Workbook Preview

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Grade 7 – Health Unit

MENTAL HEALTH LITERACY

	Curriculum Expectations	Pages
D1.6	Demonstrate an understanding of the relationship between mental health and mental illness and	

Preview of 100 pages from this product that contains 210 pages total.

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MENTAL HEALTH



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Understanding Mental Health

What is Mental Health?

Mental health is about how we think, feel, and act. It affects how we handle stress, make choices, and interact with others. Just like keeping our bodies healthy, it's important to take care of our mental health too. People of all ages can practice good mental health.

Similarities with Physical Health

Mental health and physical health are alike in many ways:

- Both are important for overall well-being.
- They can be affected by genetics, lifestyle, and environment.
- Regular check-ups and healthy habits can maintain both mental and physical health.
- Illness in both areas can be treated with proper care and support.

Mental Health with a Mental Illness

A person can have a mental illness and still be mentally healthy. Just like someone with a physical condition like diabetes can still have good physical health, a person with a mental illness like anxiety or depression can take care of their mental well-being by:

- Following doctor's instructions
- Taking medications if prescribed
- Practicing healthy habits like good sleep and exercise
- Reaching out to friends, family, or professionals for support



Promoting Your Mental Health

Good mental health is something we can all work on by:

- Talking about feelings and thoughts
- Eating well and staying active
- Building strong relationships
- Asking for help when needed



Taking care of your mental health is as important as taking care of your physical health.

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True or False

Is the statement true or false?

1) Both mental and physical health require regular check-ups.	True	False
2) Mental illness means poor mental health.	True	False
3) Genetics can influence mental health.	True	False
4) You cannot be mentally healthy if you have a mental illness.	True	False
5) Only adults can practice good mental health.	True	False

Question

Answer the questions below.

1) Wh some s between mental health and physical health?

2) How can a person with a mental illne anxiet pression still take care of their mental well-being?

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Making Connections

List three ways that you can promote good l health.

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Recognizing Mental Illness

Understanding Different Mental Illnesses

Mental illness can be a challenging topic to understand, because it covers a wide range of disorders. Two common types of mental illnesses are anxiety disorders and depression.

Anxiety Disorders: The Invisible Struggle

Anxiety di[illegible]ers are more than just feeling nervous. They can cause fear and worry that doesn't g[illegible]is can interfere with activities like going to school, being with friends, or ev[illegible]re[illegible]k at different types of anxiety disorder



Generali[illegible]d Anxi[illegible] (GAD): Worry about everyday things

Panic Disorder[illegible]d[illegible]ttacks[illegible]or.

Social Anxiety Diso[illegible]Extr[illegible]a[illegible]ial situations.

Depression: More Than Feeli[illegible]

Depression is another common mental [illegible]at's [illegible]than just feeling down. It's a persistent feeling of sadness or lack of [illegible]est in li[illegible]is c[illegible]ffect how a person thinks, feels, and behaves and can lead to various phy[illegible]d em[illegible]blems.

How Mental Illness Affects Daily Life

Mental illnesses like depression can have a big impact on a p[illegible]n's

Performance at School: Difficulty concentrating or completing task

Relationships with Friends and Family: Withdrawal or avoiding social situ[illegible]s.

Physical Health: May lead to headaches, stomach problems, or other physical issues.

Ways to Support Someone With Mental Illness

If you or someone you know might be struggling with mental illness:

Talk About It: Open conversations can be helpful.

Seek Professional Help: Therapists and doctors can provide support and treatment.

Show Empathy and Understanding: Being a good friend can make a huge difference.

Understanding mental illness helps us support those affected with empathy and kindness.

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Questions

Answer the questions below.

1) How can depression affect a person's daily life?

2) What are three ways to support someone with mental illness?

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True or False

Is the statement true or false?

1) GAD is characterized by worry about [illegible]	True	False
2) Panic Disorder causes sudden attacks of terror.	True	False
3) Depression affects only emotions, not physical health.	True	False
4) Generalized Anxiety Disorder involves fear of social [illegible]	True	False
5) Open conversations can help support someone with mental illness	True	False

Design

Design a small poster encouraging openness and conversation about mental health in your school community. Include a positive slogan.

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Signs of Mental Health Problems

Recognizing the Warning Signs

Everyone can experience changes in their mood or behaviour, but certain signs might mean a friend or family member could benefit from support for mental health problems.



Changes in Behaviour: This can manifest in different ways, such as:

- Withdr[illegible] from friends and family
- Losin[illegible] in hobbies or activities they once enjoyed
- S[illegible] ks and responsibilities

Feelings of Sad[illegible]ety: [illegible]istent feelings of sadness or anxiety that don't go away might signal a me[illegible]lth pr[illegible]ight be a mental health problem if someone is:



- Often feeling down, [illegible] worr[illegible]
- Experiencing intense fear[illegible]noia [illegible]arent reason
- Having constant mood swings from [illegible]py to [illegible]ad

Difficulty in Paying Attention: Mental health probl[illegible]an aff[illegible]rson's concentration. Signs of this might include:



- Difficulty in focusing on tasks or schoolwork
- Easily distracted or daydreaming frequently
- Struggling to follow conversations or instructions

How You Can Help

If you notice these signs in someone, it doesn't mean they definitely have a mental health problem, but they might need support. Here are some steps to take:

- Talk to them about what you've noticed
- Encourage them to speak with a trusted adult
- Be there for them by listening and offering empathy

By understanding the signs, you can be more aware and compassionate to someone who is struggling with mental health. Recognizing the signs is the first step in offering support.

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True or False

Is the statement true or false?

1) Behaviour changes can be a sign of mental health problems.	True	False
2) Constant mood swings might indicate mental health issues.	True	False
3) Difficulty paying attention is unrelated to mental health.	True	False
4) You should ignore signs of mental health problems in friends.	True	False
5) Mental h[illegible]h problems only affect adults.	True	False

Ques[illegible]

[illegible]ite two questions you have about the text.

1)	
2)	

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Questions

Answer the questions b[illegible]

1) What are some common ways that changes in behavio[illegible] ma[illegible] [illegible]her[illegible] someone is struggling with mental health?

2) If you notice these signs in someone, what are some steps you can take to help them?

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Newspaper Article: Signs of Mental Health Issues in Adolescents

"Spotting the Signs: Understanding Mental Health in Teens"

Publish Date: February 20, 2024

In the bustling hallways of schools, amidst the [illegible]d of locker doors slamming [illegible] constant buzz of chatter, [illegible]s [illegible]igate more than just t[illegible]ates [illegible]anage the intricate [illegible]aze of [illegible]al health. Recognizing th[illegible]ent[illegible]lth issues in adoles[illegible] crucia[illegible] for understanding [illegible]lf b[illegible] offering support to peers.

Dr. Leah Nguyen, a child psych[illegible]gist, sheds light on this topic. "Changes in mood, behaviour, and academic performance can all be signs that a teen is struggling with mental health issues," she explains. These signs can range from becoming withdrawn, losing interest in activities once enjoyed, to experiencing sudden drops in grades.

"Changes in mood, behaviour, and academic performance can all be signs that a teen is struggling with mental health issues," she explains.

A real-life example comes from Alex, a 15 year-old student who noticed a friend suddenly became very quiet and stopped hanging out after school. "It was like one day we were laughing together, and the next, he just wasn't himself anymore," Alex recalls. This observation led to Alex encouraging his friend to talk to someone, a step that significantly helped his friend start coping with depression.

Mood swings are a part of teenage life, but when these swings turn into prolonged periods of sadness or irritability, it might be a sign of something deeper. Dr. Nguyen advises, "It's important not to dismiss these changes as just 'teen angst.' Paying attention and showing empathy can make a big difference."

[illegible]our changes, such as eating less or [illegible]ore [illegible]sual, sleeping poorly, or enga[illegible] behaviours, are also red fla[illegible]ditio[illegible] sudden disinterest in [illegible]work [illegible] academic per[illegible] [illegible]at a teen is struggl[illegible]

Understanding these [illegible] step towards building a [illegible]ort and empathy among students [illegible]bout looking out for each other, says Alex. "Sometimes, just knowing someone cares can be a huge relief."

By educating students on recognizing these signs in themselves and their peers, schools can foster an environment where mental health is taken seriously, and everyone feels supported. Remember, noticing a friend in need and reaching out can be the lifeline they need to navigate through their mental health journey.

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True or False

Is the statement true or false?

1) Mood changes always mean someone is being moody.	True	False
2) Being withdrawn can be a sign of mental health issues.	True	False
3) Eating habits don't relate to mental health.	True	False
4) A sudden drop in grades can indicate a problem.	True	False
5) Talking to someone can help if you're feeling down.	True	False

Questio

Answer the questions below.

1) How [illegible] mood [illegible] different from mental health issues?

2) Why is it important not to dism[illegible]s cha[illegible] tee[illegible]haviour as just 'teen angst'?

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Word Search

Find the words in the wordsearch.

Mood	Help
Talk	Care
Peer	Sign
Risk	Sad
Eat	Sleep
Quiet	Notice
Listen	Change

R	I	D	O	G	R	U	E	X	I	U	K	R	[illegible]	H	F	U	I	B
E	F	A	Y	Q	W	I	U	T	W	T	E	A	T	W	H	U	N	G	L
G	O	E	Z	H	V	N	Q	A	V	H	T	D	A	B	B	P	P	A	U
N	P	M	K	S	B	P	X	L	I	A	B	H	J	D	S	C	A	R	E
A	S	J	Z	W	O	F	H	K	W	X	P	S	S	M	O	O	D	X	K
H	I	M	P	P	B	N	Y	N	W	M	E	D	L	O	Y	D	E	Y	Z
C	G	K	R	Z	C	P	A	E	V	S	E	A	E	Z	K	P	U	F	Q
N	N	W	E	I	J	B	M	T	H	G	R	Z	E	X	C	H	M	Z	X
A	O	V	O	S	S	L	F	S	E	M	H	V	P	C	W	A	S	W	V
F	O	T	I	X	V	K	N	I	L	O	H	Y	Q	X	R	I	C	A	A
L	K	V	I	C	F	Z	W	L	P	H	R	Q	O	D	M	I	J	N	D
R	L	S	Q	C	Y	K	E	R	I	S	Q	L	U	P	C	V	F	F	T
Q	Y	L	P	Y	E	A	R	W	Y	P	R	M	V	I	F	W	E	L	Q
T	W	X	J	V	N	E	I	R	F	X	B	M	D	R	E	A	S	X	E
J	E	K	J	G	U	L	L	G	P	W	N	K	E	T	W	T	N	A	M

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Understanding Anxiety

Understanding Normal Anxiety vs. Anxiety Disorders

Anxiety is a natural human feeling that everyone experiences at some point. It is often triggered by something that makes us worried or afraid. Here are some common situations that might cause normal anxiety:



- Taking a big test
- Giving a presentation
- Going to school
- Meeting new people

When Anxiety Becomes a Disorder

Anxiety becomes a problem when it is persistent and interferes with daily life. It might be an anxiety disorder if:

- It persists for a long time
- It prevents you from doing things you enjoy
- It causes you to avoid certain situations or places

Causes of Anxiety in Adolescence

Adolescence is a time of change. Some common causes of anxiety in adolescence include:

- School stress
- Social pressures
- Family problems
- Health concerns



Seeking Help and Support

If you or someone you know is struggling with anxiety that interferes with daily life, it is important to seek help. Trusted adults can provide support. Professionals like therapists or doctors might also be needed to help manage an anxiety disorder. Feeling anxious sometimes is normal, but if it's affecting your life in a big way, don't be afraid to ask for help. Having the right information and support can make a huge difference.

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Questions

Answer the questions below.

1) How can you distinguish between normal anxiety and an anxiety disorder?

2) Why is it important to seek help if anxiety interferes with daily life?

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True or False

Is the statement true or false?

1) Anxiety is never a natural response to feeling	True	False
2) Anxiety disorders persist for a short period of time.	True	False
3) School stress is a common cause of anxiety in adolescence.	True	False
4) Anxiety disorders prevent you from enjoying activities.	True	False
5) Only professionals like therapists can provide support for anxiety.	True	False

Solve It!

Write a healthy way to cope with anxiety in the table below.

Problem	Solution
You feel very nervous before a big test at school.	
You feel worried about speaking in front of the class.	
You feel stressed because of too much schoolwork.	
You feel anxious and keep thinking about problems all day.	

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Activity – Fact or Fiction: Anxiety Edition

Objective

What are we learning about?

To help students understand anxiety by identifying correct and incorrect beliefs about it. This activity helps students recognize [illegible]mon causes, signs, and ways to cope with anxiety w[illegible]cting misunderstandings.



Materials

[illegible]will need for the activity.

- A list of statemen[illegible]bou[illegible]y[illegible]with facts and myths)
- Bells or buzzers for st[illegible]sign[illegible]wers
- Whiteboard or chalkboard to[illegible]cord
- Printed cards with statements abou[illegible]iety (op

Instructions

How you will complete the act[illegible]y

1. Divide the class into two or more teams.
2. Present a statement related to anxiety or anxiety disorders to the cl
3. Teams discuss the statement and decide whether it is a fact or fiction.
4. Teams signal their answer using a bell, buzzer, or by raising their hand.
5. The teacher reveals the correct answer and briefly explains it.
6. Teams earn one point for each correct answer.
7. Record the scores on the board after each round.
8. The team with the most points at the end wins the game.

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Fact or Fiction | Read the statements to the class

#	Statement	Fact or Fiction
1	Anxiety only happens to adults.	**Fiction**
2	Everyone can feel anxious at some point in their life	**Fact**
3	Feel[illegible]xious means a person is weak.	**Fiction**
4	Ta[illegible]or giving a presentation can cause anxiety.	**Fact**
5	[illegible]ty alw[illegible]ears immediately without help.	**Fiction**
6	Anxiety [illegible]ff[illegible]how a[illegible]n thinks, feels, and behaves.	**Fact**
7	Students shou[illegible]ep it to themselves.	**Fiction**
8	School stress can ca[illegible]ety[illegible]nts.	**Fact**
9	Anxiety only happens when so[illegible]dang[illegible]s happening.	**Fiction**
10	Anxiety can make it hard for someone t[illegible]entra[illegible]	**Fact**
11	People with anxiety are just overreacting.	**Fiction**
12	Talking to a trusted adult can help when someone[illegible]an[illegible]	**Fact**
13	Anxiety never affects school performance.	**Fiction**
14	Anxiety may cause people to avoid certain situations.	**Fact**
15	Getting help from a counselor or therapist can help manage anxiety.	**Fact**
16	Avoiding problems always solves anxiety.	**Fiction**
17	Anxiety can sometimes last for a long time if not addressed.	**Fact**
18	Only doctors can help someone who feels anxious.	**Fiction**
19	Learning healthy coping strategies can help reduce anxiety.	**Fact**
20	Anxiety is the same as simply being shy.	**Fiction**

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Understanding Anxiety Disorders

What is Anxiety?

Feeling anxious is a normal part of life. It's how our body responds to stress. For example, you might feel nervous before a test or when meeting new people. This kind of anxiety comes and goes. But for some people, anxiety feels much stronger and lasts much longer. This can be a sign of an anxiety disorder.



Types of Anxiety Disorders

Anxiety disorders are more intense than feeling nervous or worried for a short time. Here are a few types:

- Generalized Anxiety Disorder (GAD): Worrying too much about everyday things, both big and small.
- Panic Disorder: Having sudden episodes of fear that may include chest pain or feeling like you're choking.
- Social Anxiety Disorder: Feeling very afraid of social situations or performing in front of others because of fear of embarrassment.
- Phobias: Being extremely afraid of specific things or situations, like heights or flying.

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Symptoms to Watch For

The symptoms of anxiety disorders can affect your body, thoughts, and how you feel. Some common symptoms include:

- Feeling restless or on edge
- Getting tired easily
- Having trouble concentrating
- Being irritable
- Having muscle tension
- Trouble sleeping

Why Professional Help Matters

It's important to talk to someone if you think you or a friend might have an anxiety disorder. A doctor, psychologist, or therapist can help by:

- Understanding what you're feeling
- Teaching ways to cope with anxiety
- Sometimes, prescribing medicine to help you feel better

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True or False

Is the statement true or false?

1) Anxiety is always a sign of an anxiety disorder.	True	False
2) Generalized Anxiety Disorder involves worrying about small things.	True	False
3) Panic Disorder includes symptoms like chest pain.	True	False
4) Social Anxiety is only about fear of speaking.	True	False
5) Phobias are intense fears of specific situations or things.	True	False

Questio

t is the difference between feeling anxious and having an anxiety
r

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Identify

Check the situations or signs related to iety

❑ Feeling restless or on edge	❑ Feeling irritable often	❑ Avoiding social situations because of fear	❑ Ta to a trusted adult for help
❑ Getting tired easily	❑ Having muscle tension	❑ Sudden intense fear or panic attacks	❑ Learning ways to cope with anxiety
❑ Having trouble concentrating	❑ Trouble sleeping	❑ Enjoying hobbies and activities normally	❑ Ignoring strong feelings of worry
❑ Feeling excited about a vacation	❑ Feeling relaxed after exercise	❑ Worrying too much about everyday things	❑ Seeking support from a counselor or therapist

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Depression in Adolescence

What is Depression?
Depression is more than just feeling sad or having a bad day. It's a serious condition that affects how you feel, think, and handle daily activities. Unlike the mood swings that everyone experiences, depression lasts for weeks, months, or even longer.

Symptoms to Know
Depression can look different in everyone, but there are some common signs to watch for:



- Feeling sad or empty almost every day
- Loss of interest in activities you once enjoyed
- Changes in appetite or weight
- Trouble sleeping or sleeping too much
- Feeling tired all the time
- Having trouble concentrating
- Feeling worthless or guilty without a reason

Seeking Help is Important
If you or someone you know is showing signs of depression, it's important to talk to a trusted adult. This could be a parent, teacher, or school counselor. They can help you find a professional who can provide the right support and treatment.

Myths About Depression
Let's clear up some common myths:

- Myth: Depression is just being sad.
- Fact: Depression is a complex mental health condition that affects emotions, thoughts, and physical health.

- Myth: Only adults get depressed.
- Fact: Teens can and do experience depression. It's not just an adult issue.

- Myth: Talking about depression makes it worse.
- Fact: Talking about how you're feeling is an important step towards healing. It can be a relief to share your feelings and get support.

Depression is not a weakness, and it's nothing to be ashamed of. By understanding what depression is, recognizing the signs, and knowing how to seek help, we can support ourselves and our friends through tough times. Remember, help is always available, and with the right treatment, it's possible to feel better.

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Questions

Answer the questions below.

1) Why is it important to seek help if you think you're depressed?

2) How ca ion affect a teen's daily life?

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Visualizing

Draw what y re pictur you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Depression is the same as feeling sad sometimes.	True	False
2) Depression can affect your thoughts, feelings, and behaviour.	True	False
3) Teens cannot experience depression, only adults can.	True	False
4) Symptoms of depression include changes in sleep and appetite.	True	False
5) Depression is a sign of personal weakness.	True	False

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Inside the Cloud: What Depression Looks Like

Objective What are we learning about?

To help students explore and understand what depression may look like for teenagers by expressing their thoughts, feelings, and experiences through drawings or words.

Materials What you will need for the activity.

- Pr worksh w e cloud illustration
- Pencil or p
- Crayons, color cils, ar
- Eraser (optional)



Instructions How you will compl ctiv

1. Look at the picture of the girl/boy sitting u he lan o e cloud represents what depression might look like for a teenager.
2. Think about the thoughts, emotions, or situations that a t mi en feeling depressed.
3. Inside the cloud, draw pictures, symbols, or write words that show what depression looks like for teens. For example, you might draw things that represent sadness, stress, loneliness, pressure, or feeling tired.
4. You may use both drawings and words to express your ideas. There is no single correct answer.
5. When you finish, be ready to share or explain one thing you included in your cloud with a partner or the class if asked by your teacher.

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The Science of Happiness

The Science of Happiness: Unlocking Well-Being

Date: Feb 13, 2024 Author: By: Priya Desai *3-minute read*

Happiness, a state we all strive to achieve, is a complex interplay of biology, psychology, and sociology, according to recent scientific findings. Neurotransmitters such as dopamine and serotonin play crucial roles in our sense of happiness, acting as messengers that carry 'feel-good' signals across the brain. This biological aspect of happiness underscores the importance of taking care of our physical health as a foundation for psychological well-being.

Moreover, gratitude and positive relationships have been shown to significantly impact our mental health. Practicing gratitude, for instance, shifts our focus from what we lack to what we have, fostering a sense of abundance and satisfaction. Similarly, positive relationships act as a buffer against stress, providing support and enhancing our overall happiness. These findings highlight the intertwined nature of our social connections and emotional health.

In essence, the science of happiness encourages us to cultivate a balanced approach to well-being. By nurturing our bodies, expressing gratitude, and cherishing our relationships, we can enhance our happiness and contribute to a more fulfilling life. This holistic understanding of happiness not only enriches our lives but also empowers us to support the well-being of those around us.

Until we meet again,
Priya Desai

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Comments:



Ethan Chang, February 15, 2024

Fascinating read! It's incredible how interconnected our physical health and social bonds are to our happiness.

Like Reply 2h ago



Lila Kapoor, February 13, 2024

This article is a great reminder that happiness is multi-faceted. Practicing gratitude has changed my outlook on life for the better.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Dopamine is unrelated to feelings of happiness.	True	False
2) Physical health has no impact on happiness.	True	False
3) Positive relationships can reduce stress.	True	False
4) Social bonds have no effect on our happiness.	True	False
5) Practicing gratitude can increase satisfaction.	True	False

Questio

nswer the questions below.

1) What e do n tters play in happiness?

2) How does gratitude affect our percep of hap s?

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Define

What do the terms below mean?

Neurotransmitters	
Gratitude	
Positive Relationships	

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Activity – Memory Game: Mental Health Vocabulary

Objective

What are we learning about?

To reinforce students' understanding of key mental health terms and their definitions through a fun and engaging memory game. This activity aligns with curriculum expectations by enhancing vocabulary related to mental health and illness.

Materials

What you will need for the activity.

- B[illegible] paper cut into uniform pieces
- M[illegible]s or pe[illegible]
- List of ment[illegible]ms[illegible]d their definitions
- A contain[illegible]e car[illegible]



Instructions

How yo[illegible]mplet[illegible]ctivity

1. Prepare an even number of blank [illegible]ere's a pair for each mental health term and its correspondin[illegible]ition.
2. On one card of each pair, write a mental [illegible]term[illegible] T on the back of the card. On the matching card, write the de[illegible]t[illegible]write a D on the back of the card.
3. Shuffle the cards thoroughly and place them face down [illegible]a g[illegible]a[illegible]the floor, ensuring the text cannot be seen.
4. Students take turns flipping over two cards at a time, one with a T a[illegible]one with a D, trying to find a matching term and its definition.
5. If a student finds a match, they remove the pair from the grid and keep them; then, they get another turn.
6. If the cards don't match, they are turned back over, and the next student takes their turn.
7. The game continues until all pairs have been matched.
8. The student with the most pairs at the end of the game wins.

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Cards | List of Mental Health Terms and Definitions

Term	Definition
Anxiety	Feeling worried or nervous.
D[illegible]sion	Feeling very sad for a long time.
Resilience	F[illegible]g a[illegible] recover from c[illegible]es.
Stress	Feeling overwhel[illegible]d by too much pressure.
Emotions	Feelings like happiness, anger, or sadness.

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Cards | List of Mental Health Terms and Definitions

Term	Definition
Self-esteem	How much you like or value yourself.
Empathy	Understanding how someone else feels.
Mindfulness	Paying attention to the present moment
Coping Strategies	Ways to deal with difficult feelings or situations.
Mental Health	How we think, feel, and act.

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Cards | List of Mental Health Terms and Definitions

Term	Definition
Therapy	Talking to a professional to improve your mental health.
[illegible]ing	Feeling good about your life and yourself.
Stigma	[illegible]me [illegible]approval that [illegible]sur[illegible]o[illegible]mething.
Support System	People who help a[illegible] support you.
Burnout	Feeling extremely tired because of long-term stress.

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Resilience and Coping with Stress

What is Resilience?

Resilience is the ability to bounce back from tough situations. When things don't go our way, it's important to stay strong and not give up. This doesn't mean that you won't feel upset or frustrated, but it does mean that you keep trying and learn from what happened.

Everyday S[illegible]e vs. Anxiety Disorders

Stress is [illegible] part of life and something we all experience. It's how our body reacts to chall[illegible]s is [illegible] same as having an anxiety disorder. Stress might happen when you have a l[illegible]ing up. Anxiety disorders are more serious and need the help of a doctor or [illegible]. Here's [illegible] way to think about it:

- Stress: Temporar[illegible]en[illegible] [illegible]ific events or situations
- Anxiety Disorders: Ong[illegible]ase f[illegible]t may require professional help

PREVIEW

Ways to Manage Stress

There are many ways to deal with stress. Here are [illegible] tech[illegible]s you might find helpful:

- Deep breathing
- Taking a walk
- Talking to a friend or family member
- Engaging in hobbies you enjoy



Meditation Session: A Tool for Relaxation

One powerful way to manage stress is through meditation. Here's an activity you can try:

- Find a quiet space and sit comfortably.
- Close your eyes and take slow, deep breaths.
- Focus on your breath, feeling the air moving in and out of your lungs.
- If your mind wanders, gently bring it back to your breath.
- Continue for a few minutes or as long as it feels comfortable.



It's normal to feel stressed sometimes, and learning how to manage it is a valuable skill.

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True or False

Is the statement true or false?

1) Resilience means giving up easily.	True	False
2) Stress is the same as an anxiety disorder.	True	False
3) Deep breathing is a way to manage stress.	True	False
4) Anxiety disorders are temporary.	True	False
5) Stress always requires professional help.	True	False

Question

Answer the questions below.

1) List techn you can use to manage everyday stress.

2) Explain the difference between ever tress a et isorders.

PREVIEW

Draw

Draw three ways a person can manage stress.

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Crafting Coping Skills - DIY Stress Balls

Objective — What are we learning about?

To help students understand resilience and healthy ways of coping with stress by creating their own stress balls. This activity teaches students that simple actions like squeezing a stress ball can help release tension and manage everyday stress.

Materials — What you will need for the activity.



- B[illegible]er[illegible]tex, in different colours)
- Fl[illegible] rice
- Funnel (or a [illegible]e cu[illegible]o use as a funnel)
- Spoon or s[illegible]s
- Permanent ma[illegible]optio[illegible]oration)
- Measuring cups (o[illegible]on

Instructions — How you will [illegible]mple[illegible]

1. Begin with a short discussion about stress and [illegible]ienc[illegible]laining that resilience means learning how to bounce back from [illegible] situa[illegible]
2. Talk about healthy coping strategies such as deep [illegible]ing, walk[illegible]king to friends, or doing activities you enjoy.
3. Explain that stress balls can be a helpful tool for releasing ten[illegible]e feels stressed or overwhelmed.
4. Slightly inflate the balloon and then deflate it to stretch it. This will make it easier to fill.
5. Insert the funnel into the neck of the balloon.
6. Use a spoon to slowly add flour or rice through the funnel until the balloon becomes the size of a small ball.
7. Carefully squeeze out any extra air and tie a knot at the top of the balloon.
8. Decorate the stress ball using markers. Students may draw faces, patterns, or positive messages that remind them of coping strategies.

PREVIEW

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D1.6

Reflection Answer the questions below.

1) How does squeezing the stress ball make you feel?

2) Can physical activities reduce emotional stress?

3) What are other ways to cope with stress?

4) Why is it important to manage stress?

5) Draw a comic strip with 4 things someone does to reduce their emotional stress.

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D1.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Check the healthy ways to cope with stress.

1) Taking deep breaths to calm down.	
2) Talking to a trusted friend or family member.	
3) Keeping stress to yourself and ignoring it.	
4) Taking a walk or doing physical activity.	
5) Doing hobbies or activities you enjoy.	

Name: _____

Check the healthy ways to cope with stress.

1) Taking deep breaths to calm down.	
2) Talking to a trusted friend or family member.	
3) Keeping stress to yourself and ignoring it.	
4) Taking a walk or doing physical activity.	
5) Doing hobbies or activities you enjoy.	

Name: _____

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3) Keeping stress to yourself and ignoring it.	
4) Taking a walk or doing physical activity.	
5) Doing hobbies or activities you enjoy.	

Name: _____

Check the healthy ways to cope with stress.

1) Taking deep breaths to calm down.	
2) Talking to a trusted friend or family member.	
3) Keeping stress to yourself and ignoring it.	
4) Taking a walk or doing physical activity.	
5) Doing hobbies or activities you enjoy.	

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Building Personal Mental Health Strategies

Understanding Your Mental Health

Everyone has mental health, just like physical health. It's all about how we think, feel, and act. Learning to understand and take care of our mental well-being is essential.

Personalized Mental Health Strategies

Developin nalized strategies means finding what works best for you. You could try:

Mindfu tion: Learning to focus on the present moment.

Exer d Physi y: Engaging in activities that make you feel good physically.

Healthy Eatin shi our body with nutritious foods.

Talking and Expr eelin how you feel with someone who cares can help.

PREVIEW

Combining Techniques

Mental well-being may require a combi es. Here's how to mix and match:

Identify Your Needs: What makes you f essed? Understanding these can help you pick the right ques

Create a Routine: Design a daily or weekly routine udi such as meditation in the morning and physical exercise enin

Seek Help if Needed: If things feel overwhelming, don't hesita to s help from a parent, teacher, or mental health professional.



Building a Strong Foundation

Developing personal mental health strategies is like building a strong foundation for a house. Here's a quick list to keep in mind:

- Be patient with yourself.
- Try different things to see what fits.
- Keep track of your feelings and how different strategies affect you.

Taking care of your mental health is a lifelong journey. Learning to understand and support your mental well-being now will benefit you for years to come.



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True or False — Is the statement true or false?

1) Mental health is only about feelings.	True	False
2) Physical activity can support mental health.	True	False
3) You should only pick one strategy for mental health.	True	False
4) Talking about feelings can be a strategy for mental health.	True	False
5) Creating a routine is unnecessary for mental well-being.	True	False

Questio[illegible] Answer the questions below.

1) What [illegible] some[illegible] or supporting mental health?

_____

_____

_____

2) How can you identify your personal m[illegible] men[illegible]ll-being?

_____

_____

_____

Write a Routine — Design a weekly routine including different men[illegible]es.

Monday_____

Tuesday_____

Wednesday_____

Thursday_____

Friday_____

Saturday_____

Sunday_____

PREVIEW

Newspaper Article: Stress Management Strategies for Students

"Finding Calm: Stress Management for Young Minds"

Publish Date: February 20, 2024

In schools [illegible]s the country, students are learni[illegible] than just math and science[illegible]rning how to man[illegible] wit[illegible]ork, tests, and ma[illegible] frien[illegible]al for students to fe[illegible]om[illegible] to time. However, [illegible]nding difference between [illegible]al s[illegible] anxiety disorders is cruc[illegible]velopi[illegible] healthy coping strategies.

Dr. Amir Patel, a psychologist speciali[illegible] in adolescent mental health, emphasiz[illegible] the importance of recognizing stress. "Stress is a natural reaction to challenges. It can actually help students by motivating them to study for an exam or prepare for a presentation. But when stress becomes overwhelming, it can interfere with daily life, signaling it's time to seek support," he explains.

One common source of stress for students is academic pressure. Trying to get good grades and keep up with homework can be a lot to handle. Another source is social dynamics, such as fitting in and making friends. These pressures are normal, but they can sometimes lead to anxiety if not managed properly.

To cope with stress, experts recommend several strategies. Exercise, for instance, is not just good for physical health but also helps to clear the mind and reduce stress. Simple activities like walking or playing a sport can make a big difference.

Another effective strategy is talking about feelings. Sharing worries with a trusted adult, friend, or counselor can provide relief and sometimes solutions to stressful situations. "When students talk about their stress, they're taking the first step towards managing it," says Dr. Patel.

Time management is also key. By [illegible]ganizing their schedule and setting [illegible]ic goals, students can avoid last-[illegible]hes on assignments, reducing stres[illegible].

[illegible] grad[illegible]t, found relief th[illegible] "Whenever I feel overw[illegible] write i[illegible]urnal. It helps me [illegible]my [illegible] calms me down," she [illegible]are [illegible] highlights the benef[illegible] personal stress-relief act[illegible]at works for each individual.

By understanding stress and utilizing these coping mechanisms, students can navigate their school years more smoothly. Learning to manage stress is not just about improving academic performance; it's about fostering overall mental health and well-being.

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Name: _____ 61

Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Stress always negatively impacts students.	True	False
2) Exercise reduces stress levels.	True	False
3) Talking helps manage stress.	True	False
4) Creative writing cannot help with stress.	True	False
5) Time management can decrease stress.	True	False

Questio

Answer the questions below.

1) What comm of stress for students?

2) How can exercise help manage stres

PREVIEW

Word Search

Find the words in the wordsearch.

Stress	Coping
Friend	Study
Write	Goals
Trust	Relax
Sport	Organ
Help	Calm
Plan	Talk

P U Z F F T W P O Z Q V D S P O R T
N N E I G D M W X Q Y X U I A C I Q H
S E T Q U H E F V I V F S O I Z L O U M
J P I U O T F U R D G K U B J A Y K A P
T L U U C S E U E V N J D F S T W H S P
W E N T Q A T C S U I I W E V P R M T K
I H A E H P T U R L P D O S Q T S U E I
F R G U Z F D Z D B O Z C Y I K Q U S V
F T R U C R U D O Y C I P R A H Y Z Y T
Y C O M P I I R X F O M B Y J G O A L S
W U Y L L E O S A B U E L Q U Z A E W K
Z W U A A N S V L T Y J W Z L L U T Q A
F Q V C N D T A E S R N A T J N G I U X
W D X R L B G A R J S T R E S S L R S G
X X A Y T G Y I M W I F C J H R A W N J

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Curriculum Connection
D1.6

Healthy Choices for Mental Well-Being

The Connection Between Sleep and Mental Health



Sleep is not just for resting your body; it's also crucial for mental well-being. A good night's sleep helps the brain function properly and keeps your mind alert. Lack of sleep may lead to irritability, stress, and difficulties in concentrating.

How Physical Activity Affects Your Mind

Physical activity is great exercise for the body, but it's also a powerful tool for maintaining mental health. Regular exercise releases chemicals in your brain that make you feel happier and more relaxed. Even a short walk can have a positive impact on your mood.

Eating Right for a Healthy Mind



The food you eat fuels not only your body but your brain as well. Nutrient-rich foods such as fruits, vegetables, and whole grains provide the essential vitamins and minerals that support mental well-being. Eating balanced meals helps you feel energized and focused.

Three Pillars of Mental Health

To better understand these essential aspects, here's a quick list of the three key areas for maintaining mental well-being:

- Sleep Well: Aim for a consistent sleep schedule.
- Stay Active: Include physical activities you enjoy in your daily routine.
- Eat Right: Include a variety of nutrient-rich foods in your diet.

Remember, making healthy choices in these areas can greatly affect your mental health. It's about finding a balance that works for you and incorporating these habits into your daily life.

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Name: _____ 66

Curriculum Connection
D1.6

Questions

Answer the questions below.

1) What are the three key areas for maintaining mental well-being?

2) Why are nutrient-rich foods essential for mental well-being?

True or False

Is the statement true or false?

1) Sleep only affects physical	True	False
2) Exercise releases chemicals that mak el ha	True	False
3) Eating junk food is good for mental well-being.	True	False
4) Consistent sleep schedules are unnecessary.	True	False
5) Nutrient-rich foods support mental well-being.	True	False

Diagram

Design a poster that promotes the importance of the f mental health. Include images and slogans

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Curriculum Connection
D3.2

Activity: Healthy Habits Role Play

Objective — What are we learning about?

Help students understand how healthy choices such as proper sleep, physical activity, and balanced nutrition support mental well-being by identifying and demonstrating healthy and unhealthy habits through role play.

Material — What you will need for the activity.

- Scenario cards describing everyday situations related to sleep, exercise, and healthy habits
- Simple props (optional: hats, signs, etc.)
- Open classroom space for role play



Instructions — How you will complete the activity

1. Prepare scenario cards that show situations related to healthy choices for mental well-being, such as staying up late playing games, eating unhealthy food, or exercising after school.
2. Begin with a short discussion about how sleep, physical activity, and healthy eating help maintain mental health and reduce stress.
3. Divide students into small groups and give each group one scenario card. Allow time for them to read and discuss the situation.
4. Ask each group to role play the scenario showing what happened and demonstrate a healthy choice or better decision that could improve mental well-being.
5. After each role play, invite classmates to discuss whether the characters made healthy choices and suggest other ways to improve the situation.
6. Conclude the activity by summarizing the three pillars of mental well-being: sleep well, stay active, and eat right, and how these habits support a healthy mind.

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Name: _____ 68

Curriculum Connection
D2.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Staying Up Late on Your Phone	You stay up late scrolling through social media and playing games on your phone. The next day you feel tired and have trouble concentrating in class. You start thinking about whether getting enough sleep could help your mood and focus.
Skipping Breakfast	You rush to school and skip breakfast because you are running late. By mid-morning, you feel tired and unable to focus during your lessons. You begin to think about how eating a balanced breakfast might help your energy and concentration.
Choosing Healthy Food	During lunch, you must decide between eating junk food or choosing fruits and healthy meals from the cafeteria. Some friends pick unhealthy snacks, while others choose nutritious foods. You think about how food choices affect your body and mind.
Too Much Screen Time	After school, you spend several hours watching videos or playing online games. You notice that you feel tired and less motivated to do homework or physical activities. You begin to consider ways to balance screen time and healthy habits.
Going for a Walk After School	You feel stressed after a long school day with many assignments. A friend suggests going for a short walk or playing outside. You think about how physical activity might help reduce stress and improve your mood.

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Curriculum Connection
D2.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Not Getting Enough Sleep Before a Test	You stay up very late studying for an exam. The next morning you feel exhausted and find it difficult to think clearly. You begin to reflect on how proper sleep could help your brain work better.
Trying a New Sp	school offers a new sports activity that encourages uden tay active. You are unsure whether to join beca hy. You think about how physical activity c oth y ical and mental health.
Eating Healthy at Home	At dinner, you ily pre al with vegetables, fruits, and whole grai com ith eating fast food and think about how ood h our body stay energized and healthy.
Practicing Relaxation or Meditation	You feel overwhelmed with schoolwork and r ibilities. A teacher suggests practicing deep breathing or meditation to relax. You consider how relaxation techniques may help calm your mind.
Balancing School, Rest, and Activities	You have homework, chores, and extracurricular activities after school. You feel stressed trying to finish everything. You start thinking about how balancing rest, sleep, and activities can help maintain mental well-being.

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Curriculum Connection
D1.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Draw four healthy choices that support your mental well-being.

Name: _____

Draw four healthy choices that support your mental well-being.

Name: _____

Draw four healthy choices that support your mental well-being.

Name: _____

Draw four healthy choices that support your mental well-being.

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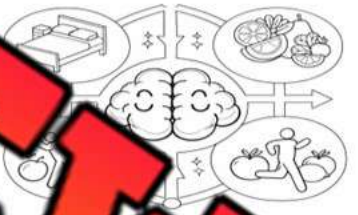
Curriculum Connection
D1.6

Healthy Habits, Happy Mind

Sleep: The Foundation of Mental Health
Sleep isn't just a time to rest your body; it's essential for a healthy mind. When you sleep, your brain processes the day's events, rests, and resets for tomorrow. Not getting enough sleep can make you feel grumpy, have trouble concentrating, and even feel sad or anxious. For example, imagine you have a big project due. If you stay up too late working on it and don't get enough sleep, you might find it harder to focus the next day and feel more stressed.

Key Facts about Sleep:
- Teens should get 8-10 hours of sleep each night.
- A consistent sleep schedule helps improve mood and focus.

