



Master of Educational Technology

Unit Planning Template

CURRICULUM AREA: Mental Health & Self Empowerment

GRADE: 7

Strands:

- Self-Identity
- Privilege
- Trauma
- Fight, Flight, Freeze & Fawn
- Self-Regulation
- Mental Health Awareness
- Mental Health Plan

Teacher(s): Carlo DeFazio, Joseph Villella, Kristina Preston, Vicki Glover, Warren Wong

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Special Note: Mental health is an important topic that we believe should be taught to people of all ages - teachers included. Taking care of ourselves as educators is imperative to our practice. Do not be afraid to ask for help. The BCTF and many other teacher unions provide counselling services for their members. The [Centre for Addiction and Mental Health Canada](#) has many resources available such as a [Mental Health 101](#) information page. The BC Government also has a page dedicated to [Mental Health & Well-being](#).

[Lesson Overview](#)

Lesson 1: Identity & Privilege

Lesson 2: Identifying & Impacts of Trauma

Lesson 3: Fight, Flight, Freeze & Fawn: The Window of Tolerance

Lesson 4: Self-Regulation

Lesson 5: Mental Health Awareness

Lesson 6: Creating a Personal Mental Health Plan

Additional Lessons:

- Mindfulness Journals (Soft Start Activities)
- MindUp (Daily meditation)

Culminating Task Description:

Students will engage in culminating tasks that are both creative and reflective. Throughout the unit, students will demonstrate their knowledge of mental health concepts including identifying personal privileges, trauma-related activities, strategies for well-being, self-regulation demonstrations, and promoting mental health awareness in their community. Through reflective and hands-on maker activities students will culminate their learning by creating a mental health personal plan project by choosing their medium (i.e. physical, digital, etc.).

Overview

<p>Expectations <i>Overall expectations (Link to list of specific expectations addressed)</i></p>	<p>“Big Idea” <i>This will be the overriding theme, question, and focus for the teaching and learning inquiry.</i></p>	<p>Learning Goal(s) <i>(Can be overall; might change throughout inquiry)</i></p>
<p>Describe and assess strategies for promoting mental well-being, for self and others (PHE 7)</p> <p>Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE 7)</p> <p>Explore strategies for promoting the health and well-being of the school and community (PHE 7)</p> <p>Describe and assess strategies for managing problems related to mental well-being and substance use, for others (PHE 7)</p>	<p>We experience many changes in our lives that influence how we see ourselves and others.</p> <p>Healthy choices influence our physical, emotional, and mental well-being.</p> <p>Learning about similarities and differences in individuals and groups influences community health.</p> <p>Design can be responsive to identified needs.</p> <p>Through art making, one’s sense of identity and community continually evolves.</p>	<p>Students will be able to:</p> <p>Understand and reflect on their identity, personal privilege, and biases.</p> <p>Practice looking at situations from another person’s point of view.</p> <p>Understand the effects of trauma on their mental health and how it impacts their daily life.</p> <p>Recognize signs and symptoms of stress, anxiety, and depression.</p> <p>Develop skills and strategies that allow them to counteract the flight, fight, freeze response.</p>

<p>Identify the roles of context, defining, ideating, prototyping, making, and sharing have during the design process (ADST 7)</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies (ADST 7)</p>		<p>Raise awareness about mental health.</p> <p>Create a personal plan of strategies that they can implement into their personal practices.</p> <p>Recognize that taking care of our own mental health supports the well-being of the self, family, community, land, the spirits, and the ancestors.</p> <p>Recognize that our mental well-being requires the exploration of one's identity.</p>
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<p>Assessment For Diagnostic Assessment <i>(At the start of the cycle/unit)</i></p>	<p>Assessment As <i>The overall teaching should prepare students to complete this task.</i></p>	<p>Assessment Of Culminating Assessment Task <i>(At the end of the cycle/unit)</i></p>
<p>In each lesson, students will take part in a think/pair/share or a know/wonder/learn on the given topic. The feedback will be given in a variety of ways based on the lesson. For the diagnostic assessment, the think/pair/share or know/wonder/learn will be assessed through observation or a check-brid based on participation and communication. A written know/wonder/learn chart can also be collected to provide feedback at the</p>	<p>Within every lesson, learners will be presented with various chances to engage in hands-on activities or creative projects, aiming to foster the development of critical thinking abilities. As the making process unfolds, we will consistently monitor the progress of learning and offer feedback along the way. The feedback will be given in a variety of ways based on the lesson. Some examples are through observations of students, one-on-one conversations, or through student self-reflection.</p>	<p>Upon completing the unit, learners will demonstrate their understanding by crafting an individualised mental health plan. The primary objective of this plan is to serve as a valuable resource to support and enhance their mental well-being. This mental health plan will be assessed through a digital rubric and students will have the option to post it on their student e-portfolio.</p>

beginning of the overall unit.		
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Summary (DESCRIPTION) Conceptual Development <i>200-300 words</i>	Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) <i>How the unit is situated in EDIDA</i>	Rationale <i>Why it matters to student, why it matters to community, why it matters to world, how it connects to STEAM, EDIDA, TPACK/SAMR</i>
<p>As we came together to begin this project, there were two subjects that we immediately were drawn to – sustainability and mental health. Both are important issues that continue to affect communities on a local and global scale. While there were several different possibilities we could have explored with the idea of sustainability, when we started to talk about mental health and how it relates to the students that we teach (primarily Grade 7, but some students as young as Grade 4), it became so apparent how necessary it was to focus on that. There were many avenues that we thought about taking our unit plan. Relationships, empathy, self-esteem, anxiety – all these were added to our mind map and became a topic of discussion.</p> <p>In the early stages of our</p>	<p>Equity: Students will be given equal access to all materials, tools, and resources they would need to participate in activities. The activities will also allow students to showcase their learning and understanding in multiple ways. A focus on student choice to allow for accommodations is important throughout our unit.</p> <p>Diversity: Students will be encouraged to share their own personal perspectives and stories through their maker creations. Our learning environment will be a space of shared knowledge and experiences to encompass all of the students’ backgrounds, cultures, and identities.</p> <p>Inclusion: Through the usage of different learning materials and providing a welcoming environment of learning, we aim to create an inclusive space. Since the discussions of this unit can</p>	<p>Education on mental health matters for several reasons. It helps break down the stigma surrounding mental health by providing accurate information and promoting understanding. This creates an environment where learners feel accepted and supported. It also enables early identification and intervention by equipping learners with knowledge about the signs and symptoms of mental health problems. This leads to better outcomes for those who may be struggling. Additionally, it promotes well-being by emphasizing self-care, stress management, and coping strategies. By empowering learners with knowledge about mental health and mental illnesses, it helps them understand their own experiences, seek support, and foster resilience. Addressing mental health also enhances relationships, improves academic success, and contributes to a society where mental health is valued and everyone can thrive.</p>

unit plan, we wanted to incorporate multiple streams on mental health. However, there was one topic we kept revisiting – self-regulation. It's the first step in many of the other areas of growth with mental health. Unfortunately, we live in a post-pandemic world where our students lack the skills necessary to understand and recognize when they are feeling dysregulated. Why are they unable to focus? Why do they feel these big emotions? And what can they do about this?

After a couple of iterations, we came to our final design for our unit where we would start with self-identity, move into understanding trauma and zones of regulation before we learn about strategies on how to regulate, and finish off with a community awareness activity and personal action plan.

be difficult for many to understand and share, it is especially important to create an inclusive environment so that all feel safe sharing. Inclusion will also be a focus by providing students with choice and the freedom to express their own thoughts and opinions without judgment.

Decolonization: The concept of decolonization will be linked to both privilege and trauma. Examples of how colonization has impacted Indigenous People and their land will be shared, and the students will be encouraged to reflect on their own positionality and privilege in relation to colonization. This will be linked with the trauma lesson as a way to understand how past events can change and impact who we are, even through generations.

Anti-racism: Students will be empowered to take action against racism through the unit as a way of self-expression. Racism and discrimination negatively impact a person's mental health. It is incredibly important to educate students on the importance of confronting racism and discrimination in all forms. Students will also be

	encouraged to become allies and advocates for all social justice issues, and they will have the opportunity to create a link between these issues and mental health.	
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Instructional Strategies & Approaches:

Accommodations (For all students)	Field Study/Trips, Experiential Learning outside the classroom	Inquiry Design-Based Thinking STEAM	Collaborative/Instructional Strategies
<p>All students will be given multiple choices during lessons to promote student voice (no tech, low tech, high tech).</p> <p>All students will be encouraged to use accessibility options on their devices such as text-to-speech and dictation.</p> <p>Materials that students can use during maker activities will be organized and labelled.</p> <p>One-on-one feedback and</p>	<p>Mindful walk in nature (either in community or on a field trip to a local park)</p> <p>Stress Management & Coping “Virtual Field Trips” (School of Mental Health Ontario)</p>	<p>Create a demonstration of the brain during a fight/flight/freeze response.</p> <p>Create a mindful five-sensory box.</p> <p>Create a soothing item.</p> <p>Create a PSA on mental health awareness.</p> <p>Create a t-shirt design promoting individual mental health feelings.</p> <p>Create a Superbeing to defeat a Trauma Monster</p>	<p>Think, pair, share.</p> <p>As this unit focuses on an individual student’s needs they may not be comfortable collaborating and sharing with others. We honour their choice.</p>

