



A WELLBEING JOURNEY

**GRADE
3**

**Guided activities
and projects
for students**

USE ANYWHERE

FOR USE IN A CLASSROOM OR FOR HOME SCHOOLING

STUDENT WORKBOOK

A WELLBEING JOURNEY

GRADE 3

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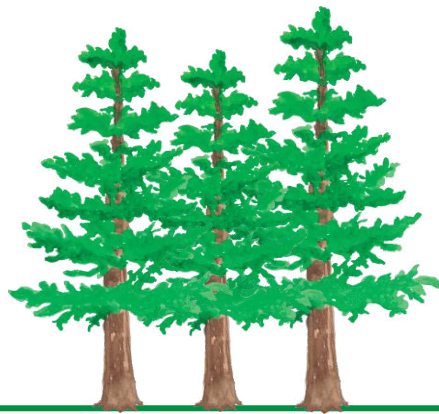
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Hello!



Wellbeing focuses on who you are as an individual and your relationships you have with the people and world around you.

Research shows that people who build strong skills in the areas of social and emotional wellbeing are

- more likely to succeed in school
- better able to make responsible, healthy decisions
- more positive and have an optimistic look on life

To begin, simply pick a journal prompt, activity, or project based on the amount of time you have to spend.

Looking for more guidance? Our Teacher Guide and Parent Guide can help. Find it at www.myibsource.com.



Fill in Your Personal Info

YOUR NAME: _____

YOUR BIRTHDAY: _____

YOUR SELF-PORTRAIT



SETTING GOALS

Let's set some goals for our personal growth this year in the areas of Academics, Reading, Passion, and Wellness.

1

Start by brainstorming in a small group possible goals for each category. You want your goals to be specific so you know exactly what you are working on, and measurable. Measurable means you can tell if you meet the goal.

Here are some examples of specific and measurable goals:

1. I will be able to read the Merlin Missions books from The Magic Treehouse by quarter 2.
2. I will know how to introduce myself in French and know all the colors by winter break.
3. I will enter my artwork in the school competition this year.

2

Now that you have brainstormed possible goals for each category with classmates, take some quiet time to write your goals below. They can be similar to the group's brainstorming goal, or they can be different.

Academic Goal

I will be able to _____

By the time of _____.

I will Reach this goal by _____

I am excited to work on this goal because _____

Reading Goal

I will be able to _____

By the time of _____.

I will Reach this goal by _____

I am excited to work on this goal because _____

Passion Goal

I will be able to _____

By the time of _____.

I will Reach this goal by _____

I am excited to work on this goal because _____

Wellness Goal

I will be able to _____

By the time of _____.

I will Reach this goal by _____

I am excited to work on this goal because _____

GOAL CHECK-IN

Look back at the goals you set for yourself at the beginning of the year.

Add notes to check-in or make changes to your goals. It's ok to add or change your goals a little, but keep pushing yourself to grow this year. If you feel you have met your goal, make a new goal for yourself in the green row.

	How I'm doing on this goal	What I need to adjust or continue working on
Academic Goal		
Reading Goal		
Passion Goal		
Wellness Goal		

ACTIVITIES



IDENTITY ICEBERG

Our identity is who we are inside and out. Identity can be gender, race, ability, religion, culture, language, family, and personality.

Fill in the top of the iceberg and below the water with words that describe you.

Top of the Iceberg:

What people can see about your identity.

Below the water:

What people may not be able to tell about you at first sight.



MY LEARNING STORY

Our past experiences shape us into the learner we are today. By thinking about our struggles and our successes we can make choices about what kind of learner we want to be now.

Are you a good learner? Why or why not?

Think about two experiences you had as a learner and record them below.

