

**Curriculum on Health and Wellness of
School Going Adolescents**

Under the Aegis of School Health Programme of

Ayushman Bharat

**Theme 2: Emotional Well-Being and Mental Health
(UPPER PRIMARY)**

Module 2- Emotional Well-being and Mental Health

Scheme of Content: Upper Primary (Grade 6- 8)

Learning Outcomes - Theme/Module	Activity No	Title of the Activity	Learning Outcomes – Activity	Time (in minutes)	Transaction Methods
The Learner <ul style="list-style-type: none"> • Demonstrates healthy expression of needs and emotions in different situations • Identifies personal strengths and resources • Demonstrates skills to access support systems and youth friendly services 	1	Knowing My Emotions	The Learner: <ul style="list-style-type: none"> • Demonstrates ability to identify various emotions in different situations 	45	Reflective exercises, Situations
	2	Managing Challenging Emotions	<ul style="list-style-type: none"> • Expresses how emotions are expressed in healthy and unhealthy ways • Demonstrates skills to express emotions in healthy ways 	45	Reflective exercises, Situations
	3	Toss-a - Compliment	<ul style="list-style-type: none"> • Demonstrates the ability to reflect upon her/his personal strengths and resources • Identifies and expresses strengths or positive qualities of peers 	60	Reflective exercise, Group Game
	4	My Core Strengths – ‘I have, I am, I can’	<ul style="list-style-type: none"> • Identifies personal strengths and resources • Expresses recognition of support systems to avail of, when faced with challenges 	60	Reflective exercises

Activity 1

Title: **Knowing My Emotions**

Learning Outcomes

The Learner:

- Demonstrates ability to identify various emotions in different situations

TimeRequired: 45 minutes

Life Skills Enhanced: Self-Awareness, Managing Emotions, Creative Thinking

Resources: Whiteboard/ Blackboard, Marker/ Chalk, Duster, Chart with table having list of Emotions

Guidance for Facilitators

- The purpose of this activity is for learners to build awareness about the range of emotions they experience in their lives.
- Be familiar with the 12 emotions listed in the activity and examples that can explain them as well as a larger pool of emotion-words that exist (see list below for reference).
- Encourage the learners to come up with as many emotions as possible.
- Make sure you have the Chart with Table having list of emotions or be prepared to draw the table on the blackboard.

Emotions that an adolescent feels on different occasions			
Happy	Shy	Surprised	Scared
Angry	Joyful	Sad	Puzzled
Content	Hurt	Confused	Hopeful
Loved	Jealous	Frustrated	Guilty
Excited	Worried	Irritated	Silly
Disappointed	Proud	Tensed	Embarrassed

Transacting the Activity

- Recap – Ask learners to share what they remember about the earlier theme “Growing Up Healthy”. Ask them what learning stands out in their mind about the last theme. Allow 4-5 students to share.
- Ask learners to name some emotions that they experience in their everyday lives and write them on the blackboard.
- Ask learners if they have ever thought of what happens to their bodies when they feel these different emotions.
- Ask the following questions and write their responses on the board: “What happens to our body when:
 - - We are angry?”
 - - We feel happy?”
 - - We feel sad?”
 - - We feel excited?”
 - - We feel scared?”
- Use information below to add to the responses from the learners:
 - Angry – we may begin to feel hot , start sweating or get a headache
 - Happy – we may feel energized , our body may feel light
 - Sad – we may feel lethargic
 - Excited – our heart beat may become fast
 - Fear – we may start sweating, may experience goose bumps on the skin
- Tell the learners that there are many more emotions than what we listed above
- Draw the following table of Emotions on the blackboard or show a chart with these emotions to learners.

Happy	Surprised	Angry	Loved
Confused	Embarrassed	Excited	Sad
Proud	Worried	Scared	Disappointed

- Read out each emotion and explain the ones that may not be clear to learners by giving examples.
- Tell the learners that you are going to read out a few situations. For each situation, the learners have to share what emotion(s) they would experience in that situation. Tell them that one situation could evoke multiple emotions.

- Read out the situations one-by-one and let learners respond and identify the predominant emotions that they would feel, before moving to the next situation. Emotions written in the bracket are for your reference.

Situations:

1. It is your birthday and all your friends are about to come to your place for a party. (Happy, Excited)
2. Your examination results have just been announced and your marks are much lower than what you had expected. (Sad, Disappointed)
3. Your little brother has not come home from tuitions and it is getting dark. (Worried)
4. You heard your close friend say something bad about you to another friend. (Sad, Hurt)
5. Teacher scolds you in front of the whole class. (Upset, Sad, Embarrassed, Angry)
6. You saved a little puppy from being hit by a vehicle. (Proud, Happy)
7. You were trying to set time on the wall clock at home, but it fell down and broke. (Scared)
8. You got hurt in school, your friends come to lift you up and then sit by you to take care of you. (Loved, Happy)
9. You participated in a singing competition, your name has been announced as winner and you are going towards the stage to receive your prize. (Proud, Happy, Excited)
10. Your little sister made marks with a crayon on your school notebook. (Angry)
11. When you opened your school bag at the end of the term you found a beautiful card made for you by your friend. (Surprised, Happy, Loved)
12. You are not sure which chapters are included for the test to be held tomorrow. (Confused, Scared)

- All the emotions identified by learners should be written on the blackboard.
- Learners may call out more than one emotion for a situation.
- Summarize by telling the learners that it is very important to be aware of our emotions. Becoming aware of our emotions and labelling them, is the first step in managing challenging emotions.

Reflection questions:

- How can knowing our emotions benefit us?
- Can we experience more than one emotion in a particular situation?

Take Home Messages

- Emotions are a part of everyone's lives - they are neither good nor bad; but how they are expressed is more important.
- Being able to identify emotions and label them, helps in managing them better.
- Becoming aware of how and when certain emotions are felt also helps in making good decisions.
- Developing awareness of emotions is a skill that builds over time and needs to be practiced.

Suggested Activities:

- Mood Diary: Encourage each learner to pick a familiar positive emotion — like happiness — and track it throughout the week in their 'Mood Diary'. They can write the dates of the week in a column on their note book and write or draw events that made them feel that emotion on the date. They have to try to write or draw as many details as possible of the event such as the place, the persons associated with the event and what they were doing when that emotion was felt. The events could be something small, such as getting up in time to go to school, mother praising the learner, or helping a friend complete her notes and feeling happy about it.
- Alternatively, learners may be asked to draw a Poster to show different emoticons.

Activity 2

Title: **Managing Challenging Emotions**

Learning Outcomes

The Learner:

- Expresses how emotions are expressed in healthy and unhealthy ways
- Demonstrates skills to express emotions in healthy ways

Time Required

45 Minutes

Life Skills Enhanced

Managing Emotions, Self-Awareness, Creative Thinking, Decision-Making

Resources

List of emotions/feelings, White-board/ Black-board, Markers, Chalks, Duster

Guidance for the facilitators

- Before transacting the activity, facilitators should understand that there is nothing healthy or unhealthy about feelings/emotions. However, the ways in which they are expressed can be healthy or unhealthy. For example, shouting or humiliating others when one is frustrated would be an unhealthy way.

Transacting the activity

- Recap – Ask learners to share their reflections from the last session. If required, do a recap and highlight the importance of being aware of one's own emotions. Ask them if they remember any of the emotions they covered in the last session. Let some students name emotions that they remember.
- Tell learners that today we are going to focus on feelings like anger, disappointment, hurt, sadness and fear.
- Make a table on the board or on a chart with the five emotions in each column (see below)

Anger	Disappointment	Hurt	Sadness	Fear/ scared

- Instruct the students to make a similar table in their book and say that you would be reading out situations and they have to identify one of the five emotions (that are written on the board) and below that make a note of how they would react if this happened to them.
- Give them one example – the situation is “I was expecting to get selected for the annual day drama/ play but I did not get selected. I am very disappointed. I reacted by crying and then get irritated with my sister. Show them how you would write your reaction below the emotion of disappointment

Situations:

1. My classmate tells the teacher that I broke the bench in the class room though I did not, and the teacher believes him. I get very angry.
2. I was keen on being on the school cricket team, but I did not get selected. I am very disappointed.
3. I missed school for 3 days and my friend would not give me her notes. I felt hurt.
4. I am not prepared for the exam. I studied only half the portion. I am very scared.
5. I lost the money that my mother gave me to buy a compass box. I am very scared (fearful).
6. My pet dog is very ill. I am very sad.

- Ask learners to share some of their reactions to each of the situations and note them down on the board under the specific emotion. Get at least 5 or 6 different reactions under each emotion.
- Go through the reactions under each emotion and ask the learners which of these are healthy reactions and which are unhealthy. (In case learners need guidance: Healthy reactions help the person cope well with the challenging emotion while unhealthy reactions make it worse, they make it more difficult for the person to cope with the reaction).
- Put an ‘H’ next to each healthy reaction and ‘U’ next to each unhealthy reaction.
- Generate a discussion on what other healthy reactions can they use when they experience challenging emotions and add to the list on the board. Add some from the reference list below.