<p>dialogue throughout the unit.</p> <p>Ensure that the accommodation guide and inclusion checklist are referred to throughout the unit.</p> <p>- Accommodation Checklist: https://drive.google.com/file/d/1fKQvX2vxWcdULxjбекNiUK8yWzEOpioY/view</p> <p>- Inclusion Guide: https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit</p>		<p>Cooldown/Mindful Corner in the classroom (if space allows)</p>	
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Tech-Enabled Learning	Professional Resources	Subject Specific Concepts	Connection to Current Events & Issues	Parent Communication
<p>iChill Plotagon ChatterPix Merge Cube iMovie Padlet Canva Genially Photopea Biteable</p>	<p>OpenParachute</p> <p>MindUp</p> <p>CAMH.ca</p> <p>Mental Health & Well-Being Information (BC Government)</p> <p>Student Mental Health</p>	<p>Aspects of the PHE curriculum would be intertwined with this unit including making healthy choices and strategies to promote mental well-being.</p> <p>Aspects of the ADST curriculum</p>	<p>Student health & well-being continues to be an important topic. The access that students have to digital devices can put immense amounts of pressure on them, both inside and outside of the classroom. It is important for</p>	<p>Parents and guardians will be informed through a short email or memo to let them know that students will be talking about mental health, self-regulation, identity, and trauma. The reasoning for this is so that parents and guardians</p>

	Toolkit Region of Peel - Resources for Teachers	would include various maker mentality frameworks and concepts, such as identifying and understanding the design process.	them to be given the tools to navigate these pressures to mitigate the negative impact on their own mental health and well-being.	are prepared and able to help their child navigate through discussions at home.
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Lesson Sequence

Lesson #1:	Lesson #2:	Lesson #3:
<p>Title: Identity & Privileges</p> <p>Big Idea:</p> <p>We experience many changes in our lives that influence how we see ourselves and others</p> <p>Assessment: Students will create a button symbolizing their identity, privilege, and how they can use their privilege to help others.</p>	<p>Title: Identifying & Impacts of Trauma</p> <p>Big Idea:</p> <p>We experience many changes in our lives that influence how we see ourselves and others (cont.)</p> <p>Assessment: Students will create a "superbeing" to defeat their Trauma Monster. Materials can include no-tech, low-tech, and high-tech items. Students will have the opportunity to discuss their superbeing with a partner which will provide time for educators to conduct a verbal/observatory assessment.</p>	<p>Title: Fight, Flight, Freeze & Fawn: The Window of Tolerance</p> <p>Big Idea:</p> <p>Healthy choices influence our physical, emotional, and mental well-being.</p> <p>Assessment: Students will create a representation of the amygdala to model their understanding of the Window of Tolerance. This creation should demonstrate what happens when the brain's trauma/stress response is triggered and what happens when strategies are used to bring focus and calm back to the mind. Materials can include no-tech, low-tech, and high-tech items.</p>

Lesson #4:	Lesson #5:	Lesson #6:
<p>Title: Self-Regulation</p> <p>Big Idea: Emotions and behaviours can be self-regulated through a variety of techniques.</p> <p>Assessment: Identify multiple methods and items that can be used to calm and regulate their behaviour.</p> <p>Students will create a sensory box that can be used when employing the mindful five mindfulness activity.</p>	<p>Title: Mental Health Awareness</p> <p>Big Idea: Understand that mental health impacts all of us, and practice the skill of raising awareness about mental health challenges.</p> <p>How can I help raise awareness about mental health?</p> <p>Assessment: The objective would be for the students, in a hands-on activity that promotes mental health awareness and encourages self-expression, to construct an installation that represents different aspects of mental health and well-being. Materials will range from low-tech to no-tech items that students can use to create awareness.</p>	<p>Title: Mental Health Plan</p> <p>Big Idea: Healthy choices influence our physical, emotional, and mental well-being.</p> <p>We experience many changes in our lives that influence how we see ourselves and others.</p> <p>Assessment: Students will create a Mental Health Plan that will be a cumulative assessment for the unit. This Mental Health Plan will be useful to help students develop their own self-awareness of their mental health, improve their coping skills, remove the stigma around mental health, and promote healthy habits.</p> <p><i>*Note: This is an extra lesson which we will fully develop at a later date.</i></p>


Master of Educational Technology
Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 7	Date(s):	Duration: 90	Lesson Topic/Title:
Identity - Privilege			
Subjects: Mental Health & Self Empowerment		Number of Students: 30	
Teacher: Warren Wong			
Big Ideas:			
<ul style="list-style-type: none"> • Learning about similarities and differences in individuals and groups influences community health. • Design can be responsive to identified needs. • Through art making, one's sense of identity and community continually evolves. • Define the concept of privilege and reflect on my own privileges. 			
Curricular Competencies:			
<ul style="list-style-type: none"> • Explore the impact of transition and change on identities • Express feelings, ideas, and experiences through the arts • Take creative risks to express feelings, ideas, and experiences • Identify and use appropriate tools, technologies, and materials for production 			
Content Objectives:			
<ul style="list-style-type: none"> • influences of physical, emotional, and social changes on identities and relationships • manipulation of elements and principles to create meaning in the arts 			
General Objectives:		Specific Objectives:	
Unit Goals		Lesson Goals	
<ul style="list-style-type: none"> • To help educate on mental health as it plays a crucial role in fostering students' awareness, empathy, and coping skills, enabling them to navigate their mental well-being and effectively support others facing mental health challenges. • Students will apply design thinking, including through a maker mentality, to create solutions that address the needs and issues in this area. 		<ul style="list-style-type: none"> • To define the concepts of identity and privilege. • To reflect on their own identities and privileges. • To understand the impact of privilege on individuals and society. • To use the maker mentality to create a product that displays their understanding of privilege 	

21st CENTURY COMPETENCIES: Which COMPETENCIES will be addressed and how? Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/ Communication/Global Citizenship/Metacognition and Reflection

Communication

Communication - In a safe and supported environment, students will engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives about identity and privilege.

Collaboration - Students will engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.

Thinking

Critical Thinking - Students will learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect on drawing reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning and reaching a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.

Creative Thinking - Students use creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.

Personal and Social

Positive Personal and Cultural Identity - Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship with others and their relationship to the world (people and place) around them.

Social Awareness and Responsibility - Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies their commitment to developing positive communities.

LEARNING GOAL(S) I can... I will....

I can define and describe identity and privilege and understand how it affects society. I will be able to support others with different identities and privileges.

PRIOR KNOWLEDGE Prior to this lesson, students will be able to...

- This is the first lesson in the unit, so no prior knowledge was specifically taught.
- At the beginning of the lesson, a think/pair/share will be performed to assess what they know about identity and privilege

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA)

Frameworks-Considerations:

- How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?

- Provide a safe environment in the classroom where students can share their thoughts and ideas without judgment.
- *Consider what materials you will use*
 - Incorporate inclusive teaching materials, resources, and diverse examples to reflect the experiences of various identities and communities. Use various teaching methods, such as visual aids, interactive activities, and multimedia, to cater to different learning styles and engage all students.
- *How will you ensure all voices are included and heard?*
 - Provide opportunities for students to engage in group discussions, small-group activities, or partner work that encourages collaboration and exchanging ideas. Encourage students to consider different perspectives and think critically about identity and privilege.
- *From what lens will the content be delivered?*
 - The lesson will be delivered from an inclusive and equitable lens. It will address diverse identities, experiences, and perspectives, considering race, ethnicity, gender, socioeconomic status, abilities, and other aspects of identity. The goal is to foster an understanding of the complexities of identity and privilege while promoting empathy, respect, and inclusivity for all students.
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - During the lesson, foster a supportive and respectful environment where all students feel comfortable expressing their thoughts and experiences. Encourage active listening and empathy among students to promote understanding and reduce the likelihood of exclusionary behaviours.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Materials

- Provide supplementary materials that cater to different learning styles, such as visual aids, audio resources, or hands-on activities.
- Utilize technology tools or interactive resources to enhance engagement and accessibility for students with diverse learning needs.

Delivery

- Use a combination of whole-group instruction, small-group activities, and individual tasks to cater to different learning preferences.
- Offer flexible seating arrangements or seating options to accommodate physical comfort and individual learning styles.
- Provide clear and concise instructions, repeating or paraphrasing as needed, and offer additional support through demonstrations or examples.

Outcome

- Set individualized goals or learning targets for students based on their abilities, prior knowledge, and needs.
- Offer personalized feedback and support to address individual challenges or misconceptions.

Individualized Support

- Assign peer buddies or partners to provide additional support or assistance to students who may benefit from peer collaboration.
- Offer one-on-one check-ins or conferences to address individual questions, concerns, or areas of confusion.
- Modify assignments or tasks to meet the individual needs of students, providing additional scaffolding or extensions as necessary.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Simplifying complex language or using visual aids to support understanding for students with language challenges.
- Providing audio versions of written materials for students with reading difficulties or visual impairments.
- Offering flexible seating options to accommodate students' comfort and physical needs.

- Breaking down complex concepts into smaller, manageable chunks for students with learning difficulties.
- Using multi-sensory teaching methods to engage different learning styles.
- Providing additional time for tasks or assessments to accommodate processing speed or attention challenges.
- Establishing a safe and respectful classroom environment where students feel comfortable expressing themselves.
- Encouraging collaborative group work to promote social interaction and peer support.
- Utilizing assistive technology tools to support students with diverse learning needs, such as screen readers or speech-to-text software.
- Encouraging students to share their perspectives and experiences while validating and respecting their unique cultural backgrounds.

MATERIALS:

Button, Button Maker, colouring materials, Is there really a human race (book).

INTRODUCTION/MINDS-ON

- Ask students to brainstorm what they know and think about identity and privilege
 - Students will be given a post-it note to write their thoughts and questions
 - When students are done they will stick their not on the whiteboard
 - Go over answers students shared
- Watch Identity Explained for Children | Pop'n'Olly | Olly Pike [CC] [Youtube]
 - <https://www.youtube.com/watch?v=eRzRAh2M2Ao>
- Watch Privilege Explained for Kids | Pop'n'Olly | Olly Pike [Youtube]
 - <https://www.youtube.com/watch?v=qfCwwc1mqKw>
- Ask Students to write anything new they learned about identity and privilege after watching the videos
 - Students will be given a post-it note to write their thoughts and questions
 - When students are done they will stick their not on the whiteboard
- Provide a clear definition of identity: "Identity refers to the qualities, beliefs, experiences, and characteristics that make each person unique."
- Provide a clear definition of privilege: "Privilege refers to the unearned advantages or benefits that certain individuals or groups have based on their social, economic, or cultural position in society."
- Discuss examples of privilege that students might be familiar with, such as access to education, healthcare, or technology.

CRITICAL GUIDING QUESTIONS:

What is identity?

What is privilege?

ACTION-LEARNING EXPERIENCES:

A. EXPERIENCE 1 (Provocation)

- Ask students, have you ever thought about the advantages or disadvantages you have because of who you are?
 - With a partner discuss what are 3 privileges that many of us have access to in our culture? Think about privileges that relate to being supported or cared for.
 - Each pair writes at least one privilege on a Post-it note and sticks it the whiteboard

CRITICAL GUIDING

QUESTIONS: What are my privileges?

How can I use my privilege to help others?

- Share with the class that it is often hard to notice or own privileges, because our privileges are normal to us. Only when we experience a lack of privilege do we really understand the impact that privileges have.
- Partner Exercise
 - With a partner do the following
 - One partner place a blindfold on or close/cover your eyes. The other partner is not allowed to speak.
 - Try to communicate for one minute about something that is in the room around you.
 - Switch roles and repeat.
 - Class discussion
 - What was it like to communicate without the privileges of sight and speech?
 - What might it be like to live without these privileges?
- Class Exercise
 - Divide the class into two. People with birthdays from January to June are on one side of the room. People with birthdays from July to December are on the other side.
 - Give each person a piece of paper to scrunch up
 - Place a basket close to the January to June group
 - Everyone throws their paper into the basket
 - Class discussion
 - Who got better results? Why?
 - To the losing team: What are your feelings about the rules of this game and how it was set up?
 - To the winning team: How do you feel about being closer to the basket? How do you feel about winning?
- Exploring Privilege
 - Historical circumstances, social traditions, and group dynamics have given certain groups in our society more privilege and power compared to other groups in our society.
 - Sometimes we don't even know that we are receiving the benefits of a historical circumstance or social tradition associated with our identity.
 - We just accept that we are closer to the basket than others and we don't always question or challenge the rules or circumstances that privilege some over others.
 - Did anyone question why the basket was placed closer to the older group?
 - Class discussion
 - Can you think of any historical circumstances, social traditions, or attitudes that have privileged or disadvantaged some groups over others?
 - Examples could include: The legacies of residential schools, racial segregation, stigma surrounding same-sex relationships, etc.
- How can you use your privilege to help others?

B. EXPERIENCE 2 (Challenge)

<ul style="list-style-type: none"> ● Students will then create a button to symbolize their identity, privilege and how they plan to help others with their privilege. They may create multiple buttons to represent themselves. <ul style="list-style-type: none"> ○ No-tech: Students can use maker materials such as cardboard to create their button ○ Low-tech: Students can use a mixture of maker materials and a button maker to create their button ○ High-tech: Students can add LEDs to their button ● Once complete, ask students if they would like to share their buttons with the class. 	
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<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> ● Some groups are closer to the basket because of their identity alone, not necessarily because they have worked harder than others or are more deserving. ● It is not always easy to realize or see that we are in a position of privilege (i.e. sometimes we don't know how close we are to the basket and how far others are from it). ● We all have privileges of some form. And we all struggle with things. Both of these are normal and ok. ● The more aware we are of our own privileges, the more we can find the support we need when we face challenges. ● How can we use our privilege to support decolonization 	<p>CRITICAL GUIDING QUESTIONS:</p>
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<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <p>Diagnostic</p> <ul style="list-style-type: none"> ● Aspects of the introduction/minds-on activity will be part of the diagnostic assessment. This will provide an opportunity to gauge prior knowledge and thoughts on identity and privilege and also how they feel about the topic through group <u>conversations</u>. ● The sticky note activity in the introduction/minds-on activity will also be used as an <u>observation</u> to further gauge the entire class's view and thoughts on the topic. <p>Formative</p> <ul style="list-style-type: none"> ● The provocation can be used to help strengthen and assess student understanding through <u>observations</u> and <u>conversations</u>. This provocation provides time to converse and discuss with students and assess their connections with identity and privilege. <p>Summative</p> <ul style="list-style-type: none"> ● The creation of the button during the Challenge forms the summative assessment of the lesson. It will give an opportunity to evaluate students' achievement and understanding of the lesson based on what their final creation is. The assessment can assess students' understanding of using different levels of technology and materials. Students' creations will be viewed against a rubric relating to the competencies and expected learning outcomes of this lesson. ● <u>Conversations</u> will occur at the end of the lesson which can be used to evaluate how students can connect to decolonization. These conversations can be self-reflections and/or peer discussions.
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Master of Educational Technology

Grade: 7	Duration: 90 minutes	Lesson Topic: Mental Health - Trauma (Lesson 2)
Subjects: Physical and Health Education 7, ADST 7		Number of Students: 32
Big Ideas: <ul style="list-style-type: none">• We experience many changes in our lives that influence how we see ourselves and others (PHE 7)• Learning about similarities and differences in individuals and groups influences community health (PHE 7)• Design can be responsive to identified needs (ADST 7)		
Curricular Competencies: <p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE 7)• Explore strategies for promoting the health and well-being of the school and community (PHE 7)• Describe and assess strategies for promoting mental well-being, for self and others (PHE 7)• Describe and assess strategies for managing problems related to mental well-being and substance use, for others (PHE 7)• Identify the roles of context, defining, ideating, prototyping, making, and sharing during the design process (ADST 7)• Identify how the land, natural resources, and culture influence the development and use of tools and technologies (ADST 7)		
Content Objectives: <p><i>Students are expected to know/learn the following:</i></p> <ul style="list-style-type: none">• strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (PHE 7)• signs and symptoms of stress, anxiety, and depression (PHE 7)• influences of physical, emotional, and social changes on identities and relationships (PHE 7)• trauma impacts a person's mental health and their daily life (PHE 7)		
General Objectives: <ul style="list-style-type: none">• To help students develop awareness, empathy, and skills for coping with mental health and providing support for others.• Students will apply design thinking, including through a maker mentality,	Specific Objectives: <ul style="list-style-type: none">• To identify and describe different types of trauma and how they affect mental health and well-being• To explore strategies for avoiding and/or responding to potential situations that may induce or worsen trauma• To describe strategies which students could use to promote mental well-being such as self-care, seeking help, and expressing emotions	

to create solutions that address the needs and issues in this area.

- To use the design process of context, defining, ideating, prototyping, making, and sharing to create a product that can assist those who have experienced trauma

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how? Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection*

Thinking

Critical Thinking - Students use problem-solving and critical thinking skills to identify the causes and effects of trauma, and will then need to evaluate different strategies that could be used for coping and supporting others.

Creative Thinking - Students use creativity through the creation with their maker mentality by making an object to defeat their trauma monster.

Communication

Communication - Students use their communication skills to express their own thoughts and feelings about trauma. They also will develop their active listening skills through listening to their peers and helping to support them.

Collaboration - Students will collaborate as a class during group discussions to express their different experiences to help create a community of learning. Students would have the option to share a personal experience with an adult or friend if they feel comfortable.

Personal and Social

Personal Awareness and Responsibility - Students would develop their own awareness by managing their emotions and reactions to trauma and mental health. They would need to be aware of their own emotions and self-regulate to ensure their own mental well-being during the lesson.

Social Awareness and Responsibility - Students would promote awareness of mental health and trauma, and would show empathy and compassion for those impacted. They would demonstrate a responsibility to their personal and global community by learning and practicing ways to support others impacted as well.

LEARNING GOAL(S) *I can... I will...*

- I can identify and describe different types of trauma and how they impact my own mental health
- I can use strategies for avoiding and/or responding to traumatic experiences
- I will be able to support others who have gone through traumatic experiences
- I can identify the needs of a specific group or community that experiences trauma or mental health challenges

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Prior to this lesson, students will be able to...

- Define Mental Health at a simple level.
- Identify that Mental Health has a significant impact on us.
- Identify some basic strategies to promote mental well-being.
- Understand their privilege and how it can impact their own mental health.
- Understand that the mental health of a community is important.
- Navigate their digital device and understand how to use basic applications such as Google for Education products.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
 - I will do my best as an educator to foster a sense of belonging, safety, and community in the classroom. Classrooms must be safe spaces for students, especially when talking about mental health and trauma. The EDIDA Framework will be applied and considered as stated in the overall unit plan.
- *What materials will you use?*
 - Students will have equal access to a variety of materials, tools, and resources that they can use to participate in activities. They will be offered different levels of technology (no-tech, low-tech, high-tech) to suit their preferences and abilities.
- *How will you ensure all voices are included and heard?*
 - All students will be encouraged to share their own perspectives, stories, and interests through their creations at the end of the lesson. Students will also be able to make their own choices, express their opinions, and share their own stories throughout the lesson if they feel comfortable. Students are also given the opportunity to collaborate and give feedback.
- *From what lens will the content be delivered?*
 - The lesson will be delivered from a trauma-informed and anti-racist lens which acknowledges the impact that past, present, and future trauma can have on individuals, communities, and entire generations of people. Decolonization will be covered and linked to recognizing the consequences of one's actions through the First Peoples Principles of Learning.
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - The information and activities in the lesson will be implemented in a way that is culturally responsible by incorporating Indigenous perspectives, knowledge, and wisdom into content delivery. I will need to educate myself about the issues that marginalized and oppressed groups face to ensure my lessons do not include biases or assumptions.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?* (Materials, Delivery, Outcome)

Materials - Maker materials are needed for the challenge of making their "superbeing" at the end of the lesson. Students will also need a device that can time for the provocation activity.

