



# Mental Wellness A30L

# Sun West School Division #207

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This course was developed with input from the following individuals:

Elaina Guilmette  
 Teacher (B.Ed, M.Ed, Ph.D Student)  
 Sun West Distance Learning Centre  
 Sun West School Division

Anne Sloboda  
 Student Support Consultant (B.Ed, M.Ed, Ph.D Candidate)  
 Sun West Distance Learning Centre  
 Sun West School Division

Kayla Osika  
 Teacher (B.Ed)  
 Sun West Distance Learning Centre  
 Sun West School Division

Suellen Mills  
 Child & Youth Counsellor (B.S.W., M.S.W., R.S.W.)  
 Sun West Distance Learning Centre  
 Sun West School Division

Dr. Brenda Kalyn  
 Assistant Professor  
 Curriculum Studies (B.Ed, M.Ed, Ph.D)  
 College of Education  
 University of Saskatchewan

V. Joy Pavelich  
 Leader, Communications & Community Engagement  
 (M.A. Professional Communications)  
 Canadian Mental Health Association  
 Calgary Region

Alexis Epp  
 Student  
 Sun West Distance Learning Centre  
 Sun West School Division

Dr. Heather Hadjistavropoulos (Ph.D., R.D.Psych.)  
 Professor of Psychology & Director, Online Therapy Unit  
 Certified Cognitive Behaviour Therapist, CACBT  
 Department of Psychology  
 University of Regina

## Course Description

Sun West School Division will offer an optional course based on student interest in the area of mental wellness as an elective at the 30 level. *Mental Wellness A30L* will provide an extension of the skills and knowledge acquired in the *Wellness 10* course, and will consist of both theory and applied learning using low- and high-level technologies. Through this course students will learn about mental health issues and illnesses. Through inquiry-based units of study, they will explore their own personal connections, cultural influences, the media, and/or social media. A locally developed course in mental wellness will assist students in furthering their interest and knowledge as well as create and manage a personal support plan using tools such as a progress tracking app, journals, talking circles, counselling, etc. It is important for students to understand the wide array of intervention and support choices available to them in their communities. It is critical for students to have opportunities to explore different support plan pathways as they develop independence and advocacy skills for themselves and others.

Student interest and the growing statistics related to child and youth mental health were considerations in offering this elective. (*Mental Wellness B30L* is a future development focusing on different mental health disorders and wellness treatment options OR will be a personalized inquiry project-based course.)

### Area of Study

Physical Education and Wellness

### Prerequisites

Wellness 10

### Aim

The purpose of *Mental Wellness A30L* is a reflection of the K-12 aims of health education and of physical education. The K-12 aim of the Saskatchewan Health Education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life. The K-12 aim of the Saskatchewan Physical Education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Based upon the K-12 aims of health education and physical education, the purpose of *Mental Wellness A10L* is to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle. The aim of *Mental Wellness A30L* is to provide students with knowledge, skills and abilities to acquire the basic understanding of the theory, physiology, cultural supports, resources and intervention plans related to mental wellness. Through exploration of this course, students will create a connection between the world of mental health and the world of supports, including the development of the skills and abilities that encourage students to understand mental health issues and illness.

“In Saskatchewan, the Ministries of Education and Health are committed to using a Comprehensive School Community Health (CSCH) approach to guide and coordinate government actions and encourage strong family, school and community partnerships to improve student success and well-being. Aligning with Saskatchewan’s priorities, the CSCH approach promotes collaborative action for the enhancement of student learning, skill development, academic achievement and reduced absenteeism. CSCH contributes to better population health by supporting children and youth to become

physically, mentally, spiritually and emotionally healthy. This approach focuses on creating opportunities for children and youth to experience healthy, supportive and equitable learning environments where all students feel safe, cared for and respected.” ([CSCH Newsletter, January 2018](#))

## **Comprehensive School Community Health (CSCH)**

Optimal health and well-being reaches beyond the ideas of fitness and/or the absence of disease; it is a way of doing, a way of being and a way of becoming. It is important for individuals to recognize that everything one does, thinks, feels and believes has an impact on the well-being of self and others.

*Mental Wellness A30L* students are engaged in developing a deeper understanding of self, relationships, personal agency and informed decision making. Learning to make sense of the world around them, nurturing a healthy self-concept and developing a strong sense of mental wellness are important for all students, including those who are gender and/or sexually diverse.

(Saskatchewan Ministry of Education, *Deepening the Discussion: Gender and Sexual Diversity*, 2015).

The health and well-being of Canadians is linked to a number of factors, including health services; social, economic, cultural, and physical environments; and interactions between individual biology and behaviour. As health educators, we need to acknowledge and respond to this range of individual and collective factors that affect well-being. A comprehensive school health approach includes a wide range of school personnel and community members collaborating to enhance the well-being of all students. Health and social problems require a comprehensive approach involving collaboration among young people, families, schools, agencies, communities, and governments. The school staff can identify children and youth at-risk, help or refer young people to health services, support the reintegration of students into regular school life, and promote students’ overall health and wellness. Healthier schools are effective schools, and considerations of health and social development should be part of school improvement planning (Canadian Association for School Health, 2007).

The purposes of a comprehensive school health approach are to collaboratively (Ministry of Education, *Health Education 9*, 2009):

- promote health and wellness
- prevent specific diseases, disorders, and injury
- intervene to assist children and youth who are in need or at risk
- support students who are already experiencing poor health
- provide an equitable playing field that addresses disparities and contributes to academic success.

## **Goals**

*Mental Wellness A30L* provides students at the secondary level with cultural perspectives of mental wellness, mental wellness issues, and treatment option. The goals of the *Mental Wellness A30L* course align with the goals of the Ministry of Education’s Health and Physical Education courses:

### Health Education K-12 Goals:

Develop the understanding, skills, and confidences necessary to take action to improve health.

Make informed decisions based on health-related knowledge.

Apply decisions that will improve personal health and/or the health of others.

### Physical Education K-12 Goals:

Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

## **Broad Areas of Learning**

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. *Mental Wellness A30L* contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

### **1. Developing Thinking**

Students who are engaged in attaining and maintaining optimal well being learn that wellness is a concept that broadens, extends, and reaches beyond traditional ideas of fitness and health. Throughout *Mental Wellness A30L*, students demonstrate understandings, abilities, and dispositions necessary to deeply understand mental wellness and to authentically apply these understandings in various settings. Applying these new understandings within a variety of contexts supports students as lifelong learners.

### **2. Sense of Self, Community, and Place**

Students who possess a positive personal sense of their mental wellness are able to establish and maintain meaningful relationships with self and others. *Mental Wellness A30L* supports a positive approach to living – an approach that emphasizes the balanced and whole being within relationships with self and others. In striving for this balance, students' sense of self, community, and place is strengthened.

### **3. Engaged Citizens**

Students who build a capacity for active involvement, an ethical sense of personal agency, and strengthened connections to the well-being of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions for well-being broadens students' understanding of, and responsibility for, stewardship of the natural environment and of the well-being of communities.

## Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are present in each area of study at each grade level.

### 1. Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Wellness 10 is inquiry-based and recognizes and builds upon the knowledge and abilities that students already possess. Students learn to self-reflect and to purposefully seek, evaluate, and apply historical, contemporary, and evolving information for optimal well-being.

### 2. Developing Identity and Interdependence

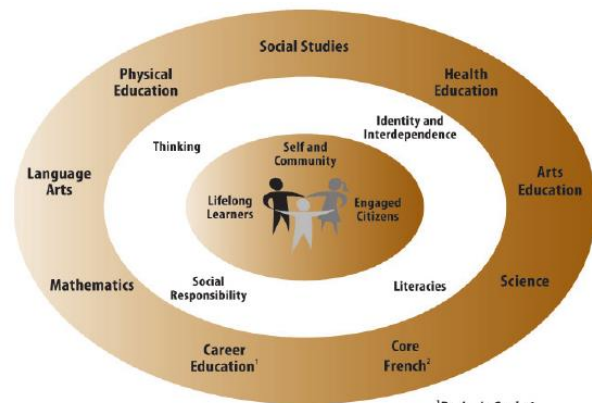
This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the development of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity, rights, and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

### 3. Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated knowledge, skills, and strategies that contribute to the development of an individual's ability to participate in attaining and maintaining balance at home, at school, and in the community. Wellness 10 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about wellness in multiple flexible ways.

