

WEEKLY MENTAL HEALTH JOURNAL

These reusable activities help students navigate their response to their emotions.

This set of resources includes student materials, teacher implementation supports, and peer or supervisor observation questions.

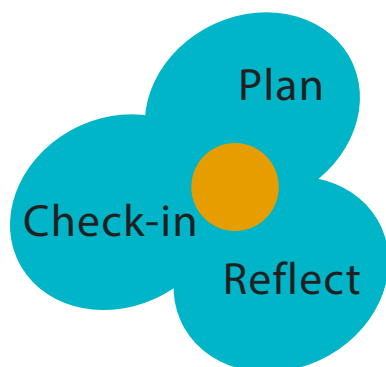


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Student Materials



Weekly Mental Health Journal



Today's Date: _____

Plan

How are you feeling today/this week?
Language Tool: Feelings Wheel

Plan

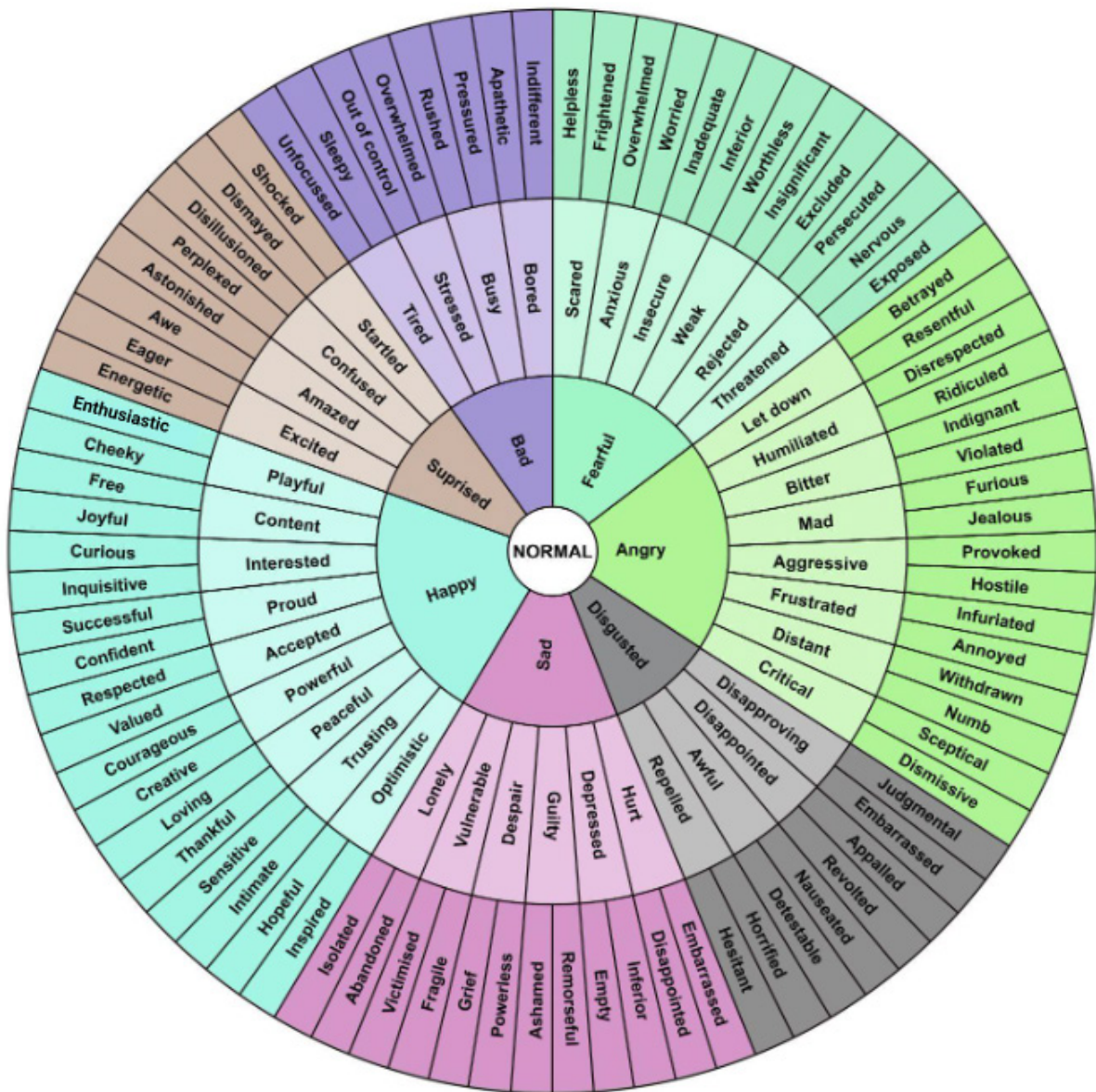
Plan: What strategy will you use today/this week for your mental or physical health? Helpful tool: Managing Mental Health

Reflect

Reflect: How did the strategy work for you? Language Tool: Inquiry Results
Future Inquiry



Feelings Wheel



The dog is happy.
The dog is proud.
The dog is successful.

The dog is angry.
The dog is aggressive.
The dog is hostile.

Managing Mental Health



Breathing

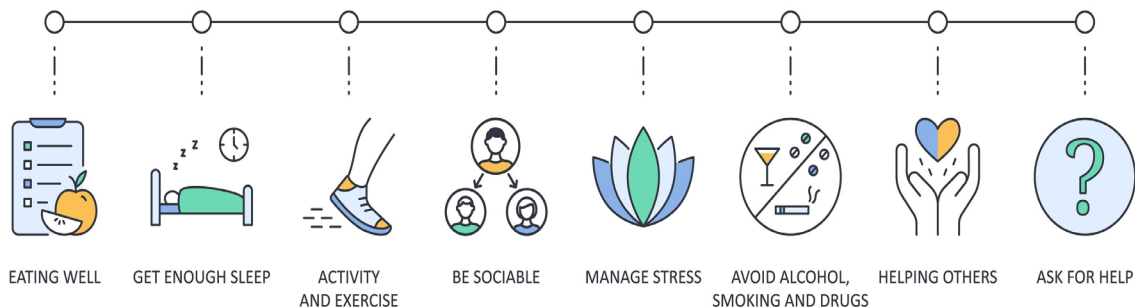
- Deep long breaths
- Count as you breath
- Feel your stomach expand and contract

Positive Thinking

- Repeat a mantra
- Imagine a safe space (e.g. a beach)
- Read a positive quote
- Focus on a positive word

Time with Nature

- Note what 1 thing you hear, 1 thing you see, and 1 thing you can feel
- take a short walk and observe what you see



Activity and Exercise

- Yoga or stretching
- Meditation
- Body scan
- Count as you breath
- Pushups and sit ups

Sleep or Nap

- Relax your mind
- Create a fresh perspective



Inquiry- Results

Reflect on the Hypothesis



- Based on the results, my hypothesis was
- proven true/false
- proven correct/incorrect
- accurate/inaccurate

Identify Potential Bias and Errors



Smar-tea

- Selection- identification process needs, sample size should
- Measurement- accuracy could be improved by, instead of ..., use...tool, constant conditions for....
- Assessor- avoid gathering evidence that..., control for...
- Reporting- full picture by

Future Inquiry



- will
- would
- could be
- should
- also helpful to know
- additional information is needed
- instead of..., try....
- more data is required

Teacher and Admin Materials



Tips for Use

WHY SHOULD I USE THIS?

This resource is best used with consistency to get students to recognize how to regulate their emotions and identify the tools that work best for them. It is ideal to use this resource multiple times so that students get comfortable using it. It can be particularly helpful before holidays to help students who may experience more stress during those time remind themselves of stress management strategies.

WHEN SHOULD I USE THIS?

This can be used as a quick 5-10 minute warm up at the beginning of class, at the beginning of the week and end of the week, or during an advisory period. Keep in mind that the reflect will need to come after. If the resource is used weekly, having students reflect on last week before completing the check in and plan for this week can be helpful to promote continuity.

HOW DO I MEASURE SUCCESS?

With social emotional activities, we want to avoid assigning grades, however it is good to get a sense of how students are reflecting and if they are getting deeper in their reflection. The following questions are good to ask yourself as you rotate around the classroom.

- How many students completed the task?
- How many responses were at a DOK 1-2 level? Simple answers with some details
- How many responses were at a DOK 3-4 level? In-depth answers reflecting on specific points and identifying trends and patterns over time

Differentiation

Feedback

The following questions can be used by the teacher or by students to provide feedback to peers.

