



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 19	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #19
Developed by: Dana Reaume	Date Developed: September 2018
School Name: Revelstoke Secondary School	Principal's Name: Greg Kenyon
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Mental Health and Wellness	Grade Level of Course: 10/11/12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

none

Special Training, Facilities or Equipment Required:

Teacher must have completed coursework and training in the field of mental health and wellness

UBCx Bringing Mental Health to Schools resources, access to internet

Course Synopsis:

This course has been designed based on student request, interest in learning more about Mental Health and Wellness as well as school-based identified needs. In addition, Revelstoke has deeply engaged in mental health and wellness training and support for all learners in our district. We have identified this as a current district-wide goal. The intention is that this course will be delivered in learning support blocks at the appropriate developmental time for learners. Students will assess their current level of understanding regarding mental health, mental health

literacy, mental illness and wellness. They will develop skills and strategies to increase both their knowledge and personal skills in this area. Students will be able to integrate this learning into their own lives as well as use these skills to support peers and the wider community in this area. The connections that students will make between this learning and their personal lives will provide a foundation for successful school completion and lifelong positive mental health. A strong community partnership with mental health professionals will be developed and fostered through this coursework.

Goals and Rationale:

- To provide information to help promote understanding of mental health and mental illness and wellness in the classroom
- To decrease stigma related to mental illness
- To help students with a basic understanding of brain function to support better understanding of both mental health, wellness and illness
- Help students identify when they, a friend or family member is experiencing mental health problems or illness
- To provide skills to help young people understand that seeking help for mental health problems is healthy and important, and to help them learn when and where to seek help as well as to develop competencies to be used when interacting with health care providers
- To reinforce the importance of positive mental health, understand the purpose of stress-response in helping students become resilient and to develop effective and adaptive strengthening ways of coping with stress
- To provide information about treatment of mental disorders, recovery from mental illness, and help develop the knowledge and competencies that their students can use to help themselves keep mentally healthy
- To improve mental health outcomes in young people and to enhance school connectedness and healthy social interactions
- To provide proactive strategies and activities that help students to improve their mental health and wellbeing (ie. Physical exercise, sleep and nutrition)

Aboriginal Worldviews and Perspectives:

Use of narrative story-telling and lived experience through video and other media will help students to make connections to Aboriginal Ways of Learning. In addition, using experiential learning and land-based resources/activities is vital. In order for this course to be responsive in its instruction community members, including elders, will be consulted with and accessed. This course is intended to be positive and learner-centered. Tailoring to individual needs, cultural and ethnic background as well as local, land-based knowledge will be key. Flexible scheduling, grouping and program configuration is a strategy that will be consistently utilized. Students will be encouraged to relate this learning to themselves, their families and wider communities. Local processes and protocols will be followed and priority will be made to connect to the local Aboriginal community through our Aboriginal Support worker. Seeking guidance from elders and community members will be stressed upon. The use of traditional teachings, in particular the Seven Sacred Teachings will be integrated into this course. Special care will be paid to ensuring we are following responsive school protocols as outlined here:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf

BIG IDEAS

Understand mental health and wellness as it applies to personal culture and identity

Reduce stigma associated with mental health, illness and wellness

Increase connection with community resources related to mental health and wellness

Understand that healthy choices influence and are influenced by our physical, emotional, mental and spiritual well being

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>A – Personal Identity and Culture</p> <ul style="list-style-type: none"> •Apply First Peoples Principles of learning regarding mental health •Make connections to the medicine wheel as well as personal gifts and strengths •Evaluate current level of mental health and wellness •Explore and describe factors that shape personal identities, including SOGI <p>B- Stigma</p> <ul style="list-style-type: none"> •Participate, with the attitude of non-judgement, in activities related to mental health and wellness •Analyze, and critically evaluate, the potential effects of social influences, including social media, on mental health and wellness including myths about mental illness •Explore the meaning of the term stigma and the relationship between attitudes (beliefs) and discriminatory treatment (behaviour and actions) toward people with mental illness 	<p><i>Students are expected to know the following:</i></p> <p>A</p> <ul style="list-style-type: none"> - The traditional land on which we learn - How the medicine wheel is connected to mental health and wellness and how to utilize this tool to evaluate personal balance - Define mental health, mental wellness and mental illness and understand the difference between them - How SOGI influences mental health and wellness <p>B</p> <ul style="list-style-type: none"> - how social media influences views on mental health - how social media and technology can be used to promote positive mental health - resources available online (kids help phone, text-talk lines) - how social stigma can prevent people from asking for help

C – Understanding Mental Health and Mental Illness

- Construct images of the human brain and apply concepts of brain function to human growth and development
- Illustrate the difference between mental health and mental illness in a variety of ways
- Describe how mental disorders are due to changes in brain function
- Use specific words to more clearly describe feelings and emotions and mental health categories
- Share learning of mental disorders with others

D – Connectedness (Family communication, seeking help and finding support)

- View and analyze a variety of lived experiences
- Explore the impact of mental illness on teens
- Plan ways to increase connectedness to supportive people and resources in school, family and community
- Actively engage in community speaker presentations
- Apply strategies for supporting friends and others who may be having trouble coping because of mental health problems or mental illness

- how to decrease stigma and discriminatory behavior related to people with mental illness

C

- basic **brain function** and how this applies to changes in emotions
- basic brain function and how this applies to mental illness
- How to talk respectfully about mental illness with the appropriate vocabulary that is inclusive and non-judgemental
- How the stress response affects physical and mental health
- The following words and their meanings:
 - Mental health, mental distress, mental health problems, mental illness, anxiety, ADHD, bipolar disorder, depression, schizophrenia, anorexia nervosa, bulimia nervosa, OCD and PTSD.

D

- Sources of mental health information
- Strategies to protect themselves, and others from harm
- Who, in our community, is available to provide support to themselves as well as their families

E – Understanding Positive Mental Health

- Create a diary of daily activities needed to obtain and maintain good mental health that includes ways to overcome potential barriers to participation
- Apply positive mental health strategies to personal experience
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict
- Apply wellness strategies to their personal, positive mental health and wellness goals (ie. Exercise, sleep and nutrition)

E

- Long and short term consequences of **healthy decision making** including: physical activity, healthy eating, technology use and sleep routines
- Consequences of and influences of **substance use** on mental health and wellbeing
- How to engage in **conflict resolution** and **restorative justice** processes that increase positive relationship building and positive mental health and wellbeing

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Big Ideas – Elaborations

mental health - a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.

mental wellness - Good mental health or mental wellness isn't just the absence of mental health problems. Being mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues. Rather than the absence of mental illness, mental wellness refers to the presence of positive characteristics.

Stigma – a mark of disgrace associated with a particular circumstance, quality, or person

Curricular Competencies – Elaborations

medicine wheel - There isn't a simple answer to the question as medicine wheels (sometimes called hoops) come in more than one form, and their significance and use is culture-specific. There is, however, one fundamental similarity besides the shape - medicine wheels represent the alignment and continuous interaction of the physical, emotional, mental, and spiritual realities. The circle shape represents the **interconnectivity** of all aspects of one's being, including the connection with the **natural world**. Medicine wheels are frequently believed to be the circle of awareness of the individual self; the circle of knowledge that provides the power we each have over our own lives.

SOGI – sexual orientation and gender identity

discriminatory treatment- treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.

Mental illness (mental disorders) – very different from stress or mental health problem. Complex interplay between a person's genetic makeup and the environment in which they live or have lived or been exposed to at different times. Also called a mental disorder. It is a medical condition diagnosed by a trained health professional using internationally established diagnostic criteria
lived experiences

Content – Elaborations

Mental health - a state of **well-being** in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community

Mental distress (stress) – the inner signal of anxiety or ‘stress’ that a person has when something in their environment is demanding that they adapt to a challenge

Mental health problems – may arise when a person is faced with a much larger stressor than usual. Normal part of life and are not a mental illness.

Mental illness (mental disorders) – very different from stress or mental health problem. Complex interplay between a person’s genetic makeup and the environment in which they live or have lived or been exposed to at different times. Also called a mental disorder. It is a medical condition diagnosed by a trained health professional using internationally established diagnostic criteria.

- Anxiety: a state of constant physical, emotional and cognitive hyper-arousal.
- Anxiety disorders: are a group of illnesses, each characterized by persistent feelings of intense anxiety.
- ADHD: Attention deficit hyperactivity disorder, a diagnosed behavioural disorder in which the person experiences hyperactivity, difficulty attending to tasks and impulsivity
- bipolar disorder: a mental disorder marked by alternating periods of elation and depression
- depression: a clinical diagnosis used to describe the feelings of sadness or unhappiness that continue over a period of time. Excessive and long-term depressed mood.
- schizophrenia: a long-term mental illness of a type involving a breakdown in the relation between thought, emotion, and behavior, leading to faulty perception, inappropriate actions and feelings, withdrawal from reality and personal relationships into fantasy and delusion, and a sense of mental fragmentation.
- anorexia nervosa: a mental illness characterized by an obsessive desire to lose weight by refusing to eat. An eating disorder.
- bulimia nervosa: a mental illness characterized by binge eating, self-induced vomiting and strong concerns about body shape and weight.
- Obsessive compulsive disorder (OCD): a disturbance of specific brain circuits that leads to two symptoms of obsession and compulsion. A person with OCD experiences persistent, recurrent, intrusive and unwanted thoughts, ideas or fears and repeated, ritualized behaviours that are done to try and stop the worry and anxiety
- Post-traumatic stress disorder (PTSD) – a disturbance in the normal stress response to a severe and often life-threatening event.

brain function: part of the Central Nervous System (CNS) is to regulate the majority of our body and mind's functions

healthy decision making: To make healthy decisions, we rely on our rational, organized thought processes, balanced emotions, and actions that support our decisions. However, mental illness can interfere and make facing a big life choice overwhelming

Content – Elaborations

substance use: a pattern of harmful use of any substance for mood-altering purposes. "Substances" can include alcohol and other drugs (illegal or not) as well as some substances that are not drugs at all.

conflict resolution: facilitating the peaceful ending of conflict and retribution. Committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs) and by engaging in collective negotiation.

restorative justice: is a theory of conflict resolution that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships and communities.

Recommended Instructional Components:

- Direct instruction
- Project based learning and inquiry
- Personal project/passion project
- Guest speaker and Q & A
- Field trips

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Self-assessment
- Use of written feedback loops
- 1:1 oral assessment and discussion
- Online quizzes
- 1-point rubrics
- Online journal/portfolio of learning

Learning Resources:

- UBCx Bringing Mental Health to Schools Modules 1-6

- Fraser Health – Healthy Living Medicine Wheel Journey
- Esteem Builders – Dr. Michelle Borba
- 100 Ways to increase self-concept in the classroom – Jack Canfield, Harold C. Wells
- Just for the Health of it! Health Curriculum Activities Library – Patricia Rizzo Toner
- Mutt-I-Grees Curriculum (education.muttigrees.org)
- Social Skills Activities for Secondary Students with Special Needs – Mannix
- Canadian Mental Health Association (cmha.ca)
- Circle of Courage – Dr. Martin Brokenleg
- Baily Parnell – TED Talk
- Claudia Aguire – TED Talk
- SOGI123
- <https://www.ictinc.ca/blog/what-is-an-aboriginal-medicine-wheel>

Additional Information: