

Secondary

Virtual Field Trip 2 Stress Management and Coping

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Muscle Relaxation Strategies



School
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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 that includes resources to share with secondary students to further support skill development in this area.

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 9 – 12

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:

We develop social-emotional learning skills throughout our lives. 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. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

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



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. • discuss 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

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 to start a conversation about 'Handling Stress' – use all four question cards or select the question, or questions that you think are most suitable for your class.



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 physically, which in turn help us feel better mentally. 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.

Click here to download our social media bundle with visuals of the muscle relaxation exercises shown in this virtual field trip video.

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.

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

Revisit the class conversation starters from the minds-on and compare ideas from pre and post field trip. If possible, consider doing this as an outdoor ‘walk and talk” with partners.

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:

- Share the [COVID-19 Youth Mental Health Resource Hub](#) with students.



- Ophea, Brain Blitz:

- [Breathing with Awareness](#)
- [Breathing Good Energy In](#)
- [Happy Place Meditation](#)

