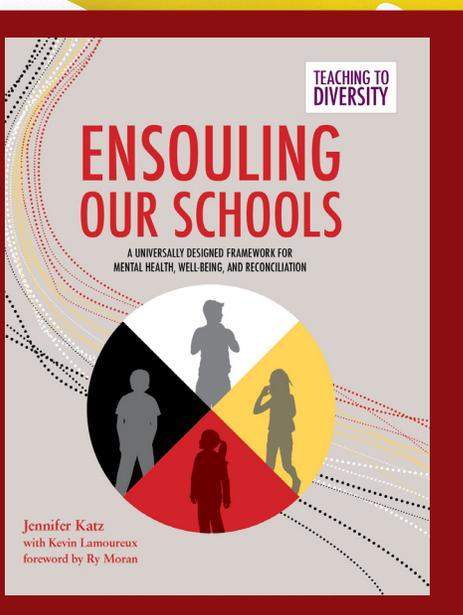


# *An Educator's Guide to Ensouling Our Schools*

*A Universally Designed Framework For Mental  
Health, Well-Being, And Reconciliation*

Jennifer Katz with Kevin Lamoureux



# Dedication & Acknowledgments

## Dedication

For all of the youth struggling with mental health, and all of the educators giving heart and soul to support them.

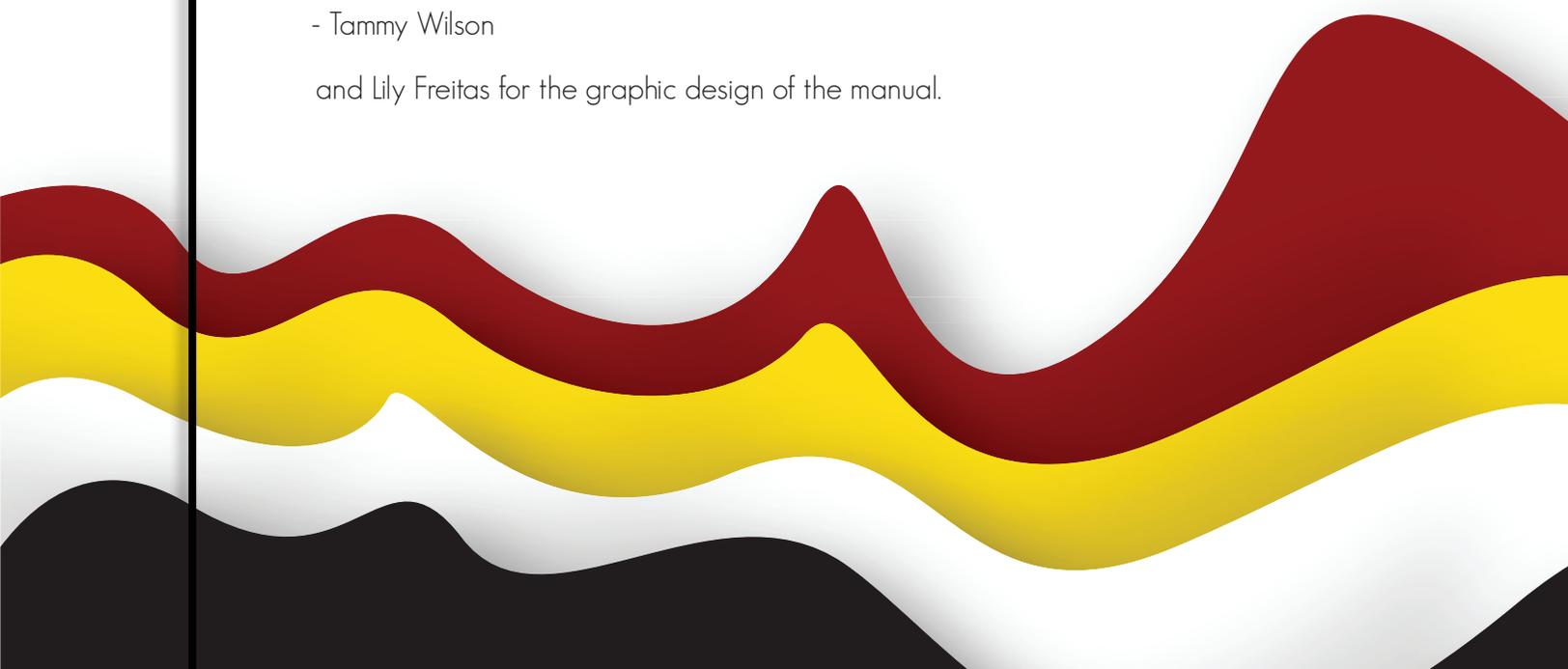
## Acknowledgments

The creation of this manual was supported by the Jacqueline Farquhar Endowment for Children's Mental Health. We hope her legacy is reflected in this work in support of school based mental health.

Dr Katz would also like to acknowledge the help of the St. James Assiniboia School District and the following teachers for their work in creating this manual:

- Shannon Birk
- Alina Wilson
- Caitlin Rose
- Tammy Wilson

and Lily Freitas for the graphic design of the manual.



# Ensouling Our Schools: An Educator's Guide

## Rationale For Educators

*Mental health impacts both well-being and learning. In schools across the country, the need for actionable responses to mental health has become more prominent over the past several years. However, educators have been provided comparatively few resources to help address this issue in proactive ways. The book Ensouling Our Schools helps respond to that need by offering educators frameworks and instructional activities intended to help students develop a sense of well-being and improve classroom climate.*

*In this teacher's guide to Ensouling Our Schools, we sought to create a practical, concise resource that would both compliment the book and exist as a stand-alone document to help educators implement mental health strategies in the classroom. It contains the essential learnings, helpful resources, and teaching tips found in the book Ensouling Our Schools, and is intended to empower educators to nurture a safe and caring community of mental health advocates in your schools and classrooms.*

## Rationale to Share with Students (Why Should We Learn This):

- *I can identify emotions and ways I can manage them.*
- *I can create a personal definition of well-being.*
- *I can make plans for maintaining my well-being.*
- *I can identify and use strategies I have learned for making positive thoughts.*
- *I can show kindness and give support for people who struggle with well-being.*

# HOW TO USE THIS MANUAL

## Purpose:

This manual is intended to provide an easy-to-carry, easy-to-use resource for teachers implementing The Brain Unit and DBT skills modules from the book *Ensouling Our Schools*. We recommend first reading the book to get a full understanding of the science underlying these programs, and the intentions and instructional goals within them.

Teachers are encouraged to maintain core content, but flexibly design and implement the programs. By this we mean:

1. There is no right order for the programs. Teachers could choose to intersperse DBT modules with the Brain Unit (e.g. do lessons 1-5 from the brain unit, and then do the emotion regulation module from DBT).
2. There is no right way to design the activities. Teachers can choose to use videos, literature, role plays, guest speakers, and more to make the lessons engaging and developmentally appropriate.

Each lesson is detailed with essential understandings and questions, and “I can” statements for students. Step-by-step instructions are provided, and a resource list of books, videos, and websites accompanies each lesson. Additional resources can be found:

1. In the book *Ensouling Our Schools*
2. At the back of this manual
3. On Dr. Jennifer Katz’s website at: <http://www.threeblockmodel.com/ensouling-our-schools.html>
4. On Facebook at: <https://www.facebook.com/groups/ensoulingourschools>

All resources are labelled by grade level (E - early years, M- middle years, S - senior years). However, teachers should consider using multi-levelled resources to correspond with student diversity in reading levels, language proficiency, and conceptual understanding. As well, please consider how you might honour the place and space you teach in through the resources you present to students.

Page numbers noted throughout this manual refer to corresponding page numbers in the book *Ensouling Our Schools*, by Jennifer Katz and Kevin Lamoureux.

# Connecting the Units

- ~ Many teachers have found that creating a unit-long concept map about mental health / well-being is an effective way for students to track their new learning. Using different colours for different lessons provides students and educators with a concrete way to see their progression of learning.
- ~ Gratitude journaling is an effective wellness strategy intended to consciously prompt the brain into thinking about all the positive elements in our lives. Having members of a classroom or school community complete a short daily journal listing a certain number of things they are grateful for is an effective way of enhancing the lessons throughout this manual.
- ~ Indigenous perspectives on well-being are an important component of *Ensouling Our Schools*. The Indigenous idea of well-being, which is viewed as a mixture of self-actualization and playing a valued role in one's community, is also known as "mino-pimatisiwin" in some nations. Traditional ideas of health in Indigenous cultures do not separate mental health from other aspects of well-being. One way to address these perspectives throughout this guide is by incorporating the [Circle of Courage framework](#).

# The Brain Unit at a Glance

## Lessons 1-4: The Brain

- Neuroanatomy: Lobes, key emotion centres (amygdala, hypothalamus), neurons
- Brain Chemistry: Neurotransmitters, Oxytocin, Cortisol, and their functions (controlling attention, memory, emotions, etc.)
- Cortisol cycle: Fight, Flight, Freeze mechanism

## Lesson 5: Emotion Regulation

- Event-Reaction-Action (ERA) cycle: Teaching students the link between thoughts, emotions, and actions. How an event is interpreted leads to a thought/impulse (cortisol release), and if not slowed down to calm down and consider alternative possibilities, often leads to impulsive action.

## Lesson 6: Sensory Triggers & Emotions

- Sensory information and its potential to trigger memories and emotions:
- How sensory triggers may unconsciously cause emotions
- Students identify personal triggers, both positive and negative.

## Lesson 7: Mental Health

- Mental Health Continuum: from flourishing to languishing
- The components/frameworks of well-being: e.g. joy, resiliency, etc.
- Frameworks, including Indigenous frameworks such as the medicine wheel, Circle of Courage, and western frameworks such as Health Canada, World Health Organization, etc.

## Lesson 8 (aka Lesson 7 part II): Mental Illness Definitions

- Connections to physical illness: all illnesses involve environmental triggers (sleep, diet, exercise, stress) and biochemical and/or genetic components
- Specific information about common mental illnesses (depression, ADHD, bipolar, schizophrenia, OCD, anxiety disorders, eating disorders, addictions)
- Difference between difficult times (e.g. grief) and mental illness - all people will have “ups and downs”; it’s about duration, degree, frequency, etc.

