

KNOW

BEFORE YOU

GO

TEACHER'S GUIDE

# Acknowledgements:

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# Know Before You Go Teacher's Guide

## Introduction

Know Before You Go is a resource that is intended for Grade 12 students, and the educators who support them, as they transition from high school to post-secondary education and/or employment. This life skills resource helps students anticipate, identify and navigate situations they will encounter when entering the realm of postsecondary education or the workforce. It contains information on many topics they may have not been formally exposed to yet as they learn to become independent. This includes information regarding paying bills, study skills, roommate issues, managing relationships and understanding more about their identity. Embedded throughout is how to maintain good mental health and seek help as needed. The Know Before You Go Teacher's Guide was created to help you (teachers!) embed this information into usual classroom lessons to deliver this content in a way that is both effective and engaging.

## Overview

### Who is it for?

Know Before You Go is a resource that was created to help your students address some important topics that aren't necessarily specific curricular outcomes but are important to think about at this transition point in their lives. We know that not all of life's lessons need to be learned the hard way, so opening your students' eyes to some tips on what to do can go a long way to help them find their own way. The Know Before You Go Teacher's Guide was created as a complement for the Know Before You Go resource, and is intended for teachers to use as a full-service guide with lesson plans and activities to be used in the classroom.

### What's in the guide?

The Know Before You Go Teacher's Guide provides supports for implementing content from Know Before You Go and is intended for use by educators. It provides a step-by-step instructional model that can be used by grade 12 teachers in their classroom, fully loaded with activity handouts ready to be printed for students. You will also find links to the TeenMentalHealth.Org **Know Before You Go Teacher's Guide portal** throughout to access PowerPoint presentations corresponding to each specific unit. Any additional materials and PowerPoints can be found here: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>.

This Guide includes a comprehensive, thematic unit of 7 lessons (~60 minutes per lesson) and suggestions for a condensed unit of 3 lessons (~60 minutes per lesson) using key activities from the larger thematic unit.

Ideally, the thematic unit would be implemented as it is more comprehensive and allows students more time in between lessons to digest information. However, we have also suggested a condensed version to allow for key information to be delivered if class time is limited.

Near the start of this guide you will find a Student Assessment chart for all lessons and activities. Please use the assessment structure as a suggestion, and feel free to alter it to suit your classroom needs.

Toward the end of this guide you will find a chart containing linkages between the content of Know Before You Go and general curriculum outcomes (GCOs)/ specific curriculum outcomes (SCOs) from the Nova Scotia English Language Arts program. Specifically, this curriculum guide was developed for use in English 12. With slight modifications to the timeline and expectations, this guide can easily be used to meet the curriculum requirements for English Communications 12. Similarly, with permission, this guide can be adapted to meet English Language Arts curriculum outcomes from other provinces.

**Importantly, this guide is quite diverse in its information and jurisdictions, and we believe it can be effectively applied across subjects in Grade 12. We encourage you to match the lessons to your own curriculum outcomes (regardless of the course being taught) to make it the right fit for your classroom.**

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## Providing support

The Know Before You Go Guide contains important information to help students transition successfully to life after high school. However, some of the content may resonate with students in a way that makes them feel uncomfortable and/or reminds them of a difficult time in their lives. If you feel that information within a lesson and/or activity may affect any student in this way, this would be an opportunity to review with students the names of different support personnel within their school and community: School Counsellor, SchoolsPlus Personnel, Youth Health Nurse, Teachers with Go-To Training (your Administration might have a list of these teachers) or another Trusted Teacher, Kids Help Phone (and texting option), Mental Health Crisis Line, Bro-Talk and other resources. Below is a list of important phone numbers that you may wish to post in your classroom as a resource throughout this unit and for the rest of the year for students to view and use as needed. You might also invite your School Counsellor and other support personnel to visit your classroom at the beginning and/or at specific points during this unit so that students can meet them and become more familiar with their services.

**School Counsellor (Name) and Room number**

**Youth Health Nurse, if applicable**

**An adult you trust (Teacher, TA, Administrator, Family Member, Coach, Clergy, etc.)**

**Nova Scotia Mental Health Crisis Line 1-888-429-8167**

**Kids Help Phone: 1-800-668-6868**

**Bro-Talk (Kids Help Phone): [BroTalk.ca](http://BroTalk.ca)/1-866-393-5933**

**Native Youth Crisis Hotline: 1-877-209-1266**

*\*Check that these numbers are relevant to your jurisdiction and adapt and modify where needed.*

## Classroom community norms

We acknowledge that each classroom has specific routines, supports, and expectations for students during class time. Throughout The Guide, we have included specific moments identifying Classroom Community Norms. In this guide, participation and engagement are important for student assessment. We encourage you to use the suggestions provided in the guide, and to include any other Classroom Community Norms that you may have established with your students.

# Know Before You Go Teacher's Guide

## Student assessment

This chart provides linkages between the content of Know Before You Go and general curriculum outcomes (GCOs)/ specific curriculum outcomes (SCOs) from the Nova Scotia English Language Arts program.

| Lesson and assessment piece                                  | Outcomes met   | Assessment   | Weight  |
|--|--|--|---|
| Lesson 4<br>Mental Health Triangle Diagram<br><br>Handout 4A | <p><b>W&amp;R</b></p> <p>9.1 produce writing and other forms of representations characterized by increasingly sophisticated thought, structure, and conventions.</p> <p>9.2 demonstrate an understanding of the ways text construction can create, enhance, or control meaning - make critical choices of form, style, and content to address increasingly complex demands.</p> <p>10.5 integrate information from various sources to construct and communicate meaning.</p> | <p>Students are given a blank triangle and asked to label the sections, including the definitions. Point distribution is as follows:</p> <p>One point for each of the four layers labelled correctly.</p> <p>Two points each for each of the three upper layers being defined correctly.</p> <p>One point for each of the descriptive words being plotted correctly, up to ten points total.</p> | <p><b>20</b></p> <p>4 points</p> <p>6 points</p> <p>10 points</p> |
| Lesson 5<br>Mental Health Poster<br><br>Handouts 5B and 5C   | <p><b>S&amp;L</b></p> <p>2.3 respond to a wide range of complex questions and directions.</p> <p><b>R&amp;V</b></p> <p>4.1 select texts to support their learning needs and range of special interests.</p> <p><b>GCO 5</b></p> <p>interpret, select, and combine information using a variety of strategies, resources, and technologies.</p>  | <p>Students are given a template for a Mental Health Poster and choose a disorder they will research. The poster will be marked based on the required information which they must provide.</p> <p>Items Necessary:<br/>A definition of the disorder.</p> <p>Two facts and a myth about the disorder.</p>   | <p><b>25</b></p> <p>5 points</p> <p>3 points</p>                  |

| Lesson and assessment piece  | Outcomes met  | Assessment  | Weight  |
|--|---|---|---|
| <p>Lesson 5<br/>Mental Health Poster</p> <p>Handouts 5B and 5C</p> | <p>5.1 access, select, and research information to meet their individual learning needs.</p> <p>7.1 critically evaluate information.</p> <p><b>W&amp;R</b></p> <p>9.1 produce writing and other forms of representations characterized by increasingly sophisticated thought, structure, and conventions.</p> <p>9.2 demonstrate an understanding of the ways text construction can create, enhance, or control meaning - make critical choices of form, style, and content to address increasingly complex demands.</p> <p>10.5 integrate information from various sources to construct and communicate meaning.</p> | <p>Three stars - three interesting ideas, pieces of information, or important notes about the disorder.</p> <p>A visual representation of the information to make the poster interesting to view.</p> <p>A lingering question or wonder about the disorder.</p> <p>Representation.</p> <p>Spelling and grammar.</p> <p>See attached rubric for further breakdown of assessment.</p>           | <p>3 points</p> <p>3 points</p> <p>2 points</p> <p>5 points</p> <p>4 points</p> |
| <p>Lesson 7<br/>Summative Quiz</p> <p>Handout 7A</p>               | <p><b>W&amp;R</b></p> <p>10.5 integrate information from various sources to construct and communicate meaning.</p>  | <p>Students will receive a final quiz. This quiz will contain 20 questions from the mental health chapter with specific focus on information from the mental health triangle and the disorders.</p> <p>The 15 questions from the cue card quiz activities will appear as well on the assessment.</p> <p>The quiz will have a total of 35 questions, and be marked out of 30 points total.</p> | <p><b>30</b></p>  |

## Know Before You Go Teacher's Guide

### Informal assessment for thematic unit

| Lesson   | Activity  | Teacher Informal Assessment Goal   |
|----------|---|--|
| Lesson 1 | Quiz, Quiz, Trade<br>Handout 1A   | Prior Knowledge informal check in. You may notice questions that students struggle with, or note how successful the activity is as a whole.  |
|          | Identity Mandala<br>Handout 1B  | Assessment of Learning.<br>Note: Instructions indicate that the Identity Mandala is to be stapled shut until the end of the last lesson. To be clear, this assignment will be revisited in lesson 7, whereby students will be asked to reflect on any changes in their identity mandala. This then becomes assessment as learning. |
| Lesson 2 | Cue Card Quiz #1 - Identity<br>Handout 2A   | Assessment for Learning.<br>Teacher to collect to see uptake of knowledge. This assessment is open book.   |
|          | Google Forms Survey   | This data to be collected as a teaching tool, not as assessment.   |
|          | Career Planning Activity<br>Homework Sheet<br>Handout 2B  | Assessment for Learning.<br>Students to bring back a slip identifying that they did speak with an adult about career planning. Teacher to use 1-2 sentence summary as AFL.   |
| Lesson 3 | 'So What? Now What?'<br>Vignettes<br>Mental Health Triangle for<br>Vignettes Activity<br>Handout 3D | Assessment for Learning.<br>To be used to ensure students have appropriate knowledge on the mental health triangle to support them through the next class' assessment.   |

| Lesson   | Activity   | Teacher Informal Assessment Goal   |
|----------|--|--|
| Lesson 4 | Y Chart Activity   | Informal Prior Knowledge Assessment. You may note what sections students are struggling to provide answers for, and spend more time on unpacking those pieces as necessary.  |
|          | Circle Tower Activity  | Informal Assessment for Learning. Students should have read chapter on Building Relationships, which contains the answers to the prompt. This is an informal check in to establish uptake of reading assignments.  |
| Lesson 5 | Cue Card Quiz #3 - Sexual Health Handout 5A  | Assessment for Learning. Teacher to collect to see uptake of knowledge. This assessment is open book.  |
| Lesson 6 | Mental Health Poster Template Handout 5B<br><br>Mental Health Poster Rubric Handout 5C | Assessment for Learning. Note that in following lessons, this assignment will be taken in for assessment. However, by the end of lesson five, or prior to lesson 7, students will turn in the poster for feedback from their teacher about what they might improve. This check in is assessment for learning, discovering if students need more assistance in completing the assignment. |
| Lesson 7 | Stop Start Continue for Positive Mental Health Handout 7B                              | Observation and Conversation. Assessment for learning as students work through the activity.   |
|          | Identity Mandala   | Assessment for Learning. Students will be given their sealed identity mandalas and will be asked to revisit them and expand, reflecting on any changes in their identity.  |

# Introduction and Identity

## LESSON OVERVIEW

- 1) Warm Up: 'Quiz, Quiz, Trade'
- 2) Know Before You Go Introduction
- 3) Identity Mandala
- 4) Cool Down



### Materials needed:

- Know Before You Go text
- Quiz, Quiz, Trade activity cards (one copy only for class to be cut into cards) – Handout 1A
- Identity Mandala templates (one for each student) – Handout 1B
- Introduction and Identity PowerPoint (available from <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>)
- Cyber Safety one-pager – Handout 1C

### Assesment at a glance

1. Prior Knowledge informal check-in: Quiz, Quiz, Trade activity
2. Assessment of Learning: Identity Mandala: At the end of this lesson, students will seal their identity mandala and it will remain sealed until lesson 7. This will be assessment of learning.



### Activity #1: Warm Up: 'Quiz, Quiz, Trade' - 15 minutes

1. Welcome students into the classroom and inform them that you will be starting class with a fact testing, myth busting activity. For this activity, print one copy of the Quiz, Quiz, Trade questions (handout 1A), single sided, and cut into cards.
2. Tell students their task is to meet with another student.
3. Tell students that when meeting, they should greet one another and decide who will begin the activity.
4. As a pair, they will then ask each other the question they will each have on their cards (Quiz, Quiz, Trade activity cards).
5. Students may access Know Before You Go to attempt to locate the correct answer.
6. After each student has asked and answered their question, including sharing the correct answers, they will then swap cards.
7. Each individual must then go to find another individual to quiz. You may wish to model steps #3 to #6 with another student.
8. Students will do this activity for approximately ten minutes.

*\* Teacher Tip: If you wish to spend more time activating prior knowledge, perhaps begin this activity with posing the following questions: What is mental health? Is mental health good or bad? Why? Continue discussing until you feel it is appropriate to move on.*



## Activity #2: Know Before You Go Introduction - 15 minutes

1. Following the Quiz, Quiz, Trade activity, have students return to their seats to complete a quick 'Pair and Share' activity.
  - a. Ask students:
    1. In these questions, was there anything that surprised you?
    2. Anything that you already knew?
    3. Anything of importance that you found?
  - b. Tell students they will have 2-3 minutes to answer any of the questions above with a partner.
2. Next, have some students share their thoughts with the entire class. Then, introduce students to Know Before You Go.
3. Use the following as a sample of how to introduce Know Before You Go to your students:

"Know Before You Go is a resource that is intended for Grade 12 students as they transition from high school to post-secondary education and/or employment. This life skills resource helps students like yourselves anticipate, identify and navigate situations that you will most likely encounter when entering the realm of post-secondary education or the workforce. It contains information on many topics that you may have not been exposed to yet as you learn to become independent. This includes information regarding paying bills, study skills, roommate issues, managing relationships and understanding more about your identity."

You may also use the corresponding PowerPoint presentation for this lesson to introduce Know Before You Go with a visual (found under Lesson 1: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>).

*\* Teacher Tip: If time permits, give students a few minutes to flip through the book. Ask students which topics interest them and why. Discuss their answers as a class.*



## Activity #3: Identity Mandala - 25 minutes

1. Introduce the Identity Mandala

*\* Teacher Tip: For this, you may wish to have a large one on a white board/chart paper/Mimeo or other technology that you will use as a model for explaining how they will understand and complete this activity.*

2. Explain to students the purpose of the activity is to give them an opportunity to reflect upon, explore, and express the various parts of their identity.
3. Define the term identity for students using the following definition (page 1 of KBYG):

*Identity is all of the parts of you that make you who you are. You actually have many identities, not just one, and you play many roles in every part of your life. Your identity will also change as you evolve throughout your life. You are not defined in only one way. All of the different parts of you work together, and each aspect of what is called your identity influences and contributes to each other part. Sometimes figuring out who you are is shaped largely by you and sometimes it can be influenced by others, which can at times be confusing and challenging.*

# Introduction and Identity

4. Introduce students to the parts of identity (found below) while labelling each section of the mandala accordingly or use the numbered template with labels.
5. For a few sections, model the activity by showing students your own mandala (“Your social identity means \_\_\_\_\_. For example, my social identity is \_\_\_\_\_”).
6. Allow students to use pictures and/or words to fill in their sections. Instruct them to fill out as much of the mandala as possible, moving through all ten identity pieces present in the first chapter of Know Before You Go.
7. Ask students to complete their mandala for next day.
8. Inform students that when they hand their mandalas in, they will be stapled shut and not opened until the final lesson. Students will be asked to reflect on their identity mandalas during the final lesson and choose at least one section and identify a growth, shift, or change in how they would define their identity for that section.
9. Allow students 10 minutes to work on their mandala.

## Parts of identity:

- |                            |                                |
|----------------------------|--------------------------------|
| ■ Racial & Ethnic Identity | ■ Strengths & Challenges       |
| ■ Cultural Identity        | ■ Social Identity              |
| ■ Family & Community       | ■ Spirituality & Faith         |
| ■ Personality              | ■ Sexuality                    |
| ■ Values                   | ■ Gender Identity & Expression |



## Activity #4: Cool Down - 5 minutes

1. Ask students which parts of their identity were easy to complete, and see if some will share the strengths within their identity. Share with them that life outside of high school may introduce them to people with diverse identities, some they may not have met before. Encourage them to be open to learning about the identities of the people they will meet in the future.
2. Encourage them to do the best they can with the Identity Mandala homework and that you will keep their mandalas confidential by getting students to staple them shut when they arrive to class the next day. Tell students that you will have them revisit their mandalas in the very last lesson of the unit and that you will not view them before then.
3. Assign students the ‘Becoming Independent’ and ‘Education’ chapters from Know Before You Go to be read for the next class (15 pgs).



## Handout 1A: Quiz, Quiz, Trade Activity Cards

\*Cut horizontally and have student fold cards so one side is the statement and the other side is the answer.

|  |   |
|--|---|
| 1. Resiliency is being able to cope with all of life's stressors completely on your own. | Answer: Myth! Resiliency means having the skills to be better able to adapt to the inevitable stresses of everyday life. Being able to reach out to others for support is a key component of being resilient. (pg. 17)  |
| 2. Most everyday stress is not harmful.  | Answer: Truth! Experiencing stress is normal and an expected part of everyday life. Most everyday stress is not harmful. On the contrary, it can be healthy and is part of how we learn to become resilient and develop skills that we need to adapt to the challenges life brings us. (pg. 17) |
| 3. Your identity is fully developed by age 25.   | Answer: Myth! Your identity will change as you evolve throughout your life. (pg. 1)   |
| 4. Spirituality and faith are different things.  | Answer: Truth! Spirituality and faith/religion are two separate but sometimes related common phenomena. (pg. 11)  |
| 5. Our values come from within us and are not shaped by outside influences.              | Answer: Myth! Values come from our homes, parents, communities, schools, peers, culture, religious or spiritual teachings, people we appreciate, respect and cherish, and society in general. (pg. 7)   |
| 6. Mistakes can have value.  | Answer: Truth! Don't expect to get every decision right. We learn valuable lessons from all of the wrong decisions that we make! (pg. 18)   |

|   |  |
|---|--|
| <p>7. Solitude is harmful.</p>  | <p>Answer: Myth! Spending a certain amount of time alone can help us to pause, recharge, and reflect on life. Different people need different amounts of solitude, so opt for however much feels right for you. (pg. 22)</p>   |
| <p>8. Becoming involved in activities that interest you can aid in building relationships.</p>              | <p>Answer: Truth! Your involvement can lead to meeting others that have similar interests to you. (pg. 21)</p>   |
| <p>9. Loneliness is not normal.</p>   | <p>Answer: Myth! Change is never easy and it is normal to feel lonely if you are in a new place and are looking to build new relationships. If you are experiencing loneliness over an extended period of time, try to change your daily patterns and connect more with people. (pg. 22)</p> |
| <p>10. It is important to consider things such as class size when applying for post-secondary programs?</p> | <p>Answer: Truth! Asking yourself questions such as whether you prefer bigger, lecture-type classes or smaller, discussion-based classes could impact your post-secondary experience. Also, understand that you may not always have the option for your preference. (pg. 31)</p>             |
| <p>11. You only have one learning style.</p>  | <p>Answer: Myth! You may find that more than one learning style (auditory, visual, reading/writing, tactile/kinesthetic) is helpful for you. (pg. 32)</p>  |
| <p>12. Caffeine can increase feelings of anxiety and restlessness.</p>                                      | <p>Answer: Truth! Too much caffeine can increase feelings of anxiety and restlessness. However, caffeine in moderation can be helpful (just know your limits!). (pg. 35)</p>   |

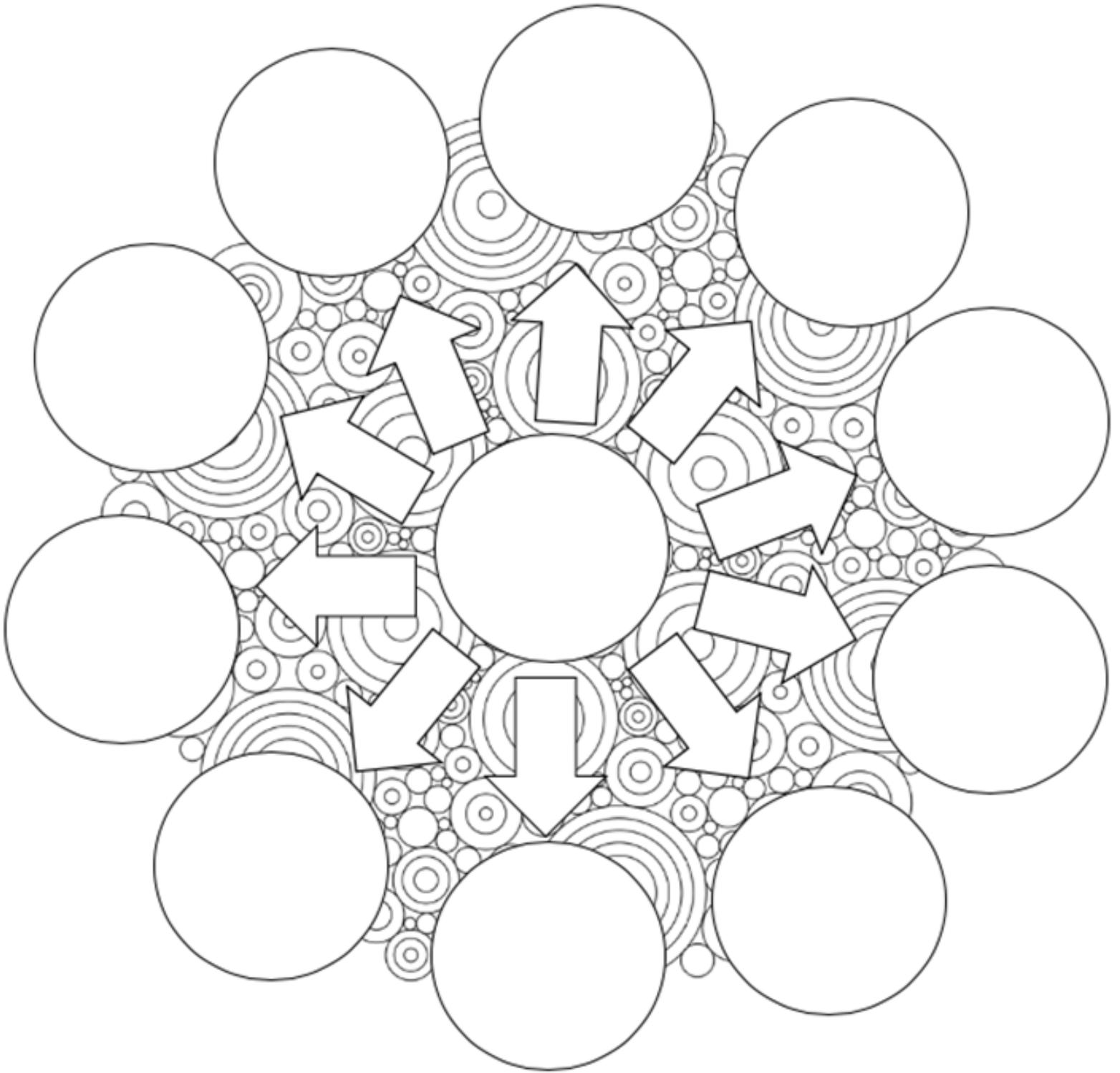
|   |   |
|---|---|
| <p>13. Studying in a group is always distracting and unproductive.</p>                | <p>Answer: Myth! Sometimes studying with your classmates can help with areas you find difficult. (pg. 35)</p>   |
| <p>14. Rewarding yourself can be helpful when setting goals.</p>                      | <p>Answer: Truth! Reaching goals you set is an accomplishment. When you set your goals, also decide on the reward you will get once you reach that goal. Make sure you reward yourself for all the small goals along the way to your larger goals as well! This may help keep you motivated. (pg. 36)</p> |
| <p>15. Life should be stress-free.</p>  | <p>Answer: Myth! Nobody lives a life that is stress-free. Engaging with and learning from the usual stresses of life helps each of us build resilience (pg. 38)</p>   |
| <p>16. We tend to learn more from our failures than our successes.</p>                | <p>Answer: Truth! When you fail at something (and you will), use that experience to help you develop new skills and strategies. This is called building resilience. (pg. 38)</p>  |
| <p>17. A person cannot experience mental health when they have a mental disorder.</p> | <p>Answer: Myth! A person can have mental health and a mental disorder at the same time. (pg. 42)</p>   |
| <p>18. Experiencing mental distress is an everyday part of life.</p>                  | <p>Answer: Truth! Mental distress is normal, expected, and necessary for growth and resilience. (pg. 42)</p>  |

|  |   |
|--|---|
| <p>19. Physical health and mental health are unrelated.</p>  | <p>Answer: Myth! What is good for your bicep is also good for your brain! Indeed, we are now realizing that we cannot separate mental and physical health. After all, your brain is a part of your body. (pg. 40)</p>                                 |
| <p>20. Taking time to relax is a waste of time.</p>  | <p>Answer: Myth! Taking time each day to do something that you find relaxing is important for your mental health. It might be listening to music, reading a book, talking to a friend, or meditating – whatever you find to be relaxing. (pg. 44)</p> |
| <p>21. Most teenagers need 8-9 hours of sleep each night.</p>  | <p>Answer: Truth! Sleep is an important part of staying healthy. Although the amount necessary varies from person to person, most teenagers need 8-9 hours of sleep each night. (pg. 44)</p>  |
| <p>22. Depression often begins during early childhood.</p>   | <p>Answer: Myth! It often begins during the teenage years. (pg. 46)</p>   |
| <p>23. If someone in your family struggles with alcohol or drug abuse, you may be at risk for misuse.</p>                                      | <p>Answer: Truth! (pg. 50)</p>  |
| <p>24. Someone living with Bipolar Disorder experiences manic or hypomanic episodes but rarely, if ever, experiences a depressive episode.</p> | <p>Answer: Myth! Symptoms of Bipolar Disorder include manic or hypomanic episodes AND depressive episodes. (pg. 52)</p>   |

|   |  |
|---|--|
| <p>25. Generalized Anxiety Disorder (GAD) affects twice as many women as men.</p>   | <p>Answer: Truth! (pg. 62)</p>   |
| <p>26. There is a right way to experience grief.</p>  | <p>Answer: Myth! There is no right way to grieve – everyone grieves in their own way. (pg. 66)</p>   |
| <p>27. Someone living with Obsessive-Compulsive Disorder (OCD) may experience obsessions which can be realistic or unrealistic.</p> | <p>Answer: Truth! Obsessions may or may not be realistic. Some examples include obsessive thoughts about contamination by germs, doubt about whether a particular action was performed (e.g., was the front door locked?), having things in a particular order, or impulses to do something they wouldn't typically do. (pg. 65)</p> |
| <p>28. Schizophrenia usually begins after age 25.</p>   | <p>Answer: Myth! Schizophrenia affects 1% of people over the course of their lifetime and usually begins prior to age 25. (pg. 63)</p>   |
| <p>29. Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.</p>             | <p>Answer: Truth! (pg. 71)</p>   |
| <p>30. Having information on safer sex can contribute to making safe and informed decisions about sex.</p>                          | <p>Answer: Truth! This information contributes to positive sex-related outcomes and minimizes the risk of unintended pregnancy and Sexually Transmitted Infections (STIs). (pg. 70)</p>  |

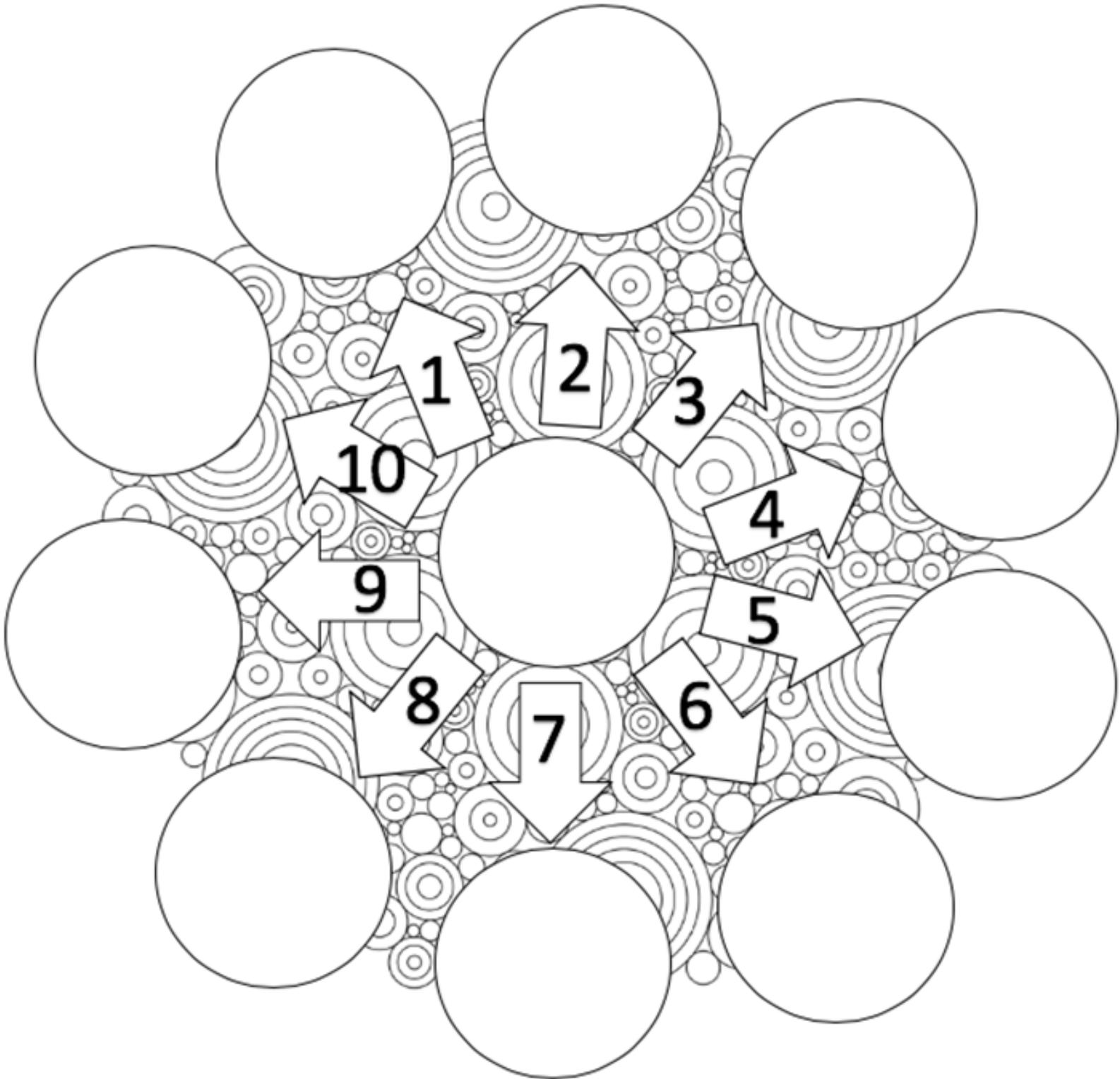


# Handout 1B:





## Handout 1B: Including numbers & corresponding labels



1. Racial & Ethnic Identity
2. Cultural Identity
3. Family & Community
4. Personality
5. Values

6. Social Identity
7. Strengths & Challenges
8. Spirituality & Faith
9. Sexuality
10. Gender Identity & Expression



## Handout 1C: Cyber Safety

### Life online

So much of our lives are lived online today. All of these advancements in technology, unfortunately, also come with threats to our personal and financial security. Understanding how to keep yourself safe electronically is essential.

### Cyber security

#### Privacy invasions and data theft

Using the internet can lead to invasions of your privacy and even data theft. This includes others gaining access to your email, social media accounts, and online banking information. Personal information stolen from you, including your Social Insurance Number, can be used by criminals to obtain other legal documents of yours. This breach of your personal information can lead to serious consequences, such as financial losses and even identity theft.

#### You can minimize your risk of data theft by:

1. Not giving out unnecessary information to anyone (especially if they've contacted you first, rather than you contacting them).
2. Logging out of all accounts/devices once you are done using them.
3. Choosing complex passwords for your online accounts.
4. Not visiting suspicious websites or clicking on unknown links.

*\* Teacher Tip: For more information about privacy invasions and data theft, visit: <http://mediasmarts.ca/digital-media-literacy/digital-issues/cyber-security/cyber-security-spam-scams-frauds-identity-theft>*

### Bullying

Cyberbullying involves the use of communication technologies like the internet, social networking sites, websites, email, text messaging and instant messaging to repeatedly intimidate or harass others.

According to the RCMP, cyberbullying includes:

- Sending mean/threatening emails or texts.
- Posting embarrassing or explicit photos of someone online.
- Pretending to be someone else online.
- Tricking someone into revealing personal information and sharing it with others.

If you or someone you know is being bullied online, reach out for help. In Canada, cyberbullying can be addressed under civil or criminal law. For more information visit: <http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying/cyberbullying-law>.

## Sexting

Consensual sexting can be fun and part of a healthy intimate relationship, but sometimes it's easy to forget that this information can be electronically saved and potentially available to people you may not want to share that information with. Both texts and photos that you send to someone can also be forwarded and shared with others. Consider these potential consequences before engaging in these activities. Although sometimes difficult to do, there are places you can turn if things go wrong. Visit [www.needhelpnow.com](http://www.needhelpnow.com) if you need help removing unwanted information. You can also request to have photos or posts removed from various social media platforms by stating that they violate the site's terms of service.

Remember: Sexting can have consequences that range from embarrassment to criminal prosecution. There can be serious consequences if you share or possess sexually explicit images of or with someone under the age of 18, even if you think that the person has given you permission to have that material by sending it to you.

## Spending money online

Whether you're living at home or have moved out on your own, this may be the first time that you are dealing with your own finances, paying bills, and buying things online. Money that you spend online is the same as that you spend offline – try to not overspend, and stay within your budget! Make sure that your credit card information is out of the device's memory after completing online purchases, and only make purchases on a secure and private internet connection.

If you are online gambling or spending money on online games, make sure that you decide ahead of time how much you want to spend and stick to that.

If you are worried about you (or a friend) misusing online gambling websites, visit the Centre for Addiction and Mental Health's Problem Gambling website for help: <http://www.problemgambling.ca/gambling-help/HomePage.aspx>

## How to protect yourself online:

**Think before you post.** It's so important to think ahead about your future when you are developing your online self now. Keep in mind that your future employers may search for information online to learn more about you when the time comes, so try to keep your online presence appropriate and true to your character. Posting certain party pictures or voicing negative thoughts online in the heat of the moment can have long-term consequences.

**Educate yourself about privacy settings.** Take charge in protecting yourself online by understanding privacy tools and settings – make sure you're only sharing information with the people you choose. Keep in mind that privacy settings may fail or be breached, so try to be careful about ALL of the content that you publish.

**Be socially responsible.** It is helpful to keep in mind that you should behave online as you would face-to-face. Don't take advantage of the anonymity of the internet in a negative way.

**Understand potential consequences.** The way you behave online may lead to offline consequences - with your peers, social circles and beyond. You can be held responsible under the Criminal Code of Canada for engaging in illegal activity online.

Remember, if you are not comfortable with what you put online appearing in your local newspaper, it may be a good idea to reconsider what you are about to post. For more on living online, check out: <http://mediasmarts.ca/>.

# Becoming Independent & Education

## LESSON OVERVIEW

- 1) Cue Card Quiz #1 - Identity
- 2) Google Forms Survey
- 3) Experiential Learning Year “Wish List”
- 4) Career Planning Activity (Homework)
- 5) Stress Scale Explanation
- 6) Staying Organized Strengths Activity
- 7) Strength Mingle Mingle
- 8) Snowball Activity



### Materials needed:

- Know Before You Go text
- Cue Card Quiz #1 – Identity – Handout 2A
- Create a Google Forms survey by using the following questions (developed based on the content from page 31 of Know Before You Go).
  1. At school, you prefer:
    - a. Bigger, lecture-style classes
    - b. Smaller, discussion-based classes
  2. You do your best work:
    - a. In the morning
    - b. In the afternoon or evening
  3. When working, you need:
    - a. Absolute quiet
    - b. Some noise
  4. When working, you work best:
    - a. Totally alone
    - b. With others nearby

- Career Planning Activity - Handout 2B
- Stress Scale – Handout 2C
- Staying Organized Strengths Chart – Handout 2D
- Talking Item
- Sticky Notes

## Assessment at a glance

1. Assessment of Learning: Cue Card Quiz #1 - Identity
2. Assessment of Learning: Career Planning Activity Homework Sheet



### Quiz #1: Identity - 5 minutes

1. Welcome students into the classroom and ask them if there were any questions lingering from the reading they completed the night before. Spend a few minutes here, or as needed.
2. Tell students that they will begin this class with a brief formative quiz about the section of the book they were to read for homework (Identity).
3. Administer Cue Card Quiz #1- Identity. Give students each a cue card and ask them to write their name on the top. Read the question prompts one by one to students. This assessment is open book. Quizzes are also available in the handouts section of this lesson as a printable version (Handout 2A). The questions are as follows:
  1. **True or False? All the different components of our identity are usually fully developed by age 20 and will not change as we get older.**
  2. **Which of the following is not a personality trait?**
    - a. **How expressive you are**
    - b. **Your sense of humour**
    - c. **How optimistic you are**
    - d. **Your spirituality or faith**
  3. **True or False? Gender expression is a biologically hard-wired phenomenon that culture and society have limited influence on.**
  4. **True or False? All of the following can influence a person's sexuality: culture; religion; family; friends.**
  5. **True or False? Spirituality and religion are two words used to mean the same thing: a belief in God or some other supreme being.**

At this point you may also wish to display the questions using the “Quiz #1 - Identity” PowerPoint (found under Lesson 2: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>).

4. Give students approximately five minutes to complete the quiz.
5. Collect the quiz for formative assessment.

# Becoming Independent & Education



## Google Forms Survey - 5 minutes

1. Ask students to grab a piece of technology (whatever is available in your classroom, whether it be student's own mobile devices, tablets, chromebooks, etc.) to complete the Google Forms survey. Tell students that the survey will consist of several questions related to how they learn best.
2. When students are finished the survey, examine the results as a class. Discuss how these results reflect what they wish to have in a workspace.
3. Discuss what the results say about the learners in the room and what may make them stressed about school. For example, students may respond that they do their best work in the afternoon. Ask those students what happens if they must work in the morning, such as for a morning test, etc. Have the group identify 1-2 scenarios they see in school which may impact them, based on the data they provide.
4. When finished, explain to students that knowing their own preferences can help them to identify work and school settings where they are best placed for success.

*\* Teacher Tip: If you do not have access to technology to complete the activity as described, or feel the use of technology during this activity is inappropriate, modify it to best fit your classroom.*



## Experiential Learning Year “Wish List” Activity - 10 minutes

1. Ask students to tell you what an Experiential Learning Year (ELY) is (Gap Year). Help them see it as a viable opportunity to engage in many positive activities such as saving money, working part time, developing specific skills for a school or career, travelling and learning about different places, and having the time to think about and decide what's next.
2. Ask students to take out a sheet of paper to create an ELY wish list. Ask them to independently create a wish list of the activities they would want to do during an ELY year if they had unlimited resources. For example, students may wish to travel to a specific region in the world, volunteer with an organization, or learn a new skill; there is no limit to their possibilities. You may want to model this activity with a few of your own examples.
3. After giving students a few minutes to work, ask them to take a minute to share one of their answers with a partner.
4. After the partner share is complete, ask students to arrange themselves into a circle and share one of the items on their wish list. Use a talking item and remind students that they have the right to pass.
5. Explain the Career Planning Question activity (Handout 2B) that students are being assigned for homework.



## Career Planning Question Activity

1. For the Career Planning Activity, students will be examining the questions from page 39 of Know Before You Go.
2. Give students the Career Planning Question Activity - Handout 2B
3. Tell students that the purpose of the activity is to have students discuss at least one of the questions from page 39 with an individual from their support system. This could be a parent or guardian, family member, friend, community member, teacher or other school support worker, etc.
4. Note to students the bottom of the sheet, which has a sign-off statement. Tell students this must be signed by the individual they spoke with and handed in again during the next class.
5. Note to students that after they speak to their chosen individual, they must provide a brief 1-5 sentence summary of the main points of the conversation.



## Stress Scale Explanation - 15 minutes

1. Introduce students to the concept of the Stress Scale, using the Stress Scale handout and supporting PowerPoint materials (found under Lesson 2: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). Tell them that understanding the Stress Scale will be pivotal in playing the board game in a later lesson. Begin your explanation by showing students the Stress Scale and asking them to explain it to you.

Ask students “What do you think each of the three sections represents in relation to how we experience stress? What do you notice about the colours in each section? How do you think each emoji relates to each section? Do you think all stress is bad for us?” Allow for a moment of discussion.

2. Begin with the green zone and explain that this is optimal stress. Ask students:  
“Do you think all stress is bad for us?” Allow for a moment of discussion. Tell students:
  - We are often given messages, through media and other sources, that stress is our enemy. For example, you often hear or read advertisements coaxing us to think that we can “be stress free” and telling us about the new thing we need in order to be “stress free.” The fact is, most stress helps us learn to adapt. Some forms of stress are very unhealthy, but they are not common.
  - Our ability to adapt to stress is so important to our ability to succeed in university and in life. This area (the green area), optimal stress, represents a state where you are just stressed enough to be successful. It’s important to remember that when we are in optimal stress, there is likely a feeling of uncertainty. We are worried, concerned, nervous or perplexed. But we’re still able to function and function well, actually. Stress prompts us to prepare for events like tests, exams, presentations, important social gatherings. This moderate stress often brings about our best performance. It takes time and practice for us to find the “just right” level of stress that we need to perform well. We call it the “sweet spot!”

## Becoming Independent & Education

3. Direct students' attention to the yellow zone on the Stress Scale. This is apathy. Inform them that the definition of apathy is to lack interest, enthusiasm, or concern; indifference. Tell students:
  - i. If you were in an apathetic state, you may not care enough about the things happening in your world. This is having too little emotion, and not enough productive stress.
  - ii. If unchallenged, apathy can result in important things slipping between the cracks, such as an assignment you may not have put your best effort into, or a wrongdoing you did not apologize for, which ultimately led to the end of a friendship or significant relationship.
  - iii. Apathy leads to poor performance throughout our daily activities.
4. Direct students' attention to the red zone on the Stress Scale. This is overload. Inform students that the definition of overload is an excessive load or amount. Tell students:
  - i. Overload refers to a time where you are so stressed, you are no longer able to function productively through an average day.
  - ii. When you are in overload and are no longer able to function through an average day, you may need to seek professional, or additional help in order to reduce your stress load and come back to that optimal stress range.
  - iii. Sometimes, a single significant, upsetting life event (such as a death of a loved one) may push a person directly into overload. Sometimes, the stressor may not seem significant to others, and yet have a substantial impact on the person who is experiencing it.
5. Pause for a moment and allow students to ask any pressing questions. If ready to move on, continue explaining to students that there are two more important ideas to remember with the Stress Scale:
  - i. You'll notice that this Stress Scale is just that - a scale. The units on this scale are used as a way of thinking about how much stress we are experiencing. The scale is used as a tool for research purposes; it is not a hard and fast measure that explains how any one individual experiences stress.
  - ii. Similarly, not everyone has the same 'amount' of stress and certain things that may put stress on you may not put the same amount of stress on others. It is important to remember that while there are many stressors that will create similar experiences for most of us, we can experience similar stressors somewhat differently.

*\* Teacher Tip: Pause and check for student understanding where you see fit. Consider asking students follow-up questions or providing examples that are relevant to your classroom.*



### Staying Organized Strengths Activity - 10 minutes

1. Individually, hand students the 'Staying Organized Strengths' page, which has been developed from page 36 of Know Before You Go. (Handout 2D)
2. Explain to students that this page includes tips about how to manage their time, reduce stress, and keep them on a path to success when transitioning to post-secondary life.
3. Ask students to fill out the chart by checking off "I do this" or "I don't do this" in the two main columns of the chart. They are to do this for each of the skills listed on page 36 of Know Before You Go.
4. If students check the "I do this" box, they must then provide an example further explaining how they have used this skill. As an example, for "use to-do lists," students may provide an example of how they used a to-do list when studying for an exam.

5. Give students time to complete the chart. Encourage them to provide at least one example as they will be sharing them with their peers during the next activity.

*\*Teacher Tip: Model this activity for students reflecting your own experiences.*

## **Staying Organized Strengths Mingle Mingle Activity - 5 minutes**

1. Once students have completed their charts, ask them to stand up and circulate around the room sharing at least one of their examples with their peers.
2. They are to share with at least three of their peers. Encourage them to ask follow up questions of one another, to learn more about each of their strengths.
3. You may wish to do this in the form of a Mingle Mingle activity, complete with a song to play as students move through the room. To do this:
  - i. Call out one of the categories to the students and ask them to share with a partner something they do for that category. If it is a category they don't do, share something that they could perhaps do. Call out a category, and have students mingle.
  - ii. Repeat the mingle with a new partner a couple of times before changing to a new mingle category.
  - iii. Repeat until you have had students share a do/don't for each category.
4. When complete, have students return to their seats.

## **Snowball Activity - 5 minutes**

1. Hand each student a sticky note.
2. Ask them to reflect on the answers on their Staying Organized Strengths chart that they checked off as "I don't do this" and identify this as a "challenge." For example, if the student checked off that they do not use to-do lists, their challenge would be "use more to-do lists." Ask them to write their challenge on their sticky note, ball it up, and throw it to the front of the room.
3. When complete, ask one or two students to pick up a snowball and read it aloud in front of the class.
4. You may wish to take a quick moment to acknowledge the challenges shared and mention for students a possible solution. For example, if a student shared "use more to-do lists" you might quickly suggest "carry around a notebook or make a special place in your agenda where you add all of your quick items to address".

## **Cool Down - 5 minutes**

1. Tell students the quiz next day is ONLY on learning styles. Remind students that this quiz will be used as formative assessment.
2. Remind students that the Career Planning Question Activity is homework. Remind students to get their slip signed (Handout 2B).



## Handout 2A: Chapter 1 Quiz: Identity

**1** True or False?  
All the different components of our identity are usually fully developed by age 20 and will not change as we get older.

**2** Which of the following is not a personality trait?

- a. How expressive you are
- b. Your sense of humour
- c. How optimistic you are
- d. Your spirituality or faith

**3** True or False?  
Gender expression is a biologically hard-wired phenomenon that culture and society have limited influence on.

**4** True or False?  
All of the following can influence a person's sexuality: culture; religion; family; friends.

**5** True or False?  
Spirituality and religion are two words used to mean the same thing: a belief in God or some other supreme being.



## Handout 2B: Career Planning Activity

1. What path do I want to take? Straight to university or college? Take an Experiential Learning Year? Go straight to work or into a job-training program?
2. Is the choice my own or are my family and friends a part of my decision making? Who can I ask for advice?
3. What is my financial situation and how will that impact my study and career choices?
4. Where do I want to work or study?
5. What opportunities exist in the place where I want to study or work?
6. What are my goals now and in the future?
7. What am I passionate about and can I fulfill those passions in other ways or only through work?
8. How and where can I get all of the information I need to help me make the most informed decisions?

I, \_\_\_\_\_ have discussed one of these questions with \_\_\_\_\_, a member of my support system on \_\_\_\_\_. In our conversation we touched on:

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1. What path do I want to take? Straight to university or college? Take an Experiential Learning Year? Go straight to work or into a job-training program?
2. Is the choice my own or are my family and friends a part of my decision making? Who can I ask for advice?
3. What is my financial situation and how will that impact my study and career choices?
4. Where do I want to work or study?
5. What opportunities exist in the place where I want to study or work?
6. What are my goals now and in the future?
7. What am I passionate about and can I fulfill those passions in other ways or only through work?
8. How and where can I get all of the information I need to help me make the most informed decisions?

