

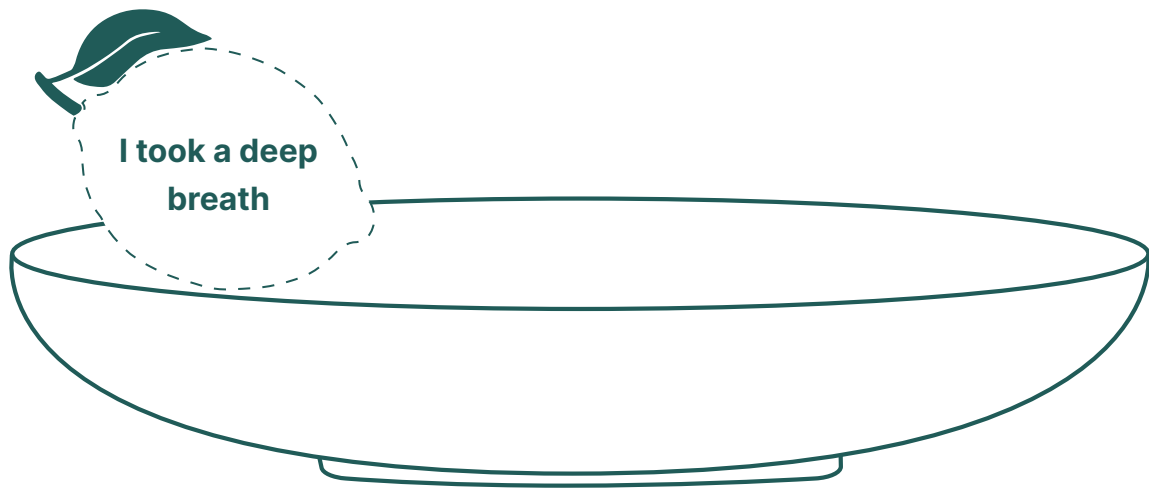
Squeeze the Day

FOR YOUR MENTAL HEALTH

May is Mental Health Awareness Month. Mental health affects how we think, feel and act. Just like we take care of our bodies for our physical health, there are many things we can do every day to support our mental health. When we have strong mental health, we think, feel and act better!

Instructions:

In the bowl below, draw a lemon for each way you care for your mental health this week.
Need ideas? Look at the bank below or come up with your own!



Bank of Ideas:

Took a deep breath

Did an act of kindness

Paid attention

Laughed

Had fun with a friend

Cheered myself up

Moved my body

Spent time outside



Squeeze the Day

FOR YOUR MENTAL HEALTH

As you explore today, keep your eyes open for lemons!
Each one has a quick strategy you can do to support your mental health.
How many can you find? Check it off when you've done it!



**I took a deep
breath for my
mental health.**



**I paused and
focused my
attention.**



**I moved my
body for my
mental and
physical
health.**



**I experienced
nature, which
helps my
mental health.**



**I noticed a
new sound
or sight.**



**I gave someone a
smile, helping
both their mental
health and mine.**



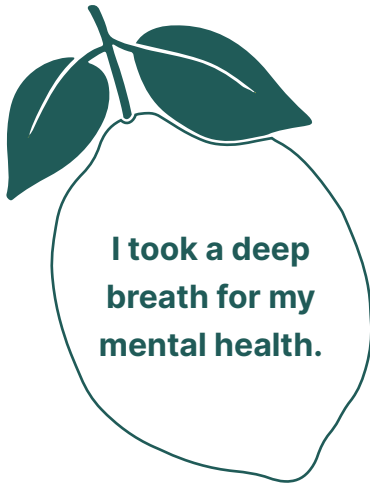
**MOMENTOUS
INSTITUTE**

Est. by Salesmanship Club of Dallas

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SOUR TO SWEET

A Squeeze the Day Mental Health Lesson

OVERVIEW

This lesson introduces students to the concept of mental health and helps them understand that mental health is just as important as physical health.

OBJECTIVES

- Students will learn what mental health is and why it is important.
- Students will explore ways to address sour feelings and manage their mental health.

PURPOSE

Teaching students about mental health helps them understand that health is not limited to how they feel physically. When students understand what mental health is and why it is important they are able to recognize when they need to manage their mental health or ask for help, the same way they would if they were experiencing a stomachache or skinned knee.

