



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

USC5.3

Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being.

Indicators for this outcome

- (a) Identify examples of local, provincial, and national health sources regarding illness/disease.
- (b) Discuss criteria that can be used to identify if a health source is reliable.
- (c) Investigate various sources of information about illness and disease (including cancers, diabetes, depression, and heart disease).
- (d) Distinguish between infectious and non-infectious, and illness and disease.
- (e) Demonstrate an understanding of ways in which the body protects itself from illness and disease (e.g., intact skin, understanding portals/openings of entry such as eyes and mouth, immune system).
- (f) Investigate and articulate how the physical, mental, emotional, and spiritual well-being of self, family, and community is affected by illness and disease.
- (g) Ask questions and seek answers for deeper understanding:
 - Where do new diseases come from?
 - Why do people die from a disease when some people can be cured?
 - Why are some diseases more common in adults than in children and vice versa?
 - Can a person have a disease and still be healthy?
- (h) Describe the challenges of illness and disease to attaining or maintaining holistic well-being.





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USC5.7

Assess the importance of self-regulation and taking responsibility for one's actions.

Indicators for this outcome

- (a) Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection).
- (b) Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions.
- (c) Recognize and describe varying levels of intensity of personal feelings.





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

USC5.4

Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

Indicators for this outcome

- (a) Investigate knowledge and information about self-image.
- (b) Discuss criteria that can be used to determine if a health source is reliable.
- (c) Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/or language.
- (d) Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).
- (e) Ask questions and seek answers for deeper understanding:
 - How does prejudice develop?
 - Why do some people have realistic self-images while other people have distorted self-images?
 - Why are some stereotypes more common than others?
 - How is "diversity in thought" necessary for community well-being?
- (f) Express insights of the effects of stereotyping and discrimination on self and others.





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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

USC5.3

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DM5.1

Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Indicators for this outcome

- (a) Identify common barriers to adolescent well-being (e.g., peer pressure, time).
- (b) Determine health challenges and opportunities.
- (c) Question why particular health opportunities and challenges exist.
- (d) Recognize why health opportunities may not be embraced.
- (e) Determine that people respond to health challenges and opportunities in various ways.
- (f) Analyze positive and negative consequences of people's responses to health challenges and opportunities.
- (g) Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
- (h) Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.

USC5.4

Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

Indicators for this outcome

- (a) Investigate knowledge and information about self-image.
- (b) Discuss criteria that can be used to determine if a health source is reliable.



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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