



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 9–12: Breaking Stigma & Building Awareness

Students begin by reading age-appropriate articles from the Britannica Library to develop an understanding of mental health, common misconceptions, stigma, and the importance of seeking support. Through research and reflection, students explore how mental health is discussed in society and how greater awareness and understanding can encourage people to seek help when needed.

Students explore topics such as:

- What mental health means and why it is important
- Healthy ways of supporting mental well-being
- How mental health awareness can create more supportive and understanding communities

You may guide them using prompts like:

- What do you notice about the way mental health is discussed in society?
- What are some common misconceptions about mental health?
- What questions do you still have about mental health and its impact on adolescents?

Students complete a three-column See–Think–Wonder chart based on their research and reflection.

1. **SEE** – What do you see about mental health in society: Students record observations from their research about how mental health is represented or discussed in **society**.
2. **THINK** – What do you think one can do to improve their mental health? Students identify healthy and constructive ways individuals can support their mental well-being.
3. **WONDER** – Students develop questions that emerge from their research.

Encourage students to distinguish between what they observe, what they think, and what they still want to investigate. Remind them that mental health experiences can differ from person to person and that seeking appropriate support is an important part of looking after well-being.



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See, Think, Wonder

What do you **see**?

What do you **think**?

What do you **wonder**?