NOTE

The “In Your Own Words” sections offer language to help you explain this lesson to your students. Read these to “get the gist” of the concept, and then use your own language and way of being to explain the concept to your students in your own words.

VOCABULARY

MENTAL HEALTH
a type of wellness that affects the way we think, feel, act and make choices.



YOU WILL NEED

Chart paper

Marker

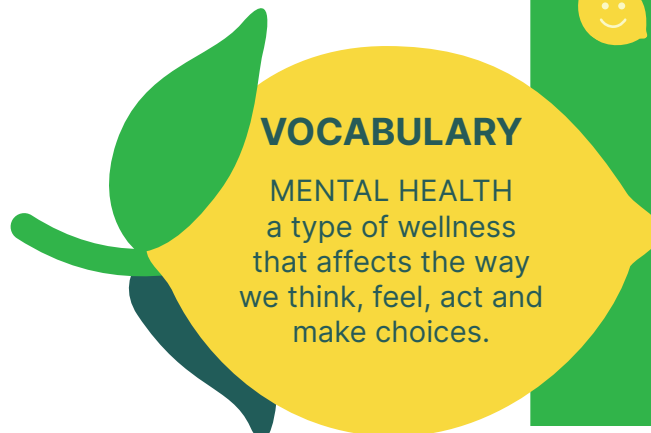
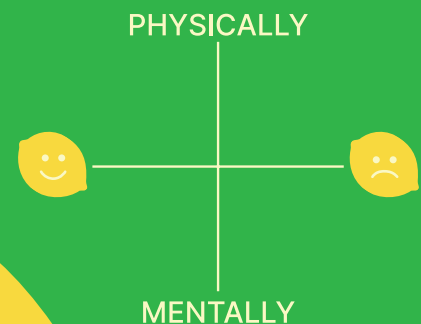
“Sour to Sweet” worksheet

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PREPARE

Print a “Sour to Sweet” worksheet for each student.

Draw a horizontal line across the middle of the chart paper and a vertical line down the center of the paper. On the right side of the horizontal line draw a sad face and on the left side of the horizontal line draw a happy face. At the top of the vertical line write ‘physically’ and at the bottom of the vertical line write ‘mentally’.





PRESENT

IN YOUR OWN WORDS

"Today, I feel good. I feel healthy and my body doesn't hurt anywhere. I don't have a headache or a stomachache and I don't have any scrapes or bruises. This means that today, I feel good physically. Give me a thumbs up if you feel good physically too. Let's think of all the things we can do when we feel good *physically*. For example, play with friends."

Write the example you give in the upper left square of the chart. As students answer, write their responses in that square as well. Example responses may include: having energy, feeling strong, ready to play, etc.

IN YOUR OWN WORDS

"Great answers! While I feel good today, the other day, I woke up and I did not feel good. My tummy hurt and I was very tired. On that day, I did not feel good physically. When we don't feel good physically, there is something going on with our body. We might be sick or hurt. What are some ways you can physically feel unwell?"

Write student responses in the upper right side of the chart. Students may need prompting with a few examples such as: getting a cut on your leg, having a tummy ache, or getting a bruise from falling down.

IN YOUR OWN WORDS

"These are all examples of ways our bodies can feel unwell. Now, let's think of things we can do for items on our list. For example, if you get a cut on your leg, you can...(Let a student finish the sentence.) That's right, you can get a band-aid."

Go through the responses on the chart and let students brainstorm solutions for them.

Introduce the term *mental health*.

IN YOUR OWN WORDS

"All of the things we've discussed have to do with our physical health. But just like we have physical health, we also have mental health. Our mental health has to do with our feelings, thoughts, moods and choices. When I am feeling mentally healthy, I can think clearly. Who can tell me some other things they notice about themselves when they feel mentally healthy?"

As students respond, write their answers in the bottom left square of the chart. Example answers may include: happy, excited, positive, good mood, able to make good decisions, or able to remain calm.

IN YOUR OWN WORDS

"What great examples of how we function when we feel good mentally! But, just like we have days when we don't feel *physically* good, we sometimes have days when we don't feel good *mentally*. On those days we may be in a sour mood or experience big feelings. Let's make a list of feelings and moods that we experience when we don't feel mentally well."

