



Faith and Wellness-Practices at a glance

<https://smho-smso.ca/fw/practices-at-a-glance/>

Stress management and coping

Students face a range of challenges that are relative to their personal, social, and cultural lived experience. They also have existing ways of coping. Through instruction and modelling, you can help students practise new and bolster existing coping strategies. Be sure to consider sources of stress and examine and address structures that reinforce inequitable conditions that add stress to individuals and entire communities.

- Calm classroom
 - Calming spaces/havens
 - End of day
 - Inspiration from Scripture
 - Snowstorm in a bag
 - Stress buster bulletin board
- Deep breathing
 - Breathe with the bell
 - Deep belly breathing
 - Snowstorm in a bag
 - Take five breathing
- Guided imagery
 - A walk with God
 - Imaginary walk
 - Visualization and body scan
- Pause and reflect
 - Inspiration from Scripture
 - Two-minute mindfulness
- Stretching
 - Let go and stretch
 - Stretch in your chair
 - Tense and relax
- Support seeking
 - Stress buster bulletin board

Identification and management of emotions

Students express emotion in a variety of ways based on their personal, social, and cultural lived experiences. Together with students, you can learn how thoughts, emotions, and actions are related. You can explore how to identify emotions, different ways to manage and express feelings, and model and practise responding to others with compassion while honouring social and cultural identities.

- [Gauging](#)
 - [Daily check-in](#)
 - [Dear me](#)
 - [Re-focusing](#)
 - [What's my temperature?](#)
- [Recognizing](#)
 - [Emoji emotions](#)
 - [Emotion charades](#)
 - [Growing happy feelings](#)
 - [Parable portraits](#)
- [Understanding](#)
 - [Mood diary](#)
 - [Realistic thinking and feeling](#)

Positive motivation and perseverance

Positive motivation and perseverance skills can help students approach challenges in life with an optimistic mindset and remain hopeful even when their circumstances are difficult. Explore and practise strategies that build on students' strengths. Be careful not to present these skills as the solution to oppression and other systemic issues. Instead, talk about the role of motivation and perseverance in advocacy and collective action to remove barriers within the classroom, school and system.

- [Expressing gratitude](#)
 - [Giving thanks](#)
 - [Pope Francis five finger prayer](#)
 - [Thank you, God!](#)
 - [The book of gratitude](#)
- [Perseverance](#)
 - [The power of yet](#)
 - [Try, try again](#)
- [Practising optimism](#)
 - [Inspirational snowfall](#)
 - [Positive Post-its](#)
- [Reframing](#)

- [Four finger affirmation](#)
- [Illusions](#)
- [Inspirational learning](#)
- [The power of yet](#)

Healthy relationship skills

Healthy relationships are at the core of developing and maintaining mentally healthy, equitable and caring learning environments. You can help students learn to understand and appreciate diverse perspectives and identities, to empathize with others, to listen, and to resolve conflict respectfully. Focusing on healthy relationship skills can benefit class culture and students' sense of belonging.

- [Acts of kindness](#)
 - [Kindness jar](#)
 - [Kindness wall](#)
 - [Pay it forward](#)
- [Being a good friend](#)
 - [High five to friendship](#)
 - [Networking](#)
- [Being respectful](#)
 - [Creating collaborative classroom norms](#)
 - [That's me!](#)
- [Conflict resolution](#)
 - [Cup stack challenge](#)
 - [Finding solutions](#)
 - [Use your noodle!](#)
- [Empathy](#)
 - [Pay it forward](#)
 - [Walking in your shoes](#)
- [Listening](#)
 - [Purposeful listening](#)

Self-awareness and sense of identity

Exploring self-awareness and sense of identity is a chance for courageous and supportive conversations about strengths, difficulties, preferences, values, lived experiences, ambitions and more. You can create a safe environment where you co-learn with students, affirm cultural heritages and where students practise advocating for their needs. Having a sense of who they are, in the context of culture and community, may help students see how they matter and can contribute to the world around them.

- [Assertive communication](#)

- [Inspirational outdoor graffiti](#)
- [Self-advocacy cards](#)
- [Knowing oneself](#)
 - [Adjectives about me](#)
 - [Guess who?](#)
 - [Show and share](#)
 - [The “I” in image](#)
 - [What’s new?](#)
- [Mattering](#)
 - [2 X 10](#)
 - [Daily greetings](#)
 - [Dear Pope Francis](#)
 - [VIP](#)

Critical and creative thinking (executive functioning)

Executive functioning skills such as planning, task focus, creative problem-solving and time management help students get organized. These skills increase students' success with academic tasks and can also help them manage other complex challenges in their lives. You can model and teach these skills, and create opportunities for students to learn and practise the skills individually and together with their peers.

- [Decision making](#)
 - [Check it off](#)
 - [Stop and think](#)
- [Goal setting](#)
 - [Hitting the mark](#)
 - [Paying attention](#)
- [Metacognition](#)
 - [A thought on that](#)
 - [Paying Attention](#)
 - [What am I thinking?](#)
- [Organization](#)
 - [Check it off](#)
 - [Organize your mind](#)
 - [Organizing pause](#)
- [Problem solving](#)
 - [Red, yellow, green](#)
 - [Solve that problem](#)
- [Working memory](#)
 - [Work that memory](#)