

Curricular Correlations

BC Physical Health & Education 9 / 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 – 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 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 is clear: activities that help improve physical health also help improve mental health.</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.</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 Propose healthy choices that support lifelong health and well-being</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 6/Act 4: Taking Charge of My Health - diary</p>	<p>Mod 2/PPT: Exploration of the brain-body connection is essential to sustaining lifelong health. 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.</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.</p> <p>Mod 6/Act 4: Charting one's physical activity is recognized as a valuable tool for motivation that supports lifelong health</p>
<p>Healthy & Active Living Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour</p>	<p>Mod 1/Act 1: Defining stigma and negative consequences of stigma on mental health</p>	<p>Mod 1/Act 1: Understanding the effects of stigma increases awareness and influences choice of behaviour; changing the societal narrative around mental health may have the greatest impact on whether those in need seek help.</p>

	<p>Mod 1/Act 6: Handout on Reducing stigma</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 4/Act 1: Video Explorations and Discussion Sheet</p> <p>Mod 5/Act 1 PPT: Treatment and Recovery</p> <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 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.</p> <p>Mod 5/Act 1 PPT: This activity teaches students to recognize 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 5/Act 2: Role-playing various scenarios 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: Healthcare provider questions and checklist provide valuable resources. Students may not need the information currently, but may be advised them to keep this information for later reference if needed.)</p> <p>Mod 6/Act 1: This activity provides the cognitive understanding necessary for students to consciously reframe their responses to stress.</p> <p>Mod 6/Act 2: This metacognitive exercise is important to developing and reflecting on</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>personal goals and strategies related to healthy living</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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CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<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 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 to combat stigma.</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 important 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 2/Act 2: Language Matters</p>	<p>Mod. 1/Act 1&2: Understanding the negative effects of stigma helps schools set goals for what they want in a healthy school community.</p> <p>Mod 1/Act 5: The community survey links MHL curriculum to the local and school community, thereby identifying proximal needs. The BC Curriculum strongly supports learning in local contexts.</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: 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 5/Act 2: Practising strategies promotes the skills of students and increases the likelihood that students will act to improve the overall health of school and community.</p> <p>Mod 5/Act 4: This handout Is an important resource 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>When students understand the concept behind positive stress, they can act as a supportive network for each other.</p>
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CURRICULAR COMPETENCY	MODULE AND ACTIVITY	RATIONALE
<p>Mental Well-Being Analyze 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 is 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 necessary precursor to developing strategies. For example, students will learn that ADHD is not caused by sugar, poor home life, too much TV, etc... - these activities dispel myths effectively.</p> <p>Mod 4/Act 1: 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: PPT on Treatment and Recovery precedes a discussion about options for treatment, and the importance of seeking help early.</p> <p>Mod 5/Act 2,3 & 4: These activities provide a resource that can be used presently and in the future.</p>

<p>Mental Well-Being Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others</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 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>Mod 2/Act 3: Language does matter – students learning to use correct language is an essential strategy that breaks down stigma, and increases empathy for those who are dealing with mental illness.</p> <p>Mod 2/Act 3: 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>Mod 5/Act 1: PPT on Treatment and Recovery precedes a discussion about options for treatment, and the importance of seeking help early.</p> <p>Mod 5/Act 2,3 & 4: These activities provide a resource that can be used presently and in the future.</p> <p>Mod 6/Act 1: Defining stress and examining of the stress response provides understanding – which is itself a positive strategy– unlike substance use/addiction. This activity reinforces that strategies are individual, and subject to context and personal preference.</p> <p>Mod 6/ Act 3: This activity has students reflect on how they respond to stress and to be intentional about their responses. “Coping with Stress” cards and Box breathing exercises teach</p>
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		specific strategies, but also reinforce that strategies are individual, and subject to context and personal preference.
<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 3/Act 1,2,3,4: PPT, mini-mags & discussion</p> <p>Mod 5/Act 2: Getting Help – scenarios and checklists</p> <p>Mod 6/Act 2: Challenging Our Thinking</p>	<p>Mod 2/Act 1: Understanding the functions of the brain is the necessary precursor to taking care of it. The vast changes that occur in brain development during adolescence influence many physical, emotional, and social changes.</p> <p>Mod 2/Act 3: This handout looks at interrelationship of mental health states and the normal fluctuations that occur in healthy individuals.</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: Realistic 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: Challenging Our Thinking is a metacognitive exercise that is important to developing and reflecting on personal goals and strategies</p>
<p>Mental Well-Being Explore and describe factors that shape personal identities, including social and cultural factors</p>	<p>Mod 1/Act 3: Video story-telling</p>	<p>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.</p>

	<p>Mod 1/Act 4: Famous People with a Mental Illness</p> <p>Mod 1/Act 5: Community Attitudes Survey</p> <p>Mod 2/Act 4: Language in the Media</p>	<p>Mod 1/Act 4: This activity illustrates the prevalence of mental illness across all walks of life, including celebrities.</p> <p>Mod 1/Act 5: The community survey and reflections will illustrate local and school factors that impact attitudes on mental illness.</p> <p>Mod 2/Act 4: Language in the Media examines the pervasive impact of media and how people perceive mental illness as a result of media bias.</p>
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Additional Resources

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

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