

Curricular Correlations

BC Physical Health & Education 8 / 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: This activity supports the principle that there are different strategies to deal with mental illness, both psychological and physical. Treating mental illness is not a one-size-fits-all solution.</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 Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness</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: Mental Health and Mental Illness - The Common Basis: Exploration of the brain-body connection shifts judgement of mental illness to a mindset of curiosity. 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. The message: activities that help improve physical health also help improve mental health.</p> <p>Mod 6/Act 3: Modulating the Intensity of Stress – 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.</p>

	Mod 6/Act 4: Taking Charge of My Health – diary	Mod 6/Act 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition
Healthy & Active Living Assess factors that influence healthy choices and their potential health effects	Mod 2/PPT: Mental Health and Mental Illness: The Common Basis Mod 6/Act 3: Modulating the Intensity of Stress Mod 6/Act 4: Taking Charge of My Health - diary	Mod 2/PPT: Exploration of the brain-body connection shifts judgement of mental illness to a mindset of curiosity. 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. The message: activities that help improve physical health also help improve mental health. 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. Mod 6/Act 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition
Healthy & Active Living Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour	Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health Mod 1/Act 6: Handout on Reducing stigma	Mod 1/Act 1: Understanding the effect of stigma increases awareness and choices around behaviour. Mod 1/Act 6: This handout addresses factors around negative behaviours that students may recognize in themselves and in their community.
Healthy & Active Living Identify and apply strategies to pursue personal healthy-living goals	Mod 4/Act 1: Video Explorations and Discussion Sheet Mod 5/Act 1: PPT – Treatment and Recovery	Mod 4/Act 1: First-hand experiences demonstrate the challenges and strategies of dealing with mental illness in a powerful way – students relate to, and identify strategies - both positive and negative – without judgement. Mod 5/Act 1: This activity supports the principle that there are different strategies to deal with mental illness, both psychological

	<p>Mod 5/Act 2: Getting Help – What If? & Something is not quite right checklists</p> <p>Mod 5/Act 3: Getting Help: Communicating with Your Health Care Provider</p> <p>Mod 6/Act 1: Understanding the Stress Response</p> <p>Mod 6/Act 2: Challenging Our Thinking</p> <p>Mod 6/Act 3: Modulating the Intensity of the Stress Response - Coping with Stress</p> <p>Mod 6/Act 4: Taking Charge of My Health – diary</p>	<p>and physical. Treating mental illness is not a one-size-fits-all solution.</p> <p>Mod 5/Act 2: Role-playing various scenario provides the opportunity to apply strategies in a safe environment, and recognize when/where these strategies would be useful.</p> <p>Mod 5/Act 3: When communicating with a healthcare practitioner, this checklist of questions provides a valuable resource that students can keep & use.</p> <p>Mod 6/Act 1: This module shifts how we view stress. Activity 1 provides the cognitive understanding necessary for students to consciously reframe their responses to stress.</p> <p>Mod 6/Act 2: This is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</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 4: Charting one’s physical activity is recognized as a valuable tool for motivation and metacognition</p>
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<p>Social and Community Health Propose strategies for avoiding and/or 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 Propose 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 around mental illness is a necessary precursor to employing strategies to respond to discrimination.</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 Propose strategies for developing and maintaining healthy relationships</p>	<p>Mod 4/Act 2: Teening My Parent and Parenting My Teen</p>	<p>Mod 4/Act 2: Resources around parent-teen relationships can be an important resource for developing and maintaining healthy relationships.</p>
<p>Social and Community Health Create strategies for promoting the health and well-being of the school and community</p>	<p>Mod 1/Act 1: Defining stigma and understanding effects of stigma.</p> <p>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 1/Act 1&2: Understanding stigma’s negative effects helps schools set goals of what they want for a healthy community. Recognizing the need for change is the main prerequisite to setting helpful community goals.</p> <p>Mod 1/Act 5: The community survey links MHL curriculum to local community and school community, thereby identifying proximal needs. The BC curriculum strongly supports learning in local contexts, so this activity is helpful.</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</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 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> <p>Mod 5/Act 4: This handout is an important resource for strategies of 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, and reinforce the correct language used to describe different levels of stress.</p>
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<p>Mental Well-Being Describe strategies for promoting mental well-being, for self and others</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: This PPT provides the necessary basis for developing strategies</p> <p>Mod 3/Act 1,2,3,4: Understanding the process of mental illness and brain functions is a necessary precursor to developing strategies. For example, students will 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.</p> <p>Mod 5/Act 1: The PPT on Treatment and Recovery precedes a discussion about options for treatment, and the importance of seeking help.</p> <p>Mod 5/Act 2,3 & 4: These activities provide a resource that can be used by students as a reference.</p>
<p>Mental Well-Being Describe and assess strategies for managing problems related to mental well-being and substance use, for others</p>	<p>Mod 2/Act 3: Language Matters & 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. 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 prerequisite to developing</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 6/Act 1: Understanding the Stress Response</p> <p>Mod 6/Act 3: Modulating the Stress Response</p>	<p>strategies for managing problems related to substance use and well-being</p> <p>Mod 5/Act 1: The PPT on Treatment and Recovery precedes a discussion about options for treatment, and the importance of seeking help.</p> <p>Mod 5/Act 2,3 & 4: These activities provide a resource that can be used by students as a reference.</p> <p>Mod 6/Act 1: The definition of stress and examination of the stress response provides understanding – which is itself a strategy that is positive – unlike substance use/addiction. This activity reinforces that strategies are individual, and subject to context for each person.</p> <p>Mod 6/Act 3: This activity promotes metacognition, cueing students to recognize how they respond to stress, and to be intentional about their responses. “Coping with Stress” cards and Box breathing exercises teach specific strategies, but also reinforce that preferred strategies are individual, and subject to context for each person.</p>
<p>Mental Well-Being Create and assess 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 3/Act 1,2,3,4: PPT, mini-mags & discussion</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 interrelationship of mental health states and the normal fluctuations that occur between different mental states.</p> <p>Mod 3A/Act 1,2,3,4: Understanding the process of mental illness and brain functions is necessary precursor to developing strategies that help during adolescence.</p>

	<p>Mod 5/Act 2: Getting Help – scenarios and checklists</p> <p>Mod 6/Act 2: Challenging Our Thinking</p>	<p>Mod 5/Act 2: The scenarios and checklists provide practise using strategies, as well as resources (checklists) to help assess when help is needed.</p> <p>Mod 6/Act 2: This is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies.</p>
<p>Mental Well-Being Explore and describe the impact of transition and change on identities</p>	<p>Mod 1/Act 3: Video story-telling</p> <p>Mod 4/Act 2: Teening My Parent and Parenting My Teen</p>	<p>Mod 1/Act 3: The videos provide a narrative that shows multiple factors that shape identity, including those that are not often discussed, such as mental illness.</p> <p>Mod 4/Act 2: Resources around parent-teen relationships can be an important resource as adolescents transition and develop their own identity.</p>

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Additional Resources

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/8>

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