



kidSMART

Mental Health and Resiliency Worksheets
for Grades 4 - 6 Students

Stress Management and
Healthy Coping



Canadian Mental
Health Association
Calgary
Mental health for all



Activity 3: Effects of Stress

Stress can affect each of us in a variety of ways. When we are under stress, we often experience changes in thoughts, feelings, behaviours, and bodies.

Instructions:

Brainstorm how stress impacts thinking, emotions, behaviour, or physical body. You can add how stress impacts you or how it might impact someone else.



Thoughts	Emotions	Behaviour	Body

Activity 4: Body-Emotion Connection

Instructions:

- Pick an emotion to draw or act out, focusing on the physical symptoms the body experiences when that emotion is happening. Others in your group will try to guess the emotion
- Remember to think about signals from the body such as heart rate and sweaty palms
- For example, someone who picks the emotion “angry” might draw a stick figure with a flushed face, clenched hands, and pounding heart
- Use the following emotions and possible symptoms as examples as needed

Emotions:

Angry	 Happy	Sad	Scared	Calm	
Irritated	Optimistic	Upset	Confused	Content	
Frustrated	Joyful	Disappointed	Helpless	Relaxed	
Annoyed	Enthusiastic	Lonely	Anxious	Caring	
Jealous	Proud	Uncertain	Rejected	Amused	

Brainstorm with your group and add other emotions to your list!

Activity 4: Body-Emotion Connection

Possible Physical Symptoms:

Heart Pounding	Sweaty Palms	Stomach Ache
Shoulders Slumped	Headache	Rapid Breathing
Can't Sit Still	Butterflies	Feeling Light
Flushed Face	Standing Tall	Calm Heart Rate

Brainstorm with your group and add other possible symptoms to your list!

Draw!

Activity 6: Causes of Stress

We can experience stress due to a variety of reasons. Stress is different for everyone! The stress we experience can be caused by external or internal factors.



External Stress

Stress that is outside of our control.



Internal Stress

Stress that you can control.

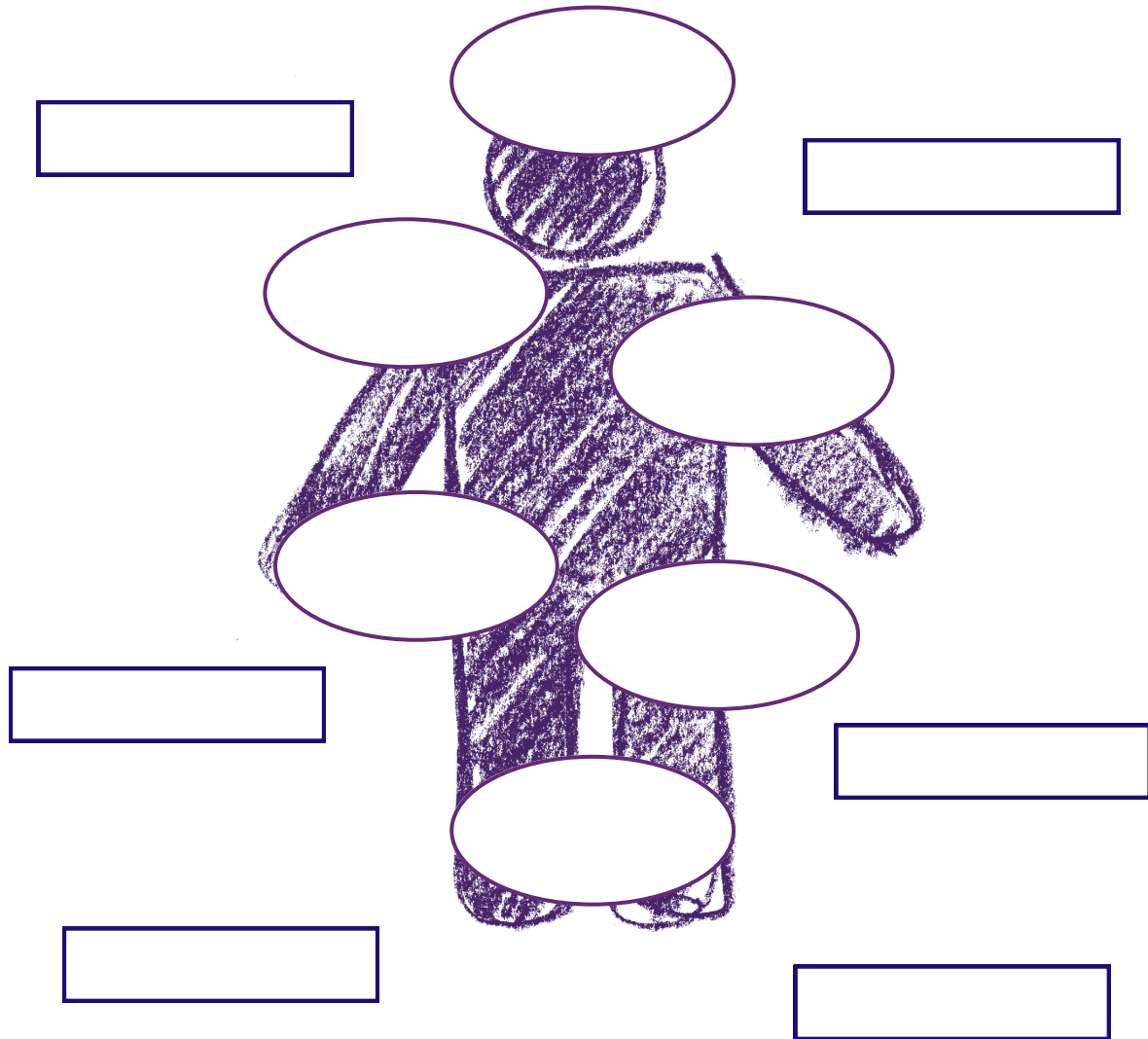
Identify some of the things that cause you stress.

Activity 6: Causes of Stress (cont.)

Reflect on the things that cause you stress.

Do you have control over these things? If you do, they are considered **internal stressors**. Write examples of your internal stressors in the circles inside the person.

