

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

**Lesson #6** - Overwhelming vs Everyday Feelings  
(Junior)

**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 and 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 adapting active listening strategies to suit a variety of situations, including work in groups.
- Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.

**Writing:**

- Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose.

**Music:**

- C 2- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

**Tools and Materials:**

- Two pieces of chart paper at the front of the class with the titles "Notice" & "Wonder"
- Two post-it notes for each student

**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 \(Mental Health Literacy Pyramid Explained\)](#) 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?

### Provocation:

- Display the following Two Continuum Model Diagram for students (provided in Lesson Folder) and allow them to have a few minutes to write one *notice* and one *wonder* for the graphic.
- Have students put their notice & wonder on post-it notes on the provided chart paper.
- The model is explained in detail [here. \(Positive Mental Health & Well being\)](#)
- The main take away being: You can experience poor mental health without a mental health condition just as you can experience positive mental health with a mental health condition. Students should understand that different circumstances, events, situations can impact their mental health.
- Play this [video - Stress vs. Anxiety](#) outlining the difference between stress and anxiety to solidify the idea.

### Learning Task/Activity:

- Teachers will be working through the provided slideshow in lesson folder using the slideshow provided script (on the slides) (Anna Freud - [We All Have Mental Health](#))
- Slide 1 – title,
- slide 2 - pause for student responses,
- slide 3 read definition,
- Slide 4 through 12 allow for some time to discuss true and false questions about mental health (we will revisit some of these concepts later in the lessons)
- Play [video - We All Have Mental Health](#) on slide 13
- Starting with Sasha have a class discussion about what was going on in her scenario (you are trying to have students conclude that these are everyday feelings)
- Then discuss Andre and how his circumstance was different and an example of overwhelming

feelings.

Key questions to be discussed (quoted from A. Freud):

- What are the differences between everyday feelings and overwhelming feelings?
- What are some self-care strategies that we can use to deal with everyday feelings, what does Sasha do? does it work?
- How are the feelings that André is experiencing different? What does André do to manage these feelings?
- What advice does André get from Sasha and his Head of Year?
- What are some other things André could do?
- What can you do if you are worried about a friend?

Anna Freud - [We All Have Mental Health](#)

**Consolidation:**

Students will be given time to choose a song that they believe represents their everyday feelings and a song that represents their overwhelming feelings. Students will then share their selections, orally or in writing, explaining why these songs represent these feelings for them.

**Intermediate** students may acquire the lyrics of their chosen song and choose to explain why certain lyrics within the song align with their feelings of everyday vs overwhelming feelings.

Students can also print lyrics of their chosen song and complete a Blackout Poetry art display with chosen words from the song.

This [website](#) provides an outline of Blackout Poetry.

**Educator/Student Post-Reflection:**

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

Who found it difficult, why?

Who thought it was easy, why?

**Ideas for Going Deeper/Resources:**

Resources Used

- Provocation diagram (CMHA)
- Lesson Content & Slide Show Anna Freud – [We All Have Mental Health](#)