



Mental Health Literacy

Elementary School
Resource Lessons

Module Slide Deck

Collecting Ourselves Before We Begin



Module 1

Understanding Mental Health





Worried



Sad



Happy



Silly



Shy



Angry



Calm



Loved



Bored



Disappointed



Excited



Frustrated



Scared



Focused



Brave

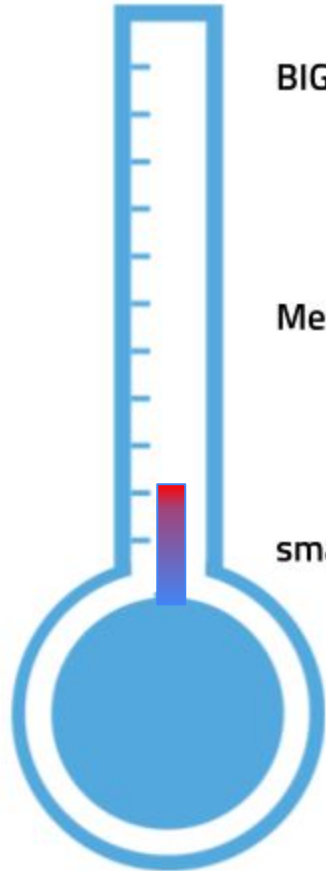
Today I feel...

Feeling word families



Sad	Happy	Mad	Afraid
Disappointed	Glad		

Feelings Thermometer



BIG feeling

Choose a feeling you've had lately and colour in how big or small that feeling is.

Medium feeling



small feeling

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

What is Mental Health?

Think Pair Share



Understanding Mental Health



“Mental Health is...

A state of wellbeing in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to the community.

- World Health Organization

A state of successful performance of mental function, resulting in productive activities, fulfilling relationships with people and the ability to change and cope with adversity.

- Surgeon General of the USA

Our Classroom Definition of Mental Health:

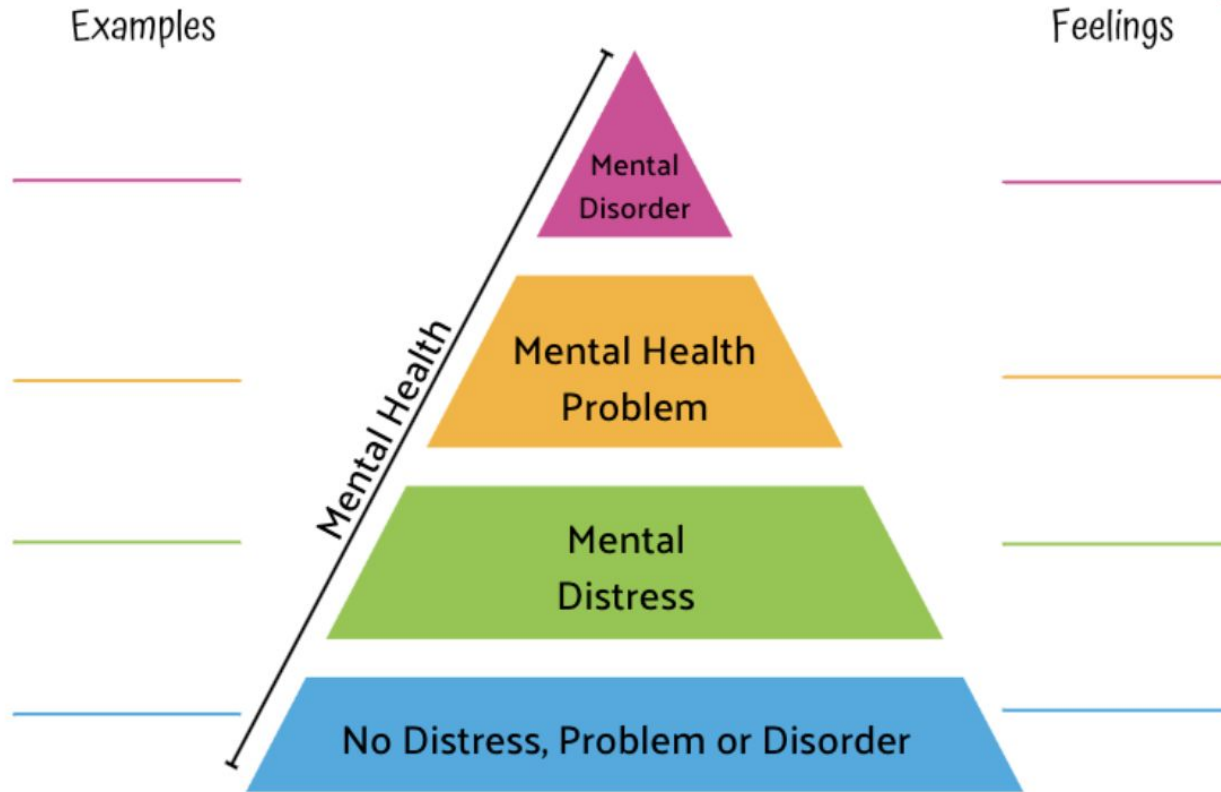


A large, empty rectangular box with an orange border, intended for students to write their classroom definition of mental health.

States of Mental Health Video



States of Mental Health Activity



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

Module 2

The Stigma of Mental/ Neurodevelopmental Disorders



Meet the MHL Kids!



Jared



Hazel



Owen



Angela



Guess Who?



- 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?

What is Stigma? Video



What is stigma?



What words would you use to describe the character?

Would you make friends with this character? Why or why not?

What is Stigma Activity



Video Part 1

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

What is Stigma Activity



Video Part 2

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

Module 3

Mental Health & the Brain

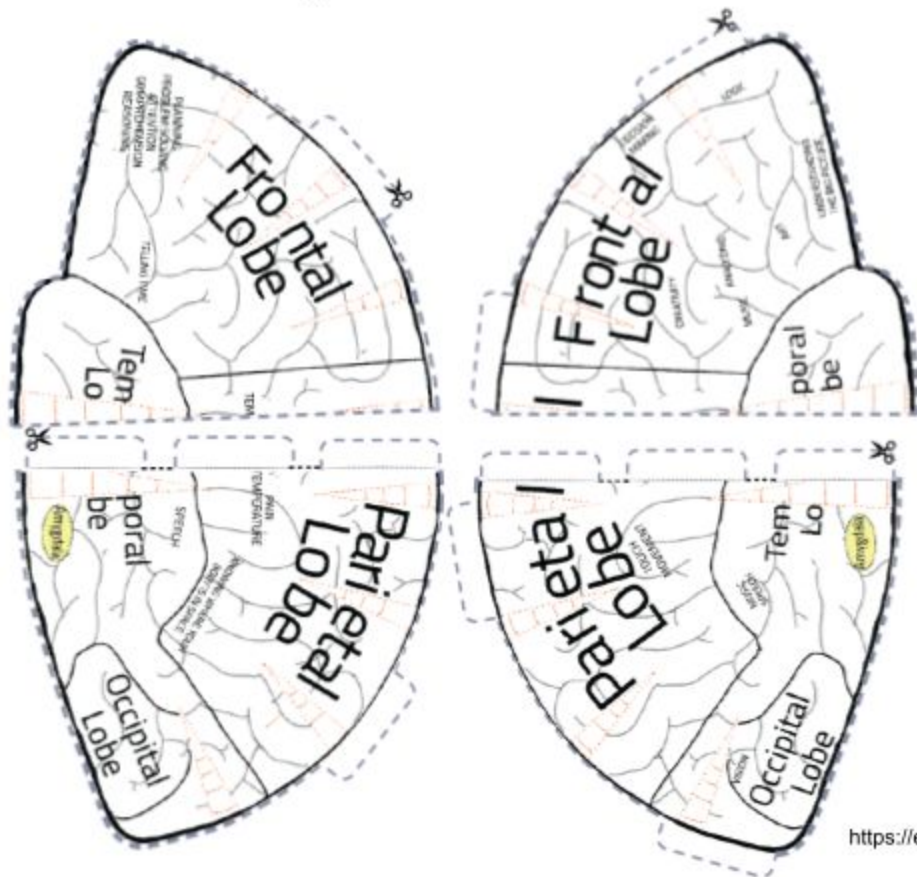


Brainstorm - What are the major organs of the body?



A large, empty rectangular box with a purple border, intended for a brainstorming activity.

Brain Hat Activity



Brain Puzzle

Processes touch and temperature and sensory perception

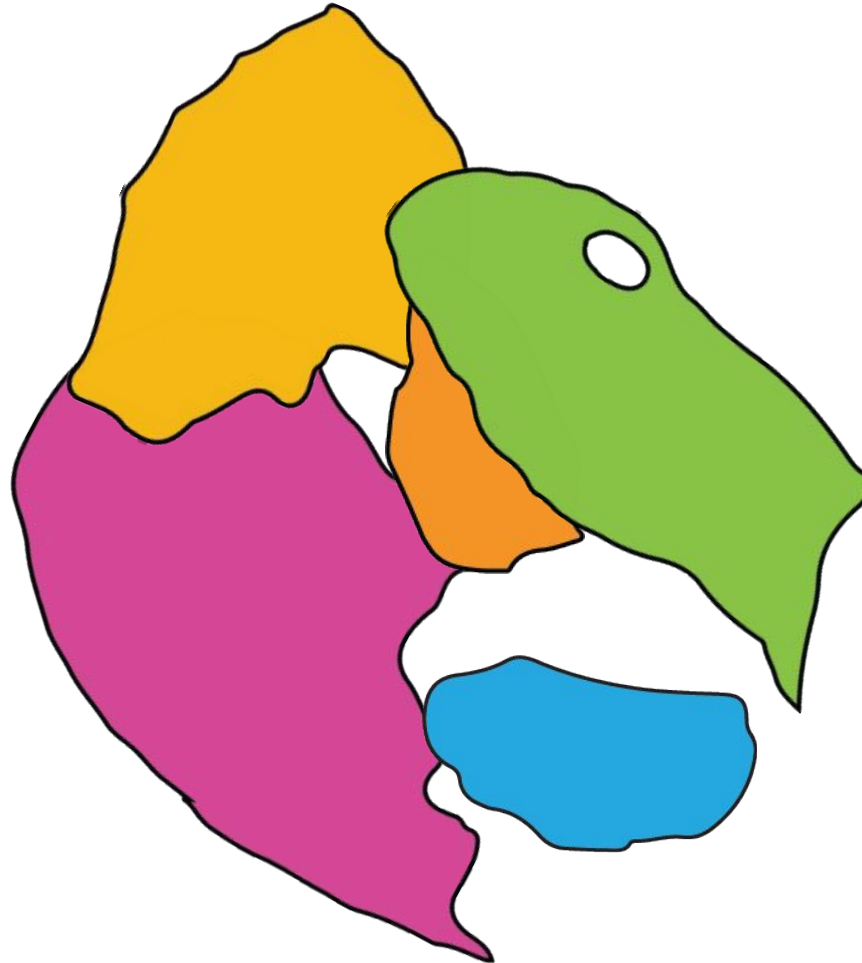
Thinking and cognition (e.g. thinking, decision-making, problem-solving,

