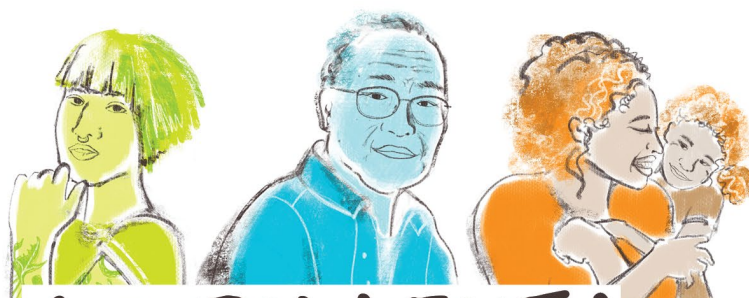




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#GetLoud

about what **MENTAL HEALTH** really is.

How I feel: Word bank and activity sheet

Part 1 – Word Bank

Time needed: 20 min

Objective: Develop emotional vocabulary

Materials: Board or Flip Chart + chalk or markers

Group activity

Part 2 – Activity sheet

Time needed: 15 min

Objective: Identify and better understand emotions

Materials: Activity sheet + colouring pencil or crayons

Individual activity

This is a **two-part activity** that is meant to help your students get to know their feelings.

The first part of the activity is called **How I Feel - Word Bank**. It is a 20-minute group activity. The goal is to build a meaningful flat board or a vocabulary for emotions among your students.

The second part is a 15-minute activity called the **How I Feel – Activity Sheet**. It is to be completed once a day over the five weekdays of Mental Health Week (May 6-10).

Materials:

Part 1 – All you'll need is a flat board or a flip chart paper to create your list of words and markers or chalk. **You may want to use a flat board or a flip chart paper that you can display in your classroom for the whole week.*

Part 2 – You need printed activity sheets and some colouring pencils or crayons for drawing. **Note that you should print one activity sheet per student.*

How it works:

On Monday, title a flip chart sheet **How I Feel - Word Bank**.

1. Ask your students to name any emotion or feelings they can think of. You can refer to the **Emotion Wheel** to remind yourself of the gamut of human emotions. <https://www.6seconds.org/2017/04/27/plutchiks-model-of-emotions/>. Your students may not have an advanced emotional vocabulary, but you can add to the basic ones (happy, sad, mad) by offering examples of situations that might call up certain feelings. For instance, “My friends had a party for me.” This might call up “I felt surprised” or “excited.”

Once you have a list, post it in classroom so that you and your students can refer to it throughout the week. Now, hand out the “How I feel” Activity Sheet.

Explaining the **How I Feel - Activity Sheet**:



1. Have students work on the activity sheet each day of Mental Health Week
2. On each day of the week, invite students to name the Mental Health Week character (in column 1).
3. Students are then invited to imagine what each character is feeling. Encourage students to refer to the **How I Feel - Word Bank** you created together.
4. Next, the students are invited to draw a simple picture of themselves, showing how they feel today.
5. Once they have drawn themselves, they are invited to write out in words, using a full sentence, how they are feeling today.

This two-part activity will help students identify their emotions and be able to talk about them—skills that are key for developing self-awareness and building relationships.



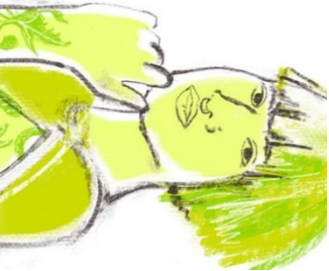
Adapted from SEL Toolkit <https://extension.umn.edu/what-youth-development/sel-toolkit>

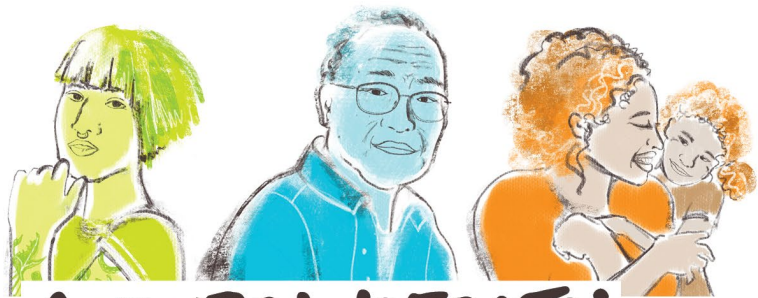
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CMHA MENTAL HEALTH WEEK
HOW I FEEL – ACTIVITY SHEET

Mental Health Week character	Give the character a name	How does the character feel today?	This is me today. (Draw a picture of yourself)	This is how I feel today. (Write it out in a sentence)
 Monday	Hello, my name is:	Today, I am feeling:		
 Tuesday	Hello, my name is:	Today, I am feeling:		

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 Wednesday	Hello, my name is:	Today, I am feeling:		
 Thursday	Hello, my name is:	Today, I am feeling:		
 Friday	Hello, my name is:	Today, I am feeling:		



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Mental Health Check-In: It's ok to not be ok

It's called a Mental Health Check-In. It went viral on Facebook and Instagram and it might just change the way your students express how they're feeling in your classroom. It might also change how you interpret and respond. It might just change the way the day goes for your kids. Or make a huge difference in their lives.

It's not always possible to tell how your students are feeling, or if they need support. This board offers a very simple way to check in on how your students are feeling. It creates opportunities both to check in and to get insight into behaviour. This activity also lets students know you're there for them if they need help and it conveys the message that it's ok to not be ok all the time.

Here are some examples of the Check-In board that we found on social media.



What you'll need:

A white board, or some poster board and markers

Post-it notes

How to do it:

Take some poster board, or use the white board in your classroom, and entitle it “Mental Health Check-In.” Write a range of feelings down the left side, using the following categories (or others that might resonate for your students, depending on their ages).

I’m on top of the world

I’m feeling great

I’m feeling good

I’m feeling ok

I’m feeling blah

I’m struggling but I’m ok

I’m struggling and I wouldn’t mind some help

I’m in a very dark place

Now, pass around some post-it notes, ask your students to write their names on the back, and then encourage them to post under the category that reflects how they’re feeling.

Review the post-it notes as soon as possible so that you can respond quickly if you need to. Check in on the students who have specifically indicated they’d like some help, and even those who say they’re ok, but struggling.

When to deploy:

Unveil it on Monday morning to touch base on how the weekend went, maybe right after morning announcements. Alternatively, check in on a Wednesday morning or at the end of the day, to find out how the week is going. You might want to feature this as a standing check-in throughout the year.

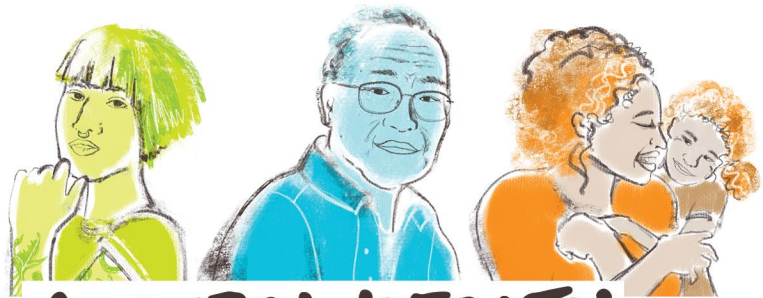
Here’s the [viral post](#) on Facebook from grade 8 teacher, Jessie Cayton. You can also read more about her check-in activity [here](#). The same tool is featured on Instagram [here](#).



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Mental Health Week Fill-in-the-blank Activity

All of the Mental Health Week characters know what they feel, and they know how to express their feelings, in words and using body language. Knowing how we feel is important. Expressing how we feel is a great way to make sure other people understand us.

This activity encourages students to think about how they are feeling and to make a statement about it.

Here's what's included in this PDF

1. Introduction page (you're on it!)
2. 6 images and statements of Mental Health Week characters
3. 6 fill-in-the-blank pages
4. *Your own mental health checklist*

Suggested ways to use these materials in an activity:

1. Print off the Mental Health Week characters (the first six posters in the PDF). This is an opportunity to discuss with your students the six themes related to "what mental health really is". The six themes are:
 - A sense of self = I don't worry too much about what people think of me.
 - A purpose and sense of meaning = I feel like I'm reaching my potential.
 - Belonging = I feel like I belong.
 - Contribution = I make the world a better place.
 - Hope and enjoyment = I enjoy my life.
 - Resilience = Knock me down and I'll get back up again.

Additional statements that reflect these themes can be found at the end of this PDF (*Your Own Mental Health Checklist*).

2. Print out the "fill-in-the-blank" posters and ask your students to choose one that speaks to them. You can explain that their feelings are part of their mental health. Ask your students to fill in the blanks. You may want them to journal about what their answer means to them. You can also prompt discussion in small or large groups, both about how to express themselves both in words, and in gestures or body language.
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3. Hang the students' posters around the classroom to help mark CMHA Mental Health Week.





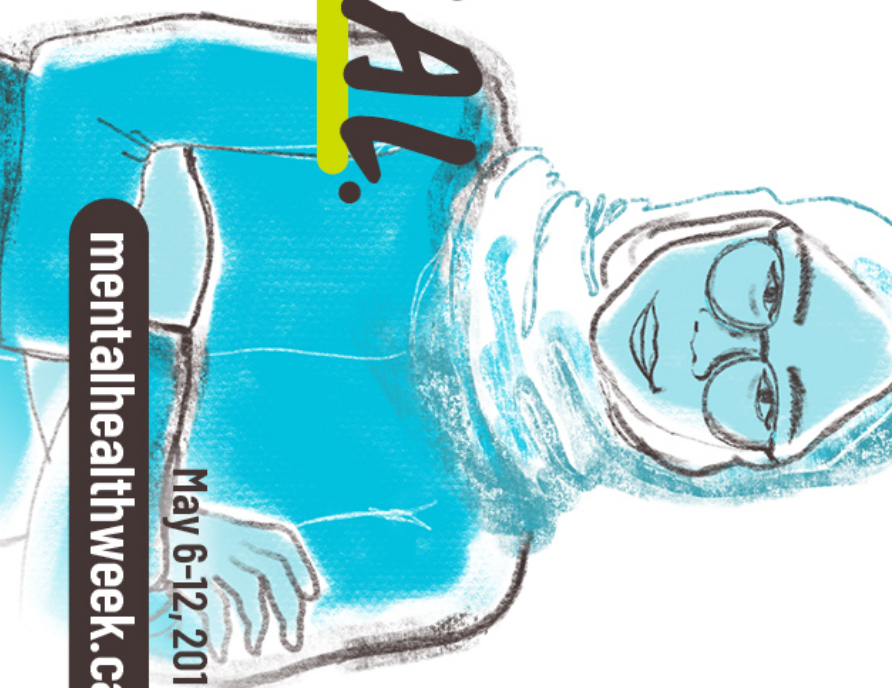
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I FEEL LIKE I'M REACHING
²⁰
my POTENTIAL.

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May 6-12, 2019

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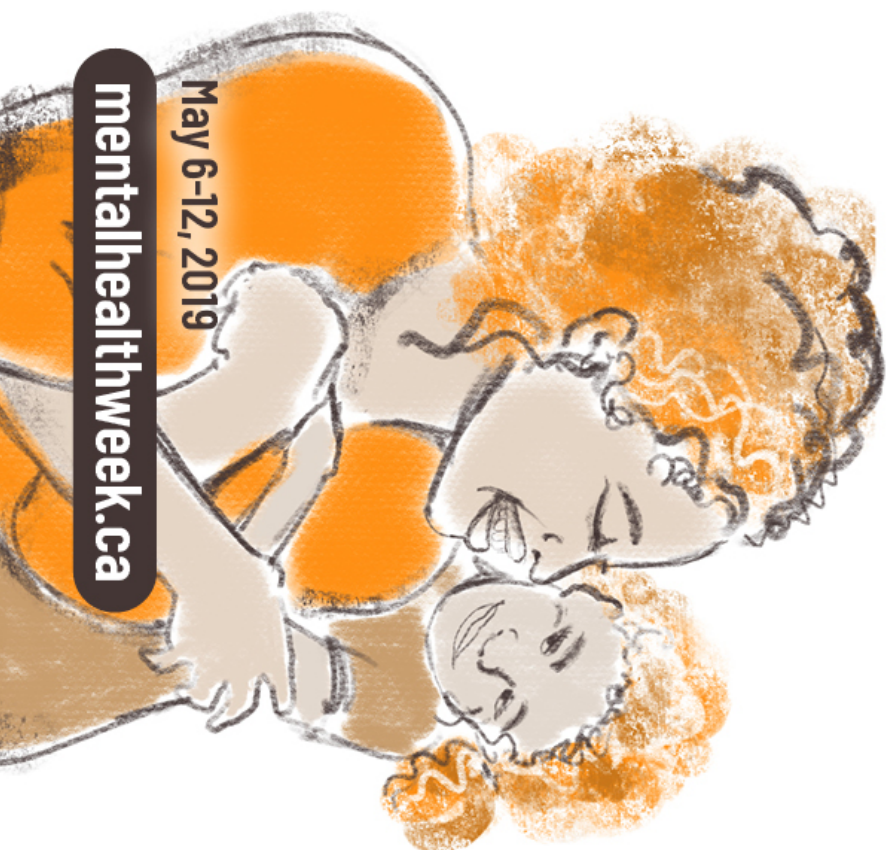
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I FEEL LIKE I

BELONG.

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Don't Worry

TOO MUCH ABOUT WHAT
OTHERS THINK OF ME.

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I MAKE THE WORLD A BETTER PLACE.

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ENJOY MY LIFE.

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KNOCK ME DOWN AND I'LL **GET BACK UP** AGAIN.

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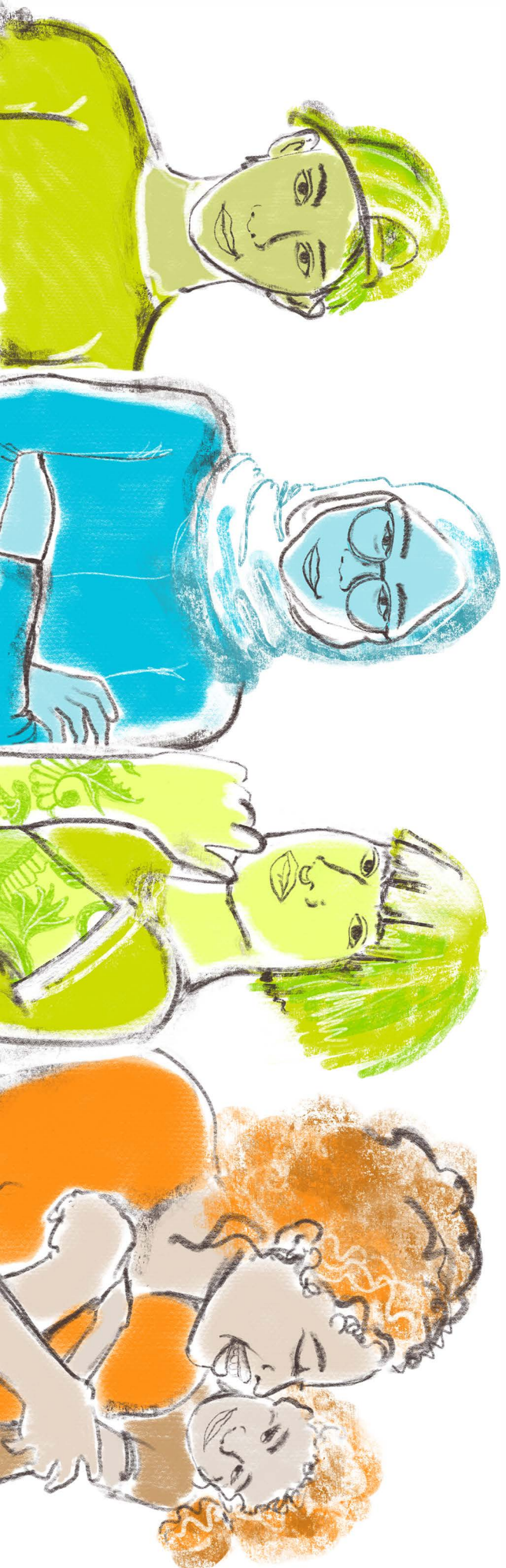
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I FEEL LIKE I'M





