HEALTHY TRANSITIONS
Promoting Resilience and Mental Health in Young Adolescents

Grade 4: Session 1

Coping with Stress
Coping with Stress

Let’s Get Prepared! Material Required

- Empty backpack
- YouTube for *Hooked by Stress* video: https://www.youtube.com/watch?v=qYyxoor5Hk4
- *Stress Busters* Bingo Cards or worksheets (one per student)
- *Gratitude Flower worksheet* (one per student)
- *Learn to Chill* video: The video can be found in the Grade 4 Healthy Transitions PowerPoint Presentation
- Grade 4 Healthy Transitions PowerPoint Presentation

Session Outline

5 minutes: Introduction & Ground Rules
5 minutes: Stress Backpack
5 minutes: Hooked by Stress
10 minutes: Good vs. Bad Stress
15 minutes: Coping Strategies
10 minutes: Stress Busters
5 minutes: Gratitude Flower
5 minutes: Learn to Chill

Key Messages for the Session

- There are different types of stress which affect everyone differently.
- It is important to ask others for help with stressful situations.
- There are ways of thinking about things, and actions we can take, that can help us feel better, and help us to handle our feelings and stress (more positive self-talk, positive coping, and learning to relax).
Introduction

Introduce facilitator and describe the program

There will be two sessions for Grade 4 students. During the two sessions, students will learn about:

• Identifying the feeling of stress
• Coping with stress
• Identifying our emotions
• Asking for help when we feel overwhelmed

Ground Rules

Please use as suggestions only.

It can be helpful to review classroom etiquette or establish ground rules together as a group, prior to this lesson, so that everyone in the group feels comfortable participating. If you like, you can record all the ground rules on a flip chart and post during the sessions.

Some examples:

• Welcome all questions
• Listen attentively
• Create a safer space – an environment of respect and sensitivity
• Keep classroom discussions confidential

Instruct students to refrain from discussing personal situations or stories; however, students are encouraged to speak to the facilitator privately if they would like to discuss a topic further or share very personal feelings or experiences.

Let students know that support on sensitive topics is always available within the school community and through external partnerships. Supports are reviewed at the end of the presentation.
Stress Backpack

**Time:** 5 Minutes

**Objectives:**
Students will:
- Be introduced to the topic of stress.
- Recognize that there are many different causes of stress, and that stress can affect everyone differently.
- Appreciate that sometimes we need help from others when our stress becomes too difficult to handle by ourselves.

**Structure:** Large group activity

**Materials:** Empty backpack

**Method:**
1. The educator can wear a backpack for this activity.
2. Explain to the students that the aim of the activity is for them to learn:
   - How some stress for short periods of time, is normal and necessary (i.e., when the backpack still feels light, with only a few items inside).
   - How the build-up of stress, over time, can feel “heavy”.
   - Stress can affect everyone differently.
   - The importance of seeking help when our stress becomes too difficult to handle by ourselves.
3. Ask students to name causes of stress for either themselves or others. For every cause of stress, students must place an item into the backpack that represents the size of the impact created by the stress (binder, pencil case, book, etc.). Tell the students that each object placed in the backpack represents a stressor we may experience.
4. As the backpack gets heavier, the educator can discuss how it feels to wear all that stress. Is it starting to hurt? Where (neck, shoulders, lower back)?
5. Ask students if it would be easier to remove the whole bag all at once or to remove items separately.

6. Ask students if it is possible to remove all stress from our lives completely.
   - It might not be possible to remove all stress from our life.
   - Some stress is normal and necessary to help us be alert and energized. For example, preparing for a test or playing a hockey game.
   - It may be more difficult to remove the whole bag, with all of the weight, all at once; removing one element of stress at a time might make it more manageable and easier to carry.
   - This depends on how much stress there is, what is causing the stress, and the person’s ability to handle the stress.

7. Ask students if dealing with stress is easier to do by ourselves or with help.

8. Ask students what the heavy backpack shows us about how stress can affect us.
   - Use the following points to guide discussion:
     - The more stress/stressors you have (accumulation of stress) the heavier the backpack becomes. When the bag gets too heavy it can be very difficult to carry so it is important to manage (ideally decrease) your stress and ask for help when we need it, so we don’t get overwhelmed.
     - This activity also illustrates the physical impact of stress (tense muscles, tired muscles, strength to carry the backpack, etc.).

9. Conclude by telling students that coping strategies and asking for help will be discussed later in the sessions.

Option: Educator could ask a student to help with removing the backpack and/or items from the backpack.

Adapted from Orléans-Cumberland CRC, Youth Program
**Hooked by Stress**

**Time:** 5 minutes

**Objectives:**
Students will:
- Recognize that stressful situations can trigger different behavioral responses.
- Recognize that they have choices in how they respond to stressful situations.

**Structure:** Video and group discussion

**Materials:** *Hooked by Stress* video:
https://www.youtube.com/watch?v=qYyxoor5Hk4

**Method:**
1. Before watching the clip, ask students:
   - Has someone ever said something that bothered you and you snapped back without really thinking?
   - Have you ever felt bad about snapping back at someone and wished you had reacted differently?
2. Tell students that it can sometimes be hard not to be hooked into reacting in a negative way. Luckily, we all have choices, and we can all choose to react in a different way if we know how and have a plan.
3. View *Hooked by Stress* video clip and ask students to reflect on which fish they would rather be.
4. After viewing the clip, ask students:
   - How would you describe the fish that got hooked?
   - Why didn’t the second fish react to the hook?
   - Do you think that taking a moment to think before reacting could help you avoid getting hooked when something happens that bothers you?
5. Conclude by telling students that we can’t control what others say or do to us, but we can control our reactions to these triggers and avoid “getting hooked” by stress.
Note:
If time is available, brainstorm other stress hooks or triggers that may cause an uncomfortable reaction, such as anger, sadness, or worry. For example, a sibling kicks or pokes you, a teacher asks you to do something you don’t want to do, you aren’t allowed to watch a movie, or you get in trouble at home. Next, come up with “the smart fish” alternative reaction - changing thoughts and feelings to change behavior and create a more positive reaction/outlook.

Video developed by the Psychology Foundation of Canada.
Discussion adapted from Stress Lessons toolkit, https://psychologyfoundation.org/Public/Public/Programs/Stress_Lessons1/ Educators.aspx
Good vs Bad Stress

**Time:** 10 minutes

**Objectives:**
Students will:
- Define the term “stress”.
- Identify the ways that stress can manifest in the body.
- Understand the difference between good and bad types of stress.
- Understand the role physical activity can play in reducing stress.

**Structure:** Large group discussion

**Method:**
Facilitate a brief discussion by asking students the following questions:
1. Has everyone heard the term “stress” or feeling “stressed out”? What does it mean?
   - Stress is a normal part of everyday life and affects everyone.
   - Some stress in our lives is necessary to help keep us alert and energized, to help us get things done.
2. Can stress be good for us? (List some examples of good stress)
   Examples of good/short term stress might include things like:
   - Learning a new activity
   - Scoring a goal in soccer
   - First day of school
   - Taking a test or presenting in front of a group
   - Excited about going on a family vacation
   - Too much homework
3. Stress is also what you feel when you are worried or uncomfortable about something; it can be anything that threatens us, challenges us, or scares us.
4. Too much stress or bad stress that continues over time can interfere with our ability to perform tasks such as getting ready for school in the morning, doing our homework, and can even make us sick.

5. You may not feel like sleeping or eating, or you may feel cranky, or have trouble paying attention at school.

6. Examples of bad/long term stress might include things like:
   • Sudden loss of a loved one (family member, pet)
   • Bullying
   • Parent’s divorce
   • Illness

7. How do we know when we’re stressed or upset (how do we feel inside?)?

8. Draw the outline of a person or stick person on the chalkboard, and have students come up and circle a part of the body where stress can be felt in the body (e.g., circling a hand to indicate sweaty palms, circling near the heart for an elevated heart rate, etc.). Alternatively, the students can call out a body part and the educator can circle the body part.
   For example:
   • Sweaty palms
   • Faster heartbeat
   • Shaky voice
   • Lump in throat
   • Muscles feel tight, tense (i.e., as seen in the “Stress Backpack” activity) “Butterflies” in your tummy
   • Shaky hands
   • Mouth feels dry
   • Red blotches on skin
   • Headache
   • Teeth clenching
Reinforce that strong emotions can have a real impact on our bodies physically but can also cause:

