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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Effectively Managing Stress |
| **TEKS Student Expectations** | **130.275.** **(c) Knowledge and Skills**(11) The student determines stress-management techniques effective for individuals and families. The student is expected to: (A) describe the impact of stress on individuals and relationships; (B) identify factors contributing to stress; (C) practice creative techniques for managing stress; and (D) implement positive strategies for dealing with change. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Determine strategies for prevention and management of individual and family problems and crises
* Analyze the causes and physiological effects of stress and aging
* Determine how to stay healthy throughout the life span by appropriately dealing with stress
* Evaluate the areas of stress, how it affects their lives, and how effectively dealing with stress can prolong and improve lives
* Design a poster depicting ways to manage stress for their peers
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| **Rationale** | There is stress in our lives every day. What types of things cause stress in your life? How we manage stress and keep our minds and bodies healthy throughout our life span will determine how we age. Knowledge and application of positive stress management skills and techniques are beneficial in all career fields and relationships. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Anxiety:** Vague unpleasant feeling that produces physical sensations**Compensation:** Covering up weaknesses by emphasizing a more desirable trait or by overachievement in a more comfortable area**Coping:** Refers to how the mind reacts to stress**Crisis:** A decisive or critical moment**Denial:** An attempt to ignore unacceptable realities by refusing to acknowledge them**Displacement:** Transferring emotional reactions from one object or person**Emotions:** Feelings that involve physical and psychological change**External stress:** Sources of stress that come from outside the family**Internal stress:** The sources of stress that comes from inside the family**Techniques:** Are methods of doing some task or performing something**Wellness:** A positive state of physical and mental health |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for PowerPoint presentation
* Schedule use of computer lab or computer lab cart at least 3 days prior to lesson

**Supplies:*** Four 9” inch balloons- (to be used in the anticipatory set)
* Glue
* Highlighters
* Markers
* Poster board
* Recording of song “pressure” by billy joel
* Scissors
* Copies of handouts

**Free iPad Apps*** iTunes>Self-Improvement TechniqueTechniques to help build self-esteem<http://itunes.apple.com/us/app/self-improvement-technique/id503181816?mt=8>

**PowerPoint:*** Effectively Managing Stress
* Presentation Notes-Effectively Managing Stress

**TEDx Talks:*** My philosophy for a happy life: Sam Berns at TEDxMidAtlanticSam Berns is a Junior at Foxboro High School in Foxboro, Massachusetts, where he has achieved highest honors and is currently a percussion section leader in the high school marching band. He recently achieved the rank of Eagle Scout in the Boy Scouts of America. Sam was diagnosed with Progeria, a rare, rapid aging disease, at the age of 2.<http://youtu.be/36m1o-tM05g>

**You Tube:*** How to Manage Stress EffectivelyStress is a killer, kill it before it kills … learn to manage stress effectively and have control over it today.<http://youtu.be/ZHxPGgwixhg>
* Locate the song and lyrics to “Pressure” by Billy Joel or other song related to stress.
* Quick Stress Relief videoTechniques to assist you in managing stress<https://www.helpguide.org/emotional-intelligence-toolkit/step-two.htm>

**Technology:*** Students will use technology to develop their public service announcement for military families.

**Websites:*** Causes of Stress SourceChanging Minds Stress affects us all. If you can spot the symptoms, you can manage them.<http://changingminds.org/explinations/stress/stress_causes.htm>
* Stress ManagementSource: Help Guide- A Trusted Non-Profit Resource. Stress can be overwhelming, damage your health, your relationships, and your quality of life. You can protect yourself by learning how to recognize the signs and symptoms to reduce its harmful effects.<https://www.helpguide.org/home-pages/stress.htm>

**Graphic Organizers:*** KWL Chart – Stress
* Positively Managing Stress
* Signs and Symptoms of Stress

**Handouts:*** Guest Speaker Summary Sheet
* Rubric for Mini-Poster
* Signs and Symptoms of Stress Teacher Key
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Prior to students entering the classroom, create a display on wall with three balloons attached side by side: one deflated, one partially inflated, one fully inflated.Encourage students to guess the significance of the balloons. After a few responses, ask if anyone has ever heard of STRESS. Have students compare stress levels to the balloon visual. Explain to students that the balloons represent the varying types of stress that individual can experience. Label each balloon:* Deflated balloon= Low stress level
* Partially inflated balloon = Moderate stress level
* Fully inflated balloon = High stress level

With students watching, fully inflate a 4th balloon. As you hold up the balloon, ask students to predict what is about to occur. Responses will focus on the balloon bursting, popping, and making a loud sound. Confirm their predictions and have them compare the bursting balloon with the characteristics and/or behavior of an individual experiencing a high level of stress. Answers may include behaviors such as:* Angry
* Rude
* Screams
* Difficult to be around

Students may even reference current events such as school shootings, suicide or post-traumatic stress syndrome.* You may choose to inflate the balloon until it bursts (get approval from administration and/or warn your co-workers) or release it and allow it to deflate on its own.

The student will answer the discussion questions:* What is stress? What do you think causes stress?
* What causes teenagers to experience stress? Children? Parents? Married couples? Teachers?
* Does stress affect the human body? How?
* Is all stress unhealthy?
* Why would two individuals respond differently to the same stressor?
* How to you handle stressful situations?
* Can you think of healthy ways to handle stress?
 |
| **Direct Instruction \*** | Before class begins:Locate the song, “Pressure” by Billy Joel or other songs related to stress.Locate the lyrics to the song and play the song. Ask students to listen/think about the words. Ask them how this song is similar to the pressure and stress they may experience in their life.Distribute graphic organizer, KWL Chart- and have students fill out the first two columns of the chart. Ask students to write down what they know about handling stress in a positive way. The last column will be completed during Lesson Closure.Introduce lesson objectives, terms, and definitions.Introduce PowerPoint, Effectively Managing Stress. Students will be expected to take notes on their own paper while viewing the slide presentation.Distribute the graphic organizer Positively Managing Stress. Students will be able to complete the handout as you review the slide presentation.Allow for discussion and questions and answers throughout the slide presentation.View the short videos included in the slide presentation:* How to Manage Stress EffectivelyWays to determine techniques for managing stress.<http://youtu.be/ZHxPGgwixhg>
* Quick Stress ReliefTechniques to assist you in managing stress <https://www.helpguide.org/emotional-intelligence-toolkit/step-two.htm>

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** checking for understanding
* providing assistance with note-taking
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| **Guided Practice \*** | Divide students into subgroups of three and distribute Signs and Symptoms of Stress to each group. Inform the groups that they are to label the drawing to show how stress or a crisis situation can affect the body. Refer to Signs and Symptoms of Stress Teacher Key to assist the students.Each group will present their summary of signs and symptoms of stress.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing peer tutoring
* reducing length of assignment
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | In their same subgroups, students will create a mini-poster highlighting effective ways to manage stress in dealing with being a teenager. Distribute Rubric for Mini-Poster. The posters will be displayed in the counselor’s office and throughout the school. Subjects can include:* Bullying
* Social media
* College entrance; applications, scholarships, financial aid
* Dating
* Peer Pressure
* Body Image
* Any other issues your students determine as stress related issues

The students will research five ways to manage the stress issue and use the strategies learned previously in the lesson. Poster must include five bullets, an image and a website address for additional information.Teacher note: Follow your district guidelines before posting your posters in the school.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** reduce length of assignment
* providing praise and encouragement
 |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.Students will present their mini-posters.Instruct students to complete the last column of their KWL Chart-Stress. |
| **Summative/End of Lesson Assessment \***  | Student will be assessed with rubric provided during independent practice. Students will write a one-page reflection on how this lesson has impacted their ability to positively handle stress by addressing the following questions:* Prior to beginning this lesson, what did you already know about the topic?
* What is the most useful information that you learned?
* Who will benefit from your knowledge on stress management? How?
* How do you see yourself using this information in the future?
* How could this lesson have been improved?
* What do you wish we had spent more time on?

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** grading according to work done
* providing praise and encouragement
 |
| **References/Resources/****Teacher Preparation** | **Images:*** Microsoft Clip Art: Used with permission from Microsoft.

**Websites:*** Causes of StressSource: Changing MindsStress affects us all. If you can spot the symptoms, you can manage them. <http://changingminds.org/explinations/stress/stress_causes.htm>
* Stress ManagementSource: Help Guide- A Trusted Non-Profit Resource. Stress can be overwhelming, damage your health, your relationships, and your quality of life. You can protect yourself by learning how to recognize the signs and symptoms to reduce its harmful effects.https://www.helpguide.org/home-pages/stress.htm

