

Junior

Virtual Field Trip Stress Management and Coping

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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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the first lesson in a series of six lessons to support the development of **stress management** and **healthy coping skills**.

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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

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

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"> explore the connection between our mental and physical health. discuss the benefits of physical activity for stress management. practice stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> explore the connection between mental and physical health. practice breathing strategies as a possible tool to help us cope with stress.



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:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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 virtual field trip.

EDUCATOR	CLASS
<p>What is social-emotional learning?</p> <p>Watch this 5 minute video for helpful background information: What is social-emotional learning?</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What kind of emotions do you experience throughout your day before, during and after school? • Describe some reasons why it would be important to understand and know how to manage your emotions. • How do you think social-emotional learning skills help you as an educator? • How do you think social-emotional learning skills strengthen the relationships with your students and others around you? 	<p>Learning about Stress Management and Coping</p> <p>Show students some of the feelings flashcards found in Appendix A or download this slide deck that contains the cards. Ask students to identify each of the emotions. Not all students will name the same emotion for each of the flash cards, and that's okay. Including some of the guiding questions below in your discussion about the different emotions shown on the flashcards.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What kind of emotions do you experience throughout your day at school? (whether in person or virtual) • Why is it important to understand and know how to manage your emotions? • How do you know when you are feeling stress? • What are some strategies you currently use to help manage feelings of stress?

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>SMH-ON Personal Resiliency Tips for helpers who Support Students</p>	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <p>❑ Discussion</p> <p>Revisit some of the guiding questions in the minds-on and compare ideas from pre and post field trip.</p> <p>❑ Read Aloud</p> <p><i>Appendix B</i></p> <p>❑ The following one minute video was created by Ontario secondary students – they share their insights on managing stress and coping. Some of their examples may not be relevant to junior students, but it could provide a provocation for a consolidation discussion. Preview before sharing with students.</p> <p>Social Emotional Learning Student Project</p> <p>❑ Offer students further opportunities to practise the strategies introduced, or try new strategies from School Mental Health Ontario and Ophea.</p> <ul style="list-style-type: none"> • School Mental Health Ontario: <ul style="list-style-type: none"> - Everyday Mental Health Resource (contains some of the activities used in the virtual field trip) • Ophea, Brain Blitz: <ul style="list-style-type: none"> - Breathing with Awareness - Breathing Good Energy In - Happy Place Meditation 	<p>Letter to share with caregivers – <i>Appendix C</i></p>



