

Subject/Grade: Health Education 4	Lesson Title: Stress Less	Teacher(s): Halle Reimer
Stage 1: Identify Desired Results		
<p>Outcome(s)/Indicator(s): <i>(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)</i></p> <p>USC4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).</p> <p>a) Develop and use respectful language to talk about stress (e.g., grief, loss, fear, expectations) and to describe the intensity of feelings (e.g., rating scale/thermometer of 1-10).</p> <p>b) Communicate an informed personal understanding of stress (e.g., reaction of worry and/or pre-occupation).</p> <p>f) Analyze common coping strategies for managing stress.</p>		
<p>Key Understandings: ('I Can' statements) <i>(Put the key learnings into student-friendly language that begin with 'I can...'. These should reflect the identified indicators. The students should know what these are at the beginning of the lesson. An example is: I can control how I throw a ball overhand. Doing this helps students engage in the learning since they know what it is that they will/need to learn).</i></p> <p>I can talk about stress in a respectful way. (a) I can explain what stress is. (b) I can express how I am feeling. (a) I can think of strategies to use when stressed. (f)</p>	<p>Key Questions: <i>(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)</i></p> <p>What can cause stress? How can I cope with my stress? What strategies can I use to reduce my stress? How can I express how I am feeling, and its intensity?</p>	
<p>Prerequisite Learning: <i>(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)</i></p> <p>Students must have previous knowledge of what stress is. Must understand vocabulary such as: grief, loss, fear, worry, and intensity; or correlating synonyms.</p>		
Stage 2: Determine Evidence for Assessing Learning		
<p><i>(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect and reflect each other! Strategy/process for how you will gather and retain this information should be briefly explained)</i></p> <p>Formative Assessment: Entrance Slip: Think, Puzzle, Explore</p> <ul style="list-style-type: none"> - What do you think you know about this topic? - What questions/puzzles do you have about this topic? - How can we explore these questions/puzzles you have about this topic? <p>Formative Assessment: Class Discussion/conversations:</p> <ul style="list-style-type: none"> - Asking children how they feel during our coping strategy practices (are they participating in the strategies? Are they noticing these differences? are they understanding that certain mechanisms can decrease their stress levels?) - Their ideas on other coping strategies (are they understanding what we may find useful to deal with our stress? Are they giving ideas on what we can also try to lower our stress?) <p>Summative Assessment: Exit Slip: 3-2-1</p> <ul style="list-style-type: none"> - 3 things that could cause stress - 2 new strategies you learned today - 1 strategy you have used in the past when you were stressed <p>**create rubric for assessments**</p>		
Stage 3: Build Learning Plan		

Set (Engagement):**Length of Time: 10 minutes***(Get their attention! And then tell them what you are going to learn through this lesson)*

- *We will begin the class inside, discussing and reviewing our current knowledge on stress. I will give students a chance to share what they know in front of the class, if they would like to.*
- *I will then briefly explain coping mechanisms, that there are many of them and everyone is different and one mechanism may work for one of us but not for the rest. That it's more of a trial and error type of thing, and we need to figure out which one works best for us!*
- *From here I will handout our entrance slips, the think, puzzle, explore worksheet, where students will write down what they think our topic of healthy stress management strategies is about, any questions they have about the topic, and how we can explore the topic further for them to find the answers to their questions.*
- *I will then tell them that we will be doing the majority of the class outside, giving them time to get ready to head outside and set expectations of how they should behave walking through the halls on our way outside, and the expectation I have for them while we are outside.*

Development:**Length of Time: 30 minutes***(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).*

- *Once we are outside I will explain coping strategies more in depth, and ask them to raise their hand to say what strategies they might use when they are experiencing stress.*
 - *I will ask them how they feel when they are stressed, encouraging them to answer honestly about what they feel, and on a scale from 1-10 how intense that feeling is.*
 - *We will then practice different strategies that we came up with as a class such as: exercising (going on a short walk), taking deep breaths, and meditating or doing simple yoga poses.*
 - *Go on a short walk around the park or around a lake in our area*
 - *Practice deep breathing while walking*
 - *Try out a few beginner yoga poses (downward-facing dog, child's pose, warrior I, warrior II, mountain pose, and cow/cat's pose)*
 - *Practice deep breathing while doing yoga*
- *Ask how students feel during each of these activities with and without deep breaths*
- *We will also discuss as a class indoor activities that may also reduce our stress and help us cope, such as: being creative (playing an instrument, painting/drawing, creative writing), journaling, communicating your feelings with a support person or seeking advice from a trusted adult, elder, or spiritual advisor, participating in cultural ceremonies or smudges, or even reading a book about what might be causing your stress.*
 - *Once we have completed our coping strategy practice and finished our discussion on other strategies we could use, I will then announce that we will head back inside, once again setting expectations of quiet voices in the halls so we do not disrupt other classes.*

