



Level I: Lesson 1

We All Have Mental Health

A Mental Health Education Program Designed for Grades 4-6

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We All Have Mental Health: Lesson 1

A Mental Health Education Program for Grades 4-6

Objective: *To understand mental health and how feelings are a part of it*

Overview: *In lesson 1, students will learn what mental health is, including the difference between everyday feelings and overwhelming feelings.*

National Health Education Standard:

1 - Comprehending Concepts

Learning Objectives

- **Students will...**
 - Identify that mental health is as important as physical health
 - Explore activities that are emotionally/mentally healthy
 - Distinguish between everyday feelings and overwhelming feelings

Teacher Preparation

Review

Review the program introduction.

Review the video.

Materials

- Slides
- Charades cards
- Everyday Feelings & Overwhelming Feelings / True - False signs posted on opposite sides of classroom/space
- Notice / Wonder chart (recreate on whiteboard/chart paper and/or print for students to complete independently)
- Exit tickets (1 per student)

Evaluations

Our new pre/post program evaluations are designed to capture a well-rounded perspective of school mental health efforts and the Erika's Lighthouse classroom education's role in supporting inclusive school cultures. Data collected can be given to schools and districts upon request.

Student Pre-Test

Please take a few minutes one day before or at the start of the lesson and have your students complete the Level I evaluation survey. The link and QR code are also available in the slideshow.

Student pre-test link: <http://elhue.info/>



Lesson 1

Slide 1: Introduction Script

"Today we are going to be learning about mental health, how we can better understand it and our feelings, how to practice good mental health and how, if we are struggling with our mental health or concerned about a friend, we can get the help we deserve. We are going to be learning about the difference between everyday feelings and overwhelming feelings. This information may help you or someone you know.

KEEP IN MIND: If anything shared today prompts a feeling that you need to talk to someone, make sure to go to a trusted adult or contact the mental health professional's office here at school by emailing: _____ or calling: _____. Please feel free to ask questions at any time, but if you want to reach out to me after this lesson that is fine too."

Icebreaker: Ask everyone to share one good thing about today.

Slide 2-3: What is mental health?

Teacher says: "Mental health is about our feelings, thoughts, and moods and is important for a happy, healthy, productive, and balanced life. Just as we brush our teeth everyday to take care of our teeth, we need to make sure our brains get taken care of, too. Just like taking care of our bodies, there are ways for us to take care of our minds, too. Looking after our mental health is just as important as looking after our physical health."

Physical health = taking care of body; mental health = taking care of our mind

Note to facilitator: consider posting the term/definition of mental health for students to reference throughout these workshops. This will most importantly support students' use of health literate language and will be useful in a game in the final lesson.

"In this lesson, you will learn:

- More about mental health
- Ways to keep your mind healthy
- The difference between everyday feelings and overwhelming feelings."

Slide 4: How do we care for our mental health?

Teacher says: "There are many ways that we can care for our mental health. We are going to play charades to demonstrate some of these ways. I will ask for volunteers to act out a mentally healthy behavior just using their bodies - no words, sounds, or props. I will show the volunteer the mentally healthy behavior listed on a card without anyone else seeing and then they will act it out. Everyone else will watch and guess."

Teacher asks for a volunteer and shows one mentally healthy behavior card. Teacher should be prepared to prompt and provide assistance with each behavior in case the student volunteer gets stuck.

Save the “showing feelings” card for last to flow into the next activity.

Teacher says: “As we just learned, it’s healthy to feel and show the feelings we feel. When you’re sad, it’s OK to show that you’re sad; when you’re happy, it’s OK to show that; even when you’re mad, there are healthy ways to show that you are mad. Feelings can be big or small and everything in between. They can be everyday feelings or overwhelming feelings.”

Teacher reads definitions from slides.

*Before showing slide 5, engage students in the following movement activity:

Teacher says: “Posted on this side of the room is a sign that says “Everyday Feeling” and on the other side “Overwhelming Feeling”. I am going to say a feeling and you are going to move (or point) to the type of feeling you think the feeling I said is.”