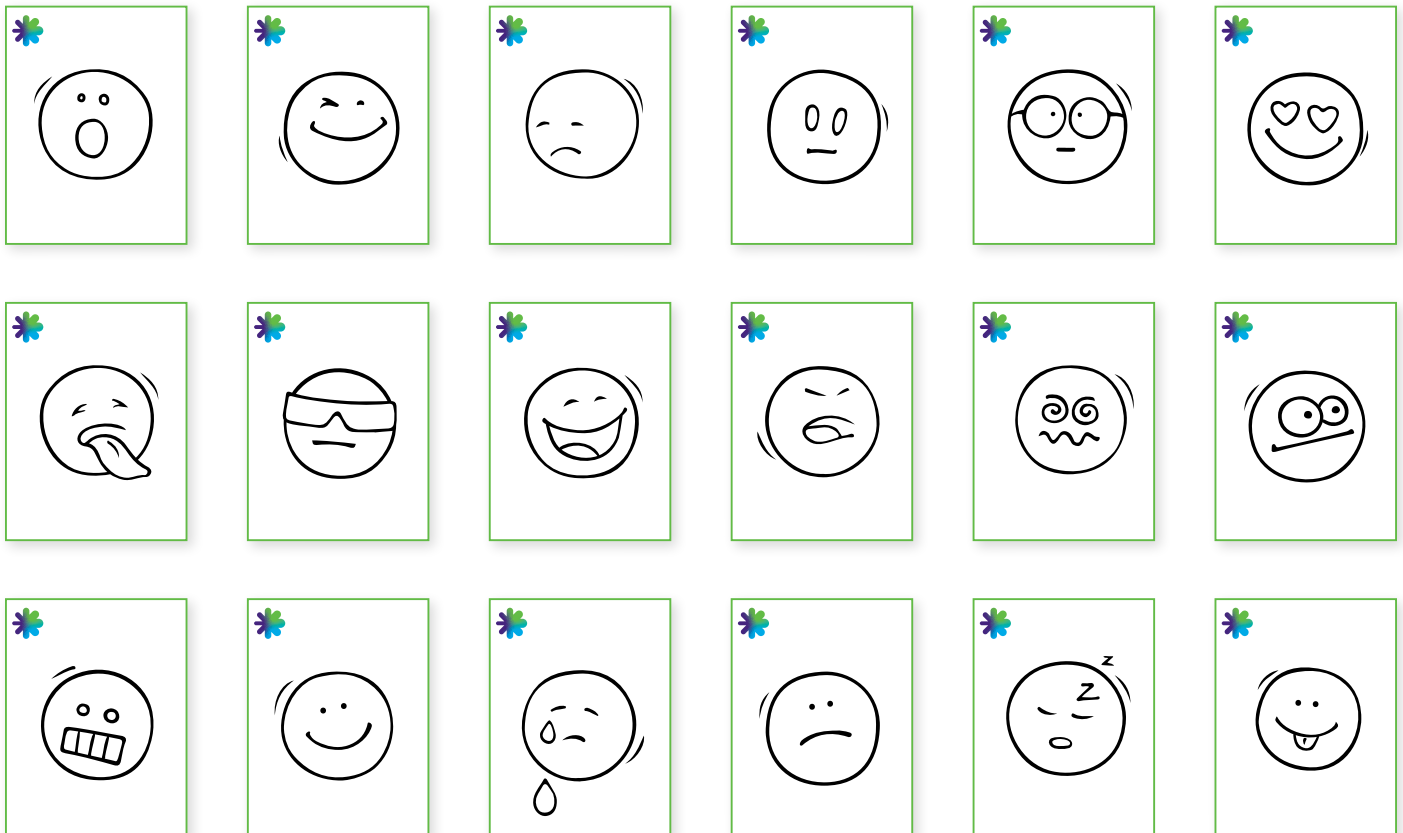


Appendix A

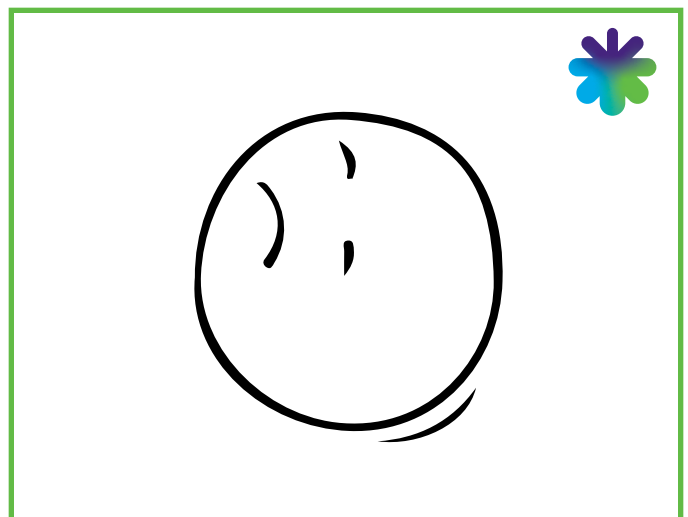
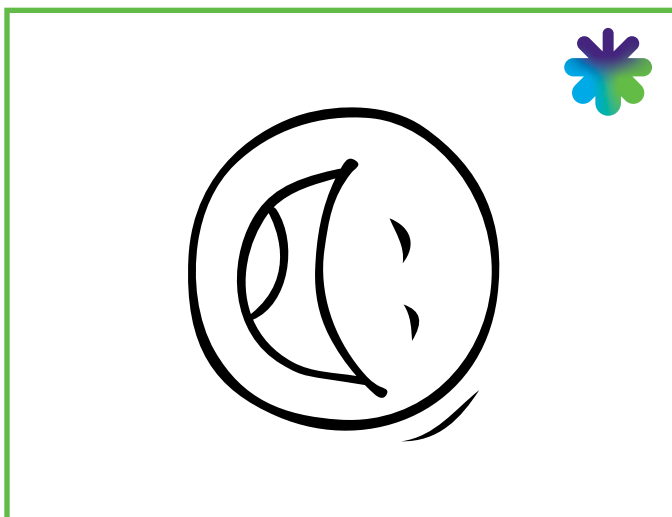
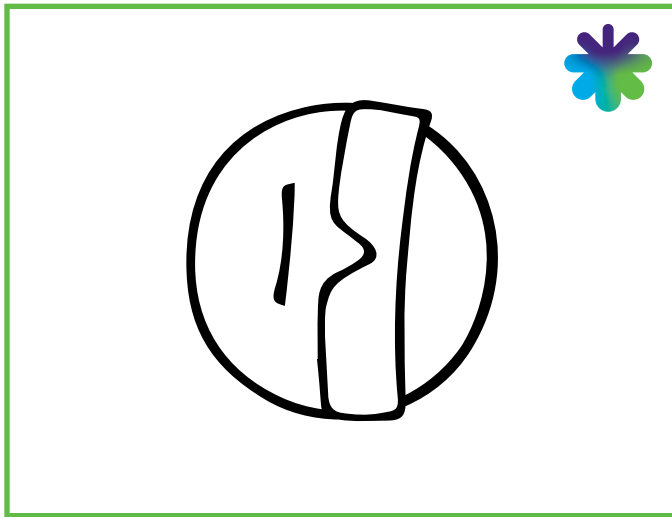
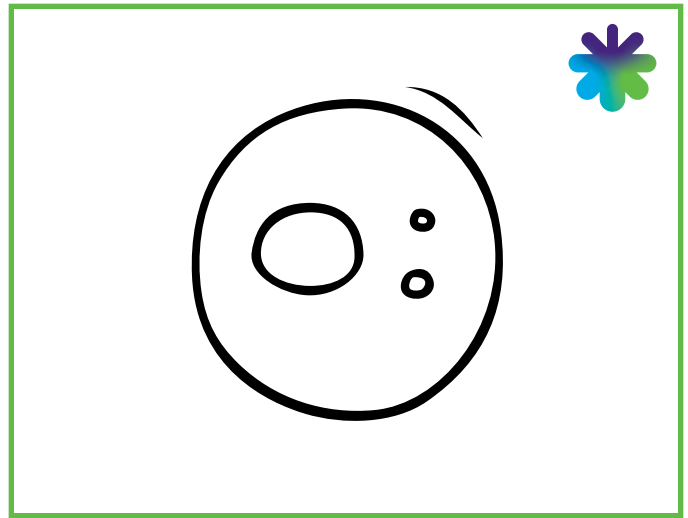
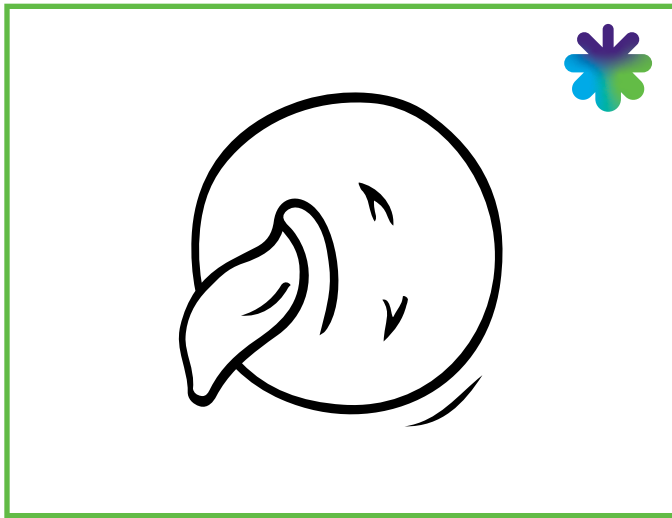
Feelings Flashcards

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:

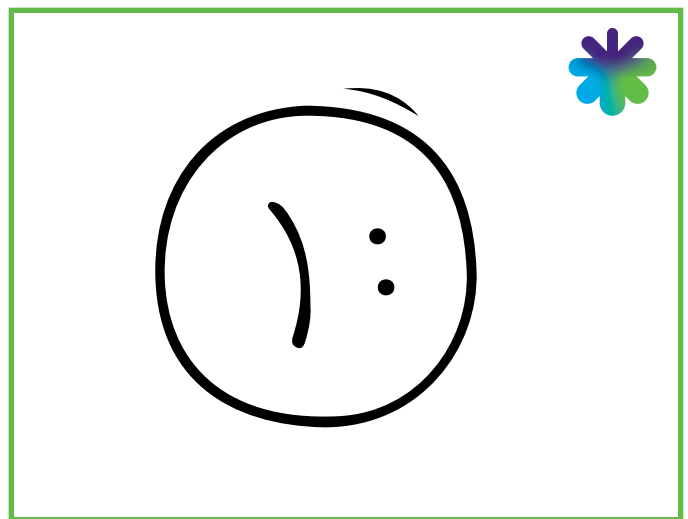
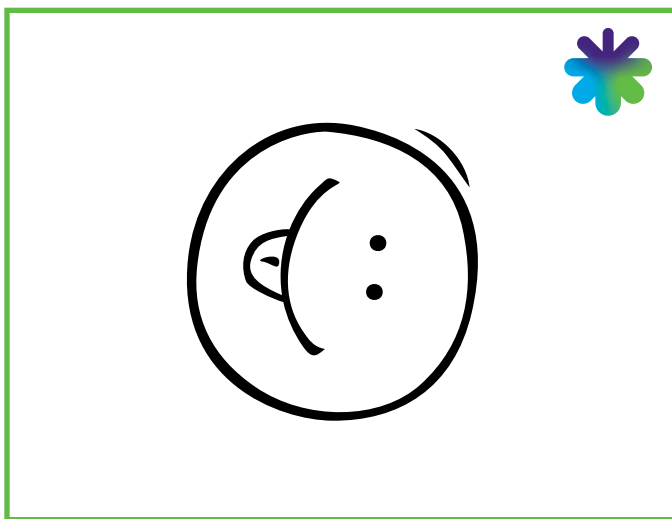
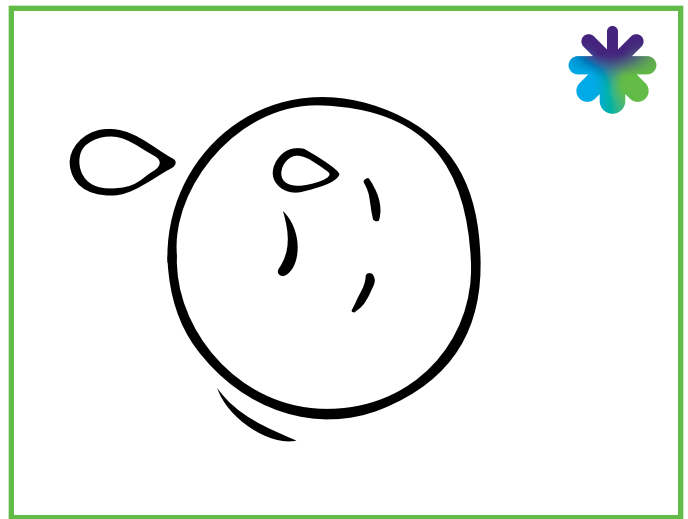
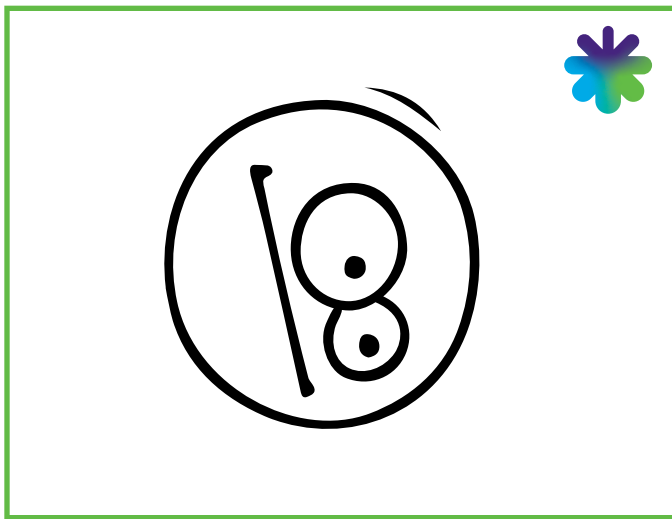
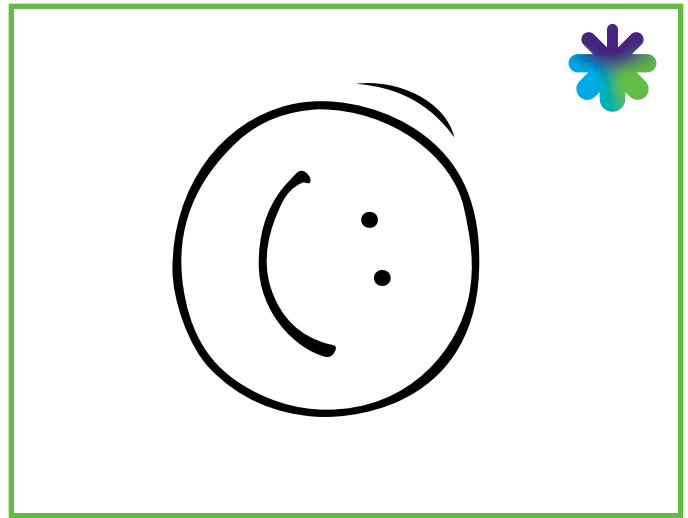
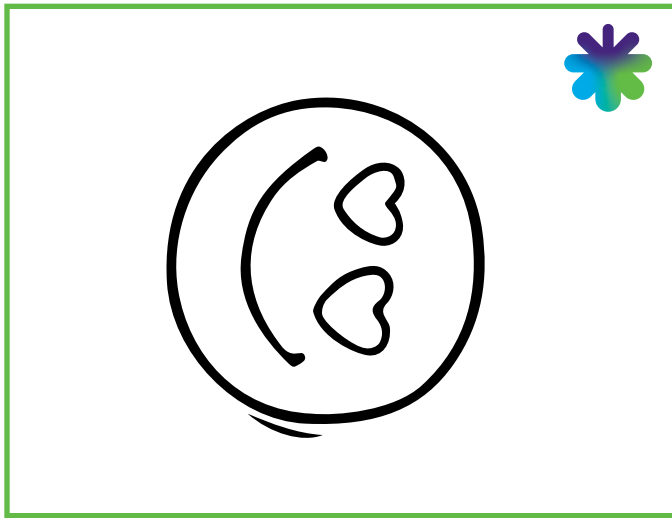
- Create a match game. When students find a match they name the emotion.
- Use for a check-in. Students select the emoji that they resonate with at that moment.
- Co-create labels for each of the flash cards. Decide, (as a class, or in small groups, or as individual students), what feelings each of the emojis represent. Use the blank cards provided to have students create their own emoji.
- Use them for a role play situation. Present students with an 'imaginary text message' and ask them which emoji would be most appropriate to include.



