

## Objective

By the end of this lesson, students will be able to recognize how stress and anxiety affect their emotions, thoughts, and bodies.

## Vocabulary

- **Stress** (n.) an emotional and/or physical response to something external, such as an upcoming test, or a fight with a friend
- **Anxiety** (n.) persistent, excess worry that feels out of your control



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Program Themes

Resilience, Thoughts and Emotions

## Prep

- Whiteboard or chart paper
- Partners

## Lesson Notes

- If discussion of stress and anxiety brings up traumatic incidents for any student, encourage them to speak with a school counselor. If a student discloses self-harm or harm to others, follow your school's guidelines on how to respond to such a disclosure.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

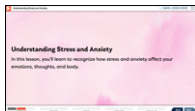
## CASEL Core Competencies

Self-Awareness, Self-Management

## Warm-Up (4 min.)



Set the purpose for Unit 3.



Set the purpose for today's lesson.



Have students write their responses to the prompt on the screen. Call on volunteers to share their responses, which may vary widely.

*Emotions: Worried. Nervous. Excited.*

*Thoughts: I'm going to fail! There are so many people! This is going to be fun!*

*Body: Sweaty. Stomach pains. Flushed.*

**While not everyone responds to stress in the same way, you all talked about responses happening to your emotions, thoughts, and body.**

## Define (3 min.)



**Stress and anxiety are common responses to situations like the one we just discussed. What do you think we mean when we say stress and anxiety?** Give students think-time, then call on students at random to respond. Select each card and call on students to read the definition aloud.

Read the questions on the screen aloud. Give students time to think, then call on them at random to share their responses, which may be based on their own experience as well as the definitions on the screen. *Both cause worry. Anxiety is persistent and feels out of your control.*

## Define (cont.)



Read the reminder on the screen aloud. Briefly remind students of people at school they can go to if they have anxiety or their stress feels out of control.

## Video (5 min.)



We're going to watch a video of students across the country describing how they experience stress. As you watch, pay attention to how each student's mind and body react to stress. Play the video.



Give students time to discuss the questions on the screen. Call on volunteers to share their responses.

## Activity (9 min.)



Read the statement and prompt on the screen aloud. Give students time to think about the prompt on the screen. Then call on volunteers to share their responses. Write students' responses on the board or on chart paper.



**It's your turn.** Read the question and prompt on the screen aloud. Give students time to complete the activity and discuss their answers with a partner.

**There are many common response to stress. However, keep in mind that everyone responds to stress and communicates their emotions differently.**

## Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses. Select the Help with Stress button to show a reminder about when to get help with stress.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

## Objectives

By the end of this lesson, students will be able to:

- Categorize common sources of stress
- Explain the difference between controllable and uncontrollable stressors

## Prep

Partners



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Vocabulary

**Stressor** (n.) something that causes stress

## Lesson Notes

- If discussion of stress and anxiety brings up traumatic incidents for any student, encourage them to speak with a school counselor. If a student discloses self-harm or harm to others, follow your school's guidelines on how to respond to such a disclosure.
- For the Activity, consider calling on volunteers to share their top stressors with the class. As they do, write their responses on the whiteboard for students to see and compare.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

## Program Themes

Resilience, Thoughts and Emotions

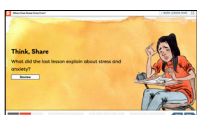
## CASEL Core Competencies

Self-Awareness, Self-Management

## Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

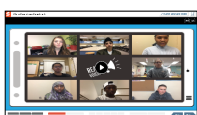
Select the Review button for a summary of what was learned.



Read the prompt and questions on the screen aloud. Give pairs time to write their responses. When they're finished, call on pairs at random to discuss.

**As we just heard, people feel differently about what causes them stress. These feelings can be based on your personality, past experiences, or simply what you like and don't like.**

## Video (5 min.)



Introduce the video. **We're going to watch a video of students describing different things that cause them stress. As you watch, listen for a situation you can relate to.** Play the video.

## Video (cont.)



Read the first question on the screen aloud. Give students time to think, then call on them at random to share their responses. Select the Possible Answers button to show sample answers.

Read the second question on the screen aloud. Give students time to think, then call on them at random to share their responses.

## Activity (14 min.)



Read the definition on the screen. Give students time to complete the activity. Select the Possible Answers button to show sample answers.

When students are finished, call on pairs at random to discuss their ideas.



**Now we're going to look at stressors that are in our control to change and those that aren't. As I read each one aloud, give a thumbs up if it's a stressor you think you can control or a thumbs down if it's one you can't.**

Read the first stressor aloud and wait for students to respond. Call on students at random to discuss their choice. Drag the stressor to the column students choose and summarize why it belongs there. Repeat the activity for each of the remaining stressors.

### *Things I Can Control*

- *Doing homework (I can choose to complete it or not. I can get help if I need it.)*
- *Studying for tests (I can make a study plan.)*

### *Things I Can't Control:*

- *Divorce (Married couples get to decide that, not me.)*
- *Family illness (It happens no matter what I do.)*
- *Mean posts. (I can't control what other people say.)*

Select the Check button to show the correct answers.

**Sometimes when you focus on trying to change situations that are out of your control, it can actually make stress more difficult to manage.**



Give students time to discuss the question on the screen. Call on pairs at random to share their responses.

Select the Examples button to see examples of things students can control.



Read the directions on the screen aloud. Give students two minutes to complete the activity. Call on students at random to share their responses.

**Even though there are some stressors you can't do anything about, you can control how you respond to those stressors and how you reach out for help.**



**Some stressors cause more stress than others based on your current situations and priorities.**

Read the instructions on the screen aloud. Give students two minutes to complete the activity. Call on students at random to share their responses.

## Wrap-Up (3 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

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## Objective

By the end of this lesson, students will be able to reframe certain types of stress as opportunities for growth.

## Vocabulary

- **Distress** (n.) a negative, threatening form of stress
- **Eustress** (n.) a positive, challenging form of stress
- **Reframe** (v.) to look at a situation from a different point of view

## Program Themes

Resilience, Staying Calm, Thoughts and Emotions

## CASEL Core Competencies

Self-Awareness, Self-Management

## Prep

Partners



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Lesson Notes

- This lesson reinforces a growth mindset about stress. If time allows, ask students what they already know about having a growth mindset before starting the lesson.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

## Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Read the scenario on the screen aloud.

Give students time to think about the first question on the screen. Call on students at random to share their responses. Select the Unhelpful Thoughts card to show some examples.

**Research shows that our brains are hardwired to focus on the negatives. This has helped humans survive threats, such as being eaten by sabretooth tigers, but it doesn't help us write papers!**

**Stress isn't always a bad thing, though.** Give students time to think about the second question on the screen. Call on students at random to share their responses. Select the Possible Positives card to show some examples.

## Define (1 min)



Read the definitions on the screen aloud.



Have students work with a partner to write their responses on a piece of paper or fill out the table in the handout.

**Let's check your answers.** Read the first phrase aloud. Call on pairs at random to share their ideas. Drag the phrase where students say it belongs.

Repeat for all of the phrases. Select the Check button to check your answers. If needed, select the Reset button to try again.

*Distress: Causes concern. Decreases performance.*

*Eustress: Positively motivating. Feels exciting. Improves focus.*

## Video (4 min.)



Introduce the video. **We're going to watch a video about managing stress. As you watch, notice what happens when you choose to think positively about a negative situation.** Play the video.



Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show sample answers.

## Activity (8 min.)

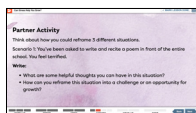


**We're going to practice reframing stressful situations.** Give students time to think about the question on the screen. Call on students at random to share their responses. *Change how you look at something. Look at something from a more positive point of view.*

Select the Definition button to show the definition of reframing. **Therefore, when you "reframe" a stressful situation, you're changing how you view it.**

Give students a personal example of a time you reframed and had helpful thoughts about a stressful situation, or use the following example:

**I was hosting a dinner party for friends and I started getting really nervous that no one would like the desserts I baked. I caught myself thinking negatively and started telling myself, "It's okay. It doesn't have to be perfect. I can get advice from people on how to make it better next time."**

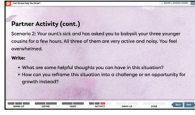


Read the instructions, scenario, and questions on the screen aloud.

Give students time to write their responses. When they're finished, call on pairs at random to discuss.



## Activity (cont.)



Read the scenario and questions on the screen aloud.

Give students time to write their responses. When they're finished, call on pairs at random to discuss.



Read the scenario and questions on the screen aloud.

Give students time to write their responses. When they're finished, call on pairs at random to discuss.

## Wrap-Up (3 min.)



Have students write their responses to the prompt and question on the screen. Call on volunteers to discuss their ideas.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

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## Objective

By the end of this lesson, students will be able to demonstrate how to choose strategies for managing stress.