Physical Activity: More Than Just Moving
Moving your body is not just good for your physical health; it's great for your mental health too. Exercise releases chemicals in your brain called endorphins, which make you feel happy and relaxed. Think of a time you went for a bike ride, played a game of soccer, or even took a brisk walk. How did you feel afterward? Probably more energized and in a better mood. That's the power of physical activity!



Benefits of Physical Activity:
- Reduces feelings of stress and depression
- Improves sleep and energy levels.

Nutrition: Fuel for Your Brain
What you eat affects your brain, not just your body. Healthy foods like fruits, vegetables, whole grains, and lean proteins can give your brain the nutrients it needs to function well. Imagine eating only candy and chips for a day. You might feel okay for a little bit, but then you'd likely end up feeling sluggish and moody. That's because your brain isn't getting the right fuel.

Healthy Eating Tips:
- Eat a variety of foods to get different nutrients.
- Drink plenty of water.
- Limit sugary and processed foods.

Making healthy lifestyle choices like getting enough sleep, staying active, and eating well can support your mental well-being. Even when facing challenges, these habits can help you feel your best, both physically and mentally. Remember, your body and mind are connected, and taking care of one helps take care of the other.

PREVIEW

Name: _____ 72

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D1.6

True or False

Is the statement true or false?

1) Sleep doesn't affect your mental health.	True	False
2) Exercise releases happiness chemicals in the brain.	True	False
3) Nutrition has no impact on mental health.	True	False
4) Physical activity can improve your mood and energy.	True	False
5) Drinking plenty of water is good for mental health.	True	False

Question

Why is nutrition important for mental health?

PREVIEW

Direction

Answer the questions below using e... fro... e text.

1) You go to bed early to get 8–10 hours of sleep.	Hea...	...nhealthy
2) You stay up very late using your phone and feel tired the next day.	Healthy	Unhealthy
3) You take a walk or play sports to feel happier and relaxed.	Healthy	Unhealthy
4) You sit all day and avoid physical activity.	Healthy	Unhealthy
5) You choose fruits and vegetables for snacks.	Healthy	Unhealthy
6) You eat mostly sugary or processed foods.	Healthy	Unhealthy
7) You drink plenty of water during the day.	Healthy	Unhealthy
8) You ignore healthy habits that help your mind and body.	Healthy	Unhealthy

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Emotional Regulation

Understanding Our Emotions

We experience various emotions everyday like happiness, sadness, anger, or excitement. Understanding these emotions is the first step toward regulating them. Knowing how we feel and why we feel that way helps us make better choices in our reactions.

Ways to E[illegible] Feelings Constructively

Emotions [illegible] but the way we express them can make a big difference in our relat[illegible] how we feel about ourselves. Here are some constructive ways to express f[illegible]

- Writing it Do[illegible]ng in a [illegible]an help us understand what's going on inside.
- Talking About It: [illegible] a friend or family member about how we [illegible]ake [illegible]ence.
- Creative Outlets: Painting, dra[illegible]ing, [illegible] instrument can be a fun way to exp[illegible]motion[illegible]
- Physical Activity: Sports or even a quick wa[illegible]elp i[illegible] managing feelings, especially stress or anger.



Learning to Regulate Emotions

Regulating emotions doesn't mean hiding them. It means learning h[illegible] in a way that's healthy for us and respectful to others. Here's how we can pra[illegible]:

- Identify the Emotion: What are you feeling? Why are you feeling this way?
- Think Before Reacting: Consider how you'd like to respond.
- Choose a Constructive Outlet: Use one of the methods from the list above.
- Ask for Help if Needed: Sometimes, emotions can be overwhelming, and it's okay to ask for help from a trusted adult.

Emotional regulation is a skill that takes practice, just like learning a new sport or musical instrument. The more we practice, the better we'll get at understanding ourselves and handling our emotions in a positive way.

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Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Emotions are always bad.	True	False
2) Talking about feelings can be helpful.	True	False
3) Writing feelings down is a way to understand them.	True	False
4) Emotional regulation means hiding emotions.	True	False
5) Playing a musical instrument can express emotions.	True	False

Question

Answer the questions below.

1) Wha some e ways to express feelings

2) Why is identifying the emotion nsid in regulating it?

PREVIEW

Making Connections

Draw three emotions you felt today and expla em.

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D1.6

Activity – Emotion and Decision-Making Circle

Objective

What are we learning about?

To help students practice emotional regulation and decision-making by discussing real-life situations and identifying healthy ways to respond to challenging emotions.

Materials

What you will need for the activity.

- Scenario cards of situations
- A small ball or object to pass around
- Open classroom space for students to sit in a circle



Instructions

How you will complete the activity.

1. Ask students to sit in a circle.
2. Explain that the class will discuss different situations that may cause strong emotions.
3. Read one scenario aloud to the class.
4. Pass the ball around the circle while music plays or while counting.
5. When the teacher says "stop," the student holding the ball shares what they would do in that situation using a healthy response.
6. Encourage students to suggest coping strategies such as talking to someone, staying calm, or thinking before reacting.
7. Continue the activity using different scenarios so students can practice making positive choices.

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D1.6

Scenarios | Cut each scenario.

Your friend suddenly stops talking to you at school.	Someone in class laughs when you answer a question incorrectly.
You studied hard but still failed a test.	Your classmates are pressuring you to do something you know is wrong.
A friend shares something embarrassing ab u in front of others.	You feel very nervous about presenting in front of the class.
Your g not helping with a t.	You feel left out when your friends hang out without inviting you.
Someone poste bout you	You feel very stressed because you have many assignments due.
You get angry durin someone che	Your friend looks sad but says they are "fine."
You forgot to do your homework nd y teacher asks for it.	sks you to keep a secret that s you uncomfortable.
Someone accidentally bumps into you and doesn't apologize.	r first day in a new
Your friend copies your homework without asking.	Someon s a bout you at sch
You see a classmate being teased by others.	Friends are calling so lickname you don't think is ap riate.
You and your friend want to do different things during lunch break.	Your friend becomes angry with you during a game.
You receive a low score on a project you worked hard on.	Your friends are keeping a secret that they won't tell you.
You feel overwhelmed because of many school activities and responsibilities.	You are not part of a friend group chat but they keep talking about it.
You feel shy when meeting new classmates in a group activity.	Your friend apologizes after hurting your feelings.

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D1.6

Building Resilience in Youth

Fostering Strength: The Path to Resilience in Youth

Date: Feb 11, 2024 Author: By: Sarah Johnson *3-minute read*

In a world filled with challenges and uncertainties, resilience emerges as a beacon of hope, guiding our youth through adversity. Resilience, the ability to bounce back from setbacks, is not an innate trait but a skill that can be cultivated. It involves understanding our emoti arning from experiences, and moving forward with a positive outlook. Developin m-solving skills, emotional regulation, and fostering supportive relations tional steps toward building this invaluable asset in our young peopl

Problem-solving wer outh to navigate obstacles creatively and confidently, transforming o nto op ities for growth. Emotional regulation, on the other hand, teaches the anage s, enabling them to face difficulties with a balanced perspective. upportive relationships cannot be overstated. A network of encouragem nderst om family, friends, and mentors provides a safety net that ena tal learning resilience.

As we mentor our future generations, l s on e g them with the tools they need to thrive in adversity. By teaching r ence, w preparing them to survive; we're empowering them to flourish, irrespective circu they encounter. Our efforts today will shape the resilient leaders of t row, ding with empathy, strength, and a deep understanding of the nce.

Until next time,
Sarah Johnson

PREVIEW

Comments:



Liam Brown, February 12, 2024

Absolutely agree! Teaching resilience is about preparing our youth for real life, not just the easy parts.

Like Reply 2h ago



Emily Clark, February 11, 2024

Resilience has made all the difference for my kids. It's crucial to have those support systems in place.

Like Reply 1d ago

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D1.6

True or False

Is the statement true or false?

1) Resilience is an innate trait with which you are born.	True	False
2) Problem-solving skills can help build resilience.	True	False
3) Emotional regulation is unrelated to resilience.	True	False
4) Supportive relationships play no role in resilience.	True	False
5) Challeng can be opportunities for growth.	True	False

Questi swer the questions below.

1) How can pr ski elp build resilience?

2) Why is emotional regulation important for resili

PREVIEW

Define

What do the terms below mean?

Problem-Solving	
Emotional Regulation	
Supportive Relationships	

Name: _____ 82

Curriculum Connection
D1.6

Activity – Resilience Tower

Objective

What are we learning about?

To help students understand the concept of resilience by identifying personal strengths and coping strategies, and expressing them through drawings or words while collaborating to build a class resilience tower.

Materials

What you will need for the activity.

- Printed cube
- Pencil or pe
- Crayons, markers,
- Scissors
- Glue or tape



Instructions

How you will complete the a

1. Cut out the cube template along the outer lines.
2. In each square of the cube, draw or write words that sh what to you (for example: staying strong, asking for help, trying again, learning from mistakes, or solving problems).
3. Use colors, symbols, or short phrases to show your ideas clearly.
4. After decorating all the squares, fold along the lines and glue the tabs to form your cube.
5. When your cube is finished, write your name on one side of the cube.
6. Bring your cube to the front of the class and stack it with your classmates' cubes to build a class resilience tower.
7. Observe how each cube represents different strengths and discuss how resilience helps people overcome challenges together.

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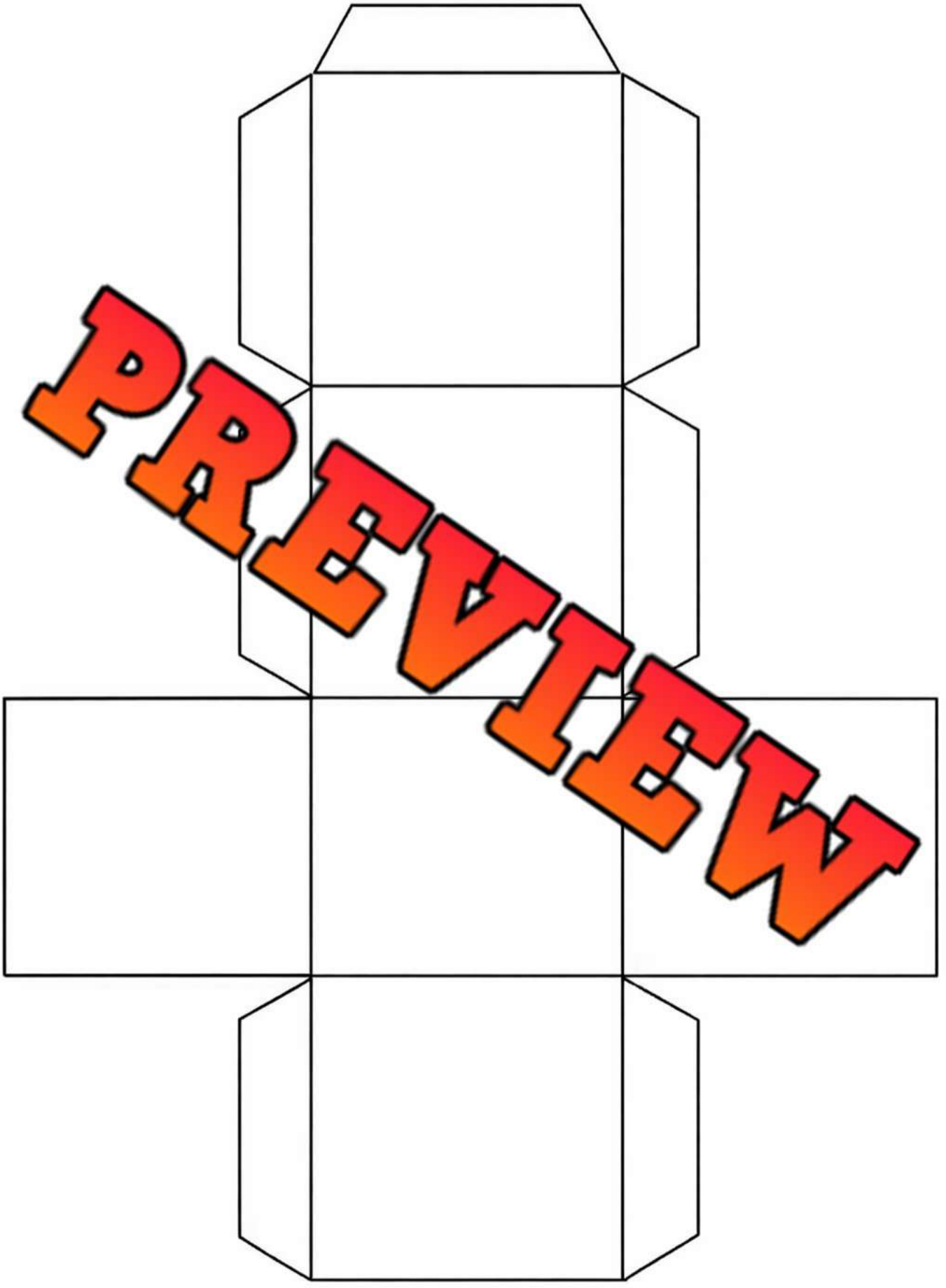
D1.6



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Mindfulness and Mental Health

Embracing Mindfulness: A Journey to Mental Wellness

Date: Feb 07, 2024 Author: By: Jordan Lee *3-minute read*

In today's fast-paced world, where our senses are constantly bombarded with information, mindfulness emerges as a sanctuary for mental health. Mindfulness, the practice of being fully present and engaged in the moment without judgment, offers profound benefits for our emotional and psychological well-being. It teaches us to observe our thoughts and feelings from a distance, reducing stress and fostering a sense of peace. By cultivating mindfulness, individuals can enhance their concentration, manage stress more effectively, and improve overall mental health.

Mindfulness practices, such as meditation, deep breathing exercises, and mindful walking, are accessible tools that anyone can incorporate into their daily routine. These practices not only help in calming the mind but also in improving focus and attention. Over time, mindfulness encourages a deeper understanding of our emotions, empowering us to respond to life's challenges with grace and resilience. It's a tool that not only alleviates immediate stress but also builds a foundation for long-term emotional well-being.

As we navigate through life's ups and downs, mindfulness offers a way to ground ourselves in the present, appreciating the beauty of the moment. It's an invitation to slow down, breathe, and connect with our inner selves, thereby enhancing our relationship with the world around us. Let's embrace mindfulness as a path to a more balanced life, where mental wellness is not just a goal but a way of being.

Bye for now,
Jordan Lee

PREVIEW

Comments:



Tyler Chen, February 10, 2024

Incorporating mindfulness into my daily routine has been a game-changer for my stress levels. Highly recommend it!

Like Reply 6h ago



Sophia Patel, February 07, 2024

Mindfulness has helped me become more aware of my emotions and how to manage them better. It's truly empowering.

Like Reply 3d ago

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True or False

Is the statement true or false?

1) Mindfulness is about being judgmental of our thoughts.	True	False
2) Practicing mindfulness can reduce stress.	True	False
3) Improved concentration is a benefit of mindfulness.	True	False
4) Mindfulness can only be practiced through meditation.	True	False
5) Mindfulness helps in understanding our emotions better.	True	False

Questio

Answer the questions below.

1) How s mind efit mental health?

2) Why is mindfulness considered a too long-te hoti well-being?

PREVIEW

Fill in the Blanks

Write the missing word

1)	Mindfulness means focusing on the present _____.	moment	past
2)	Deep breathing can help reduce _____.	confusion	stress
3)	Mindfulness helps you become more aware of your _____.	emotions	homework
4)	Practicing mindfulness can improve your _____.	focus	noise
5)	Mindfulness helps people feel more _____ and peaceful.	calm	angry

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Activity – Mindfulness Breathing Beads

Objective

What are we learning about?

To help students create a physical reminder to practice mindfulness daily through crafting mindfulness breathing beads. This tactile activity encourages the development of coping strategies for stress and anxiety, aligning with curriculum objectives.

Materials

What you will need for the activity.

- C[illegible]ads[illegible]us sizes and colours
- Str[illegible]r elas[illegible]
- Scissors
- Instruction[illegible]differe[illegible]hing exercises or mindfulness pr[illegible]s (ea[illegible]esents a different practice)
- Hole punch (if needed[illegible]tion



Instructions

How you will compl[illegible]e activ[illegible]

1. Start with a brief discussion on mindfulnes[illegible]its be[illegible]s,[illegible]ularly in managing stress and anxiety.
2. Introduce the concept of mindfulness breathing bea[illegible]pla[illegible]ead[illegible]colour bead represents a different mindfulness practice or bre[illegible]ng e[illegible]
3. Distribute materials to each student, ensuring they have a vari[illegible]beads and string.
4. Have students decide on the mindfulness practices or breathing exercises they want to include in their beads and match these practices with bead colours using the instruction cards.
5. Guide students in stringing the beads onto their thread, creating a pattern that represents their chosen practices.
6. Once the beads are strung, help students tie off their bracelets securely.
7. Demonstrate how to use the beads by holding each one while practicing the corresponding mindfulness exercise.
8. Encourage students to share their bead patterns and the practices they represent with the class.

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Mindfulness Breathing Bead

Colour Key

Colour Bead	Breathing Exercise	Instructions
Red	Deep Breathing	Sit or lie down comfortably. Breathe in deeply through your nose, allowing your chest and lower belly to rise as you fill your lungs. Exhale slowly through your mouth. Repeat for 3-5 minutes.
Blue	7-8	Breathe in quietly through your nose for 4 seconds. Hold your breath for a count of 7 seconds. Exhale completely through your mouth, making a whoosh sound, for 8 seconds. Repeat 4 times.
Green	Box	slowly through your nose while counting to four. Hold th inside while counting to four. Slowly exhale mouth for 4 seconds. Wait for 4 seconds before breath. Repeat for 4 minutes.
Yellow	Progressive Muscle Relaxation	in a group of muscles as tightly as you ds. Exhale and release the tension muscle groups in your body.
Purple	Equal Breathing	Sit or lie in hale for a count of 4, then exhale for a 4. our nose. Keep your breath few minutes.
Orange	Guided Visualization	Close your eyes. Breathe peaceful scene or setting. Focus on the each inhale and exhale. Continue for 5-10 m
Pink	Belly Breathing	Place one hand on your belly just below you nd the other hand on your chest. Take a deep breat through your nose, and let your belly push your hand out. Breathe out through pursed lips as if you were whistling. Feel the hand on your belly go in, and use it to push all the air out. Do this breathing 3 to 10 times. Take your time with each breath.
Black	Alternate Nostril Breathing	Hold your right thumb over your right nostril and inhale deeply through your left nostril. At the peak of your inhalation, close off your left nostril with your ring finger, then exhale through your right nostril. Continue the pattern, inhaling through the right nostril, closing it off with the right thumb, and exhaling through the left nostril. Repeat for 3-5 minutes.

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Reflection | Answer the questions below.

1) Which mindfulness breathing practice do you find most calming? Why?

2) How did [illegible]sing the colours help you feel engaged?

3) When do you thin[illegible] will [illegible]hing beads?

4) How can mindfulness beads remind us to practice m[illegible]?

5) How does concentrating on breathing make you mindful?

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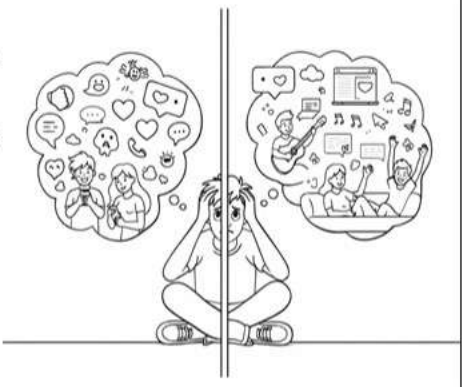
The Impact of Social Media on Mental Health

The Double-Edged Sword of Social Media



Social media is like a giant digital playground where everyone can share, like, and comment on each other's lives. While it's great for staying connected with friends and family, it also has its downsides. Studies show that spending too much time on social media can affect how you feel about yourself and interact with others.

Key Points to Remember:

- Social media can make you compare your life to others'.
- Too much screen time can lead to feelings of anxiety and loneliness.

How Social Media Affects Self-Esteem and Anxiety

Have you ever scrolled through social media and felt like everyone else's life is better than yours? That's called social comparison, and it's a common reaction to seeing the highlight reels of other people's lives. It can make you feel like you're not good enough, which can hurt your self-esteem and increase your anxiety.

Facts to Consider:

- Teens who spend more than 3 hours per day on social media are more likely to report high levels of anxiety.
- Social media can create pressure to present a perfect image, which isn't realistic.

Strategies for Healthy Social Media Use

Even though social media can have some negative effects, there are ways to use it that can help you stay happy and healthy. Here's how:

1. Limit Your Time Online:
Try to spend no more than an hour a day on social media. This can help reduce the urge to compare yourself to others and give you more time for real-life activities.
2. Follow Positive Accounts:
Make your feed a positive space by following accounts that inspire you or make you feel good about yourself.
3. Remember, It's Not Real Life:
Understand that what people post is often the best part of their day, not their whole reality.

By being mindful of how you use social media, you can enjoy its benefits without letting it negatively affect your mental health. Remember, it's important to talk to someone if you're feeling overwhelmed by what you see online. Social media is just one part of your life, not the whole story.

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True or False

Is the statement true or false?

1) Social media always improves self-esteem.	True	False
2) Spending too much time online can increase anxiety.	True	False
3) Limiting online time can lead to better mental health.	True	False
4) Social comparison on social media boosts happiness.	True	False
5) Social media is the whole story of someone's life.	True	False

Multiple C

Circle the letter of the correct answer.

1) Spe too mu social media can:	
A. Increase an tine	B. Always improve mental health
2) Social media co on h you:	
A. Focus only on your ow	Compare your life to others' posts
3) Why can social media some hurt	?
A. People often post only the best parts their lives	B. Ev hares every detail of their real life
4) One healthy way to use social media is to:	
A. Follow positive and inspiring accounts	B. Spe ours s every day
5) Remembering that social media is not real life helps you	
A. Understand posts show only part of reality	B. Believe everythin tely true

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Question

What are negative effects of excessive social media use?

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The Importance of Sleep for Mental Health

Unlocking Wellness: The Critical Role of Sleep in Mental Health

Date: Feb 01, 2024 Author: By: Lucas Green *3-minute read*

The bond between sleep and mental health is undeniable, forming a foundation for our emotional and cognitive well-being. Adequate sleep acts as a recharge for our brain, affecting our mood, energy levels, and ability to concentrate. Conversely, sleep deprivation can lead to increased stress, irritability, and a decline in mental health, underscoring the need for restful nights to maintain mental balance and resilience.

Improving sleep habits is crucial for enhancing our mental health landscape. Simple adjustments, such as establishing a regular bedtime routine, reducing screen time before bed, and creating a comfortable sleep environment, can significantly impact the quality of our rest. These practices can not only help in falling asleep faster but also in achieving deeper, more restorative sleep cycles, essential for mental clarity and emotional stability.

Understanding the critical role sleep plays in mental health equips us with the power to make positive changes in our lives. By prioritizing sleep, we take a vital step towards nurturing our mental well-being, ensuring we are better equipped to face the challenges of the day with energy and a positive outlook. Let us embrace the night as a time for healing and rejuvenation, setting the stage for a healthier, happier life.

Til next time,
Lucas Green

PREVIEW

Comments:



Jordan Martinez, February 03, 2024

So true! Improving my sleep habits has made a huge difference in my daily mood and productivity.

Like Reply 3h ago



Ava Johnson, February 01, 2024

Great read! It's amazing how something as simple as a good night's sleep can impact our mental health so significantly.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Sleep deprivation leads to increased stress.	True	False
2) Getting a restful sleep can reduce stress.	True	False
3) Improved concentration is a benefit of restful sleep.	True	False
4) Restful sleep can improve our mood .	True	False
5) sleeping helps us understand our emotions.	True	False

Questio

nswer the questions below.

1) How s restf efit mental health?

2) Why is sleep considered a tool for lon erm em al w eing?

PREVIEW

Define

What do the terms below mean?

Recharge	
Restorative	
Well-Being	

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Activity - Design Your Healthy Sleep Room

Objective What are we learning about?

Students will understand how sleep affects mental health by designing a bedroom that supports healthy sleep habits and relaxation.

Materials What you will need for the activity.



- Roo[illegible] templa[illegible] eet
- Pencil or [illegible]
- Crayons, ma[illegible] r col[illegible] ils
- Ruler (optional)

Instructions How you will [illegible] mple[illegible]

1. Write your name at the top of the worksh[illegible]
2. Look at the empty room template and imag[illegible] signed for healthy sleep.
3. Draw items that help people sleep better, such as a comfo[illegible] ns, soft lighting, plants, or a clock.
4. Think about habits that improve sleep, like removing phones or screens from the room.
5. Add labels or short notes explaining how the items help improve sleep and mental health.
6. Colour and decorate your room to show a calm and relaxing sleep environment.
7. Be ready to share your design and explain how your room helps support healthy sleep.

