**Application Form for Grades K – 10**

**Projects, presentations, materials and resources in Yukon schools**

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| Application for: Projects, Presentations \_\_X\_\_\_Resources, Materials \_\_\_\_\_ |
| Agency/Department: Mental Wellness and Substance Use Services, Health and Social ServicesDate of Submission: August 12, 2019Contact Name: Jane Gaudet Phone Number: 867-393-6907Email: jane.gaudet@gov.yk.ca |
| Request initiated by: Jane Gaudet, RSW, Mental Wellness and Substance Use Prevention Consultant  |
| Title of project, presentation, resource or material: Risks, Twists, and Minefields (Alcohol Education), Let’s Talk Pot ( Cannabis Education), No Drama Drama (Promoting Mental Wellness), Let’s Talk Harm Reduction (Harm Reduction Strategies/Safer Use Education), Let’s Talk Mental Health (Reducing stigma and building resources) , Suicide Talk (Suicide Pervention Awareness)  |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| 6-8 | Physical and Health Education | Healthy choices influence our physical, emotional, and mental well-being | Describe and assess strategies for promoting mental well-being, for self and others. Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others. | Sources of health informationStrategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviour. |
| 4-5 | Physical and Health Education | Developing healthy relationships helps us feel connected, supported, and valued. | Describe and assess strategies for promoting mental well-being, for self and others.  | Sources of health information and support services |
| 9-10 | Physical and Health Education | Healthy choices influence our physical, emotional, and mental well-being | Evaluate and explain strategies for promoting mental well-beingExplore factors contributing to substance use | Sources of health information, basic principles for responding to emergencies, strategies, signs and symptoms of stress, anxiety, depression, and psychosis.  |
| How will this presentation, project, resource or material enhance Yukon schools? The overarching goals of these workshops and the prevention unit within Mental Wellness and substance use services are to connect students with local resources in their community, prevent problematic substance use, and promote mental wellness. MWSU is also available to work with your classroom on your specific education needs regarding promoting Mental Wellness and education about specific substances. Information is presented in a manner that is non- judgmental and evidence informed. Our intent to build collaborative conversations with students and teachers and to minimize any stigma and barriers that may be associated with accessing our services.  |
| Please list and attach any professional review of this work: -Let’s Talk Pot was created by a team of health workers and educators and vetted by Health and Social Services Communications team; is it based on the best available evidence on Cannabis Research. -Risk, Twists and Minefields was collaborated a team of Mental Wellness and Substance Use Prevention Workers and has been previously utilized in Yukon Classrooms -No Drama Drama was reviewed by members of the Treatment team at Mental Wellness and Substance Use/-Suicide Talk has been created by Living Works (An industry leading educational approach to suicide prevention)-Let’s Talk Harm Reduction was created in collaboration with members of the Treatment team at Mental Wellness and Substance Use Services-Let’s Talk Mental Health has been reviewed by the Canadian Mental Health Association Yukon Division.  |
| Any additional information that you would like to supply should be provided on separate pages. Please see below on the attached page.  |
| Forward application to the Project Approval Committee: curriculum@gov.yk.ca |
| Department Resource Committee Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Approved: Yes \_\_\_\_\_ No \_\_\_\_\_Reasons if application is declined:  |
| Approved for:  |
| Restrictions, if any: With each delivery of “Suicide Talk” please promote that the school engages with Student Support Services at Yukon Education to then provide the subsequent training called “Let’s Talk About Suicide.” |

**Mental Wellness and Substance Use: Education Workshops**

1. **Let’s Talk Mental Health**

**Target Grades**: Grade 10 and up

**Big Ideas**: Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

**Curricular Competencies**: Evaluate and explain strategies for promoting mental well-being, factors contributing to substance use

**Content:** Sources of health information, basic principals for responding to emergencies, strategies, signs and symptoms of stress, anxiety, depression, and psychosis.

