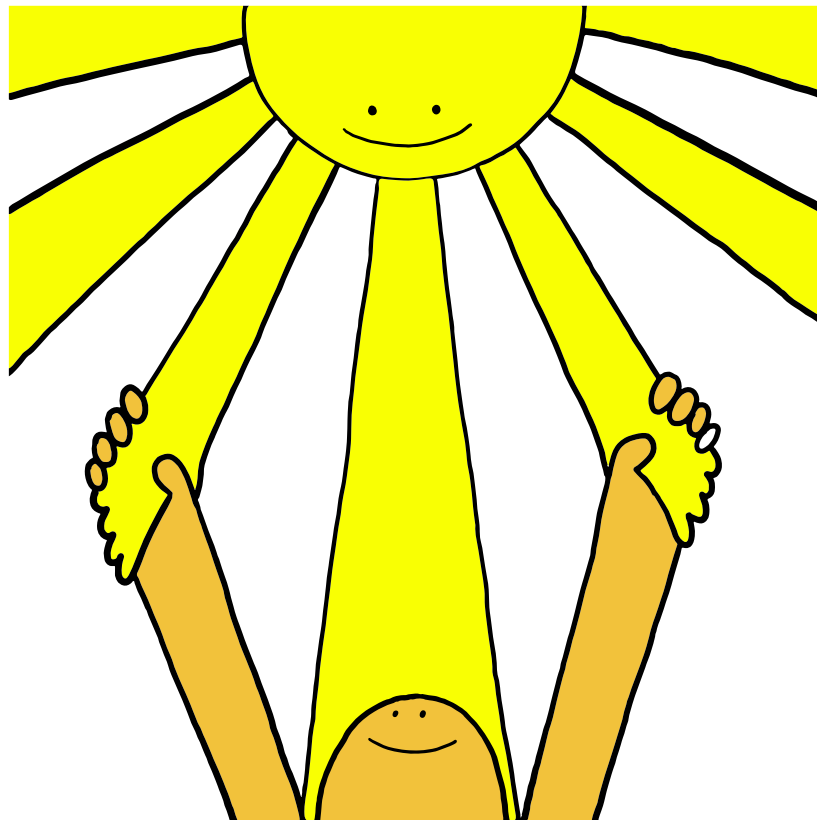


# **Your Roadmap to Well-being USA**



## **EDUCATOR RESOURCE**

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### **Program Guide**

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

# **WELL~ BEING USA**



**Well-being USA 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.**



# Welcome to Well-being USA!

By taking part in the Well-being USA program, you are showing the world that building caring and supportive learning environments enables students of all ages to create positive change and promote well-being. Research has shown that when students feel they belong at school and in their community, they are better engaged, are better able to achieve their learning goals and can nurture their well-being.

The core of Well-being USA is built on social-emotional learning. Social-emotional learning is a way of learning through which individuals gain the skills and knowledge to identify and manage their emotions, understand different perspectives, show empathy for others, set and achieve positive goals, develop and sustain positive relationships, and make responsible decisions.

To address the changing needs of students today and tomorrow, social-emotional learning is becoming increasingly important since it supports academic learning and promotes well-being. Social-emotional skills include relationship building, self awareness, self-recognition, self-management, social awareness and decision making.

Feeling good about yourself and your life is a journey that requires many steps. Most adults are still learning! Well-being USA is a jumpstart to understanding with concrete resources on how to take the steps toward better well-being. The program teaches self compassion, empathy, mindfulness, mental health literacy, dealing with trauma and so much more. As we face uncertain times, these resources are more important than ever in supporting our students and creating the most successful learning environment.

Let's dive into what the program has for you!

# Introduction

## Program Goals

The goal of Well-being USA is to:

- Help teachers cultivate an inclusive and supportive environment
- Foster caring classrooms
- Support their own well-being through supportive modules
- Provide resources that create the space and opportunity to explore issues, develop plans and address those issues
- Use research and evidence-based tools, lessons and activities to inspire change and learning
- Communication with parents and guardians

## Skills Learned

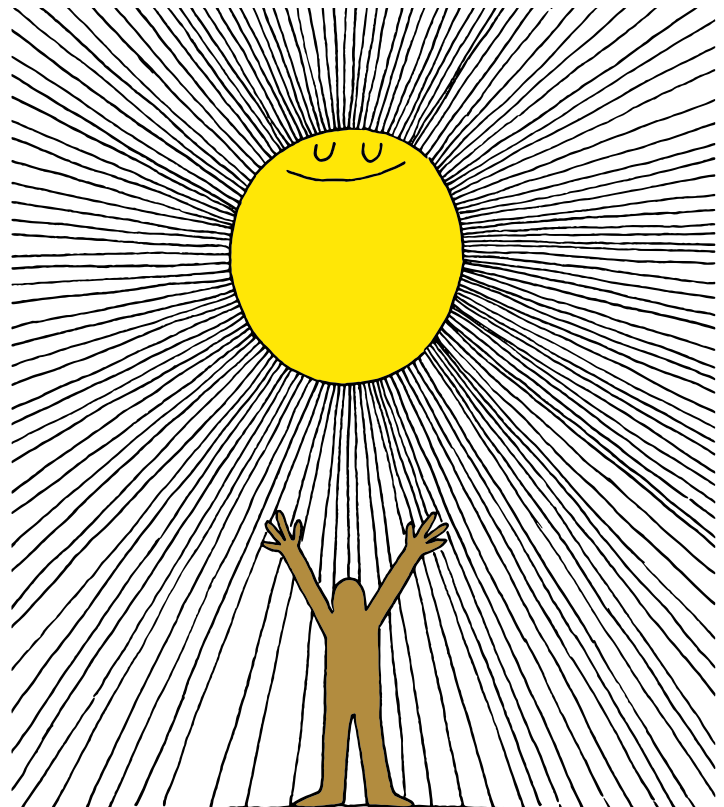
By participating in Well-being USA, students will learn about:

- Coping mechanisms
- Self awareness
- Empathy and compassion
- Resilience
- Maintaining healthy relationships
- Staying safe online
- Optimal mental health
- Understanding stress responses
- Diversity and inclusion

## Teacher Resources

Well-being USA includes resources to support teachers with:

- Creating trauma-informed classrooms
- Reflection activities
- Motivating positive human qualities
- Inspiring compassion
- Setting intentions
- Tools to help students discover their inner well-being
- Activities to encourage action
- Bridge well-being skills from classroom to home
- Teacher self-assessments and student assessments
- Pacing Guides
- [Training videos](#)



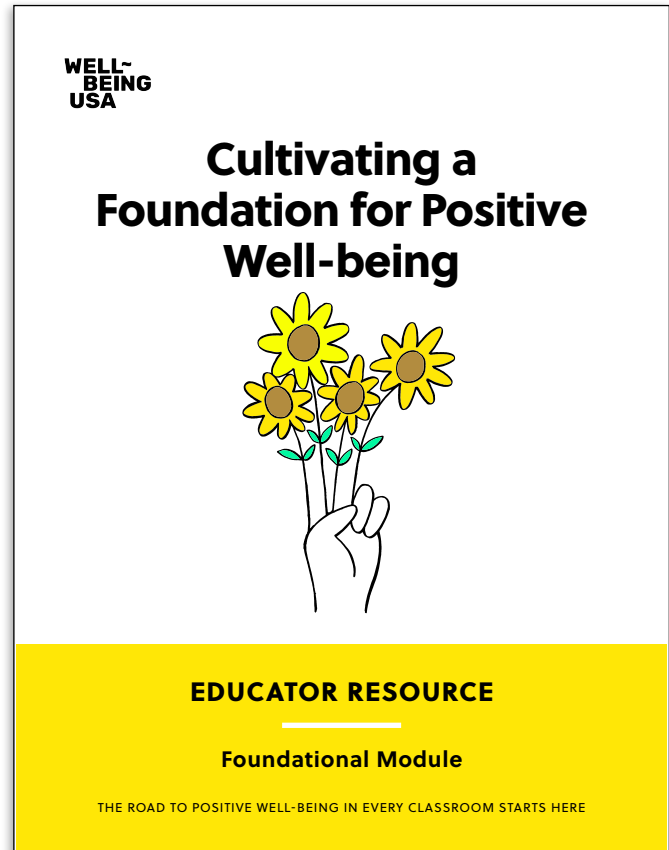
# Getting Started with Well-being USA

## Foundational Module

The purpose of the Well-being USA Foundational Module is to provide educators with a sequenced approach to develop supportive instructional practices, build positive relationships and create safe and caring environments that foster student engagement and learning.

The five foundational lessons use a student-directed approach and follows a four-step experiential learning framework: Investigate and Learn, Action Plan, Take Action, and Reflect and Celebrate. The Foundational Module serves as a catalyst for your students' development and growth.

The foundational module is built on social-emotional learning and experiential learning, providing students with the skills to become caring, respectful and responsible citizens and the opportunities to apply those skills and values. When students have the foundation and support they need to become active agents of change, anything is possible for them.



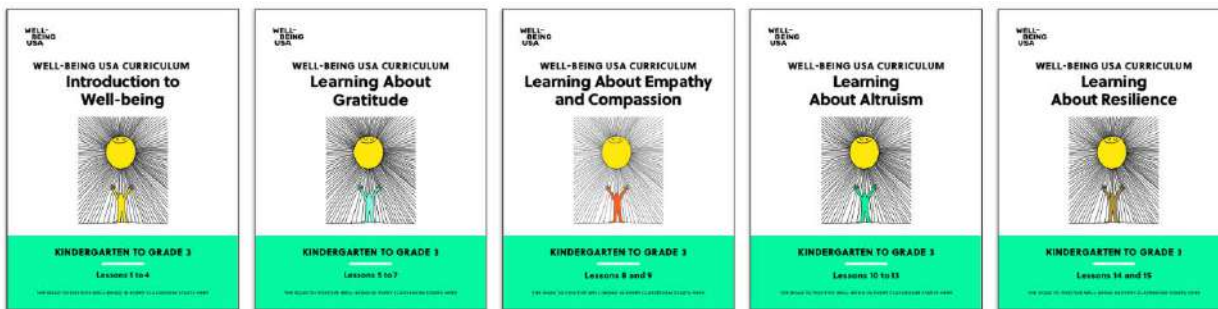
# Getting Started with Well-being USA

## Well-being USA Curriculum

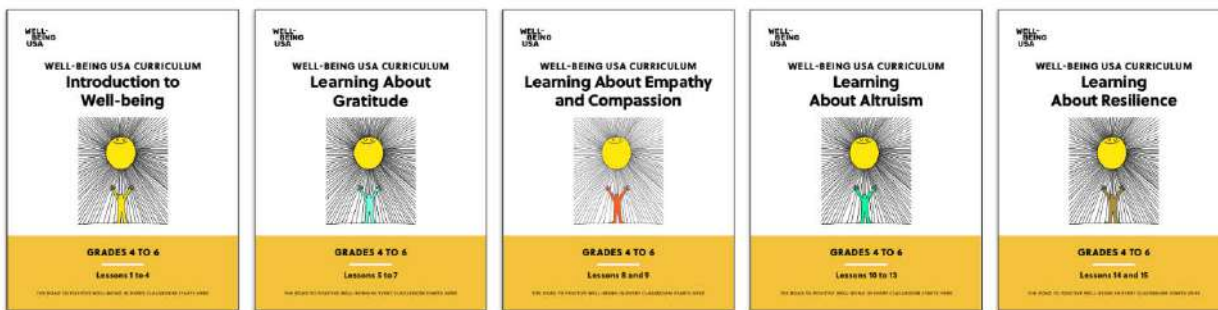
Next use the individual Well-being USA lessons to ignite your classroom! This series of resources is focused on building the foundation of social-emotional learning and supporting educators in the integration of well-being into your classrooms through exploring

positive human qualities, deeper dives into brain development and mindful communication. While our lessons are created in grade bands, you will find suggestions for differentiation for each grade level on the overview page before each lesson in the lesson packages.

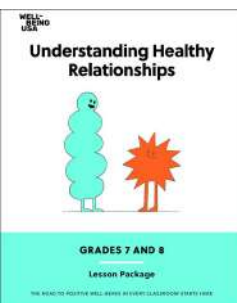
### Kindergarten to Grade 3



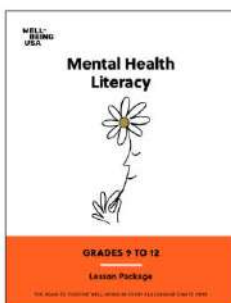
### Grades 4 to 6



### Grades 7 to 8

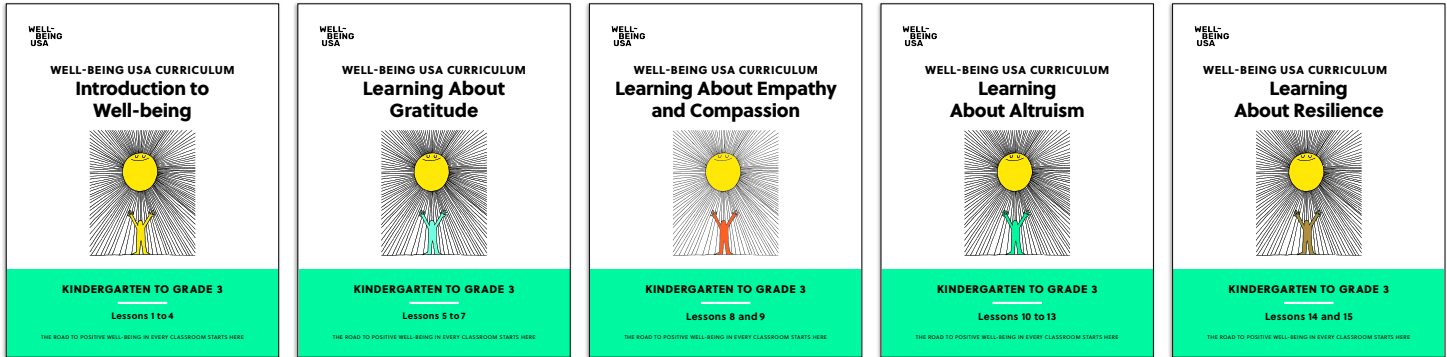


### Grades 9 to 12





# Well-being USA Curriculum



## Kindergarten to Grade 3 Lessons

### Lesson 1: Let's Get Started

The purpose of this lesson is to introduce students to the Well-being USA program. During this introduction, students are engaged in an active discussion about the meaning and importance of well-being.

### Lesson 2: The Road to Mindfulness

The purpose of this lesson is to introduce students to the practice of mindfulness, a tool to promote well-being. Understanding and practising mindfulness will help support students with understanding and managing their emotions and with participation in experiential learning in the forthcoming lessons.

### Lesson 3: Understanding Our Feelings

Students are introduced to the concept of emotional response and are invited to think critically about how certain experiences result in different body sensations and emotional responses.

### Lesson 4: Managing Our Emotions

Students continue to explore the concept of emotional response. Students develop an understanding of how to manage emotional response to promote their well-being.

### Lesson 5: The Road to Gratitude

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

### Lesson 6: Expressing Gratitude

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

### Lesson 7: Reflecting On and Celebrating Gratitude

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

### Lesson 8: The Road to Empathy

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.

### Lesson 9: The Road to Compassion

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.

## Lesson 10: The Road to Altruism

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

## Lesson 11: Acting With Altruism

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

## Lesson 12: Altruism in Action

The purpose of this lesson is to engage students in a student-directed action of altruism within their school or greater community.

## Lesson 13: Reflecting On and Celebrating Altruism

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

## Lesson 14: The Road to Resilience

The purpose of this lesson is for students to investigate and learn about resilience.

## Lesson 15: Reflecting On and Celebrating Well-being

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 well-being and the well-being of others moving forward.

## Grades K-3 Student Assessment

Here you will find student assessments to implement at the end of each well-being unit. These assessments are to help you check for understanding of each unit and to identify any students that may need further support with well-being topics.

**Understanding Our Feelings and Emotions**

Everyone feels different emotions or feelings every day! We feel them because of what we see, hear, remember and do. All feelings are okay, and it's good to share our emotions with people we trust! How am I feeling today?

**Discussion Questions**

- Using the Emotion Wheel example on the next page, tell 3 different ways to describe each emotion—e.g., happy, joyful, glad.
- How, if ever, has someone from your life, how do you know when you are being like me? What happens in your body? How do you act?
- What helps you feel more comfortable when you are feeling sad or angry?
- Who is someone you feel like you talk to about your emotions?

**Understanding Healthy Communication**

"Treat people the way you want to be treated. Talk to people the way you want to be talked to. Respect is earned, not given."  
-Hussein Nidiah

**Discussion Questions**

- How do we show people that we are listening to them?
- How does it feel when we are not being listened to or understood? What feelings do you notice in your body?
- Who is it important and healthy to talk with people in a respectful way? Can you think of an example of a respectful way to communicate with someone?

**Understanding Consent and Permission**

Consent means to give permission to allow someone to do something. We might give permission and allow someone to do something like play with our toy, take our photo or give us a hug. Consent can be changed and it's good for us to understand healthy ways to ask and healthy ways to tell someone no.

**Discussion Questions**

- When are some times that we might need to ask for consent or permission? How do we ask for consent, when it's okay to ask?
- Who is asking for consent or permission important?
- Who might somebody say "no" and why do we need to respect people when they tell us "no"?
- Consent does not mean that you've given permission forever. It's okay to change our minds, and it's good to check with our friends to make sure they are still okay with the activity after we agreed to.
  - What happens when someone has given consent or permission and then changes their mind?
  - What happens when someone has given consent or permission and it changes their mind after a few minutes or during an activity?
  - What happens when someone gives consent or permission to do something? Do we need to ask for permission again?

## Kindergarten to Grade 3 Activity Sheets

### Understanding Our Feelings and Emotions

These activities show students that all emotions or feelings are okay, and that it's good to share them with people we trust.

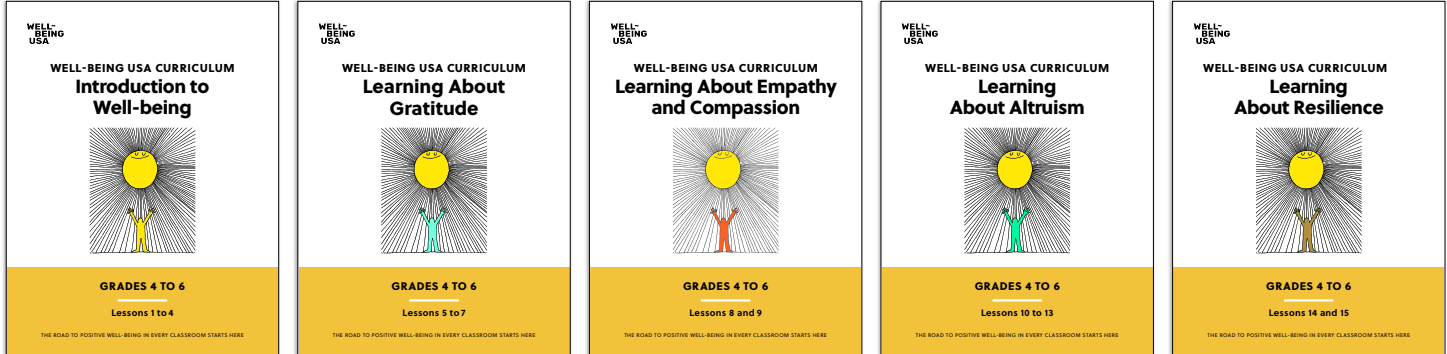
### Understanding Healthy Communication

These activities explore how being respectful to others and being a good listener leads to healthy communication.

### Understanding Consent and Permission

These activities demonstrate the importance of consent, and understanding healthy ways to ask for permission and say no.





## Grades 4 to 6 Lessons

### Lesson 1: Let's Get Started

The purpose of this lesson is to introduce students to the Well-being USA program. During this introduction, students are engaged in an active discussion about the meaning and importance of well-being.

### Lesson 2: The Road to Mindfulness

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

### Lesson 3: The Road to Setting Intentions

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

### Lesson 4: Acting With Intention

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

### Lesson 5: The Road to Gratitude

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

### Lesson 6: Expressing Gratitude

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

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## Grades 4-6 Student Assessments


Here you will find student assessments to implement at the end of each well-being unit. These assessments are to help you check for understanding of each unit and to identify any students that may need further support with well-being topics.

WELL-BEING USA GRADES 4 TO 6 THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE

### Well-being and Your Brain


#### Neuroplasticity

Pathways in the brain are always changing in response to experience. This is called neuroplasticity and it gives us the power to influence the wiring and circuits in the brain. By taking time to turn events into positive memories and experiences, you can teach your brain to look for the good in the world! It's as simple as pausing, paying attention to how that experience felt in your mind and body, and allowing the moment to sink in.



#### Discussion Questions

1. What's one positive thing that's happened today? It can be small, like someone holding a door for you, or big, like receiving good news!
2. Whenever we learn something new, we have to practice to get better at it. How do you think practicing "looking for the good" can help develop new neural connections?




WELL-BEING USA GRADES 4 TO 6 THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE

### Traits and Positive Well-being


#### Gratitude

Noticing and appreciating the positive things in one's life.



