

Subject: Health

Grade: 5

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Lesson Title: The Impact of Stress

Outcome(s):

Health USC 5.7 – Assess the importance of self-regulation and taking responsibility for one's actions.

Indicator(s):

- a) Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distress actions.
- c) Recognize and describe varying levels of intensity of personal feelings.
- h) Examine the influences on self-regulation, including that which comes from adults in the environment.

Cross Curricular Connections:

(ELA) CC5.1

Compose and create a range of visual, multimedia, oral, and written texts that explore

- identity (e.g., What Should I Do)
- community (e.g., This is Our Planet)
- social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.

Indicator:

- c) Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.

Key understandings:

I can respond positively to a stressful situation.

I can be aware of how stress impacts my life.

I can

Essential questions:

- How does stress affect me?
- What do I need to do so that stress doesn't affect my life negatively?
- What tools can I use that will help me handle stressful situations?
- Are there people that can help me deal with my stress?

Prerequisite learning:**USC4.6**

- Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

Assessing Learning:

The students will learn about stress and how it can affect their lives. The class will discuss stressful scenarios and then identify strategies to help them handle stress and stressful situations. At the end of the class, the students will be expected to reflect on the learnings and complete a Stop-Think-Do exit slip. The exit slip will present them with a stressful situation and they need to use the slip to *stop* and *think* about what tools they have learned in the lesson, and then *do* by applying some of the lessons in class to help them handle the stressful situation.

Intro:**Time: 10 Minutes**

Describe how stress can influence our mind and body and discuss how looking at things differently or positively can change how that stress affects us. Discuss what stress is, good and bad stress, and the causes of stress.

The website <https://kidshealth.org/en/kids/stress.html> provides a great option to reference.

Examples:

Stress is what you feel when you are worried or uncomfortable about something. This worry in your mind can make your body feel bad.

It's an automatic response that prepares us to deal with danger.

Development:**Time: 30 Minutes**

Watch 1-2 youtube videos describing how we may react to stress and change our focus in those instances.

Example videos:

<https://www.youtube.com/watch?v=1Y-03SITmRI>

<https://www.youtube.com/watch?v=FUge6f-AzuE>

The teacher leads a discussion. The students don't have to contribute if they don't feel comfortable, however

Instructional Strategy:

- Direct - Teacher will explain different definitions and stressors
- Inquiry - Teacher will ask students to think about stressors that may affect them and what could help to deal with the stress.
- Video instruction to show different ways of coping.
- Group problem solving when trying to address ways to help with the stresses on the post-it notes.

Materials/resources:

- Video about stressors
- Computers
- Projector to show video
- Post-it notes; enough for all the students

Possible adaptations/differentiations:

- If the students are hesitant to contribute, the teacher should develop a couple of stressful scenarios. The students can discuss what is stressful about the scenario and ways to help the people in the stressful situation.
- The students can still use sticky notes to contribute to the solution.

they will be expected to fill out anonymous sticky notes to be given to the teacher and shared.

The questions will be:

When have you felt stressed and what caused it?

Everyone gets some sticky notes and writes down the causes of stress in their lives and provides them to the teacher anonymously. The students must be told that their answers will be shared and they should not put information on there that would give away their identity.

The teacher reads the sticky notes aloud and posts them on the wall as a “stress ball.”

Next, the teacher reviews some ways to handle stress including the 5 steps:

Get support

Don't freak out

Don't take it out on yourself

Try to solve the problem

Be positive - most stress is temporary

<https://kidshealth.org/en/kids/5-steps.html> or

<https://medlineplus.gov/ency/article/002059.htm>

Next, the teacher reads some of the stress-ball stressor aloud and asks the students to write, on another sticky

Management strategies:

- Anonymous contribution
- Protection and respecting privacy
- Discussion if comfortable

Safety considerations:

- Some students may feel very uncomfortable. Allow the students to be themselves. If they aren't contributing, that's okay. Don't single anyone out. Be mindful that the students may already be experiencing stress.

note, ways that the stress could be handled using some of the tools they reviewed.

The teacher will read as many of the stressors as possible in the time allotted allowing the students to suggest ways that they could handle the stress.

The teacher will ask the students to write the ways to handle the stress on another sticky note, and then the teacher will get the students to place the positive notes next to the stressor.

Every effort should be made to ensure the answers are kept anonymous to encourage participation and safety for the students.

Afterwards, the teacher will take a picture of the wall with the stressors and the suggested coping tools. The picture will be emailed to all the students. That way, the students don't have to show their peers about the cause of their stress.

Closure:

Time: 5 Minutes

The students will complete a Stop Think Do exit slip that helps them consider how to handle stress.

Exit Slip

STOP, THINK, DO - Handling Stress

You have been creating your science fair project for the past month. You knew that you would likely present it to the class once completed, but the teacher just informed you that you will have to present it to several classes. You know that there are some students that you play on a sports team with in these other classes, and there are other students who you don't get along with in some of these classes. You will also be presenting to some older grades. You are feeling really stressed with this news.

Using the stop think do framework and applying some of the tools learned, what could you do at this point to help handle the stress?



STOP

STOP-

Pause, take a breath.

Why does this situation make me stressed?

THINK

THINK

What is the problem?

What are the options?

Who could help me?

Do any of the lessons from today's class help me in this situation?

What is the best solution?

DO

DO

Act- proceed with the best option.

Act carefully and revise your options if required.

Reflection: