



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

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Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Indicators for this outcome

- (a) Identify sources of, and evaluate information related to, anxiety and stress.
- (b) Inventory the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).
- (c) Analyze physical, mental, and emotional responses (both positive and negative) to stress (e.g., heightened alertness, motivation, 'fight or flight', illness, withdrawal, difficulty concentrating, difficulty eating and/or sleeping).
- (d) Examine stressors for which one can plan and/or over which one has control.
- (e) Interview people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).
- (f) Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare related short-term and long-term consequences (i.e., physical, mental, emotional, spiritual).
- (g) Practise healthy ways of adjusting/responding to stress.
- (h) Determine when anxiety is "normal" and when professional help may be required.
- (i) Comprehend that stress can be healthy or unhealthy; it is how one responds to/manages stress that affects health.
- (j) Examine how stress may influence (both positively and negatively) personal standards and decisions.





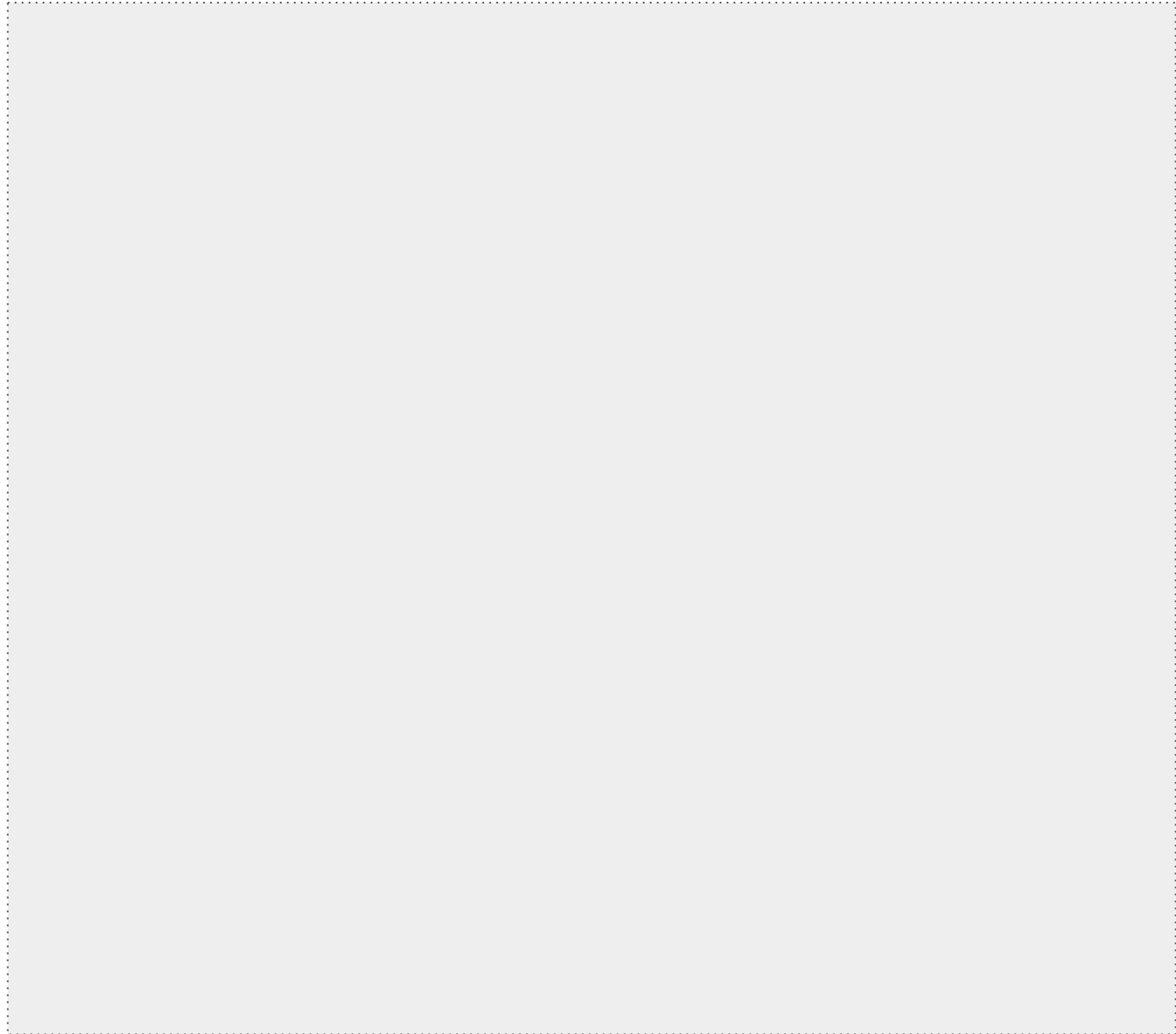
Module 2: The Stigma of Mental/Neurodevelopmental Disorders

