

Kids Have Stress Too!

Curriculum Connections

Prince Edward Island Grades 4-6



There is strong evidence that developing social-emotional learning skills at school contributes to student well-being and successful academic performance. Learning about mental health can also help to reduce the stigma around problems in this area. When students understand that many people experience mental health difficulties from time to time, and that there is support available when needed, they are more likely to seek help early when problems arise.

As they develop SEL skills, students will also gain “transferable skills” (for example, self-directed learning, collaboration, critical thinking, communication and innovation) and develop “learning skills and work habits” as they learn to set goals, follow through and overcome challenges. These interconnected skills taken together, help foster overall health and well-being, and the ability to learn, build resilience and thrive. Helping students make connections among these skills is key to enhancing their learning experience in school and throughout their lives.

Program Lessons

Unit 1: What is stress?

Unit 2: Stressed or not stressed?

Unit 3: Deep Breathing

Unit 4: Hooked by Stress!

Unit 5: Worries & Fears

Unit 6: Puzzle solvers

Unit 7: Express yourself to bust stress!

Activities

- Point it out
- Deep Breathing
- Worry Box
- Puzzle Solvers
- Express Yourself

Testimonials from Educators

"This training is essential for all children, youth and adults. We sometimes forget to take a moment to be in tune of our bodies before we react. Gentle reminders to take care of our bodies and guide others with tools to succeed!"

-Katrina Saulino K4/K5 Teacher.

"Thank you to [Strong Minds Strong Kids, Psychology Canada] for sharing all the wonderful informative resources...there is so much wisdom in this sharing and so peaceful to know that we all go through challenging times throughout our lives,....we can find harmony and peace in the most difficult storms that life can sometimes bring"

-Annette Kinal-Charpentier, School Social Worker

HPE Curriculum Overlap

Grade 4

- Demonstrate an understanding of the connections among physical activity, emotional wellness, and social wellness (W-4.1)
- Examine and evaluate the health risks associated with smoking and other forms of tobacco use (W-4.5)
- Expand practices that provide safety for self and others (W-4.7)

Grade 5

- Examine the impact of physical activity, nutrition, rest, and immunization on the immune system (W-5.1)
- Assess the importance of regular hygiene practices during adolescence (W-5.2)
- Examine and evaluate the impact of caffeine, alcohol, and drugs on personal health/wellness (W-5.5)
- Promote safety practices in the school and community (W-5.7)

Grade 6

- Evaluate the need for balance and variety in daily activities that promote personal health (W-6.1)
- Examine how health habits/behaviours influence body image and feelings of self-worth (W-6.3)
- Evaluate the impact of personal behaviour on the safety of self and others (W-6.7)

