Healthy Minds
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Discussion

ELSA Level: Level 4/5
Activity: Small group or whole class discussion
Time: 30 - 45 minutes
Materials: Discussion Questions (page 2)

Learning Outcomes:
Learners will be able to:
- Identify sources of stress.
- Recognize the positive and negative aspects of stress.

Suggested Approach:
- Instructors can first ask learners for their definitions of stress and write ideas on the board.
- Instructors may then choose to have a whole class discussion using the questions on the following page as a guide and recording the responses on the board or on flip chart paper, or they can give each group the question sheet and have the learners conduct their own small group discussions, followed by a whole class debriefing.

Note: Learners tend to participate more equally in small group discussions if they are each given a role to play:

Leader – asks the questions and encourages other members of the group to participate and give their ideas.
Note-taker – writes the group’s ideas/opinions (in point form).
Time keeper – keeps the discussion on track if the discussion gets off topic and keeps an eye on the time to make sure all questions are covered in the allotted time. (Instructors can give some gambits for doing this: i.e. “We’re running out of time…” “I think we should move on to the next question…” “I think we are getting off track…” etc).
Reporter – reports the results of the discussion back to the whole class.

Other suggested materials for introducing or enhancing this module include: Staying Afloat: Lifeskills and English for ABE/ESL College Students (Unit 1), Barreca, Donna, Hepler, Margaret, Vancouver Community College Publication. Also, a nice introductory listening activity about stress can be found in Have Your Say, McKay, Irene, Oxford Press.
Stress: Discussion Questions

What is stress? (Make your own definition of stress in your group)

What are some signs of stress? (How do our bodies show that we are under stress?)

What are some sources or causes of stress? (Remember, the sources of stress can come from day to day life, or from big changes in our lives.)

How can stress hurt us?

Can stress help us? How?
Read and Check

ELSA Level: Level 4/5
Activity: Learners expand upon the ideas generated
Time: 30 - 45 minutes
Materials: Results of previous discussion: a student-generated list of signs and sources of stress.
"Here to Help, Wellness Module 2: Stress and Well-Being", available online at:

http://www.heretohelp.bc.ca/publications/toolkits/wellness2.pdf

Learning Outcomes:
Learners will be able to:
- Scan a reading for specific information.
- Check and expand on sources and effects of stress generated in previous discussion.

Suggested Approach:
- Download, copy, and distribute the first 2 pages of the Stress and Well-Being module from the link above. (These pages deal with signs of stress and sources of stress).

- Have learners scan the reading in pairs or in groups, and add to the results from the last activity which were recorded on the board, or on flip chart paper (signs and sources of stress).

- Pages 3 and 4 of the Stress and Well-Being module from the link above deal with coping with stress. The text may be too high for some classes both in terms of vocabulary/idioms as well as culturally/conceptually. Instructors can choose to challenge higher level classes with this reading or they can use a simplified version which has been included as an extension reading on pages 17 and 18 of this module.

Vocabulary to pre-teach
Cope/coping to be “stressed out” overwhelmed frequent
accomplish concentrate/concentrating overcome urge
**Discussion**

**ELSA Level:** Level 4/5  
**Activity:** Class members share their personal experiences of stress and their strategies for coping  
**Time:** 45 minutes  
**Materials:** None

**Learning Outcomes:**  
Learners will be able to:  
- Express feelings of stress and talk about how they manage it.  
- Realize the prevalence of stress among peers.

**Suggested Approach:**  
- Instructor can begin by talking or telling an anecdote about a source of stress in his/her life as an example. (This may encourage the learners to talk about their own sources of stress).

- Pose the following questions to the learners in groups or as a whole class: What are some sources of stress in your life now, or in the past? What things do/did you do to cope with the stress?

- Learners can work in small groups or as a whole class. Whichever method is chosen, the instructor can note sources of stress and strategies used to cope on flip chart paper or the board.
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Coping with Stress: Matching

**ELSA Level:** Level 4/5  
**Activity:** Learners match 12 tips for coping with stress with their rationale  
**Time:** 15 minutes  
**Materials:** Tips for Coping with Stress (pages 6-8) adapted from Alone in Canada: 21 ways to make it better:  

http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/alone_in_canada.html

**Learning Outcomes:**  
Learners will be able to:  
- Recognize the rationale behind 12 tips for coping with stress.

**Suggested Approach:**  
- Instructors download the following pages for use in groups.  
- Cut the bolded tip headings away from their associated explanations and have the learners match them.

