

Jay Curriculum: Unit Cover Page

Unit title: Living With Stress

Grade Level: 5-8

Content Area(s): Health

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

Unit: Living With Stress

Brief Summary of Unit/Topic

Summary:

This unit is designed to help students recognize the necessity of stress in one's life, and to give them the tools necessary to develop prevention and coping skills to combat these stressors. Students are introduced to the ideology of "distress vs. eustress" and the roles each play in everyday living. The biological effects of stressors on the mental, physical, and social dimensions of health are discussed, and the body's innate response, the *Fight or Flight* phenomena (also known as the *General Adaptation Syndrome*), is explained at length. The stages of the Fight or Flight are introduced and discussed at length, along with how each affect the body's many systems. Students are introduced to the different types of personalities that manifest themselves in stressful circumstances, and are given opportunities to determine their own coping strategies in stress journals.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

- The meaning of stress, distress, and eustress.
- The body's involuntary and voluntary responses to stress.
- The physical, social and mental impact stress has on the body.
- Examples of mental and physical illnesses that can develop as a result of stress.
- Positive effects of stress.
- The stages of the Fight or Flight Syndrome.
- The various personalities associated with responses and coping strategies to stress.
- Healthful techniques to recognize, prevent and cope with stress.

Students will be able to:

- Distinguish between a positive and negative stressor.
- Identify the physiological response their body has to stress.
- Assess their own level of stress using the Adolescent Life-Change Scale and Stress for Life Activity.
- Recognize behaviors that describe them, and identify which personality type (A or B), they are prone to concerning stressful situations.
- Explain why Type A personalities are more likely to suffer from health problems when compared to Type B personalities.
- Incorporate coping and prevention strategies to combat stress in their everyday lives.
- Explain why the likelihood of illness increases as one grows older.
- Define stress, stressor, distress, and eustress.

Enduring Understanding/s:

Stress is a natural response to a demand placed on the body. This demand may be physical (temperature), mental (a final exam), or social (meeting new people). Regardless of what kind of stressor you encounter, your body reacts as if it were being physically threatened and prepares to combat the situation. This physical preparedness can result in drastic harm to your overall wellness if coping and prevention strategies are not incorporated. Stress is neither good nor bad, it simply is. How we choose to deal with stress will determine greatly the overall level of health we will enjoy throughout our lives. Stress can be a motivator, and it can be debilitating. Knowing the signs of the stress response will aid you in developing a wellness lifestyle that will ensure life-long wellness.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Unit: A Stress-free Lifestyle

Name of Activity: Stress Test

Grade Level: 5 or 6

Health Education Standard: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Indicator: Students will develop ways to manage common sources of stress in children.

Life Skills:

- ◆ I will practice stress management and suicide prevention skills.
- ◆ I will recognize the risk factors and protective factors associated with drug misuse and abuse. (Alcohol, Tobacco, and other Drugs).

Materials: Student master "Health Behavior Contract"; ruled paper; pencil; chalk; and chalkboard.

Motivation:

1. Prior to beginning this strategy, students should not know the topic you plan to cover because the element of surprise is important. As soon as the class begins, place students in the following stressful situation. Tell students, "Take out a sheet of paper and number down the left-hand side from one to twenty. I told you were responsible for reading (whatever you were currently working on). I am going to see if you completed this assignment. And by the way – this test is going to be worth 50% of your grade for the course." Proceed to give students questions that will be almost impossible to answer. For example, you can say "The first question has three parts. Name three effects of stress on the cerebral cortex." Choose another three difficult questions before stopping.
2. Tell students, "This is not a real test. However, when I told you that I was giving you a test, certain reactions occurred in your body. What are some of the reactions that occurred?" Students will most likely mention increased heart rate, sweaty palms, dry mouth, etc.
3. Define the words stress and stressor. **Stress** is the response of a person's mind or body to stressors. A **stressor** is a physical, social, mental, emotional, or environmental demand. In the illustration that was used, an example of stress was the increase in heart rate. This was one of the body's responses to the stressor. The stressor was the unannounced and difficult test. The test was a mental-emotional demand.
4. Review information regarding the **General Adaptation Syndrome (GAS)**. The General Adaptation Syndrome (also known as *Fight or Flight*) is the body's response to a stressor. During the **alarm stage**, the body prepares for quick action by releasing adrenaline into the bloodstream, heart rate and blood pressure increase, digestion slows, blood flows to muscles, respiration increases, pupils dilate, and hearing sharpens. The body is prepared to meet the demands of the stressor. As the demands are met, the **resistance stage** of GAS begins. During the resistance stage of GAS, pulse, breathing rate, and blood pressure returns to normal. The pupils contract and muscles relax. If the demands of the stressors are met unsuccessfully, the GAS continues, and the **exhaustion stage** of GAS begins. During the exhaustion stage, the body becomes fatigued from overwork and a person becomes vulnerable to diseases.
5. Explain that people respond to stressors in different ways. **Eustress** is successful coping or a healthful response to a stressor. When a person experiences eustress, the resistance stage is effective in establishing homeostasis in the body because the demands of the stressor are met. **Distress** is unsuccessful coping or a harmful response to a stressor. The exhaustion stage often accompanies distress.
6. Emphasize the importance of using stress management skills. Stress management skills are techniques that can be used to cope with stressors and to lessen the harmful effects of distress.

Stress management skills used to cope with stressors include talking with responsible adults about difficult life events and daily hassles, using the **Responsible Decision-Making Model and resistance skills**, and writing in a journal. Exercising, eating a healthful diet, and spending time with caring people also help with stress.

7. Outline reasons why using harmful drugs increases stress. Harmful drugs such as stimulants increase the body's response to stress. The heart beats faster, respiration increases, digestion slows, and the pupils dilate. Harmful depressant drugs such as barbiturates and alcohol depress the reason and judgment centers of the brain. It becomes more difficult to make choices about what to do about the stressors.

Evaluation: Have students complete the Student Master "Health Behavior Contract" on the topic of Stress Management. Have students discuss the effects of drug misuse and abuse on the ability of people under stress to cope with stressor.

Accommodations: Ask students with special needs to describe stressor that they experience as a result of their specific challenges. Have the class brainstorm stress management skills that might be used to lessen the stress that may be caused by these stressors. Write students' ideas on the chalkboard. How might classmates help students with special needs relieve stress?

REFERENCES: