

Secondary

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 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 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:

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 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>Watch the Skills for students: Managing the stress we feel with your students.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What kind of emotions do you experience throughout your day at school? • 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.

EDUCATOR	CLASS
<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"> ▣ Discussion Revisit some of the guiding questions in the minds-on and compare ideas from pre and post field trip. ▣ Offer students further opportunities to practise the strategies introduced, or try new strategies from School Mental Health Ontario and Ophea. <ul style="list-style-type: none"> • 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) - Breathing and Noticing - Circular Breathing Exercise - Explore the COVID-19 Youth Mental Health Resource Hub with students. Highlight the pack of breathing exercise resources available on the landing page. <div data-bbox="987 1264 1235 1514" style="text-align: center;"> </div> <ul style="list-style-type: none"> • Ophea, Brain Blitz: <ul style="list-style-type: none"> - Breathing with Awareness - Breathing Good Energy In - Happy Place Meditation



Secondary

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 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.

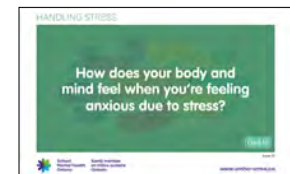
EDUCATOR

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](#)

Secondary

Virtual Field Trip 3 Stress Management and Coping

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Visualization



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Introduction

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

FOCUS OF LEARNING:

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 connections to social-emotional learning. Social-emotional learning aligns with the *transferable skills*, the learning skills, and work habits (refer to *Growing Success, 2010*) which are addressed as part of all curriculums. 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
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<ul style="list-style-type: none"> • maintain positive motivation and perseverance 	<ul style="list-style-type: none"> • foster a sense of optimism and hope
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<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. • practice visualization activities as a possible strategy 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 [the previous 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.
- ▶ 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.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day, as part of a lesson during instructional time, whenever it is apparent that students may be struggling and feeling challenged, and/or during times of the year when students may face additional stressors (e.g., exam period, year-end transitions etc.).



- ▶ 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>Try an activity that combines the strategies of breathing and visualization. Play this Breathing and Noticing video. Notice how you feel physically and mentally before the activity. Check in with yourself after the activity to see if there are any changes.</p>	<p>Use the following prompts to spark a discussion with your class:</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?

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.

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 strategies 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"> - Breathing and Noticing - Guided Body Scan • Ophea, Brain Blitz: <ul style="list-style-type: none"> - Breathing with Awareness - Breathing Good Energy In - Happy Place Meditation



Secondary

Virtual Field Trip 4 Stress Management and Coping

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Distraction





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.

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

FOCUS OF LEARNING:

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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. • explore distraction activities as a possible strategy 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 [the previous 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.
- ▶ 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.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day, as part of a lesson during instructional time, whenever it is apparent that students may be struggling and feeling challenged, and/or during times of the year when students may face additional stressors (e.g., exam period, year-end transitions etc.).




- ▶ 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. This activity can be customized for the age and interest of your students through the images you select to use.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Share a variety of images with students. (You can use the images found in Appendix A, or customize your own.) 2. Ask students to choose one image that resonates with them. Have them take note of the number of the image. 3. Have a class discussion where each student shares the image they selected and why they chose it.



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.

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>□ Reflect and Discuss</p> <p>Re-visit the strategies learned in the first three lessons – (breathing, muscle relaxation, and visualization), plus the strategy discussed today (distraction).</p> <ul style="list-style-type: none"> • Which of the four strategies introduced is your favourite and why? • Are you noticing which activities work best for you? How do you know they are working? • Are there new activities that you would like to practice and incorporate into your daily life? <p>□ Practice</p> <ul style="list-style-type: none"> • 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 <p>□ Share</p> <ul style="list-style-type: none"> • Download the Distraction social media bundle from our site for easy to share images and active ideas for distraction activities https://smho-smso.ca/blog/new-student-resources-for-anxiety-management-and-mental-health-literacy/



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:

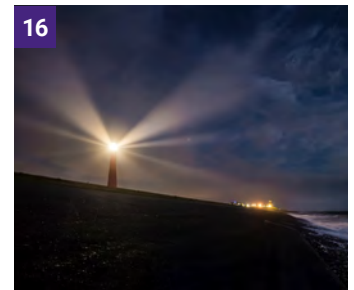
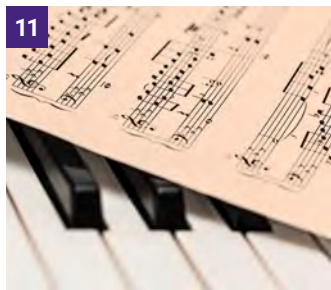
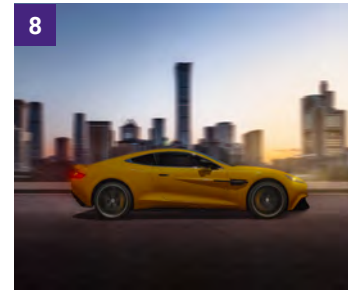
[Google Slides](#)
[PowerPoint](#)


Image Source: Pixabay



Secondary

Virtual Field Trip 5 Stress Management and Coping

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Thought-changing



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Ontario

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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 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 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.

FOCUS OF LEARNING:

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 connections to social-emotional learning. Social-emotional learning aligns with the *transferable skills*, the learning skills, and work habits (refer to *Growing Success, 2010*) which are addressed as part of all curriculums. 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. • explore thought-changing as a possible strategy 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 [the previous 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.
- ▶ 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.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day, as part of a lesson during instructional time, whenever it is apparent that students may be struggling and feeling challenged, and/or during times of the year when students may face additional stressors (e.g., exam period, year-end transitions etc.).
- ▶ The focus on emotions may be difficult for some students. Be prepared to connect students to additional supports if needed. Refer to the [ONE-CALL Desk Reference](#) for more information, and take time to consider your school and board circle of support and service pathways. Know what to do, and who to connect with, if a student seems like they might be struggling with their mental health.
- ▶ An effort has been made to include different options for each of the activities. Please feel free to offer further modifications and accommodations based on the individual student need(s) in your classroom. Also, note that all videos have subtitles. You can choose to have captions by clicking the small 'CC' button at the bottom right of the video screen.



MINDS ON

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

We call these “thinking traps” and they can happen to any of us! While these thoughts are often unrealistic or untrue, they can impact how we feel about ourselves and others. This virtual field trip focuses on **thought-changing strategies**. These strategies help us slow down and notice. 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>Illusions This activity is designed to inspire flexible thinking and reframing. Start by sharing an illusion image with your class. For example:</p> <div data-bbox="841 831 1049 1075" data-label="Image"> </div> <p>* illusion image from: https://www.littlepassports.com/science/optical-illusions-art-gallery</p> <p><u>Appendix A</u> offers another image for you to use. Ask the class what they see. If students have difficulty seeing the illusion, give them two choices to select from. Usually viewers do not unanimously agree on what they see. The important message is that we can view things in more than one way, it simply depends on the perception.</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:

- [SOS](#)
- [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.

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"> 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 Calm breathing to view the activity.) Re-visit previous field trips and explore how those strategies could be used in combination with the thought-changing activities shared in this lesson. Affirmations provide us with an opportunity to shift our thinking and approach our day or situation with a more positive and confident mindset. Consider sharing the affirmations from your Educator Minds On, and/or using this Four Finger affirmation poster for Secondary Students. Reflect and Discuss <p>Re-visit the strategies learned in the first four lessons (breathing, muscle relaxation, visualization, and distraction).</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? Are you noticing which strategies, (breathing, muscle relaxation, visualization, distraction, thought-changing) work best for you? How do you know they are working? Share <ul style="list-style-type: none"> Download the Thought-changing social media bundle from our site for easy to share images and ideas. https://smho-smso.ca/blog/new-student-resources-for-anxiety-management-and-mental-health-literacy/

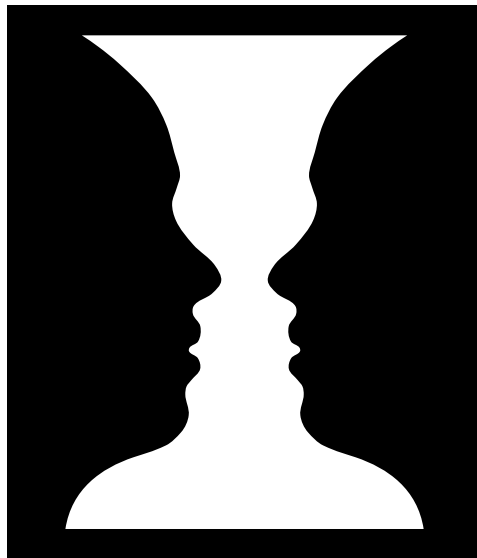




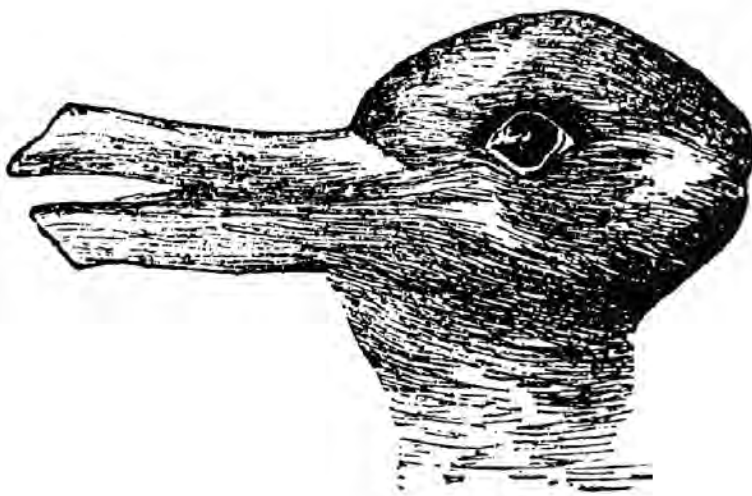
Appendix A

Images for Illusions Activity

These images go with the activity outlined in the Minds On section. 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>



Secondary

Virtual Field Trip 6 Stress Management and Coping

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Gratitude



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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 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.

FOCUS OF LEARNING:

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 connections to social-emotional learning. Social-emotional learning aligns with the *transferable skills*, the learning skills, and work habits (refer to *Growing Success, 2010*) which are addressed as part of all curriculums. 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. • explore gratitude as a possible strategy 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 [the previous 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.
- ▶ 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.
- ▶ This virtual field trip lesson is intended to be embedded as part of your school day, as part of a lesson during instructional time, whenever it is apparent that students may be struggling and feeling challenged, and/or during times of the year when students may face additional stressors (e.g., exam period, year-end transitions etc.).
- ▶ 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.

Note: all the visuals shown below can be downloaded for your use by clicking [here](#).

EDUCATOR	CLASS
<p>Viewing the world and relationships through a lens of gratitude can help us notice and appreciate the positives in life, even when facing a challenge. Use the visual below to help you notice and acknowledge the things that you are grateful for.</p>	<p>Choose from the following options:</p> <ul style="list-style-type: none"> <p>Affirmations The use of positive affirmations was introduced in the previous virtual field trip as a Minds On activity for educators and as an option for consolidation for students. Creating a personal, positive affirmation pairs well with practicing an attitude of gratitude. 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. Having students create their own affirmations could provide them with a reminder that there is always something to be thankful for. This Four Finger Affirmations poster and the following Gratitude Reminders visual can be used to help your students create their own affirmation.</p> <p>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.</p>

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, **how** we can practice gratitude, and you'll hear thoughts about gratitude from students.

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	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"> • Visit this link to download a set of gratitude visuals and use some of the suggestions to provide students with opportunities to practice an attitude of gratitude. • Review, discuss and give students time to look closer at the four steps to practice gratitude introduced in the video: <i>Noticing, Reflecting, Feeling, Doing</i>. Have students reflect on each question that was asked in the video. Appendix A has a handout to support this. <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 friend, or family member.





Appendix A • Practising Gratitude



Noticing – Pause and become aware of a person, place or thing that you want to appreciate. Did you receive an act of kindness? Are you noticing something simple in your life that brings you joy?



Reflecting – Think about why you've received this act of kindness or what you appreciate about whatever it is you are grateful for? What are some reasons why you are thankful for this person or thing?



Feeling – What emotions are you feeling? When you think about this special person or special thing that you are grateful for, how do you feel? Happy, excited, calm, proud...?



Doing – This is the **action** that you take to express your appreciation! What can you **do** to express your gratitude for this person, place or thing?

