



Wellness for All
Learning Systems

BRIEFING SUMMARY

Collaboration. Innovation. Transformation

About Us

Mission

Wellness for All Learning Systems promote a learning environment as a culture of wellness by introducing new daily habits, strategies, and tools into a balanced day. Positive Psychology is used as the science of well-being. It works by highlighting strengths that enable individuals and communities to thrive. It is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves.

Vision

Wellness for All Learning Systems enable well-being in school communities by accelerating personal and professional growth through digital training workshops. Repeated daily practices impact on healthier outcomes, resulting in an authentic sense of wellness for all, within 5 months.

Global Outcomes: Your school community will:

- benefit when all staff members and parents collaborate, together, establishing healthier daily habits through improved techniques and strategies.
- decrease student and teacher absenteeism, due to an energized climate.
- help students identify and deal with their emotions.
- be better prepared with life skills that helps more students graduate from high school and become employable.
- see reduced numbers of children bullying; require less discipline; provide encouragement to those feeling isolated or unsupported.
- create, cultivate, and celebrate what is best within themselves every day.
- decrease chances of people needing mental health support, making this approach globally economical.



Our History

Patricia Gough, Founder and Director, of this digital workshop series is an experienced educator who spent 18 years in the classroom and 14 years in administration. Her passion for life is integrating the arts into the soul of education, along with providing evidence-based well-grounded practices in well-being. Her strong background and interest in the arts and building strong, collaborative school communities was calling Pat to follow her dream: writing meaningful, evidence based, well-researched programs, to help build healthy communities.

As Teacher, Coordinator, Vice-Principal and Principal of elementary schools, Pat knew that she wanted to design easy-to-follow programs for entire staffs of schools to become empowered, by using improved wellness strategies school-wide, with all members of staff supporting and embracing new, improved ways, of well-being.

To design these programs, Pat knew that she needed time to practice, adjust and develop before the design stage. She knew that she needed to create opportunities where she could 'play, experiment and explore in the field' and try out her ideas. Pat made a radical life decision by leaving her Principal position, after years in traditional, school settings to experiment in the field.

- * **Ministry Funding:** Pat received \$1.2 million dollars in funding from the Ministry of Education, to create a digital elementary integrated arts curriculum in Music, Dance and Drama.
- * **Experts:** Pat was blessed to also travel with educators, parents, neuroscientists, and health care professionals, including positive psychologists as she joined several research groups, again travelling to work on evidence-based studies, with new learning strategies, meeting many educators, and dispelling global myths.
- * **Ontario Ministry of Agriculture and Rural Affairs:** Pat was seconded to this Ministry because of her love and passion for helping teachers become aware of the 'farm to table' process that so many kids did not understand or appreciate if they did not live on farms or rurally. This is when Pat fell in love with writing curriculum for K to Grade 12 students and offering teacher workshops province wide.
- * **ArtsAround:** Pat continued to honour her passion for writing curriculum at designing integrated arts lessons in Music, Dance and Drama for K-Grade 8. This digital series is still running strong today in countries beyond Canada.
- * **Secondary Pilot:** Being fortunate enough to receive funding from Dr. Gina Browne, in *Health & Social Services Utilization Research Unit*, from McMaster University and her Research Team at Innovation Park in Hamilton, in a 4-year program with disinterested secondary students, who were disillusioned by the school system. This project was so successful, that high school co-op teachers did everything to help the funding continue, but sadly, as with most funded programs, the pot eventually runs dry.
- * **A Collaborative Effort:** That was the experience that set Pat on a new path. It was apparent to everyone how much the secondary kids benefitted from their program. Every student, in attendance over 2-4 years helped design different components of that self-directed program. This started her on the path to designing several digital programs, promoting *Wellness for All Learning Systems* for elementary schools, including parents, followed by secondary schools, and eventually for seniors, retirement homes, and businesses too. Who doesn't need a wellness boost?

Program Overview

Wellness for All Learning Systems digital training workshops are provided one month at a time. Two workshops can be completed in a one-month time frame. Every school staff member, (Teachers, Educational Assistants, Parents who choose to participate, Administrators, Special Education, and outside agencies like CYWs and health professionals) all belong to the same team, read the same research, do the same activities, share the same goals. These workshops have the potential to improve universal wellness strategies for an entire school community. When everyone begins to speak the same language and practice the same best daily habits, an entire school community (and even family-life) can be transformed, with amazing positive results.

About the Workshops

Each school decides when and how the **Wellness for All Learning Systems** digital workshop series will be implemented. They then collectively organize their schedules to include 10 workshops (2 weeks each) over the course of the year. Some schools choose to avoid parts of September, December, or March. 20 weeks of empowering, fun activities with all current research provided for the participants, reduces the stress of finding authentic activities that work and then find ways to apply them. The *Staff Preparation Guide* is ready to go when you enroll in the WFA Workshops Series for staff prep time and administering the three evidence-based surveys for each student. Then, after that has been completed, Months 1-5 follow, with workshops every two weeks.

With the **Wellness for All Workshops**, everything a teacher/facilitator needs, is ready to use. Each school chooses to implement it the best way for them to meet the needs of their school community. This allows for schools to create the schedules they want. **Wellness for All** provides the content, your school community provides the implementation! We have done all the research to guide you through the 'what and why' questions, organized the best activities so you can decide on the when and how, and even provide assessments so you can watch your school community improve together! Teacher efficacy rocks!

The **Wellness for All Learning System** is a collaborative process. Of course, our intent is to have you share your successes and feel comfortable to ask questions about issues that are troubling. Mentoring, coaching, ongoing training is provided by the **Wellness for All Team**. When you join our Wellness Team, each school will identify one teacher as their **Wellness Warrior**. This role is crucial as this teacher becomes the connector between the School Staff and the Wellness Staff. Zoom meetings to make sure everything is humming along nicely, and a Members Only Private Facebook page keeps communication ongoing throughout the process.

Evidence-Based Practices

Before this workshop series can start, easy assessment questionnaires/surveys must be administered to collect authentic assessment. This **Wellness for All Learning System** assesses three areas. Every student participates. Each survey is provided by **Wellness for All** and takes 10-15 minutes. Each school is expected to return the questionnaires to a data base that collates results. Teachers will receive these assessments ahead of time, so they can administer them before the workshops start. The three areas surveyed are:

- 1 Health & Physical Activity Questionnaire
- 2 Self-Regulation Questionnaire
- 3 The Happiness Questionnaire

Among the benefits of implementing EBPs for educators and students, are an increased likelihood of positive child or student outcomes. Evidence is part of our everyday life and it helps us assess the impact and effectiveness of our work. When it comes to interventions for young people and children, evidence helps us to establish what types of programs are more effective and can make a positive impact on their lives. Results will be shared with the Principals in each school.

**“It’s not necessarily the amount of time you spend at practice, that counts.
It’s what you put into the practice!” Eric Lindros**

Specific Outcomes

The **Wellness for All Learning System Model** is based on the philosophy of education that believes that every school can be successful and healthy when the conditions for success are clearly and willingly outlined, practiced, mentored, and implemented collaboratively on a **daily**, basis. A **Wellness for All** school staff will:

- * use management practices that are efficient and productive to create quality learning environments.
- * cultivate happy, healthy school communities where children can grow physically, mentally, emotionally, and socially to meet their full potential.
- * teach children how to learn and be responsible for their own learning so that they become life-long learners while apply their findings in the real world.
- * teach and regularly practice values, SEL standards, ways to well-being and competencies, through engaging activities.
- * to help students realize that education is LIFE itself, and that healthy habits are within their power to cultivate, making a big difference to their mental health.
- * transform learners to develop a sense of self, in the world, so they better understand the role in the world by choosing a service that brings fulfillment.

Social Emotional Learning (SEL)



The Collaborative for Academic, Social and Emotional Learning (CASEL) defined SEL more than two decades ago. Link to <https://casel.org/>
Wellness for All Workshop Series was excited to read a briefing that CASEL published that answered this question:

“What do teachers and other adults actually need to do in the classroom and school to help students achieve the goals laid out in social and emotional learning (SEL) standards?”

1. One approach uses free-standing lessons that provide step-by-step instructions to teach students’ social and emotional competencies.
2. The second approach uses general teaching practices to create classroom and schoolwide conditions that facilitate and support social and emotional development in students.
3. A third approach integrates skill instruction or practices that support SEL within the context of an academic curriculum.
4. The fourth approach provides school leaders with guidance on how to facilitate SEL as a schoolwide initiative. The identification of these four approaches and types of strategies that support each one should help school leaders and teachers develop a comprehensive plan for developing students’ social and emotional competencies.

Read more about how this is exactly what the **Wellness for All Workshop Series** provides all schools who participate:



[CASEL Brief: What Does SEL Look Like in Practice](#)

Overcoming Challenges

- * Teachers stuck to approaches and strategies that are causing them to stress, complain or go into overwhelm.
- * The large demands and initiatives that are imposed on classroom teachers AND Principals by politicians, Ministry, the media, and demographics.
- * Principals who are constantly bombarded with outside of school meetings, updates and repeatedly diffusing issues that are time consuming.

