

**8.MEH.1.1 EVALUATE STRESS  
MANAGEMENT STRATEGIES BASED ON  
PERSONAL EXPERIENCE.**

# Statement of Objectives:

**Today we are going to spend some more time on stress and management. The focus will be on how you use past personal experiences to engage in positive stress management strategies. You will consider how self-reflection guides your choices and consider how you will use these in the future as you face new and different types of stressors.**

# OBJECTIVES

- ✘ The student will identify a variety of techniques for managing personal stress.
- ✘ The student will describe the importance of self-reflection in evaluating his or her most effective stress-management strategies.
- ✘ The student will apply effective methods for coping with stress based on personal experience.

# STRESS-PROVOKING SCENARIOS

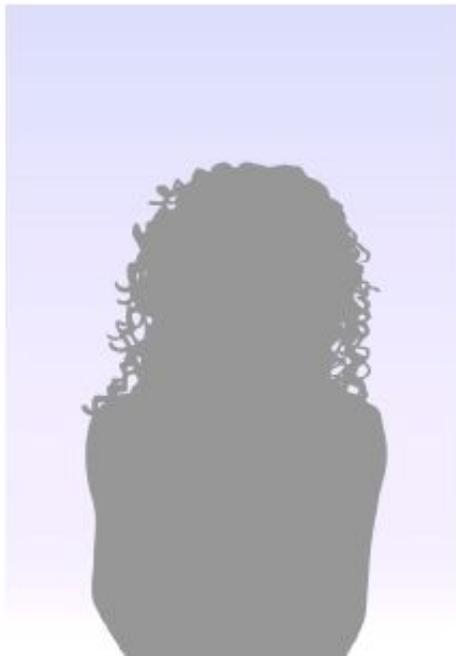
A young woman with long blonde hair is looking at a laptop screen in a library. The background is filled with bookshelves containing various books. The scene is softly lit, creating a calm atmosphere.

