

# Lesson 3: My Life – My Mental Health

*Suggested time to complete: 75 minutes*

## Lesson Overview

- This lesson corresponds with the “My Mental Health” section of the *My Life, My Plan* booklet.
- Through class discussion and activities students will learn about what mental health and well-being is, warning signs and symptoms of mental illness and treatment, as well as positive ways to cope with stress and anxiety and supports available.
- This lesson plan will connect the Grade 9 Health and Physical Education curriculum with the Pathways to Success program (using myblueprint.ca) and the *My Life, My Plan* booklet from Best Start.
- Teachers can adapt the format of the lesson plan to meet the needs of their students and the amount of time they have available.

## Equipment

- Sticky notes (scrap paper)
- Chart paper
- Markers
- Whiteboard/SMART board
- Electronic file: *My Life, My Plan* Booklet
- Students may choose to bring their own devices to complete work in electronic files
- SMART Board or computer with projector if possible to show videos
- [Appendices C and D](#) with facts about mental health if you wish to hand them out, and a reference copy of the Mental Health Concept Map Example

## Curriculum Links

### Living Skills

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade [Grade 9 – PPL1O].

### Personal Skills

- 1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their

own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

- 1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

#### Interpersonal Skills

- 1.3 Communicate effectively, using verbal or non-verbal means, as appropriate and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- 1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

#### Critical and Creative Thinking

- 1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

#### Healthy Living

C1. Demonstrate an understanding of factors that contribute to healthy development.

C1.1 Explain how active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (e.g., provides more energy, helps body develop to full physical potential, increases self-esteem).

C1.3 Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions.

C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions related to their personal health and well-being.

C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships.

C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

C3.2 Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness;

negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/classmate, supporting others who are struggling with their emotional well-being).\*

C3.4 Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences.

**\* Discussions about mental health and suicide should be approached with caution and sensitivity. See The Ontario Curriculum Grade 9 to12, Health and Physical Education, 2015, pages 5, 39–40, and 42–43 for further information.**

[www.youtube.com/watch?v=LxLiJKDqNMo&index=31&list=PLxmz9ERQlsZtVhIbwLNuRJcC-1W63yUnb](http://www.youtube.com/watch?v=LxLiJKDqNMo&index=31&list=PLxmz9ERQlsZtVhIbwLNuRJcC-1W63yUnb)

### **Minds On: Mental Health - Ponder It, Post It (15-20 minutes)**

This ice breaker activity will encourage students to think about mental health and well-being, and encourage students to participate in a class discussion. It will give the teacher an idea of the baseline level of understanding among the class of the term mental health and student perspectives.

1. Hand out sticky notes to students and explain that they will need to work individually on the topic. Ask students to post their response in a designated area, i.e. wall, board or chart paper.
2. Ponder it: Ask students to think about what comes to mind when they hear the term mental health.
3. Post It: Have students record their responses on sticky notes and post in designated area.
4. Ponder It: Ask students to think about what comes to mind when they hear the term well-being.
5. Post It: Have students record their responses on sticky notes and post in designated area.
6. Class discussion:
  - a. The teacher will facilitate a discussion with the class based on students' responses. How are the terms mental health and well-being different? And how are they the same? Does one influence the other?
  - b. The teacher may want to group responses together into categories such as facts, myths, and misconceptions.
  - c. Ask students what influences their perspective on mental health and well-being? (i.e. personal experience, social media, news and movies). This could lead to a discussion on stigma.
  - d. Ask students why they think people with mental health illnesses are often stigmatised? Why do you think some people who suffer from mental health issues find it hard to talk about? What are some strategies that could be used to reduce the stigma around mental health?

## Stigma and Mental Health

“Stigma refers to a cluster of negative attitudes and beliefs that motivate the general public to fear, reject, avoid and discriminate against people with mental illness. Stigma is not just a matter of using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma and the resulting discrimination discourages individuals and their families from getting the help they need.” (SAMHSA, School Materials for a Mental Health Friendly Classroom, 2004).

