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Stress

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Stress: Managing One Step At A Time - Grade 895
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Cyber Bullying - Grade 7127
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Mental Illness and Suicidal Behavior - Grade 8135

**Transition from Junior High to High School:
A Time of Change - Grade 9149**

Background Information for Teachers: Be Kind to Yourself and Others

Why address Mental Health in Schools?

We all want our students to be successful in school and in life. Students, who are healthy -- not only physically, but also socially, intellectually, spiritually, and emotionally -- are more likely to do well in school. Mental health, school success and life success are strongly linked.

How is Mental Health different from Mental Illness?

It is important to make a clear distinction between mental health and mental illness. Just as we can enjoy good physical health even though we may have a physical illness, we can have good mental health even though we may have a mental illness. Just as we can eat healthy food and participate in physical activity to stay physically healthy, there are things we can do to contribute to our own mental health and the mental health of others.

Mental health is about how we feel about ourselves, how we behave, how we think, and how we relate to others. It means being able to cope with the normal stresses of life and have an effect on others in positive ways. The Public Health Agency of Canada describes positive mental health as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity”.

<http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php>

What can Schools do?

Schools can:

- create a positive social climate where students feel safe, cared for and that they belong
- help students develop skills to cope with stress, adversity, trauma or tragedy
- help students develop healthy relationships
- reduce stigma through education
- help build pathways to care

Mental health promotion is embedded throughout the Health & Life Skills Curriculum in the Wellness Choices Outcomes and Relationship Outcomes in elementary and junior high school and throughout the Career and Life Management curriculum in high school.

To be most effective, promoting mental health should use a comprehensive school approach which includes:

- Education for students and their families to create awareness and develop skills
- A school environment, including policy, that creates “a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.”
- Partnership with parents, school councils, local businesses and community agencies.

What does the Junior High Mental Health Kit: Be Kind to Yourself and Others include?

This kit was created to address mental wellness for grade 7-9 students. It was developed collaboratively by Alberta Health Services – Edmonton Zone (Addiction Prevention/Mental Health Promotion and Public Health) in partnership with Edmonton Public School Board and Edmonton Catholic School District.

The lesson plans/activities in this kit address topics throughout the Alberta Education Health & Life Skills Program of Study. In addition, each lesson has take home activities to support the learning at home. There are separate lesson plans for each of grades 7, 8 & 9 on the following topics:

- Healthy Relationships
- Hope
- Stress
- Body Image
- Healthy Eating, Active Living & Sleep
- Cyber Bullying
- Substance Use
- Mental Illness and Suicide Prevention (specifically for Grade 8)
- Transition to High School (specifically for Grade 9)

Before you Start: Information you need to know!

- Before teaching these lessons, you may want to inform parents that you will be talking about mental health and to invite their participation in the take-home activities included in each lesson. A sample parent/guardian letter follows.
- Be prepared to refer students who need support. Be familiar with referral procedures in your school district. We encourage you to complete the template provided and list local resources to support youth and families. Your community may also have a 211 list of “Resources for Mental Health” such as the example given for Edmonton.
- The “Teacher Guide” section of this kit provides a way to introduce mental wellness to your students.
- The student “Quiz” will help to identify which topics are important to address first.

Using this Resource Beyond the Classroom:

- Another way to use the lesson plans is to organize a Student Mental Wellness Fair and rotate students through activity stations based on the lesson plans. The stations could be facilitated by a teacher, school nurse, or even an older student. Training older students to facilitate the stations helps them to develop leadership skills and be involved in peer education within their school setting. If you organize a Student Mental Wellness Fair, you may want to invite parents to attend the event. Consider incorporating the event into your Demonstration of Learning/Student Led Conferences. This is especially effective if students are leading the education station. There is a greater chance that parents will come to the event if their child is doing a presentation.
- You could use the lesson plans as part of broader monthly or weekly themes around mental wellness. Each month or week could focus on a different topic from the kit while bulletin boards, announcements, and activities could support the message.

Other ways to promote mental wellness in your school community:

- Use a whole school approach involving students, parents and community partners to create a welcoming, caring, respectful and safe learning environment that may include some of the following:
 - Gathering information from various groups about how welcoming and caring the school is from their perspective. (Consider using the Walk Around: Teacher Companion Tool, <https://education.alberta.ca/admin/supportingstudent/safeschools>.)
 - Brainstorming ways to promote mental wellness, e.g., positive recognition events, staff wellness events, peer mentoring.
 - Ensuring that inappropriate behaviours such as teasing and bullying are addressed with consequences that focus on collaborative problem solving, reconciliation and restorative practices rather than punitive measures.
 - Teaching social emotional learning skills.
- Encourage parents to start talking about positive mental health with their families. Alberta Education’s Mental Health Matters has created conversation starter cards which include: questions that can be used during dinner or while driving; suggestions for fun family activities to help families stay connected; and reminders that build healthy relationships. <http://www.education.alberta.ca/media/7838007/mhm-tipsheets-junior-senior.pdf>
- Put wellness articles into the parent newsletters or on the school website. For articles that can be used, check out the “Healthy Children, Healthy Teens” newsletters for parents on the Alberta Health Services website: <http://www.albertahealthservices.ca/9539.asp>.

- Educate staff about the early warning signs of mental health concerns for students, themselves and their colleagues. It is important to know what to do if they recognize problems (make sure to complete the template with your community resources). Talking about mental illness does not make it worse. Some of the most common mental health concerns in youth are anxiety, depression and eating disorders. Consider becoming a trained Mental Health First Aid responder. For more information go to the Mental Health First Aid website at www.mentalhealthfirstaid.ca.

Date:

Dear Parent/Guardian,

I would like to tell you about a set of lessons being taught in your child's classroom in the next week(s). The lessons are from a kit called ***Be Kind To Yourself & Others***. This kit was developed in partnership with Alberta Health Services – Edmonton Zone (Addiction Prevention/Mental Health Promotion and Public Health) in partnership with Edmonton Public School Board and Edmonton Catholic School District. The kit was made as a resource to support the areas of the Alberta Education Health and Life Skills Program of Studies that deal with mental wellness. My hope is that the activities in this kit will help youth learn about their strengths, and give them ideas to support their mental wellness.

A sample of topics includes:

- developing healthy relationships
- having hope
- dealing with stress
- having a positive body image
- developing good habits around eating, exercise and getting enough sleep
- dealing with cyber bullying
- preventing substance use
- addressing the stigma about mental illness and suicide prevention
- transitioning from Junior High to High School

Why address mental wellness?

Youth today are experiencing more and more stress and anxiety than ever before. These lessons will help your teen learn skills that will support their mental well-being, physical health, and even school achievement.

We hope that you can have some talks with your teen about the activities they will be doing during these lessons. We encourage you to help them with their take home activities that are part of each lesson.

Together, we can have a positive influence on youth and provide them with the skills they need to achieve mental wellness.

Sincerely,

Introducing the Kit to Students plus the Student Quiz



Discuss with students:

1 What does being healthy mean to you?

- Health is a resource for everyday life.
- Health is influenced by many things, i.e., income, education, genetics, culture, gender, health services, justice, and personal choices.
- Health has two parts: physical health and mental health.
- Someone can still be healthy if they have a long-term chronic health condition, like diabetes or depression, as long as they look after their health condition.

2 What does mental wellness mean to you?

- It is not just the absence of mental illness.
- Being mentally well can help someone to reach their full potential.
- It is affected by the things we do over the day, like getting enough sleep, proper nutrition and adequate physical activity.
- Physical, mental and spiritual health are all closely interconnected, i.e., what’s happening with one impacts the others.

Activity

- Start by having students do the “Be Kind to Yourself & Others Quiz” located in this section (remind students that it is anonymous).
- After the students have completed the quiz, discuss how each statement impacts mental wellness.
- Collect all the student’s quiz and collate the results. See “Lesson Correlation to Quiz” in this section for associated lesson plans. If student responses are mostly positive, consider discussing with the class what lesson topics they would enjoy learning more about. If you have a number of problematic responses to individual questions, you may want to address it with the whole class by teaching the corresponding lesson plan.
- Encourage students to ask for help if difficult feelings arise during the quiz or other lessons throughout the unit (see local resource list included in Resource Section of binder, for appropriate supports).

Be Kind to Yourself & Others Quiz

Take this quiz to learn how you're being kind to yourself and others.
Pick one answer.

| Question | Often | Sometimes | Never |
|---|--------------------------|--------------------------|--------------------------|
| I think I am good at developing healthy relationships with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I often skip meals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel hopeful most of the time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I usually do not get enough sleep at night. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I usually manage stress in a healthy way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel judged by others based on what I look like. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I seldom do any exercise, even walking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have received disturbing messages on my cell phone from another student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I sometimes have a drink of alcohol with my friends on week-ends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| Grade 8 Students only: | | | |
| I am worried about someone because I think they might be depressed, or have other mental health problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 9 Students only: | | | |
| I feel prepared to go to a new school next year for high school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you! Have fun using this quiz in your classroom to talk about how you can continue to be kind to yourself and others.

Lesson Correlation to Quiz

| Question: | Associated Lesson Plans in the Mental Wellness Kit: |
|--|--|
| I think I am good at developing healthy relationships with others. | Healthy Relationships (Grades 7, 8, 9) |
| I often skip meals. | Healthy Eating, Active Living & Sleep (Grades 7, 8, 9) |
| I feel hopeful most of the time. | Hope (Grades 7, 8, 9) |
| I usually do not get enough sleep at night. | Healthy Eating, Active Living & Sleep (Grades 7, 8, 9) |
| I usually manage stress in a healthy way. | Stress (Grades 7, 8, 9) |
| I feel judged by others based on what I look like. | Body Image (Grades 7, 8, 9) |
| I seldom do any exercise, even walking. | Healthy Eating, Active Living & Sleep (Grades 7, 8, 9) |
| I have received disturbing messages on my cell phone from another student. | Cyber Bullying (Grades 7, 8, 9) |
| I sometimes have a drink with my friends on week-ends. | Substance Use (Grades 7, 8, 9) |
| | |
| Grade 8 Students only: I am worried about someone because I think they might be depressed, or have other mental health problems. | Mental Illness & Suicide Prevention (Grade 8) |
| Grade 9 Students only: I feel prepared to go to a new school next year for high school. | Transition to High School (Grade 9) |

Thank you! Have fun using this quiz in your classroom to talk about how you can continue to be kind to yourself and others.

Evaluating the Mental Health Kit

We hope the Junior High School Mental Health Kit “Be Kind to Yourself and Others” assists teachers in presenting various mental wellness concepts, and meeting the corresponding outcomes of the Alberta Education Health and Life Skills Curriculum. Since the educators who use this kit are the best people to identify its strengths and weaknesses, please provide us some feedback.

We appreciate feedback on all aspects of the kit, from the Classroom Introduction to individual lesson plans. Please copy as many pages of this evaluation as you need, and identify which component you are providing feedback on.

Thank you for your time in helping us to improve this resource!

How do you rate:

_____ section being evaluated

| | Very | | Not At All | | If not (2 or 1) please explain: | |
|---------------------------------------|-------------|---|-------------------|---|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| 1 Useful? | 5 | 4 | 3 | 2 | 1 | |
| 2 Easy to understand? | 5 | 4 | 3 | 2 | 1 | |
| 3 Well organized? | 5 | 4 | 3 | 2 | 1 | |
| 4 Received well by students? | 5 | 4 | 3 | 2 | 1 | |
| 5 Linked to Health Curriculum? | 5 | 4 | 3 | 2 | 1 | |

Other comments

Please forward your evaluations to your school nurse,
Or FAX to: Public Health – Edmonton Zone, School Health Consultant:
 780-482-4203

Instructions for Making the “Be Kind to Yourself and Others” Kit

This kit consists of a manual with several lesson plans on various topics, including corresponding activities. If you have received an electronic copy of the manual, you will require only a binder and dividers to make this kit.

Please note: There is a section in this manual to include a Resource List, in the event that the student or family needs referral for assistance. Please take the time to complete this section. We have included a template that can be completed with your local resources.

Community Mental Health Resources for Youth and Families

Mental health related resources are located in many communities. Find out the resource agencies in your community and complete this list for easy reference in case a student or family needs assistance.

Local Community Mental Health Clinic: _____

Local Distress Lines: _____

Local Hospital: _____

Local Community Health Centre: _____

Health Link Alberta Call Centre: _____

Canadian Mental Health Association:

For information about the CMHA Branch in your area, please see the CMHA National website at www.cmha.ca

Your School District Support Services: _____

Kid's Help Phone: 1-800-668-6868

Other: _____

Resources for Mental Health

May 2015



Visit www.211edmonton.com to obtain a new copy if more than 6 months old.

Assessment / Testing / Treatment

- Alberta Health Services (AHS)
Community Mental Health Clinic..... 780-342-7700
Child and Adolescent Mental Health Intake (4.5-18yrs)
..... 780-342-2701
University of Alberta Hospital
Psychiatric Treatment Clinic..... 780-407-6501
CASA Child, Adolescent & Family Mental Health.... 780-400-2271
(under 5yrs; for 5-18yrs access through *Child and Adolescent Mental Health Intake*, see above)
Psychologists' Association of Alberta
Psychologist Referral Service..... 780-428-TALK (8255)
University of Alberta - Faculty of Education
Clinical Services (September-April)..... 780-492-3746

Advocacy / Information / Referral

- Alzheimer Society of Alberta - Edmonton..... 780-488-2266
Canadian Mental Health Association (CMHA)..... 780-414-6300
The Office of the Alberta Health Advocates
Mental Health Patient Advocate 780-422-1812
Schizophrenia Society of Alberta - Edmonton..... 780-452-4661
Wellness Network, The Support Network..... 780-488-0851
Wellness Quiz..... www.wellnessnetworkedmonton.com

Employment / Living Skills / Training

- Alberta Health Services (AHS)
Community Mental Health Clinic..... 780-342-7700
DECSA - *Assets for Success* 780-474-2500
EmployAbilities 780-423-4106
Excel Society..... 780-455-2601 x221
Goodwill Industries of Alberta..... 780-944-2729
On Site Placement (OSP) 780-488-8122
Prosper Place Clubhouse..... 780-426-7861
Volunteer Edmonton - *Volunteer Connections* 780-732-6649

Recreation and Social Programs

- Canadian Mental Health Association (CMHA)..... 780-414-6300
Community Linking Program Committee
Challenge by Choice 780-342-7936
Prosper Place Clubhouse..... 780-426-7861

Inner City Mental Health Services

- Bissell Centre 780-423-2285 x166
Boyle McCauley Health Centre 780-422-7333
Boyle Street Community Services 780-424-4106
E4C 780-424-7543

Immigrant Mental Health Services

- Edmonton Mennonite Centre for Newcomers 780-423-9518
Multicultural Health Brokers Co-op Ltd..... 780-423-1973

Crisis (call 911 if in immediate danger)

- Alberta Health Services (AHS) - *Mental Health*
Community Urgent Services and Stabilization Team
(FKA: *Adult Crisis Response Team*; 24/7) .. 780-342-7777
Children's Mental Health - Crisis Line 780-427-4491
Mental Health Help Line (24/7) 1-877-303-2642
Crisis Support Centre, The Support Network
Distress Line (24/7) 780-482-HELP (4357)
Government of Alberta
Mental Health Apprehension Warrant 780-422-1812

Suicide Education and Support

- CMHA - *Community Education* 780-414-6300
Applied Suicide Intervention Skills Training (ASIST)
Crisis Support Centre, The Support Network
..... www.crisissupportcentre.com
Distress Line (24/7) 780-482-HELP (4357)
Suicide Grief Support Program (SGSP) 780-482-0198
Suicide Caregiver / Bereavement Support Services

Mood Disorders - Educational Groups

- Catholic Social Services
Family Living Program - Creating a Positive Perspective / Overcoming Depression and Adversity 780-420-6081
(10 weeks; 18*yrs; \$300; limited subsidies)

Housing / Supported Independent Living

- Alberta Health Services (AHS)
Community Care Access..... 780-496-1300
(*eligibility assessments for programs in residential settings*)
Canadian Mental Health Association (CMHA)
Housing Program 780-414-6300
E4C..... 780-424-7543

Support Groups

- Alberta Caregivers Association..... 780-453-5088
Alberta Health Services (AHS)
Family Matters Support Group 780-710-7370
Anorexics and Bulimics Anonymous..... 780-443-6077
Canadian Mental Health Association (CMHA)
Drop-In Family Peer Support Group 780-414-6300
Co-Dependents Recovery Society 780-436-6853
ElderCare Edmonton - *Caregiver Support*. 780-444-CARE (2273)
Emotions Anonymous (*depressed, anxious, etc.*).... 780-436-2951
Organization for Bipolar Affective Disorders 780-451-1755
Schizophrenia Society of Alberta - Edmonton 780-452-4661
Walk-in Counselling Society of Edmonton 780-757-0900
Healthy Living with Bipolar Diagnosis
Steps to Wellness for Anxiety and Depression
For counselling options available in your area 211

Dial 2-1-1 within Edmonton for more information or if you cannot find the particular service you are looking for.

If 211 is not yet available in your area call 780-482-INFO (4636).

Inclusion of an agency or service on this list does not constitute an endorsement by 211.

Body Image: Media Influences



Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

- W – 7.2 Examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices.
- W – 7.4 Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices.
- R – 7.1 Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, and perfectionism.

Teacher Background

Body image continues to be a topic of interest in junior high, as students attempt to define and discover who they are. On a daily basis, students are bombarded with messages in the media which affect this process. Helping them to navigate through it all is an important task.

The activities in this lesson are intended to make students look at media advertisements so they are more critical of what they are seeing and less apt to internalize the messages. The individual instructor sets the pace, meaning that if there is a particular concept that requires reinforcement, there is opportunity to use this lesson as a springboard for further discussion.

This lesson is taken in part from the Grade 7-9 Body Image Kit. The Body Image Kit contains more activities you can use in your classroom for further expansion of this topic. Contact information for the Body Image Kit is in the reference section at the end of this lesson.

Objectives

Through the use of group activity, participants will:

- Identify and analyze a variety of advertising techniques.
- Discuss the impact of media messages on body image.
- Determine strategies to neutralize the impact of media messages.

Materials

- Student collected advertisements
- Handout: “*Media Motives*” Worksheet
- Handout: *Advertising Methods, Decoding By Definition*
- Handout: *Strategies for Becoming a Critical Viewer of the Media*
- Handout: *Ground Rules*

Get Ready

- In preparation for this lesson, have students collect advertisements from various sources that pertain to body image.
- Introduce today’s lesson. For example, “Advertisers have developed a multi-billion dollar industry to convince consumers that we need to buy their products”.
- In this lesson, we are going to examine the advertising methods that are used. Body image can be a sensitive topic to many individuals, so it is important that others be respectful to emotions and feelings that may arise. Review *Ground Rules* sheet.

Activity: Media Motives

- Break students into small groups.
- Distribute one or two advertisement(s) and one worksheet to each group.
- Have each group decide which advertisement they will critique. (If time permits, they could critique both).
- Instruct them to “decode” the ad as they proceed through the worksheet questions.
- Have each group present their ad back to the large group.
- As groups present their ads, students will fill in a “definition” sheet that serves to identify the advertising methods.

Instructor Note: There is no formal answer key to accompany the definitions sheet – the intent is to have students arrive at their own understanding of the techniques. They will be better equipped to neutralize the impact of media messages.

Discussion

- In what ways might these ads affect our body image, if at all?
- Brainstorm strategies to help students become critical viewers of media messaging (refer to handout *Strategies for Becoming a Critical Viewer of the Media*).

Optional Video Streaming

- You may choose a video clip from your district video streaming options to support this lesson.

Conclusion

Through the use of magazine advertisements, we have discussed what motivates the advertising industry and the effect that media has on body image. A final conclusion is that each student is left with strategies about how to strengthen themselves against these messages.

Take Home Activity

Students will select an advertisement that they find particularly harmful or positive towards how they feel about their own body image. Have them research the company's address and write a letter (either of complaint or of commendation). Share any responses that the students receive.

Assessment Strategy

- Students will identify and analyze a variety of advertising techniques.
- Students will discuss the impact of media messages on body image.
- Students will determine strategies to neutralize the impact of media messages.

References

Alberta Mental Health Board. (2001). *Body Image Kit*. Retrieved from <http://www.bodyimageworks.com>

This kit contains several other activities that you could also use with your students.

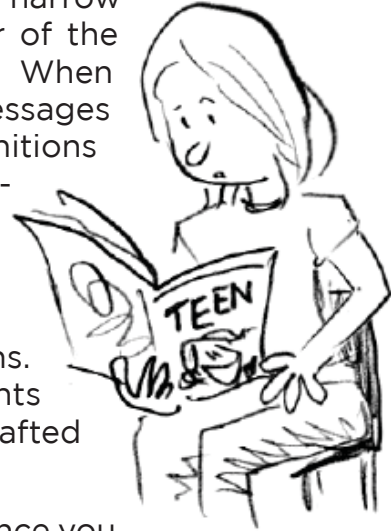
**The Body Image Kit (AMHB 2001)
is free to borrow from several sources.**

Contact:

- Your school's community health nurse
- Edmonton Public Schools: Comprehensive School Health Consultant
- Edmonton Catholic Schools: Consultant – Wellness, Physical Education and Health.
- Alberta Health Services Mental Health Promotion Specialist, Addiction and Mental Health, Edmonton Zone

Strategies For Becoming a Critical Viewer of the Media

Media messages about body shape and size will affect the way we feel about ourselves and our bodies, only if we let them. One of the ways we can protect our self-esteem and body image from the media's narrow definitions of beauty is to become a critical viewer of the media messages we are bombarded with each day. When we effectively recognize and analyze the media messages that influence us, we remember that the media's definitions of beauty and success do not have to define our self-image or potential.