If you do not have control over these things, they are **external stressors**. Write examples of your external stressors in the boxes outside of the person.



Activity 6: Causes of Stress (cont.)

Reflect:

How does knowing whether stress is internal or external change how we deal with our stress?

Note:

If we spend time focusing our attention on things we cannot control, this can cause us more stress or frustration. Focusing attention on what we can impact, and letting go of what we can't, can help reduce stress.

Activity 7: Stress Test

Never or Seldom = 1 Sometimes = 2 Often = 3 Always = 4

I have problems falling asleep or staying asleep.	
I cannot seem to relax or sit still.	
I get angry if things do not go my way.	
I have difficulty concentrating.	
I have a hard time finding fun things to do.	
I often feel tired during the day.	
I worry about things going on in my life.	
I get stomach aches, headaches, or tight muscles.	
I avoid things or procrastinate when I am overwhelmed.	
I laugh or smile less than I used to.	
I feel sad or disappointed often.	
I like to be in control.	
I avoid things that I know are good for me or could help me feel less stressed.	
I have a habit of clenching my fists, cracking my knuckles, twirling my hair, or tapping my fingers.	

Under 20 – **Low Stress** 21 - 30 – **Medium Stress** 31 and up – **High Stress**

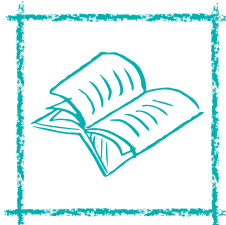
Activity 8: Coping Strategies

Coping strategies are important to help reduce stress and keep healthy. There are a variety of coping strategies you can use but some may work for certain situations better than others.

For example: If you are feeling stressed about homework or an upcoming test you might:



Ask the teacher
for help

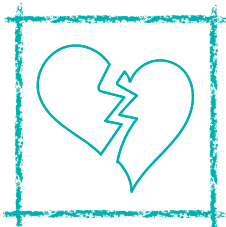


Make plans to study
with a friend

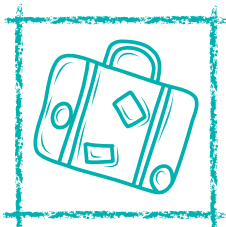


Take a study
break and
go for a walk

What coping strategies would you use for the following situations?

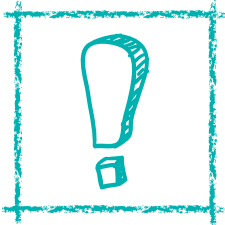


Disagreement with a friend or family member



Experiencing a new situation

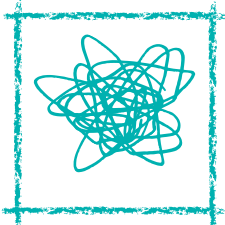
Activity 8: Coping Strategies (cont.)



Too much going on



Trying out for a sports team



Add a stress you are currently experiencing or have experienced in the past



Activity 10: Expressing Emotions

Emotions:

Angry	Happy	Sad	Scared	Calm
Irritated	Optimistic	Upset	Confused	Content
Frustrated	Joyful	Disappointed	Helpless	Relaxed
Annoyed	Enthusiastic	Lonely	Anxious	Caring
Jealous	Proud	Uncertain	Rejected	Amused

Brainstorm with your group and add other emotions to your list!

Emotions are a way of expressing ourselves and sharing how we feel. It is important to recognize and embrace the emotions you feel.

Activity 10: Expressing Emotions (cont.)

Pick 5 emotions and use colours, symbols, patterns, or words to represent each emotion. There is no right or wrong way to express an emotion, so get creative!



Activity II: Track My Mood

It is important to understand the various ways stress and other emotions can be represented in your body. It is important to recognize the emotions you feel and understand the situations that cause these emotions. This can help deal with stressful situations more effectively.

Examples of emotions to choose from:



Happy



Sad



Angry



Excited



Worried



Other

Date & Time

Mood

What was I doing?

What was I thinking?

Date & Time	Mood	What was I doing?	What was I thinking?

What do I notice? If I wanted to, what could I have done to change my mood?

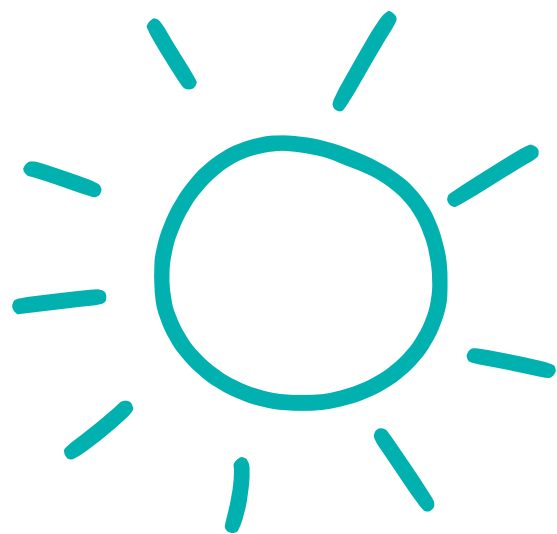
Activity 12: Affirmations

Affirmations are short, positive statements about yourself.

