



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





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Overall Expectations

Throughout Grade 6, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

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:** use encouraging words to support other students when participating in physical activities; show respect for the decisions and calls of teammates when they are serving as referees; **Movement Competence:** contribute ideas when working in a group to accomplish a collaborative task; **Healthy Living:** show awareness of how best to help others by asking questions and then helping in the way the person prefers; describe how you can let someone know how you feel about them in both verbal and non-verbal ways)

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:** identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them; **Movement Competence:** assess their awareness of the technique they are using when catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; **Healthy Living:** reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)



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





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

D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., *self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings*) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]





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**: explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with a greater sense of safety, comfort, security, and confidence; **Movement Competence**: use tactical solutions to improve play or alleviate discomfort, such as adjusting pace or stride when running; **Healthy Living**: when preparing to babysit a younger child, explain the strategies they might use to manage any challenging situations that could arise)





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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