

MANAGES EMOTIONS AND STRESS (TARGETED COMPETENCY)

Follow Max to observe how the development of a competency such as “MANAGES EMOTIONS” can impact various health themes and by extension, contribute to the boy’s health, well-being, educational success and student perseverance.

CAPTION →



Young person's profile



Knowledge



Health theme

PRESCHOOL

Max is increasingly able to understand the difference between acceptable and unacceptable behaviour.



Understand that their actions and actions can affect others



By learning to manage his emotions, Max is able to better control what he says and does. This has a positive effect on his own **mental health** as well as that of others.

ELEMENTARY CYCLE ONE (ELEMENTARY 1)

Max still relies on adults to feel confident and safe, especially from an emotional standpoint.



Recognize the different signs of emotions and explore various ways of handling them



Exploring different ways of managing one’s emotions early on makes it possible to diversify the methods of doing so. Over the long term, young people who adopt such an approach are less likely to turn to **alcohol, drugs and gambling**.



ELEMENTARY CYCLE TWO (ELEMENTARY 3)

Max is slowly gaining an understanding of the attitudes and behaviours that contribute to or hinder group living.



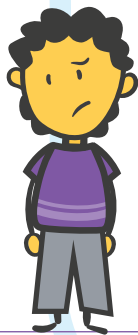
Recognize emotions, their intensity and how they influence behaviours



Sound control over one’s emotions, combined with an understanding of their effect on behaviour, fosters the adoption of socially acceptable attitudes and behaviours. Conversely, it also curbs behaviours likely to prove harmful, such as resorting to **violence**.

ELEMENTARY CYCLE THREE (ELEMENTARY 6)

While Max still has much to learn, he is now able to grasp how his emotions can differ in intensity as well as identify the more complex emotions he sometimes experiences (embarrassment, shame, guilt).



Identify appropriate ways to manage their stress and emotions without negatively impacting others

Relying on appropriate methods, such as **physical activity**, promotes the sound management of emotions and stress.

SECONDARY CYCLE ONE (SECONDARY I)

Max is now transitioning to secondary school and is worried about whether or not he will be popular and liked by the other students. His ability to manage his stress is unfortunately not yet fully developed.



Recognize **strategies for adapting to stressful or difficult situations**.

By learning to adapt to stressful situations such as starting secondary school, it becomes possible to avoid resorting to strategies or behaviours, such as using **tobacco** products, that can have harmful health effects.



SECONDARY CYCLE TWO (SECONDARY V)

Max is now at an age where certain decisions will have a major impact on his life. He is increasingly logical and his judgment more nuanced.



Reflect on their school-work balance

Reflecting on how to juggle school and work makes it possible to find a balance between one's studies, work, social life and recreational activities. This balance makes it easier to manage emotions and stress and has a positive impact on our **eating** and **sleeping habits**.

There are many other ways of exploring the "Manages emotions and stress" competency. For more information, see



the ÉKIP
reference
framework



the Knowledge
to be acquired
information sheets.