**Vocabulary to pre-teach:**  
Flexible  
Tension  
Grieve  
Meditation
Be flexible –

Know what you can change and what you cannot. Focus on the things you can control.

Laugh as much as you can –

Laughing releases tension. Tell some jokes, watch television or a funny film, or read the comics.

Breathe slowly –

Take a few minutes of your day to slow down and take in some deep breaths. This relaxes your mind and body.

Allow yourself to make mistakes –

Be gentle with yourself when you make mistakes. Remember that no one is perfect. Learn from your mistakes.
Face your problems one at a time -

It is easier to solve your problems if you divide them up, rather than try to deal with everything all at once.

Talk to someone –

Sharing a problem can make it seem more manageable. Your friend, advisor or co-worker may be going through the same thing. They may even be able to offer some advice.

Allow yourself to feel sad –

Change can bring a sense of loss for the way things used to be. This is true even when the change has improved your quality of life. Take the time to grieve the loss and to adjust to it slowly. Grieving also releases tension.

Learn to say "no" to doing too much -

It may be hard to say no at first, but be realistic - you can't do everything.
Get some fresh air -

Exercise and being outdoors can make your body and mind feel better.

Play more -

Having fun is a natural way to loosen stiff muscles. Try to have some fun with a friend, a child or a pet.

Read a book or magazine that you enjoy -

It may take your mind off your problems for a few hours.

Meditation and yoga -

These can help you to relax by quieting your mind. Also, yoga gently stretches your muscles.
Follow up: Information Gap Reading

ELSA Level: Level 4/5
Activity: Groups take turns reading tips for coping with stress and trying to remember these tips.
Time: 45 minutes
Materials: Readings A and B and discussion questions (pages 10-12) Adapted from Alone in Canada: 21 ways to make it better - Coping with stress

Learning Outcomes:
Learners will be able to:
• Recall stress management strategies.

Suggested Approach:
The following is a variation on a traditional information gap activity:

• Instructor downloads and makes overhead transparencies of readings “A” and “B”. (Each reading has 6 different tips for coping with stress)

• Instructor has 1/2 the class (Group B) turn around in their seats and face the back of the class for two minutes, while the other 1/2 (Group A) reads six tips for coping with stress from the overhead transparency at the front of the class.

• After 2 minutes, have the two groups switch roles, and now Group A faces the back of the class, while Group B reads from the other overhead transparency, and tries to remember their six tips.

• Put A’s and B’s together either in pairs or groups of 4, and ask learners to work together in remembering and writing down the 12 tips for coping with stress.

The reading material is the same as the previous activity, but in this activity the learners are being exposed to the material in a different format and are being asked to recall and recount using their own words.
Reading A: Tips on dealing with stress

Here are some ways that you can deal with stress:

**Be flexible** - know what you can change and what you cannot. Focus on the things you can control.

**Laugh as much as you can** - it releases tension. Tell some jokes, watch television or a funny film.

**Breathe slowly** - take a few minutes of your day to slow down and take in some deep breaths. This relaxes your mind and body.

**Allow yourself to make mistakes** - be gentle with yourself when you make a mistake. No one is perfect. Learn from your mistakes.

**Face your problems** - one at a time. It is easier to solve your problems if you divide them up, rather than try to deal with everything all at once.

**Talk to someone** - sharing a problem can make it seem more manageable. Your friend, advisor or co-worker may be going through the same thing. They may even be able to offer some advice.

(adapted from Alone in Canada: 21 ways to make it better - Tip 12: Coping with stress:  
http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/Alone_in_Canada/index.html)
Reading B: Tips on dealing with stress

Here are some ways that you can deal with stress:

**Allow yourself to feel sad** - Change can make you feel sad for the way things used to be. Take time to feel sad for the loss of your old lifestyle and to adjust to your new life slowly.

**Learn to say "no".** Don’t try to do too much. This may be hard at first, but be realistic - you can't do everything.

**Get some fresh air** - exercise and being outdoors can make your body and mind feel better.

**Play more** - having fun is a natural way to loosen stiff muscles. Try to have some fun with a friend, a child or a pet.

