

**SHAW
FESTIVAL**

SHAW WELLNESS
FOR STUDENTS

Teacher Package

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ART AND WELLNESS

Welcome to this educational series on Art and Wellness, presented by the Shaw Festival. This program uses practices found in the performing arts and adapts them for students of all ages to encourage the benefits of health and wellness.

PROGRAM OBJECTIVES

The World Health Organization (WHO)* defines health as “...a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity” and these three pillars of health (physical, mental, and social) are the foundation of this program. Each unit will use a variety of different activities and exercises to engage students physically, mentally, and socially. They are useful tools that can be incorporated in various ways throughout your course curriculum and lesson planning.

THE WELLNESS TRIANGLE



Wellness refers to not just the physical health but emotional, spiritual, social issues also. Improving your 'health and wellness' generally refers to promoting good health and reducing risk of disease with a holistic approach which takes into account many factors, including physical and emotional issues.

GENERAL INFORMATION

- **Materials:** We will be asking them to write down their observations and feelings throughout all the units therefore students will need writing materials, such as a notebook, pen and pencil.
- We have inserted PAUSE slides throughout the videos, but you can also pause them at any time, for however long you need.
- Take all the time you need to work through these units. This work could be done as a daily or weekly practice. It is up to you to decide how you want to incorporate this material into your class.
- It is important that students have space to move, even if that is limited. If in a classroom setting allow the students to clear their desk spaces so that they have enough room to move in all directions. This includes space underneath their desks.
- If you are teaching online, encourage students to clear as much space around them

as possible, so they can get the most out of each unit.

- Given the Ministry of Health COVID restrictions, it may be necessary for the students to stay masked if in a classroom setting. We have demonstrated options for students being masked or unmasked, as well as sitting at desks or being at home.
- At the end of each unit we have included reflection questions. Please feel free to add any additional questions, activities or thoughts you would like your students to consider.
- Some students may not like participating in this work. Encourage them to reflect on those feelings, whether they be positive or negative. Example: If a student says: "I don't like this." you could respond: "It's okay to dislike an activity, but I'd like you to think about why you disliked it. Did something make you feel nervous or uncomfortable? What could you do that would make you feel more comfortable with this activity? Can you think of a way to change it to make it helpful for you?"
- Definitions and links to additional resources are provided at the end of this document in the glossary and reference sections.
- Encourage students to wear comfortable clothing and sturdy footwear. Although this is not mandatory, it will be helpful for them during the activities by facilitating ease of movement and breath.

HOW TO RUN THIS PROGRAM

- Watch the videos for each unit and read through each activity, using the PDFs as a written guide.
- Read through the 'things to think about' sections that are provided for each activity, throughout each unit.
- Take note of any modifications or adjustments you might need to make for your class or individual students.
- Decide on a timeline for delivery (e.g. weekly or daily).
- Start with **Unit 1-Intro to Breath work** and work sequentially through each unit up to **Unit 5-A Day in the Life**.
- Once you have completed all five units, feel free to access the materials, activities, and class discussion points at any time.

SUGGESTIONS TO INTRODUCE THIS PROGRAM TO YOUR CLASS

- We are going to be doing some activities this week that will teach us new skills for keeping ourselves healthy.
- Why is it important to think about our health?
- What are some ways we keep ourselves healthy?
- We need to keep our minds healthy too - but some of the ways we do that are different. What can we do to help keep our minds healthy?

LET'S GET STARTED!

"It's not just about surviving, it's about thriving. It's enjoying life, having a sense of purpose, and being able to manage life's highs and lows." - Canadian Mental Health Association www.cmha.ca



SHAW WELLNESS FOR STUDENTS

Unit 1: Intro to Breath Work

Teacher Package

UNIT 1 - INTRO TO BREATH WORK (CLICK TITLE TO VIEW VIDEO)

In this unit we will explore breath work, which includes basic ideas of body alignment and why breathing is important for healthy living. The activities in this unit can further engage students in conversations about different systems of the body, such as the cardiovascular, skeletal, circulatory, and the nervous systems.

ACTIVITY 1: DESCRIBE YOUR BREATH IN THREE TO FIVE WORDS

DESCRIPTION

A writing activity to engage students in thinking about their breath and finding words to describe what they are feeling.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil

EXERCISE BREAKDOWN

- Students write down three to five words that describe how they are breathing and how their breath feels in that moment.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.
- There may be another reflection activity you would like them to engage in, and you should feel free to do so.

CLASS DISCUSSION OPTIONS

- How do you breathe?
- Have you ever thought about how you breathe before?
- How does your breath feel right now?

THINGS TO THINK ABOUT

- It is important that students have space to move, even if that is limited. If in a classroom setting allow the students to clear their desk spaces so that they have enough room to move in all directions. This includes space underneath their desks.
- Written activities can be done individually, in groups, or as a whole class.
- When we ask for words to describe how the students feel, they have options. They can draw a picture or sketch an image when asked in the video to write down their three to five words. The idea is for them to find a way to express what they are feeling in the easiest and most comfortable way.
- Some students may feel shy engaging in open discussions about their breath. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause video for as long as you need to complete this activity.

ACTIVITY 2: BODY SYSTEMS, ALIGNMENT AND COUNTING YOUR BREATH

DESCRIPTION

This activity helps students identify different systems of the body, as well as healthy alignment, and introduces a tool for counting your breath using tactile and tangible learning.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students place their hands at the sides of the ribs or below the belly button and the **diaphragm*** area.
- Students work to find whole body **alignment***. This can be done either seated or in a standing position.
- Remind the students to line up the hips, knees, shoulders and head in a straight line.
- Students inhale on a count of three and exhale on a count of three.
- Repeat the exercise on the counts of four, five and six.
- Students choose one number, either three, four, five or six, to count their inhale. Then they choose a different number (three, four, five or six) to exhale, creating a number combination

MODIFICATIONS

- In this activity students can take part either in a seated or standing position. Both versions are demonstrated in the video.

CLASS DISCUSSION OPTIONS

- Why is breathing important? Examples: Delivers oxygen to the brain, slows down the heart rate, increases awareness, reduces stress, efficient breathing helps us when we are being active/playing sports, etc.
- What are the systems of the body? Examples: Cardiovascular, nervous, skeletal, muscular, etc.
- What is body alignment? Why does it matter? Example: Understanding alignment can help increase energy levels and bring awareness to the skeletal structure of the human body.

THINGS TO THINK ABOUT

- When asked to place their hands on their body, encourage students to be gentle. Some students may not feel comfortable with self-touch, either in front of others or privately. You can encourage them to visualize the areas of the body as an alternative.
- The breath should not be pushed out or exaggerated to a point where the student feels faint, overheated, or has a dry throat.
- Encourage students to change their hand placement to help increase awareness of how breathing activates the body.
- Encourage students to find whole body alignment. This can be done either seated or in a standing position.
- If students feel more comfortable working with their eyes closed, this can be a great way to reduce their stress and anxiety while participating in the activity.

ACTIVITY 3: EXPLORING VISION

DESCRIPTION

This activity engages students in exploring what they see in their surroundings, as well as their peripheral vision.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Have the students look around the room.
- Students find one to two things in the room they have never noticed before.
- Students find one object in the room to look at. Using their peripheral vision they explore what they can see around them without moving their eyes.

MODIFICATIONS

- For students with any visual impairments or low vision, encourage them to explore their surroundings through touch by having them comment on the texture, size and shape of the objects they have chosen.

CLASS DISCUSSION OPTIONS

- What were some things you saw in the room that you never noticed before?
- What could you see using your peripheral vision?
- Have you ever thought of your peripheral vision before?
- Does your breath change as you look around the space?

THINGS TO THINK ABOUT

- Encourage students to find things they have never noticed before. Examples: crack in the ceiling, floor tiles, patterns, shapes, textures, colours.
- When exploring peripheral vision, encourage your students to blink or close their eyes to avoid any discomfort or sense of blurred vision.
- Remind students to keep breathing as they do this activity.

ACTIVITY 4: EXPLORING SOUND

DESCRIPTION

This activity engages students in exploring hearing and active listening.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students close their eyes.
- Students listen to sounds that are close to them.
- Students listen to sounds that are far away from them.

MODIFICATIONS

- For students with any hearing impairments or **low hearing***, encourage them to explore their surroundings through either touch, with eyes closed, or through their sense of smell.

CLASS DISCUSSION OPTIONS

- How many different sounds can you hear?
- Do different sounds make you feel different things? How? Why?
- Does your breath change as you listen to different sounds?

THINGS TO THINK ABOUT

- Encourage students to find two sounds they have never noticed before.
- Remind students to maintain a gentle steady breath as they do this exercise.
- Some students may not feel comfortable closing their eyes during this listening activity, therefore they can keep eyes open.

ACTIVITY 5: PASS THE BREATH

DESCRIPTION

This is a game that combines all the elements from this unit, and engages students with breath work on a social level.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students choose their own breathing number combinations. Example three and six.
- One student begins with their breathing number combination and at the end says the name of another student, either in the class or on their screens, to pass the breath.
- That student then completes their breathing number combination and at the end says the name of another student, to pass the breath.
- Everyone in the class should have a turn to pass the breath.

MODIFICATIONS

- If students do not wish to participate, ask them to listen and see if they can guess the breathing number combinations of the other students. They can write these combinations down and check with the other students at the end of the game to see if they guessed the right numbers.
- Have your students play around with changing the intensity or speed of their breath. Examples: fast or slow, loud or soft.

CLASS DISCUSSION OPTIONS

- What did you observe while playing the game pass the breath?
- Was this game easy or difficult to play?

THINGS TO THINK ABOUT

- Encourage students to actively listen (reference Activity 4) and communicate clearly with the people around them.
- As the students pass the breath, encourage them to stay true to their numbers (e.g. three and five) and clearly articulate the name of the person they pass the breath to.
- Make sure each student has a turn, with no repeats.

ACTIVITY 6: REFLECTION/CLASS DISCUSSIONS

DESCRIPTION

This activity engages students in reflecting on what they have experienced over the course of the unit. This can be completed individually, in groups, or as a whole class.

WHAT YOU WILL NEED

- Notepad
- Writing implements
- Optional: Colouring utensils (such as crayons, pastels, paints etc.)

QUESTIONS

- How does your breathing feel now?
- Has it changed from when we started the unit? How?
- Write down three to five words describing how your breath feels right now.

MODIFICATIONS

- There may be another reflection activity you would like your students to engage with, and you should feel free to do so. Examples: using play-doh to create sculptures, free drawing, poetry, etc.
- This activity could be given as homework, either completed on a different day or repeated over multiple days. This would provide some time and space for the students to process what they have experienced in this unit.
- Feel free to add any additional questions or thoughts you would like your students to consider.

THINGS TO THINK ABOUT

- Take the time to ask your students what they have experienced, and remind them about some of the points that may have come up in the other activities or class discussions.
- You can come back to these reflection questions and any of the activities in this unit at any time.
- Remember you can use these activities as tools to help calm and focus your classroom, or they can be employed to help manage a stressful situation with a student.

UNIT 1 - INTRO TO BREATH WORK CURRICULAR EXPECTATIONS

HEALTH AND PHYSICAL EDUCATION

GRADE	A1	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•	•	•		•	•	•	•
2	•	•	•	•		•	•	•	•
3	•	•	•	•		•	•	•	•
4	•	•	•	•		•	•	•	•
5	•	•	•	•		•	•	•	•
6	•	•	•	•		•	•	•	•
7	•	•	•	•		•	•	•	•
8	•	•	•	•		•	•	•	•



SHAW WELLNESS FOR STUDENTS

Unit 2: Let's Get Moving

Teacher Package

UNIT 2 - LET'S GET MOVING (CLICK TITLE TO VIEW VIDEO)

In this unit we introduce students to the physical body. Activities focus on moving different body parts in isolation, creating physical tableaux*, and using their bodies to communicate thoughts and feelings to other people.

ACTIVITY 1: DESCRIBE HOW YOUR BODY FEELS IN THREE TO FIVE WORDS, AND 'YAWN AND STRETCH'

DESCRIPTION

Part one: A writing activity to engage students in thinking about their bodies; how they move and how they communicate. **Part two:** Students 'Yawn and Stretch' their bodies, and reconnect with the breath work from Unit 1.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil
- Space to move or a stable chair, if sitting

EXERCISE BREAKDOWN

- Students write down three to five words that describe how their bodies feel at that moment.
- Students start with a 'Yawn and Stretch' of the body, adding twisting of the upper body, then stretching the arms out to the sides of the body and behind the body, as far as possible.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.
- As an alternative to writing down three to five words that describe how they feel students can draw a picture or sketch an image.

CLASS DISCUSSION OPTIONS

- How does your body feel today?
- How does your breath feel today?
- How do you feel after the 'Yawn and Stretch'?

THINGS TO THINK ABOUT

- The activity can be done individually, in groups, or as a whole class.
- It is important that students find a way to express what they are feeling in the easiest and most comfortable way.
- Students may feel shy engaging in open discussions about moving their bodies. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Remind the students in the 'Yawn and Stretch' to incorporate the breath work from Unit 1.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 2: THE PHYSICAL BODY

DESCRIPTION

In this activity students move different parts of their body in isolation*, starting with the head and working down to the feet. This can be used as a simple guide to warming up the entire body in under 10 minutes.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting
- A wall or a stable chair for balancing, if standing

EXERCISE BREAKDOWN

- Drop the chin down towards the chest, then look up towards the ceiling. **Complete eight times alternating up and down.** (*Note: Be careful not to crunch the back of the neck on the look up.*)
- Look to the right, then look to the left. **Complete eight times alternating sides.** (*Note: Be careful not to force the chin past the shoulders.*)
- Tilt the head over towards the right shoulder (ear to shoulder), then tilt the head over towards the left shoulder. **Complete eight times alternating sides.** (*Note: Keep the shoulders lowered and relaxed while dropping the head towards the right or left side.*)
- Lift both shoulders up towards the ear lobes and release them back down. **Complete four times.** (*Note: Use deep breaths when lifting and releasing the shoulders.*)
- Roll both shoulders in full circles starting towards the front of the body. **Complete four times.** Then repeat the shoulder circles in the opposition direction, starting towards the back of the body. **Complete four times.**
- Extend the arms out to the side of the body. Reach as far as you can to the right, isolating the movement of the ribs while maintaining foot placement on the ground. Then repeat to the left side. **Complete eight times alternating sides.**
- Place the hands on the hips. Lift the right leg, keeping the upper body straight and the eyes looking forward, then place the leg down. Repeat with the left leg. **Complete eight times alternating legs.** (*Note: For balance, place one hand against a wall, or on the back of a chair or other stable surface.*)
- Place the hands on the hips. Lift the right leg in the air and rotate the right ankle in a circular motion towards **one direction four times, then in the opposite direction four times.** Gently lower the leg to ground. **Repeat on the left side.** (*Note: For balance, place one hand against a wall, or on the back of a chair or other stable surface.*)

MODIFICATIONS

- For students with limited range of movement or low mobility, reduce the range of motion and the speed of the movements.
- The video demonstrates both standing and seated versions of the marching and the ankle circles.

CLASS DISCUSSION OPTIONS

- What does it mean to move different parts of your body in isolation?
- Are there sections of your body that are easier to move than others? Why?

- What did you discover in your warmup?
- What other body parts can you isolate? (e.g. eyes, fingers, etc.)

THINGS TO THINK ABOUT

- Moving the body releases endorphins, which can enable the release of tension.
- These movements should be comfortable and easy. If students experience pain or discomfort encourage them to reduce the range of motion or to find their own isolations.
- Some students may experience tension or challenges moving different sections of their body. Encourage these students to move these areas as best as they can but not to a point of pain.
- Remind students of their breath work from Unit 1 during this activity.
- The direction of the movements is not essential (e.g. right or left). Remind the students that the focus of this activity is the movement of the body in isolation.

ACTIVITY 3: PHYSICAL STATUES

DESCRIPTION

In this activity students create a statue or frozen picture (tableau) with their whole body, in silence, based on activities you do around the house.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Define what a statue or frozen picture (tableau*) is to the class.
- Make a list of activities you do, or see being done, around the house.
- Once the students have chosen an activity allow them time to create a statue or frozen picture (tableau) using their entire body, including their face.

MODIFICATIONS

- This activity can be done individually, in pairs, in groups, or as a whole class. If working in pairs or groups, you can create a "museum" of statues. Make sure you provide time for the students to observe each other's statues.
- This activity can also be turned into a guessing game, where students guess each other's statute or frozen picture (tableau).

CLASS DISCUSSION OPTIONS

- What are some different ways that your body can communicate?
- Have you ever thought about how many ways your body communicates with others?
- What are some activities you might do around the house?
- Are some of the activities easier to create a statue with than others?
- How hard or easy is it to be silent as you create your statue? Why?

THINGS TO THINK ABOUT

- Creating a list of "activities you do around the house" can be done individually, in groups or as a whole class.
- Encourage students to breathe and blink during the activity.
- Encourage students to use their whole body to express the "activity you do around the house" including their faces.

ACTIVITY 4: PHYSICAL EMOTIONS

DESCRIPTION

In this activity students create a statue or frozen picture (tableau) with their whole body, in silence, based on different emotions.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Make a list of general emotions (e.g. happy, sad, angry).
- Once the students have chosen an emotion, allow them time to create a statue or frozen picture (tableau) using their entire body, including their face.

MODIFICATIONS

- This activity can be done individually, in pairs, in groups, or as a whole class. If working in pairs or groups, you can create a “museum” of statues. Make sure to provide time for the students to observe each other’s statues.
- This activity can also be turned into a guessing game, where students guess each other’s statute or frozen picture (tableau).

CLASS DISCUSSION OPTIONS

- Have you ever thought about how many ways your body communicates emotions, to yourself and to others?
- What are some different emotions you might feel over the course of a whole day?
- Are some emotions easier to communicate as a statue than others? Why?
- How hard or easy is it to be silent as you create your statue? Why?

THINGS TO THINK ABOUT

- Creating a list of emotions can be done individually, in groups, or as a whole class.
- Encourage students to breathe and blink during the activity.
- Encourage students to use their whole body to express their emotion, including their faces.

ACTIVITY 5: PHYSICALIZE HOW YOU FEEL

DESCRIPTION

In this activity students create a statue or frozen picture (tableau) with their whole body, in silence, based on one of their words from Activity 1. Then, they will find the opposite word and create a second statue or frozen picture (tableau), resulting in two statues or frozen pictures (tableaux).

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students choose one of their words from Activity 1.
- They create a statue or frozen picture (tableau) to communicate that word using their whole body, including their face.
- Students then find the opposite word and create a new statue or frozen picture (tableau).
- Then, using the breathing counting combinations from Unit 1, students move from one statue or frozen picture (tableau) to the other.

MODIFICATIONS

- This activity can be done individually, in pairs, in groups, or as a whole class. If working in pairs or groups, you can create a “museum” of statues. Make sure to provide time for the students to observe each other’s statues.
- This activity can also be turned into a guessing game, where students guess each other’s statute or frozen picture (tableau).

CLASS DISCUSSION OPTIONS

- How does it feel to express one of your words with your body?
- Can you feel a difference in your body between your two statues?
- How does it feel to go from one statue to the other?
- How hard or easy is it to be silent as you create your statues? Why?

THINGS TO THINK ABOUT

- Encourage students to breathe and blink during the activity.
- Encourage students to use their whole body to express their word and its opposite.
- Students may feel shy physicalizing how they feel. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.

ACTIVITY 6: RECEIVE & TRANSMIT

DESCRIPTION

Students engage with how they feel and communicate that feeling through their whole body to another person.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- One student starts as the transmitter. They create a whole body movement or gesture, about how they feel in that moment, and transmit it to another person in the class, saying that student's name.
- The person whose name was called becomes the receiver. They echo the same gesture back to the transmitter, saying the transmitter's name. This lets the transmitter know that the gesture has been received.
- That student is now the new transmitter. They create a new gesture, based on how they feel, and pass it to another student (saying their name) who becomes the next receiver.
- Go through the whole class until everyone has had a chance to transmit and receive.

MODIFICATIONS

- This activity can be done as a call and response. One student makes the gesture and the whole class echoes it back.

CLASS DISCUSSION OPTIONS

- How does it feel to transmit your gesture to another person?
- How does it feel to receive a gesture/movement from someone else?
- Is there a difference between transmitting and receiving? Describe?
- Did this activity help you to understand another person's emotions?

THINGS TO THINK ABOUT

- Ensure that every student has a turn, and there are no repeats of names.
- Encourage students to truly echo what they receive from the other person.
- Students may feel shy physicalizing how they feel. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.

ACTIVITY 7: REFLECTION/CLASS DISCUSSION

DESCRIPTION

This activity engages students in reflecting on what they have experienced over the course of the unit. This can be completed individually, in groups, or as a whole class.

WHAT YOU WILL NEED

- Notepad
- Writing implements
- Optional: Colouring utensils (such as crayons, pastels, paints etc.)

QUESTIONS

- How does your body feel now?
- Has it changed from when we started the unit? How?
- Write down three to five words on how your body feels now that you've completed this unit.

MODIFICATIONS

- There may be another reflection activity you would like your students to engage with, and you should feel free to do so. Examples: using play-doh to create sculptures, free drawing, poetry, etc.
- This activity could be given as homework, completed on a different day, or repeated over multiple days. This could be an opportunity for the students to process what they have learned in this unit.
- Feel free to add any additional questions or thoughts you would like your students to consider.

CLASS DISCUSSION OPTIONS

- How does it feel to transmit your gesture to another person?
- How does it feel to receive a gesture/movement from someone else?
- Is there a difference between transmitting and receiving? Describe?
- Did this activity help you to understand another person's emotions?

THINGS TO THINK ABOUT

- Encourage your students to reflect back on some of the discussions that may have come up in the other activities.
- You can come back to these reflection questions and any of the activities in this unit at any time.
- Remember you can use these activities as tools to help uplift and calm your classroom. They can also be employed to help manage a stressful situation with a student.

UNIT 2 - LET'S GET MOVING CURRICULAR EXPECTATIONS

HEALTH AND PHYSICAL EDUCATION

GRADE	A1	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	•	•
4	•	•	•	•	•	•	•	•	•
5	•	•	•	•	•	•	•	•	•
6	•	•	•	•	•	•	•	•	•
7	•	•	•	•	•	•	•	•	•
8	•	•	•	•	•	•	•	•	•

THE ARTS (A - DANCE, B - DRAMA, C - MUSIC, D- VISUAL ARTS)

GRADE	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•		•					•		
2	•	•		•	•				•		
3		•		•	•				•		
4									•		
5	•	•							•		
6	•								•		
7	•			•					•		
8		•		•					•		



SHAW WELLNESS FOR STUDENTS

Unit 3: Make Some Noise

Teacher Package

UNIT 3 - MAKE SOME NOISE [\(CLICK TITLE TO VIEW VIDEO\)](#)

This unit encourages students to use their voices in an expressive and mindful way. This vocal work can be extremely useful for oral presentations and gaining confidence. These activities can also be great tools to help address bullying inside and outside the classroom, the use of social media, and how students speak to peers or persons of authority.

ACTIVITY 1: DESCRIBE YOUR VOICE IN THREE TO FIVE WORDS

DESCRIPTION

A writing activity to engage students in thinking about how their voice feels in that moment.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil

EXERCISE BREAKDOWN

- Students write down three to five words that describe how their voice feels in that moment.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.
- There may be another reflection activity you would like them to engage in, and you should feel free to do so.

CLASS DISCUSSION OPTIONS

- How does your voice feel today?
- Does the quality of your voice change depending on how you feel? Why?
- How can your voice affect the people around you? Why?

THINGS TO THINK ABOUT

- Written activities can be done individually, in groups, or as a whole class.
- When we ask for three to five words to describe how the students feel, they also have the option to draw a picture or sketch an image. The idea is for them to find a way to express what they are feeling in the easiest and most comfortable way.
- Students may feel shy engaging in open discussions about their voice. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 2: POSITIONING THE VOICE

DESCRIPTION

A voice activity that identifies the area of the body that produces sound.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students begin by positioning the body (either standing or sitting) using the alignment work from Unit 2.
- Students then use the breath work from Unit 1 to take 3-5 deep breaths.
- Begin a gentle 'yawn and stretch', reaching out in all directions with the whole arm through to the fingertips.
- Add a gentle twist of the body in both directions to wake up the spine.
- Have the students gently place their hands on the back of the neck, and then the upper chest area.
- Students take a gentle breath in, and breathe out adding a 'Z' sound. Repeat this three times.

MODIFICATIONS

- Students can do this exercise with eyes closed.
- Add different intensities of sound to feel more vibrations.
- Add a physical gesture to the breath work.
- You can take this activity further by engaging students in conversations about sound waves, vibrations, sound production, and resonance.

CLASS DISCUSSION OPTIONS

- What are vocal vibrations?
- Where do you feel the vibrations?
- Do you feel any tension in the neck or throat area? If so, how can you release this tension?

THINGS TO THINK ABOUT

- Provide time for your students to reacquaint themselves with the breath work from Unit 1, and the alignment work from Unit 2.
- With the 'Z' imagine a sound similar to a buzzing bee.
- Encourage the students not to push their breath out forcefully and to breathe in whenever necessary. They should not run out of air.
- The intention of this work is to engage the students vocally without creating further anxiety and stress. If your students are online, it might be helpful to have them do some of this work with their microphones muted.
- Some students may not respond positively to vocal work. Encourage those students to participate as much as possible, but remember, there are other explorations in the upcoming units, which may connect better with those students.
- Stress and anxiety can affect how the voice is heard or how the voice feels as it is used. Remind students these activities can help alleviate some of those feelings.

ACTIVITY 3: HUMMING

DESCRIPTION

In this activity students explore humming.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students should take a nice gentle breath in, then breathe out adding a hum.

MODIFICATIONS

- Students can do this exercise with eyes closed.
- Add different intensities of sound to feel more vibrations.
- Have the students try different pitches.

CLASS DISCUSSION OPTIONS

- How does it feel to change the sound from a 'Z' to a hum?
- Does changing the sound affect your breathing? How?
- Can you feel if any tension is being held in the neck area? If so, how can you release it?

