



Module 1: Understanding Mental Health

Conceptual Knowledge:

- Everyone has mental health
- Mental health is more than a positive mood (all emotions are part of mental health)
- It is important to use appropriate words to describe our emotions, to regulate and cope
- Mental health has a wide range of states, including no distress, mental distress (aka stress), mental health problems and mental disorders

Procedural Knowledge:

- To be able to define and describe mental health
- To apply appropriate words to describe different emotions, and their intensity
- To distinguish different states of mental health associated with different life events and situations

Key Features of the Competency

To be open to his/her surroundings. To react to facts, situations or events. To identify his/her perceptions, feelings, and thoughts concerning these phenomena. To realize that other people's opinion influence his/her reactions. To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works. To be receptive to the moral and spiritual frame of reference of his/her community.

TO CONSTRUCT HIS/HER IDENTITY

To make good use of his/her personal resources. To use his/her strengths and overcome his/her limitations. To assess the quality and appropriateness of his/her choices of actions. To display increasing autonomy and independence.

To become aware of his/her place among others. To recognize his/her values and goals. To have confidence in himself/herself. To define his/her opinions and choices. To recognize that he/she is part of a community. To be open to cultural and ethnic diversity.





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Key Features of the Competency

To establish the purpose of the communication. To consider the purpose of the communication and identify the recipients. To explore ideas related to the situation.

**TO COMMUNICATE
APPROPRIATELY**

To select the mode of communication. To select one or more appropriate modes of communication, bearing in mind the purpose, the context and the intended recipients.

To carry out the communication. To observe the appropriate conventions for the mode of communication used. To adapt the communication on the basis of the reactions of the recipients. To recognize the strategies used throughout the process.



Module 2: The Stigma of Mental/Neurodevelopmental Disorders

Conceptual Knowledge:

- Mental/neurodevelopmental disorders are common (1 in 5 of us will experience a disorder in our lifetime)
- Anyone can have a mental disorder
- Stigma involves negative thoughts, feelings and behaviours towards mental disorders and their treatments

Procedural Knowledge:

- Each person can be appreciated as a unique individual, instead of judged by a label
- By better understanding the stigma of mental disorders, we can reduce the impact

Key Features of the Competency

To interact with an open mind in various contexts. To accept others as they are. To be responsive to others and recognize their interests and needs. To exchange points of view with others, to listen and be open to differences. To adapt his/her behaviour.

To contribute to team efforts. To participate actively in classroom and school activities with a cooperative attitude. To plan and carry out a task with others. To carry out the task according to the procedure agreed on by the team.

**TO COOPERATE
WITH OTHERS**

To use teamwork effectively. To recognize which tasks can be done more effectively by means of teamwork. To assess his/her participation and that of peers in the team's work. To identify factors that facilitated or hindered cooperation. To identify desirable improvements for his/her participation in the next shared task.





Module 3: Mental Health and the Brain

Conceptual Knowledge:

- Our thoughts, feelings, behaviours and reactions are linked with the brain
- The brain and the body are connected
- Mental health is a component of overall health
- The brain changes over time

Procedural Knowledge:

- Explain how the brain and body are connected
- Identify basic parts of the brain and their functions
- Describe ways that the brain adapts to the environment and changes over time

EDUCATIONAL AIM

To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, sexuality and safety.

FOCUSES OF DEVELOPMENT

- **Awareness of his/her basic needs:** physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfillment
- **Awareness of the consequences for health and well-being of his/her personal choices:** diet, physical activity, sexuality, hygiene and safety, stress management and management of emotions
- **Active lifestyle and safe behaviour:** physical activities in the classroom, at school, in the family and elsewhere; safe behaviour in all circumstances



Module 4: Common Mental/Neurodevelopmental Disorders

Conceptual Knowledge:

- All mental disorders reflect difficulties in thoughts, emotions, behaviours and signalling
- The sooner people receive proper treatment and support, the better the outcomes

Procedural Knowledge:

- To distinguish between expected life challenges and mental / neurodevelopmental disorders
- To demonstrate an understanding of common mental / neurodevelopmental disorders affecting children
- To identify ways that people with mental disorders can live a fulfilling life with appropriate treatments

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Module 5: Helping Self and Helping Others

Conceptual Knowledge:

- Everyone has mental health that can be supported and promoted
- There are many people who can provide support for mental health problems and mental disorders
- Getting help early for yourself and others increases positive mental health outcomes

Procedural Knowledge:

- To understand that mental health can be supported in various ways
- To learn to seek help from reliable sources when needed
- To know how to ask for help in an effective manner

Key Features of the Competency

To be open to his/her surroundings. To react to facts, situations or events. To identify his/her perceptions, feelings, and thoughts concerning these phenomena. To realize that other people's opinion influence his/her reactions. To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works. To be receptive to the moral and spiritual frame of reference of his/her community.

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Module 6: Getting Mentally Healthy

Conceptual Knowledge:

- Coping with stress appropriately can help us build new skills and increase resilience
- The brain and body are connected
- What is good for physical health is good for mental health
- Positive lifestyle choices can enhance our mental health

Procedural Knowledge:

- To understand that we need some stress to perform well
- To learn that stress can be managed
- To recognize the brain-body connection related to the stress response
- To develop strategies to promote strong mental health

EDUCATIONAL AIM


To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, sexuality and safety.

FOCUSES OF DEVELOPMENT

- **Awareness of his/her basic needs:** physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfillment
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Chapter 9

Personal Development



The subjects in this area should empower students in various contexts and make them more aware of the unique role they have to play in building a healthy, just and democratic society.

The two subjects in the Personal Development subject area—Physical Education and Health, and Ethics and Religious Culture—enable students to reflect and work on their personal development, to begin to understand themselves, to recognize their true value, to take responsibility for themselves and to relate to others in a constructive way.

CONTRIBUTION OF THE PERSONAL DEVELOPMENT SUBJECT AREA TO STUDENTS' GENERAL EDUCATION

Both subjects take into account the physical, intellectual, affective, social and moral dimensions of students' development and how these dimensions are related, in addition to making students aware of their importance for harmonious development. In this sense, they contribute to young people's development of a world-view that helps them understand the concepts, rites and symbols that are part of their lives, as well as a variety of other concepts, rites and symbols inherent in an increasingly multicultural society. These subjects contribute to the construction of identity by encouraging students to define themselves individually and in relation to others. In addition, these subjects should empower students in various contexts and make them more aware of the unique role they have to play in building a healthy, just and democratic society.

ELEMENTS COMMON TO THE SUBJECTS IN THE PERSONAL DEVELOPMENT SUBJECT AREA

Beyond their differences, these subjects share a common aim, which is to develop in students a concern for their physical and mental health and community life. They encourage students to be active, to ask questions about themselves and their relationships with others and with their environment, to value actions that promote the common good and to become aware of their responsibilities. They aim to broaden students' understanding of realities that affect them directly, such as health, interpersonal relationships, consumption, and the environment, and help them acquire tools for making informed choices now and in the future.

The learning acquired in these subjects enables students to develop values such as self-affirmation, equality and respect, as well as qualities such as self-confidence, trust in others, a work ethic, autonomy and a sense of responsibility. It should make them aware of human dignity and the need to respect oneself and others and the common good, and it should encourage them to see themselves as responsible citizens.