**Read a book or magazine** that you enjoy. It may take your mind off your problems for a few hours.

**Meditation and yoga** can help you to relax by quieting your mind. Also, yoga gently stretches your muscles.

Adapted from Alone in Canada: 21 ways to make it better - Tip 12: Coping with stress:
http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/Alone_in_Canada/index.html
Tips on Dealing with Stress – Discussion Questions

Discuss in groups or with your partner:

What are the biggest sources of stress in your life now?

Do you ever breathe deeply to relax and calm yourself?

Do you get angry at yourself when you make mistakes?

Who do you talk to when you have problems or you feel stressed?

How often do you go outside for a walk, or exercise outside?

What do you do to relax?

Do you ever meditate, do yoga, or pray?

What did you use to do in your country to cope with stress?
Do you do this in Canada?
Coping with Stress: Case Studies

ELSA Level: Level 4/5  
Activity: Learners case studies  
Time: 1 hour +  
Materials: Case Studies (pages 14 and 15)

Learning Outcomes:  
Learners will be able to:  
  • Identify signs of stress in specific situations.  
  • Apply stress management strategies to the situations.

Suggested Approach:  
  • Instructors give each group a different case study.  
  • Groups read and discuss their case study, identify the signs of stress in each case, and suggest strategies for coping.  
  • Groups present their case study and their suggestions to their classmates for further discussion.  
  • As an alternate approach, the case studies can be rotated from group to group so that all groups read each case. This approach will take more time to complete.  
Case Study #1

Moe moved to Canada 2 years ago with his wife and 2 children. Before he came to Canada he was a civil engineer who worked for 15 years for a large company designing multi-story buildings. He could not work as an engineer in Canada so he got a job in a bakery making bread. His wife wants to get a job too, but Moe does not want his wife to work. He feels he should be able to support his family by himself. Moe is showing some signs of stress now. He feels angry much of the time and feels no one respects him. He often shouts at his wife and children. He spends a lot of time in his study with the door closed. He doesn’t like to call his friends and family in his home country anymore.

*What signs of stress does Moe have?*
*What can he do to cope with his stress?*

Case Study #2

Michelle came to Canada as a refugee from a war-torn country. She has no friends or family in Canada and many of her friends and family died in her country during the war. She has been having nightmares recently and has stopped going to school. She sits at home all day and watches TV until late at night because she is afraid of going to sleep and having more bad dreams. She can’t stop thinking about the experiences she had in her home country. One of her classmates is very worried about her and wants to help.

*What signs of stress does Michelle have?*
*What can her friend do?*
Case Study #3

Jenny is fourteen years old and came to Canada with her parents 1 year ago. Jenny is not happy in Canada. She misses her country, her school, her friends and her language. She is shy and doesn’t have any English-speaking friends in Canada. She doesn’t like speaking English and spends a lot of time on the computer talking with her friends from her first country and listening to music in her language. Her marks are not good, and her parents are very angry with her and think that she is a lazy girl. They tell her she must do better at school and learn English fast because they gave up everything for her to have an education and a better life in Canada. Lately Jenny has been very depressed and has been spending all of her free time in her room with the door closed.

**What signs of stress does Jenny have?**
**What can Jenny’s parents do to help her?**

Case Study #4

Anna came to Canada almost 3 years ago. She got pregnant and had a baby very soon after arriving, so she never went to English classes. She spent all her time looking after the new baby, cleaning and cooking for her husband. Before she came to Canada, she was an accountant and she loved her job. Now she feels trapped at home. She feels stupid because she can’t speak English very well. She wants to get a good job and she wants to participate more in life in Canada but she feels overwhelmed and afraid. She wants to work so she and her husband can save more money and buy an apartment but she lacks confidence.

**What signs of stress does Anna have?**
**What can she do?**
Extension Activity Reading: Coping with Stress

ELSA Level: Level 4/5  
Activity: Learners read about ways to cope with stress  
Time: 30 minutes  
Materials: Reading “Coping with Stress” (pages 17 and 18) adapted from the “Here to Help” website, Wellness Module 2: Stress and Well-Being.  
http://www.hereohelp.bc.ca/publications/toolkits/wellness2.pdf

Learning Outcomes:  
Learners will be able to:  
• Identify common coping mechanisms in dealing with stress.

