

Kids Have Stress Too!

Curriculum Connections



Alberta Grades 4-6



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.

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), students gain vital skills through social-emotional learning, including the ability to:

- Set and achieve goals
- Recognize and manage emotions
- Form and maintain relationships or show concern and care for others
- Make responsible decisions to prepare for, handle and recover from challenging situations.

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 W-4.7, W-4.9, R-4.1 to R-4.4

- identify and use short-term strategies for managing feelings
- describe ways to respond appropriately to potentially dangerous situations related to environmental conditions
- recognize that management of positive/negative stress can affect health
- describe and demonstrate passive, aggressive and assertive behaviours

Grade 5 W-5.7, R-5.1 to R-5.4

- identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture
- practise effective communication skills
- identify and use long-term strategies for managing feelings

Grade 6 W-6.7, R-6.1 to R-6.4

- identify and communicate values and beliefs that affect healthy choices
- recognize that individuals can choose their own emotional reactions to events and thoughts
- establish personal guidelines for expressing feelings
- identify, analyze and develop strategies to overcome barriers to communication

