



Mental Wellness TOOLKIT Stress Awareness

Educator Guide

Welcome to CKG Foundation’s Stress Awareness Mental Wellness Toolkit. This guide is to help facilitate a successful online and classroom follow up experience to meet the content learning objectives.

Learning Objectives

At the conclusion of this activity, students will be able to:

1. Define stress, acute and chronic.
2. Identify how the body, emotions and thoughts respond to stress.
3. Identify positive and negative coping strategies.
4. Identify tools for learning to respond to stress instead of simply reacting.
5. Practice exploring thoughts and emotions related to stress awareness through journaling.

Each learning objective can serve as the content for an extended discussion. It is possible to add resources to each objective and utilize the toolkit as the baseline for multi-week mental wellness lessons. (See FAQs)

Self-Reflection

The Stress Awareness Toolkit uses self-reflection surveys to encourage students to think about the types of stress they experience in their own lives in order to learn from those experiences, and to better understand personal areas for improvement. All surveys are multiple choice and do not allow for short answer responses. Students are unable to report high risk behaviors or dangerous environments through the toolkit.

Conversation Starters

Mental health and wellness topics are by their nature personal and require sensitivity. It is important to set a safe and supportive tone to encourage deeper consideration of the topics and promote a sense of safety to share and learn. Following are a set of suggested guidelines for participants and facilitators. The facilitator will read the expectations, gain agreement, and move to the discussion questions. It can be helpful to have the group write or read each statement aloud starting with: "I will..."

- Listen generously and understand that another's life experience is their truth.
 - Respect each other's privacy, values, and personal priorities.
 - Speak from the (*my*) heart.
 - Be yourself (*myself* - if spoken/written as suggested above).
1. How would you define stress? Is all stress bad? Give examples of when stress can lead to a positive feeling or outcome.
 2. How does stress show up in your body? Where do you feel it?
 3. Why does social media cause stress or anxiety for some individuals?
 4. How do you practice self-care and self-compassion during stressful times?
 5. What are your go-to positive coping strategies?
 6. Why is it important to create good habits for managing stress at this point in your life?
 7. What are some steps that you can take to either reduce the stress you feel in your life or handle stressful situations better?

FAQs

How long will it take my students to go through this course online?

We estimate 20-30 minutes to complete the course, not including the downloadable activities. The Turn Up the Heat and Things I Can Control activities will take 10-15 minutes, and the journal is designed for personal use over a period of time (weeks or even months).

This course is designed to be used as a student-led independent experience, or as a teacher curriculum resource. It can be used in a hybrid manner in which the e-learning portion is assigned as pre-work for an in-class discussion. Sections of the toolkit can be used over several class periods.

Educators are welcome to download and use the activities and Journals to supplement other curriculum resources.

Can I split the toolkit into multiple lessons?

Yes, absolutely. We recommend that you have students complete the toolkit prior to class discussions. Any of the learning objectives could stand alone for a more in-depth lesson.

How does a student log in?

- On the course homepage, the student clicks on the Middle School or High School course selection in the middle of the page.
- On the next screen, select Stress Awareness Toolkit.
- At the bottom of the page, click “Get Started Now.”
- This will prompt the student to create an account. The student uses an email address and creates a password.

Does the student receive a course completion notification?

Yes, the student receives a certificate of completion once the entire toolkit has been completed. The student has the option to copy the link to the certificate or download the certificate. The student is able to access the certificate at any time from their personal “dashboard” once logged into the Toolkit site.

Does the course have to be completed all at once?

No. Once a student has created an account and logged in, they may complete the toolkit over multiple sessions. Once completed, they can go back and review the toolkit, however, they cannot re-visit the self-reflection sections once submitting responses.

Can I see my students’ responses to questions in the toolkit?

No, responses to questions are not collected. Questions are only intended to prompt personal self-reflection. Educators can follow up with classroom discussion with similar questions. Please see Conversation Starter questions.

Who do I contact to provide feedback about my experience using the toolkit?

We love feedback! We are always working to improve the educator and student experience with our Mental Wellness Toolkits. Please contact program@ckgfoundation.org

ASCA Mindsets & Behaviors tied to Learning Objectives

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.

ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.

Standards of Learning for Virginia Public Schools (2020) tied to Learning Objectives

- Sixth Grade
 - 6.1 r Define mental health and describe what it means to be mentally healthy.
 - 6.1 t Identify potential positive and negative responses to stress and criticism.
 - 6.2 t Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
 - 6.3 t Ability to create a plan to manage stress.
- Seventh Grade
 - 7.1 o Identify the body's physical and psychological responses to stress.
 - 7.2 o Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.
 - 7.2 q Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity
 - 7.3 o Develop achievable goals for handling stressors in healthy ways.
 - 7.3 r Promote help-seeking for mental health concerns.
 - 7.3 u Identify personal, family, school, community and healthcare professional resources that can help oneself and others with mental illnesses and challenges.

Education, Virginia Department of. "Health." *VDOE :: Health Standards of Learning Resources*, www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml.