



Equipment	Paper, pencil, ruler
Learning Outcome	Relate mental health literacy to health and safety protocols at school and compile suggestions for relationships, reassurance, routine, and regulation.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

## Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of the concept of mental health literacy. Consider sharing the [Mental Health Literacy Pyramid Explained](#) video by TeenMentalHealth.Org with students to watch. Ask students to reflect about their own knowledge of mental health literacy.



## Activity Description

If utilizing a flipped classroom approach, remind students to consider what they learned or reviewed before the activity about mental health literacy. If not utilizing a flipped classroom approach, provide students an overview of the concept of mental health literacy. Consider sharing the [Mental Health Literacy Pyramid Explained](#) video by TeenMentalHealth.Org with students to watch. Ask students to reflect on their own knowledge of mental health literacy.

Provide each student with a piece of paper or ask them to utilize a computer or laptop that is available to them. Students divide their paper or page into four quadrants and label the quadrants with each of the following headers, one per quadrant: *Relationships, Reassurance, Routines, Regulation*. Print the information on the following page or post it in an area students can access it.

Ask students to answer the questions in each quadrant on their own. Once students have completed each quadrant, divide them into groups of 4 to discuss their answers. In their group of 4, each student chooses a different quadrant to be the expert for. They ask the group for their opinions and answers for that quadrant.

After an allotted amount of time, designate an area of the room to represent each of the 4 quadrants. The experts in each quadrant meet with other experts for that quadrant and discuss answers. Each expert group chooses one person to be a presenter. Bring the class back together as a large group and have each expert presenter share. As a class, discuss what suggestions you can act on within the classroom or school. Divide planning and implementation responsibilities between students to put these suggestions into action.



## Activity Description

<p><b>Relationships</b></p> <p>Friendships and other relationships may feel different. You cannot interact the same way and there are new guidelines to follow at school.</p> <ul style="list-style-type: none"> <li>• What can you do to connect with others meaningfully while also following guidelines?</li> <li>• What can teachers do to support you and your classmates?</li> </ul>	<p><b>Reassurance</b></p> <p>Everyone is working towards a safe and healthy future but it is normal to feel worried, scared, and frustrated. Using the word yet can help you when you have these feelings (e.g., “We can’t hug yet, but we will be able to someday.”).</p> <ul style="list-style-type: none"> <li>• How can others reassure you when you are feeling worried, scared, or frustrated?</li> <li>• What can you add the word yet to when feeling worried, scared, or frustrated?</li> </ul>
<p><b>Routine</b></p> <p>Routines are important to develop – especially during times of uncertainty. We can work together to develop classroom routines. This may include routines for body breaks, use of supplies, or entering/leaving the classroom.</p> <ul style="list-style-type: none"> <li>• What routines do you currently have that may transfer well into the classroom?</li> <li>• What routines could we build together for school or the classroom?</li> </ul>	<p><b>Regulation</b></p> <p>When you are in a stressful situation, it can be hard for your body to self-regulate or feel calm. This could mean pausing for some deep breathing or sharing the cues your body is giving to you (e.g., tight muscles) to signify how you are feeling.</p> <ul style="list-style-type: none"> <li>• What cues does your body give you when you are feeling stressed or worried?</li> <li>• What can we do in the classroom to ensure that everyone feels comfortable with applying strategies to self-regulate or calm themselves when needed?</li> </ul>

## Emotional Well-Being Competencies



### THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



## Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking students the reflection questions below and discuss the answers together.

- *How could you apply or use some of these ideas at home?*
- *Which R do you think will be easiest for you? Hardest?*

## Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully develop at least one idea for relationships, reassurance, routine, and regulation?
- Is the student able to successfully compile the ideas of their group members to share with their expert group?
- Is the student able to successfully demonstrate cooperation skills when working in a group in relation to communication, problem solving, and decision making?

## Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[What's in a Wellness Plan?](#)