



# Promoting Resilience and Mental Health in Young Adolescents

Halton Catholic District School Board Edition



# Acknowledgements

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## SECTION 1: Healthy Transitions Program Overview

### Program objectives

Healthy Transitions has been designed to promote mental health in young adolescents, by:

- identifying youth with potentially serious mental health problems and linking them to appropriate services;
- helping youth develop knowledge, skills and attitudes important for mental health and resilience (program delivery);
- enhancing environments supportive of healthy adolescent development (at school and at home, teacher and parent supports); and
- strengthening links between schools and community organizations.

### Program facilitators and program delivery

While we've intended to have Healthy Transitions provided to students in school, we've tried to avoid making it too much like school. With this in mind, we've developed activities that are fun and interactive and designed for small groups of students (12-15 students per group). Each group of 12-15 students is led by two facilitators (teacher, Child and Youth Counsellor [CYC], Social Worker [SW]).

- The activities don't work as well with more than 15 students (or with less than 11 or 12). Groups of 12-15 create a 'critical mass' for group work, while still promoting meaningful participation. This also makes it easier for facilitators to get to know individual students. Having two facilitators ensures that sessions run smoothly; one facilitator can focus on the session's activities, while the other is available for classroom management, to support individual students, and ensure that students receive follow up if indicated.
- While the content of this program is intended to focus on mental wellness, some students may be triggered by the content and disclose information re: mental health concerns and/or safety concerns. Please refer to Section 2 for follow-up procedures to student disclosures.

### Key messages

- We have some control over our mental health and well-being.
- We need to take care of our mental health the way we take care of our physical health.
- There are ways of thinking, as well as actions we can take, that can promote mental health (help us feel better and cope with everyday struggles).
- The way we think about things influences our feelings and actions.
- We can change the way we feel and act, if we first change the way we think.
- It's OK to feel sad, upset and angry in certain situations. Sometimes trying to change the way we think about things can help, but sometimes situations and feelings are just too overwhelming for us to handle alone. At times like these, we need to get help (just as we would if we were feeling physically sick or had been physically injured).

## Organizing classrooms

This is a very important consideration and requires advance planning. We recommend that two facilitators provide a session for one group of 12-15 students. The sessions are activity based, and can become chaotic with larger numbers. This means that the average class is divided into two groups, so that a second classroom or other 'venue' is needed.

Consider alternate spaces for location. As the classroom is a busy room with a lot of furniture, consider reserving the library, gym or forum for a session if possible. This will allow for chairs to be arranged in a circle format for discussion, ensuring inclusion and open flowing conversation.

It is also important to consider 'group composition'. Think about the potential group dynamics, and assign students to groups ahead of time. Teachers and school administrators are essential in this process. Some things to consider when assigning students to groups:

- gender (a fairly equal mix of boys and girls works well);
- friendships ('cliques' can be a problem, although many friends participate well in groups—it all depends on your students); and
- students with exceptionalities (behavioural, communication, physical, intellectual, etc.).

## Youth Handouts

- Decide on a designated spot for students to keep all handouts such as their Health or Fully Alive binder or folder.

## Ground rules

It is important to develop ground rules with each group, so that everyone in the group feels comfortable participating. Suggest a few ground rules, and then ask for additional ones from the group. If you like, you can record all ground rules on flip chart paper, and post it during each session.

## Suggested ground rules

- All group members treat each other with respect (no put downs, hurtful jokes...).
- Information shared in the group is kept private by all members.
- Students make an effort to participate in the activities and are open to working in groups with all students.
- Students listen while someone else is talking.
- Students bring their sense of humour and try to have fun!

## Resources/materials

All materials required are listed at the beginning of each session and will require some preparation from facilitators prior to the session (for example, photocopying, prepping cut-outs, etc.).

During session one, facilitators are to show the Boundin' clip which is located on Disc 2 of The Incredibles DVD. Copies of The Incredibles DVD can be borrowed from your school board's resource library.

## Confidentiality

Confidentiality is an essential ingredient of Healthy Transitions. It is vital to review the limits of confidentiality with students.

Students must be reminded that although information shared during group sessions will be kept confidential, facilitators must contact the proper professionals if students reveal that:

- they are hurting themselves;
- they intend to hurt themselves;
- someone is hurting them; and
- they intend to hurt someone else.

It may be helpful to identify students who may benefit from extra support and/or monitoring to the school CYC, Social Worker or principal, but further details should not be given. These may be students who may:

- be experiencing a number of life stressors;
- report difficulty coping;
- report feeling stressed, worried, angry or sad quite often; and
- have few resources.

These broad reasons for bringing students to the attention of school staff may be shared. Facilitators must follow their discipline specific ethical guidelines (for example, CYCs), as well as provincial regulations governing children and youth.

## Parent/guardian and student information letters

Plan to send home the information letter for parents about two weeks before you intend to start Healthy Transitions. This will ensure parents are informed of the purpose, format and key messages of the program and allow adequate time for them to connect with the teacher if they have any questions or concerns about the program.

At the same time, the student information letter can be used to share the program details with students. A hard copy does not need to be provided.

## Letter of information for parents/guardians about the *Healthy Transitions* program

Dear Parent/Guardian:

Your child and their classmates will be receiving the Healthy Transitions program as part of their grade 8 Health & Physical Education class in a few weeks. Healthy Transitions is a mental health promotion program for young adolescents, their parents and teachers. The program was developed by the Child and Youth Health Network for Eastern Ontario (CHEO) and has been adapted to fit our Halton Region community. During the program, your child will learn about:

- bouncing back from setbacks;
- talking to parents, friends and teachers;
- coping/handling feelings, worries and stress; and
- how and where to get help if needed.

Experienced teachers and Child and Youth Counsellors from your child's school will deliver the Healthy Transitions program. The program will be offered during one class period per week for 4 weeks. The program meets expectations from the education curriculum. There is a parent part to the Healthy Transitions program as well. For parents of children 10-17 years of age, our **HaltonParents.ca** website has information to help parents promote emotional well-being/mental health with their children. The website also has links to the "haveTHATtalk" series of mental health videos produced by Ottawa Public Health under 'Video Resources'. The videos provide information about healthy adolescent development, recognizing warning signs and getting help for your child and building resilience at home through effective communication, role modeling and resolving conflicts. Parents are encouraged to watch these videos.

By talking about mental health openly, you can help your child become a healthy and resilient adult.

We look forward to providing the program to your child. If you have any questions about this program or want additional information, please contact your child's classroom teacher.

Thank you in advance.

Sincerely,

## Information letter for students

This information is to be shared with the class two weeks prior when the Information for parents is sent home. You do not need to provide a hard copy.

Healthy Transitions is a mental health promotion program for grade 8 students.

### The program will help you learn about:

- bouncing back from setbacks, handling everyday struggles;
- talking to your parents, friends and teachers;
- handling feelings, worries and stress; and
- how and where to get help if needed.

### How will it work?

- Groups will be co-facilitated by the following: teachers, child and youth counsellors and/or social workers.
- Classes may be divided into smaller groups of 12-15 students.
- Groups will meet for about an hour, once a week for four weeks.

### What will happen in the groups?

There will be group activities and discussion about:

- handling everyday struggles;
- positive ways to express yourself and talk to others;
- coping with problems, worries and stress; and
- how to get help if needed.

If you have any questions about the program, you can ask your teacher.

## Optional energizers

Energizers are quick, fun activities to liven up a group. They are particularly useful after a meal, when groups may be getting sluggish or late in the day when energy is waning and motivation is decreasing<sup>1</sup>.

Below are six energizers you may want to use at a half-way point during each Healthy Transitions session. These are optional and can be used depending on the group and its needs. (Please note: if using an energizer, the session time will increase.) Prizes for the energizers are optional; facilitators can consider purchasing dollar store items if they so choose.

### **Friendly Fliers<sup>2</sup>**

**Time: 15-20 minutes**

**Materials needed: Pens, blank paper**

**Notes: Minimal set-up**

**Rules:**

- The facilitator splits the group into pairs and asks each pair to make a paper airplane using their non-dominant hand.
- After making the plane, each pair writes a few characteristics (e.g. funny, curious, helpful) that define them on its wings.
- Each pair launches their plane from a designated spot to see which flies the farthest.
- The plane that flies the farthest wins.
- Starting with the plane that travels farthest, the facilitator reads out the characteristics on each plane's wings, and the group must try to guess which pair built each plane.

### **Rock, Paper, Scissors, Lizard, Spock<sup>3</sup>**

**Time: 10 minutes**

**Materials needed: None**

**Notes: Have picture/rules below up on screen or write on blackboard.**

**Rules:**

- The game is an expansion on the game Rock, Paper, Scissors.
- Each player picks a variable and reveals it at the same time.
- The winner is the one who defeats the others.
- In a tie, the process is repeated until a winner is found.
- Students are to pair up and compete in a best of three competitions.
- The winners then go through to the next round and compete against the other winners.
- At the end there should be one victorious winner.
- Scissors cuts Paper
- Paper covers Rock
- Rock crushes Lizard

- Lizard poisons Spock
- Spock smashes Scissors
- Scissors decapitates Lizard
- Lizard eats Paper
- Paper disproves Spock
- Spock vaporizes Rock
- (and as it always has) Rock crushes Scissors.

## **A-Z Time Crunch**

**Time: 20 minutes**

**Materials Needed: Flipchart paper, marker**

**Notes: Minimal Set-up**

### **Rules:**

- Split students into groups of 4-5 students.
- Prepare flipchart papers for each group by writing the alphabet vertically in one or two columns (this can be done before) and give one flipchart and markers to each group.
- Students are given the theme of "Positive Mental Health" and must write words related to this theme beside each letter of the alphabet. For example: A-art, B-biking, C-colouring, D-deep breathing, E-exercise... T-therapist, X-xmas songs, Z-zinnia flower.
- Teams are given 3 minutes to complete the alphabet.
- Each team should select one student to present their words to the group.
- One point is awarded for each word that is not repeated by any other team.
- Words that are repeated by any other team are not awarded any points.
- After all teams have shared, the team with the most points wins.

## **Musical Islands**

**Time: 10 minutes**

**Materials Needed: 10 pieces of 8 ½" x 11" paper of different colours, music**

**Notes: Requires an open space**

### **Rules:**

- Spread out pieces of paper on the floor.
- Each piece of paper represents an island and the area around is water.
- Play music (any song) for 20-30 seconds while students walk around the room.
- Students are not allowed to hover/wait around an island. They **MUST** walk around the whole space.
- Once the music stops, they must find an island to stop on.
- Two or three students can land on an island however, no body parts may be on the floor.
- If they are standing on one leg, they must be balanced.
- Students that do not find a spot on an island are out.
- Remove two islands before playing music again.

- Repeat by removing two islands at a time.
- When there are only two islands left, remove one.
- There can be two winners.

## **Where the West Wind Blows<sup>4</sup>**

**Time: 10-15 minutes**

**Materials Needed: Chairs**

**Notes: Requires an open space, fun, enjoyed by all ages**

### **Rules:**

- Chairs are arranged in a circle.
- There is one less chair than there are people.
- One person stands in the middle and says their name, followed by a statement that says something about them.
- Each statement begins with: "The West wind blows for anyone who..."
- Example: "My name is Greg. The West wind blows for anyone who has a sister."
- Anyone with a sister must jump up and switch chairs with someone else.
- Players cannot move to a chair directly beside them.
- After each round, there will always be someone left in the center. This person begins the next round by introducing themselves and then saying, "The West wind blows for anyone who..."

## **Animal Round-Up<sup>5</sup>**

**Time: 10-15 minutes**

**Materials Needed: None**

**Notes: Open space required**

### **Rules:**

- Tell students to silently think of their favourite animal.
- Students can only make gestures and the noise of their animal.
- Without talking, tell them to arrange themselves from largest to smallest animal.
- After they have finished, have students go around and say the name of their animal to see if they are in the correct place in line.

## SECTION 2: Handling Student Disclosures

\* Please follow your school board's protocol for following up with students on Disclosures re: mental health concerns.

### Follow up and referral of students

Immediate, individual follow up is required for every student who:

- reports self-injurious thoughts and/or behaviours;
- discloses physical, sexual, and/or emotional abuse;
- demonstrates serious emotional distress, for example, crying, emotional volatility, extreme withdrawal, or high agitation, during group sessions; and
- expresses an interest in speaking with supports.

### Procedure

1. Students requiring immediate follow up will be identified by their:

- comments and responses during group activities and discussions;
- behaviour during group sessions; and
- their personal request for follow-up.

### The purpose of the follow-up interview is to:

- approach youth immediately following the group;
- interview the student in a quiet location;
- assess risk and ensure the safety and well-being of the student;
- identify appropriate supportive resources to assist the student and/or his/her family; and
- make the referral to the appropriate resource, for example child and youth counsellor, social worker.

If the young person is highly agitated and/or there are indications of significant emotional distress during the group session, she/he may quietly and unobtrusively be removed by one of the facilitators while the other facilitator(s) continue with the group. The facilitator may take the student straight to the available school support.

### Responsibilities of the facilitator include:

- assessing the situation in terms of its severity and immediacy;
- recommending actions to be taken;
- assisting in the arrangement of supports and referrals; and
- facilitating linkages with the mental health network.

## If a student is suicidal

- Do not leave suicidal students alone.
- Stay with the student until a safe-plan is formulated and other supports have been arranged.
- Arrange for another responsible and supportive adult to remain with the student if you must leave to consult with others (for example child and youth counsellor, social worker, school principal or teacher); the school support personnel will refer to their board suicide policy/protocol.

## Notification

- School support personnel will notify parents if there is an immediate safety risk.

## Consultation

Consult with the appropriate school support personnel in ALL situations which require urgent, immediate clinical intervention, or whenever facilitators are uncertain or would like additional input for decision making.

## Transportation

- Facilitators will not transport students.

