathy and compassion to the person?</p>

Compassion Scenarios (con't)

Your friend is going to camp for part of the summer. They are so excited about camp, but you are really bummed because you are going to miss them a lot. What could you say to them?

<p>1. What might the person be thinking and feeling?</p>	<p>2. Have you ever felt that?</p>
<p>3. How would you help if you were in a similar situation as the person?</p>	<p>4. What actions could you take to show empathy and compassion to the person?</p>

One of your friends wears clothes that are too small and have holes in them. Someone in the class teases them about their clothes, but your friend told you that their parents couldn't afford to buy new clothes for them and their siblings this year.

<p>1. What might the person be thinking and feeling?</p>	<p>2. Have you ever felt that?</p>
<p>3. How would you help if you were in a similar situation as the person?</p>	<p>4. What actions could you take to show empathy and compassion to the person?</p>

Videos to Support Learning

A Lesson in Compassion

(In this video we see a group of students journey with altruism and compassion for an elderly woman – grades 2 and up)

Compassion in Action

(In this video we see a person's random acts of altruism and compassion for the people in his community – grades 2 and up)

Canine Compassion

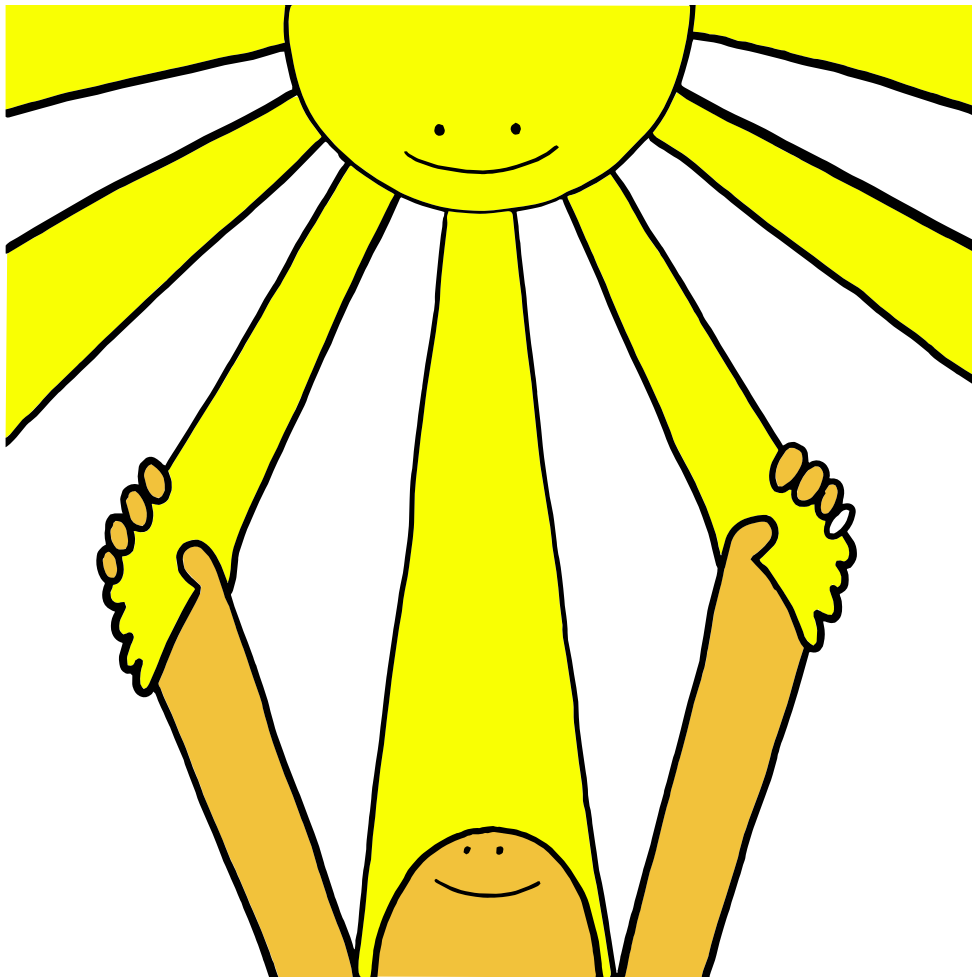
(In this video, we see how an organization and prison inmates work together to save abused dogs and in return receive unconditional love – grades 3 and up)

Website with Guided Meditation:

[Green Child Magazine](#)

[Well-being Canada website:](#)

- Activity cards
- Family and Caregiver Resources



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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