

TOPIC

Stress Management

AUDIENCE

High school students

TIME NEEDED

55 minutes

HEALTH EDUCATION STANDARDS

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

LEARNING OBJECTIVES

By the completion of the program,

1. At least 75% of students will be able to list two stressors according to the worksheet “Why is this Stressful?”.
2. At least 70% of students will be able to list two coping mechanisms for stress according to the worksheet “Life of a High School Student”.

MATERIALS NEEDED

- PowerPoint Presentation
- Internet with Wifi connection
- Access to Zoom with breakout rooms & chatbox enabled
- Appendix A Worksheet (“Why is this Stressful”)
- Appendix B Worksheet (“Life of a High School Student”)
- Appendix C Worksheet (“Self-Assessment”)

PROCEDURE:

1. Introduction

Powerpoint Slides 1, 2,3,4 & 5 (3 minutes)

1. Introduce yourself to the audience, thank them for being here, and state that you will be discussing the topic of stress. Ask students to turn their cameras on.
2. Transition to objectives slide and state the student learning objectives for the lesson.
3. Ask students “How many of you feel constantly stressed every single day?” and wait for responses. Students will respond by raising their hands in the camera.
4. Transition to the definition slide and introduce the topic of stress by going over the basic definition of the term
 - a. Stress is “the body’s response to physical, mental, or emotional pressure” (National Cancer Institute, 2020).
5. Transition to why this is important slide
 - a. Creates a positive attitude
 - b. More productive environment
 - c. Minimize health risks related to stress for you
 - d. Minimize health risks related to stress for your baby
 - e. Can help maintain healthy relationships
6. Transition to the lecture preview slide and talk about what students will be learning about: what are stressors, how stress occurs, and what we can do to fix it/coping mechanisms

2. Common Stressors

Powerpoint Slides 6,7,8 (5 minutes)

1. Ask students to answer the following question in the zoom chatbox.
 - a. “What is something that stresses you out currently?”
2. Live answers will appear in the chat for students to see.
3. After 30 seconds, go over the responses provided by students and any common answers.
4. Transition to next slide on what stressors are
 - a. “*Stressors can be conceptualized as internal or external factors that threaten to disrupt an organism’s physical or psychological homeostasis*” (Needlman, 2009).
 - i. Financial Problems
 - ii. Physical Problems

- iii. Environmental Problems
- iv. Emotional Problems
5. Go to the next slide on health problems from stress
 - a. Short term effects
 - b. Long term effects
6. This will wrap up introduction

3. Appendix A - “Why is this Stressful?”

Slides 9, 10, & 11 (15 minutes)

1. Explain to students the activity of Appendix A, “Why is this Stressful?”
 - a. Students will be put into breakout rooms and assigned potential stressful topics.
 - b. Students will come up with two ways this topic can bring about stress for people.
 - c. After groups are given time to discuss answers, they will return back to the main room to discuss their findings and share with the class.
2. After all groups have gone, students will be asked if they have any other stressors that could be added
3. Ask students if they have felt these stressors at least once in their life and explain to students that everyone has felt these stressors in high school and are still feeling this every day. Wait for them to respond in chat or unmute themselves.
4. Go to the last slide where there will be a review of what stressors they learned about
5. Students will be asked to write in the chat “what are 2 stressors that a person could experience in high school that they learned from the worksheet?” (this will assess whether students know what kinds of stressors there are, objective 1)
6. This will mark the end of activity 1.

3. Appendix B - “Life of a Highschool Student”

Slides 12,13,14,15 & 16 (20 minutes)

1. Activity 2
 - a. State a transition from learning about stressors to coping mechanisms
 - b. Coping mechanisms are the thoughts and behaviors mobilized to manage the internal and external stressful situations (Algorani & Gupta, 2020).
 - c. Show students a youtube video on stress: How to Relieve and Get Rid of Stress - Relaxation Tips for High School and College- by Practical Psychology

https://www.youtube.com/watch?v=jfHicRd9Eq0&ab_channel=PracticalPsychology

- i. The video will go over tips on how to cope with stress
2. Come back to the lecture and ask students to write in the chat which coping mechanism seemed to be the most useful or interesting to them
3. Read the responses out loud
4. Tell students they will be filling out a worksheet on a case study of a student in high school
5. Send out the link to the document labeled Appendix B, “Life of a High School Student” in the chat.
6. Students will be broken up into groups of 3-4 people and will complete the worksheet together.
7. After 7 minutes are over, discuss the worksheet as a class and go over the answers. Have students send their answers in the chat.
8. Go to the next slide asking students question number 3 from the worksheet. Students will be asked to write 2 coping mechanisms they learned from the video that could help Marina and write it in the chat. (This activity assesses if students know how to cope with stress, objective 2)
9. This will wrap up activity 2
10. Transition to the self-reflection