Remember:

- All media images and messages are constructions. They are NOT reflections of reality. Advertisements and other media messages have been carefully crafted with the intent to send a very specific message.
- Advertisements are created to do one thing: convince you to buy or support a specific product or service.
- To convince you to buy a specific product or service, advertisers will often construct an emotional experience that looks like reality. Remember that you are only seeing what the advertisers want you to see.
- Advertisers create their message based on what they think you will want to see and what they think will affect you and compel you to buy their product. Just because they think their approach will work with people like you doesn't mean it has to work with you as an individual.
- As individuals, we decide how to experience the media messages we encounter. We can choose to use a filter that helps us understand what the advertiser wants us to think or believe and then choose whether we want to think or believe that message. We can choose a filter that protects our self-esteem and body image.

“Media Motives” Worksheet

- What type of product or service is featured in your ad?
-

- What approach has the advertiser used to promote or sell this product or service? Here are some of the methods that advertisers use to attract consumers:

- | | |
|--|---|
| <input type="checkbox"/> Sex Appeal | <input type="checkbox"/> Homestyle or Traditional |
| <input type="checkbox"/> Join the Bandwagon: Everyone is getting one! | <input type="checkbox"/> We Try Harder |
| <input type="checkbox"/> Highest Quality Available | <input type="checkbox"/> Best Value |
| <input type="checkbox"/> Financing Plans/ Installment Incentives | <input type="checkbox"/> New & Improved |
| <input type="checkbox"/> Negative Advertising | <input type="checkbox"/> Name Brands & Logos |
| | <input type="checkbox"/> Health & Safety |

- What message does this ad give the consumer?
-
-

- How would you define or describe this approach to advertising?
-

- Do you think that this approach is effective advertising for the product?
Why or why not?
-

- In what ways, if any, could any part of this advertisement impact a person’s body image? (e.g. you could take into consideration: the product itself, the models selling it, the way it is being presented, etc.)
-

Advertising Methods

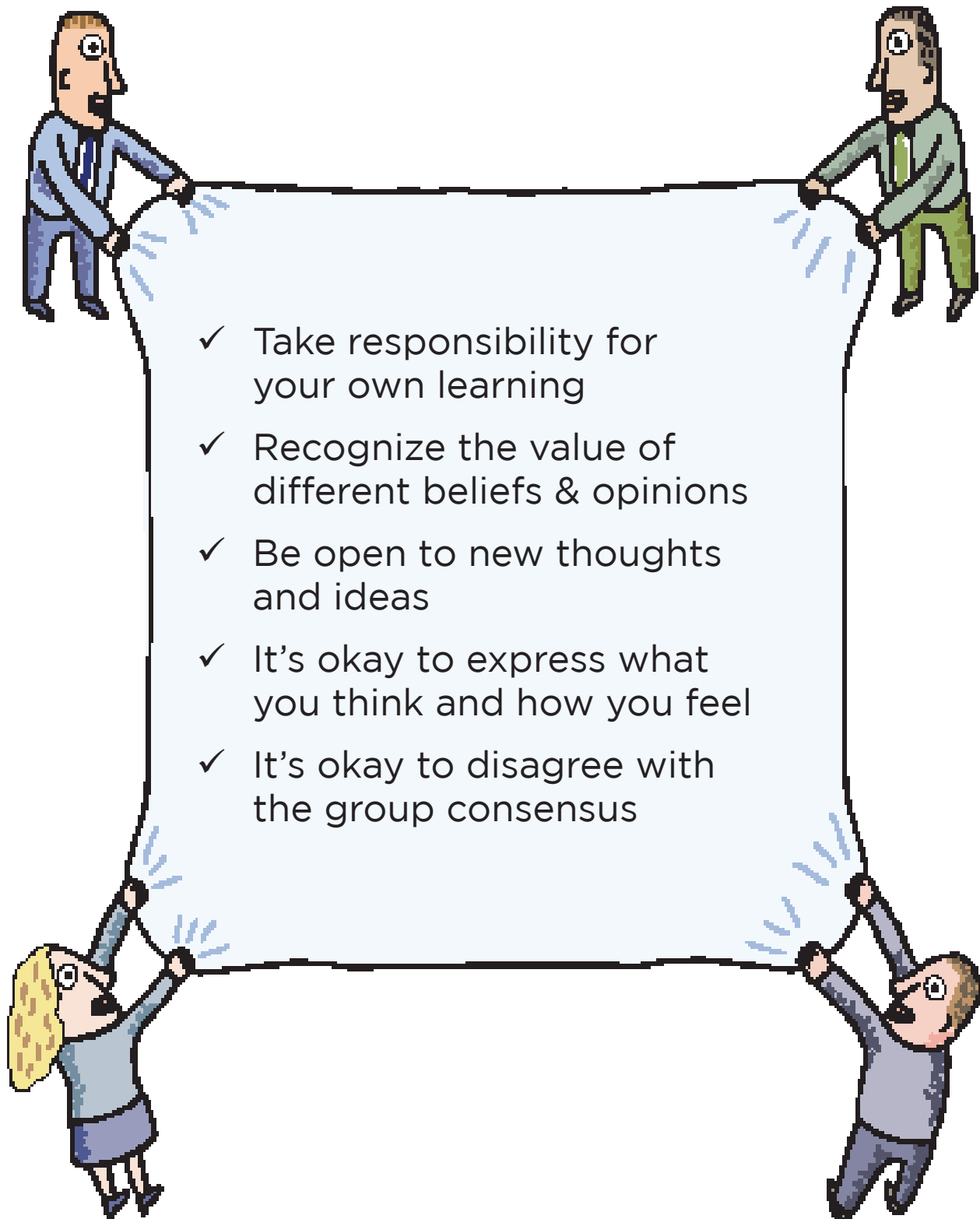
Decoding by “Definition”

Give your best understanding of how the following advertising methods work:

- 1 Best Value
- 2 Celebrity Endorsement
- 3 Financing Plans/Installment Incentives
- 4 Health & Safety
- 5 Highest Quality Available
- 6 Homestyle or Traditional
- 7 Join the Bandwagon/Everyone is Getting One
- 8 Name Brands & Logos
- 9 Negative Advertising
- 10 New & Improved
- 11 Sex Appeal
- 12 We Try Harder



Ground Rules



- ✓ Take responsibility for your own learning
- ✓ Recognize the value of different beliefs & opinions
- ✓ Be open to new thoughts and ideas
- ✓ It's okay to express what you think and how you feel
- ✓ It's okay to disagree with the group consensus

Body Image: Gender Stereotypes



Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

- R – 8.8 Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team.

Teacher Background

Body image continues to be a topic of interest in junior high as students attempt to define and discover who they are. On a daily basis, students are bombarded by messages which affect this process. Helping them to navigate through it all is important.

The activities in this lesson are intended to make students think about messages which make them stereotype male and female gender roles and appearances. The individual instructor sets the pace, meaning that if there is a particular concept that requires reinforcement, there is opportunity to use this lesson as a springboard for further discussion.

This lesson is taken in part from the Grade 10-12 *Body Image Kit*. The Grade 7-9 *Body Image Kit* contains more activities you can use in your classroom for further expansion of this topic. Contact information for the *Body Image Kit* is in the Reference section at the end of this lesson.

Objectives

Through the use of group activity and assignments, participants will:

- Discuss male and female stereotypes common in our society.
- Understand and respect personal difference that exists within genders.

Materials

- Handout: *Ground Rules*

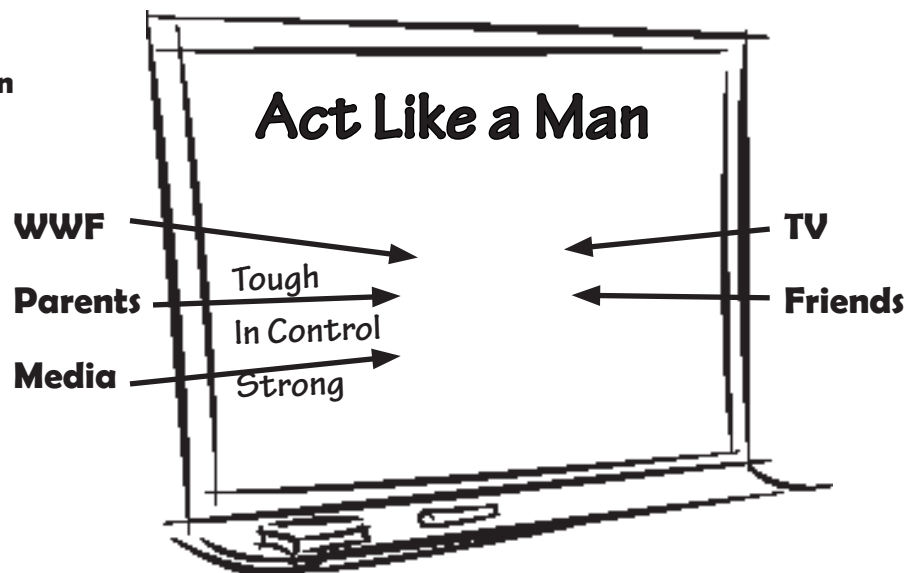
Get Ready

- Introduce today’s session, e.g. “Today we will be discussing male and female stereotypes and how it impacts one’s sense of self. Let’s begin this session by first considering what it means ‘to act like a man’ or ‘to be ladylike.’”
- Body image can be a sensitive topic to many individuals, so it is important that others be respectful of emotions and feeling that may arise. Review handout: *Ground Rules*.

Activity: Examining Gender Stereotypes

A) Act Like A Man

- Write **Act like a Man** on the board (see example)



- Ask students, “What words or expectations come to mind when asked what it means to “act like a man” in our culture (in sports, in business, on a date, etc.); e.g., strong, athletic, in control, macho, tough, dominant, real men don’t eat quiche or cry.”
- List them under the phrase and draw a box around the list. We’re going to call this the “Act like a Man” stereotype.
- Reinforce that inside this box is a list of attitudes and behaviors that boys are expected to adopt in the process of becoming men in our society. **Men and boys are not born this way; these roles are learned.**
- Ask the students, “Where do we get these stereotypical messages from?”, e.g., parents, media, TV, movies, peers. Write the responses on the side of the box with arrows to show how sources reinforce the stereotypes.
- Ask, “What names boys or men are called when they don’t fit the box?” Write these responses along the bottom of the box.
- These names are used in order to hurt people emotionally.

B) Be Ladylike

- Write **Be Ladylike** on the board.
- Ask students, “What words or expectations come to mind when asked what it means to ‘be ladylike’ in our culture”, e.g., innocent, quiet, dainty, petite, feminine, emotional, non-athletic, a caregiver.
- List them under the phrase and draw a box around the list. This is the “Be Ladylike” stereotype.
- Mention that this represents a stereotype just like in the **Act like a Man** box. Its walls of conformity are just as restrictive. Women also learn to conform to very specific role expectations as they grow up female in our society.
- Ask, “Where do we get these stereotypical messages?”, e.g. parents, media, TV, movies, guys, other females, peers. Write the responses on the side of the box. Draw arrows to show how these influences reinforce the stereotypes.
- Ask, “What names are girls or women called if they step out of the stereotype box?” Write the names along the bottom of the box.
- Acceptance and respect for those who don’t fit the stereotypes is very important.

Discussion

- How does society reinforce the stereotypes in the box?
- What is the overall impact of these messages?
- How do these messages affect our sense of self?

Video Streaming

There are two videos in the *Grade 7-9 Body Image Kit* that can be used to initiate a discussion about certain male and female stereotypes promoted in our society, with the fundamental message being body acceptance: *Body Talk* and *Body Shapes*.

Conclusion

Through the use of group activities, we have discussed common gender stereotypes that are promoted in our society by the media. We have had a chance to explore how these stereotypes make us feel about ourselves. Finally, we have discussed ways to counteract these messages and be ourselves.

Take Home Activity

- Collect images to create a timeline for changing roles and what was considered gender appropriate during various eras, for both men and women.
- Work in small groups to create a collage that you can share in class.

Assessment Strategy

- Students will be able to describe and critically examine the common gender stereotypes in our society.

References

Alberta Mental Health Board. (2001). *Body Image Kit*. Retrieved from <http://www.bodyimageworks.com>

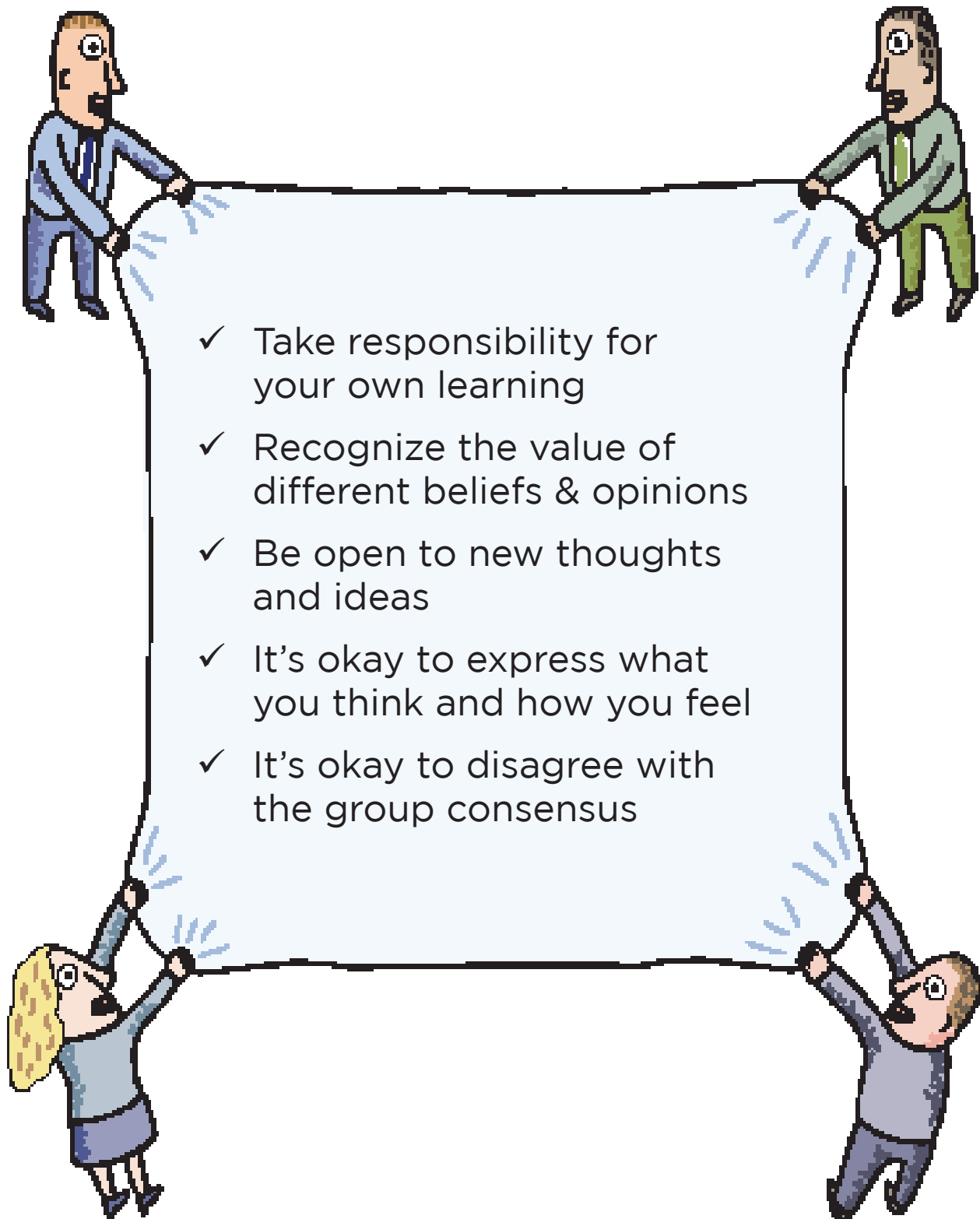
This kit contains several other activities that you could also use with your students.

**The Body Image Kit (AMHB 2001)
is free to borrow from several sources.**

Contact:

- Your school's community health nurse
- Edmonton Public Schools: Comprehensive School Health Consultant
- Edmonton Catholic Schools: Consultant - Wellness, Physical Education and Health.
- Alberta Health Services Mental Health Promotion Specialist, Addiction and Mental Health, Edmonton

Ground Rules



- ✓ Take responsibility for your own learning
- ✓ Recognize the value of different beliefs & opinions
- ✓ Be open to new thoughts and ideas
- ✓ It's okay to express what you think and how you feel
- ✓ It's okay to disagree with the group consensus

Body Image: Size Discrimination



Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

- W – 9.1 Analyze and develop strategies to reduce the effects of stereotyping on body image, e.g., health risks of altering natural body size/shape, to meet media ideal.

Teacher Background

We live in a world where value about who you are is often based on appearance. Discrimination about size is common and teasing and bullying about size and shape is too often tolerated. The stereotypical ideal images for males and females are often impossible to achieve.

As in previous lessons, the individual instructor sets the pace, meaning that if there is an individual concept that requires reinforcement, there is opportunity to use this lesson as a springboard for further discussion.

This lesson is taken in part from the Grade 10-12 *Body Image Kit*. The Body Image Kit contains more activities you can use in your classroom. Contact information for the Body Image Kit is in the reference section at the end of this lesson.

Objectives

Through the use of group activities, participants will:

- Clarify personal values regarding size acceptance.
- Discuss discrimination based on weight and shape.

Materials

- Handout: *Ground Rules*
- Handout: *Exploring Discrimination*
- Discrimination Cards (6 cards, each with one term):

- | | |
|----------------|---------------|
| 1 Name-calling | 4 Weightism |
| 2 Stereotype | 5 Scapegoat |
| 3 Prejudice | 6 Persecution |

Get Ready

- Introduce today’s lesson, e.g., “The subject of today’s discussion is discrimination based on size and shape.”
- Body image can be a sensitive topic to many individuals, so it is important that others be respectful of emotions and feelings that may arise. Review ground rules.

Activity: Size Discrimination

- Write the word **FAT** on the board.
- Ask students to share their reaction to the word. Write their responses on the board (“Fat” is usually associated with negative reactions).
- Write the word **THIN** on the board.
- Ask students to share their reaction to the word thin. Write their responses on the board (“Thin” is usually associated with more positive reactions).
- Lead a discussion regarding the students’ responses to these two words. Include a discussion about inherited body types, e.g., that we are all born with an inherited body shape that we can’t change. Use the “Body Shapes” handout.
- Ask the question, “Do you think that name-calling and jokes against people who are different sizes are harmless and fun, or do they cause harm?”
- Divide the class into 6 groups. Distribute a Discrimination Card and the handout Exploring Discrimination to each group.
- Instruct each group to complete the task outlined on their handout and have a spokesperson from each group share their response.
- As each spokesperson comes forward, they begin to form a circle.
 - At this point the students see, through the visual power of the circle, the possibility that “small incidents” such as jokes and stereotypes may contribute to the development of larger, demoralizing acts of persecution.
 - Ask, “What does the circle symbolize or represent?”
- Revisit the original question, “Do you think that name-calling and jokes against people who are different sizes are harmless and fun, or do they cause harm?”
- Discuss:
 - Why do individuals or our society, in general, let intolerance progress? Remind them that intolerance is a real issue that can personally affect any student.
 - What can we do to stop this negative chain of events?

Discussion

- Why do people associate negative beliefs with the word "fat" and positive beliefs with the word "thin?"
- Do you think this information is accurate? Can we make accurate judgments about people based on size and shape?

Video Streaming

The *Pound Foolish* video (20 minutes) compliments this Size Discrimination lesson plan. It can be borrowed through the Alberta Libraries inter-library loan system.

There is an excellent video clip on this topic on the Blue Wave Website at www.ok2bblue.com/videoclips (Alyssa - 2: Acceptance).

Conclusion

In this lesson, students are encouraged to think about how people are discriminated against because of size and shape and how intolerance affects people.

Take Home Activity

- Have students do a web-based search on the topic "Health at Every Size - HAES"
- Two reliable websites are: <http://haescommunity.org>
<http://healthateverysize.org.uk>
- Have them share their findings with the class and discuss what "Health at Every Size" means.

Lesson – HAES acknowledges that good health is not dependent on size. In other words, just because someone is large does not mean that they are unhealthy; and conversely, just because someone is thin does not mean that they are healthy. More so, health is determined by healthy behaviors, like healthy eating and active living. HAES celebrates the natural diversity of people's inherited body shapes and sizes.

Assessment Strategy

Students can identify different ways that people are discriminated against regarding their shape.

References

Alberta Mental Health Board. (2001). *Body Image Kit*. Retrieved from <http://www.bodyimageworks.com>

This kit contains several other activities that you could also use with your students.