## Lesson 9 (aka Lesson 7 part III): Mental Illness Stigma and Help-Seeking

- Stigma and help-seeking
- Providing support to individuals with a mental illness (e.g. what is helpful to say/do if a friend is depressed)

# The Brain Unit

~ **Essential Understanding:** The brain has specialized areas for different kinds of information and functions.

~ **Essential Question:** How does the brain work?

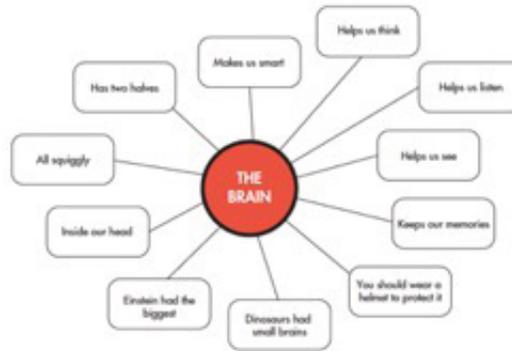
~ **“I Can” Statement:** I can explain that the brain is a body part and has sections that do different jobs.

Lesson 1: Parts of the Brain (p. 86-87)

## Brainstorm

Brainstorm with students to find out what they already know about the brain. Sort information into categories such as physical structure, functions, and interesting facts.

**Tip:** This brainstorm could be posted in your classroom and as students develop their understanding, you can add to it.



## Exploring the Brain and Labelling the Central Nervous System

*Exploring the Brain:* You may want to explore this on-line resource - [brain in 3D](#). Emphasize that the parts of the brain work together like players on a sports team. Everyone has a different role, but the team works together to play the game.

*Highlight:* The hemispheres, lobes, and levels of the brain (brain stem, cortex)

*Label the Central Nervous System:* Have students label [parts of the Central Nervous System](#).

*Extension:* Make a model of the brain out of plasticine as a class or individually.

## RESOURCES

*Your Fantastic, Elastic Brain* - Joann Deak and Sarah Ackerly (E/M)

*My Little Brain* - Baby Professor (E/M)

*A Walk in the Rain with a Brain* - Edward

## Videos:

- [The Brain Play: Meet the parts of the brain](#) (3:59) E

- [The Brain Song YouTube](#) (2:59) EM

- [The Brain Song](#) (3:49) MS

- [Pinky and the Brain](#) (1:22) EMS

- [Brain and Nervous System](#) (3:39) E

- [Limbic System](#) (MS)

## Activities:

- [Brain Cap EMS](#) Purpose of activity: To learn about (or review) the major lobes of the brain by making a paper hat to wear.

# Lesson 2: Cross-Section of the Brain (p. 88)

~ **Essential Understanding:** The brain has specialized areas for different kinds of information and functions.

~ **Essential Question:** How does the brain work?

~ **“I Can” Statement:** I can explain that the brain is a body part and that it has sections that are responsible for doing different jobs.

## **Label Parts of the Brain and Define Their Functions**

1. Discuss the function(s) of each lobe:

- Parietal: motor cortex
- Temporal: hearing
- Frontal: thinking, judgment
- Occipital: vision

2. Show students [a cross-section of the brain](#). Have each student add to their diagram from lesson 1.

- Together, label the spinal cord, cortex, amygdala, cerebellum, hypothalamus, and corpus callosum.

4. Discuss the function(s) of each part of the brain:

- [Spinal cord](#): carries messages to the rest of the body
- [Cortex](#): where thinking occurs
- [Amygdala](#): regulates emotions by releasing chemicals into the brain
- [Cerebellum](#): balance and coordination
- [Hippocampus](#): memory
- [Corpus Callosum](#): connects the two hemispheres

[Brain for early years](#)

**Possible Extension:** Add these parts of the brain to the plasticine brain your students created.

# Lesson 3: Neurons (p. 89-90)

- ~ Essential Understanding: The brain is made up of small cells called “neurons” that are responsible for communicating messages within the brain.
- ~ Essential Question: How does the brain communicate?
- ~ “I Can” Statement: I can demonstrate how the brain communicates messages.

## Understanding Neurons and How they Communicate: Suggestion for Instruction

1. Build a brain out of Lego or any constructive material that has connecting parts.
  2. Show students a diagram of a neuron. Explain that each section of the brain is made up of small cells called “neurons” that act like wires. They carry messages from one part of the brain to another.
  3. Explain that each Lego piece represents a neuron, and that electricity passes through the neurons and then triggers the release of chemicals that travel to the next neuron, and start the process over again.
- Activity: Students stand side-by-side in a line. One student is the beginning and one is the end. Students squeeze the hand of the person next to them one at a time to act as neurons sending a message to the brain.
  - Video: [The Mysterious World of Neurons](#) (2:50) E
  - Video: [Neuron Dance](#)

## Extensions to help students understand neurons and communication

- Show a video that illustrates the communication from one neuron to another.
- Have students represent brain communication. Some possible ways include:
- Use dominoes and a marble track. Have the dominoes fall, trigger the marble, which rolls across a space, and causes the next line of dominoes to fall.
- Have students act it out. In small groups, have students pass a ball hand-to-hand within their group, then throw the ball across a space to the next group of students.

## Resources

- How Neurons Communicate <https://www.youtube.com/watch?v=hGDvYUNU-cw> (E//WS)
- 2 Minute Neuroscience: Synaptic Transmission <https://www.youtube.com/watch?v=Whow-H0kb7nQ> (WS)
- <https://www.youtube.com/watch?v=vyNkAuX29OU&index=26&t=0s&list=WL> (S)A brief two minute video illustrating the connections amongst neurons
- Neuron Connections <https://www.facebook.com/heptamaron/videos/10156756110388465/>

# Lesson 4: Neurochemistry (p. 91-92)

## Videos:

The Brain <https://drive.google.com/drive/folders/1sg5e9pxG-laly-teziC8cuSwO-QyN1SE>

Student Created: <https://drive.google.com/drive/folders/1sg5e9pxG-laly-teziC8cuSwO-QyN1SE>

[Serotonin, Dopamine and Your Brain](#)

- [Essential Understanding #1](#): The brain has chemicals called “neurotransmitters” that control emotions, attention, memory, and general well-being.
  - [Essential Understanding #2](#): Thoughts and perceptions cause the brain to release chemicals, and the chemicals affect our feelings.
  - [Essential Question](#): Why do we have feelings?
  - [“I Can” Statement](#): I can describe the three main types of neurotransmitters in my brain, and identify things that cause oxytocin and cortisol release in my brain.
  - [“I Can” Statement](#): I can value the differences between myself and my peers in what causes oxytocin and cortisol release.
1. Discuss the three chemicals (neurotransmitters) that affect emotional well-being and what each controls.
    - [Serotonin](#): anxiety and mood. Low levels of serotonin are linked to anxiety and depression.
    - [Dopamine](#): energy and pleasure. High levels of dopamine are associated with high energy and pleasure.
    - [Norepinephrine](#): focus and alertness. High levels of norepinephrine are associated with greater ability to concentrate, stay alert, and feel energized.
  2. Introduce oxytocin and cortisol. Explain that when we think, the brain releases chemicals. There are two important chemicals, in addition to neurotransmitters, that the brain can release.
    - [Cortisol](#): stress hormone. Cortisol increases heart rate, breathing, body temperature, and reactivity. When we are afraid or angry, cortisol is released so that we can respond to the danger. Cortisol shuts off the frontal lobe so we can't think rationally or make good judgments. This means we react instinctively and impulsively.
    - [Oxytocin](#): pleasure hormone. Along with the chemicals serotonin, dopamine, and endorphins, oxytocin helps us feel joy, pleasure, and peace.
  3. Have students practice identifying chemical release in the brain.

Suggestion for Instruction:

    - Give students age appropriate scenarios (e.g., you get a present on your birthday, your boyfriend/girlfriend breaks up with you). Ask students what they think happens in their brain (e.g., serotonin levels drop).
    - Have students represent things that release oxytocin for them, and things that cause cortisol release. Discuss the idea that what one person finds stressful (e.g., running a marathon), someone else might find enjoyable.

## Lesson 5: Brain Reactivity (p. 93)

- [Essential Understanding #1](#): The brain has chemicals called “neurotransmitters” that control our emotions, attention, memory, and general well-being.
- [Essential Understanding #2](#): Our thoughts and perceptions cause the brain to release chemicals, and those chemicals affect our feelings.
- [Essential Question](#): Why do we have feelings?
- [“I Can” Statement](#): I can describe the three main types of neurotransmitters in the brain and identify triggers that cause oxytocin and cortisol release in my brain.
- [“I Can” Statement](#): I can value that everyone has different triggers that cause oxytocin and cortisol release.
- [“I Can” Statement](#): I can understand that feelings are natural and normal, but can be made worse if we react impulsively or search for reasons why we are upset.

### Fight or Flight

1. Activate student thinking by showing that when we are in danger or feel sad or scared, our brain mixes up chemicals, feelings, and ideas so it is difficult to see what is clearly going on until we have time to settle.

Suggestion for demonstration: Place some berries, water, oil, and ice cubes in a blender (or use a [calm-down jar](#) - many DIY versions can be found on YouTube). Have students imagine the blender (or jar) is their brain, with all the different chemicals, feelings, and ideas in it. Turn on the blender until everything is swirled together. Then, observe what happens over time (the mixture settles into layers). Explain that when we think we are in danger - when we feel scared or sad, our brain is like the blender. It mixes up a whole bunch of things, and we can't see clearly what's going on. If we can learn to calm ourselves and not make quick decisions, our brain will settle down and we will be able to see all the pieces.

Video: [Mindfulness in Schools](#)

2. Explain the Fight-or-Flight Reaction: When the brain perceives danger, either emotional or physical, it stops thinking because it wants to defend and protect us. That's why we feel like we want to get away, or why we get angry and lose our temper.

