

THE UNSHAKEN LIFE METHOD™

I AM UNSHAKEN – PRIMARY WORKSHOP

Grades K–6 · 60-Minute Facilitator Guide

Session Overview

This single 60-minute session introduces students to the three foundational practices of The I AM Unshaken Identity Path™ — Knowing Who I Am, I Can Pause, and I Can Try Again — through simple stories, discussion, and hands-on activity.

Because this session serves the full K–6 range, and Grade 7–8 groups are sometimes combined into the same booking, this guide is built to flex across Ontario's three developmental bands — Primary (K–3), Junior (4–6), and Intermediate (7–8) — rather than assuming one fixed audience. Each activity below includes a tiered note showing how to adjust language, framing, or the activity itself for whichever band is in the room.

Before You Begin

- Confirm which grade(s) will be in the room before finalizing your approach for each segment.
- If a single session spans more than one band (e.g., a combined K–6 assembly), default to the middle band's language and simplify or deepen live based on the room's energy.
- For a true whole-school K–8 assembly, consider proposing two shorter back-to-back sessions instead (e.g., K–6 and 7–8) — the Implementation Options in the Program Overview already support this as a delivery format.

Materials Needed

Paper and crayons/markers for younger bands, paper and pens for older bands. No other materials required.

Learning Objectives

- Students identify something true about themselves, independent of the day they're having
- Students practice a simple breathing technique for calming big feelings
- Students practice responding to a small setback by trying again

Session Plan

Welcome & Warm-Up (5 min)

"Name, Sound, Move": each student says their name plus one thing they're proud of, paired with a simple gesture. The group echoes it back. Introduce the session: "Today we're going to learn three things that can help you feel steady, no matter what kind of day you're having."

K–3: Keep the gesture playful and physical — big movements, silly sounds welcome.

Grades 4–6: Let students choose their own gesture style; keep it upbeat but less exaggerated.

Grades 7–8: Offer a verbal-only option (name + one sentence, no gesture) for students who'd rather not perform in front of peers — keep it opt-in, not required.

Practice 1: I Know Who I Am (15 min)

Let's Imagine

"Imagine it's your very first day somewhere new. You don't know anyone yet. But even though everything around you is new, some things about YOU haven't changed at all."

Let's Talk About It

- What's something about you that stays the same, even on a brand new day?

Let's Practice

"My Superpowers": each student draws or names three things true about themselves — a favorite thing, something they're good at, something that makes them laugh.

K–3: Draw and tell a partner — keep it concrete and visual.

Grades 4–6: Writing is fine instead of drawing; add the prompt "something people might not know about you" for a bit more depth.

Grades 7–8: Introduce the idea gently: "the version of you online or with different friend groups can look different — but some things stay true underneath." Keep sharing private/optional given increased self-consciousness at this age.

Carry This With You

"I know who I am."

Practice 2: I Can Pause (15 min)

Let's Imagine

"Imagine you're in a moment that makes you feel a big, hot feeling — maybe a game isn't going your way, or someone says something that stings. What if, instead of reacting right away, you took one big breath first?"

Let's Talk About It

- Where do you feel big feelings in your body?

Let's Practice

"Balloon Breathing": breathe in slowly through the nose like filling a balloon in your belly, hold, then breathe out slowly. Practice together 4–5 times.

K–3: Hands on bellies, frame it purely as a game — "let's fill up our balloon."

Grades 4–6: Same technique; scenario can reference group work disagreements or sibling conflict rather than just games.

Grades 7–8: Same technique; scenario can reference texts, group chats, or social situations — keep framing matter-of-fact rather than playful, which lands better at this age.

Carry This With You

"I can pause."

Practice 3: I Can Try Again (15 min)

Let's Imagine

"Imagine working hard on something — building, practicing, creating — and it doesn't turn out the way you wanted, or it falls apart completely. What could you do next?"

Let's Talk About It

- How do you feel when something you built or made falls apart or doesn't work?

Let's Practice

A quick building activity (blocks, stacking cups, or paper towers), letting it fall on purpose and rebuilding — celebrating the rebuilding, not just the final result.

K–3: Make the building activity the main event — big reactions to the fall, playful rebuilding.

Grades 4–6: Offer a choice: the building activity, or writing about a real setback (a test, a tryout) and one thing they'd try differently.

Grades 7–8: Lead with the written reflection on a real setback rather than block play, which can feel too young for this age; use blocks only as an optional quick icebreaker if time allows.

Carry This With You

"I can try again."

Closing Celebration (10 min)

Bring the group back together. Close with all three phrases said aloud together: "I know who I am. I can pause. I can try again."

K–3: High energy, call-and-response, optional sticker or printed card to take home.

Grades 4–6: Group phrase repetition still works well; a simple printed card is often better received than a sticker.

Grades 7–8: A quieter close tends to land better — consider having students write their own one-word takeaway privately before saying the three phrases together as a group.

Facilitator Notes

- This session is intentionally an introduction, not a deep dive — the goal is for students to leave having genuinely experienced all three practices once, not mastered them.
- Identify the room's grade band(s) as early as possible — ideally before the session, but the tiered notes above are written to be usable as live, in-the-moment adjustments if needed.
- If a school wants to go deeper on these same three practices, the full 7-week Knowing Who I Am™ virtual course extends this exact content week by week.
- Keep the tone warm throughout, but let the energy level shift with the room — playful and high-energy for younger bands, calmer and more sincere for Grades 7–8.