



## 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

### Mental health in Ontario schools

Mental health is an essential component of overall health. Given that 70% of mental health problems begin in childhood or adolescence, it is important to equip our young people with the knowledge and skills they need to support positive mental health throughout their lives.

Key learning about mental health includes helping students to:

- understand that mental health is a part of overall health
- understand the relationship among their own thoughts, emotions, and actions

### Identification and Management of Emotions

**A1.1** apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., **Active Living:** recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; **Movement Competence:** manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; **Healthy Living:** identify new feelings they may experience with the onset of puberty)

### Mental Health Literacy

**D2.5** demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community) [A1.2 Coping, 1.5 Self, 1.6 Thinking]





## 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

### Supporting students

There is strong evidence that developing social-emotional learning skills at school contributes to student well-being and successful academic performance. Learning about mental health can also help to reduce the stigma around problems in this area. When students understand that many people experience mental health difficulties from time to time, and that there is support available when needed, they are more likely to seek help early when problems arise.

### Healthy Relationships

**A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., **Active Living:** use encouraging words to support teammates when playing in small groups, and describe the impact of doing so; **Movement Competence:** cooperate with group members to develop a creative movement sequence; **Healthy Living:** explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face; identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships)

### Self-Awareness and Sense of Identity

**A1.5** apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living:** explain what makes them enjoy their favourite activities, and consider what this tells them about themselves; **Movement Competence:** identify which skills they perform with the most confidence and which ones are most difficult for them; **Healthy Living:** set a healthy eating goal that meets Canada's Food Guide recommendations and also suits their own and their family's preferences, needs, and circumstances)





## 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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Key learning about mental health includes helping students to:

- understand that mental health is a part of overall health

### Mental Health Literacy

**D2.5** demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (*e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community*) [A1.2 Coping, 1.5 Self, 1.6 Thinking]



## 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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Key learning about mental health includes helping students to:

- understand that mental health is a part of overall health
- understand the relationship among their own thoughts, emotions, and actions
- learn ways to care for their own mental health and to be resilient in the face of challenges
- recognize the signs and symptoms of stress and of common mental health problems
- know about sources of support, and how and where to ask for help





## 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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### Stress Management and Coping

**A1.2** apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., **Active Living:** describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; **Movement Competence:** choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; **Healthy Living:** describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur)

### Mental Health Literacy

**D2.5** demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community) [A1.2 Coping, 1.5 Self, 1.6 Thinking]





## 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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### Mental Health Literacy

**D2.5** demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community) [A1.2 Coping, 1.5 Self, 1.6 Thinking]