

Potential Integration:
ELA

Health
5.MEH.1.1 Implement positive stress management strategies.
5.MEH.1.2 Evaluate the effectiveness of stress management strategies.

Materials Needed:

Balloon, pin
PowerPoint: Managing Stress
Appendix 1 – Stressful Situations
Computers or tablet with Internet access
Appendix 2 – Stress Management Log

Focus:

Using the Managing Stress PowerPoint, pose questions, one emotion at a time. Ask students:

- What are some things that cause you to worry (make you nervous, sad, discouraged, or mad)?

For each answer that students give, blow a breath into the balloon, but do not explain why you are doing this. As the balloon gets bigger and bigger and may be close to popping, tell students: The answers that you gave are called stressors. A stressor is anything that puts a demand on us.

Select two of the situations that the students have given you and for each situation that you select, ask students:

- How do you deal with this situation (stressor)? [Since some of their answers may include negative behaviors, such as shouting, hitting, arguing, pushing, hurting self or others, acknowledge their honesty in answering this question.]
- As the balloon got bigger and bigger were you worried that it may pop? [You can pop the balloon if you like.]

This balloon represents how these emotions and feelings can build inside of us. When this happens it can cause us to react in some of the negative ways you mentioned. When we respond in these negative ways, it can cause problems for us and others and most of the time it does not reduce the stress in our lives.

Statement of Objectives:

In today's lesson, you are going to learn how to use positive stress management techniques and evaluate the effectiveness of the techniques used.

Teacher Input:

Use the Managing Stress PowerPoint to cover the basic content about

- What is a stressor?
- Stressors
- Recognizing the warning signs when we are under stress
- Stress management techniques

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Place students in groups of three or four. Provide copies of Stressful Situations (Appendix 1). Give each group one scenario.

Read your scenario aloud to the group. Assign one student to record your group's ideas. You will take turns giving ideas that you think would be a positive way to handle the assigned stressor. Think about the stress management skills we discussed, but also what a person could do to make the situation less stressful.

Give students 5-10 minutes to complete their scenario, then have each group read their scenario to the class and the stress management strategies/suggestions they created.

Assessment:

Each student will use a computer or tablet, if available, to create a Stress Management Technique storybook using the website, Storybird: <https://storybird.com/> (free).

In your storybook, you will choose a stressor from your life. You will describe three stress management techniques that you could use to cope with and reduce your stress.

[This teacher link, <https://storybird.com/membership-educator> , describes how teachers and students can use this website in the classroom and how to set up and manage a student classroom]

Give each student a copy of Stress Management Log (Appendix 2).

Now that you have learned positive stress management strategies that you can use in the future, you are going to record the stressors that you experience for a day. Remember, we all experience stressors every day. Then decide which stress management skills would work the best and use them. Record the stress management strategies that you used to cope with this stressor. In the last column, reflect on how well each stress management skill worked to reduce the stress in that situation. Be honest because the purpose of this activity is for you to determine which skills work the best to help you cope with the stressor.

Closure:

You did a great job implementing and evaluating the positive stress management techniques that could be used for the stressors in you life.

Stressful Situations

[cut apart]

Carlos' parents have separated and divorced. He lives with his mother and she just changed jobs and they moved to a new town. He has been going to a new school for a couple of weeks and doesn't have any friends yet. There is a boy that has been calling him names and one day he tripped Carlos and caused him to fall in the hall in front of a group of students,

Eva has a science project that is due in one month. She wants to win the top prize in her grade, but doesn't have a lot of time to work on it because she is a youth football cheerleader and is playing on a recreational youth soccer team. Her parents say they will not help her because it is a student project.

Daquain's parents don't get home from work until after 6:00. He has to babysit his younger brother and a sister every afternoon until his parents get home from work. His parents expect him to help them with their homework after they play for a little while. Once his parents get home from work, he usually has chores. He is frustrated because he sometimes doesn't have time to finish his homework and even if he does get it finished he doesn't have time to do the things he enjoys, such as playing video games.

Shenice has been hanging out with some older students from the middle school because she has a boyfriend in the 7th grade. He's a football player and is very popular. She was watching one of his games and her older friends decided to go to the concession stand. Once they got behind the concession stand, they went to the parking lot instead to smoke a cigarette. They made fun of her when she told them she didn't want to smoke and said they were going to tell the other 7th graders what a baby she was.

Nikki's grandmother just passed away two weeks ago. She was very close to her grandmother and spent a lot of time with her. Her mother is very upset about the loss of her mother. When family members and neighbors come to visit no one seemed to notice that Nikki was really sad too. Her Dad hasn't said much to her either about her grandmother's death and he doesn't seem to notice that it's bothering her.

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Stress Management Log

Name _____

Directions: Record the stressors that you experience for one day.

Describe the stressor (situation).	Stress Management Skill(s) Used	Describe how each skill worked to reduce the stress in this situation. (Be honest.)

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Describe the stressor (situation).	Stress Management Skill(s) Used	Describe how each skill worked to reduce the stress in this situation. (Be honest.)