## Prep

Partners



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Lesson Notes

- If discussion of emotion-management strategies brings up traumatic incidents for any student, encourage them to speak with a school counselor. If a student discloses self-harm or harm to others, follow your school's guidelines on how to respond to such a disclosure.
- In the Warm-Up to this lesson, there's an opportunity for students to indicate with a Fist to Five how stressed they're feeling. Make note of students who seem very stressed and take time to follow up with them individually afterward and encourage them to speak with a counselor.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

## Program Themes

Resilience, Staying Calm, Thoughts and Emotions

## CASEL Core Competencies

Self-Awareness, Self-Management

## Warm-Up (7 min.)



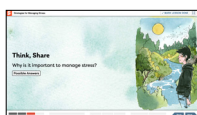
Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show reasons why it's important to manage stress.



The last lesson explained that some stress can be helpful and positive—this is called *eustress*. But other stress can take a toll on your emotional and physical health—this type of stress is called *distress*.

If your students feel safe, ask them to show you with a Fist to Five how stressed they're feeling right now. Five means very stressed, and fist means mostly calm.

Read the question on the screen aloud. Give students time to write their answers.

## Activity (5 min.)



Let's review a few strategies you can use to manage stress. You may recognize them from other Second Step lessons.

Select each white dot on the image and read the description aloud. Guide students through the instructions for practicing it.

**If you can slow down, notice good things in your life, and use positive self-talk, you'll find that you look at the world more often through a positive frame and have fewer unhelpful thoughts.**

## Video (8 min.)



Read the description and instructions on the screen aloud. Give students time to move to a comfortable place.



Play the video.



Give students time to think about the question on the screen. Call on volunteers to share their responses.

**Research shows that the more you practice this strategy, the more you're able to let go of tension. It's especially good to do right before you go to sleep.**

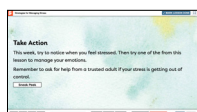
## Wrap-Up (5 min.)



**Now that we've reviewed and practiced different strategies, you're going to choose some you want to use and determine when and where you can use them.**

Have students write their responses to the questions on the screen. Call on volunteers to share their responses. As they share, have students give a thumbs-up if they want to try the same strategy.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

## Objectives

By the end of this lesson, students will be able to:

- Analyze stressful situations and decide if they need to change strategies or get outside help to manage their stress
- Identify people who can help them when they feel their stress is unmanageable

## Lesson Notes

- If discussion brings up traumatic incidents for any student, encourage them to speak with a school counselor. If a student discloses self-harm or harm to others, follow your school's guidelines on how to respond to such a disclosure.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

## Program Themes

Resilience, Staying Calm, Thoughts and Emotions

## Prep

Partners or small groups



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## CASEL Core Competencies

Self-Awareness, Self-Management, Responsible Decision-Making

## Warm-Up (5 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned..



Read the instructions on the screen aloud. Wait for students to respond.

**Having difficulties managing stress is common and happens to most people at some point in their lives. It's a normal part of our experience, because as human beings, we face many obstacles and challenges throughout our lives.**



Have students write their responses to the question on the screen. Call on students at random to share their responses. Select the Possible Answers button to show some signs that a person is struggling to manage their stress.

**Signs of stress can vary. Sometimes it's easy to see them and sometimes it's not. They can be physical signs, but they can also be mental or emotional. When we're stressed, we all communicate it in different ways.**

## Activity (17 min.)



Now we're going to analyze a situation that an eighth-grade student named John is experiencing. Read the scenario on the screen aloud.

**John's beginning to feel like it's all just too much. Give a thumbs-up if you ever feel like this too.** Wait for students to respond.

Read the questions on the screen aloud. Call on students at random to discuss their ideas.



Give students time to discuss the questions on the screen. Select the John's Situation button to remind students of John's responsibilities.

Call on pairs at random to share their responses. Select each card and read the descriptions aloud.

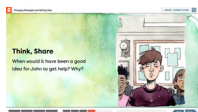


**We've talked a lot about stress-management strategies. Just like all of you, John is faced with a choice about what strategies he uses to manage his stress. He could choose unhelpful strategies that keep him feeling overwhelmed and stuck in the situation, or he could choose strategies that help him manage his stress and take positive action to deal with the situation.**

**Let's look at each of these choices and the possible outcomes.**

Read the scenario and the prompt on the screen aloud. Give pairs time to write their answers to the prompt. Call on students at random to discuss their ideas with the class. Select the Outcome button to see what happens next.

