**CALM MONTH PLAN**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| **Week 1** | **Whole group direct instruction:**Introduce Mental HealthHook - Mental health prevalence in teenagers and teen suicide statisticsIndigenous teenage community mental health statsDefinitionsHealth/Mental healthWellbeing**Whole class discussion:** Students willanalyzedimensions of mental health and wellbeing and their interrelatedness**Individual activity**Students will journal the combination of factors that contribute to personal mental health well-being**Nearpod activity**:Discuss aspectsof mental health and wellbeing in teensStudents will describe the combination of factors that contribute to personal well-being | **Whole group direct instruction**: Discuss emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.Discuss Indigenous holistic wellness modelStudents will understand the holistic Indigenous nature of well-being**Individual Activity:**Wellness Wheel**Whole group wrap up:** Discuss a variety of strategies to achieve and enhance 6 quadrants of wellness wheel | **Adolescent Mental Disorders** **Direct Instruction:**Mental Disorders:Attention-Deficit/Hyperactivity Disorder (ADHD)Bipolar DisorderGeneralized Anxiety DisorderSocial Anxiety DisorderPanic DisorderSchizophreniaDepression**Guided instruction:** Printed worksheet to follow along with instructionMental Health disorder listed with space below to take notes**Formative Assessment:**Kahoot on mental health disorders | **Library research day:****Small group inquiry activity**Create triadsEach group selects a mental disorder to research and share with the class on FridayGroups research a mental disorder on computers and in text book in libraryPrepare for 3 minute presentation to class **Formative Assessment:**Circulate and group conference | **Summative Assessment:** Group presentations on inquiry 3 minutes/groupStudents draft a weekly post on developing understandings from week 1 of mental health unit**Formative Assessment:**Full marks for completion 1st Self-reflection due on D2Lrespond to 1 peer**Summative Assessment:** Quiz 25 SA & MC questions on mental health, wellbeing, factors that contribute to personal well-being and adolescent mental health disorders |
| **Week 2** | Teen Mental Health<http://teenmentalhealth.org/live/our-stories/>The Teen Brain (44 min, start at 10:30)Watch video from teenmentalhealth.orgCBC - The Nature of Thingshttp://www.cbc.ca/natureofthings/episodes/surviving-the-teenage-brain | **Teen Choices (p.2)****Whole class discussion:**  Students will evaluate choices that can create barriers to achieving and maintaining mental health for teensStudents will appreciate the value of positive attitudes about self when making choicesStudents will analyze poor choices or lack of ability to pursue healthy choices and decisions**Formative Assessment:** Kahoot on Teen Choices | **Teen Choices Cont’d**Students will assess the effects of substance use and abuse—tobacco, alcohol, drugs—on mental healthStudents will evaluate the impact of situations of risk and discuss teen suicide prevention**Small groups:**Discuss barriers and behaviours to positive mental health**Formative Assessment:**Circulate and conference with small groups | **Teen Choices Cont’d**Students will describe how peer pressure and the expectations of others influence choices**Small group learning activity:**Students will discuss peer pressure and share ideas on how to deal with peer pressure and make their own informed decisions for their own health, wellness  and safety **Formative Assessment**:Kahoot Teen Choices | **Teen Choices Self reflection:** Students will develop and implement a personal plan to improve one aspect of well-being or mental health and identify 3 or more healthy teen choices**Formative Assessment:** full marks for completion2nd Week 2 Self-reflection due on D2LRespond to 1 peer**Summative**:Quiz:Week 2 material: Teen ChoicesExpert coming on Monday (Physician from AHS) |
| **Week 3** | **Expert**:Guest speaker from AHS: PsychiatristStudents will listen and follow up with 20 min Q&A with, guest speaker | **Expert:**Guest speakerProfessor of psychology20 min Q&A | **Whole group**Students will analyze a variety of strategies to achieve and enhance emotional and spiritual well-being**Whole group discussion:** Indigenous wellbeing models and spiritualityDiscuss final assignment - Digital Documentary/Mental Health Awareness CampaignGo over final assignment rubric | **Small group**Students will explain how feelings affect moods andbehavioursStudents will discuss possible consequences of not constructively dealing with emotions— anger, depression, suicide**Formative assessment:**Circulate and conference with groups | Class time to draft and complete 3rd Self-reflection:Students will develop and implement a personal plan to enhance emotional and spiritual well-being**Summative Assessment:** 3rd (final) Self-reflection due on D2L |
| **Week 4** | **Work Period**Digital Documentary/Awareness Campaign  Circulate and conference with groups | **Work Period**Digital Documentary/Awareness Campaign  Circulate and conference with groups | **Work Period**Digital Documentary/Awareness Campaign  Circulate and conference with groups | **Work Period**Digital Documentary/Awareness Campaign  Circulate and conference with groups | **Whole school assembly**Mental Health Awareness Campaign**Summative Assessment:** Rubric for Digital Documentary/Awareness Campaign (School-wide presentation) |