

THE INVISIBLE WOMAN SERIES

The Cloud Above My Head

A Story About Feelings, Growth, and Being Kind

TEACHER'S GUIDE & STUDENT COMPANION

Social–Emotional Learning for Pre-Kindergarten to Grade 5

Aligned with the Alberta Programs of Study

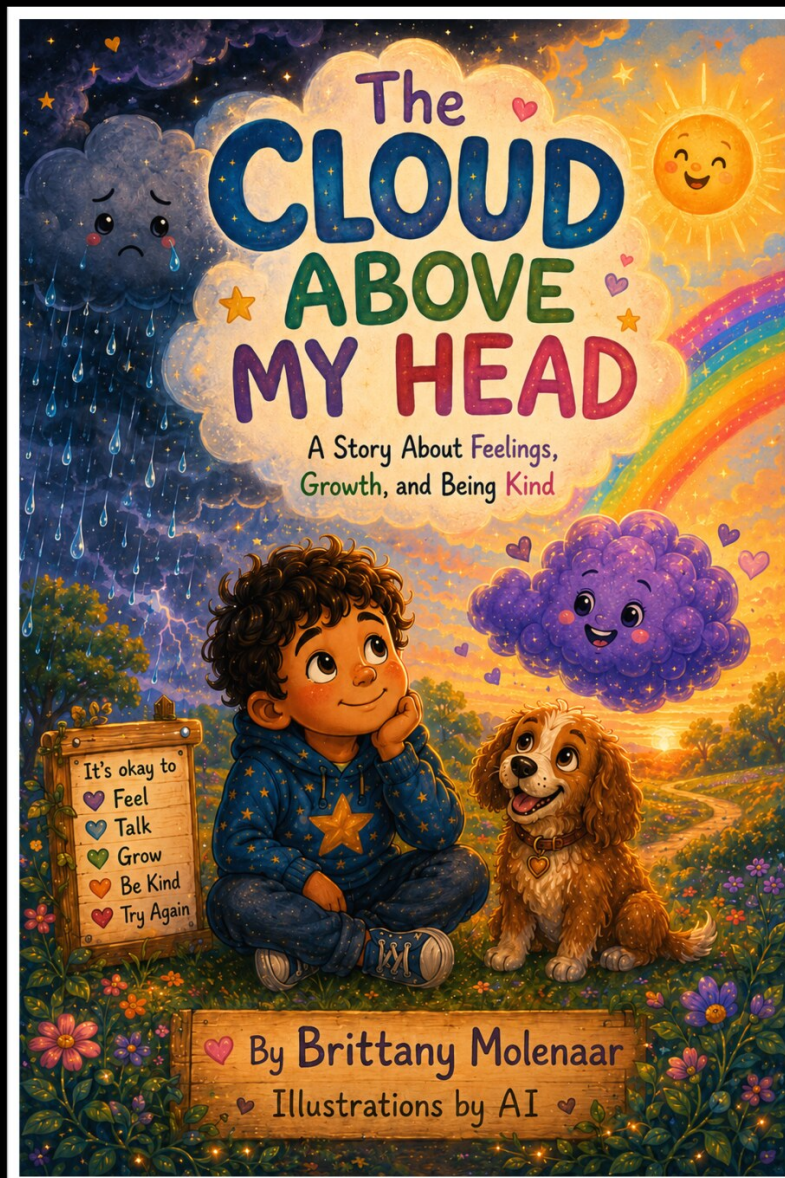
Physical Education and Wellness (K–6)

and the Alberta Teaching Quality Standard (TQS)

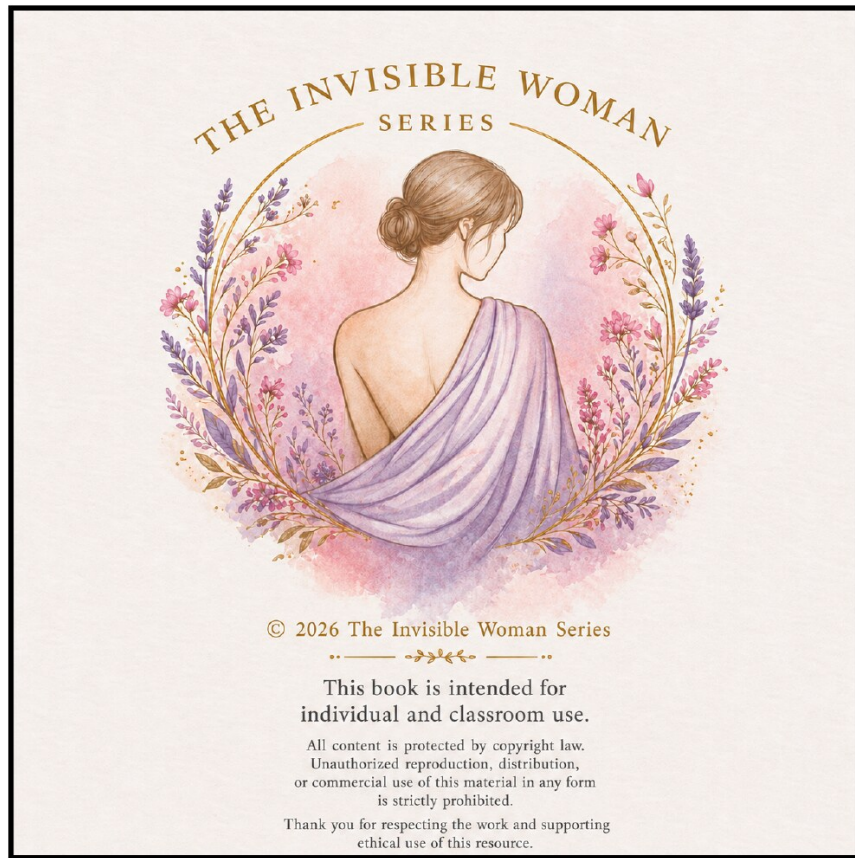
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Important note for educators and families

This resource supports social–emotional learning and wellbeing. It is not a diagnostic tool and is not a substitute for professional mental-health care. If a child discloses harm or appears to be at risk, follow your school authority’s wellness and safety procedures and Alberta’s legal duty-to-report requirements. See “A Note on Safety and Sensitive Topics” in the Introduction for crisis resources.

About the Author

Brittany Molenaar (Clark) is the author and creator of *The Cloud Above My Head* and of *The Invisible Woman Series* — a collection of gentle, illustrated resources that help children name their feelings, build resilience, and treat themselves and others with kindness.

Brittany writes for the youngest readers and the adults who guide them. *The Cloud Above My Head* grew out of a simple idea: that a thought or a big feeling is like a cloud passing overhead — something we can notice, breathe through, and let move along, rather than something to fear or fight. Her work pairs warm, rhyming language with calm, hopeful imagery so that mindfulness and mental-health concepts feel safe and approachable in any classroom or home.

A personal note from the author

“Life is too short to be something that we are not, so be authentic. An imperfect world creates imperfect people, and learning takes shape at any age. This resource allows children and adults to start where they are and improve themselves on their own terms, one step at a time.”

Learn more about *The Invisible Woman Series* and listen to the companion song using the links on the closing pages of this guide.