***Anticipated Developmental Assets Supported:*** #5 (Caring School Culture), #10 (Safety), #27 (Equality and Social Justice)

**Description:** Mental Wellness and Substance Use Services provides this one-hour workshop for Sr. Grades. Topic will include: signs and symptoms of anxiety, depression, and psychosis; Analysis of the difference between mental health and mental illness; collaborate on ways of managing stigma; a brief introduction to Cognitive Behavioural Therapy, and sharing strategies for personal wellness.

1. **Suicide Talk**

**Target Grades**: Grade 10 and up

**Big Ideas**: Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals and Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

**Curricular Competencies**: Evaluate and explain strategies for promoting mental well-being

**Content:** Sources of health information, basic principals for responding to emergencies,

***Anticipated Developmental Assets Supported:*** #5 (Caring School Culture), #10 (Safety), #26 (Caring)

**Description:** *SuicideTALK* is an exploration into suicide awareness. It invites students to become more aware of suicide prevention opportunities in their community. Dealing openly with the stigma around suicide, this exploration focuses upon the question, “Should we talk about suicide?” Following the talk students will be better able to understand how personal and community beliefs about suicide affect suicide stigma and safety;

1. **Let’s Talk Harm Reduction**

**Target Grades**: Grades 9 and up

**Big Ideas**: Healthy choices influence our physical, emotional, and mental well-being

**Curricular Competencies**: Describe and assess strategies for promoting mental well-being, for self and others. Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others.

**Content:** Sources of health information, strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours, basic principals for responding to emergencies

***Anticipated Developmental Assets Supported:*** #32 (Planning and Decision Making), #3 (Other Adult Relationships), #31 (Restraint), # 16 (High Expectations)

**Description:** This workshop aims at having conversations with students about harm reduction strategies, education on safer use of substances, and recognizing when substance use may be becoming problematic. Students will have the opportunity to see how Naloxone is administered, and will also cover a review of low risk use guidelines for cannabis and alcohol.

1. **Risks, Twists, and Minefields**

**Target Grades**: Grade 6-8

**Big Ideas**: Healthy choices influence our physical, emotional, and mental well-being

**Curricular Competencies**: Describe and assess strategies for promoting mental well-being, for self and others. Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others.

**Content:** Sources of health information, strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours.

***Anticipated Developmental Assets Supported:*** #32 (Planning and Decision Making), #3 (Other Adult Relationships), #31 (Restraint)

**Description:** This interactive workshop takes students through an exploration of the social and personal **risks related alcohol** and other psychoactive substances. Students will have the opportunity to discuss what constitutes an emergency, how to respond, and strategies to protect themselves against risks and harms.

1. **Let’s Talk Pot**

**Target Grades**: Grade 6-8

**Big Ideas**: Healthy choices influence our physical, emotional, and mental well-being

**Curricular Competencies**: Describe and assess strategies for promoting mental well-being, for self and others. Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others.

**Content:** Sources of health information, strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours.

***Anticipated Developmental Assets Supported:*** #32 (Planning and Decision Making), #3 (Other Adult Relationships), #31 (Restraint)

**Description:** Let’s Talk Pot is an interactive workshop that explores a wide range of topics relating to Cannabis. Students will explore Cannabis 101, methods of consumption, practice refusal skills, learn about the low risk use cannabis guidelines and also hear about the change in Yukon Laws.

1. **No Drama Drama**

**Target Grades**: Grade 4 & 5

**Big Ideas**: Developing healthy relationships helps us feel connected, supported, and valued.

**Curricular Competencies**: Describe and assess strategies for promoting mental well-being, for self and others.

**Content:** Sources of health information and support services

***Anticipated Assets Supported:*** #17 (creative activities), #27 (Equality and Social Justice), #35 (Resistance Skills)

**Description:** In these highly active and playful session (classes can be offered two sessions in order to concretize the learning), students are led through the basics of theatre play and mindfulness. Students will use their skills to collaborate on roles plays surrounding refusal skills, positive mental health, and