

Tracy Miller

1, two week unit

(What is Stress/Stress Management)

9th, 10th, 11th, and 12th grade

Chapter 3 Preview

Section 1: What causes Stress?

Section 2: How stress affects your body.

Section 3: Stress and individuals.

Section 4: Coping with stress.

Standards

National Health Standards

Standard 1- Student will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2- Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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

WV CSOs for Unit

HE.HS.7.04 - Identify signs of stress and common stressors and develop effective stress management techniques.

He.Hs.1.09- analyze how personal health practices affect function of body systems in preventing premature death.

HE.HS.4.02 - identify factors in the community that influence health.

HE.HS.1.07- explain how the environment affects and interacts with growth and development.

HE.HS.8.01-use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).

HE.HS.3.03- locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, and yellow pages).

HE.HS.4.03-demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).

21st Century Technology Tools/Standards

21C.O.9- 12.2.TT.4 Student uses technology tools and multiple media sources to analyze a real-world problem, design and implement a process to assess the information, and chart and evaluate progress toward the solution.

21C.O.9- 12.3.TT.6 Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.

Learning Objectives for Unit

- Students will be able to **define stress in their own words**.
- Students will be able to **compare and contrast** eustress and distress.
- Students will be able to **give real world examples** of what causes a person to experience stress.

- Students will be able **list** in order the three stages of the body's response to stress.
- Students will be able to **identify** four general types of stressors.
- Students will **describe** the four different types of early warning signs for stress.
- Students will **create a flyer** with different types of warning signs of stress.

- Students will **describe** the relationship between stress and illness.
- Students will be able to **create** a flyer based on the affects that stress has on the body.
- Students will **analyze** how individuals can have different responses to the same stressors.
- **Demonstrate** ways to control stress, reduce tension, and change the way you think about situations through **role play**.

- **Identify** the key factors in resilience.
- **Explain** why building resilience is important.
- **Compare and contrast** the value of seeking support from others when you are under stress.

- **Demonstrate** the ability to use **technology** to find local resources for family and individual help.
- Students will be able to **describe** how to change negative thinking to positive thinking.
- Students will be able to **list** positive affirmations and **demonstrate** how and when to use them.
- Students will be able to **create** an informational pamphlet on stress and stress management.
- Students are to **create** the informational pamphlet, and then have someone to read it and sign it.

Time Management: 40 minutes

Pretest was given one week prior to this unit through Kahoot. (See attachment)

What Causes Stress (Days 1 & 2)

Chapter 3-Section 1

Strategies/Procedures

- First, students will start with the bell ringer and word of the day.
- BR- What is the first step when coping with your emotions?
- WOD- Rhapsodize (verb) to express oneself in an enthusiastic manner; to gush. Give an example.
- We will go over BR/WOD as a class.
- I will ask students for their answers and give my own examples.
- Next, I will start the Prezi Presentation. This is the link (<https://prezi.com/4qbjecr8g6fz/what-is-stress/>)
- Students will take notes on their own paper, and we will fill in the blanks to the graphic organizer as a class. (During the Prezi.)
- Students will take notes today and tomorrow using graphic organizers/note taking guide.
- They will turn in their notes for a total of 15 points.
- I will give the notes back to them, so they can use it as a study guide.

Strategies:

1. Large group discussions and answers for the graphic organizer.
2. Myth and fact (Think Aloud) in text and Prezi.
3. Video clips in Prezi (Large group discussions)
4. Note taking guide with **graphic organizer. (See Attachment)**
5. Teacher/student led discussion,
6. Teacher modeling/demonstration
7. student/group presentations, independent/group practice, guided instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer groups, discovery learning, project/inquiry learning

I gave Omar the lesson, Prezi, graphic organizer, etc.... in Arabic ahead of time. I translated it through google translation. I also enlarged everything for Cassie who is legally blind and gave her information before this lesson was taught. They need extra time on everything we do in class, so I thought this was the best thing to do. The class responded very well to the Prezi presentation. They haven't had any type of technology used in the classroom until today. I brought my projector from home that I use at church and I brought in my laptop to use. The students were excited and they really liked that I gave them a graphic organizer and took my time going over the steps to complete the organizer. There are only a couple of seniors in this class and the others are freshman. Some of them really need help taking notes and understanding the information that is gave to them.

