



## **WE Well-being Grades K-3**

A program grounded in service-learning combined with social and emotional learning through exploring positive human qualities with deeper dive lessons on brain development, mindful communication and digital literacy.



### *Lesson 1: Welcome to WE Well-being*

AN INITIATIVE OF



---

A program offered by WE Schools

## Purpose:

The purpose of this lesson is to introduce students to the WE Well-being program. During this introduction, students are engaged in an active discussion about the meaning and importance of well-being. The concepts brought forth will help develop students' interest and engagement with WE Well-being.

## Objective:

- Students investigate and learn about well-being.
- Students consider a definition of well-being that is personally meaningful.
- Students apply their new learning about well-being to their actions and experiences in daily life.

## Estimated Time:

40 to 45 minutes

## Materials:

Dictionaries or computers (optional); chart paper, markers, whiteboard/chalkboard or SMARTboard; WE Well-being Journals [You may wish to give students a WE Well-being Journal (folder or duotang) to keep their reflections and related work on well-being.]

## Skills Learned:



CRITICAL THINKING



COMMUNICATION SKILLS



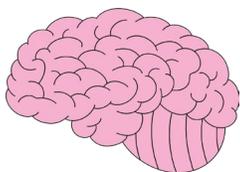
REFLECTION SKILLS



SELF-CARE SKILLS



SELF-AWARENESS SKILLS



## 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 for students to understand the importance of the brain and how it impacts our well-being.

## Part 1: Investigate and Learn (20 minutes)

### Step 1: Introduce the Topic— What Is Well-being?

*Overview:* Using the following guiding questions, lead the class in a discussion about the concept of well-being. Invite student ideas and write them on the board.

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

- Welcome to WE Well-being! Today, we're going to begin by talking about well-being. Think about any questions you might have.
- Use the following guiding questions to engage students' curiosity about well-being:
  - Have you heard the term "well-being" before?
  - What do you think it is?
  - Where have you heard about it?
- If students struggle with the term "well-being", you might start by asking them what "healthy" means and transition to discussing the elements of a healthy body and a healthy mind.
- Prompt students to consider feelings, mood, how we learn, how we treat others, how we know when we need food, water, bathroom breaks or rest, how we feel when/after we play, etc.
- As a group, invite students to share their thoughts about well-being.
- Write their ideas and questions on the board. For students who are developing readers, you may opt to use symbols to indicate different factors of well-being (for example, a happy face, apple, ZZZs, a heart, etc.).

### Step 2: Learn

Now, provide the following definition:

- The Oxford Dictionary describes well-being as: "[The state of] being comfortable, healthy or happy." Write the definition on the board or display it digitally. Next, create a chart and invite students to share their ideas about what well-being looks, sounds and feels like (you may use symbols on the chart [eye, ear and heart] to help students to identify each category):
  - What does well-being look like? Direct students to the following ideas: people smiling, people looking happy together, playing and learning well together, people doing the things they like to do, etc.
  - What does well-being sound like? Direct students to the following ideas: people saying nice things about each other and about themselves, laughter, working together, expressing their feelings, calm, etc.
  - What does well-being feel like? Direct students to the following ideas: calm, happy, warm, safe to be yourself, comfortable expressing your feelings, knowing someone will help you if you feel sad, well-rested, etc.
- Lastly, unpack the definition a little more to ensure comprehension.
  - Having mental well-being means that you are able to manage stress (rephrase to: difficult emotions/feelings for students unfamiliar with "stress") and disappointments, you are able to do your best and help others.
  - What does that look like for you?
  - Why is it important?

- Next, have students think about how their actions impact their well-being.
  - Do you think there are ways to increase well-being?
- Invite student ideas. Select from the following list to offer some concrete examples:
  - Getting enough sleep so that you are rested and energized each day.
  - Eating healthy food so that your body feels good, grows and has energy.
  - Friendships that help you feel happy and cared for, and being a good friend to others to help them feel cared for!
  - Knowing who you can go to when you have a big problem to solve; important adults in your life who you know will help you when you need it.
  - Being active! Exercising helps make your body stronger and your brain feel calmer and happier.



## Part 2: Application (20–25 minutes)

### Step 1: Our Understanding of Well-being

Overview: Invite students to think together to create a shared definition of well-being that you can all refer to as a class.

For example, “Well-being is feeling calm, being a good friend and taking care of yourself.”

### Step 2: Make Connections

Invite students to express themselves artistically with the following prompt. They may choose to write, draw, sculpt with playdough or use whichever materials are available to them:

- What does well-being look like for me?

### Step 3: Summary

- Invite students to share their ideas from the artistic prompt, either as a whole class or in small groups or pairs.
- Ask students if there is any information about well-being that you missed and if they have any questions.

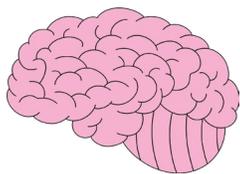
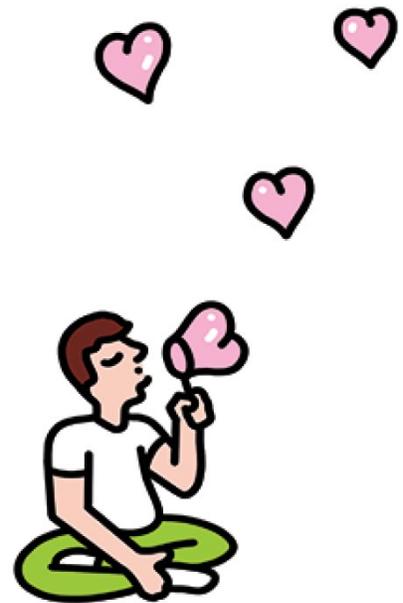
Optional: Create a gallery walk so that students can view one another’s interpretations of well-being.

### Optional Deeper Dive:

For a deeper dive, you may provide each student with a copy of the Well-being and ME worksheet (found on pages 8–9) and invite them to complete it.

Students may write or draw about what well-being means for them, based on the following prompts. For you, what does well-being:

- Look like?
- Sound like?
- Feel like?



### Brain Bites

Rest refuels your brain and its ability to focus. It also boosts your ability to get up and go! Research shows that rest makes us more productive and creative and gives us more energy. Did you know that your brain is active, even when you are resting?

## 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 two lessons, in order to give students more of a chance to process and absorb each abstract concept.
- Provide additional concrete examples of well-being. Sometimes providing examples of the opposite of each concept helps to give more context.
- Select one of the picture books found in the book list to initiate a discussion about well-being.

### Challengers

- When introducing well-being, ask students to look up a definition online or in the dictionary.
- Ask students to consider their work from the WE Schools Foundational Module about how building a caring class community connects with well-being.
- Include a Think-Pair-Share activity where students discuss what well-being looks/sounds/feels like with a partner or small group.
- Create a shared class Word Web about well-being.
- Journal Exercise
  - Write about a time you thought you were experiencing well-being. What were you doing?
  - What emotions were you experiencing? What was impacting how you were feeling?

## Well-being Book List

### Picture Books

*Zen Shorts*, Jon J. Muth\*

(this book also supports mindfulness)

*A Pebble for Your Pocket: Mindful Stories for Children and Grown-ups*, Thich Nhat Hanh\*

(this book also supports mindfulness)

*Little You*, Richard Van Camp

*Fatty Legs*, Christy Jordon-Fenton

(this book also supports resilience)

*You Hold Me UP*, Monique Gray Smith\*

(this also supports empathy and compassion, and resilience)

### Instructional/Guide Books

*Just Breathe*, Mallika Chopra\*

(this book also supports setting intentions and mindfulness)

### Chapter Books

*Number the Stars*, Lois Lowry\*

(this book also supports empathy and compassion)

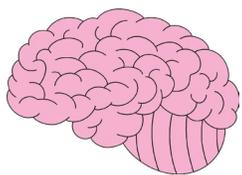
*A Long Walk to Water*, Linda Sue Park

*Refugee*, Alan Gratz\*

(this book also supports resilience)

*George*, Alex Gino\*

(this book also supports empathy and compassion, and resilience)



### Brain Bites

Did you know? The body does not store protein, so everyone should eat protein at breakfast, lunch and dinner for a steady supply. Protein sources often have calcium and iron, which are key for growing bodies! What foods do you know that have protein?

## Well-being Word Web



## Well-being and ME

Write or draw your ideas about what well-being means for you in each square.

Well-being IS:

Well-being LOOKS Like:

Well-being SOUNDS Like:

Well-being FEELS Like:



WE.org  
@WEmovement