Processes vision, distinguishes colour, and processes motion

Involved in movement and balance

Plays an important role in emotions and behaviour

Processes sound, visual recognition such as faces and plays a role in language



Frontal Cortex

Parietal Lobe

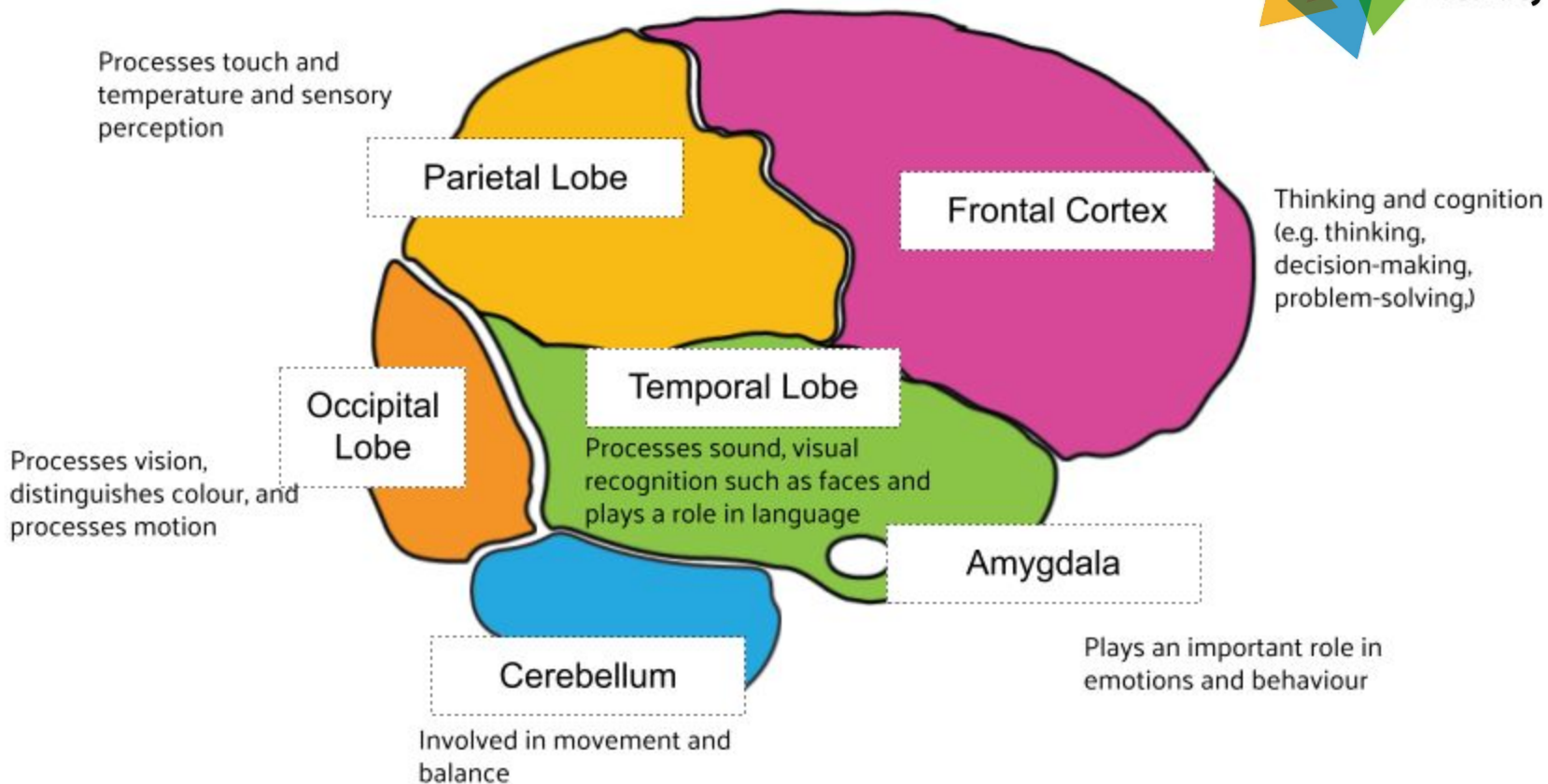
Temporal Lobe

Amygdala

Occipital Lobe

Cerebellum

Brain Puzzle Answer



How to Grow a Brain Video



Growing a Brain



How do brains change over time?

