



## Master of Educational Technology

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| <b>Grade:</b> 7   | <b>Duration:</b> 90 minutes | <b>Lesson Topic:</b> Mental Health - Trauma (Lesson 2) |
| <b>Subjects:</b> Physical and Health Education 7, ADST 7  |                             | <b>Number of Students:</b> 32                          |
| <b>Big Ideas:</b> <ul style="list-style-type: none"><li>• We experience many changes in our lives that influence how we see ourselves and others (PHE 7)</li><li>• Learning about similarities and differences in individuals and groups influences community health (PHE 7)</li><li>• Design can be responsive to identified needs (ADST 7)</li></ul>  |                             |  |
| <b>Curricular Competencies:</b><br><i>Students are expected to be able to do the following:</i> <ul style="list-style-type: none"><li>• Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE 7)</li><li>• Explore strategies for promoting the health and well-being of the school and community (PHE 7)</li><li>• Describe and assess strategies for promoting mental well-being, for self and others (PHE 7)</li><li>• Describe and assess strategies for managing problems related to mental well-being and substance use, for others (PHE 7)</li><li>• Identify the roles of context, defining, ideating, prototyping, making, and sharing during the design process (ADST 7)</li><li>• Identify how the land, natural resources, and culture influence the development and use of tools and technologies (ADST 7)</li></ul> |                             |  |
| <b>Content Objectives:</b><br><i>Students are expected to know/learn the following:</i> <ul style="list-style-type: none"><li>• strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (PHE 7)</li><li>• signs and symptoms of stress, anxiety, and depression (PHE 7)</li><li>• influences of physical, emotional, and social changes on identities and relationships (PHE 7)</li><li>• trauma impacts a person's mental health and their daily life (PHE 7)</li></ul>  |                             |  |

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| <p><b>General Objectives:</b></p> <ul style="list-style-type: none"> <li>● To help students develop awareness, empathy, and skills for coping with mental health and providing support for others.</li> <li>● Students will apply design thinking, including through a maker mentality, to create solutions that address the needs and issues in this area.</li> </ul>  | <p><b>Specific Objectives:</b></p> <ul style="list-style-type: none"> <li>● To identify and describe different types of trauma and how they affect mental health and well-being</li> <li>● To explore strategies for avoiding and/or responding to potential situations that may induce or worsen trauma</li> <li>● To describe strategies which students could use to promote mental well-being such as self-care, seeking help, and expressing emotions</li> <li>● 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</li> </ul> |
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| <p><b>21st CENTURY COMPETENCIES:</b> <i>Which COMPETENCIES will be addressed and how?</i> Critical thinking and Problem Solving/Creativity and Innovation/ Collaboration/Communication/Global Citizenship/Metacognition and Reflection</p> <p><b><u>Thinking</u></b><br/> <u>Critical Thinking</u> - 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.</p> <p><u>Creative Thinking</u> - Students use creativity through the creation with their maker mentality by making an object to defeat their trauma monster.</p> <p><b><u>Communication</u></b><br/> <u>Communication</u> - 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.</p> <p><u>Collaboration</u> - 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.</p> <p><b><u>Personal and Social</u></b><br/> <u>Personal Awareness and Responsibility</u> - 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.</p> <p><u>Social Awareness and Responsibility</u> - 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.</p> |  |

**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...*

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- 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 cleaners, 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”.*

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| <p><b>INTRODUCTION/MINDS-ON</b></p> <ul style="list-style-type: none"> <li>● Ask students to brainstorm what they know and think about trauma and how it relates to mental health. <ul style="list-style-type: none"> <li>○ They will each be given a sticky note and will be asked to provide a response to the teacher.</li> <li>○ If a student does not have a thought, they will be asked to write anything down and still hand in the sticky note. <ul style="list-style-type: none"> <li>■ 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.</li> </ul> </li> </ul> </li> <li>● Watch “Trauma for Kids &amp; Teens - Coping With Childhood Trauma, Resilience, Self-Care, Grounding Techniques by Mental Health Center Kids [YouTube]. <ul style="list-style-type: none"> <li>○ URL: <a href="https://www.youtube.com/watch?v=zLVQUk_E2Fs">https://www.youtube.com/watch?v=zLVQUk_E2Fs</a></li> <li>○ Video covers an overview of trauma and eight different coping mechanisms to help manage emotions.</li> </ul> </li> <li>● Ask students how Mental Health and Trauma relate to the core competencies. <ul style="list-style-type: none"> <li>○ Thinking?</li> <li>○ Communication?</li> <li>○ Personal &amp; Social (Who we are)?</li> </ul> </li> </ul> | <p><b>CRITICAL GUIDING</b></p> <p><b>QUESTIONS:</b> What is Trauma?</p> <p>How does Trauma impact our Mental Health?</p>  |
| <p><b>ACTION-LEARNING EXPERIENCES:</b></p> <p><b>A) EXPERIENCE 1 (Provocation - Ten Alphabet Soups)</b></p> <ul style="list-style-type: none"> <li>● Instructions <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> <li>● Task 1 - Student A will time Student B as they count from 1 to 10. <ul style="list-style-type: none"> <li>○ Record time.</li> </ul> </li> <li>● Task 2 - Student A will time Student B as they recite the alphabet from A-J. <ul style="list-style-type: none"> <li>○ Record time.</li> </ul> </li> <li>● 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. <ul style="list-style-type: none"> <li>○ Record time.</li> </ul> </li> <li>● Students switch roles and repeat Task 1-3.</li> <li>● Ask students how we can calm ourselves down.</li> </ul>  | <p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>How does Trauma make simple tasks more difficult?</p> <p>How can we support others who are impacted by Trauma?</p> <p>How can we cope with Trauma ourselves?</p> |

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| <ul style="list-style-type: none"> <li>○ Introduce “Box Breathing” technique <ul style="list-style-type: none"> <li>■ Sit comfortably and inhale for 4 seconds, hold your breath for 4 seconds, and exhale for 4 seconds. Repeat at least three times.</li> </ul> </li> <li>○ Ask students how they feel after the exercise. Did it help relieve some stress? Feel calmer?</li> <li>○ 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.</li> </ul> <ul style="list-style-type: none"> <li>● Wrap It Up... <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>EXPERIENCE 2 (Challenge - Defeat the Trauma Monster)</b></li> <li>● Students will then create a “superbeing” to defeat their trauma monster. <ul style="list-style-type: none"> <li>○ No-tech: Students can use maker materials to create their superbeing.</li> <li>○ Low-tech: Students can use a mixture of maker materials and digital assets to create their superbeing.</li> <li>○ High-tech: Students can use coding options for a fully digital creation of their superbeing.</li> </ul> </li> <li>● 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.</li> <li>● 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)</li> </ul> |   |
| <p><b>CONSOLIDATION/CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>● Connect to Curricular &amp; Core Competencies <ul style="list-style-type: none"> <li>○ Talking about Mental Health and how it is ok to not be ok.</li> <li>○ Importance of speaking with peers or others.</li> <li>○ Importance of being able to check in with yourself and understand what you need.</li> </ul> </li> <li>● First Peoples Principles of Learning - <i>Learning involves recognizing the consequences of one’s actions.</i> <ul style="list-style-type: none"> <li>○ Ask students what they think the word “decolonization” means</li> <li>○ Explain how colonization impacted Indigenous Peoples and their land</li> </ul> </li> </ul>  | <p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>Is it ok to not be ok?</p> <p>Where can I talk about Trauma and with whom?</p> <p>What does decolonization mean?</p> |

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| <ul style="list-style-type: none"> <li>○ Students will be asked to think about their own privilege in relation to the Indigenous People and their land.</li> <li>○ <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.</li> <li>● Gamified Learning - Kahoot! <ul style="list-style-type: none"> <li>○ Students will play a Kahoot! game to reinforce the concepts that they have learned about mental health and trauma.</li> </ul> </li> </ul> | <p>What is generational trauma?</p> |
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**ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE**

- Diagnostic**
- 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 conversations.
  - The sticky note activity in the introduction/minds-on activity will also be used as an observation 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.

**Formative**

- The Ten Alphabet Soups provocation can be used to help strengthen and assess student understanding through observations and conversations. 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.

**Summative**

- The creation of the Superbeing final product 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.
- Conversations 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](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](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/>