



## 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

### Connecting Mental Health Literacy and Well-Being to the Physical education / Health Education Curriculum

The Public Health Agency of Canada defines mental health as “the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face.” (PHAC) Positive mental health is essential for the school environment. When students are mentally healthy, they enjoy contributing to school life, are willing to explore and take healthy risks, and are able to manage stressors and adversity.

#### **PRESCRIBED LEARNING OUTCOMES**

*Students will...*

- K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...).**





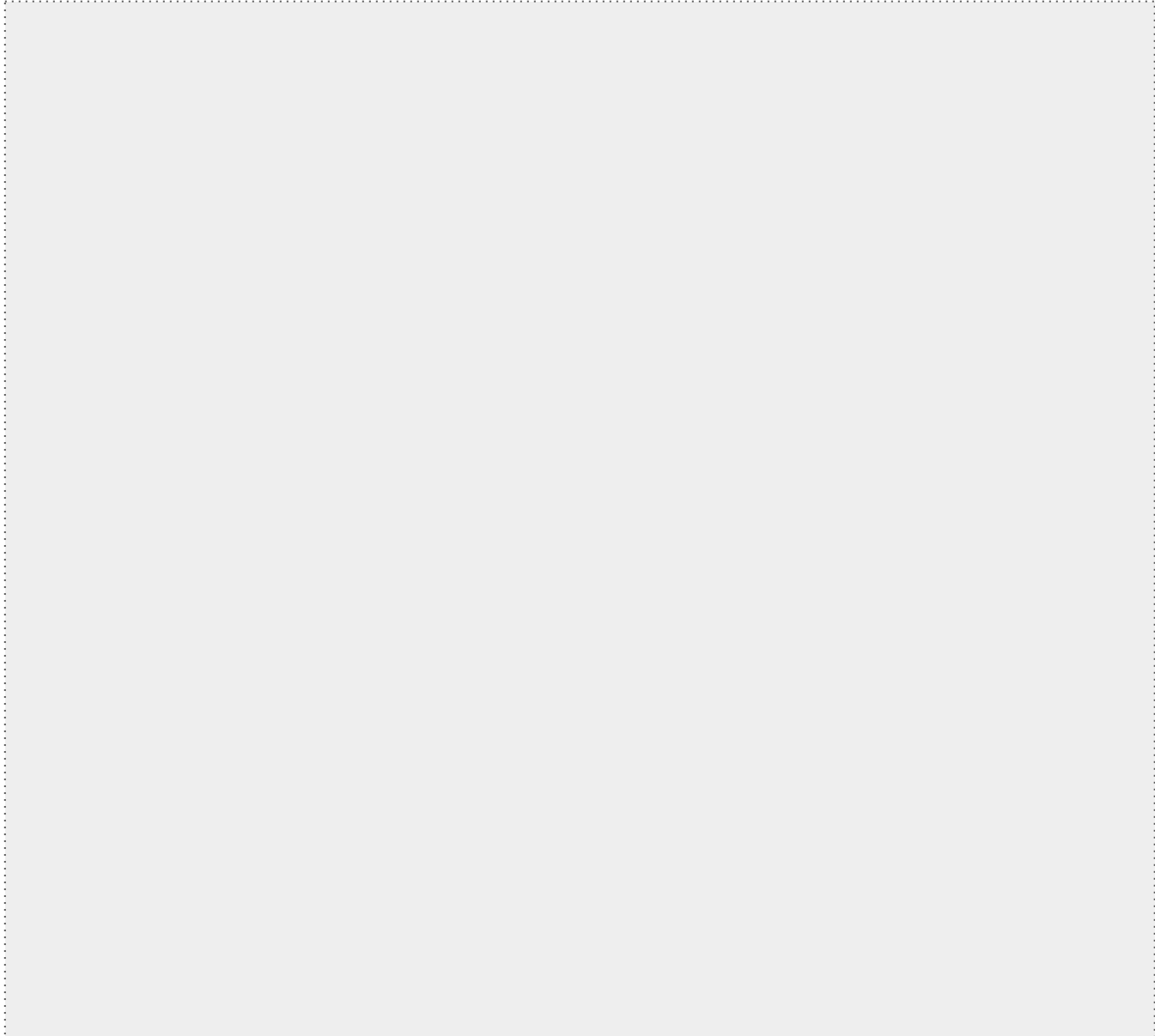
## Module 2: The Stigma of Mental/Neurodevelopmental Disorders

### 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





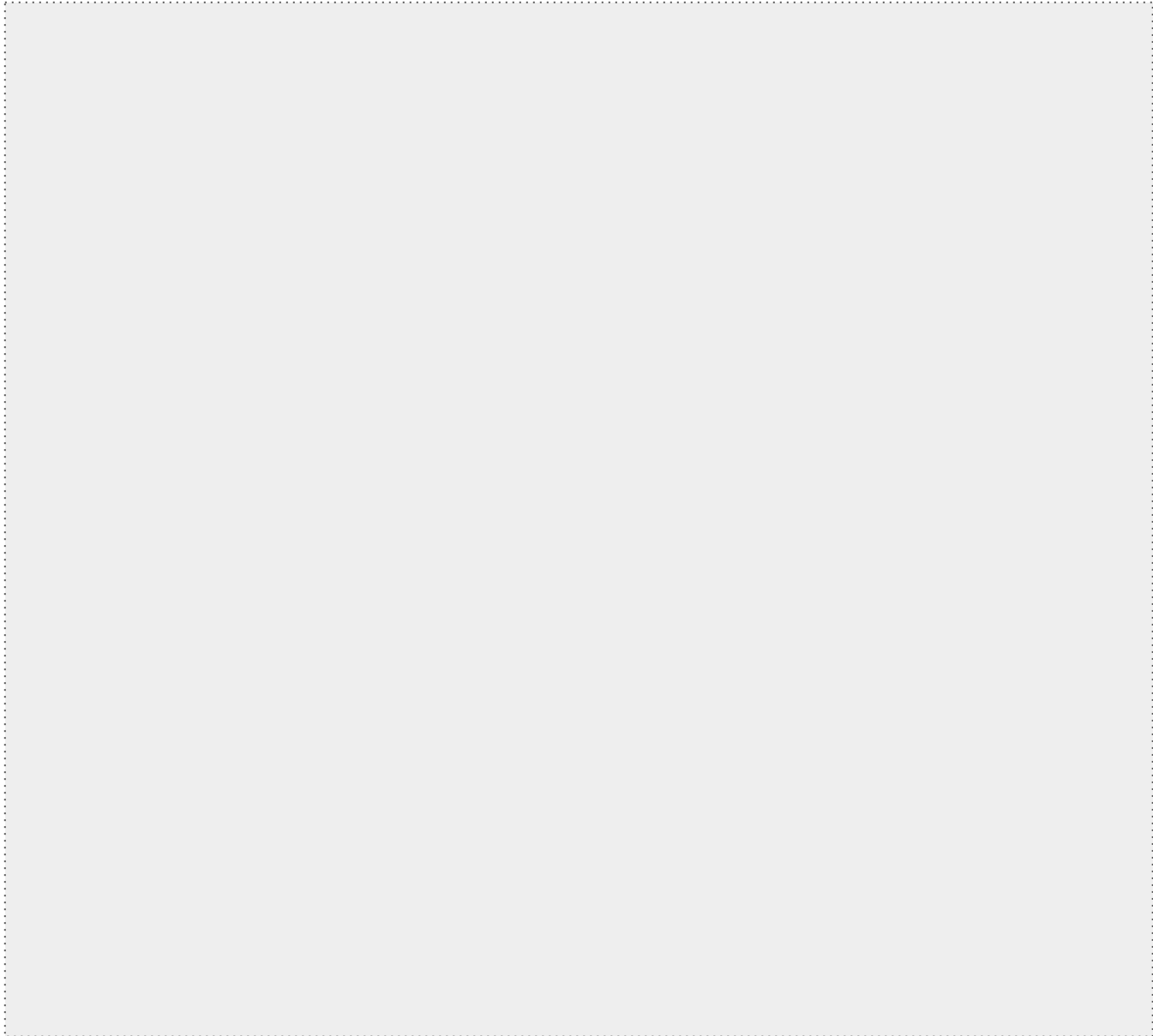
## Module 3: Mental Health and the Brain

### 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





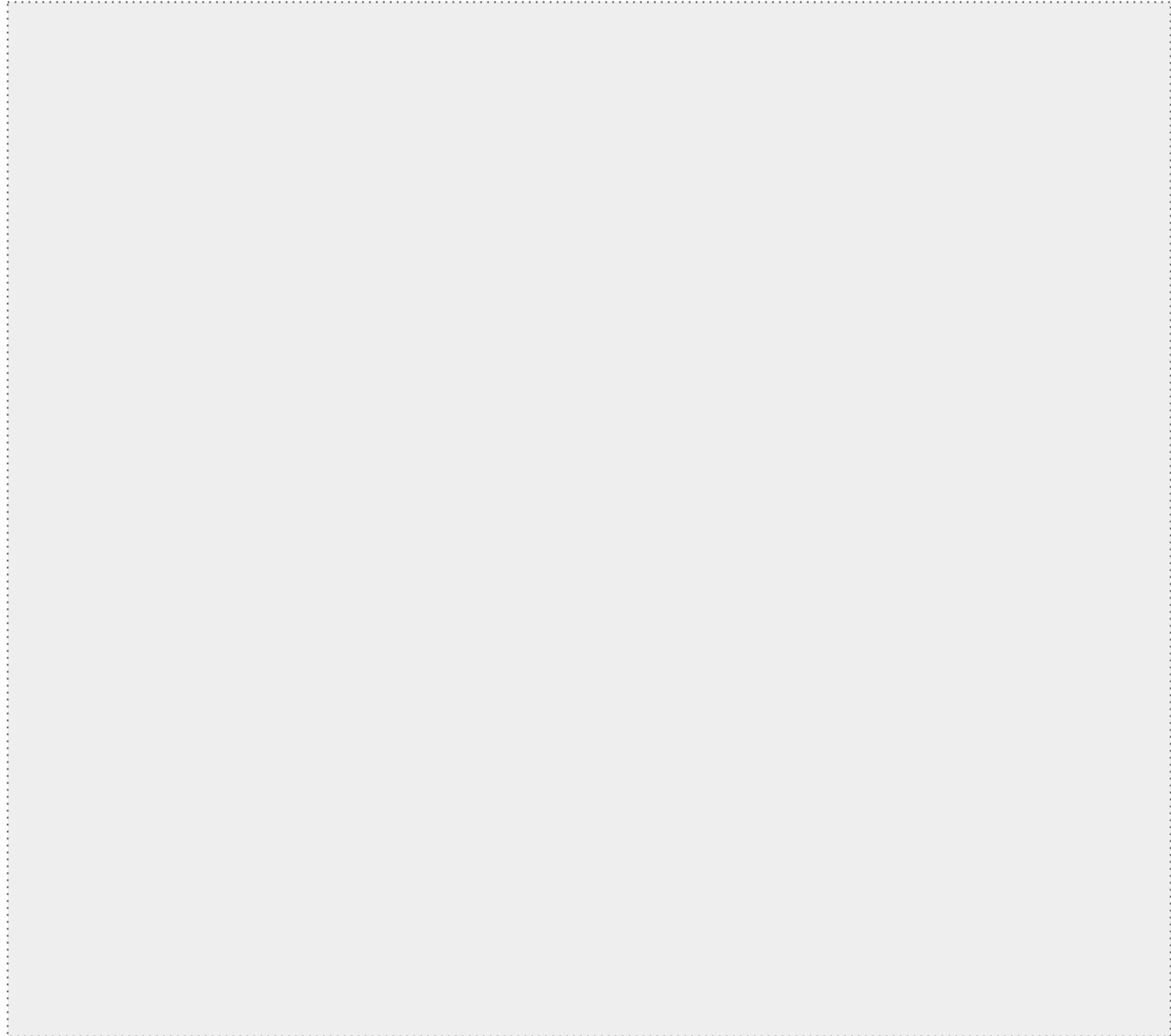
## Module 4: Common Mental/Neurodevelopmental Disorders

