






BC-HMWB Lesson Planning Template

<p><u>Subject: Well-being is balance</u></p> <p><i>Students are guided by the medicine wheel and the 5 Heart-Mind Qualities to discover how balance plays a role in their own well-being. Then, students set goals for increasing balance and well-being in their lives. In doing so, students strengthen Heart-Mind qualities: Secure & Calm, Gets Along with Others, Alert & Engaged, and Compassionate & Kind.</i></p>		<p>Grade(s): 4-7</p>	
Big Ideas	HMWB Qualities	Core Competency	Curricular Competencies
<p>Physical and Health Education:</p> <ul style="list-style-type: none"> Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. Personal choices and social and environmental factors influence our health and well-being. <p>Career Education:</p> <ul style="list-style-type: none"> Exploring our strengths and abilities can help us identify our goals. <p>English Language Arts:</p> <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking. 	 Secure and Calm  Gets Along with Others  Alert and Engaged  Compassionate and Kind	<p>PS: I can participate in activities that support my well-being, and tell/show how they help me. I can take some responsibility for my physical and emotional well-being. I can make choices that benefit my well-being and keep me safe. I can use strategies to find peace in stressful times. I can sustain a healthy and balanced lifestyle</p> <p>C: I am an active listener; I support and encourage the person speaking. I present information clearly and in an organized way. I can represent my learning, and tell how it connects to my experiences and efforts.</p> <p>T: I can ask open-ended questions and gather information. I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world <p><u>Others (grade dependent)</u></p>

Tasks:		
ALL can do:	SOME can do:	FEW can do:
<ul style="list-style-type: none"> • Name feelings • Engage with others to share and develop ideas • Write and draw in their medicine wheels • Understand some Heart-Mind qualities • Partner turn-and-listen 	<ul style="list-style-type: none"> • Read aloud to the class • Set goals using some SMART criteria • Critically reflect on Heart-Mind qualities • Use some active listening strategies • Popcorn sharing 	<ul style="list-style-type: none"> • Use most/all active listening strategies • Set goals using most SMART criteria • Generate unique insights linking Heart-Mind well-being to the medicine wheel and balance
Learning Activities		Supports
<p>Preparation: The teacher may wish to become familiar with concept of Heart-Mind Well-being and the 5 Heart-Mind Qualities prior to teaching this lesson.</p> <p>Activate Learning:</p> <p>1. Tuning into self</p> <p>a. Ask students: how are you feeling right now? Encourage them to pause and reflect for a moment before responding. What words can you use to describe how your body is feeling? Your mind? Your energy? Your heart?</p> <p>b. Lead students in expanding their emotional vocabulary. Use a list of emotion words to prompt a brainstorm of ways they can describe their feelings.</p>		<p>1b - List of Feeling Words from A – Z</p>  <p>Secure and Calm</p>

Activities:

2. Discovering the four dimensions of self

- a. Provide each student with a print-out of the *Medicine Wheel Four Dimensions of Self*. Invite students into an open class-wide discussion to explore what each of the four dimensions means to them. This is highly personal, so encourage students to share, listen, agree, and disagree with respect.
- b. Invite students to use the *Medicine wheel Four Dimensions of Self* to reflect on their present state of well-being. Ask students to write down how each dimension of self is feeling – in this moment – within each quarter of the medicine wheel. Encourage them to use the emotion words generated through the class discussion.

3. Exploring what “well-being” means

- a. Introduce the concept of well-being by asking students which of the emotion words generated as a class, or used in their *Medicine Wheel Four Dimensions of Self* handouts describe feeling “well.”
- b. **Partner turn-and-listen:** Invite students to share with a partner which words they think describe feeling “well” and why.

4. Introducing Heart-Mind Well-Being

- a. Introduce the concept of Heart-Mind Well-Being. Share with students that it is a tool for measuring our well-being and helping it grow. Provide the class with copies of *Heart-Mind Well-Being: The Five Heart-Mind Qualities* or project it on a screen for students to see.
- b. Invite students to read each quality and its description aloud for the class. Discuss the qualities as a class, and come up with examples for each one to deepen students’ understanding.
- c. Using different colored markers, pens, highlighters etc, invite students to color-code (highlight, circle, box, outline, trace over) the words in their *Medicine Wheel Four Dimensions of Self* that link to a Heart-Mind Quality. Eg if a student wrote words like “awake, energized, focused” in the *Energy* dimension, they would circle those words in red for the alert and engaged Heart-Mind quality. Or if they wrote words like “loving, giving, open, sharing” in the *Heart* dimension, they would outline those words in orange for the compassionate and kind Heart-Mind quality. Remind students that there is no right or wrong answer!

5. Bringing well-being into balance

- a. Encourage students to reflect on what they are currently doing in their lives to nurture each of the four dimensions of self and associated Heart-Mind qualities.
- b. **Partner turn-and-listen:** Invite students to share examples of what they are currently doing to nurture each of the four dimensions of self. Encourage partners to use *active listening* skills as they talk together about what areas they feel good about and what areas need extra nurturing
- c. Around the circumference of the medicine wheel, invite students to write one or more goal for each of the dimensions of self that need extra nurturing.
- d. **Optional:** Teach students how to make SMART goals for greater chances of success!

Closure:

6. Closing remarks

- a. Invite students to share, *popcorn style* (eg. spontaneously, without raising a hand or being called on), a single word that best represents what well-being means to them today

2a – *Medicine Wheel Four Dimensions of Self* (see bottom of lesson plan)



Secure and Calm



Gets Along with Others

4a – [Heart-Mind Well-Being: The Five Heart-Mind Qualities](#)



Alert and Engaged

5b – [How to: Active Listening](#)

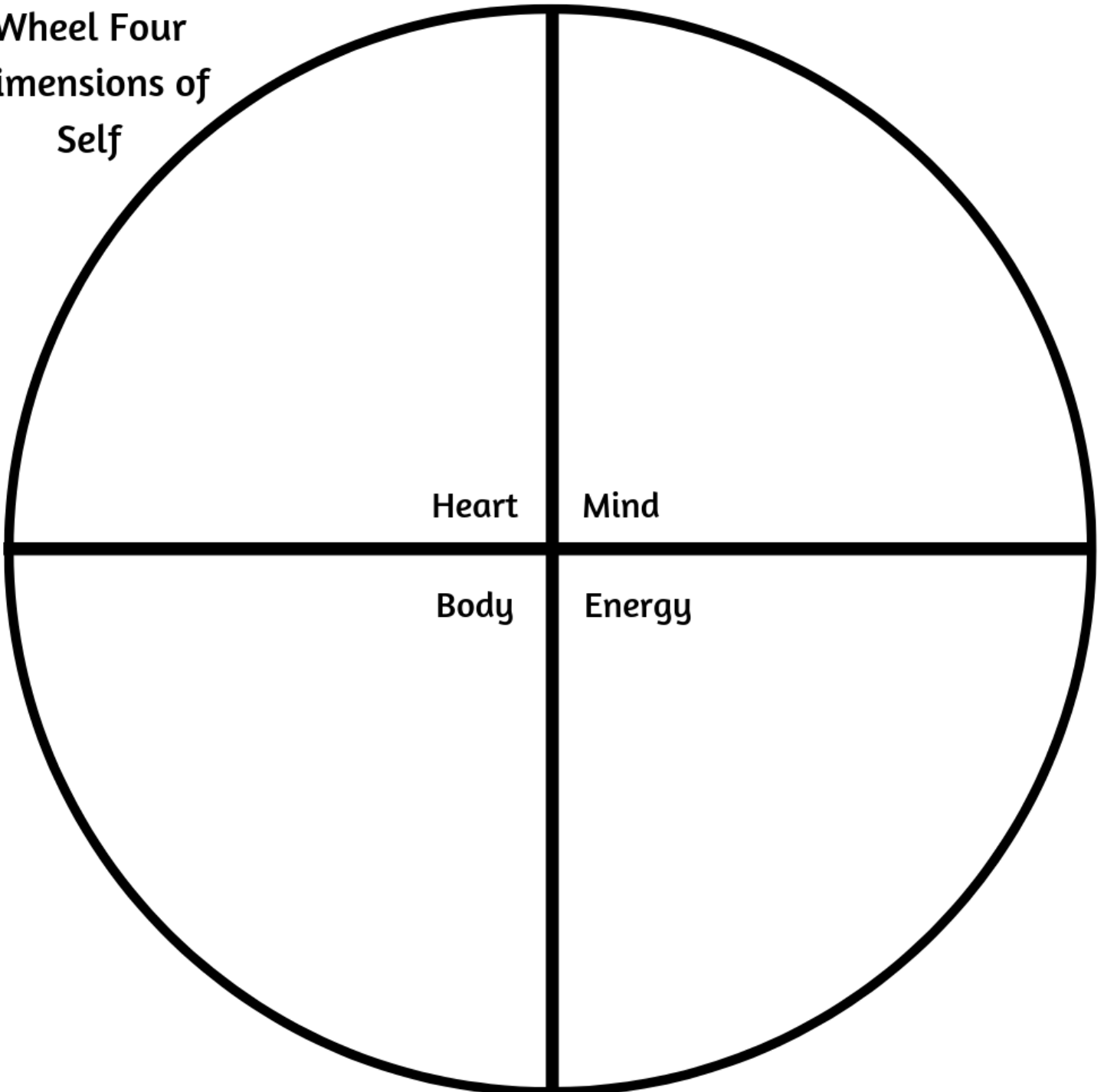


Compassionate and Kind

5d – [SMART Goal Setting](#)

6a – [Popcorn Sharing](#)

**The Medicine
Wheel Four
Dimensions of
Self**



Adapted for Heart-Mind Online from <https://opentextbc.ca/abealf4/medicine-wheel/>