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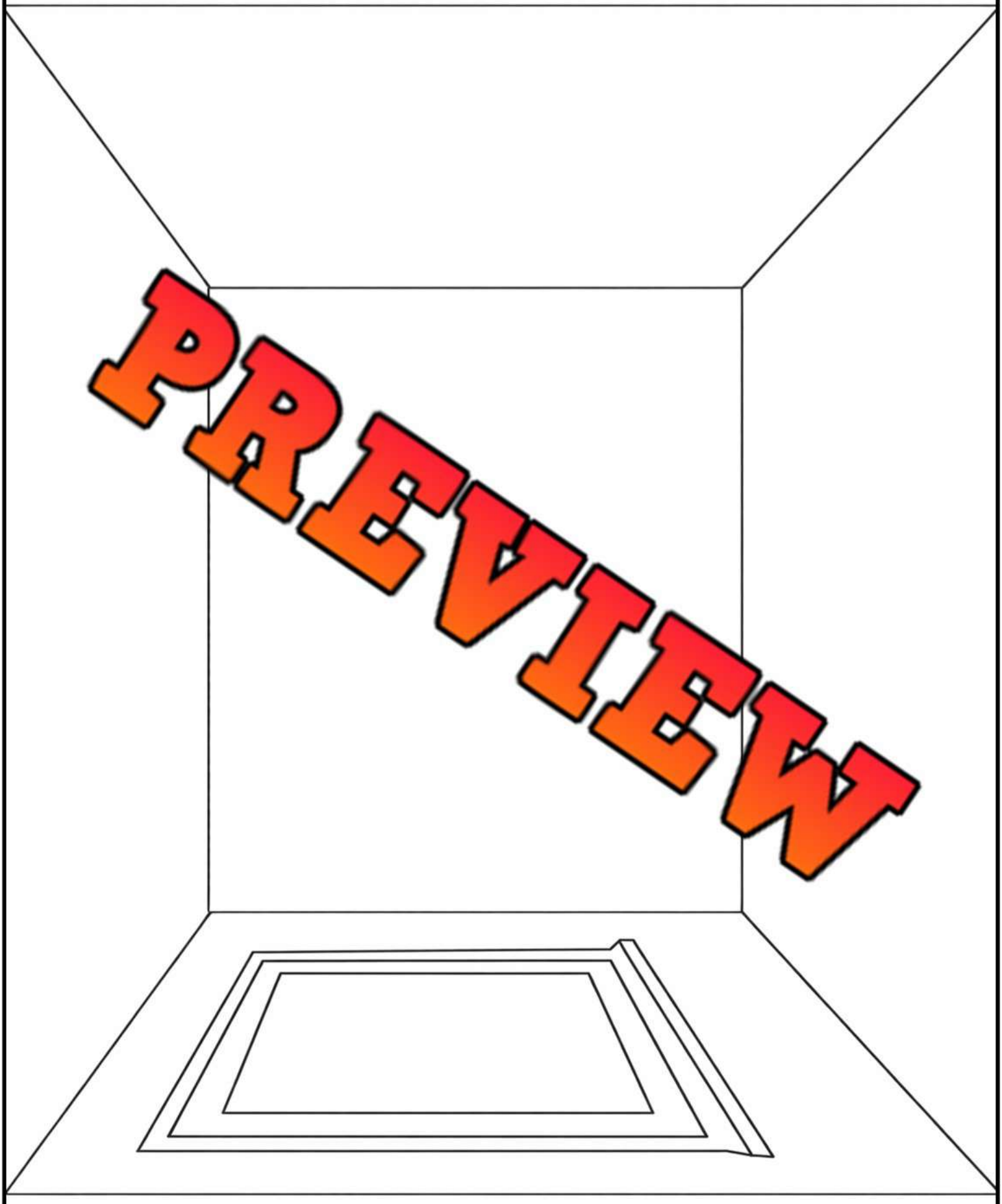

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Nutrition and Mental Health

The Power of Food

What we eat doesn't just affect our bodies; it also has a big impact on our brain and mental health. Just like a car needs the right fuel to run smoothly, our brains need the right nutrients to function properly. Eating a variety of healthy foods can help improve our mood, energy levels, and even how well we think and concentrate.



Key Nutri[illegible]he Brain

Our bra[illegible]mix of nutrients to stay happy and healthy. Here are some impo[illegible]ones:

- Omega-3 [illegible] our [illegible]ish like salmon and trout, and in flaxseeds and walnuts. The[illegible]uild b[illegible]rve cells, which are vital for learning and memory.
- Vitamins B12 and B6[illegible]te: Th[illegible]he found in foods like lean meat, fruits, and vegetables. They he[illegible]ce [illegible]als that affect mood and other brain functions.
- Antioxidants: Colourful fruits and [illegible]les ar[illegible]ed with antioxidants. They protect your brain cells from damag[illegible].

Eating for a Happy Brain

Eating a balanced diet is key to supporting our ment[illegible]th. Here's [illegible]a brain-healthy diet might include:

- Lots of Fruits and Vegetables: They're full of nutrients and an[illegible]our brain loves.
- Whole Grains: Foods like oatmeal, whole-grain breads, and brown [illegible] give you energy and keep your brain running smoothly.
- Protein-Packed Foods: Lean meats, fish, beans, and nuts can boost mood and keep your thinking clear.
- Limited Sugary and High-Fat Foods: Too much sugar or unhealthy fats can make your mood and energy levels crash.

Why Nutrition Matters

Eating right not only helps you feel better physically but also improves your mood and mental well-being. When we feed our brain the nutrients it needs, we can think more clearly, feel more relaxed, and enjoy life more. Plus, good nutrition can help prevent mental health problems like depression and anxiety.

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Questions

Answer the questions below.

1) Why are antioxidants important for brain health?

2) How can a balanced diet benefit mental health?

PREVIEW

Visualizing

Draw a healthy food that can help the brain stay healthy based on the text. Explain how the food can improve mood, energy, or focus.

True or False

Is the statement true or false?

1) Omega-3 fatty acids are bad for the brain.	True	False
2) Antioxidants protect your brain cells from damage.	True	False
3) A balanced diet has no effect on mental health.	True	False
4) Whole grains can boost your mood and energy.	True	False
5) Eating too much sugar improves mental health.	True	False

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My Healthy Food For Mental Health

Direction In the box provided, draw or write the food, meal, or healthy eating habit that can help support your brain, mood, and mental health in each situation.

You feel tired and have low energy during school. What h[illegible] food or drink cou[illegible]ive your brai[illegible]	You are having trouble concentrating on your homework. Which brain-healthy food could help improve your focus?	You feel stressed or overwhelmed. What healthy snack or meal could help your body and mind feel calmer?
You want to stay healthy and keep your brain strong. Which fruits or vegetables would you choose to eat regularly?	You feel hungry after school. What balanced snack (protein, fruit, or whole grains) could help your mood and energy?	You [illegible] take care of your[illegible]very Wha[illegible]t or food habit wo[illegible]u practice and why is it important?

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Physical Activity and Mental Health

Moving Your Way to a Happier Mind

Physical activity is not just about getting fit or being good at sports; it's also a powerful way to make your mind happier and healthier. When we move our bodies, our brain releases chemicals that make us feel good, like dopamine and serotonin. These "happy chemicals" can help reduce feelings of sadness and worry, making exercise a key player in battling symptoms of depression and anxiety.





Benefits of Being Active

Exercise offers many perks for your mental well-being:

- Boosts Mood: Just a little bit of exercise can release stress and make you feel more relaxed.
- Reduces Anxiety: Regular physical activity can lower feelings of anxiety and help you feel calmer.
- Improves Self-Esteem: Setting and achieving goals, even small ones, can make you feel good about yourself and your abilities.
- Enhances Sleep: Moving your body during the day can help you fall asleep faster and sleep more soundly at night.

Finding Fun in Movement

The best way to stick to being active is by doing things you enjoy. Here are some ideas to get you moving:

- Team Sports: Whether it's soccer, basketball, or volleyball, playing with others can be fun and motivating.
- Dance: Turn on your favourite music and dance around your room.
- Walking or Biking: A simple walk or bike ride can be a great way to clear your mind.
- Yoga: This can help you relax and feel more connected with your body.
- Playground Games: Don't forget about the fun of tag, jump rope, or other playground favourites.

Small Steps, Big Changes

You don't have to do intense workouts to feel the mental health benefits of physical activity. Even small amounts of movement can make a big difference in how you feel. The key is to find activities that you enjoy and make them a part of your daily life. Remember, moving more is not just about improving your physical health; it's also about making your mind stronger and happier.

By understanding the connection between physical activity and mental health, you can take steps toward a more balanced and joyful life. So, lace up your sneakers, find an activity you love, and start moving your way to a healthier mind.

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True or False

Is the statement true or false?

1) Physical activity only benefits physical health.	True	False
2) Exercise releases chemicals that can improve mood.	True	False
3) Team sports are the only way to stay active.	True	False
4) Physical activity can help reduce symptoms of depression.	True	False
5) Yoga can help you feel more connected with your body.	True	False

Questio

Answer the questions below.

1) What are some [illegible]al health benefits of physical activity?

2) How can team sports benefit mental health?

PREVIEW

Direction

Which physical activities do you prefer from the list below?

❑ Going for a walk or bike ride	❑ Spending time outdoors hiking/exploring
❑ Playing team sports with friends	❑ Swimming or water sports
❑ Running or jogging	❑ Playing active games like tag or jump rope
❑ Dancing to music for fun	❑ Lifting weights
❑ Doing yoga or stretching	❑ Racquet sports

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Activity - Physical Activity for a Happier Mind

Objective

What are we learning about?

Students will recognize different physical activities and explain how each activity can improve mood, reduce stress, increase energy, and support overall mental well-being.

Materials

What you will need for the activity.

- P[illegible]ntal Health worksheet
- Pen[illegible]r pen
- Lesson rea[illegible]ut physical activity and mental



Instructions

How yo[illegible]ivity

1. Write your name at the top of the [illegible]et.
2. Look carefully at the pictures shown in the [illegible]l Act[illegible]mn. Each picture represents a different type of physical activ[illegible] active.
3. Identify the activity shown in each picture (for exam[illegible]etba[illegible]cing, running, biking, or yoga).
4. Think about how each activity can help a person's mental health[illegible]oving mood, reducing stress, helping someone relax, boosting confidence, [illegible]ng more energy.
5. In the "How does it help our mental health?" column, write a short explanation describing how the activity can make someone feel mentally or emotionally better.
6. Use clear and complete sentences when writing your answers. You may also include examples of how you personally feel when doing physical activities.
7. After completing all sections of the worksheet, review your answers to make sure they are clear and related to mental health.
8. Be ready to share one of your responses with the class during the discussion.

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Physical Activities	How does it help our mental health?
	
	
	
	
	

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle YES or NO based on the situation.

1) Regular exercise can help reduce stress and anxiety.	Yes	No
2) Physical activity can improve sleep quality.	Yes	No
3) Exercise only benefits physical health, not mental health.	Yes	No
4) Activities like walking, dancing, or sports can boost mood.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Regular exercise can help reduce stress and anxiety.	Yes	No
2) Physical activity can improve sleep quality.	Yes	No
3) Exercise only benefits physical health, not mental health.	Yes	No
4) Activities like walking, dancing, or sports can boost mood.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Regular exercise can help reduce stress and anxiety.	Yes	No
2) Physical activity can improve sleep quality.	Yes	No
3) Exercise only benefits physical health, not mental health.	Yes	No
4) Activities like walking, dancing, or sports can boost mood.	Yes	No

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Art Therapy for Mental Health

Understanding Art Therapy

Art therapy is an exciting way to explore feelings, emotions, and mental well-being. It doesn't just mean painting or drawing; art therapy involves various forms of creative expression like sculpting, collaging, or even dancing.

How Art T[illegible]

Art t[illegible] allows p[illegible] express themselves through creative activities. It's like talking, but inste[illegible] we[illegible] colours, shapes, and movements. This helps people, especially child[illegible] enage[illegible] lore emotions that might be hard to put into words.

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Here's a list of some art therapy activiti[illegible]

- Drawing or painting emotions
- Creating a mask that represents feelings
- Writing and performing a small skit or dance
- Sculpting with clay to show a particular experience

Benefits for Mental Well-being

Art therapy can aid mental health in various ways:



- Understanding Emotions: By creating art, you can uncover feelings you didn't know you had.
- Relaxation and Stress Relief: Engaging in creative activities is calming and can take your mind off worries.
- Building Confidence: Achieving something in art can make you feel proud and boost your self-esteem.

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Questions

Answer the questions below.

1) How does art therapy help with stress relief?

2) What are some ways that art therapy can boost your self-esteem?

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True or False

Is t... a... t true or false?

1) Art therapy is only about p...	True	False
2) Art therapy doesn't help with stress r...	True	False
3) Art therapy doesn't boost confidence.	True	False
4) Dancing is not part of art therapy.	True	False
5) Art therapy helps in understanding emotions.	True	False

Draw

Sketch a mask that would represent your person... ns.

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Art Therapy: Draw Your Safe Place

Objective What are we learning about?

Students will express their emotions and thoughts through drawing while understanding how art can help support mental health, relaxation, and emotional expression.

Materials What you will need for the activity.

- Art therapy worksheet
- Pencil
- Crayons, markers, or colored pencils



Instructions How you will complete the activity.

1. Begin by sitting quietly and taking 3–5 slow, deep breaths. Let your body relax.
2. Close your eyes and imagine a place where you feel completely safe, calm, and comfortable. This could be real or imaginary.
3. Think about what you notice in this place. What do you see, hear, and feel around you? Picture as many details as you can.
4. Open your eyes and begin drawing your safe place in the space provided. Include important details that help show why this place feels calm and peaceful to you.
5. Take your time and focus on your drawing. There is no right or wrong way to create your safe place.
6. When you are finished, look at your drawing and think about how this place makes you feel and why it is important to you.
7. Complete the reflection worksheet provided by your teacher to describe your safe place and how it helps you feel calm and relaxed.

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Imagine you are in a peaceful place that helps you feel calm and relaxed. What do you see, hear, or feel in this place? Draw it below.