## Suicide intervention at a glance

Once a student has indicated that they have either thought of injuring themselves or have actually injured themselves in the past, the facilitator is responsible for following up with the youth as quickly as possible after the group session. Assume that all threats are real and remember that the student has disclosed thoughts about suicide for a reason. This young person knew from the introduction to the session that you would follow up with anyone who indicated that they were either thinking of hurting themselves or were being hurt by others. Consult with school support personnel (e.g. CYC, Social Worker, school principal or teacher) and recommend that they follow the board suicide policy/protocol.

It can be challenging to tactfully pull aside a student for a crisis assessment but it is essential. Experienced facilitators have made the following suggestions:

- make arrangements with the school personnel for suitable locations for follow up interviews ahead of time;
- approach the student while others are busy picking up information, talking, reading, etc.;
- find a reason to pull them aside, e.g., ask for help in finding the office, a washroom, carrying materials;
- be direct about wanting to talk with them; and
- find a quiet space to maintain confidentiality, e.g., a quiet corner of the room, a quiet office.

## Remember these general guidelines:

- the way you speak, your voice and your body language, is as important as what you say;
- be respectful, honest and clear about why you are speaking with them;
- let them know you are concerned and care about what happens to them;
- let them know you need to make sure they are safe;
- remain calm;
- remember that this person has disclosed for a reason. S/he is seeking help;
- be prepared to listen;
- establish an alliance using empathy, non-judgmental acceptance, and listening;
- avoid any promise of confidentiality;
- your primary goal is the preservation of life; and
- be attentive to warning signs (verbal, physical, written).

## Identify resources

Feeling alone is a major risk factor, so it is important to determine whether or not the youth can identify resources (i.e., whether he or she is feeling alone). Both internal and external resources can support an individual. External resources are siblings, relatives, family members, organizations or other individuals that the youth feel are helping, caring and supportive of him/her. Internal resources are faith, hope, or plans for the future that provide the student with a reason to continue living.

Remember, resources reflect the person's perceptions of who or what is available. People who are unable to identify resources are at higher risk for self-harm.

## Duty to Report

### Reporting child abuse and neglect

**\*Please refer to and follow your school board's protocol re: CAS**

### Duty to Report

### Reporting Abuse

Facilitators must notify the Children's Aid Society of all disclosures of abuse. Facilitators are NOT responsible for investigating the details and extent of the abuse. Schools will be advised that a report has been or will be made, however, further details of the report remain confidential.

## Responsibility to report a child in need of protection

If a facilitator has reasonable grounds to suspect that a child is or may be in need of protection, the person must immediately report the suspicion and the information upon which it is based to the Children's Aid Society (CAS). The facilitator must also notify the principal of the school that such a report has/is being made. However, the duty to report is a direct responsibility and cannot be delegated to another person.

## Reasonable grounds to suspect

"Reasonable grounds" are what an average person would suspect given his or her training, background and experience; and exercising normal and honest judgment.

A facilitator does not need to be sure that a child is or may be in need of protection to make a report to the CAS. It is the responsibility of the CAS, and not of the person making the report, to determine whether or not abuse/neglect is occurring. Facilitators must not attempt to physically examine the child.

## Duty to report child in need of protection

Facilitators have a dual obligation when a child needs protection: 1) an obligation to make the report to the CAS; and 2) an obligation to notify the principal of the school that a report has been/will be made.

These obligations are on-going. If a facilitator has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to the CAS and keep the principal of the school informed.

People working closely with children have a particular responsibility to report their suspicions. It is an offence to fail to report. Failure to report could result in a conviction and a fine.

A person's duty to report overrides the provisions of any other provincial statute; specifically, those provisions that would otherwise prohibit disclosure of confidential information.

## Confidentiality

A person making a report to the CAS may share this information with other team members on a cautionary/confidential basis if team members require the information in the performance of their duties.

The facilitator will:

1. Call CAS intake (Toll Free: 866.607.5437 Phone: 905.333.4441) and speak directly to a CAS worker (do not leave a voice mail message).
2. Immediately advise the principal of the school that a report was made/will be made to the CAS.
3. Provide as much information as possible including:
  - a) personal information if available (name, date of birth, etc.)
  - b) date and time of the disclosure/observation, details of disclosure/ observation, including:

- direct quotes from a child that may indicate need for protection;
  - a description of any physical indicators of injury including size, shape, colour and location.
4. Ask the CAS for non-disclosure (the name of the person making the report is withheld from the child's parents) if the facilitator believes that it would be detrimental for the child's parents to know his/her identity as the person having made the report to the CAS.
5. Complete the Suspected Child Abuse/Neglect Report following every report to the CAS. The completed form will be filed in a secure area. Documentation must be legible and signed in blue or black ink.

## Grounds for reporting to the Children's Aid Society (Ontario)

If a facilitator has reasonable grounds to suspect one of the following, he or she shall report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a) failure to adequately care for, provide for, supervise or protect the child, or
  - b) pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a) failure to adequately care for, provide for, supervise or protect the child, or
  - b) pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in item # 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious:
  - a) anxiety;
  - b) depression;
  - c) withdrawal;
  - d) self-destructive or aggressive behavior; or
  - e) delayed development.

7. There are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
8. The child has suffered emotional harm of the kind described in subparagraph a), b), c), d) or e) of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph a), b), c), d), or e) of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
10. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph a), b), c), d), or e) of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
11. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
12. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
13. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
14. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.



## Session 1:

### Thoughts, Feelings, Actions - Up the creek with a very strong paddle

Grade 8	Session 1 – Curriculum Expectations
	Personal Skills: 1.1, 1.2
	Creative and Critical Thinking: 1.5

## Let's get prepared!

1. Borrow a copy of The Incredibles 2 disc set (resource library)—you'll need disc 2, select 'Boundin' on this disc.

2. Copy:

- Thoughts, Feelings, Actions: Change one and you can change them all handouts;
- Rebounding in real life discussion guide; thoughts, feelings and actions wall signs (laminated if you wish to protect against the wear and tear of repeated use); and
- biographies.



## Key messages for the session

- Our thoughts, feelings and actions influence each other.
- If we change the way we think about things, we can change how we feel and act.
- There are ways of thinking about things, and actions we can take that can help us feel better, and help us to handle everyday struggles.
- It's OK to feel badly when difficult things happen, but at some point, we have to move forward. Sometimes trying to change the way we think about the situation will help, but sometimes the situation and our feelings are too overwhelming, and we need to get help and support from others.
- The support of others is essential to 'rebounding'.



## Session outline

10 minutes: Introduction & ground rules

5 minutes: Warm up activity: Stand up/sit down

10 minutes: Bound/rebound

25 minutes: Rebounding in real life

## Introduction

1. Establish ground rules with the group (see Section 1 Healthy Transitions Program Overview).
2. Introduce facilitators and describe the program for students, explaining that the groups will meet once each week for four weeks.

During the sessions, students will learn about:

- talking with friends, parents and teachers;
- handling everyday struggles, feelings, worries and stress;
- solving problems;
- taking care of our mental health; and
- how and where to get help if needed.

### 3. What is mental health?

- Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively, and is able to make a contribution to her or his community<sup>6</sup>.

4. Ask students what they think the session's title means (Thoughts, Feelings Actions: Up the Creek with a Very Strong Paddle). Explain that the saying "up the creek without a paddle" (a metaphor for life) was modified to highlight that thoughts, feelings and actions act as a "paddle" to guide us through our everyday struggles.

## Warm up activity: Stand up/sit down

### Objectives

Learners will feel more comfortable participating in the session. (Time: 5-10 minutes)

### Activity

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...

- Can curl your tongue up?
- Are left handed?
- Are double jointed?
- Have brothers or sisters?
- Did something you didn't think you could do (and surprised yourself!)
- Learned a new skill in the past year?
- Have been angry with someone, then when you heard their side of the story, weren't so angry anymore?
- Like to cook?
- Have ridden a horse?
- Have a birthday in the summer?
- Like spicy food?
- Wanted to do something, but were afraid to try?
- Felt one way about something, then your feelings changed?
- Have tried something new, even when you were nervous?
- Like really hot weather?
- Have grandparents living in Ottawa?
- Have a rodent as a pet? (younger brothers or sisters don't count)
- Felt many feelings at the same time (good and bad feelings all mixed up together)?
- Have had fun with brothers or sisters?
- Have ever argued with your parents?
- Felt angry with a teacher?

If you wish, invite students to offer their own 'statements', while keeping the statements that introduce 'thoughts, feelings and actions'.

## Focus on thoughts, feelings and actions

Explain to students that some of the questions in the warm up activity were about thoughts, feelings, and actions. Tell students that the rest of the session will give them a chance to think about how our thoughts, feelings and actions are connected.

## Objectives

Learners will:

1. Appreciate the interrelatedness of thoughts, feelings and actions.
2. Accept that changing the way we think about things can change the way we feel and act.



**10 min.**

## Structure

Video clip and group discussion

## Activity

1. Show 'Boundin' clip (see 'Let's Get Prepared').
2. Distribute the Thoughts, Feelings & Actions handout. Tape the Thoughts, Feelings and Actions wall signs

on the board or flip chart, so there will be space to record under each header. Try to arrange them in a triangle (as in the handout), so it will be easier to illustrate the inter-relatedness of thoughts, feelings and actions.

3. Ask students:

What were the little sheep's thoughts, feelings and actions:

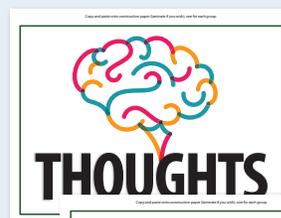
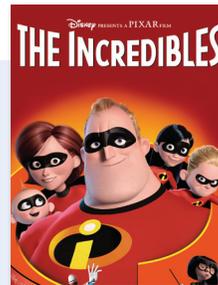
- Before he was sheared?
- Right after he was sheared?
- After he met the Jack-o-lope and started bounding?
- After he was sheared for the 2nd time?

4. Record responses (or use a volunteer recorder) on the board or flip chart paper, under the appropriate heading.

5. Facilitate a discussion about how the little sheep's thoughts influenced his feelings and actions. Once he started thinking differently, he felt and acted differently. Note how an action (bounding), made him feel really good, and this influenced how he felt and thought. Because the 'bounding' made him feel good, he kept doing it.

## Materials

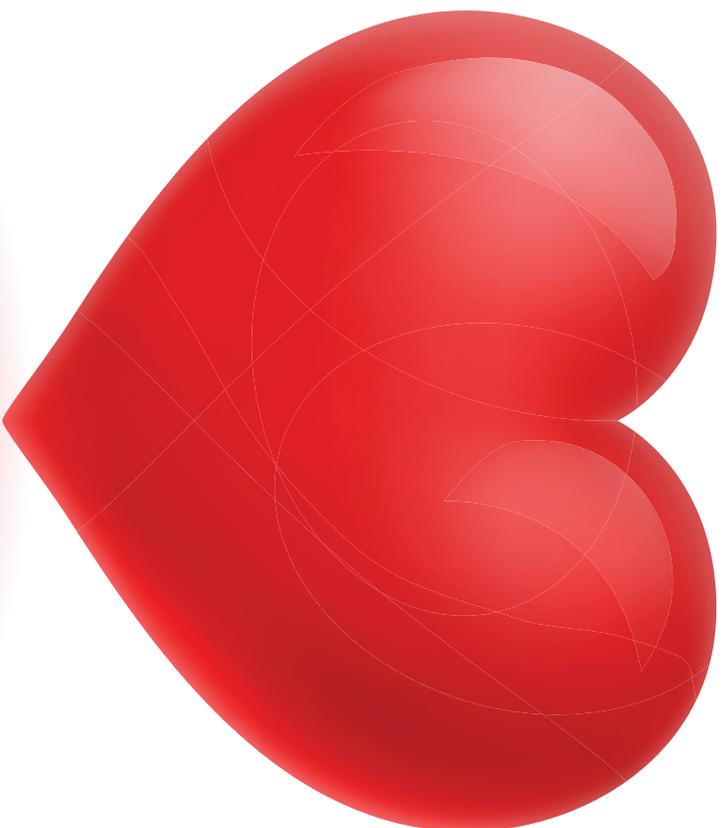
- disc 2 from The Incredibles 2 disc set (select "Boundin");
- DVD player;
- board or flip chart paper;
- tape;
- markers or chalk;
- individual Thoughts, Feelings & Actions Headers (copy headers, then cut and paste onto cardboard— laminate if desired); and
- Thoughts, Feelings, Actions: Change one and you can change them all handouts.



Copy and paste onto construction paper (laminiate if you wish), one for each group



Copy and paste onto construction paper (laminiate if you wish), one for each group



# FEELINGS

Copy and paste onto construction paper (laminated if you wish), one for each group



# ACTIONS

# Change one and you can change them all!



## Rebounding in real life

### Objectives

Learners will:

1. Outline how public figures were able to overcome personal struggles by considering the influences of thoughts, feelings, actions and support.
2. Appreciate the feelings public figures experienced when they were struggling.
3. Appreciate the importance of accepting our feelings when something difficult happens.
4. Recognize that positive self talk can help people overcome obstacles.



10 min.

### Structure

Small group work, larger group discussion

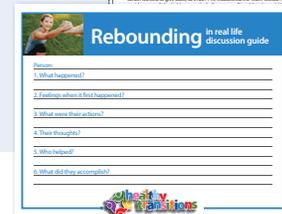
### Activity

1. Ask students what they think 'rebounding' means. For this session, it means 'bouncing back' after a difficult time or a setback.
2. Break group into smaller groups of 3 or 4. This activity can also be completed in a larger group format. Hold biography cards face down, and have one member of each group select one. Distribute discussion guides to everyone (keep in their Healthy Transitions folder), but have the group complete just one. Brief biographies have been developed for the following people:

- Drew Barrymore
- Jordan Tootoo
- Romeo Dallaire
- Ellen Degeneres
- Terry Fox
- K'naan
- Rick Hansen
- Justin Timberlake
- Howie Mandel
- Clara Hughes
- Serena Ryder
- Demi Lovato
- Jim Carrey
- Macklemore
- Jose Theodore
- J.K. Rowling

### Materials

- biography cards (Copy from biography pages, and cut out/mount on construction paper & laminate if you wish); and
- rebounding in real life discussion guide.



