



Administrator Tip Sheet

What are the Grade 10 mental health modules?

Two modules/lesson plans (offered in both in-person and online learning formats) provided by the Ministry of Education to support a new and updated mental health literacy expectation within Strand A of the Career Studies (GLC20) curriculum.

CAREER STUDIES (GLC20)		
10.1	<p>Strategies for Managing Stress and Navigating Balance</p> <p>Supports students to plan for navigating school/work/life balance by identifying sources of stress and affirming, analyzing, and possibly expanding helpful strategies they can embed into daily routines, both now and in the future.</p>	<p>[A1.2] Identify a range of strategies to manage stress as they navigate a healthy school/life/work balance; explain how they have used such strategies in their lives so far and how they might apply them in the future; and recognize signs that could indicate stress is becoming problematic</p>
10.2	<p>Knowing When, Where, and How to Seek Support</p> <p>Helps students to recognize signs that could indicate stress is becoming problematic and know where and how to seek support, should they need it. It also offers opportunities to identify barriers to help-seeking and consider ways to address them.</p>	<p>[A1.2] Identify a range of strategies to manage stress as they navigate a healthy school/life/work balance; explain how they have used such strategies in their lives so far and how they might apply them in the future; and recognize signs that could indicate stress is becoming problematic</p> <p>[A1.3] Identify people, resources, and services in the school and the community that can provide support when a person is experiencing mental health concerns and describe how to access these supports</p>



Each module includes:

- **Minds On:** an activity for student reflection and activating previous learning or prior knowledge
- **Action Task(s):** engagement with the core content of the module
- **Consolidation:** questions for students to reflect on the learning, as well as a short student-friendly summary of the key learnings
- **Also included:** supportive activities to check in with students and wrap up the learning in a positive way that helps students transition to the next part of their day.

Are the in-person and online versions the same?

While the key elements of both versions are the same, there are some differences due to the differing formats. Because of the asynchronous nature of online learning, many of the kinds of interactions that are effective in-person are more challenging online. For example, activities such as class discussions and brainstorming take much longer to complete in an online classroom. The online learning modules are designed to take advantage of the strengths of that learning format. Even though you will spot some differences in the activities between in-person and online modules, the learning goals, success criteria and key learnings remain the same in both versions.

Why teach mental health literacy?

There are important reasons to prioritize mental health learning:

- Students [want to learn more](#) about mental health at school.
- Mental health literacy helps to reinforce and equip students with culturally responsive, evidence-informed knowledge, skills, and strategies to support their mental health and well-being.
- The Grade 10 mental health modules are strength-based and offer an opportunity for positive communication and relationship building that can carry over to subjects beyond Career Studies.
- This learning can encourage important conversations that may encourage students to reach out for support when they need help with their mental health now and in the future.
- Practicing and modeling strategies to enhance mental health can be helpful for educators too.
- As caring adults in the lives of young people, we want students to be well.



Key Messages

1. The Career Studies curriculum was recently enhanced with an additional mental health expectation and revisions to an existing expectation. The Ministry of Education has created two new mental health modules to support the delivery of these expectations. The modules are available in both in-person and online versions in your board's Virtual Learning Environment, to begin being taught in fall 2024.
2. The modules enhance mental health literacy and help to equip students with culturally responsive, evidence-informed knowledge, skills, and strategies to support their mental health and well-being, both in school and their future work lives. They were created by educators and mental health professionals, with extensive consultation from grade 10 students, parents/caregivers, and community and cultural partners.
3. Educators are well-positioned to guide this learning. The focus of the learning is on managing stress, navigating school/life/work balance, and knowing when, where, and how to seek support, should students need it.
4. The modules are easy to use, flexible, and offer additional supports (e.g., an Educator Guide with resources and information to support their delivery, prepared notes to support communication with parents/caregivers, student organizers and information to support learning). All materials are available in both English and French.
5. The modules offer a ready-made way for educators to deliver the new and enhanced Career Studies curriculum expectations to students. It's also a great opportunity for this mental health learning to reach all students in a consistent way.



Implementation tips

Show your commitment

As a leader in your school, you already demonstrate your support for mental health, these modules provide an additional opportunity. Look for ways to signal that learning about mental health is an important use of class time, both through the use of the modules and other mental health initiatives. You can also model the importance of mental health and well-being through your interactions with both staff and students.

Build awareness

Help school staff become aware of and familiar with the modules. Many methods may be used, for example:

- email (e.g., from administrators or the Mental Health Leader to show support for their use) presentations and walk-throughs (e.g., a 5-10 minute presentation at a staff or department meeting)
- consider specific meetings with relevant staff including department heads and guidance counsellors to build understanding of the new modules
- teacher champions within your school or board who can encourage interest, share materials, build confidence that the modules are accessible, and support others in using them
- the established and proven communication structures you already have in your school

Provide support

Mental health literacy may be more familiar to some staff than others. Help educators to build comfort and confidence with the material. Some considerations are highlighted below.

HOW MIGHT I...	SUGGESTIONS YOU MIGHT CONSIDER
<p>Build teacher confidence to deliver the modules?</p>	<ul style="list-style-type: none"> • Highlight the Educator Guide provided with the modules. The tips and suggestions for delivery included are designed to help reassure, prepare, and support educators in providing a positive and meaningful learning experience with students. • Remind staff of any additional school or board staff/resources available to support delivery of the modules (e.g., student support staff and/or school mental health staff). If you are unsure of available supports, your board mental health leadership team is available to help. • Build cohesion across school departments to support mental health literacy learning. Consider the role of the department heads, guidance counsellors, and support staff: What do they need to know? How can they support this learning?



HOW MIGHT I...	SUGGESTIONS YOU MIGHT CONSIDER
<p>Help create supportive spaces for conversations about mental health?</p>	<ul style="list-style-type: none"> • Prioritize professional development learning for all staff about mental health and the mental health literacy modules. • Have a conversation at a department or staff meeting about stigma, mental health, thoughtful language, and setting the stage to include and value all voices and perspectives. • Take time to reflect on personal bias and privilege, the cultures and identities of students served, and possible gaps in teacher-student perceptions about mental health and mental illness (school/board mental health and equity staff may be able to help).
<p>Build awareness and knowledge about when, where, and how to seek mental health support?</p>	<ul style="list-style-type: none"> • Ensure all educators and school staff know the available school and community supports and keep phone numbers/resource lists accessible and up-to-date. • Share specific details about the mental health supports available in your school and community with students and parents/caregivers often. For example, post information about where to seek help on classroom/school sites, in stairwells, on the back of bathroom stall doors, and or ask staff to include information in their email signatures.

As administrators, you play a critical role to help this important learning reach students. Thank you!

