

## BC Curriculum and Kutcher's MHL: Career Education (Grade 8/9)

CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<p><b>Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills</b></p>	<p><b>Mod 2/Act 1:</b> Language Brainstorm</p> <p><b>Mod 2/Act 3 PPT:</b> Mental Health and Mental Illness: The Common Basis</p> <p><b>Mod 2/Act 1-4:</b> Dealing with Stress</p>	<p><b>Mod 2/Act 1:</b> People conceptualize mental illness in the language they use. Raising awareness of the language used every day will set the stage to introduce inclusivity.</p> <p><b>Mod 2/Act 3 PPT:</b> Understanding the various mental health states is essential for students to assess and develop awareness of themselves. This is a self-regulation tool for students.</p> <p><b>Mod 2/Act 1-4:</b> Learning about the realities of stress and the role stress plays in our daily lives can help students assess their work-life balance. Students can find ways to become more aware of the ways in which they cope with the negative effects of mental illness, or poor work-life balance.</p>
<p><b>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</b></p>	<p><b>Mod 1/Act 1:</b> Defining stigma and negative consequences of stigma on mental health</p> <p><b>Mod 1/Act 2:</b> Understanding myths and realities of Mental Illness</p> <p><b>Mod 1/Act 5:</b> Community Survey</p>	<p><b>Mod 1/Act 1 &amp; 2:</b> Understanding the effect of stigma increases awareness and choices around behaviour, and increases the ability of people to work with others in respectful ways.</p> <p><b>Mod 1/Act 5:</b> The community survey links MHL curriculum to local community and school community, thereby identifying local problems,</p>

	<p><b>Mod 1/Act 6:</b> Handout on Reducing stigma</p> <p><b>Mod 2/PPT:</b> Mental Health and Mental Illness: The Common Basis</p> <p><b>Mod 5/Act 2:</b> Getting Help – scenarios and checklists</p> <p><b>Mod 5/Act 4:</b> Handout on Support Strategies</p>	<p>needs, and possible resources for problem-solving.</p> <p><b>Mod 1/Act 6:</b> This handout addresses factors around negative behaviours that students may recognize in themselves and in their community.</p> <p><b>Mod 2/PPT:</b> Understanding the physiological and psychological basis for mental illness is essential to breaking down stigma, and increasing inclusive behavior in both teens and adults.</p> <p><b>Mod 5/Act 2:</b> Practising strategies promotes the skills of students and will improve the overall health of school and community.</p> <p><b>Mod 5/Act 4:</b> Handout on Support Strategies Is an important resource and strategies that provides <b>helpful</b> ways to reach out to another person. Many students and adults want to help – they just don't know how.</p>
<p><b>Recognize and explore diverse perspectives on how work contributes to our community and society</b></p>	<p><b>Mod 4/Act 1:</b> Video discussion</p>	<p><b>Mod 4/Act 1:</b> Understanding the impact of mental illness on a person's ability to work, or on the <b>positive</b> impact of work on a person's mental health is valuable. Students can discuss how they may have felt as they gained confidence in themselves after time working in a position. This activity also reinforces the Personal and Social Responsibility Core Competency</p>

<p><b>Set and achieve realistic learning goals with perseverance and resilience</b></p>	<p><b>Mod 6/Act 1:</b> Understanding the Stress Response</p> <p><b>Mod 6/Act 2:</b> Challenging Our Thinking</p> <p><b>Mod 6/Act 3:</b> Modulating the Intensity of the Stress Response - Coping with Stress</p> <p><b>Mod 6/Act 4:</b> Taking Charge of My Health</p>	<p><b>Mod 6/Act 1:</b> The definition of stress and examination of the stress response provides understanding – which is itself a strategy that is positive, unlike substance use/addiction. This activity reinforces that strategies are individual, and subject to context for each person.</p> <p><b>Mod 6/Act 2:</b> Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</p> <p><b>Mod 6/Act 3:</b> When students understand the concept behind positive stress, they can act as a supportive network for each other.</p> <p><b>Mod 6/Act 4:</b> Taking Charge of My Health Journaling and reflection are important strategies to build resilience when inevitable challenges come up while trying to achieve career goals.</p>
<p>Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations</p>	<p><b>Mod 5/Act 2, 3 &amp; 4:</b> Checklist and Health Questions</p> <p><b>Mod 6/Act 1:</b> Understanding the Stress Response</p>	<p><b>Mod 5/Act 2, 3 &amp; 4:</b> Checklist and Health Questions – these activities provide a resource that can be used (students keep copies) Understanding strategies on <b>how</b> to find help from outside resources is an important tool. Agencies such as the Foundry are not just about dealing with serious mental illness – teens consult with them over school/career issues</p> <p><b>Mod 6/Act 1:</b> The definition of stress and examination of the stress response provides</p>

	<p><b>Mod 6/Act 2:</b> Challenging Our Thinking</p> <p><b>Mod 6/Act 3:</b> Modulating the Stress Response</p> <p><b>Mod 6/Act 4:</b> Taking Charge of My Health</p>	<p>understanding – which is itself a strategy that is positive - unlike substance use/addiction This activity reinforces that strategies are individual, and subject to context for each person.</p> <p><b>Mod 6/Act 2:</b> Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</p> <p><b>Mod 6/Act 3:</b> When students understand the concept behind positive stress, they can act as a supportive network for each other.</p> <p><b>Mod 6/Act 4:</b> Journaling and reflection are important strategies to build resilience when inevitable challenges come up while trying to achieve career goals.</p>
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Special thanks to Hilary Watt, North Vancouver School District  
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**Additional Resources**

<https://curriculum.gov.bc.ca/curriculum/career-education/8>

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