

BC Curriculum and Kutcher’s MHL: Career Life Education (Grade 10)

BIG IDEA: The primary “Big Idea” that links the MHL Curriculum and CLE is **“Finding balance between personal and work life promotes well-being.”**

CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<p>Examine the influences of personal and public profiles on career-life opportunities</p>	<p>Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health</p> <p>Mod 1/Act 4: Which famous people lived with a mental illness</p> <p>Mod 1/Act 6: Handout on Reducing stigma</p> <p>Mod 6/Act 1: Understanding Stress Mod 6/Act 2: What do we mean by Stress?</p>	<p>Mod 1: Understanding the pervasive effects of stigma on people with mental illness and the difficulties people have finding/accepting help for mental illness is important for everyone who has co-workers. 1/5 people deal with a mental illness – this translates into a significant component of a person’s professional community.</p> <p>Mod 6/Act 1&2: Understanding Stress is an important paradigm shift that needs to happen for youth and adults. Recognizing the necessity of the human stress response and its essential role in enhancing and maintaining health is key. Understanding the role of stress in achieving work-life balance is important and it is a skill.</p>

<p>Demonstrate inclusive, respectful, and safe interactions in diverse career-life interactions</p>	<p>Mod 2/Act 1: Language Brainstorm</p> <p>Mod 2/Act 2: Language Matters</p> <p>Mod 2/Act 3 PPT: Mental Health and Mental Illness: The Common Basis</p> <p>Mod 3/Act 1 & 2 PPT: “What happens when the brain gets sick?” and Common Mental Illnesses.</p> <p>Mod 4 /Act 1: Experiences of Mental Illnesses and Video Discussion Sheet</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 2: Language Matters activity is the most important activity to promote mental well-being across a larger population – using correct language promotes the health of entire community, reduces stigma and increases chances of people getting help.</p> <p>Mod 2/Act 3 PPT: Exploration of the brain-body connection is important. Key message: Activities that help improve physical health also help improve mental health.</p> <p>Mod 3/Act 1 & 2 PPT: Knowledge is power and can help students appreciate the diverse situations that will exist in a workplace environment.</p> <p>Mod 4/Act 1: The firsthand accounts of people with mental illness increases empathy, and respectful workplace relationships</p>
<p>Identify career-life challenges and opportunities, and generate and apply strategies</p>	<p>Mod 2/PPT: Mental Health and Mental Illness: The Common Basis</p>	<p>Mod 2/PPT: Exploration of the brain-body connection is key. Physical activity is an example of positive stress that teaches the body and brain to cope. Physical reactions to mentally stressful situations can mimic reactions to physically stressful situations. Key message: Activities that</p>

	<p>Mod 5/Act 1-4 PPT: checklist to ask health care provider and support strategies</p> <p>Mod 6/Act 3: Modulating the Intensity of Stress</p> <p>Mod 6/ Act 4: Taking Charge of My Health - diary</p>	<p>help improve physical health also help improve mental health.</p> <p>Mod 5/Act 1-4 PPT: This entire module teaches students strategies they can use for themselves, or co-workers when dealing with mental illness. The question is not whether or not we will work with someone with mental illness – the question is how will we help effectively when this happens?</p> <p>Mod 6/Act 3: This exercise builds students’ capacity to understand their ability to adapt and grow in stressful situations, and the variety of methods each person can use to help cope with excessive stress.</p> <p>Mod 6/Act 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition.</p>
<p>Practise effective strategies for healthy school/work/life balance</p>	<p>Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health</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 1/Act 1: Understanding the effect of stigma increases awareness and choices around behaviour.</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: Exploration of the brain-body connection is key. Physical activity is an example of positive stress that teaches the body and brain to cope. Physical reactions to mentally stressful situations can mimic reactions to physically stressful situations. Key message: Activities that</p>

	<p>Mod 6/Act 3: Modulating the Intensity of Stress</p> <p>Mod 6/Act 4: Taking Charge of My Health - diary</p>	<p>help improve physical health also help improve mental health.</p> <p>Mod 6/Act 3: This exercise builds students' capacity to understand their ability to adapt and grow in stressful situations, and the variety of methods each person can use to help cope with excessive stress in workplace situations.</p> <p>Mod 6/Act 4: Charting one's physical activity is recognized as a valuable tool for motivation and metacognition.</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/all/career-life-education>

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