

Mental & Emotional Health - Class 1

How We Think, What We Believe, and Why It Matters?

1. Which statement best reflects the central idea of the lesson?
 - A. Emotions are only caused by external events
 - B. Thoughts always accurately reflect reality
 - C. What you believe shapes how you think, feel, and act
 - D. The brain records reality exactly as it happens(Answer: C)
2. Which of the following best describes epistemology?
 - A. The study of emotions and behavior
 - B. The study of how we know what is true
 - C. The study of brain anatomy
 - D. The study of memory storage(Answer: B)
3. A student thinks, "I failed this test because I'm not smart." What is the most accurate interpretation of this thought?
 - A. It is a proven fact
 - B. It is a neutral observation
 - C. It is a logical conclusion based on evidence
 - D. It is an interpretation that may or may not be true(Answer: D)
4. According to the lesson, how does the brain primarily build what we believe is "real"?
 - A. By recording exact copies of events
 - B. By using only visual input
 - C. By combining sensory input, processing, and conclusions
 - D. By relying only on memory(Answer: C)
5. What does the Mandela Effect demonstrate?
 - A. Memory is always accurate
 - B. Groups of people can share incorrect memories
 - C. Only individuals misremember events
 - D. Memory improves over time(Answer: B)
6. Optical illusions are important in this lesson because they show that:
 - A. Vision is the most reliable sense
 - B. The brain ignores all sensory input
 - C. Perception is always correct

D. The brain can misinterpret what it sees

(Answer: D)

7. In the selective attention experiment (the “invisible gorilla”), what is the key takeaway?

A. People have poor eyesight

B. The brain sees everything equally

C. Attention determines what we notice

D. Movement is always distracting

(Answer: C)

8. Two people see the same image, but one sees a duck and the other sees a rabbit. What does this illustrate?

A. Perception can differ

B. One person is correct and the other is wrong

C. The image is unclear

D. Vision problems are common

(Answer: A)

9. A person sends a text and does not get a response. Which option best represents accurate thinking?

A. “They must be ignoring me”

B. “They are definitely upset with me”

C. “There are multiple possible explanations”

D. “This always happens to me”

(Answer: C)

10. What is the most accurate statement about early childhood beliefs?

A. They are always correct

B. They are rarely remembered

C. They only affect childhood behavior

D. They can shape identity and future decisions

(Answer: D)

Home Activity Answer Key

Activity 1 - Answer Key – Example Responses

Note: There are no single “correct” answers. These are examples to help guide discussion. The goal is to help students understand how repeated messages can shape beliefs about themselves.

1. “You’re really good at figuring things out”

Possible belief: “I am capable” or “I can solve problems”

Explanation: This message reinforces confidence and encourages persistence when facing challenges.

2. “Why do you always mess things up?”

Possible belief: “I make mistakes all the time” or “I’m not good at things”

Explanation: This message can create a negative identity belief and may lead to hesitation or fear of trying.

3. “That was a great effort”

Possible belief: “Trying matters” or “Effort is important”

Explanation: This reinforces a growth mindset and encourages continued effort, even if the outcome isn’t perfect.

4. “You’re just not athletic”

Possible belief: “I’m not good at physical activities” or “There’s no point in trying”

Explanation: This message can limit willingness to try new things and may lead to avoidance of physical challenges.

5. “I’m proud of you for trying”

Possible belief: “Trying is valuable” or “I am supported when I try”

Explanation: This builds emotional safety and encourages persistence, even when things are difficult.

6. “That’s not good enough”

Possible belief: “What I do isn’t enough” or “I have to be perfect”

Explanation: This can create pressure, self-doubt, or fear of failure, depending on how often it is repeated.

Follow-up Discussion Guidance

Which beliefs would help someone try more?

Messages that focus on effort, growth, and capability tend to build confidence and resilience. Examples:

“I can figure things out”

“Trying matters”

“I am improving”

Which might make someone stop trying?

Messages that label identity in a negative or fixed way can reduce motivation. Examples:

“I always mess things up”

“I’m not good at this”

“I’ll never improve”

Key Teaching Point

Children often accept repeated messages as truth, especially from authority figures. Over time, these messages can become internal beliefs that influence behavior, confidence, and willingness to try.

Helping students recognize this gives them the ability to question and reshape those beliefs as they grow.

Activity 2 – EXAMPLE RESPONSES - Pause and Question

Note: There are no single “correct” answers. These are examples to help guide thinking. The goal is to practice noticing thoughts and considering other possibilities.

Example 1

Situation: A friend didn’t respond to my text

My first thought: “They’re ignoring me”

Another possible thought: “They might be busy or didn’t see the message yet”

Example 2

Situation: I got a lower grade than I expected

My first thought: “I’m not smart”

Another possible thought: “I may need more practice, or I didn’t understand this topic yet”

Example 3

Situation: Someone didn’t say hello to me

My first thought: “They don’t like me”

Another possible thought: “They might not have seen me or were distracted”

Example 4

Situation: I made a mistake in front of others

My first thought: “That was so embarrassing—everyone noticed”

Another possible thought: “Most people probably didn’t notice, and mistakes happen to everyone”

Example 5

Situation: I feel nervous before trying something new

My first thought: “I’m going to mess this up”

Another possible thought: “It’s normal to feel nervous when trying something new, and I can still try”

Example 6

Situation: Someone gave me short or unclear feedback

My first thought: “They’re upset with me”

Another possible thought: “They may be busy or just being brief, not upset”

Instructor / Parent Guidance (optional use)

Encourage students to:

- Notice their first thought without judging it
- Ask, “What else could be true?”
- Practice generating at least one alternative explanation

The goal is not to force “positive thinking,” but to develop more accurate and flexible thinking.