As a baby

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As a kid

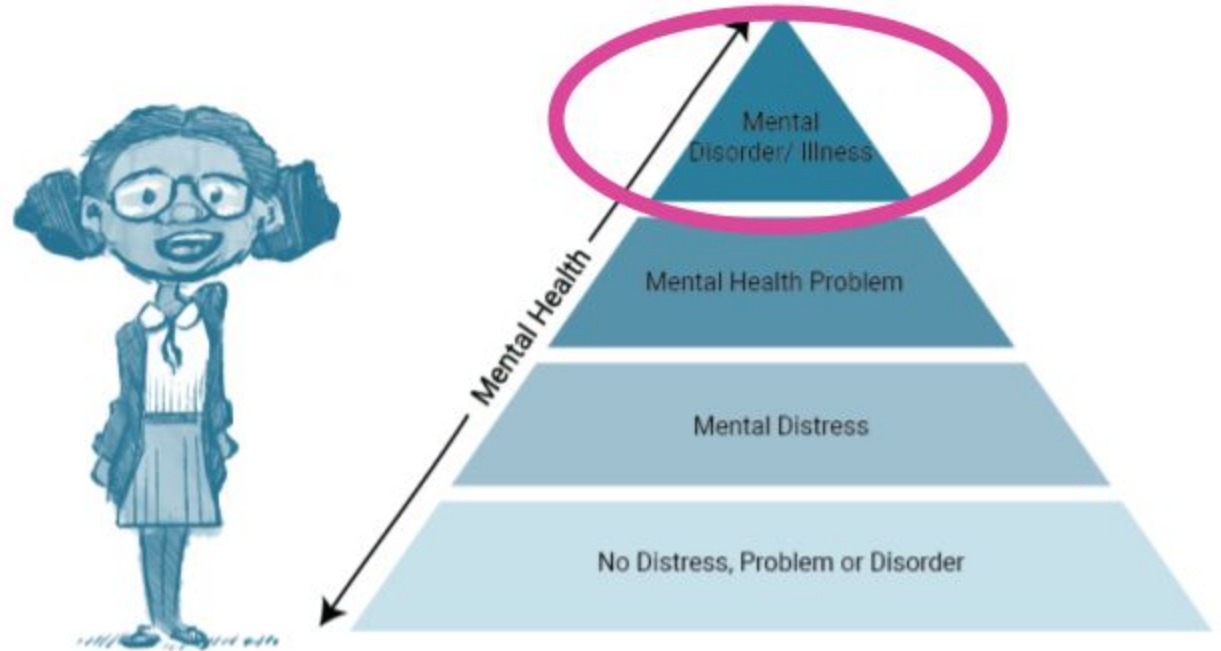
A large, empty rectangular box with a pink border, intended for notes about brain development as a kid.

As an adult

A large, empty rectangular box with an orange border, intended for notes about brain development as an adult.

Module 4

Common Mental/ Neurodevelopmental Disorders



True or False?



True or False?

Anxiety Disorder



1. When we talk about an Anxiety Disorder, this includes worry thoughts *and* physical symptoms (e.g. stomach aches, headaches...).
2. Because I worry about a school performance once in a while, I have Anxiety Disorder.
3. Our feelings of anxiety are tied to our fight or flight system.
4. People with Generalized Anxiety Disorder can easily control their worries if they really want to.
5. If you have an Anxiety Disorder, it is important to avoid situations that make you feel 'stressed'.

True or False?

Specific Learning Disorders



1. It is normal to struggle with reading writing or math once in a while.
2. Children with Learning Disorders cannot learn.
3. There are many ways a student with a Learning Disorders can be supported to improve reading writing or math skills.
4. People with a Learning Disorder can have a very successful career in many fields.
5. Learning Disorders mean difficulty in one or more areas of learning (e.g. math or reading) but not overall intelligence.

True or False?

Depression



1. Depression is just feeling sad once in a while.
2. Depression will just go away by itself.
3. People with depression don't enjoy things as they usually do.
4. Depression is caused by sad events.
5. If you think someone is depressed, the best way to help is to try to cheer them up.

