

TODAY I FEEL....



Worried



Sad



Happy



Silly



Shy



Angry



Calm



Loved



Bored



Disappointed



Excited



Frustrated



Scared



Focused



Brave



Remember: good mental health includes experiencing a **wide range** of emotions (yes, even the tricky ones).



FEELINGS THERMOMETER

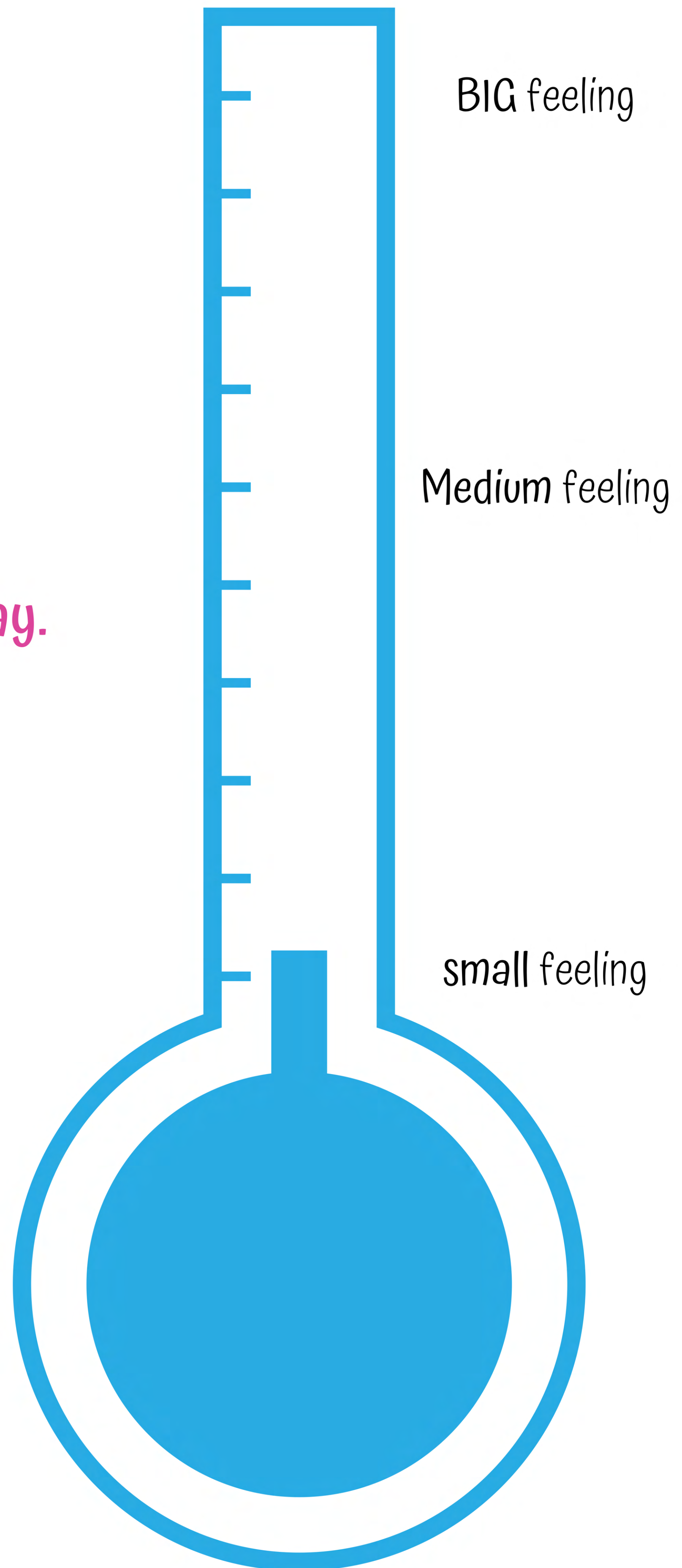


I feel _____ today.



Remember:

knowing the **name** and **size** of our feelings can help us better **understand** and **cope**.



