

Empowering Young Minds



Teacher's Guide (for Grades 7-12)

CLASS ACTIVITIES

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Introduction

PURPOSE

At YouthSpeak, our vision is to inspire and empower youth to live resilient and meaningful lives. Our mission is to assist youth facing challenges through leadership training and empowering them by sharing personal stories in order to promote mental health, well-being, empathy, and hope in assemblies and workshops. We aim to make sure no child or youth feels alone, and those who are struggling with mental health or challenges are connected to available support tools to improve their overall well-being.

The purpose of this teacher guide is to provide valuable and easy-to-follow awareness-building activities. This teacher's guide is a resource that teachers can use in their classrooms with their students. The activities in this teacher guide are for grades 7-12, but may be modified for your unique classroom.

SAFER SPACE

Please remind students that the classroom is a safer space and encourage them to have open discussions about mental health and wellness. Discussing these topics can bring up strong thoughts and feelings, and it is important to let them know that if students are experiencing any difficult feelings and need help, the teachers, administration, and other caring adults are always there to listen and support them. We also have an extensive resource list at the end of this guide that you can refer students to and use for yourself as well!

HOW TO USE

This teacher guide has numerous activities that are designed to bring awareness to mental health and coping tools. Each activity has an estimated time frame, a material list at the top of the page and specific steps on how to run the activity. Teachers do not need to follow every step for each activity and can revise the steps to suit their unique classroom.

CURRICULUM CONNECTIONS

In this resource package, students will:

- Develop **Personal and Interpersonal** skills, as well as **Social-Emotional Learning Skills** through the exploration of emotional intelligence, empathy, and peer-led discussions.
- Apply **English** and **Writing** skills to create expressive works which include writing concepts such as **Form** and **Sentence Craft and Fluency**.
- Understand **Media Studies** and **Digital Media Literacy** to begin to recognize the **Purpose and Audience** of advertisements, and the retouching of images to sell products.
- Form and strengthen the classroom community through shared experiences, discussions, and developing skills in empathy.

CURRICULUM SUMMARY

Grades 7-8:

Health and Physical Education:

A1. Social-Emotional Learning Skills: A1.1 Identification and Management of Emotions; A1.2 Stress Management and Coping; A1.3 Positive Motivation and Perseverance; A1.4 Healthy Relationships; A1.5 Self-Awareness and Sense of Identity; A1.6 Critical and Creative Thinking

D. Healthy Living: D2.4 Mental Health Literacy

Language: 1. Reading for Meaning; Writing

Digital Media Literacy: 1. Understanding Media Texts - 1.2 Making Inferences/Interpreting Messages

Grades 9-12:

Healthy Living: C1.1 Benefits and Dangers - Technology; C2.2 Impact - Bullying/Harassment; C2.3 Body Image, Substance Use; C2.3 Mental Health, Stress Management; C1.1 Connection to Holistic Health; C1.2 Technology - Benefits and Risks, Safe Use; C2.2 Relationships; C3.3 Responding to Bullying/Harassment; 3.4 Bias and Stereotyping in Media

Language: Oral Communication; Writing

Media Studies: B. Reflecting, Responding, and Analyzing

Thought Countering

Organization:

Time: 30–50 mins

Materials: Thought Countering Handout (following page)

Objective:

To introduce students to Thought-Countering, a mental exercise used to cope with negative thoughts commonly associated with anxiety. Thought Countering works by acknowledging the presence of a negative thought followed by the conscious effort to shift that thought to something more helpful yet realistic.

Instructions:

1. Introduce the idea of Thought Countering to students. The key is to ensure that the newly formed thought feels helpful but realistic in order for the thought to be more relatable to the person practicing thought countering. You can use the following phrases below as examples:
 - "I can't do this, it's too hard" → "I can do this by breaking it down into smaller steps"
 - "They're doing better than me, I'm a failure" → "I admire their success, what can I learn from them?"
 - "I'm so stupid, I shouldn't have made that mistake" → "I was doing the best I could, what can I do to improve in the future?"
 - "I should stop feeling this way" → "I can see I'm not feeling so well right now, what can I do to help myself feel better?"
2. Distribute the Thought Countering Practice Handout for students to complete individually for 15 minutes.
3. Organize students into small groups. Have them share the ideas they came up with.
4. After the group work period, invite students to share their examples with the whole class.

