



## 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

### Positive Mental Health

Positive mental health is an essential component of overall health and can be developed by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health (Morrison and Peterson, 2013). Children today are experiencing more stress and anxiety than ever before and therefore, special attention has been given to this particular dimension of wellness.

According to Morrison and Peterson (2013), the literature on positive mental health approaches include a range of key concepts that describe the nature and characteristics of promising perspectives and practices for the promotion of mental wellness among children. These positive mental health themes include: social emotional learning, positive (strength focused) development, protective factors and resiliency, diversity, acceptance and understanding of student mental health needs, connectedness, strength-based perspectives, mental fitness and self-efficacy. Many of these themes have been addressed in the Personal Wellness curriculum.

**General Curriculum Outcomes (GCO)** are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

#### Wellness:

1. *Students will make responsible and informed choices to promote and maintain a healthy lifestyle.*

#### Mental Fitness:

2. *Students will develop positive mental health.*





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### Mental Fitness

General Curriculum Outcome	Students will develop a positive mental health.		
	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcomes	2.1 recognize the importance of talking about emotions;	2.1 describe a range of emotions;	2.1 identify sources and signs of stress as well as ways to manage it;
	2.2 demonstrate self-calming strategies to regulate emotional reactions, and;	2.2 identify strategies for regulating emotional reactions, and;	2.2 demonstrate methods for regulating emotional reactions, and;
	2.3 examine emotional responses and their influence on behaviour.	2.3 recognize expression of feelings in others.	2.3 identify strategies for seeking support for self and others.

### Mental Fitness

**GCO 2: Students will develop positive mental health.**

By the end of grade 4, students will:

SCO 2.1	describe a range of emotions;	
Concepts and Content	I Can Statements	
primary emotions (happy, sad, angry, fear, disgust, embarrassment and surprised): what they look like, how they feel, how they are physically expressed	I can describe seven primary emotions. I can discuss how paying attention to my feelings helps me manage my behavior and my interactions with others.	



# 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

<b>SCO 2.3</b>	<b>recognize expression of feelings in others.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
primary emotions (happy, sad, angry, fear, disgust, embarrassment and surprised); empathy	I can identify emotions in others. I can help others.	
<b>SCO 3.1</b>	<b>describe how appreciating diversity can positively influence relationships;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
diversity (acceptance/appreciation/celebration); examples of diversity including family diversity	I can list ways to show empathy toward others. I can name ways to appreciate others.	
<b>SCO 1.3</b>	<b>describe how visible and invisible differences make each person unique and valuable;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
uniqueness of individuals which includes visible differences (skin, hair, eye colour, facial features, body size and shape – growth and development, ability/disability, clothing, possessions, etc.) and invisible differences (learning abilities, skills, talents, personal and cultural values and beliefs, family diversity (including single parent families, blended families, foster families, same gender parented families, etc.) gender (Gender is a complex concept; it is made up of three parts: gender biology (sex assigned at birth); gender expression (how we dress and act) and gender identity (how we feel inside), family background, etc.	I can list visible differences. I can list invisible differences. I can describe how I am unique.	

## Relationships

<b>General Curriculum Outcome</b>	Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.		
	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Specific Curriculum Outcomes</b>	3.1 demonstrate acceptance and appreciation for diversity;	3.1 describe how appreciating diversity can positively influence relationships;	3.1 analyze how appreciating diversity enhances community relationships;





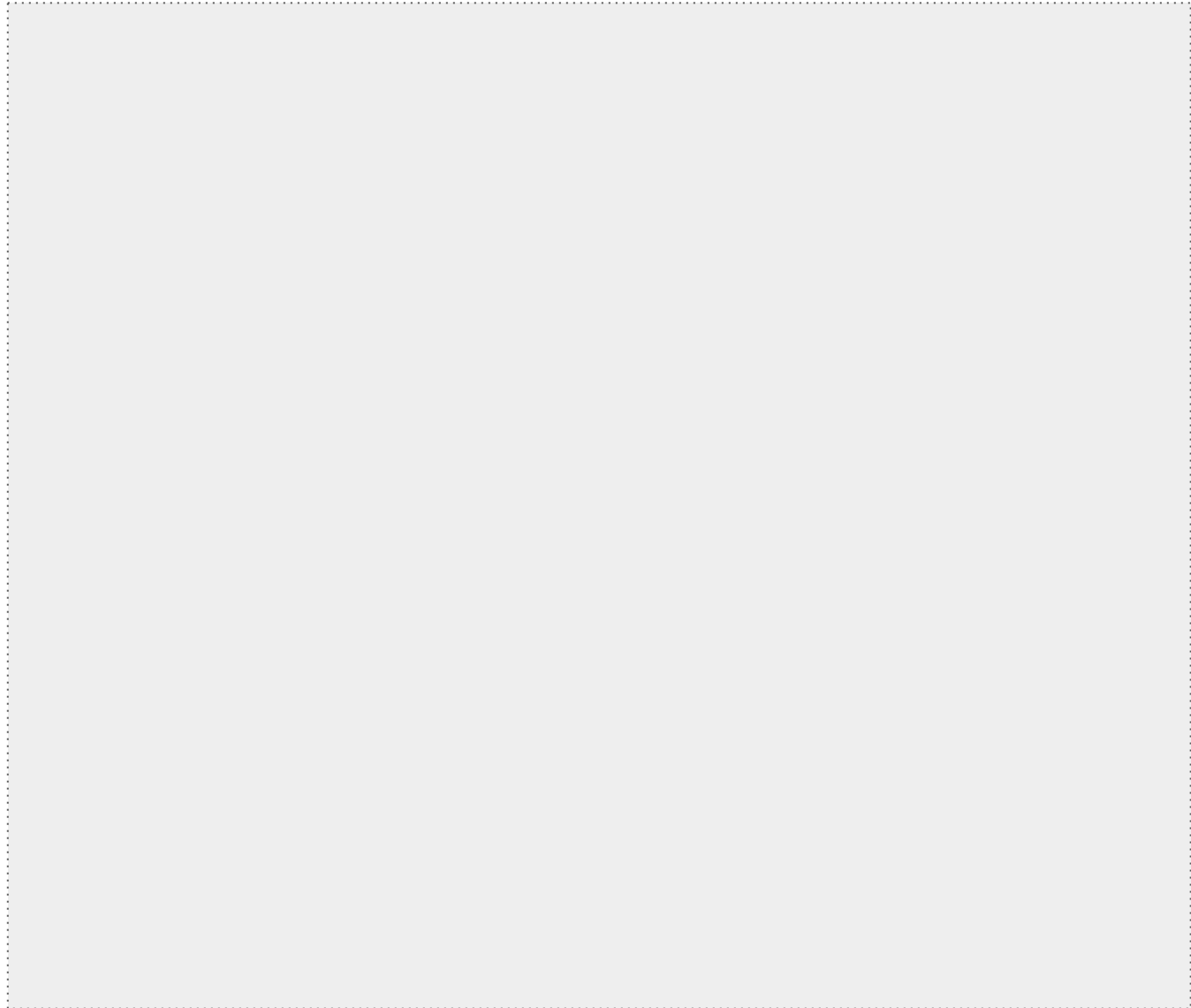
## Module 3: Mental Health and the Brain

