

1. introduction to mental illness. Take notes

<https://www.youtube.com/watch?v=gkZiBnL0h7Y>

2. The science of depression

<https://www.youtube.com/watch?v=GOK1tKFFIQI>

3. stories by youth

<http://teenmentalhealth.org/live/our-stories/>

4. mental health and diet

<https://www.youtube.com/watch?v=v5vfoUVY4-4>

understanding mental illness notes

<http://www.cmha.ca/mental-health/understanding-mental-illness/?offset=0>
mental illness according to public health Canada

<http://www.phac-aspc.gc.ca/cd-mc/mi-mm/index-eng.php>


teen talking about depression

http://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic

mental health from a global perspective

http://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all

classroom activities to teach mental health

 <http://www.macmh.org/open-up-magazine/classroom-activities/>

Core Lesson

Write the word *unique* on the board and ask students to define it. They may look up the word in the dictionary and read aloud its definition. Then ask the following questions:

What is an example of something that is unique?

Is each and every person unique? How so?

Explain that each person is unique but that similarities also exist among people. Write *similar* on the board and ask students to define it. Then ask:

What is an example of something that is similar?

Is each and every person similar? How so?

Explain that sometimes children feel like they are very different from their peers. For instance, if a girl from a different culture who dressed very differently joined their classroom, she might feel out of place—especially if other students made her feel bad for dressing differently. However, she is also similar to the other students in many ways, and surely every student could find *something* they have in common with her once they started to get to know her. Her different clothes can be looked at as an interesting uniqueness instead of something that's "bad" or "weird." Other people *can* have a big effect on how someone feels. How the other students *act* towards her has a lot to do with how she *feels* about herself fitting in with other students.

Discuss how this is also true for behavior—sometimes a student has *behaviors* that are different than his or her classmates. Sometimes these behaviors are caused by mental health disorders or other problems that classmates don't know about or don't understand. Sometimes people don't even try to get to know

Objectives

- Describe the significance of getting to know others who may be perceived as different and learn to find shared interests with them.
- Explore one's own qualities and interests.
- Share with others to discover each others' unique qualities and similarities.

Materials

- dictionary
- 1 sheet of lined paper for each student
- 1 sheet of 8 1/2 x 11 unlined paper for each student
- pencils, markers,

Activity

Demonstrate a name portrait by writing your name vertically on the board. To the right of each letter of your name, write a word that begins with that letter and describes your personality or interests.

After doing this with your own name, ask students to think about what makes each of them unique as they write their first name vertically on the left side of the lined paper, leaving ample space between letters. Have them come up with and write words that describe themselves and correspond to the letters of their name.

Use the following questions to help students generate ideas:

What is your favorite food?

What do you like to do for fun?

Do you have a pet? If so, what is its name?

What is your favorite movie or cartoon?

Once students complete their activity, designate a time when they can share with classmates

Then have a class discussion using the following questions:

Is it possible for someone who appears or acts very differently than you to have the same likes/dislikes that you do?

Does this mean that each of you is unique as well as similar to your classmates? Provide some examples.

How do you think it feels for someone who appears or acts differently than you to know that he/she also shares similarities with you?

Emphasize that it is important that we all feel like we belong, despite the differences among us. And no matter how great the differences may seem, there are almost always similarities that can bridge the gaps and make it possible for us to understand one another better.