#### Discussion Questions

1. What does it mean to be grateful?
2. How do you show gratitude to yourself and others?
3. Why is it important to show gratitude?




WELL-BEING USA GRADES 4 TO 6 THE ROAD TO POSITIVE WELL-BEING IN EVERY CLASSROOM STARTS HERE

### Tips for Optimal Well-being

#### Sleep

Sleep affects our emotions, immune system and our appetite. It improves learning, mood and energy levels and helps prevent disease.



#### Discussion Questions

1. How do you know when you're starting to feel tired?
2. What conditions do you need to get a good night's sleep?
3. How do you know when you're feeling well rested?



## Grades 4 to 6 Activity Sheets

### Well-being and Your Brain

These activities show students that all emotions or feelings are okay, and that it's good to share them with people we trust.

### Traits and Positive Well-being

These activities explore how certain human traits—gratitude, empathy, compassion, altruism and resilience—can positively influence well-being.

### Tips for Optimal Well-being

These activities show students how sleep, nutrition and movement can affect their well-being.

### Home Connection Cards

These cards are designed to bridge the well-being topics you are learning in class into your students' home lives. Each card will have information about a well-being topic, discussion questions, and actions households can take together to increase their well-being.

# Thank you!

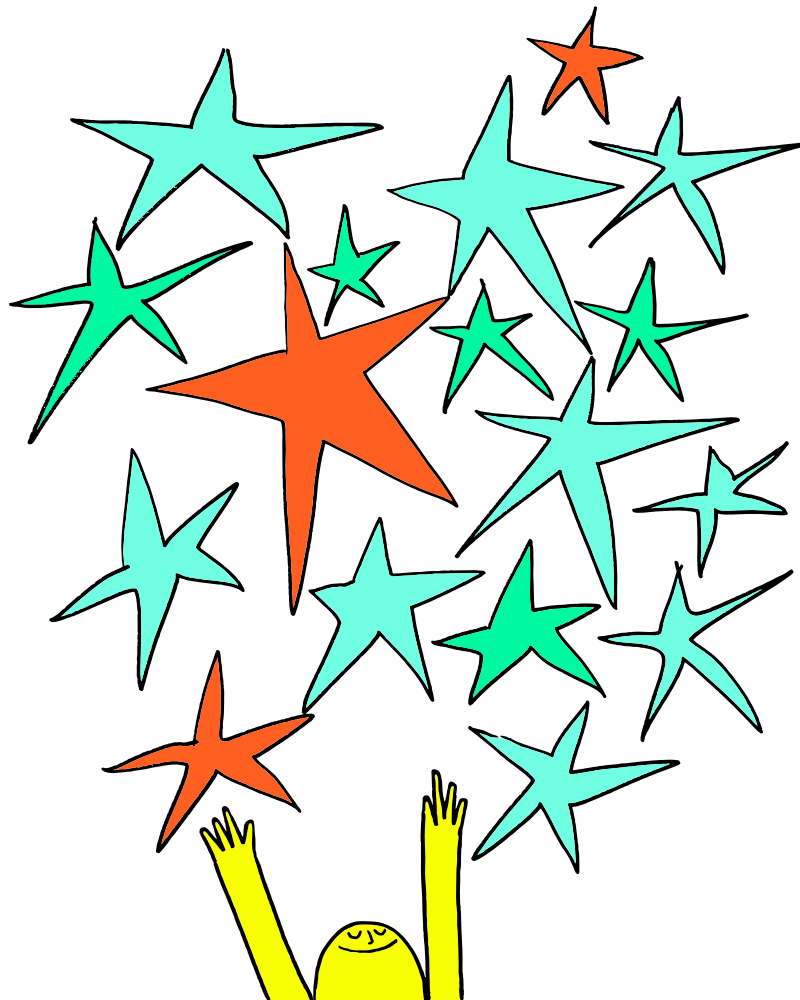
Thank you for participating in the Well-being USA program. It's because of educators like you that we are able to empower young people with resources that create change and promote positive well-being.

## **Additional Well-being USA resources are being developed:**

- Trauma Informed Practice: Indigenous Module
- Creating Equitable Environments and Safe Spaces
- Social-Emotional Learning Module
- and more!

We are also creating professional development videos and supplementary tools that will support teachers in using the Well-being USA curriculum and boost student engagement.

Well-being USA is committed to providing ongoing support, tools and resources for teachers to use in the classroom.



**WELL~  
BEING  
USA**