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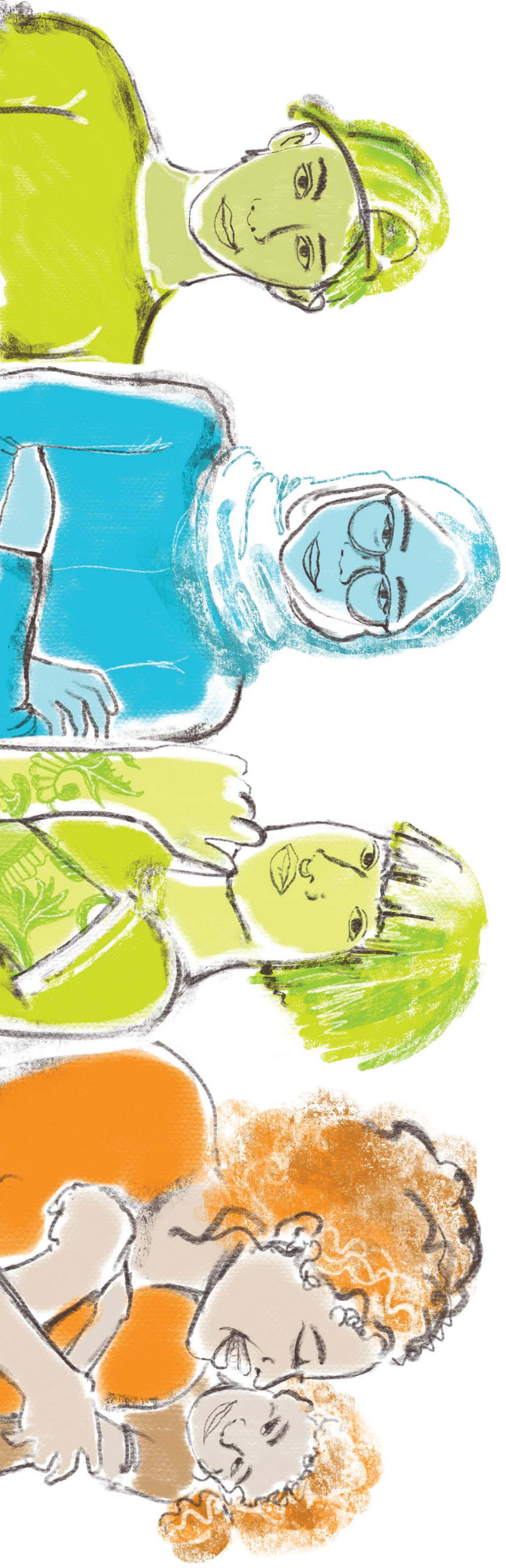
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I DON'T WORRY TOO MUCH ABOUT





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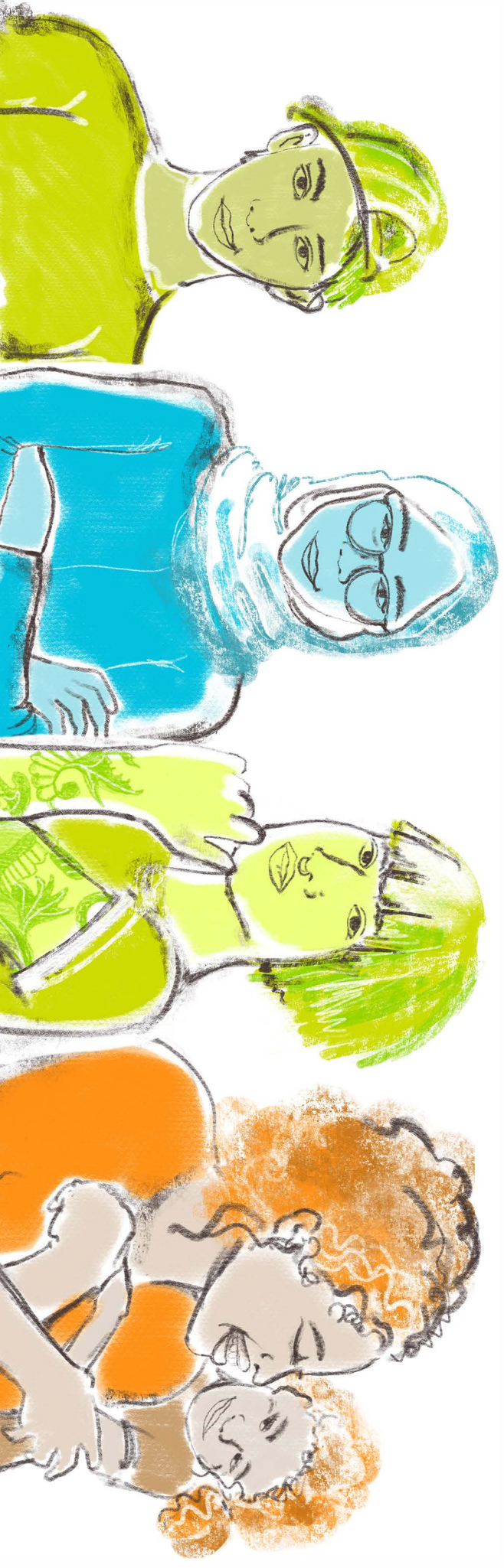
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I MAKE THE WORLD





