

Potential Integration:
ELA

Health
1.MEH.1.3 Classify stressors as positive or negative stress.

Materials:

- Book – Courage by Bernard Waber (ISBN: 0-618-238552)
- Positive and Negative Stress Venn Diagram (copies for each student)
- Positive and Negative Stress Ppt

Focus Step:

Have students count the number of times they breathe in one minute. The teacher will tell students when to begin and stop counting. Students will write down the number of breaths taken in one minute. Ask students stand up and jog in place for 30 seconds and count the number of breaths in one minute again.

Lead the students through a deep breathing exercise and afterwards have students count the number of breaths in a minute one last time. Ask the students what made them breath faster (exercise – positive stress on the body) and how their breathing returned to normal (deep breathing exercises which is a good way to handle both positive and negative stress). Emphasize that we all experience stress and stress can affect our bodies. Today we are going to exam the different types of stressors in our lives, both positive and negative stressors.

Statement of Objectives:

By the end of this lesson, you will be able to distinguish between positive and negative stress.

Teacher Input:

Ask students if they can describe stress. Record their descriptions on the board. Explain to students that stress is the body’s response to strong emotions. Sometimes stress can make our hearts beat a little faster, breathe a little faster, and give us energy to do things we need to do. If we experience stress over long periods of time and do not manage stress carefully, it can also make us feel badly or even sick. Events that cause stress are called stressors. Stressors can be positive or negative. Read the book Courage and ask students to raise their hands when they see a positive or a negative stressor. Ask students to describe how characters in the book responded might have responded to the positive stressors (courage and help from others, maybe they take deep breaths, practice a skill, use patience). Ask students to consider how we can respond to negative stressors (tell an adult, ask for help from others, do things that we enjoy to help us feel better).

Assessment:

Show the slides 2-7 on the Stress Ppt and ask students to classify these types of stress as positive or negative on and record their answers on the Venn Diagram. Explain to students that in some cases a stressor can be both good and bad and in those incidents the shared space on the Venn Diagram allows us to represent the situations that can be both positive and negative.

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Closure:

We will all experience stress at some points in our lives. Some stressors are positive and some are negative. Now you know the difference between the two.

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Positive

Negativ