- Joannie Rochette
- Kendrick Lamar
- Prince Harry
- Malala Yousafzai
- Selena Gomez
- Lady Gaga

3. Ask students to review the bio together and to complete the discussion guide. Suggest that one person read the bio aloud to the group, and one person be the recorder for the group. Circulate to assist groups as needed.

4. Have a representative of each group report back. Summarize what each group has presented reinforcing:

- The effects that thoughts (self talk), feelings and actions have on each other.
- Positive self talk enabled the person to meet challenges (perhaps ask about the possible results of negative self talk).
- 'Feedback loop'—the action feels good, person gets 'rewards', keeps on going.
- It's OK to feel badly when something 'bad' happens, but at some point all these people were able to move forward.
- The role of supportive people in the successes of these public figures.

5. Conclude by saying that we are all faced with difficulties, and sometimes they are too much for us to handle alone (remember that above people could never have met their goals without lots of support) we need to make sure that we get the support we need. Suggest several resources for youth and families, and encourage youth to visit **halton.ca**).

If time is available, ask students how they or someone close to them has 'rebounded' after a difficult time.

Prompt students as needed with the following situations ("Has anyone ever ....?")

- Learned or tried something new?
- Handled a difficult situation?
- Started in a new school (or city, or province, or country!)
- Made a mistake?
- Forgiven someone?

Alternately, you can ask students to think about rebounding for 'homework', and can share this with the group at the next session.

## Biographies

Copy, cut and paste separately onto construction paper. Laminate individually if you wish.

### Jordin Tootoo

- Born in 1983, from Rankin Inlet, Nunavut.<sup>7</sup>
- Previously played hockey for the NHL's Nashville Predators, and the Detroit Red Wings and is very popular with fans.<sup>7</sup>
- Is the first player of Inuk descent (an Arctic first nation) to play in the NHL.<sup>7</sup>
- Jordin's brother, Terence, died by suicide in 2002, after being charged with impaired driving.<sup>7</sup>
- Jordin and his brother spent hours every day down at the rink. Jordin said "we were two peas in a pod."<sup>8</sup>
- To help deal with devastation of his brother's death, Jordin focused on hockey.<sup>7</sup>
- Jordin has overcome challenges in his life by drawing on the strength from his community and Inuk heritage.<sup>9</sup>
- Jordin wanted to give back, so in 2011 he established the Team Tootoo Fund. The goal is to help a wide range of charitable causes including nonprofits addressing suicide awareness and prevention.<sup>7</sup>



### Justin Timberlake

- Born in 1981 in Memphis, Tennessee.<sup>16</sup>
- Justin was singing, acting and dancing by 1993 in the Disney channel's "Mickey Mouse Club".<sup>17</sup>
- At the age of 14 he became a member of the boy band NSYNC.<sup>17</sup>
- In 2002, he released his debut solo album, Justified. Timberlake's second solo release, Love Sounds, was released in 2006 with number-one hit singles.<sup>17</sup>
- Justin Timberlake admitted to suffering from Obsessive Compulsive Disorder (OCD).<sup>19</sup>
- Justin Timberlake says living with Obsessive Compulsive Disorder (OCD) is complicated.<sup>18</sup>
- Justin thinks that family and a sense of humour can be a great source of support in dealing with the stress that comes along with OCD.<sup>19</sup>
- He credits his mother and stepfather for teaching him humility and keeping him grounded with a simple message, "everybody puts their pants on the same way every morning."<sup>19</sup>
- In 2011 he starred in three movies, "Bad Teacher", "Friends with Benefits" and "In Time".<sup>17</sup>
- In October 2012 Justin Timberlake and Jessica Biel were married.<sup>17</sup>
- Timberlake says he still loves to perform and OCD won't stop him from living.



## Romeo Dallaire



- Was Force Commander of the United Nations peace keeping force in Rwanda in 1993-1994.<sup>10</sup>
- He tried to stop the war of genocide waged by Hutu extremists against moderate Hutus and Tutsis. He warned the UN that thousands of people would be killed, and pleaded for more soldiers. The UN refused.<sup>10</sup>
- General Dallaire did what he could. He had his soldiers create 'safe' areas in cities, and was able to save the lives of 20,000 people.<sup>11</sup>
- The UN even asked him to withdraw the troops he had, but he wouldn't leave the people he was able to protect. The genocide continued for 100 days, leading to almost 1 million deaths.<sup>12</sup>
- General Dallaire was profoundly affected by what happened in Rwanda. He was released from the military in 2000, suffering from an anxiety disorder called Post Traumatic Stress Disorder (PTSD). He blamed himself for the failure of his mission, and became deeply depressed.<sup>10</sup>
- PTSD is a severe reaction some people have after experiencing traumatic events.<sup>13</sup>
- At his lowest point, police found him under a park bench. He had been drinking, and was almost in a coma because of a reaction he was having to his medication. He began to recover after being admitted to hospital. The support of his family and the professional therapy he received helped him through. He also says that feeling the presence of a 'superior being' was a comfort to him.<sup>14</sup>
- General Dallaire began writing about his experiences in a book titled: Shake Hands with the Devil: The Failure of Humanity in Rwanda. This book won the Governor General's award in 2004.<sup>10</sup>
- He began speaking publicly about Post Traumatic Stress Disorder and depression.<sup>15</sup>
- He was a Senator from 2005 to 2014, a government advisor on war-affected children, and has been invited to work with a centre for human rights at Harvard University.<sup>10</sup>
- He has established a foundation that supports projects for children in Rwanda.<sup>10</sup>

## Joannie Rochette



- Born January 13, 1986 in Montreal, Canada.<sup>61</sup>
- Joannie is a Canadian figure skater and six-time Canadian national champion.<sup>64</sup>
- In 2010, two days before the ladies Olympic figure skating competition began, her mother died of a heart attack.<sup>64</sup>
- With the support of her father, family, her coach and the Olympic team Joannie chose to remain in the competition. She won a bronze medal.<sup>65</sup>
- Joannie was chosen as the flag bearer for the closing ceremony. In 2010, she was voted the Female Athlete of the Year by the Canadian Press.<sup>62</sup>
- Following the death of her mother, Joannie partnered up with the Heart and Stroke Foundation of Canada in efforts to bring awareness about heart disease in women.<sup>63</sup>

## Howie Mandel



- Born in 1955 in Toronto, Ontario.<sup>20</sup>
- He opened for David Letterman in the summer of 1979. The head of programming for CBC-TV saw Mandel's performance and immediately signed him for a TV special.<sup>21</sup>
- In October 2005, he was named to be the host of Deal or No Deal. In January 2010, it was announced that Mandel would be one of the judges on America's Got Talent.<sup>21</sup>
- Mandel commented in 2011 that he has struggled with mysophobia (an irrational fear of germs) since childhood, but didn't seek help until he was an adult: "I don't remember a time when I didn't feel there was an issue, but I wasn't diagnosed until adulthood. I've always felt a little bit different, and I always knew I wasn't as comfortable with life as everybody else seemed to be. When I was a kid, I didn't know anybody who went to a psychiatrist. There was always a stigma attached to mental health issues. I think there still is, but now I'm taking care of myself."<sup>22</sup>
- Mandel does not shake hands with anyone unless he is wearing latex gloves. Mandel does the fist bump, his trademark greeting on "Deal or No Deal" to work around his fear of germs.<sup>20</sup>
- A therapist and medication help him deal with his anxiety and fear of germs.<sup>20</sup>
- Mandel uses his fame to help shed the stigma attached to mental health and has recorded a public service announcement for anxiety disorders.<sup>20</sup>

## Clara Hughes



- Born September 27, 1972 in Winnipeg, Manitoba.<sup>38</sup>
- Hughes won two bronze medals in the Summer Olympics in 1996 and four medals over the course of three Winter Olympics. She is the only athlete in history to win multiple medals in both Summer and Winter Games.<sup>38</sup>
- After winning her first two medals in the 1996 Atlanta Olympics, Hughes' began experiencing symptoms of depression. She described feeling unmotivated, trouble getting out of bed, intentionally isolating herself, and crying a lot.<sup>39</sup>
- She pursued professional help, sought support from friends and family, and made lifestyle changes to her eating and sleeping habits to improve her physical and mental health.<sup>39,40</sup>
- Currently the National Spokesperson for Bell's "Let's Talk" mental health campaign. Clara shares her personal struggles with depression, in efforts to reduce stigmas associated with mental illness.<sup>38</sup>
- "Clara's Big Ride for Bell Let's Talk" started in March 2014. An annual cross-country bike ride, intended to promote mental health awareness in communities across Canada.<sup>42</sup>
- "I am so grateful to have this chance to give the voice to Canadians from coast to coast to coast, to shout it loud and clear, that this is an issue that affects every single one of us—if not us, it's someone that is close to us," Hughes said at a news conference.<sup>43</sup>

## Terry Fox



- Born in 1958, and raised in Port Coquitlam, B.C., near Vancouver.<sup>23</sup>
- Was diagnosed with bone cancer when he was 18, and had his right leg amputated 6 inches above the knee. He also had to have chemotherapy, which made him feel very sick and lose his hair.<sup>24</sup>
- The Fox family is very close, and this helped Terry a lot. He also had some very close friends.<sup>23</sup>
- He was very afraid when he found out he had cancer, and devastated about losing his leg.<sup>25</sup>
- While in hospital, Terry was moved by the suffering of others with cancer, especially younger children; he decided then that he would run across Canada to raise money for cancer research.<sup>24</sup>
- Terry was encouraged to start playing wheelchair basketball by Rick Hansen, who became a good friend. Terry realized he could still be an athlete.<sup>26</sup>
- He took 18 months to prepare for his run, and ran over 5000 kilometres during training.<sup>24</sup>
- The Marathon of Hope started in St. John's Newfoundland on April 12, 1980.<sup>24</sup>
- Terry ran 42 km every day for 143 days. Just outside of Thunder Bay, he had to stop. The cancer had returned to his lungs.<sup>24</sup>
- He died on June 28th, 1981, a month before his 23rd birthday.<sup>24</sup>
- Over 751 million dollars have been raised to support cancer research in Terry's name.<sup>24</sup>
- Terry received many awards and honours: statues, paintings, stamps schools and streets have been named after him (as well as a mountain and a Navy icebreaker!). A Terry Fox loonie was minted in March 2005.<sup>27</sup>

## Macklemore



- Born June 19, 1983 in Seattle, Washington.<sup>54</sup>
- In his early years, he started experimenting with alcohol and drugs.<sup>54</sup>
- Macklemore eventually entered into rehab with the encouragement of his family.<sup>54</sup>
- "Addiction is like any other disease: It doesn't discriminate, it doesn't care what colour you are, whether you're a guy or a girl, rich or poor, whether you live in an inner city, suburb or rural America," Macklemore said in a 2016 publication in Rolling Stone magazine.<sup>56</sup>
- Determined to rediscover his musical voice, he collaborated with Ryan Lewis, who became his full-time producer and business partner.<sup>55</sup>
- Together they have multiple hit songs including "Thrift Shop", "Can't Hold Us" and "Same Love". They are the first duo in music history to have their first two singles reach No. 1 on the Billboard Hot 100 chart.<sup>54</sup>
- Macklemore is a four time Grammy winner with multiple hit singles.<sup>54</sup>

## Rick Hansen

- Born in 1957, in Port Alberni, B.C.<sup>28</sup>
- Rick was an all-star athlete at age 15, when he was thrown from the back of a truck and broke his back. He lost the use of his legs.<sup>28</sup>
- He was very depressed after the accident, but after several months in hospital, he returned to high school, and then went to university. His family and friends helped him a lot, and so did nurses, doctors and physiotherapists.<sup>29</sup>
- He became the first disabled student to graduate from the University of British Columbia in Phys. Ed.<sup>28</sup>
- He did not lose his interest in sports, and became a champion wheelchair marathon racer. He won 19 international wheelchair marathons (3 world championships).<sup>28</sup>
- He was also an accomplished wheelchair basketball player, and encouraged Terry Fox to try it after Terry lost his leg to cancer.<sup>28</sup>
- Terry's Marathon of Hope inspired Rick to begin the Man in Motion Tour. It took Rick over 2 years to wheel over 40,000 km, through 34 countries, on 4 continents to raise money for spinal cord research.<sup>30</sup>
- He had a team with him to help him during the tour, and he eventually married his physiotherapist, Amanda. Rick and Amanda have 3 daughters.<sup>31</sup>
- To date, he has raised over 200 million dollars through the Rick Hansen Man in Motion Foundation for re-search, rehabilitation, education and wheelchair sports organizations.<sup>32</sup>
- Rick Hansen was named Athlete of the Year in 1983 (he shared the honour that year with Wayne Gretzky), and also received the Order of Canada.<sup>33</sup>



## Jim Carrey

- Born March 17, 1962 in Newmarket, Ontario.<sup>58</sup>
- One of the biggest actors in Hollywood, Carrey is among the few who can command \$25 million a picture.<sup>57</sup>
- At age 16, he dropped out of high school to help support his family during their financial hardship.<sup>57</sup>
- Carrey and his siblings worked as security guards and janitors to contribute to the family income.<sup>57</sup>
- He also helped care for his mother, who battled a severe chronic illness.<sup>57</sup>
- "I had a sick mom, man. I wanted to make her feel better. Basically, I think she laid in bed and took a lot of pain pills. And I wanted to make her feel better. And I used to go in there and do impressions of praying mantises, and weird things, and whatever. I'd bounce off the walls and throw myself down the stairs to make her feel better."<sup>57</sup>
- In a 2004 interview with 60 Minutes, Jim revealed his personal battle with depression. He reported taking his mental health seriously, abstaining from drugs and alcohol and focusing on his spirituality.<sup>57</sup>



## K'naan



- Born in Somalia K'naan spent his childhood in Mogadishu and lived there during the Somali Civil War, which began in 1991.<sup>34</sup>
- When he was 13, K'naan, his mother, and his three siblings left their homeland to escape the war and joined relatives in New York City, where they stayed briefly before moving to Toronto.<sup>35</sup>
- As an African Canadian immigrant, growing up in Toronto was hard for K'naan as he was surrounded by violence and drugs. He found himself getting into trouble with the law, as he was involved in gang activity, fights and drugs.<sup>36</sup>
- As a result of his gang activity and troubling past, K'naan spent time in prison and lost five friends to murder, 3 friends to suicide, and many more to prison.<sup>36</sup>
- When in prison, K'naan realized that gang activity and fighting were not the way he wanted to live his life, and that he did not want to lose any more friends to violence and crime. He started to write poetry and music as a way to reach other people with his message of hope and peace, and began performing hip hop when he was released from jail.<sup>36</sup>
- Despite all of his challenges, K'naan became a human rights champion and performed a spoken word piece at the United Nations High Commissioner for Refugees in 1999.<sup>35</sup>
- His hit song "Wavin' Flag" was chosen as the anthem for the 2010 FIFA World Cup.<sup>34</sup>
- In 2010, 50 other Canadian musicians and artists came together with K'naan under the collaboration name of Young Artists for Haiti to produce a charity version of "Wavin' Flag" and raised over 1 million dollars.<sup>37</sup>

## J.K. Rowling



- Born July 31, 1965 in England.<sup>59</sup>
- In 1990 she was inspired to write Harry Potter.<sup>59</sup>
- When she was 25, her mother died of multiple sclerosis.<sup>60</sup>
- Depressed and feeling she needed a change; Joanne moved to Portugal, got married and had a baby girl. She continued working on her Harry Potter book when her daughter slept. Shortly after, her marriage came to an end, leaving her feeling sad and alone.<sup>60</sup>
- She left Portugal and moved to Scotland with her baby. Poor and unhappy, she realized she wanted a better life for her daughter and needed help to cope with her feels of sadness. With the help of her family doctor, she received counseling and overcame her depression.<sup>60</sup>
- She finished writing her first Harry Potter book and used her experience with depression as an inspiration for the "dementor" character in the book.<sup>60</sup>
- The Harry Potter books were a huge success selling over 400 million copies, available in 69 languages and 200 countries around the world.<sup>60</sup>

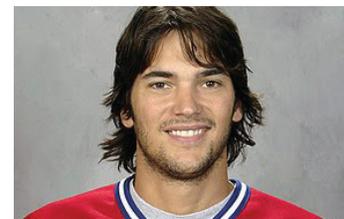
## Drew Barrymore

- Born 1975 in California.<sup>44</sup>
- Drew landed her breakout acting role in a major Hollywood production at the age of 5 in the movie E.T. (The Extra-Terrestrial) which launched her into stardom.<sup>44</sup>
- As a child actor, Drew had very few friends, did not attend school, and missed out on many childhood activities such as birthday parties, camp, sleepovers, sports teams, etc.<sup>45</sup>
- Despite her stardom, Drew felt very alone and depressed and started to use drugs and alcohol at a very young age.<sup>45</sup>
- Her problems with drugs and alcohol became so serious that she almost died of an overdose, and had to be placed into a rehabilitation centre at the age of 13.<sup>45</sup>
- With the support of her family, Drew completed her time at a rehabilitation centre and took time off from acting to focus on being healthy and drug free.<sup>45</sup>
- After taking a few years off from acting, Drew was able to overcome her struggles and re-enter the Hollywood world and became a successful adult actress.<sup>45</sup>
- She later went on to form a production company and produced and starred in many films such as Charlie's Angels and 50 First Dates.<sup>44</sup>
- Most recently, Drew was named the Ambassador Against Hunger for the United Nations World Food Programme and has donated over \$1 million to the program.<sup>46</sup>



## José Théodore

- Born September 13, 1976 in Laval, Quebec.<sup>66</sup>
- Jose is a NHL goalie was first drafted by the Montreal Canadiens in 1994. He played eight seasons with the Canadiens before being traded to the Colorado Avalanche and then the Washington Capitals.<sup>66</sup>
- In June 2009, Jose's wife gave birth to their second child. Their son Chase was born 5 weeks premature and had to be placed on a respirator as he was unable to breathe on his own. 54 days later, baby Chase died.<sup>68</sup>
- He and his family grieved Chase's death and coped with their feelings together, privately. Despite his pain, he continued to focus on his hockey career.<sup>68</sup>
- In honor of Chase he setup a foundation called "Saves for Kids", a charity for Children's National Medical Centre in Washington, DC.<sup>67</sup>
- In 2010, Theodore was awarded the Bill Masterston Memorial Trophy, an annual award that is given to the National Hockey League player who best exemplifies the qualities of sportsmanship, perseverance, and dedication to hockey.<sup>66</sup>



## Serena Ryder



- Born December 8, 1982 in Toronto, Ontario.<sup>47</sup>
- Ryder is a singer-songwriter, who started playing the guitar and penning songs as a teenager. She released her first album when she was only 15.<sup>48,49</sup>
- She is a six time Juno Award winner and has sold over one million singles.<sup>48</sup>
- While touring and promoting her album, she began experiencing panic attacks. She described having trouble breathing and feeling dizzy often.<sup>49</sup>
- Still on tour in the United States, Serena told her manager about the panic attacks. She was immediately advised to “come home”.<sup>49</sup>
- Serena tried to manage her feelings alone; consuming herself in books about philosophy and spirituality but quickly found herself in bed for weeks, feeling weighed down by her depression.<sup>49</sup>
- With the support of her family, friends and manager, she was encouraged to see a psychiatrist. She was treated with a combination of antidepressants and therapy.<sup>49</sup>
- “She helped me figure out that I wasn’t depressed: I had depression. That was really huge because depression is a disease that happens to you, it’s not who you are.” Ryder said in a 2012 interview with Chatelaine magazine.<sup>49</sup>
- With treatment she began feeling better—she later released her album Harmony in 2012. The first single “Stompa” featured in an episode of Grey’s Anatomy quickly climbed the charts and became certified platinum in January 2013.<sup>48,49</sup>
- Ryder is the first Canadian artist to be #1 on the CBC Top 20 chart days after the release of Harmony.<sup>48</sup>

## Prince Harry



- Born on September 15, 1984 in London England.<sup>72</sup>
- Prince Harry lost his mother when he was 12 years old.<sup>73</sup>
- Recently, Prince Harry said he “shut down all his emotions” after his mother’s death, for nearly 20 years.<sup>73</sup>
- Prince Harry has been close to numerous breakdowns throughout this life.<sup>73</sup>
- In his late 20s, Prince Harry received professional counselling to cope with this unhappiness.<sup>73</sup>
- Prince Harry’s brother, William, helped him seek help after years of suffering.<sup>73</sup>
- Prince Harry says that he is in a “good place” now.<sup>73</sup>
- Harry, along with his brother and sister-in-law have started a charity called Heads Together which was created to help people feel more comfortable with their everyday mental wellbeing and have the practical tools to support their friends and family.<sup>74</sup>

## Demi Lovato



- Born August 20, 1992 in Dallas, Texas.<sup>50</sup>
- Demi started out as a child actor, making her debut on “Barney and Friends”<sup>51</sup>
- Highly accomplished, she is known for her songs “Skyscraper”, “Give Your Heart a Break” and “Heart Attack”<sup>50</sup>
- As a teenager she struggled with drug and alcohol abuse, an eating disorder and self-harm.<sup>51</sup>
- “When I was bulimic, I knew it was a problem. When I was anorexic I knew it was a problem. But I wasn’t in a place where I could quit by myself” Demi said in her 2015 interview with Elle.com.<sup>51</sup>
- With the support of her management team and family, she decided to withdraw from touring in 2010 to seek treatment.<sup>51</sup>
- While in treatment she was diagnosed with bipolar disorder.<sup>51</sup>
- In April 2011, CBS News reported that Lovato would become a contributing editor of Seventeen magazine, covering issues faced by her fans.<sup>53</sup>
- In May 2013, Demi was honored for her dedication as a mentor to teens and young adults with mental health concerns at the “National Children’s Mental Health Awareness Day” in Washington.<sup>52</sup>
- She also oversees the “Lovato Treatment Scholarship”, a program that provides mental health care to those in financial need.<sup>51</sup>

## Kendrick Lamar



- Born June 17, 1987 in Compton, California.<sup>75</sup>
- While growing up, Lamar was faced with a lot of hardships, surrounded by gangs and violence.<sup>76</sup>
- Lamar was an upright student who enjoyed writing poems and stories.<sup>75</sup>
- His talents eventually caught the eye of hip-hop producer Dr. Dre. His first album was recorded on a major record label.<sup>75</sup>
- Lamar uses music to address issues of drugs, violence, racism, depression and resilience.<sup>77</sup>
- Rolling Stone magazine has called him a “dazzling street poet”<sup>77</sup>
- His lyrics have caught the attention of mental health professionals. A publication was made in The Lancet Psychiatry, “Kendrick Lamar, street poet of mental health”<sup>77</sup>
- Lamar has been nominated for more than 10 Grammys. In 2016 he won the Best Rap Album award.<sup>75</sup>
- The release of his 2016 compilation album, entitled, *Untitled Unmastered*, landed on the U.S. Billboard 200.<sup>75</sup>

## Ellen Degeneres



- Born in 1958 in New Orleans, Louisiana.<sup>69</sup>
- She held a wide variety of jobs until she turned to stand-up comedy, making her living by performing at small clubs and coffeehouses before working her way up to emcee at a New Orleans Comedy Club in 1981.<sup>70</sup>
- Beginning in the early 1980s, she toured nationally and was named the funniest person in America. This led to better gigs, including her first appearance on “The Tonight Show” with Johnny Carson.<sup>70</sup>
- Ellen’s first attempts on television were not successful, but she scored a hit headlining her own 1994 sitcom on ABC “These Friends of Mine” (later renamed “Ellen” after its first season).<sup>70</sup>
- She made TV history in April 1997 when she revealed that she was a lesbian.<sup>70</sup>
- After keeping her sexuality a secret for many years, Ellen hoped that the public announcement would help others struggling with their sexuality to come out. Unfortunately, the show was cancelled shortly after the announcement as ratings started to decline.<sup>70</sup>
- The cancelling of the show sent Ellen into a serious depression, leading her to quit comedy and acting, and isolate herself from friends and family.<sup>71</sup>
- Ellen used exercise, meditation and writing to help her cope during this difficult time.<sup>71</sup>
- Ellen did not give up and redemption as a television artist came in 2003, when Degeneres’ daytime talk show, “Ellen: The Ellen DeGeneres Show” (2003) became a huge hit. The show has won over 30 Emmy Awards to date.<sup>69</sup>

## Malala Yousafzai



- Born July 12, 1997 in Mingora, Pakistan.<sup>82</sup>
- Her father was a school owner in Swat district of northwestern Pakistan.<sup>82</sup>
- The local Taliban started trying to close schools for girls and at times banned girls from going to school. Malala's father tried to stop this.<sup>82</sup>
- Malala began speaking publicly about the education for girls. In 2009, at the age of 11, she began writing a blog describing her life under Taliban occupation. She shared her thoughts on promoting education for girls in her region.<sup>82</sup>
- In 2012, while on a bus heading home from school, two members of the Taliban stopped the bus and fired three shots at her.<sup>82</sup>
- Seriously wounded, Malala was airlifted to a Pakistani military hospital in Peshawar. She was later transferred to an intensive care unit in Birmingham, England.<sup>82</sup>
- She continues to advocate for the education of all children around the world. Travelling to Jordan, Kenya and North Nigeria speaking to young female students.<sup>82</sup>
- Malala started a charity, The Malala Fund, aimed at building schools throughout the world. In 2013 she published an autobiography entitled, "I am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban"<sup>82</sup>

## Selena Gomez



- Born July 22, 1992 in Grand Prairie, Texas.<sup>83</sup>
- In 2004, Selena Gomez was discovered during a nationwide talent search, which landed her on the television show "Barney and Friends"<sup>83</sup>
- She went on to guest star on a number of other shows, including the "The Suite Life of Zack and Cody", "Hannah Montana", "Another Cinderella Story" and "Horton Hears a Who"<sup>83</sup>
- In 2013 she was diagnosed with a chronic autoimmune disease, lupus.<sup>84</sup>
- One year later, she entered into a treatment facility to help her manage her "anxiety, panic attacks and depression."<sup>84</sup>
- With the support of her family, Selena cancelled her scheduled tour and focused on her health.<sup>84</sup>
- "I want to be proactive and focus on maintaining my health and happiness and have decided that the best way, forward is to take some time off", she said in her August 30 statement.<sup>84</sup>
- While in treatment Selena was said to be removed from social media and participated in dialectical behavior therapy (DBT), a treatment used to help regulate emotions and improve communication.<sup>85</sup>
- In 2009, Selena became an ambassador for UNICEF, giving back to children in need.<sup>86</sup>

## Lady Gaga

- Born March 28, 1986, in New York City.<sup>78</sup>
- By the age of four Gaga learned to play the piano and by age 13 wrote her first piano ballad.<sup>78</sup>
- Gaga received early admission to New York University's Tisch School of Arts—making her one of 20 students in the world to be given early acceptance.<sup>78</sup>
- In 2005, she was signed to Def Jam Records—only to be dropped shortly thereafter.<sup>78</sup>
- Gaga continued pursuing her passion; she began performing on her own in venues and clubs in New York City's Lower East Side.<sup>78</sup>
- In 2008 her debut album, *The Fame*, reached No. 2 on the Billboard 200. The album featured two number 1 singles: "Poker Face" and "Just Dance".<sup>80</sup>
- She founded the Born This Way Foundation in 2011, an organization aimed to support the wellness of young people.<sup>80</sup>
- In 2016, during an interview on the Today Show, Gaga opened up about her mental illness. She shared that she was diagnosed with post-traumatic stress disorder [PTSD] and is a victim of sexual assault.<sup>79</sup>
- Feeling supported by those around her; she dedicated her song "Til It Happens to You" to fellow survivors of sexual assault.<sup>79</sup>
- "It's really important to remind kids who are suffering from a traumatic experience or from abandonment, to remind them that they're not alone, and that they're loved," Gaga said during her interview with the Today Show.<sup>81</sup>





# Rebounding

in real life  
discussion guide

Person:

1. What happened?

2. Feelings when it first happened?

3. What were their actions?

4. Their thoughts?

5. Who helped?

6. What did they accomplish?



## Session 2:

### Paddling in Rough Water—Coping with feelings and stress

Grade 8	Session 2 – Curriculum Expectations
	Personal Skills: 1.1, 1.2
	Interpersonal Skills: 1.4
	Creative and Critical Thinking: 1.5
	Substance Use, Addictions and Related Behaviours: C1.3
	Healthy Eating: C2.1
	Personal Safety and Injury Prevention: C2.2
	Substance Use, Addictions and Related Behaviours: C2.3

## Let's get prepared!

1. Assemble 8" x 11" paper (one sheet per student) and one marker per student
2. Copy:
  - Positive, Negative and Neutral/Time Out wall signs. Cut and past onto construction paper, laminate if you wish;
  - Reacting to Problems: Self Talk Can Change A Lot Worksheet (one per student);
  - Reacting to Problems: Self Talk Can Change A Lot Explosion Chart; and
  - Learn to Chill handout (one per student).
3. Copy and cut out:
  - Light bulb cut outs or sticky notes (at least one per student—have extras on hand); and
  - Negative Thoughts/Positive Thoughts Scenarios (paste onto construction paper if desired).