The students really liked how I included little video clips and images in the Prezi for a better understanding. To my surprise they asked lots of questions, and had lots of statements/stories to tell me. The only thing I had trouble with was with the room. The room is an average sized room, but there are 38 students and very little room to set up my projector with all the cords. It was a tight nip room, but it was successful. Also the room was very dark. Tonight I will be gathering lamps and little lights to put in the room for tomorrow. I did let the students use their mobile devices during the Prezi so they could see their papers better.

How Stress Affects Your Body

Chapter 3-Section 2 and 3

Procedures/Strategies:

1. Students will be using a note taking guide and graphic organizer during a short PowerPoint and reading of section 2. (see attachment)
2. Students will be creating individual posters.
3. Student/group presentations
4. Guided instruction

(They will draw, color, label, etc....the early stages of the body's response to stress, stages of stress, the many causes of stress, etc....) See attachment for examples. These flyer are being hung in the school hallway for others to see.

Section 2 continued.

- Students will start with the bell ringer and word of the day.
- The bell ringer is, what warning signs of stress you routinely experience.
- WOD- is temerity (noun) boldness; recklessness; and audacity. Give an example for teenagers.
- Then I will announce that we are having a pop quiz. I will students a pop quiz on chapter 3, section 1.
- Then, I will discuss how students' responses to this potential stressor vary.
- Then I will have students to read one paragraph on page 65 in their text. The paragraph talks about a teacher who gave her students a pop quiz and then the text explains how different people respond to different stressors.
- Students will then realize the significance of the pop quiz.
- Next, I will have students turn to page 62 in their text book.

- Then, I will ask for volunteers to read each paragraph under recognizing signs of stress and stress and illness.
- We have already touch on these topics a little in the past few days, so I will be going into more detail with the students.
- I will have them read and as a class we will discuss the steps for recognizing stress located on page 62.
- We will have a class discussion about how and why stress triggers certain illness. On page 63.

Activity:

- Individually, students will be creating informational pamphlets. These pamphlets will be on how stress can trigger certain illnesses, reduce the body's ability to fight off an illness, and make some diseases harder to control.
- Students will/can use their textbooks, and the website kidshealth.org, CDC, Mayo clinic etc.... for more information to complete the assignment. (Students have iPads)
- Students will receive 10 points for working on their pamphlets in class and 10 more points when they have someone else to read their finished pamphlet and sign it. Once the pamphlet is signed and turned in completed students will receive their full 20 points.

How Stress Affects Your Body /Stress and Individuals

Chapter 3-Section 3

Procedures/strategies:

- Stress and Individuals pg. 65, 66, 67
- Students will take turns reading aloud pages 65, 66, and 67.
- We will discuss as a class stress and personality, resilience, optimism and pessimism.
- Students will then watch a DVD 1-Video 3 Teen Talk "stressed out."
- After the video students will put into groups of 3 or 4.
- First, they will discuss the following: The weather report says there is a 50% chance of rain. How might your optimism or pessimism affect how you interpret this report?
- Writing Prompt (students will be offering advice to someone who is afraid to speak in public) each group will read aloud their answers to the class. (see attachment)
- Discovery learning

Coping With Stress

Chapter 3-section 4

Monday Tuesday and Wednesday Oct 3-4

Procedures:

- Students will start the class period by writing down and answering the bell ringer and word of the day
- BR- Define resilience in your own words. (This word is a review from the previous day.)
- Discovery learning

- WOD-ameliorate (verb) to make better, become better, improve. *Use the term in a sentence.
- Once the students have written down and tried to answer the BR/WOD, I go over each part and call on different students for their answers.

ACTIVITY

- Students will be reading, listening, and engaging in various stress management techniques in class.
- First, I had students to turn to page 70 in their text book.
Using a graphic organizer and note taking guide that I passed out the students will fill in the blanks during the lecture and activity. **The** handout has 2 small graphic organizers. (Take control of stress, reduce tension) Table (Change your thinking, build resilience and **reach out for support.** (See attachment)
- I had students to take turns reading each part on how to take control of stress.
- As a class we discussed the many ways that people deal with stress (healthy and unhealthy ways)
- We had large group discussion on the many reasons people have stress.
- I explained that two techniques to help control stress were time management and mental rehearsal.
- I also had students to take part in a stretching exercise and a deep breathing exercise in class.
- As a class we read, listened, and participated together in several techniques to reduce stress.