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





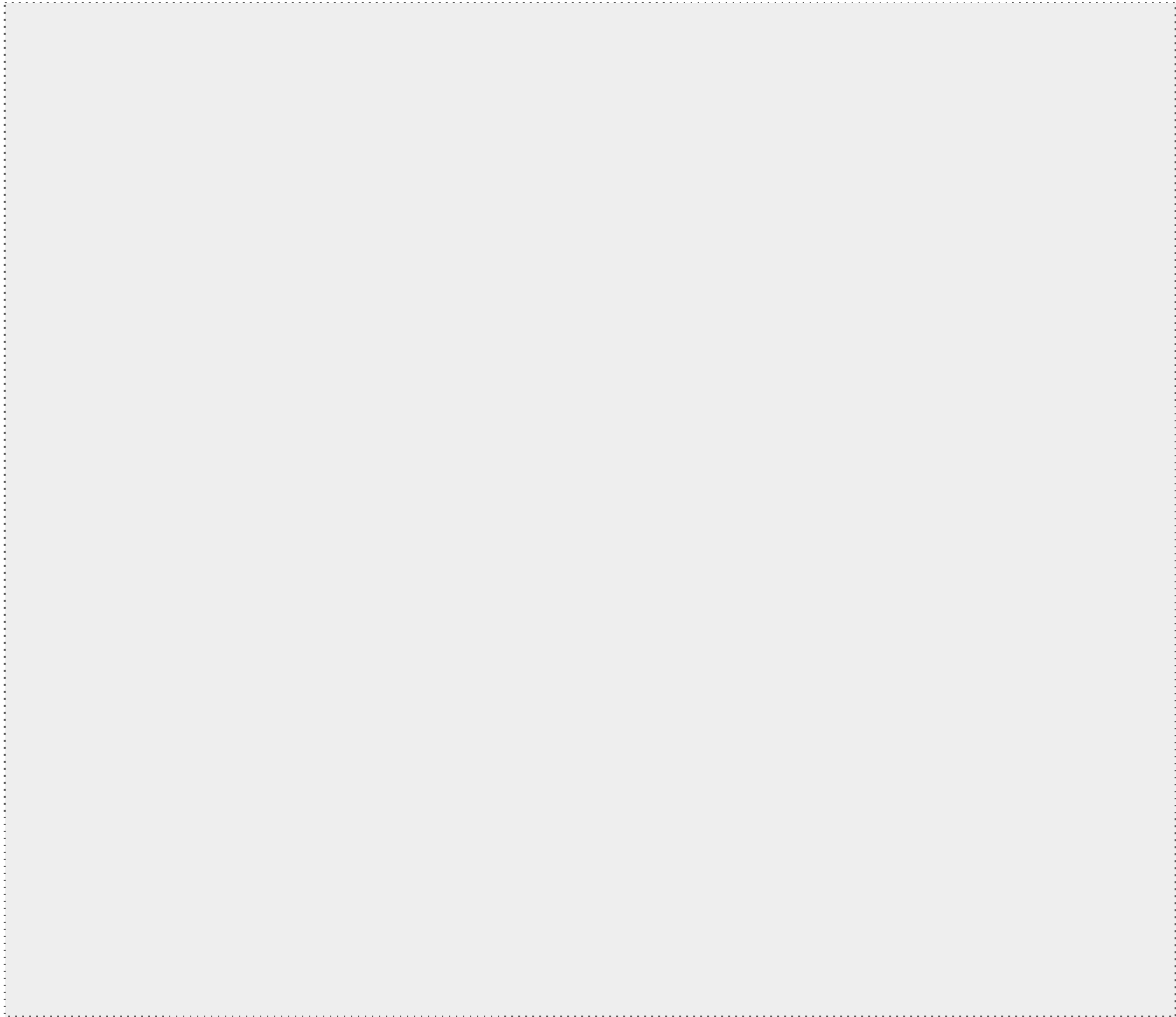
Module 3: Mental Health and the Brain

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





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

USC6.4

Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Indicators for this outcome

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- Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare **related** short-term and long-term consequences (i.e., physical, mental, emotional, spiritual).
- Practise healthy ways of adjusting/responding to stress.
- Determine when anxiety is “normal” and when professional help may be required.
- Comprehend that stress can be healthy or unhealthy; it is how one responds to/manages stress that affects health.
- Examine how stress may influence (both positively and negatively) personal standards and decisions.





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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Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

Indicators for this outcome

- (a) Identify and recognize health opportunities and/or challenges related to each unit of study.
- (b) Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to each unit of study.
- (c) Construct personal goals, related to affirming standards, in each unit of study.
- (d) Revise personal goals as necessary.



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

USC6.4

Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

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