### 4. Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in wellness opportunities. Wellness 10 supports students in addressing mutual concerns for wellbeing and applying decisions for individual, family, community, and environmental wellness.



## Constructing Understanding Through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application to motivate and guide inquiries into concepts and issues related to curriculum outcomes. Inquiry is more than a simple instructional strategy; it is the authentic, real work that someone in the “world of wellness” might tackle. Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students’ discoveries, insights, and co-construction of new knowledge. It is “the type of work that those working in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.” (Galileo Educational Network, 2011).

Inquiry builds on students’ inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. It provides opportunities for students to become active participants in a collaborative search for meaning, understanding, and change. While memorizing facts and information may be necessary in some cases, it is not sufficient. What is important in Wellness 10 is understanding how to access, make sense of, and apply the reliable and relevant information related to wellness. Students need to move toward the generation of useful and applicable knowledge – a process supported by inquiry learning. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- are directly involved and engaged in the discovery of new knowledge rather than passively receiving information
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills. (Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



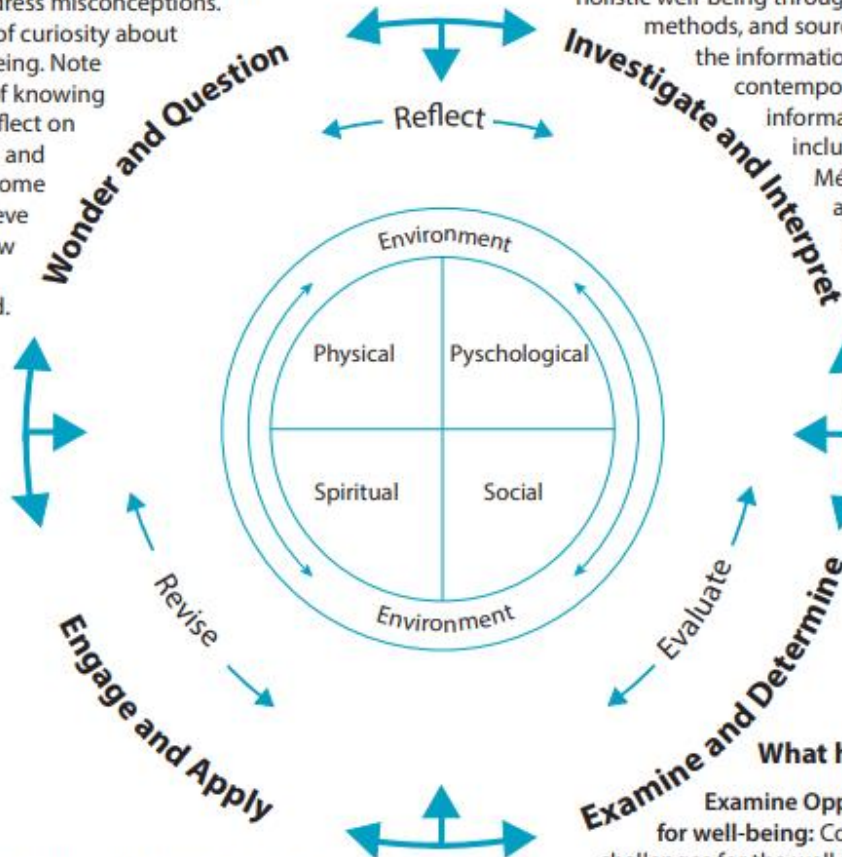


**What do I/we want and need to know about wellness and why?**

**Wonder and Question:** Ask compelling questions. Address misconceptions. Identify areas of curiosity about holistic well-being. Note diverse ways of knowing and being. Reflect on what is known and how one has come to know / believe it. Imagine how "life" can be more balanced.

**How am I/are we going to get there?**

**Investigate and Interpret:** Gather information (e.g., research, observe, discuss, interview) about holistic well-being through a variety of media, methods, and sources; evaluate the source and the information. Compare historical, contemporary, and evolving information and ways of knowing, including First Nations and Métis. Make connections and analyze factors that influence the well-being of self, family, community, and environment. Critique; synthesize meaning; construct and shape new thoughts. Interpret ideas; question theories. Consider how life can be more balanced.



**How am I/are we going to use what I/we have learned/discovered?**

**Engage and Apply:** Use what is known and understood to attain or maintain optimal wellness. Design and implement a Personal Plan for Wellness based on the "best" alternative within a variety of contexts. Actively address one's wellness.

**What have I/we discovered?**

**Examine Opportunities and Challenges for well-being:** Consider opportunities/challenges for the well-being of self, family, community, and/or the environment based on one's investigations and interpretations. Respect diverse ways of knowing and of solution seeking; propose and evaluate possible alternatives and opportunities; consider possible/anticipated consequences; determine possible obstacles and suggest ways to address them. Determine how life can be more balanced.



## Questions for Inquiry

- How are mental wellness and its interventions perceived through the perspectives of my culture and that of other cultures?
- How do I recognize reputable sources and use reliable information to assess my mental wellness, set up a personalized mental wellness plan, & track my progress?
- What are the recommended types of interventions (i.e., responsive spectrum of medical and non-medical interventions) related to a specific mental health issue or illness, including what's available within my community?
- How can I be an advocate to create positive change about stigmas related to mental health issues and illnesses?

## Mental Wellness

Literacies are multi-faceted and provide a variety of ways, including the use of various language systems, media, and movement to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. Wellness requires students to use different literacies, including health and physical literacies, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

According to the Canadian Alliance on Mental Illness and Mental Health report (2007), the term mental health literacy was first introduced in Australia. It stems from the term health literacy, a functional capacity related to basic literacy skills and how these affect the ability of people to access and use health information. Mental health literacy has been defined as “knowledge and beliefs about mental disorders which aid their recognition, management or prevention”.

The person who is literate in mental wellness:

- has a strong foundation in physiological and science-based mental health concepts,
- selects reliable sources of mental health and wellness content (i.e., the Wellness Wheel), and
- is capable of applying wellness knowledge and skills.

## Essential Questions, Outcomes, Indicators, and Resources

- PSK - Personal Skills & Knowledge
- EPGM - Engaging People & Growth Mindset
- P - Prevention
- SC - Self-Care

Units of Study	Outcomes
Positive Mental Health - Holistic Understandings	PSK 1, 2, 3, 5, 6 EPGM 1, 2 P 1.1, 2.1, 3.1 SC 2
Brain Science	PSK 1, 2, 3, 4, 5, 6
Selected Mental Health Disorders	P 1.1, 2.1, 3.1
Self-Care	PSK 4 P 1.2, 2.2, 3.2 SC 1, 2, 3

## Outcomes, Essential Questions, and Indicators

<b>Outcome: Personal Skills &amp; Knowledge</b> <b>Essential Question:</b> How do we focus on building personal skills and knowledge to increase personal capacity to act on acquired learning and knowledge?	
Learning Outcomes	Indicators
<b>PSK 1</b> Compare the historical evolution and development of the study of mental health and wellness from different cultural perspectives	<ul style="list-style-type: none"> <li>● Compare the medicine wheel and wellness wheel to each other, to gain an understanding of both traditional and western philosophies about mental wellness.</li> <li>● Investigate evolving information and technological advancements related to mental wellness.</li> <li>● Understand that the concept of “sacred” and the influence it has on overall wellness.</li> <li>● Demonstrate an understanding of the spiritual dimension across different cultures.</li> <li>● Investigate how factors such as sleep, diet, exercise, socialization have historically influenced an individual's mental wellness.</li> <li>● Reflect on past, present, and evolving mental wellness challenges in self as well as the community.</li> <li>● Examine personal and community beliefs and biases about mental wellness.</li> <li>● Examine the evolution of the language used to discuss mental illness, health and wellbeing.</li> <li>● Determine why particular mental illnesses such as anxiety disorders, depression, eating disorders, OCD, ADHD/ADD have become common in adolescence.</li> <li>● Describe how societal factors have influenced an individual's understanding of their mental wellness.</li> </ul>
<b>PSK 2</b> Analyze negative stigmas around mental illness and use appropriate terminology from different cultural perspectives to promote positive change.	<ul style="list-style-type: none"> <li>● Examine common misconceptions and negative stigmas, including self-stigmas, regarding mental illness and health.</li> <li>● Explore components that contribute to positive mental wellness.</li> <li>● Inquire knowledge from various health professionals on factors that contribute to positive mental wellness.</li> <li>● Understand that mental health runs on a continuum and that everyone will experience changes in their mental health at some point in their lifetime.</li> <li>● Demonstrate the ability to participate in classroom discussions and forums.</li> <li>● Support classmates in using appropriate language and reducing negative stigmas associated with mental health.</li> </ul>