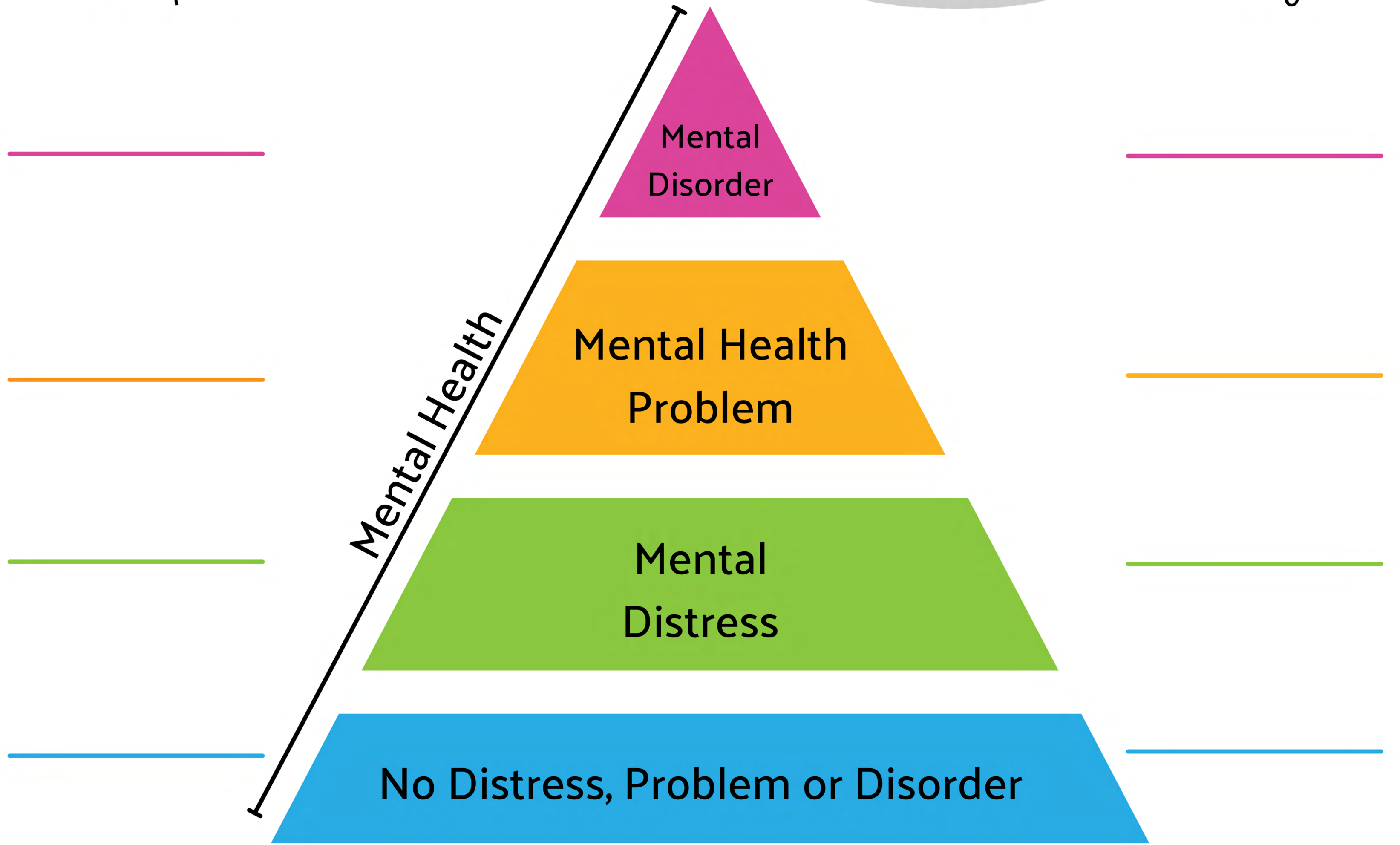
STATES OF MENTAL HEALTH

Complete the pyramid with **examples** & **feelings** for each mental health state.



Examples

Feelings



Remember:
everyone has
mental health.



GUESS WHO?

Match each
statement with the
correct character.



- Who loves gadgets and tech?
- Who has a frog named 'Dog'?
- Who has the messiest desk in the class?
- Who likes to do crafts and mazes?
- Who has a really big family?
- Who has the most organized desk?
- Who lives with foster parents?
- Who invented a skateboard trick?
- Who volunteers at a community apiary?
- Who really enjoys reading books?
- Who often forgets to tie their shoelaces?
- Who plays soccer at recess?
- Who follows the weather?
- Who likes to be 5 mins early for school?
- Who lives with a single parent?
- Who LOVES music and plays the drums?
- Who has a mental disorder?



GUESS WHO? ANSWER SHEET

Match each
statement with the
correct character.



- Who loves gadgets and tech? (Alex)
- Who has a frog named 'Dog'? (Angela)
- Who has the messiest desk in the class? (Angela)
- Who likes to do crafts and mazes? (Hazel)
- Who has a really big family? (Jared)
- Who has the most organized desk? (Hazel)
- Who lives with foster parents? (Alex)
- Who invented a skateboard trick? (Owen)
- Who volunteers at a community apiary? (Hazel)
- Who really enjoys reading books? (Owen)
- Who often forgets to tie their shoelaces? (Angela)
- Who plays soccer at recess? (Jared)
- Who follows the weather? (Alex)
- Who likes to be 5 mins early for school? (Jared)
- Who lives with a single parent? (Owen)
- Who LOVES music and plays the drums? (Owen)
- Who has a mental disorder? (They all do)



WHAT IS STIGMA?

Video Questions
and
Self - Reflection

Video Part 1

Write It Down: What words would you use to describe the character in this scene?

Self-Reflect: Would you like to make friends with this character? Why or why not?

Video Part 2

Write It Down: What words would you use to describe the character in this scene?

