

Stress Lessons Curriculum Connections Nova Scotia Grades 9-12



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.

SMSK Programs & 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

SMSK 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.

-Jenna, 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!

-Tayler, Learning Center Teacher

I love the emphasis on connecting and teaching brain-body and feelings-thoughts-behaviors. Kids are engaged in this and validated when they can understand their whole selves.

- Jehane, Indigenous Outreach Worker

Curriculum Overlap

Grades 9 - 12

- 9.1 Students will be expected to analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives.
- 9.2 Students will be expected to recognize the warning signs of depressive disorders and the importance of seeking help for these disorders.
- 9.3 Students will be expected to recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety.
- 9.4 Students will be expected to assess level of physical activity to determine whether they are active enough to achieve health benefits and identify time in the day to achieve to increase physical activity in 5- to 10- minute periods
- 9.5 Students will be expected to create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices.
- 9.11 students will be expected to examine the cause and effect of unhealthy relationships and practice communication and assertiveness to confront unhealthy relationships
- 9.14 Students will be expected to practise speaking about concerns regarding substance use and gambling in self or others.

