

# WELLNESS

## BUNDLE



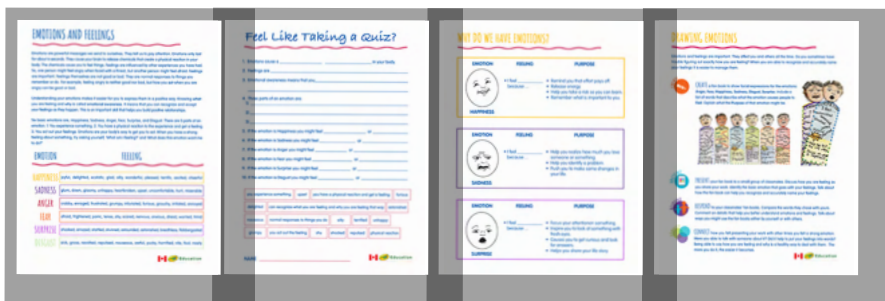
Grades 4 – 8

Creative Activities to Foster  
Emotional Well-Being

# WELLNESS BUNDLE

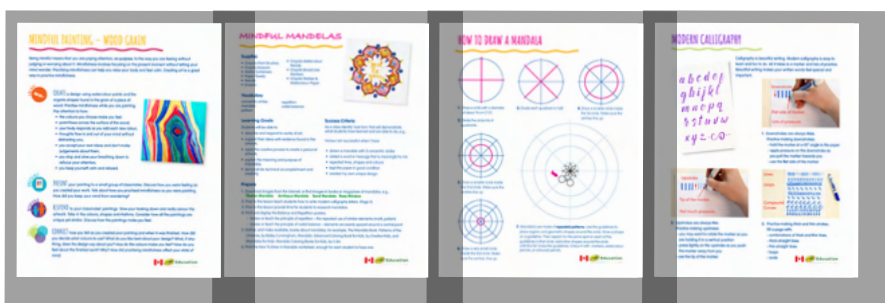
## 1. Building a Feelings Vocabulary - Visual Arts, Language Arts, Health

- What are Emotions?
  - Read for Understanding
- Check For Understanding
  - Quiz
- Building Vocabulary
- Drawing Emotions



## 2. Understanding WELLNESS - Visual Arts, Language Arts, Health

- What is Wellness?
- Painted Wood Grain
- Practising Mindfulness
- Creating a Mandala



# LEARNING STANDARDS

**Learning Standards** describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

### VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

### LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts.
- Write for an intended purpose.

### HEALTH

- Identify and manage emotions.
- Identify strategies for managing emotional reactions.

# EMOTIONS AND FEELINGS

Emotions are powerful messages we send to ourselves. They tell us to pay attention. Emotions only last for about 6 seconds. They cause your brain to release chemicals that create a physical reaction in your body. The chemicals cause you to feel things. Feelings are influenced by other experiences you have had. So, one person might feel angry when faced with a threat, but another person might feel afraid. Feelings are important. Feelings themselves are not good or bad. They are normal responses to things you remember or do. For example, feeling angry is neither good nor bad, but how you act when you are angry can be good or bad.

Understanding your emotions makes it easier for you to express them in a positive way. Knowing **what** you are feeling and **why** is called **emotional awareness**. It means that you can recognize and accept your feelings as they happen. This is an important skill that helps you build positive relationships.

Six basic emotions are, Happiness, Sadness, Anger, Fear, Surprise, and Disgust. There are 3 parts of an emotion.

1. You experience something. 2. You have a physical reaction to the experience and get a feeling. 3. You act out your feelings. Emotions are your body's way to get you to act. When you have a strong feeling about something, try asking yourself, 'What am I feeling?' and 'What does this emotion want me to do?'

## EMOTION

## FEELING

### HAPPINESS

joyful, delighted, ecstatic, glad, silly, wonderful, pleased, terrific, excited, cheerful

### SADNESS

glum, down, gloomy, unhappy, heartbroken, upset, uncomfortable, hurt, miserable

### ANGER

crabby, enraged, frustrated, grumpy, infuriated, furious, grouchy, irritated, annoyed

### FEAR

afraid, frightened, panic, tense, shy, scared, nervous, anxious, dread, worried, timid

### SURPRISE

shocked, amazed, startled, stunned, astounded, astonished, breathless, flabbergasted

### DISGUST

sick, gross, revolted, repulsed, nauseous, awful, yucky, horrified, vile, foul, nasty

# Feel Like Taking a Quiz?

1. Emotions cause a \_\_\_\_\_ in your body.
2. Feelings are \_\_\_\_\_.
3. Emotional awareness means that you \_\_\_\_\_  
\_\_\_\_\_.
4. Three parts of an emotion are:
  - 1) \_\_\_\_\_.
  - 2) \_\_\_\_\_.
  - 3) \_\_\_\_\_.
5. If the emotion is Happiness you might feel \_\_\_\_\_ or \_\_\_\_\_.
6. If the emotion is Sadness you might feel \_\_\_\_\_ or \_\_\_\_\_.
7. If the emotion is Anger you might feel \_\_\_\_\_ or \_\_\_\_\_.
8. If the emotion is Fear you might feel \_\_\_\_\_ or \_\_\_\_\_.
9. If the emotion is Surprise you might feel \_\_\_\_\_ or \_\_\_\_\_.
10. If the emotion is Disgust you might feel \_\_\_\_\_ or \_\_\_\_\_.

you experience something      upset      you have a physical reaction and get a feeling      furious

delighted      can recognize what you are feeling and why you are feeling that way      astonished

nauseous      normal responses to things you do      silly      terrified      unhappy

grumpy      you act out the feeling      shy      shocked      repulsed      physical reaction

NAME: \_\_\_\_\_



Education

# WHY DO WE HAVE EMOTIONS?

## EMOTION



**HAPPINESS**

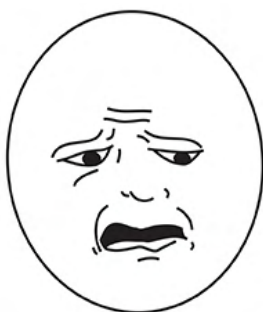
## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Remind you that effort pays off.
- Release energy.
- Help you take a risk so you can learn.
- Remember what is important to you.

## EMOTION



**SADNESS**

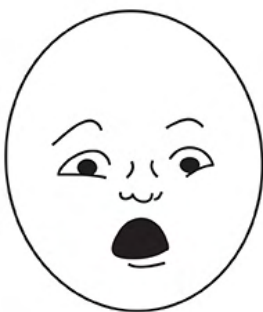
## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Help you realize how much you love someone or something.
- Help you identify a problem.
- Push you to make some changes in your life.

## EMOTION



**SURPRISE**

## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Focus your attention on something.
- Inspire you to look at something with fresh eyes.
- Causes you to get curious and look for answers.
- Helps you share your life story.



# WHY DO WE HAVE EMOTIONS?

## EMOTION



## DISGUST

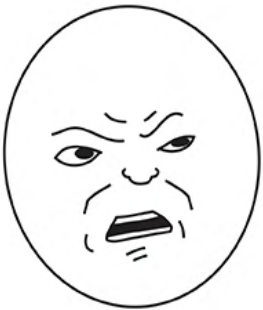
## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Protect you from toxic things that can make you sick or kill you.

## EMOTION



## ANGER

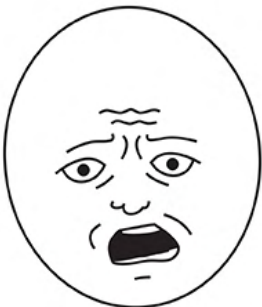
## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Focus attention on danger.
- Push you to defend yourself.
- Give you energy to reach your goals.
- Push you to right a wrong.

## EMOTION



## FEAR

## FEELING

- I feel \_\_\_\_\_ because ...

## PURPOSE

- Focus attention on danger.
- Push you to think about how you fit in.
- Focus attention on a serious risk.
- Focus attention on possible problems.
- Focus attention on what to do next.

# DRAWING EMOTIONS

Emotions and feelings are important. They affect you and others all the time. Do you sometimes have trouble figuring out exactly how you are feeling? When you are able to recognize and accurately name your feelings it is easier to manage them.



**CREATE** a fan book to show facial expressions for the emotions **Anger, Fear, Happiness, Sadness, Disgust, Surprise**. Include a list of words that describe what the emotion causes people to **Feel**. Explain what the **Purpose** of that emotion might be.



**PRESENT** your fan book to a small group of classmates. Discuss how you are feeling as you share your work. Identify the basic emotion that goes with your feelings. Talk about how the fan book can help you recognize and accurately name your feelings.



**RESPOND** to your classmates' fan books. Compare the words they chose with yours. Comment on details that help you better understand emotions and feelings. Talk about ways you might use the fan books either by yourself or with others.



**CONNECT** how you felt presenting your work with other times you felt a strong emotion. Were you able to talk with someone about it? Did it help to put your feelings into words? Being able to say how you are feeling and why is a healthy way to deal with them. The more you do it, the easier it becomes.

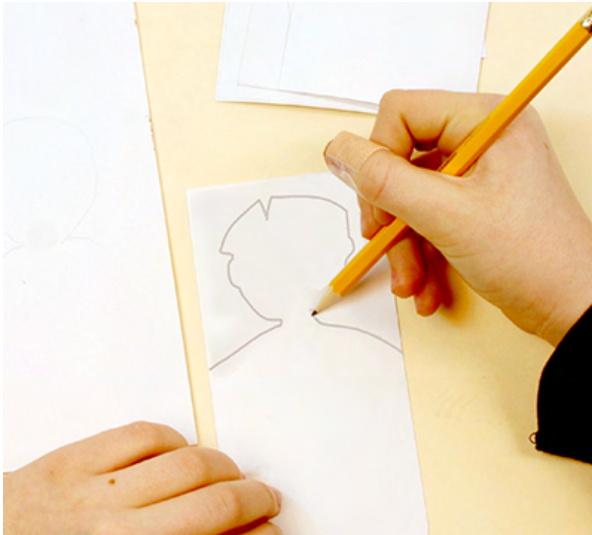
# FOLLOW THE STEPS

## WHAT YOU NEED

- Crayola Fine Line Markers
- Crayola Coloured Pencils
- Crayola Scissors
- Hole Punch
- Bristol Board or Cardstock Paper - 6 pieces – 6.5 cm x 22 cm (2.5" x 8.5")
- Brad Paper Fasteners



1



1. Trace the outline of your Bristol board on a piece of paper.
2. Practice drawing the shape you want to use for your book until you are satisfied with it.
3. Remember to leave enough space for your written information.
4. Use this plan drawing to draw the shape on one of your pieces of Bristol board.
5. Cut out the shape.

2



1. Trace around the outer edge of the shape on each of your pieces of Bristol board.
2. Cut out 6 in total.
3. Draw expressions and complete the information on each piece of Bristol board.
4. Use a hole punch to make a hole in the bottom, right corner of each card.
5. Make sure the pages line up with each other.
6. Stack the cards and join them together with a brad paper fastener.

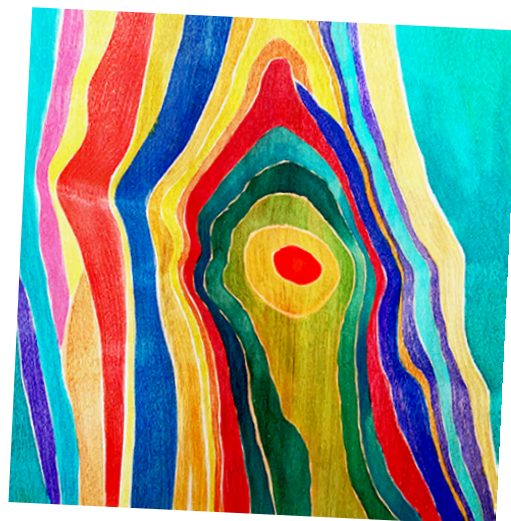


# MINDFUL PAINTING – WOOD GRAIN

Being mindful means that you are paying attention, **on purpose**, to the way you are feeling without judging or worrying about it. Mindfulness involves focusing on the present moment without letting your mind wander. Practising mindfulness can help you relax your body and feel calm. Creating art is a great way to practise mindfulness.