**The Body Image Kit (AMHB 2001)
is free to borrow from several sources.**

Contact:

- Your school's community health nurse
- Edmonton Public Schools: Comprehensive School Health Consultant
- Edmonton Catholic Schools: Consultant - Wellness, Physical Education and Health.
- Alberta Health Services Mental Health Promotion Specialist, Addiction and Mental Health, Edmonton

Exploring Discrimination Worksheet

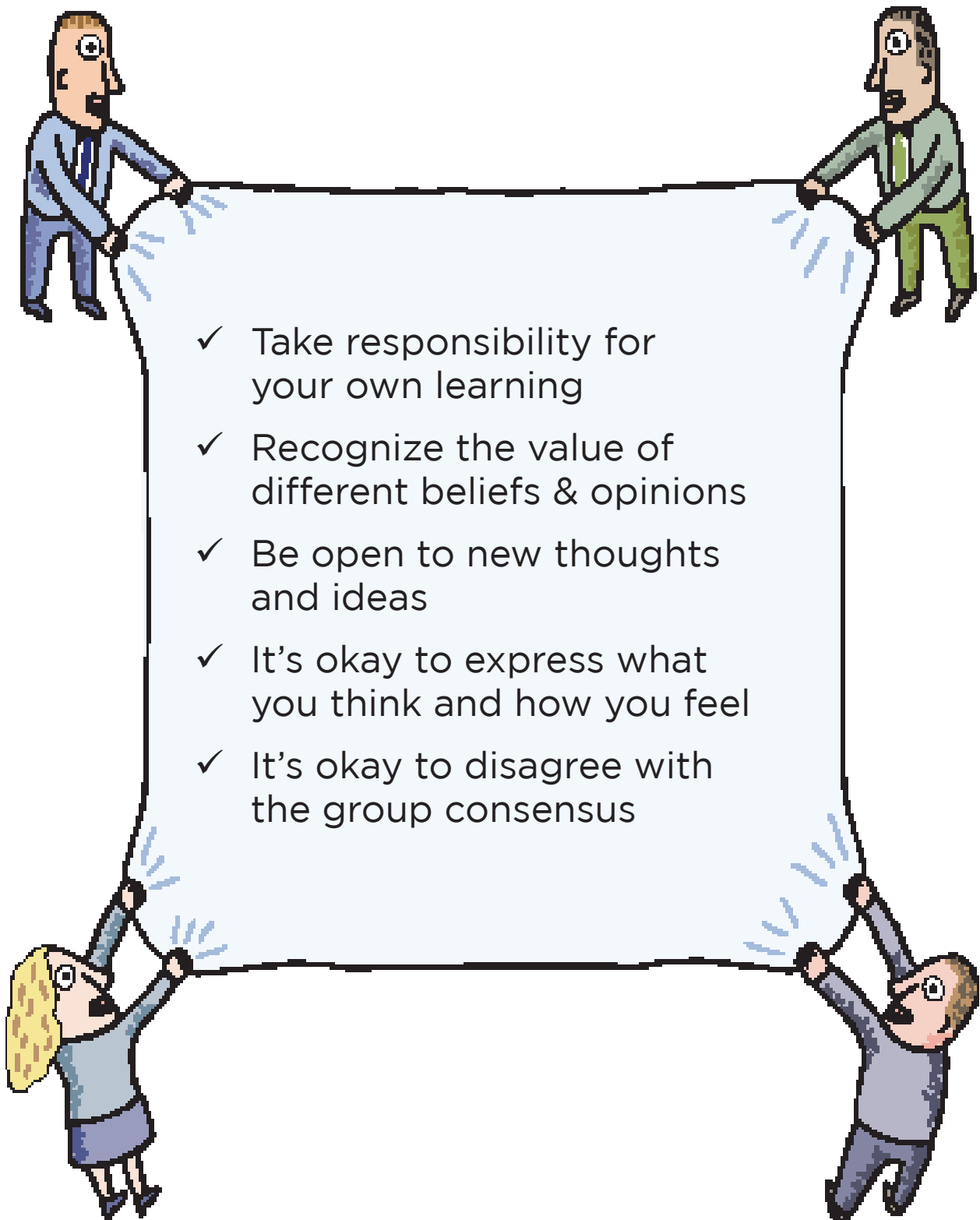
Create, by GROUP consensus, a definition of the term on your card.

Term:



Give one example in which the term (or the idea behind it) is applied to people who are overweight?

Ground Rules



- ✓ Take responsibility for your own learning
- ✓ Recognize the value of different beliefs & opinions
- ✓ Be open to new thoughts and ideas
- ✓ It's okay to express what you think and how you feel
- ✓ It's okay to disagree with the group consensus

Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

W – 7.1 Compare personal health choices to standards for health, e.g., physical activity, nutrition, relaxing, sleep, and reflection.

Teacher Background

In recent years, there has been an increase in understanding about the relationship between good mental health, healthy eating and physical activity. Mental health is a key element of a person's overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
- The state of a person's mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person's physical health can influence their mental health (*WHO, 2005*).

Objectives

- Students will identify how choosing healthy snacks can boost their energy and support mental health.
- Students will understand the importance of how various healthy snack choices fit into *Canada's Food Guide*.

Materials

- *Healthy Eating and Active Living* for ages 13 – 18 booklets from *Healthy U* To order, email: healthy.u@gov.ab.ca and include what you are using the materials for, how many copies you need, and a complete mailing address.
- Additional resources: *Eating Well with Canada's Food Guide*. Order on-line at www.healthcanada.gc.ca/foodguide

- Teacher will bring in some snacks (pre-packaged and non-packaged) that will be used in the lesson, or the teacher could bring in labels or ask the students to bring them in. The Single Serving Packaged Food List resource provides valuable information. Go to <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-single-serving-pkg-food.pdf>

Get Ready

One way to promote mental health is to take care of your physical health.

Eating healthy foods, being physically active and getting a good night's sleep help us deal with the effects of stress. Stress seems to play a key role in many mental disorders (CAMH - Mental Health and Addiction 101 Series).



Review the *Alberta Nutrition Guidelines for Children and Youth an Overview* at www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf

This lesson will focus on ways teens can ensure they are eating a nutritious and balanced diet and maintaining optimal energy levels.

Activity 1: Healthy Eating and Mental Health

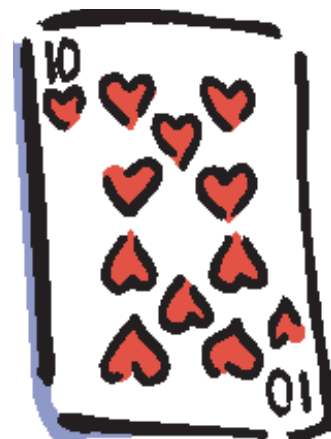
- Each student receives a piece of paper in which they will write down a snack food that they usually eat.
- Students will put their paper into a drop box. The teacher will have a student come up and draw a slip of paper out of the box.
- Review the *Alberta Nutrition Guidelines for Children and Youth an Overview* at www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf
- The student will use their best judgement and put the paper onto chart paper into one of the columns “Choose Most Often” Choose Sometimes” and “Choose Least Often”.

The teacher will open up the program called the Healthy U Tracker on the Healthy U Website: <http://www.healthyalberta.com/HealthyEating/foodchecker.htm>

The teacher will demonstrate the tool with the students. They will use examples of the snack foods or labels that the teacher or students have brought to class. If computers are available to the students, they can try using the Healthy U Tracker in class or as a take-home activity.

Activity 2: Be a Card

- Organize the students into groups of 4.
- As a group, assign each suit of the card deck (remove face cards) an activity. E.g., Hearts = sit-ups, clubs = jumping jacks, diamonds = hamstring stretch, spades = push-ups.
- The group leader deals out a card, face down, to each student and the remainder of the cards are left in a pile.
- Each student turns over their card and will perform the activity that is matched with their suit, the same number of times that is indicated on the card.
- If someone finishes the activity first, they can help someone else finish their activity.
- If anyone receives an ace, then the whole group doesn't need to do their task, but they will run and touch the four corners of the room.



Discussion

Healthy Eating and Mental Health:

Healthy eating nourishes the body, including the brain, and supports mental health through (*Dietitians of Canada, 2012*):

- Improved overall health and vitality
- Increased ability to concentrate
- Reduced irritability and mood swings
- Lowered risk of tiredness and illness

There is some evidence that healthy eating may be a factor in lowered risk of depression and improved ability to deal with stress and anxiety (*Healthy U Alberta, 2009*).

Barriers that teens might have to healthy eating include:

- Not knowing/following *Canada's Food Guide*
- Filling up on sugary beverages and treat foods

Tips to overcome these barriers include:

- Learn *Canada's Food Guide*, serving sizes and numbers for your age/gender.
- Keep track for a few days to see where you might need improvement.
- Plan for your snacks, so you have the items available to you.
- Decrease sugary beverages like pop, iced tea/coffee, energy drinks, sport drinks, slushy drinks. Drink water and milk most of the time.

Physical Activity and Mental Health:

Physical activity can make you feel good physically and build confidence. Evidence suggests that physical activity may contribute to improved mood and increased self-esteem, self-confidence and sense of control. (*UK Dept of Health, 2004*) (Fox, 1999)

Some types of physical activity may provide an opportunity to connect with others and develop supportive relationships. Getting physically active may (*CSEP, 2011*):

- Make you feel better physically and feel better about yourself
- Improve your mood
- Improve self-esteem
- Reduce physical reactions to stress
- Help you sleep better
- Give you more energy

Physical Activity may be effective in preventing or reducing symptoms associated with anxiety and depression. How physical activity improves mood or relieves anxiety is not yet clear. Some theories propose that physical activity (*UK Dept of Health, 2004*) (Fox, 1999):

- Increases body temperature, thus relaxing muscle tension
- Releases feel-good chemicals that improve mood
- Offers a “time-out” from worries or depressing thoughts
- Increases self confidence, feeling of competence and a sense of mastery
- Provides a sense of belonging and mutual support when participating with others.

Barriers that teens might have to not getting enough exercise:

- Spending more than 2 hours a day on recreational screen time
- Riding in car/bus instead of walking more
- Inactive family

Tips to overcome these barriers include:

- Monitor your recreational screen time and plan for no more than 2 hours a day
- Get off the bus/out of the car a few blocks from home/school so you can get some walking time; go for a walk at lunch time
- Encourage your family to get active or find a friend to share activities with

Note: People being treated for a mental illness should not discontinue their treatment in favour of physical activity/healthy eating without speaking to their doctor.

Conclusion

Being mentally well includes looking after your physical health. Therefore, eating healthy snacks and getting physical activity are vital for a healthy lifestyle.

Take Home Activity

Have students pick a snack from home that includes a nutrient facts table and ingredients list. Using the Healthy U Tracker from <http://www.healthyalberta.com/HealthyEating/foodchecker.htm>

Have students analyze one of their favorite snacks.

Assessment Strategy

- Students will be able to identify some snack foods that fall under the category of “Choose Most Often.”
- Students will be able to identify how physical activity promotes mental wellness.

References

- Alberta Health Services. (2010). *Alberta nutrition guidelines for children and youth – An overview (Choose Most Often)*. Retrieved from <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf>
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Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 8.1 Examine the relationship between choices and resulting consequences.
- W – 8.2 Analyze the impact of positive and changing choices on health throughout the lifespan, e.g., need for varying amounts of sleep, calcium.

Teacher Background

Mental health is a key element of a person’s overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
- The state of a person’s mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person’s physical health can influence their mental health (*WHO, 2005*).

In recent years there has been an increase in understanding about the relationship between good mental health, healthy eating and physical activity. More recently a discussion about getting enough sleep has entered this arena. The rapid physiological, emotional, and social changes of adolescence often have disturbing effects on sleep.

- Teenagers need more sleep than younger school age children but usually get less, and the shortfall causes many problems. Daytime fatigue and drowsiness may affect schoolwork by reducing concentration and short-term memory.
- Sleepy teenagers are more easily injured, especially in traffic accidents, and lack of sleep raises the risk of depression and the use of alcohol and illicit drugs. Students do not have to feel sleep deprived to experience the negative effects; they adapt. They may not report feeling sleepy even though their functioning has diminished (*Johnson, 2003*).

Objectives

- Students will identify how being physically active and getting adequate sleep promote mental health.
- Using the Sleep and Bedtime Activities Diary, students track their sleep for a week.
- Students will analyze the impact of inadequate or poor quality sleep e.g., how does this impact school functioning and day-to-day life, what steps could you take to improve sleep quality and quantity.

Materials

- *Healthy Eating and Active Living* for ages 13–18 booklets from Healthy U To order: email healthy.u@gov.ab.ca and include what you are using the materials for, how many copies you need, and a complete mailing address
- Handout: *Sleep and Bedtime Activities Diary*
- Handout: *Dear Abby*
- Sticky notes for each small group
- Additional resources: *Canada's Food Guide to Healthy Eating* Order on-line at www.healthcanada.gc.ca/foodguide

Get Ready

This lesson will focus on ways teens can ensure maintaining optimal activity levels and getting adequate sleep.

Activity 1: Physical Activity and Mental Health

In small groups:

- Brainstorm the challenges that teens have to being physically active for a total of 60 minutes of moderate to vigorous intensity physical activity per day. Discuss.
- Write 1 challenge on each sticky note (up to 6 sticky notes). Place these on the wall around the room. Read each of the sticky notes and have students move to the sticky note that is their biggest challenge. Then have them move to their second biggest challenge.
- Discuss with the students how everyone has challenges and how they can be overcome.

Knot Again (optional activity)

- Gather all the students into one large circle or two smaller circles.
- Each person will hold out their hands into the center and grab two other hands of other students (not the same person for both hands).
- Now the group is in one large knot and they must become untangled without letting go.
- The end result should be a large circle facing inwards or outwards.
- You can do this activity with blindfolds.

This activity demonstrates how sometimes we can have challenges, but there are ways to get through them.

Activity 2: Sleep and Mental Health

- In small groups, brainstorm some of the problems teens experience if they are not fully rested.
- Provide students with “*Dear Abby*” handout. Have students read the “*Dear Abby*” letter and let them respond with advice to “Tired at School”. After they have completed their letter, let them exchange their letter with a partner. Have their partner list 3 suggestions of the advice that was given to “Tired at School” who wrote to Dear Abby.

Discussion

Physical Activity and Mental Health

Challenges to doing 60 minutes of physical activity a day:

- Family is not active
- Would rather play video games or talk to friends via computer
- Don’t like sports
- Don’t have money to join teams/gym
- Too busy with school and other events
- Too tired after school

Suggestions to overcome these challenges:

- Invite family members to accompany you on a walk in the neighborhood.
- Be aware of how much recreational screen time you get (should be limiting to no more than 2 hours/day), and plan some activity. You do not have to get the whole 60 minutes at once.
- Pick an activity you enjoy. The best activity is the one you will do. Check out teen friendly activities at your local community league. Do not be afraid to try

new things like yoga or tai chi. Do you have a fitness centre in your school – if yes, get instruction on how to use the equipment.

- Take advantage of community activities and free or reduced rate swims at the local pool.
- For families that need some assistance, there are special leisure centre passes available in some communities, e.g., the Leisure Access Program in Edmonton.
- Take time during breaks at school to take a short walk around the school. Invite a friend to join you. Get off the bus before your stop so you have a longer walk home.
- Being active actually gives you energy, so if you are feeling tired, try a quick walk or run to revitalize yourself.
- Think of ways you can build activity into your day-to-day routine, and get moving today!

Sleep and Mental Health

Most teens need 9 to 11 hours of sleep every night.

Problems from not being fully rested include:

- Irritability
- Difficulty concentrating and learning
- Don't move information from short-term to long-term memory as well
- Falling asleep in class
- Mood swings and behavior problems
- More accident prone
- More prone to depression
- Trying to catch up on weekend further confuses your internal clock

Suggestions for getting a good night sleep:

- Stay away from stimulants like caffeine in the evening, including chocolate, colas, and other caffeinated beverages. These delay sleep and increase night waking.
- Do not go to bed hungry, have a light snack.
- Turn off any TVs, computers or cell phones, or just do not have electronics in the bedroom.
- Disengage from any stimulating activities like exercise, computer games or talking on phone for at least 30 minutes prior to bedtime. Reading is much more relaxing and may help you fall asleep.
- Taking a warm bath or shower helps prepare the body for sleep.

- If you are not feeling rested and functioning at your best most days, talk to your parents. You may need to speak to a doctor if you are having problems sleeping in spite of trying the above tips.
- Try a cup of hot milk.

Conclusion

Being mentally well includes looking after your physical health as well. Therefore it is important to be physically active and get enough sleep.

Take Home Activity

Using the handout Sleep and Bedtime Activities Diary, students will record how many hours of sleep they get every night for one week. Follow up with classroom discussion about the importance of getting adequate sleep.

Assessment Strategy

Students will talk about how many hours of sleep are optimal for promoting mental wellness and ideas for overcoming challenges related to sleep.

References

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- World Health Organization (2005), *Promoting mental health: Concepts, emerging evidence, practice*. Retrieved from http://www.who.int/mental_health/evidence/en/promoting_mhh.pdf

Sleep and Bedtime Activities Diary

Week (date):

Day: Write in below, starting on the day in the week that you begin with: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

| Day | Time went to sleep | What was I doing before I went to bed? Examples: <ul style="list-style-type: none"> • playing a sport • playing a video game • reading a book • watching TV • Others: write down other activities that apply to you | Did this affect what time you went to sleep? | |
|-----|--------------------|---|--|--------------------------|
| | | | Yes | No |
| 1 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | | | <input type="checkbox"/> | <input type="checkbox"/> |

Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 9.1 Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement.
- W – 9.5 Develop strategies that promote healthy nutritional choices for self and others, e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.

Teacher Background

Mental health is a key element of a person’s overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
- The state of a person’s mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person’s physical health can influence their mental health (*WHO, 2005*).

Objectives

- Students will identify how eating breakfast and being physically active promote mental health.
- Students will develop a plan using SMART goals to create a plan for themselves to eat healthy breakfasts.
- Students will plan an active living challenge for the whole school.

Materials

- SMART Goals worksheets print from www.healthyalberta.com (click on About Healthy U, then click on Healthy U Materials, scroll down to For Teens, Healthy Eating and Active Living SMART Goals, print 2 per student).
- *Healthy Eating and Active Living* for ages 13–18 booklets from Healthy U – To order: email healthy.u@gov.ab.ca (include what you are using the materials for, how many copies you need, and a complete mailing address).
- Additional resources: *Eating Well with Canada's Food Guide* – order on-line at: www.healthcanada.gc.ca/foodguide.
- Wake Up to Breakfast Every Day: <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-wake-up-to-breakfast.pdf>

Get Ready

One way to promote mental health is to take care of your physical health. Eating healthy foods and being physically active helps us deal with the effects of stress, which seems to play a key role in many mental disorders (CAMH – Mental Health and Addiction 101 Series).

This lesson will focus on ways teens can ensure they're eating a nutritious and balanced diet while maintaining optimal activity levels.

Activity 1: Healthy Eating and Mental Health

- Each student makes a list of items that they typically eat for breakfast.
- The teacher asks students for their responses and records them on chart paper. The teacher discusses their choices and which category they fit into the *Canada Food Guide*.
- Working with a partner, students will create a “wordle” using www.wordle.net that incorporates the theme of breakfast and various healthy choices that can be made.

Activity 2: Physical Activity and Mental Health

- Have either a large group discussion or divide the class into smaller groups. Each group needs one recorder and one reporter; all groups report back to class.
- There are many kinds of physical activity that teens can do to achieve their recommended 60 minutes per day. Name some that you have done in the last 3 days – record on board.
- Working in groups, have students design an active living challenge for the entire school. Share plans with entire class as time allows. If time is available, have students implement the active living plan into the whole school.

Discussion

Healthy Eating and Mental Health

Getting all the nutrients you need from food everyday is easier to accomplish if you eat a healthy breakfast. In Junior High, students tend to sleep in and feel that they do not have time for breakfast. Discuss some of the options that you can have for a “breakfast on the go”.

Healthy eating nourishes the body, including the brain, and supports mental health through:

- Improved overall health and vitality
- Increased ability to concentrate
- Reduced irritability and mood swings
- Lowered risk of tiredness and illness

There is some evidence that healthy eating may be a factor in lowered risk of depression and improved ability to deal with stress and anxiety.

Physical Activity and Mental Health

During junior high years, activity levels may be dropping off for some students, and busy lives interfere with getting enough sleep. All these factors impact our mental well-being.

Three types of activity:

- Endurance activities (E) – increase your heart rate and work your lungs. They benefit your cardiovascular system.
- Strength activities (S) – strengthen and build muscles and bones using resistance.
- Flexibility activities (F) – help to keep joints and muscles supple.

Teens should engage in a variety of activities in their day. Examples include:

- Swimming (E, S)
- Biking (E)
- Running (E)
- Racket sports (E)
- Hockey (E)
- Soccer (E)
- Dance (E, F)
- Skiing (E)
- Rock climbing (S)
- Gymnastics (S, F)
- Yoga (F)

Conclusion

Being mentally well includes looking after your physical health. Therefore it is important to be physically active and start off your day with a healthy breakfast.

Take Home Activity

Have students use SMART goals worksheet from Healthy U to individually identify healthy breakfast plans at home for family members (eating breakfast, being active).

Assessment Strategy

The class will look for various health food choices from the Canada Food Guide within each wordle.

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Building Healthy Relationships: Learning to Listen

Grade
7

Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

R - 7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them.

Teacher Background

Communication is key to having healthy relationships, and becoming a good listener is one key element of communication. Many teens are eager to express their own ideas, but may not have developed skills to hear what the other person has to say. Learning to listen is an important skill and one that will benefit teens into adulthood.

Objective

By interviewing each other, students will learn and practice three primary listening skills:

- Paying Attention
- Active Listening
- Staying Neutral

Materials

- Each student requires a paper & pencil
- Sticky notes for each student
- Handout: *Guide To Good Listening*
- Poster paper or whiteboard with the following headings:
 1. Non-verbal communication: paying attention
 2. Non-verbal communication: inattention
 3. Active listening



Get Ready

- Ask students: Why is learning to listen important?
 - To gather information
 - To understand another’s point of view
 - To enjoy others
 - To learn new things
- Ask students to name someone who they think is a good listener. Brainstorm why they chose that person - What makes them a good listener? How does it feel when someone listens to you?
- Ask students “What is the goal of a good listener?”
 - To hear and understand what the other person is saying
- Remind students that communication is key to healthy relationships and that they need to learn not only how to express themselves effectively but also how to listen attentively to other people. It is a learned skill that requires practice.

Activity 1: Exploration: Do You Think You Are A Good Listener?

- Ask students to pair up (preferably with someone they don’t know well).
- Instruct students to interview each other on one topic from the list below: (List these questions on poster paper, as they will be used in another activity)
 - Use of cell phones/i-phones in the classroom
 - Parents allowing teens to have their own cell phone
 - School dress codes
 - Closed campus at lunch break
 - Use of backpacks in school
 - Social networking versus in-person conversation
- Discuss the following questions with the class:
 - To the interviewers: What was it like to interview your partner? What made it hard to listen? What made it easy?
 - To the interviewees: What were some things the interviewer did that showed that they were listening? What were some things they did that made you think they were not listening?

Activity 2: Three Key Elements of Good Listening

Paying Attention

- Tell students that one of the elements of good listening is the non-verbal cues they project to the other person.
- Break the class into groups of 5-6 students each. In their small group, ask students to use sticky notes to list different forms of non-verbal communication that signals to another that they are paying attention to what is being said. Once completed, assign one student from the group to put their sticky notes on a large poster paper labeled “Non-Verbal Communication: Paying Attention”.
 - Non-verbal communication gives the speaker signals that you are paying attention without interrupting what the other person is saying.
 - Examples of non-verbal signals: nodding your head, maintaining eye contact, facial expressions that are congruent with what the speaker is saying (smiles, grimace, pucker, frown, etc.), sitting up straight, leaning towards speaker, uncrossing your legs and arms.
- In the same groups, have students do the same exercise except, this time, listing non-verbal communication that conveys inattention or disrespect. Once completed, assign one student from the group to put their sticky notes on a large poster paper labeled “Non-Verbal Communication: Inattention”.
 - Many times, people are unaware that their non-verbal actions communicate inattention or disinterest.
 - Examples of non-verbal signals that show inattention or disinterest: shrugging your shoulders, looking away from the speaker, crossing your arms and/or legs, sitting slouched over, rolling your eyes, tapping your fingers, walking away.

Active Listening

- Another element of good communication is active listening. Active listening is a way of eliciting information and emotions from the speaker. The more someone knows about a person, the more information they will have upon which to build a relationship. Plus, everyone wants to feel heard!
- In the same groups, have students provide examples of active listening on another poster paper labeled “Active Listening”. Examples are listed below:

- Open-Ended questions

These type of questions require more of an answer than a yes or no. They encourage the speaker to say more about a subject. The following examples should help teens understand the concept:

Closed: Are you feeling bad today?

Open: How are you feeling today?

Closed: Do you think he/she likes me?

Open: How do you think he feels about me?

Closed: I think it's okay to date when you're 12, don't you?

Open: When do you think it's okay for a teen to date?

Summarizing:

- Summarizing is a process whereby the listener checks to make sure they are hearing what the speaker is saying. This is done by paraphrasing what the speaker has said or by summarizing the main points from time to time. For example:

Speaker: I wish I could date, but my parents say I need to wait until I'm 16 years old.

Listener: It sounds like you are frustrated because you can't date until you are 16.

Staying Neutral

- Ask students if they have ever been in a conversation that turned into the other person taking over with their own thoughts and opinions. How did it make them feel? Remind students that stating one's opinion or offering advice without being asked is a sure way to kill conversation and jeopardize the relationship. For example:

Speaker: I wish I could date, but my parents say I need to wait till I'm 16.

Listener: That's stupid. My parents don't care if I date.

Activity 3: Tapping Into the Three Key Elements of Listening

- Have the students choose a new partner. Let them decide on a new topic from the list provided in Activity 1 that they will use to interview their partner. Allow enough time for both students to interview. Remind them to conduct the interview keeping in mind the principles of listening just discussed.
- Following each interview, instruct the students to provide each other feedback regarding their use of the key elements of effective listening by going through the checklist in their handout "Guide To Good Listening".
- Optional: Introducing a Talking Stick. The person who is speaking starts with the stick. When that person feels like they are done, the listener restates in his/her own words what he/she heard. If the speaker is satisfied with what the listener reiterated, then they pass the stick.

- At the end of the Activity, ask the group:
 - How they felt in each role (speaker and listener). Is one role easier for them than the other?
 - Do they think they know their partner better because of the exercise?
 - How do they see this activity connecting with their real life?

Conclusion

Communication is key to any healthy relationship and being a good listener is one element of communication. There are 3 listening skills: paying attention, active listening and staying neutral. Practicing these skills will enhance one's relationships now and into the future.

Take Home Activity & Follow-up Classroom Discussion

Provide each student with a letter to the parents (template provided) to take home. Review the letter with them. Remind students to bring the completed checklist back to school for classroom discussion.

Ask the class to share the feedback they received from their parent following their interview.

Assessment Strategy

- Students will complete the Take Home Activity with a family member/significant other.
- Students will contribute to the follow-up classroom discussion.
- Students will be able to identify the 3 key listening skills and provide examples for each.

Guide To Good Listening

| Paying Attention | Active Listening | Staying Neutral |
|--|---|--|
| <ul style="list-style-type: none">✓ nodding head✓ making eye contact✓ facial expressions that match what the speaker is saying✓ sitting up straight✓ leaning toward speaker✓ uncrossing legs and arms | <ul style="list-style-type: none">✓ open-ended questions (questions that require more than a yes/no answer)✓ reflection (listener checks to make sure they are hearing what the speaker is saying) | <ul style="list-style-type: none">✓ limiting the expression of their own thoughts and opinions✓ not offering advice without being asked |

Dear Parents:

As part of our lessons on mental wellness, we are learning about becoming good listeners.

- Communication is key to any healthy relationship and becoming a good listener is one key element. We are learning that many of us are eager to express our own ideas, but not necessarily eager to hear what the other person has to say. Learning to listen is an important skill and one that will benefit teens into adulthood. We encourage you to participate with your son/daughter in the following activity:
- Your son/daughter will be interviewing you using the following question:

What are your thoughts and opinions regarding teens and their use of technology?
- After the interview, fill out the table below with your son/daughter. Provide them with positive feedback and some examples of how they could have listened better. Talk together about how you felt during the interview. How does this activity connect with your family life?
- Did your son/daughter use any of the following listening skills:

| Paying Attention | Active Listening | Staying Neutral |
|---|--|---|
| <ul style="list-style-type: none"> ✓ nodding head ✓ making eye contact ✓ facial expressions that match what the speaker is saying ✓ sitting up straight ✓ leaning toward speaker ✓ uncrossing legs and arms | <ul style="list-style-type: none"> ✓ open-ended questions (questions that require more than a yes/no answer) ✓ reflection (listener checks to make sure they are hearing what the speaker is saying) | <ul style="list-style-type: none"> ✓ limiting the expression of their own thoughts and opinions ✓ not offering advice without being asked |

Building Healthy Relationships: Conflict Resolution



Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

- R - 8.5 Develop strategies for maintaining healthy relationships.
- R - 8.7 Develop and demonstrate strategies for promoting peaceful relationships, e.g., find common ground in conflicts.

Teacher Background

In the grade 7 lesson plan on “Building Healthy Relationships”, students learned about listening and the beginning principles of constructive communication. In grade 8, students will learn and practice conflict resolution.

All too often, minor disagreements between people can lead to broken relationships or to serious violence. Conflict is an inevitable part of life and students need to learn and practice skills that will help them resolve their own conflicts.

Objective

Students will learn and practice conflict resolution skills.

Materials

- Handout: *Noticing Conflict*
- Handout: *Conflict: What About Me?*
- Handout: *Creating a Win-Win Scenario*
- Sticky notes for each student
- Three pieces of poster size paper with the following headings:
 - Bucking Bronco
 - Cold as Ice
 - Calm as a Cucumber

Get Ready

- List examples of typical conflicts grade 8 students might have with peers, siblings, parents and teachers.
- Ask students to describe ways in which conflict can be negative:
 - Conflict can be emotionally hurtful
 - Conflict can lead to physical violence
 - Conflict can result in broken relationships
- Ask students to describe ways in which conflict can be positive:
 - Conflict can be creative
 - Conflict gives us an opportunity to seek solutions
 - Conflict can open doors to communication and can bring us closer to another person once we've worked it out.
 - Conflict is a part of life that we all experience. Having conflicts with other people may be uncomfortable, but trying to solve it can shake up our thinking and often leads to new ways of looking at things.

Activity 1: Conflict: What About Me?

- Provide students with handout *Conflict: What About Me?* to complete. Remind students this exercise does not need to be shared. Its purpose is to help them think about conflict in their own lives.

You Have 3 Choices (optional activity)

- Hang 3 large pieces of poster paper in the room. Label each with the following headings: Bucking Bronco, Cold as Ice, Calm as a Cucumber.
- Explain to students that in every conflict, they have 3 choices regarding their response:
 - Bucking Bronco – refers to a response that is angry, hot-tempered or violent
 - Cold as Ice – refers to a response that ignores, avoids, or condescends
 - Calm as a Cucumber – refers to a response that leads to resolution, win-win solutions
- Using sticky notes, have students circulate around the room, adding to each poster words that describe what each response looks, feels, and sounds like.
- In large group, discuss student responses to each poster and the possible consequence of each.

Creating Classroom Posters (optional activity)

- Have individual students or a group of students create classroom posters of the 3 responses & their possible consequences.

Activity 2: Steps to Conflict Resolution

- Provide students with the worksheet *Noticing Conflict*. Instruct students to complete the worksheet as they think of a conflict that they were recently involved in, or one that they observed (that they are willing to share with the group). Alternatively, they can choose to use a video streaming scenario.
- Ask students what they would list as steps to resolving conflict. (Be careful to discuss general conflicts and to avoid specific conflicts that students are involved in).
- Distribute the *Creating a Win-Win Scenario* handout. How did student responses compare to the steps listed on the handout?
- Instruct students to break into pairs and choose one of the following conflict scenarios to role play. Alternatively, have a few students act out scenarios to entire class. First, have students act out the scenario, ending it with the conflict unresolved. Then, using the *Creating a Win-Win Scenario* handout as a guide, instruct students to act out the scenario, demonstrating how a win-win scenario is achieved:
 - It's Friday night and Sam wants to go to a friend's house. The parent asks Sam to be home by 11:00 p.m. Sam doesn't think he needs a curfew.
 - Mr. J, the math teacher wants his student to complete an assignment by the next day. The student doesn't think it is possible to get all the work done in one night.
 - Sarah's little sister keeps borrowing her clothes without asking in spite of many attempts to stop her from doing so.
 - During lunch, a group of guys get together to play football in the school field. Another group of students always try to "take their spot" to play soccer.
- As a class, discuss what it was like for the students to resolve the conflict using the steps. Were they able to come up with an agreement? How does this activity connect to their real life?

Conclusion

Learning how to manage conflict is an essential skill to learn and practice, because it is an inevitable part of life. It is important to reflect on how you typically resolve conflict and think about ways that you can improve on this skill. Doing so will help you have healthy relationships now and in the future.

Take Home Activity & Follow Up Classroom Discussion

Using the handout *Creating a Win-Win Scenario*, ask students to work through the 5 steps with someone they live with using a conflict that they make up or one that they are having at present.

Discuss the student's experience of using the *Creating a Win-Win Scenario* with a family member or significant other.

Assessment Strategy

- Students will be able to name the 5 steps of “*Creating a Win-Win Scenario*”.
- Students will have participated in the classroom role play and follow up discussion.
- Students will have used the steps at home with a family member or significant other to help resolve a conflict.

Noticing Conflict

| | |
|---|--|
| Where did the conflict take place? | |
| What was the conflict about? | |
| Who was involved? | |
| What did you notice about their actions, words, emotions during the conflict? | |
| Describe how the conflict was resolved? | |

Conflict: What about me?

1 Describe some situations that create conflict for you:

2 Most of the time, I deal with conflict by:

3 What would I like to learn that will help me become better at resolving conflict?

Creating a Win-Win Scenario

Step 1: Be willing to solve the conflict

Do we both agree to take the time & energy to solve our conflict?

Step 2: Listen

The Speaker

- I am feeling _____ about _____ because...

The Listener

- You feel _____ about _____ because...

Feeling Words:

- angry, frustrated, excited, sad, made, happy, nervous, scared, disrespected, unhappy, scared

Step 3: Discuss each other's point of view and brainstorm possible solutions

Write down each other's ideas:

Step 4: Evaluate each solution

Which solution/solutions meet the needs of all parties involved?

Building Healthy Relationships



Alberta Education Health & Life Skills Program of Studies Outcomes

The student will...

- R - 9.5 Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships.

Teacher Background

Adolescence is a time that is often marked by teens spending increasing amounts of time with their friends. It is also a time when they begin to experiment with dating relationships. It is important that teens reflect on what their values are concerning healthy and unhealthy relationships.

Objectives

- Students will explore the qualities of healthy and unhealthy relationships.
- Students will reflect on their values of what makes a healthy relationship and analyze how their current relationships fit with their values.
- Students will reflect on their own contribution to healthy relationships.

Materials

- Handout: *Rate My Relationship Skills*
- Handout: *Warning Signs of an Unhealthy Relationship*
- Recipe cards

Get Ready

Discuss the term “relationships” with students:

- What types of relationships do people have? e.g., sibling, girlfriends, boyfriends, colleagues, acquaintance, mentors.
- What makes some relationships different from others? e.g., age differences, close family vs distant relatives, how long you have known the person.
- Are there certain qualities that need to be present in all of those relationships? e.g. respect, honesty, reliability.

Activity 1: Recipe for Healthy Relationships

- Using recipe cards, have each student write their own “recipe for a healthy relationship”, e.g., 1 cup of trust, 2 tbsp of honesty, a pinch of humour. Possible qualities may include: respect, honesty, trust, equality, support, appreciation for individuality, good communication.
- As a class, discuss what students included in their “recipes”. Encourage students to add qualities they may not have thought about onto their recipe cards. Discuss how those qualities represent the values they hold about friendship. They can compare how their own relationships match up with those values.
- Have students transcribe the words onto the worksheet titled *Rate My Relationship Skills* under the heading “Ingredients for a Healthy Relationship” (the remaining portion of the worksheet will be filled in later).

Activity 2: Warning Signs

- Hand out the worksheet *Warning Signs of Unhealthy Relationships*. Explain that people can also become involved in unhealthy relationships. There are warning signs that they should pay attention to so that they can STOP, think about how the relationship may not be supporting their own values, and make the necessary changes.
- Instruct the students to write one word or phrase that is a warning sign of an unhealthy relationship on the worksheet. Post them around the room. Possible words/phrases include: put downs, jealousy, possessiveness, exclusion from other friendships, mood swings, criticism, walking on eggshells, demanding, controlling, threatening to hurt, hurting. Debrief each different warning sign.
- Referring back to their worksheet *Rate My Relationship Skills*, students will work individually to rate their own relationships according to their values. Emphasize that they should also rate how they match up, as it is important to reflect on their own good qualities and what they can improve.

Role Play (optional activity)

- Divide class into small groups. Instruct students to develop a role play depicting either a healthy relationship or an unhealthy one. After each performance, discuss why the relationship was healthy or unhealthy and how things could be different.

Conclusion

Adolescence is a time that is often marked by teens spending increasing amounts of time with their friends. It is also a time when they begin to experiment with dating relationships. It is important that teens reflect on what their values are concerning healthy and unhealthy relationships and develop strategies to deal with the unhealthy ones.

Take Home Activity

Review the website www.equalityrules.ca for some fun activities on building healthy relationships.

Assessment Strategy

- Students will identify qualities of a healthy relationship and warning signs of an unhealthy relationship.
- Students will reflect on how some of their relationships reflect their values of healthy relationships.
- Students will identify qualities they would like to improve in themselves that support healthy relationships.

Rate My Relationship Skills

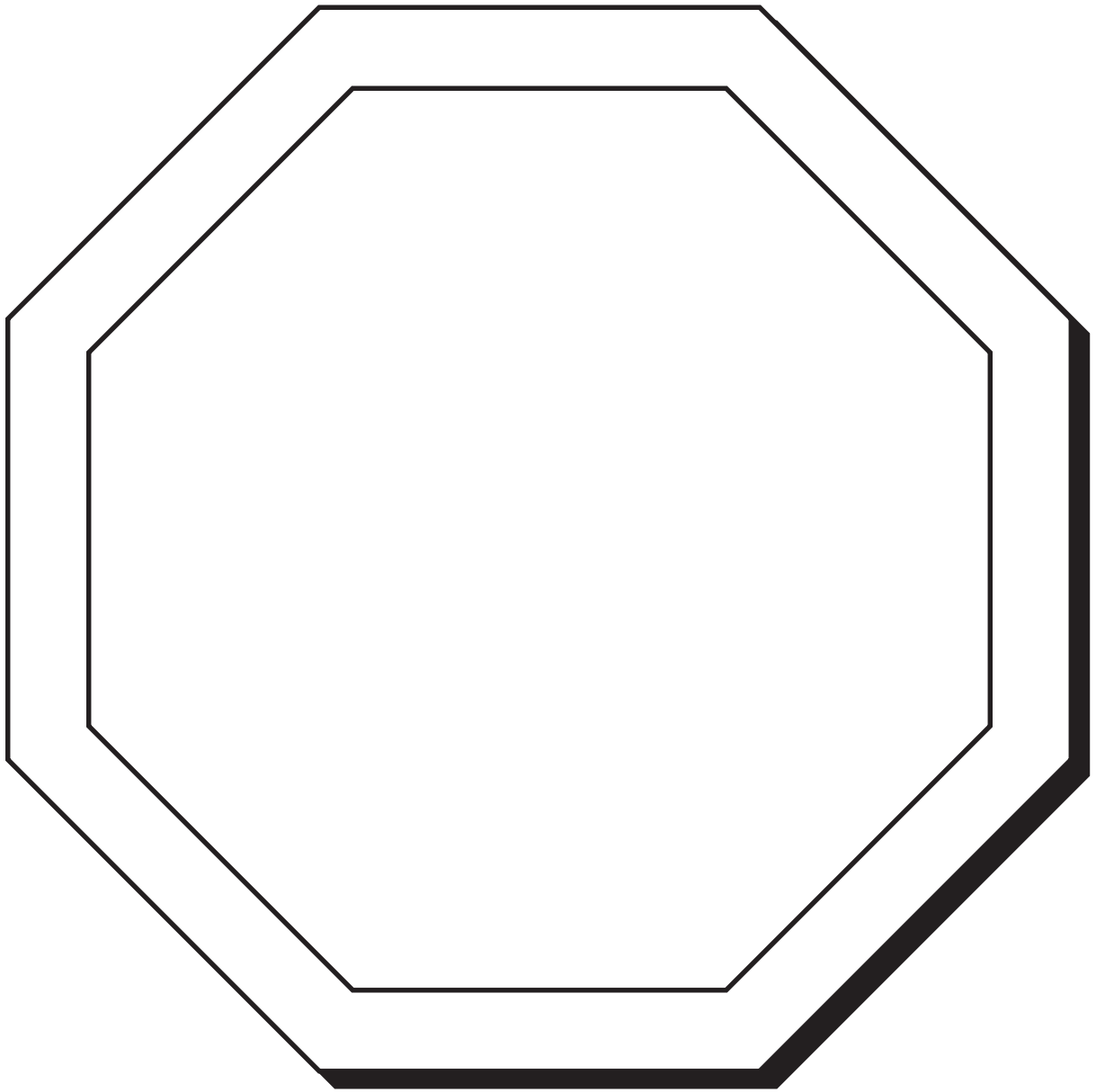
Rate each quality using the scale **MOST OF THE TIME, SOMETIMES, RARELY**

| Ingredients of a Healthy Relationship | With my Friends | With my Family Members |
|--|------------------------|-------------------------------|
| Honesty | Most of the time | Sometimes |
| | | |
| | | |
| | | |
| | | |
| | | |

Qualities I would like to improve in myself that support healthy relationships:

Changes I would like to make to my relationships:

Warning Signs of Unhealthy Relationships



Hope Box



Alberta Education Health and Life Skills Program of Studies Outcomes

The student will...

