

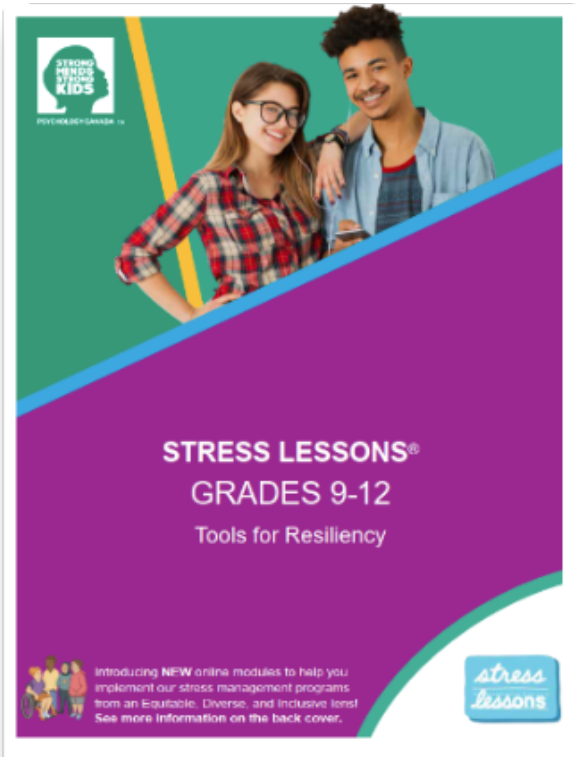
# Stress Lessons: Tools for Resiliency Curriculum Connections New Brunswick



## Grades 9-12

As of the 2017 school year, The Integrated Service Delivery model for providing mental health, addiction, intervention and social services to children and youth has been expanded to all public schools in the province of New Brunswick. Improving mental health services for children and youth is a component of the government’s 10-year education plans, strategies for crime reduction and harm prevention, and the Mental Health Action Plan. Supporting people with mental health challenges is also one of the seven priority areas of the New Brunswick Family Plan.

Current research clearly identifies the importance of mental health to learning, as well as to students’ social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success and build healthy relationships. Given the important relationship between positive mental health and academic success, schools have an important role in nurturing students’ positive mental health and well-being.



## HPE Curriculum Overlap

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### Grade 9 & 10

- 1.K.1 Explain the concept of healthy active living and the wellness-awareness continuum.
- 1.K.5 Explain the effects of substances on the body and the consequences of their misuse.
- 2.K.1 Differentiate between the benefits of active living and physical fitness development, based on the wellness continuum.
- 2.K.2 Demonstrate an understanding of the major systems of the body and apply the knowledge to goal setting, personal health, wellness, and fitness.
- 2.K.5 Apply decision making models with regard to substance use and abuse and to sexual decision making.
- 3.K.2 Specify the factors related to health and fitness development that affect choices of physical activities within a personal plan.

### Grade 11 & 12

Goals, Growth, and Grit: Skills from Success 120

- SCO 1.2. Apply information about mindsets to a personal success plan.
- SCO 1.3. Determine strategies for resilience when facing disappointment and challenge.
- SCO 1.4. Practice techniques for managing frustration and coping with stress.
- SCO 2.1. Set achievable goals to improve habits and behaviours.

Nutrition for Healthy Living 120

- GCO 1. Identify the factors that determine one’s long-term health and wellness.

Health Care 110

- SCO 2.1. Students will examine practices that support health and wellness.
- SCO 2.2. Students will evaluate the impact of lifestyle and healthcare decisions on a person’s health.

Wellness Through Physical Education 110

- 1.2. Students evaluate and address personal wellness needs.
- 1.3. Students analyze how society, media and culture influence wellness.
- 3.3. Students investigate the impact of mental fitness on healthy living.

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## Program Lessons



### Unit 1

The upside & downside of stress



### Unit 2

The science (and art) of stress



### Unit 3

My coping kit



### Unit 4

Taking stress in stride



### Unit 5

Beyond coping: kicking butt



### Unit 6

Stress conference

## Activities

- Portable stress antidotes
- Expressions of self-care
- Faces of resilience
- Think positive
- Stress brain

## Testimonials from Educators



*“This Training was very beneficial for helping me provide social emotional evidence based program to classes in all the schools I support. This Program will be great for all levels, and I can’t wait to get started to teach all our students about stress.”*

*- Child & Youth Counsellor*

*“I loved the program! It looked at the different signs of stress not as a negative but as a learning opportunity and part of life. It gave new ways and activities to approach youth about stress and how they are coping!”*

*- Learning Center Teacher*