### 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





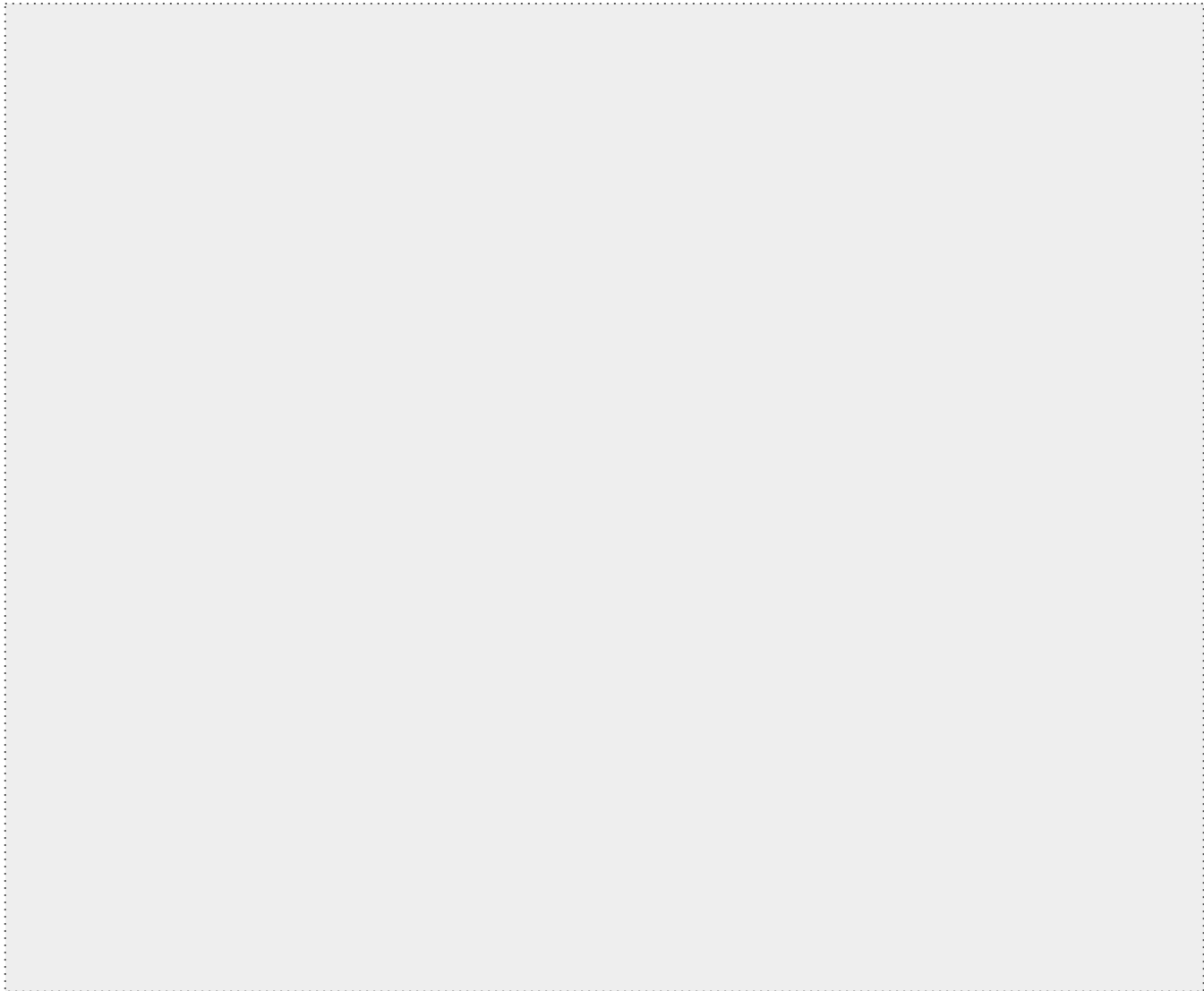
## Module 4: Common Mental/Neurodevelopmental Disorders

