

Mental Health Educational Curriculum Connections

Our curriculum ties to the Manitoba Government learning outcomes. The following language used is not our own. For more information, please visit www.edu.gov.mb.ca/k12/cur/physlth/

Grade 7

K.4.7.A.2a Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/ problem-solving process...).

K.4.7.A.2b Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.

K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...).

K.4.7.B.3b Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) affect personal behaviour and development (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).

K.4.7.B.4 Describe appropriate use (e.g., saying "no" to negative peer pressure, differentiating between situations where assertiveness is/isn't warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.

S.4.7.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.

K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medication/someone else's medication; correct/ incorrect dosage, addiction) of medicinal and non-medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).

K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).

K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).

K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

Senior 1-4

K.3.5.B.4 Identify available community supports that promote safety and community health.

11.MH.1 Identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders.

11.MH.5 Identify community service agencies that support individuals concerned about mental-emotional health issues.

K.4.S2.A.1 Assess personal attributes and talents across a variety of domains, and assess how each contributes to self-esteem/self-confidence.

k.4.S2.C.4a Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.

K.4.S2.C.1a Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.

K.4.S2.C.1b Show an understanding of ways to support others who are dealing with the loss of a friend or family member.

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K.4.S2.C.2 Describe situations that cause personal stress.

K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being.

K.4.S2.C.4a Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.

11.MH.1 Identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders.

S.4.S2.A.5 Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations.

11.MH.4 Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, depression, and eating disorders.

K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/ illness prevention, including mental illness/ disorders.

S1 4.4.1 identify sources of positive and negative stress for adolescents

S3 4.4.4 demonstrate appropriate stress management/problem-solving techniques

S1 5.2.3 identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness

S1 5.1.3 identify behaviours that promote health and wellness