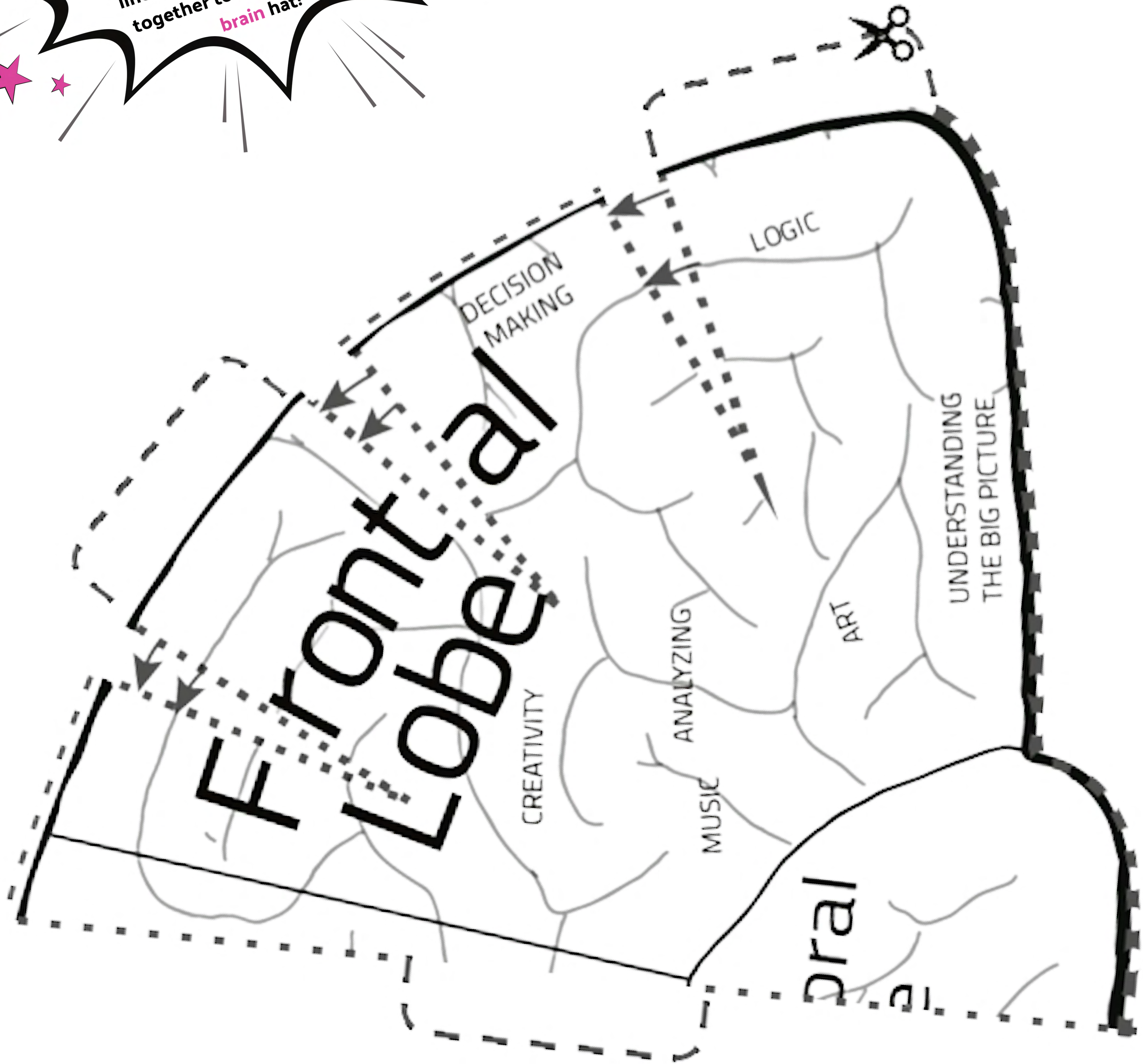


Self-Reflect: Would you like to make friends with this character? Why or why not?



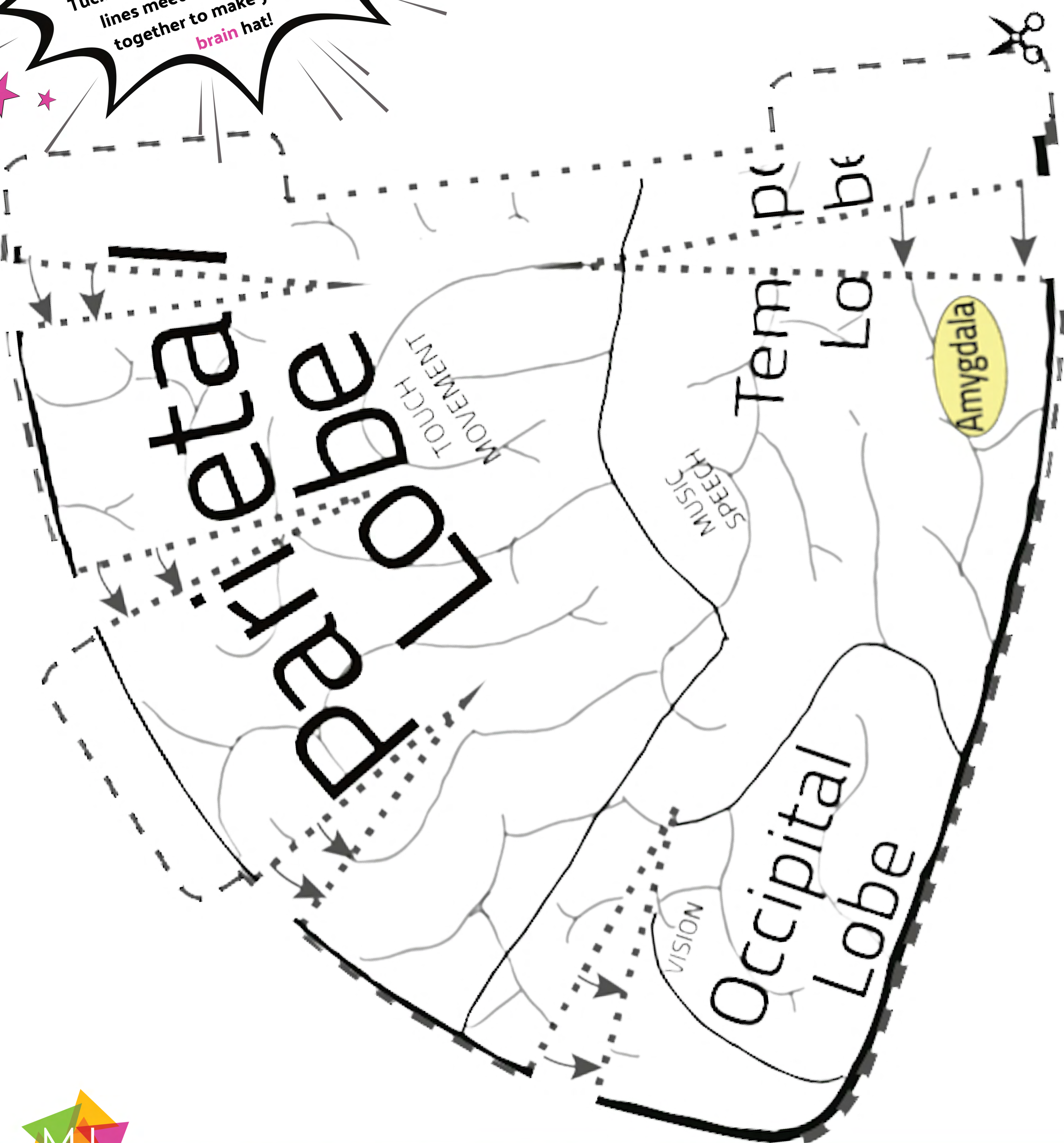
BUILD-A-BRAIN RIGHT SIDE

Colour the brain lobes.
Cut around the outside.
Cut along the dashed lines
(where the arrows are pointing to).
Tuck the flaps & tabs so the dashed
lines meet. Glue or tape them
together to make your own
brain hat!



