



## 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

## Philosophy of Health Education - A Comprehensive Approach

A comprehensive school health program at the elementary level should influence, in a positive way, knowledge, attitudes and behaviours, ultimately leading to an enhanced quality of life for students. Through the involvement of home, school and community, the comprehensive school health program should relate to every aspect of a child's life including: the physical, intellectual, emotional, social and moral development.

Basic knowledge and skills, as well as a positive self-concept are necessary if an individual is to make wise health-related decisions. It is important to involve young people in a health program in a meaningful way so as to guide them in the development of healthy lifestyle practices. Through a comprehensive school health program children can become empowered to choose health-enhancing behaviours and to alter the environments that affect them.

A comprehensive school health program encompasses a wide range of school and community personnel collaborating to enhance the well-being of children. The program deals with a broad spectrum of health topics in an integrated and holistic way. The health instruction component of the program should be coordinated with health services, within a healthful school and community environment.



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### Goals of the Program

To develop a basic understanding of the components of health:

- mental health
- physical growth and development
- self care
- active living
- drug education
- environmental health
- relationships
- nutrition
- dental health
- injury prevention and safety
- consumer health

To develop a positive self-concept and to exhibit self-efficacy.

To foster an awareness of the role of the school, the home and the community as they relate to all aspects of health.

To develop skills and to promote behaviours for health and injury prevention.

To promote and to reinforce positive attitudes towards health and well-being.

To foster the idea of self-responsibility and capability for health and well-being.

To help acquire a body of knowledge and skills that will lead to sound decision making regarding health and well-being.





## 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

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## 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

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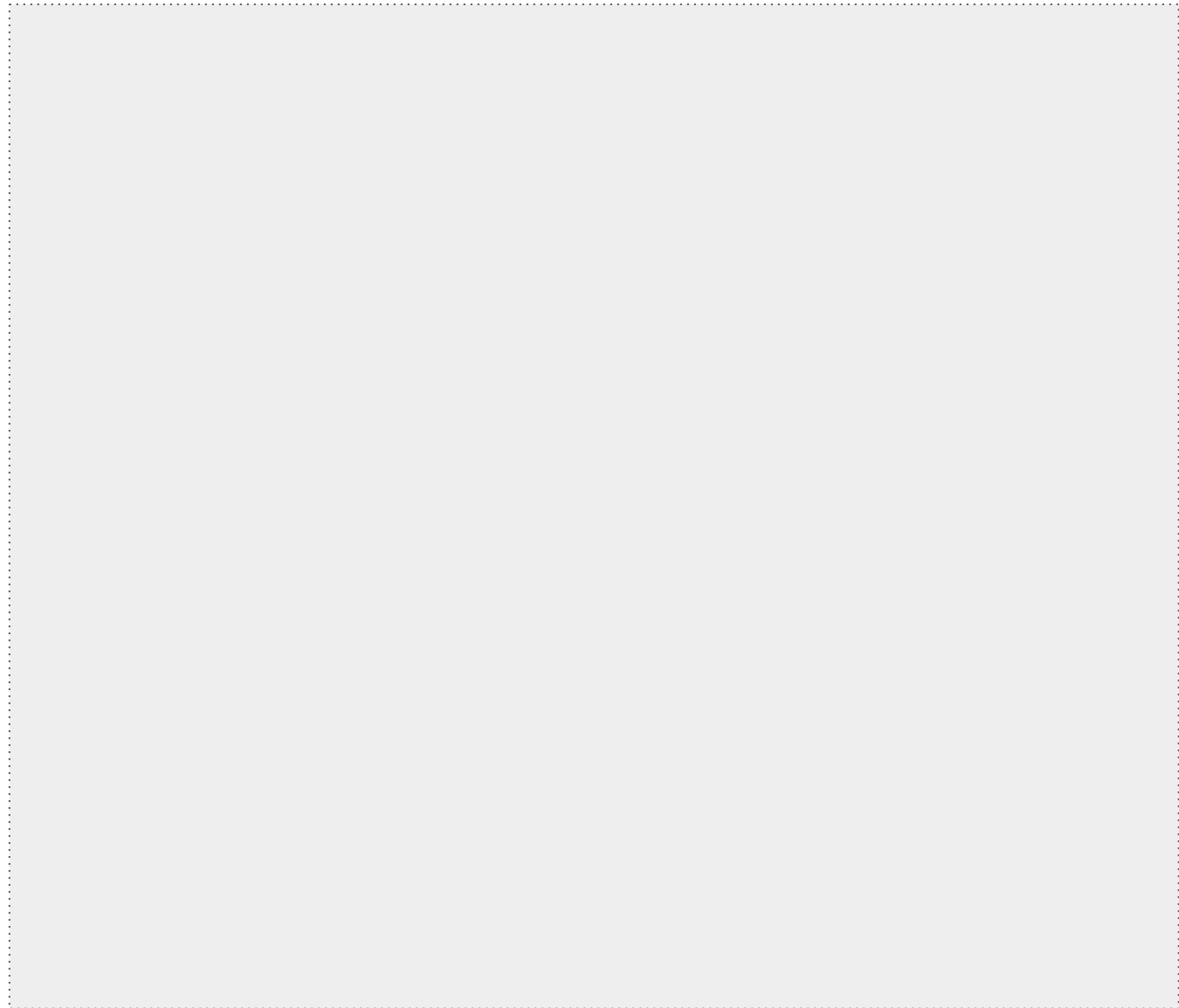
## Module 4: Common Mental/Neurodevelopmental Disorders

### 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

### Mental Health

The grade four student will:

1. understand that achieving our personal best enhances self-esteem,
2. recognize the relationship between emotional/social adjustment and physical well-being,
3. understand that boredom may be alleviated through pursuit of self-directed activities,
4. recognize the contribution of recreation to emotional well-being,
5. identify recreational activities: hobbies, physical activity or aesthetic pursuits,
6. understand that television and video games may interfere with social interaction,
7. understand the behaviours associated with jealousy and explore ways to modify them,
8. identify some of the factors which affect our feelings,
9. identify and demonstrate communication skills during group activities, and
10. evaluate communication techniques used by self and peers.



## 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

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