

# Step-by-Step Educator's Guide for the Virtual Presentation

## Overview and Purpose of the Guide

This Step-by-Step, comprehensive Educator Guide makes the presentation for the Virtual Stigma-Free School Program EASY for educators and school counsellors. Simply follow each step provided below. This Guide includes Curriculum Competencies that outline the skills students will develop for Physical and Health Education, English Language Arts, and Social Studies, and provides the First Peoples Learning Principles covered. For each Documentary Video to be shown to your class or school, there are Guiding Questions that will encourage students to reflect, analyze and acquire knowledge about the subjects that are addressed. Finally, find all that you need to know in order to participate in a Live Q&A Session with Stigma-Free Society Presenters at the end of this program, as well as additional information and activities.

## Grades 4-7 Curriculum Competencies

### Physical and Health Education

- Describe and assess strategies for responding to discrimination, stereotyping, and bullying (Grade 4/5/6/7)
- Describe and apply strategies that promote a safe and caring environment (Grade 4/5)
- Explore strategies for promoting the health and well-being of the school and community (Grade 6/7)
- Describe factors that positively influence mental well-being and self-identity (Grade 4)
- Explore and describe how personal identities adapt and change in different settings and situations (Grade 5/6)
- Explore the impact of transition and change on identities (Grade 7)

### English Language Arts

- Use personal experience and knowledge to connect to text (text in this context is video media) and deepen/develop understanding of self, community, and world (Grade 4/5)
- Construct meaningful personal connections between self, text (text in this context is video media) , and world (Grade 6)
- Construct meaningful personal connections between self, text, and world (Grade 7)

### Social Studies

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Grade 4/5/6/7)



## Grades 8-12 Curriculum Competencies

### Physical and Health Education

- Propose strategies for responding to discrimination, stereotyping, and bullying (Grade 8)
- Analyze strategies for responding to discrimination, stereotyping, and bullying (Grade 9/10)
- Create strategies for promoting the health and well-being of the school and community (Grade 8/9)
- Analyze the potential effects of social influences (Grade 10)
- Explore and describe the impact of transition and change on identities (Grade 8)
- Explore and describe factors that shape personal identities, including social and cultural factors (Grade 9)
- Describe the relationships between physical activities, mental well-being, and overall health (Grade 10)

*After Grade 10, Physical and Health Education is divided into Active Living, Fitness and Conditioning and Outdoor Education. However, the following guide and lesson plan is still suitable for these older grades.*

### English Language Arts

- Construct meaningful personal connections between self, text, and world (Grade 8/9, New Media 10/11/12)

### Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Grade 8/9/10/11)

### First Peoples Learning Principles

- Learning requires the exploration of one's identity
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)



**1) Preparation for the Virtual Stigma-Free School Program:** After showing your class the Documentary Videos featured on the Virtual Stigma-Free School Program section of the Student Mental Health Toolkit, you and your class, or school, will have the opportunity to participate in a Live Virtual Q&A Session with Stigma-Free Society Presenters. Before beginning this lesson and sequence of activities with your class, make sure to book a time for this Live Session. Email [info@stigmafreesociety.com](mailto:info@stigmafreesociety.com) to book today! If you would like, you and your class can select which Presenters you would like to invite to host the Live Q&A Session for you. Find information about the Presenters [HERE](#) and go [HERE](#) to book Presenters today!

**2) Preparation for the Documentary Videos:** Before showing your class the Documentary Videos, complete the “Pre-Documentary Lesson Plan.” This can be found on the Virtual Stigma-Free School Program section of the Student Mental Health Toolkit, or [HERE](#).

**3) Documentary Videos and Guiding Questions:** Use the following guiding questions as you watch each Documentary Video. After each video, take a break and discuss what you have just watched with the class. The guiding questions are divided into Grades 4-7 and Grades 8-12, and they meet curriculum competencies from Physical and Health Education, Language Arts, and Social Studies. These videos can be watched all in one day, but can also be spread out over a few classes.