THINGS TO THINK ABOUT

- With the 'hum' sound start by saying the word YUM slowly, and then stay on the 'm' sound.
- Encourage your students to find the vibrations on the lips and face. It may help them to feel the vibrations more if they place their hands around different areas on the face.
- The intention of this work is to engage the students vocally without creating further anxiety and stress. If your students are online, it might be helpful to have them do some of this work with their microphones muted.
- Some students may not respond positively to vocal work. Encourage those students to participate as much as possible, but remember there are other explorations in the upcoming units, which may connect better with those students.
- Stress and anxiety can affect how the voice is heard or how the voice feels as it is used. Remind students these activities can help alleviate some of those feelings.

ACTIVITY 4: PLAYING WITH VOWELS AND CONSONANTS

DESCRIPTION

In this activity students play with vowel sounds and tongue twisters.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Go through each vowel sound (A, E, I, O, U) slowly, using the whole face.
- Add consonants and tongue twisters. Examples: Red Leather, Yellow Leather; Unique New York; Irish Wristwatch.

MODIFICATIONS

- Either individually, in groups, or as a whole class, students can create their own tongue twisters.

CLASS DISCUSSION OPTIONS

- How can working with articulation* help with clarity in speaking?
- How could this exercise help with public speaking, oral presentations, or job interviews?

THINGS TO THINK ABOUT

- When exploring A, E, I, O, U encourage students to have fun stretching their faces. They (and you) are allowed to feel silly!
- If students find the tongue twisters challenging try saying them slowly before speeding up or repeating multiple times.
- The intention of this work is to engage the students vocally without creating further anxiety and stress. If your students are online, it might be helpful to have them do some of this work with their microphones muted.
- Some students may not respond positively to vocal work. Encourage those students to participate as much as possible, but remember there are other explorations in the upcoming units, which may connect better with those students.
- Stress and anxiety can affect how the voice is heard or how the voice feels as it is used. Remind students these activities can help alleviate some of those feelings.

ACTIVITY 5: CLASS DISCUSSION

DESCRIPTION

In this activity students engage in a class discussion about the impact of the human voice.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students discuss the impact of the human voice.

MODIFICATIONS

- Students can draw a picture or write down their ideas and observations.

CLASS DISCUSSION OPTIONS

- Are you affected by the sound of other people's voices? Why? How?
- Could the sound of your voice affect how someone might think or feel? Why? How?
- Can the words you choose impact another person? How?

THINGS TO THINK ABOUT

- Students may feel uncomfortable sharing their feelings or ideas. Encourage them to participate as much as possible, and to write down or draw what they are feeling.

ACTIVITY 6: VOCAL REACTIONS

DESCRIPTION

In this activity students vocally express emotions in reaction to different situations.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students express an emotion with their voice, in reaction to a situation.
- List of options: Touching hot water that is too hot, seeing a friend for the first time in a long time, tasting something delicious.

MODIFICATIONS

- Either individually, in groups, or as a whole class, students can create their own list of activities and daily situations.

CLASS DISCUSSION OPTIONS

- What are some sounds we make in a day?
- How does it make you feel to hear a vocal reaction from another person?

THINGS TO THINK ABOUT

- Encourage your students to engage in their vocal reactions as much as possible.
- Students can use their whole body to communicate their emotional reaction.
- Some students may not respond positively to vocal work. Encourage those students to participate as much as possible, but remember there are other explorations in the upcoming units, which may connect better with those students.
- Stress and anxiety can affect how the voice is heard or how the voice feels as it is used. Remind students these activities can help alleviate some of those feelings.
- We have provided suggestions for this activity and feel free to add your own.

ACTIVITY 7: VOCALIZE HOW YOU FEEL & CLASS DISCUSSION

DESCRIPTION

Part 1 - In this activity students create a sound with their voice, using their whole face, based on one of their words from Activity 1. Then, they find the opposite word and create the opposite sound, resulting in two opposing vocalized expressions. Using their breathing number combination from Unit 1, students transition from one vocal expression to the second vocal expression. **Part 2** - Students engage in a class discussion about what they have experienced.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Go back to the list of words from Activity 1.
- Ask students to choose one of their words and create a vocal response to communicate that word using their whole face.
- Students find the opposite of their word and create a second vocal expression. They should now have two opposing vocal expressions.
- Using the breathing counting combinations from Unit 1, students transition from one to the other.

MODIFICATIONS

- This activity can also be turned into a guessing game, where students guess each other's emotions.

CLASS DISCUSSION OPTIONS

- How does it feel to express your emotions using only your voice?
- Can you feel a difference between your two vocal expressions?
- How does it feel to go from one vocal expression to the other?
- How does it feel to go from one emotion to the other?

THINGS TO THINK ABOUT

- Encourage students to breathe during the activity.
- Encourage students to use their voices and their whole face to express their emotion and its opposite.
- When the students are creating the vocal expression to their word, encourage them to reflect back on what they have learned from the previous units.
- Students may feel shy vocalizing how they feel. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.

ACTIVITY 8: PASS THE SOUND

DESCRIPTION

Students vocalize how they feel and communicate that feeling to another person. This game is similar to Activity 6 (Transmit & Receive) in Unit 2 - Let's Get Moving.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- One student creates a sound based on how they feel in that moment.
- They transmit that sound to another student in the class by saying their name, and expressing how they feel. Example: Kiera, I feel tired.
- That student then echoes the sound back to the person who passed it to them and says "Alexis, I hear that you feel tired." This lets them know that they have received the sound and emotion.
- The receiver now becomes the transmitter and creates a new sound (based on how they feel) to pass to another student.
- Continue until everyone has had a chance to pass their sound and emotion.

MODIFICATIONS

- This activity can be done as a 'call and response' with the whole class. One student makes their sound and emotion, and the whole class echoes it back.

CLASS DISCUSSION OPTIONS

- How does it feel to transmit your sound to another person in the room using your voice?
- Can you feel a difference between receiving and transmitting sound and emotions?
- How does it feel to receive a sound and emotion from someone else?

THINGS TO THINK ABOUT

- Ensure that every student has a turn, and there are no repeats.
- Encourage students to truly echo what they receive from the other person.
- Students may feel shy vocalizing how they feel. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.

ACTIVITY 9: REFLECTION/CLASS DISCUSSION

DESCRIPTION

This activity engages students in reflecting on what they have experienced over the course of the unit. This can be completed individually, in groups, or as a whole class.

WHAT YOU WILL NEED

- Notepad
- Writing implements
- Optional: Colouring utensils (such as crayons, pastels, paints etc.)

QUESTIONS

- How does your voice feel now?
- Has it changed from when we started the unit? How?
- Write down three to five words on how your voice feels now that you've completed this unit.

MODIFICATIONS

- There may be another reflection activity you would like your students to engage with, and you should feel free to do so. Examples: using play-doh to create sculptures, free drawing, poetry, etc.
- This activity could be given as homework, completed on a different day, or repeated over multiple days, which would provide time and space for students to process what they have learned in this unit.
- Feel free to add any additional questions or thoughts you would like your students to consider.

THINGS TO THINK ABOUT

- Take the time to ask your students what they have experienced and remind them about some of the discussions that may have come up in the other activities.
- You can come back to these questions and activities at any time.
- Remember you can use these activities as tools to help uplift or calm your classroom. They can also be employed to help manage a stressful situation with a student.

UNIT 3 - MAKE SOME NOISE CURRICULAR EXPECTATIONS

HEALTH AND PHYSICAL EDUCATION

GRADE	A1	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•	•	•			•	•	•
2	•	•	•	•			•	•	•
3	•	•	•	•			•	•	•
4	•	•	•	•			•	•	•
5	•	•	•	•			•	•	•
6	•	•	•	•			•	•	•
7	•	•	•	•			•	•	•
8	•	•	•	•			•	•	•

THE ARTS (A - DANCE, B - DRAMA, C - MUSIC, D- VISUAL ARTS)

GRADE	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
1							•		•		
2							•		•		
3							•		•		
4							•		•		
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SHAW WELLNESS FOR STUDENTS

Unit 4: Rhythm is your Dancer

Teacher Package

UNIT 4 - RHYTHM IS YOUR DANCER (CLICK TITLE TO VIEW VIDEO)

In this unit we will explore the different ways rhythmic sounds can move us emotionally and change our thought processes throughout the day. Although this unit engages the body and movement, its focus is specifically on rhythm and how we can communicate feelings through rhythm.

ACTIVITY 1: DESCRIBE HOW YOU ARE FEELING IN THREE TO FIVE WORDS

DESCRIPTION

A writing activity to engage students in thinking about how they are feeling.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil

EXERCISE BREAKDOWN

- Students write down three to five words that describe how their breath, body, and voice feel in that moment.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.
- There may be another reflection activity you would like them to engage in, and you should feel free to do so.

CLASS DISCUSSION OPTIONS

- How are you feeling today?
- Is there anything different about your breath, body, and voice today?

THINGS TO THINK ABOUT

- Written activities can be done individually, in groups, or as a whole class.
- When we ask for words to describe how the students feel, they have options:
- They can draw a picture or sketch an image when asked in the video to write down their three to five words. The idea is for them to find a way to express what they are feeling in the easiest and most comfortable way.
- Students may feel shy engaging in open discussions about their bodies and how they feel. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 2: CLASS DISCUSSION ABOUT RHYTHM

DESCRIPTION

This activity is a class discussion that engages students in thinking and talking about rhythm, and the role rhythm might play in their lives.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil

EXERCISE BREAKDOWN

- Students engage in a class discussion about rhythm, and how we can be affected by it.

MODIFICATIONS

- There may be another reflection activity you would like them to engage in, and you should feel free to do so.

CLASS DISCUSSION OPTIONS

- What role does rhythm play in your life?
- How do you react to rhythmic sounds? How do they affect you?
- In what ways can we create rhythm?
- If you close eyes, can you hear any rhythmic or repetitive sounds around you?

THINGS TO THINK ABOUT

- This discussion can be done in groups, or as a whole class.
- When we ask for words to describe how the students feel, they have options. They can draw a picture or sketch an image when asked in the video to write down their three to five words. The idea is for them to find a way to express what they are feeling in the easiest and most comfortable way.
- Students may feel shy engaging in open discussions about their bodies. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 3: EXPLORING RHYTHM WITH THE WHOLE BODY

DESCRIPTION

This activity engages students in exploring different ways they can create rhythm with their body. This includes toe taps, heel drops, stomps, claps, snaps, and body strikes.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Begin with an easy warm up using elements found in Units 1, 2, and 3.
- Start by taking a deep breath.
- Add in big yawns, while reaching the arms as far away from the body as possible.
- Add gentle twists and body rolls.
- Wake the body up with a big shake.
- Toes Taps: Students lift only their toes off the ground, then place them down, alternating between their right and left foot.
- Heel Drops: Students lift only their heels off the ground then place them down, alternating between their right and left foot.
- Foot Stomp: Lift the whole foot off the ground, then place it down, alternating feet.
- Clap: Students start off with a simple clap using both hands.
- Snap: Students snap fingers using both hands at the same time, then alternating right and left.
- Body Stikes: Using their hands, students gently strike different areas of the body such as upper chest, stomach, legs.
- Using toes taps, heel drops, foot stomps, claps, snaps, and body strikes students create two to three different rhythm combinations.

MODIFICATIONS

- Students can create their own warm up based on what they remember from previous units.
- If students find it challenging to lift their toes or heels independently, they can lift their whole foot off the ground instead.
- If students are unable to snap they can either make the snap gesture, without sound, or clap.
- Instead of body strikes, students can slap or strike any flat surfaces around them, such as desk, table, chair, etc.

CLASS DISCUSSION OPTIONS

- What does it feel like to create rhythm with different parts of your body?
- Are there parts of your body that are easier to make rhythm with than others? Why?
- What did you discover about creating different rhythmic sounds using your body?
- Can you find other ways to create rhythm?

THINGS TO THINK ABOUT

- Throughout this activity try using different variations of rhythm, such as increasing

the speed, changing the quality of the sound (e.g. loud or soft), and changing rhythmic patterns*.

- Remind students not to hit or strike their bodies too hard, they need to be careful and mindful not to hurt themselves.
- Students may feel shy about using their bodies to create rhythm. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Some students may feel uncomfortable with physically touching their bodies. You can encourage these students to engage with any other objects or surfaces around them.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 4: CREATING RHYTHM COMBINATIONS TO EXPRESS HOW YOU FEEL

DESCRIPTION

This activity engages students in exploring different ways they can create a rhythm combination that communicates how they are feeling.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Students choose one of their words from Activity 1.
- Then they pick one of the rhythm combinations they have just created.
- Combining these two elements students explore how to express what they feel through rhythm.

MODIFICATIONS

- Instead of body strikes, students can slap or strike any flat surfaces around them, such as a desk, table, chair, etc.
- For students with limited mobility, ask them to write down or list their rhythm combination and have another student demonstrate it.

CLASS DISCUSSION OPTIONS

- How does it feel to express one of your words through rhythm?
- How difficult or easy is it to use rhythm to express how you feel?

THINGS TO THINK ABOUT

- Remind your students that emotions can be transmitted and communicated through their whole body.
- Encourage students to explore different variations, such as increasing the speed, changing the quality of the sound (e.g. loud or soft), or changing rhythmic patterns.
- Students may feel shy about using their bodies to create rhythm. This can manifest as self-criticism, self-consciousness, embarrassment, or fear.
- Some students may feel uncomfortable with physically touching their bodies. You can encourage these students to engage with any other objects or surfaces around them.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 5: CALL AND RESPONSE

DESCRIPTION

In this activity students play a game called 'Call and Response' using their rhythm combination expressing their word from Activity 4.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting.

EXERCISE BREAKDOWN

- One student begins as the "caller"
- The "caller" communicates their rhythm combination, expressing their word from Activity 4, to the whole class.
- The rest of the class learns the "caller's" combination and 'responds' with it, all together as a whole class.
- Go through the whole class so each student has a turn being "the caller".

MODIFICATIONS

- To help address any individual nervousness, this activity could be done with a partner, where two students can be 'the caller' at the same time, using the same combination.

CLASS DISCUSSION OPTIONS

- How does it feel to express one of your words through rhythm to your class?
- How did it feel to observe the class doing your rhythm combination?
- How does it feel to respond back to another classmate with their rhythm combination?
- Did you understand what feeling your classmates rhythm combinations communicated?
- Were you able to copy the exact same rhythm and emotion from your classmates?
- Did you find it difficult to remember your classmates rhythm combinations in such a short period of time? Why?

THINGS TO THINK ABOUT

- Encourage your students to communicate their rhythm combination and emotion with clarity so that their combinations can be repeated easily by others in the class.
- Put students in a numbered order so each student has a turn and knows who goes next.
- The aim is to make it through the whole class with no repeats.
- Some students may feel uncomfortable with communicating their rhythm combination to the whole class. Remind students that this is not a presentation or performance but an opportunity to express themselves.
- Encourage your students to participate as much as possible but, if a student chooses to opt out, suggest that they can observe and continue to participate in any way they can.
- Pause the video for as long as you need to complete this activity.

ACTIVITY 6: REFLECTION/CLASS DISCUSSION

DESCRIPTION

This activity engages students in reflecting on what they have experienced over the course of the unit. This can be completed individually, in pairs, in groups, or as a whole class.

WHAT YOU WILL NEED

- Notepad
- Writing implements
- Optional: Colouring utensils (such as crayons, pastels, paints etc.)

QUESTIONS

- How do you feel right now? Example: Energized, frustrated, lost, successful, etc.
- Have your energy levels changed from when we started the unit? How?
- Do you think you could find different rhythm combinations in your life, now that you have completed this unit?

MODIFICATIONS

- This activity could be given as homework, completed on a different day, or repeated over multiple days. Example as homework: "Take a minute to listen to the sounds around you. What are some different rhythms that you hear? How do they make you feel?"
- Feel free to add any additional questions or thoughts you would like your students to consider.

THINGS TO THINK ABOUT

- Take the time to ask your students what they have experienced, and remind them about some of the points that may have come up in the other activities or class discussions.
- You can come back to these reflection questions and any of the activities in this unit at any time.
- Remember you can use these activities as tools to help uplift or calm your classroom. They can also be employed to help manage a stressful situation with a student.

UNIT 4 - RHYTHM IS YOUR DANCER CURRICULAR EXPECTATIONS

HEALTH AND PHYSICAL EDUCATION

GRADE	A1	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•	•	•			•	•	•
2	•	•	•	•			•	•	•
3	•	•	•	•			•	•	•
4	•	•	•	•			•	•	•
5	•	•	•	•			•	•	•
6	•	•	•	•			•	•	•
7	•	•	•	•			•	•	•
8	•	•	•	•			•	•	•

THE ARTS (A - DANCE, B - DRAMA, C - MUSIC, D- VISUAL ARTS)

GRADE	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•					•		•		
2	•						•		•		
3	•	•					•		•		
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SHAW WELLNESS FOR STUDENTS

Unit 5: A Day in the Life

Teacher Package

UNIT 5 - A DAY IN THE LIFE (CLICK TITLE TO VIEW VIDEO)

In this final unit we will be combining all the work from previous units (breath work, movement, voice, and rhythm) and demonstrating how these skills can be applied to everyday life. These activities will incorporate multiple aspects of communication that include **authentic presence***, **active listening***, and connecting with others. This unit should be a positive experience towards the journey of self discovery.

ACTIVITY 1: WARM UP

DESCRIPTION

In this activity students will warm up the body incorporating elements from all the previous units. This includes breath, body, voice, and rhythm.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting

EXERCISE BREAKDOWN

- Start with a yawn and stretch, using deep breaths as you move.
- Reach your arms away from the body, adding in gentle twists.
- Add in isolations from Unit 2. Start with the head, then moving down to the neck, shoulders, ribs, legs, ankles, and feet.
- Warm up the face with some stretches (wide, tight, pulling the lips forward).
- Add some gentle sounds from Unit 2. Start with the 'Z' sound, add 'Hums', and end with some Tongue Twisters.
- Bring in some rhythmic work, body strikes, or stomping of the feet to help energize the body.
- End with 3 deep breaths, finding stillness and an easy silence.

MODIFICATIONS

- Students may want to do some or all of this warm up with eyes closed.

CLASS DISCUSSION OPTIONS

- Thinking back to the previous units, can you build yourself a warm up that includes your body, your voice, and your mind, to help you get ready for your day?

THINGS TO THINK ABOUT

- As you move through these final activities encourage your students to remember the tools we have explored in previous units.
- The warm up includes different aspects from the previous units and continues to build on those foundations
- This warm up is available to you as a daily practice which you can now include as part of your class. Feel free to add in some of your own ideas.

ACTIVITY 2: HOW DO YOU FEEL ON A DIFFICULT DAY?

DESCRIPTION

In this activity students will create a personal expressive interpretation* about how they feel on a difficult day.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil
- Space around you and a stable chair, if sitting.

EXERCISE BREAKDOWN

- Write down three to five words that describe how you feel on a day that is difficult, or that may not be going so well.
- Create an expressive interpretation for each of those feelings that you have written down using movement, voice, and rhythm.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.

CLASS DISCUSSION OPTIONS

- What makes a day difficult and how would you describe it?
- How do you feel when you describe a difficult day? Why?

THINGS TO THINK ABOUT

- The students may need additional help to identify how they feel on a difficult day and create a rhythm combination that reflects those feelings. You may need to help them make this connection in order to complete this task.
- This activity will take time. You can take as much time as the students need to create their expressive interpretation.

ACTIVITY 3: HOW DO YOU FEEL ON AN EASY DAY?

DESCRIPTION

In this activity students will create a personal expressive interpretation about how they feel on an easy day.

WHAT YOU WILL NEED

- Paper/Notebook/Drawing Board
- Pen/Pencil
- Space around you and a stable chair, if sitting.

EXERCISE BREAKDOWN

- Write down three to five words that describe how you feel on a day that is easy and going really well.
- Create an expressive interpretation for each of those feelings that you have written down using movement, voice, and rhythm.

MODIFICATIONS

- Instead of writing the words in a journal have the class brainstorm a list of shared words on chart paper, chalk board, or smartboard.

