

Stress Lessons Curriculum Connections Quebec Grades 9-12



The adoption and maintenance of healthy lifestyle habits is essential to your child's development, health and success in school. It is well known that having healthy eating habits has a positive influence on young people's growth and health, particularly since it makes it easier for them to learn. Regular physical activity promotes concentration, which is a key factor in educational success, and creates a feeling of well-being.

The Framework Policy *Going the Healthy Route at School*, published by the Ministère, is intended to help schools provide their students with an environment conducive to the adoption and maintenance of healthy eating habits and a physically active lifestyle, and to foster the development of students' personal competencies in this area.

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

HPE Curriculum Overlap

Grade 9, 10, 11 & 12

- Communicates and gives concrete expression, by means of symbolic language, to ideas, mental images, impressions, sensations and emotions in various artistic productions or performances
- Receptivity to his/her sensations, impressions, emotions and feelings
- Openness to unexpected events, to an element of risk in his/her experiments and choices, to the stimuli for creation, to works and their related historical context
- Constructive attitude toward teamwork, his/her artistic experiences and criticism
- Beyond their differences, these subjects promote a common aim, which is to have students develop a concern for their physical and mental health, as well as a desire to improve community life
- Encourage students to reflect on and raise questions about themselves and their relationships with others and the environment.
- Help students find answers to the questions raised by their need to grow as individuals within society and to meet the challenges inherent in a period of intense personal change
- These subjects allow students to forge the tools they need in order to seek their own solutions to personal or social problems, and to broaden their understanding of realities that affect them directly, such as health, interpersonal relationships, consumption and the environment
- Develop a framework of values that will guide their decisions now and in the future
- Enable them to explore ways in which they might act in response to questions pertaining to their personal growth, motor development, physical condition, mental and spiritual equilibrium and relationships with others
- Students thereby learn to discern what is or is not appropriate in various situations of everyday life