Write student responses in the bottom right square of the chart. Example responses might include: grumpy, sad, angry, upset or overwhelmed. After students finish listing several feelings and moods, choose a few and discuss ways you can make each feeling or mood feel less sour and more sweet. Write responses in the bottom right square of the chart.

For example:

- Think of two good things about the situation
- Remember that feelings come and feelings go
- Talk to a friend or trusted adult
- Rest



PRACTICE

Pass out the “Sour to Sweet” worksheet.

IN YOUR OWN WORDS

“What kind of fruit do you see on your worksheet? That’s right, lemons. How do lemons taste? Sour! On each lemon is a feeling that can make us have a sour mood. Like we did together as a class, you are going to write things you can do to make those feelings feel less sour and more sweet. Being able to work through uncomfortable feelings is part of having good mental health.”

Give students time to complete the worksheet. If time permits, let students share some of their responses.

IN YOUR OWN WORDS

“It is just as important to take care of our mental health as it is to take care of our physical health. Both are important for our overall health and wellbeing. Having good mental health doesn’t mean that we feel good all the time. It means that we know how to recognize when we don’t feel good and are able to address any sour, upsetting feelings or moods we experience. And, just like how we sometimes need to ask the school nurse for help when we have a tummy ache, we sometimes need to tell someone when we are experiencing a BIG overwhelming feeling so they can help us work through that feeling. Asking for help is another way to have good mental health ”



KEEP THIS LESSON ALIVE

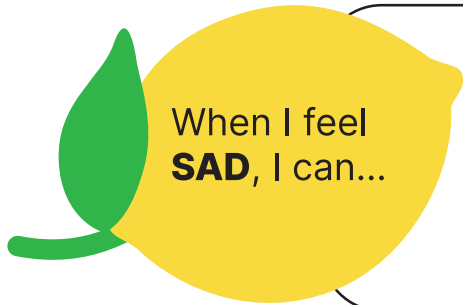
Remind students that they can use their “Sour to Sweet” worksheet as a tool for when they experience those feelings in the future.

Another great way to keep this lesson alive is to integrate mental health check-ins into your classroom routine. A mental health check-in can be done at any time and is simply an exercise that allows students to take a few minutes to check in with themselves. They can do this by writing in a journal or by having a few minutes of quiet to think about how they feel and why. For a super quick, whole-class check-in, ask students to give you a thumbs up if they’re feeling mentally healthy, a thumb sideways if they’re feeling a little upset, or a thumb down if they are feeling really mentally upset. You can ask them to give the signal by placing their hand near their chest so that the gesture is more private.

NAME: _____

Sour to Sweet

Write down some things you can do to make these feelings feel less sour and more sweet.



When I feel
SAD, I can...



When I feel
FRUSTRATED,
I can...



When I feel
ANGRY, I
can...



When I feel
WORRIED, I
can...



When I feel
GRUMPY, I
can...

