

## **Health Education Lesson Plan**

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**Lesson Time Required:** 45 Minutes

**Grade Level & Subject:** 4 and 5, Health Education

**Key Inquiry Questions:** If we are stressed out about a disagreement how can we calm down?

### **Prerequisite Learning:**

- Basic understanding of stress.
- Basic understanding of relationships (friendships etc.).

### **Required Materials/Prep:**

- Body silhouette diagram
- Exit Slip (at bottom of lesson)
- Timer
- Whiteboard and Markers
- Pre-drawn body silhouette on whiteboard

### **Proposed Learning Outcomes & Indicators:**

- **USC4.3:** Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.
  - **Indicator C:** Recognize how various factors, including peer pressure, communication strategies, and assumptions affect relationships.
- **USC4.6:** Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).
  - **Indicator C:** Explore the responses one may experience as a result of stress (e.g., heart-rate increase, blushing, knots in stomach, butterflies in stomach, dry mouth, sleeplessness, loss of concentration).

### **Planned Learning Activities/Discussions:**

- “Today we are going to be talking about friendships, communication skills, disagreements, and how to manage stress.”
- “Do you know what stress is? (if not explain: Stress is a feeling when we are overwhelmed, when there is a lot going on and we start to feel under pressure). Can you give us an example of a time you felt stressed?”
- **Activity:** HAND OUT DIAGRAMS.
  - “Where do you feel stress? We have a handout for all of you to use to draw and represent where we feel stress in our bodies. Raise your hand and when we call on you, you can tell us where you feel stress in your body. For example, if someone says they feel butterflies in their stomach when they are stressed, we as a class, can draw butterflies in the stomach on our diagrams.

Everyone will draw on their personal handout. Mrs. N will be drawing on the white board for you to copy so everyone's diagram can look the same."

- "Have you ever felt stressed during a disagreement with a friend or family member?"
- "What are some ways you calmed yourself during that time?"
- Discuss healthy ways to remain calm in an argument:
  - Leave before you need to: so you might be feeling annoyed which is okay, but as soon as you are getting angry you should walk away and take a deep breath.
  - Communicate what you are feeling using "I statements" such as I feel upset, I don't feel like discussing this right now. I would like to think about this on my own.
  - Listen and remember the other person is feeling upset too. Even if you don't agree with what they are saying, take a deep breath and let them talk.
- **Activity:** DIVIDE INTO GROUPS OF FIVE. May need to demonstrate. May need to give pointers.
  - "So what we want you to do is start with crossing your arms. Then you're going to grab someone's hand but it can't be the person beside you. Now without letting go of hands you must untangle yourselves. You have 10 minutes starting now..." (SET TIMER FOR 10 MINUTES).
  - Upon completion ask the following: When something was going wrong how did you fix it? Do you think it was easier when you communicated or when you did not? What factors do you think made it harder? Example someone who was taller than you?
  - "Just like this game when we are in arguments or disagreements there are different factors that can make the situation easier to handle. For example, you may be angry and need to calm yourself down to think straight. And communicating with each other is important to solve the problem."
- "Next time you're feeling stressed you can try using the strategy called square breathing. So a square has 4 equal sides." Demonstrate: top in 2 3 4, side out 2 3 4, bottom in 2 3 4 and last side out 2 3 4.
- "Before we move on we would like you to take 5 minutes to fill in these blanks." (HAND OUT EXIT SLIP, SET TIMER FOR 5 MIN)

**Plans for Assessment:** Students will be evaluated on participation in the discussion, participation in the activities and based on the exit slip responses.

## Exit Slip

Name: \_\_\_\_\_

3 things I learned today:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2 things I want to know more about:

1. \_\_\_\_\_

2. \_\_\_\_\_

1 question I have:

1. \_\_\_\_\_