**CREATE** a design using watercolour paints and the organic shapes found in the grain of a piece of wood. Practise mindfulness while you are painting. Pay attention to how you stay in the moment and keep your mind from wandering to other things.



**PRESENT** your painting to a small group of classmates. Discuss how you were feeling as you created your work. Talk about how you practised mindfulness as you were painting. How did you keep your mind from wandering?



**RESPOND** to your classmates' paintings. Slow your looking down and really savour the artwork. Take in the colours, shapes and rhythms. Consider how all the paintings are unique yet similar. Discuss how the paintings make you feel.



**CONNECT** how you felt as you created your painting and when it was finished. How did you decide what colours to use? What do you like best about your design? What, if anything, does the design say about you? How do the colours make you feel? How do you feel about the finished work? Why? How did practising mindfulness affect your state of mind.

# FOLLOW THE STEPS

## WHAT YOU NEED

- Crayola Watercolour Paints
- Crayola Paint Brushes
- Water Containers
- Paper Towels
- Wooden Panel, e.g., Birch, Maple, Ash -  
.5 cm x 20 cm x 20 cm ( 1/4" x 8" x 8")

1



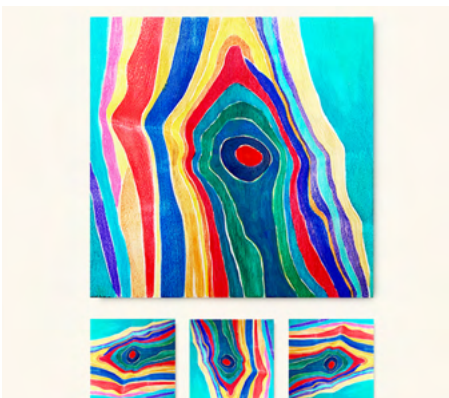
1. Use a small wooden panel such as birch, ash or maple about .5 cm x 12 cm x 12 cm.
2. Examine the patterns of ovals and lines on your wood panel.
3. Look at the panel from all directions.
4. Decide which side will be the top.

2



1. Use watercolours to create a design by following the patterns made by the grain of the wood.
2. While you are working practise mindfulness. Pay attention to how:
  - the colours you choose make you feel;
  - paint flows across the surface of the wood;
  - your body responds as you add each new colour;
  - you accept your own ideas and don't make judgements about them;
  - you keep yourself calm and relaxed.

3



1. From time to time as you work look at the painting from a distance.
2. Respond mindfully to your work and let it guide you.
3. When it is finished view it from different angles. Reflect on:
  - how you chose colours and shapes;
  - how it felt to paint on wood;
  - how it felt to respond to the grain of the wood;
  - how you are feeling.

# MINDFUL MANDELAS

## Supplies

- Crayola Paint Brushes
- Crayola Scissors
- Water Containers
- Paper Towels
- Pencils
- Erasers
- Crayola Watercolour Pencils
- Crayola Broad Line Markers
- Crayola Marker & Watercolour Paper

## Vocabulary

concentric circles  
mandala  
pattern

repetition  
radial balance



## Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning and purpose of mandalas;
- demonstrate technical accomplishment and creativity.

## Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

- drawn a mandala with 3 concentric circles;
- added a word or message that is meaningful to me;
- repeated lines, shapes and colours;
- kept the paper in good condition;
- created my own unique design.

## Prepare

1. Download images from the Internet, or find images in books or magazines of mandalas, e.g., **Tibetan Mandala** **Amitayus Mandala** **Sand Mandala** **Rose Window**
2. Prior to this lesson teach students how to write modern calligraphy letters. (Page 22)
3. Prior to this lesson provide time for students to research mandalas.
4. Print and display the Balance and Repetition posters.
  - review or teach the principle of repetition – the repeated use of similar elements (motif, pattern)
  - review or teach the principle of radial balance – elements are evenly spaced around a central point
5. Gather, and make available, books about mandalas, for example, The Mandala Book: Patterns of the Universe, by Bailey Cunningham; Mandala: Advanced Coloring Book for Kids, by Creative Kids; and Mandalas for Kids: Mandala Coloring Books for Kids, by V Art.
6. Print the How To Draw A Mandala worksheet, enough for each student to have one.

# INTRODUCTION



1. View and discuss some images of mandalas in books and from the Internet. Focus on the use of symmetry, geometry, colour, repetition and symbolism in the designs.

1. Colours may have symbolic meaning, e.g., in traditional Tibetan mandalas.

- White – openness
- Red – vitality and strength
- Yellow – humility
- Blue – life, purity and infinity
- Black – darkness
- Green – earth, the balance between man and nature
- Gold – sun and fire

2. Symmetrical designs tend to create a sense of calm and peacefulness.

3. Designs are made by using circle geometry, reflective and rotational symmetry.

4. Patterns are made by repeating different shapes and combinations of lines.

5. Invite students to share interesting facts they learned about mandalas, for example:

- mandala is a Sanskrit word meaning circle;
- for many cultures mandalas have a deep spiritual meaning;
- for some people mandalas represent the universe;
- they symbolize wholeness;
- many cultures use sacred circles, for example, Indigenous, Hindu, and Buddhist cultures;
- can have symbolic and sacred meaning;
- traditional mandalas are made according to strict rules;
- healing mandalas are used for meditation and mindfulness;
- they help people relax and understand themselves better.

## Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

# THE CHALLENGE

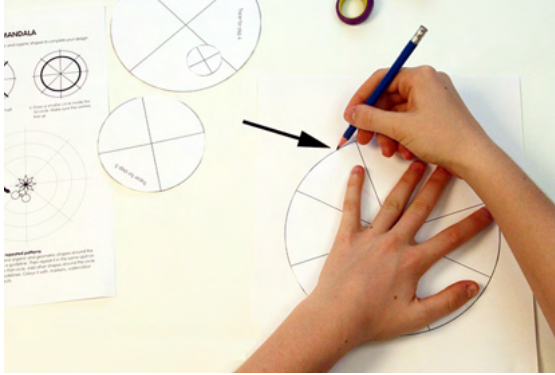


1. Draw a mandala with 3 concentric circles.
2. Create a personal design using repeated lines, shapes and colours.
3. Include a significant word or message as part of the design.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the artworks.



