



About Stress - Level 3 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 Guide, 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.

Viewing the Video:

Without Student Video Viewing Guide - (6 minutes)

With Student Video Viewing Guide - (10 minutes)

Student Activities:

Activity #1 Write About It - (10 minutes)

Activity #2 Group Lesson - (10 minutes)

Activity #3 Extended Learning - (15 minutes)

Brain Quiz:

5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning- What can be stressful for teens your age?
- Ask students to "pair and share" with a classmate- How do you usually cope with stress?

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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Brain Quiz Answer Key: (5-10 minutes)

1. The top five stressors for teens include all of the following EXCEPT: (Answer: a. cartoons)
2. The _____ is a part of the brain that is constantly searching the environment for things that we perceive as stressful. (Answer: d. amygdala)
3. The stress hormone is _____. (Answer: cortisol)
4. Feeling overwhelmed and changing the way we feel by avoiding the stress is called _____. (Answer: d. avoidant coping)
5. Facing problems and finding solutions, even when it is difficult and doesn't feel good is called _____. (Answer: c. active coping)

Student Activity Options:

Activity #1 Write About It (10 minutes)

- a. Materials needed: journal or notebook paper and writing utensil.
- b. Directions: self-compassion means understanding that you are human, and by definition, imperfect. Showing self-compassion is soothing yourself when experiencing emotional challenges. Have students write two sentences that they can use as a personal mantra when experiencing emotional challenges, especially as a result of imperfection.
- c. Criteria for success: students produce at least 2 sentences that reflect positive self-talk.

Activity #2 Group Lesson Activity (10 minutes)

- a. Materials: none.
- b. Directions: divide the class into groups of 3-5 students. Have each group member share things/times when they feel stressed and strategies used to cope. Encourage each group member to practice active listening and provide support to their group members. If there is a stressor for which a group member does not have a coping skill, encourage group members to offer suggestions.
- c. Criteria for success: students are able to converse appropriately to discuss stressors and appropriate coping skills.

Activity #3 Extended Learning (15 minutes)

- a. Materials needed: journal, notebook paper, and/or construction paper, writing utensils, markers and or colored pencils.
- b. Directions: H.A.L.T.S. is an acronym that reminds us to question whether we are hungry, angry, lonely, tired, or stressed. Have students create an acronym that reminds them of their go-to coping skills and display the acronym through artwork
- c. Criteria for success: students write an acronym with at least 3 letters that makes a word with corresponding coping skills.