I, \_\_\_\_\_ have discussed one of these questions with \_\_\_\_\_, a member of my support system on \_\_\_\_\_. In our conversation we touched on:

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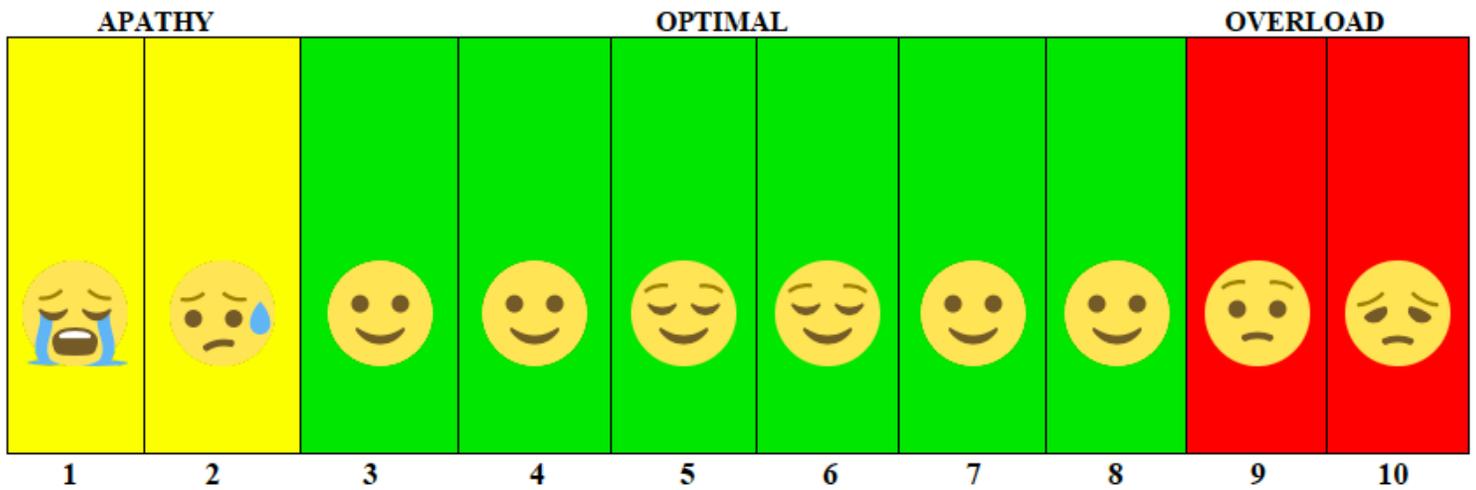
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## Handout 2C: Stress Scale



It's important to recognize and acknowledge that some optimal stress states can be uncomfortable and uneasy but they can also be rewarding and satisfying. Both positive and negative emotional states can occur, concomitantly, with optimal stress.



## Handout 2D: Stress Scale

Instructions: Check the box that applies to you for each of the skills below. If you check the “I do this” box, provide an example of how you have used this skill.

| <b>Organizational Tip</b>      | <b>I do this:</b> | <b>I don't do this:</b> | <b>Example (if you do this):</b> |
|--------------------------------|-------------------|-------------------------|----------------------------------|
| a. Set Goals                   |                   |                         |                                  |
| b. Use To-Do Lists             |                   |                         |                                  |
| c. Use a Student Planner       |                   |                         |                                  |
| d. Stay Healthy                |                   |                         |                                  |
| e. Colour Code your Calendar   |                   |                         |                                  |
| f. Remember to Reward Yourself |                   |                         |                                  |

# The Interrelationship of Mental Health States Triangle

## LESSON OVERVIEW

- 1) Cue Card Quiz #2 – Becoming Independent & Education: Learning Styles
- 2) Mental Health Triangle Matching & Labeling Activity
- 3) Mental Health Triangle Video & Descriptive Words Activity
- 4) ‘So What? Now What?’ Vignettes
- 5) Cool Down



### Materials needed:

- Know Before You Go text
- Cue Card Quiz #2 – Becoming Independent and Education: Learning Styles – Handout 3A
- Mental Health Triangle Activities - Handout 3B
- Mental Health Triangle video (available from: <https://www.youtube.com/watch?v=LsowyMnqCRs&t=3s>)
- ‘So What? Now What?’ vignette with extensions\* - Handout 3C
- Mental Health Triangle Handout for vignettes activity – Handout 3D
- TMH team script for teachers for descriptive words activity

\* The students are to receive the vignette first, and the Extension later in another part of the activity. To facilitate this, you may wish to print the full page and cut the corresponding extension off, to be delivered later. Or, you may wish to print the vignette and its extension separately.

### Assessment at a glance:

1. Assessment of Learning: Cue Card Quiz #2 - Becoming Independent and Education - Learning Styles
2. Assessment of Learning: Mental Health Triangle Matching and Labeling Activity
3. Assessment of Learning: ‘So What, Now What’ Vignette



### Warm Up: Cue Card Quiz #2 – Becoming Independent and Education: Learning Styles - 5 minutes

1. Welcome students into the classroom and ask them if there were any questions lingering from the reading they completed the night before. Spend 2-3 minutes here, or as needed.
2. Tell students that they will begin this class with a brief quiz about the section of the book they were to read for homework (Education section - Learning Styles).

3. Administer Cue Card Quiz #2- Learning Styles. Give students each a cue card, and ask them to write their name on the top. Read the question prompts one by one to students. This assessment is open book. At this point you may also wish to display the questions through the “Quiz #2 Learning Styles” PowerPoint (found under Lesson 3: <http://teenmentalhealth.org/schoolmhl/profes-sional-learning/kbyg-teachers-guide/>). Quizzes are also available in the handouts section of this lesson as a printable version (Handout 3A). Questions are as follows:

1. True or False?

You only have one learning style.

2. How do auditory learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

3. How do visual learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

4. How do reading/writing learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

5. How do tactile/kinesthetic learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

4. Give students approximately five minutes to complete the quiz.

5. Collect the quiz for formative assessment.

*\* Teacher Tip: Administer the quiz as you see fit. A handout version of the quiz has been included for your convenience.*

# The Interrelationship of Mental Health States Triangle



## Mental Health Triangle Matching & Labeling Activity - 10 minutes

1. Give students the Mental Health Triangle Activities page (Handout 3B).
2. Explain to students the purpose of the activity is to define various mental health states and gain a better understanding of the various mental health states.
3. Students are to use the Labels and Definitions to:

### Part A:

- i. Label each part of the Mental Health Triangle with what they think is the correct label.
- ii. Link the label of each section to a provided definition.

### Part B:

- iii. Write the matching definition on the appropriate section of the triangle.

*\* Teacher Tip: This activity was designed to be completed individually, but if it is more appropriate, adapt the activity to be completed in partners, small groups, or as a whole class. For a more hands-on approach, consider cutting the labels and definitions into strips, and having students place them on the triangle accordingly. The strips can then be moved into the correct positions during the upcoming activity.*



## Mental Health Triangle Video Activity - 15 minutes

(Approximately 10 minutes for the video, and 5 minutes for any appropriate adjustments)

1. Introduce the Mental Health Triangle video.
2. Tell students that the video contains Dr. Stan Kutcher explaining the mental health triangle.
3. Inform students that they will be tested on this triangle; on the labels, the definition, and corresponding descriptive words - in the next lesson.
4. Tell students that they will need to listen to the video to get the correct information in order to study for the next lessons' assignment.
5. When ready, play the video for students.  
Note that the video is available through the link below:  
<https://www.youtube.com/watch?v=LsowyMnqCRs&t=3s>
6. After the video has ended:
  - i. Ask students to complete Part C of the Mental Health Triangle Activities page.
  - ii. Complete a brief check-in to ensure that students have the correct labels on the spaces. Address any questions students may have.

*\* Teacher Tip: If time does not permit to show the entire video, lead students through the explanation yourself.*



## Mental Health Triangle Descriptive Words - 5 minutes

1. Ask students to complete Part D of the Mental Health Triangle Activities page.
2. Use the provided list of descriptive words on the page.
3. Ask students to take a moment and 'plot' the words onto the triangle. For example, if prompted with "I am relaxed", the appropriate triangle place is 'No distress, problem, or disorder'. Model activity for students using 2-3 of the descriptive words.
4. Allow students time to complete this task.
5. As a group, correct the placement of the words. Note for students that these words will be a part of their test in the following class, and therefore they should do their best to get the correct words linked.
6. End the activity by discussing the importance of appropriate language use for describing mental health. For example, "This is depressing" is a common descriptor of mental health. Using this colloquial phrase as an example, you may wish to spend a few moments emphasizing for students the importance of appropriate descriptors of mental health.
7. Review the answers to the Mental Health Triangle Activities page with students.

*\* Teacher Tip: This activity was designed to be completed individually, but if it is more appropriate, adapt the activity to be completed in partners, small groups, or as a whole class. For a more hands-on approach, consider writing each descriptive word on a sticky note. Divide the sticky notes between students, pairs, or groups and have them decide where they fit on the triangle.*



## 'So What, Now What?' Vignettes - 20 minutes

1. Individually, or in small groups, give students one of the vignettes (handout 3C).
2. Task students to read the vignette, and then identify where the vignette best fits on the Mental Health Triangle. You may ask:
  - i. Thinking about what you now know of the mental health states, where do you think your vignette best fits, if you could 'plot' this person onto the triangle?
3. Once they have identified where the vignette best fits in the Mental Health Triangle, distribute the Extension to the vignette to students. Have students repeat the task. You may ask:
  - i. Given the new information, does your vignette move to a new part of the triangle?
4. Give students a moment to place their vignette on the triangle, given the new information. Tell students to only work on Part A at this point.

## The Interrelationship of Mental Health States Triangle

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5. In a whole group ask students:
  - i. What did you notice about where the case vignette went on the mental health triangle?
  - ii. Why do you suppose parts of each vignette ended up on multiple parts of the mental health triangle?
  - iii. Do you think you can be on multiple parts of the mental health triangle in one day?
  - iv. Can those with diagnosed mental disorders experience no symptoms of that disorder?
6. If time allows, 'plot' vignettes as a group and review answers.
7. When ready, have students complete Part B of the page, which asks them to suggest 3-5 strategies that they know will support the issue present in the vignette (give students 5-8 minutes to complete this using Handout 3E).
8. Ask students to flip to the Main Takeaways side of Handout 3D to assist with their understanding of the mental health triangle.

### Main takeaways:

1. Students should demonstrate an understanding that an individual can be on multiple parts of the mental health triangle at the same time, and that we can move through different parts, especially as we encounter mental health distress or stress over time. A person can be in all states at the same time.
2. Students should demonstrate an understanding that using resiliency strategies can assist in 'navigating' the stressors encountered in a day.
3. Students should demonstrate an understanding that even though an individual may be living with a diagnosed mental illness or disorder, they can still experience and maintain positive mental health.
4. Students should demonstrate an understanding of why it is important to think critically about the language used to describe mental health states.
5. Students should demonstrate an understanding that there are different mental health states and that mental health and mental illness are not on a continuum. While an individual can be in multiple mental health states at once and in one day, they do not necessarily progress through the triangle in a linear manner.
6. Students should demonstrate an understanding that both positive emotions and negative emotions can be part of all mental health states and that positive mental health does not mean having only positive emotions or happy thoughts.



## Cool Down - 5 minutes

1. Tell students to hang onto their Mental Health Triangle Activities page because during the next class they are going to be assessed on the information they learned during this lesson. They will need this page in order to study. On the next class' assessment:

Students will be asked to correctly label all four layers of the Mental Health Triangle (4 points), define each of the three upper layers of the Mental Health Triangle (6 points), and plot at least ten descriptive words correctly on the triangle (10 points). Tell students that they will be given a word bank of the descriptive words, but not for the labels or definitions. Tell students that this will be marked out of 20 total points and will count as a summative assessment.

2. Encourage them to do the best they can with the reading homework.
3. Assign students the "Building Relationships" and "Sexual Health" chapters from Know Before You Go to be read for the next class (18 pgs).



## Handout 3A: Quiz #2: Becoming Independent and Education: Learning Styles

**1** True or False?  
You only have one learning style.

**2** How do auditory learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

**3** How do visual learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

**4** How do reading/writing learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

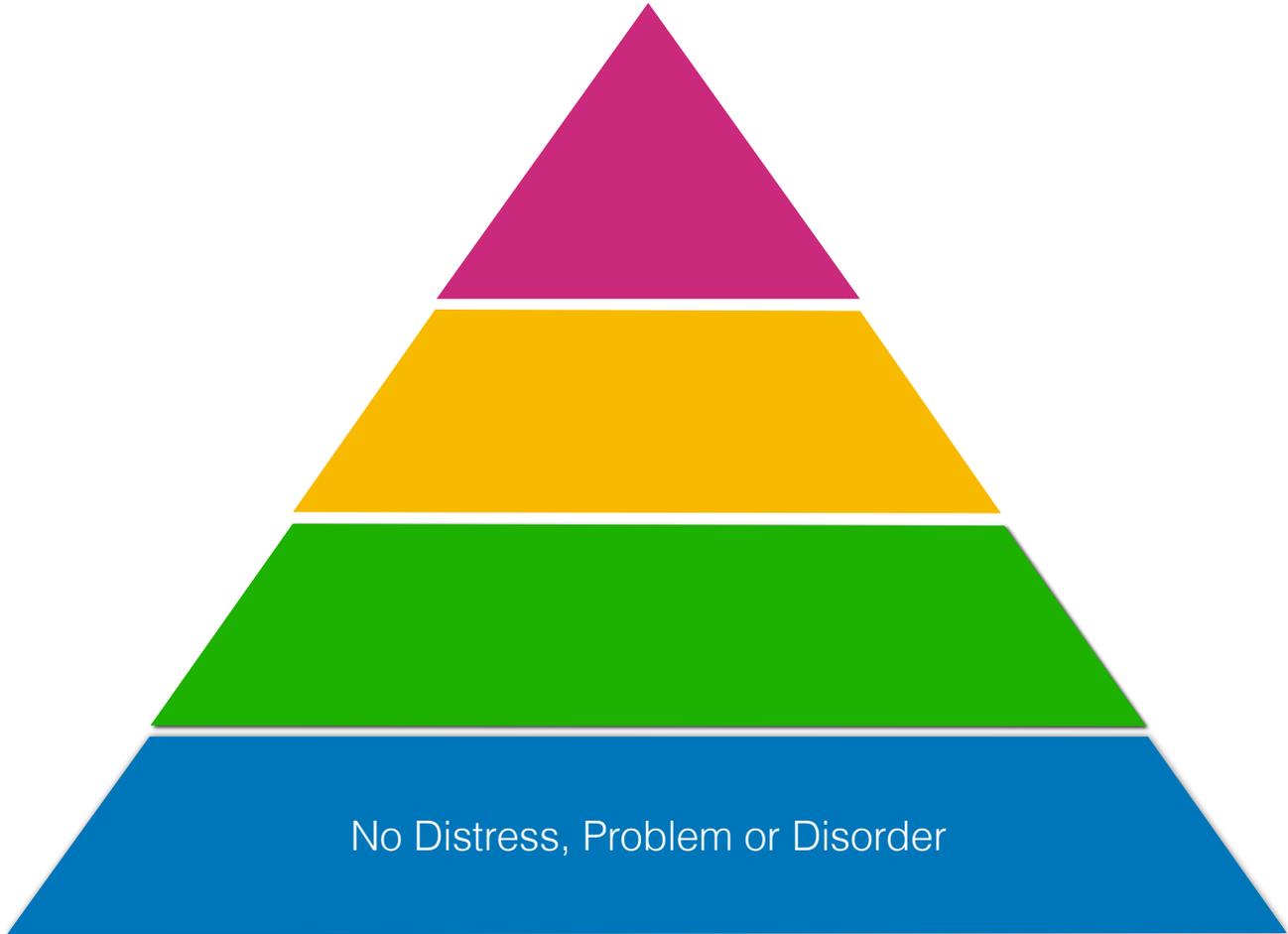
**5** How do tactile/kinesthetic learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing



## Handout 3B: Mental Health Triangle Matching & Labeling Activity

**Part A:** Label the triangle using the labels in the table below.



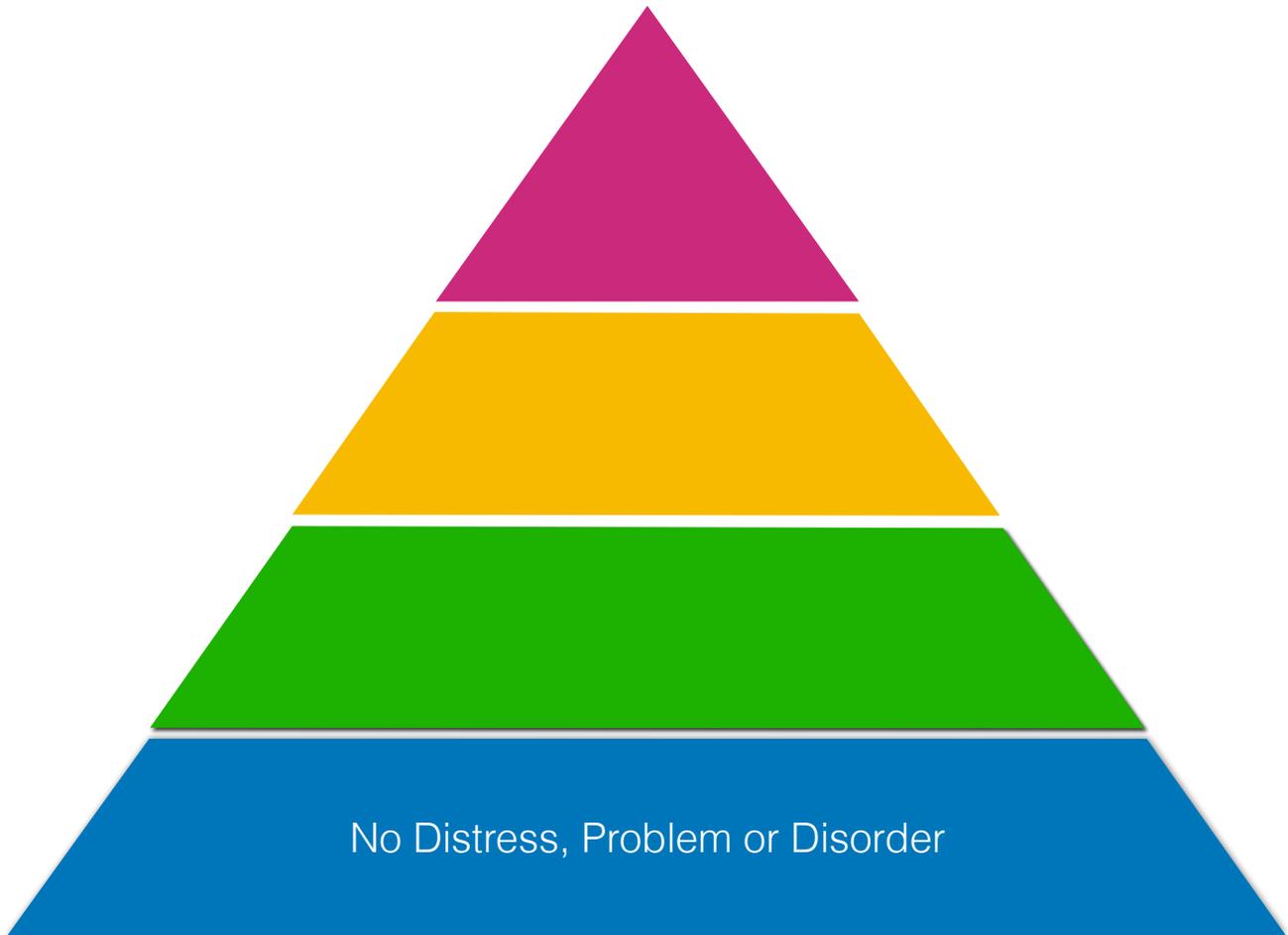
**Part B:** Match the labels with the correct definitions.

| Labels:               | Definitions:   |
|-----------------------|--|
| Mental Distress       | A diagnosed medical illness that requires professional interventions using effective treatments to help you.   |
| Mental Health Problem | Arises from a much greater challenge in your life (for example, death of a loved one) and may require additional resources and supports to assist you in navigating that challenge.  |
| Mental Disorder       | Characterized by a stress response, this is your body's signal that something in your environment needs to be addressed (for example: facing a final exam or going to a new school). |



## Mental Health Triangle Video & Descriptive Words Activity Cont.

**Part C:** Label the triangle based on the information presented in the video.



**Part D:** Sort the following descriptive words into the appropriate sections of the triangle.

depressed  
heartbroken  
upset  
pensive  
sorrowful  
annoyed  
thoughtful  
distressed  
despondent

demoralized  
sad  
grieving  
unhappy  
mournful  
disappointed  
despairing  
dejected  
pessimistic

disgusted  
angry  
bitter  
blue  
down  
sorry  
forlorn  
disconsolate



## Handout 3C: 'So What? Now What?' Vignettes

### A Day in Shay's Life

Shay was diagnosed with Generalized Anxiety Disorder earlier this year. They have been to regular appointments with a medical professional. Shay's family has just moved to a new area, and Shay is new to their school. Knowing that the adjustment may be difficult for Shay, their parents have also set them up to have frequent meetings with the school counsellor. Upon starting at their new school, Shay is experiencing difficulty forming relationships with their peers and often wishes that their family could move back to their old home. One day in class, one of Shay's teachers assigns a group project. Shay becomes so nervous about trying to impress their new classmates that they begin to feel sick and have to leave class.

### More from Shay's Day:

After an appointment with their school counsellor, Shay decides to join a school club. This results in Shay forming a friendship with two other club members. Shay still misses their old home, but no longer spends time wishing that their family would move back. Shay feels excited to go to school each day and experiences more success when working with other classmates.

---

### A Day in Randall's Life

Randall has recently lost his grandmother to an illness. Having been close with his grandmother, her death has had a significant impact on Randall's daily functioning. He struggles to attend school, and when he is at school he does not participate in classes as actively as he has in the past. One day, as Randall is travelling on the bus to school he realizes that he forgot an assignment at home. Fearing that he will disappoint his teacher, Randall begins to cry. Randall feels very overwhelmed, and continues to experience symptoms such as shortness of breath, and nausea throughout the school day. When Randall returns home at the end of the day, he immediately goes to his room and does not emerge until the next morning.

### More from Randall's Day:

Randall's family notices that he has not been as engaged with his school work since his grandmother's death. Randall confesses that he's frustrated that he has not been able to move on already, because his other family members are not showing the same signs of grief as him. His parents discuss with him that everyone grieves in their own way, and in their own time, and as a group they decide to seek professional help in moving on. They access a counselor who is skilled in helping young people deal with life challenges. After a period of time, Randall gains a better understanding of how he processes grief and is better able to support himself through daily activities.



## Handout 3C: 'So What? Now What?' Vignettes Cont.

### A Day in Talia's Life

Talia was diagnosed with Depression when she was 16 years old. She had been seeing a therapist and has been prescribed medication to help manage her symptoms, and is also mindful to eat healthy and exercise regularly. With the end-of-semester exams approaching, Talia has been spending a lot of her free time studying and begins to notice that she is having difficulty sleeping. She is still careful to take her medication properly, and to eat healthy and get enough exercise. She begins to worry that her difficulty sleeping is a sign that her Depression is worsening.

### More from Talia's Day:

Talia visits her doctor to discuss her concerns about her depression worsening. Her doctor reassures her that her depression is not worsening, and that she will still continue to experience everyday stressors that are unavoidable. The doctor also reminds Talia that a depressive episode must last for at least two weeks, and that symptoms such as having difficulty sleeping can be a result of these everyday stressors unrelated to her diagnosed mental disorder. He suggests that checking in with her therapist again may be a helpful additional strategy.

---

### A Day in Corbin's Life

Corbin has always been heavily involved with school extracurricular activities. He has always played volleyball and basketball, is a leader in the school breakfast program, and is in the high school band. This year, he has decided to sign up as a student tutor as well. The tutoring program is organized by one of his teachers, who matches Grade 12 students with Grade 10 students who need extra help. For their efforts, the Grade 12 students receive extra credit in class. Initially, Corbin is excited for this extra involvement in his school community. As time goes on, Corbin notices that he is beginning to feel tired and is struggling to keep track of his schedule. One afternoon, Corbin forgets that he is supposed to be tutoring a Grade 10 student, and uses this extra time to help his younger sibling with their math homework. The next day in class, he gets in trouble for missing his tutoring session. His teacher acknowledges that this will impact his extra credit mark. Corbin is extremely upset.

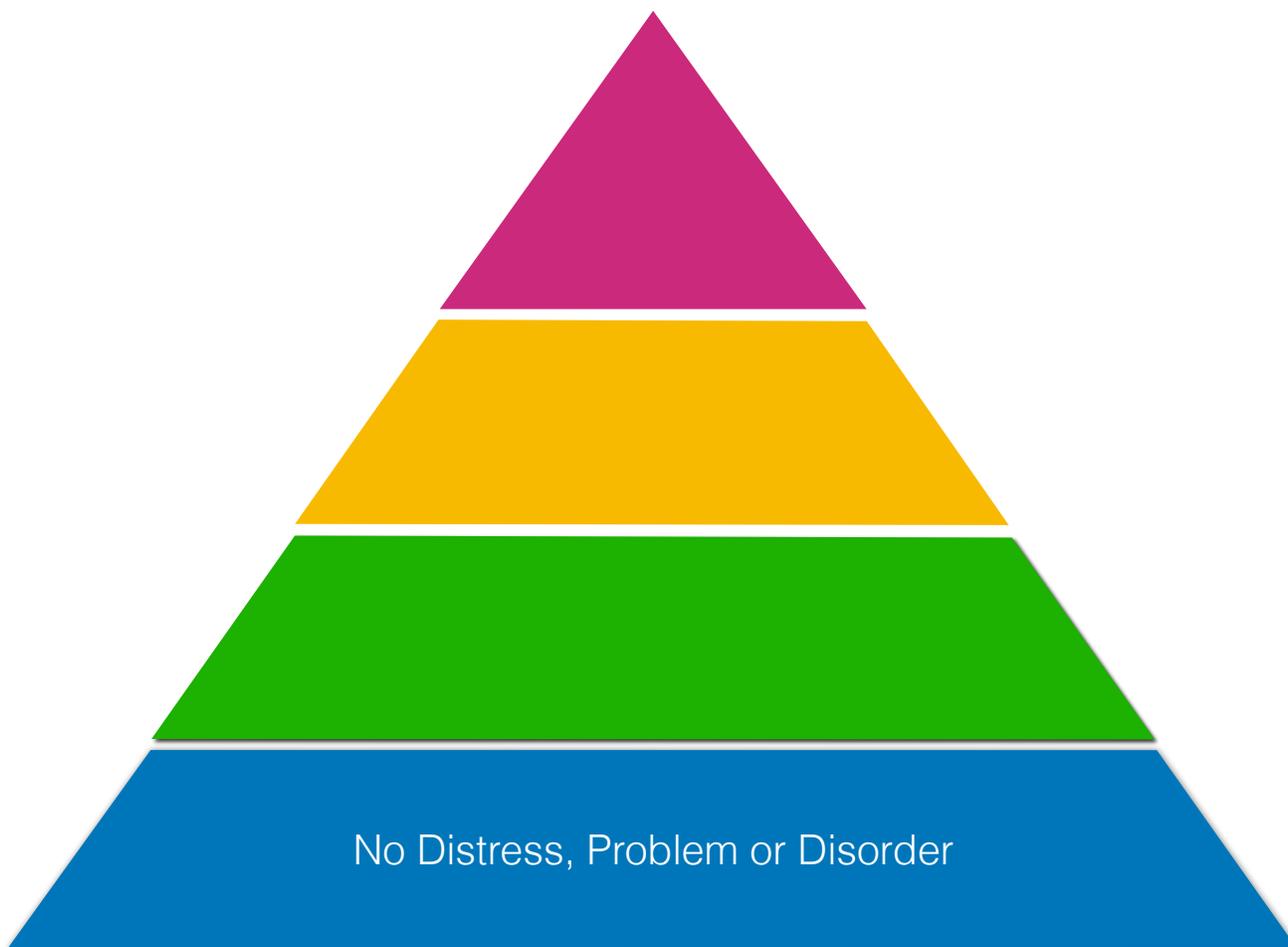
### More from Corbin's Day:

Corbin is upset about missing this session. When confronted, he becomes agitated and exclaims "I had other responsibilities to take care of!" His teacher recognizes that this kind of reaction is not usual for Corbin's demeanour. When the teacher checks-in further, Corbin confesses that he has been feeling overwhelmed lately by all of his extracurricular activities and his parents have recently announced that they are separating. He is worried that the stress related to his schedule and his parents' separation is beginning to have a negative impact on his mental health. His teacher then suggests that he should schedule a meeting with the school counsellor to discuss the stress related to his parents' separation.



## Handout 3D:

**Part A** - Directions: As you read through the vignette, plot the character's mental health state as it corresponds to the events that occur in the vignette.



**Part B** - Directions: Suggest 3-5 strategies that could help to better support the character in the vignette. Record your ideas in the spaces below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## Handout 3D Cont.

Be sure you understand that:

- 1** An individual can be on multiple parts of the mental health triangle at the same time, and that we can move through different parts, especially as we encounter mental health distress or stress, over time. A person can be in all states at the same time.
- 2** Using resiliency strategies can assist in 'navigating' the stressors encountered in a day.
- 3** Even though an individual may be living with a diagnosed mental illness or disorder, they can still experience and maintain positive mental health.
- 4** It is important to think critically about the language used to describe mental health states.
- 5** There are different mental health states and that mental health and mental illness are not on a continuum. While an individual can be in multiple mental health states at once and in one day, they do not necessarily progress through the triangle in a linear manner.
- 6** Both positive emotions and negative emotions can be part of all mental health states and that positive mental health does not mean having only positive emotions or happy thoughts.



# Building Relationships

## LESSON OVERVIEW

- 1) Mental Health Triangle Diagram
- 2) Y Chart Activity
- 3) Debrief and Discussion
- 4) Circle Tower Activity
- 5) Cool Down



### Materials needed:

- Know Before You Go text
- Chart paper - four pieces
- Sticky notes
- Blocks (or a similar, stackable item – with enough for each student to have one)

### Assessment at a glance:

1. Assessment of Learning: Mental Health Triangle Diagram
2. Informal Prior Knowledge Assessment: Y Chart Activity
3. Informal Assessment for Learning: Circle Tower Activity



### Mental Health Triangle Diagram - 5 minutes

1. Welcome students into the classroom and ask students to remove all notes from their desks.
2. Distribute Mental Health Triangle Diagrams and briefly review the instructions for the activity.
3. Give students time to complete the activity.
4. Collect the Mental Health Triangle Diagrams for summative assessment.



### Y Chart Activity - 20 minutes

Set up:

1. Place four pieces of chart paper around the classroom.
2. Label each piece one of the following:
  - Loneliness
  - Solitude
  - Conflict
  - Violence/Abuse

3. Divide each piece of chart paper into a Y chart.
4. Label one piece of each chart with “Looks like...”, “Sounds like...”, and “Feels like...”.

### **Part A - Description and Modeling - 5 minutes**

1. Begin by giving students each six sticky notes.
2. Explain to students that the purpose of this lesson is to concretely name words/ideas/notions/situations related to Loneliness, Solitude, Conflict, and Violence/Abuse.
3. Explain to students that, in a moment, they will be asked to write down on each of their six sticky notes an idea, behaviour, example, thought, or phrase related to each of the four themes. Then, they will move around the room and place each of their six sticky notes on the appropriate section of the corresponding chart. Their goal is to think about the prompt (the title of the chart), and think about what that looks, sounds, and feels like.
4. Model examples with several sticky notes of your own:  
“Loneliness looks like sitting alone at lunch.”  
“Conflict sounds like raised voices.”  
“Solitude feels like tranquility,” etc.

### **Part B - Student time to work - 10 minutes**

1. Give students time to think of examples for each sticky note. They may use their books for supporting information.
2. When students are ready, have them move around the room and place their sticky notes on the corresponding piece of chart paper.
3. Encourage students to complete all six sticky notes.

*\* Teacher Tip: If appropriate, have students work in pairs or small groups to create their sticky notes.*

### **Part C - Gallery walk - 5 minutes**

1. When all students have made their contributions, give students time to complete a gallery walk, circling the room to spend time reading each chart.
2. Ask students to consider:
  - Are there any repeated descriptions?
  - Are there any descriptions you think are missing?
  - Were there any descriptions that surprised you?
  - Were there any descriptions that you do not understand, or perhaps disagree with?

*\* Teacher Tip: If appropriate, have students record their initial thoughts on paper.*

# Building Relationships



## Debrief and Discussion – 10 minutes

1. After students have had time to examine the charts, have them return to their seats.
2. Pair and Share - have students share their initial thoughts (surprises, disagreements, repetition of themes, etc.) with a partner. Allow 2-3 minutes for students to discuss.
3. Open the floor to a whole-group discussion about the descriptions.
4. As needed, be explicit about the concepts from the book.
5. Allow students to ask clarifying questions, and prompt with questions to ensure students' understanding. You may ask:
  - i. How are loneliness and solitude different?
  - ii. How are conflict and violence/abuse different?
  - iii. How can we tell the difference between loneliness and solitude?
  - iv. What do we notice about how we feel about loneliness and solitude? (ie. do we feel it is good/bad to be lonely? Or good/bad to be solitary?)
  - v. What do we notice about how we feel about conflict and violence/abuse? (ie. do we feel comfortable/uncomfortable, etc.)

Students may note that conflict can be uncomfortable, especially in close relationships. Allow as much time as needed to talk through these emotions and their impacts on our daily lives.

### Main Takeaways:

1. Students should be able to distinguish between conflict and violence/abuse, and loneliness and solitude.
2. Students should demonstrate an understanding that solitude is not harmful, and is part of a healthy life-style.
3. Students should demonstrate an understanding that conflict is normal and happens in healthy relationships.
4. Students should demonstrate an ability to distinguish between healthy conflict and unhealthy conflict such as violence or abuse.
5. Students should demonstrate an ability to distinguish between feelings of loneliness and solitude, and should be able to demonstrate an understanding that feeling lonely for short periods of time is not abnormal.

*\* Teacher Tip: You may want to keep your Y Charts posted in your classroom and revisit the concepts as you see necessary.*



## Circle Tower Activity - 10 minutes

In this activity, students will be asked to contribute an idea. They will each need a block or similar, stackable object to contribute to the group tower.

1. Have students stand in a circle, surrounding a desk or a table.
2. Give each student a block.
3. Explain that the goal of the activity is to work as a group to create a tower. The tower can take any shape or form, as long as it does not collapse. They may assist each other with guidance as to where to put their blocks.
4. Explain that when they place their block, they have to name a strategy, idea, or activity for the whole group that you might use in order to build a healthy relationship with a new person. The start of the prompt is “when I meet someone new ....” Tell them they must be specific.
5. Model this for students. You may suggest “when I meet someone new, I will smile and make eye contact.” Continue providing more prompts, as needed to warm students into the activity.
6. Scribe answers as students provide them. At the end of the lesson, they should see a completed tower, as well as a list of 25-30 specific things they can do to create a healthy relationship with a new individual.

*\* Teacher Tip: If necessary, review with students the expectations around whole group sharing in your classroom.*



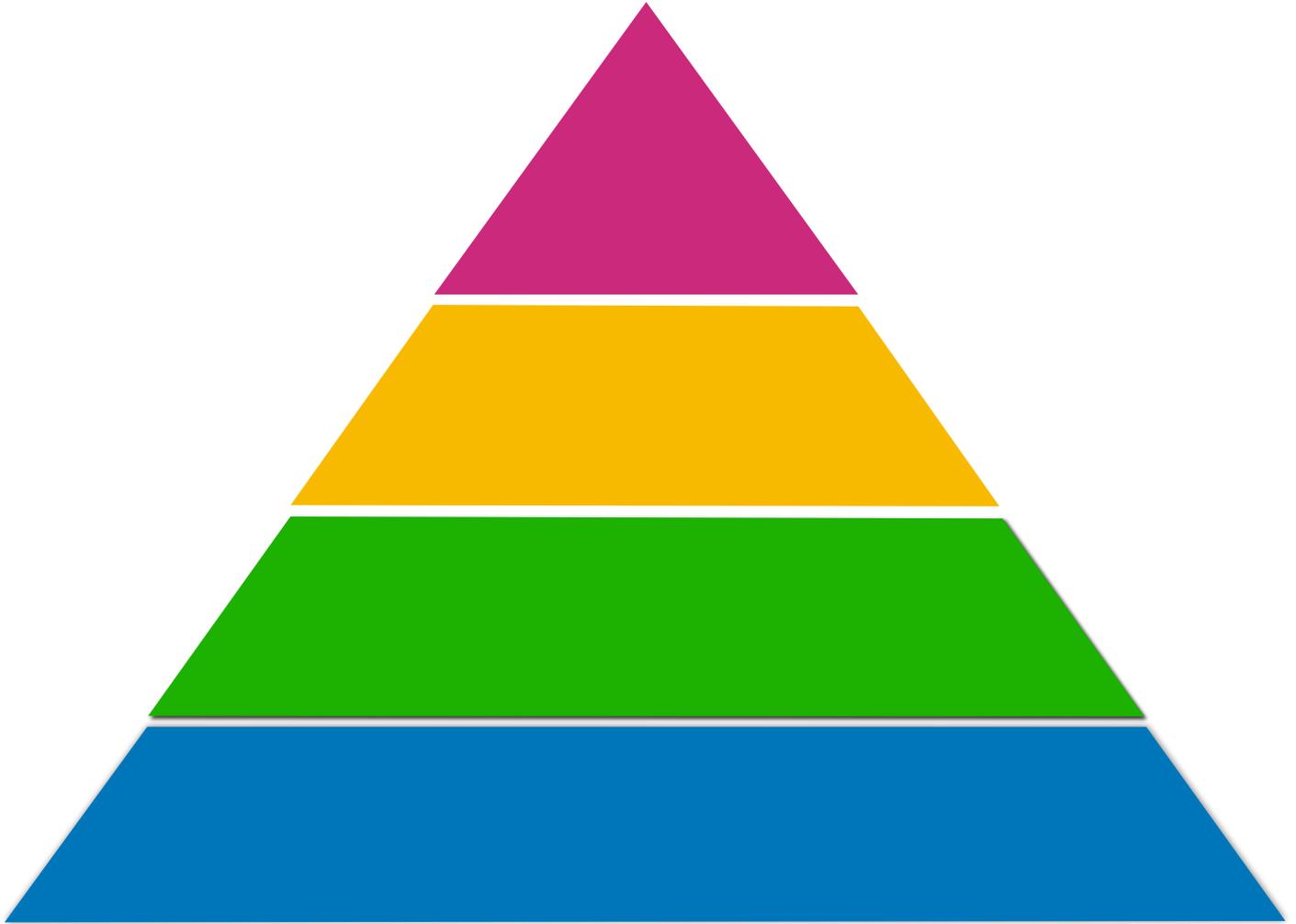
## Cool Down - 5 Minutes

1. Remind students that they are to begin reading the Mental Health chapter. As this is a long chapter which will be addressed over two classes, they may wish to divide the chapter in half and complete it over two evenings.
2. Remind students that they will have a formative quiz in the next class, which will be on the Sexual Health chapter of the book.



## Handout 4A: Mental Health Triangle Diagram:

- A. Label each layer of the Mental Health Triangle.
- B. Provide definitions for the three upper layers of the Mental Health Triangle.
- C. Plot at least ten of the terms in the word bank below onto the appropriate layers of the Mental Health Triangle.

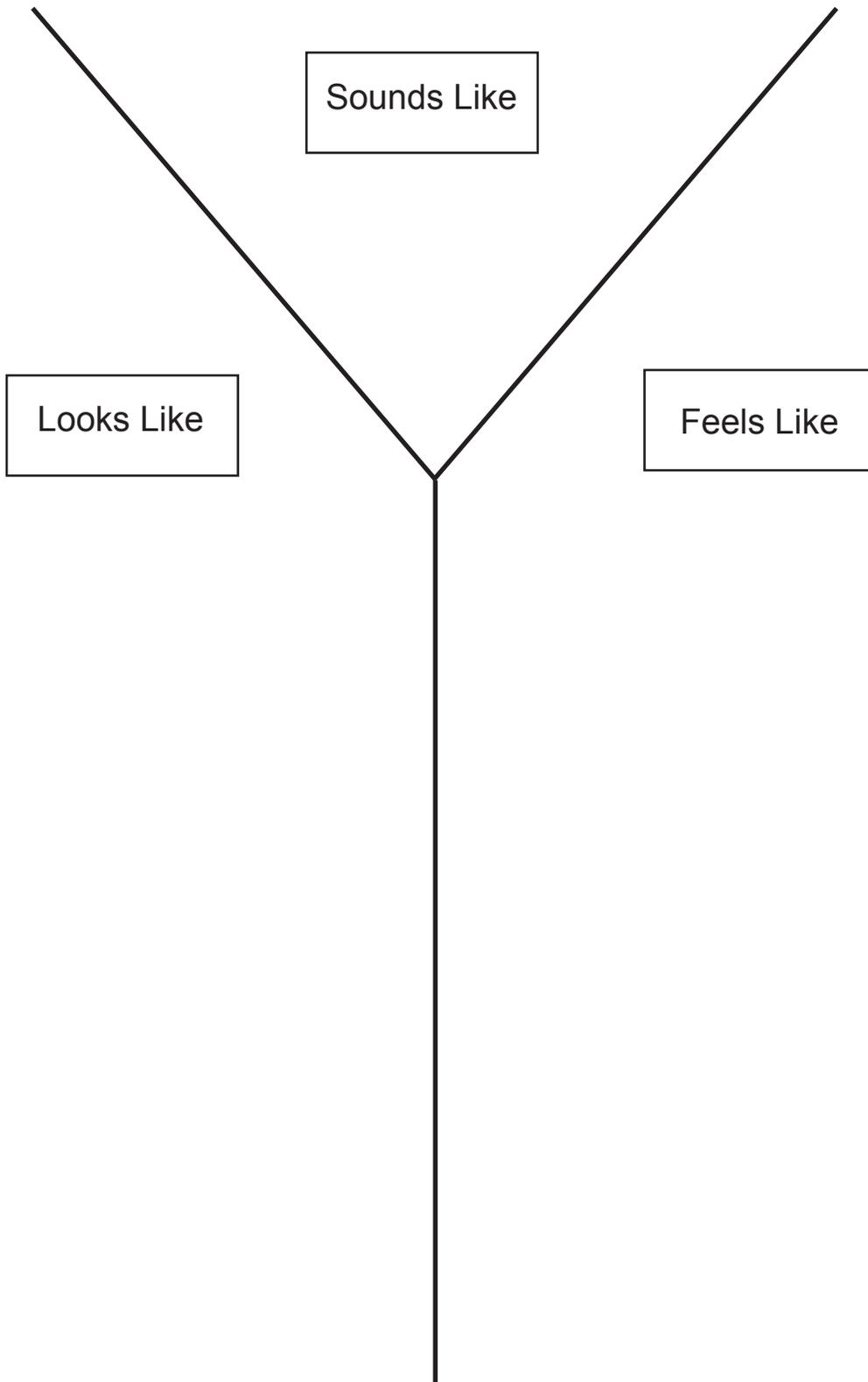


### Word Bank:

Depressed, heartbroken, upset, pensive, sorrowful, annoyed, thoughtful, demoralized, sad, grieving, unhappy, mournful, disappointed, despairing, disgusted, angry, bitter, blue, down, sorry, glum, forlorn, disconsolate, distressed, despondent, dejected, pessimistic



# Y Chart Exemplar



# Sexuality and Mental Health: Part A

## LESSON OVERVIEW

- 1) Warm Up
- 2) Sexuality Definition
- 3) Ask it Basket
- 4) Cue Card Quiz #3 – Sexual Health
- 5) In-Class Assignment – Mental Health Poster
- 6) Cool down



### Materials needed:

- Cue Card Quiz #3 – Sexual Health – Handout 5A
- Know Before You Go text
- Ask it Basket
- Sticky notes
- Template for posters – Handout 5B
- Exemplar of poster activity
- Rubric for Poster – Handout 5C

### Assessment at a glance:

1. Cue Card Quiz #3 - Sexual Health
2. Ask it Basket
3. Mental Health Poster (25 points). See Rubric: Mental Health Poster and Outline: Mental Health Poster for further details.



### Warm Up - 10 minutes

1. Welcome students into the classroom and direct their attention to the front board. Tell students that displayed on the board is a definition for a word, which they must try and identify given the clues in the definition.



### 'Sexuality' Definition Activity - 5 minutes

1. On the board, display the following definition for sexuality provided by the World Health Organization and found on page 70 of Know Before You Go (see next page).

“... a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. \_\_\_\_\_ is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While \_\_\_\_\_ can include all of these dimensions, not all of them are always experienced or expressed. \_\_\_\_\_ is influenced by the interaction of biological, social, economic, political, cultural, legal, historical, religious and spiritual factors.” - WHO, 2006

Ask students to take a minute to read the definition themselves and silently make a guess as to what word the definition is for (page 70). After one minute, give students 30 seconds to share their thoughts with a partner. Spend 1 minute discussing answers as a class. When ready, reveal to students that the word in question is 'sexuality'. Tell students that they will be looking into sexual health in this lesson. Ask students if there was anything surprising about this definition, etc.



### Ask it Basket Activity - 5 minutes

1. Hand each student a sticky note and ask them to contribute at least one question that they have about Chapter 6: Sexual Health, which was assigned for homework.
2. Tell students that even if they do not have a question at this moment, they still must write something (such as “I have no questions today”) on their sticky note and hand it in to the ask it basket. This is to ensure that no one feels singled out or embarrassed to submit a question to the box.
3. Tell students that all questions are confidential, and that they do not need to write their names on their sticky notes.
4. The questions will be answered at the beginning of next class.
5. The teacher will review all questions in preparation for the answering session next class.



### Cue Card Quiz - Quiz #3 - Sexual Health - 5 minutes

1. When ready, administer the Cue Card Quiz - Quiz #3 - Sexual Health. Remind students that this quiz is formative.
2. Give each student a cue card, and have them write their name at the top.
3. Read the questions for Quiz #3 - Sexual Health and give students time to respond to them. This assessment is open book. At this point, you may wish to display the quiz questions one by one using the “Quiz #3 - Sexual Health” PowerPoint (found under Lesson 5: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). A printable version of this quiz is also available in the handouts section of this lesson (Handout 5A). Questions are as follows:
  1. Define consent.
  2. True or False? There is a generally accepted safe limit of alcohol or drug use during pregnancy?
  3. True or False? Contraception only protects you from pregnancy, not STIs.
  4. True or False? Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.

# Sexuality and Mental Health: Part A

5. Name one tip listed in Know Before You Go to consider before dating, entering a romantic relationship, or having a romantic encounter.
4. Collect the quiz for formative assessment. All quizzes will need to be corrected before the final quiz. Quickly check off student answers to the quizzes.

*\* Teacher Tip: Administer the quiz as you see fit. A handout version of the quiz has been included for your convenience!*



## Part A - In-Class Assignment – 35 minutes

### Introduction

1. Using the chapter on Mental Health, briefly introduce students to the names of the disorders in the book. These are:
  - Depression
  - Social Anxiety Disorder (SAD)
  - Drug & Alcohol Misuse
  - Bipolar Disorder
  - Panic Disorder
  - Gambling Problems
  - Generalized Anxiety Disorder (GAD)
  - Schizophrenia
  - Obsessive Compulsive Disorder (OCD)
2. Explain to students that they will have the rest of the class to produce a research poster on one of the above. They will have time to research, use the book, and create a poster demonstrating their learning.
3. Inform students that they will be assessed in a summative manner on this project, and therefore must submit a rough copy of their poster for formative feedback by the end of this lesson or the beginning of Lesson 6.0.

