



Connecting **MENTAL HEALTH LITERACY** and **WELL-BEING** to the **PHYSICAL EDUCATION/ HEALTH EDUCATION** Curriculum



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Connecting Mental Health Literacy and Well-Being to the Physical Education/
Health Education Curriculum

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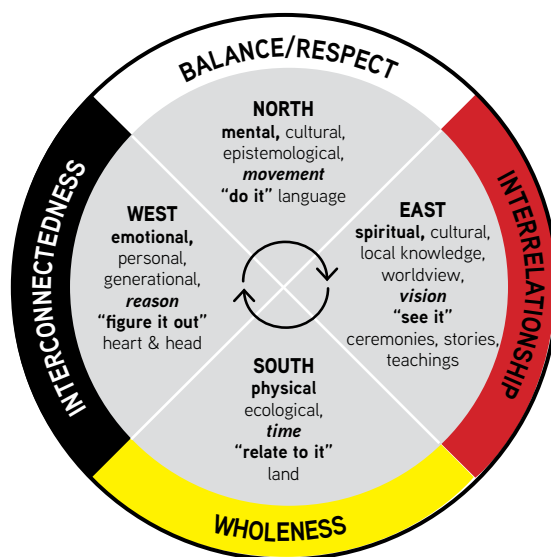
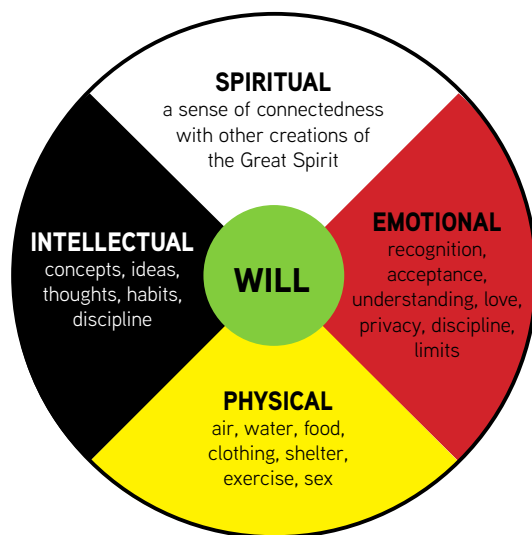
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The Public Health Agency of Canada defines mental health as **“the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face.”** (PHAC)

Positive mental health is essential for the school environment. When students are mentally healthy, they enjoy contributing to school life, are willing to explore and take healthy risks, and are able to manage stressors and adversity. Students with a positive sense of mental health have a sense of self-worth, dignity, belonging, and a respect for others. They perform better academically, have greater self-esteem, and are better able to regulate their behaviour.

Mental well-being can be viewed from an Indigenous perspective as “living the good life” (i.e., *Mino-Pimatsowin*). It is about the balance of the emotional, physical, mental, and spiritual aspects of a person. If the balance is a healthy one, then the person can develop their gifts (skills and abilities) so they can share with the world. Additional information is shown on the medicine wheels on the right side of this page. Everyone is responsible for lifting up all students. This is why we must keep their light shining brightly at all times.

Schools are an important context for teaching and learning about mental health, well-being, and healthy lifestyles. They also provide a setting for personal and community development, socialization, and connections to services—all important aspects of mental health. Providing Kindergarten to Grade 12 students with the knowledge and skills they need to support their health is part of physical education and health education (PE/HE).



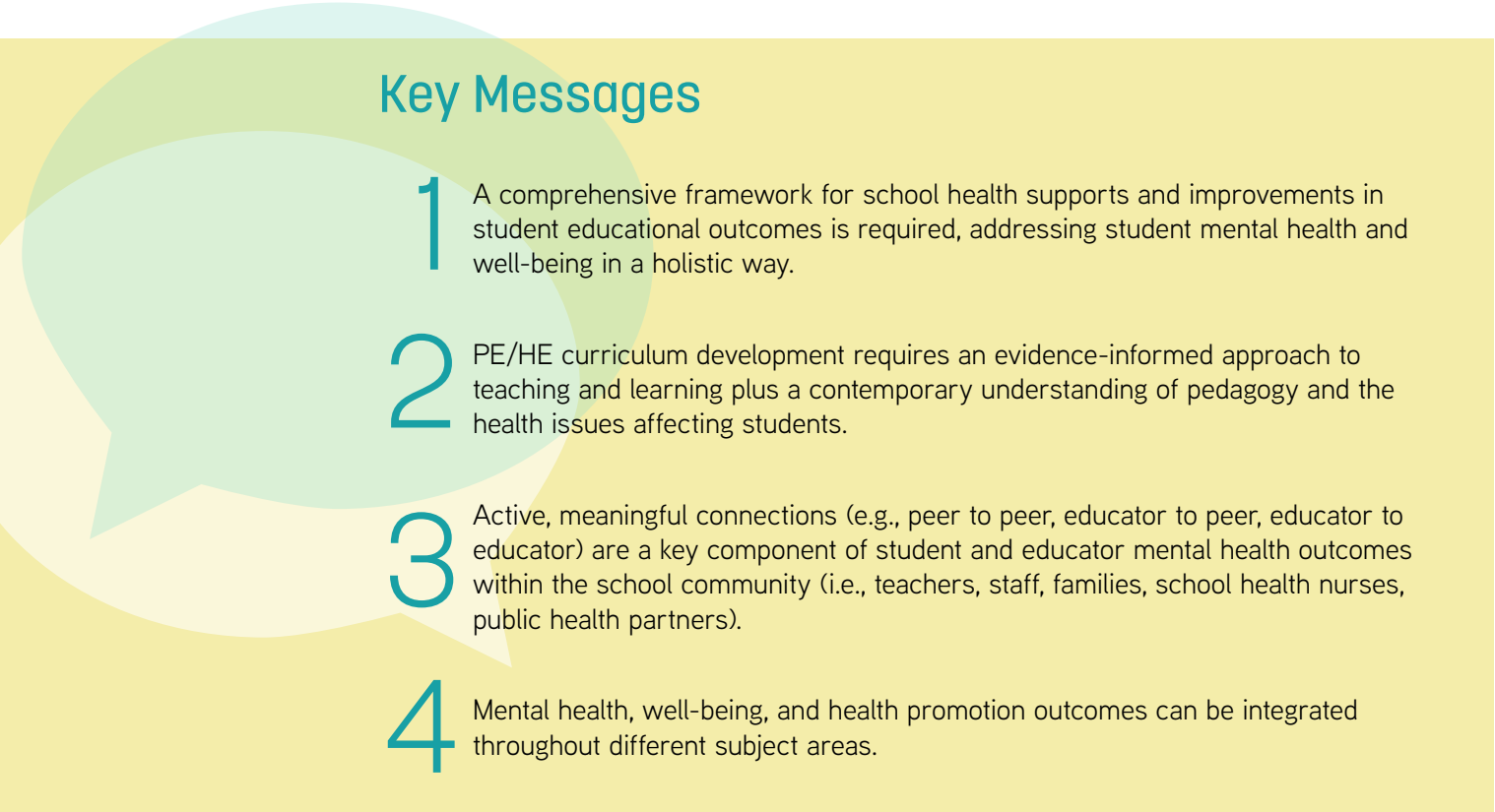


One of the lessons learned from the pandemic identified in the *Better Education Starts Today* report is that mental health and well-being are important for everyone and must be at the forefront of planning for the school community (Manitoba Education 28). The uncertainty and change the COVID-19 pandemic imposed on the education sector has created additional mental health and well-being concerns among both students and educators that require supports beyond those in the existing PE/HE curriculum. Manitoba Education recognizes that the current PE/HE curriculum requires renewal and is currently reviewing options for enhancing K–12 health and wellness, learning outcomes, and courses.

The following document will

1. enhance understanding of the overall integration of mental health throughout the current Manitoba K–12 PE/HE curriculum
2. increase awareness of resources that are available to support the implementation of mental health outcomes in the PE/HE curriculum

Key Messages



1 A comprehensive framework for school health supports and improvements in student educational outcomes is required, addressing student mental health and well-being in a holistic way.

2 PE/HE curriculum development requires an evidence-informed approach to teaching and learning plus a contemporary understanding of pedagogy and the health issues affecting students.

3 Active, meaningful connections (e.g., peer to peer, educator to peer, educator to educator) are a key component of student and educator mental health outcomes within the school community (i.e., teachers, staff, families, school health nurses, public health partners).

4 Mental health, well-being, and health promotion outcomes can be integrated throughout different subject areas.

Section 1

Mental Health Promotion and the Comprehensive School Health Framework


Mental health promotion is about creating school environments that encourage positive mental health and wellness for everyone (i.e., students, teachers, staff, and families). School environments that promote mental health are **safe, inclusive, and empowering** for everyone.