Thought Countering Practice

Negative Thought	Helpful Thought
"I can't do this, it's too hard" →	"I can do this by breaking it down into smaller steps"
"I'm so stupid, I shouldn't have made that mistake" →	"I was doing the best I could, what can I do to improve in the future?"

Goal Setting

ORGANIZATION

TIME: 30-50 minutes

MATERIALS: Blackboard/whiteboard/provided handout

OBJECTIVE

To help students set meaningful goals connected with their personal values. By the end of this activity, students will recognize their ability to meet the goals they set for themselves. This may help build a solid foundation of self-esteem and increase their confidence and self-worth.

INSTRUCTIONS

1. Using the handout on the following page, the teacher will ask the class to list specific things they would like to accomplish in their life in column 1. Students should try to make these goals as specific as possible.
2. In the second column, students will be asked to dig deeper. The second column will ask students WHY they want to accomplish this. Why is it important to you? This will give students internal motivation and reasoning behind their goals.
3. The last column will be used for students to research and explore different motivational quotes that best fit their goals. Encourage students to find quotes that relate to and inspire them to achieve their goals. For example, if your goal is to exercise more, you can use this quote: "Exercise is a celebration of what your body can do!" - Kevin Ng
4. By the end of this assignment students will have a list of personal goals and the internal meanings behind each one. Encourage students to use their list as a source of motivation and self-worth whenever they are feeling discouraged.



Goal Setting Handout

Hey! You're Awesome and you got this!



What are some things I want to accomplish in my life?	Why do I want to accomplish this? Why is it important to me?	Find a quote that inspires you to achieve this goal (e.g. "Nothing is impossible, the word itself says I'm possible!" - Audrey Hepburn)



Body Image and the Media

ORGANIZATION

TIME: 30-50 minutes

MATERIALS: Blackboard/whiteboard/provided handout

OBJECTIVE

To educate students on the power that media can have on their body image. In this activity, students will acquire tools to resist media messages that negatively portray body image. Students will become familiar with the different forms of media and create personal goals to help improve their self-esteem and overall, reduce the negative impact of the media.

INSTRUCTIONS

1. Assign students to groups/breakout rooms and have them brainstorm what “media” means to them. Students should list all the different types of media they engage with.

Prompts:

- A. Do you watch TV?
- B. Do you go on social media?
- C. Do you browse the web?
- D. Do you play video games?
- E. What do you like or dislike about the different forms of media?

2. Students will fill out the handout on the following page. Students will identify the type of media they use and how this media affects their body image/self-esteem. If the media has a negative effect on their self-esteem, what goals can they make to reduce its harmful impact? If the media has a positive effect, why?

3. Conduct a follow-up discussion. This discussion will be about what students have learned and what they may consider doing differently in the real world to empower themselves and boost self-esteem. Examples include: Blocking negative content, following positive content, social media breaks etc.

4. Ask students to create create a personal goal on their handout. The goal will be around reducing the negative impact of the media and steps to ensure they reach their goal.

Body Image and the Media Handout

Type of Media	How does this media affect your body image/self-esteem?	If it has a negative effect, what goals can you make to reduce its harmful impacts?	If it has a positive effect, why?

Personal Goal:

Learning from Failure

ORGANIZATION

TIME: 20–30 minutes

MATERIALS: Blackboard/whiteboard /provided handout

OBJECTIVE

To help students accept their failures and use these experiences as a positive tool for self-growth. By the end of this activity, students will be able to recognize that disappointment is part of life and can be a stepping stone toward greater success.

