

# Bounce BACK

## Supplementary Resources 2015



Oxford, Elgin, London/Middlesex

STUDENT SUPPORT LEADERSHIP INITIATIVE

## INTRODUCTION

Dear Educators and Community Service Providers,

**Child and Youth Mental Health Awareness week** takes place in early May every year in Canada. The Student Support Leadership Initiative has again engaged in a **coordinated approach to celebrate Mental Health Awareness Week** across the Thames Valley community.

The theme, once again this year is **RESILIENCY** – the ability to thrive during both good and challenging times, and adapt well to stress or adversity. It is the ability to **BOUNCE BACK** – as many of our children and youth have told us: to keep trying, to come back after hard times, to get back on your feet.

**Bounce Back Supplementary Resources**, provides new and revised resources, ideas and suggestions to assist us in learning about resiliency, why resiliency exemplifies mental health and ways we can celebrate and promote resiliency in each other. We are particularly proud of the new **supplementary** resources to support youth-led mental health awareness and anti-stigma initiatives in the school context.

The primary goal of this resource kit is to help you start a **conversation with children or youth** about bouncing back from adversity. We hope you take the time during Mental Health Awareness Week to pick even one idea that you can use. From there, you never know what our children and youth will do when they feel encouraged, inspired and valued!

We would encourage you to adapt these supplementary resources accordingly to suit the age of the students you are working with.

We are grateful for the contributions of the **SSLI Mental Health Awareness Week Action Team and Volunteers** who created these **Supplementary Resources** for the **Bounce Back.....Again, 2<sup>nd</sup> Edition**.

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## ANNOUNCEMENTS

Help spread the word at your school about the importance of mental well-being and reduce mental health stigma. Incorporate these announcements into mental health initiatives, for example during a “Wellness Week”, “Stress-Less Week”, etc. The announcements can also provide information on coping strategies and where to seek help. For example, direct students to Kids Help Phone or a helpful mental health website or end the announcement with “For more tips, see your social worker or public health nurse”. Use these sample announcements, modify them to suit your student audience or encourage students to create their own!

### Positive Mental Health Practices Announcements

#### 1. Kick-off Announcement

Let’s start the conversation. 1 in 5 people will experience a mental illness in their lifetime. But 5 in 5 people have mental health. We are better able to cope with difficult times when we take care of our mental health. So listen to the announcements every day for tips and strategies on how to take care of you.

#### 2. Animal Therapy

When was the last time you paid attention to your mental health? To achieve an overall healthy body, we all need to strive for both physical and mental wellness. What better way to feel happiness and joy, but by being around animals? Animal therapy has been shown to reduce stress levels, lower blood pressure, comfort the hopeless and distract those in pain. Come to (insert location) at (insert time) to spend some time with loveable furry friends!

#### 3. Physical Activity

Physical activity releases “feel good” chemicals in the brain, which can decrease anxiety, stress, reduce your blood pressure, help you sleep better, focus your mind, and boost your self-esteem. Try yoga, walking, running or even just take 5 minutes out of your day to get in a good stretch for your muscles and joints. Join a group or club with a friend - this keeps you accountable to someone else and makes exercising more fun!

#### 4. Sleep

Did you know that the recommended length of sleep time for teens is 9 hours? Teens have a lot of time demands – everything from doing well in school, sports and other extracurricular activities to working a part-time job to save money for college. It is sometimes difficult to get a full 9 hours of sleep. Lack of sleep is linked to emotional challenges, such as feelings of sadness and depression. There are many tips to getting a good night’s sleep. A few of them are: try not to nap during the day, shut off electronic devices 30 minutes before bedtime, keep the lights low, and avoid stimulants like caffeine and nicotine. Are you getting your 9?

#### 5. Eat Breakfast

There is a strong link to what we eat and how we feel. Are you feeling tired and sluggish during class? Did you eat breakfast this morning? Research shows that students who eat breakfast are better able to focus during class and they score higher on tests. Breakfast is the quickest and tastiest way to help you do better on tests and everyday school work. Three out of the four food groups completes a healthy breakfast! So “Break the Fast” and nourish your body and brain. Be Brighter with Breakfast!

#### 6. Stay Connected

Sometimes it’s just nice to have someone to listen to you or to have a shoulder to cry on. Reach out to your friends and family and talk to them about your problems and concerns. This can make you feel cared for and less alone and provide you with a different view or solution to the problem.

## 7. Take a Break

Listening to music, going for a walk and practicing deep breathing and meditation are all great ways to take a break from the everyday stresses of life. Remember to take time for you. It only takes a few minutes.

## 8. Do Something you Love

What do you love to do on your spare time? When we do things that we love, we feel good. So break out that old guitar, play the piano, sing a song, play a sport, dance like no one is watching, draw or paint...whatever you love to do! Just do it!

## 9. Ask for Help

It's okay to not be okay sometimes. None of us are superheroes. We all sometimes get overwhelmed by how we feel or when things go wrong. If things are getting too much for you and you feel you can't cope, ask for help. Talk to a trusted friend, adult, parent, teacher, social worker, guidance counsellor or public health nurse.

## 10. Care for Others

When we care for others, we feel good about ourselves. By giving our time, energy and skills to community programs and groups, we feel more connected to our community and the people in it, which in turn can give us a sense of achievement and boost our self-esteem and confidence. Do you have an organization or cause that is close to your heart? Connect to your community to inquire about opportunities or talk to your guidance counsellor for ideas.

# Resiliency Skills Announcements

**Introduction:** What is resilience? It is the ability to bounce back or bounce forward from adversity and one of the key ingredients to success. The following announcements share some essential resiliency skills to help you bounce back!

### 1. What is Emotional Awareness?

Today's bounce back/resiliency skill is: **EMOTIONAL AWARENESS**

You are in charge! When you are aware of your feelings, you can make choices about how you are going to act. In the busy-ness of your day, take a moment to pause and notice how you are feeling. Ask yourself, "Am I choosing the best way to act when I am feeling this way?"

*Remember this important pact: Pause and think before you act!*

### 2. What is Optimism?

Today's bounce back/resiliency skill is: **OPTIMISM**

Everyone can learn to be optimistic! Optimism involves learning to think positively about the future – even when things go wrong. It's about looking at the bright side of things. Today, when you are faced with a challenge, make a conscious decision to focus on the good. Ask yourself, "What can I do to make the best of this?" or "How else could I think about this?"

*Think positive possibilities, not catastrophes!*

### 3. What is Empathy?

Today's bounce back/resiliency skill is: **EMPATHY**

Bouncing back with help from a friend makes you both stronger. We care and believe in you! When you see that someone is upset, take the time to show them that you care by listening to them. If they need help from an adult go find them one.

*Remember all the love you give away returns to fill your heart each day.*

#### 4. What is Self-efficacy?

Today's bounce back/resiliency skill is: **SELF-EFFICACY**

Self-efficacy means believing you can reach your goals. It also means believing you can tackle the problems you face and bounce back.

Can you think of a challenge you faced recently? How did you bounce back?

*Believe in yourself and you will see; you'll reach your goals quite easily!*

#### 5. What is Reaching Out?

Today's bounce back/resiliency skill is: **REACHING OUT**

"Reaching out" means asking for help when you need it. Remember, you are not alone. We all need support from others sometimes. We are all growing and learning every day.

When we get support from others, it makes it easier to learn from our mistakes and it's easier to take risks and try new things. Who will you reach out to when you're faced with a challenge?