- [Video](#): The Stress Response- Fight or Flight (3:37) EM
- [Video](#): Fight or Flight (5:51) MS
- [Video](#): The Fight Flight Freeze Response (3:05) EMS
- [Video](#): Your Brain on Stress and Anxiety (M/S)

3. Show students the graphics below of event, reaction, action (the ERA cycle). Discuss how certain strategies can be used to interrupt the cycle of cortisol, thereby calming us down and changing our thoughts and feelings before we react.

## Lesson 5: Brain Reactivity (p. 93)



### Resources:

- [http://marc.ucla.edu/mpeg/05\\_Loving\\_Kindness\\_Meditation.mp3](http://marc.ucla.edu/mpeg/05_Loving_Kindness_Meditation.mp3) (9:30)

4. Apply it: Ask students to draw or write scenarios that represent both cycles – one without strategic intervention, and one with. For example: You walk into class, and the teacher announces a test.

- Thought = "I'm going to fail"; feeling = panic; brain reaction = cortisol release; behaviour = anger, swear at teacher.

- Thought = "I'm going to fail": feeling = panic; brain reaction = cortisol release; action = deep breathing, positive self-talk; new thought = "I know as much as anyone here. Everyone is surprised. I just need to do what I can"; feeling = calming down, determined; action = take test successfully.

Suggestions for Instruction:

- Find examples in books or videos where a character encounters a stressful situation and reacts.

Compare this reaction to the ERA cycle.

- The lesson The Feeling Guy from Education World encourages students to identify current emotions, reflect on how strong these emotions are/ were, and emphasize that feelings are a choice.

Find it here: [http://www.educationworld.com/a\\_lesson/lesson-plan-managing-feelings.shtml](http://www.educationworld.com/a_lesson/lesson-plan-managing-feelings.shtml)

5. Discuss the importance of recognizing when we are feeling stressed, because then we can self-regulate our emotions by using strategies to calm down. If we know that we can relax for 15-20 minutes, we can give our brains time to "re-set" and problem solve in a healthy way.

## Lesson 6: The Senses and Their Effects on the Brain (p. 94-95)

**Note:** This lesson has many connections to the emotional regulation module (p. 143-145) and could be meaningfully integrated in a middle/ senior years setting.

- **Essential Understanding:** Our senses transmit information to the brain, which triggers memories and reactions.
- **Essential Question:** How do our senses affect our emotions?
- **"I Can" Statement:** I can explain how my five senses (touch, taste, smell, sight, sound) can 'trigger' a chemical release in my brain (oxytocin or cortisol) that may be intentional or unintentional.

1. Activate student thinking related to the five senses and link them to feelings, both positive and negative.

Suggestion for Instruction: Place a few objects with strong smells, tastes, textures, and sounds around the classroom. Also display a few photos that will elicit both positive and negative emotions. Have students record how each sensory experience makes them feel.

2. Show students the **graphic of the brain and senses**. Have students make two webs - one for things that cause them stress, and the other for things they find pleasurable. Remind them that triggers are usually based on memories that are highly personal and can be positive or negative. Once students identify their unconscious triggers, they can use strategies they are learning to manage the triggers.

Suggestion for Implementation: Teach some of the breathing exercises found later in this module.

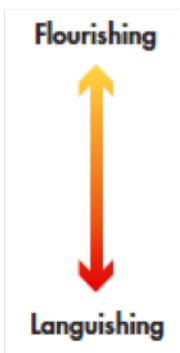
## Lesson 7: Mental Health and Mental Illness (p. 96-97)

**NOTE:** The sections in this lesson may be broken into several lesson periods.

- **Essential Understanding #1:** The definition of mental health, or well-being, has some common agreed upon elements and some personal definitions.
- **Essential Understanding #2:** Mental health is not static - we all have good times and hard times throughout our lives.
- **Essential Question:** What does it mean to be mentally healthy?
- **"I Can" Statement:** I can understand that my mental well-being, and the mental well-being of others, has good times (flourishing) and bad times (languishing).
- **"I Can" Statement:** I can identify factors that affect my well-being, and strategies for improving my well-being.
- **"I Can" Statement:** I can use the strategies I have identified to positively influence my well-being.

### Flourishing and Languishing

1. Introduce students to the words **flourishing** and **languishing**. For younger students, these can be explained as going from happy and content (flourishing) to sad and discouraged (languishing). Place the words flourishing and languishing on a vertical continuum (so that we can then add the horizontal later). Discuss with students the idea that health fluctuates. Sometimes we are healthy, and sometimes we get a cold or the flu.



### Suggestion for Instruction:

Have students share stories of times when they have been mentally healthy (e.g., happy, at peace, flourishing), and times when they have been unhealthy (e.g., sad, angry, languishing). Put students into small groups. Give each group the list of the following emotion words. Ask students to place the words along the continuum.

Elementary Level: happy, sad, angry, disappointed, frustrated, excited, bored, worried, lonely, hyper, friendly, discouraged, scared, anxious, loving.

Middle/ High School Level: hurt, depressed, embarrassed, exhausted, irritated, shocked, relaxed, brave, ashamed, alienated, energized, elated, hopeful, insecure, outraged, apathetic, blessed, joyous, exhilarated, confused, proud, amused, dismayed, safe, hopeless, trusting, neglected, rejected, compassionate, calm.

**Extension:** This activity could easily be made hands-on by making vertical lines with tape on the floor and printing the words in a larger font.

## Lesson 7: Mental Health and Mental Illness (p. 96-97)

### The Components of Well-Being

1. Brainstorm with students what well-being means to them. What are the components of a healthy person?
2. Discuss with students the two elements to well-being: strategies and outcomes. Give the example of someone who is well. A well person is calm, peaceful, and happy. Strategically, someone who is well uses positive self-talk, develops their interests, and makes time for fun and relaxation to become calm, peaceful, and happy.
3. Explore frameworks for well-being, including Indigenous frameworks such as [Circle of Courage](#) and the [Medicine Wheel](#).
4. Share the [well-being clouds](#) with students. Have students set a goal for interpersonal well-being and one for intrapersonal well-being. For instance, a student may say: "I would like to develop a more positive voice and be less critical of myself; for a few minutes once a day, I am going to use a mantra meditation with a positive affirmation."
5. Explain that research shows the biggest factor in well-being as an adult is feeling that your life has meaning and purpose. Discuss the ideas that childhood and adolescence are times for discovering their gifts, developing them, and figuring out how to use their gifts to live a life that is meaningful and purposeful.

Suggestion for Instruction: Have students respond to the questions in a private journal; they can draw, write, or use tech to record their thinking. Students can re-visit these ideas and thoughts throughout the year to reflect on their personal growth.

### Books:

[Your Brain Needs a Hug - Rae Earl \(S\)](#)

- Synopsis: When she was a teenager, Rae dealt with OCD, anxiety, and an eating disorder, but she survived and thrived. *Your Brain Needs a Hug* is filled with her friendly advice, coping strategies and laugh-out-loud moments to get you through the difficult days.

### Videos:

[Mental Illness Education for Kids \(EM\) Lesson 7 and/or 8 length 2:41](#)

- A short video to explain mental illness and stop the stigma surrounding mental illnesses early.

[On the Edge and Online \(Mental Health Documentary\) \(47:15\) S](#)

- This documentary film follows a group of extraordinary young people as they navigate the everyday challenges of life, love, jobs and family, but they all share one thing in common. They all have a mental health condition.

## Lesson 8 (AKA Part II): Understanding Mental Illness (p. 98)

- Essential Understanding #1: Mental illness is the same as physical illness.
- Essential Understanding #2: Mental illness has a significant impact on individuals and their families.
- Essential Question: What is it like to have a mental illness?
- "I Can" Statement: I can understand that the brain is part of a body system and it uses chemicals and structures to do its job.
- "I Can" Statement: I can communicate that mental illness is the result of too much or too little of an important chemical in the brain.
- "I Can" Statement: I can understand that people with a mental illness struggle more deeply than someone with a normal level of brain chemicals.
- "I Can" Statement: I can define "stigma", and understand its negative effect on people with mental illness.

In order to remove the stigma of "mental illness", it is important for students to understand that all body systems have structures and chemical aspects. In all of our bodies, we have varying levels of the chemicals we need. For instance, someone may be low in iron, vitamin B, or thyroid. We then supplement these chemicals to return to balanced health. The brain is no different, and there should be no more stigma to having low levels of dopamine or serotonin than there is to having low levels of insulin or thyroid. By presenting the brain as 'just another body part', we are communicating that important message to students in a developmentally appropriate way.

1. Introduce students to the term "mental illness". Explain that all of the organs in the human body have a function (or several functions), and use chemicals and structures to carry out that function. Example: The pancreas produces insulin to regulate sugar in our blood. When the pancreas does not produce enough insulin, high levels of sugar build up in the blood. We call this condition "diabetes." Because high levels of sugar in our blood can cause damage, doctors give patients with diabetes insulin to replace the insulin the body cannot produce.
2. Connect the diabetes example to mental illness. Students need to understand that the brain is just another organ in the body. It also produces chemicals that have different functions in the body. When the brain produces too much or not enough of a chemical we need, we call it a mental illness, even though it is actually a physical illness, just like diabetes.
3. Explain to students that each of the following illnesses comes from either too little, or too much, of an important chemical:
  - Depression: Too little serotonin, norepinephrine
  - Schizophrenia: Too much dopamine
  - Attention Deficit Hyperactivity Disorder (ADHD): Too little dopamine
  - Bipolar: Fluctuating serotonin
  - Addictions: Related to dopamine
  - Obsessive Compulsive Disorder (OCD): Related to serotonin
  - Eating disorders: Reduced serotonin
  - PTSD: Related to norepinephrine and serotonin
  - Tourette's: Excess levels of dopamine

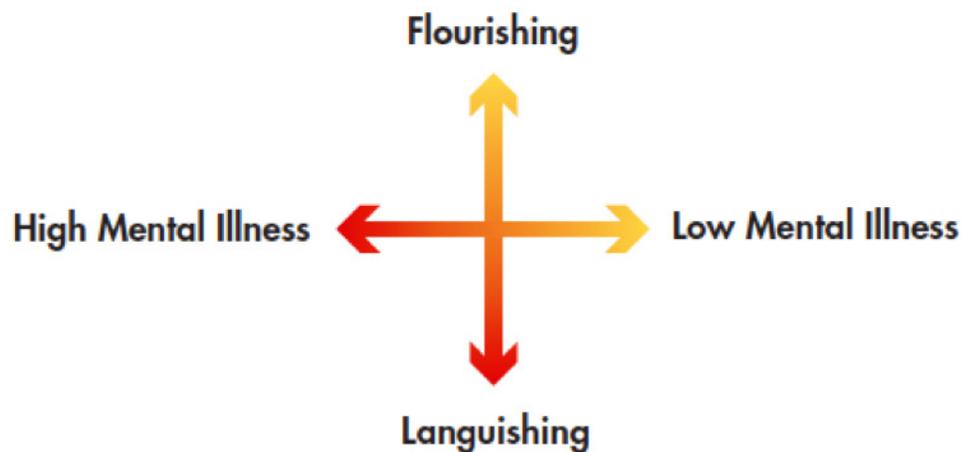
## Lesson 8 (AKA Part II): Understanding Mental Illness (p. 98)

4. Introduce the mental illness continuum: High mental illness means someone is unwell. Where an illness is placed on the continuum is usually defined or determined by the degree to which it interferes with being able to maintain health, jobs, and positive relationships. Thus, something like schizophrenia is considered a 'high mental illness' because it is life-long and significantly affects functioning. In contrast, a disorder such as ADHD does not necessarily prevent an individual from holding a job or having relationships, though it does affect everyday living.

**Big idea:** We want students to be able to differentiate between a mental illness (such as schizophrenia) and its related conditions (such as homelessness) and normal personality differences (like shyness) and emotional variation (having a 'sad' day).



5. Expand thinking to reveal the Dual Continuum of Mental Health and Mental Illness: Discuss the idea that we all experience hard times, but someone with a mental illness struggles more deeply than the average person (someone with normal levels of chemicals). Use anxiety disorder as an example. Many people will be nervous before an exam, but someone with an anxiety disorder may be nervous at other times with no discernable trigger.



6. Introduce and define the term "stigma". Stigma refers to a cluster of negative attitudes and beliefs that motivate the general public to fear, reject, avoid and discriminate against people with mental illnesses. Stigma is not just a matter of using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma and the resulting discrimination discourages individuals and their families from getting the help they need (SAMHSA 2004). Extension activities pg. 127, 128).

## Lesson 8 (AKA Part II): Understanding Mental Illness (p. 98)

### Videos

The Stigma of Mental Illness | Sam Cohen | TEDxYouth@SRDS (M/S)

<https://youtu.be/bUIBZuQ2c0Q> (6:13)

In this courageous talk, Sam Cohen - a high school sophomore - implores us to treat mental illnesses as the illnesses that they are, and to move forward as a culture in an accepting and nurturing way in treating these illnesses. In her talk, she explores what it means to be mentally ill in our society.

Lessons from the Mental Hospital Glendon Doyle Melton TED X (S)

<https://www.youtube.com/watch?v=NHHPNMIK-fY&index=3&list=PLmaX7a5HuAOomMxmytOIWNpktZjIh-KY> (17:12)

Glendon Doyle Melton unleashes her wit, courage and irreverence to call us to accept ourselves exactly as we are today, but also incidentally inspires us to live bolder, more meaningful lives for others.

Tales From a Teenage Mental Health Advocate (S)

<https://m.youtube.com/watch?v=plOagmZTWmM> (7:59)

Fifteen-year-old Amanda Southworth discusses how her struggle with mental illness and suicidal thoughts inspired her to start coding. She used this outlet as a tool to develop apps designed to help others stop suffering in silence and find the courage to reach out and change their lives.

#### French Books:

*Le Vide* - Anna Llenas (French) (E/M)

*La Chose* - Nadia Gagner (French) (E/M)

*La mission secrète de Julia Léveillée* - Julie Vincelle (French) (M/S)

#### English Books:

Please see list at the end of this manual

## Lesson 9 (AKA Part III): Supporting People with Mental Illnesses (p. 99)

- Essential Understanding #1: Having a support network is critical to the healing of people who are ill.
- Essential Understanding #2: We can positively or negatively affect the lives of people with mental illness.
- Essential Question: How can we create a support system for people with mental illnesses?
- "I Can" Statement: I can help create a supportive community for people with a mental illness.
- "I Can" Statement: I can identify the warning signs that tell me I should get help for a struggling friend, family member, or myself.

1. Remind students that interactions with others change brain chemistry. When we call someone a name, reject them, or otherwise react negatively, their perception of this interaction causes them to release cortisol and to be unwell. When we smile at someone, are friendly, give them a hug, or just have fun together, the interaction causes them to release oxytocin and serotonin. How we treat people can either hurt them or help them!

When to be concerned:

- a. They happen consistently over a period of at least two weeks.
- b. They are not triggered by an event when it would be normal to be sad for more than two weeks (e.g., someone's grandparent died). However, if the sadness persisted for months, then it is a concern.

2. Ask students if they know who to speak to if they are worried about a friend or about themselves. Make sure they know about local resources (e.g., counsellors, suicide-prevention lines).

### Videos:

Talking Mental Health (E/M) length 5:28

<https://m.youtube.com/watch?v=nCrjevx3-Js>

Talking Mental Health is an animation designed to help begin conversations about mental health in the classroom and beyond.

Books: QU'EST-CE QU'ELLE A MAMAN? - Sophie Faucher (E/M)

### Living with Parents with Mental Illness

*Sometimes My Mommy Gets Angry* - Bebe Campbell (E/M)

*Can I Catch It Like a Cold?* - CAMH (E/M)

*Why Is Mommy Sad?* - Paul Chan (E/M)

*Ta Mere Est Folle* (French) - Brigitte Vaillancourt (M/S)

### Stigma and Discrimination

*Carry the Ocean, Shelter the Sea* (sexual orientation, disability) - Heidi Cullinan (M/S)

*M in the Middle* (anxiety, autism) - Vicky Martin (M/S)

*Fans of the Impossible Life* (depression) - Kate Scelsa (M/S)

*Out of My Mind* - Sharon Draper (M/S)

# Breathing Exercises

The breathing exercises in this module are reflective of the fact that breathing in certain ways can help us regulate our stress. When we slow and deepen our breathing, we oxygenate the brain, which causes the release of “pleasure chemicals” such as oxytocin. Deepening our breath signals to the brain that it is time to calm down.

There are several types of mindful breathing, some of which are explained below.

## Breathing Using Imagery

1. Sit comfortably on a chair or cushion.
2. Imagine a time where you were angry or anxious. Create an image in your head that reflects that feeling.
3. Inhale while imagining something enjoyable (an object, animal, smell, taste, colour), then exhale as you imagine it leaving your body.



Figure 7.17 Imagery Breathing

## Belly Breathing

1. Place one hand on your chest and the other on your belly, and inhale. As you slowly exhale, focus on pushing out the hand on your belly, without moving the hand on your chest.
2. Belly breathing can be combined with ‘breathing to a count’ (a common technique is 4-7-8... inhale for four seconds, hold your breath for seven seconds, and exhale for eight seconds).

Suggested Resources:

The Grinch Tries Yoga, 17 seconds <https://www.youtube.com/watch?v=HsvyjePPFRs>

An short, humorous introduction video to introduce the concept of mindfulness and breathing to students.

Sesame Street: Common and Colbie Caillat - “Belly Breathe” with Elmo, 2 min 25 seconds. <https://www.youtube.com/watch?v=mZbzDOpyIA>

A short, catchy song that shows how your inner “monster” can be calmed through belly breathing.



Figure 7.18 Belly Breathing

# Breathing Exercises

## Nostril Breathing

1. Press your thumb down on the right nostril, and breathe out gently through the left nostril.
2. Breathe in from the left nostril, then press the left nostril gently with the ring finger and the little finger. Remove the right thumb from the right nostril, and breathe out from the right nostril.
3. After every exhalation, remember to breathe in from the same nostril from which you exhaled.
4. Keep your eyes closed throughout and continue taking long, deep, smooth breaths without any force or effort.



Figure 7.20 Nostril Breathing

# Dialectical Behavioural Therapy (DBT)

Helping Students Proactively Establish Emotional Well-being

## Module 1: Mindfulness (p. 138-140)

- Essential Understanding: Mindfulness is a practice that focuses on non-judgement and being in the here and now.
- Essential Question: How can working towards becoming more mindful help us in different aspects of our lives?
- "I Can" Statement: I can understand the "three kinds of minds" (emotional mind, reasonable mind, wise mind).
- "I Can" Statement: I can use mindful awareness and non-judgment to increase my mindful reactions to new or difficult situations.

## Teacher Note: What is Mindfulness?

Mindfulness is an ongoing practice. Mindfulness is awareness and non-judgment. It is about slowing down, paying attention, and being open-minded before making decisions. This module provides you with the opportunity to teach students breathing exercises (p. 132- 134) and other mindfulness activities such as body scans, visualization, yoga poses, and/or meditation. You may also want to include these mindfulness practices as part of your regular class routine.

1. Introduce the Three Types of Minds:
  1. Emotion Mind - when our feelings control our thoughts. For instance, if a person is scared or angry, their thoughts may be defensive, accusing, and confrontational.
  2. Reasonable Mind - when we can be rational and think objectively about a situation
  3. Wise Mind - a combination of emotion mind and reasonable mind. It allows us to recognize our feelings and accept them, while not being controlled by them. Our feelings underlie our intuition - they suggest that we pay close attention to particular cues. Ignoring our feelings is not wise, but neither is responding to them impulsively.
2. Introduce the 'awareness' component of mindfulness: Start by introducing students to being in the moment and aware of their senses - explain that sometimes we get so busy that we don't have time to pay attention to what is going on around us!