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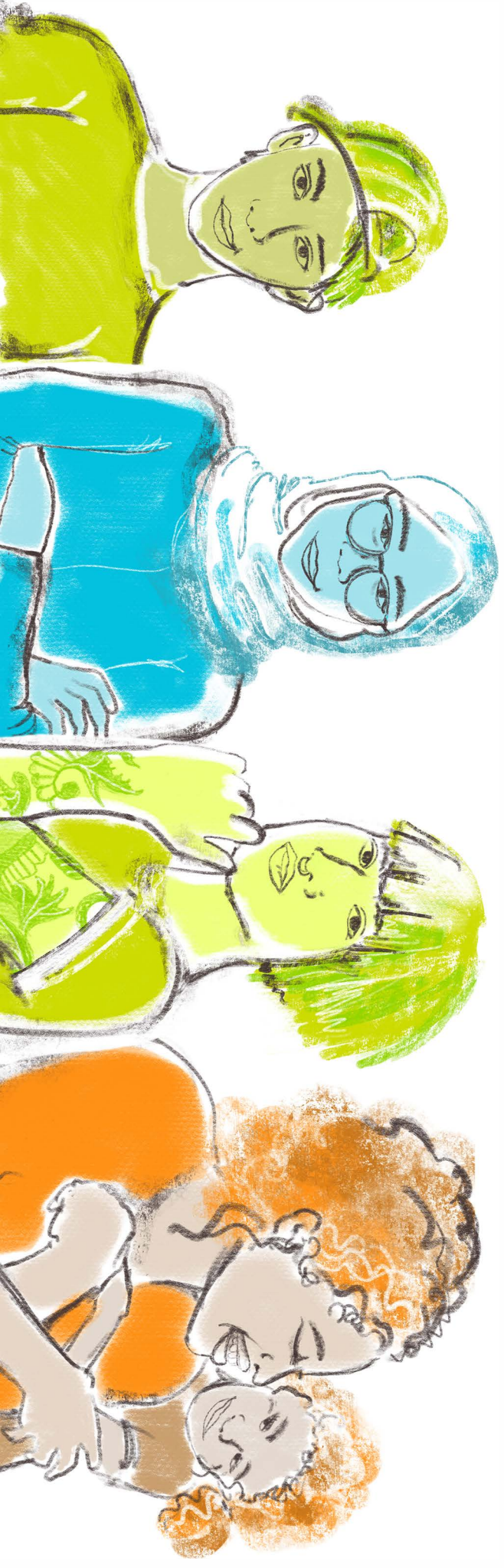
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I ENJOY