Delivery - Students will have the option to complete the learning activities individually, in pairs, or in large groups. They will be allowed to use any tools which they feel comfortable using and will be encouraged to ask questions and learn how to use new tools.

Outcome - Students will be shown and given the rubric of the final lesson activity to ensure they understand what is expected of them. They can also choose their mode of delivery to showcase their learning. Mental health and trauma are personal experiences, and therefore, students should have the option to choose a method to showcase their learning in a way that is personal to them.

Accommodations:

Accommodations are available in many aspects of this lesson. The accommodations are available for everyone to promote equity and inclusion.

- Multiple options to complete tasks which include no-tech, low-tech, and high-tech options.
- Encouragement for students to use dictation, voice-to-text, and other accessibility features on their devices.
- Students can choose to do activities individually or in groups
- Students are encouraged, but not required, to share their experiences and the final product of the lesson. This is to be respectful of everyone’s mental health learning journey.
- Encouraging students to provide feedback and suggestions during the lesson and consider them during the moment, not just after the lesson has concluded. The topic of mental health should be free-flowing which means the lesson must be adaptable.
- Students can use materials and tools which call to them and help them tell their own story. This helps to further promote student choice during the lesson as there is no right or wrong way to create their Superbeing.
- Closed captions will be used during the YouTube video.

MATERIALS: *Timer, Maker materials (cardboard, pipe cleaner, paper, crafting supplies, etc...), Digital devices that can access a design application (like Canva) and Kahoot!, low-tech or high-tech tools to add on to their “superbeing”.*

INTRODUCTION/MINDS-ON

- Ask students to brainstorm what they know and think about trauma and how it relates to mental health.
 - They will each be given a sticky note and will be asked to provide a response to the teacher.
 - If a student does not have a thought, they will be asked to write anything down and still hand in the sticky note.
 - This is an inclusive practice and removes the pressure of writing down a personal question since it would truly be anonymous. Everyone must write something (even just a scribble) and everyone must hand in a sticky note.
- Watch “Trauma for Kids & Teens - Coping With Childhood Trauma, Resilience, Self-Care, Grounding Techniques by Mental Health Center Kids [YouTube].
 - URL: https://www.youtube.com/watch?v=zLVQUk_E2Fs
 - Video covers an overview of trauma and eight different coping mechanisms to help manage emotions.
- Ask students how Mental Health and Trauma relate to the core competencies.
 - Thinking?
 - Communication?
 - Personal & Social (Who we are)?

CRITICAL GUIDING QUESTIONS:

What is Trauma?
How does Trauma impact our Mental Health?

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation - Ten Alphabet Soups)

- Instructions
 - Students will need a digital device that contains a stopwatch and a piece of paper/digital document to record data. Students will find a partner.
 - Student A will time Student B for this activity. At the end, students will switch roles. If a student makes a mistake, they must start from the beginning of each task.
- Task 1 - Student A will time Student B as they count from 1 to 10.
 - Record time.

CRITICAL GUIDING QUESTIONS:

How does Trauma make simple tasks more difficult?
How can we support others who are impacted by Trauma?
How can we cope with Trauma ourselves?

- Task 2 - Student A will time Student B as they recite the alphabet from A-J.
 - Record time.
- Task 3 - Student A will time Student B as they switch between reciting the alphabet from A-J and counting from 1-10. If a student makes a mistake, they must start again from the letter A.
 - Record time.
- Students switch roles and repeat Task 1-3.
- Ask students how we can calm ourselves down.
 - Introduce “Box Breathing” technique
 - Sit comfortably and inhale for 4 seconds, hold your breath for 4 seconds, and exhale for 4 seconds. Repeat at least three times.
 - Ask students how they feel after the exercise. Did it help relieve some stress? Feel calmer?
 - Explain that this is one of many techniques that someone can try to calm themselves down and cope with trauma or anxiety. Although this might work for you, it may not work for someone else so it is important to have a wide variety of techniques in our mental health toolbox.
- Wrap It Up...
 - This activity showcases how trauma can impact even the simplest things. We can count from 1-10 or recite the alphabet separately, but it is more difficult when doing both at the same time. This is what happens to our brains when we are dealing with trauma. We may not immediately realize it, but trauma can have a major impact on our abilities to think and complete simple tasks. Our brain can put up a wall which we just can't pass. This wall can come up days or even years after a traumatic experience, so we must be always ready to deal with trauma at any time.
- **EXPERIENCE 2 (Challenge - Defeat the Trauma Monster)**
- Students will then create a “superbeing” to defeat their trauma monster.
 - No-tech: Students can use maker materials to create their superbeing.
 - Low-tech: Students can use a mixture of maker materials and digital assets to create their superbeing.
 - High-tech: Students can use coding options for a fully digital creation of their superbeing.
- Let students be free and create anything they'd like. If they would like, they can work in partners or groups. Student choice is important during this process.
- Once complete, ask students if they would like to share their own creations with the class. This is optional since some creations may be personal and everyone is at a different point in their own mental health journey)

<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> ● Connect to Curricular & Core Competencies <ul style="list-style-type: none"> ○ Talking about Mental Health and how it is okay to not be okay. ○ Importance of speaking with peers or others. ○ Importance of being able to check in with yourself and understand what you need. ● First Peoples Principles of Learning - <i>Learning involves recognizing the consequences of one's actions.</i> <ul style="list-style-type: none"> ○ Ask students what they think the word “decolonization” means ○ Explain how colonization impacted Indigenous Peoples and their land ○ Students will be asked to think about their own privilege in relation to the Indigenous People and their land. ○ <i>Link:</i> These events caused trauma for Indigenous People, and will continue to cause trauma for generations to come. Generational trauma can impact who we are, even through generations. ● Gamified Learning - Kahoot! <ul style="list-style-type: none"> ○ Students will play a Kahoot! game to reinforce the concepts that they have learned about mental health and trauma. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Is it okay to not be okay?</p> <p>Where can I talk about Trauma and with whom?</p> <p>What does decolonization mean?</p> <p>What is generational trauma?</p>
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <p>Diagnostic</p> <ul style="list-style-type: none"> ● Aspects of the introduction/minds-on activity will be part of the diagnostic assessment. This will provide an opportunity to gauge prior knowledge and thoughts on trauma and mental health and also how they feel about the topic through group <u>conversations</u>. ● The sticky note activity in the introduction/minds-on activity will also be used as an <u>observation</u> to further gauge the entire class's view and thoughts on the topic. The sticky note activity cannot assess specific students as it is an anonymous activity. This is a formative assessment since it helps understand the students' prior knowledge, but can also be seen as formative since it happens at the end of the introduction/minds-on activity. <p>Formative</p> <ul style="list-style-type: none"> ● The Ten Alphabet Soups provocation can be used to help strengthen and assess student understanding through <u>observations</u> and <u>conversations</u>. This provocation provides time to walk around and converse with students and assess their connections. Students will be given time to self-reflect and make the connection of trauma causing even easy tasks to be difficult. The Ten Alphabet Soups game can be replayed or altered to accommodate students to help strengthen these connections. ● Reflective Thinking is used during many parts of the lesson as a formative assessment. The reflections can be done verbally or through a Google Doc/Form. <p>Summative</p> <ul style="list-style-type: none"> ● The creation of the Superbeing <u>final product</u> during the Trauma Monster Maker Challenge forms the summative assessment of the lesson. It will give an opportunity to evaluate students' achievement and understanding of the lesson based on what their final creation is. The assessment can assess students' understanding of using different levels of technology and materials. Students' creations will be viewed against a rubric relating to the competencies and expected learning outcomes of this lesson. ● <u>Conversations</u> will occur at the end of the lesson which can be used to evaluate how students can connect to the First Peoples Principles of Learning. These conversations can be self-reflections and/or peer discussions. 	

EVALUATION OF THE LESSON

Full evaluation of the lesson will take place once it has occurred.

- Were students able to make connections to past or previous experiences?
- Were there any issues relating to trauma that made students feel uncomfortable?
- Were students able to connect the impact of generational trauma on Indigenous Peoples?
- Were there any instances that could be made better and more accessible to allow for more students to achieve success?
- How did students respond to the different coping strategies in the YouTube video?

REFLECTION:

Reflection of the lesson will take place once it has occurred using the following prompts as a guide.

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

REFERENCES & RESOURCES:

- BC Curriculum - <https://curriculum.gov.bc.ca/>
- Trauma For Kids & Teens-Coping With Childhood Trauma, Resilience, Self-Care, Grounding Techniques by Mental Health Center Kids [YouTube] - https://www.youtube.com/watch?v=zLVQUk_E2Fs
- EDIDA Framework - <https://inclusivemakerspace.met.ubc.ca/edida-frameworks/>
- APA Equity, Diversity, and Inclusion Framework - <https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>
- SVG Inclusion Guide (UBC Canvas Link) - https://canvas.ubc.ca/courses/121318/pages/st-vincent-inclusion-guide?module_item_id=5585443
- Open Parachute: Mental Health & Well-being Program - <https://www.openparachute.ca/>
- First Peoples Principles of Learning - <https://www.fnesc.ca/wp/wp-content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf>
- Kahoot! - <https://kahoot.com/>



Master of Educational Technology

Lesson Topic: *Fight, Flight, Freeze & Fawn: Introduction to the Window of Tolerance* (Lesson 3)

Grade: 7

Duration: 120 minutes (+ over multiple sessions)

Subjects: Physical and Health Education 7, ADST 7

Number of Students: 25-30

Big Ideas:

- We experience many changes in our lives that influence how we see ourselves and others (PHE 7)
- Healthy choices influence our physical, emotional, and mental well-being (PHE 7)
- Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment (Science 6)

Curricular Competencies:

Students are expected to be able to do the following:

Social and Community Health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitative situations. (PHE 7)

Mental Well-being

- Explore strategies for promoting the health and well-being of the school and community. (PHE 7)
- Describe and assess strategies for promoting mental well-being, for self and others. (PHE 7)
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence. (PHE 7)

Applied Design, Skills & Technologies

- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed. (ADST 7)
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies. (ADST 7)

Applying and Innovating & Communicating

- Contribute to care for self, others, and community through personal or collaborative approaches. (Science 6)
- Communicate ideas, explanations, and processes in a variety of ways. (Science 6)

Content Objectives:

Students are expected to know the following:

- The basic structures and functions of the body's nervous system - the brain interprets the signals received and reacts. (Science 6)
- Signs and symptoms of stress, anxiety, and depression. (PHE 7)
- Influences of physical, emotional, and social changes on identities and relationships - how to manage and respond to impulses and intense feelings. (PHE 7)

General Objectives:

- Recognize the signs and symptoms of stress, anxiety, and depression in themselves as well as others.
- Understand the physical, emotional and social changes that occur when the body responds to trauma, stress or anxiety.
- Develop skills and strategies that allow them to counteract the flight, fight, freeze, and fawn response.

