

Unit Topic: Stress Management

Activity Name: Lesson #2, Coping Solutions for Stress

Objective/Rationale

1. Students will be able to identify the major stressors in their lives and the symptoms they are experiencing through small and large group discussions.
2. Students will be able to determine the difference between healthy and unhealthy stress reduction solutions through small and large group discussion.
3. Students will be able to implement healthy stress reduction solutions into their daily lives through role playing.

Time Frame: 50 minutes

Materials:

- Whiteboard and markers
- Example scenarios, page 3
- Coping Solutions chart, page 4

Directions/Procedure:

1. Review the chart constructed by the class discussion during the previous lesson or use the following chart below.



SIGNS OF STRESS

Physical	Emotional	Health Related
<ul style="list-style-type: none"> ▪ Racing heart ▪ Shaking hands ▪ Shaky legs ▪ Clenching fists ▪ Reddening of the skin ▪ Headaches ▪ Tenseness ▪ Muscle spasms 	<ul style="list-style-type: none"> ▪ Feeling overwhelmed ▪ Inability to focus ▪ Avoidance behaviors ▪ Inability to make decisions ▪ Fight or flight response ▪ Acting out ▪ General feelings of anxiety 	<ul style="list-style-type: none"> ▪ Inability to sleep ▪ Excessive or inability to sleep ▪ Binge eating ▪ Loss of appetite ▪ Irrational behaviors ▪ Bouts with depression ▪ Mood disorder

2. Put the students into groups of 4 and have them come up with specific solutions they could use to help them combat the stressors in their life. Have them list the solutions under the appropriate category on the worksheet below. This may be done in small groups or as a class.

3. After the chart is completed, as a class, determine which solutions are healthy and which are unhealthy by putting a star next to the healthy solutions and a check-mark next to the unhealthy solutions.
4. Give each group one of the following scenarios below or have the students either use one of their own examples from the previous lesson or create a new one. Have them role play the scene **TWICE**, first time using one or more of the unhealthy solutions, and then a second time using one or more of the healthy solutions.

Resources & References:

- USDA Stress Management:
https://www.nasa.gov/sites/default/files/atoms/files/esfl_ms_cope_with_it.pdf
- Love to Know: Stress Management Lesson Plans:
https://stress.lovetoknow.com/Stress_Management_Lesson_Plans
- Lesson adapted/created by Suzanne Glazos

Assessment/Evaluation:

1. Completed “Coping Solutions” chart
2. Role playing scenarios

Extended Lessons:

- Bridges Stress Management Lessons 1 & 3

Example Scenarios

Scenario # 1

Bobby is 17 years old. He is having some problems with his girlfriend. He feels that she is always checking up on him and says that she doesn't trust him. He is feeling a lot of stress from this situation. He can't seem to concentrate or getting anything done at school.

Scenario # 2

Sherri is 15 years old. She can't stand walking home from school every day. She gets harassed and called names by men in her neighborhood. She is so anxious and stressed by the problem that she hasn't been able to get enough sleep.

Scenario # 3

Manuel is 16 years old. Every day, he is getting into arguments with his math teacher. He feels that his teacher is treating him unfairly. Since he is so stressed out over this problem with his teacher, he gets angry with everyone else in his life including his mother and little brother.

Scenario # 4

Angela is 16 years old. She feels like her mom puts too many responsibilities on her at home, such as taking care of her little sister every day. She can't stop thinking about all that she needs to get done at home and school.

Scenario # 5

Ella is 17 years old. She just heard that someone at school has been talking about her and telling stories on social media that are not true. This problem is really starting to get to her.



COPING SOLUTIONS

Relaxation Techniques	
Physical Activities	
Nutrition	
Rest	
Setting Goals	
Communication	