INSTRUCTIONS

1. Students will be asked to recall a situation that negatively impacted their self-esteem. (Example: failure, being let down, etc.) Students will record their responses in the first column of the handout (found on the following page).
2. Students will then record their initial feelings and thoughts in the second column. (Examples: angry, feeling worthless, not good enough, sad, disappointed etc.)
3. The last column will state: “What can I learn from this?” This will help students view these situations as stepping stones and learning experiences.
4. This activity is used as a way for students to look past initial emotion and not view failures as good or bad, but rather as a learning experience. A lot of factors go into failure, it is essential to not let failure impact your self-worth.
5. Remind students that failures and mistakes are a normal part of being human! It is only through failure and mistakes that we learn how to grow and succeed!

Learning from Failure Handout

“Failure is the key to success; each mistake teaches us something”- Morihei Ueshiba

What is a situation that impacted your self-esteem?	What were your thoughts and feelings in this moment?	What can I learn from this?

Subdue the Stress

ORGANIZATION

TIME: 25-30 minutes

MATERIALS: Blackboard/ whiteboard/chart paper/markers/poster board

OBJECTIVE

To conceptualize the differences between healthy and unhealthy forms of stress management. This activity will provide a reflection on the many ways one can manage stress and provide students with an opportunity to come up with their own tools to combat stress.

INSTRUCTIONS

1. Before initiating this activity, be sure to remind students of the difference between stress and depression:

- Stress is a normal feeling you experience when you are under too much mental or emotional pressure. It is often triggered by something in your life that feels too much for you to personally handle, regardless if others can or can't do the same.
- Depression is a mental illness that can develop in response to unresolved issues and sometimes occur for weeks, months or even years.

2. Have a class discussion about the meaning of stress and how to deal with it. Remind students that the conversation may make them feel uncomfortable and that is normal. This conversation can be the first step in learning to manage stress.

Suggestions:

- "What does stress mean to you?"
- "What are some ways that you deal with stress?"

3. Have students create a list of all the ways they can/will deal with stress on a piece of paper/online document. Clarify with students that these are called coping tools.

Additional coping tools to suggest:

- Keep a journal
 - Possible journal prompts:

- What are some stressors that you face in your life?
 - How do you know when you are actually feeling stressed?
 - What are some ways that can help you deal with stress?
- Strive for progress, not perfection. It's okay to make mistakes!
 - Do something you find creative
 - Get a proper amount of sleep
 - Say "no" more often; this means knowing your boundaries. Do not say yes to everything, especially if it makes you uncomfortable.
 - Listen to music or dance to it
 - Break large tasks into smaller sized portions
 - Visualize yourself succeeding at the task
 - Take a long bath
 - Exercise
 - Practice deep breathing techniques
 - Ask for help (check out resource pages at the end of this guide!)

3. Once students have completed their own list, have them share them during group discussion if they'd like. Write them out on the board or in a shared Google doc as students provide their answers.

4. **Optional:** End off with a visualization activity which is commonly used for both stress management and relaxation. Examples can be found in the next activity.

Guided Imagery and Visualization

ORGANIZATION

TIME: 10-15 minutes

MATERIALS: Chairs/ desks/open minds

OBJECTIVE

To demonstrate and exercise a guided imagery technique used for both stress management and relaxation.

INSTRUCTIONS

1. Initiate the activity by informing students of the purpose of guided imagery and visualization (this can be taken directly from the objective component of this activity sheet).
2. Ask students to sit comfortably in their chairs. At this point, tell students that it is their choice whether or not they wish to close their eyes, look down at their desk or even the floor while doing the exercise (as not every student may be comfortable with their eyes closed).
3. The following is a pseudo-script that you can follow during this guided visualization process. Feel free to make adjustments to the wording to best suit your classroom.
 - “Something that can be quite helpful during stressful moments is to visualize (or picture) yourself in a place that feels calming and peaceful to you. This place could be anywhere. It can be your favorite room in your house or your favorite spot on the beach. It may even be a place you’ve never been to and have only dreamed of. When you create this image in your mind, the more senses you use, the more powerful the image gets and feelings of relaxation become stronger. For some people, pictures may come easier while for others, sensations of smell or hearing may be easier to imagine. As we navigate through this visualization exercise, always remember that there are no wrong or right answers to your imagination.”
 - “Choose a relaxing scene. This can be the most relaxing place you

know of. It can be real or it can be imagined. Imagine it with all your senses – sight, sound, smell, taste, touch. Construct as many details as you can.”