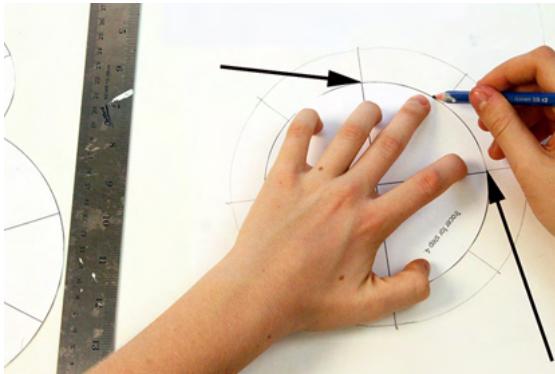
# FOLLOW THE STEPS

1



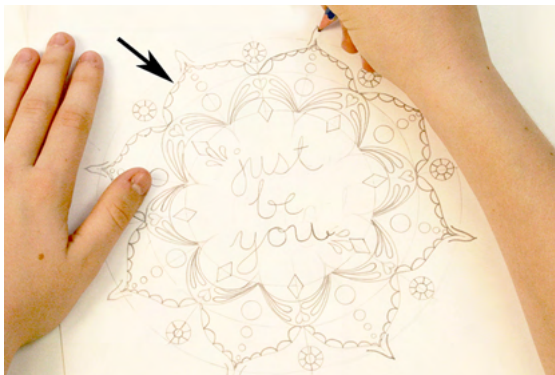
1. Use the **How To Draw A Mandala** worksheet to draw your mandala.
2. Begin by cutting out all the tracer circles.
3. Centre the largest circle on your paper and trace around it.
4. Remember to draw all guidelines **lightly** so they will be easy to erase when you are finished.

2



1. Follow the instructions to complete the grid for your mandala.
2. There should be 3 concentric circles.

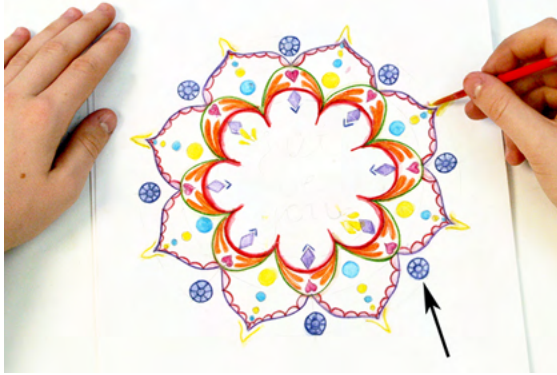
3



1. Use the guidelines to place organic and geometric shapes around the circle.
2. Draw a shape on a guideline. Then repeat it in the same spot on each of the guidelines in that circle.
3. Keep adding shapes and lines around the circle to complete your design.
4. Relax your mind and body as you work.
5. Lightly write your word or message in the centre of your mandala.

# FOLLOW THE STEPS

4



1. Erase the guidelines.
2. Colour the design using markers, watercolour pencils or coloured pencils.
3. Choose colours that feel right to you.
4. Let your imagination be your guide.

5



1. Practise the style of lettering you plan to use, for example, modern calligraphy.
2. Choose a colour that you like for the lettering.
3. Write your message on your mandala.

6



1. Tidy up any smudges or details.
2. View your mandala from a distance to see it with fresh eyes.
3. Remember how it felt to create this message to yourself.

# SHARE



1. Place students into groups of about 6.
2. Ask them to view the mandalas and to share thoughts about the works.
3. During the discussion include references to:
  - Design - How does the design make you feel? Why?
  - Colour - What effect do the colours have on the overall design?
  - Pattern - How has pattern been created?
  - Technical Accomplishment - Where can you see that the artist has paid attention to detail?
  - Message - How does the way the words are written contribute to the message?
4. Ask volunteers to share some ideas with the whole class.

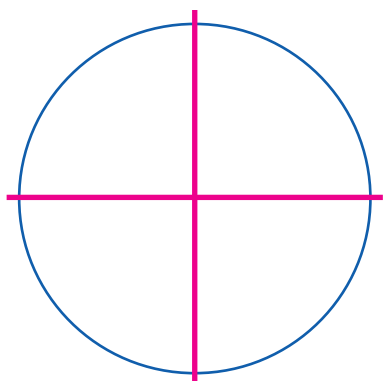


Have students view their mandalas quietly and make connections to their feelings. How did they feel as they began the work? How did they feel while colouring the mandala? How does the completed mandala make them feel? Share the **Symbolism in Mandala Design** information sheet and have students reflect on their choices of colours and shapes. What connections can they make? What, if anything, surprises them?

# ASSESSMENT

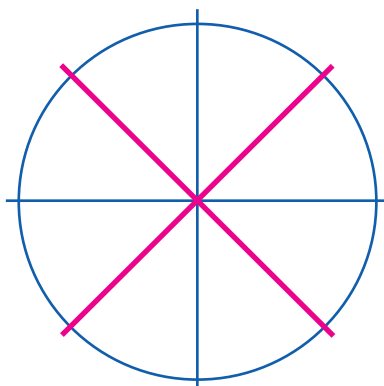
1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they share and discuss their mandalas – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress
4. Have students use the **Symbolism in Mandala Design** information sheet to reflect on their mandalas.
  - What did they discover about the symbols and colours they used?
  - Did they learn anything new or surprising from the symbolism information?

