

Mental Health in the Interim Health and Physical Education (Revised) Gr. 1-8 Curriculum

Some examples of where and how learning connected to **mental health and emotional well-being** is integrated within the revised Interim Health and Physical Education curriculum:

Grade	Living Skills	Active Living	Movement Competence	Healthy Living
1	1.1, 1.2 personal skills	A1.2 enjoyment		C2.3 caring/exploitive behaviours C3.2 healthy activities
2	1.1, 1.2 personal skills	A1.2 enjoyment		C3.1 relate positively, harmful
3	1.1, 1.2 personal skills	A1.2 enjoyment A1.3 e.g., stress release, mental benefits A2.2 e.g., feel better after activity		C2.3 choices/support
4	1.1, 1.2 personal skills	A1.2 enjoyment, emotional comfort A1.3 motivation, enjoyment A2.3 teacher prompt - feelings after activity		
5	1.1, 1.2 personal skills, stress	A1.2 enjoyment A1.3 motivation, enjoyment A3.1 e.g., positive emotional experience for self/others		C3.2 teacher prompt re: stigma, mental illness schizophrenia C3.3 alcohol – influence 1998 – strategies – stress and pressures, relationships
6	1.1, 1.2 personal skills	A1.2 enjoyment A1.3 motivation, enjoyment A2.2 student response - positive/happy	B2.2 martial arts – mind/body connection	C1.2 support – stress C2.1 teacher prompt - emotions – food choices C3.1 e.g., self concept
7	1.1, 1.2 personal skills, balance, support 1.5 body image, mental health, substance use	A1.2 enjoyment, comfort, student response - mental challenge A1.3 e.g., sense of belonging A2.2 e.g., mental health		C1.2 support – mental illness, stress
8	1.1, 1.2 personal skills	A1.3 e.g., stress release, enjoyment		C1.3 substances, cutting C2.3 stress C3.2 manage emotions
Front Matter		p. 6	Fundamental Principles – Physical and Emotional Safety	
		pg. 19	Living Skill overview, 1 st paragraph (resilience)	
		pg. 21	Active Living Overview – enjoyment of activity, emotional safety	
		pg. 29, 33	Healthy Living Overview, Mental Health	
		pg. 47	Safety – emotional safety	
		pg. 55	Healthy Relationships – safe, caring environments	
Glossary		pg. 215 & 216	Protective factors, risk factors, resiliency	

Reference to **mental health and emotional well-being** occurs in a variety of ways in the Interim revised HPE curriculum, some subtle and some specific. In some cases, the learning is connected to **mental illness**. e.g.,

By the end of Grade 3, students will:

Active Living: Active Participation

A1.3 describe the benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with

peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]

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Teacher prompt: “Being physically active has many benefits, such as giving us more energy to play with friends. What are some other benefits of being active every day?”

Student: “I have so much fun when my friend and I go skating after school. Being active every day helps me feel alert and prepared for school.”

By the end of Grade 5, students will:

Healthy Living: Making Connections for Healthy Living: Personal Safety and Injury Prevention

C3.2 explain how a person’s actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

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Teacher prompt: “Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something invisible like having an illness such as schizophrenia or HIV/AIDS, we may view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone’s self-concept and well-being. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone’s feelings, self-concept, or reputation in a positive way.”

Student: “Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone’s talent or skill, and making sure everyone gets a turn.”

Teacher: “How do your actions – positive or negative – have an impact on your own self-concept and reputation?”

Student: “Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself.”

By the end of Grade 6, students will:

Movement Competence: Movement Strategies

B2.2 describe common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

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Excerpt from Teacher Prompts/Student Responses:

Teacher prompt: “Consider what is similar about activities like fencing, t’ai chi, yoga, karate, kendo, qigong, and Pilates. What strategies might you use to improve your performance in all of these activities?”

Student: “Some of these activities are martial arts and were originally about defending yourself. With most of these activities, body form, control, breathing, flexibility, and alignment are important. There is a mind-body connection in these activities, and they require focus and concentration. To improve in these activities, I would need to work on overall fitness, core strength, and flexibility. Developing better control of my breathing would be an important strategy for improving my concentration and control of my movements.”

By the end of Grade 7, students will:

Living Skills: Personal Skills

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use organizational and time-management skills to find a balance when planning time to be active every day, to complete homework, and to spend time with family and friends; **Movement Competence:** demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through stages of an action; **Healthy Living:** describe how to access different sources of support when dealing with issues connected to substance use or mental health)