

Stress Management and Memory

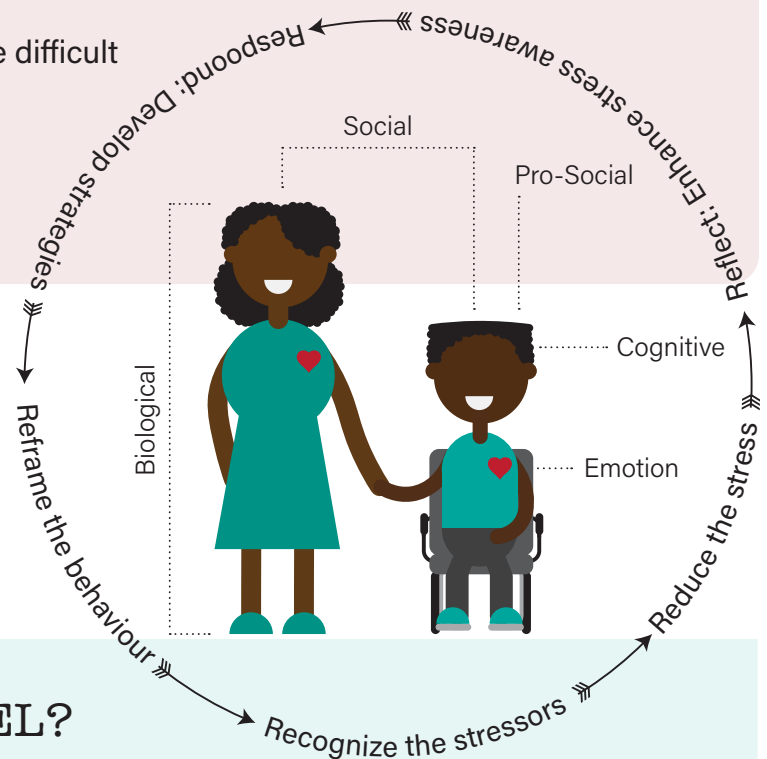
Well Being for Families with Children in Grades 4-6

What is Social and Emotional Learning (SEL)?

Social-emotional skills help us to be successful at home, school, and work. They are the kinds of skills that are needed to start and keep friendships, complete tasks, and stay positive in the face of stress or adversity. There are many social-emotional skills that we learn in life as we grow up into adulthood, but most fall into these main categories, skills that help us:

- identify and manage emotions
- cope with stress
- stay positive and persevere when things are difficult
- build and keep healthy relationships
- understand and celebrate our identity
- engage in critical and creative thinking

Source: Student Mental Health Ontario



How can parents promote SEL?

Social Emotional Learning (SEL) begins within you as the parent/caregiver. Your children learn how to differentiate unhealthy relationships from healthy relationships. They learn from their environment what is socially acceptable. Social Emotional Skills are needed in order to form healthy relationships, complete tasks, and work through stressors or adversity in life. "Your child learns these skills from you, and they are also taught at school. The way that we learn to develop these skills formally at school is called social-emotional learning. Students learn this as part of everyday classroom life and through a specific focus within the Ontario curriculum."

As a parent/caregiver, to initiate SEL learning it is important to role model these skills in your life as an adult. When a child has access to learning healthy SEL skills, it can contribute to their life success.

Source: [What is Social-Emotional Learning? - Parents and Families](#)

Lesson 7

Self Confidence and Identity Skills - Knowing Oneself

Strategy / Activity

What is Knowing Oneself?

Learning to identify, value, and discuss aspects of one's personality and perspective can help students to develop a sense of self-awareness, confidence, and identity.

Take a look at this awesome resource!

http://bit.ly/RRHC_SEL07

Instructions / Lesson

Learning Goals

To help students learn about themselves and that they matter by describing their positive traits with help from their peers.

Support Strategies to Teach the Lesson

- Teach this skill when your child is calm and happy.
- Adapt for what works best for your child.

Activity

Adjectives About Me (15 minutes)

Brainstorm examples of positive adjectives with your child.

Ask students which positive adjectives best describe them (e.g., funny, kind, athletic).

Ask your child to write "About me..." at the top of a piece of paper, and to creatively display their adjectives on their piece of paper.

Invite your child to display their "About me..." poster on the fridge or post it on a bulletin board.

Adaptations:

As a family activity: Put all the family member's names in a jar. Each family member draws a name and, on a Post-it Note, writes or draws one positive attribute about that family member.

When everyone is done, give the post-its to the person.

Students could put their name in the middle of the page and write the adjectives around their name.

Primary students can share verbally or draw a picture of their attribute.

Lesson 8

Emotion Identification Skills - Understanding Emotions

Strategy / Activity

Understanding Emotions

Recognizing one's own and other's feelings without judgment enhances self-awareness, empathy and supports healthy relationships. Students also learn to recognize the connection between thoughts, feelings, and actions.

Take a look at this awesome resource!

http://bit.ly/RRHC_SEL08

Instructions / Lesson

Learning Goals

To learn the importance of active listening and to practice the skill, which helps others feel valued and understood.

Support Strategies to Teach the Lesson

- Teach this skill when your child is calm and happy.
- Adapt for what works best for your child.

Activity

Mood Journal (Time: 15-30 minutes)

Discuss the function of a mood diary (e.g., to learn about yourself and to help notice patterns of thoughts and emotions you are experiencing). This involves noting your emotions and indicating why you feel that way.

Brainstorm ideas on how your child might document his/her emotions, such as:

Write a story, comic strip or answer a specific question asked by the educator.

Draw an image that symbolizes your child's mood in the moment. It can be a small symbol or an elaborate picture. For example, for 'I feel angry' the student could draw a dark, black cloud.

Look at magazines and cut out scenes, images, or phrases that express feelings in the moment. This can be done periodically throughout the week.

Ask your child to select how they would like to keep a mood diary.

Adaptations

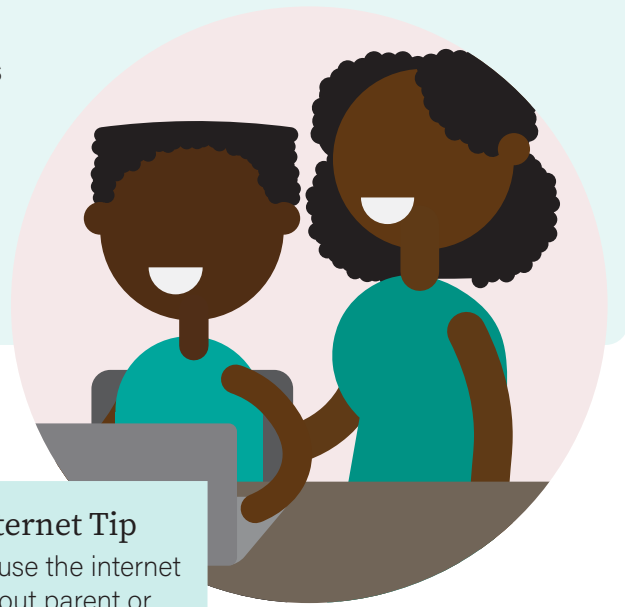
Coach your children to reflect on the following questions

Has anything happened to make me feel this way?

When I feel this way, what do I need?

When have I felt this way in the past?

When is the first time I remember feeling this way?



Extension

Watch the video: "Why We Lose Control of Our Emotions"

http://bit.ly/RRHC_SEL14

Internet Tip

Never use the internet without parent or guardian supervision!