# HOW TO DRAW A MANDALA

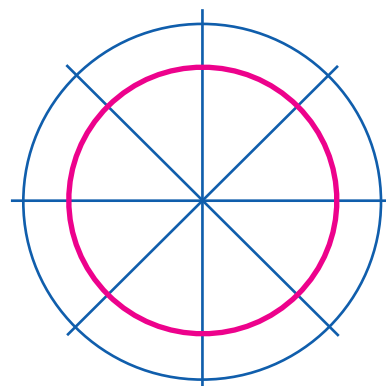


1. Draw a circle with a diameter of about 19 cm (7.5").

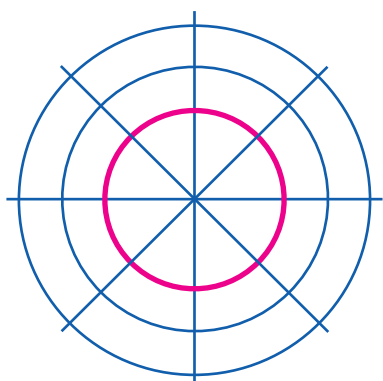
2. Divide the circle into 4 quadrants.



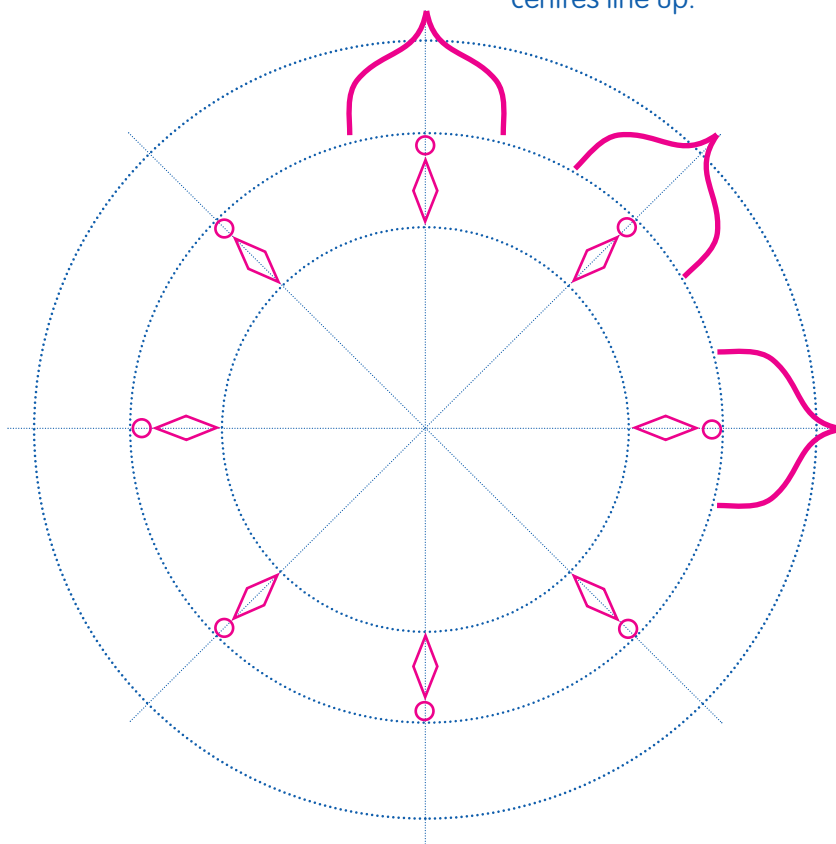
3. Divide each quadrant in half.



4. Draw a smaller circle inside the 1st circle. Make sure the centres line up.



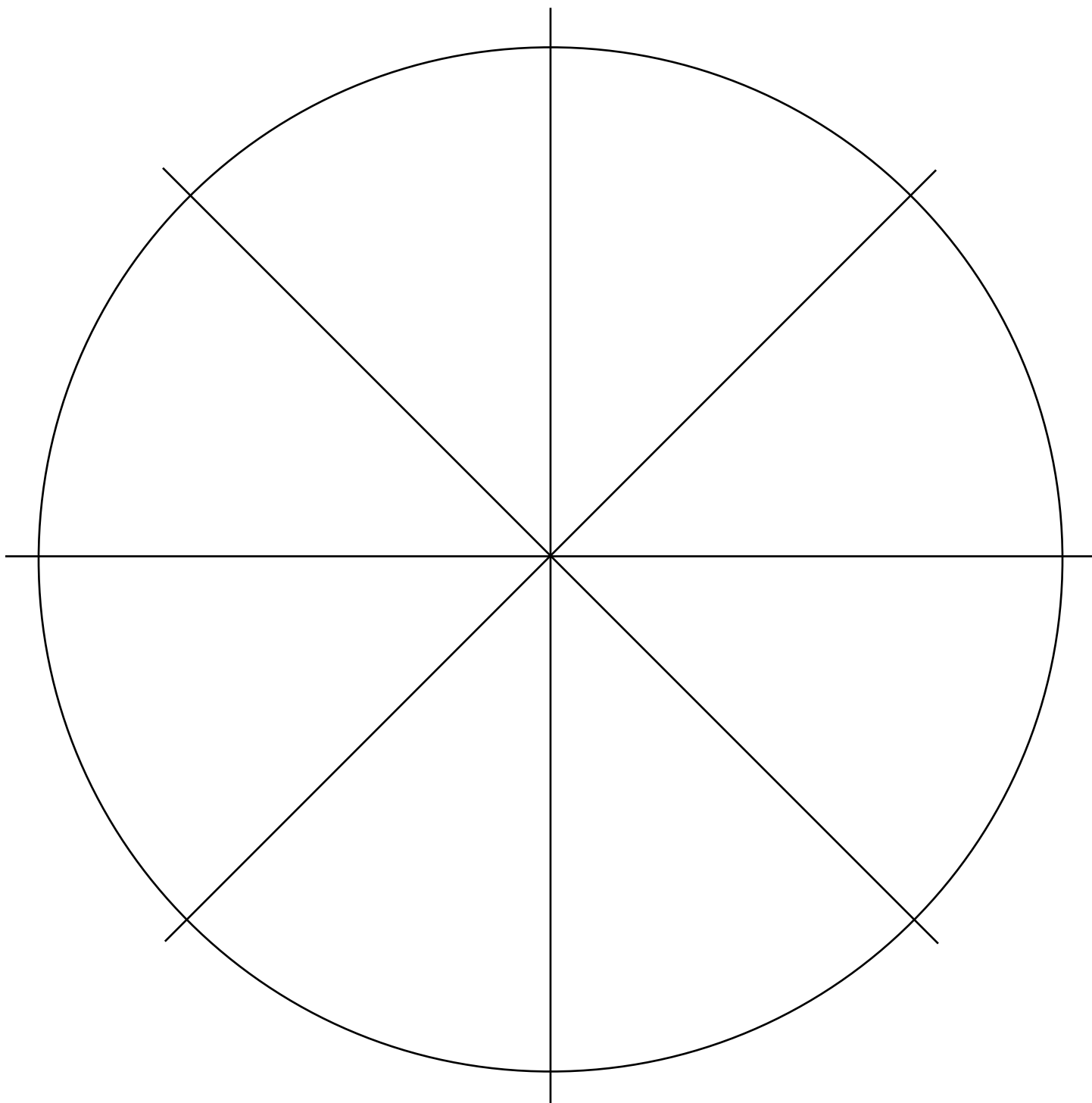
5. Draw a smaller circle inside the 2nd circle. Make sure the centres line up.