Reference list:

- Listening to music
- Talking to a friend
- Taking deep breaths when I am nervous
- Writing on piece of paper or in my journal when I am angry
- Playing a sport, running up and down stairs when I am angry
- Meditating or praying
- Watching a movie
- Spending time with a pet

- After the lists are complete, generate a discussion based on the following questions:
 - How easy or difficult is it to use healthy reactions to challenging emotions?
 - What would you do differently when you feel any of these emotions in the future?
- Summarize the discussions by highlighting some of the healthy ways that the learners shared during the discussions. Tell them that if they still cannot handle the emotion they can talk to a trusted adult. They can even approach a peer-educator from the RKSK or approach a counselor at the nearest Adolescent Friendly Health Clinic.

Reflective questions:

- What are some healthy ways of reacting to challenging emotions?
- What will you do if you are unable to manage the emotion on your own?

Take Home Messages

- Emotions are a natural response to situations in life.
- Emotions are neither good nor bad. How they get expressed is important.
- Managing feelings or emotions is the ability to identify, label and express emotions appropriately.
- Managing emotions is an important skill that one needs to practice

Suggested Activities:

Students can complete the "Story Starters" in the note books: -

- Next time things don't go my way, instead of getting angry I will.....
- Next time I get very angry, instead of losing my temper I will.....
- Next time I get very scared, in order to calm myself down I will...

Activity 3

Title: Toss-a-Compliment

Learning Outcomes

The Learner:

- Demonstrates the ability to reflect upon her/his personal strengths and resources
- Identifies and expresses strengths or positive qualities of their peers

Time Required

60 minutes

Life Skills Enhanced

Creative Thinking, Self-Awareness, Interpersonal Skills and Effective Communication

Resources

A ball, Blackboard, Chalk, Notebook

Guidance for Facilitators

- This session is around recognizing each other's strengths and expressing the same.
- Examples of compliments that the facilitator can give as examples are: hardworking, responsible, confident, helpful, punctual, good dancer, good sports player, artistic, etc.
- Discourage learners on giving compliments around physical appearances.

Transacting the activity:

- Recap – Ask learners if they remember what they learnt about emotions in the previous activity (Activity -2). Ask learners if they used healthy ways to manage difficult emotions since the last session. Let a few learner share.
- Ask the learners to sit in a circle.
- Tell the learners to pass the ball to anyone in the circle and give a genuine compliment to the person whom he/she has passed the ball to.
- The person who receives the ball and the compliment responds by saying "Thank you."
- Continue the game until everyone gets a chance and receives the compliment.
- Generate a discussion with the help of the following questions:
 - a) How easy or difficult was it to give a compliment?
 - b) How did it feel when you gave a compliment?
 - c) How did it feel to receive a compliment? Was it something that you were aware about yourself?
- Next, ask the learners to take out their notebooks and pen.

- Ask them to write 'My Reflective Journal' as a heading and responses to the following under that. These can be shown to the students on the board or chart. Give them 10 minutes to do this.

- a) Three of my strengths or character traits that I truly appreciate.

- b) A quality in me that has been appreciated by a teacher or my parent or other adults. _____
- c) Three areas that I need to improve upon.

- d) A person in my life whom I admire and who has an influence on me: _____
- e) Qualities in this person who I admire. _____
- f) Three things that I do, to take care of myself? _____
- g) When I grow up I want to become _____ because
_____. (reason)
- h) One quality in me that can help me achieve my dreams.

- After this is done, ask the learners to compare their own reflections with the compliments that they received from their classmates.

Reflection questions:

- How does it help me to recognize my strengths and areas that need improvement?
- How does it help to recognize my friends' strengths?

Take Home Messages:

- All individuals are unique and everybody has their strengths and special talents.
- It is important for individuals to recognize and appreciate their strengths.
- Recognizing and expressing positive qualities about others helps build good relationships.
- Being aware of one's strengths can make it easier for an individual to deal with challenges in life.

Suggested activities:

- Learners can continue maintaining their reflective journal and add more strengths that they notice about themselves.
- Every evening they can make a note in their journal of one incident where they used their strength and at the end of 2 weeks they can share this with their friends.

Activity4

Title: My Core Strengths– ‘I have, I am, I can’

Learning Outcomes

The Learner:

- Identifies personal strengths and resources
- Expresses recognition of support systems to avail of when faced with challenges

Time Required

60 minutes

Life Skills Enhanced

Self-Awareness, Critical Thinking, Decision Making, Creative Thinking

Resources

Blackboard, Chalk, Paper, Pen

Guidance for facilitators

- The focus of this activity is to help learners identify different core strengths and encourage them to list down as many personal core strengths as possible, be it values, traits, dispositions, characteristics, attitudes, beliefs or resources.
- The facilitators should try to get familiar with basic core strengths or positive traits of learners before starting the activity. Some of the core strengths can be forgiveness, kindness, teamwork, athletic ability, musical talent, humility, creativity, curiosity, courage, kindness, team work, humor and so on.
- Facilitators should understand the concept of resilience as the ability of an individual, family or community to manage challenges or adversities so as to maintain mental wellbeing. Resilience is particularly important for young people and like mental health, it is not static but is something that can change over time due to experiences and circumstances. Being aware of one’s strengths and consciously using them helps build resilience.

Transacting the activity

- Recap–Ask learners if they remember what they learnt about the previous activity (Activity -3) on Toss-a-Compliment. Ask learners if they would like to share any personal strengths that they discovered since the last session.
- Ask learners to think of a challenging situation that they have overcome in the past.
- Brainstorm with them on what helped them to overcome the situation.
- Write their responses on the blackboard for all the learners to see.

- Relate it to their core strengths and how these strengths can be used to develop their ability to overcome challenges or difficulties in life (i.e., Resilience).
- Simultaneously describe the concept of resilience to the learners as the ability of an individual, family or community to manage challenges or adversities in life. The diverse range of core strengths in a person helps her/ him to build his/her resilience and thereby cope with the difficulties that they face in life.
- Explain to the learners that all the strategies or factors that helped them overcome the challenging situations, are their Core Strengths. These can help in promoting resilience.
- Draw a table with three column headings on the Blackboard – ‘I Am’, ‘I Have’, ‘I Can’. In the column – “I am”, ask the learners to write their internal strengths that they have identified; In the second column – “I have”, tell them to mention external support and, resources that can help them when they face challenges such as good friends, an approachable teacher, a caring adult, a counsellor. Under “I can”, ask them to write the various skills that they have.
- Explain the meaning of Core Strengths and list down a few under each column as an example. Responses are also to be taken from learners to build on the list.

I am	I have	I can
(internal personal strengths- feelings, attitudes and beliefs that can be strengthened by support) E.g.: I am honest, and I believe that we should work hard if we want to achieve our dreams	(external support, resources, help that promotes resilience and well-being) E.g.: I have a loving aunt who supports and guides me. I have 2 close friends with whom I share everything.	(social and interpersonal skills- learnt or acquired by interacting with others) E.g. I am able to express my feelings and needs with people around me - Most of my peers trust me

- Examples of core strengths can be honesty, perseverance, patience, being hardworking, being a good team player, kindness, being open-minded and so on.
- Draw the outline of activity sheet on the blackboard for the learners to write the same in their notebooks or plain sheets. Learners are then encouraged to create a list of their own “Core Strengths”.
- Ask the learners to get into smaller groups of 5 -7 learners each and then think of a situation in the school which might promote the use of their core strengths.
- Follow it up with a discussion in the smaller group. They are then encouraged to share their examples with the whole class.

- The facilitator then encourages the learners to think about their feelings when they use their core strengths. The facilitator reinforces that these contribute to their sense of well-being.
- The facilitator can write responses on the board and compliment the learners for active participation. The instances of showing resilience by significant characters in society like Mahatma Gandhi, Nelson Mandela or other instances from their lives can be highlighted.
- The activity can be summarized by asking the following reflective questions to the learners followed by discussing the concept of resilience. The learners can be encouraged to keep building resilience in their lives using core strengths and positive qualities.

Reflection questions:

- What do you understand by the term resilience?
- How can our strengths help us build resilience?
- How can people in our lives help us when we face difficulties?

Take Home Messages:

- Core strengths or positive traits can come from within or can be developed with the help of people and resources around us.
- New strengths can keep getting added to the list of individual resources as time passes.
- Knowing our strengths and people around who we can reach out to when we face challenges can help individuals deal with situations better.

Suggested activities (1-2):

- Group's Core Strengths: Facilitators can encourage the learners to come up with a combined document, where they jot down their strengths as a class group and write some of the strengths that they derive from the group itself. Learners fill up the similar columns but as "We Are", "We Have" and "We Can" in their notebooks, using the following table:

We Are	We Have	We Can
(internal personal strengths- feelings, attitudes and beliefs that can be strengthened by support)	(external support, resources, help that promotes resilience and well-being)	(social and interpersonal skills- learnt or acquired by interacting with others)

- Reflective Journal: Facilitators should also encourage the learners to maintain a journal with details on the adverse situations in their lives and how they deal with the same, from the previous activity, to make them aware of themselves, their strategies, strengths and areas they need to improve.