

Chinook's Edge expands the priority of Social Emotional Well-being (SEW) by launching new locally developed course

Beginning in September, high school students will have the opportunity to take a made-in-Chinook's Edge course designed to support the positive development of social emotional learning and mental health.

'Social Emotional Well-being 15' is a 50 hour course that will help students explore self awareness, self management, social awareness, relationship skills and responsible decision making.

"Today's schools are becoming increasingly more complex and school leaders, educators and community agencies are now seeing some students facing a range of stressors, anxieties and mental health issues," said Dr. Marcie Perdue, Associate Superintendent of Student Services, who designed the course.

"Helping students build a social and emotional well-being foundation will provide a safe and positive learning environment for our students. It will help them manage their own social emotional well-being and enhance their ability to succeed in school, careers, and life. As well as teaching academic skills, it is also essential that schools promote student resilience, well-being and positive social attitudes. Research shows that social emotional learning can improve achievement by an average of 11 percent. It increases prosocial behaviours (kindness, sharing, empathy), improves student attitudes towards school, and reduces depression and stress among students."

The lesson development was guided by a teacher steering committee. The next step of the SEW journey in Chinook's Edge is to bring together a group of teachers to develop lessons and assessments to support the SEW curriculum which has been designed for Pre-K to Grade 9 students.

The new high school course comes on the heels of a Board of Trustees decision to approve a three year project to hire six Social Emotional Specialists, who will be addressing the range and intensity of mental health issues that are present in schools.



Modelling pro-social skills in every encounter!

Strategic thinking and math are a few of the many skills that students learn while playing games. So are self awareness, self management, social awareness, relationship skills and responsible decision making - all skills that support the Social Emotional Well-being of students at every age.

The majority of staff throughout the division - including teachers, educational assistants and school administration teams - have participated in training sessions which involve the design and theory of SEW (Social Emotional Well-being) supportive classrooms.

The sessions included universal social emotional strategies, such as focusing on the classroom environment and using visuals to support classroom routines. The training also showcased the importance of developing emotional vocabulary and self awareness, as well as recognizing key characteristics which capture the most impactful social emotional classroom environment.

This determined focus, to bring social emotional well-being supports to life in every school, will help students and staff reach their full potential.

When everyone in our school communities know they are welcome, safe, cared for and respected, they are more open to learning, leading and succeeding!