My wellness – mental health

MULTIPLE-CHOICE QUESTIONS

(Correct answers in **bold**)

(Competency)

1. What is mental health?

- A) Something only adults need to think about
- B) A sign something is wrong
- C) How we think, feel, and act to handle life's challenges 🔽
- D) A sickness you can catch

2. Which of the following is an example of *mental distress*?

- A) Feeling nervous before a big test 🔽
- B) Not speaking for weeks
- C) A broken leg
- D) Getting a cold

3. What is the difference between mental distress, problems, and disorders?

- A) There is no difference
- B) They vary by how long they last and how much they affect your life 🔽
- C) Disorders are fake
- D) Only adults experience them

4. How common is it to feel mental distress?

- A) It's rare
- B) Almost everyone experiences it in a day or week 🗸
- C) Only during exams
- D) Only if something really bad happens

5. Which of these is a sign of being overwhelmed?

- A) Laughing a lot
- B) Trouble sleeping and feeling exhausted
- C) Getting good grades
- D) Eating regularly

6. What is an environmental stressor?

- A) A pollution problem
- B) Something in the air that makes you sick
- C) A situation that causes you stress, like public speaking or a test 🔽
- D) Only natural disasters

7. Which of these is an example of a healthy way to manage stress?

- A) Yelling at others
- B) Talking to someone you trust 🗸
- C) Avoiding everything
- D) Keeping all feelings inside

8. Which of the following is <i>not</i> a healthy adaptation strategy?
A) Exercise
B) Pretending the stress doesn't exist 🗸
C) Deep breathing
D) Talking to a friend
9. Which of the following may signal that someone's mental health is at risk?
A) Laughing at a joke
B) Feeling nervous once
C) Avoiding friends and having big mood swings 🔽
D) Having fun at recess
10. Who can be part of a support system?
A) Only doctors
B) Teachers, friends, counsellors, family, or community members
C) Only people online
D) No one – you must deal with it alone
11. Which of the following services can young people use for mental health help in Canada?
A) 911 only
B) Kids Help Phone V
C) Facebook groups
D) Public Library
(Autonomy)
12. What is a sign of critical thinking in managing your mental health?
A) Recognizing how stress affects you and making a plan to deal with it
B) Letting problems build up
C) Ignoring emotions
D) Blaming others when you're upset
13. Which of these shows a student is using critical thinking?
A) Sleeping through class
B) Copying what their friend does
C) Choosing to take a break and talk to someone when overwhelmed 🔽
D) Doing nothing
LIKERT SCALE QUESTIONS

(Scale: Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree)

- 1. I understand what mental health means.
- 2. I know the difference between distress, a problem, and a disorder.
- 3. I know that everyone experiences mental distress sometimes.
- 4. I can recognize when I'm feeling overwhelmed.
- 5. I am aware of what causes me stress.
- 6. I know ways to manage stress in healthy ways.

- 7. I understand how personal and environmental changes can affect my mental health.
- 8. I can name at least two people who are part of my support system.
- 9. I know where to go or who to call if I need mental health help.
- 10. I think before I act when I'm stressed or upset.
- 11. I use strategies to take care of my mental health.

© ENGAGING ASSESSMENT ACTIVITIES

1. Wental Distress, Problem, or Disorder?" Sorting Game

Objective area: Competency

Activity:

Give students cards with short scenarios (e.g., "Feeling nervous before a test," "Feeling hopeless for many weeks," "Having a hard time adjusting after moving to a new country").

Students sort the scenarios into:

- Mental distress
- Mental health problem
- Mental health disorder

Assessment Use:

Sort accuracy + discussion on why

2. 🧠 "My Stress Map"

Objective area: Competency

Activity:

Students draw a simple diagram of personal stressors (environmental, emotional, social) and link them to healthy coping strategies they use or want to try.

Assessment Use:

Visual + written description: "What I notice about how I respond to stress"

3. 📚 "Critical Thinking Case Study"

Objective area: Autonomy

Activity:

Give a brief story about a fictional student experiencing multiple stressors (e.g., family conflict + exam stress). Ask students:

- What's happening to this student?
- How might they be feeling or acting?
- What support might help them?
- What could they do to cope?

Assessment Use:

Short answer, group work, or role-play

Rubric on use of problem-solving, empathy, and reflection

4. * "Stress Busters Challenge"

Objective area: Competency

Activity:

Students work in pairs to brainstorm at least 10 healthy stress-relief strategies they've learned from home, school, or friends. Then they rank them from easiest to hardest to use.

Assessment Use:

Checklist + exit slip: "Which one will I try this week?"

5. | "Voices of Support" Podcast/Poster

Objective area: Competency

Activity:

Students design a mini poster or record a mock podcast episode: "Where can you go when you need mental health support?" Include:

- Examples of support people
- Names/numbers of help lines
- What asking for help can sound like

Assessment Use:

Creativity + clarity + relevance to real-life supports

6. Freeling Overwhelmed Role-Play or Storyboard

Objective area: Competency + Autonomy

Activity:

Students create a storyboard, comic, or act out a scenario:

- What overwhelmed looks like
- What might cause it
- What healthy steps someone could take

Assessment Use:

Use of signs, appropriate strategies, and connection to personal experience