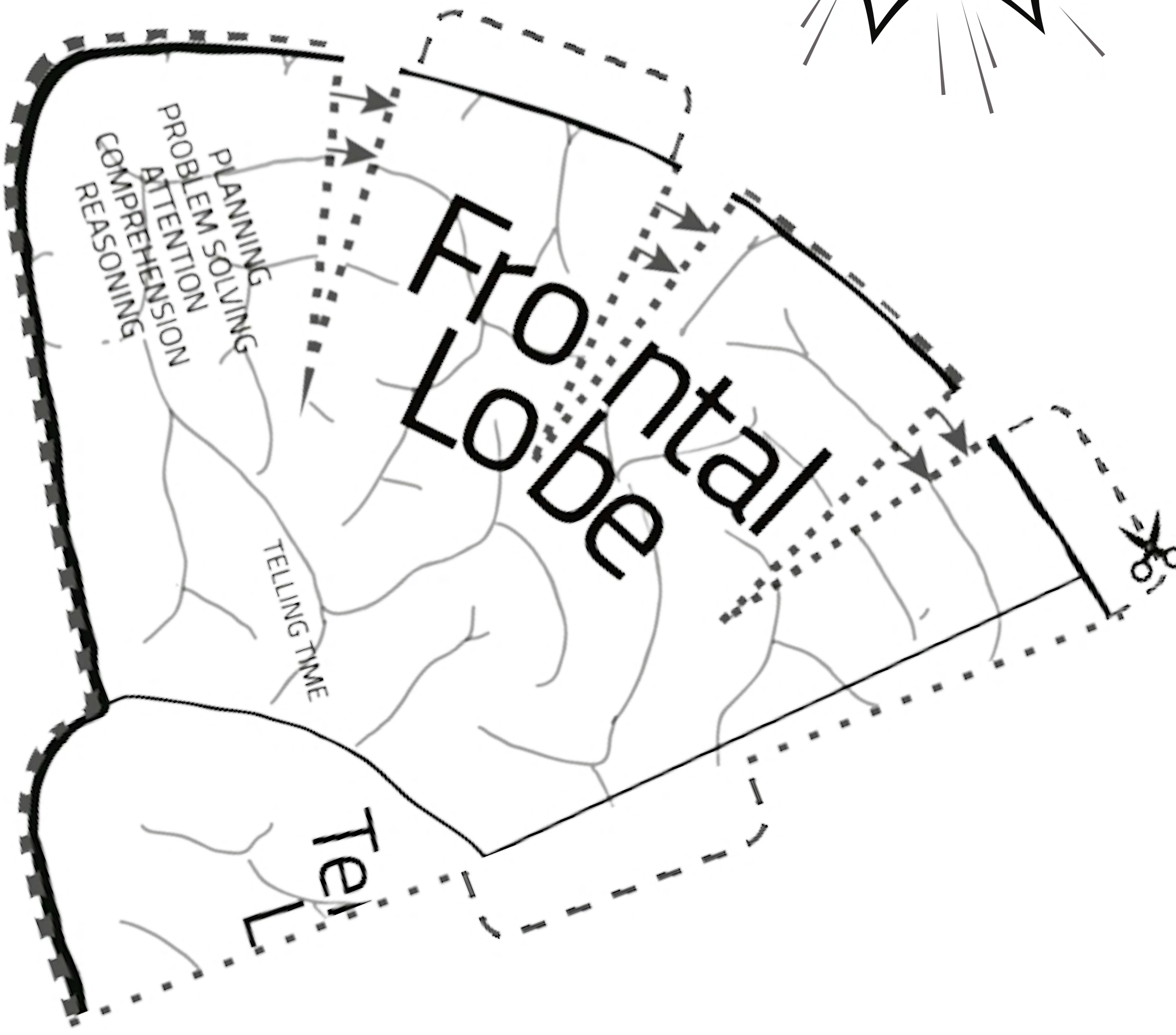
BUILD-A-BRAIN RIGHT SIDE

Colour the **brain** lobes.
Cut around the outside.
Cut along the dashed lines
(where the arrows are pointing to).
Tuck the flaps & tabs so the dashed
lines meet. Glue or tape them
together to make your own
brain hat!