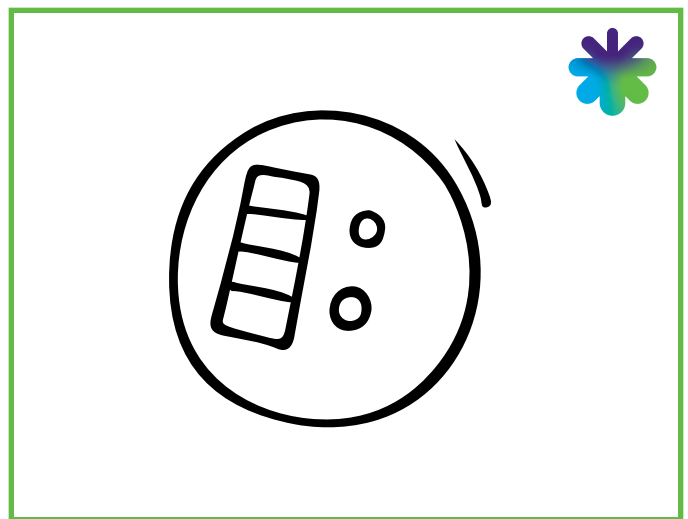
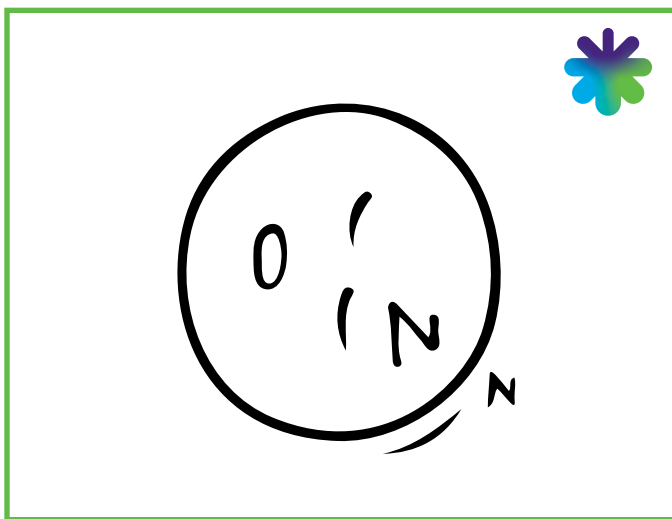
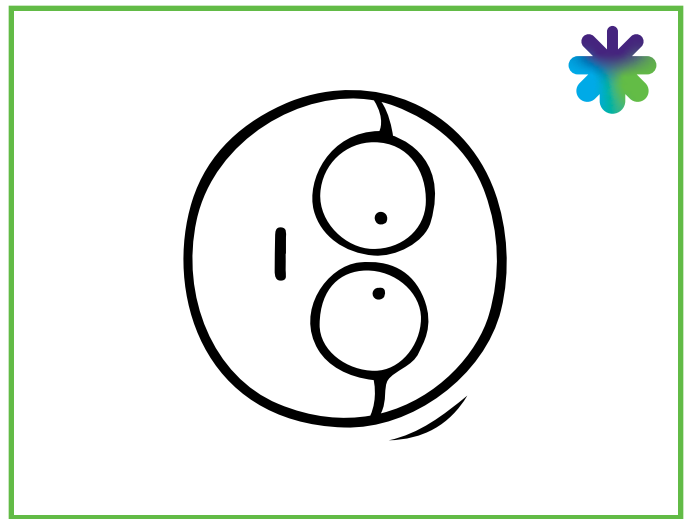
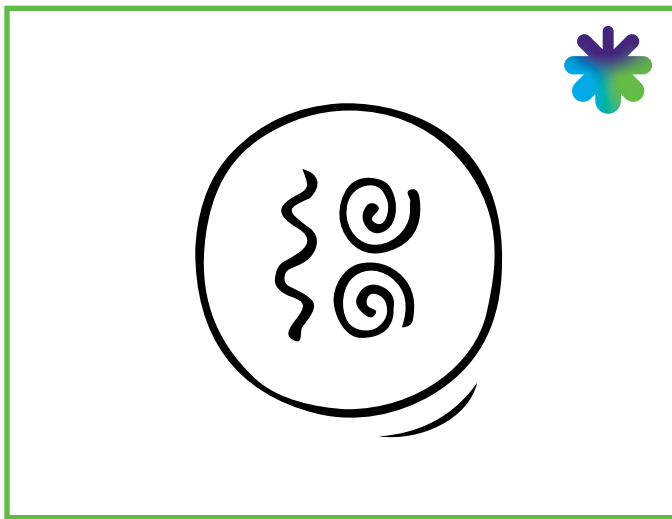
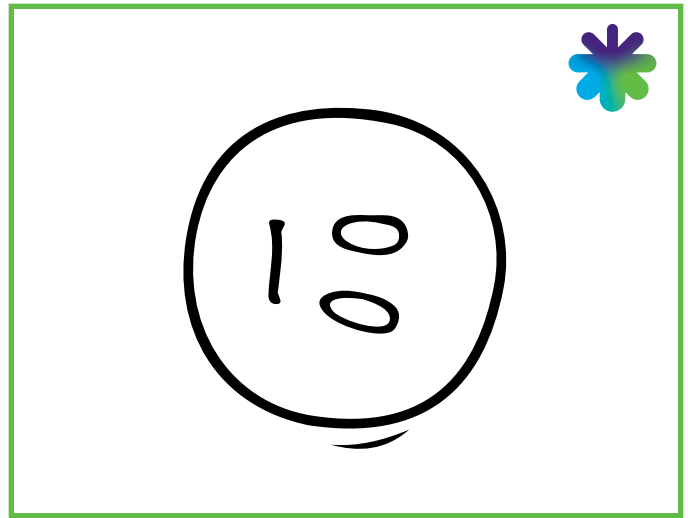
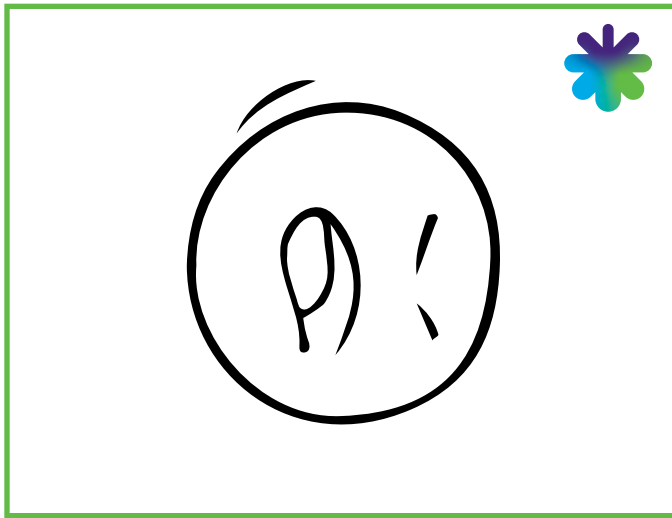
Feelings Flashcards 1 – 6



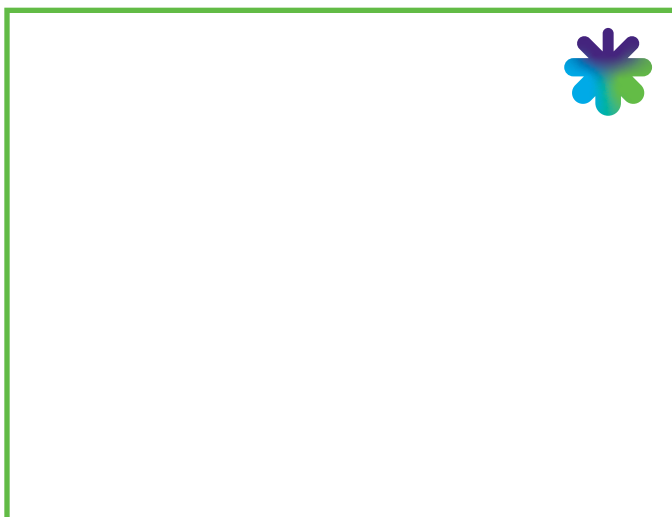
Feelings Flashcards 7 – 12



Feelings Flashcards 13 – 18



Feelings Flashcards (create your own)





Appendix B

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?





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 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.



Junior

Virtual Field Trip 2

Stress Management and Coping

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Muscle Relaxation Strategies



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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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the second lesson in a series of six lessons to support the development of **stress management** and **healthy coping skills**.

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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

Students will learn skills to:	So they can:
<ul style="list-style-type: none"> identify and manage emotions 	<ul style="list-style-type: none"> express their feelings and understand the feelings of others
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<ul style="list-style-type: none"> think critically and creatively 	<ul style="list-style-type: none"> make informed decisions and solve problems

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"> explore the connection between our mental and physical health. discuss the benefits of physical activity for stress management. practice and model stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> explore the connection between mental and physical health. talk about the benefits of physical activity for stress management. practice muscle relaxation strategies as a possible tool to help us cope with stress.



SUCCESS CRITERIA:

Co-create 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:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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

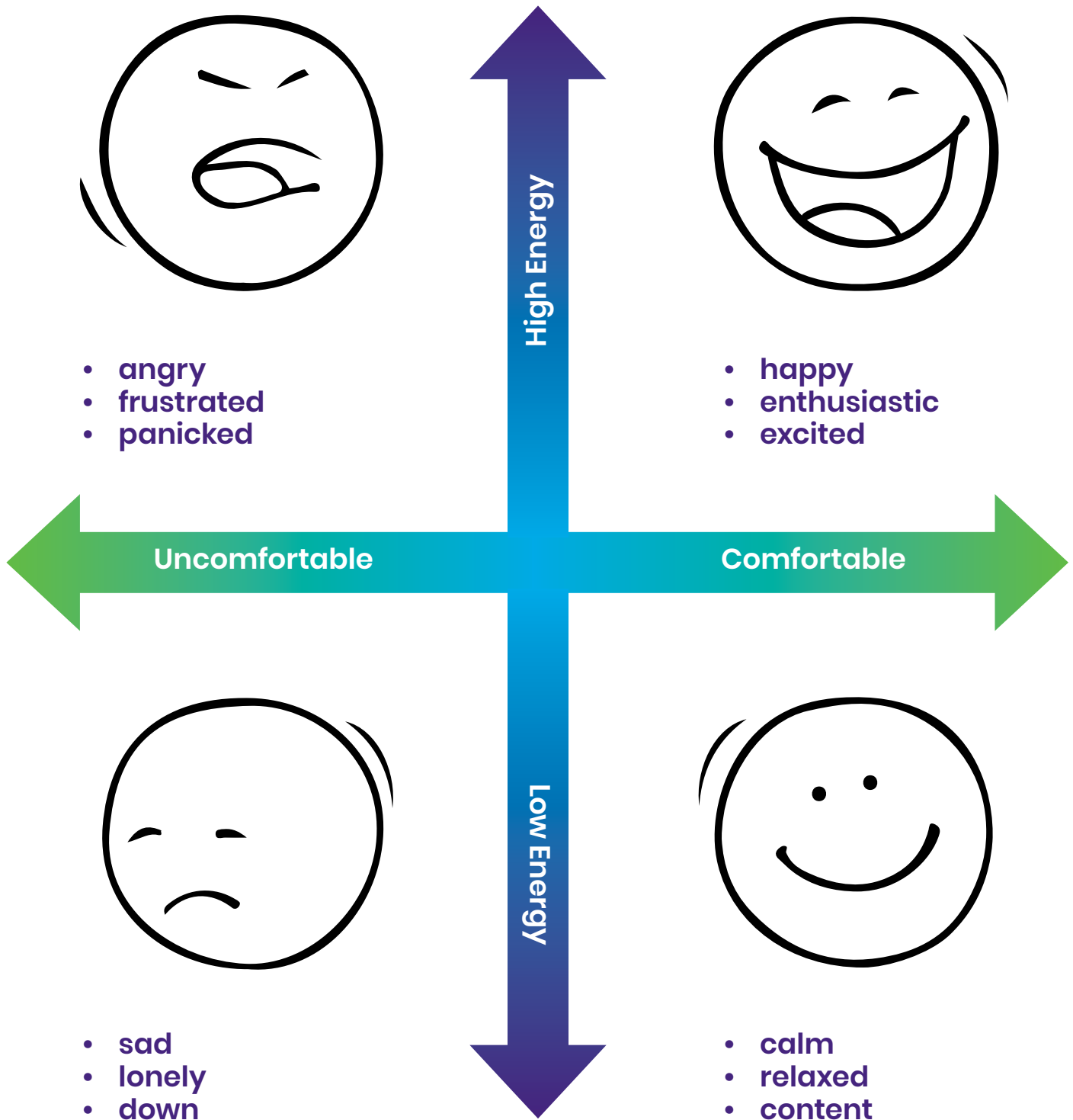
Share the 'Mood Meter' poster (found on the next page) with students. Ask them what they notice. This may prompt a discussion about energy levels and levels of comfort. This conversation connects to our learning in the [first virtual field trip](#). Sometimes we feel big emotions that might make us feel uncomfortable and cause physical and emotional responses. We are working on finding strategies to help us cope with these feelings in healthy ways.

Have students do a check-in using the mood meter 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: "How are you feeling?". Encourage students to use a variety of responses, they are not limited to the words on the poster.



Mood Meter



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

Invite students to participate in a physical activity from the *Ophea, Brain Blitz* resource called: [Hold, Melt and Move](#).

3. CHECK-IN

Have students do a second check-in.

- How are you feeling now?
- 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 decompress and feel better in our bodies, which in turn helps calm our minds. 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:

Discussion

Visit our classroom conversation starters package and scroll to the green section, (pages 35 - 42), that is all about stress management and coping: <https://smho-smso.ca/wp-content/uploads/2020/09/Class-Conversation-Starters-EN.pdf>. There are four questions there to start a conversation about 'Handling Stress' – use all four question cards or select the question/questions that you think are most suitable.