3. Appendix C- Self-Assessment

Powerpoint Slide 17 (5 minutes)

1. Go to slide with self-reflection questions that will ask students about their own stressful situations, coping mechanism, and advice
2. The self-reflection will ask:
 - a. What was the most stressful experience in your life?
 - b. What was a way you handled that stressful situation?
 - c. If you had to give advice to another student on stress management, what would you tell them?
3. Have students send their answers in the chat after 4 minutes. Only if they are comfortable
4. Read responses out loud to the class
5. This will be the end of the self assessment

4. Wrapping It Up

Powerpoint Slides 18, 19, 20 (3 minutes)

1. Wrap up the session by recapping what they have just learned, why they needed to learn this, and how they can better cope with it from now on
2. Tell them about other options for stress relief for people with severe stress or for the purpose of stating alternative options
 - a. Therapy
 - b. Medication
3. Ask the students if they have any questions about the lesson plan material or any comments they have

5. Conclusion Activity

Powerpoint Slides 21,22,23 (4 minutes)

1. Talk about a brief conclusion activity
2. Before we conclude for today, we would like to do some mindful breathing to lessen the pent up stress in our body.
3. Tell the class to turn off their cameras if they are on and to take some deep breaths with the class. Reassure them this is a safe place and all know what everyone is going through.
4. Start Mindful Breathing for 1 minute
5. After mindful breathing, transition to the next slide and thank the class for listening and participating in the lesson
6. Go to the next slide of references
7. Go to next slide for optional plan B yoga videos

6. Lesson Extension (Plan B optional) (12 minutes)

Slide 24

1. Allow students to have the option to watch a YouTube video on stress relief after class
 - a. Yoga for Stress Relief - 7 minute Practice - by Yoga With Adriene
 - i. https://www.youtube.com/watch?v=qiKJRoX_2uo&ab_channel=YogaWithAdriene
 - b. De Stress Yoga 5 Minute Yoga Practice- by Ginger Lemon Honey Yoga

- i. https://www.youtube.com/watch?v=HZqmdShpxds&ab_channel=GingerLemonHoneyYoga

References

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Appendix A
Why is this Stressful?

Stressors are situations that are experienced as a perceived threat to one's well-being or position in life, especially if the challenge of dealing with it exceeds a person's perceived available resources.

Directions:

Each breakout group number will be assigned to a stress topic. Each group will read the topic/conflict and write down two reasons why that topic is stressful. After the breakout room is over, all groups will come back to the main room to share. See below for group topics.

1. Financial Problems

Write two reasons why a student might be stressed in terms of financial problems?

2. Schoolwork/grades

Write two reasons why a student might be stressed in terms of schoolwork/grades?

3. Sexuality

Write two reasons why a student might be stressed in terms of sexuality?

4. Family

Write two reasons why a student might be stressed in terms of family?

5. Social Pressures

Write two reasons why a student might be stressed in terms of social pressures?

Appendix B- Life of a High School Student

Marina, an only child, is in the 11th grade and has straight A's. She strives to get good grades in order to get into Brown University. She is in multiple honors and AP courses. To increase her chances of getting into her dream school, she took part in creating a club and joined the soccer team. She has had a boyfriend of 2 years and they usually hang out while they do homework. On a typical day, when she comes home from school, she usually goes across the street to babysit her neighbor's daughter for two hours until her parents come home. Then Marina goes back home and starts her homework. Her boyfriend comes in at this time to hang out. She usually finishes her homework at 12am and then wakes up at 6am to get ready for school. Three days ago, she recently found out she was pregnant. She is shocked and does not know what to do. She is stressed out and cannot stop thinking about her situation. She does not want to tell her parents and she is scared how her boyfriend will react. After that, her grades start to drop and she cannot focus in school. It feels like no one knows what she is going through at school. She stops doing her chores and babysitting and loses interest in schoolwork. On top of that, she has 3 exams coming up in one week that she did not study properly for and feels like she needs to study harder and thinks she is jeopardizing her future.

1. What factors are causing Marina to have a large workload?
2. Why did Marina stop focusing in school and at home?
3. What are 2 coping mechanisms you learned from the video that could help Marina to deal with her stress and write how it could help?

Answer Key

Worksheet 1- Why is this Stressful?

Stressors are situations that are experienced as a perceived threat to one's well-being or position in life, especially if the challenge of dealing with it exceeds a person's perceived available resources.

Directions:

Each group will have one stressor and there will be 5 groups. Each breakout group number will correspond to the stressor number section. You will write down two reasons why that stressor is stressful. There should be no answers that are repeated.

Example:

Stressor: Financial problems

- a. It is stressful because my living arrangement depends on it.

1. Financial Problems

Possible Answers:

- a. My living arrangement depends on it
- b. Need money for food
- c. My parents money issues seem serious
- d. The overall feeling of being financially unstable
- e. No money for clothes
- f. Being scared of getting bullied about money issues
- g. Thinking you will not be able to afford college
- h. Feeling like you will not have enough resources to complete your goals
- i. Being pregnant and not feeling like you have enough to support your baby

2. Schoolwork/Grades

Possible Answers:

- a. Feeling unaccomplished/ a failure
- b. Not passing your grade
- c. Not passing a class
- d. Not understanding a subject
- e. Having too much of a workload
- f. Not living up to parents expectations
- g. Not getting into college
- h. Not being able to graduate
- i. Not finishing the homework

3. Sexuality

Possible Answers:

- a. Feeling alone
- b. Feeling scared to come out to parents
- c. Scared of getting rejected
- d. Being confused about it
- e. Identity problems
- f. Scared of getting judgment in high school/bullied
- g. Scared of what friends will think
- h. Scared of what family will think of the if they come out
- i. Stressed about expression

4. Family

Possible Answers:

- a. Death of a relative
- b. Fighting in the household
- c. Divorce
- d. Strained parent and sibling relationships
- e. Bad communication between parents
- f. Substance abuse
- g. Illness
- h. Strict parents
- i. Privacy issues
- j. Parents not approving of you being pregnant

5. Social Pressures

Possible Answers:

- a. Worrying about clothing and styles
- b. Scared about fitting in at school
- c. Hard to make friends
- d. Worried about looking cool
- e. Scared of judgment at school with how to truly act
- f. Having social anxiety and general anxiety
- g. Doing drugs
- h. Sexual activity
- i. Being a bully
- j. Scared people will judge you for being pregnant

Answer Key

Worksheet 2- Life of a High School Student

Marina, an only child, is in the 11th grade and has straight A's. She strives to get good grades in order to get into Brown University. She is in multiple honors and AP courses. To increase her chances of getting into her dream school, she took part in creating a club and joined the soccer team. She has had a boyfriend of 2 years and they usually hang out while they do homework. On a typical day, when she comes home from school, she usually goes across the street to babysit her neighbor's daughter for two hours until her parents come home. Then Marina goes back home and starts her homework. Her boyfriend comes in at this time to hang out. She usually finishes her homework at 12am and then wakes up at 6am to get ready for school. Three days ago, she recently found out she was pregnant. She is shocked and does not know what to do. She is stressed out and cannot stop thinking about her situation. She does not want to tell her parents and she is scared how her boyfriend will react. After that, her grades start to drop and she cannot focus in school. It feels like no one knows what she is going through at school. She stops doing her chores and babysitting and loses interest in schoolwork. On top of that, she has 3 exams coming up in one week that she did not study properly for and feels like she needs to study harder and thinks she is jeopardizing her future.

4. What factors are causing Marina to have a large workload?

Honors and AP courses, club, soccer team, babysitting job, and homework

5. Why did Marina stop focusing in school and at home?

She found out she was pregnant and is stressed about telling her parents and her boyfriend.

6. What are 2 coping mechanisms you learned from the video that could help Marina to deal with her stress and write how it could help?

Make a list or to do list and get a good night's sleep. Making a to do list will help her organize her thoughts and help her find a way to talk to her parents and her boyfriend. Having a good night's sleep will help her think more clearly and make rational decisions.

Some more from the video that could be mentioned:

Make a list or to do list, journal, use coloring books, get more sunlight, read a book, get a good night's sleep, read inspirational quotes, exercise