Age/
Grade

What happened

How I felt as a learner



Age/
Grade

What happened

How I felt as a learner

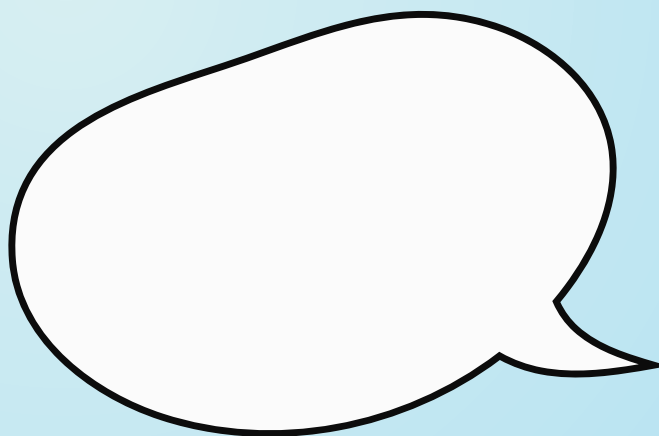
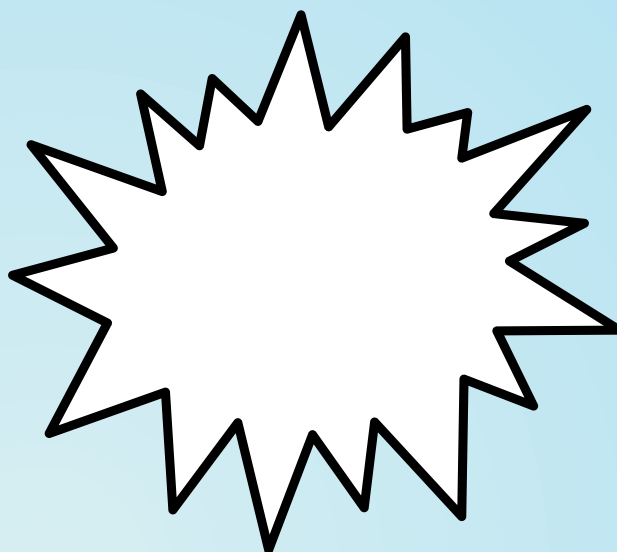
Sometimes we allow experiences to change how we feel about ourselves.

What kind of learner do you want to be?



THOUGHT BUBBLES

Sit quietly and write down all the things that popped into your head.



You may have thought bubbles that are good and thought bubbles that make you feel bad. When you have negative thoughts, remember to POP them and find a different thing to say to yourself.



IDENTIFYING MY EMOTIONS

Work with your class by each picking a different emotion. Then make a flashcard for your selected emotion by using the table below.

Emotion: _____

What this emotion can feel like in your body:

What this emotion may look like:

Ways one might behave when feeling this emotion:

Ways you can feel better when feeling this emotion:

EMOTIONS OF ALL KINDS

Sometimes we do things to make unpleasant emotions last longer like hiding your feelings or repeating thoughts over and over in your head.

Instead, name your emotion, don't hide it, and pop it!

Practice by drawing an emoji in each of the boxes to show what the emotion feels like in your body.

You have lots of energy, but it doesn't feel good.

You have lots of energy and it feels pleasant!

You have low energy and feel tired, plus you don't feel good.

You have low energy and you are tired, but you feel pleasant.

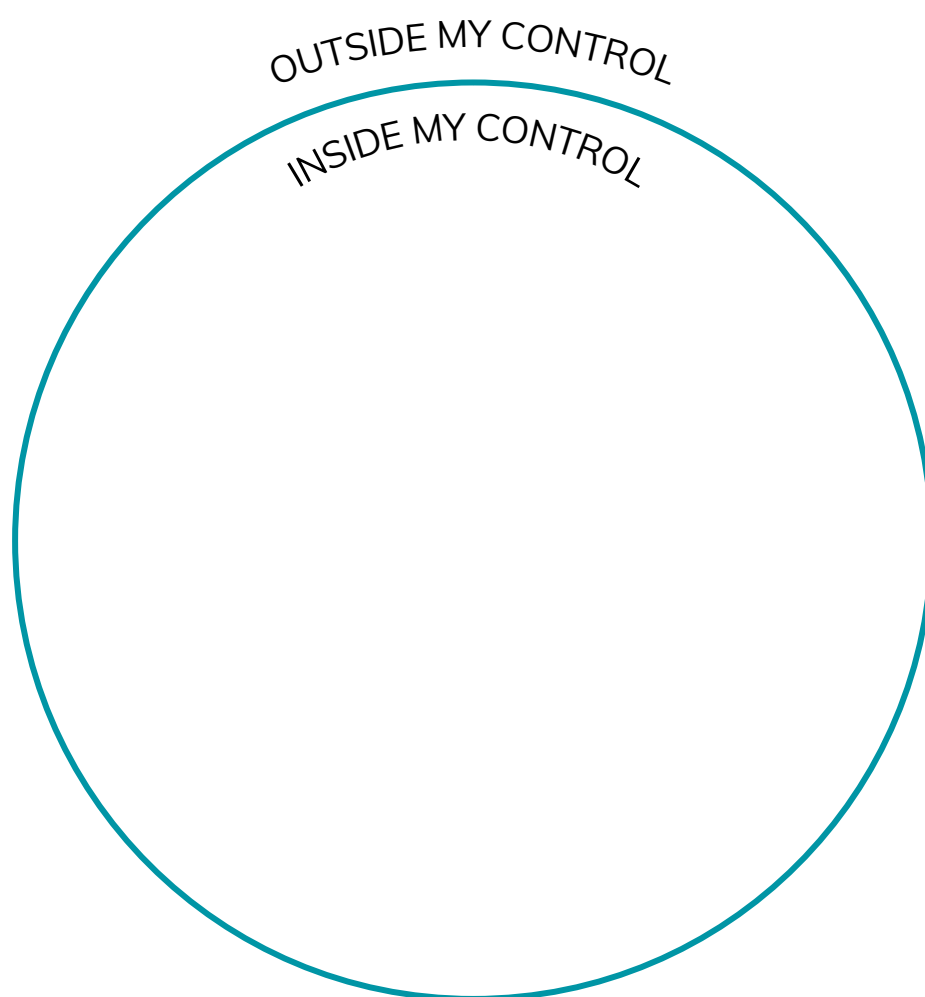
You can share how you are feeling with people you trust. Who can you share your emotions with?



