



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

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- 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:

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, freeze response.

Raise awareness about mental health.

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

Specific Objectives:

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.

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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!*

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.*

CRITICAL GUIDING QUESTIONS:

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.
- Emphasize that the installation should aim to promote awareness, understanding, and positive messages related to mental health.

Brainstorming (10 min):

- 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.

Material Exploration (5 min):

- 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.

Design and Construction (30 min):

- 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.

Reflection and Meaning (10 min):

- 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.

Display and Exhibition:

- 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.

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.

CONSOLIDATION/CONCLUSION:

- 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 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.

CRITICAL GUIDING QUESTIONS:

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?