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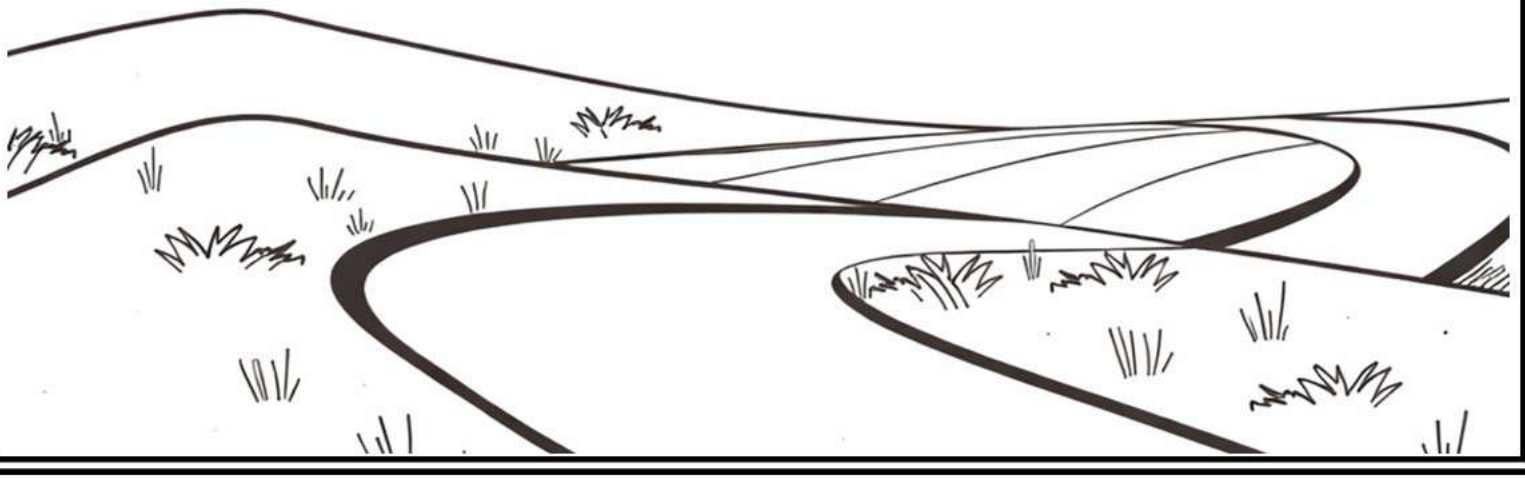

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Reflection | Answer the questions below.

1) What place did you choose as your safe space, and why did you choose it?

2) What de[illegible] did you include in your drawing that help show it is calm and peaceful?

3) What sounds w[illegible]u hea[illegible]fe space?

4) How does your body feel when you i[illegible] being [illegible]pl[illegible]ce?

5) What emotions do you feel when you look at your draw[illegible]

6) Is your safe space a real place or an imaginary one? Why did you decide on that?

7) Did anything surprise you while creating your drawing? Explain.

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Activity – Role Play: Supporting a Friend

Objective

What are we learning about?

To teach students effective ways to support friends showing signs of mental health issues, focusing on empathy, active listening, and encouraging professional help. This activity aims to foster a supportive and understanding community within the classroom.

Materials

What you will need for the activity.

- S[illegible]rious mental health situations
- A [illegible]comfo[illegible]e for role-playing
- A list [illegible]f local [illegible]lth [illegible]ources for reference
- Note card[illegible]ts to t[illegible]tes if desired



Instructions

How y[illegible]mplet[illegible]ctivity

1. Begin by discussing the imp[illegible]tance [illegible]nds who may be experiencing mental health issues, emphasizing [illegible]y, co[illegible]dity, and the importance of seeking professional help.
2. Divide the class into small groups and distri[illegible]scen[illegible]ch group. Each card describes a situation where a friend is showi[illegible]f men[illegible]th issues.
3. Instruct each group to read their scenario and discuss t[illegible]est [illegible]nport.
4. Have students take turns role-playing both the friend offering s[illegible]po[illegible]e one experiencing mental health issues, based on their scenario.
5. Encourage students to use empathetic language, show active listening skills, and gently encourage seeking help from a trusted adult or professional.
6. After each role-play, allow the group to discuss what was done well and what could be improved.
7. Rotate the scenario cards among the groups so that each group gets the chance to role-play different situations.
8. Conclude the activity with a class discussion on the importance of supporting each other and knowing when to seek help.

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D1.6

Scenarios | Role-Play Scenarios

A new student has joined the school and seems to be having a hard time adjusting. They're often seen alone and appear anxious when spoken to. A group of friends decides to reach out, include the new student in their activities, and create a welcoming atmosphere.

A member of the group is feeling pressured to try vaping because other students at school are doing it. They're anxious about fitting in but know it's not a good choice. The friends discuss how to handle peer pressure and support their friend in saying no.

One friend is exhibiting signs of stress and anxiety due to upcoming exams, leading to sleepless nights and irregular eating habits. The group comes together to offer support, suggesting study techniques, relaxation exercises, and healthy habits.

After a friend posts a personal photo online, they receive negative comments that affect their self-esteem. The group gathers around to provide comfort, discuss the impact of social media, and explore ways to cope with cyberbullying.

A friend confides that their parents are going through a divorce, affecting their mood and schoolwork. The group listens and offers support without judgment, creating a safe space for their friend to express feelings, along with strategies to manage their emotions.

One of the group members is overwhelmed by the number of extracurricular activities they've signed up for. The friends come together to help their friend prioritize, possibly let go of certain commitments, and find time for relaxation.

A friend is grieving the loss of a grandparent and is having a hard time at school. The friends gather to share memories, offer a shoulder to cry on, and find ways to honour the grandparent's memory.

A hurtful rumour about a friend is spreading through the school. The group decides to take action by spreading positive messages, confronting the gossip, and reinforcing their friend's self-worth.

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D1.6

Reflection | Answer the questions below.

1) What did you find challenging about offering support?

2) How do[illegible]mpathy play a role in supporting others?

3) Why is active li[illegible] impo[illegible] situations?

4) How can we encourage friends to seek professional[illegible]

5) Who would you suggest a friend go to for help? Why?

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Curriculum Connection
D1.6

Story: Peer Pressure and Mental Health

Standing Strong Against the Tide

In a small town, there lived a grade 7 student named Alex. Alex was bright, curious, and often found joy in reading and exploring new ideas. However, entering middle school brought new challenges, especially when it came to making friends and fitting in. Alex started feeling the weight of peer pressure, a common experience for many teens. Studies show that many teens have faced peer pressure, which can significantly impact mental health and self-esteem.



Alex noticed a change in behavior, feeling urged to act in ways that didn't align with personal values just to be accepted. This pressure started affecting Alex's confidence and decision-making, leading to stress and anxiety. Research that peer pressure can lead to decreased self-esteem and increased risk of anxiety and depression among adolescents.

One day, Alex decided to seek advice from a trusted teacher. The teacher shared some valuable strategies for resisting negative peer pressure. "Know your values and stand by them," the teacher said. "It's okay to say no and choose friends who respect your decisions." The teacher also emphasized the importance of critical thinking and being true to oneself, rather than conforming to the group.

Empowered by this advice, Alex began to feel more confident in resisting peer pressure. By choosing activities and friends that aligned with personal interests and values, Alex found genuine connections and improved mental well-being.

Alex's story teaches us the importance of standing strong against peer pressure. It highlights that being true to oneself and making choices based on personal values, not just to fit in, is key to maintaining mental health and self-esteem.

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Curriculum Connection
D1.6

Questions

Answer the questions below.

1) How does peer pressure affect mental health?

2) Why is c[illegible]al thinking important when facing peer pressure?

PREVIEW

True or False

Is [illegible] true or false?

1) Peer pressure only has positi[illegible]fect[illegible]	True	False
2) Over 70% of teens have faced peer pr[illegible].	True	False
3) Saying no to negative peer pressure is okay.	True	False
4) Critical thinking is unnecessary when dealing wi[illegible]eer[illegible]	True	False
5) Choosing friends who respect your choices can impro[illegible]ing[illegible]	True	False

Connecting

What are some strategies you can use to resist ne[illegible]essure?

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Curriculum Connection
D1.1

Is It Positive or Negative Peer Pressure?

Decide Decide whether it shows positive or negative peer pressure.

Classmates pressure someone to try smoking to "fit in."	Positive	Negative
A friend encourages you to study for a test instead of skipping class.	Positive	Negative
Friends su[illegible]t a classmate who says no to doing something unsafe.	Positive	Negative
A group [illegible]eone for not joining a risky challenge.	Positive	Negative
A fri[illegible]courage[illegible]oin a sports activity to stay healthy.	Positive	Negative
Classmates pr[illegible]ne[illegible]eat on a test.	Positive	Negative
A friend reminds y[illegible]stay t[illegible]o[illegible]alues even when others disagree.	Positive	Negative
Friends motivate each other[illegible]har[illegible]a[illegible]project.	Positive	Negative
A group convinces someone to skip sch[illegible]un.	Positive	Negative
A student feels forced to act differently just to be[illegible]pted.	Positive	Negative
A friend helps you make a responsible decision [illegible]you pressured.	[illegible]itive	Negative
Classmates pressure someone to bully another student.	[illegible]	[illegible]egative
Friends encourage each other to speak up when something is wron[illegible]	[illegible]	[illegible]egative
A group pressures a classmate to break school rules.	P[illegible]ive	Negative
A friend supports you for saying no to something that makes you uncomfortable.	Positive	Negative
Students encourage a classmate to try their best in a competition.	Positive	Negative
A group pressures someone to lie to their parents.	Positive	Negative
Friends help each other make healthy and safe choices.	Positive	Negative
A classmate feels forced to copy others just to be accepted.	Positive	Negative
Friends respect someone's decision even if it is different from the group.	Positive	Negative

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Curriculum Connection
D1.6

Story: Bullying and Its Impact on Mental Health

The Echoes of Unkindness

In a school not unlike many others, there was a student named Sam. Sam faced bullying regularly, which is a harsh reality for approximately 1 in 3 children globally. This story isn't just about the struggles but also ab the ripple effects bullying has on mental he the power of positive action.



Bullying t Sam e, impacting sleep and concentration. These are immediate effects many e at they the tip of the iceberg. Studies show that victims of bullying can experie ong ealth issues, including depression, anxiety, and a decrease in self-est a start ing school, a place that should have been a safe haven for learning grow

One day, a classmate named Alex witnessed the g. Re ing a lesson on empathy and bystander intervention, Alex decide ct d speaking up, Alex not only stopped the bullying that day but also sta e of e within the school. Teachers and students alike began to understand the fou th actions could have on someone's well-being.

Together, they created a support system for Sam, emphasizing the importance of seeking help and speaking out against bullying. This collective action highlighted a crucial lesson: empathy and intervention can transform an environment from hostile to supportive, significantly reducing the mental health risks associated with bullying.

Sam's story teaches us that while the scars of bullying can run deep, the strength of community and understanding can pave the way for healing and hope, changing the narrative from one of pain to one of resilience and kindness.

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Curriculum Connection
D1.6

Questions

Answer the questions below.

1) What are some short-term effects of bullying on mental health?

2) Why is empathy important in combating bullying?

PREVIEW

True or False

Is the statement true or false?

1) Bullying affects only the physical well-being of students.	True	False
2) About 1 in 3 children globally face bullying.	True	False
3) Bullying has no long-term effects on mental health.	True	False
4) Empathy and bystander intervention can stop bullying.	True	False
5) Victims of bullying do not experience anxiety or depression.	True	False

Identify

Identify ✓ if the statement shows a supportive or anti-bullying action, ✗ if it does not.

Scenarios	☑	☒
1) Standing up for a classmate who is being bullied.		
2) Laughing when someone is being teased.		
3) Telling a trusted adult about bullying you witnessed.		
4) Ignoring a friend who looks upset because of bullying.		
5) Showing kindness and including someone who feels left out.		
6) Spreading rumors about a classmate.		

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Curriculum Connection
D1.6

Body Image and Self-Esteem

Understanding Body Image

Body image is how we see ourselves when we look in the mirror or when we picture ourselves in our minds. This image can be positive or negative and is influenced by many factors, including friends, family, and the media. A negative body image may lead to a decrease in self-esteem.

The Media's Role in Shaping Body Image

Every[illegible] in magazines, TV shows, and online that often depict an "ideal" body. The ideal is [illegible]listic and can create a harmful comparison between these images and ho[illegible]s[illegible]urselv[illegible] media influences our body image by:

- Promoting unre[illegible]s be[illegible]a[illegible]
- Encouraging compari[illegible]ith celeb[illegible]
- Advertising products that p[illegible]se p[illegible]on

Understanding that these images are o[illegible]nipula[illegible]unrealistic can help in developing a more positive body imag[illegible]



Building Positive Self-esteem

Self-esteem is the value and respect we give ourselves. T[illegible] a p[illegible]/rela[illegible]nship with our bodies and improve self-esteem, we can:

- Focus on our strengths and abilities rather than appearance
- Surround ourselves with supportive friends and family
- Challenge and question unrealistic images in media
- Engage in activities that make us feel good about ourselves



Body Image and Mental Health

There's a strong connection between how we view our bodies and our mental well-being. Negative body image can lead to feelings of sadness, anxiety, or even depression. Building a positive self-image is not just about feeling good about how we look, but it's also vital for our overall happiness and mental health.

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Curriculum Connection
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Questions

Answer the questions below.

1) What are some ways media can influence body image?

2) What are some strategies to foster a positive self-image?

PREVIEW

True or False

Is t a t true or false?

1) Body image only refers to p per	True	False
2) Media can influence body image.	True	False
3) All images in the media are realistic.	True	False
4) Negative body image can lead to decreased self- e	True	False
5) Negative body image may affect mental well-being.	Tru	False

Positive Affirmation

Create a positive affirmation card about yourself that y keep in your wallet.

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Curriculum Connection
D1.6

Story: Managing Transitions and Change

Embracing New Horizons

Mia, a grade 7 student, faced a big change: moving to a new city. At first, she felt lost and anxious, common feelings during life transitions.



Studies show that significant changes, even positive ones, can increa tress levels and impact mental health.

Mia le bility, the ability to adjust to new condit is key t g transitions. She discovered resilience, the strength to bounce back f ges, helped her navigate this new chapter. Mia began to see change not arrie a opportunity for growth.

To cope, Mia adopted severa gies journal to express her feelings, which helped her understand and acce hange also stayed connected with old friends while making new ones, mai aining h ppo work. Mia found that establishing a routine in her new environment ded a se bility amidst change.

