

My Guide Inside (MGI)

Curriculum Guide for British Columbia



MGI K-12 Mental Health in Schools (MHIS)

MGI Introduction

MGI can embed mental health and well-being into classrooms K-12 as per BC Ministry of Education and Child Care MHIS strategy. *MGI* is a flexible, innovative well-being curriculum infused in classes for credit such as Career Education, English Language Arts or Health Education. *MGI* can also be a stand-alone mentoring, prevention or intervention program.

MGI Features

- Adult Well-being Support:** Professional Development choices.
- Core Competencies:** underpin all areas of learning.
- Essential Learning:** “Big Ideas” amplify higher order thinking.
- Literacy Foundation:** employs a variety of communication forms.
- Self-assessment:** *MGI* Learner pre- and post-assessments.
- Alignment:** Career, English Language Arts, Health.

Core Competencies

My Guide Inside Teacher Manuals detail *MGI* alignment with Core Competencies.

Communication

Thinking

Personal and Social

Big Ideas

Samples of what students will UNDERSTAND ...

MGI Book I Primary Big Ideas Chapter 2

- My thought creates my feeling.
- All of my feelings come from thought.
- I let unwanted thoughts pass by and experience well-being.

MGI Book II Intermediate Big Ideas Chapter 2

- I discover thoughts always create my feelings.
- My common sense gives me thought choices.
- I can choose which thought to use.

MGI Book III Secondary Big Ideas Chapter 2

- I realize *MGI* principles operate from inside out in everyone.
- I recognize the relationship of thought, feeling and my secure state of mind.
- My intelligence and innate wisdom create my own new viewpoints.

Curricular Competency

Samples of what students DO ...

MGI Book I Primary, Chapter 2:

- Gain an understanding of *MGI* principles by:
 - beginning to connect thought and feeling
 - knowing freedom from worry
 - enhancing personal well-being and ability to navigate life

MGI Book II Intermediate, Chapter 2:

- Gain an understanding of *MGI* principles in terms of:
 - connecting with inner wisdom
 - experiencing the causal relationship of thought to feeling
 - reflecting on personal development using memories and experiences

MGI Book III Secondary, Chapter 2:

- Expand an understanding of *MGI* principles by:
 - discovering the relationship of thought and feeling
 - experiencing security when reflecting and relying on their guide inside
 - relating to others from this natural intelligence and innate wisdom

Content

Samples of what students KNOW ...

MGI Book I Primary, Chapter 2:

- Understand *MGI* principles when:
 - noticing and talking about the relationship of thought to feeling
 - noticing well-being
- Express connections between personal experience and a story

MGI Book II Intermediate, Chapter 2:

- Understand *MGI* principles when:
 - listening to their "guide inside"
 - reflecting and reporting on making choices using common sense
- Discuss Big Picture idea: "You have the gift of thought to use as you choose. Imagine that!"

Book III Secondary, Chapter 2:

- Understand *MGI* principles when:
 - noticing thoughts and feelings
 - experiencing security and insecurity
 - building relationships

MGI Teacher Manual Highlights

Flexible Teaching and Learning

The main instructional goal is to have class discussions which foster learner awareness of innate inner wisdom called "my guide inside." You can help students discover inner wisdom by exploring Big Picture ideas. This curriculum is meant as a springboard! The chapters can be used in any order that works for you.

You may have your own *MGI* principles stories to share. Your own insights will lead to a deeper understanding. Be flexible. Follow what you know to do.

Goals and Rationale

MGI points the way to wholeness, happiness, creativity and well-being in all parts of every student's life. *MGI* has these two academic goals for students: **(1) Enhance Personal Well-being with an understanding of these principles**, and **(2) Develop competencies in Communication, Thinking, and Personal and Social Awareness and Responsibility**. *MGI* accomplishes both goals by using stories, discussion and various written and creative activities. Your students' competency in English Language Arts also increases.

Curriculum Overview

As a teacher, you choose the level of *My Guide Inside* that is right for your students and school system: *Book I* Primary, *Book II* Intermediate and *Book III* Secondary. School leaders can easily chart a continuous instructional plan to share the *MGI* principles as students move through the grades.

MGI Curriculum Design

Lesson plans and *MGI Learner Books* effectively introduce students to life changing *MGI* objectives for **Personal Well-being Awareness and Responsibility**.

No exhaustive planning is needed; simply read through the logically organized chapters and proceed. Lessons themselves are easy to use. Free *MGI* Professional Development resources give added support.

My Guide Inside Curriculum Resources

MGI website:

About MGI: overview, history, student outcomes, provincial curriculum compliance and more

MGI Voices: student and educator conversations detailing experiences with MGI

MGI Products: Primary, Intermediate, Secondary print learner books, teacher manuals, e-books, selected translations; online whole classroom learning platform by subscription

MGI Supplemental Classroom Resources: for learners and teachers; videos on demand, instructional samples with free access with purchase of any MGI title

MGI Foundation in Theory and Practice

Campsall, C., Marshall Emerson, K., & Tucker, J. (2021). *My guide inside: Learner books and teacher manuals*. <https://www.myguideinside.com/books>

Each MGI Teacher Manual includes a review of supporting theory and practice.