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Introduction

The Cloud Above My Head is a rhyming picture book that gives children a friendly, memorable way to understand their inner world. A worry, a hard feeling, or a racing thought becomes a cloud that drifts above a child's head. Instead of swiping at it, fighting it, or "painting it red,"

children learn to notice the cloud, breathe, let it be, and watch it float away — and to reach for a safe adult when a cloud feels too heavy to hold alone.

This Teacher's Guide and Student Companion keeps the original story and every illustration exactly as published and surrounds them with everything an educator needs to teach the book well: clear learning outcomes, background notes, discussion questions, a glossary, and explicit links to the Alberta Programs of Study and the Alberta Teaching Quality Standard.

Who this guide is for

The guide is written for Pre-Kindergarten through Grade 5 — early learning programs, Kindergarten classrooms, and elementary teachers, as well as counsellors, educational assistants, and families. Because the book's ideas grow with the child, every section offers three sets of outcomes and questions: one for Pre-K and Kindergarten, one for Grades 1–2, and one for Grades 3–5.

How this guide is organized

The guide follows the book from cover to cover in two parts:

- **Part One — The Story:** the rhyming poem, presented page by page, grouped into four teaching sections that move from noticing feelings to reaching out for help.
- **Part Two — The Practice Pages:** the book's illustrated activity spreads, grouped into five teaching sections on safe people, mental health, healthy habits, mistakes and growth, and hope and resilience — closing with the companion song.

Each of the nine teaching sections follows the same predictable rhythm:

- **Learning Outcomes** (grade-banded) open the section.
- **The book** reproduces the original page(s), pictures and text intact.
- **Teacher Notes** (the box text) explain the idea behind the page and how to facilitate it.
- **Curriculum & TQS Connections** name the specific Alberta outcomes and teaching competencies in both code form and plain language.
- **Follow-Up Questions** (grade-banded) close the section for discussion, journaling, or circle time.

How to use it

Read the book aloud first, simply for enjoyment, before teaching any section. Return to one section at a time — a single couplet or spread can anchor a short morning meeting, a calm-down corner routine, or a full wellness lesson. Choose the grade band that fits your learners, and feel free to mix outcomes across bands for a multi-age room. The breathing lines ("Breathe in and out...") are meant to be practised together, not just read.

A Note on Safety and Sensitive Topics

Lessons about feelings and mental health can invite children to share difficult experiences. This is a sign of trust. Respond calmly, listen without overreacting, and avoid promising secrecy. Follow your school authority's wellness and safeguarding procedures, and remember that in Alberta, every adult has a legal duty to report a child who may be in need of intervention. Keep

your school counsellor's contact information close, and let families know when you will be teaching this material so support can continue at home.

If a child needs help right now (Canada)

Kids Help Phone — free, 24/7, for young people: **1-800-668-6868**, or text **CONNECT to 686868**.

In an emergency, call 911. Confirm your division's current crisis and counselling contacts and post them where children can see them. This guide does not replace professional care.

Alberta Curriculum & TQS Alignment at a Glance

This guide is mapped to two Alberta documents: the Programs of Study (chiefly Physical Education and Wellness, K–6, with cross-curricular links to English Language Arts and Literature and the Arts) and the Teaching Quality Standard (2023).

A note on “outcome codes”

Alberta's current K–6 curriculum does not use legacy alphanumeric outcome numbers. Instead, each subject is built from Organizing Ideas, and within each grade, an Organizing Idea is expressed as a Learning Outcome supported by Knowledge, Understanding, and Skills & Procedures. Throughout this guide, outcomes are therefore cited in the curriculum's own form, for example: Physical Education and Wellness (K–6) · Grade 1 · Organizing Idea: Character Development · Learning Outcome. Plain-language notes follow every citation.

The six Teaching Quality Standard competencies

Every certificated Alberta teacher is held to these six competencies. The numbers used in this guide refer to this list:

- **Competency 1 — Fostering Effective Relationships.**
- **Competency 2 — Engaging in Career-Long Learning.**
- **Competency 3 — Demonstrating a Professional Body of Knowledge.**
- **Competency 4 — Establishing Inclusive Learning Environments.**
- **Competency 5 — Applying Foundational Knowledge about First Nations, Métis and Inuit.**
- **Competency 6 — Adhering to Legal Frameworks and Policies.**

Master alignment map

Section	Primary Alberta outcomes · TQS competencies
1. Meet the Cloud	PE&W K & Gr 1 Character Development (feelings & emotions); Gr 2 self-regulation. ELA&L oral language. TQS 1, 3, 4.
2. A Thought Is Just Energy	PE&W Gr 2 self-regulation; Gr 3 Character Development (resilience & emotions). ELA&L figurative language. TQS 3, 4.

3. You Are Not Your Thoughts	PE&W Gr 1 communicate feelings; Gr 2–3 self-regulation & resilience. TQS 1, 3, 4 (6 if disclosures arise).
4. The Container & Safe Adults	PE&W Gr 1 Safety (trusted adults); Gr 3 & 5 Safety (safety networks; health professionals). TQS 1, 4, 6, 3.
5. Safe People & Safe Ways to Share	PE&W Gr 1 Healthy Relationships & Safety; Gr 3 & 5 Safety (digital citizenship). TQS 1, 3, 4, 6.
6. Mental Health Matters	PE&W (K–6) mental health & well-being; Gr 3 resilience; Healthy Relationships (empathy). TQS 1, 3, 4, 5.
7. Healthy Habits for Body & Mind	PE&W (K–6) Active Living, Movement Skill Development, Growth & Development. TQS 3, 4.
8. Mistakes, Growth & Change	PE&W Gr 2–3 Character Development (virtues, resilience); Gr 3 Growth & Development. TQS 1, 3, 4.
9. Bad Times Do Not Stay	PE&W Gr 3 resilience; mental health & well-being; Healthy Relationships. ELA&L / Arts (song). TQS 1, 3, 4.

PART ONE

The Story

The rhyming poem — presented page by page — from noticing a feeling to reaching out for help.

Section 1 · Meet the Cloud: Noticing Thoughts and Feelings

The book opens with its central image: a thought or feeling is a cloud hanging over your head. Children learn the first move of mindful awareness — don't swipe it, fight it, or paint it red. Invite it in, breathe, watch it quietly, and let it be.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Name a feeling I have right now (happy, sad, mad, scared). • Point to the cloud and tell what it might be feeling. • Take one slow “balloon breath” with the class.
Grades 1 – 2	• Identify and describe a range of feelings and where I feel them in my body. • Explain that noticing a feeling is different from acting on it. • Practise a calming breath when a feeling is big.
Grades 3 – 5	• Explain “watch it, let it be” as a self-regulation (mindfulness) strategy. • Compare helpful and unhelpful ways to respond to a strong feeling. • Describe how slow breathing helps the body and mind settle.

From the Book

The Cloud Above My Head



See that cloud hanging over your head?

Don't swipe it, fight it, paint it red.

2

"See that cloud hanging over your head? / Don't swipe it, fight it, paint it red."



This is what you should do: let it stay.

Invite it in to come and play.

"This is what you should do: let it stay. / Invite it in to come and play."



Breathe in and out, then out and in.

Make it a game, and you will win.

"Breathe in and out, then out and in. / Make it a game, and you will win."



Don't feed it, greet it, or make it shout.

Don't pull it close, don't push it out.

"Don't feed it, greet it, or make it shout. / Don't pull it close, don't push it out."



Just watch it quietly, just let it be.

Watch what happens, and you will see!

6

"Just watch it quietly, just let it be. / Watch what happens, and you will see!"

Teacher Notes

The cloud is a metaphor for a thought or feeling. Young children experience emotions physically and in the moment; naming and "watching" a feeling builds the small but powerful gap between feeling something and reacting to it.

Notice the book's careful wording: it never calls a feeling bad. "Don't paint it red" models acceptance, not suppression. Practise the breathing lines together — hand on belly, breathe in for the cloud, breathe out to watch it drift.

Curriculum & TQS Connections

PE&W · Kindergarten	Organizing Idea: Character Development. Learning Outcome: "Children describe personal characteristics and explore feelings and emotions."
PE&W · Grade 1	Organizing Idea: Character Development. Learning Outcome: "Students examine personal characteristics, feelings, and emotions and explore understandings of self." Skills & Procedures: recognize how emotions can be expressed; identify and communicate feelings.
PE&W · Grade 2	Organizing Idea: Character Development. Knowledge: self-regulation is maintaining control over attention, thoughts, emotions, and behaviour; strategies include physical activity and thinking before responding.
Plain language	Children name and notice feelings and learn breathing as a self-regulation tool — the foundation of Alberta's wellness strand.
Cross-curricular	ELA&L (K–6): listening to and responding to a rhyming read-aloud; building feelings vocabulary.
TQS	1 Fostering Effective Relationships (a safe space to share feelings); 3 Professional Body of Knowledge (SEL); 4 Inclusive Learning Environments (every feeling is welcome).

Follow-Up Questions

Pre-K – K	• What colour is your cloud today? • Can you show me a happy face and a sad face? • Let's take a balloon breath together — ready?
Grades 1 – 2	• When have you had a cloud over your head? • What does your body feel like when you're mad or sad? • What is one thing you can do to feel calm?
Grades 3 – 5	• What does it mean to "watch a thought and let it be"? • Why might fighting a feeling make it bigger? • Describe a time when breathing helped you settle.

Section 2 · A Thought Is Just Energy: How Thoughts Work

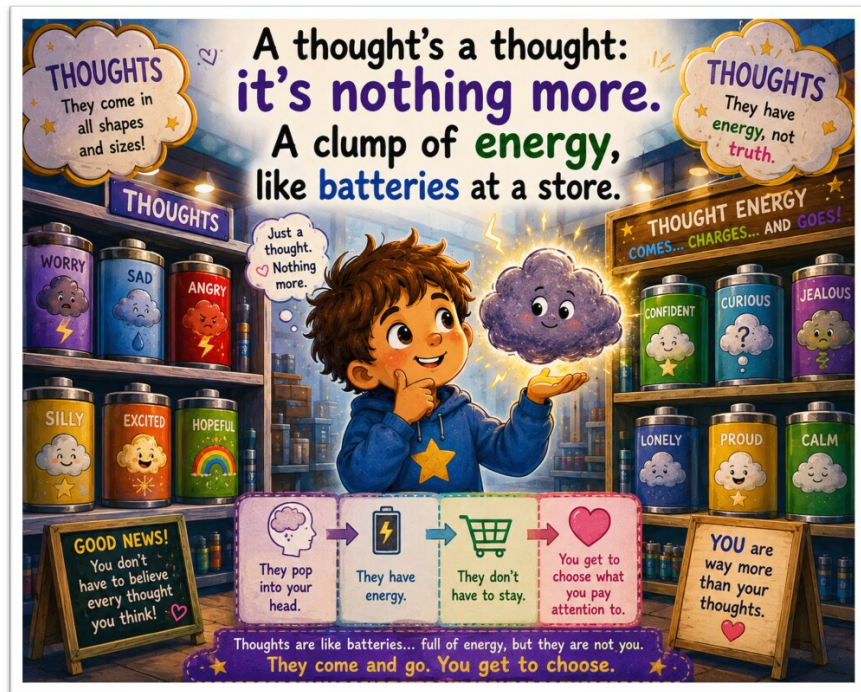
Here the book explains what a thought actually is: a clump of energy, like batteries at a store, that flows like a river — it comes and goes. Thoughts are curious, not bad. If you don't feed them, they grow bored and float out on their own.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Understand that thoughts come and go. • Wave hello and goodbye to a passing thought. • Know that a thought is not naughty or bad.
Grades 1 – 2	• Describe thoughts as temporary — they flow like a river. • Explain that not every thought needs an action. • Show kindness to myself when a thought is uncomfortable.
Grades 3 – 5	• Explain how attention “feeds” a thought and how leaving it lets it pass. • Connect the river and energy images to the idea that thoughts are impermanent. • Use self-compassion language when thoughts feel difficult.

From the Book



A thought's a thought: it's nothing more.

A clump of energy, like batteries at a store.

"A thought's a thought: it's nothing more. / A clump of energy, like batteries at a store."



Much like a river, which also flows, it stops sometimes, and then it goes.

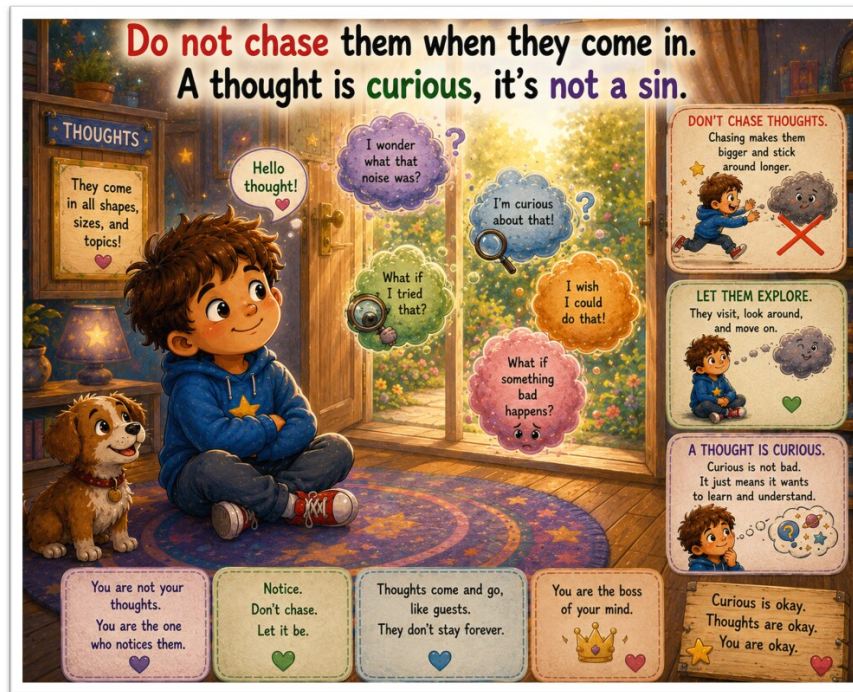
"Much like a river, which also flows, it stops sometimes, and then it goes."



If thoughts come knocking, open the door.

If you don't feed them, they can't stomp or roar.

"If thoughts come knocking, open the door. / If you don't feed them, they can't stomp or roar."



Do not chase thoughts when they come in.

A thought is curious, it's not a sin.

"Do not chase thoughts when they come in. / A thought is curious, it's not a sin."



Like a child, it is not bad.

