



Module 1: Understanding Mental Health

Conceptual Knowledge:
<ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> 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 6

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 about the brain by building an awareness of development of the prefrontal cortex. They will learn that during adolescence substances like alcohol, cannabis, tobacco and vaping products can impair the growing brain. An understanding that mental health disorders are an illness of the brain is introduced as are the signs or symptoms of common mental illnesses that can onset during childhood or adolescence. This year, the mental health literacy pyramid is explored to help build an understanding that using the right words to talk about mental health is important because this not only assists in getting help, support, or treatment, but also helps to challenge stigma.

As always, learners will explore healthy ways to cope with mental health distress, mental health problems, or grief that can take place during childhood years, including becoming aware that culture impacts ways of coping with mental health. Learners will also acknowledge unhealthy ways to cope with mental health distress, problems, or illness. Learners will engage with help-seeking efficacy concepts by recognizing the difference between times a person may need support or treatment while thinking critically about cultural and societal contexts that can make it difficult to ask for help.

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)
- Select** words that describe various mental health states (COM, PCD)
- Investigate** ways to cope with challenging life circumstances (CZ, CT, PCD)

Investigate ways that people can get help for a mental health problem or illness for self and others (CZ, CT, PCD)

Concepts (and Guiding Questions)

Brain and Brain Functions

- How is the prefrontal cortex beginning to change for adolescents?
- How does alcohol, tobacco/vaping, and other drugs affect the brain when a brain is not yet fully developed?
- How can being impaired from drug use contribute to injury?
- What might be signs of mental illness?
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Mental health states

- What are mental health states?
- How does using the right words help when we are talking about mental health?
- What is stigma?
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Coping Strategies

- How do various coping strategies contribute to my health?
- How do I know if a coping strategy is healthy or harmful?
- How can relationships (friends, family, Elders, community, land) be helpful if you are grieving a loss?
- How does ceremony and rituals help with grief and loss?

Help-seeking

- How would you know when you need support for mental health or when you might need treatment?

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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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