Suggestions for Instruction:

- Give students a small piece of food, such as a raisin or grape. Ask them to keep it in their mouth, chewing or sucking on it lightly. Ask students to pay attention to the textures and tastes, and how these change over time. Talk about we often eat so fast we barely taste the foods we ingest.
- Have students close their eyes, and listen to all the sounds around them. Ask what they heard that they had not noticed when they were paying attention.

# Dialectical Behavioural Therapy (DBT)

Helping Students Proactively Establish Emotional Well-being

3. Introduce the 'non-judgment' component of mindfulness: Explain that non-judgment means we do not decide how we feel about something until we have taken the time to really pay attention and experience it. Give students a variety of examples, and ask them to discuss a mindful and un mindful reaction to it.

- A new student comes to school wearing weird clothes.
- A friend brings something for lunch that you have never seen before.
- You try to do something and find it is very hard.

## Resources:

### Videos

[Students Speak on Mindfulness](#) (A Bilingual Video) (2:10)

'Just Breathe' by Julie Bayer Salzman & Josh Salzman Wavecrest Films (3:49)

<https://m.youtube.com/watch?v=h9TwJC8NiN8>

In this powerful short film, watch and hear from elementary school students learning to use mindfulness to navigate complex feelings. "Just Breathe" was created by Mindful Schools graduate and filmmaker, Julie Bayer Salzman.

Mindfulness: train the brain | Sanomi Croos-Dabrera | TEDxYouth@AnnArbor MS

<https://youtu.be/uE2CHQ5cNj0> (8:00)

Sanomi explains the benefits of meditation from stress relief to a way of handling depression. Sanomi Croos-Dabrera is a 16-year-old at Pioneer High School. She grew up in Ann Arbor with her brother, sister, and two Sri Lankan-born parents. Her TEDxTalk, Mindfulness: Train Your Brain, is centered on incorporating ancient Eastern philosophy in the busy pace of today's life to help maintain proper physical and mental health.

**Video:** [Big Brain, Little Brain](#) (3:42) Kids talking about their emotions and the brain.

[Intro: Mindfulness Brain Hand Model Dan Siegel](#) (E/M/S) (2:31)

<http://marc.ucla.edu/mpeg/05ovingKindnesMeditation.mp3> (9:30)

<https://www.mindfulschools.org/video/just-breathe-3/> (3:42)

## Websites:

### Go Noodle

GoNoodle is free and provides 100s of movement and mindfulness videos for kids! EMS

## Mindfulness Apps

*Aura, Breathe, Buddhify, Calm, Headspace, Insight Timer, Mindfulness Daily, Omvana, Stop, Breathe & Think, 10% Happier, Simple Habit*

## Books

*Forgive and Let Go*  
- Cheri J. Meiners  
(E/M)

*Reach Out and Give*  
- Cheri J. Meiners  
(E/M)

*Stand Tall* - Cheri J. Meiners (E/M)

*The Judgmental Flower* - Julia Cook (E/M)

*Lolli and the Magical Kitchen* - Elena Paige (E/M)

*Relax Kids: The Wishing Star* - Marneta Viegas (E/M)

*Frog's Breathtaking Speech* - Michael Chissick (E/M)

*The Opposite of Loneliness* - Marina Keegan (M/S)

*The Alchemist* - Paulo Coelho (M/S)

*Persepolis* - Marjane Satrapi (M/S)

*The Prophet* - Kahlil Gibran (M/S)

## Module 2: Interpersonal Effectiveness (p. 141-143)

- **Essential Understanding:** Interpersonal efficacy is dependent on expressing individual needs and making and sustaining relationships in ways that demonstrate self-regulation while avoiding conflict and acting with self-respect.
- **Essential Question:** What strategies can I use to help me relate well with others?
- **"I Can" Statement:** I can advocate for myself by expressing my needs and opinions in ways that are calm, positive, and productive (DEARMAN).
- **"I Can" Statement:** I can often create and maintain healthy relationships with others (GIVE).
- **"I Can" Statement:** I can understand the importance of knowing my self-worth, behaving with integrity, and setting boundaries while interacting with others (FAST).

Interpersonal effectiveness is taught in DBT by using three acronyms: DEARMAN, GIVE, and FAST.

<b>DEARMAN:</b>	<b>GIVE:</b>	<b>FAST:</b>
<p><b>D</b>escribe your situation</p> <p><b>E</b>xpress why this is an issue, and how you feel about it</p> <p><b>A</b>ssert yourself by asking clearly for what you want</p> <p><b>R</b>einforce your position by offering a positive consequence if you were to get what you want</p> <p>(Be) <b>M</b>indful of the situation by focusing on what you want, and ignoring distractions</p> <p><b>A</b>ppear confident, even when you don't feel confident.</p> <p><b>N</b>egotiate with a hesitant person and come to a comfortable compromise on your request.</p>	<p><b>Gentle:</b> Use appropriate language; no verbal or physical attacks; no put downs; avoid sarcasm unless you are sure the person is all right with it; be courteous and non-judgemental.</p> <p><b>Interested:</b> When the person you are speaking to is talking, be interested in what they are saying. Maintain eye contact, ask questions, etc. Do not use your cellphone while having a conversation with another person!</p> <p><b>Validate:</b> Show that you understand a person's situation and sympathize with them. You can do this with words, body language, and/or facial expressions.</p> <p><b>Easy Manner:</b> Be calm and comfortable during conversation. Use humour, smile!</p>	<p><b>Fair:</b> Be fair to yourself and to the other party to avoid resentment on both sides.</p> <p><b>Apologize:</b> Apologize less, taking responsibility only when appropriate.</p> <p><b>Stick:</b> Stick to your values, and don't compromise your integrity to gain an outcome.</p> <p><b>Truthful:</b> Be truthful, and avoid exaggerating or acting helpless to manipulate others.</p>

### **Suggestions for Instruction:**

- Using role plays, books, or movies to teach each of these three acronyms is an evidence-based way to help students practice clearly expressing their needs. Because they are acting as characters instead of themselves, there is less chance of stigma or fear of talking about what the character might be feeling.
- Show the link between these acronyms and activity on social media by creating a simulated text chain at <https://ifaketextmessage.com/>. Use this to model effective or ineffective use of each of the acronyms.

## Module 2: Interpersonal Effectiveness (p. 141-143)

### Resources

#### Videos:

<https://m.youtube.com/watch?v=OvEci5Bjgd4> ( M/S)

The Importance of Nonverbal Cues as told by “Friends” (4:33)

The constant miscommunication that occurs online is a direct result of the absence of non-verbal cues, which are unable to translate across a computer screen. “Friends” is the perfect example of how important these non-verbal cues can be in the interpretation of messages. Also, “Friends” shows that face-to-face communication can be a much better alternative over digital communication in ensuring proper communication.

<https://www.youtube.com/watch?v=eO72aTZzE&feature=youtu.be> (M/S)

This is a cartoon of how DEARMAN works in an everyday scenario. (3:05)

### **SEL Skills and Attitudes**

*Feel Confident* - Cheri J. Meiners (E/M)

*Have Courage* - Cheri J. Meiners (E/M)

*Join In and Make a Friend* - Cheri J. Meiners (E/M)

*Talk and Work It Out* - Cheri J. Meiners (E/M)

*Making Friends Is an Art* - Julia Cook (E/M)

*Bully Beans* - Julia Cook (E/M)

*Baditude* - Julia Cook (E/M)

*I Can't Believe You Said That* - Julia Cook (E/M)

*Cliques Just Don't Make Sense* - Julia Cook (E/M)

*The Want Monsters* - Chelo Manchego (E/M)

*Each Kindness* - Jacqueline Woodson (E/M)

*My Many Colored Days* - Dr. Seuss (E/M)

*The Sneetches* - Dr. Seuss (E/M)

*The Hundred Dresses* (bullying) - Eleanor Estes (E/M)

## Module 3: Emotional Regulation (p. 143-153)

- Essential Understanding: There is a strong correlation between mental wellness and physical illness, nutrition, sleep, and exercise. These factors impact how well we can understand or change the “story of the emotion”.
- Essential Question: How can we make and maintain lifestyle changes to help support mental wellness?
- “I Can” Statement: I can understand the “story of the emotion”.
- “I Can” Statement: I can control my response to new or challenging situations by changing my thinking or using calming strategies I have learned.
- “I Can” Statement: I can draw connections between my mental wellness and physical wellness (PLEASE MASTER).
- “I Can” Statement: I can improve my emotional well-being by developing my skills and interests.

### Introducing Emotional Regulation

In DBT, this is taught through the phrase “story of the emotion” and acronym PLEASE MASTER. Emotional regulation helps students learn that all feelings are normal and acceptable, but how you **think** about them and the **situation** will **control the response**.

The process of emotional response:

Scenario: A trigger in the environment. For instance, a friend walks by without saying hello

Interpretation of the event: As individuals, we assign meaning to the event. What is the story we tell ourselves about what is happening? The friend walking by appears to be ignoring or angry at us, or we may think they may be stressed and in a hurry.

Body response: Our thoughts trigger chemical release. A thought that evokes sadness, fear, or anger results in cortisol and depressed levels of oxytocin and neurotransmitters. We can learn to perceive this based on sensory feedback - heart pounding, flushing, knotted stomach are signs of stress. Smiling and muscle relaxation tell us we are happy.

Communication: Identify the emotion: “I am feeling \_\_\_\_\_,” and then communicate it to ourselves and possibly to others. Doing so allows us to determine an appropriate response.

Action: We act upon the emotion.

We can intercept the chain of emotion at different points. For example, we can learn to question our interpretation of the event: “Is he really mad at me?” Changing our interpretation changes the steps that follow. If we can’t change our response, we can recognize the body’s response, label the emotion, and then use the skills learned in the mindfulness or distress tolerance module to manage the emotion.

Note: Emotional regulation is connected the ERA discussed in Lesson 5 of the brain unit.

## Module 3: Emotional Regulation (p. 143-153)

### Prevention and Mastery Lessons

**PLEASE MASTER** points out that that we are more vulnerable to negative emotions when we don't take care of our physical health.

treat **P**hysical **L** illness

balance **E**ating

avoid mood-**A**ltering drugs

balance **S**leep

get **E**xercise

Build **MASTERy**

Mastery comes from developing skills and interests and using the skills taught in other modules and in the “story of the emotion” learning, which allow students to feel mastery over their emotional health and well-being.

