Stress: The Good, the Bad, and the Healthy

LESSON PLAN

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Teaching Point: Stress: The Good, the Bad, and the Healthy

Subject Area: Health Education

Grade Level: 7-College

Time Frame: One class period

Relevant Standards
(National Health Education Standards, Grades 6-8)

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.3 Analyze how the environment affects personal health.

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.6 Explain how appropriate health care can promote personal health.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

2.8.1 Examine how the family influences the health of adolescents.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.6 Analyze the influence of technology on personal and family health.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

3.8.2 Access valid health information from home, school, and community.

4.8.3 Demonstrate effective conflict management or resolution strategies.
5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

6.8.1 Assess personal health practices.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

(National Health Education Standards, Grades 9-12)

1.12.1 Predict how healthy behaviors can affect health status.

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.3 Analyze how environment and personal health are interrelated.

1.12.5 Propose ways to reduce or prevent injuries and health problems.

1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.1 Analyze how the family influences the health of individuals.

2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.

2.12.6 Evaluate the influence of technology on personal, family, and community health.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

3.12.5 Access valid and reliable health products and services.
4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

5.12.6 Defend the healthy choice when making decisions.

6.12.1 Assess personal health practices and overall health status.

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Learning Objectives**

Students will be able to…

- Define stress.
- Recognize the common sources of stress for teenagers.
- Explain the difference between healthy and unhealthy levels of stress.
- Describe the unhealthy effects that stress has on the mind and body.
- Determine their optimal stress levels.
- Find and implement ways of relieving stress.

**Materials**

- *Stress: The Good, the Bad, and the Healthy* video and Teacher’s Resource Book
- 4 pieces of chart paper
- 8 thick markers
- video vocabulary handout for each English Language Learner (see page 13 for template)
• homework assignment page for each student (see page 14 for template)
• 2 copies of the pre/post-test per student (see pages 10 – 11 for template)
• 2 copies of the pre/post assessment rubric (see page 9 for template)

**Advance Preparation**

• Optional: Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson.

• Make four survey charts using the questions below so that each chart has a different question written on it.

What are the main sources of stress in your life?

How does stress affect you (physically and/or mentally)?

Does stress ever help you? If so, how?

How do you deal with or relieve stress?

Post the charts around the room where students can write on them. Leave two thick markers near each chart.

• Write the following “Do Now” message on the board before students arrive:

Our subject today is stress. Please participate in our class stress survey by writing a short response to each question on the charts that are posted around the room. Use the markers provided. Only two students may write on any chart at the same time.
Procedure

Do Now

- As students enter the room, point out the “Do Now” you wrote on the board (see “Advance Preparation”) and give students about five minutes to walk around the room and respond to the class stress survey questions. You may need to remind students to keep their responses short and not to crowd any one chart.

- When students finish, have them go back to their seats and read their classmates’ responses while they wait for everyone to finish.

Adaptation for students with special needs:

If you anticipate your students having trouble managing this activity, you can have them respond to the class stress survey from their seats. Change the do now to:

Our subject today is stress. Please look at the class stress survey questions that are posted around the room and think about how you would answer each. Be prepared to share your answers in a few minutes.

As students enter the room, point out the “Do Now” and have them read the question on each chart. After a few minutes, ask students to share their responses. Record the responses on the charts. For the sake of time, you may want to ask students to respond to only one survey question each.

Introduce Vocabulary

A few psychology terms are discussed in the video. Familiarize your students with these terms before you show the video. Below are some notes about the meaning of each term.

- The contagion effect refers to the stress that results from taking care of someone in need. It happens when a caretaker becomes overwhelmed by the demands of caring for someone or when a person becomes upset by the suffering of a loved one. Note that in this case, the word contagion means “a harmful or undesirable contact or influence” and does not refer to the communication of a disease.
• **Cognitive distortions** are inaccurate thoughts that contribute to stress by reinforcing negative thoughts and emotions. They are usually exaggerated or focused on only the negative aspects of an experience.

• **Irrational beliefs** are beliefs that are false, rationally unsupported, and usually rigid, dogmatic, and maladaptive.

**Adaptation for English Language Learners:**

Give each English Language Learner a video vocabulary handout a day or two ahead of time (see page 13 for template). The handout lists the important vocabulary terms from the video that may be unfamiliar to children who are not proficient in English. Have students familiarize themselves with the vocabulary before the lesson. Encourage them to write the definitions of difficult words on the page. Have students keep the handout at their desks during the lesson and refer to it as needed.

**Adaptation for gifted students:**

Ask the following open-ended discussion questions to encourage deeper thinking:

- Why do you think different people have different optimal levels of stress?

- Given what you know about the healthy and unhealthy effects of stress, which do you think is worse: too much stress or too little?

**Teacher Note:** Students may be quick to assume that too much stress is worse than too little because of the many unhealthy effects stress can have on the mind and body. If students do not bring up any positive effects of stress, challenge their thinking by mentioning the protective role of stress in the “fight or flight” response and the role of stress in motivation and performance. Ask students what would happen if a person never felt any stress at all.

- How does the way people respond to stress create a vicious cycle of stress in their lives? What can be done to break that cycle?

- Many people take prescription and over-the-counter medications to treat problems that are caused or exacerbated by stress, such as depression, anxiety, trouble sleeping, fatigue, migraines, muscle aches, and distractedness. Do you think this is a good way of managing the symptoms of stress? Should doctors be allowed to prescribe medications to people who have not tried other stress relief techniques like staying hydrated, sleeping eight hours a night, or doing relaxation exercises?