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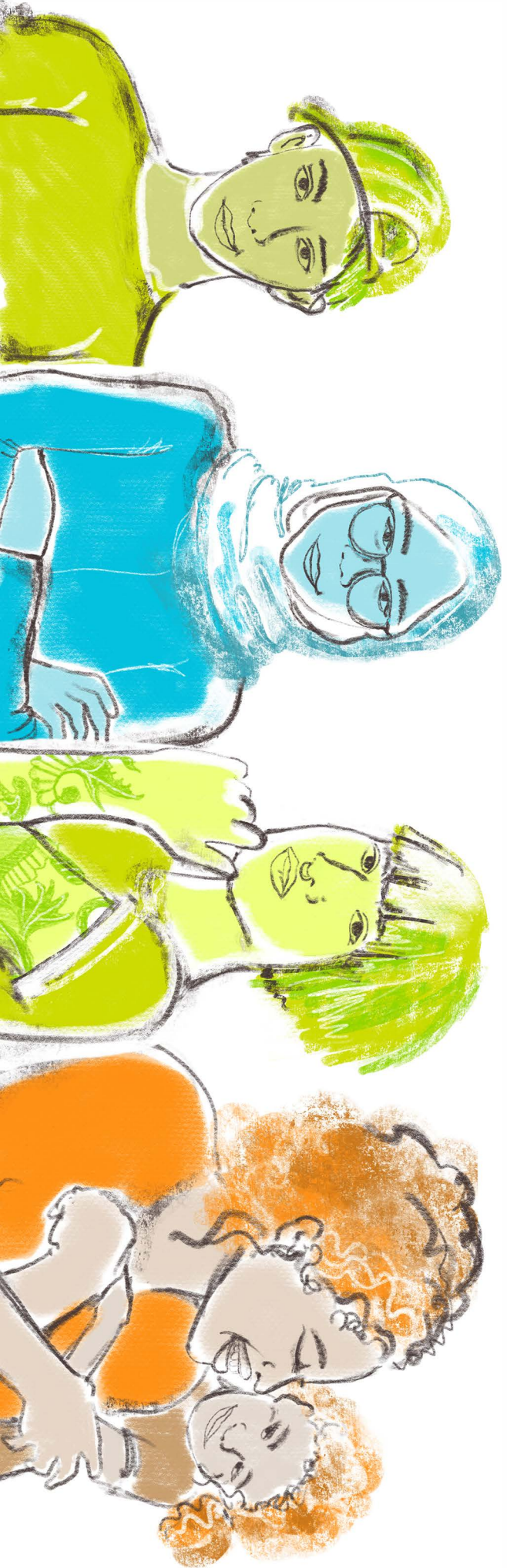
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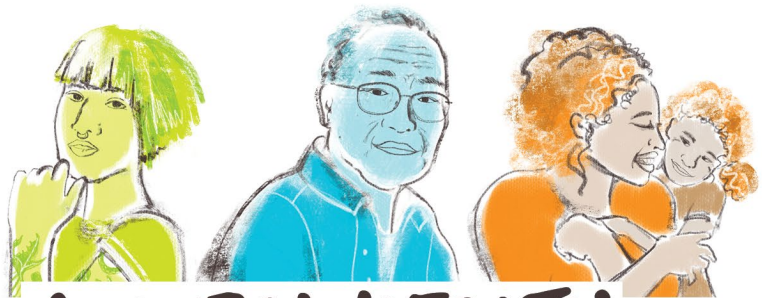
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WHEN I FALL DOWN





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about what **MENTAL HEALTH** really is.

Your own mental health checklist

There are many schools of thought on mental health. So, at the Canadian Mental Health Association, we waded into everything from western psychology to Indigenous knowledge, and here is what we found:

1. We found that when we look at various descriptions of mental health, the overlaps are striking.
2. We found that, while feeling well means different things to different people, some things might actually apply to all of us: in order to thrive, we all need a good sense of self, and we all need purpose, contribution, hope, resilience and belonging.

We've condensed that knowledge into an informal list that you can use to check your own mental health. (You can find the sources we consulted below). It's not a scientific tool, or a way to diagnose yourself. It's just one way to check in with yourself about your mental health, and maybe guide you on how to support and improve it.

Read each statement and consider whether you "agree" or "disagree" with it.

Your sense of self

- ☐ I feel confident about my own opinions, even if they're different from what other people think or believe.
- ☐ I think people respect me, but I can disagree with others and still feel ok about myself.
- ☐ I feel that I am the expert on my own life.
- ☐ I consider myself to be a good person.
- ☐ I deserve to feel well.

Your purpose and sense of meaning

- ☐ I feel like I'm reaching my potential.
 - ☐ I feel I am growing as a person.
 - ☐ I challenge myself.
 - ☐ I have a sense of purpose and meaning in my life.
 - ☐ It is a better world with me in it.
-

- ☐ I am good at things that matter to me.
- ☐ I get something out of the things I do.

Belonging

- ☐ I get along with others, and I feel good about my personal relationships and social interactions.
- ☐ I feel like I am part of something bigger than myself.
- ☐ I feel like I belong.
- ☐ I have people in my life to support me.

Contribution

- ☐ What I do matters a lot to others.
- ☐ I feel useful and productive.
- ☐ I make the world a better place in my own way.
- ☐ I am making a difference.

Hope and enjoyment

- ☐ I am optimistic about my future.
- ☐ I feel good about myself.
- ☐ I like and accept myself.
- ☐ I usually expect good things will happen.
- ☐ I enjoy life.

Resilience

- ☐ Things are hard sometimes, but I think I deal pretty well.
 - ☐ I know I can't control everything, but I take action where I can.
 - ☐ If you knock me down, I get back up again.
-

Sources

- <http://midus.wisc.edu/findings/pdfs/830.pdf>
 - <http://goodmedicine.org.uk/files/assessment,%20diener%20flourishing.pdf>
 - https://www.sagepub.com/sites/default/files/upm-binaries/23185_Chapter_67.pdf
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