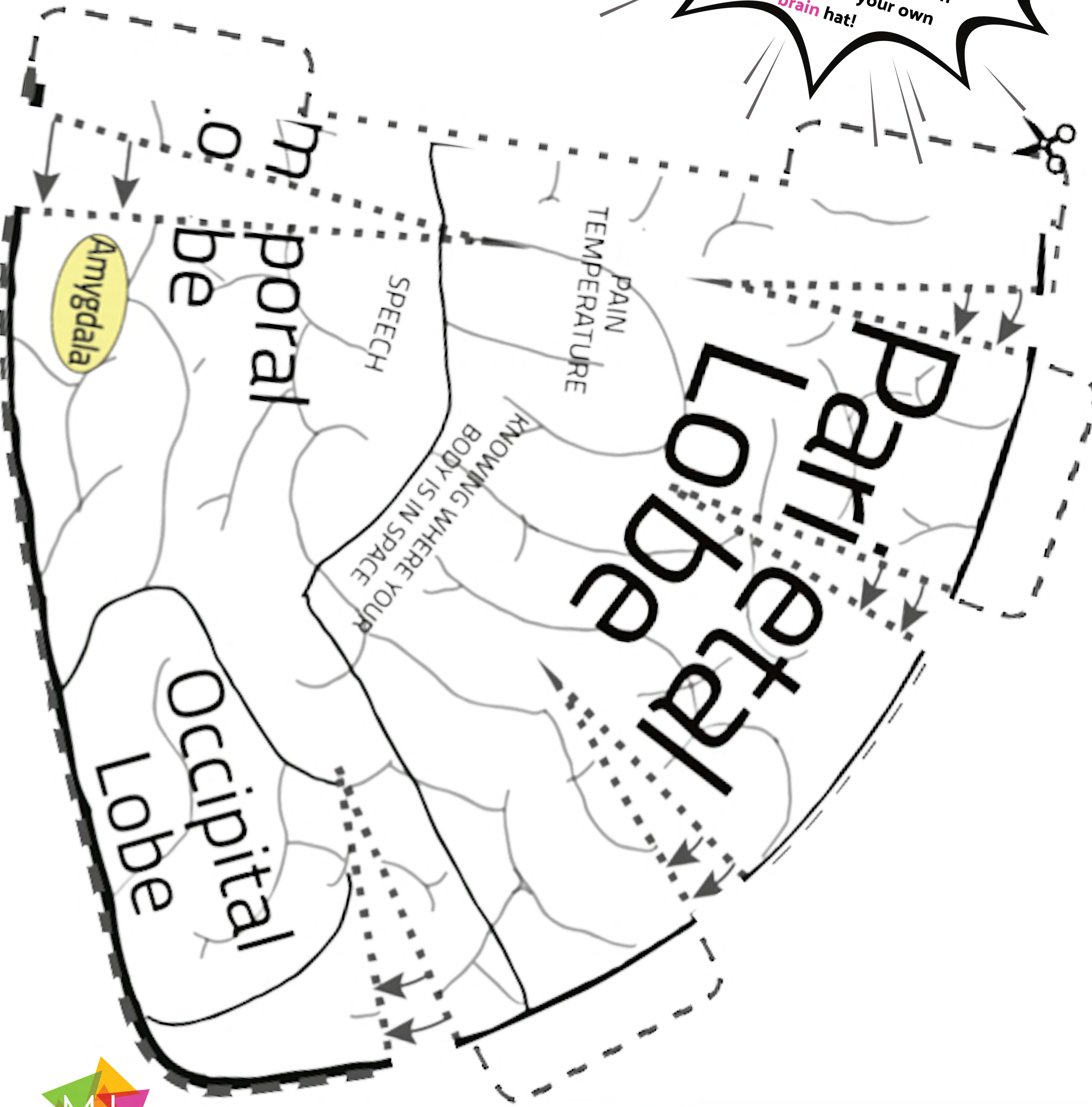
BUILD-A-BRAIN LEFT SIDE

Colour the brain lobes.
Cut around the outside.
Cut along the dashed lines
(where the arrows are pointing to).
Tuck the flaps & tabs so the dashed
lines meet. Glue or tape them
together to make your own
brain hat!



BUILD-A-BRAIN LEFT SIDE

Colour the brain lobes.
Cut around the outside.
Cut along the dashed lines
(where the arrows are pointing to).
Tuck the flaps & tabs so the dashed
lines meet. Glue or tape them
together to make your own
brain hat!



GROW A BRAIN

Create your own example of how your **brain grows** and **develops** new skills!



As a baby

As a kid

As an adult

A large, empty rectangular box with a thick blue border, intended for a drawing or illustration of a baby.A large, empty rectangular box with a thick orange border, intended for a drawing or illustration of a child.A large, empty rectangular box with a thick pink border, intended for a drawing or illustration of an adult.



Remember:

our **brain** and **body** are connected. Our brain grows and changes over time.



UNDERSTANDING ANXIETY DISORDER

Reflect on these questions as you learn about Jared's experience with Anxiety Disorder.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

An Anxiety Disorder is **not the same** as feeling stressed.



UNDERSTANDING LEARNING DISORDER

Reflect on these questions as you learn about Jared's experience with a Learning Disorder.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

A Learning Disorder is **not the same** as failing a math test.



UNDERSTANDING DEPRESSION

Reflect on these questions as you learn about Owen's experience with Clinical Depression.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

Depression is **not the same** as having a bad day.



UNDERSTANDING ADHD

Reflect on these questions as you learn about Angela's experience with Attention-Deficit/Hyperactivity Disorder.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

ADHD is **not the same** as being hyperactive.



UNDERSTANDING OCD

Reflect on these questions as you learn about Hazel's experience with **Obsessive-Compulsive Disorder**.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

OCD is **not the same** as being organized.



UNDERSTANDING AUTISM

Reflect on these questions as you learn about Alex's experience with Autism Spectrum Disorder.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

Autism is **not the same** as avoiding eye contact.



UNDERSTANDING PHOBIA

Reflect on these questions as you learn about Alex's experience with a Specific Phobia.



What I Learned:

What I'm Still Curious About:

How This Relates to What I Already Know, My Own Experience, or Someone I Know :

How I Feel About What I Learned:



Remember:

A Specific Phobia is **not the same** as feeling grossed out by a spider.



HELPING HAND

Who are your helpers?
Trace your **hand** & write or
draw a **professional helper** in
each finger and thumb. On the
palm, write down **2-3 natural
supports**.



Remember:

It is important to reach
out to **trusted adults** for
help when you need it.



WHICH HELPER?

Match each scenario with the most appropriate helper(s). Hint: there may be more than 1!



A classmate teases Alex about their new haircut.



Owen hears online that someone in his class is thinking about harming themselves.



Jared's worries are getting worse and he is struggling to sleep at night.



Hazel gets into a disagreement with a friend at recess.

Owen is crying in class and can't concentrate on the lesson.

Alex tried their box breathing and still can't calm down.



Hazel's medication for her OCD isn't working as well as it used to.

- Doctor
- Parents/Caregiver
- Friends
- Teacher
- School Counsellor
- Coach
- Social Worker
- Psychologist
- Handle on their own



Remember:
Everyone needs help sometimes. It's important to reach out when you need it.



WHICH HELPER? ANSWER SHEET

Match each scenario with the most appropriate helper(s). Hint: there may be more than 1!



Q: A classmate teases Alex about their new haircut.

A: Handle on their own, friends and/or teacher



Q: Owen hears online that someone in his class is thinking about harming themselves.

A: School counsellor, teacher, parents/caregiver and/or psychologist

Q: Angela is at the park with a few friends and an adult they all don't know offers them ice cream.

A: Parents/caregiver

Q: Jared's worries are getting worse and he is struggling to sleep at night.