- * Students with learning and mental health problems who are not being served. Lack of training or in-services or authentic personal and professional development due to cost and time restrictions.
- * Lack of collaboration due to busyness or lack of time or scheduling. Educational Assistants, Special Education Teachers and other Support Staff who should all receive the same training so they can truly support the classroom teacher and dig deeper in ways to serve the students.
- * Staff members who have no desire to collaborate or change.
- * Correct the disconnect between the **Wellness for All Workshop Series** with the schools and the School Boards' Mental Health Teams.
- * Accountability and monitoring are illusive, non-existent, or not used as a learning mechanism for transparency and improvement.
- * Parents who complain that they are not being informed, or involved, can now choose to join this Wellness Campaign, to reinforce the same wellness practices at home.

Values and Competencies

The principles that guide our strategies and actions are adapted from various competencies recommended by health experts and educators to achieve healthier outcomes. These experts believe that 'supporting student's mental health is a collective responsibility'.

WFA suggests that schools invite Social Workers, Psychologists, Public Health Nurses, Child, and Youth Workers, and even Secondary, College or University Co-op Students, who can use this wellness program as a training tool to help kids. It is professional development for leaders and personal development for students! This collective of wellness-minded people could help monitor and implement activities, provide counselling, mentoring and support to students who through the test scores, classroom teachers, support staff who have identified issues that need work. This now becomes a total school community wrap around team. Everyone has the same focus and activities to follow.

Wellness for All Competencies

- * **Learning to Learn:** The framework of our digital workshops is designed to promote ongoing understanding about how learning works, which fosters curiosity, persistence, and adaptability.
- * **Communicating Effectively:** Learning to communicate effectively fosters participants to critically analyze ideas, consider multiple perspectives, and understand how to convey ideas and messages. Open communication with students, teachers, parents, and administration is highlighted.
- * **Thinking Creatively and Critically:** Our digital training workshops have the capacity to demonstrate how to use ideas and strategies from a wide range of subjects and contexts to think of new ways to solve problems, and critically evaluate ideas and processes.
- * **Collaborating:** Effective collaborators can solve conflict, take feedback, and develop constructive relationships.
- * **Developing a Sense of Self and Society:** A strong sense of self, supports participants in understanding and managing their emotions, developing positive relationships with others, and engaging with their community. It develops capacity to recognize and value different perspectives and their sense of agency to influence change in society.

Character Strengths

Led by Professors Martin Seligman and Chris Peterson, 53 social scientists from around the world spent three years gathering all the examples they could find—and the means to measure and improve them—that represented humanity at its best from history, philosophy, religion, psychology, and modern culture. They consist of these 6 global strengths in the diagram below, with 3-5 additional components listed in each sector.

Based upon these twenty-four, character strengths, the VIA (Values in Action) Character Strength Survey was created to help people identify the strengths that feel most like who are

they are at their best. The survey comprises 120 statements using a five-point scale (from “very much like me” to “very much unlike me”). For example, statements include, “I find the world a, very, interesting place,” which gauges curiosity, or “I always let bygones be bygones,” which gauges forgiveness. Overall, a higher score, for, particular, statements indicates that you more strongly identify with a particular character strength. At the completion of the survey, your answers are sorted according to their scores; creating an ordered list from highest to lowest, to indicate how these twenty-four, character strengths appear within you currently. Your Wellness for All Team suggests all adults involved in this training take this questionnaire. Information is provided in the workshops.



Catholic Virtues

The *Catechism of the Catholic Church* defines virtue as "a habitual and firm disposition to do good." Traditionally, the **seven Christian virtues** or **heavenly virtues** combine the four classical cardinal virtues of prudence, justice, temperance, and courage (or fortitude) with the

three theological virtues of faith, hope, and charity. These were adopted by the Church Fathers as the seven virtues.

- **Prudence** is the ability to govern and discipline oneself, by the use, of reason.
- **Justice** is the virtue which regulates man in his dealings with others. Connected to justice are the virtues of religion, piety, and gratitude.
- **Fortitude** which Thomas Aquinas ranks third after prudence and justice and equates with brave endurance. Patience and perseverance are virtues related to fortitude.
- **Temperance** is the virtue which moderates in accordance with reason the desires and pleasures of the sensuous appetite. Related to temperance are the virtues of conscience, humility, and meekness.

Aquinas also argued that it not only matters what a person does but how the person does it. The person must aim at a good end, and, also, make a right choice about the means to that end. The moral virtues direct the person to aim at a good end, but to ensure that the person make the right choices about the means to a good end, one needs practical wisdom.

