

Lesson Title: Stress & Stress Management

Class: 6th grade General Health

Teacher Name: Kari Hunt

of students: 30

Length of Lesson: 60 minutes

Georgia Performance Standards:

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

➤ **HE6.1a:** Compare how healthy behaviors and risk practices impact personal health.

HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.

➤ **HE6.5d:** Choose between healthy and unhealthy alternatives to health-related problems.

Goal Statement: To have the students identify stressful situations (stressors), understand what stress can do to them (physically and emotionally), and be able to recall effective stress management techniques in order to live a healthier life.

Objective Statement: Students will be able to describe sources of daily stress and identify ways to manage the stress.

Essential Question:

Name one cause of stress in your life and explain a positive technique you can use to relieve it.

Anticipatory Set:

Students will be given a pre-lesson assessment questionnaire about the topic of stress to determine the level of understanding before material is presented. An exaggerated exercise in timed math test taking will facilitate actual feelings of anxiety and stress, followed by group work to brainstorm additional emotional and physical reactions to stressors. Finally, stress management and coping mechanisms will be discussed and an assessment will be given in the format of a short writing assignment. The class period will conclude with a relaxation technique.

Lesson Concept:

Middle school aged students are becoming more susceptible to various types of stress; including high expectations at school, family issues, and peer pressure. According to Health Education standards for this age group, they should be able to recognize how stress and their associated reactions to stress impact their personal health.

Lesson Cues:

- Definition of stress.
- Types of stressors and stressful situations.
- How did the timed math test make you feel?
- Physical vs. emotional reactions to stress.
- ‘Butterflies in your stomach’ – What does this mean to students?
- How does the ‘Fight or Flight Response’ relate to our bodies?
- Stress management & coping mechanisms.

Lesson Model: Inquiry

3-Part Lesson

Opening:

Students will answer a few introductory questions on stress in their own lives to have them reflect and think critically about the topic. This will be the first entry in their portfolio.

Work Period:

Part 1: Students will begin the class period by collecting their portfolios (arranged alphabetically by student's last name) and returning to their desk. They will then take approximately five minutes to answer the following questions on a blank sheet of paper:

1. Name two things/situations that cause you to have stress or anxiety.
2. When you get stressed, how do you feel? Give one example of how it makes you feel emotionally and one example of how it makes you feel physically.
3. What do you do when you get stressed? How do you deal with it?

After this pre-lesson assessment, students will have an opportunity to voluntarily share one of their examples of stress. A list will be formulated on the board on the left hand side of the board. Material and information on types of stress will be presented to the class in lecture and discussion format.

Part 2: The students will then be given a simple math test (basic addition exercises) and will be allotted 2 minutes to answer as many questions as possible. The test will not be graded. In a brief discussion format, students will be asked to raise their hand to describe their feelings

when they were given the test and how they felt when time was being counted down. Using the test as a transition to the group exercise, the class will then be divided into five groups of six students to brainstorm emotional and physical reactions to stress. They will be given a piece of poster board to write down as many reactions for each category. A representative from each group will list their emotional and physical reactions on the middle portion of the board. The group lists will be compared and contrasted. The biological changes of the body and the ‘fight or flight’ response will be introduced at this point.

Part 3: After teacher review of different stressors and the reactions that take place from stress, the entire class will brainstorm effective and healthy ways to cope with the stressors listed on the left side of the board. The different ways to manage and cope with stress will be listed on the right side of the board. From looking at the board, students will be able to see the complete overview of stress, physical/emotional reactions to stress, and stress management techniques.

Closure:

Students will answer reflective questions (2nd entry in portfolio) on Test Stress, (see attached document - ‘Test Stress’). Students will be encouraged throughout the year to use their portfolio for therapeutic writing as a method to relieve stress. To conclude lesson, teacher will lead a relaxation and breathing exercise using the audio link located at:
http://kidshealth.org/teen/your_mind/emotions/stress.html#.

Upon departure, they will be given the handout ‘ABC’s of Decreasing Stress’ to take home with them.

Materials Needed:

- Computer/PowerPoint slides (attached)
- A/V Equipment/Projector
- Portfolios for journal entries
- Printed Sample Math Test – http://www.tlsbooks.com/additionpractice5_3digitpacket.pdf
- Printed Assessment – ‘Test Stress’ writing assignment (attached)
- Printed handout from PowerPoint at end of class – ‘ABC’s of Decreasing Stress’
(attached)
- Poster Board Paper and Markers

Evaluation:

Students will be evaluated based on their comprehension of the material discussed in class shown by their responses to the portfolio entry #2 on Test Stress. They will be graded on the following rubric:

- Can identify reason(s) why a test may cause stress = 1 pt each (max. of 1 pt)
 - Can list emotional and physical reactions = 1 pt each (max. of 4 pts)
 - Can give stress management techniques needed before test = 1 pt each (max. of 2 pts)
 - Can give stress management techniques needed during test = 1 pt each (max. of 2 pts)
 - Can distinguish between negative and positive responses = 1 pt each (max. of 1 pt)
- TOTAL POINTS POSSIBLE = 10 points

Re-teach:

If a student scores less than 7 points on the closing assessment, they will be asked to write a one page paper describing an additional technique used to alleviate stress. This will be included as entry #3 in their portfolio.

Resources:

- http://pbskids.org/itsmylife/journal/teststress_journal.html
- http://www.tlsbooks.com/additionpractice5_3digitpacket.pdf
- <http://school.discoveryeducation.com/lessonplans/programs/takingCareOfMe/>
- http://www.hooah4health.com/toolbox/stress/Sec01A_lesson1.pdf
- http://kidshealth.org/teen/your_mind/emotions/stress.html#
- <http://www.stressfreekids.com/resources-2/reducing-stress-kids/abcs-decreasing-stress/>
- http://www.lanesville.k12.in.us/lcsyellowpages/health/Ch8stress_anxiety.ppt