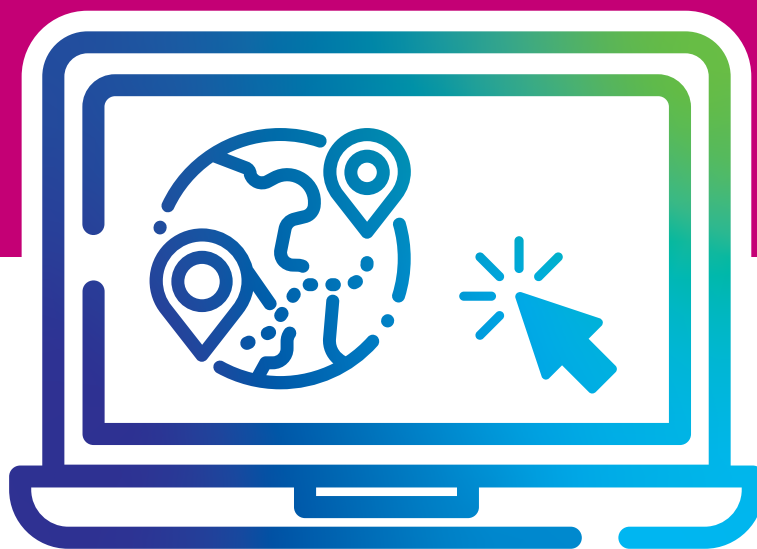


# Early Years

## Virtual Field Trip 1 Stress Management and Coping

### Table of Contents

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14	Appendix C
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School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





## Introduction

**Every day, educators and students are exposed to big and small challenges that can contribute to feelings of stress. This year educators and students have risen to the challenge in innovative and creative ways, connecting and building meaningful relationships with students and families. As the impact of the pandemic continues to evolve, providing opportunities for explicit skill development will continue to be an essential part of bolstering positive student mental health. As an educator, it is equally important to prioritize your own well-being.**

School Mental Health Ontario, in partnership with Ophea, is offering a series of lessons to support the development of stress management and healthy coping skills. The activities in these lessons provide an opportunity for skill development and modelling for both students and early years educator teams.

### Each lesson will provide:

- A **minds on activity** for both early years educator teams and students.
- An **action** – through a video, classes will participate in a '**virtual field trip**' that provides opportunities for students and their educator teams to learn, practice and develop skills to cope with and manage stress.
- A **consolidation** activity for follow up after the virtual field trip.

Caregivers are encouraged to participate in the virtual field trip. This will bridge learning and is an activity that can be extended to the home environment.





# Lesson Plan

The learning experiences in this lesson series will complement the learning expectations found in the Self-Regulation and Well-Being Frame of the Kindergarten Program. Social-Emotional Learning skills help students develop the skills to foster overall health and well-being, positive mental health, and the ability to learn, build resilience and thrive.

By demonstrating a range of stress management strategies, students will have more options and ideas for staying mentally well during difficult times. It is important to note that different strategies work for different individuals. Sharing a range of strategies over time will allow students the opportunity to try them out and determine what works for them.

## OVERALL EXPECTATIONS:

### Self-Regulation and Well-Being Frame

#### OE2

As children progress through the Kindergarten program, they: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours.

#### Conceptual Understandings

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>We are responsible for our own choices and decisions.</li> <li>Everyone wants to be calm, focused, and alert.</li> <li>We each need different strategies, environments, and support to be calm, focused, and alert.</li> </ul> | <ul style="list-style-type: none"> <li>We need to learn about strategies and environmental factors that can help us self-regulate.</li> <li>We can learn how to adapt our behaviour to suit a variety of social circumstances, including the customs of different groups of people.</li> </ul> |
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This chart below provides an “at-a-glance” summary of Social Emotional Learning (SEL) skills. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally-appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. The highlighted skills will be the focus of this lesson.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> <li>identify and manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>recognize sources of stress and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop personal resilience</li> </ul>
<ul style="list-style-type: none"> <li>maintain positive motivation and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>foster a sense of optimism and hope</li> </ul>
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For a more detailed overview please see the [2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>explore the connection between our mental and physical health.</li> <li>discuss the benefits of physical activity for stress management.</li> <li>practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>that everyone wants to be calm, focused, and alert</li> <li>that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>to practice breathing strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:  
 “How will we know we are achieving our learning goals? What will it look like/sound like?”

**For example:**

- With help, I can recognize when I am calm and when I am not calm.
- With help, I can find ways to calm down when I am overwhelmed.





**CONSIDERATIONS:**

- Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment. Starting with self-reflection about yourself, the classroom and the situations individual students in your class may be coping with is key. It is important to remember that our students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to you, your students and entire communities. Through instruction and modelling, we can help students practise new and bolster existing coping strategies.
- This virtual field trip lesson is intended to be embedded as part of your school day. Our collective learning takes place on many different traditional Indigenous territories all across Ontario. We are grateful to be able to work and learn locally on these lands. As a school in Ontario we understand morning routines, including a land acknowledgement specific to your location, will have taken place prior to this field trip.
- The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.

**MINDS ON:**

The Minds On is to be completed BEFORE the live session.

EDUCATOR	CLASS
<p><b>What is social-emotional learning?</b></p> <p>Watch this 5 minute video for helpful background information: <a href="#">What is social-emotional learning?</a></p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What kind of emotions do you experience throughout your day before, during and after school?</li> <li>Describe some reasons why it would be important to understand and know how to manage your emotions.</li> <li>How do you think social-emotional learning skills help you as an educator?</li> <li>How do you think social-emotional learning skills strengthen the relationships with your students and others around you?</li> </ul>	<p><b>Learning about Stress Management and Coping</b></p> <p>Choose one of the Minds On activities found in <b>Appendix A</b>. Follow up the activity with a discussion using the guiding questions below.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What are some of the feelings you experience during a school day? (whether in person or on-line)</li> <li>Why is it important to understand our feelings and have different ways to manage our feelings?</li> <li>What does it mean when we feel stressed?</li> <li>Have you ever felt stressed? If so, how does your body feel? What do you do to help manage your feelings of stress?</li> </ul>



**ACTION TASK – VIRTUAL FIELD TRIP:**

This pre-recorded session is facilitated by an Ophea Educator ambassador and a clinician from School Mental Health Ontario. This session focuses on breathing strategies and how they can help us cope with stress. Guided breathing exercises are an effective and useful tool to help us check-in with ourselves and manage our emotions. These types of interventions can help decrease how our body physically reacts to stress, and helps us calm our mind. In the video, the educator and mental health professional lead a variety of breathing exercises for you and your students to participate in together.

Links to view virtual field trip:

[Click here to view on YouTube](#)

[Click here to view on Vimeo](#)

**CONSOLIDATION:**

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter to offer families to share information and share opportunities for follow-up learning.

EDUCATOR	CLASS	FAMILIES
<p>Support your own mental health with these self-care tips:</p> <p><a href="#">SMH-ON Personal Resiliency Tips for helpers who Support Students</a></p>	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <li> <input type="checkbox"/> <b>Discussion</b>  Revisit some of the guiding questions in the minds-on and compare ideas from pre and post field trip. </li> <li> <input type="checkbox"/> Read Aloud – <b>Appendix D</b> </li> <li> <input type="checkbox"/> Offer students further opportunities to practise the strategies introduced, or try new strategies from School Mental Health Ontario and Ophea. <ul style="list-style-type: none"> <li>• School Mental Health Ontario: <ul style="list-style-type: none"> <li>- <a href="#">Everyday Mental Health Resource</a> (contains some of the activities used in the virtual field trip)</li> </ul> </li> <li>• Ophea, Brain Blitz: <ul style="list-style-type: none"> <li>- <a href="#">Breathing with Awareness</a></li> <li>- <a href="#">Breathing Good Energy In</a></li> <li>- <a href="#">Happy Place Meditation</a></li> </ul> </li> </ul> </li> </ul>	<p>Letter to send home with students to support learning – <b>Appendix E</b></p>





# Appendix A

## Minds On

Choose one (or more) of the following activities as a Minds On activity. These activities are designed to get students talking about different emotions. Once you've completed the activity with your class, ask your students the guiding questions found in the lesson plan.

### Using our Senses to Explore our Feelings

#### 1. Dance it Out

- Select three different pieces of music to play. Choose a variety of tempos and intensities.
- Play a short segment of each song. Encourage students to stand up and move their bodies in response to the music while they are listening. Play your slower, calmer song selection last to bring student's attention back.
- After each song ask students to attach a feeling to the music and to the way they moved their bodies. Keep a list of the feelings they shared.
- Remind students that not everyone will associate the same feeling with each song, just like everyone will move in a different way....and that's ok!
- Ask your students the guiding questions found in the lesson plan.

#### 2. Interactive Action Songs

- Choose an interactive action song or chant that is vigorous. Examples include:
  - Going on a Bear Hunt
  - There Was A Tree (sometimes called The Green Grass Grows All Around)
  - Tony Chestnut
- How did participating in that song make you feel? Students may experience a range of emotions, and that's ok!
- Ask students that found the song stressful or exciting what strategy they can use to help them self-regulate.
- Ask students the guiding questions found in the lesson plan.



### 3. Feelings Flashcards

- a. Show students some of the “Feelings Flashcards” – these can be found in **Appendix B** or download [this slide deck](#) that contains the cards.
- b. Ask students what feeling they associate with each of the emojis shown on the flashcards. Keep a list of the feelings they shared.
- c. Remind students that not everyone will associate the same feeling with each image, and that’s ok! Also, some emotions are expressed in similar ways. For example – joy, excitement, happiness.
- d. Ask your students the guiding questions found in the lesson plan.

### 4. See and Say how You Feel

- a. Show students the images found in **Appendix C** or download [this slide deck](#) that contains the images.
- b. Ask students what feeling they associate with each of the images. Keep a list of the feelings that they shared. Encourage them to explain why they feel that way. Do they make connections to memories or experiences?
- c. Remind students that not everyone will associate the same feeling with each image, and that’s ok!
- d. Ask your students the guiding questions found in the lesson plan.

### 5. What Comforts You?

- a. Set a timer for 45 seconds. Ask students to go for a short walk in their learning space and find an object, that they can carry in one hand, that brings them comfort. Have them bring it back and set it beside them.
- b. Each student can share their object and the feeling they associate with it. This discussion may lead to a conversation about the strategies they use to comfort or calm themselves.
- c. Ask your students the guiding questions found in the lesson.