8 Ways to Wellbeing

The Wellness for All Learning System Supports 8 Ways to Well Being or TLCs

All staff and parents will become familiar with the work of Dr. Roger Walsh, Lifestyle and Mental Health psychologist. These changes are integrated through **WFA Learning System Workshops**. Getting an entire class involved with **Time in Nature** best develops through Science, Health and Physical Education curriculum, Pathways to Well Being Programs and Outdoor Educational experiences etc.

- * Exercise
- * Diet & Nutrition
- * Time in Nature
- * Contribution in Service
- * Relationships
- * Recreation and Enjoyable Activities
- * Relaxation & Stress
- * Religious & Spiritual Involvement

Wellness for All Weaves Well-Being

To make sure staff, parents and students weave well-being together, WFA integrated the *Weaving Well-Being Mind Map*, which is attached to the last page of this document so you can see that: **Character Strengths, Positive Emotions, Resilience, Positive Relationships, Empowering Beliefs**, are strengths that we weave throughout all our workshops. You will also find that we offer many additional activities, links and references for staff and parents to use at school and home, to extend the learning! Self-directed PD, providing follow up sessions with a peer mentor, every two weeks, using collaboration as a strategy, is the secret sauce that promotes wellbeing across the school community. Even parents get a chance to collaborate through a Private Facebook page, as well as Q & As with the Director of the **Wellness for All Learning System**.

Workshop Overview

These universal topics are life sustaining principles that lead to healthy habits, wellness, and a happy, passionate life, filled with contribution and self-fulfillment. Each topic provides awareness and current research statistics, instructions, and activities for staff to implement. An activity, new practice or action is then implemented with their students.

Read + Reflect + Respond + Repeat = Renewed

This formula leads to really rewarding results!! Follow, it and you can expect results!

Monthly Overview

Below you can see how useful a Month-at-a-Glance can be for staff and parents to reference. It basically provides staffs with their long-range plan! Staffs will also have access to the *Staff Workshop Guide* as well as *Student Activities*. To avoid overwhelm, two workshops are released each month for 5 months. That gives all members of staff and interested parents time to digest, share, collaborate and plan the new learning, and implementing, new habits and activities each day. What a culture of excellence!



MONTH # 1

Workshops # 1 & 2: Welcome Wellness Journaling into Your Life

Social Emotional Competency: Self-Awareness & Social Awareness

8 Ways to Well-Being: Daily Movement & Brain Energy Breaks

New Basic: Collaboration on Learning Teams (CLTs)

Character Strengths: Transcendence (Appreciation of Beauty; Gratitude; Hope; Humour; spirituality).

Activities Include: Wellness Journals Intentions+ Affirmations+ Gratitude+ Visualization; Collaborative Learning Teams (CLTs); Staying hydrated; Daily Physical Activity (DPA); Pressure Point Healing; Breathing Techniques.

Workshops # 3 & 4: Practicing Positive Psychology

Social Emotional Competency: Responsible Decision Making

8 Ways to Well-Being: Relationships

New Basic: Communicating Effectively

Character Strengths: Wisdom & Knowledge (Perspective & Creativity)

Activities Include: Best breathing practices; a Voice & a Choice; Brain vs Mind; Superhero Pose; Levels of Consciousness; Tapping: Meet Dr. Lara (online psychology)

MONTH # 2

Workshops # 5 & 6: Fixed vs Growth Mindset

Social Emotional Competency: Self-awareness & Responsible Decision Making

8 Ways to Well-Being: Spirituality

New Basic: Thinking creatively & critically.

Character Strengths: Courage (Zest, Bravery)

Activities Include: Who am I? Mindfulness; Staff VIA Character Survey; Boosting Resiliency; Mantle of the Expert; 3 Cs for Success; Fun Quizzes for kids.



Workshops # 7 & 8: Healthy Body, Happy Mind

Social Emotional Competency: Social Awareness

8 Ways to Well-Being: Nature & Relaxation

New Basic: Developing a Sense of Self and Society

Character Strengths: Humanity (Love; Kindness; Social Intelligence)

Activities Include: Nutrition Challenge; Peer influence; Wellness Booths; Negative Self-Talk; Reprogramming your Subconscious.

MONTH # 3

Workshops # 9 & 10: Measuring What Matters

**The three quizzes are administered again, with results provided.*

Social Emotional Competency: Relationship Skills

8 Ways to Well-Being: Exercise

New Basic: Self-Management & Learning to Learn

Character Strengths: Temperance (Humility & Prudence)

Activities Include: More Mindful Meditations; Mantras; Self-Regulation; Forgiveness; 5 Rs.

