Stress Management and Coping Virtual Field Trips

# Secondary School Leaders Supplement – Visualization

When educators WELCOME, INCLUDE, UNDERSTAND, PROMOTE and PARTNER, students have a better sense of belonging at school and can feel confident that there are caring adults in the building and/or virtually to whom they can turn to if they are having difficulties academically, socially, or emotionally.

[See also: Leading Mentally Healthy Schools Reflection Tool](https://smho-smso.ca/blog/online-resources/leading-mentally-healthy-schools-reflection-tool/)

The [Student Mental Health Action Kit](https://smho-smso.ca/covid-19/educators/) is a collection of resources specifically designed for educators to support student mental health during difficult times such as the COVID-19 pandemic. As part of this kit, 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 the lessons provide an opportunity for skill development and modelling for both students and educators. A lesson plan with an accompanying virtual field trip video link will be released month highlighting a different strategy.

This secondary school leaders supplement supports the principal / vice-principal work to embed evidence-based mental health and well-being in daily practice. At the same time, the school leader is also introducing and modelling evidence-based practices for their staff’s own mental health and well-being.

The school leaders supplement includes ready-to-use materials to support school-wide implementation. These materials include:

* [Staff meeting introduction slide deck](#staffmeeting)
* [School-wide promotion announcements](#Announcement)
* [School notification system message](#Message)
* [Newsletter/webpage content](#newsletter)

All the materials can be adapted to meet the school leader’s own context within their school/board.

## School leader reflection

* How can I ensure that every student has the opportunity to develop their stress management and coping skills? Where is the virtual field trip lesson best introduced in this school (e.g., course/grade/period)?
* How do we show that embedding these evidence-based mental health and well-being strategies into daily practices are valued in our school?
* In facilitating this lesson/virtual field trip, how am I supporting my staff to explore their personal biases and privileges and how they intersect with their students lived experiences and identities? As a school leader, how am I considering and addressing structures that reinforce inequitable conditions that add or exacerbate stress?
* A focus on emotions may be difficult for some students. Consider your school and board circle of support and service pathways. Refer to the [ONE-CALL Desk Reference](https://smho-smso.ca/blog/online-resources/one-call-desk-reference/) for more information. Know what to do and who to connect with if a student seems like they might be struggling with their mental health.
* How am I modelling the use of these mental health and well-being strategies in my own practice and with my staff?

## Questions?

If you have questions about the Student Mental Health Action Kit or implementing mental health promotion and prevention initiatives, you can either connect with your mental health leader or an individual on your board’s mental health leadership team.

## Want to learn more?

For more information and resources, please see the [School and System Leaders](https://smho-smso.ca/school-and-system-leaders/) section within of our website. School and System Leaders are also encouraged to enroll in the free online certificate course, [MH Lit – Mental Health in Action for school leaders](https://smho-smso.ca/school-and-system-leaders/learn-more/mh-lit-online-course/)

## Implementation materials

### Staff **m**eeting **i**ntroduction

See the accompanying four slide PowerPoint with speaker notes and embedded links. This PowerPoint may be shared with the educators following the staff introduction.

### School-wide promotion announcements

1. Everyone experiences stress feelings as part of their day to day lives and we can learn ways to manage our stress in helpful ways. There are strategies we can learn to help us notice and cope in stressful situations. This month our school is focusing on practicing visualization as one tool to help us through stressful times. Visualization is an example of a useful tool to help us check in with ourselves and control/balance emotions. They can also help improve how our body physically reacts to stress and help us calm our minds.
2. Did you know that visualization activities can help us manage stress? Feeling anxious affects our bodies and minds. Visualization can help us decompress and feel better in our bodies, which in turn helps calm our minds. This month we are practicing using the visualization activities, such as a Body Scan or visualizing a favourite place. Which of the two visualization activities works best for you? Do you have another visualization activity that you prefer?
3. [Read by a student or adapted by an adult] Stress is a normal part of life. There are things that young people go through on a daily basis both inside and outside of school like exams, relationships, social injustice/inequalities, or pressure about our future careers that can make you feel stressed. Stress can affect all aspects of our lives, even the way we act towards others. It’s important for us to learn how to cope with stress when we feel overwhelmed. So far, we have learned about breathing strategies and muscle relaxation strategies. This month we are focusing on learning and practicing visualization as another tool to help us cope with feelings of stress. Have you noticed a strategy that works well for you? How do you know they are working to help you deal with stress?
4. What are some of the strategies you or those you know use to deal with stress? This month, we are focusing on visualization as one way to help us deal with stress. I have been practicing [name one – Body Scan or My Favourite Place]. I like this exercise, as it shifts my focus away from my worries. I use this exercise every [morning/day] before… [give an example that is meaningful to you]. What are some of the strategies you or those you know do to deal with stress?
5. Every day, we are exposed to big and small challenges that can add to feelings of stress. This month, we have been practicing different visualization activities to manage our ability to cope. Learning these skills is an essential part of improving our mental health. If you ever need help, ask a trusted adult to help you or call Kids Help Phone. If you are interested in learning more about youth mental health, check out the COVID-19 Youth Mental Health Resource Hub at Jack.org/COVID or @ThriveSMH on Instagram.

### School notification system message

At [name of school], we are committed to supporting our youth’s mental health. This month we are introducing our students to different visualization activities as a strategy to support their development of stress management and healthy coping skills. 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. Ask your youth to share the visualization activity that they prefer to use. To view the activities, search “Visualization – Virtual Field Trip for High School” on YouTube or visit the School Mental Health Ontario website.

### Template content for newsletter or website

## Supporting student mental health and well-being

When students attend school, whether in-person or online, they engage in important routines and foster connections that can help them to feel more balanced amidst the uncertainties of the pandemic. Our school is committed to bolstering student mental health and well-being by helping our students explore some ways to manage and cope with stress.

School Mental Health Ontario works together with Ontario school districts to support student mental health. [Name of School] will be using a collection of resources for educators to support student mental health during the ongoing pandemic response. These resources are evidence-based. This month, we will be practicing various visualization activities. Visualization can help youth to settle their minds by temporarily shifting focus away from worries and distractions. Please try the simple visualization excerise below or click the links below to view the demonstration for each activity.

### My favourite place exercise

Think about your favourite place. Picture it in your mind. Think of how you feel.

What does it sound like?

What does it smell like?

What does it feel like?

Imagine yourself in your favourite place. Imagine all of your fears and worries replaced with a feeling of calm and happiness. Let yourself relax and enjoy the moment.

### Or follow along with the video:

[A Simple Visualization Exercise](https://youtu.be/TmCfUAyL8-c)

[Forest Visualization Activity](https://youtu.be/s0PO2xo7I9g)

[Body Scan](https://youtu.be/GztQUngm_-Y)

For further information for parents and families on practical resources to support student mental health during COVID-19, please [visit the School Mental Health Ontario website.](https://smho-smso.ca/covid-19/parents-and-families/)

If you are concerned about your youth’s mental health, please contact the school to further support you and your youth.