

ABOUT ROSENEATH THEATRE

Roseneath Theatre: Established in 1983, Roseneath Theatre is one of the country's leading producers of award winning theatre for children and their families. Our plays address issues that resonate with today's youth, encouraging them to reflect on themselves and their place within the community. Our commitment to excellence has earned us many accolades, including 54 Dora nominations and a total of 14 Awards. Roseneath was also a recent finalist for the Ontario Premier's Award for Excellence in the Arts. Roseneath gives up to 300 performances per year to a approximately 100,000 young people, making us the largest professional touring theatre in Ontario. We are equally committed to both quality and accessibility. We are the only company to have visited every school district in the province.

“Taking Care of Maman” Study Guide

Study Guide Creators:

The activities in this study guide were developed by a team of six research assistants supervised by Dr. Abigail Shabtay at York University, as part of a SSHRC-funded research project. Katelyn Conferido is completing her Master's degree in Child Study and Education at the Ontario Institute for Studies in Education, she also holds an Honours BA in Children, Childhood and Youth Studies from York University. Shukria Yusuf is a teacher candidate at Western University, she also holds an Honours BA in Children, Childhood and Youth Studies from York University. Daniel Roldan is a teacher candidate at York University with a background in social sciences and Indigenous Studies. Emma Litschko is completing their Master's degree at York University, focusing on Two Spirit history, they also hold an Honours BA in Indigenous Studies. Kristy Smith is a certified teacher and current PhD student in Education at York University. Tita Kyrtasak is a certified teacher and current PhD student in English Literature at York University.

This study guide includes a 'getting started' section (including a glossary and pre-show questions), pre-show activities (with possible extensions for flexibility), post-show activities (with possible extensions for flexibility), a compilation of additional related resources, and direct curriculum connections (Ontario) at the end of each activity.

GETTING STARTED

Synopsis: (to be filled in by Roseneath)

Class Waiver:

The following activities focus on mental health coping mechanisms and self-expression. Review any established classroom guidelines you use to navigate sensitive topics with students. In addition, you may use the following suggested guidelines to frame your lesson:

- Allow students to pass or sit out from an activity
- Review strategies for respectfully sharing opinions, and how to express dissent
- Review privacy agreements (for example, request that students keep anything shared in class private out of respect for their peers)
- Provide mental health resources at the end of each lesson

Glossary:

Journal - a space where one can freely write down their thoughts and feelings safely and privately

Mental health – a person’s psychological and emotional well-being

Mental illness – encompasses a range of health conditions impacting someone’s mental health. Symptoms may impact an individual’s mood and/or functioning. Treatment for mental health conditions is widely varied, and often includes therapy, medication, or a combination of both.

Social worker - a health professional that assists individuals, families, groups, and communities to improve their well-being. Social workers are involved in various initiatives, including therapy or counselling, social policy analysis, community capacity building, promoting health, and conducting research.

TikTok - a video-sharing application that allows users to create and share videos

Asalamalakum - A greeting in Arabic, meaning ‘peace be upon you’

Psychologist – An expert or specialist in psychology who supports patients’ mental health.

Warm-Up Activities

School Subjects: Visual Arts, Health and Physical Education

Activity: Mood Tracking

This activity offers several options for how you can engage students in reflecting thoughtfully on their moods and feelings. Tracking one's mood can help identify patterns and pinpoint possible reasons why one's mood changes at different times throughout the day. Identifying these patterns may be helpful in supporting students to develop greater self-awareness, emotional intelligence, and emotional regulation skills. Below are different ways you can invite students to reflect on their moods and emotions.

Option 1: Provide a scale from 1-10 or a range of emojis that represent different emotions to offer a visual representation of different moods and feelings. You may choose to give each student an individual copy of the number scale/emoji scale. Invite students to circle the number or emoji that most accurately reflects how they feel, and write a sentence explaining why they selected the representation that they did. You may choose to do this activity at different points throughout the day, or perhaps once per day for one week. At the end of the week, encourage students to reflect on their mood tracking sheet to identify any patterns in how their moods changed at different times or for different reasons.

Option 2: Invite students to contribute one word that represents how they feel to a collaborative classroom mood board. You may have students write their words on the board/chart paper, or use a digital medium such as Wordle or Padlet. Ask students what similarities and differences they see. Have them describe what the mood of the class is overall. You may also invite them to brainstorm ways they can show care for each other as a classroom community.

Option 3: Students can create a visual mood board that represents the range of their emotions over a specific period of time (perhaps one week, or a month). Each day, give students time to draw a picture that represents how they feel to add to their mood board. Alternatively, you may have students create a collage using found images. To extend this activity and embed literacy learning into their work, have students write a short reflection about what new insights they gained into their emotions through creating the visual representations.

Curriculum Connections:

Visual Arts

GRADE 4, 5, 6, 7, 8

D1 CREATING AND PRESENTING

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D2 REFLECTING, RESPONDING, ANALYSING

D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art

Health and Physical Education

GRADE 4, 5, 6, 7, 8

A. SOCIAL AND EMOTIONAL LEARNING SKILLS

A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Grade 4, 5

D. HEALTHY LIVING

D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health

Grade 7

D. HEALTHY LIVING

D1.6 demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.

Pre-Show Activity - Breaking It Down: Social Media Influence on Mental Health Education

Big Idea: At the end of this activity, students will be able to critically analyze media texts through examining representations of mental health on social media with attention to validating authenticity and identifying misinformation. This will help students learn skills in critical and digital literacies, as well as enable them to reflect on how social media content impacts their lives and understanding of the world around them.

Materials:

- Phone, laptop, or iPad to find social media posts.
- Chart paper or online presentation to break down each post.

School Subject(s):

Language and Media Literacy - Grade 4-6

Activity:

Minds On (5 minutes)

Begin by inviting students to discuss where they get their information on mental health. Prompt students to reflect on how likely they are to believe certain posts on social media based on how 'legitimate' the post looks. Ask students to brainstorm criteria for what makes a social media post trustworthy, and discuss the emotional impacts of social media posts that are positioned to be relatable to different target audiences.

Questions to keep in mind:

- What makes for a trustworthy news source?
- How do you know that a social media influencer or account is trustworthy?
- What political stance does this source have? How do you know?
- What makes a post relatable?
- How do you feel when you find content about mental health that you can relate to?

Action (15 minutes)

Students will find two viral posts on social media platforms such as Instagram and TikTok (possible search terms include names of mental health conditions, videos titled "signs you have _____,") that are about mental health and search for ways

that these popular posts are advertised to make them viral. Some aspects to consider are:

- Colour scheme
- Sounds
- Aesthetic
- Phrasing/language
- Hashtags used

After taking notes on how posts are advertised, students will start to differentiate between fact and opinion, misinformation, and disinformation. To engage critically, students should consider:

- Where did the social media user/influencer get their information?
- Why are they posting this?
- How does posting this benefit the social media user/influencer?
- Are they making a convincing argument?
- Is the post broad enough that a wider audience can relate to it, making it go viral?
- Is the post appealing to a certain audience? Does it leave out other audiences? How will these audiences react to the posts?
- What reactions is the social media user/influencer hoping to provoke in their audience(s)?
- Who is speaking? What biases do they hold?

Connect/Consolidate/Discuss (30 minutes):

Afterwards, have students share their learning by creating a presentation about their findings. Students may choose to create a TikTok video, a PowerPoint presentation, an infographic, or a YouTube video. Students will then share their presentation with the class.

Curriculum Connections:

Language (Grades 1-8)

MEDIA LITERACY

1. Media literacy explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites.
2. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of

sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, including women and minorities; and question depictions of violence and crime.

3. Students will:
 - a. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
 - b. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
 - c. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
 - d. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
 4. Purpose and Audience
 - a. 1.1 identify the purpose and audience for a variety of media text
 5. Making Inferences/Interpreting Messages
 - a. 1.2 use overt and implied messages to draw inferences and construct meaning in media texts
 6. Audience Responses
 - a. 1.4 explain why different audiences might respond differently to specific media texts
 7. Point of View
 - a. 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used
 8. Producing Media Texts
 - a. 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
-

Pre-Show Activity - 'Language is Culture, and Culture is Language'

Big Idea:

Taking Care of Maman is full of cross-cultural references expressed through language. Eli and Madame Jean regularly interchange words and sentences in French and it is important to highlight the cultural value attached to language in theatrical work. In this activity, students will learn about the ways in which language can be used to communicate meaning in a variety of drama works. Students will have the opportunity to share personal cultural experiences attached to language and will also be encouraged to appropriately use language in future drama activities.

By the end of this lesson, students will be able to:

- Identify the ways in which dramatic elements in theatre contribute to understandings of contemporary social, economic, and cultural life.
- Compare and contrast how social values are communicated through language.
- Actively engage with the use of language throughout *Taking Care of Maman*.

Materials:

- Whiteboard/Chalkboard
- Computer and Access to Projector
- Chart Paper
- Markers
- Access to a digital collaboration platform (Google Jamboard)
- Devices with access to the internet

School Subject(s):

Drama (Grades 6 - 8)

Activity:

Minds On (25 minutes)

Have a class discussion about 'culture': what is culture? What are some different traditions, celebrations, languages, food, or other cultural artifacts that students engage with in their own cultures? Why is culture meaningful and important to our lives?

Following the discussion, students can work in small groups to create a mind map on chart paper, or can work together as a class to create a large mind map on the class whiteboard/chalkboard. If students have electronic devices that can access the internet,

the class can share their ideas on a digital collaboration platform, such as Jamboard. Once students have brainstormed a variety of ideas, prompt students to think critically about why language is significant to culture.

The following Ted Talk will teach students about the connection between language and culture, and will also highlight the ways in which language shapes worldviews.

[How language shapes the way we think](#) - Lera Boroditsky

After watching the Ted Talk, ask students to share their thoughts on the video and encourage students to think critically about the ways in which their own cultures are shaped by language. Examples of discussion questions:

- How does your language reflect your culture?
- What do you think the impact on your identity would be if you were to lose your language?
- If you speak another language at home, can you think of any examples of words or phrases in your family's language that cannot accurately be translated to English?

Action (35 minutes)

Divide the class into groups of four to five students. Give students chart paper and markers OR set up digital collaboration spaces to use for brainstorming (i.e. Jamboard or Google Docs).

Give students five minutes to come up with a list of words and/or expressions in a different language that cannot be directly translated to English. The list of words and/or expressions can include nicknames, terms of endearment, and other forms of colloquial language. If a student does not speak a second language at home, encourage them to apply their learning from French class to participate in this activity. Students may use an online dictionary, thesaurus, or Google Translate if they are struggling to think of words. The goal of this activity is for students to share their own cultural experiences attached to language.

After students have had time to compile their words and/or expressions, ask the groups to present their lists to the class. Invite students to ask questions and encourage them to think about ways in which the words and/or expressions would have to be expressed in English: how would the meaning of the expression change?. Once all groups have presented, ask the class to think about the many ways in which different languages shape personal views and behaviors. Remind them that language can be used as a

dramatic element in performance and encourage them to find ways to use it effectively in future activities.

Connect/Consolidate/Discuss (5 minutes):

As a class, summarize the importance of language for storytelling and remind students that the actors in *Taking Care of Maman* will be using French throughout the play. Conclude this lesson with follow-up questions that will encourage students to think critically about their learning.

Examples of discussion questions:

- What are the benefits of bilingual theatre?
- How can language shape relationships between characters in a play?
- If you miss something or do not understand some of the French dialogue in the play, what other strategies can you use to infer what was said? What clues in the actors' body language, mood, or expressions may tell you what is happening in the scene?

Curriculum Connections:

B. Drama (Grade 6 - 8)

B2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Post-Show Activity - Comfort in Movement

Big Idea: At the end of this lesson, students will be able to identify movement that feels good for their bodies. They will also make mind and body connections by interpreting music from different genres and time periods through dance.

Materials:

- A computer, radio, or phone to play music through

School Subject(s):

Dance- Grade 6, 7

Music- Grade 4, 5

Health and Physical Education- Grade 4, 5, 6, 7, 8

Activity:

Minds On (10 minutes)

Have an open discussion on how movement can engage multisensory learning and improve mental health. You can approach this lesson through exploring how the brain responds to physical activity by releasing 'feel-good' chemicals. Ask students to think about what sounds they hear when doing different physical activities and how that impacts how they feel. For example: going for a walk and hearing birds can make you feel calm and happy, while playing soccer and hearing coaches yell may make you feel anxious.