Joining a local sports team introduced Mia to peers with simi ar i ne transition smoother. Engaging in regular physical activity boosted her nd decreased her anxiety, showcasing the importance of self-care during transitions.

Mia's story teaches us that while transitions can be challenging, they also offer chances to learn and grow. By embracing adaptability, fostering resilience, and employing coping strategies, we can navigate life's changes with confidence and maintain our mental health.

As Mia adjusted to her new life, she realized that every change brings new adventures and opportunities to learn about oneself and the world.

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Questions

Answer the questions below.

1) What is resilience, and how did it help Mia?

2) Why is m[illegible]taining a support network important during transitions?

PREVIEW

True or False

Is th[illegible]te[illegible] true or false?

1) Change always has a positi[illegible]ct o[illegible]lth.	True	False
2) Mia felt anxious about moving to a ne[illegible]	True	False
3) Keeping a journal cannot help in coping with cha[illegible]	True	False
4) Staying connected with old friends is unneces[illegible]	True	False
5) Establishing a routine can provide stability during tr[illegible]s[illegible]	rue	False

Connecting

What are some strategies you could use to co[illegible]

	Strategies
1	
2	
3	
4	
5	

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Curriculum Connection
D1.6

Activity – Tableaus: Scenarios of Mental Health Challenges

Objective

What are we learning about?

To enhance students' empathy and understanding of mental health challenges and coping strategies through the creation and presentation of tableaus, aligning with curriculum expectations.

Materials

What you will need for the activity.

- List [illegible] related to mental health challenges
- Pr[illegible]r simp[illegible]s (optional)
- Space in t[illegible] or [illegible] area for performances
- Camera or devi[illegible] capt[illegible]h[illegible]ptional)



Instructions

How you [illegible]com[illegible]ity

1. In your group, receive a mental hea[illegible] challe[illegible]d c[illegible]strategy scenario.
2. Plan 4-5 frozen scenes (tableaux) that dep[illegible]fere[illegible]p[illegible]the scenario, deciding roles and expressions for each member.
3. Use props or costumes if available to enhance your sce[illegible]
4. Rehearse your tableaux, focusing on conveying the scenario th[illegible]gh[illegible]nguage and expressions without speaking.
5. Present your scenes to the class, holding each pose to let classmates interpret the story. The teacher will clap when the students should move on to the next frozen scene.
6. After presenting, classmates will guess the scenario and discuss the coping strategies shown.
7. If possible, take photos of each scene for later review or display.
8. Finish with a class discussion on how these representations help understand mental health.

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Description of Scene for Tableau

A student is overwhelmed with the pressure of upcoming exams and begins to exhibit signs of anxiety. They struggle to concentrate, have trouble sleeping, and are irritable with friends and family. As the stress mounts, they seek help from a school counsellor and learn various relaxation techniques, which they practice daily. Gradually, they start a study group with classmates, organize their time better, and find balance between study and breaks.

A teenager is dealing with the recent loss of a grandparent, experiencing stages of grief that affect their day-to-day life. Initially trying to cope alone, they eventually confide in a close friend. Together, they create a memory box filled with mementos and pictures, and the student begins attending a support group for young people dealing with loss.

After [illegible] media [illegible]ne wrong, a student faces cyberbullying, leading to feelings of isolation and low [illegible]em. They decide to take a break from social media and get involved in after-school activities like sports and art clubs, to build new friendships and regain confidence. They also report the bullying to a trusted teacher and work to promote a positive online presence.

A young athlete experiences a significant [illegible]injury, which halts their ability to play and leads to depressive symptoms. They feel disconnected from their team and lose interest in other activities. With the encouragement of their coach, they begin to focus on their recovery, engage in physical therapy, and take on a new role as a team assistant, staying connected to their passion.

A high school student struggles with coming out as LGBTQ+, fearing rejection from peers and family. They discover an LGBTQ+ youth group at school and find solace and understanding among peers. They gain the courage to come out to family, who respond with support, and the student becomes an advocate for inclusivity in school.

An honour roll student starts showing signs of perfectionism to an unhealthy degree, leading to extreme stress and an eating disorder. A teacher notices the changes in behaviour and refers the student to a nutritionist and a therapist. The student learns about self-acceptance and the importance of a balanced life, slowly adopting healthier eating and study habits.

A student with ADHD finds it difficult to stay focused in class and complete assignments, leading to frustration and negative feedback from teachers. With help from parents, they seek out a specialist and learn new organizational strategies. They also start a peer study group, which helps them stay on task and understand the material better

After moving to a new city, a student feels lonely and disconnected, struggling to make new friends and fit in. They decide to join a community volunteer program where they meet diverse groups of people and start to feel a sense of belonging. They also take up journaling to express their feelings, which helps them process their emotions and cope with the change.

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Reflection | Answer the questions below.

1) Which tableau impacted you the most? Why?

2) How did [illegible] to express emotions without words?

3) Why is empathy [illegible] mental health?

4) How can we support someone facing these challen[illegible]

5) Which mental health coping strategy would you use if you were struggling?

PREVIEW

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Newspaper Article: The Role of Family in Mental Health

"Family: The Foundation of Our Well-Being"

Publish Date: February 21, 2024

In the heart of every community lies the fundamental [illegible] that shapes our lives: the family. It's [illegible] is intimate circle that many of [illegible] love, support, and how [illegible] the wor[illegible]lenges. Experts [illegible] indivi[illegible] attest to the significant imp[illegible] dyn[illegible] on mental health, e[illegible]ng the [illegible]le of a nurturing home [illegible]onn[illegible]

Dr. Sofia Patel, a clinical psy[illegible] wi[illegible] a focus on family therapy, shares [illegible]he family environment is where we first experience emotional support and learn coping mechanisms. Positive communication and a strong support system within the family can significantly bolster an individual's mental health." She highlights that families that engage in open conversations about emotions, challenges, and mental health tend to foster resilience and a sense of security among their members.

Conversely, a lack of support or negative communication patterns can contribute to stress and anxiety. "In environments where there is frequent conflict or limited emotional support, we see higher instances of mental health issues among children and adolescents," Dr. Patel adds. This underscores the importance of cultivating an atmosphere where family members feel valued and heard.

Elijah, a high school student, shares his personal experience: "Having dinner together and talking about our day has really brought my family closer. It's comforting to know I have their support, especially during tough times." Stories like Elijah's illustrate the positive impact of simple acts of togetherness and understanding.

Recent studies indicate that strong family bonds can act as a buffer against the pressures of daily life, reducing the risk of mental health problems. Activities that promote unity, such as shared meals, [illegible] outings, and regular check-ins, are [illegible] powerful ways to reinforce these bonds.

Mo[illegible]er, exp[illegible]ggest that families [illegible]esour[illegible]dance on fostering heal[illegible]ents a[illegible]e. Workshops, counsel[illegible]ducat[illegible]rograms can provide valu[illegible]ols [illegible] communication and u[illegible]in the family unit.

As we navigate the complexities of modern life, the role of the family in supporting mental health remains as vital as ever. By prioritizing open communication, support, and understanding, families can create a foundation of love and security that nurtures the mental well-being of all its members.

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True or False

Is the statement true or false?

1) Family dynamics have no impact on mental health.	True	False
2) Open conversations in families can improve mental health.	True	False
3) Conflict in families reduces stress and anxiety.	True	False
4) Strong family bonds can help reduce mental health problems.	True	False
5) Emotional support in families is crucial for resilience.	True	False

Question

Answer the questions below.

1) How do negative communication patterns in a family affect its members?

2) What role does the family play in [illegible]ental health according to Dr. Sofia Patel?

PREVIEW

Word Search

Find the words in the wordsearch.

Family	Support
Stress	Unity
Bonds	Meals
Talk	Love
Coping	Secure
Listen	Dinner
Check	Guide

R C S J K J U Z Q S W G H [illegible] E H C N
C O P I N G L I S T E N T S D R Y N K N
H M M N W C P E N R A A L M I L D O L Y
E O G A M L L V P E J R P O N Q A T P K
C B I E Y Q T O Z S G D C O N A H S J F
K A S H T X U L X S Q U L A E A J T Y A
C V H G I T A L K W T X I S R R F P D M
L H M G N S U S R P K X I D H E D A H I
J J H V U U W D N E P X S S E G F Y S L
L B I S I T F N J V P Y R E U E K S A Y
F K Y F I L Z O W X Y R T G C T J M A J
E M E A L S G B X U P F K U Q U D Z A X
P N R C B T T C A T Q T G T V G R W N U
W D K O K D M W D Q W X B P F O T E G G
T Z V L S U P P O R T O J G H C G L O F

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Activity – Role Play: Seeking Help

Objective

What are we learning about?

To teach students the importance of seeking support for mental health problems and to recognize the signs indicating that help is needed. This activity encourages understanding and empathy, while providing practical ways to approach someone for help.

Materials

What you will need for the activity.

- S[illegible]o cards [illegible]us mental health situations
- A qui[illegible], com[illegible]ce f[illegible]role-playing
- A list of lo[illegible]e [illegible]ealth [illegible]ces and contacts
- Note cards fo[illegible]nts to [illegible] their feelings and actions



Instructions

How you will [illegible]mpl[illegible]ctivi[illegible]

1. Begin by discussing the importance of ment[illegible]th an[illegible]lue of seeking help when needed.
2. Divide the class into small groups and distribute s[illegible]o[illegible]rds t[illegible] group.
3. Each card should describe a different situation where someone[illegible]k help for mental health issues (e.g., feeling persistently sad, de[illegible]ng, experiencing anxiety).
4. Instruct each group to read their scenario and discuss possible ways to seek help, whether it's talking to a trusted adult, friend, or professional.
5. Have the group of students practice doing a role-play of the scenario they were given. One person in the group might be the focal point, while the other members could be the adults who are asked for help, or friends who are listening, etc.
6. Allow each group to present their role-play to the class, followed by a class discussion.
7. Conclude the activity by sharing a list of local mental health resources and contacts.

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Scenarios	Role-Play Scenarios

Jamie, a grade 7 student, has lost interest in soccer and no longer enjoys activities with friends. This has been going on for a few weeks, and Jamie's friends have started to notice the change in behaviour. They are worried because Jamie seems persistently sad and withdrawn. In the role-play, Jamie will talk to the school counsellor, prompted by a friend's concern.

Alex is fac bullying online, leading to feelings of anxiety about attending school. The bully send messages on social media, and Alex is struggling with the emotional toll. In th y Alex will discuss the issue with a teacher and open up to their pare to seek their support and guidance.

Sam is well-p sts becomes extremely anxious to the point of having trouble breath t's time them, affecting academic performance. The scenario involves ddre anxiety with a trusted teacher, asking for strategies to manage , and dering reaching out to a school counsellor for additional support.

Taylor has recently moved and is findi tengi dapt to a new school environment, feeling isolated and hesit o enga tivities. The role-play focuses on Taylor getting encouragement from y mem oin a school club and attempting to make a new friend by striking up versa ssmate.

Jordan is dealing with the loss of a grandparent and is visi t the becoming more reserved at school and falling behind on homework. teacher notices these changes and approaches Jordan to talk, sugg the school psychologist to help process their feelings and cope with the loss.

Riley comes from a family where high academic achievement is the norm, and this has led to immense pressure to excel, causing sleep loss and panic attacks. The scenario will show Riley sharing these worries with a friend, who then encourages Riley to seek help and offers to go together to the school counsellor.

Morgan is usually quiet and reserved, but lately, they've been feeling extremely anxious in social situations to the point of skipping lunch to avoid the cafeteria. Morgan's anxiety is starting to affect their ability to make friends and participate in group work. The role-play will revolve around Morgan approaching a friendly peer support leader at school to talk about these challenges and seek advice on coping strategies for social situations.

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Reflection Answer the questions below.

1) How can we encourage friends to seek help?

2) What ar signs someone needs mental health support?

3) Why is it importa shoo rson for help?

4) What fears might prevent someone from seeking he

5) What are some mental health supports a student can reach out to for help or support.

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Unit Test – Mental Health

Multiple Choice /10

1. What is mental health about? a) Your physical health b) How you think, feel, and act c) Only your emotions d) Your act performance	2. What helps improve mental health? a) Ignoring feelings b) Eating only candy c) Exercise d) Staying up late
3. Why is s important? a) To e emotio b) Understandi gs c) To skip school d) Eating junk food	4. What is a sign of mental health issues? a) Always being happy b) Never eating vegetables c) Feeling very sad for weeks) Sleeping well
5. How much sleep do teens n a) 4-6 hours b) 8-10 hours c) 20 hours d) 6-8 hours	does exercise release in the brain?) Sad b) E hins c) sol d) Prola
7. What can bullying lead to? a) Better grades b) Improved mood c) Mental health issues d) More friends	8. Depression ex a) Mental Health b) Mental Illness c) Substance abuse issue d) None of the above
9. What is essential for healthy relationships? a) Ignoring each other b) Mutual respect c) Never talking d) Only texting	10. How can you safely use social media? a) Share all personal info b) Follow positive accounts c) Believe everything you read d) Spend all day online

PREVIEW

Define

What do the terms below mean?

Term	Definition – What does it mean?
Anxiety	
Depression	
Mindfulness	

PREVIEW

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) What 3 things can you do to maintain good mental health?

2) What are 3 healthy coping strategies for stress?

3) Why is sleep important for mental health?

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) What is the difference between mental health and mental illness? How does understanding this difference empower individuals to seek help and support?

2) In what ways can incorporating mindfulness [illegible] improve students' focus and reduce stress levels?

PREVIEW