<b>Outcome: Personal Skills &amp; Knowledge</b> <b>Essential Question:</b> How do we focus on building personal skills and knowledge to increase personal capacity to act on acquired learning and knowledge?	
Learning Outcomes	Indicators
<b>PSK 3</b> Discriminate the factors that affect the mental well-being of individuals and explain consequences on their health.	<ul style="list-style-type: none"> <li>Investigate factors, norms, trends and values that exert influences on mental wellness and life balance.</li> <li>Reflect on how over-emphasizing or neglecting certain domains of the wellness wheel and medicine wheel can influence mental health and overall wellness.</li> <li>Understand the stigma of mental illness and how to reduce stigmas associated with mental illness.</li> <li>Understand the anatomy, physiology, and function of the brain.</li> <li>Examine the role the brain plays in controlling individual behaviours, thoughts and feelings.</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>Understand the chemical properties of the brain.</li> <li>Investigate how various medical and non-medical alternatives affect and influence the brain.</li> <li>Examine what happens inside the brain when it is not functioning effectively.</li> <li>Explore how diet and nutrition (organic, vitamins, nutritional supplements) relate to mental illness.</li> <li>Identify that mental illness arises from a complex interaction of genetic and environmental factors.</li> <li>Assess the influence of mental well-being on each of the dimensions of wellness (psychological, physical, social &amp; spiritual).</li> <li>Inquire how physical activity enhances mental performance.</li> <li>Examine the value of local community practices and their impact on the wellbeing of self, family, community, and the environment (SWOT analysis).</li> </ul>
<b>PSK 4</b> Investigate the most common mental disorders found in teenagers and recognize	<ul style="list-style-type: none"> <li>To gain a solid understanding of the five most common mental illnesses that are found in teenagers.</li> <li>Examine and share their learning about OCD, ADD/ADHD, anxiety disorder, depression and eating disorders.</li> <li>Investigate both medical and non-medical treatments of the disorders.</li> </ul>

<b>Outcome: Personal Skills &amp; Knowledge</b>	
<b>Essential Question:</b> How do we focus on building personal skills and knowledge to increase personal capacity to act on acquired learning and knowledge?	
<b>Learning Outcomes</b>	<b>Indicators</b>
supports for oneself and others.	<ul style="list-style-type: none"> <li>● Reflect on the three related components of mental health: mental distress, mental health problems, and mental disorder.</li> <li>● Identify resources at the local, provincial and national level that can offer support to students who suffer with mental illness, to ensure that everyone has access to help.</li> </ul>
<b>PSK 5</b> Appraise one's personal mental wellness.	<ul style="list-style-type: none"> <li>● Analyze one's current mental wellness.</li> <li>● Analyze one's own wellness in relation to both the medicine wheel and wellness wheel.</li> <li>● Assess personal mental wellness through technology and other learning activities.</li> <li>● Investigate the social, biological and environmental influences on personal mental wellness.</li> <li>● Describe factors that influence one's personal mental wellbeing.</li> </ul>
<b>PSK 6</b> Construct an understanding of different strategies for varying mental illnesses and disorders.	<ul style="list-style-type: none"> <li>● Participate in a variety of learning experiences that positively influence and balance one's well-being.</li> <li>● Collect, interpret, and evaluate mental wellness information.</li> <li>● Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.</li> <li>● Investigate the relationships between personal mental health and personal wellness.</li> <li>● Examine a variety of strategies and their positive impact on people suffering from different mental illnesses.</li> </ul>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Mental Wellness A30L Teacher Support Package</li> </ul>	

<b>Outcome: Engaging People &amp; Growth Mindset</b> <b>Essential Question:</b> Within the context of existing individual and cultural beliefs, how can engaging people in inquiry-based activities using research-based knowledge build a growth mindset regarding mental wellness practices?	
Outcomes	Indicators
<b>EPGM 1</b> Connect gained knowledge with others through proactive practices.	<ul style="list-style-type: none"> <li>● Identify that many strategies that develop positive mental health correspond with strategies that develop good physical health.</li> <li>● Examine the impact of diverse spiritual beliefs and traditions of individuals and cultures (including First Nations and Métis) on mental wellness practices.</li> <li>● Demonstrate an understanding of various supportive strategies and practices through collaborative learning activities (e.g., online discussion boards, group inquiry projects, etc).</li> </ul>
<b>EPGM 2</b> Explore and interpret personal narratives regarding individuals' experiences with mental health issues, wellness plans, and interventions.	<ul style="list-style-type: none"> <li>● Interactively explore the variety of supportive practices - low tech (e.g., art therapy, journaling, smudging, etc.) &amp; high tech (interactive apps, discussion boards, etc.).</li> <li>● Justify and demonstrate active listening skills, including how it impacts relationships and narratives.</li> <li>● Identify how a storyteller's multiple identities help shape their narratives and experiences.</li> <li>● Explore and connect personal narratives within the local, national, and international context.</li> <li>● Describe the characteristics of a mentally healthy person.</li> </ul>
<b>EPGM 3</b> Formulate the importance of positive mental health.	<ul style="list-style-type: none"> <li>● Understand what stress response is and how the stress response can be used to develop resilience.  Develop awareness of, select/create, and implement activities that are designed to enhance all domains of wellness.</li> <li>● Enhance a positive self-image of self.</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>● Mental Wellness A30L Teacher Support Package</li> </ul>	

<b>Outcome: Prevention</b>	
<b>Essential Question:</b> What contributes to advance understanding at the 3 levels of prevention: how to prevent mental health problems, how to intervene early, and how to manage a mental disorder?	
<b>Outcomes</b>	<b>Indicators</b>
<p><b>P 1.1 - Primary Prevention</b> Explore current issues and events that impact the mental wellness of others for positive change.</p> <p><i>(universal <u>learning</u> - prevent mental health problems)</i></p>	<ul style="list-style-type: none"> <li>● Overview of community (school, local, provincial, national) support options.</li> <li>● Recognize the influence that support can provide people that are suffering from mental illness.</li> <li>● Identify who they can talk to if they were worried about their own mental health, or that of a friend or relative.</li> <li>● Identify the range of national and community-based healthcare services and groups available to support people who are experiencing mental illness and/or their families and friends.</li> <li>● Investigate the local, provincial, national and international current issues and events in regard to mental wellbeing.</li> <li>● Critique current issues and events and their impact both positive and negative on individuals' mental wellbeing (social media).</li> </ul>
<p><b>P 1.2 - Primary Prevention</b> Incorporate action within the local community to direct positive change for the community's mental well-being.</p> <p><i>(universal <u>action</u> - prevent mental health problems)</i></p>	<p>Activities should be direct or indirect and include students voluntarily supporting a community initiative or project, and may include:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate initiatives that currently occur within the school, community, province, and country that promote positive change.</li> <li>● Plan and carry out a plan that promotes positive change (guest speaker, fundraiser, media campaign etc).</li> <li>● Express understandings of mental health and illness through multi-media or arts-based activities and projects.</li> <li>● Design public visuals that provide statistics, facts and inspirational quotes.</li> </ul>
<p><b>P 2.1 - Secondary Prevention</b> Discover the symptoms and treatments of selected mental health issues and disorders.</p> <p><i>(Targeted <u>learning</u> - how to intervene early)</i></p>	<p>Activities should provide an overview of small group supports including:</p> <ul style="list-style-type: none"> <li>● Understand the way mental illnesses can impact an individual's life.</li> <li>● Justify the importance of seeking help and treatment for mental illness.</li> <li>● Recognize the importance of positive and healthy communications between students and their parents, teachers, counsellor, elders and other support personnel for people with mental illness.</li> <li>● Understand that stigma acts as a barrier to people that are seeking help for mental illness.</li> <li>● Recognize that seeking help early increases the chances of a person gaining full recovery from their mental illness.</li> </ul>



<b>Outcome: Prevention</b>	
<b>Essential Question:</b> What contributes to advance understanding at the 3 levels of prevention: how to prevent mental health problems, how to intervene early, and how to manage a mental disorder?	
<b>Outcomes</b>	<b>Indicators</b>
<b>P 2.2 - Secondary Prevention</b> Explain and evaluate different treatments for small groups to effect positive well-being.  <i>(Targeted <u>action</u> - how to intervene early)</i>	Through group talking circles, forums, guest speakers, etc., activities should: <ul style="list-style-type: none"> <li>Analyze how relationships are developed and enhanced through an awareness of self, others, and by one’s overall well-being.</li> <li>Understand the signs and symptoms of mental illness.</li> </ul>
<b>P 3.1 - Tertiary Prevention</b> Justify different individual interventions for individual use and positive change.  <i>(Personalized interventions <u>learning</u> - how to manage a mental disorder)</i>	<ul style="list-style-type: none"> <li>List the spectrum of individual treatment options.</li> <li>Examine the interconnectedness and interdependence of mental health and a variety of activities (e.g., leisure activities, competitive sports, physical activities, helping someone or some cause).</li> <li>Demonstrate skills that enhance personal mental health, including stress management techniques.</li> <li>Recognize what kinds of stress reduction techniques are useful and when to apply them.</li> </ul>
<b>P 3.2 - Tertiary Prevention</b> Assemble different individual interventions for personal use and positive well-being.  <i>(Personalized interventions <u>action</u> - how to manage a mental disorder)</i>	(Design and implement personal app, personal support plan, etc.) <ul style="list-style-type: none"> <li>Initiate an ongoing multi-dimensional Personal Plan for optimal wellness based on a comprehensive analysis of personal well-being.</li> <li>Evaluate, revise, and implement a Personal Plan for Wellness based on new understandings about mental health.</li> <li>Analyze factors that relate to personal wellbeing.</li> <li>Understand and implement self-regulation skills and strategies.</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>Mental Wellness A30L Teacher Support Package</li> </ul>	

<b>Outcome: Self-Care</b>	
<b>Essential Question:</b> How can various technologies offer new opportunities for wide dissemination of information for individual use and positive change?	
<b>Outcomes</b>	<b>Indicators</b>
<p><b>SC 1</b> Structure interactive opportunities to manage a personal mental wellness action plan.</p>	<ul style="list-style-type: none"> <li>● Enhance help-seeking efficacy through personal device electronic technology (e.g., apps) to manage a personal mental wellness action plan.</li> <li>● Manage mental wellness through technology by incorporating and integrating health related apps into a daily routine.</li> <li>● Evaluate the progress of his or her mental wellness through data acquired through health-related apps.</li> <li>● Demonstrate awareness of his or her own stress levels.</li> <li>● Compare cultural traditions (e.g., Euro-centric culture, indigenous cultures, new Canadians' cultures, etc.) to manage a personal mental wellness action plan.</li> <li>● Create, implement, reflect, and evaluate a Mental Wellness Action Plan.</li> <li>● Explore positive coping strategies to help maintain and enhance mental wellness.</li> <li>● Investigate using technology how one's sleep, diet and physical activity affects their mental health.</li> <li>● Analyze using a personal device electronic technology (e.g., apps) the spiritual, social and physical domains which enhance an individual's psychological domain.</li> <li>● Create a SMARTER goal: <ul style="list-style-type: none"> <li>○ S – specific</li> <li>○ M – measurable</li> <li>○ A – achievable/attainable</li> <li>○ R – relevant/respectful</li> <li>○ T – time specific</li> <li>○ E – evaluate</li> <li>○ R – readjust</li> </ul> </li> </ul>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Mental Wellness A30L Teacher Support Package</li> </ul>	

### Assessment and Evaluation of Student Learning

A variety of assessment strategies are utilized throughout this course of study. Please refer to Ministry of Education curriculum documents for more on Assessment for Learning, Assessment as Learning, and Assessment of Learning. Several assessment tools conducive to this course are listed below:

### **1. Inquiry-based Portfolio Project**

Having students construct a portfolio showcasing work throughout the course is one method of encouraging assessment for learning, since students must critically examine their own work to determine which best demonstrate their skills and identify areas of improvement. Starting the portfolio at the beginning of the course can give students a “tool box” of strategies or examples for when they complete the Mental Wellness course. Portfolios, especially those that require students to assess their entries, can allow teachers to identify individual student work. Portfolios may be print, digital or online, depending on teacher and student preference.

### **2. Journal Entries, Discussion Forums, and Regular Use of Course-Specific App**

Students develop personal accountability when required to track their learning throughout the course through use of an app developed specifically for Mental Wellness A30L, discussion forums, and/or journaling process by which students can summarize their learnings and form a personal or real world connection to the topic under discussion. Building on and responding to other students will assist in deepening the learning and can provide evidence of student learning throughout the course.

### **3. Self-Assessments through the Course-Specific App**

Regular assessment of one’s own work can serve similar roles as the portfolio: it acts as assessment for learning if done throughout an assignment and can indicate which tasks in a group assignment were performed by individual students. Self- assessments are also an important tool in keeping track of acquired skills along with the frequency and duration of personal mental wellness interventions.

### **4. Progress Reports and Checklists**

Respectively, these more or less formal methods of checking student and/or group progress foster accountability, particularly of each student to the rest of their group. They can serve as important formative assessments of work accomplished and can provide evidence of individual progress.

### **5. Quizzes and Tests**

Quizzes and tests are options to check for understanding of terms and concepts.

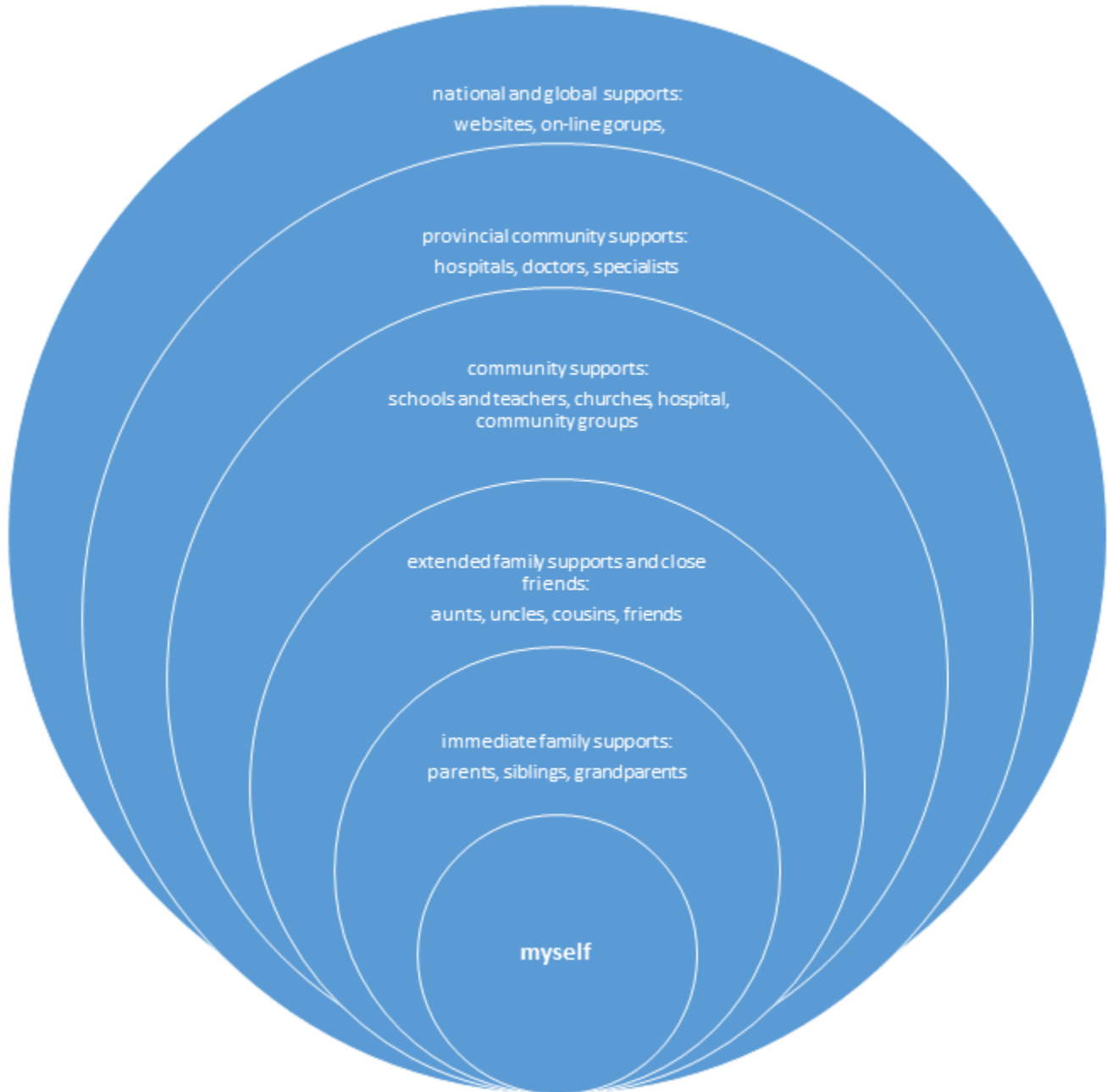
### **6. Case Study Scenarios**

Teacher use of case study scenarios of mental health illnesses may showcase student acquisition of skills.