- “Now choose a word or phrase that will help you return back to this scene. Take a few breaths and go through your created scene in your mind. Give students 5-10 minutes to practice this).”
- “As you become more confident in using this visualization technique, try to use it throughout the course of your day. Practice it during a study period or even before your way to school. The more you repeat these words to yourself, the easier it becomes to return to your peaceful place.”

4. Consider continuing this exercise by asking students to share their scenes or thoughts on which part of the exercise was the most relaxing.

Optional: Consider incorporating this practice within your own classes. Consider allocating some time before a test to have students practice good visualization or after a lesson.

Working With P.I.P

ORGANIZATION

TIME: 25–30 minutes

MATERIALS: Blackboard/ whiteboard chart paper/markers/handout

OBJECTIVE

To present students with an accessible model for thinking and problem-solving that is easily put into everyday practice. This activity will provide students with a problem-solving framework that is easily adjustable to suit their own needs for prevention and skill-building through divergent and convergent thinking.

INSTRUCTIONS

1. Provide each student with a copy of the PIP Handout on the following pages.
2. Inform students that the following activity will teach them the Problem, Ideas, and Plan (P.I.P.) problem-solving approach. To begin, have students think about a particular problem they have that they would like some help addressing.
3. Direct them to record their problem on the handout.
4. Next, have students create at least three different ways they can re-word their problem into a helpful question. Have each rephrasing start with a “How could”.
 - For example, if a student has a problem stating “I always feel so exhausted”, they could write it as the following:
 - How could I get more sleep at night?
 - How could I be more energetic?
 - How can I organize my tasks so I have more time to relax?
5. Out of the questions the students created, have them select the one they feel is the most important or most relevant question.
6. After selecting their rephrased problem, have them find a partner to work with. Pairs will be generating ideas together to address each of their problems and recording their thoughts as they work through them. Inform students to use divergent thinking when they generate their ideas.

- **Divergent thinking** is when you generate as many ideas as you can (brainstorm), without any judgment or value on any idea at this step. The goal here is to be as creative as you can and surprisingly focus on quantity not quality (for now). Give around 5–7 minutes for this step.

7. Now have students go over their generated list of options and use convergent thinking to select the best option. Give another 5–7 minutes for this step. Have them write down their chosen idea on the handout.

- **Convergent thinking** is when you take a pause and focus on ideas that seem helpful and realistic.

8. Now is the time to create an action plan. Under the written idea on the worksheet, students will be creating a step-by-step guide to show how they can complete the proposed solution. When thinking of steps, have students consider:

- Who is going to do it?
- What are they going to do?
- When are they completing it?

9. After students have completed their guide, ask students to volunteer and share their solutions with the larger group. Prompt them by asking questions about their development process and how helpful that was for finding solutions. Ask other students to chime in too and provide even more suggestions if time permits.

Working With P.I.P. Handout

Problem: What's on your mind? What's something you would like some help solving? Jot it down in the space below.

Based on the problem you wrote above, create three ways to reword the problem starting with "How could I":

How could I...

How could I...

How could I...

From the list you created, circle or highlight the one you think is the most important.

Divergent Thinking: Create at least 6 ideas or ways you can answer the most important question you choose.

1)

2)

3)

4)

5)

6)

Convergent Thinking: From the list of ideas above, highlight or circle the best idea and develop a solution statement that starts with the phrase "What I see myself doing is..."

