



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

Health Education 4

Learners will investigate the components of mental health literacy

Rationale

Learners will continue along the pathway in the development of mental health literacy, as they learn how their brain works and that thoughts, feelings, and behaviours originate from the brain. They will learn how stress, fear, anxiety, and grief might be felt in the body. Learners will increase their emotional literacy by using an expanding vocabulary to describe their own emotions and those of others. They will explore healthy ways to cope with mental health distress and problems that can be experienced by children and become aware of relaxation techniques they can use to address difficult feelings. Learners will begin to understand that difficult emotions like feelings of stress, worry, fear, and anxiousness play an important role in personal growth. They will begin to recognize instances where they are agents in learning new capacities to address challenging life circumstances and times when they need help from a safe adult. The concept of grief is introduced for the first time in Health Education.

Competencies

- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- Investigate** parts of the brain and their function in mental health (COM, CT, PCD)
- Select** words to describe emotions (COM, PCD)
- Investigate** ways to cope with challenging life circumstances (CT, PCD)
- Investigate** ways to seek help and share difficult emotions (CT, PCD)

Concepts (and Guiding Questions)

Parts and Function of the Brain

- How do the parts of the brain work together and separately?
- What is a stress response?

- What part of the brain do stress responses come from?
- How do you take care of the brain?
- How do you protect the brain from falls/injury?
- How do you keep your brain and body safe at home, school, and in your community?
- What are ways to keep the brain and body safer when in or on a vehicle?
- What leisure activities do I enjoy that make my brain feel calm?

Emotional Literacy

- How does knowing a variety of words to describe feelings help to better understand emotions?
- What does language have to do with mental health?
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Grief

- What is grief?
- What are some of the ways people suffer loss and grief?
- How can grief be felt in the body or the mind?
- How can a person take care of oneself in mind, heart, body, and spirit if experiencing grief?
- How can you support someone who is grieving a loss?
- How do you express empathy for someone experiencing grief, loss, or disappointment?

Help-seeking

- How would a child know a time when it is important to share difficult emotions?
- Why should a person share difficult emotions?
- When is it okay to keep emotions to yourself?
- What might be hard about asking for help?
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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

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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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