True or False? Attention Deficit Hyperactivity Disorder ADHD



1. A child with ADHD chooses to misbehave.
2. Only boys have ADHD.
3. Children with ADHD may have lots of creativity, can do lots of things at once and often volunteer to help others.
4. Children with ADHD are all hyperactive.
5. A child who can concentrate on video games or LEGO for hours can't possibly have ADHD.

True or False?

Obsessive Compulsive Disorder (OCD)

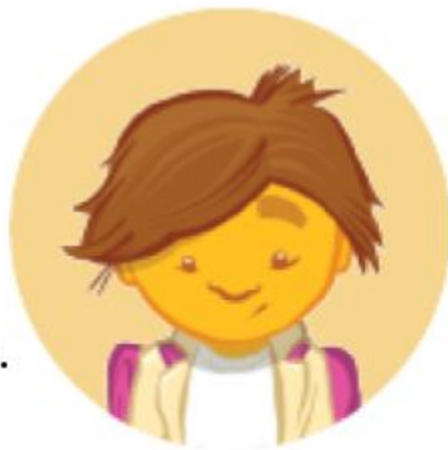


1. Everyone has occasional intrusive thoughts and repetitive behaviours.
2. OCD is a girl disease.
3. OCD is a disorder of both thinking (obsessions) and behaviours (compulsions).
4. OCD is all about being obsessively tidy and clean.
5. Stress causes OCD.

True or False?

Autism Spectrum Disorder (ASD)

1. Children with Autism don't want to make friends.
2. Autism characteristics start early and continue throughout life.
3. People with Autism are only good at repetitive tasks.
4. All children with Autism do not do well at school.
5. Each person with Autism has unique strengths and challenges.



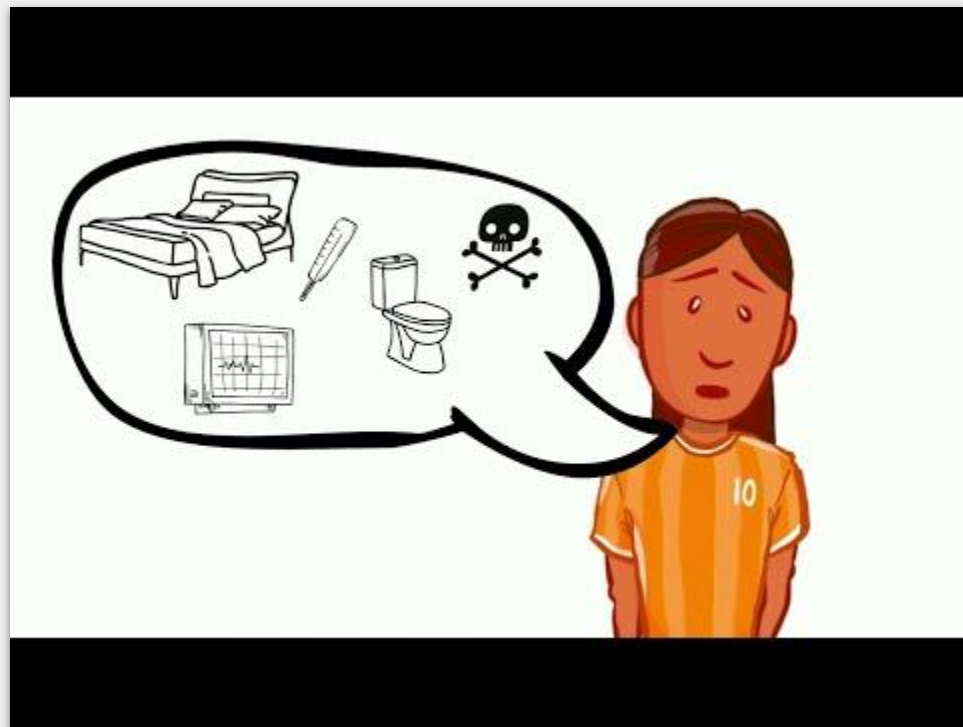
True or False?

