

Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care
Module 1 – Physical Safety, Mental Health and Wellness

Lesson #6 – Everyday vs. Overwhelming Feelings
 (Primary)

Learning Goal: To understand the difference between everyday versus overwhelming feelings so we know when to ask for support.

Key Vocabulary:

Mental health - Mental health is characterized by an individual's ability to cope with the stresses of everyday life, work productively and contribute positively to society all while recognizing their own abilities.

Everyday feelings - come and go and are a normal reaction to what is happening in our lives. They are always changing and don't usually hang around for too long.

Overwhelming feelings - hang around for a long time, change the way we feel, behave, and may stop us from doing what we want to in life. You might have heard people call them a mental health problem, mental illness or mental disorder.

Self-care - Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health.

Emotions – Emotions are a normal and necessary part of the human life. Emotions motivate us to act or behave in certain ways that ensure our own survival.

Curriculum Links:

Language - Oral Communication

- Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
- Clarity and Coherence 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

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- Self-Regulation and Well-Being.
- This frame encompasses children's learning and development with respect to: their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others

Tools and Materials:

- Piece of chart paper with the title "Different Emotions"
- Virtual Library - E-max/Sora for read aloud options

Educator Pre-Reflection:

Before engaging in this lesson, consider:

Reviewing the [Emotion Coaching Cheat Sheet](#) (from Emotion Coaching Module 1) may be helpful in supporting conversations during this lesson.

Given the current situation, many students and staff will be feeling a wide range of emotions, such as worry, sadness, happiness, relief, nervousness, excitement, fear, anger and frustration. We must ensure that these feelings are normalized for everyone and that they are not seen as disordered. It is normal to have certain emotions currently and those emotions are not necessarily indicative of a mental health disorder. The following sentence starter example may help validate emotions:

“It makes sense you are feeling worried about coming back to school because we have been out of school for 6 months, and because we have to wear masks and because it’s a lot of change for all of us.”

This video provides a good [overview](#) of the difference between mental health, mental distress and mental disorder.

Student Pre-Reflection:

When you are feeling stressed or upset what do you notice happening in your body?

When you are feeling stressed or upset what are some strategies you use to help yourself calm down?

Provocation:

- Display the following [27 Different Emotions](#) for students and allow them to have a few minutes to view the picture
- Allow students time to discuss with their peers which emotions they recognize and which they are unsure of

Learning Task/Activity:

- As a whole class allow students to share what different emotions they can identify from the image and have them articulate how they know which emotion it is – record the emotions on chart paper but leave space below each.
- Once most emotions have been identified have students share when they have felt these emotions, and put it in the space that was left below each emotion title
- The main idea that you are trying to convey to students is that we all have emotions and that it is completely normal to feel different emotions at different times during any given time period.
- Tell students that we all have times when we feel overwhelmed. Sometimes things happen in our day and we have BIG feelings that are hard to manage. We are going to read a book that helps us understand what we can do when we have BIG or overwhelming feelings:
 - *I am peace* by Susan Verde
 - *The Rabbit Listened* by Cori Doerrfeld
 - *Howard B. Wigglebottom Learns It’s Okay to Back Away* by Howard Binkow

All of these are available on HWDSB Virtual Library (Emax/Sora)

- What strategies to help us manage our BIG feelings did we learn in this book?
- Create a list of strategies

Consolidation

- As students engage in play and learning throughout the day, encourage them to name their emotions

using the images and lists.

- Help students identify strategies they can use at school and at home when they encounter BIG feelings (overwhelming).

Educator/Student Post-Reflection:

The main idea I want to remember or take away from this lesson is..

My next step is...

I need to learn more about...

I am feeling...

Ideas for Going Deeper/Further Resources:

Resources Used

- 27 Different Emotions Image <https://www.earth.com/news/27-different-human-emotions/>

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