








BC-HMWB Lesson Planning Template

<p>Subject: Well-being Connects us to Earth and Others</p> <p><i>In this lesson, students use their senses, discussion, and critical and creative thinking to make connections between objects, images, ideas, and well-being. In doing so, they strengthen the Heart-Mind qualities: Secure & Calm, Alert & Engaged, Gets Along with Others, and Solves Problems Peacefully.</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"> Personal choices and social and environmental factors influence our health and well-being. <p>English Language Arts:</p> <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking. 	<div style="display: flex; flex-direction: column; align-items: center; gap: 20px;"> <div style="text-align: center;">  Secure and Calm </div> <div style="text-align: center;">  Alert and Engaged </div> <div style="text-align: center;">  Solves Problems Peacefully </div> <div style="text-align: center;">  Gets Along with Others </div> </div>	<p>C: I recognize that there are different points-of-view and I can disagree respectfully. I can summarize key ideas and identify the ways we agree (commonalities).</p> <p>T: 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. I can analyze my own assumptions and beliefs and consider views that do not fit with them.</p> <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</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>Others (grade dependent)</p>
Tasks:			
ALL can do:	SOME can do:	FEW can do:	
<ul style="list-style-type: none"> Use senses to observe nature objects Engage with others to share and develop ideas Partner turn-and-listen Write or draw on posters 	<ul style="list-style-type: none"> Use critical and creative thinking skills to define new terms Make connections between new ideas and concepts and well-being Sharing ideas with the class Demonstrate respect towards other class-mates even when they disagree 	<ul style="list-style-type: none"> Make complex connections between well-being and the <i>First Nations Perspective on Health and Wellness</i> 	

Learning Activities	Supports
<p>Preparation: The teacher may wish to familiarize him/herself with <i>Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being</i> (see end of lesson plan). Nature objects such as shells, rocks, sticks, leaves etc should be collected prior to the lesson (at least 1 for every 3-4 students).</p> <p>1. Activate Learning: <i>This activation activity prepares students to use their senses as a learning tool, think creatively, and make connections. By connecting students to their senses in silence, it fosters a sense of calm.</i></p> <ol style="list-style-type: none"> Present several found nature objects, such as rocks, leaves, flowers, shells etc to the class. Pass them around for students to touch and experience through their senses. Optional: prior to this lesson, ask students to collect nature objects to bring with them and share with the class. Provide students with a few minutes to silently observe these objects, and invite them to write down any thoughts or ideas that come to mind while they examine them. Reflection prompt: “How are these nature objects connected to each other?” Partner turn-and-share: Invite students to share their reflections with a partner. 	 <p>Secure and Calm</p>
<p>Activities:</p> <ol style="list-style-type: none"> 2. Introducing a new world-view <ol style="list-style-type: none"> Introduce the image <i>First Nations Perspective on Health and Wellness</i> with the class (it works well projected on a screen, or can be printed). DO NOT SHARE THE TITLE OF THE IMAGE. Ask students: “What do you see when you look at this picture?” and invite those who are willing to share with the class. There are no right or wrong answers! Then ask: “Where do you think the nature objects we just observed fit into this picture?” Again, invite those who are willing to share with the class. (students will likely say “environmental,” “land,” or “physical.” Be sure to welcome other interpretations too, and prompt students to explain their points of view) 3. Co-creating meaning <ol style="list-style-type: none"> Write the words from the image on the board: Environmental, social, economic, cultural, community, family, land, nations, wisdom, responsibility, relationships, respect, emotional, mental, physical, spiritual, human being. Partner activity: assign each pair 1-2 words to define together. Ask the pairs to write their definition(s) on the board. You may wish to allow students to refer to resources such as dictionaries, books, or online. If they do, encourage them to write definitions in their own words and reference their sources to avoid plagiarism. Support students in a class-wide discussion about what the words around the circle mean. Each pair reads their definition to the class and fields questions and answers. Link to ongoing classroom learning in other subjects, like social studies or science. 4. Making connections <ol style="list-style-type: none"> Reveal the title of the image. “<i>First Nations Perspectives on Health and Wellness</i>” to the class. Explain to the class that it represents a “holistic vision of wellness” and is fluid and can be adapted over time. Explain that the term “First Nation” refers to Aboriginal 	<p>2a – First Nations Perspective on Health and Wellness (title concealed) – See bottom of lesson plan</p>  <p>Alert and Engaged</p>  <p>Gets Along with Others</p> <p>4a - First Nations Perspectives on Health and Wellness (full poster) (also at bottom of lesson plan)</p>

peoples of Canada who are neither Métis nor Inuit, and that Aboriginal peoples are the first inhabitants of Canada. Refer to *Indigenous Terminology* for more information, such as definitions of *Inuit* and *Metis*.