Specific Phobia



1. Everyone has some mild fears such as heights, animals or seeing blood.
2. A Specific Phobia is an intense, ongoing fear of something that poses little to no actual danger.
3. People with phobias are just being silly and should have more courage.
4. If you sometimes fear the dark, monsters or being left alone, then you have a Specific Phobia.
5. Avoiding a Specific Phobia is the best way to deal with it.

Anxiety Disorder/Learning Disorders (Jared)



Depression (Owen)



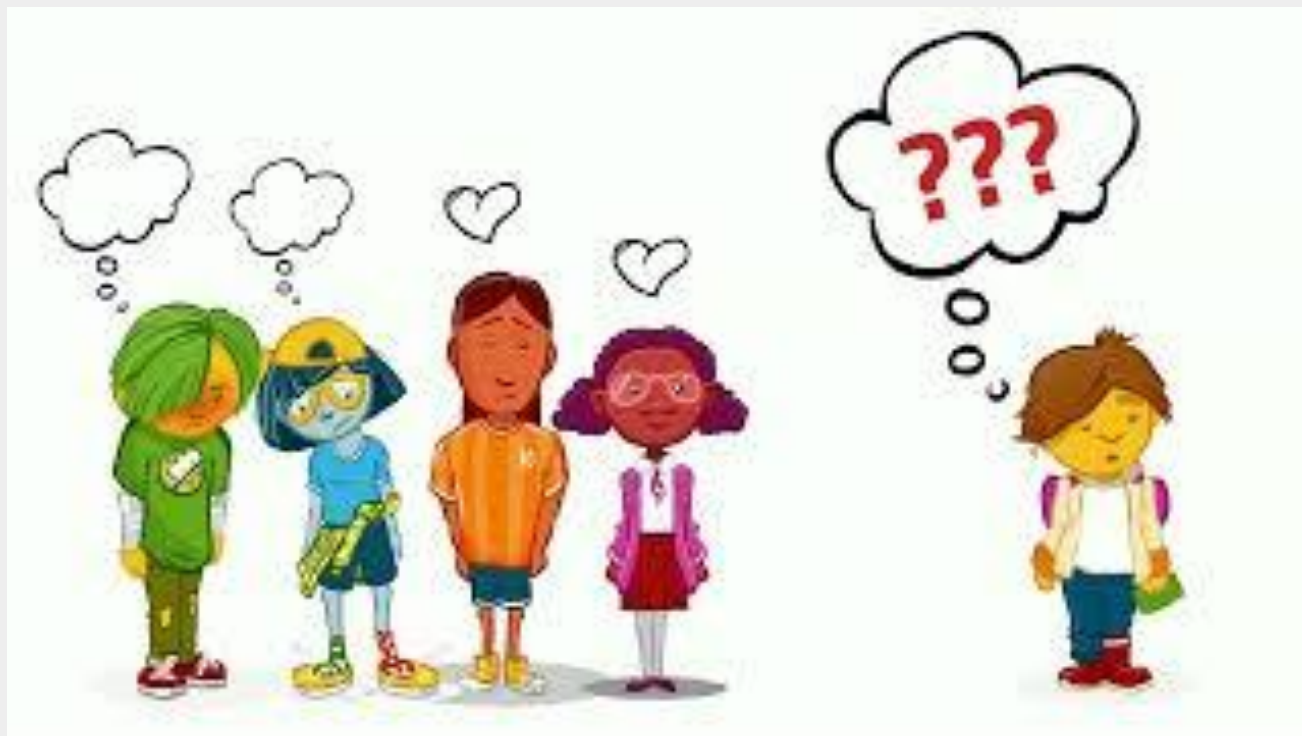
ADHD (Angela)



OCD (Hazel)



ASD/Specific Phobia (Alex)



Reflection Time

- What did I learn that is new or interesting to me?
- What am I still curious about?
- How does this connect
 - to what I already know?
 - to my own experience?
 - to someone I know?
- How do I feel about what I am learning? Why is this important?