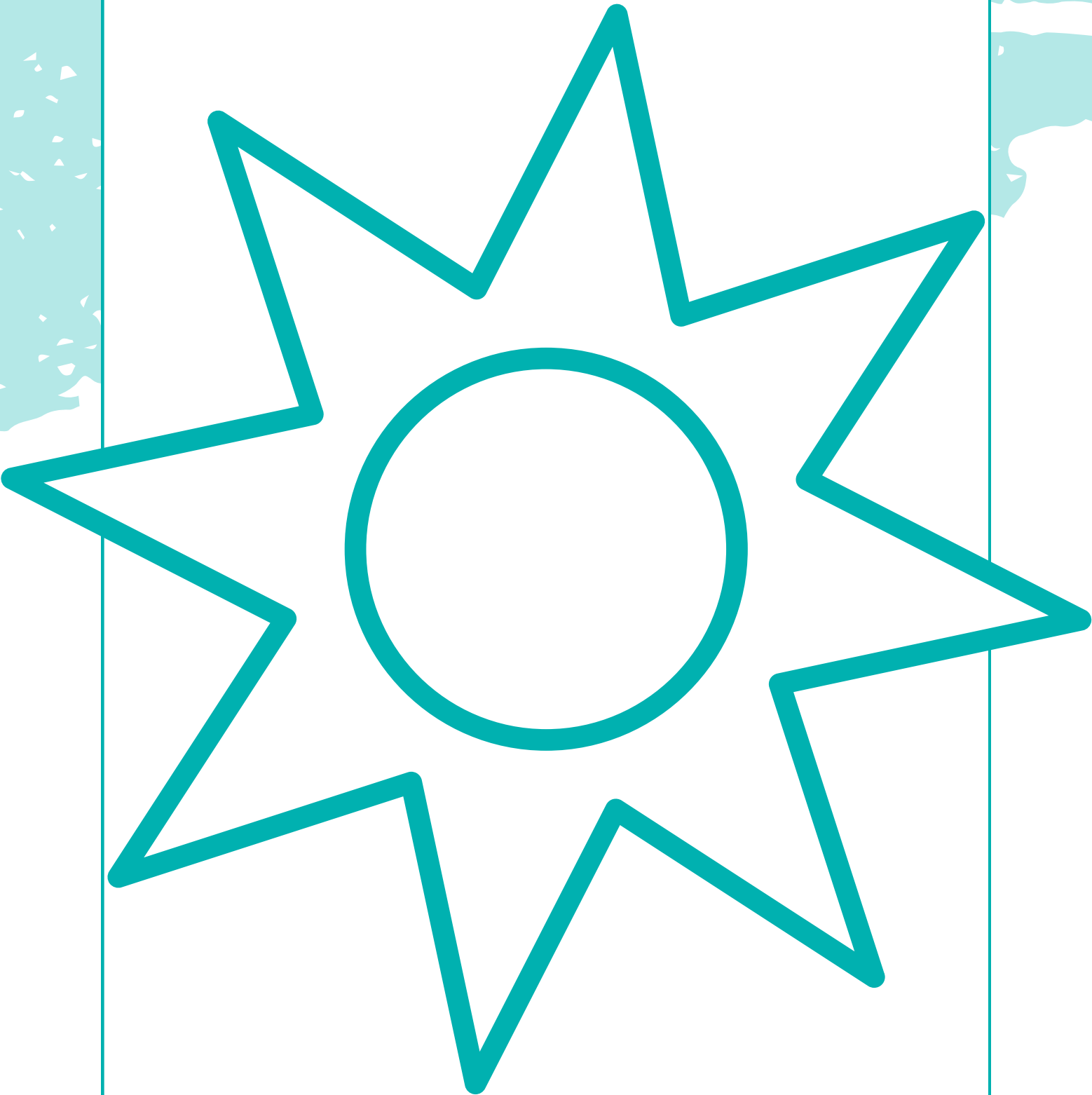
Focusing on these statements can build confidence and reduce negative thinking. Practice affirmations on a regular basis.

Reflect on your strengths and positive attributes. It can be helpful to start with an “I Am” statements, but affirmations can take any form.

On the next page, write your name in the middle of the sun and in each spoke of the sun, write an affirmation about yourself. Decorate the sun, using colours, patterns, and images that represent your strengths and personality.



Activity 12: Affirmations (cont.)

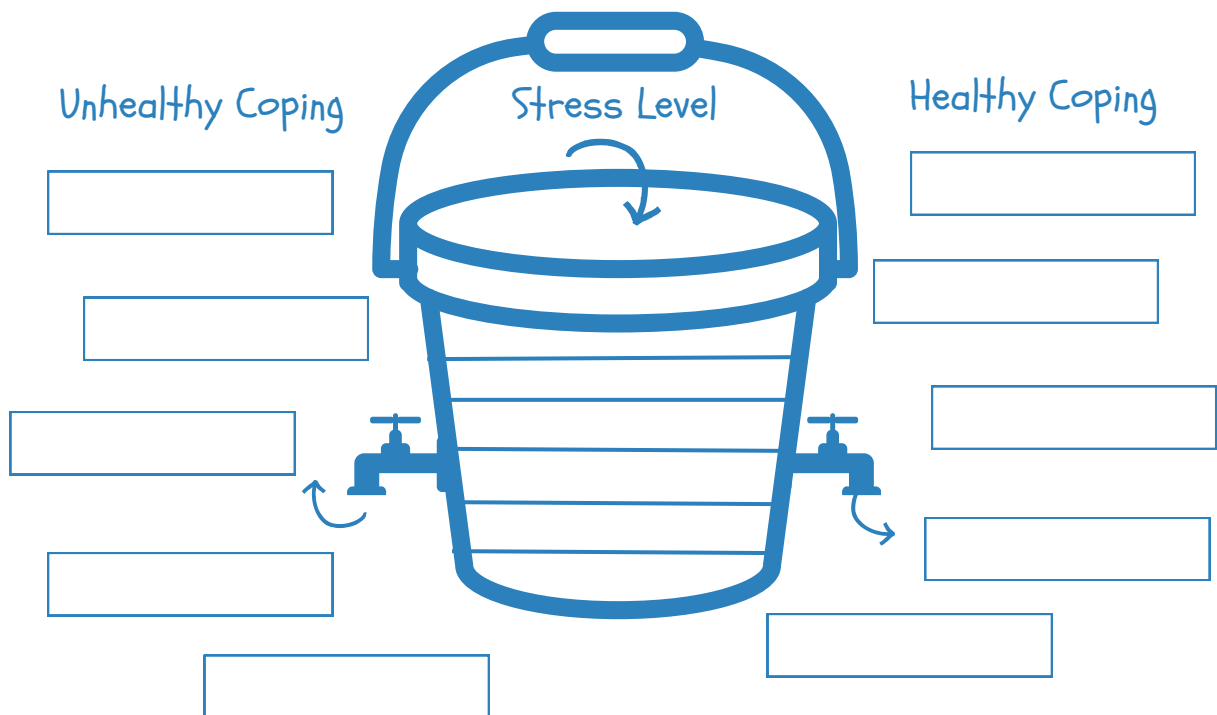


Activity 13: Stress Bucket

The stress bucket represents the stress we carry with ourselves. The size of our bucket can vary from person-to-person and it can be different amounts of full at various points in our lives.