Specific Objectives:

- Recognize their personal response to trauma, stress or anxiety while in a safe space.
- Understand how the emotions in the Zones of Regulation relate to the body's natural stress response (fight, flight, freeze & fawn).
- Demonstrate every day scenarios that can cause a stress response and brainstorm strategies on how to counteract them.
- Demonstrate their understanding of the Window of Tolerance through an abstract model.

21st CENTURY COMPETENCIES:

"I can..." statements from a student self-reflection of the Core Competencies:

Thinking

- I can reflect on and evaluate my thinking. (Analyze & Critique)
- I can analyze my own assumptions and beliefs. (Analyze & Critique)
- I can make choices that will help me create my intended impact on a situation. (Develop & Design)
- I can ask open-ended questions and gather information. (Question & Investigate)
- I can develop creative work. (Novelty & Value)

Communication

- I can recognize different points of view. (Connect & Engage with Others)
- I can present information and ideas to an audience. (Acquire, Interpret, and Present Information)
- I can recount experiences and activities and tell something I learned. (Explain/Recount & Reflect)

Personal and Social

- I can take ownership of my behaviour. (Self-Regulation & Self-Determination)
- I can participate in activities to improve the classroom, school, or community. (Community & Environment)
- I can identify when others need support and provide it. (Relationships)
- I am aware of how others may feel and take steps to help them feel included. (Relationships)

LEARNING GOAL(S)

- I can recognize the signs and symptoms of stress, anxiety, and depression in themselves as well as others.
- I can understand what happens to the human body when it responds to trauma, stress, or anxiety - fight, flight, freeze, and fawn.
- I can describe the Window of Tolerance and how it relates to our body's response to trauma, stress, or anxiety.
- I can develop skills and strategies that will help me respond to the flight, fight, freeze, and fawn response.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Prior to this lesson, students will be able to...

- Define Mental Health at a simple level and how it has a significant impact on us.
- Reflect on self-identity, privileges, and biases that come with who they are.
- Identify and understand the impact of trauma on a person
- Understand the Zones of Regulation and be able to articulate under which zone they are currently feeling.
- Navigate their digital device and understand how to use basic applications such as Google for Education products.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
 - Fostering a safe and inclusive classroom environment is a crucial part of my practice. Conversations and interactions throughout the school year will ensure students feel the community that we build together is one where everyone has a voice and is welcome.
 - The EDIDA Framework will be applied and considered as stated in the overall unit plan.
- *What materials will you use?*
 - School laptops and tablets will be provided for the students who are unable to provide their own devices. Materials for no-tech will be provided by myself, staff members, and those able to donate to the classroom makerspace. Low- and high-tech tools and resources will be provided when available. Students will have the freedom to choose what suits their needs and abilities when creating the challenge project.
- *How will you ensure all voices are included and heard?*
 - Opportunities to share will include small and large group discussions, as well as partner shares, one-on-one conversations with the teacher, and written self-reflection. For those that do not wish to share, they can give me or another student permission to share their experiences anonymously. Students will have the choice to share with just myself or a small selection of people, and can request that their experiences not be shared with the class at large.
- *From what lens will the content be delivered?*
 - This lesson will be delivered from a trauma-informed and EDI lens. As part of the lesson is reflecting on past scenarios that caused negative responses, it is important to be sensitive to the impact of trauma on the students as well as myself. We will be learning to understand our natural reactions and begin to find ways to support ourselves and each other as we navigate through difficult emotions.
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - I will be cognitive of the cultural differences within the classroom and the beliefs that some people may have on the impact of stress on students. Therefore, students will have the choice to share their personal beliefs on emotional regulation with the understanding that we are in a respectful and inclusive space. I will continue to educate myself on social-emotional learning and implementations within a classroom environment, and take care of my own mental health and well-being.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?* (Materials, Delivery, Outcome)

Materials - School-provided devices will be available for students for the duration of this lesson, as will maker materials and handouts. Volunteers (parents, siblings, former students) will be invited to join the class during marker workblocks to provide assistance to students.

Delivery - Information will be delivered multimodally to ensure all learners are able to access the material. This includes videos, read-aloud audio, images, texts (that can be translated), and hands-on activities. Additionally, students will have the opportunity to learn from their peers and strengthen their own understanding during class discussions, activities, and presentations.

Outcome - A rubric is provided with the handout to ensure students understand what the criteria for assessment are prior to starting the project. An example(s) will also be available, created by the teacher and/or past students who have completed the assignment, for the duration of the work blocks. Students will be able to choose the mode in which they present their final project - a physical representation or a digital one, and at whatever level of technology they are most comfortable working with. Students are able to choose to work alone or with a partner.

Accommodations:

Accommodations are available for everyone to promote equity and inclusion.

- Multimodal delivery and activities (visual aids, auditory aids, hands-on activities, etc.)
- One-on-one support.
- Devices for:
 - Dictionaries and thesauruses.
 - Translations.
 - Dictation/Voice-To-Text and other accessibility features.
 - Resource and information collection.
- Translated material and resources (where available).
- Simplified instructions (chunked into manageable portions or reduced)
- Extensions/additional workblocks.
- Optional group work.
- Flexible seating.

****Please see IEP of students and consult with case managers/EAs on further adaptations and modifications.****

MATERIALS: Paper, pencil, 4F Animal Poster, Zones of Regulation Emotion cut-outs or handouts, markers (red, blue, yellow, green), devices (laptops or tablets), props (if needed), maker material, list of websites for digital creations (see project handout), final project handout.

PLEASE NOTE: *It is recommended that this lesson be done over multiple blocks, not in one sitting.*

INTRODUCTION/MINDS-ON (~15 minutes)

- Introduce the idea of natural reactions to students - watch this video with students once - <https://youtu.be/XeAClxSYQc8?t=10> (Ellen's Backstage Scares features Kris Jenner, Ciara, and her staff)
 - *This video is of a prank that scares people, eliciting the natural response to a scary moment. It is the flight, freeze, flight response in an extreme case and is just a jumping-off point to further discussions*
- Ask students to take out a piece of paper and a writing utensil/device to record with. Watch this video again, but this time, have students start to note the reactions that they see in people. *What emotions are you seeing demonstrated in the people who are being scared? What are their bodies doing?*
- **Think, Pair, Share** - *Have you ever been scared like this? What was your reaction to it?*
- Brainstorm with the class what they saw in the video. Try to steer the students into naming emotions and physical reactions.

CRITICAL GUIDING QUESTIONS:

What does it feel like when you get scared?

ACTION-LEARNING EXPERIENCES:

- A) Provocation - 4Fs Animals & the Zones of Regulation (~20 minutes)**
- Ask the students: *"When you hear the term "Fight, Flight, Freeze", what comes to mind?"* Give the students time to think and share out loud.
 - Watch the Fight, Flight, Freeze explanation video on OpenParachute or equivalent.
 - Explain "Fawn" - *This reaction often relates to those who have experienced trauma in their life. When a person goes into "fawn", they want to make the person they perceive (or is) a threat feel calm, so they will become submissive to them.*

CRITICAL GUIDING QUESTIONS:

What emotions do we associate with our stress, anxiety and depression?

- Break students into groups of 3-4. Hand out “4Fs Animal Poster” - the page is divided up into four sections (fight, flight, freeze, and fawn with an associated animal) - and the Zones of Regulation emotions. Students will organise the emotions into whichever rectangle they think they belong under.
 - If writing on the posters, students will need red, yellow, blue, and green markers. Write the emotions in the associated colour.
 - If cutting & pasting for this activity, provide the Zones of Regulation as images rather than words.
 - If sorting online, have students make a copy of the 4Fs Animal Poster for their group.
- Go through each group's organisation of emotions and make a class example. If there is a discrepancy between the groups, have a discussion and come to a consensus as a class.
 - *“Which Zone was least used in describing these reactions?”* - The Green zone should not have been used to describe any of the four rectangles. This is because when a person is in the green zone, they are less likely to be experiencing stress and anxiety at that moment.