Action (15-20 minutes)

Have students stand in an area they have space to move around freely. Choose a song with an upbeat and energetic tone. Stand in a circle that includes everyone in the class, and invite students to share their favourite dance move in the middle of the circle. Following this activity, have students spread out throughout the space. Choose 4-5 songs from varying genres and have students move in ways that illustrate how they interpret the emotion of the song.

Connect/Consolidate/Discuss (first part- 15 minutes, second part- 30 minutes):

- After dancing to the songs, have students talk about what different songs made them feel and how they used movement to illustrate these feelings, tones, and moods. Ask them to reflect on why they chose certain movements over others.

- Have students ask a parent/guardian or grandparent to show them a dance move that was popular when they were young. The next day, have students show the class the dance move that they learned and compare it to their favourite dance move in the movement activity. Prompt students to reflect on how it makes them feel. If there is a cultural context to the move they learned, have students explain that too. Students may consider if the dance moves they learned come from a culturally specific genre of dance/music, or if the dance is performed at certain celebrations or holidays.

Curriculum Connections:

Dance

GRADE 6

A1. CREATING AND PRESENTING

A1.3 use guided improvisation in a variety of ways as a starting point for choreography

A2. REFLECTING, RESPONDING, ANALYZING

A2.2 analyze, using dance vocabulary, how the elements of dance are used in their own

and others' dance pieces and explain how they help communicate messages and ideas

GRADE 7

A1. CREATING AND PRESENTING

A1.1 create dance pieces to represent or respond to specific rhythms and pieces of music

A1.4 use the elements of dance and choreographic forms (e.g., pattern forms, narrative

forms) to communicate a variety of themes or moods (e.g., use entrances or exits to

communicate beginnings or endings; use a recurring sequence of movements to signal a

particular mood or character; use canon form for emphasis)

A3. EXPLORING FORMS AND CULTURAL CONTEXTS

A3.1 describe the evolution of dance and performance as different groups of people

have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures

Music

GRADE 4 AND 5

C2. REFLECTING RESPONDING ANALYZING

C2.1 express detailed personal responses to musical performances in a variety of ways

Health

GRADE 4-8

A. SOCIAL-EMOTIONAL LEARNING SKILLS

A1.1 apply skills that help them identify and manage emotions as they participate in

learning experiences in health and physical education, in order to improve their ability to

express their own feelings and understand and respond to the feelings of others

GRADE 4

B. ACTIVE LIVING

B2.2 identify how different physical activities affect the body and contribute to physical

fitness and good physical and mental health

Extension (if applicable):

- Once students create their favourite dance move and learn a dance move from an older person in their life, split students into groups and have each student contribute their two moves to create a full dance routine to a song of their choice.
 - Assign students a culture from around the world and have them research that culture's dance styles and music. Students can give a presentation to the class showing videos and audio clips of those dance styles and music or can instead write a written report.
-

Post-Show Activity - Overcoming Barriers to Mental Health Supports

Big Idea: At the end of this lesson, students will be able to identify stress management strategies that they can use in their lives. They will also understand that sometimes they may need to reach out for additional support if their own stress management strategies are not enough to adequately care for their mental health. Students will also identify barriers that may prevent access to mental health support and resources, and brainstorm ways to overcome such barriers.

Materials:

- Chart paper and sticky notes or access to a digital collaboration platform like a Google Jamboard
- Devices with access to the internet for student research

School Subject(s):

Language - Grade 5, 6, 7, 8

Health and Physical Education - Grade 5, 6, 7, 8

Activity:

Minds On (10 minutes)

Have a group discussion about the ways in which the play's main character, Eli, tries to manage her stress on her own. Prompt them to think about which strategies are successful, and which ones are not. Ask students to share some of the strategies they use to manage their own stress, either by adding their thoughts to a digital collaboration board or writing them down on a sticky note to add to a piece of communal chart paper.

Action (30 minutes)

Explain that sometimes there are limits to how much we can manage stress on our own and that at times, we need to seek support and resources elsewhere. In small groups, have students discuss the following prompt:

In the play, Eli downplays the severity of her challenges and resists seeking the help of other adults in her life like Miss Jean, her dad, and her social worker. What barriers are in the way of Eli accessing support and resources to help care for her mom and manage her own stress? What barriers are in the way of people accessing mental health support

and resources in general? Students may consider personal, social, geographical, and financial barriers that impact access to mental health support in their communities.