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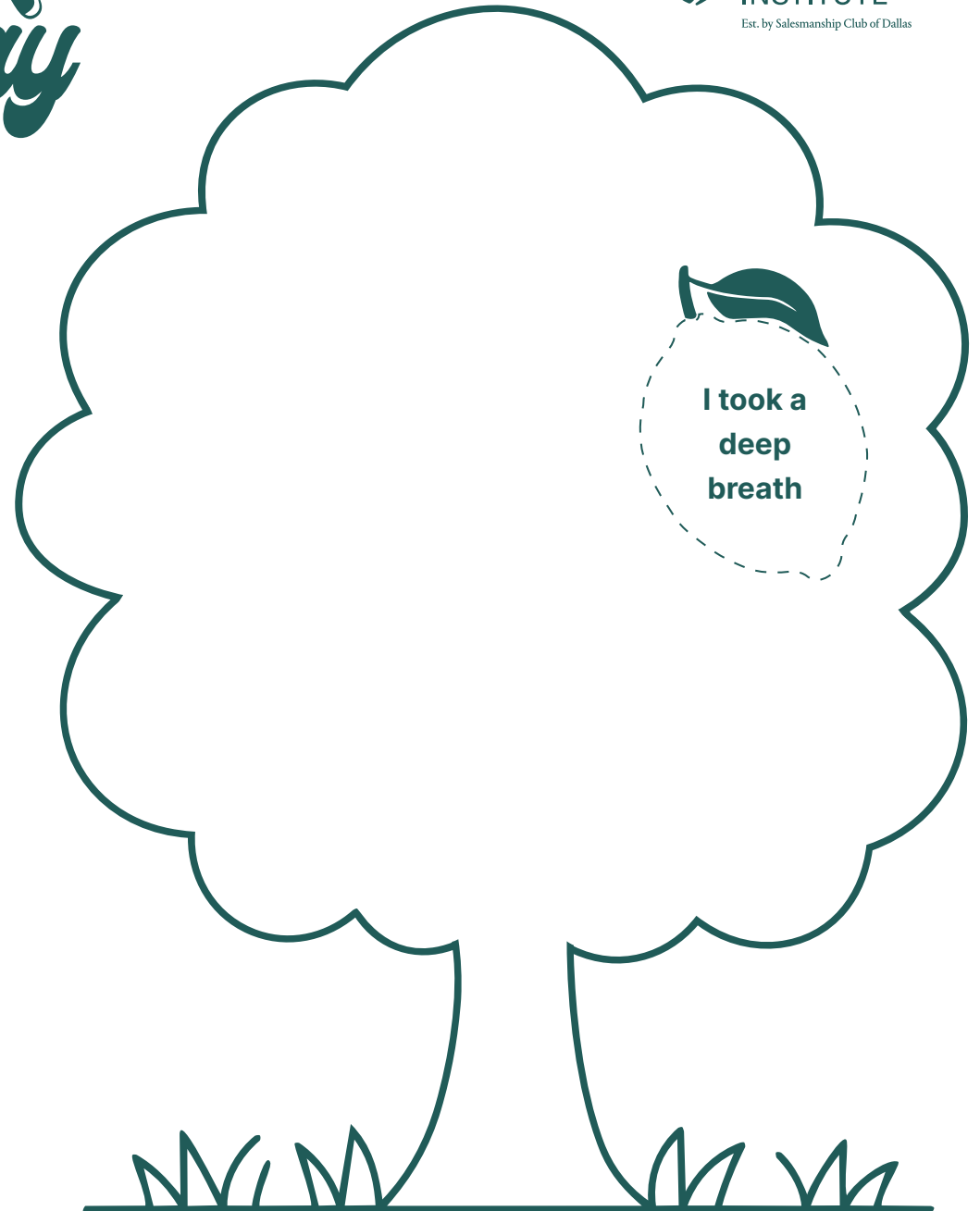
Instructions:

On the tree, draw a lemon for each way you care for your mental health this week.

Need ideas? Look at the bank below
or come up with your own!