CLASS DISCUSSION OPTIONS

- What makes a day easy and how would you describe it?
- How do you feel when you describe an easy day? Why?

THINGS TO THINK ABOUT

- The students may need additional help to identify how they feel on an easy day and create a rhythm combination that reflects those feelings. You may need to help them make this connection in order to complete this task.
- This activity will take time. You can take as much time as the students need to create their expressive interpretation.

ACTIVITY 4: TRANSITIONING FROM A DIFFICULT DAY TO AN EASY DAY

DESCRIPTION

In this activity students will use their personal expressive interpretation of how they feel on a difficult day and transition to their expressive interpretation of how they feel on an easy day.

WHAT YOU WILL NEED

- Space around you and a stable chair, if sitting.

EXERCISE BREAKDOWN

- Students start with their expressive interpretation of 'a difficult day'.
- Using their breathing counting combination students transition from the difficult day into their expressive interpretation of 'an easy day'.

MODIFICATIONS

- There may be another reflection activity you would like your students to engage with, and you should feel free to do so. Examples: using play-doh to create sculptures, free drawing, poetry, etc.
- Feel free to add any additional questions or thoughts you would like your students to consider.

CLASS DISCUSSION OPTIONS

- Can you feel the emotional journey you just went through when moving from one emotional state to the other?
- Can you feel how your body, your voice, and your breath changed between one emotional state to the other?

THINGS TO THINK ABOUT

- Try the opposite by starting with the easy day and transitioning into the difficult day.
- Encourage students to use their breathing from Unit 1 to help them transition from one expressive interpretation to the other.

ACTIVITY 5: REFLECTION/CLASS DISCUSSION

DESCRIPTION

This activity engages students in reflecting on what they have experienced over the course of the unit. This can be completed individually, in pairs, in groups, or as a whole class.

WHAT YOU WILL NEED

- Notepad
- Writing implements
- Optional: Colouring utensils (such as crayons, pastels, paints etc.)

QUESTIONS

- What are some moments in your everyday life when your body, your voice, and your breath affect you, either negatively or positively?
- How can using your body, your voice, and your breath help change your emotions and the way you communicate with others, such as your friends, your family and your classmates?
- How can you use these tools (movement, voice, and breath) to help you become aware not only of how you feel but understand how other people feel around you? Would that change the way you communicate with them? How?

MODIFICATIONS

- There may be another reflection activity you would like your students to engage with, and you should feel free to do so. Examples: using play-doh to create sculptures, free drawing, poetry, etc.
- This activity could be given as homework, either completed on a different day or repeated over multiple days.
- Feel free to add any additional questions or thoughts you would like your students to consider.
- This final activity could be used for a large art project. Examples: a collection of short stories, murals, or digital content.

THINGS TO THINK ABOUT

- Take the time to ask your students about what they have experienced throughout the five units, and remind them about some of the points that may have come up along the way.
- You can come back to these reflection questions and any of the activities in this unit, or any other unit, at any time.
- Remember you can use these activities as tools to help uplift or calm your classroom. They can also be employed to help manage a stressful situation with a student.

UNIT 4 - RHYTHM IS YOUR DANCER CURRICULAR EXPECTATIONS

HEALTH AND PHYSICAL EDUCATION

GRADE	A1	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	•	•
4	•	•	•	•	•	•	•	•	•
5	•	•	•	•	•	•	•	•	•
6	•	•	•	•	•	•	•	•	•
7	•	•	•	•	•	•	•	•	•
8	•	•	•	•	•	•	•	•	•

THE ARTS (A - DANCE, B - DRAMA, C - MUSIC, D- VISUAL ARTS)

GRADE	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
1	•	•		•			•		•		
2	•	•		•	•		•		•		
3	•	•		•	•		•		•		
4	•						•		•		
5	•	•					•		•		
6	•						•		•		
7	•			•			•		•		
8		•		•			•		•		



SHAW WELLNESS FOR STUDENTS

Glossary & References

Teacher Package

GLOSSARY

active listening

Active listening is a person's willingness and ability to hear and understand. At its core, active listening is a state of mind that involves paying full and careful attention to the other person, avoiding premature judgment, reflecting understanding, clarifying information, summarizing, and sharing.

Hoppe, M. H. (2011). *Active Listening: Improve Your Ability to Listen and Lead*. Greensboro: Wiley.

alignment

Alignment refers to how the head, shoulders, spine, hips, knees and ankles relate and line up with each other. Proper alignment of the body puts less stress on the spine and helps you have good posture.

<https://www.nof.org/patients/treatment/exercisesafe-movement/proper-body-alignmentarticulation>

authentic presence

An all-encompassing term for these may be empathy or caring. Nursing presence has been recognized as one of the key components of quality health care by multiple nursing scholars, defining authentic presence as the ability to be in the moment with the patient.

Boeck, P. R. (2014). Presence. *SAGE Open*, 4(1), 215824401452799. doi: 10.1177/2158244014527990

diaphragm

The diaphragm is the primary muscle used in respiration, which is the process of breathing. This dome-shaped muscle is located just below the lungs and heart. It contracts continually as you breathe in and out. <https://www.healthline.com/human-body-maps/diaphragm>

expressive interpretation

If you describe a person or their behaviour as expressive, you mean that their behaviour clearly indicates their feelings or intentions. <https://www.collinsdictionary.com/dictionary/english/expressive>

isolation

Isolation is a technique where you move any certain part of your body only, while keeping other part still. Isolation is an improvised dancing technique, which can be performed with various body parts, starting from your head to your legs.

https://community.localmasters.com/Im_questions/isolation-in-dance/#:~:text=Isolation%20is%20a%20technique%20where,your%20head%20to%20your%20legs.

tableau

A group of silent, motionless figures used to represent a scene, theme, or abstract idea (e.g., peace, joy), or an important moment in a narrative. Tableaux (plural) may be presented as stand-alone images to communicate one specific message or may be used to achieve particular effects in a longer drama work.

Important features of a tableau include character, space, gesture, facial expressions, and levels. (Taken from the 2009 Ontario Arts Curriculum) <https://www.code.on.ca/resource/tableau>

transition

The passage from one state, stage, subject, or place to another. <https://www.merriam-webster.com/dictionary/transition>

rhythmic patterns

A pattern of long and short beats that is repeated. <http://users.rowan.edu/~conet/rhythms/Resources/rhythmicglosary.html#:~:text=Rhythm%20%2D%20A%20pattern%20of%20long,fast%2C%20medium%2C%20or%20slow.>

ADDITIONAL REFERENCES

<https://www.who.int/about/who-we-are/constitution>

<https://www.acedisability.org.au/information-for-providers/language-disability.php>

<https://www.ontario.ca/document/health-and-physical-education-grades-1-8/social-emotional-learning-sel-skills>