- **Challenge - OpenParachute’s “Fight, Flight, Freeze” (~45 minutes)**

- Class discussion prompt: *“If one of your friends or peers is upset, and their parents are unaware of how they are feeling, how might that child try to make them notice?”*
 - On a sticky note, each person writes one example and sticks it to the whiteboard at the front of the class. This can be something that they have witnessed or something that they have experienced themselves. They do not need to put their name on the sticky note, this can be completely anonymous.
 - e.g. Yell at their parents, hide their tears, look for reassurance on social media, push their friends away, etc.)
 - As a class, organise the sticky notes under the four headings:
 - Fight (acting with aggression)
 - Flight (Avoiding or running away from situations)
 - Freeze (hiding our emotions or not knowing what to say in a situation)
 - Fawn (Pleasing others, submissiveness)
- Say: *“These are all normal reactions when we are facing stressful situations, and are part of our mental health. Now we are going to look at some practical examples of these reactions”*
 - Watch Examples of Fight/Flight/Freeze video on OpenParachute, or equivalent video.
- **Create your own example:** *“Something that helps us when we are in fight, flight, or freeze reaction is to do the opposite of what we usually do. This takes practice.”* **Exclude the fawn reaction as this is typically a trauma response and the scenarios that surround that reaction can be triggering to survivors.**
 - In groups of 3-4, students will create their own storylines that they are going to share with the class. They will narrate what they might want to do and then demonstrate the opposite reaction. This can be a live or recorded skit, a Plotagon cartoon, or an equivalent presentation. Scenario examples:

How can I help myself if I am reacting to challenges?

- **Fight:** You want to yell and scream at your parents when they won't let you do something but instead you say "Ok", take a deep breath, and walk away.
- **Flight:** You want to give your friend the silent treatment when they exclude you but instead you approach your friend to have a difficult conversation about how you are feeling.
- **Freeze:** You want to avoid going to school because there is a test coming up that you are not ready for but instead you take out your notes/homework and go over them for a bit, or you go as your teacher or peers for help.
 - They can use [AnxietyCanada's article on Fight, Flight, Freeze](#) to find physical reactions to stress and anxiety to incorporate into their presentations.

- **Knowledge Check** - this can be completed online through [OpenParachute](#) or print out [an exit ticket](#)

C) Challenge - The Window of Tolerance (~45+ Minutes)

- Watch "[Fight, Flight, Freeze - Anxiety Explained for Teens](#)"
- By themselves or with a partner, have students look over the KidsHelpPhone page on the [Window of Tolerance](#). Use the reflection questions provided to help students understand their window:
 - What physical sensations tell you that you are above, within, or below your Window of Tolerance?
 - What can help you to get back to your window if you're above it?
 - What can help you get back in your window if you are below it?
 - Remember a time when you were "in" your window. How did that feel?
- Hand out the [Window of Tolerance Project](#) - Task students with creating a representation of a Window of Tolerance. They can work alone or with a partner.
 - This can be a small project created in a short amount of time or something that can take several blocks to complete.
- Once projects are complete, have a Gallery Walk where students share their representation of the Window of Tolerance.
 - **In-Class:** half the students observe, half the students share.
 - **Grade Group/School Community:** Invite other classes to come in and the students can present in small groups. This can challenge students to demonstrate their understanding to a variety of age groups.

How do our brains react when we are stressed, anxious, or depressed?

CONSOLIDATION/CONCLUSION:

- Self-Reflection Journal entry:
 - What is something that you learned that you will take with you into your everyday life, and how will you incorporate it into your daily routines?
 - What is something that you learned and are still curious about? Will you continue exploring it? Why or why not?
- Encourage students to share their Window of Tolerance with their families and discuss what they have learned about it and self-regulation.

CRITICAL GUIDING

QUESTIONS: How will you apply what you have learned to your daily life?

ASSESSMENT STRATEGIES AND TOOLS

Diagnostic

- Video Observation Discussion
 - *Recognizing emotions and reactions in other people*
- Think, Pair, Share
 - *What is your reaction to being scared?*

Formative

- 4Fs Animal Poster & the Zones of Regulation
- Mindfulness Journals (ongoing)
- Small Group & Class Discussions
- Exit Ticket
 - *Fight, Flight, Freeze: True or False & Self-Reflection*

Summative

- Window of Tolerance Project
- Window of Tolerance Gallery Walk

EVALUATION OF THE LESSON

Full evaluation of the lesson will take place once it has occurred.

- Were students able to make connections to past or previous experiences?
- Were there any issues relating to the stress/anxiety response that made students feel uncomfortable?
- Were students able to understand their own emotions and physical reactions to stress and anxiety?
- Were students able to recognize what they may be experiencing in their lives?

REFLECTION:

Reflection of the lesson will take place once it has occurred using the following prompts as a guide.

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently...
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

LESSON RESOURCES

- Ellen's Backstage Scares featuring Kris Jenner, Ciara, and Her Staff - <https://youtu.be/XeAClxSYQc8?t=10>
- Zones of Regulation Resources - <https://rb.gy/vnon6>
- Fight, Flight, Freeze article from Anxiety Canada - <https://www.anxietycanada.com/articles/fight-flight-freeze/>
- Open Parachute: Mental Health & Well-being Program - <https://www.openparachute.ca/>
- Fight, Flight, Freeze - Anxiety Explained for Teens - <https://youtu.be/rpolpKTWRp4>
- Understanding your window of tolerance for stress - <https://kidshelpphone.ca/get-info/understanding-your-window-of-tolerance-for-stress>

HANDOUTS:

- **4Fs Animal Poster:** https://drive.google.com/file/d/1c0CvZBqtha-W7l_qfVau6cG5Pooqb21T/view?usp=sharing
- **4Fs Exit Ticket:** https://drive.google.com/file/d/1M6UiccahbZiQtZXLu4fYFD_hDBV1IQm7/view?usp=sharing
- **Window of Tolerance Project:** https://drive.google.com/file/d/1rUMghFsPFsbmDZQP1basvq_vf2PATGeL/view?usp=sharing

REFERENCES:

- BC Curriculum - <https://curriculum.gov.bc.ca/>
- EDIDA Framework - <https://inclusivemakerspace.met.ubc.ca/edida-frameworks/>
- APA Equity, Diversity, and Inclusion Framework - <https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>
- SVG Inclusion Guide (UBC Canvas Link) - https://canvas.ubc.ca/courses/121318/pages/st-vincent-inclusion-guide?module_item_id=5585443



Master of Educational Technology

Lesson Topic: Self-Regulation (Lesson 4)

Grade: 7

Subjects: Physical and Health Education 7, ADST 7

Duration: 60+ minutes (+ over multiple sessions)

Number of Students: 25-30

Big Ideas:

- Emotions and behaviours can be self-regulated through a variety of techniques.
- Healthy choices influence our physical, emotional and mental well-being. (PHE 7)
- Design can be responsive to identified needs. (ADST 7)

Curricular Competencies:

Students are expected to be able to do the following:

Arts Education 7:

- Exploring and Creating
- Explore relationships between identity, place, culture, society, and belonging through the arts
- Communicating and documenting
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts

Content Objectives:

Students are expected to know the following:

- The basic structures and functions of the body's nervous system - the brain interprets the signals received and reacts. (Science 6)
- Signs and symptoms of stress, anxiety, and depression. (PHE 7)
- Influences of physical, emotional, and social changes on identities and relationships - how to manage and respond to impulses and intense feelings. (PHE 7)

General Objectives:

- Self-regulation strategies are required to be a successful learner.

Specific Objectives:

- Recognize their personal response to trauma, stress or anxiety while in a safe space.
- Understand and create personal strategies they can use to self-regulate in a time of stress or anxiety.

21st CENTURY COMPETENCIES:

"I can..." statements from a student self-reflection of the Core Competencies:

- Communication through visual and physical objects.
- Metagonition about one's self-regulation needs and how those can be met.

LEARNING GOAL(S)

- I can identify and use strategies to regulate my emotions and behaviours.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Prior to this lesson, students will be able to...

- Define Mental Health at a simple level and how it has a significant impact on us.
- Reflect on self-identity, privileges, and biases that come with who they are.
- Identify and understand the impact of trauma on a person
- Understand the Zones of Regulation and be able to articulate under which zone they are currently feeling.
- Understand the Window of Tolerance and how it relates to self-regulation

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

- Students will be encouraged to accept that everyone is different and each person has different needs.
- Where possible, materials will be provided digitally and physically to allow for different learners' needs and preferences.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?*

(Materials, Delivery, Outcome)

Accommodations:

Accommodations are available for everyone to promote equity and inclusion.

- Multimodal delivery and activities (visual aids, auditory aids, hands-on activities, etc.)
- One-on-one support.
- Devices for:
 - Dictionaries and thesauruses.
 - Translations.
 - Dictation/Voice-To-Text and other accessibility features.
 - Resource and information collection.
- Translated material and resources (where available).
- Simplified instructions (chunked into manageable portions or reduced)
- Extensions/additional workblocks.
- Optional group work.

****Please see the IEP of students and consult with case managers/EAs on further adaptations and modifications.****

MATERIALS:

printed box template - 1 per student

variety of maker materials: material scraps, sandpaper - any grit, playdough, pipe cleaners, pom poms, needle and thread,

White glue and glue sticks

ability to print images

INTRODUCTION/MINDS-ON (~15 minutes)

- Watch this video: <https://youtu.be/aboXXacp8hs>
 - Don't tell students that the video is Black Widow calming an angry Hulk.
- Ask students to record what they see, think, and wonder.