A healthy coping strategy is anything we can do to reduce the stress levels in our bucket. An unhealthy coping strategy can feel like it reduces our stress in our bucket, but eventually the stress is added back in.

Colour in your current stress level and label the boxes with your current healthy and unhealthy coping strategies. On the next page, take time to reflect on your stress.



Activity 13: Stress Bucket (cont.)

Why are my stress levels where they are?

What are ways I put holes in my bucket (e.g. healthy coping with stress?)

How do I add water back into my bucket (e.g. unhealthy coping with stress?)

Activity 14: Stress Structure

The goal of this activity is to build a structure that can handle the weight or stress that is added to it. This structure represents how individuals can react under the weight of stress depending on whether they have positive coping strategies or supports in place.

#1

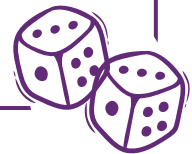
Build a structure out of the provided materials - pipe cleaners.

#2

Begin to roll dice to see what happens.
Even roll – pick a coping strategy card.
Odd roll – pick a stress card.

#3

Record what happens at each step and add to structure depending on the event.



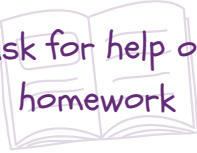


Roll Dice Instructions:

- Even (2, 4, or 6): Pick coping strategy card and add a pipe cleaner to strengthen the structure
- Odd (1, 3, or 5): Pick a stress card and add a weight to represent increased stress

	Roll #1	Roll #2	Roll #3
1			
2			
3			
4			





Activity 14: Stress Structure (cont.)

Stress Structure Cards

Coping Strategies			
Talk to a friend about what is going on	Go for a walk	Get a good sleep	Do a breathing exercise
Talk to parents about stress	Get organized to help manage everything that is going on	Find a new hobby	Ask for help on homework 
Spend time with your pet 	Listen to music	Get some fresh air	Journal
Do some physical activity	Drink water 	Take a technology break	Set realistic goals
 Rebuild!	 Rebuild!	 Rebuild!	 Rebuild!
Develop Resiliency Cards			

Activity 14: Stress Structure (cont.)

Stress Structure Cards




Stress			
Get into fight with friend	Too many demands between school and activities	Procrastinate 	Bullying
Too much homework	 Moving	Trying out for the soccer team	Pressure from parents to do well
Setting unrealistic expectations for yourself	Traffic making you late for school	Self-blame for not doing something right	Peer pressure from classmates 
Stay up too late 	Skipped after school activity	Cancel plans with friends	Distance yourself from family

Remove Coping Strategy Cards

Activity 15: Progress Chart

Brainstorm ideas under each category that are meaningful to you.

Each time you accomplish a task, add a sticker or check under the category.

Get Active 	Connect 	Be Mindful 	Express Emotions 	Give Back 
<input checked="" type="checkbox"/> Go for a 20 minute walk	<input checked="" type="checkbox"/> Make plans with a friend	<input checked="" type="checkbox"/> Try a yoga video	<input checked="" type="checkbox"/> Journal	<input checked="" type="checkbox"/> Do 3 random acts of kindness

Activity 15: Progress Chart (cont.)

Get Active

Physical activity is so important to our mental health and well-being.

- o Ideas: Go for a walk, swimming, play basketball, etc.



Connect

Spend time with people you care about and connect with those around you.

- o Ideas: Call a family member or friend, join a club, etc.



Be Mindful

Be mindful of the world around you as well as your thoughts and feelings.

- o Ideas: Breathing exercise, pausing for reflection, etc.



Express Emotions

It's important to express your emotions and not bottle in your feelings.

- o Ideas: Journal, draw, paint, etc.



Give Back

Spread kindness and gratitude or help someone else.

- o Ideas: Do three random acts of kindness, donate old clothes, etc.





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Mental Health Awareness



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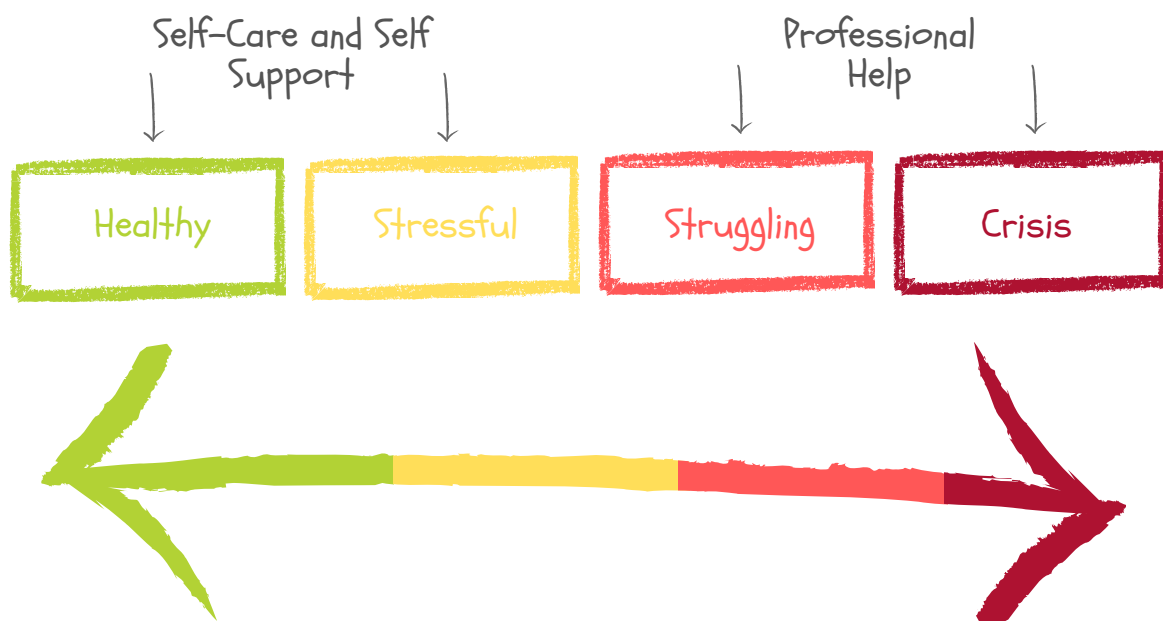
Activity 3: Mental Health Spectrum

Everyone has mental health. Mental health can shift depending on what we are experiencing or the challenges we are facing.