# Appendix B

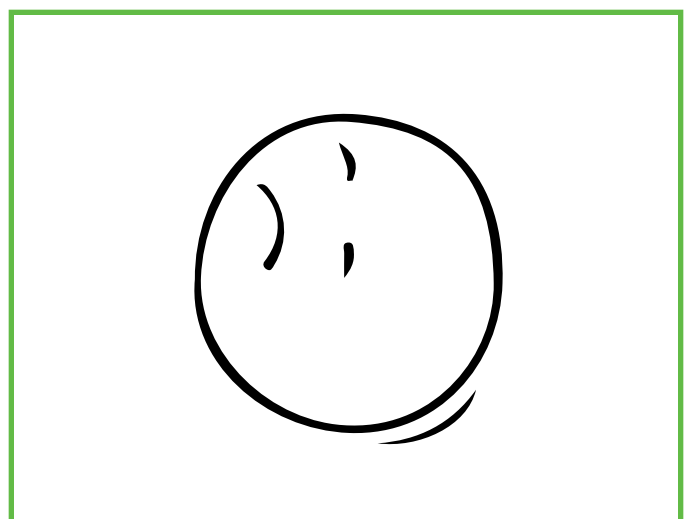
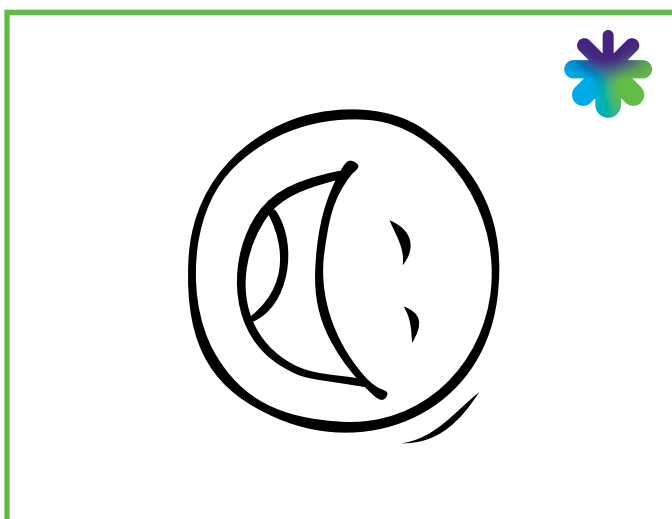
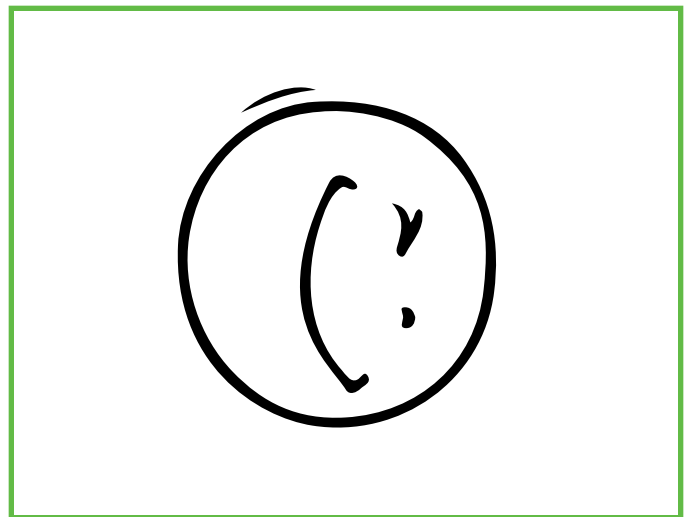
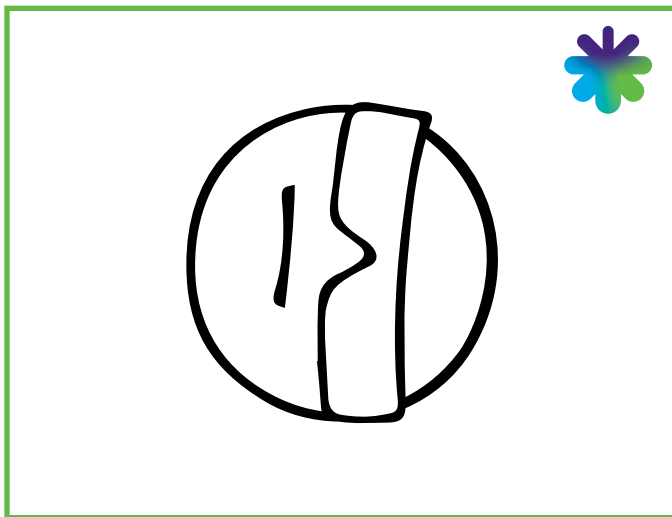
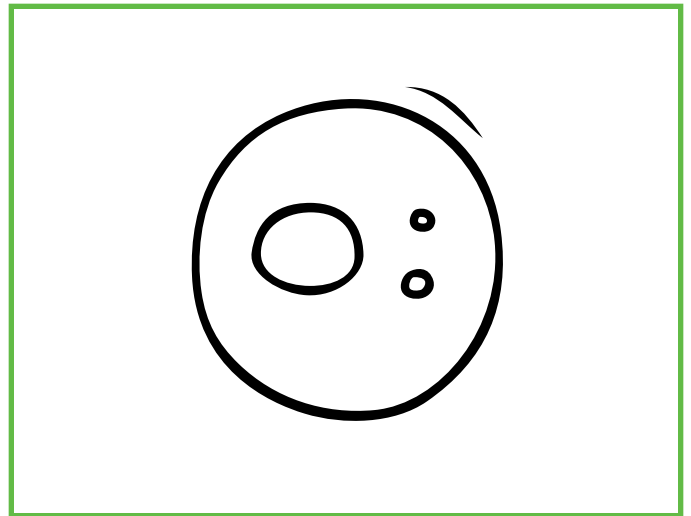
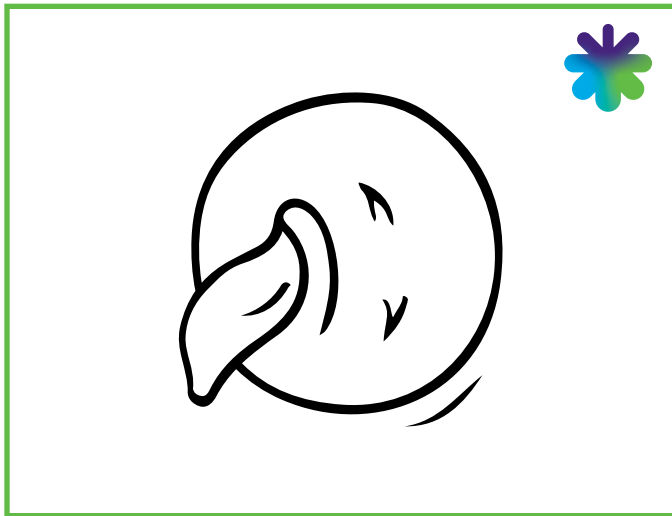
## Feelings Flashcards

These feelings flashcards can be used in a variety of ways. Here are some additional suggested uses that are suitable for a variety of grades:

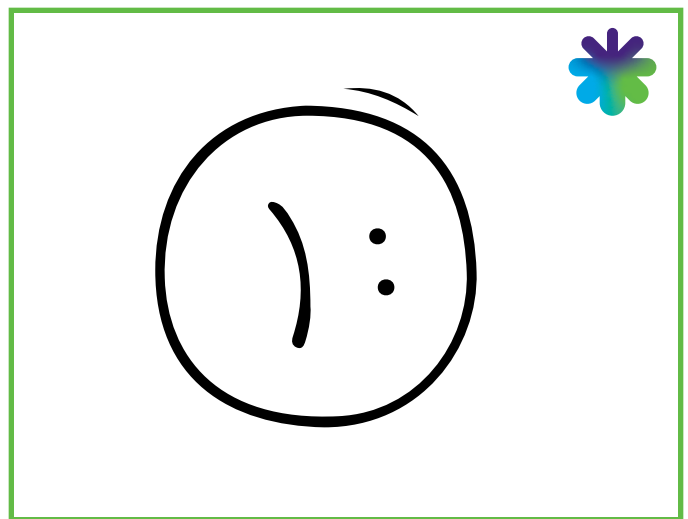
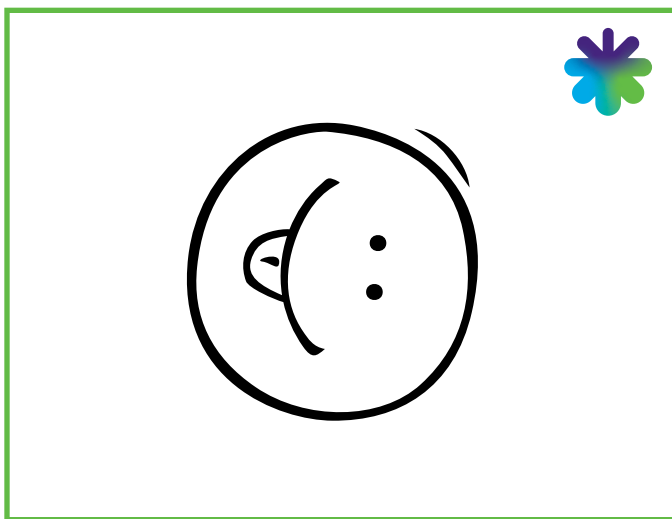
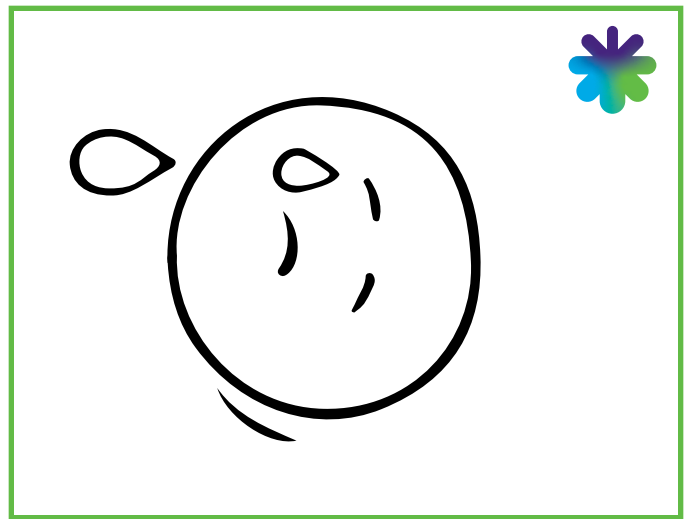
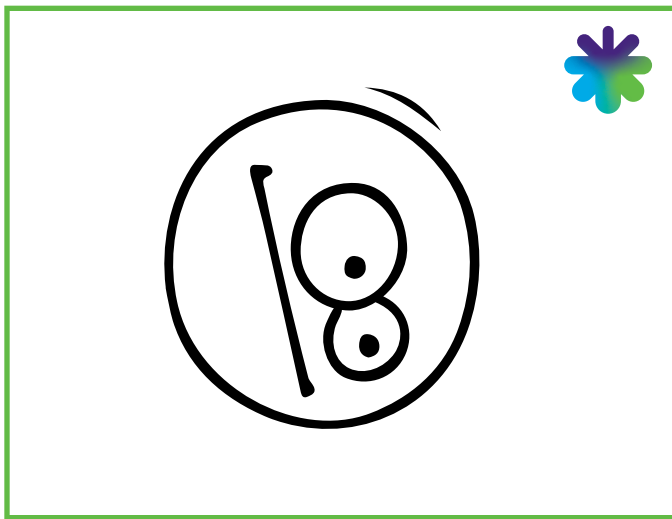
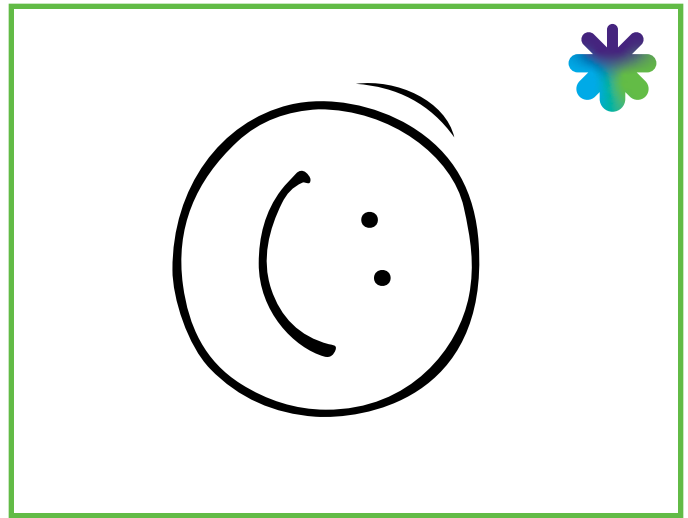
- Create a match game. When students find a match they name the emotion.
- Use for a check-in. Students select the emoji that they resonate with at that moment.
- Co-create labels for each of the flash cards. Decide, (as a class, or in small groups, or as individual students), what feelings each of the emojis represent. Use the blank cards provided to have students create their own emoji.