**Videos:*** How to Manage Stress EffectivelyWays to determine techniques for managing stress.<http://youtu.be/ZHxPGgwixhg>
* My philosophy for a happy life: Sam Berns at TEDxMidAtlanticSam Berns is a Junior at Foxboro High School in Foxboro, Massachusetts, where he has achieved highest honors and is currently a percussion section leader in the high school marching band. He recently achieved the rank of Eagle Scout in the Boy Scouts of America. Sam was diagnosed with Progeria, a rare, rapid aging disease, at the age of 2.<http://youtu.be/36m1o-tM05g>
* Quick Stress ReliefTechniques to assist you in managing stress <https://www.helpguide.org/emotional-intelligence-toolkit/step-two.htm>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall
* Check for understanding

Make sure students understand the vocabulary (word wall) before moving forward with this lesson. They are to make flash cards using an index card with the word on one side of the card and the definition on the other side. It is important for all students, especially ELL’s, to have a firm foundation before moving forward. This is key to following the entire lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Current EventsAssign student to read about managing stress effectively. Information can be found in newspaper articles, magazines, journals, and online print.Suggestions:* American Psychological AssociationFive tips to help manage stress.<http://www.apa.org/helpcenter/manage-stress.aspx>
* Helpguide.orgStress Management: How to reduce, prevent and cope with stress.<http://www.helpguide.org/mental/stress_management_relief_coping.htm>
* PsychCentral10 practical ways to handle stress.<http://psychcentral.com/blog/archives/2011/07/11/10-practical-ways-to-handle-stress/>

Prior to reading the article have students skim the text circling the words that are unfamiliar. Have students decode the words before they begin reading. As the students read the article have them write questions on post-it notes. Collect the post-it notes and go over the questions as a class after all the students have completed the activity. Discuss the questions and review information in the article. |
| **Quotes** | Take rest; a field that has rested gives a bountiful crop.**-Ovid**A crust eaten in peace is better than a banquet partaken in anxiety.**-Aesop, Fables**There is more to life than increasing its speed.**-Mohandas K. Gandhi**Tension is who you think you should be. Relaxation is who you are.**-Chinese Proverb**Don’t sweat the small stuff… and it’s all small stuff.**-Richard Carlson**There cannot be a stressful crisis next week. My schedule is already full. **-Henry Kissinger** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** What fun and healthy activities friends can do to relieve stress?
* What stresses you out about family?
* How can stress impact a relationship with your family?
* What are some positive ways to relieve stress?

**Writing Strategy:*** RAFT (Role/Audience/Format/Topic) writing strategy:
	+ Role: son or daughter
	+ Audience: parent/guardian
	+ Format: informal letter
	+ Topic: It really stresses me out when…
		- You have a parent/guardian that doesn’t understand why you are stressed out all the time. Write a letter to express your feelings. Using information learned in this lesson, outline strategies to help your parent/guardian understand what stresses you out and to help you positively deal with it.
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| **Communication****90 Second Speech Topics** | * How am I going to handle stress in my life?
* Healthy and fun ways I can relieve stress.
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| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Have students create a PowerPoint presentation to show the effects of stress on the body and what can happen to the body over a period of time: one year, five years, ten years, 20 years.

**TED Talks:**TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.My philosophy for a happy life: Sam Berns at TEDxMidAtlanticSam Berns is a Junior at Foxboro High School in Foxboro, Massachusetts, where he has achieved highest honors and is currently a percussion section leader in the high school marching band. He recently achieved the rank of Eagle Scout in the Boy Scouts of America. Sam was diagnosed with Progeria, a rare, rapid aging disease, at the age of 2.<http://youtu.be/36m1o-tM05g>Interpersonal Studies – Multiple Choice Math Assessment ProblemQuestion 1. Recent studies have shown that 50% of all marriages end in divorce. If 65% of those ending in divorce list financial reasons as the reason for divorce, what percentage of all marriages are ending due to financial reasons?a. 15% b. 32.5% c. 50% d. 65%Answer BHuman Services – Interpersonal Studies Writing PromptThink about how the family influences the development of personal identity and self-esteem. Write a persuasive essay in which you state your position on how the family influences the development of personal identity and self-esteem of all family members, including those with special needs.  |
| **Family/Community Connection** | * Invite the school nurse to talk to the students about stress and how to stay healthy and productively cope with stress.
* Have students complete the Guest Speaker Summary Sheet.
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| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA) <http://texasfccla.org>* Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and act on a community need.
* Interpersonal Communication – An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.
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| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning: <http://www.nylc.org/>Possible ideas:* Students can develop a public service announcement for military families on how to deal with the stress of having a loved one in Afghanistan or another country, how to deal with deployment, and/or the homecoming of their family member.
* Students can take brochure made in independent practice and distribute them to the guidance office at their school.
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1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)