- R - 7.1 Analyze how thinking patterns influence feelings, e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism.
- W - 7.10 Identify and examine potential sources of physical/emotional/social support.
- R - 7.2 Analyze the need for short term and long term support for emotional concerns, e.g., family, friends, schools, professionals.
- L - 7.5 Create a personal port-folio showing evidence of interests, assets, and skills, e.g., certificates of participation.

Teacher Background

Hope may be viewed as a human need that is capable of transforming a person's life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain a new perspective, think of other possibilities, and create positive feelings. Hope enables goal setting. Envisioning and naming a future is one of the first steps to goal setting. Individuals that are connected to their hope are better able to visualize a positive future, work towards goals, and build resilience.

Objectives

- To identify and relate to objects, symbols, and/or individuals who influence their hope.
- To use their Hope Box when their hope is being challenged.
- To understand that hope changes over time; therefore, the contents of their Hope Box will change and build over time.
- To be open to new hopes, recognizing at the same time that past hopes continue to inform present hopes.



Materials

- Shoe box
- Tissue paper
- Art supplies – stickers, markers, glue, scissors, etc.
- Paper

Get Ready

- Hope is the ability to desire something and expect that it will happen or be obtained. Hope is experienced and viewed differently by each of us.
- We are going to draw one picture of a symbol of hope today. Ask the question: *“What picture or symbol comes to mind when you think about hope and what it means to you?”*

Activity 1: Hope Box

- Have students take their shoe box and various art supplies. Ask them to close their eyes and think about “what does hope mean to them”.
- On a piece of paper, ask them to draw a few of their favorite activities, symbols, images that represent hope to them. This is a brainstorming activity to get them ready to create their Hope Box.
- Encourage students to decorate their Hope Box using their art supplies to represent “Hope” through various colors, symbols, interests (ensure that you can open the lid to your box so that items can be placed in the box).

Activity 2: Symbolizing Hope

- Ask students to think about the word hope and how they might create a drawing to illustrate their hope. Ask, *“What pictures or symbols come to mind when you think about the hope and what it means to you? Draw a symbol to represent what hope means to you at this time.”* Encourage students to do this activity independently and without talking to each other. Tell students how many minutes they have to do this activity.
- This activity encourages students to search within, and to connect to, what they know about hope. This creative and reflective experience can provide a starting point for uncovering and discovering hope.
- When the drawing time is over, ask students to place their drawing inside their Hope Box.

Activity 3: Reflection

Ask students to reflect, with a written paragraph, about why they chose to draw the symbol that they placed inside their box and why it represents hope to them.

Conclusion

Today, we have talked about hope. Exploring hope can help us be positive about our lives and look forward to the future. We have created our own Hope Kit that represents our hopes and dreams for the present and the future.

Take Home Activity

To broaden the students' awareness of hope in their lives, ask students to go home and find an additional 3 objects/pictures that represent hope to them and place them in the box.

A template for a letter to parents is provided.

Students may wish to continue adding to their Hope Box over time.

Assessment Strategy

Students will demonstrate an understanding of hope by:

- Completing a drawing that illustrates their hope,
- Completing a written paragraph that shows their connection to hope through the symbol, and
- Identifying additional objects / pictures that shows their continued understanding of their own hope.

Reference

Hope Foundation of Alberta. 2008. *Nurturing Hopeful Souls: Hopeful Practices and Activities for Children and Youth*. www.ualberta.ca/hope

Date:

Dear Parents:

As part of our lessons on mental wellness, we are examining what hope means.

Hope may be viewed as a human need that is capable of transforming a person's life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain new perspective, think of other possibilities, and create positive feelings. Hope enables goal setting.

Your child will be creating a Hope Box that contains various representations of hope to them. After drawing the picture and writing a paragraph, they had an opportunity to reflect on their hope.

In order to extend their understanding, they are going to be adding symbols/pictures to their Hope Box at home.

Please have your child return their Hope Box to school, so that their feelings of hope can be shared in the classroom.

Thanks,

Hope Suckers



Alberta Education Health and Life Skills Program of Studies Outcomes

The student will...

- R - 8.1 Describe characteristics of persistent negative feeling states, e.g., depression, mood disorders.
- R - 8.5 Develop strategies for maintaining healthy relationships.

Teacher Background

Hope may be viewed as a human need that is capable of transforming a person’s life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain new perspectives, think of other possibilities, and create positive feelings. Although hope can be challenged or taken away, understanding “hope suckers” enable us to be able to respond and deal with them more effectively.



Objectives

- To identify a situation that diminishes or depletes our hopes
- To describe through words how “hope suckers” can affect our thinking, feeling and behaviour
- Recognize and accept that it is okay to feel this way when our hope is challenged and how we can turn to our hopes to help us.

Materials

- Computer/screen/speakers for teacher and students
- Pen
- Paper

Get Ready

- Hope is the ability to desire something and expect that it will happen or be obtained. Hope is experienced and viewed differently by each of us.
- We are going to listen and watch a music video that shows us how people may think their hope is being challenged and how to overcome it.
- As a group, brainstorm various situations, experiences and other factors that have challenged our hopes. What are some of your feelings that are associated with the loss of your hope? This has been labeled as a “hope sucker”.
- Create a web with hope as your focus. Discuss how these hopes can be diminished (“hope suckers”).

Activity 1: Imagine

- The teacher will go to the website: <http://www.ok2bblue.com/MusicVideosHope> or www.youtube.com. Search term “Glee-Imagine” to access the video “Imagine – an Inspirational Video, Youth Supporting Youth”. Together, the class will watch the video.
- As a group, you will discuss the following questions:
 1. What do you think was the “hope sucker” at the beginning for the Glee members?
 2. What do you think represented hope for the choir singers?
 3. How did the choir singers help the Glee members understand that there is hope?
 4. Can you think of any times when your hope was challenged? What did you do to find hope in the situation?

Activity 2: Hope Suckers

- Students will find a partner and together they will begin to brainstorm various “hope suckers” that can occur in life. Sometimes “hope suckers” can lead to depression or other mental health issues.
- Students will search for various songs that represent “hope suckers” by going to the website: <http://www.ok2bblue.com/MusicVideosHope>
- The pair will choose one of the “hope” videos and explore what is the meaning of hope and if there was a “hope sucker”.
- Students will write an inspirational quotation that represents the hope seen in their video, e.g., *“Although the world is full of suffering, it is also full of hope for overcoming obstacles and challenges.”*

Take Home Activity

To broaden the students' awareness of hope in their lives, students will share their song and inspirational quotation with their parents. They will explain the meaning of the song that they explored and how it impacted them.

A template for a letter home to parents is provided.

Assessment Strategy

Students will demonstrate an understanding of hope by:

- Completing an inspirational quotation
- Participating in a group discussion that helps to identify various aspects of “hope suckers” and hope
- Identifying one way that hope helps them overcome their challenges

Reference

Hope Foundation of Alberta. 2008. *Nurturing Hopeful Souls: Hopeful Practices and Activities for Children and Youth*. Retrieved from: www.ualberta.ca/hope

Date:

Dear Parents:

As part of our lessons on mental wellness, we are examining hope.

Hope may be viewed as a human need that is capable of transforming a person's life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain new perspective, think of other possibilities, and create positive feelings. Hope enables goal setting.

Your child has watched a video about hope and "hope suckers" (things that take away their hope). After watching the video, they had an opportunity to look at their own hopes and "hope suckers".

In order to extend their understanding, they are coming home to share their video and thoughts with you.

Please take the time to watch the video and spend time talking to your child about their hopes and "hope suckers".

Thanks,

Hope Tree: Community Experience



Alberta Education Health and Life Skills Program of Studies Outcomes

The student will...

W – 9.11 Use personal resiliency skills, e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour.

R – 9.1 Identify appropriate strategies to foster positive feelings/attitudes.

Teacher Background

Hope may be viewed as a human need that is capable of transforming a person's life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain new perspective, think of other possibilities, and create positive feelings. Hope enables goal setting. Envisioning and naming a future is one of the first steps to goal setting.

By creating messages of hope for others based on our own experiences, we will be able to give others hope.

This is an excellent project to start at the beginning of December. You will want to find a place that is in need of hope – perhaps a Long Term Care Facility, Child Care Facility or another class within your school (for instance a grade 3 class).

Objectives

- To create a repertoire of hopeful quotations for others.
- To understand that sometimes we have to make a conscious decision to act in a hopeful way to enhance our own hope for the present and the future.
- To realize that we can influence other's hopes by creating a visual representation of our own hopes.

Materials

- Artificial or small silk tree
- Construction paper
- Scissors
- Markers
- Template of leaf shape
- Yarn to hang the leaf
- Hole punch to make a hole in the leaf for the yarn



Get Ready

- Discuss situations where we have not felt hopeful and how we can turn things around ourselves or with the help of others.
- Think about people that may need to see messages of hope when it is close to the holiday season.
- Discuss some “hopeful behaviours” that we can share with others.

Activity 1: Messages of Hope

- Ask students to think about the word hope and how they might create hopeful messages to inspire others.
- These messages might be words of encouragement, symbols, pictures, etc.
- Students will create 2 messages and put on the leaf template provided.
- Hang the leaves on the hope tree.

Activity 2: Community Activity

- Over the next few weeks, organize an opportunity to integrate community service and hope-filled practice with a community.
- Take your students to your chosen community and share their hope messages/tree.
- Have the students take a blank leaf template to complete with their “new acquaintance”.
- You may choose to leave the hope tree with the community.

Conclusion

We have explored hope with others and have created a symbol of hope within their community.

Take Home Activity & Follow Up Classroom Discussion

To broaden the students' awareness of hope in their lives, have student complete a one page written reflection on how the community service activity impacted them.

A template of a letter home to parents is included.

Students will share their reflections.

Assessment Strategy

Students will demonstrate an understanding of hope by:

- Completing a leaf that portrays a message of their hope
- Participating in a group setting that helps them to discover another person's hopes

Reference

Hope Foundation of Alberta. (2008). *Nurturing Hopeful Souls: Hopeful Practices and Activities for Children and Youth*. Retrieved from: www.ualberta.ca/hope

Date:

Dear Parents:

As part of our lessons on mental wellness, we are examining the concept of hope.

Hope may be viewed as a human need that is capable of transforming a person's life. Hope enables people to look to the future and willingly participate in the journey. Hope is a positive feeling as well as a verb. Without hope, moving forward can feel frightening or sad. Helping students explore the concept of hope can help them gain new perspective, think of other possibilities, and create positive feelings. Hope enables goal setting.

Your child has created a leaf with a picture or message of hope. After completing the leaf, they will have an opportunity to share their hopes with others.

Thanks,

Stress and Relationships

Grade
7

Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- R - 7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors, e.g., change, loss, discrimination, rejection.

Teacher Background

Two common sources of stress are change and loss. Common experiences of students include moving, divorce, breaking up with boyfriends or girlfriends, changes in peer group and death of a grandparent. Reactions to loss are individual and can vary for many reasons. Finding ways to cope and adjust to the changes and losses are critical for students. Teachers can help normalize these feelings and behaviours through discussion, everyday interaction and finding ways to help develop an understanding of the student's experience.



Objectives

- To help students reflect on their experiences with change, loss, discrimination and rejection.
- Students will be able to identify symptoms of stress, and learn coping strategies used by themselves and their peers.

Materials

- Handout: *Stress Bingo*
- Handout: *Survival Kit*
- Sample of your own Survival Kit
- For optional activity: copy of the book *Scaredy Squirrel* by Melanie Watt

Get Ready

- Distribute *Stress Bingo* Handout
- Ask students to define stress:
Stress is the body's response to anything that makes us feel threatened or pressured. It is caused by any kind of demand to which we must adapt, adjust, or respond. It is the body's automatic way of reacting to changes, challenges, and demands placed on us.
- Ask students: Has anyone experienced stress?

Activity 1: Stress Bingo

- Have students walk around and find someone who participates in one of the activities listed on the Bingo.
- The student will then ask the person to sign their name in the appropriate box.
- Try to find a different person for each activity.
- Debrief: Students may realise that most people cope with stress similarly.

Activity 2: Building Your Own Survival Kit to Cope with Stress

- Reviewing the student responses to the *Stress Bingo*, discuss how people deal with stress differently.

Optional: read the book *Scaredy Squirrel*. Ask your students “While I am reading the book I want you to think about how this Squirrel deals with stress in his life.”

After reading the book discuss with the class the importance of the Squirrels Survival Kit. Why did he have the survival kit? Why was he so structured in his everyday routines?

- Introduce the *Survival Kit* activity. The students will be making their own survival kits at home that will help cope with stress within their everyday lives. Show them your survival kit and what you have inside it. Talk about why you put certain things into your kit and how it helps you cope with stress.
- Give out the *Survival Kit* handout and go over the activity with the students. This will be an activity that they will then take home and then bring back to you on an assigned date.

Conclusion

Stress in relationships is a universal experience. Understanding your own experience and learning healthy ways to cope with stress is important. This allows growth and development of self and proper stress management.

Take Home Activity & Follow-up Classroom Discussion

Survival Kit will be brought back to school with the written component.

Share survival kits with the class (optional: you may or may not want to do this, it will depend on your class).

Assessment Strategy

- Students will identify what stress is and symptoms of stress.
- Students will identify ways in which he/she can cope with stress in his/her life by making a survival kit and by learning other coping techniques that their peers use when dealing with stress.

Reference

Canadian Mental Health Association (CMHA). (2011). *Coping with stress bingo*. Personal communication. Copied with permission.

Coping with Stress Bingo

Find someone who regularly participates in one of these activities.
Ask them to sign their name in the appropriate box.

Find a different person for each activity until you get 2 in a row.

B I N G O

| | | | | |
|----------------------------|--------------------------------|--|----------------------------------|------------------------------------|
| Listens to music | Keeps a journal or a diary | Plays a musical instrument | Makes "to do" lists | Has hiked to the top of a mountain |
| Eats breakfast | Enjoys baking cookies | Plays DS/Wii/Playstation/X-Box etc. | Likes to laugh and does so a lot | Has a fish tank |
| Plays outside after school | Talks to family about problems | Your favourite activity FREE | Enjoys nature | Sleeps 9-11 hours a night |
| Goes for walks/bike riding | Volunteers | Practices a martial art | Daydreams | Does yoga or pilates |
| Enjoys going for a drive | Goes window shopping | Works out at a gym/at home | Skis, Skateboards or Snowboards | Rented a movie on the weekend |

Survival Kit

Activity/Assignment

1. Choose 3 objects or symbols to include in your kit.

2. You can make the symbols.

3. You can use words or pictures.

4. You can bring an object from home.

5. Think about how the symbol helps you when you are dealing with stress and stressful situations.

6. Write a paragraph for each symbol or object in your kit and how it helps you cope with stress in your everyday life.

7. Sharing a part of your kit with peers may be a follow up activity.



Stress: Managing One Step At A Time



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- R - 8.3 Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours.

Teacher Background

Stress and change are part of our lives. We all talk about stress, but we are not always clear about what it is. This is because stress comes from both the good and bad things that happen to us. If we did not feel any stress, we would not be motivated to do anything. Too much stress, however, can negatively impact our mental wellness. It also may put students at greater risk of becoming involved in risk-taking behaviours.

In junior high, students are becoming increasingly more responsible for their own use of time. Often, they are beginning to learn how to manage multiple tasks and expectations e.g., academic work, extra-curricular activities, family, friends and work.

Learning how to prioritize tasks and break them down into manageable steps is an important skill to learn for managing stress.

Objective

Help students manage stress by learning to break large tasks into smaller steps.

Materials

- Handout: *Sample Project To-Do List*
- Handout: *Project To-Do List*



Get Ready

Remind students that many projects or school assignments can initially seem overwhelming. Learning to break projects down into smaller tasks will help students complete the project and experience more positive feelings along the way.

Activity

The objective of this activity is to provide the students with a project that they will need to plan. The activity is broken into 2 parts. This allows students to experience what it is like to plan a project without help and how their experience may differ when they are provided with a planning tool to help them break the project down into smaller, more manageable, tasks.

Activity 1A: Year End Activity Day

- Working with a partner, instruct the students that they will be given 10 minutes to plan their grade 8 year-end activity day. Do not provide them with any further instruction or tools to help them plan. After the 10 minutes, ask one partner from each group to share with the class what plans were made and what their experience of planning was like.

Activity 1B: Steps To Planning

- Instruct the students that there are many tasks that they will need to complete throughout their lives (planning an event, writing a term paper, studying for final exams). Sometimes the projects will seem overwhelming. One way of dealing with the stress of such tasks is to break them down into smaller steps, resulting in a greater sense of control and accomplishment. Instead of looking at a task as one big goal, learn to divide projects into small, well-defined tasks.
- Provide students with handout *Sample Project To-Do List*. Highlight how the student used this planning tool to break down her project (psychology term paper) into manageable steps. Go over each step with the students, highlighting how tasks can be broken down into smaller and smaller steps.
- Hand out the blank template *Project To-Do List*. Working with their same partners, instruct students to use this template to plan their grade 8 year-end fun day. Provide them with the same time limitation (10 minutes). Follow up with a classroom discussion on how their experience of planning changed with the use of the planning tool. What did they notice? What changed for them? How can they apply this to other real-life projects?

Conclusion

Learning how to prioritize tasks and break them down into manageable steps is an important skill to learn. This helps to manage the stress of projects/tasks that everyone will need to complete throughout their lives.

Take Home Activity & Follow-up Classroom Discussion

Have students use the template *Project To-Do List* to plan an event/task/project that they will need to complete in the next few months.

Discuss the take home activity: What project did they choose to plan? How did they use the tool to break the project down into smaller tasks?

Assessment Strategy

- Students will be able to identify how breaking projects down into smaller tasks helps them manage their stress.
- Students will use the *Project To-Do List* to plan their own personal project.

References

AADAC. (2012). Grade 8 Lesson: Stress Management. Retrieved from: <http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade-8-stress-management.pdf>

Canadian Mental Health Association (CMHA). (2011). *Coping with stress bingo*. Personal communication. Copied with permission.

Sample Project To-Do List

| | |
|---|--|
| Project Overview: <i>Psychology Term Paper</i> | |
| Step: <i>Find a Topic</i> | |
| | Tasks: <ul style="list-style-type: none"><input type="checkbox"/> talk to the professor<input type="checkbox"/> check my textbook<input type="checkbox"/> peruse the available books and journals at the library |
| Step: <i>Locate Research Materials</i> | |
| | Tasks: <ul style="list-style-type: none"><input type="checkbox"/> use library databases to locate articles<input type="checkbox"/> check online databases<input type="checkbox"/> get articles (download, copy, order from interlibrary loan) |
| Step: <i>Research Paper</i> | |
| | Tasks: <ul style="list-style-type: none"><input type="checkbox"/> read articles, taking notes as I go<input type="checkbox"/> determine if I need references<input type="checkbox"/> piece together an outline of my paper based on my notes |

From www.gradschool.about.com

Project To-Do List

| | |
|--------------------------|---|
| Project Overview: | |
| Step: | |
| | Tasks: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| Step: | |
| | Tasks: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| Step: | |
| | Tasks: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |

From www.gradschool.about.com

Dealing With Stress

Alberta Education Health & Life Skills Programs of Studies Outcomes



The students will...

- R - 9.3 Analyze, evaluate and refine personal strategies for managing stress/crises.

Teacher Background

Stress is the body's response to anything that makes us feel threatened or pressured. It is caused by any kind of demand to which we must adapt, adjust, or respond. It is the body's automatic way of reacting to changes, challenges, and demands placed on us. Some stress is necessary, however too much stress may cause wear and tear on the body and mind. Major life events, such as moving, separation or divorce of parents, death of a loved one, changing schools or losing a friend, may cause anxiety and distress. Other day-to-day situations, including being late or leaving a project until the last minute, can also cause stress. It is important that students learn to recognize what might be causing them stress and learn strategies to help control and alleviate stress.

Objectives

- To help students identify stressors and symptoms
- Learn one strategy to help calm oneself

Materials

- Handout: *Growing Up Stressed*
- Calm music
- Paint, playdough, felts, pencils, journals



Get Ready

- Discuss with students how stress is part of everyday life, and that there is good stress and bad stress.
- As a class, have students brainstorm types of good stress and bad stress. Write their responses on the board.

Activity 1: Growing Up Stressed

- Have students individually complete the handout *Growing Up Stressed checklist*.
- Ask students to find a partner and discuss their responses.

Activity 2: Quiet Time

- Provide students with 15 minutes of quiet time. Play calming music. Provide students with paint, playdough, felts, or pencils for creating if need be. Students can put their heads on the desk or find a quiet space somewhere in the room to relax.
- After 15 minutes of quiet time, students may journal about the experience of how they felt before, during and after the activity.

Take Home Activity & Follow Up Classroom Discussion

Find a quiet place and practice contemplative time at home for 15 minutes or think about and engage in an activity that helps you deal with stress.

Discuss with partner and/or group what strategy you used for managing stress and why it worked.