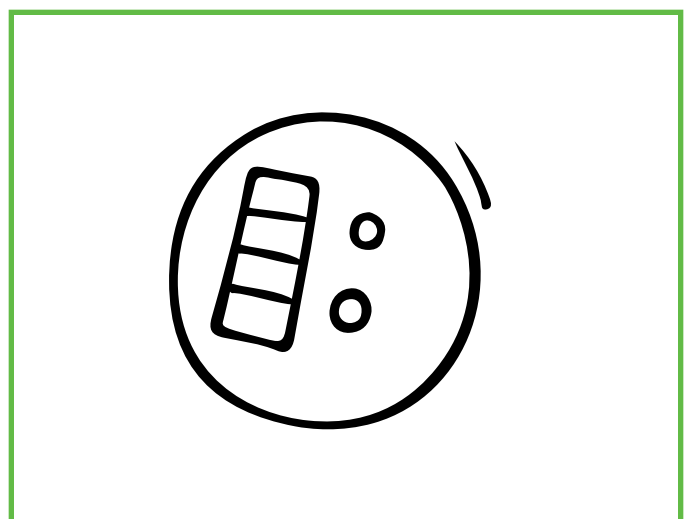
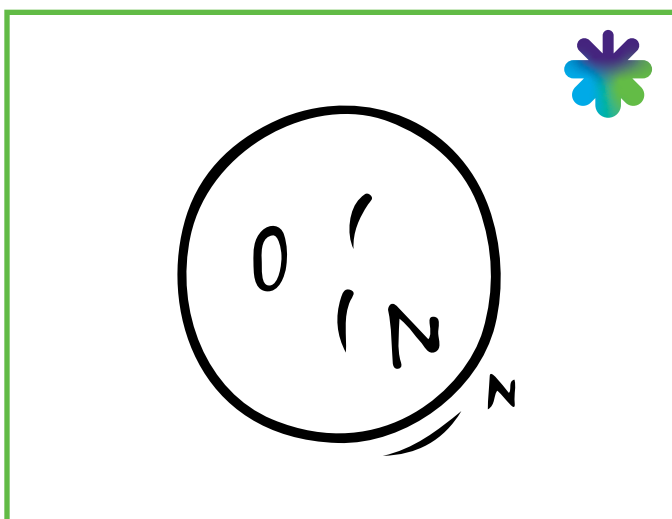
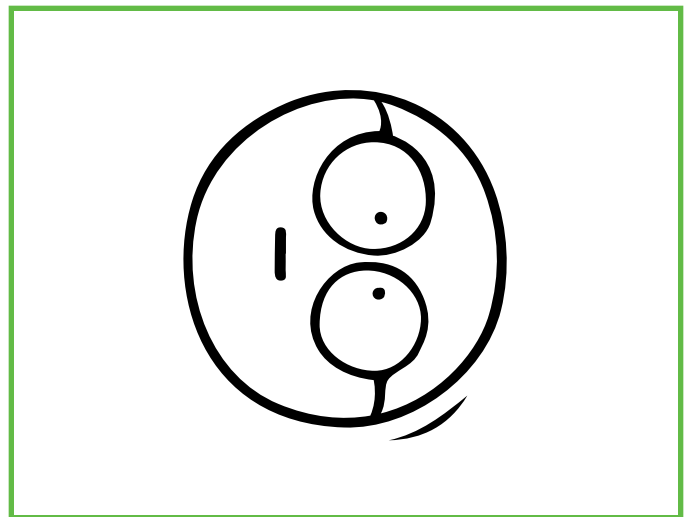
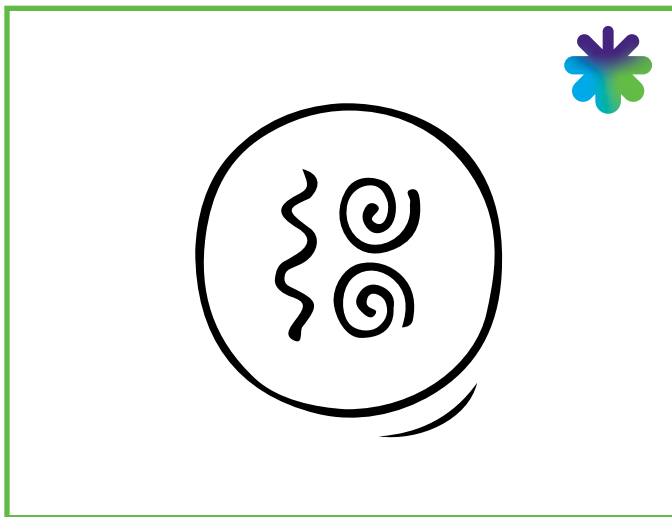
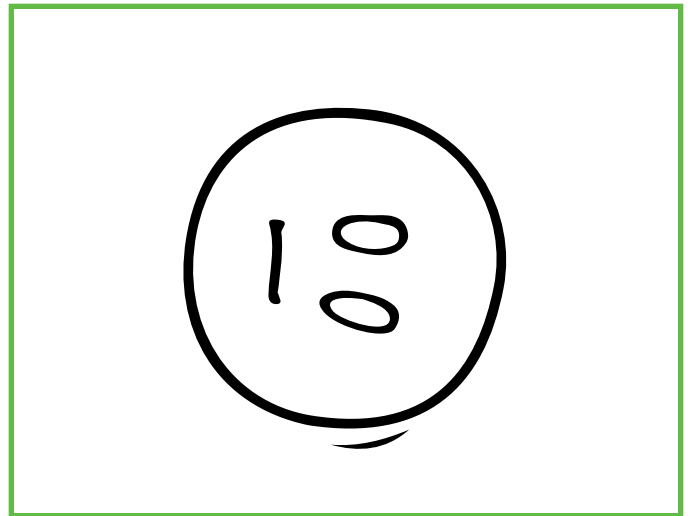
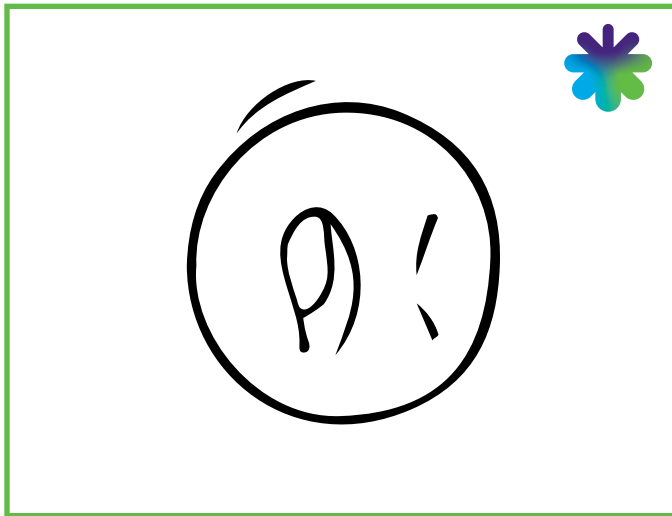
## Feelings Flashcards 1 – 6



## Feelings Flashcards 7 – 12



## Feelings Flashcards 13 – 18





## Feelings Flashcards (create your own)





## Appendix C

### Images for See and Say How You Feel

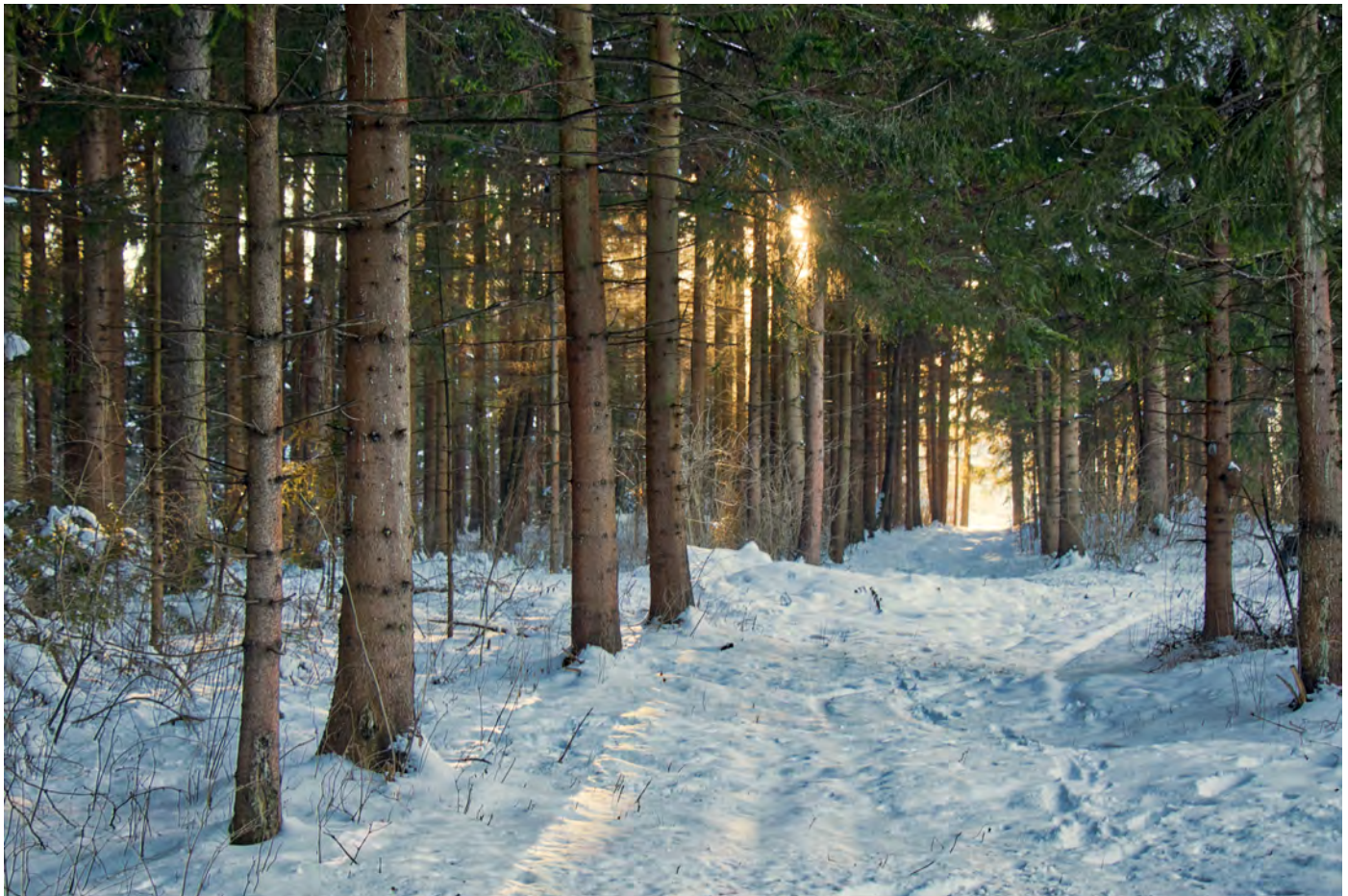


Image by Michael Kopp from Pixabay







Image by lilybsphotoprops from Pixabay



Image by Schwoaze from Pixabay





Image by birgl from Pixabay



Image by Anja #helpinghands #solidarity#stays healthyfrom Pixabay





Image by Gerhard G. from Pixabay



Image by April Lamb-Hunter from Pixabay





Image by Chris Stenger from Pixabay



Image by Petra Roth from Pixabay



# Appendix D

The book **The Thing Lou Couldn't Do**, (also available in French – **Les Hauts et les Bas D'Amanda?**), is a great provocation for a follow-up discussion. Stress is a strong feeling. We are learning how we can cope with stress and other big emotions. In this book we meet a girl named Lou who loves adventures and loves to play with her friends. However, she quickly realizes that when faced with a new challenge it can be difficult or scary.