• Trouble sleeping
• Trouble concentrating
• Nail biting
• Mood changes
• Difficulty at school (Feeling worried/anxious)

9. How can we take control of our stress?
   • First, it is important to recognize signs of stress – how are you feeling? Noticing the “physical symptoms” mentioned above, noticing strong feelings
   • What is making you feel this way?
   • What coping strategies can you use?
   • Sample coping strategies:
     • Thinking positively – positive self-talk
     • Talking to a trusted adult
     • Deep breathing or relaxation exercises
     • Getting enough sleep
     • Getting enough physical activity
Coping Strategies

Time: 15 minutes

Objectives:
Students will:
• Appreciate the value of handling stress and strong feelings in a positive way
• Recognize positive, negative and neutral/time out coping strategies

Materials:
• White board or chalkboard
• PowerPoint presentation

Structure: Large group discussion

Method:
1. Draw a table with 4 columns on the chalkboard, and title them, “Coping Strategies”, “Positive”, “Negative”, and “Neutral”. (or use PowerPoint presentation – Optional)
2. Ask students to share ‘what students their age do when they’re feeling stressed, worried, sad, or angry. Write down all the answers provided by the students under the column labeled “Coping Strategies”.
Positive Coping Strategies
A. Define Positive coping strategies. (See “Definitions for Facilitators” below)
B. Ask students which one of those actions represents positive coping. Write the coping strategy under “Positive” ‘coping’ header.
C. Facilitate a brief discussion of each coping method described (use the definitions below to help) by asking students:
   • Why is this method positive?
   • Would there be negative consequences to using this method?
   • If listening to music is mentioned as a coping strategy, ask students if the kind of music they listen to would make a difference (some music might make us feel better, but some music might make us feel worse).
   • Highlight the importance of positive coping strategies and give other examples of positive coping strategies not listed by the students. (See examples in “Definitions for Facilitators” below)
   • Remind students that physical activity is a positive coping strategy (e.g. shooting hoops, playing soccer, playing frisbee, walking, running).
   • Remind students that spending time outdoors or in nature is relaxing (e.g. going for a walk outside, walking the dog, playing at the park).
   • Remind them that talking to others and getting help if needed are good strategies for coping with feelings and stress
   • Remind students that relaxation is a positive coping strategy.
Negative Coping Strategies
A. Define Negative coping strategies.
B. Ask students which one of those actions represents negative coping. Write the coping strategy under “Negative” ‘coping’ header.
C. Facilitate a brief discussion of each coping method described (use the definitions below to help) by asking students:
   • Why is this method negative?
   • Would there be negative consequences to using this method?
D. If listening to music is mentioned as a coping strategy, ask students if the kind of music they listen to would make a difference (some music might make us feel better, but some music might make us feel worse). Also discuss the impact screen time can have on our health. See examples in “Definitions for Facilitators”.
E. Discuss any negative coping strategies raised in terms of feeling better and consequences.

Neutral Coping Strategies
A. Define Neutral coping strategies
B. Ask students which one of those actions represents neutral coping. Write the coping strategy under “Neutral” ‘coping’ header.
C. Facilitate a brief discussion of each coping method described (use the definitions below to help) by asking students:
   • Why is this method neutral?
   • Would there be negative consequences to using this method?
D. Mention humour as a coping strategy if students do not. Also discuss the impact screen time can have on our health. See examples in “Definitions for Facilitators”.

3. Conclude this activity by reminding students of examples of positive coping strategies and provide emphasis that there are many different positive ways to deal with stress.
Definitions for Facilitators:

**Positive Coping**
- Helps to restore emotional balance and/or feel better about yourself
- Respectful of you, others, and property
- Helps you to solve the problem

Examples:
- Talk to a friend or a parent
- Keep a journal
- Text a friend (helps you connect with someone, but to be used in moderation)
- Label your feelings and identify what is causing stress. (Example: “I am feeling sad/mad/nervous because...”)
- Positive self-talk. (Example “I can do it”)
- Break down a large task into smaller manageable pieces
- Spend time in nature (helps restore emotional balance)
- Be physically active

**Negative Coping**
- Does not restore emotional balance, and may make strong emotions (like anger) even worse
- May be harmful to you, others or property
- Does not solve the problem
- May create more problems

Examples:
- Break something
- Yell at someone
- Use alcohol or drugs
- Bully someone

*According to the Canadian Pediatric Society (2019), overusing screen time of 2+ hours unrelated to schoolwork can interfere with a healthy lifestyle which can negatively affect physical activity, mental health, social interactions and school performance.*
Neutral Coping
• Not positive or negative, but could lead to problems if used too much
• May help to calm you and restore emotional balance
• Are temporary strategies, and should be used with a positive coping strategy to solve the problem

Examples:
• Walk away from the situation
• Take a hot bath
• Watching TV
• Scrolling through social media

* It is important to mention that all screen time activities (watching tv/movie/YouTube, playing video games, etc.) can become negative coping strategies if used in excess (2+ hours).
**Stress Busters**

**Time:** 10 minutes

**Objectives:**
Students will:
- Recognize positive, negative and neutral coping strategies.
- Appreciate the value of handling stress and strong feelings in a positive way.
- Understand that there are ways of thinking about things and actions we can take that help us feel better and help us to handle our feelings.

**Structure:** Individual activity

**Materials:** *Stress Busters* Bingo Cards or worksheets (one per student)

**Method:**
1. Distribute the *Stress Busters* worksheet and tell students to select one of the Busters cards. Tell the students to put an X through the unchosen card.
2. Ask students to look at the strategies on their card and put a star (*) on the ones they like to use when they are feeling stressed or upset about something.
3. Now ask students to circle the strategies they haven’t used as a coping strategy but are willing to try the next time they are faced with a difficult situation.

*Depending on time and group dynamics, the facilitator can choose to continue with steps 4 and 5 or skip to group discussion in step 6.*

4. The facilitator can choose to use the same cards and play a game of BINGO by calling out different coping strategies found on the Stress Busters cards. Students to put an (X) on the called coping strategy.
5. Inform the students how they can win. For example, one line, four squares or full card.
6. Facilitate a brief discussion of some of the coping strategies on the cards, either during the game or afterwards.
   • Review coping strategies on card and under which category it falls (positive, neutral or negative), explaining why.
   • Would there be any negative consequences to using this method? Refer to screen time messaging discussed in Coping Strategies activity. Mention that all screen time activities (texting, watching tv/movie/YouTube, playing video games, etc.) can have a negative impact on our health if used in excess (2+ hours).
   • If listening to music is mentioned as a coping strategy, ask if the kind of music they listen to would make a difference. Some music might make us feel better, but some music might make us feel worse.

7. If time permits, facilitator can ask the following questions to continue the discussion:
   • Are there coping strategies that you had not thought of before?
   • Are there any that you might try?
   • Which coping strategies work best for you?
### Stress Busters

