

How to Be There for Ourselves: Scenarios

Example Scenario: Samar

Samar is a diligent student who always strives for perfection. However, this semester, she finds herself buried under a mountain of assignments, projects, and upcoming exams. With each passing day, the pressure to excel and maintain her high grades intensifies, leaving her feeling overwhelmed and stressed.





1. What thoughts, emotions, and behaviours might Samar be experiencing? List them below.

Feeling inadequate

Trouble sleeping, eating, focusing

Not spending time with friends, family

2. How can Samar practise **self-awareness, emotional regulation, self-compassion, self-care, and seeking help?**

 Self-awareness	 Emotional Regulation
 Self-Compassion	 Self-care / Seeking Help

Scenarios

Scenario 1: Alex

About Alex:

- Non-binary, uses they/them pronouns
- Enjoys drawing and following YouTube tutorials
- Grade 9 student, likes reading fantasy novels
- Recently started playing Dungeons & Dragons online with friends

Alex has always been a shy and reserved student. Recently, they have been experiencing bullying from a group of classmates, making them feel isolated and insecure. Despite trying to ignore the taunts, the constant harassment is taking a toll on Alex's mental health, causing them significant stress and anxiety.

Scenario 2: Emily

About Emily:

She/Her/Hers

- Grade 11 student, member of the school's DECA and Model UN team
- Loves baking and often makes treats for her younger siblings
- Active on TikTok, where she posts funny skit trends and baking videos

Emily's family has been going through a rough patch lately, with her parents constantly arguing and her younger sibling needing extra attention due to health issues. Balancing her family responsibilities with schoolwork and extracurricular activities has become increasingly challenging, leaving her feeling emotionally drained and stressed out.

Scenario 3: Amandeep

About Amandeep:

- He/Him/His
- Grade 12 student, captain of the school's Robotics team, Kumon tutor and lacrosse player
- Enjoys building the Millennium Falcon Lego on the weekend with his friends
- Aspires to study engineering at a top university
- Has older brother who has set a high-bar for success

Amandeep is a high-achieving student with big dreams for the future. However, the pressure to excel in academics, participate in numerous extracurricular activities, and maintain high grades for university admissions is taking its toll on him. With university applications looming ahead and the uncertainty of whether he'll get into his dream school, Amandeep finds himself constantly stressed about his future.

Scenario 4: Kevin

About Kevin:

- He/Him/His
- Kevin is his parents' only child
- Grade 11 student, regularly performs at school talent shows, part of the school band
- Low-middle income family
- Second-generation immigrant, his parents worked very hard to gain stability in Canada.

Despite Kevin's fervent desire to pursue a career in music production, his parents adamantly refuse to support his aspirations. They believe that music is merely a hobby and that investing time and money into music schooling is a frivolous pursuit. Kevin feels torn between his passion for music and his desire to maintain a harmonious relationship with his parents.

Scenario 5: Aisha

About Aisha:

- She/Her/Hers
- Grade 9 student, Aisha currently is not a part of any student clubs
- Aisha's parents don't speak english, and she has been their translator from a young age
- Aisha has few friends/community members that look like her
- Aisha loves to cook, especially cultural foods

Aisha's parents immigrated to Canada when she was young, hoping to provide her with better opportunities. Growing up in a new culture, Aisha feels torn between her parents' traditional values and her desire to fit in with her Canadian peers. As she navigates adolescence, she grapples with the challenge of balancing her cultural identity with the pressure to fit in.

Date : _____

Name: _____

How to Be There for Ourselves: Scenarios

Step 1: Read and Reflect

Read through your scenario(s) carefully. Highlight or underline any details that you think may be affecting the person’s mental health and wellness. You may wish to use the space below to make jot notes about any important details in the scenario, thoughts, or questions you have.

Scenario _____ (number): _____ (name)

Important Details	
Thoughts	
Questions	

Scenario _____ (number): _____ (name)

Important Details	
Thoughts	
Questions	





Step 2: Respond

Answer the questions below.

Scenario _____ **(number):** _____ **(name)**

1. What thoughts, emotions, and behaviours might the person in your scenario be experiencing? List them in the space below.

2. How could the person in your scenario practise self-awareness, emotional regulation, self-compassion, self-care, and seeking help? Fill out the table below with your ideas.

 Self-awareness	 Emotional Regulation
 Self-Compassion	 Self-care / Seeking Help