It is still good when it is sad.

“Like a child, it is not bad. / It is still good when it is sad.”



Just like babies, thoughts might bound.

If you leave them, they look around.

"Just like babies, thoughts might bound. / If you leave them, they look around."



Thoughts might sit, or grumble, or pout.

But once they're bored, they flow right out.

13

"Thoughts might sit, or grumble, or pout. / But once they're bored, they flow right out."

Teacher Notes

This section builds metacognition — thinking about thinking. The battery (energy) and river (flow) images give children concrete handles for an abstract idea: a thought is not a command and does not have to be obeyed or chased.

The line “don’t feed them” is a gentle introduction to how attention works with worries and impulses. The repeated reassurance that a thought is “not a sin” and “not bad” protects children from shame about what pops into their minds.

Curriculum & TQS Connections

PE&W · Grade 2	Organizing Idea: Character Development. Self-regulation strategies include thinking before responding and recognizing challenges and obstacles.
PE&W · Grade 3	Organizing Idea: Character Development. Understanding: the development of resilience is supported through understanding of emotions. Skills & Procedures: identify emotions in a variety of situations.
Plain language	Children learn that thoughts are passing and manageable — a basis for impulse control and worry management.
Cross-curricular	ELA&L (K–6): understanding figurative language (the river and battery metaphors); making text-to-self connections.
TQS	3 Professional Body of Knowledge (developmentally appropriate SEL); 4 Inclusive Learning Environments (normalizing all thoughts).

Follow-Up Questions

Pre-K – K	• Can you wave bye-bye to a thought? • Is a thought bad? (No!) • What does a river do — does it stay still or move along?
Grades 1 – 2	• What happens to a thought if you don’t feed it? • How is a thought like a river? • Why is it okay to feel a sad thought?
Grades 3 – 5	• What does “don’t feed it” mean for a worry? • Why does the book say a thought is “not a sin”? • Tell about a strong thought that passed on its own.

Section 3 · You Are Not Your Thoughts — and Big Feelings Are Okay

The book draws a vital line: you are not your thoughts. Thoughts are energy that flow through. It is okay to cry, a hard feeling is not your fault, and you can choose to save a heavy thought for another day.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Know that it is okay to cry. • Understand that I am more than a bad feeling. • Ask for a hug or help when I need one.
Grades 1 – 2	• Explain that thoughts are not the same as who I am. • Name that all feelings, even hard ones, are allowed. • Use words to ask for a break or for help.
Grades 3 – 5	• Explain “you are not your thoughts” and why it protects self-worth. • Describe healthy emotional expression, including that crying is okay. • Explain “save it for another day” as a healthy coping choice.

From the Book



But please remember, thoughts aren't you.

They are energy, and you know what to do!

"But please remember, thoughts aren't you. / They are energy, and you know what to do!"

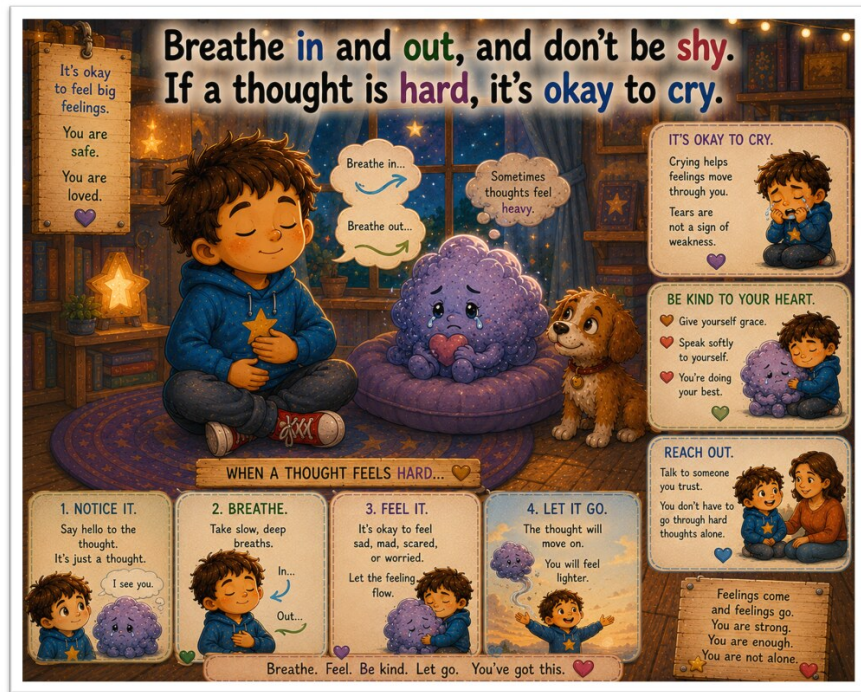


Thoughts are energy, and nothing more.

When they flow right through, just shut the door.

15

"Thoughts are energy, and nothing more. / When they flow right through, just shut the door."



Breathe in and out, and don't be shy.

If a thought is hard, it's okay to cry.

"Breathe in and out, and don't be shy. / If a thought is hard, it's okay to cry."



It's not your fault, and it's okay to say.

Let's save this thought for another day.

17

"It's not your fault, and it's okay to say. / Let's save this thought for another day."

Teacher Notes

This is one of the book's most protective messages. Separating identity from thoughts ("thoughts aren't you") guards self-esteem and counters shame; "it's not your fault" directly reduces blame.

Normalize crying as a healthy release rather than a problem to fix. Some children may begin to disclose here — respond warmly and follow the safety guidance in the Introduction.

Curriculum & TQS Connections

PE&W · Grade 1	Organizing Idea: Character Development. Skills & Procedures: identify and communicate feelings in a variety of contexts.
PE&W · Grade 2	Organizing Idea: Character Development. Understanding: self-regulation can help decrease stress and manage anxiety; practise a variety of self-regulation strategies.
PE&W · Grade 3	Organizing Idea: Character Development. Resilience includes the capacity to manage adversity or stress in effective ways.
Plain language	Children separate self from thought, learn that hard feelings are allowed, and build help-seeking language — core to emotional regulation and self-worth.
TQS	1 Fostering Effective Relationships; 3 Professional Body of Knowledge; 4 Inclusive Learning Environments. (6 Legal Frameworks if a disclosure requires follow-up.)

Follow-Up Questions

Pre-K – K	• Is it okay to cry? • Who gives the best hugs when you feel sad? • Are you your feeling, or are you you?
Grades 1 – 2	• What can you say when a feeling is too big right now? • Why aren't you your thoughts? • Who can you ask for help?
Grades 3 – 5	• What does “save this thought for another day” mean to you? • Why does it matter that a hard feeling is “not your fault”? • How can crying actually help us?

Section 4 · When a Thought Is Heavy: The Container and Safe Adults

The story's final couplets give children a concrete tool and a bridge to help. Imagine a strong container, pop the heavy thought inside, and close it. Then bring it to a counsellor, a doctor, or a safe adult, and open it together so you can share.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Name one safe grown-up I can talk to. • Understand I can tell a grown-up about a big feeling. • Practise the “put it in the container” motion.
Grades 1 – 2	• Describe the container strategy in my own words. • Identify trusted adults at school and at home. • Practise the words I could use to ask for help.
Grades 3 – 5	• Explain that containing a worry is a temporary tool, not avoidance. • Build a personal “safety network” of trusted people and supports. • Role-play bringing a worry to a safe adult.

From the Book



Imagine a container and make it strong.

Then, pop it, close it: it won't take long.

"Imagine a container and make it strong. / Then, pop it, close it: it won't take long."



Talk with a counsellor, and/or a doctor too.

Tell a safe adult who knows what to do.

Bring your container and open it there. They will help you, and you can share.

19

"Talk with a counsellor, and/or a doctor too. / Tell a safe adult who knows what to do. / Bring your container and open it there. They will help you, and you can share."

Teacher Notes

The container, or "worry box," is a recognized containment technique that helps a child set a big feeling aside until they are ready and supported. Stress the book's key point: the

container is meant to be opened with a safe adult — containing is temporary, not hiding forever.

This is the book's deliberate handoff from self-help to help-seeking. Connect it to the real adults in your building: introduce the school counsellor by name and review how a child can reach them.

Curriculum & TQS Connections

PE&W · Grade 1	Organizing Idea: Safety. Understanding: children can tell a trusted adult; identify trusted adults in the school and community who can support personal safety.
PE&W · Grade 3	Organizing Idea: Safety. Knowledge: resources that support personal safety include safety networks and supports; safety of self and others can be met through awareness of supports.
PE&W · Grade 5	Organizing Idea: Safety. Safety of self and others can be enhanced through community programs and supports, including health professionals.
Plain language	Children learn a calming tool and, crucially, how and whom to ask for help — identifying trusted adults and community supports.
TQS	1 Fostering Effective Relationships; 4 Inclusive Learning Environments; 6 Adhering to Legal Frameworks and Policies (duty to report; wellness protocols); 3 Professional Body of Knowledge.

Follow-Up Questions

Pre-K – K	• Who is your safe grown-up? • Can you show me how to put a worry in the container? • What feels good about telling a grown-up?
Grades 1 – 2	• Where do your worries go in the container? • Who could you bring your container to? • What words would you use to ask for help?
Grades 3 – 5	• Why do we open the container with a safe adult instead of keeping it shut forever? • Who is on your safety network? • What makes an adult feel “safe” to talk to?

PART TWO

The Practice Pages

The book's illustrated activity spreads — safe people, mental health, healthy habits, growth, and hope.

Section 5 · Safe People and Safe Ways to Share

The first practice pages turn the story's message into a toolkit. We all need safe people. We can save a thought for another day — and when we need to let a feeling out, we can tell a friend, write it, draw it, sing it, or type it out, but not press send. Safe people include a teacher, a police officer, and family, too.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Point to safe people (teacher, family, helpers). • Choose a way to share a feeling (draw it or tell it). • Practise drawing how I feel.
Grades 1 – 2	• List several safe people and several safe ways to express feelings. • Explain “don’t press send” — pause before sharing in anger. • Choose a strategy that fits how I feel.
Grades 3 – 5	• Build a personal list of safe people and coping strategies. • Explain the difference between healthy venting and harmful sharing. • Describe an early rule of digital citizenship: think before you send.

From the Book



Practice Page — We need safe people: saving thoughts and safe ways to vent (tell a friend, type it out, but don't press send).



Practice Page — Who is a safe person? A teacher, a police officer, and family, too — plus safe ways to share: write it, draw it, sing a song.

Teacher Notes

These spreads expand the safe-adult idea into many channels for expression — talk, write, draw, sing, or type-but-don't-send. Children differ; offering several outlets means every learner can find one that fits.

“Don't press send” is an age-appropriate doorway to digital citizenship and the emotional pause: it is okay to write angry words to get them out, and wise not to send them. Use the spreads to co-create a class list of safe people and safe strategies.

Curriculum & TQS Connections

PE&W · Grade 1	Organizing Ideas: Healthy Relationships (friendship and connection support wellbeing) and Safety (identify trusted adults who can support personal safety).
PE&W · Grade 3	Organizing Idea: Safety. Knowledge includes digital citizenship — responsible conduct and safety.
PE&W · Grade 5	Organizing Idea: Safety. Practise digital citizenship by being considerate of others.
Plain language	Children learn whom to turn to and many healthy ways to express feelings, including a first look at being thoughtful online.
TQS	1 Fostering Effective Relationships; 3 Professional Body of Knowledge; 4 Inclusive Learning Environments; 6 Adhering to Legal Frameworks and Policies (online safety, reporting).

Follow-Up Questions

Pre-K – K	• Who is a safe person at school? • Show me how you would draw your feeling. • Who is a safe person at home?
Grades 1 – 2	• Can you name three safe people? • What are two ways to let a big feeling out? • Why might we wait before we “press send”?
Grades 3 – 5	• Why “don't press send”? • What is the difference between venting to a safe friend and being unkind online? • Which safe strategy works best for you, and why?

Section 6 · Everyone Has Problems: Mental Health Matters

These spreads normalize struggle and reduce stigma. We all have problems, and that's alright — it means we're human. We all need help sometimes, so that hurt won't grow. Mental health matters for everyone; all of us have feelings and thoughts that stay, and no life is perfect — all skies turn grey.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Understand that everyone has hard days. • Know that helping a friend feels good. • Offer a kind word to a classmate.
Grades 1 – 2	• Explain that having problems is normal and human. • Explain that asking for help keeps hurt from growing. • Show empathy by helping a peer.
Grades 3 – 5	• Describe what mental health is and why it matters. • Explain that “no life is perfect” and reaching out is a strength. • Suggest ways our class can make it safe to ask for help.

From the Book



Practice Page — We all have problems: reaching out and helping each other so hurt won't grow.



23

Practice Page — Mental health matters: all feelings and thoughts deserve care.

Teacher Notes

Universality is the medicine here: when children hear that everyone struggles, shame loses its grip. Emphasize that asking for help is strong, not weak, and that helping each other is how a community keeps “hurt from growing.”

This is a natural place to set class norms about kindness and confidentiality, and to introduce the idea that minds need care just as bodies do.

Curriculum & TQS Connections

PE&W · K–6 strand	The Physical Education and Wellness curriculum explicitly addresses personal development, mental health, and well-being across the grades.
PE&W · Grade 3	Organizing Idea: Character Development. Resilience includes the capacity to manage adversity or stress in effective ways.
Healthy Relationships	Across grades: relationships built on communication, collaboration, empathy, and respect support social-emotional wellbeing.
Plain language	Children build mental-health literacy and empathy, and learn that help-seeking is normal and strong — reducing stigma.
First Nations, Métis & Inuit perspectives	Opportunity to introduce holistic wellness — balance among mind, body, emotion, and spirit. Draw on authentic, locally approved resources and the guidance of Elders or Knowledge Keepers rather than generic materials.
TQS	1 Fostering Effective Relationships; 3 Professional Body of Knowledge; 4 Inclusive Learning Environments; 5 Applying Foundational Knowledge about First Nations, Métis and Inuit.

Follow-Up Questions

Pre-K – K	• Does everyone have hard days? • How can we help a friend who is sad? • What is a kind thing we can say?
Grades 1 – 2	• Why is it okay to have problems? • What can we do so that hurt doesn't grow? • How does helping someone make you feel?
Grades 3 – 5	• What is mental health, in your own words? • Why does helping each other help everyone? • How can our class make it safe to ask for help?

