

Brief Instructional Samples  
(based on content from: [foundrybc.ca](http://foundrybc.ca))

Instructional Sample #1  
***Exploring foundrybc.ca***

- Grade/subject(s): **8/PHYSICAL HEALTH AND EDUCATION**
- Big Ideas: **Healthy choices influence our physical, emotional, and mental well-being**
- Competency: **Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others**
- Content: **Signs and symptoms of stress, anxiety, and depression**
- Core Competencies:
  - **Critical Thinking: Question and Investigate**
  - **Personal Awareness and Responsibility: Well-being**
- First Peoples Principles of Learning: **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.**

Ask students to explore the [foundrybc.ca](http://foundrybc.ca) website to learn more about:

- *Signs and symptoms of mental health and substance use challenges and disorders (depression, anxiety, social anxiety, stress, psychosis, body image and eating, alcohol or other drug use)*
- *Self-care resources*
- *How to get support*
- *How to support a friend*

*Suggest they also complete one of the foundrybc.ca self-checks.*

Instructional Sample #2  
***Problem Solving and Goal Setting***

- Grade/subject(s): **9/PHYSICAL HEALTH AND EDUCATION**
- Big Ideas: **Healthy choices influence our physical, emotional, and mental well-being**
- Competencies : **Assess strategies for managing problems related to mental well-being and substance use, for others**
- Content: **Influences of physical, emotional, and social changes on identities and relationships**
- Core Competencies:
  - **Communication: Explain/recount and reflect on experiences and accomplishments**
  - **Creative Thinking: Generating Ideas**
  - **Critical Thinking: Develop and Design**
  - **Personal Awareness and Responsibility: Well-being**
- First Peoples Principles of Learning: **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.**

Distribute and discuss the [Problem Solving worksheet](#) and/or the [Goal Setting worksheet](#) (available at [foundrybc.ca/schools](http://foundrybc.ca/schools))

## Additional Tips and Information for Teachers

- The concept of “mental health” is often confused with “mental illness”. The Physical and Health Education curriculum focus on “mental well-being” recognizes that everyone falls somewhere on a continuum between optimal mental health and poor mental health, independent of the presence or absence of a mental illness <sup>1</sup>. From this perspective, classroom-based and whole-school strategies can be geared to enhancing the positive mental health and well-being of all students, including those with and without identified mental health challenges.
- Teachers have an important role to play in fostering the mental well-being of their students, though they do not require specialized or expert knowledge to do so (ie. they are not expected to play the role of psychologist or counsellor). As a guide, teachers may understand their role to include:
  - o supporting students to understand how to foster and maintain positive mental health and well-being, and thereby enhance their readiness to learn;
  - o creating a welcoming and safe classroom/school environment;
  - o highlighting methods to enhance both physical and mental well-being such as adequate sleep, physical activity, healthy eating and stress management techniques;
  - o helping students to recognize the signs of common mental health concerns;
  - o guiding students to trustworthy information and resources related to mental health;
  - o supporting students to know how to seek assistance when needed; and,
  - o challenging common stigmas related to mental health.
- There are a number of simple, everyday practices that teachers can use to supplement their instructional approaches to mental well-being. Examples include:
  - o increasing opportunities for physical activity
  - o taking students outside, even for a short time, to help them to restore readiness to learn
  - o leading a circle check-in, where every student has a chance to voice their perspective
  - o intentionally strengthening their relationship with students through personal conversations
- For students who are experiencing a problem related to their mental health, sources of support include:
  - o talking to a school counsellor
  - o Kids Help Phone #1-800-668-6868 ([KidsHelpPhone.ca](https://www.kidshelpphone.ca))
  - o [Kelty Mental Health Resource Centre](#)
- Teachers are encouraged to think about their own mental well-being, and what strategies may be required to support it. A number of helpful health and wellness resources can be found on the [BC Teachers’ Federation website](#).

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<sup>1</sup> Consider that “mental health” and “mental illness” can be viewed as two separate but related concepts. From this perspective, someone could have optimal mental health (feeling good about and functioning well in life) while experiencing a mental illness. Conversely, someone without a mental illness could have poor mental health.