



6-8 Classroom Programs available/accessible to you:

Classroom Programs	Learning Outcomes as it relates to the New Curriculum for Physical Education and Wellness https://curriculum.learnalberta.ca/curriculum/en/c/pdek + https://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=317413#545102
<u>KC's Choice (4-6)</u>	• Students interpret how resilience and perseverance can be influenced by a variety of life experiences. Students reflect and relate life experiences to perseverance and well-being. • Students analyze and explain responsibility and how it can impact personal and group safety, as well as the impact on well-being.
<u>Superflex</u>	• Students interpret how resilience and perseverance can be influenced by a variety of life experiences. Students reflect and relate life experiences to perseverance and well-being. • Students analyze and explain responsibility and how it can impact personal and group safety, as well as the impact on well-being. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students consider a variety of perspectives that support the development of healthy relationships, examining the characteristics and developing skills to enhance healthy relationships. As well as evaluate and personalize various styles of conflict resolution.
<u>Second Step</u>	• Students interpret how resilience and perseverance can be influenced by a variety of life experiences. Students reflect and relate life experiences to perseverance and well-being. • Students analyze and explain responsibility and how it can impact personal and group safety, as well as the impact on well-being. • Students will analyze and appreciate safety and responsibility for physical, emotional and social. Identify various forms of harassment and develop characteristics of resiliency (i.e. problem solving, self-esteem, and social bonding). Further, develop strategies to effectively seek and access support. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. • Students consider a variety of perspectives that support the development of healthy relationships, examining the characteristics and developing skills to enhance healthy relationships. As well as evaluate and personalize various styles of conflict resolution. • Students will describe characteristics associated with feelings/emotions and evaluate the relationship between risk management and stress management.
<u>Mental Health Tool Kits</u>	• Students examine access to food and its effect on making decisions related to nutrition • Compare personal health choices to standards for health, examine personal grooming/cleanliness and evaluate the impact. Examine media influences on body image, and lifestyle choices. • Students connect strategies for well-being to life opportunities and lifelong learning. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. • Students will analyze and appreciate safety and responsibility for physical, emotional and social. Identify various forms of harassment and develop characteristics of resiliency (i.e. problem solving, self-esteem, and social bonding). Further, develop strategies to effectively



Family Connections

	seek and access support. • Students consider a variety of perspectives that support the development of healthy relationships, examining the characteristics and developing skills to enhance healthy relationships. As well as evaluate and personalize various styles of conflict resolution. • Students will describe characteristics associated with feelings/emotions and evaluate the relationship between risk management and stress management.
<u>Kids Have Stress Too</u>	• Students connect strategies for well-being to life opportunities and lifelong learning. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students will analyze and appreciate safety and responsibility for physical, emotional and social. Identify various forms of harassment and develop characteristics of resiliency (i.e. problem solving, self-esteem, and social bonding). Further, develop strategies to effectively seek and access support. • Students will describe characteristics associated with feelings/emotions and evaluate the relationship between risk management and stress management.
<u>4thR Healthy Relationships Program</u>	• Students interpret how resilience and perseverance can be influenced by a variety of life experiences. Students reflect and relate life experiences to perseverance and well-being. • Students analyze and explain responsibility and how it can impact personal and group safety, as well as the impact on well-being. • Students will analyze and appreciate safety and responsibility for physical, emotional and social. Identify various forms of harassment and develop characteristics of resiliency (i.e. problem solving, self-esteem, and social bonding). Further, develop strategies to effectively seek and access support. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. • Students consider a variety of perspectives that support the development of healthy relationships, examining the characteristics and developing skills to enhance healthy relationships. As well as evaluate and personalize various styles of conflict resolution. • Students will describe characteristics associated with feelings/emotions and evaluate the relationship between risk management and stress management.
<u>Gemini Rising</u>	• Students interpret how resilience and perseverance can be influenced by a variety of life experiences. Students reflect and relate life experiences to perseverance and well-being. • Students analyze and explain responsibility and how it can impact personal and group safety, as well as the impact on well-being. • Students will analyze and appreciate safety and responsibility for physical, emotional and social. Identify various forms of harassment and develop characteristics of resiliency (i.e. problem solving, self-esteem, and social bonding). Further, develop strategies to effectively seek and access support. • Students examine risk and identify factors that influence action, understanding the relationship between choice and consequences. • Students consider a variety of perspectives that support the development of healthy relationships, examining the characteristics and developing skills to enhance healthy relationships. As well as evaluate and personalize various styles of conflict resolution. • Students will describe characteristics associated with feelings/emotions and evaluate the relationship between risk management and stress management.



Brainwise

- In order to succeed in today's world, everyone must possess the social, emotional, and critical thinking skills necessary to analyze and respond to ever-more complex situations and understand, and appropriately manage their own emotions. We call these essential skills "The 10WiseWays".
- Using the latest understanding of how the brain learns, BrainWise takes complex cognitive concepts and presents them in a concrete, comprehensive, and culturally relevant format that is flexible enough to blend into any program, school, or organization.
- Learning how to control impulsive behavior, accurately identify choices, assess the consequences of actions, and make responsible decisions is what BrainWise is all about!

Note: While Family Connections main objective with Mental Health Capacity Building is to support prevention through universal evidence based classroom programs additional presentations can be offered. Additional presentations can be offered to supplement or expand specific topics or needs within the existing universal programs or create a self-developed "one-off" presentation. Topics for further expansion or focus may include: anxiety, compassion, self-regulation, leadership, executive functioning etc. The Wellness Coach can work with you to offer a program that meets the needs and outcomes expected.

Further, Family Connections in collaboration with the Family School Liaison Counsellor can offer a variety of targeted groups to support specific needs.

Requested date(s) for program implementation: _____

Teachers expected program outcomes:

Additional inquiries/requests:

Teacher/Staff: _____ Class/Grade: _____ Date of request: _____