



## 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

#### HEALTH EDUCATION 5

Learners will investigate the components of mental health literacy.

#### Rationale

Learners will continue along the pathway in the development of mental health literacy, as they learn more about the brain in relation to mental health. Learners will think critically about how the words stress and anxiety are used to talk about our mental health so that they can understand that difficult emotions such as stress, worry, fear, and anxiousness play an important role in personal growth and provide opportunities for our brains to adapt and build resilience. How trauma, including intergenerational trauma, impacts mental health is introduced this year.

Learners build upon their emotional literacy skills by using words to describe emotions of others and to become aware of nonverbal clues to reflect on how someone else could be feeling. They will explore healthy ways to cope with mental health distress and problems that can be experienced by children and become aware of relaxation techniques they can use to address difficult feelings. In addition, learners will begin to consider societal and cultural contexts within mental health contexts. Learners will begin to think about how there can be barriers to accessing help for a mental health problem or illnesses. They will continue an exploration of grief by reflecting on ways they might cope with grief if experiencing a loss.

#### Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

#### Indicators

- Investigate** parts of the brain and their function in mental health (COM, CT, PCD)
- Compare** the emotional responses of others (CZ, COM, CT, PCD)  
**Investigate** ways to cope with challenging life circumstances (CT, PCD)
- Investigate** challenges to seeking help for a mental health problem (CZ, CT, PCD)

#### Concepts (and Guiding Questions)

##### Brain and Brain Functions

- How does the brain experience fear or anxiety?
- How are stress and anxiety different?
- How might fear and anxiety be felt in the body?
- How might stress be felt in the body?
- How can stress responses be influenced by trauma or other challenging experiences faced by individuals and communities?
- What are ways to calm the brain?
- What are ways the brain adapts to new experiences?

##### Emotional Literacy

- How can we find out how people are feeling?
- What are verbal and non-verbal clues that might tell us how someone else is feeling?
- How does cultural contexts play a role in how emotions are expressed and perceived by others?
- How do we empathize with the feelings of friends and families without taking on their feelings?
- How do you express kindness, care, respect, and empathy towards others?

##### Coping Strategies

- How do healthy behaviours contribute to mental health?
- How might you take care of yourself if you are grieving a loss?
- How do people cope with grief in your culture?
- How can being thankful for self, others, and the environment be used as a coping tool?

##### Help-seeking

- How might help-seeking strategies differ based on gender, identity, community, or culture?
- What is meant by support?
- Where can children get support for a mental health problem?





# 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

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## 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

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# 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

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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

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