It can be helpful to think of mental health as a spectrum. Our mental health is more than just good or bad, it can be anywhere in between.

The spectrum can shift to the right when something stressful happens, but when we do an activity that makes us happy we may shift to the left.

A drastic change that is harder to deal with on our own might shift us much further to the right. It is important to remember that being mentally "healthy" looks different for everyone.



Place yourself on the spectrum with an X, based on how you are feeling today, at this moment.

Activity 3: Mental Health Spectrum (cont.)

What are some things that impact your mental health positively (e.g. move you towards the green zone?)

What are some factors that might impact your mental health negatively (e.g. move you towards the yellow or maybe the orange zone?)

Who could you go to for help if you or a friend were in the orange or red zone?

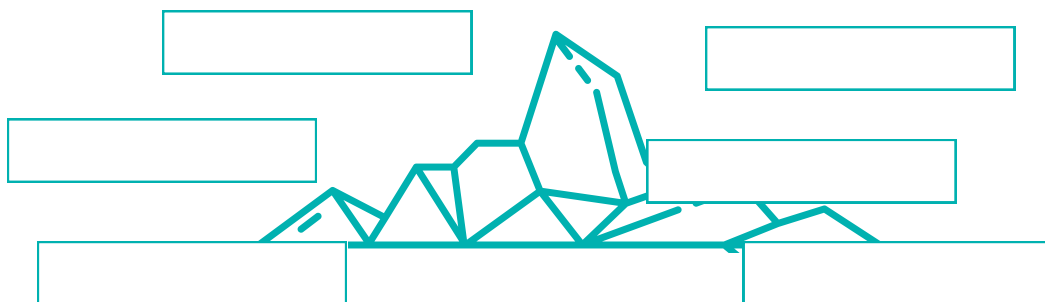
Activity 4: Iceberg

Not everything about you can be seen from the surface. Fill in the iceberg with things people can see or easily know about you (above the water) and things others cannot see so easily (below the water).

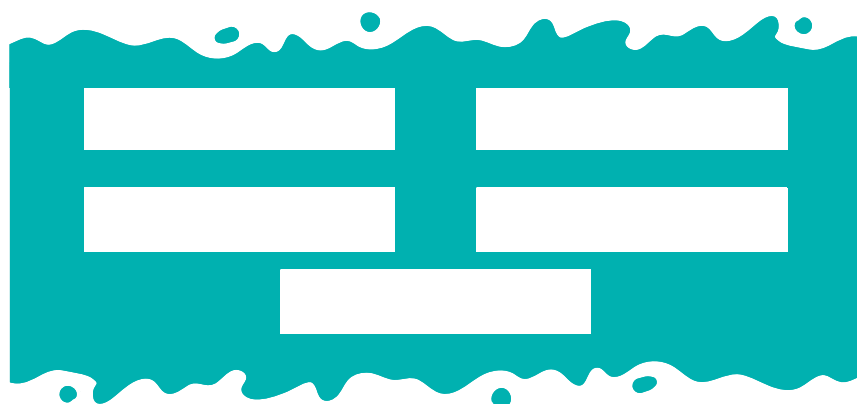
Use this information to better understand others and how to help them. Sometimes what we can see (e.g. someone being grumpy) can be a sign of something more.

Many mental health issues or stressful experiences are hidden under the surface. We have to remember that what we see doesn't tell the full story. Our friends don't always show us what they are struggling with and we can't assume.

Things people can see or easily know about me



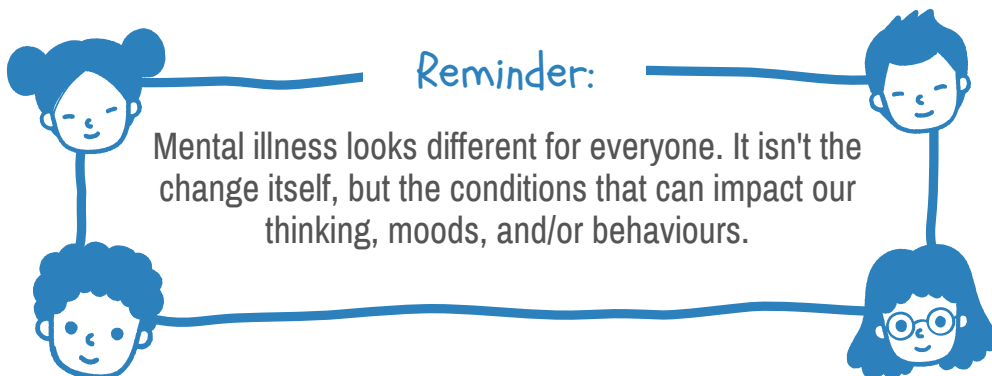
Things others cannot see so easily



Activity 5: Signs of Mental Illness

Mental illness can affect someone's thinking, mood, or behaviour. Brainstorm how you think someone might be impacted by mental illness or some common signs you may see:

Thinking	Mood	Behaviour
<ul style="list-style-type: none">Thinking something is wrong with them	<ul style="list-style-type: none">Easily upset	<ul style="list-style-type: none">Avoiding activities they used to enjoy





Activity 7: Someone Else's Shoes

Practice putting yourself into someone else's shoes by identifying how they might feel in the following situations. These situations can be complex – maybe they are feeling more than one thing.

Identify how the person in the situation might be feeling. How could you help them if this was a friend?

Optional: Use the feelings list to help you identify what they could be feeling.

Angry	 Happy	Sad	Scared	Calm	
Irritated	Optimistic	Upset	Confused	Content	
Frustrated	Joyful	Disappointed	Helpless	Relaxed	
Annoyed	Enthusiastic	Lonely	Anxious	Caring	
Jealous	Proud	Uncertain	Rejected	Amused	

Note:

These are just some examples of emotions. There may be other words you prefer to use to describe how you are feeling.