### **Videos to show to class:**

- [www.youtube.com/watch?v=WUaXFIANojQ](http://www.youtube.com/watch?v=WUaXFIANojQ)
- <https://vimeo.com/130580621>
- [www.letstalk.bell.ca/en/end-the-stigma/videos/](http://www.letstalk.bell.ca/en/end-the-stigma/videos/)

## What is mental health? (5 minutes)

“*Mental health* includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood” (U.S. Department of Health and Human Services, 2016). Staying mentally healthy is important for your thinking, mood and behaviour.

*Mental Illness* is a disturbance in thoughts and emotions that decreases a person’s capacity to cope with the challenges of everyday life. Only a doctor can make a mental health diagnosis, such as depression or anxiety. Most health professionals and researchers believe that mental illness is usually the result of an interaction of physical, environmental, and social factors (CMHA, 2016).

- Anxiety disorders – Obsessive-compulsive disorder, post-traumatic stress disorder, phobias
- Eating disorders – Anorexia nervosa and bulimia nervosa
- Mood disorders – Major depressive disorder and bipolar disorder
- Psychosis
- Schizophrenia
- Personality disorders
- Substance-related and addictive disorders

While many people experience mental health issues, the good news is there are many supports in place to help. People with mental health issues can get better and some recover completely. (Supporting Minds, 2013).

## Coping and Resilience (15 minutes)

Having a positive sense of self and positive coping skills in place will help you deal with your mood, behaviours and feelings and maintain positive mental health. Having positive mental health allows people to achieve their goals, cope with the stresses of life, work productively, and make meaningful contributions to their communities.

“*Resilience* is the ability to bounce back from challenges. It is an important aspect of an individual’s mental health and emotional and spiritual well-being. Factors that promote resilience are known as protective factors. Factors that compromise resilience are called risk factors.” (The Ontario Curriculum Grade 9 to12. Health and Physical Education. 2015).

Resilience is not something you are born with. It is something that needs to grow and develop, like a skill you build. Practicing coping skills every day will help you build your resilience.

**Ask students what are some of the coping skills you use to deal with stress and maintaining positive mental health? What are your outlets to relieve stress and/or anxiety?**

- Talking with a close friend
- Working out and/or playing sports
- Reading
- Watching a favourite TV show or movie
- Going for a walk
- Writing in a journal
- Painting
- Listening to music
- Cooking
- Taking some time to yourself
- Volunteering
- Getting enough sleep
- Yoga, deep breathing, progressive muscle relaxation, or meditation
- Being outside enjoying nature
- Taking a break from social media/electronic devices – we may not realize it but media influences our wellness.

Questions for students to consider and discuss as a group:

- *What are some other factors that may pose a risk to a person’s ability to cope with challenges?*
- *What are some unhealthy behaviours and choices a person might engage in when trying to forget their problems or when trying to cope if they do not have support?*
- *What are some of the ways you can strengthen your resilience?*  
*This may be a more challenging question for students to answer, as they might not have the connections made yet about what builds resilience.*  
*This link has 10 tips [www.apa.org/helpcenter/bounce.aspx](http://www.apa.org/helpcenter/bounce.aspx)*

**How can you maintain a positive sense of well-being?**

Mental health is more than the absence of a mental health condition or illness: it is a positive sense of well-being, or the capacity to enjoy life and deal with the challenges we face (CMHA, 2016). Taking better care of your mind and body boosts your well-being. Eating well, exercising, and getting

adequate sleep provides many benefits, enabling the mind and body to manage most challenges in life, including anxiety and depression. In addition to nourishing your body and participating in physical activities you enjoy, there are many other ways to improve your mental health. Showing gratitude and kindness towards others and yourself is one way of boosting your well-being.

Have a class discussion about what it means to show gratitude and how we can practice kindness/mindfulness with others around us including family, friends and even strangers.

- *What is gratitude?*
- *How can you practice kindness/mindfulness in your daily life?*
- *How can we be kinder to others and to ourselves?*

Examples

Others	Self
Show appreciation Show genuine interest in others Be honest and sincere Be interested in what others think, even if you don't agree Listen Practice being nice Smile Spend time with kind people Take care of people that matter to you Give back to your community – volunteer or donate Praise/compliment others Be on time – respect other peoples schedules Random acts of kindness	Acknowledge your efforts Be thankful for what you have Pamper yourself (massage or relaxing bath) Surround yourself with people who lift you up Get up and move – physical activity improves mood Forgive yourself – everyone makes mistakes Compliment yourself Make a list of 5 things you like about yourself or things you do well Try something new (hobby, craft, recipe, adventure) Balance your use of social media/internet use – take a break from it Meet with friends face-to-face Set realistic goals

**Inside and outside circles activity (10-15 minutes)**

This activity will reinforce the concept of improving well-being by showing gratitude and kindness towards others and ourselves. Students will form two circles to face each other and respond to teacher prompts. This kinaesthetic activity will engage all students to exchange comments and allows students to share with peers they may rarely work with. Remind students to be considerate of others comments and to listen without judging.

1. Split the class in half and have half the students form an inside circle and the other half the outside circle.
2. Write the question “how have you shown kindness to someone in the last month?” on the board.
3. Ask students on the inside circle to share their response with the classmates facing them on the outside circle and then have students on the outside circle share with the classmate on the inside circle.

4. Instruct all students in the outside circle to move one spot to the right and discuss the question with their new partner.
5. Repeats steps 3 and 4.
6. Also ask students to share “how do you show kindness to yourself or how do you boost your well-being?” And ask them to “share a positive comment or compliment” with the classmate they are paired with.
7. To debrief ask students how it felt to share and/or receive a compliment from a classmate.

**\*Looking for more information and interactive tools visit [www.mindyourmind.ca](http://www.mindyourmind.ca).** Mind Your Mind works with young people to co-create interactive tools and innovative resources to build capacity and resilience.

### [Mental Health Statistics - Did you know? \(5 minutes\)](#)

(These statistics can also be found in [Appendix C](#) if you wish to print them as a student handout).

In Hastings and Prince Edward counties 12.8% of males and 16% of females self-report having mood and anxiety disorders.

Source: Canadian Community Health Survey 2011/12, Statistics Canada, Ontario Share File, distributed by Ontario Ministry of Health and Long-Term Care.

Almost 1 in 5 young people in Canada live with mental disorders.

Source: Waddell, C., McEwan, E., Hua, J., Shepherd, C, (2002). Child and youth mental health: Population health and clinical service considerations. A research report prepared for the British Columbia Ministry of Children and Family Development. Retrieved from [http://www.childhealthpolicy.sfu.ca/research\\_reports\\_08/rr\\_pdf/RR-1-02-full-report.pdf](http://www.childhealthpolicy.sfu.ca/research_reports_08/rr_pdf/RR-1-02-full-report.pdf)

Only 1 in 5 children in Canada who need mental health services ever receives professional help.

Source: Canadian Mental Health Association (n.d.). Fast facts about mental illness. Retrieved from <http://www.cmha.ca/media/fast-facts-about-mental-illness/>

Suicide is the second leading cause of death for young people, after accidents, accounting for 24% of all deaths among Canadians ages 15 to 24.

Source: Canadian Mental Health Association (n.d.). Fast facts about mental illness. Retrieved from <http://www.cmha.ca/media/fast-facts-about-mental-illness/>

LGBTQ (lesbian, gay, bisexual, trans, queer and questioning) youth in Canada are approximately 3 times more likely to attempt suicide than their peers.

Source: Centre for Suicide Prevention (December, 2003). Suicide among gay, lesbian, bisexual or transgendered youth. Retrieved on March 3, 2009, from <http://www.suicideinfo.ca/csp/assets/alert53.pdf>

Teens who do not get enough sleep are more likely to feel depressed. To be at your best you need between 9 and 10 hours of sleep every day.

Source: Caring for Kids (2013). Teens and sleep: Why you need it and how to get enough. Retrieved from [http://www.caringforkids.cpa.ca/handouts/teens\\_and\\_sleep](http://www.caringforkids.cpa.ca/handouts/teens_and_sleep)

About 12% of students in grades 7 – 12 report using cannabis frequently (six or more times) in the last year. Frequent opioid pain reliever use is reported by about 4% of all students.

9.2% of grades 7 – 12 students drink two or three times a month, and about 6.1% drink at least once a week.