### DISCUSSION PROMPTS

#### Before Reading:

- What are some things that you are really good at doing? How do you feel when doing them?
- What are some things you are afraid to try?
- How do you feel when you struggle with the task or activity?

While I'm reading, pay attention to her body language and facial expressions and how her feelings change over the course of the text.

#### During Reading:

Stop at different points across this text. The following are a few examples of powerful times for students to pause and consider.

- Think aloud: "Lou loves adventures, but this adventure is up, she likes her adventures to be down." I'm noticing Lou's face – her furrowed brow, her slouching posture, her hands behind her back, the way she's looking longingly up at the tree. I'm inferring that she feels a bit nervous or worried, maybe even anxious. I also noticed that the author capitalized the words "up" and "down" which makes me think that Lou might be afraid of heights.
- Think aloud: "My tummy hurts. I need to sit down." Why do you think her tummy hurts? Have you felt that way before? Describe the range of emotions that you may go through when you are faced with a challenge. How do you express these emotions?
- Think aloud: "What's so great about climbing trees anyway?" I notice Lou's facial expressions have changed on this page. How do you think she is feeling? What makes you say that? How do you think her friends are feeling? What makes you say that? (Discuss facial expressions, body language, etc.)

#### After Reading:

How do Lou's feelings change throughout the story? How do you know?

Do you think Lou's friends are good friends? What makes you say that?

What strategies would you recommend to Lou for managing her big feelings?

What do you think the author is trying to tell us in the story? What is her message?

What makes you say that?





# Virtual Field Trip 1

## Stress Management and Coping



Dear Parent/Caregiver,

Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope.

If you would like to continue the learning from today, here are a few prompts to ask your child.

- Why do you think it is important to understand and know how to manage your emotions?
- Which breathing strategy/strategies from today felt most helpful for you?
- Do you have other strategies of your own that you find helpful? What are they?

For more activities to try at home, check out this set of activity cards from School Mental Health Ontario:  
<https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf>

You can also access Ophea's H&PE curriculum connected content appropriate for online delivery at home at: [ophea.net/hpeathome](https://ophea.net/hpeathome) and visit [Ophea Open Class](https://ophea.net/open-class) for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.





# Early Years

## Virtual Field Trip 2 Stress Management and Coping

### Table of Contents

- 2 Introduction
- 3 Lesson Plan
- 6 Minds On
- 7 Action Task: Virtual Field Trip video
- 8 Consolidation

### Muscle Relaxation Strategies



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





## Introduction

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### Each lesson will provide:

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- An **action** – through a video, classes will participate in a ‘**virtual field trip**’ that provides opportunities for students and educators to learn, practice and develop skills to cope with and manage stress.
- A **consolidation** activity for follow up after the virtual field trip.

**If students are learning virtually, parents/caregivers are encouraged to participate in the virtual field trip!**





# Lesson Plan

The learning experiences in this lesson series will complement the learning expectations found in the Self-Regulation and Well-Being Frame of the Kindergarten Program. Social-Emotional Learning skills help students develop the skills to foster overall health and well-being, positive mental health, and the ability to learn, build resilience and thrive.

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### Self-Regulation and Well-Being Frame

#### OE2

As children progress through the Kindergarten program, they: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours.

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This chart below provides an “at-a-glance” summary of Social Emotional Learning (SEL) skills. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally-appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. The highlighted skills will be the focus of this lesson.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> <li>• <b>identify and manage emotions</b></li> </ul>	<ul style="list-style-type: none"> <li>• express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>• <b>recognize sources of stress and cope with challenges</b></li> </ul>	<ul style="list-style-type: none"> <li>• develop personal resilience</li> </ul>
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For a more detailed overview please see [Appendix A of the 2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>• explore the connection between our mental and physical health.</li> <li>• discuss the benefits of physical activity for stress management.</li> <li>• practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>• that everyone wants to be calm, focused, and alert</li> <li>• that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>• to practice muscle relaxation strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:

- How will we know we are achieving our learning goals?
- What will it look like/sound like?

Re-visit the success criteria you created from [the first virtual field trip](#). What opportunities are there to extend the learning?

**For example:**

- With help, I can recognize when I am calm and when I am not calm.
- With help, I can find ways to calm down when I am overwhelmed.



## CONSIDERATIONS:

- ▶ Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment. Starting with self-reflection about yourself, the classroom and the situations individual students in your class may be coping with is key. It is important to remember that our students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to you, your students and entire communities. Through instruction and modelling, we can help students practise new and bolster existing coping strategies.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day. Our collective learning takes place on many different traditional Indigenous territories all across Ontario. We are grateful to be able to work and learn locally on these lands. As a school in Ontario we understand morning routines, including a land acknowledgement specific to your location, will have taken place prior to this field trip.
- ▶ The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.
- ▶ An effort has been made to include different options for each of the activities. Please feel free to offer further modifications and accommodations based on the individual student need(s) in your classroom. Also, note that all videos have subtitles. You can choose to have captions by clicking the small 'CC' button at the bottom right of the video screen.



## MINDS ON

The Minds On activities are to be completed BEFORE the virtual field trip.

### EDUCATOR

Reflect on the following questions:

- How does your body feel when you are experiencing stress?
- What are coping strategies that you find work the best for you to manage these feelings?

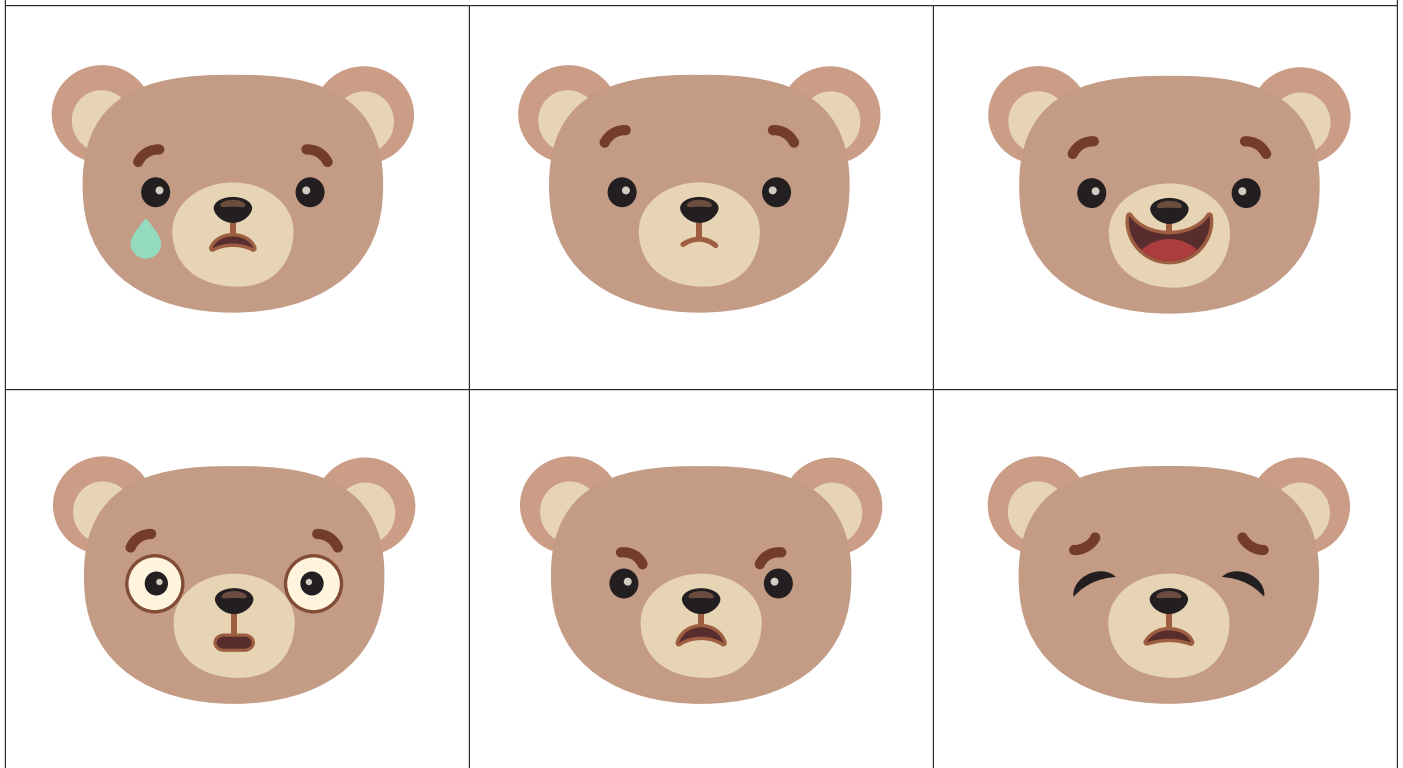
### CLASS

This Minds On activity has three parts – a check-in, a physical activity, and then a second check-in.

#### 1. CHECK-IN

Have students do a check-in using the teddy bear faces below or another tool you already use with students. The [Everyday Mental Health Practices – Check In](#) provides more information about using check-ins as a daily practice.

Ask students: “Which teddy bear best shows the way you are feeling today?”



[Click to download](#)



**CLASS (continued)****2. PHYSICAL ACTIVITY**

Invite students to participate in one of the following physical activities from the *Ophea Resource – One A Day for Active Play*: [Wiggly Bodies](#), [Move Like the Animals](#)

**3. CHECK-IN**

Have students do a second check-in.

- How are you feeling now? Which teddy bear shows the way you feel?
- Do you notice any difference in the way you are feeling? If yes, describe and why do you think your mood has changed?
- Are you feeling ready to learn? If not, what can you do to prepare yourself before we start the virtual field trip? Would you like to try one of the breathing strategies we learned in [the first trip](#)?

**ACTION TASK: VIRTUAL FIELD TRIP VIDEO**

This session focuses on muscle relaxation and how these exercises can help us manage stress. Feeling anxious affects our bodies and minds. Muscle relaxation exercises can help us relax and feel better in our bodies, which in turn helps us be ready to learn. In the video, the educator and mental health professional will lead a variety of muscle relaxation exercises for you and your students to participate in together.

Here are links to the activity cards we will be demonstrating in this video:

- [Let Go and Stretch](#)
- [Stretch in your Chair](#)
- [Tense and relax](#)

Links to view virtual field trip:

[Click here to view on YouTube](#)[Click here to view on Vimeo](#)

## CONSOLIDATION

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter for parents/caregivers that shares information and possible opportunities for follow-up learning.

### EDUCATOR

**Self-Care Plan** – Consider using the information found in the following link to set priorities and build yourself a self-care toolkit. There is list of items to assist you with checking in on your current self-care practices. Select 1-2 priorities from each category (physical, social, mental, emotional, spiritual) that you would like to practise.

