FACS State Course Name: Teen Choices

Unit: Stress Lesson: How do you spell Stress?

Competencies/Purpose:

- Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development

Time Needed: 45 Author: D Sciacca

FACS Standards (Colorado and National):

- N12.2O Analyze factors that influence human growth and development

Colorado Academic/Model Content Standards (CDE):

- HPE03.04.c Comprehensive health and Physical Education, Emotional and Social Wellness (Health) Analyze the interrelationship of physical, mental, emotion, and social health- Evaluate effective strategies for dealing with stress.

Objectives- Upon completion of this lesson, students will:

- Evaluate effective strategies for dealing with stress
- Identify causes of stress
- Describe positive forms of stress management
**Instructional Strategies:**

- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration
- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture
- Peer Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

**Tools, Equipment & Supplies:**

- Computers (Click here to enter text.)
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other Poster paper

**Resources:**

- Handouts
- Textbook pgs. Click here to enter text.
- Multimedia Click here to enter text.
- Overhead Masters
- Workbook pgs. Click here to enter text.
- Other Click here to enter text.

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**Key Terms:**

Stress, perception, cortisol, Fight or Flight (Alarm Stage)

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**Introduction of Lesson:**

**Materials:**

- Object or pictures that represent negative and positive kinds of stress. Picture of an A on a report card, car accident, wedding picture, etc…..
- Poster paper, markers and paper for students
- Big paper letters using the letters S, T, R, E, S, S - 2’ by 3’ cut from poster paper; you will have 6 letters total Write on the letter-
  - S - Angry
  - T - Worry
  - R - Takes money
  - E - Happiness
  - S - Frustrated
  - S – Takes a lot of time

**Bell Ringer:** Have students write down five things that give them stress and explain why on two of them.
Exploring the Content (Lesson):

Discuss:
- What stress is and how does it affect the body.
- Types of stress- biological, environmental, cognitive, personal behavior and life situations
- How cortisol is released in the brain during stress.
- What we can do to help control stress.
- Fight and Flight (Alarm Stage)
- Positive and Negative stress using objects or pictures. Have students guess and then discuss.
- How does our attitude affect stress? Example form Dr. Rouse Good morning (God, or Good God it’s morning)

Procedure- Divide the class into 6 groups. Give each group one large letter (S, T, R, E, S, S) and markers to write on the letters.

Tell each group they will have a few minutes to write down situations that make you_________.(What ever the word is on their sheet). After a few minutes they will switch until each group has had a chance to write on each letter.

Review/Summary:

Follow up-
Collect all the sheets and display them in front of the room. Discuss the different types of stress and how someone might be affected by it and another might not, just depending on their perception of it.

Have students return to their groups using the information on their letter have them find strategies that would help a person cope with or make the stress less.
**Assessment:**

- Groups will role play a way to respond to a situation they just discussed.

**FCCLA Integration:**

Use the scenario of attending the state FCCLA conference for the stress statement.