



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

Connecting Mental Health Literacy and Well-Being to the Physical education / Health Education Curriculum

The Public Health Agency of Canada defines mental health as “the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face.” (PHAC) Positive mental health is essential for the school environment. When students are mentally healthy, they enjoy contributing to school life, are willing to explore and take healthy risks, and are able to manage stressors and adversity.

☐ K.4.4.C.1a

Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) in self and/or others





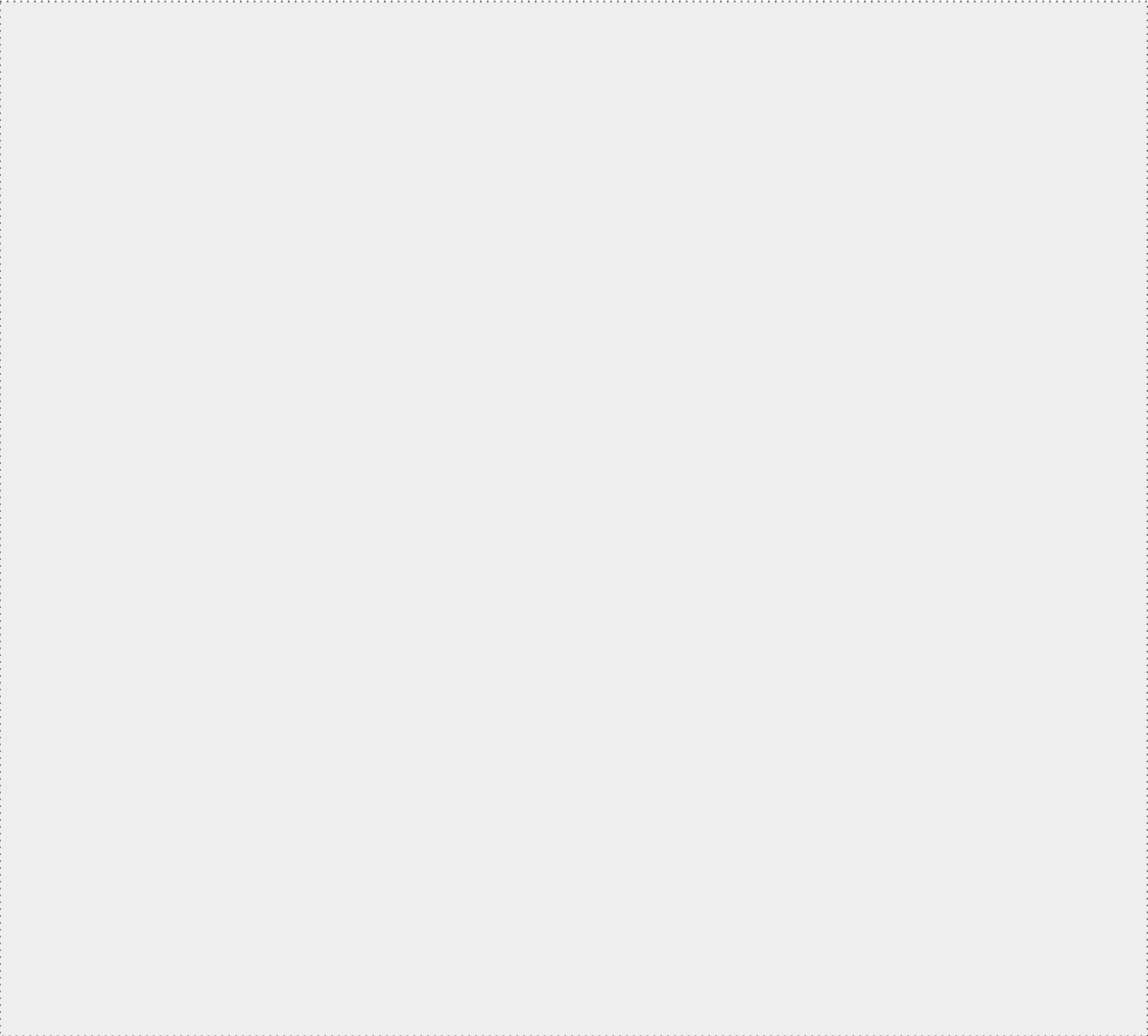
Module 2: The Stigma of Mental/Neurodevelopmental Disorders