### 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





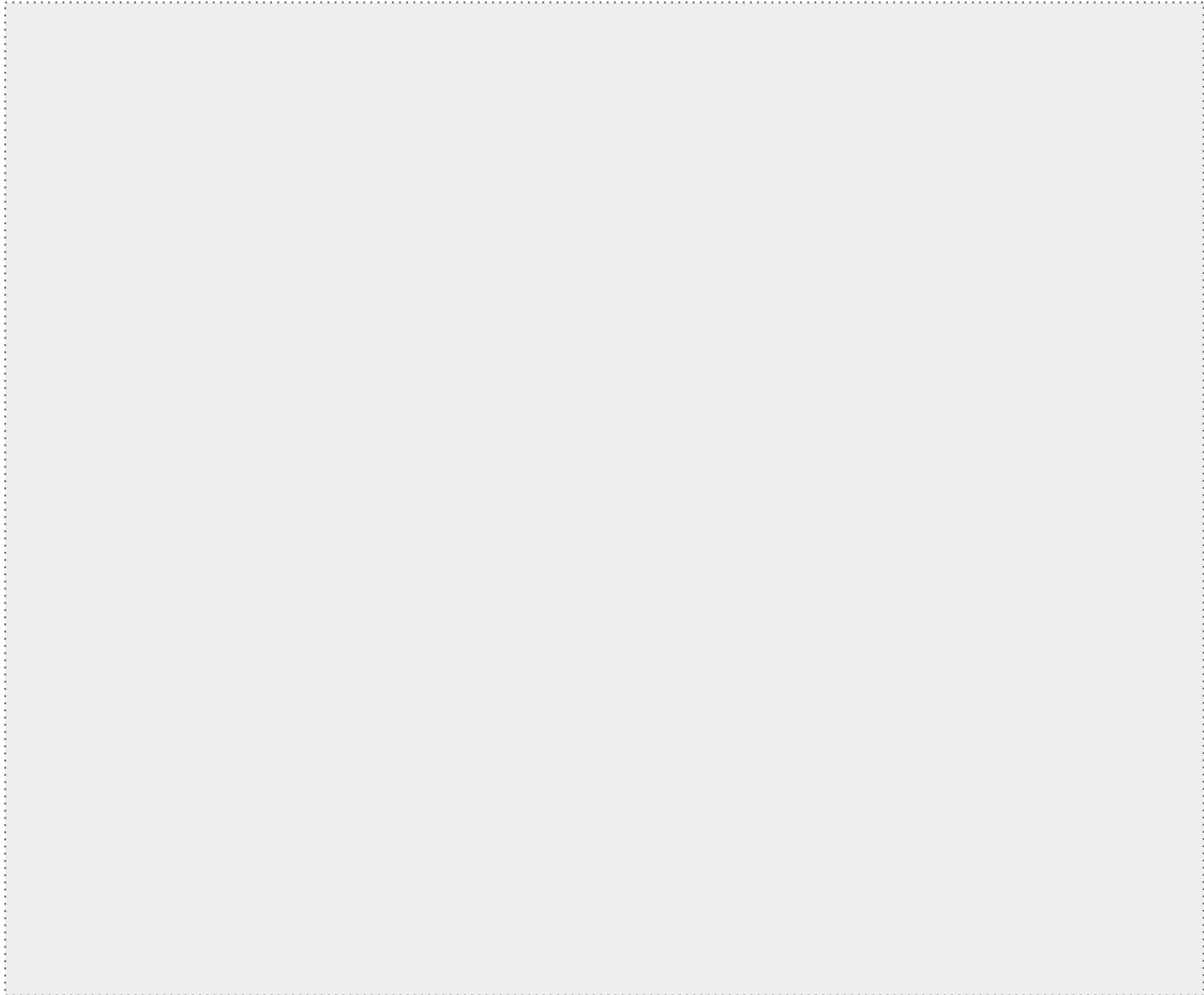
## Module 5: Helping Self and Helping Others

### 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

<b>SCO 2.2</b>		<b>identify strategies for regulating emotional reactions, and;</b>
<b>Concepts and Content</b>		<b>I Can Statements</b>
strategies: laughter, physical activity, connecting with nature, talking with others, seeking help; relaxation techniques, mindfulness, etc.		I can list 5 strategies for regulating my emotions.
<b>SCO 3.2</b>		<b>identify the importance of communication to build and maintain friendships;</b>
<b>Concepts and Content</b>		<b>I Can Statements</b>
review the benefits of a positive relationship (enjoyable, respectful, sharing, trust, good communication); characteristics of an unhealthy relationship (tattling, gossiping, exclusion); ways of communicating (verbal or non-verbal including facial expressions, body language, text or written based language); components of effective communication (good listening skills, refusal skills, conflict resolution skills)		I can describe a healthy relationship. I can describe an unhealthy relationship. I can list ways of communicating with others. I can list and demonstrate good listening skills.