

BC Curriculum and Kutcher's MHL: Career Education (Grade 8/9)

CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<p>Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills</p>	<p>Mod 2/Act 1: Language Brainstorm</p> <p>Mod 2/Act 3 PPT: Mental Health and Mental Illness: The Common Basis</p> <p>Mod 2/Act 1-4: Dealing with Stress</p>	<p>Mod 2/Act 1: People conceptualize mental illness in the language they use. Raising awareness of the language used every day will set the stage to introduce inclusivity.</p> <p>Mod 2/Act 3 PPT: Understanding the various mental health states is essential for students to assess and develop awareness of themselves. This is a self-regulation tool for students.</p> <p>Mod 2/Act 1-4: Learning about the realities of stress and the role stress plays in our daily lives can help students assess their work-life balance. Students can find ways to become more aware of the ways in which they cope with the negative effects of mental illness, or poor work-life balance.</p>
<p>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</p>	<p>Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health</p> <p>Mod 1/Act 2: Understanding myths and realities of Mental Illness</p> <p>Mod 1/Act 5: Community Survey</p>	<p>Mod 1/Act 1 & 2: Understanding the effect of stigma increases awareness and choices around behaviour, and increases the ability of people to work with others in respectful ways.</p> <p>Mod 1/Act 5: The community survey links MHL curriculum to local community and school community, thereby identifying local problems,</p>

	<p>Mod 1/Act 6: Handout on Reducing stigma</p> <p>Mod 2/PPT: Mental Health and Mental Illness: The Common Basis</p> <p>Mod 5/Act 2: Getting Help – scenarios and checklists</p> <p>Mod 5/Act 4: Handout on Support Strategies</p>	<p>needs, and possible resources for problem-solving.</p> <p>Mod 1/Act 6: This handout addresses factors around negative behaviours that students may recognize in themselves and in their community.</p> <p>Mod 2/PPT: Understanding the physiological and psychological basis for mental illness is essential to breaking down stigma, and increasing inclusive behavior in both teens and adults.</p> <p>Mod 5/Act 2: Practising strategies promotes the skills of students and will improve the overall health of school and community.</p> <p>Mod 5/Act 4: Handout on Support Strategies Is an important resource and strategies that provides helpful ways to reach out to another person. Many students and adults want to help – they just don’t know how.</p>
<p>Recognize and explore diverse perspectives on how work contributes to our community and society</p>	<p>Mod 4/Act 1: Video discussion</p>	<p>Mod 4/Act 1: Understanding the impact of mental illness on a person’s ability to work, or on the positive impact of work on a person’s mental health is valuable. Students can discuss how they may have felt as they gained confidence in themselves after time working in a position. This activity also reinforces the Personal and Social Responsibility Core Competency</p>

<p>Set and achieve realistic learning goals with perseverance and resilience</p>	<p>Mod 6/Act 1: Understanding the Stress Response</p> <p>Mod 6/Act 2: Challenging Our Thinking</p> <p>Mod 6/Act 3: Modulating the Intensity of the Stress Response - Coping with Stress</p> <p>Mod 6/Act 4: Taking Charge of My Health</p>	<p>Mod 6/Act 1: The definition of stress and examination of the stress response provides understanding – which is itself a strategy that is positive, unlike substance use/addiction. This activity reinforces that strategies are individual, and subject to context for each person.</p> <p>Mod 6/Act 2: Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</p> <p>Mod 6/Act 3: When students understand the concept behind positive stress, they can act as a supportive network for each other.</p> <p>Mod 6/Act 4: Taking Charge of My Health Journaling and reflection are important strategies to build resilience when inevitable challenges come up while trying to achieve career goals.</p>
<p>Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations</p>	<p>Mod 5/Act 2, 3 & 4: Checklist and Health Questions</p> <p>Mod 6/Act 1: Understanding the Stress Response</p>	<p>Mod 5/Act 2, 3 & 4: Checklist and Health Questions – these activities provide a resource that can be used (students keep copies) Understanding strategies on how to find help from outside resources is an important tool. Agencies such as the Foundry are not just about dealing with serious mental illness – teens consult with them over school/career issues</p> <p>Mod 6/Act 1: The definition of stress and examination of the stress response provides</p>

	<p>Mod 6/Act 2: Challenging Our Thinking</p> <p>Mod 6/Act 3: Modulating the Stress Response</p> <p>Mod 6/Act 4: Taking Charge of My Health</p>	<p>understanding – which is itself a strategy that is positive - unlike substance use/addiction This activity reinforces that strategies are individual, and subject to context for each person.</p> <p>Mod 6/Act 2: Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</p> <p>Mod 6/Act 3: When students understand the concept behind positive stress, they can act as a supportive network for each other.</p> <p>Mod 6/Act 4: Journaling and reflection are important strategies to build resilience when inevitable challenges come up while trying to achieve career goals.</p>
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Special thanks to Hilary Watt, North Vancouver School District
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Additional Resources

<https://curriculum.gov.bc.ca/curriculum/career-education/8>

<http://teenmentalhealth.org/schoolmhl/school-mental-health-literacy/mental-health-high-school-curriculum-guide/download-the-guide/>