<table>
<thead>
<tr>
<th>Play a card or board game</th>
<th>Dance</th>
<th>Say &quot;I can do this&quot;</th>
<th>Watch YouTube</th>
<th>Text a friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to music</td>
<td>Watch a movie</td>
<td>Play an instrument</td>
<td>Count to 10</td>
<td>Use positive self-talk</td>
</tr>
<tr>
<td>Call someone you trust</td>
<td>Ask an adult for help</td>
<td>Take a nap</td>
<td>Cook or bake</td>
<td>Put a puzzle together</td>
</tr>
<tr>
<td>Play video games</td>
<td>Write in a diary</td>
<td>Do something kind</td>
<td>Do school work</td>
<td>Play basketball</td>
</tr>
<tr>
<td>Talk to a parent</td>
<td>Play soccer</td>
<td>Eat a healthy snack</td>
<td>Doodle on paper</td>
<td>Say something kind to yourself</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Use a stress ball</th>
<th>Play a card or board game</th>
<th>Read a book</th>
<th>Text a friend</th>
<th>Listen to music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch a movie</td>
<td>Call someone you trust</td>
<td>Take a nap</td>
<td>Play an instrument</td>
<td>Go for a mindful nature walk</td>
</tr>
<tr>
<td>Take deep breath</td>
<td>Use positive self-talk</td>
<td>Ask an adult for help</td>
<td>Play video games</td>
<td>Drawing/ coloring</td>
</tr>
<tr>
<td>Do something kind</td>
<td>Do school work</td>
<td>Play basketball</td>
<td>Talk to a parent</td>
<td>Play with a pet</td>
</tr>
<tr>
<td>Practice yoga</td>
<td>Say something kind to yourself</td>
<td>Clean or organize something</td>
<td>Take a bath or shower</td>
<td>Doodle on paper</td>
</tr>
</tbody>
</table>
Gratitude Flower

Time: 5 minutes

Objectives:
Students will:
• Think of things, people, or events for which they are grateful.
• Refer to their gratitude flower as a coping strategy when dealing with difficult situations.

Structure: Individual activity

Materials: Gratitude Flower worksheet (one per student)

Method:
1. Write something that you are grateful for in each flower petal. For example, I am grateful for my family and my home, or my friends who made me laugh today.
2. Ask if any students would feel comfortable sharing with the class.
3. Explain how gratitude is a positive coping strategy.
Learn to Chill

**Time:** 5 minutes

**Objectives:**
Students will:
- Learn that we can use our breathing to help reduce our feelings of stress, anger, and worry. Focusing on our breathing can also help when we have trouble falling asleep.
- Learn that when we feel calm, it’s easier to do the things we need to do.
- Use two different calm breathing strategies to help learn to chill.

**Structure:** Large group activity, large group discussion

**Materials:**
*Learn to Chill* video: The video can be found in the Grade 4 Healthy Transitions PowerPoint Presentation.

**Method:**
1. Watch *Learn to Chill* video.
2. Ask students if they feel calmer after watching the video/trying out the breathing exercises.
3. Discuss with the class the importance of learning to focus on our breathing to help us calm down when we are feeling stressed, worried, or angry.
HEALTHY TRANSITIONS
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Grade 4: Session 2

Emotions
Emotions

Key Messages for the Session

• We all have emotions and feelings. They change throughout the day depending on the different situations we come across. Some people might feel differently than you about the same situation, and that is normal.
• The things we say, and our behaviours, can affect our own emotions and the emotions of others. We can help ourselves and others to feel better if we practice being compassionate, kind and empathetic.
• We need to get help for emotional pain, just as we would get help for a physical illness or an injury. We don’t go to the doctor for all illnesses (for example, a simple cold), but we do tell others that we’re not well, and get help (we may stay home from school, or our families may give us medicine, hot soup, tissues etc.). We need to do this for emotional pain as well – tell others that we’re feeling badly. Sometimes that’s all we need to help us feel better.
• We all need to have people in our lives to turn to for help- a helping hand.
Stand up / Sit down

Time: 5 minutes

Objective:
• Students will feel more comfortable participating in the session.

Method:
1. Ask students to stand up if the following statements apply to them; and to sit down if the statements do not apply.

Stand up if ...
• You have eyes.
• You have brown eyes.
• You have green eyes.
• You have blue eyes.
• You wear glasses to help you see better.
• You like to watch movies.
• You have recently watched a movie that made you laugh.
• You have recently seen a movie that has made you cry.
• You have recently seen a movie that scared you.
• You like to eat ice cream.
• You like chocolate ice cream.
• You like vanilla ice cream.
• You like cookies and cream ice cream.
• You like pistachio ice cream.
• Reading out loud in class makes you feel proud.
• Playing outside at recess makes you feel happy.
• You feel accomplished when working in a group with your classmates.
• Quiet time in the library makes you feel calm.
• Have felt many feelings at the same time.
• Have felt judged or misunderstood by others.
Explain that some of these statements referred to our thoughts, our feelings, our actions, and our personal preferences. Others might have thoughts or preferences that differ from our own, but it doesn’t make the others’ opinions less important than ours or make their feelings less important. We all have things in common and we all have our differences. All are equally important and unique to us!
Emotions

Time: 10 minutes

Objectives:
Students will:
• Recognize that we can all experience different feelings/emotions every day.
• Understand that some emotions make us feel good, and others can make us feel sad, hurt, or uncomfortable.
• Learn how to deal with strong emotions.
• Understand that it is important not to be ashamed of having feelings; everyone has them.
• Realize that what counts is what we do about our feelings.
• Understand that different people will have different feelings, emotions, and responses to the same situation.

Structure: Large group activity

Materials: Emotions Activity Worksheet
Method:
1. Facilitate a brief discussion about naming our emotions/feelings by asking students the following questions:
   • **What are emotions and why do we have them?**
     • When we are feeling a strong emotion, it is because chemicals are released into our brains. Some emotions are happiness, anger, sadness, fear, disgust and surprise. Emotions can generate many different feelings.
     • Nobody can help having feelings - they are a part of everyone.
     • We feel different things all day as long as different things happen to us.
   • **Which feelings can you name that make you feel good?**
     • Happy, excited, calm, relaxed, silly, loved, friendly, grateful...
   • **Which feelings can you name that make you feel uncomfortable?**
     • Hatred, frustrated, annoyed, nervous, anxious, scared, lonely, confused, sad, worried, jealous...
   • **What are some things we can do to help us handle our strong emotions?**
     • No matter how you feel, it's healthy to put your feelings into words ('I feel sad" or "I am frustrated").
     • Identify your emotion and understand possible reasons for feeling that way.
     • Think about how you can manage those feelings in a positive way (e.g., taking some deep breaths, talking to someone, moving your body – dance, run, walk, bike, play outside, etc.).
     • Remind students that often we can change how we feel by changing our thoughts.

2. As a group, name and review the different emotions (emojis).
3. Read each statement (below) to the group and ask students how they think they would feel in each situation, and why. Students can use the feelings listed on the activity sheet or come up with their own.
Fill in the blanks. How would you feel in each situation?

Statements for students:

1. Your pet has been missing since last night. __________
2. You win third place at a track and field race. __________
3. You find out that someone has been going through your personal stuff in your room. __________
4. You have to prepare for an oral presentation. __________
5. Your grandparents unexpectedly pick you up from school. __________
6. Someone made fun of your clothing. __________
7. Your parents have signed you up for a week at a sleepaway summer camp. __________
8. Your parents take away your privileges (tv, computer, video game, phone privileges, etc.). __________
9. You have an argument with your best friend. __________
10. Someone you don't know is knocking at your door. __________
4. Conclude by reminding students that:
   - Emotions come and go - most of us feel many different emotions throughout the day.
   - All emotions (whether they make you feel good, or uncomfortable) are normal and can be mild or strong depending on the situation and on the person.
   - Emotions can be different from person to person experiencing the same situation. For example, some might be excited to speak in front of the class while others might be nervous or worried.
   - There are no good or bad emotions, but there are good and bad ways of expressing or acting on emotions.
   - With practice we can get better at knowing what we are feeling and why and how to express our emotions in a healthy way - this is called Emotional Awareness.
Filling Your Bucket Activity

Time: 20 minutes

Objectives:
- Learn about the concept of “bucket filling” and emotional awareness.
- Better understand our own emotions and feelings and how we can impact the way that others feel.

Structure: Individual and large group activity, large group discussion

Materials: Filling Your Bucket Activity Worksheet (one per student), scissors (alternative options include marbles, buttons or cubes from the classroom in place of heart cutouts)