What I see myself doing is...

Look over your solution statement and start developing an action plan. The action plan should include who is involved, what they are going to do, and by when they should have it done. Make sure your entry for “by when” is a real date.

Use the following template to create the action plan. There should be at least 4 action steps. The action plan should have a component that is scheduled to be finished within the next 24 hours!

Action Steps	Who?	Does What?	By When?
1)			
2)			
3)			
4)			
5)			

Community Compliments

ORGANIZATION

TIME: 15-20 minutes


MATERIALS: Blackboard/ whiteboard/ cue cards/ markers

OBJECTIVE

To have students share positive feedback with their peers. This activity aims to promote a safer classroom space where students are more comfortable sharing and opening up to one another.

INSTRUCTIONS

1. Have students watch the following video:

 [People React To Being Told They Are Beautiful](#)

Discuss with your students how they felt about watching this video. Consider talking about how each reaction in the video was unique and beautiful in its own way. Ranging from laughter to blushing, or even shyness and tears, everyone reacts in their own way. Consider asking your students questions to spark up further discussion like when was the last time they were complimented? How did they feel about it?

2. Have students break into small groups. Provide each student with a cue card and markers. If learning virtually, have groups share a Google doc.

3. On each of their peer's individual cards, ask students to write something kind about their group members. This could be anything from a special talent or something that the person appreciates about them. Also, feel free to participate in this activity yourself.

4. After 5 minutes, ask students to join a new group. Repeat step 3.

4. Emphasize that this activity is about giving their peers positive feedback. The comments should be genuine and kind.

5. At the end of the activity, every student should have a card that is filled with multiple entries added by their peers. Encourage students to share what others have said about them if they are comfortable.

Wellness Tool Sheet

Empowerment; Self-Awareness; Kindness and Respect; Coping Strategies; Resilience

I AM SO: By completing this sentence with a positive attribute, we learn to practice self-talk. Positive self-talk helps to build self-acceptance and allows us to love ourselves for who we are. When we say kind words to ourselves, we inevitably will be more kind to others and have a more positive outlook on ourselves.

FLEX IT: We can keep ourselves mentally healthy by using our own bodies. Muscle relaxation, as well as exercise, can have a positive impact on our total wellbeing by lowering stress and increasing awareness.

DEEP-BREATHING: Deep breathing is a fundamental tool for calming anxiety and accompanies almost every other tool we use for coping with stress.

SPEAK, INSPIRE, CHANGE: Showing our appreciation for others can help us maintain positive relationships. Small gestures of kindness can positively change someone's life. Saying kind words to ourselves can help us to be more positive towards others. This helps build and strengthen relationships.

POWER STANCES: We can build confidence by using our bodies to release and express that confidence. We can counteract stress chemicals by implementing some simple body stances into our daily lives.

MUSIC THERAPY: Music has been proven to enhance an individual's emotional and social wellbeing. Creative expression is effective in reducing feelings of loneliness and stress, which can increase feelings of happiness, calmness, and emotions linked to trust.

ATTITUDE OF GRATITUDE: Being grateful has been proven to improve health and overall wellbeing. Gratitude helps to enhance our mood and create more positive energy.

MINDFUL MEDITATION: Trying to make decisions may be difficult but meditating and being mindful of the present situation can prevent bad decision making and aid in rational decision making. Being mindful can lead to more positive outcomes in the future.

The Science Behind It

During the YouthSpeak visit, students hear from youth who share their personal stories about challenges they faced, how they have built resilience and used tools to cope. They learn about impactful messages related to having a voice, building empathy, self-acceptance, courage, respect, healthy relationships, strength & vulnerability, and mental health & wellness.