## Key Instructional Materials and Resources

### Circle of Support (Developed by: Sue Mills BSW, MSW, RSW)

Every individual has many supports that they can access for getting help with many mental health issues. It must start with you asking for help, and there, as the diagram shows, there are many places one can find support. The important thing is to ASK.



## Print Resources

1. **Mental Wellness A30L Teacher’s Support Package** (in development)

### 2. Internet Resources

- Sask
- Canadian Mental Health Commission
- Saskatchewan Ministry of Education. (2011). Core curriculum: Principles, time allocations, and credit policy. Regina, SK: Government of Saskatchewan
- Helpguide. (2001-2011). Volunteering and its surprising benefits. Retrieved August 2012, from <http://www.helpguide.org/>.

### 3. Non-Print and Human Resources

- Saskatchewan Mental Health Association
- Saskatchewan Health

### 4. Table of Resources Through the Lens of *Circle of Support*

CIRCLE OF SUPPORT	RESOURCES	
	Local Organizations/Web/Internet	Print Resources
Myself	(see attached)	<i>Taking Charge of Myself</i> calendars
Immediate Family		
Extended Family		
My Communities		<a href="#"><u>Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being</u></a> (ON), 2013  <a href="#"><u>When Something's Wrong: Strategies for Teachers</u></a> , Canadian Psychiatric Research Foundation  <i>5 Areas of Wellness</i> , SueEllen Mills BSW, MSW, RSW
Saskatchewan		
Canadian		

## **Emergency or Crisis Information** (Collated by: Sue Mills BSW, MSW, RSW)

### **Immediate Emergency**

**Call 911**

- contacts the police, ambulance, first responders, fire department

### **Kids Help Phone**

**Call 1-800-668-6868**

- Kids Help Phone is a 24 hour phone counselling, web counselling and referral service for children and youth. The service is completely anonymous and confidential – they don't trace calls, they don't have call display. You don't even have to tell them your name if you don't want to.

<https://kidshelpphone.ca>

### **Saskatchewan Crisis Directory**

**Call 211**

- Saskatchewan 211 is an emergency hotline that can connect you to a variety of resources that can assist you in a crisis, a mental health or addictions concern, violence and abuse, health care, community programs, homelessness, and many other issues.

<https://sk.211.ca/homepage>

### **Saskatchewan Health Line**

**Call 811**

- Healthline is a confidential, 24 hour health information and support telephone line. It is staffed by experienced and specially trained client navigators, registered nurses, registered psychiatric nurses and social workers. Health line is free of charge. HealthLine provides mental health and addictions support.

<http://www.saskatchewan.ca/residents/health/accessing-health-care-services/healthline>

### **Canada Crisis Services**

**Call 1-866-456-4566**

- Suicide prevention and Support – 24 hours / 7 days a week.

### **Suicide Prevention**

<https://suicideprevention.ca/saskatchewan-crisis-centres/>

### **Crisis Centers Serving Saskatchewan**

- If you are in crisis now please call any of the crisis line numbers listed or dial the emergency telephone number **(911)**.
- You can also call these numbers if you are not in crisis and are seeking additional information or guidance on what to do in your situation.

### **First Nations and Inuit Hope for Wellness Help Line – 24/7 Hours (Canada)**

**Call 1-855-242-3310**

### **Trans Lifeline (Support for Transgender people) (Canada)**

**1-877-330-6366**

### **Piwapan Women's Centre - Crisis Line – 24/7 Hours (North Saskatchewan)**

**306-425-4090**

**Emergency or Crisis Information – continued**

**Pregnancy Crisis Line – 24/7 Hours North Saskatchewan)**  
**306-446-4440**

**Prince Albert Children's Haven (Emergency Care for Children) – 24/7 Hours**  
**306-922-4454**

**Saskatoon Crisis Intervention Service - Saskatoon**

(Saskatoon Crisis Intervention Service Inc.)

Crisis 24 hours: **306-933-6200**

103, 506-25 Street East, Saskatoon, SK S7K 3J7

Business: 306-664-4525

Fax: 306-664-1974

email: [info@crisissaskatoon.ca](mailto:info@crisissaskatoon.ca)

**Saskatoon Crisis Nursery (Emergency Care for Children) – 24/7 Hours**  
**306-242-2433**

**Southwest Crisis Services – Swift Current**

Box 1102, Swift Current, SK

Business: **306-778-3386**

Fax: 306-773-0357

email: [sw-crisis@t2.net](mailto:sw-crisis@t2.net)

website: [www.swiftcurrent.ca](http://www.swiftcurrent.ca)

website: [www.shelternet.ca](http://www.shelternet.ca)

**Five Hills Mental Health & Addiction Services – Moose Jaw**

(Five Hills Mental Health & Addictions Services)

Tel Crisis 8am-5pm, Mon-Fri: **306-691-6464**

Toll-free Crisis 8am-5pm, Mon-Fri: **1-877-564-0543**

55 Diefenbaker Drive, Moose Jaw, SK S6J 0C2

Fax: 306-691-6461

**West Central Crisis & Family Support Center - Kindersley**

Tel Crisis Mon-Fri, 9am-5pm: **306-463-6655**

Box 2235, 116-1 Avenue West, Kindersley, SK S0L 1S0

Tel: 306-463-6655

Fax: 306-463-6410

email: [crisis@sasktel.net](mailto:crisis@sasktel.net)

website: [www.westcentralcrisis.ca](http://www.westcentralcrisis.ca)

**North East Crisis Intervention Center – Melfort**

Tel Crisis 24 hours: **306-752-9455**

Toll Free Crisis 24 hours: **1-800-611-6349**

103 McKendry Avenue East, Melfort, SK S0E 1A0

Tel: 306-752-9464

Fax: 306-752-3122

email: [necic@sasktel.net](mailto:necic@sasktel.net)

email: [necic@shelternet.ca](mailto:necic@shelternet.ca)

**Hudson Bay & District Crisis Center – Hudson Bay**

Tel Crisis 24 hours: **(306) 865-3064**

Toll Free Crisis 24 hours: **1-866-865-7274**

Box 403, 203 Patricia Street, Hudson Bay, SK S0E 0Y0

Tel: 306-865-3064

Fax: 306-865-3391

email: [HUDSONBAYCRISIS@sasktel.net](mailto:HUDSONBAYCRISIS@sasktel.net)

email: [HUDSONBAYCRISIS@shelternet.ca](mailto:HUDSONBAYCRISIS@shelternet.ca)

**Emergency or Crisis Information – continued**

**Prince Albert Mobile Crisis Unit – Prince Albert**

Crisis 24 hours: **(306) 764-1011**

196 B, 9 Street East, Prince Albert, SK S6V 0X5

Tel: 306-763-8181

Fax: 306-922-9559

email: [pacrisis@sasktel.net](mailto:pacrisis@sasktel.net)