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





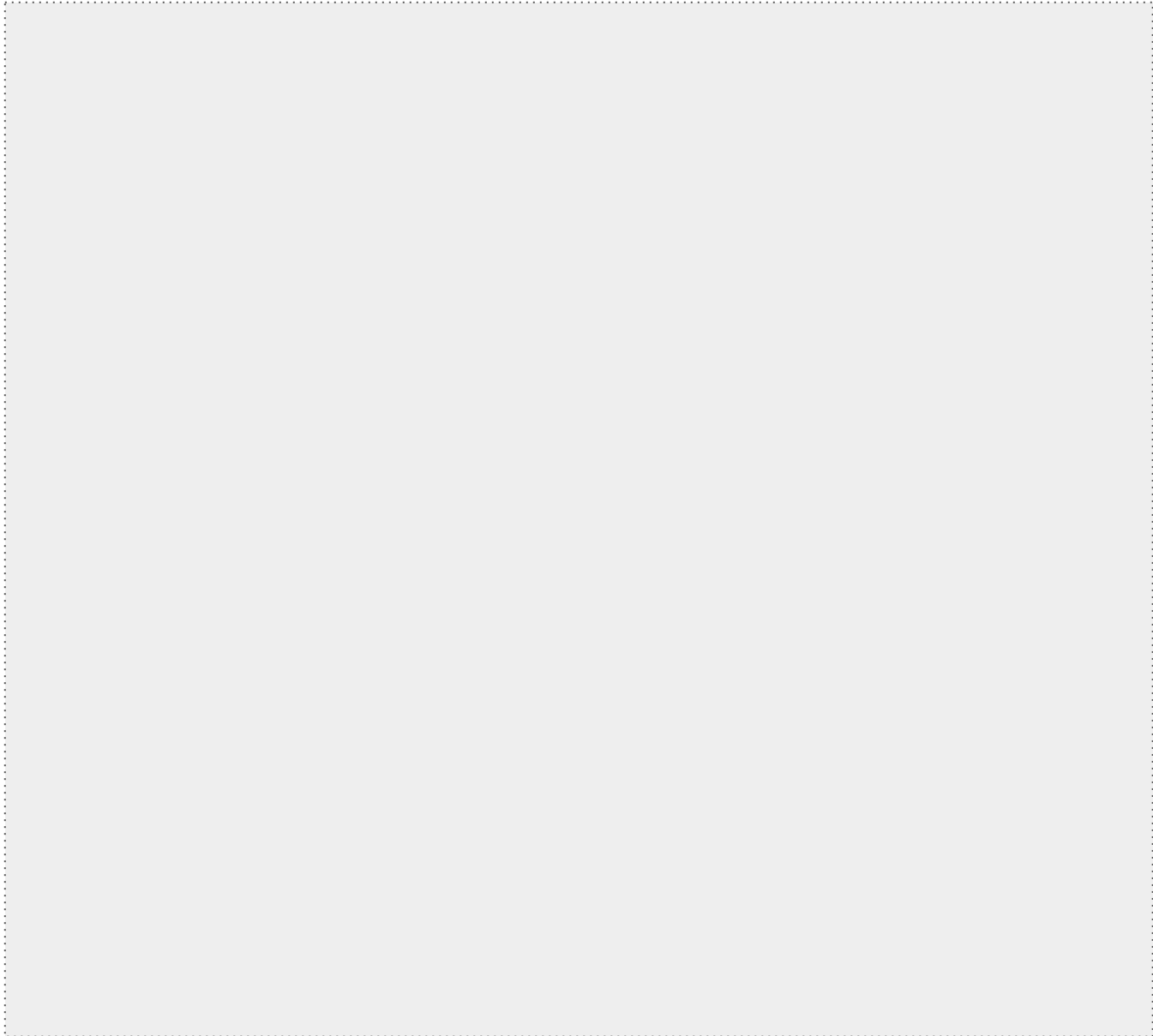
Module 3: Mental Health and the Brain

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





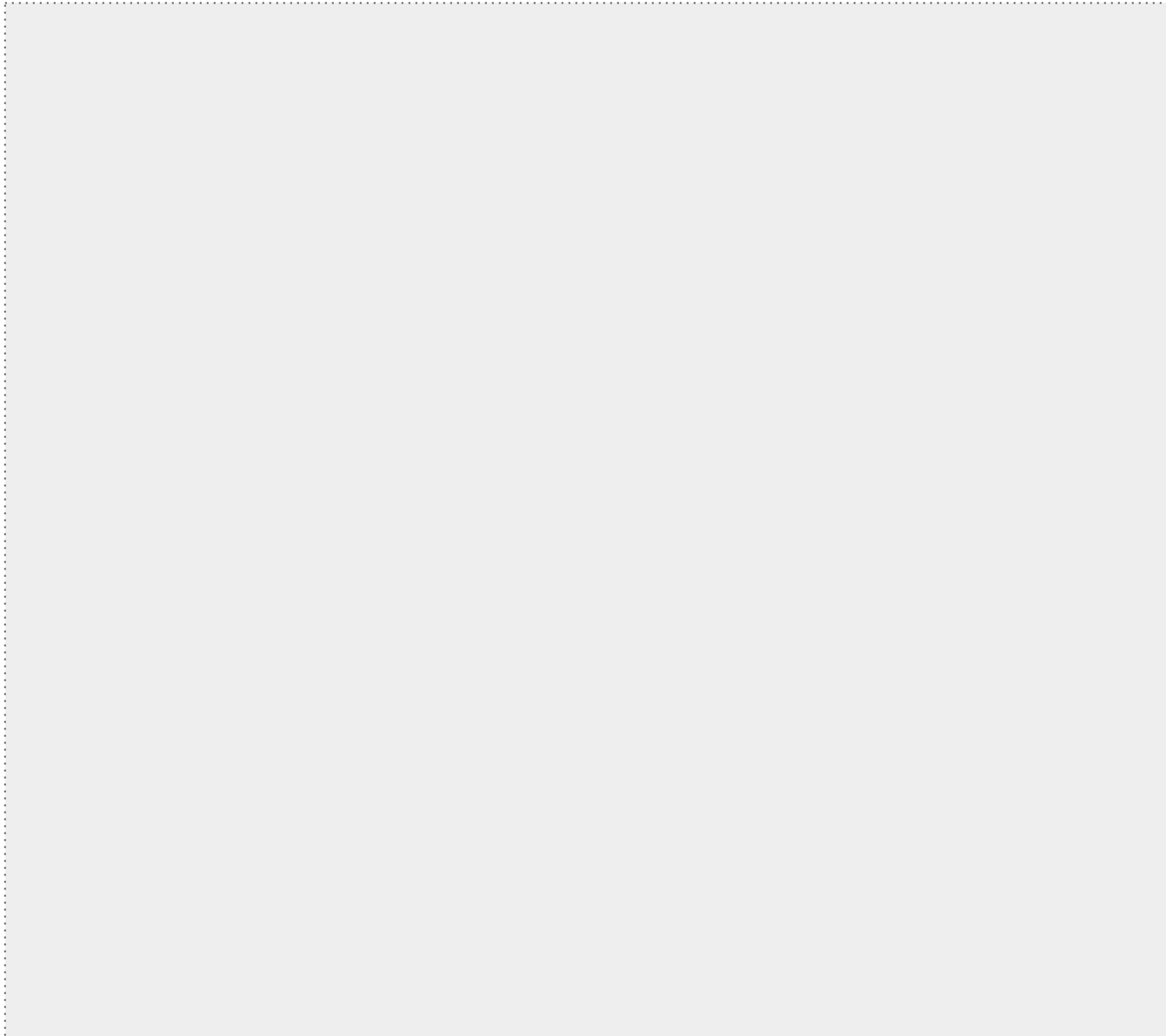
Module 4: Common Mental/Neurodevelopmental Disorders

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





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

Personal and Social Management (Grade 4)

K.4.4.A.1

Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence**

K.4.4.A.2a

Identify a goal-setting process (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) **for establishing personal goals**

K.4.4.A.2b

Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals**





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

K.4.4.C.1b

Identify different strategies (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief**

K.4.4.C.2

Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) **to stressors**

K.4.4.C.3

Identify the physical responses the body may experience as a result of stress (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...)

K.4.4.C.4a

Identify the stress management skills (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress**

S.4.4.A.5

Demonstrate use of stress-management strategies (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...)