Source: Boak, A., Hamilton, H. A., Adlaf, E. M., & Mann, R. E., (2015). Drug use among Ontario students, 1977-2015: Detailed OSDUHS findings (CAMH Research Document Series No. 41). Toronto, ON: Centre for Addiction and Mental Health. Retrieved from [http://www.camh.ca/en/research/news\\_and\\_publications/ontario-student-drug-use-and-health-survey/Pages/default.aspx](http://www.camh.ca/en/research/news_and_publications/ontario-student-drug-use-and-health-survey/Pages/default.aspx)

For additional mental health and wellness statistics visit: [www.phac-aspc.gc.ca/publicat/hpcdp-pspmc/37-4/assets/pdf/ar-04-eng.pdf](http://www.phac-aspc.gc.ca/publicat/hpcdp-pspmc/37-4/assets/pdf/ar-04-eng.pdf)

## **Discussing Mental Health – Signs/Symptoms/Treatment and Support (15-20 minutes)**

### **Community Resources/Support Network**

There are many supports and resources in place to help us maintain positive mental health and for those who are dealing with mental health concerns. Ask students: *“What does your support network look like? Who is part of your support system?”*

- Friends
- Siblings
- Parents
- Coaches
- Supportive Adults
- Teacher
- Guidance counsellor, CYC
- Doctor
- Faith-based organizations
- Online support groups

### **Community Supports**

- Kids Help Phone .....1-800-668-6868
- Youthab (Youth Habilitation Quinte Inc.).....613-969-0830
- Children’s Mental Health Services.....1-844-462-2647
- Open Line Open Mind .....613-310 (OPEN) 6736

- Addictions Centre ..... 613-969-0077
- Alcoholics Anonymous, Al-Anon, Alateen ..... 1-877-961-2134
- Counselling Services of Belleville & District ..... 613-966-7413
- Crisis Intervention Hastings/Prince Edward ..... 613-962-7227
- Drug and Alcohol Information line..... 1-800-463-6273
- Mental Health Services Hastings/Prince Edward Corp ..... 613-967-4734
- National Eating Disorder Information Line ..... 1-866-633-4220
- QHC Mental Health Services..... 613-969-7400 ext. 2228

**What contributes to the development of mental illness?**

Ask students: *“What some factors are that may contribute to the development of mental illness?”*

Most health professionals and researchers believe that mental illness is usually the result of an interaction of physical, environmental, and social factors (CMHA, 2016).

**Physical Factors**

- Individuals genetic make-up, may put them at higher risk
- Physical trauma – brain injury, misuse of substances (street drugs or alcohol)

**Environmental Factors**

- Severe psychological trauma (war or sexual abuse)

**Social Factors**

- Where we live
- Whether we have strong support networks
- Work environment
- Level and duration of stress

**Warning signs/Symptoms**

Ask students: *“What some of the warning signs and symptoms are of mental health concerns?”* List them on chart paper or white board.

- Feeling sad or down.
- Changes in sleep patterns (e.g. having trouble falling asleep or staying asleep or wanting to sleep all the time).
- Changes in appetite (e.g. not wanting to eat much or wanting to eat all the time).
- Losing interest in things they previously enjoyed. Pulling away from people and usual activities.
- Having low or no energy.
- Feeling numb or like nothing matters.

- Feeling anxious, nervous or restless.
- Having unexplained aches and pains.
- Having trouble concentrating.
- Feeling helpless or hopeless.
- Smoking, drinking, or using drugs to cope.
- Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared.
- Yelling or fighting with family and friends.
- Experiencing severe mood swings that cause problems in relationships.
- Having persistent thoughts and memories you can't get out of your head.
- Hearing voices or believing things that are not true.
- Thinking of harming yourself or others. Having thoughts about death or suicide.
- Inability to perform daily tasks like taking care of yourself or getting to work or school.

If you or a friend are experiencing one or more of these feelings and/or behaviours it could be an early warning sign of a mental health concern. It's important to get help to determine why you are feeling and acting this way. Talk to a trusted adult or friend, or seek out school and community supports.

