

Unit Topic: Stress Management

Activity Name: Lesson #1, Recognizing Signs of Stress

Objective/Rationale:

1. Students will be able to identify the signs of stress they may be experiencing in their everyday lives.

Time Frame: 50 minutes

Materials:

- Whiteboard and markers
- Blank Chart for students, page 3
- Writing Guidelines/Rubric, page 4
- Group Work Evaluation, page 5

Directions/Procedure:

1. Begin discussion by asking the following questions to the class: What makes you feel stressed? What do you do when you feel stressed? How do you respond to your stress? Positively or Negatively?
2. Define the term STRESS and write it on the board.
3. Display overhead, the blank 3-column chart from page 3, to lead the discussion with the class on how to recognize the signs of stress. Give each student a blank copy of page 3.

Have the students write the signs of stress discussed and list them in the appropriate columns on their blank charts. Here are a few examples to guide students:

SIGNS OF STRESS

(Teacher's Examples)

Physical	Emotional	Health Related
<ul style="list-style-type: none"> ▪ Racing heart ▪ Shaking hands ▪ Shaky legs ▪ Clenching fists ▪ Reddening of the skin ▪ Headaches ▪ Tenseness ▪ Muscle spasms 	<ul style="list-style-type: none"> ▪ Feeling overwhelmed ▪ Inability to focus ▪ Avoidance behaviors ▪ Inability to make decisions ▪ Fight or flight response ▪ Acting out ▪ General feelings of anxiety 	<ul style="list-style-type: none"> ▪ Inability to sleep ▪ Excessive or inability to sleep ▪ Binge eating ▪ Loss of appetite ▪ Irrational behaviors ▪ Bouts with depression ▪ Mood disorder

4. After the class discussion have each student pair up with another classmate and share a recent situation in their life where they experienced one or more of the signs of stress listed on their charts.

5. Have the students write a ½ page summary describing the stressful situation they shared with their partner. Include the following information in the summary:
 - A. detailed description of the stressful situation.
 - B. the specific stress related symptoms it caused.
 - C. how the stressful situation was dealt with.

Resources & References:

- USDA Stress Management Lesson Plans:
https://www.nasa.gov/sites/default/files/atoms/files/esfl_ms_cope_with_it.pdf
- Love to Know, Stress Management Lesson Plans:
https://stress.lovetoknow.com/Stress_Management_Lesson_Plans
- For videos on [Stress Management](#), see [YouTube](#) videos
- Lesson plan and stress chart adapted by Suzanne Glazos
- Writing Guidelines/Rubric and Group Work Evaluation created by Betsy Picciano

Assessment/Evaluation:

1. Completed “Signs of Stress” charts.
2. ½ -page summary written by students. Use 5-point rubric.
3. Group Work Evaluation form completed by each student.

Extended Lessons:

- Bridges Stress Management Lessons 2 & 3



SIGNS OF STRESS

Physical

Emotional

Health Related

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5 POINT RUBRIC*

*What is a rubric? It is a scoring guide.

It provides well-defined criteria from which learners can improve their performance.

<u>Level</u>	<u>Description</u>
Outstanding	Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.
Value:	5

<u>Level</u>	<u>Description</u>
Good	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail.
Value:	4

<u>Level</u>	<u>Description</u>
Fair	Minimal effort. Minimal grammar mechanics. Fair presentation. Few supporting details.
Value:	3

<u>Level</u>	<u>Description</u>
Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.
Value:	2

<u>Level</u>	<u>Description</u>
Very Poor	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
Value:	1



Group-Work Evaluation

Name _____

Group # _____

1. Overall, how effectively did your group work together on this assignment?

Poorly Adequately Well Very Well

2. Out of the four group members, how many participated actively most of the time?

None One Two Three All Four

3. Out of the four group members, how many were fully prepared for the activity?

None One Two Three All Four

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.