[Understanding the Importance of Self Care – from jack.org](#)

### CLASS

**Choose from the following activities:**

☐ **Check-In**

Do another check-in with your students using the teddy bears. Did participating in the virtual field trip change their feelings? Did it change the way their bodies are feeling?

☐ **Compare and Discuss**

Do one of the breathing strategies shared in the first [Virtual Field Trip](#) session. Have students compare how they felt after the breathing activity and after the muscle relaxation activity. Which one would they like to do again? Which one helped them to feel calm, focused, and alert?

☐ **Practice**

Offer students further opportunities to practise the strategies introduced, or try new strategies:

- School Mental Health Ontario:
  - [Everyday Mental Health Resource](#)  
(contains some of the activities used in the virtual field trip)
  - [Tense and Relax Poster](#)
- Ophelia, Brain Blitz:
  - [Breathing with Awareness](#)
  - [Breathing Good Energy In](#)
  - [Happy Place Meditation](#)





**PARENT/CAREGIVER**

Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope. If you would like to continue the learning from today, here are a few prompts to ask your child.

- Why do you think it is important to understand and know how to manage your emotions?
- Which muscle relaxation strategy/strategies from today felt most helpful for you?
- Do you find moving your body or being physically active a helpful way to cope with feelings? Why or why not? Are there activities that you would find helpful to do together?

For more activities to try at home, check out this set of activity cards from *School Mental Health Ontario*: <https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf>.

You can also access *Ophea's Resources to Support Parents and Caregivers with Health and Physical Education at Home* and visit [Ophea Open Class](#) for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.



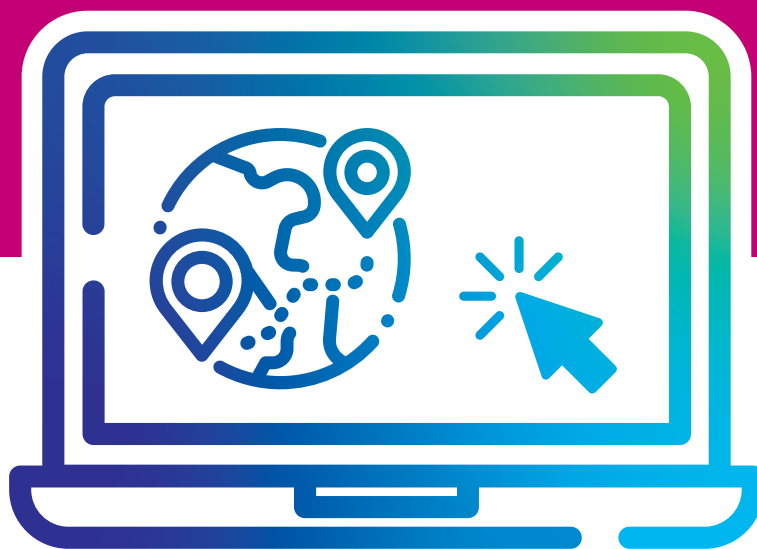
# Early Years

## Virtual Field Trip 3 Stress Management and Coping

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### Visualization



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





# Introduction

**Every day, educators and students are exposed to big and small challenges that can contribute to feelings of stress. This year educators and students have risen to the challenge in innovative and creative ways, connecting and building meaningful relationships with students and families. As the impact of the pandemic continues to evolve, providing opportunities for explicit skill development will continue to be an essential part of bolstering positive student mental health. As an educator, it is equally important to prioritize your own well-being.**

*School Mental Health Ontario*, in partnership with *Ophea*, is offering a series of lessons to support the development of stress management and healthy coping skills. The activities in these lessons provide an opportunity for skill development and modelling for both students and early years educator teams.

## Each lesson will provide:

- A **minds on activity** for both early years educator teams and students.
- An **action** – through a video, classes will participate in a '**virtual field trip**' that provides opportunities for students and educators to learn, practice and develop skills to cope with and manage stress.
- A **consolidation** activity for follow up after the virtual field trip.

**If students are learning virtually, parents/caregivers are encouraged to participate in the virtual field trip!**





# Lesson Plan

The learning experiences in this lesson series will complement the learning expectations found in the Self-Regulation and Well-Being Frame of the Kindergarten Program. Social-Emotional Learning skills help students develop the skills to foster overall health and well-being, positive mental health, and the ability to learn, build resilience and thrive.

By demonstrating a range of stress management strategies, students will have more options and ideas for staying mentally well during difficult times. It is important to note that different strategies work for different individuals. Sharing a range of strategies over time will allow students the opportunity to try them out and determine what works for them.

## OVERALL EXPECTATIONS:

### Self-Regulation and Well-Being Frame

#### OE2

As children progress through the Kindergarten program, they: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours.

#### Conceptual Understandings

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>We are responsible for our own choices and decisions.</li> <li>Everyone wants to be calm, focused, and alert.</li> <li>We each need different strategies, environments, and support to be calm, focused, and alert.</li> </ul> | <ul style="list-style-type: none"> <li>We need to learn about strategies and environmental factors that can help us self-regulate.</li> <li>We can learn how to adapt our behaviour to suit a variety of social circumstances, including the customs of different groups of people.</li> </ul> |
|---|--|



This chart below provides an “at-a-glance” summary of Social Emotional Learning (SEL) skills. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally-appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. The highlighted skills will be the focus of this lesson.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> <li>identify and manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>recognize sources of stress and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop personal resilience</li> </ul>
<ul style="list-style-type: none"> <li>maintain positive motivation and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>foster a sense of optimism and hope</li> </ul>
<ul style="list-style-type: none"> <li>build relationships and communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>support healthy relationships and respect diversity</li> </ul>
<ul style="list-style-type: none"> <li>develop self-awareness and sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>develop a sense of identity and belonging</li> </ul>
<ul style="list-style-type: none"> <li>think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>make informed decisions and solve problems</li> </ul>

For a more detailed overview please see [Appendix A of the 2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>explore the connection between our mental and physical health.</li> <li>discuss the benefits of physical activity for stress management.</li> <li>practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>that everyone wants to be calm, focused, and alert</li> <li>that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>to practice muscle relaxation strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:

- How will we know we are achieving our learning goals?
- What will it look like/sound like?

Re-visit the success criteria you created from [the first two virtual field trips](#). What opportunities are there to extend the learning?

**For example:**

- With help, I can recognize when I am calm and when I am not calm.
- With help, I can find ways to calm down when I am overwhelmed.



## CONSIDERATIONS:






- ▶ Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment. Starting with self-reflection about yourself, the classroom and the situations individual students in your class may be coping with is key. It is important to remember that our students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to you, your students and entire communities. Through instruction and modelling, we can help students practise new and bolster existing coping strategies.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day. Our collective learning takes place on many different traditional Indigenous territories all across Ontario. We are grateful to be able to work and learn locally on these lands. As a school in Ontario we understand morning routines, including a land acknowledgement specific to your location, will have taken place prior to this field trip.
- ▶ The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.
- ▶ An effort has been made to include different options for each of the activities. Please feel free to offer further modifications and accommodations based on the individual student need(s) in your classroom. Also, note that all videos have subtitles. You can choose to have captions by clicking the small 'CC' button at the bottom right of the video screen.



## MINDS ON

This virtual field trip focuses on **visualization** activities and how this strategy can help us manage stress. It is important to recognize how our body feels, while noticing and acknowledging our feelings. Guided imagery provides an opportunity to shift our focus away from worries and distractions. It can help us relax when we visualize an image that promotes feelings of calm.

Please complete this Minds On activity before participating in the virtual field trip.

EDUCATOR	CLASS
<p><b>Reflect on the following questions:</b></p> <ul style="list-style-type: none"> <li>Can your <b>thoughts</b> change how your <b>body</b> feels?</li> <li>Can the way your <b>body</b> feels change your <b>thoughts</b>?</li> <li>Can your <b>emotions</b> change how your <b>body</b> feels?</li> <li>Can the way your <b>body</b> feels change your <b>emotions</b>?</li> </ul> <p>Try this <a href="#">Breathing and Noticing</a> video. Notice how you feel physically and mentally before the activity. Check in after the activity to see if there are any changes.</p>	<p>Using the list of activities found in <b>Appendix A</b>, and any ideas of your own, provide students with a variety of opportunities to learn about and/or practice using their <b>five senses</b>. This is a great way to activate thinking before learning about the strategy of visualization. When we visualize, we don't just picture how something will <b>look</b>, we also think about how it might <b>feel</b>, <b>taste</b>, <b>smell</b> and <b>sound</b>.</p> <div>      </div>

## ACTION TASK: VIRTUAL FIELD TRIP VIDEO

In the video, an educator and mental health professional will lead two guided visualization activities for you and your students to participate in together. This strategy puts us in touch with our internal thoughts and helps us focus. This in turn can help us recognize sources of stress and help us cope with challenges.

Here are links to the activities that are demonstrated in this video:

- Body scan activity from Ophea combines two activities from the [Brain Blitz resource](#)
- [Visualization video](#) from School Mental Health Ontario

Also, be sure to check out the additional resources in the consolidation section of this lesson for follow-up learning.

Links to view virtual field trip:

[Click here to view on YouTube](#)

[Click here to view on Vimeo](#)



## CONSOLIDATION

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter for parents/caregivers that shares information and possible opportunities for follow-up learning.

EDUCATOR	CLASS
<p><b>Reflect</b> Now that you have participated in three virtual field trips – (breathing, muscle relaxation, visualization), take some time to reflect on which strategies were most effective for you?</p> <p>Are there specific strategies that you would like to practice and incorporate into your daily life?</p> <p><b>Practice</b> Consider trying this guided body scan activity to practice using visualization as a strategy for yourself.</p> <p><a href="#">Click here to view</a></p>	<p><b>Choose from the following activities:</b></p> <ul style="list-style-type: none"> <li> <p>▣ <b>Reflect and Discuss</b> Re-visit the strategies learned in the <a href="#">first two lessons</a> – (breathing and muscle relaxation). Which was your favourite activity and why? Are you noticing which strategies work best for you? How do you know they are working?</p> </li> <li> <p>▣ <b>Practice</b> Offer students further opportunities to practise the activities introduced in this field trip, or try one of these complementary activities:</p> <ul style="list-style-type: none"> <li>• School Mental Health Ontario:               <ul style="list-style-type: none"> <li>- <a href="#">Forest Visualization Activity</a></li> <li>- <a href="#">Imaginary Walk</a></li> <li>- <a href="#">Visualization and Body Scan</a></li> </ul> </li> <li>• Ophea, Brain Blitz:               <ul style="list-style-type: none"> <li>- <a href="#">Breathing with Awareness</a></li> <li>- <a href="#">Breathing Good Energy In</a></li> <li>- <a href="#">Happy Place Meditation</a></li> </ul> </li> </ul> </li> </ul>
PARENT/CAREGIVER	
<p>Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope. If you would like to continue the learning from today, here are a few prompts to ask your child.</p> <ul style="list-style-type: none"> <li>• Why do you think it is important to understand and know how to manage your emotions?</li> <li>• Which visualization relaxation activity from today felt most helpful for you?</li> <li>• Were you able to imagine your favourite place with all your senses? Would you like to tell me about your favourite place?</li> </ul> <p>For more activities to try at home, check out this set of activity cards from <i>School Mental Health Ontario</i>: <a href="https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf">https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf</a>.</p> <p>You can also access <i>Ophea's</i> <a href="#">Resources to Support Parents and Caregivers with Health and Physical Education at Home</a> and visit <a href="#">Ophea Open Class</a> for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.</p>	










# Appendix A

## Using our Senses

Here are three activities to choose from as a **Minds On** activity before the Virtual Field Trip video. Choose the activities that will best suit the needs of your students. If you are face to face with your students, consider setting up a variety of stations or centres in your classroom or outdoors for students to explore. You may have other ideas to add to the list based on the materials you have on hand – story books about senses, water table, play dough, sand box, musical instruments, etc.).

