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Weekly Task

October: Week 2



World Mental Health Day – Caring for Our Mind, Caring for Ourselves

Objective

To help students understand the importance of mental health and emotional well-being, while developing reflection, inquiry, and research skills through guided use of the Britannica Library.



Expected Learning Outcomes

Students will:

- Understand what mental health means
- Recognize the importance of emotional well-being
- Identify healthy coping strategies
- Develop reflection and structured thinking skills
- Build empathy and awareness towards mental health issues

Introduce the Theme

Begin with a class discussion:

- What does it mean to feel happy, sad, or worried?
- Is mental health as important as physical health?
- Who can we talk to when we feel upset?

Explain that **World Mental Health Day is observed on 10 October** to raise awareness about mental well-being and reduce stigma.

Skills & Values

Skills:

- Self-Awareness
- Reflection
- Inquiry
- Research
- Critical Thinking
- Communication

Values:

- Empathy
- Compassion
- Respect
- Self-Care
- Responsibility
- Kindness
- Resilience



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Suggested Activities by Grade Band

Grades 6–8: Mental Health & Daily Life

Students begin by researching age-appropriate articles from the **Britannica Library** to understand stress, emotions, mental health, and some of the challenges young people may experience. Encourage students to recognise that everyone experiences stress differently and that learning healthy ways to respond can support emotional well-being.

Students explore topics such as:

- **Stress and emotions** – understanding what stress is and how it can affect our thoughts, feelings, and behaviour.
- **What is mental health?** – exploring the importance of emotional and mental well-being and recognising that seeking support is a healthy choice.
- **Common challenges among adolescents** – exploring situations such as academic pressure, changes in relationships, peer pressure, social expectations, and other everyday challenges.
- **Healthy ways of coping** – identifying actions such as taking a break, organising tasks, exercising, practising relaxation techniques, talking to someone trusted, or asking for help.

You may guide them using prompts like:

- What situations can cause stress?
- Which things are outside our control?
- What can we do when we feel stressed?

Students will express their understanding by completing a **three-part Sequence Organizer** that helps them move from identifying a stressful situation to choosing a healthy response.

1. **Things I Cannot Control:** Students list or draw situations, events, or actions that they cannot directly control.
2. **Things I Can Control:** Students identify the parts of a situation that they can control or influence, such as their choices, reactions, words, effort, or whether they ask for help.
3. **Actions I Can Take to Manage Stress:** Students identify practical and healthy actions they can take, such as taking deep breaths, breaking a task into smaller steps, taking a short break, exercising, talking to a trusted person, or seeking support.

Encourage students to use examples from their research as well as familiar everyday situations.



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Name:

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Sequence

1

2

3