Method:
Before starting this activity, consider reading a book or watching a video available online on bucket filling, for example, "Have You Filled a Bucket Today?" by Carol McCloud.
Facilitate a brief discussion about the concept of “bucket filling”:
1. Ask the students if anyone has heard of the term “bucket filling”?
   What does it mean?
   - When our bucket is full, we feel happy, content and proud and when our bucket is empty, we feel lonely, hopeless and sad.
   - Our emotional bucket is filled by positive interactions with other people. When we focus on positivity (gratitude, empathy, love and joy), our buckets will be full.
   - Sometimes, our buckets can feel empty, without any or with only small amounts of positive thoughts and feelings.
   - Having an empty bucket can affect the way we behave and cause us to express our feelings in a way that empties the buckets of those around us.
   - Different events in our day can affect the level of happiness in our buckets. The things we say, and our behaviours, can affect the level of happiness in our own buckets and in the buckets of others.
2. Tell the students to turn to the *Filling Your Bucket* worksheet in the student handbook and cut out the hearts provided at the bottom of the page.

3. Let students know that you are going to be reading statements out loud that will either fill their bucket (make them feel good) or empty their bucket (not make them feel good).

4. Explain to students that they are to add a cut-out heart to fill their bucket when a statement makes them feel good and take the heart out of their bucket when a statement does not make them feel good.

5. Read the statements below aloud and facilitate a brief group discussion as to why certain examples filled their bucket and why some emptied their bucket.

**Statements:**
- Someone tells you your hair looks nice
- You got a math question right
- Someone laughs because you fell
- You made a new friend
- One of your trading cards (Pokémon, etc.) was stolen
- You held the door open for all your classmates
- Someone said you cannot play with them at lunch
- You help an injured friend on the playground
6. Tell the students to complete the *Filling Your Bucket* worksheet individually by answering “What fills your bucket during the day, what empties your bucket, and how can you help fill the bucket of others (bucket-fillers)?”

7. Ask the students if they would like to share their buckets out loud.

8. Conclude by reminding students that the things we say, and our behaviours can either help reduce or raise the level of happiness in our bucket and the buckets of others. When our bucket is full, this represents us feeling good, happy and proud. When our bucket is empty, this represents us feeling upset and sad.

9. Explain that a 'Bucket-filler' is someone who behaves in a way that helps fill the bucket of others. We can help others fill their bucket and make them feel better by being compassionate, kind and empathetic. We should all try to practice being 'bucket-fillers’.

10. Tell students, if their bucket is ever feeling empty, it is important that they reach out for help. Reiterate to the students that there is always someone they can turn to for help.
How to fill the bucket of others?

What fills my bucket?

- 
- 
- 
- 

What empties my bucket?

- 
- 
- 
- 

Session 2: Emotions
Helping Hands

**Time:** 15 minutes

**Objectives:**
Students will:
- Recognize that at some point in our lives, we will need some help from others when we are struggling.
- Appreciate that when things are rough, there are things we can do and people we can turn to for help and support.

**Structure:** Large group activity

**Materials:** *Helping Hands* worksheet

**Method:**
1. Ask students to identify a person who can help when they are struggling. Who would you turn to for help? Using the *Helping Hands* worksheet, write the name of one person on each finger who could help you. Remind students about specific community/school resources (e.g., teachers, friend’s parent, coach, Community Health Centre, Kids Help Phone (1 800 668 6868), etc.).
2. Ask students to use the palm of the hand to write down personal strategies that they like and find helpful.
3. Ask students if they would like to share what they have written on the hand.
4. Direct students to the hand drawing they just completed. Ask students to name a personal strategy that can help us when we are struggling; or a person who can help us when we are struggling.
5. Encourage students to keep these names and personal coping strategies in mind when they need help and support.
Stronger Together

**Time:** 5 minutes

**Objectives:**
Students will:
- Recognize that personal coping strategies are important. However, it is also important to ask for help.
- Recognize that sometimes we need more than one person to help us when we have challenges.

**Structure:** Large group activity

**Materials:** Piece of paper to make a paper ball

**Method:**
1. Scrunch up a piece of paper to make a paper ball. Ask a student to come to the front of the class to hold the ball of paper with one finger (paper ball falls).
2. Continue asking students to come to the front of the class until there are enough fingers to hold the ball of paper (usually you need 4 to 5 students).
3. If students do not mention key people with their school and resources in their community, please complete this activity by naming them.
4. Ask students to reflect on what this activity represents. Explain that when we have challenges, we may need many people to assist us.