

**Activity****Grade 9-10****5-10 min**

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Minds On: Pyramid of Self-Care Activity Plan

Minds On: Pyramid of Self-Care

In this activity, students discuss the concept of self-care and explore coping strategies they can implement in their lives.

Self-care**Stress Management****Supporting Yourself****Stress**

Before You Teach

Please refer to our Before You Teach guides for resources to support your practice.

[🔍 Mental health 101 | Teaching Guide →](#)

[🔍 Classroom Discussion Guide | Teaching Guide →](#)

[🔍 Safer Language | Teaching Guide →](#)

Please note that this activity serves as a brief introduction to the topics of stress and self-care. It is important that this activity be used in the context of a broader lesson discussing stress and mental health struggle that could be related to mental health concerns, as well as identifying ways to seek help for oneself or others.

This activity can also be found within the lesson Be There for Yourself.

Activity Summary

In this activity, students discuss the concept of self-care and explore coping strategies they can implement in their lives.

Materials

- Teacher computer, projector, and speakers
- Slide Deck

[▶ Minds On: Pyramid of Self-Care *Slide Deck* →](#)

- Videos

[📺 Self-Care Pyramid *Youtube Short* →](#)

- Handouts

[📄 Minds On: Pyramid of Self Care *Handout* →](#)

Activity Overview

- Video
- Discussion
- Optional Extension Activity

Activity Procedure

Note: All parts of the lesson procedure can be found in the slide deck provided.

▶ [Minds On: Pyramid of Self-Care Slide Deck →](#)

Step 1: Media

Show your students the Self-Care Pyramid video.

🎥 [Self-Care Pyramid Youtube Short →](#)

Display the transcript on the board/screen for discussion:

Video Description and Transcript:

A young adult named Jay in a yellow sweatshirt points to six pieces of paper stuck to the wall in the shape of a pyramid. As the audio plays, they remove each piece of paper one at a time to reveal six different self-care strategies. As they do this, audio from a tv competition show plays:

“On the bottom, Paige. You were good, I’m waiting for you to be great.”

- #6 Going Outside

“And next, Kendall. You didn’t stick out to me.”

- #5 Making my Bed

“Next is Brooke”

- #4 Taking a Shower

“Next...Nia. You’re third on the pyramid and you were third overall high score”

- #3 Skin Care Routine

“And Mackenzie...”

- #2 Drinking Water

“Going three for three once again, is Maddie”

- #1 Karaoke

Step 2: Discussion

Facilitate a discussion with your students about self-care. The length of the discussion will vary.

Discussion Prompts:

Jay shares six activities that they find helpful for self-care. Why do you think that things like going outside, making your bed, or taking a shower are considered self-care? In what way(s) do they support mental health?

What are some activities or strategies that you use or know of to help cope with stress?

- Of these strategies, which ones can you do while at school or on your way to school if you are feeling stressed during the day?

Sometimes, even though we know these coping strategies work, we forget to implement them in our daily lives. What are some tips or tricks you can think of to help yourself or others remember to use these strategies when they are feeling stressed?

- For example, change your phone lock screen to include a message reminding you to take a sip of water before unlocking your phone.

Do you think visual reminders around the school of coping strategies would be helpful to students?

- Why/why not?
- If yes, what might these look like? Where should they be posted to maximize reach?

Additional Activity: Personal Pyramid of Self-Care

(10–20 minutes)

If you would like to extend the Minds On activity above, you can have your students create their own Pyramid of Self Care. This activity can also be found in the Be There for Yourself lesson.

Provide your students with the handout Pyramid of Self Care Template.

 **Minds On: Pyramid of Self Care Handout →**

- Provide your students with the handout Pyramid of Self Care Template.
- Instructions for this activity can be found on the final slide of the slide deck and the student handout.

Curriculum Connections

Alberta

Health and Life Skills

Specific Outcomes

Relationship Choices: Understanding and Expressing Feelings

- R-9.3 analyze, evaluate and refine personal strategies for managing stress/crises
-

British Columbia

Physical and Health Education 9

Learning Standards: Curricular Competency

Mental well-being

- Analyze strategies for promoting mental well-being, for self and others
 - Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
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Manitoba

Physical Education/Health Education: Senior 2

Learning Outcomes

S.4.S2.A.5

- Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations
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New Brunswick

Personal Wellness 9

Big Idea: Positive Mental Fitness Strategies

Achievement Indicators:

- Identify strategies to build own positive mental health

Newfoundland and Labrador

Grade 9 Health

Unit 2: Self-Concept

Students will be expected to:

- 1.3 identify healthy ways of coping with stress.

Nova Scotia

Healthy Living 9

Specific Curriculum Outcomes

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives

Ontario

Healthy Active Living Education, Grade 9 (PPL10)

Specific Expectations

C3. Making Connections for Healthy Living

- C1.1 explain how active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (e.g., provides more energy, helps body develop to full physical potential, increases self esteem) [PS, CT]

3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being) [PS, IS]*

- *PS 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

*CT 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

Quebec

Physical Education and Health (PED402)

- C. Healthy, Active Lifestyle
- 5. Stress prevention and management (positive or negative)
 - a. Names stressful situations that have an effect on his/her daily life (e.g. winning a competition, writing an exam)
 - b. Names the physiological reactions associated with a stressful situation (e.g. increased heart rate, perspiration)
 - c. Names the repercussions of poor stress management for his/her health and well-being (e.g. anxiety, fatigue, sleep disturbances, depression)
 - d. Indicates strategies for relaxing (e.g. taking a warm bath, reading, exercising, using a relaxation technique)