



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.*

SCO 2.2	demonstrate methods for regulating emotions, and;
Concepts and Content	I Can Statements
emotions (all feelings are acceptable), appropriate and inappropriate behaviors (not all behaviors are acceptable); difficult emotions: anger; sad, scared, embarrassed (physical manifestation of feelings)	I can distinguish between the way I feel and the way I act. I can identify what difficult emotions look like. I can discuss ways of managing difficult emotions.





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

SCO 3.1 analyze how appreciating diversity enhances community relationships;	
Concepts and Content	I Can Statements
diversity (acceptance/appreciation/celebration); examples of diversity including family diversity	I can examine how diversity strengthens a community. I can investigate ways to celebrate community diversity.

SCO 3.2 describe empathic responses and their impact on interpersonal relationships;	
Concepts and Content	I Can Statements
empathy (non-verbal responses: body position and orientation); facial expression; arm and leg positioning; eye contact; voice tone, etc.)	I can give examples of non-verbal communication. I can explain empathy. I can discuss the importance of empathy in my relationships with others.



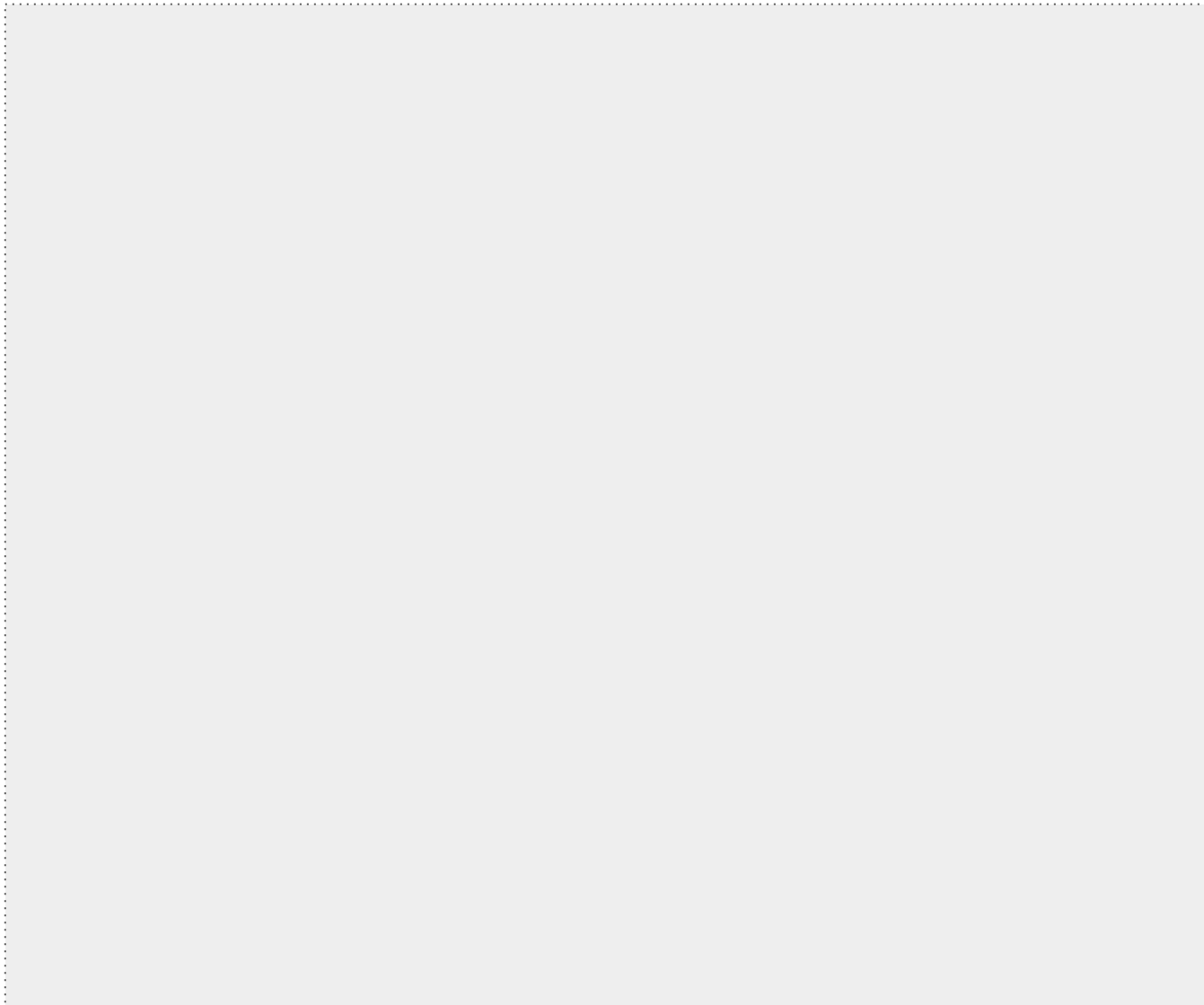
Module 3: Mental Health and the Brain

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





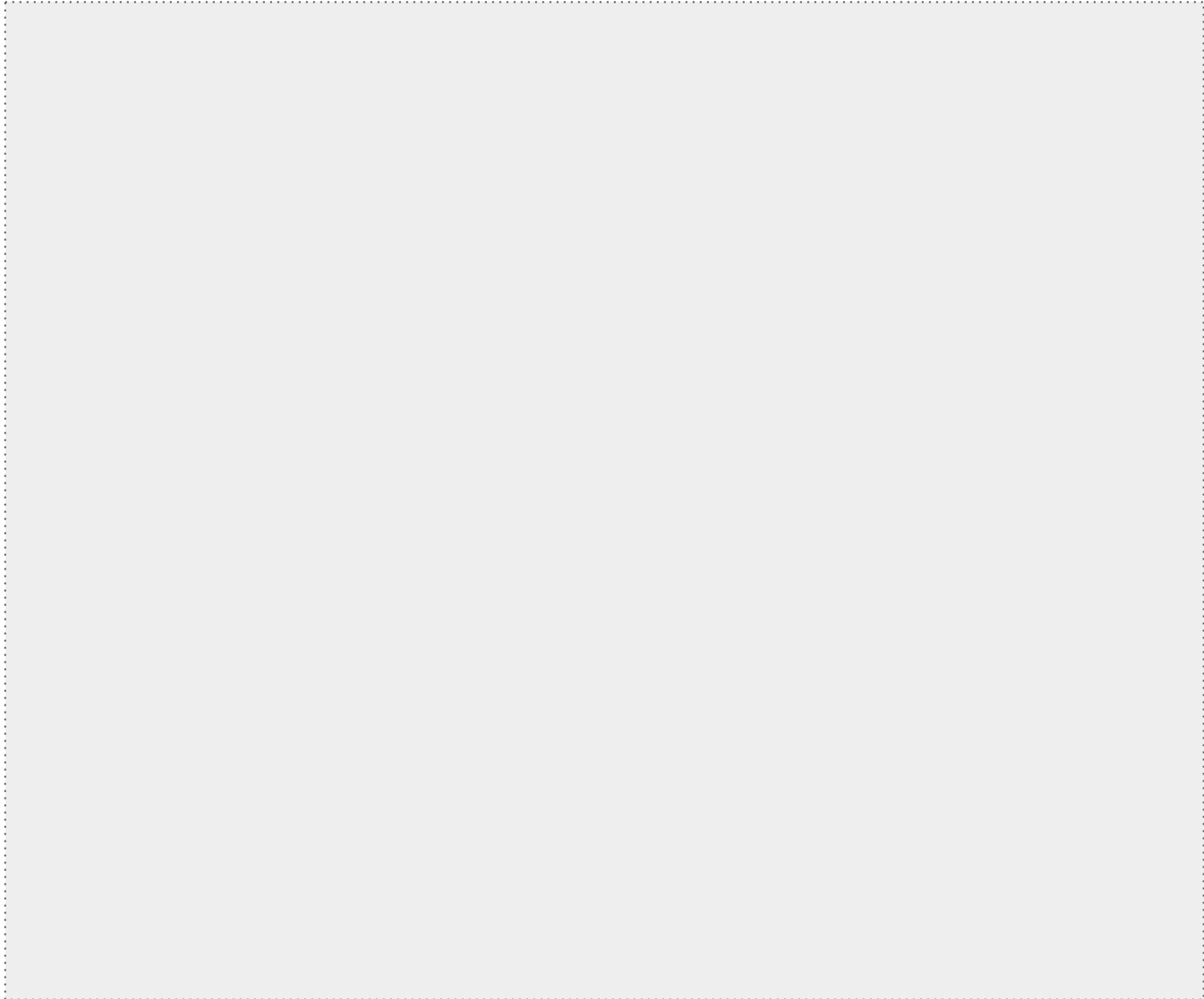
Module 4: Common Mental/Neurodevelopmental Disorders

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

SCO 2.3 identify strategies for seeking support for self and for others.	
Concepts and Content	I Can Statements
establishing individual support networks of adults and peers; ways to access support or help; barriers to seeking support or help (i.e.: lack of confidentiality, trust, etc.); strategies to overcome barriers	I can ask for help for myself. I can ask for help for my friends or for others. I can name people and places to ask for help.





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

SCO 1.2 analyze the impact of using strategies to promote healthy growth and development;	
Concepts and Content	I Can Statements
decision making; goal setting	I can set a personal goal and examine its impact on my health and well-being.

SCO 2.1 identify sources and signs of stress, as well as, ways to manage it;	
Concepts and Content	I Can Statements
physical activity (yoga); sleep habits; CAR; relaxation; connection with family and friends; mindfulness; meditation	I can list sources of stress. I can list signs of stress. I can name 3 ways to reduce stress.