Activity 7: Someone Else's Shoes (cont.)

Scenarios:

How would they feel?

Just got a new bike	
Going on vacation	
Late for school	
Got an answer wrong in front of everyone	
The soccer team lost the championship game	
Won hockey tournament	
Asked to join a game and was told no	
Called a mean name	

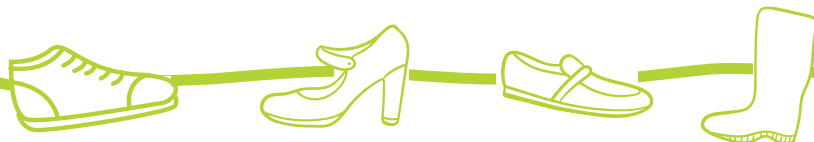


Activity 7: Someone Else's Shoes (cont.)





Made a new friend	
Not chosen to be in anyone's group when it's time to pick partners	
Trying a new activity after school	
Someone doesn't want to be friends with them anymore	

Reminder:

There is no wrong emotion to feel. It is about understanding the variety of emotions that we can experience, as well as learning to see something from someone else's perspective.



Activity 8: Mental Health Fact vs Fiction

Statements	True or False
<p>Everyone has mental health.</p> 	<p><u>True</u></p> <p>Everyone has mental health, regardless of whether they have a bad day or whether they have a mental illness. </p>
<p>You can catch a mental illness from someone.</p> <p>(e.g. it is contagious)</p>	<p><u>False</u></p> <p>Mental illness is not contagious. </p>
<p>If you are feeling sad one day, you are depressed.</p>	<p><u>False</u></p> <p>Everyone experiences happy and sad emotions. Feeling sad doesn't mean depression. </p>

Activity 8: Mental Health Fact vs Fiction (cont.)

People should not talk about mental illness.

Shh!

False

Talking about mental illness means people can share their experiences with others and they can also receive better support.



Exercise can boost your mental health.

True

Many things can positively improve our mental health and well-being including exercise.



Mental illness is something that only happens to adults.

False

Children can experience mental illness too. Many mental illnesses will be discovered before the individual turns 18.



Activity 8: Mental Health Fact vs Fiction (cont.)

If you see someone having a bad day you should give them space.

False

The best thing to do is to ask how they are feeling. If they ask for space then you should give them space.



Sleep is important for mental health.



True

Sleep is very important for kids and teens who are still growing and developing.

Getting a good night's sleep can help you feel rested and ready to handle the challenges of the day.



You can help someone with a mental illness.

True

There are a variety of ways you can support someone. Most importantly, you can help by being a good friend and being there for them.

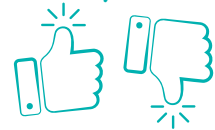


Activity 8: Mental Health Fact vs Fiction (cont.)

You have control over whether you are in a positive or negative mental health space.

True & False

There are many things you can do to make yourself feel better when you are feeling out of sorts and a little blue. However, if you have a mental illness such as depression, sometimes your mental health is out of your control.



You should reach out for help if you feel sad or worried.



True

You should always reach out for help when you are having a hard day, whether it's a small moment or it's a continued feeling. People who care about you want to know how you are feeling and how they can help.



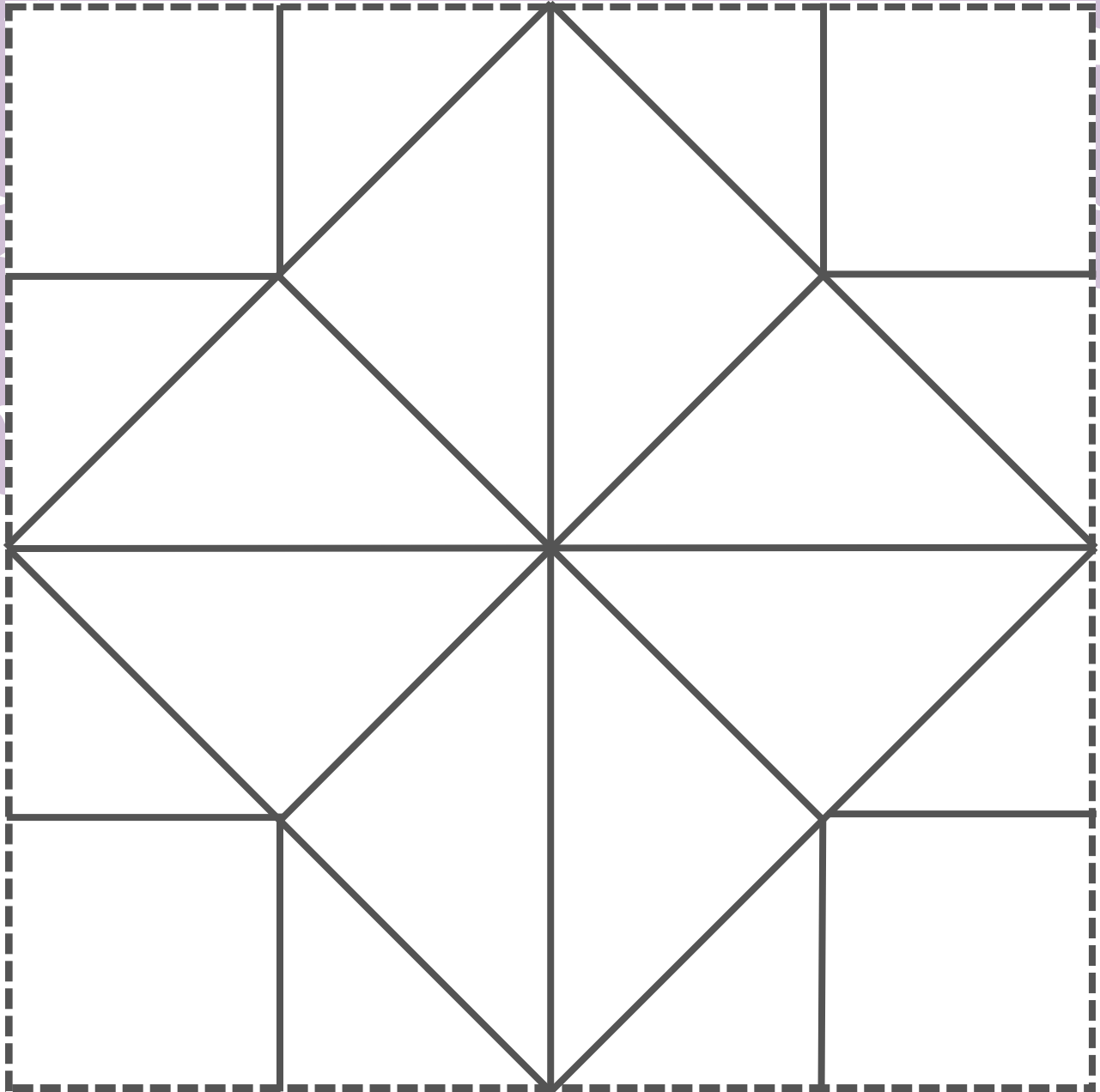
Activity 10: Mental Health Origami Conversation Starter