Workshops # 11 & 12: Emotional Agility

Social Emotional Competency: Self Awareness

8 Ways to Well-Being: Relaxation & Self-Care

New Basic: Learning to Learn (new ways of dealing with emotions)

Character Strengths: Transcendence (Beauty & Excellence; Spirituality; Hope; Humour; Gratitude)

Activities Include: Self-discovery; Limiting Beliefs; Mental Toughness; Battling Self-doubt; Breaking Free of Anxiety; Optimism.



MONTH # 4

Workshops # 13 & 14: Aligning Behaviours & Values

Social Emotional Competency: All of them

8 Ways to Well-Being: Spirituality & Relationships

New Basic: Developing a sense of self and society.

Character Strengths: Justice (teamwork; fairness; leadership)

Activities Include: Getting stuck in the negatives; Bullseye Exercise; Dealing with Anger: Comparisons; The Warrior's Way.

Workshops # 15 & 16: The Importance of Contribution

Social Emotional Competency: Social & Self-Awareness

8 Ways to Well-Being: Giving Back & Nature

New Basic: Developing a Sense of Self & Society

Character Strengths: Wisdom & Transcendence

Activities Include: Motivation; Empathy; From Fear to Confident; Serving Others; Law of Familiarity.

MONTH # 5

Workshops # 17 & 18: Hooked, Hacked & Hijacked

Social Emotional Competency: Sense of Self & Society

8 Ways to Well-Being: Recreation & Hobbies

New Basics: Learning to Learn & Thinking Creatively & Critically

Character Strengths: Moderation (Forgiveness; Modesty; Prudence; Self-control)

Activities Include: Screen Time; Social Anxiety; Choices; Stretching; Social Media.

Workshops # 19 & 20: Reflect, Reboot, Rewired, Rethink

Social Emotional Competency: All of them



8 Ways to Well-Being: All of them

New Basics: All of them

Character Strengths: All of them

Activities Include: The Value of Reflection; Repetition; Reminders; Rewards; Next Steps; Honesty; Authenticity.

The three quizzes are administered for the last time, and results are provided. These valuable results will indicate which students improved, stayed the same, or fell behind. Areas of weaknesses and strengths help teachers pick specific activities customized to the needs of each student, to focus on through the rest of the year and into next year.

Additional services

The Role of Administration: One introductory meeting (in person or via phone) can be arranged with the Director of Wellness for All, to outline for Principals and designates the role they will play in promoting collaboration amongst staff members. Principals are expected to stay abreast with all workshop content by reading through the content, so s/he can be involved in decision-making in creating new school wide practices. And, also, by joining in the conversations, about what wellness practices are being implemented each week. Principals or designates may also want to hold 'Eat and Meet' lunchtime (or whenever) on-going, brief check-ins. Or join staff at Peer Colleague Meetings. Specific guidelines and ways to collaborate cross-grades to get the entire school community, including parents involved, is important.

SINGLE or ONGOING PD: In-school PA Days or PD sessions-after school can be arranged, if requested. These customized workshops can all be arranged according to the needs of the staff. Patricia Gough, Founder and Director and members of the Wellness Team, would be happy to oblige. Additional costs will apply.

PARENTS: What better way to get parents, who are interested, to receive the same workshops at home, so they can stay abreast with what the school's **Well-Being Campaign** is about. There will be a reasonable charge for parents who are interested, since they, too will benefit. Imagine the success rate IF parents implement the same practices in their home. Amazing!

Another way to get the parents on board is to have the **Wellness for All Team** provide an orientation meeting at a Parent Council session (again it may be via Zoom if the distance prohibits attendance in person). Since there is a cost to schools for the **Wellness for All Workshop Series**, our presentation can make parents aware of the value-packed return their fundraising dollars would provide, if they were considering partial funding: especially since it is everyone in the school community, including them, who benefits! And at such a reasonable cost!

Wrong Climate? Yes, our Wellness Team is very aware that the climate in education is not at its highest positive level for welcoming new practices. If not NOW, when? Morale is low, and educators are stressed. However, this is something that will lessen everyone's load and boost energy. Your school community deserves the exhilarating sense of well-being we know that the **Wellness for All Workshop Series** provides. Feel spirits lift and watch administrators, teachers, support staff, community health professionals and parents, unite, together, to collectively adapt a new, healthier paradigm. One where everyone reaches their full potential and cheers each other on as your entire school community celebrates its success at knowing what it is like to experience **'Wellness for All!'**

Wellness for All Learning System Topics



Credit to <http://weavingwellbeing.com/> for the use of their *Weaving Wellness Mind Map*