Closure

- Students will create a list of ways people/teens can reduce/deal with stress. (Where are some places you can go to feel free from stress, what some things you do to relieve stress.)

Goal: Today students will learn how to think about their thinking and why they need to do so.

- Students will start out with the BR and WOD
- BR- What are two techniques that can help you keep stress under control?
- WOD-Depth perception-(noun) ability to judge the relative distance of objects correctly. *Give an example. “We go over as a class”
- Using a note taking guide students will fill in the blanks to a graphic organizer called “Change Your Stinkin Thinkin.”
- As a class we will read a few paragraphs in the text book about how to change negative thinking to positive thinking.
- I will give a lecture and explain how positive thoughts about yourself and others can change your life.
- I will explain to the students that if they want to see a difference in their life that they needed to change negative thoughts and speech to positive thoughts and speech and then it will lead to positive experiences in life.
- I gave examples, and I will ask for their examples.
- Instead of saying, “I can’t do this” say “I can do this!”

- I will explain to the students that the words they speak, the thoughts they think, changes their perception and outcome on life and will reduce the stress in their life forever.
- I will also be going over why it is important to reach out for support and who to reach out to.
- I choose one student to read the paragraph in the text book about reaching out for support.
- Next, I will ask the class who is a good person to reach out to for support and make a list on the board. (Teachers, coaches, parents, a trusted adult, friend, counselor, etc....)

Closure:

Students will individually and quietly write two benefits of reaching out for support.

October 5th

Today's objectives for the students are to apply everything they have learned about stress and stress management to help other people with their stress.

Strategies

Stress e-mail responses and participation of each student in the groups.

- student/group presentations
- Cooperative groups

This assignment is called Stress Mail Handout.

- I put the students into groups by numbering them off 1, 2,3,4,5. I ended up with 5 groups of five.
- I explained to the students that they were in cooperative groups and each person would take part.
- Each group took part in a stress mail handout activity.
- In this activity the students had to name their internet site/service that offered people help and support with their stress through e-mail.
- Each group got one e-mail from different people. I had five e-mails printed to handout. (See attachment)
- Each group had to work together to name their service, find out what was causing the person's stress, 2 ways of handling the stress, one way for dealing with stress like this in the future, and name some of the short term and long term side effects of stress.
- Each group presented their case in front of the class. Each person in the group had to say one part of the assignment.

The students had a lot of fun doing this assignment. I was surprised at the answers I received, and I was also surprised of their cooperation with one another. Some of the classes are extra-large and students tend to get out of hand, but on this assignment they did very well. Each student participated and had very unique answers and responses to the stress mail they had received. I also had the students to make up their website name. Some of groups named their websites stresstothemax.com and tiredofdealingwithstress.org. The students wanted to actually go online and create the websites, but I didn't have time for that during student teaching. If I could go back and do it again that would have definitely been a part of the assignment. Students are very technological savvy these days.

October 6, 2016

GAME DAY

- First, the students will do the BR/WOD.
- BR- List three positive affirmations.
- WOD-Debacle-(noun) a sudden calamitous downfall; collapse or failure. *Give an example.
- I will go over the BR/WOD with the whole class.
- I will give the students the posttest through Kahoot.
- I will do a complete review of chapter 3 using the study guide I created, and I will ask if anyone has any questions before the test.
- I will give each student a study guide to take home.
- The chapter 3 test is longer than the posttest I will give on Kahoot.
- I want to see the result of the short pretest and posttest on Kahoot before giving them the test of 35 questions.
- I will give the students time to do any type of make-up work, and I will be giving back all assignments that I have graded in the past two weeks. This way the students can use their papers as a study guide as well
- I plan to spend the entire class period going over the information that will be on the test and answering any questions the students may have.