**Teachers note:** All final copies of posters must be handed in at the beginning of Lesson 7.0 for a Gallery Walk Activity. Make adjustments to overall lesson timeline as needed to give yourself time to give students feedback on their posters, and time to complete a final copy.

4. Explain to students that their poster will be marked for the following items:
  - i. A definition of the disorder.
  - ii. Two facts and a myth about the disorder.
  - iii. Three stars - three interesting ideas, pieces of information, or important notes about the disorder.
  - iv. A lingering question or wonder about the disorder.
  - v. A visual representation of the information to make the poster interesting to view.

5. Briefly show students the rubric for the poster. You may wish to leave the rubric up while students work.
  - i. Remind students that you can have a diagnosed disorder AND still have good mental health. Therefore, students should take care to represent the disorder they investigate without reproducing stigmatizing information.
  - ii. Highlight for students the section of the rubric titled ‘representation’ – this should reinforce for students that they can share information on their chosen disorder but should do so in a more positive light (i.e. if investigating a disorder, they may wish to highlight the strategies people use to be resilient and live fulfilling lives, or the rate at which people are treated successfully for that disorder - a more positive light than simple diagnosis rates). Students should also include an anti-stigma statement or image. For example, OCD is often misrepresented as a need to keep spaces orderly and tidy. A common stigmatized expression related to OCD may be “that person has OCD because they keep their house very clean.” Students should produce a statement or image which diminishes this stigmatized statement.
  - iii. You may choose to distribute this rubric sheet to students.

## Part B - In-Class Work Time

1. Allow students time to complete the project.
2. Consider providing alternative research methods (e.g. iPads, Chromebooks, etc.) for students to use to find additional information. You may wish to note to students that there are links provided in the book which they may follow to gain more information.
3. Remind students that they must submit their poster for feedback before working on their final copy.



### Cool Down - 5 minutes

1. Collect any completed rough copies for assessment. If necessary, students may hand in rough copies of the poster assignment at the beginning of Lesson 6.0 the next class. All final copies of posters must be submitted during Lesson 7.0.
2. Remind students that if they have not yet finished reading the chapter, they must in order to prepare for the quiz in Lesson 7.0, which will include questions from all of the previous quizzes, as well as the Mental Health chapter.
3. Inform students that they will have a summative quiz on the last day of the unit (i.e. not next class, but the one after). This last quiz will be longer than previous quizzes. It will contain 35 questions from chapters 1, 4, 5, and 6. The first part of the quiz will contain the same 15 questions from the first 3 cue card quizzes. The second part of the quiz will contain 20 new questions from the Mental Health chapter of Know Before You Go. The quiz will be marked out of 30 total points.
4. Hand students previously collected cue card quizzes which have been quickly corrected by the teacher. Tell students to use these quizzes to help them study for the final summative quiz in Lesson 7.0 along with reading Chapter 5 of Know Before You Go. Have the cue card quiz on Sexual Health corrected and ready to hand back to students by Lesson 6.0 so that they can study for the quiz.



## Handout 5A: Chapter 6 Quiz: Sexual Health

- 1** Define consent.
- 2** True or False?  
There is a generally accepted safe limit of alcohol or drug use during pregnancy.
- 3** True or False?  
Contraception only protects you from pregnancy, not STIs.
- 4** True or False?  
Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.
- 5** Name one tip listed in Know Before You Go to consider before dating, entering a romantic relationship, or having a romantic encounter.



## Handout 5B: Poster Template

With effective treatment, individuals living with a diagnosed mental disorder can live healthy and fulfilling lives.



# Bipolar Disorder

**noun:** a mental disorder marked by alternating periods of major depressive episodes and manic or hypomanic episodes

## Two Facts & A Myth

**Myth!** A person with Bipolar Disorder is only ever really angry or really happy.

**Fact!** A Major Depressive Episode lasts at least 2 weeks.

**Fact!** A Manic Episode lasts at least one week.



★ Hypomanic episodes are a less severe form of manic episodes.

Bipolar I Disorder = manic episodes

Bipolar II Disorder = hypomanic episodes

★ Bipolar Disorder affects approximately 1% of the population over the course of their lifetimes.

★ Bipolar Disorder often begins before age 25.

?? Can young children be diagnosed with Bipolar Disorder?



With effective treatment, individuals living with a diagnosed mental disorder can live healthy and fulfilling lives.



## Handout 5C - Mental Health Poster Rubric

### Criteria: Items Necessary

**Note:** for any of the Item Necessary requirements, zero points will be given if the items are not provided at all.

|   | 1  | 2  | 3   | 4   | 5  | total |
|---|--|--|---|---|--|-------|
| <b>i. A definition of the disorder (5 points)</b>             | Student has not provided a complete and accurate definition.   | Student has provided a somewhat complete and accurate definition.      | Student has provided a partially complete and accurate definition.        | Student has provided a mostly complete and accurate definition. | Student has provided a complete and accurate definition. |       |
| <b>ii. Two facts and a myth about the disorder (3 points)</b> | Student has somewhat completed, providing 1 information point. | Student has partially completed, providing 2 information points.       | Student has included two facts and one myth, giving 3 information points. |   |  |       |
| <b>iii. Three stars (3 points total)</b>                      | Student has provided 1 star.                                   | Student has provided 2 stars.  | Student has provided 3 stars.   |   |  |       |
| <b>iv. A visual representation (3 points)</b>                 | Student has completed a limited representation.                | Student has completed a visual representation.                         | Student has provided a thoughtful and interesting visual representation.  |   |  |       |
| <b>v. A lingering question or wonder (2 points)</b>           | Student has provided a limited question or wonder.             | Student has provided a thought-provoking lingering question or wonder. |   |   |  |       |
|   | Total, out of 16 points:                                       |  |   |   |  |       |

**Criteria: Presentation**

|  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   | <b>5</b>  | <b>total</b> |
|--|--|---|---|--|---|--------------|
| <b>Representation (5 points)</b>       | Student does not provide a poster which presents information in a fair and accurate way. | Student provides a poster which presents some information in a fair and accurate way. | Student provides a poster which presents most information in a fair and accurate way. | Student provides a poster which presents all information in a fair and accurate way. | Student provides a poster which encourages anti-stigma and presents all information in a fair and accurate way. |              |
| <b>Spelling and Grammar (4 points)</b> | Student's poster has many spelling and grammar errors.                                   | Student's poster is somewhat free of spelling and grammar errors.                     | Student's poster is mostly free of spelling and grammar errors.                       | Student's poster is completely free of spelling and grammar errors.                  |   |              |
|  | Total, out of 9 points:  |   |   |  |   |              |
|  | Overall total:   |   |   |  |   | /25          |

## **Additional notes**

# Mental Health: Part B - Board Game

## LESSON OVERVIEW

- 1) Warm Up – Ask it Basket answers
- 2) Revisit the Stress Scale
- 3) Game Play Introduction OR KBYG Trivia Game
- 4) Game Play, Debrief
- 5) Cool Down – Ask it Basket, Quiz Reminder



### Materials needed:

- The Stress Scale Handout (extra copies if needed) - Handout 2C
- Board Games
- Know Before You Go text
- Board game pack up list – Handout 6A (4 per page)
- Ask it Basket
- Sticky notes



### Warm Up - 5 minutes

1. Collect any remaining rough drafts of the poster assignments from the previous class.
2. Return corrected Cue Card Quiz #3 on Sexual Health.
3. Answer questions from previous day's "Ask it Basket" on Sexual Health.



### Revisit the Stress Scale - 2 minutes

1. Inform students that this class they will be spending time with a Mental Health Literacy Board Game. Tell them that the board game is built directly from Know Before You Go, and will be an opportunity to apply some of the ideas they have already learned to problems presented through the board game.
2. Revisit the Stress Scale with students. If necessary, use the Stress Scale handout and supporting PowerPoint materials. Tell students that the Stress Scale is a pivotal item in the board game, so they must understand what it means.

Begin by asking students to pair up and take turns explaining the Stress Scale to one another based on the discussions had during the previous lesson. Circulate to check for student understanding. When you feel it is appropriate, review the Stress Scale with students.

- i. Remind students of the definitions of apathy, optimal stress, and overload.

- ii. Optimal Stress (Green Zone): represents a state where you are just stressed enough to be successful. It's important to remember that when we are in optimal stress, there is likely a feeling of uncertainty. We are anxious. But we're still able to function and function well, actually. Stress prompts us to prepare for events like tests, exams, presentations, important social gatherings. This moderate stress often brings about our best performance! This green zone is where you want to be as much as possible throughout the whole game.
- iii. Apathy (Yellow Zone): to lack interest, enthusiasm, or concern; indifference. If you were in an apathetic state, you may not care enough about the things happening in your world. This is having too little emotion, and not enough productive stress.
- iv. Overload (Red Zone): an excessive load or amount. Overload refers to a time where you are so stressed, you are no longer able to function productively through an average day.
- v. Pause for a moment and allow students to ask any pressing questions.



## Game Play Introduction - 8 minutes

### Part A:

1. Introduce students to Know Before You Go - The Board Game. You may tell students:

Know Before You Go is a collaborative board game, meaning that you must work together in order to win. You win the game when all players graduate from high school (in the game!). The game takes place over five rounds of play, similar to the four terms and final exams you will all experience in this final year of high school. One round is completed when each player has had a chance to play. The fifth round represents your final exams, and is played differently than the previous four rounds. At the end of the fifth round of play all game players must be in the optimal stress zone (the green zone) to win. To be in the optimal stress zone, you must earn and share resources (trivia cards). You earn these resources in the first four rounds of play.

In the fifth and final round- the final exam round -SIX event cards are drawn, and they affect the entire group. You can then share your resources among you to help one another be in the optimal stress zone (the green zone) so that you can ALL graduate or, win the game! Remember, to win you must ALL graduate or be in the optimal stress zone (the green zone). Good luck!

*\* Teacher Tip: We recognise that not all students will take final exams. Adapt the language as needed to fit your classroom population. For example, perhaps the final round is referred to simply as "graduation".*

2. Divide into groups of 5-7 people and give each group a copy of the board game. Note: the game is designed to be playable for up to ten players, if necessary. Please divide students as best suits your classroom.
3. Using the Board Game PowerPoint resource (found under Lesson 6: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>) walk students through the board game process and set up OR have students figure out how to play the game by using the instructions handout located in the game.

*\* Teacher Tip: You may want to ask students to complete specific tasks related to setting up gameplay, such as rearranging desks, shuffling cards, setting up the board game, etc.*

# Mental Health Part B - Board Game

## Part B:

Review the following Game contents:

- 1 board
- 10 dice
- 10 coloured pairs of place markers
- 10 Stress Scales (character cards)
- Event Cards
- Trivia Cards
- Hallway Cards
- 1 timer

## How to play:

Setting up the game:

1. Set up the board and place each deck of cards next to the board.
2. Each player chooses ONE Stress Scale (character card), TWO matching game pieces, and ONE die.
3. Each player places ONE game piece in the center of optimal stress (green zone) on their Stress Scale and ONE game piece in any room on the board.
4. Choose one player to roll first.

## On your turn:

Roll the die and move in any direction around the board.

If you land in a room:

1. Have another player pick up a Trivia Card and read you the question.
2. Once the card is read aloud, start the timer. You have one chance to answer the question correctly. If you are unsure, you may consult Know Before You Go by using the corresponding page number on the question card, but only if you have not yet guessed the answer.
3. If you answer the question correctly, keep the card. If you do not answer the question correctly, return the card to the bottom of the deck.
4. If your game piece lands at any square that is touching the swinging door to a room, you may advance inside of the room.

*\* Teacher Tip: Please note, if the inclusion of a timer is not appropriate for your classroom, feel free to omit it. Similarly, you may wish to provide more support to students while they answer the questions. The purpose of the game is for students to interact with the content of Know Before You Go in a memorable way. If necessary, adapt the game to make this experience memorable and accessible for your students.*

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### **If you land on a white space:**

Draw a Hallway Card.

Hallway cards come in three different forms:

- **Go to Room Card:** these cards specifically tell you to go to a room and draw a certain amount of trivia cards.
- **Positive/Negative Hit Card:** these cards are designed to move your character up and down their Stress Scale.
- **Event Card:** these cards instruct you to pick up an event card, which you will then play through. The event card affects all players.

If you draw a **Go to Room Card**, follow the instructions on the card.

If you draw a **Positive/Negative Hit Card**, follow the instructions on the card.

If you are asked to draw an **Event Card**:

- Event cards affect all players. They are designed to represent everyday challenges or experiences in life.
- Begin by reading aloud the introductory paragraph.
- Next, everyone rolls their die.
- Players must then follow the outcome on the event card based on the number rolled on their die.

### **The next player takes their turn.**

### **After everyone has a turn, one round has been completed:**

At the end of each round it is a good idea to pause and check-in with one another. Take note of which zone everyone is in. Is anyone still in optimal stress? After the check-in, continue on to the next round thinking about how you might use or share your resource cards in round five to help everyone be in the optimal stress zone (the green zone).

### **After four rounds of the game:**

1. Play the final, fifth round which represents your final exams. During this round, no one moves around the board and no one collects any resources.
2. Each player takes a turn drawing and playing an Event Card, up to SIX event cards. Remember, the results of the Event Card apply to all players.
3. Once all six event cards have been played, check-in with one another to see where everyone is at on their Stress Scale. At this time, any player can “spend” (or use) any trivia card to help themselves or others reach the green zone of optimal stress. Use any trivia cards necessary to get everyone into optimal stress (green zone). Once you use the trivia card, you must return it. Each trivia card spent is equal to +/- one stress point.
4. If you have collected and shared enough resources to get everyone into the optimal stress zone (the green zone), congratulations, you have all won the game and graduated from high school!

# Mental Health Part B - Board Game



## Game Play - 40 minutes

1. Have students work through the instructions and spend time playing the game. Ideally, they will get through five rounds of the game in this time. If they manage more or less, that is okay. Do this for approximately 30-35 minutes.
2. With about five to ten minutes remaining in this time, no matter where they are in game play, have students pause to check in with each other. Ask them if they are able to share earned resources in order to get everyone to optimal stress and beat the board.
3. Note that even if they do not beat the board, there is a learning experience to be had. Some groups will manage to beat the board and others will not. Have them discuss what may be at play in this.
4. Have students use the “pack up checklist” to pack up all parts of the board game.
5. Discuss the following questions with students:

Have a general discussion with students about the experience of the game play. If helpful, use some of the following prompt questions:

- i. What did you notice about the stress points? Do they help you in understanding stress?
- ii. What was the effect of the event cards? Do you feel these event examples are a possible part of the high school experience?
- iii. Did working through the game help you understand stress better?
- iv. What was it like to try to win as a group? Was this possible? Was it difficult? Did it make sense?
- v. What are your overall impressions of playing the board game? What thoughts stick out for you?



## Cool Down - 5 minutes (Ask it Basket Debrief, Quiz Reminder)

1. Hand each student a sticky note for the Ask it Basket. Ask students to write down a lingering question about mental health or the board game, or one thing they learned from the board game. All students must submit an answer.
2. Remind students about the summative quiz that they will be completing during the next lesson. This quiz will contain 35 questions. Remind students to study by reviewing the questions from the previous Cue Card Quizzes and by reading Chapter 5 of Know Before You Go.
3. Inform students that next class will start with a Gallery Walk of their posters, and all good copies of the Mental Health Posters must be submitted. Hand back any rough drafts that have feedback attached.
4. If necessary, distribute any mental health posters which were previously returned for feedback, so that students may have a chance to improve their work before they are due in the next class.



**Board Game pack up checklist:**

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

**Board Game pack up checklist:**

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

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**Board Game pack up checklist:**

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

# Mental Health Part B: Alternative to Board Game – PowerPoint Trivia

## LESSON OVERVIEW

- 1) Warm Up – Ask it Basket answers
- 2) KBYG Trivia Set-Up
- 3) KBYG Trivia Gameplay, Debrief
- 4) Cool Down - Ask it Basket, Quiz Reminder



### Materials needed:

- KBYG Trivia Game PowerPoints
- Know Before You Go text
- Ask it Basket
- Sticky notes



### Warm Up - 5 minutes

1. Collect any remaining rough drafts of the poster assignments from the previous class.
2. Return corrected Cue Card Quiz #3 on Sexual Health.
3. Answer questions from previous day's "Ask it Basket" on Sexual Health.



### KBYG Trivia Game Set-Up - 10 minutes

1. When prepared, transition into the KBYG Trivia Game. It is suggested that students divide into two teams and have the opportunity to collaborate to locate the answers.
2. Review the expectations for competitive gameplay as it feels best for your classroom environment.
3. Give each student a copy of Know Before You Go. Inform them that each of the KBYG Trivia Game questions contains a page number which is a reference to a page in Know Before You Go. If they wish, they may use this to locate the correct answer.



### KBYG Trivia Game Gameplay & Debrief - 40 minutes

1. Play through the KBYG Trivia Game PowerPoint with students (found under Lesson 6: <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). In the supporting materials, there are two versions of the game. Instructions for how to operate the game are included in each PowerPoint. If time permits and student engagement is high, play the second version of the game.

2. KBYG Trivia Game Debrief Questions:

- i. Was playing the game more engaging than reading the book?
- ii. Did the game help you understand the content of Know Before You Go?
- iii. Do you have any lingering questions about the content of KBYG Trivia Game or anything else?



**Cool Down - 5 minutes (Ask it Basket Debrief, Quiz Reminder)**

1. Hand each student a sticky note for the Ask it Basket. Ask students to write down a lingering question about mental health or the board game, or one thing they learned from the board game. All students must submit an answer.
2. Remind students about the summative quiz that they will be completing during the next lesson. This quiz will contain 35 questions. Remind students to study by reviewing the questions from the previous Cue Card Quizzes and by reading Chapter 5 of Know Before You Go.
3. Inform students that next class will start with a Gallery Walk of their posters, and all good copies of the Mental Health Posters must be submitted. Hand back any rough drafts that have feedback attached.

# Conclusion

## LESSON OVERVIEW

- 1) Warm Up
- 2) Poster Gallery Walk
- 3) Summative Quiz
- 4) Positive Mental Health
- 5) Cool Down



### Materials needed:

- Know Before You Go text
- Posters from in-class research assignment
- Sticky notes
- Summative Quiz– Handout 7A
- Stop, Start, Continue for Positive Mental Health worksheet – Handout 7B
- Identity mandala from first class
- Taking Charge of Your Health booklet – Handout 7C

### Assessment at a Glance:

1. Assessment of Learning: Summative Quiz
2. Observation and Conversation: Stop Start Continue for Positive Mental Health
3. Assessment of Learning: Identity Mandala



### Warm Up - 5 minutes

1. Welcome students into the room and tell them today will be a conclusion for the KBYG thematic unit.
2. Ask if there are any lingering questions about any of the reading homework.
3. Collect any remaining posters for the Gallery Walk and assessment.



### Poster Gallery Walk - 10 minutes

1. Display the Mental Health Posters around the room.
2. Inform students that they will be doing a Gallery Walk of the posters. They will be asked to circulate throughout the room and view all the posters created. Remind students that this will be a good review for their quiz.

3. Give students each 2 sticky notes. Tell them that as they move through the posters, they must write one thing they liked about the poster and place it below the poster. Inform students that by the end of the gallery walk, each poster must have two sticky notes under it. This means that they cannot place their sticky note under a poster which already has two, because this means another poster will not have two sticky notes.

*\* Teacher Tip: If there is an uneven distribution of students to posters, you may wish to hand out more/less sticky notes, or to supplement student's comments with your own, to ensure that each poster has 2 sticky notes underneath it.*

4. When complete, ask students to return to their seats and put away their copies of Know Before You Go.



### Summative Quiz - 15-20 minutes

1. When ready, administer the Summative Quiz. This quiz should be completed independently. The quiz is available in the handouts section of this document.
2. Collect the quiz for summative assessment.



### Resource Sharing - 10 minutes

1. Bring students into a discussion. Teacher to lead by asking:  
What are the resources you can currently access? In high school or the community? Any others?  
Teacher should scribe and create a list of resources students are able to name.
2. Affirm that students are naming useful resources. Direct their attention to page 67 and 68 to begin to look at other resources.
3. Begin an explicit run through of the resources located on page 67 and 68.

*\* Teacher Tip: You may notice that these resources are mostly Halifax-specific, and may wish to prepare some information about resources in your local area.*

4. After reviewing the resources available, ask students:
  - i. Why might people not access these resources, and what are the obstacles to accessing the resources?
  - ii. If necessary, you may suggest the following prompt to students:
    - i. A person may not access help because of self-stigma. They have placed stigma on themselves about needing mental health care.

*Or:*

- ii. A person may not access help if they do not have the technology necessary, such as a texting device or an online connection.

# Conclusion



## Positive Mental Health - 10-15 minutes

1. Tell students that in this next working activity, they will have a short page to fill out, and they will have to revisit their Identity Mandala.
2. Introduce students to page 44-45, and examine parts A-G.
3. Explain to students that the intention of the following activity is to give them a chance to reflect upon the skills, strengths, and strategies they already possess in order to promote positive mental health for themselves.
4. Teacher should demonstrate and model on the board:
  - i. Create a list/chart/web - some kind of visual that you will use to model 2-3 of the positive mental health strategies outlined on pgs. 44-45.
    - ii. Under the heading of the strategy, name a specific activity, skill, or strategy that you will start to use to support positive mental health. Be specific and rich in detail.  
For example:
 

B. Sleep  
**Start**  
"I will go to sleep at 10 pm, not having watched Netflix. Then, I will get up at 6 am with my first alarm."

C. Take Time to Relax  
**Start**  
"I will turn off all of my electronics an hour before bed. I will make sure I read every night before bed. I will choose to read for enjoyment."

E. Eat Healthy  
**Start**  
"I will cook myself good meals from home. I will pack a lunch from those home cooked meals. I will allow myself to purchase a special lunch treat on Fridays."
    - iii. After identifying "starts," model for students an example of a habit you are going to continue doing to support positive mental health, and one you will stop doing in order to promote positive mental health.  
For example:
 

D. Time Management  
**Stop**  
"I notice that I find Monday morning difficult because I am always busy on Sunday nights catching up on housework and other life-related items. I will stop overscheduling myself on weeknights so that I can have more time on Sunday nights to get to bed earlier."

G. Exercise  
**Continue**  
"I go to the gym four afternoons each week. I will continue this habit because I know it has many health benefits."

1. Inform students that they are now going to be asked to consider what actions they take (or do not take) to promote their positive mental health.
2. Inform students that you will give them the Stop, Start, Continue for Positive Mental Health Worksheet, and as they work, you will be giving their identity mandalas back to them.
3. Inform students that after they complete the Stop, Start, Continue page, they are to open the sealed Identity Mandala and locate at least one identity facet where they perhaps have noticed a growth, change, or shift in their identity over the course of the unit.
  - i. Have students do this either in a separate colour pen, or as a sentence at the bottom of the page, or by drawing an extension on the mandala, etc., but NOT by erasing the previous identification.
  - ii. Model this instruction for students using your own mandala from lesson #1.
4. Give students the Stop, Start, Continue for Positive Mental Health Worksheet.
5. Give students their sealed identity mandalas.
6. Allow students time to complete both activities.

*\* Teacher Tip: If time permits, you may want to consider completing Extension Activity #1 or #2 with students. Both activities can be found in Appendix 2.*



### Cool Down - 5 minutes

1. When the Stop, Start, Continue for Positive Mental Health Worksheet is completed, have students arrange themselves in a circle in the classroom. Encourage students to keep their identity mandalas as a reflection piece.
2. Ask each student to share one item they identified, from anywhere on the sheet. Ask: I would like to hear about what you identified in your Stop, Start, Continue. Please share one thing you noticed for yourself that you are either going to Stop, Start, or Continue doing for yourself to promote positive mental health or, share one way you have experienced an identity shift.
3. Have students go around the circle and share.
4. When complete, thank each student for their participation.
5. Give students the Taking Charge of Your Health Booklet. Explain that the booklet is a resource they can use to track their habits so that they can begin to promote their positive mental health.
6. Thank students for their participation throughout the unit.
7. You may wish to remind students of the resources available to them within the school, should they wish to follow up with someone about the content of the unit.