MY CIRCLE OF CONTROL

Place the things and people **INSIDE** the circle if it's something you can control or **OUTSIDE** the circle if you can't control it. Here are some options:

- | | | |
|-------------------------|-------------|-----------------|
| My friends | My teacher | Asking for help |
| My reactions | My words | The future |
| Other people's actions | My thoughts | The weather |
| Other people's words | My body | Working hard |
| Other people's feelings | My family | The past |



Now add anything else you can think of to your circle that you can or can't control that wasn't on the list of options above.

BIG FEELINGS

Think of a time when you felt bad and made a choice that hurt yourself or someone else. You may have felt guilty afterward. This happens to us all. Use the chart to write what happened.

What happened?

What emotion popped up?

Worried

Sad

Frustrated

Overwhelmed

Mad

Scared

Guilty

What did your body feel like?

Heat in my body

Teeth clenched

Heart racing

Upset tummy

Tears

Fists tight

Wanted to run away

Other: _____

What did you do?

Yell at someone

Make a mess

Hurt myself

Throw something

Run away

Break something

Hurt someone

Other: _____

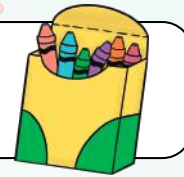
If that were to happen again, what could you do differently?

Here's a strategy you can use next time:

Notice the signs in your body that tell you a big emotion is coming up.



Choose an activity that calms you.



Name your emotion.

I feel...

Make a wise choice that supports you and those around you.



What is an activity that calms you down? Draw a picture or write about it.

TALK TO YOURSELF LIKE A FRIEND

Can you catch yourself if a story you are telling yourself isn't true or helpful?
Color the helpful self-talk and draw a line through the hurtful self-talk.

You draw a picture for homework and it doesn't look anything like what you were trying to draw.

I will get better with practice.



I stink at drawing.

When you tried to kick the kickball in gym class, you missed the ball completely and fell down.

I am the only one who can't do this. Next time I should just sit out alone.



That was a silly mistake that could have happened to anyone!

On a sleepy day, you put your shirt on backwards and don't notice until lunch when Stephanie turns to the whole table and says you are such a mess that you can't even get your shirt on right. Everyone laughs.

You go to the bathroom to change and then spend the rest of lunch in the bathroom alone.



Wow, Stephanie wasn't nice at all. You go sit at another table with some friends.

List 5 different self-talk sentences you could say to yourself to think positively about yourself! The first one has been done for you.

1. I'm not good at this yet, but I'll keep practicing!

2. _____

3. _____

4. _____

5. _____



WALK THE PEACE PATH

When having a disagreement, you can use the Peace Path. This will help you to be heard, solve the problem, and move forward!



I feel...



When...



I need...



Would you be willing to...

Here's an example of how you can walk the peace path.



I feel frustrated



When you make all the decisions while we are playing.



I need time on my own.



Would you be willing to let me play on my own?



Let's practice. Read each story. How can you use the Peace Path?

Someone takes your spot at lunch while you were up getting a napkin.

At recess, all the sports equipment is taken and you want to play too.

Your neighbor is talking to you during silent reading time and you don't want to talk.

Your best friend tells someone else a secret you asked them not to share.

Another student is saying things about you that are mean and untrue.



WHAT DOES A GOOD FRIEND LOOK LIKE?

What does a good friend look like? Write down as much as you can in each box.

Friends
always

Friends
sometimes

Friends
never



USING YOUR VOICE

Fill in the chart below to learn about using your voice.

Blue Voice	<p>This voice sounds...</p> <p>Calm Clear Kind</p>	<p>When to use it:</p> <p>To solve problems peacefully.</p>	<p>When have YOU used this type of voice?</p>
-------------------	--	---	---

Purple Voice	<p>This voice sounds...</p> <p>Calm Kind Strong Clear A little louder</p>	<p>When to use it:</p> <p>When someone isn't listening to our blue voice, repeat it stronger.</p>	<p>When have YOU used this type of voice?</p>
---------------------	---	---	---

Red Voice	<p>This voice sounds...</p> <p>Big Loud Maybe unkind</p>	<p>When to use it:</p> <p>You or someone else is in danger. This voice makes problem solving hard.</p>	<p>When have YOU used this type of voice?</p>
------------------	--	--	---

If you are safe, take a breath and get back to purple voice.

CREATING BOUNDARIES

Creating boundaries is important. Sometimes you use your voice to create a boundary and other times you may use your body to show your boundary.

For example, if you slip your hand out of your friend's hand when they try to hold yours. You are saying "no thanks" without using words.

Read each story below. Do you need to set a boundary? If so, write what you would say or do to say "no".

Someone sits on the class carpet too close to you and you feel squished.

You're playing on the playground with your friend and run down to the beach. The lifeguard isn't on duty but your friend wants you to wade in the water with them.

You are at an overnight summer camp and you really miss home. Your camp counselor says you can use the camp office to call your mom.

Your little sister is learning to read and is struggling with her kindergarten reading homework. Your mom asks you to help her since mom is making dinner.

Your friend is going to get her ears pierced at the mall in the afternoon and invites you to come too so you both can get pierced ears.

Can you think of a time when you asked permission from someone and instead of saying, "No" they used their body to say no? What happened?



EMPATHY

Read the following stories, then draw a picture with speech bubbles to show what you could say that shows empathy.

Your friend got into a big fight with their mom this morning and is really upset. They talk to you about what happened.

Your dad comes home from work in a really bad mood and tells you he had a bad day at work. He asks you to set the table for dinner.

WALKING IN ANOTHER'S SHOES

Empathy is the ability to understand what that another person is feeling. Empathy takes practice. What would it be like to be in the shoes of others?

What makes their day hard?

What brings them joy?

What can you do to help them?

Family member

Your teacher



What makes their day hard?

What brings them joy?

What can you do to help them?

Your friend

Your sibling or cousin

At the end of the week, think about what you did to help others. How did it go? What did you learn about these other people and their lives?



KNOWING WHERE YOU STAND

Imagine these stories and talk through your answers with a classmate.

On the playground, a group of kids have created a fort and are being exclusive with who they will let in. When you approach with a friend, they welcome you in, but say your friend isn't welcome. You are new and want to fit in, so you go into the fort and watch your friend walk away.



Were you an upstander, bystander, or did you get help?
Was this the right choice? Why or why not.

Joe sits across from you on the bus, and the kids that sit behind him are poking him and saying hurtful things. He tries his best to ignore it, but you have seen him cry. Finally, you decide this has to stop. You turn to the bullies and tell them to stop or you will tell the bus driver.



Were you an upstander, bystander, or did you get help?
Was this the right choice? Why or why not.

While lining up to go outside, a student comes up and asks the kid in front of you if she can cut. The kid says no. But she shoves her way into line anyway. You see this and decide to get a teacher.



Were you an upstander, bystander, or did you get help?
Was this the right choice? Why or why not.

Who are adults who can help you if you need it?

THE POWER OF WORDS

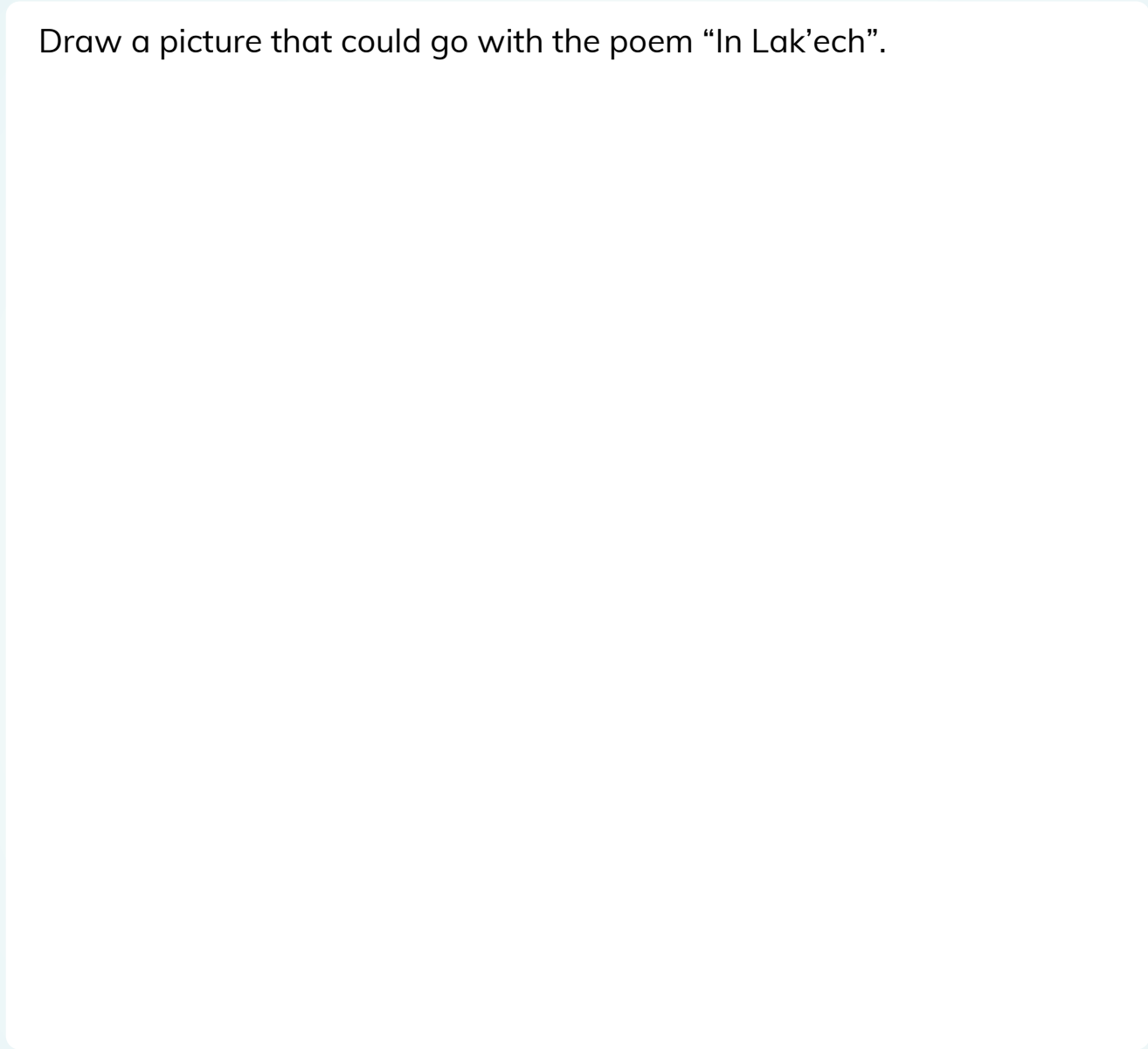
The power of our words show up most in what we tell ourselves. In the space below, write words and draw pictures about what you do well, kind things about who you are, and other things you like about who you are as a person.

As you look at your drawing and words above, is everything
True? Helpful? Kind?



CARING FOR YOURSELF AND OTHERS

Draw a picture that could go with the poem “In Lak’ech”.



Describe your picture here and how it connects to the poem.



I AM FROM

How are you special?

Write a poem about who you are by filling in the blanks below.

“I am From”

I am from (the place where you were born) _____

I am from (another place important to you) _____

I am from (the people who care for you) _____

I am from (an important food for you) _____

I am from (a smell of home) _____

I am from (a sound or language) _____

I am from (a sight reminding of home) _____

I am from (an activity) _____

I am from (something from nature you love) _____

I am from (something painful or hard) _____

I am from (a belief) _____

I am from _____

I am from _____

I am from love.

If you wish, share your poem with your class or have your teacher hang your poem on the classroom wall!

