

Topic	Stress
Time	30-45 min (1 class period)
Objective	<ol style="list-style-type: none"> 1. Students will be able to demonstrate awareness of their own levels of stress. 2. Students will be able recognize the management of positive/negative can affect their health. 3. Students will be able to recognize that stressors affect individuals differently, and outline ways individuals respond to stress. 4. Students will develop strategies for dealing with stress/change.
Activity	<p>Steps:</p> <ol style="list-style-type: none"> 1. Activity 1: Stress Test <ol style="list-style-type: none"> a. Handout: Stress Test (one per student) b. Chart paper and markers 2. Activity 2: Effects of Stress <ol style="list-style-type: none"> a. Effects of Stress (Teacher Copy) 3. Activity 3: Coping with Stress <ol style="list-style-type: none"> a. Handout: Coping with stress One per student) 4. Stress management Bingo <ol style="list-style-type: none"> a. Bingo Sheet handout <p>Activity 1: Stress test (10-15 min)</p> <ol style="list-style-type: none"> 1. Han out Activity 1 handout: Stress Test 2. Instruct students to complete the stress test by choosing a number between 1 and 4 to indicate how often they experience each symptom (1= never or seldom, 2= sometimes, 3= often, 4= always). Students can keep a running tally at the bottom of the survey if they don't want to record their responses besides the individual items. 3. Have students add up the numbers on the stress test, then write the following scoring guide on the board. <ol style="list-style-type: none"> a. Under 20= low stress b. 21-30= medium stress c. 31 and up= high stress 4. Let students know that <ol style="list-style-type: none"> a. Stress is a normal reaction to the demands of life. b. When your brain perceives a threat, your body releases a burst of hormones to fuel your fight/flight/freeze response. c. When the threat is gone, your body returns to normal. <p>Activity 2: Effects of Stress (15-20 min)</p> <ol style="list-style-type: none"> 1. Separate students into groups of three to five and ask them to briefly discuss some of the situations that make them experience stress. Allow them three to four minutes to discuss. 2. Ask the students to think about how and what they feel when they are feeling stress. 3. Have the students brainstorm and list on the chart paper different effects that they feel when they are stressed. Encourage them to think about the following types of symptoms: <ul style="list-style-type: none"> • Emotional (feelings) • Physical • Mental (thoughts) 4. Allow the groups four to five minutes to compile a list. 5. Ask one member of each group to share their list of effects of stress and talk about the different symptoms that come up commonly. 6. Share any items from Activity 2 Resource—Effects of Stress that have <p>Activity 3: Coping with Stress (5-15 min)</p> <ol style="list-style-type: none"> 1. Hand out Activity 3 Handout—Coping with Stress. 2. Inform students that there are healthy and unhealthy ways of dealing with stress. The healthy ways help to reduce stress and relieve symptoms. Unhealthy ways of dealing with stress actually mask the symptoms and causes of stress, may introduce new stressors and may increase the effects of stress in the future. 3. Have students think about how they manage their own stress and how they can incorporate healthy stress management into their lives.