## Key messages for the session

- There are many different ways of looking at the same situation.
- If we change the way we think about things, we can change how we feel and act.
- 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).



## Session outline

- 10 minutes: Human BINGO
- 15 minutes: Coping strategies
- 10 minutes: Learn to chill
- 15 minutes: Self talk

## Warm up activity: Human BINGO

### Objectives

Students will be exposed to a variety of positive coping strategies.

### Structure

Large group activity

### Activity

Distribute the BINGO handout and tell students to select one of the two BINGO cards.

Tell the students to approach their classmates and ask if they fit one of the descriptions found on their square. If they do, get that person to sign their name in the square. If not, tell the students to move on to the next person.

Inform the students how they can win: one line, four squares or full signed card.

### Focus on coping strategies

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. Some of the descriptions found on your BINGO cards are examples of positive coping strategies. Throughout this session, we will be learning about different ways to cope when you are feeling sad, angry or stressed.

Choose one of the two BINGO squares and approach other students in the room. Ask the person you are talking to if they fit the description found on one of the squares. If they do, get that person to sign their name in the square, if not, move on to the next person. Your facilitator will let you know how you can win!

BINGO		
Had cereal for breakfast	Likes to draw	Likes to play sports
Is left handed	Listens to music	Been to a concert
Does yoga	Never been on a plane	Has a pet

BINGO		
Been to Europe	Is afraid of the dark	Keeps a diary
Likes to take walks	Has a younger sister	Met someone famous
Likes to read	Likes chocolate	Likes to dance

## Coping strategies

### Objectives

Students will:

1. Appreciate the value of handling stress and strong feelings in a positive way.
2. Recognize positive, negative and neutral/time out coping strategies.



15 min.

### Structure

Small group work, larger group discussion

### Activity

1. Distribute two or three light bulb cutouts or sticky notes to each student. Ask students to record 'what students their age do when they're feeling stressed, worried, sad or angry' onto the cut out (one 'coping activity' per cut out). Students should complete at least one. Provide more cutouts sticky notes as needed. Collect all completed notes as needed. Place aside.

2. Tape 'positive,' 'negative' and 'neutral' coping wall signs to the wall or board. Define terms using definitions on next page.

3. Review each item, and ask students if the action represents positive, negative or neutral/time out coping. Tape the note under the appropriate 'coping' header. You may have a student volunteer assist with this.

4. Facilitate a brief discussion of each coping method described (use the definitions below to help), by asking students:

- Why is this method positive/negative/neutral?
- 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).

Mention humour as a coping strategy if students do not.

5. Ask students about other coping strategies that may not have been mentioned (positive as well as negative). If students do not raise these points, remind them that talking to others, and getting help if needed are good strategies for coping with feelings and stress. Discuss any 'negative' coping strategies raised in terms of feeling better and consequences.

6. Remind students that relaxation is a positive coping strategy. Refer to Learn to Chill handout.

7. Remind students of the services available to them, if needed:

- halton.ca/youth; and
- kidshelpphone.ca.

#### Materials

- flip chart paper;
- markers;
- tape;



- 'positive,' 'negative' and 'neutral/ time out' wall signs (copy, cut and paste); and
- light bulb cut outs or sticky notes (several per student).



## Definitions for facilitators

### Positive coping

- helps to restore emotional balance and/or feel better about yourself;
- respectful of you, others and property; and
- helps you to solve the problem.

### Examples

Talk to a friend or a parent, keep a journal, exercise.

### 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; and
- may create more problems.

### Examples

Break something, yell at someone, use alcohol or drugs.

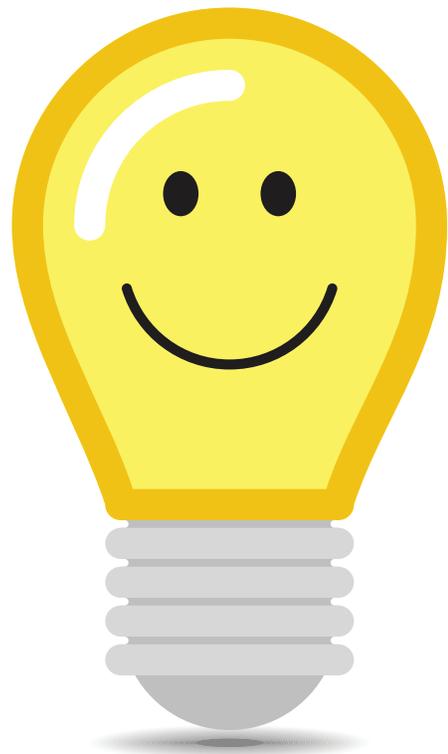
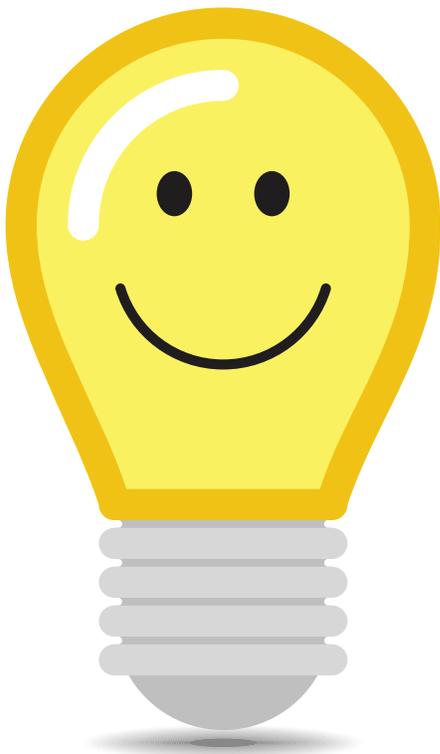
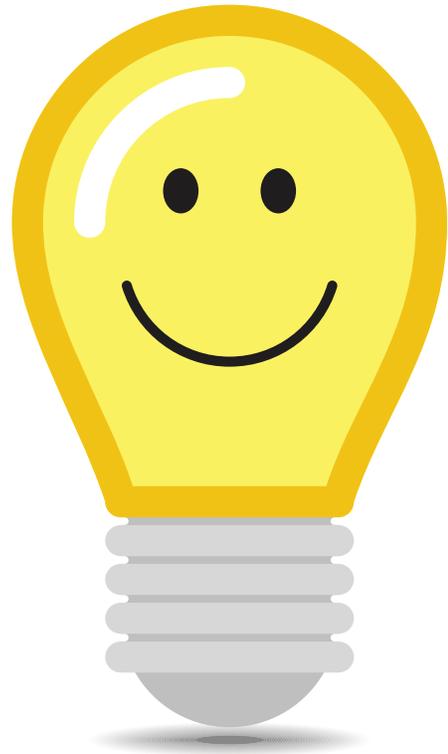
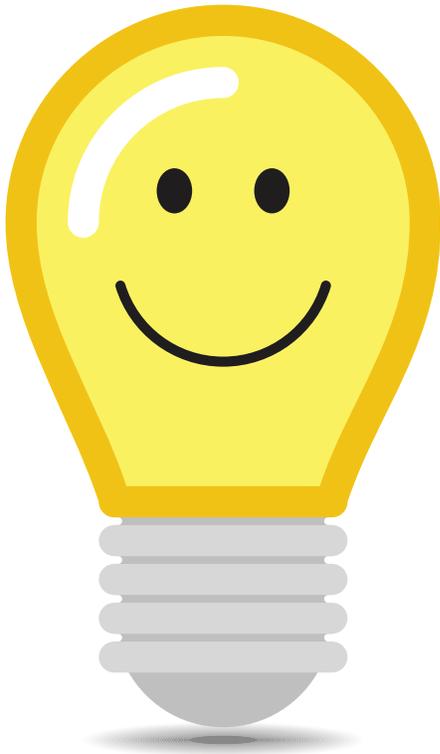
### Neutral/time out

- not positive or negative, but could lead to problems if used too much;
- may help to calm you and restore emotional balance; and
- are temporary strategies, and should be used with a positive coping strategy to solve the problem.

### Examples

Walk away from the situation, watch TV, take a hot bath.

Copy and cut one for each student



Copy and cut one set for each group. Paste onto cardboard and laminate if you wish.

**Positive**



**Negative**



**Neutral**



**Positive**



**Negative**



**Neutral**



## Reacting to problems: Self talk

### Objectives

Students will:

1. Appreciate that we have some control over our feelings and reactions to stress and anxiety.
2. Outline/ demonstrate a process for changing negative self talk.



15 min.

### Structure

Large group/ small group discussion

### Materials

Flip chart paper, markers, Negative Thoughts/Positive Thoughts Scenarios (copy and clip), Self Talk explosion chart, Thoughts & Feelings wall signs (used in session 1)

### Lesson Outline

Tell students that during this activity, you will be coming up with different ways of thinking about upsetting situations (situations where we feel worried, angry, nervous or upset). Students will have a chance to examine the negative self talk we tend to participate in and learn to change that into positive self talk.

### Definitions

Thoughts—what we think

Feelings—what we feel

Actions—what we do

Automatic thoughts—the thoughts that pop into your head when something goes wrong or a problem occurs. Automatic thoughts are often negative thoughts.

Negative thoughts—the thoughts that pop into your head as soon as something goes wrong or a problem occurs. Someone having negative thoughts is thinking that people are doing things “on purpose” or are out to get them.

Positive thoughts—the thoughts that help us sort out what has really happened. Positive thoughts help us to slow down and think, so we’ll have all the information before we decide how to act.

#### Materials

- flip chart paper;
- markers;
- Negative Thoughts/Positive Thoughts (copy and clip -Fig 1);
- Self talk explosion chart (Fig 2); and
- Thoughts and feelings wall signs (used in session 1).



## Activity

1. Have a volunteer select one of the Negative Thoughts/Positive Thoughts Scenario).
2. Using the Thoughts, Feelings & Actions wall signs, reproduce a Self Talk explosion chart on the board or flipchart.
3. Use the Negative Thoughts/Positive Thoughts Discussion guide to facilitate the discussion.
4. Distribute the Reacting to Problems: Self Talk can change a lot worksheet and explosion chart so that students can follow along individually. Record the selected “situation” on the board/flip chart explosion chart vertically working through the negative self talk Thoughts, Feelings & Actions. Encourage students to record on their blank explosion chart.
5. Now ask students to come up with positive self-talk that might lead to feeling better about the same situation by working vertically through the positive self talk situation, explosion chart, and Thoughts, Feelings & Actions. Encourage students to record on their blank explosion chart. By practicing positive self talk, our thoughts will be positive and help us sort out what really happened. We can then react to a problem in a much more positive way. Positive self talk helps us to improve or to feel better about a situation.
6. Summarize by reminding students how self talk impacted the feelings and actions of famous people in the Rebounding activity from the first session. Reinforce that self-talk affects how we feel about things that happen to us. Our self-talk also influences our actions. The actions we take also impact feelings (handling something well or doing something you didn't think you could do can make you feel very good inside).
7. You can continue this for as many situations as you have time for. If appropriate, students can also work through situations in small groups, and can reconvene/report to the larger group. Ask students if they would like to offer suggestions for situations to work through.

Be sure to add that sometimes we are feeling so badly that trying to change our 'self talk' doesn't help much. At these times we need to ACT: we can reach out to others who can help us, (family, friends, or adults in our school or community). We can also try some of the positive coping strategies we talked about in the previous activity.

## Negative thoughts/Positive thoughts scenario cards

Copy and cut out, scenarios along lines.

You played on the school volleyball team last year, and played pretty well. Try outs for this year's team have just finished, and you think you've done well. The list of players who have made the team has just been posted outside the gym, and your name isn't on the list.

You're getting a drink at the water fountain. There are a few other students behind you. All of a sudden, you get bumped from behind, and your face is all wet.

You're out with your family when you see a friend of yours with his parents. You smile and wave but he doesn't wave back.

You get a new haircut. When you approach a group of friends, everyone starts laughing.

You're doing well in math, in fact, the teacher asks you to help other students. You get an A. Once of the students you've been helping was failing math, but now he has a C. The teacher gives him the 'Student of the Month' award.

You call a friend three times, leaving three messages. She does not call you back that evening.

You're waiting to meet friends at the movie theater. It's 30 minutes past the time you were supposed to meet, and they still haven't arrived.

Your mom comes home with some new clothes for your younger brother. She didn't get anything for you.

## Negative thoughts/Positive thoughts discussion guide

Use this guide to facilitate and extend the discussion.

You played on the school volleyball team last year, and played pretty well. Try outs for this year's team have just finished, and you think you've done well. The list of players who have made the team has just been posted outside the gym, and your name isn't on the list.



### Possible negative thoughts:

- The coach hates me.
- The coach is punishing me.
- The coach is out to get me.
- The coach is trying to embarrass me.



### Possible positive thoughts:

- Maybe it's just a mistake and she forgot my name.
- Maybe they just need more strikers.
- Maybe they had enough grade 7 players.
- Maybe she wanted to give someone else a chance.

**Ask:** "What would happen if you acted on a negative thought, and your coach had just forgotten to put your name on the list?"

You're getting a drink at the water fountain. There are a few other students behind you. All of a sudden, you get bumped from behind, and your face is all wet.



### Possible negative thoughts:

- They did that on purpose!
- Why can't they just wait their turn?



### Possible positive thoughts:

- Ok, what happened here?
- Was this just an accident?

**Ask:** "What if it WAS just an accident and if you had acted on your negative thoughts?"

You're out with your family when you see a friend of yours with his parents. You smile and wave but he doesn't wave back.



### Possible negative thoughts:

- He just completely ignored me.
- Why is he angry at me?
- He hates me.
- What did I do to him?



### Possible positive thoughts:

- I guess he didn't see me
- Maybe he thinks his parents may embarrass him.
- Maybe he's embarrassed to be with his parents.

**Ask:** "What would happen if you accused your friend of ignoring you?"

You get a new haircut. When you approach a group of friends, everyone starts laughing.



### Possible negative thoughts:

They're making fun of me.  
They think I look stupid.  
Some friends!  
They're just jealous.



### Possible positive thoughts:

Maybe this has nothing to do with my hair.  
Maybe someone just told a joke.  
Maybe my fly is open!

You're doing well in math, in fact, the teacher asks you to help other students. You get an A. Once of the students you've been helping was failing math, but now he has a C. The teacher gives him the 'Student of the Month' award.



### Possible negative thoughts:

They're taking advantage of me.  
I'm not getting any credit.  
No one notices how well I'm doing.  
She hates me.



### Possible positive thoughts:

Maybe she thought he needed the recognition more than I did.  
Maybe she thinks I get enough recognition for good marks.  
He was really proud when he got that award.  
I get noticed for lots of things.

You call a friend three times, leaving three messages. She does not call you back that evening.



### Possible negative thoughts:

She's ignoring my messages.  
She's mad at me for no reason!  
She only calls me if she has nothing better to do.



### Possible positive thoughts:

Maybe her machine is not working.  
Maybe she is sick.  
Maybe she has a hockey game.  
Maybe she didn't get the message.

**Ask:** "What would happen if you accused your friend of purposely ignoring your messages?"  
"How could you find out what happened without accusing?"

You're waiting to meet friends at the movie theatre. It's 30 minutes past the time you were supposed to meet, and they still haven't arrived..



### Possible negative thoughts:

They ditched me!  
They went to another movie without me!  
They're always doing this to me!



### Possible positive thoughts:

Maybe their ride is late.  
Maybe they missed the bus.  
Maybe something else happened.  
Maybe they got the directions wrong.

**Ask:** "What might happen if you acted right away on your 'negative thoughts'?"

Your mom come home with some new clothes for your younger brother. She didn't get anything for you.



### Possible negative thoughts:

She hates me.  
He's always been her favourite.  
I never get anything.



### Possible positive thoughts:

Maybe there wasn't anything in my size.  
I just got some new things, and he always wears my hand-me downs.  
Maybe next time it will be the other way around.

# Worksheet

## Reacting to Problems: Self Talk Can Change a Lot



### Negative thoughts

#### You think...

- that was on purpose!
- they're out to get me!
- that was no accident!



#### You feel...

- hurt; and
- angry



#### Results...

- we can over react
- we can create a problem, when there was none to start with
- we can make problems worse
  - stress and worry



### Positive thoughts

#### You think...

- what happened here?
- maybe they were thinking something else?
- what are some of the other reasons for this?



#### You feel...

- calmer and in control; and
- that you can solve the problem



#### Results...

- we can get to the bottom of the problem or misunderstanding?
  - we can prevent conflict
- it's easier to find solutions to the problems
  - less stress, worry and hurt

# Explosion Chart

Reacting to Problems: Self Talk Can Change a Lot



**Negative self talk situation:**



**Positive self talk situation:**

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**THOUGHTS**



**THOUGHTS**



**FEELINGS**



**FEELINGS**



**ACTIONS**



**ACTIONS**



## Learn to Chill

Use this relaxation technique when you're feeling angry, worried or stressed. It can also help if you're having trouble falling asleep.

1. Find a comfortable spot. Lie down if you wish.
2. Think of a peaceful place. Close your eyes and imagine yourself in a place where you have felt peaceful and relaxed (for example: under a tree, a park, beside a lake, etc.).
3. Breathe. Breathe in slowly through your nose, and out through your mouth. Put a hand on your stomach. It should rise with each breath in.
4. Begin by clenching your toes and tightening the muscles in your feet—hold for 3 seconds, then completely relax. Feel the tension leave your feet. Think about your feet being heavy and warm.
5. Repeat the muscle tightening and relaxation (and warm, heavy feeling), moving up your body:
  - calves;
  - thighs;
  - back and stomach;
  - hands and arms;
  - chest, shoulders and neck; and
  - face and jaw.
6. Rest quietly. Bring your thoughts back to your peaceful place if they start to wander.

### The mini chill

You can help yourself calm down quickly throughout the day with this exercise:

- breathe in through your nose, making sure your abdominal muscles move out as the breath comes in;
- breathe out slowly through the mouth;
- take three breaths like this; and
- do a quick check of your face (eyebrows, jaw), shoulders, neck and hands, and consciously relax these areas.



## Session 3:

Everyone Needs a Newfoundland Dog—Getting pulled to shore when you're in over your head

Grade 8	Session 3 – Curriculum Expectations
	Personal Skills: 1.1, 1.2
	Interpersonal Skills: 1.4
	Creative and Critical Thinking: 1.1
	Substance Use, Addictions and Related Behaviours: C2.3

## Everyone needs a newfoundland dog: Getting pulled to shore when you're in over your head

### Let's get prepared!

1. Copy:

- Famous People handouts (one per student); and
- Who are my Newfoundland Dogs? handout (one per student).

2. Copy and cut paper hearts or use sticky notes (at least one per student, have extras on hand).

3. Assemble markers, tape, flip chart paper (if using).



### Key messages for the session

1. Many people experience a mental illness in their lives. With the proper treatment and support, they can recover and continue to have successful lives.
2. Everyone experiences emotional pain (heart aches).
3. 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, juice, tissues etc.). We need to do this for heart aches as well—tell others that we're feeling badly. Sometimes that's all we need to help us feel better.
4. There are things we can do to prevent heart aches from becoming more serious problems (positive self talk, positive coping and getting help when needed). Sometimes the emotional pain is overwhelming and then it is REALLY important to get help.
5. We all need to have people in our lives to turn to (our Newfoundland dogs!). We can also be a support for others.



### Session outline

- 10 minutes: Warm up activity: Famous people
- 25 minutes: Heart aches
- 15 minutes: Personal newfoundland dogs

## Warm up activity: Famous people

### Objectives

Students will:

1. Recognize that many people experience emotional struggles and problems with mental health.
2. Appreciate that having problems and seeking help for these problems does not stop people from having successful lives.



**10 min.**

### Structure

Small group activity with larger group discussion

### Activity

1. Divide the group into smaller groups of 3-4, and distribute one handout to each student. Explain to students that all the people on the handout have experienced emotional health problems, and most sought help for these problems.
2. Have students complete the handout in their small groups, providing additional hints as necessary. Give the students 5 minutes or so to complete their task, then reconvene as a larger group.
3. Using the answer key, go through the responses on the handout together as a larger group. Share the mental health problem that the 'famous person' experienced. Reinforce the idea that famous people of today all sought help for their problems, and were able to achieve success.
4. Ask students what might have happened to these people if they hadn't gotten help? Stress the importance of getting help for problems early, as they are often easier to work out if one gets help early on.

#### Materials

- Famous People handout (one for each student).



# Famous People Who Have Lived With Emotional & Mental Health Problems

Canadian comic, pet detective and The Cable Guy

J \_\_\_ C \_\_\_\_\_ y

First Canadian Prime Minister

J \_\_\_\_\_ A. M \_\_\_ D \_\_\_\_\_

Author of Harry Potter Series

\_\_\_ K. R \_\_\_ L \_\_\_ G

Comic actor from Dodgeball, Night at the Museum and Meet the Fockers

B \_\_\_\_\_ T \_\_\_\_\_

British singer, songwriter. Best known for "Rolling in the Deep" and "Someone Like You".

\_\_\_ D \_\_\_ E

Actor; Indiana Jones, Han Solo, shares his last name with a car

H \_\_\_\_\_ F \_\_\_\_\_

Singer, songwriter. Known for singing "Titanium", "Wild Ones" and "Chandelier".  
Has written songs for Britney Spears, Rihanna and Ne-Yo.

\_\_\_ I \_\_\_

Famous soccer player from England that married Posh Spice

\_\_\_ V \_\_\_ D B \_\_\_ K \_\_\_ A \_\_\_

Famous German Composer, gradually lost his hearing

B \_\_\_\_\_ H \_\_\_ V \_\_\_\_\_

Singer and actor; "Friends with Benefits", "Bad Teacher", and "The Social Network"

J \_\_\_\_\_ I \_\_\_\_\_ M \_\_\_ R \_\_\_\_\_

Clue'	Famous Person'	Mental Illness
Canadian comic, pet detective and The Cable Guy	Jim Carrey	Depression
First Canadian Prime Minister	John A. MacDonald	Alcoholism
Author of Harry Potter Series	J.K. Rowling	Depression
Comic actor from Dodgeball, Night at the Museum and Meet the Fockers	Ben Stiller	Bipolar Affective Disorder
British singer, songwriter. Best known for "Rolling in the Deep" and "Someone Like You".	Adele	Anxiety Disorder
Actor; Indiana Jones, Han Solo, shares his last name with a car	Harrison Ford	Depression
Singer, songwriter. Known for singing "Titanium", "Wild Ones" and "Chandelier". Has written songs for Britney Spears, Rihanna and Ne-Yo.	Sia	Depression
Famous soccer player from England that married Posh Spice	David Beckham	Obsessive-Compulsive Disorder
Famous German Composer, gradually lost his hearing	Beethoven	Bipolar Affective Disorder
Singer and actor; "Friends with Benefits", "Bad Teacher", and "The Social Network"	Justin Timberlake	Obsessive-Compulsive Disorder

## Heart aches

### Objectives

#### Students will:

1. Recognize personal, physical responses to strong feelings.
2. Identify characteristics of emotional pain.
3. Compare common reactions to physical pain and emotional pain (or heart aches).
4. Appreciate the value of social support.
5. Accept that it is healthy and positive to discuss emotional pain, and to get help when needed.



25 min.

### Structure

Large group discussion

### Activity

1. Ask students, “How do we know when we’re upset?” (How do we feel inside when we’re upset?). Assist students to identify physical “symptoms” related to a stressful or upsetting situation. Students may share situations when they experience these “symptoms” if they wish.

#### For example:

- sweaty palms;
- heart beating wildly;
- shaky voice;
- lump in throat;
- tense muscles;
- “butterflies” in stomach.
- shaking hands;
- dry mouth;
- red blotches on skin;
- headache;
- clenching teeth; and

Reinforce that strong emotions can have a real impact on our bodies. The first thing we can do is to do an “internal check” of our bodies. If we notice that we are experiencing some of the sensations described above, then it’s time to do something to help ourselves relax and calm down, e.g., Coping strategies, relaxation.

2. Ask for a volunteer who would like to draw on the board or flip chart. Ask the student to draw 2 people large enough for the group to see (very simple figures will do). Facilitator can also do the drawing, if there are no volunteers.

3. Ask the group to give you some examples of causes of physical pain. These examples could be related to illnesses or injuries that students themselves have experienced. Ask your volunteer artist to draw these

#### Materials

- flip chart paper;
- markers;
- tape; and
- paper heart cut outs or sticky notes (one per student).



sources of pain and the effects of the pain on one of the figures (e.g. broken legs, cuts, bruises, headaches, diseases etc.).

4. Ask students:

- How long would it take for you to tell someone you were in sick or in pain and needed help?
- Would you be embarrassed to tell someone?
- Where would you go for help?

5. Distribute blank paper hearts or sticky notes to students. Ask students to write (in one sentence or less) an example of something that may cause a 'heart ache' (emotional pain) in a person their age. It doesn't have to be a personal experience. Explain that a heartache occurs when we are really hurting inside, it's not just about romance. Have additional hearts on hand so that students can share more than one heartache if they wish.

### **Examples of causes of heartaches include:**

- major change in your family (divorce, a death, serious illness, trouble with a brother or sister);
- a parent has a problem and it's affecting you;
- someone has done something to hurt you;
- big changes like a new school, new city or a new country!;
- problems with friends, or trouble getting along with people;
- worry about school work;
- concerns about body image;
- trouble handling feelings (feeling worried or sad all the time, unable to control anger);
- making a mistake, and not knowing how to sort it out;
- feeling guilty and sad about things going on in the world (wars, poverty, disasters); and
- regrets.

Tell students that no one will know who wrote what on the hearts.