According to the Joint Consortium for School Health, comprehensive school health (CSH) is a planned, integrated, and holistic approach for supporting improvements in student educational outcomes while addressing the physical, psychological, and social well-being of youth. CSH helps educators, health practitioners, students, and families partner together to create a school environment that is the best place to grow academically, professionally, and personally. Following CSH principles is an excellent way for schools to promote positive mental health outcomes in their students (see www.jcsh-cces.ca/about-us/comprehensive-school-health-framework/).

CSH is not limited strictly to the classroom. It addresses the whole school environment with action in four interrelated pillars: **Social and Physical Environment, Teaching and Learning, Partnerships and Services, and Healthy School Policy.** For further understanding of CSH, educators may refer to the Pan-Canadian Joint Consortium for School Health's website at www.jcsh-cces.ca/ or refer to Manitoba Healthy Schools at www.gov.mb.ca/healthyschools/index.html.



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Many factors have an influence on health. The federal Department of Health describes determinants of health as “a broad range of personal, social, economic, and environmental factors that determine individual and population health.” Social determinants of health relate to an individual’s place in society, such as income, education, or employment. “Experiences of discrimination, racism and historical trauma are important social determinants of health for certain groups such as Indigenous Peoples, LGBTQ and Black Canadians.” (Government of Canada) For further understanding about determinants of health, their influence on mental health, and how to reduce health inequalities, refer to the Manitoba Healthy Schools [website](#). [Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging](#) is another resource from Manitoba Education that helps in planning for and sustaining positive, healthy, and safe schools under a whole-school approach.

Reducing health inequalities and creating school environments that focus on health equity are important results of CSH planning. Planned and purposeful school mental health and wellness programming and promotion are important because they

- ✓ improve mental health outcomes in students, teachers, and school staff by developing mental health literacy-based knowledge, beliefs, and skills
- ✓ improve student **behaviours** and **emotional control**
- ✓ develop **cultural competency, empathy, and respect for diversity**
- ✓ decrease incidents of **bullying, harmful substance use, and risky behaviours**
- ✓ value and recognize the importance of **daily physical activity/physical education, extracurricular activity, and recess**
- ✓ increase opportunities for **social connectedness** (peer to peer, teacher to student, teacher to teacher)
- ✓ provide **personal development** opportunities
- ✓ address **intersectionality** in the classroom as a means of addressing different forms of inequality
- ✓ understand that students are motivated to learn when they **value the learning process** and participate in learning environments that are **student-centred**

For further information on supporting mental health in Manitoba schools, please refer to *Mental Health Promotion in Schools* at www.gov.mb.ca/healthyschools/docs/Mental_Health_Promotion.pdf.

Section 2

Mental Health Resources to Support the Manitoba PE/HE Curriculum

Teaching and learning about mental health is linked to the Manitoba PE/HE curriculum in a number of ways. The following are some practical resources educators may choose to use to enhance the delivery of mental health–related outcomes in the PE/HE curriculum. Manitoba First Nations Education Resource Centre (MFNERC) also has a Middle Years health education video series and lesson guide that connects traditional First Nations health knowledge with Manitoba’s Grades 5 to 8 PE/HE curriculum. Access to that resource can be found at <https://mfnerc.org/middle-years-health/>.



1. Active Living Strand

Curriculum Resources

Active for Life: Lesson Plans	K-6	Lesson plans for educators to help deliver physical literacy outcomes
Assessing Moderate to Vigorous Physical Activity (MVPA) Fact Sheet Poster	11/12	Teaching aids associated with MVPA
PHE Canada Learning Centre	K-12	Physical and health education activities for in-person and remote learning

Supplementary Resources

Canadian 24-Hour Movement Guidelines	K-12	Physical activity, sedentary behaviour, and sleep guidelines
ParticipAction	K-12	A physical activity report card for children and youth
Canada Sport for Life – Long-Term Development in Sport and Physical Activity	K-12	A physical activity participation and athlete development framework
Manitoba PE/HE Curriculum Resources and Implementation Guides	K-12	Resources for implementing the Manitoba K-12 PE/HE curriculum
Canada Sport for Life – Newcomers Resources	K-12	Resources to support sport and physical activity participation in newcomer students
WASAC	K-12	Youth sport, recreational, and cultural programs for Indigenous children and youth

2. Personal/Social/Mental-Emotional Learning Strands

Curriculum Resources

Canadian Mental Health Association (CMHA) Thrival Kits Speak Up	K–12	Classroom activities with an evidence-based approach to mental health promotion
Project 11	K–8	Classroom-ready programming about mental health
Sources of Strength	4–12	Suicide, violence, bullying, and substance use prevention activities

