



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

USC4.2

Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).

Indicators for this outcome

- (a) Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
- (b) Categorize and compare a variety of health challenges as short-term/long-term (e.g., depression) and as serious/not serious (e.g., HIV/AIDS).
- (c) Explain how the mind, body, and spirit may be affected by health challenges (e.g., irritability, fatigue, motivation, depression).
- (d) Examine historical (including First Nations and Métis healing practices), contemporary (including technological), and complementary practices (e.g., inclusion of healing circles and sweat lodges along with counselling in the treatment of mental illness) for preventing/managing health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).
- (e) Examine basic costs to society when threats to health (i.e., mind, body, and spirit) are not prevented/managed.



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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Indicators for this outcome

- (a) Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
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- (e) Examine basic costs to society when threats to health (i.e., mind, body, and spirit) are not prevented/managed.





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

USC4.2

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- (a) Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
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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

USC4.2

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Indicators for this outcome

- (a) Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
- (b) Categorize and compare a variety of health challenges as short-term/long-term (e.g., depression) and as serious/not serious (e.g., HIV/AIDS).
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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

USC4.2

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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

USC4.6

Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

Indicators for this outcome

- (a) Develop and use respectful language to talk about stress (e.g., grief, loss, fear, expectations) and to describe the intensity of feelings (e.g., rating scale/thermometer of 1-10).
- (b) Communicate an informed personal understanding of stress (e.g., reaction of worry and/or pre-occupation).
- (c) Explore the responses one may experience as a result of stress (e.g., heart-rate increase, blushing, knots in stomach, butterflies in stomach, dry mouth, sleeplessness, loss of concentration).
- (d) Determine how and why people react differently to stress (e.g., cultural traditions, role models).
- (e) Recognize potentially stressful situations and examine possible reactions to the experience.
- (f) Analyze common coping strategies for managing stress.
- (g) Examine and discuss media portrayals of stressors such as divorce, death, and loss, and media portrayals of stress management strategies.
- (h) Describe strategies (e.g., writing in a journal, seeking guidance from a trusted adult/elder, talking with a friend, participating in cultural ceremonies, reading a book about grief) for managing stress (including divorce, death, and loss).