Assessment Strategy

Students are able to identify a personal strategy they can use for dealing with stress and describe how it is beneficial.

Growing Up Stressed



What causes stress for you?

| | |
|--|---|
| <input type="checkbox"/> Friends, peer pressure, teasing, bullying | <input type="checkbox"/> Relationships with parents |
| <input type="checkbox"/> Expectations | <input type="checkbox"/> Dating |
| <input type="checkbox"/> Responsibilities | <input type="checkbox"/> Appearance/self esteem |
| <input type="checkbox"/> Tests, homework | <input type="checkbox"/> Divorce/seperation |
| <input type="checkbox"/> Time pressure | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Lack of money | <input type="checkbox"/> Language barriers |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Abuse/violence |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Other: |

What are your physical symptoms?

| | |
|--|--|
| <input type="checkbox"/> Changes in appetite | <input type="checkbox"/> Sleep difficulties |
| <input type="checkbox"/> Backache | <input type="checkbox"/> Muscle tension |
| <input type="checkbox"/> Constant restlessness | <input type="checkbox"/> Sweating |
| <input type="checkbox"/> Indigestion/diarrhea | <input type="checkbox"/> Dry mouth or throat |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Pronounced heart beat |
| <input type="checkbox"/> Colds/flu's | <input type="checkbox"/> Ulcers |
| <input type="checkbox"/> Headaches | <input type="checkbox"/> Other: |



What are your emotional symptoms?

| | |
|--|--|
| <input type="checkbox"/> Feeling mentally drained | <input type="checkbox"/> Increased indecision |
| <input type="checkbox"/> Feeling tense | <input type="checkbox"/> Lack of ability to feel enjoyment |
| <input type="checkbox"/> Increased irritability | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Fear of failure | <input type="checkbox"/> Feeling angry |
| <input type="checkbox"/> Pessimistic | <input type="checkbox"/> Feeling helpless/hopeless |
| <input type="checkbox"/> Feeling anxious/worried | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Feeling sad and depressed | |

What are your behavioural symptoms?

| | |
|---|--|
| <input type="checkbox"/> Increased smoking, alcohol, drug use | <input type="checkbox"/> Withdrawal from people |
| <input type="checkbox"/> Backache | <input type="checkbox"/> Accident proneness |
| <input type="checkbox"/> Absent mindedness | <input type="checkbox"/> Uncalled for aggression |
| <input type="checkbox"/> Inability to relax | <input type="checkbox"/> Insomnia |
| <input type="checkbox"/> Impatient | <input type="checkbox"/> Boredom |
| <input type="checkbox"/> Reduced humour | <input type="checkbox"/> Other: |



Substance Use



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W – 7.6 Analyze social factors that may influence avoidance and/or use of particular substances.
- L – 7.7 Determine and use knowledge and skills of the class to promote school and community health.

Teacher Background

Through a PowerPoint Trivia game, students will learn about alcohol, marijuana, tobacco, gambling and factors that influence choice.

This lesson is adapted with permission from an AADAC Grade 7 lesson plan called “Substance Use and Gambling Information”.

Objectives

- Provide students with accurate information about substance use and gambling.
- Identify consequences to using drugs, alcohol and gambling.
- Assess drug and gambling information.
- Understand the danger of mixing drugs.
- Be aware of accurate facts and rates of use related to youth.
- Understand tolerance, dependence and withdrawal as possible consequences of use.
- Borrow the “Big Cigarette” from your school nurse.

Materials

- Trivia PowerPoint Game
- Answers to the trivia activity

Get Ready

- Lead the class in a discussion to determine what we mean by ‘substance use’, i.e., drugs and alcohol, and ‘gambling’. Record their responses on the board under each heading.
- Follow up with the Activity: Trivia PowerPoint Game

Activity: Trivia PowerPoint Game

Instructions: Divide the students into teams and explain that you will be playing a trivia game, where they will answer true and false questions. One team will be allowed to choose a category and question, they will then have 15 seconds to determine their answer. An answer sheet is included. The numbers to the left of the question on the answer sheet indicate how many points the students receive if they get the correct answer. Often it is helpful to discuss the answers with students, providing more information about the topic.

Discussion

Drug – A drug is any substance taken into the body which changes the way the body or mind works. Three basic categories of drugs are:

- Legally available drugs (e.g., alcohol, tobacco, caffeine, solvents)
- Medicines (e.g., antibiotics, sleeping pills, pain relievers, steroids)
- Illegal or street drugs (e.g., marijuana, cocaine, ecstasy)

Gambling – Gambling is risking something of value (could be money, technologies or clothes, etc.) on an activity with an uncertain outcome and the result cannot be changed.

Discuss with students whether people who start using substances or gambling think it will lead to an ongoing problem. Note that nobody starts using substances or gambling believes it is going to become a problem. Explain that it is important to talk about these things to gain a better understanding of their effect on people's lives.

Conclusion

By learning about making healthy decisions and receiving accurate, relevant information about the harm associated with substance use and gambling, your students will be better equipped to make healthy choices.

Take Home Activity & Follow-up Classroom Discussion

Have students take the trivia game questions and answers home and discuss them with their parents.

Discuss with students what they learned from the game, including the information they found surprising, unsettling or meaningful

Assessment Strategy

Have students write a paragraph about the negative effects of either substance use, alcohol use or gambling. Students should be able to recall the information learned in the trivia game for this exercise.

Trivia Questions and Answers

To accompany PowerPoint for Grade 7 Mental Health Kit Lesson Plan.

Alcohol

| | | |
|-----|----------|--|
| | Q | Alcohol is a drug. |
| 100 | A | TRUE. A drug is any substance, other than food, that is taken to change the way the body or the mind functions. Drugs can occur naturally or can be produced in a lab. |
| | Q | Alcohol is a depressant. |
| 200 | A | TRUE. Alcohol depresses the brain centers that control behavior. |
| | Q | When a person stops drinking suddenly after drinking heavily, they can get sick. |
| 300 | A | TRUE. Physical dependence occurs when the body gets used to having alcohol in the system. Withdrawal symptoms (sickness) may happen if drinking is suddenly stopped. |
| | Q | If you drink only beer, you won't develop a drinking problem. |
| 400 | A | FALSE. The form of alcohol makes no difference. The effect of the pure alcohol contained in all alcoholic beverages is the same. |
| | Q | Only people who drink every day can become alcoholics. |
| 500 | A | FALSE. Anyone who drinks can become alcoholic. |

Marijuana

| | | |
|-----|----------|---|
| | Q | Smoking marijuana interferes with your sense of time and distance. |
| 100 | A | TRUE. Judging distance and passage of time is difficult under the influence of marijuana. People under the influence frequently misjudge the speed at which they are driving, and the amount of time required for braking. |
| | Q | Marijuana is grown naturally therefore it is less harmful than cigarettes. |
| 200 | A | FALSE. An average cigarette has over 4000 chemicals in it; most of those same chemicals are present in marijuana. Marijuana is not regulated at all and therefore we can never be sure of what we are getting. Cigarettes are tested and have warning labels, therefore we know the dangers of smoking. |

| | | |
|-----|----------|--|
| | Q | Most grade seven students have tried Marijuana in Alberta. |
| 300 | A | FALSE. 96.5% of Alberta Grade 7 students reported never trying Marijuana. (Source: The Alberta Youth Experience Survey 2008) |
| | Q | Short-term memory loss, laziness and feeling tired all the time are side effects of using marijuana. |
| 400 | A | TRUE. Mood swings, poor concentration and lung damage are also side effects as well. |
| | Q | Marijuana is not addictive. |
| 500 | A | FALSE. It can be. Psychologically addictive and a mild physical addiction. |

Tobacco

| | | |
|-----|----------|---|
| | Q | Smoking causes 80% - 90% of all lung cancers. |
| 100 | A | TRUE. Researchers estimate that 80% - 90% of all lung cancer is smoking-related (Source: Tobacco Basics Handbook). |
| | Q | Tobacco smoke contains tar. |
| 200 | A | TRUE. Tar consists of solid particles from cigarette smoke. It interferes with the normal exchange of oxygen and carbon dioxide in the lungs, and contributes to shortness of breath (Source: AADAC Quick Facts). |
| | Q | Smoking light cigarettes decreases your risk of heart disease compared with smoking regular cigarettes. |
| 300 | A | FALSE. Some evidence indicates that light cigarettes contain more tar, nicotine, and carbon monoxide than manufacturers claim. Smoking light cigarettes is unlikely to reduce the risk of heart disease. (Source: Tobacco Basic Handbook) |
| | Q | There are more smokers than non-smokers. |
| 400 | A | FALSE. Almost 80% of individuals over the age of 15 do not smoke. (Source: Tobacco Basics Handbook) |
| | Q | Tobacco smoke contains 4000 different chemicals. |
| 500 | A | TRUE. Fifty of these chemicals are cancer-causing agents called carcinogens. |

Gambling

| | | |
|-----|----------|--|
| | Q | Playing pool with friends for money isn't really gambling. |
| 100 | A | FALSE. This is gambling. Gambling is defined as “the act of risking money, property or something of value on an activity with an uncertain outcome.” |
| | Q | Some features in gambling devices can help contribute to a person's problem. |
| 200 | A | TRUE. For example, the most powerful and long-lasting learning pattern occurs when a behaviour is reinforced intermittently and unpredictably. Patterns of intermittent winning may lead to irrational beliefs about gambling and winning. Slot machines and VLTs pay out on an intermittent reinforcement schedule. |
| | Q | Government revenue from gambling in Alberta is over \$1 billion annually. |
| 300 | A | TRUE. In 2004/2005 Alberta government revenue from VLTs, ticket lotteries, casino slot machines and electronic bingo was over \$1.2 billion. (Source: Deal Us In Phase 1 Aug 05) |
| | Q | Computers keep track of every game played on licensed VLTs. |
| 400 | A | TRUE. If there is a complaint by a customer, the computer centre can print out each selection made by the player for the entire game. |
| | Q | When a flipped coin comes up heads four times in a row, the next flip will more likely come up tails than heads. |
| 500 | A | FALSE. There is no relationship between previous outcomes and the next flip of the coin. The coin is just as likely to come up heads as it is to come up tails (50-50 chance). Gamblers often feel they have some control over the outcome, even when they don't. |

Risk and Protective Factors

| | | |
|-----|----------|---|
| | Q | Protective factors decrease kids' chances of becoming harmfully involved with substance use or gambling. |
| 100 | A | TRUE. Examples of protective factors are developing good social skills, participating in productive activities, feeling connected to school, and having friends who positively influence decision-making. |
| | Q | Risk factors increase kids' chances of harmful involvement with substances or gambling. |
| 200 | A | TRUE. Other examples of risk factors are early involvement with alcohol, tobacco, other drugs or gambling, a history of substance abuse in the family, family conflict and poor school connection. |

| | | |
|-----|----------|---|
| | Q | Schools can make a valuable difference in preventing substance use and gambling problems. |
| 300 | A | TRUE. Research shows that participation in extracurricular activities, positive relationships between youth and adults in the school setting, and high social and academic expectations are critical factors in preventing substance use and gambling problems. |
| | Q | Young people may turn to substance use or gambling when they cannot express their feelings in a healthy way. |
| 400 | A | TRUE. As people grow older, bottled up feelings will continue to cause pain. Some people try to relieve the pain through substance use or gambling. |
| | Q | It is helpful for an adult to tell a youth how to replace feelings of sadness with feelings of happiness. |
| 500 | A | FALSE. A young person needs to know that it is okay to talk honestly about feelings or to feel sad, confused and vulnerable at times. Adults can show they care by listening and understanding. |

FINAL JEOPARDY CATEGORY:

Drug Use and Mental Illness

| | | |
|-----|----------|--|
| | Q | What percentage of people who use drugs also have a mental illness? |
| 000 | A | 53% |

Adapted with permission from: "Substance Use and Gambling Information" Grade 7 Lesson Plan, AADAC.

Substance Use



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W – 8.1 Examine the relationship between choices and resulting consequences, e.g., how choosing to smoke affects how one looks, feels and performs.

Teacher Background

Students will participate in a juggling activity that illustrates how risky behavior and associated consequences affect our lives. Using a worksheet, students will then apply what they have learned from this activity to explore scenarios associated with substance use and gambling.

This lesson is adapted with permission from an AHS (old AADAC) Grade 8 lesson plan called “*Weighing Risks to Make Decisions*”.

Objectives

- Show students that choosing to use substances or gamble has consequences that affect important things in their lives.
- Encourage students to make good choices about the daily risks they encounter.

Materials

- Felt markers
- Balloons
- Worksheet: *Weighing the Risks*

Get Ready

- Choosing to use substances or to gamble has risks and consequences.
- Ask students what the risks are of using substances or gambling.
- Then ask them what the consequences might be of using drugs or gambling.

Activity 1: Balloon Juggle

- Students will work with a partner and be given four colored balloons and a felt marker.
- Students will brainstorm four things that are important to them. These may fall into the following categories: family, friends, leisure, school/work, health (physical, mental, emotional, spiritual), money, legal.
- Students will blow up the balloons, and use the marker to label each balloon with the four important things they have identified.

- Each student will juggle all four balloons on their own. Ask students how they were finding it to try to keep all the balloons in the air. Comment that it seems difficult to juggle four things at once.
- Once both partners have had a turn, give each student an additional challenge to make the juggling more difficult, i.e., only using one hand, adding more balloons, or not being allowed to move their feet. These challenges represent risks associated with substance use or gambling.

Discussion/Questions:

- How did it feel when the additional challenge was introduced and what did you notice?
- Did you notice which balloons dropped?
- When a balloon dropped, how did that make you feel?
- Was there a strategy to keep your most important balloons in the air?
- The challenges (extra balloons, limited use of limbs) represent the risks of substance use and gambling. If you choose to experiment with substance use or gambling, are you making it more difficult to maintain the things you value?

Activity 2: Weighing the Risks

- Introduce the worksheet *Weighing the Risks* to the class. Have students read each scenario out loud.
- Students will work on the worksheet in the remaining class time, and complete as homework.

Conclusion

To make good decisions, we need to understand both the positive and negative consequences of our choices, and how they affect the things that are important to us. Thinking critically and weighing the risks is an important part of good decision making.

Take Home Activity & Follow-up Classroom Discussion

Have the students complete the worksheet: *Weighing the Risks* at home and bring back to class for discussion.

As a class, discuss each of the scenarios on the worksheet *Weighing the Risks*.

Assessment Strategy

- Students will be able to report what the risks are for substance use and gambling.
- Students will be able to describe the consequences of using substances or gambling.

Weighing the Risks

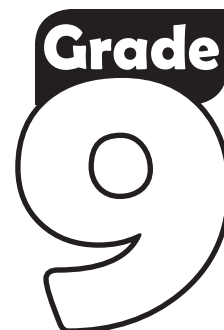
Worksheet

For each example situation below, think about the decision making process that you would go through in deciding your course of action. Write your answers in the spaces provided.

| Situation | What are the risks? | What could happen (the consequences)? | What would you do? |
|---|---------------------|---------------------------------------|--------------------|
| Your friend is being bullied in school. One day, you decide to stand up for your friend and talk to the bullies. | | | |
| On the way to a school dance with friends, somebody pulls out a cigarette and passes it around. Eventually the cigarette ends up in your hand. | | | |
| During lunch, a friend challenges you to a quick game of dice where the wager is \$10/game. You have exactly \$10 for lunch, but you're feeling lucky and you might win. | | | |
| Your friend's parents are out for the evening, and you are at a party there. Your friend breaks open their liquor cabinet, and tries to pour alcohol in everyone's drink. | | | |
| You owe your parents \$20, but you have no money. All your friends tell you that playing poker on-line is a fun and easy way to make money. | | | |

Adapted from "Worksheet: Weighing the Risks", AHS Grade 8 Lesson Plan "Weighing the Risks to Make Decisions"

Substance Use



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

W - 9.6 Analyze addictions, e.g., stages, kinds, and resources available to treat addictions.

Teacher Background

A drug is any non-food substance that changes the way the mind or body works. Drugs are neither good nor bad, they are simply a substance, and it is the way they are used that has good or bad results. For example, medicines can be used to heal, but they can also make someone sick if not used properly.

Mood altering drugs (also called psychoactive drugs) can affect the way a person thinks, feels or acts. These drugs usually have physical effects as well, but it is their ability to work on the mind which sets them apart from other drugs. Because they can affect moods, they can be very attractive to some people, and at the same time cause problems.

Youth have always experimented and pushed the boundaries of what they should and should not do - it is part of growing up. When tobacco, alcohol or other drugs or gambling are involved, experimentation can become a dangerous progression that may lead to dependency and/or an addiction.

The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally they advance from no use, to use, to misuse, to abuse, and finally to dependency. Once a person is dependent they may have to abstain from all substances and/or gambling, to regain their health.

Objectives

- To learn about different kinds of drugs.
- To learn about the process of addictions.
- To learn about what kinds of local help is available for youth to stop using drugs, alcohol or gambling.

Materials

- Inflated balloons (one for each student)
- Black felt markers
- Handout: *What is a drug?*

This lesson is adapted with permission from an AADAC Grade 9 Teacher Information Series.



- Handout: *The Process of Addictions*
- Worksheet: *List of Resources*

Get Ready

- Introduce today's lesson, i.e., "In today's lesson we will learn about substance use and their effects. We will also develop a list of resources for help if someone is involved in substance abuse."
- Ask students to think about where they have seen drug and alcohol use and gambling around them, e.g., on the street, at the mall, in the school yard, at home, etc. Since this may be a very sensitive area, it is recommended that students do this reflection on their own, and not share it with others.
- As an adult working with youth, it is your responsibility to assist a student that may be demonstrating problems in this topic area.

Activity 1: Balloon Frantic

- Give each student a balloon and a felt marker. They will write a word on the balloon that represents something that has a lot of meaning to them, e.g., their family, friends, sport, money, etc. The students are invited to share their word with the group.
- The students will keep their balloons aloft, never allowing them to touch the ground. They may do this by hitting the balloons with their arms, head, hands, etc. After they have done this for a while, ask them to hold the balloons and discuss how hard it was to keep something so important to them up in the air.
- Ask students the question "What happens when a person uses a drug?" Some of the answers might be: "drugs get you high", "people use them for medicines", etc.
- Now, have the students keep the balloons aloft without using their hands. This is what it is like to use drugs and not have all of your abilities or senses available to you.

Activity 2: What Is A Drug?

On the board write the terms "Uppers", "Downers" and "All-arounders". As a class, have students list the names of the drugs they know according to their classification. Discuss the handout "*What is a Drug?*".

Optional Assignment: As a group or individual assignment, have students research the short and long-term effects of the various groups of drugs. Upon completion, they can present the information to the class.

Activity 3: Level of Use

- There are many forms of addiction, but the ones we are discussing today are drugs, alcohol and gambling. The progression of an addiction reflects a continuum, ranging from no use to dependency. People generally advance from no use, to use, to misuse, to abuse, and finally to dependency.
- Discuss the *Process of Addictions* handout.
- Inform students that there are places for help for someone who has a drug, alcohol or gambling problem. Allow students class time to go on the internet to complete the *List of Resource* worksheet. If students have not completed the list during class, have them complete it as a take home activity.

Refer to: www.albertahealthservices.ca/addiction.asp or www.211edmonton.com

Conclusion

Experimenting with drugs, alcohol and gambling are a natural part of adolescence, but youth need to appreciate the risk involved in this experimentation. This lesson provided students with a general overview of what drugs are and how they influence us, as well as the stages of use and development of dependency. An important part of this lesson is that students will have a list of contacts where people with drug, alcohol or gambling problems can go for help.

Take Home Activity & Follow-up Classroom Discussion

Have students complete the worksheet *List of Resources*. In addition to the internet, the local library and local community mental health clinic are good places to call or visit to find this information. Have students bring their homework back to class, so results can be compiled and made available for everyone.

Have students share their findings from the *List of Resources* assignment with the entire class and write their information on the board. Summarize all information on one page and distribute it to the entire class.

Assessment Strategy

- Students will be able to classify common drugs into the three main classifications, and know the basic effects of drugs listed.
- Students will understand the negative consequences of using drugs.
- Students will understand the usual progression of an addiction from no use to dependency.
- Students will know where to get help for a problem with drugs, alcohol or gambling.

Reference

Alberta Health Services. (2010). Teacher Information Series. Retrieved from: <http://www.albertahealthservices.ca/addiction.asp>

List of Resources

Worksheet

Identify the places and people in your community that provide help for someone with a drug, alcohol, or gambling problem.

Are these services for adults, or youth, or both?

Self-help Groups (AA, NA, Alanon, etc.) _____

Counselors _____

Detox Centres _____

Hospitals _____

Doctors _____

Teachers _____

Family _____

Friends _____

Others _____

The process of addictions

Grade 9

SUGGESTED TIME: 40 MINUTES

OBJECTIVES

- Students will become aware of the process of addictions.
- Students will become aware that developing an addiction is a process that happens over time.
- Students will identify resources in the community.

ALBERTA LEARNING OUTCOME LINKS

Grade 9 *Health and Life Skills, Wellness Choices*

- Personal Health: W-9.6
Analyze addictions

SUGGESTED RESOURCES

- Handout Levels of use located on page 2 of this resource.
- Handout List of resources located on page 3 of this resource.

The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally they advance from no use, to use, misuse, abuse, and finally to dependency. Once a person is dependent, they may have to stay abstinent from all substances, or gambling, to get their health back.

No use

In this stage there is no use of alcohol, other drugs, or gambling. People have their own reasons not to be involved, including religious beliefs, their age, etc.

Use

People begin to experiment with alcohol, other drugs, or gambling to see what it is like, or to fit in with friends and peers.

They may use a substance or gamble to enhance an already pleasurable experience. Some people argue that social use is not merely using in social situations. Rather, it is using in a responsible way. There are few if any negative consequences to social use. Social use does not include youth under age 18 who drink alcohol, or anyone who uses illegal drugs. Using under those circumstances can result in negative legal or parental consequences.

Misuse

A person begins to experience problems associated with their use of alcohol, other drugs, or gambling. They may get hangovers, get in trouble at home or school because they were drunk or high, spend more money than they intended to on gambling, or do something they regret while under the influence of alcohol or another drug. All these problems, although they may seem small at the time, can escalate into a much larger problem.

Abuse

Problems become much more regular. The person uses or gambles more frequently and it begins to interfere with major areas of their life such as family, parents, school, legal issues, money, friends, and leisure. The person may become obsessive about when and where they are going to get drugs or money to gamble.

Dependency

The person at this stage has lost the ability to choose to use or not to use. Using substances or gambling has become a way of life. They continue despite the negative consequences and those consequences are occurring more and more frequently. The person may experience physical or psychological withdrawal, cravings, and decreased physical, mental, and emotional health.

Note: When using the student self-assessment handout on the next page, it is a good idea to let the students do this in confidence. The tool is a means of increasing awareness of a potential problem.

If you are concerned about a student's use of drugs, alcohol, or gambling, refer them to a counsellor who can help them look at their use.

For more information and to find an addiction services office near you, please call the 24-hour Helpline at 1-866-332-2322.

Check the behaviours you see in yourself then circle the stage of use you think you are at.

Stage of Use Behaviours

-
- | | |
|------------|---|
| No Use | <input type="checkbox"/> Never use alcohol, other drugs, or gambling |
| Use | <input type="checkbox"/> Curiosity <input type="checkbox"/> Risk-taking <input type="checkbox"/> Peer pressure <input type="checkbox"/> Defy parents |
| <hr/> | |
| Occasional | <input type="checkbox"/> Parties |
| <hr/> | |
| Use | <input type="checkbox"/> Thrill-seeking <input type="checkbox"/> Acceptance by peers |
| <hr/> | |
| Misuse | <input type="checkbox"/> Use drugs or gamble to feel good <input type="checkbox"/> Use drugs or gamble to stop bad feelings <input type="checkbox"/> Binging <input type="checkbox"/> Experimenting with different drugs and forms of gambling <input type="checkbox"/> Grades affected <input type="checkbox"/> Activities change <input type="checkbox"/> Use drugs or gamble to relieve boredom or stress <input type="checkbox"/> Escape bad feelings <input type="checkbox"/> More fights with parents |

Stage of Use Behaviours

-
- | | |
|------------|--|
| Abuse | <input type="checkbox"/> Use or gamble more often <input type="checkbox"/> Attempts to control use or gambling <input type="checkbox"/> Use drugs or gamble to cope with life <input type="checkbox"/> Most friends use drugs or gamble <input type="checkbox"/> Crave drugs or gambling <input type="checkbox"/> Think a lot about getting high or gambling <input type="checkbox"/> Get irritable when drugs not available or when there is no money to gamble <input type="checkbox"/> Feelings of anxiety or depression <input type="checkbox"/> Physical tolerance develops |
| <hr/> | |
| Dependency | <input type="checkbox"/> Getting high or gambling is the only thing in life <input type="checkbox"/> Occasional efforts to control use or gambling <input type="checkbox"/> Feel shameful and hopeless <input type="checkbox"/> Self-centered <input type="checkbox"/> Demanding of others <input type="checkbox"/> Defensive <input type="checkbox"/> Blaming <input type="checkbox"/> Controlling others |

The Process of Addictions

If you are concerned about your own or somebody else's (a friend or family member's) use of alcohol, other drugs or gambling, it is important to know where to go for help. On your own, or in small groups, identify the places and people in your community that could help you.

Local Addictions Counselling Office

Self-Help Groups (AA, NA, Alanon, etc.) _____

Counsellors _____

Crisis Centres _____

Detox Centres or Hospitals _____

Doctors _____

Teachers _____

Family _____

Friends _____

Others _____

What is a drug?

Grade 9

SUGGESTED TIME: 30 MINUTES

OBJECTIVES

- Students will become familiar with the types of drugs and their effects.

ALBERTA LEARNING OUTCOME LINKS

Grade 9 *Health and Life Skills, Wellness Choices*

- Personal Health: W-9.6
Analyze addictions

Grade 9 *English Language Arts*

- General Outcome #3 (Specific outcomes: 3.1, 3.2, 3.3 and 3.4):
Students will listen, speak, read, write, view and represent to manage ideas and information.

SUGGESTED RESOURCES

- Handout Drug classifications located on page 4 of this resource.
- Canadian Centre on Substance Abuse at www.ccsa.ca

The word drug is often used to refer to illegal street drugs. There are, however, many different kinds of drugs. For example, alcohol, caffeine and nicotine are so often used, they are seldom thought of as drugs. For this reason they are sometimes referred to as “invisible drugs.” Whether the drug is prescription, over-the-counter, legal or illegal, it can be classified according to its effect.

Mood-altering drugs

Uppers

Uppers are stimulants. Stimulants speed up the body processes and the central nervous system (CNS). Stimulants are drugs that are used for a quick, temporary, increase of energy. They increase alertness and endurance, decrease appetite, and produce feelings of well-being and euphoria. Abuse of stimulants can produce severe psychological and physical dependence. Nicotine and caffeine are the two most commonly used stimulants.

Examples: caffeine, nicotine, Ritalin®, cocaine, crack, speed, Dexedrine®, Tenuate®, Ionamin®, ecstasy

- **Ecstasy** is a drug sometimes associated with the rave culture. It acts as both an upper or stimulant and a hallucinogen (tending to produce hallucinations). It is most often classified as a hallucinogenic amphetamine. Common desired effects of ecstasy are:

- an enhanced sense of touch,
- feeling of increased self worth to the point of euphoria,
- feelings of empathy with others, increased alertness and increased physical energy.

Some physical effects include:

- rapid heart rate,
- elevated blood pressure,
- excessive pupil dilation,
- tremors, palpitations and sweating,
- increased salivation and
- grinding of teeth and clenching of jaw muscles.

After-effects can include drowsiness, muscle aches and generalized fatigue, depression lasting one to two days, difficulty concentrating, paranoid feelings of persecution, and short-lived anxiety and irritability.

Downers

Downers slow down the body processes and depress the CNS.

- **Narcotics** (also referred to as narcotic analgesics) are highly addictive painkilling drugs that may also produce a euphoric sense of well-being.

Examples: opium, codeine, morphine, heroin, methadone, Demerol®, Dilaudid®, Novahistex-DH®, Talwin®, Percodan®

Non-narcotic pain relievers differ from narcotics because they do not depress the CNS or have mind-altering effects. Examples of non-narcotic pain relievers are Tylenol® or Aspirin®. They are not classified as “downers.”

- **Tranquillizers** and sleeping pills are also drugs that slow down the CNS. In the past, many sleeping pills belonged to a chemical group called the barbiturates.
 - Barbiturates (e.g. Seconal®, Tuinal®) have been largely replaced by benzodiazepenes. Most tranquillizers and sleeping pills prescribed today belong to the benzodiazepene chemical group.
 - In usual doses tranquillizers (e.g. Valium®, Ativan®, Restoril®) produce a sense of calm well-being and are used to treat anxiety. In larger doses, they will also induce sleep and even unconsciousness. Sleeping pills cause greater depression of the CNS in order to induce and maintain sleep.

For more information and to find an addiction services office near you, please call the 24-hour Helpline at 1-866-332-2322.

- **Alcohol** first depresses centres in the brain that inhibit actions and restrain behaviour, which is the reason some people initially appear livelier after consuming alcohol. Excessive consumption can result in further depression of the CNS so that a person may fail to retain memory of the event (a blackout) or lose consciousness (pass out). Death can occur from an overdose of alcohol.

- **Inhalants** are also downers. They are substances that people sniff for their mood-altering effects. Short-term use results in a user looking and feeling as if they were drunk. Long-term use may result in permanent health problems such as memory loss, brain damage, personality changes, muscular weakness, fatigue, and nerve damage starting in the hands and feet.

Examples: cooking spray, gasoline, kerosene, lighter fluid, antifreeze, paints, model airplane glue, cleaning fluids and nail polish remover

All-arounders

All-arounders have various effects on the body. They can act like both uppers and downers. Hallucinogens and cannabis fall into this category.

- Hallucinogens are drugs used to produce distortion of reality and hallucinations. These drugs are also called illusionogenic or psychedelic. They dramatically affect perception, emotions, and mental processes. They distort the senses and can cause hallucinations. There are currently no accepted medical uses for hallucinogenic drugs.

Examples: LSD (acid, blotter), PCP (angel dust), mescaline or peyote, psilocybin (magic mushrooms)

- Cannabis, commonly referred to as marijuana, is derived from the hemp plant, *Cannabis sativa*. THC is the active ingredient in the cannabis plant. Cannabis is the most widely used of all illegal drugs. It has depressant effects, but, like stimulants, cannabis increases the heart rate.

Examples: marijuana (pot, grass, weed, joint), hashish (hash), hash oil, THC (tetrahydrocannabinol)

- Ecstasy is sometimes classed as an all-arounder because of its hallucinogenic properties.

Drug effects and the individual

The effect of a drug varies from person to person depending on the following:

- Specific drug. Example: Different types of marijuana will have different potencies.
- Amount taken or dose.
- How the drug is taken. Example: Injecting cocaine produces effects more quickly and intensely than smoking it.
- The body. Example: In general a larger person has to drink more alcohol to become drunk than a smaller person does. Also, food a person has eaten will slow down the absorption of alcohol into the blood stream.
- Previous exposure of the body to this and other drugs. Regular users of a drug may require more to produce the desired effect.
- Gender. Example: Women have less of an enzyme called ADH. ADH breaks down alcohol in the body. Usually, women have a higher blood alcohol concentration (BAC) than men after consuming an identical amount of alcohol.
- The setting or location. Example: The physical environment in which the drug is taken can affect the user's experience.
- The user's mental state. Example: A user who is very anxious about a drug experience may be more likely to have a panic reaction than someone who is not.
- Other drugs being used.

Activity

Have the group generate ideas on what their definition of a drug is. Ask questions such as: "What is a drug?", "What does a drug do?" or "What happens when a person uses a drug?" Some of the answers may be: drugs are bad, drugs get you high, people use them for medicine, etc.

One definition of the term “drug” is:

A drug is any non-food substance that changes the way the mind or body works.

Drugs are neither good nor bad; they are simply a substance and it’s the way they are used that has good or bad results. For example, medicines can be used to heal, but they can also make someone sick if not used properly.

Drug classifications

Mood-altering drugs (MADs), also called psychoactive drugs, can affect the way a person thinks, feels, or acts. These drugs usually have physical effects as well, but it is their ability to work on the mind that sets them apart from other drugs. Because they can affect moods, they can be very attractive to some people and at the same time cause problems.

On the board, write the headings for the different mood altering drug classifications. To simplify things, use the terms “Uppers,” “Downers,” and “All-arounders.” Have students list the names of the drugs they know, whether it’s street names or proper names. List them on the board according to their classification. See the back of this page for information on how to classify the drugs.

Give students the handout showing the classifications. As a group or individual assignment, students can research the short and long-term effects of the various groups of drugs. Upon completion, they can present the information to the class.

DEBRIEF

What are drugs used for?

Do drugs affect everyone in the same way?

Why or why not?

Can drugs that are used medically be harmful?

How do the different classes of drugs affect the body?

Drug classifications

Uppers (stimulants)

Nicotine

Caffeine

Cocaine also called C, Coke, Snow, Nose, Candy, Blow

Ecstasy also called Adam, rave euphoria, X, MDM, M&M, hug drug

Amphetamines also called speed, ice, crystal, meth

Downers (depressants)

Alcohol (beer, wine, spirits)

Inhalants (sniff, huffers)

Narcotics (codeine, morphine, Demerol®, opium)

Tranquillizers (Valium®, Librium®, Quaalude®)

All-arounders

Cannabis (Marijuana; hashish (hash); hash oil (honey oil)—also called pot, grass, reefer, ganja, joint)

Hallucinogens (LSD, also called acid, blotter)

Psilocybin also called magic mushrooms, shrooms

PCP (phencyclidine) also called angel dust, horse tranquillizer

Cyber Bullying

Grade
7

Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W - 7.7 Analyze the definition, effects and possible consequences of various forms of harassment.

Teacher Background

Cyber bullying is a huge issue among our students today. Cyber bullying is when someone is hurt, threatened or harassed by someone else using the internet, interactive and digital technologies or mobile phones. Cyber bullying occurs between children, pre-teens or adolescents not between an adult and a child. Once adults become involved, it is plain and simple cyber harassment or cyber stalking (stopcyberbullying.org, 2012).

Objectives

- Students will be able to define cyber bullying and how it is a type of harassment among teenagers today.
- Students will identify different technology used for cyber bullying.



Materials

- Chart paper
- Markers for each group
- YouTube video “Think Before You Post”
- Poster paper for the partner group/individual activity

Get Ready

- In small groups, have students compare bullying to cyber bullying.
- Through discussion, students will get a better understanding about the differences between bullying and cyber bullying and how they are both forms of harassment.

Activity 1: Bullying VS Cyber Bullying

- In small groups, have students create a T chart, one side is bullying and the other side is cyber bullying.
- Give the groups 5 - 10 minutes to write down examples of bullying and cyber bullying.
- After 10 minutes, have each group share what they wrote.
- As a class create a definition of cyber bullying.

Activity 2: You Tube Video/Journal Entry

- Have students watch the You Tube video “Think Before You Post”.
- While watching this short video, have the students think about how they would feel if they were in that situation.
- After the video is over, have the students write a journal entry about their feelings.

Activity 3: Cyber Bullying Poster

- Have students work in pairs or individually to make a poster that promotes a cyber bully free school environment.
- Students will discuss their posters and then place them around the school.

Conclusion

It is crucial to discuss and understand what cyber bullying is and how it effects our school environments.

Take Home Activity

Finish the Cyber Bullying Poster which will then be handed in to be assessed and posted in the school to make people more aware of cyber bullying.

Assessment Strategy

- Participation during small group work and class discussions
- Possible assessment may include the poster

References

Alberta Education. (2012). *Bullying Prevention*. Retrieved from: http://educaton.alberta.ca/media/6570209/cs_cyberbullying.pdf

Cyber Bullying

Grade
8

Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W - 8.1 Examine the relationship between choices and resulting consequences.

Teacher Background

Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber harassment or cyber stalking (stopcyberbullying.org, 2012).



Objectives

- Students will be able to explore how a friendly relationship can turn into bullying by involving computers and cell phones.
- Students will identify positive/negative terms used in texting.

Materials

- Handout: *Cyber bullying – What’s Wrong With This Picture?*
- Internet access/screen

Get Ready

- During this lesson the students will identify problems with the relationship between two friends.

Activity 1: What’s Wrong With This Picture?

- Working in pairs, have students will work through the handout *Cyber Bullying – What’s Wrong With This Picture?*
- Partners will discuss the scenario.

Activity 2: Video

- Watch the video “CyberBullies”. This video is approved by Alberta Education and can be accessed on the Alberta Education COAC website <http://coac.learnalberta.ca>
- Have students discuss as a class what strategies were used in the video for dealing with cyber bullying.
- Ask them to come up with additional strategies?

Conclusion

Everyone should be treated with respect. Whenever you are using your cell phone, e-mail or social media, keep in mind to be positive. Don't share any photos that might be embarrassing or inappropriate. If you are experiencing a problem in a relationship, you need to discuss it with a trusted adult.

Take Home Activity

- Discuss with your parents some of the strategies that you would use if faced with a situation of cyber bullying.

Assessment Strategy

- Rubric to mark the participation in the class discussion.

Reference

Alberta Education. (2012). *Bullying Prevention*. Retrieved from: http://educaton.alberta.ca/media/6570209/cs_cyberbullying.pdf

Cyber Bullying – What’s Wrong With This Picture?

Lisa and Anna are best friends at their Junior High. Lisa shares with Anna that she has found some new friends and she does not have time to hang out with her anymore. Anna is very upset and takes her phone and sends off a photo of Lisa in her P.J.’s without any makeup to all her contacts on her cell phone. She also includes the message that Lisa is a ***!

What are the problems with the relationship?

What might people do with the text that they have received?



Cyber Bullying



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 9.8 Develop strategies to promote harm reduction/risk management, e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risk.

Teacher Background

Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber harassment or cyber stalking (*stopcyberbullying.org*, 2012).

Objectives

- Explore on-line social networking sites and how they can be both positive and negative.
- Students will create a digital poster that addresses strategies on how to deal with cyber bullying.

Materials

- YouTube video http://www.youtube.com/watch?v=T389OCDrP4&feature=results_video&playnext=1&list=PL6D34B6F7155F5129.
- Internet access to school website

Get Ready

- Show the YouTube video to give a background to the students of what is meant by cyber bullying.

Activity 1: Social Media Sites

- Have students discuss the various social media sites and how they are used, e.g., Twitter, Facebook.
- Discuss the positives (staying in touch with friends) and the negatives (cyber bullying).
- Refer to the Alberta Education website
- <http://www.b-free.ca/home/524.html#cyberbully> for information on “Unplugging the Cyber Bully”.

Activity 2: Digital Poster “Unplug the Cyber Bully”

- Have students work in groups, partners or on their own, to create a digital poster that addresses strategies on how to “Unplug the Cyber Bully”. They can use their own ideas and incorporate ideas from the Alberta Education website, e.g., wordle, tagxedo, prezie.
- In collaboration with their teacher, have students post their digital poster on the school website.

Conclusion

Everyone should be treated with respect. Whenever you are using your cell phone, e-mail or social media, keep in mind to be positive. Don’t share any photos that might be embarrassing or inappropriate. If you are experiencing a problem in a relationship, you need to discuss it with a trusted adult.

Take Home Activity

Have students show their parents the digital poster that they created. Ask parents to contribute one point to the poster. Have the students come back to class and share the parental viewpoint.

Assessment Strategy

- Rubric to mark the policy/digital poster.

Reference

Alberta Education. (2012). *Bullying Prevention*. Retrieved from: http://educaton.alberta.ca/media/6570209/cs_cyberbullying.pdf

Mental Illness and Suicidal Behavior



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- R – 8.1 Describe the characteristic of persistent negative feeling states, e.g., depression, mood disorders.
- R – 8.2 Describe signs associated with suicidal behavior, and identify intervention strategies.

Teacher Background

Having access to reliable information on mental health and mental illness is crucial for adolescents for a number of reasons. Mental and emotional problems need to be addressed, just like student’s physical health problems.

Even if students have not experienced mental illness, it is very likely that they will know someone who has. Consider the following statistics:

- Mental health problems affect one in five young people at any given time.
- Mental illness is second only to heart disease as the leading cause of disability in Canada and worldwide.
- The first symptoms of mental illness generally appear between the ages of 15-24.
- An estimated 50% of young people with mental illness are not getting help.
- Fear of stigma and the resulting discrimination discourages individuals and families from getting the help they need.

An interesting fact is that 30% of people diagnosed with mental illness will also have a substance use disorder. When people have both we call it a concurrent disorder. It is often difficult to predict why or if someone with a mental illness will use drugs. Sometimes a person who has a mental illness will try a substance as a way to relieve symptoms of their mental illness; other times the use of a substance for whatever reason might cause the mental illness. It is important to be aware of this because regardless of how either disorder started, a person will need treatment for both disorders.

How does a mental illness develop?

Researchers are still working to understand the cause of different mental illnesses. While each mental illness is different, in general, they are believed to have a number of contributing factors including:

- Biological factors: this is the effect of genetics on brain development and brain function.
- Current social and environmental circumstances: for example, relationships, school, family stress, or stressful life events.
- Individual factors: for example self-esteem or way of thinking about self and others.
- Negative early life experiences: for example a traumatic experience, abuse, neglect, death of a family member or close friend.

Teachers Must be Aware of the Limits of Confidentiality

- Any disclosure, incident or thoughts of self-harm require serious attention and should be passed on to appropriate referral.
- Confidentiality must be broken when a student reports neglect or physical, sexual, or psychological abuse. All teachers are mandated to report suspected child abuse.
- Privacy should be respected, even though confidentiality cannot be promised. When information is passed on, tell the student, and inform and involve them in passing on the information to the appropriate people.

