



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

Mental Health

Mental Health is basic to a comprehensive health curriculum and relates to every other component of health. In the program, emphasis is placed on self-recognition, decision making and self-efficacy. This component is pivotal in its relationship to self-respect, stress reduction, social pressures and understanding the needs of others.

Provincial findings of the *Canada Health Attitudes and Behaviour Survey* (1985) indicate that Newfoundland and Labrador youth ranked lower than the norm in self-esteem and a high number did not feel understood by their parents. They also ranked high in the number of those reported as having trouble making decisions. The Mental Health component of this health curriculum takes these areas of concern and examines the emotional well-being of students and their support systems while showing the relationship between emotional health and other aspects of productive living.

The goal of the Mental Health component is to promote positive self-concept and to provide students with the knowledge, skills and experiences which will facilitate the transition into adolescence.



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Grade Level Objectives

Grade Five

Mental Health

The grade five student will:

1. identify personal interests, abilities and strengths,
2. understand the basic concept of self-efficacy and some factors which influence it,
3. understand the interrelationship of physical and mental health, and general well-being,
4. understand that the way we are treated impacts on self-esteem and general emotional well-being, and
5. recognize what is realistic in terms of personal achievement.



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

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 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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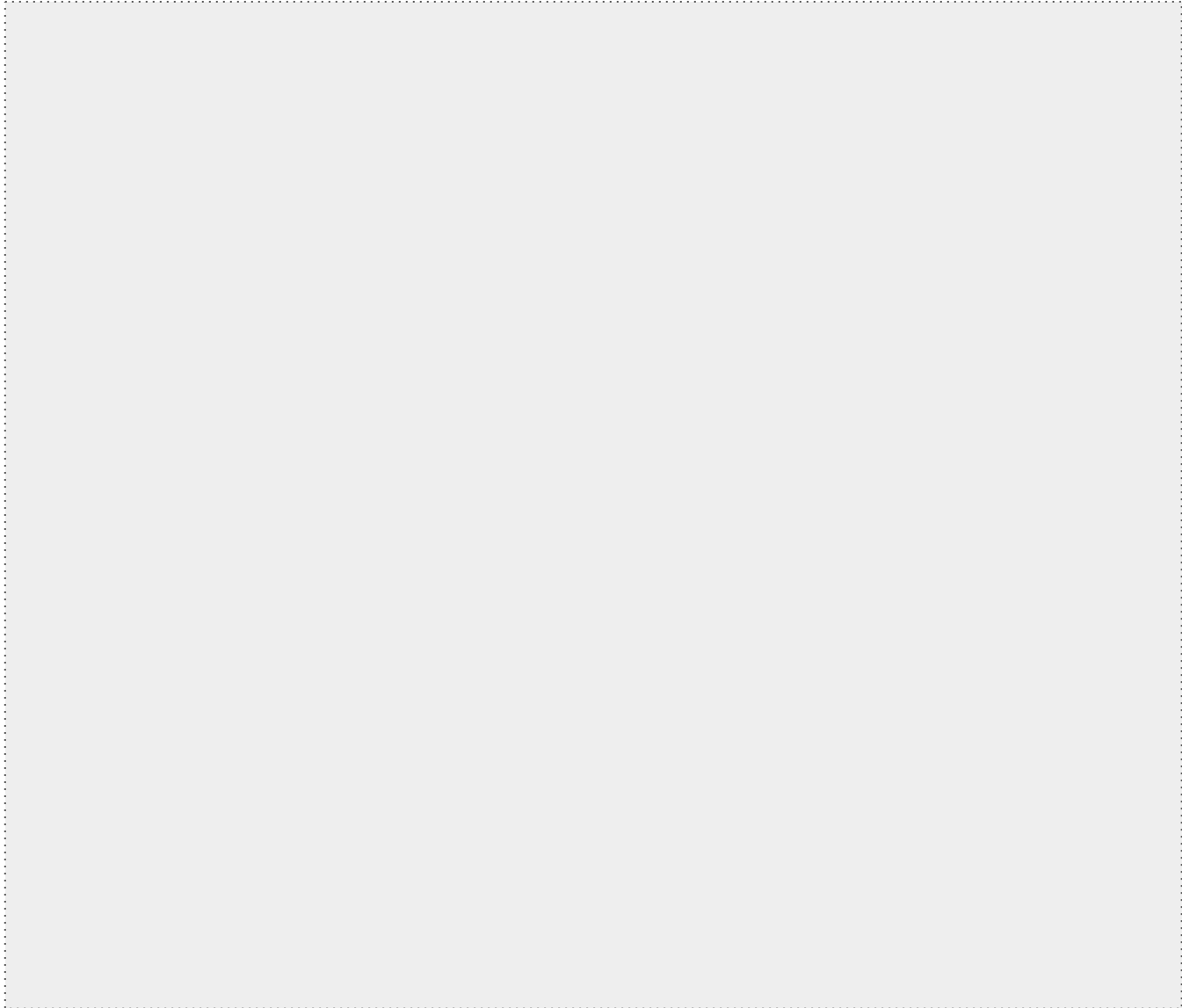
Module 4: Common Mental/Neurodevelopmental Disorders

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

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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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4. understand that the way we are treated impacts on self-esteem and general emotional well-being, and
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