

About Stress - Level 1 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 5 minutes

With Student Video Viewing Guide - 10-15 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes

Group Activity - 15-20 minutes

Independent Practice - 10-15 minutes

Extended Learning - 20-30 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Think about who makes up your family. Do you all have a Family Rule or maybe a few rules? What are they? Do you talk about them as a family?

Ask students to **"pair and share"** with a classmate, and/or have a brief class discussion

Remind students to **"preview"** the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for Check for Understanding (CFU) Question 1 - Describe the difference between good stress and bad stress.

Pause the video to talk about for Check for Understanding (CFU) Question 2 - How can **"HALTS"** help you when you are stressed?

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. Write about a time you were stressed and did not use a positive coping skill, what was the outcome? Then, write about a time you were stressed and did use a positive coping skill. How was the outcome different?

- **Independent Practice Activity (10-15 minutes) -**

- a. **Materials needed:** Student guide, or just paper and pen
- b. **Directions for Students:** Use the Word Bank to add words to the image below showing how you feel when you are stressed. Add more words or illustrate the person to describe how you feel.
- c. **Criteria for Success:** Students demonstrate knowledge of the physical effects of stress

- **Group Lesson Activity (15-20 minutes) -**

- a. **Materials needed:** Student guide, or none
- b. **Directions for Students:** In your group, complete the graphic organizer by filling it in with some of the positive and negative effects of stress. Label which are positive, and which are negative. Then, write one paragraph as a group summarizing Positive Coping Skills people can use when they are stressed.
 - Put students in pairs or groups of 3-5, have all groups or just a few present to the class.
- c. **Criteria for Success:** Students demonstrate knowledge of both positive and negative effects of stress, and multiple positive coping skills

- **Extended Learning Activity (15-20 minutes) -**

- a. **Materials needed:** Paper and pencil/pen
- b. **Student Directions:** Interview your family and friends - Talk to your family about how they deal with stress and jot some ideas down below:
- c. **Criteria for Success:** Students demonstrate ability to identify stressors and positive coping skills

- **Brain Quiz Answer Key (5-10 minutes)**

1. False
2. B. the limbic system
3. D. all of the above
4. A. not talking about your stress
5. None of the above