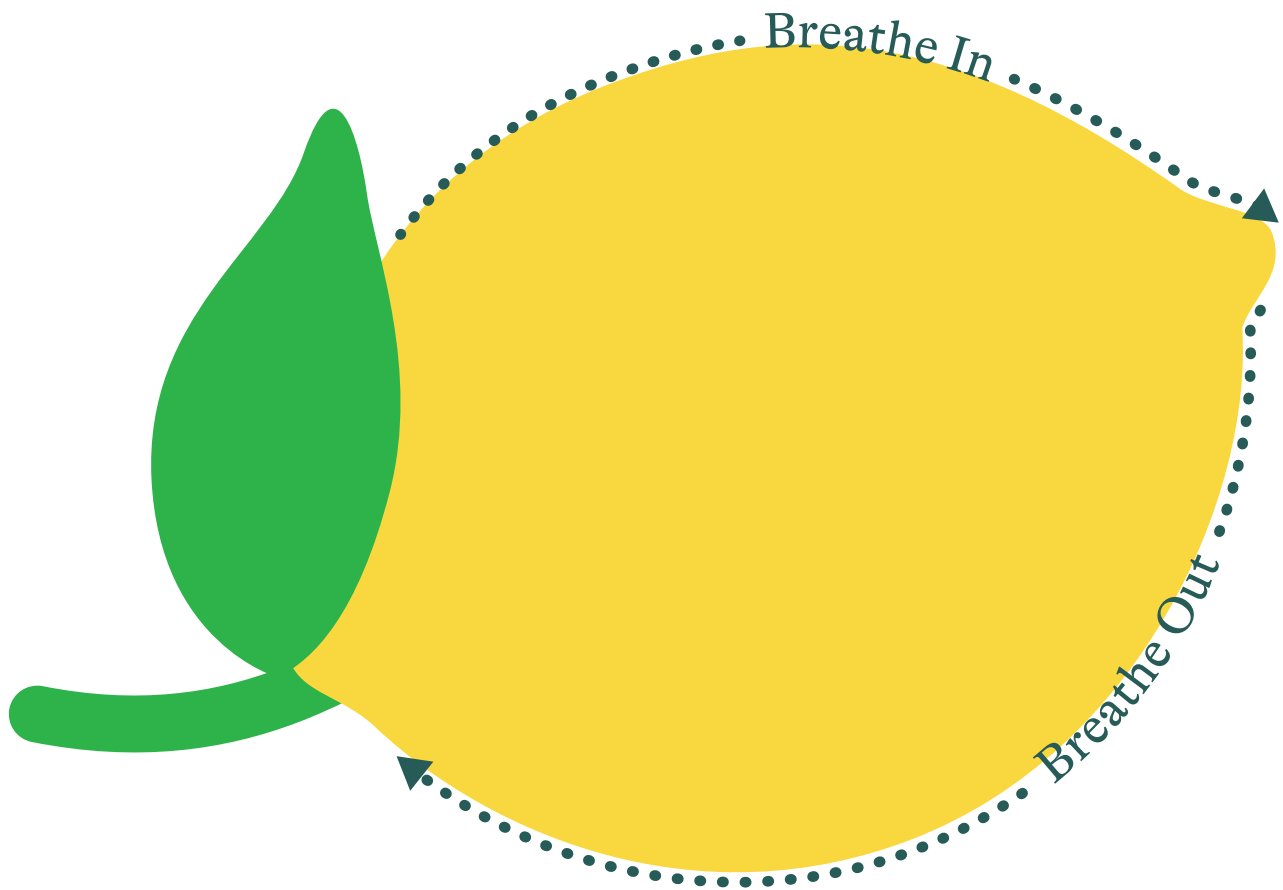
Bank of Ideas:

- | | |
|------------------------|-----------------------|
| Took a deep breath | Had fun with a friend |
| Moved my body | Paid attention |
| Did an act of kindness | Laughed |
| Cheered myself up | Spent time outside |



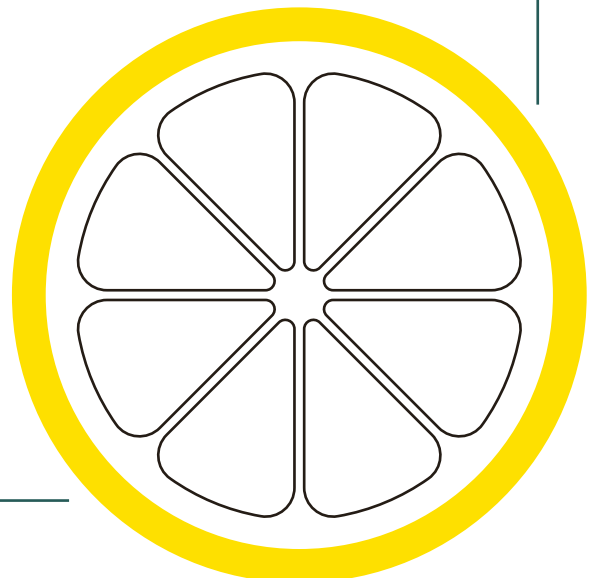
Lemon Breathing

Use your finger to trace along the dotted lines. Breathe in as you trace the top and breathe out as you trace the bottom. Do this three times so that you take three slow, deep breaths.



Squeeze the Day Challenge

Join me in a challenge to practice lemon breathing. Color in a space on the lemon slice each day you complete the challenge until the lemon is completely colored in.