There is abundant research on the positive effects of mindfulness and its relationship to physical, cognitive and emotional health. Mindfulness is conceptualized as our awareness of the present moment, which is linked to our mental and physical health, while calmly acknowledging one's thoughts, feelings, and body (Toneatto & Nguyen, 2007). Mindfulness improves immune system responses and brain connectivity, and it increases one's tolerance of stressful situations (Journal of the American Medical Association Internal Medicine 2014). In order to manage difficult emotions which are key symptoms in individuals with depression, anxiety disorders, and substance abuse, these emotions need to be "let out" to decrease the power they have over our bodies (Chapman, B. P. et al. 2013).

Mindfulness interventions have shown to promote increased attentional control over our emotional, behavioral, and attentional responses to threat ("Changing Your Brain by Changing Your Mind", Melanie Greenberg. 2011). The coping strategies outlined in this tool sheet are forms of mindfulness-based strategies that have shown to improve mental health and emotional wellbeing.

Positive Self-Talk is a great tool for personal growth and for overcoming anxiety and depression. Self-talk can take the form of affirmations, internal dialogue, or prayer. Choose a method that works best for you and turn it into a daily routine ("Positive self-talk for personal growth" Barton Goldsmith, 2015). The more we think positive thoughts, the stronger the neural network of positive thoughts becomes. The synapses and dendritic trees of our neurons, which are important components of learning, expand. Thus, our brain "learns" to be positive (Wimberger, 2015). Positive thoughts are related to a stronger immune system, longer lifespan, and a healthy heart (Littrell, J. 2008). Research on positive self-talk demonstrates its potential to "change perspectives, attitudes, and reactions in regard to oneself, to others and to the circumstances in which we find ourselves" ("The Impact of Positive

Self-Talk", Chopra Komal, 2012)

Healthy Relationships are key in mobilizing one's energy, being motivated to succeed, and encouraging healthy behaviors. Scientists have found that feelings of exclusion, rejection, and isolation activate areas of the brain associated with experiences of physical pain. This suggests that community and inclusion are vital to our wellbeing and happiness (Eisenberger & Lieberman, 2004).

Music also has a healing effect. A study with 8 to 16-year-olds found that "those who received music therapy had significantly improved confidence and significantly reduced depression when compared to those who had treatment without music therapy" ("Music and Your Brain", Kerry Song). Moreover, singing enhances the social and emotional wellbeing of youth as it releases endorphins that make us less anxious, less stressed, smarter, healthier, happier, and more creative ("The Neuroscience of Singing", Cassandra Sheppard).

Gratitude is the quality of being thankful and a readiness to show appreciation for and to return kindness. Gratitude boosts happiness, self-esteem, and positive relationships. (Watkins, P.C. et al. 2019). A research study on the power of gratitude shows improvements in psychological, emotional and physical wellbeing ("The Transformative Power of Gratitude," Marilyn Price-Mitchell, 2012). Neuroscience research on gratitude shows that being grateful has powerful cardiovascular and immunological benefits. Furthermore, it activates the "reward circuitry of the brain that produces satisfaction and the ability to understand others' mental states, moral judgments, and interpersonal bonding" ("Choose Gratitude Your Own Way for Good", Giacomo Bono, 2015).

Decision-Making is in the locus of our control. A study by Andrew Hafenbrack (2013), shows that mindfulness helped counteract habitual tendencies and promote better decision-making. Engaging in brief periods of mindfulness allowed people to make informed decisions by considering information in the present moment which led to positive outcomes in the future ("The Neuroscience of Making a Decision", Christopher Bergland, 2015).

Teacher Tip Sheet

Let Students Know You are Always There, and You Care: Regularly remind students that you are available to talk and listen. Students will know you care about their overall wellbeing, and it will make them feel valued.

Listen and Be Open-Minded: Let students express their opinions in a respectful and safe environment. Be careful not to judge as what you consider to be a small challenge may be a large obstacle for them.

Be Calm: This is important if conversations with students become tense and heated.

- Try to put negative emotions aside when expressing feelings or concerns.
- Try not to be visibly agitated or upset.
- Try not to lecture them but guide them to make decisions smarter and healthier.

