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| Date: 11/21/2011 | | Unit: Stress Management | Lesson #: 1 | | Grade Level: 9 & 10 | |
| # in Class: 24 | | School: PRHS | Teacher: Courtney & Joel | | Supervisor: Dr. McCormack | |
|  | **AHEE National Standards** | | | | | **NH HE Guidelines** |
| **Standards Assessed** | Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | | | | | Standard 1  Standard 7 |
| **Standards Addressed** | Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  Standard 6: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | Standard 4  Standard 6 |
| Lesson Outcomes (Objectives)/ Evaluative Criteria | | | | Equipment | | |
| * Students will be able to identify the difference between good and bad stress through discussion (Standard 1) * Students will be able to identify and list the order of the Fight or Flight Response by participating in the activity “Go Hard or Go Home Relay” (Standard 1) * Students will be able to identify healthy coping strategies through discussion (Standard 7) | | | | * LCD * Music/Music Connection * 3 Foam Balls (will be brought, WBB) * 12 Cones (if you have it but not necessary) * Yoga Video * 1 Bucket (WBB) * Scrap Paper (WBB) * Box of Pencils * Fitness Cards (WBB) * Fight or Flight Cards (WBB) * TV * Wii (WBB) * Frisbees (WBB) * Arrows (WBB) * Guided Meditation CD (WWB) | | |
| **Assessments:**  Good vs Bad Stress: Informally assessed through discussion  Fight or Flight Response: Formally assessed though the activity Go Hard or Go Home  Healthy Coping Strategies: Informally assessed through responding to students stressors & discussion | | | | | | |
| **Interdisciplinary Connections:**  The class will be learning the health concepts of stress and stress management through physical activity. | | | | | | |

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| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
|  | **Discussion of Instant Activity: Chicken Football**   * The activity is a cardiovascular activity * Please refer to attached worksheet for game rules, descriptions, and modifications * A video will be shown to the students to demonstrate the activity * Check for Understanding   + What do you do when you are met by the opponent?   + When can the next person in line start running?   + How does a person score? * Students will be split into groups and sent to their team base | * Students form a semi-circle and listen for further instruction from the teachers. | xxx  xx xx  xx xx  o o | * Students will be reminded of the small space that they will be performing in and to be careful of one another. * And that they should be walking to their spots prior to the activity beginning * Students are to keep their eyes open and ears listening and hands to themselves when listening for teacher cues and instruction |

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|  | **Transition to Instant Activity** | Students will jog over to their team’s starting point and wait for the start signal |  | Students will wait for further instruction |
| 3-5 minutes | **Instant Activity: Chicken Football**   * Music is the start and stop signal for movement * Refer to attached worksheet to activity information | See above | x x  x x  x x  x x  x x | * Students will listen for the music as a cue to start and stop during the activity. |
| 1 minute | **Transition to Discussion** | * Students will pick up any equipment and make a pile to the designated area * Students will form a semi circle formation and sit quietly wait for the teachers | See below | * Students will walk while putting away equipment and forming a semi-circle * Students will wait for further instruction |
| 2-3 minutes | **Discussion of Cool Down: Yoga**   * Discuss with students why properly cooling down the body is good to release and prevent any tension * Introduce yoga and its’ benefits | * Students will sit in a semi circle and participate in the discussion. | xxx  xx xx  xx xx  o o | * Students will listen to the teacher’s instruction |

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| 5 minutes | **Cool Down Activity: Yoga**  **Physical Activity: Silent Ball** | * Students and teachers will follow along to a yoga video * Students form a circle and participate in the activity silent ball   **Silent Ball**   * Students pass the ball first using their classmate’s first names. So, before passing to a class mate you must say their first name first. * Students then perform the same procedures although this time the students aren’t allowed to speak at all or make any noise. | x x x  x x x x  x x x x  o o | * Students are reminded to breathe * Students should only push their body to a comfortable level * Students should follow instruction of the teacher for the activity silent ball. |
| 30 seconds | **Transition to Discussion** | * Students will jog over to the discussion area and sit, forming a circle * Students will wait quietly |  | * Students will form a circle and wait for further instruction |
| 3-5 minutes | **Introduction: What stress is**   * Types of Stress   + Bad Stress (stressors)     - Definition     - Examples   + Good Stress (eustress)     - Definition Examples * Students will write down a stressor in his/her life and crumble it up and throw it in a bucket for a later activity * The Fight or Flight Response and its’ relation to stress   + Why it happens when a person is stressed * Introduce a Pre-Assessment activity (Go Hard or Go Home Relay)   + The activity will allow the students to demonstrate what his/her knowledge is of the Fight or Flight response   + See “Activity: Go Hard or Go Home” below for rules and procedure | * Students will remain in a semi-circle while completing the exercises. | xxx  xx xx  xx xx  o o | * Students participate in completing the activity while remaining in the circle. * Refer to attached worksheet for activity rules, regulations, and modifications |
| 30 seconds | **Transition to Activity** | * Students will jog to their team cone and wait quietly for the go signal to start the activity | x x  x x  x x  x x  x x | * When the students get to the cone they should stop and wait for the signal to begin. |

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| 5-7 minutes | **Activity: Go Home or Go Hard Relay**   * One person from each team will run collect a stage the fight or flight response and bring it back to their home base * While the student is off retrieving the stage, the teammates will be doing a fitness related activity until the teammate returns * Repeat this cycle with a new collector and a new exercise * Once all stages are collected, students must put them in the order that they believe the response occurs in * Once the team is finished, the students will wait quietly for further instruction * Please refer to attached worksheet for more information on the activity | * Starting from the students’ team cone they will wait for a signal and then begin the activity. * When the teacher signals “freeze” the students should stop the activity and wait for direction. | See above | * Students will be reminded of the small space that they will be performing in and to be careful of one another. * And that they should be walking to their spots prior to the activity beginning * Students are to keep their eyes open and ears listening and hands to themselves when listening for teacher cues and instruction |

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| 1 minute | **Transition to Discussion** | * Students will rotate into a semi circle, and readjust their teams stages in their new location * Students will wait quietly for further instruction   x xx x  x x    x x  x xx x |  | * Students should rotate in a clockwise direction. |
| 5-7 minutes | **Discussion on the Fight or Flight Response**   * The correct order of the stages will be given and analyzed. * How does this response relate to stress? * What does it actually mean is happening to the body when it occurs? * What was the original purpose of this fight or flight response with our ancestors? * What would be some scenarios that we would need this response for today? | See above | xxx  xx xx  xx xx  o o | * Students will listen to the teacher’s instruction and participate in class discussions. |
| 1 minute | **Transition to Introduction: Coping Strategies** | * Students will collect and pile the stages cards and make a pile in the designated area * Students will form a circle and wait for further instruction quietly | See above | * Students wait for further instruction from the teacher |
| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
| 5 minutes | **Introduction: Coping Strategies**   * Discussion of how everyone feels stress at one point or another, some people feel this more, some feel this less * But the important things to do is, cope in a healthy manner * Coping is the thought or actions used to deal with stress * With that, we would like to introduce several coping strategies * Explanation of Stations   + Just Dance   + Create a Schedule   + Frisbee   + Mindful Walking * Split students into groups | See above | xxx  xx xx  xx xx  o o | * Students will listen to the teacher’s instruction and participate in class discussions. * Explanation of Stations   + Just Dance   + Create a Schedule   + Frisbee   + Mindful Walking * Split students into groups |
| 30 seconds | **Transition to Activity** | * Students will jog over to the assigned station and wait to pick up/use any of the equipment until instructed | x x  x x    x x  x x | * Students wait at their station for further instruction |
| 23 minutes | **Activity: Coping Strategies**   * **Just Dance**   + A video game that the students will be able to be physically active while playing a dancing video game * **Create a Schedule**   + Students will use a template to organize and construct their week of things they will need to do   + Discuss Topics: the importance of staying organized & how it might help them * **Frisbee**   + Students will participate in this leisure activity while working on their communication skills.   + There will be a sample list of conversation topics to choose from if needed, all students must be engaged in this process * **Mindful Walking**   + Students will follow a designated path within the gymnasium   + Students will have two options:     - Participate in a trust walk when one person will close his/her eyes, and the group must guide them through communication     - Or, students may walk and discuss some of the example topics given | * Students will rotate from station to station, when told, to experience a coping strategy | See above | * Students will rotate from station to station, when told, to experience a coping strategy * Explanation of Stations   + Just Dance   + Create a Schedule   + Frisbee   + Mindful Walking * Split students into groups |
| 2 minutes | **Transition to Discussion** | * Students join in a semi-circle and wait for the start of the discussion of the activity. | See below | * Students create circle and participate in class discussion. |
| 5 – 7 minutes | **Discussion: Coping Strategies**   * Did anyone enjoy any of the examples of a coping strategy, and think that they may use it in the future? * What were some of the feelings you may have felt when at any of the stations? * Everyone grab a crumbled stressor from earlier in the class, make sure it is not your own * One at a time, read the stressor and share a way that you might cope with it if it were you, you should give an example from either today’s techniques or something completely different * Discuss again the importance of healthy coping strategies | * Students remain in the semi-circle and participate in the discussion. | xxx  xx xx  xx xx  o o | See above |
| 1 minute | **Transition to Instant Activity Discussion** | * Students will throw the crumbled up ball back into the bucket * Students will return to his/her seat in a circle formation | See above | * Students will throw the crumbled up ball back into the bucket * Students will return to his/her seat in a circle formation |
| 2 minutes | **Discussion: Freeze Dance**   * Music starts and stops movement * When music starts, students begin dancing (appropriately) * When the music stops, the students caught moving become a monitor to catch the other students during the next music stop | * Students spread throughout the room and begin dancing when the music stops. * At the conclusion on the activity students will form a semi-circle. | x x x  x x x x  x x x x  o o | * When music starts, students begin dancing (appropriately) * When the music stops, the students caught moving become a monitor to catch the other students during the next music stop |
| 1 minute | **Transition to Activity**   * Students will spread around the playing area and wait for the start signal * Check for understanding of activity | See above | See above | * Students must wait for signal to start moving. |

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| 5 minutes | **Instant Activity: Freeze Dance**   * Refer to above directions | * Students spread throughout the room and begin dancing when the music starts. * At the conclusion on the activity students will form a semi-circle. | x x x  x x x x  x x x x  o o | * Students spread begin dancing when the music starts. * At the conclusion on the activity students will form a semi-circle. |
| 2 minutes | **Transition to Closure Activity**   * Students will freeze and listen quietly to directions of where to go * Directions:   + Spread out and find your own space, everyone is to stay within this half of the court   + Lay down on your back   + Make sure you are a couple feet away from the people around you   + Wait quietly | * + Students will listen to instructions from the teacher for a closure activity. | See above | * Students will listen to instructions from the teacher for a closure activity. |

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| 1 minute | **Discussion: Guided Meditation**   * You will be listening to a tape that will guide your mind through a journey, try to follow along and be open minded   x x x  x x x x  x x x x  o o | See above |  | * Students remain in their spots and listen to the tape without making any noise. |
| 5 minutes | **Activity: Guided Meditation**   * Students will follow along in a guided meditation tape | See above | See above | See above |
| 2 minutes | **Transition to Closure** | * Students will collect and extra worksheets, arrows, and equipment, and bring it to the designated area * Students jog over center court and form a circle | xxx  xx xx  xx xx  o o | * All students participate in cleaning up. * Students form a semi-circle. |
|  | **Closure**   * Ask the students:   + What good stress called, and explain what it is   + What bad stress is call, and what it is   + What is the fight or flight response?   + Signs/symptoms of the fight or flight response?   + What is coping?   + What are things that you do to de-stress?   + Open-ended discussion | * Students form a circle and wait for further instruction | See above | See above |
| **What is expected of the non-participant?**  Chicken Football: Keep score of the participating teams  Go Hard or Go Home Relay: Walk around the gymnasium until the activity is over | | | | |