6. Collect the hearts. Read each one out loud, and tape them up, all over the second figure. A volunteer can help if needed.

7. Ask students:

- How long would it take for you to tell someone you were hurting or struggling and needed help?
- Would you be embarrassed to tell someone about a heart ache?
- Why?
- Where would you go for help?

Note the differences in responses for physical pain and emotional pain (heart ache). Suggest that things would be much easier for us if we thought about our heart aches the way we think about physical pain or illness (e.g. not being embarrassed to talk about it, getting help etc.).

8. Use the following discussion guide to facilitate discussion on heart aches.

**Be sure to highlight:**

- It could be helpful to talk with others and get help when we're having emotional pain (or a heart-ache).
- We may be able to prevent some heart aches, or prevent them from getting worse or turning into serious problems.
- We all have heart aches, and emotional pain, it's part of being human.

Some things we've talked about in Healthy Transitions that can help us through rough times include:

- positive self talk (changing the way we think about things);
- accepting our feelings, then using positive coping (doing things that 'restore' emotional balance, help us to feel better, and may help solve a problem);
- relaxation;
- sharing our feelings with others and getting help if needed; and
- helping and supporting each other through hard times.

**Note:** Some mental health problems are caused by chemical imbalances in the brain (even so—all of the above will help someone with a mental health problem).

Ask, why could it be helpful to talk with others and get help when we're struggling?

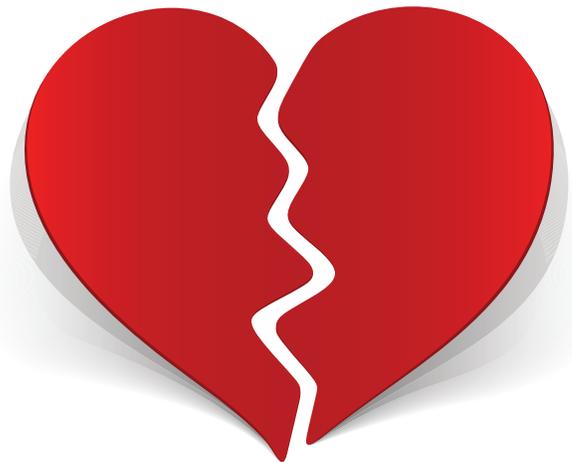
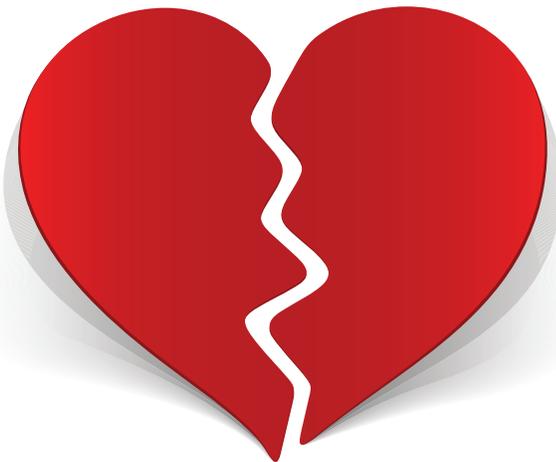
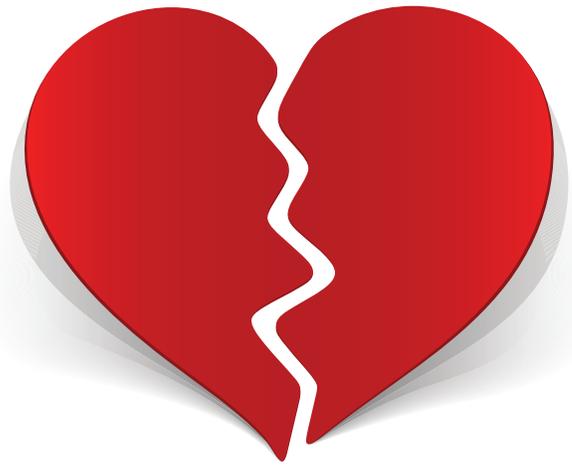
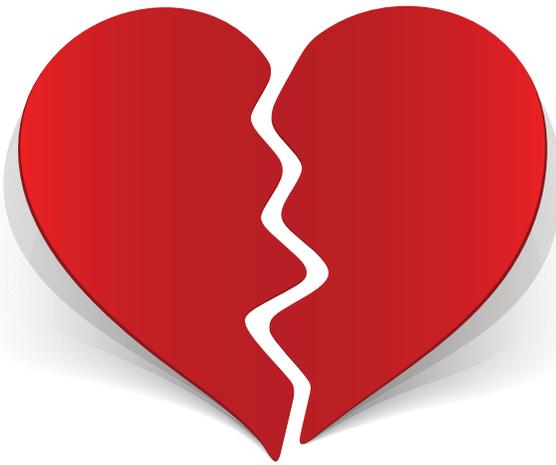
**For example:**

- feels better to talk it out, you may feel less worried and anxious;
- it could prevent things from getting worse;
- it might help to solve the problem;
- feels good to know someone understands you and supports you; and
- sometimes the problem is too big to handle alone, and you're having a hard time coping.

9. Remind students that we need to get help and support for our heartaches, just as we would for a physical illness or injury. It's important to help friends to do this too. Highlight any school or community professionals who are providing the Healthy Transitions program. Remind students of the services available to them, if needed:

- [halton.ca/youth](http://halton.ca/youth); and
- [kidshelpphone.ca](http://kidshelpphone.ca).

Copy and cut one for each student



## Personal Newfoundland Dogs

### Objectives

**Learners will:**

1. Recall the metaphor of the Newfoundland dog, as someone in our lives who can help us when we need it.
2. Identify personal strategies and people in their lives that can help when things get rough.



**15 min.**

### Structure

Large group activity

### Activity

1. Ask students if they recall what Newfoundland dogs are and what they are used for. Remind them that Newfoundland Dogs are often used to rescue people struggling in the water. At some point in each of our lives, we'll need some help from others when we're struggling.
2. Distribute the "Who Are My Newfoundland Dogs?" handout. Explain to students that when things are rough, there are things we can do, and people we can turn to, to help us feel better.

**Ask students to think about:**

- things they can do to help themselves handle the situation and feel better; and
  - people in their lives who can help.
3. Ask students to record this on the appropriate areas on the handout (on the lines provided or around the 'rings'). Remind them of specific community/school resources (school guidance counsellor/social worker, Community Health Centre, etc.).
  4. As students complete their handouts, prompt them to consider some of the personal strategies discussed in the program, such as:
    - positive self talk;
    - relaxation; and
    - communication;
    - positive coping.
  5. Remind them of the services available to them, if needed:
    - halton.ca/youth; and
    - kidshelpphone.ca.
  6. Distribute markers, so students can colour the rings on the handout.

**Materials**

- markers; and
- Who Are My Newfoundland Dogs? handout.



# Who are my newfoundland dogs?

List the things you can do and the people in your life who can help you when things get rough.

Adults in my school & Community:

Friends I trust:

Family members I can talk to:

ME! I can help myself feel better by:





## Session 4:

### Catching flies with honey and other essential skills

Grade 8	Session 4 – Curriculum Expectations
	Interpersonal Skills: 1.3

## Catching flies with honey and other essential skills

### Let's get prepared!

Copy:

- Communication Scenario Cards (one set for each group) cut out and paste on construction paper, laminate if you wish to protect against the wear and tear of repeated use;
- Talking to others: Styles of communication handouts (one per student);
- The Formula for Assertive Responses handout (one per student); and
- Listening well handout (one per student).



### Key messages for the session

1. The way we communicate has consequences for:

- whether or not we get what we're looking for;
- our relationships;
- how others see us and treat us;
- whether or not problems get solved or get worse; and
- our feelings and the feelings of others.

2. Assertive communication is usually the best way to:

- promote good relationships and emotional well being in ourselves and others;
- get our needs met (although it's no guarantee);
- resolve conflicts; and
- express feelings.

3. Assertive communication takes practice..

4. There are situations where passive and aggressive responses may be the best choice.



### Session outline

10 minutes: Warm up activity: Drawing bugs

25 minutes: How to talk so others will listen

10 minutes: True/false activity

## Warm up activity: Drawing bugs<sup>87</sup>

Review ground rules (see Section 1-Program Overview section).

### Objectives

Students will appreciate other people's perspectives on the same situation.

### Structure

Large group activity

### Materials

Paper, pens and pencils

### Activity

1. Tell students that you're going to describe a drawing of a bug, and that you'd like them to draw a bug just like it. Students will not be able to ask questions or look at a drawing during the activity.
2. Describe the bug for students to draw:
  - The bug is round.
  - The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.
  - The bug has two eyes on top of the body.
  - The bug has two squiggly antennae.
  - The bug has two tree leaf shaped wings.
  - The bug has a spot next to each wing.
  - The bug has a triangular stinger on the bottom of the body.
  - The bug has two feelers on each foot—one longer than the other.
  - The bug has a round mouth, placed between the two eyes.
  - The bug laid five square eggs to the left of the stinger.
3. After everyone is finished, ask students to hold up their drawing for the entire group to see.

4. Facilitate a brief discussion with the following questions:

- How did it feel not being able to clarify the instructions?
- Why were people so concerned about 'doing it right'?
- Why do all the bugs look different? (everyone has a different interpretation of the description, based on personal life experiences)
- What would have helped so that the drawings would look more alike? (asking questions and clarifying would have helped)
- Does this activity demonstrate anything about real life? (There are many different ways of looking at the same situation; clarifying what you've heard is important)

## How to talk so others will listen

### Objectives

Learners will:

1. Describe three basic communication styles (assertive, aggressive, passive).
2. Consider the consequences of various communication styles.
3. Value assertive communication as the preferred way to:
  - promote good relationships and emotional well being in ourselves and others;
  - get our needs met (although this is no guarantee);
  - resolve conflicts; and
  - express feelings.



**25 min.**

### Structure

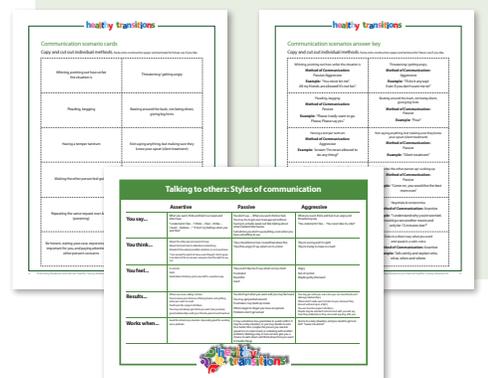
Group brainstorming and role-plays

### Lesson Outline

Understanding the three communication styles and what they look like. Practicing assertive communication.

#### Materials

- Communication scenario cards (copy and cut out from template provided); and
- Talking to Others handout.



## Activity

1. Distribute the 'Talking to Others' handout. Explain there are many ways to express our needs, wants and feelings and we all use these methods to get our point across. Review the handout and discuss the 3 communication styles. Provide examples using the following scenario:

- *You'd like to go to a movie with friends, and stay out 30 minutes later than usual. No adults will be with you. Your parents refuse.*

Use the examples below to role play AGGRESSIVE, PASSIVE & ASSERTIVE communication:

**Aggressive:** "You never let me go out with my friends, whether my homework is done or not! (loud voice, threatening body language, etc.)

**Passive:** "It's not fair, my friends get to do it. (quiet voice, whining)

**Assertive:** "I'd really like to go out with my friends. I've done my homework and chores for the day. Would that be OK?" (calm voice, good eye contact, relaxed body)

2. Distribute the "Formula for Assertive Responses" handout. Highlight to students the use of "I Statements" and "You Statements" in the "Talking to Others" handout.

**I Statements:** Saying "I need; I want; I feel". Talking like this is a respectful way to make your point and does not make the other person feel threatened or blamed.

**You Statements:** Saying "You never listen; you don't understand" makes the person feel like the situation is their fault, makes them defensive and less likely to listen to you.

If you are assertive and use "I Statements" you are more likely to get what you want and keep the respect of others.

3. Tell students that you'll be doing a little role-playing. Pre-select one scenario from the list below and select 1 communication scenario card (pg. 76) of your choice for students to role-play. Quietly review the scenario and communication style with student so they understand what they are role-playing.

Repeat by selecting another scenario and another communication style and reviewing with student prior to them role-playing.

Repeat role-playing with different scenarios and different communication methods with 4 students. (Ensure you have selected one example of each style of communication i.e. passive, aggressive and 2 assertive cards.) If students don't enjoy role-play, facilitators can demonstrate communication styles & have students guess.

- You are working on a school project with a classmate, who is not doing their fair share of the work. You're feeling used.
- You would like to go to a party but your parents refuse because they do not know who the guests will be.
- Have students come up with a scenario between a student and a teacher, where the student would have to get a point across to the teacher.
- You're asking for money from your parents to buy something (clothes, video game, etc.) you would really like to have because you have already spent all your allowance.
- You would like to get a social media account (i.e., Facebook, Twitter, Instagram) and your parents don't really want you to.
- You have a big school project due right after March Break, but you and your family are going away for the break. You won't be able to get the project done in time.
- You would really like to get a new cell phone, but your parents say they think you're too young to have one.

4. For each method demonstrated, ask students:

- Would this method work? (get you what you want?)
- What would some consequences be of using this approach?
- How would you feel? How would the other person feel?
- Would you describe this method as assertive, aggressive or passive (or a mixture of two?) See answer key on page 77.

5. Reinforce that while assertiveness may not always get you what you want (others always have the right to say no); it offers a good chance of success, and it also helps to build or keep positive relationships. Other methods may get people what they want in the short term, but can create problems in the future.

6. Remind students that there are times when a passive or a verbally aggressive response may be the best choice. Ask students for examples of such situations (for example—when the other person is in a really bad mood, you may choose to be quiet and wait to discuss things later, this is PASSIVE. An AGGRESSIVE response would be appropriate if you are in a risky or dangerous situation and you need to get out right away, "Get away from me now!"; or "Leave me alone!").

