

Curricular Correlations

BC Physical Health & Education 10 / Mental Health Curriculum Guide

CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<p>Healthy & Active Living Participate daily in physical activity designed to enhance and maintain components of health</p>	<p>Mod 5/Act 1 PPT: Treatment and Recovery</p> <p>Mod 6/Act 1: Understanding Stress</p>	<p>Mod 5/Act 1 PPT: This activity recognizes that there are different strategies to deal with mental illness, both psychological and physical. Treating mental illness is not a one-size-fits-all.</p> <p>Mod 6/Act 1: Understanding Stress is an important paradigm shift that needs to happen for youth and adults. Recognizing the necessity of the human stress response and its essential role in enhancing and maintaining health is key. Physical activity is just one form of stress, but it is a crucial one that can help us develop resiliency and new coping mechanisms</p>
<p>Healthy & Active Living Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities</p>	<p>Mod 2/PPT: Mental Health and Mental Illness: The Common Basis</p> <p>Mod 6/Act 3: Modulating the Intensity of Stress</p>	<p>Mod 2/PPT: Exploration of the brain-body connection is key. Physical activity is an example of positive stress that teaches the body and brain to cope. Physical reactions to mentally stressful situations can mimic reactions to physically stressful situations. Activities that help improve physical health also help improve mental health.</p> <p>Mod 6/Act 3: This exercise builds students' capacity to understand their ability to adapt and grow in stressful situations, and the variety of</p>

	<p>Mod 6/Act 4: Taking Charge of My Health - diary</p>	<p>methods each person can use to help cope with excessive stress</p> <p>Mod 6/ Act 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition.</p>
<p>Healthy & Active Living Plan ways to overcome potential barriers to participation in physical activities</p>	<p>Mod 6/Act 3: Modulating the Intensity of Stress</p> <p>Mod 6/Act 4: Taking Charge of My Health - diary</p>	<p>Mod 6/Act 3: This exercise builds students’ capacity to understand their ability to adapt and grow in stressful situations, and the variety of methods each person can use to help cope with excessive stress. Teaching students about the necessity of stress and the normalcy of stress helps students deal with feelings of anxiousness around physical activity.</p> <p>Mod 6/Act 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition.</p>
<p>Healthy & Active Living Analyze and explain how health messages might influence health and well-being</p>	<p>Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health</p> <p>Mod 1/Act 6: Handout on Reducing stigma</p>	<p>Mod 1/Act 1: Understanding the effect of stigma increases awareness and choices around behaviour.</p> <p>Mod 1/Act 6: This handout addresses factors around negative behaviours that students may recognize in themselves and in their community.</p>
<p>Healthy & Active Living Identify and apply strategies to pursue personal healthy-living goals</p>	<p>Mod 2/Act 2: Language Matters</p>	<p>Mod 2/Act 2: Language Matters activity is the most important activity to promote mental well-being across a larger population – using correct language promotes the health of entire community, reduces stigma and increases chances of people getting help.</p>

	<p>Mod 5/Act 2: Getting Help – scenarios and checklists</p> <p>Mod 5/Act 4: Handout on Support Strategies</p> <p>Mod 6/Act 3: Modulating the Intensity of the Stress Response - Coping with Stress</p> <p>Mod 6/Act 2: Challenging Our Thinking</p>	<p>Mod 5/Act 2: Practising strategies promotes the skills of students to improve the overall health of school and community.</p> <p>Mod 5/Act 4: The handout on Support Strategies Is an important resource and strategies that provides helpful ways to reach out to another person. Many students and adults want to help – they just don't know how.</p> <p>Mod 6/Act 3: When students understand the concept behind positive stress, they can act as a supportive network for each other.</p> <p>Mod 6/Act 2: Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies</p>
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<p>Social and Community Health Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations</p>	<p>Mod 1/Act 6: Handout on Reducing Stigma</p>	<p>Mod 1/Act 6: This handout demonstrates the link between discrimination and abuse that people with mental illness face regularly in relationships.</p>
<p>Social and Community Health Analyze strategies for responding to discrimination, stereotyping, and bullying</p>	<p>Mod 1/Act 1: Defining stigma and understanding effects of stigma</p> <p>Mod 1/Act 6: Handout on Reducing stigma</p>	<p>Mod 1/Act 1: Understanding the definitions/content is a necessary precursor to employing strategies.</p> <p>Mod 1/Act 6: This handout addresses factors around negative behaviours that students may recognize in themselves and in their community.</p>
<p>Social and Community Health Develop skills for maintaining healthy relationships and responding to interpersonal conflict</p>	<p>Mod 2/Act 2: Language Matters</p> <p>Mod 4/Act 2: Teening My Parent and Parenting My Teen</p> <p>Mod 5/Act 2: Getting Help – scenarios and checklists</p>	<p>Mod 2/Act 2: Language Matters activity is the most important activity to promote mental well-being across a larger population – see note below.</p> <p>Mod 4/Act 2: Activities around parent-teen relationships can be an important resource for developing and maintaining skills for healthy relationships</p> <p>Mod 5/Act 2: Practising strategies promotes the skills of students to improve the overall health of school and community ** NOTE: teachers could tailor a situation to address the interpersonal conflict that could arise between peers due to the discriminatory language often used, and how to handle this</p>