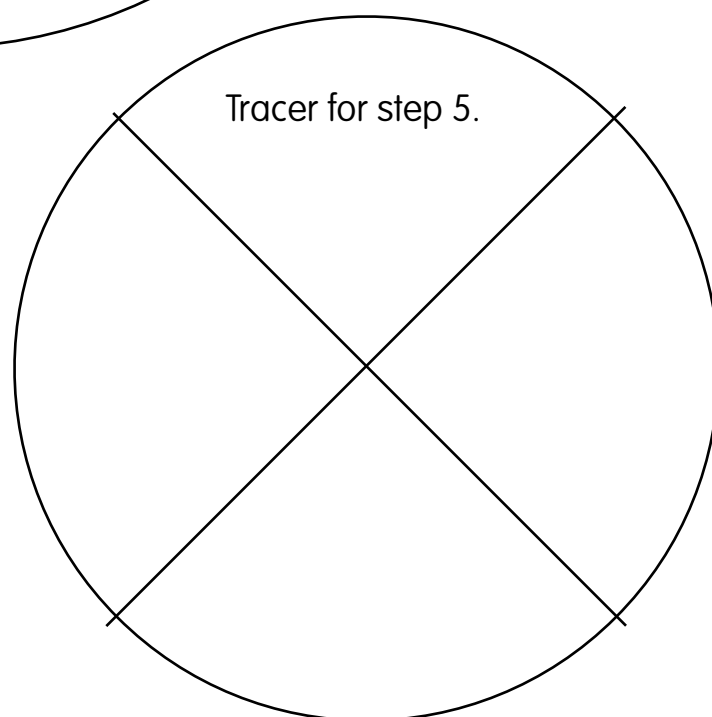
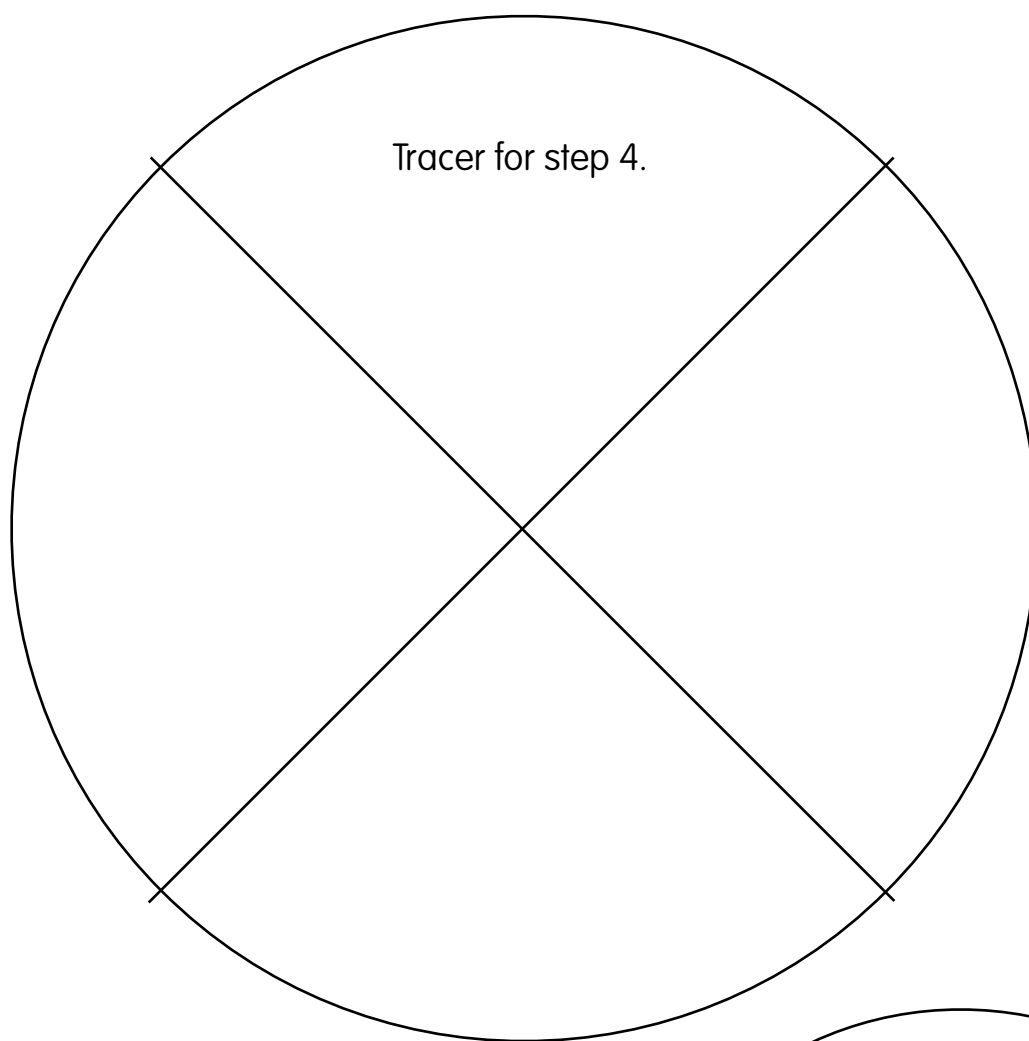
6. Mandalas are made of **repeated patterns**. Use the guidelines to place organic and geometric shapes around the circle. Draw a shape on a guideline. Then repeat it in the same spot on each of the guidelines in that circle. Add other shapes around the circle to create your design. Erase the guidelines. Colour it with markers, watercolour pencils, or coloured pencils.