	<h3>Listening Walk</h3> <p>Take students for a walk and have them notice the sounds that they hear. You can give students the checklist found in <b>Appendix B</b> to help guide them in their noticing or make the activity more open ended. You can adapt this activity for a variety of locations – this can be done at home, in the hallways of the school, on the playground, etc. Change the items students are listening for based on the season – sound of walking through snow or leaves, lawnmowers running, etc.</p>
	<h3>Guess the Object</h3> <p>Place an object in a bag or box so that students can't see it. Invite a student to reach in and feel the object and describe only what they can feel. For example – bumpy, round, smooth, rough. Once the student has given 3 descriptive clues, accept guesses from the class, and then a guess from the student providing the description. Remove the item from the bag and then repeat. Use a variety of items – a small stuffed animal, a toy car, or even an ice cube! You might want to model this game before having a student be the leader.</p>
	<h3>I Spy</h3> <p>Play a classic game of I Spy with my little eye. The leader gives the colour of the object as a clue. For example, if the leader chooses an apple, they say, “<b>I spy with my little eye</b> something that is red.” Take a few guesses from the class. If no one knows the answer, then the leader adds another detail. For example, “I spy with my little eye something that is red and round.” Students take turns guessing. If no one guesses correctly the leader can add another detail, (e.g., red, round, and juicy.), until someone guesses correctly. You might want to model this game before having a student be the leader.</p>

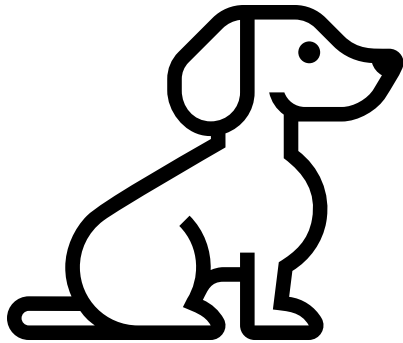
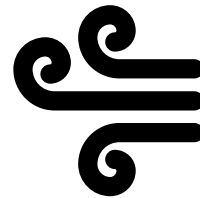
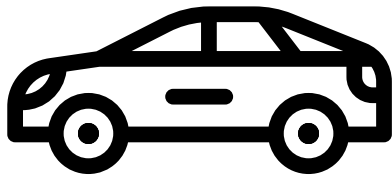


# Appendix B

## What do you hear?



Check off the things you hear. There is space to draw other sounds you notice.



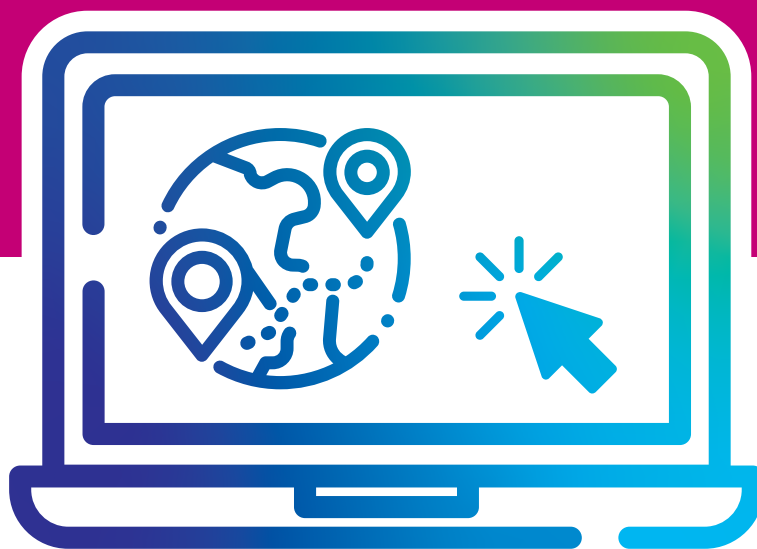
# Early Years

## Virtual Field Trip 4 Stress Management and Coping

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### Distraction



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





# Introduction

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#### OE2

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Students will learn skills to:	So they can:
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For a more detailed overview please see [Appendix A of the 2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>• explore the connection between our mental and physical health.</li> <li>• discuss the benefits of physical activity for stress management.</li> <li>• practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>• that everyone wants to be calm, focused, and alert</li> <li>• that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>• to practice muscle relaxation strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:

- How will we know we are achieving our learning goals?
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Re-visit the success criteria you created from [the first three virtual field trips](#). What opportunities are there to extend the learning?

**For example:**

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## MINDS ON

This virtual field trip focuses on **distraction** activities and how this strategy can help us manage stress. From time to time all of us can feel overwhelmed with feelings and situations that cause us stress. Distraction is one strategy that can help give us some space from those feelings and an opportunity to settle our mind and emotions. There are many activities that can help us refocus our mind and each of us is different in what works best for us.

**Often the activity we choose to distract ourselves with reflects our interests or our strengths. Understanding what we value, acknowledging our strengths, and knowing the kinds of activities we find fun can help us choose a suitable distraction.**

Please complete this Minds On activity before participating in the virtual field trip.

EDUCATOR	CLASS
<p><b>Reflect on the following questions:</b></p> <ul style="list-style-type: none"> <li>What distractions am I currently using to cope with stress? Are they effective?</li> <li>What are five activities or actions that bring a smile to my face? Could any of these activities be an effective distraction?</li> </ul> 	<p>Play a simple game of <b>“Would you Rather?”</b> with your students to get them thinking about activities that they enjoy. This game is designed to get students thinking about their preferences. You can create your own questions or use the ideas found in the chart below.</p> <p>Consider providing visuals when asking students their preference. For example, if asking – “Would you rather play with Lego/blocks inside or jump rope outside?” – you could act out each activity or hold up blocks in one hand and a skipping rope in the other. Students could share their preference by raising the hand or thumb, (or alternate object) on the side that matches their choice.</p> <p>Students are encouraged, but not required to share their preference visibly in this activity. It is intended as a spark to get students thinking about what they enjoy doing. You can create your own questions or use the ideas found in <a href="#">Appendix A</a>. Consider adding activities that are of interest or currently relevant for your class.</p>

## ACTION TASK: VIRTUAL FIELD TRIP VIDEO

In this video, a mental health professional will explain the strategy of distraction. Students and educators will share the activities they use to distract themselves. Distraction can help give some space from feelings of stress and provide an opportunity to settle our mind and emotions. There are many activities that can help us refocus our mind – each of us is different in what works best for us.

Links to view virtual field trip:

[Click here to view on YouTube](#)

[Click here to view on Vimeo](#)





## CONSOLIDATION

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter for parents/caregivers that shares information and possible opportunities for follow-up learning.

EDUCATOR	CLASS
<p><b>Reflect</b></p> <p>Now that you have participated in four virtual field trips, (breathing, muscle relaxation, visualization, distraction), take some time and reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• Which strategies (breathing, muscle relaxation, visualization, distraction) do you use most often?</li> <li>• Which strategies (breathing, muscle relaxation, visualization, distraction) work best for you?</li> <li>• Which specific activities do you find most effective? (for example – five-finger breathing, my favourite place, etc.)</li> <li>• Are there new activities that you would like to practice and incorporate into your daily life?</li> </ul>	<p><b>Choose from the following activities:</b></p> <ul style="list-style-type: none"> <li> <p><b>□ Make a list</b></p> <p>Ask students to name the activities suggested in the video. Make a list of these ‘distraction activities’ that can be viewed by students and have students suggest additions to the list. This list could be referenced when students may need a distraction activity.</p> </li> <li> <p><b>□ Reflect and Discuss</b></p> <p>Reflect on the Minds On and the video –</p> <ul style="list-style-type: none"> <li>• After playing “Would you Rather?” and then watching the video about distraction, do you have any new ideas for activities to use to distract your thoughts when you have big feelings?”</li> </ul> <p>Re-visit the strategies learned in the <a href="#">first three lessons</a> – (breathing, muscle relaxation, and visualization).</p> <ul style="list-style-type: none"> <li>• Which was your favourite activity and why?</li> <li>• Are you noticing which strategies work best for you?</li> <li>• How do you know they are working?</li> </ul> </li> <li> <p><b>□ Practice</b></p> <ul style="list-style-type: none"> <li>• Offer students opportunities to explore distraction activities of their choice</li> <li>• Provide opportunities for students to practise the strategies introduced in previous field trips</li> <li>• Try one of these physical activities from Ophea: <a href="https://ophea.net/ideas-action/physical-activity">https://ophea.net/ideas-action/physical-activity</a></li> </ul> </li> </ul>



**PARENT/CAREGIVER**

Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope. If you would like to continue the learning from today, here are a few prompts to ask your child.

- Why do you think it is important to understand and know how to manage your emotions?
- What activities do you use to distract yourself when you are feeling big feelings?

For more activities to try at home, check out this set of activity cards from *School Mental Health Ontario*: <https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf>.

You can also access *Ophea's* [Resources to Support Parents and Caregivers with Health and Physical Education at Home](#) and visit [Ophea Open Class](#) for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.





# Appendix A

## Would You Rather?

This game is designed to get students thinking about their preferences. You can create your own questions or use the ideas found in the chart below. Click below to download slides of these images:

[Google Slides](#)
[PowerPoint](#)

Would you rather....		
build with blocks inside	OR	jump rope outside?
sing along to your favourite song		dance?
snuggle with a stuffed animal		take a dog for a walk?
build a snowman		build a sandcastle?
climb on the playground equipment		swing on the swings?
read a book by yourself		play a card game with a friend?
draw a picture		have a bubble bath?
jump in a pile of Fall leaves		go swimming on a hot day?



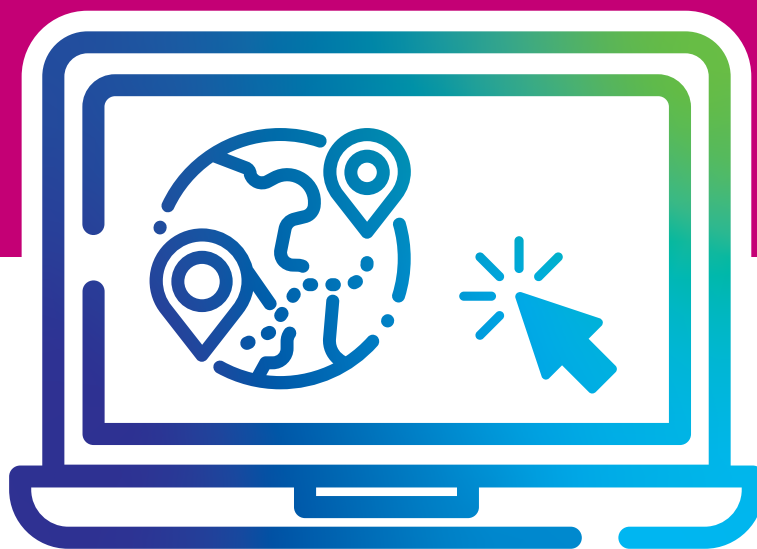
# Early Years

## Virtual Field Trip 5 Stress Management and Coping

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**Thought-changing**



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





# Introduction

**Every day, educators and students are exposed to big and small challenges that can contribute to feelings of stress. This year educators and students have risen to the challenge in innovative and creative ways, connecting and building meaningful relationships with students and families. As the impact of the pandemic continues to evolve, providing opportunities for explicit skill development will continue to be an essential part of bolstering positive student mental health. As an educator, it is equally important to prioritize your own well-being.**

*School Mental Health Ontario*, in partnership with *Ophea*, is offering a series of lessons to support the development of stress management and healthy coping skills. The activities in these lessons provide an opportunity for skill development and modelling for both students and early years educator teams.