### 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





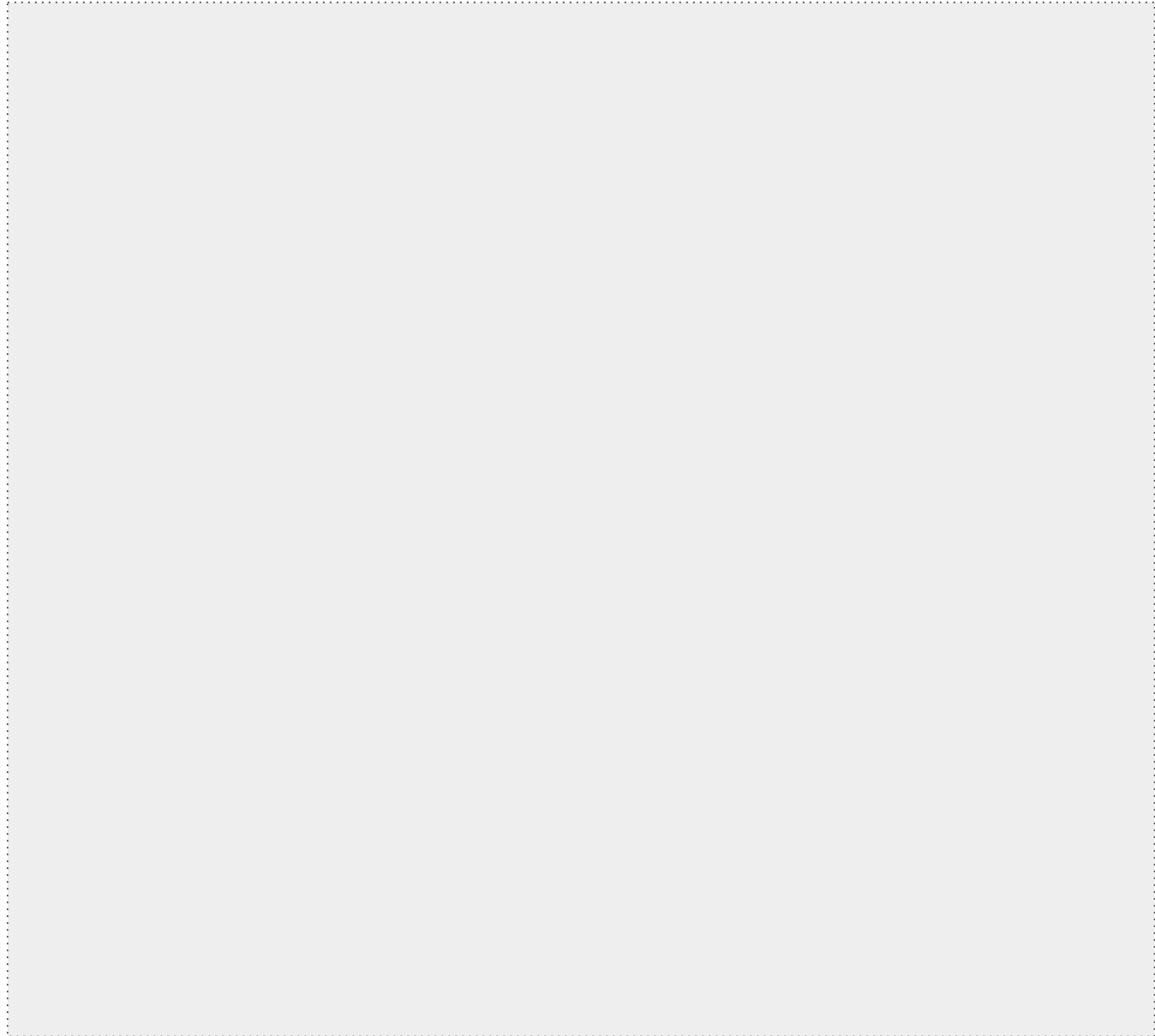
## Module 5: Helping Self and Helping Others

### 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





## 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

#### PREScribed LEARNING OUTCOMES

*Students will...*

- ❑ **K.4.6.C.2 Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in a stressful situation).

#### PREScribed LEARNING OUTCOMES

*Students will...*

- ❑ **K.4.6.C.4a Identify stress-management strategies** (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) **for controlling anger in different situations** (e.g., being called names, losing a game, being pressured by parents or peers...).

#### PREScribed LEARNING OUTCOMES

*Students will...*

- ❑ **S.4.6.A.5 Demonstrate the functional use of stress-management strategies** (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) **for managing stress in case scenarios related to a variety of situations** (e.g., competition, anger, tests, public speaking, conflict, change, failure...).

#### PREScribed LEARNING OUTCOMES

*Students will...*

- ❑ **K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages** (i.e., alarm stage, resistance stage, exhaustion stage).

