



## 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

Physical Education and Wellness

Change Subject ▾

< Prev

Grade 5



### GUIDING QUESTION

How can a variety of life experiences influence resilience and perseverance?



### LEARNING OUTCOME

Students reflect and relate life experiences to perseverance and well-being.



### KNOWLEDGE

Life experiences can inform

- strengths
- preferences
- beliefs
- attitudes
- decision making
- virtues



### UNDERSTANDING

Life experiences can influence understanding of events or situations and responses to them.



### SKILLS & PROCEDURES

Examine how life experiences can shape understanding over time.





## 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

Physical Education and Wellness <span>Change Subject ▾</span>		
Grade 5 <span>&lt; Prev</span>		
<p> <b>KNOWLEDGE</b></p> <p>Life experiences are the effects or influences of an event or subject on an individual.</p>	<p> <b>UNDERSTANDING</b></p> <p>Events or situations provide opportunities for gaining life experiences.</p>	<p> <b>SKILLS &amp; PROCEDURES</b></p> <p>Identify life experiences that have influenced thinking or behaviour.</p>
[Hatched pattern]		
<p> <b>KNOWLEDGE</b></p> <p>Life experiences can result in:</p> <ul style="list-style-type: none"> <li>• acquisition of knowledge or skills</li> <li>• development of personal strengths and potential</li> <li>• application of learning to produce favourable outcomes</li> </ul>	<p> <b>UNDERSTANDING</b></p> <p>Life experiences can expose individuals to challenges and learning opportunities.</p>	<p> <b>SKILLS &amp; PROCEDURES</b></p> <p>Reflect on personal learning and development in a variety of experiences.</p>





# 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

Physical Education and Wellness Change Subject ▾




< Prev Grade 5

 **GUIDING QUESTION**

How might healthy relationships support understanding in various social contexts?

 **LEARNING OUTCOME**

Students acknowledge and connect perspectives of self and others through communication and listening skills.

<p> <b>KNOWLEDGE</b></p> <p>Perspectives can support collaboration through shared interpretations, understandings, and findings.</p> <p>Perspectives can be influenced by</p> <ul style="list-style-type: none"> <li>• virtues</li> <li>• peers</li> <li>• media</li> </ul>	<p> <b>UNDERSTANDING</b></p> <p>Perspectives include how we perceive, understand, and feel in various social or physical activity contexts.</p> <p>Perspectives can be individual or shared.</p>	<p> <b>SKILLS &amp; PROCEDURES</b></p> <p>Describe how experiences can affect individual or group perspectives.</p> <p>Identify personal and environmental factors that influence perspectives.</p>
--	---	--





## 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

Physical Education and Wellness Change Subject ▾

< Prev Grade 5

### LEARNING OUTCOME

Students investigate maturation and identify changes during adolescence.

#### KNOWLEDGE

Changes in the brain associated with maturation include

- greater efficiency and effectiveness
- increased connectivity among brain regions
- changes in the frontal lobe, pre-frontal cortex, and executive function

#### UNDERSTANDING

Maturation occurs from birth and is significant during adolescence.

Maturation can result in changes in the brain.

#### SKILLS & PROCEDURES

Describe the impact maturation has on the brain.







## 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

Physical Education and Wellness Change Subject ▾

[← Prev](#) Grade 5

KNOWLEDGE	UNDERSTANDING	SKILLS & PROCEDURES
<p>Maturation is a process that is different for every individual.</p> <p>Maturation can result in uneven bone and muscle development.</p> <p>Maturation can result in changes in coordination when practising skills and activities.</p> <p>Physical changes can include bones growing faster than muscle during maturation in adolescence.</p> <p>Individuals can experience behavioural changes, such as</p> <ul style="list-style-type: none"> <li>• setting personal goals</li> <li>• seeking independence</li> </ul>	<p>Maturation involves an awareness of the interconnectedness of physical, cognitive, and behavioural changes.</p> <p>The way individuals think of themselves, and describe themselves to others, is unique and should be respected.</p> <p>Maturation results in changes in the body that can occur at different rates.</p>	<p>Identify and describe physical, cognitive, and behavioural changes that occur during adolescence.</p>