Suggested Approach:  
• Instructors may find that the Wellness module cited above may exceed the abilities of many Level 4/5 learners. The following reading has been simplified from pages 3 and 4 of the module.

• Instructors may choose to assign the reading as homework as a follow up to the preceding activity, or to do it in class depending on time constraints.
Coping with stress

There is no “right” or “wrong” way to cope with stress. What works for one person may not work for another, and what works in one situation may not work in another. Here are some common ways of coping with stress that may help you and your family:

Focus on what you CAN do. There is usually something we can do to reduce stress in most situations. Try not to run away from problems because this will make the stress worse in the long run.

Express emotions. Try not to bottle up your emotions. Express your feelings by talking or by writing them down. Try not to lash out at people by yelling or swearing. This will push people away when you need them the most.

Find support. Looking for help from other people can be useful when we feel like we can’t cope on our own. Family, friends, co-workers and doctors can all be important sources of support.

Focus on the positives. This can be very difficult to do when we are under a lot of stress. Try to focus on strengths rather than weaknesses and remember that no one is perfect. Ask yourself “What can I learn from this situation?” Try to keep a sense of humour, and remember to tell yourself you are doing the best you can.

Make a plan. One way to lower your level of stress is to sit down and think of ways to solve the problem. Try breaking the stressful problem into small steps: Identify the problem clearly. Think about all the possible ways you can solve the problem. Think about the pros and cons of these different ways. Choose the best solution and begin to work towards this solution.

Take care of yourself. None of us cope well if we do not take care of ourselves. This includes eating healthy food and drinking water, exercising regularly, getting enough sleep and doing fun activities or having a hobby.

Take care of relationships. Family, friends and co-workers can be affected by our stress or they can be part of the problem. Try to balance the needs of other people in your life with your own needs. Accept responsibility for your actions, apologize when it is appropriate and ask for what you need in an assertive (but not aggressive) way.
Use religious or spiritual practice. People with religious or spiritual practice as part of their daily lives often have lower levels of stress and more social support.

Accept things we cannot change. Accepting things we can’t change can be a very difficult thing to do when we are feeling stressed. Death, illness or major life changes can be very difficult to accept. Sometimes things happen in our lives that we cannot change, and all we can do is try to manage our feelings of sadness. Try not to live in the past or wish for things that cannot be.

Don’t let yourself get distracted for too long. Distraction can be helpful as a way to cope with short term stress that we can’t control, (for example, listening to music at the dentist), but distraction can also be harmful if it stops us from taking action over stress that we can control. (for example, watching TV when we have work to do). Many distractions like exercising, watching TV, playing on the computer or napping when used for short periods of time can be an important way to take care of ourselves. However, if distractions are used to run away from problems then the stress becomes worse in the long run.

Adapted from: Here to Help, Wellness Module 2: Stress and Well-being, (pages 3 and 4) http://www.heretohelp.bc.ca/publications/toolkits/wellness2.pdf

**Match the phrase from the reading with the correct meaning:**

1. **in the long run** _______the ability to laugh at things.

2. **bottle up** _______the positive and negative sides of a situation or decision (advantages and disadvantages).

3. **lash out** _______over a long time (weeks, months, years).

4. **sense of humour** _______keep feelings inside; you don’t let your emotions come out.

5. **pros and cons** _______to attack someone with words; to shout or yell at someone.
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Read and Respond

ELSA Level:  Level 4/5
Activity:  Learners read about other newcomers’ experiences with the stress of living in a new country, and then write about their own experience
Time:  45 minutes
Materials:  Reading adapted from Alone in Canada (page 20)
http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/alone_in_canada.html
In-class writing assignment (page 21)

Learning Outcomes:
Learners will be able to:
• Express ideas about stress and stress management in writing.

Suggested Approach:
• Instructors can give the warm-up reading as homework or read it in class to give learners “food for thought” before they begin to write.

• After the learners have read about other newcomers’ experiences with the stress of living in a new country, they do the in-class writing assignment.

• Other topics for writing about stress:

  Our lifestyle is more stressful than it was 50 years ago. (Agree or disagree).

  Talk about your strategies for coping with stress.

  Where is life more stressful – in your country or in Canada? Explain and give examples.
Read and Respond

Read what different newcomers say about the stress of living in a new country:

"I prefer to stay in a small city like St. Catharines, because when I tried to live in Toronto I found it to be too stressful. If I stayed there I knew I would get depressed or sick. There were too many people and too many immigrants with problems. You need to be strong to live in the big city. St. Catharines is better for me. It is easier to make friends here than in Toronto." - Vlad, from Romania

Stress is the physical, emotional and mental strain that you feel when life uses a lot of your energy. Everyone experiences stress as part of daily living. Adapting to a new country and creating a new life for yourself can be very stressful. The stress can come from difficult tasks, like looking for work or learning English, and also from things that should be fun, like going out to meet people to make new friends.

You cannot avoid stress, but you can learn to manage it so that you are able to enjoy life and reduce the chance of becoming physically or mentally ill. Perhaps you can continue the activities that helped you to feel calm and well when you were back in your homeland. Or you may need to try new ways to reduce stress.

Here is another account of dealing with stress: "My life now has lots of stress, especially when I think about my two children. I feel sick when I think about them, as they are still back home. I can't contact them by phone, since there is no phone. I try hard with immigration to bring my children here but the process is so long. Now you understand why I am stressed. I make myself feel better by looking at their photographs and the things that they draw. To take my mind off the problem I play my guitar and I sing. The music helps me feel better.

They appreciate that I can do something. I like it too. I am contributing to the community.

Source: Centre for Addiction and Mental Health
http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/Alone_in_Canada/copin
g_with_stress_aic.html
Now, write about a time when you have felt stress in your life. How do you cope with stress in your life?

__________________________________________________

__________________________________________________

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Listening: Real Age Tips

**ELSA Level:** Level 4/5  
**Activity:** Learners listen to an audio text, take notes and complete comprehension questions  
**Time:** 30 minutes  
**Materials:** Canadian Snapshots: Raising Issues, Unit 8; Listening 1

**Learning Outcomes:**  
Learners will be able to:  
- Recognize the health implications of not properly managing health issues.

**Suggested Approach:**  
- Learners listen to the audio, take notes and complete comprehension questions.

**Vocabulary to pre-teach:**  
Chronological, Biological
Jigsaw

ELSA Level: Level 4/5
Activity: 4 part jigsaw
Time: 1.5 hours
Materials: Canadian Snapshots: Raising the Issues, Unit 8,
Student book pages 120 – 126, Workbook page 90

Learning Outcomes:
Learners will be able to:
  • Compile and compare information on various stress management
techniques.
  • Understand new vocabulary from context.

Suggested Approach:
• This is a four-part jigsaw with readings about different kinds of
stress management strategies or techniques.

• This activity includes a reading strategy on guessing the
meaning of words from context. Instructors might want to focus
on this strategy for the jigsaw activity. If so, learners should be
encouraged to complete the vocabulary questions which follow
their part of the reading without using their dictionaries.

• The procedure for the jigsaw activity is laid out in the text on
page 120.
Web Quest

ELSA Level: Level 4/5
Activity: Online research assignment on stress and mental health topics (Topics: Sleep, Social Support, Stress and Children, Anger, Depression)
Time: 2 hours
Materials: Worksheets #1,2,3,4,5 (pages 25-29)

Learning Outcomes:
Learners will be able to:
• Access current mental health resources online.

Suggested Approach:
• Divide the class into 5 groups of 3-4 learners, and either assign each group a topic, or have them choose which topic they want to do. (Let learners know that each group will be presenting their topic to the class after they have done the research).

• Give all members of each group a worksheet, and let them know that they will need to find a way to divide the research work evenly among the members. (This division of labour is best done before they head to the computer).

• Give the groups at least one hour of computer time in order to go to the websites and find the answers to the questions.

• After the groups have come back from the computer room/lab/library, give them some time to discuss what they found out and exchange information.

• If your learners are at a higher level, you may want to simply give each group a topic, and not give them the links to the websites; instead they will need to do a computer search for the answers to the questions from scratch using a search engine like “Google”.

Worksheet #1

Web Quest – Sleep

You are having trouble sleeping. Find out about some easy ways to improve your sleep and share this information with your classmates.

Your group will explore this topic and present the information you find out to your classmates. Decide how to divide the topic evenly among all group members. (Remember that every member of the group will have to speak during the presentation).

Go to the following websites and find the answers to the questions –

Website #1
http://heretohelp.bc.ca/publications/toolkits/wellness6.pdf
How much sleep do people need?

What are some different kinds of sleep problems?

How do sleep problems affect our mental health?

What are some tips for getting a good night’s sleep?

Website #2
http://www.apollolight.com/sleep_and_stress.html

Why are there more stress related sleep disorders now?

What are some strategies to reduce stress and help you sleep?

Website #3
http://lifework.arizona.edu/ea/articles/sleep_stress.php

What can you do if you can’t get to sleep because you are thinking about all the things you have to do?

What are some other ways to help you get more sleep?

(if any of the above links are not active, then try “googling” the topic and see what information you can find...)

BC Mental Health Information Line: 604-669-7600 or 1-800-661-2121 or the BC Health Guide Nurse Line at 604-215-4700 or 1-866-215-4700
Worksheet #2

Web Quest – Social Support

Your friend just moved to a new city and doesn’t know anyone. She is feeling very depressed and alone. You are worried about her and want to help.

Your group will explore this topic and present the information you find out to your classmates. Decide how to divide the topic evenly among all group members. (Remember that every member of the group will have to speak during the presentation).

Go to the following websites and find the answers to the questions –

Website #1
http://heretohelp.bc.ca/publications/toolkits/wellness3.pdf

What does “social support” mean?
What are some different kinds of social support?
How can people improve their social support network?
What is the relationship between social support and mental illness?

Website #2

Why is social support important?
How can you develop a social support system?
How do you keep a healthy social support system? (What are some things to be careful of?)

(if any of the above links are not active, then try “googling” your topic and see what information you can find...)

BC Mental Health Information Line : 604-669-7600 or 1-800-661-2121 or the BC Health Guide Nurse Line at 604-215-4700 or 1-866-215-4700
Worksheet #3

Web Quest – Stress and Children

Your friend is very worried about one of her teenage daughters. Her marks have fallen at school. She often complains of headaches and spends a lot of time alone in her room.

Your group will explore this topic and present the information you find out to your classmates. **Decide how to divide the topic evenly among all group members.** (Remember that every member of the group will have to speak during the presentation).

Go to the following websites and find the answers to the questions –

**Website #1**
http://www.cfc-efc.ca/docs/cccfrs019_en.htm

How can stress affect children?

What are some signs that a child is experiencing stress?

What are some techniques to help a child experiencing stress?

**Website #2**
http://www.aboutourkids.org/aboutour/articles/stress.html

When and why do children feel stress?

What can parents do to help their children?

**Website #3**
http://www.extension.iastate.edu/Publications/PM1660F.pdf

What are some sources of stress for children?

What are some symptoms of stress in children?

How can you help your children to manage stress?

* (if any of the above links are not active, then try “googling” your topic and see what information you can find...)

BC Mental Health Information Line: 604-669-7600 or 1-800-661-2121 or the BC Health Guide Nurse Line at 604-215-4700 or 1-866-215-4700
Worksheet # 4

Web Quest – Anger

Your brother gets angry very easily especially since he moved to Canada. Sometimes he yells at his wife and children, and sometimes he gets very quiet and refuses to talk to anyone. You want to help him manage his anger in a more positive way.

Your group will explore this topic and present the information you find out to your classmates. Decide how to divide the topic evenly among all group members. (Remember that every member of the group will have to speak during the presentation).

Go to the following websites and find the answers to the questions –

Website #1
http://heretohelp.bc.ca/publications/toolkits/wellness5-photocopy.pdf

Why is too much anger bad for us?

When is anger a problem?

What are three main ways to manage or control anger?

What are three negative ways that people deal with anger?

Website #2
http://www.apa.org/topics/controlanger.html

What kind of problems can anger cause in your life?

When a person gets angry, what kind of physical changes happen in the body?

Explain three different ways of expressing anger.

Why are some people more angry than others?

What are some strategies to control anger?

(if any of the above links are not active, then try “googling” your topic and see what information you can find...)

BC Mental Health Information Line: 604-669-7600 or 1-800-661-2121 or the BC Health Guide Nurse Line at 604-215-4700 or 1-866-215-4700
Worksheet # 5

Web Quest – Depression

Your friend has been feeling sad all winter. She always feels
tired, and she cries very easily. She doesn’t feel like going
outside. You think that she may be depressed and you want to
find some information about depression.

