

HEALTHY

TRANSITIONS

Promoting Resilience and Mental Health in Young Adolescents



Grade 5

Session 1: Emotions and Stigma

 Ottawa | Public Health
Santé publique





Introduction

Introduce facilitator and describe the program

There will be one session for Grade 5 students. During the session, students will learn about:

- Identifying our emotions
- Asking for help when we feel overwhelmed
- Understanding mental health and stigma

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.

Emotions and Stigma

Let's Get Prepared! Material Required

- *Emotions Activity Worksheet*
- Understanding Stigma Video: The video can be found in the grade 5 Healthy Transitions PowerPoint Presentation
- *Helping Hands Worksheet*
- Piece of paper to scrunch up
- Grade 5 Healthy Transitions PowerPoint presentation

Session Outline

5 minutes: Warm up activity – Stand Up/Sit Down

10 minutes: Emotions Discussion and Activity

20 minutes: Stigma Discussion and Activity

15 minutes: Helping Hands Activity

5 minutes: Stronger Together Activity

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.
- 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.
- We all need to know and understand mental health and stigma. Stigma can affect our ability to deal with emotional pain and to reach out for help.

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

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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.






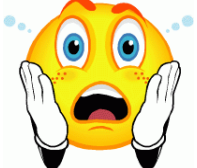
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Fill in the blanks. How would you feel in each situation?

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. _____

					
Afraid Nervous Anxious Scared Worried Frightened Terrified Uncertain Overwhelmed	Happy Excited Amused Content Proud Optimistic Loved Relaxed Confident	Angry Bothered Annoyed Frustrated Agitated Grouchy Irritated Resentful Impatient Jealous	Sad Depressed Hopeless Lonely Disappointed Ashamed Guilty Homesick Embarrassed	Disgusted Dislike Unpleasant Offensive Gross Revolting Nauseating Squeamish	Surprised Amazed Shocked Startled Confused Speechless Unaware Caught off guard

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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.

Stigma

Time: 20 minutes



Objectives:

Students will:

- Understand the meaning of Stigma
- Understand that stigma can affect our ability to deal with emotional pain and to reach out for help.
- Recognize that we can all experience different feelings/emotions every day.
- Recognize and understand ways to reduce stigma.

Structure: Large group activity/discussion

Materials:

Understanding Stigma Video: The video can be found in the Grade 5 Healthy Transitions PowerPoint Presentation.

Method:

1. Play *Understanding Stigma* video.

Stigma Group discussion

1. Discuss the following questions with the large group:

- What can you do to become more accepting of all people? Think about one thing you can do now to reduce stigma and help make everyone feel safe and included. How can you create a safe space for those around you to talk about their feelings?
 - Not using hurtful words (crazy, psycho, insane...) Remember, the way we talk about challenges and the words we use can have an impact on how others feel.
 - Practice empathy. Put yourself in the other person's shoes and try to see the situation from their point of view.
 - Reaching out to someone who you think might be struggling and encouraging them to talk to someone they trust and get help.
 - Sharing your own experiences with someone you trust if that feels comfortable and safe for you.
 - Having a positive attitude towards other people.
 - Be honest about your own feelings. If something is upsetting you, talk about it. Don't brush it off to be nothing.

All of these things help reduce stigma. It's ok to not be ok and to ask for help when we're struggling. We are all different, but we are all the same.

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.

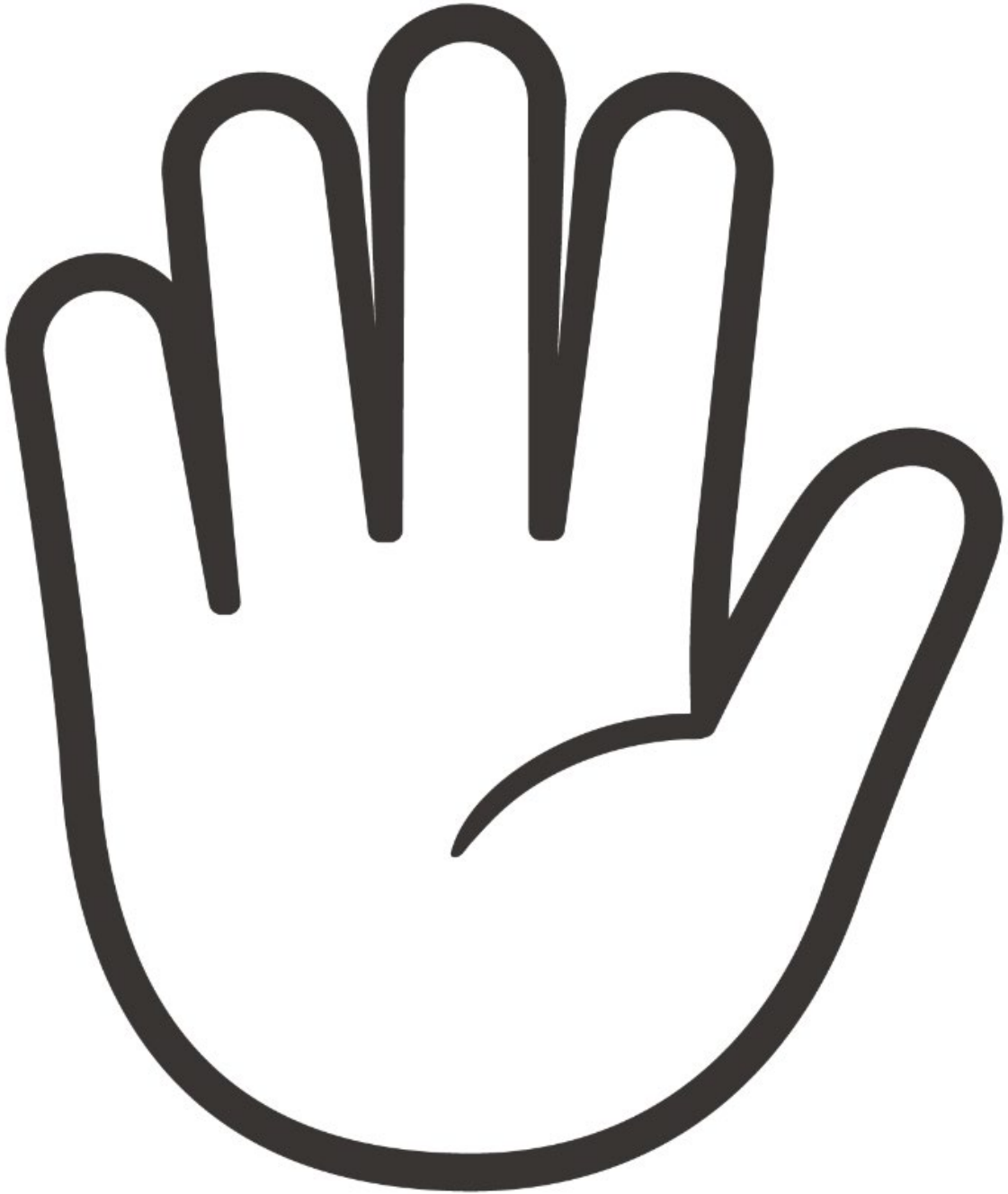
Structure: Large group activity

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.

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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.