Literacy

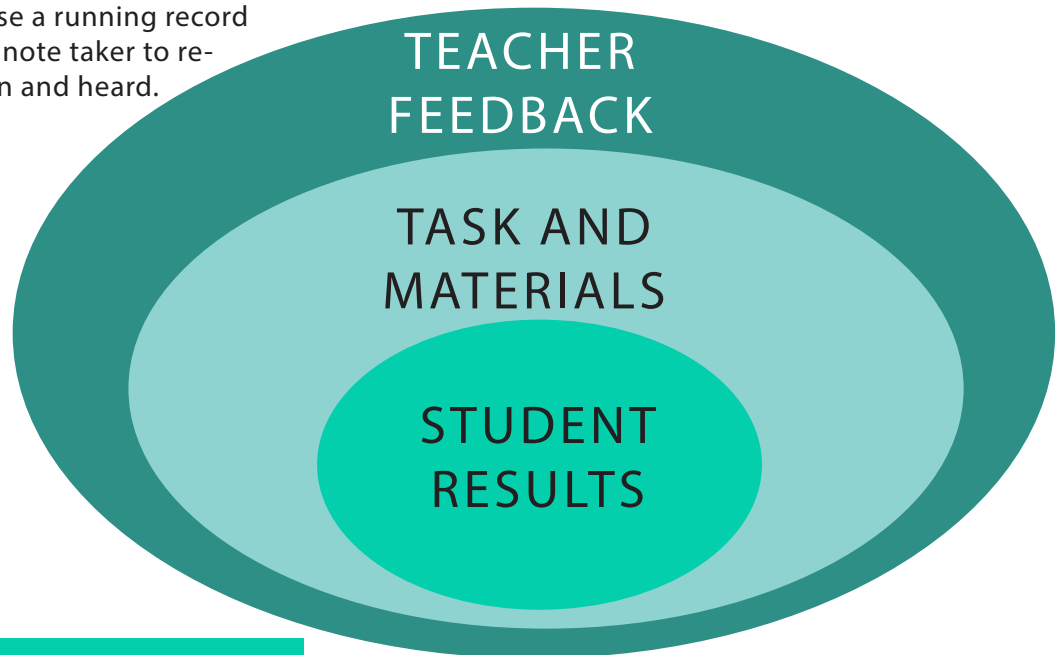
	NEWCOMER / BEGINNER	EXTENSION
Check-in	Look at the middle of the wheel. Are you happy? Are you sad?	What is your current mood and why? Can you be more specific about your mood?
Plan	Point to the picture that you will use. When will you use it? What steps will you use?	Why did you choose this one? Can you give me more details? When and how will you use it? How do you think it will help you?
Reflect	Did it help? Was it good or bad? Why?	What would you do differently next time? Why? What were the different steps you did? At what point did it stop being helpful?

Social Emotional

Celebrations	I like how you picked a strategy that is connected to your mood. I like the honesty that it didn't work. Finding what doesn't work is helpful to find what does work for you.
Check-in	I see that you are feeling ____ (negative feeling). I'm here if you need to talk. I see that you are feeling ____ (positive feeling). What made you feel like that?
Plan	Is this something you do often? What will you do differently this time to make sure it helps you _____. Why did you pick this strategy?
Reflect	How did your body feel? What were you thinking about when you did it? Why do you think it felt that way? Five whys. Who might help you in the future? mood?

Observation Tool

The following questions can be used to reflect on a video of one's own teaching, observe a peer, or for admin observing a teacher. It is best to use a running record first and then use the note taker to reflect on what was seen and heard.



Student Results

- Do a quick walk around the room.
- How many students completed the task?
- How many responses were at a DOK 1-2 level?
- How many responses were at a DOK 3-4 level?

Task and Materials

- What resources do students have access to? (image supports, sentence frames, sample responses, slides, handouts etc.)
- How are students using the resources?

Teacher Feedback

- What are all the questions the teacher asks?
- How many are repeating directions or redirecting?
- How many are related to literacy?
- How many are pushing students social-emotionally?
- How many are DOK 1,2 vs. DOK 3,4?

Running Record

Teacher Says/Does	Student Says/Does

Note Taker



Student Results



Task and Materials



Teacher Feedback