Note: This is also a good time to discuss nutrition, exercise, and goal setting with your students. Lessons for each of these topics are in the text on pages 146-153.

### Resources

Video <https://m.youtube.com/watch?v=QR3pzSdjeJO&vl=en> Riley Get Angry (3:34) (E/M/S)

[Why do we lose control](#) (E/M)

### Books:

*I Am Human* - Susan Verde (E/M/S)

*I Am Peace* - Susan Verge (E/M/S)

*Be Positive* - Cheri J. Meiners (E/M)

*Cool Down and Work Through Anger* - Cheri J. Meiners (E/M)

*Soda Pophead* - Julia Cook (E/M)

*Grief Is Like a Snowflake* - Julia Cook (E/M)

*Blueloon* - Julia Cook (E/M)

*Whimsy's Heavy Things* - Julie Kraluis (E/M)

*When Sophie Gets Angry - Really, Really Angry* - Molly Bang (E/M)

*Yesterday I Had the Blues* - Jeron Frame (E/M)

*Reality Boy* - A.S. King (M/S)

*Hate List* - Jennifer Brown (M/S)

*Nineteen Minutes* - Jodi Picoult (M/S)

*The Good Egg* - Jory John and Pete Oswald (E/M/S)

*The Bad Seed* - Jory John and Pete Oswald (E/M/S)

## Module 4: Distress Tolerance (p. 153-158)

- Essential Understanding: Knowing how to manage distress, whether through temporary distraction, relaxation, or seeking help, is an essential component of mental wellness.
- Essential Question: How can we manage our responses to distress?
- "I Can" Statement: In moments of distress, I can distract myself from the source of my distress until I know I can make a wise decision (ACCEPTS).
- "I Can" Statement: In challenging moments, I can use a relaxation exercise to control my reaction (IMPROVE).
- "I Can" Statement: I know when I or someone else is distressed, and I know who to ask for help.

Distress tolerance in DBT is based on three concepts: accepting the situation (ACCEPTS), learning to self-soothe, and managing the distress (IMPROVE the moment).

**ACCEPTS** refers to temporarily distracting an individual from the source of distress (i.e., until the cortisol has settled and it is possible to make a wise decision).

**A**ctivities: Do positive activities you enjoy.

**C**ontribute: Help out others in your family or community.

**C**ompare: Compare yourself either to people less fortunate than you or to how you used to be when you were in a worse state. This is used to gain perspective and realize the problem may not be as bad as you thought.

**E**motions: Allow yourself to feel something different by provoking your sense of humour or happiness with corresponding activities. This can reduce the flow of cortisol, and potentially release oxytocin.

**P**ush away: Put your situation on the back burner for a while. Put something else temporarily first in your mind by doing an activity.

**T**houghts: Force your mind to think about something else. Some examples are counting to 10 or singing a song. You can talk to a friend about something else - anything to get your mind off the "obsessive "I just can't stop thinking about it" patterns.

**S**ensations: Do something that gives you a feeling other than what you are feeling - like taking a cold shower or eating a spicy candy.

### Self-Soothe

Self-soothing behaviour involves doing something that is soothing to you - something comforting, nurturing, kind, and gentle. Self-soothing is used in moments of distress or agitation.

# Module 4: Distress Tolerance (p. 153-158)

## IMPROVE

Improve the moment is used to help one relax in a moment of distress. It can be used along with mindfulness practices.

**I**magery: Imagine relaxing scenes, things going well, or other things that please you.

**M**eaning: Find some purpose or meaning in what you are feeling.

**P**rayer: Pray to whomever you worship, or, if not religious, chant a positive affirmation, such as: "Everything is going to be okay," or "I can do this."

**R**elaxation: Relax your muscles, breathe deeply; use with self-soothing.

**O**ne thing in the moment: Focus your entire attention on what you are doing right now.

**V**acation (brief): Take a break for a short period of time.

**E**ncouragement: Be your own cheerleader. Tell yourself you can make it through this.

### Lessons for Distress Tolerance

Students need to understand that distress tolerance is not about making the pain go away. When something happens that hurts us, our emotions are real and legitimate. However, if we act on them in the moment, we often make impulsive decisions that we regret later. Distress tolerance helps us tolerate the hurt, so we have the time to make wise decisions about how best to deal with the situation, rather than making it worse.

## ACCEPTS

When I am Distressed, I can...		
<b>A</b> ctivities	Ride my bike	
<b>C</b> ontribute	Help my mom	
<b>C</b> ompare	Read blogs about people who are struggling	
<b>E</b> motions (opposite)	Watch a funny movie	
<b>P</b> ush Away	Focus on a task, do a workout	
<b>T</b> houghts	Talk to a friend	
<b>S</b> ensations	Cook / eat something spicy or sour	

1. Discuss the concept of acceptance. Accepting when something has happened (e.g., the death of a loved one, the breakup of a relationship, failing at something of importance), is the first step to healing.
2. Show students the acronym **ACCEPTS**. Explain that **ACCEPTS** is a short term strategy to allow the cortisol to settle. Once that happens, it is time to come back to the issue to deal with one's feelings, and if necessary, problem solve.
3. Create a visual script like the one pictured here with your students.
4. Use the scripts in class regularly. For instance:
  - a. Suggest to students that when they take a break they select something from their script.
  - b. Prompt a student who is frustrated to take out their script.

# Module 4: Distress Tolerance (p. 153-158)

## Self-Soothe Activity

1. Ask students to think of a time when they were angry with themselves about something. What did they say to themselves? Were they kind? Did what they say help them feel better - or worse? If students can't think of something, ask them if they have ever told themselves they are stupid, or no good, or a loser.
2. Give students some possible scenarios, and ask them how a person could self-soothe in these circumstances. What could they say to themselves? What could they do? For instance:
  - a. You fail a test.
  - b. You lose a game because you made a mistake (e.g., let in a goal, take a penalty).
  - c. You say something critical to a friend, which embarrasses them in front of others.
  - d. You gain some weight and your jeans don't fit.

**IMPROVE** the Moment is similar to the **ACCEPTS** strategy. **ACCEPTS** is used as a distraction; **IMPROVE** the moment is used to shift our feelings while still dealing with an issue. Students write the word **IMPROVE** down the side of a page to make an acrostic with the words for each letter. Going one line at a time, have students create a personal visual script for the acronym, similar to the one below. Each student's script will be different, as they select things they find relaxing/pleasurable.

### Books:

- Bounce Back* - Cheri J. Meiners (E/M)
- Be Honest and Tell the Truth* - Cheri J. Meiners (E/M)
- Bubble Gum Brain* - Julia Cook (E/M)
- Don't Be Afraid to Drop* - Julia Cook (E/M)
- The Ant Hill Disaster* - Julia Cook (E/M)
- Mama Had a Dancing Heart* - Libba Moore Grey (E/M)
- Voices of the Heart* - Ed Young (E/M)
- Thank You, Mr. Falker* - Patricia Polacco (E/M)
- Bully* - Patricia Polacco (E/M)
- Mieko and the Fifth Treasure* - Eleanor Coerr (E/M)
- Phenomena: The Lost and Forgotten Children* - Susan Tarr (M/S)
- Sorta Like a Rockstar* - Matthew Quick (M/S)
- The Hate You Give* - Angie Thomas (M/S)
- Refugee* - Alan Gratz (M/S)
- Fish In A Tree* - Lynda Mullaly Hunt (M/S)

When I am upset, I can...		
Imagery	Imagine myself on the beach in Maui.	
Meaning	Find a "silver lining". What can I learn from this?	
Prayer	Ask the universe to give me strength.	
Relaxation	Do some yoga.	
One thing in the moment	Read a book.	
Vacation	Take a nap, or go for a walk.	
Encouragement	Tell myself I am strong, I will be okay.	

# Book List

## Anxiety

- When I Feel Afraid* - Cheri J. Meiners (E/M)  
*David & the Worry Beast* - Anne Marie Guanci (E/M)  
*Wilma Jean the Worry Machine* - Julia Cook (E/M)  
*The Anti-Test Anxiety Society* - Julia Cook (E/M)  
*Sea Otter Cove* - Anne Marie Guanci (E/M)  
*I Have Squirrels in My Belly* - Trish Hammond (E/M)  
*Panicosaurus* - Kay Al-Hani (E/M)  
*Wemberly Worried* - Kevin Henkes (E/M)  
*Moving Gives Me a Stomachache* - Heather McKend (E/M)  
*Ben and the Scaredy-Dog* - (fear) Sarah Ellis, illustrated by Kim LaFave (E)  
***Ben says goodbye*** - (fear and anxiety) Sarah Ellis, illustrated by Kim LaFave (E)  
*My beautiful birds* - (PTSD parent - anxiety child) Suzanne Del Rizzo (E)  
*The Night Lion* - (Fear) by Sanne Dufft (E)  
*Children's Mental Health Series - Zach, the very busy kid ; Zoey has very glum days ; Zoey has worry thoughts; Zach's modds are like a rollercoaster* BY Kristin Legault-Donkers (self published) (E)  
*Timo goes camping (Anxiety)* by Victoria Allenby, illustrated by Dean Griffiths (E)  
*Hidden Buffalo* by Rudy Wiebe (anxiety) (E) Indigenous  
*Hockey with Dad* by Willie Sellars (nervousness playing goalie) (E) Indigenous  
*Feathered (Anxiety and Depression)* by Deborah Kerbel (E/M)  
*Small things* by Meg Tregonning (Graphic Novel - anxiety) (E/M)  
*Eight times up* by John Corr (anxiety/depression) - (E/M)  
*Kalix the Werewolf* - Martin Millar (M/S)  
*I'm With Stupid* - Geoff Herbach (M/S)  
*Dr. Bird's Advice for Sad Poets* - Evan Roskos (M/S)  
*Fangirl* - Rainbow Rowell (M/S)  
*Finding Audrey* - Sophie Kinsella (M/S)  
*Highly Illogical Behavior (Agorophobia)* - John Corey Whaley (M/S)  
*Guts* - Raina Telgemeier (E/M)  
*Macy McMillan and the Rainbow Goddess (Anxiety)* by Shari Green (M)  
*At the edge of the world* by Kari Jones (Anxiety/depression and Parent addiction) (S)

## Emotions, Feelings, and Mood (Regulation)

- Trudy's healing stone* - by Trudy Spiller (E) Indigenous - adaptation of Trudy's rock story  
*Trudy's rock story* - by Trudy Spiller (E) Indigenous  
"Shi-shi-etko" and "Shin-chi's canoe" by Nicola Campbell - Girl finds solace before Resid. School (E/M) Indigenous  
*Sometimes I feel sad* by Kaitlin Tremblay (Emotional Literacy series) Inhabit Media - (E) (scared, angry, bored, lonely, frustrated, jealous, imaginative are other titles) some in Inuktitut Indigenous  
*I like who I am* by Tara White (Teased girl) (E) Indigenous  
*Grandmother's dreamcatcher* by Stacy McCain (bad dreams) (E) Indigenous  
*Sometimes I feel like a fox* by Danielle Daniel (totem animal) (E)  
*Angus all aglow* - Sadness - Heather Smith, ill Alice Carter (E)  
*I'm sad* by Michael Ian Black, Ill. Debbie Ridpath Ohi (E)  
*The Cold little voice* by Alison Hughes, ill. Jan Dolby - Self-Esteem (E)  
*Touching Spirit Bear* by Ben Mikaelson (Anger/violence) (E/M) Indigenous  
*I Am Human* - Susan Verde (E/M/S)  
*I Am Peace* - Susan Verge (E/M/S)  
*Be Positive* - Cheri J. Meiners (E/M)  
*Cool Down and Work Through Anger* - Cheri J. Meiners (E/M)  
*Soda Pophead* - Julia Cook (E/M)  
*Grief Is Like a Snowflake* - Julia Cook (E/M)  
*Blueloon* - Julia Cook (E/M)  
*Whimsy's Heavy Things* - Julie Kraulis (E/M)  
*When Sophie Gets Angry - Really, Really Angry* - Molly Bang (E/M)  
*Yesterday I Had the Blues* - Jeron Frame (E/M)  
*Reality Boy* - A.S. King (M/S)  
*Hate List* - Jennifer Brown (M/S)  
*Nineteen Minutes* - Jodi Picoult (M/S)  
*I will see you again* by Lisa Boivin (Death of brother overseas) (E/M) Indigenous - Dene  
*Missing Nimama* by Melanie Florence (grief/girl remembers her Mother as she grows up) (E) Indigenous

# Book List

## ADHD

*My Mouth Is a Volcano* - Julia Cook (E/M)  
*Shelley, the Hyperactive Turtle* - Deborah Moss (E/M)  
*It's Hard to Be a Verb* - Julia Cook (E/M)  
*Decibella* - Julia Cook (E/M)  
*Cory Stories* - Jeanne Kraus (E/M)  
*Baxter Turns Down His Buzz* - James Foley (E/M)  
*Joey Pigza series* - Jack Gantos (E/M)  
*Some Kids Just Can't Sit Still* - Sam Goldstein (E/M)  
*The spaghetti detectives* - Andreas Steinhofel (E/M)  
*Kat and Meg conquer the world* - Anna Priemaza (M/S)  
*Push back* by Karen Spafford-Fitz (ADHD and addition) (M/S)

## Eating Disorders

*How to Be Comfortable in Your Own Feathers* - Julia Cook (E/M)  
*Wintergirl* - Laurie Halse Anderson (M/S)  
*The Downside of Being Charlie* - Jenny Torres Sanchez (M/S)  
*Paperweight* - Meg Haston (M/S)  
*Vegas Tryout* (Eating disorder) by Lorna Schultz Nicholson (M/S)  
*The Stone girl* - Alyssa Sheinmel (M/S)  
*The art of starving* - Sam Miller (gay bullied boy with eating disorder) (S)  
*Purge* - Sara Darer Littman (bulimia/anger/self perception) (S)  
*Skinny* - Ibi Kaslik (S)

## Sexual Abuse

*The Kid Trapper* - Julia Cook (E/M)  
*April Raintree* (Rape) - Beatrice Culleton (M/S) Indigenous  
*Betty: the Helen Betty Osborne story* by David A. Robertson - (S) Indigenous

## Living with Parents with Mental Illness

*Sometimes My Mommy Gets Angry* - Bebe Campbell (E/M)  
*Can I Catch It Like a Cold?* - CAMH (E/M)  
*Why Is Mommy Sad?* - Paul Chan (E/M)  
*Mama's cloud* - Parent depression by Jessica Williams, illustrated by Mateya Ark (E)  
*Where watermelons grow* - Cindy Baldwin (Mother schizophrenia) (E/M)  
*Meeting Miss 405* (parent depression) by Lois Peterson (E/M)  
*Record Breaker* (Mother with depression) by Robin Stevenson (E/M)  
*Girl of the Southern Sea* (parent with addiction) by Michelle Kadarusden (M)  
*Hit the Ground running* (Mental instability) by Alison Hughes (M/S)  
*Bent not broken* (depression) by Lorna Schultz Nicholson (M/S)  
*No fixed address* (depression) by Susin Nielsen (M/S)  
*Rodent* (alcoholism) by Lisa J. Lawrence (M/S)  
*Hooked* edited by Chloe Santz-Hilkes (Collection short stories from those lived with addicted parent/sibling) (M/S)

## Autism/Asperger's

*The world from here up* - Cecilia Galante (Mother depressed/Brother with Asperger's) (E/M)  
*Team players* - Mike Lupica (girl with Asperger's joins softball team) (E/M)  
*Rain reign* - Ann Martin (loss of pet effect on girl with Asperger's) (E/M)  
*Marcelo in the real world* - Francisco Stork (M/S)  
*Eleanor Oliphant is Completely Fine* - Gail Honeyman (M/S)  
*The Curious Incident of A Dog In The Nighttime* - Mark Haddon (M/S)  
*House Rules* - Jodi Picoult (M/S)

# Book List

## Stigma and Discrimination

*Carry the Ocean, Shelter the Sea* (sexual orientation, disability) - Heidi Cullinan (M/S)  
*M in the Middle* (anxiety, autism) - Vicky Martin (M/S)  
*Fans of the Impossible Life* (depression) - Kate Scelsa (M/S)  
*Out of My Mind* - Sharon Draper (M/S)

## Prejudice/Racism

*Hearts unbroken* by Cynthia Leitch Smith (mocking/disrespect of Native people) (S) Indigenous  
Self Harm  
*The Fall* (addiction) - by Colleen Nelson (S) (possibly M but I couldn't verify)  
*Cutter boy* (Cutting) by Christie Watson (S)  
*Coming Clean* (Drug addiction) by Jeff Ross (M/S)  
*Me, myself and Ike* by Kim Denman (onset schizop. And self-harm) (S)

## Addiction

*Clean* - Amy Reed (M/S)  
*Cracked Up To Be* - Courtney Summers (M/S)  
*Smack* - Melvin Burgess (M/S)  
*Finding Home* - Lauren McKellar (M/S)  
*Big Air* (Brother with addiction issues) by Lorna Schultz Nicholson (S) Indigenous  
*Rez rebel* - Melanie Florence- Father Alcohol and depression (M/S) Indigenous  
*In my own moccasins : a memoir of resilience* ( addiction and sexual assault) by Helen Knott (S)  
Indigenous (S/Adult)  
*From the ashes: my story of being Metis, homeless and finding my way* by Jesse Thistle (addiction/abuse/foster care) (S/  
Adult) Indigenous  
*You don't have to say you love me* - Alexie Sherman (memoir of mother) (S) Indigenous  
*Son of a trickster* - Eden Robinson (parent addiction/son in parent role) (S) Indigenous

## Depression/Suicide

*By the Time You Read This, I'll Be Dead* - Julie Ann Peters (M/S)  
*I Was Here* - Gayle Forman (M/S)  
*All the Bright Places* - Jennifer Niven (M/S)  
*The Sea of Tranquility* - Katja Millay (M/S)  
*The Memory of Light* - Francisco Stork (M/S)  
*Court of Mist and Fury* - Sarah Maas (M/S)  
*The Astonishing Adventures of Fanboy and Goth Girl* - Barry Lyga (M/S)  
*It's Kind of a Funny Story* - Ned Vizzini (M/S)  
*Impulse* - Ellen Hopkins (M/S)  
*Looking for Alaska* - John Green (M/S)  
*How far we go and how fast* by Nora Decter (depression) (M/S) Winnipeg setting  
*The most dangerous thing* by Leanne Lieberman (M/S)  
*Break in case of emergency* - Brian Francis (Mother dies by suicide) (M/S)  
*Hello I want to die please fix me* - Anna Mehler Paperny (S/Adult)  
*Tilly: a story of hope and resilience* - Monique Gray Smith (M/S) Indigenous  
*Saving Grad* (depression) by Karen Spafford-Fitz (M/S) Indigenous - Metis  
*Fire song* - Adam Garnet Jones (Gay teens and suicide) (S) Indigenous

## PTSD

*Girl Against the Universe* - Paula Stokes (M/S)  
*These Gentle Wounds* - Helen Dunbar (M/S)  
*Something Like Normal* - Trish Doller (M/S)  
*Use Somebody* - Riley Jean (M/S)  
*Grendel's guide to love and war* - A. E. Kaplan (M/S)  
*Shattered* - Eric Walters (M/S)

# Book List

## Psychosis/Schizophrenia

*Mosquitoland* - David Arnold (M/S)  
*Schizo* - Nic Sheff (M/S)  
*A World Without You* - Beth Revis (M/S)  
*Made You Up* - Francesca Zappia (M/S)  
*Freaks Like Us* - Susan Vaught (M/S)  
*Everything Here is Beautiful* - Mira Lee (M/S)  
*The Day the Voices Stopped* - Ken Steele (M/S)  
*Schizo* by Kim Firmston (S)  
*Agony of Bun O'Keefe* by Heather Smith (addition and hoarding) (S)  
*Me, myself and Ike* - K. L. Denman (S)  
*Fig* - Sarah Elizabeth Schantz (S)  
*Challenger deep* - Neal Shusterman (Boy with Schizophrenia) (S)

## Family/Friends with Mental Illness

*Things I'm Seeing Without You* - Peter Boganni (M/S)  
*Saving Francesca* - Melina Marchetta (M/S)  
*The Impossible Knife of Memory* - Laurie Halse Anderson (M/S)  
*I, Girl X* - Annalise Grey (M/S)  
*Just Lucky* by Melanie Florence (Grandparents dementia, sent to foster care) (S) Indigenous

## OCD

*OCDaniel* by Wesley King (E/M)  
*Lucky Jonah* (depression from self-loathing) by Richard Scrimger (E/M)  
*The someday birds* - Sally J. Pla (E/M)  
*Finding perfect* - Elly Swartz (E/M)  
*Kissing doorknobs* - Terry Spencer Hesser (Good for reluctant readers) (M/S)  
*The Rest of Us Just Live Here* - Patrick Ness (M/S)  
*Every Last Word* - Tamara Ireland Stone (M/S)  
*The Unlikely Hero of Room 13B* - Teresa Toten (M/S)  
*OCD Love Story* - Corey Ann Haydu (M/S)  
*Obsessed: A Memoir of My Life with OCD* - Allison Britz (M/S)  
*Fragile bones (OCD)* by Lorna Schultz Nicholson (M/S)  
*The crazy game: how I survived in the crease and beyond* - Clint Malarchuk (Memoir) (S/Adult)

## Bipolar Disorder

*Eli the Bipolar Bear* - Sharon Bracken (E/M)  
*Crazy* - Amy Reed (M/S)  
*A Tragic Kind of Wonderful* - Kelly Jensen (M/S)  
*Marbles: Mania, Depression, Michelangelo and Me* - Ellen Forney (M/S)  
*Three Good things* by Lois Peterson (bipolar parent) (M/S)  
*Lily and Dunkin* - Donna Gephart (bipolar and transgender) (M)  
*The weight of Zero* - Karen Fortunati (S)

## Borderline Personality Disorder

*Girl Interrupted* - Susanna Kaysen (M/S)

## Abuse

*I Hadn't Meant to Tell You This* - Jacqueline Woodson (M/S)  
*Speak (Rape)* - Laurie Halse Anderson (M/S)  
*Bitter End (Domestic Violence)* - Jennifer Brown (M/S)  
*All the Rage (Rape)* - Courtney Summers (M/S)  
*April Raintree (Rape)* - Beatrice Culleton (M/S) Indigenous  
*Starlight* - Richard Wagamese (wife/child runaway from abusive partner) (S)

# Book List

## Resiliency

*Bounce Back* - Cheri J. Meiners (E/M)  
*Be Honest and Tell the Truth* - Cheri J. Meiners (E/M)  
*Bubble Gum Brain* - Julia Cook (E/M)  
*Don't Be Afraid to Drop* - Julia Cook (E/M)  
*The Ant Hill Disaster* - Julia Cook (E/M)  
*Mama Had a Dancing Heart* - Libba Moore Grey (E/M)  
*Voices of the Heart* - Ed Young (E/M)  
*Thank You, Mr. Falker* - Patricia Polacco (E/M)  
*Bully* - Patricia Polacco (E/M)  
*Mieko and the Fifth Treasure* - Eleanor Coerr (E/M)  
*Skye Bird and the Eagle Feather* by Mary Harelkin Bishop (new school adjustments) (E) Indig.  
*Fatty legs* by Christy Jordan-Fenton (determination in face or ridicule) (E/M) Indigenous  
*Kookum's red shoes* - Peter Eyvindson ; Ill. Sheldon Dawson (E ) Indigenous  
*The boy who walked backwards* - Ben Sures (E/M) Res school and Ojibway game to deal with struggles Indigenous  
*Nutavi's cap* by Bob Bartel ( Social action in North) (E/M) Indigenous  
*Little Chief and the gifts of morning Star* by Victor Lethbridge (Loss/grief to resilience and hope) (E) Indigenous  
*My heart fills with happiness* by Monique Grey Smith (little things bring joy) (E ) Indigenous  
*Moccasin goalie* by William Brownridge (handicapped boy can't wear skates) (E ) Indigenous

## Phenomena:

*The Lost and Forgotten Children* - Susan Tarr (M/S)  
*Sorta Like a Rockstar* - Matthew Quick (M/S)  
*The Hate You Give* - Angie Thomas (M/S)  
*Refugee* - Alan Gratz (M/S)  
*Fish In A Tree* - Lynda Mullaly Hunt (M/S)  
*Keeper'n me* by Richard Wagamese (S) - Foster child learns Indigenous ways on reserve  
*Born with a tooth* -by Joseph Boyden (short stories) (S) Indigenous  
*Betty: the Helen Betty Osborne story* by David A. Robertson - (S) Indigenous

## SEL Skills and Attitudes

*Feel Confident* - Cheri J. Meiners (E/M)  
*Have Courage* - Cheri J. Meiners (E/M)  
*Join In and Make a Friend* - Cheri J. Meiners (E/M)  
*Talk and Work It Out* - Cheri J. Meiners (E/M)  
*Making Friends Is an Art* - Julia Cook (E/M)  
*Bully Beans* - Julia Cook (E/M)  
*Baditude* - Julia Cook (E/M)  
*I Can't Believe You Said That* - Julia Cook (E/M)  
*Cliques Just Don't Make Sense* - Julia Cook (E/M)  
*The Want Monsters* - Chelo Manchego (E/M)  
*Each Kindness* - Jacqueline Woodson (E/M)  
*My Many Colored Days* - Dr. Seuss (E/M)  
*The Sneetches* - Dr. Seuss (E/M)  
*The Hundred Dresses* (bullying) - Eleanor Estes (E/M)  
*Turtle Island Series* - David Bouchard, Robert Cutting. Each story of a value/character trait to encourage empathy. (E ) Indigenous  
*Grandmother, Grandfather series* - Sandra Samatte - Seven teachings (E ) Indigenous  
*The First Beaver* by Caroll Simpson (being true to oneself) (E ) Indigenous  
*Snug as a bug in a rug* by Elaine Lariviere Chaput (bullying/empathy) (E ) Indigenous  
*You Hold me up/Ki Kihcëyimin Māna* by Monique Smith (how to love and support one another) (E ) Indigenous  
*The Way* by Joseph Bruchac - (Confidence with Martial arts) (E/M) Indigenous

## Spirituality and Mindfulness

*Forgive and Let Go* - Cheri J. Meiners (E/M)  
*Reach Out and Give* - Cheri J. Meiners (E/M)  
*Stand Tall* - Cheri J. Meiners (E/M)  
*The Judgmental Flower* - Julia Cook (E/M)  
*Lolli and the Magical Kitchen* - Elena Paige (E/M)  
*Relax Kids: The Wishing Star* - Marneta Viegas (E/M)  
*Frog's Breathtaking Speech* - Michael Chissick (E/M)  
*The Opposite of Loneliness* - Marina Keegan (M/S)  
*The Alchemist* - Paulo Coelho (M/S)  
*Persepolis* - Marjane Satrapi (M/S)  
*The Prophet* - Kahlil Gibran (M/S)  
*Embers: one Ojibway's meditations* - by Richard Wagamese (S) Indigenous

# Video / Audio Resources

Talking Mental Health (5:28) E/M <https://www.youtube.com/watch?v=nCrjevX3-Js>

Mental Illness Education for Kids (2:20) E/M/S

[https://www.youtube.com/watch?v=if13seh1\\_2Y&t=3s&list=PLmaX7aJ\\_5HuAOomMxmytOIWNpkt7jlh-KY&index=6](https://www.youtube.com/watch?v=if13seh1_2Y&t=3s&list=PLmaX7aJ_5HuAOomMxmytOIWNpkt7jlh-KY&index=6)

Lessons From The Mental Hospital (17:12) S

[https://www.youtube.com/watch?v=NHHPNMIK-fY&index=3&list=PLmaX7aJ\\_5HuAOomMxmytOIWNpkt7jlhKY&t=0s](https://www.youtube.com/watch?v=NHHPNMIK-fY&index=3&list=PLmaX7aJ_5HuAOomMxmytOIWNpkt7jlhKY&t=0s)

Tales From A Teenage Mental Health Advocate (8:00) S

<https://m.youtube.com/watch?v=pLOagmZTWmM>

Loving Kindness Meditation (9:28) EMS

[http://marc.ucla.edu/mpeg/05\\_Loving\\_Kindness\\_Meditation.mp3](http://marc.ucla.edu/mpeg/05_Loving_Kindness_Meditation.mp3)

# French Resources

Malou - Genevieve Godbout

Le Labyrinthe de l'ame - Anna Llenas

Simone Sous Les Ronces - Maude Nepveu-Villeneuve (anxiety/depression)

La Chose: la depression - Delphine Berger-Cornuel (depression)

Derriere les yeux de Billy - Vincent Bolduc

Heureux & détendu: 20 secrets pour t'aider a vivre mieux - Marine Locatelli

Des Roches plein les poches - Frederick Wolfe (isolation, grief)

Les Combats de Ti-Coeur - Marylene Monette (emotion regulation)

Laurent, c'est moi! - Stephanie Deslauriers (autism)

Anatole qui ne séchait jamais - Stephanie Boulay (depression, self-acceptance)

Toujours près de toi, ton album de partage sur le deuil - Valerie Fontaine (grief)

Link to emotions words:

<https://docs.google.com/document/d/1xrwOQN4b5TQwQLAwZblaSF1Z5ETcA9adTZZX6QsrDdY/edit?fbclid=IwAR1K-R8TJOELrCT7bxsaoC60MXOIRA73ElfCUBjCrSS8E7p3bw-WMOfbjdA>