



## 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
- 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

### 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:** identify what they feel when participating in different activities – their energy level and level of engagement, for example – and describe how these feelings affect their enjoyment of the activities; **Movement Competence:** explain how their feelings differ when performing an activity that is fairly easy, such as stationary throwing and catching, and when doing something more challenging, such as throwing and catching a smaller object while on the move; **Healthy Living:** explain how feelings can impact eating habits and food choices and how a person’s awareness of this impact can help them make healthier choices)



## 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:** work collaboratively with peers by taking turns leading warm-up activities; **Movement Competence:** listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; **Healthy Living:** show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity)

#### 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:** monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; **Movement Competence:** describe how knowing their strengths and areas for improvement can help when they are learning new skills; **Healthy Living:** describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult)





## 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

### 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



## 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

### 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
- 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

### Mental Health Literacy

**D2.6** demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]





## 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

### 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
- 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

### 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**: use problem-solving strategies to make physical activities that seem difficult more fun and interesting; **Movement Competence**: explain how trying different approaches, such as adjusting body position or speed, can help them maintain control of a ball with their feet while running down the field; **Healthy Living**: identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury)

### Mental Health Literacy

**D2.6** demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]



## 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

### 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
- 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

### 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**: use problem-solving strategies to make physical activities that seem difficult more fun and interesting; **Movement Competence**: explain how trying different approaches, such as adjusting body position or speed, can help them maintain control of a ball with their feet while running down the field; **Healthy Living**: identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury)

