

**Name/Title:** What is Stress?

**Purpose of Event:** The learner will develop knowledge and skills to enhance mental and emotional well-being. In essence, the students will be able to identify stress and learn to cope with it in a positive way.

**Suggested Grade Level:** 5-7

**Materials Needed:** 6-8 scenarios cut individually to be handed out to each group for the independent practice. Worksheet containing 5 scenarios

### Description of Idea

Focus:

2 minutes: Students will take out a sheet of paper and answer the daily “focus” question. What is your definition of stress? List two examples of stress in your life. Educator will walk the room to ensure that students are on task.

Review:

3 minutes: Educator will review previous lesson on “bullying” and methods for resolving conflict with someone. Also, the importance of seeking assistance if being bullied by someone else. Educator will lead into the next lesson by relating bullying as “stress” for the victim (negative stress). Educator will give a second example citing a positive stress situation like having to study for a test (positive stress).

Statement of Objectives:

2 minutes: Educator will inform students of the objectives of the lesson (NCHL SCOS Objectives 1.01): 1.01 states that students should be able to differentiate between positive and negative stress and demonstrate ways to cope with each. The educator will also give an overview of the daily activities and remind students to stay focused throughout the lesson. Overview in chronological order: Lecture (teacher input), guided practice (scenarios), independent practice (scenario worksheet), and closure (summary of the lesson).

Teacher Input:

15 minutes: Educator will present material addressing NCHL SCOS objectives:

- Definition of stress (positive and negative)
- Examples of positive and negative stress
- Ways of coping with stress
- Effects of not learning to effectively cope with stress such as

depression, anger, violence, drug use, decreased learning, and suicide.

#### Guided Practice:

10 minutes: Educator will pair students into groups of 3 – 4 to discuss and document the answer to 1 of 6 scenarios that present a stressful situation. Students should receive 1 scenario per group and will be instructed to read the scenario, identify whether the scenario is positive stress or negative stress and list two ways to deal with the stress. The students will be informed to elect one person in the group to represent their group to communicate their answers to the class. Educator should walk the room to ensure students are on-task and to lend any helpful information to encourage independent learning. Students will be given approximately 7-8 minutes to complete this assignment in their groups. Educator should stop group work after 7-8 minutes to lead a guided class discussion. Each group will communicate their answers (assessment # 1).

#### Independent Practice:

8 minutes: Educator will have students sit back in their assigned seats to complete a worksheet in class. The worksheet has 5 scenarios presented on it. The students will be directed to list each scenario as an inducer of positive or negative stress and list a way to cope with the stress. Students will be given 10 minutes to complete the worksheet. Students will be informed to turn the worksheet over on their desk when finished. Educator should collect the assignment in order to further assess the student's comprehension of the lesson. If there is not enough time left in the class, this assessment can be sent home and turned in the next day.

3 minutes: Educator will lead a class discussion reviewing results from each group's assigned scenario.

#### Closure:

7 minutes: Educator will review lesson by relating stress to everyday life. Educator should give examples of how he or she overcomes stress in his or her life. Finally, educator will re-iterate the importance of learning to effectively cope with stress to avoid the negative effects such as depression.

Modifications for diverse populations: Modifications will be made to accommodate any student(s) with physical or mental challenges. The modification made will depend on what challenge the student faces in the classroom.

#### **Assessment Ideas:**

Assessment #1: Takes place when students are in groups for the "guided practice" using the scenario handed out to them. A representative of each group will stand to communicate the

answer to the class and teacher. Educator will pair students into groups of 3 – 4 to discuss and document the answer to 1 of 6 scenarios that present a stressful situation. Students should receive 1 scenario per group and will be instructed to read the scenario, identify whether the scenario is positive stress or negative stress and list two ways to deal with the stress. The students will be informed to elect one person in the group to represent their group to communicate their answers to the class. Educator should walk the room to ensure students are on-task and to lend any helpful information to encourage independent learning.

Assessment #2: The final assessment will take place on an individual basis to assure the educator of the comprehension level of each student on the lesson being taught. It is a worksheet that has 5 scenarios on it and will be answered in the exact manner as the previous group activity. Identify the stress as positive or negative and list a positive way to deal with the stressful situation.

### **Teaching Suggestions:**

Stress among teens is very important to address and having the most reliable resources is very important to me as an educator. Therefore, I used the resources provided by the school system's chosen text book as a base for the lesson. Finding other resources via the internet such as [www.byestress.com](http://www.byestress.com), [www.stressfocus.com](http://www.stressfocus.com), and [www.safeyouth.org](http://www.safeyouth.org) helped me learn more about what I am teaching (NCSCOS) and has given me more technology experience.

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Submitted by **Shawn Black** in Leland, NC. Thanks for contributing to PE Central! **Posted on PEC: 5/1/2010.**  
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