Supplementary Resources

JCSH Positive Mental Health Toolkit	K–12	A toolkit that is designed to promote positive mental health practices and perspectives in the school environment
Teach Mental Health	7–12	A resource for educators who intend to address youth mental health for students aged 12–18
Kids Help Phone: Counsellor in the Classroom	6–8	A classroom program that promotes the discussion of mental health
Mindfulness Educalme Home—Educalme	K–12	A classroom program that promotes emotional wellness and mental health
Stress N' Go—CESH / CSHS (humanstress.ca)	5–12	A series of four short videos to help adolescents understand stress and how to deal with it

3. Substance Abuse Prevention Strand (i.e., Preventing Substance-Related Harms)

Curriculum Resources

iMinds	K-12	A resource with a number of cross-curricular lesson ideas and teacher resources on drug and gambling literacy
Back Off Tobacco	K-12	A Manitoba resource package on tobacco use
Addictions Foundation of Manitoba – Resources for Educators	K-12	The AFM Knowledge Exchange and support materials for educators

Supplementary Resources

Canada's Lower-Risk Cannabis Use Guidelines	5-12	Recommendations to enable people to reduce their health risks associated with cannabis use
Canada's Low-Risk Alcohol Drinking Guidelines	5-12	The Canadian low-risk alcohol guidelines information sheet
Canadian Centre on Substance Use and Addiction (CCSA)	5-12	Evidence-based substance use resources for cannabis and alcohol Alcohol Resources: www.ccsa.ca/alcohol Cannabis Resources: www.ccsa.ca/cannabis

4. Nutrition Strands

(Food Literacy and Healthy Eating)

Curriculum Resources

Nüton Nutrition	K-12	Activities focusing on food literacy, eating competency, body acceptance, and food journeys
Manitoba Home Nutrition and Learning Program	K-12	Videos, booklets, and activities about recipes and meal ideas
FANLit Food and Nutrition Literacy	K-12	Teaching resources on foods, healthy eating, food skill development, food safety, and food relationships

Supplementary Resources

Canada's Food Guide	K-12	The latest version of Canada's healthy eating guidelines
Healthy Eating – Manitoba	K-12	Healthy eating, food, and lifestyle information
Child Nutrition Council of Manitoba	K-12	Guidelines and fact sheets for children and youth nutrition
Healthy Food in Schools Manitoba Healthy Schools Province of Manitoba (gov.mb.ca)	K-12	Resources to promote healthy eating in schools

5. Healthy Relationships

Curriculum Resources

Rainbow Resource Centre	K-12	Support, education, and resources for healthy 2SLGBTQ+ relationships, mental health, and inclusion
Media Smarts – Digital and Media Literacy	K-12	Digital and media literacy resources for educators and parents
Kids in the Know	K-8	The Canadian Centre for Child Protection national safety program

Supplementary Resources

Supporting Transgender and Gender Diverse Students in Manitoba Schools French	K-12	A resource and toolkit for developing policies, protocols, and supports for gender-diverse students
Creating Racism-Free Schools through Critical/Courageous Conversations on Race French	K-12	A support document promoting conversations on racism and the creation of inclusive and equitable classrooms and schools
Ka Ni Kanichihk Inc. Resources	7-12	Resources grounded in traditional Indigenous knowledge and trauma-informed practices
Responding to Religious Diversity in Manitoba's Schools French	K-12	A resource for educators that is intended to meet the needs of religiously diverse students

6. Human Sexuality Strand

Curriculum Resources

Sexuality Education Resource Centre (SERC) French	5–12	Healthy sexuality education that is provided in an inclusive, non-judgmental way
Teaching Sexual Health French	5–12	Evidence-based information and strategies for teachers
Teen Talk	7–12	A youth education program providing harm reduction and prevention education

Supplementary Resources

Sex Information & Education Council of Canada (SIECCAN) French	K–12	The most recent Canadian Guidelines for Sexual Health Education
Sensitive Content Policy Overview	K–12	Manitoba’s Sensitive Content Policy, as outlined in the PE/HE curriculum
Ma Mawi WI Chi Itata Centre—Sex Trafficking in Canada	7–12	Resources that address the sexual exploitation/trafficking of girls under the age of 18
Always Changing	5–8	Always Changing is a school-based puberty education and healthy, active living program for students in Grades 5 through 8.

Integrating Mental Health and Well-Being Competencies across the Curriculum

Conversations about mental health, well-being, and personal wellness are not restricted to PE/HE. Integrating outcomes and competencies into other courses has the benefit of

- ✓ increasing students' awareness of—and reflection upon—issues of mental health and well-being
- ✓ influencing students' health-related knowledge, attitudes, and behaviours
- ✓ creating relationships among students, peers, and teachers that normalize conversations about mental health and well-being and allow students to feel comfortable approaching people about their health needs

Educators can integrate health outcomes into other subject-area curricula by

- ✓ adding a mental health, well-being, or health promotion component to assigned readings, graded projects, and assignments
- ✓ including pre-written descriptions and contact information for service providers into syllabi, course outlines, and learning platforms
- ✓ having normalized classroom conversations about mental health, well-being, or health that relate to course content

The following are examples of how courses can include a health focus:

- ✓ ELA: Teachers and students could select literature to study with a mental health and wellness theme.
- ✓ Math: Students could practise using mathematical models to solve problems associated with physical activity participation.
- ✓ Social Studies: Students might reflect on how health issues have affected communities and nations in different ways.
- ✓ Science: Students could study the science behind how exercise influences the human body.
- ✓ Dance, Dramatic Arts, Music, Visual Arts: Students could engage with the arts (Making, Creating, Connecting, and Responding) through a mental health and well-being theme.

Section 3

Resources for Youth and Adults

AbilitiCBT

This site provides information on mental health resources, including AbilitiCBT, an online cognitive behavioural therapy (CBT) program available to Manitobans aged 16 and over who are struggling with anxiety related to the COVID-19 pandemic.

<https://manitoba.ca/covid19/bewell/>

Mental Health Commission of Canada (MHCC)

The MHCC offers a variety of resources, tools, and training programs aimed at increasing mental health literacy and improving the mental health and well-being of all people living in Canada, including *Resource Hub: Mental health and wellness during the COVID-19 pandemic*.

www.mentalhealthcommission.ca

Canadian Mental Health Association Service Navigation Hub

Specialists are available to help Manitobans find the best type of care or service to match their needs.

<https://mbwpg.cmha.ca/cmha-service-navigation-hub/>

Contact: 204-775-6442

Mood Disorders Association of Manitoba

The Mood Disorders Association of Manitoba is a self-help organization that provides education, advocacy, and support to those living with a mood disorder or other mental health illness. It provides a peer support line, a variety of free resources on its website, and several online support groups that can be accessed by filling out the online registration form at www.surveymonkey.com/r/WPQLZSZ.

www.mooddisordersmanitoba.ca

Peer Support Line: 204-786-0987

Anxiety Canada

Anxiety Canada offers free online, evidence-based self-help resources to help Canadians manage anxiety using scientifically proven strategies.

www.anxietycanada.com/

Rainbow Resource Centre

The Rainbow Resource Centre offers counselling, education, and programming support to the 2SLGBTQ+ community.

<https://rainbowresourcecentre.org>

Anxiety Disorders Association of Manitoba (ADAM) Support Line

ADAM has established an anxiety support line at 204-925-0040 for anyone seeking support. The line is checked regularly between the hours of 9:00 a.m. and 9:00 p.m. from Monday through Friday, and 10:00 a.m. to 4:00 p.m. on weekends. People are asked to leave their name and phone number, or email address and an ADAM representative will get in touch with them soon.

www.adam.mb.ca/programs/peer-support

CRISIS Resources

Crisis Response Centre

This is a 24/7 central point of access provided by Shared Health Manitoba for adults experiencing a mental health crisis.

Mobile Crisis Service: 204-940-1781

<https://sharedhealthmb.ca/services/mental-health/crisis-response-centre/>

Klinic Crisis Line

Klinic operates a variety of crisis phone lines and online support services, providing free and confidential counselling, support, and referrals for people who are suicidal, in crisis, or struggling to cope.

<http://klinic.mb.ca/crisis-support/>

24/7 Crisis Line: 204-786-8686

Toll-free: 1-888-322-3019

Youth Mobile Crisis

Macdonald Youth Services (MYS) offers free crisis supports for youth, including crisis stabilization units and therapy.

Contact: 204-949-4777

Toll-free: 1-888-383-2776

Manitoba's Suicide Prevention and Support Line

This support line is open and available 24/7, 365 days a year.

Contact: 1-877-435-7170

Hope for Wellness Help Line

This resource offers 24/7 counselling and crisis intervention to all Indigenous peoples across Canada.

Contact: 1-855-242-3310

Online chat: www.hopeforwellness.ca

www.sac-isc.gc.ca/eng/1576089519527/1576089566478

Shared Health Manitoba Mental Health and Addictions

“The service is committed to providing a responsive and inclusive system aimed to restore, promote and maintain mental health and well-being as well as provide addiction services and support healthy behaviours.”

<https://sharedhealthmb.ca/services/mental-health/>

Section 4

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