Module 5

Helping Self & Helping Others



Levels of Help



Helping Hands

- On each finger and your thumb, identify a professional helper
- On your palm, identify your natural supports



Which Helper?



- A classmate teases Alex about their new haircut.
- Owen hears online that someone in his class is thinking about harming themselves.
- Angela is at the park with a few friends and an adult they all don't know offers them ice cream.
- 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 they still can't calm down.
- Hazel's medication for her OCD isn't working as well as it used to.

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

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

Asking for help

-Level 1

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..."

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

Asking for help

-Level 2

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 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?*"

"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?*"

Try Your Own!

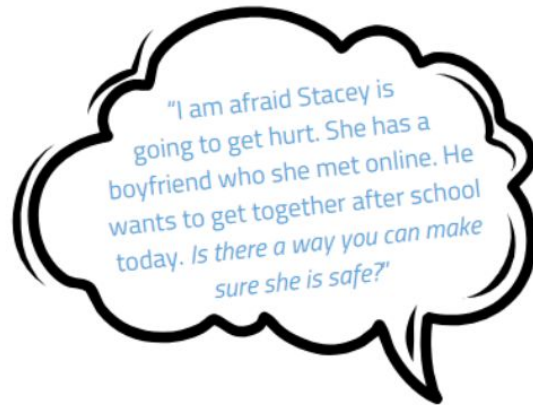
"Our friendship is really important, and I've noticed..."

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

Asking for help

-Level 3

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



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

Module 6

Getting Mentally Healthy



Understanding Your Stress Response



Making Friends With Stress

- 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

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)

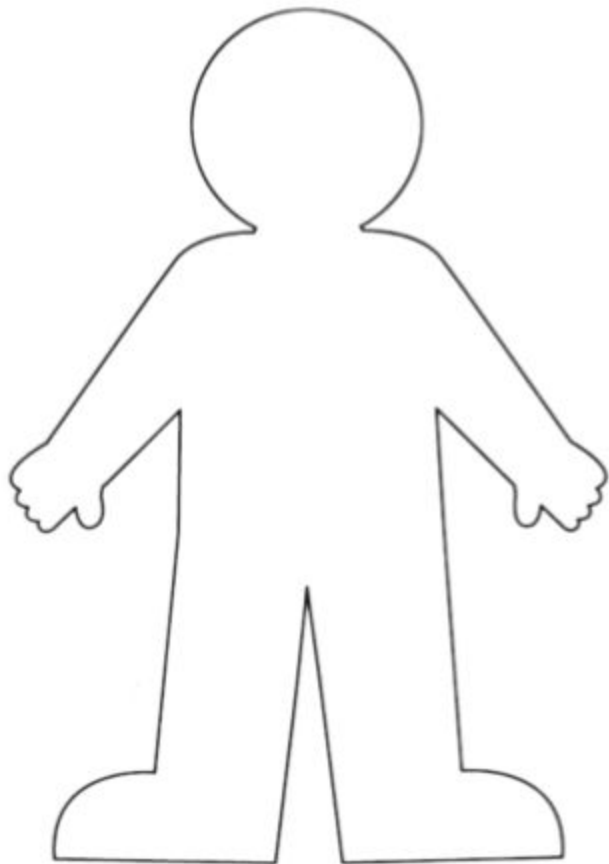
Problem-Solving Strategies:

(Steps I take to face my stressor)

Know your stress response

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

Remember: the brain and body are connected. Noticing where you feel stress in your body can help you cope.



Introducing... The Big 5!

Big 5: Helping Others



Feed
me.



Big 5 mobile

Using the *Big 5 mobile activity sheets*, draw, write or glue pictures of something you do for your Big 5.

Physical Activity

Healthy Eating

Healthy Sleep

Strong Supportive
Connections

Helping Others

Celebration of Learning !