CRITICAL GUIDING QUESTIONS:

<ul style="list-style-type: none"> ○ See: What do you observe, see and hear? ○ Think: What ideas emerge as you watch the video? ○ Wonder: What questions arise for you? ● Extension opportunity: Use the questioning grid to deepen student reflecting on the video even deeper.. <ul style="list-style-type: none"> ○ Think, pair, and share. 	
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<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) Provocation - Dysregulation</p> <ul style="list-style-type: none"> ● <i>What are ways that you can be dysregulated?</i> Create a list of dysregulated behaviours like mad, sad, anger, anxiety, and depression. <ul style="list-style-type: none"> ○ ELA extension opportunity: Share synonyms for a word like anger and show it to be a continuum like the Medol Model anger continuum: annoyed, frustrated, upset, irate, furious, enrage or ask the class to create their own word list or continuum for a strong feeling. ● <i>Think of a time when you have felt dysregulated.</i> What does it look, sound, and feel like when you're in these different states of dysregulation? ● Divide a paper in half horizontally. On the left side, draw an annotated cartoon drawing of what it looks like in that state of dysregulation. <ul style="list-style-type: none"> ○ A clenched jaw, intense eye contact, furrowed brows, and reddened skin are facial signs of anger. <ul style="list-style-type: none"> ■ https://freesvg.org/img/1553625633.png ● On the right side of the paper, list the ways that you can de-escalate or calm yourself down to a regulated state. Examples may include, going to a safe place like your room, going for a walk, dancing, singing, reading, and drawing. <p>B) Provocation - Breathing</p> <ul style="list-style-type: none"> ● <i>"When we are having strong feelings and may become dysregulated we need strategies to re-regulate and calm our bodies. Let's learn about and practice some strategies:"</i> ● Mindfulness <ul style="list-style-type: none"> ○ Mindfulness is a practice in which you focus on being aware of what you're sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress. When distressing thoughts arise, set them aside, and refocus on being present in the moment. ● Breathing <ul style="list-style-type: none"> ○ Breathing is the simplest way to become present, slow down, and focus on inhaling and exhaling. ○ Try a breathing exercise like this one https://ggia.berkeley.edu/practice/mindful_breathing, which has a recording and a transcript that you can read aloud. <p>C) Challenge - Soothing Item</p> <ul style="list-style-type: none"> ● Students will create a soothing item of their own design that they can keep with them for when they need to take a moment and focus their minds on something else. <ul style="list-style-type: none"> ○ See Soothing Item Challenge 	<p>CRITICAL GUIDING QUESTIONS:</p>
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- **Grounding Practice** - guide students through a meditation using the Soothing Item.

D) Challenge - Mindful Five

- Our senses can be powerful and sometimes overwhelming and can also be a way to focus and calm our bodies. Orally guide students through the following exercise allowing time to breathe and identify the following things in their minds:
 - FIVE things you see you. ...
 - FOUR things you can touch or feel. ...
 - THREE things you hear. ...
 - TWO things you can smell. ...
 - ONE thing you can taste.
- Visualizing the mindful five can be challenging if you are dysregulated. Use a sensory kit that contains items to help you calm down and regulate when using the mindful five method of regulation. Students identify things that they would want to include in their mindful five sensory boxes.
- On a piece of paper identify:
- FIVE things you enjoy looking at. Ideas:
 - § Photos of favourite places, people, or things.
 - § Humorous images.
 - § Favourite joke or story.
 - § Glitter jar.
- FOUR things you can touch or feel. This could be specific textures or materials. Ideas:
 - Clay or play dough
 - Fabric, pom poms, cotton balls.
 - Soothing object or stone
 - Fidget, stress ball
- THREE things you hear. Ideas:
 - Create a playlist
 - Noise canceling ear plugs
 - Noisemakers like gongs
 - List the sounds that you enjoy
- TWO things you can smell. Ideas:
 - Objects with a scent
 - Small jar of herbs or spices like cinnamon, lavender, etc.
- ONE thing you can taste. Ideas:
 - Candy
 - Chocolate
 - Crunchy snack
- Have students write a reminder to collect items to create a sensory box to bring to the next lesson.
- Print a box template for each student
<https://www.thesprucecrafts.com/printable-square-box-template-4083356>
- Students can choose how to decorate their box. They may choose to put fabric and/or images on the inside and outside of their boxes.

CONSOLIDATION/CONCLUSION:

- Self-Reflection Journal entry:
 - What is something that you learned that you will take with you into your everyday life, and how will you incorporate it into your daily routines?
 - What is something that you learned and are still curious about? Will you continue exploring it? Why or why not?
- Encourage students to share their self-regulation strategies with their families and discuss what they have learned about it and self-regulation.

CRITICAL GUIDING QUESTIONS:

How will you apply what you have learned to your daily life?

ASSESSMENT STRATEGIES AND TOOLS

- Identification of their mindful five items.
- Construction techniques could be assessed.
- Written reflection about one of the items that they chose to include in their mindful five sensory box.
- Written reflection about what strategy helps them calm or regulate.

EVALUATION OF THE LESSON

Full evaluation of the lesson will take place once it has occurred.

REFLECTION:

Reflection of the lesson will take place once it has occurred using the following prompts as a guide.

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently...
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?



Master of Educational Technology

Intermediate Lesson Planning Template

Grade(s): 7 **Date(s):** July 14, 2023 **Duration:** 90 mins **Number of Students:** 32

Lesson Topic/Title: Mental Health Awareness (Lesson 5)

Subjects: ADST, Health Education, Social Studies

Big Ideas:

Understand that mental health impacts all of us, and practice the skill of raising awareness about mental health challenges.

How can I help raise awareness about mental health?

Curricular Competencies:

When planning a lesson on mental health awareness, teachers can design activities and assessments that explicitly address these curricular competencies. This will help students develop a comprehensive understanding of mental health, cultivate empathy, and contribute to creating a mentally healthy and supportive school community.

Communication:

- Communicate effectively to promote mental health awareness and understanding.
- Express thoughts and feelings related to mental health in a respectful and empathetic manner.
- Collaborate with others to share information and resources about mental health support services.

Critical and Creative Thinking:

- Analyze and interpret information related to mental health, including factors influencing mental well-being and mental illnesses.
- Evaluate the impact of stigma and stereotypes on individuals with mental health challenges.
- Generate creative ideas for promoting mental health and well-being within the school community.

Personal and Social Awareness:

- Develop self-awareness of one's own mental health and emotions.
- Demonstrate empathy and understanding towards others who may be experiencing mental health challenges. Reflect on personal biases and stereotypes related to mental health and work towards challenging and overcoming them.

Positive Personal and Cultural Identity:

- Recognize and appreciate the diversity of experiences and perspectives related to mental health.
- Respect and value one's own mental health and the mental health of others.
- Demonstrate a positive attitude towards seeking help, accessing resources, and supporting oneself and others.

Social Responsibility:

- Advocate for mental health awareness and promote positive mental health practices within the school and local community.
- Engage in activities that reduce stigma and create a safe and supportive environment for individuals with mental health challenges.
- Contribute to creating inclusive and equitable opportunities for all students to access mental health resources and support.

Content Objectives

General Objectives:

Specific Objectives:

Understand and reflect on their identity, personal privilege, and biases.

Practice looking at situations from another person's point of view.

Understand the effects of trauma on their mental health and how it impacts their daily life.

Recognize signs and symptoms of stress, anxiety, and depression.

Develop skills and strategies that allow them to counteract the flight, fight, and freeze response.

Raise awareness about mental health.

Create a personal plan of strategies that they can implement into their personal practices.

Raise awareness about mental health

Normalize mental health challenges

Promote sharing of mental health struggles

Practice leadership skills regarding mental health

21st CENTURY COMPETENCIES: Which COMPETENCIES will be addressed and how? Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Critical Thinking and Problem Solving:

- Students can analyze and evaluate various factors that impact mental health, such as stressors, social influences, and stigma.
- They can critically examine societal norms and stereotypes related to mental health and identify potential biases or prejudices.
- Students can develop problem-solving skills by exploring strategies for promoting mental well-being and addressing mental health challenges in themselves and others.

Creativity and Innovation:

- Students can engage in creative activities, such as art, music, or writing, to express their thoughts and emotions related to mental health.
- They can generate innovative solutions or approaches to promote mental health awareness and reduce stigma within their school or community.
- Students can design and create visual representations or projects that convey messages of hope, resilience, and the importance of seeking support.

Collaboration:

- Students can work collaboratively in group discussions, projects, or presentations to deepen their understanding of mental health issues and develop empathy for others.
- They can engage in peer feedback and reflection to support each other's well-being and offer suggestions for self-care practices.
- Collaborative activities can involve sharing resources, personal experiences, and strategies for managing mental health challenges.

Communication:

- Students can develop effective communication skills by expressing their thoughts, feelings, and ideas related to mental health issues in a respectful and empathetic manner.
- They can practice active listening and engage in meaningful conversations about mental health to promote understanding and reduce stigma.
- Students can communicate their learning and advocacy efforts through presentations, written reflections, or multimedia projects.

Global Citizenship:

- Students can explore mental health issues from a global perspective, examining how cultural, social, and economic factors impact mental well-being in different communities.
- They can examine the importance of human rights and advocate for equal access to mental health resources and support services.
- Students can discuss ways to promote mental health awareness and understanding as responsible global citizens.

Metacognition and Reflection:

- Students can engage in metacognitive practices, reflecting on their own thoughts, emotions, and coping strategies in relation to mental health.
- They can develop self-awareness by identifying personal biases, assumptions, and stereotypes related to mental health and challenging them.
- Reflection activities can encourage students to evaluate their growth, strengths, and areas for further development in terms of understanding and supporting mental health.

LEARNING GOAL(S) I can... I will....

I can describe the importance of mental health and its impact on overall well-being.

I can demonstrate empathy and understanding towards individuals experiencing mental health challenges.

I can challenge stereotypes and biases related to mental health and promote inclusivity.

I can communicate effectively about mental health, using respectful and empathetic language.

I can advocate for mental health awareness and contribute to creating a supportive environment.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Lesson 1: All About Me & Privilege

Lesson 2: Identifying & Impacts of Trauma

Lesson 3: Fight, Flight, Freeze & Fawn: The Window of Tolerance

Lesson 4: Self-Regulation

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA)

Frameworks-Considerations:

- ***How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?***

Equity - Diversity - Inclusion - Decolonization - Anti racism

By consciously integrating equity, diversity, inclusion, decolonization, and anti-racism principles into the lesson on mental health awareness, educators can foster an environment where all students feel seen, heard, valued, and respected. This approach promotes a safe and inclusive learning space that embraces the diverse identities and experiences of students, contributing to their overall well-being and engagement in the lesson.