*When a challenging situation occurs in your day, reach out to someone who can help it go away.*

## Positive Inspirational Announcements

1. Did you know that kindness is actually good for your health? It's good for you and the people around you. You will have more energy, feel calmer and sleep better. Remember to be kind.
2. 'Kind words can be short and easy to speak, but their echoes are truly endless.' This quote is from Mother Theresa. What kind words can you speak to someone today?
3. 'If someone is too tired to give you a smile, leave one of your own, because no one needs a smile as much as those who have none to give.'
4. 'Wherever there is a human being, there is an opportunity for kindness.' Keep this quotation in mind as you go through your day. Take the time to show kindness, caring and thoughtfulness.
5. 'A kind and compassionate act is often its own reward'. Remember this and Have a Heart everywhere you go!
6. A Japanese proverb says 'One kind word can warm three winter months'. Let's remember to speak kindly to others today and every day.
7. Did you know that smiling is good for your health? Make someone smile by a thank you, a compliment, encouragement, a funny joke or story, being polite, being positive, being respectful, or with an act of kindness. How else can you make someone smile?
8. Did you know that smiling is contagious? When someone is smiling they lighten up the room, change the moods of others, and make things happier. A smiling person will bring happiness with them. Smile lots and you will draw people to you. Make someone smile today!
9. Did you know that smiling relieves stress? Stress can really show up in our faces. Smiling helps to prevent us from looking tired, worn down, and overwhelmed. When you are stressed, take time to put on a smile. The stress should be reduced and you'll be better able to take action. Make someone smile today!

10. Did you know that smiling can improve your mood? Next time you're feeling down, try putting on a smile. There's a good chance your mood will improve and you'll feel better! Smiling can trick the body into helping you change your mood. Make someone smile today!
11. Did you know that smiling can help prevent you from getting sick? Smiling helps the immune system to work better. When you smile, immune function improves, possibly because you are more relaxed. Prevent colds and flu by smiling! Make someone smile today!



**References:**

[www.CMHA.ca](http://www.CMHA.ca)

<http://www.mentalhealth.org.uk>

[www.healthunit.com/be-brighter-with-breakfast](http://www.healthunit.com/be-brighter-with-breakfast)

<http://www.sja.ca/English/Community-Services/Pages/Therapy%20Dog%20Services/default.aspx>

Additional wellness tips to share: [www.mindyourmind.ca/wellness](http://www.mindyourmind.ca/wellness)

Middlesex London Health Unit

## SCHOOL WIDE ACTIVITIES

The activities below can be completed as a whole school, division or class. All activities are meant to boost the “feel-good” endorphins, reduce stress and distract us from everyday worries.

### Funny Fridays

Laughing and smiling is good for your health! Share some funny jokes over the announcements to start the day off with a laugh.

### Window Writer Day

Students write positive messages with window writer markers throughout the building.

### Hidden Hearts

Look for hidden beauty in our everyday surroundings (inside or outside). Try to find heart-shaped objects that are naturally occurring.

### De-stressing Dance Days

At random times throughout the day, play music over the PA system. When students hear the music, they should “drop everything and dance!” Popular music is great, but there are some good oldies out there too...remember the “Crocodile Rock?”

### Creative Calisthenics

You don’t need to be in the gym to get your body moving. Calisthenics decrease stress hormones and make it easier to concentrate. Stand beside your desks, put some music on and move. Jumping jacks, knee raises, clapping....it’s your move!

### Bubble Building & Breaking

Go outside and blow bubbles! The ones that float up high in the sky represent your hopes and dreams (the sky is the limit!) The ones that pop (or that you break!) represent your challenges or negative emotions that you are releasing.

### Stress-Less Selfies

“Take Care of Your SELFIE” – Students submit pictures of themselves doing something that makes them happy or helps them de-stress. Use the pictures to create a video showing the positive coping strategies.

### Monumental Mandala

Use an overhead projector to create an extra-large mandala design to hang on a school wall. When students walk by the “monumental mandala”, they can help colour it in!

## Ideas for Creating Mentally Healthy Schools

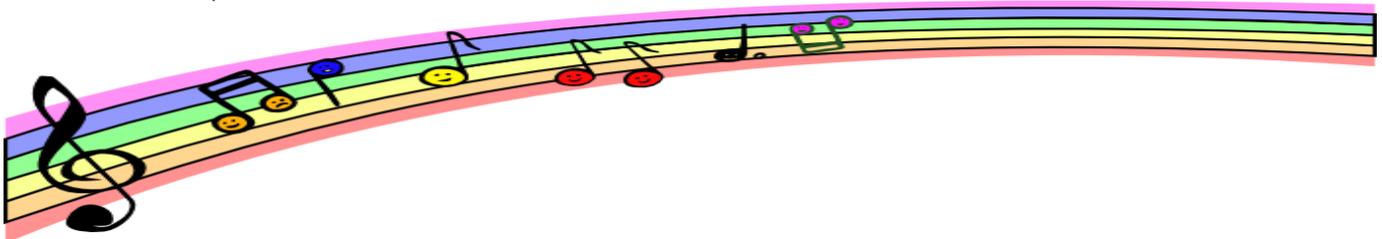
## Inspirational Music

1. Happy - Pharrell Williams
2. Cool Kids - Echosmith
3. Beautiful - Christina Aguilera
4. Return to Innocence - Enigma
5. Heal the World - Michael Jackson
6. You Raise Me Up - Josh Groban
7. When You Believe - Mariah Carey and Whitney Houston
8. The Climb - Miley Cyrus
9. Dare You To Move - Switchmove
10. Eye of the Tiger - Survivor
11. What a Wonderful World - Louis Armstrong
12. Here Comes The Sun - The Beatles
13. Just The Way You Are - Bruno Mars
14. Everybody Hurts - R.E.M.
15. Girl On Fire - Alicia Keys
16. I Hope You Dance - Leanne Womack
17. Man in the Mirror - Michael Jackson
18. Let It Go - Frozen -Idina Menzel
19. Titanium - David Guetta ft Sia
20. Bad Day - Daniel Powter
21. Stand - Rascal Flatts
22. I Believe I Can Fly - R. Kelly
23. Hall Of Fame - The Script
24. You're A V.I.P. - Sandasha Ferguson
25. Somewhere Over The Rainbow - Israel "IZ" Kamakawiwo'ole's
26. You Gotta Be - Des Ree
27. Who Says - Selena Gomez
28. Born This Way - Lady Gaga
29. Tied Together With A Smile - Taylor Swift
30. Unpretty - TLC
31. Video - India. Arie
32. Where Is The Love - Black Eye Peas
33. You're Beautiful - James Blunt
34. Human - The Killers
35. Hero - Mariah Carey
36. Live It Up - BELLEWOOD

*Music is a great way to express our feelings and promote resiliency and optimism. The following songs may be used to start each day by playing them during morning entry or at natural break times (recess, lunch, between classes). Encourage students to think about how they can identify with the lyrics. Invite them to offer other songs that have had personal meaning to them. Many of these songs have excellent You Tube videos (ensure you select the \*clean versions when relevant).*



KEEP  
CALM  
AND  
MAKE  
MUSIC



# How Do You Manage Your Stress?

Find all the words listed below. When finished, the remaining letters in the top 8 rows will spell out the answer to the question above.

P S T P L A Y S P O R T S B G B T E  
W L E E U A G H W S E P E E E A A D  
E A A M P S U O I A O S S M T K L I  
T I T Y A A T G Y K L T I I E E K S  
A I V C A G H S H O E K C N N C T T  
T E C O H N O T I P D I R D O O O U  
I N G S T A I E I L R A E F U O A O  
D T E G I E M N D W O S X U G K F O  
E C O L O U R O S I Y D E L H I R G  
M I G M P Z U S V T V A O N S E I J  
E G A S C Q U H D I R Y L T L S E H  
E N J O Y N A T U R E U A P E U N H  
E H T A E R B Y L L E B M L E K D D  
L I S T E N T O M U S I C E P G A U  
T S A F K A E R B T A E Z B N E C M  
B X H E L P S O M E O N E I R T D I  
R E T A W K N I R D O I P K W A R D  
L A N R U O J A P E E K C E B N G S

BAKE COOKIES  
BELLY BREATHE  
BE MINDFUL  
BIKE  
COLOUR  
DO YOGA  
DRAW  
DRINK WATER  
EAT BREAKFAST  
ENJOY NATURE

EXERCISE  
GET ENOUGH SLEEP  
GO OUTSIDE  
HELP SOMEONE  
HIKE  
KEEP A JOURNAL  
LAUGH  
LISTEN TO MUSIC  
MAKE TO DO LISTS  
MEDITATE

PLAY AN INSTRUMENT  
PLAY SPORTS  
PLAY VIDEO GAMES  
PLAY WITH A PET  
READ  
TALK TO A FRIEND  
WALK  
WATCH A MOVIE

## EMOTIONAL AWARENESS AND SELF-REGULATION

### LESSON PLAN: Emotional Awareness and Self-Regulation – Part One

#### OVERVIEW

Resilient people do show their emotions and when going through a tough time, they do feel sad or scared or anxious as this is a normal part of life.

#### KEY POINTS ABOUT EMOTIONAL AWARENESS AND SELF-REGULATION

- Being resilient is not about keeping things inside, but expressing how you feel and moving forward
- Expressing and understanding our own emotions is a key ingredient to resilience
- Recording how we feel in different situations can help us be more aware of our emotions and assist in developing the skills on how to move forward

#### ACTIVITY/PROCESS

- Students stand in a circle. Ask students to think about emotions. What do they know about them? What are they?
  - One student starts with a ball and throws the ball to another student, sharing what their thought has been. This is continued until all students have received the ball, and shared an idea. For an added challenge, introduce more than one ball.
- OR
- Arrange students in groups of 3 or 4. Provide each group with a large piece of paper and some markers. In the centre of the paper, students should write the word “Emotions”. Students then record in “graffiti style” as many ideas and/or points as they can about emotions. (What are they? What do they know about them?) Be sure each student has the opportunity to write down some thoughts. Afterwards, ask groups to share their ideas with the class.
  - Following completion of one of the above activities, remind students what resiliency means (the ability to bounce back, to adapt and thrive in response to stress and adversity). Ask students to write down an example of an emotion on post-it notes.
  - Students present their examples and place the post-it note on the board, under the headings: Positive/Negative. Discuss why the examples are under each heading.
  - Add an extra column: How does this make someone feel? As a whole group, students’ suggestions are written up.
  - Explain to students that being aware of our emotions assists us in knowing how we respond in certain situations and how best to move forward and learn about how situations make us feel.

#### ADDITIONAL RESOURCES

Visit the following websites for more information about mental health and ideas for resiliency resources

- [www.resil.ca](http://www.resil.ca)
- <http://au.reachout.com/>
- [www.resilnet.uiuc.edu](http://www.resilnet.uiuc.edu)
- [www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)
- [www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf](http://www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf)

(Adapted from: <http://au.professionals.reachout.com/about-reachout-professionals/order-classroom-resources>)

## EMOTIONAL AWARENESS AND SELF-REGULATION

### LESSON PLAN: Emotional Awareness and Self-Regulation – Part Two

#### OVERVIEW

Resilient people do show their emotions and when going through a tough time, they do feel sad or scared or anxious as this is a normal part of life.

#### KEY POINTS ABOUT EMOTIONAL AWARENESS AND SELF-REGULATION

- Being resilient is not about keeping things inside, but expressing how you feel and moving forward
- Expressing and understanding our own emotions is a key ingredient to resilience
- Recording how we feel in different situations can help us be more aware of our emotions and assist in developing the skills on how to move forward

#### ACTIVITY/PROCESS

- Minds On: Based on the discussion from the previous day, ask students, “Why is it important to be aware of our emotions?” (eg. It helps us respond appropriately in a variety of situations).
- Share with students the List of Emotions (A-Z). Students work through the worksheet Feeling Connected, using the List of Emotions as a reference.
- Share the Feeling Connected diagrams with a partner and/or the class.

#### ADDITIONAL RESOURCES

Visit the following websites for more information about mental health and ideas for resiliency resources

- [www.resil.ca](http://www.resil.ca)
- <http://au.reachout.com/>
- [www.resilnet.uiuc.edu](http://www.resilnet.uiuc.edu)
- [www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)
- [www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf](http://www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf)

(Adapted from: <http://au.professionals.reachout.com/about-reachout-professionals/order-classroom-resources>)

# List of Emotions A - Z

<b>A</b>	Dismayed	Hopeful	Outrage	<b>T</b>
Affectionate	Dissatisfied	Hopeless	<b>P</b>	Tearful
Afraid	Distracted	Horrified	Panicky	Teary
Aggressive	Distressed	Hostile	Passionate	Tense
Agitated	Distrustful	Humiliated	Passive	Terrified
Amazed	Disturbed	Hurt	Peaceful	Threatened
Amused	Doubtful	Hurtful	Perplexed	Thrilled
Angry	Down	<b>I</b>	Petrified	Timid
Annoyed	<b>E</b>	Ignored	Pitying	Trapped
Anxious	Ecstatic	Impatient	Pleased	Troubled
Appalled	Embarrassed	Important	Positive	<b>U</b>
Arrogant	Empathic	Inadequate	Powerful	Uncertain
Ashamed	Enchanted	Infuriated	Powerless	Uncomfortable
Awestruck	Energetic	Insecure	Proud	Uneasy
<b>B</b>	Enraged	Interested	Puzzled	Unhappy
Baffled	Enthusiastic	Intimidated	<b>Q</b>	Unloved
Betrayed	Envious	Irritated	<b>R</b>	Unsure
Bewildered	Excited	Isolated	Regretful	Unwanted
Blissful	Excluded	<b>J</b>	Rejected	Unwell
Blue	<b>F</b>	Jealous	Relieved	Upset
Bored	Fear	Joy	Remorseful	Used
Brave	Fearful	Joyful	Repulsed	<b>V</b>
<b>C</b>	Fed-up	Jubilant	Revengeful	Victorious
Calm	Flustered	Jumpy	<b>S</b>	Vindictive
Cheerful	Fond	<b>K</b>	Sad	Vulnerable
Compassionate	Forsaken	Keen	Satisfied	<b>W</b>
Concerned	Fortunate	<b>L</b>	Scared	Warm
Confident	Fragile	Lonely	Seething	Wary
Confused	Friendly	Lost	Self-conscious	Worried
Content	Frightened	Loved	Shattered	Worthless
Cool	Frustrated	Loving	Sheepish	<b>X</b>
Courageous	Furious	<b>M</b>	Shocked	<b>Y</b>
Cross	<b>G</b>	Mad	Shy	<b>Z</b>
Curious	Gentle	Melancholy	Silly	zealous
<b>D</b>	Glad	Mellow	Smug	
Defeated	Gloomy	Miserable	Sorrow	
Defenceless	Grateful	Misunderstood	Sorrowful	
Delighted	Grief	Muddled	Sorry	
Depressed	Grumpy	Mystified	Spooked	
Determined	Guilty	<b>N</b>	Stunned	
Devastated	<b>H</b>	Nostalgic	Successful	
Disappointed	Happy	<b>O</b>	Superior	
Disapproving	Hateful	Offended	Suspicious	
Discouraged	Helpless	Optimistic	Sympathetic	
Disgusted				

Adapted from "Switched-on Ideas: Wellbeing, Curriculum Corporation, L. Longaretti 2008"  
<http://www.curriculumpres.s.edu.au/soi/wellbeing.html>

# Feeling Connected.

What roles do you play in your life?

How do these make you feel? (Use List of Emotions A-Z)

Use the template provided below to record the emotions (negative/positive) you feel in different roles you have in your life (an example is provided). Recording how we feel helps us to stay aware of our emotions.



(Adapted from: <http://au.professionals.reachout.com/about-reachout-professionals/order-classroom-resources>)

## EMOTIONAL AWARENESS AND SELF-REGULATION

### LESSON PLAN: Feelings Journal

#### OVERVIEW

Resilient people are comfortable in talking about and expressing a range of emotions. This journal can start a lesson, end a lesson or be used as a break in the middle of a lesson. This is a journal that can be used throughout a student's school day, your lesson or in their personal life. Recording our feelings allows us to understand how we feel and helps to develop our resilience.

#### KEY POINTS ABOUT EMOTIONAL AWARENESS AND SELF-REGULATION

- Being resilient is not about keeping things inside, but expressing how you feel and moving forward
- Expressing and understanding our own emotions is a key ingredient to resilience
- Recording how we feel in different situations can help us be more aware of our emotions and assist in developing the skills on how to move forward

#### ACTIVITY/PROCESS

- Use the *Feelings Journal* template.
- Students may refer to the *List of Emotions (A-Z)* to help them record their feelings over a day, then a week. Younger students may wish to use pictures to record how they are feeling.
- Students may share their *Feelings Journal* with a trusted friend. The journal may also be a good conversation piece for one-on-one student-teacher conferences.

#### ADDITIONAL RESOURCES

Visit the following websites for more information about mental health and ideas for resiliency resources

- [www.resil.ca](http://www.resil.ca)
- <http://au.reachout.com/>
- [www.resilnet.uiuc.edu](http://www.resilnet.uiuc.edu)
- [www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)
- [www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf](http://www.psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf)

(Adapted from: <http://au.professionals.reachout.com/about-reachout-professionals/order-classroom-resource>)

# Feelings Journal

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What was happening?							
What were you feeling?							
Was it positive or negative? (+) or (-)							
How did you react?							
Was there a physical reaction?							
What will you do next time?							

(Adapted from: <http://au.professionals.reachout.com/about-reachout-professionals/order-classroom-resources>)

## EMOTIONAL AWARENESS AND SELF-REGULATION

### LESSON PLAN: Visual Art – Cubist Emotion Painting

#### OVERVIEW

Expressing our feelings through visual arts can be an excellent way to be more aware of our emotions and help reduce stress.

#### KEY POINTS ABOUT EMOTIONAL AWARENESS AND SELF REGULATION

- Being resilient is not about keeping things inside, but expressing how you feel and moving forward
- Expressing and understanding our own emotions is a key ingredient to resilience

#### ACTIVITY/PROCESS

- This lesson is best completed after the “Emotional Awareness and Self-Regulation” lesson(s) to provide students with background information about expressing and understanding emotions.
- Students may wish to use the *List of Emotions (A-Z)* as a reference for this visual arts activity.

#### FUNDAMENTAL CONCEPTS (Elements of Design)

- Line: used for expressive purposes
- Shape: variety used to help convey emotion
- Colour: use certain colours to convey emotion

#### PRINCIPLES OF COMPOSITION

- Focal point: created by the size of the figure, used to draw the viewer’s attention
- Balance: asymmetrical balance for a dynamic composition
- Unity: repeat colours, shapes and lines to create a completed harmonious image
- Variety: use different sizes and shapes for visual interest
- Proportion: certain features can be out of proportion to create specific emotion
- Contrast: using dark and light areas to make parts stand out



#### VOCABULARY

- **Cubism** – The idea of looking at something or someone from many different sides and putting all the sides together on the same picture plane. Picasso said that by doing this “we express what is inside of us”.
- **Thumbnail sketch** - a quick small sketch used to develop ideas for larger work

## SPECIFIC EXPECTATIONS (Visual Art)

D1.1 Create art works that explore feelings, ideas (emotion) and issues

D1.3 Use elements of design in art works to communicate ideas/emotion (connecting an emotion to colour, and tints, tones, and shades of colours) (weight and style of line helps to convey emotion) (angular shapes or hard edge shapes convey a different emotion than smooth side shapes)

D2.2 Explain how the elements and principles of design are used in their own and other art work to communicate meaning

D2.4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters and viewers of art

D3.2 Demonstrate an understanding of key contributions and functions of visual arts (cubism and Picasso)



## MATERIALS

- 12 x18 cartridge paper
- 9 x 12 sheets of news print for sketches
- Pencils
- Erasers
- Tempera paint, (markers, oil pastel, or pencil crayon if paint is not convenient)
- Brushes
- Water containers
- Paper towels
- Black markers
- Books on Picasso



## POINTS TO DISCUSS

- Go through some of Picasso's paintings with the class, and have students discuss how the use of colour shows how Picasso was feeling during his Blue Period. They will also notice the body language of the figures in these paintings adds to the feeling of sadness. Students may also notice the various blue tints and shades that heighten the emotion. Discuss Picasso's statement about cubism "we express what is inside of us". Point out that Picasso often divided the face in half, one side to show the profile and the other side to show the full face view. Point out Picasso's use of a black outline in some of his work. Ask what effect the outline has on the viewer?
- In his later work Picasso exaggerated and distorted shapes and colours to convey emotion.



After the death of a close friend, Picasso began to show what he was feeling in his paintings.

*"The Tragedy", 1903*



How do you think Picasso showed what he was feeling at this time in his life?

*"Old Guitarist", 1904*

### ACTIVITY/PROCESS

1. After discussing Pablo Picasso and his work (you may wish to refer to the reference page *What Makes a Picasso a Picasso?*), as a class generate a list of emotions or refer to the chart provided in the previous emotional awareness lesson.
2. Students will choose one to three different emotions to develop into thumbnail sketches. On 9 x12 news print students do four to six thumbnail sketches of a person showing the emotion(s) chosen. When students are sketching they need to remember to draw figures that are full body, half body, and head and shoulders images. Stress that the images are simple and not totally realistic. Remind them that the body, through body language, and the face (through expression) need to communicate the emotion. When they have done several sketches, they may combine two that they really like to create a totally new third sketch.
3. At this point discuss the background. Encourage students to think about what they can add to the background that will help communicate the message they want the viewer to see in their work.
4. When students have a sketch that they feel works well to show the emotion, they may begin to transfer (draw) the image on the large paper.
5. Before beginning with colour discuss colour, and specific emotions associated with specific colours.
6. If using paint, students mix the colours they need for specific areas. Remind them to mix more of a colour than they think they will need, so they do not have to go back and make a colour again. Remind students that they will need a variety of colours. For example if using blue, the student will want to have several different blues (some mixed with white and black, while other blues can be mixed with other colours).
7. When painting is complete, outline everything with black marker when the paint is dry. Remind students to think about the thickness of the outline. A thick heavy line conveys a different emotion than a thin outline. Different parts of the painting may have different thickness in the outline (this creates a sense of variety in the work and makes the image more interesting to look at).  
If using oil pastel encourage the students to apply the colour evenly so there are no streaks or markings. Black outline will need to be done in oil pastel.

### REFLECTION AND EVALUATION

When paintings are complete have students fill out the reflection sheet. This sheet allows them to discuss their thought process when they created the art work.

## CUBIST EMOTION PAINTING REFLECTION SHEET

Date \_\_\_\_\_

Name \_\_\_\_\_

What emotion does your painting convey? \_\_\_\_\_

How did you create the emotion? Explain how you created the emotion in the following areas:

face \_\_\_\_\_

\_\_\_\_\_

body \_\_\_\_\_

\_\_\_\_\_

background \_\_\_\_\_

\_\_\_\_\_

What colour(s) did you use? \_\_\_\_\_

Why did you use this/those colour(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is cubism? \_\_\_\_\_

\_\_\_\_\_

Where did you use cubism in your in your painting? Does cubism help to convey the emotion you intended to portray? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CUBIST EMOTION PAINTING REFLECTION SHEET (PAGE 2)

What is the most successful aspect of your painting? Why? \_\_\_\_\_

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If you could change some aspect of your painting, what would you change and why?

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	Level 1	Level 2	Level 3	Level 4
<b>KNOWLEDGE AND UNDERSTANDING</b> - cubism - connection of colour to an emotion or feeling - creating tints, tones, shades, and various intensities of a colour	- no understanding of cubism - little or no knowledge of connection of colours to emotions - limited knowledge of creating tints, tones, shades, and various intensities	- some understanding of cubism - some knowledge of connection of colours to emotions - some knowledge of creating tints, tones, shades, and various intensities	- understanding of cubism - knowledge of connection of colours to emotions - knowledge of creating tints, tones, shades, and various intensities	- clear understanding of cubism - specific knowledge of connection of colours to emotions - clear knowledge of creating tints, tones, shades, and various intensities
<b>THINKING</b> - thumbnail sketches to generate ideas - revisions to sketches	- few thumbnail sketches to generate ideas - little or no revisions	- some thumbnail sketches to generate ideas - some revisions	- thumbnail sketches used to generate ideas - revisions made to further develop the concept	- several thumbnail sketches used to generate ideas - several revisions made to further develop the concept
<b>COMMUNICATION</b> - emotion or feeling conveyed through line, shape, colour palette	- limited use of line, shape, and colour to communicate emotion	- some use of line, shape, and colour to communicate emotion	- use of line, shape, and colour to communicate emotion	- Clear and effective use of line, shape, and colour to communicate emotion
<b>APPLICATION</b> - cubist painting shows feeling or emotion - uses a variety of colours within colour palette - composition enhances the idea - complexity of design - workmanship	- limited use of cubism to show emotion - limited use of colours within colour palette - limited composition, does not enhance the idea - limited complexity - limited workmanship	- some use of cubism to show emotion - some use of colour within colour palette - composition somewhat enhances the idea - some complexity - moderate workmanship	- use of cubism to show emotion - considerable use of colour within colour palette - composition enhances the idea - complexity of design shown - considerable workmanship	- use of cubism clearly shows emotion - outstanding use of colour within colour palette - composition clearly enhances the idea - complexity of design is effective - outstanding workmanship

## WHAT MAKES A PICASSO A PICASSO?

Picasso invented new ways of picturing things  
He worked in a number of styles

Picasso showed objects from many  
viewpoints at a time, often combining  
a straight-on view with a profile



He exaggerated and distorted shapes  
and colours to convey emotion

Picasso often simplified the things  
he saw into basic shapes, such as  
circles and triangles



He used bold and black outlines,  
sometimes with bright colours



## PHOTOVOICE: WHAT IS A MENTALLY HEALTHY SCHOOL?

### LESSON PLAN: PHOTOVOICE

#### OVERVIEW

Photovoice is a type of visual storytelling that allows participants to express their point of view by using photos to make statements about issues important to them and share their perspectives with others. The Photovoice technique has been used to explore a number of different topics. In this lesson, students will use Photovoice to reflect on what makes a mentally healthy school. Students will take photos, reflect on the meaning behind their photos and share their photos with other participants to find common themes.

**ACTIVITY/PROCESS:** The Photovoice lesson plan is divided into four or more sessions.

#### Session 1: Introduction

- Discuss the Photovoice “What Does a Mentally Health School Look Like to You?” project with students
- Using chart paper and markers, in small groups (4-6) ask students to brainstorm “graffiti style” what a mentally healthy school looks like to them. What might they see, hear and feel in a mentally healthy school?
- After groups have finished their brainstorming, have students complete a “gallery tour” where they may walk around to see what other groups have written down on their papers. Discuss with students that their ideas should help them decide what types of people/places/things they would like to photograph to portray their thoughts about what a mentally healthy school looks like to them.
- Hand out the Photovoice project instruction sheet and review
- Establish ground rules for the project

#### Session 2: Photography Practice

- Consider inviting a photography student or photographer to teach basic photography skills
- Provide students with cameras to begin taking pictures
- Have students submit their photos via email, on a CD or a usb drive prior to session 3

#### Session 3: Photo Selection (schedule additional sessions for photo selection as required)

- In small groups, have students discuss their photos and decide on which ones they find the most meaningful and why. Students should select 2-3 photos each
- Have students write captions for their selected photos and fill out the picture description sheet

#### Session 4: Photo Exhibit

- Organize photos, with their captions, into themes
- Prepare Photovoice exhibit to share photos with school community

#### Additional Resources:

Visit the following links to find examples and more information about the Photovoice process

- <http://phdresearchdesignandimplementation.yolasite.com/resources/Photovoice%20strategy%20for%20community%20change.pdf>
- <https://plus.google.com/photos/115783608416243840597/albums/5630717378758241985?banner=pwa>
- [http://www.nonformalii.ro/uploads/resurse/fisiere/From\\_Snapshot\\_to\\_Civic\\_Action\\_Photovoice\\_Manual\\_july2012.pdf](http://www.nonformalii.ro/uploads/resurse/fisiere/From_Snapshot_to_Civic_Action_Photovoice_Manual_july2012.pdf)
- <http://www.trutoolkit.com/Ideas%20You%20Can%20Use/GCHDPhotovoice%20June2010.pdf>

## PHOTO VOICE INSTRUCTION SHEET

### What does a mentally healthy school look like to you?

Take photos that relate to this question

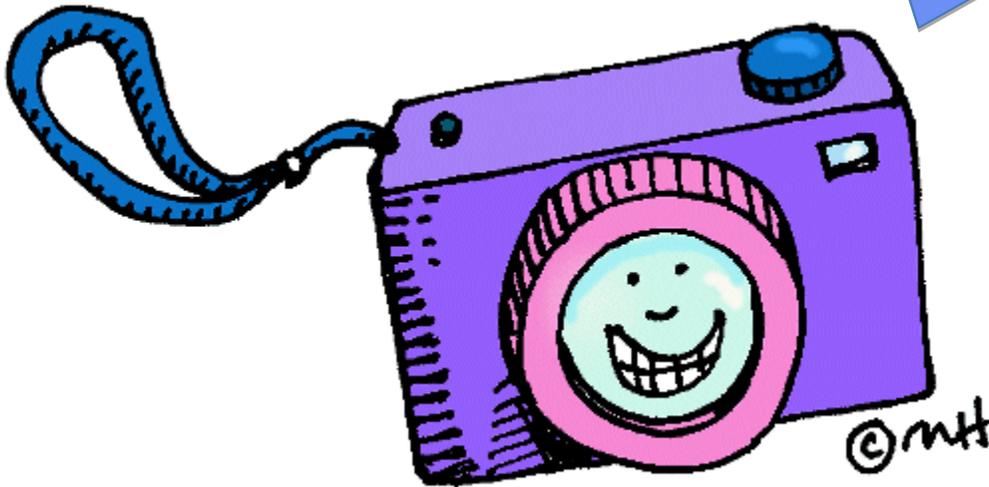
Complete the Picture Descriptions sheet for each photo you choose to use in your project.

Remember to:

- Stay on school property
- Ask for permission before taking someone's photo

Submit your photos by \_\_\_\_\_

*What does a mentally  
healthy school look like?*



## PICTURE DESCRIPTION SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Fill out the following form for each photo you selected.

### **Picture #1**

1. Photo title: \_\_\_\_\_

2. Caption: \_\_\_\_\_

3. I would like to share this photo because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How does this photo portray a mentally healthy school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Picture #2**

1. Photo title: \_\_\_\_\_

2. Caption: \_\_\_\_\_

3. I would like to share this photo because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How does this photo portray a mentally healthy school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from <http://www.readwritethink.org/classroom-resources/lesson-plans/blogging-with-Photovoice-sharing-1064.html?tab=4#session4>

## WELLNESS? THERE'S AN APP FOR THAT!

There are a lot of apps now that can help you get organized, be mindful, safety plan or de-stress – all of which are things that can help you be well. Here are a few that you could check out:

### **MindShift**



Available on iTunes and Google Play for free.

Designed to help teens and young adults cope with anxiety.

- Helps you learn how to relax, develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety.
- Includes strategies to deal with everyday anxiety, as well as specific tools to tackle things like test anxiety, perfectionism, social anxiety, performance anxiety etc.
- MindShift is the work of a joint collaboration between Anxiety BC and BC Mental Health & Addiction Services

### **BeSafe**



Available at iTunes or Google Play for free.

Co-created with youth and mindyourmind, BeSafe is meant to help you make decisions in a crisis. It will:

- Allow you to make a safety plan.
- Inform you about resources in London, Ontario and surrounding area.
- Give you options for getting help.

### **iWorry**



Available on iTunes for \$2.99

An intuitive worry journal that allows you to:

- Keep a worry list.
- Schedule worry time.
- Have a worry place.
- Runs on your iPhone and/or iPod touch.
- Categorize each worry with a tag and later on filter your list of worries by a tag.
- Stores unlimited number of worries in both worry list and logbook.
- You can password protect iworry to prevent undesired access to your private information.

### **Simply Being**

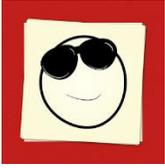


Available on iTunes and Google Play for \$0.99.

Mindfulness/meditation

- Can pick a session length.
- Choose to have a guide or not.
- Add soothing, natural sounds to the end of your meditation session.

## Mind Your Mood



Available on iTunes and Google Play for free.

Co-created with youth and mindyourmind, this is an easy-to-use app that allows youth and young adults to track their moods securely on their phone. Mind Your Mood features:

- A choice of 7 mood-faces and 28 mood-words, so you can be as specific as you want.
- A scale to measure the intensity of your moods, both positive and negative.
- The ability to add notes and to 'flag' them for later conversations.
- Interactive reports that graph intense emotions for your review.
- Built-in email functionality so you can email your mood log to your counsellor for discussion.

## Breathing Zone



Available on iTunes (free) and Google Play (\$2.99)

Breathing Zone is a simple and effective guided breathing exercise. In just 5 minutes you can start to enjoy the deep relaxation and other health benefits of slower therapeutic breathing.

## Guided Mind



Available on iTunes (free)

Relax and get guided through meditations on a variety of topics dealing with the stresses and challenges of day-to-day life.

***Idea: Try out a few of these apps, or other apps that are designed to improve mental health, and write reviews about how you think they worked. Share your results/opinions with your friends, teachers, counsellors, Healthy School Committee or school public health nurse.***

## PRIMARY BOOK LIST

Book Title	Author	Themes/Synopsis
<b>Beautiful Girl</b>	<b>Christiane Northrup</b>	<i>Beautiful Girl</i> presents this simple but important message: that to be born female is a very special thing and carries with it magical gifts and powers that must be recognized and nurtured. By reading this lovely book, little girls will learn how their bodies are perfect just the way they are, the importance of treating themselves with gentle care, and how changes are just a part of growing up. (individuality and tolerance)
<b>Ben Overnight</b>	<b>Sarah Ellis</b>	Ben likes nothing more than to go over to Peter's house. When the two friends play together, Ben can be anything he wants: a pirate, a musician, a cook. He can even be a potato. But when it comes to sleepovers, all Ben can think about is going home - right away. (fears, homesickness, friendship)
<b>Best of All</b>	<b>Max Lucado</b>	In a village where everyone has been carved from wood, an uppity Miss Bess Stovall claims her maple "ancestree" is superior until the day a shunned willow fellow saves her life. (prejudices)
<b>Have You Filled a Bucket Today?</b>	<b>Carol McCloud</b>	Through sweet, simple prose and vivid illustrations, this heartwarming book encourages positive behaviour as children see how very easy and rewarding it is to express kindness, appreciation and love on a daily basis. This wonderful book is a winner of seven awards
<b>How Are You Peeling?</b>	<b>Saxton Freymann</b>	Brief text and photographs of carvings made from vegetables introduce the world of emotions by presenting leading questions such as "Are you feeling angry?"
<b>Howard B. Wigglebottom: Learns to Listen</b>	<b>Howard Binkow</b>	Meet Howard B. Wigglebottom, a curious rabbit who just doesn't listen. This illustrated book, has been created to help children improve their listening skills and pay attention. Educators, parents, and children alike will laugh and learn as Howard learns to listen. (self-regulation, social skills)
<b>I Like Myself</b>	<b>Karen Beaumont</b>	High on energy and imagination, this ode to self-esteem encourages kids to appreciate everything about themselves. Beaumont's joyous rhyming text and Catrow's wild illustrations unite in a book that is sassy, soulful, and straight from the heart. (self-esteem, identity)
<b>I Will Make Miracles</b>	<b>Susie Morgenstern</b>	Susie Morgenstern and Jiang Hong Chen tackle the question: What will you do when you grow up? Their little boy wants to make miracles: He would cure the sick, feed the hungry, jail the bad guys, and fill the world up with people who care and share. The story ends with a twist, bringing a very ambitious group of wishes back down to earth
<b>I'm Special, I'm Me</b>	<b>Ann Meek</b>	Milo is fed up. He wants to play at being a pirate captain, but the other children say he's too short, he must be a deck hand. He's too small to be a lion, and not handsome enough to be the prince. But Milo's mum makes him see that the other roles can be even more fun. After all, knights get to fight dragons, and monkeys have far more fun than lions, swinging through the trees!
<b>I'm Special, I'm Me</b>	<b>Ann Meek</b>	Milo is fed up. He wants to play at being captain, but the other children say he's too short, he must be a deck hand. He's too small to be a lion, and not handsome enough to be the prince. But Milo's mum makes him see that the other roles can be even more fun.
<b>If Only I Had a Green Nose</b>	<b>Max Lucado</b>	Punchinello learns that it can be difficult, foolish, and even dangerous to try to keep up with the latest fads and that Eli, his maker, gave each Wemmick different characteristics on purpose. (diversity, peer pressure, self-acceptance)
<b>Little Mouse's Big Book of Fears</b>	<b>Emily Grabett</b>	Little Mouse draws pictures of some of the many things he is afraid of, including creepy crawlies, sharp knives, and having accidents, and provides the correct scientific name for each of his fears. (emotions, fears)
<b>Owen and Mzee</b>	<b>Isabella Hatkoff</b>	The amazing true story of the orphaned baby hippo and 130-year-old giant turtle whose remarkable friendship touched millions around the world. Here is a joyous reminder that in times of trouble, friendship is stronger than the differences that too often pull us apart.
<b>Pebble</b>	<b>Susan Milford</b>	There once was a pebble on a rocky shore. It was small and round and nearly smooth. Amid a seascape dotted with endless rocks, one pebble yearns to be special. Can you find the pebble? Susan Milford's clear prose and exquisite collages offer a timeless message about finding one's place in the world.

## PRIMARY BOOK LIST (CONTINUED)

<b>Rachel and the Upside Down Heart</b>	<b>Eileen Douglas</b>	Rachel and the Upside Down Heart is a magnificent and compelling true story that will open the hearts and minds of both children and parents. When Rachel is four years old, her daddy dies, and Rachel's life changes forever. She and her mommy travel from their house in Kentucky to the busy streets of New York City. At first Rachel feels so sad that it's as if her heart is upside down. But after a while Rachel discovers happiness - while keeping the memory of her father alive in her heart.
<b>Sometimes I Like to Curl up in a Ball</b>	<b>Vicki Churchill</b>	Little wombat spends a day doing favorite things--what could they be? Are they your favorites, too? Let's look and see! He especially enjoys walking around and around, and doing a pigeon step till he falls down. Or sticking out his pink tongue--and pulling funny faces (now that can be fun) And maybe he'll jump just as high as he can, and see how much noise he will make when he lands. But when the day ends and the sun starts to fall...he goes back home to mama and curls into a ball. (emotions)
<b>Sophie and the Sea Monster</b>	<b>Don Gillmor</b>	Sophie worried about wearing the right clothes to school. She worried about big dogs, bats, thunderstorms, snapping turtles, and losing her homework. She worried about everything all the time. But most of all, Sophie worried that there was a sea monster under her bed. And there is a sea monster under her bed! He's small and blue, and a terrible singer - and it turns out that he's afraid to come out! Sophie decides to coax him out into the world, and sharing adventures together, they both forget to be afraid.
<b>Suki's Kimono</b>	<b>Chieri Uegaki</b>	On her first day of first grade, despite the objections of her older sisters, Suki chooses to wear her beloved Japanese kimono to school because it holds special memories of her grandmother's visit last summer. (individuality diversity, multiculturalism)
<b>The Big Happy Bear: For Children of All Sizes</b>	<b>Betsy Bogert</b>	A compelling and empowering book, written to help children cope with size-discrimination, raise their self-esteem, and learn to accept themselves and others as they are. Though written primarily for ages 5-12, this book can be enjoyed by all ages, imparting valuable lessons in an all too fat-phobic society.
<b>The Dot</b>	<b>Peter Reynolds</b>	An enchanting invitation to self-expression. With a simple, witty story and free-spirited illustrations, Peter H. Reynolds entices even the stubbornly uncreative among us to make a mark — and follow where it takes us. (self-worth/taking chances)
<b>The Important Book</b>	<b>Margaret Wise Brown</b>	The important thing about The Important Book--is that you let your child tell you what is important about the sun and the moon and the wind and the rain and a bug and a bee and a chair and a table and a pencil and a bear and a rainbow and a cat (if he wants to).
<b>The Little Engine That Could</b>	<b>Watty Piper</b>	When Shiny New Engine, Big Strong Engine, and Rusty Old Engine refuse to pull the toys and good food over the mountain, it's left up to Little Blue Engine to save the day. And save it she does! <i>The Little Engine That Could</i> is a classic tale of determination and willpower overcoming perception. This story should be shared with all young children who have ever thought that they couldn't achieve something. (Self-esteem)
<b>The Little Girl Who Did...What?</b>	<b>Diane Dupuy</b>	The narrow minds of "Narrow" discover love and community openness through a little girl whose only special quality is that she farts butterflies.
<b>The OK Book</b>	<b>Amy Krouse</b>	In this clever and literal play on words, OK is turned on its side, upside down, and right side up to show that being OK can really be quite great. Whether OK personifies an OK skipper, an OK climber, an OK lightning bug catcher, or an OK whatever there is to experience, ok is an OK place to be. And being OK just may lead to the discovery of what makes one great.
<b>The Way I Feel</b>	<b>Janan Cain</b>	Illustrations and rhyming text portray children experiencing a range of emotions, including frustration, shyness, jealousy, and pride. (emotions, social skills self-esteem)
<b>Today I Feel Silly and Other Moods that Make My Day</b>	<b>Jamie Lee Curtis</b>	A child's emotions range from silliness to anger to excitement, coloring and changing each day
<b>Ugly Fish</b>	<b>Kara LaReau</b>	At first Ugly Fish likes being alone in his tank so much that he eats any fish that tries to share it, but when he becomes lonely, he devises a better plan. (sharing, loneliness)
<b>Walter Was Worried</b>	<b>Laura Vaccaro Seeger</b>	Children's faces, depicted with letters of the alphabet, react to the onset of a storm and its aftermath in this picture book, accompanied by simple alliterative text. (conflict resolution, fears, emotions)

## PRIMARY BOOK LIST (CONTINUED)

<b>Will You Fill My Bucket?</b>	<b>Carol McCloud</b>	Daily acts of love around the world.
<b>You're All My Favorites*</b>	<b>Sam McBratney</b>	Three much-loved baby bears begin to wonder if their parents have a favorite.
<b>Zero</b>	<b>Kathryn Otoshi</b>	Zero is big and round with no corners at all. "If I were like One, then I can count too," she thinks. So she pushes and pulls, stretches and straightens, forces and flattens herself, but in the end she realizes that she can only be Zero. As budding young readers learn about numbers and counting, they are also introduced to accepting different body types, developing social skills and character, and learning what it means to find value in yourself and in others.



## JUNIOR BOOK LIST

Book Title	Author	Theme/Synopsis
<b>A Bridge to Terabithia</b>	<b>Katherine Paterson</b>	The life of ten-year-old Jess in rural Virginia expands when he becomes friends with newcomer Leslie, and they create the imaginary land of Terabithia where they rule as king and queen, until a terrible tragedy occurs. (friendship, grief, death)
<b>An Urgent Message of Wowness</b>	<b>Karen McCombie</b>	Somebody stop the mayhem. Heather thinks everyone in her family comes from Planet Perfect. Everyone except her, that is. Then dad drops a bombshell, and the world turns upside down...Life's become surprising, exciting and just a little bit mad - but is this topsy-turvy new family somewhere Heather can fit in? (self-acceptance)
<b>Beautiful Girl</b>	<b>Christiane Northrup</b>	<i>Beautiful Girl</i> presents this simple but important message: that to be born female is a very special thing and carries with it magical gifts and powers that must be recognized and nurtured. By reading this lovely book, little girls will learn how their bodies are perfect just the way they are, the importance of treating themselves with gentle care, and how changes are just a part of growing up. (individuality and tolerance)
<b>Because of Winn-Dixie</b>	<b>Kate Dicamillo</b>	Because of Winn-Dixie is a story about a girl and her dog and about the search for what really matters in life. It is also a story about stories—stories of loss, love, and humor; stories about holding on and letting go. In the steamy humidity of small-town Florida, India Opal Buloni pursues her journey toward friendship, love, understanding, and acceptance.
<b>Bound for Success</b>	<b>Bert Simmons</b>	How to help your child set goals, build self-confidence, and develop a sense of responsibility.
<b>Every Day is Malala Day</b>	<b>Rosemary McCarney</b>	Malala Yousafzai - as of October 2014 the youngest person ever to win the Nobel Peace Prize - is an inspiration. A young girl living in Pakistan, she was shot by the Taliban simply because she wanted to go to school. Since that moment, she has captured the attention of the world with her bravery, becoming a voice for the rights of girls everywhere. In the fall of 2014 she became the youngest person ever to be nominated for the Nobel Peace Prize. (empowering girls)
<b>Happy to Be Me</b>	<b>Christine Adams</b>	A kid's book about self-esteem.
<b>Hooray for You: A Celebration of You-ness</b>	<b>Marianne Richmond</b>	Rhyming verses describe many of the reasons for celebrating one's unique qualities. (individuality, self-esteem)
<b>I Like Myself</b>	<b>Karen Beaumont</b>	In rhyming text, a little girl expresses confidence and joy in her uniqueness, no matter her outward appearance.
<b>I'm Special, I'm Me</b>	<b>Ann Meek</b>	Milo is fed up. He wants to play at being captain, but the other children say he's too short, he must be a deck hand. He's too small to be a lion, and not handsome enough to be the prince. But Milo's mum makes him see that the other roles can be even more fun.
<b>It's Okay to Be Different</b>	<b>Todd Parr</b>	Illustrations and brief text describe all kinds of differences that are "okay," such as "It's Okay to be a different color," "It's Okay to need some help," "It's Okay to be adopted," and "It's Okay to have a Different nose." (self-esteem, individuality)
<b>Liar, Liar Pants on Fire</b>	<b>Gordon Korman</b>	Zoe, an imaginative third grader, thinks that she has to make things up to be interesting, until a good friend and an eagle convince her that she does not have to lie to be special. (honesty, imagination, self-esteem)
<b>Little Tree</b>	<b>Joyce C. Mills</b>	Although she is saddened that storm damage has caused her to lose some of her branches, Little Tree draws strength and happiness from the knowledge that she still has a strong trunk, deep roots, and a beautiful heart.
<b>Rachel and the Upside Down Heart</b>	<b>Eileen Douglas</b>	Rachel and the Upside Down Heart is a magnificent and compelling true story that will open the hearts and minds of both children and parents. When Rachel is four years old, her daddy dies, and Rachel's life changes forever. She and her mommy travel from their house in Kentucky to the busy streets of New York City. At first Rachael feels so sad that it's as if her heart is upside down. But after a while Rachel discovers happiness - while keeping the memory of her father alive in her heart.
<b>Riding the Tiger</b>	<b>Eve Bunting</b>	Ten-year-old Danny is bored and lonely when he hops on the back of the exciting and somewhat scary tiger that offers him a ride, but he soon discovers that it's easier to get on the tiger than it is to get off.
<b>The Big Happy Bear: For Children of All Sizes</b>	<b>Betsy Bogert</b>	A compelling and empowering book, written to help children cope with size-discrimination, raise their self-esteem, and learn to accept themselves and others as they are. Though written primarily for ages 5-12, this book can be enjoyed by all ages, imparting valuable lessons in an all too fat-phobic society.
<b>The Boy in the Dress</b>	<b>David Walliams</b>	Dennis was different. Why was he different, you ask? Well, a small clue might be in the title of this book...Charming, surprising and hilarious.
<b>The Important Book</b>	<b>Margaret Wise Brown</b>	The important thing about The Important Book--is that you let your child tell you what is important about the sun and the moon and the wind and the rain and a bug and a bee and a chair and a table and a pencil and a bear and a rainbow and a cat (if he wants to).

## JUNIOR BOOK LIST (CONTINUED)

<b>The Skin I'm In</b>	<b>Sharon Flake</b>	Maleeka suffers every day from the taunts of the other kids in her class. If they're not getting at her about her homemade clothes or her good grades, it's about her dark, black skin. When a new teacher, whose face is blotched with a startling white patch, starts at their school, Maleeka can see there is bound to be trouble for her too. But the new teacher's attitude surprises Maleeka. Miss Saunders loves the skin she's in. Can Maleeka learn to do the same? (self-esteem)
<b>Ugly Fish</b>	<b>Kara LaReau</b>	At first Ugly Fish likes being alone in his tank so much that he eats any fish that tries to share it, but when he becomes lonely, he devises a better plan. (sharing, loneliness)
<b>Waiting for Normal</b>	<b>Leslie Connor</b>	Addie is waiting for normal. But Addie's mother has an all-or-nothing approach to life: a food fiesta or an empty pantry, her way or no way. All-or-nothing never adds up to normal, and it can't bring Addie all to home, where she wants to be with her half-sisters. But Addie never stops hoping that one day, maybe, she'll find normal.
<b>Wonder</b>	<b>R. J. Palacio</b>	"I won't describe what I look like. Whatever you're thinking, it's probably worse." August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face.
<b>Ziggy's Blue Ribbon Day</b>	<b>Claudia Mills</b>	Ziggy does not do well on the school track and field day events, but he feels much better after his classmates recognize his drawing talent. (self-esteem)



## INTERMEDIATE BOOK LIST

Book Title	Author	Theme/Synopsis
<b>Crush</b>	<b>Carrie Mac</b>	Because of a moment of indiscretion, Hope's parents send her to New York to spend the summer with her hipster sister while they travel to Thailand. Miserable, Hope ends up meeting Nat, and developing a powerful crush. The only problem is that Nat is a girl. Hope is pretty sure she isn't gay. Or is she? Struggling with new feelings, fitting in and a strange city far from home, Hope finds that love—and acceptance—comes in many different forms.
<b>Egghead</b>	<b>Caroline Pignat</b>	Katie and Devan see things very differently, but one thing is clear. Grade nine life is hard – especially when your friend is a bully or a victim.
<b>Hoot</b>	<b>Carl Hiaasen</b>	The story takes place in Coconut Cove, Florida, where new arrival Roy makes a bad enemy, two oddball friends, and joins an effort to stop construction of a pancake house which would destroy a colony of burrowing owls who live on the site. The book won a Newberry Honor award in 2003.
<b>I Am the Messenger</b>	<b>Markus Zusak</b>	After capturing a bank robber, nineteen-year-old cab driver Ed Kennedy begins receiving mysterious messages that direct him to addresses where people need help, and he begins getting over his lifelong feeling of worthlessness. (self-esteem)
<b>Miss Peregrine's Home for Peculiar Children</b>	<b>Ransom Riggs</b>	A horrific family tragedy sends sixteen-year-old Jacob journeying to a remote island off the coast of Wales, where he discovers the crumbling ruins of an old orphanage that was home to children who were more than just peculiar, but possibly dangerous--and who may still be alive. Illustrated with vintage found photographs.
<b>Rebound</b>	<b>Eric Walters</b>	Sean vows that this year will be different: he'll stay out of trouble and make the basketball team, even if it means ditching his old friends. David also needs to make a new start. A serious accident has left him confined to a wheelchair and horribly bitter about how his life has changed. Forced together, the boys learn to like each other, and their friendship may be what they both need to get back in the game.
<b>Scat</b>	<b>Carl Hiaasen</b>	Nick and his friend Marta decide to investigate when a mysterious fire starts near a Florida wildlife preserve and an unpopular teacher goes missing.
<b>Shattered</b>	<b>Eric Walters</b>	In order to pass social studies, fifteen-year-old Ian must complete community volunteer service. Choosing to work at "The Club," sounds like fun, until he arrives at what turns out to be a soup kitchen for the homeless in an unsafe part of the city. After a near-mugging, from which he's saved by a fierce, pipe-wielding homeless man, Ian figures this will probably be as depressing and scary an assignment as he's ever had to complete.
<b>Sketches</b>	<b>Eric Walters</b>	After running away from home, fifteen-year-old Dana finds friends on the Toronto streets, and, eventually, a way to come to terms with what has happened to her. (runaways, sexual abuse, emotional problems)
<b>The Curious Incident of the Dog in the Night-time</b>	<b>Mark Haddon</b>	Despite his overwhelming fear of interacting with people, Christopher, a mathematically-gifted, autistic, fifteen-year-old boy, decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother. (autism)
<b>The Giver</b>	<b>Lois Lowry</b>	Given his lifetime assignment at the Ceremony of Twelve, Jonas becomes the receiver of memories shared by only one other in his community and discovers the terrible truth about the society in which he lives.
<b>The Outsiders</b>	<b>S. E. Hinton</b>	The struggle of three brothers to stay together after their parent's death and their quest for identity among the conflicting values of their adolescent society.
<b>Totally Joe</b>	<b>James Howe</b>	As a school assignment, a thirteen-year-old boy writes an alphabiography--life from A to Z--and explores issues of friendship, family, school, and the challenges of being a gay teenager.
<b>Touching Spirit Bear</b>	<b>Ben Mikaelson</b>	After his anger erupts into violence, Cole, in order to avoid going to prison, agrees to participate in a sentencing alternative based on the native American Circle Justice, and he is sent to a remote Alaskan Island where an encounter with a huge Spirit Bear changes his life. (anger, forgiveness, juvenile delinquents)
<b>Waiting for Eugene</b>	<b>Sally Lowenstein</b>	Twelve-year-old Sara Goldman wins an opportunity to study art in New York; however, she first must help her father sort out his wartime past. (mental illness, holocaust)
<b>Waiting for Normal</b>	<b>Leslie Connor</b>	Addie is waiting for normal. But Addie's mother has an all-or-nothing approach to life: a food fiesta or an empty pantry, her way or no way. All-or-nothing never adds up to normal, and it can't bring Addie all to home, where she wants to be with her half-sisters. But Addie never stops hoping that one day, maybe, she'll find normal.
<b>Wounded</b>	<b>Eric Walters</b>	Marcus and his sister are counting down the days until their father comes home from Afghanistan. When the big day arrives, the family is overcome by happiness and relief that he is safe, but as the days pass Marcus begins to feel that there is something different about his father. Barely sleeping, obsessed with news from Afghanistan, and overly aggressive, his dad refuses to seek counselling. Marcus knows post-traumatic stress disorder affects many soldiers, and he needs to get his dad some help before it is too late.