	8 How do you pick yourself up after a challenging day?	1 What does mental health mean to you?	
7 What was challenging today? What went well?			2 How can you tell if friends need support?
	6 Who can you go to if you need support?		3 What are 3 things you are grateful for?
	5 What do you do to take care of your mental health?	4 How are you really doing?	

Colours:

- Blue
- Green
- Teal
- Purple

Activity 10: Mental Health Origami Conversation Starter



Activity 10: Mental Health Origami Conversation Starter

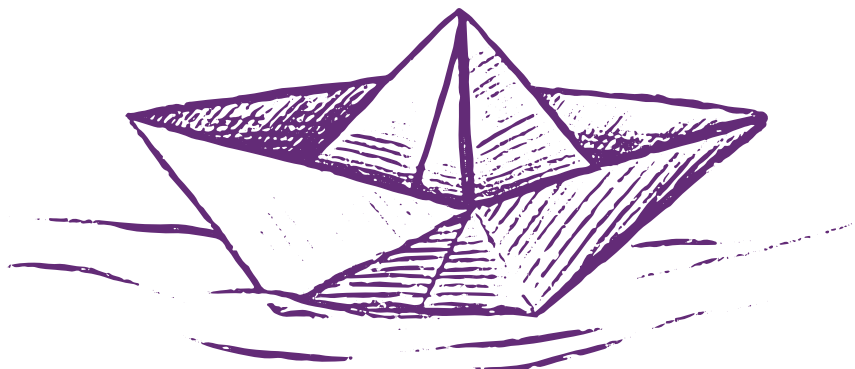
Folding Instructions:

- Fold top right corner to bottom left corner to create a triangle shape. Unfold and repeat with other side (top left corner to bottom right).
- Flip paper over so words are facing down. Fold all corners so that coloured sections are brought to the centre point.
- Flip paper over and fold all corners into centre again. The numbers should be facing you once folds are complete.
- Fold in half and open the pockets.

Video Resource:



Folding and Movement Instructions: <https://www.youtube.com/watch?v=FrfYcNFKi3A>



Activity II: Wellness Wheel

List as many ideas as possible on how you take care of yourself in each area of wellness.

Environmental

Living in and supporting a clean and safe environment.



Occupational

Satisfaction with career or academic work, feeling safe and secure in the job or school environment, financial security.



Emotional

Positive feelings, optimistic view on life, ability to express and process emotions.



Activity 11: Wellness Wheel (cont.)

Intellectual



Stimulated with activities, growing knowledge and abilities, and learning new skills.

Physical



Physical health and activities.

Social



Positive connection and relationships with family, friends, and community; supporting others and asking for help when needed.

Spiritual



Connections to one's meaning and purpose.

Activity 12: Gratitude Bingo

What are 5 things you couldn't live without?	Help someone who has helped you in the past	For each letter of the alphabet try to name something you are grateful for	Tell a friend why you are grateful for them	Reminisce on the memory you are grateful for
Share your favourite food with someone who might enjoy it	Share something you love with a friend	Find a way to help someone who has helped you	Take photos of things you are grateful for	Name a challenge you faced that you are now thankful to have experienced
What is something tiny you are grateful for? What about really large?	Write a story about something you are grateful for	Free Space	Make a gratitude jar with your family	What in nature are you most grateful for?
Send someone a note, text, or email about why you are grateful for them	Find 5 things you wouldn't normally notice that make a big difference in your life	Who are 3 people you are grateful for?	Practice turning any negative thoughts into positives for a whole day	Give out 10 compliments today
Complete an act of kindness	List 5 things you are grateful for using each of your senses	What are 2 great things that happened today?	Thank someone for something they have done for you	Start a gratitude journal



Activity 15: Community of Support

It is important to identify those in your life that can support you.

Place yourself in the middle and draw the web of people and resources you have access to.



Suggestions of people to add to your list:

- School Staff
- Coach
- Therapist or Medical Professional
- Kids Help Phone or other confidential resources



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Skills For Being There



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Activity 1: Stick Figure

Think of a bad day. What are some examples of problems or situations that make a bad day?

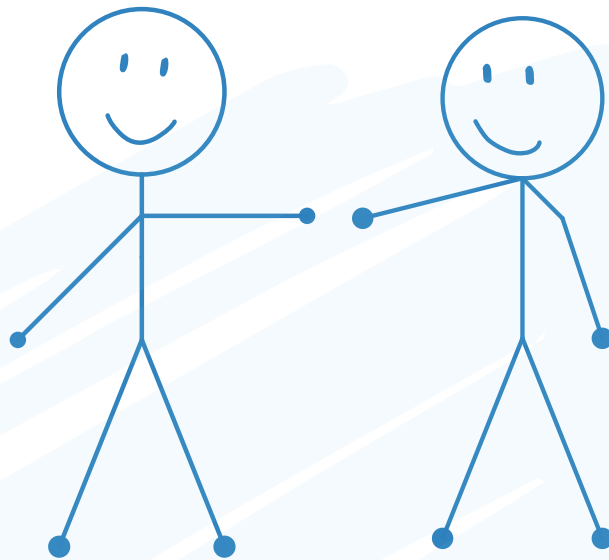
How might someone look if they are having a bad day? What might they say or think? Draw a stick figure that shows what they might look like. Add thought bubbles around the figure to show what they may think or say.