- Use inclusive language that acknowledges and respects the diversity of students' identities and experiences.
- Incorporate diverse examples, stories, and perspectives from various cultures and communities in discussions and learning materials.
- Ensure that visuals, videos, and other learning resources represent a wide range of ethnicities, abilities, genders, and backgrounds.
- Incorporate diverse narratives and perspectives on mental health, considering cultural and historical contexts.
- Facilitate discussions that encourage students to share their own experiences, stories, and cultural knowledge related to mental health.
- Recognize the potential triggers related to mental health discussions and provide appropriate support systems and resources.
- Regularly reflect on personal biases, assumptions, and privileges as an educator and engage in ongoing professional development to enhance cultural competency and awareness.
- Seek input and feedback from students, parents, and community members to continuously improve teaching practices and create a more inclusive learning space.

- Consider what materials you will use
 - Mixed paper (assorted colors, sizes, and textures)
 - T-Shirt Template
 - PSA Instructions
 - Organic materials (leaves, flowers, twigs, etc.)
 - Light-up low-tech materials (LED lights, battery packs)
 - Poster boards or cardboard
 - Wood (small wooden blocks or dowels)
 - Wire
 - String or yarn
 - Paint (acrylic or watercolor)
 - Brushes
 - Scissors
 - Glue (liquid or glue sticks)
 - Markers or pens
 - Chromebooks or iPads

- *How will you ensure all voices are included and heard?*

Educators must create a classroom environment that promotes open dialogue and respectful discussions about power imbalances, privilege, and systemic inequities related to mental health. Ask students to volunteer their thoughts but also encourage them to use post-it notes to answer quietly to themselves if they do not feel comfortable.

- *From what lens will the content be delivered?*

This lesson can be delivered from an intersectional lens that considers the various elements of identity and experiences that intersect and influence mental health outcomes. This lens acknowledges that individuals' mental health is shaped by multiple factors, including race, ethnicity, gender, socioeconomic status, ability, sexual orientation, and more.

- *How will you present and implement the content in a way that is culturally responsive and relevant?*

The content of the lesson will relate to students' cultural contexts and lived experiences. Encourage students to share their own cultural practices, beliefs, and traditions that promote mental well-being.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?
(Materials, Delivery, Outcome)*

Provide a variety of materials to accommodate different learning styles and preferences. This can include visual resources, audio recordings, written materials, and interactive online resources.

Differentiate the delivery of instruction by incorporating various teaching strategies. For visual learners, use visual aids such as charts, diagrams, and videos. For auditory learners, incorporate discussions, podcasts, or audio recordings. For kinesthetic learners, include hands-on activities, movement breaks, or interactive exercises.

Provide clear instructions and scaffold learning tasks to support students at different skill levels. Break down complex concepts into smaller, more manageable parts.

Offer flexible grouping strategies, such as small group discussions, pair work, or individual reflections, to accommodate different learning preferences and provide opportunities for collaboration.

Allow for multiple ways of demonstrating understanding and learning. Provide options for students to express their knowledge through written reflections, artistic creations, presentations, role plays, or multimedia projects.

Provide constructive feedback and support individual students' growth by focusing on their unique strengths and areas for improvement. Offer opportunities for self-assessment and reflection on personal learning and growth in relation to mental health awareness.

Offer opportunities for one-on-one discussions or check-ins to address any concerns or questions students may have.

Offer opportunities for one-on-one discussions or check-ins to address any concerns or questions students may have.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Multiple Modalities
- One-on-One Support
- Extra Time for Assignments/Assessments
- Scaffolding
- Seating Plan
- Differentiated Instruction
- Visual Aides

Small Group Work
Flexible Assignments
Emotional Support

Please see IEP's of students who may need adaptations or modifications.

MATERIALS:

See above for materials.

INTRODUCTION/MINDS-ON

Ask Students Guiding Questions:

How do you feel today? Do you feel happy, sad, angry, scared, or something else? How do you cope with your feelings? Do you talk to someone, write in a journal, listen to music, or do something else? How do your feelings affect your learning, your relationships, and your choices?

These are some of the questions that we will explore in this lesson about mental health awareness. As we've discussed, mental health is an important part of our overall health. It impacts how we think, what we feel, and the way we act. It also affects how we handle stress, relate to others, and make choices. Mental health is deeply influenced by our relationships with friends, family, and our environment.

In this lesson, we will learn why it matters, how to promote it, and how to support ourselves and others when we face challenges. We will also learn about the resources and services that are available in our school and community to help us with our mental health needs.

By the end of this lesson, you will be able to:

- Apply strategies to promote mental health and cope with stress
- Seek help and support when needed
- Show compassion and respect for yourself and others

CRITICAL GUIDING QUESTIONS:

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation) (15 min)

Explain that this provocation will spark curiosity, interest, and inquiry. For this lesson, we will do a provocation that involves designing a t-shirt template that promotes our own mental health feelings.

Step 1: *Think about how you are feeling today. Are you feeling anxious, lazy, confused to yourself, happy, or something else? How does your feeling affect your mental health and well-being?*

Step 2: *Choose a blank t-shirt template from the ones provided by your teacher. You can also draw your own t-shirt template on a piece of paper.*

Step 3: *Use words, images, symbols, colours, or any other elements to design your t-shirt template that expresses your feeling. You can use the materials provided by your teacher or bring your own. Be creative and have fun!*

CRITICAL GUIDING QUESTIONS:

Step 4: When you are done, share your t-shirt template with a partner or a small group. Explain why you chose the design elements and what they mean to you. Listen to your partner or group members and ask questions to learn more about their feelings and designs.

Step 5: Reflect on the provocation by answering these questions in your journal or on a sticky note:

- What did you learn from this activity?
- How did this activity make you feel?
- How did this activity help you think about your mental health and well-being?
- How did this activity help you understand others' mental health and well-being?

The purpose of this provocation is to get you thinking about your mental health and that it should not be a secret. It is okay to have different feelings and to express them in different ways. It is also important to respect and support others who may have different feelings from you. By sharing our feelings and designs, we can create a positive and compassionate school community that values mental health and well-being.

B) EXPERIENCE 2 (Provocation/Challenge) (25 min)

Divide the class into small groups of 3 or 4 students. Explain, by using a handout, scenarios that involve different characters who are facing some mental health challenges. Ask them to read each scenario and discuss the following questions as a group:

- How do you think the character feels in this situation?
- What are some signs that the character may have a mental health challenge?
- What are some factors that may influence the character's mental health?
- What are some strategies that the character can use to cope with stress and improve their mental health?
- How can you or others help or support the character in this situation?

After they finish, ask each group to share their answers with the class. Encourage respectful and constructive feedback from other groups. Summarize the main points and emphasize the following messages:

- Mental health challenges can affect anyone, regardless of age, gender, culture, background, etc.
- Mental health challenges can have different causes, symptoms and impacts on different people.
- Mental health challenges can be treated and managed with the right help and support.
- There are many ways to cope with stress and promote mental health and well-being.
- We can help ourselves and others by being compassionate, respectful, supportive and understanding.

C) EXPERIENCE 3 (Challenge) (60 min)

Create a PSA for Mental Health

Instructions (5 min):

- Begin again by discussing the importance of mental health and its impact on overall well-being.
- Explain that the students will be creating an installation that visually represents different aspects of mental health.

<ul style="list-style-type: none"> - Emphasize that the installation should aim to promote awareness, understanding, and positive messages related to mental health. <p>Brainstorming (10 min):</p> <ul style="list-style-type: none"> - Facilitate a brainstorming session to generate ideas for the installation. Encourage students to think about different emotions, coping strategies, and factors that contribute to mental well-being. - Discuss the symbolic representation of these ideas and how they can be visually portrayed through the chosen materials. <p>Material Exploration (5 min):</p> <ul style="list-style-type: none"> - Provide a variety of materials, including mixed paper, organic materials, light-up low-tech components, poster boards, wood, wire, string, and paint. - Allow students to explore, touch, and experiment with the materials, encouraging them to think creatively and consider how each material can contribute to their installation. <p>Design and Construction (30 min):</p> <ul style="list-style-type: none"> - Instruct students to plan their installation by sketching or describing their ideas on paper. - Based on their design, students should begin constructing their installation, incorporating the chosen materials to bring their ideas to life. - Encourage them to experiment with different techniques, such as cutting, folding, gluing, painting, and assembling, to achieve their desired visual representation. <p>Reflection and Meaning (10 min):</p> <ul style="list-style-type: none"> - After completing their assignment, ask students to reflect on the meaning and symbolism behind their creations. - Provide an opportunity for students to share their installations with their peers, explaining the message and intention behind their artwork. <p>Display and Exhibition:</p> <ul style="list-style-type: none"> - Organize a class or school-wide exhibition where students can display their mental health awareness installations. - Create a dedicated space to showcase the installations, allowing other students and visitors to appreciate and engage with the artwork. <p>Note: Throughout the activity, promote a safe and inclusive environment by reminding students to be respectful of each other's ideas and creations. Encourage open discussions about mental health, fostering empathy and understanding among the students.</p>	
<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> - Ask students to share one thing they learned, one thing they liked, and one thing they still wonder about the topic of mental health awareness. - Thank them for their participation and remind them that mental health is an important part of our overall health. Encourage them to take care of their mental health and well-being, and to seek help and support when needed. Also encourage them to show 	<p>CRITICAL GUIDING QUESTIONS:</p>

compassion and respect for themselves and others who may have different feelings or experiences from them.

- Tell them that in their next lesson they will be creating a Personal Mental Health Plan.

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

- Observations in class
- Conference with students one-on-One
- Self-assessment
- Check for effort and completion in assignments

EVALUATION OF THE LESSON

Evaluation of the lesson will take place once it has occurred.

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?