October 7th

- Test Day
- SSR/Sustained Silent Reading
- SPONGE CHECK(BR/WODs)

Today the students only did their unit test even though I anticipated on checking their sponges. A few students got to have SSR because they finished the test early. On test day I don't give the students a BR/WOD because it takes up so much time logging on to their iPad to take the test. Some students took paper copy tests as well. Some students like Omar, who speaks Arabic took longer and I had to spend a lot of time with him individually because he doesn't have an aide. I was shocked that some of the students actually had to stay over in class to finish the test.

TEST

Worth 105 points

1. In order list the 3 stages of the body's response to stress. (6pts)

- 1.
- 2.
- 3.

2. Which of the following is NOT one of the early warning signs for stress. (2pt)

- A. Changes in behavior
- B. Changes in environment
- C. Changes in thoughts
- D. Changes in emotions

3. Give an example of what causes a person's stress. (6pts)

1. There are four general types of stressors _____, catastrophes, everyday problems, and _____ . (4pts)

2. There is NOT a relationship between illness and stress. (2pt)
(Circle) True or False

3. **Why might two individuals have different responses to the same stressor?** (2pts)

4. **Personality does not affect a person's response to stress?** (2pt)
(Circle) True or False

8. **The ability to recover, or "bounce back," from extreme or prolonged stress is called _____?** (4pt)

9. **List at least three ways to control stress** (6pts) 34

- 1.
- 2.
- 3.

10. **How can seeking the support of others help when you are under stress? Who can help?** (4pts)

11. **What's the difference between eustress and distress?** (4pts)

12. In your own words (one sentence) define stress. (4pts) **LOOKING FOR 2 KEY WORDS IN THE DEFINITION MIND AND BODY 46**

13. Which of the following is a stage of the body's response to stress?
(2pt)

- a. Resistance stage
- b. catastrophe

- c. illness
- d. fight or flight response

14. Which of the following is NOT one of the early warning signs for stress? (2pt)

- A. Changes in environment
- B. Changes in behavior
- C. Changes in thoughts
- D. Changes in emotions

15. A tornado would be an example of an (2pt)

- a. major life stressor
- b. everyday stressor
- c. environmental stressor
- d. catastrophe

16. The aftermath of a tornado would be an example of an (2pt)

- a. major life stressor
- b. everyday stressor
- c. environmental stressor
- d. catastrophe

17. Someone who has experienced a loss (death of family member or house destroyed) after a tornado would be an example of (2pt)

- a. major life stressor
- b. everyday stressor
- c. environmental stressor
- d. catastrophe

18. Someone who experiences a catastrophe may also experience (PTSD) for several weeks, months, or even years afterward. What does (PTSD) stand for? _____ (4pts)

19. What are short term effects of stress? List at least three. (3pts)

_____, _____, _____

20. What are long term effects of stress? List at least three. (3pts)

_____, _____, _____

21. People who are stressed out are more prone to illness and disease because their _____ system is lower. (4pt)

22. one way to change your thinking is to replace _____ thinking with _____ thinking. (4pts)

23. What are four ways you can reduce tension and stress? (Anything we went over in class or something you do) (4pts)

1.

2.

3.

4.

24. _____ is when you practice an event without actually doing the event? (2pt)

25. Two techniques that can help you keep stress under control are _____, and _____. (2pts)

26. **What chapter is this test on?** (Worth 2pts.)

27. **What are two warning signs of stress?** (2pts)

28. In the _____ stage the fight or flight response has kicked in. It is preparing the body for action. (2pts)

29. Your body releases a substance called _____ into your blood during the alarm stage. (2pts)

30. If your body fails to respond to a stressor during the alarm stage, your body moves into the _____ stage. (2pts)

31. **Your body can no longer keep up with the demands placed on you during the _____ stage.** (2pts)

32. **What is stress?** (2pts)

A. the response of the body and mind to being challenged or threatened

B. an event that threatens lives and property

C. an everyday problem

D. any upsetting experience

33. Which choice is an example of a major life problem? (2pts)

A. failing a quiz

B. losing your keys

C. failing a grade level

D. experiencing an unusually cold winter

34. **Moderate levels of stress can increase concentration?** 2pts

(Circle) True or False

35. **The more major life changes you experience, the less stress you are likely to feel.** 2pts (circle) True or False

***Bonus* (3 pts)**

List the steps in order when coping with your emotions.

_____ , _____ , _____