

Objective

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



Bold—Teacher’s script

Italics—Anticipated student responses

Program Themes

Resilience, Staying Calm, Thoughts and Emotions

Prep

Completed student handouts from Lessons 14-18.

CASEL Core Competencies

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

Warm-Up (3 min.)



Review the previous lesson: **This unit has covered a wide variety of stress-management strategies. We’ve learned how to “reframe” situations to look for opportunities for growth and how to ask for help when we need it. What do you think will be your biggest takeaway from this unit?** Give students think-time, then call on students at random to respond.

We all have different ways to approach and manage stress in our lives.

Set the purpose of today’s lesson: **For the final lesson in this unit, you’ll create a plan for managing your stress.**



Read the Warm-Up prompt on the screen aloud.

Have students write their responses in the Warm-Up section of their handouts and put a check mark next to their biggest stress.

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.

Read the instructions on the screen aloud.

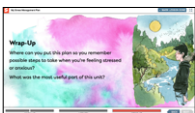
Click the button on the screen to show students an example plan and briefly guide students through it. Leave the example plan on the screen for students to refer to.

Encourage students to refer to previous handouts from this unit as needed to complete their plans.

Give students time to complete their plans on their handouts.

If time allows, call on volunteers to describe their plans to the class.

Wrap-Up (2 min.)



Read the Wrap-Up questions on the screen aloud.

Give students think-time, then call on students at random to respond.

Wrap-Up (cont.)

Conclude the lesson: **This unit has involved lots of self-reflection and you all pushed yourselves to think about stressful situations that you're experiencing or have experienced. Thinking about these situations can be difficult, but reflecting on them can help us learn how to improve next time. Moving onto high school is a new transition, so I hope you can take these strategies with you and apply them when you find yourself in new stressful situations. Remember the people you identified for support and reach out to them when you need to.**

In the next unit, we'll learn strategies for developing and maintaining healthy relationships, perspective-taking, and how to deal with conflict.

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, and 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 Knowing common physical, emotional, and mental signs of being stressed or anxious Recognizing their own individual signs of being stressed	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.	Lessons L14: Understanding Stress and Anxiety L15: Where Does Stress Come From? Advisory Class Meetings: • I'm Stressed • Feeling Stress • Anger: Cause and Effect • My Unhelpful Thoughts Class Challenge: • Emotion Mirror
		Signs of stress are identified but lack enough detail to indicate that the individual responses to stress are clearly recognized. AND Signs of stress in one or more of the three categories (physical, mental, emotional) are missing.	Signs of stress are identified with enough detail to indicate that the individual responses to stress are clearly recognized. AND Signs of stress in all three categories (physical, mental, emotional) are identified.	
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.	Lesson L16: Can Stress Help You Grow? Advisory Class Meeting: • Responding to Rejection 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.)	Only one stress-management strategy is identified—or the strategies identified are known to be unhelpful for managing stress. Only one positive action is described—or the actions described will not clearly help with managing the situation.	At least two stress-management strategies are identified—and the strategies identified are known to be helpful for managing stress. Two positive actions are described—and the actions described will clearly help with managing the situation.	<p>Lesson L17: Strategies for Managing Stress</p> <p>Advisory Class Meeting: <ul style="list-style-type: none"> Responding to Rejection Class Challenge: <ul style="list-style-type: none"> Calm Preserver </p> <p>Lesson L18: Changing Strategies and Getting Help</p> <p>Advisory Class Meeting: <ul style="list-style-type: none"> Responding to Rejection Class Challenge: <ul style="list-style-type: none"> Calm Preserver Service-Learning Project: <ul style="list-style-type: none"> Community Health </p>
	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. Contact information is either incomplete or not included. NOTE: 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. Complete contact information is included.	

Additional Observation Notes