**Regina Mobile Crisis Services – Regina**

Tel Crisis 24 hours: **(306) 525-5333**

Tel Crisis after hours: **(306) 569-2724**

1646-11 Avenue, Regina, SK S4P 0H4

Tel: 306-757-7809

Fax: 306-757-7807

email: [mobilecrisis@accesscomm.ca](mailto:mobilecrisis@accesscomm.ca)

website: <http://www.mobilecrisis.ca>



**Saskatchewan Regional Health Authorities**  
(Collated by: Sue Mills BSW, MSW, RSW)

**NEW:**

<https://www.saskhealthauthority.ca/Pages/Home.aspx>

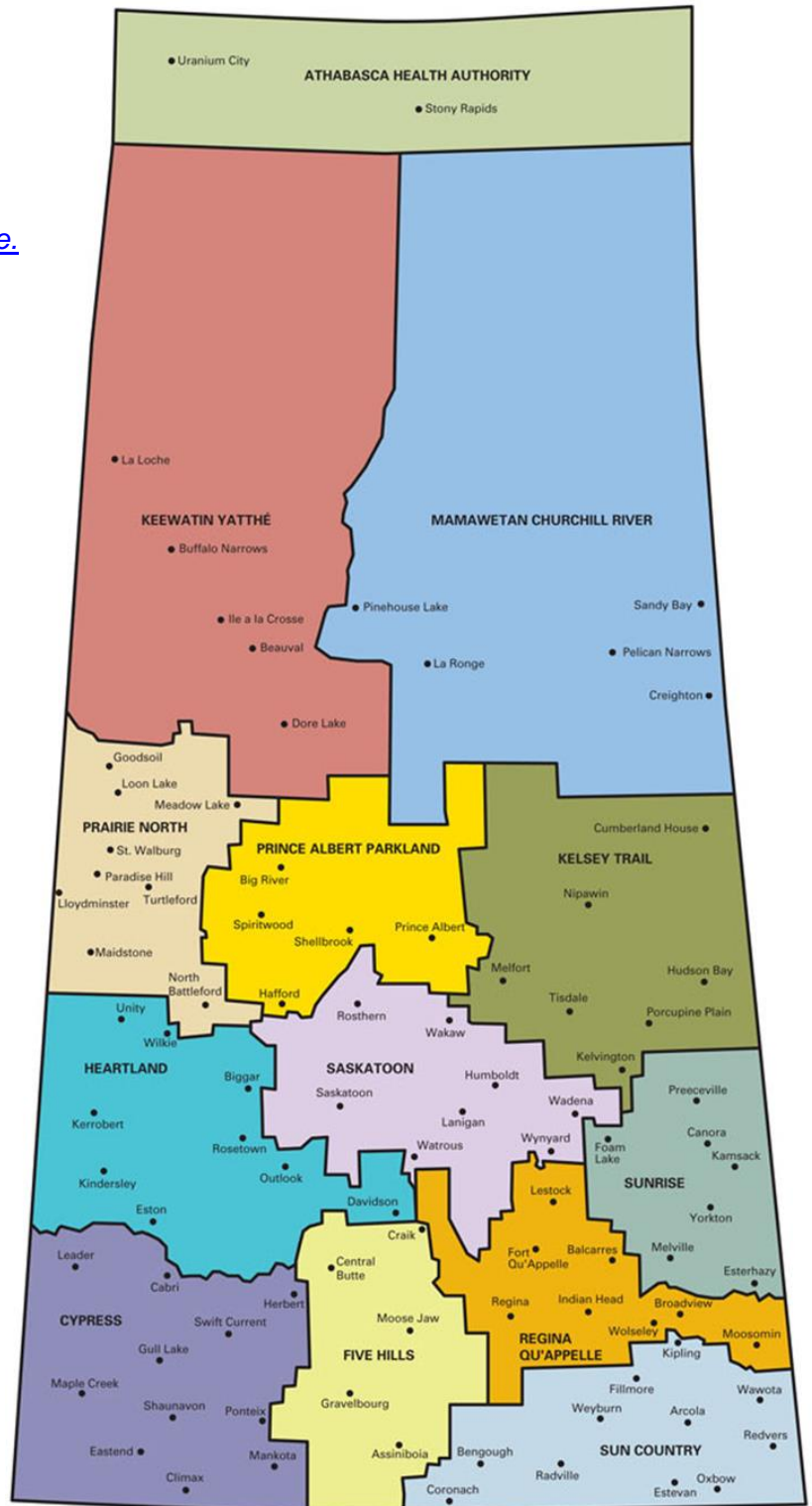
Although the province of Saskatchewan is now under the direction of a single **Saskatchewan Health Authority**, the pre-existing Regional Health Authorities

- still maintain the same phone numbers and websites,
- still can be contacted, and
- will deliver services to those in their areas across the province.

**1. Sun Country Health Region - Weyburn**

808 Souris Valley Road, Box 2003,  
Weyburn, SK, S4H 2Z9  
Tel: 306-842-8399  
For General Inquiries: [info@schr.sk.ca](mailto:info@schr.sk.ca)  
**Envision Counselling and Support Centre – private counselling**  
<http://envisioncounsellingcentre.com/>  
Estevan: 306-637-4004  
Carlyle: 306-453-2405  
Weyburn: 306-842-8821  
Oxbow: 306-483-5555

24 hr Abuse/Sexual Assault Support:  
1-800-214-7083



[http://www.suncountry.sk.ca/gsCMSDisplayPluginGeneral/list/menu\\_id/19](http://www.suncountry.sk.ca/gsCMSDisplayPluginGeneral/list/menu_id/19)

**Mental Health and Addictions Services (Child and Youth Services) – Counselling**

Tel: 306-842-8665 or 1-800-216-7689

2. **Five Hills Health Region – Moose Jaw**

55 Diefenbaker Drive, Moose Jaw, SK S6J 0C2

[inquiries@fhhr.ca](mailto:inquiries@fhhr.ca)

Tel: 306-694-0296 Fax: 306-694-0282

Toll Free: 1-888-425-1111

<https://www.fhhr.ca/contact.php>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 1-306-691-6464

<https://www.fhhr.ca/ChildAndYouth.htm>

3. **Cypress Health Region – Swift Current**

429 – 4th Avenue NE, Swift Current, SK S9H 2J9

Tel: [306.778.5100](tel:306.778.5100) Fax: 306.773.9513

Toll free: [1.888.461.7443](tel:1.888.461.7443)

<https://cypresshealth.ca/about-us/contact-us/>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 1-877-329-0005

<https://cypresshealth.ca/programs-services/mental-health-addiction-services/>

4. **Heartland Health Region - Rosetown**

301 Centennial Drive, Box 2110, Rosetown, SK S0L 2V0

Tel: 306-882-4111 Fax: 306-882-1389

[http://hrha.sk.ca/contact\\_us/](http://hrha.sk.ca/contact_us/)

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel Intake: 1-866-268-9139

<http://hrha.sk.ca/programs-services/community-based-services/mental-health/child-and-youth-counselling/>

5. **Saskatoon Health Region**

Level 1 Administration, Saskatoon City Hospital, 701 Queen Street, Saskatoon SK S7K 0M7

Tel: 306-655-7500

<https://www.saskatoonhealthregion.ca/pages/contact-us.aspx>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-655-7777

[https://www.saskatoonhealthregion.ca/locations\\_services/Services/mhas/Pages/Home.aspx](https://www.saskatoonhealthregion.ca/locations_services/Services/mhas/Pages/Home.aspx)

6. **Regina Qu'Appelle Health Region – Regina** (Temporary Head Office)

Bay 3 - 2105 8th Street East, Grosvenor Park Centre, Saskatoon, SK S7H 0T9

[info@saskhealthauthority.ca](mailto:info@saskhealthauthority.ca)

<http://www.rqhealth.ca/contact/contact-rqhr>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-766-6700

[https://www.saskatoonhealthregion.ca/locations\\_services/Services/mhas/Pages/Home.aspx](https://www.saskatoonhealthregion.ca/locations_services/Services/mhas/Pages/Home.aspx)

7. **Sunrise Health Region - Yorkton**

Tel: Public Health/Nursing 306-786-0600

<http://www.sunrisehealthregion.sk.ca/default.aspx>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-786-0558

Toll Free: 1-888-989-8444

<http://www.sunrisehealthregion.sk.ca/default.aspx?page=47>

8. **Kelsey Trail Health Region**

P.O. Box 1780, Tisdale, SK S0E 1T0

Tel: 306-873-6600 Fax: 306-873-6605

<http://www.kelseytrailhealth.ca/aboutus/ContactUs/Pages/default.aspx>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-752-8767

<http://www.kelseytrailhealth.ca/Programs/MHA/Pages/default.aspx>

9. **Prince Albert Parkland Health Region – Prince Albert Saskatchewan Health Authority**