### **Treatment**

In some cases treatment may be required for mental illnesses. Only a doctor can make a mental health diagnosis, such as depression or anxiety. Most types of mental health diagnoses can be treated in one of three ways:

- With counselling (psychotherapy, self-help groups, family support and community supports)
- With medication
- With a combination of both

### **Concept Map Activity – Mental Health – Coping and Supports (15-20 minutes)** **(Ideal homework assignment)**

This activity will help students recognize what is currently going on in their life and in their future which could be possible causes of stress and anxiety. Students will identify supports and coping mechanisms to help them through their mental health journey.

1. Have students work independently (or in pairs or small group) and show sample concept map on board ([Appendix D - Mental Health Concept Map Example](#)). In the centre of the concept map will be "My Mental Health" have students draw lines to connect words and subtopics to this central idea. Ask students: what's going on in your life now? Or in the near future? For example possible causes of stress and/or anxiety (school, work, relationships, illness, family, jobs) and possible feelings this may cause. From there draw lines to identify supports available (CYC, friends, coach, health care professional, trusted adult, etc.) and positive ways students cope individually with stress and/or anxiety (listening to music, exercise, sports, reading, etc.).

2. Have students develop their concept map on a piece of paper or chart paper.
3. Have students discuss their concept map with a partner.
4. If completed in a group, provide an opportunity for each group to present their concept map and share some examples. Explain to students while these different areas of their life (school, work, relationships) may seem separate they are actually all connected. When one area in their life changes it can affect another area.

### **Consolidation - Exit Pass and Goal Setting (5 Minutes)**

Use an exit pass to consolidate learning and help students make the link between mental health and positive coping mechanisms.

1. Have students think about their mental health and a change they plan to make to improve their mental health and/or boost their well-being. Also let students know they can ask any questions they might still have on this piece of paper.
2. A few minutes before the end of class, hand out the exit pass and ask student to respond.
3. Have students hand in exit pass as they leave the classroom.
4. Review responses to assess learning and determine if the needs of your students have been met.

**Goal Setting - Direct students to page 4 in the *My Life, My Plan* booklet and ask them to complete the My Life – My Mental Health section. This will consolidate student understanding of their personal well-being and mental health. Ask them to create a smart goal for their mental health and enter it into [myblueprint.ca](http://myblueprint.ca).**

### **Homework**

If students do not have time to complete the mental health concept map in class have them complete for homework and pass in at the beginning of the next class.

### **Assessment**

Use concept map to assess student knowledge and understanding in regard to possible causes of stress and anxiety, ways of coping and where they can seek support. (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking], C1.1, C2.2, C3.3).

Use class discussion to assess student knowledge and understanding of warning signs and symptoms of mental health concerns, how their choices and behaviours affect themselves and others and strategies to cope (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking], C3.3, C3.4).

Observe student participation in class discussions and activities to assess decision-making and communication skills (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking], C3.4).

Review exit passes to assess for learning and next steps. (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking]).

Review student profiles in myblueprint.ca to ensure students have added a mental health goal to their plan. (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking]).

### **Resources for Teacher**

- Kids Help Phone – 1-800-668-6868 - [www.kidshelpphone.ca](http://www.kidshelpphone.ca)
- Supporting Minds: An Educators Guide to Promoting Students' Mental Health and Well-being. [www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf](http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf)
- OPHEA – Approaches to Teaching Healthy Living: A Guide for Secondary Educators. [www.teachingtools.ophea.net/supplements/hpe-secondary](http://www.teachingtools.ophea.net/supplements/hpe-secondary)
- Canadian 24-Hour Movement Guidelines for Children and Youth. [www.csep.ca/CMFiles/Guidelines/24hrGlines/Canadian24HourMovementGuidelines2016.pdf](http://www.csep.ca/CMFiles/Guidelines/24hrGlines/Canadian24HourMovementGuidelines2016.pdf)
- Low-Risk Alcohol Drinking Guidelines. [www.ccsa.ca/Resource%20Library/2012-Canada-Low-Risk-Alcohol-Drinking-Guidelines-Brochure-en.pdf](http://www.ccsa.ca/Resource%20Library/2012-Canada-Low-Risk-Alcohol-Drinking-Guidelines-Brochure-en.pdf)

### **Resources for Students**

- Your school's CYC
- Kids Help Phone – 1-800-668-6868 [www.kidshelpphone.ca](http://www.kidshelpphone.ca)
- The Red Card [www.ghc.on.ca/red-cards-p1824.php](http://www.ghc.on.ca/red-cards-p1824.php)
- Youthab (Youth Habilitation Quinte Inc.) [www.youthab.ca/](http://www.youthab.ca/)
- Children's Mental Health Services [www.cmhs-hpe.on.ca/](http://www.cmhs-hpe.on.ca/)
- Mind Your Mind [www.mindyourmind.ca/](http://www.mindyourmind.ca/)

### **References**

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Bell Canada (2014). Bell Let's Talk. Toolkit: Starting the Conversation About Mental Health. Retrieved from:

[https://teachingtools.ophea.net/sites/default/files/ophea-files/resources/rgen\\_bellfacilitatorguide\\_02se16.pdf](https://teachingtools.ophea.net/sites/default/files/ophea-files/resources/rgen_bellfacilitatorguide_02se16.pdf)

U.S. Department of Health and Human Services (2016). What is Mental Health? Retrieved from: <https://www.mentalhealth.gov/basics/what-is-mental-health/index.html>

The Ontario Curriculum Grade 9 to12. (2015). Health and Physical Education.

## Appendix C - Mental Health Statistics - Did you know?

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Almost 1 in 5 young people in Canada live with mental disorders.

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LGBTQ (lesbian, gay, bisexual, trans, queer and questioning) youth in Canada are approximately 3 times more likely to attempt suicide than their peers.

Source: Centre for Suicide Prevention (December, 2003). Suicide among gay, lesbian, bisexual or transgendered youth. Retrieved on March 3, 2009, from <http://www.suicideinfo.ca/csp/assets/alert53.pdf>

In Canada, 75% of mental disorders develop by age 24; 50% by age 14.

Source: Mental Health Commission of Canada (2011). Youth a priority for mental health first aid. News From MHCC: Child and Youth Special Edition. 4. Retrieved from [http://www.mentalhealthcommission.ca/SiteCollectionDocuments/Newsletters/MHHC\\_Newsletter\\_Sept2011\\_ENG.pdf](http://www.mentalhealthcommission.ca/SiteCollectionDocuments/Newsletters/MHHC_Newsletter_Sept2011_ENG.pdf)

About 3.2 million young people in Canada ages 12 to 19 are at risk for developing depression.

Source: Young people at risk for depression: Canadian Mental Health Association (n.d.). Fast facts about mental illness. Retrieved from <http://www.cmha.ca/media/fast-facts-about-mental-illness/>

The average rate of suicide in Canada among youth who are Aboriginal is estimated to be 5 to 6 times higher than among non-Aboriginal youth.

Source: Oppal, W. (2006). Sayt k'üülm goot – Of one heart: Preventing Aboriginal youth suicide through youth and community engagement. Retrieved from [http://www.rcybc.ca/Groups/Archived%20Reports/cyo\\_of\\_one\\_heart\\_web.pdf](http://www.rcybc.ca/Groups/Archived%20Reports/cyo_of_one_heart_web.pdf)

Teens who do not get enough sleep are more likely to feel depressed. To be at your best you need between 9 and 10 hours of sleep every day.

Source: Caring for Kids (2013). Teens and sleep: Why you need it and how to get enough. Retrieved from [http://www.caringforkids.cpa.ca/handouts/teens\\_and\\_sleep](http://www.caringforkids.cpa.ca/handouts/teens_and_sleep)

About 12% of students in grades 7 – 12 report using cannabis frequently (six or more times) in the last year. Frequent opioid pain reliever use is reported by about 4% of all students.

9.2% of grades 7 – 12 students drink two or three times a month, and about 6.1% drink at least once a week.

Source: Boak, A., Hamilton, H. A., Adlaf, E. M., & Mann, R. E., (2015). Drug use among Ontario students, 1977-2015: Detailed OSDUHS findings (CAMH Research Document Series No. 41). Toronto, ON: Centre for Addiction and Mental Health. Retrieved from [http://www.camh.ca/en/research/news\\_and\\_publications/ontario-student-drug-use-and-health-survey/Pages/default.aspx](http://www.camh.ca/en/research/news_and_publications/ontario-student-drug-use-and-health-survey/Pages/default.aspx)

Appendix D - Mental Health Concept Map Example