**Show the Video**

- Tell students that they will be watching a video called *Stress: The Good, the Bad, and the Healthy*. Tell them to keep their responses to the survey questions in mind as they watch the video.
Discussion

- Invite students to share their reactions to the video. Then direct their attention back to the survey questions on the charts and ask students to reflect on the responses they wrote. Have students rate their own stress levels and evaluate how well they respond to stress. Review important content from the video as you do this.

Wrap Up/Assessment

- Have each student set a goal for reducing stress in his or her life and share one step he or she will take to manage stress more effectively.
- Pass out the post-test and give students 5 - 10 minutes to complete it.
- Fill out the assessment rubric as you grade each test.

Homework

- Give each student a copy of the homework assignment page (see page 14 for template) and explain the directions: Interview someone at home by asking the questions from the Stress Survey and recording the person’s answers on the lines. Tell students to thank their interviewees for participating in the survey by giving them a few suggestions for reducing stress in their lives. Plan to have students share their survey responses during the next class session.
Pre/Post Assessment Rubric

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

Key: 1 = not meeting expectations  2 = approaching expectations  3 = meets expectations

<table>
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<th>Student:</th>
<th>Define stress</th>
<th>Recognize the common sources of stress for teenagers</th>
<th>Explain the difference between healthy and unhealthy levels of stress</th>
<th>Describe the unhealthy effects that stress has on the mind and body</th>
<th>Determine their optimal stress levels</th>
<th>Find and implement ways of relieving stress</th>
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Pre/Post Test

Name: _______________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Which of the following health problems is commonly caused by stress?
   a. low blood sugar
   b. headaches
   c. Hepatitis A
   d. confusion

2. Which of the following BEST defines stress?
   a. unwanted anger and depression
   b. trouble sleeping
   c. the effects of dealing with the demands of life on our minds and bodies
   d. elevated blood pressure

3. Which statement about the prevalence of stress amongst teenagers is accurate?
   a. Very few teens report feeling stress on a daily basis.
   b. Ten percent of teens report feeling stress on a daily basis.
   c. Half of teens report feeling stress on a daily basis.
   d. One third of teens report feeling stress on a daily basis.

4. Which of the following is a healthy effect of stress?
   a. loss of appetite
   b. growth spurt
   c. enhanced performance
   d. anxiety

5. The biological purpose of stress, to protect us from potential dangers, is commonly referred to as...
   a. fight or flight
   b. use it or lose it
   c. give and take
   d. nature versus nurture
6. Which of the following is NOT a common source of stress for teenagers?
   a. pressure to get good grades
   b. job insecurity
   c. problematic friendships and relationships
   d. family problems

7. Which of the following is NOT a good way to reduce stress?
   a. sleeping eight hours a night
   b. eating well and drinking lots of water
   c. doing relaxation exercises
   d. spending a lot of time alone

8. Practicing mindfulness means
   a. doing breathing exercises
   b. thinking critically about a problem
   c. caring about others
   d. paying attention to what is happening in the present moment

9. Which statement about stress is NOT true?
   a. Stress is always unhealthy.
   b. Certain amounts of stress can help people perform better.
   c. Too little stress can cause boredom, depression, and indifference.
   d. Too much stress can cause physical and mental health problems.

10. Which hormone is secreted in response to stress?
    a. melatonin
    b. adrenaline
    c. growth hormone
    d. thyroxin
Post-Test Answer Key

1. b
2. c
3. d
4. c
5. a
6. b
7. d
8. d
9. a
10. b
Video Vocabulary Handout

Directions: You will be watching a video in class called Stress: The Good, the Bad, and the Healthy. Familiarize yourself with the vocabulary words from the video (listed below) and write down the definitions of any challenging words. Your teacher will not check this page; it is for you to refer to during the lesson.

adrenalin

bombardment

chronic

compounds (v)

cumulatively

deprecated

disproportionately

equipped

hectic

hydration

immune

innately

isolating

listless

mindfulness

mutual

optimal/optimum

perceptions

replenishing

restless

shunted

stimulation

stress

stressors

susceptible

unrelenting

vicious cycle

Stress: The Good, the Bad, and the Healthy

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**STRESS SURVEY**

**Directions:** Interview someone at home by asking the Stress Survey questions below and recording the person's responses. Then give the person a few suggestions for reducing stress in his or her life, based on what you learned from the video and lesson.

**Person being interviewed:** __________________________________________________________

1) What are the main sources of stress in your life?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

2) How does stress affect you (physically and mentally)?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

3) Is stress ever helpful for you? If so, how?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

4) What are some things you do to deal with or relieve stress?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Stress: The Good, the Bad, and the Healthy

Additional Titles for Grades 7 – College

- Am I Normal? Teens and Emotional Health
- Teen Depression: Signs Symptoms and Getting Help
- Hallmarks of Good Mental Health
- Common Psychological Disorders of Adolescence
- Curriculum in a Box: Mental Health
- Confronting Sexual Harassment in School: What Every Student Needs to Know
- Understanding and Preventing Sexual Violence
- Making Healthy Choices: Fighting Teen Obesity
- Digital Literacy: Cyber Safety and Security
- Digital Literacy: Cyber Ethics and Etiquette
- Underage Drinking: Is It Worth It?
- It’s Never Too Late: Stopping Teen Suicide
- Stressed Out: Stress Management 101

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