Check-In

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

Reflect

Remind students of the breathing strategies shared in the first Virtual Field Trip session. Have students reflect on and compare the two different types of strategies (breathing vs muscle relaxation). Which strategy or strategies do they think they would continue to use and why?

Practise

Offer students further opportunities to practise the strategies introduced, or try new strategies using some of these tools from *School Mental Health Ontario* and *Ophea*.

- School Mental Health Ontario:
 - [Everyday Mental Health Resource](#)
(contains some of the activities used in the virtual field trip)
 - [Tense and Relax Poster](#)
- Ophea, 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.



Junior

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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the third lesson in a series of six lessons to support the development of **stress management** and **healthy coping skills**.

By demonstrating a range of stress management strategies, both students and educators 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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

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

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"> • explore the connection between our mental and physical health. • discuss the benefits of physical activity for stress management. • practice and model stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> • explore the connection between mental and physical health. • practice visualization activities as a possible tool to help us cope with stress.



SUCCESS CRITERIA:

Co-create 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 previous virtual field trips](#). What opportunities are there to extend the learning?

For example:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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>Reflect on the following questions:</p> <ul style="list-style-type: none"> • Can your thoughts change how your body feels? • Can the way your body feels change your thoughts? • Can your emotions change how your body feels? • Can the way your body feels change your emotions? <p>Try this Breathing and Noticing 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>Reflect and Discuss</p> <p>When we use the strategy of visualization, we don't just picture how something will look, we also think about how it might feel, taste, smell and sound.</p> <p>In Appendix A you will find a list of activity ideas designed to get students talking and thinking about some of their five senses. Choose the activities that fit the needs of your students. You may have other ideas to add to the list based on the materials you have on hand – (e.g., books, musical instruments, etc.). These activities can be done as a whole class, in small groups, or in partners.</p>

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>Reflect 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>Practice Consider trying this guided body scan activity to practice using visualization as a strategy for yourself.</p> <p>Click here to view</p>	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <p>❑ Reflect and Discuss Re-visit the strategies learned in the first two lessons – (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> <p>❑ Practice 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"> • School Mental Health Ontario: <ul style="list-style-type: none"> - Forest Visualization Activity - Imaginary Walk - Visualization and Body Scan - Breathing and Noticing • Ophea, Brain Blitz: <ul style="list-style-type: none"> - Breathing with Awareness - Breathing Good Energy In - Happy Place Meditation
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"> • Why do you think it is important to understand and know how to manage your emotions? • Which visualization activity from today felt most helpful for you? • Were you able to imagine your favourite place with all your senses? Would you like to tell me about your favourite place? <p>For more activities to try at home, check out this set of activity cards from <i>School Mental Health Ontario</i>: https://smho-smso.ca/wp-content/uploads/2020/07/EDMH-ParentActivities-FINAL-EN.pdf.</p> <p>You can also access <i>Ophea's</i> 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.</p>	





Appendix A

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.

	<p>I'm Listening!</p> <p>Use the following questions to spark a conversation with students about the sounds that bring them comfort, or make them feel good.</p> <ul style="list-style-type: none"> • When you are feeling stressed, worried, or distracted have you noticed what sounds you find comforting? • Is there a certain type of music, or a particular song that you find calming? Do you have certain songs that also help pump you up? • Are you soothed by sounds found in nature like wind, water, or birds? <p><i>Optional extension activity:</i> There are websites that offer a variety of sound samples, as well as websites that provide tools to make music. Students could explore one of these sites and share a sound that they like, or create a piece of music that makes them feel good.</p> <p>An example of these websites would be: https://noises.online/, and https://musiclab.chromeexperiments.com/Song-Maker</p>
	<p>Guess the Object</p> <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! To increase the challenge try putting two related items in at the same time and have the leader describe them both. For example – a fork and knife, a pen and pencil.</p>



Charades – Places that People Love

This classic game of Charades will get students moving and thinking. The theme of 'places that people love' complements one of the activities offered in the virtual field trip.

Instructions: Using only pantomime students will “act out” the name of a place without speaking, while the other members of their team try to guess what the place is. The objective is for the class/team to guess the phrase as quickly as possible.

This game could also be done as Pictionary. Students would draw the clues, instead of acting them out.

Clues for charades (you can print this page off and then cut this chart into strips).

The beach

A treehouse

A beanbag chair

Beside a fireplace

A forest

Couch

Have students come up with their own.



Junior

Virtual Field Trip 4

Stress Management and Coping

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Distraction



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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the fourth lesson in a series of six lessons to support the development of **stress management** and **healthy coping skills**.

By demonstrating a range of stress management strategies, both students and educators 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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

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

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"> • explore the connection between our mental and physical health. • discuss the benefits of physical activity for stress management. • practice and model stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> • explore the connection between mental and physical health. • explore distraction activities as a possible tool to help us cope with stress.



SUCCESS CRITERIA:

Co-create 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 previous virtual field trips](#). What opportunities are there to extend the learning?

For example:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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 **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>Reflect on the following questions:</p> <ul style="list-style-type: none"> What distractions am I currently using to cope with stress? Are they effective? What are five activities or actions that bring a smile to my face? Could any of these activities be an effective distraction? 	<p>The I in Image</p> <p>The I in Image activity provides students an opportunity to choose an image that they connect with and then share why they chose it. This activity will shine a light on the strengths and interests of students. It also allows for students to hear and learn about the views of their peers. You can customize this activity for the age and interests of your students through the images you select to use.</p> <p>The linked cards below provide instructions for face-to-face learning. This activity can be adapted for virtual learning by inserting images on a document or in a slide deck. Visit Appendix A for a table of images that may be helpful.</p> <ul style="list-style-type: none"> The I in Image – ETFO version The I in Image – OECTA version

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>Reflect</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"> • Which strategies (breathing, muscle relaxation, visualization, distraction) do you use most often? • Which strategies (breathing, muscle relaxation, visualization, distraction) work best for you? • Which specific activities do you find most effective? (for example – five-finger breathing, my favourite place, etc.) • Are there new activities that you would like to practice and incorporate into your daily life? 	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <p>□ Celebrate and Acknowledge</p> <p>Consider setting up a shared space where students can contribute activities or accomplishments that are important to them. If learning in a virtual environment, students could contribute to a digital space. A shared slide deck or JamBoard could work. For a more detailed explanation view the SMH-ON 'What's New?' activity card:</p> <ul style="list-style-type: none"> • What's New? – ETFO version • What's New? – OECTA version <p>□ Make a list</p> <p>Ask students to name activities from the video that resonated with them. Make a list of these 'distraction activities' that are preferred by your class. Ask: "Are there other activities that you would like to add to the list?"</p> <p>□ Reflect and Discuss</p> <p>Re-visit the strategies learned in the first three lessons – (breathing, muscle relaxation, and visualization). Which was your favourite activity and why? Are you noticing which strategies work best for you? How do you know they are working?</p> <p>□ Practice</p> <ul style="list-style-type: none"> • Offer students opportunities to explore distraction activities of their choice. • Provide opportunities for students to practise the strategies introduced in previous field trips. • Try one of these physical activities from Ophea: https://ophea.net/ideas-action/physical-activity



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 stress?