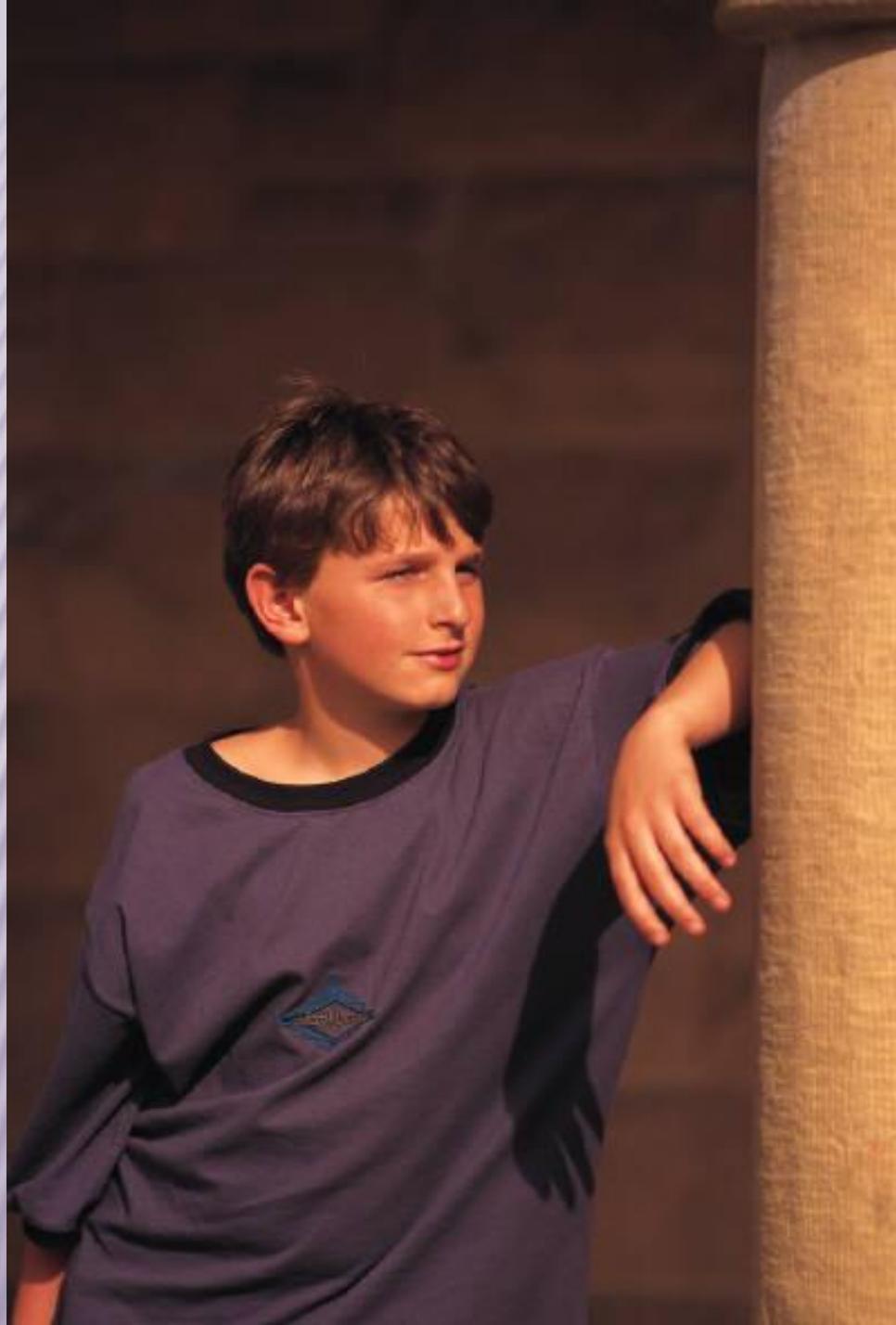
Review Step

8.MEH.1.1 Evaluate stress management strategies based on personal experience.

# INSTRUCTIONS

- ✗ Read the following scenarios.
- ✗ Decide if the teens' response is appropriate for the situation or inappropriate.
- ✗ If it is not useful, why not?





# SCENARIO 1

Tom worked very hard on a project for school. Danny waited until the last minute to do his