Objectives

Students will be able to:

- Recognize signs of the most common types of mental illness
- Know where to go for help
- Recognize signs of suicidal behavior and identify intervention strategies

Materials

- Activity Sheets:
 - *Understanding Anxiety Disorders*
 - *Understanding Attention Deficit Hyperactivity Disorder*
 - *Understanding Bipolar Mood Disorder*
 - *Understanding Depression*
 - *Understanding Eating Disorders*
 - *Understanding Schizophrenia*
- Handout: *Signs of Trouble - Depression*



- Handout: *Support Strategies/Community Mental Health Resources*
- Handout: *Support Websites*

Get Ready

- Mental illness is a disease that is characterized by a chemical imbalance in the brain. When mental illness strikes it can make it difficult for the sufferer to cope with everyday life. The good news is that there are treatments available to help you feel better.
- The most common mental illness is anxiety disorder, but others are depression, (bipolar mood disorder), schizophrenia, and eating disorders.
- Having a mental illness doesn't mean that you are “crazy” or “nuts”, nor does it mean that you cannot work or have friends. Some of the other myths associated with mental illness are:
 - They are responsible for their own condition, and it is their fault
 - They are violent and uncontrollable
 - They have nothing positive to contribute, and what they say and do is not worthy
- The first symptoms of mental illness often appear in adolescence, so it's important for you to be aware of the symptoms.

Activity 1: Jigsaw Puzzle Activity

- Have the class play the Trivia Mind Match Game at <http://www.tigweb.org/games/mentalhealth>
- Give individual students the opportunity to click on two different cards. If these cards match, have the class answer the multiple choice question that appears.
- This process is repeated until all 16 cards have been turned over.
- Now, explain to students that they are going to do a jigsaw puzzle activity. This means that students will work in small groups and will become “experts” about one mental illness (one piece of the jigsaw puzzle).
- Assign a mental illness to each of 6 small groups (Depression, Attention Deficit Hyperactivity Disorder, Anxiety Disorders, Bipolar Mood Disorder, Schizophrenia, and Eating Disorder). Allow students class time to go on-line and look up information to answer the information on their activity sheet, then come back to their group and summarize their findings.
- Use Handout: Websites for sources of reliable website information
<http://www.cmha.ca>
<http://www.camimh.ca>

<http://www.heretohelp.bc.ca/publications/factsheets>

<http://www.nedic.ca> (eating disorder)

<http://www.caddra.ca> (ADHD)

- Remind them that they will each need to complete their own activity sheet, as they will be switching groups later for discussion.

Reference: CMHA High School Curriculum Guide (Module 3, Activity 2)

<http://www.tigweb.org/tiged/activity/view.html?ActivityID=435>

Activity 2: Suicide Prevention

- Suicide is a leading cause of death among young people ages 15-24. At least 90% of those who die by suicide have a mental illness. If a friend mentions thoughts of suicide or self-harm, you NEED to tell an adult. This may be a parent, teacher or a guidance counselor. It's better to have a friend who is angry with you than to keep their secret and live with knowing you could have helped, but remained silent when your friend was in trouble.
- Write the following scenario on the board:

“Your friend isn’t acting like his old self. He seems really down, and has been doing strange things like giving his favorite things away. He recently told you that he thought the people he knew would be better off without him around and that he’s thought of killing himself. After he tells you, he asks you not to tell anyone else about what he has said.”

- As a class, brainstorm answers to the following questions (review the handout “*Signs of Trouble - Depression*”):
 - Do you think he has a mental health problem?
 - Is he in trouble?
 - What should you do?
- Review the handout with the students “Support Strategies/Community Mental Health Resources”.
- Also review the “Support Websites” handout with students. You may choose to go onto some of the websites during class time to show students what they look like.

Conclusion

You have a feeling that something is “not quite right” about the way someone close to you is behaving. The chances are that there is not a serious problem, and that time, reassurance and support are all that are needed. However, if a mental illness is developing, then getting help early is important. So, it’s important to know the signs and speak up and encourage someone to go for help.

Take Home Activity & Follow-up Classroom Discussion

Have students show their parents the Blue Wave website on their home computer.
www.ok2bblue.com

Sharing the Pieces: As a follow-up to Activity #1, have students form new mixed groups which include at least one member from each of the illness-specific groups. Give each student 2 minutes to report to others in their new group about their specific area of mental illness, highlighting important points about how common the illness is, symptoms, and effective supportive treatments.

Assessment Strategy

- Students will be able to report signs of the five common mental illnesses discussed.
- Students will know what to do to help someone they are concerned about.

References:

Canadian Mental Health Association. (2012). *Teen Mental Health* (CMHA High School Curriculum Guide). Retrieved from:
<http://teenmentalhealth.org/index.php/educators/virtual-classroom/>

Health Canada. (2002). *A Report on Mental Illness in Canada*. Retrieved from:
<http://www.healthcanada>

Institute of Health Economics. (2007). *Mental health statistics in your pocket*. Retrieved from
<http://www.ihe.ca/publications/library/2007/mental-health-economic-statistics>

Activity Sheet:

Understanding Anxiety Disorders

What are anxiety disorders?

Who gets anxiety disorders and how common are they?

Describe some of the symptoms of anxiety disorders:

List and briefly explain some of the main types of anxiety disorders:

What type of treatment is available for people experiencing anxiety disorders?

What other kinds of support can help a person with anxiety disorders recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Activity Sheet:

Understanding Attention Deficit Hyperactivity Disorder (ADHD)

What is ADHD?

Who gets ADHD and how common is it?

Describe some of the symptoms of ADHD:

What type of treatment is available for people experiencing ADHD?

What other kinds of support can help a person with ADHD recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Activity Sheet:

Understanding Bipolar Mood Disorder

What is bipolar mood disorder?

Who gets bipolar mood disorder and how common is it?

Describe some of the symptoms of bipolar mood disorder:

What combination of factors is believed to cause bipolar mood disorder?

What type of treatment is available for people experiencing bipolar mood disorder?

What other kinds of support can help a person with bipolar mood disorder recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Activity Sheet:

Understanding Depression

What is depression?

Who gets depression and how common is it?

Describe some of the symptoms of depression:

List and briefly describe some of the main types of depression:

What type of treatment is available for people experiencing depression?

What other kinds of support can help a person with depression recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Activity Sheet:

Understanding Eating Disorders

What are eating disorders?

Who gets an eating disorder and how common are they?

Describe some of the symptoms of eating disorders:

What are some of the physical, emotional and psychological effects of eating disorders?

What type of treatment is available for people experiencing an eating disorder?

What other kinds of support can help a person with an eating disorder recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Activity Sheet:

Understanding Schizophrenia

What is schizophrenia?

Who gets schizophrenia and how common is it?

Describe some of the symptoms of schizophrenia:

List and briefly explain some of the factors that contribute to the onset of schizophrenia:

What type of treatment is available for people experiencing schizophrenia?

What other kinds of support can help a person with schizophrenia recover?

From CMHA Mental Health & High School Curriculum Guide <http://www.tigurl.org/images/tiged/docs/activities/301.pdf>

Signs of Trouble – Depression

What's the difference between just having a bad day and something potentially more serious?

| Test your mood | Yes | No |
|--|--------------------------|--------------------------|
| Do you feel sad, depressed or down most of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are you unable to enjoy the things that once gave you pleasure? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel tired and/or lack energy most of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have trouble sleeping or do you sleep too much? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you find it difficult to concentrate or make decisions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you had an increase or decrease in appetite or weight? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you had feelings of worthlessness or guilt? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you felt frightened or panicky for no apparent reason at all? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you felt restless and found it difficult to sit still? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you been feeling anxious or worried? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you felt like you just cannot go on, or had thoughts of death or dying? | <input type="checkbox"/> | <input type="checkbox"/> |

If you checked off five (5) of these things, you may be depressed. You should see a health professional as soon as possible, especially if these signs have been present for several weeks. Remember that you don't have to be alone with these feelings, and that depression is treatable.

From Facing the Facts www.virtualwellness.ualberta.ca/index.aspx?Pg=2040

Support Strategies/Community Mental Health Resources

Here are some strategies for supporting someone with mental illness:

- Encourage the person to seek help and support from an adult.
- Spend time with the person, listen to his/her concerns.
- Be hopeful; help them feel like their life will get better.
- Stand by them. Invite your friend to things that you are doing; keeping busy and staying in touch with friends will help your friend feel better, when they are ready.
- Learn as much as you can about mental illness so that you understand what is going on for them.
- If you are a close friend or family member of someone with a mental health problem, make sure that you get help as well. Talk to someone about what is happening. This will help you be a better support person.
- Put the person's life before your friendship. If the person mentions thoughts of suicide, don't keep it secret, even if the person has asked you to.

The following mental health resources are available in Edmonton.
For communities surrounding Edmonton, see your telephone directory.

Local Community Mental Health Resources

Kids HELP Phone: 1-888-668-6868

Kids HELP Phone is Canada's only 24-hour national bilingual counseling service for children and youth. It provides counseling directly to children and youth between the ages of 4-19 and help to adults age 20 and over find services for youth they are concerned about.

Local Distress Line: 211

Health LINK Alberta: 811 or 780-408-LINK (5465)

Edmonton Alberta Health Services Child/Adolescent Mental Health Clinic:
780-427-4491

Canadian Mental Health Association (Edmonton):
780-414-6300 www.cmha-edmonton.ab.ca

Schizophrenia Society (Edmonton): 780-451-4661 www.schizophrenia.ca

Local Doctor's Office: _____

Local Hospital: _____

Websites

Mental Illness, Mental Health and Drug Use Prevention

| | |
|--|---|
| Blue Wave | www.ok2bblue.com (mental health) An excellent source of information for youth and their parents on a variety of mental health topics, including stories and video clips of youth who have struggled with mental health concerns. |
| Canadian Attention Deficit Hyperactivity Disorder Resource Alliance | http://www.caddra.ca (ADHD) Lots of information about attention deficit hyperactivity disorder; also tips for help. |
| Canada Food Guide | www.healthcanada.gc.ca/foodguide Interactive website allows you to design your own food guide recommendations. |
| Canadian Alliance of Mental Health and Mental Illness | http://www.camimh.ca (mental health) Lots of good general information about mental illness. |
| Canadian Mental Health | www.cmha.ca/highschool (mental health) This website helps adolescents understand mental health and mental illness, as well as providing lots of Canadian information about where to go for help, and a great list of useful web links. |
| Deal.org | www.deal.org (drug awareness) Lots of information for youth on substance use. |
| Mind Your Mind | www.mindyourmind.ca (mental health) An interactive Canadian website for youth and young adults; has interactive educational games and tools, also interviews with individuals about mental health/illness and gambling/substance use; also information about getting help. |
| Here To Help | http://www.heretohelp.bc.ca/publications/factsheets Lots of information on a variety of topics. |
| National Eating Disorders Association (NEDA) | www.nationaleatingdisorders.org (eating disorder) Provides great educational materials. |
| National Eating Disorder Information Centre (NEDIC) | www.nedic.ca (eating disorder) NEDIC is the primary Canadian source of eating disorder (ED) information. NEDIC facilitates Eating Disorder Awareness Week activities across Canada and maintains a directory of Canadian ED services; free information to download; also lots of web links. |
| Something Fishy | www.something-fishy.org (eating disorder support) Includes a chat room and listing of online support groups; also features a monthly schedule of chat events, interactive bulletin board. |
| We R Kids | www.werkidsmentalhealth.ca (mental health) Services and supports for mental health concerns; also information for parents and professionals. |
| Xperiment | www.xperiment.ca (drug awareness) A fun website that describes the effects of drugs on the human body. |
| Schizophrenia Society of Canada | www.schizophrenia.ca Lots of information about schizophrenia and psychosis; also supports and where to go for help. |

Transition from Junior High to High School: A Time of Change



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W – 9.11 Use personal resiliency skills, e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behavior.
- L – 9.1 Apply personal time management skills to a variety of learning opportunities, e.g., develop strategies to overcome procrastination.
- L – 9.6 Develop strategies to deal with transitional experiences, e.g., create a learning plan for transition to senior high school, keeping future career plans in mind.

Teacher Background

Adolescents entering high school look forward to having more choices and making new and more friends; however, this transition can be difficult because it is happening at a time when friendships and social interaction are particularly important.

Some of the fears that students have about moving on to high school are:

- Being laughed at, teased or bullied
- More homework
- Bigger classes, not knowing all the kids
- Not knowing all the teachers
- Not being able to remember your locker combination
- Where to sit in the cafeteria
- How to manage school work, extra-curricular activities and part time jobs
- How to fit in

Objective

To help students successfully transition academically and socially to senior high school.



What this lesson should NOT be: This lesson needs to be different than the information they will get at a specific school’s orientation (courses, layout of the school), but ready the students for how to proactively fit into a new school community.

Materials

- Handout: *Daily Schedule Record*
- Handout: *Time Management Tool*
- Handout: *Weekly Planner*
- Handout: *Top Ten Time Management Tips for Teens*
- Worksheet: *Career Profile/Goal Setting Assessment*
- Worksheet: *Learning About My New High School*

Get Ready

- Introduce today’s lesson, e.g., “In today’s lesson we are going to talk about going to high school next year.”
- The two activities we are going to cover today are time management, and finding supports in your new school next year. In addition there is a homework activity that addresses career goal planning.

1. Time management:

One big change in high school is that students now need to manage time on their own. They need to learn how to handle their homework load, and balance this with family commitments, job commitments, social commitments, sports/music/club involvement, as well as managing free time. It can be challenging to learn how to achieve balance in this new “lifestyle” of high school.

2. Sources of Support:

Students may feel like they are in kindergarten again, like they are a small fish in a big pond. High school is often a time where friendship groups that have provided support since kindergarten are broken up and/or changed. Students will be able to choose a new group of friends who share their interests and values. It is helpful if students know who they can turn to during this transition such as people from their own personal life and from the school community they are joining. They need to learn who to seek out as appropriate mentors, and how to maintain their own individuality within the new group, and to learn how to be assertive and say “no” to negative opportunities such as drinking, drug use, gangs, negative peer pressures, and skipping classes.

3. Career Goal Setting:

High school is a time where students begin to make choices that will lead them on a path to a future career. They can choose electives that perk their interest, and electives that may be required for post-secondary education. It is a time where they need to start making plans for their future career.

Activity 1: Time Management

- Have students complete the *Daily Schedule Record* for two weekdays (Monday – Friday) and one week-end day.

Remind them to:

- ✓ Complete the record throughout the day, not leaving it to memory a few days later.
 - ✓ Use different colored pens/pencils for different kinds of activities.
 - ✓ Start writing things into the schedule that have a specific start time (for instance, bus stop 7:00 am, gymnastics practice 7:00 pm).
 - ✓ Next, move to things that do not have specific times (homework, etc.).
 - ✓ Make sure breaks are scheduled in.
- Use the *Time Management Tool* to total the hours spent at various activities.
 - After completed, have students work in small groups to answer the questions:
 1. How can you account for the hours not accounted for in each day?
 2. Could you manage your time better than you did?
 - Review the handout *Time Management Tip Sheet for Teens* with the class.
 - Make a weekly schedule (using the *Weekly Planner Worksheet*). Have students do this individually based on the observations they made about their use of time (above).

Activity 2: Learning About My High School

- Students moving on to high school next year want to know what their school is going to be like, and they and their parents need to know about and understand high school programs and procedures, and the social supports at their new school. Some of the ways students can learn about high school include: visiting the high school in the spring, “shadowing” a high school student, attending a presentation by a high school student or panel of students, visiting the high school in the fall for schedule information, attending a fall orientation assembly (preferably before school starts), and discussing high school regulations and procedures with ninth-grade teachers and counselors. Another possible source of information is the internet. Students might access the website of their new school and learn answers to their questions.
- Have students complete the *Learning About My New High School* worksheet. Students can be given class time to complete, or it can be a homework activity.

Conclusion

The transition from junior high to high school is a crucial one for every young person. This can be scary but also exciting time. High school provides the opportunity to make new friends, take new subjects, learn new things, try new sports and activities, and explore who you are! Learning how to better manage your time and set goals will make the move to high school much less stressful.

Take Home Activity

Entering high school can be a challenging time because students are encouraged to start planning for their future. While this may be a scary thought, it is an important part of maturing and thoughtful planning can put the student in control and make it a fun and exciting time.

Have students complete the *Career Profile/Goal Setting Assessment Worksheet*.

Assessment Strategy

- Students will identify how they spend their time during the day.
- Students will be able to plan how they want to spend their time.
- Students will be able to plan goals for their future education, social and extracurricular activities.
- Students will know where to look for peer support and mentors in their new school.

References

Association for Middle Level Education. (2005). *Transition from Middle School into High School*. Retrieved from <http://www.amle.org/Research>

McIntyre Media. (2007) *Transitions: a focus on student success in high school* (student workbook). Retrieved from <http://www.mcintyre.ca>

Kids Source On Line. (2012). *Helping Middle School Students Make the transition into high school*. Retrieved from <http://www.kidsource.com/education/middlehigh.html>



Daily Schedule Record

Name: _____ Day/Date: _____

| | |
|------------------------|--|
| 6:00 - 7:00 am | |
| 7:00 - 8:00 am | |
| 8:00 - 9:00 am | |
| 9:00 - 10:00 am | |
| 10:00 - 11:00 am | |
| 11:00 - 12:00 noon | |
| 12:00 - 1:00 pm | |
| 1:00 - 2:00 pm | |
| 2:00 - 3:00 pm | |
| 3:00 - 4:00 pm | |
| 4:00 - 5:00 pm | |
| 5:00 - 6:00 pm | |
| 6:00 - 7:00 pm | |
| 7:00 - 8:00 pm | |
| 8:00 - 9:00 pm | |
| 9:00 - 10:00 pm | |
| 10:00 - 11:00 pm | |
| 11:00 - 12:00 midnight | |

Time Management Tool

Do you currently know what you do with all the time in your day?
Using the form add up the numbers from your *Daily Schedule Record*

| How many hours a day did you: | Day 1 | Day 2 | Day 3 | Day 4 |
|---|--------|--------|--------|--------|
| | (date) | (date) | (date) | (date) |
| Sleep (include naps)? | | | | |
| Spend in school? | | | | |
| Study or do homework? | | | | |
| Watch TV/play videogames, etc.? | | | | |
| Spend online on your cell phone, computer or other device? | | | | |
| Talk on phone, msn or text message? | | | | |
| Work at a job? | | | | |
| Commute to/from school (and work if you have a job)? | | | | |
| Participate in extracurricular activities (e.g. sports)? | | | | |
| Prepare and eat meals? | | | | |
| Socializing/going out with friends/family? | | | | |
| Other | | | | |
| Total Hours | | | | |
| Hours not accounted for (24 hr/day minus total hours above) | | | | |

Weekly Planner

Date: _____

to: _____

| Hour/Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | |
|-----------|--------|---------|-----------|----------|--------|----------|--------|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Top Ten Time Management Tips for Teens

- 1 Make a “To Do” List Every Day.** Use your school agenda planner. Take a look at your week. Make a list of things that are most important at the top, then write them into your agenda so that you get them done. Don’t forget to reward yourself when you get things done.
- 2 Difficult First.** Start with the most difficult part of a task or assignment, then the worst part is done with.
- 3 Use Spare Minutes Wisely.** For example, if you ride public transportation to school, this can be a good time to study or read over notes from the day before.
- 4 Review Your Notes Every Day.** If you do review your notes daily, you will need less time to study later on; also, you will be prepared if the teacher asks you a question.
- 5 It’s OK to Say “No”.** If you are asked to babysit at the last minute but have an assignment due the next day, then perhaps a friend can step in for you.
- 6 Find Out When You Work Best.** Some people are “morning people” and other’s brains work better later in the evening. What is your style?
- 7 Get a Good Night’s Sleep.** Teens need at least 9 to 11 hours of sleep every night. If you are not getting enough sleep, your brain likely won’t work very well.
- 8 Let Others Know When You Are Busy.** If phone calls or text messages are proving to be a distraction, tell your friends that you take social calls from 7-8 PM. This may seem silly, but it helps.
- 9 Control Your Time.** Figure out how much free time you have. Give yourself a time budget and plan your activities accordingly. Set deadlines.
- 10 Do Not Waste Time Agonizing.** Have you ever wasted an entire evening by worrying about something that you were supposed to be doing? Was it worth it? If things get really difficult you may need to ask for help (friend, parent or one of your teachers), but stop agonizing and procrastinating, just do it!

Adapted from: 15 Time Management Tips-Student Tip Sheet. McIntyre Media Inc.

Learning About My New School

| Activity | Done (date) | Contact Person / Info | Notes |
|------------------------------|--------------------|------------------------------|--------------|
| School visit, tour | | | |
| Map of school | | | |
| School Hours | | | |
| School staff: Principal | | | |
| Assistant Principal | | | |
| Counselor(s) | | | |
| Librarian(s) | | | |
| Student Council | | | |
| Other | | | |
| School committees | | | |
| School Sports | | | |
| School Rules/ Regulations | | | |
| Other | | | |

Attach more notes as required.

Career Profile/Goal Setting Assessment Worksheet

| | Goals for this year | 3 years | 5–10 years | Long range goals |
|---|---------------------|---------|------------|------------------|
| Education <ul style="list-style-type: none"> • courses • grade average • study habits • volunteer/ community service hours | | | | |
| Extracurricular Activities <ul style="list-style-type: none"> • sports, activities, clubs (both in-school and out-of-school) | | | | |
| Social <ul style="list-style-type: none"> • friends • clubs • part-time job | | | | |
| What do you think you have to do to accomplish these goals? | | | | |