Try Not to Judge: It is important not to judge students for their mistakes, but to help them learn and grow in a safe environment. Be mindful of your body language and tone of voice when taking their feelings into consideration, without judgment.

Don't Think the Worst: We sometimes think that people can't and won't change, which is stressful to think about. Try to surround yourself with positive thoughts instead. Everyone can change, but it takes time, patience, and optimism.

Celebrate Change: Students will be encouraged to repeat and exhibit new positive behavior when you:

- Support any positive change, whether big or small, that occurs.
- Notice and call attention to the strengths and positive attributes students display.
- You can truly help boost their self-esteem and self-confidence!

Building Relationships: Talk to your students about something other than academics. Having positive student-teacher relationships within professional boundaries will help students feel safe and comfortable in our classroom, which will improve students' academic success and overall wellbeing.

Resources

- **Kids Help Phone:** Text “CONNECT” to 686868 (24/7 support)
<https://kidshelpphone.ca/>
- **Suicide Crisis Helpline:** Text or call 9-8-8:
24/7 for calls and texts, Languages: English and French Learn more
- **One Stop Talk Ontario:** Free therapy for youth age 0-17 / 1 855 416 8255
- **Therapy for Black Girls:** Find trusted, culturally competent therapists that know *your* feelings and can help navigate being a strong, black woman. <https://therapyforblackgirls.com/>
- **BounceBack** A mood-lifting program that youth can design. Select workbooks, activities and videos to create your own self-help journey, or work with a trained coach over the phone.
<https://bouncebackontario.ca/youth/>
- **LGBT Youthline:** A 2SLGBTQ+ youth-led organization that affirms and supports the experiences of youth (29 and under) across Ontario. Provides anonymous peer support, referrals and resources so youth can make informed decisions.
www.youthline.ca / 647-694-4275
- **Black Youth Helpline:** Black youth specific service, positioned and resourced to promote access to professional, culturally appropriate support for youth, families and schools.
<https://blackyouth.ca/> +1416-285-9944 / +1833-294-8650
- **Distress Centres of Greater Toronto:** Service agency dedicated to providing emotional support, crisis intervention, and suicide prevention to people in distress. Offered in English, Cantonese, Mandarin, Portuguese, Spanish, Hindi, Punjabi and Urdu.
www.dcoqt.com / 416-408-4375
- **Hong Fook:** East & Southeast Asian health agency that provides a continuum of mental health services covering the spectrum from

“promoting wellness” to “managing illness” in Cambodian, Chinese (Cantonese and Mandarin), Korean, Vietnamese and English.

www.hongfook.ca / counselling@hongfook.ca

- **Sikh Family Centre:** Non-emergency helpline servicing the Sikh Community in Canada in Punjabi and English
www.sikhfamilyhelpline.com / 1-800-551-9128
- **South Asian Helpline:** Provides health care and social services to South Asian and all other communities. Offers culturally and linguistically appropriate services for South Asian men, women, seniors and youth, and other communities.
www.sachss.ca / 647-523-6380
- **Naseeha:** Provides mental health support through a confidential helpline (Text and call open 7 days a week from 12 pm to 3 am) and counseling service for Muslim and non-Muslim Youth.
www.naseeha.org / 1-866-627-3342
- **Chai Lifeline Canada:** Provides support in the immediate aftermath of a sudden crisis, tragedy, or traumatic event that occurs in Toronto’s Jewish Community.
www.chailifelinecanada.org/crisis-intervention / 1 (800) 556-6238
- **Hope for Wellness:** Helpline for all Indigenous people across Canada. Experienced and culturally competent counselors are reachable by telephone and online ‘chat’ 24 hours a day, 7 days a week
www.hopeforwellness.ca / 1-855-242-3310
- **Learning Disabilities ON:** Offers many resources, services, information, venues and products designed to help people with LDs and ADHD, as well as parents, teachers, and other professionals.
www.Ldao.ca / 416-929-4311
- **310 COPE:** If you or someone you know is in crisis or requires immediate support, please contact 310-COPE at 1-855-310-COPE (2673) or visit your nearest emergency department
- **Violence Against Women:** Provides free, confidential and anonymous crisis counseling, emotional support, information and referrals via telephone in up to 200+ languages. www.awhl.org / 1-866-863-0511