<p>Social and Community Health Analyze the potential effects of social influences on health</p>	<p>Mod 1/Act 1: Defining stigma and understanding effects of stigma. Mod 1/Act 2: Understanding myths and realities of Mental Illness</p> <p>Mod 1/Act 5: Community Survey</p> <p>Mod 1/Act 6: Handout on Reducing Stigma</p> <p>Mod 2/Act 2: Language Matters</p> <p>Mod 5/Act 2: Getting Help – scenarios and checklists</p>	<p>Mod 1/Act 1&2: Understanding stigma’s negative effects helps schools set goals for what they want for their healthy community.</p> <p>Mod1/Act 5: The community survey links MHL curriculum to local community and school community, thereby identifying local needs.</p> <p>Mod 1/Act 6: This handout addresses specific strategies to be discussed – previous activities build to this important activity and class discussion.</p> <p>Mod 2/Act 2: Language Matters activity is the most important activity to promote mental well-being across a larger population – using correct language promotes the health of entire community, reduces stigma and increases chances of people getting help</p> <p>Mod 5/Act 2: Practising strategies promotes the skills of students to improve the overall health of school and community.</p>
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<p>Mental Well-Being Evaluate and explain strategies for promoting mental well-being</p>	<p>Mod 1/Act 6: Handout on Reducing Stigma</p> <p>Mod 2/Act 2: PPT on brain functions</p> <p>Mod 3/Act 1,2,3,4: PPT, mini-mags & discussion</p> <p>Mod 4/Act 1: Video discussion</p> <p>Mod 5/Act 1: PPT on Treatment and Recovery</p> <p>Mod 5/Act 2,3 & 4: Checklist and Health Questions</p>	<p>Mod 1/Act 6: This handout addresses specific strategies to be discussed – previous activities build to this important activity and class discussion.</p> <p>Mod 2/Act 2: The PPT is the necessary basis for evaluating strategies.</p> <p>Mod 3/Act 1,2,3,4: Understanding the process of mental illness and brain functions is necessary precursor to understanding and evaluating new strategies (ie. Understand that ADHD is not caused by sugar, poor home life, too much TV, etc... - the handout dispels myths effectively.)</p> <p>Mod 4/Act 1: The video discussion will allow students to identify strategies, both positive and negative, based on the experiences of others in the videos, and explain and evaluate these strategies.</p> <p>Mod 5/Act 1: The PPT on Treatment and Recovery precedes a discussion about options for treatment, and the importance of help-seeking</p> <p>Mod 5/Act 2,3 & 4: The checklist and health questions in these activities provide a resource that can be used (students keep copies.)</p>

		These activities would be a great starting point for a discussion on why these strategies aren't used routinely – circles discussion back to stigmas, cultural, and social factors.
<p>Mental Well-Being Explore factors contributing to substance use</p>	<p>Mod 2/Act 3: Language Matters</p> <p>Mod 2/Act 3: Handout</p> <p>Mod 3A/Act 1,2,3,4: PPT, mini-mags & discussion</p>	<p>Mod 2/Act 3: Using correct language is an essential strategy. Due to stigma, how many turn to substance use to self-medicate – this could be the basis of a debate</p> <p>Mod 2/Act 3: This handout provides knowledge to dispel myths around substance use</p> <p>Mod 3A/Act 1,2,3,4: Understanding the process of mental illness and brain functions is necessary precursor to developing strategies.</p>
<p>Mental Well-Being Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence</p>	<p>Mod 2/Act 1: The Teenage Brain</p> <p>Mod 2/Act 3: Handout</p> <p>Mod 3A/Act 1,2,3,4: PPT, mini-mags & discussion</p> <p>Mod 5/Act 2: Getting Help – scenarios and checklists</p>	<p>Mod 2/Act 1: Understanding the function of the brain is the necessary precursor to taking care of it.</p> <p>Mod 2/Act 3: This handout looks at the interrelationship of mental health states and the normal fluctuations that occur, particularly in adolescence</p> <p>Mod 3A/Act 1,2,3,4: Understanding the process of mental illness and brain functions is necessary precursor to developing strategies</p> <p>Mod 5/Act 2: The scenarios and checklists provide practise using strategies, as well as resources (checklists) to assess when help is needed.</p>

	Mod 6/Act 2: Challenging Our Thinking	Mod 6/Act 2: Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.
Mental Well-Being Explore and describe factors that shape personal identities, including social and cultural factors	Mod 1/Act 3: Video story-telling Mod 1/Act 4: Famous People with a Mental Illness Mod 1/Act 5: Community Attitudes Survey Mod 2/Act 4: Language in the Media	Mod 1/Act 3: The videos provide narratives that show multiple factors that shape identity, including those that are not often discussed, such as mental illness Mod 1/Act 4: This activity illustrates the prevalence of mental illness across all walks of life, including celebrities. Mod 1/Act 5: The survey and reflections on the survey will illustrate local factors and school factors that impact attitudes on mental illness. Mod 2/Act 4: Language in the Media examines impact of media and how people perceive mental illness.
Mental Well-Being Describe the relationships between physical activities, mental well-being, and overall health	Mod 2/PPT: Mental Health and Mental Illness: The Common Basis	Mod 2/PPT: Exploration of the brain-body connection is key. Physical activity is an example of positive stress that teaches the body and brain to cope. Physical reactions to mentally stressful situations can mimic reactions to physically stressful situations. Key message: Activities that help improve physical health also help improve mental health.

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Additional Resources

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/10/courses>

<http://teenmentalhealth.org/schoolmhl/school-mental-health-literacy/mental-health-high-school-curriculum-guide/download-the-guide/>