



Grade 7: Lesson 1

Mental Health, Mental Illness

Optional Mentor texts: The Princess and the Fog – Lloyd Jones
If All the World Were... – Joseph Coelho
Comment ratatiner les idées noires? – Catherine Leblanc, Roland Garrigue
Je Suis Triste – Michael Ian Black and Debbie Ridpath Ohi
The Giving Tree – Leah Dorion

Time: Lesson – 1 period
Extension – 2 periods

OVERALL EXPECTATIONS:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Healthy Living strand for this grade.

D1. demonstrate an understanding of factors that contribute to healthy development.

SPECIFIC EXPECTATIONS:

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.

D1.6 demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.



LEARNING GOALS:

We are learning...

- to determine the difference and relationship between mental health and mental illness.
- that mental health is a positive concept.
- that everyone has mental health regardless of whether or not they have mental illness. A mental illness affects a person's thinking, feelings and behaviour and causes that person difficulty in functioning.

SUCCESS CRITERIA:

Consider using these questions to co-develop success criteria with your students:
"How will we know we are achieving our learning goals? What will that look like/sound like?"

Sample success criteria to help guide you

- I can identify the relationship between mental health and mental illness.
- I can identify the signs of mental health problems.
- I can identify strategies to support my mental health.

MATERIALS & RESOURCES NEEDED:

Lesson

- Whiteboard / Chart paper – somewhere to record answers
- Mental Health – Mental Illness handout (provided)

Extension

- Poster activity (provided)
- Markers/Pencil Crayons

CONSIDERATIONS:

- Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment.



Cross Curricular Expectations

NOTE: Language expectations are met when adding the optional extension task. If you are not using, then ignore.

Health & Physical Education	Language
<p style="text-align: center;">Social Emotional Learning Skills – Specific Expectations</p> <p style="text-align: center;">Strand A</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p>	<p style="text-align: center;">Reading – Specific Expectations</p> <p>1.3 Comprehension Strategies Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)</p> <p>1.5 Making Inferences Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>1.6 Extending Understanding Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them</p>
<p style="text-align: center;">Healthy Living – Specific Expectations</p> <p style="text-align: center;">Strand D</p> <p>D1.6 Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.</p>	<p>1.7 Analysing Texts Analysing texts and explain how specific elements in them contribute to meaning</p> <p>1.8 Responding To and Evaluating Texts Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p style="text-align: center;">Media Literacy – Specific Expectations</p> <p>3.4 Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a sign or poster for their classroom or the school).</p>



Lesson

Minds On – 5 minutes

Ask students what they know about mental health and mental illness. Record answers. This could be done in a list, or a KWL chart – What we **Know**, what we **Want** to know, and what we **Learned**).

Task – 25 minutes

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p256*)

“Mental health and mental illness are like physical health and physical illness. A person can be in good health but have a diagnosed illness. We don’t say that someone who has a diagnosed health condition, such as diabetes or asthma, is ‘unhealthy’. If they make healthy choices, as circumstances allow, such as getting adequate sleep, being physically active daily, and eating healthy nutritious foods, they can maintain their health while still having a diagnosed illness.

The same is true of mental health. If a person takes care of their mental health, as best they can, and has a sense of well-being and resilience, they can be mentally healthy even if they have a diagnosed mental illness, such as an anxiety disorder or depression.

Whether or not we have a diagnosed mental illness, our mental health is impacted by our feelings, thoughts, and actions, and by our experiences and circumstances in our day-to-day lives.

How would you explain the relationship between mental health and mental illness?” [SEL 1.6]

Possible Student examples:

“Mental health refers to a person’s overall sense of well-being – when the person knows what they are good at and when they need help, and when even if they have ups and downs, they can operate pretty well every day.

Mental illness is something that a doctor would tell you you have, just like a physical illness. It’s like any illness, only it affects your ability to think, to relate to others, or to function every day.”

Suggested Teacher Prompt: (*Ontario Curriculum, Health and Physical Education, 2019, p257*)

“Everyone experiences stress from time to time. There are common stressors that all students experience, like having tests and assignments or being worried about making a team or about being included in something. And sometimes life can be very stressful for young people – times when a parent loses a job or someone moves away or someone gets really sick.

It’s important to know that although we all have stress and that it sometimes leads to feelings of anxiety, this does not mean that we have an ‘anxiety disorder’ or some other form of mental illness.

Experiencing a range of feelings is normal as we develop and learn about how our bodies and brains work together.



When problems go on for a long time, it might be a sign that a person needs help.

Possible signs of a mental health problem include

- frequently having feelings of sadness or anxiety that are stronger than usual or last longer;
- having difficulty paying attention;
- having problems with eating, sleeping, or managing expectations at school;
- or being addicted to substances.

What are some other signs that a person might benefit from seeking support from a trusted adult?" [SEL 1.6]

Possible student examples:

"Signs that someone might need help include having feelings that interfere with everyday activities. For example, a person who feels too sad and tired to get up for school, or who loses interest in activities they normally enjoy, or whose behaviour suddenly changes a lot might need some support."

"A person who can't go to a friend's party because they are sure everyone will be judging them and talking about them might also need help. If you are unsure about your own mental health or someone else's, it's good to ask for help."

Activity:

Put students into pairs or small groups and have them answer the questions found on the handout called "Mental Health – Mental Illness". Go over the questions with them to make sure they understand what is being asked of them. [SEL 1.6]

Consolidate – 10 Minutes

Have students do a gallery walk around the room looking at other groups' work. If working virtually, this could be done through a slide deck. Bring them together after a couple of minutes and discuss their observations.

Optional Extension Task – 40 minutes

1. **Choose** an optional Mentor Text that will best fit your needs.
2. **Read** text.
3. **Go** over the task with your students. The instructions attached will work for any of the activities.



TASK:

Create a poster reviewing important information from what you have learned about mental health, mental illness and how to identify possible signs of mental health problems. The purpose is to educate others on these terms.

Students can use the computer or draw their 11x14 poster. Feel free to use the handout graphic organizer for student work.

Requirements:

- definition of mental health
- definition of mental illness
- a positive quote (in thought bubble)
- words of encouragement (around the page, in the border)
- a drawing/photo of an image of choice

Overview of the books suggested:

THE PRINCESS AND THE FOG

This princess had everything and she was happy up until the day that the fog came. No matter what her family tried to do, the fog would not go away. They tried gifts, they tried distracting her, and finally they tried talking to her. The more she talked about the fog, the better she felt. Through the use of color, humor, and metaphors this author created a relatable book for children to understand depression.

IF ALL THE WORLD WERE...

A story about the shared love between a young girl and her ailing grandfather. They tell stories, take walks and write about the changing seasons. They admire the beauty of their environment and use their imagination to create special memories of their time together. As the seasons pass the grandfather becomes weaker. "If all the world were springtime, I would replant my grandad's birthday so that he would never get old." One day when the girl visits her Grandad his chair is empty. "If all the world were stories, I could make my grandad better just by listening, listening, listening to every tale he has to tell. But some tales are silent." The girl helps gather his belongings, finding objects reminding her of their time together. The story shows how the girl takes care of her mental health in a positive way.

COMMENT RATATINER LES IDÉES NOIRES?

Un album sur les idées noires expliquant de quelle façon elles apparaissent et comment il est possible de s'en débarrasser.

JE SUIS TRISTE

Flamant rose est triste. Il est même vraiment très triste. Mais qu'à cela ne tienne, ses amis, la petite fille et la pomme de terre, sont là pour lui et vont tout mettre en oeuvre pour lui rendre le sourire, mais surtout ils l'aideront à traverser ce moment et à accepter sa tristesse.



THE GIVING TREE

A children's bilingual (English and Michif) picture book about the Métis giving tree. It is a story of giving and receiving that celebrates the concept of generosity based on the twelve core Métis values.

Suggested Mentor Texts and Guides

THE PRINCESS AND THE FOG

Before Reading:

Let the students know that this book is about a girl experiencing a fog. The princess has a dark cloud over her head that follows her around. This book is all about doing your best, but sometimes we just aren't happy all the time. While I read, notice the signs the princess showed when she needed support.

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

Here are a few suggestions:

Beginning

Take notice on the page with all of the portraits and how the princess changes over time.

Middle

Remember at the beginning of the book it says that one of her favorite things to do was ride horses and now we are seeing that she is having difficulty tying her knot, the fog is preventing her from seeing clearly and making it challenging for her to do things that she knows how to do well.

End

So, this time when the fog comes back she now has a whole network of support to help her get through it.

After Reading:

What do you think the fog represents?

Why do you think I read this story to you if our topic today is mental health and mental illness?

How did the King and Queen try and help the Princess? Why do you think it didn't work?

What strategies did the Princess end up using to help her with her fog?

What does the story tell us about mental health and mental illness?

Assign the poster task.



IF ALL THE WORLD WERE...

Before Reading:

Let the students know that this is a story about the shared love between a young girl and her ailing grandfather. What does ailing mean? Pay attention to the story as it moves through the seasons, notice the changes that takes place. How does the little girl manage her feelings and mental health?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

How was the little girl's mental health while her grandad was alive? What did they do that made her happy?

What affected her mental health as the story went on? How do we know that?

How did she cope with her loss? What things did she do to keep a healthy mental health?

What connections did you make to the story? Or did you make any additional connections to the story?

Why do you think I read this story to you if our topic today is mental health and mental illness?

Assign the poster task.

COMMENT RATATINER LES IDÉES NOIRES?

Before Reading:

What does the front cover of this book tell you about the story?

What do you predict will happen in this story?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

What is the author's message in this text?

What connections did you make to the story? Or did you make any additional connections to the story?

Why do you think I read this story to you if our topic is focused on healthy living?

Assign the poster task.



JE SUIS TRISTE

Before Reading:

What does the front cover of this book tell you about the story?

What do you predict will happen in this story?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

What is the author's message in this text?

What connections did you make to the story? Or did you make any additional connections to the story?

Why do you think I read this story to you if our topic is focused on healthy living?

Assign the poster task.

THE GIVING TREE

Before Reading:

What does the front cover of this book tell you about the story?

This is a re-telling of a traditional Métis story. What is your understanding of the word Métis?

During Reading:

Feel free to pause at any point to discuss what is happening in the story or check for understanding.

After Reading:

What is the author's message in this text?

What connections did you make to the story or to the Red River Cart Wheel Teachings ?

Did you make any additional connections to the story?

Why do you think I read this story to you if our topic is focused on healthy living?



Assign the poster task.



Mental Health – Mental Illness

<p>How is mental health connected to physical health?</p>	<p>What are some things you can do to maintain positive mental health?</p>
<p>What are some things that you find stressful?</p>	<p>What are some things you can do to help manage your stress? Who could you go to if you needed support or someone to talk to?</p>

Mental Health - Mental Illness

	
	
<p>Possible signs of mental health problems:</p> <ul style="list-style-type: none">▶▶▶	