Your group will explore this topic and present the information you find
out to your classmates. **Decide how to divide the topic evenly
among all group members.** (Remember that every member of the
group will have to speak during the presentation).

Go to the following websites and find the answers to the questions –

**Website #1**

http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_Information/depression_mhfs.html

What are some symptoms of depression?

What are some different types of depression?

What are some treatments for depression?

What are some misconceptions about depression? (a misconception is
something that many people think is true, but, in fact is not true)

**Website #2**

http://www.here to help.bc.ca/publications/factsheets/depression.shtml

What are some symptoms and treatments for depression? (compare
this list with the list from the website above)

What are some statistics about depression in Canada? (for example,
how many adult Canadians experience depression? How many
teenagers?)

What is “seasonal affective disorder” (S.A.D.) and how can you treat it?

*(if any of the above links are not active, then try “googling” your topic and
see what information you can find...)*

BC Mental Health Information Line : 604-669-7600 or 1-800-661-2121 or the
BC Health Guide Nurse Line at 604-215-4700 or 1-866-215-4700
Class Presentation

ELSA Level: Level 4/5
Activity: Presentation of online research findings (about the five Mental Health Topics from the previous webquest activity: Sleep; Social Support; Stress and Children; Anger; Depression).
Time: 2 – 3 hours (includes preparation time and presentation time)
Materials: Tips for Giving a Group Presentation (page 31) Worksheet #6 (pages 32 and 33)

Learning Outcomes:
Learners will be able to:
  • Present information in front of an audience.
    Work effectively in a group

Suggested Approach:
  • Give the groups time to prepare for their presentations and give them the ”Tips for Giving a Group Presentation" sheet (page 31) as a guide if you wish. Groups need to discuss how they wish to structure their presentations. (i.e. what topics they want to talk about and who will speak about each topic)

  • In order to have a focus for listening to the presentations, distribute Worksheet #6 (pages 32 and 33) for learners to fill in as they listen to each other’s presentations.
Tips for Giving a Group Presentation

Divide the work evenly among your group members. Divide your topic into sub-topics for each person to talk about. For example, if your topic is “Learning English” some sub-topics might be:

- Reasons for Learning English
- Techniques for Learning English
- Difficulties in Learning English

Introduction:

A good presentation has an introduction. The introduction should catch your audience’s attention. You can try asking the audience a question, give them an interesting statistic, or tell an anecdote to introduce your topic. You should also introduce the group members at the beginning of the presentation.

Hand-offs:

A “hand-off” means passing the presentation from one group member to the next. To make the hand-off smooth, you should introduce the next speaker and what sub-topic they will talk about: “Now Lee will speak to you about Techniques for Learning English”.

Conclusion:

A good presentation has a conclusion. That does not mean simply saying “OK. We’re finished.” You need to find a way to finish the presentation by summarizing what was talked about, giving an opinion, making a suggestion, or making a prediction for the future.

Ask your audience if they have any questions and finally, don’t forget to thank your audience for their time and attention:

- “Thank you very much for listening.”
- “Thank you very much for your attention.”
Worksheet # 6

Listen to the presentations and fill in the information –

Presentation #1 – Sleep

How much sleep do people need?
What are some different kinds of sleep problems?
How do sleep problems affect our mental health?
What are some tips for getting a good night’s sleep?
Why are there more stress related sleep disorders now?

Presentation #2 – Social Support

What does “social support” mean?
What are some different kinds of social support?
Why is social support important?
How can you develop a social support system?
What is the relationship between social support and mental illness?

Presentation #3 – Stress and Children

What are some signs that a child is experiencing stress?
When and why do children feel stress?
How can you help your children to manage stress?
Presentation #4 – Anger

Why is too much anger bad for us?

When is anger a problem?

What kind of problems can anger cause in your life?

When a person gets angry, what kind of physical changes happen in the body?

Why are some people more angry than others?

What are some strategies to control anger?

Presentation #5 – Depression

What are some symptoms of depression?

What are some treatments for depression?

What are some misconceptions about depression? (a misconception is something that many people think is true, but, in fact is not true)

What are some statistics about depression in Canada?

What is “seasonal affective disorder” (S.A.D.) and how can you treat it?