Aust B. (2013) [*The essential curriculum: 21 ideas for developing a positive & optimistic culture*](#).

This quick guide for busy administrators and leaders helps create the optimal school climate for implementing MGI.

Fullan, M. (2021). [*“The right drivers for whole system success. CSE Leading Education Series.”*](#)

New Pedagogies for Deep Learning: A Global Partnership. Centre for Strategic Education.

Fullan warns in an ever complex and contentious world, we can no longer afford to separate well-being and learning.... well-being is far more than the absence of ill-being.

Marshall K. (2021) Discovering Resilience and Well-being in School Communities. In: Nabors L. (eds) *Resilient Children*. Springer Series on Child and Family Studies. Springer, Cham.

https://doi.org/10.1007/978-3-030-81728-2_5 Read free at <https://rdcu.be/cMsYf>

This chapter explores educational and resilience research and theory essential for discovering resilience and well-being in school communities and implementing MGI.

Pandemic Era Mental Health Conversations with British Columbia Students

Marshall, K. (2023). [*My Guide Inside 2018 and 2021 Focus Groups: Retrospective Evaluation Report*](#).

Students from British Columbia discuss learning MGI principles in 2018 and three years later in 2021 report their pandemic experiences. These student reports provide hope that there is a path to well-being even in challenging times.

BC Children's Hospital Research Institute. (October 26, 2023). [*It takes a village: Supporting youth mental health in the pandemic recovery period*](#). and [*Improving Youth Mental Health and Well-being During the COVID-19 Recovery Phase in BC*](#).

Samji, H., Wu, J., Ladak, A., Vossen, C., Stewart, E., Dove, N., Long, D., & Snell, G. (2022). [*Review: Mental health impacts of the COVID-19 pandemic on children and youth - a systematic review*](#). *Child and adolescent mental health*, 27(2), 173–189. <https://doi.org/10.1111/camh.12501>

Selected British Columbia Provincial Guidance and Support

Ministry of Education and Child Care:

BC's Course Curriculum: [Explore BC's Curriculum](#)

BC Redesigned Curriculum: [Quick Orientation Guide](#)

Mental Health in Schools Strategy: Ministry of Education (2020) Compassionate Systems Leadership; Capacity Building; [Mental Health in the Classroom](#).

Student Surveys: These instruments are collaborative efforts made possible by various entities.

Grade 10-12 YDI: 2022/2023 [Youth Development Instrument \(YDI\)](#)

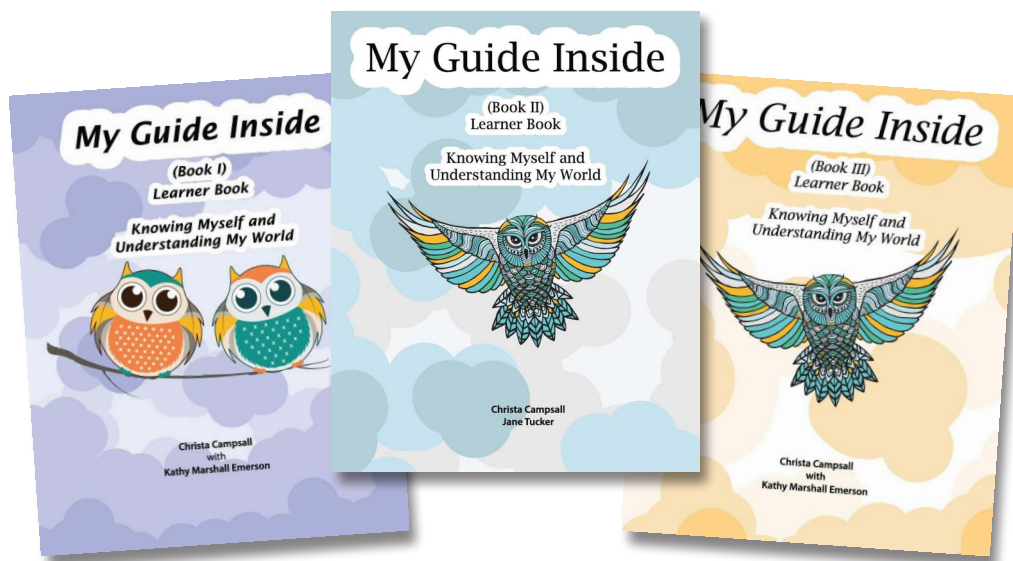
Grades 4-8 MDI: 2022/2023 [Middle Years Development Instrument \(MDI\)](#)

Ministry of Mental Health and Addictions:

Pathway to Hope Progress Report: 2021 [Our Progress to Date](#)

Teams: Feb. 2, 2023, Minister Jennifer Whiteside announced school district-based supports for children and youth with mental health and substance-use issues. Positions were announced in some districts. The province aims to have teams in 20 school districts by 2025.

[First Peoples Principles of Learning](#) identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society. [This website](#) helps educators in British Columbia understand how they might incorporate First Peoples Principles of Learning into their classrooms and schools. With this understanding, *MGI* may be respectfully customized and aligned with *First Peoples Principles of Learning*.



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