- b. **Group activity:** Number the students off into five groups. Assign each group one ring of the circle (all rings have 4 words in them, except the center one- *human being*). Give each group a large piece of paper or poster board and markers.
- c. Invite students to discuss what they think well-being, which is another word for wellness, means, and write it at the top of their poster board.
- d. Then, ask students to brainstorm and discuss how the words in their circle are connected to well-being. Encourage students to think creatively and outside-the-box.
- e. Invite each group to use their poster board to create a written/illustrated mind-map about how the words in their ring of the circle connect to well-being. *Alternatively, students can use online mind-mapping software such as Canva.*

5. Sharing, agreeing, and disagreeing with respect

- a. Invite each group to present their poster. As the students share their ideas, refer to the descriptions in the first column of *Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being* to help students extend their learning.
- b. As students share their posters and ideas, invite the rest of the class into a discussion about how they see things – do they see things the same way as the presenters? Do they disagree? Drawing on the principle of respect from the third circle, come to an agreement as a class on how students would like to share agreement, disagreement, and questioning with each other. Use *Setting Group Agreements with Youth* to guide this process.

4a – [Indigenous Terminology](#)



Solves Problems Peacefully

4d – [Canva Mind Map Maker \(online free\)](#)



Gets Along with Others

5b – [Setting Group Agreements with Youth](#)

Closure:

6. Extending Learning: Connecting Well-Being to the New BC Curriculum

- a. Use key vocabulary from the New BC Curriculum Personal and Social Competencies (as outlined in the second column of *Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being*) when giving feedback to presenters, and use active listening to help students make the connection between the rings of the circle, well-being, and curricular competencies in the second column.
- b. **Active Listening Examples:**
 - “So when you said that you think the center circle represents our own responsibility for well-being as individuals, you were talking about something that we call “self-determination.” It means that we have the ability to make decisions for ourselves, and get to decide how we speak, act, and interact with others. We can make choices that make us feel more well, or less well. Self-determination means that it is up to us”
 - “I heard you mention that respect, from the third circle, is important for the people we care about in our lives, like our teachers and parents and friends. But what about people who are very different from us, maybe they speak a different language, or who we don’t know so well? Is respect for them important for well-being? Ours, or theirs – or maybe both? I

6a - *Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being* (see bottom of lesson plan)

6b – [How to: Active Listening](#)



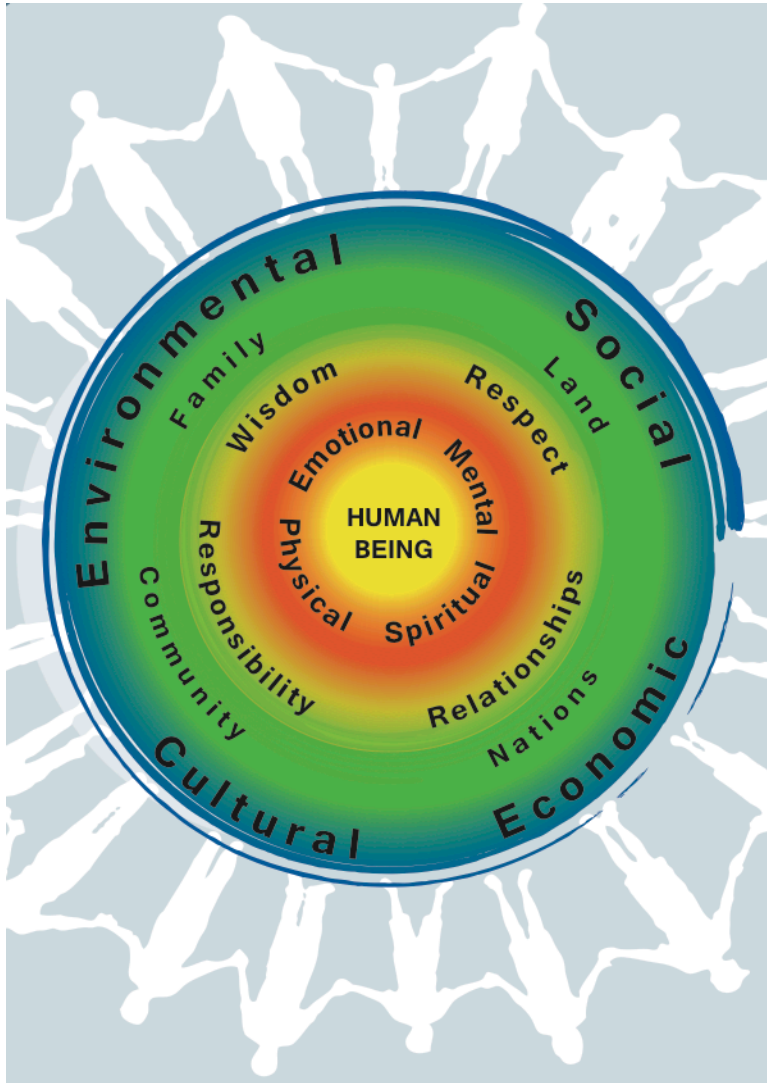
Alert and Engaged

think, and others might agree, that “valuing diversity” – respecting everyone, no matter how similar or different from ourselves – is very important for everyone’s well-being. Can you think of an example of why this might be true?”

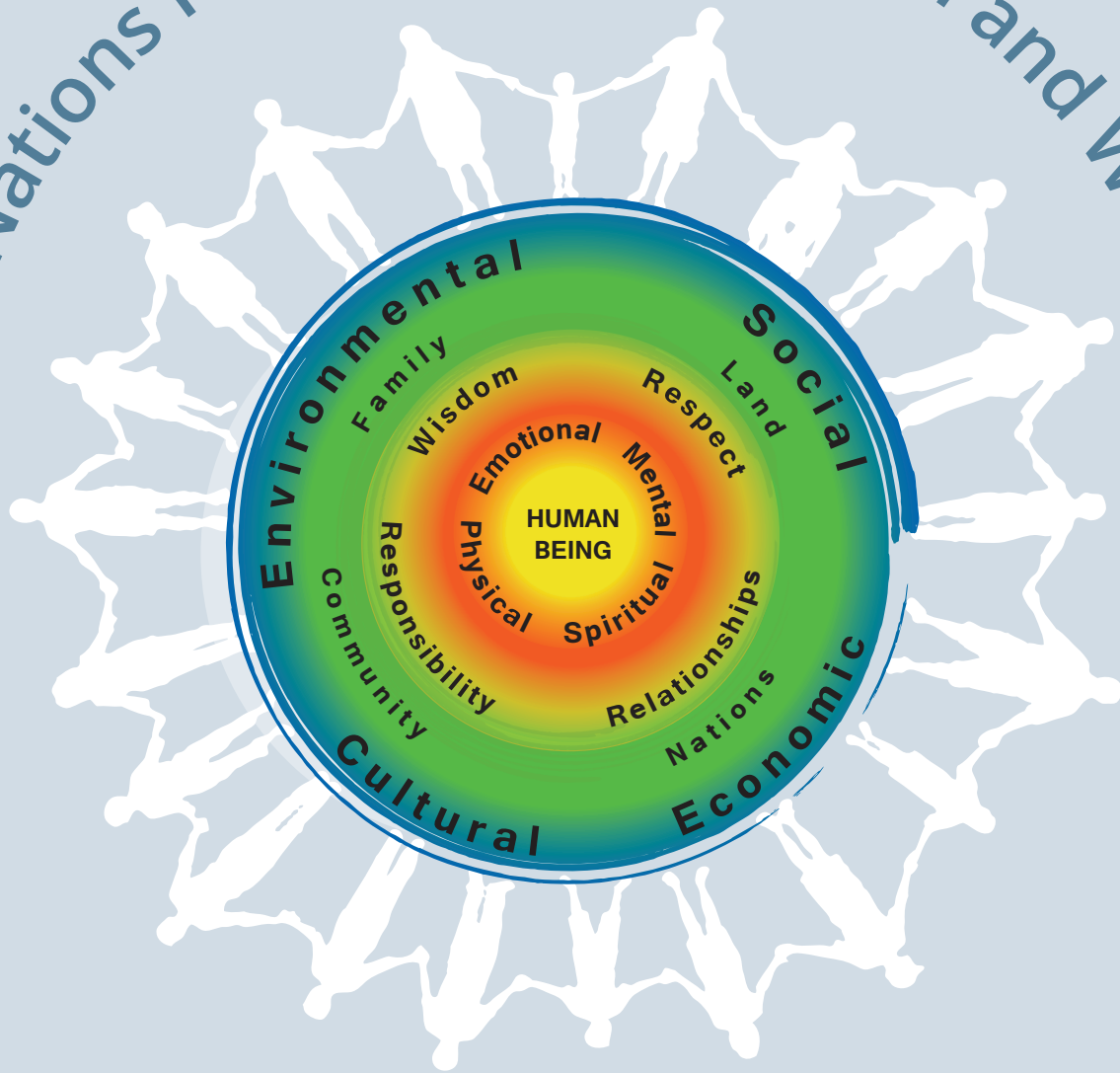
7. Tying it all together

- a. Bring the nature objects back out and pass around the class once more for students to examine
- b. Invite students to share any new reflections on how these objects relate to well-being, *popcorn style*

7b – [Popcorn Sharing](#)