**For the Full Length Stigma-Free Documentary Video that is not divided into parts, go [HERE](#).**



## Documentary Guiding Questions Grades 4-7

### Introduction/Mental Health and Celebrities' Mental Health

1. What is stigma?
2. What are some examples of stigmatized groups?
3. What kind of stigma do you notice in your daily life? Such as, at school?

### Dave Richardson's Story

1. What type of stigma did Dave face?
2. How did Dave use the bad times he faced to improve himself and his life?

### Sam Sullivan's Story

1. What strategies did Sam use to improve his situation?
2. What can we do at school and in our community to make everything more accessible for those who use a wheelchair, or have another physical disability?

### Lucas' Story

1. What did you learn about Autism Spectrum Disorder from Lucas?
2. What strategy did Lucas use to help with his anger outbursts?
3. What has Lucas accomplished and what has he overcome?

#### 1. Mack's Story

2. How was identity important in Mack's story?
3. What message does Mack have for other transgender youth?
4. What is a "chosen family"?

### Mia's Story

1. What is trauma? What effect did trauma have on Mia?
2. What are "alters"? What role do Mia's alters have in her life/her identity?
3. What challenges has Mia faced?

### Mac's Story

1. What does non-binary mean?
2. What is self-awareness? How can we develop this skill?
3. What stigma did Mac face?
4. What does Mac teach us about living Stigma-Free?



## Mental Health Education by Dr. Dana Wasserman

1. What is Bipolar Disorder?
2. What is Psychosis?
3. What is Obsessive Compulsive Disorder?
4. What is Generalized Anxiety Disorder?
5. What stigma did Dr. Dana face?

## Andrea's Story Part 1

1. What challenges did Andrea have to overcome in order to graduate Grade 12?
2. What experience of Bipolar Disorder did Andrea have? What symptoms did she experience?
3. How did Andrea's friends help her when they told the doctors to keep her in the hospital?

## Andrea's Story Part 2

1. How did Andrea's new roommate demonstrate kindness?
2. What experience of depression does Andrea share?
3. What is the importance of reaching out for help? Who can you reach out to?
4. What does Andrea's story show about courage and strength?

## Taking Care of Your Mental Health

1. What can you do to take care of your mental health?
2. What did you learn about quality sleep in this video?
3. Why is there stigma around taking medication for mental health? How is it different than taking medication for a physical illness?

## Living Stigma-Free

1. How can you promote living Stigma-Free at school? How about in the community?
2. What are some examples of stigmatizing language that you hear?
3. What part of this series of videos stood out to you the most? What message was the most inspiring? Why?



## Documentary Guiding Questions Grades 8-12

### Introduction/Mental Health and Celebrities' Mental Health

1. What is stigma?
2. What are some examples of stigmatized groups?
3. Have you noticed that mental illness is negatively represented in the media? What is an example?
4. What is the effect of stigma?

### Dave Richardson's Story

1. What type of stigma did Dave face?
2. What is self-stigma? How did it affect Dave?

### Sam Sullivan's Story

1. How did the challenges that Sam faced affect his self-identity?
2. What barriers of accessibility did Sam face? How did he overcome them?

### Lucas' Story

1. How did Lucas' self-identity develop from his diagnosis to how you see him in this video?
2. How is society's view of those with a disability changing? For example, in the workplace?
3. What inspiring message did Lucas portray in the video?

#### 1. Mack's Story

2. What is the "box" that Mack is referring to? How does this manifest in society?
3. What fear did Mack have before coming out?
4. What were the social and cultural influences on Mack's identity? How did he come to embrace who he is?

#### 1. Mia's Story

2. What short term and long term effects has trauma had on Mia's life?
3. What is dissociation? How would you define Dissociative Identity Disorder after watching this video?
4. What inspiring message can you learn from Mia's story?

### Mac's Story

1. How does Mac show resiliency through their story?
2. How can we "take someone where they're at" as Mac says they do?
3. What social factors affect Mac's identity in their daily life?



### **Mental Health Education with Dr. Dana Wasserman**

1. What is Bipolar Disorder? What are all the elements of this disorder?
2. What is Psychosis? Is it a disorder like other mental illnesses?
3. What is Obsessive Compulsive Disorder?
4. What is Generalized Anxiety Disorder?
5. What stigma did Dr. Dana face? How was her self-identity affected?

### **Andrea's Story Part 1**

1. What barriers did Andrea have to overcome in order to graduate Grade 12?
2. What was Andrea's experience of Bipolar Disorder?
3. What could have happened if Andrea's friends did not tell the doctors to keep her at the hospital?

### **Andrea's Story Part 2**

1. How did Andrea's new roommate demonstrate compassion?
2. What experience of depression does Andrea share?
3. What is the importance of reaching out for help? Who can you reach out to?
4. How did Andrea's self-identity and self-awareness transform throughout her mental health journey?
5. What does Andrea's story show about resilience and courage?

### **Taking Care of Your Mental Health**

1. What can you do to take care of your mental health?
2. What did you learn about quality sleep in this video? How can you improve your current sleep routine?
3. Why is there stigma around taking medication for mental health? How is it different than taking medication for a physical illness?

### **Living Stigma-Free**

1. How can you promote living Stigma-Free at school? How about in the community?
2. What are some examples of stigmatizing language that we use and observe daily?
3. What part of this series of videos stood out to you the most? What message was the most inspiring? Why?



## Virtual Question and Answer Portion with Stigma-Free Society Staff:

Following the showing of the Documentary Videos, your class or school will participate in a Live Virtual Q&A Session with Stigma-Free Society Presenters. If you haven't already, email [info@stigmafreesociety.com](mailto:info@stigmafreesociety.com) to book a session! If you would like, you and your class can select which Presenters you would like to invite to host the Live Q&A Session for you. Find information about the Presenters [HERE](#). Below you will find the process for the Live Q&A Session.

### Virtual Q&A Session Process

- On the day of the session, gather your students where you will be holding the Microsoft Teams meeting, and explain to them what they will be participating in. Make sure to also have printed the Feedback Forms for the students to complete after the session, unless they will do so online. Here is an introduction you can read to students:

*Today we are participating in a special presentation by the Stigma-Free Society, a local Charity that focuses on mental health education. Their Charity created the Documentary Videos that we already watched about stigma and mental health. Now we get to meet some awesome Stigma-Free Society Presenters who have personal experience with mental illness, and who can answer any questions you have.*

- Before the Live Session, ask students to write down any questions that they have about the Documentary Videos. Have them pass the pieces of paper to you, to keep on hand in case the students do not raise their hands to ask questions. Anonymity is very important to some students, and we completely understand.
- Before the day of the session, we will send you a link for the Microsoft Teams meeting that will take place. Be ready with your students to join the Live Session when it is time!
- The Virtual Q&A Session Presentation will last up to 30 minutes. Presenters will discuss their own story briefly and conduct a Q&A with students about mental health and documentary learnings. Presenters may also ask students questions to further engage them. Here are some examples of questions Presenters may ask:
  - a. What did you find was the most touching or impactful part of the documentary?
  - b. Did you learn something new from the documentary? What was it?
  - c. Do you feel inspired to take care of your own mental health now? How will you do this?
  - d. What personal story stood out to you and why?
  - e. What action will you take in your own life to live more Stigma-Free?
  - f. If your school became a Stigma-Free Zone, what would this look like?



- Following the Q&A Session, the Stigma-Free Society will collect the Student and Educator Feedback Forms. We will also follow-up with you about if your school or classroom would like to become a “Stigma-Free Zone.”

**Information about becoming a Stigma-Free Zone:** If you would like to continue working with the Stigma-Free Society, you can ask your students if they would like to take the steps to become a Stigma-Free Zone. You can find more information about this [HERE](#). Another great idea would be to encourage a group of passionate students to create a Stigma-Free Champion Club that holds events and fundraisers to support the Stigma-Free Society. Finally, if any students would like to share their personal story in a 2-3 minute video, whether it be about mental health and stigma, or not, encourage them to email [info@stigmafreesociety.com](mailto:info@stigmafreesociety.com) for more information.

**Find additional activities to complete with students at school about mental health, mental illness, and stigma [HERE](#).**