Learning Closure:**Length of Time: 10 minutes***(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).*

- *To conclude the class we will discuss our takeaways from today's class as a large group.*
- *I will then hand out an exit slip for students to complete before we end class. Students will fill out our 3-2-1 worksheet where they will write 3 things that could cause stress, 2 new strategies you learned today, and 1 strategy you have used in the past when you were stressed. When completed they will then hand it in to me.*
- *If students finish them fairly quickly, they may find a buddy or buddies to share their favourite coping mechanism(s) that they learned about this class.*

Instructional Strategies:

- I will make time for class discussions
- I will allow time for students to share any of their knowledge of the topic, or if they have used any coping strategies as well as let them share how they feel when they experience stress.
- I will observe students while they work independently on entrance and exit slips.
- I will set aside plenty of time for us as a class to practice some outdoor coping techniques.

Materials/Resources:

- Think, Puzzle, Explore worksheets, 3-2-1 worksheets, and pencils.

*Examples of worksheets attached on the page after the lesson plan!

**Possible Adaptations/
Differentiation:**

- We could do indoor activities to cope instead of outdoor activities depending on the weather.
- For visual learners I could either bring a small dry erase board and marker outside and write down our coping mechanisms, or we could do it inside and instead have students write their own ideas of coping strategies.

Management Strategies:

- I will provide clear expectations for how we will make our way outside and then back inside, making sure not to disrupt other classes.
- I will provide clear instructions where I (the teacher) will clap my hands in a pattern and the students will repeat that pattern back to me.
- I will check for understanding after discussions and explanations of the topic.
- I will observe my students as they complete their entrance and exit slips.
- If a hand is raised or I notice someone is having a hard time writing out their slip, I will make my way over to them and answer any questions they may have.
- I will orally acknowledge that students have X amount of time left to finish their slips before we move on.

	<p>Safety Considerations:</p> <ul style="list-style-type: none"> - Allow students to share IF they would like to. - Do not push students to share personal and uncomfortable things. - I will make sure when we are outside that there are no safety concerns such as holes, or things for students to get injured on while we do our coping strategies. - Offer help when needed.
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Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

I wanted to create a lesson like this as I wish I would have had this opportunity to learn coping mechanisms to reduce my stress/anxiety and learn how to express my feelings and the intensity when I was this age, maybe even earlier. I have always been an anxious person who gets stressed out over almost anything, so for the kids like me and even those who aren't so stressed this lesson is a great opportunity for us to find strategies that work for us.

I think the hardest part of creating this lesson was making it friendly for this age group. Challenges with this lesson would be having kids who feel that they are unable to relate or say they haven't experienced any stress along the lines of divorce, death, loss, grief, fear, and/or expectations, and thus disengaging themselves from the lesson. To make it more engaging I would like to take them outside in fresh air, with lots of space to do the lesson, as well as a change in scenery. I think all students will benefit from this lesson because everybody will encounter stress at some point in their life, whether it is around the grade four level, or later on in life, they can always look back on the strategies they learned in our class. Next time I think I would like to invite a guest speaker, either a school counsellor or something along those lines to speak on the subject and really go into depth on the topic of overcoming stress. I would also like to make time for a book that I used as a child: "What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety" by Dawn Huebner, PhD. She has written a bunch of books for children revolving around her studies on psychology.

3 Things That Could Cause Stress:
1 _____
2 _____
3 _____
2 New Strategies That I Learned Today:
1 _____
2 _____
1 Strategy I Have Used in the Past When I Was Stressed:
1 _____

<p>Think:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div style="text-align: center;">  </div> <table style="width: 100%; font-size: small;"> <tr> <td style="width: 33%;"> What do you think you know about this topic? </td> <td style="width: 33%;"> What questions or puzzles do you have about this topic? </td> <td style="width: 33%;"> How can we explore the puzzles you have about this topic? </td> </tr> </table> <p>Name: _____</p>	What do you think you know about this topic?	What questions or puzzles do you have about this topic?	How can we explore the puzzles you have about this topic?
What do you think you know about this topic?	What questions or puzzles do you have about this topic?	How can we explore the puzzles you have about this topic?		
<p>Puzzle:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Explore:</p> <p>_____</p> <p>_____</p> <p>_____</p>			