## Each lesson will provide:

- A **minds on activity** for both early years educator teams and students.
- An **action** – through a video, classes will participate in a '**virtual field trip**' that provides opportunities for students and educators to learn, practice and develop skills to cope with and manage stress.
- A **consolidation** activity for follow up after the virtual field trip.

**If students are learning virtually, parents/caregivers are encouraged to participate in the virtual field trip!**





# Lesson Plan

The learning experiences in this lesson series will complement the learning expectations found in the Self-Regulation and Well-Being Frame of the Kindergarten Program. Social-Emotional Learning skills help students develop the skills to foster overall health and well-being, positive mental health, and the ability to learn, build resilience and thrive.

By demonstrating a range of stress management strategies, students will have more options and ideas for staying mentally well during difficult times. It is important to note that different strategies work for different individuals. Sharing a range of strategies over time will allow students the opportunity to try them out and determine what works for them.

## OVERALL EXPECTATIONS:

### Self-Regulation and Well-Being Frame

#### OE2

As children progress through the Kindergarten program, they: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours.

#### Conceptual Understandings

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>We are responsible for our own choices and decisions.</li> <li>Everyone wants to be calm, focused, and alert.</li> <li>We each need different strategies, environments, and support to be calm, focused, and alert.</li> </ul> | <ul style="list-style-type: none"> <li>We need to learn about strategies and environmental factors that can help us self-regulate.</li> <li>We can learn how to adapt our behaviour to suit a variety of social circumstances, including the customs of different groups of people.</li> </ul> |
|---|--|



This chart below provides an “at-a-glance” summary of Social Emotional Learning (SEL) skills. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally-appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. The highlighted skills will be the focus of this lesson.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> <li>identify and manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>recognize sources of stress and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop personal resilience</li> </ul>
<ul style="list-style-type: none"> <li>maintain positive motivation and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>foster a sense of optimism and hope</li> </ul>
<ul style="list-style-type: none"> <li>build relationships and communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>support healthy relationships and respect diversity</li> </ul>
<ul style="list-style-type: none"> <li>develop self-awareness and sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>develop a sense of identity and belonging</li> </ul>
<ul style="list-style-type: none"> <li>think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>make informed decisions and solve problems</li> </ul>

For a more detailed overview please see [Appendix A of the 2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>explore the connection between our mental and physical health.</li> <li>discuss the benefits of physical activity for stress management.</li> <li>practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>that everyone wants to be calm, focused, and alert</li> <li>that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>to practice muscle relaxation strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:

- How will we know we are achieving our learning goals?
- What will it look like/sound like?

Re-visit the success criteria you created from [the first four virtual field trips](#). What opportunities are there to extend the learning?

**For example:**

- With help, I can recognize when I am calm and when I am not calm.
- With help, I can find ways to calm down when I am overwhelmed.



## CONSIDERATIONS:

- ▶ **Assisting students to replace unhelpful negative thoughts with calmer more positive thoughts can lead to better ways of managing challenges. Care must be taken, however, to ensure that when students identify thoughts that reflect difficult realities, we take time to meaningfully acknowledge their lived experience. For instance, from an early age many Black, Indigenous and racialized and marginalized students are inundated with hurtful imagery, stereotypes, and narratives that can result in poor self-concept and negative self-talk. They have little control over how their identities are stigmatized in society, which can result in deeply rooted negative thought patterns. It is critical to listen and to validate a student's experience and never to minimize the impact of societal and relational hurts. Through ongoing validation and compassion, it is possible to support students to adopt positive, identity-affirming thoughts to replace those rooted in systemic oppression, racism, bullying and/or marginalization. This takes time and must occur alongside efforts to meaningfully disrupt oppressive and racist systems and messaging at school, and in the wider society. A good starting place is to acknowledge that societal injustices exist and that in this context it can be helpful to affirm personal, cultural, and/or community strengths as a way to dispute negative self-talk.**
- ▶ Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment. Starting with self-reflection about yourself, the classroom and the situations individual students in your class may be coping with is key. It is important to remember that our students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to you, your students and entire communities. Through instruction and modelling, we can help students practise new and bolster existing coping strategies.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day. Our collective learning takes place on many different traditional Indigenous territories all across Ontario. We are grateful to be able to work and learn locally on these lands. As a school in Ontario we understand morning routines, including a land acknowledgement specific to your location, will have taken place prior to this field trip.
- ▶ The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.
- ▶ An effort has been made to include different options for each of the activities. Please feel free to offer further modifications and accommodations based on the individual student need(s) in your classroom. Also, note that all videos have subtitles. You can choose to have captions by clicking the small 'CC' button at the bottom right of the video screen.





## MINDS ON

Do you ever notice that sometimes you get stuck in thinking negative thoughts or assuming that other people might be thinking or feeling a certain way about you? Do you spend time worrying about the future and what may or may not happen?

We call these “thinking traps” and they can happen to any of us! While these thoughts are often unrealistic or untrue, they can impact how we feel about ourselves and others. This virtual field trip focuses on **thought-changing strategies**. These strategies help us slow down and notice how we might be feeling. We can begin to identify thinking traps while developing skills to help us challenge and restructure our thinking in healthy ways. The skills we develop using thought-changing strategies can support self-awareness, self-monitoring, and communication of thoughts and feelings.

Please complete this Minds On activity before participating in the virtual field trip.

EDUCATOR	CLASS
<p><b>Affirmations</b> are positive statements or reminders that we can use to encourage ourselves and others. These simple sentences can provide us with an opportunity to shift our thinking and approach our day or situation with a more positive and confident mindset. As an educator you might find you are affirming students regularly. Often, it is easier for us to affirm others, than it is to affirm ourselves. We need to remember that it is important to encourage ourselves as well. If you'd like to give it a try, here are a few positive affirmations to choose from or you might like to create your own. Consider the following affirmations to think or say to yourself and repeat throughout your day.</p> <ul style="list-style-type: none"> <li>• I am doing my best.</li> <li>• I am capable of amazing things.</li> <li>• I choose to focus on what I can change.</li> <li>• I have courage and confidence.</li> <li>• I deserve understanding and compassion.</li> <li>• I am at peace with who I am.</li> </ul>	<p>Choose from the following options:</p> <p><b>Move the Clouds</b> Sometimes we have negative thoughts that can move in like clouds. In this minds-on movement activity students will explore the idea of shifting negative thoughts (clouds), to more positive ones (sun). See <a href="#">Appendix A</a> for full instructions.</p> <p><b>Read Aloud</b> There are many picture books that support self-awareness, communication of thoughts and feelings, or using positive affirmations. Choose a read aloud that you have access to, and that suits the needs of the students in your class. Two examples would be:</p> <p><b>What's My Superpower?</b> by Aviaq Johnston reminds students that each of us have unique and wonderful strengths.</p> <p><b>The Way I Feel</b> by Janan Cain illustrates the perspective of treating our feelings like guests. We can welcome them in, get to know them, and perhaps learn why they are visiting.</p>



## ACTION TASK: VIRTUAL FIELD TRIP VIDEO

In this video, students and educators will learn about thought-changing and participate in activities to practice healthy thought habits.

The following resource cards are used in this video:

1. Four Finger Affirmation (SMH-ON)
  - [Everyday Mental Health version](#) (ETFO)
  - [Faith and Wellness version](#) (OECTA)
2. [Energy Release](#) (Ophea)

Links to view virtual field trip:

[Click here to view on YouTube](#)

[Click here to view on Vimeo](#)



## CONSOLIDATION

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter for parents/caregivers that shares information and possible opportunities for follow-up learning.

EDUCATOR	CLASS
<p>Choose from the following thinking prompts:</p> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Reflect on your thought patterns over the past few days. Are there recurring unhelpful or anxious thoughts? Are you stuck on a particular thought that keeps coming back? Try to identify what thoughts keep returning. Every time this unhelpful thought pops back into your brain, replace it with a new and helpful thought. If you struggle to come up with helpful responses to your thoughts, it can help to put yourself in the mindset of a friend. <b>If your friend was having the same unhelpful thoughts, how would you respond?</b></li> <li>• Consider <a href="#">re-visiting the five strategies</a> introduced so far, (breathing, muscle relaxation, visualization, distraction, thought-changing), and take some time to think about what works best for you.</li> </ul>	<p><b>Choose from the following activities:</b></p> <ul style="list-style-type: none"> <li> <p>▣ <b>Four Finger Affirmation</b></p> <p>Take some time for students to create their own four finger affirmations as outlined in the video. Click here for a printable <a href="#">Four Finger Affirmation</a> poster for your classroom.</p> </li> <li> <p>▣ <b>Practice</b></p> <ul style="list-style-type: none"> <li>• Re-visit the <a href="#">Energy Release</a> activity shared in the video.</li> <li>• Re-visit <a href="#">previous field trips</a> and explore how those strategies could be used in combination with thought-changing activities shared in this lesson.</li> <li>• <i>The Power of Yet</i> <ul style="list-style-type: none"> <li>- <a href="#">Everyday Mental Health version</a> (ETFO)</li> <li>- <a href="#">Faith and Wellness version</a> (OECTA)</li> </ul> </li> <li>• <i>Illusions</i> <ul style="list-style-type: none"> <li>- <a href="#">Everyday Mental Health version</a> (ETFO)</li> <li>- <a href="#">Faith and Wellness version</a> (OECTA)</li> </ul> </li> </ul> </li> <li> <p>▣ <b>Reflect and Discuss</b></p> <p>Re-visit the strategies learned in the <a href="#">first four lessons</a> – (breathing, muscle relaxation, visualization, and distraction).</p> <ul style="list-style-type: none"> <li>• Is there an activity from one of the field trips that you have started using regularly? If so, which one and why do you use it?</li> <li>• Are you noticing which strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing) work best for you?</li> <li>• How do you know they are working?</li> </ul> </li> </ul>



## PARENT/CAREGIVER

Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope.

We learned about how our thoughts, feelings, and actions can impact one another. We also learned about ways that we can reflect on our thoughts and feelings so that we can better recognize them and how they impact us. As parents/caregivers you have a deep impact on your child's self-esteem and their early inner voice. If you would like to continue the learning from today, here are a few prompts to ask your child.

- What did you learn today about how our thoughts, feelings, and actions are connected?
- What did you find interesting about what you learned?
- What strategies have you learned that you find helpful when you have big feelings or feel overwhelmed?

For more activities to try at home, check out this set of activity cards from *School Mental Health Ontario*: <https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf>.

You can also access *Ophea's Resources to Support Parents and Caregivers with Health and Physical Education at Home* <https://www.ophea.net/resources-support-parents-and-caregivers-health-and-physical-education-home> and visit *Ophea Open Class* <https://ophea.net/hpe-online-learning/elementary/ophea-open-class> for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.





# Appendix A

## Move the Clouds

### INSTRUCTIONS:

This activity has three parts. First students will participate in a movement activity, then educators will provide a reflection time to make connections between the movements students did and their thoughts. Finally, educators are encouraged to repeat the movement activity to allow students to link the new learning about thought-changing to the physical act of moving the clouds away.