First Nations Perspective on Health and Wellness








First Nations Health Authority
Health through wellness


www.fnha.ca

Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being

<p align="center"><u>Aspect of First Nations Perspective on Health and Wellness</u></p> <p align="center"><i>Descriptions refer to graphic from the BC First Nations Health Authority's webpage: First Nations Perspective on Health and Wellness (see below)</i></p> <p align="center">http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness</p>	<p align="center"><u>Competency from the New BC Curriculum</u></p> <p align="center"><i>Descriptions of Personal and Social Competencies from the BC Ministry of Education Personal and Social Competency Profiles</i></p> <p align="center">https://curriculum.gov.bc.ca/competencies</p>	<p align="center"><u>Heart-Mind Quality</u></p> <p align="center"><i>For descriptions of the 5 Heart-Mind Qualities, visit Heart-Mind Online</i></p> <p align="center">https://heartmindonline.org/qualities</p>
<p>The Centre Circle represents individual human beings. Wellness starts with individuals taking responsibility for our own health and wellness (whether we are First Nations or not).</p>	<p>Self Determination:</p> <ul style="list-style-type: none"> • A component of <i>Personal Awareness and Responsibility</i> • Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas and accomplishments. They are able to express their needs and seek help when they need it, find purpose and motivation and act on it, and advocate for themselves. <p>Self Regulation:</p> <ul style="list-style-type: none"> • A component of <i>Personal Awareness and Responsibility</i> • Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and understand how their actions affect themselves and others. 	<p align="center">  Alert and Engaged </p> <p align="center">  Secure and Calm </p>

<p>The Second Circle illustrates the importance of Mental, Emotional, Spiritual and Physical facets of a healthy, well, and balanced life. It is critically important that there is balance between these aspects of wellness and that they are all nurtured together to create a holistic level of well-being in which all four areas are strong and healthy.</p>	<p>Well-being:</p> <ul style="list-style-type: none"> • A component of <i>Personal Awareness and Responsibility</i> • Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations. 	 <p>All 5 Heart-Mind Qualities</p>
<p>The Third Circle represents the overarching values that support and uphold wellness: Respect, Wisdom, Responsibility, and Relationships. All other values are in some way essential to the four below:</p>		
<ul style="list-style-type: none"> • Respect is about honouring where we come from: our cultures, traditions, and ourselves. Respect is intergenerational. It is passed on through our communities and families. It is the driving force of the community because it impacts all of our life experiences including our relationships, health, and work. It is defined as consideration and appreciation for others, but there is also recognition that respect is so much more in First Nations communities: it entails a much 	<p>Valuing Diversity:</p> <ul style="list-style-type: none"> • A component of <i>Social Responsibility</i> • Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online. 	 <p>Compassionate and Kind</p>

<p>higher standard of care, consideration, appreciation and honour and is fundamental to the health and wellbeing of our people. There is an intuitive aspect to respect, because it involves knowing how to be with oneself and with others.</p>		
<ul style="list-style-type: none"> • Wisdom includes knowledge of language, traditions, culture, and medicine. Like respect, wisdom is an understanding that is passed on by our ancestors from generation to generation and has existed since time immemorial. It is sacred in nature and difficult to define. 	<p>Personal Values and Choices:</p> <ul style="list-style-type: none"> • A component of <i>Positive Personal and Cultural Identity</i> • Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives. <p>Personal Strengths and Abilities:</p> <ul style="list-style-type: none"> • A component of <i>Positive Personal and Cultural Identity</i> • Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities. 	 <p>Alert and Engaged</p>  <p>Secure and Calm</p>
<ul style="list-style-type: none"> • Responsibility is something we all have: to ourselves, our families, our communities, and the land. Responsibility extends not just to those with whom we come into contact or relate - but also to the roles we play within our families, our work, and our 	<p>Contributing to Community and Environment:</p> <ul style="list-style-type: none"> • A component of <i>Social Responsibility</i> • Students develop awareness and take responsibility for their social, physical, and natural environments by working 	 <p>Compassionate and Kind</p>

<p>experiences in the world. Also entailing mutual accountability and reciprocity, responsibility intersects with many areas of our lives, and involves maintaining a healthy, balanced life as well as showing leadership through modelling wellness and healthy behaviours.</p>	<p>independently and collaboratively for the benefit of others, communities, and the environment</p>	
<p>The people who make up the Outer Circle represent the FNHA Vision of strong children, families, elders, and people in communities. The people are holding hands to demonstrate togetherness, respect and relationships, which in the words of a respected BC elder can be stated as "one heart, one mind." Children are included in the drawing because they are the heart of our communities and they connect us to who we are and to our health.</p>	<p>All Personal and Social Competencies (as described above)</p>	 <p>All 5 Heart-Mind Qualities</p>

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