Draw!

Exaggerate! Add as many details as possible! This is less about artistic ability and more about demonstrating as many things as you can.

Activity 1: Stick Figure (cont.)

If you saw some of these details in a friend, and they hadn't told you how they were feeling, what would you think?



Activity 5: Skills for Being There

1. Check-In
2. Listen Up
3. Gather Ideas and Weigh the Options
4. Accept Their Choices
5. Show Support

Check-In

It is important to check-in with a friend if we think something is wrong. We cannot help a friend unless we know what is going on.

- Stick to the facts
- Don't judge or make assumptions
- Let them know what changes you've noticed and ask if they are okay. It's as simple as that
- Statements may include "I see..., I noticed..., I heard... you look..., you sound..."
- Example: "I noticed you have seemed down the past few days. Is there anything you'd like to talk about?"
- If they don't want to talk, let them know you are there if they need you



Activity 5: Skills for Being There (cont.)

Listen Up

If your friend is willing to talk about what is going on, the most important thing you can do is listen.

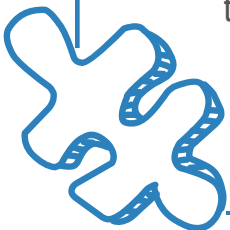
- Good listening skills include posture/body language that shows you are listening and not distracted, not interrupting, but asking questions as needed, and suspending your judgement
- You may ask questions, but it is more important to listen to what they want to share. Questions may include:
 - What happened?
 - How are you feeling?
 - What do you think is bothering you?
 - Are you worried about something?
- Sometimes listening is all you need to do. Not everyone will be ready to problem solve. Maybe they just want to be heard instead



Gather Ideas

If they are ready to problem solve, you can help them generate ideas and decide what will be the best option.

- Try to help them generate ideas. It is always best that they come up with solutions they feel work for them
- Ask them how they want to solve the issue. Supporting means listening to how they would like to solve the issue, not telling them what to do
- Once your friend has a few ideas of how they can solve their problem, help them evaluate which situation is the best for everyone involved



Activity 5: Skills for Being There (cont.)

Accept

- We want to help our friends make positive choices
- Everyone has autonomy, or the ability to make their own decisions
We cannot force them to make a certain decision
- If a friend makes a dangerous choice – this is when you can intervene and get help

Show Support

Show you were sincere in your concern.

- The final step is just to be there
- Connect them with help if they need it or just support self-care (for them and yourself!)



Summary:

- Every situation is unique and every person is unique
- You don't have to be perfect, it's just important to be there for friends and to try your best

Activity 6: Role-Play Scenarios

Use these scenario cards for students to practice helping a friend.

You had a big fight with
your sibling

Your pet dog died

A family member is ill

You posted something online
that people didn't like

You are feeling nervous
about an upcoming
sports tryout

You found out you are
moving and you are very
worried about going to
a new school

You are feeling bad about
yourself after comparing
yourself to other people's
posts online

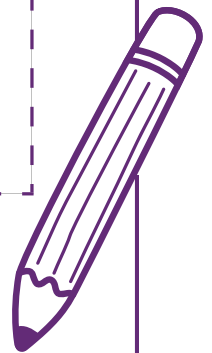
You are feeling off today -
tired, grumpy, and have a
headache

Your best friend is hanging
out with someone else and
you don't hear from her
very much anymore

You got a bad mark on a
test and are scared your
parents will be upset

Activity 6: Role-Play Scenarios (cont.)

Add any scenarios you think are relevant to your students/school community.



Activity 7: Advice Column

Example:

Dear Ask Me Anything,

I have had a lot of trouble sleeping lately. I just lay in bed and my mind is running over everything that happened during the day. It is getting to the point where I can barely function the next day because I am so tired. I have been skipping track practice as a result. I don't know what to do.

Sincerely,
Always Tired



How would you write a response to this question?

Activity 7: Advice Column (cont.)

Reflect:

- What is the issue? What is the evidence that there is a problem?
- What are options to solve the problem?
- What are the pros and cons of these options?
- Is this something that additional support such as a trusted adult is required?

Activity 8: Conversation Starters

Create speech bubble conversation starters to display around the classroom.



Activity 9: Boundaries

What are some of your boundaries? How would you set a boundary if someone was doing something you didn't like?

Practice setting boundaries around helping a friend with these examples:

Your friend comes up to you for help, but you're in the middle of studying for your test tomorrow.

"I'd really like to help, but I am too distracted worrying about my test. Could we talk at lunch?"

You just sent out a text to your friends that you are shutting off your phone and electronics for the night to get some space and a good night's sleep. Right after you send this, your friend starts to text you that she needs your help.

A classmate has confided in you that they are upset because they feel like they have no friends. They ask you to spend time with them every day after school, but you feel you need a break today.

Activity 9: Boundaries (cont.)

You have told your friend several times that you are unable to help them with their problem. You have guided them through alternative ways to deal with the situation, but they just don't seem to act.

Write your own situation (S) and practice (P).

S

P

S

P

Activity 11: Self-Care

It is important to know how to take care of yourself when times are challenging or stressful. To support the people around you, you need to make sure that you first take care of yourself.

Self-care builds up our reserves and recharges our battery. It maintains and replenishes our energy in the long-term.

- What do you currently do to take care of yourself?
- How do you know when you need self-care?

Sometimes what we need depends on what is going on in our lives. What self-care could you do based on the emotion you feel? Draw or write what works for you!

Angry (e.g. Go for a walk, listen to music)



Sad (e.g. Practice gratitude, get outside)



Activity 11: Self-Care (cont.)

Tired (e.g. Go to bed early, disconnect from technology)



Lonely (e.g. Spend time with a pet, make plans with a friend)



Scared (e.g. Talk to someone, deep breathing)



Tense (e.g. Go for a walk, take a warm bath)



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