7. Distribute the "Listening Well" handout. Another important piece to good communication is LISTENING. Be sure to listen without interrupting, make eye contact, nod your head or say "really, that's great", etc., to show you are paying attention. Do NOT, look at your cell phone, text or watch TV while the other person is trying to talk to you. This shows you are NOT listening to them and it is not very respectful.

## Communication scenario cards

Copy and cut out individual methods. Paste onto construction paper and laminate for future use if you like.

Whining, pointing out how unfair the situation is	Threatening/ getting angry
Pleading, begging	Beating around the bush, not being direct, giving big hints
Having a temper tantrum	Not saying anything, but making sure they know you're upset (silent treatment)
Making the other person feel guilty	Butter the other person up/ sucking up
Repeating the same request over & over (pestering)	Negotiate & compromise
Be honest, stating your case, expressing what is important for you, and paying attention to the other person's concerns	State in a direct way what you want and speak in a calm voice

## Communication scenarios answer key

Copy and cut out individual methods. Paste onto construction paper and laminate for future use if you like.

<p>Whining, pointing out how unfair the situation is</p> <p><b>Method of Communication:</b> Passive/Aggressive</p> <p><b>Example:</b> "You never let me". All my friends are allowed! It's not fair".</p>	<p>Threatening/ getting angry</p> <p><b>Method of Communication:</b> Aggressive</p> <p><b>Example:</b> "I'll do it anyway! Even if you don't want me to!"</p>
<p>Pleading, begging</p> <p><b>Method of Communication:</b> Passive</p> <p><b>Example:</b> "Please I really want to go. Please, Please say yes."</p>	<p>Beating around the bush, not being direct, giving big hints</p> <p><b>Method of Communication:</b> Passive</p> <p><b>Example:</b> "Pout"</p>
<p>Having a temper tantrum</p> <p><b>Method of Communication:</b> Aggressive</p> <p><b>Example:</b> Scream "I'm never allowed to do anything!"</p>	<p>Not saying anything, but making sure they know you're upset (silent treatment)</p> <p><b>Method of Communication:</b> Passive</p> <p><b>Example:</b> "Silent treatment"</p>
<p>Making the other person feel guilty</p> <p><b>Method of Communication:</b> Aggressive</p> <p><b>Example:</b> "All the other parents said yes. You're really not cool!"</p>	<p>Butter the other person up/ sucking up</p> <p><b>Method of Communication:</b> Passive</p> <p><b>Example:</b> "Come on, you would be the best mom ever."</p>
<p>Repeating the same request over &amp; over (pestering)</p> <p><b>Method of Communication:</b> Aggressive</p> <p><b>Example:</b> "I really want to go. Can I go? Can I go? Can I go?"</p>	<p>Negotiate &amp; compromise</p> <p><b>Method of Communication:</b> Assertive</p> <p><b>Example:</b> "I understand why you're worried. I could go see another movie and only be 15 minutes late?"</p>
<p>Be honest, stating your case, expressing what is important for you, and paying attention to the other person's concerns</p> <p><b>Method of Communication:</b> Assertive</p> <p><b>Example:</b> "I realize you're worried, but I really want to go. I'll be with Mary, Isabelle and Emma. I promise to be careful.</p>	<p>State in a direct way what you want and speak in a calm voice</p> <p><b>Method of Communication:</b> Assertive</p> <p><b>Example:</b> Talk calmly and explain who, what, when and where.</p>

# Talking to others: Styles of communication

	<b>Assertive</b>	<b>Passive</b>	<b>Aggressive</b>
<b>You say...</b>	<ul style="list-style-type: none"> <li>• What you want, think and feel in an open and direct way.</li> <li>• "I-statements" like... "I think... I feel... I'd like..."</li> <li>• "I need... I believe... "It hurt my feelings when you said that"</li> </ul>	<ul style="list-style-type: none"> <li>• You don't say... What you want, think or feel.</li> <li>• You may try to get your message out without having to actually speak out (like talking about others behind their backs).</li> <li>• Sometimes you don't say anything, even when you have something to say.</li> </ul>	<ul style="list-style-type: none"> <li>• What you want, think and feel in an angry and threatening way.</li> <li>• "You-statements" like... "You never take my side!"</li> </ul>
<b>You think...</b>	<ul style="list-style-type: none"> <li>• About the other person's point of view.</li> <li>• About the best time to talk about something.</li> <li>• Ahead of time about possible solutions or compromises.</li> <li>• "I can accept his point of view, even though I don't agree."</li> <li>• "I can take 'no' for an answer, everyone has the right to say 'no'."</li> </ul>	<ul style="list-style-type: none"> <li>• "They should know how I would feel about this."</li> <li>• "They'll be angry if I say what's on my mind."</li> <li>• "They won't like me if I say what's on my mind."</li> </ul>	<ul style="list-style-type: none"> <li>• "They're wrong and I'm right!"</li> <li>• "They're trying to make me mad!"</li> </ul>
<b>You feel...</b>	<ul style="list-style-type: none"> <li>• In control</li> <li>• Calm</li> <li>• Good about sticking up for yourself in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>• Frustrated</li> <li>• Resentful</li> <li>• Used</li> </ul>	<ul style="list-style-type: none"> <li>• Angry</li> <li>• Out of control</li> <li>• Maybe guilty afterward</li> </ul>
<b>You Act...</b>	<ul style="list-style-type: none"> <li>• Good eye contact</li> <li>• Strong, steady voice</li> <li>• Respectful tone of voice</li> <li>• Not fidgeting<sup>88</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Poor eye contact/downcast eyes</li> <li>• Quiet voice</li> <li>• Mumbling</li> <li>• Shifting of weight<sup>88</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Frowning or scowling</li> <li>• Loud voice</li> <li>• Invades personal space</li> <li>• Big, jerky movements<sup>88</sup></li> </ul>
<b>Results...</b>	<ul style="list-style-type: none"> <li>• Others are more willing to listen</li> <li>• You increase your chances of being heard, and getting what you want or need.</li> <li>• You'll earn the respect of others.</li> <li>• You may not always get what you want, but you keep good relationships with your friends, parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• You don't get what you want and you may feel used.</li> <li>• You may get pushed around</li> <li>• Frustration may build up inside</li> <li>• Others begin to forget you have an opinion</li> <li>• Problems don't get solved</li> </ul>	<ul style="list-style-type: none"> <li>• You may get what you want, but you can lose friends and damage relationships.</li> <li>• Others don't really want to listen to you, because they know it will end up in a fight.</li> <li>• You can lose the respect of others.</li> <li>• People may be reluctant to be honest with you and say how they really feel, so they can avoid arguing with you.</li> </ul>
<b>Works when...</b>	<ul style="list-style-type: none"> <li>• Good for almost any situation. Especially good for working out a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• It might be a good idea to avoid conflict. For example, if:</li> <li>• It's a risky situation;</li> <li>• You need time to calm down and think;</li> <li>• You are waiting for a better time.</li> </ul>	<ul style="list-style-type: none"> <li>• You're in a risky situation, and you need to get out fast! "Leave me alone!"</li> </ul>

# The Formula for Assertive Responses

## Ingredients:

- “I” statements;
- Good timing;
- Possible solutions; and
- Understanding.

## The perfect mixture for an assertive response!

- Pick a good time to talk. Think about the best time to approach a person. For example: “I need to talk with you about something, could we take a few minutes this afternoon?” Waiting a little can also help you calm down and come up with possible solutions.
- Use plenty of “I-statements” (I think, I feel, I’d like, I need, I believe).
- Be generous with possible solutions (think about these ahead of time!).
- Think about the other person’s point of view. You don’t have to agree with it, but it helps to understand ‘where they’re coming from’.

## What you’ll get out of being assertive:

- You’ll have a good chance of getting what you want and need.
- People will be more willing to listen to your point of view.
- You’ll earn the trust and respect of friends, parents and teachers.
- You’ll trust yourself, knowing that you can stand up for yourself.
- You’ll make and keep good relationships with your friends, parent and teachers.

### What’s an “I-statement” anyway?

- Ways of expressing yourself, and they begin with an “I”. For example: “I think, I’d like, I need, I believe, I feel”.
- A respectful way to get your point across, without threatening others. When you use “I-statements”, others cannot say you were wrong, because you are simply stating how YOU think or feel.

# Listening well

This list will help you to check to see how well you (and others!) are listening.

## I'm really listening if I:

- listen without interrupting;
- rephrase what the person just said to make sure that I understand them (reflective listening—this can also help you slow down a bit if your upset);
- use conversation encouragers (“Really?” “That’s great!”);
- send positive non-verbal messages (nodding head, turned toward person, leaning toward person, facial expressions, looking at person); and
- put down my cell phone and other electronic devices.

## I'm NOT really listening if I:

- send negative non-verbal messages (turn away from the speaker, constantly look away or look for something else, do something else);
- interrupt;
- listen only to figure out what to say next (like during an argument);
- pay attention to other things happening nearby; and
- am playing on my phone or other electronic devices.



## True / false activity

### Objectives

Learners will:

Recall major concepts learned in previous sessions



5 min.

### Structure

Large group activity

### Activity

Distribute one 'true' and 'false' flag to each student. Explain that you will be reading out statements, and that students will have to decide if the statement is true or false. If they believe the statement is true, they can show the 'true' card, and vice versa if they feel the statement is false. Provide a brief clarification of the statement after students respond. You can do this by reviewing the info provided after each statement with the group, or ask students leading questions to come up with similar conclusions.

#### Materials

- true / false "flag" one for each student.



#### **We have some control over our mental health.**

True.

Although we can't always control what happens to us, we have some control over how we react. Sometimes changing the way we think about things can help. At other times, though, our feelings are so overwhelming and painful that we need to talk to others for help and support. This is another really important way we can prevent our struggles from turning into more serious problems.

#### **Newfoundland dogs are little dogs that can save victims of an avalanche.**

False.

Newfoundland dogs are big, black (sometimes black and white), slobbery, lovable beasts. They are working dogs that rescue people struggling in water. We think that there are people in our lives who can act like Newfoundland dogs for us; they can pull us to safety when we're struggling. We can also be Newfoundland dogs for our friends and family.

#### **Being assertive means staying quiet when something is bothering you.**

False.

Being assertive means that you say what you want, think and feel in an honest and direct way, while being respectful of the other person.

#### **People don't recover from mental health problems.**

False.

Like any health problem, people recover from mental health problems. It is important, though, to get the proper help. Sometimes people need the help of a counsellor, a social worker, a physician, a psychologist or a psychiatrist in their recovery. They also need the help and support of friends and family, as well as the understanding of co-workers or classmates. Sometimes embarrassment prevents people from getting the help they need. Many people experience a mental health problem in their lives, but with help are able to recover and have full, happy lives.

**Being a good friend can sometimes mean breaking a confidence to make sure a friend gets help.**

True.

Sometimes friends tell you how badly they are feeling; they may be hurting themselves, or thinking about hurting themselves. They may have had thoughts of suicide. It is really important to share this information with an adult you trust. A friend in this situation needs help, too much help for a friend to be expected to give. That's what being a Newfoundland dog is all about. When friends are struggling, they can't always see the best way out.

**Positive coping can make negative emotions even worse.**

False.

- Positive coping describes the things you do that:
- help you to feel better;
- respects others and property; and
- helps you to solve the problem.

**If you are assertive, you will always get what you want.**

False.

If you are assertive, you may not always get what you want, but you will keep good relationships with your friends, parents and teachers. People will be more willing to listen to you, you will earn the respect of others, and you will increase your chances of being heard, and getting what you need. You'll also feel better about yourself!

**The way we talk and listen has a big impact on our relationships.**

True.

Listening attentively to others gives the message that we care about them, and that what they say is important to us. Being assertive can help you work out every day conflicts without damaging relationships. Being assertive also tells others that we will stick up for ourselves, so that we earn respect.

**Talking to ourselves in a positive way can help us to get through life's struggles.**

True.

This does take practice, though. Trying to use more positive self talk when we're faced with a tough situation can help us do the things we need to do to work through the problem. For example, if you fail a test; instead of telling yourself that you're stupid, remind yourself that you just did badly on a test. If you've done badly on a test, what can you do? You can study more, ask to re-take the test or get the help you need to understand the material.

**True!**

**False!**

## Optional culminating activities

Culminating activities are an opportunity for students to consolidate their learning and reflect on how their ideas have changed over the course of the program. Below are some optional culminating activities that teachers may choose to utilize with their students. Please note: these are not part of the four Healthy Transitions sessions and will require additional class time to complete. Facilitators may choose one activity or combine two or more activities to enhance student learning/reflection.

### Activity 1: Healthy Transitions Reflection Tree

#### Materials Needed: Coloured construction paper, scissors

- Ask students to create a large tree trunk using construction paper and place on the wall in the classroom.
- Ask students to trace their hand on a piece of coloured construction paper and cut it out.
- Ask students to answer one of the following questions by writing their answer in the hand cutout:
  - What messages did you take away from the Healthy Transitions program?
  - What are some positive ways to keep yourself healthy?
  - What positive coping technique works for you?



## **Activity 2: Healthy Transitions Class Quiz**

**Materials Needed: laptop, projector, screen**

- Ask students to create a quiz in a group of 4-5 students.
- Quiz must have four questions developed from the Healthy Transitions program content.
- Students can use handouts received to create questions.
- Students can:
  - use an online survey application (like Kahoot); or
  - have each group present their questions.

## **Activity 3: Healthy Transitions Positive Coping Board**

**Materials Needed: see below**

- Ask students to create a positive coping board: take photos of things that help you cope and regularly add them your classroom board. E.g. relaxing music, photo of sunset, quote, etc.
- Options include:
  - Class photo album/scrapbook,
  - Display board in classroom or school; and
  - Pinterest board (Teacher to make a class Pinterest Board and provide username and password to all students).

## Endnotes

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