A: Parents/caregiver, coach, psychologist and/or school counsellor

Q: Hazel gets into a disagreement with a friend at recess.

A: Handle on their own, friends and/or teacher

Q: Owen is crying in class and can't concentrate on the lesson.

A: Teacher and/or school counsellor

Q: Alex tried their box breathing and still can't calm down.

A: Teacher, school counsellor, parents/caregiver and/or social worker

Q: Hazel's medication for her OCD isn't working as well as it used to.

A: Doctor and parents/caregiver



Remember:

Having a discussion about the **available helpers** in your school or community setting is encouraged.



ASKING FOR HELP LEVEL 1

Role-play time! Using these scripts, take turns asking for help. Can you think of & practice your own examples?



Sometimes our problems are too BIG to solve on our own & we need to ask a trusted adult for help. Try these steps:

1. Explain how you are feeling
2. Describe the problem & maybe what you have already done to try to solve it on your own
3. Let the person know you need a helping hand

"I am sad that nobody will let me play with them at recess. I asked to join the soccer game, but they said they didn't need any more players. Do you have any suggestions?"

"I feel really disappointed that my father cancelled his weekend visit with me again. He did not answer my text or phone calls. I need your support."

"I am overwhelmed by this project. I have an idea of what to do, but don't know where to start. Can you help me make a plan?"

Try Your Own!

"I am having trouble dealing with..."



Remember:
Asking for help is a **skill** that can be **practiced**.



ASKING FOR HELP LEVEL 2

Role-play time! Using these scripts, take turns asking for help. Can you think of & practice your own examples?

Being a good friend means helping out when we can, but sometimes the problem is too BIG. It is important to encourage your friend to ask for help when they need it. Here's how:



1. Connect with how you think your friend is feeling
2. Let them know that you care
3. Suggest that maybe they should seek help

"It seems like you are hurt by what your mom said to you last night. I am worried that you will not be able to focus and we have a big test today. Do you think maybe you should talk to the school counsellor before you start class?"

"I can see you are embarrassed by what happened on the bus this morning. We all mess up sometimes - it can help to talk to someone. Is there someone who could help you feel better?"

"I can feel that you are angry at those bullies. I don't want you to get yourself in trouble by getting revenge. Who do you trust to help with problem-solving this?"

Try Your Own!

"Our friendship is really important, and I've noticed..."



Remember:
Asking for help is a **skill** that can be **practiced**.



ASKING FOR HELP LEVEL 3

Role-play time! Using these scripts, take turns asking for help. Can you think of & practice your own examples?



If your friend does not want to ask for help & you feel they are unsafe, you will need to tell an adult. It is not tattling when you talk to an adult to keep yourself and others physically and/or emotionally safe. Follow these tips:

1. Tell an adult that you are worried about a friend
2. Describe why
3. Ask for their help

"I am worried about Meena. Some of our friends told her she looks heavy and for the past few weeks she has been throwing her lunch away. Can you give her some support?"

"I am concerned Liam is putting himself at risk. He met some new friends at the mall and they are encouraging him to steal. Can you check in with him?"

"I am afraid Stacey is going to get hurt. She has a boyfriend who she met online. He wants to get together after school today. Is there a way you can make sure she is safe?"

Try Your Own!

"Can I talk to you about...?"



Remember:
Asking for help is a **skill** that can be **practiced**.



MAKING FRIENDS WITH STRESS

Match each character's stressful situation with the skills & resilience they built.



- tries out for a new sports team
- fails a science test



- has a disagreement with a friend
- is feeling left out at recess



- is worried about homework
- is 3.75 minutes late for school



- forgot to save her video game
- is told her pet frog passed away



- is going to a birthday party where he only knows 1 person
- plays drums in a talent show

- Learns to stop, breathe & pick up from the last point in the game - and to press 'save!'
- Learns to make a study plan & to ask for help if he doesn't understand something in school
- Learns that friendships have ups & downs & it's OK to say sorry when you need to
- Learns how to settle into class even after the bell rings
- Learns that it's common for the stress response to show up at team tryouts
- Learns that it's easier than he thought to make new friends at a birthday party
- Learns to reach out to her parents for support during times of grief & loss
- Learns there is a homework club where students can go for help after school
- Learns to ask to join in with a group of classmates at recess
- Learns that calm breathing & encouraging self-talk can help him feel ready for a performance



Remember: Some stress is good! It helps us learn & build new skills. When has your stress helped you?



MAKING FRIENDS WITH STRESS ANSWER SHEET

Match each character's stressful situation with the skills & resilience they built.



- tries out for a new sports team
- fails a science test



- has a disagreement with a friend
- is feeling left out at recess



- is worried about homework
- is 3.75 minutes late for school



- forgot to save her video game
- is told her pet frog passed away



- is going to a birthday party where he only knows 1 person
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- Learns to stop, breathe & pick up from the last point in the game - and to press 'save!'
- Learns to make a study plan & to ask for help if he doesn't understand something in school
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Remember: Some stress is good! It helps us learn & build new skills. When has your stress helped you?



