



## 8.18 Social-Emotional and Mental Health Procedures

Mental and Social-Emotional Health are part of the required BC Health curriculum and must be taught to all students. Tier I instruction for mental well-being is an essential part of our obligation to all students.

Teachers have options with regard to teaching social-emotional skills and strategies to promote mental well-being. The recommended approach is Open Parachute.

Open Parachute is an interactive, fully developed, curriculum aligned social emotional and mental well-being curriculum available to all teachers in the district. To access **Open Parachute** lesson materials, please contact your principal. Principals needing support can contract the District Principal of Inclusive Education.

[Click for more information on Open Parachute.](#)

Please see below for an overview of how mental well being is identified in the BC curriculum throughout the grades:

Kinder and Grade 1	<p><b>Identify and apply strategies that promote mental well-being</b></p> <p><b>Identify and describe feelings and worries, and strategies for dealing with them</b></p>
Grade 2	<p>Describe factors that influence mental well-being and self-identity</p> <ul style="list-style-type: none"> <li>○ self-esteem</li> <li>○ self-efficacy</li> <li>○ stress levels</li> </ul> <p>personal interests</p>
Grade 3	<p>Explore and describe strategies for managing physical, emotional, and social changes during puberty</p> <p>Describe factors that positively influence mental well-being and self-identity</p>



Grade 4	Explore and describe strategies for managing physical, emotional, and social changes during puberty  Understand the role of self-esteem, self-efficacy, stress levels, and personal interests
Grade 5	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations  Describe and assess strategies for managing problems related to mental well-being and substance use, for others including resources in the school and/or community to help students with problems related to mental well-being and/or substance use
Grade 6	Managing impulses and intense feelings  Demonstrating situational awareness and responding to social cues (e.g., changes in mood)
Grade 8	Identifying how might the changing ways in which you think about yourself and others influences your identity
Grade 9	Understanding how social and cultural factors that influence your personal identity  Identifying how romantic feelings can replace friendship and change dynamics and boundaries within relationships

Please also see the following Inclusive Education Procedures:

8.16 Sexual Health and Consent Curricular Procedures

8.20 Student Mental Health Response Flow Chart

8.21 The Use of Guest Speakers and Outside Agencies for Health Topics