



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan / Skaha	School District 67
Developed by: David Kupec	Date Developed: October, 2018
School Name: Penticton Secondary School	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Approaches to Wellness	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Regular classroom and one alternative space for movement activities with 30 yoga mats.

Course Synopsis:

The learning objectives of Approaches to Wellness are to have students explore and research the brain, its structure, and its relationship to learning and personal wellness. Further, students will examine, through an inquiry based model that combines both theory and practice, how holistic wellness is linked to one's mind and body interrelationship, self-care techniques and choices, one's community and social settings, and neuroscience. The tools utilized in this course will help students learn how to manage and regulate the intensity of their emotions, handle pressure and stress, direct brain functioning through neuroplasticity, and make healthy, resilient choices during their personal path towards wellness. Self-regulation essentials teach cognitive behavioral therapy strategies to help improve the ability to relax and manage stress throughout the day, which, as a result, improves brain functioning and concentrated learning. In essence, holistic wellness practices and theories

are connected to self-care practices, and an awareness of the mind and body connection, in order to address the developmental growth stages of the “whole” student during adolescence.

Goals and Rationale:

To support and build upon the holistic health and well-being of our student body and school community by empowering our youth with the tools needed to enhance their resiliency, self-understanding, ethical and moral structures, and personal and social awareness skills, and to scaffold their awareness of positive mental and physical wellness.

Goals:

- Students will understand the links between the brain, the nervous system, the physical body, and emotional regulation techniques and stress reduction that have been examined both historically, and in accordance to modern day scientific brain research (neuroscience).
- Students will explore and inquire into personal wellness choices in order to build self-resiliency and stress reduction techniques; further, they will explore the links between a calm mind, mindfulness practices, and learning / long-term memory recall.
- Students will examine the healing and mindful practices used by First Nations’ populations historically and currently.
- Students will explore self-regulation and self-calming techniques that help them to better manage stress and the daily pressures associated with school and daily life.
- Students will explore the links between their personal lifestyle choices and personal health (diet, exercise, water intake, social interactions, and relationships).
- Students will explore mindfulness practices through movement techniques as practitioners, as well as through theory (as stated above).
- Students will examine the links between kindness, our school, and healthy communities.

Aboriginal Worldviews and Perspectives:

Students will study the healing practices historically and currently used by First Nations’ Peoples that include:

1. Sweat lodges and use of song and music in community.
2. Talking circles and sharing circles.
3. Traditional medicines of the Penticton Indian Band and their purposes.
4. Restorative Justice practices.
5. Examine The First Peoples’ Principles of Learning and how it relates to wellness, community, and traditional ways of learning.

**The goal here is to try to bring-in authentic voice whenever possible through local guest speakers so that proper protocols connected to this learning is followed.

BIG IDEAS

Examine the mind, relaxation techniques, self-regulation techniques through ancient traditions and modern day neuroscience research.

Holistic wellness is connected to one’s mind, body, self-care techniques, community, and social setting. Wellness is connected to self-care practices, building resiliency practices, lifestyles choices, and an awareness of the mind and body connection.

Examine indigenous peoples’ practices around wellness, the mind, and self-care.

Examine neuroplasticity, mental health perspectives, and the nature of the brain and nervous system and its function.

Wellness and kindness are interlinked.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use the inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions using various formats of communication. • Assess the significance and impact of holistic self-care techniques and its influence in well-being. • Assess the credibility and justifiability of evidence, data, and interpretations that relate to wellness, neuroscience, indigenous well-being practices, and neuroplasticity. • Use inquiry practices to question and discover the roots of wellness and to explore the psychology and physical structures of the brain and nervous system. • Examine and practice mindfulness techniques and regulation essentials. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How the brain and self-regulation are interrelated. • The concept of neuroplasticity and its relationships to learning, mindfulness, learning, memory, and experience. • Various general wellness techniques that have been used by indigenous cultures to self-regulate and promote social, physical, and emotional wellness. • The structure of the brain and the nervous system and its impact on wellness and experience. • Various mindfulness and wellness techniques from around the world that include: breath work, “mind-check” approaches, basic yogic and stress-reduction movement techniques, Aboriginal healing approaches that have been used historically and currently, and self-regulation and distressing coping strategies. • The link between diet, exercise, emotional regulation, and wellness. • The links and emotional connections that exist between the mind and the body. • The links between anxiety, the brain, and learning and memory. • The links between kindness, wellness, and building healthy communities. • The relationships between social settings, social behavior, and our behaviour and

- Examine and explore indigenous peoples' practices around wellness, the mind, and self-care.
- Explore the content of this course through direct mindfulness / wellness practices, research findings, and theory.
- Express, reflect, and conclude their personal findings regarding the content of this course.

- experience.
- Self-care practices that support their well-being.

Recommended Assessment Components: Aligned with the [Principles of Quality Assessment](#)

Assessment components aligned with the above include the following: written reports; oral presentations; learning circles; oral language assessments; direct practice assessments of the development of mindful exercises and techniques explored in the classroom (“hands-on” assessments); information and learning reporting (written, graphic, digital, show-what-you-know practices); metacognitive self-assessments.

Learning Resources:

- Speakers on various aspects of mind and body wellness practices, mindfulness, and healing practices from our local community, when they are available: Public Health Nurse, school counselors, “Pathways” representatives, “Yes” Project, “Foundry” Penticton.
- The Random Acts of Kindness Foundation content: <https://www.randomactsofkindness.org/>; The Centre of Mindfulness and Compassion: Harvard Medical School (links)
- *The Mind Up Curriculum.*
- Readings and media that explores the partitions and workings of the brain, neuroplasticity, and current brain science research findings in relationship to understanding wellness: *Micheal Merzenich: Growing Evidence of Brain Plasticity*; *Boyd Lara: Centre for Brain Health; Neuroplasticity and Learning: Brain Facts.*
- Dietary and nutrition and stress reduction readings (Health Canada Resources): <https://www.canada.ca/en/health-canada/services/healthy-living/your-health/lifestyles/your-health-mental-health-coping-stress-health-canada-2008.html>
- Films that pertain to the subject content explored: *The Mindfulness Movie*; *The Mindful Revolution*; *Gaiam Documentaries*; *Yoga Today*; *OpenMinds: The Power of Conscious Breathing.*
- Yoga practice and philosophy readings and media samples; anxiety, thought, and the brain readings and media sources: *Gaiam*; *Yoga Today.*
- Guided breath work readings and media samples: The Center for Mindfulness Studies; The Center for Mindfulness: U.C. San Diego Institute: Dr. Stuart Shanker.
- Readings and media pertaining to self-regulation practices: YouTube; Ted-X; Ted Talks; Self-Regulation Institute (resources).
- Our local First Nations' community members: Anona Kampe; Bruce Manual and Anna Tonasket (Restorative Justice); Available Elders from Penticton Indian Band – Gradma Grace; Nicole Schellenberg (Student Dance and modelling); Tyrell Kruger (Stick Games); Joe Greenland (Inuit Art and Healing); S.D.67 Aboriginal Education Team (Local for Penticton Secondary: Dustin Hyde).
- Internet for student inquiry research topics and Penticton Secondary library resources.

*Additional Information: This course explores neuroscience and wellness through a combination of both theory and hand-on practice.