Students find a space where they can move freely without touching others or hitting furniture. This can be done inside or outside, face to face or virtual, and is best done with music playing. When the leader of the activity, (this could be an educator or a student) says, "Here comes the sun!" students are encouraged to explore different kinds of movement in response to the music being played. When the leader says, "Clouds are moving in!" students stop, freeze, and use then use their bodies to move the clouds away. Consider adding an action to accompany each of the statements or hold up images to match each statement. (You can print out the free images from Pixabay that are linked below.) Alternate the sun shining and the cloud moving in for the duration of the activity.

### REFLECTION:

After the movement activity take some time to draw connections between the physical actions and their thoughts. You can use the following script to help you:

"Thoughts are words that we say to ourselves. Thoughts happen all the time without us even realizing it! Sometimes we have anxious or unhelpful thoughts that move in, and we can get stuck thinking about them. We can learn to notice our thoughts, stop, reflect, and then shift our thoughts to be more helpful. This is much like the activity we just did! When we noticed the clouds, we stopped and moved them away to make room for the sun to return. **Just as we used our bodies to shift the clouds, we can use our mind to help shift our thoughts.**"

### MOVEMENT ACTIVITY:

Repeat the movement activity to allow students to link the new learning about thought-changing to the physical act of moving the clouds away.



**OPTIONAL SUPPORTS:**

Free images from [pixabay.com](https://pixabay.com) to download and print.

Click here to download **Cloud 1**



Click here to download **Cloud 2**



Click here to download **Sun 1**



Click here to download **Sun 2**



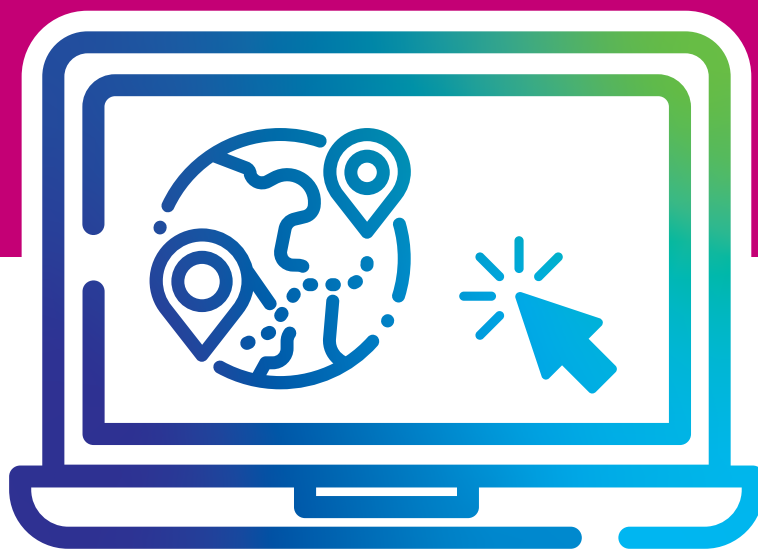
# Early Years

## Virtual Field Trip 6 Stress Management and Coping

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### Gratitude



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Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario





# Introduction

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### Self-Regulation and Well-Being Frame

#### OE2

As children progress through the Kindergarten program, they: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours.

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This chart below provides an “at-a-glance” summary of Social Emotional Learning (SEL) skills. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally-appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. The highlighted skills will be the focus of this lesson.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> <li>identify and manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>recognize sources of stress and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop personal resilience</li> </ul>
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<ul style="list-style-type: none"> <li>think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>make informed decisions and solve problems</li> </ul>

For a more detailed overview please see [Appendix A of the 2019 HPE Curriculum](#).

## LEARNING GOALS:

EDUCATOR	CLASS
<p>As educators, we are learning to build the confidence and competence to:</p> <ul style="list-style-type: none"> <li>explore the connection between our mental and physical health.</li> <li>discuss the benefits of physical activity for stress management.</li> <li>practice stress management coping skills.</li> </ul>	<p>As students, we are learning:</p> <ul style="list-style-type: none"> <li>that everyone wants to be calm, focused, and alert</li> <li>that we each need different strategies, environments, and supports to be calm, focused and alert</li> <li>to practice gratitude strategies that help us self-regulate</li> </ul>

## SUCCESS CRITERIA:

Co-develop success criteria with your students using the following questions:

- How will we know we are achieving our learning goals?
- What will it look like/sound like?

Re-visit the success criteria you created from [the first five virtual field trips](#). What opportunities are there to extend the learning?

**For example:**

- With help, I can recognize when I am calm and when I am not calm.
- With help, I can find ways to calm down when I am overwhelmed.



## CONSIDERATIONS:

- ▶ Approaches to all instruction, including Social-Emotional Learning (SEL) skills, must be mediated through respectful conversations about students' lived realities, inequity, bias, discrimination and harassment. Starting with self-reflection about yourself, the classroom and the situations individual students in your class may be coping with is key. It is important to remember that our students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to you, your students and entire communities. Through instruction and modelling, we can help students practise new and bolster existing coping strategies.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day. Our collective learning takes place on many different traditional Indigenous territories all across Ontario. We are grateful to be able to work and learn locally on these lands. As a school in Ontario we understand morning routines, including a land acknowledgement specific to your location, will have taken place prior to this field trip.
- ▶ The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.
- ▶ An effort has been made to include different options for each of the activities. Please feel free to offer further modifications and accommodations based on the individual student need(s) in your classroom. Also, note that all videos have subtitles. You can choose to have captions by clicking the small 'CC' button at the bottom right of the video screen.



## MINDS ON

This virtual field trip focuses on **gratitude**. Gratitude is when we express appreciation and thanks for the good things in our lives. We can be thankful for what we receive, the people who surround us and the fun and interesting things we get to experience and do. Gratitude is a way of thinking, one that you can practice, develop and cultivate. Gratitude also helps you manage stress and can bring more positivity and joy into your life.

Please complete this Minds On activity before participating in the virtual field trip.

EDUCATOR	CLASS
<p>Viewing the world and relationships through a lens of gratitude can help us notice and appreciate the positives in life, even when facing a challenge. Use the prompts below to help you notice and acknowledge the things that you are grateful for.</p>	<p>Choose from the following options:</p> <ul style="list-style-type: none"> <li>• <b>My Favourite Things</b> – This activity will get students thinking about what they love and value! There are two options to choose from – <b>Hot Potato Gratitude</b> and <b>Spin the Wheel</b>. See <a href="#">Appendix A</a> for instructions.</li> <li>• <b>Inspirational Snowball Fight</b> – This activity provides a fun way for students to send each other positive affirmations and encourage an optimistic outlook. Adapt this activity to meet the needs of your students. Some may prefer to draw or verbalize their ideas for someone else to write down.               <ul style="list-style-type: none"> <li>- <a href="#">Everyday Mental Health version</a> (ETFO)</li> <li>- <a href="#">Faith and Wellness version</a> (OECTA)</li> </ul> </li> </ul>

## ACTION TASK: VIRTUAL FIELD TRIP VIDEO

In this video, students and educators will learn **why** gratitude is a useful tool to help us cope with stress, and **how** we can practice gratitude. You will also hear examples of gratitude from students your age.

Links to view virtual field trip:

[Click here to view on YouTube](#)

[Click here to view on Vimeo](#)



## CONSOLIDATION

These activities and resources are designed to provide opportunities for consolidation of learning for both the educator and the students. Also provided is a letter for parents/caregivers that shares information and possible opportunities for follow-up learning.

EDUCATOR	CLASS
<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <li> <input type="checkbox"/> <b>Reflect</b> <ul style="list-style-type: none"> <li>Reflect on the entire virtual field trip series. Are there strategies that you have adopted or would like to adopt into your everyday life?</li> </ul> </li> <li> <input type="checkbox"/> <b>Practice</b> <ul style="list-style-type: none"> <li>Consider <a href="#">re-visiting all the strategies</a>, (breathing, muscle relaxation, visualization, distraction, thought-changing and gratitude), and take some time to practice the activities that you wish to adopt.</li> <li>Consider trying the following <b>Gratitude Notes</b> activity as part of your morning routine:</li> </ul> </li> <li> <input type="checkbox"/> <b>Share</b> <ul style="list-style-type: none"> <li>Consider sharing this <a href="#">virtual field trip series</a> with a colleague to use with their class!</li> </ul> </li> </ul>	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <li> <input type="checkbox"/> <b>Practice</b> <ul style="list-style-type: none"> <li>The following link will take you to <b>three</b> different activity cards on gratitude that can be used for consolidation.               <p><b>Expressing Gratitude activities:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Everyday Mental Health version</a> (ETFO)</li> <li>- <a href="#">Faith and Wellness version</a> (OECTA)</li> </ul> </li> <li>In <a href="#">virtual field trip #5</a> we learned about affirmations. Affirmations can partner well with gratitude. Re-visit the <a href="#">four-finger affirmation strategy</a> with this new lens of gratitude.</li> <li>Try the “I Can” Reflection from <i>Ophea’s Open Class – Unit 4: Welcome Back Choice Board</i></li> </ul> </li> <li> <input type="checkbox"/> <b>Reflect and Discuss</b> <p>Re-visit the strategies learned in the <a href="#">first five lessons</a> (breathing, muscle relaxation, visualization, distraction, thought-changing).</p> <ul style="list-style-type: none"> <li>Is there an activity from one of the field trips that you have started using regularly? If so, which one and why do you use it?</li> <li>Have you noticed which strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing) work best for you?</li> <li>How do you know they are working?</li> </ul> </li> <li> <input type="checkbox"/> <b>Share</b> <ul style="list-style-type: none"> <li>Encourage students to share their favourite strategy with a classmate, friend, or family member!</li> </ul> </li> </ul>



**PARENT/CAREGIVER**

Today our class participated in a virtual field trip to learn more about coping with stress, recognizing that stress is a part of life, and that there are strategies to help us cope.

We learned that gratitude is a way of thinking, one that you can practice, develop and cultivate. We also learned that practising gratitude can help us manage stress and bring more positivity to our lives. If you would like to continue the learning from today, here are a few prompts to ask your child.

- What can we do to show gratitude?
- What did you find interesting about what you learned?
- What strategies have you learned that you find helpful when you have big feelings or feel overwhelmed?

For more activities to try at home, check out this set of activity cards from *School Mental Health Ontario*: <https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf>.

You can also access *Ophea's Resources to Support Parents and Caregivers with Health and Physical Education at Home* <https://www.ophea.net/resources-support-parents-and-caregivers-health-and-physical-education-home> and visit *Ophea Open Class* <https://ophea.net/hpe-online-learning/elementary/ophea-open-class> for recorded instructional videos and lessons with guiding reflection questions related to social-emotional learning to support learners at home.





# Appendix A

## My Favourite Things

**These activities are designed to get students thinking about the things that they love and value! Two options are offered to help differentiate for online and in person learning.**

### 1. Spin the Wheel!

Have a student volunteer to share one of their favourite things, and then go to this [link](#) – and spin the wheel. The student shares an answer that matches the category where the wheel stops – Food, Person, Activity/Game, or Toy. You can use the link to the wheel as it is, or edit to meet the needs of your students.

### 2. Hot Potato Gratitude

Take a cube, or other object (blocks, small boxes or dice would work well) and put a sticky note on each side. Each note will have a different category – Food, Person, Activity/Game, Toy, etc. Select categories that suit the needs of your students. Use this object for a game of ‘Hot Potato’ – students pass it around a circle while music is playing. When the music stops, the child that has the object in their hands will roll it and then name what they are grateful for in that category. For example – If the object shows the word food they might say – “My favourite food is pizza!”