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

Minds On: Images for 'I in Image'

Look through the images and choose one that you relate to, or that you are interested in. Take note of what the image number is, then in the class discussion share your answer about what your choice was and why you chose that image. Click below to download slides of these images:

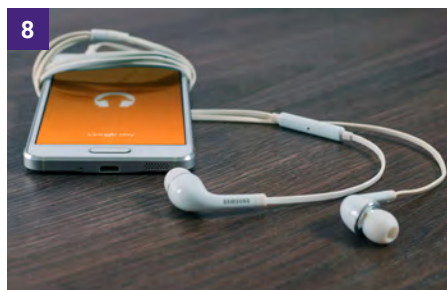
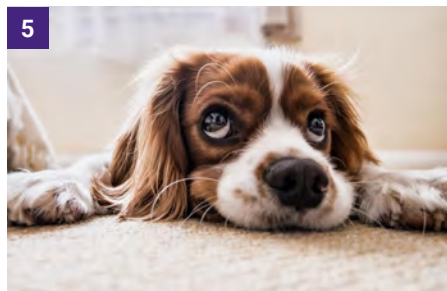
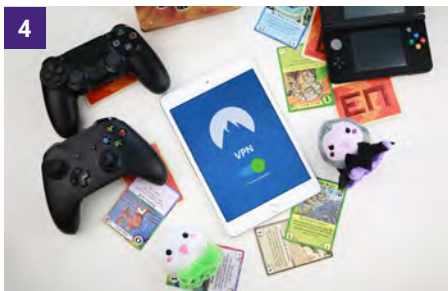
[Google Slides](#)
[PowerPoint](#)


Image Source: Pixabay



Junior

Virtual Field Trip 5

Stress Management and Coping

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Thought-changing



School
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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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the fifth lesson in a series of six lessons to support the development of **stress management** and **healthy coping skills**.

By demonstrating a range of stress management strategies, both students and educators 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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

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

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"> • explore the connection between our mental and physical health. • discuss the benefits of physical activity for stress management. • practice and model stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> • explore the connection between mental and physical health. • explore thought-changing as a possible tool to help us cope with stress.



SUCCESS CRITERIA:

Co-create 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 previous virtual field trips](#). What opportunities are there to extend the learning?

For example:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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 the strategy of **thought-changing**. These strategies help us slow down and notice. 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>Affirmations 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"> • I am doing my best. • I am capable of amazing things. • I choose to focus on what I can change. • I have courage and confidence. • I deserve understanding and compassion. • I am at peace with who I am. 	<p>Choose from the following activities: (see Appendix A for full instructions of these activities)</p> <p>True, False, or Worth Checking? This simple listening activity is designed to help students understand that the way we perceive things to be, may not always be accurate. We must sometimes double check our interpretations of what we perceive. See Appendix A for instructions.</p> <p>What Do You See? This drawing activity is designed to help students think about how we are able to shift the focus of our thinking. See Appendix A for instructions.</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 resources are used in this video:

1. Four Finger Affirmation (SMH-ON)
 - [Everyday Mental Health version](#) (ETFO)
 - [Faith and Wellness version](#) (OECTA)
2. [Four Square Breathing](#) – (go to link and click on calm breathing)

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>Reflect</p> <ul style="list-style-type: none"> 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. If your friend was having the same unhelpful thoughts, how would you respond? Consider re-visiting the five strategies introduced so far, (breathing, muscle relaxation, visualization, distraction, thought-changing), and take some time to think about what works best for you. 	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> Four Finger Affirmation Take some time for students to create their own four finger affirmations as outlined in the video. Click here for a printable Four Finger Affirmation poster for your classroom. Practice <ul style="list-style-type: none"> Re-visit the Four Square breathing activity shown in the video. (Click the link and then click on <i>Calm breathing</i> to view the activity.) Re-visit previous field trips and explore how those strategies could be used in combination with thought-changing activities shared in this lesson. <i>The Power of Yet</i> <ul style="list-style-type: none"> Everyday Mental Health version (ETFO) Faith and Wellness version (OECTA) <i>Illusions</i> <ul style="list-style-type: none"> Everyday Mental Health version (ETFO) Faith and Wellness version (OECTA) If you choose this activity, visit Appendix B for illusion images. Reflect and Discuss Re-visit the strategies learned in the first four lessons (breathing, muscle relaxation, visualization, and distraction). <ul style="list-style-type: none"> 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? Are you noticing which strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing) work best for you? How do you know they are working?



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

Minds On Activities

1. True, False, or Worth Checking?

The following statements may be true, may be a lie, or may need verification. Modify the statements to suit your students' needs, or have students create their own statements. Read each statement aloud. After each statement, the students think about whether the statement is a truth, a lie or needs verification. Choose a method for students to share their answers that best suits your learning situation. For example – Think/Pair/Share, large group sharing aloud, or using a digital tool to answer.

Sample Statements:

- In the school yard, there is a play structure.
- The tree behind the school can grow money.
- Sometimes, the sun is cold.
- If I concentrate really hard, I can fly like a bird.
- The principal doesn't like my sweater.
- I think our neighbour is mad at me.
- There is a red cap in the school yard.
- I can read a chapter book in one day.
- The rain makes my clothing wet.

2. What do you see?

Invite students to draw a picture of their choice without providing a theme or giving further instructions. When they are done drawing use the following questions to help students identify the part of their drawing, that they like the most and the part of the drawing they would like to improve.

1. What do like most about your picture?
2. Which part of your picture do you dislike or would like to change?
3. Turn over your picture for a few seconds then turn it back. What do you see? What does your eye focus on? The part that you like or part that you don't like?
4. Turn over your picture once again. This time, when you turn it back, try hard to focus only on the part that you do like.

Make a connection between their drawing and their thoughts before playing the virtual field trip video. This speaking prompt may be helpful:

"The idea of shifting our thoughts that we just practiced with our drawings can be applied to more situations. Sometimes we have unhelpful thoughts that move in and we can get stuck thinking about them. We can learn to notice our thoughts, stop, and think, and then shift our thoughts to be more positive."

