

OACAS Dress Purple Day: Lesson 3



Lesson 3: Well-Being Circles or Body Silhouettes

Grade Range: Grades 3-5

Task Time: 40 minutes

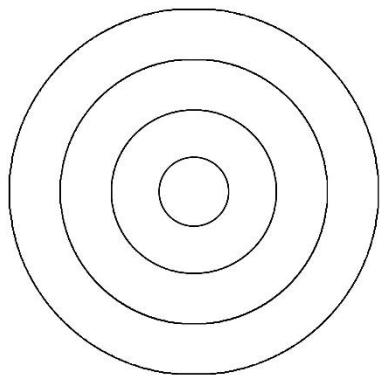
Activity Objective:

The goal of this activity is to fill concentric circles or a silhouette with the many kinds of basic needs we need fulfilled to achieve well-being.

Materials Needed:

Option 1: Well-Being Circles

1. Crayons or coloured pencils, ideally some that are purple
2. Template well-being circles provided in package
3. Magazines, scissors, and glue
4. (Alternative) Free drawing app such as Google Sketchup to create a digital collage



Option 2: Body Silhouettes

1. Craft paper, enough for an outline of a student's body
2. Purple markers, paint, and/or chalk-pastels



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Activity Description:

Option 1: Well-Being Circles

1. Ask the child to draw a representation of themselves at the centre of the circle. It can simply be a happy face or it can be a more detailed drawing.
2. Each concentric circle represents a category of basic needs, including physical, emotional, social, and cognitive (learning and thinking). Ask children to label each concentric circle and using art supplies, represent some of their basic needs for each category. They can use words, symbols, or pictures. Offer them the option of choosing from the list below or coming up with some of their own:
 - *What is my favourite food (physical)*
 - *What helps me to grow and feel healthy? (physical)*
 - *Who is in my family (emotional)*
 - *What makes me happy? (emotional)*
 - *Who are my friends? (social)*
 - *What do I like to do for fun? (social)*
 - *What is my favourite thing to do at school? (learning and thinking)*
 - *What are my dreams for the future? (learning and thinking)*
3. In the outermost circle, which represents the village, ask children to draw three adults that they can go to for help.
4. Go through the following discussion questions
 - *What are some of the physical needs you chose to put in?*
 - *What are some of the emotional needs you chose to put in?*
 - *What are some of the social needs you chose to put in?*
 - *What are some of the thinking and learning needs you chose to put in?*
 - *Why do you think social and thinking and learning needs are also considered basic needs? What would happen if they were missing from your life?*
 - *Who are some of the people that you included in the outermost circle. Why would you go to them if you needed help with your basic needs?*
5. Place well-being circles on a Learning Wall. Don't forget to ask permission to show artwork. Invite other classes to come and admire. If children have created well-being circles using a drawing app, post their drawing on a class website or blog. Don't forget to ask their permission before doing so.

Option 2: Body Silhouettes

1. Using craft paper, place sheets on the floor long enough for each student to lie on.
2. Working in partners, each student traces an outline of their partner using a purple marker.
3. Using the list above, have students fill in their figures using paint, chalk pastel or marker. You can also combine text and/or collage images.

Suggested Lesson Extension:

1. Invite an Elder or traditional knowledge keeper from your local Indigenous community to share teachings about the Medicine Wheel. Create your own medicine wheel or 'wheel of well-being'.
2. Research the concept of Unbuntu. Create a series of helping hands to show how we are connected to each other, and ways we can help each other. Students can trace their own hand, write their name, decorate in purple and cut it out. They can also create handprints of other adults in their village or community. Hands can be fastened to a length of ribbon, string or a paper chain and posted on a learning wall or in common areas of the school.
3. Adopt a class pet, such as a goldfish, hamster or lizard. Discuss how the pet will be cared for on weekends.
4. Visit a farm or animal shelter to see how animals are cared for.

Comments and/or Additional Resources:

- Reminder: Facilitator has a legal duty to report suspected child abuse and neglect. Please refer to the "Teacher's Guide" for in-depth information on identifying signs of abuse and neglect and Duty to Report.