Section 7 · Healthy Habits for Body and Mind

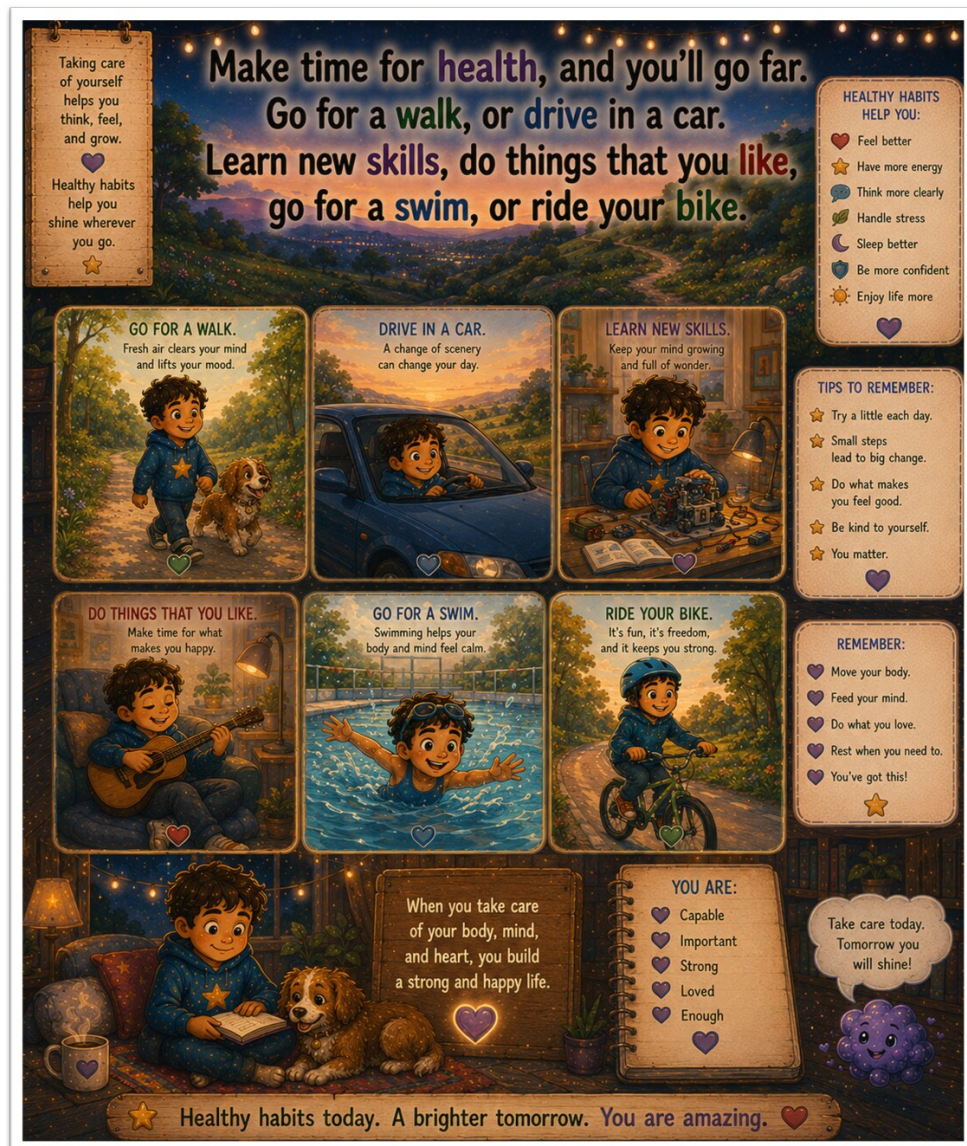
This spread links the body and the mind. Make time for health and you'll go far: go for a walk, a swim, or a bike ride; learn a new skill; and make time for the things you like. Healthy habits today make for a brighter tomorrow.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Name one healthy thing I like to do. • Move my body in a fun way. • Show a way I rest and a way I play.
Grades 1 – 2	• List several healthy and active habits. • Connect moving and resting to feeling good. • Pick one healthy habit to try.
Grades 3 – 5	• Explain how physical activity and routines support mental wellbeing. • Set a simple personal wellness goal. • Plan when and how I will practise a healthy habit this week.

From the Book



Practice Page — Make time for health: healthy habits for body and mind (walk, swim, bike, learn, play).

Teacher Notes

This page is the heart of Alberta's combined Physical Education and Wellness subject: physical activity, rest, and healthy routines are not separate from mental health — they support it.

Use the spread as a springboard for movement: take an active break, build a class list of “ways we move and rest,” or set a one-week wellness goal together.

Curriculum & TQS Connections

PE&W · K–6 strands	Active Living and Movement Skill Development run through every grade; Growth and Development connects physical activity to overall wellbeing.
PE&W · Grade 3	Organizing Idea: Growth and Development. Areas of development are interconnected and include mind, body, spirit, emotion, and self-image.
Well-being dimensions	The subject promotes holistic development across physical, social, emotional, and other dimensions — this page foregrounds the mind–body link.
Plain language	Children connect moving, resting, and healthy routines to feeling well in body and mind, and practise simple goal-setting.
TQS	3 Professional Body of Knowledge; 4 Inclusive Learning Environments (activities all learners can access).

Follow-Up Questions

Pre-K – K	• What is your favourite way to move? • Can you show me a calm, resting pose? • What do you like to do for fun?
Grades 1 – 2	• Can you name two healthy habits? • How do you feel after you play? • Which habit will you try?
Grades 3 – 5	• How does moving your body help your mind? • What is one healthy habit you’ll try this week, and when? • How are rest and activity both important?

Section 8 · Mistakes, Growth, and Change

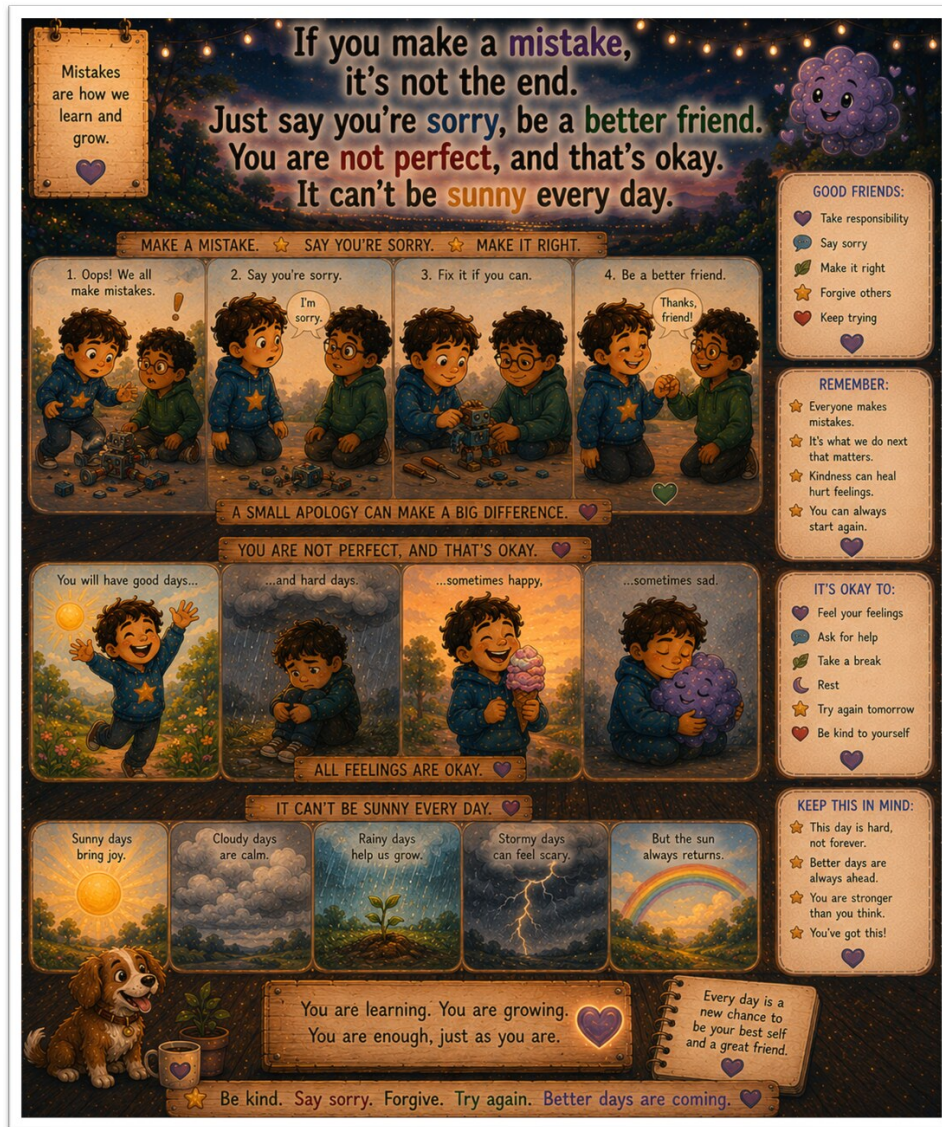
Two spreads carry the book’s growth message. If you make a mistake, it’s not the end — say you’re sorry, fix it if you can, and be a better friend. You are not perfect, and that’s okay; it can’t be sunny every day, and all feelings are okay. And everything grows and changes too — like tadpoles, frogs, and seasons — so embrace change and trust the journey.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Say “I’m sorry” after a mistake. • Know that mistakes are okay. • Notice things that grow, like a seed or a frog.
Grades 1 – 2	• Describe the steps to make a mistake right: oops, sorry, fix it, be a better friend. • Explain that all feelings and all kinds of days are okay. • Recognize how living things grow and change over time.
Grades 3 – 5	• Explain a growth mindset: “you are learning, you are growing.” • Describe how to repair a friendship after conflict (apology and forgiveness). • Connect natural change — seasons and life stages — to personal growth and resilience.

From the Book



Practice Page — If you make a mistake: oops, say sorry, fix it, be a better friend; all feelings are okay.



Practice Page — Everything grows and changes: seasons, life stages, and personal growth — embrace change, trust the journey.

Teacher Notes

The mistake spread is a clear model of restorative practice: acknowledge (“oops”), apologize, repair (“fix it if you can”), and reconnect (“be a better friend”). Pair it with the reassurance that all feelings are okay and “it can’t be sunny every day.”

The change spread reinforces impermanence and hope through nature — tadpoles to frogs, seed to plant, season to season. It gives children language for growth: they, too, are always becoming.

Curriculum & TQS Connections

PE&W · Grades 2–3	Organizing Idea: Character Development. Exploration of virtues develops resilience and personal talents; roles connect to self-understanding.
PE&W · Grade 3	Organizing Idea: Growth and Development. Development is the process of becoming a unique person; areas of development are interconnected (mind, body, spirit, emotion, self-image).
Healthy Relationships	Across grades: empathy and repair — words and actions that support friendship and resolve conflict.
Plain language	Children practise apology and repair, develop a growth mindset, and understand change as natural and hopeful.
TQS	1 Fostering Effective Relationships; 3 Professional Body of Knowledge; 4 Inclusive Learning Environments.

Follow-Up Questions

Pre-K – K	• What do we say when we make a mistake? • Can you find something in the picture that grows? • Is it okay to have a rainy day sometimes?
Grades 1 – 2	• What are the steps to make a mistake right? • Is it okay to have a sad day? • How does a tadpole change?
Grades 3 – 5	• What does “you are learning, you are growing” mean to you? • How are seasons like our feelings? • How do you repair a friendship after a mistake?

Section 9 · Bad Times Do Not Stay: Hope, Resilience, and the Song

The book closes with resilience and hope. Bad times do not stay — when the rains blow over, go out and play. You aren't your words; you aren't your mind; you are a human, so please be kind. You matter. You are amazing. You are you. Keep going, keep growing, keep shining. A companion song carries the same message.

Learning Outcomes

By the end of this section, students will be able to:

Pre-K – K	• Know that hard times pass. • Sing along to the song. • Hear and repeat: “I matter.”
Grades 1 – 2	• Explain that hard times do not last (hope and resilience). • Say a kind, true thing to myself: “I matter; I can keep going.” • Join in the song with the class.
Grades 3 – 5	• Define resilience and hope. • Explain why “you aren't your words or your mind” protects self-worth. • Create a personal “keep going” affirmation and reflect through the song.

From the Book



Click to listen to the song: <https://suno.com/s/x1RhFx5oAiL02AxI>

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Practice Page — Bad times do not stay: hope, kindness, and “keep going, keep growing, keep shining.”

Teacher Notes

The closing reframes the whole book: storms pass, and we are more than our hardest thoughts and words. Reinforce identity separate from inner experience — “you are a human, so please be kind,” including to yourself.

Use the song for a calm, shared closure. Revisit the back-cover affirmations — you are loved, important, enough, not alone; you matter — and invite children to write or say their own.

Curriculum & TQS Connections

PE&W · Grade 3	Organizing Idea: Character Development. Resilience includes the capacity to manage adversity or stress in effective ways.
PE&W · K–6 strand	Personal development, mental health, and well-being; Healthy Relationships (kindness to self and others).
Cross-curricular	ELA&L (K–6): responding to a song and poem; oral language. The Arts (Music): listening and joining in song as a shared response.
Plain language	Children build resilience, hope, positive self-talk, and a sense of self-worth, and respond to text through music.
TQS	1 Fostering Effective Relationships; 3 Professional Body of Knowledge; 4 Inclusive Learning Environments.

Follow-Up Questions

Pre-K – K	• Do bad days last forever? • Can we sing the song together? • Say it with me: “I matter.”
Grades 1 – 2	• What can you say to yourself on a hard day? • What does “keep going” mean to you? • How did the song make you feel?
Grades 3 – 5	• What is resilience? • Write your own “keep going” sentence. • Why does it help to remember “you aren’t your words”?

The Companion Song

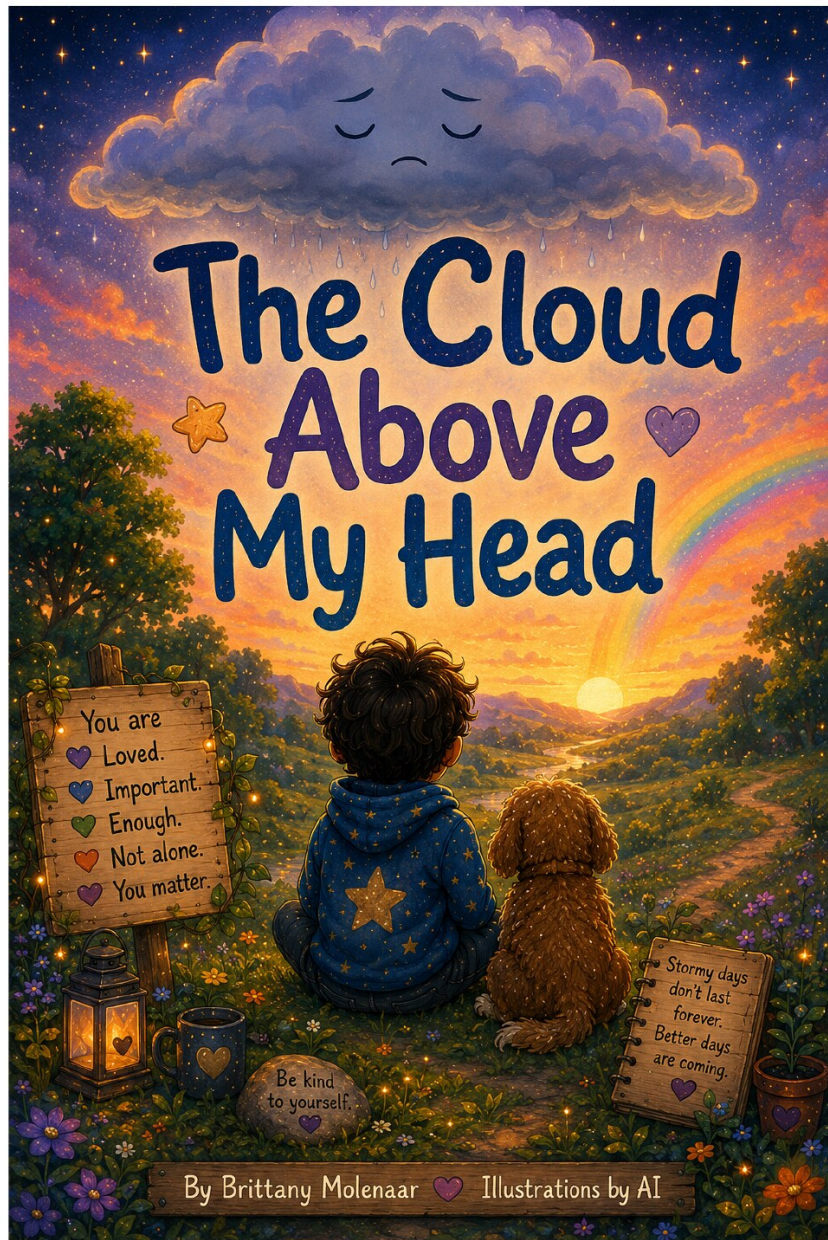
The Cloud Above My Head has a companion song that sets the book’s message to music. Use it as a calm closing, a transition, or a movement break, and revisit it after teaching Section 9.

Listen to the song: <https://suno.com/s/x1RhFx5oAiL02AxI>

Listening activity (all grades)

- Listen once with eyes closed and just breathe.
- Listen again and join in on a repeated line.

- Afterward, share one word for how the song made you feel (Pre-K–K), or write a sentence or your own “keep going” line (Grades 1–5).



Original back cover — reproduced as published: “You are Loved, Important, Enough, Not alone. You matter.”

Glossary

Kid-friendly meanings for the words and ideas in *The Cloud Above My Head*. Adjust the wording to fit your learners.

Affirmation	A kind, true thing you say to yourself, such as “I matter” or “I can keep going.”
Boundary	A line that helps keep you safe — a need or want you can share with others, like “please stop.”
Breathing (calm breathing)	Taking slow breaths in and out to help your body and mind feel calm.
Cloud	In this book, a picture of a thought or feeling that floats above your head and then drifts away.
Consent	Giving or asking for permission. You can say yes or no, and others should respect your answer.
Container (worry box)	An imaginary box where you can put a heavy thought to keep for later and open with a safe adult.
Counsellor	A helper at school or in the community whose job is to listen and help you with feelings and worries.
Emotion / Feeling	What is happening inside you, like happy, sad, mad, scared, or excited.
Empathy	Understanding and caring about how someone else feels.
Energy	Something that moves and changes. The book says a thought is “a clump of energy” that flows and passes.
Growth mindset	Believing you can learn and grow, especially after mistakes. “You are learning, you are growing.”
Mental health	How you feel and cope on the inside. Like your body, your mind needs care, too.
Mindfulness	Noticing what is happening right now — your breath, a feeling, a thought — calmly and without judging it.
Mistake	Something you did that you wish you hadn’t. Mistakes are how we learn and grow.
Resilience	Bouncing back after a hard time. “Bad times do not stay.”
Safe adult / Trusted adult	A grown-up you can go to for help, like a teacher, a family member, a doctor, or a police officer.
Safety network	The group of safe people and supports you can reach out to when you need help.
Self-regulation	Managing your attention, feelings, and actions — like pausing, breathing, or thinking before you respond.
Stigma	An unfair, negative idea about something. This book helps remove stigma about feelings and mental health.
Thought	An idea or picture that pops into your mind. The book reminds us: “thoughts aren’t you.”
Well-being	Feeling healthy and okay in your body, your mind, and your relationships.

Index

Numbers refer to the guide's nine teaching sections (S1–S9), plus front and back matter.

Affirmations / positive self-talk	S9; Glossary
Apology and making amends	S8
Boundaries	S5; Glossary
Breathing / calming strategies	S1, S3
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Cloud metaphor	Introduction; S1
Consent	S5; Glossary
Container/worry box	S4
Counsellor	S4; Safety note (Introduction)
Crying (healthy expression)	S3
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First Nations, Métis & Inuit perspectives	S6; Alignment map
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Self-worth (“you are not your thoughts”)	S3, S9
Song (companion)	S9; The Companion Song
Thoughts as energy	S2

Sources & References

The book

Molenaar (Clark), Brittany. *The Cloud Above My Head: A Story About Feelings, Growth, and Being Kind*. The Invisible Woman Series, © 2026. All text and illustrations reproduced in this guide are from this work.

Companion song: <https://suno.com/s/x1RhFx5oAiL02Axl>

Alberta curriculum and professional standards

Alberta Education. *Teaching Quality Standard* (2023).

<https://open.alberta.ca/publications/teaching-quality-standard>

Alberta Education. *Physical Education and Wellness (K–6)*, Alberta Programs of Study (LearnAlberta). <https://curriculum.learnalberta.ca/curriculum/en/s/pde>

Alberta Education. *Physical Education and Wellness K–6 Subject Overview*. LearnAlberta.

MediaSmarts. *Digital Media Literacy Outcomes by Province & Territory — Alberta: Physical Education and Wellness (K–6)*. Used to reference grade-level Learning Outcome wording.

<https://mediasmarts.ca>

Wellbeing resources

Kids Help Phone (Canada): 1-800-668-6868; text CONNECT to 686868;

<https://kidshelpphone.ca>. In an emergency, call 911.

Curriculum references reflect Alberta's Physical Education and Wellness (K–6) Programs of Study and the Teaching Quality Standard (2023) as published at the time of writing (June 2026). Confirm current outcomes and your division's policies before classroom use.