## Handout 7A: Summative Quiz

1 True or False?  
All the different components of our identity are usually fully developed by age 20 and will not change as we get older.

2 Which of the following is not a personality trait?

- a. How expressive you are
- b. Your sense of humour
- c. How optimistic you are
- d. Your spirituality or faith

3 True or False?  
Gender expression is a biologically hard-wired phenomenon that culture and society have limited influence on.

4 True or False?  
All of the following can influence a person's sexuality: culture; religion; family; friends.

5 True or False?  
Spirituality and religion are two words used to mean the same thing: a belief in God or some other supreme being.

6 True or False?  
You only have one learning style.

7 How do auditory learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

8 How do visual learners learn best?

- a. Through visual representations of knowledge, thoughts, ideas, and concepts
- b. Through reading and writing
- c. Through listening
- d. Through doing

- 9** How do reading/writing learners learn best?
- a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 10** How do tactile/kinesthetic learners learn best?
- a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 11** Define consent.
- 12** True or False?  
There is a generally accepted safe limit of alcohol or drug use during pregnancy.
- 13** True or False?  
Contraception only protects you from pregnancy, not STIs.
- 14** True or False?  
Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.
- 15** Name one tip listed in Know Before You Go to consider before dating, entering a romantic relationship, or having a romantic encounter.
- 16** True or False?  
Physical and mental health are two separate things.
- 17** What are the three different categories of mental health?
- 18** What is mental distress? Provide at least one example of mental distress in your answer.



## Handout 7A: Summative Quiz Cont.

- 19 What is a mental health problem? Provide at least one example of a mental health problem in your answer.
- 20 What is a mental disorder? Provide at least one example of a mental disorder in your answer.
- 21 True or False?  
A person can only be in one of the mental health categories at a time.
- 22 Name at least three of the strategies that Know Before You Go suggests for developing positive mental health.
- 23 How long does a Major Depressive episode need to last to be considered a symptom of Depression?
- 2 days
  - 2 weeks
  - 1 month
  - 2 months
- 24 True or False?  
Social Anxiety Disorder includes intense embarrassment in the presence of others PLUS avoidance of situations that put a person in the public spotlight.
- 25 True or False?  
Craving and having difficulty reducing the amount you are drinking even if you want to are BOTH signs that a person may be misusing or abusing alcohol.
- 26 A person with Bipolar Disorder experiences:
- Major Depressive episodes
  - Manic or hypomanic episodes
  - Both a and b
  - Neither a nor b
- 27 True or False?  
One of the symptoms of Panic Disorder is worrying about having another panic attack.

**28** Which of the following is a warning sign associated with a gambling problem?

- a. Having more than one job
- b. Constantly talking about gambling or money
- c. Having poor money management skills
- d. Keeping your financial situation private

**29** Generalized Anxiety Disorder affects:

- a. Twice as many men as woman
- b. Twice as many women as men
- c. As many women as men
- d. Only women and not men

**30** True or False?

Feeling sad because you did not do well on an examination or because you have had a fight with a friend are signs that a person likely has a mental disorder, perhaps Depression.

**31** True or False?

The mental illness called Schizophrenia usually begins before age 25 years AND includes BOTH delusions and hallucinations.

**32** One of the symptoms of Obsessive-Compulsive Disorder are obsessions. What is an obsession?

**33** One of the symptoms of Obsessive-Compulsive Disorder are compulsions. What is a compulsion?

**34** True or False?

There is a right way to grieve.

**35** True or False?

Most people who have lost someone close to them will grieve in the same way and will experience gradually diminishing emotional pain over time.



## Handout 7B: Stop, Start, Continue for Positive Mental Health Worksheet

Based on the suggestions from pages 44 - 45 of Know Before You Go for developing positive mental health, use the space below to identify at least one thing you could stop, start, and continue doing to promote your own positive mental health.

| Skill                 | Stop | Start | Continue |
|-----------------------|------|-------|----------|
| A. Exercise           |      |       |          |
| B. Sleep              |      |       |          |
| C. Take time to relax |      |       |          |
| D. Time management    |      |       |          |

| <b>Skill</b>                    | <b>Stop</b> | <b>Start</b> | <b>Continue</b> |
|---------------------------------|-------------|--------------|-----------------|
| E. Eat healthy                  |             |              |                 |
| F. Limit/avoid alcohol or drugs |             |              |                 |
| G. Build healthy relationships  |             |              |                 |



## Handout 7C: Taking Charge of Your Health Booklet

Why use this checklist?

This checklist is intended for youth living with depression or anxiety who are involved in psychoeducation groups or are under the care of their health provider. It aims to promote a lifestyle that may help you to improve your mental and physical health. Every day put a checkmark beside every activity that you did that day. Try to have as many checkmarks each day as possible. Please discuss with your health provider or group leaders how to best use this tool to help you better manage your health.

### Examples:

#### **Morning Organization:**

- Keep a daily schedule for every day of the week.
- Review your schedule for the day when you get up, or better yet - before you go to bed! This helps you remember what you are doing and when you are supposed to do it.
- Prepare the things you need for the day. If you're normally rushed in the morning, consider putting those things together before you go to bed.
- Make sure you have everything you need before you leave the house.

#### **Physical activity:**

- Bike riding or swimming.
- Walking.
- Taking the stairs.
- Aerobics, cardio, and dancing.
- Team sports.
- Even 30 minutes a day of exercise is good for you! Try to do your activities outdoors during daylight hours, when possible.

#### **Healthy sleep habits:**

- Avoid caffeine (e.g., coffee, tea, soft drinks, and chocolate) 4 hours before bed time.
- Avoid naps during the day.
- Wake up at the same time every day.
- Go to bed around the same time every night (even on weekends!).
- Have a regular routine before bed and follow it every night. This helps your body know that is it time to sleep.
- Try not to look at any electronic screens (e.g., computer, television, tablet/iPad, mp3 player/iPod, or phone) for at least 30 minutes (preferably one hour) before bed. The screens stimulate your brain, making it harder for you to fall asleep. Try reading a book or magazine instead.

**Healthy eating:**

- Always eat a healthy and balanced breakfast. Try to include sources of protein, whole grains and fruit.
- Drink plenty of water during the day.
- Avoid soft drinks and junk food whenever possible.
- Choose fruit as a dessert!

**Social interaction:**

- Visit a friend or invite them to your house or to a coffee shop.
- Have lunch or dinner with a friend or family member.
- Go to a movie or a concert with a friend or family member.
- Call a friend or family member to ask how they are doing.

| Day           | Activity                | Yes |
|---------------|-------------------------|-----|
| <b>MONDAY</b> | Morning organization    |     |
|               | Healthy sleeping habits |     |
|               | Physical activity       |     |
|               | Healthy eating          |     |
|               | Social interaction      |     |

| Day            | Activity                | Yes |
|----------------|-------------------------|-----|
| <b>TUESDAY</b> | Morning organization    |     |
|                | Healthy sleeping habits |     |
|                | Physical activity       |     |
|                | Healthy eating          |     |
|                | Social interaction      |     |

| Day              | Activity                | Yes |
|------------------|-------------------------|-----|
| <b>WEDNESDAY</b> | Morning organization    |     |
|                  | Healthy sleeping habits |     |
|                  | Physical activity       |     |
|                  | Healthy eating          |     |
|                  | Social interaction      |     |

| Day             | Activity                | Yes |
|-----------------|-------------------------|-----|
| <b>THURSDAY</b> | Morning organization    |     |
|                 | Healthy sleeping habits |     |
|                 | Physical activity       |     |
|                 | Healthy eating          |     |
|                 | Social interaction      |     |

| Day           | Activity                | Yes |
|---------------|-------------------------|-----|
| <b>FRIDAY</b> | Morning organization    |     |
|               | Healthy sleeping habits |     |
|               | Physical activity       |     |
|               | Healthy eating          |     |
|               | Social interaction      |     |

| Day             | Activity                | Yes |
|-----------------|-------------------------|-----|
| <b>SATURDAY</b> | Morning organization    |     |
|                 | Healthy sleeping habits |     |
|                 | Physical activity       |     |
|                 | Healthy eating          |     |
|                 | Social interaction      |     |

| Day           | Activity                | Yes |
|---------------|-------------------------|-----|
| <b>SUNDAY</b> | Morning organization    |     |
|               | Healthy sleeping habits |     |
|               | Physical activity       |     |
|               | Healthy eating          |     |
|               | Social interaction      |     |

| Day           | Activity                | Yes |
|---------------|-------------------------|-----|
| <b>MONDAY</b> | Morning organization    |     |
|               | Healthy sleeping habits |     |
|               | Physical activity       |     |
|               | Healthy eating          |     |
|               | Social interaction      |     |

\*This tool is pulled from [http://teenmentalhealth.org/wp-content/uploads/2014/08/Taking\\_Charge\\_of\\_My\\_Health1.pdf](http://teenmentalhealth.org/wp-content/uploads/2014/08/Taking_Charge_of_My_Health1.pdf)

## Thematic Unit Answer Keys

### Lesson 2

#### Cue Card Quiz #1 - Identity Answer Key:

##### Handout 2A

1. False
2. d. Your spirituality or faith
3. False
4. True
5. False. Spirituality is a sense of connection to something bigger than oneself. It comes in many different forms and is considered a universal human experience. Faith, or religion, is a strong belief that is shared by a community that helps followers find meaning in their world. Spirituality and faith/religion are two separate but common phenomena.

### Lesson 3

#### Cue Card Quiz #2 - Becoming Independent and Education Answer Key:

##### Handout 3A

1. False. You may find that more than one learning style is helpful for you.
2. c. Through listening.
3. a. Through visual representations of knowledge, thoughts, ideas, and concepts.
4. b. Learn through reading and writing.
5. d. Learn through doing.

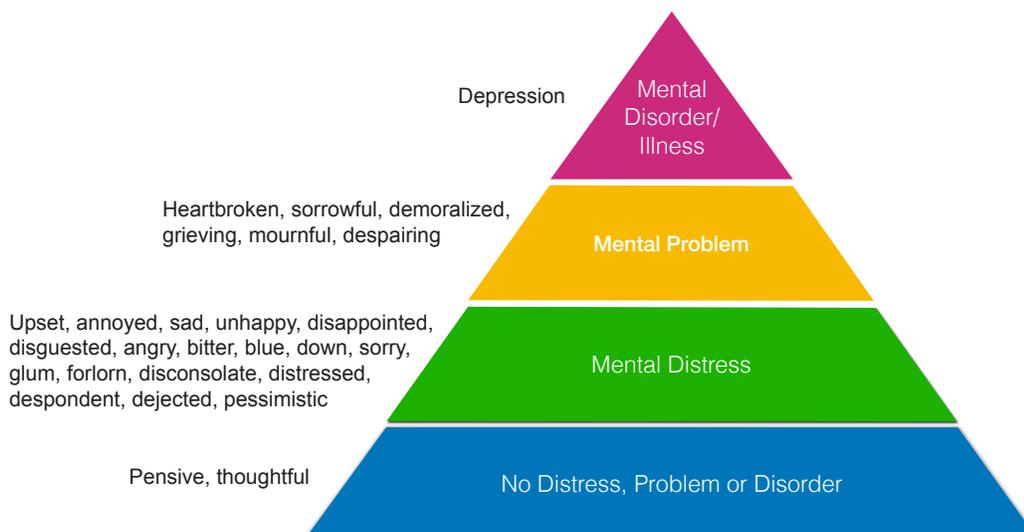
#### 'So What? Now What?' Vignettes Answer Key:

##### Handout 3C

**Mental Distress:** Characterized by a stress response, this is your body's signal that something in your environment needs to be addressed (for example: facing a final exam or going to a new school). It is the same signal whether the issue is a challenge or an opportunity.

**Mental Health Problem:** Arises from a much greater challenge in your life (for example, death of a loved one) and may require additional resources and supports to assist you in navigating that challenge.

**Mental Disorder:** A diagnosed medical illness that requires professional interventions using effective treatments to help you.



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## **Mental Health Triangle for Vignettes Activity Answer Key: Handout 3D**

Shay's Day:

Mental Disorder: Generalized Anxiety Disorder.

Mental Health Problem: Difficulty adjusting to family's move.

Mental Distress: Shay being uncomfortable doing group work in class.

More from Shay's Day:

Shay is experiencing no distress, problem, or disorder.

Shay's story exemplifies that even those living with a diagnosed mental disorder can have an experience of no mental distress, problem, or disorder.

Randall's Day:

Mental Health Problem: Grief related to grandmother's death.

Mental Distress: Forgetting assignment.

More from Randall's Day:

No distress, problem, or disorder: Randall seeking support for grief and learning about his own grieving process.

Randall's story exemplifies that someone can be experiencing a significant mental health problem, and may need professional support, without a diagnosed mental disorder.

Talia's Day:

Mental Disorder: Depression.

Mental Distress: Exams approaching.

More from Talia's Day:

Mental Distress: The doctor reminds Talia that exam stress is normal.

Talia's story exemplifies that even those living with a diagnosed mental disorder still experience mental distress, or everyday stress, unrelated to their diagnosis. People with a mental disorder may benefit from additional professional support when facing substantial life stressors.

Corbin's Day:

Mental Distress: Corbin's heavy load of extracurricular activities.

More from Corbin's Day:

Mental Health Problem: Parents' separation.

Corbin's story exemplifies that mental distress and mental health problems are not a mental disorder. It also demonstrates that someone living without a mental disorder can have an intense emotional reaction to a significant life stressor.

## **Lesson 5**

### **Cue Card Quiz #3 - Sexual Health Answer Key: Handout 5A**

1. Consent is defined in Canada's Criminal Code in s.273.1(1), as the voluntary agreement to engage in the sexual activity in question.
2. False. There is no generally accepted safe limit of alcohol or drug use during pregnancy.
3. False. Some forms of contraception also protect you and your partner(s) against STIs.
4. True

5. Be safe and choose partners who respect you and whom you respect. Find a balance that works for you and allows for time to yourself, your friends and family, and the things you enjoy. Communicate your expectations, needs, and boundaries with your partners. Remember that you are not the only person in the relationship, so listening to and respecting your partners and friends is essential. If a relationship is not working out for you, consider safe and healthy options to deal with ending it.

## Lesson 7

### Summative Quiz Answer Key:

#### Handout 7A

1. False.
2. d. Your spirituality or faith.
3. False.
4. True.
5. False. Spirituality is a sense of connection to something bigger than oneself. It comes in many different forms and is considered a universal human experience. Faith, or religion, is a strong belief that is shared by a community that helps followers find meaning in their world. Spirituality and faith/religion are two separate but common phenomena.
6. False. You may find that more than one learning style is helpful for you.
7. c. Through listening.
8. a. Through visual representations of knowledge, thoughts, ideas, and concepts.
9. b. Learn through reading and writing.
10. d. Learn through doing.
11. Consent is defined in Canada's Criminal Code in s.273.1(1), as the voluntary agreement to engage in the sexual activity in question.
12. False. There is no generally accepted safe limit of alcohol or drug use during pregnancy.
13. False. Some forms of contraception also protect you and your partner(s) against STIs.
14. True.
15. Be safe and choose partners who respect you and whom you respect. Find a balance that works for you and allows for time to yourself, your friends and family, and the things you enjoy. Communicate your expectations, needs, and boundaries with your partners. Remember that you are not the only person in the relationship, so listening to and respecting your partners and friends is essential. If a relationship is not working out for you, consider safe and healthy options to deal with ending it.
16. False. We cannot separate mental and physical health.
17. Mental distress, mental health problems, and mental disorders.
18. Mental distress is characterized by the stress response (your body's signal that something in your environment needs to be addressed). For example: facing a final exam or going to a new school. The signal (often called stress) helps you assemble your resources to solve the problem and learn new skills.
19. A mental health problem arises from a much greater challenge in your life (for example, death of a loved one) and may require additional resources and supports to assist you in navigating that challenge.

20. A mental disorder is a diagnosed medical illness that requires professional interventions using effective treatments to help you. An example of a mental disorder is Depression (other examples found from pages 46 to 65 of Know Before You Go).
21. False. A person can be in more than one category at any point in time!
22. Exercise. Sleep. Take time to relax. Time management. Eat healthy. Limit/avoid alcohol or drugs (including cigarettes and caffeine). Build healthy relationships.
23. b. 2 weeks.
24. True.
25. True.
26. c. Both a and b.
27. True.
28. b. Constantly talking about gambling or money.
29. b. Twice as many women as men.
30. False.
31. False.
32. Obsessions are frequently occurring, intrusive thoughts that feel out of your control and cause you significant distress and anxiety.
33. Compulsions are repetitive and frequent behaviours or rituals performed in an attempt to reduce anxiety caused by an obsession.
34. False. There is no right way to grieve. Everyone grieves in their own way.
35. False.

# ADDITIONAL RESOURCES

## Overview of Condensed Unit

As educators, you know what is best for your students. We encourage you to choose from the above lessons that content which best suits your needs and time allowances, especially if you need to condense the material above. We offer the following pathway as a suggested three lesson condensed unit:

### Lesson One:

- Pre Knowledge Quiz
- Introduction to KBYG
- Stress Scale Explanation
- The Interrelationship of Mental Health States Triangle Activities
- Quiz, Quiz, Trade Activity

### Lesson Two:

If Board Game

- Revisit Stress Scale
- Game play
- Game debrief

If KBYG Trivia Game

- Revisit Stress Scale
- Play KBYG Trivia Game
- Debrief

### Lesson Three:

- Warm up Word Web
- KBYG Crossword
- Post-Quiz
- Share and Review of Quiz Answers

## Student Assessment for Condensed Unit Plan

### Assessment of Learning:

| Lesson    | Assessment | Scoring                         | ELA 12: Curricular Connection  |
|-----------|------------|---------------------------------|--|
| Lesson #3 | Post-Quiz  | 20 points, 1 point per question | GCO 4: select, read, and view with understanding a range of literature, information, media, and visual texts |

### Assessment of Learning:

| Lesson    | Assessment | Scoring               | ELA 12: Curricular Connection  |
|-----------|------------|-----------------------|--|
| Lesson #1 | Pre-Quiz   | Correct Answer Review | GCO 4: select, read, and view with understanding a range of literature, information, media, and visual texts |

# Condensed Unit Lesson Plans and Supporting Materials

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## 1.0 Introduction

### LESSON OVERVIEW:

- 1) Pre-Quiz
- 2) Introduction to Know Before You Go
- 3) Stress Scale Explanation
- 4) Mental Health Triangle Matching & Labeling Activity
- 5) Mental Health Triangle Video & Descriptive Words Activity
- 6) Quiz, Quiz, Trade Activity

### Materials needed:

- Pre-Quiz
- Know Before You Go Text
- Stress Scale Handout
- Mental Health Triangle Activities Handout
- Quiz, Quiz, Trade Activity

### Warm up: Pre-Quiz - 5 minutes

1. Ask students to take a few minutes to complete the pre-quiz (Handout 1A). Inform students that this pre-quiz is a formative assessment. During the third lesson, students will receive the quiz again. This time, the quiz will be a summative assessment. After completing the quiz in the third lesson, students will be given the correct answers. Answer key can be found at the end of Lesson 3.

*\* Teacher Tip: If you feel that the format of the quiz is not appropriate for your classroom, modify and adapt as needed.*

### Introduction to Know Before You Go - 5 minutes

*\* Teacher Tip: If you wish to spend more time activating prior knowledge, perhaps begin this activity with posing the following questions: What is mental health? Is mental health good or bad? Why? Continue discussing until you feel it is appropriate to move on.*

1. Introduce students to the Know Before You Go text. Tell students;  
“Know Before You Go is a resource that is intended for Grade 12 students as they transition from high school to post-secondary education and/or employment. This life skills resource helps students like yourselves anticipate, identify and navigate situations that you will most likely encounter when entering the realm of post-secondary education or the workforce. It contains information on many topics that you may have not been exposed to yet as you learn to become independent. This includes information regarding paying bills, study skills, roommate issues, managing relationships and understanding more about your identity.”
2. Ask students if they have any questions about the text before continuing on.
3. Once any questions have been addressed, distribute the Stress Scale Handout to students.

*\* Teacher Tip: If time permits, give students a few minutes to flip through the book. Ask students which topics interest them and why. Discuss their answers as a class.*

## Stress Scale Explanation - 10 minutes

1. Introduce students to the concept of the Stress Scale, using the Stress Scale handout, and supporting PowerPoint materials (Handout 1B & <http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). Tell them that understanding the Stress Scale will be pivotal in playing the board game in a later lesson. Begin your explanation by showing students the Stress Scale and asking them to explain it to you.

Ask students:

What do you think each of the three sections represents in relation to how we experience stress? What do you notice about the colours in each section? How do you think each emoji relates to each section? Do you think all stress is bad for us? Allow for a moment of discussion.

2. Begin with the green zone and explain that this is optimal stress. Tell students:
  - i. We are often given messages, through media and other sources, that stress is our enemy. For example, you often hear or read advertisements coaxing us to think that we can “be stress free” and telling us about the new thing we need in order to be “stress free”. The fact is, most stress helps us learn to adapt. Some forms of stress are very unhealthy, but they are not common.
  - ii. Our ability to adapt to stress is important to our ability to succeed in life. This area (the green area), optimal stress, represents a state where you are just stressed enough to be successful. It’s important to remember that when we are in optimal stress, there is likely a feeling of uncertainty. We are worried, concerned, nervous or perplexed. These feelings are your body preparing you for a challenge, but a challenge you are entirely capable of facing. But we’re still able to function and function well, actually. Stress prompts us to prepare for events like tests, exams, presentations, important social gatherings. This moderate stress often brings about our best performance. It takes time and practice for us to find the “just right” level of stress that we need to perform well, we call it the “sweet spot”!
3. Direct students’ attention to the yellow zone on the Stress Scale. Tell students:
  - i. This yellow area is apathy. The definition of apathy is to lack interest, enthusiasm, or concern. It is indifference.
  - ii. If you were in an apathetic state, you may not care enough about the things happening in your world. This is having too little emotion, and not enough productive stress.
  - iii. If unchallenged, apathy can result in important things slipping between the cracks, such as an assignment you may not have put your best effort into, or a wrongdoing you did not apologize for, which ultimately led to the end of a friendship or significant relationship.
  - iv. Apathy leads to poor performance throughout our daily activities.
4. Direct students’ attention to the red zone on the Stress Scale. Tell students:
  - i. This is overload. The definition of overload is an excessive load or amount.
  - ii. Overload refers to a time where you are so stressed, you are no longer able to function productively through an average day.
  - iii. When you are in overload and are no longer able to function through an average day, you may need to seek professional, or additional help in order to reduce your stress load and come back to that optimal stress range.
  - iv. Sometimes, a single significant, upsetting life event (such as a death of a loved one) may push a person directly into overload. Sometimes, the stressor may not seem significant to others, and yet have a substantial impact on the person who is experiencing it.
5. Pause for a moment and allow students to ask any pressing questions. If ready to move on, continue explaining to students that there are two more important ideas to remember with the Stress Scale:

i. You'll notice that this Stress Scale is just that - a scale. The units on this scale are used as a way of thinking about how much stress we are experiencing. The scale is used as a tool for making this topic understandable; it is not a hard and fast measure that explains how any one individual experiences stress.

ii. Similarly, not everyone has the same 'amount' of stress and, certain things that may put stress on you may not put the same amount of stress on others. It is important to remember that while there are many stressors that will create similar experiences for most of us, we can experience similar stressors differently.

6. Ask students if there are any pressing questions. Spend time here accordingly.

*\* Teacher Tip: Pause and check for student understanding where you see fit. Consider asking students follow-up questions or providing examples that are relevant to your classroom.*

### **Mental Health Triangle Matching & Labeling Activity - 10 minutes**

1. Give students the Mental Health Triangle Activities page.

2. Explain to students the purpose of the activity is to define various mental health states and gain a better understanding of the various mental health states.

3. Students are to use the Labels and Definitions to:

#### **Part A:**

i. Label each part of the Mental Health Triangle with what they think is the correct label.

ii. Link the label of each section to a provided definition.

#### **Part B:**

iii. Write the matching definition on the appropriate section of the triangle.

*\* Teacher Tip: This activity was designed to be completed individually, but if it is more appropriate, adapt the activity to be completed in partners, small groups, or as a whole class. For a more hands-on approach, consider cutting the labels and definitions into strips, and having students place them on the triangle accordingly. The strips can then be moved into the correct positions during the upcoming activity.*

### **Mental Health Triangle Video Activity - 15 minutes**

(Approximately 10 minutes for the video, and 5 minutes for any appropriate adjustments)

1. Introduce the Mental Health Triangle video.

2. Tell students that the video contains Dr. Stan Kutcher explaining the mental health triangle.

3. Inform students that they will be tested on this triangle; on the labels, the definition, and corresponding descriptive words - in the next lesson.

4. Tell students that they will need to listen to the video to get the correct information in order to study for the next lessons' assignment.

5. When ready, play the video for students.

Note that the video is available through the link below:

<https://www.youtube.com/watch?v=LsowyMnqCRs&t=3s>

6. After the video has ended:

i. Ask students to complete Part C of the Mental Health Triangle Activities page.

ii. Complete a brief check-in to ensure that students have the correct labels on the spaces. Address any questions students may have.

## Mental Health Triangle Descriptive Words - 5 minutes

1. Ask students to complete Part D of the Mental Health Triangle Activities page.
2. See the provided list of descriptive words on the page. You may want to write a random sampling of these words on the board for students.
3. Ask students to take a moment and 'plot' the words onto the triangle. For example, if prompted with "I am relaxed", the appropriate triangle place is 'No distress, problem, or disorder'. Model activity for students using 2-3 of the descriptive words.
4. Allow students time to complete this task.
5. As a group, correct the placement of the words. Note for students that these words will be a part of their test in the following class, and therefore they should do their best to get the correct words linked.
6. End the activity by discussing the importance of appropriate language use for describing mental health. For example, "This is depressing" is a common descriptor of mental health. Using this colloquial phrase as an example, you may wish to spend a few moments emphasizing for students the importance of appropriate descriptors of mental health.
7. Review the answers to the Mental Health Triangle Activities page with students.
8. Provide students with Main Takeaways handout page to assist with their understanding of the Mental Health Triangle.

*\* Teacher Tip: This activity was designed to be completed individually, but if it is more appropriate, adapt the activity to be completed in partners, small groups, or as a whole class. For a more hands-on approach, consider writing each descriptive word on a sticky note. Divide the sticky notes between students, pairs, or groups and have them decide where they fit on the triangle.*

## Cool Down: 'Quiz, Quiz, Trade' - 10 Minutes

1. Tell students you will be ending class with a fact-testing, myth-busting activity. For this activity, print one copy of the Quiz, Quiz, Trade questions, single sided, and cut into cards.
2. Tell students their task is to meet with another student.
3. Tell students that when meeting, they should greet one another and decide who will begin the activity.
4. As a pair, they will then ask each other the question they will each have on their cards (Quiz, Quiz, Trade Activity Cards).
5. Students may access Know Before You Go attempt to locate the correct answer.
6. After each student has asked and answered their question, including sharing the correct answers, they will then swap cards.
7. Each individual must then go to find another individual to quiz. You may wish to model steps #3 to #6 with another student.
8. Students will do this activity for approximately ten minutes.



## Handout 1A: Know Before You Go – Pre-Quiz

- 1** True or False?  
Gender expression is a biologically hard-wired phenomenon that culture and society have limited influence on.
- 2** True or False?  
All of the following can influence a person's sexuality: culture; religion; family; friends.
- 3** True or False?  
Spirituality and religion are two words used to mean the same thing: a belief in God or some other supreme being.
- 4** True or False?  
You only have one learning style.
- 5** How do visual learners learn best?

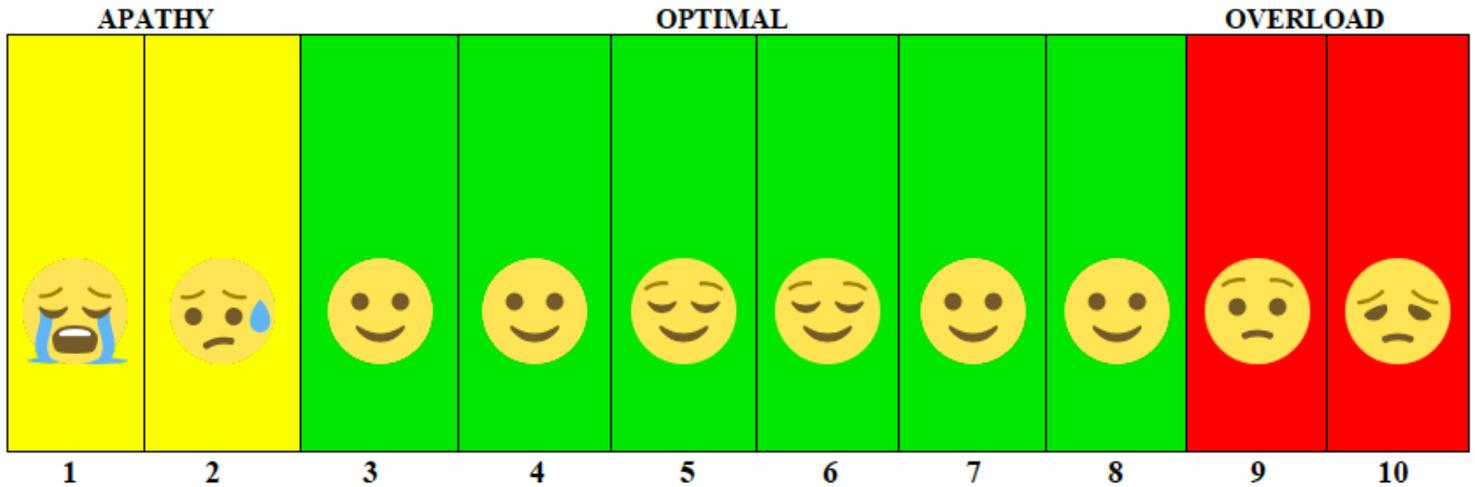
  - a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 6** How do tactile/kinesthetic learners learn best?

  - a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 7** True or False?  
There is a generally accepted safe limit of alcohol or drug use during pregnancy.
- 8** True or False?  
Contraception only protects you from pregnancy, not STIs.
- 9** True or False?  
Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.
- 10** True or False?  
Physical and mental health are two separate things.

- 11** True or False?  
Social Anxiety Disorder includes intense embarrassment in the presence of others PLUS avoidance of situations that put a person in the public spotlight.
- 12** True or False?  
Craving and having difficulty reducing the amount you are drinking even if you want to are BOTH signs that a person may be misusing or abusing alcohol.
- 13** A person with Bipolar Disorder experiences
- Major depressive episodes
  - Manic or hypomanic episodes
  - Both a and b
  - Neither a nor b
- 14** True or False?  
One of the symptoms of Panic Disorder is worrying about having another panic attack.
- 15** Which of the following is a warning sign associated with a gambling problem?
- Having more than one job
  - Constantly talking about gambling or money
  - Having poor money management skills
  - Keeping your financial situation private
- 16** Generalized Anxiety Disorder affects:
- Twice as many men as woman
  - Twice as many women as men
  - As many women as men
  - Only women and not men
- 17** True or False?  
Feeling sad because you did not do well on an examination or because you have had a fight with a friend are signs that a person likely has mental disorder, perhaps Depression.
- 18** True or False?  
The mental illness called Schizophrenia usually begins before age 25 years AND includes BOTH delusions and hallucinations.
- 19** True or False?  
There is a right way to grieve.
- 20** True or False?  
Most people who have lost someone close to them will grieve in the same way and will experience gradually diminishing emotional pain over time.



## Handout 1B: Stress Scale Example Handout



Charley

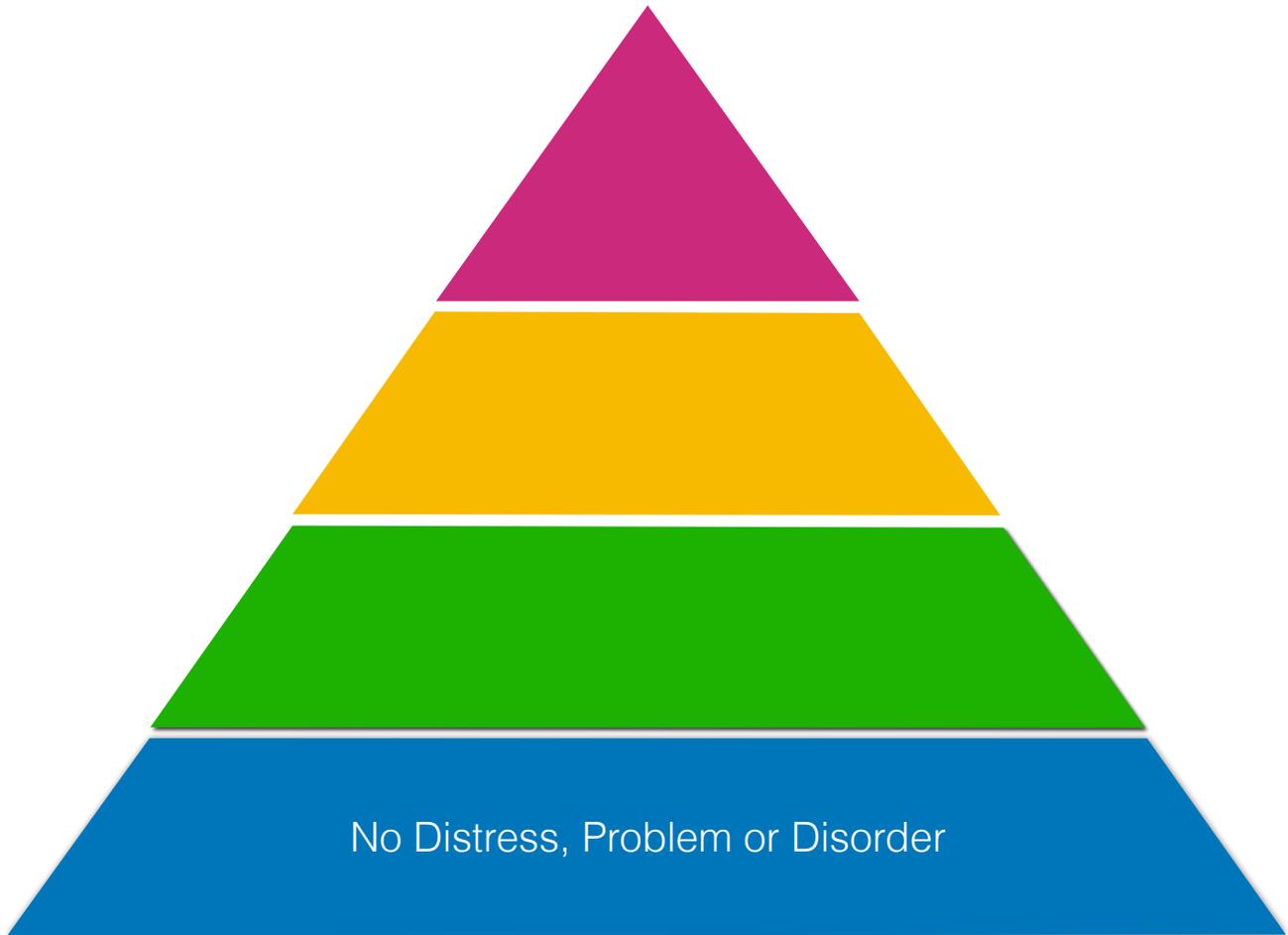
You are female. You have a very high athletic ability, but you struggle academically.

It's important to recognize and acknowledge that some optimal stress states can be uncomfortable and uneasy but they can also be rewarding and satisfying. Both positive and negative emotional states can occur, concomitantly, with optimal stress.



# Handout 1C: Mental Health Triangle Matching & Labeling Activity

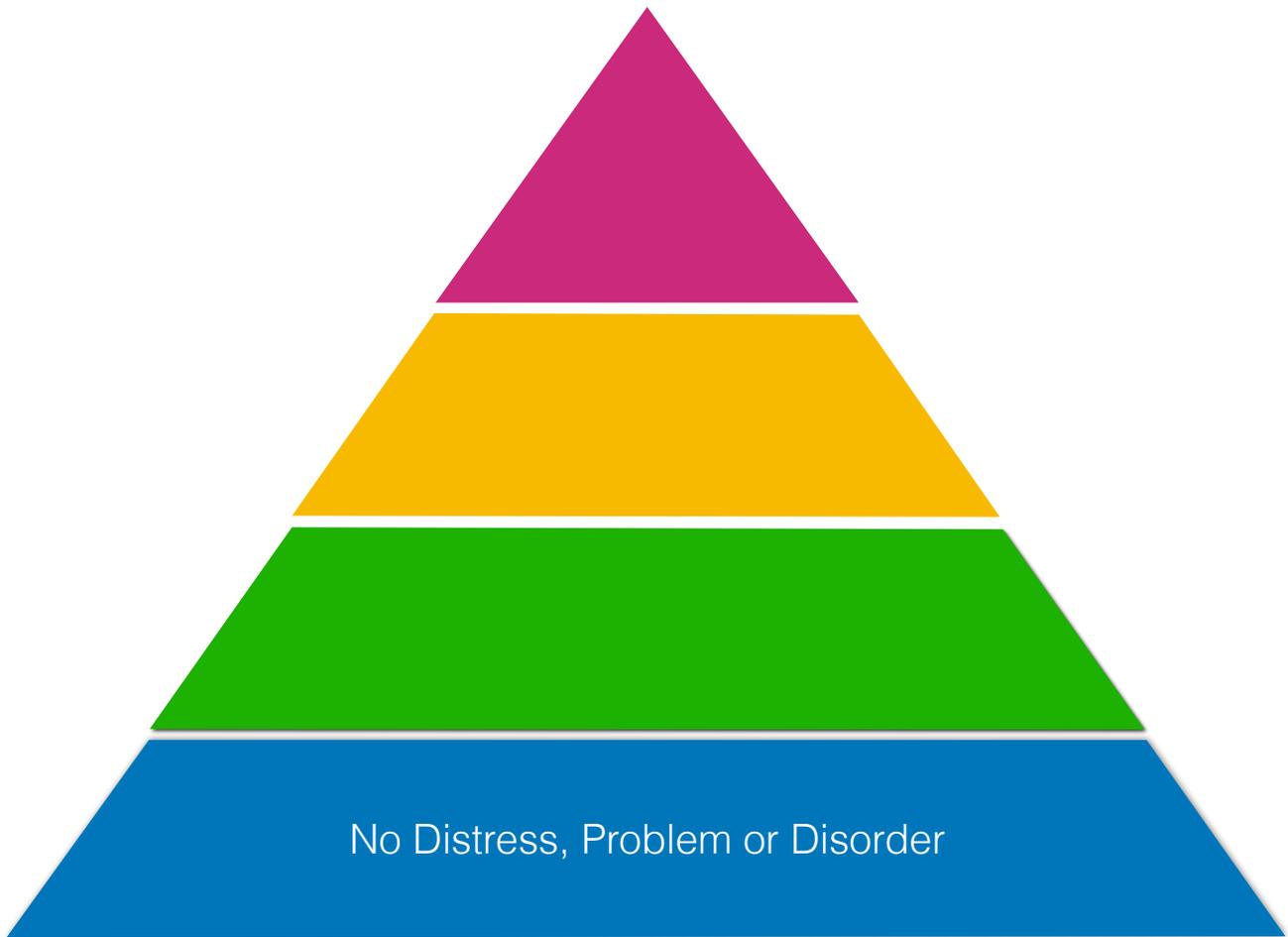
**Part A:** Label the triangle using the labels in the table below.



**Part B:** Match the labels with the correct definitions.

| Labels:               | Definitions:   |
|-----------------------|--|
| Mental Distress       | A diagnosed medical illness that requires professional interventions using effective treatments to help you.   |
| Mental Health Problem | Arises from a much greater challenge in your life (for example, death of a loved one) and may require additional resources and supports to assist you in navigating that challenge.  |
| Mental Disorder       | Characterized by a stress response, this is your body's signal that something in your environment needs to be addressed (for example: facing a final exam or going to a new school). |

**Part C:** Label the triangle based on the information presented in the video.



**Word Bank:**

Depressed, heartbroken, upset, pensive, sorrowful, annoyed, thoughtful, demoralized, sad, grieving, unhappy, mournful, disappointed, despairing, disgusted, angry, bitter, blue, down, sorry, glum, forlorn, disconsolate, distressed, despondent, dejected, pessimistic



## Handout 1D: Quiz, Quiz, Trade Activity Cards

\*Cut horizontally and have student fold cards so one side is the statement and the other side is the answer.

|  |   |
|--|---|
| 1. Resiliency is being able to cope with all of life's stressors completely on your own. | Answer: Myth! Resiliency means having the skills to be better able to adapt to the inevitable stresses of everyday life. Being able to reach out to others for support is a key component of being resilient. (pg. 17)  |
| 2. Most everyday stress is not harmful.  | Answer: Truth! Experiencing stress is normal and an expected part of everyday life. Most everyday stress is not harmful. On the contrary, it can be healthy and is part of how we learn to become resilient and develop skills that we need to adapt to the challenges life brings us. (pg. 17) |
| 3. Your identity is fully developed by age 25.   | Answer: Myth! Your identity will change as you evolve throughout your life. (pg. 1)   |
| 4. Spirituality and faith are different things.  | Answer: Truth! Spirituality and faith/religion are two separate but sometimes related common phenomena. (pg. 11)  |
| 5. Our values come from within us and are not shaped by outside influences.              | Answer: Myth! Values come from our homes, parents, communities, schools, peers, culture, religious or spiritual teachings, people we appreciate, respect and cherish, and society in general. (pg. 7)   |
| 6. Mistakes can have value.  | Answer: Truth! Don't expect to get every decision right. We learn valuable lessons from all of the wrong decisions that we make! (pg. 18)   |

|  |   |
|--|---|
| 7. Solitude is harmful.  | Answer: Myth! Spending a certain amount of time alone can help us to pause, recharge, and reflect on life. Different people need different amounts of solitude, so opt for however much feels right for you. (pg. 22)   |
| 8. Becoming involved in activities that interest you can aid in building relationships.              | Answer: Truth! Your involvement can lead to meeting others that have similar interests to you. (pg. 21)   |
| 9. Loneliness is not normal.   | Answer: Myth! Change is never easy and it is normal to feel lonely if you are in a new place and are looking to build new relationships. If you are experiencing loneliness over an extended period of time, try to change your daily patterns and connect more with people. (pg. 22) |
| 10. It is important to consider things such as class size when applying for post-secondary programs? | Answer: Truth! Asking yourself questions such as whether you prefer bigger, lecture-type classes or smaller, discussion-based classes could impact your post-secondary experience. Also, understand that you may not always have the option for your preference. (pg. 31)             |
| 11. You only have one learning style.  | Answer: Myth! You may find that more than one learning style (auditory, visual, reading/writing, tactile/kinesthetic) is helpful for you. (pg. 32)  |
| 12. Caffeine can increase feelings of anxiety and restlessness.                                      | Answer: Truth! Too much caffeine can increase feelings of anxiety and restlessness. However, caffeine in moderation can be helpful (just know your limits!). (pg. 35)   |

|   |   |
|---|---|
| <p>13. Studying in a group is always distracting and unproductive.</p>                | <p>Answer: Myth! Sometimes studying with your classmates can help with areas you find difficult. (pg. 35)</p>   |
| <p>14. Rewarding yourself can be helpful when setting goals.</p>                      | <p>Answer: Truth! Reaching goals you set is an accomplishment. When you set your goals, also decide on the reward you will get once you reach that goal. Make sure you reward yourself for all the small goals along the way to your larger goals as well! This may help keep you motivated. (pg. 36)</p> |
| <p>15. Life should be stress-free.</p>  | <p>Answer: Myth! Nobody lives a life that is stress-free. Engaging with and learning from the usual stresses of life helps each of us build resilience (pg. 38)</p>   |
| <p>16. We tend to learn more from our failures than our successes.</p>                | <p>Answer: Truth! When you fail at something (and you will), use that experience to help you develop new skills and strategies. This is called building resilience. (pg. 38)</p>  |
| <p>17. A person cannot experience mental health when they have a mental disorder.</p> | <p>Answer: Myth! A person can have mental health and a mental disorder at the same time. (pg. 42)</p>   |
| <p>18. Experiencing mental distress is an everyday part of life.</p>                  | <p>Answer: Truth! Mental distress is normal, expected, and necessary for growth and resilience. (pg. 42)</p>  |

|  |   |
|--|---|
| <p>19. Physical health and mental health are unrelated.</p>  | <p>Answer: Myth! What is good for your bicep is also good for your brain! Indeed, we are now realizing that we cannot separate mental and physical health. After all, your brain is a part of your body. (pg. 40)</p>                                 |
| <p>20. Taking time to relax is a waste of time.</p>  | <p>Answer: Myth! Taking time each day to do something that you find relaxing is important for your mental health. It might be listening to music, reading a book, talking to a friend, or meditating – whatever you find to be relaxing. (pg. 44)</p> |
| <p>21. Most teenagers need 8-9 hours of sleep each night.</p>  | <p>Answer: Truth! Sleep is an important part of staying healthy. Although the amount necessary varies from person to person, most teenagers need 8-9 hours of sleep each night. (pg. 44)</p>  |
| <p>22. Depression often begins during early childhood.</p>   | <p>Answer: Myth! It often begins during the teenage years. (pg. 46)</p>   |
| <p>23. If someone in your family struggles with alcohol or drug abuse, you may be at risk for misuse.</p>                                      | <p>Answer: Truth! (pg. 50)</p>  |
| <p>24. Someone living with Bipolar Disorder experiences manic or hypomanic episodes but rarely, if ever, experiences a depressive episode.</p> | <p>Answer: Myth! Symptoms of Bipolar Disorder include manic or hypomanic episodes AND depressive episodes. (pg. 52)</p>   |

|   |  |
|---|--|
| <p>25. Generalized Anxiety Disorder (GAD) affects twice as many women as men.</p>   | <p>Answer: Truth! (pg. 62)</p>   |
| <p>26. There is a right way to experience grief.</p>  | <p>Answer: Myth! There is no right way to grieve – everyone grieves in their own way. (pg. 66)</p>   |
| <p>27. Someone living with Obsessive-Compulsive Disorder (OCD) may experience obsessions which can be realistic or unrealistic.</p> | <p>Answer: Truth! Obsessions may or may not be realistic. Some examples include obsessive thoughts about contamination by germs, doubt about whether a particular action was performed (e.g., was the front door locked?), having things in a particular order, or impulses to do something they wouldn't typically do. (pg. 65)</p> |
| <p>28. Schizophrenia usually begins after age 25.</p>   | <p>Answer: Myth! Schizophrenia affects 1% of people over the course of their lifetime and usually begins prior to age 25. (pg. 63)</p>   |
| <p>29. Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.</p>             | <p>Answer: Truth! (pg. 71)</p>   |
| <p>30. Having information on safer sex can contribute to making safe and informed decisions about sex.</p>                          | <p>Answer: Truth! This information contributes to positive sex-related outcomes and minimizes the risk of unintended pregnancy and Sexually Transmitted Infections (STIs). (pg. 70)</p>  |

## 2.0 - A: Board Game Play

### LESSON OVERVIEW

- 1) Revisit the Stress Scale
- 2) Game Play Introduction
- 3) Game Play (or KBYG Trivia Game as alternative)
- 4) Debrief
- 5) Quiz Reminder - Hotlists

### Materials needed:

- The Stress Scale Handout (extra copies if needed)
- Board Games
- Know Before You Go Text
- Board Game Pack Up List
- KBYG Trivia Game Alternative

### Warm Up: Revisit the Stress Scale - 2 minutes

1. Inform students that this class they will be spending time with a Mental Health Literacy Board Game. Tell them that the board game is built directly from Know Before You Go, and will be an opportunity to apply some of the ideas they have already learned through the board game.
2. Revisit the Stress Scale with students. If necessary, use the Stress Scale handout (Handout 1B from previous lesson), and supporting PowerPoint materials (<http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). Tell students that the Stress Scale is a pivotal item in the board game, so they must understand what it means.

Begin by asking students to pair up and take turns explaining the Stress Scale to one another based on the discussions had during the previous lesson. Circulate to check for student understanding. When you feel it is appropriate, review the Stress Scale with students.

- i. Remind students of the definitions of apathy, optimal stress, and overload.
- ii. Optimal Stress (Green Zone): represents a state where you are just stressed enough to be successful. It's important to remember that when we are in optimal stress, there is likely a feeling of uncertainty. We are anxious. But we're still able to function and function well, actually. Stress prompts us to prepare for events like tests, exams, presentations, important social gatherings. This moderate stress often brings about our best performance! This green zone is where you want to be as much as possible throughout the whole game.
- iii. Apathy (Yellow Zone): to lack interest, enthusiasm, or concern; indifference. If you were in an apathetic state, you may not care enough about the things happening in your world. This is having too little emotion, and not enough productive stress.
- iv. Overload (Red Zone): an excessive load or amount. Overload refers to a time where you are so stressed, you are no longer able to function productively through an average day.
- v. Pause for a moment and allow students to ask any pressing questions.

### Game Play Introduction - 8 minutes

#### Part A:

1. Introduce students to Know Before You Go - The Board Game. You may tell students: Know Before You Go is a collaborative board game, meaning that you must work together in order to win. You win the game when all players graduate from high school (in the game!). The game takes place over five rounds of play, similar to the four terms and final exams you will all experience in this final year of high school.

One round is completed when each player has had a chance to play. The fifth round represents your final exams, and is played differently than the previous four rounds. At the end of the fifth round of play all game players must be in the optimal stress zone (the green zone) to win. To be in the optimal stress zone, you must earn and share resources (trivia cards). You earn these resources in the first four rounds of play.

In the fifth and final round- the final exam round -SIX event cards are drawn, and they affect the entire group. You can then share your resources among you to help one another be in the optimal stress zone (the green zone) so that you can ALL graduate or, win the game! Remember, to win you must ALL graduate or be in the optimal stress zone (the green zone). Good luck!

*\* Teacher Tip: We recognise that not all students will take final exams. Adapt the language as needed to fit your classroom population. For example, perhaps the final round is referred to simply as "graduation".*

2. Divide into groups of 5-7 people per group and give each group a copy of the board game. Note: the game is designed to be playable to up to ten players, if necessary. Please divide students as best suits your classroom.
3. Using the Board Game PowerPoint resource, walk students through the board game process and set up OR have students figure out how to play the game by using the instructions hand out located in the game.

*\* Teacher Tip: You may want to ask students to complete specific tasks related to setting up gameplay, such as rearranging desks, shuffling cards, setting up the board game, etc.*

#### **Part B:**

1. Review the following Game contents:
  - 1 board
  - 10 dice
  - 10 coloured pairs of place markers
  - 10 Stress Scales (character cards)
  - Event Cards
  - Trivia Cards
  - Hallway Cards
  - 1 timer

#### **How to play:**

Setting up the game:

1. Set up the board and place each deck of cards next to the board.
2. Each player chooses ONE Stress Scale (character card), TWO matching game pieces, and ONE die.
3. Each player places ONE game piece in the center of optimal stress (green zone) on their Stress Scale and ONE game piece in any room on the board.
4. Choose one player to roll first.

#### **On your turn:**

Roll the die and move in any direction around the board.

If you land in a room:

1. Have another player pick up a Trivia Card and read you the question.

2. Once the card is read aloud, start the timer. You have one chance to answer the question correctly. If you are unsure, you may consult Know Before You Go by using the corresponding page number on the question card, but only if you have not yet guessed the answer.
3. If you answer the question correctly, keep the card. If you do not answer the question correctly, return the card to the bottom of the deck.
4. If your game piece lands at any square that is touching the swinging door to a room, you may advance inside of the room.

*\* Teacher Tip: Please note, if the inclusion of a timer is not appropriate for your classroom, feel free to omit it. Similarly, you may wish to provide more support to students while they answer the questions. The purpose of the game is for students to interact with the content of Know Before You Go in a memorable way. If necessary, adapt the game to make this experience memorable and accessible for your students.*

### **If you land on a white space:**

1. Draw a Hallway Card.

Hallway cards come in three different forms:

- **Go to Room Card:** these cards specifically tell you to go to a room and draw a certain amount of trivia cards.
- **Positive/Negative Hit Card:** these cards are designed to move your character up and down their Stress Scale.
- **Event Card:** these cards instruct you to pick up an event card, which you will then play through. The event card affects all players.

If you draw a **Go to Room Card**, follow the instructions on the card.

If you draw a **Positive/Negative Hit Card**, follow the instructions on the card.

If you are asked to draw an **Event Card**:

- Event cards affect all players. They are designed to represent everyday challenges or experiences in life.
- Begin by reading aloud the introductory paragraph.
- Next, everyone rolls their die.
- Players must then follow the outcome on the event card based on the number rolled on their die.

### **The next player takes their turn.**

### **After everyone has a turn, one round has been completed:**

At the end of each round it is a good idea to pause and check-in with one another. Take note of which zone everyone is in. Is anyone still in optimal stress? After the check-in, continue onto the next round thinking about how you might use or share your resource cards in round five to help everyone be in the optimal stress zone (the green zone).

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### **After four rounds of the game:**

1. Play the final, fifth round which represents your final exams. During this round, no one moves around the board and no one collects any resources.
2. Each player takes a turn drawing and playing an Event Card, up to SIX event cards. Remember, the results of the Event Card apply to all players.
3. Once all six event cards have been played, check-in with one another to see where everyone is at on their Stress Scale. At this time, any player can “spend” (or use) any trivia card to help themselves or others reach the green zone of optimal stress. Use any trivia cards necessary to get everyone into optimal stress (green zone). Once you use the trivia card, you must return it. Each trivia card spent is equal to +/- one stress point.
4. If you have collected and shared enough resources to get everyone into the optimal stress zone (the green zone), congratulations, you have all won the game and graduated from high school!

### **Game Play - 30-40 minutes**

1. Have students spend time playing the game. Ideally, they will get through five rounds of the game in this time. If they manage more, or less, that is okay. Do this for approximately 30-35 minutes. With approximately 15 minutes left in play, encourage students to begin their EXAM round, as soon as they are able to.
2. With about five to ten minutes remaining in this time, no matter where they are in game play, have students pause to CHECK IN with each other. Ask them if they are able to share earned resources in order to get everyone to optimal stress and beat the board.
3. Note that, even if they do not beat the board, there is a learning experience to be had. Some groups will manage to beat the board and others will not. Have them discuss what may be at play in this.
4. When finished, have students complete the Board Game Pack Up Checklist to ensure that all pieces are returned to the correct location.

### **Debrief and Cool Down - 5-10 minutes**

Discuss the following questions with students:

1. Have a general discussion with students about the experience of the game play. If helpful, use some of the following prompt questions:
  - i. What did you notice about the stress points? Do they help you in understanding stress?
  - ii. What was the effect of the event cards? Do you feel these event examples are a possible part of the high school experience?
  - iii. Did working through the game help you understand stress better?
  - iv. What was it like to try to win as a group? Was this possible? Was it difficult? Did it make sense?
  - v. What are your overall impressions of playing the board game? What thoughts stick out for you?
2. Remind students of their quiz during the next lesson. Give each student a copy of the “hotspots” review sheet (Handout 2B). Tell students that they should spend time reading the sections of the text notified on the hotspots review sheet in preparation for the quiz.



## Handout 2A:

### Board Game pack up checklist:

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

### Board Game pack up checklist:

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

### Board Game pack up checklist:

- 1 board
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- 10 Stress Scales
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- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.

### Board Game pack up checklist:

- 1 board
- 1 deck of Trivia Cards
- 1 deck of Hallway Cards
- 1 deck of Event Cards
- 10 Stress Scales
- 10 dice
- 10 pairs of playing pieces
- 1 set of gameplay instructions
- We have checked the floor of our area for any stray cards or pieces.



## Handout 2B: Hotspots Review Sheet

### Sections to review:

- Spirituality/Faith (Page 11)
- Sexuality (Page 12)
- Gender Expression (Page 13)
- Academics – Learning Styles (Page 32)
- Mental Health (Page 41-42)
- Depression (Page 46)
- Social Anxiety Disorder (Page 48)
- Drug & Alcohol Misuse (Page 50)
- Bipolar Disorder (Page 52)
- Panic Disorder (Page 54)
- Gambling Problems (Page 58)
- Generalized Anxiety Disorder (Page 62)
- Schizophrenia (Page 63)
- Grief & Loss (Page 66)
- Sexual Health (Page 72)

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## 2.0 - B: KBYG Trivia Game Alternative

### LESSON OVERVIEW

- 1) Warm Up
- 2) KBYG Trivia Game Set-Up
- 3) KBYG Trivia Game Gameplay, Debrief
- 4) Cool Down - Quiz Reminder

### Materials needed:

- KBYG Trivia Game PowerPoints
- Know Before You Go Text
- Hotspots Review Sheet - Handout 2B
- Sticky Notes

### KBYG Trivia Game Set-Up - 10 minutes

1. When prepared, transition into the KBYG Trivia Game. It is suggested that students divide into two teams and have the opportunity to collaborate to locate the answers.
2. Review the expectations for competitive gameplay as it feels best for your classroom environment.
3. Give each student a copy of Know Before You Go. Inform them that each of the KBYG Trivia Game questions contains a page number which is a reference to a page in Know Before You Go. If they wish, they may use this to locate the correct answer.

### KBYG Trivia Game Gameplay & Debrief - 45 minutes

1. Play through the KBYG Trivia Game PowerPoint with students (found under Lesson 6: <http://teenmen.talhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>). In the supporting materials, there are two versions of the game. Instructions as how to operate the game are included in each PowerPoint. If time permits and student engagement is high, play the second version of the game.
2. KBYG Trivia Game Debrief Questions:
  - i. Was playing the game more engaging than reading the book?
  - ii. Did the game help you to understand the content of Know Before You Go?
  - iii. Do you have any lingering questions about the content of the KBYG Trivia Game or anything else?

### Cool Down - 5 Minutes - Quiz Reminder

1. Remind students of their quiz during the next lesson. Give each student a copy of the “hotspots” review sheet (Handout 2B). Tell students that they should spend time reading the sections of the text notified on the hotspots review sheet in preparation for the quiz.

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## 3.0 Conclusion

### LESSON OVERVIEW

- 1) Warm Up: Brainstorm Web
- 2) KBYG Crossword
- 3) Post-Quiz Administration
- 4) Share and Review Correct Quiz Answers
- 5) Cool down

#### Warm Up: Brainstorm Web - 5 minutes

1. As students enter the room, have the skeleton of a brainstorm web displayed for students to view. In the center of the brainstorm web, write “Know Before You Go”. Leave the rest of the word web empty.
2. Ask students to take out a sheet of looseleaf and recall as many things from the previous Know Before You Go lessons as they can, using a brainstorm web format. You may wish to have students work individually, in partners, or in small groups. Give students two minutes to complete this portion of the activity.
3. Spend a few minutes asking students to share what they remember. If you wish, build a class-wide brainstorm web as students provide answers.

*\* Teacher Tip: You may wish to include a few visuals from the unit on the board as students are completing this activity i.e., The Mental Health Triangle, The Stress Scale, the cover of Know Before You Go. You may also wish to encourage students to draw or doodle images to activate their prior knowledge.*

#### KBYG Crossword: - 10-15 minutes

1. Give students the Mental Health Literacy Crossword. Inform students that all of the clues are items that were addressed in their experience with Know Before You Go so far. Allow students to use their books to complete this crossword. If more appropriate, give students the KBYG Adapted Crossword and Word Bank. This version of the crossword contains fewer clues.
2. If time permits at the end of the lesson, go through crossword answers with students. Prior to reviewing the crossword answers, please have students complete the post-quiz and review the quiz answers.

*\* Teacher Tip: If appropriate, have students work in pairs or small groups to complete this activity.*

#### Post-Quiz: - 10 minutes

1. Ask students to complete the post-quiz.
2. Collect quiz from students for summative assessment.

#### Share Quiz Answers: - 20 minutes

1. Use the slideshow provided (<http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>) to review the correct answers of the quiz with students. Ask students to follow along in the book.
2. As needed, address and unpack any questions that students may have during this time.

#### Cool down: - 5-10 minutes

1. Thank students for their participation in the unit.
2. If time permits, go through crossword answers with students.



## Handout 3A: Know Before You Go – Post-Quiz

- 1** True or False?  
Gender expression is a biologically hard-wired phenomenon that culture and society have limited influence on.
- 2** True or False?  
All of the following can influence a person's sexuality: culture; religion; family; friends.
- 3** True or False?  
Spirituality and religion are two words used to mean the same thing: a belief in God or some other supreme being.
- 4** True or False?  
You only have one learning style.
- 5** How do visual learners learn best?
  - a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 6** How do tactile/kinesthetic learners learn best?
  - a. Through visual representations of knowledge, thoughts, ideas, and concepts
  - b. Through reading and writing
  - c. Through listening
  - d. Through doing
- 7** True or False?  
There is a generally accepted safe limit of alcohol or drug use during pregnancy.
- 8** True or False?  
Contraception only protects you from pregnancy, not STIs.
- 9** True or False?  
Alcohol use and/or drug use combined with sexual activity increases the risk of unsafe sex and health harms.
- 10** True or False?  
Physical and mental health are two separate things.

- 11** True or False?  
Social Anxiety Disorder includes intense embarrassment in the presence of others PLUS avoidance of situations that put a person in the public spotlight.
- 12** True or False?  
Craving and having difficulty reducing the amount you are drinking even if you want to are BOTH signs that a person may be misusing or abusing alcohol.
- 13** A person with Bipolar Disorder experiences:
- a. Major depressive episodes
  - b. Manic or hypomanic episodes
  - c. Both a and b
  - d. Neither a nor b
- 14** True or False?  
One of the symptoms of Panic Disorder is worrying about having another panic attack.
- 15** Which of the following is a warning sign associated with a gambling problem?
- a. Having more than one job
  - b. Constantly talking about gambling or money
  - c. Having poor money management skills
  - d. Keeping your financial situation private
- 16** Generalized Anxiety Disorder affects:
- e. Twice as many men as woman
  - f. Twice as many women as men
  - g. As many women as men
  - h. Only women and not men
- 17** True or False?  
Feeling sad because you did not do well on an examination or because you have had a fight with a friend are signs that a person likely has mental disorder, perhaps Depression.
- 18** True or False?  
The mental illness called Schizophrenia usually begins before age 25 years AND includes BOTH delusions and hallucinations.
- 19** True or False?  
There is a right way to grieve.
- 20** True or False?  
Most people who have lost someone close to them will grieve in the same way and will experience gradually diminishing emotional pain over time.



## Handout 3B

Know Before You Go Crossword Word Bank

**Problem**

**Decisions**

**Spirituality**

**To Do**

**Relaxing**

**Chronic Stress**

**Sleeping**

**Communication**

**Exercising**

**Distress**

**Set Goals**

**Disorder**

**Recharge**

**Respect**

## Answers to Know Before You Go Quiz:

1. False.
2. True.
3. False. Spirituality is a sense of connection to something bigger than oneself. It comes in many different forms and is considered a universal human experience. Faith, or religion, is a strong belief that is shared by a community that helps followers find meaning in their world. Spirituality and faith/religion are two separate but common phenomena.
4. False.
5. a.
6. d.
7. False. There is no generally accepted safe limit of alcohol or drug use during pregnancy.
8. False. Some forms of contraception also protect you and your partner(s) against STIs.
9. True.
10. False. We cannot separate mental and physical health.
11. True.
12. True.
13. c. Both a. and b.
14. True.
15. b. Constantly talking about gambling or money.
16. b. Twice as many women as men.
17. False.
18. False.
19. False. There is no right way to grieve. Everyone grieves in their own way.
20. False.

## Know Before You Go Crossword Answer Key

### ACROSS

| Hint   | Answer         |
|--|----------------|
| 1. A sense of connection to something bigger than oneself. (page 11)           | Spirituality   |
| 3. One way of developing positive mental health. (page 44)                     | Exercising     |
| 6. When selecting courses, you should consider the class _____. (page 31)      | Time           |
| 10. To be able to adapt to the inevitable stresses of everyday life. (page 15) | Resiliency     |
| 15. As you become more independent, you have an increase of _____. (page 14)   | Responsibility |
| 17. A kind of list to help you stay organized. (page 36 - two words)           | ToDo           |

| Hint  | Answer         |
|---|----------------|
| 19. One way of developing positive mental health. (page 44)                                       | Relaxing       |
| 21. One way to stay organized (page 36 – two words)   | Set Goals      |
| 23. The last learning style not yet mentioned in this crossword. (page 32)                        | ReadingWriting |
| 26. The feeling of stress is there to encourage you to _____. (page 35)                           | Study          |
| 27. Schizophrenia includes this symptom. (page 63).   | Delusions      |
| 28. The _____ process may last a few weeks or months until a person has time to adjust. (page 66) | Grieving       |
| 29. Being _____ can help you through many challenging times in your life. (page 22 - two words)   | Selfaware      |

## DOWN

| Hint  | Answer        |
|---|---------------|
| 2. _____ is not the same as solitude. (page 22)   | Loneliness    |
| 4. Having time alone can help us to _____. (page 22)  | Recharge      |
| 5. What avoiding stress can lead to. (page 17 - two words)  | ChronicStress |
| 7. The way in which we present or show our gender to the world is called gender _____. (page 13)          | Expression    |
| 8. There are five main _____ dimensions. (page 6)   | Personality   |
| 9. In approaching a relationship, it is important to communicate your _____ with your partners. (page 29) | Boundaries    |
| 11. Another important aspect for making a living arrangement work. (page 17)                              | Communication |
| 12. This is not an effective way to study. (page 35)  | Cramming      |
| 13. One important aspect of making a living arrangement work is _____ for others. (page 17)               | Respect       |
| 14. Those who learn best through listening. (page 32)   | Auditory      |

| Hint   | Answer    |
|--|-----------|
| 16. Intense sadness with negative thoughts, fatigue, or sleep problems which interfere with the ability to live your life is an example of a mental _____. (page 42) | Disorder  |
| 18. Disappointment or sadness after a break up would be an example of mental _____. (page 42)  | Distress  |
| 20. Becoming independent involves making what? (page 18)   | Decisions |
| 21. One way of developing positive mental health. (page 44)  | Sleeping  |
| 24. The experience of grief after death of someone close to you is an example of a mental health _____. (page 42)  | Problem   |
| 25. Those who learn best through seeing representations. (page 32)   | Visual    |

# Appendix 1 - Handout Guide for Thematic and Comprehensive Units

## Seven Lesson Thematic Unit:

| Lesson   | Handout    | Title   |
|----------|------------|---|
| Lesson 1 | Handout 1A | Quiz, Quiz, Trade Activity Cards  |
|          | Handout 1B | Identity Mandala<br>Note an additional Mandala is attached which includes numbers and corresponding labels. |
|          | Handout 1C | Cyber Safety One Pager  |
| Lesson 2 | Handout 2A | Cue Card Quiz #1 - Identity   |
|          | Handout 2B | Career Planning Activity  |
|          | Handout 2C | Stress Scale Handout  |
|          | Handout 2D | Staying Organized Strengths Activity  |
| Lesson 3 | Handout 3A | Cue Card Quiz #1 - Becoming Independent and Education   |
|          | Handout 3B | Mental Health Triangle Activities Parts A through D   |
|          | Handout 3C | 'So What, Now What?' Vignettes  |
|          | Handout 3D | Mental Health Triangle Handout for Vignettes Activity   |
| Lesson 4 | Handout 4A | Mental Health Triangle Diagram  |
| Lesson 5 | Handout 5A | Cue Card Quiz #3 - Sexual health  |
|          | Handout 5B | Poster Template   |
| Lesson 6 | Handout 6A | Board Game Pack Up Checklist  |
| Lesson 7 | Handout 7A | Summative Quiz  |
|          | Handout 7B | Stop, Start, Continue for Positive Mental Health Worksheet  |
|          | Handout 7C | Taking Charge of Your Health Booklet  |

# Appendix 1 - Three Lesson Condensed Unit

| Lesson   | Handout    | Title  |
|----------|------------|--|
| Lesson 1 | Handout 1A | Know Before You Go Information Quiz<br>Pre Quiz              |
|          | Handout 1B | Stress Scale Handout   |
|          | Handout 1C | Mental Health Triangle Activities Page: Parts A<br>through D |
|          | Handout 1D | Quiz, Quiz, Trade Activity Cards                             |
| Lesson 2 | Handout 2A | Board Game Pack Up Checklist                                 |
|          | Handout 2B | Hotspots Review Sheet  |
| Lesson 3 | Handout 3A | Know Before You Go Information Quiz                          |
|          | Handout 3B | Know Before You Go Adapted Crossword Word<br>Bank            |

# Appendix 2 - Extension Activities

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We acknowledge that teachers often adapt and expand upon curriculum guides to fit the needs of their students. We encourage you to do this. If you feel that your students might benefit from more time spent with the content, please see below for some suggestions of further activities.

1. Include a written reflection piece related to the Identity Mandala, with a specific focus on how their notion of their identity may have grown, shifted, changed, etc. If possible, one could provide students with a transparency sheet to write on, allowing them to create a before/after sort of mandala which would allow them to see any growth in their identities. If students came across any significant revelations about their identities or shifts, they could expand upon that in a written reflection.
2. To build upon the Stop, Start, Continue for Positive Mental Health worksheet, you could have students choose one specific aspect of health and develop a personal wellness plan. This aligns very well with the Health and Human Services curriculum, but could be adapted easily to other classrooms. Students may develop SMART goals (specific, measurable, attainable, relevant, time-based) and agree upon using the Taking Charge of Your Health booklet to track the identified behaviour for a week. This project could be done for a short term (one week) or a long-term period. The emphasis for this project is reinforcing for students a sense of autonomy over their own health.
3. It is possible to build upon the Mental Health Posters by having students prepare a brief (5-8 minute) information presentation related to the mental disorder that they explored. They could then participate in a Human Library activity. In this activity, a small portion of students (7-9) become the 'books' in the library and stand at the front of the room with their posters. Their classmates may then choose a library book to read from. Each book must have at least 2 readers. They then choose an area to work and the book makes their presentation. This may be repeated 2-3 times in the class so that students may get to see more than one book. In the next class, have a new set of students act as the 'books.' Repeat until all students get a change to present as a Human Library.
4. It may be timely to assist students in further exploring the Career Planning information provided in the text. You could have students explore their career goals and identify what kind of employability skills will be needed for that particular career. Students could then create a 'Five Year Plan,' for example, and outline exactly how they will address their career goals. As a potential link to the Stop, Start, Continue for Positive Mental Health, you could have students develop SMART goals for how they will move through their plan.
5. For further support and information, navigate to [teenmentalhealth.org](http://teenmentalhealth.org). Under the "Care" heading locate "Educators." Here you will find many additional resources including School Mental Health Reports.





All additional and supplementary materials can be found online:  
<http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>

For more information on mental health literacy resources for the classroom, visit:  
<http://teenmentalhealth.org/schoolmhl/professional-learning/kbyg-teachers-guide/>

For more information on adolescent mental health, visit:  
<http://teenmentalhealth.org/>