Students may consider the following ideas:

- The pressure of feeling like you need to always keep everything under control.
- Existing stigmas about mental illness and needing help, and fears that others may not understand.
- Financial barriers that prevent people from accessing costly mental health support.

Have students brainstorm ways they could overcome the barriers they identified, and research some resources and supports they could access. Students may find the following prompts useful:

- If you're having a hard time at home, who can you talk to?
- If you're having a hard time at school, who can you talk to?
- What are some apps/websites/resources you could access?
- If you want to reach out for help from a caring adult, what is the first thing you could say to someone?
- Research local mental health organizations that provide support for children and young people. Can you find resources or programs that are offered for free, or at a low cost?

Connect/Consolidate/Discuss (10 minutes):

Have groups share the barriers they identified, the ways in which they could overcome said barriers, and the resources that they found. As a class, brainstorm some of the ways that you could share this information with other people in your community (i.e., creating and posting infographics/posters around the school).

Curriculum Connections:

Literacy (Grade 5-8)

MEDIA LITERACY

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Health and Physical Education (Grade 5-8)

A. SOCIAL-EMOTIONAL LEARNING SKILLS

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience

A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging

Post-Show Activity - The Power of Journaling

Big Idea:

In *Taking Care of Maman*, Eli is under an enormous amount of stress and her social worker recommends that she uses video journaling as a coping mechanism. In this activity, students will learn about journaling and have the opportunity to express themselves through different mediums. Students will be encouraged to implement journaling into their lives to reflect on how journaling can be a helpful strategy for managing emotions and as a form of self care.

By the end of this lesson, students will be able to:

- Descriptively write texts of different lengths using a wide range of forms
- Interpret and analyze autobiographical texts
- Identify the mental health benefits of journal writing

Materials:

- Lined paper, notebooks, and writing materials
- Access to a digital collaboration platform (Google Jamboard)
- Devices with access to the internet
- Printed excerpts from *Anne Frank: The Diary of a Young Girl* by Anne Frank, and/or *Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipovic

School Subject(s):

Language - Grades 6-8

Activity:

Minds On (15 minutes)

As a group, discuss mental health coping mechanisms and provide students with an opportunity to share personal anecdotes. Introduce journaling as a form of self-expression that can improve mental health and ask students to think about different ways they could use a journal: as a way of venting about difficult things going on in their lives, as a home for creative forms of self-expression such as poetry, or as a place to keep inspirational quotations and pictures.

In pairs, have students share their thoughts about journaling. Prompt students to make a list of reasons why one might keep a journal, and encourage them to discuss some of their own experiences with journaling if applicable.

Note: Encourage creativity by asking students to think of different forms of journaling (i.e. videos, social media, Jamboards, etc.)

Action (45 minutes)

As a group, listen to or read excerpts from a famous diary. Each diary is the real-life record of a young child's thoughts, feelings, and experiences within a particular historical context. The following are two examples:

- [Anne Frank's diary](#) is the record of the German-Jewish teenager's experiences in the Netherlands from 1942 to 1944 during World War II
 - i. "SATURDAY, JUNE 20, 1942
Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest. "Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference. Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly, since no one will believe that a thirteen year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary."

- [Zlata Filipovic's diary](#) is the 11-year-old's record of her changing life in her home country of Sarajevo during a war.
 - i. “Monday, June 29, 1992
That’s my life! The life of an innocent eleven-year-old schoolgirl!! A schoolgirl without school, without the fun and excitement of school. A child without games, without friends, without the sun, without birds, without nature, without fruit, without chocolate or sweets, with just a little powdered milk. In short, a child without a childhood. A wartime child. I now realize that I am really living through a war, I am witnessing an ugly, disgusting war. I and thousands of other children in this town that is being destroyed, that is crying, weeping, seeking help, but getting none. God, will this ever stop, will I ever be a schoolgirl again, will I ever enjoy my childhood again? I once heard that childhood is the most wonderful time of your life. And it is. I loved it, and now an ugly war is taking it all away from me.”

As you read to your students, or as they read to themselves, have them take note of the personal details that the writer includes in the diary.

Next, divide students into groups and have them discuss the following questions about the writer and their work:

- Why are the writer's details important?
- What do they tell us about the writer?
- What questions do you have about the writer?

Finally, tell students they will be writing their own journals as a week-long project. You may provide class time for journal writing or assign it as homework. Ask students to think of these journals as a way of freely exploring their thoughts and feelings. This can be opportunity for students to be creative. Provide opportunities for students to use digital forms of journaling if they wish, such as video journals, Jamboards, or a private Google Doc. Students may also add illustrations or poetry to their journal entries.

Connect/Consolidate/Discuss (5 minutes):

As a class, summarize the possible mental health benefits of journaling and make connections to *Taking Care of Maman*. Relationships, music, and dance were also key elements in how Eli coped with stress, so you may ask students to reflect on their own personal relationships and existing stress management strategies.

Curriculum Connections:

Language (Grades 6-8)

WRITING

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA LITERACY

1. demonstrate an understanding of a variety of media texts;
 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
-

ADDITIONAL RESOURCES

Books

- [*Anne Frank: The Diary of a Young Girl*](#) by Anne Frank
- [*Zlata's Diary: A Child's Life in Sarajevo*](#) by Zlata Filipovic
- Children's books about mental health:
<https://childmind.org/article/best-childrens-books-about-mental-health/>
- [*Guts: A Graphic Novel*](#) by Raina Telgeimer
- <https://thriveglobal.com/stories/19-must-read-books-to-help-kids-understand-their-emotional-and-mental-health/>
- <https://www.readbrightly.com/kid-approved-middle-grade-books-mental-health/>
- <https://imaginationsoup.net/childrens-books-mental-illness/>

Podcasts

- Peace Out
- But Why: A Podcast for Curious Children
- Ahway Island
- Child in Mind Podcast

News articles

- <https://www.unicef.org/press-releases/impact-covid-19-poor-mental-health-children-and-young-people-tip-iceberg>
-

Films

- *Inside out*
- *Finding Dory*
- *Mystery of The Secret Room*
- *Cyberbully*
- *Still Alice*
- *Up*
- *Coco*
- *My Life as A Courgette*

Other Online Sources

- Mental Health Benefits of Journaling -
<https://www.webmd.com/mental-health/mental-health-benefits-of-journaling>
- Mental health resources for educators, families, and students -
<https://smho-smso.ca/covid-19/>

- Additional lesson plans to support the development of mental health literacy and social-emotional learning skills - <https://smho-smso.ca/blog/online-resources/health-physical-education-curriculum-mental-health-literacy-lesson-plans/>
- “Supporting Learning about Mental Health in Elementary Health and Physical Education” Webinar - <https://www.youtube.com/watch?v=kBEx4y7tR8w>
- “COVID-19: Well-being and mental health resources” - <https://www.aboutkidshealth.ca/article?contentid=3883&language=english>
- <https://www.voicesofyouth.org/breakthestigma>
- <https://www.voicesofyouth.org/campaign/mental-health-wellbeing-guide-how-take-care-yourself-during-stressful-times>
- For list of low-barrier/free counseling under 'resources' <http://affectiveconsult.ca>
- For free virtual mental health counseling <https://www.whatsupwalkin.ca/>
- For self-identifying Black girls <https://www.blackgirlssmile.org/>
- Free helpline <https://www.nami.org/help>
- For crisis support <https://suicidepreventionlifeline.org/>
- For mental health services in your area <https://www.ementalhealth.ca/>
- For mental health programs <https://cmha.ca/>
- For Indigenous wellness <http://zicresources.ca/>
- For BIPOC healing <https://www.healingincolour.com/>
- For Indigenous wellness <https://wabano.com/health-and-wellness/mental-wellness/>
- For young people in the GTA <https://stellaspace.ca/>
- For mental health literacy <https://mentalhealthliteracy.org/our-vision/>
- For interactive tools and innovative resources in Canada <https://mindyourmind.ca/>
- For addiction and mental health education and resources <https://www.cymha.ca/en/about-us/about-us.aspx>

- For guide on medications for mental illnesses
<https://www.youngminds.org.uk/young-person/medications>