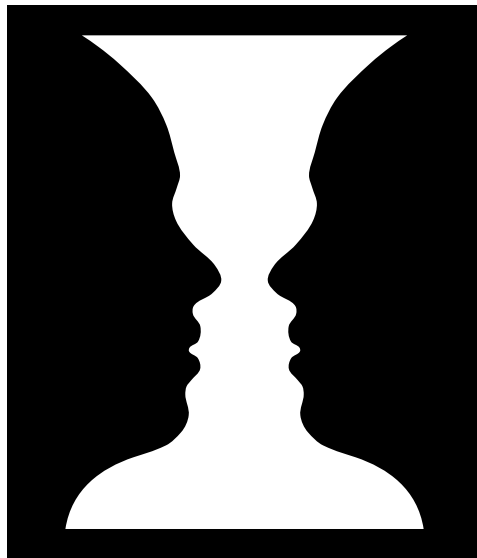




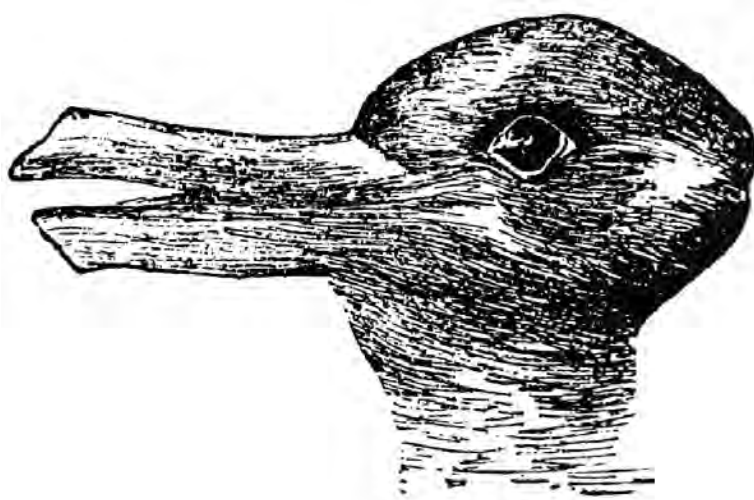
Appendix B

Resources for optional Consolidation Activity – Illusions

Choose an illusion, or illusions that best suits your students. You can find a variety of illusions at [The Gallery of Optical Illusion Art](#) or by googling the term 'illusion images' or 'what do you see illusions'. You may wish to re-visit the 'dress illusion' photograph that went viral on the internet in 2015. It sparked a debate over whether a dress was black and blue, or white and gold. Two ready-to-use illusion images are available below.



Source: <https://www.littlepassports.com/science/optical-illusions-art-gallery/>



Duck or Rabbit? This image is a classic optical illusion that has been around for over 100 years. In 1899 American psychologist Joseph Jastrow used it in research he was conducting about perception and mental activity.

Source: <https://www.ocf.berkeley.edu/~jfkhlstrom/JastrowDuck.htm>

Junior

Virtual Field Trip 6

Stress Management and Coping

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Gratitude



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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 educators.

Each lesson will provide:

- A **minds on activity** for both educators 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.

In this series of six lessons we will:

- Explore the connection between mental and physical health.
- Discuss the benefits of physical activity for stress management.
- Practice stress management coping skills.





Grades 4 – 6

Lesson Plan

This is the sixth and final lesson in this series to support the development of **stress management** and **healthy coping skills**.

By demonstrating a range of stress management strategies, both students and educators 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:

Strand D, Healthy Living

This chart provides a brief summary of the mental health literacy topic learning, that this lesson will address, for **grades 4 – 6**.

Mental Health Literacy topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
Grade 4		D2.5 Healthy choices to support Mental Health	D3.3 Stress Management (cognitive, behavioural)
Grade 5		D2.6 How to help others, when to seek help	D3.4 Stigma awareness
Grade 6	D1.4 Seeking help-professional helpers D1.5 Connecting thoughts, emotions and actions		



Strand A, Social Emotional Learning (SEL) Skills

The chart below provides an “at-a-glance” summary of 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 series. Learning related to SEL skills are woven throughout the health and physical education curriculum for all grades.

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

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"> • explore the connection between our mental and physical health. • discuss the benefits of physical activity for stress management. • practice and model stress management coping skills. 	<p>As students, we are learning to build confidence and competence to:</p> <ul style="list-style-type: none"> • explore the connection between mental and physical health. • explore gratitude as a possible tool to help us cope with stress.



SUCCESS CRITERIA:

Co-create 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 previous virtual field trips](#). What opportunities are there to extend the learning?

For example:

- I can recognize that stress is a part of life and that it can be managed.
- I can learn ways to respond to stressful challenges.
- I can practice, observe, and apply strategies to help manage my stress.

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
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>Choose from the following options:</p> <ul style="list-style-type: none"> Positive Post-its This activity is designed to cultivate and support kind interactions and positivity. Be sure to check out the suggested adaptations on this card for other ideas that might fit the needs of your students. <ul style="list-style-type: none"> - Everyday Mental Health version (ETFO) - Faith and Wellness version (OECTA) Inspirational Snowball Fight 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 their ideas, or verbalize their ideas for someone else to write down. <ul style="list-style-type: none"> - Everyday Mental Health version (ETFO) - Faith and Wellness version (OECTA) KWL Chart Use <i>Ophea's Student Resource</i>: Recordable Learning Tool, KWL Chart to find out what students know and what they want to know.

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"> <input type="checkbox"/> Reflect <ul style="list-style-type: none"> Reflect on the entire virtual field trip series. Are there strategies that you have adopted or would like to adopt into your everyday life? <input type="checkbox"/> Practice <ul style="list-style-type: none"> Consider re-visiting all the strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing and gratitude), and take some time to practice the activities that you wish to adopt. Consider trying the following Gratitude Notes activity as part of your morning routine: <input type="checkbox"/> Share <ul style="list-style-type: none"> Consider sharing this virtual field trip series with a colleague to use with their class! 	<p>Choose from the following activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice <ul style="list-style-type: none"> The following link will take you to three different activity cards on gratitude that can be used for consolidation. Expressing Gratitude activities: <ul style="list-style-type: none"> - Everyday Mental Health version (ETFO) - Faith and Wellness version (OECA) In virtual field trip #5 we learned about affirmations. Affirmations can partner well with gratitude. Re-visit the four-finger affirmation strategy with this new lens of gratitude. <input type="checkbox"/> Reflect and Discuss <p>If you used Ophea's KWL chart in the Minds On section, re-visit the tool here to record any new information that students learned.</p> <p>Re-visit the strategies learned in the first five lessons (breathing, muscle relaxation, visualization, distraction, thought-changing).</p> <ul style="list-style-type: none"> 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? Have you noticed which strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing) work best for you? How do you know they are working? <input type="checkbox"/> Share <ul style="list-style-type: none"> Encourage students to share their favourite strategy with a classmate, friend, or family member!



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.

