

# Kids Have Stress Too!

## Curriculum Connections



### Yukon 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

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying. Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment

#### Grade 5

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Describe and apply strategies that promote a safe and caring environment

#### Grade 6

- Describe and assess strategies for promoting mental well-being, for self and others
- Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore and describe how personal identities adapt and change in different settings and situations
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community