YOUR STRESS COPING SKILLS

Stress happens to **everyone**. Write or draw your coping skills.



Calming Strategies:

(Ways I calm my brain & body)

Thinking Strategies:

(Helpful thoughts I can use)

Problem-Solving Strategies:

(Steps I take to face my stressor)



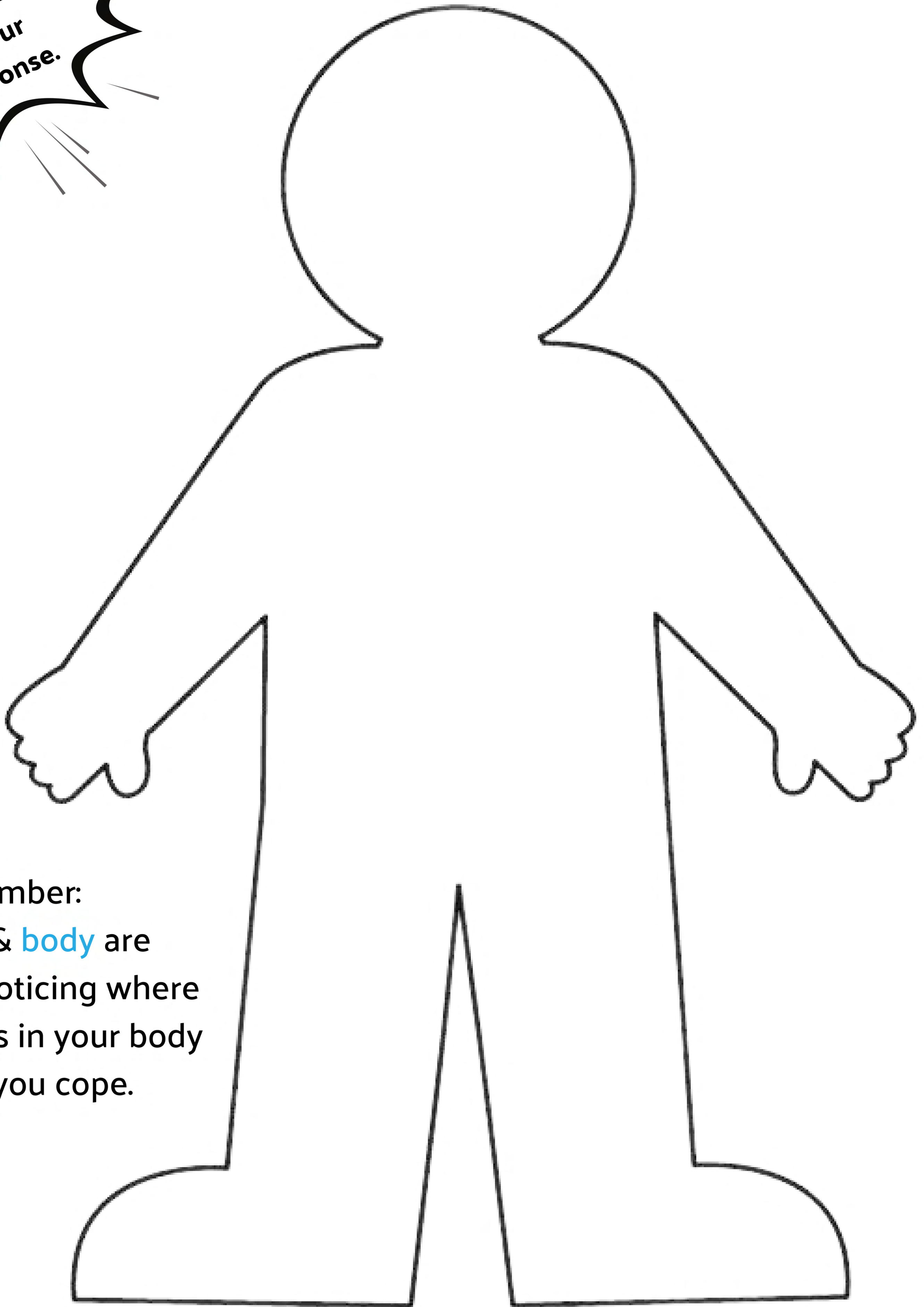
Remember:

how we **think** about our stress, and the **actions** we take to deal with it, make a **BIG** difference.



KNOW YOUR STRESS RESPONSE

Colour in the parts
of your body where
you feel your
stress response.



Remember:

the **brain** & **body** are
connected. Noticing where
you feel stress in your body
can help you cope.



BIG 5 MOBILES - PART 1

In each square, draw, write or glue pictures of something you do for your Big 5. Then cut them out to make a mobile!



Remember:
Making time for the Big 5 helps build strong mental health.

Physical Activity

Healthy Eating

Healthy Sleep

Strong, Supportive Connections



In each square, draw, write or glue pictures of something you do for your Big 5. Then cut them out to make a mobile!



Remember:
Making time for the Big 5 helps build strong mental health.

Helping Others

