

- Is this stress management?

# Clarifying Standards

- 7.MEH.2.1 Critique a variety of stress management techniques.
- 7.MEH.2.2 Design a stress management plan that is appropriate for the situation and individual traits and skills.

- Clip on Stress

# Review:

- Ask students the following questions:
  - *What is a stressor? (a trigger of stress)*
  - *What are some examples of stressors?  
(homework, job, exams, relationships)*
  - *What are some of the things that happen when we are faced with a stressor?*
    - (increased heart rate, increased irritability, nervousness, anxiety, increased or decreased appetite)

# Statement of Objectives:

- *Today we will be discussing ways to make our lives less stressful. This can be done by avoiding some stressors or developing techniques to deal with them. By the end of the lesson, you should be able to develop effective strategies to better manage and cope with your personal stress.*

- *Today we will be identifying the common stressors in our daily lives and develop effective techniques to cope with our stress. There will always be good and bad stress in our lives but we can use strategies to help us manage our stress in healthy ways.*

Prezi

*For those stressors that cannot be avoided,  
we need to find a strategy to make  
the  
stressor less stressful*

- *Positive stress management...*
  - *altering perceptions, time management, drawing on social support) and combative strategies (problem solving, relaxation techniques).*

*There are several ways a person can handle the stressors he or she faces.*

1. *One of the most important skills is time management.*
  - a. *This is the ability to recognize the number of tasks you have to conquer and figuring out how to order them appropriately in your schedule.*
2. *Another stress management technique is using your social support*
  - a. *Your parents, coaches, teachers, friends, counselors, mentors, whoever it is, they will want to help you.*

3. *The next technique is problem solving*
4. *Relaxation techniques that people use to relax their bodies or minds.*
  - a. *yoga, Pilates, or forms of meditation, exercise*
5. *Prioritizing your tasks*
  - a. *use an agenda or calendar of some sort*
6. *getting appropriate amounts of sleep and a healthy diet*

# Time Management

## Strategies for Effective Time Management

1. Practice goal setting. You cannot get there if you do not know where you are going.
2. Keep a calendar of your schedule in your book bag. Remember to enter important activities, assignments, and events into your calendar and check it regularly.
3. Make a "TO DO" list for each day. Decide which tasks are most important and do those first. (Some tasks can wait until later and others cannot be postponed.) Mark off each task as you finish it.
4. Do not procrastinate. Just do it . . . NOW.
5. If a job or assignment is really big, divide it into manageable parts.
6. Say "no" to distractions.
7. Work on only one job at a time. Going back and forth between jobs makes both jobs take longer than they should. (With complex and difficult tasks, it is sometimes desirable to take breaks.)
8. Reward yourself for completing a difficult task.



# Guided Practice:

- Distribute the handout, What Would You Do? (Appendix 3).
- This activity includes scenarios that students will discuss and determine if the scenario used a positive or negative strategy to handle the stressful situation.
- This may include avoiding the stressor if possible, anticipating the stressor, or incorporating stress management strategies to alleviate some of the stress.
- Divide the class into small groups and ask each group to brainstorm why it was a positive or negative technique of handling the stress.
  - Also, have students brainstorm how they would personally handle the scenario presented.
  - Emphasize that the strategies they write down need to be **positive ways to deal with the stressor**.
- As a class, discuss each situation in order to provide students with multiple suggestions for minimizing these stressors. For homework, have students interview an adult or an older student and record his/her suggestions for coping with the stressors.



## What Would You Do?

Is there something you could do to avoid the stress in each of the following situations? If not, how might you cope with the stressor?

**Directions:** Discuss each of these situations with your group and record the stressor presented, if the strategy of handling the stress was positive or negative and why, and how you would personally handle the scenario.

1. Shonda's sister takes too long in the bathroom each morning. Shonda constantly has to yell at her sister so she can get to the things she needs and leave for school to be on time. Shonda and her sister continue to be late to school but Shonda refuses to set her alarm clock any earlier.
2. Todd has been passionate about playing baseball since he was a child. He hopes to play in high school next year and would love to play in college like his older brother. He is a great 3<sup>rd</sup> basemen with potential to be a star in high school. His coaches have been giving him a lot of constructive criticism lately. Todd knows that it is good when coaches do this because that means Todd can improve into an even better 3<sup>rd</sup> basemen. He takes their advice and works harder for them and for himself.
3. Sam has never enjoyed math class and recently got the lowest score on the test the class just took. He knows math is not his subject. The teacher called out Sam for having the lowest score and that the class average was a 93%. Sam was embarrassed and after class told his teacher that he would appreciate it she would not tell the class his score.
4. Kaity just got home from school and her parents were mad at her for talking back rudely to them. Kaity apologized for how she snapped at them and decided to go outside for a 40 minute run to settle down.
5. Carlo missed a few days of school and has a long list of assignments and projects to complete by the end of the week. On top of that he has a birthday party, soccer practice, and club meetings to attend. He is overwhelmed and annoyed that his teachers are requiring him to complete so much work for being absent. Carlo decided to ignore most of his assignments.
6. Lilly is the group project leader for the big end of the year science project. She feels a lot of pressure being the leader and the project having several different parts to complete. She decides to divide up the project and give one part to each member evenly. Then, she says she will then put all the parts together for the group.

# Independent Practice:

- Distribute the Less Stress is Best handout (Appendix 4).
- Have students list the top five stressors they have the least time for on the handout.
- Next students should identify at least two things that they can do to make each situation less stressful.

## Less Stress is Best

Everyone wants to reduce stress. It is possible to reduce some of the stress in your life by deciding what causes you stress and how you can minimize its effects. Make a list of causes of stress. Circle those over which you have some control. Write a strategy for lessening the effects of each:



### Causes of Stress

**Example:**

become nervous about  
competition in soccer intramurals

1.

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2.

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3.

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4.

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### How to Minimize

**Example:**

practice deep breathing  
and muscular relaxation  
just before the game

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# Closure:

*We have discussed many ways to manage your stress. Each of you should now be able to identify ways to make the stressors in your life more manageable.*