Draw lines **lightly** so they are easy to erase.

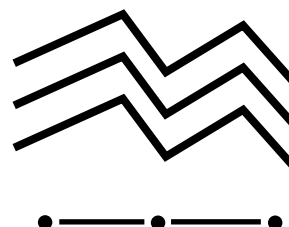
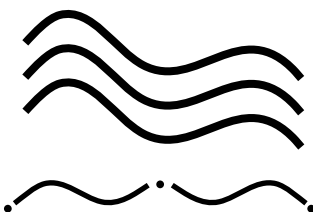
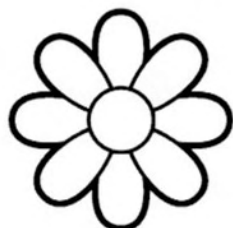
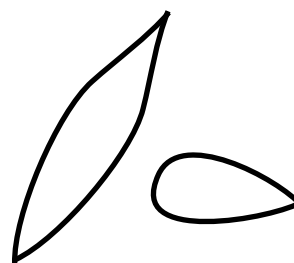
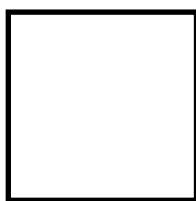
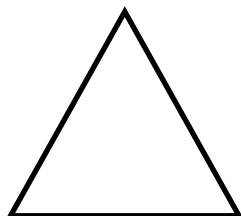
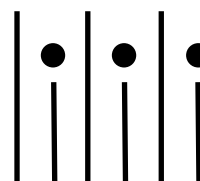
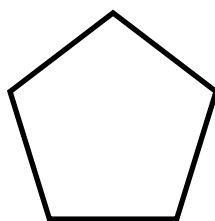
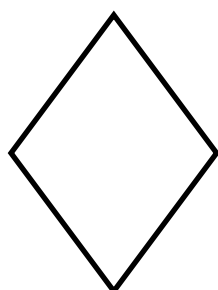
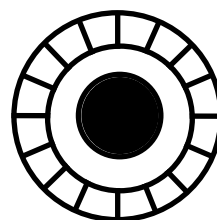
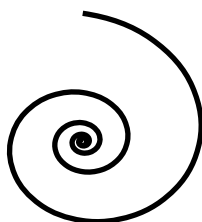
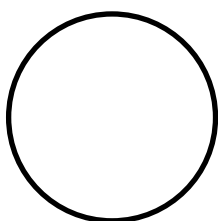
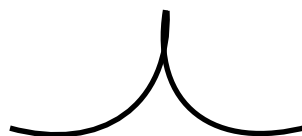
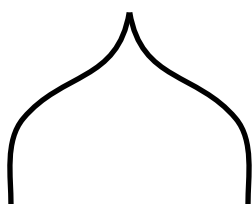
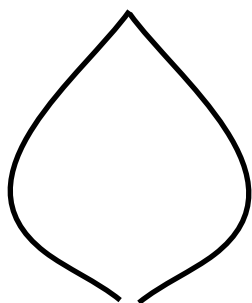


Tracer for steps 1, 2 and 3 – cut out the circle and use it to draw your guidelines.



# SOME GEOMETRIC AND ORGANIC SHAPES

Repeat shapes and lines to create intricate designs. Change the size and position of shapes and lines. Let your imagination lead the way.



# REPETITION



The repeated use of similar elements.



**LIMITED:**  
1 or 2 repeated  
elements - causes  
a visual echo



**MOTIF:**  
a distinctive unit in  
an artwork, such as a  
specific shape



**PATTERN:**  
recurring motifs  
are repeated in a  
predictable way



# BALANCE



The arrangement of elements so that they seem equal in weight or importance.

---



**SYMMETRY:**  
one side is the  
mirror image of  
the other



**ASYMMETRY:**  
two sides are not  
identical - but are  
arranged so their  
weight is equal



**RADIAL:**  
elements are evenly  
spaced around a  
central point

# SYMBOLISM IN MANDALA DESIGN

## SHAPE/OBJECT

## SYMBOLIC MEANING

Circle	Unity, Wholeness
Flowers	Mindfulness
Spirals	Growth, Learning
Triangle	Dreams, Goals
Square	Stability
Bell	Wisdom
Diamond	Clear Minded
Daisy	Patience
Fern	Magic
Ivy	Friendship
Lily	Beauty
Dandelion	Happiness
Lotus	Mystery

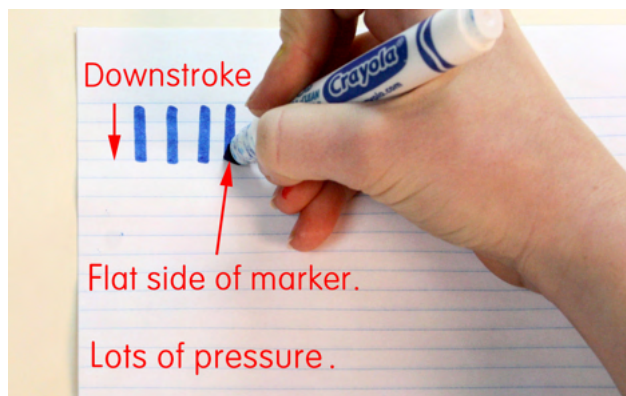
## COLOUR

## SYMBOLIC MEANING

Red	Action, Energy
Orange	Self-Awareness
Yellow	Light
Blue	Compassion
Turquoise Blue	Truth
Purple	Intuition
White	Light, Purity

# MODERN CALLIGRAPHY

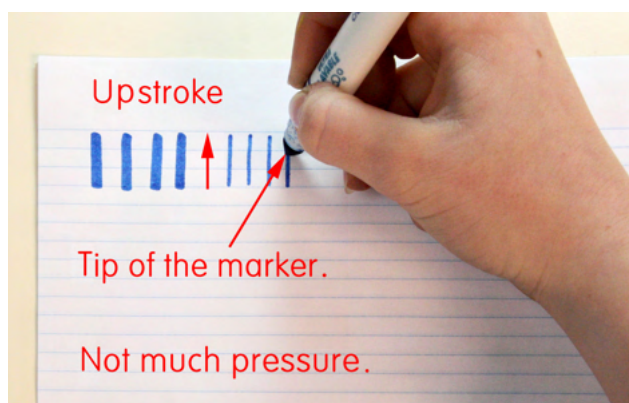
Calligraphy is beautiful writing. Modern calligraphy is easy to learn and fun to do. All it takes is a marker and lots of practice. Beautiful writing makes your written words feel special and important.



## 1. Downstrokes are always **thick**.

Practise making downstrokes.

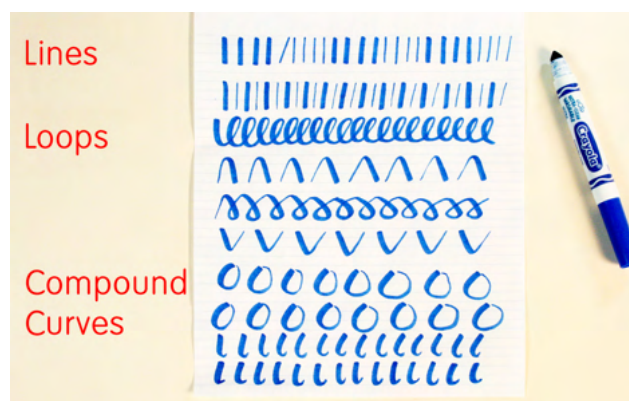
- hold the marker at a 45° angle to the paper
- apply pressure on the downstroke as you pull the marker towards you
- use the **flat** side of the marker



## 2. Upstrokes are always **thin**.

Practise making upstrokes.

- you may want to rotate the marker so you are holding it in a vertical position
- press lightly on the upstroke as you push the marker away from you
- use the tip of the marker



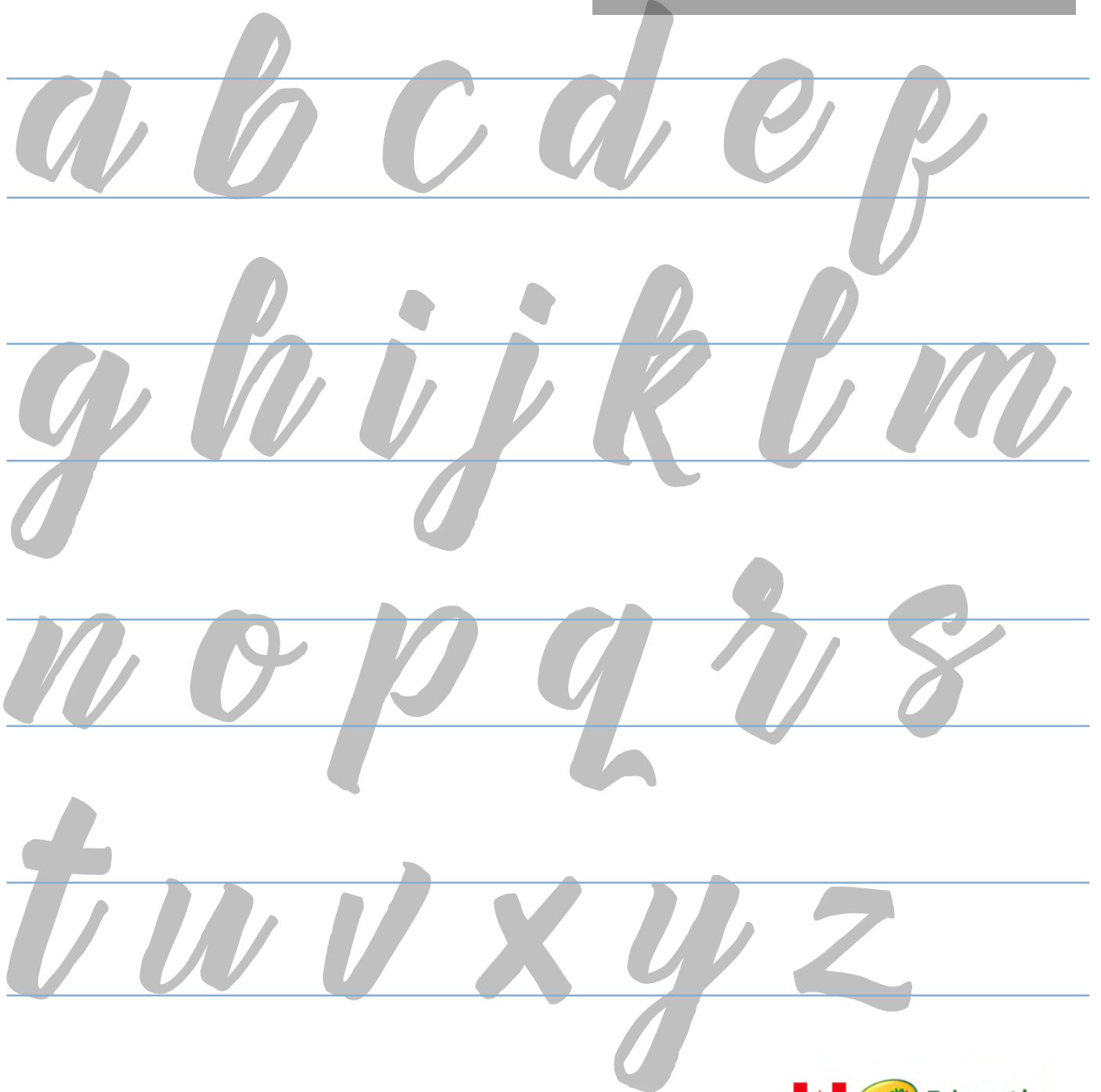
## 3. Practise making thick and thin strokes.

Fill a page with:

- combinations of thick and thin lines.
- thick straight lines
- thin straight lines
- loops
- ovals



4. Practise making letters. The more you practise, the better your letters will be.





## MINDFUL MANDALAS

[illegible]