Teacher shares the below feelings one at time, in mixed up order, allowing students to decide. Teacher asks students to explain their thoughts, using the definitions of everyday feelings and overwhelming feelings that are posted on slide 4.

Everyday feelings: Happiness, joy, sad, disappointed, frustrated
Overwhelming feelings: loss, grief, despair, rage, anger, lonely

Slides 5-6: Show slide 5 to summarize the activity.

Slide 7: Feeling Thermometer

Teacher says: “The feeling thermometer is a tool that helps us measure the intensity of our emotions. As we climb in temperature, from green to yellow to red, our feelings become more uncomfortable.

Teacher asks: “How can we explain everyday feelings and overwhelming feelings using this thermometer?”

Teacher invites students to identify and share where they are on the feelings thermometer.

Connect to icebreaker: “How might identifying something good today/right now influence someone’s spot on the thermometer?”

Consider connecting to other influences. This is a great opportunity to explain how music, movies, other media, etc. influence feelings. If we know a song makes us sad/angry, we can be aware of that when we may be having an overwhelming feeling vs. a song that makes us feel peaceful/calm.

Teacher says: Now we are going to watch a video. **Teacher prompts** students to be on the lookout for everyday feelings and overwhelming feelings in the characters, Sasha and Andre.

Slide 8: Show video.

Consider providing students a copy of notice/wonder chart to jot down notes as they watch.

Consider pausing halfway to allow students to jot down notices/wonder without missing anything.

Slides 9-12: Discussion questions (*expected responses italicized*)

- How are the feelings that Sasha and Andre are feeling different?
 - *Sasha has everyday feelings, Andre has overwhelming feelings.*
- What does Sasha do to manage her everyday feelings?
 - *She talks to her mom, takes a break*
- Who does Andre talk to about his overwhelming feelings?
 - *He talked to his teacher*
- Overwhelming feelings can be difficult to admit or talk about. What made it difficult for Andre to talk about his mental health or to ask for help?
 - *He didn't think his friends would understand.*

Slides 13-16: Knowledge Check. As the teacher goes through slides one by one, students move or point to the True / False sign on opposite sides of the room indicating their answer to the true/false statement. Teachers can also use a preferred polling tool or thumbs up/down.

Encourage students to share their reasons why they answered true or false before revealing the correct answer.

Slide 17: Notice / Wonder Think-Pair-Share.

Teacher says "Think about the activities we've done today - the video - the conversations. Spend some time independently now thinking about what you notice and what you wonder. Write your ideas down."

Provide ample time for independent thinking, then pair students up to talk about their answers. Again, provide ample time to discuss, then bring students all together and ask for volunteers to share a notice and/or a wonder.

This is a great time to ask students if they have any questions about today's activities or information learned.

Slide 18: Exit Ticket. Teacher directs students to independently complete the exit ticket. Consider reposting the definitions of everyday and overwhelming feelings.

Slides 19-20: Closure

Review slide 19.

Teacher says: "Mental health is balance: the ability to manage stress and lead a balanced life. Our mental health is just as important as our physical health, and just like we have PE to strengthen our

bodies, we can keep our minds healthy, too. Remember that everyday feelings come and go and we can handle them easily. Overwhelming feelings are also normal and may require more support like talking to someone or asking for help. If anything shared today prompts a feeling that you need to talk to someone, make sure you go to a trusted adult. Here at school, you can talk to _____. You can always come and talk to me, too.

Slide 20: Read slide 20 to students in preparation for the next lesson.

Lesson Assessment

True/False & Notice/Wonder responses

Emoji exit ticket.

- Exit Ticket:

The worksheet is titled "Exit Ticket" and contains two main sections. The first section, labeled "1. Color in the emoji that you are mostly feeling after today's lesson.", features a 3x4 grid of 12 different emoji faces. The second section, labeled "2. Is this an everyday feelings or an overwhelming one? Why?", is a large rectangular box for writing.

- Review of student worksheets

For additional resources and support materials, check out the Additional Program Options and School Policy & Staff Development sections of our [Resource Portal](#).