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| Teacher: | Subject/Grade: 8th grade students |
| Objective/Standard: Teach students what stress is, why we feel stressed and stress coping strategies. | Materials: White or chalk board, construction paper, art supplies (pencils, pens, color pencils, markers, crayons) |
| Length of Lesson: 1 hour and a half | Goal: At the end of the lesson students should be able to answer these essential questions:   * + *When have you felt stress?*   + *What situations cause stress?*   + *What does stress feel like?*   *Why do you think long term stress affects our mental and physical health?*   * + *How can we remain calm when stressed?*   + *What is the fight or flight response?*   + *What are the consequences of chronic stress?*   *At the end of the lesson, students should have completed the Ted-Ed lesson and a self-help book project.* |

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| Engage: *Video/ present problem/ questions to hook students.*   * *Introduce class with real world statistics:*    + *About 33% of people report feeling extreme stress*   + *77% of people experience extreme stress that affects their physical health.*   + *73% of people have stress that impacts their mental health* * *Explain relationship between stress and teenagers*   + *A 2013 survey by APA found that stress was extremely common among teenagers: 83% of the teens surveyed said school was a significant or somewhat significant source of stress.*   + *Show graph that demonstrates 2018 APA survey that demonstrates that teens reported worse mental health and higher levels of anxiety and depression than all other age groups. Visual shown in this link: https://www.developmentalscience.com/blog/2019/5/7/our-teens-are-more-stressed-than-ever* |
| Explore:  *Ask question to gather student knowledge- hands on activity students can do to activate prior knowledge and begin to connect to new learning*   * *Introduce essential questions; start a discussion to see what students know about the stress and mental health.*   + *Before we go any further, what exactly is stress? If you had to define stress, how would you define it?*   + *When have you felt stress?*   + *What situations cause stress?*   + *What does stress feel like?*   *Why do you think long-term stress affects our mental and physical health?*   * *Teacher on the board will create a table.*   + *The teacher will write on the board key words that define stress that the students say like “ anxiety” , “nerves” , “sweating” in order to get students to visualize and start thinking about the symptoms of stress.* |
| Explain: *Meat of the lesson- where you teach what you want them to learn*   * *Introduce vocabulary words: stress response, fight or flight response, chronic stress*   *Show video from Ted- ED lesson plan called: Stress Explained: Elementary Edition to introduce lesson.*   * *Key points from video:*   + *Stress is normal and natural and happens to everyone. It happens to kids, teenagers and adults.*   + *Our brain and our body work as a team; they are connected.*   + *When we feel unsure or worried about something, our brain sends a special signal to our body called a stress response*   + *Even though too much stress is bad for us, stress in general is helpful. Our stress response is our body’s way of facing an impending stress*   + *The way we think about stress is important. When you’re stressed instead of reacting to your stress in fear, perceive stress as a normal thing: “ this is my stress response. It happens to everyone. I feel nervous but I can get through this.” This will help your nervous feelings get smaller.*   + *Managing our breathing is also very important. Super strategy: controlling our breathing calms us down. Starfish breathing and box breathing are two breathing tactics you can use to calm down when stressed.*   + *If your stress is too great to handle, remember that you can always ask for help. You can talk to your guardian, teacher or counselor if you feel that your stress is greatly impacting your life.* * *Vocabulary:*   + *Stress is a response to pressure or threat. Under stress we may feel tense, nervous or on edge.*   + *Stress response: “fight or flight” response is the emergency reaction system of the body. Explain in more detail:*     - *Our stress response is an evolutionary response we have developed to protect us from danger. Think about it like this: when we were hunters and gatherers thousand of years we faced a lot of threats including facing an attack from a wild animal! Back then, when we saw a wild animal coming to attack us, our body generates our stress response. This response increases our heart rate and breathing rate, making it easier for us to run away from the threat. It brings all of our bodily resources to focus on the threat at hand. Our stress response makes us more alert and heightens our senses. This shows us how helpful stress can be!*     - *However, in today’s world our stress response from thousands of years ago remains the same. When we get stressed about giving a presentation in school, our body reacts the same way we react to running away from a wild animal.* * *Explain symptoms of stress:*   + *Increased heart rate, dizziness, dilated pupils, tense feeling, trembling, nausea, breathing becomes quicker, tense muscles* * *Stress becomes a problem when it becomes “chronic.” Chronic stress is a prolonged and constant feeling of stress that can negatively affect your health if it goes untreated.* * *How chronic stress affects our body long term:*   + *Insomnia, heart burn, high blood pressure, weakened immune system, increased depression, negative effects on reproductive system* |
| Elaborate: *Connect to real world- where or how will they see this concept in life*   * *Connect stress definition to the situations that your students said stressed them about. Things like schoolwork, troubles in relationships and public speaking are all situations that cause pressure and seem threatful.* * *Ask students:*   + *What tactics do you use to calm down when you’re stressed?*   + *What strategies from the video can you use to remain calm when stressed?* * *Write on the board stress coping strategies from the students. In the end, make sure to also mention these stress coping strategies:*   + *Meditation, controlling your breathing, reminding yourself that stress is normal and helpful, exercise, distract yourself with something you that can calm you down ( draw, take a bath, watch a movie), journal your emotions and worries, label what you’re feeling, talk to a trusted adult or friend about what is you making you stressed and practice mindfulness.* |
| Evaluate: *How will you assess that they learned it- project- quiz- daily question to gather that they are making progress.*   * *At the end of the lesson, the students will be required to finish the Ted-Ed lesson. This includes completing the think section, looking through the dig deeper links and answering the final discussion question. Here’s the link: https://ed.ted.com/on/GGROPkX6* * *To assess their learning of the topic, the students will complete a project* * *The project is to create a self- help book!*   + *Students will use construction paper, markers and color pencils to create a paper book.*   + *The book will begin with the student’s own experience with stress and then end with their tips on managing stress*   + *The tips include the student’s own tips or the ones discussed in class*   + *The students will work on the project at the end of lesson and can be completed at home if there’s not enough class time left* |

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