project and then asked to copy from Tom. Danny implied that if Tom did not let him copy, Danny would no longer be his friend. Tom decides to allow Danny to copy his work.

# SCENARIO 2

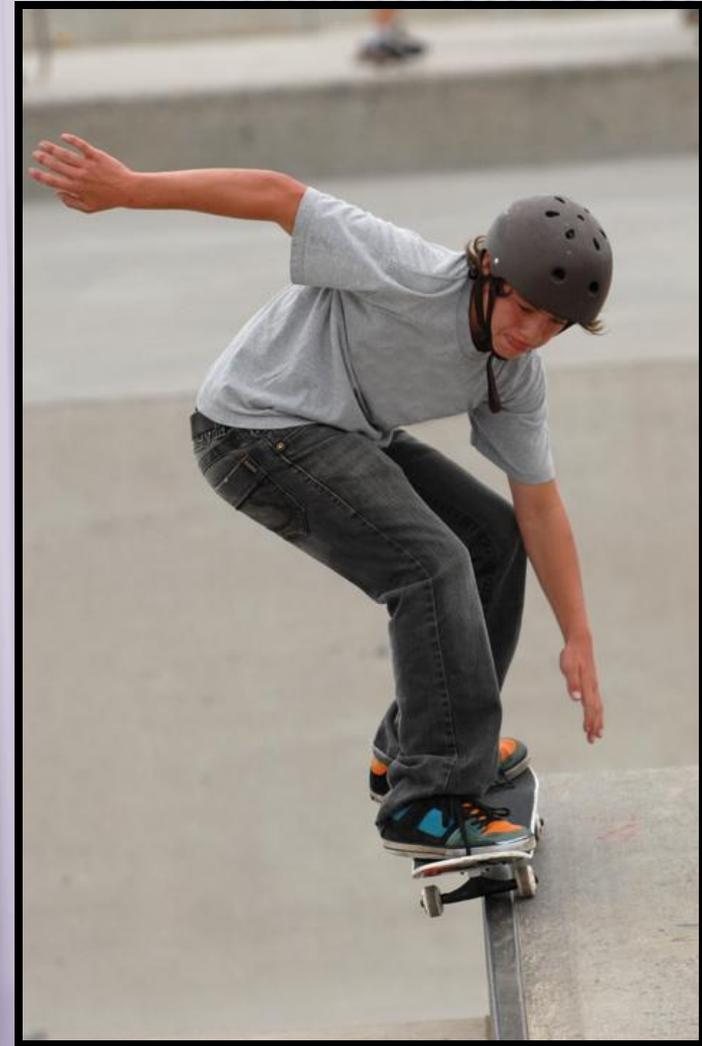
Farah's teacher gave the class unclear directions about a project. Farah worked harder than most of her classmates on her project, only to find that she had done the project all wrong.

Farah approaches her teacher and explains her confusion and asks for an opportunity to re-do the assignment.



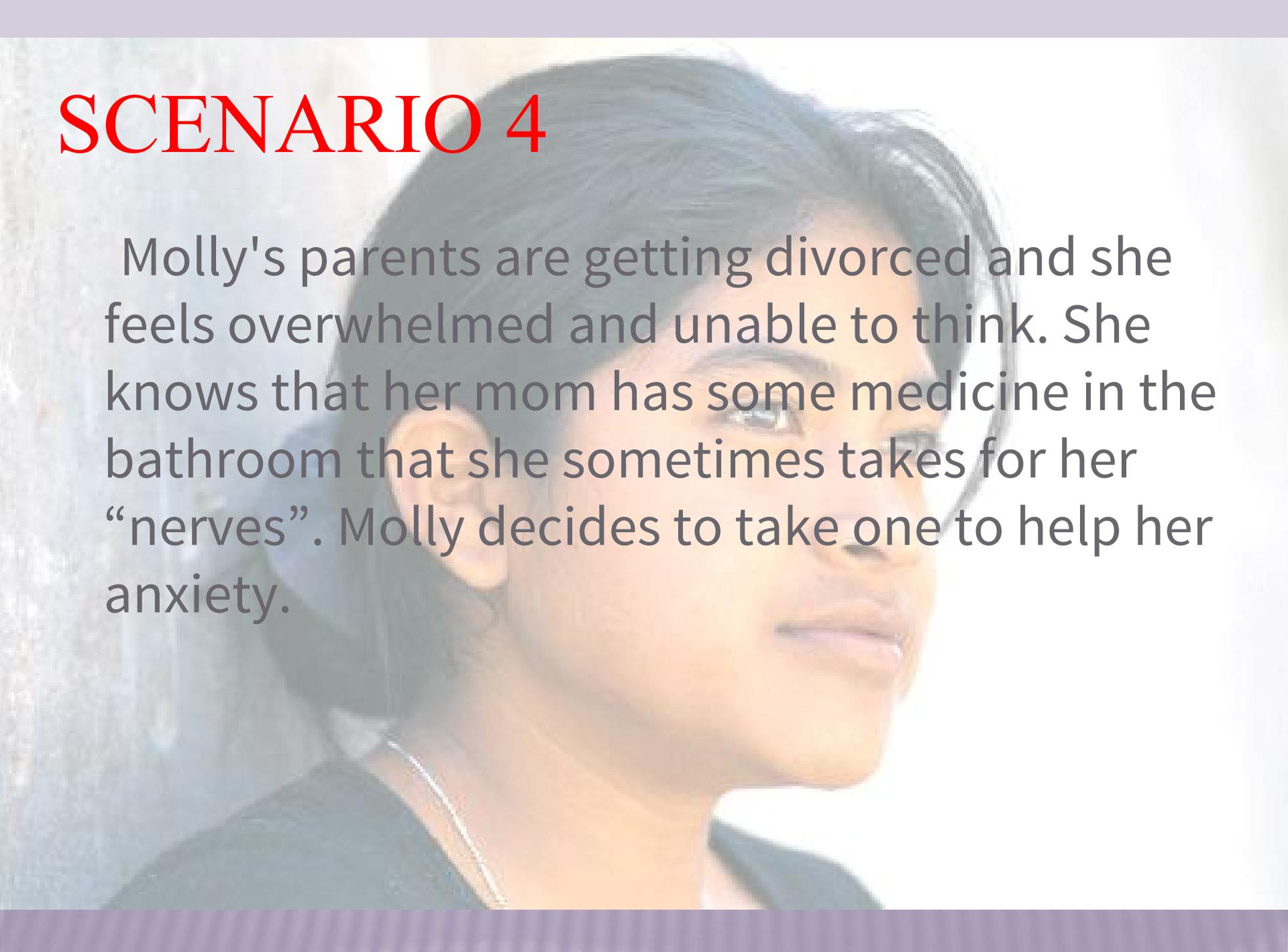
# SCENARIO 3

Mike has grown up in the southern part of the United States. Recently, he moved to the northern part of the country. Some students make fun of the way Mike talks. Mike decides to tell students that they sound different to him, as well, but he bets they have more in common than they might think. He asks if anyone wants to go to the skate park after school.



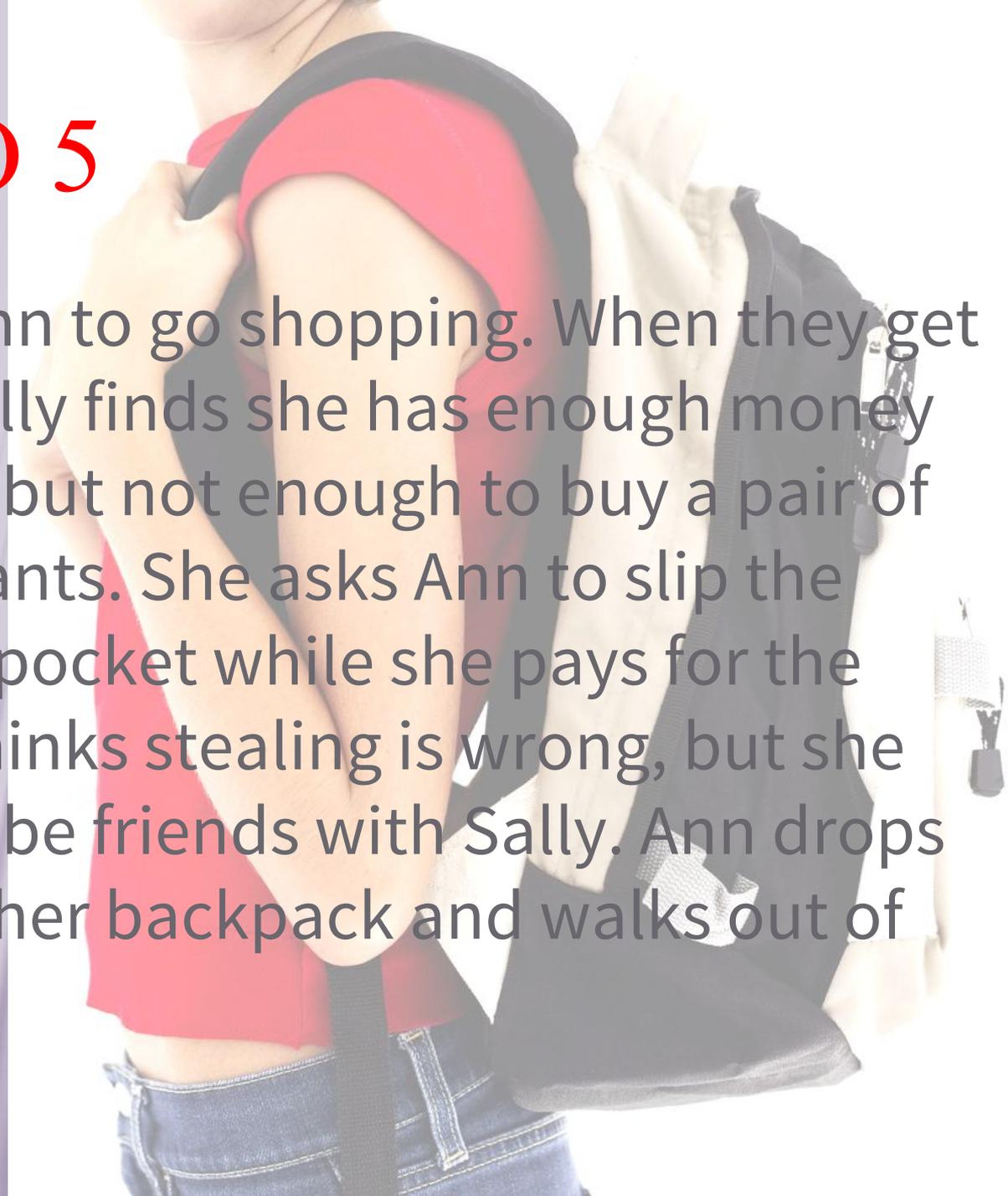
# SCENARIO 4

Molly's parents are getting divorced and she feels overwhelmed and unable to think. She knows that her mom has some medicine in the bathroom that she sometimes takes for her “nerves”. Molly decides to take one to help her anxiety.



# SCENARIO 5

Sally invites Ann to go shopping. When they get to the store, Sally finds she has enough money to buy clothes, but not enough to buy a pair of earrings she wants. She asks Ann to slip the earrings in her pocket while she pays for the clothes. Ann thinks stealing is wrong, but she really wants to be friends with Sally. Ann drops the earrings in her backpack and walks out of the store.



# SCENARIO 6

Owen feels overwhelmed with all of the stuff he needs to everyday. He loves to play his guitar, he likes school (especially his Visual Arts class) and wants to do well. He also enjoys playing sports and walking dogs at the local animal shelter. Owen decides to create a “Things To Do Today/Week List” to help prioritize all of his activities.



# SCENARIO 7



Kim is preparing to give a speech tomorrow. She is nervous and fidgety and is afraid she won't be able to sleep. She decides to ask her mom if she can practice on her when she is finished writing her speech, then do the progressive muscular exercises she was taught in school.

# SCENARIO 8

Allen believes a friend of his is depressed, maybe even thinking about suicide. Allen decides to tell his friend that he is worried about her and persuades her to speak with their teacher.



# POSITIVE STRESS MANAGEMENT TECHNIQUES

- ✕ Brainstorm a list of health stress management techniques you are familiar with

**talking it out**

**progressive  
muscular**

**EXERCISE**

**Journaling**

**time**

**deep**

**breathing**

**management**

**meditation**

# VIDEO (25 MINUTES)

- × [Help! I'm Stressed \(Discovery Education\)](#)

# SELF REFLECTION

✘ Careful thought about your own behavior and beliefs.

~(Merriam-Webster dictionary)



# SELF REFLECTION & STRESS MANAGEMENT

- ✘ How are self reflection and effective stress management related?
- ✘ What are some examples of times when self reflection resulted in making a healthy choice?

# STEPS FOR SELF REFLECTION

1. How do I feel?
2. How did I feel earlier in the day, yesterday or the week before?
3. Why do I feel this way?
4. Why did I act in a certain way?
5. What prompted me to act like that?
6. What does this tell me about myself?
7. What can I learn from this situation?
8. If I am in this situation again, what would I do the same and what would I do differently?

# Self Reflection and Stress Management

List three events or experiences you have had in the past three months that you did not handle as well as you would have liked and, as a result, caused you extra stress.

Examples: fight with a friend or parent; doing poorly on a school assignment; challenges at home ( such as siblings)

For each experience, consider the following:

- How did I feel?
- Why did I feel this way?
- Why did I act in a certain way? What prompted me to act like that?
- What does this tell me about myself? What can I learn from this situation?
- If I am in this situation again, what would I do the same and what would I do differently?
- How would this change help to manage your stress in a positive way?



1.

*I feel:*

*I feel this way because:*

*I did this because:*

*I learned:*

*I would do this the same:*

*I would do this differently:*

*This would decrease or manage my stress by:*

2.

*I feel:*

*I feel this way because:*

*I did this because:*

*I learned:*

*I would do this the same:*

*I would do this differently:*

*This would decrease or manage my stress by:*

3.

*I feel:*

*I feel this way because:*

*I did this because:*

*I learned:*

*I would do this the same:*

*I would do this differently:*

*This would decrease or manage my stress by:*

# How does Stress affect the brain?

Video clip on stress and the brain

<http://www.edutopia.org/blog/help-students-de-stress-success>

# INDEPENDENT PRACTICE:

- ✘ Have students complete interview as described in Appendix 2, High School and Beyond.
- ✘ Use the attached Core Concepts Rubric and Self Management Skills Rubric (from HEAP) for assessment and scoring (Appendix 3).

## Preparing for High School and Beyond (HEAP Resource, 2012)



For many young people, high school is a stressful time in their lives. Your task is to collect information about the things young people can do to handle the stresses of high school and beyond.

### **Research:**

You should interview at least FOUR high school students. They may be your friends, older siblings, and/or their friends. If you cannot find four students to interview, ask your teacher to put you in contact with a teacher from the local high school and ask that teacher to help you recruit students to interview. At least one of the students you interview must be a senior. You may interview them in person, over the phone, or with a written survey. You may also use e-mail. Ask each student the following questions:

- *What have been the major sources of stress (academically, personally, and socially) while you have been in high school?*
- *Which stressors affected you in a negative way? What were the negative effects of these stressors?*
- *How did you deal with these stressors?*

### **Analysis/Presentation of Data:**

When you have completed your interviews, write a report summarizing the results of your interviews. Your report should contain the following:

- Descriptions of the stressors students have faced and the effects of these stressors on the students.
- A discussion of possible health-related effects (different from those given by students) of stress. These should include both short-term and long-term effects.
- Descriptions of the coping strategies students used.
- Descriptions of positive coping strategies for stress. You may have to go to health textbooks, the library, or the Internet for this information.

### **Answers will be scored on the following:**

1. How completely and correctly you demonstrate an understanding of health concepts.
2. How well you describe positive ways of managing stress.

**Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention.

**Characteristics of Student Work**

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

**Key Criteria**

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

**Concept Rubric**

4	The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
3	The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

**Self Management Skills Rubric****Health Education Standard 3**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Characteristics of Student Work**

This category address students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

**Skill Cues**

- identifies healthful behaviors
  - stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
  - first aid techniques
  - safety steps
  - strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order is appropriate

**Generic Skills Rubric**

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.

# FINAL THOUGHTS...



Linus: “I guess it is wrong to be worried about tomorrow, maybe we should only worry about today?”

Charlie Brown: “No, that's giving up: I'm hoping that yesterday will get better!”

## CLOSURE:

- ✘ *Today we examined common sources of stress and appropriate means of measuring stress. You have shown that self-reflection is an important element of managing stress and is a positive technique for making healthy choices.*