- **Community Resources for Immigrant and Refugee Youth:** A website containing various community service resources for immigrant and refugee youth
www.kidsnewtocanada.ca/health-promotion/youth-resources
- **Refugee Healthline:** Refugees can connect with health care providers who deliver transitional health care and services, including primary care, specialist care and mental health supports. 1-866-286-4770
- **Autistic Self-Advocacy Network (ASAN):** to empower autistic people across the world to take control of their own lives through public policy advocacy, the development of autistic cultural activities, and leadership training for autistic self-advocates.
<https://autisticadvocacy.org/>

Resources for Teachers

- **Teacher mental health support:** Contains: helpful apps, articles focusing on educator mental well-being, and other resources written, created and produced by educators or mental health experts for educators and school staff.
teach.com/resources/mental-health-resources-teachers-school-staff/#main-body-content
- **Ontario teacher's federation:** Created by the Ontario Teachers Federation that offers strategies and suggestions for balancing your personal and professional life, ensuring your personal wellness, and developing effective time management strategies.
survivethrive.on.ca/article-category/teacher-wellbeing/
- **CMHO Teacher Resources:** Tips on early identification and intervention; practical suggestions on how to accommodate and respond to students with mental health problems; and information on combating stigma in the classroom. cmho.org/teacher-resources/
- **Jack.org Educator Hub:** A collection of resources, student plans, lessons, and activities to help educators bring mental health promotion education to their classrooms. <https://edhub.jack.org/>
- **Kids Help Phone:** A collection of articles, tools and tips from Kids Help Phone to help parents, caregivers, and educators support young people kidshelpphone.ca/get-involved/programs-resources/resources-for-caring-adults/
- **Gender Health & Identity:** Resources to answer questions you may have on sex, gender and sexual orientation as well as how to find support and resources when you need them.
teens.aboutkidshealth.ca/adolescenthealth?topic=gender
- **Parent Peer Support Chapters by Children's mental health ontario (CMHO):** Parent support chapters organized by CMHO provides regular meetings across Ontario where parents and caregivers can connect with others, feel heard and get help navigating the child and youth mental health system www.family.cmho.org/peer-support-chapters/

- **Connexontario:** ConnexOntario provides free and confidential health services information for people experiencing problems with alcohol and drugs, mental illness or gambling by connecting them with services in their area. www.connexontario.ca / 1-866-531-2600

Apps for Students:

- **Breathe, Think, Do with Sesame:** This app teaches young students how to calm down and solve everyday challenges.
- **Calm:** This app teaches activities to help you sleep, breathe and relax.
- **Headspace:** Options customized for three age groups—under 5, 6-8, and 9-12. Plus, parents can use the adult version to practice breathing alongside their child.
- **HelloMind:** Young worriers can significantly benefit from HelloMind, an app which helps change negative thought patterns.
- **Smiling Mind:** It is designed to help youth through the stresses, and challenges of daily life. It offers programs for a variety of age groups, including 7-9, 10-12, 13-15, 16-18 and adults.
- **MindShift:** Scientifically proven strategies based on Cognitive Behavioral Therapy (CBT) to help you learn to relax and be mindful, develop more effective ways of thinking, and use active steps to take charge of your anxiety.
- Check out <https://onemindpsyberguide.org/> for more apps and digital health resources reviewed by mental health experts



Want to Get Involved, Help Empower Youth and Inspire Change?

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Attend our events

Join our Board of Directors

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Visit our website www.youthspeak.ca and click the "Donate" Button on the homepage

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Share your special skills with our team of youth to help and perform administrative tasks that are important behind-the-scenes work.

Contact us at: www.youthspeak.ca / 905-967-0604 /
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