



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD #33
<b>Developed by:</b> Stacey Whitlam, Lauren Teichrob, Jodie Cornell	<b>Date Developed:</b> April 9 <sup>th</sup> 2019
<b>School Name:</b> GW Graham and Chilliwack Senior Secondary Schools	<b>Principal's Name:</b> Chuck Lawson and Brian Fehlauer
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Personal Development 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** none

**Special Training, Facilities or Equipment Required:** A relaxing environment with comfortable seating and low lighting. A trauma informed environment provides a reduction in anxiety and is foundation for positive growth in mental health.

**Course Synopsis:** The personal development program provides students with the opportunity to develop a much deeper self-awareness. It is based on the concept that students who engage in positive mental health practices will become more confident with a greater capacity for self-control. Students who take this course will improve their emotional coping and communication skills which will result in higher self-advocacy and a greater ability to succeed within their school environment. Students taking personal development will have been referred through a school based team process.

**Goals and Rationale:** The purpose of Personal Development is to have students develop a greater sense of self, increase overall confidence, acquire an understanding of their mental health and develop the skills to control their thoughts, emotions and behaviors.

Students who participate in this program will have a greater ability to cope with the social and emotional stressors that occur throughout a school day and in their lives in general. They will develop the ability to recognize their anxious triggers and be proactive in the management of their anxiety. Through the program they will also become connected to their teachers, their peers and their school. This connectedness can then be used to positively influence their overall experiences during the school day.

### **Aboriginal Worldviews and Perspectives:**

Learning involves patience and time- Students will come to understand that the connection to their inner self and the maintenance of their positive mental health is a slow and never ending process that, just like physical health, has to be addressed daily.

Learning involves recognizing the consequences of one's actions- Taking ownership of behaviors and engaging in the process of self-forgiveness and change is difficult, yet something that students have to address in order to improve their overall well-being.

Learning requires exploration of one's identity- Students will engage in numerous self-identity/awareness activities and assignments.

Learning involves recognizing that some knowledge is sacred and only shared with permission, and/or in certain situations- students will be provided with various opportunity to share within a group setting or one on one situation. It is important that students understand what is appropriate sharing in various settings within the school environment.

**BIG IDEAS**

Self-awareness is key to the process of overall positive well-being	Understanding mental and physical health allows us to better understand ourselves	Social skills and nurtured human connection provide the foundation for healthy relationships	Coping skills are developed through knowledge of current mental health theories and practices
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>-Identify personal values, beliefs and moral code.</li> <li>- Have a clear understanding of personality and learning style</li> <li>-Become increasingly more comfortable sharing personal stories, behaviors, emotions and thought patterns that are directly relevant to their mental health state.</li> <li>-Practice a state of mindfulness both at school and outside of school</li> <li>-Demonstrate a clear understanding of distress tolerance</li> <li>-Recognize specific thought patterns and behaviors that are contributing to their anxieties and be able to make appropriate changes</li> <li>- Seek out appropriate help for emotional distress</li> </ul> <p><b>Mental and Physical Health Education</b></p> <ul style="list-style-type: none"> <li>-Demonstrate skills for self-care and healthy life choices</li> <li>-Demonstrate an understanding of the consequences of unhealthy life choices.</li> <li>-Differentiate between the different types of mental health disorders</li> <li>-Develop an understanding of available resources within their local community</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>- Individual personality styles, conflict styles and coping styles</li> <li>- How to create an effective and proactive self-care plan</li> <li>- Conflict resolution strategies</li> <li>- Various coping strategies to manage mental health</li> <li>- How to identify emotions and connect them to specific thoughts and behaviors</li> <li>- How to create an individualized anxiety plan</li> <li>- The concept and strategies of mindful meditation practice</li> <li>- Thought Replacement strategies</li> <li>- The action of distress tolerance</li> <li>- The basic concepts of relevant mental health theories</li> <li>- The various practices related to relevant mental health theories</li> <li>- The process of inner reflection</li> <li>- How to identify emotional triggers and be proactive in managing them</li> </ul>

- Develop an understanding of illicit and prescription substance use, abuse and addiction
- Educate peers and create mental health awareness in the school

### **Healthy Relationships**

- Explain positive relationship structures and recognize signs of negative ones
- Demonstrate reasoned social decision making and active listening skills related to their personal health and well-being
- Be connected in a positive way to adults and peers in the school
- Mentor younger peers in mental health coping strategies
- Demonstrate a responsible online presence through measured responses and healthy boundary setting

### **Mental Health Theories and Practices**

- Explain how different counselling practices operate
- Demonstrate an understanding of when counselling practices are most effective
- Recognize correlation between mental health signs and symptoms in relation to suitable counselling theories
- Use effective personal coping skills through understanding of relevant theories and practice
- Present on theories and practices that are of personal interest

- How to recognize when in need of outside support and where to go to access available resources
- The role of trauma in mental health
- How to set achievable SMART life goals
- How to differentiate between mental distresses, mental health and mental disorders
- How to increase positive mental health through diet, exercise and sleep awareness
- True facts on various prescription medications and illicit drugs used to cope with poor mental health and understand their effects.
- Awareness of automatic personal negative and positive coping strategies
- Strategies for fighting addiction
- Different anxiety patterns and effective strategies to overcome (ex. social anxiety, generalized anxiety, depressive thought patterns)
- How to engage in role play activities
- How to set social boundaries both in person and online
- Anger de-escalation strategies
- An understanding of the stigmas surrounding mental health and the potential for overcoming those stigmas
- Appropriate behaviors and structures involved in an effective sharing circle
- The benefits of sharing thoughts, emotions and behaviors for increasing positive mental health
- The importance of connectedness in relation to mental health
- How to develop an effective mental health awareness campaign and implemented within the school environment
- Appropriate language to use when educating others about mental health
- A variety of effective coping strategies and how to explain them to others

## Curricular Competencies – Elaborations

**Self-Awareness-** More and more self-awareness builds self-confidence and self-advocacy skills along with the capacity to understand our thoughts, emotions and behaviors and develops an increased control over them.

**Mental and Physical Health-** Maintaining strong positive mental and physical health is a lifelong daily journey. Crucial to the process is a strong understanding of how the two are connected and to personal triggers and red flags that signify the start of a decline.

**Healthy Relationships-** Healthy social connectedness creates opportunity to conquer the emotional devastation associated with low self-esteem, abandonment, isolation, and substance abuse.

**Theories and Practices-** Leading psychologists and psychiatrists of the mental health field provide relevant theories which lay the framework for effectively implementing strategies for overcoming mental health issues in teens.

## Content – Elaborations

**Self- Awareness-**Use of journaling, family interviewing and creation of genograms, IMAPS, online personality/ conflict and communication styles tests, value and belief system lists, life wheels, mindfulness guidance through various apps, confidence building exercises.

**Mental and Physical Health-** Reference to Canada food guide, blue zones, exploration of various exercise options, reference to teen mental health.org and “Mental Health and High school Curriculum Guide” version 3. Connection to Jack.org and mental health awareness campaigns.

**Healthy Relationships-** Exploration of actual personal relationships and group feedback on strategies for improvement. Also, a strong focus on social media relationships and effective positive language used online.

**Theories and Practice-** Suggested but not limited to the use of practices from cognitive behavior therapy, dialectical behavior therapy, solution focused therapy, and family therapy.

**Recommended Instructional Components:**

Reflective sharing and journaling

Circle discussions and daily check-ins

Role Play

Modelling- coping strategies

Guided on-line meditations

Diagrams and relevant visual presentations

Videos and Ted Talks

Anxiety BC site reference

Hands on practice of the components of relevant mental health theories

Teen mental health. Org and related curriculum

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

- Student willingness to engage in course content and practice
- Student reflection/assessment of self
- Personal communication- group/circle discussions, student-instructor dialogue
- Consistent one on one feedback from teacher
- Checklists, teacher and student logs
- Project/assignment completion
- Behavior tracking
- Goal setting follow through
- On-going meetings with relevant mental health partners and parents

**Learning Resources:**

Various materials: videos, multimedia, guest speakers, books, gr.9 mental health curriculum, counselling theory books,