Prince Albert Office, 1521 6th Avenue West, Prince Albert, SK. S6V 5K1

<http://paphr.ca/contact-us>

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-765-6055

Toll Free: 1-888-765-6055

<http://paphr.ca/services/addiction-mental-health>

10. **Prairie North Health Region – Administration**

a. Battlefords Union Hospital, 1092-107th Street, North Battleford, SK S9A 1Z1

Tel: 306-446-6054

**Mental Health and Addictions Services (Child and Youth Services) – Counselling**

Battlefords Mental Health Center: 306-446-6500

Don Ross Center (891 – 99<sup>th</sup> Street): 306-446-6555 (Child and youth)

[http://www.pnrha.ca/bins/content\\_page.asp?cid=21-160-162](http://www.pnrha.ca/bins/content_page.asp?cid=21-160-162)

b. **Lloydminster Hospital** - Lloydminster:

3820 – 43 Avenue, Lloydminster, SK S9V 1Y5

Tel: 306-820-6177

**Mental Health and Addictions Services (Child and Youth Services) – Counselling**

Tel: 306-820-6250

[http://www.pnrha.ca/bins/content\\_page.asp?cid=21-160-162](http://www.pnrha.ca/bins/content_page.asp?cid=21-160-162)

- c. **Northwest Health Facility - Meadow Lake**  
2 - 711 Centre Street, Meadow Lake, SK S9X 1E6  
Tel: 306-236-1558

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-236-1580

[http://www.pnrha.ca/bins/content\\_page.asp?cid=21-160-162](http://www.pnrha.ca/bins/content_page.asp?cid=21-160-162)

**11. Kewatin Yatthe Health Region**

PO Box: 40, Buffalo Narrows, S0M 0J0

Tel: 306-235-2220

Fax: 306-235-4604

toll-free: 866-848-8022

email: [corey.ecarnot@kyrha.sk.ca](mailto:corey.ecarnot@kyrha.sk.ca), [careers@kyrha.sk.ca](mailto:careers@kyrha.sk.ca)

Website Address: [www.kyrha.ca](http://www.kyrha.ca)

Hours of Operation: 8:00AM - 5:00PM Monday to Friday Closed at Noon

[http://www.ehealth-north.sk.ca/health\\_authority.aspx?m=4&dir=3&ha=56](http://www.ehealth-north.sk.ca/health_authority.aspx?m=4&dir=3&ha=56)

**Mental Health and Addictions Services (Child and Youth Services) – Counselling**

**12. Mamawetan Churchill River Health Region**

Box 6000, La Ronge, SK S0J 1L0

Tel: 306-425-2422

Fax: 306-425-5513

[http://www.mcrhealth.ca/home/contact\\_us.html](http://www.mcrhealth.ca/home/contact_us.html)

**Mental Health and Addictions Services (Child and Youth Services) - Counselling**

Tel: 306-425-2051

Youth services (formerly known as Project Hope) are provided out of the Kikinahk Friendship Centre in La Ronge.

- These services include one-to-one counselling, an addictions education program and an outpatient day program.

**13. Athabasca Health Region**

P.O. Box 124, Black Lake, SK S0J 0H0

Tel: 306-439-2200

Fax: 306-439-2212

E-mail: [dgalusha@athabascahealth.ca](mailto:dgalusha@athabascahealth.ca)

<https://www.athabascahealth.ca/Pages/Contact.aspx>

**Mental Health and Addictions Services (Child and Youth Services) – Counselling**

## On-line Resources for Students Grade 6 – 12 (Collated by: Sue Mills BSW, MSW, RSW)

Emergency Line	911	Kids Help Phone	1 800- 668- 6868
Saskatchewan Crisis Line	1- 306- 933 – 6200	Saskatchewan Health Line	811
Saskatchewan Crisis Directory	211		

– (A directory of crisis lines on a variety of topics in Saskatchewan)  
[https://sk.211.ca/saskatchewan\\_247\\_hour\\_crisis\\_hotlines](https://sk.211.ca/saskatchewan_247_hour_crisis_hotlines)

### **GENERAL MENTAL HEALTH**

#### **WEBSITES**

Below are a few general websites that you can explore which cover a wide variety of topics on mental health.

[www.cmha.ca](http://www.cmha.ca) – Canadian Mental Health Association

<https://kidshelpphone.ca/> - Kids Help Phone is a 24-hour FREE phone counselling and web counselling service.

- You can connect to a counsellor by phone, over a mobile app or through the website. We don't trace calls, and we don't have call display, you don't even have to your name.

<https://sossafetymagazine.com/> - SOS Safety Magazine

<http://www.bluewavebc.ca/> - Is a program by Canadian Mental Health Association BC.

<http://www.heretohelp.bc.ca/> - Is a group of seven leading mental health and addictions agencies working together to help people live well and prevent and manage mental health and substance use problems.

<https://mindyourmind.ca/> - mindyourmind works with young people to co-create interactive tools and innovative resources to build capacity and resilience

[www.teenmentalhealth.org](http://www.teenmentalhealth.org) – informational website for teens and parents.

<https://www.helpguide.org/> - HelpGuide.ORG – A guide to mental and emotional health

#### **VIDEOS**

Below are a few general videos that you can explore which cover a wide variety of topics on mental health.

[www.teenmentalhealth.org](http://www.teenmentalhealth.org) – informational website for teens and parents.

<https://www.youtube.com/user/teenmentalhealth1/videos>

[https://www.youtube.com/watch?v=UKDLafCIG\\_Y](https://www.youtube.com/watch?v=UKDLafCIG_Y) – Distinguishing Mental Illness from Everyday Stress

[https://www.youtube.com/watch?v=vBVYLUjkOeE&index=1&list=PLxR\\_RSzc4HpFwHDPjis22nduZSsYYp77I&t=0s](https://www.youtube.com/watch?v=vBVYLUjkOeE&index=1&list=PLxR_RSzc4HpFwHDPjis22nduZSsYYp77I&t=0s) - What is Depression

[https://www.youtube.com/watch?v=0RrcIj7LeRg&index=9&list=PLxR\\_RSzc4HpFwHDPjis22nduZSsYYp77I&t=0s](https://www.youtube.com/watch?v=0RrcIj7LeRg&index=9&list=PLxR_RSzc4HpFwHDPjis22nduZSsYYp77I&t=0s) – Everything You Need To Know about Stress

AsapSCIENCE – AsapHEALTH – short videos on a variety of issues (Depression, Stress, Sleep)

[https://www.youtube.com/watch?v=GOK1tKFFIQI&index=9&list=PLvFsG9gYFxy\\_2tiOKgs7b2ISjMwR89ECb](https://www.youtube.com/watch?v=GOK1tKFFIQI&index=9&list=PLvFsG9gYFxy_2tiOKgs7b2ISjMwR89ECb)

## **ANXIETY**

What is Worry or Anxiety?

Worry or Anxiety is what you feel when you're scared, or feeling overwhelmed, and think that something bad might happen. It affects your ability to concentrate on tasks and get things done.

Anxiety Websites

<https://www.anxietybc.com/> - Our site provides information to help you understand anxiety, as well as resources and tools to help you manage your anxiety.

<https://www.anxietybc.com/resources/mindshift-app> - There are things you can do to stop anxiety and fear from controlling your life. MindShift™ is an app designed to help teens and young adults cope with anxiety. It can help you change how you think about anxiety.

<http://www.lynnlyonsnh.com/> - An excellent website with a free downloadable workbook for children and teens on how to overcome anxiety. Playing With Anxiety: Casey's Guide

[www.anxieties.com](http://www.anxieties.com) – an excellent website with free help and videos by Dr. Reid Wilson, PhD.

Keep Talking: Anxious Kids, Anxious Parents – Brattleboro Retreat (Interview with Lynn Lyons)

<https://www.youtube.com/watch?v=12UeGPcZT54>

Psychology Today – 50 Ways to Beat Anxiety <https://www.psychologytoday.com/blog/in-practice/201503/50-strategies-beat-anxiety>

Teen Mental Health – is a website that teaches about various mental health issues and what to do. <http://teenmentalhealth.org/learn/>

## **VIDEOS**

You Tube – How to tell your parents about your depression and anxiety

<https://www.youtube.com/watch?v=hwgnwUtplbQ>

You Tube – The Listening Game / Cosmic Kids Zen Den – Mindfulness for Kids (Cosmic Kids Yoga) [https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

Stopping the Noise in Your Head – Dr. Reid Wilson <http://noiseinyourhead.com/free-video-series/>

## **DEPRESSION**

What is Depression?

Depression is a mental illness that negatively affects how you feel, the way you think and how you act. Depression causes feelings of sadness and a loss of interest in activities you once enjoyed.

## **WEBSITES**

American Psychiatric Association – Describing Depression <https://www.psychiatry.org/patients-families/depression/what-is-depression>

CAMH – Center for Addiction and Mental health – Depression [http://www.camh.ca/en/hospital/health\\_information/a\\_z\\_mental\\_health\\_and\\_addiction\\_information/depression/Pages/default.aspx](http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/depression/Pages/default.aspx)

HealthLinkBC – Discussing Depression <https://www.healthlinkbc.ca/health-topics/hw30709>

## **VIDEOS**

You Tube - I had a black dog, his name was depression  
<https://www.bing.com/videos/search?q=a+black+dog+named+depression&qpvt=a+black+dog+named+depression&view=detail&mid=3B2250D43550C70B1D883B2250D43550C70B1D88&&FORM=VDRVRV>

You Tube – Living with a Black Dog  
<https://www.bing.com/videos/search?q=a+black+dog+named+depression&qpvt=a+black+dog+named+depression&view=detail&mid=E2DEC69D250BD0DF0CD8E2DEC69D250BD0DF0CD8&rvmid=3B2250D43550C70B1D883B2250D43550C70B1D88&FORM=VDRVRV>

You tube – Inside out – What Causes Anxiety and Depression?  
<https://www.bing.com/videos/search?q=a+black+dog+named+depression&qpvt=a+black+dog+named+depression&view=detail&mid=E54349E2DF76D4FA5249E54349E2DF76D4FA5249&&FORM=VDRVRV>

You Tube - Feeling Depressed – How to Overcome it  
<https://www.youtube.com/watch?v= uVzDmJdnrl>

You Tube – The symptoms of Depression <https://www.youtube.com/watch?v=mPOfbe85FVs>

You Tube – How to tell your parents about your depression and anxiety  
<https://www.youtube.com/watch?v=hwgnwUtplbQ>

You Tube – The Listening Game / Cosmic Kids Zen Den – Mindfulness for Kids (Cosmic Kids Yoga) [https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

What is Depression  
[https://www.youtube.com/watch?v=vBVYLUjkOe&index=1&list=PLxR\\_RSzc4HpFwHDPjis22n duZSsYYp77I&t=0s](https://www.youtube.com/watch?v=vBVYLUjkOe&index=1&list=PLxR_RSzc4HpFwHDPjis22n duZSsYYp77I&t=0s)

## **SUICIDE**

Why am I thinking about suicide?

Most people do not feel like they have run out of reasons to live. However, if you are experiencing suicidal thoughts you need to know the problem can be treated. Although it might seem as if your unhappiness will never end, it is important to know that feelings can change and solutions can be found.

## **WEBSITES**

Canadian Association for Suicide Prevention – resources, guidance and education about suicide <https://suicideprevention.ca/>

Suicide Prevention: How to help someone who is suicidal and save a life  
<https://www.helpguide.org/articles/suicide-prevention/suicide-prevention.htm>

American Foundation for Suicide Prevention <https://afsp.org/about-suicide/>

## **VIDEOS**

Fight Depression – a powerful video about overcoming depression, and mental health  
<https://www.youtube.com/watch?v=1I9ADpXbD6c>

The bridge between suicide and life: listening to a suicidal person and giving hope  
<https://www.youtube.com/watch?v=7Clq4mtiamY>

Teen suicide Prevention – the Mayo Clinic – information for parents and friends who want to help <https://www.youtube.com/watch?v=3BByqa7bhto>



## **SUBSTANCE ABUSE**

What if I am using Substances?

Using substances, such as alcohol or drugs, in amounts and frequencies that can cause harm to yourself or those around you, can drastically affect your day to day life and your future. Often the use of substances becomes out of control and turns into an addiction that is very hard to overcome and those with an addiction need help to stop using them. Substance dependence often follows Substance abuse and is a disorder where the individual actually needs a substance to function normally. They now depend on the substance in order to function. Abstaining from using the substance will cause withdrawal effects and may require medical intervention and lengthy treatment.

### **WEBSITES**

National Institute on Drug Abuse for Teens <https://teens.drugabuse.gov/>

Saskatchewan Government: Alcohol, Drug and Addictions Resources  
<https://www.saskatchewan.ca/residents/health/accessing-health-care-services/mental-health-and-addictions-support-services/alcohol-and-drug-support/alcohol--drug-and-addictions-resources>

Map of Mental Health and Addictions Services in Saskatchewan  
<https://www.saskatchewan.ca/residents/health/accessing-health-care-services/health-care-facilities>

### **VIDEOS**

Under Construction: Alcohol and the Teenage Brain  
[https://www.youtube.com/watch?v=g2gVzVIBc\\_g](https://www.youtube.com/watch?v=g2gVzVIBc_g)

Anyone Can Become Addicted To Drugs <https://www.youtube.com/watch?v=SY2luGTX7Dk>

Meagan's Story – Healthy Canadians <https://www.youtube.com/watch?v=3KcqUIQzC9A>

## **SELF-INJURY**

What is Self-Injury?

Self injury is when a person deliberately harms their body by cutting themselves, or burning themselves or using any other means that causes harm to one's own body. It is typically not meant as an attempt at suicide, but rather as an attempt to cope with emotional pain or intense anger. Often it is used to help a person regulate their mood by feeling pain on the outside of their body rather than the inside, through painful emotions.

### **WEBSITES**

Self-Injury Outreach & Support – University of Guelph and McGill University initiative  
<http://sioutreach.org/>

Kids Health – For Teens – Mental Health - Cutting  
<http://kidshealth.org/en/teens/cutting.html?WT.ac=t-ra#catmental-health>

Canadian Mental Health Association <https://cmha.ca/documents/youth-and-self-injury>

### **VIDEOS**

Self-Harm and Self Care: Tips on How to Cope <https://www.youtube.com/watch?v=dtl5zaHicq8>

Anger Management/ What is Anger Management?/ Written intro ....

## **ADHD**

### **VIDEOS**

You Tube – Why do we lose control of our emotions? (Kids Want to Know)

<https://www.youtube.com/watch?v=3bKuoH8CkFc>

- ADD / ADHD
- What is ADD / ADHD?
- Written intro ....

### **WEBSITES**

Cosmic kids

Go noodle

## **GRIEF**

What is Grief?

Written intro ....

### **WEBSITES**

### **VIDEOS**

Webinar – The Neurobiology of Trauma- What is Happening in the Brain of Someone with Unresolved Trauma (from the National Institute for the Clinical Application of Behavioral Medicine) by Ruth Lanius

## **TRAUMA / POST TRAUMATIC STRESS**

What is Trauma?

Written intro ....

## **EATING DISORDERS**

What is an eating disorder?

### **WEBSITES**

National Eating disorder information Center provides information, resources, referrals and support to individuals struggling with food and weight issues, as well as the families, friends and professionals who support them. The free helpline is 1-866-633-4220. <http://www.nedic.ca/>

## **GENDER IDENTIFY**

What is gender Identity?

### **WEBSITES**

Gender Queer Me: transgender and non-binary resources (transitioning)

<https://genderqueer.me/>

Videos

Every man has a Superman inside of them. - looking at how men make themselves small to fit into roles set by society. <https://www.youtube.com/watch?v=Ktre9lsqix8>

## **SCHIZOPHRENIA**

What is schizophrenia?

### **VIDEOS**

Experience a psychotic episode as described by Schizophrenics

<https://www.youtube.com/watch?v=SN1GCoVzxGg>

### **GOZEN**

### **GONOODLE**

### **MINDFULNESS**

The Scientific power of Meditation <https://www.youtube.com/watch?v=Aw71zanwMnY>

Simple Relaxations, Meditations and Present Moment Focus exercises for FREE

[www.fragrantheart.com](http://www.fragrantheart.com)

Mindfulness for Teens: Discovering Your inner Strength (11 Guided Mindfulness Activities)

<http://mindfulnessforteens.com/guided-meditations/>

### **MOTIVATION**

Tips on how to motivate yourself for change <https://www.youtube.com/watch?v=pZT-FZqfxZA>

Cognitive Behavioral Therapy

## **Evaluation of the Locally Developed Course**

Regular feedback from the students and teachers involved with this course will be conducted to determine the effectiveness and to update/revise the course as needed.

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