**Each event in this sequence clearly builds on one another and ends with a very serious outcome.**

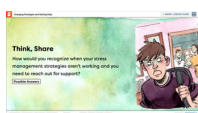


Read the question on the screen aloud. Give students time to review the events, then call on students at random to discuss their ideas.



**Let's look at what might happen if John used helpful strategies instead and took positive action.** Read the question and the prompt on the screen aloud. Give pairs time to write their ideas.

**Let's see what happens to John as a result of taking positive action.** Select the Outcome button to show what happens to John.



Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show signs that John should ask for help.

**Put your thumb up if you think it would be okay for John to reach out for support or help, even if he's been managing his stress and his situation in a healthy way.** Wait for students to respond. **It's always okay to ask for help.**

## Wrap-Up (3 min.)



Have students write their responses to the question and prompt on the screen. Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

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## Objective

By the end of this lesson, students will be able to create an individual plan for managing their stress.

## Vocabulary

- **Distress** (n.) a negative, threatening form of stress
- **Eustress** (n.) a positive, challenging form of stress

## Program Themes

Resilience, Staying Calm, Thoughts and Emotions

## Prep

Completed written work from Lessons 14–18.



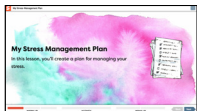
**Bold**—Teacher's script

*Italics*—Anticipated student responses

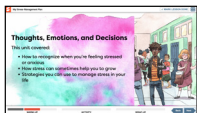
## CASEL Core Competencies

Self-Awareness, Self-Management, Responsible Decision-Making

## Warm-Up (3 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 3.



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

## Activity (20 min.)



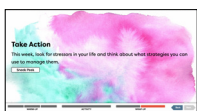
Now you're going to make a plan for managing your stress, using all the things you've learned in this unit.

Have students create their plans by writing their responses to the prompts on the screen. Call on volunteers to share their responses. Select the Example button to show a sample stress-management plan.

## Wrap-Up (2 min.)



Give students time to think about the questions on the screen. Then call on volunteers to share their responses.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next unit's topic.

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In this performance task, students will create an individual stress-management plan.

## Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 3: Thoughts, Emotions & Decisions**. The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Recognize when they are feeling stressed or anxious	Identifying their own common stressors	The biggest stressor is identified but without enough detail to make it unique and specific.	The biggest stressor is clearly identified and with enough detail to make it unique and specific.	<b>Lessons</b> L14: Understanding Stress and Anxiety L15: Where Does Stress Come From? <b>Advisory</b> Class Meetings: • I'm Stressed • Feeling Stress • Anger: Cause and Effect • My Unhelpful Thoughts
	Knowing common physical, emotional, and mental signs of being stressed or anxious Recognizing their own individual signs of being stressed	Signs of stress are identified but lack enough detail to indicate that the individual responses to stress are clearly recognized.	Signs of stress are identified with enough detail to indicate that the individual responses to stress are clearly recognized.	
Recognize that some stressors can provide positive challenges and opportunities for growth	Reframing stress as an opportunity for growth where appropriate	The description of how to reframe the stress into something positive lacks specificity and is not clearly linked to the stressor. The description of how the stressor could be an opportunity for growth is either missing or lacking in detail.	The description of how to reframe the stress into something positive is specific and clearly linked to the stressor. The description of how the stressor could be an opportunity for growth is included and clear.	<b>Lesson</b> L16: Can Stress Help You Grow? <b>Advisory</b> Class Challenge: • Calm Preserver



## Performance Task: My Stress-Management Plan

Performance Task Rubric  
GRADE 8 | Unit 3 | Lesson 19

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Apply stress-management strategies to cope with their stress	Knowing some stress-management strategies Choosing stress-management strategies that are helpful (e.g., yoga, meditation, journaling, physical activity, reading, music, etc.)	The strategies identified are known to be unhelpful for managing stress.	And the strategies identified are known to be helpful for managing stress.	<b>Lesson</b> L17: Strategies for Managing Stress <b>Advisory</b> Class Challenge: <ul style="list-style-type: none"><li>• Calm Preserver</li></ul>
	Knowing where to get help when stress is difficult to manage	Only one person is named—or the people named are clearly inappropriate for providing support. <b>NOTE:</b> If an individual student is unable to name an appropriate support person, make sure to speak with them individually at another time and connect them to school support personnel.	Two people are named and both are clearly appropriate for providing support.	<b>Lesson</b> L18: Changing Strategies and Getting Help <b>Advisory</b> Class Challenge: <ul style="list-style-type: none"><li>• Calm Preserver</li></ul>

### Additional Observation Notes