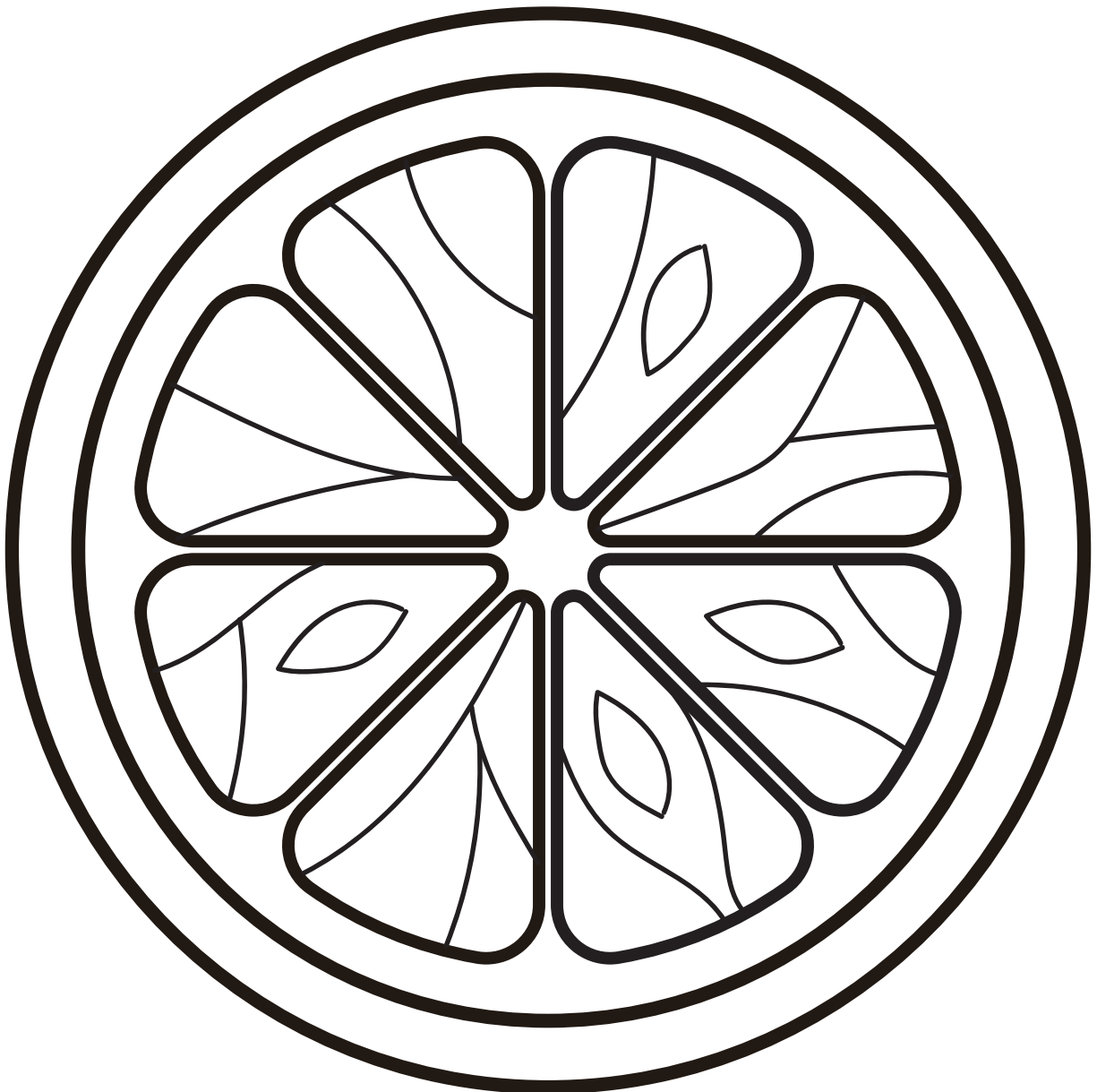
620 MINUTES

Time Spent *Outside* in May

(20 MINUTES A DAY)

Did you know spending 20 minutes outside in nature can improve your mental health by reducing stress, anxiety, and boosting your mood? Use this tracker to log your time spent outside in May. There are 31 spaces, representing each day in May.

Your goal? Spend 20 minutes outside each day for the month of May, coloring in each space as you go, revealing a beautiful work of art!



WHEN LIFE GIVES YOU LEMONS



SQUEEZE THE DAY!

Squeeze
the Day