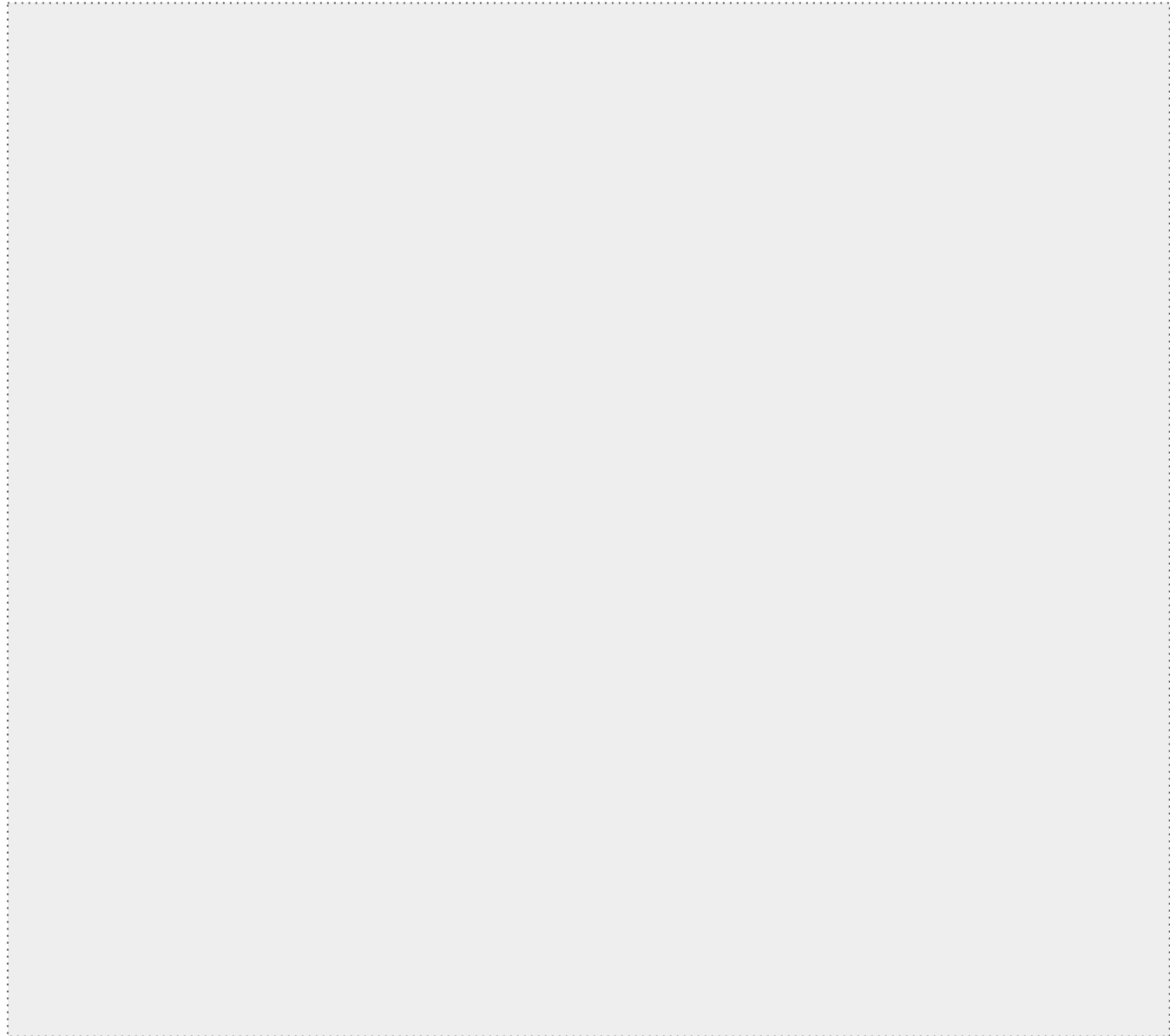
## Module 4: Common Mental/Neurodevelopmental Disorders

### 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





## 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

Physical Education and Wellness Change Subject ▾

< Prev Grade 5

<b>KNOWLEDGE</b> Responsibility can be developed by taking on leadership roles to promote safety of self and others.	<b>UNDERSTANDING</b> Personal roles and responsibilities include promoting the safety of self and others.	<b>SKILLS &amp; PROCEDURES</b> Describe situations where responsible leadership supports the safety and well-being of self and others.
<b>KNOWLEDGE</b> Safety of self and others can be enhanced through community programs, such as first aid training, and supports, including health professionals.  Responsibility to ensure the safety of self and others includes following <ul style="list-style-type: none"> <li>laws</li> <li>rules</li> <li>practices</li> <li>protocols</li> </ul>	<b>UNDERSTANDING</b> Responsibility includes ensuring the safety of self and others.	<b>SKILLS &amp; PROCEDURES</b> Identify laws, rules, practices, and protocols that support safety and well-being in a variety of contexts.  Practise digital citizenship by being considerate of others.

⬆





## 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

Physical Education and Wellness Change Subject ▾

[← Prev](#) **Grade 5**

 **LEARNING OUTCOME**

Students analyze responsibility and consider the impact on well-being.

 <b>KNOWLEDGE</b>	 <b>UNDERSTANDING</b>	 <b>SKILLS &amp; PROCEDURES</b>
<p>Responsibility is being accountable for actions and decisions and accepting the results or consequences.</p> <p>Responsibility includes clearly requesting, obtaining, giving, or refusing consent.</p> <p>Responsibility includes respecting the acceptance or refusal of consent from another.</p>	<p>Personal actions and decisions can affect physical, social-emotional, and financial well-being.</p>	<p>Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others.</p> <p>Examine the impacts of a variety of factors on personal actions and decisions.</p>







## 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

Physical Education and Wellness [Change Subject](#) ▾

[< Prev](#) Grade 5

KNOWLEDGE	UNDERSTANDING	SKILLS & PROCEDURES
<p>Effects of perseverance on well-being can be</p> <ul style="list-style-type: none"> <li>• positive mental health</li> <li>• increased confidence</li> <li>• belief in one's abilities to achieve specific goals</li> <li>• sense of accomplishment</li> <li>• lifelong learning</li> </ul>	<p>Perseverance can shape well-being over time.</p>	<p>Describe the effects of perseverance on well-being.</p>

---

Physical Education and Wellness [Change Subject](#) ▾

[< Prev](#) Grade 5

KNOWLEDGE	UNDERSTANDING	SKILLS & PROCEDURES
<p>Perseverance can be demonstrated by individuals, groups, or communities.</p>	<p>Perseverance can lead to positive feelings when achieving personal or community goals.</p>	<p>Connect perseverance to improvements in individual or community circumstances.</p>





## 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

Physical Education and Wellness Change Subject ▾

< Prev Grade 5

 **LEARNING OUTCOME** 

Students evaluate aspects of nutrition and examine their benefits to well-being.

 <b>KNOWLEDGE</b>	 <b>UNDERSTANDING</b>	 <b>SKILLS &amp; PROCEDURES</b>
<p>Nutrition and hydration can affect</p> <ul style="list-style-type: none"> <li>• learning</li> <li>• concentration</li> <li>• activity</li> <li>• behaviour</li> </ul> <p>In First Nations, Métis, and Inuit communities, nutrition can contribute to holistic, medicinal, or healing practices that enhance physical and emotional well-being.</p>	<p>Nutrition is essential to good health, disease prevention, and longevity of life.</p>	<p>Describe how nutrition can affect physical and mental health and well-being.</p>



## 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

Physical Education and Wellness Change Subject ▾

[← Prev](#) Grade 5

**GUIDING QUESTION**  
What is the relationship between motivation and active living?

**LEARNING OUTCOME**  
Students examine the effect of motivation on physical activity.

<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>SKILLS &amp; PROCEDURES</b>
<p>Motivation is the process that supports individuals to take initiative, set goals, and complete tasks.</p> <p>Motivation can be influenced by factors, such as</p> <ul style="list-style-type: none"> <li>• energy levels</li> <li>• available time</li> <li>• sense of enjoyment</li> <li>• peers</li> </ul>	<p>Motivation can be internal and external and can change over time.</p> <p>Motivation in physical activity can be enhanced when an individual feels safe, is connected with others, and feels a sense of accomplishment.</p>	<p>Describe internal and external factors that influence motivation to be physically active.</p>





## 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

Physical Education and Wellness Change Subject ▾

< Prev Grade 5

**GUIDING QUESTION**  
What is the relationship between collaboration and physical activity?

**LEARNING OUTCOME**  
Students demonstrate how collaboration influences physical activity.

<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>SKILLS &amp; PROCEDURES</b>
<p>Collaboration is working with others to achieve a common goal, including exchanging ideas and sharing responsibilities.</p> <p>Collaboration during physical activity involves</p> <ul style="list-style-type: none"> <li>• identifying goals</li> <li>• planning strategy</li> <li>• exchanging ideas</li> <li>• making and implementing decisions</li> </ul>	<p>Teamwork requires collaboration to create and enhance strategies.</p>	<p>Practise collaboration during physical activity.</p>

Physical Education and Wellness Change Subject ▾

< Prev Grade 5

<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>SKILLS &amp; PROCEDURES</b>
<p>Volunteering provides individuals with opportunities to make meaningful contributions to the community.</p>	<p>Every individual has the ability and potential to contribute to their community in different ways.</p>	<p>Connect personal knowledge and skills to opportunities for volunteering in the community.</p>